



UNIVERSITI PUTRA MALAYSIA

***EFFECTS OF PSYCHOEDUCATIONAL GROUP INTERVENTIONS ON
PEER REJECTION AND AGGRESSION AMONG CHILDREN WITH
CONDUCT DISORDER***

SOMAIEH SALEHI

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**DOCTOR OF PHILOSOPHY
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By

SOMAIEH SALEHI

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

June 2013

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DEDICATION

This thesis dedicated to my beloved parents; to my mother for believing in me and her emotional support; thankful of her for being my first teacher, to my father for encouraging me to start this program and for instilling in me the confidence that I could accomplish anything I wanted in life.

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment
of the requirement for the degree of Doctor of Philosophy

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SOMAIEH SALEHI

June 2013

Chairman: Associate Professor Sidek Mohd Noah, PhD

Faculty: Educational Studies

Most of children with Conduct Disorder (CD), experience difficulties such as limited peer relationship and aggression. They have fewer opportunities to come along with non-aggressive peers and improve their social skills. These problems lead to negative outcomes for children with CD. The purpose of this study was to examine the effects of psychoeducational group interventions on peer rejection and aggression among children with CD.

The research methodology used was true experimental design, under the design of randomized, pre-test, post-test, control group design. One hundred and thirty six children (boys and girls) between 8 to 10 year old with childhood onset type of CD selected from Centres under the license of rehabilitation administration and educational-vocational organization in Tehran, Iran. The instruments of this study

include Peer Rejection Questionnaire (PRQ) and Child Behaviour Checklist (CBCL). This study conducted with four groups and three kinds of interventions include Making Choices Program (MCP - for children) for the first group, Barkley Behavioural Parent Training (BBPT) for the second group, and combination of MCP and BBPT for the third group. It is important to note that parents (mothers) of children in group two and three participated in the intervention of this study.

Descriptive statistics and inferential statistics procedures were applied to answer the research questions concerning the effects of each intervention within the groups and between the groups on both peer rejection and aggression. Additionally, semi-structured interview with three parents of each experimental group was conducted to confirm the quantitative findings and gain more understanding of the interventions. Overall, the Two-way Repeated Measure ANOVA was conducted to study the effects of groups across test.

The results showed that the interaction between groups and test for peer rejection was significant. It means that the average of mean score for peer rejection across time (test) was significantly different among four groups ($F(6, 264) = 1122.64, p < .05, \eta^2 = .962, f = 5.03$). Furthermore, the average of mean score for aggression across time (test) was significantly different among four groups ($F(4.86, 213.80) = 1600.82, \eta^2 = 0.99, f = 6.003$). This study found that the effect for the combination of both MC program and BBPT was more than each program on peer rejection. However, the mean score of this variable remained permanent in the follow-up. Therefore, three kinds of psychoeducational group interventions in this study

suggested for the peer rejection of children with Conduct Disorder. The other finding of this study was that combination of both MCP program and BBPT is more effective in post-test and follow-up compared with other interventions. The results of semi-structured interview presented that peer rejection and aggression of children with CD decreased after the intervention.

It is recommended to conduct a global study on teachers; parents; parents and children; parents and teachers; and parents, teachers, and children to compare effectiveness of interventions on peer rejection and aggression of children with CD. In addition, it is suggested that another researcher conduct a qualitative research to gain more understanding of the effects of the interventions on peer rejection and aggression among children with CD.

Abstrak tesis dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**KESAN INTERVENSI KELOMPOK PSIKOPENDIDIKAN KE ATAS
PENOLAKAN RAKAN SEBAYA DAN KEAGRESIFAN RAKAN SEBAYA
DALAM KALANGAN KANAK-KANAK YANG MENGALAMI
KECELARUAN TINGKAH LAKU**

Oleh

SOMAIEH SALEHI

Jun 2013

Pengerusi: Profesor Madya Sidek Mohd Noah, PhD

Fakulti: Pengajian Pendidikan

Kebanyakan kanak-kanak yang mengalami Kecelaruhan Tingkah Laku (CD) mengalami keagresifan dan perhubungan yang lemah dengan rakan sebaya. Mereka mempunyai peluang yang sedikit untuk berkawan dengan rakan sebaya yang tidak agresif dan meningkatkan kemahiran sosial mereka. Masalah-masalah ini membawa kepada kehidupan yang negatif kepada kanak-kanak yang mengalami CD. Tujuan kajian ini adalah untuk meneroka kesan-kesan intervensi kelompok psiko-pendidikan ke atas penyisihan dan keagresifan kalangan kanak-kanak yang mempunyai CD.

Reka bentuk kajian yang digunakan adalah reka bentuk eksperimen tulin, di bawah reka bentuk pra-ujian, pasca-ujian kumpulan kawalan rawak. Seramai 136 kanak-kanak (lelaki dan perempuan) berumur antara 8 hingga 10 tahun yang mengalami Kecelaruhan Tingkah Laku telah dipilih secara rawak dari pusat-pusat pemulihan dan

organisasi vokasional-pendidikan berlesen di Tehran, Iran. Instrumen yang digunakan adalah Senarai Semak Tingkah Laku Kanak-kanak (PRQ) dan Soal Selidik Penolakan Rakan Sebaya (CBCL). Kajian ini dilakukan ke atas empat kumpulan dan tiga jenis intervensi termasuk Program Membuat Pilihan (MCP - untuk kanak-kanak) untuk kumpulan pertama, Latihan Tingkah Laku Ibu Bapa Barkley (BBPT) untuk kumpulan dua dan kombinasi MCP dan BBPT untuk kumpulan tiga. Sangat penting untuk diketahui bahawa ibu bapa (ibu) kepada kanak-kanak dalam kumpulan dua dan tiga terlibat dalam intervensi kajian ini.

