


# Mental Health Knowledge, Self-Efficacy and Intention to Seek Help in Undergraduate students. How does it Influence?

Padmi Dhyah Yulianti<sup>1</sup>, Dini Rakhmawati\*<sup>1</sup>, Tri Suyati<sup>1</sup>, Richma Hidayati<sup>2</sup>, Agung Slamet Kusmanto\*<sup>2</sup>

<sup>1</sup>Universitas PGRI Semarang, Indonesia

<sup>2</sup>Universitas Muria Kudus, Indonesia

 [dinirakhmawati@upgris.ac.id](mailto:dinirakhmawati@upgris.ac.id)\*

<p><b>Submitted:</b> 2024-02-11</p> <p><b>Revised:</b> 2024-03-01</p> <p><b>Accepted:</b> 2024-03-24</p> <p><b>Keywords:</b> intention to seek help; mental health; student; self-efficacy</p> <p><b>Copyright holder:</b> © Yulianti, P. D., Rakhmawati, D., Suyati, T., Hidayati, R., &amp; Kusmanto, A. S. (2024)</p> <p><b>This article is under:</b></p>  <p><b>How to cite:</b> Yulianti, P. D., Rakhmawati, D., Suyati, T., Hidayati, R., &amp; Kusmanto, A. S. (2024). Mental Health Knowledge, Self-Efficacy and Intention to Seek Help in Undergraduate students. How does it Influence?. <i>Bulletin of Counseling and Psychotherapy</i>, 6(1). <a href="https://doi.org/10.51214/00202406798000">https://doi.org/10.51214/00202406798000</a></p> <p><b>Published by:</b> Kuras Institute</p> <p><b>E-ISSN:</b> 2656-1050</p>	<p><b>ABSTRACT:</b> Mental health in the younger generation is essential to have. However, guidance and counseling undergraduate students who face mental health problems are not all willing to seek help. The low intention to seek help among guidance and counseling undergraduate students is thought to be influenced by a lack of knowledge about mental health and low self-efficacy. The condition of not seeking help results in losses for oneself, the community and the nation's future. The research aims to determine the influence of mental health knowledge and self-efficacy on intentions to seek help. The research used a quantitative design and data analysis using linear regression assisted by SPSS 26. The population of this research is guidance and counseling students. Researchers used purposive sampling and obtained 194 respondents willing to participate in the research. Researchers used three instruments. On the Mental Health Knowledge Schedule scale, the validity level moves from .391 - .870 with a reliability of .896. The general self-efficacy scale with the validity value moves from .450 - .731 and a reliability of .868. The intention to seek help scale with scores ranging from .668 - .845 and a reliability of .887. The research results are: (1) there is an influence between mental health knowledge and intention to seek help, (2) there is no influence between self-efficacy and intention to seek help, (3) there is a correlation between mental health knowledge and self-efficacy, (4) there is no influence between mental health knowledge and self-efficacy on intention to seek help. Suggestions for further research need to reduce the stigma of mental health problems, expand access to mental health assistance and increase undergraduate students' trust in the professional competence of mental health professionals in the educational environment so that undergraduate students are willing to take advantage of access to assistance.</p>
---	---

## INTRODUCTION

Facing the world in the VUCA era (Ciolacu et al., 2023) guidance and counseling students must be ready to face conditions of large-scale change, uncertainty, complexity and ambiguity (Mukhlisah, 2021). Change can bring positive sides (Hanine & Dinar, 2022) such as in the education sector (Latha

& B, 2020), in learning process (Mulyoto et al., 2023) government (Wafiroh et al., 2022), and the economy (Cerya et al., 2021).

In facing changes, guidance and counseling students should have readiness because in their education prospective guidance and counseling teachers are given/ though various theories, methods and practice in guidance and counseling (Açıkgöz & Babadoğan, 2021; Afdal, 2022; Wrenn & Wrenn, 2009). Through various provision in terms of academic and non academic aspects as well as mastery of varoious konds of softskill and hard skill (Lamri & Lubart, 2023; Patacsil & S. Tablatin, 2017), undergraduate guidance and counseling students can provide effective psychological assistance and support. Because through the knowledge they have received, guidance and counseling students have adequate mental health knowledge.

The mental health of university students is of increasing concern globally (Macaskill, 2013). In fact researchers found that more than half (62,1%) of student had higher knowledge and 85,1% of students had higher awareness of mental health problems (Chen & Li, 2023; Siddique et al., 2022). Health problem occure before the age of 24 (Kessler et al., 2007), so university students represent a high risk group (Macaskill, 2013).

Importance for students to have intention to seek help because it can increase mental endurance and remain focused on academic achievements (Li et al., 2023). Intention to seek help reflects awareness of the importance of self care and mental health during study. Intention to seek help is an important and crucial term for everyone (Kumar, 2023). Intention to seek help is defined as a person's willinness to receive psychological assistance such as provising advice, information, ttreatment, or general support responses to problems (Rickwood et al., 2012) from both professionals and trusted people such as parents, siblings, family members and friends (Gebreegziabher et al., 2019) to reduce the psychological pressure they face. According to David Mechanic, the intention to seek help ia a form of adaptive coping (Rickwood et al., 2012) to get help form external parties to deal with concerns about mental health problems.

In fact, when experiencing psychological problems, not many guidance and counseling/ psychological students seek professional help (Thomas et al., 2014). These factors are influenced by, among others: shame, not knowing who to go to who can help, lack of access to mental health services, as well as the belief that mental health does not have a serious impact, difficulty identifying disorders, stigma, negative perceptions when seeking help, do not understand or do not know which counseling services are good and effective and think that mental disorders are not serious. Setiawan stated that in Indonesia, the level of student willingness to seek professional counseling services outside the university is generally low (Setiawan, 2006). Yet, seeking help from preofessional resources is effective in preventing and managing mental health and is a protective-factors against the rsik of suicide. Low intention to seek help is thought to be correlated with a high prevalence of mental health disorders. Mental health disorders during undergraduate student life are very diverse (Bruffaerts et al., 2018) such as: cases of depression, self-harm, suicide, anxiety, pressure/stress, information flooding, experiencing social isolation, uncertainty in career, and difficulties in dealing with adaptation (Kulsoom & Afsar, 2015; Mofatteh, 2021).

