FACTORS INFLUENCING ACADEMIC HELP-SEEKING BEHAVIOR OF BASIC DIPLOMA NURSING STUDENTS IN KENYA MEDICAL TRAINING COLLEGE, NAIROBI, KENYA.

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DECLARATION

I declare that this thesis is my original work and has not been presented in any other university.

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DEDICATION

This thesis is dedicated to my dear son Prince-Telvin, lovely wife Agnes and family. I love you.

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First and foremost, I thank God for his strength and good health thus far.

Second, many thanks and appreciation to my supervisors Dr. Agnes Kasusu Mutinda and Prof Alice Mutungi for their patience, instruction and invaluable advice.

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ABSTRACT

Academic help is central to students' academic adjustment and success. Nursing students encounter learning difficulties; thus, need assistance or advice to continue with learning tasks. That is why, as part of quality assurance, the Kenya Medical Training College (KMTC), the Technical and Vocational Education and Training Authority (TVETA), and the Nursing Council of Kenya (NCK) demand that training schools provide for students' academic support. However, even with these regulatory imperatives, little information is available on academic help-seeking behavior (AHSB) among student nurses in Kenya, and in particular KMTC. Specifically, there is scarcity of literature on the nature of help-seeking behavior, sources and factors likely to predict help-seeking among student nurses in KMTC. Elsewhere, studies have observed variations in AHSB, including help avoidance. It is because of the foregoing that this quantitative cross-sectional survey sought to describe AHSB of basic diploma nursing students in KMTC Nairobi. The study examined the influence of sources of help, options of help-seeking, personal characteristics and environmental factors on help-seeking behavior. From the study population of 410 students, a sample of 199 respondents was recruited using a table of random numbers. Data was collected in February 2019, during clinical and theoretical learning sessions. The study utilized a self-administered questionnaire that had already been expert reviewed and pretested. Informed voluntary consent and requisite ethical clearances were obtained. Quantitative data was entered into SPSS version 23 for windows. Descriptive statistics and inferential statistics (namely, the Fisher's Exact, chi-square and binary logistic regression) were derived from the data. All statistical tests of significance were at 95% Confidence level. Qualitative data was thematically analyzed. Results revealed that 90.9% (n=160) of respondents were adaptive help seekers, 72.8% (n=160) preferred peers to lecturers and 75.6% (n=133) frequently sought help from fellow students, especially during group discussions. By contrast, 54.6% (n=95) of the respondents approached instructors during class or immediately after lesson; with only 24.6% (n=43) engaging lecturers privately. Adaptive help seeking was positively associated with personal factors of self-efficacy (p=0.034), the notion that the student is of equal worth with peers (p=0.038) and a feeling that help seeking is not a sign of weakness (χ^2 =6.057, df=1, p=0.014). Further, satisfaction with nursing course and positive rating of peers (on variables like availability, supportive, respectful and approachable) was positively linked to adaptive help seeking ($p<0.05$). Additionally, students who did not trust lecturers on personal issues were less likely to seek the tutors' help on academic matters (p=0.016).On binary logistic regression, students who felt that seeking help was a sign of weakness were significantly less likely to be adaptive help-seekers (B-1.700, OR=0.183, p=0.010, 95% CI=0.050-0.671). However, a respondent who perceived the classmate as respectful and approachable was four times more likely to seek the peer's help compared to those who felt otherwise (B=1.435, OR=4.202, p=0.041, 95% CI=1.064-16.592). The study concludes that personal and environmental factors are significant predictors of adaptive help seeking behavior of student nurses in KMTC Nairobi. The research recommends that institutions encourage students to remain respectful and approachable; to treat peers as people of equal worth; and that seeking help is not a sign of weakness. Moreover, schools should explore ways of increasing help seeking from lecturers, especially in their offices; as well as on personal issues. Additional studies be conducted on the origin and influence of students' self-reliance inclinations on source of help seeking.

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ABBREVIATIONS AND ACRONYMS

AHSB	Academic Help-Seeking Behavior
CI	Confidence Interval
DF	Degrees of freedom
HRH	Human Resources for Health
KeMU	Kenya Methodists University
KHSHRS	Kenya Health Sector Human Resources strategic plan
KRCHN	Kenya Registered Community Health Nursing
KRCHN (D)	Kenya Registered Community Health Nursing (Direct entry)
KRCHN (Up.)	Kenya Registered Community Health Nursing (Upgrading)
KMTC	Kenya Medical Training College
KNWR	Kenya Nursing Workforce Report
MOH	Ministry of Health, Kenya.
NACOSTI	National Commission for Science, Technology, and Innovation
NCK	Nursing Council of Kenya
OR	Odds Ratio
SDGs	Sustainable Development Goals
SE	Standard error
SERC	Scientific and Ethics Review committee

SPSS	Scientific Package for Social Sciences
TVETA	Technical and Vocational Education and Training Authority
χ^2	Chi-Square

OPERATIONAL DEFINITION OF TERMS

Academic difficulty: Difficult in learning or understanding concepts as reported by the student.

Academic success or favorable academic outcome: In general, academic success refers to attaining satisfactory competencies in three domains of learning (Knowledge, attitudes and skills). However, this paper restricts its meaning to attainment of satisfactory grades in theoretical assessments. It is self-reported.

Academic adjustment: The resilience required to overcome academic difficulties.

Academic help or academic support: Assistance provided to students to overcome academic difficulties.

Academic help-seeking behavior: Self-reported actions taken by a student when faced with academic difficulties.

Adaptive academic help-seeking behavior: Seeking assistance from peers and lecturers to understand concepts and achieve academic success. It is a mature and strategic way of coping and realizing academic success because the student is driven by the desire to learn. Also called instrumental help-seeking behavior.

Academic worry: Refers to the student's concern about scholarly issues, for example, examinations; or handling the stresses of the course.

Basic diploma Nursing Students: Students pursuing a diploma in Kenya Registered Community Health Nursing (KRCHN); includes pre-service (direct entry) or in-service (upgrading students).

Locus of control: The degree to which the learner believes that his/her academic performance is due to personal characteristics (that is to say, internal factors, for example, effort or ability) or due to environmental factors (for example, luck or challenging subject).

External locus of control: Occurs when the student attributes his/her academic performance to factors outside self (that is to say teachers, school, luck, and course difficulty).

Environmental factors: These are factors outside students that explain their success or their help-seeking. These include lecturer and peer attributes, course difficulty, social norms, exam attributes, luck, course and college attributes as perceived and reported by the student.

Internal locus of control: Occurs when the student attributes his/her academic performance internally (such as own effort and ability)

Personal characteristics: These are the characteristics in the student that explain their help-seeking. They include demographic characteristics, the internal locus of control, self-efficacy, self-esteem and academic anxiety levels. Are self-reported.

Non-adaptive academic help-seeking behavior: Actions students take when they face difficulties that do not foster learning or understanding. Scholars have divided this help-seeking behaviors into two**:** 1) Avoidant behavior- that is to say, deliberate effort not to secure assistance; and 2) seeking aid when not needed, for instance, to get answers or for attention.

Nature of academic help-seeking: Refers to whether the help obtained is adaptive or non-adaptive.

Options of help-seeking: refers to whether the student prefers to be given information in an open or private environment.

Pre-service nursing students: Students who are admitted into nursing without prior training in the field. Also called direct entry.

Source of help-seeking: refers to who the student approaches for assistance. Can be formal (lecturers) or informal (for example peers, friends, family, and acquaintances) sources.

