

## Mental Rehabilitation of Juvenile Girl Detainees for Increasing Their Self-Esteem Through the Self Knowledge Sources

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**Objectives:** The main purpose of the present study is to consider the rate of impression in group mental rehabilitation based on the regulation of self recognition sources on augmentation of self-respect among 14- to 18-year old female prisoners.

**Method:** 30 female social seekers were randomly selected from the whole population, 15 of which were gathered in control group and the rest 15 within evidence group. First, GHQ papers (General Health Questionnaire) were distributed among the girls in order to evaluate their mental status. Pre- and Post-Cooper Smith self-respect tests were formulated both before and after interventions on experiment group. Interventions were accomplished during 9 sessions within three months by group consulting based on the configuration of self-recognition (collected by Younesi 2007). Considering the point that remedy plans are not utilized for the evidence group and they are evaluated by gathered marks achieved by the two tests to compare average discriminations.

**Results:** After applying remedy interventions, social seekers from experimental group manifested meaningful augmentation during the test of self-esteem invented by Cooper Smith compared with social help seekers from control group.

**Discussions:** The findings indicated that group mental rehabilitation would increase self-esteem in its four dimensions among the subjects. The findings showed that mental rehabilitation based on self knowledge resources is useful for improvement of juvenile detainee's self-esteem.

**Keywords:** mental rehabilitation, self-cognitive sources, self-esteem, female prisoners.

### Introduction

Children and teenagers are fundamental wealth of the society. The survival of community and its pertinent status are consistently influenced on children and teenagers ever more. The rates of interest among responsible agents of each country in regard with previous and future status of the society are evaluated by levels of consideration and adolescents plus the number of attempts they exert in order to offer a suitable and healthy life. In fact the happiness of a society is in direct relation with delightful and healthy life of children and teenagers (1).

In fact self-esteem is just limited to human beings and the reason for its presence is the genius, symbolization and power of thought within humans. It would mean that they believe in positive and negative values related to these characteristics. Whole the evaluation which kids apply within the self would form the status of self-esteem. Every

community, in which people feel satisfied and useful, will be sustained and stable in case of happening any difficulty, stress or threat. Such affairs would lead to the prevention or decrease of the crime which are the symbols of social, cultural and economic growth (2).

In the meantime, children and adolescents are concluded as vulnerable age groups exposed to various mental problems, many of which are caused by imbalanced strategies of using cognitive sources of self –ego and the absence of self-esteem (3).

In most cases, expressing mental disorders in individuals, not only diminishes the rate of social and personal compatibility among them, but it also threatens the mental security and health of the family or other security group in the society. This issue will lead to commission of the crime and the person would be under legal actions. The findings from various studies show that the rates of

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prevalence in mental disorders among organized samples out of criminals and prisoners are higher than other portions of the society (4). Burdkin reported in his civil research in 1993 respecting human rights among Australians suffering from psychological derangements that between 30 to 50 percent of our adolescents situated in educating and amendment centers are affected by the problems of mental health (5). Bache (2009) has studied on the relation of social feedback within self-esteem, anxiety and absent mindedness among people. These findings also show that high amounts of application for such feedback, will decrease the rates of self-esteem specially in corporal distance. It would also lead to the increase of anxiety and absent mindedness among people; since they simultaneously evaluate themselves weak according to other people's vision. They always feel super-anxiety in the crowd (6). Owart and colleagues (2003) have also been evaluating the efficiency of group constructed interventions based in cognitive and behavioral techniques on the decline of the post stroke disorder symptoms (PTSD) among young female social help seekers. The results showed that some meaningful declines were reported in post stroke disorders symptoms and other sort of derangements among social seekers in all groups (7). Yauger has studied the relationship between the process of social comparison and self-esteem together with depression rates among high school students. The results showed that social comparison would significantly increase depression and decrease self-esteem in social situation. Buckingham (2005) found that females always carry poor evaluation of themselves and their own abilities in the process of comparison between self and others. Final results of the research accomplished by Nezowieri (1989), Silverstone, and Sally (2003) indicate that the solution styles of profitable cognitive style behavioral remedies in order to cure the damaged self-esteem among students involving in behavioral disorders appear as a defendable factor (8). Letafati (2005) has studied on the effects of group cognitive behavioral amendments on augmentation of self-esteem within female students holding inner control origins. The results showed that cognitive behavioral amendments in group cased their self-esteem promotion (9). Deeb and Yardly (2007) studied on cognitive behavioral remedies to increase the amounts of self-esteem among youngsters suffering from mental diseases. The results showed that cognitive

behavioral remedies in augmentation of self-respect would cause the deduction of mental afflicted symptoms and the increase of social revenues among them (6).

