



Belief in Counseling Service Effectiveness and Academic Self-Concept as Correlates of Academic Help-Seeking Behavior Among College Students

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This study aimed at understanding students' academic self-concepts, academic help-seeking behaviors, and beliefs in counseling service effectiveness. Based on a correlational research design, a closed-ended questionnaire was administered to 182 college students. An independent-sample *t*-test revealed that the average scores of male students were significantly higher than average scores of female students in academic self-concept, help-seeking behavior, and beliefs in counseling effectiveness. An analysis of the relationship between them confirmed that academic help-seeking behaviors, beliefs in counseling service effectiveness, and academic self-concepts significantly correlated with each other. This study also revealed that the variance of academic self-concept and belief in counseling service effectiveness contributed to 36% of the variance in academic help-seeking behavior. Therefore, enhancement projects on academic self-concept and female students' belief in the effectiveness of counseling services should be taken as an agenda by teachers, college administrators, academic advisors, and counselors.

Keywords: academic self-concept, help-seeking behavior, belief, counseling effectiveness, college students

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INTRODUCTION

Education is the cornerstone in boosting the psychosocial and economic dimensions of nations. Ethiopia has been investing much in accessing and providing quality education for the citizens than ever before (Bloom et al., 2006; Ministry of Education [MOE], 2018). Access to education through opening many colleges has been one of the major investments in the country. A college education is fundamental for students, higher institutions, policymakers, parents, and other stakeholders at large (Fittler, 2016). However, it is a myth to assume that all tertiary educational institutions are peaceful places for students. The transition from the protected environment at home and school to the independent life and tertiary educational institutions has been stressful due to physical, mental, and emotional adjustments (Greenidge, 2007) because most of them live away from home and join the learning system, which is entirely different from high school (Greenidge, 2007; Njoka, 2014). One way to cope with such stressing situations is developing a positive academic self-concept because a high academic self-concept is regarded as important for good mental health, improving academic achievement that leads to college success (Guay et al., 2003).

Academic self-concept implies understanding the potential, motivational interest, analytical insight, and comprehension of academic disciplines of our previous knowledge, engaging in

ongoing learning and for the future (Gilbert, 2007; Schunk, 2012). Academic self-concept is overall-comprehending in self-confidence, self-esteem, self-assertive, and self-competency in the given unique subject matter (Schunk, 2012; McGrew, 2018).

Another way to get relieved from stressing environment is getting adequate help from guidance and counseling services. Counseling services help students experience psychological wellbeing and mental wholeness that lead to academic excellence (Corey, 2005). Students could potentially get adequate support as per their help-seeking behavior. Academic help-seeking behavior is an interest and motivation of someone else that is originated or sourced from internal intention. It is not more emanated from external pressure since intrinsically motivated individuals are knowledge searchers or mastery learners based on their goal sets (Schunk, 2012).

The academic help-seeking behavior of students can be influenced by their prior knowledge, self-regulation, epistemological belief, and goal orientation effect (Koc, 2016). Fittner (2016) also argued that it is a need for help from others without investing the necessary effort. A help-seeking model, designed for students, emphasizes the importance of deciding whom to ask for help. In this case, scholars wrote about who to target or what has to be targeted to help learners' perceived benefits and expenses of seeking help from that source person that impact their likelihood of soliciting help (Makara and Karabenick, 2013).

Theoretically, a counseling service originated from various psychological-based theories (Kabir, 2018). Reese et al. (2002) figured out that effectiveness in counseling is the satisfaction of clients in overall situations, such as the resolution of psychosocial troubles, academic distress, and emotional and related personal problems. On the other hand, counseling service effectiveness is determined by clients' characteristics such as motivations, interest, trust, or belief in getting satisfied with given services (Musika and Bukaliya, 2015). It is essential to college students not only for their tentative academic performance or success (in the college period) but also to help them to stay in the education system for a long time (Onyango and Aloka, 2018).

