IMPACT OF AN EDUCATIONAL PROGRAM ON KNOWLEDGE AND SELF-CONCEPT OF INSTITUTIONALIZED ADOLESCENTS WITH CONDUCT DISORDER

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Abstract:

Background: Conduct disorder (CD) is one of the most difficult and intractable mental health problems in children and adolescents. CD involves a number of problematic behaviors, including oppositional and defiant behaviors and antisocial activities. Aim: This work was carried out to evaluate the effectiveness of an educational program on the knowledge of CD and self-concept for institutionalized adolescents in two delinquents' institutes. Participants and methods: A quasi experimental design was used on the study sample, which included 50 adolescents with CD (25 from delinquents' institutes in Assiut and 25 from the Sohag Governorate). The sample studied was assessed for knowledge and self-concept using a questionnaire especially prepared for the study and the Arabic version of Offer, Ostrave and Haward's self-image questionnaire to assess self-concept. Results: Overall, 64% of the sample were diagnosed with childhood-onset CD, whereas 36% of the sample were diagnosed with adolescent-onset CD. Thirty-eight percent of the sample had the severe type of CD and 68% had been admitted to the institutes because of stealing. The educational program enhanced adolescents' knowledge about CD after the program and at follow-up. Significant improvement was found after the program and was maintained at follow-up in all components of self-concept and total self-concept, except for sexual self. Conclusion: Most adolescents with CD had knowledge deficit in terms of the disorder and a low self-concept before the implementation of the program. However, knowledge and self-concept improved immediately after the program and this improvement was maintained at follow-up. Recommendation: On the basis of the results, psychoeducational programs are essential for improving the knowledge and self-concept of adolescents with CD and their outcome.

Keywords:

conduct disorders, self concept, educational program

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