



PREDICTION OF THE LEVEL OF PSYCHOSOMATIC DISORDERS IN ACCORDANCE TO THE TYPES OF PSYCHOLOGICAL CONFLICT FOR HIGH SCHOOL STUDENTS

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ABSTRACT

The study aimed to know the prediction of the level of disorders in accordance to the types of psychological conflict (sexual, family, social, academic) for high school students based on the gender variables (females & males) and the study specialization variable (Literary & Scientific). The sample of study consisted of 400 male & female students, among them 200 students belong to the Literary scientific branch and other 200 students belong to the Literary and Scientific branch who obtained high marks on Cornell list of Psychosomatic disorders. Two tools were used in the study; the first tool was the Psychological conflict scale (by the researcher), and the second tool was Cornell list for psychosomatic prepared by Keef and others, after ensuring their reliability and validity. The results study showed up the following:

- 1-The ability of prediction of the level of psychosomatic disorders for all samples of the sexual and academic conflict with hard disorder and light in the domestic conflict.
- 2-The ability of prediction of the level of psychosomatic disorders for the males sample with scientific and Literary specialization sample of the sexual and academic conflict with hard disorder, and light in the domestic conflict.
- 3-The ability of prediction of the level of psychosomatic disorders for the female sample with scientific and Literary specialization sample of the sexual and academic conflict with hard disorder, and middle in the social and sexual conflict. The researcher has presented many recommendations.

Keywords: Psychological conflicts, Psychosomatic disorders, Sexual conflicts, Academic conflicts

1. INTRODUCTION

The adolescence period is considered as the transition from childhood period to adulthood stage. This period starting from puberty and is characterized with fast physical, mental, emotional, psychological and social changes. That entire expose the teenager to internal and external conflicts reflect on his personality, family and society. The psychological conflict is a psychological condition that individual feels with tension and chagrin when he is suffering of tension from time to time with two powers work in opposite and contrary sides or different, which makes him unable to use one of them just in case overcome of one power on the other and solve the conflict for the benefit of the great power. If the two powers got equal toward the great power, the deficit of making decision will continue and will suffer from tension, nervous exhaustion, hesitation and worry. Consequently, the individual may be exposed to psychosomatic disorders. The teenager is easy to expose to the psychological conflict with himself due to the pressures that insist to gratification and the society that forbidden that and the individual conscious that work to subdue such motives and stop them. Also is exposed to the family conflict shown by the parents relationship, and the parents influence on him [1]. In addition to that, the study conflicts as a result of the grade that he passes with, which is

the end of high school with many pressures of study, and increasing the ambition to obtain high Averages qualified him to enter the university. Ellis said about that such individuals with excessive ambitions against his abilities and thinks about the absolute perfection in his Job, and affected with psychosomatic disorders [2]. Venka pointed that the sick individuals in such psychosomatic disorders are suffering from the painful events and thoughts of the unpleasant one, and unable to keep up with daily life with failure in concentration, power and preoccupation. The human cannot be seen through such molecules of this unit. The reality shows that human is a total unit activation among them with all biological, psychological and social dimensions [3], and these psychological origins that emit from it the individual behavior that discussed the relationship between the Body and the Self and the impact of each on the other. In addition to that, the changes in the scientific and technology progress with deterioration of congenital. All that leaves individual's life in a bad confusion and Psychology with no exception to the teenager. The teenage is the most influenced one with such changes due to sensitive of growing stage which create negative effects that are not limited to the teenager himself,

but it is also the parent's problem due to their fear of children future and study condition.

The problem of the Research: the problem lies in the answer be the next question

Can we predict the psychosomatic disorders level according to the types of psychological conflicts for student in high school? and according to gender and studying specialization?

The importance of the Research:

1-The importance of the Research lies in the importance of growing stage experienced by High School student (late adolescence) and the conflicts that they are exposed to.

2-The importance of the research lies in the importance of the academic stage experienced by the students (high school stage), which is considered as preparing stage to the university, and pre-apprehension to select a profession to practice it in future.

3-Recognizing the dimensions of the psychological conflicts influence the development of psychosomatic disorders in high school students.

4-The number of studies were increased that discussed the psychosomatic disorders in its relationship with many of psychological variables for youth and adults, but it may reach to unique one that discussed the prediction of the psychosomatic disorders level according to types of psychological conflict for high school students according to the researcher limits information. So the current study is considered as a beginning for other studies in the same field.

