

Influence of Home Pressure on the Psychosomatic disorders among Adolescents

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Abstract— Home is where the heart is a common adage. It is probably true that the heart is molded the home. At present, owing to the liberalization, privatization and globalization, education has become a gold mine for those who have made it the most profitable business and a golden goose for parents, for, courses have become career-oriented that are seen in apartment schools and colleges. Parents, because of limited children, are developing high aspirations of their children, ignoring their abilities. They are dictating goals to become doctor or engineer of their wards. Home pressure is always been found to play a significant role in all types of Psychosomatic disorders. The purpose of this study is to find out the influence of Home Pressure on the psychosomatic disorders among Adolescents and to find out the difference between the rural and urban students with respect to psychosomatic disorders. A representative sample of 1714, IX standard pupils selected from Srikakulam, Visakhapadam, Guntur, Prakasam District. In tact class rooms of IX standard will be randomly selected from the randomly chosen schools. A check list on psychosomatic disorders was prepared by investigator. The 'F' test was applied for analyzing the data. There is a significant influence of Pressure at home on the psychosomatic disorders of IX standard pupils. Highly home pressured pupils have significantly more respiratory, gastro-intestinal, endocrine disorders, emotional and behavioral problems. The high home pressured rural pupils had significantly more of respiratory, gastrointestinal disorders, emotional problem, cardio vascular disorders and behavioral problems. Both moderate and low home pressured pupils had significantly less disorders than highly pressured pupils. There is a significant difference among the high, moderate and low home pressured rural pupils in their Psycho Somatic Disorders. The highly pressured urban pupils had significantly more Cardiovascular, gastro intestinal, emotional, behavioral problems and endocrine disorders.

Index Terms— Adolescents, Behavior problems,, Cardiovascular disorders, Emotional problems, Home Pressure, Psychosomatic disorders,



1 INTRODUCTION

Home is where the heart is a common adage. It is probably true that the heart is moulded the home. At present, owing to the liberalization, privatization and globalization, education has become a gold mine for those who have made it the most profitable business and a golden goose for parents, for, courses have become career-oriented that are seen in apartment schools and colleges.

Every second, parent is quietly bothered about her/his child's studies, examinations, their friends, career choice, and emotional development. There is an increased emphasis by parents on self discipline, character building, academic performance, and Vocational preparations of the adolescents. As a result, they are quite tense.

Parents, because of limited children, are developing high aspirations of their children, ignoring their abilities. They are dictating goals to become doctor or engineer of their wards.

Gradually the joint family system is being replaced by the nuclear family system and parents have no time to spend with their children. Due to this, children are unable to Share their emotions with family members. Besides, some parents have unrealistic expectations from their children, regardless of the child's interest or abilities, which is likely to result in disappointment, sometimes cultural factors also lead to frustration.

Asian students reported higher levels of parental expectation and lower levels of parental satisfaction in the area of academic achievement than American counterparts. However, Japanese subjects reported less stress, depressed mood, aggression, academic stress, and fewer somatic complaints than American subjects. Chinese subjects reported less stress, academic anxiety, and aggressive feelings than American students, but they reported higher occurrence of depressed mood

and Somatic complaints Higher academic achievement as measured by a test of mathematics was generally not associated with Psychological maladjustment, except in the case of American students where high achieves exhibited more frequent feelings of stress than did low achievers. (Crystal et al 1994)

The probable reasons for high academic stress among adolescents belonging to joint families might be due to sharing of opportunities, facilities and attention of parents among large number of family members which add to stress and strain of adolescents especially in the field of academics (Mani 1980; saharam 1993; sudha katyal and promila vasudeva 1998. Santhana Karthi Keyan, V and Swaminathan V.D. 1999)

The home environment is a pervasive and highly influential socialization agent for children (Parke Ee Buoriel, 1998), parenting has been documented to predict childrens behavioural and emotional problems (Langua, Wolehick, Sande-rand West, 2000) Dunnetal. 1998, Agid et al. 1999, Luoma et al 1999 and Tulisola 1999 studied effects of family structure on child hood, adolescents and adult psychological functioning and health. O connor et al 1991 and Kessler et al. 1997 inferred that disruption of family life causes acute stress to all family members

