The International Journal of Indian Psychology
ISSN 2348-5396 (Online) | ISSN: 2349-3429 (Print)
Volume 10, Issue 4, October- December, 2022
DIP: 18.01.142.20221004, DOI: 10.25215/1004.142
https://www.ijip.in

Research Paper

Early Maladaptive Schemas and Peer Attachment in Undergraduate Students

Zatun Nataqeen Haqaique[1]*

ABSTRACT

Early Maladaptive Schemas are broad, pervasive themes regarding oneself and one's relationship with others, developed during childhood and elaborated throughout one's lifetime, and dysfunctional to a significant degree. Attachment is defined as affectional tie that a person forms between himself and another specific one - a tie that binds them together in space and endures over time. A between group design was adopted to see the difference between undergraduate boys and girls in terms of early maladaptive schemas and peer attachment. A correlational design was also adopted to determine if there is a relationship between early maladaptive schemas and peer attachment. Non-probability sampling purposive sampling technique was used to select a sample of 600 undergraduate students (boys=294, girls=306). The results indicated that there was difference between boys and girls in terms of early maladaptive schemas and peer attachment. Findings also indicated that there was a relationship between the early maladaptive schemas and peer attachment.

Keywords: *Early Maladaptive Schemas, Peer Attachment, Adolescents*

The sample chosen for this study is adolescents aged 17 – 23 years old. This sample is chosen as their social sphere develops rapidly during this period. The relationships adolescents have with their peers, family, and members of their social sphere play a vital role in the social development of an adolescent. Communication with peers increases significantly during adolescence and peer relationships become more intense than in other stages and more influential to the adolescents, affecting both the decisions and choices being made. (Papalia, et al. 2004). The quality of attachment relations between adolescents and their peers may be related to Early Maladaptive Schemas.

Early Schemas relate to the basic emotional needs of a child. When these needs are not met in childhood, schemas develop that lead to unhealthy life patterns. Early Maladaptive Schemas are defined as “broad, pervasive themes regarding oneself and one's relationship with others, developed during childhood and elaborated throughout one's lifetime, and dysfunctional to a significant degree" (Young et al. 2003).

[1]St. Francis College for Women, Hyderabad
*Corresponding Author

Received: January 20, 2022; Revision Received: December 25, 2022; Accepted: December 31, 2022

Early maladaptive schemas are self-defeating emotional and cognitive patterns established from childhood and repeated throughout life. They may be made up of emotional memories of past hurt, tragedy, fear, abuse, neglect, unmet safety needs, abandonment, or lack of normal human affection in general. Early maladaptive schemas can have different levels of severity: the more severe the schema, the more intense the negative emotion when the schema is triggered and the longer it lasts; the more pervasive the schema, the greater the number of situations that trigger it (Young et al. 2003).

Young (2003) proposed a theory in which he stated that human behaviour stems from Early Maladaptive Schemas (EMS). These schemas are the same patterns of emotional and cognitive schemas self-damage that formed in the beginning of evolution and growth on the mind and are repeated during the life cycle. EMSs are the result of the interplay between temperamental disposition, cultural influences, and toxic childhood experiences. The EMSs result in child's dysfunctional experiences in the relation to parents, sisters, brothers and peers during the early years of life, and can be harmful. Extension and classification of EMSs resulted in 18 EMSs and five higher order schema domains. Each Schema domain develops in a typical dysfunctional family of origin, wherein core developmental needs are neglected (Young et al. 2003).

Satisfying the emotional and physical need of the child with the bond of secure attachment causes the child to have positive and more functional schemas related to him/her and others and to have the sense of worth, autonomy, competence, being loved and cared (Young & Lindeman 2003).

Early maladaptive schemas operate on the deepest level of cognition, usually outside of awareness, and make the individual psychologically vulnerable to develop depression, anxiety, dysfunctional relationships, addiction, childhood trauma, social phobia, substance abuse, eating disorders, personality disorders, panic disorder with agoraphobia and psychosomatic disorders (Young et al. 2003; Cecero et al. 2004; Jovev & Jackson 2004; Waller et al. 2007; Reeves & Taylor 2007; Thimm 2010).

According to Cecero et al. (2004), individuals with an abandonment/instability schema of EMS place excessive value on their relationships with others and tend to make unduly strong efforts to remain connected with them as they fear abandonment and never want to lose their relations.

In a study by Camara et al. (2011) was to test the effects of early maladaptive schemas derived from the Schema Therapy model according to the diathesis-stress paradigm. It was hypothesized that abandonment, emotional deprivation, defectiveness, and failure schemas would interact with stressful events to predict depressive symptoms, whereas abandonment, vulnerability to harm, and dependence schemas were expected to moderate anxiety symptoms.

On the basis of insecure attachment, early traumatic life experiences and unhealthy parental interactions cause the child to have maladaptive schemas which make them more prone to have psychopathology and interpersonal problems in later years (Young et al. 2003).

Roelofs et al., (2011) has also claimed that aspects of disconnection/rejection (specifically schemas of mistrust/abuse and social isolation) and the other aspect of Other-directedness, specially the schema of self-sacrifice, act as a mediator in relations of parental attachment and peers with the symptoms of adolescent depression. Roelofs et. al. (2013) has also shown that schemas of disconnection/rejection have a basic role as a mediator variable between insecure attachment, peer problems and emotional problems.

A study examining the long-term stability of Young's EMS in depressed outpatients over a 2.5 to 5-year interval revealed that EMS exhibited moderate to good levels of stability, even after controlling for severity of depression and neuroticism at both time points, and moderate levels of discriminant validity. A comparison of these results with existing literature revealed that the stability and discriminant validity of EMS are quite similar to the stability and discriminant validity of personality disorder features. (Lawrence et al. 2006).

While research on EMSs is limited, theory and research have shown a possible link between attachment and EMSs. Overall, people with insecure attachments tended to possess EMSs and view relationships negatively (Stackert & Bursik, 2003)

Schemas mediate the relationship with attachment pertaining to the domain of rejection and disconnection (i.e., one's needs for security, safety, stability, nurturance, empathy sharing of feelings, acceptance and respect are not met) have been found to mediate the association with attachment variables (Bosmans et. al. 2010).

In a research that provides a developmental-systems framework for understanding child psychopathology emphasizing the role of developmental processes and the influence of multiple interactive events and processes that shape the adaptive and maladaptive development. It was found that schemas originate from early experiences with the primary caregivers of the individual and are further established in peer relations during childhood and adolescence (Mash & Dozois, 2003).

Stackert and Bursik (2003) examined attachment styles and schemas in undergraduate students. They found that attachment styles and schemas provide a framework for how people interpret relationships. Results found that insecure attachment may predispose a person to EMSs. Both insecure attachment style and strong adherence to EMSs contribute to diminished relationship satisfaction in adulthood.

A study was done to assess whether maladaptive schemas mediate the relation between indices of quality of attachment with parents and peers and symptoms of depression in non-clinical adolescents. It was found that the schema domains of disconnection and rejection and other-directedness mediated the relation between quality of attachment and symptoms of depression. More precisely, the schemas' mistrust/abuse and social isolation mediated the relation between trust in parents and depressive symptoms, whereas the schemas' social isolation and self-sacrifice mediated the relation between alienation from peers and symptoms of depression. The mediation analyses suggest that treatment of adolescent depression could be focused on both attachment bonds and on changing maladaptive schemas. (Roelofs et al. 2011).

A study which investigated relationships between attachment insecurity, maladaptive cognitive schemas, and various types of psychopathological symptoms in a sample of clinically referred adolescents revealed that the schema domain disconnection/rejection acted as a mediator in the relation between alienation from peers as an index of attachment insecurity on one hand and emotional problems on the other hand. Further analysis revealed that in particular the schema of abandonment/instability carried this mediation effect. (Roelofs et al. 2012).

An attachment may be defined as affectional tie that a person forms between himself and another specific one - a tie that binds them together in space and endures over time. Peer relationship or attachment is also an important component to the adolescent, however, the development of peer attachment may be disrupted and in conflict with the Early maladaptive schemas that the adolescent may have.

The concept of attachment being studied is based on the models and definitions of John Bowlby (1977), Ainsworth (1979) Papalia and colleagues (1999). Bowlby (1977) defines attachment as an enduring emotional bond which an individual form to another person. According to Ainsworth (1979), it may be "an essential part of the ground plan of the human species for an infant to become attached to a mother figure". Papalia et al., (1999) define it as a reciprocal, enduring, relationship between infant and caregiver, each of whom contributes to the quality of the relationship. Attachments have adaptive value for babies, ensuring that their psychosocial as well as physical needs will be met.

Attachment theory (Bowlby, 1979) proposes that early intimate relationships with significant caregivers define a person's ability to function in intimate and social relationships throughout the lifespan. He identified numerous maladaptive parental behaviours (chaotic, unplanned attempts to meet a child's needs) and adaptive parental behaviours (responsiveness to a child's behavioural cues, e.g., smiling) that were believed to be causally linked to functional behaviour and emotional experiences of children. For example, inconsistency in responses to children is associated with children's frustration and later anxiety. On the other hand, consistency in caregivers' responses to children's cues is linked to children's contentment and later development of trust.

Most of the research on adolescent peer attachment has been rooted in Armsden and Greenberg's work (1987). The authors proposed to study both adolescents' parent and peer attachment focusing on three dimensions: (1) Trust, linked to adolescent' trust that parents and peers understand and respect their needs and desires; (2) Communication concerning adolescents' perception that parents and peers are sensitive and responsive to their emotional states and assessing the extent and quality of involvement and verbal communication with them; and (3) Alienation, which refers to adolescents' feelings of isolation, anger and detachment experienced in attachment relationships with parents and peers (Armsden & Greenberg 1987).

Attachment theory provides a valuable framework for understanding how peer relationships develop in adolescence and in later stages. Although traditional attachment theory has been focused on child-parent attachment, a growing literature more recently has shown that peers as attachment figures may be influential sources of social and emotional support (Laible et. al. 2000; Cassidy and Shaver 2008; Wilkinson 2010).

Adolescence is a period in which peer relationships gradually take on more and more of the qualities of full-blown adult relationships. By middle adolescence, close friends become a major source of intimacy and disclosure and are key providers of both emotional and social support. Sometimes they serve as the primary attachment figure, especially for young people not involved in a long-term romantic relationship (Wilkinson, 2004).

In adolescence, peer attachment plays a unique role in serving as sources of emotional support, safe havens, and proximity seeking (Nickerson and Nagle 2005). This may be especially important in early and middle adolescence when the developmental changes in the attachment organization determine the consequent transformation of parent-child relationships. As development continues, early attachment, later family experiences, and peer bonds provide foundation for the intimate relationships of adulthood (Sroufe et. al. 2005).

Ma and Huebner (2008) have found that there are significant changes made in the organization of attachment systems during adolescence and that the effects of peers may overshadow adolescents' needs for parental involvement.

By conducting a four-wave series of interviews at the ages of 13, 15, 18, and 22 years, Gallego et. al. (2011) found that adolescents' peer attachment increased over time between the ages of 13 and 22. Emerging adults, most of who were not yet married, tend to rate their friendships as their significant relationships, and to regard peers as their main source of social support. Close friendships provide a secure base for emerging adults, who are exploring their identity, and this leads to the expectation that college students will have intimate peer relationships in this period (Doumen et al., 2012).

When studying close relationships, it is crucial to consider the ways in which males and females differ. Consistent evidence in a study by Gullone and Robinson (2005) showed that females are more attached to their peers than males. More specifically, they display higher trust in their friends and a more deep communication with them.

While gender difference on general peer attachment as well as on trust and communication seemed to be well established, differences on alienation are less consistent. In particular, some studies reported that males were more alienated than females (Gullone and Robinson 2005; Pace et. al. 2011).

