INVESTIGATION INTO ATTITUDES OF UNIVERSITY OF ZULULAND STUDENTS TOWARDS CAMPUS PSYCHOLOGICAL SERVICES

BY

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DECLARATION

I, Nhlakanipho Lawrence Nkwanyana hereby declare that this is my own work and all the sources used have been indicated and acknowledged by means of complete references.

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NHLAKANIPHO LAWRENCE NKWANYANA

..................................................

Date
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I would like to externalize my elation to God. I would also like to extend my gratitude to my diligent supervisor, Prof. J.D. Thwala. This study would not have been a success if he did not contribute with his wise words, appropriate guidance and coaching towards achieving its completion. Moreover, I would like to thank the Mandela Rhodes Foundation for the comprehensive support they gave me, throughout my Masters journey.

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The main aim of this study was to investigate the attitudes of the University of Zululand students towards campus psychological services made available to them. The sample for the study was made up of a total of ten (10) participants; consisted of four (4) male and six (6) female participants.

The results showed that female students of the University of Zululand were more likely, than their male counterparts, to seek professional help from the campus psychological services. It was also found that most students in their first and second years at the University of Zululand were less likely, than their final year and postgraduate counterparts, to proactively seek out psychological services. It was equally observed that although all participants admitted to have had psychological and emotional problems but not all of them sought psychological help. It was further observed that the students’ lack of awareness about the availability of campus psychological services was congruent with their perception that there was no need for psychological services at the University of Zululand.

Although some students may be aware of the availability of the psychological services and some have utilized them, they do not often chat about the psychological services. This may be attributed to the fact that they share common beliefs and values; that it is better to communicate with those within their social circles instead of talking to a psychologist. The findings suggested that those who utilized and thus advised others about psychological services, started by communicating with their friends before seeking psychological services. It also became evident that seeking professional help may not be a common primary step among the University of Zululand students.
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CHAPTER 1

INTRODUCTION TO THE STUDY

1.1. Background to the Study

Psychological services at the University of Zululand aim to provide mental health services to ensure good psychological wellbeing of students, and in this way to improve students’ daily functioning. These programs include a Community Psychology Clinic and the students counseling program at Students Services Department.

The psychological services are available to everyone as they attempt to accommodate all students and members of the neighbouring community who may be experiencing psychosocial problems that impede their daily functioning. Psychological problems are of a great concern to the community due to their prevalence and because of the social, cultural, and economic attention and resources they demand from the people (Mckenzie, Pinger, & Kotecki, 2012).

The National Institute of Mental Health (2011) reported that mental health problems are an issue that has increasingly been of a major concern to many people. It has widely been confirmed through research that 45% of people in society today run a risk to have some kind of mental health problem (during their lifetime) and it is thus imperative that this matter receives
appropriate attention and resources. According to Sheridan and Radmacher (1992) the psychological well-being of people, communities, and populations is ensured through the provision of psychological services. Health psychology is concerned with understanding the interplay between mind and body because it has a considerable impact on an individual's well-being. It also puts more emphases on the promotion and sustainability of health, prevention and treatment of illness, and diagnostic issues.

Psychological services also aim to enhance and promote the people's psychological well-being, as much as they intend to reduce psychological distress. Psychological well-being has been defined as a combination of specific qualities, such as coherence, satisfaction with life, affect, balance, and general attitude of optimism or positive attitude to life (Roothman, Kirsten & Wissing, 2003).

Therefore, this study was based upon an investigation into the attitudes of the University of Zululand students towards psychological services available on campus. Research has been conducted on psychological services offered at the University of Zululand. This study therefore served as an advanced continuation of the previously conducted studies. This study focused on the attitudes of the University of Zululand students towards campus psychological services. The primary goal was to bring about a different dimension by focusing on the attitudes of the target population of such services.
1.2 Motivation of the Study

Sibiya (2006) indicated that one of the aims of the University of Zululand Community Psychology clinic was to provide psychological services to students. The University of Zululand students are continuously facing challenges which may precipitate students’ poor academic performance and unstable lives, respectively. The psychological services at the University of Zululand, aimed at helping students are readily available. However, the psychological services offered at the University of Zululand seem to be underutilized.

1.3 Statement of the Problem

Students have different challenges some of which involve their respective family systems. These challenges tend to interfere with the students’ academic and social lives. According to Sharp (2004) a question could be posed with regard to the relevance of mental health problems, as conditions such as depression often go undiagnosed, the effects tend to be greater than the data would suggest. In males, approximately one in eight and one in five females suffer from depression yearly. Apart from its effect on the individual, important aftermaths including time off work, medical expenses and the cost to the health industry mean that mental health problems add a significant burden to the system (Sharp, 2004).

In spite of this, Sibiya (2006) had suggested that the University of Zululand students were not proactive in seeking psychological intervention for their problems. There are psychological services which are provided for the University of Zululand students in order to improve their daily functioning. The psychological services are nonetheless still underutilized.
1.4. Objectives of the Study

1.4.1. The objectives of the study were as follows:

1.4.1.1. To establish whether students of the University of Zululand are aware about psychological services at the University of Zululand.

1.4.1.2. To establish the perception and understanding of psychological services among the University of Zululand students.

1.4.1.3. To explore the University of Zululand students’ influence on each other about the relevance for utilization of psychological services made available to them.

1.4.1.4. To contribute towards policies which govern the provision of psychological services at the University of Zululand.

1.5. Research questions

1.5.1. The main research questions included the following:

1.5.1.1. To what extant are students at the University of Zululand aware of the psychological services offered at their university?

1.5.1.2. To what extant are University of Zululand students motivated to utilize psychological services offered at their university?

1.5.1.3. In what ways do University of Zululand students influence one another about the need for utilization of psychological services made available to them?

1.5.1.4. What factors influence students’ underutilization of psychological services made available to them?
1.6. **Significance of the Study**

This study is likely to be valuable in promoting understanding of the way in which the University of Zululand students perceive psychological services placed at their disposal. This study will be instrumental in figuring out the contributory factors towards the underutilization of psychological services provided for students. This study will also assist the department of Psychology within the University of Zululand; facilities attached to it including the Community Psychology Clinic on campus and researchers to address the factors that influence the students’ attitudes towards the psychological services.

1.7. **Theoretical Framework and Research Paradigm**

The theoretical framework of this study was Bronfenbrenner’s Ecological Model. This model illustrates the impact of an interaction between different environments (layers), in an individual’s life. Students are members of their immediate families and communities before they are students. Their lives and thus their perceptions are directly and indirectly shaped by the interaction between different environments and influences therein. The individual students’ perceptions of and attitudes towards the psychological services appeared to be greatly influenced by their cultural values, norms, and beliefs. The experiences and beliefs of those within the individual students’ social circles or networks, the present study has shown, do have a significant influence on students’ attitudes towards psychological services. The sample of this study is therefore representative of the entire population and their social networks with which they share the same values, norms, and beliefs. Therefore, if any attempt has to be made in response to their attitudes towards the psychological services at the University of Zululand, a consideration would
also need to be given to their cultural groups or social networks. Viewing individual students as independent of their cultural groups or population may be inaccurate and thus less effective.

