



Death Anxiety among Student Teachers in Relation to their Frustration and Psycho-Physical Distress

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ABSTRACT

Death is a highly personal issue with its meaning varying from individual to individual. Everyone must, at some point, see death as a part of life. Perhaps the most widely held attitude towards death is fear. They suffer different degrees of anxiety about death. Every individual has some distress in his life either physically or psychologically. Frustration is another important factor influencing the individual behaviour. This study was conducted with the objective of finding the relationship of death anxiety with frustration and psycho-physical distress. The sample of the study consisted of 250 student teachers. Normative survey method was used for the collection of data. Analysis of data revealed a positive and significant relation between death anxiety and the two variables viz., frustration and psycho-physical distress. The study highlighted the need for providing suitable environment for student teachers to reduce their frustration and psycho-physical distress.

KEYWORDS

death anxiety, frustration, psycho-physical distress

INTRODUCTION

Erikson (1982) proposed that when a person reaches late adulthood he engages in a life review. If a person finds meaning or purpose in his life, he has integrity. Contrary to this, if he sees his life as a series of missed opportunities he does not attain ego integrity (Belskey, 1999). Older people who find ego integrity should have lower death anxiety. Death integrity refers to the fear and apprehension of one's own death. It is the neurotic fear of loss of the self which, in intense state, parallels feeling of helplessness and depression. Man's awareness of the own death produces anxiety. It gives him the responsibility for finding meaning in life. As death is the final stage of life cycle, it can be approached naturally by dying individuals and their families. The death can be fully understood only if it is viewed as one of the central meanings of human existence. An idea of the centrality of one's own death can be gathered if individuals could be made to contemplate seriously the possibility of their own death (McCarthy, 1980).

Frustration is one of the most dominating factors influencing the individual behaviour. The sources of frustration are many and diversified. The specific situations that bring about frustrations are endless but they can generally be put into three main categories- physical environment, biological limitations and psychological make-up. According to Stagner(1961), "Frustration is a state of emotional stress characterized by confusion, annoyance and anger". Interruption to goal seeking behaviour causes frustration. "Frustration occurs whenever the organism meets a more or less insurmountable obstacle or obstruction in its route to the satisfaction of any vital need" (Rosenzweig, 1941).

Psycho-physical distress is a kind of suffering body or mind. It occurs when an individual cannot adapt too stress. It is also a dominating factor of individual's behaviour. Every individual has some distress in his life either physically or psychologically. If one individual has high distress in life that lead him into a neurotic. The neurotic person seems life is useless and thinks about die. Even though most commonly death occurs in later years, it may happen at any stage in life. Accidents and suicides are the major causes of death among younger persons.

The need for a simple neurotism study is recognized in all psychiatric circles. It is useful not only for clinical work in

screening and assessing the progress of treatment but has a larger utility in clinical psychiatric research. Student teachers are the teachers of tomorrow who has to guide the children in proper way. They require good mental health. This point of view brings out the significance of the present study.

OBJECTIVES

1. To find out the level of death anxiety among student teachers for the whole sample and sub samples based on gender, religion and age.
2. To compare the mean scores of frustration for the subsamples based on gender, religion and age.
3. To compare the mean scores of psycho-physical distress for the sub-samples based on gender, religion and age.
4. To assess the relationship between death anxiety and frustration among student teachers.
5. To assess the relationship between death anxiety and psycho-physical distress among student teachers.

HYPOTHESES

1. There is significant difference in the means scores of frustration for the sub samples based on gender, age and religion.
2. There is significant difference in the mean scores of psycho-physical distress for the subsamples based on gender, age and religion.
3. There is significant relationship between death anxiety and frustration among student teachers.
4. There is significant relationship between death anxiety and psycho-physical distress among student teachers.

METHODOLOGY

Normative survey method was used for this study. The sample consisted of 250 student teachers. The Death Anxiety Scale (DAS) prepared by Dr.Vijaya Laxmi Chouhan and Dr. Gayatri Tiwari, Frustration Scale constructed and standardized by Dr.

B.M. Dixit and Dr. D.N. Srivastava and Health Questionnaire constructed and standardized by Dr. S.K. Verma, Dr. D.Pershad and Dr. N.N. Wig were used for the study. Data was collected, tabulated and statistically analysed using statistics like mean, standard deviation, critical ratio, Pearsons product moment coefficient of correlation, F test etc.

