

Early Maladaptive Schemas and Their Relationship with Academic Satisfaction among Third-Year Speech Therapy Students

المخططات المعرفية المبكرة غير المكيفة وعلاقتها بالرضا عن الدراسة لدى طلبة السنة الثالثة أرففونيا

Souhila Chalabi سهيلة شلابي chalabi.souhila@cu-tipaza.dz	Speech Therapy	The laboratory of studies in culture, personality and development. University Center Morsli Abdallah - Tipaza (Algeria)
ORCID:/	DOI: 10.46315/1714-013-002-036	

Received: 30/ 01/ 2024 Accepted: 10/ 05/ 2024 Published :16/ 06/ 2024

**

Abstract:

This study examines the relationship between early maladaptive schemas and academic satisfaction among Third-Year Speech Therapy Students, assessing whether these cognitive schemas can predict their level of academic satisfaction. Engaging a purposively selected sample of 101 students aged 21 to 35 years, the research employs the Early Maladaptive Schemas Scale and the Academic Satisfaction Scale to derive its findings. The study concludes that there is no statistically significant correlation between early maladaptive schemas and academic satisfaction among these students. Furthermore, it establishes that early maladaptive schemas do not serve as a predictor of academic satisfaction in this group. Notably, the study reveals a high level of academic satisfaction among the students surveyed.

Keywords: Early maladaptive schemas; Academic satisfaction.

ملخص باللغة العربية:

تهدف الدراسة إلى الكشف عن العلاقة بين المخططات المعرفية المبكرة غير المكيفة والرضا عن الدراسة لدى طلاب السنة الثالثة أرففونيا، بالإضافة إلى التعرف على مستوى الرضا عن الدراسة ومدى إسهام تلك المخططات في التنبؤ بالرضا عن الدراسة لدى نفس العينة. شملت الدراسة 101 طالبًا، تتراوح أعمارهم بين 21 و35 سنة، وتم اختيارهم بطريقة قصدية. قامت الباحثة بتطبيق مقياس المخططات المعرفية المبكرة غير المكيفة ومقياس الرضا عن الدراسة. أظهرت النتائج عدم وجود علاقة ارتباطية بين المخططات المعرفية المبكرة غير المكيفة والرضا عن الدراسة، كما أن هذه المخططات لا تسهم في التنبؤ بالرضا عن الدراسة لدى العينة المدروسة. لوحظ أن الطلبة يتمتعون بمستوى عالٍ من الرضا عن دراستهم.

كلمات مفتاحية: المخططات المبكرة غير المكيفة؛ الرضا عن الدراسة.

1-Introduction

The university stage is a critical period in a student's educational journey, marked by complex psychological and social dynamics. During this time, students develop their academic interests and orientations. Universities are instrumental in knowledge generation and skill development, addressing both the psychological needs and aspirations of students. Choosing a specialization aligned with their abilities is key for academic success. However, this stage can be challenging due to external stressors and a demanding environment, potentially affecting students' attitudes and leading to psychological issues. The transition from high school to university, requiring quick adaptation to new educational methods and activities, is significant (Idris,2009,p2), understanding these challenges is essential. University students work to realize their potential and refine their skills, leading to academic satisfaction.

Academic satisfaction reflects a student's attitude towards their studies, encompassing their contentment and the organization of their academic life. It's shaped by positive academic experiences and past successes (Awad,2021). Universities recognize its role as a motivator and strive to enhance the quality of education, with satisfaction stemming from effective student-teacher interactions and service quality. This satisfaction is an indicator of educational success, motivating students and fostering analytical thinking, which leads to better academic outcomes (Al-Saadi, 2018 ,p.38). Past experiences, particularly positive ones, significantly influence satisfaction, laying a foundation for future well-being and shaping goals (Al-Sheikho and Hussein, 2002, p.114). Al-Tayeb (1986) views satisfaction as a result of both positive and negative educational experiences, influenced by personal achievements and the role of education in meeting objectives (Ahmed, 2008).

