

The Effect of Olweus-Based Training Program on Reducing the Symptoms of Conduct and Defiance Disorder for Male High School Bullying Students

Javad Dorostkar

M.A.in psychology; Department of psychology Science and Research Branch, Islamic Azad University, Isfahan , Iran
javaddorostkar@yahoo.com

ABSTRACT— The aim of this study was to evaluate the effect of Olweus-based training program on reducing the symptoms of conduct disorder and indifference for male high school bullying students, research methods is a quasi-experimental design with a control group and evaluation in pretest, post-test, and follow-up for six months performed. Random and targeted sampling was conducted among high schools in Isfahan city. Among them, 15 were randomly assigned to the experimental group and 15 patients in the control group. Olweus-based training program to reduce bullying for the experimental group in 10 sessions of 90 minutes was performed. Community surveys and peer relationships questionnaires were used for data collection. Data analyzed using of multi-variable analysis of covariance (MANCOVA) method. Results of Olweus-based training had an effect on reduce scores conduct disorder in the post-test participants. The amount of influence in the post-test was 64 percent. It is also according to the adjusted average of the two groups, Olweus-based training methods have reduced the scores of oppositional defiance disorder at post-test participants.

The impact was 73.5 percent at post-test.

KEYWORDS: Bullying, Allouez training programs, conduct disorder, oppositional defiance

Introduction

Because children do not grow in a vacuum and their development takes place in the context of family, neighborhood, community, country and the world. In this context, under the influence of parents, siblings and other relatives, peers and other adults who are in contact with them. All parents have a positive impact on their children and all families are able to create a positive and healthy family environment. The environments in which children can grow well have sufficient compatibility. Many factors affect the creation of such an environment and behavioral and psychological problems for children, including behavioral problems that children in such an environment may be it are ODD. Oppositional defiant disorder is the persistent pattern of negative behavior conservative, hostile and rude serious flaws in the absence of social norms or the rights of others. This disorder if symptoms occur exclusively during a mood or psychoticis not diagnosed. The most common symptoms of oppositional defiant disorder are often the furnace goes on, the larger of the debate, often actively disobeyed or refused to compromise with the demands of greater than or principles. Often deliberately does things that annoy others and blame others for their mistakes and ill-treatment (Kaplan and Sadock, 2008), there is no clear patterns of family for this disorder, but almost all parents of children with this disorder, great importance to the issue of power, control and autonomy are allowed. In addition, maternal depression and children's antisocial personality disorder, behavioral disorders associated with the emergence parents. Living with her mother, her social isolation and marital discord disobedience and non-cooperation with the child's behavior is related (Gorgi, 2010). Conduct Disorder at the age of adolescence begins and involves meme where the rights of others or norms of society are constantly being violated. So that three of the four signs on the person's symptoms can be seen: aggression toward others and animals, destruction of property ethnic backgrounds, break the rules, cheating, and stealing is important. With the onset of Conduct Disorder in DSM-IV-TR between childhood and adolescence is difference. This disorder is one of the malfunctions of planned output, which usually makes others uncomfortable, but may also be causing your discomfort person or not. Of course, this disorder may be confused with adjustment disorder with disturbed behavior, but he said that the disorder develops in response to events external stressors and stress can be seen in three months and after the end of this stress and its consequences, the disorder to be resolved in six months. Adolescents with conduct disorder in IQ tests score are lower than the average of about eight and they had significantly lower IQ and the IQ of their operations (Shapiro, Fredeberg, Bardenstein, 2006). Conduct disorder is often associated with ADHD. Given the weakness in the language and under the personal control deficits, regulation of emotions, problem solving and social skills and are associated with conduct disorder have identified. This group of teenagers in a high level of depression and anxiety in adults with psychiatric problems, marital problems, Alkalins, unemployment and some patients faced. However, those who are not sensitive to the negative consequences of corporal punishment and lack of concern are a neurobiological basis. This insouciance interfere with the ability of learning experiences and the next insensitivity to punishment, they are very sensitive to rewards. They were present in experimental conditions experience severe adverse consequences on the lives of small rewards to buy and in real-life situations of extreme hardship willing to accept little fun and thrilling experience. Hedonism is the core of

conduct disorder, conduct disorder they know what is in a good moment, performed. The question is why not all adolescents with conduct disorder in response to the question of the role of collaboration leads to the development of this disorder is not a strong parent and his key role in the growth of adolescents. Olweus believed bullying in the community, the school and the learning process especially victims of bullying affects adolescents and victims are always insulted and persecuted (Crozier and Skliopidou, 2002). These are people with suicidal thoughts, anxiety and depression (Kim, Koh, and Leventhal, 2005) and have difficulty in communication and physical complaints (Janson, and Hazler, 2004). Given the prevalence of conduct disorder and attention deficit and prevalence of bullying, the study aimed to investigate the effect of Olweus-based training program on reducing the symptoms of conduct and defiance disorder for male high school bullying students in Isfahan city.

