Addis Ababa University
College of Education and Behavioral Studies
School of Psychology

Barriers to Utilizing Counseling Services among High School Students (The Roles of Knowledge, Attitude, and Practice)

By

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Addis Ababa University
College of Education and Behavioral Studies
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Eden Assefa

DECLARATION

I Eden Assefa (BSc) declare that this thesis entitled "***Barriers to Utilizing Counseling Services among High School Students: The Roles of Knowledge, Attitude, and Practice***" submitted to the School of Psychology is my original work and has not been presented for a degree in any other university. All sources of materials used in undertaking this thesis have been duly acknowledged. I understand that non-adherence to the principle of academic honesty and integrity, and misrepresentation/fabrication of any idea or source will constitute sufficient grounds for disciplinary action by the College and can also revoke penal action from the source which has not been properly cited or acknowledged.

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ABBREVIATION AND ACRONYM

AA	Addis Ababa
ASCA	American School Counselors Association
AAU	Addis Ababa University
CI	Confidence Interval
KAP	Knowledge, Attitude, and Practice
NASP	National Association of School Psychologists
OR	Odds Ratio
SC	School Counseling
SPSS	Statistical package for social science
WHO	World Health Organization

ABSTRACT

Adolescence, marked by significant changes, requires effective support systems, especially considering mental health challenges like academic stress and identity issues. Despite the recognition of the importance of counseling services, their uptake is hindered by factors like lack of awareness, stigma, and cultural barriers.

The main aim of this study was to investigate barriers to utilizing counseling services and the roles of knowledge, attitude, and practice among high school students in Lideta Sub-city, Addis Ababa.

This cross-sectional study was conducted in Addis Ababa with a total sample size of 427 study participants. The data were entered into epi-info software and analyzed using SPSS. Bi-variate and multi-variate analyses were employed using a logistic regression model. They were interpreted based on the odds ratio and level of statistical significance at a p-value of 0.05.

Out of the total study participants, 63.9% heard about counseling services, 61.6% (95% CI: 56.9%- 66.1%) had a favorable attitude towards counseling services, and 39.1% (95% CI: 34.6%- 43.8%) had utilized counseling services. The logistic regression analysis indicated that those who had inadequate knowledge about counseling services were 2.50 times less likely to seek counseling services than those who had adequate knowledge (AOR= 2.50; 95%CI: (1.59-3.90)) (p < .001). Besides, those who were learning at Balcha Abanefso were 5.23 times more likely to seek counseling services than those who were learning at Africa Hibret (AOR= 5.23; 95%CI: (2.87-9.52) with p-value < 0.001. In conclusion, the data highlights a significant awareness and positive attitude towards counseling services among the participants. However, the utilization rate of counseling services stands at only 39.1%, indicating a gap between knowledge and actual engagement with these services.

Keyword: *barrier, knowledge, attitude, practice, Addis Ababa*

CHAPTER ONE

INTRODUCTION

1.1 Background

Mental health is a critical aspect of overall well-being, particularly during adolescence, a period marked by significant psychological and physiological changes. The transitional phase from adolescence to adulthood is marked by a myriad of physical, emotional, and social changes, creating a need for effective support systems. The presence of mental health challenges among students, such as academic stress, peer pressure, identity issues, and familial expectations, necessitates a proactive approach to mental health care (WHO, 2021). School guidance and counseling programs are increasingly recognized as essential elements in managing student discipline and promoting positive learning environments. These programs can address various challenges students face, including those stemming from home and social contexts (Foxx, Baker, & Gerler Jr, 2016). Studies suggest that counseling programs can significantly improve student discipline, academic performance, and study habits (Ch, 2006). Counseling fosters positive relationships between students and teachers, creates safe spaces for expressing concerns, and equips students with coping mechanisms for dealing with challenges (Belew, 2016).

The concept of counseling in Ethiopia's education system emerged in the late 1960s, with Addis Ababa University offering the first "Guidance and Counseling" course. Since then, counseling services have been integrated into various educational settings to address student needs (Asfaw, 2016).The Ethiopian government acknowledges the importance of counseling in managing student discipline. Various policy documents highlight the need for effective counseling services to address some discipline issues in schools (Asfaw, 2016). In fact, a study on the utilization of school guidance and counseling services in Ethiopian secondary schools revealed that students face various psychosocial and academic problems that require the intervention of school counselors (Adane, 2016).

However, the uptake of counseling services is often hindered by a combination of factors, including lack of awareness and stigma (Disassa, 2020). Studies in Ethiopia reveal concerning trends in student behavior, including substance use, truancy, school dropout, and academic failure (Arfasa & Weldmeskel, 2020; Shiferaw, Fantahun, & Bekele, 2006; Terefe & Tadele,

2018). These challenges are often linked to personal and socio-economic factors, highlighting the need for comprehensive support systems like counseling. This further underscores the need for effective counseling services to support students and improve school environments. Understanding the specific knowledge, attitudes, and practices of seeking counseling services among this student population is crucial for developing targeted interventions and improving the overall effectiveness of counseling services at the school.

This research aims to explore barriers to utilizing counseling Services of high school Students in Addis Ababa and The Roles of Knowledge, Attitude, and Practice in Counseling Services. The findings could provide valuable insights for school administrators, counselors, and policymakers to enhance the mental health support system in schools, ultimately contributing to the students' academic success and overall well-being.

1.2 Statement of the problem

The magnitude of mental health problems has steadily increased in recent years, with the majority of mental health problems occurring between the ages of 15 and 24 years (Kukoyi et al., 2022). Studies on adolescent mental health issues have shown that high school students frequently have mental health issues, with one-third of them displaying significant signs of mental illnesses such as depression, generalized anxiety disorder, or suicidality (Oswalt et al., 2020).

Secondary school students are becoming more concerned about their mental health due to an increase in behavioral and affective disorders. Secondary school students rarely or never use school-based interventions to improve their mental health, despite the existence of these mental health issues and the resources available to them. Based on existing literature, it is generally accepted that mental health disorders begin in adolescence and that the average age at which they begin at the age of 14 (Harris et al., 2019).

One major issue with the management and control of mental health problem is the inadequate usage of counseling services. A study carried out in India found that 85% of persons in developing nations and 50% of people in developed countries they do not have access to counseling services for mental illness (World Health Organization, 2008).

In general, predisposing factors such as demographics (age, sex, education), and social support variables all play a role in the utilization of counseling services (Tay, Alcock, & Scior, 2018).

Several studies showed that certain barriers lead to poor utilization of counseling services, such as fear of stigma and embarrassment; negative attitude, lack of perceived need for seeking help; long waiting hours at the counseling services, lack of information about available services, preference for self-management over seeking help, and low counselor-to-student ratio (Al Ali, Alqurneh, Dalky, & Al-Omari, 2017).

A study conducted on the practices and challenges of guidance and counseling services in secondary schools in southwest Ethiopia (Arfasa & Weldmeskel, 2020) shows that the majority of secondary school students never visit guidance and counseling services. The study also indicated that the mean perception score of students and teachers towards the usefulness of the service is positive though the provision is either very much limited or most of the time unavailable.

The implementation of guidance and counseling programs in secondary schools was suggested by several commissions on education, their recommendations, and ministerial policies on education. High school students still face several obstacles despite the government's efforts to support them through providing guidance and counseling services in secondary schools. Therefore, this study tried to identify barriers to utilizing counseling services among high school students and the roles of knowledge, attitude, and practice.

1.3 Research questions

The following research questions have guided this study

- What are the barriers to the utilization of counseling services among high school students?
- What is the role of knowledge in counseling services utilization among high school students?
- What is the role of attitude in counseling services utilization among high school students?

1.4 Rationale of the study

In Ethiopia, as in many other countries, mental health issues among high school students are a growing concern. Despite the increasing need, mental health services, such as counseling, are often underutilized (Arfasa & Weldmeskel, 2020).

Addis Ababa, the vibrant capital city of Ethiopia, is home to a diverse population of students enrolled in various educational institutions. Among these, high school stands out as a focal point

for this research, as it encapsulates a microcosm of the educational landscape in the city. Recognizing the unique challenges and opportunities faced by high school students, the exploration of their engagement with counseling services becomes pivotal (Asfaw, 2016).

This study holds significant importance as it aims to contribute valuable insights to the field of student mental health and counseling services in the specific context of Addis Ababa. By investigating the factors influencing high school students' decisions to seek or not seek counseling services, the research has the potential to identify and address critical barriers that may exist.

One key aspect that the study addresses is the role of knowledge in students' to utilizing counseling services. Understanding the level of awareness among high school students regarding mental health issues and available support services is crucial. This knowledge can inform the development of targeted interventions and educational programs aimed at enhancing mental health awareness among students (Melkam, Nenko, & Demilew, 2022).

Additionally, the research delves into the barriers to utilizing counseling. By exploring the factors, the study can contribute to the development of culturally sensitive counseling services, helping to address any stigma associated with mental health issues in the local context (Girma et al., 2022).

The examination of the relationship between attitude and practice is another significant dimension of the study. Identifying positive attitudes and practices, as well as understanding any negative perceptions or behaviors that may hinder access to counseling, can provide practical insights for increasing the utilization of counseling services among high school students (Adane, 2016).

Moreover, the study's findings can have implications for enhancing school-based support systems. High schools play a pivotal role in the overall well-being of students, and the research can contribute to the improvement of counseling services within educational institutions. Schools can use the information to tailor their support systems, ensuring they better meet the needs and preferences of their student population.

Finally, the study may have broader policy implications related to student mental health and support services. Policymakers can leverage the research findings to develop evidence-based

strategies and allocate resources effectively, thereby supporting the mental well-being of high school students in Addis Ababa and contributing to the overall improvement of the educational environment.

1.5 Objectives

1.5.1 General objective

- To Assess Barriers to Utilization of Counseling Services and the Role of Knowledge, Attitude, and Practice Among High School Students in Lideta Sub-city, Addis Ababa, 2024.

1.5.2 Specific objective

- To identify the barriers to utilization of counseling services among high school students
- To determine the knowledge about counseling services among high school students
- To assess the attitude towards counseling services among high school students

1.6 Operational definition

Adequate knowledge: If a student's score on the knowledge questions is greater than or equal to the mean, the knowledge is considered adequate.

Inadequate knowledge: If a student's score is below the mean for the knowledge-related questions.

Favorable attitude: If a student's score is greater than or equal to the mean on the attitude-related questions.

Unfavorable attitude: If a student's score is below the mean on the attitude-related questions.

Good counseling service utilization (practice): If a student's answer is “Yes” to this question.

Poor counseling service utilization (practice): If a student's answer is “No” to this question

CHAPTER TWO

LITERATURE REVIEW

2.1. Counseling Services in Educational Settings

Counseling is a professional relationship between a trained counselors and a client. Its main objective is to address and overcome psychological, emotional, or behavioral issues. This process takes place in a secure and confidential environment, allowing individuals, couples, or groups to explore their feelings, thoughts, and behaviors (Foxx et al., 2016). By using various therapeutic approaches and techniques, counselors help clients gain insight into their concerns, understand behavioral patterns, and develop effective coping strategies. Counseling covers a wide range of areas, including mental health challenges like anxiety and depression, relationship issues, personal development, behavioral problems such as addiction, career and life transitions, and family dynamics (Kasa & Kaba, 2023). Whether or not using cognitive-behavioral therapy, psychodynamic therapy, or other methods, counselors aim to promote mental health, well-being, and positive change. They emphasize a collaborative process where clients actively participate in their own growth and development (Worsley, Harrison, & Corcoran, 2021).