Research on students intentions has been conducted in entrepreunial intentions (Al-Mamary & Alraja, 2022) and pharmacy students' intention to work in pharmacies (Alshehri et al., 2024). Research on factors that influence behavioral aspects has been carried out, but research on attitudes/ intentions to seek help among adolescents is still minimal (Ando et al., 2018). In fact this can be a step forward in utilizing service because according to the theory of planned behavior, attitudes influence behavior through the intention to carry it out (Ando et al., 2018).

Intention to seek help is thought to be influenced by mental health knowledge and self efficacy. Mental health knowledge or mental health literacy is the capacity to access, process and apply information about mental illness and treatment (Jorm et al., 1997). Where mental health literacy is defined as knowledge, attitudes and skill. Mental health literacy includes four components: a) Knowledge of how to achieve and maintain good mental health, b) knowledge of mental disorders and their treatment, c) reduce stigma against those living with mental disorders and d) increase help seeking effectiveness (Wei et al., 2017). Mental health knowledge studies have been conducted in teachers communities (Nalipay et al., 2023; Yulianti & Surjaningrum, 2021), adolescents (Nobre et al., 2021) and students (Miles et al., 2020; Tariku et al., 2022).

Mental health knowledge research can promote early identification of mental disorders and improve mental health outcomes, increasing the use of health services, empowering the community to take action to achieve better mental health. When students have adequate mental health knowledge, they will be able to influence themselves, their communities and the future of the nation. The low intention to seek professional help can be influenced by a lack of knowledge about mental health. Mental health knowledge refers to an individual's understanding of recognizing various types of mental health disorders. In Indonesia, mental health literacy knowledge is still low (Yulianti & Surjaningrum, 2021).

Lack of knowledge about mental health disorders can cause stigma (Tesfaye et al., 2021) and hinder mental health care. Thus, it can be said that low mental health knowledge has a negative impact on oneself and others. Regarding oneself, individuals are not ready to decide what to do when individuals feel symptoms related to psychological disorders. Individuals may also pretend to be fine and deny allegations of psychological disorders. This can lead to reluctance to seek psychological help (Hartini et al., 2018). A study from (Kristina, 2020) states that the mental health literacy level of students from health sector is higher than non health students (Kristina, 2020). Self efficacy research has been conducted in nursing students (Yiin et al., 2024) and dental students in Saudi (Nafea, 2022) while research on guidance and counseling students has not been conducted.

Another factor that is thought to influence the intention to seek help is self-efficacy. Self-efficacy is an individual's self-confidence which refers to the extent to which an individual believes that he or she is capable of completing tasks or overcoming challenges in life. Self-efficacy in general has a critical and important role in the development and guiding behavior and psychological performance of students (Liu et al., 2023). Self-efficacy refers to 'beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments' (Bandura, 1977). Self-efficacy, as a key element of social cognitive theory, appears to be a significant variable in student learning. Many studies have pointed out that self efficacy lead to students' motivation, confidence (Breuninger et al., 2019), self regulated learning (Zhang & Zhang, 2024) and academic performance (Meera & Jumana, 2015). The existence of self-efficacy is thought to influence the way guidance and counseling students manage problems and seek the help they need.

The influence between mental health knowledge and self-efficacy in undergraduate students will vary. Students who have good mental health knowledge about mental health tend to have high self-efficacy. Having an understanding of mental health conditions and how to treat them will give guidance and counseling students a sense of confidence and control in managing their mental health. When students have adequate self efficacy and mental health knowledge, students will have the intention to seek professional help when facing psychological problems. There are studies that state a significant relationship between knowledge and efficacy in caregivers (Andy Rias, 2016; Pratama & Widodo, 2017), but in other studies there is no relationship between knowledge and infection prevention self-efficacy; washing hands among nursing professional education students at the

nursing faculty at Syiah Kuala University (Afifah et al., 2022). Based on the inconsistency of these findings, the researchers attempted to determine the influence of mental health knowledge and self-efficacy on the guidance and counseling student community.

### **Aims and Hypotheses**

This study is significant because guidance and counseling students are expected to have better grasp of mental health, which will help them handle academic, social and emotional stress. Similarly, self efficacy is a manifestation of confidence in one's capacity to surmount obstacles and accomplish success. Understanding mental health issues and feeling competent in students own abilities can help them realize how important it is to get professional assistance when they need it. By influencing optimal academic accomplishment and enhancing future quality of life, guidance and counseling students' mental health can be supported by adopting an attitude of requesting professional help when needed.

Hypotheses of this study: (1) there was an influence between mental health knowledge and intention to seek help, (2) there was an influence between self-efficacy and intention to seek help, (3) there was influence between mental health knowledge and self-efficacy, and (4) there was an influence between mental health knowledge and self-efficacy and the intention to seek help. The researchers conducted empirical research to determine the influence of each variable so that it can serve as a basis for mental health/ counseling professionals to develop intervention methods/ insight into how counselors support mental health knowledge, can increase self efficacy and encourage guidance and counseling students to seek help, help raise awareness of the need of mental health treatment in higher education setting and foster an environment conducive to optimal growth and development.

## **METHODS**

### **Design**

This study uses a qualitative approach. This research uses a correlational research design to identify the relationship between two or more variables. Quantitative research is a data collection method that is able to understand complex things in a structured and objective manner in various scientific disciplines. Collecting and analyzing data for hypothesis testing (Mohajan, 2020) and understanding patterns/relationship between variables as well as to establish cause and effect relationship. This research focuses on numerical data, the use of statistical analysis, structures data collection methods, variable control, objective, and generalization, has a large sample size, standardized procedures and instruments, has empirical evidence, objective interpretation and reproducibility (Alek, 2013).

### **Participant and procedures**

The researcher population was 828 guidance and counseling under graduate student. Researchers used a purposive sampling technique because they only used students who specifically came from guidance and counseling. The purposive sampling technique is the deliberate selection of informants because of the qualities of the informants (Tongco, 2007).

