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Psychological Help-seeking Intentions among Filipino College Students Across Three Common Problem Areas: A Replication Study

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Abstract: Psychological help-seeking intentions have been implicated in discovering people's dynamics in the decision to seek help and make use of psychological services. This study replicated Hess and Tracy study in 2013 by examining the theory of planned behavior (TPB) to understand the psychological help-seeking intentions among Filipino college students for three (3) common problem areas such as: anxiety or depression, career choice concerns, and alcohol or drug use. One thousand and one hundred one (1101) students completed the survey for the TPB variables plus belief in personal efficacy and control to solve their problems. The model was tested with path analysis. Results revealed significant relationship for Filipino College Students.

Keywords: psychological help seeking; theory of planned behavior; university students; path analysis; decision making

Despite the fact that free counseling services is provided in the academic institutions, studies has been shown that only percentage of students make use of the services available for them (Nam, Chu, Lee, Lee, Kim & Lee, 2010; Vogel, Wester, & Larson, 2007). The arguments about underutilization of services of counseling whether it is available in the campus or outside the campus has been clearly revealed by research and has been a growing concern in the field of mental health (Gulliver, et al., 2012; Massey, 2010; Que-Legaspi, Reyes & Datu, 2014). The study of Boldero & Fallon (1995) posited that even if university students are confronted with variety of problems, these young people are reluctant to seek help especially from formal sources such as counselors and psychologist in the campus. That is why studying psychological help-seeking enables the mental health practitioners understand and discover people's dynamics in the decisions to seek help and to make use of the psychological services. On which it was defined to individual's choice of engaging in a therapeutic process with a trained mental health professional. To date it research on psychological help seeking has grown continuously to gain a better understanding of individual's decision of seeking or not seeking help (Hess & Tracey, 2013, Duncan & Johnson, 2007; Eisenberg,

Golberstien, & Gollust 2007; Leech 2007; Sheu & Sedlacek, 2004; Vogel, Wester & Larson, 2007).

According to Atik and Yalçın (2011) when students in a university faced with various challenges that require psychological help, an attitude toward seeking help is a salient factor that affects their decision. The decision is to seek or not to seek psychological assistance. The informal ways could be asking help from a family or friends and other support system and the formal ways is asking help from a counselor, a social worker, psychologist, psychiatrist and other mental health practitioners (Rickwood, Deane, Wilson, and Ciarrochi, 2005). Such studies shown numerous variables in understanding help-seeking and some have been associated, predicted, and correlated on age, gender, race or ethnicity, and income as well as psychological factors like stress, social support and stigma can increase or decrease the possibility of seeking a professional help (Vogel, Wester, Wei, & Boysen, 2005). Similarly, personal factors are also associated with help seeking among university students. In addition, self-esteem, locus of control, and anxiety are also identified (Barwick, de Man, and McKelvie as cited in Atik and Yalçın, 2011). Cepeda, Benito & Short (1998) provide an overall understanding in a global method wherein help-seeking is being viewed as similarly. They surveyed



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general help seeking attitude, personality variables and social variables. Di Fabio & Bernaud (2008) on the other hand focused on specific method wherein help-seeking is being viewed in a different action. They conducted a study that determines variables that lead to intention of seeking career counseling including attitude specific to career.

Ajzen (1985, 1991) theory of planned behavior (TPB) is found to be one of the well examined theories to address multiple variables affecting help-seeking behaviour of individual (Ajzen, 2011). According to the theory, a more positive attitude, subjective norms and perceived behavioral control increase individual's behavioral intention that also increases the likelihood of engaging or executing certain behavior. The theory of planned behavior is expanded from Fishbein & Ajzen (1975) theory of Reasoned Action (TRA). It posits that both models can predict a behavioral commitment based on antecedent variables. Such, many studies have applied (TPB) to explain and understand college students help seeking intentions in general has also been explored in other health related behaviors.

A study of Mo and Mak (2009) used Theory of Planned behaviour in investigating the reasons of underutilization of professional mental health services among Hong Kong citizens. The findings indicate that among the Chinese populations, the TPB components predicted help-seeking intentions. In addition, the importance of subjective norm among Chinese and the implication of enhancing awareness on mental health among Hong Kong citizens have been highlighted.