Findings of present research are in accordance with following data achieved by appellants who have been reporting the influence of single cognition within the self among prisoners.

Khodayarifard and colleagues (2008) have studied on the effectiveness of cognitive behavioral interventions on psychological health among male prisoners. The results were in harmony with the studies arranged by friendship and colleagues (2003), Ireland (2004), Ewart, Catschel and Suwen (2003), Robinson (1995), Williams (2005), Fabiano, Robinson and Pourino (1990), Morphy and Bouer (1996), Zimble and Purporino (1998); (10).

Porporino and Robinson (2001) in revision of research background found that deductive and retreatment programs were the most effective sorts of cognitive behavioral therapies to social help seekers (11).

Friendship and colleagues (2003) have compared efficiencies of cognitive behavioral approaches in diminishing psychological symptoms and the rates of recommitment of crimes within the two groups of male help seekers holding more than two years of conviction. The results showed that if controlling other variables, the groups showed meaningful differences from the point of psychological status and the rates of further conviction (12).

### **Method**

Individuals were the total of 30 young female social seekers from training amendment center. At the beginning of this research, some of them were freed from conviction and others had three more months to support. Their educational status ranged from elementary school up to high school. Individuals were randomly situated in two groups of evidence and experiment, each including 15 girls. Before gathering interventions, general mental health questionnaires (GHQ) and Cooper Smith's self-esteem test containing 58 questions were applied to compare psychological status of the two groups. The scales have good reliability and validity in Iranian subjects {18, 19}.

The intervention performed on experimental groups within 3 months, during 9 weekly session. Self-remedy group program based on self-recognition sources is a plan drawn by Younesi (2007) acquiring from and Schoneman theories on ego and the

personality applying behavioral recognition techniques aiming to increase reinforcement balance and augmentation of different parts of their soul which finally leads to the increase of self-respect and self-belief. The above mentioned method for mental rehabilitation is based on two principals:

- 1- Identification of self knowledge sources including social comparison, with, self observations and social feedback arranged by individuals attending group mental therapy sessions, according to Schonemann's theory(13).
- 2- Helping participants to reach suitable balance in applying self knowledge sources.

Herewith, we discuss awareness as reconciliation duct of self and setting balance between different parts. This awareness could act as many original sources of positive and negative changes among people by self-arranged systems (14).

Such awareness based on the self observation in order to apply social comparison by perceiving two

upper and lower arms and social feedback plus the information resulting from comparison of these sources and clear effects together with accomplishment of experimental duties relying on self arrangement system would lead to acquisition of a balance among the sources of self- knowledge (15).

### Findings

Three persons stuck out of the sample for various reasons. Out of 27 pre-tested individuals, 6 were taken off the test after interventions because of limitations in conviction and 21 were left. The total scores of Cooper Smith experiments in pre- and post-testing levels were computed and the distinction values were compared with statistical tests of Coolmogoroph- Smironoph (19). The p-values of these three were calculated respectively as: 0.864-0.974 0.924 and distributing analysis of these marks are following normal value source.

**Table 1.** Outputs of F Test and Independent Samples T Test; The Scores of “Cooper Smith Test

| Statistical Tests                            |         | Sample Parameters |       |       | Levene Test for Equality of Variances |      | t-test for Equality of Means |    |       |                 | 95% Confidence Interval of the Difference |        |
|----------------------------------------------|---------|-------------------|-------|-------|---------------------------------------|------|------------------------------|----|-------|-----------------|-------------------------------------------|--------|
|                                              |         | Groups            | N     | Mean  | SD                                    | F    | Sig.                         | T  | Df    | Sig. (2-tailed) | Mean Difference                           | Lower  |
| Pre Test                                     | Case    | 14                | 23.21 | 7.287 | .092                                  | .764 | -1.735                       | 25 | 0.095 | -5.247          | -11.476                                   | .982   |
|                                              | Control | 13                | 28.46 | 8.422 |                                       |      |                              |    |       |                 |                                           |        |
| Post Test                                    | Case    | 11                | 37.09 | 7.148 | .217                                  | .647 | 2.955                        | 19 | .0080 | 9.391           | 2.740                                     | 16.042 |
|                                              | Control | 10                | 27.70 | 7.409 |                                       |      |                              |    |       |                 |                                           |        |
| the difference of Pre Test -Post Test scores | Case    | 11                | 13.00 | 5.762 | .361                                  | .555 | 5.371                        | 19 | .0000 | 14.200          | 8.667                                     | 19.733 |
|                                              | Control | 10                | 1.20  | 6.356 |                                       |      |                              |    |       |                 |                                           |        |

The Leven test shows that there is not any significant distinction regarding equality of variance between the groups. According to table (1), there is a significant difference between two groups.