ANALYSIS

1. Levels of death anxiety among student teachers

Table 1

Percentage distribution of different levels of death anxiety

Death Anxiety	Frequency	Percent
Low	46	18.4
Normal	152	60.8
High	52	20.8
Total	250	100.00

It is clear from table 1 that 18.4 per cent have low death anxiety, 60.8 percent have normal level and 20.8% have high level of death anxiety.

Table 1.1
Levels of Death anxiety for the subsample based on gender

Death Anxiety	Gender	
	Male	Female
	Count	Count
Low	6	40
Normal	25	127
High	9	43

Table 1.1 shows that six male sample belong to low level of death anxiety, twenty five male sample have normal level of death anxiety and nine of them have high level of death anxiety. In the case of female sample, low level of death anxiety was for 40 student teachers. 127 have normal level of death anxiety and 43 have high level of death anxiety.

Table 1.2
Levels of Death anxiety for the subsample based on religion

Death Anxiety	Religion		
	Hindu Death Anxiety Count	Muslim Death Anxiety Count	Christian Death Anxiety Count
Low	18	28	0
Normal	46	85	21
High	12	30	10

Table 1.2 shows that eighteen Hindu sample belong to low level of death anxiety, forty six Hindu sample have normal level of death anxiety and twelve of them have high level of death anxiety. And twenty eight Muslim samples belong to low level of death anxiety, eighty five Muslim sample have normal level of death anxiety and thirty of them have high level of death anxiety. In the case of Christian sample, low level of death anxiety was zero. Twenty one have normal level of death anxiety and ten of them have high level of death anxiety.

Different levels of death anxiety for the sub samples based on age group is given in table 1.3

Table 1.3
Levels of Death anxiety for the subsample based on age group

Death Anxiety	Age		
	20-25 Death Anxiety Count	25-30 Death Anxiety Count	30 and Above Death Anxiety Count
Low	26	13	7
Normal	98	38	16
High	36	12	4

In the case of 20-25 age group twenty six persons belong to low level of death anxiety, ninety eight persons belong to normal level and thirty six belong to high level of death anxiety. In the case of 25-30 age group thirteen persons belong to low level of death anxiety, thirty eight persons belong to normal level and twelve belong to high level of death anxiety. In the case of 30 and above the age group seven persons belong to low level of death anxiety, sixteen persons belong to normal level and four belong to high level of death anxiety.

2. Comparison of frustration of student teachers based on gender

Group statistics of frustration based on gender were taken and critical ratio was calculated. The details are given in table 2.

Table 2
Significance of Difference between mean Scores of Frustration based on Gender

Gender	N	Mean	SD	t- ratio
Male	40	95.83	19.304	2.8028**
Female	210	103.09	14.088	

**** Significant at .01 level**

From table 2, it is clear that there is significant difference in the mean scores of frustration of student teachers with respect to their gender (t=2.8082). It shows that frustration of female sample is significantly higher than male sample.

Details of Test of significance of difference between mean scores of frustration based on religion are given in Table 2.1. The mean and SD of frustration scores based on religion (Hindu Muslim & Christian) were taken and F-test was calculated.

Table 2.1
Data and Results of significance of Difference between mean scores of frustration based on Religion

	Sum of Squares	Df	Mean Square	F	Sig
Between Group	973.61	2	486.805	2.116	.123(NS)
Within groups	56813.09	247	230.013		
Total	57786.70	249	0		

NS: Not Significant

In Table 2.1 the F- statistics shows that variation in frustration among samples of different religion is not statistically significant.

Details of test of significance of difference between mean scores of frustration based on age group are given in table 2.2. The mean and SD of frustration scores based on age group viz., 20-25, 25-30, 30 and above were taken and F-test was calculated.

Table 2.2
Data and Results of comparison of scores regarding frustration based on age group

	Sum of Squares	Df	Mean Square	F	Sig
Between Group	2478.19	2	1239.09	5.53**	.004
Within groups	55308.51	247	223.92		
Total	57786.70	249	0		

**** Significant at .01 level**

Pair wise comparison of scores with respect to age group was calculated and is given in table 2.3.