The study of Schomerus, Matschinger & Angermeyer (2009) on the other hand investigated how behavioral, normative, and control beliefs influenced the TPB components and how it affects intentions of seeking psychiatric help for depression. The study consists of 2303 depressed and non-depressed people in Germany and exposed them to a vignette of a depressed person and asked them to report their tendency to utilize psychiatric help. Both group such as depressed and non-depressed expressed that attitudes toward psychiatric help had the most influence on participants' help-seeking behaviors after seeing the vignette. They found out that for depressed individual, the willingness to seek a psychiatric

help is generally described by attitudes and belief at the same time, intervention can also be targeted to improve help-seeking.

While Hartong (2011) used TPB in explaining college students' help-seeking process and the result partially supported the adequacy of the theory among college students. The study showed that subjective norm were not predictive as well as the relationship between attitudes and psychological help-seeking of college students intention of seeking help is low. However, the result of the study established a strong correlation between perceived behavioural control and help-seeking intentions.

Furthermore, a recent study of Hess and Tracey (2013) also used TPB to understand university students' psychological help-seeking intentions for three (3) common presenting concerns such as: anxiety or depression, career choice concerns and alcohol or substance use. Although the initial result of their study does not support their primary hypotheses on which different concerns would have differential loadings in the TPB model, still the variables are significant variables executed of an individual when considering whether to seek or not to seek help. Additionally, Hess and Tracey posited that TPB provides a helpful and useful pattern in creating measures in assessing intention and behavior that will help the University counseling centers increase service utilization.

Psychological Help-seeking among College Students

Psychological help-seeking is defined as an attempt of individual to seek help from trained mental health professionals to be able to solve his or her emotional, social, and interpersonal and or other psychological concerns/issues (Atkinsons & Gim, 1989). This help can be a form of advice, consultation, treatment or a general support that relies on other people. It is a manner that a person refers to for situations that he/she could not overcome (Rickwood, et .al, 2005). Likewise, Vogel and Wester (2003) defined help-seeking to include asking or seeking help anyone from friends, family or mental health practitioners such as psychiatrists or counselors.

Similarly, help-seeking is described as facet of effective way of coping with stressors when a



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June 20 to 22, 2017

person's is not fulfilled with their own means of solving their problem (Koydemir-Ozden & Erel, 2010). Previous studies have shown number of psychological variables that have significant impact on help-seeking process (Roldan-Bau, 2013; Cepeda-Benito and Short, 1998; Kelly & Achter, 1995). It is influenced by different factors such as age, race, gender, nationality, religion, and socio economic status (Lin et al., 1982 cited in Jubert, 2009). Students are found inclined to go and seek for counseling when they have a high level of distress and has a positive attitude toward seeking help (Cramer, 1999 as cited in Liao, Rounds & Klein, 2005). In addition, the study of Cepeda-Benito & Short (1998) that examined perceived probability of seeking help among 732 students compared psychological and interpersonal, academic and drug use concern found a great prediction on attitudes towards psychological help whatever the concerns is. While another study conducted by Di Fabio & Bernaud (2008) examined variables that lead help seeking for career issues. The initial results by their potential client on the attractiveness for career counseling predicted an intention to seek career counseling however showed difference on high school and university students.

Synthesis

Even though, psychological help-seeking is one of the well examined researches among the mental health practitioner and other behavioral professions, still there's always a new concepts that will help provide better understanding or open a new arguments about help-seeking.

Specifically, for university students, despite the fact that free counseling and other counseling related services is available for them, help-seeking among students varies (e.g. demographic, cultural, economic and the like) and has been low. It is important to explore more on the different gaps and or examine models that will help university counselors to have a better understanding of help-seeking among the students that they are serving. This will also be a basis of creating new strategies in promoting the services for the students.

In the Philippines, Buot (2010) conducted research that identified the root cause of students,

faculty, and staff's minimal utilization of the guidance services. He found out that the minimal utilization of the guidance services was generally due to inadequate information dissemination, lack of coordination among guidance staff, faculty and deans and heads. He recommends that utilization of the guidance services can be maximized if the issues will be addressed through intensification of information dissemination and motivation of the target clients to avail the services that is being offered. Likewise, Que, Reyes & Datu (2014) explored Filipino college students' reasons of seeking and avoiding counseling among 240 students. The findings showed that the primary reasons of students in seeking help is to fulfil a class requirement (76.2%) followed by the presence of personal problem (12.6%). The researchers believe and recommends that the result of their study pointed out the need for counselors in educational institutions to educate clients on the benefits of counseling and thus develop programs that could encourage students' maximize the benefits of counseling in their lives.