The study was conducted from an interpretive research paradigm. An interpretive paradigm is premised on the assumption that all human action is meaningful and has to be understood and thus interpreted in the context of social practice (Seedat, Duncan & Lazarus, 2001). The emphases were on attempting to understand the phenomena through the meanings that the participants assigned to them. In the present study the information was obtained by means of semi-structured and unstructured interviews. Often in interpretivism, researchers are used as analytical instruments (Seedat, Duncan, & Lazarus, 2001). The researcher used content analysis to extract meaning from the respondents’ responses.

1.8. Summary

This study was based on an investigation into attitudes of the University of Zululand students towards psychological services offered to them on campus. The researcher was aware that there were psychological services offered at the University of Zululand for students and community of KwaDlangezwa. The researcher has also noted from the result of previous studies that these services are underutilized by students. This study will assist the Department of Psychology and facilities attached thereto, including the Community Psychology Clinic on campus to address the underutilization of campus psychological services. The theoretical framework of this study was Bronfenbrenner’s Ecological Model and was conducted from an interpretive research paradigm.
CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

The integration of physical and mental health promotion strategies enables us to accomplish the goal of achieving healthy minds and bodies, and subsequently healthy communities and societies in South Africa (Edwards, 2002).

Hinson and Swanon (1993) suggested that a lot of people tend to view psychotherapy or counselling as the last option. They only seek such help after their attempts to resolve their problems on their own, have failed. Wills (1992) concurred by suggesting that people tend to seek psychological help after the individuals close to them have failed to help them. This suggests that there is still a lot more to be done in terms of informing people about the importance and benefits of seeking professional psychological help. Bergin and Garfield (1994) are of the opinion that seeking counselling is often helpful and that the consequences for not seeking help are often serious. Yet people still do not change their attitude towards seeking counselling help (Dubow, Lovko, & Kausch, 1990). This therefore makes it more important to ascertain and thus explore the factors that may lead to individuals’ reluctance to seek professional help. The psychological services offered at the University of Zululand are underutilized and it may be due to student’s reluctance to seek them.
2.2. To Seek Help or not Seek Help

It is important to critically understand the contributory factors towards the help seeking process. Krushner and Sher (1989) suggested that the act of seeking professional help can be conceptualized as entailing an approach/avoidance conflict. In such a conflict, approach factors arise from an individual’s level of distress and the willingness to curb that distress, and increase the probability that a person will seek out psychological services. Avoidance factors, such as the fears and risks of being perceived as mentally ill, decrease the chances that a person will take initiative to seek out psychological services. Avoidant factors are believed to be stronger as one moves toward making a decision about seeking professional help. Kushner and Sher (1989) identified that individuals who would have benefitted from counselling and psychotherapy but had not sought it had the highest level of treatment fears. This suggests that avoidance factors may prevent ideal psychotherapy and counselling potential candidates from seeking professional help. It also means that seeking professional help may be perceived as a dilemma in spite of negative emotional, interpersonal, or psychological consequences the potential users are experiencing. The thought of seeking professional psychological help has a negative connotation attached to it, which may be viewed as worse than the actual problem. Both approach and avoidance factors help enhance psychologists’ understanding of individuals’ reluctance to seek out psychological services. It is therefore central that the implications of these factors are identified and discussed, in order to help psychologists reach out to those least likely to seek help.
2.2.1. Avoidance Factors

Five Factors have been identified recently as avoidance factors in the help-seeking process. Komiya, Good, and Sherrod (2000) identified social stigma as one of such avoidance factors, treatment fears is also an avoidance factor (Deane & Todd, 1996). Krushner and Sher (1989) similarly described a fear of emotion as a factor. Vogel and Wester (2003) suggested that the anticipated utility and risks was the factor, and self-disclosure was also identified as one of the factors (Hinson & Swanson, 1993). Further review of the literature opinion on the impact of these factors is presented below, including two more potential avoidance factors.

2.2.1.1. Social Stigma

Deane and Chamberlain (1994) defined social stigma as the fear of being judged negatively by others if one sought help for a problem. The social stigma attached to seeking professional help has been understood as one of the most significant barriers to treatment (Sibicky & Dovidio, 1986). This may be a consequence of the tendency of the general public to provide negative descriptions of individuals who seek out psychological services (Crisp, Gelder, Rix, Meltzer, & Rowlands, 2000). Davidio, Fishbane and Sibicky (1985) suggested that others may have negative perceptions of the individual who has a history of having sought mental health services. They further argued that it includes being labelled more awkward, defensive, dependent, insecure, cold, sad, and unsociable. Oppenheimer and Miller (1988) further added that social stigma may also involve viewing those who seek professional help as less in control of their emotions. Even for those people with depression who are viewed as emotionally unstable, those who seek out psychological services are viewed as even more unstable (Ben-Porath, 2002).
Overbeck (1977) indicated that it is not surprising that many people tend to seek help less for issues associated with negative judgments by others. Studies aimed at exploring the interplay between perceived social stigma and professional help seeking have suggested that social stigma predicted the attitude of an individual toward seeking help.

### 2.2.1.2. Treatment Fears

A treatment fear has also been found to be another possible avoidance factor. Treatment fears have been measured in terms of how the mental health professional will treat the individual, fear of how the mental health professional will perceive the individual for seeking help, and a fear of being coerced by the therapist. It was found that such types of fears can result in avoidance of seeking help (Amato & Bradshaw, 1985). Treatment fears were found to have a greater effect on individuals dealing with problems such as academic problems, interpersonal problems, and drug problems, but have less effect on other issues, such as emotional problems or thoughts of suicide. The suggestion of Amato and Bradshaw (1985) that treatment fears tend to have a greater impact on people dealing with problems which include academic problems, may be applicable to the participants of this study since they are the university students and, as such, they are likely to present with academic and even interpersonal problems.

### 2.2.1.3. Fear of Emotion

Researchers also found a fear of having to discuss painful emotions as another significant reason why some individuals avoid seeking professional help (Komiya, Good, & Sherrod, 2000).
Discussing problems with another person often involves strong emotions, and professional psychological help seekers may fear experiencing painful emotions or re-experiencing strong emotions. Even after seeking help, other clients have difficulty expressing their emotions to a therapist (Kelly, 1998). Komiya et al. (2000) suggested that reluctance to seek out psychological services was greater for individuals who had difficulty opening up about their emotions. Deane, Wilson, and Ciarrochi (2001) suggested that people who were less skilled at dealing with their emotions were also less likely to seek help. Vogel and Wester (2003) proposed that expectations and thoughts of having to express emotions to a therapist had an impact on an individual’s attitude toward seeking help. It was also found that an individual’s willingness to express emotions was related to the individuals’ attitudes toward seeking professional help. Vogel, Wester, Wei, and Boysen (2005) suggested that expectations and thoughts about expressing emotions impacted not only help-seeking attitudes but also the actual help-seeking behaviour.

