

# Effectiveness of Computer Assisted Teaching Program on Social and Emotional Adjustment Among Adolescents

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## ABSTRACT

The process by which all living things maintain a balance between their own needs and those of their environment is described as adjustment in the behavioural domain. This quasi-experimental study was conducted to evaluate the effectiveness of computer assisted teaching program on level of social and emotional adjustment among adolescents in selected PU colleges at Mysuru, Karnataka. A quantitative evaluative approach was adopted, purposive sampling technique and non-randomized control group research design were used for this study. There were two research setting one for Experimental group that is from BGS Pre university college, Mysore and another for Control group from Cauvery Pre university college, Mysore. The data was collected by using social adjustment rating scale. Items are based on 4 domains, Reasoning & Decision making, social introversion, social sensitivity, social amenability and Emotional adjustment rating scale. Items are based on 4 domains, Self-emotional awareness, Emotional management, Managing emotions in others, Emotional intelligence. The results of this study revealed that there is significance difference between the mean pre-test and mean post-test level of social and emotional adjustment, it was found to be significant at 0.05 level of significance  $t=21.01$  and  $t=21.06$  respectively. The compared overall post-test mean of social and emotional adjustment in experimental group was found to be greater than the control group and obtained t value was (17.51) and (18.93) is  $*p<0.05$ . The correlation coefficient shows positive correlation between the variables in experimental and control group the value was  $r=+0.6688$  and  $r=+0.6390$   $*p<0.05$ . there was a significant association with age, gender, number of siblings, and previous exposure to any social and emotional adjustment program, in both experimental and control group. It shows that computer assisted teaching program is effective in improving social and emotional adjustment among adolescents.

**Keywords:** computer assisted teaching program, social and emotional adjustment, adolescents.

## INTRODUCTION

Adolescence is a time of rapid physical and mental growth that involves adjustments to neurocognitive, emotional, social, and academic performance. It is a period of transition for identity formation and parent-child connections. Many adolescents struggle to adjust to and cope with a variety of psychological obstacles, which can have an influence on their mental health. Adolescence is a critical time of life that requires special attention and development. This time of life is extremely sensitive since the adolescence lack decision-making abilities due to maturation. As a result, major changes will occur during this stage of life, it requires adjustment to changes in the family and peer group.

Adjustment is the process by which a living organism maintains a balance between the needs and the circumstances. There are two types of adjustment, psychological adjustment and physiological adjustment, the psychological adjustment process is a way in which the Individual attempts to deal with stress, tensions, conflicts, etc., and meet his or her needs. In this process, the individual also makes efforts to maintain harmonious relationship with the environment. The adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs<sup>3</sup>.

Adjustment is explained as the procedure in the behavioural domain by means of which all living creatures continue with a state of homeostasis between the demands of the surrounding and their own necessities. The procedure of adjustment begins when some kind of necessity is felt and ends when that necessity is fulfilled. for example, the process of adjustment can be when an individual is hungry, such a physical state is created where the individual searches for food in order to end this physical state. The 'adjustment as a process' theory portrays that, since the moment we are born, humans are in a

constant state of adjustment. Since we exist in a state of constant, oftentimes rapid change, it follows that we cannot break these changes down into separate, unrelated challenges<sup>4</sup>.

The term 'social emotional adjustment', covers the positive or negative interactions between the social and individual characteristics during the individual's interaction with the environment<sup>5</sup>. Social adjustment is defined as the degree to which an individual engages in competent social behaviour and adapts to the immediate social<sup>6</sup>. Emotional adjustment is the condition or process of personal acceptance of and adaptation to one's circumstances, which may require modification of attitudes and the expression of emotions that are appropriate to a given situation<sup>7</sup>.