### **Instruments**

Researchers used three instruments: The Mental Health Knowledge Schedule Instrument, which Sir Graham Thornicroft constructed. The self-efficacy scales use the general self-efficacy

instrument constructed by [Born \(2014\)](#). General self-efficacy is correlated to emotion, optimism, and work satisfaction. Negative coefficients were found for depression, stress, health complaints, burnout and anxiety. The total score is calculated by finding the sum of all items. Joseph H. Hammer and Douglas Spiker constructed the intention to seek help scale. The MHSIS contains 3 items, and the instrument is unidimensional. The highest score indicates a high intent to seek help. All three instruments were in English, and the researcher used APA guidelines to translate them into Indonesian. The researcher then translates it back into English to obtain similar meaning and accuracy.

### Data Analysis

Data collection uses a survey assisted by Google Form. Data analysis using linear regression assisted by SPSS 26.

## RESULTS AND DISCUSSION

### Results

Based on the results of data distribution, the results showed that there were 194 people. The research respondents consisted of 54 men and 140 women. In more detail, there were 88 first semester students, 36 people of 3<sup>rd</sup> semester students, 14 people of 5<sup>th</sup> semester students and 54 people of 7<sup>th</sup> semester students.

Based on the validity test, on the mental health knowledge scale of 24 items there are items that fall consisting of numbers 1,2,5,8,9,11, 12, 14, 17 and 20. The validity level moves from .391 - .870 with a reliability of .896. On the self-efficacy scale, all 10 items were declared valid. The validity value moves from .450 - .731 with a reliability of .868. On the intention to seek professional help scale which consists of three items, based on validity and reliability calculations, all three are declared valid with scores ranging from .668 - .845 with a reliability of .887. Based on the normality test on the Mental Health Knowledge variable, it has a significance level of .063 > .050, self-efficacy has a significance value of .910 > .050 and Intention to seek mental help has a significance of .053 > .050. The three data variables are declared to be normally distributed. Based on the results of the homogeneity test based on mean, a significance value of =.57 > .050 was obtained, thus the variances of the three variables were identical or homogeneous, see table 1.

Table1. Validity and reliability test

	M	Variance	SD	Validity	Reliability	Normality	Homogeneity	N
Mental Health Knowledge	25.73	57.857	7.606	.391- .870	.896	.063	.057	14
Self efficacy	37.77	35.909	5.992	.450- .731	.868	.910	.061	10
Intention to seeking help	13.70	15.597	3.949	.668 .845	.887	.053	.065	3

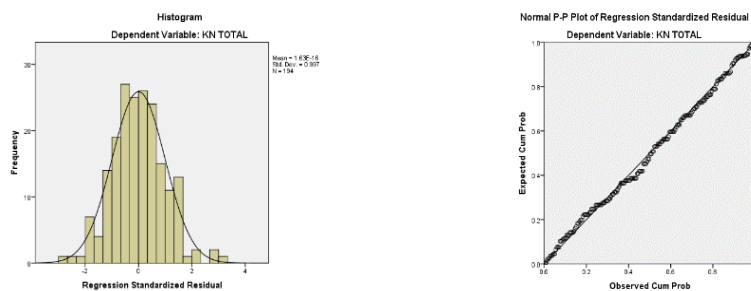


Figure 1. Normality and homogeneity test

Based on the descriptive results obtained from the mental health knowledge variable, 29 students had a low score, 140 students had a medium score, and 25 students had a high score. In the self-efficacy variable, there were 29 students who had low self-efficacy, 139 people in the medium category and 29 people in the high category. In the intention to seek help variable, there were 30 students in the medium category, 123 students in the medium category and 41 students in the high category. Complete calculations as in the following table 2.

In hypothesis 1, the results showed that there was an influence between mental health knowledge and intention to seek help. This is proven by the results of statistical tests that the correlation coefficient between mental health knowledge and intention to seek help has a value of  $r = -0.130$  with a sig value, amounting to: .035. Thus, it can be concluded that mental health knowledge and intention to seek help have a correlation shown by a value of  $.035 < .050$ .

In hypothesis 2, the results showed that there was no influence between self-efficacy and intention to seek help. The statistical test results show that the correlation between self-efficacy and intention to seek help has a value of  $r = .088$  with a sig value, amounting to: .112. Thus, there is no correlation between self-efficacy and the intention to seek help, which is indicated by a value of  $.112 > .050$ . In hypothesis 3, the results obtained show that there is a correlation between mental health knowledge and self-efficacy. The statistical test results show the value  $r = -0.169$  with a sig value, amounting to: .009. Thus, it can be concluded that mental health knowledge and self-efficacy have a correlation value because the calculated r value is greater than the r table value, namely  $.009 < .050$ . In hypothesis 4, the results showed that there was no influence between mental health knowledge and self-efficacy and the intention to seek help. The results of statistical tests show that between mental health knowledge and self-efficacy and intention to seek help, the value is  $r = -0.169$  with a sig value, amounting to: .009.

Between mental health knowledge and self-efficacy and intention to seek help, there is a correlation shown by the number  $.009 < .050$ . In the Summary Model, the multiple correlation coefficient value obtained jointly between mental health knowledge and self-efficacy on intention to seek help obtained a value of  $R = .146$ , with a determination value: .011, F\_calculation value: 2.089 with a sig value. of .127. Thus it can be concluded that because sig.  $.127 > .05$  means there is no mutual relationship between mental health knowledge and self-efficacy on intentions to seek help. From calculations using Anova, the calculated F value was 2,089 with a Sig value. = .127. Because

Table 2. Categorization Result

Mental Health knowledge Variable	Total	M	SD	Minimum Score	Maximum Score
Low	29	58.634	9.03276	32	87
Medium	140				
High	25				
Self-Efficacy Variable	Total	M	SD	Minimum Score	Maximum Score
Low	29	37.7732	6.14675	10	50
Medium	139				
High	26				
Intention to seek help Variable	Total	M	SD	Minimum Score	Maximum Score
Low	30	4.4502	1.23566	1	6
Medium	123				
High	41				