However, counselors are generally poor at detecting a lack of client progress (Moloney, 2016). The result led to developing negative beliefs toward the counseling services. The counseling

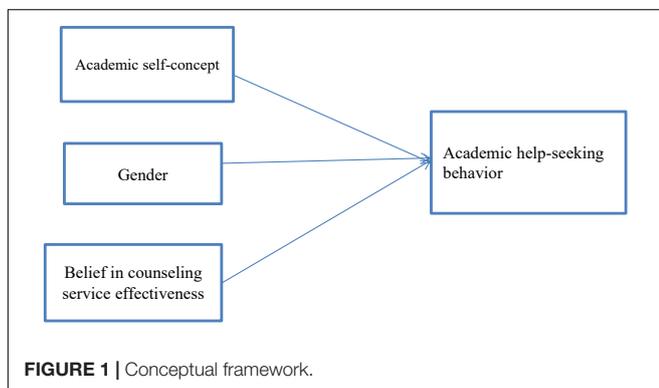
service effectiveness is meaningful if it focuses on helping students to adapt themselves to their schools (Kanga, 2017). Previous studies indicated that students have positive beliefs in counseling service effectiveness if they develop academic help-seeking behaviors and have a positive academic self-concept (Ertmer, 2000; Ng, 2014).

Gender is also an influential factor in the likelihood and willingness of college students to engage in adaptive help-seeking behaviors as a self-regulated learning strategy. There are differences in treatment based on gender and the internalization of gender-based stereotypes (Matthews et al., 2014) throughout the lifespan in western culture. Fear of embarrassment about asking for help develops in girls earlier than boys (Newman, 2000). Female students usually seek more support from their immediate persons than male students do during their period of adolescence (Makara and Karabenick, 2013). On the contrary, girls feel more warmth and assertion of capability from teachers than boys do (Newman, 2000). Compared to boys, girls tend to ask for more help as tasks get increasingly more difficult (Thompson et al., 2012). Benenson and Koulouzarian (2008) reported that girls demand assistance more promptly than boys across age and socioeconomic levels.

Another factor that determines girls' help-seeking behavior is academic self-concept. Research results revealed that girls outshine boys on intellectual and behavioral self-regulation but not across standardized measures of academic achievement (Matthews et al., 2014). However, much more research on the relationship between gender and help-seeking exists for older children, adolescents, and adults. When children grow older, gender socialization plays a more important role in how men and women think, feel, and act. For example, older girls begin to ask for the most help and consequently outperform older boys, younger boys, and younger girls (Thompson et al., 2012).

Previous research on help-seeking behaviors has also helped to establish the importance of gender when considering possible sex differences in help-seeking behavior. Johnson (1988), cited in Marrs et al. (2012), examined the role of sex and gender attributes on help-seeking attitudes or attitudes toward counseling among college undergraduates. The result indicated that both gender and sex roles were important for understanding help-seeking attitudes. Researchers have also found that gender is a significant factor for self-identification development. Gender-typical behavior is found in individuals having their sense of self through the lens of gender (Baron et al., 2014). When examining gender differences in academic self-concept, country-level factors are present and influential (Goldman and Penner, 2016). A study conducted in 49 countries found that gender-egalitarian countries have minimal gender differences in self-concept, specifically academic self-concept (Goldman and Penner, 2016). Thus, this implied that country-level cultural perspectives influence self-concept, career choice, and gender.

Some studies found no statistically significant relationship between gender and academic self-concept. Women, in technical fields, had to go against negative cultural stereotypes through collaborative learning to succeed in male-oriented careers (Stout and Tamer, 2016). Women are shy to approach people around them, such as their elders in their respective homes. Some people



argue that women are not capable of performing in academic posts. This stereotype of “expected failure” implies that society does not trust women’s capacity to achieve. Affirmative actions also feed ideas that women could believe they do not rely upon themselves (Anouka et al., 2015). Traditional gender roles influence the belief of what men and women are capable of doing/not doing at an early age (Haile et al., 2020).