2.2.1.4. Anticipated Utility and Risk

A person’s initial expectations about seeking professional help can influence that person’s decision about whether to seek professional help or not (Tinsely, Brown, de St. Aubin, & Lucek, 1984). The expected utility and risks that are involved in seeking psychotherapy have been found to be the most significant influences on an individual’s decision to seek professional help (Vogel et al., 2005). Furthermore, anticipated utility refers to the usefulness or lack thereof, with regard to seeking professional help from a therapist. A person who seeks out psychological services risks feeling misunderstood, judged, or even ignored (Harris, Dersch, & Mital, 1999). They therefore decide not to seek help. Bayer and Peay (1997) are of the view that research suggests
that if the expected utility of seeking help is not outweighed by the expected risk, the individual can decide not to seek professional help.

2.2.1.5. Self-disclosure

Another potential avoidance factor may be a person’s discomfort to disclose personal information. The ability to self-disclose to another person is central to an individual’s decision to seek help because one must choose to reveal to another person in order to be helped. Capeda-Benito and Short (1998) suggested that an individual’s willingness to reveal personal information is connected with past help-seeking behaviour and present help-seeking intentions. Kelly and Achter (1995) observed that people who reveal more than others reported less positive attitudes regarding seeking help, although they reported greater intentions to seek out mental health services. Vogel and Wester (2003) found that an individual’s comfort in revealing distressing information was a predictor of the intention to seek help and attitudes.

2.2.1.6. Social Norms

The extent to which seeking professional help (or not) is the norm, is another potential avoidance factor. This includes the implicit standard of the people close to the individual who seeks help. Even though social norms have not been mostly viewed as an avoidance factor, attitudes displayed by families and friends have been reported to play a crucial role in how the individuals define and act on distressing symptoms (Angermeyer, Matschinger, & Riedel-Heller, 2001). Rickwood and Braithwaite (1994) suggested that to have a social network in which seeking
Professional help is accepted and encouraged is necessary for a person to seek help. If, for example, significant others in an individual’s life view seeking professional help as a negative event, then such an individual is highly likely not to seek help in fear of exposure and loss of social standing and support. The impact of the attitudes of family members and members is huge and cannot be disregarded because numerous studies have indicated that people often talk to those within their social networks prior to seeking any sort of help including medical professional help (Cameron, Leventhal, & Leventhal, 1993). They also discovered that most of the individuals who sought medical treatment (38%) consulted another person to seek advice what to do, and 50% of those who sought treatment were advised to see a therapist by a significant other. Furthermore, other studies have revealed that people who knew others who had sought therapy had positive insight into the importance of therapy and displayed willingness to seek it (Tijhuis, Peters, & Foets, 1990). Bayer and Peay (1997) found that people displayed greater help-seeking behaviours when they believed that their significant others would approve such an action. It is evident that social norms play a role in the help-seeking process. Yet social norms cannot be treated as the sole avoidance factors and the extent to which they impact on the individuals’ decision to seek help is necessary to be measured. Social norms are essential to be taken into cognizance in this study, because the participants have the social networks and those social networks may have played a role in the students’ help-seeking process. It is also likely that their social networks which they have established on campus have an impact on the students’ decisions regarding seeking help. Social networks on campus could be viewed as their secondary social networks.
2.2.1.7. Self-esteem

The importance of self-esteem as a factor in an individual’s decision to seek counselling has long been disregarded. Self-esteem has been reported to be an important psychological barrier to seeking professional help from sources such as family members and friends (Nadler, 1991). Seeking help from another person involves an implicit analysis of the benefits and costs to an individual’s self-esteem. Seeking help from another person to some extant implies conceding that one cannot deal with one’s own problems and that may be viewed as an admission of inadequacy. Miller (1985) suggested a person may decide against seeking help in order to maintain a positive self-image. Shapiro (1983) pointed out that there are numerous studies on nonprofessional help seeking which have found evidence consistent with this. Seeking help has been found to take place less frequently when an individual is embarrassed to seek help. Self-esteem has been found to be mostly associated with general help seeking for problems described as serious (Bee-Gates, Howard-Pitney, Rowe, & LaFrombise, 1996). Help-seeking decisions have been linked with fear of embarrassment and feelings of inferiority or incompetence (Nadler, 1991). Yeh (2002) found that collective self-esteem negatively predicted attitudes toward therapy in an Asian population. The study was conducted in South Africa among students; however, the influence of collective self-esteem may not be different in kind but only in degree.

2.2.2. Demographic and Situational Influences on Client Avoidance

There are many factors that should be taken into cognizance, especially when analyzing human behaviour. It is important to have an advanced understanding of how the demographical and
situational variables influence client avoidance. The focus is on moderating factors such as sex/gender, race/ethnicity, treatment setting/treatment issue, and age.

2.2.2.1. Sex and Gender

Gender roles and/or biological sex seem to play a crucial role in help-seeking decisions. Studies have suggested that women tend to have more positive attitudes than men do when it comes to seeking professional help (Fischer & Farina, 1995). For less severe diagnoses such as depression, women tend to seek help more often than men do (Moller-Leimkuhler, 2002). In turn, though, men are more likely to be treated for severe psychiatric diagnoses (Leaf & Bruce, 1987). Furthermore, men who seek help, in comparison with women who do so, are likely to rate their level of distress as severe (Tomlinson & Cope, 1988). It is critical to understand as to why such differences in help-seeking decisions occur. Studies have suggested that traditional gender roles have an influence on professional help seeking by affecting the level of concern a man or woman has about seeking help. The male gender role, places more emphasis on being independent and in control for example, may increase the perceived risks involved in seeking help for emotional problems or increase concerns with regard to the loss of self-esteem, because it may suggest that the man must admit that he is unable to handle his own problems (Addis & Mahalik, 2003). In essence, it has widely been proved that some men may experience illness as diluting their masculinity (Williams, 2000). It is likely that if a man feels a need to seek help he may be increased feeling of failure, thereby making it difficult for him to seek help. Riska and Ettore (1999) found that some men refuse treatments that foster dependence. The public mostly believes that psychological services should be sought only after the failure of other sources of support (Angermeyer, Matschinger, & Riedel-Heller, 1999). Some men may avoid seeking professional help for less severe problems because of the accurate perception of the increased social stigma.
(Timlin-Scalera, Ponterotto, Blumberg, & Jackson, 2003). This is still an area that needs to be extensively explored in order to understand the relations among sex, gender roles, different avoidance factors, and help-seeking behaviour.