Self-efficacy: The student's degree of belief in his/her competence or ability to achieve academic success.

Upgrading students: Kenya enrolled certificate nurses pursuing a diploma in nursing.

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

An adequate Nursing workforce is central to Kenya's implementation of the universal health coverage pledged in the Constitution of Kenya 2010, vision 2030 and Sustainable Development Goals. However, the realization is threatened by an acute shortage of various cadres of healthcare workers (Miseda, Were, Murianki, Mutuku, & Mutwiwa, 2017). At present, the country has a shortfall of 40468 qualified nurses, and is targeting to reduce the gap to 19501 nurses by 2030 (Ministry of Health [MOH], 2014).

To that end, the nation has embarked on massive enrollment of nursing students into training institutions through expansion of Kenya Medical Training College (KMTC) and private institutions. KMTC is a public institution that trains about 80 percent of Kenya's health workforce (Kenya Medical Training College [KMTC], 2018); a third of which are nurses (KMTC, 2017). In the last five years, KMTC has doubled its constituent colleges from 28 to 65 and has a presence in 43 out of 47 counties. As a consequence, the annual intake has doubled from 6000 to 12000 (Mwololo, 2017). Likewise, the yearly figure of graduates has increased twofold from 4586 in 2008 to 8957 in 2017 (Kenya Medical Training College, 2017). The college has a total population of 34,000 students pursuing 70 different medical related courses at the certificate and diploma levels (KMTC, 2018; Mwololo, 2017).

Further, it is estimated that there are 11,200 students in KMTC (Based on KMTC 2017 graduation) pursuing certificates, basic diplomas and higher diplomas in nursing sciences; the majority being basic diploma students. In 2017 KMTC graduated 3266 nurses with

various certificates and diplomas, a 50% rise compared to the year 2008 (KMTC, 2017). The basic diploma in nursing accounted for 87% of the nursing graduates in that year.

Despite the remarkable registration, attrition of student nurses may dampen efforts to increase the nursing workforce in Kenya. Failure of students to complete their training and register with the Nursing Council of Kenya stood at 8.8% in 2012 (Kenya Nursing workforce report, 2012). The loss can, to a large extent, be explained by their unsatisfactory performance in assessments and licensing examinations. For example in 2012, the report states that 4,273 students did the NCK licensure examinations with a failure rate of 17.7%.

Academic progress and subsequent entry into the nursing workforce depends on how well the students do in their assessments and examinations. Dismal academic performance has injurious ramifications on the student's personal life, the achievement of the adequate human resource for health (HRH) and the vision 2030. All students face challenges, including difficulties adjusting to the course demands; these may derail their academic progress. The stress arising from academic demands (Pulido-Martos, Augusto-Landa, & Lopez-Zafra, 2012) and accommodation challenges (Muriungi & Ndetei, 2013) further diminish chances of students' academic success.

In mitigation, the Technical and Vocational Education and Training Authority (TVETA), the Nursing Council of Kenya (NCK) and the KMTC (KMTC, 2016) require training institutions to support and counsel students on all matters, including academics. Though all students are in need of assistance, some are more vulnerable and potentially at higher risk of failing if not helped. Disappointingly, those who attain substandard grades, and would benefit most if they procured help, are often reluctant to request for guidance (Reeves, 2012).

Higher institutions, including KMTC, have sizeable student population to lecturer ratios (MOH, 2012). This population makes it hard for lecturers to identify all students with academic difficulties for timely support. Thus, voluntary help-seeking comes in handy.

Academic Help-seeking behavior (AHSB) refers to deliberate actions taken by students whenever they face academic difficulties they cannot overcome on their own (Newman, 2002; Williams & Takaku, 2011). Whereas some students have been observed to seek assistance, others often 1) persist on the problem even if they are not making progress, or 2) abandon the tough topic altogether. Newman (cited in Karabenick & Newman, 2013) groups these actions into adaptive and non-adaptive help-seeking behaviors.

Adaptive (instrumental) help-seeking occurs when a student secures help in form of explanations and hints needed, with the intent to learn independently; not to obtain the answers (Ryan & Shim, 2012). On the other hand, non-adaptive help-seekers may exhibit either expedient or avoidance behaviors.

Expedient (executive) help-seeking entails requesting for answers, often without a genuine interest to learn to deal with future related problems autonomously (Karabenick & Newman, 2013; Kiefer & Shim, 2016). In avoidant help-seeking, students are deliberately hesitant to obtain assistance even when they know they need it (Ryan & Shim, 2012). Adaptive academic help-seeking actions are the most recommended because they increase students' chances of adjusting to academic demands, successfully overcoming academic challenges and attaining academic success (Beisler & Medaille, 2016; Ofori & Charlton, 2002; Payakachat et al., 2013).

Help-seeking is a natural but somewhat complicated process. As such, individuals have to take some steps. For example, they have to recognize that there is a problem beyond their

ability to solve. Second, decide to seek help. Third, approach the potential source of help and express the need for assistance. Fourth, obtain the help; and fifth, process the help obtained (Karabenick & Dembo, 2011). There is an intricate connection between features of the help-seeker, the nature of help sought, achievement motivation and the environment (Wills & DePaulo, 1991). The interrelationship plays a role in motivating help-seeking.

1.2 The Problem Statement

Despite recommendations by the KMTC, TVETA, and NCK that learners be given academic support, little information is available on academic help-seeking among student nurses in the Kenya context, and in particular, in KMTC. In Kenya, scholars have investigated factors associated with academic performance (Nyangena, Getanda, & Ngugi, 2013) as well as psychological help-seeking behaviors (Muriungi & Ndetei, 2013) of student nurses. At the global stage, studies have shown a link between help-seeking, academic coping, and educational achievement (Ofori & Charlton, 2002). Students have been observed to exhibit different behaviors when faced with learning difficulties, including help avoidance. Further, help-seeking has been shown to vary across levels of training, programs, and regions (Payakachat et al., 2013). That being the case, this cross-sectional survey sought to describe the academic help-seeking behavior (AHSB) of Kenya Registered Community Health Nursing (KRCHN) students in Kenya Medical Training College (KMTC), Nairobi Campus.

1.3 Broad Objective

To describe the factors that influence academic help seeking behavior (AHSB) of basic diploma nursing students in KMTC, Nairobi.

1.4 Specific objectives

1) To describe the nature of academic help-seeking behavior of basic diploma nursing students in KMTC, Nairobi.
2) To identify the sources of academic help for basic diploma student nurses in KMTC, Nairobi.
3) To determine the person related factors that influence academic help-seeking behavior of basic diploma student nurses in KMTC, Nairobi.
4) To investigate the environment related factors that influence academic seeking behavior of basic diploma student nurses in KMTC, Nairobi.

1.5 Research questions

1) What is the nature of academic help-seeking behavior of basic diploma student nurses in KMTC, Nairobi?
2) What are the sources of academic help to basic diploma student nurses in KMTC Nairobi?
3) What person related factors influence academic help-seeking behavior of basic diploma student nurses in KMTC Nairobi?
4) What environment related factors influence academic help-seeking behavior of basic diploma nursing students in KMTC Nairobi?

1.6 Null Hypotheses

1) Basic diploma student nurses in KMTC, Nairobi do not exhibit adaptive academic help-seeking behavior.
2) Sources of help do not influence academic help-seeking behavior of basic diploma student nurses in KMTC Nairobi.
3) Person related factors do not influence academic help-seeking behavior of basic diploma student nurses in KMTC Nairobi.
4) Environment related factors do not influence academic help-seeking behavior of basic diploma student nurses in KMTC Nairobi.