Furthermore, gender differences on peer attachment can be understood in the context of gender differences on emotional regulation. Zimmermann et. al. (2001) have suggested that the links between attachment security versus insecurity and functioning in close relationships with peers may be a result of generalized comfort in handling one's own emotional reactions in challenging situations.

Studies have examined correlations between peer attachment and age as well as cross-sectional comparisons of attachment levels reported by individuals of different ages has produced inconsistent findings, with some studies documenting a positive relationship between age and attachment (Gallego et. al. 2011); some studies have reported a negative relationship (Ma and Huchner 2008).

Research on adolescents has undergone many transitions. From focusing on the physiological development and emotional changes, research today focuses on puberty, formal operational thinking, identity development, career development, problem behaviour and delinquency, generation gaps, family and peer relationships and school transitions. Adolescence is a period when individuals are particularly concerned about their sense of self and identity and they spend most of their time with their peers. This study was chosen to see whether there is a gender difference in the dimensions early maladaptive schemas and the dimensions of peer attachment in undergraduate students. Also, to see whether there is a relationship between the dimensions of early maladaptive schemas and the dimensions of peer attachment in undergraduate boys and undergraduate girls.

Research Questions

1. Are there any gender differences in the dimensions of early maladaptive schemas (viz., emotional deprivation, abandonment, mistrust/abuse, social isolation, defectiveness/shame, failure, dependence incompetence, vulnerability to harm, enmeshment, subjugation, self-sacrifice, emotional inhibition, unrelenting standards, entitlement and insufficient self-control) and dimensions of peer attachment (viz., peer trust, peer communication and peer alienation) among undergraduate students?
2. Is there a relationship between the dimensions of early maladaptive schemas (viz., emotional deprivation, abandonment, mistrust/abuse, social isolation, defectiveness/shame, failure, dependence incompetence, vulnerability to harm, enmeshment, subjugation, self-sacrifice, emotional inhibition, unrelenting standards, entitlement and insufficient self-control) and the dimensions of peer attachment (viz., peer trust, peer communication and peer alienation) in undergraduate boys?
3. Is there a relationship between the dimensions of early maladaptive schemas (viz., emotional deprivation, abandonment, mistrust/abuse, social isolation, defectiveness/shame, failure, dependence incompetence, vulnerability to harm, enmeshment, subjugation, self-sacrifice, emotional inhibition, unrelenting standards, entitlement and insufficient self-control) and the dimensions of peer attachment (viz., peer trust, peer communication and peer alienation) in undergraduate girls?

Research Objectives

1. To observe whether there are gender differences in dimensions of early maladaptive schemas (viz., emotional deprivation, abandonment, mistrust/abuse, social isolation, defectiveness/shame, failure, dependence incompetence, vulnerability to harm, enmeshment, subjugation, self-sacrifice, emotional inhibition, unrelenting standards, entitlement and insufficient self-control) and dimensions of peer attachment (viz., peer trust, peer communication and peer alienation) among undergraduate boys and girls.
2. To observe whether there is a relationship between the dimensions of early maladaptive schemas (viz., emotional deprivation, abandonment, mistrust/abuse, social isolation, defectiveness/shame, failure, dependence incompetence, vulnerability to harm, enmeshment, subjugation, self-sacrifice, emotional inhibition, unrelenting standards, entitlement and insufficient self-control) and the dimensions of peer attachment (viz., peer trust, peer communication and peer alienation) among undergraduate boys.
3. To observe whether there is a relationship between the dimensions of early maladaptive schemas (viz., emotional deprivation, abandonment, mistrust/abuse,

social isolation, defectiveness/shame, failure, dependence incompetence, vulnerability to harm, enmeshment, subjugation, self-sacrifice, emotional inhibition, unrelenting standards, entitlement and insufficient self-control) and the dimensions of peer attachment (viz., peer trust, peer communication and peer alienation) among undergraduate girls.

Hypotheses

H1. There will be gender differences in the dimensions of early maladaptive schemas viz., (Ai)emotional deprivation, (Aii)abandonment, (Aiii)mistrust/abuse, (Aiv)social isolation, (Av)defectiveness/shame, (Avi)failure, (Avii)dependence/incompetence, (Aviii)vulnerability to harm, (Aix)enmeshment, (Ax)subjugation, (Axi) self-sacrifice, (Axii)emotional inhibition, (xiii) unrelenting standards, (Axiv)entitlement and (Axv)insufficient self-control and the dimensions of peer attachment viz., (Bi)peer trust, (Bii)peer communication and (Biii)peer alienation among undergraduate students.

H2. There will be a relationship between the dimensions of early maladaptive schemas viz., (Ai)emotional deprivation, (Aii)abandonment, (Aiii)mistrust/abuse, (Aiv)social isolation, (Av)defectiveness/shame, (Avi)failure, (Avii)dependence/incompetence, (Aviii)vulnerability to harm, (Aix)enmeshment, (Ax)subjugation, (Axi) self-sacrifice, (Axii)emotional inhibition, (xiii) unrelenting standards, (Axiv)entitlement and (Axv)insufficient self-control and the dimensions of peer attachment viz., (Bi)peer trust, (Bii)peer communication and (Biii)peer alienation among undergraduate boys.

H3. There will be a relationship between the dimensions of early maladaptive schemas viz., (Ai)emotional deprivation, (Aii)abandonment, (Aiii)mistrust/abuse, (Aiv)social isolation, (Av)defectiveness/shame, (Avi)failure, (Avii)dependence/incompetence, (Aviii)vulnerability to harm, (Aix)enmeshment, (Ax)subjugation, (Axi) self-sacrifice, (Axii)emotional inhibition, (xiii) unrelenting standards, (Axiv)entitlement and (Axv)insufficient self-control and the dimensions of peer attachment viz., (Bi)peer trust, (Bii)peer communication and (Biii)peer alienation among undergraduate girls.

METHODOLOGY

Research Design

The present study adopts a between groups design to determine whether there are any gender differences in the dimensions of early maladaptive schemas and the dimensions of peer attachment among undergraduate students. The study also adopts a correlational design to determine if the dimensions of early maladaptive schemas and dimensions of peer attachment correlate among undergraduate boys and girls.

Participants

Non-probability purposive sampling technique was used to select the sample of 600 undergraduate students, which included 306 boys and 294 girls aged between 17-23 years. The undergraduate students were from private degree colleges in Hyderabad and Secunderabad.

Inclusion criteria

1. Students pursuing B.A, B.Com, B.Sc. and B.B.A.

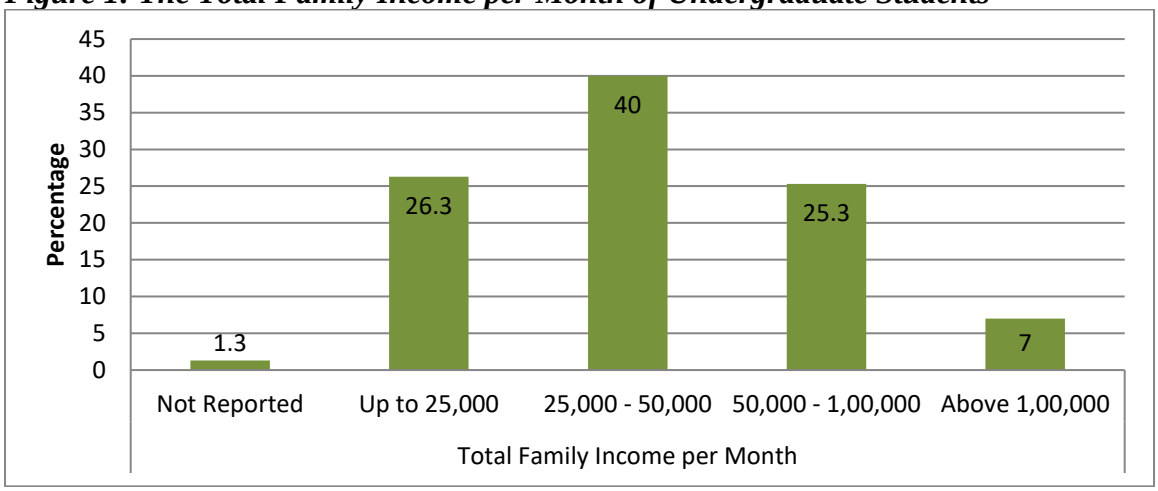
Exclusion criteria

1. Students from government colleges.
2. Students pursuing vocational courses.
3. Students pursuing distance education.
4. Students from residential educational institutions.
5. Students working part time.

The sample of 600 undergraduate students comprised of 51% of boys and 49% of girls. Out of the total sample, 46.0% belonged to I year, 29.7% belonged to II year and 24.3% belonged to III year.

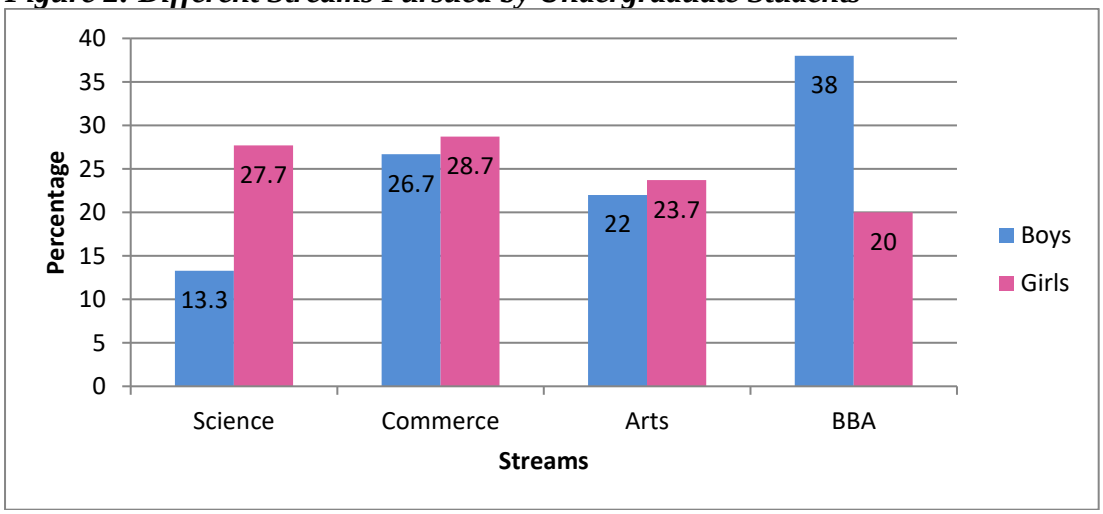
The demographic details of the participants are graphically represented in the figures 1 and 2.

Figure 1: The Total Family Income per Month of Undergraduate Students



From the figure it can be seen that 26.3% students belonged to families with a monthly income of less than 25,000, 40% students belonged to families with monthly income between 25,000 - 50,000, 25.3% students belonged to the families with a monthly income between 50,000 - 1,00,000 per month and 7% students belonged to families with a monthly income of over 1,00,000. Lastly, 1.7% students did not share the details of their family income.

Figure 2: Different Streams Pursued by Undergraduate Students



From the figure it can be seen that 13.3% of boys and 27.2% of girls pursued science, 26.7% of boys and 28.7% of girls pursued commerce, 22.0% of boys and 23.7% of girls pursued Arts and 38.0% of boys and 20.0% of girls pursued BBA.

Instruments

- **Information Schedule**
  Participants were asked to fill in questions regarding their gender, age, class, family information (Parents' education, socio-economic status), physical and psychological health of the respondents on the Information Schedule.
- **Young Schema Questionnaire (YSQ)**
  The Young Schema Questionnaire (YSQ) is a measure of Early Maladaptive Schemas developed for the understanding and treatment of enduring mental health problems. YSQ(SF2) was developed by Young and Brown (2003). According to Young, Early Maladaptive Schemas (EMS) are deep cognitive structures constituted by beliefs about the word, oneself, and one's relationship with others. Young (2003) first proposed a clinical scale to assess early maladaptive schemas: The Young Schema Questionnaire (YSQ-L1). A later version, the YSQ-L2 (205 items), was developed by Young to measure 16 early maladaptive schemas. The Schema Questionnaire-Short Form (YSQ-S2) was designed to measure 15 early maladaptive schemas and is a shorter instrument consisting of 75 items.

