



The Extent Of Using Of Virtual Psychological Counseling Among University Students During The Corona Pandemic From The Students' Point Of View

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Abstract: This study aimed to reveal the extent of using virtual psychological counseling among university students. The study sample consisted of 615 male and female students, 313 female, and 302 male students, 288 students from the humanities faculties, and 327 from science faculties. The researcher followed the descriptive-analytical approach, the study tools included the virtual psychological counseling scale (prepared by researchers). The results indicated that there is the effectiveness of virtual psychological counseling from the students' point of view (39.08) with a percentage of (81.42%). The average for students' attitudes towards virtual psychological counseling was (33.79) with a percentage of (76.8%). There are no differences between the degree of effectiveness of virtual psychological counseling according to gender (males, females) and the faculty (scientific, humanities), where the two "T" values were equal to 0.273-0.789, also, there are no differences between students' attitudes towards virtual psychological counseling according to gender (males, females) and the college (scientific, humanities), where the two "t" values were (0.648-0.935), there are no differences between students' attitudes towards virtual psychological counseling according to the academic year (first, second, third, fourth).

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1. Introduction

The Internet became a part of daily life in peoples' lives and became a very important means, whether for personal purposes such as social communication, professional purposes, or scientific research purposes. The use of the Internet in several areas includes obtaining good services easily and at a lower cost in all areas, and virtual psychological counseling is considered as one of the areas in which the Internet is used to provide psychological counseling services in an easy and highly efficient manner.

The first experiences of virtual psychological counseling came in the mid-nineties of the last century, but it did not find wide acceptance and tremendous growth except in the last ten years when remote interaction became easy with the development of the computer industry, the communications revolution, and the progress of designing websites and web pages (Barak, A, 2004).

The expansion of the use of technology has been accompanied by an increase in the number of individuals searching for psychological help available on the Internet, which has become classified in today's world as an effective tool in prevention and counseling services (Mallen, Day & Green, 2003) due to its unique ability to reach a wide segment of people who are difficult to reach traditional counseling services such as youth, the poor, minorities, the socially disadvantaged, and those who live in remote or isolated areas (Christensen & Griffith, 2002; Farrell & McKinnon, 2003; Houston, Cooper & Ford, 2002).

Although the virtual psychological counseling provided in Arabic is still limited and by individual efforts and does not enjoy institutional support, the psychological services available in English on the Internet are very wide and varied and can be presented in three main forms:

- Public websites that are concerned with awareness and psychological education by providing some simplified information, basic facts, self-help lists, and links to other pages and sites.
- Specialized websites are set up by traditional counseling institutions to make the Internet an available option and supportive of the services they provide face to face. These sites are often based on e-mail to provide consultations and provide discussion groups that meet virtually.
- Comprehensive counseling provided by a psychologist or a group of specialists through text, audio, and video media (Benight, Ruzek & Waldrep 2008; Griffiths, 2005).

There are many advantages to virtual psychological counseling, including flexibility in dealing outside official working hours, the possibility of combining a counselor and counselee who reside in two distant countries, and the ease of obtaining the counseling

service once a computer connected to the Internet is available, and the privacy that is available to the individual in obtaining counseling while he is inside his home or office and Anonymity Retention of identity while receiving counseling is a more accessible option than in traditional face-to-face counseling. (Griffiths, 2001).

The world is witnessing great development and growth, and this growth and development in the world make linking psychological counseling to the revolution of communication systems and technical and cognitive development an urgent and necessary need in the academic and societal environment, especially as educational and academic institutions are moving forward in achieving the foundations of total quality management and its standards.

The current study comes in line with the needs of society in light of the rapid changes and electronic progress in communication technologies and their use, where counseling is carried out by phone and electronically, communication and information transfer are through social communication, and there is less direct communication between individuals, whether in counseling services or social communication and so on, It is sometimes positively and sometimes negatively reflected on the results of the counseling services and the relationships within the family and society.

Based on the professional experience of the researchers, they noticed the need for the synergy of the virtual counseling process with the traditional counseling, in light of the current conditions that the world is going through due to the Corona pandemic, where counselees are dealt with through virtual reality and the provision of counseling and psychological services with flexibility and confidentiality and through the available virtual methods either through the zoom program or through e-mail or phone calls to provide the required service to the counselee.