Theoretical Framework

The present study was a replication of Hess & Tracey (2013) guided by the Theory of Planned Behavior (TPB) and expanded to determine whether differences exist. Thus, intention was adopted as a viable proxy for actual help seeking. The theory hypothesized that prediction of mental health services used requires knowledge of individual' general assessments on help-seeking services and their information of their subjective norms and perceived behavioral control regarding seeking help (Mackenzie, Knox, Gekoski, & Macaulay, 2004). It further explained that behavior of everyday life can be considered as a voluntary in the sense that people can certainly perform these behaviors if they are willing to do so.



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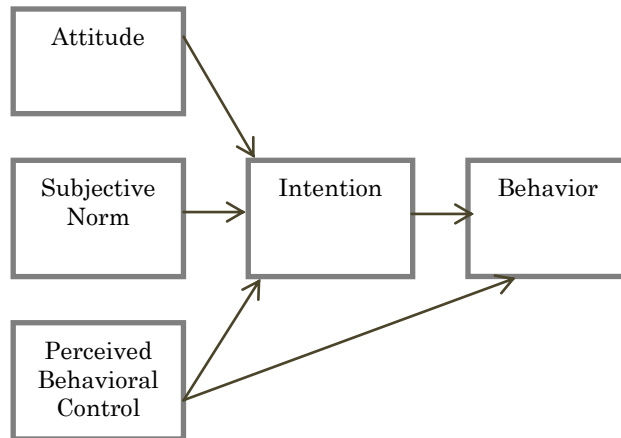


Figure 1
 The Theory of Planned Behavior (TPB)

As mentioned earlier, Theory of Planned Behavior (TPB) is an extension of Theory of Reasoned Action (TRA) proposed by Fishbein and Ajzen (1975). The difference between TRA and TPB is the addition of the third determinant of behavior intention which is perceived behavioral control and well supported by empirical evidences. It posits that intentions to perform or do certain behaviors of different kinds can be predicted from attitudes toward the behavior, subjective norms, and perceived behavioral control with high accuracy (Ajzen, 1991). It predicts an individual volitional behavior as well as those which may need particular competencies, opportunity, resources or supports from others (Hale et al., 2002).

Behavioral Intention. Intention refers to individual's motivation to perform certain behaviour or action (Ajzen, 1985, 1991; Ajzen & Fishbein, 1980). "It indicates how hard an individual are willing to try or do, of how much of an effort they plan to exert in order to perform the said behavior" (Ajzen, 1991, p. 181). It is the link between the three predictive components of TPB – an attitude towards a behavior, subjective norm, and perceived behavioral control as well the actual performance of a behavior.

Attitudes. Attitudes toward a behavior refer to an individual positive or negative opinion of the behavior (Ajzen, 1991). According to Ajzen, 1981 Ajzen & Fishbein, 1980) attitude is explained by significant behavioral beliefs. The behavioral beliefs include two components: belief strength and

the outcome evaluation. The Belief strength refers to individuals' perceptions about the probability of occurrence of the particular outcomes if they perform the given behaviour while an outcome evaluation refers to the extent to which the attribute is judged to be positive or negative. It means that if performing a certain behavior would recount to a positive outcomes, it is more likely to influence the attitudes. Therefore, a person with positive attitudes towards a behavior will exhibit higher levels of intention to perform a behavior.

Subjective Norm. The significant others are defined as people who may affect individuals' behaviors, including parents, siblings, partner, friends, etc. Subjective norms according to Ajzen (1991) are defined as an individual perception of social pressure that may experience from their significant others such as parents, siblings, partner, friend and the like (Ajzen, 1991). It comprised of normative belief and drives to comply. The normative belief is the extent to which an individual believe that their significant others agree or disagree with their decision to do the behavior. While a motivation to comply is the willingness to perform based on their significant others opinions and expectations (Ajzen, 1985; Ajzen & Fishbein, 1980).

