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## PSYCHO-PHYSICAL DISTRESS OF STUDENT TEACHERS

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### ABSTRACT

The present study was aimed to find out the psycho physical distress of student teachers. Survey method was conducted on a sample of 250 student teachers from Malappuram district. Psycho-Physical Distress Scale by Dr. S.K. Varma, Dr. Dwaraka and Dr. N.N. Wig used for data collection. Data was analyzed by using t-test. Result found that there is no significant difference in psycho physical distress of student teachers with regard to age.

**KEYWORDS :** psycho physical distress , Survey method , dominating factor.



### INTRODUCTION

Psycho-physical distress is 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. In the 19<sup>th</sup> century, German physicist, philosopher and mystic Gustav Theodor Fechner was revolutionary in terming psychophysics. In its simplest form, it is a mathematical relationship between one's internal (psychic) and external (physical) worlds on the basis of experimental data. Multiple studies are currently being conducted in relation to Fechner's ideas.

#### Psychophysical may refer to:

- Psychophysics, the subdiscipline of psychology dealing with the relationship between physical stimuli and their subjective correlates, or percepts.
  - Psychophysiology, the branch of psychology that is concerned with the physiological bases of psychological processes including sensory processes, and is thereby connected to psychophysics.
  - Psychophysical parallelism, in philosophy, is the theory that the conscious and nervous processes vary concomitantly whether or not there be any causal connection between them
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Normal involves an interaction between an event in the world (an event itself) and the perceptual/cognitive systems of an observer, which results in an event as perceived. Such perceived events are the phenomena that form the basis of empirical science. Taken together, such perceived events also form our everyday "phenomenal worlds". Although we normally think of the world surrounding our bodies as the "physical world", science makes it abundantly clear that this perceived "physical world" is an

appearance, whose nature is dependent not only on the nature of the world itself, but also on how information relating to that world is pre-consciously processed by sense organs, perceptual systems and cognitive systems in the brain. The world that we actually see results from such preconscious observer-observed interactions, and can be very different in its apparent properties to the world as described by Physics (in terms of quantum mechanics, relativity theory and so on). Given this, is the world that we perceive “physical”, “psychological” or somewhere in between? And this, in turn, raises a second question. Given the dependence of the perceived world on its proximal neural causes and correlates within the brain (as well as on events in the external world itself), what exactly is the ontology of this phenomenal world and its relationship to what is going on within the brain? Is this perceived or experienced world nothing more than a brain state? Is it something quite different to a brain state? Or is it something in between? To answer these questions we have to grapple with one of the most fundamental issues for consciousness studies: How consciousness relates to the brain and the physical world. I have dealt with many aspects of this and related issues in the Reflexive Monism that I develop in my book *Understanding Consciousness* (2000) and in various papers such as Velmans (1990, 2007 a,b). As is the case with Consciousness Studies in general, my own approach to these relationships has been largely guided by how consciousness, brain and the surrounding world manifest macroscopically, for example in the empirical findings of psychology, neuroscience, and classical physics. However, with the recent availability of the unpublished writings of Wolfgang Pauli (Atmanspacher & Primas, 2006), it has become apparent that there are some interesting points of convergence, as well as some points of divergence, with some of Pauli’s prescient thoughts about the “psychophysical” nature of the micro world, that derive from his attempts to understand its nature via quantum mechanics. Most of these points of convergence and divergence have to do with the precise relationship of experienced (psychological) phenomena to their physical correlates in the brain, so this will be the main focus of the present chapter. However, normal exteroception is triggered by events in the world interacting with brain-based perceptual/cognitive systems that result in experienced phenomena which represent those triggering events in the world and questions can also be asked about how the ontology of experienced phenomena relates to the events that they represent in the world. As this ontology provides a context for the later, more detailed discussion of how experienced phenomena relate to their neural correlates in the brain.

### OBJECTIVE OF THE STUDY

- To compare the mean scores of psycho-physical distress for the sub samples based on age.

### Hypothesis

1. There is no significant difference in the mean scores of psycho-physical distress for the sub sample based on age.

### Method and Sample

Survey method is adopted. A sample of 250 student teachers is selected from Malappuram district.

### Tool

- Health Questionnaire by Dr. S.K. Verma, Dr. Dwaraka & Dr. N.N. Wig.

### Data Analysis

**Table 1: Mean and SD of Psycho-Physical Distress of Student-Teachers in terms of Age**

Age	N	Mean	SD	Std.Error
20-25	160	9.35	4.711	.372
25-30	63	9.89	4.487	.565
Above 30	27	8.78	4.685	.902

Total	250	9.42	4.645	.294
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**Table 2: ANOVA of Psycho-Physical Distress of Student-Teachers based on Age**

	Sum of squares	Df	Mean square	F
Between Groups	25.767	2	12.884	.595
Within groups	5347.289	247	21.649	
Total	5373.056	249		

Table-2 shows that the F-value .595 is not significant level. Thus there is no significant difference in psycho-physical distress of student teachers with regard to age.

### Finding

- There is no significant difference in psycho-physical distress of student teachers with respect to age.

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