

School counselors' attitude toward online counseling services during the pandemic: The effects of resilience and digital self-efficacy

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Abstract

School counseling activities have been delivered online during the COVID-19 pandemic. This compulsory change has been associated with difficulties in school counseling services. The resilience and digital skills of school counselors are likely to influence the quality of counseling services and their attitude toward online work. Thus, we examined the role of resilience on their attitude toward online counseling services during the pandemic. We also looked at the role of digital skills on their attitudes toward online counseling. The sample consisted of 149 school counselors. We conducted structural equation modeling, in which the direct and indirect effects of resilience and digital self-efficacy was tested. The results suggested that higher resilience was significantly associated with better attitudes toward school counseling. Moreover, resilient school counselors had higher digital self-efficacy, which was associated with more positive attitudes toward online school counseling. The implications in terms of preservice and in-service education of school counselors and interventions to promote resilience were discussed.

KEYWORDS

attitude toward online counseling, digital self-efficacy, pandemic, resilience, school counselors

1 | SCHOOL COUNSELLORS' ATTITUDE TOWARD ONLINE COUNSELLING SERVICES DURING THE PANDEMIC: THE EFFECTS OF RESILIENCE AND DIGITAL SELF-EFFICACY

The COVID-19 pandemic has irreversibly affected and changed our lives. Education is one of the areas where this change is most strikingly observed. School counselors, like many other educators, also felt this change. They had to carry out their routine counseling activities online by asynchronous and synchronous technology-based media during the pandemic process (Supriyanto et al., 2020). This sudden and unexpected change has been perceived as an opportunity for diverse types of consultations (Greenhalgh et al., 2020) and resulted in a shift in the delivery of school counseling services in response to the changing needs of the population and society (Vostanis & Bell, 2020).

In fact, the use of online mediums for counseling purposes did not start with the COVID-19 pandemic. Long before it, the use of Information and Communication Technologies (ICT) in school counseling practices entered the literature (Beidoğlu et al., 2015). With the pandemic period, an important question has arisen whether the school counselors are ready for such a sudden change in the delivery of counseling services or not. According to the previous research examining the effect of COVID-19 on school counseling use, there has been a decrease in the number of individuals using these services and the number of sessions provided (O'Connor, 2020). In addition, many school counselors have faced the use of ICT within their profession for the first time and experienced significant distress due to the lack of digital training (Mielgo-Conde et al., 2021). These results signal some glitches in the online counseling services during the pandemic.

Previous studies investigated the factors which may impact school counselors' attitudes toward the delivery of online counseling services and its quality (e.g., Beidoğlu et al., 2015; Grosshandler, 2012; Haberstroh et al., 2008). It appeared in these studies that school counselors were positive about using web pages and computer-based programs, and Internet-based interventions, while they were negative about using online counseling (Beidoğlu et al., 2015). They suggested a differential preference for the use of different digital mediums and the need time for to integrate technology with their profession (Grosshandler, 2012). Haberstroh et al. (2008) emphasized ethical and technical considerations in online counseling; for example, informed consent, privacy, confidentiality, verification of identity, record keeping, and technological competencies of both counselors and clients.

However, all these previous studies evaluated optional preferences for using online services. These studies revealed the need for digital skills for school counselors (Julius et al., 2020). It was not until the schools were locked down due to the pandemic that online counseling became common and compulsory at schools. Many counselors had to perform online counseling without prior experience or knowledge about it together with the pandemic. Although many studies investigated the use of ICT during the pandemic (Mielgo-Conde et al., 2021), the information is scarce about their attitudes toward online counseling services during the pandemic (e.g., Foon et al., 2020; Maurya et al., 2020). Therefore, the present study aims to investigate school counselors' attitudes toward the delivery of online counseling services during the COVID-19 pandemic. More specifically, we focused on the role of digital self-efficacy and school counselors' resilience as possible factors that would impact their attitudes.

2 | ONLINE SCHOOL COUNSELLING

The use of the Internet and ICT for counseling has started to be discussed since the early 2000s (Barnett, 2005; Grosshandler, 2012; Haberstroh et al., 2008). National Board of Certified Counsellors defined web counseling as "the practice of professional counseling and information delivery that occurs when the client(s) and counselor are in separate or remote locations and utilize electronic means to communicate over the Internet" (National Board for Certified Counselors, 1997, p. 3). Many terms, such as cyberpsychology, telepsychology, online therapy, e-health, telehealth, web counseling, e-counseling, and online counseling, are used to refer to online counseling activities.

Studies before the pandemic have discussed both advantages and disadvantages of online counseling services. Among the advantages of online counseling services, it eliminates the constraints caused by time and place (Barnett, 2005). Those clients who had difficulty in mobilization due to work, medical, or familial conditions could benefit from it. Thus, accessibility, convenience, and the minimization of social stigma attached with seeking therapy were among the most reported benefits (Maurya et al., 2020). On the other hand, many other issues have been noted about the disadvantages of online counseling services (Hughes, 2000). Among these, the confidentiality of interviews (e.g., Does anyone else have access to the interview?), the anonymity of the clients and the competence of the counselors were identified as critical issues. The use of online counseling services requires many ethical and legal concerns. Ardi et al. (2017) suggested that principles of counseling (i.e., confidentiality, the independent decision-making of clients, and here and now) should be reviewed considering the online conditions. Similar concerns about confidentiality, the lack of ethical principles, and the legal inadequacies were also mentioned by school counselors and were suggested to pave the way for negative attitudes to online counseling (Beidoğlu et al., 2015). Beidoğlu et al. (2015) also reported school counselors displayed positive attitudes toward ICT use such as web pages, computer-based programs, e-mail, and videoconferencing to convey information. Otherwise, they had negative attitudes toward online services which require interaction. Similarly, Glasheen et al. (2015) reported that they were hesitant about the use of online school counseling services.