Hence, the study problem was formulated in the following questions:

1. What is the effectiveness of virtual psychological counseling from the students' point of view?
2. What are the students' attitudes towards virtual psychological counseling?
3. Does the degree of effectiveness of virtual psychological counseling differ according to gender (males, females) and college (scientific, humanities) and academic year (first, second, third, fourth)?
4. Do students' attitudes towards virtual psychological counseling differ according to gender (males, females), college (scientific, humanities), and year of study (first, second, third, fourth)?

- **Study objectives**

The current study seeks to know the reality of virtual psychological counseling during the current Corona pandemic that the whole world is going through and the extent of individuals' interaction with the psychological and counseling services provided, which enhances their degree of psychological and academic compatibility. Thus, its objectives are determined by the following:

1. Preparing a measurement tool to collect information to identify the extent to which virtual psychological counseling is used during the Corona pandemic.
2. Opening the way for researchers to conduct more research in this area.
3. Knowing the effectiveness of virtual psychological counseling from the students' point of view.
4. Knowing students' attitudes towards virtual psychological counseling.

- **Study significance**

1. The novelty of the subject of the study and the reality of virtual psychological counseling services, the research on this type of practice is still at an early stage. We did not find any studies published in the Arabic language examining the reality and effectiveness of using virtual psychological counseling despite the use of virtual psychological counseling abroad on a large scale. There is little in the Arab world about the effectiveness of this treatment compared to the number of studies and research conducted at the global level.
2. The results of this study can benefit from the possibility of applying and using virtual psychological counseling with all members of society, whether in terms of the gender of the counselees, their age, or their educational levels.

- **Procedural Concepts of the Study**

Virtual psychological counseling: it is an interactive process based on content or conversational content about a problem through electronic communications between a client and a professional counselor that aims to improve mental or behavioral health. The researcher also defines procedurally virtual psychological counseling as the virtual psychological counseling variable whose level of use will be verified through the scale used in this study.

Corona Virus COVID19 pandemic: It is called the severe acute respiratory syndrome, as the World Health Organization announced on the eleventh of February 2020 that (COVID19) is the official name of the disease, the Director-General of the Organization indicated Global Health Tedros Adhanom Ghebreyesus indicated that the syllable "co"

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refers to “corona” and the syllable “VI” refers to “virus” and the syllable “D” means disease, and the number 19 refers to the year, as the new outbreak of the disease was officially announced on the 31st From December of 2019. Tedros stated that the purpose of choosing the name was to avoid associating the disease with a specific geographic region, i.e. China, an animal species or a group of people, in line with international recommendations aimed at naming diseases in a way that prevents inciting social stigma (Hussain,Wasti, Huang, Jiang& Tang, Y. (2020).

- **Study Delimitations**

Human delimitations: the study sample consisted of 615 students, whose ages ranged from (17-25) years with a standard deviation of (1.76) of the students who responded to the scale items.

Spatial delimitation:Mutah University, the scale was sent to students through a link (google drive) to respond to it.

Time delimitations: The current study was applied during the first semester of the academic year (2020-2021).

1.1 Study background

Virtual psychological counseling: The rapid technological development today and the accompanying social and professional changes have affected everyone's lifestyle and the way he deals with the psychological, social, and professional problems he faces, increasing in size and different in kind, and affecting the way the individual performs in his work and his relationships with others.

Virtual psychological counseling is characterized by a low impact of social approval, which raises the degree of honesty and thus increases the value and credibility of self-disclosure (Griffiths, 2005). Indeed, individuals may disclose more sensitive information through the Internet than they do face to face (Ybarra & Eaton, 2005). The social stigma of users of virtual psychological counseling also decreases, as sessions are not conducted face to face (Griffiths, 2001).

Although some studies have shown that the degree of the client’s satisfaction with the relationship with the counselor through virtual counseling is lower compared to the degree of satisfaction with the relationship with the counselor in traditional face-to-face counseling. Liebert, Archer & Munson, 2006; Reynolds, Stiles & Grohol, 2006) However, other studies gave different results, as they showed that the relationship with the counselor was described as cooperative and humane by Internet users and that the degree

of their satisfaction with the counseling relationship through the Internet was higher than or equal to that of the traditional counseling (Cook & Doyle, 2002).

The ability to provide virtual psychological counseling services depends to a large extent on various technological means, including what is simple, such as telephone, audio, and video, to more complex systems such as the Internet, audio conferencing, and direct video (Kasket, 2003)).

