

The Role of the Educational Counselor in the Use of Educational Technology During the Corona Pandemic in the Government Schools of the Hashemite Kingdom of Jordan from the Point of View of the Counselors

NEELY HUSSEIN NOOR AL-SHAMAILEH
JORDANIAN MINISTRY OF EDUCATION
EMAIL ID: neelysham@gmail.com

Abstract

The study aimed to identify the role of the educational counselor in the use of educational technology during the Corona pandemic in the government schools of the Hashemite Kingdom of Jordan from the point of view of the counselors, and the study sample consisted of educational counselors in government schools affiliated with the Jordanian Ministry of Education. (208) An educational guide and counselor, and the study used the descriptive survey method, and the results of the study showed that there is a high role for the educational counselor in the use of educational technology during the Corona pandemic in the government schools of the Hashemite Kingdom of Jordan from the point of view of the counselors, and the results also showed that there are no statistically significant differences in the role of The educational counselor in the use of educational technology during the Corona pandemic in the government schools of the Hashemite Kingdom of Jordan from the point of view of the counselors is attributed to the variables of gender and educational qualification, and in light of the results, the study presented a set of recommendations, most notably activating the role of the educational counselor and obligating him to regular visits to electronic platforms to follow up on students.

KEYWORDS: EDUCATIONAL ADVISOR, EDUCATIONAL TECHNOLOGY, CORONA PANDEMIC, GOVERNMENT SCHOOLS OF THE HASHEMITE KINGDOM OF JORDAN

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INTRODUCTION

The era in which we live is witnessing a remarkable development in knowledge and scientific progress, which has resulted in a huge amount of information and problems facing the individual in his daily life. Educational systems to adopt educational guidance to find out these changes and benefit from them in the educational and educational process.

Guidance and counseling have not been immune to practice since ancient times. Parents and teachers seek to help their children and students for their safety, maturity and support their potential. However, this issue took the form of guidance only, without entering into an interactive relationship between the mentor and the individual in need of guidance, and guidance is not sufficient to assist the individual in achieving himself, which increased the urgency of the educational counseling process, which includes the face-to-face relationship between the counselor and the counselor (Goodarzi&Rafe, 2021).

The stages of age growth, transitional changes, family changes, the multiplicity of sources of knowledge and scientific disciplines, the development of the concept of education and its curricula, the increase in the number of students, the problems of marriage, economic progress, and the accompanying anxiety and tension, all of this led to the emergence of the need for guidance and counseling, and this change in some ideas And trends showed the importance of guidance and counseling in the school in particular, as the teacher is no longer able to face this amount of burdens and changes, and the change of roles and positions and the resulting conflicts and tension confirm the need for counseling programs (Haigler, 2021).

Counseling services in educational institutions are an important means that contribute to the achievement of the educational system's objectives, based on the fact that it aims to achieve psychological compatibility and school and social adjustment for students, especially if it is well exploited by providing material, human and social capabilities, which prompted the Jordanian educational system to pay attention to counseling. The school system in the educational process, which appeared in the reforms of the national educational system, through the tendency to take advantage of modern technology.

After the emergence of e-learning and distance learning, a real response by educational institutions to the wave of technological progress that overwhelmed the whole world, technology plays an important role in the lives of students, as it helps to teach more effectively and provokes them with a love of discovery and experimentation, so we find that most students are interested in technology And in all its forms and tools (DeMartino, L., & Weiser, 2021).

In light of the spread of various viruses, including the new Corona virus, which formed a global pandemic

that various countries of the world suffered from, it has become necessary to use e-learning in its various and varied forms, in order to continue the educational process, whether from students, teachers, school principals, supervisors and educational counselors, as the pandemic forced to Schools are closed to achieve social distancing to prevent the spread of this virus, and governments have worked to find digital learning solutions to provide a level of continuity in such crises (Al-Otaibi, 2020).

