

2023

## Effectiveness of ClassDojo Program in Modifying the Behavior of the Basic Stage Students in Privet Schools

Hadeel Sh. AL-salaymeh

Middle East University, Jordan, salaymehhadeel@gmail.com

Manal Altawalbeh

Middle East University- Jordan, altawalbehmanal81@gmail.com

Follow this and additional works at: [https://digitalcommons.aaru.edu.jo/jaaru\\_rhe](https://digitalcommons.aaru.edu.jo/jaaru_rhe)



Part of the [Educational Psychology Commons](#), and the [Educational Technology Commons](#)

---

### Recommended Citation

AL-salaymeh, Hadeel Sh. and Altawalbeh, Manal (2023) "Effectiveness of ClassDojo Program in Modifying the Behavior of the Basic Stage Students in Privet Schools," *Journal of the Association of Arab Universities for Research in Higher Education (مجلة اتحاد الجامعات العربية (للبحوث في التعليم العالي)*: Vol. 43: Iss. 2, Article 18.

Available at: [https://digitalcommons.aaru.edu.jo/jaaru\\_rhe/vol43/iss2/18](https://digitalcommons.aaru.edu.jo/jaaru_rhe/vol43/iss2/18)

This Article is brought to you for free and open access by Arab Journals Platform. It has been accepted for inclusion in Journal of the Association of Arab Universities for Research in Higher Education (مجلة اتحاد الجامعات العربية (للبحوث في التعليم العالي) by an authorized editor. The journal is hosted on [Digital Commons](#), an Elsevier platform. For more information, please contact [rakan@aarj.edu.jo](mailto:rakan@aarj.edu.jo), [marah@aarj.edu.jo](mailto:marah@aarj.edu.jo), [u.murad@aarj.edu.jo](mailto:u.murad@aarj.edu.jo).

## Effectiveness of ClassDojo Program in Modifying the Behavior of the Basic Stage Students in Privet Schools

### فاعلية برنامج ClassDojo على تعديل السلوك لدى طلبة المرحلة الأساسية في المدارس الخاصة

**Hadeel AL-Salaymeh\***

Faculty of Arts and Educational Technology  
Middle East University, Jordan  
[salaymehhadeel@gmail.com](mailto:salaymehhadeel@gmail.com)

هديل شريف السلايمة

كلية الاداب والعلوم التربوية  
جامعة الشرق الاوسط - الأردن

**Manal A. Altawalbeh**

Faculty of Arts and Educational Technology  
Middle East University, Jordan  
[altawalbehmanal81@gmail.com](mailto:altawalbehmanal81@gmail.com)

منال عطا الطوالبة

كلية الاداب والعلوم التربوية  
جامعة الشرق الاوسط - الأردن

Received: 02/11/ 2022

Accepted: 08/12/ 2022

Published: 15/03/ 2023

#### Abstract

The study investigates the impact of using the ClassDojo Program to modify the behavior of the basic stage students in Jordan. To achieve the study objectives, the quasi-experimental approach is adopted for one group. The study sample consisting of one group of (44) boys and girls from the 3rd grade at Al-Hoffaz Academy in the Capital Governorate Amman is purposefully selected. A study instrument is developed, and its validity and reliability are ensured. The study is applied in the second semester of the academic year 2021/2022. The findings of the study indicate that there is a statistically significant difference between the means of positive and negative behaviors in favor of the post-measurement, demonstrating the efficacy of using the ClassDojo Program to improve students' positive behaviors and reduce negative ones. In light of the results, the study recommends using the Class Dojo Program in classrooms.

