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Hyper-vigilance Correlation with Dependence on others according to education level

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Abstract

The paper discusses the relation between the education level, the Hyper-vigilance and the Dependence on others, as cognitive schemes which influence one's life. Having in mind the assumption that the level of education contribute to changes at the cognitive level, including the expectancies, the learned cognitive schema and the entire personality, we have assessed the Hyper-vigilance and the Dependence on others in relation to the educational level on a sample of 60 adults, divided in three groups: 20 primary school graduates (8 classes), 20 high-school graduates and 20 university graduates.

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Keywords: hyper-vigilance; dependence on others; education level

1. Introduction

The hyper-vigilance is a learned trait which means that feelings, impulses, spontaneous choices are not expressed and the person does not believe he has the right to be happy, relaxed. Health, close relationships are, therefore, affected. The schemes of this trait usually are: Negativity/Passivity, Emotional Inhibition, Unrealistic Standards/Hypercriticism and Punishment.

According to Crombez et al. (2005) the vigilance is defined as the “predisposition to attend to a certain class of events, or the readiness to select and respond to a certain kind of stimulus from the external or internal environment.

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Vigilance was considered a learned phenomenon in which previous experience determines the current attention to certain stimuli”.

Different studies indicated that the hyper-vigilance is directly related to phobic behavior and avoidance (Pflugshaupt et al., 2005).

Dependence on others is characterized by excessive focus on meeting the demands and needs of others at the expense of satisfying their own desires and needs, in order to get love and approval of others. The schemes components of this field are: Subjugation, Self-Sacrifice and Approval Seeking/Recognition Seeking.

2. Study on Hyper-vigilance, Dependence on others and education level

2.1. Methods and instruments

The study sample was formed by 60 subjects, adults, 30 women and 30 men. The sample was divided by the level of education as follows: 20 subjects attended only 8 classes (no high-school), 20 subjects attended high-school and 20 subjects graduated university studies.

2.1.1. Instruments used

J. Young (2003) introduces the term of *early maladaptive schemes* which could be defined as broad themes of the person about him/herself and his/her relationships with others. These themes occur in childhood and they develop throughout life, being dysfunctional to some extent.

In order to assess the Hyper-vigilance (HV) and Dependence on others (DO) we used Young Short Questionnaire (YSQ-3) which measures the maladaptive cognitive patterns. YSQ-3 measures five major categories and eighteen maladaptive cognitive patterns. For this study we have focused on the categories Hyper-vigilance (HV) and Dependence on others (DO) having also as a criteria the education level.

2.2. Purpose of the study

The study objective was to evaluate the HV and DO in relation to education for each of the three categories (no high-school, high-school and university graduates).

Moreover, we have compared the scores on HV according to the education level.

2.3. Results

According to the preliminary objectives, the HV and DO were evaluated for the three groups from our sample (no high-school, high-school and university). Comparison between the three groups was also represented within the present study. The graphic results for each group are represented below.

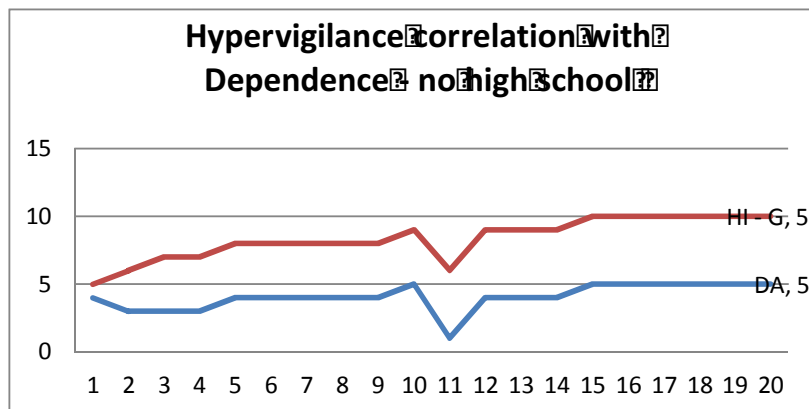


Figure 1. Hypervigilance correlation with Dependence - gymnasium

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