The Effect of Behavioral Modification Techniques in Interactive Electronic Story in Improving Academic Self-Efficacy and Social Life of Under Achieving Students

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Summary

The current research aims at finding out the effect of behavioral modification techniques, including sequential prompting, shaping, and modeling, in interactive electronic story in improving academic self-efficacy (academic skills, academic expectations, and task commitment) and life skills (decision making, assertiveness, social communication, and independence) of a sample of underachieving students. The research sample consisted of (60) students aged between 9 to 11 years old. The current research used the experimental method .The research procedures included the processes of educational designing and development regarding the electronic story in relation to the behavior modification techniques. Thus, the effect of the behavioral modification techniques in the interactive electronic story was investigated (as an independent variable) on the academic self- efficacy and life skills (as dependent variables) among the research sample. The research instruments were applied to the sample including measures of academic self-efficacy (prepared by the researchers) and the life skills scale (prepared by the researchers).In addition, the researchers used Stanford Beni Intelligence Scale (5th version), the Economic and Social Status and the three programs of the interactive electronic story based on the behavioral modification techniques (prepared by the researchers).The results of the study indicate the effectiveness of the behavioral modification techniques in the interactive electronic story in improving the academic self-efficacy and social skills of a sample of underachieving students. Moreover, there is a statistically significant difference between the mean scores of the control and experimental groups in favor of the experimental one. The effectiveness of the behavioral modification techniques in the interactive electronic story continued during the follow-up period, but the effectiveness of sequential prompting techniques (the first experimental group) is more effective than the other behavioral modification techniques (the second and the third experimental groups). In light of the previous results, a number of recommendations and suggestions are presented.

 Key Words: Behavioral Modification Techniques, Electronic Story, Academic Self-Efficacy, Life Skills, Underachieving Students.