The Importance of Application:

1-Seek the attention of the advisors and teachers in high schools to apply the guidance and therapeutic programs with students those are suffering from psychological conflicts which might lead to psychosomatic disorders.

2-May be beneficiary for the parents of such students and their instructors to understand how to deal with such kind of sample to mitigate the psychological conflicts that they have, and invest the abilities of this category to obtain benefits from that.

3-Presenting prevention and therapeutic programs on a psychological, medical and social level without any exist of body and psychological limits by considering the individual as a psychological and body total and perfect unit.

The Aims of the Research:

1-To predict the prevalence of psychosomatic disorders based on the types of psychological conflicts in high school students.

2- To explore the prediction in the psychosomatic disorders according to the types of psychological conflict for high school students according to the gender and study specialization variables.

Limitation of terms:

First: Psychological Conflict: It is a painful psychological condition established by the collision of two goals that cannot be gratified them in one time due to their equal power and different in direction, it could be sexual, emotional, domestic, social and academic conflict.

The operational definition for psychological conflict: It is the total degree that gained by the responder on the psychological conflict scale that have been established in this research.

Second: Psychosomatic Disorders:

The researcher adopted the definition by Keav et al [4] as a body trouble caused by a psychological reason happened during the violent agitation and the psychological pressures for the individual that include eighteen branch scale such as: hearing, vision, respiration, heart, vascular, digestive, skeleton, skin, nerve system, urinary tract and genital, tiredness, repetition of disease, different disorders, habits, inadequateness, depression, worry, sensitivity, anger and tension.

Operational Definition of Psychosomatic disorders:

It is the high degree gained by the responder on the list of psychosomatic disorders that have been used in the study which includes 18 branch scale.

The limit of the Research:

The research limits with high school students (male, female) sample in scientific and Literary branch in Holy Najaf Province for the morning study and the academic year 2014-2015.

The Theoretical Framework: First: The types of psychological conflicts are divided from resolution and omission to four kinds:

A-Resolution and Resolution Conflict: This kind of conflict appears when two motives are disputed and each of them calls to obtain something, but not both in the same time. So we are in front of two positive wishes in terms of attraction both represented by (++), but we need to select between the two things, because we can't get both together. This conflict is easy to be solved, and never continue for a long time, but ends till the individual decide to choose one of them.

B-The Resolution and Omission conflict: The reason behind this kind of conflicts are due to positive sides and negative sides at the same time, and to chose the subject by the individual he should handle all the positive and negative sides. Such kind of conflict leads the individual to behave towards the subject in duality or in a contrary way. So it is called the conflict of different or dual tendency. The individual wants to achieve the goal, but at the same time he doesn't want to bear its results, and this kind of conflict is the hardest one for the individual because negative and positive sides are connected together. This leads to worry, tension, psychological and body disorders, if persists for a long time without any solution.

C-Omission and Omission Conflict: This kind of conflict is established between two different negative goals, when it seems that every exist of annoyed position is unlikable. It means that both goals have a negative assessment, and one of them should be chosen. The domination matter in that choice the less annoyed position or suspend it for a long periods of time.

D-The dual Resolution and Omission: It is the appearance of new motives that support the resolution toward the subject of conflict, for example, a student wants to join the air force

college, he is afraid from the risks of (Resolution-Omission). Another motive is the salary paid to the graduate from that college (a motive for resolution), and that never ends the size side, but support the resolution side and assist to find a quick exist; all that leads to use a defense tricks. The defending trick is senseless process aims to decrease the painful psychological tension, and the ill-being that established from the continuation of depression for a long time due to the human deficit to overcome the obstacles that intercept refection of his motives which has a bad effect in general, and following such motives will lead not to achieve the goals of the individual of achieving adjustment and decrease his ability to solve the problems. But some uses of it are considered normal and alike. If the defense tricks used in extravagant way it may affect on the psychological growth, because it prevents the individual to deal with the factor in realistic way, and it burns the power that could be used in more activity, and it will be harmful and dangerous when the individual became blind to see his defects and real problems [5].

Second: The interpret Theories of Psychological Conflict:

1-The Psychological Analysis Theory: Those who believe in this theory ensure that human seek always to gratify his instincts needs which are always against the social values and the tradition of the society, and that will lead to create a kind of conflict between what he wants to achieve (fun) and the resistance of himself (conscious) for theses instincts motives seeking to defend his personality and to satisfy with his society conditions. This kind of internal conflict in the deep of his senselessness is self explained by the psychological analysis theory as a conflict between resistant forces that prevents such senseless instincts needs to show up represented by 'self' that always stand against this kind of pressure. Fun is considered the psychological power center that established from it a part of biological power, and give some of this power to the 'self' till it organizes the gratification of motives and needs.

