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**RESEARCH ARTICLE**

# The Support of Teachers Influencing Technology Integration in Social Studies Teaching in Jordanian School

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**ABSTRACT**

The purpose of this conceptual paper is to highlight the significance of teachers' knowledge and abilities in integrating technology into the classroom. Additionally, to investigate the influence skills that educators encounter when instructing social studies in Jordanian classrooms. Although research on the degree of technological skills and knowledge has evolved, there are still some qualitative studies that are less empirical in nature that have been conducted for educational objectives. Thus, this study will determine whether educational technology can be used in the classroom by female social studies teachers in Jordan. One point of disagreement among female instructors in Jordan is their inability to use technology effectively to teach social studies. Those with little experience find it difficult to implement it due to non-availability of equipment. This paper will expose how to incorporate technology into the classroom, integration of technology in the education system in Jordan, and integration of technology in the teaching of social studies Jordanian primary school to improve the performance of female teachers in the teaching of social studies. The paper will be significant to all the teachers of social studies, students, parents, school administrators as well as future researchers.

## INTRODUCTION

These days, teaching 21st century skills in the classroom requires the use of technology (Steele, 2017). For students to perform better in critical thinking, creativity, problem solving, teamwork, and communication, technology integration is necessary in today's classrooms (Strange, 2018). It is obvious that educators are key players in integrating technology. In addition to knowing how to utilize technology, teachers must also learn how to integrate technology into their lessons (Aldhafeeri, Palaiologou & Folorunsho, 2016; Yusop, 2015).

In the same context, Ahmed (2014) stated that the use of technology integration in classrooms was greatly influenced by the technical help and encouragement that teachers received from their schools and managers. Ahmad (2016) argued that the provision of support for teachers was a main factor to achieve the successful integration of technology in teaching.

In the similar context, there are certain factors that influence teachers' integration of technology: lack of training, lack of time, inadequate skills or knowledge (Vatanartiran & Karadeniz, 2015). According to, AlMulhim (2014) found five important barriers to technology integration in teaching that are teachers': lack of confidence, teachers' attitudes and beliefs, lack of skills and knowledge and lack of time. All these factors are essential to encourage teachers to integrate technology in their teaching.

The lack of research on the aforementioned elements in developing nations is glaring, claims Bandyopadhyay (2013). This is an important gap that calls for more research to see whether the same

factors influence technology integration. This kind of research is essential to identifying the elements that help or impede educators in using and integrating technology in the classroom. Furthermore, Ames (2017) stated that further research is required to determine the elements that facilitate or impede the use of technology in the classroom. Understanding these elements is crucial to motivating educators to integrate useful technology into their fields of expertise at work (Hu & Garimella, 2014).

This absence constitutes a critical knowledge gap that warrants a greater understanding of what affects the integration of technology in the classroom in developing countries, for example, Jordan. In recent years, Jordan has paid increased attention to integrating technology into its K-12 curriculum, which has been made clear through the 2018-2022 Ministry of Education strategic plan (Jordanian Ministry of Education (JMoE), 2019). Many developing countries like Jordan have invested a large amount of money in integrating technology in the field of education by providing a teacher with good opportunities to use of technology into develop their skills and knowledge related to the technology integration (Al-Zaidiyeen, Mei & Fook, 2010).

Research is necessary to ascertain the current status of this integration and what steps interested parties and policymakers might take to expedite the process. Thus, the goal of the current study is to investigate in further detail the support factor impacting the integration of technology in Jordanian classrooms. The present investigation is distinct from previous research projects carried out in Jordan. Surveys and other quantitative data gathering methods have been the focus of previous study (Al-Ghzo, 2018; Al-Zaidiyeen, 2015 Albataineh, 2014). This study thereby closes the methodological gap.

This study was guided by the following three research questions:

Q1: How does technical support affect the integration of technology in teaching?

Q2: Are you receiving adequate support and encouragement from your school for technology integration?

Q3: How does actual financial support affect teachers' competence and the ability to integrate technology into their teaching?