**Keywords:** Behavior Modification, ClassDojo Program, Basic Stage

#### المستخلص

هدفت الدراسة إلى استقصاء فاعلية استخدام برنامج ClassDojo على تعديل السلوك لطلبة المرحلة الأساسية في الأردن، ولتحقيق هدف الدراسة تم اتباع المنهج شبه التجريبي للمجموعة الواحدة، وقد تم اختيار عينة الدراسة بطريقة قصدية تكونت من (44) طالبا وطالبة من طلبة الصف الثالث الأساسي في مدرسة الحفاظ الخاصة في محافظة العاصمة عمان، وطبقت الدراسة في الفصل الدراسي الثاني لعام الدراسي 2021/2022، وتم تطوير أداة الدراسة والتحقق من صدقها وثباتها. وكشفت نتائج التحليل الإحصائي عن وجود فرق عند مستوى دلالة ( $\alpha \leq 0.05$ ) بين متوسطي تقديرات السلوكيات الإيجابية والسلبية لصالح القياس البعدي، وهذا يؤكد فاعلية استخدام برنامج ClassDojo في تحسين مستوى سلوكيات الطلبة الإيجابية والتقليل من السلوكيات السلبية، وفي ضوء النتائج أوصت الباحثة باستخدام برنامج ClassDojo في الفصول الدراسية. الكلمات المفتاحية: تعديل السلوك، برنامج ClassDojo، المرحلة الأساسية.

## 1. Introduction

The classroom behavioral problems arising from students are diverse, such as arguing, getting out of their seat, and making annoying sounds, which negatively impacts the learning process and the actual time of the lesson. With that being said, it has become necessary to search for up-to-minute solutions that keep pace with the technological era to solve and address the negative problems of students in a modern method and to make maximum use of modern technologies and means (Al-Naimat, 2018 & Al-Barqawi, 2014).

With the spread of modern programs and technologies and the necessity of employing them in the learning process, several technologies and programs have emerged that help teachers manage the classroom and modify students' behaviors during lessons, including the ClassDojo program. The ClassDojo program is a free program that allows teachers to track students' behaviors by recording a set of positive behaviors that the teacher needs to promote and reward. Through the ClassDojo program, parents can connect and provide immediate feedback to the teachers, and implement the program with students individually.

The ClassDojo program is characterized by the possibility of assigning a cartoon character or an electronic symbolic image (avatar) to each student, promoting positive behavior and reducing negative behavior by adding or removing points whose value is determined by the teacher (Garcia, Hoang, & Brown, 2015).

In the same mood, ClassDojo creates a reinforcing atmosphere in the classroom and solves problems related to classroom behavior management, which improves the relationship between teacher and students. The behavioral theory (BT) confirms that reinforcement is one of the methods of behavior modification (Kaplan, Bolat, Goksu, & Ozadas, 2021). With technological development, educational institutions strive to activate modern software in the learning process and modify students'

behavior by promoting positive behaviors and adding new skills. This paper is, however, divided into twelve main sections as detailed in the body of the paper.

## 2. Research Questions

This study is conducted to investigate the impact of using the ClassDojo Program to modify the behavior of the basic stage students in Jordan by answering the following research question: What is the effectiveness of the ClassDojo program in promoting positive behavior and modifying negative behavior of primary school students in private schools?

## 3. Research Objectives

The objective of this study is to identify the effectiveness ClassDojo program in modifying the behavior of primary school students in private schools.

## 4. Statement Problem

An exploratory study was conducted on a group of private schools, showing the repetition of the teachers' complaints about the students' behavior and its negative impact on the continuation of the educational process, students' achievement, and the time that the teachers waste in adjusting these behaviors, especially since the old methods (such as standing by the wall and preventing students from going to school as a kind of punishment) does no longer work ; for that reason , it was necessary to search for modern strategies that help teachers reduce negative behaviors and promote positive ones among primary school students , and in light of the rapid technological development and the emersion of many technological programs, the (ClassDojo) program appeared as one of the up-to-date techniques which helps teachers manage students' behavior and modify them, as well, the statement problem of the current study lies in investigating the impact of using the ClassDojo Program to modify the behavior of the basic stage students in Jordan. Importantly, several findings of a group of studies (Daradkeh 2020; Dadakhodjaeva, 2017; Dillon, 2017;

Elliott, 2017) recommend conducting more studies on the ClassDojo application in modifying behaviors at different stages of students.