( $P < 0.001$ ). Thus, the first hypothesis suggesting that the arrangement of source for self- knowledge among the subjects would increase their self-esteem" is quite confirmed.

**Table 2.** Outputs of F Test and Independent Samples T Test; The Scores of Family Dimension of “Cooper Smith Test

| 95% Confidence Interval of the Difference |        | t-test for Equality of Means |                 |    |        | Levene's Test for Equality of Variances |       | Sample Parameters |      |    | Statistical Tests |                       |
|-------------------------------------------|--------|------------------------------|-----------------|----|--------|-----------------------------------------|-------|-------------------|------|----|-------------------|-----------------------|
| Upper                                     | Lower  | Mean Difference              | Sig. (2-tailed) | Df | T      | Sig.                                    | F     | SD                | Mean | N  |                   |                       |
| .953                                      | -2.843 | -.945                        | .315            | 25 | -1.025 | .989                                    | .000  | 2.301             | 3.29 | 14 | Case              | Pre Test              |
|                                           |        |                              |                 |    |        |                                         |       | 2.488             | 4.23 | 13 | Control           |                       |
| 3.341                                     | -.505  | 1.418                        | .139            | 19 | 1.543  | .474                                    | .534  | 2.228             | 5.82 | 11 | Case              | Post Test             |
|                                           |        |                              |                 |    |        |                                         |       | 1.955             | 4.40 | 10 | Control           |                       |
| 4.287                                     | -.023  | 2.132                        | .052            | 25 | 2.037  | .123                                    | 2.544 | 3.074             | 1.29 | 11 | Case              | the difference of Pre |

The Leven test shows that there is not any significant distinction regarding equality of variance between the groups. According to table (2) the second hypothesis denoting that "the arrangement of

sources or self-recognition among the subjects would increase self-esteem in family level dimensions " is not confirmed.

**Table 3.** Outputs of F Test and Independent Samples T Test; The Scores of Educational Dimension of “Cooper Smith Test

| Statistical Tests |         | Sample Parameters |      |       | Levene Test for Equality of Variances |      | t-test for Equality of Means |    |                 |                 | 95% Confidence Interval of the Difference |       |
|-------------------|---------|-------------------|------|-------|---------------------------------------|------|------------------------------|----|-----------------|-----------------|-------------------------------------------|-------|
|                   |         | N                 | Mean | SD    | F                                     | Sig. | T                            | Df | Sig. (2-tailed) | Mean Difference | Lower                                     | Upper |
| Pre Test          | Case    | 14                | 4.29 | 1.858 | 3.629                                 | .068 | -.527                        | 25 | .603            | -.330           | -1.618                                    | .959  |
|                   | Control | 13                | 4.62 | 1.325 |                                       |      |                              |    |                 |                 |                                           |       |
| Post Test         | Case    | 11                | 6.18 | 1.079 | .565                                  | .461 | 3.641                        | 19 | .002            | 2.082           | .885                                      | 3.279 |
|                   | Control | 10                | 4.10 | 1.524 |                                       |      |                              |    |                 |                 |                                           |       |
| the difference    | Case    | 11                | .57  | 2.848 | .990                                  | .329 | 2.122                        | 25 | .044            | 2.033           | .060                                      | 4.006 |

The Leven test shows that there is not any significant distinction regarding equality of variance between the groups. According to table (3) Considering the results of distinction between two group is statistically meaningful ( $P < 0.044$ ). Thus the third hypothesis concluding that "arranging sources of self-recognition among the subjects leads to the increasing rates of self-esteem in educational dimensions according to Cooper Smith" is confirmed.

