Opinions of Psychological Advisors on PDR Services Carried Out Through Distance Education During the COVID-19 Epidemic

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Abstract: This research was conducted to determine the opinions of psychological counselors working in Gaziantep about their professional experiences during the COVID-19 epidemic period. The semi-structured interview form prepared for data collection was applied face to face in accordance with the course of the epidemic process. The data obtained from the data collection tools used in the research were coded and the quantitative data were analyzed using SPSS and the qualitative data were analyzed using MAXQUADA2020. As a result of the analysis, it was determined that psychological counselors faced problems such as internet connection problems during distance education, low participation of students, difficulty in using the Web tool, high number of siblings in the family, late arrival of tablets to be delivered to students to benefit from online education, lack of privacy due to family members being at home. has been done. In addition, it was observed that psychological counselors were worried about revealing their images in online interviews. It has been determined that online guidance services are mainly carried out in the form of group guidance and educational guidance services. In addition, it was stated that psychological counselors had hesitations about opening the camera during the online video training and guidance process they carried out with the students. It was found and discussed that the psychological counselors were able to benefit from the online training they received during the epidemic, that they were of the opinion that distance education should not continue after the epidemic is over, and that they did not find their professional and personal satisfactions satisfactory throughout the process.

Keywords: Distance Education, Guidance and Psychological Counseling Services, Psychological Counselor

Introduction

The world has experienced many epidemics throughout history. The coronavirus epidemic is one of them. Coronavirus has been defined as a contagious virus that causes respiratory tract infection (T.C. Ministry of

Health, 2020). This new virus, which emerged in seafood and animal markets, was named COVID-19 due to the crown appearance on its surface (Er and Ünal, 2020). The virus, which was first seen in Wuhan, China, has spread rapidly all over the world. The virus spreads rapidly to individuals in close contact through droplets from the mouth. The most common symptoms of the virus are dry cough, high fever and fatigue. Although it is determined that the symptoms appear 5 days after receiving the virus, in some cases, they can appear between 2-14 days (Budak and Korkmaz, 2020). However, the severity of the disease varies according to age and chronic disease criteria in individuals (Aşkın, Bozkurt, & Zeybek, 2020). The data of the World Health Organization defines individuals aged 65 and over and individuals with weak immunity, asthma, high risk of heart attack, liver and kidney diseases, and obesity as a high-risk group (WHO, 2020). Symptoms appear after 2-27 days after contact with infected individuals (Wikipedia, 2020). At the same time, many of the individuals have the disease without showing any symptoms. The data shared by the Ministry of Health also show that 80% of the patients recovered from the disease mildly, and 20% completed their treatment under hospital conditions (T.R. Ministry of Health, 2020). When the current situation is evaluated, the countries with the highest number of people caught in COVID-19 and died from COVID-19; They are listed as the United States of America, Russia and Brazil (WHO, 2020). If the epidemic continues at the same intensity, it seems likely that at least 3 million people will die in the world. This shows that 2% of the world population can be infected and 2% can result in death (Aşkın, Bozkurt and Zeybek, 2020). In the table in Turkey, as of October 2022, cases exceeded 16 million and deaths exceeded 101 thousand (T.R. Ministry of Health, 2022).

It started the epidemic process in Turkey as of March 11, 2020. Studies on coronavirus have begun to take their place in the literature. With the beginning of the epidemic process, the world has changed from the way of life to the flow rate (Bozkurt, 2020). Mankind has slowed down to slow the spread of the virus. The COVID-19 epidemic process, which is still in effect, has caused serious changes in our society and family structures, along with many other areas such as health, education, culture, economy, socio-cultural areas.

With the start of the process, many activities were suspended in order to ensure social isolation. As of March 16, 2020, Turkey has entered a new era in education and it has been decided to close educational institutions. As of March 23, 2020, phones, tablets and laptops quickly took their place in education. Digital concepts have started to be used more in education, and areas of need such as anxiety, stress, and resilience have come to the fore (Bozkurt, 2020). EBA (Educational Information Network) was developed and alternative solutions were sought. Innovations in education necessitated the start of the distance education process very urgently. There are many advantages to using distance education. However, distance education has brought many difficulties with it.