In a school setting, counseling is a vital service that supports students' academic, emotional, and social development by addressing a range of issues (Salgong, Ngumi, & Chege, 2016). School counselors play a pivotal role in assisting students with academic challenges, providing guidance on effective study habits, time management, and academic planning. They also help students navigate social and emotional issues, such as relationships, stress management, and self-esteem. Additionally, school counselors address behavioral concerns, including discipline problems, anger management, and conflict resolution, by collaborating with teachers and parents to implement effective strategies (Adu, 2022).

Career exploration and planning are critical aspects of school counseling. Counselors assist students in identifying interests, aptitudes, and career goals, providing guidance on educational and vocational options (Geesa, Elam, Mayes, McConnell, & McDonald, 2019). They also address family dynamics and transitions, offering support to students experiencing changes like divorce or relocation. In times of crisis, such as natural disasters or the loss of a peer, counselors

engage in immediate crisis intervention to help students cope and process their emotions (Gallant & Zhao, 2011).

High school counselors play a significant role in college and post-secondary planning. They assist students with college applications, scholarship opportunities, and career choices. They provide valuable information on educational pathways and help students make informed decisions about their future (Foxx et al., 2016). Recognizing the importance of mental health and well-being, school counselors conduct individual or group counseling sessions to address anxiety, depression, and other mental health concerns. They also offer resources for additional support (Savitz-Romer & Nicola, 2022).

The landscape of counseling services in educational settings is complex and multifaceted. It is important to recognize that mental health is a critical aspect of overall well-being, particularly in educational settings. Globally the prevalence of mental health issues among students is alarming, with one in six youth aged 6-17 experiencing a mental health disorder each year. These issues not only impact students' emotional well-being but also have a significant effect on their academic success (Cavioni Valeria, 2020; Unicef, 2022).

Counseling services play a crucial role in this context. They are often the first point of contact in identifying psychological issues in students and can provide support, resources, and referrals to students in need (Osborn, Li, Saunders, & Fonagy, 2022). Counseling services help students understand their responsibility for decision-making and empower them to understand and accept the consequences of their choices. They also contribute significantly to addressing mental health stigma in education by promoting mental health awareness and creating a safe and supportive learning environment (Waqas et al., 2020).

The role of counseling services in educational institutions is evolving. According to the American School Counselor Association (ASCA), school counselors have a duty to help close gaps in achievement, opportunity, attainment, and funding in their schools, districts, and communities. They use data to support students, particularly those with disabilities, low-income students, and students of color(ASCA, 2023).

In general, mental health awareness and counseling services are essential in educational institutions. They not only support students' mental health but also contribute to their academic success, reduce the stigma surrounding mental health issues, and promote mental well-being. Additionally, they play a crucial role in supporting student mental health, resolving conflicts, helping students address personal problems, and coordinating various school activities (Shi & Qu, 2022).

Despite not being fully utilized, studies conducted in Ethiopia highlight the indispensable role that guidance and counseling services assume in various facets of education. They also underscore the paramount importance of guidance and counseling services in student learning, personal well-being, as well as the enhancement of professional and educational awareness (Arfasa, 2018; Arfasa & Weldmeskel, 2020).

2.2. Importance of counseling services in schools

The connection between mental health and academic success is well established. Research shows that positive mental health enhances concentration, cognitive abilities, and overall academic performance (National Association of School Psychologists, 2020). For instance, promoting positive mental health among students has shown to boost academic growth (Campbell et al., 2022). On the other hand, mental health challenges like anxiety and depression can impede learning and disrupt cognitive processes related to learning (McBride & Greeson, 2021).

Comprehending the intricate relationship between mental well-being and educational outcomes is vital for examining students' knowledge, attitudes, and practices when it comes to seeking counseling services (Arfasa, 2018; Solomon, 2017). This understanding can aid educational institutions in providing improved support for their students, ultimately leading to enhanced academic outcomes and overall well-being (Awol, Asebe, & Biniam, 2022).

2.3. Role of counseling services in fostering holistic student development

Academic endeavors frequently take center stage in the vivid tapestry of student life. Yet, beyond the surface, there are threads of social, emotional, and personal development, all of which are necessary for weaving a genuinely holistic development (Xiong et al., 2023). Counseling services come in here, not as mere tear menders, but as trained artists, skillfully sewing together the many components of a student's journey (Salgong et al., 2016).

First and foremost, counseling services serve as academic lighthouses, leading students over the turbulent waters of time management, study skills, and exam anxiety. They provide students with navigational tools such as effective scheduling tactics, active learning methodologies, and stress-reduction approaches, allowing them to confidently chart their own academic journey (Kivlighan III et al., 2021). Counselors assist students discover their passions, manage career crossroads, and link them with essential resources, ensuring that their academic journey leads to a rewarding destination (Savitz-Romer & Nicola, 2022).

Second, counseling services provide a safe haven for students, providing a confidential area in which they may weather the storms of life's personal issues. Counselors offer a helpful shoulder and a listening ear, whether it is the crushing weight of stress, the worrying dread of tests, or the dark clouds of despair. They provide kids with emotional anchors in the form of coping techniques, good communication skills, and relationship-building tactics, allowing them to traverse these storms with more resilience (Osborn et al., 2022; Savitz-Romer & Nicola, 2022).

Counseling services also serve as talented sculptors, assisting kids in chiseling away at self-doubt and molding a strong sense of self-awareness and self-management. Students uncover their abilities, define their ideals, and learn to regulate their emotions successfully via reflection and assistance. This personal development enables students to establish noble objectives, design a personal course for the future, and acquire the leadership abilities required to navigate their own development (Fassinger & Shullman, 2017).

Furthermore, counseling services work as catalysts for critical thinking, sparking students' interest and motivating them to explore further into problems. They provide a forum for open discourse in which different points of view are examined and new solutions are fostered (Feltham, 2010). This develops a climate of adaptation and resilience, preparing students to face unexpected challenges and negotiate life's ever-changing landscapes (Razzaque & Stockmann, 2016).

Counseling services also act as bridges, connecting students with a network of support systems within the school and community (Reese, 2021). They collaborate with parents, teachers, and other professionals to ensure a holistic approach to student development. Additionally, they

advocate for students' rights and needs, ensuring their voices are heard and their well-being is prioritized (Tucker & Schwartz, 2013).

2.4. Mental Health Awareness among Students

2.4.1. Varied Levels of Awareness

Understanding the variations in students' awareness of mental health across different cultural contexts is crucial. Factors such as socio-economic backgrounds, cultural difference, and educational environments significantly contribute to these variations (Cavioni Valeria, 2020; Sarah Stewart-Brown, 2015).

Research indicates that each culture has unique perspectives on mental health, illness, and healing. Cultural competence in mental health service involves recognizing and respecting these diverse beliefs and practices (Bhui, Warfa, Edonya, McKenzie, & Bhugra, 2007). For example, some communities may have stigmas surrounding mental health issues, which can prevent individuals from seeking help (Waganesh, Nichols, & Yemataw, 2019).

Furthermore, socio-economic backgrounds also play a significant role, Minorities in the United States, for instance, are less likely to access treatment for mental illnesses or seek help until symptoms become severe (Amaddeo & Jones, 2007).

Educational environments can also impact students' mental health. A positive school culture has been linked to positive child and youth development, effective risk prevention, and health promotion efforts, with ample evidence of its impact on student mental health (Worsley et al., 2021).

In general, understanding these variations is crucial for contextualizing students' knowledge, attitude, and practice of seeking counseling services in preparatory and high school settings. This understanding can help educational institutions offer better support to students, ultimately leading to improved academic outcomes and overall well-being.

2.4.2. Factors influencing knowledge, attitude, and practice related to seeking counseling services.

The decision to utilize counseling services is influenced by multiple factors. Firstly, the stigma surrounding mental health can discourage students from seeking help. Concerns about being judged or discriminated against because of their mental health status may deter individuals from

reaching out. This stigma is not only prevalent in the general population but also within school setting (Baptista & Zanon, 2017; Vogel, Wade, & Hackler, 2007). Moreover, the lack of information about psychological assistance, such as the location, working hours, procedures, and confidentiality policies, plays a crucial role in a student's decision-making process. Understanding the perspectives and thought processes of students is also acknowledged as important (Arfasa & Weldmeskel, 2020). Additionally, cultural beliefs significantly influence individuals' perceptions of mental health. Each culture holds unique views on psychological issues, mental health, illness, and healing, which can impact how people express their symptoms or even result in the omission of certain symptoms (Marsella & Yamada, 2000).

Recognizing these factors is essential for promoting mental health awareness among students. It helps identify challenges such as stigma, lack of information, and cultural barriers while also highlighting opportunities such as the development of anti-stigma programs, the provision of accessible information about mental health services, and the promotion of cultural competence in mental healthcare.

2.5. Cultural dynamics and Counseling Service

The influence of culture on perceptions of mental health holds significant importance in culturally diverse environments such as Ethiopia. Cultural beliefs and values shape the understanding of mental health, and each culture has its own distinct perspectives on mental health, illness, and healing. These cultural norms can result in minor differences in how individuals communicate their symptoms or even major omissions in terms of reporting certain symptoms (Girma et al., 2022; Waganesh et al., 2019).

In Ethiopia, mental health and well-being are perceived, understood, and treated differently in comparison to the Western approach (Waganesh et al., 2019). Culture plays a role in the manifestation of mental disorders, with Western culture generally adhering to the biomedical model of disease, while non-Western cultures, like Ethiopia, rely on traditional and religious views to explain the origin of mental illness (Hughes, Quinn, Tiberi, & Zeleke, 2020).

Furthermore, Ethiopians display a stronger preference for traditional care for various reasons, such as higher cultural acceptance, lower cost, accessibility, availability, shared social norms, and beliefs regarding the meaning, cause, and treatment of illness (Kasa & Kaba, 2023).

Understanding cultural dynamics is crucial for providing counseling services that are effective and resonate with the socio-cultural context of Addis Ababa (Waganesh et al., 2019). This understanding can aid in the development of culturally responsive approaches to child and adolescent services, as well as the design of stigma reduction interventions that are contextually effective. The complex relationship between cultural factors and students' perception of mental health in Ethiopia, particularly in Addis Ababa, highlights the importance of culturally sensitive and locally relevant counseling services (Meshesha & Johnson, 2021). This understanding can assist educational institutions to better support their students, leading to improved academic outcomes and overall well-being.

2.6. Counseling service schools in Ethiopia

A study (Arfasa, 2018) that aimed to investigate the practices and perceptions of teachers and students regarding the guidance and counseling services in secondary schools in southwest Ethiopia, reports that both teachers and students have positive perceptions of the need and benefits of guidance and counseling services for student learning, but they also have negative perceptions of the availability, quality, and security of the services in their schools. It also reveals that there is no significant difference between the perceptions of teachers and students on the guidance and counseling services.