How to use virtual psychological counseling?

In terms of the available means of communication between the psychological counselor and the counselee: -

- **E-mail:** where the counselor uses and sends his problem by e-mail to the psychologist. Aron et al (2004) explains that e-mail is an asynchronous means of psychological counseling, which means that communication is not at the same time between the counselor and the counselee, but the participants can respond to each other.
- **Conversation rooms:** In this way, the psychologist and the counselee speak, and the counseling process is done by voice only, without any of them seeing each other.
- **Text messages:** It is a simultaneous method in which the counselor and the counselee communicate at the same time by writing and receiving text messages.
- **Talking via video:** in which communication takes place between the counselee and the counselor in audio and video, it is the closest image to psychological counseling face to face, where the two parties can see the non-verbal expressions that improve the communication process and the entire counseling process.

In terms of the number of counselees

Virtual psychological counseling can be used with individuals by providing virtual psychological counseling services to one individual or groups through group psychological counseling virtually.

In terms of the counseling methods used

Psychological counseling services can be provided virtually alone by relying entirely on the Internet and various technological means of communication to provide psychological counseling services of all kinds and forms. Where virtual psychological counseling services can be provided alongside the traditional psychological counseling process (face to face) or even in conjunction with the use of other methods of providing psychological counseling services such as psychological counseling over the phone.

Virtual counseling has multiple advantages, including the delivery of counseling services to remote and marginalized geographic areas, its low cost, the increase in available resources for counseling, the superiority over traditional counseling, the speed of counseling, assisting disabled individuals in adapting to their disabilities, increasing the patient's self-confidence, ease of access to service, overcoming distances, reducing isolation and providing service Round-the-clock confidentiality of the client's personality, concealing the identity, minimizing the client's resistance and social harassment, mitigating the risks of interpersonal relationships, expressing emotional issues easily, as people respond more truthfully to the socio-psychological assessment conducted by computer than by human interviews, and it is suitable for people who suffer from shyness and embarrassing problems (Reiss, 2000).

Despite the many advantages that support the use of virtual counseling, it has some drawbacks, most notably: that some problems of a high degree of danger cannot be dealt with by virtual counseling, such as cases of suicide and psychological disorders, and the difficulty of the counselee's verification of the legal licenses of the counselor, and the counselor's inability to Reading the counselee's nonverbal communication messages such as body language, facial expressions, eye language, hand movement, and tongue bumps (Rochlen, Beretvas, & Zack, 2004).

There are challenges facing virtual guidance, including: ethical, legal, and future ones that require attention and treatment, whether at the individual, institutional or technical level, and the most important of these challenges: the confidentiality of information related to the counselee, as it is easy for any member of his family to access the information stored on his home computer, as well as confidentiality of information related to the counselor that some people in the specialist's office can view and the lack of use of encryption programs by the participants, which makes them vulnerable to violating the confidentiality and security of customers and the possibility of electronic objection to the confidentiality of the information exchanged between the counselee and the counselor by intruders and hackers and obtaining prior consent from the parents in case of dealing with clients under the legal age and the necessity of informing clients of techniques to protect confidential information, informing clients of the permissible limit of information disclosure, setting counselees on the determinants of the virtual counseling service, examining clients' ability, emotional state, and skill in using Internet technology in counseling, determining the appropriate procedure for treatment that suits counselee and taking into account the quality of counseling by the nature of the problem (Glass, 2006; Robson & Robson Chester & 2000; Reiss & Marti, 2000).

1.1.2 Previous studies:

Brown(2012) conducted a study on students' attitudes about electronic counseling. The results showed that (28.9%) of the students had benefited from electronic psychological counseling services. The results also indicated that 64.4% of them had positive attitudes towards electronic counseling and considered it a suitable alternative to deal with mental health issues, the study showed that there were no statistically significant differences in the attitudes towards electronic counseling due to the gender variable and the number of internet hours used per week.

Terry Hanley conducted a study (Hanley, Terry, 2012) on understanding the therapeutic effect from the point of view of its adolescent users. The study aimed to test therapeutic cooperation when using psychological counseling services via the Internet for young adolescents. The results of the study revealed the main category through which services are dedicated to a specific client and three sub-categories that were the reason behind building a highly efficient counseling relationship, they are as follows: The extent of the client's involvement in the counseling process, the development of the counseling relationship, and finally the development of the ability to control during the counseling process. The study showed that although there are no differences in the face-to-face counseling process from the online counseling process, the study recommended that the counselor take some considerations in his account, such as what prompted the client to obtain psychological counseling services via the Internet in particular, and that the counselor should know the method of effective communication via the Internet and means of solving technical obstacles that may be encountered.