There are explanations that distance education will continue as a form of education from now on. Improving the distance education process, which has not yet reached the efficiency of face-to-face education, has been the most basic need of education (Başaran, Doğan, Karaoğlu, & Şahin, 2020). In the improvement of the distance education process, the experiences and awareness of the teachers, students and parents who have experienced the process will guide us at the point where we should start. In the researches, the distance education process was evaluated by especially referring to the teachers' opinions and awareness. As an example of these studies;

Bakioğlu and Çevik (2020) positive contributions of the distance education process to Science teachers in their article "Science Teachers' Opinions on Distance Education in the COVID-19 Pandemic Process", Bayburtlu (2020) "Turkish According to Teachers' Opinions in the COVID-19 Pandemic Period Distance Education Process" In the article "Educational Education", the shortcomings of the distance education process were emphasized. The distance education process has been clarified with the researches carried out in different branches and the areas that need improvement on a branch basis have been revealed. However, these studies are not sufficient for the field of education (Duban and Şen, 2020). No research has been found in the field of guidance yet. The difficulties encountered also affected the guidance services carried out in schools. Since common distance education guidance services are not determined in educational institutions, the subjective experiences of psychological counselors come to the fore. The platforms used, the studies applied, the activities carried out were left to the choice of the psychological counselors and the use of digital platforms according to the needs and accessibility of the students. Thus, different guidance services emerged. The basis of guidance services is formed in interaction and communication environments. The communication language in virtual environments and the interaction we tried to create from camera glasses and the basis of guidance services were also tried to be established through distance education. If the communication and interaction created from the date of transition to distance education are investigated, it will contribute positively to the effectiveness of the guidance services maintained through distance education. When the literature on the subject is examined, it has been decided to conduct research covering "Psychological Counselors' Opinions on Counseling Services Provided Through Distance Education During the COVID-19 Epidemic Period".

In this context, "What are the opinions of psychological counselors regarding the PDR services conducted through distance education during the COVID-19 epidemic period?" The answer to the problem has been sought. The purpose of this holding is to determine the evaluations of the experiences of psychological counselors during the COVID-19 Epidemic Period, which has been experienced in the world since March 11, 2020. In the research, using the part-time interview formula, the content, dimensions, duration of the service provided by psychological counselors in online education, cooperation with other institutions or other devices in the school, and answers to the areas needed in these process/problems that need to be solved were sought. Using open-ended questions rather than short-answer questions, they are allowed to unpack configurations and reason.

Guidance and psychological counseling services, which were carried out to complete the developmental needs within the scope of personality services needed by students who continue their education at different education levels, were carried out face to face with comprehensive guidance programs. With the start of online education services due to the epidemic, guidance and psychological counseling services have also started to be carried out as online services. In the epidemic period, which started unexpectedly and without adequate preparations in terms of infrastructure, difficulties were encountered in the services carried out from time to time or many negativities that reduced the efficiency of the service. However, as technology, social networks and online education gain importance not only in our country but also all over the world, it is necessary to adapt to this process in order to be more effective in guidance services. Considering the fact that online services will also exist in guidance and psychological counseling services, it is thought that this study will contribute to the problems encountered in this

study and by trying to reach the data for the solution. Thus, this research, which is carried out by consulting the opinions of psychological counselors, is also important in the formation of the infrastructure that will be needed for the online conduct of guidance services during such epidemic periods.

Guidance and psychological counseling services are a helpful resource for individuals to get through their developmental period in a healthy way. Individuals experience the most critical developmental periods in school. Guidance activities offered in schools play a major role in raising healthy individuals. Guidance and psychological counseling services in schools can be provided both face-to-face and online. Guidance and psychological counseling services provided through distance education are also important in terms of the opinions, expectations, criticisms and experiences of psychological counselors during the epidemic. How they use guidance and psychological counseling services in the distance education process has been considered important and researched. All the results obtained in the research can be used to guide online guidance services.

Since online guidance services were not used much in our country before, it initially created an environment of uncertainty for psychological counselors. While this research can shed light on our colleagues who still have uncertainty with the experiences of psychological counselors, online guidance services will develop further as it focuses on the problems that need to be solved.

With the increase in the use of Web 2.0 tools, interpersonal communication tools have also changed. With the spread of the Internet, online counseling was born. Online consultation can be done not only by voice and video, but also by e-mail and instant message. There may be many reasons why individuals prefer online counseling. Individuals who are unable to leave their homes, travel frequently, are far from counseling centers where they can get help, have sufficient financial means, and can express themselves more comfortably online may prefer online counseling (Alleman, 2002; Cook & Doyle, 2002; Joinson & Paine). , 2007; Kilroe, 2010; Murphy et al., 2009; Shaw & Shaw, 2006). For individuals experiencing these situations, online consultations can be considered a useful service both in the past and in the future.

Online counseling has many advantages. The distance between people no longer matters, and people can get help from a consultant in any city they wish (Cook & Doyle, 2002; Kilroe, 2010; Shaw & Shaw, 2006). Another advantage is that the problems of self-disclosure that people experience in face-to-face counseling are less experienced in online counseling (Alleman, 2002; Joinson & Paine, 2007; Shaw & Shaw, 2006). In the research, men who experience gender confusion prefer to receive online counseling instead of face-to-face counseling for fear of stigma (Joyce, 2012). We also see online psychological counseling services in government institutions in our country from time to time. An example is the Ministry of Health's Smoking Cessation Line, Call 171, the Turkish Armed Forces' hotline (Bozkurt, 2013). Individuals can get online psychological counseling services from these units whenever they want.