Another study that examines the perceived need and factors associated with counseling services among students at Dilla University (Awol et al., 2022), discovers that there is a high demand for counseling services among students, especially those who are from rural areas, divorced or widowed families, and engineering departments. The main counseling needs are related to personal, academic, and social issues, such as maintaining physical and mental health, handling stress and anxiety, solving personal problems, and coping with broken relationships.

Another study (Legas & Mengistu, 2018) shows that the guidance and counseling service is underutilized and overlooked in addressing the students' needs and challenges in Amhara regional state public universities. A different study that investigated the role of counseling in improving students' disciplinary problems in selected secondary schools in Nifas Silk Lafto sub-city (Asfaw, 2016) agrees on underutilization of counseling service. It also shows that there are disciplinary problems in schools like fighting among students, cheating during exam time, being

late, class disruption, frequent absenteeism, drug addiction and stealing which could be the result of not having counseling service.

A study conducted in Sekota, North-West Ethiopia (Bizuneh, 2022) suggests that enhancing students' academic self-concept and belief in counseling service effectiveness can improve their academic help-seeking behavior and performance.

Meron Solomon's study at Cruise Secondary School (Solomon, 2017) found that guidance and counseling significantly improved students' study habits (like time management, concentration, etc.) and academic performance (higher scores). She has also shown that the program's effectiveness depended on factors like a good counselor-student relationship, motivated students, and supportive resources, time constraints, and student stigma. Overall, the study highlights the positive impact of guidance and counseling on both academic success and healthy study habits.

A study conducted in Tigray northwest Ethiopia (Belete, Mekonen, Fekadu, Legas, & Getnet, 2019) also found that guidance and counseling significantly improved students' study habits and academic performance. The study also found that factors like student awareness, motivation, and counselor competence impacted the effectiveness of the service. The finding further suggests strengthening the school's guidance program to optimize support for students' personal and academic success.

There are also researches that show the challenges in implementing guidance and counseling services. Regarding challenges hindering effective counseling services in Ethiopian high schools, a study (Zeleke, 2000) shows inadequately trained counselors and limited resources are key challenges. The study proposes strategies like enhanced training programs, awareness campaigns, and improved working conditions to empower counselors and ultimately bolster student well-being. A research conducted by Arfasa and Weldmeskel gives an image of secondary school guidance and counseling in Ethiopia, exposing substantial deficiencies such as lack of skilled counselors, limited facilities, confusing legislation, and insufficient stakeholder support. According to this research, these flaws have a significant influence on students' learning and general well-being, emphasizing the critical need for system reforms (Arfasa & Weldmeskel, 2020).

Generally, counseling facilitates personal growth, academic success, and well-being through various approaches. Despite the recognized importance of counseling services, studies from Ethiopia reveal significant underutilization and challenges such as inadequate resources, lack of trained professionals, and cultural barriers. Nevertheless, various researches from different parts of the world underscores the positive impact of counseling on students' academic performance, study habits, and overall well-being, highlighting the need for system reforms and enhanced support for counseling services in educational institutions to better address students' diverse needs. This research aims to explore the barriers to utilizing counseling services of high school students in Addis Ababa and the roles of knowledge, attitude, and practice in counseling services. The findings could provide valuable insights for school administrators, counselors, and policymakers to enhance the mental health support system in schools, ultimately contributing to students' academic success and overall well-being.

2.7 Conceptual framework of the study

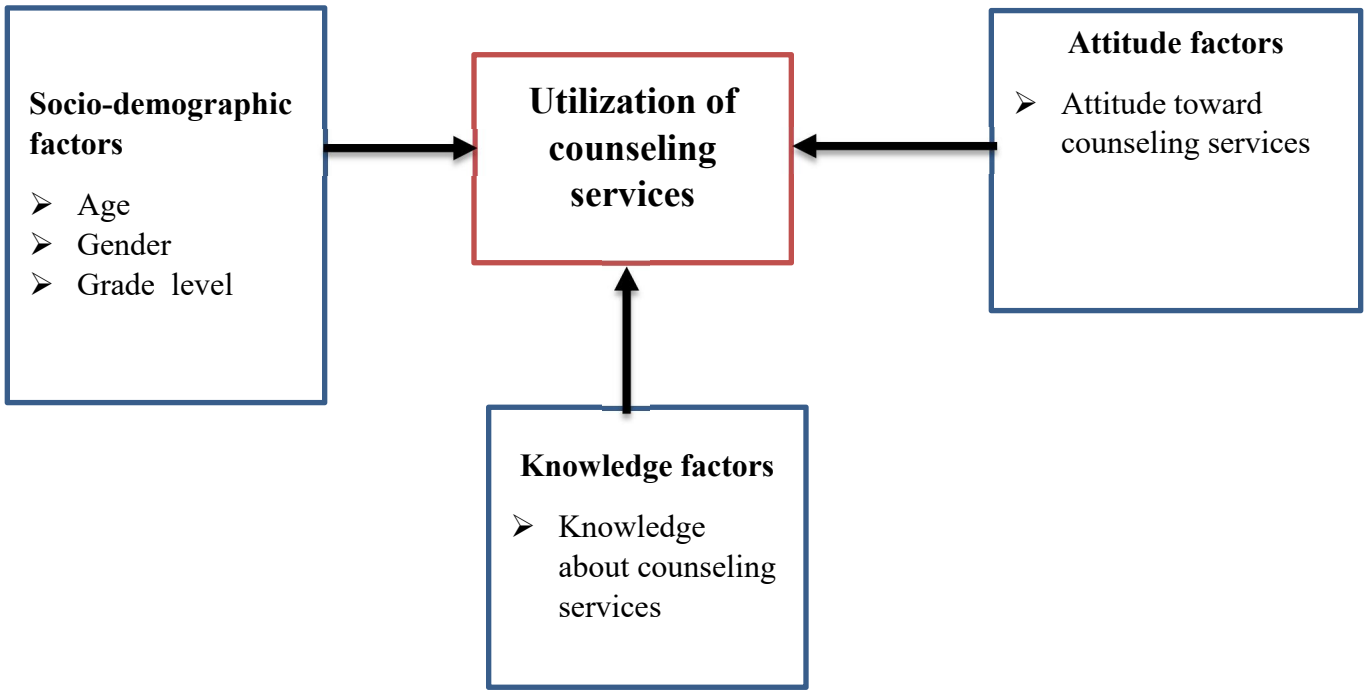


Figure 1: Conceptual framework of the study adapted from Anderson and Newman framework

CHAPTER THREE

METHODOLOGY

3.1 Study Design

This study used a facility-based cross-sectional survey design with a quantitative research approach. Using structured questionnaires.

3.2 Study Area and Period

Lideta Sub-city is one of the eleven sub-cities of Addis Ababa City Administration. The sub-city has six governmental and five private high schools with 495 teachers in government and 120 teachers in private schools. There are 8723 students in government schools and 7787 students in private schools with a total of 16,510 students. The study was conducted in three governmental high schools namely, *Balcha Abanefso, Higher 23, and Africa Hibret High Schools* from April 2024 to May 2024.

3.3 Study population

The source population for this study was high school students in Lideta Sub-city, Addis Ababa.

3.4 Eligibility Criteria

3.4.1 Inclusion criteria

- Male and female regular students in grades 9-12 and registered and enrolled at governmental high schools.

3.4.2 Exclusion criteria

- Secondary school students whose parents/caregivers/ teachers were unable to give consent to participate in the study for different reasons
- Secondary school students enrolled on the night shift.

3.5 Sample size determination

The required sample size was calculated based on single sample size estimation. Therefore, by applying the following formula, the sample size was calculated as shown below.

$$n = \frac{Z^2\, p(1-p)}{d^2}$$

Where, n = sample size, Z = statistic for a level of confidence (for the level confidence of 95%, Z value is = 1.96), P = expected prevalence or proportion utilization of counseling (P = 50 %), and d = degree of freedom (d = 5 %). The value of p is taken as 50 % since there was no previous related large-scale study that studied the knowledge, attitude, and practice about counseling services and its barriers to utilization among high school students in Lideta Sub-city, Addis Ababa.

$$n = \frac{(1.96)^2 \times 0.5(1-0.5)}{(0.05)^2} = \mathbf{384}$$

For the non-response rate: 10%

$$N = \frac{1}{1 - non\ response\ rate} \text{x } n$$

$$N = \frac{1}{1-0.1} \text{x } 384 = \mathbf{427}$$

The total sample size required for the study was **427** study participants.

3.6 Sampling Procedure

Three governmental high schools were selected by using the lottery method. The calculated sample size was taken proportionally from each selected high school based on the number of students enrolled. Lists of high school students were prepared using unique identification numbers from records found in schools and sampled by systematic random sampling. A total of 2908 high school students were located in the three selected governmental schools. The sampling fraction was calculated by dividing the total number of students by the sample size (2908/427= 6.81). Therfore, the sampling interval was 7. Then, the first sample was selected by using a simple random sampling method (lottery method) from 1-7. Finally, the study units were selected at every 7interval until the required sample size was achieved (427)

3.7 Study variables

3.7.1 Dependent variable

- Counseling service utilization (practice)

3.7.2 Independent variable

- Knowledge
- Attitude
- Gender
- Age
- Grade Level

3.8 Data collection tool

A structured survey questionnaire, developed based on e literature, was used. Surveys can provide a large amount of data in a relatively short time and are particularly useful for studies like this that aim to assess knowledge, attitudes, and practices (KAP). The knowledge-related questions included five questions that assessed the knowledge about counseling services, **s**even questions that assessed the attitude towards counseling services, and one Yes or No question asking students about their counseling support seeking behaviors particularly in relation to counseling services.

3.9 Data collection procedures

First, I contacted the Lideta sub-city education office head if there are schools that have functioned counseling programs. Then each of the schools' principals was contacted and discussed with them the purpose of the research. In that first contact, I explained the stages of the research process at which data was gathered and what was required from them at each of these stages. Hence, the principals were convinced that the successful accomplishments of the research project required their full cooperation. Thus, based on the lists that the principals provided, the following activities were carried out.

1. Students were selected from each school and orientation was given about the objectives of the study, in addition to what was stated on the questionnaire.
2. Then, the students were asked to complete the self-administered questionnaire. Any confusion or question raised by the students was made clear throughout the process by the

data collector. The data collectors were three well-experienced BA professionals, and one MA professional was recruited to supervise the data collection process. Timely supervision was undertaken by the principal investigator during the data collection period.

3.10 Data Analysis

The data were checked after each data collection for completeness and consistency. The data were entered, cleaned, coded, and analyzed using IBM SPSS Statistics version 26. A summary descriptive statistic using tables and graphs was computed for most variables. Model fitness was checked by the Hosmer and Lemeshow test. Bivariable logistic regression was done to determine the presence of association. To avoid unstable estimates in the subsequent model, only variables that reached a p-value less than 0.2 at bivariable logistic analysis were kept in the subsequent model analysis. Multivariable logistic regression analysis was applied to describe the functional independent factors. A point estimate of Odds ratio (OR) with 95% confidence interval (CI) was determined to assess the strength of association between independent and dependent variables. For all statistically significant tests, p-value<0.05 was used as a cut-off point.