Similar advantages and disadvantages might also be experienced during the COVID-19 pandemic period. For example, a previous study by Özyiğit and Atik (2021) investigated the qualitative experiences of school counselors during the pandemic period. They found that the pandemic has both facilitated and complicated the planning and management of school counseling sessions, the relationship with the client, counseling skills, interventions, and ethical issues (Özyiğit & Atik, 2021). For example, school counselors reported that the online environment facilitated the time efficiency and application of counseling techniques. On the other hand, they complained about the technical and internet connection problems, difficulty in building a trusting relationship with the clients, inability to observe gestures and body language, inability to give emphatic responses, privacy, lack of a professional context in online settings, and the lack of international online ethical principles. The school counselors' positive intention to use online counseling services was also hindered by lack of technical skills (Foon et al., 2020). The fear of miscommunication due to unfamiliarity with online environments, lack of professional development and technical skills training, and lack of technical resources were all reported as deterrent factors stated by Foon et al. (2020). Similarly, Maurya et al. (2020) also mentioned the difficulty of developing a safe and trustworthy therapeutic relationship and ethical considerations. They suggested that only minority of school counselors (about one in five) used distance counseling services during the pandemic.

Despite its advantages and disadvantages, online counseling became common and compulsory at schools together with online education during the pandemic, many counselors had to perform online counseling without prior experience or knowledge about it (Mielgo-Conde et al., 2021). Consistently, Mielgo-Conde et al. (2021) reported that the number of studies investigating online educational counseling and ICT resources during the pandemic has tripled the number of previous studies on this topic. These previous studies have revealed several factors that are likely to impact the intention to use online counseling services. However, they did not focus on school counselors' personality characteristics like resilience which is also likely to impact their attitudes to stressful life events.

3 | RESILIENCE

Resilience is a personal characteristic that helps people adapt despite adverse life events (Masten, 2014). Its positive role in the presence of stressful life events has been shown in previous studies (Lehavot et al., 2018). Similarly, the COVID-19 pandemic has been associated with negative emotions in people's life such as anxiety and depression due to factors such as uncertainty, social distancing, and risk of infection (Choi et al., 2020;

Özdin & Bayrak Özdin, 2020). Thus, resilience, as a personal factor, protects people from stress and promotes good psychological functioning (Kavčič et al., 2021).

The pandemic has been associated with new challenges in educational services such as working from home, the necessity of using new technologies, and extended working time outside the routine school hours for the teacher. Thus, it increased the burden among teachers due to perceived communication overload (Dilekçi & Limon, 2020). Many teachers had lower psychological well-being during the pandemic period (Li et al., 2020). Zadok-Gurman et al. (2021) reported that teachers suffered from a decline in resilience, psychological and subjective well-being, and an increment in emotional exhaustion.

Despite these adversities of the pandemic on teachers, resilience emerged as an important protective factor. For example, higher resilience was associated with optimism and psychological well-being among teachers in the Philippines during the pandemic (Edara et al., 2021). Most teachers reported low to medium levels of resilience during this period (Urcos et al., 2020). Moreover, Urcos et al. (2020) also observed that a high level of resilience was associated with being female and younger. Teachers' resilience was also positively associated with evaluating the pandemic as an opportunity, perception of emotional support, physical activity level, socio-emotional characteristics, and coping skills, the implementation of lifestyle changes, and the management of online education (Román et al., 2020). On the other hand, resilience was negatively associated with burnout (Liu et al., 2021).

Although the effect of resilience on teachers has been investigated during the pandemic, fewer studies focused on school counselors, who must be strong and resilient to support students' mental health. Litam et al. (2021) found that resilience predicted low professional quality of life as measured by burnout and compassion satisfaction caused by the stress of helping traumatized people. Worries about online confidentiality, ethical responsibilities, and personal experiences of COVID-19 can challenge school counselors' resilience and well-being which in turn impact the quality of their services (Cullen et al., 2020). Given the importance of resilience on professional outcomes, it may influence the attitudes toward online services during the pandemic.

4 | DIGITAL SELF-EFFICACY

Self-efficacy which is the judgment about one's ability to produce the desired outcome is domain-specific (Bandura, 1977). Thus, digital self-efficacy may refer to one's perception of their ability to handle the tasks required in online environments. It had a positive impact on teachers' attitudes toward web-based activities or the use of ICT for teaching (Hatlevik, 2017; Kao et al., 2020). It is also likely to affect counselors' attitudes to online counseling services (e.g., Foon et al., 2020; Özyiğit & Atik, 2021). A positive attitude toward online counseling might be accompanied by adequate digital skills to handle these activities. For example, Poyrazlı and Can (2020) reported that the first condition for online counseling is sufficient knowledge and skills about online counseling methods.