According to table (4) The Leven test shows that there is not any significant distinction regarding equality of variance between the groups. Considering the results of accomplished tests, the distinction is not statistically meaningful between both groups ( $P \geq 0.05$ ). So the fourth hypothesis suggesting that "fulfillment of psychological interventions in arranging sources of self-recognition among the subjects would increase levels of self-esteem in social dimensions according to Cooper Smith's test" is not confirmed.

**Table 4.** Outputs of F Test and Independent Samples T Test ; The Scores of Social Dimension of “Cooper Smith Test

| Statistical Tests                     |         | Sample Parameters |       |       | Levene Test for Equality of Variances |      | t-test for Equality of Means |    |      |                 | 95% Confidence Interval of the Difference |       |
|---------------------------------------|---------|-------------------|-------|-------|---------------------------------------|------|------------------------------|----|------|-----------------|-------------------------------------------|-------|
|                                       |         | Groups            | N     | Mean  | SD                                    | F    | Sig.                         | T  | df   | Sig. (2-tailed) | Mean Difference                           | Lower |
| Pre Test                              | Case    | 14                | 3.14  | 1.231 | 2.984                                 | .096 | -2.772                       | 25 | .010 | -1.626          | -2.835                                    | -.418 |
|                                       | Control | 13                | 4.77  | 1.787 |                                       |      |                              |    |      |                 |                                           |       |
| Post Test                             | Case    | 11                | 5.82  | 1.250 | 1.782                                 | .198 | 1.791                        | 19 | .089 | 1.218           | -.205                                     | 2.642 |
|                                       | Control | 10                | 4.60  | 1.838 |                                       |      |                              |    |      |                 |                                           |       |
| the difference of Pre Test –Post Test | Case    | 11                | 1.43  | 2.377 | .046                                  | .831 | 3.031                        | 25 | .006 | 2.659           | .852                                      | 4.466 |
|                                       | Control | 10                | -1.23 | 2.166 |                                       |      |                              |    |      |                 |                                           |       |

Consequently, it was found that all the interventions were effective in case of experiment group which would be the cause of confirmation for the first hypothesis. But the reason for rejecting the second, the third and fourth hypothesis by (t) independent is the lack of coordination between the two groups.

#### Discussion and conclusion

Findings of the present research show that group supervision leads to increased self-esteem among female social help seekers according to arrangements of self-cognitive sources. We conclude that the difference appeared in post-testing of experiment group by analogy of pre-testing and control group is eventually aroused from the independent variable of group supervision, based on the arrangement of self-cognitive sources.

The present research is followed by several theoretic and applied implications which equilibrium of different parts of self could lead to higher degree of mental health. Therefore, the more they keep this equilibrium within the selves, the closer they feel themselves at psychological well-being (3).

The approach deducted from Jung's theory establishes equilibrium between the forces and different parts of spirit and the self (16, 17) which would impel to the direction of solitary state of convergence of forces that finally lead to selfhood. This theory has harmony with Quran's view about health of human being (6). In fact, the minute we are being created from our origins, god invents our soul based on the equilibrium of forces and the balance between different parts. One of the numerous ways

of setting balance within self and its knowledge sources which could easily be accomplished during the youth and adolescence periods (between the age of 13 and 22) is the group psychotherapy based on the regulation of self-cognitive sources (15).

Recognition of self-genesis sources and its pertinent injured points among children, youngsters and adolescents could act as a guide for psychologists and advisor employ cognitive-behavioral procedures in order to cure the disorders and increasing the amounts of self-esteem and self-belief among them (20); since the pathologic effectiveness of most techniques are pledged with complete recognition of growth and developing construction of ego within the aspects of normalities and abnormalities.

According to the results suggesting that "psychological or specially mental rehabilitation interventions could diminish mental health problems and self-esteem interruptions among social help seekers" and based on the investigations revealing that "one of the reasons to commit the crimes and misdemeanor is the presence of some mental and psychological problems" (10); It is proposed to the authorities to allocate some cells for supervision and psychotherapies in order to improve the mental health status among prisoners and to serve and assist the criminals in the respect. It is also suggested that these interventions ought to be applied among young students in order to increase the amounts of self-esteem among them. It is recommended to apply the same procedures on young male prisoners.

Current studies suggest that the protection and the influence of advanced changes occurred during ental

rehabilitation would be in direct relation with the length of therapy and periods of communication arranged between the therapies and social help speakers. Finally, advanced possibilities should be

arranged and properly developed within the centers, considering supervisions and applied mental rehabilitation techniques in order to share the above mentioned services in the prisons.

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