The core problem of Ethiopian education is its poorness in its quality (World Bank, 2018) because the education system did not address gender equality and cultural influences. This led to severe gender stereotyping in Ethiopia. Previous research revealed that Ethiopian earlier school education could not enable girls and boys to develop minimum learning competence. The poor foundation of earlier schooling also led them to be less competent in high school and college education (World Bank, 2018). Hence, college students in Ethiopia today become unable to develop a positive academic self-concept (MOE and USAID, 2008), and they often go for cheating instead of being self-reliant. The Ethiopian education system still did not tailor strategies into practice to help girls come to schools (Bastian et al., 2013; Pankhurst et al., 2018; RISE, 2018). In addition, it did not address the culture-based gender influence that goes of boys’ favoritism for education. In general, Ethiopia is one of the countries where gender equality is a vision but not yet a reality.

Previous researchers have been conducting studies on the relationships between academic help-seeking behavior, academic self-concept, and belief in counseling service effectiveness. Investigating the relationship between beliefs in counseling service effectiveness and help-seeking behavior (Al-Darmaki, 2011; Laxson, 2014; Moloney, 2016) and between counseling service effectiveness and academic self-concept (Barongo and Nyamwange, 2013; Orlando and Odera, 2014; Otieno, 2016) were some of the recent studies. Regardless of such studies done in western countries, the results may not address the nature of the issues in Ethiopia in which cultural influences could have attributions to the variables under the study.

According to Vuong et al.(2022:2), “the serendipity-mindsponge-3D knowledge management theory,” and Nguyen (2021), “Mind sponge culture,” the information-processing process needs an innovative approach to solicit our problems and instilling to get the right person, the required help, and trusted information sources. Thus, understanding prioritized factors which help students to get the right track for college success is vital. We targeted factors to exploit the students’ perceived assistances to reduce worries based on the existing mindset, information, and insights. Eventually perceiving a specific target as a more important factor than others will determine the target that we choose. Hence, the following variables are considered as target variables that are presumed to have impacts on students’ academic performances based on previous academic research results and works of literature.

The assumption behind the conceptual framework is that the target variables would predict the criterion variable. Students’ knowledge of their weaknesses, strengths, and gaps would be an attributing factor to get help from counselors, teachers (within-disciplines), and more important other (out-of-discipline) stakeholders (Vuong et al., 2022). The other important factor

is gender attributes to determine help-seeking behavior from out-disciplines and within-disciplines.

According to the above framework, this study described the comparative status of college students’ beliefs in counseling service effectiveness, academic self-concept, and help-seeking behavior within gender. This study also scrutinized the relationship between study variables and identified which variable contributed more in predicting students’ academic help-seeking behavior. Depending on the conceptual framework above, questions were outlined:

- Are there significant differences between male and female students in academic self-concept, help-seeking behavior, and beliefs in counseling service effectiveness?
- Is there a significant relationship between academic self-concept, academic help-seeking behavior, and beliefs in counseling service effectiveness?
- To what extent do students’ academic self-concept and beliefs in counseling service effectiveness influence their academic help-seeking behavior?

The Objective of the Study

The main objective of this study was to assess the relative predictive estimates of academic self-concept and belief in counseling service effectiveness to help-seeking behavior of college students. The study also aimed at comparing female and male students in academic self-concept, belief in counseling effectiveness, and help-seeking behavior.

Hypothesis

Null hypotheses were tested in the study:

- H_{0i}: Belief in counseling service effectiveness and academic self-concept will not predict variability of help-seeking behavior of college students. item[] H_{0ii}: There will not be gender differences in academic self-concept, beliefs in counseling service effectiveness, and help-seeking behavior of college students.

MATERIALS AND METHODS

Participants

The study was conducted based on Pearson correlation design and followed a mainly quantitative approach. This study was conducted on the education of college students. All students (820) in Sekota College of Education (CTE) were sampling frames. Students were selected by using stratified and systematic sampling techniques. Accordingly, batches (first, second, and third year), departments, and sections were considered as strata. The registrar’s office of the college had a complete list of students so individual respondents were identified using a systematic sampling technique.