## 5. Research Hypotheses

There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the means of the responses of positive and negative behaviors of the study sample participants between the pre and post-measurements of the observation card among the basic stage students in private schools.

## 6. The importance of research

The importance of the research appears in illuminating the effectiveness of applying modern technological techniques such as the CLASS DOJO program in promoting positive behavior and reducing negative ones, it is also a useful addition to libraries since it is considered to be a new type of research that helps teachers modifying students' behavior. In addition to that the research is important in improving the educational environment and generalizing the use of the Class Dojo program.

## 7. Limitation of the research

The findings of this research can be generalized in light of the following limitations:

1. **Objective limits:** The research was limited to applying for the ClassDojo program and demonstrating its effectiveness in modifying the behaviors of third-grade students.
2. **Human Limitations:** This study is limited to a sample of one group of (44) boys and girls from the 3rd grade.
3. **Spatial Limitations:** This study is conducted at Al-Hoffaz Academy in the Capital Governorate
4. **Temporal Limitations:** This study is conducted in the second semester of the academic year 2021/2022.

## 8. Research Terms and Definitions

In this study, the term "ClassDojo Program" is mentioned, and its procedural definition is as follows:

## ClassDojo Program:

It is a free electronic program (application) that depends on the use of the Internet, through which teachers can track students' behavior, reinforce positive behaviors and reduce negative ones by adding or deleting reinforcement points or symbols based on certain criteria specified by the teachers, in addition to helping parents to track and realize their children's behavioral level by sending an email in the name of each student to his guardian.

**Positive behaviors:** It is a set of behaviors that the teacher wants to reinforce, such as asking for permission whether they are inside or outside the classroom, in order to conduct the educational process in a more effective way.

**Negative behaviors:** It is a group of behaviors that the teacher encounters during the course of the educational process, such as movement, talking to others, and other undesirable behaviors, which affect the course of the educational process negatively.

## 9 . Literature Review

Much ink has been spilled on the impact of the ClassDojo program in several aspects of the student's life. A study by Kaplan et al. (2021) conducted in a school in Turkey investigates the effect of the ClassDojo application on students' behavior. To achieve the objectives of the study, the quasi-experimental and descriptive research methods are adopted. The study population consisting of 49 individuals is distributed to 17 students from the third grade, 14 students from the fourth grade, and 19 parents purposefully selected. For data collection and analysis, ClassDojo reports are used to identify students' behavior every week, where a quasi-experimental approach for one group and a 32-item questionnaire is also adopted to reveal the opinions of parents and students about the program. The findings of the study indicate that the use of the application in the English language course is negative, but it positively contributes to improving students' behavior.

In the same context, Al-Ghamdi's study (2021) also aims to measure the effectiveness of employing the ClassDojo application in

developing classroom discipline skills at Al-Kheif School in Jeddah Saudi Arabia. To achieve the study objectives, the quasi-experimental approach is adopted based on two groups; the experimental group and the control group. The study sample consists of (73) students, along with the use of the classroom observation tool. The findings of the study show the effectiveness of using the program in developing classroom discipline skills for second-grade students, as it has a positive impact on students. The study recommends training teachers on the program to employ it in the learning process.

Moreover, Daradkeh (2020) has conducted a study to show teachers' perceptions of using the ClassDojo program to modify the behavior of primary school students. To achieve the study objective, the descriptive approach is used on a sample of (350) male and female teachers randomly selected. Also, a questionnaire is used as a study instrument to collect study data. The results of the study show that teachers' perceptions are positive of using the program in modifying students' behavior. The study recommends conducting similar studies to show the effect of using the ClassDojo program on behavior modification.