In online counseling, like face-to-face counseling, first of all, a good therapeutic relationship is established between the client and the counselor. Then, the best intervention route for the client is determined (Barack, Hen,

Boniel-Nissim, & Shapira, 2008; Cook & Doyle, 2002). Before the sessions, information about the process, namely the making session, is given to the clients (Bozkurt, 2013). It is very important for the counselor to apply therapeutic skills and conditions such as content and emotion reflections, summarization, here and now, in the sessions, as in face-to-face counseling (Haberstoh, Parr, Bradley, Morgan- Fleming, & Gee, 2008).

An example of the beginning of online counseling was the website "Metanoia" created by Martha Ainsworth in 1990. Martha started her own website (http://www.metanoia.org) because she could not find a solution to her needs while searching for psychological help online during a period when she did not have the opportunity to receive face-to-face counseling.

Today, numerous institutions and counseling centers in the world and in our country offer online psychological counseling services to individuals. In 2013, on the Google search engine, online therapy reached an average of 165,000 monthly (Bozkurt, 2013). When it comes to 2015, this figure is similarly 150,000 (Google Adwords, 2015). The figures show that individuals' demand for online psychological counseling is quite high. Online psychological counseling is carried out by the counselor and the client, as in face-to-face counseling, by communicating with audio and video on the screen or by correspondence (Barak, 1999; Bozkurt, 2013). With the demand for online counseling, the start of the coronavirus epidemic process and quarantine practices, people have found solutions to their psychological counseling needs by taking online counseling at home instead of going to institutions. Therapeutic interventions are established over the phone or the internet, and mental health services are provided with audio and video calls. As well as individual interviews, group consultations are also held (Özdemir & Barut, 2020). Interaction is made with speakers, microphones and computer cameras in calls made via video conferencing. With the return of schools to online education, teachers have started to communicate with their students through many online applications. The Eba application also provided the opportunity for online training in the process. The most popular application used was Zoom. Psychological counselors have also established therapeutic interaction with students through video conferencing to individual and group interviews.

With the rapid development of technology and the social distance created by the pandemic process, the forms of communication between people have also been shaped. People have started to provide their chats by correspondence through applications (Zeren and Bulut, 2018). People have started to create new identities for themselves by using avatars by hiding their identities from time to time in their correspondence. Avatar refers to a virtual identity (profile) that people create for themselves (Suler, 2000). When people do not want to turn on their images and sounds, they resort to instant messaging solutions a lot. Thus, people feel more comfortable and freer, and they can show behaviors that are suitable for the self they want (Erdem & Özdemir, 2020). Counseling via instant message is a type of counseling preferred by clients who do not want to receive counseling via video conference.

Counseling can also be done simultaneously by means of a message without images and sounds. The process continues mainly on the text. The client and counselor do not see each other. The client writes down the problem

and the counselor makes therapeutic interventions, as in face-to-face counseling. Feedback is provided with skills such as reflections and summarization. For psychological counseling via instant message, the client and the counselor carry out the counseling with software suitable for the process (Bozkurt, 2013).

For clients and consultants who will send instant messages via e-mail, the client writes the question to the consultant via e-mail. The counselor provides therapeutic feedback via e-mail. The only difference from instant messaging is that the parties are not in the process simultaneously (Özdemir and Barut, 2020).

With the distance education, the easiest and most effective way of communication between teachers and students and parents has been instant messaging. Thanks to instant messaging, it has been possible to inform more individuals at the same time. With the onset of the epidemic process and the closure of schools, teachers have ensured that their classrooms are moved to online groups. Both student and parent groups and general information were provided from the groups. Before the epidemic process, teachers were not very active on online platforms with parents and students, but today, communication in schools has moved to these platforms. Thus, the time and place limit in reaching the teacher has been lifted. However, this situation created a disadvantage for teachers. Violations to personal life began to occur.

Psychological counselors have also used instant messaging a lot to deliver guidance services. A good alternative has been created for students who cannot express themselves comfortably or who do not want to share their voices and images. Instant message will always exist in education and guidance services.

Psychological counseling via e-bulletin, it is a one session consultancy. Users ask questions to experts by subscribing to their web base. Experts answer users' questions and all other users can view the content in a question-and-answer format. At the same time, the expert can share information on the website on which he can transfer information. Again, all users can see and read this content (Bozkurt, 2013).

Prior to the introduction of distance education into our lives, Eba was used as a platform for teachers to transfer information. However, with the introduction of distance education into our lives, Eba has started to be used more actively in e-bulletin sharing. Other online platforms were preferred for sharing e-bulletins with parents and students. Information was delivered to many people in a very short time via e-bulletin and information transfer became easier. In particular, psychological counselors shared information with students through e-bulletins in line with the annual plans of the guidance service.