The dimensions of the scale are:

1. Emotional Deprivation (item numbers 1 - 5)

This includes a general expectation for basic emotional needs to go unmet or unnoticed. Three major forms of emotional deprivation include deprivation of nurturance, protection, and empathy.

2. Abandonment/Instability (item numbers 6 - 10)

This involves the experience of real or perceived unreliability and instability of others for basic connection and support. There is often an accompanying belief that others are unwilling or incapable of meeting your needs due to their own emotional instability and inconsistent presence. There may be an underlying fear of being abandoned for someone "better."

3. Mistrust/Abuse (item numbers 11 - 15)

This is a basic belief that others will inevitably hurt, take advantage, manipulate, or lie to you in some way. There is often a belief that these harmful behaviors are intentional or the result of negligence. As an adult, there may be a belief of always feeling that you get the "short end of the stick" in comparison to others.

4. Social Isolation/ Undesirability (item numbers 16 – 20)

This EMS involves a deep sense of feeling isolated from the world, disconnected from other people, and not feeling a sense of social belonging to any group or community.

5. Defectiveness/Shame (item numbers 21 – 25)

This involves a core feeling of a sense of defectiveness or inherent "badness." There is often a belief that if you were actually exposed to others as your true self, you would discover that you were actually unlovable. This EMS may manifest itself through heightened sensitivity to criticism and blame, intense self-consciousness, insecurity, and comparisons around others.

6. Failure (item numbers 26 – 30)

The belief that one has failed, will inevitably fail, or is fundamentally inadequate relative to one's peers, in areas of achievement (school, career, sports, etc.). Often involves beliefs that one is stupid, inept, untalented, ignorant, lower in status, less successful than others, etc.

7. Dependence/Incompetence (item numbers 31 – 35)

This EMS is associated with a belief that you are not capable of dealing with everyday responsibilities without significant help from others. These beliefs may become evident through failure to take care of you, make healthy decisions, or solve daily problems without seeking excessive outside assistance – a general sense of helplessness.

8. Vulnerability to Harm/Illness (item numbers 36 – 40)

This schema may be experienced as a pronounced fear of looming or imminent disaster, coupled with the belief that it cannot be avoided/prevented. These fears are generally associated with medical, emotional, or external catastrophes.

9. Enmeshment/Undeveloped Self (item numbers 41 – 45)

This may be experienced as intense emotional closeness and involvement with significant others (other parents); the cost of which is often forgoing healthy social development or building a sense of a personal identity. This EMS often includes feelings of being smothered by or overly attached (fused) to others, while also experiencing a lack of personal direction or emptiness.

10. Subjugation (item numbers 46 – 50)

This involves a tendency to surrender control to others in attempts to avoid abandonment, anger, or conflict. You may identify with this EMS through a pattern of subjugating your needs/emotions coupled with a perception that your own needs, feelings, wants, or beliefs are unimportant or invalid to others. As a result of this EMS, your current experience may include excessive compliance to the needs/wishes of others while simultaneously feeling trapped.

11. Self-Sacrifice (item numbers 51 – 55)

There may be excessive focus on going "above and beyond" to meet the (real or imagined) needs of others, while sacrificing your own gratification/needs in the process. There may be internal motivations related to desires to avoid causing pain to others or guilt from feeling selfish in some way. This EMS may develop into an underlying sense that your own needs are going unmet (and are possibly un-vocalized to others), followed by increased resentment toward the recipients of your self-sacrifices.

12. Emotional Inhibition (item numbers 56 – 60)

This involves overly suppressing forms of spontaneous emotional expression, action, or communication out of fear that these expressions of emotion will result in shame, disapproval, rejection, or loss of impulse control. Commonly, attempts may be made to inhibit: anger/aggression, positive impulses (spontaneous expressions of joy/happiness), and vulnerability/open communication about feelings or needs. There may also be a proclivity toward an overemphasis on rationality with a disregard for emotions.

13. Unrelenting Standards/Hyper criticalness (item numbers 61 – 65)
This is an EMS characterized by a deep belief that you must meet incredibly high standards (performance/behavior) in order to avoid criticism. You may experience feelings of pressure, notice difficulty slowing down, and hyper criticalness/unrealistically high standards of yourself and others. This schema may present itself outwardly as perfectionism, excessive attention to detail, rigidity toward behavioral, moral, or ethical rules/standards, or a preoccupation with time and efficiency (in hopes of getting more accomplished).

14. Entitlement/Grandiosity (item numbers 66 – 70)
This EMS is related to a belief in your superiority to others or a general belief in being entitled to special privileges, rights, or exceptions. These is often a belief that "normal" rules of social interactions don't apply to you and that you should be able to do as you please without concern for the impact on others or an exaggerated focus on/need to be the "best" in some way to achieve power/control (not primarily related to attention/approval). There may be a tendency toward exerting power over others, forcing viewpoints upon others, or generally trying to control others' behaviors in self-serving ways.

15. Insufficient Self-Control/Self-Discipline (item numbers 71 – 75)
This schema involves significant difficulty or refusal to demonstrate adequate self-control and to tolerate frustration/discomfort in the service of achieving goals. There may be a focus on avoiding discomfort (pain, conflict, overexertion, responsibility, or confrontation) with the potential cost of personal fulfillment of goals or relationships.

YSQ-S2 is a 6 point Likert-scale ranging from 1 – "completely untrue of me", 2 – "mostly untrue of me", 3 – "slightly more true than untrue", 4 – "moderately true of me", 5 – "mostly true of me" and 6 – "describes me perfectly". No items are to be reversed scored in YSQ-S2. Higher values indicate a stronger presence of the respective schema, indicative of stronger endorsements and high scores on each schema indicate high maladaptive behavior of the respective schema. YSQ-S2 has good psychometric properties with internal reliability of α=0.94 (Welburn et al., 2002).

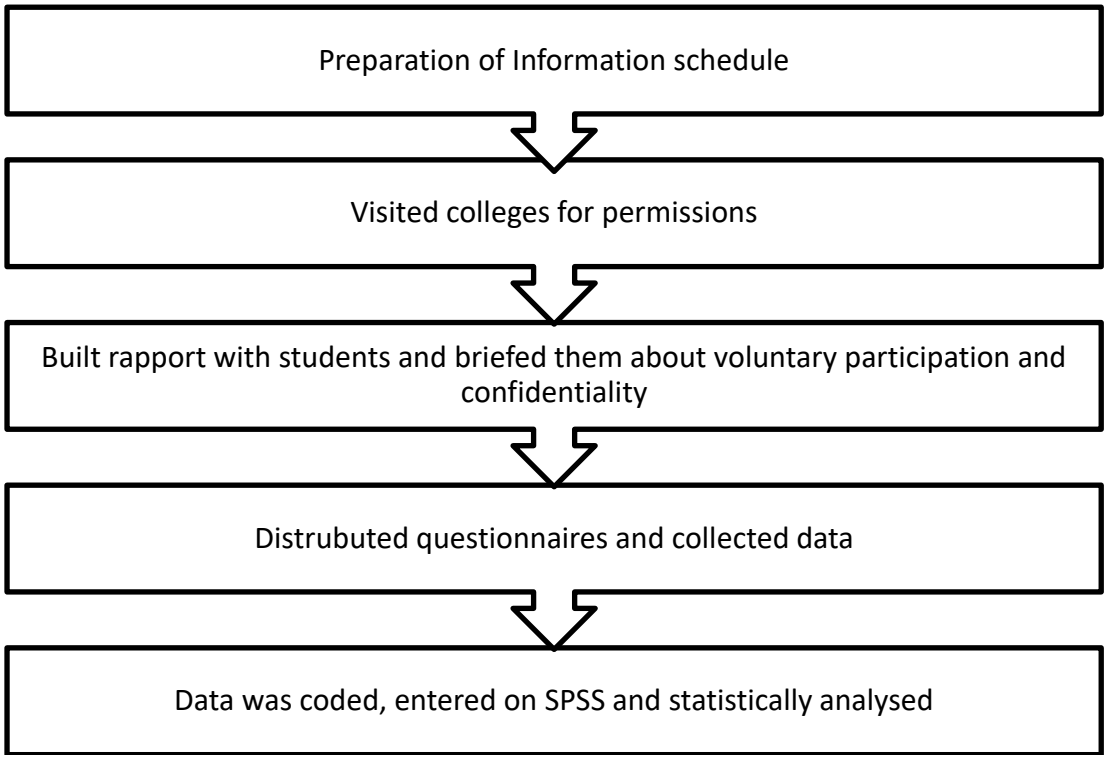
Inventory of Parent and Peer Attachment Revised (IPPA – R)
The inventory of parent and peer attachment was given by Armsden and Greenberg (2009). The IPPA was developed in order to assess adolescents' perceptions of the positive and negative affective/cognitive dimension of relationships with their parents and close. Three broad dimensions assessed by the tool are: degree of mutual trust; quality of communication; and extent of anger and alienation.

The instrument is a self-report questionnaire with a 5-point Likert-scale response format. The Peer Attachment scores are calculated by reverse-scoring the items 4, 5, 9, 10, 11, 18, 22 and 23, and summing up all 25 items. The dimensions are Peer Trust (Items - 6, 8, 12, 13, 14, 15, 19, 20, 21, 5), Peer Communication (Items - 1, 2, 3, 7, 16, 17, 24, 25) and Peer Alienation (4, 9, 10, 11, 18, 22, 23). High scores indicate high peer connectedness whereas low scores indicate low peer connectedness.

The Internal reliabilities (Cronbach's alpha) for Peer attachment is 0.92. Moreover, the dimensions presented high inter-correlations, with the r value ranging from .40 to .76 for the peer version.

Procedure

After selecting measures for the study, the researcher contacted college authorities for permission. The researcher visited the colleges where permission was granted on the scheduled days. Good rapport was established with the students and they were made aware that their participation in the study was purely voluntary. They were assured of maintaining confidentiality through-out the study and were asked to sign the informed consent form. Next, the Information Schedule was administered. The researcher then gave instructions about the questionnaires and cleared any kind of doubts raised by the participants. The participants took an average of 30 minutes to fill the information schedule and the questionnaires. The data collected was then coded, entered in SPSS and statistically analyzed.



Data Analysis

After completion of data collection, the responses were scored according to the manuals. Descriptive statistics such as mean and standard deviations for all the variables were computed. Independent samples t-test was used to determine whether there are any gender differences among undergraduate students in the dimensions of early maladaptive schemas viz., emotional deprivation, abandonment, mistrust/abuse, social isolation, defectiveness/shame, failure, dependence/incompetence, vulnerability to harm, enmeshment, subjugation, self-sacrifice, emotional inhibition, unrelenting standards, entitlement and insufficient self-control and the dimensions of peer attachment viz., peer trust, peer communication and peer alienation. Additionally, Pearson's product moment correlation was used to observe whether there is a relationship between the dimensions of early maladaptive schemas and the dimensions of peer attachment in undergraduate boys and girls.

RESULTS

The obtained quantitative data of this study was analyzed using independent samples t-test and Pearson's product moment correlation using the Statistical Package for Social Sciences (SPSS) version 20.0. The results of this study are discussed in two sections in the following pages. In the first section of results, independent sample t-test was used to determine whether there are any gender differences among undergraduate students in the dimensions of early maladaptive schemas viz., emotional deprivation, abandonment, mistrust/abuse, social isolation, defectiveness/shame, failure, dependence/incompetence, vulnerability to harm, enmeshment, subjugation, self-sacrifice, emotional inhibition, unrelenting standards, entitlement and insufficient self-control and the dimensions of peer attachment viz., peer trust, peer communication and peer alienation.