Even if there are some optional implementations of online counseling services carried out before the pandemic, school counselors with low digital self-efficacy might have felt inadequate for delivering online services during the pandemic. They had to organize all their counseling activities online, such as doing personal interviews and seminars, joining and arrangement of school meetings, and tracking students (Maurya et al., 2020). Self-efficacy in online activities had been associated with teachers' use of ICT at schools and attitude toward web-based professional development (Hatlevik, 2017; Kao et al., 2020). During the pandemic, digital self-efficacy might have a core role in school counselors' attitudes toward online counseling activities.

Studies have investigated the role of digital self-efficacy on different variables during the pandemic. For example, digital self-efficacy was associated with social capital (Zheng et al., 2020) and satisfaction from e-learning experiences of students (Aldhahi et al., 2022), and engagement in online learning (Heo et al., 2021). Although teachers had the digital competency for classroom instruction, they had inadequate training for online instruction, and limited digital tools and resources to engage effectively with their students during the pandemic (Ogodo et al., 2021). Similarly, positive associations were obtained for productive and healthy remote working and digital resilience competencies of

workers (Tramontano et al., 2021). Thus, it is reasonable to expect a positive association between digital self-efficacy and attitude toward online counseling activities for school counselors.

5 | THE CURRENT STUDY

The current study aims to examine (a) the extent to which resilience predicted the attitudes of school counselors toward online counseling and (b) the indirect effect of resilience through digital self-efficacy. The hypothesized model was shown in Figure 1. The following research questions were investigated in the proposed model:

- (1) Is there any direct relationship between resilience and attitude toward online counseling services?
- (2) Is there any direct relationship between digital self-efficacy and attitude toward online counseling services?
- (3) Does resilience have an indirect effect on attitude toward online counseling services through digital self-efficacy?

Based on prior research on resilience (e.g., Edara et al., 2021; Litam et al., 2021; Urcos et al., 2020), we expected that greater resilience would predict positive attitudes toward online counseling. Because digital self-efficacy may directly influence how school counselors deal with online counseling (Foon et al., 2020; Özyiğit & Atik, 2021), we predicted that it would mediate the relationship between resilience and attitude toward online counseling. More specifically, those with better digital self-efficacy will have more positive attitudes toward online counseling.

Working duration is thought to be related to the digital skills, resilience, and attitude toward online counseling of the participants. Both digital skills and the digital self-efficacy of teachers decreased with age (Kaarakainen & Saikkonen, 2021). It is also likely to affect their resilience since studies have shown that higher working duration is associated with elevated levels of emotional exhaustion, and lower levels of well-being among teachers (Alves et al., 2021; Urcos et al., 2020). Thus, in the present study, the working duration of the participants was treated as a covariate variable and its effects on the latent variables were statistically controlled in the proposed model.

6 | METHOD

6.1 | Participants

The participants in the current study were 149 school counsellors (73.85% women, $N = 110$; 26.17% men, $N = 39$; $M_{\text{age}} = 37.43$, $SD = 8.53$) working at elementary, secondary, and high schools. Of the participants, 68.45% ($N = 102$) had a bachelor's degree, 28.18% ($N = 42$) had a master's degree and 3.35% ($N = 5$) had a PhD degree.

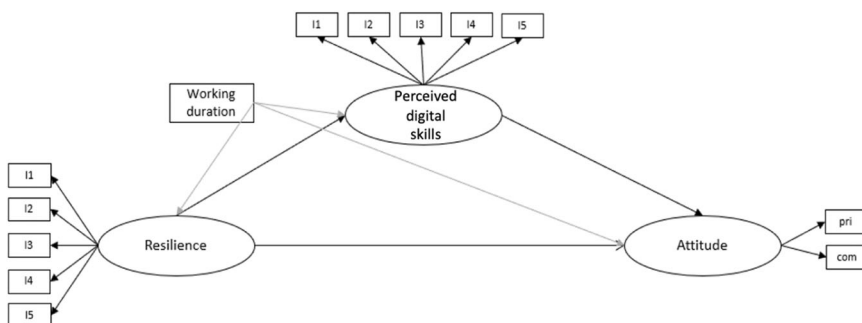


FIGURE 1 Hypothesized model.

The mean working duration of participants were 13.62 (SD = 7.66). 90.6% ($N = 5$) of the participants were working in public schools.

6.2 | Procedure

The procedure was approved by Çankırı Karatekin University Ethical Committee (March 1, 2021; No: 388). The current study was carried out during the COVID-19 pandemic process when the schools were locked down for face-to-face education and distance education was applied in many countries. During distance education, school counselors had to maintain their counseling activities online. They met the students, parents, and other teachers, and made personal interviews or gave seminars via online programs. Thus, the COVID-19 period created a unique chance to experiment with online counseling activities all over the country. The data were collected under such circumstances via Google Forms since face-to-face relationships were minimized during the COVID-19 restrictions. Participants were informed about the purpose of the research and privacy principles. The study was announced in the social media groups in the two biggest central districts in Ankara, the capital of Turkey. The professional organization of school counselors in Ankara also announced the study in social media accounts. As a result, the voluntary school counselors participated in the study and filled out the online form.

