



The Effectiveness of Schema Therapy on Dysfunctional Thoughts and Hopefulness in Female Dormitory Students

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Abstract

The present study aimed to determine the effectiveness of schema therapy on dysfunctional thoughts and hopefulness in female dormitory students in Tehran. The statistical population consisted of all female dormitory students in the 4th district of Tehran in 2019, among whom 30 individuals were selected using the purposeful sampling method and randomly assigned into experimental (15 subjects) and control (15 subjects) groups. The research method was semi-experimental with pre-test, post-test and follow-up. Weismann & Beck (1978) Dysfunctional Attitudes Scale and Snyder & et al. (1991) Hopefulness Questionnaires were implemented for data collection. The experimental group underwent schema therapy in ten 90- minutes sessions once a week, but the control group did not receive any treatment. Then post-test and after two months the follow-up was proceeded. Multi variate covariance and analysis of covariance analysis was applied to analyze the collected data. The results showed that the schema therapy was effective on dysfunctional thoughts and hopefulness in female dormitory students in Tehran. The results were consistent up to the follow-up.



Extended abstract

Introduction: Students' residence in the dormitory during academic years is associated with a decrease in the overall quality of life related to mental health due to various possible challenges and stresses. Due to the lack of an appropriate study environment, improper nutrition, living in crowded rooms with individuals -with different cultures, being far from family, and personal, family, and student issues, dormitory female students are vulnerable to stressors. Dysfunctional attitudes are known as one of the vulnerable factors under stressful environmental conditions, which are inflexible and perfectionistic criteria that a person uses to judge oneself and others. Another variable that can be related to vulnerability under stressful environmental conditions is hopefulness. Hopefulness is defined as purposeful thoughts in which a person uses strategic thinking (perceived ability to find a way to achieve desired goals) and factorial thinking (necessary motivation to use those ways). One of the effective treatment approaches to improve the components of dysfunctional thoughts and increase hopefulness in female dormitory students is schema therapy. Therefore the present study aimed to determine the effectiveness of schema therapy on dysfunctional thoughts and hopefulness in female dormitory students in Tehran.

Method: The statistical population consisted of all female dormitory students in the 4th district of Tehran in 2019, among whom 30 individuals were selected using the purposeful sampling method and randomly assigned into experimental (15 subjects) and control (15 subjects) groups. The research method was semi-experimental with pre-test, post-test and follow-up. Weismann & Beck (1978) Dysfunctional Attitudes Scale and Snyder & et al. (1991) Hopefulness Questionnaires were implemented for data collection. The experimental group underwent schema therapy in ten 90- minutes sessions once a week, but the control group did not receive any treatment. Then post-test and after two months the follow-up was proceeded. Multi variate covariance and analysis of covariance analysis was applied to analyze the collected data.

Results: The results showed that the schema therapy was effective on dysfunctional thoughts and hopefulness in female dormitory students in Tehran. In other words, the results indicated that the scores of dysfunctional thoughts in the experimental group have decreased in the post-test stages compared to the control group. Also, the hopefulness scores in the experimental group was increased in the post-test stages compared to the control group. The results were consistent up to the follow-up.

Conclusions: The results of the study showed that schema therapy significantly reduced the scores of dysfunctional thoughts and increased the hopefulness scores. In explaining this effectiveness, we can say that scheme therapy provided the basis for change by working on the multifaceted dimensions of students, including cognitive, experimental, emotional, and behavioral dimensions. Schema therapy, which is a summary of a person's healthy responses by identifying the root of the schema, is the best tool to help students recognize the situation provoking the schema, identify negative behaviors, and understand how to replace healthy behaviors in their interpersonal relationships, which makes them aware of the schemas and provides the basis for change in themselves and consequently in social relations. Moreover, the students can remove rumination with the skills they acquired during the treatment and are protected against stress and anxiety due to these



new changes. Therefore, the grounds for increasing hopefulness in dormitory students are provided.

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