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The Role of Technology in Promoting Positive Behavior among Students in the First Three Grades from the Teachers' Point of View

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Abstract

The study aimed to demonstrate the role of technology in promoting positive behavior among students in the first three grades. The study relied on the correlative descriptive approach. The study community represented all teachers of the first three grades in Amman Governorate. The number of study members was 205. We prepared a scale on technology use and a scale on positive behavior to gather responses from the study members. The results of the study showed that the level of technology use in teaching students in the first three grades was average. It also showed that positive behavior among students in the first three grades was average. The results of the study also indicated the existence of a correlation between the use of technology and promoting positive behavior. According to the gender variable, there were statistically significant differences in the technology use scale and the positive behavior scale, with the differences favoring the male category.

Keywords: *Technology, Positive Behavior, First Three Grades, Teachers.*

Introduction

The use of technology in the educational process is an important and contemporary topic, and everyone has realized that the fate of a nation is linked to the creativity of its children and the extent to which they challenge the problems and demands of change. Education occupies a prominent position within the framework of societal transformation, and it is one of the pillars that the winds of change and renewal have included.

Technology is the result of human effort and thinking, utilizing experiences and skills in specific fields to produce and discover modern means to solve problems in the fastest time and with the least amount of effort. While many people mistakenly associate technology with computers, the reality of technology is broader, more general, and more comprehensive, as it is a developed and accelerating human effort that has begun to invade all areas of life, including the field of scientific research (Bond et al., 2020).

We can summarize the many characteristics and goals of technology as an independent science, each with its own origins, goals, and objective. It connects with all facets of human existence, striving to address issues and offer alternatives and solutions. s. It is also an applied science that aims to apply knowledge, enhance human self-confidence and ability to innovate, and engage in a systematic process that focuses on systems and their outputs. Technology is also characterized by its simplicity, its ability to transform complex matters into easy and smoother processes in a short period of time, and its homogeneity, which encompasses both public and private life (Nazaretsky et al., 2022).

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Educational technology is one of the educational sciences that has witnessed rapid growth and development in the modern era. While this science, in its current form as an introduction to education development, may have emerged as a relatively new field after World War II, its roots can be traced back to the distant past. Since man began teaching the young, he has been trying hard to develop, improve, and advance this education (Muhammad, 2020). Technology has an impact on the quality of education, and this constitutes a thorny and vital issue in the modern era, as the world is witnessing a revolutionary technological transformation in all fields, including the educational field, which has led to directing educational institutions towards using technology tools to improve the quality and efficiency of education, as technology contributes to changing the ways of accessing knowledge and providing education, as students can now access educational materials online and interact with them from anywhere and at any time, and through electronic educational platforms, and teachers can customize educational materials and provide customized and personalized educational experiences for each student according to their needs and educational level (Nazaretsky, et al., 2022).

One of the prominent outcomes of digitization in the educational field is technological education, which signifies a qualitative shift in the reception and communication of knowledge. By creating smart educational models that adapt to each student's needs and provide immediate and personalized feedback to support their learning and development, technology and its techniques can enhance the learning experience. Technology also provides the opportunity to use modern and innovative educational design methods, as designers can rely on the latest technologies to create interactive and engaging educational experiences for students by analyzing learning data (Bond et al., 2020).

Technology plays a crucial role in the development of educational curricula and academic calendars, utilizing data and analysis to identify the most effective educational methods and create innovative and effective educational content. It also contributes to achieving a deeper understanding of students and identifying areas that need additional support. With the development of technology, a major shift appears in the form and nature of education as educational communities move towards advanced and integrated digital educational environments that enhance students' interaction with educational content and deepen their understanding of academic subjects. Technology has become a driver of digital transformation in the educational field, as it opens new horizons for improving and developing the quality of education and providing advanced and comprehensive requirements (Morel & Spector, 2022).