2 STATEMENT OF THE PROBLEM

Now a days, Parent's one of the biggest sources of pride is when their children are successful academically. Receiving the highest grades possible, doing extra work to expand know-

ledge and being ahead of the class are all examples of what many parents wish to see from their children. With this push to always try harder, many children grow up to become successful in their careers, striving for the best and trying to achieve more. Unfortunately, for many other children, these expectations placed on them by their parents cause an incredible amount of stress. Instead of thriving under the pressure to continually better oneself, quite a few children crack, experiencing numerous symptoms of depression, anxiety, as well as countless illnesses that keep them out of school while they recover. In addition, countless children as young as the age of 9 years of age begin to contemplate suicide, believing that if they do not achieve a set standard academically; their parents will not want them anymore.

When parents define their child in terms of how they perform academically, the children who do not meet their parents often unrealistic expectations begin to internalize the negative messages sent by their parents. They think they are not worthy, not lovable, not important and that they are inherently flawed.

This study focuses on the influence of Home Pressure on the Psychosomatic disorders among adolescents. From the most of the reviews it is clear that much work is not done in the field of Secondary School Education in Srikakulam, Visakhapatnam, Guntur, Prakasam Districts. It seems the health is very important for academic achievement. This study helps to find out the influence of Home Pressure on the Psychosomatic disorders of high school students.

At this juncture the researcher likes to ask the following questions:

1. What is the influence of Home Pressure on the Psychosomatic disorders among adolescents.
2. Is there any difference between rural and urban students with respect to Psychosomatic disorders.

3 OBJECTIVES OF THE STUDY

1. To find out the influence of Home Pressure on the Psychosomatic disorders among Adolescents".
2. To find out the difference between the rural and urban students with respect to Psychosomatic disorders.

4 HYPOTHESES OF THE STUDY

1. There would be a significant influence of Home Pressure on the Psychosomatic disorders among Adolescents".
2. There would be significant difference between rural and urban student with respect to Psychosomatic disorders.

5 METHOD OF INVESTIGATION

The present study is "Influence of Home Pressure on the Psychosomatic disorders among Adolescents", this involves a large sample. Survey method is the appropriate method and the study will be conducted by using survey method.

6 SCOPE AND LIMITATIONS OF THE STUDY

1. The scope of the present study is limited to influence of Home Pressure on the Psychosomatic disorders among high school children.
2. The sample is limited to 1714 high school pupils.
3. The present study is limited only to the high schools situated in Srikakulam, Visakhapatnam, Guntur, Prakasam District located in Andhra Pradesh India.

7 SAMPLE OF THE STUDY

A stratified quota random sampling will be used to select the sample. A representative sample of 1714 IX standard pupils selected from Srikakulam, Visakhapatnam, Guntur, Prakasam District. In tact class rooms of IX standard will be randomly selected from the randomly chosen schools.

8 TOOLS OF THE STUDY

A check list on Behavioral problems was prepared by investigator.

9 COLLECTION OF DATA

For collecting data, visited the schools prior to the administration of the test. After getting the permission of the Head Masters of the respective schools with the cooperation and help of the concerned Teachers..The test were administered according to the prior schedule.

10 ANALYSIS OF THE DATA

1. To analyze the influence of the variables 'F' values (ANOVA) will be calculated.

ANALYSIS AND INTERPRETATION OF THE DATA

HOME PRESSURE

TABLE – 1

TABLE SHOWING THE MEAN, 'F' VALUE AND DF VALUES OF DIFFERENT LEVELS OF HOME PRESSURE.