6.3 | Measures

6.3.1 | Demographic variables

Participants' age, gender, working duration, school type (i.e., public, or private), and participation in professional training were collected using a demographic questionnaire.

6.3.2 | Resilience

Resilience was measured with the Brief Resiliency Scale (Smith et al., 2008). The Turkish version was adapted by Doğan (2015). It is a unidimensional scale with five items. The scale was answered on a three-point Likert-type scale, ranging from strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). Sample item includes "I usually come through difficult times with little trouble." The Cronbach α reliability of the scale was .67.

6.3.3 | Digital self-efficacy

Digital self-efficacy was measured using five items that were developed for the present study. The items were constructed according to self-efficacy measures. The sample item includes "I am confident that I can be digitally competent." Items were subjected to principal components factor analysis with oblique rotation. Factor analysis resulted in a one-factor solution which explained 78% of the variance. Confirmatory factor analysis supported the one-factor structure of the scale. Model fit indices were acceptable ($\chi^2 = 4.841$, $df = 3$, comparative fit index [CFI] = 0.99, Tucker–Lewis index [TLI] = 0.99, root-mean-square error of approximation [RMSEA] = 0.06). The Cronbach α reliability of the scale was .94.

6.3.4 | Attitude toward online school counseling

Although some instruments were used to measure attitude toward online psychotherapy in other languages (e.g., Békés & Aafjes-van Doorn, 2020) there was no scale to measure the attitude toward online school counseling in Turkish. Therefore, attitude toward online school counseling was measured using 13 items that were developed for the present study. First, interviews with five school counselors were carried to describe their attitudes and subjective experiences regarding the online counseling services during the COVID-19 lockdown. The statements that were derived from those interviews were turned into items. Statements with similar themes are integrated into one item. Sample items include “The possibility of recording online conversations worries me” for privacy and “I do not think that I have sufficient professional skills for counseling services in the distance education process” (see Appendix A for the list of all items). The resulting 13 items were subjected to principal components factor analysis with oblique rotation. As a result of factor analysis, two factors emerged and explained 45% of the variance. Factor 1 (competency) was comprised of seven items (items 1, 3, 5, 8, 11, 12, and 13) that explained 22% of the variance with factor loadings from .44 to .83. Factor 2 (privacy) was comprised of six items (items 2, 4, 6, 7, 9, and 10,) that explained 23% of the variance with factor loadings from .53 to .76. A confirmatory factor analysis was performed that supported the two-factor structure of the scale. Model fit indices were acceptable ($\chi^2 = 122.026$, $df = 64$, CFI = 0.91, TLI = 0.90, RMSEA = 0.07). The Cronbach α reliability of the scale was .81.

6.4 | Data analysis

Data were analyzed in two steps. Descriptive analyses were performed using SPSS version 25. First, correlations between variables were computed. Nonparametric tests were used to examine the mean differences according to gender and school type among variables due to the unequal numbers in the groups. The strength of the effect in mean differences between groups was determined by evaluating the effect size (Cohen, 1992). Effect sizes 0.20, 0.50, and 0.80 are considered small, medium, and large, respectively. Also, the effect size was given by rank biserial correlation for Mann–Whitney U tests.

Second, to observe more specific relations between the variables of the study (in line with the hypothesized model depicted in Figure 1), Structural equation modelling (SEM) was performed for data analysis. SEM was preferred since it provides the flexibility to test relationships between latent variables (Kline, 2011). In line with the first and second research questions, the attitude toward online counseling was predicted from resilience and digital self-efficacy. Regarding the third research question, the indirect effect of resilience on attitude toward online school counseling through digital self-efficacy was also assessed in this model. To test its indirect effect, two structural models' fit to data were examined. Based on the nested model strategies, we compared the χ^2 differences of the two models (Anderson & Gerbing, 1988). The first model included the direct effect from resilience to attitude toward online school counseling. The second model was more parsimonious and, the path from resilience to attitude toward online school counseling was removed from the model. The hypothesized structural model and the relationships between variables were presented in Figure 1.

Before the analyses, the assumptions of the multivariate analysis were checked. There were no missing data. Assumptions for normality of the distribution (skewness and kurtosis) were verified. The possible effect of working duration was controlled in all models. The correlation between variables was examined to see if there was any multicollinearity. The overall model fit was evaluated using the CFI, TLI, and RMSEA. A CFI and TLI ≥ 0.90 , and RMSEA ≤ 0.08 indicate a model's acceptable fit to the data (Hu & Bentler, 1999).

TABLE 1 Correlations between study variables, means, and standard deviations

	1	2	3	4	5	M	SD
1. Professional training attendance	1					3.32	0.90
2. Resilience	0.12	1				17.56	3.61
3. Digital self-efficacy	0.09	0.22**	1			19.85	4.26
4. Working duration	−0.11	0.11	−0.20**	1		13.62	7.66
5. Attitude toward online school counseling	0.08	0.25**	0.30***	−0.09	1	38.28	9.14

p* < .05; *p* < .01; ****p* < .001.