Perceived Behavioral Control. This is the extent to which a person evaluates the level of difficulty and easiness of the performance of a behavior (Ajzen, 1985). The perceived behavioral control comprised of control beliefs and perceived power (Ajzen, 1985). The control belief refers to an individual view about the accessibility or lack of accessibility to opportunities or resources such as time, money, and assistance of others which are required for a particular behavior (Ajzen, 1991). The perceived behavioral control is a determinant of both the behavioral intention and the actual behavior. Thus, when a person perceived that performing an easy behaviour, they are likely to have a higher intention of performing it. As a determinant of actual behavior, having a higher perceived control will increase the possibility of performing certain behavior.

The researcher of the present study hypothesized the following using the expanded TPB model as the previous study to determine whether difference exists. Figure 2 represents the model



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examined focusing on intention to engage in psychological help seeking.

Hypotheses:

1. Attitude will have a positive relationship of any variable to intention to seek help for three common concerns: *anxiety or depression, career choice concerns and alcohol or drug use?*
2. Subjective norm will have a negative relationship of any variable to intention to seek help for three common concerns: *anxiety or depression, career choice concerns and alcohol or drug use?*
3. Perceived behavioral control –therapy will have a positive relationship of any variable to intention to seek help for three common concerns: *anxiety or depression, career choice concerns and alcohol or drug use?*
4. Perceived behavioral control – self will have a negative relationship of any variable to intention to seek help for three common concerns: *anxiety or depression, career choice concerns and alcohol or drug use?*

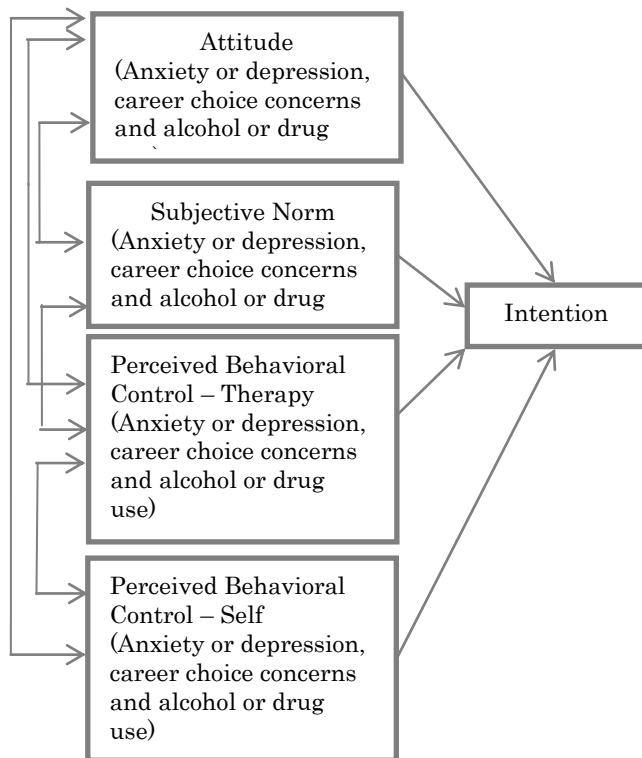


Figure 2

Theory of Planned Behavior (TPB) Model Used for Each Presenting Concern

Method

Participants

A total of 1101 Filipino college students from one private institution in Metro Manila participated in the study. They are represented by different levels of various courses and colleges. Out of 1101, 48.32% (n = 530) were males, 51.68% (n =569) were females and 2 participants did not indicate gender. Participant ages ranged from 16 to 22 years old with a mean age range of 18. Regarding as to they have had received or sought counseling before or had experiences with mental health professionals, 61.39% (n = 676) answered *YES*, 38.42% (n = 423) answered *NO* and (n =2) participants with no answer. Those participants below 18 years old were given a Parent’s Consent in participation in the study and Assent Form from for the student. The return slip were provided.

Instruments

The following instruments were utilized in the study.

Information sheet for undergraduate students.

The information sheet for students is a self-made questionnaire which includes students’ personal data which include name (optional), age, gender, course, department, and few questions that show previous exposure in counseling.

Theory of Planned Behavior Instrument (TPB Measure).