## 2. LITERATURE REVIEW

A wide range of factors, both direct and indirect, can significantly impact the successful integration of technology in education. These factors include the level of technical support and access to technology (Beeson, 2013). It is crucial to consider factors that motivate teachers to adopt emerging technologies in their instructional practices (Winterhalder, 2017).

Teacher support plays a pivotal role in influencing the adoption of technology integration in classrooms. For teachers who may be unfamiliar with new technologies, tools, or software, providing instructional support is essential for successful integration (Ahmad, 2016). According to Ahmad (2014) and Smadi (2021), school support is one of the most critical factors affecting teachers' technology integration efforts.

Hennessy, Dragovic, and Warwick (2018) emphasize the importance of policy-makers avoiding a narrow focus on pedagogy and instead providing support to teachers in utilizing emerging technologies to enhance classroom practices. Limited human resources and slow response times to teachers' needs can hinder technology integration. In general, the availability and quality of technical support significantly impact the frequency of technology use in classrooms (Buenger, 2019).

In a qualitative study of Urban elementary school teachers in the southeaster United States, the researchers found that the teachers understood the importance of incorporating technology into their teaching, but cited barriers such as little support and, lack of time (O'Neal et al., 2017). Therefore, there was the need to provide sufficient supportive facilities for both teachers and the students that can enhance effective teaching and learning in schools. There is a need for support technology in schools to be part of instruction in today's classroom to help increase student achievement (Strange, 2018).

## 3. METHOD

This study employed a purposive sampling technique, a common approach in exploratory studies (Creswell, 2014, 2012, 2009; Sekaran, 2013; Patton, 2002). This method was chosen to gain a deep understanding of the time factor influencing technology integration in social studies teaching in Jordanian schools. As Smadi and Raman (2020) noted, qualitative studies can be conducted with a small sample size.

The sample was limited to five schools in northern Jordan. A formal letter was sent to each school's administration requesting permission to conduct the study. The primary data collection method was semi-structured interviews, supplemented by classroom observations. The interviews, which lasted between 65 and 75 minutes, focused on teacher support and its influence on technology integration in social studies teaching. Additionally, five observation sessions, each lasting 40 to 45 minutes, were conducted with each teacher.

Thematic analysis was employed to analyze the collected data. This inductive approach, as described by Creswell (2007), moves from specific observations to broader themes. Thematic analysis offers a clear and systematic method for interpreting data without compromising depth or quality.

## 4. FINDINGS

Teacher support is a crucial factor for the effective integration of technology in the classroom. It not only encourages initial adoption but also fosters sustained use of technology in teaching practices. The positive impact of support was evident in the responses of the teachers who participated in this study.

In this research, support was considered a key motivator and encouragement for teachers to integrate technology into their teaching. This support encompasses both moral encouragement from the school and tangible financial support, such as financial rewards.

### 4.1 Research Questions

The purpose of this qualitative research study was to explore support factor influencing technology integration in social studies teaching in Jordanian school. There are three research questions guided the study, which were the following:
How does technical support affect the integration of technology in teaching? Are you receiving adequate support and encouragement from your school for technology integration? How does actual financial support affect teachers' competence and the ability to integrate technology into their teaching?
The objective of employing this question was to explore whether support was the factor that influenced the integration of technology in teaching. Where it was support to look at three main dimensions; technical support, encouragement and actual financial support

### 4.2 Characteristics of the Participants

The characteristics of the participants of the study were the following. See Table 1.

**Table 1: Characteristics of the Participants**

| Pseudonym | School | Gender | Age | Years of Experience |
|---|---|---|---|---|
| **M** | 1 | M | 36 | 12 |
| **S** | 2 | F | 34 | 10 |

| | | | | |
|---|---|---|---|---|
| **R** | 3 | F | 30 | 7 |
| **A** | 4 | M | 28 | 5 |
| **D** | 5 | M | 26 | 3 |

### 4.3 Interviews

In this study, teachers through their answers showed that the support provided to them from their schools was the motivation and encouraging them to integrate technology into their teaching. The teachers considered the support as the most external factor that affected the success of the integration of technology into the classroom.

