

The Attitudes of School Counselors in Almazar Aljanubi ED.Directorate Towards Using Technology in their work.

Preparation:

Dr. Sumaia Jameel Al-nawaiseh

**The Ministry of Education / Jordan
Almazar Aljanubi ED.Directorate
Department of Educational Supervision**

e-mail : sumaia@yahoo.com

tel. no. : 00962 791581288

Abstract

This study aimed to investigate the attitudes of school educational counselors in Almazar Aljanubi towards using technology in their work, and identify the impact of gender and experience on counselors attitudes. To achieve this objective a questionnaire consisting of (26) items was used, and distributed among all sample members of counselors , in second semesters of the academic year 2014/2015, their number reached (73) counselors. Furthermore, (73) full questionnaire were retrieved. The results showed week positive attitudes among the school counselors toward using technology in works. The results also showed no statistically significant differences in counselors ' attitudes attributed to the variables of gender and experience. Accordingly, the researcher recommends to encourage the attitudes toward using technology in counselor's work, and doing more studies about other factors affects on the attitudes and to more training for using technology in counseling.

A field of search: psychology / counseling and education.

keywords: Attitudes, Technology.

Introduction:

The present era known as the era of the revolution of the information polymorphisms, which included all walks of life, in terms of technology entered the fields of medicine, space and basic science, social and educational, education technology contributed to the improvement of performance of teachers, and improve the educational process, and open up wider areas for the exchange of local and international expertise in the field of education and schools, where he sought the Ministry of Education to train teachers and counselors in schools on the use of modern technology programs.

The growing scientific and technological progress in the second half of the twentieth century, led to radical changes in the field of education, where schools have been provided with various modern educational devices, so he could keep up with that progress education, Among the most prominent tools that kinds for progress of mind and creativity and innovation, talent and innovation, especially as it will be that learner can study the topic he care about while he sitting in his home in front of your computer screen (Abu Al-enen et al., 2003).

Technology also influenced on career guidance and practice, and in this regard, we should be noted that the rapid development of computers and information and communication technology represents one of the challenges facing the mental health today, which requires from the counselors to keep pace with developments in the field of work, and access to the most useful latest expertise in this time, and the situation need to appositve negative attitudes towards the use of technology in the guidance work of some counselors, and employ technology in the work for more development of performance, and keep abreast of the times new changes.

Technology in Education.

The concept of modern technology was improved to encompass all walks of life, including the field of education, for example , the teacher is the only source of knowledge and learning is no longer. According to some studies a procedurally definition considered the Education Technology as an comprehensive integrated includes human and machine, ideas and opinions, working methods, and management, to operate according to an integrated system that works in a manner to solve problems, depends on the results of previous research, that is in short the use of systematic and scientific way of thinking, planning and action, evaluation and development (Farra,1999; *Mustafina*, 2016)

XVII Conference on Education which was held in Kuwait City (1989) was adopted following definition of the concept of education technology " is an integrated system which can identifying problems that relate to certain aspects of human learning, analysis them, and then contribute to work on the planning of these solutions and their implementation, and evaluation their results". On other side, the teaching techniques are systematic process in the design of education process and learning and implementation, then evaluation in the light of the specific targets, which mainly based on research in human learning and invests all human and non - human resources available in order to bring an ideal teacher.

The study by Sarhan (1993), concluded that there is no all - inclusive IT education definition agreed upon by scientists, but he deduced the following definition: educational technology was way a regular design for the whole of the planning, implementation and evaluation follow - up of the educational process of learning, based on the drawn objectives aimed to form the desirable social profile .

Technology and psychological counseling.

The first use of computer technology in Counseling appeared in 1966, (Weizenbaum) was prepared dubbed Program called (eliza), which could acts as a counselor, this program is available today on the Internet, and supports the idea of artificial intelligence, and because the program 's capacity is limited, the idea to use it in counseling was unaccepted .And then rolled in the seventies and eighties the emergence of multiple computerized programs which could use technology in the work of counseling, that programs had supporters and opponents because of the kind of the humane work of counselor, and working tools which based on emotion and empathy and visual communication, but in the modern today, the technology began to prove its assistant in psychological counseling, and the supporters of using Technology in counseling have the following advantages (Hussain, 2011):

- 1) Offering a saving of information for counselee that may not be able to provide all of the counselors.
- 2) The possibility of dealing with these programs at anytime and anywhere.
- 3) The possibility that counselee guided his thoughts and feelings more and receives a non - arbitration response.
- 4) Lessons can be documented and saved and dealing with the programs and can be sent back and repeat it .
- 5) Most programs are cheap when compared to the counselor costs.
- 6) The programs represent a safe environment for counselee and does not pose any threat to him.
- 7) Provide a fun factor and not bored or tired when dealing with programs.