Positive behavior is considered a component of the self and a developer of the environment and reality. A person's core is positivity, and without positivity, he becomes a barren individual, as it shapes the future and its achievements. Positivity and the future love each other, and neither can exist without the other. It can be said that positivity is the balanced and sound perception of various problems. It is the womb of the future that contains all the new achievements that can come to light (Gage et al., 2020). Society appreciates positive behavior. Positive behavior occupies an important position in psychology, as it is part of comprehensive moral education and is one of the basic goals of the student that scientists seek to develop and nurture. Positive behavior is defined as Shaqour (2014) believing that behavior may be positively acceptable or negatively unacceptable and that this acceptance or non-acceptance is due to the standards to which it is subject or to the value system decided by society.

The positive behavior traits appear in a positive person, such as self-confidence, optimism, keenness on independence, social empathy, the ability to endure and adapt, and a realistic

understanding of human individuals. Individuals with positive behavior also love calculated risk and manage the power of risk, avoid problems before they occur, look for appropriate opportunities for change, have outstanding achievements, and achieve results on a personal and social level (Gage et al., 2020). The individual with positive behavior feels an optimistic outlook on life, flexibility, transcendence, self-confidence, hope, and emotional stability, enjoys a spirit of cooperation, appreciates his personal, professional, and social needs, feels personal and social competence, is satisfied with others, and aspires to a better tomorrow (Al-Dulaan and Abu Bakr, 2023). Therefore, positive behavior occupies an important place in psychology, as it is part of comprehensive moral education and has a profound impact on the individual's psychological and social adaptation and character building. This requires educators to develop positive behavior, modify negative behavior, correct and follow it up, and help the individual overcome the behavioral problems he faces. Positive behavior also aims to instill a spirit of hope and optimism and make the desire to achieve a happy life possible by changing the individual's life positively with self-esteem that stands as a solid barrier against despair, goths, and pessimism (Al-Madhoun, 2016).

Positive behavior consists of the following dimensions (Al-Madhoun, 2016):

- **Altruism:** The individual's positive behavior is characterized by loving his brother as he loves himself, putting others before himself, treating people as he would like to be treated, and not being stingy in helping others, rescuing them and providing them with voluntary service, and removing what causes harm from them and being generous to others with what he has. This embodies the authentic Arab culture. - Ego strength: The individual's positive behavior is characterized by his ability to endure difficult situations, threats, perseverance, success, excellence, and decision-making in the face of the problems he faces. The individual feels energetic, hopeful, optimistic, emotionally balanced, and does not feel jealous. He has positive energy towards others. Ego strength embodies the nerve of positive psychological life.

- **Firmness:** The individual's positive behavior is characterized by his ability to express himself, take initiative, not hesitate, and make decisive decisions. He has leadership skills and the ability to protest negative behaviors. He usually expresses his feelings towards others frankly and solves his problems with others according to his convictions and is not afraid of those with influence and control.

- **Creativity:** The individual's behavior is characterized by his research work being original and modern. He presents hypotheses, questions, and solutions to problems. He has a horizon, imagination, insight, and contemplation. He has the ability to discover, innovate, and excel. He always presents arguments, evidence, and proofs in the topics he discusses with others. - Social: The individual's behavior is characterized by accepting others, engaging in constructive dialogue, establishing positive relationships, providing assistance to those in need, helping those in distress, participating in social and cultural activities, and tending to teamwork and establishing good relationships with others.

- **Academic:** The individual's behavior is characterized by being committed to lecture start times, being able to focus and pay attention during lecture explanations, following up on everything new in his field of specialization, feeling happy, organizing study times according to a prepared schedule, by participating in extracurricular activities, having high ambition in studying, and adhering to laws and regulations.

- **Empathy:** The individual's behavior towards others is characterized by empathy and love, and the individual senses what they need or lack, and feels pain when he sees someone ostracized by others, or poor or mistreated, and shares joys and sorrows with others, provides assistance to others, and is affected by their problems.
- **Psychological:** He is characterized by self-confidence and the ability to control his emotions when angry, and he behaves wisely and rationally with others, and expresses his feelings with positivity, hope, optimism and quality of life, and enjoys a sufficient degree of psychological health.