Many Arab and foreign studies have been reviewed that dealt with the issue of the role of the educational counselor from several angles, and in the researcher's inventory of previous studies on the subject of the study, the researcher was unable to find a direct study that dealt with the role of the educational counselor in the use of educational technology during the Corona pandemic in the schools of the Kingdom of Jordan Governmental Hashemite from the point of view of the guides, despite the existence of a theoretical attribution for this, which enhances the originality of the current study. Studies that illustrate one or more aspects of the current study will be presented, arranged from the oldest to the most recent.

Abdel-Fattah and Mustafa (2019) conducted a study aimed at getting to know the concept of a psychological counselor, and identifying the social communication behavior of a child with autism and its manifestations, as well as identifying the role played by a psychological counselor to help some children with autism disorder acquire skills and experiences that are useful in how to communicate with others, as well. He works to find solutions to the problems they face, and that these problems do not stand as an obstacle to them, and help them achieve success and progress and prosperity. The concept of the psychological counselor, and about the social communication behavior of a child with autism, its most important manifestations, and how to deal with it. Based on the findings of the research, the researcher stated a set of proposals and recommendations to the concerned parties as follows: 1. The necessity of paying attention to psychological counselors in the centers of the autism spectrum. 2. Benefit from the experiences of foreign countries in the methods of dealing with children on the autism spectrum. 3. Holding seminars and discussion panels to define the role of the psychological counselor towards children with autism. 4. Establishing incentives and rewarding rewards for outstanding psychological counselors in their work. 5. Providing the needs of psychological counselors to ensure success in performing the tasks assigned to them.

Al-Baqi and Al-Ghamdi (2021) conducted a study aimed at identifying the role of the student advisor in the field of guidance and counseling services for middle school students, and identifying the role of the student advisor in providing guidance and guidance services in the personal, social, educational and religious fields. To achieve this goal, a descriptive study and procedural survey method were used in this study. The researcher also used a questionnaire to collect data by directing questions and inquiries to a sample of (60) students from Al-Razi, Al-Shati and Rabi bin Amer Schools, who were chosen randomly from among the students of the school. So that the sample includes the first, second and third grades, the study concluded with several results, the most prominent of which was that the most important personal areas in which the student advisor provides counseling and guidance services are represented in the student feeling comfortable when talking to the student advisor. The study also revealed that the most important personal areas that the students see that The student advisor does not provide them with good guidance and direction, represented in helping students develop their hobbies, and teaching them how to make use of their spare time. The study also showed that the role of the student advisor helps students raise their achievement level.

Bin Taleb and Musharraf (2013) conducted a study aimed at identifying the role of the student advisor in dealing with domestic violence problems for secondary school students in Riyadh. The study population consists of student counselors in the Department of Education in the Riyadh region of the Ministry of Education in the Kingdom of Saudi Arabia, and their number is (337 supervisors). Members of the sample, and the sample consisted of (105) questionnaires, representing 31.2% of the research community. The researcher used the descriptive method in this research. One of the most prominent results of the study is the students' realization that the student advisor is primarily responsible for solving family violence problems. And taking care of the courses and workshops held by the Ministry of Education on the problems of domestic violence, providing parents with information and free numbers to the official authorities concerned with treating cases of domestic violence, and informing the guardian of the abused student about the damage inflicted on his son as a result of the violence.

It is clear from the above and from a review of the theoretical framework and previous relevant studies, that there is a lack of studies that show the role of the educational counselor in the use of educational technology during the Corona pandemic, and the extent of the importance of this role on the progress of the educational process and the achievement of students' ambition and its impact on their academic achievement, positive behavior, motivation and aspects of other have. This study is distinguished from previous studies in that it was applied to the Jordanian public-school community, and it is one of the first Arab studies to study this dimension in the light of a number of variables - within the limits of the researcher's knowledge. Corona in the government schools of the Hashemite Kingdom of Jordan from the point of view of the counselors.

STUDY PROBLEM AND QUESTIONS

“Distance education” is one of the most important modern educational tools, as classroom lessons and methodological information are transferred through technology means from the educational institution to students in light of the current conditions of the spread of the Corona virus, which has swept the whole world, the distance education process has been activated in Jordan and the presence of Students in schools are part of the precautionary measures to achieve social distancing to prevent the spread of the virus.

