

E-ISSN: 2709-9369  
P-ISSN: 2709-9350  
[www.multisubjectjournal.com](http://www.multisubjectjournal.com)  
IJMT 2021; 3(2): 27-29  
Received: 12-05-2021  
Accepted: 15-06-2021

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## **A critical study on impact of environmental deprivation on adapting strategy life needs**

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### **Abstract**

India is a nation where exists wide spread financial, social and social uniqueness. Certain individuals appreciate advantages in view of their legacy, social position, monetary adequacy and private region while others stay denied for quite a long time. Consequently deprivation has its hazardous mental ramifications for the man and this clearly is the worry of clinicians. By dissecting into the mental concomitants and results, clinicians can assist with advancing mediation procedures for its arrangement. Be that as it may, clinicians, all around, have not shown a lot of interest in the investigation of this part of deprivation, rather for long, they have remained busy with concentrating on results of different sorts of deprivation, for example, tactile deprivation, maternal deprivation, physiological need deprivation (food, water and sex deprivation) on creatures and people.

**Keywords:** Uniqueness, legacy, consequently, hazardous, deprivation

### **Introduction**

In the developing countries like India, the study of the psychological consequences of deprivation must receive special attention as a large section of the society is deprived and bears the sting of social and cultural deprivations. But despite the realization of the importance of research on deprivation and disadvantages and its relevance to the national goal of egalitarian and democratic society sufficient research investigations have still not been done. Social scientist in general and psychologist in particular, therefore, must make systematic attempts to understand the myriads of problems associated with deprivation.

Caste is a significant indicator of social deprivation in India because for centuries certain castes have enjoyed privileges while other castes have remained deprived, depressed and neglected. For centuries some castes known as dalit castes or scheduled castes have suffered not only due to poverty rather they have been discriminated and treated as untouchables and have remained economically, socially and culturally deprived. Besides, there are some aboriginal tribes who have been listed under Scheduled Tribes category and they too have remained poor, alienated and disadvantaged in comparison to privileged castes of India. Therefore in the Indian context deprivation suffered due to birth in Scheduled Caste and Schedule Tribe must be taken into consideration while studying environmental or social deprivation. Traditionally economists have been concerned with the study of poverty level of these groups, sociologist with the study of their customs and traditions and political behaviour but Indian psychologists must engage themselves in the study of the consequences of deprivation and disadvantage on their cognitive abilities and personality as a whole.

The term deprivation has stemmed from the verb to deprive which means to dispossess or strip off an individual from certain things. It, thus, implies a felt loss. It indicates state of certain deficiencies experienced by the individual. It relates to certain features or aspects of the environment that are absent or inadequate in certain degrees which cause an impact on the functioning of the individual. Deprivation conceived as such is the absence of an opportunity for infants and young children to have the experience required for adequate development (Hunt, 1964). Langmeier (1972) has viewed deprivation as a general phenomenon and defined the same as "insufficient satisfaction of basic needs for a prolonged period". According to Nurcombe (1970) deprivation refers to a disposition or loss of privileges, opportunities, material goods and the like which occurs with reference to physical, psychological and socio – cultural needs. Thus when one states of deprivation the emphasis is on the relevant aspects of the environment which are deficient or wanted.

### **Characteristics of Socially or Environmentally Deprived Individuals**

Followings are the chief characteristics of socially or environmentally deprived individuals. Socially deprived are economically poor and socially alienated.

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The deprived child is the product of poverty or more accurately he is brought up in the self-perpetuating cycle of poverty and failure. Intricately involved in this cycle is a host of factors that play a part in preventing the poor from moving into the main stream of society.

The deprived individuals are those, who are not to succeed in the task of growing up as well as in leading a competent and satisfactory life. A person can be considered socially disadvantaged if, due to his life situation, he is deprived of the opportunity to enjoy those facilities that normally a society offers to its children such as normal home, opportunity for leisure and play, opportunity for intellectual development, emotional happiness, freedom from exploitation, freedom from ostracism and isolation and a proper physical psychological and social environment that develops a normal personality.

Deprivation covers a large group of factors that handicap children in schools and obstruct them from using fully their potentials. Deprived 9 children usually come from poor and broken homes and experience poor health condition.

Deprived persons are deprived relatively in some aspects of social life, and to certain opportunities and advantages available to the socially advantaged children and continued exposure to differential environmental conditions found in privileged class group. So the socially disadvantaged child is understood in terms of characteristics of individual and/or characteristics of his environment. The socially disadvantaged child is the product of disorganized multi problem home with a family environment that militates against the child's capacity and willingness to learn.

### Life needs

Maslow (1970) [8] attempted to explain motivation as a developmental process. His hierarchical system of basic needs represent an attempt to find the dynamic principles that tie together and inter-relate all the separate behavioural episodes and make sense of development through the 13 life time and across cultures. Maslow's concern was with integrated wholeness of the organism as a basis of motivational theory. He rejected psychological drives as a centring point of a definitive theory of motivation because he believed somatically based drives to be atypical of human motivation. He referred to his approach as a health and growth psychology and believed human motivational goals to be cross – culturally common to all human beings.

### Review of literature

Langer and Michael (1963) [4] found that socio – economic status was related to mental health. Persons from lower social class demonstrated greater feeling of futility and alienation than those of upper and middle classes.