The TPB instruments was designed to assess the level of psychological help seeking separately for (a) anxiety or depression, (b) career choice concerns or (c) alcohol or drug use using Ajzen (2006) measure in assessing attitude, subjective norm, perceived behavioural control-therapy, perceived control- self, and intentions. It was designed and formulated by Hess (2011). It has a 7 point Likert rating scale for each TPB measures. All variables are sums up of their relevant items. The Attitude is composed of 5 items and higher score will indicate more positive attitude towards psychological help seeking. Subjective Norms is composed of 3 items and higher score will indicate greater negative perception toward psychological help seeking. Perceived Behavioral Control



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Therapy is composed of 4 items, higher score will indicate higher control over an individual's ability to seek help from a mental health professional while Perceived Behavioral Control- Self is also composed of 4 items and higher score will indicate greater control over an individual's ability to solve his or her concern on his or her own. The last is Intention which is composed of 3 items. Higher score will indicate greater intention to seek help.

The Cronbach's alphas for the initial sample attitude variables for anxiety or depression, career choice concerns and alcohol or drug use were .83, .89, and .78., the subjective norms has .82, .78 and .83, the perceived behavioral control- therapy has .73, .74, .69 while the perceived behavioural control- self is .83, .83, and .85, and lastly the intention has .87, .90, and 91. Thus, the Cronbach's alphas in the present study for anxiety or depression, career choice concerns and alcohol or drug use were: attitude, .84, .90, .84, subjective norm, .74, .76, .84, perceived behavioral control-therapy, .60, .68, .60, perceived behavioral control-self, .74, .79, .84 and intention, .76, .84, .87. This showed consistency of the reliability of the psychometric test of TPB Questionnaire.

The TPB instrument is available upon request to Hess (2011) and the author of the present study was given the permission to use the instruments.

Data Gathering and Procedures

The researcher of the study secured approval in conducting the study from the participated university's research review board. Upon the approval, participants were recruited from different colleges from various levels and courses. It was explained that no extra credit or research credit for their participation. The survey questionnaires were available for them in two methods; one is a face-to-face administration and the other one is an online survey questionnaire.

The two methods of the survey questionnaire were depended on the approval of how the researcher can administer it. The face-to-face survey was administered to the classes of those professors who agreed to give 20 to 30 minutes of their time. The researcher introduced what the research is all about and reiterated that their

participation is voluntary and that they can withdraw anytime without any disadvantaged. Thus, it was also discussed that there were items consists in the questionnaire may deem or sensitive to answer or may trigger some emotional response. In any rate, they were advised to see the researcher for proper counseling referral. After the entire introduction, participants were given the copy of the research survey questionnaire together with the informed consent. Debriefing were done after all the participants finished answering the survey questionnaire. The other form in answering the research is the online survey questionnaire. This was given to the participating class who wished to have it online and to all minor participants. Same instruction was provided for the online survey questionnaire. They were able to access the online survey questionnaire using their university's student email address on which they can only access it once. Furthermore, for minor participants, Parental Consent Form and Assent Form to participate in the research were given. The online survey questionnaire was available after submitting both forms. Participant who will experience discomfort or any uncomfortable feelings that trigger their emotions were advised and encouraged to contact the researcher for proper counseling referral.

Ethical Considerations

The rights of the participants were stated and enumerated in the study. It explained that their participation in the research is voluntary basis and they can withdraw at any time without any disadvantage. The results are confidential, however, in the event of presenting or publication of the said research, it was reiterated that no personally identifiable information will be shared.

Data Analysis

The researcher used the same method to design the current study. The model was tested with path analysis and was tested using Amos (Version 18). Like the previous study, goodness of fit indices was used to test the model such as chi-square, comparative fit index [CFI], standardized root mean square residual [SRMR], and root mean square error of approximation [RMSEA] were used



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Table 1
 Theory of Planned Behavior Variable Correlations

