



Esta obra está bajo una [Licencia Creative Commons
Atribución-NoComercial-CompartirIgual 4.0 Internacional](https://creativecommons.org/licenses/by-nc-sa/4.0/)

The reality of the role of guidance and educational media in Jordanian educational institutions

Mohammad Omar Al-Momani y Elham Mahmoud Rababa

Orientación y Sociedad N.º 22 (2), e052, Avances de Investigación, 2022

ISSN 1851-8893 | <https://doi.org/10.24215/18518893e052>

<https://revistas.unlp.edu.ar/OrientacionYSociedad>

Facultad de Psicología | Universidad Nacional de La Plata

La Plata | Buenos Aires | Argentina

The reality of the role of guidance and educational media in Jordanian educational institutions

*La realidad del rol de la orientación y los medios educativos en las instituciones
educativas jordanas*

Mohammad Omar Al-Momani, m.o.e.m@bau.edu.jo*

Elham Mahmoud Rababa**

Ajloun University College, Al-Balqa Applied University, Jordan

Recibido 24/9/2022 - Aceptado 25/10/2022

* Educational Sciences Department, Ajloun University College and Al-Balqa Applied University.
Orcid ID: <https://orcid.org/0000-0003-3871-0254>

** Ph.D. in Psychological and Educational Counseling, Jordan. Orcid ID: <https://orcid.org/0000-0003-0041-1689>

Abstract

The study aimed to identify the reality of the role of guidance and educational media in Jordanian educational institutions. The descriptive approach was used in addition to the use of a questionnaire consisting of three areas 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, it was concluded that educational media is witnessing a kind of effectiveness as it works to urge students to self-inquiry, and it is possible to discover and highlight the abilities and potentials of students, as it is possible 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.

Resumen

El estudio apuntó a identificar la realidad del papel de los medios educativos y de orientación en las instituciones educativas de Jordania. En el mismo se utilizó el enfoque descriptivo, además de un cuestionario consistente en 3 áreas y 10 párrafos para cada campo como herramienta para el estudio, que se aplicó a una muestra de 400 estudiantes masculinos y femeninos. Entre los estudiantes de la etapa básica, se concluyó que los medios educativos tienen cierta efectividad, ya que alientan a los estudiantes a un autocuestionamiento, y también les permiten descubrir y destacar sus habilidades y potencial, mostrando futuras proyecciones de formación especializada en el campo laboral. También se concluye que la efectividad del medio educativo no difiere según el género del estudiante ni el método de orientación utilizado.

Palabras clave

orientación educativa, medios educativos, asesor educativo, educación escolar, instituciones educativas.

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

In parallel with that, the state must pay more and 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 students' academic path, by achieving agreement between their aspirations and academic results, as well as training and development in the field of individual and group research (Prakash et al., 2022; Pandey and Kumar, 2022; Alrabadi and Al-Momani, 2022; Ochieng and 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 students to choose the academic specialization in which they would like to study (Al-Momani and Rababa, 2022; Pulkkinen et al., 2020).

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

From all this, we understand that in their daily life and in order to be successful, they must know themselves and make objective plans and decisions for all the goals that they want

to reach, and that will not happen to them unless they inquire about those goals and interests that they want to hit, and here enters the importance of the media as an activity that must be available in order for a person to reach what he or she wants (Al-Momani and Jawarneh, 2022; Huang and Chen, 2022; Sigurðardóttir et al., 2022).

Students always seek success, whether in their academic or professional career, as they are in a constant search for all the information they deem necessary, and often fall into error due to the absence or bad media, so they will be in dire need of someone to help them in this field by giving them necessary information, i.e. that is necessary for making their decisions regarding their academic and professional choices on the basis of the professional project they want to achieve (Tomaszewska-Pękała et al., 2020; Porter, 2020; Zyromski et al., 2018), and this is confirmed by the world who 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. 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. 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 (De Valverde et al., 2020; Al-Momani, 2022b; Baker et al., 2021; Hardy et al., 2018; Draaisma et al., 2018; Al-Momani and Purnawan, 2022).

But despite the importance of tendencies in choosing an academic or professional field, the individual here cannot reach these tendencies until he or she achieves them on the

ground in the event that he or she does not have sufficient information based on a correct scientific basis that helps this individual succeed in making the right decision regarding his or her academic or professional future (Al-Momani and Alrabadi, 2022; Romito et al., 2020; Sigurðardóttir et al., 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:

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

- 1- We expect that educational media do not help students to search for academic disciplines (self-search).
- 2- We expect the educational media to highlight and discover the abilities and potentials of students.
- 3- We expect that the educational media do not clarify the future prospects for educational specializations in the labor market.

- 4- The effectiveness of educational media does not differ according to gender.
- 5- 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 questions:

- Do educational media really help students to search for academic majors?
- Do educational media help students discover their abilities and the capabilities that will qualify them to join academic specializations?
- Do 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, program 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 this study

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

- The theoretical side shows the following advantages.
- 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, as well as the factors surrounding and affecting it.
- It enables us to know the great role of educational and vocational guidance in helping the individual to overcome the problems he or she faces.