Statement of the Problem

Students are the seeds of the present and the fruits of the future that countries strive to protect in all ways and means. Childhood is one of the most important stages of a person's life, which is affected by the conditions and circumstances he goes through and is a reason for his growth, directing his abilities and talents, and forming his personality. Therefore, countries seek to provide recreational, service, and educational needs for children in a way that deeply affects them in their lives. Due to the development of technological means and smart electronic games, their use has become widespread among students in the first three grades for continuous hours. Accordingly, this use had to be exploited in an ideal way by educational and family authorities to develop students' skills and behaviors.

Al-Saeedat's study (2018) confirmed the insufficient use and application of technology in schools. Susan et al.'s study (2014) confirmed the need to establish a technological education system based on scientific expertise and to better establish primary school teachers to use modern technology tools through pre-service training programs.

Many studies have confirmed the effectiveness of positive behavior in reducing unwanted behaviors and improving behavior in general, such as: Foust (2020) and Rebecca (2019).

Accordingly, this study came to investigate its effect on the positive behavior of students in the first three grades, from the point of view of their teachers.

Questions of the Study

1. What is the degree of use of technology in teaching students in the first three grades from the point of view of teachers?
2. What is the level of positive behavior among students in the first three grades from the point of view of teachers?
3. Is there a statistically significant correlation at the significance level (0.05) between the application of technology and promoting positive behavior among students in the first three grades from the point of view of teachers?
4. Are there statistically significant differences at the significance level (0.05) in the responses of study individuals on the scale of the role of technology in promoting positive behavior attributed to the gender variable?

Study Objectives

The study aimed to achieve the following:

1. To show the degree of use of technology in teaching students in the first three grades

from the teachers' point of view.

2. To show the level of positive behavior among students in the first three grades from the teachers' point of view.
3. To show the extent of the existence of a statistically significant correlation at the significance level (0.05) between the application of technology and the promotion of positive behavior among students in the first three grades from the teachers' point of view.
4. To show the extent of the existence of statistically significant differences at the significance level (0.05) in the responses of study individuals on the scale of the role of technology in promoting positive behavior attributed to the gender variable.

Significance of the Study

The importance of the study lies in providing new information about the impact of technology on student behavior, which enhances academic understanding of its role in education. We also hope that the research will contribute to the development of educational theories that emphasize the integration of technology with positive behaviors, thereby enhancing existing theories and offering fresh perspectives. And to provide analyses on how the use of technology affects social and psychological behaviors among students, which contributes to building a strong knowledge base in this field.

It is hoped that the research will lead to the development of effective educational strategies that rely on technology to promote positive behavior, which will help teachers improve their performance. The research can also contribute to providing recommendations to schools and decision-makers on how to integrate technology into the curriculum to enhance the learning environment. It can also provide a basis for designing training programs for teachers on how to use technology effectively to promote positive behaviors in students. Additionally, they will aid in comprehending the ways in which technology can improve communication between the school and the family, thereby encouraging parents to play a more active role in shaping their children's positive behaviors.

Terminology of Study

Technology: Linguistically, it is an Arabized word that means technique, and consists of two parts, the first is techno, which means skill, methods and arts, and the second is Logia, which means pronunciation and dialogue. Technically, it means a set of means, mechanisms and systems to collect energy and achieve specific goals (Farida, 2020).

Technology procedurally: An organized application of knowledge and a way of thinking in using information, skills and human and non-human elements in a specific field to solve students' problems and increase their capabilities and program ideas, information and skills. It is measured in the current study by the degree the respondent obtains on the technology application scale.

Positive behavior technically: Socially acceptable behavior that is appreciated in society, and is represented in helping others, intervening to save a person's life and cooperating with others (Al-Saadi and Asaf, 2023).

Procedurally: Student behavior accepted by teachers, and is measured in this study by the total degree that teachers obtain on the scale of the role of technology in promoting positive behavior.

