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Educational technology and its relationship to the performance of educational counselors during the (Covid-19) epidemic

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Abstract

The study aimed to identify educational technology and its relationship to the performance of educational counselors during the Coronavirus pandemic from educational counselors in secondary schools in the Karak governorate, and the sample of this study consisted of (171) counselors. The results indicated educational technology was moderate, and the degree of quality of performance was high. The study found a statistical differences in the reality of using educational technology due to the gender, The differences in favor of females, and to the experience in favor of experienced (5-10). A statistical differences in the performance of educational counselors due to the variable of experience and in favor of experienced (more than 10). A statistical significant differences in the relationship between the reality of using educational technology and the degree of performance.

Keywords: Educational Technology; Quality of Performance; Coronavirus Pandemic; Educational Counselors; Karak Governorate and Jordan.

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1. Introduction

Today, the world is facing a complex problem, one of the most complex problems that has occurred in the twenty-first century so far, this is due to the spread of the new corona virus (Abuhamdah, Jaradat, & Alsmadi, 2022; Alsmadi, 2022), as it imposed itself and swept the world, and affected all walks of life, and its impact on the educational process was announced. Announcement of emergency to confront this pandemic, and forced many educational institutions, universities and institutes to stop their activities, and close them on a large scale in most countries of the world, and in March 2020, most governments in more than (73) countries announced the closure of their schools, where more than (421) million learners globally in their homes due this pandemic.

This closure cessation of formal education in schools and educational institutions has prompted decision makers to search for modern means to maintain the stability of education, to complete academic courses and to switch to distance education programs and use technology as an alternative as the only irreplaceable option; To ensure the progress of the academic process both in schools and to provide education during the closure period and to save classrooms from being lost.

Achieving a quality integrated educational system requires a radical change in the existing organizational climate and its determinants. This concept also requires extensive training. Creating an appropriate climate is a prerequisite for achieving the quality strategy in its modern sense. It also requires interaction with the constituent societal systems. For society, the challenge of the distance learning experience and the entry of educational technology into the classroom led to a clear change in the learning and teaching process, and through what technological tools provide as a source of knowledge, a tool for reproducing or re-forming knowledge, and a means of audio-visual communication, in a way that develops the learner's skill and knowledge Scientific (Emmanuel, 2020).

Educators resorted to employing advanced technology and techniques in teaching, convinced of the impact of their changes on the educational system. And that the level of learning among students is doubled by employing technology that helps them to develop the skills of learners, so positive performance will be, and educational technology gives the student the ability to search for information and collect it in the shortest time and least effort (Girsang & Saragih, 2020).

Al-Qudah & Hassan (2017) indicates that it is necessary to pay attention to employing educational technology and its applications because of their important and clear role in improving and developing the educational process, and developing the knowledge attainment of learners. It also works to enhance competitiveness in the educational process, and produce generations capable of facing the challenges of the era in which live in it.

AlKhaja (2015) indicated that the requirements of educational technology are numerous and endless, and the more the educational counselor masters his profession and the more experience he has; It begins with inventing new and diverse means of transferring information and skills to students, and activates and develops the famous means employed by previous educators, The use of technology also helps to overcome many structural barriers that make it difficult to ensure that effective science reaches every learner, as there are a number of challenges in school systems, including the lack of teachers, and the lack of clear ways to improve the performance of teachers (König, Jäger-Biela, & Glutsch, 2020).

The employment of educational technology has reduced administrative burdens by transforming management systems into electronic systems, which contributes to making correct administrative decisions, distributing courses and classes to teachers, their abilities, and attitudes, discovering and

enhancing talented students, as well as providing special programs for people with learning difficulties (Košir et al., 2020).

Education technology is also used as a means of delivering information quickly and with high accuracy most of the time, because it has imposed itself greatly, and it has an impact in helping the educational counselor and the learner to improve their performance together (Salama, 2018).

Employing modern technology in the service of education is an integral part of the educational process, whether in the field of public education and its schools, or higher education and its various institutions. It was not known before, such as electronic schools, open education, distance education, and virtual schools, using modern technology and its electronic technologies at all educational levels (Istepanian & Al-Anzi, 2018).