Dohrenwand and Dohrenwand (1965) reviewed 22 studies of mental disorders of adults and found that in 18 of them higher incidence of mental disorder was reported in low income group.

Misra and Shahi (1977) [2] compared the mean correct scores for recognition of letter like forms of high, middle and low deprivation groups and found that there was significant detrimental effect of deprivation. At all age levels low deprivation subjects 29 identified significantly more forms correctly than did high deprivation subjects.

Misra and Tripathi (1978) [2] too have reported significant positive relationship between trait and state anxiety and prolonged deprivation.

Guntehy (1981) [5] in a study on 7- 13 year old male children found a negative relationship between socio – cultural deprivation and adaptive behaviour. The deprived subjects were lower in economic activity, domestic activity, self – direction, responsibility, socialization and language development.

Rangari (1987) [7] found that socio – culturally deprived group as compared to non – deprived group was higher in perceived self and lower in ideal – self. However there was no significant difference between the two in respect of social self.

Kumari (2012) [1] in a recent study has also demonstrated that on a Baqur Mehandi Creativity Scale deprived children received significantly lower score as compared to non-deprived ones.

### Objective of the study

The objective of this investigation was to see the extent to which deprivation is related with basic human needs, strategies of adjustment

- Our first objective was to see the effect of deprivation on coping strategies
- Our second objective was to see the effect of environmental deprivation on life needs.

### Problem of the study

The problem is “The Impact of Environmental Deprivation on Coping Strategies, Life Needs”. Deprivation has been categorized into three levels – high, medium and low and thus the effects of the degree of deprivation have been researched. Coping strategies have been categorized into four viz., intropersistive approach mode (IAM), extrapersistive approach mode (EAM), punitive avoidance mode (PAM) and defensive avoidance mode (DAM) as proposed by Pareek (1982). Maslow's (1970) [8] classification of basic needs into five categories viz., physiological, safety, belongings, esteem and self – actualization have been taken into consideration. Six kinds of reactions to frustration as classified by Rosenweig (1949) viz. Extrapunitive (E), Intropunitive (I), Impunitive (M), extrapersistive (e), intro-psrsistive (i) and impersistive (m) have been considered in the present research. The effect of independent variable i.e. degree of deprivation has thus been observed on each of the different categories of dependent variables viz. coping strategy, life needs.

### Research methodology

The method followed here is field study. Katz (1953) has divided field studies into two types: (a) exploratory field study and (b) hypothesis testing field study. Exploratory field study is one that intends to discover significant variables in the field situation and finds out relations among variables. It seeks to discover what is. It does not seek to predict relations to be found.

There are two main advantages of field study in social research. The first is that it provides opportunities for direct observations of social 147 interaction and relationship. And the second is that it is carried out in realistic situations like a school, college, office, organization, etc. and avoids the ratifications and clumsiness of laboratory experiment. However, it has certain limitations too. Generally life situations where the field studies are carried are so complex that they make the precise measurement of the variables a very difficult task. Further in any field study there are

usually a large number of variables which cannot be fully controlled with some satisfaction. This tends to lower the internal validity of a field study.

**Table 1.1:** Shows Schematic representation of the design

Groups on the basis of Environmental Deprivation (I.V.)	Number of subjects	Dependent Variables (D.V.)	Controlled Variables (C.V.)
High Deprived (HD)	100	(I) Coping Strategy (a) IAM (b) EAM (c) PAM (d) DAM	(i) Age (ii) Sex (iii) Education (iv) Area of Residence
Medium Deprived (MD)	100	(II) Life Needs (a) Physiological (b) Safety (c) Belongingness (d) Esteem (e) Self-actualization	
Low Deprived (LD)	100	(III) Reactions to Frustrations (a) E (b) I (c) M (d) e (e) i (f) m	

There were three dependent variables on which the effect of the degree of deprivation was assessed. They were: - coping strategies, life needs and reactions to frustration. As stated earlier there were four categories of coping strategy, five types of needs and six types of reactions to frustrations. Following is the schematic representation of the design of study.

**Conclusion**

The level of deprivation was found to be related with coping strategies. As regards approach mode with the increase in deprivation there was decline in Intra-persistent Approach Mode (IAM), but rise in Extrapersistent Approach Mode (EAM). This meant that in adjusting to the problem situations low deprived subjects depend more on their persistent and continued efforts while high deprived subjects depend more upon others and seek their help in their adjustment to the problem situations. As regards avoidance mode the results have shown that with increase in deprivation there is increase in Punitive Avoidance Mode (PAM) and decline in Defensive Avoidance Mode (DAM). That is to say that high deprived subjects in case of failure blame their abilities, limitations and circumstances, while low deprived subjects rationalise their failure by denying the problem. Thus the hypothesis number one got confirmed. Such findings have been interpreted on the basis of high self – esteem and high self – confidence in high group because of adequate satisfaction of their needs in life.

The conclusion of the study revealed that the intensity and hierarchy of needs are different in deprived and non – deprived groups and deprivation is positively related with lower needs and negatively related with higher needs. The low deprived group has obtained higher scores on self – esteem and self – actualization, (i.e higher – order needs) and lower scores on physiological, safety and belongingness needs (i.e. lower order needs). The hierarchy of needs as proposed by Maslow was not confirmed for the low deprived group but it was confirmed for the high and medium deprived groups. This is because the lower – order needs get satisfied in case of non – deprived group and becomes less

important while in deprived group they have much significance.

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