There is a third side in personality which is higher self, that stands as an observer for each self & fun, and the fall of individual in the conflict circle is something normal that individual facing it in his daily life. The conflict here is kind of a continued confrontation between the parts of personality fun, self and higher self. The comate of psychological analysis theory consider the conflict as a kind of personal functions division on itself which means that individual will suffer from the senses of worry.

2- Cognition Inconsistence: This theory is based on the hypotheses of the study that individual always aims to balance and accordance between their epistemic, ideas, convictions and what they believe. If there is no accordance between some of cognitions, it will lead to cognition inconsistence, and this cognition inconsistence will create motives to decrease that cognition inconsistence to less degree by looking for the ability to decrease this inconsistence. The status of cognition inconsistence occurs for individual by relating these cognitions with specific motives have a personal importance to the

individual, which means when it relates with specific needs such as the smoker who smokes too much and says: I need to smoke hardly at this moment, and he knows the risks of smoking at the same time on himself by saying I will be back again to cough again. So he finds himself in a cognition inconsistence in his behavior that violates about the risk that surrounds him related to smoking. Two options will be created to decrease that recognition inconsistence; the first one is changing the behavior to fit with his fear about smoking risks by stop smoking and the second thing is to convince himself strongly that smoking is not bad for health as believes [6].

Third: The interpret theories of the causality of psychosomatic disorders:

1-The Interactional Theory: This theory considers that there is an exchangeable and interactional relationship between the self and the body and opposite is correct. All theories that have been presented graded under this theory based on the interactional theory between body and mind.

2-Biological theories: The divisions of biological theory numerated to:

A-Disorders Interpreted Theory: According to the body formation as an important factor to develop the disease. All the psychosomatic disorders and the full body form, thin and athletic body should be connected.

B-The weak Organs and Functions theory: This theory considers the psychosomatic disorders related to the weakness of one of the organs as it happens in Asthma due to weak respiratory system.

C-The Reflex Nerve system Theory: This theory is considered the most common theory for the psychosomatic disorders explanation, and it doesn't consider a disease without the other, but it concerns with the impact of respiratory and its role in ulcer disease, stomach, blood pressure, asthma, and skin disorders.

D-The theory of Pressures and Body: The body is responded to the scare stimulants, and moves it functional and physiological organs. The body faces the pressures by the supplied reactions of risks, and it will not continue for long, but if the risk status was long with psychological pressure the organs and confrontation organs will be in the case of stress, and the results of that will be the disorders [7].

3-The Psychological Theories: The Psychological Analysis Theory:

A-Psychological Analysis Theory: Each psychosomatic disorder reflects a pattern of senseless conflicts believing that each kind of psychosomatic disorders is considered as a specific kind of conflicts lead to a confirmation status in a previous stage [8].

B-The Behavioral theory: The psychological disorder is a result of defect in learning process. It was most a process by the adults toward the children, so the adults are responsible for that. In case of such psychological disorders for the individual, and according to such psychological disorders on the individual

so the learning process in terms of content, event and ways is inevitable to deal with psychosomatic disorders.

4-The Emotional and Physiological Basic for Psychosomatic Disorders: Alheiboethelamos area is considered as the main station of emotions and from it follows the directives walks in Autonomic Nervous system (independent) and Pituitary gland that adjust the work of other glands, and this area will be affected by theses emotions and psychological pressures. It means the transmission of nervous pulses directly to the medium brain, and the pituitary gland and independent (consisted of two organs the sympathetic and parasympathetic) Respiration will be affected. Many other changes causing rise in blood pressure, muscle shaking and increase in adrenaline and noradrenaline excretion in plasma in hard emotional cases, and these changes continue to affect most of the body organs specially if it were a continue psychological pressures [9].

•The Researcher didn't find any previous study looking for psychosomatic disorders level according to the kinds of psychological conflict for high school students.

The Hypotheses of the Study:

-It's hard to predict the psychosomatic disorders level according to the types of psychological conflict for high school students for the total sample.

-It's hard to predict the psychosomatic disorders level according to the types of psychological conflict for male students who belong to scientific branch specialization.

-It's hard to predict the psychosomatic disorders level according to the types of psychological conflict for male students who belong to literary branch specialization.

-It's hard to predict the psychosomatic disorders level according to the types of psychological conflict for female students who belong to scientific branch specialization.