Nwobi, Ngozi, Rufina, & Ogbonnaya (2016) indicates that technology contributes to the development of learners' skills by communicating between them and their teachers and the learners themselves. Educational technology is also used as a means of communicating information quickly and with high accuracy most of the time, because it has imposed itself significantly, and has its effect in helping the educational counselor and the learner to improve their performance together.

Ismail (2015) focuses on the importance of introducing educational technology and the extent to which teachers need sufficient computer skills; To be used in education and the strategy followed by the educational counselor is based on psychological theories, and is defined and organized by the teacher, and requires preparation and prior organization.

Maryam & Jawdat (2018) report that the optimal use of educational technology skills helps the educational counselor to perform his work efficiently and saves a large part of the time allocated to the lesson, with the possibility of obtaining a better educational level in an interesting manner, and also works to create an atmosphere of interaction, And teamwork inside and outside the classroom. (Al-Qudah & Hassan, 2017) also addresses the importance of using educational technology, which provide teachers with timely assessment data, providing beginning teachers with the human touch needed to supervise and motivate students, and to explore non-academic learning difficulties

AbuRabie (2015) goes on to say that educational counselors possess the skills of using educational technology that enable them to produce the collective curriculum according to the individual specifications within the group of his students, and thus group learning according to the individual characteristics of the learners will become possible, and in this case it allows students to learn according to their own rates As any student will be able to receive an education that suits his abilities.

The educational counselors' possession of the skills of using educational technology depends to a large extent on the degree to which educational counselors use this technology and their desire to adopt it (Hamadneh, 2017).

As the entry of educational technology and its entry into the field of education and learning has become part of the educational process and what it contains, it is necessary to highlight the degree of use of educational technology and its relationship to the quality of performance from educational counselors in Karak Governorate, and how the basic skills Educational technology can serve the elements of the educational process, which are: books, educational guides, and students. The study

came to know the educational technology and its relationship to the quality of performance educational counselors in Karak Governorate.

2. Study Problem

The problem of the study lies in identifying educational technology and its relationship to the quality of educational counselors' performance, which may enable it to make a change in its management of the expected changes to the surrounding environment, and predict the different sectors of its work, strategies and policies that the school administration prefers to adopt, and the development of relations between educational institutions, given that Education after Corona will not be the same as it was before Corona.

Although Jordan has adopted the requirements of technology in its educational system, and implemented many projects and initiatives to develop and improve the teaching and learning processes, the use of technology in education has become an effective means in developing these methods, methods and strategies (Muthanna & Rahim., 2016; Salama, 2018). The Ministry of Education has worked to introduce educational technology into the learning and teaching process, due to its importance and its impact on simplifying the curriculum, its content and its corresponding activities to help the educational counselor, train the learner, and clarify the content in the easiest way.

Because of the importance of technology that is employed in learning and teaching process, and according to the recommendations of some studies, such as the studies of (Abu-Yahya, 2018; Al-Janabi, 2017; Oyedemi, 2015), and the necessary response to conduct more research aimed at taking into account improving the skills of educational counselors in technology, and improving their knowledge, and motivation, and overcoming the difficulties they face in employing technology.

The problem of the study is determined in the following question:

1. What are the perceptions of educational counselors' toward the educational technology in secondary schools in Karak Governorate?
2. What are the perceptions of educational counselors' toward the performance in secondary schools in Karak governorate?
3. Is there a statistical significant difference at the level ($\alpha \leq 0.05$) towards the reality of using educational technology due to the variables (gender, educational qualification, and experience)?
4. Is there a statistical significant difference at the level ($\alpha \leq 0.05$) towards the performance of educational counselors due to the variables (sex, educational qualification, and experience)?
5. Is there a statistical significant relationship at the level ($\alpha \leq 0.05$) between educational technology and the performance of educational counselors in Karak Governorate?

3. Theoretical Framework

The third millennium is characterized by the era of tremendous technological progress in various fields and the progress and rapid increase in information and its nature, and the inventions of machines, equipment and means of transmitting information and keeping it is a great witness to the tremendous progress in this era**.**

These successive developments in the field of technology, communications and information lead to the emergence of distinct formations of concepts describing teaching/learning methods and the different methodological approaches that employ this technology in all its forms to develop and enrich

educational and educational processes. To replace some of them with each other, and others claim that there are clear differences and distinctions between them (Haleem, Javaid, Qadri, & Suman, 2022). Therefore, the issue is not a matter of synonymous concepts, but the presence of clear differences in use makes each of these concepts slightly different from others in application, and these differences are affected by many factors, including the nature of the institution's relationship with learners, the types of materials used, and the media used to present them. The necessity of defining and analyzing the concept of e-learning; To identify the distinctions and similarities between it and the concepts related to those concepts and analyze them in order to reveal their implications and challenges (Singh et al., 2020).