This study is likely to confirm the above findings, particularly about the impact of gender on the help-seeking process. The present study may also come in handy in establishing whether or not gender can be viewed as an independent factor. The total sample of this study was consisted of 60% female and 40% male participants. Therefore, if the findings of this study are suggesting that female participants have positive attitude towards psychological services as opposed to men, they will be consistent with the findings of the previous studies.

2.2.2.2. Race and Ethnicity

Beliefs, norms, and cultural values can affect the perceived barriers to seeking professional help. Using professional services may be seen as inconsistent with certain cultural values (Diala, Muntaner, Warath, Nickerson, Veist, & Leaf, 2000). There is sometimes conflict between some cultural values and the values that are inherent in therapy (Root, 1985). Cultural norms regarding the extant of privacy is the practical example Lin and Lin (1978) and the significance of seeking help for emotional or personal problems is another example Tracey, Leong and Glidden (1986) these can have an impact on one’s comfort with discussing a problem with a therapist. Some cultures uphold that the best way to handle difficulties is to avoid thinking about them (Cheng, Leong, & Geist, 1993). This may be a total contradiction with the therapist’s values that place emphasis on verbal self-disclosure and emotional catharsis (Uba, 1994). In some cultures, talking
about specific issues is seen as a taboo. In some cultures where suicide is forbidden, people might feel intense pressure if they concede that they had thoughts about suicide (Bee-Gates, Howard-Pitney, Rowe, LaFrombrose, 1996). In cultures that have close networks, the influence of cultural values on help-seeking behaviour can be significantly important. Therapists may be viewed as not part of a social network or family (Yeh, 2002). This is the reason why many minority groups seem to find it easier to use family and friends rather than therapists when they need help. The study conducted in America indicated that Mexican American youth and African American youth used family members more often than White American youth would when they have difficulties (Offer, Howard, Schonert, & Ostriv, 1991).

The present study was conducted here in South Africa and as much as there may be differences among minority groups, the degree may be different in South Africa. The sample of this study consisted of individual participants from the African culture but different ethnic groups. It will be interesting to establish whether or not participants who belong to the same African culture but different ethnic groups have the same beliefs about and attitudes towards psychological interventions.

Finally, people in some cultures may find it difficult to seek help outside their social networks because such an act is regarded as a source of shame (Cheong & Snowden, 1990).
2.2.2.3. Setting and Problem Type

Even though few studies have explored treatment setting or problem type, there is increasing evidence with regard to the importance of these factors in moderating the effect of various avoidance factors. Abe-Kim and Takeuchi (1996) suggested that the social stigma associated with seeking help from a primary care setting has been found to be less severe than when associated with seeking help in a mental health setting. Individuals may not have a problem with talking to a medical doctor because medical problems are not their fault. People, are thus more willing to seek help for a mental health issue from medical doctors than they are from a mental health practitioner (Christensen, Birk, Brooks, & Sédlacek, 1976). Moreover, the kind of assistance or label applied to it may significantly affect the level of stigma perceived since some types of treatment may be viewed as more pathological. Numerous studies have shown that different problems result in different avoidance reactions. Cepeda-Benito and Short (1998) found that treatment fear predicted whether or not a person would seek help for academic problems but did not predict this for other problems such as interpersonal and drug problems. Deane, Wilson and Ciarrochi (2001) observed that this perceived stigma was associated with individuals’ willingness to seek help for emotional problems. The perceived relevancy of seeking help has also been found to vary from problem to problem (Berdie & Stein, 1966). There is still a need to understand the interplay between the person, the issue, and the treatment setting and thus the impact of that interplay on the help-seeking process. This is likely to be a case in this study because the treatment setting is in the perimeters of the University of Zululand. This may cause students to be reluctant to go to the treatment setting in fear of being seen by other students.
2.2.2.4. Age

Variously, college samples have been used in studies on avoidance factors and thus less is known about the interplay of age and specific barriers to service utilization. Most of the literature in this regard has been suggesting that individuals who are in their 20s and who have a college education have more positive attitudes toward seeking help and are highly likely to seek out psychological services than older people or those without a college education (Vessey & Howard, 1993). Most of the researchers exploring the role of age in the help-seeking process have only examined the help-seeking behaviour of adolescents. Generally, these studies have indicated that adolescents tend to underutilize psychological services (Boldero & Fallon, 1995). Santrock (1998) suggested that adolescence is a period where the development of self-esteem takes place. Therefore, some adolescents may not seek professional help because of the threats to their developing self-esteem. The sample of this study predominantly consisted of adolescent students of the University of Zululand and it will be interesting to determine or not whether they have same attitudes as the adolescents of other studies, towards seeking professional help.

2.3. Summary

Previous studies provide significant indications that variations among sex, gender roles, setting, culture, and type of problem can impact the salience of different avoidance factors. The decision of a person to seek help is affected by multiple sources. These complex factors should be identified and taken into cognizance in order to further understand the reasons behind people’s decision whether or not to seek out psychological services.
CHAPTER 3

METHODOLOGY

3.1. Introduction

This chapter describes the research approach used, as well as an overview of the research design. It also outlines the data collection and the sampling procedures, and discusses the ethics followed in conducting this study.

3.2. Research Design

“Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings and memos to the self” (Denzin & Lincoln, 2003), as cited by (Davies, 2007: 10). Based on the above a qualitative research method was used in this study. This method was primarily used with an attempt to understand issues from the viewpoint of the participants.

3.3. The Sampling Process and Technique Used

This study used a grab sampling approach. The researcher was aware of the existence of a variety of subgroups within the study population and that their beliefs, characteristics or attitudes differ from one another. It was important to ensure that the numbers of males and females
selected as participants were in the same proportions as their number in their total population. Consequently, at the University of Zululand a sample of 10 students from a variety of disciplines was requested to participate in this study. The main reason was because the University of Zululand had more than 16000 students in 2012, and it was unworkable to work with all of them in this study, as others were studying part time. The total sample for the study consisted of both female and male participants. Male participants were 4 and female participants were 6 in total. This was mainly because the University of Zululand had many female students as opposed to male students; thus the sample had to be in the same proportion as the University of Zululand student population as a whole.

3.4. Geographical Area

The study was conducted among students of the University of Zululand main campus. The main campus of the University of Zululand is situated in the KwaDlangezwa area, 19 km south of Empangeni and about 142 km north of Durban off the N2 National Road on the KwaZulu-Natal North coast. Empangeni is the nearest town.

3.5. Data Collection

The information was obtained by means of semi-structured and unstructured interviews. Unstructured interviews did not have schedules of questions. The interviewer adapted, generated, and developed questions as the interview progressed. The assumption was that the interviewer did not know in advance what questions should be asked. Appropriate questions were asked as each interview progressed. Semi-structured interviews included pre-determined questions that
were presented to all interviews systematically and consistently. The interviewer was permitted to probe and deviate from these questions (Struwig & Stead, 2007). However, the interviews were unstructured at first and semi-structured at the end of the interview in case those questions had not been addressed. The interviews were conducted individually with each participant. The researcher made field notes during the interviews.

