

The Reality of the Role of Guidance and Educational Media in Jordanian Educational Institutions

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ABSTRACT

The study aimed to identify the reality of the role of guidance and educational media in Jordanian educational institutions, where the descriptive approach was used in addition to the use of a questionnaire consisting of (3) areas and by (10) paragraphs for each field as a tool for the study, which was applied to a sample of (400) male and female students Among the students of the basic stage, where it was concluded that educational media is witnessing a kind of effectiveness as it works to urge students to self-inquiry, and it is also able to discover and highlight the abilities and potentials of students, as it is able to clarify the future prospects of study specializations in the labor market, It was also concluded that the effectiveness of educational media does not differ according to gender and method of guidance.

Keywords: Educational guidance, Educational media, Educational advisor, School education, Educational institutions.

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INTRODUCTION

The economic and social demand at the present time requires educational and training institutions to create qualified competencies to keep pace with various developments and developments in the scientific and technological field. It begins with school education and ends with university education (Rababa& AL-Momani, 2022; Daniels et.al, 2022)

In parallel with that, the state must pay more attention to school and vocational guidance and not be limited to the services it provides, considering that it is among the factors that ensure the provision of various sectors with manpower and qualified human resources. Including educational media, which aims to organize and activate the student's academic path, by achieving agreement between his aspirations and academic results, as well as training and development in the field of individual and group research (Prakash et.al, 2022; Pandey& Kumar, 2022; Alrabadi& Al-Momani, 2022; Ochieng& Gyasi, 2021)

School and vocational guidance is of great importance in determining the fate of society, which in turn depends on the fate of its children, by helping the student to choose the academic specialization in which he would like to study (Al-Momani& Rababa, 2022; Pulkkinen et.al, 2020)

So, educational media is considered a basic means that help the student to determine his academic choice, discover his abilities and express his desire freely. It also reveals to him the future prospects of the labor market and the academic disciplines that lead to them. It also tries to give him the ability to link between the academic world and the professional world based on his true potential and capabilities (Kheang Dr, 2021)

From all this we understand that in his daily life and in order to be successful, he must know himself and make objective plans and decisions for all his goals that he wants to reach, and that will not happen to him unless he inquires about those goals and interests that he wants to hit, and here enters the importance of the media As an activity that must be available in order for a person to reach

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what he wants (AL-Momani& Jawarneh, 2022; Huang& Chen,2022; Sigurðardóttir et.al,2022)

The student always seeks success, whether in his academic or professional career, as he is in a constant search for all the information, he deems necessary and often falls into error due to the absence or bad media, so he will be in dire need of someone to help him in this field by giving him information Necessary and necessary for making his decisions regarding his academic and professional choices on the basis of the professional project he wants to achieve (Tomaszewska-Pękała et.al,2020; Porter, 2020; Zyromski et.al,2018), and the world confirms this (superhero sees that the process of self-perception constitutes a professional psychological foundation for the development of tendencies and professional choice, and at the same time it is an expression of self-development, and for the person and the profession, the process of perception enters into the rebuilding of projects, and tendencies also enter as one of the main factors in choosing any academic specialization. Or a specific professional field, where many studies have emphasized the importance of tendencies as one of the criteria to which the individual refers in this context, and even if these studies did not find a strong relationship between professional or academic success and tendencies, they found a relationship between tendencies and other auxiliary variables. On success, such as job satisfaction, continuity in it, and perseverance, which are factors that help to

succeed in the profession, study or training (Valverde et.al,2020; AL-Momani, 2022; Baker et.al,2021;Hardy et.al,2018;Draaisma et.al,2018;AL-Momani& Purnawan, 2022)

But despite the importance of tendencies in choosing an academic or professional field, the individual here cannot reach these tendencies until he achieves them on the ground in the event that he does not have sufficient information based on a correct scientific basis that helps this individual succeed in making the right decision regarding His academic or professional future (AL-Momani, 2022; Romito et.al,2020; Sigþórsson, 2022)

From all of this, it becomes clear to us the great importance of educational media in the educational community in the context of determining the appropriate academic choice for students and then achieving the future project for it, and consequently, the success of the student and the success of the community.