The Corona pandemic had a significant positive impact on the increasing use of a set of features and features that distinguish the application of technology in the mentoring the learning environment other educational environments; This extended to education in various institutions. Employing technology in the counseling process became a governmental and even social requirement. In front of that, schools found themselves facing the challenge of the distance learning experience, regardless of the multiple opinions of satisfaction or dissatisfaction with the experience; However, the experience has become a fait accompli, forcing educational institutions to engage in it (Abdallah Altarawneh & Awwad Alomoush, 2022).

Moreover, the educational counselor faces in his practical life multiple variables that he cannot keep pace with except through the provision of scientific and practical expertise that qualifies him to do so. Knowledge is constantly changing, especially in the field of education, studies provide new things every day, societies change in their systems, policies, methods of planning and development, and the relationships between their members. The learner is the most affected by these changes that put teachers in front of a great challenge that requires keeping pace with these changes through their possession of renewable skills that cannot be Acquiring it by chance or by theoretical experience only, but rather by practicing it and actually practicing it in the classroom (Dores, Geraldo, Carvalho, & Barbosa, 2020).

3.1 Related Research

The study of (A. R. Mahmoud, 2020) aimed at identifying the applications of artificial intelligence in the educational process in light of the challenges of Corona (learner, parents), and the study made several recommendations, including the need to adopt some artificial intelligence techniques in educational institutions, spread technological culture and educate educational institutions and society about the positive effects of artificial intelligence. It is possible, by employing some of the applications of artificial intelligence in the educational process, such as smart education systems and smart content, to face some challenges and problems.

The studies of (Abu Shkhaydam, Khawla, Khalila, Al-Amad, & Shadeed, 2020) aimed to reveal the effectiveness of e-learning in light of the spread of the Corona virus at Kadoorie University, and to achieve the objectives of the study, the descriptive analytical method was relied on, and the study sample consisted of (50) faculty members who taught during the period of spread Corona virus through the e-learning system, and the necessary data was collected using a questionnaire whose stability coefficient was (0.804) and was applied to the study sample, as the results of the study revealed that the study sample's evaluation of the effectiveness of e-learning in light of the spread of the Corona virus from their point of view was average. And their evaluation of the continuity of e-learning, the obstacles

to using e-learning, the interaction of faculty members with e-learning, and the students' interaction in using e-learning was moderate.

The study of (Baniomar, 2022) aimed to identify the degree to which postgraduate students possess basic skills in practical subjects with the specialization of educational technology in Jordanian universities from the point of view of the faculty members, as it followed the descriptive analytical approach, and that the study sample consisted of (57) respondents from Faculty members who teach postgraduate students in private and public Jordanian universities included in the study, and the researchers relied on data collection through the questionnaire that was designed for this study. And faculty members for multiple computer software and continuously in line with the requirements of the times.

The study of (Al-Janabi, 2017) aimed to investigate the use of educational technology in chemistry by middle school teachers in the capital, Baghdad, from the point of view of their principals. Descriptive survey, the study sample consisted of (254) principals from the intermediate stage of public schools in the capital, Baghdad, using the simple random sampling method.

The study of (AbuRabie, 2015) aimed to know the level of awareness of the principals of private primary schools of the importance of educational technology and its relationship to the level of teachers' employment of this technology from the point of view of teachers in the capital Amman governorate. School principals for the importance of using educational technology from the basic stage of private schools in the capital Amman and the second to measure the extent to which teachers employ technology from the teachers' point of view. The study sample consisted of (331) male and female teachers using the stratified random sampling method. From the teachers' point of view, it was average, and the level of teachers' use of educational technology from their point of view was average.

