The Relationship between Early Maladaptive Schema & Happiness With Anxiety Tonekabon City Girls Student.

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ABSTRACT: This study is about the relationship between initial maladaptive schemas and happiness with the anxiety of girl students in the Tonekabon. This research method is about the kind of correlation. The statistical population referred to all girl high school students that they are studying in the Tonekabon, 1391-1392 year, although, they are 700 person. So, of which 240 persons were selected through cluster randomized sampling and between them, the anxiety questionnaires of cattle 1957, the Oxford Happiness 1990 and the short form of the young maladaptive schema 1998 was distributed. However, the coefficient of correlation and multiple regressions were studied. The results showed that there are meaningful positive relations between items of initial maladaptive schemas 1- Disconnection and rejected 2- disrupted autonomy and performance 3- limitations and cautious 4- the other direction to 5- inhibition with anxiety) however, there are negative relation between happiness with anxiety. The result of the regression analysis showed that happiness variables orientation- disrupt limits can predict to the students anxiety. (p<0/01)

Key words: early maladaptive schemas, Happiness, Anxiety.

INTRODUCTION

Among the major new structures to examine cognitive processing styles and how they impact on emotional processing in humans and deals, the basic structure is Early Maladaptive Schemas. Maladaptive schemas and cognitive damage in individual emotional patterns are formed early in the evolution of mind and at the way of life are repeated. These schemas arise when universal psychological needs (Secure attachment, autonomy, freedom of expression needs, healthy emotion, spontaneity, realistic constraints) are not fulfilled (Lotfi, 2009). Eighteen schemas proposed by Young (2000), the five emotional needs in five areas: Cuts and rejection, impaired autonomy and performance constraints hampered, to other Directedness, ear ringing is divided over inhibition. When these schemas are activated can influence the perception and reality and cognitive distortions are created. So far investigations have revealed the cognitive processing practices and bias schemes on individual vulnerability to psychological distress affects. One of the other factors that will influence schemes have sex because of sexual excitement in every part of the culture of the society. Concurrent with the development of the child, the child's age when the relationship becomes more complex, Children will learn skills that is gender specific and attempted to work activities that society considered for his generic state (Zhang, 2011). Since schemas are used as a framework for processing and to determine their emotional reactions to life situations and interpersonal relations are said to have a happy relationship. For example, it is said that those who have a positive outlook on life, Categorize their information into a form that the end result is enjoyable. But those who have a negative attitude towards life, The negative aspects of life are more inclined (Roof, 2011). Wright (2000) proposed several factors in increasing happiness in life. These factors can be divided into two categories in terms of biological factors (genetic and physical preparedness), and social and psychological factors (favorable social and psychological needs) to be classified. Evidence suggests that life is related to many friends, family functioning, coping, and health and happiness (Lamella, 2007). Happiness, is essential to a good life, Efficient and satisfactory interpersonal and Including the assessment of the living conditions of their people. In fact, happiness and a general sense of how perception (cognitive and emotional) of a person's life. That's why people who have experienced more positive emotions,
past and future of themselves and others, to remember more positive events and have more positive assessments of their surroundings and they describe their kin.

While individuals have their own negative emotions, evaluate their past and future adverse and emotions such as anxiety and depression are more experienced (Dell Pastylo, 2009). At the deepest level of schemas, usually operate outside of awareness and the creation of psychologically disturbed person like anxiety, depression, dysfunctional relationships, addiction and other psychological disorders are vulnerable (Thimm, 2010). Anxiety is a feeling of a diffuse, unpleasant, vague fears and worries of unknown origin, which happen to a person and includes the uncertainty of distress and physiological arousal. Stressful situations that happen before or during an injury has been causing anxiety in individuals. All humans are anxious about your life, however, chronic anxiety is unusual and problematic. Physical changes such as delayed puberty, particularly in boys. Early concerns about puberty, especially in girls, fear and shame of physical changes and suffering caused by the rejection of physical change, rejection by peers, being independent, aggressive behavior, irrational being, lack of skills for life, sexuality, confusion at the role of anxiety, are of effective cause of anxiety in adolescents (shahamat, 2011). Kazemi (2011) study investigated the relationship between early maladaptive schemas and cognitive states of students in Isfahan province. The results showed, schema activation domains of pupils who suffered from Disconnection And Rejection schema, the appropriate consent, individual's need for security, love and empathy or/and by growth in households that have misbehaving with greater deficits in cognitive processes face. Shahamat, 2011, the study predicting health symptoms (somatization, anxiety and depression) based on early maladaptive schemas payment. The results showed a significant relationship exist between early maladaptive schemas, and symptom triad of somatization, anxiety and depression. Dilater (2010) in their study investigated considered the role of schema therapy in reducing anxiety in anxious and non-anxious students. His research population of 1,100 students and a healthy nervous center is comprised of a university clinic. He received that managing anxiety is not related to a particular schema. But on a higher level of Schema incompatible with disruption Schema is found in healthy individuals. They are anxious patrons of schemas compared to healthy subjects concluded that Early maladaptive schemas in general are more active in healthy subjects. Shahamat et al (2011) in a study considered the depression and anxiety symptoms in adolescents with early scheme. In the study, Rizzo et al (2006), considered the Long-term stability of early maladaptive schemas. Therefore their early maladaptive schemas in 55 depressed patients when a 5-year returns measured show that schemas are generally high relative stability, even after the depression at baseline and in the prevention and control light levels and divisions of the base line.