Despite these advantages there are a number of counselors still have negative attitudes towards the use of technology in the working, and this is reflected directly on the non - use of technology at work and keep up with the desired evolution, and face the challenges of the modern era.

Ghazzawi (1986) in his research confirmed the need for teachers and counselors to training before and during the work, in order to consist positive attitudes, and make sure that they have the educational tools or techniques essential and important for education or training process.

The movement of human societies towards the twenty one century which it's the time of technical evolution and growth of the hopes and aspirations of humanity and aspirations, and the concomitant cognitive evolution requires from the educational system to be aware of his need for distinct educators who have stir motivation of students skillfully in learning and proactive and creativity, whether they are teachers or administrators or counselors (Al-taweel, 2001).

The concept of attitude and its characteristics

The concept of attitude has a great position in psychology, the social psychology cared in studying the attitude of history. As it stated in (Edwards, 1957) the first measure of social attitudes was in 1953 by the psychologist (Thurston), Who pointed out that the importance of attitude is not only as it an indicator of the position of the behavior, but also used to understand the different psychological and social phenomena valuable. A period of the eighties and nineties have seen a strong boom in the study of the attitude, and is expected to continue to prosper during the current century (Mahmud, 1989; Hussein, 1985; Shunnaq& Bani Domi, Hasan ,2010.).

We can go out the definition of the attitude that its a mental unearned ready, or psychological status of the individual makes him tends or leaning toward the position, or a certain idea, or people, or anything sensory, or mental, so respond in a consistent manner , whether positively or negatively because of what belongs to advance of readiness to respond.

The attitudes are mental situations which can't be observed directly; so the psychologists developed several ways to measure them, one of that ways the (Direct Methods) which is offered questions for the individual and get the responses to them, and There are many standard measurements for attitudes from this kind, the more famous one is called a Likert scale, and other kind of direct measurements is a Differential-Technique Semantic, To assess the qualities of personal things in a person 's life as seen by him. There are also the indirect methods the direct type is supposed honesty person responder, and sincerity, but what about the questions about sensitive issues, or the kind of embarrassing for the transponder? From here they found indirect methods, which do not feel responder about the desired goal behind desired, and (Last Letter) is example about the indirect method, other example is the Pupil Dilation scale to measure the expansion pupil. but the indirect type still attributable because of the lack of high credibility and consistency (Borgatta & Borgatta, 1992).

Educators ' attitudes towards the use of modern technology.

Workers in the educational field have a different attitudes towards the use of modern technology in their work, and the studies about attitudes of teachers and others working in the educational sector towards education technology categories of important topics addressed by researchers and educators, because of the importance of the role played by these attitude in planning educational activities, implementation and evaluation (Abdul Hamid, 1996). The attitudes are educated and implicit tendencies to preferential responses which can be deduced through behavioral tendencies to approach or avoidance and preference or lack of preference to the theme of attitude (osgoodel, 1957).

It is assumed that the positive attitudes among educators will have an impact in the degree of practice and organization of work, and access to achieve the educational goals set, and contribute to a qualitative change in the people we want (Harmandaoglu, 2016).

The problem of the study.

With the increasing educational awareness about the importance of the development of Education in Jordan, to keep up with Developments in the world, and since the first Educational Development Conference in 1987, which recommended to interest in educational technology and information communications and employ them in educational work, and to develop skills of dealing with technology among students and staff , which starts first by employing a pedagogical techniques by educators in the areas of teaching and educational work , and despite serious attempts to activate the modern assist in educational work techniques , but there is still a reluctance by some employees in education on the use of modern educational techniques.

