

Abstract

The diploma thesis deals with the educational environment relating to the development of conduct disorders in adolescent girls. These are mainly the educational environments of family and school, in respect of their importance for the socialization of the individual.

The theoretical part first briefly characterizes the adolescent period in its bio-psychosocial aspects. Further it deals with the issue of conduct disorders, their classification, manifestation, but also the etiology or specifics of these problems in girls. In conclusion it offers insight into correlation between different characteristics of the educational environments and conduct disorders with a focus on the specifics in girls.

The empirical part of the work aims to map the possible relationship between conduct disorders in girls and educational environment by the form of ten detailed case studies of girls aged fourteen to sixteen placed in institutional facilities. Both qualitative and quantitative methods have been used for this research.

The diploma project contributes to understanding the psychological context of the problematic development of adolescent girls and brings new data into the wider monitoring project of educational environment in adolescents. In addition to the benefits of detailed case studies of girls that give insight into this issue, the results of the work particularly suggest possible risk characteristics of educational environments and unsafe modes of education used by parents and teachers.

Key words: educational environment, adolescence, conduct disorders in girls, significant adults, mode of education