The use of educational technology through distance education platforms had to change the roles of the educational advisor in light of these educational developments, and through the nature of the researcher’s work in educational guidance, I noticed changes in the roles of educational advisors in using this modern technology, especially distance education, which in turn It became difficult to communicate with students and monitor their performance.

The problem of the study is to answer the following study questions:

1. What is the role of the educational counselor in using educational technology during the Corona pandemic in the government schools of the Hashemite Kingdom of Jordan from the counselors' point of view?
2. Does the role of the educational counselor in using educational technology during the Corona pandemic differ in the government schools of the Hashemite Kingdom of Jordan from the counselors’ point of view due to the variables (gender, educational qualification)?

IMPORTANCE OF THE STUDY: The study is expected to be useful in both the theoretical and practical aspects.

ON THE THEORETICAL SIDE: The importance of the study lies in the importance of its topic related to the role of the educational counselor in the use of educational technology in light of the Corona pandemic, - within the limits of the researchers’ knowledge, no study was found that specialized in studying all the variables of the current study.

ON THE PRACTICAL SIDE: The importance of the study lies in the growing interest in the expansion and development of counseling services in educational institutions in our society, with the aim of helping students solve their problems in a scientific manner, and in choosing the type of study or profession that is consistent with their abilities and inclinations and with the requirements of that profession or study in order to confirm compatibility Psychological, educational and occupational, and then achieving psychological and social health.

LIMITATIONS AND LIMITATIONS OF THE STUDY: The generalization of the study results will be determined in light of the following limitations:

- The study was applied to educational counselors in public schools in the Jordanian education directorates.
- The study was implemented during the semester of the academic year 2020-2021.
- The accuracy of the answers of the study sample on the study tool used.

THE RELIABILITY AND VALIDITY OF THE STUDY TOOLS.

PROCEDURAL TERMS

Educational Guidance: It is the process in which the individual is helped to fulfill his role fully in his society, and it is also a means of helping the individual to form his personality and build it so that he can agree with himself and the surrounding environment (Badr, 2009, 34).

The researcher defines procedurally the role of the educational advisor: those roles that the advisor plays in e-learning during the Corona pandemic, which are measured through the scale prepared in this study.

Educational technology: It is a modern strategy based on organizing, planning, designing, implementing and evaluating the educational process according to the specific outcomes, using all available resources and capabilities to make the educational process more effective (Al-Diri and Al-Widyan, 2017, 57).

The researcher defines educational technology procedurally: distance learning through educational platforms, which was presented during this study.

STUDY METHODOLOGY AND STATISTICAL TREATMENT:

The descriptive/survey design was used due to its relevance to the nature and objectives of the study.

STUDY POPULATION AND SAMPLE:

The study population consisted of all educational counselors in public schools affiliated with the Jordanian Ministry of Education from the academic year 2020-2021, who numbered (2080) counselors and counselors, according to the statistics issued by the Human Resources Department in the Ministry of Education in the Hashemite Kingdom of Jordan, and the study sample Their number reached (208) male and female counsellors, they were chosen by the simple random method, and Table (1) shows the proportions and numbers of the study sample according to its variables (sex, educational qualification).

TABLE (1) FREQUENCIES AND PERCENTAGES BY GENDER AND ACADEMIC QUALIFICATION

	Categories	Frequencies	Percentage
Gender	Male	56	%26.9
	Female	152	%73.1
Qualification	Bachelor	147	%70.7
	High Studies	61	%29.3
Total		208	%100.0

STUDY TOOL

The questionnaire was used as a tool to measure the role of the educational counselor in using educational technology during the Corona pandemic in the government schools of the Hashemite Kingdom of Jordan from the counselors' point of view, as the researcher developed it through the following steps:

1. Examining the research and studies related to the subject of the study, such as the study (Hobbs, 1988), the study (Frost, 1990), and the study (Al-Daraan, 2021).
2. Examining the theoretical literature related to the roles of educational counselors.
3. Determine the main areas of the questionnaire.
4. Drafting the paragraphs included in each field.
5. Preparing the questionnaire in its initial form.
6. A questionnaire was presented to a group of educational arbitrators, where their instructions were implemented.
7. Preparing the questionnaire in its final form, which included two parts, the first part: the primary data of the study sample consisted of (2) variables: gender, and educational qualification. And the second part: It includes the fields of the questionnaire, and it consisted of (28) paragraphs, which were formulated and distributed into three fields.

VALIDITY OF THE TOOL

The validity of the content of the questionnaire in its initial form was verified by presenting it to (10) arbitrators who hold a doctorate degree in counseling, psychology, educational administration, measurement and evaluation from faculty members in public and private Jordanian universities. The degree of suitability of each paragraph to the field in which it was placed, and the addition, deletion or modification of any paragraph they deem appropriate. After restoring the questionnaires, the questionnaire was modified based on the arbitrators' observations, by adopting the degree of agreement (80%) of the arbitrators on the initial tool consisting of (32) distributed paragraphs. It was divided into four areas, and thus the performance consisted of (28) items distributed over (3) areas.

THE VALIDITY OF THE INTERNAL STRUCTURE:

In order to extract the indications of the validity of the internal construction, the correlation coefficients of the questionnaire items with the total score were extracted through a survey sample from outside the study sample that consisted of (30) counselors and educational guides, where the items of the scale were analyzed and the correlation coefficient of each of the items was calculated, as the correlation coefficient represents a significance. The validity for each paragraph is in the form of a correlation coefficient between each paragraph and the total score on the one hand, and between each paragraph and its relationship to the domain to which it belongs, and between each field and the total score on the other hand, and the correlation coefficients of the items with the tool as a whole ranged between (0.50-0.89).), with the range (0.62-0.90) and tables (2-3) showing this.

TABLE (2): CORRELATION COEFFICIENTS BETWEEN ITEMS, THE TOTAL SCORE, AND THE DOMAIN TO WHICH THEY BELONG

Paragraph No.	Correlation coefficient with Field	Correlation coefficient with the tool	Paragraph No.	Correlation coefficient with Field	Correlation coefficient with the tool	Paragraph No.	Correlation coefficient with Field	Correlation coefficient with the tool
1	.77**	.76(**)	1	.82**	.87(**)	1	.83**	.76(**)
2	.80**	.76(**)	2	.83**	.88(**)	2	.84**	.75(**)
3	.84**	.70(**)	3	.84**	.79(**)	3	.86**	.72(**)
4	.71**	.74(**)	4	.86**	.84(**)	4	.84**	.74(**)
5	.72**	.81(**)	5	.84**	.70(**)	5	.89**	.70(**)
6	.78**	.80(**)	6	.89**	.72(**)	6	.90**	.71(**)
7	.50**	.87(**)	7	.90**	.73(**)	7	.80**	.75(**)
8	.71**	.88(**)	8	.90**	.69(**)	8	.84**	.75(**)
9	.73**	.86(**)	9	.62**	.85(**)	9	.71**	.75(**)
						10	.72**	.75(**)

** Statistically significant at the significance level (0.01).

It is clear from Table (2) that all correlation coefficients were of acceptable and statistically significant degrees, and therefore none of these paragraphs were omitted.

TABLE (3): CORRELATION COEFFICIENTS BETWEEN THE DOMAINS TO EACH OTHER AND TO THE TOTAL DEGREE

behavioral aspect of the educational counselor in educational technology during the Corona pandemic	professional performance aspect of the mentor in educational technology during the Corona pandemic	The knowledge aspect of the educational counselor in educational technology during the Corona pandemic	Total
1			
	.645**		1
		.652**	1
			.848**
	.835**	.862**	1

The behavioral aspect of the educational counselor in educational technology during the Corona pandemic

The professional performance aspect of the mentor in educational technology during the Corona pandemic

The cognitive aspect of the educational guide in educational technology during the Corona pandemic

Total marks

** Statistically significant at the significance level (0.01).

It is clear from Table (3) that all correlation coefficients were of acceptable and statistically significant degrees, which indicates an appropriate degree of construct validity.