Al Musawi (2010) study aimed to know the degree of availability of educational technological competencies among faculty members at the College of Education at Sultan Qaboos University and the degree of their practice of it. The study, which is highly practiced, deals with the main elements of the teaching process, such as preparing a plan, analyzing educational content, and defining educational strategies. It also showed a positive, statistical significant correlation between the degree of availability of educational technical competencies among faculty members at the College of Education at Sultan Qaboos University and the degree of their practice of it.

Oyedemi (2015) conducted a study aimed at knowing the effective role of educational technology in the school from the point of view of secondary school teachers in the Elissa government district in Osan, where a questionnaire was developed for the purpose of the study, and the researcher used the descriptive approach. The study sample consisted of (120) teachers from among the teachers. Schools were randomly selected, and the results showed that school teachers had positive perceptions towards the use of educational technology tools.

Merç (2015) conducted a study aimed at verifying the use of technology by male and female teachers in the classroom. The quantitative research method was used, and the questionnaire was distributed to a sample of (86) teachers. During the practice of the teaching experience, it was noted that there was insufficient training, and that there is a lack of Technological devices, teachers' teaching practice was not at a satisfactory level, lack of integration between classrooms and technology used, and incompatibility between the real-world teaching program and the electronic program.

The study of (Filmban, 2014) aimed to know the needs of faculty members in terms of teaching technology skills at Taif University, where the study adopted the descriptive approach, and the study

sample consisted of (300) faculty members, and the study tool consisted of a questionnaire consisting of (30) items. The study concluded that the university's faculty members' needs for teaching technology skills were moderate, and there were statistical significant differences in the level of teaching technology skills due to the variable of experience and university ranks.

It is noted from the relevant available literature that most of the studies discussed reveal the importance of educational technology, as educational technology was not combined in one title. We hardly find a study that combined them, but it talked about knowing educational technology and its relationship to the quality of performance of educational counselors, and that educational technology came as an independent variable and the quality of performance. dependent variable in the current study.

There were many topics of scientific content in the previous studies, but in the current study it specialized in knowing educational technology and its relationship to the quality of performance of educational counselors; and What distinguishes this study from previous studies is that it will address educational technology and its relationship to the quality of performance. This study is based on previous studies.

3.2 Purpose of the Study

The study seeks to achieve the objectives:

1. Identifying the perceptions of educational counselors' toward the educational technology in secondary schools in Karak Governorate.
2. the perceptions of educational counselors' toward the performance in Karak governorate.
3. Studying the effect of the variables (experience, gender, educational qualification) on educational technology and its impact on the quality of the performance of educational counselors in secondary schools in Karak governorate school from their point of view.
4. Providing recommendations and suggestions that could contribute to enhancing the role of using educational technology by the performance of educational counselors in secondary schools in Karak governorate school based on the results of the study evaluation.

The study significance of this study:

1. Highlighting in employing the use of basic skills in applications of technology in the service of the educational counselor and the student.
2. It is expected that the current study constitutes a frame of reference for educational counselors in secondary schools in the Karak governorate to know the reality of the use of educational technology.

3.3 Procedural definitions:

The reality of using educational technology: it is planning for the education process and the use of all educational methods in order to reach better education, that is, it is not limited to a specific method or

one technological device, but rather goes beyond all of them in order to develop the educational program.

As for the procedural reality of the use of educational technology: those skills that relate to the ability of educational counselors to employ technologies and use them in the educational process.

The quality of performance: achieving the maximum productivity of the individual and the machine" (Al-Husseini, 2014). It is defined procedurally as the degree of response of the study sample members to the tool that was designed to measure the quality of performance.

Pandemic (COVID-19): It is a viral disease that affects the respiratory system of people of all ages and the most affected people with chronic diseases.

4. Method and Materials

The methodology used in the study relied on the study of the descriptive analytical method that was collected in the study.

4.1 Population and Sample

The study population consisted of all educational counselors working in secondary schools affiliated to the four directorates in Karak governorate, namely (Karak region, Southern Mazar, Al-Qasr, Southern Jordan Valley), and their number is (218) male and female counselors, according to the statistics of the Directorates of Education in Karak governorate school for the academic year (2019/ 2020). Questionnaires were distributed to members of the study community, and the number of valid questionnaires for analysis became (171), thus forming (78.4%) of the study population, and Table No. (1) shows the distribution of study sample members according to its variables.

Table 1. Distribution of the study sample according to the levels of its variables.