The researcher created an environment conducive for the participants to participate freely. Each interview lasted between 15-30 minutes or more, depending on the pace at which each participant responded to questions. To ensure anonymity and confidentiality, alphabets A-J were used to identify participants.

3.6. Ethical Consideration

High standard of ethical behaviour was successfully maintained throughout the study. The researcher wrote the letter to the Chairperson of the Faculty of Arts Research Ethics Committee for ethical approval and seeking permission to work with students as participants for the study. Upon approval the letter was addressed to the Chairperson of University of Zululand Research Ethics Committee. The participants were informed about the purpose of the study. Informed Consent to participate was thus obtained from each participant. No misleading information was given to participants. The participants were informed of their right to discontinue their participation should they want to withdraw. The participants’ information was kept confidential and the findings were reported anonymously. The research findings were reported accurately. The sources, from which the researcher borrowed the information, were acknowledged by means of references.
3.7. Summary

This chapter explained the processes followed to select the sample and collect data for the study. The sample size and ethical considerations were also described. The next chapter will look at the analysis of the data gathered from the participants.
CHAPTER 4

DATA ANALYSIS AND RESULTS PRESENTATION

4.1. Introduction

This chapter is primarily about data analysis and the presentation of research findings. The study investigates the attitudes of the University of Zululand students towards the psychological services offered at the University of Zululand. The final sample consisted of ten (10) students from the University of Zululand; of which six (6) were female and four (4) were male students.

4.2. Data Analysis

Data analysis was conducted through descriptive and content analysis. Descriptive analysis involved organising data into gender, age group range, ethnic group, and level of enrolment categories. It is however important to note that these categories and their consideration did not influence the selection of the sample. The sample was categorized into these groups after the selection of the total sample was done. This was done so as to take cognizance of all sorts of differences which existed among the participants in order to make important inferences and hypotheses based on their possible influence on the participants’ attitudes towards the help-seeking behaviour. This information was then organised into emerging themes.
4.2.1. Descriptive Analysis

4.2.1.1. Sample Demographics

(a) Gender

The sample size was made up of six (6) female and four (4) male participants. In terms of the responses, gender was also taken into cognizance in data analysis of the study. This was mainly because there was strong evidence that suggested that gender plays a crucial role in the help-seeking process. Females mostly reported to be aware of the psychological services at the University of Zululand and some of them reported to have utilized the psychological services. On the other hand male participants reported that they were not aware of the psychological
services rendered at the University of Zululand, and as such they have never utilized them or spoken about them.

(b) Age Group Range

Figure 2

Four (4) participants fell within the 17-20 age range, three (3) participants were within the 20-25 age range, two (2) participants were within the 26-30 age range and one (1) other participant fell within the age range of 30 years and above. The average age range of the participants was 17 years to 25 years old, with three participants ageing between 25 years to 30 years and above. A Comparison was made among all the age group ranges, in terms of their awareness of the
psychological services and the role of psychologists in general. It was evident that all the age group ranges were aware of the psychological services and the role of psychologists in general. In terms of the utilization of psychological services, not limited to the psychological services rendered at the University of Zululand only, the participants within the age range of 20-25 mostly utilized the psychological services. Participants within the age range of 17-20 mostly reported to have not utilized the psychological services themselves although they knew of people who had sought professional help.

(c) Ethnic Group

![Figure 3](Ethnic Group)

- Zulu: 60%
- Xhosa: 30%
- Swati: 10%
Six (6) participants belonged to the Zulu ethnic group, three (3) participants belonged to the Xhosa group, and one (1) participant belonged to the Swati ethnic group. The University of Zululand is predominantly a Zulu university. Four (4) of the Zulu participants suggested that it was important that psychological services be offered at the University of Zululand. Two (2) of the Zulu participants did not see the importance of the psychological services at the University of Zululand. Out of three (3) Xhosa participants, only one (1) participant found the provision of psychological services at the University of Zululand important and the rest suggested otherwise. The only one (1) Swazi participant suggested that it was important that the psychological services be offered for students at the University of Zululand.
(d) Level of Enrolment

Figure 4

The final sample of the study was made up of eight (8) undergraduate and two (2) postgraduate participants. The postgraduate participants reported to be aware of the psychological services offered at the University of Zululand, henceforth one (1) of them reported to have utilized the psychological services at the University of Zululand.
4.2.2. Content Analysis

This section deals with the content analysis of common or emerging themes of the interviews with participants.

4.2.2.1. The emerging themes included the following:

4.2.2.1.1. Awareness of Psychological Services

The common prominent theme was about the participants’ awareness of psychological services in general and thus their awareness of psychological services rendered at the University of Zululand. The basic premise behind looking into the participants’ awareness of psychological services and the role of psychologists in general was that students are members of their immediate families and communities before they were students. The researcher was particularly interested in ascertaining the interplay between the participants’ awareness of psychological services in general and those specifically rendered at the University of Zululand.

The findings indicated that all (100%) participants were aware of the psychological services and the role of psychologists in general. The participants’ awareness of psychological services and the role of psychologists in general seemed to be incongruent with the same participants’ awareness of psychological services rendered at the University of Zululand. Out of ten (100%) participants, six (60%) indicated that they were aware of the psychological services rendered at the University of Zululand, and four (40%) reported that they were not aware of the psychological services rendered at the University of Zululand. The awareness by participants of
psychological services is a prerequisite for the utilization of psychological services. Therefore, if there is a huge discrepancy in terms of the awareness of psychological services it is likely that there will also be a huge deficiency with regard to the utilization of such services. These findings also indicated that the students’ awareness of the role of psychologists and the psychological services in general did not necessarily guarantee that the students would automatically envisage the convenient availability of such services at the University of Zululand.

4.2.2.1.2. The Importance of Psychological Services

Related to the awareness of psychological services issue is how the participants perceived the importance of such services. It was an important and interesting area to look at in order to ascertain an interaction between the utilization of psychological services and the extent to which these services are seen as important.

Six (60%) participants suggested that it is important that the psychological services are rendered at the University of Zululand. Three (30%) participants did not see the importance of the provision of the psychological services at the University of Zululand. Noteworthy, however, is the fact that there seemed to be a significant correlation between the awareness of the provision of psychological services rendered at the University of Zululand and the perception of the importance of such services at the University of Zululand. The participants who were aware of the availability of psychological services were also positive with regard to the importance of such services at the University of Zululand. Similarly, all the three participants who were not aware of the psychological services rendered at the University of Zululand also suggested that
there is no need for psychological services to be rendered at the University of Zululand. The participants who suggested that the psychological services were important to be rendered at the University of Zululand seemed to be influenced by a common reasoning, as they all suggested that the psychological services were important in responding to students’ different problems including social and emotional problems. They further suggested that the psychological services are instrumental in helping students to be able to cope with their academic work better.