Socio-emotional factors and personal characteristics such as sex and age will affect the overall adjustment of adolescents. As regards psychological adjustment, boys present more behavioural problems, whereas girls tend to experience more emotional symptoms. In terms of age, young people before puberty adjust more easily to internal and external changes than adolescent. The number of siblings seems to be another relevant but neglected factor regarding youth development<sup>9</sup>. Family environment continues to be of crucial importance throughout adolescence and young adulthood. The important role of psychological functioning for youngsters' daily lives and their further social adaptation, it is apparently relevant to study the effect of the family environment on the emotional adjustment of adolescents. During adolescence, wellbeing decreases and psychological problems increase<sup>1</sup>.

Frequent, intense and apparently unjustified emotional outbursts lead others to judge the individual as "Immature". Suppression of emotional expression results in moodiness which tends to make the individual rude, unco-operative and pre-occupied with self. A satisfactory state of personal and emotional

adjustment may be said to exist when an individual's physical and psychological needs can be satisfied by socially acceptable patterns of behaviour. Child's emotions exercise a potent influence upon his attitudes and behaviour. Unbridled emotional reactions may interfere seriously with young person's power to use the freedom of decision making and behaviour. Those students whose pattern satisfied with their life styles, whose urges and desires are met with satisfactions tends to enjoy life to the fullest and become emotionally adjusted. For example, some students adjust well to the college environment whereas others struggle with the Psychological adjustment measures with a wide variety of characteristics such as personality traits, self-efficacy, locus of control, motivation, self-acceptance, happiness, and well-being. A socially and emotionally well-adjusted accelerated adolescents is a student who demonstrates appropriate social and psychological responses to the particular situation. Social adjustment measures to include a wide variety of characteristics such as social self-concept, social maturity, peer acceptance, friendships, engagement in organizations, and family relations. Accordingly, the social skills, participation in extracurricular activities, leadership positions held, self-concept scores, risk taking, independence, and creativity of the adolescents help to identify their adjustment pattern in the life<sup>12</sup>.

Pre university College is one the most important foundation pillars on which the adolescent's personality develops. Adolescents learn in various abilities like, learning process and work, social communications, handling emotion, and the management of day-to-day interactions at home and college. In reality, the growing students are dependent on the immediate environment i.e., the house and the college to meet his/her growth needs. The concern, therefore "extends to how the college

facilities can be enhanced and improved to meet the growth needs of the adolescents. Several studies have been reported in the area of social, educational, health and emotional adjustment of college adolescents of both genders. Some studies try to relate adjustment with variables like intelligence, achievement, age, sex, socio-economic status, needs, anxiety, suicidal ideation and security. This study is focused on the capability of the adolescent to adjust in the society emotionally and socially<sup>13</sup>.

Leisure activities tends to a person to protect himself from a stress full environment. It contributes to adjustment in the event of an unwanted changes in our life's by strengthening one's self perception and life value<sup>14</sup>. One of the aspects that play has pertinent role in promoting adolescent healthy socio-emotional development. It reflects an individual's well-being in emotions, personality, relationships with other people and within the social contexts (Bronstein, et al, 1993). In studying developmental psychology, the emotion domain should not be viewed as interdependent from the social domain. Putting these two domains together, socialization is achieved through communication which is loaded with emotions. Being a socio emotional competent individual was found to engage fewer in defiant activities, antisocial and misconduct behaviour (Jewell & Stark, 2003). Hence, it is deemed necessary to focus on healthy growth and development of adolescents to produce socially and emotionally well-adjusted young generation. As socio emotional maladjustments have been notoriously hard to treat, there is a growing attention on prevention and early intervention<sup>1</sup>.

Adolescence is the phase of life between childhood and adulthood, from ages 10 to 19. Adolescent experience rapid physical, cognitive and psychosocial growth. There are more adolescents in the world than ever before about 1.2 billion, totalling one sixth of

the global population. Adolescence is a unique and formative time. Physical, emotional and social changes, including exposure to poverty, abuse, or violence, can make adolescents vulnerable to adjustment problems. Protecting adolescents from adversity, promoting socio-emotional learning and psychological well-being, and ensuring access to mental health care are critical for their health and well-being during adolescence and adulthood<sup>15</sup>.