Yamane(1967:886) provides a simplified formula to calculate sample size and the proportion from each stratum: $n = N/1 + N(e')^2$, where a 95% confidence level that implies $p = 0.05$ is assumed for this equation; n is the sample size; N is the

population size; and e' is the level of precision. The formula is as follows: $n = 820 \div 1 + 820 (0.05)^2$; where $n = 269$. Then, to get the sample size from each department, batch, and section, the proportional index was calculated by dividing the sample size by the total population (Proportional index = Total sample size/Total population = $269/820 = 0.33$). The sample size was estimated by multiplying the population of each stratum by 0.33.

Instrument

A closed-ended self-completed questionnaire was the main data collecting instrument. The questionnaire sought data related to the academic self-concept, help-seeking behavior, and belief in counseling service effectiveness. Students' Academic Self-Concept Questionnaire (ASCQ) was developed by Bei et al. (2007). The ASCQ was adapted by restating (2), adopting (13), and inserting (1) words or ideas or items. The questionnaire was rated on a 5-point Likert scale as of 5 = Strongly Agree (SA); 4 = Agree (A); 3 = Undecided (UD); 2 = Disagree (DA); and 1 = Strongly Disagree (SDA).

Elhai et al. (2008) designed help-seeking behavior items. Help-seeking behavior denoted the attitudes toward seeking professional psychological help scale. In previous reliability estimates, the reliability of the academic help-seeking behavior scale was ranging from ($r = 0.77$) to ($r = 0.84$) (Elhai et al., 2008). This scale assesses an individual's attitudes toward seeking help from professionals. The researcher adopted eight items; restated (11) items; omitted six items, and inserted seven items of the questionnaire to be matched with the objective of the study. The questionnaire consisted of 26 questions in this study. The questionnaire has a 5-point Likert scale that ranges from "SDA" (1) to "SA" (5).

The beliefs in counseling service effectiveness scale sought data related to beliefs toward counseling service effectiveness. Musika and Bukaliya (2015) developed this scale. The researcher adopted this scale by restating 13 items, omitting seven items, adopting seven items, and inserting five items of the questionnaire to be matched with the objective of the study. Items are rated based on a 5-point Likert scale that ranges from "SA" (1) to "SDA" (5).

Procedures

A pilot study confirmed the reliability and validity of the questionnaires by translating them into the local language to minimize ambiguities on the part of the respondents. The questionnaire was given to 62 selected respondents. During the pilot test, the data collector informed the respondents to put question marks in front of each item that was not clear. Confusing questions were rephrased and modified to fit the purpose of the study. The questionnaire was given to three psychology educators to put their comments regarding items deserving with the title for validity check. The total drafted items for the main study were 66. On average, computation of split half-reliability coefficient resulted ($r = 0.82$) for final data collection. The data collection was made before the Coronavirus Disease-19 (COVID-19) case official communication in Ethiopia. Following informed consent and delivery of brief orientation, the data collector

gathered the question papers within the given day to enhance the response rate.

Data Analysis

The data were structured and sorted in SPSS version 22 for analysis. There are two quantified predictor variables and one criterion variable, so the Pearson product-moment correlation coefficient and multiple linear regression models were employed for the analysis of the relationship. A scatter plot was used to assess the goodness-of-fit of regression at a glance before the actual analysis was conducted. The correlation coefficient and regression model estimated the degree of relationship and the interactive contribution of independent variables. Adjusted R^2 and F -test were used to interpret the result of the multiple linear regression models. Independent t -test, mean score, and standard deviations showed status and gender differences in academic self-concept, help-seeking behavior, and belief in counseling effectiveness among college students.

Compliance With Ethical Standards

Before administrating the questionnaire, informed consent was conducted with respondents. The data collector confirmed the confidentiality of responses. To ensure the safe running of the study, deans and other concerned bodies approved the research processes; then, the researcher mobilized the data collection process safely.