-It's hard to predict the psychosomatic disorders level according to the types of psychological conflict for male students who belong to literary branch specialization.

2. METHODOLOGY AND STUDY PROCEDURES

First: The Methodology of Study: The Researcher used the descriptive approach because it is the right one to achieve its aims

Second: The community of study and the sample:

The community of study includes the high school students (males & females) of scientific branch in Holy Najaf province. The sample of study consisted of 400 students from 6th grade, their ages between 18-22 years old with middle age 20 years old with criteria deviation 1, 18 and it was 200 student of those with psychosomatic disorders from the Scientific and Literary specialization and equally. Table 1 explains the characteristics of the sample:

Table 1: The characteristics of the study sample

Study specialization				Total
Scientific		Literary		
Gender		Gender		
females	males	females	males	
100	100	100	100	400

Instruments of Research:

First: The scale of Psychological conflict:

Because of the scarcity of conflict scale, the researcher has prepared it. The steps of preparing the scale were:

First: Viewing on the Educational and Psychological Literature related to the psychological conflict and psychosomatic disorders.

Second: Determination of the scale dimensions: According to the theoretical frame, the researcher decided to rely on five dimensions to construct it (sexual, domestic, social & academic) and she then seeks to frame a phrase for each dimension depended on what she obtained from information about psychological conflict. We need to refer in this side that the framing of these phrases came according to the procedural definitions that have been adopted by the researcher for each of the psychological conflict and its dimension which can be clarified by table 2.

Third: The scale was presented in his primitive figure on the Experts: The scale was presented on some of specialized experts in psychology to determine the fitness of procedural definition for each of scale and five dimensions, and the range of phrase linguistically, and it's belonging to the dimension. According to the experiences notes some phrases have been modified linguistically.

Fourth: The scale instructions and preparing the final image: The researcher has chosen a reconnaissance sample randomly. The number of the sample is 60 student (males & females) from both Scientific and Literary branch in high school to study the psychometric of this scale, and recognize the modifications to be a high quality scale with scientific precise to secure the safety of results that could be obtained by using this kind of scale.

Fifth: The researcher has used a scale with four dimensions, and when the assessment occurs for the students answers the degrees (1, 2, 3, 4) should be given on serial if the phrases were negatives. So the total degree for the scale is 112 as a highest degree can the student get in his response to the scale phrases, and the less degree is 28 and the middle hypotheses of the study scale is 70 degree.

Sixth: Scale of validity and Reliability:

Scale Validity: The methods which have been used to scale the scale validity level are:

Scale Validity and Reliability:

Table 2: The Operational definitions for the psychological conflict and dimension

Dimensions	Data of Dimension	Procedural definitions	Number of phrases		Total
			Negative	Positive	
First dimension	Sexual conflict	A painful Psychological condition created because of two different goals to gratify the sexual needs, and cannot be gratified at the same time due to their equal in power and differ in direction, it is related to the sexual positions.	2,13,21,27	1,27,28	7
Second dimension	Family conflict	A painful Psychological condition created because of two different goals to gratify the family needs, and cannot be gratified at the same time due to their equal in power and differ in direction, it is related to the family positions.	3,11,19,23	17,24,26	7
Third dimension	Social conflict	A painful Psychological condition created because of two different goals to gratify the social needs, and cannot be gratified at the same time due to their equal in power and differ in direction, it is related to the social positions.	5,6,9,25	10,14,20	7
Fourth dimension	Academic conflict	A painful Psychological condition created because of two different goals to gratify the academic needs, and cannot be gratified at the same time due to their equal in power and differ in direction, it is related to the academic positions.	4,8,16,12,22	15,18	7
Final total			17	11	28

Scale validity: The methods which have been used to scale the scale validity level are:

A-Apparent validity: In order to investigate the possession of the characteristic by the psychological conflict, the researcher has presented the scale in its primarily image on some specialized arbitrators in health psychology to know their opinions about the pertinence of scale phrases to its scale phrases. According to that all phrase have been kept except some linguistic amendments.

B-Validity by internal consistency: The researcher started to count the correlation coefficient values between the degrees of each term and the total degree for the study sample responses. It was obvious that all correlation coefficient values for the scale phrases have related with the total scale with significant level at 0.01, and ranged between 0.319-0.506, which explains the consistency of these phrases.

C-Validity of Internal Consistency for dimensions: It was achieved by counting the correlation coefficients between the scale dimensions (Table 3).