From the foregoing, the following questions can be asked:

- Does educational media help students to search for academic majors?
- Does educational media help students discover the abilities and capabilities that will qualify them to join academic specializations?
- Does educational media work to explain and clarify the future prospects for academic majors in the labor market?
- Does the effectiveness of educational media differ according to gender?
- Does the effectiveness of educational media differ according to the method of guidance.

To answer these questions, the following hypotheses were developed.

- We expect that educational media does not help students to search for academic disciplines (self-search).
- We expect educational media to highlight and discover the abilities and potentials of students.
- We expect that the educational media does not clarify the future prospects for educational specializations in the labor market.
- The effectiveness of educational media does not differ according to gender.
- The effectiveness of educational media does not differ according to the method of guidance.

Objectives of the study

The objectives of the study are specified in the following:

- Does educational media really help students to search for academic majors?
- Does educational media help students discover their abilities and capabilities that will qualify them to join academic specializations?

Does educational media work to explain and clarify the future prospects for academic majors in the labor market?

This study also aims to reach in the end an attempt to propose a program for educational media in the educational environment to be taken by the educational counselor as a way to help students

make sound decisions regarding the selection of their academic majors through which they will achieve their professional projects.

The importance of studying

This research has two aspects of importance, a theoretical part and an applied one:

The theoretical side:

- It enables us to know the educational, school and professional advisor and the tasks he performs in the media aspect.
- It enables us to realize and understand the importance of educational media in the field of academic and professional choice.
- It shows us the significant role that a career project plays in students' decision-making about their study choices.
- It shows us the concept of academic and professional choice and the factors surrounding it and affecting it.
- It enables us to know the great role of educational and vocational guidance in helping the individual overcome his problems.

Terminology of study

In this study, some concepts that we consider essential in it will be presented and in order to avoid overlap and disagreement about the meanings and implications of these concepts and to avoid any misunderstanding or ambiguity that may stand as a barrier to understanding our study. We will find ourselves obligated to present the procedural concepts of the variables of this study, which are:

Educational Media

By educational media, we mean here the media sessions provided by the educational counselor, as well as the individual and group interviews that he collects with them, where we will measure this variable on a sample of students through the questionnaire that will be prepared for this purpose, through the following dimensions:

- Encourage students to search for themselves.
- Discover and highlight the abilities and potentials of students.
- Explanation and clarification of the future prospects of study majors in the labor market.

The educational advisor

He is a person who works in an educational institution. He is considered one of the administrative staff, as he works under the authority of the school director. He undertakes the process of informing students of everything related to the academic path and guiding them.

Students:

By this, we mean students who study in the tenth grade, which is the last stage of basic education, after which the student moves to secondary education.

Educational institutions

And we mean all school education institutions in Jordan.

Gender: And we mean students, whether male or female.

Orientation method

By it we mean the guidance that met the students' desires and the guidance that did not meet the students' desires.



Field procedures method

Study Approach

The approach is an applied step or a set of procedures that we follow to study a problem or phenomenon in order to discover the facts that are related to it, answer a number of questions it raises, and verify the validity or negation of its hypotheses. The nature of the research topic is what determines the quality of the method used." The method, whatever its type, means the method followed by the researcher to study the problem in question.

Since the subject of our study is the reality of educational media in educational institutions, the approach that suits us is the descriptive approach because it "depends on studying the phenomenon as it exists in reality, describing it accurately, and expressing it quantitatively or qualitatively."

The Study Sample

The sample is the selection and withdrawal of a group of individuals from the original community, then applying the study to this part of the community, and then trying to generalize the results to the original community from which this sample was drawn. Its unit is a family, a farm, a crop of crops, or a group of individuals."

Accordingly, the study sample consisted of (400) male and female students, and this sample was chosen by following the steps of the stratified random sample, given that each school represents a class of the original society.