Limits and limitations of the study

Objective limits: It was represented by the role of technology in promoting positive behavior.

Time limits: Applied during the second semester of the academic year 2023-2024 AD.

Spatial limits: represented by the schools of the Directorate of Education in Amman Governorate.

Human limits: limited to teachers of the first three grades.

Method and Procedures

This section deals with a description of the method and procedures followed in this study, as it deals with: the curriculum used in the study, the study individuals and the method of their selection, the study tool (technology application scale, and the positive behavior scale), and methods of verifying their validity and stability, in addition to presenting the statistical processing methods used in data analysis.

Study Methodology

The study was based on the descriptive correlational approach, due to its suitability for the study objective, which seeks to demonstrate the role of technology in promoting positive behavior among students in the first three grades from the teachers' point of view.

Study Community

The study community consisted of all teachers of the first three grades in the schools of the Directorate of Education in Amman Governorate, and the size of the study sample was (205) male and female teachers who were selected by random sampling. The following is a description of the psychometric characteristics of the study individuals.

Gender	Repetitions	Percentage
Male	61	%29.8
Female	144	%70.2
Total	205	%100

Table 1: Psychometric characteristics of the study individuals

Study Tool

To achieve the study objectives, a scale was developed for the level of technology application by teachers in light of referring to theoretical literature and previous studies, such as Ahmed's study (2019), and the scale may have been in its initial form of (15) paragraphs. From the teachers' perspective, they also constructed a special scale for positive behavior among students in the first three grades, which initially consisted of 15 paragraphs.

We corrected the two scales using the five-point Likert scale on the following weights: always = 5, often = 4, sometimes = 3, rarely = 2, never = 1. To calculate the levels, the following equation was followed: The process involved subtracting the upper limit from the lower limit (5-4) and

dividing it by (3). Next, we added the value to the lowest value in the scale (1.33) to establish the upper limit for this category. As a result, the category's length varied from low (less than 2.33) to medium (2.34-3.66) to high (3.67-5.00).

Psychometric properties of the study tool

Apparent validity: The study scales were presented in their initial form to a group of arbitrators with scientific experience and specialization, to ensure the apparent validity of the study scales. They were asked to judge the quality of the content of the paragraphs and express their opinion on the linguistic formulation and its soundness and the extent to which the paragraph is appropriate for the scale to which it belongs, in addition to any other comments, whether by deletion or addition. The arbitrators' amendments and opinions were taken into account, which consisted of rephrasing some paragraphs. Accordingly, the tool in its final form consisted of (15) paragraphs for the technology application scale, and (15) paragraphs for the positive behavior scale.

Construct validity: Construct validity indicators were extracted by applying the tool to a survey sample of (50) male and female teachers from outside the study sample, to extract the correlation coefficient of the paragraph with the scale to which it belongs, and to measure its ability to measure the concepts to be measured. The following table shows this:

N		**N**		**N**	
Technology Use Scale					
1	0.647**	6	0.734**	11	0.782**
2	0.623**	7	0.732**	12	0.749**
3	0.679**	8	0.651**	13	0.709**
4	0.804**	9	0.786**	14	0.747**
5	0.765**	10	0.737**	15	0.523**
Positive Behaviour Scale					
1	0.549**	6	0.758**	11	0.718**
2	0.629**	7	0.711**	12	0.785**
3	0.731**	8	0.763**	13	0.465**
4	0.742**	9	0.756**	14	0.520**
5	0.752**	10	0.804**	15	0.621**

Table 2: Correlation coefficients of the technology application scale and the positive behavior scale

Table (2) shows that the correlation coefficients between the paragraphs and the technology application scale and the positive behavior scale were statistically significant at a significance level of (0.000), and ranged between (0.523-0.804) for the technology scale, and between (0.465-0.785) for the positive behavior scale. These values for both scales are educationally acceptable, and accordingly, all paragraphs in the scale were accepted.