The school counselors had few cycles is sufficient and rebounds serious in employing technology in their business, compared with the teachers in the schools, so years ago and until this time, we noted a stereotype and red tape in their works, and through my work as educational supervisor, during my visits to schools, to follow up on the work of schools in the recruitment of modern technology at work, I noted a lack of counselors who employ technology in their business, and many of them are still documenting the traditional manner , and engage in their daily work in isolation from the modern technology, and are not use new technological developments in their field, and when you talk to them about it, will noted that they are not interested in general the use of technology in their work.

Through Poll adopted it on a personal interview with more than 15 counselors, I noted they do not have a real orientation to seek to keep pace with modern developments in the field of their profession, and most of them lean to what they have learned through all their school years in their work, and they are unable to determine the real attitudes towards the use of technology in their business, and that they have convictions that it is not necessary in the written or practical work, so this study came to reveal the nature of the attitudes in this category towards the use of technology in their work.

The importance of studying.

The Importance of this study can be summarized in the following points:

1. Detect attitudes of educational counselors in Almazar AlJanobi town towards the use of technology in their work.
2. Few studies researched the attitudes of educational counselors in schools category towards the use of technology in their work in Jordan.
3. Make recommendations to improve attitudes towards the use of technology in the counseling work.
4. Providing information about the school educational counselors' attitudes towards the employment of technology in their work, can benefit more than one such as the Ministry of Education, and workers in the field of social service, with an interest of researchers in psychological studies and social Relevant, elevate the profession of counseling.

Statement of the problem

We consider the problem of this research to be in the following questions.

1. Is there a significant differences in school educational counselors in Almazar

- Aljanobi' attitudes towards the use of technology in their work?
2. Is there a statistically significant differences in attitudes of school educational counselors in Al-mazar town Towards the use of technology in their work due to gender ?
 - 3 . Is there a statistically significant differences in attitudes of school educational counselors in Al-mazar town Towards the use of technology in their work due to practical experience.

Operational definitions.

For the purposes of this study the following procedural definitions is adopted :

Attitude: is ready mentally unearned, or psychological status of the individual makes it tends or biased toward what position or a certain idea, or people, or anything sensual or moral, to respond in a consistent manner, either positively or negatively, because of what belongs to the willingness to respond, and measured by a scale of attitudes towards the use of technology in the work that has been used for the purposes of this study.

The use of technology: the use of any new technologies in the field of educational work, like computer technology and diversified its programs, the Internet, and interactive board.

Previous studies:

Through a review of the educational literature on the field of study, a number of studies have examined attitudes in the category of work in the field of teaching or education about the use of technology at work, and these studies include:

Hamdi (1991) his study entitled "Teachers of community colleges and universities Jordanian attitudes towards education technology", aimed to recognize the school community colleges and universities towards using technology in work. It also aimed to identify the impact of some selected variables such as the educational institution, and the sex of the teacher, and level of scientific specialization, and expertise in college attitudes and about educational technology, the study sample consisted of (523) faculty members, who working in community colleges is about (271) and about (271) who working in the universities. Results of the study showed that the study sample individuals have positive attitudes, the results of the study also pointed to the teachers enjoy teaching novices more positive attitudes towards educational technology teachers who have spent five years or more of service.

Sarhan (1993) aimed to detect the attitudes of scientific teachers in high school about educational technology, the sample consisted of 112 male teachers and 135 female teachers, it used a scale of (50) items to measure teachers attitudes towards using technology, the results of the study showed that male teachers have a positive attitudes towards using high technology. The researcher did not find differences attributed to sex or to a qualified scientific and teaching experience.

In the study of Evans and Haier (1974) about the teachers ' attitudes towards modern teaching aids, it aimed to tell the attitudes of teachers about various educational methods and determine their attitudes towards programmed instruction, researchers used for

that a questionnaire and meeting method to get data. The result of this study pointed to a positive attitudes about programmed instruction, and when Search reasons it was noted that the study sample have a good awareness of the use of technology, is due to be positive attitudes.

Proulx (1988) measured the attitudes of faculty members including professors in counseling towards the use of technology among community colleges. The study sample consisted of 30 college affiliated with the University of New York government out of the community (68) College. Results of the study showed that teachers in community colleges attitudes who use computers in their work have in General a negative attitudes , towards the use of technology, because of the lack of financial support, and management provided by the university administration.