Even after the analysis was restricted to the group to improve the stability of schemata remains relatively high. The researchers concluded that the documents are frequently inefficient way to represent conditional beliefs. Schemes such as the unconditional beliefs are considered less stable. According to what was said investigating the Psychological state of students is of great importance today in all cultures and countries. With regard to the welfare of the students' mental health this variable is more considerable than other variables. So being able to have a society full of joy with mental health, exclusive of interest and students' anxiety and schematic is quite significant. Given the above and the importance of research in our society is more and more clear. Therefore, this study sought to examine and test this assumption: Between early maladaptive schemas and happiness are related to anxiety in female students.

Method

This method is a correlation. The research sample, All high school students in the Branch of Tonekabon city are studying in school year 2012-2013 and their number is 700 of which 240 were selected through cluster random sampling and between anxiety questionnaire, the Oxford Happiness and short forms were distributed to the Young Schema. The results of the correlation coefficient and multiple regressions were examined.

Tool

Young Schema Questionnaire (Short Form)

In recent study in order to assessment of early maladaptive schemas of the short form (75 items) Young Schema Questionnaire (1990) is used. The 15 early maladaptive schemas in the form of five measures. These schemes are: The first group (Disconnection And Rejection) includes domains, Abandonment/Instability, Emotional Deprivation, Mistrust/Abuse, Social Isolation/Alienation, Defectiveness/Shame. Second group (Impaired Autonomy And Performance) include: Failure, Dependence/Incompetence, Vulnerability To Harm And Illness, Enmeshment/Undeveloped Self. Third group (Impaired Limits), Entitlement/Grandiosity, Insufficient Self. Control/Self.Discipline.

The fourth group(Other.Directedness) includes: Excessive focus on the needs, desires and feelings of others, Subjugation and Self.Sacrifice, and The fifth group(Oversensitivity And Inhibition) includes: Emotional Inhibition and Strict criteria, Unrelenting Standards/Hypocriticalness. The original version of the Schema Questionnaire (SQ), By Young's early maladaptive schemas are made to measure. Schema Questionnaire-
Short Form to measure 15 maladaptive schemas are based on the Short Form 75-Q. Each question is graded on a scale of 6 degrees (1 = very bad, 2 = bad, almost more true to false = 3, 4 = somewhat true, quite true, 5 = 6). The short form of the scheme is measured by five questions. High scores on this scale indicate the early maladaptive schemas. The Young Schema Questionnaire on Zolfaghari et al. 70 performed a couple. In their study, the internal consistency coefficient Cronbach's alpha coefficient for the total scale of the questionnaire, 0.94/0, and obtained the following five areas: Disconnection And Rejection (0.91), Impaired autonomy and performance (0.73), Other Directedness (0.67), Overvigilance And Inhibition (0.78) and impaired limits (0.69).

