

ICT based information service

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Abstract

The present study was conducted to study the adjustment of adolescent ICT users. A sample of 100 adolescent ICT users (50 boys and 50 girls) was drawn purposively. Standardized tool i.e. Adjustment Inventory for school students (AISS) A.K.P Sinha and R.P Singh was used to collect the data. Data was analyzed using t ratio and correlation. The major findings revealed that there is no significant difference among the two groups (boys and girls). So the adjustment and its aspect for boys and girls are not influenced by their ICT surfing. Also lack of emotional adjustment shows better social adjustment in boys and girls both and vice-versa. But emotionally well-adjusted adolescent boys & girls are also educationally well-adjusted and vice versa and socially well-adjusted adolescent boys and girls show well educational adjustment and vice-versa. So overall sex is not the factor effecting adjustment of adolescent ICT users, but all the three aspects of adjustment are correlated in boys & girls both.

Keywords: adjustment, internet, adolescents

Introduction

Adolescents are defining the usage pattern of ICT. Adolescents use the ICT for several purposes including social interaction more often than their adult counterparts. With the advent of ICT several activities have been transformed from the regular routine to the virtual world. The importance of 'e-mail, e-book, e-friends, e-games, etc., has transformed the manner in which activities were conducted in the Pre-ICT and the Post-ICT era.

It is a crucial and indispensable technology of daily life since it is an information and communication web that enables people to attain information and to communicate. ICT becomes a new and a colourful playground as well as an environment to communicate and attain information for adolescents, it mostly serves as a tool for communicating with others and attaining information. Maintaining an adequate updated virtual personality has become an emerging trait in the new world.

The adjustment amongst adolescent ICT users is especially notable and it purely depends on activities that he/she is expected to perform the virtual platform. The time & pattern of usage plays a very critical role and determines how comfortable is the adolescent with respect to the ICT applications and further leads to the approach adopted by the adolescent.

Adjustment

The term adjustment usually implies a smooth relationship between the individual and the environment. In this sense the adjusted individual interacts in a harmonious way with the world in the which, he or she lives. Adjustment means reaction to the demands and pressures of social environment impose upon the individual.

According to C. V. Good (1959), "Adjustment's the process of finding an adopting mode of behavior suitable to environment or to the changes in the environment".

Psychologists have interrupted adjustment from two important points of view:

1. **As an achievement:** it emphasize the quality or efficiency of adjustment.
2. **As a progress:** lay emphasis on the process by which an individual adjusts in his external environment.

The various areas of adjustment are educational, social and emotional adjustment. An individual student must adjust educationally, socially and emotionally for the harmonious development of personality.

Meaning of Adolescence

The word adolescence comes from a Greek word 'adolescere' which means 'to grow to maturity'. Adolescence is normally a period between 13 and 19 or 20 years of age. Therefore, adolescence is also regarded as a period of teenagers. It may be noted that the start of adolescence may differ in various climates. It starts late in cold winter and in tropical regions earlier.

1. **Jean Piaget:** "The age of great ideals and the beginning of theories as well as the time of simple adaptation to reality".
2. **Stanley Hall:** has regarded adolescence as a "period of great stress and strain, storm and strife".

Observed effects of ICT

As adolescent uses ICT grew exponentially in the last decade, with it emerged a number of correspondent expectations.

i) Positive Effects of ICT through Internet

Indians are generally sociable, and prefer face to face communication. Physical presence and visual cues play as an integral role in establishing relationships. Because of the anonymous nature of the Internet, many experience difficulties in making friendships, rather than using it as an alternative to offline friendships. Thus, they do not make close connections online that they do in the offline environments. In regards to these perspectives, it is relatively easier for the adolescents to be flexible with their online connections.