Falba(1998), Searched the attitudes faculty members at the University of Nevada - American towards the using the Internet and the factors influencing in some academic programs. The results showed that most of the faculty members believe that the use of Internet is important in academic fields, and they are on the extensive knowledge of using of computers and the Internet, enabling them to optimize their application in various academic fields.

The Kelly study (Kelley, 1998) was about the use of the World Wide web (www) by the members of the University of Maryland American members, and the results of the study showed that the applied disciplines using a service (WWW) More than other disciplines. The interdisciplinary theory they are less commonly used for service (www).

In (Al-fahed and Moosa, 2002) study they analyzed the attitudes of university professors in Saudi Arabia towards the use of technology and language. The results show the existence of attitudes approaching negative, and the researchers believe that the reasons for the reluctance of some professors in using Internet technology was because of lack of awareness of the importance of this technology and the inability to use it , and do not use a computer, but with regard to language, they need to build rules of the Arabic language in order for the community to take advantage of that network. The researchers came out with recommendations including the development of the Internet in the article entitled Saudi universities are a university requirement.

The purpose of the study (Hmushara , Abo Azza, 2000) to know reality of using internet by the faculty at the University of Sultan Qaboos , and the purpose of their use, and their sources of information about them, and the difficulties they face in this area. The results showed that 37% almost of the total university faculty members are the ones who use the Internet now, and that the majority of them from the scientific colleges. The results showed that the contact and e- mail, teaching, research, browsing , and visit the sites to search for information in a row is the most important purposes of the faculty of the use of the network, and faculty members indicated that they want to develop themselves in three

key areas: the use of the Internet in general, and use it in the process of learning and teaching, and the search for the information effectively.

In a study (Al-Sultan and Fantookh, 1999), which aimed to explore the possibility to take advantage of the Internet in the educational system in Saudi Arabia, the researchers designed a private study questionnaire which distributed to a random sample numbered (120) teacher and counselor from different educational areas from the country. the questionnaire aimed at measuring attitudes towards the use of the Internet in education. The results showed that 30% of respondents are reluctant to change within the classroom in terms of a benefit from the Internet in education, and the reasons for this reluctance as follows: the language barrier, illiteracy informatics, and their feels that will increase the size of your jobs, and the need to learn new methods and ways to improve works, while the majority (70%) of respondents said that its important to use internet into the classroom.

Notes on previous studies.

We noted through the previous presentation of previous studies related to the subject of the study, some of them refers to the presence of positive attitudes in the category of working in education , whether school or university towards the use of a particular type of technology in education, the character of this category in general have a recent experience, or who have good English language capabilities and the use of technology such as the internet, and who have applied scientific disciplines were more acceptance of the technology in action.

While some studies pointed to absence of positive attitudes among workers in education towards the use of technology in their work, these workers generally characterized as having literacy information, and are not trained to use the technology, and they have a fear of increasing workloads in the event of the use of technology at work, they are people with poor work environments sources and techniques of technology.

This study is unique in the research attitudes of the school counselors about the use of technology at work, especially after the introduction of modern technology in the educational process effectively in schools in the Kingdom of Jordan.

The method and procedures

The study population and its sample:

The study population consisted of counselors males and females in Almazar Aljanobi schools, and belong to educational guidance department data in the Directorate of Education of Almazar Aljanobi, their number is about (73) counselors in the year 2014/2015, about (43) males, and (30) females as in the table(1) below, which show The distribution of the study sample by gender and practical experience .

Table (1)
The distribution of the study sample by gender and practical experience .

Sex Experience	5 years old and under	From 5-15 years	More than 15 years	Total
Males	6	10	7	23
Females	12	27	11	50
Total	18	37	18	73