	Attitude			Subjective Norm			PBC-Therapy			PBC-Self			Intention		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Attitude															
1		.59**	.51**	-	-	-	.37**	.36**	.29**	.18**	.19**	.22**	.22**	.16**	.17**
2	.59**		.54**	.24**	.25**	.15**	.37**	.48**	.30**	.21**	.33**	.24**	.19**	.23**	.14**
3	.51**	.54**		.19**	.36**	.13**	.31**	.38**	.43**	.14**	.30**	.22**	.16**	.19**	.25**
				.17**	.28**	.25**									
Subjective Norm															
1	-	-	-		.51**	.50**	-	-	-	.04	-.07	.04	-	-	-
2	.24**	.19**	.17**	.51**		.39**	.34**	.20**	.25**	-.05	-.05	-.05	.28**	.17**	.14**
3	.25**	.36**	.28**	.50**	.39**		.30**	.35**	.24**	-.05	-	.13**	.22**	.31**	.23**
	.15**	.13**	.25**				.23**	.19**	.43**	.13**		.16**	.14**	.36**	
PBC-Therapy															
1	.37**	.37**	.31**	-	-	-		.52**	.46**	.43**	.40**	.28**	.19**	.13**	.11*
2	.36**	.48**	.38**	.34**	.30**	.23**	.52**		.47**	.38**	.57**	.34**	.15**	.29**	.12**
3	.29**	.30**	.43**	.20**	.35**	.19**	.46**	.47**		.32**	.47**	.51**	.14**	.05	.34**
				.25**	.24**	.43**									
PBC-Self															
1	.18**	.21**	.14**	.04	-.05	-.05	.43**	.38**	.32**		.47**	.40**	.03	.01	-.02
2	.19**	.33**	.30**	-.07	-.05	-	.40**	.57**	.47**	.47**		.47**	.13**	.01	.08
3	.22**	.24**	.22**	.04	-.05	.13**	.28**	.34**	.51**	.40**	.47**		.07	.03	.02
Intention															
1	.22**	.19**	.16**	-	-	-	.19**	.15**	.14**	.03	.13**	.07		.22**	.16**
2	.16**	.23**	.19**	.28**	.22**	.16**	.13**	.29**	.05	.01	.01	.03	.22**		.14**
3	.17**	.14**	.25**	.17**	.31**	.14**	.11*	.12**	.34**	-.02	.08	.02	.16**	.14**	
				.14**	.23**	.36**									

Note: Interrelations for the initial sample (n=549) are presented below the diagonal and interrelations for the replication sample (n=549) are presented above the diagonal. Correlations with ** are significant at .01, whereas those with * are significant at .05. 1= anxiety and depression, 2=career choice concerns, 3= alcohol or drug use. PBC = perceived behavior control.



to help evaluate the model fit (Hu & Bentler, 1999; Kline, 2005; Weston & Gore, 2006).

Results

The correlation among the variables are presented in Table 1. The correlations for similar construct from the previous study (Hess & Tracey, 2013) was positive and moderate in values (attitude ranged from .24 to .50, subjective norm ranged from .29 to .55, perceived behavioral control-therapy ranged from .53 to .63 perceived behavioral control-self ranged from .34 to .52 and intention ranged from .34 to .62) which was also substantively similar to the present study. For attitude, correlations ranged from .51 to .59. For subjective norm, correlations ranged from .39 to .51. For perceived behavioral control-therapy, the correlations ranged from .46 to .52. For perceived behavioral control-self, the correlations ranged from .40 to .47. For the intention, the correlations ranged from .14 to .22.

After getting the correlations, Path analysis was used in examining the covariation among the variables (Figure 2 separately for each presenting concerns) as well as the review of kurtosis and skewness statistics. Maximum likelihood estimation was also used. Each concern was conducted individually. The TPB models for each type were identified.

The fit indices for the fit of the model to the data for each presenting problem type indicated good fit. For anxiety or depression variable the indices were $X^2(1) = .829, p=.36$; RMSEA =.00 with 90% confidence interval [0, .11], CFI = 1.00, SRMR = .01 which showed good fit. The TPB model also accounted $R^2=.31$ variance to seek help for anxiety or depression. For the career choice concerns, the fit indices were $X^2(1) = 1.37, p=.242$; RMSEA =.03 with 90% confidence interval [0, .12] CFI = .99 SRMR = .02 showed good fit. The TPB model accounted $R^2=.36$ variance for intention to seek help for career choice concerns. For drug or alcohol or drug use, the fit indices were $X^2(1) = 8.665, p=.00$; RMSEA =.04 with 90% confidence interval [0, .20] CFI = .99 SRMR = .04 showed good fit. The model accounted $R^2=.44$ variance to seek help for alcohol or drug use.