RESULTS

The first objective was to see differences in the status of male and female students in study variables. In response to this purpose of the study, mean scores, SD, and independent-sample t -test were techniques employed for data analysis.

Table 1 indicates that male students' score ($N = 91$, $M = 3.81$, $SD = 0.38$) on the help-seeking behavior scale is found to be significantly higher than the score of female students ($N = 91$, $M = 3.51$, $SD = 0.51$), where $df = 180$, $t = 4.48$ at $p < 0.01$. An independent samples t -test compared the mean scores in the academic self-concept scale between male and female students. The result showed that male students scored significantly higher in academic self-concept ($N = 91$, $M = 4.83$, $SD = 0.29$) than female students ($N = 91$, $M = 4.47$, $SD = 0.43$) where $t = 4.69$, $df = 180$, $p < 0.01$.

TABLE 1 | Gender difference in study variables.

Variables	Gender	M	SD.	t-value	Df
Academic help-seeking behavior	Male	3.81	0.38	4.48**	180
	Female	3.51	0.51		
Belief in counseling service effectiveness	Male	4.44	0.30	7.47**	180
	Female	3.98	0.50		
Academic self-concept	Male	4.83	0.29	4.69**	180
	Female	4.47	0.43		

**The mean score difference is significant at 0.01 (2-tailed).

TABLE 2 | Relationship between study variables.

Variables	1	2	3
Academic help-seeking behavior	–		
Belief in counseling service effectiveness	0.591**	–	
Academic self-concept	0.455**	0.608**	–

**Correlation is significant at the 0.01 level (2-tailed).

Furthermore, in **Table 1**, an independent samples *t*-test is again employed to compare the mean scores of belief in the counseling service effectiveness scale between male and female respondents. The results showed that male students' average score was significantly higher in belief in counseling service effectiveness ($N = 91, M = 4.44, SD = 0.30$) than female students' average score ($N = 91, M = 3.98, SD = 0.50$); $t = 7.47, df = 180, p < 0.01$.

The second objective of this study was to investigate the relationship between study variables. Given the current data, the correlation between academic self-concept, belief in the counseling service effectiveness, and academic help-seeking behavior was statistically significant. **Table 2** indicates the correlational analysis result.

Table 2 shows that academic self-concept, academic help-seeking behavior, and belief in the counseling service effectiveness positively and significantly correlated with one another. However, the magnitude of the relationship is different in each pair. Academic help-seeking behavior significantly correlated with belief in the counseling service effectiveness at the degree of correlation coefficient ($r_{xy} = 0.59$), $p < 0.01$. The belief in the counseling service effectiveness significantly correlated with academic self-concept at the degree of correlation coefficient ($r_{xy} = 0.61$), $p < 0.01$. It showed that students with higher academic self-concept have positive beliefs in counseling service effectiveness. Academic self-concept significantly correlated with academic help-seeking behavior at the degree of correlation coefficient ($r_{xy} = 0.46$), $p < 0.01$.

The third objective of this study was to investigate the magnitude of the contribution of predictive variables to the criterion variable. **Table 3A** indicates the analysis result of the multiple linear regression coefficients.

When we square $R = 0.60$, we obtained ($R^2 = 0.36$). R^2 represents the correlation between all the explanatory variables and the criterion variable. The result implies all the variances (both shared and unique) of the predictive variables to the criterion variable from 100%. In our particular sample, the variance of academic self-concept and belief in counseling service effectiveness contributed to 36% of the variance in academic help-seeking behavior.

Table 3A shows that the explanatory variables significantly predict the criterion variable. In other words, we can understand

TABLE 3A | Model summary: Effect of predictor variables on the criterion variable.

Model	R	R square	Adjusted R square	Standard Error of the Estimate
1	0.603 ^a	0.364	0.357	0.38065

^aIndicate the first output extracted from the model of regression analysis.