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 find ourselves obligated to present the procedural concepts of the variables of this study, which are:

1- 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 the individuals, where we measured this variable on a sample of students through the questionnaire that was prepared for this purpose, through the following dimensions:

- Encourage students to search for themselves.

- Discover and highlight the abilities and potentials of students.
- Explain and clarify of the future prospects of study majors in the labor market.

2- The educational advisor

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

3- Students

We talk about students who are in the tenth grade, which is the last stage of basic education, after which the student moves to secondary education.

4- Educational institutions

We mean all school education institutions in Jordan.

5- Gender

The investigation takes into account students, whether male or female.

6- Orientation method

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

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 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 in formulating the questionnaire, we proceeded from the main dimensions of the educational media process, which are represented here:

- The first dimension: encouraging self-research about academic disciplines on the part of the student.
- The second dimension: discovering and highlighting the abilities and capabilities of the student.
- The third dimension: Explaining and clarifying 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 used

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

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

Results

First hypothesis

This hypothesis states that we expect the educational media to be unable to encourage 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 and 19, and we will explain the results of these items in the following table:

Table 1. *Results of the first hypothesis*

Students	Sample members'	Items
%	answer alternatives	
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	

Based on the results presented in Table 1, we conclude that there is a group of four (4) items, which are the first item, the seventh item, the thirteenth item, and the sixteenth item, that have been achieved; and that there are three (3) items that have not been achieved, which are the fourth item, the tenth item and the 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 percentage of realized items, which equals 57.14 % of the total percentage of items, and also based on the

percentage of unrealized items, which equals 42.86 % of the total percentage 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 that 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. 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 they ask about, on the other hand. In this regard, we suggest the establishment of specialized magazines that explain 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.

Second hypothesis

This hypothesis states that we expect that the educational media would 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 2, 5, 8, 11, 14, 17, 20 and we will explain the results of these items in the following table:

Table 2. *Results of the second hypothesis*

Students	Sample members'	Items
%	answer alternatives	
82.28	yes	Item No. 2
17.72	no	
77.36	yes	Item No. 5
22.64	no	
83.50	yes	Item No. 8
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	

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 abilities of 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 the professional projects which suit them, focusing on the use of psychological tests, a questionnaire of tendencies and interests and individual and group interviews. From there, 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.

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.

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 3, 6, 9, 12, 15, 18 and 21 and we will explain the results of these items in the following table:

Table 3. *Results of the third hypothesis*

Students	Sample members'	Items
%	answer alternatives	
73.68	yes	Item No. 3
26.32	no	
80.70	yes	Item No. 6
19.30	no	
68.24	yes	Item No. 9
31.76	no	
67.89	yes	Item No. 12
32.11	no	
83.68	yes	Item No. 15
16.32	no	
65.26	yes	Item No. 18
34.74	no	
75.78	yes	Item No. 21
24.22	no	

Based on the results presented in Table 3, we conclude that among 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. This means that we reject the null hypothesis and accept the research hypothesis that states that educational media here are able to clarify the future horizons 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, 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.

Other results

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

These considerations are:

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

The weight 0 was given for the answer alternative “yes” and the weight 1 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 play their role in terms of reviving the spirit of self-research among them, but not in a large way, and that it is possible to discover the abilities and capabilities of students that will qualify them to join academic specializations. It is also possible 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 a practical suggestion in the field, we suggest the increase in the number of counseling and guidance teachers in schools.

References

- Al-Momani, MO (2022a). Competências pedagógicas dos professores do ensino profissional na Jordânia. *Revista Multidisciplinar*, 4(1), 151–169. <https://revistamultidisciplinar.com/index.php/oj/article/view/99>
- Al-Momani, MO (2022b). Methods of quality assurance in the performance of higher education institutions Jordanian "theoretical study". *Jurnal Pendidikan Sosiologi dan Humaniora*, 13(2), 467-477. <http://dx.doi.org/10.26418/j-psh.v13i2.50280>
- Al-Momani, MO and Alrabadi, I. G. (2022). Cognitive competencies of secondary school teachers in Jordan from their point of view. *International Journal of Indonesian Education and Teaching*, 6(1), 180-192. <https://doi.org/10.24071/ijiet.v6i1.4305>
- Al-Momani, MO and Jawarneh, R.S. (2022). The degree of availability of professional teaching competencies for Physical Education teachers in Jordan. *Jurnal Pendidikan Kesehatan Rekreasi*, 8(2), 272-283. <https://doi.org/10.5281/zenodo.6722330>
- Al-Momani, MO and Purnawan, P. (2022). Level of professional culture University students in Jordan. *Journal of Vocational Education Studies*, 5(1), 172-184. <https://doi.org/10.12928/joves.v5i1.5715>
- Al-Momani, MO and Rababa, E. (2022). Mixed education and quality standard in the University teaching: A theoretical study. *Indonesian Journal of Educational Research and Technology*, 2(3), 155-174. <https://doi.org/10.17509/ijert.v2i3.43655>
- Alrabadi, I. G. and Al-Momani, M. O. (2022). Blended learning in the educational process of the university stage during the corona pandemic. *International Journal of*