Some studies revealed that children's use of internet has some positive effects such as

- Access to information
- Communication
- Support to education and
- Individual development

ii) Negative Effects of ICT through Internet

ICT use may result in some negative factors also amongst the prominent two factors we observe are:

1. There is a displacement of social activities where the individual ends up spending so much time online that he or she is unable to participate in face to face social activities.
2. The displacement of strong ties. Lack of strong ties can result in loneliness and feelings of isolation (Cohen & Willis, 1985; Krackhardt, 1994; Sapolsky, 1998). That is, the quality of online relationships is of a lower quality than face to face relationships. When one engages in a large number of online relationships, they may take the place of stronger face-to-face ones (Moody, 2001). Thus, the use of ICT isolates

individuals from the real world and deprives them of the sense of belonging and connection with real world. Kraut et al. claims that online weak ties were of poorer quality compared to the types of relationships and strong ties already established offline (Whitty & McLaughlin, 2007).

iii) Location of ICT use

Entire usage pattern of ICT is skewed in favour of home. Nearly 62% of the adolescent users access ICT from home followed by 18% which accessed ICT from internet/cyber café. 11% of the adolescents were observed to be using their education institution for surfing ICT while remaining 9% accessed ICT through other places like offices etc.,

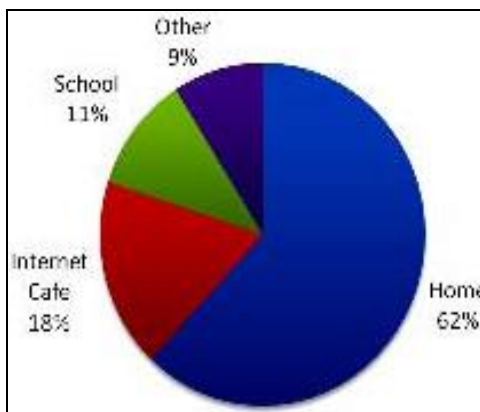


Fig 1: Places where adolescents use Internet.

Impact of ICT usage on the adolescents:

- Substitution of real relationship with cyber relationship
- Improvement in academic achievement for children with behavioral problem
- Distraction from homework & diminishing social ties has a negative effect on academic achievements

- Emotional Adjustment
- Social Adjustment
- Educational Adjustment

Adjustment Inventory for School Students (AISS)

The adjustment inventory tool by A.K.P. Sinha and R.P. Singh is used that seeks to segregate well-adjusted secondary school students (adolescents) from poorly adjusted students in the three areas of adjustment namely:-

Hypothesis

- There is no difference between adjustments of male female ICT users.
- There is no difference between emotional adjustments of adolescent male female ICT users.
- There is no difference between social adjustments of adolescent male female ICT users.

Analysis and interpretation of data

Table 1: Calculation of t-value for the adjustment of boys and girls

Gender	Mean	S. d	N	Std. Error mean	Df	T-value	Significance
Total Boys	30.26	4.79	50	1.004	49	1.134	T-value is non- significant at both the level of significance i.e.0.05level and 0.01 level
Total girls	29.12	4.98	50				

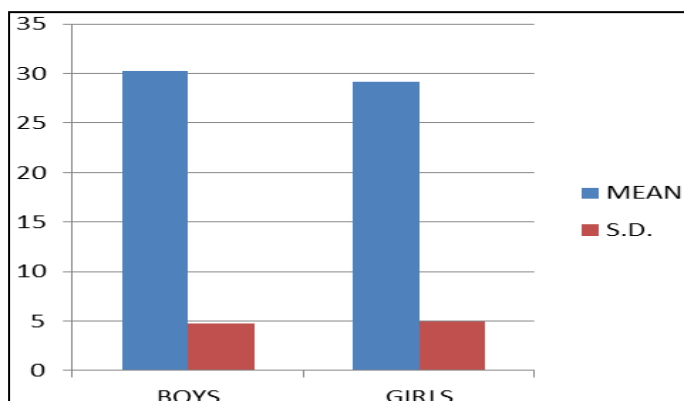


Fig 2

From table 1, it is evident that the 't' value is 1.134 which is non-significant at 0.05 level that is 1.98 and at .01 level that is 2.63. It indicates that mean scores of adjustment of boys

and girls do not differ, significantly. Thus, NULL hypothesis that there is no difference between mean scores of boys and girls, is accepted.