Table 3. Correlation variables

	Variables	Intention to seek help (Y)	Mental health Knowledge (X1)	Self-Efficacy (X2)
Pearson Correlation	Intention to seek help (Y)	1	-0.13	.088
	Mental health Knowledge (X1)	-0.13	1	-0.169
	Self Efficacy (X2)	.088	-0.169	1
Sig. (1-tailed)	Intention to seek help (Y)	.	.035	.112
	Mental health Knowledge (X1)	.035	.	.009
	Self Efficacy (X2)	.112	.009	

Tabel 4. R Value

Model	R	R Square	Adjusted R Square	SE of the Estimate	R Square Change	Change Statistics F	df1	df2	Sig. F Change	Durbin-Watson
1	.146 <sup>a</sup>	.021	.011	1.22875	.021	2.089	2	191	.127	1.926

Tabel 5. Anova

Model	Sum of Squares	df	M	F	Sig.
Regression	6.307	2	3.153	2.089	.127 <sup>b</sup>
Residual	288.378	191	1.51		
Total	294.685	193			

Tabel. 6. Coefficients Intention to seek help

Model	Unstandardized Coefficients		Standardized Coefficients B	t	Sig.	Correlations			Collinearity Statistics	
	B	SE				Zero-order	Partial	Part	Tolerance	VIF
(Constant)	4.887	0.872		5.606	0					
mental health knowledge (X1)	-0.016	.01	-0.119	-1.634	.104	-0.13	-0.117	-0.117	.971	1.03
self effikasi (X2)	.014	.015	.068	.933	.352	.088	.067	.067	.971	1.03

Sign. = .127 > .05 then the regression model is not significant as indicated by the regression model  $Y = 4.887 - .016 X1 + .014 X2$ .

## DISCUSSION

Referring to the results of hypothesis testing, it is proven that the research hypotheses proposed, both simultaneously and partially, were all accepted. This shows that all the predictor variables studied (namely religiosity and peer support) together have a significant influence on commitment in dating relationships among students in early adulthood. These findings confirm that both religiosity and peer support have an important role in forming commitment in college students' dating relationships in early adulthood.

In hypothesis 1, there was an influence between mental health knowledge and intention to seek help. The two variables have a low correlation. It can be explained that each individual is unique and their behavior is filled with many elements (Cohen & Kitayama, 2019), the existence of individual



differences in experiences, values and views will cause variations in intentions to seek help. There are various factors, even though guidance and counseling students have an adequate level of mental health knowledge, many of them do not realize when to seek help or underestimate the severity of the problems experienced by students. This is in line with research by [Caldeira et al. \(2009\)](#) that students have a high level of problems with drug abuse but rarely realize the need for treatment or seek help ([Caldeira et al., 2009](#)). Even though students have adequate mental health knowledge, they do not utilize the resources available on campus or in the surrounding environment that provides mental health services.

This is in accordance with research by [Aldalaykeh et al. \(2019\)](#) in Jordan, that mental health services are effective but underutilized for seeking help ([Aldalaykeh et al., 2019](#)). Lack of information about existing mental health services can reduce students' intention to seek help. The influence of cultural factors ([Topkaya, 2015](#)), which will influence students in dealing with mental health problems and seeking help. Research has found that East Asian families prefer to deal with problems related to mental illness themselves rather than seeking help from mental health professionals because of concerns about being stigmatized about mental illness ([Root, 1985](#)) and that families play a large role in the care and treatment of family members in Asian American families ([Park & Chesla, 2010](#)). Guidance and counseling students who have good knowledge about mental health may feel more capable of dealing with their own problems and less likely to seek help. Students have adequate mental health knowledge. Students have received lecture materials related to personal conditions, mental health conditions and various theories and techniques for managing themselves and their mental health.

Thus, a high mental health knowledge score makes students have sufficient knowledge so that they are more independent in solving the psychological problems they face, have more effective coping strategies and have good problem-solving strategies by optimizing their own potential in solving problems. Willingness to accept psychological help is a form of coping behavior ([Mojaverian et al., 2012](#)).

The results showed that there was no influence between self-efficacy and intention to seek help. In many studies, self-efficacy can be related to intention to seek help, but there are certain conditions where this relationship is not significant. There are several influencing factors such as: guidance and counseling students have self-efficacy in the medium category, so students tend to feel capable of solving their own problems without external help. Thus their intention to seek professional help becomes lower. Even though guidance and counseling students have self-efficacy in the medium category, they are resistant to their intention to seek help because of social stigma. This research is in line with research conducted by [Yamawaki & Green \(2020\)](#) that public stigma has a greater impact on the intention to seek help for Japanese people compared to Americans ([Yamawaki & Green, 2020](#)). The relationship between self-efficacy and intention to seek help may be moderated by other factors such as the level of pressure from the problems faced, personal experience so far in solving problems or the existence of social support.

The results obtained show that there is a correlation between mental health knowledge and self-efficacy. It can be explained that guidance and counseling students with mental health knowledge who are in the moderate category apparently have an effect on self-efficacy. This can be explained because with the mental health knowledge they have, students know how to manage mental health through implementing healthy coping strategies so that students have higher self-efficacy in facing challenges. Previous research findings explain that coping influences an individual's control expectations so that self-efficacy becomes a mediator between coping strategies and responses to stress ([Zimmer-Gembeck & Skinner, 2016](#)). Second, mental health knowledge can



include an understanding of the importance of social support in maintaining mental health (Bjørlykhaug et al., 2021).

These conditions make students try to build social networks that support them so that they can strengthen their self-efficacy. Thirdly, adequate mental health knowledge makes students understand their mental health condition well (Wiedermann et al., 2023) and becomes an important part of their psychological well-being so that students are more open in seeking help and have high self-efficacy in managing stress or emotional pressure they experience. Fourth, mental health knowledge can help increase awareness about the importance of early mental health care and prevention of mental health problems. Students who realize the importance of mental health prevention efforts can prevent the escalation of mental health problems (Colizzi et al., 2020; Singh et al., 2022) so they will tend to develop their self-confidence in maintaining mental health. This research supports previous research that mental health literacy has been proven to be a significant predictor of self-efficacy in students (Beasley et al., 2020).