1.7 Justification for the study

Higher institutions, for example, KMTC, have large classes and high student to lecturer proportions. In the circumstances, it is difficult for lecturers to promptly identify all students with learning difficulties for support. Consequently, these students must proactively seek help. This investigation sheds light on the nature of academic help-seeking and the possible impediments to students' voluntary adaptive help-seeking in KMTC, Nairobi. The results suggest to the faculty, students and education administrators the measures they need to spend time, resources and efforts on in order to promote beneficial help-seeking to the majority of students.

1.8 Significance of the study

The results of this study will be channeled through the MOH to KMTC and the Nursing Council of Kenya. These results contribute to the strengthening of the existing Quality Assurance Systems to maximize academic support for success. As a consequence, potential failure and subsequent drop-outs from training colleges may be minimized; and a step towards full transition from students to the nursing workforce, and the realization of the adequate Human Resource for Health. Furthermore, this study has suggested areas for further research and adds to the present literature on academic help-seeking behavior in Kenya as well.

1.9 Limitations

For logistical reasons, this study was conducted among basic diploma student nurses in a public medical training college, KMTC. Therefore, since the settings and demographics in KMTC could be different, the findings might not be generalized to learners in private nursing schools, non-nursing programs, higher diploma nursing courses, and those in universities.

The cross-sectional survey, as used in this study, may not infer cause-effect relationship because the independent variables are not amenable to manipulations (Protheroe, 2009). However, the design remains useful in understanding associations between the predictor and outcome variables. The use of self-reported methods of data collection carries a number of risks: for example, the respondents could have given socially acceptable responses, or tended to agree or disagree with statements regardless of what was being said (Leary, 2001).

1.10 Delimitations

The study concentrated on the nursing students in KMTC Nairobi Campus. In addition to the nature of help-seeking behavior, the investigation restricted itself to the respondents' perception of lecturers and peers, as help givers. Furthermore, most of the questions in the tool were structured. This made it easier and quicker for the respondents to fill the forms. Besides, the choice of cross-sectional survey and area of study made the study logistically feasible.

CHAPTER TWO: LITERATURE REVIEW

1.1 Introduction

This study set out to describe the nature of academic help-seeking behavior and the factors likely to affect it. Presented in this chapter is the summary of previous enquiries onto the subject matter. The literature is organized into various sections: concept of academic help-seeking, global situation, help-seeking theories and types of help-seeking behaviors. The different segments of the theoretical framework are also discussed, which include, nature and sources of help sought, options of help-seeking, and the factors that potentially influence the behavior. Lastly, the conceptual framework is presented.

1.2 Concept of Academic help-seeking

All students face difficulties when studying. For that reason, somebody has to come to their rescue for them to continue with the learning task. For that to happen, learners have to take the lead in obtaining the necessary aid.

Help-seeking refers to the steps taken by students whenever they have academic difficulties (Williams & Takaku, 2011). The actions can be adaptive or non-adaptive (Karabenick & Newman, 2013). In adaptive help-seeking behavior, the student zealously asks for assistance to learn. It is the most appropriate and useful form of help-seeking. On the other hand, non-adaptive behavior, which means help avoidance or asking for unnecessary assistance, hinders the learning process.

2.3 Global Situation

Academic help-seeking behavior (AHSB) has been studied in different areas and levels of training. In the USA, for example, Payakachat et al. (2013) conducted a mixed-methods research on factors associated with AHSB among pharmacy students. The study concluded that a positive link amongst students and faculty, and the students' perception that the teachers are competent, promote appropriate AHSB. On the other hand, ambivalence and perception of help-seeking as a threat to self-image were found to be negatively correlated with AHSB. Carmon (2013) conducted a descriptive quantitative study involving baccalaureate preclinical sciences nursing students at School of Nursing, University of Alaska Anchorage. The intent of the enquiry was to describe the students' readiness to seek academic help. The study concluded that learning environment is the single most significant predictor of help-seeking.

Mo Ching Mok, Kennedy, Moore, Wen-jing, and On Leung (2008) investigated the motives for academic help-seeking behaviors of high school pupils in Macau and Taiwan. The desire to learn how to solve problems on their own was the main drive for requesting for somebody's intervention. On the other hand, the study noted that fear of disturbing others was the main deterrent to help-seeking.

In Saudi Arabia, Al-Ansari, El Tantawi, AbdelSalam, and Al-Harbi (2015) conducted a cross-sectional survey involving dental students. Their aim was to find out the factors associated with AHSB among the learners. The study observed that female undergraduates had a tendency to seek help more than their male counterparts. The results also revealed that when the faculty is available, listens carefully and is perceived to be helpful, students

seek help more from them. Further, most students were observed to depend more on their peers for help than the lecturers.

Roussel, Elliot, and Feltman (2011) examined the effect of achievement and social goals on academic help-seeking among senior high school students, in Toulon, France. Mastery goals and desire for friendship were found to be clearly connected to adaptive help-seeking. On the contrary, performance goals and relationship avoidance were hindrances to help-seeking.

At the University of North-Western England, Ofori and Charlton (2002) designed a model to investigate the factors underlying nursing students' academic performance. They observed that help-seeking is positively correlated with academic performance. However, the investigation revealed that students with high self-efficacy had help-avoidance tendencies.

In Kenya, a research by Kamunyu, Ndungo, and Wango (2010) focused on why university students do not seek counselling whenever they have psychological distress of varied triggers. The study concluded that gender of the counselor, mistrust, counseling centre location and perception of the students affect help-seeking. Other studies have focused on factors influencing academic performance among nursing students (Gachuiri, 2009, Nyangena et al., 2013) and the role of academic advising on academic performance (Muola, Maithya, & Mwinzi, 2011).

2.4 Help-Seeking Behavior Theories

Like other human behaviors, academic help-seeking behavior (AHSB) has remained an important question to several psychologists. Below is a number of theories that shed some light on this area.

2.4.1 Achievement Goal theory

Achievement Goal Theory, the most studied and revised among the motivational theories, gives two opposing goals for learning: mastery and performance(ego) goals (Senko, Hulleman, & Harackiewicz, 2011). Mastery-oriented learners want to perform better than they did before (Cecchini Estrada, González González-Mesa, Méndez-Giménez, & Fernández-Río, 2011). However, performance goal-oriented students aim to demonstrate that they are better than their equals (Senko, Hulleman, & Harackiewicz, 2011). The mastery and performance goals are not mutually exclusive; but one may be dominant (Roussel et al, 2011).

This theory postulates that the academically weak students, who are mastery focused, remain resilient and ready to seek help whenever they face difficulties (Roussel et al., 2011; Senko et al., 2011). However, the academically weak students, who are performance goal oriented, often avoid challenges. They are averse to help-seeking , maybe because they feel doing so threatens their ego (Protheroe, 2009). In general, mastery focused students often demonstrate adaptive learning behavior (Midgley et al., 2013).

2.4.2 Social Goal Theory

This theory explains that students interact for dominance, popularity or intimacy (Kiefer & Shim, 2016). In their study on the association between social goals and academic help-seeking, Kiefer and Shim observed that students preoccupied with popularity leaned towards expedient help-seeking behavior.