Variable	The level	The number	Total
Sex	Male	72	171
	feminine	99	
Qualification	Bachelor's	130	171
	Postgraduate	41	
Experience	1-5 years	74	
	6 - 10 years	54	171
	11 years and over	43	

4.2 Data Collection Tool

A questionnaire was developed to identify the reality of the use of educational technology and its relationship to the of performance of the educational counselors in Karak governorate, and this questionnaire consisted of three parts:

Part One: It includes (gender, experience, and educational qualification).

Part Two: independent study (educational technology). The variable was guided by (AbuRabie, 2015; A.-A. M. Mahmoud, 2013; Rosha, 2015).

Part Three: This part contains paragraphs that measure the performance of educational counselors in secondary schools in the Karak governorate. The variable was guided by (Shaaban & Al-Abedy, 2009).

Accordingly, if the mean value (3.68-5), indicate high perceptions, the mean between (2.34-3.67 indicate medium perceptions, and the mean between (2.33), indicate low perceptions.

4.3 Validity of the study tool

The validity of the arbitrators was verified by displaying the scale to (10) arbitrators from faculty members in Jordanian universities to express their opinions on the validity of the questionnaire in terms of the extent to which the paragraphs belong to its dimensions and language. According to the percentage of agreement not to delete any paragraph and make some minor linguistic modifications that did not affect the meaning and content of the paragraphs.

4.4 Internal Consistency

The stability of the study tool was verified. The questionnaire was distributed to an exploratory sample from outside the study sample, which numbered (30) members, and the reliability coefficient was extracted using the Cronbach Alpha equation. and table (2) shows the results of that:

Table 2. stability coefficient.

Tool	Stability
The reality of the use of educational technology	0.88
The performance of educational counselors in secondary schools in Karak governorate	0.89
Total	0.91

It is evident from above table show the stability values ranged between (0.88-0.89) and total (0.90). which they are acceptable values.

5. Results

- ***The answer of the first question, its analysis:***

The first question: ***"What are the perceptions of educational counselors' toward the educational technology in secondary schools in Karak Governorate?"***

It appears from Table (3) that the total mean of the reality of using educational technology from educational counselors in Karak governorate school reached (3.59), and this means that the reality of using educational technology from educational counselors in the governorate Karak is medium. Table (3) shows that the paragraph (the school implements the distance education system through simultaneous educational technology platforms) had the highest estimate, and its mean value was (4.03) and the lowest estimate was for the paragraph (the school administration facilitates the procedures for presenting the material comprehensively and electronically in light of Corona pandemic) and its mean value was (2.98).

Table 3. mean and deviations of educational technology

No	Paragraph text	Mean ranks	Standard deviation	Ranking	degree of use

1	The school facilitates the information provided to learners through educational technology.	3.92	0.92	5	High
2	The school employs educational technology to receive and deliver assignments.	3.79	0.95	9	High
3	The school employs educational technology to complete the administrative procedures (schedules, results, announcements).	3.54	1.02	15th	medium
4	The school keeps pace with scientific developments related to educational technology.	3.69	0.99	14	High
5	The school provides training programs for counselors on the use of educational technology and its applications.	3.72	0.97	12	High
6	The school adopts e-learning in light of the Corona pandemic.	3.51	1.01	17	medium
7	The school provides rooms that are technically qualified to use educational technology.	3.26	1.07	23	medium
8	The school administration is facilitating the procedures for displaying the material electronically in light of the Corona pandemic.	2.98	1.31	28	medium
9	The school takes into account individual differences between learners in presenting lessons and delivering educational tasks electronically.	3.11	1.09	26	medium
10	The school offers electronic programs and modern services that keep pace with the technological requirements of the era.	3.38	1.05	22	medium
11	The size of the responsibilities and the number of courses for the educational counselor in light of the “Covid 19” pandemic negatively affects the course of the lectures.	3.47	1.02	19	medium
12	E-learning programs and platforms are used effectively in teaching.	3.99	0.92	3	High
13	The school implements the distance education system through synchronous technological educational platforms.	4.03	0.88	1	High
14	Educational technology promotes interactive and diverse teaching methods.	3.91	0.99	6	High
15th	Educational technology enables the educational counselor to analyze the study materials to evaluate them.	3.82	0.89	8	High
16	Instructional technology provides feedback to improve the teaching and learning process.	4.01	0.93	2	High
17	Educational technology provides the opportunity for students who are unable to reach school to complete their education.	3.42	1.09	20	medium