7 | RESULTS

7.1 | Descriptive statistics and correlations between variables

First, descriptive statistics were computed. The means, standard deviations, and correlations between study variables were presented in Table 1. Digital self-efficacy had a negative correlation with working duration whereas it had a positive correlation with attitude toward online school counseling. Resilience had significant positive correlations with digital self-efficacy and attitude toward online school counseling.

To examine the gender differences in the study variables, a Mann–Whitney *U* test was performed. Results suggested that there were no gender differences in the attitudes toward online school counseling, digital self-efficacy, working duration, and resilience. The only difference emerged in the perceived competence dimension of attitude toward online school counseling. School counsellors in private schools (*M* = 47.64, *SD* = 7.30) had higher perceived competence than those who were working in public schools (*M* = 37.31, *SD* = 8.70, *U* = 1561,000, *df* = 148). The effect size was medium to large (Cohen's *d* = .67).

7.2 | SEM

Before testing the structural model, we tested the measurement model. It fit the data and had acceptable model fit indices ($\chi^2 = 75.364$, *df* = 58, CFI = 0.99, TLI = 0.99, RMSEA = 0.05, 90% confidence interval for RMSEA = 0.02–0.08). Factor loadings ranged from 0.62–0.81 for resilience, 0.92–0.96 for digital self-efficacy, and 0.35–0.51 for attitude toward online school counseling. The findings ensured evidence of acceptable factor loadings between observed variables and their latent variables. Table 2 displays the parameter estimates of the measurement model.

To test whether there is any direct relationship between resilience and attitude toward online counseling services we looked at the direct effects in the measurement model. The measurement model suggested the direct effect of resilience on attitude toward online school counselling (*B* = 0.50, *p* = .009), resilience on digital self-efficacy (*B* = 0.29, *p* = .001), and digital self-efficacy on attitude toward online school counselling (*B* = 0.57, *p* = .007).

To test whether there is any direct relationship between digital self-efficacy and attitude toward online counseling services, we adopted a nested model strategy. The first model included a path from resilience to attitude toward online school counseling. It indicated a good model fit indices ($\chi^2 = 77.776$, *df* = 51, CFI = 0.99, TLI = 0.99, RMSEA = 0.06, 90% confidence interval for RMSEA = 0.03–0.08). All paths were significant in the first model.

The more parsimonious second model (Model 2), in which direct path from resilience to online school counselling was removed, also had good fit indices with direct and indirect effects model ($\chi^2 = 91.936$, *df* = 52, CFI = 0.99, TLI = 0.99, RMSEA = 0.07, 90% confidence interval for RMSEA = 0.04–0.09). The direct path from resilience to digital self-efficacy

TABLE 2 Parameter estimates of the measurement model

	Unstandardized parameter estimates			Standardized parameter estimates
	<i>b</i>	SE	CR	
Resilience → Item 1	1.000	0.000		0.80
Resilience → Item 2	1.005	0.052	19.491	0.81
Resilience → Item 3	0.900	0.056	15.997	0.72
Resilience → Item 4	0.830	0.054	15.233	0.66
Resilience → Item 5	0.781	0.061	12.798	0.62
Digital self-efficacy → Item 1	1.000	0.000		0.92
Digital self-efficacy → Item 2	1.038	0.028	37.679	0.95
Digital self-efficacy → Item 3	1.026	0.022	45.904	0.94
Digital self-efficacy → Item 4	1.045	0.025	41.350	0.96
Digital self-efficacy → Item 5	1.000	0.027	37.180	0.92
Attitude toward online school counseling → Privacy	1.000	0.000		0.35
Attitude toward online school counseling → Competency	1.576	0.560	2.814	0.51

($B = 0.33$, $p < .001$) and from digital self-efficacy to attitude toward online school counselling ($B = 0.59$, $p < .05$) were significant.

To see whether resilience has an indirect effect on attitude toward online counseling services through digital self-efficacy, we compared the nested models. A comparison of nested models suggested that the first model had a better fit to data than the more parsimonious second one. A path diagram with the estimated standardized path coefficients was presented in Figure 2. The goodness of fit indices was presented in Table 3.

The resilience significantly and positively predicted the attitude toward online school counseling; however, its direct predictive effect decreased in Model 1 compared to the measurement model. Thus, digital self-efficacy was a partial mediator that explained the underlying mechanism of the relationship between resilience and attitude toward online school counseling. All these results provided support for the structural model in which digital self-efficacy partially mediated the relationship between resilience and attitude toward online school counseling.

8 | DISCUSSION

This study has focused on the attitudes of school counselors toward online school counseling during the pandemic period. We particularly focused on the role of resilience on their attitude and its indirect effect through digital self-efficacy. The results suggested that higher resilience was significantly associated with better attitudes toward school counseling. Moreover, resilient school counselors had higher digital self-efficacy which boosted more positive attitudes toward online school counseling.

