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A Psychological study on tolerance of environmental deprivation and cognitive functioning of youths and adults

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Abstract

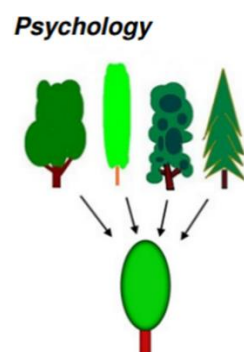
In fact, deprivation term has often being employed interchangeable with other terms such as Cultural deprivation, Educational Deprivation, Social deprivation, Parental or maternal deprivation, Economic deprivation, Affective deprivation, Culturally different, Psychological deprivation, Relative deprivation, Cognitive deprivation, Medical deprivation, Disadvantage, Emotional deprivation, Inequality, Social pathology and social disadvantage. Most of these terms point out to be deficient environmental conditional and impoverished experiences characteristic of the socially disadvantage people. Thus, the empirical studies of deprivation include both lack as well as loss of factors considered necessary for the growth and adaptation of the individual. Tripathi (1982) has identified three criteria to classify the states of deprivation. i.e., organism vs environmental, objective vs subjective and absolute vs relative.

Keywords: Deprivation, Educational, Culturally, Empirical, Adaptation

Introduction

The Indian researchers have usually regarded deprivation as a global multidimensional concept of environmental impoverishment, without delineating the constituent environmental dimensions and the magnitude of dimensions among them. Mishra and Tripathi (1978) constructed a Prolong Deprivation Scale (PDS) to assess the life conditions and experiences across 15 areas i.e. (1) housing condition, (2) home environment, (3) economic sufficiency, (4) food, (5) clothing, (6) educational experiences, (7) childhood experiences, (8) rearing experiences, (9) parental characteristics, (10) interaction with parents, (11) religious experiences, (12) motivational experiences, (13) emotional experiences, (14) travel and recreational and (15) miscellaneous socio-cultural experiences.

In the present research intends to analyze participants tolerance of the deprivation and cognitive functioning of youths and adults, male and female subjects life events and their coping strategies for dealing with suicidal events in order to fill a gap in the existing literature on response to suicidal events regarding tolerance of the deprivation. Answering questions related to tolerance of the deprivation and cognitive functioning concerning suicidal events will be a basis for professionals to develop intervention programs for youths and adults, males and females belonging to HTODE and LTODE people are called WSP and SSP.



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When the mind makes a generalization such as the concept of tree, it extracts similarities from numerous examples; the simplification enables higher-level thinking. The sort of mental processes described as cognitive are largely influenced by research which has successfully used this paradigm in the past, likely starting with Thomas Aquinas, who divided the study of behavior into two broad categories: cognitive (how we know the world), and affective (how we understand the world via feelings and emotions). Consequently, this description tends to apply to processes such as memory, association, concept formation, pattern recognition, language, attention, perception, action, problem solving and mental imagery. Traditionally, emotion was not thought of as a cognitive process. This division is now regarded as largely artificial, and much research is currently being undertaken to examine the cognitive psychology of emotion; research also includes one's awareness of one's own strategies and methods of cognition called metacognition and includes met memory.

For every individual, the social context in which he's embedded provides the symbols of his representation and linguistic expression. The human society sets the environment where the newborn will be socialized and develop his cognition. For example, face perception in human babies emerges by the age of 8 two months: young children at a playground or swimming pool develop their social recognition by being exposed to multiple faces and associating the experiences to those faces. Education has the explicit task in society of developing cognition. Choices are made regarding the environment and permitted action that lead to a formed experience.

Origins of cognition

Attention to the cognitive process came about more than twenty-three centuries ago, beginning with Aristotle and his interest in the inner-workings of the mind and how they affect the human experience. Aristotle focused on cognitive areas pertaining to memory, perception, and mental imagery. The Greek philosopher found great importance in ensuring that his studies were based on empirical evidence; scientific information that is gathered through thorough observation and conscientious experimentation. Centuries later, as psychology became a blooming study in Europe and then gaining a following in America, other scientists like Wilhelm Wundt, Herman Ebbinghaus, Mary Whiton Calkins, and William James, to name a few, would offer their contributions to the study of cognition.

Review of literature

Herman Ebbinghaus (1850-1909) ^[7] conducted cognitive studies mainly examined the function and capacity of human memory. Ebbinghaus developed his own experiment in which he constructed over 2,000 syllables made out of nonexistent words, for instance EAS. He would then examine his own personal ability to learn these non-words.

He purposely chose non words as opposed to real words to control for the influence of pre-existing experience with what the words may symbolize, thus enabling easier recollection of them.

Mary Whiton Calkins (1863-1930) ^[8] was an influential American female pioneer in the realm of psychology. Her work also focused on the human memory capacity. A common theory, called the Regency effect, can be attributed to the studies that she conducted. The regency effect, also discussed in the subsequent experiment section, is the tendency for individuals to be able to accurately recollect the final items presented in a sequence of stimuli.