**Oxford Happiness Questionnaire**

This means in 1989 by Argaryn and Lu by the Beck Depression Inventory has been prepared. After consultations with the Beck Depression Argaryn his sentence reversed. Thus, Article 21 was prepared and 11 other substances added to them to take happiness in other aspects. After the end of the 29-question form was prepared. Oxford Happiness Questionnaire by Alipour and high light (1387) was translated into Persian and the correct translation was approved by eight experts. Then the pilot implementation and improvements in the number of students was on it. Cronbach's alpha reliability of this test is to verify the internal consistency of the 0.93 is obtained. The split method using the Spearman 0.92 Gutman Method 0.91 is reported. The reliability of this questionnaire is to help Oxford Argayn et Cronbach's alpha coefficient 0.90 and then retest reliability over eight weeks 0.78 have been reported. Assess the concurrent validity of the questionnaire about their friends 43/0 respectively.

**RESULTS**

| Table 1. Correlation matrix between early maladaptive schemas and happiness to anxiety |
|-------------------------------------|-----|-----|-----|-----|-----|
|                                     | 1   | 2   | 3   | 4   | 5   |
| Disconnection                       | 1   |     |     |     |     |
| Autonomy                            | 0.495** | 1   |     |     |     |
| Directedness                        | 0.233** | 0.283** | 1   |     |     |
| vigilance                           | 0.408** | 0.231** | 0.242** | 1   |
| Functional limitation               | 0.340** | 0.267** | 0.116 | 0.499** | 1   |
| happiness                           | 0.260*** | 0.181** | 0.084 | -0.092 | 0.132* | 1   |
| Anxiety                             | 0.233** | 0.238** | 0.172** | 0.298** | 0.283** | -0.300 | 1   |

* p <0/05  ** p <0/01

As can be seen in the table above, the positive correlation between anxiety and statistically significant in terms of early maladaptive schematic (0/01> p). But there is a significant negative relationship between happiness and anxiety (p>0/01).

| Table 2. Analysis of variance to test the significance of the model in the final step |
|-------------------------------------|-----|-----|-----|-----|-----|
| Square                             | Degrees of freedom | Mean square | F    | Sig |
| Regression (happiness)             | 2143/172 | 1   | 2143/172 | 23/522 | 0/000 |
| remnant                            | 21685/391 | 238 | 91/115  | 0/000 |
| Regression (happiness, vigilance)  | 3907/208 | 3907/208 | 19953/604 | 23/242 | 0/000 |
| remnant                            | 19921/355 | 237 | 84/056  | 0/000 |
| Regression (happiness, vigilance, Directedness) | 4331/976 | 3   | 1443/992 | 17/479 | 0/000 |
| remnant                            | 19496/587 | 236 | 82/613  | 0/000 |
| Regression (happiness, vigilance, Directedness, functional limitation) | 4715/743 | 4   | 1178/936 | 14/495 | 0/000 |
| remnant                            | 19112/820 | 235 | 81/331  | 0/000 |

As can be seen in the above model is statistically significant (0/001> p). We are authorized to perform regression analysis. We concluded that there is a meaningful relationship between 4 variations including happiness, vigilance, other Directedness and performance limitation.

**Test anxiety of cattle**

cattle Anxiety test (1957) has 40 questions of three options: Yes, No, and between the two is that the subject must choose one of the options. This test not only measures the overall anxiety but hidden and apparent anxiety as well as the first 5 characters, The lack of specificity of unity or consistency of
sharpness (-) Q3, I lack energy or Basic neuroticism (-) C, Paranoid insecurity L, Tendency to feel guilt O and it assess the Argy Tension Q4 each of elements have questions about themselves.

This test method is as follows scoring in the second batch of questions answered yes, the answer is between 1 and score good grades will not receive a response. But other than those 2 questions if the answer received a score between 1 yes response does not score. In this case, women who score at level 3 is between zero and the gross score is lower than 23, a quiet, stable, comfortable and stress are removed and Women in the balance is between 4 to 6, the raw score is between 36 to 24, moderate degrees of anxiety are eligible and women in their grade level is between 7 and 8, Their raw score is 37 to 45, people are anxious and neurotic and Women who score at level 9 to 10, the raw score is between 46 to 80 Surely the psychotherapy and drug therapy are required. The test for both women and men in society by Karami (2007) is normalized. The validity of the questionnaire, Cranach’s alpha coefficients were used. Based on the results of the Cranach’s alpha male 0/87 and for women 0/85.