2.4.3 Academic Self-Efficacy Theory

Bandura (1977) defines self-efficacy as the faith in one's capability to accomplish an assignment or overcome a test. Bandura advanced the idea that people have either high or low self-efficacy. He suggested that firsthand experience, experience through proxy, verbal encouragement and biological states have an impact on self-efficacy.

Lowly efficacious individuals doubt their capabilities and therefore easily give up. By contrast, those high in self-efficacy have strong convictions they can overcome whichever challenge they face. They persist longer and spend more effort to achieve success. The low achievers are worried that by seeking help they will be acknowledging their perceived weakness (Reeves, 2012)

2.4.4 Attribution Theory

Attribution denotes the manner in which individuals assign causes to behavior or outcomes (Mkumbo & Amani, 2012). The theory was first described by Heider (1958), but has undergone enrichments by other psychologists including Bernard Weiner (1985). Heider identified two broad ascriptions to human behaviors: personal (dispositional) and environmental (situational) factors.

Personal factors are the internal traits such as attitudes, self-efficacy, feelings and motives. Environmental factors refer to issues in the environment to which human behavior or outcomes can be attributed: socio-norms, task difficulty, bad luck and biased teacher.

Attribution theory has been widely applied. For instance, it has been used to explain failure and success in different situations. Building on Heider's attribution theory, Weiner (1985) identified three characteristics of success or failure: (1) Locus of control- the extent to which the outcome is attributed internally or externally; (2) stability-the degree to which the results can be altered; and (3) controllability- the extent to which self can change the cause, or course.

If the cause is controllable, the individual may spare no effort in tilting it towards a favorable outcome. However, if the origin of failure is assigned to stable and uncontrollable issues, people may not strive to change behavior because the outcome will remain the same irrespective of what they do. It is equally important to consider whether the attributions are made by the observer or the actor (Marks, 2005).

In the academic context, Weiner stated that learners attribute their success or failure in academics to four factors: Ability, effort, luck and task difficulty. Effort and ability are considered dispositional while luck and task complexity are situational. The determinants can further be classified into stable or unstable, and controllable or uncontrollable factors. Attribution patterns affect help-seeking behavior, and ultimately the academic performance of students.

Several studies have investigated how students explain their academic performance. A number of them have concluded that students often attribute their academic performance to environmental factors or personal characteristics (Carmon, 2013). A student who

ascribes outcome internally (for example, to effort and ability) has better academic performance than the student who attributes the performance to environmental factors, for instance, to task difficulty, bad luck, unconducive environment or teacher bias (Mkumbo & Amani, 2012).

The theory has also been used to explain the students' willingness to seek help (Reeves, 2012). There are several personal attributes associated with help-seeking: self-esteem, self-efficacy, attitudes towards help-seeking, and fear of causing disturbance. The environmental factors that influence academic help-seeking include helper's characteristics, state of privacy provided, socio-norms, and options of help-seeking available.

Accordingly, students who attribute their good grades to personal factors such as high self-efficacy are more predisposed to seek help than those who attribute performance to environmental factors (Carmon, 2013). Regrettably, efficacious people may ask for non-adaptive help. As an example, Butler (Reeves, 2012) observed that learners who attribute their performance to their ability often ask for help to get the correct answer instead of learning the material. Instructively, if a student beliefs the help giver attributes the performance to the student characteristics (such as incompetence), the student may not seek help (Carmon, 2013).

2.5 Nature of help-seeking

Over the years, scholars have used different dimensions to describe the nature of help-seeking. Wills and DePaulo (1991) used the following criteria: (a) the type of helper, specifically, formal Vs informal; (b) the type of the problem, for example, instrumental vs. emotional; (c) the severity of the problem, that is to say, minor vs serious; and (d) the relation to other coping efforts, for example, none vs. many.

Reeves (2012) classified help-seeking into avoidant and adaptive help-seeking. While avoidant help-seekers are often aversive to help when needed, adaptive help-seekers tend to be receptive to it.

Whites and Bembenuty (2013) classified help-seeking behaviors into adaptive, expedient and avoidant behaviors. Adaptive help-seeking occurs when a student seeks explanation and hints needed with the intent to learn; not simply to obtain the answers. On the other hand, expedience is at display when students ask somebody else to do the work for them, or to be shown the answer (s). Lastly, help avoidance arises when individuals hesitate to obtain assistance yet they appreciate that it is a necessity (Ryan & Shim, 2012).

Newman (cited in Karabenick & Newman, 2013) dichotomized help-seeking into adaptive and non-adaptive categories. In this classification, adaptive help-seeking happens when learners actively seek academic guidance whenever they face challenges (Williams & Takaku, 2011). Newman further stated that non-adaptive help-seekers do either of the following: (1) seek unnecessary assistance, such as soliciting for answers or attention; and (2) avoid seeking advice (Midgley, Ryan, & Pintrich, 2001)

2.6 Theoretical framework

This study is anchored in the attribution theory of help-seeking; an adaptation from Weiner's attribution theory of motivation and emotion, 1985. The theoretical framework has various sections: 1) The nature of help sought, namely adaptive and non-adaptive help; 2) sources of help, and options of help-seeking utilized; and 3) factors influencing the behavior.

2.6.1 Adaptive and Non-adaptive Help-seeking

In this study, the classification of help-seeking into adaptive and non-adaptive behaviors by Newman (as cited by Karabenick & Newman, 2013) was adopted. Newman's categorization captures: 1) the students who seek the required help; 2) those who opt to seek for answers or attention; and 3) those who shun aid.

Adaptive help-seekers are likely to persevere and excel in their studies (Payakachat et al., 2013). Ryan and Shim (2012) have reached comparable conclusions. Unfortunately, avoidant and expedient help-seeking tendencies are common (Mahasneh, Sowan, & Nassar, 2012). In essence, not seeking help when needed makes the student not comprehend concepts in question and derails the learning process (Reeves, 2012).

2.6.2 Sources of Academic Help

Students can pursue help from official sources (lecturers) or informal sources (peers and friends). Sadly, empirical studies have shown that few of them seek help. Those who do, often turn to peers. It is instructive to note that formal help has been associated with better adjustment and performance (Ryan & Shim, 2012).

Age influences preferred source of help. Studies indicate that adolescents and adults are more inclined to seek help from peers than from teachers (Ryan & Shim, 2012). The few students who approach lecturers tend to portray adaptive help-seeking behavior. However, help-seeking from classmates tend to be expedient. The tendency to gravitate to peers for help is because teachers are often seen as threatening to students; appear busy, thus students spend long hours waiting for them; and are perceived as not emotionally supportive to students.

2.6.3 Options of help-seeking

Students may get assistance from lecturers during lessons, after class, just before class or during designated office hours. They can also get help through online technology, for example, through emails and discussion boards. Although Mahasneh et al. (2012) in their study on help-seeking observed that adaptive help-seekers embrace all options, seeking help face-to-face from lecturers appeared to be dominant. By contrast, avoidant help-seekers are inclined to seek online help; possibly because it affords them the privacy they so much desire.

Learners prefer to seek help in privacy to reduce the associated embarrassment. Studies have also shown that students prefer options of help where immediate response is given. For example, they are more likely to ask questions in class, after a lesson or before a session (Reeves, 2012). This avoids the frustrations of waiting for a busy lecturer in the office or to respond to emails.

2.6.4 Person related characteristics and academic help-seeking

2.6.4.1 Age and Seniority in training

Ofori and Charlton (2002) asserted that senior students have a stronger sense of internal control and self-awareness. In their study on factors that sway academic grades of nursing students, Ofori and Charlton concluded that mature nursing students seek help more than their younger counterparts.