In the same mood, Daradkeh (2020) has also conducted a study aimed to reveal the effect of using feedback in the ClassDojo application on modifying students' behavior in the basic stage at West Riffa Primary School in the Kingdom of Bahrain. To achieve the study objectives, the quasi-experimental approach for one group and the classroom observation card is used to measure the level of students' positive and negative behaviors for the third grade. The study sample consists of 20 male and female third-graders. The data are processed using the means and standard deviations of the classroom observation card. The Wilcoxon test for correlated samples is also used. The results of the study indicate that there is a difference between the means in the experimental group in the pre and post-applications of the classroom observation card associated with modifying

students' positive behaviors in favor of the post-application of the card. Thus, the study confirms the effectiveness of the ClassDojo application in supporting and reinforcing positive behaviors and reducing negative behaviors.

Furthermore, Wilson's study (2017) reveals the effect of using the ClassDojo application on classroom management, behavior modification among students, and parent's perceptions of the impact of the program. To achieve the study objectives, the study quasi-experimental and descriptive one-group approaches are used. The study has been conducted on a sample of kindergarten students, consisting of 26 male and female students. The questionnaire which is the study instrument has been distributed to parents to reveal their related perceptions. To collect the data, the classroom observation tool is also used. The study shows the effectiveness of the ClassDojo application in classroom management and behavior modification for students, along with the positive perceptions of parents from using the application.

On the other hand, Dillon (2016) reveals the effect of using the ClassDojo application in increasing positive behaviors and reducing negative behaviors for the fifth grade for three study groups. The three randomly selected study groups representing the study sample are as follows: the first group with 35 male and female students, the second group with 20 male and female students, and the third group with 19 male and female students in the United States of America. The one-group experimental method is adopted to achieve the study objectives. A classroom observation tool is used to collect study data for each of the classes to reveal and analyze their perceptions of the study. The findings show an improvement in the students' positive behaviors, along with a decrease in negative behaviors.

Another study by (Chiarelli et al., 2015) examines the effect of using the ClassDojo application to help teachers in classroom management and behavior management. To achieve the study objectives, the quasi-experimental method is used. The study is

applied to first-year students in a North Texas school with a sample of 24 students. The findings of the study show that using the application has a positive effect on students' behavior and reduces negative behaviors, as the study is applied for two consecutive months, processing the program-based data is processed by collecting it weekly from the program. After the application is completed, it is found that the student's negative behaviors are more at the beginning of the use. The results also show that using the program for a longer period has led to an increase in positive behavior and a decrease in negative behavior, helping them become more effective in their behavioral life, as the teacher noticed that her guidance to students decreases when using the program. Given the previous literature review, the statement problem raised in this paper is given in the next section.

## 10. Method & Procedures

### Research Approach

To achieve the objectives of the study, the quasi-experimental approach based on one group is used for its suitability for the current study. An observation card is used to collect study data by forming one experimental group whose behavior was measured pre and post using the program.

### The research sample

The research sample is purposefully selected from the third-grade students at Al-Hafiz Academy School because of the researcher's training experience in the school and the availability of the appropriate facilities and environment. And the need of the selected sample to modify behaviors, based on the opinions of the educators of the selected stage classes , The study sample consists of (44) students from the third grade divided into two divisions; the first division (23) of male and female students and the second division (21) of male and female students. The ClassDojo application is implemented in the two divisions to investigate its impact on modifying students' behavior for the academic year (2021-2022).

### Instrument research: Observation Card

The nature of the study, its aim, its approach, and its members necessitate developing an observation card to measure the level of student behavior for this study. The observation card includes (20) items; 17 positive behaviors and 3 negative behaviors.

### Validity of tool: Observation Card

The face validity of the behavior card is verified by presenting it to a group of (9) experts and specialists from faculty members specializing in the technology of education, educational psychology, language, and grammar. Experts and specialists have indicated the card's validity and suitability of the application and covered the most important behaviors. The construct validity is also confirmed by finding the degree of correlation of each sub-behavior in the behavior observation card by determining the correlation coefficient. The construct validity reflects the value of the sub-behavior relationship and its correlation with the overall degree of behavior. It is known that there is a minimum value of this correlation that can be accepted to consider that the sub-behavior belongs to an acceptable degree, which is the value (of 0.40).