In this rapid changing world adjustment is a persistent feature of human personality. Unless a person is not able to adjust himself to the environment, he/she cannot develop his/her wholesome personality. Adjustment is a process by which an individual learns certain ways of behaviour to cope with the situation which he/she attains through harmony with his/her environment. After completing secondary school many students join colleges<sup>16</sup>. According to WHO globally, it is estimated that 1 in 7 (14%) 10-19year olds experience maladjustment, yet these remain largely unrecognized and untreated<sup>15</sup>. Emotional adjustment is an important aspect of mental health and disregarding or not developing this would result in mental disorders like anxiety disorders are the most prevalent in this age group and are more common among older than among younger adolescents. It is estimated that 3.6% of 10–14-year-olds and 4.6% of 15–19-year-olds experience an anxiety disorder. Depression is estimated to occur among 1.1% of adolescents aged 10-14 years, and 2.8% of 15-19-year-olds. Lack of social adjustment in the adolescents leads to many psychological disorders like Behavioural disorders are more common among younger adolescents than older adolescents. Attention deficit hyperactivity disorder (ADHD), characterized by difficulty paying attention, excessive activity and acting without regard to consequences, occurs among 3.1% of 10-14year-olds and 2.4% of 15-19year-olds.

Conduct disorder occurs among 3.6% of 10-14year-olds and 2.4% of 15-19year-olds. Behavioural disorders can affect adolescents' education and conduct disorder may result in criminal behaviour<sup>15</sup>.

Social adjustment requires the development of social activities and virtues in an individual. It also requires that one should be social enough to live in harmony with one's social beings and feel responsibility and obligation towards one's fellow humans, society and country (Anbalagan, 2017)<sup>17</sup>. It has also been recognized that social adjustment is influenced by psychological factors, among them self-esteem, social self-efficacy and anxiety. Studies on self-esteem and social adjustment have shown that the way in which individuals perceive themselves influences on their academic and emotional adjustment<sup>6</sup>. Society reaction towards adolescents is changing time by time, some they treated as child some time society expect them as an adult, which makes difficulties to the adolescents to adjustment with society<sup>18</sup>.

The transition to college can be a stressful experience for students. College is an exciting time of life one filled with many profound transitions in preparation of an exciting and fulfilling future. They have to adjust with their own changes in personality on one side and the changing social as well as emotional environment on the other side<sup>10(9)</sup>. In recent years there has been growing interest in adolescent's transition to college and the development of socio-emotional challenges that accompany the transition, only half of the entering college students manage to finish their degree in a specified period and the remaining half dropout at some stage. United States Department of Education, (2001) in a study concluded that college students are at risk for failure to graduate. Belch, Gebel and Mass (2001) also noticed that academic performance of the adolescents is more compared to the adolescents who are lacking in the social and emotional adjustment<sup>10</sup>.

Adolescent adjustment ability has been largely neglected area in India. Adolescents face many adjustments in colleges. From year to year, there are changes in teachers, class rooms, colleges, class rules, procedures, performance and expectations, difficulty of the work and peers. Adjustment is not only connected academic progress but also their attitudes towards school, anxieties, loneliness, social support and academic motivation. Adjustment with other students is helpful to establish adjustment with other elements of environment. A person has to adjust in every walk of life<sup>19</sup>.

A study was conducted by Showkeen Bilal Ahmad Gul to examine the impact of socio-emotional adjustment on academic achievement of adolescent girls of Jammu and Kashmir. The mean value of academic achievement was 55.94 where as their socio-emotional adjustment is 80.37 respectively. The value of correlation turned out to be 0.625 The difference between the mean scores of rural and urban adolescent girls is (70.45) and (102.06) respectively. the study shows that there is a positive and significant correlation between socio-emotional adjustment of adolescent girls. There was a significant difference between rural and urban adolescent girls with their socio-emotional adjustment<sup>1</sup>.