The results showed that there was no influence between mental health knowledge and self-efficacy and the intention to seek help Based on these results. It can be explained that although descriptively students' knowledge and self-efficacy are included in the moderate category, it is suspected that stigma is the main obstacle in their intention to seek help. Students feel embarrassed or worried about the perception that will arise if they seek help. The stigma surrounding mental health problems can prevent students from seeking help. The results of this study are in line with the findings of Shabrina et al. (2021) regarding perceptions of stigmatization and intentions to seek mental health help among undergraduate students (Shabrina et al., 2021). The decision-making factors to seek professional help are very complex and influenced by various variables such as psychological, social and cultural. An individual's ability to express emotions is identified as one of the effective factors in predicting a person's intentions behind whether he or she will seek psychological help (Paternite & Johnston, 2005). Apart from that, teenagers feel strange and insecure when it comes to issues related to mental health and seeking help (Westberg et al., 2022). Environmental or cultural factors that value independence or independence may reduce help-seeking intentions (Ishikawa et al., 2023), regardless of the level of knowledge and self-efficacy. Even though students have mental health knowledge, they may not be aware of the existence of mental health problems within themselves so that low self-awareness can influence their intention to seek help.

### Implications

The implications of the results of this research are significant for both academic and practical considerations. The negative relationship identified between self-efficacy and intention to seek help shows the importance of increasing the role of mental health service institutions and the professionalism of mental health professionals (psychologists and counselors) to continue to improve competence and strive to reduce stigma related to mental health. Apart from that, lecturers can integrate elements that encourage student self-efficacy into the curriculum.

### Limitation

Although this research has contributed to the understanding of mental health knowledge, self-efficacy and intentions to seek help, it also has limitations. This research has limitations because it has a specific population, namely guidance and counseling students. The presence of specific respondents who already understand mental health knowledge has an impact on the results. It is possible that respondents from other students from various majors have varying levels of mental health knowledge which could have an impact on their intention to seek professional help. In the

future, it is necessary to conduct in-depth analysis on a broader student population to help detail the factors that influence the lack of influence or correlation between variables. In this way, we will be able to provide in-depth insight into the factors that need to be considered and design support programs to improve students' psychological well-being. Apart from that, in the self-efficacy instrument, researchers use a general self-efficacy scale and do not use a self-efficacy scale that is more specific to a particular thing/problem. Thus, future research is expected to consider using a more specific self-efficacy scale.

## CONCLUSION

The results of this study aim to determine the influence of mental health knowledge and intention to seek help, the influence of self-efficacy on intention to seek help, the influence of mental health knowledge on self-efficacy and the influence of mental health knowledge and self-efficacy on intention to seek help. The research results showed that there was no correlation between mental health knowledge and self-efficacy on intentions to seek help. A correlation occurs between mental health knowledge and self-efficacy. However, overall, the variables mental health knowledge and self-efficacy have no effect on the intention to seek help from guidance and counseling students. Counseling students have high mental health knowledge and self-efficacy, but they have low intentions to seek help. This is due to many factors such as stigma, fear of being justified after telling a problem, the existence of a collectivistic culture where individual problems must be resolved internally with themselves, parents, new friends and going to mental health professionals, the high cost of accessing health services, solution strategies good problems because they have high knowledge and self-efficacy so they are more independent in solving problems. Future research needs to reduce stigma for prospective teachers, expand access to mental health assistance for students, increase safety and comfort in providing psychological assistance, increase student confidence in the professional competence of counselors/psychologists in their environment so that students are willing to take advantage of access to assistance.

## AKNOWLEDGMENT

The researchers would like to Lembaga Penelitian dan Pengabdian Masyarakat (LPPM) Universitas PGRI Semarang and Lembaga Penelitian dan Pengabdian Masyarakat (LPPM) Universitas Muria Kudus for providing the financial assistance and for all the support.

## REFERENCES

- Açıkgöz, T., & Babadoğan, M. C. (2021). Competency-Based Education: Theory and Practice. *Psycho-Educational Research Reviews*, 3(3), 0–2. [https://doi.org/10.52963/PERR\\_Biruni\\_V10.N3.06](https://doi.org/10.52963/PERR_Biruni_V10.N3.06)
- Afdal. (2022). Konselor ProfesiMu Kini dan Nanti. 48 Gagasan Tertulis Hasil Pembelajaran Berbasis Masalah Matakuliah Profesi Bimbingan dan Konseling FIP UNP. *Angewandte Chemie International Edition*, 6(11), 951–952. [Google Scholar](#)
- Afifah, N. H., Kamil, H., & Maurissa, A. (2022). Hubungan Pengetahuan dengan Self Efficacy dalam Pencegahan Infeksi: Cuci Tangan. *Jurnal Ilmiah Mahasiswa Keperawatan*, 6(4). [Google Scholar](#)
- Al-Mamary, Y. H. S., & Alraja, M. M. (2022). Understanding entrepreneurship intention and behavior in the light of TPB model from the digital entrepreneurship perspective. *International Journal of Information Management Data Insights*, 2(2), 100106. <https://doi.org/10.1016/j.jjime.2022.100106>