Table 3: The correlation Coefficient between scale dimensions conflict

Dimension	Sexual conflict	Family conflict	Social conflict	Study conflict
Sexual conflict	0.63			
Family conflict	0.72	0.69		
Social conflict	0.75	0.78	0.75	
Study conflict	0.68	0.74	0.66	0.70
Total degree	0.78	0.81	0.84	0.79

Significant on level (0.01)

Accounting the scale R:1-Re-test

The scale was applied on 60 students and reapplied for the same sample after a specific period of time extended from two weeks to three weeks.

Table 4: Reliability coefficients

Dimension	Sexual	Social	Family	Study	Total degree
Coefficients correlation	0.79	0.18	0.83	0.77	0.82

The reliability of psychological conflict scale was accounted in by using Alfa Coefficients in the sample of study (Table 5).

Table 5: Alfa Coefficients values of Psychological scale conflict

Psychological conflict	Sexual	Social	Family	Study	Total
A coefficients	0.74	0.83	0.90	0.85	0.94

It was noted the increase of Alfa coefficients values for scale and its dimensions than before. It is clear that the current scale has strong reliability indicators lead to usability in current study.

Second: Kornel list for psychosomatic disorders:

Prepared by Keev and others [4].

First-List description: Kornel list for psychosomatic disorders included 223 questions distributed on 18 defending branch scale:

A-Hearing and vision scale (A), Respiratory scale (B), Heart and Vascular scale (C), Digestive scale (D), Skelton scale (E), Skin scale (F), Nervous system(G), Tiredness scale (I), Disease repletion (J), different disorders scale (K), Habits Scale, Specific scales for mood and Emotionality, Depression scale (N), Sensitive scale (P), Angry scale (Q), Tension scale (P) and this branch scale includes 215-223 questions, and the phrase number 222 was deleted from that scale.

Second-The method of correcting the scale: The process of correcting each branch scale of the 18th scale alone by giving one degree for each question answered by “yes” by the examined. If the answers responded “No” by the examined, the given degree is zero. Then the phrases number for each branch scale equals the total degree for the scale. The researcher suggested these levels to determine the degree of injury of individual with psychosomatic disorders from not (Table 6).

Table 6: Psychosomatic Disorders levels

Psychosomatic disorders levels	Degree
Light disorder	50-59
Middle disorder	60-69
Strong disorder	The degree is 60 and above

Second: The list validity and Reliability in the current study:

A-Accounting the validity of the list

The Researcher has made the scale validity by internal constancy. The most correlation coefficients values for the phrase related with significant mark with the total of the list which refers to the constancy of the phrases, and the correlated coefficients marks between 0.32-0.88, coefficients values were decreased on the statistical significant level so it was deleted (22, 30, 31, 32, 34, 40, 58, 67, 93, 100, 112, 158, 166, 222).

B-Accounting the reliability of the List: The researcher did account the reliability coefficients by partition over:

a-Spearman equation-Brown b- Kuder-Richardson equation.

Table 7: Reliability coefficients Kornel list using Spearman method-Brown and- Kuder-Richardson

Selection	Person correlation equation	Spearman-Brown equation	Kuder-Richardson
Kornel list	0.78	0.85	0.88

Table 7 explains that Person Correlation coefficients values after correcting the length in Spearman-Brown and Kuder-Richardson correlation coefficients is considered a high reliability values, which indicates of scale reliability and reassures the researcher to use that scale in the present study.

4-Describe the list in its final image:

Kornel list of Psychosomatic disorders in its final image from (209) question.

Statistical methods: The use of the following statistical methods in dealing with the consequences of the study:

1. Pearson correlation coefficient and Spearman Brown,
2. Alfakronbach,
3. Multiple regression equation.

3. RESULTS

In the next part, the researcher will display the results and discussion of her study according to the goals of the study:

-The detection of psychosomatic disorders level according to the types psychological conflict for high school students by testing the following hypotheses of the study test:

"It's impossible to predict the psychosomatic disorders according to the types of psychological conflict for high School students for the sample as a whole".

The results showed for the sample as a whole in Table (8) as following:

-Sexual conflict: It represents a strong disorder ($R^2=0.566$), Social conflict represents a middle disorder ($R^2=0.62.3$), Study conflict represents a strong disorder ($R^2=0.61.3$) and the family disorder represents a light disorder ($R^2=0.489$).