S. No	Pressure at Home	N	Mean	Source of Variance	df	Sum of Squares	Mean Squares	'F' value
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High	210	47.85	Between Group	2	16760.04	8380.02	Moderate	Low	5.26**	1.29
Moderate	996	43.27	Within Groups	1711	954525.72	557.88	15.02**			
Low	508	38.01	Total	1713	971285.76					

*Significant at 0.05 level
** Significant at 0.01 level

The table-1.1 shows that the mean difference between high and moderate home pressured pupils are 4.58,* which is significant at 0.05 level. 2. The mean difference between high and low home pressured pupils are 9.84**, which is significant at 0.01 level. The mean difference between moderate and low home pressured pupils are 5.26**, which is significant at 0.01 level.

Graph No.1

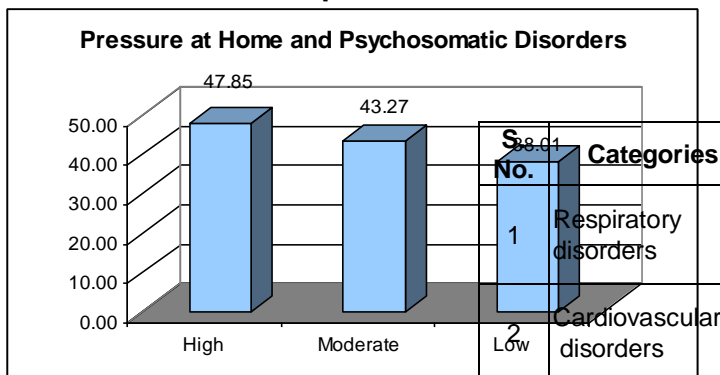


Table –2

Home Pressure and Different Categories of Psychosomatic Disorders among pupils

Pressure at home	N	Mean	Groups	Sum of Squares	df	Me Squ
High	210	4.74	Between Groups	120.16	2	60.08
Moderate	996	4.15	Within Groups	10870.25	1711	6.35
Low	508	3.85	Total	10990.40	1713	
High	210	2.69	Between Groups	148.42	2	74.21
Moderate	996	2.38	Within Groups	8734.18	1711	5.10
Low	508	1.83	Total	8882.60	1713	
High	210	6.42	Between Groups	673.65	2	336.82
Moderate	996	5.79	Within Groups	24416.40	1711	14.27
Low	508	4.60	Total	25090.04	1713	
High	210	1.27	Between Groups	4.30	2	2.15
Moderate	996	1.11	Within Groups	3429.24	1711	2.00
Low	508	1.16	Total	3433.54	1713	
High	210	0.70	Between Groups	1.38	2	0.69
Moderate	996	0.61	Within Groups	1256.60	1711	0.73
Low	508	0.61	Total	1257.98	1713	
High	210	2.03	Between Groups	41.58	2	20.79
Moderate	996	1.78	Within Groups	6879.23	1711	4.02
Low	508	1.53	Total	6920.80	1713	
High	210	4.12	Between Groups	24.43	2	12.21
Moderate	996	3.87	Within Groups	13428.83	1711	7.85
Low	508	3.72	Total	13453.26	1713	
High	210	2.23	Between Groups	19.78	2	9.89
Moderate	996	2.05	Within Groups	7556.33	1711	4.42
Low	508	1.88	Total	7576.11	1713	
High	210	10.01	Between Groups	489.30	2	244.65
Moderate	996	9.44	Within Groups	32699.69	1711	19.11
Low	508	8.44	Total	33188.99	1713	
High	210	13.61	Between Groups	1814.24	2	907.12
Moderate	996	12.08	Within Groups	91593.31	1711	53.53
Low	508	10.36	Total	93407.55	1713	

INTERPRETATION

The table-1 shows that the mean score of high home pressured pupils is 47.85; moderate is 43.27 and low is 38.01. The "F" value 15.02 is found to be significant. On the whole significant difference is found among pupils of high, moderate and low categories of pressure at home in their Psychosomatic disorders. Therefore, it can be inferred that there is a significant influence of Pressure at home on the Psychosomatic disorders of IX standard pupils.

TABLE – 1.1

TABLE SHOWING THE SCHEFFE'S POST HOC TEST THE MULTIPLE COMPARISON OF MEAN SCORES WITH RESPECT TO HOME PRESSURE.