Research Hypothesis

- Olweus-based training program decreases symptom of conduct disorder first high school students in the post-test in Isfahan city.
- Olweus-based training program decreases symptom of defiance disorder first high school students in the post-test in Isfahan city.

Research method

A quasi-experimental research with a control group pretest and post-test and follow-up and evaluation for one month performed. In this study, sampling was in three stages: first, by visiting the Department of Education Isfahan among the six regions of education in a school district randomly selected and then refer to the selected zone 2 boys' high school was randomly selected and attended the first grade of school community by visiting schools and analysis among the students attended the first grade conducted. In addition, among them were those who were determined bullying and 15 cases of bullying among students in the experimental group and 15 in the control group. In this study, after attending the first grade of secondary schools was randomly selected: 1) Name three of classmates who bullied others, bullying and rumors a comment 2) Name three of classmates that they bullied others, bullying and put them harassed a comment and 3) Name three of classmates are nice to help others and with others to write, answered. In the second step through interviews with classroom teachers, a schoolmaster and teacher training in the schoolyard behavior is observed more students were asked their opinion about bullies and victims of bullying have known people who declared and the name of dialogue and force people to give those who are bullied. This will be more understanding toward people we find bullying and those who bully role, but not selected in any way be identified. The third step by using peer relationships of children Ryjby and Slee (PRQ) is a self-report test to assess the level of bullying behaviors. Victim and prosaically behaviors in selected subjects were discussed. According to the survey, interviews with school authorities and the results of the questionnaire assessed 30 children peer relationships Rigby and Slee (PRQ) 30 patients were selected randomly. Then, in groups of 15 persons as a group as the control group and the other group were tested. The experimental group of independent variables was applied education program to reduce bullying. Providing training in laboratory was relaxed environment. Key components of the program focuses on the roles that are against bullying, growing awareness of bullying, involving parents in the process of implementing the program, training groups to increase understanding of adolescent bullying and creating empathy among students and is the only individual interventions.

Research population

Research population consisted of all bullying high school male students in Isfahan city in academic year 2011-2012.

Research sample

The sample consisted of 30 bullying boy first year high school students

Sampling and sample size

The study randomly targeted sampling was carried out in two stages, the first stage using two-stage cluster sampling, 6 persons between areas of education of city District 3 education were randomly selected. The target is based on research that should be explored bullying in their schools that may number more were selected. The two schools were selected and first year high school students in the two schools were surveyed society among them those that were identified bullying as 30 were selected and randomly divided into two groups of 15 and assigned to experimental and control groups (Amiri, 2011). The data were collected by questionnaires that include:

1. Community Survey questionnaire

The questionnaire asked students in writing their classmates based on the understanding that they are, according to data analyzed by the questions they were asked and their names on the worksheet provided with the questionnaire, they note. In the study population homogeneous for measuring the social status of students in a class will name three of the students who like they are also playing with a friend to write; in addition, the names of three students who bullied others and finally write the names of three students who bullied others to write them; (Amiri, 2011). The survey of students who are bullying and prosaically behaviors are determined finally, after these elections Students who among his classmates as bullies, victims, prosaically behavior are determined.

2. Rigby and Slee(1993) children's relationships with peer's questionnaire

Ryjby and Slee (1993) questionnaire was prepared to study peer relations and self-report questionnaire with 20 Likert scale in a phrase that has never, very low, sometimes and more often scored from one to five. This questionnaire is the first to Tabaeaan

and Amiri (2008) has translated and validated in Persian. This scale has three subscales include bullying subscale (alpha 0.73), sacrifice subscale (alpha 0.70) and prosocial behaviors subscale (alpha 0.53).

1. Ontario revised scale for child health

This questionnaire by Boyle, Oford, Racine, Fleming, Zatmaroy and Sanford (1993) to measure the mental health of the child and the child's behavior in the past 6 months has been prepared on the basis of age period encompasses 6 to 16 years. This measure, based on the criteria DSMIII-R has been designed by Amiri (2001), is consistent with DSM-IV criteria and include both internal and external disturbances is made. It includes attention deficit disorder. Hyperactivity disorder is conduct disorder and oppositional defiance disorder. This test scoring methods for three Likert scales (0, 1, 2). Alpha coefficient test 0.82 and test-retest reliability of the method was 0.75. Given that, parents are better than parents evaluated others, this category of disorder assessment, in this study, the behavior of adolescents based on a Likert scale of three grades. Iranian reliability of software that has developed based on DSM-IV alpha is 0.79.

Statistical methods and data analysis method

The results of this study using analysis of covariance were performed using SPSS version 20.