William James (1842-1910) ^[9] is another pivotal figure in the history of cognitive science. James was quite discontent with Wundt's emphasis on introspection and Ebbinghaus' use of nonsense stimuli. He instead chose to focus on the human learning experience in everyday life and its importance to the study of cognition. James' major contribution was his textbook Principles of Psychology that preliminarily examines many aspects of cognition like perception, memory, reasoning, and attention to name a few. Krieger *et al.* (1997) ^[10] social deprivation indicators are used to assess social-economic status. It is based on composite measures of education, occupation and income. It is assumed that in the course of maturation one expect to get adequate support from family and society in regards to social and economic security, mental and emotional support as well as intellectual stimulation

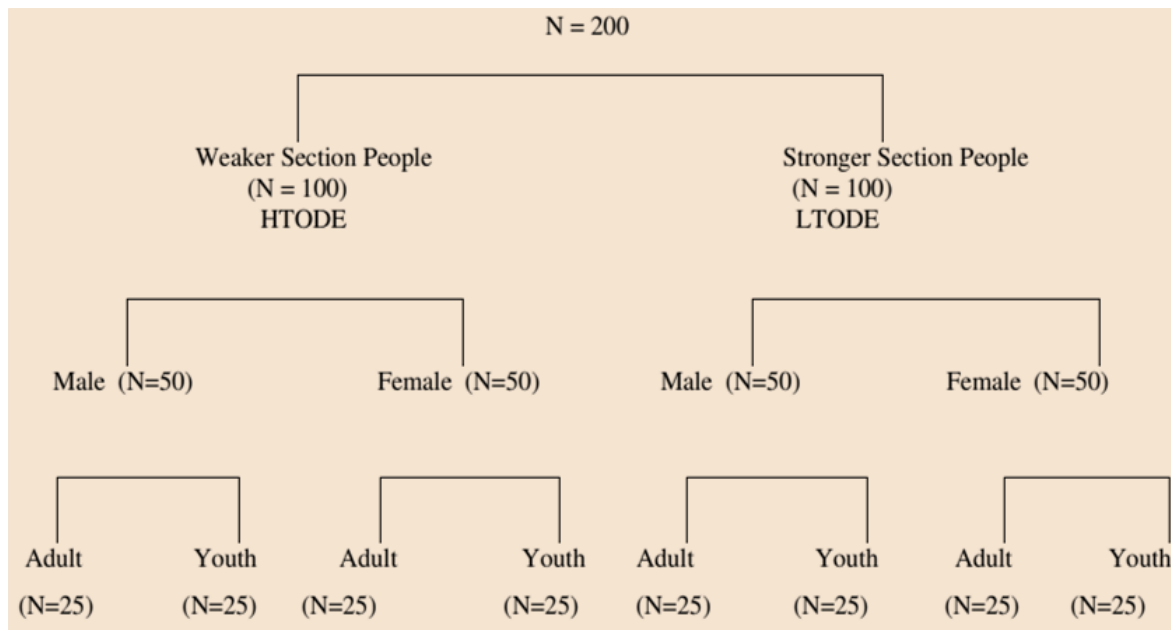
Objective of the study

The present study is undertaken with a view to study the following objective and the major objective of the present investigation is to find out psychological determinants of tolerance of the deprivation and cognitive functioning of youths and adults.

Research methodology

The research was planned in two phases. In the first phase of data collection a questionnaire was administered. This questionnaire was about the tolerance of deprivation which was prepared by the present researcher. Furthermore, a 2 x 2 x 2 factorial design with two level of Deprivation (Weaker & Stronger) X Gender (Male and Female) X Age [adult (35-55) and Youth (19- 30yrs)] was applied in the present research. In the second phase of data collection the story writing was applied, and the content analysis was done for the story writing.

Participants: A total of 200 participants were randomly selected from different gender and age groups, aged between 19 to 55 years. Youth participants were randomly selected from Bhagalpur District in Bihar. The adult participants were randomly selected from different professions. The detailed description of participants of the second phase is presented in the table 2.1.

Table 1: Distribution of participants according to level of deprivation, gender and age sample

Conclusion

The principal finding that has emerged from the present study is that deprivation, as experienced along various dimensions of an individual's life in natural setting, has decisive effects on cognitive and motivational functioning. The correlations between scores on PDS and all the measures of cognitive performance have been found to be significantly negative. The quantitative variation in scores was in close correspondence with the predicted direction of their relationship with prolonged deprivation. On majority of the cognitive tasks, the highly deprived Ss earned lowest scores while Ss having low degree of deprivation earned highest scores. These extreme groups differed in performance significantly in a consistent manner, and lend effective support to the differential impact of deprivation. This pattern was borne out by the data when age and intelligence factors were controlled through individual matching of Ss. The more deprived Ss were significantly lower in their performance than their less deprived counterparts.

Psychology of survival is a lively and important field of research and study. Researchers may study questions that are intellectually challenging and pragmatically useful. They have much to teach and much to learn. Development of survival skills is a complex journey, with winding paths, sharp curves, critical turning points, and many roads not taken. Psychologists are now quite knowledgeable about many of the facts of survival. We are learning more and more about the survival skills how people learn new habits, incorporate new information, form new relationships and mourn lost relationships, and about how these depend on inherited traits, past experiences and present circumstance. Still there is much to learn about survival. Psychologists will be less content to describe the survival landscape and more concerned with explaining what underlines it. They will search for evidence to support their theoretical constructs and their search for developmental they will integrate knowledge from different domains of development with knowledge gained from other areas of psychology as well as from fields like genetics, Physiology, neurology and anthropology.

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