(I) Pressure at Home	(J) Pressure at Home	Mean Difference (I-J)	Standard Error
High	Moderate	4.58*	1.94
High	Low	9.84**	1.94

INTERPRETATION

The table-2 explains the influence of the home pressure on psychosomatic disorders. It is examined and the results are presented. It is noted that highly home pressured pupils are significantly more prone to respiratory, gastro intestinal, endocrine disorders, emotional and behavioural problems significant at 0.01 level and cardio vascular disorders at 0.05 level. Highly home pressured pupils seems to be associated with more emotional and behavioural problems. No significant difference is found between, high, moderate and low pressured pupils with respect to their genitor-urinary, skin, musculoskeletal and neurological disorders. Highly home pressured pupils have significantly more respiratory, gastro-intestinal, endocrine disorders, emotional and behavioural problems

Table –2.1

The table shows the scheffe's Post Hoc Test the multiple comparison of mean scored with respect to Home pressure of pupils

S. No	Category	(I) family	(J) family	Mean Difference (I-J)	Std. Error
1	Respiratory disorders	High	Moderate	0.59*	0.19
		High	Low	0.90**	0.21
		Moderate	Low	0.31	0.14
2	Cardio Vascular disorders	High	Moderate	0.31	0.17
		High	Low	0.86**	0.19
		Moderate	Low	0.55**	0.12
3	Gastro Intestinal disorders	High	Moderate	0.63	0.29
		High	Low	1.82**	0.31
		Moderate	Low	1.19**	0.11
4	Genito - urinary disorders	High	Moderate	0.15	0.12
		High	Low	0.11	0.12
		Moderate	Low	0.05	0.08
5	Skin disorders	High	Moderate	0.09	0.07
		High	Low	0.08	0.07
		Moderate	Low	0.00	0.05
6	Endocrine disorders	High	Moderate	0.26	0.15
		High	Low	0.50*	0.16
		Moderate	Low	0.25	0.11
7	Musculo-skeletal disorders	High	Moderate	0.25	0.21
		High	Low	0.40	0.23
		Moderate	Low	0.15	0.15
8	Neurological disorders	High	Moderate	0.18	0.16
		High	Low	0.35	0.17
		Moderate	Low	0.17	0.11
9	Emotional Problems	High	Moderate	0.55*	0.33
		High	Low	1.51**	0.36
		Moderate	Low	1.00**	0.24
10	Behavioural Problems	High	Moderate	1.54*	0.56
		High	Low	3.25**	0.60
		Moderate	Low	1.71**	0.40

**Significant at 0.01 level

*Significant at 0.05 level

INTERPRETATION

The table-2.1 shows that High and moderate home pressured pupils significantly differ at 0.05 level in their respiratory disorders and behavioural problems. High and moderate home pressured pupils do not differ significantly in their Cardiovascular, gastro-intestinal, genito-urinary, skin, endocrine, musculoskeletal, neurological disorders and emotional problems. High and low home pressured pupils significantly differ at 0.01 level in their respiratory Cardiovascular, Gastro-intestinal disorders, emotional and behavioural problems and significantly differ at 0.05 level in their endocrine disorders. High and low home pressured pupils do not differ significantly in their genito-urinary skin, musculo skeletal and neurological disorders. Moderate and low home pressured pupils significantly differ at 0.01 level in their Cardiovascular, Gastro-intestinal disorders, emotional and behavioural problems. Moderate and low home pressured pupils do not differ significantly in their respiratory, genito-urinary, skin, endocrine, Musculo-skeletal and neurological disorders.

Table –3

Home Pressure on Different Categories of Psychosomatic Disorders among rural pupils

INTERPRETATION

The table-3 shows that the high home pressured rural pupils had significantly more of respiratory, gastrointestinal disorders and emotional problems at 0.01 level and cardio vascular disorders and behavioural problems at 0.05 level. Both moderate and low home pressured pupils had significantly less disorders than highly pressured pupils. No significant difference is found between high, moderate and low pressured rural pupils with respect to their genitor-urinary, skin, endocrine, musculoskeletal and neurological disorders. The analysis indicates that there is a significant difference among the high, moderate and low home pressured rural pupils in their different categories of Psycho Somatic Disorders.