Table 2.3
Pairwise comparison of scores regarding frustration based on age group

Age (I)	Age (Pair) (J)	Mean Difference(I-J)	Sig
20-25	25-30	6.821*	.007
	30 and above	5.874	.145
25-30	20-25	-6.821*	.007
	30 and above	-.947	.959
30 and above	20-25	-5.874	.145
	25-30	.947	.959

* Significant at .05 level

Table 2.3 shows that there is significant difference between the age groups 20-25 and 25-30. There is no significant difference between other pairs.

3. Comparison of Psycho-physical distress among student teachers based on Gender The mean and SD of Psycho-physical distress scores of male and female student teachers were taken and t-value was calculated. The details are given in table 3.1

Gender	N	Mean	SD	t- value
Male	40	9.75	4.84	0.484
Female	210	9.36	4.16	

Table 3.1 shows that psycho-physical distress of male and female sample have no difference.

The mean and SD of psycho-physical distress scores based on religion were taken and F-test was calculated. The details are given in Table.3.2.

Table 3.2
Data and Results of Test of significance of Difference between Mean scores of Psycho-physical distress based on Religion

	Sum of Squares	Df	Mean Square	F	Sig
Between Group	17.94	2	8.97	0.414	.662 (NS)
Within groups	5355.11	247	21.68		
Total	5373.05	249			

NS: Not Significant

In Table 3.2, the F-statistics shows that variation in psycho-physical distress among samples of different religion is not statistically significant.

Group statistics of psycho-physical distress scores based on age group were taken and F-test was calculated. The details are given in Table 3.3.

Table 3.3
Significance difference between Mean scores of Psycho-physical distress based on Age Group

	Sum of Squares	Df	Mean Square	F	Sig
Between Group	25.767	2	12.88	.595	.552(NS)
Within groups	5347.289	247	21.64		
Total	5373.056	249	0		

NS: Not Significant

In Table 3.3, the F-statistics shows that variation in psycho-physical distress among samples of different age group (20-25, 25-30, 30 and above) is not statistically significant.

4. Relationship between death anxiety and frustration among student teachers

The following analysis is to assess the relationship between death anxiety and frustration among students.

Table 4
Pearson's product moment correlation between Death anxiety and Frustration

Variables	N	R
Death anxiety and Frustration	250	0.960*

* Significant at .01 level

The value of r is .960, which shows that there is high and positive relationship between death anxiety and frustration among student teachers.

5. Relationship between Death Anxiety and Psycho-Physical Distress among Student Teachers

To know the relationship between death anxiety and psycho-physical distress among student teachers, Pearson's product moment coefficient of correlation have been calculated and the same presented in table 5.

Table 5
Pearson's product moment correlation between Death anxiety and Frustration

Variables	N	R
Death anxiety and Psycho-Physical distress	250	0.971*

* Significant at .01 level

From table 5, it is clear that there is a very high (r=0.971) and positive relationship exists between death anxiety and psycho-physical distress among student teachers.

TENABILITY OF HYPOTHESES

The first hypothesis is fully substantiated in the case of sub-samples gender and age group. But there is no significant difference in the mean scores of frustration based on religion. The analysis of the study revealed that there is no significant difference in the mean scores of psycho-physical distress among male and female student teachers. The same results obtained in the case of sub samples based on religion and age group.

The value of 'r' between the variables death anxiety and frustration is 0.960. It is significant at .01 level. Hence the third hypothesis is substantiated. Similarly the tenability of hypothesis with regard to the variables death anxiety and psycho-physical distress is also substantiated.

CONCLUSION AND SUGGESTIONS

The study revealed a positive and significant relationship between death anxiety and other two variables viz., frustration and psycho-physical distress. The findings of this study are in consonance with the findings of many earlier researchers such as Wig, N.N. (1974), Verma, S.K. (1979), Sobha, B.C. (2006) and Saithu, S.P.(2007). Teacher training institutions can seek the service of counsellors, Psychologists etc that help to reduce frustration and psycho-physical distress. Consequently death anxiety also become less. This lead the student teacher into an emotionally balanced person. In this way, teacher training institution can produce good and effective teachers. Hence the institutions must give a suitable and well environment for student teachers to reduce their frustration, psycho-physical distress and death anxiety. It will produce highly talented and emotionally balanced teachers who are capable of giving their own contributions in various fields which is helpful for the development of our country.

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