Research exploring the connection between early maladaptive schemas, rooted in childhood experiences, and student satisfaction is emerging. Young et al.'s schema theory highlights how these schemas, often formed from adverse childhood events, persistently affect an individual's psychological, social, and personal development. These cognitive schemas, central to an individual's reality, can lead to various disorders (Hamza & Al-Ashri, 2021,p.651). Although research on the direct link between these schemas and student satisfaction is limited, our study aims to bridge this gap. Previous studies, like Igrofa (2011), have shown that inadequate academic adjustment in students can stem from unfulfilled basic needs, which may be linked to these early maladaptive schemas, highlighting their impact on academic experiences.

In his 2022 study, Hassan Khalif found a significant negative correlation between maladaptive cognitive schemas and academic ambition, and a positive correlation between secure attachment and academic ambition, indicating that understanding these schemas and attachment styles could predict academic ambition. Al-Nabhan (2001) observed moderate student satisfaction levels, while

Majdi Habib (1990) and Abu Ghali and Abu Mustafa (2016) reported high satisfaction levels (Awad, 2021; Al-Saadi, 2018). Additionally, Bakir Malika (2016) found a moderate positive correlation between academic satisfaction and cognitive motivation, irrespective of students' achievement levels. Considering these findings, the research questions for this study are framed as follows:

- Is there a statistically significant correlation between early maladaptive schemas and academic satisfaction among third-year speech therapy students?
- Can early maladaptive schemas predict academic satisfaction among third-year speech therapy students?
- What is the current level of academic satisfaction among third-year speech therapy students?

Research Hypotheses:

- There is a significant correlation between early maladaptive schemas and academic satisfaction among third-year speech therapy students.
- Early maladaptive schemas are predictive of academic satisfaction in third-year speech therapy students.
- Third-year speech therapy students exhibit a high level of academic satisfaction.

Significance of the Research:

This study is valuable for its assessment of the under-explored relationship between early maladaptive schemas and academic satisfaction, especially within the Algerian context, where this topic has received scant academic focus. Its findings promise to serve as a foundational resource for subsequent research, potentially involving varied community samples, and thereby catalyzing further scholarly exploration in this area.

Objectives of the Research:

- To investigate the correlation between early maladaptive schemas and academic satisfaction in third-year speech therapy students.
- To assess the predictive role of early maladaptive schemas in academic satisfaction.
- To evaluate the extent of academic satisfaction among third-year speech therapy students.

2- Methods

2.1. Research Design:

This research employed the descriptive correlational method, suitable for examining the relationship between early maladaptive schemas and satisfaction with studies among third-year speech therapy students.

2.2. Participant Demographics:

The sample comprised 101 third-year speech therapy students, aged 21 to 35, selected through purposive sampling. The following table illustrates the sample characteristics according to gender.

Table 1. *Distribution of the Sample According to Sexe*

Gender	Frequencies	Percentage
Male	02	1,98
Female	99	98,09
Total	101	100

2.3. Delimitations of the Research:

a. Geographic Constraints:

The study was geographically confined to the Morsli Abdellah University Center in the Tipaza district (Algeria).

b. Timeframe Considerations:

This study was conducted over a period from October 26, 2022, to November 30, 2022.

2.4. Measurement Instruments:

a. Early maladaptive schemas Scale:

we employed the Young Schema Questionnaire Short-Form (YSQ-S1) (Young, 1998), which comprises 75 items across fifteen maladaptive schemas. Its psychometric properties are well-established. For the first domain: Disconnection & Rejection, schemas (1-5) showed a correlation of 0.72 to 0.82 and a Cronbach's alpha of 0.82, indicating high reliability. The second domain: Impaired Autonomy & Performance, schemas (6-9) had correlations of 0.69 to 0.86 and a Cronbach's alpha of 0.79. In the third domain: Impaired Limits, schemas (13-15) correlated between 0.98 to 0.90 with a Cronbach's alpha of 0.75. The fourth domain: Other Directedness, schemas (10-11) showed a correlation of 0.82 to 0.83 and a Cronbach's alpha of 0.54. Lastly, the fifth domain: Over-vigilance & Inhibition, schemas (12-14) in the same domain had correlations of 0.79 to 0.81 and a Cronbach's alpha of 0.45.