The participants, who indicated that the psychological services were not important to be rendered at the University of Zululand, had almost similar reasons as well. One (1) participant suggested that the psychological services are not important to be offered at the University of Zululand because all students have family members, significant others, or even friends that they can talk to when they have problems. Another participant suggested that if another person is believed to be able to talk and make other people feel better, it means that anyone is able to do that and therefore talking to those within your social network maybe be advisable.

4.2.2.1.3. Psychological Problems and Utilization of Psychological Services

All participants indicated that they at least once in their lives had psychological and emotional problems, but it not all of them who indicated that they sought professional help. One participant however indicated that he once considered seeking professional help but did not seek help because he thought that psychological services were too expensive. Two participants indicated that they prefer to consult those within their social circles instead of seeing a psychologist.
Another individual participant indicated that he did not seek out psychological services because they are not for Africans but for those within the western culture.

4.2.2.1.4. Promotion of the Psychological Services

It also emerged that the promotion of psychological services at the University of Zululand was important. About six (60%) participants indicated that they have never seen any campaigns aimed at promoting the campus psychological services. Most of these participants admitted that there are students who are aware of the availability of the psychological services at the University. They, however, indicated that it is only a few students who are aware of the psychological services.

4.2.2.1.5. Chatting about the Psychological Services

It also emerged that other participants got to be aware of the psychological services offered at the University of Zululand after they talked with their friends. About 2 (20%) of the participants indicated that they were told by their friends of the provision of the psychological services rendered at the University of Zululand. Again, 2 (20%) participants indicated that they informed their friends, who came to them for help, about the psychological services. The rest of the participants indicated that they never chatted about the psychological services with their friends.
4.3. Summary

This chapter presented data analysis and results of the study. Different emerging themes were analyzed. The following chapter focuses on the discussion of results, conclusion and recommendations.
CHAPTER 5

DISCUSSION OF RESULTS, RECOMMENDATIONS AND CONCLUSIONS

5.1. Introduction

This chapter discusses the results and draws conclusions on the data collected. There is a variety of studies which have been conducted on the utilization of psychological services. As much as these studies have been conducted in different contexts, it seems that this study which was conducted at the University of Zululand had virtually the same findings. A detailed discussion is presented below.

5.1.2. Gender

The sample size was made up of six (6) female and four (4) male participants. The gender representation in the sample was directly proportional to the target population of the study. Gender was greatly considered in the selection of the sample. This was mainly because there was strong evidence which suggested that gender plays a crucial role in the help-seeking process. Females mostly reported to be aware of the psychological services at the University of Zululand and some of them reported to have utilized the psychological services. On the other hand male participants reported that they were not aware of the psychological services rendered at the University and as such they have never utilized them or spoken about them. One participant said

“I am not aware of the availability of such services in this university. I have never utilized them
nor did I talk about them, as I am not aware that their offered here.” This may suggest that in terms of the utilization of psychological services, female students of the University of Zululand are likely to seek professional help as opposed to male students.

This finding is consistent with the view by Fischer and Farina (1995) who suggested that gender roles or biological sex seem to play a crucial role in help-seeking decisions. Studies have suggested that women tend to have more positive attitudes than men do when it comes to seeking professional help. Both male and female participants indicated that they had experienced psychological and emotional difficulties, but they did not seek out psychological services. Studies have suggested that traditional gender roles have an influence on professional help-seeking by affecting the level of concern a man or woman has about seeking help. Also consistent with the findings of this study was the suggestion that the male gender role has more emphasis on being independent and in control (Addis & Mahalik, 2003). The male participants of this study put more emphases on confiding in families and friends about their psychological emotional difficulties instead of seeing a psychologist. For example, one male participant suggested that “as much as I have had emotional difficulties about which I could have talked to a psychologist, I did not see a psychologist; I handled my problems like a man. I only talked to my father and friends and problems.”

5.1.2. Age Group Range

The findings of this study indicated that four (4) participants fell within the 17-20 years age range, three (3) within the 20-25 years age range, two (2) participants within the 26-30 years age
range and one (1) other participant fell within the age range of 30 years and above. The average age range of the participants was therefore 17 years to 25 years old, with three participants ageing between 25 years and 30 years old and above. A comparison was made among all the age group ranges, in terms of their awareness of the psychological services and the role of psychologists in general. It was discovered that students from all the age group ranges were aware of the psychological services and the role of psychologists in general. In terms of the utilization of psychological services, not limited to the psychological services rendered at the University of Zululand only, the participants within the age range of 20-25 reported to have utilized the psychological services. Participants within the age range of 17-20 mostly reported to have not utilized the psychological services themselves although they knew of people who had sought professional help. This was evident in one of the participants’ response, who suggested that “I have never utilized the psychological services, but I have a family member who has been seen by a psychologist on different occasions.” 17-20 years age range is mostly the range of adolescence.

The finding of this study may therefore be interpreted as suggesting that most students in their first or second years at the University of Zululand may be less likely to proactively seek out psychological services as they do in their final years and postgraduate level. This interpretation is made because most of the first and second year students fall within the 17-20 age range. However, this does not completely rule out the possibility that there may be first and second year students ageing between 20 and 25 years or above. This result may also be indicative of the importance of taking cognizance of the role of the age factor in the help-seeking process. Other studies’ findings which were conducted in different contexts seem to be supporting this finding.
As discussed above, the literature suggests that most of the researchers exploring the role of age in the help-seeking process have only examined the help-seeking behaviour of adolescents. As much as the total sample of this study was predominantly adolescents, it is likely to bring about a different dimension because it also included the participants who were beyond adolescence. Nonetheless, the findings of this study affirmed the findings of the previous studies in this regard.

The findings of this study were also consistent with the suggestion that adolescents tend to underutilize psychological services (Boldero & Fallon, 1995). Even though this study did not explore the basic premise behind the adolescents’ reluctance to seek out psychological services, the researcher underlined and could see with the view put forward by Santrock (1998) that adolescence is a period where the development of self-esteem takes place. Therefore, some adolescents may not seek professional help because of the threats to their developing self-esteem.

5.1.3. Ethnic Group

In terms of ethnicity, the total sample for the study consisted of Six (6) participants who belonged to the Zulu ethnic group, three (3) participants belonged to the Xhosa ethnic group, and one (1) participant belonged to the Swati ethnic group. The University of Zululand is predominantly a Zulu university. Four (4) of the Zulu participants suggested that it is of importance that psychological services be offered at the University of Zululand. Two (2) of the Zulu participants however, did not see the importance of the provision of the psychological services at the University of Zululand. Out of three (3) Xhosa participants, only one (1) of them
found the provision of psychological services at the University of Zululand important and the rest suggested otherwise. The only one (1) Swazi participant suggested that it was important that the psychological services be offered for students at the University of Zululand. The results of this study may be inconclusive with regard to the extent of the discrepancy between different ethnic groups and their attitudes towards psychological services. However it is important to note that all ethnic groups of the participants of this study belong to the African culture. There seemed to be less discrepancy between the three ethnic groups of the participants, in terms of their attitudes towards psychological services. This may suggest that there are more commonalities including beliefs and values, among the African cultural subgroups than there are differences. The significant majority of the University of Zululand students are Africans, and as such it is likely that their attitudes towards psychological are the same, irrespective of their ethnicity. This finding may suggest that the majority of the University of Zululand students recognize the importance of the psychological services, although they are underutilizing such services.