One of the self-help guides is the bibliotherapy method. With the onset of the epidemic process, the time spent on the Internet has increased even more. Clients can find guides that will be good for them by clicking on the internet and read the articles that interest them (Bozkurt, 2013). During the distance education process, parents and students have been exposed to a lot of information transfer on the internet. Guidance service also shared with parents and students to read the right information sources. Apart from the e-bulletins prepared by the guidance service, parents and students were directed to help guides made from the right sources. Parents and students also achieved successful results with the help guides (Bulut, 2010). In this process, bibliotherapy was applied as

internet-based.

Internet based use of assessment and evaluation tests, Most of the tests performed in clinics and centers are suitable for online administration. The evaluation of the tests is also done through computer programs. Thus, the application and evaluation of the tests became simpler, faster and easier. The control is entirely with the user. The user can pause or end the test at any time (Bozkurt, 2013).

When the epidemic started and the restrictions were applied, individuals could not leave their homes and could not apply measurement and evaluation tests. It has been started to be implemented in an internet-based way in order to meet the needs of individuals and not to prolong the measurement and evaluation process. School essays, textbooks, and online psychological tests were all done online. Psychological counselors shared online questionnaires, tests and inventories that they could apply. The "Guidance Needs Determination Questionnaire" applied at the end of the year was also applied online and the results were reported.

Since psychological counseling is a profession based on mutual interaction and communication, it has been one of the most difficult groups on the way to distance education. It was wondered what kind of problems psychological counselors encountered during this process, how they coped with these problems, what the expectations of other stakeholders were, whether they turned the epidemic process into an opportunity, and whether they also experienced burnout or satisfaction. In line with these curiosities, it is thought that the research will be important in terms of benefiting from the experiences of other psychological counselors.

Our psychological counselors, who are primarily involved in the field during the crises our country is experiencing, should be closely concerned not only with the physical effects of the students but also with the psychological negative effects during the epidemic process (Doğan and Koçak, 2020). It is known that individuals overcome crises more easily when they are together. Close attention will also ensure that the student receives the message "I am not alone". First of all, crisis intervention action plans should be made in schools. The school personnel and duties that will take place in the implementation phase of the plan should be determined in advance. All personnel should be informed and trained in line with these duties. Trainings such as stress and anxiety disorders, loss and mourning, lack of motivation, and focusing problems, especially after traumas, will be very useful. Additions and necessary arrangements should be made on these issues for both parents and students in our education plans for the coming years (Çetin Dalgıç, Bulut, & Şengül, 2021).

Method

This study was designed with a phenomenological research design, one of the qualitative research methods, as the participants shared their experiences during the distance education process. Phenomenology is a method that aims to describe the experiences of individuals or groups in depth (Yıldırım & Şimşek, 2018). Individual interviews, observations, and focus group interviews are used for this purpose (Akdağ, 2019).

Criterion sampling, one of the purposive sampling methods, was used in the selection of the interviewed psychological counselors. With the purposeful sampling method, the opportunity to work in-depth with individuals with sufficient criteria is obtained (Baltacı, 2018). With the criterion sampling type, participants who meet the predetermined criteria are studied (Büyüköztürk, 2012). It was determined that the psychological counselors participating in the research should work actively in an institution in the 2020-2021 academic year and during the distance education process. Psychological counselors who were not involved in the distance education process were not included in the study. The study group of the research consists of 22 psychological counselors who are actively working in the province of Gaziantep during the distance education process. Consent was obtained from the participants in the study. The names of the participants were not taken, and the working group was formed on the basis of completely volunteerism. Participants in the study K1, C2, K3, …. It is coded as K22. Information about the participants is given below.

The age range of the participants is between 24-48 years and their seniority is between 1-23 years. Fifteen of the participants were female and 7 were male. Two of the female participants are graduates, and the remaining 20 participants are undergraduates. 1 of the participants work in kindergarten, 8 in primary school, 8 in secondary school and 5 in high school. 20 of the participants work in public schools and 2 of them work in private schools. 13 of the participants are single and 9 of them are married. 6 of the participants have children, their number is between 1-3 on average. There is no participant with a special needs child. Participants generally carried out the distance education process from computers and phones. All of the participants used their own internet during the distance education process. None of the participants used the internet provided by the Ministry of National Education to teachers. 9 of the participants did not experience internet connection problems, and 13 of them experienced this problem. Participants generally preferred Eba, Zoom, Whatsapp, school site, Uzemsoft, Kaunt platforms during the distance education process. While 9 of the participants rate the level of difficulty in using technology as 1 on a scale of 0-10, 10 of them rate it as 2; 2 rated 3 and 1 rated 4.

The aim of this study is to examine the opinions of psychological counselors on guidance services in the distance education process, semi-structured interviews were conducted face to face and the information received from the participants was noted. At the same time, the observation results of the participants during the interview were also recorded on the form.