- Aldalaykeh, M., Al-Hammouri, M. M., Rababah, J., & Qian, M. (2019). Predictors of mental health services help-seeking behavior among university students. *Cogent Psychology*, 6(1). <https://doi.org/10.1080/23311908.2019.1660520>
- Alek. (2013). *Understanding Quantitative Research: A Brief Overview and Process*. 1–22. [Repository.uinjkt](https://doi.org/10.1080/23311908.2019.1660520)
- Alshehri, A. M., Alqahtani, W. H., Moaili, A. A., Almogbel, Y. S., Almalki, Z. S., Alahmari, A. K., Albassam, A. A., & Ahmed, N. J. (2024). An analysis of the intention of female pharmacy students to work in community pharmacy settings in Saudi Arabia using the theory of planned behavior. *Saudi Pharm J*, 32(4), 101996. <https://doi.org/10.1016/j.jsps.2024.101996>
- Ando, S., Nishida, A., Usami, S., Koike, S., Yamasaki, S., Kanata, S., Fujikawa, S., Furukawa, T. A., Fukuda, M., Sawyer, S. M., Hiraiwa-Hasegawa, M., & Kasai, K. (2018). Help-seeking intention for depression in early adolescents: Associated factors and sex differences. *J Affect Disord*, 238, 359-365. <https://doi.org/10.1016/j.jad.2018.05.077>
- Andy Rias, Y. (2016). Hubungan Pengetahuan Dan Keyakinan Dengan Efikasi Diri Penyandang Diabetic Foot Ulcer. *Jurnal Keperawatan Muhammadiyah*, 1(1). [Google Scholar](https://doi.org/10.1080/23311908.2019.1660520)
- Bandura, A. (1977). *Self Efficacy, The Exercise Of Control*. Freemanand Company. [Google Scholar](https://doi.org/10.1080/23311908.2019.1660520)
- Beasley, L., Kiser, R., & Hoffman, S. (2020). Mental health literacy, self-efficacy, and stigma among college students. *Social Work in Mental Health*, 18(6), 634-650. <https://doi.org/10.1080/15332985.2020.1832643>
- Bjørlykhaug, K. I., Karlsson, B., Hesook, S. K., & Kleppe, L. C. (2021). Social support and recovery from mental health problems: a scoping review. *Nordic Social Work Research*, 12(5), 666-697. <https://doi.org/10.1080/2156857x.2020.1868553>
- Born, A., Schwarzer, R., & Jerusalem, M. (2014). Indonesia Adaptation of General Perceived Self-Efficacy Scale. [Google Scholar](https://doi.org/10.1080/23311908.2019.1660520)
- Breuninger, C., Tuschen-Caffier, B., & Svaldi, J. (2019). Dysfunctional cognition and self-efficacy as mediators of symptom change in exposure therapy for agoraphobia - Systematic review and meta-analysis. *Behav Res Ther*, 120(July), 103443. <https://doi.org/10.1016/j.brat.2019.103443>
- Bruffaerts, R., Mortier, P., Kiekens, G., Auerbach, R. P., Cuijpers, P., Demyttenaere, K., Green, J. G., Nock, M. K., & Kessler, R. C. (2018). Mental health problems in college freshmen: Prevalence and academic functioning. *J Affect Disord*, 225(December 2016), 97-103. <https://doi.org/10.1016/j.jad.2017.07.044>
- Caldeira, K. M., Kasperski, S. J., Sharma, E., Vincent, K. B., O'Grady, K. E., Wish, E. D., & Arria, A. M. (2009). College students rarely seek help despite serious substance use problems. *J Subst Abuse Treat*, 37(4), 368-378. <https://doi.org/10.1016/j.jsat.2009.04.005>
- Cerya, E., Wahid, R. N., Maulidina, Y., & Hidayati, A. (2021). The Use of Digital Economy Learning Media in the VUCA Era : A Literature Review. *Advances in Economics, Business and Management Research*, 192(Piceeba), 290–295. <https://doi.org/10.2991/aebmr.k.211117.071>
- Chen, X., & Li, Y. (2023). The Effect of Performance Pressure on Helping Behavior: Mediating Role of Workplace Anxiety and Moderating Effect of Agreeableness. *Journal of Human Resource and Sustainability Studies*, 11(01), 1-13. <https://doi.org/10.4236/jhrss.2023.111001>
- Ciolacu, M. I., Mihailescu, B., Rachbauer, T., Hansen, C., Amza, C. G., & Svasta, P. (2023). Fostering Engineering Education 4.0 Paradigm Facing the Pandemic and VUCA World. *Procedia Computer Science*, 217(2022), 177-186. <https://doi.org/10.1016/j.procs.2022.12.213>
- Cohen, D., & Kitayama, S. (2019). Handbook of Cultural Psychology. In *The Guilford Press*. The Guilford Press. [Google Scholar](https://doi.org/10.1080/23311908.2019.1660520)