The study of Chester & Glass (2006) aimed to identify the development of the electronic counseling service provided via the Internet. The results of the study indicated that electronic counseling is provided by electronic counselors with varying experiences and that most respondents (62%) reside in the USA, while most respondents (62%) reside in the USA. A small number of them were from Britain (13%) and (7%) from Australia.

Hence, previous studies showed the importance of virtual psychological counseling, as it is noted that there is a clear absence of Arabic studies related to the attitudes of students or counselees towards virtual counseling which prompted the researcher to study this important topic that deals with the role of virtual psychological counseling during the Corona pandemic, and the current study can be considered the first study locally and Arab within the limits of the researcher's knowledge.

2.Study Procedures

2.1 Methodology

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The study depends on the descriptive approach, which aims to reveal the extent of the use of virtual psychological counseling among university students during the Corona pandemic from the student's point of view.

2.2 Population

The sample can be described by gender, academic qualification, and academic year

Table (1): Description of the study sample according to the study variables

Study Variables		Sample	Percentage
Academic Year	First	170	%27.6
	Second	149	%24.2
	Third	166	%27
	Fourth	130	%21.2
Total		615	%100
Faculty	Scientific	327	%53.2
	Humanities	288	%46.8
Total		615	%100
Gender	Male	302	%49.1
	Female	313	%50.9
Total		615	%100

The study population consisted of students from Mutah University in Jordan in the Karak governorate, who are 12300 students, including 6540 students in scientific faculties and (5760) students in humanities faculties; With a percentage of 5% of the study population as a whole, the study sample was divided into 327 male and female students from scientific faculties and 288 male and female students from humanities faculties.

2.3 Study Sample

The study sample was divided into a sample to verify the psychometric properties of the study tools and the basic sample:

1. The psychometric properties verification sample: The psychometric properties verification sample consisted of 50 individuals, to calculate the psychometric properties of the virtual psychological counseling scale using various statistical methods.

- The main study sample: The study sample consisted of 615 students, whose ages ranged from (16-25) years with a standard deviation of (1.76), 288 students from the humanities faculties and 327 students from the scientific faculties, 302 male students and 313 female students from Mutah University in Karak Governorate.

2.4 Study Tools

The Virtual Psychological Counseling Scale, prepared by the researcher:

The scale included 23 items. The items were formulated in a way that suits the students so that the items are linked to the study objectives. The scale in its initial form included 23 items. The scale was presented in its initial form to 10 arbitrators from university professors with experience in the field of counseling, measurement, and evaluation, the scale in its final form included 23 items of the virtual psychological counseling scale, a set of options for each item of the scale according to Likert scale, and that is answered (4: strongly agree;) while the answer is given (3: agree), the answer is given (2: disagree) and the answer is given (1: strongly disagree).

The psychometric characteristics of the virtual psychological counseling scale: The virtual psychological counseling scale was applied to the members of a pilot sample consisting of 50 individuals, and the validity and reliability of this scale were calculated as follows:

2.4.1 The validity of the scale

The validity of the scale was calculated as follows:

- Construct validity index (internal consistency): The internal consistency validity of the scale was calculated after applying it to a random sample of 50 students other than the study sample, through:
 - Correlation of the degree of each item with the total score of the dimension to which it belongs: The correlation coefficients of the degree of each item with the total score of the dimension to which it belongs were calculated, and the results were as shown in the following table.

Table (2): The correlation coefficients of each item with the dimension to which it belongs

Dimensions	Items number	Correlation coefficient	Level of significance	Dimensions	Item number	Correlation coefficient	Level of significance
1	1	0.637	0.01	1	1	0.666	0.01

Dimensi ons	Items num ber	Correlat ion coefficie nt	Level of significa nce	Dimensi ons	Item num ber	Correlat ion coefficie nt	Level of significa nce
	2	0.605	0.01		2	0.718	0.01
	3	0.678	0.01		3	0.54	0.01
	4	0.518	0.01		4	0.638	0.01
	5	0.599	0.01		5	0.702	0.01
	6	0.597	0.01		6	0.647	0.01
	7	0.733	0.01		7	0.696	0.01
	8	0.634	0.01		8	0.534	0.01
	9	0.791	0.01		9	0.634	0.01
	10	0.687	0.01		10	0.623	0.01
	11	0.629	0.01		11	0.67	0.01
	12	0.625	0.01				

Table 2 shows that correlation coefficients were significant at 0.01 significance level, which indicates the strength of the correlation between items of the scale and the dimensions to which it belongs.