In order to collect data in the study, semi-structured interview form, one of the qualitative data collection tools, was used and the interviews were supported by the data obtained from the observation technique. In order to ensure the reliability of the study and to collect the data correctly, the study was carried out face-to-face under appropriate conditions. In the field of guidance and psychological counseling, the opinions of 2 field experts and 5 psychological counselors were received, contributing to the form validity of the items in the interview form. Open-ended questions were asked in the prepared semi-structured interview form. The interview form consists of 20 questions. The first 9 questions are about the demographic information of the individuals, and the 11 questions are about the experiences and opinions of the individuals about the guidance services carried out in the distance

education process. For example, problems encountered and coping methods, student participation, parent expectations, etc. The information obtained during the observation was also recorded in the observation form.

Since quantitative data such as quantitative studies cannot be obtained in qualitative studies, increasing credibility is the most important factor (Arastaman, Öztürk Fidan, & Fidan, 2018). In this study, first of all, expert opinions were used to increase credibility. As a result of the examination of the interview form by 5 psychological counselors and 2 field experts, it was concluded that the form had content validity. In order to further increase the internal validity of the study, the triangulation technique was used. In this technique, two or more methods are used together and the results are compared. There is also a complementarity between the methods (Başkale, 2016). While applying the interview questions in the study, the observation form was filled at the same time, so that the answers given by the participants to the questions in the interview form were also supported by observation.

Participants in the study K1, C2, K3, …. It was coded as K22 and the answers given during the interview were transferred to the computer. The experiences and opinions of the participants regarding the guidance services in the distance education process were determined. Themes were created according to the content of the questions in the interview form, and the answers given by the participants were separated according to the themes. Thus, the analysis is completed. In the event that distance education is re-planned, it is aimed that this study will be a guide for guidance services.

Results

Findings according to the problems faced by school counselors during the distance education process and their coping methods:

Psychological counselors were asked if they had any concerns about the problems encountered during the distance education process, coping strategies, evaluation of student participation and online interviews during the epidemic. The answers given by the psychological counselors were coded and presented in Table 1. When Table 1 is examined, 20 school counselors stated that student participation in the distance education process was insufficient, and only two school counselors stated that student participation was at a sufficient level. During the distance education process, the online meetings of the school counselors are the most productive study(8), family communication(4), epidemic process(3), exam(3), resilience(3), healthy life(2), technology addiction(3), distraction(2), leisure time(2), fear-anxiety(2), time management(1), depressive mood(1), disaster management(1), stress management(1) , bullying (1) issues are seen.

Table 1. Problems Faced by School Counselors During Distance Education and Coping Methods

Main theme	Codes
Evaluation of student participation	Participation was low (20)

	Participation was high (2)
Online conversation topics	Exam(3)
	Psychological resilience(3)
	Disaster management(1)
	Stress management(1)
	Healthy living(2)
	Technology addiction(3)
	Family communication(4)
	Efficient study (8)
	Distraction(2)
	Epidemic process(3)
	Bullying(1)
	Leisure (2)
	Fear-Anxiety(2)
	Time management(1)
	Depressed mood(1)
Worried about online conversations?	Yes (13)
	No (9)
Problems encountered	Connection issues(9)
	Low student participation (19)
	The difficulty of the web tool(1)
	Excess number of siblings(4)
	Tablets arriving late(1)
	Lack of privacy(1)
	Difficulty in time management(1)
	Disciplinary issues(1)
Coping methods	Phone call(2)
	Support from classroom teachers(6)
	Using eba(1)
	Using Whatsapp (2)
	Inability to find a solution (5)
	Making announcements (3)
	Choosing low-intensity times(1)
	School administration support(1)
	Parent collaboration(2)

Counselors working with kindergarten and primary school groups mostly gave answers to technology addiction, family communication, and bullying, while counselors working with secondary school and high school groups gave the answers to exam, stress management, time management, distracted and productive study. During the distance education process, 13 school counselors are concerned about online interviews and do not open their

images. In the participant description; The reason for concern was the taking of personal images and the presence of their families. Another participant description is; I am afraid of doing something wrong with families. 9 school counselors share their images without any worries. The most common problems faced by school counselors in the distance education process are; low student participation(19), connection problems(9), high number of siblings(4), difficulty of web tool(1), lack of privacy(1), late arrival of tablets(1), discipline problems(1), difficulty in time management(1) is indicated. Example from participant description; Since there are too many children in a house, they cannot all attend the class at the same time. The coping strategies used by school counselors are; support from classroom teachers (6), not finding a solution (5), making announcements (3), using whatsapp (2), calling by phone (2), using Eba (1), choosing times when the hours are low (1), school management support(1), parent cooperation(1).

Findings according to the contribution of online trainings to the professions of school counselors during the epidemic period:

During the epidemic, many trainings were offered online. School psychological counselors were asked whether they participated in these trainings and whether they were productive. The answers given by the school psychological counselors are presented in Table 2.