Table 1: *Construct Validity of Sub-behaviors in the Behavior Observation Card (N = 21).*

No.	Behaviour	Correlation
1	Taking care of personal hygiene	0.450
2	Adhering to the school uniform	0.713
3	Completing the class assignments assigned by the teacher	0.642
4	Asking permission from the teacher when entering or leaving the classroom	0.575
5	Performing its role in teamwork effectively	0.486
6	Respecting colleagues while answering and does not interrupt them	0.589
7	Adhering to the laws and instructions entrusted to the teacher	0.782

No.	Behaviour	Correlation
8	Preserving books and notebooks	0.600
9	Committing to sitting in the actual place	0.748
10	Listening to the lesson while the teacher explains it	0.558
11	Helping other students	0.640
12	Avoiding to talking to other colleagues during the explanation	0.752
13	Committing to walking in the morning queue	0.602
14	Distancing in the morning queue	0.576
15	Adhering to bring books and school supplies	0.578
16	Maintaining complex cleanliness	0.818
17	Participating in raising the hand in the class	0.737
18	Taking a colleague's property without permission	0.576
19	Making annoying noises while explaining the lesson	0.589
20	Keeps moving in the classroom	0.485

In reviewing the values of the correlations shown in Table (1), it is evident that behavior No. (1) stipulating "Taking care of personal hygiene" has the lowest value of (0.450), and this value (even though it is the lowest among the values of the correlation coefficients) is greater than 0.40, indicating the validity of the shown behaviors.

#### **Reliability of Research Instrument: Observation Card**

The reliability of the behavior observation card is verified by using two methods; the use of the internal consistency method (Cronbach's alpha) and the use of the test application and re-application method. The test is applied to the data of an exploratory sample consisting of (21) students, where the results of reliability using Cronbach's alpha method show that the reliability value is (0.920) for the overall score of the observation card. However, the value of reliability by the method of application and re-

application is (0.836), and both values express reliability with a high degree, reflecting the reliability of the card and its validity for use in the research.

#### **Research procedures**

- Inspect the theoretical literature and previous studies related to the study.
- Determine the problem of the study by conducting a pilot sample, applying it to different schools and identifying the target group.
- Prepare an observation card to measure the level of students' positive and negative behaviours.
- Conduct a meeting with the supervisor of the primary department and the classroom teachers to review the observation card and the extent to which the paragraphs are appropriate for students' behaviours, clarify the importance and effectiveness of using the program in order to modify students' behaviours, explain the scientific goal for teachers, in addition to guiding the teachers on how to deal with the application and what benefits they will obtain from applying for the program regarding modifying students' behaviours and controlling the class effectively.
- Check the validity of the observation card by presenting it to a group of arbitrators from the educational technology and educational psychology fields, then addition, modification, and deletion were made based on their opinions, as most of the paragraphs were approved except for two paragraphs because they repeat the same idea, and all the paragraphs were re-corrected linguistically to come out in their final forms, where the card contains (20) paragraphs consisting of (17) positive behaviors and (3) negative ones.
- Obtain approval from Middle East University and the Ministry of Education to start implementation.
- Students' names and positive and negative behaviors have been added to the program,

where behaviors are monitored and observed through the educational situations, and the program will be applied to track learners' behaviors with the aim of modifying their behaviors by reinforcing positive behavior by adding a positive point and deducting a point for a negative one.

- Conduct a meeting with the supervisor of the primary department and the homeroom teachers of the third-grade classes to guide them on how to apply the study by tracking and recording the students' behavior for a period of 5 days before applying for the program.
- With the help of an experienced computer teacher, they were trained on how to use the program and then were given the name of the account and the password of the program.
- The pre-measurement of the research was applied by recording the repetitions of each behaviour for a period of 5 days by applying for the observation card beforehand on the study sample from the date 6/3/2022- 10/3/2022 in order to determine the level of the students of the experimental group which is distributed into two classes of the third grade and their number is ( 44), and this observation was applied during the implementation of the teaching situations inside the classrooms since the homeroom teachers are aware of the behaviours of their students.
- The program was applied from 3/13/2022 to 4/21/2022 for a period of 6 academic weeks on the two classes by the homeroom teachers, especially since homeroom teachers teach most of the subjects and are fully aware of the students' behaviours.
- The post-measurement of the research was applied on 4/24/2022 - 4/28/2022 by recording the behavior repetitions in order to detect the extent of improvement in the students' behavior after applying for the program and to indicate the extent of its effectiveness, on the experimental group distributed in two classes of the third grade, consisting of 44 male and female students, and this observation was