Table 3. Correlations between predictor variables and multiple criteria

<table>
<thead>
<tr>
<th>Multiple correlation coefficient R</th>
<th>Squared multiple correlation coefficient (R²)</th>
<th>Squared correlation coefficient corrected</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first step (happiness)</td>
<td>0/300</td>
<td>0/090</td>
</tr>
<tr>
<td>The second step (happiness, vigilance)</td>
<td>0/405</td>
<td>0/164</td>
</tr>
<tr>
<td>The third step (happiness, vigilance, Directedness)</td>
<td>0/426</td>
<td>0/182</td>
</tr>
<tr>
<td>The fourth step (happiness, vigilance, Directedness, functional limitation)</td>
<td>0/445</td>
<td>0/198</td>
</tr>
</tbody>
</table>

Results of stepwise regression analysis indicated that In the first step of Happiness has been added to the model 0/09% of the variance in the criterion (anxiety) can explain. In a second step vigilance was added to the model 0/16% of the variance in the criterion (anxiety) can explain the third step Directedness is added to a model and managed 0/18% of the variance in the criterion (anxiety) can explain. In the fourth step, the model was Functional limitation and these four factors together have 0/19 of the variance in the criterion variable (anxiety) to explain.

Table 4 . Coefficients of predictor variables and the criterion standard and non-standard

<table>
<thead>
<tr>
<th>Non-standardized coefficients B</th>
<th>The standard error</th>
<th>Standardized coefficients BETA</th>
<th>T</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>47/635</td>
<td>2/241</td>
<td>21/260</td>
<td>0/000</td>
</tr>
<tr>
<td>Happiness</td>
<td>-0/251</td>
<td>0/052</td>
<td>0/300</td>
<td>-4/850</td>
</tr>
<tr>
<td>Constant</td>
<td>37/896</td>
<td>3/025</td>
<td>-1/250</td>
<td>12/527</td>
</tr>
<tr>
<td>Happiness</td>
<td>-0/230</td>
<td>0/050</td>
<td>-0/275</td>
<td>-4/608</td>
</tr>
<tr>
<td>Vigilance</td>
<td>-0/266</td>
<td>0/058</td>
<td>0/273</td>
<td>4/581</td>
</tr>
<tr>
<td>Constant</td>
<td>35/458</td>
<td>3/186</td>
<td>-0/290</td>
<td>-4/888</td>
</tr>
<tr>
<td>Happiness</td>
<td>-0/242</td>
<td>0/050</td>
<td>-0/238</td>
<td>3/901</td>
</tr>
<tr>
<td>Vigilance</td>
<td>0/232</td>
<td>0/600</td>
<td>0/138</td>
<td>2/268</td>
</tr>
<tr>
<td>Constant</td>
<td>0/145</td>
<td>0/064</td>
<td>0/259</td>
<td>9/259</td>
</tr>
<tr>
<td>Directedness</td>
<td>0/232</td>
<td>3/485</td>
<td>-0/277</td>
<td>-4/884</td>
</tr>
<tr>
<td>Vigilance</td>
<td>0/162</td>
<td>0/067</td>
<td>0/166</td>
<td>2/407</td>
</tr>
<tr>
<td>Directedness</td>
<td>0/144</td>
<td>0/063</td>
<td>0/138</td>
<td>2/273</td>
</tr>
<tr>
<td>Limitation</td>
<td>0/159</td>
<td>0/073</td>
<td>0/147</td>
<td>2/172</td>
</tr>
</tbody>
</table>

According to the above table, The final step to happiness B = 0/251, t = 21/26,p < /001, Vigilance B = 0/266, t = -4/58, p < /001, Directedness with B = 0/145, t = 2/26, p < /001, Functional limitation with B = 0/159, t = 2/17, p < /001, have significant role in predicting the criterion variable (anxiety). Among these variables, Happiness with (0/300 = Beta) contribute most to predictive factor (agitation) is.

Anxiety = 32/27-0/232(Happiness) +0/162(Vigilance) +0/144(Directedness) +0/159(Limitation)


In explaining the results to be obtained we should say that, schemes in which families are formed heartless, cold, hot sparing, isolated, harsh, or bad behaviors are unpredictable. People who are in this field of schemes, are unable to interact with others interested in safe and satisfactory. A person must be motivated to do their work. On the other hand, the students are happiness and have high degree of communication skills and as well as these people are optimist to the issues and events that occur to them and Full of hope and with natural wit and humor and other people and the outside world as it is, in fact, saw and believed. This is in
contrast to the anxious students. Because of maladaptive schemas, such as those surrounding the circumstances are suspicious and they ascribe to themselves. These people are not sure of the good life. Anxiety is generally regarded as an author waiting plagued stress as something that might be a massive and shocking and often anonymous happen. In this case the current experience of emotional disturbance as each individual comes in both psychological and physical correlates may be stressful physical threats (direct or indirect threat of death, personal injury login or punishment) is also relevant. According to the above-mentioned, Happiness is a feel that people providing as a total favorite and generally is regarded as the ultimate goal in life and Everyone tends to be Happiness.