Every individual as his/her own feelings, but in college students these demands are stronger than other individuals. Many studies have shown that recreational activities, play activities, group activities etc. will help to improve the social and emotional adjustment among the adolescents. In order to improve the social and emotional adjustment, the present study is carried out to assess effectiveness of computer assisted teaching program in conjunction with common group activities on social and emotional adjustment among the adolescents.

## MATERIALS AND METHODS

**Research Approach:** Quantitative evaluative approach.

**Research design:** Quasi experimental randomized control group design.

**Research setting:** There were two research setting one for Experimental group that is from BGS Pre university college, Mysore and another for Control group from Cauvery Pre university college, Mysore.

**Sampling technique:** Purposive sampling technique.

**Sample size:** The total sample size was 60 samples. 30 in Experimental group and 30 in Control group.

**Description of the tool:** Section 1: Demographic data.

**Section 2:** Social adjustment rating scale. Items are based on 4 domains, Reasoning & Decision making, social introversion, social sensitivity, social amenability

**Section 3:** Emotional adjustment rating scale. Items are based on 4 domains, Self-emotional awareness, Emotional management, Managing emotions in others, Emotional intelligence.

**Data collection method:** The social and emotional adjustment rating scale was used to collect the data.

**Plan for data analysis:** Descriptive and inferential statistics were used to analyze the data.

## STATISTICAL METHODS

The data obtained from the subjects were tabulated and analyzed in terms of the objectives of the study using descriptive and inferential statistics. The results showed that the mean pre-test and mean post-test level of social and emotional adjustment, it was found to be

significant at 0.05 level of significance  $t=21.01$  and  $t=21.06$  respectively. The compared overall post-test mean of social and emotional adjustment in experimental group was found to be greater than the control group

and obtained t value was (17.51) and (18.93) is  $*p < 0.05$ . The correlation coefficient shows positive correlation between the variables in experimental and control group the value was  $r = +0.6688$  and  $r = +0.6390$   $*p < 0.05$ . The findings show there was no significant association between level of social and emotional adjustment of adolescents with

selected demographic variables such as education, father's educational qualification, mother's educational qualification, family monthly income, type of family, and there was a significant association with age, gender, number of siblings, and previous exposure to any social and emotional adjustment program, in both experimental and control group.

**Table 1: Overall mean, standard deviation and paired t value of pre-test and post-test on level of social adjustment in experimental group and control group.**

SI. No	Social adjustment domains	Experimental group				Paired 't' test	Control group				Paired 't' test
		Pre test		Post test			Pre test		Post test		
		Mean	SD	Mean	SD	Mean	SD	Mean	SD		
1	Reasoning & Decision making	8.33	1.37	12.30	1.09	11.66*	8.63	1.54	8.70	1.58	1.29 <sup>NS</sup>
2	Social introversion	8.67	1.90	13.37	0.93	12.07*	8.43	1.48	8.47	1.50	0.91 <sup>NS</sup>
3	Social sensitivity	8.33	1.65	12.80	1.24	12.36*	8.00	1.84	8.23	1.74	1.86 <sup>NS</sup>
4	Social amenability	7.80	1.86	12.70	1.47	10.79*	7.67	1.88	7.73	1.87	1.29 <sup>NS</sup>
	Combined	33.13	4.34	51.17	2.89	21.01*	32.73	4.95	33.13	4.85	1.92 <sup>NS</sup>

\*Significant at 5% level,  $t(0.05, 29 \text{ df}) = 2.045$

Table 1 In experimental group calculated 't' value 21.01 is greater than table value ( $t_{(29)} = 2.045$ ). This shows that computer assisted teaching program was effective in improving

the level of social adjustment in adolescents and in control group the calculated 't' value 1.92 is lesser than table value ( $t_{(29)} = 2.045$ )

