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Effectiveness of William's DISC Model on the Level of Educational Adjustment of Adolescents with Covid-19 Patient

Nasibeh Parvin¹ , Haidar Ali Zarei^{2*} , Somayyeh Taklavi³ 

1. Department of Psychology, Faculty of Human Sciences, Ardabil Branch, Islamic Azad University, Ardabil, Iran. Email: nasibehh.parvin@gmail.com
2. Corresponding Author, Department of Psychology, Faculty of Human Sciences, Khoy Branch, Islamic Azad University, Khoy, Iran. Email: alizarei@iaukhoy.ac.ir
3. Department of Psychology, Faculty of Human Sciences, Ardabil Branch, Islamic Azad University, Ardabil, Iran. Email: s.taklavi@iauardabil.ac.ir

Extended Abstract

Aim

The COVID-19 pandemic has significantly impacted individuals in virus-affected regions (Xiang et al., 2020). Adolescents, due to their developmental stage, are particularly susceptible to stress and may face more adjustment challenges (Qi et al., 2020). Pandemic-induced quarantines and travel restrictions have necessitated prolonged school closures worldwide, shifting education to remote and home-based formats (Branje & Morris, 2021). This shift has intensified concerns about the pandemic's impact on adolescents' educational adjustment (Mahapatra & Sharma, 2020). Understanding students' psychological aspects can enhance educational support. Maiya et al. (2021) found that adolescents' educational adjustment has declined during the pandemic. Approximately 15% of adolescents reported significant drops in academic progress, school participation, and increased academic burnout (Salmela-Aro et al., 2021). In the pandemic's risky context, identifying adolescents with low educational adjustment is crucial. Appropriate psychological and educational strategies can help preserve these individuals' mental health. This research aimed to design a behavioral assessment program based on William's DISC model and examine its effectiveness on the educational adjustment of adolescents with a family member diagnosed with COVID-19.

Methodology

This quasi-experimental research employed a pre-test-post-test design with a control group. The study population comprised adolescents aged 13 to 18 living in Naghadeh city who had a family member diagnosed with COVID-19 in 2021. Forty individuals were selected using available sampling and randomly assigned to two groups (20 experimental, 20 control). Entry criteria included age 13 to 18, willingness to participate, literacy, and no distressing events (such as the death of first-degree relatives or any heartbreaking event other than facing the pandemic) in the past three months. Exit criteria included absence from more than two experimental intervention sessions and simultaneous participation in two research projects. To prevent virus spread, the experimental group underwent the DISC model online group intervention (Based on the model Marston, William Moulton, 2013) for 10 sessions of 90 minutes, while the control group received no treatment. The Adjustment Inventory for School Students (AISS) (Sinha & Singh, 1993) was used for data collection. Both groups completed the questionnaires at the intervention's beginning and end.

Findings

After eliminating the pre-test's impact on the dependent variables, the results indicated a significant difference between the adjusted mean scores of students with COVID-19 in the experimental and control groups ($P < 0.005$). The DISC model intervention significantly reduced the scores of social adjustment, emotional adjustment, and educational adjustment components ($P < 0.005$), with an effect

size ranging from 0.27 to 0.88. The DISC model intervention significantly improved the educational adjustment of adolescents with COVID-19.

Conclusion

The research demonstrated that the behavioral assessment program based on the DISC model effectively improved the educational adjustment level of adolescents with a family member diagnosed with COVID-19. To enhance the behavioral style of dominance (response to existing problems and challenges), social skills such as courage, responsibility, motivation, and hard work were utilized. These skills can help students better understand their world and others by boosting self-confidence, strengthening decision-making skills, and enabling them to reject illogical requests. Communication skills like empathy, self-expression, problem-solving, and strategies for anger and anxiety control were taught to enhance the behavioral style of influence (positive impact on others), helping them establish positive relationships with teachers and classmates, thereby fostering a conducive learning environment (Gursimsek et al., 2008). Overall, enhancing the behavioral style of stability through distress tolerance and resilience skills equips adolescents to manage life crises, view issues and problems realistically, accept them, and strive for solutions without negative reactions or causing turmoil in their lives and others. This approach indeed leads to an increase in their adjustment.

Keywords: Adolescents, COVID-19, Educational Adjustment, William Moulton Marston's DISC Model.

Ethical Considerations

This study was conducted following informed and voluntary consent to participate in the research, confidentiality of personal information, full explanations about the research purpose to the participants, and the option for free withdrawal from the research. Written consent was obtained. This study has been approved by the ethics committee of Islamic Azad University, Ardabil branch with the code IR.IAU.ARDABIL.REC.1400.057.

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Conflict of Interest

There is no conflict of interest in this article.

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