Attitude toward online school counseling is important since it might influence their behaviors. The present results consistent with previous studies underlined the importance of digital skills in predicting attitudes toward online counseling (Foon et al., 2020; Özyiğit & Atik, 2021). Several studies investigated the use of online educational counseling after the pandemic and the use of ICT which described the current status (Mielgo-Conde et al., 2021). Accordingly, school counselors used institutional platforms, social media, videoconferences for guidance, tools for

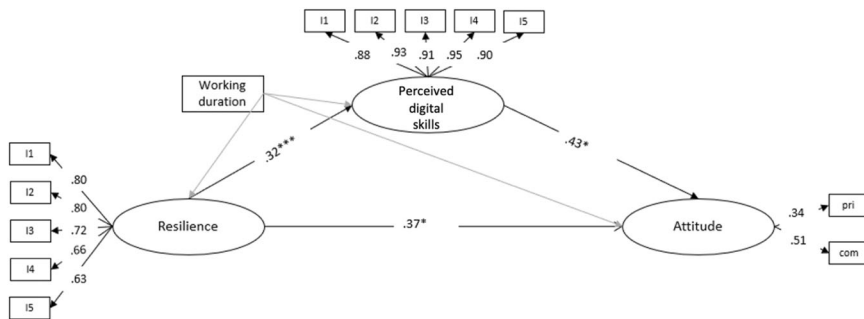


FIGURE 2 Structural equation model testing the direct relationship between resilience and attitude toward online counseling and its indirect effect through digital self-efficacy.

TABLE 3 Comparison of nested models

Models	χ^2	df	CFI	TLI	RMSEA (90% CI)
Model 1	77.776	51	0.99	0.99	0.06 (0.03–0.08)
Model 2	91.936	52	0.99	0.99	0.07 (0.04–0.09)

Abbreviations: CFI, comparative fit index; RMSEA, root-mean-square error of approximation; TLI, Tucker–Lewis index.

daily work or for creating and sharing content, and interactive tools. However, the use of these tools was not the primary way of providing their services until the pandemic. The present study took a step forward to reveal the role of factors influencing their attitudes toward online counseling services.

The school counselors' needs in terms of digital skills started to appear with the development and proliferation of ICT. For example, Lairio and Nissilä (2002) stated that Finnish school counselors wanted to have education on the use of information technology. The pandemic period seemed to accelerate and point up the importance of digital skills not only for teachers but also for school counselors. As mentioned by Julius et al. (2020), the digital literacy of school counselors in the development of contemporary service media was an important competency, which had a positive impact on students. Counselors felt significantly more comfortable in online services when they had a workshop or training on the use of digital counseling (Maurya et al., 2020). The present study suggested that it also had a significant impact on the attitude toward their professional services. It appears that training them on digital literacy, skills, and how to use these in their services might support a more positive attitude. According to previous studies, online counseling services may have many uses in school counseling, for example, for content creation (Suryahadikusumah & Nadya, 2019), orientation, career services, personal development courses, face-to-face school counseling (Özer, 2020), and processing and evaluating digital data, and create digital products (Julius et al., 2020). Despite the wide range of possible uses, school counselors' attitudes are decisive for taking these advantages to use these services.

The present study also made it clear that resilience, as a personality characteristic, predicted more positive attitudes and better digital self-efficacy. The previous studies summarized the importance of resilience for both psychological well-being (Edara et al., 2021; Li et al., 2020; Román et al., 2020; Zadok-Gurman et al., 2021) and the professional well-being of school counselors (Litam et al., 2021; Liu et al., 2021). The present study added to those studies that it also had a role in shaping the attitude toward online counseling. Resilient school counselors had more positive attitudes to the challenge of online counseling. The result was consistent with the theoretical viewpoint that resilience supports the adaptation in the presence of stressful life events (Lehavot et al., 2018; Masten, 2014). Resilience was associated not only with the attitudes of school counselors but also it indirectly supported it through digital self-efficacy. From this perspective, supporting resilience is likely to result in more

positive attitudes toward online school counseling, and it fosters digital self-efficacy which indirectly contributes to their professional capabilities.

The study has important practical implications for school counselors' education programs. First, the pandemic period offered a great opportunity to test the digital self-efficacy of school counselors. It appeared in this study that school counselors with higher digital self-efficacy had more positive attitudes toward online school counseling. Improving their digital skills will be associated with better online school counseling services. Once the online services were used during the pandemic, traditional educational approaches would likely be replaced by online education during the postpandemic period. Thus, they could be part of the routine counseling services due to their convenience. School counselor candidates must be strengthened with digital skills during their education. Ethical considerations related to the use of online mediums can be covered in the curriculum since privacy is an important determinant of their attitude (Özyiğit & Atik, 2021). In the present study, attitude toward online counseling appeared to have two-dimensions competence and privacy, which is similar to the disadvantages associated with online counseling in the previous studies (Foon et al., 2020; Maurya et al., 2020; Özyiğit & Atik, 2021). Therefore, any training either preservice or in-service might include both the effective use of social media, online tools which allow for counseling, innovative use of ICT in guidance and counseling and how to maintain ethical issues.

Second, resilience contributes to the attitude toward online counseling services. Many previous studies supported that the professional work experiences of counselors improved through promoting resilience levels (Lawson & Myers, 2011; Litam et al., 2021). During unexpected and challenging crises such as the pandemic, meetings or consultations with their colleagues may be effective in mitigating the effects of both personal and professional difficulties. Resilience also boosted the digital self-efficacy of school counselors in the present study which means that those who overcome adversities in the presence of stressful life events adjusted to online mediums better than their less resilient colleagues. Supporting the resilience will result in not only positive attitudes toward online counseling but also higher digital self-efficacy.