**Table 2: Overall mean, standard deviation and paired t value of pre-test and post-test on level of emotional adjustment in experimental group and control group.**

SI. No	Emotional adjustment domains	Experimental group				Paired 't' test	Control group				Paired 't' test
		Pre test		Post test			Pre test		Post test		
		Mean	SD	Mean	SD	Mean	SD	Mean	SD		
1	Self-emotional awareness	8.13	1.85	12.37	1.33	10.80*	6.23	2.03	8.30	2.07	1.29 <sup>NS</sup>
2	Emotional management	7.77	1.04	12.57	1.04	19.05*	7.73	1.57	7.77	1.52	0.64 <sup>NS</sup>
3	Managing emotions in others	7.97	1.47	12.30	1.44	11.15*	8.27	1.39	8.33	1.37	1.29 <sup>NS</sup>
4	Emotional intelligence	8.57	2.03	12.93	1.28	11.15*	8.30	2.23	8.43	2.11	1.70 <sup>NS</sup>
	Combined	32.43	4.02	50.17	2.97	21.06*	32.53	4.00	32.83	4.01	1.83 <sup>NS</sup>

\*Significant at 5% level,  $t(0.05, 29 \text{ df}) = 2.045$

Table 1 In experimental group calculated 't' value 21.06 is greater than table value ( $t_{(29)} = 2.045$ ). This shows that computer assisted teaching program was effective in improving

the level of emotional adjustment in adolescents and in control group the calculated 't' value 1.83 is lesser than table value ( $t_{(29)} = 2.045$ ).

**Table 3: Overall mean, standard deviation (SD) and mean difference, unpaired "t" value between post-test level of social adjustment of adolescents in experimental group with control group.**

Group	Aspects	Level of social adjustment			Significant difference of level of social adjustment		Unpaired t-test
		Mean	Mean df	SD	df	Unpaired 't' value	
Experimental Group	Post test	51.17	18.04	2.89	58	17.51*	1.96
Control Group	Post test	33.13	0.4	4.85			

\*Significant at 5% level,  $t(0.05, 58 \text{ df}) = 1.96$

The calculated t value 17.51 is greater than the table value( $t_{(58)}= 1.96$ ). This shows that, there is significant difference on level of social adjustment in experimental group.

Experimental group who has undertaken the intervention have significantly have improved level of social adjustment as compare to control group who had not subjected to any intervention.

**Table 4: Overall mean, standard deviation (SD) and mean difference, unpaired “t” value between post-test level of emotional adjustment of adolescents in experimental group with control group.**

Group	Aspects	Level of emotional adjustment			Significant difference of level of emotional adjustment		Unpaired t-test Table value
		Mean	Mean df	SD	df	Unpaired ‘t’ value	
Experimental Group	Post test	50.17	17.74	2.97	58	18.93*	1.96
Control Group	Post test	32.83	0.3	4.01			

\*Significant at 5% level,

t (0.05,58 df) = 1.96

The calculated t value 18.93 is greater than the table value( $t(58)=1.96$ ). This shows that, there is significant difference on level of emotional adjustment in experimental group. Experimental group who has undertaken the intervention have significantly have improved level of emotional adjustment as compare to control group who had not subjected to any intervention.

## DISCUSSION

The pre-test level of social and emotional adjustment in experimental group 20(66.7%) were adequately adjustable, 10(33.3%) were slightly adjustable and none of them were highly adjustable on level of social adjustment and 19(63.3%) were adequately adjustable, 11(36.7%) were slightly adjustable and none of them were highly adjustable on level of emotional adjustment. The overall mean of pre-test level of social adjustment was 33.13 with  $SD=4.34$ , and overall mean of pre-test level of emotional adjustment was 32.43 with  $SD=4.02$ . While in control group 19(63.3%) were adequately adjustable and 11(36.7%) were slightly adjustable and none of them were highly adjustable on level of social adjustment and 20(66.7%) were adequately adjustable and 10(33.3%) were slightly adjustable and none of them were highly adjustable on level of emotional adjustment. The overall mean pre-test level of