Hypothesis 1: Olweus-based training program decreases symptom of conduct disorder first high school students in the post-test in Isfahan city

Table 1: Analysis of covariance manifold effects of group membership on conduct disorder scores between the two groups

Source changes	Sum of squares	Degrees of freedom	mean squares	Fcoefficient	Significant	Effect	Statistical power
Age	749.5	1	749.5	217.3	090.0	152.0	397.0
Age of father	751.0	1	751.0	420.0	525.0	023.0	094.0
Fathers education	553.6	1	553.6	667.3	072.0	169.0	441.0
Age of mother	332.0	1	332.0	186.0	672.0	010.0	069.0
Mother education	087.0	1	087.0	048.0	828.0	003.0	055.0
Number of family members	468.3	1	468.3	001.0	997.0	001.0	050.0
Birth order	887.0	1	887.0	497.0	490.0	027.0	102.0
Pretest	170.0	1	170.0	084.0	776.0	005.0	059.0
Group membership	886.65	1	886.65	462.32	001.0**	643.0	1

As shown in the table, only about 17 percent of the father's education and post-test scores was significant bullying ($P < 0.01$). After excluding the impact of these variables and other control variables, and F is calculated according to the index, it is observed that the adjusted average scores of deducting the effect on the dependent variable control is obtained - and conduct disorder scores of participants in the group's membership there is a significant difference posttest ($P < 0.01$). The fourth hypothesis is confirmed. Thus, according to the adjusted average of the two groups, we can say that Olweus-based training had an effect in reducing conduct disorder scores in post-test participants. The amount of influence in the post-test was 64 percent. Statistical power 100% indicates adequate and sample size and statistical power of this test is very high.

Hypothesis 2: Olweus-based training program decreases symptom of defiance disorder first high school students in the post-test in Isfahan city

Table 2 : Multi-way analysis of covariance effects of group membership on the conflict lovemaking disorder coping scores between the two groups

Source changes	Sum of squares	Degrees of freedom	mean squares	F coefficient	Significant	Effect	Statistical power
Age	044.0	1	004.0	002.0	967.0	00.0	050.0
Age of father	406.0	1	406.0	200.0	660.0	011.0	071.0
Fathers education	247.0	1	247.0	122.0	731.0	007.0	063.0
Age of mother	870.4	1	870.4	399.2	139.0	118.0	311.0
Mother education	704.0	1	704.0	347.0	563.0	019.0	086.0
Number of family members	307.2	1	307.2	137.1	300.0	059.0	173.0
Birth order	692.0	1	692.0	341.0	567.0	019.0	086.0
Pretest	051.38	1	051.38	748.18	001.0**	510.0	933.0
Group membership	592.89	1	592.89	131.50	001.0**	736.0	1

As shown in Table 2, only about 51 percent of bullying pre-test with bullying post-test scores was significant ($p < 0.01$). After excluding the impact of these variables and other control variables, according to the coefficient F is calculated, it is observed that

the adjusted mean scores of the participants in the group's membership deal disregard for the post-test were significantly different ($p < 0.1$). The fifth hypothesis is confirmed. Thus, according to the adjusted average of the two groups, we can say Olweus-based training decrease oppositional defiant disorder in post-test scores. The amount of influence in the post was 73.5 percent. Statistical power 100% indicates adequate and sample size and statistical power of this test is very high.

Discussion and conclusion:

The results in Table 1 indicate that this hypothesis is confirmed and multivariate analysis of variance show Olweus-based training had a significant effect on decrease conduct disorder at bullying first year high school students in ($P < 0.05$). The results of this study is consistent with the results of research Limber (2011), HashemiNosratAbadi, Iqbali and Aliluo (2009), Kowalski, Limber (2007), Mertens (2010), Black, S. Jackson (2007), Kamijani and Maher (2007), Raymond (2009) as well as study Pourseyedi, Amiri and Mowlavi (2010). In explaining this hypothesis, it should be said that reducing bullying programs in addition to coercive behavior reduces symptoms of conduct disorder in children. Thus, the teenager with learning communication skills and gain social status as well as using role-playing techniques that are used in this manner how to socialize takes place with community groups, school and peers learning. In this method teen learns how destructive behavior, he will have adverse effects on the others. In addition, the consequences of their behavior be notified and will prevent a repetition of such behavior. Analyzing the second hypothesis could be stated that the results of testing this hypothesis are confirmed, therefore, Olweus-based training decrease oppositional defiant disorder had effects on post-test groups. The results of this study is consistent with the results of research Crozier, Colbert and Barker (2006), Limber (2011) suggest Olweus-based training program to prevent bullying and antisocial behavior in students Steki, Amiri and Mowlavi (2011), Yousefi and Erfani and Kheirabadi and Ghane (2000) and research Tabaeian (2007). In support of this hypothesis can be said to teach students how to communicate and learn how to self-expression and understanding of the mindset of people towards bullying behaviors learned social skills and the furnace going and rude behavior, and violating the rules will not do.

Research Suggestions

1. The proposed training programs to reduce bullying by a trained person, if the researcher bias in teaching the subjects to be removed.
2. It is recommended to reduce bullying training program on different educational levels and at a distance longer be carried out and the results of this study compare the products.
3. The recommended amount of bullying behavior on the society in terms of social and economic development is also examined.
4. Due to the lack of educational resources in the country regarding bullying prevention training offered this procedure is performed in different cities of the country and the results of this study compare the products.
5. It is suggested that the effectiveness of the training program implemented with long-term follow-up is measured.

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