Table 2: Calculation for 't' value for emotional adjustment of boys and girls

Gender	Mean	S. d	N	Std error mean	Df	T-value	Significance
Emotional boys	10.80	2.49	50	.581	49	0.722	T-value is non- significant at both the level of significance i.e.0.05level and 0.01level
Emotional girls	10.38	2.98	50				

From table 2, it is evident that the 't' value is 0.722 which is non-significant at 0.05 level that is 1.98 and at .01 level that is 2.63. It indicates that mean scores of emotional adjustment of

boys and girls do not differ, significantly. Thus, NULL hypothesis that there is no difference between mean scores of boys and girls, is accepted.

Table 3: Calculation of 't' value for social adjustment of boys and girls.

Gender	Mean	S. d	N	Std. Error mean	Df	T-value	Significance
Educational boys	9.90	2.77	50	.565	49	1.239	T-value is non- significant at both the level Of significance i.e.0.05level and 0.01level
Educational girls	9.20	2.44	50				

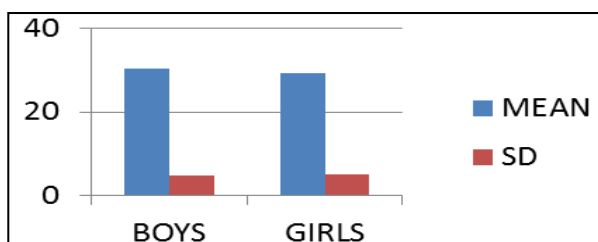


Fig 3

From table 3, it is evident that the 't' value is -.127 which is non-significant at 0.01 level that is 1.98 and at .05 level that is 2.63. It indicates that mean scores of adjustment of boys and girls do not differ. Thus, NULL hypothesis that there is no difference between mean scores of boys and girls. Hence, our hypothesis is accepted.

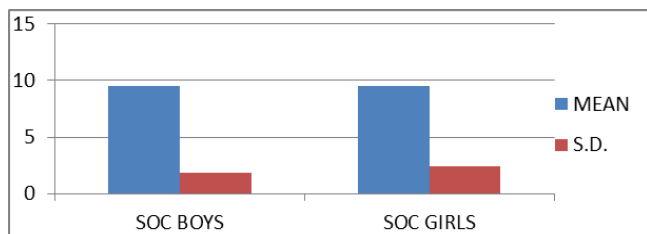


Fig 4

Findings and Suggestions

The results have been drawn keeping in mind the objectives formed for the study and by testing the hypothesis formulated thereafter. The major findings of the study are:

1. As per the first hypothesis of the present study there is no difference between adjustments of male female ICT users. After the analysis and interpretation of the data collected, the 't' value is not significant at both 0.05 and 0.01 level. Hence the hypothesis 1 is accepted.
2. The second hypothesis of the present study was that there is no difference between emotional adjustments of adolescent male female ICT users. It was observed that the t-value is not significant. Hence, our hypothesis is accepted.
3. The third hypothesis of the present study was that there is no difference between social adjustments of adolescent male female ICT users. It was observed that the t-value is not significant. Hence, our hypothesis is accepted.

Recommendations

Based on the current study some recommendations can be given to avoid the change in behavior of adolescent ICT users which are:

1. A proper check by the parent should be there on the children on what sites are they surfing.
 2. Time limit should be given to adolescents for the usage of internet.
 3. Parents can block the unwanted sites from the Internet settings option.
 4. Only education related work should be allowed to them to be surfed on internet.
- Thus in such manner we can avoid the adolescent increasing addiction to internet.

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