Global Education, 7(1), 10-19.
<http://www.ijge.net/index.php/ijge/article/view/94>

Baker, E., Zyromski, B. and Granello, DH (2021). School or guidance counselor: How the title influences public perception. *Professional School Counseling*, 25(1).
<https://doi.org/10.1177/2156759X20981034>

Daniels, H., Thompson, I., Tse, HM and Porter, J. (2022). Learning lessons from the collaborative design of guidance for new build schools. *European Educational Research Journal*, 21(4), 585–601. <https://doi.org/10.1177/14749041221080892>

De Valverde, J., Thornhill-Miller, B., Patillon, T-V and Lubart, T. (2020). Creativity: A key concept in guidance and career counselling. *Journal of Adult and Continuing Education*, 26(1), 61–72. <https://doi.org/10.1177/1477971420903736>

Draaisma, A., Meijers, F. and Kuijpers, M. (2018). Process description of a dialogue-focused intervention to improve career guidance policy in three schools. *Australian Journal of Career Development*, 27(1), 40–53.
<https://doi.org/10.1177/1038416217744217>

Hardy, I., Rönnerman, K. and Edwards-Groves, C. (2018). Transforming professional learning: Educational action research in practice. *European Educational Research Journal*, 17(3), 421–441. <https://doi.org/10.1177/1474904117690409>

Huang, Z. and Chen, H. (2022). From government to governance: School coalition for promoting educational quality and equity in China. *Policy Futures in Education*, 20(2), 240–253. <https://doi.org/10.1177/14782103211034986>

Kheang Dr, T. (2021). Leading educational reconstruction in post-conflict Cambodia: Perspectives of primary school leaders. *Educational Management Administration*

- & *Leadership* (29/11/2021, date of online first publication), s/p. <https://doi.org/10.1177/17411432211058942>
- Ochieng, V. O. and Gyasi, R. M. (2021). Open educational resources and social justice: Potentials and implications for research productivity in higher educational institutions. *E-Learning and Digital Media*, 18(2), 105–124. <https://doi.org/10.1177/2042753021989467>
- Pandey, A. and .Kumar, A. (2022). Discrimination in educational institutions: A case study of Bihar. *Contemporary Voice of Dalit* (21/3/2022, date of online first publication), s/p. <https://doi.org/10.1177/2455328X211067603>
- Porter, J. W. (2020). Guidance counseling in the mid-twentieth century United States: Measurement, grouping, and the making of the intelligent self. *History of Science*, 58(2), 191–215. <https://doi.org/10.1177/0073275319874977>
- Prakash, C., Yadav, R. and Singh, A. (2022). An empirical investigation of the higher educational institutions' attractiveness as an employer. *South Asian Journal of Human Resources Management*, 9(1), 130–148. <https://doi.org/10.1177/23220937221078118>
- Pulkkinen, J., Räikkönen, E., Jahnukainen, M. and Pirttimaa, R. (2020). How do educational reforms change the share of students in special education? Trends in special education in Finland. *European Educational Research Journal*, 19(4), 364–384. <https://doi.org/10.1177/147490419892734>
- Rababa, E. M. and Al-Momani, M. O. (2022). The level of psychological burnout of Vocational Education teachers compared to ordinary teachers in Jordan. *Issues and Ideas in Education*, 9(2), 113–119. <https://doi.org/10.15415/ije.2021.92011>

Romito, M., Gonçalves, C. and De Feo, A. (2020). Digital devices in the governing of the European Education Space: The case of SORPRENDO software for career guidance. *European Educational Research Journal*, 19(3), 204–224.

<https://doi.org/10.1177/1474904118822944>

Sigurðardóttir, S. M., Sigurðardóttir, A. K., Hansen, B., Ólafsson, K. and Sigþórsson, R. (2022). Educational leadership regarding municipal school support services in Iceland. *Educational Management Administration & Leadership* (7/2/2022, date of online first publication), s/p. <https://doi.org/10.1177/17411432221076251>

Tomaszewska-Pękała, H., Marchlik, P. and Wrona, A. (2020). Reversing the trajectory of school disengagement? Lessons from the analysis of Warsaw youth's educational trajectories. *European Educational Research Journal*, 19(5), 445–462. <https://doi.org/10.1177/147490419868866>

Zyromski, B., Hudson, T. D., Baker, E. and Granello, D. H. (2018). Guidance counselors or school counselors: How the name of the profession influences perceptions of competence. *Professional School Counseling*, 22(1), s/p.

<https://doi.org/10.1177/2156759X19855654>