In addition, although all participants conceded to have had psychological and emotional problems but not all of them have sought psychological help. Noteworthy, however, is the fact that two (2) participants indicated that they preferred talking to people within their social networks rather than talking to psychologists about their problems. For example, the other participant indicated that “I prefer confiding in my family members and friends than talking to a psychologist” This is consistent with the findings of the study that was conducted in America whose results indicated that Mexican American youth and African American youth used family members more often than White American youth would when they have difficulties (Offer, Howard, Schonert, & Ostriv, 1991). The findings of the study are also in line with that of Yeh
(2002) who discovered that in cultures that have close networks, the influence of cultural values on help-seeking behaviour can be significantly important. Therapists may be viewed as not part of a social network or family. For example, one participant indicated that “I prefer talking to my family or even relatives, but I cannot just confide in a complete stranger.” This therefore suggests that the cultural values play a crucial role in the attitudes of the University of Zululand students towards the psychological services offered at the University of Zululand.

5.1.4. Awareness of Psychological Services

The first common prominent theme was about the participants’ awareness of the psychological services in general and thus their awareness of psychological services rendered at the University of Zululand. The basic premise behind looking into the participants’ awareness of psychological services and the role of psychologists in general was that students are members of their immediate families and communities before they were students. The researcher was particularly interested in ascertaining the interplay between the participants’ awareness of psychological services in general and those specifically rendered at the University of Zululand.

The findings indicated that all (100%) participants were aware of the psychological services and the role of psychologists in general. The participants’ awareness of psychological services and the role of psychologists in general seemed to be incongruent with the same participants’ awareness of psychological services rendered at the University of Zululand. Out of ten (100%) participants, six (60%) indicated that they were aware of the psychological services rendered at the University of Zululand, and four (40%) reported that they were not aware of the
psychological services rendered at the University of Zululand. The awareness of participants of psychological services is a prerequisite for the utilization of psychological services. These findings also indicated that the students’ awareness of the role of psychologists and the psychological services in general did not necessarily guarantee that the students would automatically envisage the convenient availability of such services at the University of Zululand. Therefore, there is a huge need to ensure that the University of Zululand students are aware of the campus psychological services. One participant indicated that “I know what the role of psychologists is but I am not aware of their services provided at this university.”

This may indicate that the reason why some of the University of Zululand students are not aware of the availability of psychological services may be due to their perception that there is no need for the psychological services to be offered at the University of Zululand. Their attitude towards the campus or academic life may influence the students not to expect any similarities with their social life. Consistent with this finding is the suggestion of Abe-Kim and Takeuchi (1996) that the social stigma when associated with seeking help from a primary care setting has been found to be less severe than when associated with seeking help in a mental health setting. Individuals may not have a problem with talking to a medical doctor because medical problems are not their fault. People, are thus more willing to seek help for a mental health issue from medical doctors than they are from a mental health practitioner (Christensen, Birk, Brooks, & Sedlacek, 1976). It may be that most of the University of Zululand students are not aware of the psychological services rendered at their university because their social stigma which may influence them not to expect the availability of psychological services, even when they have psychological needs. As discussed in chapter 2 that the kind of assistance or label applied to it may significantly affect the
level of stigma perceived since some types of treatment may be viewed as more pathological and therefore students of the University of Zululand may have a negative attitude towards the psychological services rendered at their university lest they are viewed as pathological.

Yet the awareness of participants of psychological services is a prerequisite for the utilization of these psychological services. Therefore, if there is a huge discrepancy in terms of the awareness of psychological services it is likely that there will also be an underutilization of such services.

5.1.5. The Importance of Psychological Services

As discussed above, six (60%) participants suggested that it is important that the psychological services be rendered at the University of Zululand. Four (40%) participants did not see the importance of the availability of the psychological services at the University of Zululand. Noteworthy, however, there seemed to be a significant relationship between the awareness of the psychological services rendered at the University of Zululand and the participants’ perception of the importance of such services at the University of Zululand. The participants who were aware of the availability of psychological services were also positive with regard to the importance of such services at the University of Zululand. Similarly, those participants who were not aware of the psychological services rendered at the University of Zululand, three (30%) of them also suggested there was no need for psychological services to be rendered at the University of Zululand. The participants that suggested that the psychological services were important to be rendered at the University of Zululand seemed to share a common view on the matter; they all agreed that psychological services are important in responding to students’ different problems.
including social and emotional problems. They suggested that psychological services are instrumental in helping such students to be able to cope with their academic work. For example, one participant indicated that “psychological services are very important to be made available to students. Students face different challenges, some stem from their respective family systems, on daily basis. Psychologists may help students to better able to deal with such difficulties.”

The participants, who indicated that the psychological services are not necessary to be rendered at the University of Zululand, had their own reasons as well. One (1) participant suggested the psychological services are not important to be offered at the University of Zululand because all students have family members, significant others, or even friends to talk to when they have problems. Another participant suggested that if another person is believed to be able to talk to you and feel better, it means that you can talk to those closer to you.

Against the above, the findings of this study reveal that some students of the University of Zululand are not aware of the campus psychological services because they don’t see the need for such services. Again, it is essential that the students are informed of what these services entail. It is expected that with such detailed information about these services target students may develop an interest to search out for these services and eventually utilize them. Yet the present findings also suggest that some of the University of Zululand students tend to prefer talking to those within their social circles rather than to psychologists.
5.1.6. Psychological Problems and Utilization of Psychological Services

All participants indicated that they, at least, once in their lives had psychological and emotional problems. However, it’s not all of them who reported having sought for professional help. Indeed, one participant made the observation that he once considered seeking professional help but did not seek help because he thought that psychological services were too expensive. On the other hand, two participants indicated that they prefer to consult those within their social circles prior to seeing a psychologist. Their observation thus corroborates the findings by Bayer and Peay (1997) who discovered that people displayed greater help-seeking behaviours when they believed that their significant others would approve such an action. It is evident that social norms play a role in the help-seeking process. Another individual participant indicated that he did not seek out psychological services because they are not for Africans but for those within the western culture.

This finding suggests that the underutilization of the psychological services at the University of Zululand does not essentially mean that the University of Zululand students do not have psychological problems. It rather means that there are some operational factors which discourage students from taking advantage of these services.