Analyzing each model individually contained good fit. The models were analyzed simultaneously, conducting three simultaneous regression analyses. Likewise, the covariance among 12 input variance was estimated. Error covariance was also allowed the

intention variable for each type of concern. As mentioned from the previous study, because of the similarity in item wording, several of the fit indices were generally good except for the chi-square, $X^2(24) = 49.46, p=.002$. The present study also accepted the model. The fit indices were RMSEA =.04 with 90% confidence interval [.03, .06] CFI = .99 SRMR = .04 $R^2=.44$ indicating good fit. Figure 3 shows the path loadings in one figure for this model. Attitude, subjective norm, perceived behavior control- therapy, perceived behavioral control- self showed for the three common problem areas (a) anxiety or depression (b) career choice concerns (c) alcohol or drug use. On the basis of indices, testing the model for the concerns together may show strong fit to TPB models.

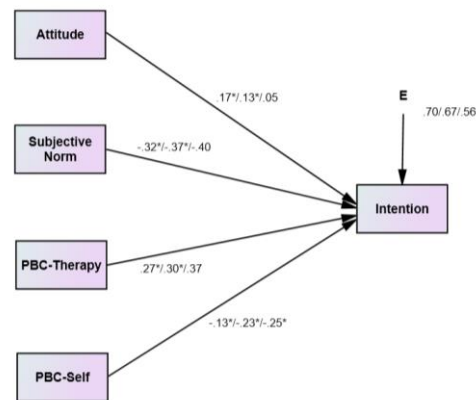


Figure 3

Standardized Solution Path Loadings for Theory of Planned Behavior Models Run Simultaneously

Note: First value listed is for anxiety or depression model, second value is for career choice concerns model, and third value is for alcohol or drug use model. PBC = perceived behavioural control. E= error * $p<.05$.

The equality of constraints was placed on the TPB variable path loadings across the concerns as test of variance of the model across the separate problem types. Fit indices were computed for all the models together with the path equality constraints. Fit indices were varied and for the global model, the fit indices were $X^2(32) = 72.94, p=.000$; RMSEA =.05 with 90% confidence interval [.03, .06] CFI = .99



SRMR = .03 indicating good fit. The TPB models for the concerns together with the path equality constraints in the models seem to be good fit. Thus, the chi-square difference test was not significant, $X^2(8) = 23.48, p > .05$. It indicates that the specific models and the equality constrained path models were not significantly different. It served as the most parsimonious and best fitting model to the initial sample. Figure 4 shows the path loadings for the model with equality constraints.

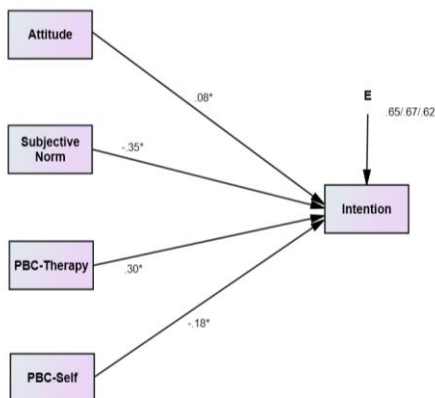


Figure 4
 Maximum Likelihood Path Loadings with Path Equality Constraints

Note: PBC= perceived behavioral control; E = error.
 * $p < .001$

In assessing if the TPB path model fits the replication sample, a test of model invariance across samples was conducted. The unconstrained and constrained path models across sample were compared. For the unconstrained path model across samples, the fit indices were $X^2(24) = 61.39, p = .000$; RMSEA = .05 with 90% confidence interval [.04, .07] CFI = .98 and SRMR = .03. It follows the pattern established previously regarding fit. For the equality constrained path model across samples, the fit indices were, $X^2(32) = 95.08, p = .000$; RMSEA = .05 with 90% confidence interval [.03, .06]; CFI = .98; SRMR = .03. Like the previous study the indices indicate that both models fit well with the exception

of the chi-square. The chi-square difference test was not significant, $X^2(8) = 33.69, p > .05$. No sample difference in the path relationships of TPB variables between the initial and replication samples.

Loadings for each TPB variable in the model across the different concerns were not significantly different in the path loadings. In summary, attitude had a minimal and positive relationship (.08) with intention. Subjective norm had a moderate negative relationship (-.35) with intention. Perceived Behavioral Control-Therapy had a moderate and positive relationship (.30) with intention and finally the Perceived Behavioral Control-Self had a moderate and negative relationship (-.18) with intention (see Figure 4).