Instrumentation

To achieve the objectives of the study, the researcher used a special questionnaire to measure identify teachers ' attitudes toward using education technology in works, through references and sources available, and previous studies that have benefited the current study, particularly (Sarhan, 1993). The initial formula of the questionnaire included (32) items, to check the reliability of the study tool, the questionnaire was presented to a committee composed of (6) arbitrators representing the teaching staff at mutah University. The arbitrators were specialists in counseling and teaching methods, measurement and evaluation, and educational psychology. They were asked to judge the validity of the items of the questionnaire in measuring what they intend to measure, in addition to the clarity and validity of the items' language. The arbitrators recommended deleting (5) items, and adjusting some linguistic formulations. The items unanimously approved by the arbitrators were adopted by 80%. In the light of arbitrators' approved observations, suggestions, and adjustments, the questionnaire have become composed of (26) positive items, followed in their design a graded ladder of five levels, according to (Likert) scale; strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). Reliability of study tool was verified according to the internal consistency method using Cronbach's alpha Formula (Cronbach, 1951). by applying it to a prospective sample of (20) individuals, from the population and outside the sample, the overall reliability of the instrument reached (0.86), and this indicates that the tool is valid and reliable enough to meet the objectives of the current study.

The study procedures.

The procedures of this study as below:

- The study tool was developed after reviewing the theoretical literature and previous studies on this topic.
- Do arbitration study tool and removing the final image and calculate the reliability coefficient after her application to exploratory sample.
- After that , determine the study population based on the records of the discrete of Al-mazar Al-janobi / educational guidance department in the year of 2014-2015, was chosen as the sample, which represents all members of the study population.
- The questionnaires were distributed to school counselors by the supervisors during the supervisory daily visits, and get them directly after packaged by counselors.

- The data got from the questionnaires were processing by computer, and analyzed using statistical by program Spss.16 .

Statistical treatment:

To answer questions about the study we used the following statistical treatments:

- To answer the main first question, we used the averages and standard deviations.
- To answer the second and third questions, was used average , and to reveal the significance of differences between the attitudes of school counselors according to variable gender and, variable experience we used a two-way analysis of variance.

Results

This study aimed to identify the attitudes of counselors in the schools of Al-mazar Al-janobi towards the use of the technology in their work. After analyzing the data the results were as follows:

The first question of the study was Is there a significant differences in school educational counselors' attitudes in Almazar Aljanobi towards the use of technology in their work? , so to illustrate counselors attitudes toward the use of technology at work, we expensed of averages, standard deviations , for the responses of counselors on the tool. Where the mean of the responses of workers on a scale attitudes is around (79) and the standard deviation was reached (2.4), and that means there is a presence of positive attitudes for counselors about the use of technology in work, but positive is relatively weak, if we know that the arithmetic mean is the default (78), and table (2) shows the calculation of the counselors responses on the study tool by variable gender.

Table (2)

Averages , standard deviations of the counselors responses of the study on the scale by variable gender.

Gender	Arithmetic mean	standard deviation
Males	79.1	1.64
Females	79.4	2.69

Clear from the above table that both types of gender have converge relatively attitudes towards the use of technology at work, where the arithmetic average of the attitudes trends of females was around (79.4) as the arithmetic average of the males was around (97.1). In Table (3) circles calculations show the responses of counselors on the study tool according to the practical experience variable.

Table (3)

The means and standard deviations of the counselors responses on the scale by practical experience variable.

A practical experience	Arithmetic mean	standard deviation
5 years old and under:	78.9	1.69
6 years- 15 years	79.6	1.63
16 years and older	79.1	2.6

Through Table (2) The average tour of a class experience of 5 years or less around is (78.9), or experienced category 6 years- 15 years, the average is (79.6), while the arithmetic average of the category of the most experienced (16 years and older) around (97.1), where the note from the previous table that counselors with moderate experience (6-15 years) registered the highest average on the attitudes scale. In table (4) the result of variance analysis for means of counselors attitudes toward the use of technology in the work sense to sex variable and variable practical experience.

Table (4)

Two-way analysis of variance for means of counselors attitudes toward the use of technology in the work sense to gender variable and variable practical experience.

Source of variation	Sum of squares	Degrees of freedom	Central squares	P value	The level of significance
Gender	2.289	1	2.288	.388	.536
Experience	2.075	2	1.037	0.176	0.839
The error	395.449	70	5.904		
Total	399.913	73			

Notes from the table (4) that the value of calculated (P) to examine the significance of differences in the averages of the attitudes of males and females data towards the use of technology at work equal to (0.388) which is not related statistically significant at the level of ($\alpha = 0.05$), as can be seen from the table also that there were no statistically significant differences ($\alpha = 0.05$) in attitudes of counselors about the use of technology in the work process, according to their experience, reaching the value of (P) calculated (0.176).