3.11 Data Quality Control

Properly designed questionnaire were developed. To maintain data quality, training has been given to data collectors and supervisors for half day about the data collection tool Supervision was carried out daily to check completeness, and consistency by both the supervisors and the principal investigator to keep the quality of data. A pretest was performed in 5% of high school students before the actual data collection time and correction was carried out if necessary.

3.12 Ethical Consideration

This study was conducted after supporting letter was obtained from Addis Ababa University. Then, permission was requested from the selected governmental high schools. The students participating in the study were fully informed about the research and written informed consent was taken from each study participant before data collection. Confidentiality was maintained regarding information obtained from individual participants. Recognizing the potential risk of information leakage in a group setting, students were encouraged to grasp the importance of confidentiality, and they were advised to keep completing the questionnaire privately. Any information obtained from the students was solely used for research purposes.The names of participants were replaced by IDs to maintain anonymity.

CHAPTER FOUR

RESULTS

4.1 Socio-demographic Characteristics of Study participants

A total of 427 high school students participated in the study. Among these, two hundred fifty-four (59.5%) were females. Their ages ranged from 14 to 20 years with a mean age of 16.95 ± 1.32 years. One hundred thirty (30.4%) were in grade ten (Table 2).

Table 1: Socio-demographic characteristics of high school students, Lideta Sub-city, Addis Ababa, 2024.

Socio-demographic variables	Frequency (%)
Age	
14-17	279 (65.3%)
18-20	148 (34.7%)
Gender	
Male	173 (40.5%)
Female	254 (59.5%)
Grade level of students	
Grade Nine	102 (23.9%)
Grade Ten	130 (30.4%)
Grade Eleven	90 (21.1%)
Grade Twelve	105 (24.6%)
Name of High School	
Balcha	170 (39.8%)
Higher 23	163 (38.2%)
Africa Hibret	94 (22%)

4.2 Knowledge about counseling services

Out of the total of 427 study participants, 273 (63.9%) have heard about the presence of counseling services in their schools.

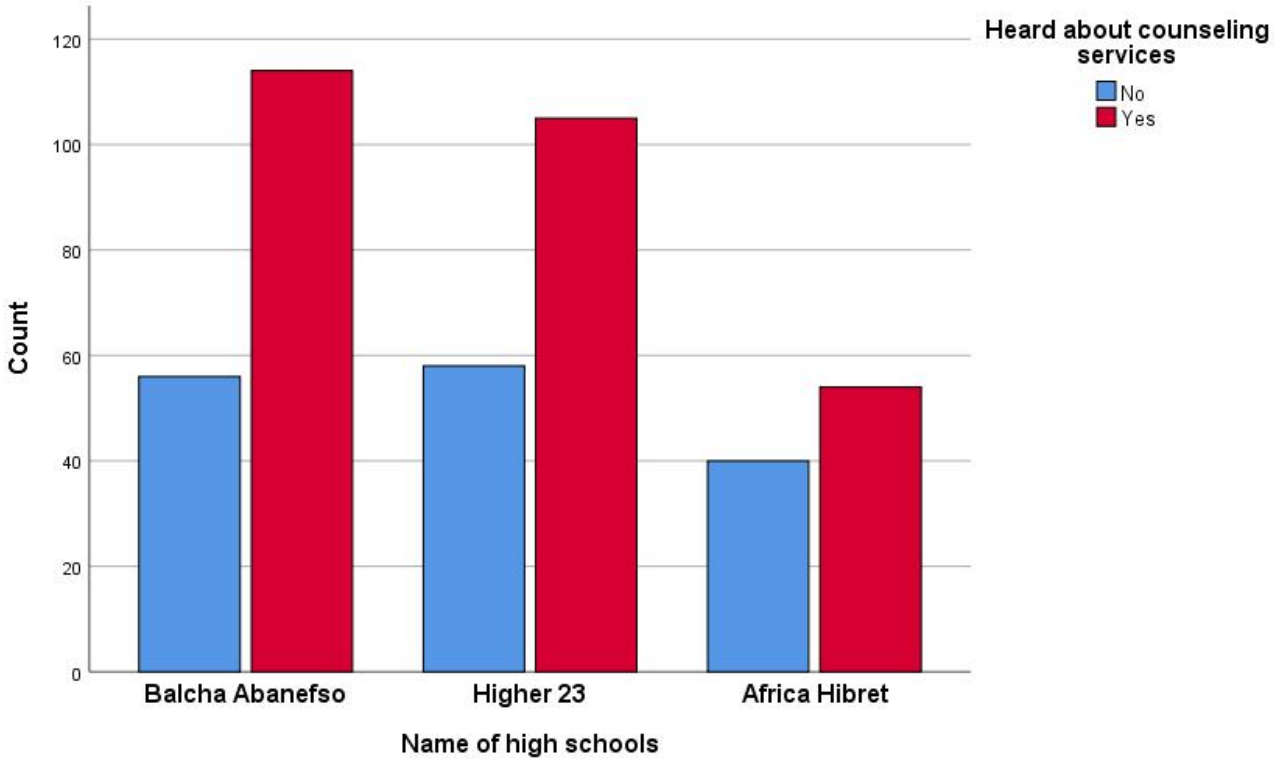


Figure 2: High school student's awareness about counseling services in Lideta Sub-city

Overall, 266 (62.3%) (95% CI: 57.6%- 66.8%) high school students had adequate knowledge about counseling services. In this study, only, 170 (39.8%) were aware of counseling services available in their school. One hundred eighty-five students reported that they knew counseling services improve mental health or personal issues (Table 2).

Table 2: Knowledge about counseling services among high school students in Lideta Sub-city, Addis Ababa, 2024.

Knowledge items	Category	High school names		
		Balcha	**Higher 23**	**Africa Hibret**
Have you ever heard about counseling services	Yes	114 (41.8%)	105 (38.5%)	54 (19.8%)
	No	56 (36.4%)	58 (37.7%)	40 (26%)
Are you aware of any counseling services available in your school?	Yes	71 (41.8%)	57 (33.5%)	42 (24.7%)
	No	99 (38.5%)	106 (41.2%)	52 (20.2%)
Does seeking counseling services improve mental health or personal issues	Yes	89 (48.1%)	64 (34.6%)	32 (17.3%)
	No	81 (33.5%)	99 (40.9%)	62 (25.6%)
Discussing personal issues with a counselor or therapist is important	Yes	104 (42.8%)	92 937.9%)	47 (19.3%)
	No	66 (35.9%)	71 (38.6%)	47 (25.5%)
Seeking counseling services is beneficial for high school students	Yes	158 (40.6%)	148 (38%)	83 (21.3%)
	No	12 (31.6%)	15 (39.5%)	11 (28.9%)

4.3 Attitude towards counseling services

This study tested reliability using Cronbach's alpha test for the attitude questions. The overall reliability was 0.511.

The minimum and maximum attitude score were 7 and 35 respectively. The mean attitude score was 25.93 with the standard deviation of 4.46. Of the study participants, two hundred sixty-three (61.6%) (95% CI: 56.9%- 66.1%) had a favorable attitude towards counseling services. In this study, 196 (45.9%) agreed that counseling services can help to improve academic performance. One hundred sixty-four study participants were very likely to recommend counseling services to their friends or peers.

4.4 Utilization of counseling services

This study showed that one hundred sixty-seven (39.1%) (95% CI: 34.6%- 43.8%) had good utilization of counseling services (Figure 2). Of high school students, 104 (24.4%) had gotten counseling services one to five times, and 12 (2.8%) had gotten counseling services six to ten times in the past year. In this study, 101 (23.7%) of high school students perceived that schools and communities should promote the importance of seeking counseling services by providing more information and counseling, organizing workshops and awareness creation campaigns, encouraging open discussion on mental health and counseling, and giving training for teachers and school staff on how to identify and support students.

In this study, 170 (39.8%) were aware of the counseling services that are available in their school. However, only 49 (11.5 %) had ever utilized these services in their school.

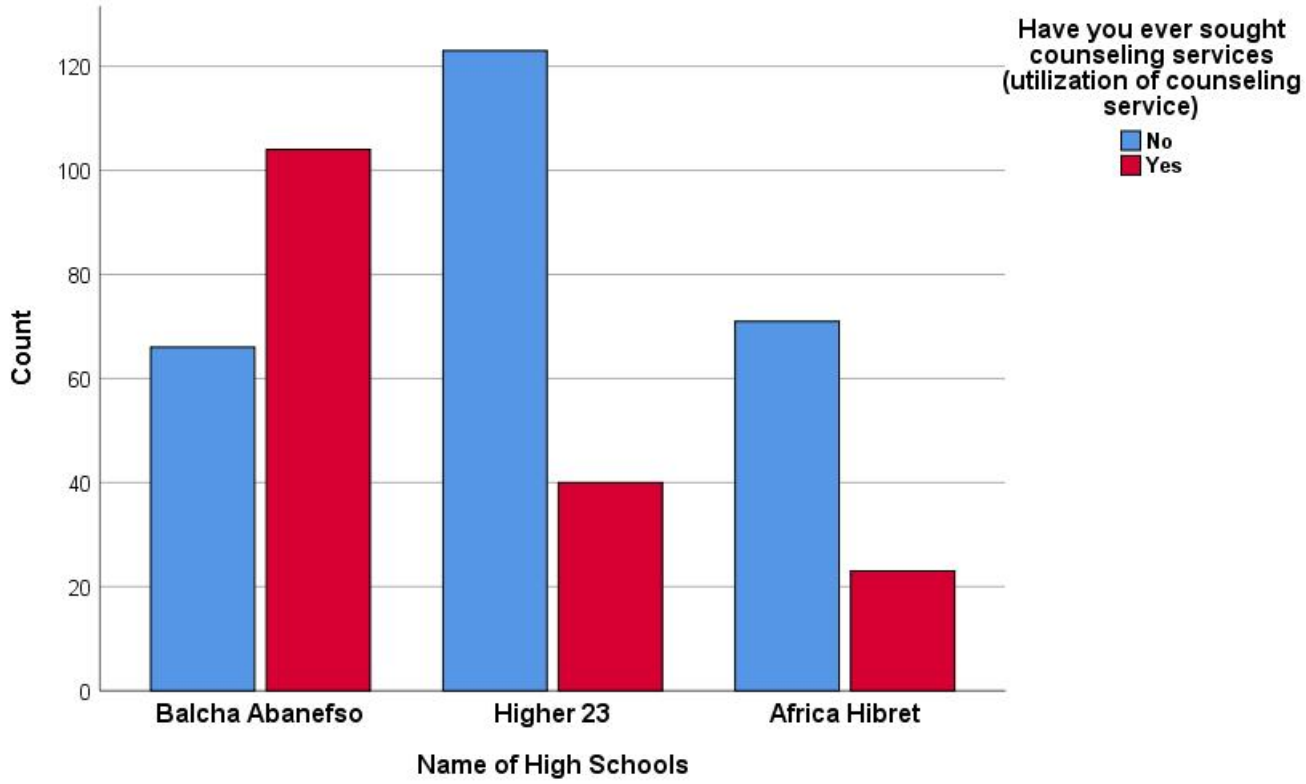


Figure 3: High school students' utilization of counseling services among schools in Lideta Sub-city, Addis Ababa