A total of maladaptive cognitive schemas can be said that can facilitate change. In this way, person is able to distance himself from the evaluation, thoughts and tested his belief and treat them as events that should be examined and reduce the anxiety and feel greater happiness because students who have a higher happiness, better decision-making power of data integration and have the ability to learn more and the acquisition of social skills and cognitive abilities are elements that reduce maladaptive schemas influence.

<table>
<thead>
<tr>
<th>Anxiety</th>
<th>Solidarity</th>
<th>0/233**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Significant</td>
<td>0/000</td>
</tr>
<tr>
<td>Number</td>
<td>240</td>
<td></td>
</tr>
</tbody>
</table>


Table 6. Regression Table Based on the results of the evaluation of functional autonomy and anxiety

<table>
<thead>
<tr>
<th>Anxiety</th>
<th>Solidarity</th>
<th>0/238**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Significant</td>
<td>0/000</td>
</tr>
<tr>
<td>Number</td>
<td>240</td>
<td></td>
</tr>
</tbody>
</table>

As can be seen in the above table, the correlation between self-regulation and impaired performance (238/0 = r) there is a statistically significant (p > 0/001). Thus it can be concluded with 99% confidence that the relationship between students' self-regulation and functional significance are related.

The explanation must be said that these schemes result in forms that families can reduce a child's self esteem, suffer And are protected from children too much and /or have failed to encourage children to work outside the home. It is different in depressed and anxious people, easy and very common in depressed Instead of having the features stated in their relationships they desire, despite its concentration on the characteristics of
the self, others and the environment, will be required. Requirements, people often have self-hypnosis and self-worth to have a happy life, things and events in a way that is absolutely necessary to be desired. These people created a great need for attention, and put themselves (most of the individual or individuals) in situations that in the event of little love are severely distressed and all others are always anxious to get their love and affection when they realize that this affection is not necessary to be fully funded they will suffer from depression and isolation. Or in other words the people in your relationships with others will not be able to operate independently and are dependent on others, there are less anxious about it as these people are more capable of independent operations. They can be separated from their families and meet their demands as anxious people are dependent on others. Experience has shown that having a safe and rewarding lifestyle of social interaction are effective to relieve anxiety caused. And enabling environment to be controlled and prevented through better under the influence of his anxiety is unreasonable. A better way to express your feelings in a constructive offer and thereby reduce and sometimes eliminate the anxiety of self-schemas and can impair performance, to reject unreasonable demands without fear.

Table 7. Testing the limits of solidarity with anxiety disorder

<table>
<thead>
<tr>
<th>Constraints hampered</th>
<th>Solidarity</th>
<th>Significant</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>0.238**</td>
<td>0.000</td>
<td>240</td>
</tr>
</tbody>
</table>

As can be seen in the above table, the constraints associated with anxiety disorder (r=0.238) there is a statistically significant (p < 0.001).

Thus, we can conclude with 99 percent confidence that the impairment limits a significant relationship between students' anxiety there. Results obtained with finding and Andooz Hamidpour (2005), Zolfaghari, Fatehizadeh and Abedi (2008), Ahmadian, Gorgi (2006), Andooz and Hamidpour (2006), Lotfi et al (2007), Dylater (2010), Mans, Brit and Vollberkion (2010), Ball (2008), lamelli (2007), Rizzo and colleagues (2006), Harris and Kortyn (2002) is consistent.