- Colizzi, M., Lasalvia, A., & Ruggeri, M. (2020). Prevention and early intervention in youth mental health: is it time for a multidisciplinary and trans-diagnostic model for care? *Int J Ment Health Syst*, 14(1), 23. <https://doi.org/10.1186/s13033-020-00356-9>
- Gebreegziabher, Y., Girma, E., & Tesfaye, M. (2019). Help-seeking behavior of Jimma university students with common mental disorders: A cross-sectional study. *PLoS one*, 14(2), e0212657. <https://doi.org/10.1371/journal.pone.0212657>
- Hanine, S., & Dinar, B. (2022). The Challenges of Human Capital Management in the VUCA Era. *Journal of Human Resource and Sustainability Studies*, 10(03), 503-514. <https://doi.org/10.4236/jhrss.2022.103030>
- Hartini, N., Fardana, N. A., Ariana, A. D., & Wardana, N. D. (2018). Stigma toward people with mental health problems in Indonesia. *Psychol Res Behav Manag*, 11, 535-541. <https://doi.org/10.2147/PRBM.S175251>
- Ishikawa, A., Rickwood, D., Bariola, E., & Bhullar, N. (2023). Autonomy versus support: self-reliance and help-seeking for mental health problems in young people. *Soc Psychiatry Psychiatr Epidemiol*, 58(3), 489-499. <https://doi.org/10.1007/s00127-022-02361-4>
- Jorm, A. F., Korten, A. E., Jacomb, P. A., Christensen, H., Rodgers, B., & Pollitt, P. (1997). "Mental health literacy": a survey of the public's ability to recognise mental disorders and their beliefs about the effectiveness of treatment. *Med J Aust*, 166(4), 182-186. <https://doi.org/10.5694/j.1326-5377.1997.tb140071.x>
- Kessler, R. C., Amminger, G. P., Aguilar-Gaxiola, S., Alonso, J., Lee, S., & Ustun, T. B. (2007). Age of onset of mental disorders: a review of recent literature. *Curr Opin Psychiatry*, 20(4), 359-364. <https://doi.org/10.1097/YCO.0b013e32816ebc8c>
- Kristina, S. A., Mardea, N. A., Ramadhani, F., & Aliyah, H. (2020). Mental health literacy among university students in Yogyakarta. *Mental Health*, 25(4). [Google Scholar](https://scholar.google.com/citations?user=...)
- Kulsoom, B., & Afsar, N. A. (2015). Stress, anxiety, and depression among medical students in a multiethnic setting. *Neuropsychiatr Dis Treat*, 11, 1713-1722. <https://doi.org/10.2147/NDT.S83577>
- Kumar, H. (2023). Psychological Help-Seeking Intention among Undergraduate Students. *Article in The International Journal of Indian Psychology*, 11(2). <https://doi.org/10.25215/1102.007>
- Lamri, J., & Lubart, T. (2023). Reconciling Hard Skills and Soft Skills in a Common Framework: The Generic Skills Component Approach. *J Intell*, 11(6). <https://doi.org/10.3390/jintelligence11060107>
- Latha, S., & B, P. C. (2020). Vuca in Engineering Education: Enhancement of Faculty Competency For Capacity Building. *Procedia Computer Science*, 172(2019), 741-747. <https://doi.org/10.1016/j.procs.2020.05.106>
- Li, R., Hassan, N. C., & Saharuddin, N. (2023). In *behavioral sciences College Student 's Academic Help-Seeking Behavior*. <https://doi.org/10.3390/bs13080637>
- Liu, X., Ji, X., & Zhang, Y. (2023). Trajectories of college students' general self-efficacy, the related predictors, and depression: A piecewise growth mixture modeling approach. *Heliyon*, 9(5), e15750. <https://doi.org/10.1016/j.heliyon.2023.e15750>
- Macaskill, A. (2013). The mental health of university students in the United Kingdom. *British Journal of Guidance & Counselling*, 41(4), 426-441. <https://doi.org/10.1080/03069885.2012.743110>
- Meera, K. P., & Jumana, M. K. (2015). Self-efficacy and academic performance in English. *Research in Pedagogy*, 5(2), 25–30. <https://doi.org/10.17810/2015.13>

- Miles, R., Rabin, L., Krishnan, A., Grandoit, E., & Kloskowski, K. (2020). Mental health literacy in a diverse sample of undergraduate students: demographic, psychological, and academic correlates. *BMC Public Health*, 20(1), 1699. <https://doi.org/10.1186/s12889-020-09696-0>
- Mofatteh, M. (2021). Risk factors associated with stress, anxiety, and depression among university undergraduate students. *AIMS Public Health*, 8(1), 36-65. <https://doi.org/10.3934/publichealth.2021004>
- Mohajan, H. (2020). Munich Personal RePEc Archive Quantitative Research: A Successful Investigation in Natural and Social Sciences. *Journal of Economic Development, Environment and People*, 9(ue 4)). <https://doi.org/https://mpra.ub.uni-muenchen.de/105149/>
- Mojaverian, T., Hashimoto, T., & Kim, H. S. (2012). Cultural differences in professional help seeking: a comparison of Japan and the u.s. *Front Psychol*, 3(JAN), 615. <https://doi.org/10.3389/fpsyg.2012.00615>
- Mukhlisah, F. (2021). Pelatihan Kepemimpinan Smart Governance: Adaptasi Era Vuca. *Jurnal Analis Kebijakan*, 5(2), 166-185. <https://doi.org/10.37145/jak.v5i2.488>
- Mulyoto, M., Madhakomala, M., Rugaiyah, R., Ulrika, B., & Bjorn, O. (2023). Teacher's Creativity in The Vuca Era: A Systematic Literature Review Using Bibliometric Analysis. *Journal Neosantara Hybrid Learning*, 1(2), 110-128. <https://doi.org/10.55849/jnhl.v1i2.100>
- Nafea, E. T. (2022). Does Self-Efficacy Affect Clinical Reasoning in Dental Students? *Int Dent J*, 72(6), 872-878. <https://doi.org/10.1016/j.identj.2022.05.006>
- Nalipay, M. J. N., Chai, C. S., Jong, M. S., King, R. B., & Mordeno, I. G. (2023). Positive mental health literacy for teachers: adaptation and construct validation. *Curr Psychol*, 1-11. <https://doi.org/10.1007/s12144-023-04694-y>
- Nobre, J., Oliveira, A. P., Monteiro, F., Sequeira, C., & Ferre-Grau, C. (2021). Promotion of Mental Health Literacy in Adolescents: A Scoping Review. *Int J Environ Res Public Health*, 18(18). <https://doi.org/10.3390/ijerph18189500>
- Park, M., & Chesla, C. K. (2010). Understanding complexity of Asian American family care practices. *Arch Psychiatr Nurs*, 24(3), 189-201. <https://doi.org/10.1016/j.apnu.2009.06.005>
- Patacsil, F., & S. Tablatin, C. L. (2017). Exploring the importance of soft and hard skills as perceived by IT internship students and industry: A gap analysis. *Journal of Technology and Science Education*, 7(3), 347–368. <https://doi.org/10.3926/jotse.271>
- Paternite, C. E., & Johnston, T. C. (2005). Rationale and Strategies for Central Involvement of Educators in Effective School-Based Mental Health Programs. *Journal of Youth and Adolescence*, 34(1), 41-49. <https://doi.org/10.1007/s10964-005-1335-x>
- Pratama, B. D., & Widodo, A. (2017). Hubungan Pengetahuan dengan Efikasi Diri pada Caregiver Keluarga Pasien Gangguan Jiwa di RSJD Dr. RM. Soedjarwadi. *Jurnal Kesehatan*, 10(2), 13-22. <https://doi.org/10.23917/jk.v10i2.5524>
- Rickwood, D., Thomas, K., & Bradford, S. (2012). Help-seeking measures in mental health: A rapid review. *Sax Institute*, 1–35. [https://www.saxinstitute.org.au/wp-content/uploads/02\\_Help-seeking-measures-in-mental-health.pdf](https://www.saxinstitute.org.au/wp-content/uploads/02_Help-seeking-measures-in-mental-health.pdf)
- Root, M. P. P. (1985). Guidelines for facilitating therapy with Asian-American clients. *Psychotherapy: Theory, Research, Practice, Training*, 22(2S), 349-356. <https://doi.org/10.1037/h0085514>
- Setiawan, J. L. (2006). Willingness to seek counseling, and factors that facilitate and inhibit the seeking of counseling in Indonesia undergraduate atudents. *British Journal of Guidance & Counseling*, 34(3), 403–419. <https://dspace.uc.ac.id/bitstream/handle/123456789/95/Full>