18	The school continuously provides instructions and instructions related to the courses electronically by the educational advisor.	3.90	1.01	7	High
19	The school participates in educational conferences and workshops electronically in light of the Corona pandemic.	3.53	1.00	16	medium
20	The educational technology of the educational counselor and the students develops the spirit of competition with the aim of advancement.	3.48	1.06	18	medium
21	The counselor uses students in interactive activities that differ from traditional teaching methods.	3.41	1.08	21	medium
22	The mentor employs different models of the digital age media to effectively convey the quality of performance to the students.	3.70	0.99	13	High
23	The "Covid 19" pandemic shows a noticeable discrepancy in the use of methodologies and methods in teaching and assessment among educational counselors.	3.26	1.09	24	medium
24	The "Covid 19" pandemic shows a noticeable disparity in the use of training tools in education and assessment among educational counselors.	3.17	1.11	25	medium
25	Students are constantly evaluated according to clear criteria.	3.09	1.12	27	medium
26	Students' financial affairs and certificates are monitored electronically.	3.73	0.97	11	High
27	The school administration is contributing in light of the Corona pandemic to help reduce the recurring problems of technology and the Internet for the teacher.	3.96	0.94	4	High
28	The school administration employs counseling to investigate the educational needs of students through the use of educational technology to raise the level of their achievement.	3.77	0.99	10	High
1-28	overall average	3.59	0.54	-	medium

The result indicated that the importance of the availability of modern computers and Internet communication lines in schools, keeping pace with technological developments in improving the educational process, and providing Internet communication lines that are easy to view what is new, and also the availability of devices and the Internet makes it easy for the teacher to make electronic bulletins of interest to the process. Teaching and posters for the school, if in some schools there is a page on Facebook and it gives some instructions to the students because the Internet has become in every home, that every person has a phone connected to the Internet, this in turn led to saving time, effort, and cost, and also helps information technology to communicate through social networking sites (face book, twitter), electronic forums, and YouTube sites to access educational films that improve the educational process. These programs are among the basic programs that the teacher

must to master it, in order to be able to benefit from it in writing exam questions, preparing summaries and lessons, and preparing presentations for some lessons.

The result of this study met with what was stated in the studies of (Abu-Yahya, 2018; AbuRabie, 2015; Al-Janabi, 2017; Merç, 2015), Which concluded that the level of teachers' employment of educational technology was medium.

- ***The answer of the second question, its analysis:***

The second question: ***"What are the perceptions of educational counselors' toward the performance in secondary schools in Karak governorate?***

Table (4) shows that the perceptions of educational counselors' toward the performance in secondary schools in Karak governorate was (4.00), which means that the performance of educational counselors was highly. It is also found that the paragraph (the school administration provides educational counselors with training programs in educational technology) got the highest mean, and the mean value was (4.20) and the lowest mean was for the paragraph (the electronic evaluation of students' performance develops the value of honesty and transparency in education for the educational advisor in light of the Corona pandemic) and its mean value was (3.68).

Table 4. mean and deviations What is the quality level of educational counselors' performance

No	Paragraph text	Mean ranks	standard deviation	ranking	degree of use
31	The school administration provides educational counselors with training programs in educational technology.	4.20	.820	1	high
42	Educational technology contributes to improving educational outcomes, which is reflected in the quality of its performance.	4.16	.790	2	high
30	The "Covid 19" pandemic increases negative pressures on teachers' mental health, which negatively affects their performance.	4.14	.840	3	high
41	Educational technology raises the pace of professional readiness of the educational advisor to plan lectures.	4.13	.780	4	high
32	Educational technology ensures the continuity of interaction between the parties to the educational process, which enhances the level of performance for both parties.	4.12	.890	5	high
33	The educational advisor employs modern assessment methods for e-learning to measure all aspects of the educational process.	4.11	.850	6	high
34	The educational counselor is facing difficulty in evaluating students' performance and technical skills in light of the "Covid 19" pandemic.	4.07	.860	7	high
29	The "Covid 19" pandemic contributes to increasing teachers' motivation towards developing their performance in e-learning and distance learning.	4.04	.960	8	high
39	The evolution of the mentor's professional performance in light of the "Covid 19" pandemic to gain technical expertise.	4.03	.810	9	high