applied during the implementation of the educational situation inside the classrooms and during the lessons.

- Conduct appropriate statistical treatments for the data of the study that have been accessed.
- Reach to the research results, discuss them and suggest recommendations

## 10. Results

Findings related to the Research Question; what is the impact of using the ClassDojo program in modifying the behavior of primary school students in private schools?

The following null hypothesis emerges: There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the means of the responses of positive and negative behaviors of the sample participants between the pre and post-measurements of the observation card among the basic stage students in private schools.

To test the hypothesis, the means and standard deviations of the sample are calculated by analyzing the results of the experimental group in the pre- and post-measurements of the observation card for positive and negative behaviors. Table (2) illustrates those findings.

### 1. Positive Behavior Analysis

Table 2

*Means and Standard Deviations of Positive Behaviors in the Pre and Post-Measurements of the Basic Stage in Private Schools (N = 44)*

No.	Behaviors	Pre-Measurement		Post-Measurement	
		Means	Standard Deviation	Means	Standard Deviation
1	Taking care of personal hygiene	2.75	0.69	4.73	0.50
2	Adhering to the school uniform	3.27	0.66	4.75	0.49
3	Completing the class assignments	2.75	0.87	4.82	0.39



No.	Behaviors	Pre-Measurement		Post-Measurement	
		Means	Standard Deviation	Means	Standard Deviation
	assigned by the teacher				
4	Asking permission from the teacher when entering or leaving the classroom	2.45	0.66	4.77	0.42
5	Performing its role in teamwork effectively	2.18	0.81	4.57	0.62
6	Respecting colleagues while answering and does not interrupt them	2.11	0.65	4.41	0.58
7	Adhering to the laws and instructions entrusted to the teacher	2.41	0.84	4.73	0.45
8	Preserving books and notebooks	3.00	0.84	4.89	0.32
9	Committing to sitting in the actual place	2.61	0.78	4.68	0.52
10	Listening to the lesson while the teacher explains it	1.25	0.53	3.95	0.48
11	Helping other students	1.93	0.79	4.57	0.50
12	Avoiding to talking to other colleagues during the explanation	2.11	0.75	4.80	0.41
13	Committing to walking in the morning queue	1.80	1.02	4.02	0.73
14	Distancing in the	2.32	0.67	4.30	0.51

No.	Behaviors	Pre-Measurement		Post-Measurement	
		Means	Standard Deviation	Means	Standard Deviation
	morning queue				
15	Adhering to bring books and school supplies	2.73	0.66	4.84	0.37
16	Maintaining complex cleanliness	3.00	0.48	4.73	0.45
17	Participating in raising the hand in the class	1.45	0.55	2.41	0.84
Overall Positive Behaviors		2.36	0.21	4.47	0.12

Table (2) shows the values of the means and standard deviations of the frequency of positive behaviors among the experimental sample members between the pre and post-measurements. It indicates that all the mean differences increase, demonstrating that the post-measurement values are greater than the pre-measurement values to show the improvement and development of the pre-measurement values with an increase. In other words, this signifies that the positive behaviors are affected by the noticeable increase and improvement.