b. Academic Satisfaction Scale:

The Academic Satisfaction Scale by Bakir Malika was employed, featuring 50 items spread across six dimensions, measured using a five-point Likert Scale ranging from Strongly Agree to Strongly Disagree. The scoring system assigns ascending values (1-5) for positive items and descending values (5-1) for negative items. The cumulative satisfaction scores of participants vary from a

minimum of 50 to a maximum of 250, with the median score being 150. To ensure the scale's validity and reliability, we applied Pearson's coefficient analysis. This analysis led to the removal of items 12, 21, 23, 29, 39, and 40 due to their lack of statistical significance. Notably, item 6 was significant at the 0.05 level, while the rest were significant at the 0.01 level. The reliability of the scale, as denoted by a Cronbach's alpha value of 0.94, confirms its high reliability.

2.5. Statistical Analysis Techniques:

In this study, we utilized a range of statistical methods to analyze the data. These included the Pearson correlation coefficient, which measures the strength and direction of the relationship between two variables; the t-test for a single sample, used to compare the mean of the sample against a known value; multiple regression analysis, which assesses the relationship between a dependent variable and multiple independent variables; and the calculation of beta coefficients, which indicate the strength and significance of the predictors in the regression model.

3- Results and Discussion

3.1. Results of the First Hypothesis:

The first hypothesis proposed a significant correlational relationship between early maladaptive schemas and satisfaction with studies among third-year speech therapy students. Pearson's correlation coefficient was employed to test this hypothesis. The analysis revealed the following results.

Table 2. *Pearson Correlation Coefficient between Academic Satisfaction and Early Maladaptive Schemas among Third Year Speech Therapy Students*

		Early Maladaptive Schemas
	Pearson Correlation	-.089
Academic Satisfaction	Sig. (2-tailed)	> .05
	N	101

Source: (prepared by the researcher based on SPSS 22 outputs)

The data in Table 2. reveals that the Pearson correlation coefficient between Academic Satisfaction and Early Maladaptive Schemas is not statistically significant ($r = -.089$, $p > .05$). This suggests that there is no substantial relationship between the two variables.

The absence of a significant correlation may imply that early maladaptive schemas do not significantly contribute to or serve as a source of academic satisfaction. Typically, these schemas are more commonly linked with psychological issues like depression and anxiety, rather than factors that drive satisfaction in academic settings. Instead of fostering satisfaction, they might lead to

negative academic outcomes, such as failure, rejection, or avoidance of academic-related activities and situations.

In reviewing the existing literature, we found no studies directly examining the relationship between the specific variables of our study. However, relevant research discussing aspects related to our study variables was identified. According to theoretical frameworks, early maladaptive schemas, established in childhood and persisting throughout an individual's life, encompass a range of thoughts, emotions, experiences, and feelings tied to self-perception and interpersonal interactions. These schemas often result in a diminished sense of self-worth, shaping an individual's self-concept, abilities, and interaction with their environment. Furthermore, these schemas significantly impact how individuals perceive and interpret their surroundings and experiences, influencing their self-esteem and self-evaluation. They play a critical role in shaping an individual's cognitive processes, emotional responses, and beliefs, often leading to perceptions of incompetence, decision-making difficulties, and challenges in fulfilling psychological, social, and academic needs. This includes academic satisfaction, suggesting a potential, albeit indirect, influence of these cognitive schemas on academic outcomes.

Blatt's theory reinforces the idea that individuals with low self-esteem often possess negative perceptions and beliefs about themselves and others (Thimm, 2010, p.219). Additionally, it is observed that individuals with positive self-beliefs typically exhibit higher self-esteem, while those with negative self-perceptions are prone to lower self-esteem. Consequently, self-esteem can be understood as an individual's overall self-assessment of their worth (Al-Dawaida & Al-Maghdhawi, 2020, p. 47).