In explaining the results obtained in this scheme should be said that there are families that instead of discipline, proper exposure, sensible restrictions, accountability, cooperation and target switching, characterized by their extreme ignorance, confusion, or a sense of superiority. These patients feel that certain people are superior to others. They are involved in selfish and high-minded activities. The usual treatment for these patients are extremely competitive, boasting sales dominance, the power to impose their views on others and inappropriate manner: extreme challenge, pride, sale, domination, of power to impose their views on others and inappropriate manner. These schemes could cause problems with the rights of others, working with others, or promise of earning and attaining the goals are realistic. The inability to decide one of the major characteristics of individuals with anxiety disorders. This failure can be a form of inefficiency in the use of effective decision-making skills may be considered and there is a limit of one's actions and therefore most likely to adopt the alternative of alternative behavior increases.

Table 8. Pearson Test in study of other Discreteness with anxiety

<table>
<thead>
<tr>
<th>Other Discreteness</th>
<th>Solidarity</th>
<th>Significant</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>0.172**</td>
<td>0.008</td>
<td>240</td>
</tr>
</tbody>
</table>

As can be seen in the above chart between Other Discreteness correlated with anxiety (172/0 = r) there is a statistically significant (p < 0.001). Thus it can be concluded with 99% confidence that the significant relationship between Other Discreteness students' anxiety from there. Results obtained with finding and Andooz Hamidpour (2005), Zolfaghari, Fatehizadeh and Abedi (2008), Ahmadian, Gorgi (2006), Andooz and Hamidpour (2006), Lotfi et al (2007), Dylater (2010), Mans, Brit and Vollberkion (2010), Ball (2008), lamelli (2007), Rizzo and colleagues (2006), Harris and Kortyn (2002) is consistent.

In explaining this result, patients who have schemes in place to address their needs in this area seek to satisfy the needs of others, they do it to obtain approval, the continuing relationship of emotional revenge or avoid doing. These children are not free to follow their own natural tendencies and in adulthood, rather than redirecting to the outside environment are affected by the demands of others and obey. This scheme is based on the evolutionary origins of conditional acceptance, children should be important aspects of your personality to achieve control of their love or approval of others.
Most of the parents in these families instead of giving importance to the unique needs of the child, the more important emotional needs or knew their status. directedness and purpose in life is one of the things that will help a person to achieve the desired goals but in people with depression and anxiety due to their more unpleasant events will occur. It will change lives directedness. On the other hand, when dating someone with depression and anxiety as much as possible avoid, not only reduced the amount of boost but the trigger is depressed and anxious. People are anxious about the different areas. When people are anxious about their own mental states of stresses, they stayed that way (looking for more information before proceeding with any action) and also through efforts to gain emotional support from others then afford. This answer may turn socially anxious individuals in the minds of honest debate is created and the reason that although students are trying to gain support from others but as those who have less support from others, understand.

Table 9. Pearson correlation test in study the vigilance and inhibition with anxiety

<table>
<thead>
<tr>
<th>Anxiety</th>
<th>Solidarity 0/298**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Significant 0/000</td>
</tr>
<tr>
<td></td>
<td>Number 240</td>
</tr>
</tbody>
</table>

As can be seen in the table above, there exists a correlation between overvigilance and inhibition with anxiety that is statistically significant (p < 0/001). Thus, we can conclude with 99 percent confidence that there is a significant relationship between Overvigilance And Inhibition and anxiety among female students. Fatehizadeh and Abedi (2007), Ahmadian, Gorgi (2006), Andooz and Hamidpour (2006), Lotfi et al (2007), Dylater (2010), Mans, Brit and Volirberkion (2010), Ball (2008), lamelli (2007), Rizzo and colleagues (2006), Harris and Kartyn (2002) is consistent.

In explaining the results to be obtained, must be stressed that extreme emotions on her back, spontaneous impulses and choices to meet individual or rigid, internalized rules and expectations about performance and ethical behavior that often leads to the loss of joy, expression, peace of mind, relationships and health are closely. Schemas in the domain of families in which there is anger, there is hope and sometimes punished. This family of high performance, perfect orientation, conscientiousness, hide emotions, and avoiding mistakes is emphasized, while the joy, happiness and peace will not care much. They usually tend towards paranoia and fear lay there. Such patients childhood filled with violence and reactionary rejection of strict restraint and sacrifice has prevailed over the spontaneity and fun. These patients have learned to be alert to the negative life events and life's overwhelming to consider.

In order to examine the usefulness of this analysis are those beliefs that you believe are useful, they are helpful. Their beliefs are discussed as follows. Thus it can be said that the ability to deal with others often leads to a feeling of relaxation, increased self-esteem and feelings of inadequacy and lack of vigilance that this problem can be taught through training sessions to people. Believe that the person to achieve ambitious standards of behavior and performance, you have to spend a lot of effort and this is usually done to avoid criticism and strengthened.