Discussion

Current findings support the Theory of Planned Behavior model about college students seeking help for psychological problems. The TPB variables are important and the type of problem does not vary for each variables. Attitude, subjective norm, perceived behavioral control-therapy, perceived behavioral control-self are essentially important. Same from the previous study, anxiety or depression, career choice concerns and alcohol or drug use are not statistically different from one another even though it was seen as very different concerns across many dimensions (see Figure 4).

The correlation for each attitude variable had a moderate, negative and positive correlation with its corresponding intention variable for anxiety or depression, career choice concerns and alcohol or drug use (See Table 1). Supported by the previous research and TPB that attitude is an important antecedent to intention (Hess & Tracey, 2013; Cepeda_Benito & Short, 1998; Atik and Yalcın, 2011; Mo and Mak; 2009; Ajzen, 2011). Likewise, Figure 4 showed a moderate and positive relationship with intention for all the concerns together. According to TPB, a more positive attitude increase individual's likelihood of engaging certain behavior. Thus, working to develop a more positive attitude toward counseling would likely increase students' intention to seek help and may lead them in maximizing the use of counseling services available for them.

Subjective norm has positive and negative correlation with its corresponding intention variable for the three common problem types (see Table 1).



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The result also support previous studies and TPB that subjective norm is also an important antecedent or element to intention (Hess & Tracey, 2013; Ajzen, 2011; Eagly & Chaiken, 1993) The belief about significant others among college students play a major role and has a greatest influence on their intention of seeking help. The result of the current study shows the decision of seeking help among Filipino college student support the importance of peer and significant other.

Perceived behavioral control-therapy and perceived behavioral control self has a positive correlation with its corresponding intention variable for the three common problem types (see Table 1). The correlations also support TPB as important antecedent to intention (Ajzen & Fishbein 2005). It is also interesting to see that the path coefficient for attitude and perceived behavioral control-therapy was positively related to intention indicating similar weight in decision making process. Hess & Tracey (2013) posited that this variable assessed the amount of efficacy and control a person's believed that they can possessed to access help from a mental health professional. Whilst, perceived behavioral control-self assessed the amount of efficacy a person believed he/she possessed to address his or her concerns on their own. Same as the previous study, in Philippine setting subjective norm and perceived behavioral control-self was negatively related to intention. A person who believed that they can address their concerns on their own seems not likely to intend to seek help. Moreso, a welcoming and accommodating atmosphere of a counseling center in a university can influence students' intention of seeking help.

It is interesting to note that intention of seeking help among Western College students and Asian students specifically Filipinos were somewhat similar on that aspect. As such, TPB model support the decision-making process on seeking help. However, when each concern was conducted individually as well as the TPB models, alcohol or drug use do not have a direct effect with intention when it comes to attitude, subjective norm and perceived behavioral control-therapy (see Figure 3). It is important to note and could be given attention as to why student specifically Filipinos to do not see the importance of seeking help when it comes to alcohol or drug use. A recent study of Buscemi et al., (2010) shows that despite the development of different and numerous efficacious alcohol intervention approaches for college students, few student drinkers seek help. They concluded that campus prevention efforts should

include both promoting low-threshold interventions attempting to increase the salience of alcohol-related risk. Likewise, Cellucci, Krogh, & Vik (2006) highlighted that positive attitudes, less perceived stigma, and greater self-efficacy increased help seeking.

TPB model provides a global understanding in assessing intention. The result of the current study shows that Filipino college students support TPB such as attitude, subjective norm, perceived behavioral control-therapy and perceived behavioral control-self when predicting intention to seek psychological help which could also be true and applicable to Asian countries. Future studies may explore how help-seeking intention is experienced among other Asian students. This could be of help in changing the stigma, thus making counseling services more inviting and accessible for students' inclusive growth and development.

Conclusions:

The current study was not without limitations, TPB model as concluded by Hess and Tracey (2013) provides a helpful and useful template for creating measures that can assess intention and behavior. The current study support this theory based approach provides a bigger picture of future researches on psychological help-seeking.

Furthermore, university counseling services can create a mechanism that support a positive attitude, peer support, easy access to counseling services that may help increase students' intention to seek help. In addition, educating students on the benefits of counseling and developing programs and services that will help and encourage students' maximize their potential may lead to have a positive outlook on the benefit of counseling on their mental health.

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