TOOL STABILITY

To ensure the stability of the study tool, the test-retest method was verified by applying the scale, and reapplying it after two weeks on a group outside the study sample consisting of (30) male and female counsellors, and then the Pearson correlation coefficient was calculated between their estimates in twice.

The stability coefficient was also calculated using the internal consistency method according to Cronbach's alpha equation, and Table No. (4) shows the internal consistency coefficient according to Cronbach's alpha equation and the repeatability of the fields and the tool as a whole. These values were considered appropriate for the purposes of this study.

TABLE (4): CRONBACH'S ALPHA INTERNAL CONSISTENCY COEFFICIENT AND THE REPEAT INVARIANCE OF THE DOMAINS AND THE TOTAL SCORE

Field	Replay stability	Internal consistency
The behavioral aspect of the educational counselor in educational technology during the Corona pandemic	0.92	0.91
The professional performance aspect of the mentor in educational technology during the Corona pandemic	0.91	0.88
The cognitive aspect of the educational guide in educational technology during the Corona pandemic	0.90	0.87
Total	0.91	

It is evident from Table (4) that the values of the reliability coefficients ranged between (0.87-0.92), all of which are high values, and these values were considered appropriate for the purposes of this study.

TOOL CORRECTION PROCEDURE

The five-point Likert scale was adopted to correct the study scale, by giving each of its paragraphs one score out of its five degrees (very large, large, medium, low, very low), which are digitally represented (5, 4, 3, 2, 1), respectively. The following scale was adopted for the purposes of analyzing the results:

From 1.00 to 2.33 Low

From 2.33 to 3.67 Intermediate

From 3.67 to 5.00 large

The scale was calculated by using the following equation:

(Maximum Scale - Minimum Scale) / Number of Classes Required

$(5-1) / 3 = 1.33$

And then add the answer (1.33) to the end of each category.

STATISTICAL PROCESSING

Statistical methods were used through the Statistical Analysis Program (SPSS) to analyze and process the data as follows:

- To ensure the validity of the internal consistency and the stability of the study tool and the description of the study sample, statistical treatments were used:
- Pearson correlation coefficient to verify the internal consistency of the study tool by finding the Pearson correlation coefficient between each field and its variables and the total score of the questionnaire.
- Cronbach Alpha coefficient to ensure the stability of the study tool.
- Frequencies and percentages to describe the characteristics of the study sample members.
- Arithmetic averages, standard deviations, frequencies, and percentages to answer the first question.
- An independent sample t-test to identify the significance of the differences between the average estimates of the study sample, which are attributed to the variables of gender and educational qualification, in order to answer the second study question.

STUDY RESULTS

FIRST: PRESENTING THE RESULTS RELATED TO THE FIRST STUDY QUESTION: WHAT IS THE ROLE OF THE EDUCATIONAL COUNSELOR IN USING EDUCATIONAL TECHNOLOGY DURING THE CORONA PANDEMIC IN THE GOVERNMENT SCHOOLS OF THE HASHEMITE KINGDOM OF JORDAN FROM THE COUNSELORS' POINT OF VIEW?

To answer this question, the arithmetic averages and deviations of the role of the educational counselor in using educational technology during the Corona pandemic in the government schools of the Hashemite Kingdom of Jordan were extracted from the counselors' point of view, and the table below illustrates this.