Data collection tools

The researcher needs certain tools to collect the necessary data and information for his study, as it determines the nature of the study problem, its hypotheses, and the objectives to be achieved. It gives an idea about the questionnaire and motivates the students to answer in an explicit and objective manner, as we showed them that the answer will only be used for the purposes of the study.

As for items formulating the questionnaire, we proceeded from the main dimensions of the educational media process, which are represented in the following:

First Dimension

Encouraging self-research about academic disciplines on the part of the student.

Second Dimension

Discover and highlight the capabilities and capabilities of the student.

Third dimension

Explanation and clarification of the future prospects of study majors in the labor market.

From each of these dimensions, we formulated ten pivotal items so that the questionnaire consisted of thirty 30 items, and we put alternative answers to these items represented in (Yes, No).

Statistical Methods

The percentage (%) was used to display and analyze the data in the questionnaire directed to students to know the extent to which the first hypothesis, the second hypothesis and the third hypothesis were met or not.

The test was also used (t-test) and coefficient of differences, and analysis of variance, to address the results of the fourth and fifth hypotheses.

Table 1: The results of the first hypothesis

<i>Students</i>	<i>Sample members</i>	<i>Items</i>
<i>%</i>	<i>answer alternatives</i>	
77.89	yes	Item No. (1)
22.11	no	
34.21	yes	Item No. (4)
65.79	no	
77.89	yes	Item No. (7)
22.11	no	
43.50	yes	Item No. (10)
56.50	no	
72.63	yes	Item No. (13)
27.37	no	
73.50	yes	Item No. (16)
26.50	no	
16.66	yes	Item No. (19)
83.34	no	

The results of the first hypothesis

Does this hypothesis state that we expect the educational media to be unable to self-research in students?

We will try to present the results of this hypothesis based on the results of the questionnaire directed to students, depending on the results of items with numbers (1, 4, 7, 10, 13, 16, 19) and we will explain the results of these items in the following table:

Based on the results presented in Table 1, we can conclude that the items achieved are a group of four items, which are the first item, seventh item, thirteenth item, and sixteenth item. The three items that have not been achieved, are the fourth item, tenth item and nineteenth item. These items, whether realized or unrealized, all translate the first hypothesis, which indicates that this hypothesis has not been achieved to a large extent. Based on the %realized items, which equals 57.14% of the total % of items, and also based on the percentage of unrealized items, which equals 42.86 % of the total % of items that translate this hypothesis.

From the foregoing, we can say that the first hypothesis was achieved, but not to a large extent, meaning that we reject the null hypothesis and accept the research hypothesis that states the ability of educational media to help students in self-research, but this provision is not considered an absolute judgment, as there is a ratio of 42.86% of the items that translate this hypothesis were not fulfilled, which indicates that there are a good number of students in whom the educational media did not inspire the spirit of self-research, and we said this because self-research is one of the basic goals that educational media must achieve at the level of students.

Based on the discussion of the terms of this hypothesis, we conclude that the students here, and by virtue of the educational media provided to them, do self-research, but it is not in a large way, and the reason for this is the lack of motivational mechanisms that motivate and encourage students to self-search on the one hand and provide them with all the necessary information and knowledge that On the other hand, they ask about it. In this regard, we suggest the establishment of specialized magazines that explain

Table 2: The results of the second hypothesis

<i>Students</i> %	<i>Sample members</i> <i>answer alternatives</i>	<i>Items</i>
82.28	yes	Item No. (02)
17.72	no	
77.36	yes	Item No. (05)
22.64	no	
83.50	yes	Item No. (08)
16.50	no	
67.36	yes	Item No. (11)
32.64	no	
74.73	yes	Item No. (14)
25.27	no	
78.07	yes	Item No. (17)
21.93	no	
77.01	yes	Item No. (20)
22.99	no	

and clarify the academic disciplines. We also suggest increasing the number of school and vocational guidance centers as much as possible, in order to facilitate students' contact with them, and to increase the interest of educational counselors in the issue of educational media.