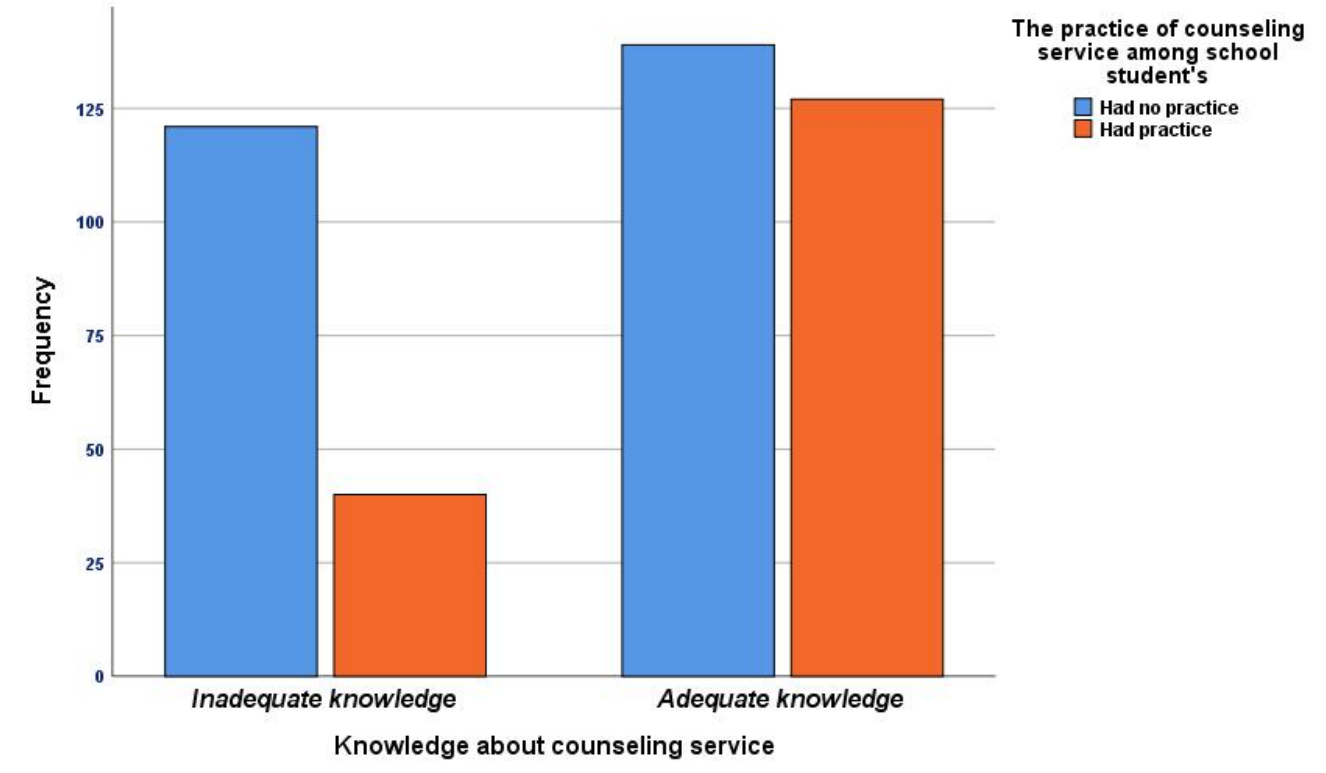


Figure 4: Figure showing the knowledge of counseling services and the practice or utilization of counseling services among high school students in Lideta Sub-city, Addis Ababa.

4.5 Barriers to seek counseling services

Of the total study participants, 195 (45.7%) perceived that high school students had several barriers that prevented them from seeking counseling services.

This study identified the most common barriers that prevented high school students from seeking counseling services. These include (66 (15.5%)) not comfortable with counseling, (60 (14.1%)) lack of awareness, and (48 (11.2%)) fear of judgment of counselors (Figure 4).

Table 3: Barriers to seek counseling services among high school students

Barriers to seek counseling services	High school names		
	Balcha	Higher 23	Africa Hibret
Not comfortable with counselor	17 (28.3%)	28 (46.7%)	15 (25%)
Lack of awareness about the service	12 (25%)	19 (39.6%)	17 (35.4%)
Fear of judgment of counselor	12 (25%)	19 (39.6%)	17 (35.4%)
Lack of trust on counselor	5 (16.7%)	14 (46.7%)	11 (36.7%)
Lack of time to utilize counseling srvice	7 (15.2%)	30 (65.2%)	9 (19.6%)
Others	0	1 (25%)	3 (75%)

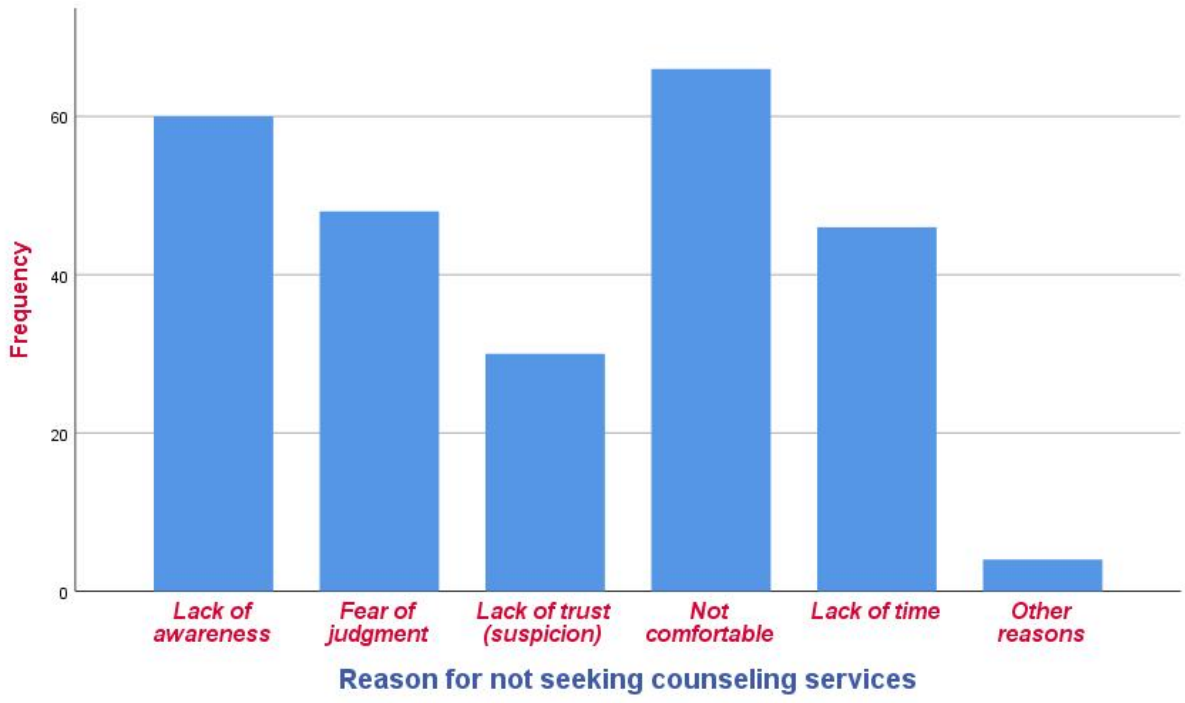


Figure 5: Barriers to not seeking counseling services among high school students in Lideta Sub-city, Addis Ababa

4.6 Factors associated with seeking counseling services

All sociodemographic variables were entered into a bivariate logistic regression to identify factors associated with seeking counseling services. In this study, those who were males were 1.76 times less likely to seek counseling services than those who were females *(COR= 1.76; 95% CI: (1.18-2.65))* with p-value = 0.006. Those study participants with inadequate knowledge about counseling services were 2.76 times less likely to seek counseling services than those with adequate knowledge *(COR= 2.76; 95%CI: (1.79-4.25)).* Grade level was not significantly associated with seeking counseling services with a p-value of 0.233. Age was not significantly associated with seeking counseling services with a p-value of 0.139. All variables with ***p-value< 0.25*** were entered into the multivariable logistic regression model.

Variables		**Utilization of counseling services**		
		COR (95% CI)	**AOR (95% CI)**	**p-value**
Gender	*Male*	1.76 (1.18-2.65)	1.43 (0.93-2.20)	0.096
	Female	1	1	
Age	*14-17*	0.73 (0.49-1.10)	0.76 (0.41-1.39)	0.38
	18-20	1	1	

The Hosmer and Lemeshow test result were done at p-value = 0.617. The p-value was not significant. So, the goodness of fit of the test was acceptable and multiple logistic regression model can be utilized.

During the multivariable logistic regression analysis, those with inadequate knowledge about counseling services were 2.50 times less likely to seek counseling services than those with adequate knowledge (AOR= 2.50; 95%CI: (1.59-3.90)) with p-value = 0.000. In this study, those who were learning at Balcha Abanefso were 5.23 times more likely to seek counseling services than those who were learning at Africa Hibret (AOR= 5.23; 95%CI: (2.87-9.52) with p-value = 0.000.

Table 3: Binary logistic regression model for factors that affect utilization of counseling services

Grade Level	*Grade Nine*	0.59 (0.33-1.03)	0.85 (0.40-1.82)	0.68
	Grade Ten	0.72 (0.42-1.220	1.05 (0.49-2.22)	0.89
	Grade Eleven	0.94 (0.53-1.66)	1.06 (0.55-2.04)	0.85
	Grade Twelve	1	1	
High school categories	Balcha Abanefso	4.86 (2.77-8.53)	5.23 (2.87-9.52)	**0.00***
	Higher 23	1.004 (0.55-1.81)	0.86 (0.46-1.62)	
	Africa Hibret	1		
Knowledge category	*Inadequate knowledge*	2.76 (1.79-4.25)	2.50 (1.59-3.90)	**0.00***
	Adequate knowledge	1	1	
Attitude category (using mean value)	*Poor attitude*	0.77 (0.51-1.15)	0.83 (0.54-1.27)	0.39
	Good attitude	1	1	

CHAPTER FIVE

DISCUSSION

High school students rarely or never use school-based counseling services to enhance their mental health, despite the existence of these mental health issues and the resources available to address them. Many reasons, including pressure to perform well academically and reach psycho-biological developmental milestones, have been linked to the sharp rise in mental health issues among high school students (Khombo, Khombo, Stoddart, Sifelani, & Sibanda, 2023).

The findings from this study indicate that high school students' knowledge, attitudes, and utilization of counseling services are significantly low. The expected levels of high school students' knowledge, attitudes, and utilization of counseling services can vary based on several factors, including cultural context, educational initiatives, and access to resources. However, some general expectations could include (Knowledge: students should have a basic understanding of what counseling services are, their purpose, and the types of issues they can address (e.g., academic stress, mental health, personal problems).

Attitudes: There should be a positive attitude towards seeking help, with students recognizing the importance of mental health and well-being. This includes reducing the stigma associated with seeking counseling.