TABLE (5): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE DOMAINS OF THE EDUCATIONAL COUNSELOR'S ROLE IN THE USE OF EDUCATIONAL TECHNOLOGY DURING THE CORONA PANDEMIC IN THE GOVERNMENT SCHOOLS OF THE HASHEMITE KINGDOM OF JORDAN FROM THE COUNSELORS' POINT OF VIEW RANKED DESCENDING

Rank	No.	Field	Arithmetic Mean	Standard Deviation	Level
1	1	The behavioral aspect of the educational counselor in educational technology during the Corona pandemic	4.59	.4820	High
2	3	The cognitive aspect of the educational guide in educational technology during the Corona pandemic	4.28	.6050	High
3	2	The professional performance aspect of the mentor in educational technology during the Corona pandemic	4.03	.6610	High
			4.30	.5210	High

Table (5) shows that the arithmetic averages ranged between (4.03-4.59), where the behavioral aspect of the educational counselor in educational technology during the Corona pandemic came in the first place, with an arithmetic mean of (4.59) and a standard deviation (0.482), and the field came in the cognitive aspect. The educational advisor in educational technology during the Corona pandemic came in second place, with an arithmetic average of (4.28) and a standard deviation (0.605), and the field came to the side of the professional performance of the advisor in educational technology during the Corona pandemic with an arithmetic average of (4.03), and the arithmetic mean of the tool as a whole was (4.30). The arithmetic averages and standard deviations of the estimates of the study sample members were calculated on the paragraphs of each field separately, as they were as follows:

THE FIRST AREA: THE BEHAVIORAL ASPECT OF THE EDUCATIONAL COUNSELOR IN EDUCATIONAL TECHNOLOGY DURING THE CORONA PANDEMIC

TABLE (6): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE BEHAVIORAL ASPECT OF THE EDUCATIONAL COUNSELOR IN EDUCATIONAL TECHNOLOGY DURING THE CORONA PANDEMIC, ARRANGED IN DESCENDING ORDER ACCORDING TO THE ARITHMETIC AVERAGES

Rank	No.	Item	Arithmetic Mean	Standard Deviation	Level
1	4	The educational counselor works on the importance of listening to counselors, students, and parents' feedback	4.65	.5690	High
2	5	It adopts the principle of confidentiality in dealing with everything directed to it	4.64	.6430	High
3	1	The educational advisor always shows respect for teachers and students when communicating with them through educational platforms	4.63	.6140	High
4	9	The educational counselor makes sure that his words match his actions during communication with the student, the guardian and the teacher	4.61	.5700	High
5	8	The educational counselor is keen to treat all students fairly and to take into account their current circumstances when communicating with them	4.58	.6070	High
6	7	He has a cheerful spirit that gives reassurance, optimism and reassurance as a result of the circumstances that everyone is going through these times	4.58	.6240	High
7	2	He is calm and relaxed	4.55	.6340	High
8	3	From your point of view as an educational guide, you are calm and generous in dealing with all members of the educational process during your use of electronic platforms	4.54	.5870	High

Rank	No.	Item	Arithmetic Mean	Standard Deviation	Level
9	6	It is characterized by rapid interaction and honesty in dealing with students and parents through social media	4.53	.6860	High
		The behavioral aspect of the educational counselor in educational technology during the Corona pandemic as a whole	4.59	.4820	High

Table (6) shows that the arithmetic averages ranged between (4.53-4.65), where paragraph No. (4) came in the first place, which states, “The educational counselor works on the importance of listening to counselors, students and parents’ observations,” with an arithmetic average of (4.65). , while Paragraph No. (6) came in the last rank, and its text “is characterized by rapid interaction and honesty in dealing with students and parents through social media,” with an arithmetic average of (4.53), and the arithmetic mean of the behavioral aspect of the educational counselor in educational technology during the Corona pandemic as a whole reached (4.59).

This may be due to the fact that the educational counselor during the Corona pandemic was able to control the behavioral aspect while performing his roles in distance education by breaking the fear of meeting with students, and also addressing students’ problems in the presence of parents through remote communication, which ensures communication with everyone in the same Time and his enjoyment of complete confidentiality in dealing with and solving problems.