3.2. Results of the Second Hypothesis:

A multiple linear regression analysis was conducted to determine if early maladaptive schemas significantly predicted academic satisfaction among third-year speech therapy students.

Table 3. Results of the Multiple Regression Analysis Model

R	R-square	Adjusted R-square	Standard Error of the Estimate	Durbin-Watson
.183	.034	-.01	27.035	2.025

Source: (prepared by the researcher based on SPSS 22 outputs)

Correlation analysis (see Table 3) showed a correlation coefficient of .183 between the independent variables and academic satisfaction, suggesting a minimal relationship. The Durbin-Watson statistic was 2.025, indicating no autocorrelation in the residuals. However, the result of the overall regression model was not significant, ($R^2 = .034$, $F(5, 95) = 0.66$, $p > .05$).

Table 4. Analysis of Variance (ANOVA) for the Regression of Independent Variables

Source of	Sum of	Degrees of Freedom	Mean	F-	Si
-----------	--------	--------------------	------	----	----

Variation	Squares	(df)	Squares	Value	g.
Regression	2418.987	5	483.797	0.66	> .05
Residual	69432.439	95	730.868		
Total	71851.426	100			

To further validate the non-contributory role of the independent variables, standardized Beta coefficients were computed as shown in Table 5.

Table 5. Beta Coefficients for the Contribution of Independent Variables in Predicting Satisfaction with Studies

Independent Variables	Unstandardized B	Coefficient Std. Error	Standardized Coefficient Beta	t-Value	Sig.
Constant	160.378	11.135		14.403	> .05
First Domain	-0.010	0.150	-0.010	-0.067	> .05
Second Domain	-0.302	0.236	-0.226	-1.281	> .05
Third Domain	0.332	0.309	0.142	1.073	> .05
Fourth Domain	0.175	0.434	0.070	0.403	> .05
Fifth Domain	-0.057	0.395	-0.020	-0.144	> .05

The analysis reveals that the early maladaptive schemas across all five domains did not significantly predict academic satisfaction among third-year speech therapy students. Specifically, domains one: Disconnection & Rejection (Standardized $\beta = -0.010$, $p > .05$), two: Impaired Autonomy & Performance (Standardized $\beta = -0.226$, $p > .05$), three: Impaired Limits (Standardized $\beta = 0.142$, $p > .05$), four: Other Directedness (Standardized $\beta = 0.070$, $p > .05$), and five: Over-vigilance & Inhibition (Standardized $\beta = -0.020$, $p > .05$) all failed to demonstrate any predictive value for academic satisfaction in this cohort.

This conclusion stems from the absence of a correlational relationship between the two variables. Therefore, early maladaptive schemas do not significantly influence or contribute to the levels of

academic satisfaction among the sample group. A key factor contributing to this outcome is the observed high level of academic satisfaction among third-year speech therapy students. Satisfaction typically fosters feelings of comfort, security, self-confidence, and positive self-evaluation in students. It enables them to leverage opportunities in their environment and to interpret events around them in a logical and positive manner.

Satisfaction is defined as a positive emotional state that arises when an individual achieves their personal goals, satisfies their social and psychological needs, and fulfills their essential requirements for survival and continuity. This concept suggests that satisfaction is a gratifying emotional condition experienced when an individual meets their personal objectives in various areas such as studies, work, and other life aspects (Bakir, 2016, p. 68).

In the context of predicting academic satisfaction through early maladaptive schemas, no direct studies were found. However, research conducted by Khalif (2022) identified a significant negative correlation between maladaptive cognitive schemas and academic ambition, a positive correlation between secure attachment and academic ambition, and a negative correlation between anxious attachment and academic ambition. The study also highlighted that academic ambition could be predicted using maladaptive cognitive schemas and attachment styles.