### 1. Negative Behavior Analysis

Table 3: Means and Standard Deviations of Negative Behaviors in the Pre and Post-Measurements of the Basic Stage in Private Schools (N = 44)

No.	Behaviors	Pre-Measurement		Post-Measurement	
		Means	Standard Deviation	Means	Standard Deviation
1	Taking a colleague's property without permission	2.93	0.59	0.77	0.42
2	Making annoying noises while explaining the lesson	3.77	0.68	1.07	0.33
3	Keeps moving in the classroom	4.73	0.50	2.34	0.64
Overall Positive Behaviors		3.81	0.33	1.39	0.35

Table (3) shows the values of the means and standard deviations of the frequency of negative behaviors among the experimental sample members between the pre and post-measurements. It indicates that all the mean differences decrease, demonstrating that the post-measurement values are less than the pre-measurement values. In other words, this indicates a decrease in the negative behaviors of the sample members.

To identify the significance of the differences between the means of the two measurements, the pre and post-measurements, the t-test was used for the correlated samples. Table (4) shows the findings of this analysis:

Table 4: *Results of the T-test for the Differences in the Means of the Pre and Post Measurements of the Impact of the ClassDojo Program in Modifying Positive and Negative Behaviors at the Basic Stage in Private Schools (n = 44)*

Behaviors	Measurement	Means	SD	T-Value	Degrees of Freedom	Sig. Level
Positive	Pre	2.36	0.21	2.36	43	0.000
	Post	4.47	0.12	4.47		
Negative	Pre	3.81	0.33	3.81	43	0.000
	Post	1.39	0.35	1.39		

Table (4) shows the results of the t-test for the study of the impact of using the ClassDojo program to modify behaviors. It is noted that the calculated t-value for positive behaviors is (50.533) with a significance level (of 0.000), while the t-value for negative behaviors is (38.744) with a significance level (of 0.000) when comparing the significance level shown with the value (0.05). It is evident that the significance level is less than (0.05), indicating a difference between the mean of the pre and post-measurements of positive and negative behaviors.

Likewise, this means that there are statistically significant differences between the mean of the pre and post-measurements, where the

significance of the differences is in favor of the post-measurement of the observation card, achieving greater means compared to the pre-measurement of the observation card for positive behaviors. However, this means rejecting the null hypothesis which states that "There are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the positive and negative behaviors of the study sample members at the pre and post-measurements of the observation card at the basic stage in private schools.

## 11. Discuss the research results

Related to the research question what is the effect of using the ClassDojo program on reinforcing positive behavior and reducing negative behavior among primary school students in private schools?

From this the null hypothesis emerged, which states that "there are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) between the averages of the positive and negative behavior estimates of the research sample, between the pre and post-measurements of the observation card at the basic stage in private schools."

The results of the hypothesis test, as shown in Table No. (4), showed a rejection of the null hypothesis, and it was found that there were statistically significant differences between the averages of the positive and negative behavior estimates of the student research by sample individuals upon the pre and post-application of the note card when applying for the Class Dojo program at the basic stage in private schools. Where the arithmetic mean of positive behaviors in the post-measurement was 4.47, which was higher than the pre-measurement, which was 2.36. The arithmetic mean of negative behaviors in the post-measurement was 1.39, which was lower than the pre-measurement, which was 3.81.

The results of the t-test for correlated samples also showed that the t-value for positive behaviors was (50.533) and negative behaviors were (30.744) with a level of significance (0.000) and this value is significant at the level ( $\alpha \leq 0.05$ ), which indicates the existence of statistically significant differences between the averages of the research group's estimates at the post-measurement, and rejected the null hypothesis.

The researcher believes that using the program to help teachers modify behavior by reinforcing positive behavior and reducing and reducing negative behavior helps the teacher to manage the class because the program provides many behaviors that the teacher can enhance and behaviors that need to be modified. Thus, the current research agrees with the study of (Kaplan et al. al., 2021), which was applied to third and fourth-grade students, and the study (Dardaka, 2020; B), which was applied to the third grade, where they aimed to demonstrate the effect of using the Class Dojo program on behavior modification, The program also makes the teacher happy to track the behavior of the students, either collectively or individually. It also enables the teacher to divide the class into groups in order to increase cooperation between students. Through it, the teacher can choose the student at random, forcing the student to focus on the teacher throughout the explanation period.