2.4.2 The correlation of the dimension with the scale:

The correlation coefficients of each dimension with the total scale were calculated, and the results came as shown in the following table.

Table (3): The correlation coefficients of the two dimensions of the scale.

Dimensions	The correlation coefficient of the dimensions with the scale	Level of significance
The effectiveness of virtual counseling	0.962	0.01
The students' attitudes towards virtual counseling	0.95	0.01

From the previous table: the values of the correlation coefficients are positive and significant at the level of significance of 0.01, which indicates the strength of the correlation between the two dimensions of the scale and the scale as a whole.

2.4.3 Scale reliability:

The reliability of the scale was calculated by applying it to a sample of 50 individuals from outside the research sample, and the reliability of the scale was calculated using Cronbach's Alpha method, using the Spss program. The results are shown in the following table.

Table (4): The values of the “alpha” stability coefficients for the scale dimensions and the scale as a whole

Dimension	Number of items	Alpha reliability coefficient
The effectiveness of virtual counseling	12	0.87
The students' attitudes towards virtual counseling	11	0.815
The scale as a whole	23	0.915

Table 4 shows that the scale has a high degree of reliability, where the value of the alpha reliability coefficient for the scale is 0.915, which indicates the reliability of the scale.

The intrinsic validity coefficient of the scale was calculated through the equation:

Validity = reliability, and then the validity of the questionnaire = 0.957, which indicates that the scale has a high degree of validity and reliability.

3. Results and Discussion

- How effective is virtual psychological counseling from the students' point of view?
- To answer this question, the mean and standard deviation of the effectiveness of virtual psychological counseling was calculated from the students' point of view, and this is illustrated by the following table.

Table (5): The mean and standard deviation of the effectiveness of virtual psychological counseling from the students' point of view

The effectiveness of virtual counseling	Mean	Standard deviation	Percentage of effectiveness
	39.08	5.478	%81.42

Table 5 shows that the mean for the effectiveness of virtual psychological counseling from the students' point of view was 39.08 with a percentage of 81.42%, meaning that they see that virtual psychological counseling is effective in treating and solving their problems and that the changes that occurred to the world as a whole due to the pandemic affected everyone, so virtual psychological counseling under the conditions of the pandemic had a positive impact in providing counseling services to help them solve the problems they face or relieve their psychological pressure or psychological anxiety.

- What are the students' attitudes towards virtual psychological counseling?

To answer this question, the mean and standard deviation of the students' attitudes towards virtual psychological counseling was calculated, and this is illustrated by the following table.

Table (6): Mean and standard deviation of students' attitudes towards virtual psychological counseling

The students' attitudes towards virtual counseling	Mean	Standard deviation	Satisfaction rate towards virtual psychological counseling
	33.79	5.37	%76.8

Table 6 shows that the mean of students' attitudes towards virtual psychological counseling was 33.79 with a percentage of 76.8% and that the arithmetic means of the responses from the students' point of view about the students' attitudes towards virtual psychological counseling were to a "large" extent, as the arithmetic means of their responses was 33.79 by 76.8%), and this indicates that the students have positive attitudes towards dealing and using Virtual counseling and it is a suitable alternative for dealing with mental health issues.

- Does the degree of effectiveness of virtual psychological counseling differ according to gender (males, females), college (scientific, humanities) and academic year (first, second, third, fourth)?

To answer this question, T test for independent groups was used to determine the significance of the differences between the degree of effectiveness of virtual psychological counseling according to gender (males, females) and college (scientific, humanities), and this is evident from the following table.