Table 10. Pearson correlation test in study of Happiness with anxiety

<table>
<thead>
<tr>
<th>Anxiety</th>
<th>Solidarity -0/300</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Significant 0/000</td>
</tr>
<tr>
<td></td>
<td>Number 240</td>
</tr>
</tbody>
</table>

As can be seen in the above table, the correlation between happiness and anxiety (r=-0/300) there is a statistically significant (p < 0/001). Thus it can be concluded with 99% confidence that there is a relationship between students' happiness with anxiety significant negative correlation among female students. The results obtained by Kazemi (2011), Andooz and Hamidpour (2005), Lotfi et al (2006), Dylatr (2010), Mans, Brit, and Volivberkion (2010), Ball (2008), lamella (2007), Piero (2006), Penoguya and colleagues (2006), Platz Mason and Tyson (2005), Freeman (1999), Harris and Kartyn (2002) is consistent.

Based on the results obtained, it should be noted Happiness means designed to reach those interpersonal skills that a person needs so does retain certain rights, shall be, refusing such demands ectopic expression of opinion and expression of their wishes. Lack of regular socializing with friends not happy and often lack social skills or intrusive thoughts and emotional reactions are concerned. The behavior suggests there is joy, there is no anxiety. The anxiety about the other relationships on the effectiveness of social influences that determine students' entry into other relationships and this problem is caused by irrational thoughts and behaviors.

In general we can say that man is anxious because the status is abandoned and possible future roles that will be played, the thinking goes and the reason is the lack of management in life, the individual must determine what the source of this anxiety is coming and had time to your lives. If the time spent will not be disturbed, because the excitement and stimulate the emergence of spontaneous activity and flows He is
creative and original. People who regularly celebrate and socialize with friends and relatives as a component of effective communication at their disposal. It can express itself in many ways in the light of their relationship to explore, question and understand the relationships are good. Certainly the ability to express one's happiness to be clearer and more accurate planning of possible solutions more efficiently.

**DISCUSSION AND CONCLUSIONS**

This study investigated the relationship between early maladaptive schemas and happiness with the female students' anxiety in Tonekabon City. Results obtained is consistent with the findings of Kazemi (2011), Shirvani (2011), Shahamat (2011), Dylater (2010), lameli (2007), Rizzo and colleagues (2006). Based on the results obtained, it should be noted that Schemes are formed in families which are heartless, cold, hot sparing, isolated, harsh, or bad behaviors are unpredictable. People who are in this field of schemes can not interact with others interested in safe and satisfactory. Such people believe that they need stability, security, affection, love and attachment will not be fulfilled. Person is motivated to do their work. On the other hand, the students are happiness and have high degree of communication skills and as well as these people are optimist to the issues and events that occur to them and Full of hope and with natural wit and humor and other people and the outside world as it is, in fact, saw and believed. This is in contrast to the anxious students. Because of maladaptive schemas, such as those surrounding the circumstances are suspicious and they ascribe to themselves. These people are not sure of the good life. Anxiety is generally regarded as an author waiting plagued stress as something that might be a massive and shocking and often anonymous happen. In this case the current experience of emotional disturbance as each individual comes in both psychological and physical correlates may be a stressful physical threats (direct or indirect threat of death, personal injury login or punishment) is also relevant. According to the above-mentioned, Happiness, is a feel that people providing as a total favorite and generally is regarded as the ultimate goal in life and Everyone tends to be Happiness.

A total of maladaptive cognitive schemas can be said that can facilitate change. In this way, person is able to distance himself from the evaluation, thoughts and tested his belief and treat them as events that should be examined and reduce the anxiety and feel greater happiness because students who have a higher happiness, better decision-making power of data integration and have the ability to learn more and the acquisition of social skills and cognitive abilities are elements that reduce maladaptive schemas influence. In general it can be said that man is anxious because the status quo is abandoned and about the future and the possible role that it will play, the thinking goes and the reason for that was because the manager is living the individual must determine what the source of this anxiety is, should come to their present lives. If person be in present time, Will not be disturbed, it stimulates excitement and urgency in his spontaneous activity streams and be creative and original.

**REFERENCE**