Utilization: A reasonable expectation would be that a significant percentage of students (e.g., 50%) know the available counseling services at their schools and have utilized them at least once. This is especially concerning given the critical role that school counseling can play in supporting adolescents' academic, personal, and career development. Most concurringly, the findings demonstrate that the actual utilization of counseling services in this study is extremely low. This study is comparable with a study conducted on Ethiopia students that indicated that 55.4%, 59.8%, and 61.2% of students did not know, had negative attitudes, and did not utilize youth-friendly counseling services, respectively (Getachew, Abate, Asres, & Mandefro, 2022).

Another study conducted on Ethiopian university students revealed that effective institutional student counseling, guidance policies, programs, and facilities are lacking. The student body is likewise unaware of the advantages of the guidance and counseling services that are offered in campus. It also emphasizes the lack of trust that guidance and counseling services have in

helping students with their personal, academic, professional, social, and psychological issues. The effectiveness of guidance and counseling services in resolving student issues is often low (Likisa & Tura, 2020).

Regarding knowledge about counseling services, the result showed that the majority of high school students had limited awareness and understanding of the role and functions of school counseling. This is in line with several other studies that have documented the widespread lack of knowledge about counseling among school students. For instance, a study conducted by (Planey, Smith, Moore, & Walker, 2019) found that high school students had limited knowledge of counseling services available and the roles of school counselors. This lack of awareness can be a significant barrier to accessing support, as students may not fully understand the potential benefits of counseling.

In this study, only 39.8% were aware of counseling services available in their school. However, only 11.5 % had ever utilized (practiced) these services in their school. A study conducted on the practices and challenges of guidance and counseling services in secondary schools in southwest Ethiopia (Arfasa, 2018) showed that the majority of secondary school students never visit guidance and counseling offices, According to a study conducted at Haramaya University, students are not adequately aware of the guidance and counseling services provided by school institutions, and nearly half of the participants believe that these services have never helped students deal with the stress that comes with their studies, careers, relationships, and personal lives (Seyoum, 2011). Yirgalem (2013) also found that there was a lack of knowledge within the school community regarding the availability of guidance and counseling services in high school(Alemu, 2013). According to a 2016 study by Adane on the utilization of counseling services in Sidama Zone, students were unaware that the service was available at their school(Wako, 2016).

In this study, 45.7% perceived that high school students had several barriers that prevented them from seeking counseling services. This study identified the most common barriers that restricted high school students from seeking counseling services. These include (15.5%) not comfortable with counseling, (14.1%) lack of awareness, and (11.2%) fear of judgment. These findings were comparable to other studies conducted by (Baptista & Zanon, 2017), and (Vogel et al., 2007) indicating that the decision to seek counseling services is influenced by several factors. Firstly,

the stigma surrounding mental health can discourage students from seeking help. Concerns about being judged or discriminated against because of their mental health may deter individuals from reaching out.

School counseling generally uses a variety of strategies to support well-being, achievement in school, and personal development. Studies from Ethiopia show considerable underutilization of counseling services despite their efforts, as well as obstacles including a shortage of qualified practitioners, cultural hurdles. However, several studies conducted globally emphasize the beneficial effects of counseling on students' academic achievement, study habits, and general well-being, underscoring the necessity of systemic changes and increased support for counseling services in educational institutions to better meet the varied needs of students.

The implications of high school students having lower knowledge, negative attitudes, and lower utilization of counseling services could be quite significant. The first implication is ***unmet mental health needs:*** If students are not aware of or utilizing available counseling services, it means many could be struggling with mental health issues, stress, or other challenges without the support they need. This can have long-term impacts on their well-being, academic performance, and overall development (Shi & Qu, 2022).

The second implication is **stigma and misconceptions**: The low counseling service utilization indicated there may be persistent stigma, misconceptions, or negative attitudes around counseling services among high school students. This needs to be addressed to improve access and openness to seeking help. A study conducted showed that taking steps to address high school students' stigma may help service users feel less stigmatized—both actual and predicted—and encourage them to seek out and use mental health resources (Evans-Lacko, Brohan, Mojtabai, & Thornicroft, 2012).

The final implication is **problems during transitions to higher education (college or university)**: The lack of familiarity and comfort with counseling services in high school may make it harder for students to effectively utilize similar supports when they transition to college or university.

To address these implications, high schools should focus on mental health education, improving the visibility and approachability of counseling resources, and ensuring services are responsive

to the unique needs and perspectives of high school students. Collaboration between educators, counselors, and mental health professionals will be crucial. Monitoring trends and investigating the root causes of these patterns could also inform more targeted interventions.

The limitations of this study were

- This study was a quantitative facility-based cross-sectional study conducted at governmental high schools. This might not show or represent the counseling service utilization at the private high schools.
- The study might also be susceptible to recall bias since some of the information from the school students was taken retrospectively.

CHAPTER SIX

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

6.1 Summary

The main objective of this study was to investigate barriers to utilization counseling among high school students and knowledge, attitude, and practice about counseling services in Lideta Sub-city, Addis Ababa. The study was conducted in three governmental high schools named; Balcha Abanefso, Higher 23, and Africa Hibret High Schools. This study was conducted using a facility-based cross-sectional survey design with a quantitative research approach. The total sample size involved for this study was 427 study participants. Data were collected using a structured survey questionnaire, which was adapted from the literature. The data were entered, cleaned, coded, and analyzed using IBM SPSS Statistics version 26.

A total of 427 high school students were involved in the study. Out of the total study participants, (63.9%) heard about counseling services, (61.6%) (95% CI: 56.9%- 66.1%) had a favorable attitude towards counseling services, and (39.1%) (95% CI: 34.6%- 43.8%) had good practice or counseling service utilization. This study identified the most common barriers preventing high school students from seeking counseling. These include (15.5%) not comfortable with counseling, (14.1%) lack of awareness, and (11.2%) fear of judgment.

In this study, those who were males were 1.76 times less likely to seek counseling services than those who were female (COR= 1.76; 95% CI: (1.18-2.65)) with p-value = 0.006. Those study participants who had inadequate knowledge about counseling services were 2.76 times less likely to seek counseling services than those who had adequate knowledge (COR= 2.76; 95%CI: (1.79-4.25)). The multivariate logistic regression analysis indicated that those who had inadequate knowledge about counseling services were 2.50 times less likely to seek counseling services than those who had adequate knowledge (AOR= 2.50; 95%CI: (1.59-3.90)) with p-value = 0.000. In this study, those who were learning at Balcha Abanefso were 5.23 times more likely to seek counseling services than those who were learning at Africa Hibret (AOR= 5.23; 95%CI: (2.87-9.52) with p-value = 0.000.

6.2 Conclusion

In conclusion, the data highlights a significant awareness and positive attitude towards counseling services among the participants, with 62.3% demonstrating adequate knowledge and 61.6% expressing a favorable attitude. However, the utilization rate of counseling services stands at only 39.1%, indicating a gap between knowledge and actual engagement with these services. This disparity suggests the need for targeted interventions to enhance accessibility and encourage the use of counseling services, ultimately promoting better mental health outcomes.

This study identified the most common barriers preventing high school students from seeking counseling services. These include *not being comfortable with school counselors (not comfortable to go to the counselor's office because of privacy issues) (n = 66, 15.5%), lack of awareness (n = 60, 14.1%),* and *fear of judgment (n = 48, 11.2%).*

Those who had inadequate knowledge about counseling services were 2.50 times less likely to seek counseling services than those who had adequate knowledge (AOR= 2.50; 95%CI: (1.59-3.90)) with p-value = 0.000.

In conclusion, high school students' *knowledge, attitudes, and utilization* of counseling services are lower.

6.3 Recommendations

Based on the study findings, the following recommendations are proposed:

- **High school authorities should** enhance student awareness and education by developing and implementing a comprehensive school-wide campaign to educate students about the role and benefits of school counseling services, and hosting regular assemblies, workshops, or classroom presentations where counselors can introduce themselves, explain their services, and address common misconceptions done at the beginning of the academic year.
- **High school authorities (director, dean) working in Higher 23 and Africa Hibret** should provide awareness creation campaigns, create a welcoming environment, incorporate counseling into school activities, engage parents and guardians, and address barriers to utilization to effectively increase the utilization of counseling services among these schools.
- **High school authorities (director, dean) should** distribute informational materials, such as brochures or flyers that clearly outline the types of support available through the counseling department.
- **High school authorities (director, dean) should** foster a positive and inclusive counseling environment and ensure the counseling office and spaces are welcoming, comfortable, and designed with student privacy and confidentiality in mind.
- **High schools** should integrate counseling services with academic and extracurricular support and collaborate with teachers, administrators, and other student support staff to develop a holistic approach to supporting student well-being and success.

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ANNEXES

Annex I (Participant Information Sheet and Informed Consent Form)

My name is …… I am working as a data collector for the study being conducted in this school by (Eden Assefa) who is a student in Addis Ababa University, college of Education and Behavioral Studies, School of Psychology in partial fulfillment to the requirements for the degree of Master of Arts in Counseling Psychology. I kindly request you to lend me your attention to explain to you about the study and being selected as the study participant.

The study title: Barriers to Utilizing Counseling Services among High School Students: The Roles of Knowledge, Attitude, and Practice

Purpose/Aim of the study: The study aims to investigate whether high school students in Addis Ababa actively seek counseling services. It will explore the influence of knowledge, attitude, and practice on students' utilization of counseling services, providing insights to enhance mental health support and promote well-being among high school students in the sub city.

Procedure and duration: - I will be providing you with a questionnaire to provide me with pertinent data that is helpful for the study. The questionnaire will be filled in by you. It will take about 10 minutes, so I kindly request you to spare your time for us.

Risks and benefits: -The risk of participating in this study is very minimal, but only taking a few minutes of your time. Plus, the findings from this research may reveal important information for the study area and counseling service.

Confidentiality: -The information you will provide will be confidential and highly protected. There will be no information that will identify you in particular. The findings of the study will be general for the study community and will not reflect anything particular of individual persons or housing. The questionnaire will be coded to exclude showing names. No reference will be made in oral or written reports that could link participants to the research.

Rights: - Participation in this study is fully voluntary. You have the right to declare to participate or not in this study. If you decide to participate, you have the right to withdraw from the study at

any time and this will not label you for any loss of benefits which you otherwise are entitled. You do not have to answer any question that you do not want to answer.

Declaration of informed consent:

I have read/ read to me the participant information sheet. I have clearly understood the purpose of the research, the procedures, the risks and benefits, issues of confidentiality, the rights of participating, and the contact address for any queries. I have been allowed to ask questions for things that may have been unclear. I was informed that I have the right to withdraw from the study at any time or not to answer any question that I do not want. Therefore, I declare my voluntary consent to participate in this study with my initials (signature).