3.3. Results of the Third Hypothesis:

This hypothesis proposes that third-year speech therapy students exhibit a high level of satisfaction with their studies. To test this hypothesis, a one-sample t-test was conducted, comparing the average satisfaction score of the sample to the hypothetical average on the Academic Satisfaction Scale. This hypothetical average was calculated based on the number of items in the scale multiplied by the average score of the options (50 items \times 3 = 150). The results were as follows:

Table 6. *One-Sample t-Test Results for Satisfaction with Studies Scale*

Variable	Sam ple Size	Mea n	Standar d Deviation	Hypothetic al Mean	t- Value	df	Sig
academic satisfaction	101	178. 03	27.05	150	10.4 1	10 0	.01

Source: (prepared by the researcher based on SPSS 25 outputs)

The data from the table indicate that the mean value of academic satisfaction ($M = 178.03$, $SD = 27.05$) was significantly higher than the hypothetical mean; $t(100) = 10.41$, $p = .01$. This significant difference between the sample's mean and the hypothetical average confirms that the students exhibit a high level of satisfaction with their studies.

Several factors may contribute to this heightened satisfaction level among third-year speech therapy students. These include their contentment with various educational aspects like the

curriculum, teaching methods, peer attitudes, scientific activities, and overall satisfaction with their specialization. Such elements act as key motivators enhancing their academic satisfaction. Moreover, the high satisfaction level might also result from the students' genuine interest in and acceptance of the speech therapy specialization. This alignment with their interests and desires likely fosters self-fulfillment and a positive attitude towards their field of study. Factors such as reduced anxiety about future career opportunities and psychological support within these specializations, coupled with flexible educational programs and experienced faculty, might also contribute to their satisfaction.

This observation aligns with Judge's theory, which posits that the intrinsic evaluation of various life domains, such as work or family, culminates in overall life satisfaction (Ahmed, 2008, p. 15). Accordingly, a student's satisfaction depends on their ability to successfully evaluate all facets of their personality, including abilities, desires, predispositions, and skills, within their societal and life domain frameworks. Empirical evidence supports this theory, showing that students who are satisfied with their academic experience tend to have a higher self-evaluation, and the reverse is also true.

Gottfredson's 2004 theory of circumscription and compromise, analyzing how individuals navigate between available and potential options, posits that students actively shape their identities through their choices in pursuit of professional goals.

Differences in results can be attributed to variations in academic specialization within the sample. Specifically, third-year students specializing in Speech therapy tend to align their career choices with the expanding job market. This inclination is facilitated by the establishment of numerous centers for individuals with special needs across the country, combined with growing parental interest in the development and training of children with special needs. Furthermore, heightened awareness of early detection and the increasing prevalence of educational, psychological, and pedagogical challenges have amplified the demand for professionals in this field.

This demand has opened a variety of career paths for graduates, enabling many to consider employment opportunities in both the public and private sectors. This expansion in career prospects has increased the appeal of this field, subsequently leading to a higher level of satisfaction and a more profound sense of fulfillment in specializing in Speech therapy. This trend aligns with Gottfredson's theory, as students' choices in their academic and professional paths significantly influence their identity formation and professional satisfaction.

These observations are in line with Majdi Habib's 1990 study, which reported high levels of student satisfaction. Aisha Fakhru's 2000 research also echoed these findings, noting positive satisfaction among the sample studied (Al-Abiad, 2005, p. 146). Additionally, research by Abu Ghali and Abu Mustafa (2016), as well as Bakir (2016), indicated that both high-achieving and non-high-

achieving students demonstrated high satisfaction levels with their studies. Sheldon's 2017 study further supported this trend, revealing that the academic satisfaction level among students constituted a significant 74.40% weight, indicative of substantial satisfaction.

Contrastingly, Adda's 2021 study presented a different perspective, suggesting that while students were more content with themselves, their satisfaction with their studies was comparatively lower. Similarly, research by Alali, Mehdi, and Abdel Raouf (2023), along with the studies by Nabhan (2001) and Mohammed Salem Al-Omrat and Ahmed Mohammed Al-Thawabiya (2011), uniformly indicated that student satisfaction with studies was moderate (Bakir, 2016, p. 291). This disparity in findings underscores the variability in satisfaction levels across different student groups and academic contexts.