TABLE 3B | Model summary: Status of predictor variables on the criterion variable as tested by F.

Model	Unstandardized Coefficients		Standardized Coefficients	T-value
	B	Std. Error	Beta	
(Constant)	0.695	0.341	0.499	
Belief in counseling service effectiveness	0.501	0.075		6.643*
Academic self-concept	0.185	0.092	0.152	2.022*

The independent variable is academic help-seeking behavior. *Beta coefficient is significant at $p < 0.05$. **Beta coefficient is significant at the 0.01 level (2-tailed). *Indicate the second output extracted from the model of regression analysis.

that the variances of academic self-concept and belief in the counseling service effectiveness can interactively and significantly affect academic help-seeking behavior. The overall regression coefficient was statistically significant, $F_{(2,179)} = 51.28, R^2 = 0.36$. In **Table 3B**, we can also see the degree of importance of the explanatory variables by looking at the standardized weights (beta) and the level of significance. From the given explanatory variables, belief in the counseling service effectiveness ($\beta = -0.499, t = 6.64$), $p < 0.05$, and academic self-concept ($\beta = 0.152, t = 2.022$), at $p < 0.05$, are independently significant predictors of academic help-seeking behavior.

DISCUSSION

Status of Male and Female Students in Study Variables

In response to the first objective of this study, the result revealed that male students' average score in academic help-seeking behavior was significantly higher than female students' average score. When students face academic difficulties, such as classroom learning, project work, assignments, and books, female students leave their roles to male students who seek more help from their peers, teachers, or anyone they believe has solutions available. This may be because of cultural influence on girls that make them shy to seek help in psychological difficulties. In Ethiopia, most parents treat boys and girls differently. According to most Ethiopian parents, boys are supposed to be the man that claims to lead the house. They motivate boys to ask, talk, and brief what they want while girls are supposed to stay home and take the caring role instead of expressing their desire and aspiration. All these practices have the potential to make girls shy of expressing their social and academic difficulties and seeking help from teachers and counselors (UNICEF, 2006). However, the result of this study was different from previous research results on help-seeking behavior. Atkinson et al. (1995) did not find gender differences in the willingness to seek academic help from people around them. In addition, Masuda and Suzumura (2005) reported that Japanese men and women did not differ significantly in their academic help-seeking behavior.

The study also revealed that male students have higher levels of academic self-concept than female students as per the measuring scale. In Ethiopia, it has been believed that being male was being blessed while being female was not being blessed. This sociocultural dichotomy brought gender-biased treatment of boys and girls that are prone to adversities and challenges on girls (UNICEF, 2017/2018). This may lead to a lower academic self-concept of female students. Evidence that supports girls' lower academic self-concept can also be extracted from the Ethiopian government's intention. To minimize the psychological and academic difficulties of females, the Ethiopian government had proposed Article 35 in the country's constitution (Federal Democratic Republic of Ethiopia [FDRE], 1995) that mandates affirmative action as a remedy for developmental maltreatment of girls at home and at a community level (UNICEF, 2017/2018). This research result is also similar to other research results. Albert and Dahling (2016) and Stoufe and Coupper (2016) revealed that boys had a more positive academic self-concept than their counterparts. They think confidently, realistically, and effectively. According to Orlando and Odera (2014), men develop a higher level of competence than women in their developmental stages so academic self-concept of men is usually found to be higher than their counterparts. However, a study conducted by Nabi et al. (2017) on the total sample of 180 indicated that the coefficients for the academic self-concept variables were not statistically significant in gender variables.

Belief in Counseling Service Effectiveness, Academic Self-Concept, and Academic Help-Seeking Behavior

This study also revealed that all variables correlate with one another. Academic help-seeking behavior significantly correlated with belief in counseling service effectiveness. The beliefs in the counseling service effectiveness significantly correlated with academic self-concept. Similarly, academic self-concept significantly correlated with academic help-seeking behavior. The findings of this study in academic self-concept and help-seeking behavior indicated that the higher the self-concept is associated with the higher the value in help-seeking behavior or vice versa. This result is contrary to the theoretical explanation that feelings of inadequacy by individuals' natural tendency to engage in social comparison are often associated with feelings of inferiority, low self-esteem, and embarrassment. Research in Kenya has also documented that self-concept is related to academic achievement (Mwaniki, 2003; Ondече, 2005 and Otelo, 2005; cited in Orlando and Odera, 2014).