Discuss and interpret the results:

Previous results can be discussed as follows:

Discuss the results relating to the result of the first question:

We Noted from the results that the average of the attitudes of counselors about the use of technology in their work, is equal to (79), which increases not very much from the default mean (7.8), was also noted that counselors proportion who have attitudes in the

positive level equal to (23 %) this indicates that the counselors gave themselves a week positive estimated data according to the arithmetic average, and this result is consistent with the results of several studies, including the studies of (Sarhan, 1993; Proulux, 1988, Mohammed, ,2011) .

And this week positive attitudes in general, may refers to the lack of sufficient awareness of the importance of the use of the technology at work among counselors, and this result is consistent with the results of other studies, such as (Hamdi, 1991 ; Evans-Higher, 1974 ; Al-Fahed and Moosa, 2002).

And according to the files and records of counselors in the district of Al-mazar Aljanobi , I observed that there are no training about the using modern technology at work giving to counselors, which they are trained just on the International Computer Driving License ICDL for Only who want, and ICDL is a special sessions to deal with the computer beginners, and they do not have specialized courses in the use of technology in their field, which reduced the degree of awareness of the importance of the role of technology in their jobs (Education Shrine Directorate of Al-mazar Al-janobi Records, 2015).

The sources of technology and the degree of availability in some schools is weak, so that makes the counselor in isolation in keep abreast of developments in his field, which weakens the attitudes towards the use of modern technologies in the work and this result is consistent with the findings of a study (Proulux, 1988)

Discuss the results relating the second question:

To discuss the result of the second question, which states, "Is there a statistically significant differences at the level ($\alpha = 0.05$) in attitudes of counselors in the District of AlMazar towards the use of technology in their work irrespective to gender? ", noted that the results showed that there were no statistically significant differences at the level of ($\alpha = 0.05$) between the attitudes mean of the counselors irrespective refer to the gender variable, and we can interpret this result on the fact that counselors - regardless of their gender- have the same preparation and training and education, and work in same job environment, so their perceptions and their estimates almost homogeneity, and this result is similar to the results of the study (Sarhan, 1993; McCoy, et al. (2001).

Discuss the results relating the third question:

The results also showed no statistically significant differences at the level of significance ($\alpha = 0.05$) in attitudes of counselors about using The technology at work, irrespective to practical experience. And as a background process and experiences are necessary to form the attitude, because with the passage of time the attitudes growing to increase the knowledge. You can interpret this result that the counselors were not interesting tour with different expertise to apply the concept of educational technology sense of the broad , and the prevalence of traditional counseling methods, because of the lack of availability of technology tools to use for applied Coordination, and the lack of encouragement to practice of technology, and lack of technical training sufficient availability .This is consistent with

the result of the study (cheetah, and Moosa, 2002) and study (the Sultan and Alphentouh, 1999).

As can be due to a failure to provide counselors with cultural and cognitive materials in the field of technology to use, and perhaps for reasons of style educational administration in the school, and lack of interest in the development of the counselors, and consistent this result with the results of studies such as (olive 0.19 . 88) and (Hamdi 1991) and (Sarhan, 1993).

Recommendations :

In light of the findings, the study recommends the following:-

- Work to strengthen the positive attitudes of educational counselors about the use of technology in their works, by material and moral means possible.
- Further studies to examine the factors influencing attitudes of counselors about the use of technology in their work.
- Search the impact of educational administration and supervision and guidance in the development of attitudes of counselors towards the use of technology in their work.
- Train counselors using courses and programs in the field of educational technology.
- Open a record to monitor activities in the field of the use of educational technology for both counselors and promote achievement.
- Follow up performance of counselors in the field of technology and taking it into account for setting annual performance report for counselor.