-The detection of psychosomatic disorders level according to the types of psychological conflict for high school students according to gender and study specialization variables, and this goal is distributed to many branch goals:

-The detection of psychosomatic disorders level according to the types psychological conflict for high school students (males) with scientific specialization by testing the following hypotheses of the study:

"It's impossible to predict the psychosomatic disorders according to the types of psychological conflict for male students of scientific branch.

The results showed for the sample as a whole in Table (9) the following:

-Sexual conflict: It represents a strong disorder ($R^2=0.667$), Social conflict represents a middle disorder ($R^2=0.622$), Study conflict represents a strong disorder ($R^2=0.673$) and the family disorder represents a light disorder ($R^2=0.648$).

-The detection of psychosomatic disorders level according to the types psychological conflict for high school students (males) with literary specialization by testing the following hypotheses of the study:

Table 8: Reliability coefficients Cornel list using Spearman method-Brown and Kuder-Richardson

Dependent variable	Independent variables	Correlation coefficients R	Participation rate R ²	Criteria deviation Beta	B	T value	Significance level
Sexual conflict	Light disorder	0.289	0.271	0.337	0.244	0.891	0.05
	Middle disorder	0.257	0.243	0.311	0.227	0.765	
	Strong disorder	0.772	0.566	0.487	2.981	3.621*	
Social conflict	Light disorder	0.261	0.250	0.322	0.242	0.706	0.05
	Middle disorder	0.786	0.623	0.669	2.982	3.342*	
	Strong disorder	0.242	0.230	0.303	0.254	0.803	
Study conflict	Light disorder	0.231	0.219	0.304	0.206	0.654	0.05
	Middle disorder	0.212	0.207	0.289	0.198	0.598	
	Strong disorder	0.835	0.613	0.721	0.664	2.321*	
Family conflict	Light disorder	0.567	0.489	0.683	2.786	3.656*	0.05
	Middle disorder	0.253	0.241	0.317	0.237	0.516	
	Strong disorder	0.276	0.261	0.328	0.239	0.528	

Significant on the level 0.05

Table 9: The results of multi variables contrast analysis of research for male students with literary specialization

Dependent variable	Independent variables	Correlation coefficients R	Participation rate R ²	Criteria deviation Beta	B	T value	Significance level
Sexual conflict	Light disorder	0.232	0.213	0.321	0.791	0.563	0.05
	Middle disorder	0.356	0.323	0.432	0.411	0.654	
	Strong disorder	0.676	0.667	0.721	3.211	2.784*	
Social conflict	Light disorder	0.876	0.622	0.669	2.982	3.342*	0.244
	Middle disorder	0.579	0.547	0.654	0.790	0.527	
	Strong disorder	0.274	0.244	0.339	0.765	0.651	
Study conflict	Light disorder	0.288	0.249	0.327	0.605	0.769	0.05
	Middle disorder	0.351	0.337	0.332	0.583	0.666	
	Strong disorder	0.742	0.673	0.711	2.012	4.026*	
Family conflict	Light disorder	0.684	0.648	0.557	2.754	3.654*	0.05
	Middle disorder	0.148	0.201	0.295	0.630	0.432	
	Strong disorder	0.365	0.330	0.275	0.664	0.503	

Significant on the level 0.05

Table 10: The results of multi variables contrast analysis of research for male students with literary specialization. (11=N)

Dependent variable	Independent variables	Correlation coefficients R	Participation rate R ²	Criteria deviation Beta	B	T value	Significance level
Sexual conflict	Light disorder	0.217	0.207	0.377	0.295	0.701	0.05
	Middle disorder	0.247	0.229	0.358	0.372	0.685	
	Strong disorder	0.839	0.694	0.854	3.356	4.561*	
Social conflict	Light disorder	0.725	0.654	0.757	2.765	3.681*	0.05
	Middle disorder	0.243	0.321	0.396	0.288	0.702	
	Strong disorder	0.228	0.219	0.345	0.289	0.674	
Study conflict	Light disorder	0.281	0.264	0.356	0.284	0.865	0.05
	Middle disorder	0.192	0.254	0.353	0.276	0.786	
	Strong disorder	0.476	0.765	0.689	2.686	3.745*	
Family conflict	Light disorder	0.876	0.634	0.699	2.982	3.342*	0.05
	Middle disorder	0.197	0.207	0.321	0.221	0.411	
	Strong disorder	0.202	0.225	0.337	0.275	0.546	

"It's impossible to predict the psychosomatic disorders according to the types of psychological conflict for male students of literary branch.