Results of the second hypothesis

This hypothesis states that we expect that the educational media will not be able to highlight and discover the abilities and capabilities of students.

We will try to present the results of this hypothesis from the results of the questionnaire directed to students, based on the results of items with numbers (02, 05, 08, 11, 14, 17, 20) and we will explain the results of these items in the following table:

Based on the results presented in Table 2, we conclude that all the items that translate the second hypothesis have the largest proportion of the alternative (yes), which indicates that this hypothesis was not fulfilled, and from it we reject the null hypothesis and accept the research hypothesis which states that educational media is able to highlight and discover capabilities and capabilities Students, which will qualify them to join the academic majors.

Based on the discussion of the results of this hypothesis, we conclude that the students here and based on the educational media provided to them have become aware of the extent of their abilities and capabilities that qualify them to join academic specializations and thus achieve their professional projects. Which suits them, focusing on the use of psychological tests and questionnaire of tendencies and interests and individual and group interviews, and from it we encourage school and vocational guidance teachers to increase attention and focus on these, which are one of the important means for the teacher to rely on as a source of educational media that he does.

Results of the third hypothesis

This hypothesis states that we expect the educational media to be unable to clarify the future prospects of study majors in the labor market.

Table 3: The results of the third hypothesis

<i>students</i> %	<i>sample members</i> <i>answer alternatives</i>	<i>items</i>
73.68	yes	Item No. (03)
26.32	no	
80.70	yes	Item No. (06)
19.30	no	
68.24	yes	Item No. (09)
31.76	no	
67.89	yes	Item No. (12)
32.11	no	
83.68	yes	Item No. (15th)
16.32	no	
65.26	yes	Item No. (18)
34.74	no	
75.78	yes	Item No. (21)
24.22	no	

We will try to present the results of this hypothesis based on the results of the questionnaire directed to students, based on the results of items with numbers (03, 06, 09, 12, 15, 18, 21) and we will explain the results of these items in the following table:

Based on the results presented in Table 3, we conclude that all the items that translate the third hypothesis, the percentage of the alternative (yes) in it took the largest percentage, which indicates that this hypothesis was not fulfilled, and this means that we reject the null hypothesis and accept the research hypothesis that states that educational media here are able to clarify the horizons The future of study majors in the labor market.

Based on the discussion of the results of this hypothesis, we conclude that the students here and based on the educational media provided to them, they know everything related to the future prospects of academic disciplines in the labor market and even in public social relations, and we explain this by self-research on the part of the students.

As for the results of the fourth and fifth hypotheses, and in this context, it is worth noting some of the considerations that we relied on in presenting the results of these hypotheses, and these considerations are:

- In presenting the results of these hypotheses, we relied on the grades obtained by each student in his answers to the items of the questionnaire directed to him.
- These scores were calculated based on the student's answer to each item of the questionnaire directed to them.

The weight (0) was given for the answer alternative (yes) and the weight (01) for the answer alternative (no), because these hypotheses - the subject of the presentation - are all null hypotheses, while the questionnaire items are all positive items

The results were as follows-

The effectiveness of educational media does not differ according to gender.

The effectiveness of educational media does not differ according to the method of guidance.



Summary and Suggestions

This study aimed to know the reality of educational media in Jordanian educational institutions from the perspective of students of the upper basic stage.

The results obtained indicated that the students believe that the educational media here plays its role in terms of reviving the spirit of self-research among students, but not in a large way, and that it is able to discover the capabilities and capabilities of students that will qualify them to join the academic specializations, and it is also able to clarify the future prospects for the specializations. of study in the labor market, as all of these dimensions will benefit and assist students in the process of choosing the study specializations with which they will achieve their professional projects in the future.

Therefore, we suggest that future studies focus on

- Studying the interactive relationship between the student, the educational advisor and all the educational staff.
- Studying students' attitudes towards guidance and information services.
- Studying the attitudes of teachers and administrative staff towards the educational counselor and the role he plays in this field.

As practical suggestions in the field, we suggest:

- The increase in the number of counseling and guidance teachers in schools.

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