40	Educational technology enables learners to employ the scientific method of thinking to solve the problems they face in aspects of their lives.	3.93	.780	10	high
36	The educational counselor stimulates students' critical thinking skills using educational technology strategies.	3.86	.940	11	high
38	The educational advisor is facing difficulty in evaluating students' performance in field courses due to the closures in light of the Corona pandemic.	3.78	.830	12	high
35	The processes, measurement tools and performance indicators are effective, clear and transparent.	3.70	.950	13	high
37	The electronic assessment of students' performance increases the value of honesty and transparency in education for the educational counselor in light of the Corona pandemic.	3.68	.870	14	high
	overall average	4.00	0.48	-	high

The results indicated that the quality level of educational counselors' performance from their point of view was highly appreciated, and this may be attributed to the keenness of each educational counselor to exert his maximum energies when performing the roles assigned to him, thus diversifying his teaching methods in light of the "Covid 19" pandemic, for example, he uses the method of dialogue. And discussion and other methods, and the reason for the rise may be due to the fact that the study sample consisted of educational counselors, and that every educational advisor strives to apply modern methods in education and do his utmost in applying the latest findings of science, which is at the core of the work of educational advisors, and the emphasis of every advisor. An educator, provided that he presents a general overview of the course that he presents to the students before starting teaching so that each student has a prior mental picture of the concepts that the course will touch on. Which focuses on raising students' motivation to learn, their positive interaction with the teacher, developing their skills and abilities, informing them of developments in the external environment and leading work methods to reach a high degree of effectiveness as they constitute the most important task. income from the educational system.

- ***The answer to the third question, its analysis:***

The third question stated:" ***Is there a statistical significant difference at the level (α≤0.05) towards the reality of using educational technology due to the variables (gender, educational qualification, and experience)?"***

Table 5. Univariate analysis of differences towards educational technology due to the variables (gender, educational qualification, and experience)

Contrast source	Sum of squares	df	Mean squares	F value	Significance level
sex	3.48	1	3.48	8.79*	Significance
Qualification	2.26	2	1.13	2.81*	Significance
Experience	6.63	2	3.31	5.83*	Significance

* Statistical significant at the level of significance (α ≤ 0.05)

Table (5) shows:

1. There is a statistical significant difference in the reality of educational technology due to gender, and the differences were in favor of females. The average response of females was (3.67), and the average response of males was (3.51).
2. There is a statistical significant difference in the reality of educational technology due to the educational qualification variable. This may be attributed to the keenness of the Ministry of Education to develop the performance of educational counselors in secondary schools in the Karak governorate school in providing them with many courses, including e-learning, and this may improve the use of educational technology in schools.
3. There is a statistical significant difference in the reality of educational technology due to the experience. To find out if the differences were statistically significant, dimensional comparisons were made in a satisfactory manner, and Table (6) shows the results of that.

Table 6. The results of Scheffe' Test of the experience on educational technology

Middle 1	Middle 2	The difference between the two means	Indication level
less than 5 years	from 5 - 10	0.01-	0.980
	more than 10	0.240	0.030
from 5 - 10	more than 10	0.260	0.010

The significant differences were between experienced counselors (5-10) and experienced counselors (more than 10) and in favor of experienced counselors (5-10), and they were between experienced counselors (less than 5 years). and among educational counselors with experience (more than 10) and for educational counselors with experience (less than 5 years). In the sense that the more the educational counselor's experience increases, the more his use of the basic skills of educational technology increases. The experience increases the educational counselors' awareness of the importance of using these skills, which encourages the Ministry of Higher Education to participate in the free courses it offers to educational counselors without looking at their experiences in driving the computer, such as a course (ICDL) and the Education for the Future (Intel) course, as many schools require these courses to be upgraded to a higher academic rank. Hence, we can say that it is not enough for the educational counselor to be a practitioner of educational technology programs and applications only, but he must possess the necessary skills and competencies to be able to employ these programs and applications for teaching purposes.