Table 2. The Contribution of Online Training to the Professions of School Counselors During the Epidemic Period

Main theme	Answers	Codes
Have you participated in online trainings and were you productive?	Yes(18)	I got the yield(14)
	No(4)	I did not yield(4)

When Table 2 is examined, it is stated that 18 school counselors participate in online trainings, and 4 school counselors do not participate in online trainings. 14 school counselors who participated in online trainings stated that they were efficient from the trainings, and 4 school counselors stated that they were not efficient from online trainings. Examples of participant descriptions; I was not aware of online trainings, it was very useful for my professional and personal development, after a while I could not get efficiency because I had difficulty in focusing, the killer was low, but it kept me alive professionally.

Expectations from school counselors within the scope of guidance services in the distance education process and the findings according to the interviews:

School psychological counselors were asked about the expectations of the administration, parents and students while conducting the guidance services in the distance education process, individual/group interviews, in which guidance service area and how often. The answers given by the school psychological counselors are presented in Table 3.

Table 3. Expectations and İnterviews From School Counselors Within the Scope of Guidance Services in the Distance Education Process

Main theme	Codes
What were the expectations of the administration?	Making individual interviews(3)
	Coming to school at least once a week and being supportive in administrative matters(9)
	Dealing with exam students(1)
	Didn't have expectations(4)
	Conducting seminars(3)
	Active use of school social media(1)
	Collaborating with parents on absenteeism issues(1)
	Supporting classroom teachers(1)
What were the parents' expectations?	Didn't have expectations(15)
	Increasing academic success(4)
	Technology addiction(2)
	Ensuring continuity in lessons(1)
	Keeping motivation high(2)
What were the students' expectations?	Interviews about the exam(3)
	Seeing us from time to time and doing events(6)
	Didn't have expectations(12)
	Bullying(1)
	Study plan preparation(1)
	Making individual interviews(1)
Were there more individual or group meetings?	Individual interviews(9)
	Group interviews(13)
How often did you interview?	10 students per week(1)
	Twice a month(3)
	Every week(10)
	1-2 hours every day(2)
	1-2 meetings per week(2)
	Once a month(4)
In which field of guidance did you interview the most?	Educational(12)
	Personal-social(9)
	Professional(1)

When Table 3 is examined, the expectations of the administration from school psychological counselors in the distance education process; Coming to school at least once a week and being supportive in administrative matters(9), did not have expectations(4), holding seminars(3), individual interviews(3), dealing with exam students(1), using school social media actively(1) collaborating with parents on absenteeism issues (1),

supporting classroom teachers (1). Example from participant description; They stated that because my administration wanted me to come to school, I could not make many online interviews.

Likewise, the expectations of the parents; they did not have expectations(15), increasing academic success(4), technology addiction(2), keeping motivation high(2), ensuring continuity in lessons(1). Example of participant description; The participant stated that when I made too many announcements, my parents complained.

The expectations of the students are; they did not expect (12), seeing us from time to time and doing activities (6), interviews about the exam (3), bullying (1), preparing a study plan (1), making individual interviews (1). 9 school counselors stated that they made more individual interviews, while 13 school counselors stated that they held more group interviews. Psychological counselors who conduct interviews with the group mostly work at the primary school level. Psychological counselors who conduct individual interviews mostly work at secondary and high school levels.

The interviews made; Every week (10), once a month (4), twice a month (3), 1-2 meetings a week (2), 10 students (1) every week, 1-2 hours every day (1). Among the counseling service areas interviewed, 12 school counselors gave educational guidance, personal-social guidance 9 school counselors, and 1 school counselor gave vocational guidance. School counselors working in kindergarten and primary school age groups preferred interviews in the field of personal-social guidance more, while counselors working with secondary school and high school age groups stated that they preferred interviews in the field of educational and vocational guidance more.

Findings according to the difficulties that await school psychological counselors when the epidemic process is over:

The school counselors were asked about the expected difficulties when the epidemic was over, and the answers given by the school counselors are presented in Table 4.

When Table 4 is examined, the school psychological counselors as the difficulties waiting for us after the epidemic process is over; discipline-behavior problems(12), adjustment problem(11), academic retardation(8), technology addiction(5), introversion(3), anxiety disorder(2), bullying(1), psychological retardation(1), attention They predicted the problem (1) as not studying efficiently (1), learning anxiety (1). Example of participant descriptions; The main difficulty is that it is waiting for us after the pandemic process is over.

Table 4. Difficulties Waiting for Psychological Counselors When the Epidemic Process is Over

Main theme	Codes
	Learning anxiety(1)

What are the difficulties that await psychological counselors after the epidemic is over?	Discipline-behavior problems(12)
	Inability to study efficiently(1)
	Compatibility problem(11)
	Attention problem(1)
	İntroversion(3)
	Academic retardation(8)
	Psychological retardation(1)
	Technology addiction(5)
	Anxiety disorder(2)
	Bullying(2)

Findings according to whether distance education will continue after the epidemic is over and if it will, what improvements will be made:

School psychological counselors were asked whether distance education should continue after the epidemic process is over, and if so, with what improvements. The responses received are presented in Table 5.