Table –3.1

The table shows the scheffe's Post Hoc Test the multiple comparison of mean scored with respect to Home pressure of rural pupils

Category	(I) family	(J) family	Mean Difference (I-J)	Std. Error
Respiratory disorders	High	Moderate	0.66*	0.26
	High	Low	0.95**	0.29
	Moderate	Low	0.29	0.20

2	Cardiovascular disorders	High	Moderate	0.06	0.23	Disorders among urban pupils						
		High	Low	0.54	0.26	Pressure at home	N	Mean	Groups	Sum of Squares	df	Me Squ
		Moderate	Low	0.48*	0.18							
		High	Moderate	0.37	0.39	High	93	4.29	Between Groups	34.90	2	17
		High	Low	1.46**	0.43	Moderate	392	3.70	Within Groups	4524.09	760	5.
		Moderate	Low	0.99*	0.36	Low	278	3.59	Total	4558.99	762	
		High	Moderate	0.21	0.15	High	93	2.61	Between Groups	87.88	2	43
		High	Low	0.20	0.16	Moderate	392	1.90	Within Groups	3395.87	760	4.
		Moderate	Low	0.22	0.11	Low	278	1.51	Total	3483.75	762	
		High	Moderate	0.01	0.08	High	93	6.29	Between Groups	346.27	2	173
		High	Low	0.01	0.09	Moderate	392	5.24	Within Groups	10225.71	760	13
		Moderate	Low	0.01	0.06	Low	278	4.22	Total	10571.98	762	
		High	Moderate	0.18	0.22	High	93	1.18	Between Groups	2.09	2	1.
		High	Low	0.38*	0.25	Moderate	392	1.09	Within Groups	1457.50	760	1.
		Moderate	Low	0.20	0.17	Low	278	1.02	Total	1459.59	762	
		High	Moderate	0.20	0.29	High	93	0.76	Between Groups	3.92	2	1.
		High	Low	0.14	0.32	Moderate	392	0.54	Within Groups	592.50	760	0.
		Moderate	Low	0.06	0.22	Low	278	0.57	Total	596.42	762	
		High	Moderate	0.18	0.22	High	93	1.91	Between Groups	22.32	2	11
		High	Low	0.37	0.25	Moderate	392	1.51	Within Groups	2322.43	760	3.
		Moderate	Low	0.20	0.17	Low	278	1.35	Total	2344.75	762	
		High	Moderate	0.82	0.44	High	93	4.06	Between Groups	27.81	2	13
		High	Low	0.69*	0.46	Moderate	392	3.74	Within Groups	5665.80	760	7.
		Moderate	Low	0.87*	0.33	Low	278	3.47	Total	5693.61	762	
		High	Moderate	0.76	0.74	High	93	2.11	Between Groups	5.62	2	2.
		High	Low	1.80*	0.83	Moderate	392	1.90	Within Groups	2926.41	760	3.
		Moderate	Low	1.59*	0.57	Low	278	1.82	Total	2932.03	762	
						High	93	9.62	Between Groups	226.49	2	113
						Moderate	392	9.34	Within Groups	15022.45	760	19
			9	Emotional Problems								
					Low	278	8.28	Total	15248.94	762		
			10	Behavioural Problems	High	93	13.77	Between Groups	1166.56	2	583	
					Moderate	392	11.07	Within Groups	39938.65	760	52	
					Low	278	9.72	Total	41105.21	762		