The responses of teachers were as follows:

These questions aimed to detect whether the teachers obtained encouragement from their schools to employ technology integration and what kind of support they received, if any. Overall, the teachers considered support as the most important external factor that affected the success of the technology integration into the classroom.

The teachers' responses were as follows:

All teachers participating in this study reported that the technical and technical support provided by the school was clear, and it was a catalyst for them when they integrate technology into their teaching. All answers were broadly similar:

Teacher 'M' replied "that her school constantly provides all technological tools to support the teaching environment, which helps teachers use technology". Sometimes, however, the Internet connection was cut off, which causes a problem in the classroom.

D and A emphasised the constant care of their school and the keenness to provide all the teacher's requirements when integrating technology into his teaching. In addition to doing periodic maintenance for the devices to ensure their validity and effectiveness. Teacher 'R, mentioned that his "school played the biggest role in the process of technology integration because of the availability of infrastructure and all the necessary tools to be employed in teaching."

Teacher 'S' expressed gratitude to their school for its support, citing it as the primary reason for their technology integration efforts. The school provided valuable training courses that were accessible to all teachers, equipping them with the necessary skills. Additionally, 'S' mentioned receiving financial rewards as a token of appreciation for their technology integration efforts. This financial incentive, combined with their regular salary, further motivated them to utilize technology in their teaching.

The responses of the teachers highlighted the significance of technical support provided by schools. By equipping classrooms with necessary infrastructure, schools create an enabling environment for technology integration. Moreover, rewards and financial incentives were shown to increase teachers' engagement with technology. Teachers who received such recognition were more likely to actively integrate technology into their teaching practices.

These findings align with previous research, which emphasizes the crucial role of technical support in teacher adoption of technology (Smadi, 2021; Alghasab, Alfadley & Aladwani, 2020; Smadi & Raman, 2020; Alghasab, Alfadley & Aladwani, 2020; Al-Rabaani, 2018; Joy & Srihari, 2018).

### 4.4 Classroom Observations

These teachers were encouraging their students to participate in classroom activities. In addition, they followed up students' step by step and they allowed me to see some of their plans. The classrooms are going according to plans prepared in advance. Moreover, I observed the management of the time by teachers. In addition, I saw the active interaction between students and teachers together.

In addition, the results of teachers' observation at this level showed that all teachers were as facilitators, assistants and motivators for students. Besides, they were able to do classroom setting. Furthermore; It was clear that the all schools that had technological sources helped teachers more to use technology integration in the teaching. Also, teachers have showed a clear sequence to display ideas. In addition, and there was a response and interaction by students with their teacher in the classroom.

The finding of classroom observation showed that teachers were supporting their students and encouraging them to use the technology. Also, they encouraged and motivated them to adopt integration technology in their learning. But, this was not independently, there was ongoing assistance to all students. For example, both teachers 'M' and 'R' allowed their students to use and apply technology individually.

## 5. DISCUSSION

This study suggests that school support fosters a culture of technology integration in teaching. The majority of teachers reported a direct correlation between support and their technology integration practices. Teachers who received support from their schools expressed a stronger desire to integrate technology compared to those who did not.

Furthermore, teachers generally perceived support as a positive influence on technology integration, particularly when it involved motivation, encouragement, and rewards. Conversely, support that lacked these elements was seen as less impactful.

## 6. CONCLUSION

This paper aims to investigate the role of teacher support in influencing technology integration in Social Studies teaching. The study involved five teachers from five Jordanian schools.

The findings of this study suggest that teacher support is a crucial factor in technology integration. All participating teachers unanimously highlighted the importance of support in their teaching practices. Additionally, most teachers demonstrated effective integration of technology, pedagogy, and content, engaging students in meaningful learning activities.

### 8. RECOMMENDATIONS

Based on these findings, the Ministry of Education is recommended to intensify efforts in developing teachers' technological skills through comprehensive training programs. These programs should be linked to incentives and rewards to motivate teachers to continuously integrate technology into their teaching practices.

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