The study has some limitations to be mentioned. First, the sample could be biased since the data were obtained online. Those, with poor digital self-efficacy, may not respond to the questionnaire. Second, we only investigated resilience as a personality characteristic, but other personality traits could also be related to the digital self-efficacy and attitude toward online school counseling. Finally, the hypothesized model had a good fit, but an alternative model with resilience as a mediator variable could also fit the data. Moreover, other variables might mediate the relationship between resilience and attitude other than digital self-efficacy. A more comprehensive study could include other possible variables such as personality traits. We did not control the effect of psychological well-being which might be affected by the pandemic and would impact school counselors' attitudes. Nevertheless, the results from the study highlighted the importance of school counselors' digital self-efficacy, and resilience in terms of online school counseling and gave insight into factors predicting attitude toward online school counseling in their professional development.

AUTHOR CONTRIBUTIONS

Gülendam Akgül: conceptualization, data collection, methodology, investigation, resources, writing the original draft. **Derya Atalan. Ergin:** conceptualization, data collection, methodology, data analysis, visualization, review, and editing.

CONFLICTS OF INTEREST

The authors declare no conflicts of interest.

DATA AVAILABILITY STATEMENT

The data that support the findings of this study are available upon reasonable request from the authors.

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APPENDIX A

1. I do not like to serve online counseling activities during the distance education process.
2. I worry about the possibility that online interviews could be recorded.
3. It is not appropriate to provide remote group guidance service.
4. I am worried that my interviews during the distance education process could be shared on social media.
5. School counseling as distance education services are not for me.
6. I cannot be sure that I am alone with my student in online interviews.
7. It is difficult to apply the confidentiality principle in school counseling services during distance education.
8. Giving online seminars worries me a lot.
9. The fact that students do not have to open their camera during the distance education process makes the individual interview process difficult.
10. I am uncomfortable with the fact that online activities can be watched by people other than my target audience.
11. Since I am used to face-to-face communication with people, I find it difficult to make individual interviews online.
12. I get bored while giving an online seminar.
13. I do not think that I have enough professional skills for online school counseling services during distance education.



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| B-547-3267 Ana-baba Aracılığı, Bağlanma ve Dürtüselliliğin Ergenlerin Problemleri İnternet Kullanımlarına Etkisi , ATALAN ERGİN DERYA,EMİNE GÜL KAPÇI (2018).. 1. Bilişsel Davranışçı Psikoterapiler Kongresi, (Özet bildirisi) |
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| B-547-3239 The Examination Of Emotion Socialization Of Parents And Empathy Skills Of Gifted And Normally Developing Children , ATALAN ERGİN DERYA,GÜLENDAM AKGÜL,ERTEN TATLI CEMRE (2018).. V. Üstün Yetenekliler Ve Eğitim Kongresi, (Özet bildirisi) |
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- B-547-3316 **Ergenlerde Problemlı İnternet Kullanımına Yönelik Bir Müdahale Programının Etkililiği** , SİLA UZUNPINAR, ATALAN ERGİN DERYA (2019).. Uluslararası Psikolojik Danışmanlık ve Rehberlik Kongresi, (Özet bildiri)
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- B-547-3215 **Temperament, Emotion Socialization, And Negative Automatic Thoughts As Predictors Of Depression And Anxiety Symptoms In Children** , EMİNE GÜL KAPÇI, ATALAN ERGİN DERYA, ERTEN TATLI CEMRE (2015).. 45th Annual Eabct Congress Cbt, (Özet bildiri)
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Projeler :

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- PR-362-3504 **Olumlu sosyal davranışların desteklenmesinde empati ve farklılıklara açıklığın rolünün incelenmesi ve olumlu sosyal davranışların desteklenmesi için bir program önerisi**, TÜBİTAK PROJESİ, Yürütücü:DERYA ATALAN ERGİN, Danışman:FİGEN ÇOK, , 01/09/2022 - 01/09/2023
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Ödüller:

O-355-4513 Teşekkür Belgesi, 2007

Eğitim-Öğretim Faaliyeti

	Öğrenim Dili	Ders Saati
D-436-3235 Eğitim Psikolojisi Lisans/Türkçe(2019-2020)	Türkçe	3
D-436-3228 Sosyal Psikoloji Lisans/Türkçe(2019-2020)	Türkçe	2
D-435-9735 Okulda Ruh Sağlığı Lisans/Türkçe(2019-2020)	Türkçe	2
D-435-9733 Rehberlik ve Psikolojik Danışma Semineri Lisans/Türkçe(2019-2020)	Türkçe	3
D-435-9730 Davranış Bozuklukları Lisans/Türkçe(2019-2020)	Türkçe	3
D-435-9728 Gelişim Psikolojisi 1 Lisans/Türkçe(2019-2020)	Türkçe	2
D-435-3780 Psikolojik Testler Lisans/Türkçe(2021-2022)	Türkçe	4
D-435-3777 Eğitim Psikolojisi Lisans/Türkçe(2021-2022)	Türkçe	3
D-435-3773 Otizm Spektrum Bozukluğu Lisans/Türkçe(2021-2022)	Türkçe	3
D-337-0423 Psikolojik Testler Lisans/Türkçe(2019-2020)	Türkçe	4
D-337-0422 Yaratıcı Drama Lisans/Türkçe(2019-2020)	Türkçe	2
D-337-0421 Yaşam Dönemleri ve Uyum Problemleri Lisans/Türkçe(2019-2020)	Türkçe	3
D-319-6269 Sosyal Psikoloji Lisans/Türkçe(2019-2020)	Türkçe	3