In the second section, Pearson's product moment correlation was used to determine whether there is a relationship between the dimensions of early maladaptive schemas and the dimensions of peer attachment in undergraduate boys and girls.

Table 1: Mean, Standard Deviation and t-values of Undergraduate boys and girls with respect to Peer Attachment and its dimensions and Early Maladaptive Schemas and its dimensions.

	Undergraduate Students				
	Boys		Girls		
	Mean	SD	Mean	SD	t-test
Early maladaptive Schemas					
Emotional Deprivation	17.16	4.19	15.06	5.88	**5.07****
Abandonment	16.85	4.58	16.96	5.68	**-0.27***
Mistrust/abuse	16.93	4.11	16.18	5.35	**1.94***
Social Isolation	16.72	4.10	15.25	5.83	**3.60****
Defectiveness/Shame	16.85	4.76	14.03	6.28	**6.20****
Failure	16.64	4.40	15.16	5.30	**3.75****
Dependence in Competence	16.87	4.44	14.45	5.44	**5.98****
Vulnerability To Harm	16.88	4.25	14.46	5.22	**6.23****
Enmeshment	17.04	4.08	15.21	5.14	**4.86 ****
Subjugation	16.77	4.47	15.72	5.45	**2.58****
Self-Sacrifice	17.27	4.67	17.79	5.92	**-1.19****
Emotional Inhibition	17.1	4.31	16.38	4.94	1.91
Unrelenting Standards	17.89	4.13	17.5	4.69	1.06
Entitlement	17.53	4.03	16.8	5.08	**1.95****
Insufficient Self-control	17.57	4.06	16.05	5.27	**3.96****
Peer Attachment					

Peer Trust	31.36	6.26	35.72	8.24	**-7.33****
Peer Communication	24.97	4.92	27.61	6.27	**-5.74****
Peer Alienation	21.89	3.86	22.6	4.35	**-2.12***

*Note: *p≤ 0.05; **p≤ 0.01; df = 598*

Figure 3: Bar graph showing mean scores of undergraduate boys and girls with respect to the dimensions of early maladaptive schemas and the dimensions of peer attachment (n=600).

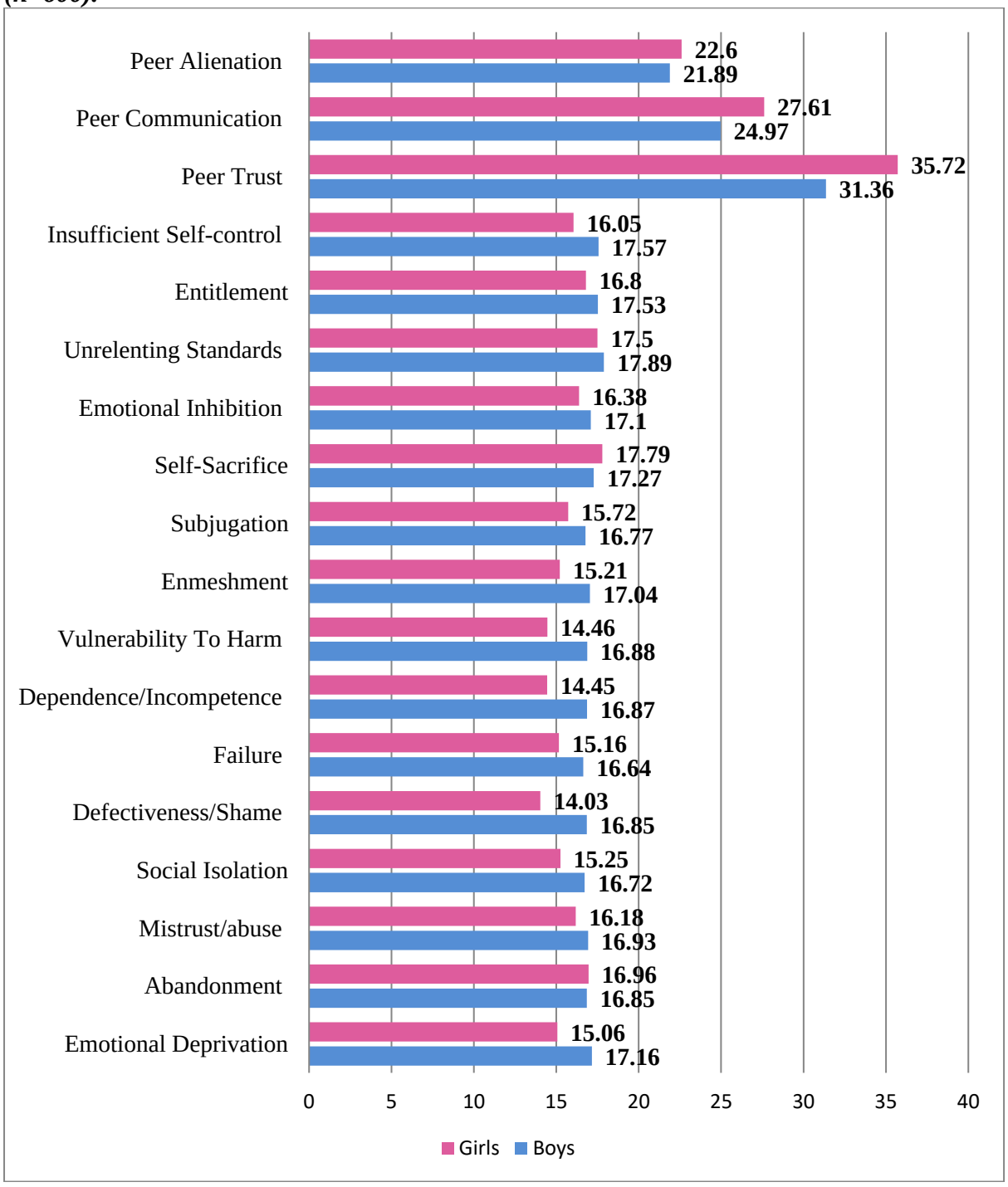


Table 1 reveals that there was a significant gender difference in emotional deprivation dimension of early maladaptive schema ($t=5.07$, $p<0.01$) among undergraduate students. As it is evident from the mean scores, girls ($M=15.06$) reported lower levels of emotional deprivation than boys ($M=17.16$). In other words, boys have high emotional deprivation of nurturance, protection, and empathy. Thus, hypothesis H1 (Ai) is accepted.

Table 1 showed a significant gender difference in the abandonment dimension of early maladaptive schema ($t=-0.27$, $p<0.05$) in undergraduate students. As it is evident from the mean scores that girls ($M=16.96$) reported higher levels of abandonment than boys ($M=16.85$). In other words, girls have a higher sense that others will not be able to continue providing emotional support, connection, strength, or practical protection to them. Thus, hypothesis H1 (Aii) is accepted.

Table 1 also showed a significant gender difference in the mistrust/ abuse dimension of early maladaptive schema ($t=1.94$, $p<0.05$) in undergraduate students. As it is evident from the mean scores that girls ($M=16.18$) reported lower levels of mistrust/abuse than boys ($M=16.93$). In other words, boys have a higher expectation that others will hurt, abuse, humiliate, cheat, lie, manipulate, or take advantage of them. Thus, hypothesis H1 (Aiii) is accepted.

A significant gender difference was revealed in the social isolation dimension of early maladaptive schema ($t=3.60$, $p<0.01$) in undergraduate students, as it is evident from the mean scores that girls ($M=15.25$) reported lower levels of social isolation than boys ($M=16.72$). In other words, boys had a lower sense of belongingness to any group or community. Thus, hypothesis H1 (Aiv) is accepted.

Similarly, table 1 showed a significant gender difference in the defectiveness/shame dimension of early maladaptive schema ($t= 6.20$, $p<0.01$) in undergraduate students. As is evident from the mean scores, girls ($M= 14.03$) reported lower levels of defectiveness/shame than boys ($M= 16.85$). In other words, boys have heightened sensitivity to criticism and blame, intense self consciousness, insecurity, and comparisons around others. Thus, hypothesis H1 (Av) is accepted.

Table 1 also reveals a significant gender difference in the failure dimension of early maladaptive schema ($t=3.75$, $p<0.01$) in undergraduate students. As it is evident from the mean scores, girls ($M=15.16$) reported lower levels of failure than boys ($M=16.64$). In other words, girls have a high belief that they are inept, untalented, ignorant, lower in status, less successful than others. Thus, hypothesis H1 (Avi) is accepted.

Moreover table 1 showed a significant gender difference in the dependence / incompetence dimension of early maladaptive schema ($t=5.98$, $p<0.01$) in undergraduate students. As it is evident from the mean scores that girls ($M=14.45$) reported lower levels of dependence/incompetence than boys ($M=16.87$). In other words, boys have a higher belief that they are unable to handle their everyday responsibilities in a competent manner, without considerable help from others. Thus, hypothesis H1 (Avii) is accepted.

A significant gender difference was revealed in the vulnerability to harm dimension of early maladaptive schema ($t=6.23$, $p<0.01$) in undergraduate students, as it is evident from the

mean scores that girls (M=14.46) reported lower levels of vulnerability to harm than boys (M=16.88). In other words, boy's fears are generally associated with medical, emotional, or external catastrophes than girls. Thus, H1 hypothesis (Aviii) is accepted.

Table 1 showed a significant gender difference in the enmeshment dimension of early maladaptive schema ($t=4.86$, $p<0.01$) in undergraduate students. As it is evident from the mean scores that girls (M=15.21) reported lower levels of enmeshment than boys (M=17.04). In other words, boys have intense emotional closeness and involvement with significant other than girls. Thus, hypothesis H1 (Aix) is accepted.

Significant gender difference was also revealed in the subjugation dimension of early maladaptive schema ($t=2.58$, $p<0.01$) in undergraduate students, as it is evident from the mean scores that girls (M=15.72) reported lower levels of subjugation than boys (M=16.77). In other words, boys have a perception that one's own desires, opinions, and feelings are not valid or important to others. Thus, hypothesis H1 (Ax) is accepted.

Significant gender difference was also revealed in the self sacrifice dimension of early maladaptive schema ($t=-1.19$, $p<0.01$) in undergraduate students, as it is evident from the mean scores that girls (M=17.79) reported higher levels of self sacrifice than boys (M=17.27). In other words, girls focus on voluntarily meeting the needs of others in daily situations, at the expense of one's own gratification. Thus, hypothesis H1 (Axi) is accepted.

Similarly, table 1 revealed a significant gender difference in the entitlement dimension of early maladaptive schema ($t=1.95$, $p<0.01$) in undergraduate students. As is evident from the mean scores, girls (M =16.8) reported lower levels of entitlement than boys (M = 17.53). In other words, boys have a belief that they are superior to other people, entitled to special rights and privileges, and are not bound by the rules of reciprocity that guide normal social interaction. Thus, hypothesis H1 (Axiv) is accepted.

Table 1 also reveals that there was a significant gender difference in the insufficient self-control dimension of early maladaptive schema ($t=3.96$, $p<0.01$) in undergraduate students. As it is evident from the mean scores, girls (M=16.05) reported lower levels of insufficient self-control than boys (M=17.57). In other words, boys show more difficulty or refusal to exercise sufficient self-control and frustration tolerance to achieve one's personal goals than girls. Thus, hypothesis H1 (Axv) is accepted.

Moreover, table 1 also showed that there was no significant gender difference found in the abandonment, self-sacrifice, emotional inhibition, unrelenting standard dimensions of early maladaptive schemas in undergraduate students. Thus, hypotheses H1 (Aii), H1 (Axi), H1 (Axii) and H1 (Axiii) are rejected.