Table 5. Whether or not Distance Education will Continue After the Epidemic is Over and İf İt will, İmprovements to be Made

Main theme	Answers	Codes
Should distance education continue?	Yes it should continue(7) No it should not continue(15)	Seminars should be given to psychological counselors(1) Infrastructure should be improved(4) It should not be done in younger age groups (2) It should only be used in emergencies(2) It can be done in the form of parent trainings(1) It can be used to identify the student and identify needs(1) May be supportive(1)

When Table 5 is examined, 15 school counselors stated that distance education should not continue, and 7 school counselors stated that distance education can continue. School psychological counselors stating that distance education can continue; infrastructure should be improved (4), it should not be done in small age groups (2), it should be used only in emergencies (2), it should be done in the form of parent training (1), psychological counselors should be given seminars (1), they may be supportive(1). In the research, most of the participants were asked whether they should continue distance education or not; They stated that "definitely distance education should not continue". It was observed that 7 psychological counselors (K1-K2-K3-K4-K5-K6-K7)

stated that distance education should continue. Not at primary school level, but at higher levels (P5), the infrastructure should definitely be improved (P6), it can be used to support students (P7).

Findings according to the evaluation of professional and personal satisfaction received from the guidance services carried out during the epidemic process:

School psychological counselors were asked to evaluate their professional and personal satisfaction from the guidance services carried out during the epidemic. The responses received are presented in Table 6.

Table 6. Evaluation of Professional and Personal Satisfaction Received from the Guidance Services Carried Out During the Epidemic Process

Main theme	Answers
Do you find your professional and personal satisfaction satisfactory?	Yes (2) No (20)

When Table 6 is examined, 20 school counselors do not find their professional and personal satisfaction with the guidance services they provide during the distance education process satisfactory, while 2 school counselors find their professional and personal satisfaction with the guidance services they provide during the distance education process. Some examples of participant responses; I experienced both personal burnout and professional burnout, I adapted more easily with the pandemic coinciding with my first year in the profession. Even though my personal satisfaction was good, I think that I could not take preventive-developmental interventions from time to time in the professional sense.

Discussion

The findings obtained in this study, in which the opinions of psychological counselors regarding the PDR services carried out through distance education during the COVID-19 epidemic period, were examined.

According to the findings obtained from the first problem of the study, almost all of the psychological counselors (90.9%) who participated in the study evaluated student participation as low. Similarly, in a study conducted in Elazig, student participation was found to be low (Kazu, Bahçeci, Kurtoğlu-Yalçın, 2021). In another study, it was reported that student participation could be achieved except for a few students in a study conducted at all levels of private schools (Alper, 2020). The topics of online interviews made during the distance education process; It was concluded that effective study, family communication, psychological resilience, epidemic process, healthy life, distraction, fear-anxiety, leisure time, bullying, stress management, disaster management, time management, depressive mood. It was determined that more than half of the psychological counselors (59.1%) were worried during online interviews and did not open an image. They stated that the reason for this was the anxiety of having their images taken and the families being with the students. One of the problems

encountered in the distance education process is the low student participation. Another big problem is connection problems. At the same time, the disadvantage of having too many children at home, the high number of siblings and the difficulty of all of them to attend classes at the same time constitute another problem. Difficulties were experienced because there was no preliminary informative study and habit about the Web tools used. Disciplinary problems were encountered in the distance education process, especially in younger age groups. Since school counselors are assigned with many tasks in the distance education process, difficulties have been experienced in providing time management. Time management problem is seen more in the answers of psychological counselors working in private schools. It was concluded that the tablets arrived late, the student could not open himself very much with his family, and problems were experienced because there was no privacy. In a study, teacher candidates were asked about the problems they experienced and it was seen that there were similar problems (Dinç, 2020). As a solution to these problems, it was concluded that the methods of getting support from the classroom teachers in the announcement of the lessons, making the announcements, making the phone calls, reaching the students via whatsapp, school administration support, parent cooperation, choosing the times when the class hours are low and providing the ease of student entrance are used. (22.7%) stated that their psychological counselor could not find a solution.

According to the findings obtained from the second problem of the study, 81.8% of the psychological counselors participated in online trainings during the epidemic process. Psychological counselors who did not participate stated that they were not aware of it. It was concluded that 22.2% of the participating psychological counselors could not get efficiency from the online trainings they attended. Psychological counselors who were not efficient stated that they could not focus and their training participation rate was low.