**Significant at 0.01 level

*Significant at 0.05 level

INTERPRETATION

The table 3.1 shows the High and moderate home pressured rural pupils significantly differ at 0.05 level in their respiratory disorders. High and moderate home pressured pupils do not differ significantly in their Cardiovascular , gastro-intestinal, genito-urinary, skin, endocrine, Musculo-skeletal, neurological disorders, emotional and behavioural problems. High and low home pressured pupils significantly different at 0.01 level in their respiratory, gastro-intestinal disorders and emotional problems and significantly differ at 0.05 level in their behavioural problems. High and low home pressured pupils do not differ significantly in their Cardiovascular, genito-urinary, skin, endocrine, Musculo-skeletal, and neurological disorders. Moderate and low home pressured pupils significantly differ at 0.01 level in their Gastro-intestinal disorders and significantly different at 0.05 level in their Cardiovascular disorders, emotional and behavioural problems. Moderate and low home pressured pupils do not differ significantly in their respiratory, genitor urinary, skin, enodocrine, musculoskeletal and neurological disorders.

**Significant at 0.01 level

*Significant at 0.05 level

INTERPRETATION

Table 4 shows that, cardio vascular, Gastro intestinal, endocrine disorders, emotional and behavioural problems are more among high home pressured pupils. The highly pressured urban pupils had significantly more Cardiovascular , gastro intestinal, emotional and behavioural problems at 0.01 level and endocrine disorders at 0.05level. No significant difference is found between high, moderate and low pressured urban pupils with respect to their respiratory, genito-urinary, skin, musculo skeletal, neurological disorders.

The analysis indicates that there is a significant difference among high, moderate and low home pressured urban pupils in their different categories of Psycho Somatic Disorders. The highly pressured urban pupils had more disorders than moderate and low home pressured pupils.

Table –4.1

Table –4
Home Pressure on Different Categories of Psychosomatic

The table shows the scheffe's Post Hoc Test the multiple

comparison of mean scored with respect to Home pressure of urban pupils

problems. Moderate and low home pressured pupils do not differ significantly in their respiratory, Cardiovascular, genito-urinary, skin, endocrine, musculoskeletal, neurological disorders and behavioural problems.

S. No.	Category	(I) family	(J) family	Mean Difference (I-J)	Std. Error
1	Respiratory disorders	High	Moderate	0.59	0.29
		High	Low	0.70	0.29
		Moderate	Low	0.11	0.19
2	Cardiovascular disorders	High	Moderate	0.71*	0.24
		High	Low	1.11**	0.25
		Moderate	Low	0.40	0.17
3	Gastro Intestinal disorders	High	Moderate	1.05	0.42
		High	Low	2.07**	0.44
		Moderate	Low	1.02**	0.29
4	Genito - urinary disorders	High	Moderate	0.09	0.16
		High	Low	0.16	0.17
		Moderate	Low	0.07	0.11
5	Skin disorders	High	Moderate	0.23	0.10
		High	Low	0.20	0.11
		Moderate	Low	0.03	0.07
6	Endocrine disorders	High	Moderate	0.40	0.20
		High	Low	0.57*	0.21
		Moderate	Low	0.16	0.14
7	Musculo-skeletal disorders	High	Moderate	0.32	0.31
		High	Low	0.60	0.33
		Moderate	Low	0.27	0.21
8	Neurological disorders	High	Moderate	0.21	0.23
		High	Low	0.28	0.24
		Moderate	Low	0.08	0.15
9	Emotional Problems	High	Moderate	0.28	0.51
		High	Low	1.34*	0.53
		Moderate	Low	1.06*	0.35
10	Behavioural Problems	High	Moderate	2.71*	0.84
		High	Low	4.05**	0.87
		Moderate	Low	1.35	0.57

**Significant at 0.01 level

*Significant at 0.05 level

INTERPRETATION

The above table 4.1 shows that high and moderate home pressured pupils significantly differ at 0.05 level in their cardiovascular disorders and behavioural problems. High and moderate home pressured pupils do not differ significantly in their respiratory, gastro-intestinal, genito-urinary, skin, endocrine, Musculo-skeletal, neurological disorders and emotional problems. High and low home pressured pupils significantly differ at 0.01 level in their Cardiovascular, gastrointestinal disorders and behavioural problems and significantly differ at 0.05 level in their endocrine disorders and emotional problems. High and low home pressured pupils do not differ significantly in their respiratory, genito-urinary, skin, Musculo-skeletal and neurological disorders. Moderate and low home pressured pupils significantly differ at 0.01 level in their Gastro-intestinal disorders and significantly differ at 0.05 level in their emotional