The table 1 revealed that there was a significant gender difference in the peer trust dimension of peer attachment ($t = -7.33$, $p<0.01$). As is evident from the mean scores, girls (M =35.72) reported higher levels of peer trust than boys (M = 31.36). In other words girls have higher degree of trust on their peers than boys. Thus, hypothesis H1 (Bi) is accepted.

A significant gender difference was observed in the peer communication dimension of peer attachment ($t= -5.738$, $p<0.01$) in undergraduate students. As is evident from the mean

scores, boys (M = 24.97) reported lower levels of peer communication than girls (M = 27.61). In other words, boys show low quality of peer communication than girls. Thus, hypothesis H1 (Bii) is accepted.

Similarly, table 1 revealed that there was a significant gender difference in the peer alienation dimension of peer attachment (t= -2.116, p<0.05) in undergraduate students. As is evident from the mean scores, girls (M = 22.6) reported higher levels of peer alienation than boys (M = 21.89). In other words, girls show higher extent of anger and peer alienation than boys. Thus, hypothesis H1 (Biii) is accepted.

Table 2: Correlation between dimensions of Early Maladaptive Schemas and dimensions of Peer Attachment in Undergraduate Boys (n=306)

	Peer Attachment		
	Peer Trust	**Peer Communication**	**Peer Alienation**
Early Maladaptive Schemas			
Emotional Deprivation	**-0.18****	**-0.18****	-0.09
Abandonment	-0.08	-0.03	-0.02
Mistrust / Abuse	**-0.19****	-0.04	-0.09
Social Isolation	**-0.22****	**-0.13***	**-0.19****
Defectiveness / Shame	**-0.36****	**-0.26****	**-0.19****
Failure	**-0.26****	**-0.22****	**-0.19****
Dependence Incompetence	**-0.18****	**-0.25****	**-0.21****
Vulnerability to Harm	**-0.31****	**-0.29****	-0.09
Enmeshment	**-0.21****	**-0.18****	-0.04
Subjugation	**-0.27****	**-0.15***	-0.11
Self-Sacrifice	0.08	**0.13***	-0.02
Emotional Inhibition	**-0.22****	**-0.12***	**-0.12***
Unrelenting Standards	0	0.03	0.02
Entitlement	**-0.15****	-0.11	-0.05
Insufficient Self-control	-0.1	-0.04	**-0.13***

*Note: *p≤ 0.05; **p≤ 0.0; df = 304*

Table 2 indicated that there was a significant negative correlation between emotional deprivation dimension of early maladaptive schema and peer trust (r= -0.18, p<0.01) as well as peer communication (r= -0.18, p<0.01). In other words, higher levels of emotional deprivation in undergraduate boys correspond to decreased peer trust and low communication with their peers. Thus, hypotheses H2.(Ai)(Bi) and H2.(Ai)(Bii) are accepted.

Table 2 also showed that there was a significant negative correlation between mistrust/abuse dimension of early maladaptive schema and peer trust (r= - 0.19, p<0.01). In other words, the higher mistrust or abuse reported by undergraduate boys, the lower is their trust in their peer. Thus, hypothesis H2(Aiii)(Bi) is accepted.

Similarly, table 2 showed that there was a significant negative correlation between social isolation dimension of early maladaptive schema and peer trust (r= - 0.22, p<0.01), peer communication (r= -0.13, p<0.05) as well as peer alienation (r= -0.19, p<0.01). In other words, the higher levels of social isolation in undergraduate boys correspond with lower communication with peers, decreased trust and less alienation from peer. Thus, hypotheses H2(Aiv)(Bi), H2(Aiv)(Bii) and H2(Aiv)(Biii) are accepted.

Table 2 indicated that there was a significant negative correlation between defectiveness / shame dimension of early maladaptive schema and peer trust (r= - 0.36, p<0.01), peer communication (r= -0.26, p<0.01) and peer alienation (r= -0.19, p<0.01). In other words, the higher levels of defectiveness / shame in undergraduate boys, the lower is their trust in their peers, communication with peers and less alienation from peer. Thus, hypotheses H2(Av)(Bi), H2(Av)(Bii) and H2(Av)(Biii) are accepted.

Table 2 also showed that there was a significant negative correlation between failure dimension of early maladaptive schema and peer trust (r = - 0.26, p<0.01), peer communication (r = - 0.22, p<0.01) and peer alienation (r=-0.19, p<0.01). In other words, the more failure reported by undergraduate boys, the lower is their trust in their peers, lower communication with peers and less alienation from peer. Thus, hypotheses H2(Avi)(Bi), H2(Avi)(Bii) and H2(Avi)(Biii) are accepted.

Similarly, table 2 showed that there was a significant negative correlation between dependence / incompetence dimension of early maladaptive schema and peer trust (r= - 0.18, p<0.01), peer communication (r= -0.25, p<0.01) and peer alienation (r= -0.21, p<0.01). In other words, higher levels of dependence / incompetence in undergraduate boys, the lower is their trust in their peers, decreased communication with peers and less alienation from their peer. Thus, hypotheses H2(Avii)(Bi), H2(Avii)(Bii) and H2(Avii)(Biii) are accepted.

Moreover, table 2 indicated that there was a significant negative correlation between vulnerability to harm dimension of early maladaptive schema and peer trust (r= - 0.31, p<0.01) as well as peer communication (r= -0.29, p<0.01). In other words, higher levels of vulnerability to harm others in undergraduate boys correspond with lower levels of trust in peers and decreased communication with their peer. Thus, hypotheses H2(Aviii)(Bi) and H2(Aviii)(Bii) and are accepted.

Table 2 also indicated that there was a significant negative correlation between enmeshment dimension of early maladaptive schema and peer trust (r= - 0.21, p<0.01) and peer communication (r= -0.18, p<0.01). In other words, the higher the levels of enmeshment in undergraduate boys, the lower are their trust in their peers and communication with their peer. Thus, hypotheses H2(Aix)(Bi) and H2(Aix)(Bii) and are accepted.

There was a significant negative correlation between subjugation dimension of early maladaptive schema and peer trust (r=-0.27, p<0.01), peer communication (r= -0.15, p<0.05). In other words, higher levels of subjugation in undergraduate boys correspond with decreased trust in their peer and low communication with their peers. Thus, hypotheses H2(Ax)(Bi) and H2(Ax)(Bii) and are accepted.

Table 2 showed that there was a significant positive correlation between self-sacrifice dimension of early maladaptive schema and peer communication (r= 0.13, p<0.05). In other words, higher the self-sacrifice in undergraduate boys, higher is their communication with their peers. Thus, hypothesis H2(Axi)(Bii) is accepted.

Table 2 also indicated that there was a significant negative correlation between emotional inhibition dimension of early maladaptive schema and peer trust (r= - 0.22, p<0.01), peer communication (r= -0.12, p<0.05) and peer alienation (r= -0.12, p<0.05). In other words,

higher levels of emotional inhibition in undergraduate boys correspond with decreased trust in peers, low communication with peers and less alienation from peer. Thus, hypotheses H2(Axii)(Bi) H2(Axii)(Bii) and H2(Axii)(Biii) are accepted.

Moreover, table 2 showed that there was a significant negative correlation between entitlement dimension of early maladaptive schema and peer trust ($r = -0.15$, $p<0.01$). In other words, the higher the level of entitlement in undergraduate boys, the lower is their trust in their peer. Thus, hypothesis H2(Axiv)(Bi) is accepted.

Lastly, table 2 indicated that there was a significant negative correlation between insufficient self-control dimension of early maladaptive schema and peer alienation ($r = -0.13$, $p<0.05$). In other words, the higher the level of insufficient self-control in undergraduate boys, the lower they are alienated from their peer. Thus, hypothesis H2(Axv)(Biii) is accepted.

There was no significant correlation between emotional deprivation dimension of early maladaptive schema and peer alienation; abandonment dimension of early maladaptive schema and peer trust, peer communication and peer alienation; mistrust/abuse dimension of early maladaptive schema and peer communication and peer alienation; vulnerability to harm dimension of early maladaptive schema and peer alienation; enmeshment dimension of early maladaptive schema and peer alienation; subjugation dimension of early maladaptive schema and peer alienation; self-sacrifice dimension of early maladaptive schema and peer trust and peer alienation; unrelenting standards dimension of early maladaptive schema and peer trust, peer communication and peer alienation; entitlement dimension of early maladaptive schema and peer communication and peer alienation; and insufficient self-control dimension of early maladaptive schema and peer trust and peer communication in undergraduate boys. Thus, Hypotheses H2.(Ai)(Biii), H2(Aii)(Bi), H2(Aii)(Bii) H2(Aii)(Biii), H2(Aiii)(Bii), H2(Aiii)(Biii), H2(Aviii)(Biii), H2(Aix)(Biii), H2(Ax)(Biii), H2(Axi)(Bi), H2(Axi)(Biii), H2(Axiii)(Bi), H2(Axiii)(Bii), H2(Axiii)(Biii), H2(Axiv)(Bii), H2(Axiv)(Biii) H2(Axv)(Bi) and H2(Axv)(Bii) are rejected.

Table 3: Correlation between Early Maladaptive Schemas in terms of its dimensions and Peer Attachment in terms of its dimensions among undergraduate girls (n=294)

	Peer Attachment		
Variables	**Peer Trust**	**Peer Communication**	**Peer Alienation**
Early Maladaptive Schemas			
Emotional Deprivation	**-0.41****	**-0.36****	**-0.19****
Abandonment	-0.11	-0.04	-0.08
Mistrust / Abuse	**-0.24****	**-0.26****	**-0.23****
Social Isolation	**-0.40****	**-0.31****	**-0.31****
Defectiveness / Shame	**-0.51****	**-0.31****	**-0.25****
Failure	**-0.41****	**-0.31****	**-0.36****
Dependence Incompetence	**-0.38****	**-0.29****	**-0.33****
Vulnerability to Harm	**-0.31****	**-0.32****	**-0.25****
Enmeshment	**-0.39****	**-0.19****	**-0.19****
Subjugation	**-0.35****	**-0.25****	**-0.29****
Self-Sacrifice	0.07	0.09	**-0.12***
Emotional Inhibition	**-0.23****	**-0.27****	**-0.19****
Unrelenting Standards	0.09	**0.16****	-0.03
Entitlement	**-0.15****	-0.1	**-0.28****
Insufficient Self-control	**-0.22****	-0.05	**-0.31****

Note: *p≤ 0.05; **p≤ 0.01; df = 292

Table 3 indicated that there was a significant negative correlation between emotional deprivation dimension of early maladaptive schema and peer trust (r= -0.41, p<0.01), peer communication (r= -0.36, p<0.01), as well as peer alienation (r= -0.19, p<0.01). In other words, higher level of emotional deprivation in undergraduate girls corresponds with decreased trust in peers, low communication with peers and less alienation from peer. Thus, hypotheses H3(Ai)(Bi), H3(Ai)(Bii) and H3(Ai)(Biii) are accepted.

Table 3 also showed that there was a significant negative correlation between mistrust/abuse dimension of early maladaptive schema and peer trust (r=-0.24, p<0.01), peer communication (r= -0.26, p<0.01) and peer alienation (r= -0.23, p<0.01). In other words, the higher the levels of mistrust or abuse reported by undergraduate girls, the lower is their trust in their peers, decreased communication with peers and less alienation from peer. Thus, hypotheses H3(Aiii)(Bi), H3(Aiii)(Bii) and H3(Aiii)(Biii) are accepted.

Similarly, table 3 showed that there was a significant negative correlation between social isolation dimension of early maladaptive schema and peer trust (r= - 0.403, p<0.01), peer communication (r= -0.311, p<0.01) and peer alienation (r= -0.308, p<0.01). In other words, the higher socially isolated adolescent girls were, the lower is their trust, communication and alienation towards their peer. Thus, hypotheses H3(Aiv)(Bi), H3(Aiv)(Bii) and H3(Aiv)(Biii) are accepted.