Other studies have come up with contrary findings. For example, Newman (2002) and Ryan and Shim (2012) observed that as they advanced in age and training, students tend to be non-adaptive help-seekers. In their study on academic help-seeking behaviors among Saudi dental undergraduates, Al-Ansari et al. (2015) noted that junior college students seek help more than the seniors. This perhaps is because senior students feel more vulnerable seeking help than their juniors. Elsewhere, another study concluded that students have a propensity to avoid help as they advance in age (Dunn, Rakes, & Rakes, 2014).

2.6.4.2 Gender

Men and women from different cultural backgrounds portray different help-seeking behaviors. In masculine societies, men often demonstrate help avoidance (Koc & Liu, 2016). In such cultures, social norms and gender roles call on men to be independent and self-reliant (Addis & Mahalik, 2003).On the other hand, women have been observed to exhibit adaptive help-seeking behavior (Alexitch, 2002; Payakachat et al., 2013).

2.6.4.3 Academic Performance

Higher academic achievers have been observed to seek help more than the lower achievers (Hao, Barnes, Branch, & Wright, 2017). This perhaps is for the reason that the low achievers attribute their performance to environmental determinants that cannot be changed (Mkumbo & Amani, 2012). Though such external ascriptions of academic failure protects self-esteem (Weiner, 1985), it usually hurts chances of help-seeking, which is an internal effort.

2.6.4.4 Internal Locus of control

Locus of control is the extent to which the causes can be attributed internally or externally (Weiner, 1985). High achievers tend to belief that their effort and ability contribute to satisfactory results. Conversely, those who fail in their studies tend to attribute their performance to outside factors such as bad luck, bad teachers, bad course, poor setting and difficult subject (Carmon, 2013).

Studies have shown that students who belief that their performance is a product of internal characteristics, in particular effort, often persist in help-seeking behavior (Mkumbo & Amani, 2012). The internal attribute 'effort' is in the student's control. Seeking help is classified as an act of effort (Gall, 1985).Therefore, students who belief they can do better if they tried harder are likely to seek help to achieve success. However, those who blame their substandard performance on uncontrollable internal factor 'inability' are often too hopeless to procure assistance (Weiner, 1985).

2.6.4.5 Self-esteem

Self-esteem denotes the perceived self-worth. The threat to positive self-image can be self or environmentally imposed (Kopcha, Orey, & Dustman, 2015). Studies have noticed a nexus between self-esteem, self-efficacy, academic success and help-seeking. Weiner (1985) suggests that low self-esteem results in a reduced academic effort. High-self-esteem has been associated with persistence at difficult assignments thus good grades (Yazon, 2015).

As already noted from Gall (1985), help-seeking is an act of effort. Gall adds that some students interpret seeking help as an admission of inadequacy and therefore a threat to their esteem. To avoid being perceived as incompetent, some students evade help altogether (Payakachat et al., 2013).

2.6.4.6 Self-efficacy

Efficacy is the conviction in own capacity to succeed in challenging situations, for example, in examinations. This is engrained in Self-Efficacy Theory (Bandura, 1977). Self-efficacy is closely linked to outcome expectancy. It also has a significant relationship with self-esteem (Yazon, 2015).

Bandura describes outcome expectancy as an individual's estimate that a particular behavior will end in positive outcomes. For example, academic success expectancy denotes how well students believe they will do in their future assessments. Expectancy has its roots in expectancy-value Theory. Weiner (1985) posits that expectancy motivates behavior. On that account, they will engage in activities that they feel will produce the desired outcomes (Carmon, 2013).

Some studies have paid attention to the influence of expectancy level and self-efficacy on academic help-seeking behavior of students, with mixed results. Some have revealed that students who have high academic efficacy and grade expectancy often employ adaptive academic help-seeking strategies (Ryan & Shin, 2011). These students are persistent in whatever action they believe can lead to academic success (Bandura, 1977). In contrast, lowly efficacious students rarely seek help because they feel hopeless (Protheroe, 2009; Weiner, 1985).

Contrary to the above findings, Ofori and Charlton (2002) observed that those who are highly efficacious and optimistic are motivated to dodge help. Such students probably overestimate and over-depend on their ability to succeed (Karabenick & Newman, 2013).

2.6.4.7 Academic worries

Worries on how to cope with academic tasks have been found to predict academic help-seeking behavior. For example, ofori and Charlton (2002), in their study on support seeking among nursing students, observed that help-seeking is high in individuals with moderate academic anxiety levels, stronger internality of control beliefs and slightly pessimistic outcome expectancies. Moderately worried students, who belief they have control over their performance, and who are doubtful of their future performance have a habit of seeking help.

Ofori and Charlton's study also revealed a negative correlation between self-efficacy and academic anxiety. Inefficacious feelings evoke fears of lack of ability to deal with the stresses of the nursing course. This compels the students to seek for help; it could be that they want to increase their ability to cope, and increase chances of success. However, highly efficacious individuals were observed to have less academic anxiety, possibly

because they were overly optimistic that they will do well. This may explain why efficacious individuals are not inclined to search for help.

Students with a history of poor academic performance, stronger externality of control beliefs, and low performance aspirations tend to have strong feelings of inefficacy (Bandura, 1977). Bandura contends that inefficacious people tend to be overly anxious and in a state of learned helplessness. As a consequence, they do not see the need to seek help. (Alexitch, 2002) adds that suchlike students, though in greatest need, often avoid help; perhaps because their performance causes much tension and a feeling of embarrassment.

2.6.5 Environment related factors and Academic Help-seeking behavior

2.6.5.1 Social Norms

Seeking help comes with varied implications of going against social norms, for example, injury to self-image. The classroom and the society may interpret the behavior differently.

Help avoidance is common in school environments where students feel pressured to be in conformity with social norms. This is true in areas where help-seeking is seen as immaturity, inadequacy, dependency, and lack of intelligence by the society (Karabenick & Newman, 2013). To reduce such threats, trust between help-seekers, peers and teachers is vital (Carmon, 2013). On top of that, opportunities to reciprocate, and which encourage seeking assistance, are key determinants (Wills & DePaulo, 1991). In some cultures, cost of seeking help is higher in men (Al-Ansari et al., 2015), since it is perceived as an indication of incompetence. Further, emphasis on outperforming others negatively predict adaptive help-seeking behavior (Lee, 1997; Protheroe, 2009).

Individuals try to find help if the benefits outweigh the threats it carries. For example, a study among secondary school learners in China revealed that fear of embarrassment did not deter seeking assistance; especially if the intention is to grasp concepts as well as achieve better academic grades (Mo Ching Mok et al., 2008). Additionally, Mo Ching Mok et al. demonstrated that, although the concern for 'losing face' and the desire for better grades were determinants to help-seeking, the desire to gain competence in problem solving was the overriding factor.

2.6.5.2 Lecturer and peer attributes

Studies have shown an association between perceived helper support, help-seeking threat and help-seeking. Learners often look for help from lecturers perceived to be attentive listeners, understanding, respectful, competent, helpful, and available when needed (Al-Ansari et al., 2015; Payakachat et al., 2013).

Sources that provide emotional support through reassurance of self-worth, acceptance, and trust are likely to be approached (Wills & DePaulo, 1991). In many cases, college students seek help from peers for the reason that the informal sources are more accessible, emotionally supportive and less threatening than lecturers (Al-Ansari et al., 2015). Unfortunately, help from peers tends to be expedient (Ryan & Shim, 2012).