Reliability of the study tool: The study scales were applied to a survey sample of (50) male and female teachers, to ensure the stability of the study scales by extracting the Cronbach's alpha internal consistency coefficient. The stability value of the technology application scale reached (0.929), and the stability value of the positive behavior scale reached (0.883). These values are considered highly rated and sufficient to achieve the study objectives and generalize its results.

Statistical Processing

Statistical processing was followed using the Statistical Package for Social Sciences (SPSS) and consisted of extracting the arithmetic means and standard deviations of the study individuals' responses to the items of the technology application scale and the positive behavior scale, as well as extracting the Pearson correlation coefficient, Cronbach's alpha, and applying the t-test for independent samples.

Results and Discussion

Results of the first question, which reads: "What is the degree of technology use in teaching students in the first three grades from the teachers' point of view?"

To answer this question, the arithmetic means and standard deviations of the study individuals' responses to the technology use scale were extracted, and Table (3) shows this:

N	Items	Mean	S.td	Rank	Level
1	Use technology to use because it helps save time and effort in delivering information.	2.93	1.27	15	Medium
2	Use technology in my lesson because it is an interesting method for students.	3.19	1.21	11	Medium
3	Use technology in education for ease of dealing with it.	3.40	1.16	4	Medium
4	Use the data show projector during the class.	3.24	1.19	10	Medium
5	Use the smart board during the class.	3.54	1.16	3	Medium
6	Use technology when needed.	3.28	1.12	8	Medium
7	Use technology because it provides diverse education that takes into account individual differences between students.	3.38	1.18	5	Medium
8	Use technology because it changes the pattern of the traditional method of teaching.	3.85	1.11	1	High
9	Use technology to suit students' preferences and level of knowledge.	3.17	1.14	13	Medium

10	Use technology for many lesson activities.	3.59	1.10	2	Medium
11	Use technology in school laboratories because it helps students conduct experiments easily.	3.18	1.11	12	Medium
12	Rely on technology to deliver information to students.	3.02	1.11	14	Medium
13	Use technology to confront its negative effects on students.	3.34	1.15	6	Medium
14	Use smartphones and mobile devices for presentations and educational films during the class.	3.27	1.07	7	Medium
15	Use interactive video within class lessons	3.25	1.19	9	Medium
Total		**3.31**	**0.82**	**Medium**	

Table 3: Arithmetic means and standard deviations of the items of the technology application scale

Table (3) shows that the level of technology use in teaching came with an arithmetic mean (3.31) at an average level, and the arithmetic means of the scale paragraphs ranged between (3.85-2.93) with high and medium scores, and paragraph (8), which stated "I use technology because it changes the traditional style of teaching," came with the highest arithmetic mean with a high score, and paragraph (1), which stated "I use technology because it helps save time and effort in conveying information." This result is attributed to teachers' awareness of the means provided by technology that work to attract students' attention, which raises their level of motivation to learn and their acceptance of school, in addition to the role of technology in developing and improving students' skills of critical thinking and problem solving, as it provides many and varied educational means, whether educational, visual, or auditory. This result differed from the study of Al-Saeedat (2018), which confirmed the insufficient use and application of technology in schools.

Results of the second question, which reads: "What is the level of positive behavior among students in the first three grades from the teachers' point of view?"

To answer this question, the arithmetic means and standard deviations of the study individuals' responses to the positive behavior scale were extracted, and Table (4) shows this:

N	Items	Mean	S.td	Rank	Level
1	Students show respect for teachers.	3.44	1.08	4	Medium
2	Students cooperate with their classmates.	2.88	1.07	6	Medium
3	Students complete their homework on time.	1.91	0.97	15	Low
4	Students show interest in classroom activities.	2.20	1.10	13	Low
5	Students accept constructive criticism positively.	2.42	1.11	11	Medium
6	Students express their feelings in an appropriate manner.	2.58	1.71	9	Medium
7	Students have effective problem-solving skills.	2.48	1.15	10	Medium
8	Students follow school rules consistently.	2.21	1.02	12	Low
9	Students have the ability to make decisions.	2.19	1.05	14	Low
10	Students express their opinions clearly and politely.	2.60	1.21	8	Medium
11	Students show a passion for learning and exploration.	2.98	1.27	5	Medium
12	Students have the ability to concentrate during lessons.	2.75	1.18	7	Medium
13	Students have a high level of motivation to complete educational tasks.	3.55	1.11	3	Medium
14	Students show a high level of responsibility for their own and others' property.	4.09	0.99	2	High
15	Students show the ability to work in groups.	4.14	0.91	1	High
Total		**2.83**	**0.67**	**Medium**	

Table 4: Arithmetic means and standard deviations of the positive behavior scale items

Table (4) reveals that the average score for positive behavior was 2.83, while the arithmetic means of the scale paragraphs varied from 4.14 to 1.91, indicating both high and low scores. Paragraph (15), which stated "Students demonstrate the ability to work within groups," had the highest arithmetic mean with a high score, and paragraph (3), which stated "Students complete their homework on time," came. This is attributed to the influence of teachers and the classroom

atmosphere, which play a major role in providing a supportive and encouraging educational environment that enhances positive behavior among students, making them feel comfortable and safe. Interactions with peers also affect their behavior in a way that makes them able to work within groups and provide support and assistance to others. Students at this stage also show a positive response to learning when they feel motivated and successful. The study of Foust (2020) and the study of Rebecca (2019) confirmed the effectiveness of positive behavior in reducing unacceptable behaviors.

Results of the third question: Which reads: "Is there a statistically significant correlation at the significance level (0.05) between the application of technology and the promotion of positive behavior among students in the first three grades from the point of view of teachers?"

To answer this question, the Pearson correlation coefficient was extracted between the technology application scale and the positive behavior scale from the point of view of teachers of students in the first three grades.

Measures	**Technology Use Scale**	
Positive Behavior Scale	Pearson Correlation Coefficient	Sig
	0.465**	0.000

Table 5: Results of the Pearson correlation coefficient test

Table (5) shows a positive correlation between the use of technology in education and positive behavior among students in the first three grades. This means that the more technology is used in teaching students in the first three grades, the higher their level of positive behavior. This result is attributed to the interactive and attractive content provided by technology that makes learning more enjoyable for students, as interactive educational games encourage students to participate effectively. It is also attributed to the fact that technology allows students to work together in joint educational work, which enhances their communication and cooperation skills and develops their ability to build positive relationships.

The Results of the fourth question, which reads: "Are there statistically significant differences at the significance level (0.05) in the responses of study members on the scale of the role of technology in promoting positive behavior attributed to the gender variable?"

To answer this question, the arithmetic means and standard deviations of the technology use scale and the positive behavior scale were calculated according to the gender variable, and Table (6) shows this:

Variable	**Category**	**Statistics**	**Technology Use**	**Positive Behavior**
Gender	Male	mean	3.53	3.01
		s.td	0.68	0.73
	Female	mean	3.21	2.75
		s.td	0.85	0.64

Table 6: Arithmetic means and standard deviations of the technology use scale and the positive behavior scale

Table (6) shows that there are apparent differences between the arithmetic means of the technology use scale and the positive behavior scale according to the gender variable. In order to verify the significance of the apparent differences, the independent samples t-test was applied, as shown in Table (7).

Variable	Scale	T	Df	Sig
Gender	Technology Use Scale	2.577	203	0.011
	Positive Behavior Scale	2.613	203	0.010

Table 7: Results of the independent samples t-test for the technology use scale and the positive behavior scale

Table (7) shows that there are statistically significant differences at a significance level of (0.05) in the technology use scale and the gender variable, where the T value reached (2.577), and for the positive behavior scale (2.613) at a significance level of (0.01), and the differences in both scales were in favor of the male category. This result is attributed to the fact that some cultures encourage males to discover technology more than females.

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