Table 3 indicated that there was a significant negative correlation between defectiveness / shame dimension of early maladaptive schema and peer trust (r= -0.51, p<0.01), peer communication (r= -0.31, p<0.01) and peer alienation (r= -0.25, p<0.01). In other words, higher level of defectiveness / shame in undergraduate girls corresponds with decreased trust in their peers, lower communication with peers and less alienation from peers. Thus, hypotheses H3(Av)(Bi), H3(Av)(Bii) and H3(Av)(Biii) are accepted.

Table 3 also showed that there was a significant negative correlation between failure dimension of early maladaptive schema and peer trust (r=-0.41, p<0.01), peer communication (r = -0.31, p<0.01) and peer alienation (r=-0.36, p<0.01). In other words, the more failure reported by undergraduate girls, the lower is their trust on peers, decreased is the communication with peers and less alienation from peers. Thus, hypotheses H3(Avi)(Bi), H3(Avi)(Bii) and H3(Avi)(Biii) are accepted.

Similarly, table 3 showed that there was a significant negative correlation between dependence / incompetence dimension of early maladaptive schema and peer trust (r= - 0.38, p<0.01), peer communication (r= -0.29, p<0.01) and peer alienation (r= -0.33, p<0.01). In other words, higher level of dependence / incompetence in undergraduate girls, the lower is their trust in peers, decreased communication with peers and less alienation from peers. Thus, hypotheses H3(Avii)(Bi), H3(Avii)(Bii) and H3(Avii)(Biii) are accepted.

Moreover, table 3 indicated that there was a significant negative correlation between vulnerability to harm dimension of early maladaptive schema and peer trust (r= - 0.31, p<0.01), peer communication (r= -0.32, p<0.01) and peer alienation (r= -0.25, p<0.01). In other words, the higher the level of vulnerability to harm others in undergraduate girls,

decreased is the trust on their peers, lower is the communication with peers and less alienation from peers. Thus, hypotheses H3(Aviii)(Bi), H3(Aviii)(Bii) and H3(Aviii)(Biii) are accepted.

Table 3 also indicated that there was a significant negative correlation between enmeshment dimension of early maladaptive schema and peer trust ($r = -0.39$, $p<0.01$), peer communication ($r = -0.19$, $p<0.01$) and peer alienation ($r = -0.19$, $p<0.01$). In other words, the higher the enmeshment in undergraduate girls, the lower is their trust in their peers, lower is the communication with peers and less alienation from peer. Thus, hypotheses H3(Aix)(Bi), H3(Aix)(Bii) and H3(Aix)(Biii) are accepted.

There was a significant negative correlation between subjugation dimension of early maladaptive schema and peer trust ($r = -0.35$, $p<0.01$), peer communication ($r = -0.25$, $p<0.01$) and peer alienation ($r = -0.29$, $p<0.01$). In other words, the higher the subjugation in undergraduate girls, the lower is their trust in their peers, lower the communication with peers and less alienation from peers. Thus, hypotheses H3(Ax)(Bi), H3(Ax)(Bii) and H3(Ax)(Biii) are accepted.

Table 3 showed that there was a significant negative correlation between self-sacrifice dimension of early maladaptive schema and peer alienation ($r=- 0.12$, $p<0.05$). In other words, higher the self-sacrifice in undergraduate girls, lower is the alienation from their peers. Thus, hypothesis H3(Axi)(Biii) is accepted.

Table 3 also indicated that there was a significant negative correlation between emotional inhibition dimension of early maladaptive schema and peer trust ($r = -0.23$, $p<0.01$), peer communication ($r = -0.27$, $p<0.01$) and peer alienation ($r = -0.19$, $p<0.01$). In other words, higher level emotional inhibition in undergraduate girls corroborate with lower level of trust in peers, decreased communication with peers and less alienation from peer. Thus, hypotheses H3(Axii)(Bi), H3(Axii)(Bii) and H3(Axii)(Biii) are accepted.

Similarly, table 3 indicated that there was a significant positive correlation between unrelenting standards dimension of early maladaptive schema and peer communication ($r = 0.16$, $p<0.01$). In other words, the more unrelenting standards undergraduate girls have, the increased is their communication with their peers. Thus, hypothesis H3(Axiii)(Bii) is accepted.

Moreover, table 3 showed that there was a significant negative correlation between entitlement dimension of early maladaptive schema and peer trust ($r = -0.15$, $p<0.01$) and peer alienation ($r = -0.28$, $p<0.01$). In other words, the higher the level of entitlement in undergraduate girls, the lower is their trust in their peer and they are less alienated from their peer. Thus, hypotheses H3(Axiv)(Bi) and H3(Axiv)(Biii) are accepted.

Lastly, table 3 indicated that there was a significant negative correlation between insufficient self-control dimension of early maladaptive schema and peer trust ($r = -0.22$, $p<0.01$) and peer alienation ($r = -0.31$, $p<0.01$). In other words, higher level of insufficient self-control in undergraduate girls corresponds with decreased trust in peers and less alienation from peer. Thus, hypotheses H3(Axv)(Bi) and H3(Axv)(Biii) are accepted.

There was no significant correlation between abandonment dimension of early maladaptive schema and peer trust, peer communication and peer alienation; self-sacrifice dimension of early maladaptive schema and peer trust and peer communication; unrelenting standards dimension of early maladaptive schema and peer trust and peer alienation; entitlement dimension of early maladaptive schema and peer communication; and insufficient self-control dimension of early maladaptive schema and peer communication in undergraduate girls. Thus, hypotheses H3(Aii)(Bi), H3(Aii)(Bii), H3(Aii)(Biii), H3(Axi)(Bi), H3(Axi)(Bii), H3(Axiii)(Bi), H3(Axiii)(Biii), H3(Axiv)(Bii) and H3(Axv)(Bii)are rejected.

SUMMARY OF RESULTS

- Significant differences were found between undergraduate boys and girls with respect to Emotional Deprivation, Mistrust/Abuse, Social Isolation, Defectiveness/Shame, Dependence/Incompetence, Vulnerability to Harm, Enmeshment, Subjugation, Entitlement and Insufficient Self-Control of Early Maladaptive Schemas.
- Significant differences were found between undergraduate boys and girls with respect to Peer Trust, Peer Communication and Peer Alienation of Peer Attachment.
- Significant relationship was found between undergraduate boys with respect to Emotional Deprivation and Peer Trust and Peer Communication.
- Significant relationship was found between undergraduate boys and girls with respect to Mistrust/Abuse of Early Maladaptive Schemas and Peer Trust.
- Significant relationship was found between undergraduate boys with respect to Social Isolation and Peer Trust, Peer Communication and Peer Alienation.
- Significant relationship was found between undergraduate boys with respect to Defectiveness/Shame and Peer Trust, Peer Communication and Peer Alienation.
- Significant relationship was found between undergraduate boys with respect to Failure and Peer Trust, Peer Communication and Peer Alienation.
- Significant relationship was found between undergraduate boys with respect to Dependence/ Incompetence and Peer Trust, Peer Communication and Peer Alienation.
- Significant relationship was found between undergraduate boys and girls with respect to Vulnerability to harm of Early Maladaptive Schemas and Peer Trust and Peer Communication.
- Significant relationship was found between undergraduate boys with respect to Enmeshment and Peer Trust and Peer Communication.
- Significant relationship was found between undergraduate boys with respect to Subjugation and Peer Trust and Peer Communication.
- Significant relationship was found between undergraduate boys with respect to Self-Sacrifice and Peer Communication.
- Significant relationship was found between undergraduate boys with respect to Emotional Inhibition and Peer Trust, Peer Communication and Peer Alienation.
- Significant relationship was found between undergraduate boys with respect to Entitlement and Peer Trust.
- Significant relationship was found between undergraduate boys with respect to Insufficient Self-Control and Peer Alienation.
- Significant relationship was found between undergraduate girls with respect to Emotional Deprivation and Peer Trust, Peer Communication and Peer Alienation.

- Significant relationship was found between undergraduate girls with respect to Mistrust/Abuse and Peer Trust, Peer Communication and Peer Alienation.
- Significant relationship was found between undergraduate girls with respect to Social Isolation and Peer Trust, Peer Communication and Peer Alienation.
- Significant relationship was found between undergraduate girls with respect to Defectiveness/Shame and Peer Trust, Peer Communication and Peer Alienation.
- Significant relationship was found between undergraduate girls with respect to Failure and Peer Trust, Peer Communication and Peer Alienation.
- Significant relationship was found between undergraduate girls with respect to Dependence/ Incompetence and Peer Trust, Peer Communication and Peer Alienation.
- Significant relationship was found between undergraduate girls with respect to Vulnerability to harm and Peer Trust, Peer Communication and Peer Alienation.
- Significant relationship was found between undergraduate girls with respect to Enmeshment and Peer Trust, Peer Communication and Peer Alienation.
- Significant relationship was found between undergraduate girls with respect to Subjugation and Peer Trust, Peer Communication and Peer Alienation.
- Significant relationship was found between undergraduate girls with respect to Self-Sacrifice and Peer Alienation.
- Significant relationship was found between undergraduate girls with respect to Emotional Inhibition and Peer Trust, Peer Communication and Peer Alienation of Peer Attachment.
- Significant relationship was found between undergraduate girls with respect to Unrelenting Standards and Peer Communication.
- Significant relationship was found between undergraduate girls with respect to Entitlement of Early Maladaptive Schemas and Peer Trust and Peer Alienation.
- Significant relationship was found between undergraduate girls with respect to Insufficient Self-Control and Peer Trust and Peer Alienation.

DISCUSSION

The objective of the current study was to observe whether there are gender differences with respect to the dimensions of early maladaptive schemas and the dimensions of peer attachment among undergraduate students. This study also aimed to study whether there is a relationship between the dimensions of early maladaptive schemas and the dimensions of peer attachment among undergraduate boys and whether there is a relationship between the dimensions of early maladaptive schemas and the dimensions of peer attachment among undergraduate girls.

The present study reveals that there is a significant gender difference in the emotional deprivation dimension of early maladaptive schema in undergraduate students. In other words, girls show less emotional deprivation than boys. This is corroborated by a study done by Lachenal–Chevalet et al. (2006) who reported higher scores for men on Entitlement, Insufficient self control, Emotional Deprivation and Mistrust of early maladaptive schemas as compared to women.

Likewise, the present study also reveals that there is a significant gender difference in the mistrust/ abuse dimension of early maladaptive schema in undergraduate students. In other words, boys show more mistrust/ abuse than girls. This is resonated by a study by

Zafiropoulou (2014) which reveals the role of on early maladaptive schemas and bonding are concerned it was observed that gender correlates with the feeling of mistrust, dependence and self-discipline experienced by the child. This could be interpreted by the stereotypical roles of each gender, where girls show schemas related to emotions, while boys schemas involve power and sovereignty.

Results showed a significant gender difference in the social isolation dimension of early maladaptive schema in undergraduate students. In other words, boys show more social isolation than girls. However, this finding contradicts Abdel-Hady (2013), as the results of that study revealed that social isolation is more common among females than in males.

Results of present study also revealed that there was a significant gender difference in the defectiveness / shame dimension of early maladaptive schema in undergraduate students. In other words, boys show more feelings of defectiveness / shame than girls. This result is contradicted by -Deblinger and Runyon (2005) who revealed that there are individual differences in shame responding and girls generally may be more prone to experience shame than boys. This may be due to rapid change and self-focus that occurs in the adolescence period which makes girls prone to engage in negative self-evaluations and social comparisons.

The present study revealed that there was a significant gender difference in the failure dimension of early maladaptive schema in undergraduate students. In other words, girls show less feeling of failure than boys. This is resonated by a study done by Abdel-Hady (2013), whose results shows that girls reported higher feeling of failure to achieve. It may be due to the eastern tradition that pays attention to males' achievement more than females' achievement.