The researcher adds that many studies have reached the same conclusion in terms of the effect of using the program on behavior modification, such as the study (Wilson, 2017), (Dillon, 2017), and the study (Chiarelli et al, 2015). It also agreed with the study of (Al-Ghamdi, 2021) that the program helps in classroom discipline by adding students' behaviors to the program.

## 12. Conclusion

In a nutshell, the study investigates the impact of using the ClassDojo Program to modify the behavior of the basic stage students in Jordan. The study is applied in the second semester of the academic year 2021/2022. The findings of the study indicate that there is a statistically significant difference between the means of positive and negative behaviors in favor of the post-measurement, demonstrating the efficacy of using Class Dojo Program to improve students' positive behaviors and reduce negative ones. In light of the results, the study recommends using the ClassDojo Program in classrooms.

## 13. Recommendations

In light of the previous results, the study recommends using the Classdojo program more in the classroom due to its advantages over the classroom and training teachers to use the program and employ it in the learning and teaching process. Regarding future related work and research, as a complement to the problem statement raised in this study, there can be new

studies and research work on the impact of using the Classdojo program to modify behavior for different stages, in addition to the effect of the program on learning motivation. Other research work can be conducted to identify the opinions and viewpoints of parents and custodians taking into account these observations and solving them through the program, if possible.

## REFERENCES

- Al-Ghamdi, A. (2021). The effectiveness of employing gamification through the ClassDojo platform in developing the classroom discipline skills of primary school students. *International Journal of Educational and Psychological Sciences*, 63(45), 321-408.
- Al-Naimat, M. (2018). The effect of teaching a computerized unit (Quick Basic) from a computer book on the achievement of second-year secondary students in the Northwest Badia schools. *International Journal of Educational and Psychological Studies*, 3(2), 414-429.
- Barqawi, M. (2014). Identifying the effect of computer software on the achievement of fourth-grade students in science. [Unpublished Master's Thesis]. Irbid University.
- Chiarelli, M., Szabo, S. & Williams, S. (2015). Using ClassDojo to help with classroom management during guided reading. *Texas-Journal of Literacy Education*, 3(2), 81-88
- Dadakhodjaeva, K. (2017). The good behavior game: Effects on and maintenance of behavior in middle-school classrooms using ClassDojo. [Unpublished Ph.D. Thesis]. The University of Southern.
- Daradkeh, H. (2020). The effect of using ClassDojo feedback on behavior modification among primary school students in the Kingdom of Bahrain. *Al-Quds Open University Journal of Educational and Psychological Research and Studies*, 32(11), 237-247.
- Daradkeh, H. (2020). Teachers' perceptions of using the ClassDojo program to modify the behavior of primary school students in Bahrain. *Specialized International Educational Journal* 2(9), 1-11.
- Dillon, M. (2016). The tootling intervention with ClassDojo: Effects on class-wide disruptive behavior and academically engaged behavior in an upper elementary school setting ClassDojo. [Unpublished Master's Thesis]. Mississippi

University <https://aquila.usm.edu/cgi/viewcontent.cgi?article=1229&context=dissertations>

- Elliott, C. (2017). Increasing student perceptions of teacher caring using ClassDojo. [Unpublished Master's Thesis]. California University.
- Garcia, E., Hoang, D., & Brown, D. (2015). Positive Behavior Supports: Using ClassDojo as a token economy point system to encourage and maintain good behaviors. <https://files.eric.ed.gov/fulltext/ED561860.pdf>
- Kaplan, G., Bolat, Y. İ., Göksu, İ., & Özdaş, F. (2021). Improving the positive behavior of primary school students with the gamification tool "ClassDojo". *Ilkogretim Online*, 20(1), 65-78.
- Wilson, R. M. (2017). The effects of a digital classroom management program: Classdojo. Com: [Unpublished Master's Thesis]. Trevecca Nazarene University.