THE SECOND FIELD: THE ASPECT OF THE PROFESSIONAL PERFORMANCE OF THE MENTOR IN EDUCATIONAL TECHNOLOGY DURING THE CORONA PANDEMIC

TABLE (7): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE DOMAIN OF A COUNSELOR'S PROFESSIONAL PERFORMANCE IN EDUCATIONAL TECHNOLOGY DURING THE CORONA PANDEMIC, ARRANGED IN DESCENDING ORDER

Rank	No.	Item	Arithmetic Mean	Standard Deviation	Level
1	5	Cooperating with the administrative body in solving students' problems	4.51	.6730	High
2	1	The educational counselor takes into account the psychological pressure of teachers and students when communicating with them	4.45	.6350	High
3	4	Follows up on cases reported by teachers to the school administration	4.41	.8690	High
4	8	Helps students identify their professional interests	4.16	.9650	High
5	3	Conducts one-on-one interviews to help solve students' problems	4.13	.9700	High
6	7	Conducts group counseling for students to help them solve their problems	3.99	1.030	High
7	9	It studies cases that need financial aid and tries to fund it from different resources	3.76	1.096	High
8	2	Follows up on absences and delays in entering the platform, solving assignments, and submitting exams	3.57	1.248	Medium
9	6	He makes regular visits to electronic platforms to follow up on students	3.29	1.310	Medium
		The professional performance aspect of the mentor in educational technology during the Corona pandemic as a whole	4.03	0.661	High

Table (7) shows that the arithmetic averages ranged between (3.29-4.51), where Paragraph No. (5) came in the first place, which states “cooperates with the administrative body in solving students’ problems” with an average of (4.51), while it came In the last rank, paragraph No. (6) and its text “makes regular visits to electronic platforms to follow up on students” with an average of (3.29), and the arithmetic average for the field of the professional performance aspect of the mentor in educational technology during the Corona pandemic as a whole was (4.03).

This may be attributed to the speedy response of the educational counselors to carry out their roles in distance education, which was put forward by the Jordanian Ministry of Education, and to enter the educational platforms, monitor the elements of the educational process, identify the problems they face and solve them, and get rid of all the problems facing students and teachers in distance education.

THE THIRD AREA: THE COGNITIVE ASPECT OF THE EDUCATIONAL GUIDE IN EDUCATIONAL TECHNOLOGY DURING THE CORONA PANDEMIC

TABLE (8): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE COGNITIVE ASPECT DOMAIN OF THE EDUCATIONAL COUNSELOR IN EDUCATIONAL TECHNOLOGY DURING THE CORONA PANDEMIC, ARRANGED IN DESCENDING ORDER

Rank	No.	Item	Arithmetic Mean	Standard Deviation	Level
1	10	It helps students to organize their study times	4.47	.7210	High
2	1	Objective so that no action or decision is taken except on the basis of concrete facts	4.42	.7110	High
3	4	It helps students to understand the correct ways of studying	4.39	.8160	High
4	3	It helps in solving students' problems related to teachers	4.30	.7090	High
5	5	Encourages students to participate in school activities	4.28	.7940	High
6	6	Has the skill in analyzing, interpreting and formulating the facts associated with the problem	4.26	.8010	High
7	9	He has continuous knowledge and contact with the sources of knowledge necessary for his profession to keep pace with its developments and progress	4.24	.7280	High
8	2	He records all his activities	4.20	.7980	High
9	8	Able to explain the overlapping factors interacting in the problematic situation and estimate the situation he deals with in integrity and clarity	4.14	.7970	High
10	7	He adheres to professional values even if they conflict with his personal values	4.10	.8720	High
		The cognitive aspect of the educational counselor in educational technology during the Corona pandemic as a whole	4.28	0.605	High

Table (8) shows that the arithmetic averages ranged between (4.10-4.47), where paragraph No. (10) came in the first place, which states “helps students to organize their study times” with an average of (4.47), while it ranked last Paragraph No. (7) and its text “adheres to professional values even if they conflict with his personal values,” with an arithmetic average of (4.10), and the arithmetic average of the field of knowledge of the educational guide in educational technology during the Corona pandemic as a whole was (4.28).