Similarly, this study also showed that there was a significant gender difference in the dependence/incompetence dimension of early maladaptive schema in undergraduate students. In other words, boys show more dependence/incompetence than girls. According to Zafiropoulou (2014), boys experience more dependence and lack of self-control/self-discipline than girls.

Likewise, this study revealed a significant gender difference in the vulnerability to harm dimension of early maladaptive schema in undergraduate students. In other words, boys show more vulnerability to harm others than girls. This was corroborated by Pellerone et. al (2017), which revealed that in the male group, affectionless control parenting appears to influence the relational ability, characterized by the perception of emotional deprivation, which leads them to implement the dysfunctional perception of self characterized by vulnerability, defectiveness and consequently sense of failure.

Results of the present study also showed that there was a significant gender difference in the enmeshment dimension of early maladaptive schema in undergraduate students. In other words, boys show more enmeshment than girls. This is in contrary to Zafiropoulou (2014), which showed that girls feel enmeshment more frequently that boys.

The present study revealed that there was significant gender difference in the entitlement dimension of early maladaptive schema in undergraduate students. In other words, boys

have more entitlement than girls. This is resonated by the study by Welburn et al. (2002) which found that females were lower on the Entitlement EMS than males, they considered this to be potentially due to females lacking a sense of entitlement for having their own needs met. They hypothesized that cultural conditioning around gender roles meant that females take a more care-taking role.

The present study also reveals that there was a significant gender difference in the insufficient self-control dimension of early maladaptive schema in undergraduate students. In other words, boys have more insufficient self-control than girls. This is supported by Lachenal-Chevallet et. al. (2006), reporting higher scores for men on entitlement, insufficient self-control, emotional deprivation and mistrust as compared to women.

The present study revealed that there was significant gender difference in the peer trust dimension of peer attachment in undergraduate students. In other words girls have more trust in their peer than boys. This is backed with the study of Armsden and Greenberg (1987), which found that girls were more attached to their peer than boys, such as peer trust.

Likewise, the present study showed a significant gender difference in the peer communication dimension of peer attachment in undergraduate students. In other words, girls show more peer communication than boys. This is corroborated with the study of Armsden and Greenberg (1987), which found that girls were more attached to their peer than boys, such as peer communication.

Similarly, results revealed that there was a significant gender difference in the peer alienation dimension of peer attachment in undergraduate students. In other words, girls show more peer alienation than boys. This is supported by the study of Gullone et. al (2005), which showed that females have more positive attachments with their peers compared with males.

This study also indicated that there was a significant negative correlation between emotional deprivation and peer trust and peer communication. In other words, higher the emotional deprivation in undergraduate boys, lower is their trust and communication with their peer. This is contradictory to a previous research by Yoosefi et. al. (2010), findings indicated that the emotional deprivation was related to the termination of relationships. Attachment with peers seems unlikely to require a level of emotional ties and trust and thus, it may be that the emotional schema is especially damaging to other stable relationships but not as toxic to peer connectedness.

In this study, there was a significant negative correlation between mistrust/abuse and peer trust. In other words, the higher mistrust or abuse faced by undergraduate boys, the lower is their trust towards their peer. This is backed up by the study of Young (2003) which reveals that the absence of a mutual understanding and respect in the attachment relationship between adolescents and peer, adolescents may develop the expectation that other people will humiliate or harm them, and may develop a general sense of suspiciousness towards other people. A study done by Kim and Cicchetti (2010) resonates this finding which revealed that abused and neglected children have problematic peer relations at disproportionately high rates. Children who were abused found it difficult to trust anyone in their life including peers.

Results showed that there was a significant negative correlation between social isolation and peer trust, peer communication and peer alienation. In other words, the higher socially isolated adolescent boys were, the lower is their trust, communication and alienation towards their peer. This is corroborated by a study by Rubin and Mills (1988) stating that individuals with social isolation are more likely to feel isolated and are less likely to reach out to others for help and their relations with their peers is also not established.

Results also showed that there was a significant negative correlation between defectiveness / shame and peer trust, peer communication and peer alienation. In other words, the higher the defectiveness / shame in undergraduate boys, the lower is their trust, communication and alienation towards their peer. This is backed by a study by Doumen et. al. (2012) indicating that individuals with a defectiveness/shame schema, who believe they are inferior and unlovable to others, are likely to avoid committing themselves to interpersonal relationships. This behavioral avoidance may suppress the individual's warmth towards others and, ultimately, may weaken the current level of that individual's attachment to their peers.

The present study indicated that there was a significant negative correlation between failure and peer trust, peer communication and peer alienation. In other words, the more failure faced by undergraduate boys, the lesser is their trust, communication and alienation towards their peer. This is resonated by a study by Young et. al. (2004), which indicates that people high on failure dimension feel that others are better than them and hence they do not approach to others and do not empathize with them. So, according to this study it can be considered that the person high on failure dimension lacks in peer attachments.

This study also revealed that there was a significant negative correlation between dependence/incompetence and peer trust, peer communication and peer alienation. In other words, the higher dependence/incompetence in undergraduate boys, the lower is their trust, communication and alienation towards their peer. A study conducted by Muris et. al. (2003) supported the finding by revealing that individuals perceive themselves as defective, inferior and inadequate in important aspects relative to peers, as unlovable and as unable to handle everyday responsibilities. Further, they have the expectation that their need for emotional support will not be adequately met by significant others and hence they distant themselves from their peers.

Moreover, results indicated that there was a significant negative correlation between Vulnerability to harm and peer trust and peer communication. In other words, the higher the vulnerability to harm others in undergraduate boys, the lower is their trust and communication towards their peer. A study by Muris (2003) backed up the finding by revealing that adolescents with maladaptive schemas are preoccupied with the idea that a catastrophe can strike any time and that they will be unable to prevent their vulnerability to harm, and hence avoid contact with others.

Results also indicated that there was a significant negative correlation between enmeshment and peer trust and peer communication. In other words, the higher the enmeshment in undergraduate boys, the lower is their trust, communication towards their peer. In a study by Taylor (2015), it is showed that enmeshment is associated with low social functioning. Enmeshment results in insufficient individual identity and is experienced as a feeling of

emptiness and floundering, having no direction, or in extreme cases questioning one's existence. This study is contradictory to the findings of the present study.

The present study revealed that there was a significant negative correlation between subjugation and peer trust, peer communication and peer alienation. In other words, the higher the subjugation in undergraduate boys, the lower is their trust, communication and alienation towards their peer. This is contradictory to a study conducted by Qayum (2013) which indicated that the subjugation schemas include an excessive focus on the desires and feelings of others at the expense of one's own needs in order to gain love and approval and it would make an individual score high on peer attachment.

The present study also showed that there was a significant positive correlation between self-sacrifice and peer communication. In other words, higher the self-sacrifice in undergraduate boys, higher is their trust and communication with their peer. This is resonated by the study conducted by Lumley and Harkness (2007), which indicated that individuals with self-sacrifice were more likely to feel isolated and were less likely to reach out to others for help. They were alienated from their peers and hence, they avoided communicating with their peers.

This study indicated that there was a significant negative correlation between emotional inhibition and peer trust, peer communication and peer alienation. In other words, the higher the emotional inhibition in undergraduate boys, the lower is their trust, communication and alienation towards their peer. In a study conducted by Young (2003), it was indicated that individuals high on emotional inhibition showed excessive inhibition of spontaneous action, feeling, or communication, usually to avoid disapproval by others, feelings of shame, or losing control of one's impulses. They disregarded their emotions and avoided others.

Moreover, results indicated that there was a significant negative correlation between entitlement and peer trust. In other words, the higher the entitlement in undergraduate boys, the lower is their trust towards their peer. A study done by Muris (2007) indicated that adolescents with this entitlement schema perceive themselves as superior, entitled to special rights and privileges, or not bound by the rules of reciprocity that guide daily social interaction. They tend to consider everyone as inferior to them and hence were low on peer attachment.

Results also indicated that there was a significant negative correlation between insufficient self-control and peer alienation. In other words, the higher insufficient self-control in undergraduate boys, the lower is their alienation towards their peer. A study by Muris et. al (2003) resonates this finding as it reveals that the cognitions in adolescents are combined with a great belief in the availability of others for emotional support and one's own ability to exert sufficient self-control and frustration tolerance to achieve goals. When he or she becomes high on insufficient self-control, they tend to withdraw themselves from everyone, including peers.

The present study indicated that there was a significant negative correlation between emotional deprivation and peer trust, peer communication and peer alienation. In other words, higher the emotional deprivation in undergraduate girls, lower is their trust, communication and alienation with their peer. This is contradictory to a study by Yoo et. al.

(2014), which shows that the emotional deprivation schema did not have a significant effect on peer connectedness.

The present study also showed that there was a significant negative correlation between mistrust/abuse and peer trust, peer communication and peer alienation. In other words, the higher mistrust or abuse reported by undergraduate girls, the lower is their trust, communication and alienation towards their peer. This is corroborated by the literature providing evidence that abuse negatively impacts early attachment relationships with primary caregivers that continue to be influential across the lifespan (Barnett et al., 1999; Crittenden & Ainsworth, 1989).

Similarly, this study showed that there was a significant negative correlation between social isolation and peer trust, peer communication and peer alienation. In other words, the higher socially isolated undergraduate girls were, the lower is their trust, communication and alienation towards their peer. This is supported by Lumley and Harkness (2007) reporting that social isolation may act in facilitating depression by feeling alone and alienated from the world and peer relations.

The present study indicated that there was a significant negative correlation between defectiveness / shame and peer trust, peer communication and peer alienation. In other words, the higher the defectiveness and shame in undergraduate girls, the lower is their trust, communication and alienation towards their peer. Cecero et. al. (2004) revealed that defectiveness/ shame schema had a negative effect on peer attachment. This indicated that people who believed they had flaws and were unattractive to others tended to think it less valuable to get along with others and made less effort to live harmoniously with other people.

Results also revealed that there was a significant negative correlation between failure and peer trust, peer communication and peer alienation. In other words, the more failure reported by undergraduate girls, the lesser is their trust, communication and alienation towards their peer. In a study by Young et. al. (2003), people who have a failure schema believe that they have failed relative to their peers in areas of achievement such as career, money, status, school, or sports and hence try to maintain distance from their peer due to inferiority and this impacts their peer attachment.

Similarly, the study showed that there was a significant negative correlation between dependence/incompetence and peer trust, peer communication and peer alienation. In other words, the higher dependence in competence in undergraduate girls, the lower is their trust, communication and alienation towards their peer. This is resonated by the study conducted by Muris et. al. (2003) who revealed that individuals perceive themselves as inferior and inadequate in relation to their peers, and also as unable to handle everyday responsibilities. They have an expectation that their need for emotional support will not be adequately met by significant others and hence they distant themselves from their peers.

Moreover, results indicated that there was a significant negative correlation between Vulnerability to harm and peer trust, peer communication and peer alienation. In other words, the higher the vulnerability to harm others in undergraduate girls, the lower is their trust, communication and alienation towards their peer. A study by Muris (2003) resonates

the finding by revealing that adolescents high on vulnerability to harm are preoccupied with the idea that any time an adversity can strike and they will be unable to prevent their vulnerability to harm, and hence avoid contact with others.

Results also indicated that there was a significant negative correlation between enmeshment and peer trust, peer communication and peer alienation. In other words, the higher the enmeshment in undergraduate girls, the lower is their trust, communication and alienation towards their peer. In a study by Taylor (2015), it is showed that enmeshment is associated with low social functioning. Enmeshment is excessive emotional involvement and closeness with one or more significant others (mostly parents) and results in insufficient individual identity and is experienced as a feeling of emptiness and having no direction in life. Hence, this study is contradictory to the findings of the present study.