References

- Abdul Hamid, Ibrahim (1996). The attitudes toward computer, comparative study by sex and other variables.
<http://www.geocities.com/ishawky2000/attpcfinal.htm>
- Abu Al-Enein, Ali et al. (2003). **Asset philosophical readings and Educational Studies**, the first edition , Dar thought - Oman .
- Alfahed , Fahad& Al Moosa, Abdullah (2002) .The role of communication services of the Internet in development of education systems in higher education institutions, **the College of Education Research Center** , King Saud University. http://www.al_musawi.com/pptlessons/internetuse/factinrntuse.ppt
- Al-Sultan ,Abdulaziz and Fantookh, AbdulQadir (1999) . the internet in n education, e - school project ,**message Arabian Gulf Journal**, 71 (20). <http://www.abeg.or/fntok/fntoko.htm> .
- Al-taweel , Hani (2001) . **Educational management concepts and prospects**, second edition , Dar Wael - Amman .
- Borgatta, E. & Borgatta, M. (1992). **Encyclopedia of sociology** . (1), New York: Macmillan Publishing Company About enterprise |
- Cronbach, L. (1951). **Coefficient alpha and the internal structure of tests** . Psychometrika, 16, 297-334.
- Edwards, A. (1957). **Techniques attitudes scale construction** . New York: Appelton Cencercrafts INC.
- Hamdi, Narcissus (1991). Teachers of community colleges and universities Jordanian attitudes towards education technology , **Journal of Studies** , University of Jordan , the eighteenth folder , First Issue
- Harmandaoglu, Esra (2016). Attitudes of Turkish EFL Student Teachers towards Technology Use, **The Turkish Online Journal of Educational Technology**, volume 15 issue 2.
- Higher H.& evans (1974). Staff attitudes to innovation in Struchional in HIGHER education programmed . **Learning and Educational Technology** .Vol. II, No3
- Humairi, Abdul Qadir (2014). Attitudes of the educational community in Tabuk towards e-learning application. **Journal of Educational and psychological Sciences**, 15 (2), 165 -199.

- Hmushara, Omar & bo Azza, Abdul Majid (2000). The reality of Internet use by members of faculty at Sultan Qaboos University, **the Journal of Educational Science Studies**, University of Jordan . 27 (2): S328-342
- Hussein, Okla cream (1985). **Psychological attitudes of the individual and society** . Baghdad: Press House message.
- Kelly, K. (1998). The web of discipline: Biglan's categories, the word WIDE web, and the Relevant of academic discipline (computer use, faculty, internet), unpublished doctoral dissertation, university of Maryland, college park, volume 59. 06A of **dissertation abstracts international** , page 1936 , No: AA19836420.
- Mahmoud Abdelmoneim Shehata (1989). The attitudes toward women 's work outside the home , compared between some variables . **Journal of Social Sciences** 0.17 (3) from 0.161 to 179.
- McCoy, L. P., Heafner, T. L., Burdick, M. G., & Nagle, L. M. (2001). Gender differences in computer use and attitudes on a ubiquitous computing campus. Retrieved April 12, 2015 from **ERIC**.
- Mohammed, Theeb (2011). Attitudes of teachers and headmasters of public schools in Tulkarm area towards the electronic school. **Unpublished MA Thesis**, University of Yarmouk
- Mustafina, Aliya (2016). Teachers' Attitudes toward Technology Integration in a Kazakhstani Secondary School, **International Journal of Research in Education and Science** , Vol 2, No 2
- Falba, C. (1998). Use by vBulletin® a Technology college of education faculty and Factors Influencing integration of technology in an undergraduates teacher preparation program A , **unpublished doctoral dissertation**, university of Nevada, Las Vegas, volume 29-70 A dissertation abstracts of international , page 2457, No: AA1984206y
- Farra, Abdullah (1999). **Introduction to Education Technology** . Sanaa University.
- Prolux. E. R (1988). Facul ty attitudes toward using Educat ional technologies community college , **business Classrooms Dissertation abstracts international** . Vol. .no.5 42 .PP 1

Sarhan, Mohammad Omar (1993) . Attitudes of teachers of science subjects in secondary stage towards technology education at the Education Directorate for the Greater Amman area first . University of Jordan. **Master Thesis unpublished**

Shunnaq, Qaseem and Bani Domi, Hasan (2010). Teachers' and students' attitudes towards the use of e-learning in the Jordanian secondary schools. **Damascus University Journal**, 26 (1 + 2) 235 - 271.

Zaytoon , Ayesha (1988). The level of attitudes towards and laboratory work and the obstacles of using the lab have with teacher Science in the preparatory stage. **Journal of Studies** , University of Jordan , the fifth volume.