This may be attributed to the readiness and equipment carried out by the school administration and education directorates in coordination with the Ministry to ensure that the counselors obtain the training courses and skills necessary to use modern technology in their work as educational counselors.

SECOND: PRESENTING THE RESULTS RELATED TO THE SECOND STUDY QUESTION: Does the role of the educational counselor in the use of educational technology during the Corona pandemic differ in the government schools of the Hashemite Kingdom of Jordan from the counselors' point of view due to the variables (gender, educational qualification)?

To answer this question, the arithmetic means and standard deviations were extracted. The role of the educational counselor in the use of educational technology during the Corona pandemic in the government schools of the Hashemite Kingdom of Jordan from the point of view of the counselors according to the variables of gender and academic qualification, and to show the statistical differences between the arithmetic averages, the “t-test” and tables were used. Below explains it.

GENDER

TABLE (9) :ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND THE "T" TEST FOR THE ROLE OF THE EDUCATIONAL COUNSELOR IN USING EDUCATIONAL TECHNOLOGY DURING THE CORONA PANDEMIC IN THE PUBLIC SCHOOLS OF THE HASHEMITE KINGDOM OF JORDAN FROM THE COUNSELORS' POINT OF VIEW DUE TO THE VARIABLE (GENDER)

Variable	Category	No.	Arithmetic Mean	Standard Deviation	T Value	Freedom Degree	Statistical significance
The behavioral aspect of the educational counselor in educational technology during the Corona pandemic	Male	56	4.56	.5460	-.491	206	.5760
	Female	152	4.60	.4570			
The professional performance aspect of the mentor in educational technology during the Corona pandemic	Male	56	4.10	.8070	.904	206	.0400
	Female	152	4.01	.5990			
The cognitive aspect of the educational guide in educational technology during the Corona pandemic	Male	56	4.36	.5970	1.191	206	.2760
	Female	152	4.25	.6070			
The tool as a whole	Male	56	4.34	.5920	.690	206	.2150
	Female	152	4.29	.4940			

It is evident from Table (9) that there are no statistically significant differences ($\alpha \leq 0.05$) due to the gender variable in all areas and the tool as a whole.

QUALIFICATION

TABLE (10) :ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND THE "T" TEST FOR THE ROLE OF THE EDUCATIONAL COUNSELOR IN THE USE OF EDUCATIONAL TECHNOLOGY DURING THE CORONA PANDEMIC IN THE PUBLIC SCHOOLS OF THE HASHEMITE KINGDOM OF JORDAN FROM THE COUNSELORS' POINT OF VIEW ATTRIBUTED TO THE VARIABLE (QUALIFICATION)

Variable	Category	No.	Arithmetic Mean	Standard Deviation	T Value	Freedom Degree	Statistical significance
The behavioral aspect of the educational counselor in educational technology during the Corona pandemic	Bachelor	147	4.61	.4580	.8210	206	.3830
	Higher than bachelor	61	4.55	.5360			
The professional performance aspect of the mentor in educational technology during the Corona pandemic	Bachelor	147	3.99	.6410	-1.327	206	.2450
	Higher than bachelor	61	4.13	.7020			
The cognitive aspect of the educational guide in educational technology during the Corona pandemic	Bachelor	147	4.26	.5670	-.825	206	.0680
	Higher than bachelor	61	4.33	.6880			
The tool as a whole	Bachelor	147	4.29	.4970	-.625	206	.2110
	Higher than bachelor	61	4.34	.5790			

Table (9) shows that there are no statistically significant differences ($\alpha \leq 0.05$) due to the educational qualification variable in all fields and the tool as a whole.

RECOMMENDATIONS

In light of the foregoing presentation and discussion of the results, the study presented a set of recommendations as follows:

- Activating the role of the educational counselor and obligating him to make regular visits to electronic platforms to follow up on students.
- Assigning some powers from the school director to follow up cases of absence and delay in entering the platform, solving assignments, and submitting exams.
- Conducting more similar studies in private schools and addressing different variables.

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