- ***The answer to the fourth question, its analysis:***

The fourth question stated:" ***Is there a statistical significant difference at the level (α≤0.05) towards the performance of educational counselors due to the variables (sex, educational qualification, and experience)"***

Table 7. Univariate analysis of the differences towards the educational counselors performance in Karak governorate due to the variables (gender, educational qualification, and experience)

Contrast source	sum of squares	degrees of freedom	mean squares	F value	Indication level
sex	0.30	1	.300	0.84	Not significant
Qualification	2.36	2	1.18	2.44	Not significant
Experience	5.01	2	2.50	5.28	Significant

* Statistical significant at the level of significance (α ≤ 0.05)

Table (**7**) shows:

1. There is a statistical significant difference in the performance of educational counselors in Karak governorate school due to gender. This may be due to the fact that the tasks performed by the educational advisor are the same for males and females, such as interaction with students, community service, as they aspire to improve their academic achievement regardless of gender and are subject to the same regulations and laws, and many of the Ministry's keenness to spread the idea of teamwork among educational advisors.
2. There is a statistical significant difference in the performance of educational counselors in Karak governorate school due to the educational qualification variable.
3. There is a statistical significant difference in the performance of educational counselors in Karak Governorate due to experience. To find out if the differences were statistically significant, dimensional comparisons were made in a Scheffe' Test. Table (8) shows The results of it.

It is evident from Table (8) that the differences in all areas of educational counselors performance in secondary schools in Karak governorate school were between experienced counselors (less than 5 years) and experienced counselors (more than 10) and in favor of experienced counselors (more than 10). This result may be attributed to the fact that educational counselors are at the beginning of their appointment and are therefore active in their job performance until they prove their presence and often need to involve them in training programs to enhance their ability to academic achievement by employing knowledge and informing them of everything new in their academic work.

Table 8. The results of Scheffe' Test of the experience on of performance of educational counselors in Karak Governorate

middle 1	Middle 2	The difference between the two means	Indication level
from 5 - 10	more than 10	.180	.250
less than 5 years	from 5 - 10	.150	.280
	more than 10	.300	.000
from 5 - 10	more than 10	.150	.210

- ***The answer to the fifth question, its analysis:***

The fifth question stated:" ***Is there a statistical significant relationship at the level (α≤0.05) between educational technology and the performance of educational counselors in Karak Governorate?"***

The statistical data in Table (9) indicate that there is a statistical significant effect of the variable (the reality of the use of educational technology), on the variable (the level of quality of performance of educational counselors in secondary schools in Karak governorate from their point of view), based on that the value of (t) calculated amounting to (13.67), and the significance level (α≤0.05), which is statistical significant at the significance level (α≤0.05).

Table 9. The results of simple regression analysis to test the relationship between educational technology and the performance of educational counselors

independent variable	B	standard error	Beta	Calculated *t* value	*t*. significance level
The reality of the use of educational technology	0.741	0.054	0.653	13.67*	0.000

* Statistical significant at the level of significance (α≤0.05).

This result is explained by the fact that the use of educational technology is one of the stimulating influences on improving the performance of the educational counsellor, as the employment of the use of educational technology in the form of controls, standards and trends push educational counselors towards achieving their goals and reaching a high degree of performance, where knowledge supports the establishment of good social relations with and his orientation towards influencing them and motivating them to achieve his goals and the goals of the organization. Knowledge also provides the basis from which the educational counselor proceeds towards searching for and discovering facts, and the logical method of analysis, deduction and problem solving, which helps to achieve his goals at the organizational level.

6. Recommendations

Based on the previous conclusions, a number of recommendations

1. Equipping the resource rooms, in a way that is compatible with the means used, especially the computer, the Internet and its software.
2. Urging educational counselors to employ educational technology in the teaching process by providing financial and moral incentives.
3. The Ministry of Education prepares a comprehensive program that guarantees the opportunity for educational counselors and others to use the computer and the Internet inside schools to the maximum extent possible and on an ongoing basis.
4. That the Ministry of Education adopt providing educational counselors with mechanisms, tools and concepts of educational technology through holding training courses, workshops and specialized seminars to overcome the difficulties and obstacles of their use.
5. Training educational counselors to drive a computer is not sufficient, but rather it must go beyond that to involve educational counselors in specialized courses in employing educational technology and using it for teaching purposes.
6. Conducting a study similar to this study that uses observation to identify the extent to which the computer, the Internet, and other teaching aids are used within the lectures.

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