2.6.5.3 School and Course characteristics

Course difficulty prompts seeking help (Karabenick & Newman, 2013). Help-seeking is seen in those students who take middle ground regarding subject complexity (Payakachat et al., 2013). Payakachat et al. further established that students who are dissatisfied are hesitant to seek help.

Students who feel satisfied with a school are liable to seek help (Payakachat et al., 2013). High levels of satisfaction are seen in an environment where peers and the faculty are perceived to be supportive. In their study on help-seeking among pharmacy students, Payakachat et al. proposed that career dissatisfaction is associated with help avoidance.

2.7 Conceptual framework

The conceptual framework (figure 2.1), which displays the association between various variables, was adapted from Weiner's attribution theory of motivation and emotion, 1985. The dependent variable is the nature of help-seeking behavior as reported by the student. The behavior, which can be adaptive or non-adaptive, reflects the action taken by a learner when faced with academic difficulties. The independent variables constituted various interrelated factors that predict the aforementioned behavior, and are summarized as follows:-

1. Person related factors.
2. Environment related factors.
3. Sources of help.

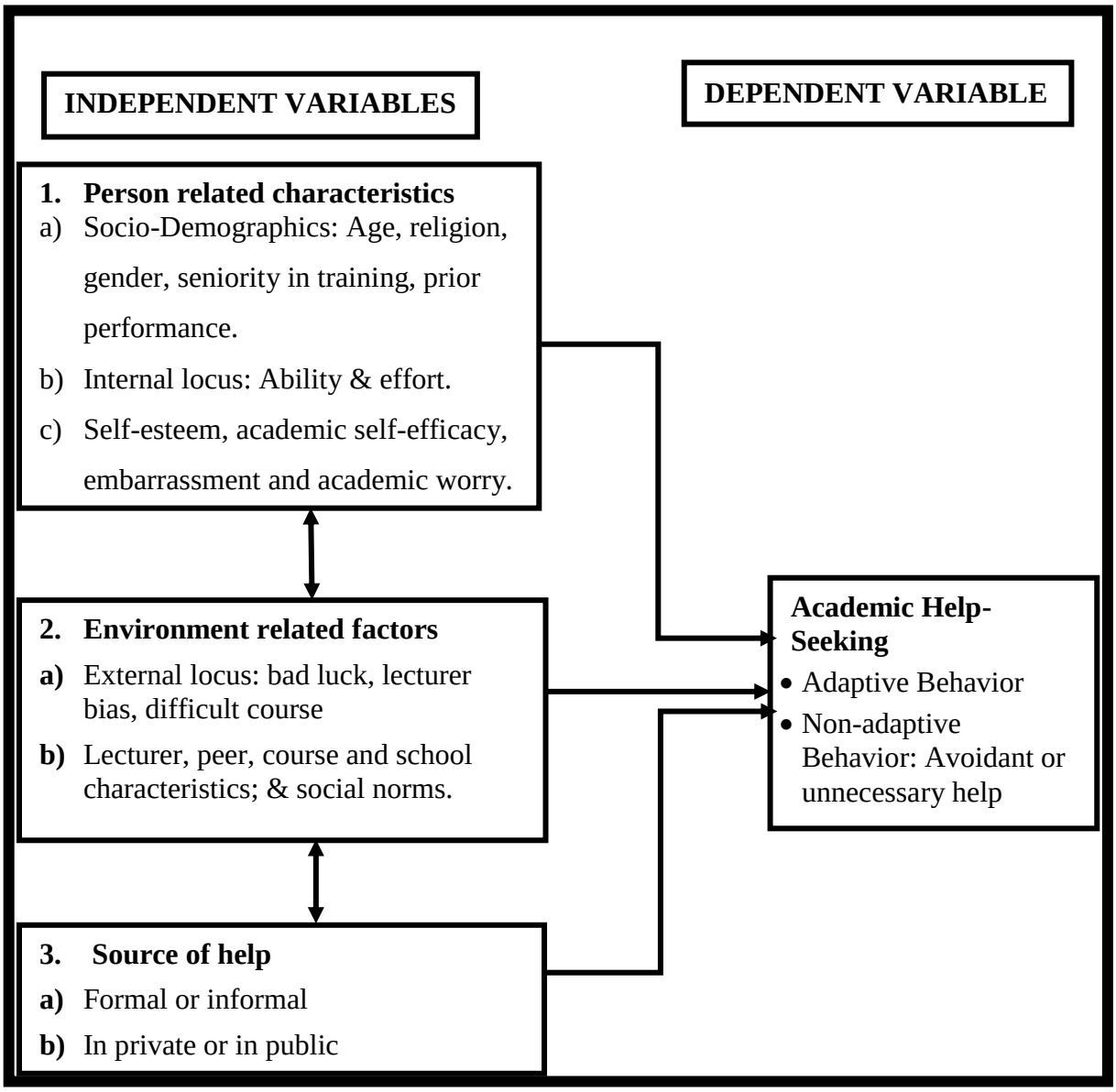

Figure 2. 1 Conceptual framework of Academic Help-seeking behavior.

2.8 Summary of Literature Review

In Asia, the United States of America and Europe, several studies on academic Help-seeking behavior among students of varied programs, including nursing, exist. These comprise those focusing on the influence of academic help-seeking on academic performance.

In Kenya, studies on help-seeking have been broad and general. Some have focused on causes of psychological distress and whether the students seek counselling whenever they are distressed (Kamunyu et al, 2013). Those nearer the interest of this study have focused on factors affecting the performance of learners in nursing licensure examinations (Gachuiri, 2009; Nyangena et al., 2013) and the weight of academic counselling on scores of learners (Muola et al., 2011).

In the Kenyan context, however, a number of questions remain unanswered: What do students do whenever they cannot master a concept? Who do they approach? What kind of assistance, if any, do they ask for? Why do they behave as they do?

CHAPTER THREE: STUDY METHODOLOGY

3.1 Introduction

The intent of this study was to describe the nature of help-seeking and the factors that influence the behavior. Described herein is the research design; which is composed of the study design, study population, study area, sampling, the variables, tools and methods of data collection and data analysis.

3.2 Study Design

This cross-sectional survey employed a semi-structured questionnaire to collect data. Structured items captured quantitative information that would help establish the relationships between the input variables and outcome variables. In an attempt to probe and yield honest, rich and personal views on a key aspect of the subject matter, an open-ended item was used.

3.3 Study Variables

3.3.1 Dependent Variable

In this investigation the outcome variable was the academic help-seeking behavior exhibited by the students. Academic help-seeking behavior was herein defined as self-reported actions taken by students whenever they have academic difficulties. It had two subsets: 1) Adaptive help-seeking - seeking help to learn; and 2) non-adaptive help-seeking - seeking for answers or avoiding help altogether.

3.3.2 **Independent Variables**

These are the factors that determine whether the student will portray adaptive or non-adaptive help-seeking behavior: personal characteristics, environmental factors and the qualities of the potential sources of help. The self-reported personal characteristics included age, religion, gender, level in training, prior results, self-efficacy, self-esteem, academic worry and the internality of control beliefs regarding academic performance. Various environmental factors and their bearing on academic help-seeking were examined: lecturer traits, peer attributes, course attributes, school characteristics, social norms and externality of control beliefs on academic performance (that is to say lecturer bias, luck, and difficult course)

Because they could not be isolated from help-seeking behavior, options and sources of help-seeking were also examined. Source of help-seeking refers to who the student procured help from. The learner may decide to approach formal sources (lecturers) or informal sources (peers and friends). Options of help-seeking in this context refer to whether the student obtained help in private settings or in the open.