Atıflar

	SSCI, SCI- Exp,AHCI	Alan endeksleri	Diğer
AT-340-3839 Yetişkinlerin sigara içmeye yönelik deneyimleri Yorumlayıcı fenomenolojik analiz (Dr.Sonrası)YAYINLAR/MAKALE/Özgün Makale/2019/Eser No=7631425/	0	1	0
AT-340-4024 Ethnic based cyberbullying The role of adolescents and their peers attitudes towards immigrants (Dr.Sonrası)YAYINLAR/MAKALE/Özgün Makale/2021/Eser No=7629620/	0	0	1
AT-340-3878 Yetişkinlerde Öznel İyi Oluş Düzeyini Artırmaya Yönelik Hazırlanan Yaratıcı Drama Temelli Eğitim Programının Etkililiğinin Sınanması (Dr.Sonrası)YAYINLAR/MAKALE/Özgün Makale/2020/Eser No=7629228/	0	1	0
AT-340-2711 Adolescents and parents anxiety during COVID 19 is there a role of cyberchondriasis and emotion regulation through the internet (Dr.Sonrası)YAYINLAR/MAKALE/Özgün Makale/2021/Eser No=7621573/	6	2	0
AT-340-4000 Cinsiyetin Problemli İnternet Kullanımı Üzerindeki Etkisi Bir Meta Analiz Çalışması (Dr.Sonrası)YAYINLAR/MAKALE/Özgün Makale/2019/Eser No=5839954/	0	1	1
AT-341-7921 Ergenlerde Risk Almanın Televizyon Üzerinden İncelenmesi (Dr.Sonrası)YAYINLAR/MAKALE/Özgün Makale/2006/Eser No=5472898/	0	2	0
AT-341-7922 Ergenlerde Risk Almanın Televizyon Üzerinden İncelenmesi (Dr.Öncesi)YAYINLAR/MAKALE/Özgün Makale/2006/Eser No=5472898/	0	0	2
AT-340-4020 Factors Predicting the Development of Children with Mild Disabilities in Inclusive Preschools (Dr.Sonrası)YAYINLAR/MAKALE/Özgün Makale/2019/Eser No=5472889/	2	0	1
AT-340-3844 Ergenler İçin Gelecek Beklentisi Farkındalık Eğitimi Programının Etkililiğinin Sınanması (Dr.Sonrası)YAYINLAR/MAKALE/Özgün Makale/2018/Eser No=5472836/	0	3	1
AT-340-4032 Çocuklarda Olumsuz Otomatik Düşüncelerin Yaygınlığı Ve Olumsuz Otomatik Düşüncelerin Sosyodemografik Ve Psikolojik Değişkenlerle İlişkinin İncelenmesi (Dr.Sonrası)YAYINLAR/MAKALE/Özgün Makale/2017/Eser No=5472824/	1	0	0
AT-340-3874 Pisa 2012 Türkiye Verilerine Göre Öğrencilerin Matematik Kaygısının Sınıflandırıcıları (Dr.Sonrası)YAYINLAR/MAKALE/Özgün Makale/2016/Eser No=5472820/	0	2	1
AT-340-3875 Pisa 2012 Türkiye Verilerine Göre Öğrencilerin Matematik Kaygısının Sınıflandırıcıları (Dr.Öncesi)YAYINLAR/MAKALE/Özgün Makale/2016/Eser No=5472820/	1	1	0
AT-340-4010 Çocuk Ve Ergenlerde Olumsuz Bilişlerin Değerlendirilmesi Çocukların Otomatik Düşünceleri Ölçeği xxnin Uyarlanması (Dr.Sonrası)YAYINLAR/MAKALE/Özgün Makale/2013/Eser No=5472815/	0	1	2
AT-340-4005 Validity and Reliability Study of Parental Mediation for Internet Usage Scale Adolescent and Parent Forms in the Turkish Sample (Dr.Sonrası)YAYINLAR/MAKALE/Özgün Makale/2019/Eser No=5472811/	4	0	1
AT-340-3898 Bilişsel Davranışçı Terapi Kaygı Programının İlköğretim Okulu Öğrencilerinde Sınanması (Dr.Öncesi)YAYINLAR/MAKALE/Özgün Makale/2012/Eser No=5472810/	1	0	1
AT-340-3897 Bilişsel Davranışçı Terapi Kaygı Programının İlköğretim Okulu Öğrencilerinde Sınanması (Dr.Sonrası)YAYINLAR/MAKALE/Özgün Makale/2012/Eser No=5472810/	1	3	0

Üniversite Dışı Deneyim

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Sertifika

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Konuşmalarım

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Beyan ettiğim bilgilerimin doğruluğunu kabul ediyorum.

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