FINDINGS

1. There is a significant influence of Pressure at home on the psychosomatic disorders of students.
2. Highly home pressured pupils have significantly more respiratory, gastro-intestinal, endocrine disorders, emotional and behavioral problems.
3. The high home pressured rural pupils had significantly more of respiratory, gastrointestinal disorders, emotional problem, cardio vascular disorders and behavioral problems.
4. Both moderate and low home pressured pupils had significantly less disorders than highly pressured pupils.
5. There is a significant difference among the high, moderate and low home pressured rural pupils in their Psycho Somatic Disorders.
6. The highly pressured urban pupils had significantly more Cardiovascular, gastro intestinal, emotional, behavioral problems and endocrine disorders.
7. There is a significant difference among high, moderate and low home pressured urban pupils in their different categories of Psycho Somatic Disorders.
8. The highly pressured urban pupils had more disorders than moderate and low home pressured pupils.

SUGGESTION TO THE PARENTS

1. Parents should set a good example before their children in all activities, which of course is the best thing they can do for children.
2. Family communication is both a pillar and an index of family health that surfaces in the storm and stress of adolescence.
3. A secure attachment with parents would provide the child with a sense of security, comfort and predictability.
4. Spend more time with the children.
5. It is very important that you give them your unconditional love, guidance and cooperation.
6. The parents shall take into consideration the limitations of intelligence, stamina and other factors of their children before setting them a goal.
7. The parents shall prepare their children mentally to live independently before sending them school.
8. The parents shall teach their children prior to send them to school about adaptability, self reliance, self discipline, value of hard work, stress bearing techniques and to bear with anxiety and frustration.

9. Focus your attention on the positive aspects of the children's behavior to build healthy self esteem in them.

SUGGESTIONS TO THE STUDENTS

1. Minimize your needs. Lead a simple and contented life.
2. Expectations about others, to be reduced. Persuade them to understand and live comfortably with you. Empathize with them.
3. Negative thinking is to be changed to positive thinking.
4. Accept reality. Adapt yourself to it.
5. Express your feelings to someone you like Optimistic and reconcile to present position.
6. Follow some stress managing techniques.
7. Meditation and breathing exercises have been proven to be very effective in controlling stress.
8. Pupils must be made to realize that they have to make their life worth living, enjoyable and comfortable by their hard work.
9. Positive thinking will eliminate worry and enhance performance
10. Loneliness to be avoided. Get support of others.
11. Hobbies to divert your attention, to relax, music, reading, creative activities, sports, yoga and meditation.
12. Be active, enjoy the work you do.
13. Keep yourself busy. Think objectively and unemotionally about problems.
14. Please look into your assets and achievements. They may be small but feel proud.

CONCLUSION

Parents because of limited children, one developing high aspirations of their children, ignoring their abilities. Parents taking so many disciplinary actions on their children. Some parents have Unrealistic expectations from their children, which is likely to result in disappointment lead to frustration, stress, emotional disturbances and somatic complaints. Kafiluddin, S., (1980), Saritha Saini (2005). Home pressure is one of the causes to developing Inferiority complexes. Inferiority complexes are also the result of their frustrated feelings and their frustrating feelings lead to psychosomatic disorders. Home pressure is always been found to play a significant role in all types of Psychosomatic disorders. Health is the most important aspects of one's life in developing harmony and peace. The Psychosomatic disorders Peoples who have good health can only make this world a heaven. There is a great need to help in developing proper health in the children. This is the reason this study to find out the health levels of

pupils. So that this acts as a pointer to reveal the faced by the pupils. This would further facilitate the researchers, counselors and parents to understand the child better and to provide appropriate intervention techniques for psychosomatic disorders.

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