3.4 **Study Area**

The study was conducted in KMTC Nairobi Campus, located opposite Kenyatta National Hospital: the biggest referral hospital in Kenya (Appendix 1). This is in Kenyatta estate, Kibra Constituency, Nairobi County.

The campus offers certificate, basic diploma and Higher diploma programs in different fields; including nursing, clinical medicine and medical laboratory sciences. It has a population of over four thousand students, five hundred of whom are pursuing nursing. All

eligible and interested students, majority being Kenyans, apply for consideration into any program in KMTC through the KMTC Central admissions office. Coincidentally, the office is domesticated in Nairobi Campus.

3.5 **Target Population**

This is the population with the basic aspects of interest in a study, and to which the findings may be generalized. In this research, the target population was all the basic nursing students in all the 38 constituent colleges of the Kenya Medical Training College pursuing basic diploma in nursing; estimated at 7,120 in number (Based on KMTC 2017 graduation). The students are distributed in the 43 out of the 47 counties of the Republic of Kenya. The admission into the colleges is centrally done; and applicants reflect Kenya's diverse social-cultural, economic and geographical composition.

3.6 **Study Population**

This is the specific portion of the target population that is accessible, and from which the sample is recruited. In this study, the reachable population was 410 basic diploma nursing students in KMTC Nairobi; all on full-time mode of study. From this population a sample of 199 respondents was selected.

3.7 **Inclusion Criteria**

1) Students who were more than one semester old in the college. They were assumed to be familiar with the academic help-seeking channels available in the college.
2) Students who were in session when data was being collected.
3) Respondents who consented to take part in the enquiry.

3.8 **Exclusion criteria**

1) Students who had been in training for less than a semester.

2) The respondents in the sampling frame who were out of session for various reasons.

3) Respondents who declined to participate in the study.

3.9 **Sample Size Determination**

Using Daniel's formula (cited in Naing, Winn, & Rusli 2006), and which Naing eta al. recommend in survey studies, the sample size (n) was derived using the formula $n=Z^2p(1-p)/d^2$,

Where:-

n= required sample size before adjustment.

z= number of standard deviations from the mean at a chosen confidence level; thus Z=1.96 at the conventional 95% confidence level.

p=estimated occurrence of academic help-seeking in Kenya. This prevalence is unknown. When value of p is not known, Mugenda and Mugenda (2009) recommend the use of 0.5 (that is p=50%).

1-p= estimated prevalence of not seeking academic help.

d= degree of accuracy, herein set at 5%.

When the above is substituted in the formula:

n=1.96^2 x0.5(1-0.5)/$.05^2$= (3.8416x0.0025)/0.0025=0.9604/0.0025=384.16, which was rounded up to 385.

This figure was adjusted using the finite adjustment formula $n_f = n/(1+n/N)$ (Mugenda & Mugenda, 2009).

Where:-

$\mathbf{n_f}$ =desired sample size after adjustment (if study population is smaller than 10000)

n=the desired sample size before adjustment (if the study population is greater than 10000)

N=the estimated target population (or study population). In this study, N=410

Therefore, the final sample size ($\mathbf{n_f}$) was calculated as follows:

$n_f = 385/(1+385/410) = 385/1.93902439) = 199$ students.

3.10 Sampling Procedure

To ensure generalizability of the findings, the sampling procedure was random in nature. A list of the basic diploma students was obtained. Next, the 50 students who were out of session and those (20 trainees) who participated in the pretest were excluded.

After that, the remaining students (that is 340) were each assigned a unique identification number; an integer for that matter. A Microsoft Excel function was used to generate a random list of the unique identification numbers, out of which the researcher picked the first 199 characters. The respondents with serial numbers matching the unique numerals chosen were then contacted. Persons who declined to participate, or who could not be reached for any reason after several attempts, were replaced by the next available individual from the list of random numbers till the desired sample size was arrived at. However, 23 respondents either did not return the questionnaires or gave back incomplete forms. This variation explains the response rate of 88.4% (n=176).

3.11 **Structure of the Questionnaire**

A questionnaire, characterized by structured questions and a follow up open ended query, was employed in the survey. Structured issues generated quantitative data while the follow up question provided insights to the preceding quantitative response. The inquiry form focused on 1) socio-demographic data; 2) preferred sources, and options of help-seeking; 3) frequently utilized options and sources of help-seeking; 4) academic help-seeking behavior; and 5) person and environment related factors that were hypothesized to influence academic help-seeking.

Six (6) items captured socio-demographics: age, prior performance, religion, gender, level in training and program. Two (2) items were used to assess the preferred source (lecturer or a fellow student) of help-seeking. A scale containing 6 items was used to assess the frequency of utilizing the various options (to be specific, overt or covert options) and sources (namely, formal or informal sources) of help-seeking. These items were distributed as follows: 2 items on formal sources (namely, from lecturers openly in class or privately); and 4 items on informal sources (that is to say, asking for help from peers during group discussion or in class, or in private). The items on frequently utilized options and sources of help-seeking were measured using a Likert scale with values ranging from 4=never, 3=rarely, 2= occasionally, and 1= frequently. Operationally, “Frequently” and “Occasionally” denoted “Frequently used”, while “Never” and “Rarely” were collapsed into “Not used”.

The constructs ‘adaptive and non-adaptive help-seeking behaviors’ were assessed using a four point (1-4) Likert scale of 8 items. The responses ranged from 4=Strongly Agree, 3=Agree, 2=disagree to 1=Strongly Disagree. Strongly agree and agree meant the behavior

was present while strongly disagree and disagree suggested that the behavior was absent. There were 3 items for adaptive help subscale, 3 items for help avoidance subscale and 2 items for unnecessary help subscale. Adaptive help was present if the respondent had a positive response in any 2 of the 3 items of the subscale. However, for non-adaptive behavior, 3 positive responses out of the possible 5 (that is the sum of items from the unnecessary help and help avoidance subscales) were sufficient for the respondent to be classified as non-adaptive. To test internal consistency of the subscale items, a reliability co-efficient was calculated. The Cronbach's alpha for adaptive and non-adaptive subscales were 0.709 and 0.716 respectively.

A four point (1-4) Likert response scale, anchored with statements ranging from "Strongly Disagree" to "Strongly Agree", were used in all the items employed to assess the various factors thought to influence help-seeking. These variables were the academic worries, internal locus of control, self-esteem, fear of embarrassment and self-efficacy; as well as the external locus of control, lecturer attributes, Social norms, peer qualities, course dissatisfaction and contentment with the school. The items were distributed as follows: 2 on self-esteem subscale, 4 on internal locus of control subscale, 3 on self-efficacy subscale, 2 on fear of embarrassment subscale, 2 on academic worries subscale, 4 on external locus of control subscale, 7 on lecturer attributes subscale, 6 on peer attributes subscale, and 5 on social norms subscale. Suffice it to say that some items on social norms and peer attributes were shared. Course and school satisfaction had one item each.

To ascertain validity of the tool, most items were adapted from similar studies elsewhere and guided by the research objectives (Mkumbo & Amani, 2012; Payakachat et al., 2013; Reeves, 2012).

In this survey, the pertinent question regarding reasons for the choice of source of help was captured using one open-ended question. Besides, the minimal number of open ended questions conferred an added advantage of reducing the fatigue associated with too many open ended questions; which often lowers the response rate (Bryman, 2012).