Prosedur statistiks deskriptif dan statistiks inferensi telah diaplikasikan untuk menjawab persoalan kajian berdasarkan kesan-kesan setiap intervensi dalam kumpulan dan antara kumpulan ke atas kedua-dua pembolehubah bersandar iaitu penolakan rakan sebaya dan keagresifan. Sebagai tambahan, temubual tiga orang ibu bapa bagi setiap kumpulan eksperimen juga telah diadakan untuk mengesahkan dapatan kuantitatif serta mendapatkan maklumat yang lebih berkaitan keberkesanan intervensi. Umumnya, ujian ANOVA Pengukuran Berulangan telah dijalankan dalam kajian ini untuk meneliti kesan-kesan kumpulan antara ujian.

Keputusan menunjukkan interaksi antara kumpulan dan ujian (masa) adalah signifikan. Ini bermaksud purata skor min untuk penolakan rakan sebaya mengikut masa (ujian) adalah berbeza secara signifikan bagi keempat-empat kumpulan ($F(6, 264) = 1122.64, p < .05, \eta^2 = .962, f = 5.03$). Selain itu purata skor min untuk keagresifan mengikut masa (ujian) juga adalah berbeza secara signifikan bagi keempat-empat kumpulan ($F(4.86, 213.80) = 1600.82, \eta^2 = 0.99, f = 6.003$). Kajian

ini mendapati bahawa kesan kombinasi kedua-dua program MCP dan BBPT adalah lebih tinggi berbanding satu-satu program ke atas penolakan rakan sebaya. Walau bagaimana pun, skor min pembolehubah ini kekal sama pada peringkat susulan. Oleh itu, tiga bentuk intervensi psiko-pendidikan secara berkumpulan dalam kajian ini adalah dicadangkan bagi menangani penolakan rakan sebaya dalam kalangan kanak-kanak yang mengalami Kecelaruhan Tingkah Laku. Salain itu dapatan kajian juga menunjukkan bahawa kombinasi kedua-dua program MCP dan BBPT adalah lebih berkesan dalam ujian-pasca dan susulan berbanding dengan dua intervensi lain. Dapatan temubual semi struktur menunjukkan bahawa penolakan rakan sebaya dan keagresifan dalam kalangan kanak-kanak yang mengalami Kecelaruhan Tingkah Laku berkurangan selepas intervensi.

Adalah dicadangkan agar dilakukan kajian di peringkat dunia melibatkan guru; ibu bapa; ibu bapa dan kanak-kanak; ibu bapa dan guru serta ibu bapa, guru dan kanak-kanak untuk membandingkan keberkesanan intervensi ke atas penolakan rakan sebaya dan keagresifan kanak-kanak yang mengalami CD. Sebagai tambahan, dicadangkan juga satu kajian kualitatif dijalankan untuk mendapatkan kefahaman yang lebih mengenai kesan intervensi ke atas penolakan rakan sebaya dan keagresifan dalam kalangan kanak-kanak yang mengalami CD.

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I certify that a Thesis Examination Committee has met on 4 June 2013 to conduct the final examination of Somaieh Salehi on her thesis entitled "Effects of Psychoeducational Group Interventions on Peer Rejection and Aggression Among Children with Conduct Disorder" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

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DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.

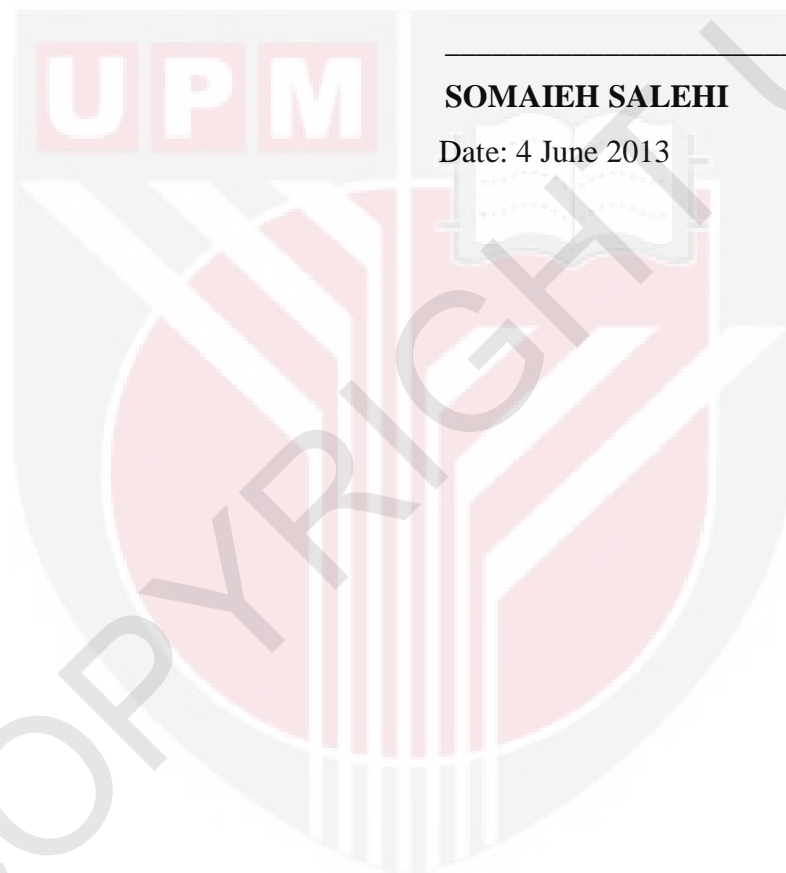


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