social adjustment was 32.73 with  $SD=4.95$  and the overall mean of pre-test level of emotional adjustment was 32.53 with  $SD=4.00$ . The mean post-test level of social adjustment in experimental group (51.17) was greater than the mean pre-test level of social adjustment (33.13). The paired ‘t’ test showed that there was significant improvement in the level of social adjustment of the samples that is  $t=21.01$  at  $*p<0.05$ . The mean difference (18.04) between pre-test and post-test level of social adjustment of adolescents in experimental group was found to be significant. The overall mean of post-test of emotional adjustment in experimental group (50.17) was greater than the mean pre-test level of emotional adjustment (32.43). The paired ‘t’ test showed that there was significant improvement in the level of emotional adjustment of the samples that is  $t=21.06$  at  $*p<0.05$ . The mean difference (17.74) between pre-test and post-test level of emotional adjustment of adolescents in experimental group was found to be significant. Hence,  $H_1$  was accepted and null hypothesis ( $H_{01}$ ) was rejected suggesting that CATP was effective in increasing the level of social and emotional adjustment in adolescents. The overall pre-test mean was (32.73) and overall post-test mean was (33.13), in the control group, the paired ‘t’ test compared between pre-test and post-test

level of social adjustment of samples was statistically non-significant that is  $t=1.92$  at 0.05 level of significance. Emotional adjustment overall pre-test mean was (32.53) and overall post-test mean was (32.83), in the control group, the paired 't' test compared between pre-test and post-test level of emotional adjustment of samples was statistically non-significant that is  $t=1.83$  at 0.05 level of significance. Hence,  $H_2$  is rejected and accepted null hypothesis. The calculated correlation coefficient value  $r=+0.6688$  shows the positive correlation between two variables is significant at 0.05 level of significance in the experimental group. Hence the  $H_3$  was accepted, and the calculated correlation coefficient value  $r=+0.6390$  shows the positive correlation between two variables is significant at 0.05 level of significance in the control group. Hence the  $H_4$  was accepted. When compared the post-test level of social adjustment from both experimental and control group showed that obtained mean value in experimental group (51.17) was higher than the post-test value in control group (33.13). The mean difference value of experimental group (18.04) is greater than control group (0.4), and obtained 't' value (17.51). The obtained 't' value is highly significant at  $p<0.05$  level. The post-test level of emotional adjustment from both experimental and control group showed that obtained mean value in experimental group (50.17) was higher than the post-test value in control group (32.83). The mean difference value of experimental group (17.74) is greater than control group (0.4) and obtained 't' value (18.93). Since the obtained 't' value is highly significant at  $p<0.05$  level. Hence the  $H_5$  is accepted and null hypothesis  $H_{05}$  was rejected. This shows that there is a significant improvement in the level of social and emotional adjustment of adolescents in experimental group compared to control group. This indicated that administration of CATP was effective in

improving the level of social and emotional adjustment of adolescents.

The results show that there was no significant association between level of social and emotional adjustment of samples with selected demographic variables like education, father's educational qualification, mother's educational qualification, family monthly income, type of family in both experimental and control group, hence the null hypothesis was accepted. The results also shows that there was significant association between the social and emotional adjustment with selected demographic variables such as age, gender, number of siblings and previous exposure to any social and emotional adjustment program in both experimental and control group, hence the research hypothesis  $H_6$  was accepted.

## CONCLUSION

From the findings of the present study, it can be concluded that computer assisted teaching program was effective to increase the level of social and emotional adjustment of the adolescents studying in pre university college and there is a positive correlation between the dependent, and study reveals that there is a need of social and emotional adjustment CATP among the adolescent's students.

### *Declaration by Authors*

**Ethical Approval:** Approved

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