Table (7): The T value and its statistical significance for the differences between the degree of effectiveness of virtual psychological counseling according to gender (males, females) and college (scientific, humanities)

Dimension	Gender/faculty	N	Mean	SD	T value	Degree of freedom	Level of significance
The first dimension: The effectiveness of virtual counseling	Male	302	39.02	5.425	0.273	613	Not significant
	Female	313	39.14	5.536			
	Scientific	327	39.24	5.766	0.789	613	Not significant
	Humanities	288	38.89	5.134			

From the previous table, it is clear that:

There are no differences between the degree of effectiveness of virtual psychological counseling according to gender (males, females) and college (scientific, humanities), where the two T values were equal to (0.273-0.789), which are not statistically significant values at the significance level of 0.05.

The one-way ANOVA test was also used to determine the differences between the degree of effectiveness of virtual psychological counseling according to the academic year (first, second, third, fourth), and the results came as shown in the following two tables.

Table (8) Results of the one-way ANOVA test to determine the differences between the degree of effectiveness of virtual psychological counseling according to the academic year (first, second, third, fourth)

Dimension	Source of variance	Sum of squares	Degree of freedom	Mean squares	F value	Significance
The first dimension: The effectiveness of virtual counseling	Between groups	108.089	3	36.03 29.977	1.202	Not significant
	Within groups	18316.165	611			
	Total	18424.254	614			
	degree					

From the previous table: There are no differences between the degree of effectiveness of virtual psychological counseling according to the academic year (first, second, third, fourth), where the F value is not statistically significant at the significance level of 0.05.

This indicates what was previously shown through the tables that the virtual psychological counseling had the effect and the counseling effectiveness used with all students, whether (males, females) or specializations (scientific, humanities) and in different academic years. This also indicates the extent to which students need psychological help and counseling, whether in the psychological or academic aspect.

- Do students' attitudes towards virtual psychological counseling differ according to gender (males, females), college (scientific, humanitarian), and year of study (first, second, third, fourth)?

To answer this question, T-test for independent groups was used to determine the significance of the differences between students' attitudes towards virtual psychological counseling according to gender (males, females) and college (scientific, humanities), and this is evident from the following table.

Table (9): The T value and its statistical significance for the differences between students' attitudes towards virtual psychological counseling according to gender (males, females) and faculty (scientific, humanities)

Dimension	Gender/faculty	N	Mean	Standard deviation	T value	Degree of freedom	Level of significance
The second dimension: The students' attitudes towards virtual counseling	Male	302	33.65	5.326	0.648	613	Not significant
	Female	313	33.93	5.42			
	Scientific	327	33.98	5.544	0.935	613	Not significant
	Humanities	288	33.57	5.17			

From the previous table, it is clear that:

There are no differences between students' attitudes towards virtual psychological counseling according to gender (males, females) and college (scientific, humanities), where the two T values were equal to (0.648-0.935), which are not statistically significant values at the 0.05 level of significance.

The one-way ANOVA test was also used to determine the differences between students' attitudes towards virtual psychological counseling according to the academic year (first, second, third, fourth), and the results came as shown in the following table.

Table (10): Results of the one-way analysis of variance test to determine the differences between students' attitudes towards virtual psychological counseling according to the academic year (first, second, third, fourth), and the results came as shown in the following table.

Table (10): Results of the one-way analysis of variance test to determine the differences between students' attitudes towards virtual psychological counseling according to the academic year (first, second, third, fourth)

Dimension	Source of variance	Sum of squares	Degree of freedom	Mean squares	F value	Significance
The second dimension: The students' attitudes towards virtual counseling	Between groups Within groups Total degree	72.751 17641.77 17714.52	3 611 614	24.25 28.874	0.84	Not significant

From the previous table: It is clear that there are no differences between students' attitudes towards virtual psychological counseling according to the academic year (first, second, third, fourth), where the F value is not statistically significant at the level of significance of 0.05. This indicates through the previous results that were presented that students' attitudes towards virtual psychological counseling do not differ according to gender, faculty, or academic year, and this indicates that virtual psychological counseling is effective in achieving the results for which it was found through providing psychological and counseling services that contribute to achieving balanced mental health for students, especially in light of the circumstances that have passed through the world, which necessitated the provision of psychological and counseling services to students virtually.

5. Recommendations:

1. Working to encourage the use of virtual psychological counseling.
2. Working on opening the way for researchers to conduct more research and studies related to the subject of the study.
3. Holding training courses to train psychological counselors on modern psychological counseling methods, such as virtual psychological counseling through the Internet and psychological counseling over the phone, provided that these courses include how to deal with cases via the Internet and ethical standards for virtual counseling.

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