4. Conclusion

This study has investigated the relationship between early maladaptive schemas and academic satisfaction among third-year speech therapy students. Findings reveal that there is no significant correlation between early maladaptive schemas and academic satisfaction in our sample. This suggests that these schemas and academic satisfaction are independent constructs. Additionally, the high satisfaction levels among speech therapy students highlight the value of aligning academic pursuits with personal interests.

However, the study's small sample size limits the generalizability of these findings. Despite this, it offers insights and sets the stage for future research. We propose extending the research to diverse disciplines and universities, exploring additional variables like self-esteem, and implementing training and counseling programs to enhance student self-concept and satisfaction.

**

6- The bibliography.

Adda, Z. (2021). Measuring the level of self-satisfaction and satisfaction with studies among a sample of university students. *Journal of Developmental Neurological and Learning Disorders*, 1 (2), 54-70.

Ahmed, A. M. S. (2008). Academic procrastination and its relationship with achievement motivation and satisfaction with studies among students of King Khalid University, Saudi Arabia. *Gulf Children with Special Needs Electronic Library*, Zagazig University. *Journal of contemporary psychology*.

Al-Abiad, A. A. M. (2005). Satisfaction with university life in light of academic specialization and class variables among students of the teachers college in Saudi Arabia. *Journal of the Faculty of Education*, 128(3), 125-194.

Alali, A. G., Mehdi, E., & Abdel Raouf, A. H. (2023). The level of satisfaction with studies among students of institutes of physical activities and sports sciences. *Challenge Journal*, 15(1), 126-142.

Al-Dawaida, A. M., & Al-Maghdhawi, R. S. H. (2020). Self-esteem and its relationship with academic achievement among university students with speech disorders. *Journal of Special Education and Rehabilitation*, 10(34), 33-74.

Al-Saadi, R. A. (2018). Academic procrastination and its relationship with satisfaction in university studies among students of Independence University in Ariha City. *Al-Aqsa University Journal for Educational and Psychological Sciences*, 1(1), 33-73.

Al-Sheikho, K. F., & Hussein, A. A. (2002). Study of differences in motor satisfaction level in track and field games among female students of the college of physical education, University of Mosul. *Journal of Physical Education*, 11(2), 111-128.

Awad, I. A. H. R. (2021). Academic optimism and its relationship with happiness and satisfaction with studies among high school and technical students. *Journal of Education in the 21st Century for Educational and Psychological Studies*, (17), 197-221.

Bakir, M. (2016). *Satisfaction with studies and its relationship with cognitive motivation and ambition level among second-year high school students, a comparative study between outstanding and non-outstanding students* [Doctoral dissertation, University of Algiers 2].

Hamza, A., & Al-Ashri, W. (2021). Early maladaptive schemas among a Sample of Female Students at Princess Noura bint Abdulrahman University. *Islamic University Journal for Educational and Psychological Studies*, 29(1), 650-673.

Idris, N. A. (2009). *University female students' problems and their need for counseling in light of some variables: an applied study on university students in Khartoum state* [Doctoral dissertation, Omdurman Islamic University, Sudan].

Igrofa, S. (2011). *Early maladaptive schemas and their relationship with poor academic adjustment among second-year high school students* [Master's Thesis, University of Algiers 2].

Therapy Students

Khalif, R. H. S. H. (2022). Early maladaptive schemas and attachment styles as predictors of academic ambition among student teachers. Assiut University, *Journal of Studies in Psychological and Educational Counseling*, 5(4), 1-32.

Sheldan, F. K. (2017). The level of academic satisfaction among students of the faculty of education at the Islamic University of Gaza and ways to improve it. *International Specialized Educational Journal*, 6(6), 139-154.

Thimm, J. C. (2010). Relationships between early maladaptive schemas and psychosocial developmental task resolution. *Clinical Psychology and Psychotherapy*, 17, 219-230.

Young, J. E. (1998). *Young Schema Questionnaire Short-Form (YSQ-SF, YSQ-S, YSQ)* [Database record]. APA PsycTests.