5.1.7. Promotion of the Psychological Services

One of the factors that emerged from this study is that the promotion of psychological services at the University of Zululand was important. About six (60%) participants indicated that they have
never seen any campaigns aimed at promoting the campus psychological services. Most of these
participants admitted that there are students who are aware of the availability of the
psychological services at the University. They however indicated that it is only a few students
who are aware of the psychological services.

This means that as much as there are various factors which may contribute towards the
underutilization of the campus psychological services at the University of Zululand, there is a
need for students to be informed of the availability of such services. It is possible that with
improvement in their awareness of the existence of these services and how they could benefit
from them, their extant of utilization of these services will also improve.

5.1.8. Chatting about the Psychological Services

About 2 (20%) of the participants indicated that they were told by their friends of the provision
of the psychological services rendered at the University of Zululand. Again, 2 (20%) participants
indicated that they informed their friends about the psychological services who came to them for
help. The rest of the participants indicated that they never chatted about the psychological
services with their friends. This may mean that although some students may be aware of the
availability of the psychological services and some have utilized them, they do not often chat
about the psychological services. This may be because they share the same beliefs and values
that it is better to communicate with those within their social circles instead of talking to a
psychologist. Even those of the participants who indicated having utilized and advised others
about the psychological services available, reported that they started by seeking help from their
friends before seeking out psychological services. This finding tends to reveal people believe they need to do only as a last resort. Therefore, there is a need for the students of the University of Zululand to be informed of the psychological services available to them and the importance thereof of utilizing such services.

5.2. Limitations of the Study

The following are the limitations of this study:

5.2.1. The study did not focus on the interaction between different avoidance factors that came up.

5.2.2. The study did not focus on the comparative analysis between the students and members of the community who are not students; this would have been instrumental in confirming some of the avoidance factors that arose.

5.3. Recommendations

It is recommended that:

5.3.1. Promotional campaigns be implemented in order to raise awareness of students about the psychological services rendered at the University of Zululand and about what these services entail.

5.3.2. A study similar to this one be conducted in order to ascertain the consistency of the results emerging from the present study.
5.3.3. A study based on the comparative analysis between the students and members of the community who are non-students, be conducted to ascertain the congruency and consistency of the present results.

5.3.4. The reason behind the underutilization of psychological services among adolescent students at the University of Zululand be further and critically explored.

5.4. Summary of the Study

The aim of this study was to investigate the attitudes of the University of Zululand students towards the psychological services rendered at their university. There is a variety of studies which have been conducted on the utilization of psychological services. Although these studies have been conducted in different contexts and other countries, it was interesting to note a good deal of similarity between the findings of the present study and those of previous studies. Thus, like is the case in other findings, female students of the University of Zululand were noted as of other studies, likely to seek professional help as opposed to male students.

Also most students in their first or second years at the University of Zululand showed that they are likely to proactively seek out psychological services when compared to students in their final years and at the postgraduate level. The findings show that the cultural values play a crucial role in the attitudes of the University of Zululand students towards the psychological services offered at the University of Zululand. It was also discovered that although many students of the University of Zululand reported that are aware of the psychological services made available to them. There is therefore the need for students to be informed of the availability of such services.
The theoretical framework of this study was the Bronfenbrenner’s Ecological Model. And the study was conducted from an interpretive research paradigm. This study had its own limitations and thus recommendations.

5.5. Summary

This chapter presented the detailed discussion of the results, limitations of the study, recommendations and the summary of findings.
6. REFERENCES


Appendix A

05 March 2012

The Chairperson of the Ethics Committee, Arts faculty

Dear Sir/Madam

Re: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I would like to kindly request for permission to conduct research within the University. The target population for this study is students from different fields of study, and therefore, I am also seeking permission to work with students as participants of the study. My research study is entitled: ‘Investigation into attitudes of University of Zululand students towards campus psychological services’.

I am currently enrolled with the University of Zululand, studying Clinical Psychology at Masters level. This study is part of the requirements for the completion of my degree. It is supervised in the Department of Psychology at the University of Zululand by a qualified Psychologist.

Your support will be highly appreciated.

Yours Sincerely,

_________________________  _________________________
Mr. N.L. NKWANYANA (Researcher)  Prof. J.D. THWALA (Supervisor)
Appendix B

INFORMED CONSENT

Dear student

I am currently enrolled with the University of Zululand doing Masters in Clinical Psychology. I am conducting a study entitled: ‘Investigation into Attitudes of University of Zululand Students Towards Campus Psychological Services’. This study is part of the requirements for the completion of my degree. It is supervised in the Department of Psychology at the University of Zululand by a qualified Psychologist (Prof J.D. Thwala).

You are requested to participate in the study. Participation in this study is entirely voluntary and the information gathered will only be used for the purposes of this dissertation. You are free to choose not to participate and that decision will have no negative effect in your studies. Should you choose to participate after carefully reading this information sheet, please sign it to indicate your consent to participate in the study, and hand in the form. Please ask if you require any further information or clarification. Your support will be highly appreciated.

DECLARATION

I hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participate in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

........................................
Signature

........................................
Date
Appendix C

Interview Schedule

The information was obtained by means of semi-structured and unstructured interviews. Unstructured interviews did not have schedules of questions. The interviewer adapted, generated, and developed questions as the interview progressed. The assumption was that the interviewer did not know in advance what questions should be asked. Appropriate questions were asked as each interview progressed. Semi-structured interviews included pre-determined questions that were presented to all interviews systematically and consistently. However, the interviews were unstructured at first and semi-structured at the end of the interview in case those questions had not been addressed. The interviews were conducted individually with each participant. The researcher made field notes during the interviews.

The researcher created an environment conducive for the participants to participate freely. Each interview lasted between 15-30 minutes or more, depending on the pace at which each participant responded to questions. To ensure anonymity and confidentiality, alphabets A-J were used to identify participants.

The research basic questions included the following:

- To what extant are students at the University of Zululand aware of the psychological services offered at their university?
- To what extant are University of Zululand students motivated to utilize psychological services offered at their university?
In what ways do University of Zululand students influence one another about the need for utilization of psychological services made available to them?

What factors influence students’ underutilization of psychological services made available to them?

The following is an example of some of the interview questions that were asked during the interviews:

- Do you know what psychologists do, if yes, what do they do?
- Is there a need for psychologists to work at this university?
- Do you believe in the effectiveness of psychological services?
- Would you consult with a psychologist?
- Have you ever seen a psychologist for their services or do you know of anyone who has?
- Why didn’t you go to the hospital?
- Do you chat with other students, about campus psychological service?
- Have you ever heard other students chatting about campus psychological services?
- Is there a need for psychological services to be provided at the University of Zululand?
- Are you aware of the psychological services provided in this university?
- Why are you not aware?
- Do you think students are aware of these services?
- What do you think needs to be done to ensure that other students are aware?