Name and signature of participant: _____ Date _____

Annex II (Questionnaire to be filled by high school students)

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

Questionnaire to be filled out by high school students

No	**Socio-demographic variables**	**Response**	
1	Age	(_____)	
2	Gender	Male	Female
3	Your grade level	(_____)	
	Knowledge and Practice questions on counseling services		
4	Have you ever heard about counseling services?	Yes	No
5	Have you ever sought counseling services before?	Yes	No
6	If yes, how many times have you sought counseling services in the past year?	(_____)	
7	If not, what would be the reason for not seeking counseling services? (Select all that apply) Lack of awareness about available counseling services Fear of judgment or stigma Lack of trust in counselors Not comfortable sharing personal issues with a counselor Lack of time or accessibility to counseling services Other (please specify) _____		
8	Do you know that counseling services available in your school?	Yes	No
9	If yes, have you ever utilized these counseling services at your school?	Yes	No
10	Have you ever considered seeking counseling services for	Yes	No

	mental health concerns or personal issues?		
11	Do you feel comfortable discussing personal issues with a counselor or therapist?	Yes	No
12	What do you think are the benefits of seeking counseling services for high school students?	Yes	No
13	Have you experienced any stigma or negative attitudes towards counseling among your peers?	Yes	No
14	What barriers do you think prevent high school students from seeking counseling services?	Yes	No
15	Do you think counseling services should be more readily available in high schools?	Yes	No
16	Are you aware of counseling services available to you at your school or in your community?	Yes	No
17	Have you ever sought counseling services before? If so, did it help you?	Yes	No
18	What improvements would you like to see in counseling services for high school students?	Yes	No
19	How do you think schools can better promote the use of counseling services among students?	Yes	No

	Attitude questions on counseling services	**1**	**2**	**3**	**4**	**5**
20	How important do you think are counseling services for high school students? (1 = not important, 5 = extremely important)					
21	How comfortable would you feel talking to a counselor about personal issues or problems? (1 = not comfortable, 5 = very comfortable)					
22	How much do you believe that counseling services can help					
23	How much do you believe that counseling services can help improve academic performance? (1 = not at all, 5 = significantly)					

24	How much do you believe stigma is associated with seeking counseling services in school? (1 = no stigma at all, 5 = high stigma)					
25	How likely are you to recommend counseling services to your friends or peers? (1 = not likely, 5 = very likely)					
26	How much do you believe there should be more awareness and education about counseling services in schools? (1 = not at all, 5 = strongly believe)					
27	How do you think should schools and communities promote the importance of seeking counseling services among high school students? (Select all that apply) Providing more information and resources about counseling services Organizing workshops or awareness campaigns about mental health and counseling services. Encouraging open discussions about mental health and seeking help. Training teachers and staff on how to identify and support students in need of counseling services. Other (please specify) _____					

Annex III የተሳታፊ መረጃ ወረቀት እና በመረጃ የተደገፈ የፈቃደኝነት ስምምነት ፎርም

ስ ሜ .....

በ ዚ ህ ት ምህ ር ት ቤ ት እ የ ተ ካ ሄ ደ ላ ለ ውጥና ት መረ ጃ ሰ ብሳ ቢ ሆ ኜ እ የ ሰ ራ ሁ ያ ለ ሁ ት ለ (ኤ ደ ን አ ሰ ፋ) በ አ ዲ ስ አ በ ባ ዩ ኒ ቨ ር ስ ቲ ፣ *college of education and behavioral studies, school of psychology*የ ማስ ተ ር ስ ተ ማሪ ለ ሆ ነ ች ነ ው። ስ ለ ጥና ቱ ላ ብራ ሉ ላ ች ሁ ና የ ጥና ት ተ ሳ ታ ፊ ሆ ና ች ሁ እ ን ድ ጻ ተ ፉ በ ት ህ ት ና እ ጠ ይ ቃ ች ኋ ለ ሁ ።

የ ጥና ታዊ ር ዕ ስ - *Knowledge, Attitude, and Practice about Counseling Services and its Barriers to Utilization Among High School Students in Lideta Sub-city, Addis Ababa*

የ ጥና ቱ ዓ ላ ማ-በ አ ዲ ስ አ በ ባ የ ሚ ገ ኙ የ ሁ ለ ተ ኛ ደ ረ ጃ ት ምህ ር ት ቤ ት ተ ማሪ ዎ ች የ ምክ ር አ ገ ል ግ ሎ ት በ ን ቃ ት ይ ፈ ል ጉ እ ን ደ ሆ ነ ና እ ን ዳ ል ሆ ነ ለ ማወ ቅ ጥና ቱ ን ዑ ስ ዓ ላ ማአ ለ ው። በ ተ ማሪ ዎ ች የ ምክ ር አ ገ ል ግ ሎ ት አ ጠ ቃ ቀ ም ላ ይ የ ዕ ውቀ ት ፣ የ አ መለ ካ ከ ት ና የ ተ ግ ባ ር ተ ፅ ዕ ኖ በ መቃ ኘ ት በ አ ካ ባ ቢ ው የ ሚ ገ ኙ የ ሁ ለ ተ ኛ ደ ረ ጃ ት ምህ ር ት ቤ ት ተ ማሪ ዎ ች የ አ ዕ ምሮ ጤና ድ ጋ ፍ ን ለ ማጎ ል በ ት እ ና ደ ህ ን ነ ት ን ለ ማጎ ል በ ት የ ሚ ያ ስ ች ል ግ ን ዛ ቤ ይ ሰ ጣ ል ።

አ ሰ ራ ር እ ና የ ጊ ዜ ቆ ይ ታ - ለ ጥና ቱ ጠ ቃ ሚ የ ሆ ኑ አ ግ ባ ብ ነ ት ያ ላ ቸ ውን መረ ጃ ዎ ች እ ን ድ ሰ ጠኝ ጥ ያ ቄ እ ሰ ጣ ች ኋ ለ ሁ። ጠ ያ ቂ ው በ አ ን ተ ይ ሞ ላ ል ። 10 ደ ቂ ቃ ገ ደ ማስ ለ ሚ ፈ ጅ ባ ች ሁ ጊ ዜ ያ ች ሁ ን እ ን ድ ት ሰ ጡን በ ት ህ ት ና እ ጠ ይ ቃ ች ኋ ለ ሁ ።

አ ደ ጋ ዎ ች እ ና ጥ ቅ ሞ ች -በ ዚ ህ ጥና ት የ መሳ ተ ፍ አ ደ ጋ በ ጣ ም አ ነ ስ ተ ኛ ነ ው, ከ ጊ ዜ ዎ ጥ ቂ ት ደ ቂ ቃ ዎ ች ብ ቻ መ ው ሰ ድ

ነ ው። በ ተ ጨማሪ ምበ ዚ ህ ጥና ት ላ ይ የ ተ ገ ኙ ግ ኝ ቶ ች ለ ጥና ቱ መስ ክ ና ለ ምክ ር አ ገ ል ግ ሎ ት ጠ ቃ ሚ መረ ጃ ዎ ች ን ሊ ገ ል ጹ ይ ች ላ ሉ ።

ምስ ጢራ ዊ ነ ት –የ ምታ ቀ ር ቡ ት ን መረ ጃ ምስ ጢራ ዊ ነ ት ከ ፍ ተ ኛ ጥበ ቃ የ ሚደ ረ ግ ለ ት ይ ሆ ና ል ። በ ተ ለ ይ እ ና ን ተ ን ለ ይ ቶ የ ሚያ ሳ ውቅ መረ ጃ አ ይ ኖ ር ም ። የ ጥና ቱ ግ ኝ ቶ ች ለ ጥና ቱ ማሳ በ ረ ሰ ብ አ ጠ ቃ ላ ይ የ ሚሆ ኑ ከ መሆ ኑ ምበ ላ ይ ስ ለ ግ ለ ሰ ቦ ች ወ ይ ም ስ ለ መኖ ሪ ያ ቤ ቶ ች ም ን ም ዓ ይ ነ ት አ መ ለ ካ ከ ት አ ይ ኖ ራ ቹ ም ። የ ጠ ያ ቂ ዎ ቹ ከ ዶ ች ስ ሞ ች ን እ ን ዳ ያ ሳ ዩ ይ ከ ለ ከ ላ ል ። ተ ሳ ታ ፊ ዎ ቹ ን ከ ም ር ም ሩ ጋ ር ሊ ያ ያ ይ ዙ የ ሚ ች ሉ በ ቃ ል ም ሆ ነ በ ጽ ሑ ፍ የ ሰ ፈ ሩ ሪ ፖ ር ቶ ች ላ ይ ም ን ም ዓ ይ ነ ት ማ መሳ ከ ሪ ያ አ ይ ደ ረ ግ ም።

ጭ ብ ት –በ ዚ ህ ጥና ት መሳ ተ ፍ ሙሉ በ ሙሉ በ ፈ ቃ ደ ኝ ነ ት ላ ይ የ ተ መሰ ረ ተ ነ ው። በ ዚ ህ ጥና ት ላ ይ ለ መሳ ተ ፍ ም ሆ ነ ላ ለ መሳ ተ ፍ የ ማሳ ወ ቅ መብ ት አ ለ ዎ ት ። ለ መሳ ተ ፍ ከ ወ ሰ ኑ በ ማን ኛ ውም ጊ ዜ ከ ጥና ቱ የ መው ጣ ት መብ ት አ ለ ዎ ት ። ለ ማን ኛ ውም ጥ ያ ቄ መል ስ መስ ጠ ት አ ያ ስ ፈ ል ገ ህ ም ።

የ ፈ ቃ ደ ኝ ነ ት ስ ም ምነ ት አ ዋ ጅ –

አ ን ብ ቤ አ ለ ሁ/ የ ተ ሳ ታ ፊ መረ ጃ ወ ረ ቀ ት ተ ነ ብ ቦ ል ኛ ል ። የ ም ር ም ሩ ን ዓ ላ ማ፣ አ ሰ ራ ር ፣ አ ደ ጋ ና ጥ ቅ ም፣ የ ም ስ ጢ ር ጉ ዳ ዮ ች ፣ የ መሳ ተ ፍ መብ ት እ ና ለ ማን ኛ ውም ጥ ያ ቄ በ ግ ል ጽ ተ ረ ድ ቼ ዋ ለ ሁ።

ግ ል ጽ ለ ሆ ነ ነ ገ ር ጥ ያ ቄ የ መጠ የ ቅ አ ጋ ጣ ሚ ተ ሰ ጥ ቶ ኛ ል ።

በ ማን ኛ ውም ጊ ዜ ከ ጥና ቱ የ መው ጣ ት ወ ይ ም የ ማል ፈ ል ገ ው ን ማን ኛ ው ን ም ጥ ያ ቄ ላ ለ መመ ለ ስ መብ ት አ ለ ኝ ። እ ን ግ ዲ ህ በ ዚ ህ ጥና ት ላ ይ ለ መሳ ተ ፍ ፍ ቃ ደ ኝ ነ ቴ ን አ ው ጃ ለ ሁ።