This study revealed that there was a significant negative correlation between subjugation and peer trust, peer communication and peer alienation. In other words, the higher the subjugation in undergraduate girls, the lower is their trust, communication and alienation towards their peer. This is contradictory to a study conducted by Qayum (2013) which indicated that the subjugation schemas include an excessive focus on the desires and feelings of others at the expense of one's own needs in order to gain love and approval and it would make an individual score high on peer attachment.

The present study showed that there was a significant negative correlation between self-sacrifice and peer alienation. In other words, higher the self-sacrifice in undergraduate girls, lower is the alienation with their peer. This is corroborated by the study of Lumley and Harkness (2007), which reveals that self-sacrifice may facilitate in feeling alienated from the peer relations but at the same time not being able to care for the emotional needs of oneself due to a tendency to put others' needs first (Lumley and Harkness, 2007).

The present study also indicated that there was a significant negative correlation between emotional inhibition and peer trust, peer communication and peer alienation. In other words, the higher the emotional inhibition in undergraduate girls, the lower is their trust, communication and alienation towards their peer. In a study, Cecero, Nelson & Gillie(2004) showed that the emotional inhibition schema endangers the secure attachment and are positive predictors for dismissing attachment.

Results indicated that there was a significant positive correlation between unrelenting standards and peer communication. In other words, the more unrelenting standards undergraduate girls have, the more is their peer communication. This is contradictory to a study by Martin et. al. (2010), individuals high on unrelenting standards cannot get close to other peers due to the fact that they cannot help others, because of high standards that this characteristic cause to getting away from others, and hence they tend to be away from peers. Moreover, this study showed that there was a significant negative correlation between entitlement and peer trust and peer alienation. In other words, the higher the entitlement in undergraduate girls, the lower is their trust and alienation towards their peer. This is resonated by a study done by Muris (2007) which indicated that adolescents with entitlement schema perceive themselves as superior and entitled to special rights and privileges, they also feel that they are not bound by the rules of reciprocity that guide daily social

interaction. They tend to consider everyone as inferior to them and hence are low on peer attachment.

Lastly, the study indicated that there was a significant negative correlation between insufficient self-control and peer trust and peer alienation. In other words, the higher insufficient self-control in undergraduate girls, the lower is their trust and alienation towards their peer. A study by Muris et. al (2003) resonates this finding as it reveals that the cognitions in adolescents have a belief in the availability of others for emotional support and one's own ability to exert sufficient self-control and frustration tolerance to achieve goals. When he or she becomes high on insufficient self-control, they tend to withdraw themselves from everyone, including peers.

The present study revealed significant gender differences in the dimensions of early maladaptive schemas and the dimensions of peer attachment in undergraduate students. The present study also revealed significant relationship in the dimensions of early maladaptive schemas and dimensions of peer attachment in undergraduate boys. There was a significant relationship in the dimensions of early maladaptive schemas and dimensions of peer attachment in undergraduate girls.

Although the study was quite comprehensive in nature, there were certain limitations that cannot be over looked. The study relied solely on self-report questionnaires. The responses may be exaggerated or the respondents may be too embarrassed to reveal private details or the respondents may not be able to assess themselves accurately. Various biases may also affect the responses, like social desirability bias. Self-report questions are inherently biased by the person's feelings at the time they filled out the questionnaire. Despite these limitations, the present study adds to our understanding of how early maladaptive schemas is related to the quality of relationships with peers.

Future studies are necessary for further understanding of the relationship of early maladaptive schemas and peer attachment in adolescents. The findings suggest that it may be helpful to come up with interventions to enhance the relationships of adolescents with peers which are affected by early maladaptive schemas. Attachment-based and peer-mediated interventions (e.g., social skills training) could be implemented to repair relational ruptures and rebuild trustworthy relationships with peers.

REFERENCES

Abdel-Hady El-Gilany, Mona A. El-Bilsha, and Azza Ibrahim (2013). Gender Differences in Maladaptive Cognitive Schema in Orphans in Dakahlia, Egypt. *The Scientific World Journal*, vol. 2013. Article ID 373120, 5 pages.

Bosmans, G., Braet, C. and Van Vlierberghe, L. (2010). Attachment and symptoms of psychopathology: early maladaptive schemas as a cognitive link? *Clinical Psychology and Psychotherapy*, 17, 374–385

C. Armsden, Gay & Greenberg, Mark. (1987). The Inventory of Parent and Peer Attachment: Individual Differences and Their Relationship to Psychological Well-Being in Adolescence. *Journal of youth and adolescence.* 16. 427-54.

Carbery, J., & Buhrmester, D. (1998). Friendship and need fulfillment during three phases of young adulthood. *Journal of Social and Personal Relationships*, 15, 393-409. http://doi.org/cx7dbp

Cassidy, J., & Shaver, P. R. (Eds.). (2008). Handbook of attachment: Theory, research, and clinical applications (2nd ed.). New York, NY, US: *The Guilford Press*.

Cecero, J. J., Nelson, J. D., & Gillie, J. M. (2004). Tools and tenets of schema therapy: Toward the construct validity of the Early Maladaptive Schema Questionnaire-Research Version (EMSQ-R). *Clinical Psychology and Psychotherapy*, 11, 344-357. http://doi.org/dt4s9w, doi:10.2147/PRBM.S117371

Doumen, S., Smits, I., Luyckx, K., Duriez, B., Vanhalst, J., Verschueren, K., & Goossens, L. (2012). Identity and perceived peer relationship quality in emerging adulthood: The mediating role of attachment-related emotions. *Journal of Adolescence*, *35*(6), 1417-1425.

E. Deblinger and M. K. Runyon (2005). "Understanding and treating feelings of shame in children who have experienced maltreatment," *Child Maltreatment*, vol. 10, no. 4, pp. 364–376.

Fayegh, Yousefi & Mansor, Mariani. (2010). The Relationship between Gender, Age, Depression and Academic Achievement.

Gullone, E., & Robinson, K. (2005). The Inventory of Parent and Peer Attachment - Revised (IPPA-R) for children: A psychometric evaluation investigation. *Clinical Psychology and Psychotherapy*, 12, 67-79.

K. Rudolph, C. Hammen, and S. Daly (2006). "Mood disorders," in Behavioral and Emotional Disorders in Adolescents: Nature, Assessment, and Treatment, D. A. Wolfe and E. J. Mash, Eds., pp. 300–342, Guilford Publications, New York, NY, USA.

Kim, J., & Cicchetti, D. (2009). Longitudinal pathways linking child maltreatment, emotion regulation, peer relations, and psychopathology. *Journal of child psychology and psychiatry, and allied disciplines*, *51*(6), 706-16.

L. Alan Sroufe (2005) Attachment and development: A prospective, longitudinal study from birth to adulthood, *Attachment & Human Development*, 7:4, 349-367

Lachenal-Chevallet, Karine & Mauchand, Pierre & Cottraux, Jean & Bouvard, Martine & Martin, Robert. (2006). Factor Analysis of the Schema Questionnaire-Short Form in a Nonclinical Sample. *Journal of Cognitive Psychotherapy*. 20. 311-318.

Lumley & Harkness (2007). Specificity in the Relations among Childhood Adversity, Early Maladaptive Schemas, and Symptom Profiles in Adolescent Depression. *Cognitive Therapy Research.* 31:639–65

Ma, C. Q. and Huebner, E. S. (2008), Attachment relationships and adolescents' life satisfaction: Some relationships matter more to girls than boys. Psychol. Schs., 45: 177-190.

Mash, E.J. and Dozois, D.J.A. (2003). Child psychopathology: a developmental-systems perspective. *Child Psychopathology* (2nd edition), 3–74.

Muris, P. (2006a). Maladaptive schemas in non-clinical adolescents: Relations to perceived parental rearing behaviours, big five personality factors and psychopathological symptoms. *Clinical Psychology & Psychotherapy*, 13, 405-413.

Muris, P. (2006b). The pathogenesis of childhood anxiety disorders: Considerations from a developmental psychopathology perspective. *International Journal of Behavioral Development*, 30, 5-11.

Muris, P., Meesters, C., & van Brakel, A. (2003). Assessment of anxious rearing behaviors with a modified version of "Egna Minnen Betraffande Uppfostran" questionnaire for children. *Journal of Psychopathology and Behavioral Assessment*, 25, 229-237.

Papalia, D.E., Olds, S.W., Feldman, R.D., & Kruk, R. (2004). A Child's World: Infancy through Adolescence (First Canadian Ed.) McGraw-Hill Ryerson Ltd. pp. 444-451

Pellerone, M., Iacolino, C., Mannino, G., Formica, I., & Zabbara, S. M. (2017). The influence of parenting on maladaptive cognitive schema: a cross-sectional research on a group of adults. *Psychology research and behavior management*. 10:47-58.

Qayum (2003). Exploring early attachments and maladaptive schemas in juvenile sexual offenders. *Centre for Forensic and Criminological Psychology*

Roelofs J, Lee C, Ruijten T, Lobbestael J. (2011) The mediating role of early maladaptive schemas in the relation between quality of attachment relationships and symptoms of depression in adolescents. *Behavioral and Cognitive Psychotherapy.* 39:471–479.

Roelofs, J., Onckels, L., & Muris, P. (2012). Attachment Quality and Psychopathological Symptoms in Clinically Referred Adolescents: The Mediating Role of Early Maladaptive Schema. *Journal of child and family studies*, 22(3), 377-385.

Shahin Lotfi, Dr. Yahya Yarahmadi (2014) Study the Relationship between Early Maladaptive Schemas and Parenting Styles. Vol.1, No.2. *International Journal of Academic Research in Psychology.*

Stackert, R. A., & Bursik, K. (2003). Why am I unsatisfied? Adult attachment style, gendered irrational relationship beliefs, and young adult romantic relationship satisfaction. *Personality and Individual Differences, 34*(8), 1419-1429.

Thimm (2010), Relationships between early maladaptive schemas and psychosocial developmental task resolution. Vol. 7, No. 3. *Clinical psychology and psychotherapy.*

Thimm, J. C. (2010). Mediation of early maladaptive schemas between perceptions of parental rearing style and personality disorder symptoms. *Journal of Behavior Therapy and Experimental Psychiatry*, 41, 52-59.

Waller, G., Kennerley, H., & Ohanian, V. (2007). Schema-Focused Cognitive-Behavioral Therapy for Eating Disorders. In L. P. Riso, P. L. du Toit, D. J. Stein, & J. E. Young (Eds.), *Cognitive schemas and core beliefs in psychological problems: A scientist-practitioner guide* (pp. 139-175).

Welburn, K., Coristine, M., Dagg, P. et al. (2002). The Schema Questionnaire—Short Form: Factor Analysis and Relationship Between Schemas and Symptoms *Cognitive Therapy and Research* (2002) 26: 519.

Yoo (2014) Early Maladaptive Schemas as Predictors of Interpersonal Orientation and Peer Connectedness in University Students. *Social Behavior and Personality - An International Journal.*

Young, J. E. (1999). Cognitive therapy for personality disorders: A schema-focused approach (3rd ed.). Sarasota, FL: Professional Resource Press.

Young, J. E., & Brown, G. K. (2003). Young Schema Questionnaire–Short Form. Retrieved from www.schematherapy.com

Young, J. E., Klosko, J., & Weishaar, M. (2003). Schema therapy: A practitioner's guide. New York: Guilford Press.

Zafiropoulou et al., Parental Bonding and Early Maladaptive Schemas, *J Psychol Abnorm Child* 2014, 3:110

Acknowledgement

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author declared no conflict of interest.

How to cite this article: Haqaique, Z. N. (2022). Early Maladaptive Schemas and Peer Attachment in Undergraduate Students. *International Journal of Indian Psychology, 10(4),* 1477-1508. DIP:18.01.142.20221004, DOI:10.25215/1004.142