According to the findings obtained from the third problem of the research, it was concluded that the administration's highest expectation from psychological counselors in the distance education process is that they come to school at least once a week and be supportive in administrative matters. Psychological counselors stated that they expected support especially in tablet distribution and processing of online course programs into the system. 18.2% of the psychological counselors had no expectations from the administration in the distance education process, 13.6% were expected to hold seminars, 13.6% had individual interviews, 4.5% supported the active use of school social media, It was concluded that 4.5% expects students to be taken care of, 4.5% to cooperate with parents on absenteeism issues, and 4.5% to support classroom teachers. It has been concluded that more than half (68.2%) of the expectations of the parents from the guidance services in the distance education process, while the other participants have expectations about increasing academic success, technology addiction, ensuring continuity in lessons, keeping motivation high. In the distance education process, 54.5% of the students stated that they did not have expectations. On the other hand, it was concluded that those who said that they had expectations were to do entertaining activities from time to time, to conduct interviews about the exam, to prepare a study plan, to conduct individual interviews and to talk about bullying. Psychological counselors (59.1%) conducted interviews with more groups. These interviews were mostly held every week. There were psychological counselors who met with ten students once a month, twice a month, once or twice a week. The interviews were carried out primarily in the educational field of guidance, then in the personal-social and

professional fields, respectively, according to the majority. The distance education process has created environments where students can learn on their own. It has also been seen in the studies in the literature that the importance of educational guidance studies is that students' learning to learn is one of the aims of educational guidance (Ağır, 2017) and educational guidance was needed much more during the pandemic process.

Findings from the fourth problem of the study revealed that disciplinary behavior problems, adjustment problems, academic retardation, technology addiction, anxiety disorder, bullying, psychological retardation, attention problems, inability to study effectively, learning anxiety were the difficulties waiting for psychological counselors after the epidemic ended. In a study examining psychological resilience during the pandemic process, it was reported that people's anxiety and depression levels increased (Bozdağ, 2020).

Findings obtained from the fifth problem of the study argue that psychological counselors (68.2%) should not continue distance education. Psychological counselors who said that distance education can continue (31.8%) said that the infrastructure works should be strengthened in order to improve the process, that it should continue in older age groups rather than younger age groups, that it could replace face-to-face education only in emergencies (snow, epidemic..) It has been concluded that in cases where they do not attend the seminars much, it can be done in the form of parent training, it can be used at the beginning of the year to get to know the student and identify needs, and distance education can be done to support students in the process. In a similar study conducted by Yılmaz, Mutlu, Güner, Doğanay and Yılmaz (2020), it was reported that parents also stated that the distance education process should be used for support purposes. In the study of the problems encountered in the distance education process with primary school teachers, infrastructure reinforcements were reported as a solution proposal (Saygi, 2021).

Findings obtained from the sixth problem of the study, it was concluded that most of the psychological counselors (90.9%) of the guidance services carried out during the epidemic did not find their professional and personal satisfaction satisfactory. In a similar study, it was reported that the motivation levels of psychological counselors were moderate (Çetin Dalgıç, Bulut, & Şengül, 2021).

Conclusion

As a result; It can be said that psychological counselors find student participation in online guidance and psychological counseling and guidance services low, and that one of the problems encountered is not reaching the sufficient number of students. Online interview topics vary according to the type of school where the counselors work and the needs of the students. Psychological counselors do not feel very comfortable because of their concerns that I will make mistakes in online interviews or they may take my image and voice. It has been seen that psychological counselors have common problems and methods of coping with these problems. This study is a support guide for psychological counselors who have similar problems and cannot find a solution.

During the pandemic process, it can be said that online trainings not only for students but also for teachers are beneficial for psychological counselors. More than half of the psychological counselors who participated in online trainings stated that they were productive.

In the distance education process, while students expect more fun activities from psychological counselors, it has been determined that parents have academic expectations. The lack of a clear job description of psychological counselors in this process reveals different expectations of school administrations. The frequency of individual and group interviews varies according to the type of institution in which the psychological counselors work. Although it is stated by the participants that studies are mostly carried out in the field of educational guidance during the distance education process, it can be said that the age groups in which the psychological counselors work are effective in this regard. It was observed that the majority of psychological counselors expressed their opinion that distance education should not continue.

Psychological counselors who express an opinion in this direction mostly work with younger age groups. It can be said that the problems encountered during the epidemic process will be among the similar problems that psychological counselors will encounter after the epidemic ends. Almost all of the psychological counselors stated that they did not find their professional and personal satisfaction from guidance services satisfactory in the distance education process.

Recommendations

Based on the stated results, the following suggestions can be made for future research;
1.   1. In order to provide effective guidance services in the distance education process, trainings that support psychological counselors' better use of Web 2.0 tools can be planned.
2.   2. Clearer job descriptions of psychological counselors for distance education by the Ministry of National Education can prevent different expectations of school administrators locally.
3.   Regional-local planning can be done in order to carry out the guidance services more efficiently in the distance education process.

Notes

This study is derived from the "Opinions of Psychologıcal Advisors on PDR Services Carried Out Through Distance Education During the COVID-19 Epidemic" master's thesis completed in Gaziantep University, Department of Educational Sciences.

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