የ ተ ሳ ታ ፊ ስ ም ና ፊ ር ማ _____ ቀ ን _____

Annex IV የሁለተኛደረጃትምህርትቤትተማሪዎችሊሞሉትየሚገባውጥያቄ

አዲስ አበባዩኒቨርሲቲ

የትምህርት ና የባህር ይጥናትኮሌጅ

የስነልቦናትምህርትቤት

የሁለተኛደረጃትምህርትቤትተማሪዎችየሚሞሉበትጥያቄ።

1	ዕድሜ	(_____)	
2	ፆታ	ወንድ	ሴት
3	የትምህርትደረጃዎ (ክፍል)	(_____)	
4	ስለስነ ልቦና ምክር አገልግሎት ሰምተህታውቃለህ?	አዎ	አይ
5	ከዚህበፊትየምክር አገልግሎት ፈልገህታውቃለህ?	አዎ	አይ
6	አዎንከሆነ ባለፈውዓመትየምክር አገልግሎት ለማግኘትስንትጊዜፈልገሃል?	(_____)	
7	ካልሆነ የምክር አገልግሎት ላለመፈለግምንምክንያትይኖረዋል? (የሚተገብሩትንሁሉይምረጡ) ስለተገኙየምክር አገልግሎት ግንዛቤማጣት የማህበረሰብ ፍርድን ወይምነ ውርንመፍራት በአማካሪዎችላይእምነ ትማጣት የግልጉዳዮችንለአማካሪማካፈል አለመፈለግ የምክር አገልግሎት ጊዜማጣት ሌሎች (እባክዎንይግለፅ) _____		

8	በ ት ምህ ር ት ቤ ት ህ ውስ ጥ ምክ ር የ ሚስ ጠት አ ገ ል ግ ሎ ት እ ን ዳ ለ ታ ውቃ ለ ህ ?	አ ዎ	አ ይ
9	አ ዎ ከ ሆ ነ በ ት ምህ ር ት ቤ ት ህ እ ነ ዚ ህ ን የ ምክ ር አ ገ ል ግ ሎ ት ዎ ች ተ ጠ ቀ ም ክ በ ት ታ ውቃ ለ ህ ?	አ ዎ	አ ይ
10	ከ አ እ ም ሮ ጤ ን ነ ት ወ ይ ም ከ ግ ል ጉ ዳ ዮ ች ጋ ር በ ተ ያ ያ ዘ ም ክ ር የ ሚ ሰ ጥ አ ገ ል ግ ሎ ት ለ ማ ግ ኘ ት አ ስ በ ህ ታ ውቃ ለ ህ ?	አ ዎ	አ ይ
11	ከ አ ማ ካ ሪ ወ ይ ም ከ ሐ ኪ ም ጋ ር በ ግ ል ጉ ዳ ዮ ች ላ ይ መ ወ ያ የ ት ይ ከ ብ ዳ ች ኋ ል ?	አ ዎ	አ ይ
12	የ ሁ ለ ተ ኛ ደ ረ ጃ ት ምህ ር ት ቤ ት ተ ማ ሪ ዎ ች ን የ ምክ ር አ ገ ል ግ ሎ ት መ ፈ ለ ግ ም ን ጥ ቅ ሞ ች አ ሉ ት ብ ለ ህ ታ ስ ባ ለ ህ ? _____		
13	በ እ ኩ ዮ ች ህ መ ካ ከ ል ም ክ ር በ መ ስ ጠ ት ረ ገ ድ አ ሳ ፋ ሪ ወ ይ ም አ ሉ ታ ዊ አ መ ለ ካ ከ ት አ ጋ ጥ ሞ ህ ታ ውቃ ለ ህ ?	አ ዎ	አ ይ
14	የ ሁ ለ ተ ኛ ደ ረ ጃ ት ምህ ር ት ቤ ት ተ ማ ሪ ዎ ች የ ምክ ር አ ገ ል ግ ሎ ት እ ን ዳ ይ ፈ ል ጉ እ ን ቅ ፋ ት የ ሚ ሆ ኑ ባ ቸ ው ም ን ነ ገ ሮ ች ይ መ ስ ል ሃ ል ? _____		
15	በ ከ ፍ ተ ኛ ሁ ለ ተ ኛ ደ ረ ጃ ት ምህ ር ት ቤ ቶ ች ው ስ ጥ የ ምክ ር አ ገ ል ግ ሎ ት በ ቀ ላ ሉ ማ ግ ኘ ት የ ሚ ቻ ል ይ መ ስ ል ሃ ል ?	አ ዎ	አ ይ

16	በ ት ምህ ር ት ቤ ት ህ ወ ይ ም በ ማ ኅ በ ረ ሰ ብ ህ ው ስ ጥ ም ክ ር የ ሚ ሰ ጡ ህ ን አ ገ ል ግ ሎ ቶ ች ታ ው ቃ ለ ህ ?	አ ዎ	አ ይ
17	ከ ዚ ህ በ ፊ ት የ ም ክ ር አ ገ ል ግ ሎ ት ፈ ል ገ ህ ታ ው ቃ ለ ህ ? ከ ሆ ነ እ ር ዳ ታ አ ግ ኝ ተ ሃ ል ?	አ ዎ	አ ይ
18	የ ሁ ለ ተ ኛ ደ ረ ጃ ት ም ህ ር ት ቤ ት ተ ማ ሪ ዎ ች በ ም ክ ር አ ገ ል ግ ሎ ት ረ ገ ድ ም ን ማ ሻ ሻ ያ ዎ ች ን ማ ድ ረ ግ ት ፈ ል ጋ ለ ህ ?	አ ዎ	አ ይ
19	ት ም ህ ር ት ቤ ቶ ች በ ተ ማ ሪ ዎ ች መ ካ ከ ል ም ክ ር የ ሚ ሰ ጡ አ ገ ል ግ ሎ ቶ ች ን በ ተ ሻ ለ መ ን ገ ድ ማ ስ ፋ ፋ ት የ ሚ ች ሉ ት እ ን ዴ ት ይ መ ስ ል ሃ ል ?	አ ዎ	አ ይ

ምር ጫዎ ን በ ምል ክ ት ምል ክ ት (√) በ ተ ስ ማ ሚ ው አ ም ድ ው ስ ጥ በ 1-5 መ ለ ኪ ያ አ ሳ ይ ,		1	2	3	4	5
20	የ ሁ ለ ተ ኛ ደ ረ ጃ ት ም ህ ር ት ቤ ት ተ ማ ሪ ዎ ች የ ሚ ሰ ጡ ት የ ም ክ ር አ ገ ል ግ ሎ ት ም ን ያ ህ ል አ ስ ፈ ላ ጊ እ ን ደ ሆ ነ ይ ሰ ማ ሃ ል ? (1 = አ ስ ፈ ላ ጊ አ ይ ደ ለ ም, 5 = እ ጅ ግ በ ጣ ም አ ስ ፈ ላ ጊ)						
21	የ ግ ል ጉ ዳ ዮ ች ን ወ ይ ም ቾ ግ ሮ ች ን በ ተ መ ለ ከ ተ ከ አ ን ድ አ ማ ካ ሪ ጋ ር መ ነ ጋ ገ ር ም ን ያ ህ ል ይ ከ ብ ዳ ች ኋ ል ? (1 = አ ይ መ ች ም, 5 = በ ጣ ም ም ቹ)						
22	የ ም ክ ር አ ገ ል ግ ሎ ት ም ን ያ ህ ል ሊ ረ ዳ ይ ች ላ ል ብ ለ ህ ታ ም ና ለ ህ						
23	የ ም ክ ር አ ገ ል ግ ሎ ት						

	የ ት ምህ ር ት ውጤት ን ለ ማሻ ሻ ል ምን ያ ህ ል ሊ ረ ዳ ይ ች ላ ል ብ ለ ህ ታ ምና ለ ህ ? (1 = በ ፍ ጹ ም አ ይ ደ ለ ም, 5 = ጉ ል ህ)					
24	አ ሳ ፋ ሪ ነ ገ ር በ ት ምህ ር ት ቤ ት የ ምክ ር አ ገ ል ግ ሎ ት ከ መ ፈ ለ ግ ጋ ር ምን ያ ህ ል የ ተ ያ ያ ዘ እ ን ደ ሆ ነ ታ ምና ለ ህ ? (1 = ምን ም ነ ውር የ ለ ም, 5 = ከ ፍ ተ ኛ ነ ውር)					
25	ለ ጓ ደ ኞ ች ህ ወ ይ ም ለ እ ኩ ዮ ች ህ ም ክ ር ለ መ ስ ጠ ት ምን ያ ህ ል አ ጋ ጣ ሚ አ ለ ህ ? (1 = አ ይ ቀ ር ም, 5 = በ ጣ ም ይ መ ስ ላ ል)					
26	በ ት ምህ ር ት ቤ ቶ ች ው ስ ጥ ስ ለ ምክ ር አ ገ ል ግ ሎ ት የ በ ለ ጠ ግ ን ዛ ቤ ና ት ምህ ር ት መ ኖ ር አ ለ በ ት ብ ለ ህ ታ ምና ለ ህ ? (1 = በ ፍ ጹ ም አ ይ ደ ለ ም, 5 = ጠ ን ካ ራ እ ም ነ ት)					
27	ት ምህ ር ት ቤ ቶ ች ና ማ ኅ በ ረ ሰ ቦ ች የ ሁ ለ ተ ኛ ደ ረ ጃ ት ምህ ር ት ቤ ት ተ ማ ሪ ዎ ች የ ምክ ር አ ገ ል ግ ሎ ት የ መ ፈ ለ ግ ን አ ስ ፈ ላ ጊ ነ ት ማ ስ ፋ ፋ ት ያ ለ ባ ቸ ው እ ን ዴ ት ይ መ ስ ል ሃ ል ? (የ ሚ ተ ገ ብ ሩ ት ን ሁ ሉ ይ ም ረ ጡ) የ ምክ ር አ ገ ል ግ ሎ ት ን በ ተ መ ለ ከ ተ ተ ጨ ማ ሪ መ ረ ጃ እ ና ህ ብ ት ማ ቅ ረ ብ ስ ለ አ ዕ ም ሮ ጤ ና እ ና የ ምክ ር አ ገ ል ግ ሎ ት የ ግ ን ዛ ቤ ማ ስ ጨ በ ጨ ዝ መ ቻ ዎ ች ን ማ ደ ራ ጀ ት . ስ ለ አ እ ም ሮ ጤ ን ነ ት ግ ል ጽ ው ይ ይ ት ማ ድ ረ ግ ና እ ር ዳ ታ መ ጠ የ ቅ ። የ ምክ ር አ ገ ል ግ ሎ ት የ ሚ ያ ስ ፈ ል ጋ ቸ ው ን ተ ማ ሪ ዎ ች እ ን ዴ ት መ ለ የ ት እ ና መ ደ ገ ፍ እ ን ደ ሚ ቻ ል መ ም ህ ራ ን ን እ ና ሰ ራ ተ ኞ ች ን ማ ሠ ል ጠ ን . ሌ ላ (እ ባ ክ ዎ ን ይ ግ ለ ፅ) _____					

Annex V: Declaration form.

Declaration of Investigator

I, the undersigned student of counseling psychology, declare that this proposal is my original work in partial fulfillment of the requirement for the master's degree in counseling psychology to the best knowledge.

Name of investigator: _____

Signature: _____ Date_____

Declaration of Advisors

I, the undersigned Advisor, declare that this proposal is our original work in partial fulfillment of the requirement for the master's degree of counseling psychology for the stated student above to our best knowledge. I confirmed that this proposal is ready for defense with our approval as the university advisor(s).

Date of Submission: _____

Name of primary Advisors:	**Signatures**	**Date**
1. _____	_____	_____