The results showed for the sample as a whole in Table (10) the following:

-Sexual conflict: It represents a strong disorder ($R^2=0.694$), Social conflict represents a middle disorder ($R^2=0.654$), Study conflict represents a strong disorder ($R^2=0.765$) and the family disorder represents a light disorder ($R^2=0.634$).

-The detection of psychosomatic disorders level according to the types of psychological conflict for high school students (females) with scientific specialization by testing the following hypotheses of the study:

"It's impossible to predict the psychosomatic disorders according to the types of psychological conflict for female students of scientific branch.

Table 11: Results of multi variables contrast analysis of research for female students with scientific specialization. (N =100)

Dependent variable	Independent variables	Correlation coefficients R	Participation rate R ²	Criteria deviation Beta	B	T value	Significance level
Sexual conflict	Light disorder	0.305	0.249	0.319	0.113	0.578	0.05
	Middle disorder	0.835	0.954	0.594	2.223	3.621*	
	Strong disorder	0.278	0.268	0.378	0.289	0.804	
Social conflict	Light disorder	0.196	0.306	0.307	0.219	0.406	0.05
	Middle disorder	0.562	0.923	0.643	2.785	2.425*	
	Strong disorder	0.274	0.206	0.365	0.274	0.505	
Study conflict	Light disorder	0.189	0.202	0.277	0.169	0.477	0.05
	Middle disorder	0.244	0.351	0.325	0.204	0.521	
	Strong disorder	0.765	0.643	0.576	3.012	3.625*	
Family conflict	Light disorder	0.203	0.243	0.238	0.209	0.489	0.05
	Middle disorder	0.285	0.283	0.276	0.243	0.501	
	Strong disorder	0.743	0.698	0.603	2.826	3.732*	

Significant on the level 0.05

Table 12: Results of multi variables contrast analysis of research for female students with literary specialization. (N=100)

Dependent variable	Independent variables	Correlation coefficients R	Participation rate R ²	Criteria deviation Beta	B	T value	Significance level
Sexual conflict	Light disorder	0.227	0.206	0.319	0.141	0.553	0.05
	Middle disorder	0.556	0.559	0.631	2.132	2.892*	
	Strong disorder	0.248	0.229	0.311	0.121	0.574	
Social conflict	Light disorder	0.248	0.289	0.355	0.296	0.548	0.05
	Middle disorder	0.489	0.418	0.559	2.654	2.432*	
	Strong disorder	0.277	0.261	0.297	0.305	0.653	
Study conflict	Light disorder	0.272	0.321	0.302	0.261	0.584	0.05
	Middle disorder	0.276	0.269	0.259	0.187	0.495	
	Strong disorder	0.543	0.645	0.754	2.543	2.210*	
Family conflict	Light disorder	0.387	0.302	0.356	0.301	0.865	0.05
	Middle disorder	0.277	0.272	0.265	0.322	0.940	
	Strong disorder	0.758	0.683	0.854	0.762	3.108*	

Significant on the level 0.05

The results showed for the sample as a whole in Table (11) the following:

-Sexual conflict: It represents a strong disorder ($R^2=0.694$), Social conflict represents a middle disorder ($R^2=0.654$), study

conflict represents a strong disorder ($R^2=0.634$) and the family disorder represents a light disorder ($R^2=0.648$).

-the detection of psychosomatic disorders level according to the types psychological conflict for high school students (females) with literary specialization by testing the following hypotheses of the study :

"It's impossible to prediction the psychosomatic disorders according to the types of psychological conflict for female students of literary branch.

The results showed for the sample as a whole in Table (12) the following:

-Sexual conflict: It represents a strong disorder ($R^2=0.559$), Social conflict represents a middle disorder ($R^2=0.418$), Study conflict represents a strong disorder ($R^2=0.645$) and the family disorder represents a light disorder ($R^2=0.683$).

4. DISCUSSION

It is noted that students in this stage suffer from psychological conflicts especially about sexual and study conflicts. We can explain all that in the following reasons:

1-High school students are in the final stage of adolescence which is very sensitive stage for many physical, physiological, mental and psychological changes. These changes and different requirements in teenager's life to form conflicts such as the need of self discipline, independence and free feeling, and the conflict and depending on the family. The conflict between the need to sexual conflict, religion and ethics values. Also the future conflict caused by the need to determine the future and planning to it, and choosing the work and profession to achieve that. The conflict of teenager with himself and his family (Between fathers and sons), and sometime we find exaggeration in pressure, intensity and continuous hate, and to be different from generations. In addition to all that the realty that imposes to follow the rules and be submitted to the social systems. If the gratification of teenagers were achieved which is may be biological such as kissing and body action or to the social needs such as the need to security and making social relationships, and need to be free from parent's pressure and knowing the knowledge and education. The gratification of all these needs is one of the consistency indicators and solving the conflicts that suffered by the teenager with himself and with others. If all these needs never gratified, we will find him suffering from strong and continue conflicts with him and others. The conflict makes the individual standing with two or more goals or two equal motives in power and opposite in direction, and they insist for gratification at the same time then he needs to make a final decision. The conflict solution by choosing one of the motives (choices) may lead to depression as a result of not filling the other motive, and this depression may become strong. When the individual will find out the dangerous in the gratified motive is stronger than the one he neglected the individual is going to be weak to trust himself and easy to face the difficult of life conflicts. The individual who is suffering from conflict, will be sensitive toward life disturbances even it was simple. Sometime the individual becomes weak in facing the problems of life with quick emotion and sometimes feels tension and distress. The tension factors stays inside the individual that makes his body as emotional vent which lead to exposing for psychosomatic disorders.

2- The importance of student Academic study: It s considered as preparing and planning stage to select the work and the profession. In addition he shows many positions such as exam position and the states of being afraid to fail. So we find him in conflict between the desire to pass and obtain a high degree that qualified him to join the University and the specialization he wants and also competing with his colleague for the good results so we find him afraid and strained. The researcher tends in her explanation for the previous mentioned results to the interactive trend that explained the psychological conflict with its different dimensions. These conflicts are not biological only, but due to a family, social, study and sexual reasons. As for what comes males with Scientific and Literary specialization, it is noted many differences with statistical significance on level (0.05) between students for the benefit of male in strong level especially in sexual and study conflict. In light level in Social and Family conflict with no difference belong to the study specialization about males. As far what comes for female with Scientific and Literary specialization, it is noted many differences with statistical significance on level (0.05) between students for the benefit of females in strong level especially in sexual and study conflict. In light level in Social and Family conflict with no difference belong to the study specialization about females, because both gender expose to pressures and problems. But males have the chance to express themselves by social and Community activities. The teenager male can participate in all activities, and can express himself in the middle of the society, and he has the chance to make friendships and practice activities outside school and family. The male has the ability to revolt against his family and society according to that social upbringing and society allow him to do that. But the social values and social upbringing stand against the girl to do such activities and role whether it was action or verbal. So the tension factors remains inside the girl, which makes her body as emotional emptying, all that explains the growing the organic and psychological suffer or the psychosomatic for the girl. The women are so sensitive emotionally, and they peril to many psychosomatic diseases, because men in our society have the chance to behave and vent on themselves and achieve their desires, which decrease the conflict or may be due to the differences between the males and females to overcome such pressures. The men prefer using directly facing styles, while women are depending on the social support [10] because they are equal in their study conflict and both are in one academic stage. The results have found no difference according to that variable. In addition to that both scientific and Literary specialization for males and females are characterized with extra ambition for their abilities with aiming perfection for himself in studying with many problems and pressures, and could lead to infected with psychosomatic diseases.

5. CONCLUSION

1-The psychological and academic conflict may lead to the occurrence of psychosomatic disorders in adolescence.

2-There were differences between females and males in types of conflict in leads to the occurrence of psychosomatic disorders.

Recommendations:

1-Discovering the problems that the teenagers suffering from, and knowing the reason behind that to remove them or mitigation them.

2-Advising the parents how to deal with their wards, and their understanding of the adolescence stage and the growing requirements, and their role in achieving that.

3-Concern with the scientific sexual raising for adolescence, and help them how to accept the sexual growing, and accepting the modern development in adolescences life.

4-Concerning with educational and psychological advising to present the advising services in school to treat the adolescences who suffer from psychosomatic disorders resulted from conflicts to achieve the psychological correspondence.

5-Making and increase training courses to train those who work n educational field to guide them by using early detection ways about the psychosomatic disorders.

6-Put an advertisement programs through T.V, Radio, Newspapers and Internet to educate young people with psychological education which help them to get rid of psychological conflicts.

7-Concerning with social upbringing for the girl and regarding her psychological and family position to avoid falling her in psychological conflicts that lead to psychosomatic disorders.

Suggestions:

1-A comparison study cross cultures in Psychological conflict for Adolescences with psychosomatic disorders.

2-Arrangement of active treatment program to limit the psychological conflicts that may lead to psychosomatic disorders.

3-Studying the psychological conflicts for adolescence and its relationship with personal characteristics.

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