The study showed that students with higher academic concept scores have positive beliefs in counseling service effectiveness, and they tend to manifest help-seeking behavior. This result implies that the variance of one variable is directly related to the variation of value in another variable. In specific terms, when increment of the value of academic self-concept is directly related to increment of either help-seeking behavior, there would also be an increment of beliefs in the counseling service effectiveness or vice versa. When students have good knowledge of their cognitive abilities and motivational skills, they know at what junction of difficulties they need help to fill their weaknesses

(Paris and Newman, 1990). More specifically, the academic help-seeking behavior process begins with the metacognition that happens when students identify academic difficulties and become aware that they need help. They then become motivated to seek support and initiate a behavioral response to seek support from someone else (Ryan and Pintrich, 1997). This can further be explained by "the 3D process's aspect of 'within-discipline notion of Vuong et al.(2022:2)'." When students' academic self-concept is high, they tend to seek expertized support from, including, counselors and teachers around them. Expertized insights that students get from teachers and counselors (within-disciplines) help them to have a greater understanding of their academic and social problems. Students' problems can be solved if it is led by "discipline," "innovative," and expertized knowledge of getting solutions for academic and social problems. Students' belief in counseling service effectiveness can, therefore, be influenced by the degree of expertise and trustful support they seek. This research result is also similar to the notion of educational discipline. For example, educational psychology research has identified many aspects of successful retention of students inside the educational system when students' help-seeking behavior is higher on building their cognitive and motivational skills (Wiseman and Messitt, 2010; Drake, 2011) to improve academic success. As to these researchers, help-seeking behavior of the students is associated with their academic self-concept.

Limitation of the Study

If the data collection was done during the COVID-19 pandemic, this study would have addressed the issue of academic help-seeking behavior of college students and associated variables in the study. It would have a more relevant influence on professional audiences. However, the COVID-19 pandemic and civil war concurrently became prevalent in the study area (Sekota, Ethiopia). Hence, the conclusion and implications forwarded hereunder are based on consideration of the limitation of the study.

CONCLUSION AND RECOMMENDATIONS

From this study, it can be concluded that academic self-concept and belief in the counseling service effectiveness predicted college students' academic help-seeking behavior. The finding of this study also indicated that female students have a lower academic self-concept than male students. The result implied that providing more help and effective advising to female students shall be an area of emphasis. Based on his research on the impact of science and technology, Vuong (2018) recommended that an effort to support college students to learn science is helping one's country to open up the gate to sustainable development. This would happen true in Ethiopia when college staff and leaders (out-disciplines) collaboratively pay attention to college students' positive mental health. Positive mental health can be achieved through improving positive academic self-concept, belief in counseling service effectiveness, and help-seeking behavior. Generally, para counselors and counselors (within-disciplines)

shall design expertise strategies to enhance academic self-concept and belief in counseling service effectiveness of college students, which in sum contributes to improved help-seeking behavior and better academic performance in colleges. College officials and non-governmental organizations (NGOs) shall finance the efforts that promote students' mental health and better performance in learning science.

DATA AVAILABILITY STATEMENT

The raw data supporting the conclusions of this article will be made available by the authors, without undue reservation.

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ETHICS STATEMENT

Ethical review and approval was not required for the study on human participants in accordance with the local legislation and institutional requirements. Written informed consent for participation was not required for this study in accordance with the national legislation and the institutional requirements.

AUTHOR CONTRIBUTIONS

SB was carried out reviewing the literature, preparing instruments, data analysis, preparing manuscripts, etc.

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