- Shabrina, A., Prathama, A. G., & Ninin, R. H. (2021). Perception of stigmatization by others and mental health help seeking intention in undergraduate students. *Jurnal Psikologi*, 17(1), 80–92. [Google Scholar](#)
- Siddique, M. A. B., Ovi, M. R., Ahammed, T., Chowdhury, M. A. B., & Uddin, M. J. (2022). Mental health knowledge and awareness among university students in Bangladesh. *Heliyon*, 8(10), e11084. <https://doi.org/10.1016/j.heliyon.2022.e11084>
- Singh, V., Kumar, A., & Gupta, S. (2022). Mental Health Prevention and Promotion-A Narrative Review. *Front Psychiatry*, 13(July), 898009. <https://doi.org/10.3389/fpsyt.2022.898009>
- Tariku Seboka, B., Hailegebreal, S., Negash, M., Mamo, T. T., Ali Ewune, H., Gilano, G., Yehualashet, D. E., Gizachew, G., Demeke, A. D., Worku, A., Endashaw, H., Kassawe, C., Amede, E. S., Kassa, R., & Tesfa, G. A. (2022). Predictors of Mental Health Literacy and Information Seeking Behavior Toward Mental Health Among University Students in Resource-Limited Settings. *Int J Gen Med*, 15(November), 8159-8172. <https://doi.org/10.2147/IJGM.S377791>
- Tesfaye, Y., Agenagnew, L., Anand, S., Tucho, G. T., Birhanu, Z., Ahmed, G., Getnet, M., & Yitbarek, K. (2021). Knowledge of the community regarding mental health problems: a cross-sectional study. *BMC Psychol*, 9(1), 106. <https://doi.org/10.1186/s40359-021-00607-5>
- Thomas, S. J., Caputi, P., & Wilson, C. J. (2014). <https://ro.uow.edu.au/sspapers/566%0AResearch>
- Tongco, M. D. C. (2007). Purposive Sampling as a Tool for Informant Selection. *Ethnobotany Research & Applications*, 158, 147–158. <https://doi.org/http://hdl.handle.net/10125/227>
- Topkaya, N. (2015). Factors Influencing Psychological Help Seeking in Adults: A Qualitative Study. *Educational Sciences: Theory & Practice*, 15(1), 21–31. <https://doi.org/10.12738/estp.2015.1.2094>
- Wafiroh, N. B. A., Nurhaeni, I. D. A., & Haryanti, R. H. (2022, 2022). *Digital Transformation Of Human Resource Management: Strengthening Government in the Vuca Era* Proceedings of the 7th International Conference on Social and Political Sciences (ICoSaPS 2022, [http://dx.doi.org/10.2991/978-2-494069-77-0\\_30](http://dx.doi.org/10.2991/978-2-494069-77-0_30)
- Wei, Y., McGrath, P. J., Hayden, J., & Kutcher, S. (2017). Measurement properties of mental health literacy tools measuring help-seeking: a systematic review. *J Ment Health*, 26(6), 543-555. <https://doi.org/10.1080/09638237.2016.1276532>
- Westberg, K. H., Nyholm, M., Nygren, J. M., & Svedberg, P. (2022). Mental Health Problems among Young People-A Scoping Review of Help-Seeking. *Int J Environ Res Public Health*, 19(3). <https://doi.org/10.3390/ijerph19031430>
- Wiedermann, C. J., Barbieri, V., Plagg, B., Marino, P., Piccoliori, G., & Engl, A. (2023). Fortifying the Foundations: A Comprehensive Approach to Enhancing Mental Health Support in Educational Policies Amidst Crises. *Healthcare (Basel)*, 11(10). <https://doi.org/10.3390/healthcare11101423>
- Wrenn, J., & Wrenn, B. (2009). Enhancing Learning by Integrating Theory and Practice. *International Journal of Teaching and Learning in Higher Education*, 21(2), 258–265. <http://www.isetl.org/ijtlhe/>
- Yamawaki, N., & Green, J. (2020). Stigma and self-efficacy as predictors of intention to seek help among American and Japanese college students. *International Journal of Psychology and Counselling*, 12(3), 63–72. <https://doi.org/10.5897/IJPC2020.0614>
- Yiin, S. J., Shen, K. P., Lai, C. L., & Liang, J. C. (2024). An evaluation of nursing students' learning self-efficacy: A multi-dimensional instrument development and structural validation. *Nurse Educ Today*, 135(January), 106118. <https://doi.org/10.1016/j.nedt.2024.106118>

- Yulianti, P. D., & Surjaningrum, E. R. (2021). A review of mental health literacy strategy for adolescence. *International Journal of Public Health Science (IJPHS)*, *10*(4), 764–770. <https://doi.org/10.11591/ijphs.v10i4.20364>
- Zhang, J., & Zhang, L. J. (2024). Profiling L2 students' writing self-efficacy and its relationship with their writing strategies for self-regulated learning. *System*, *122*(February), 103253. <https://doi.org/10.1016/j.system.2024.103253>
- Zimmer-Gembeck, M. J., & Skinner, E. A. (2016). *Developmental Psychopathology (Third Edit.* John Wiley & Sons, Inc. <https://doi.org/10.1002/9781119125556.devpsy410>