3.12 **Pretesting the Questionnaire**

Pretesting was done to determine the consistency and validity of the inquiry form. Potential threats to validity and reliability were identified and addressed. For example, biased questions, unclear questions and instructions in the questionnaire. The pre-test was conducted on basic diploma nursing students in KMTC, Nairobi Campus.

As recommended by Mugenda and Mugenda (2009), 10% of the actual sample (in this case 20 respondents) was recruited for the pretest. A sampling list of the eligible 360 basic diploma nursing students in the school was obtained. A Microsoft excel function helped in randomly selecting the 20 students who were then contacted. Before being requested to consider filling the questionnaire, the objectives and risks of the study were explained to each person. In the event a student declined, the next on the list was picked and reached out to. However, the individuals approached for the pretest were removed from the list used to generate random numbers that were recruited into the actual study.

3.13 **Validity and Reliability**

Reliability and validity are closely associated concepts. The ability of related test items to generate stable and consistent results is referred to as reliability (Creswell, 2012). Validity denotes the degree to which the tool actually assesses what it is intended to measure (Leary, 2001).

Many measures were taken to ensure reliability of the findings. The questionnaire was administered during clinical or theoretical semester sessions, thus, ensuring near similar settings for respondents. The tool had clear instructions and questions; and extra care was taken during data coding, entry and analysis (Leary, 2001). Further, the questionnaire was pretested and any necessary corrections done before the actual study.

For constructs measured by use of subscales with more than one item, inter-item reliability within the subscales was determined after the pretest. In this situation, a reliability co-efficient (Cronbach's alpha) was calculated. This helped establish the degree to which the items were consistent in evaluating the idea. Cronbach's alpha of 0.70 or more is acceptable (Leary, 2001; Polit & Beck, 2004). Items with lower reliability (Cronbach's alpha of < 0.70) were dropped. It is instructive to note that a number of conceptual elements were rated by way of items derived from scales whose reliability had already been found acceptable in comparable studies elsewhere (Mkumbo & Amani, 2012; Payakachat et al., 2013; Reeves, 2012).

Face validity of the tool was established through expert review: a team of nurse educators were requested to look at the tool and comment if, in their views, the items appeared to measure what they were supposed to measure (Leary, 2001) . Further, as suggested by Leary, the researcher assessed construct validity by investigating the association between those concepts known to be related (specifically, locus of control, academic worries, self-esteem and fear of embarrassment, prior performance and self-efficacy).

3.14 **Data Collection Process**

Information was gathered using a semi-structured self-administered form. The questionnaires had serial numbers for easy of data entry. The randomly identified students were contacted between 0800 a.m. and 5.30 p.m.; during theoretical sessions and clinical rotations, including weekends. Before the eligible respondents filled the questionnaires, they were requested to sign an informed consent form (Appendix 3). The details of the study had already been explained.

To increase the response rate, the questionnaires were issued directly to the respondents and, when possible, checked for completeness at the point of collection. The researcher waited for the respondent to fill the tool and picked it. There was no recording of any information that could identify the respondents. Data collection was spread over the four weeks of February 2019. On average, 47 questionnaires were administered per a week.

3.15 **Data Analysis and Presentation**

Quantitative raw data, as captured in the closed-ended questions, was checked for completeness, coded and keyed into SPSS version 23 for windows. The data was subjected to descriptive and inferential analyses.

Descriptive statistics that were derived from the quantitative data are the mean, frequency and percentages. The data was further subjected to chi-square (χ^2) test and Fisher's exact test, which are inferential statistics, to establish the association between the dependent variable 'help-seeking behavior' and the factors hypothesized to affect the behavior (in particular, sources of help, socio-demographics, personal and environmental factors). Additionally, a binary logistic regression was done to determine the likelihood of the independent variables influencing the respondents' help seeking behavior. All statistical

tests of significance were set at 95% Confidence level, which is widely acknowledged as conventional (Polit & Beck, 2012). The quantitative results are presented using a mix of tables, figures and narrations.

The open ended responses were reviewed for recurring words and phrases. The data was then organized into related themes and presented in narrative form. This was done manually because there was only one open-ended item.

3.16 **Ethical Considerations**

Approval to conduct the study was sought from Kenya Methodists University Scientific and Ethics Review committee (KeMU SERC); the National Commission for Science, Technology, and Innovation (NACOSTI); Ministry of Education; the office of the Principal, KMTC Nairobi Campus; and the Campus' Head of Nursing Department.

Before signing the informed, voluntary consent form, the respondents were appraised of the study objectives and risks, assured of their privacy, and informed that they were at liberty to pull out of the study without any punishment (Appendix 2). To assure confidentiality and anonymity, the respondents were asked not to indicate any identification details, such as their names and contacts, on the questionnaire. In addition, they were assured that the survey had minimal psychological risks, because it was interested in minimal personal details; namely age, gender, class level and grades scored in recent semester examinations. The respondents were informed that there was no material benefits for participating in the research. Besides, the fact that this was an academic enquiry and had no external funding was made clear to the respondents.

The personal identification details and the filled questionnaires were separately kept under lock and key. The researcher did not reveal the identity of the students who were selected for the study, and those who declined to participate. The respondents were assured that the role of the faculty, and the KMTC administration, was limited to giving approval for the study and the list of students in the college.

The respondents were requested to email the investigator if they desired to get the final report. Further, they were informed that the findings of the study were to be availed to the school, and would be published in peer-reviewed journals.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction

This study set out to examine the nature of help seeking behavior of basic diploma nursing students in KMTC Nairobi. It also sought to determine whether various sources of help, options utilized, student characteristics and environment related factors influence the help seeking behavior. This part presents and examines the key findings with reference to the study objectives. First described is the frequency distributions, followed by tests of significance and discussion of the findings.

4.2 Nature of Help seeking behavior

As shown in Figure 4.1, 90.91% (n=160) of the students displayed adaptive help seeking behavior while 9.09% (n=16) did not. Further analysis showed that those who were non-adaptive, 6.8% (n=12) were avoiders while 5.1% (n=9) were executive help seekers.

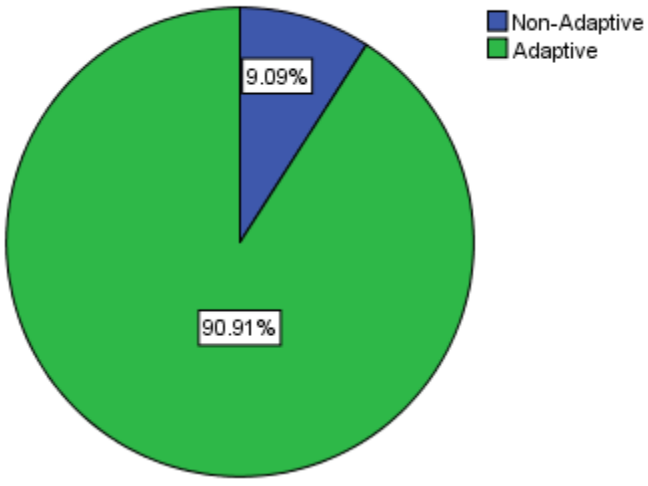

Figure 4. 1 Respondents' Help Seeking Behavior

4.3 Preferred Source of help

Figure 4.2 shows that most students, 72.8% (n=126) were inclined to ask for assistance from peers whenever they had a problem, while 27.2% (n=47) wished to seek help from trainers.

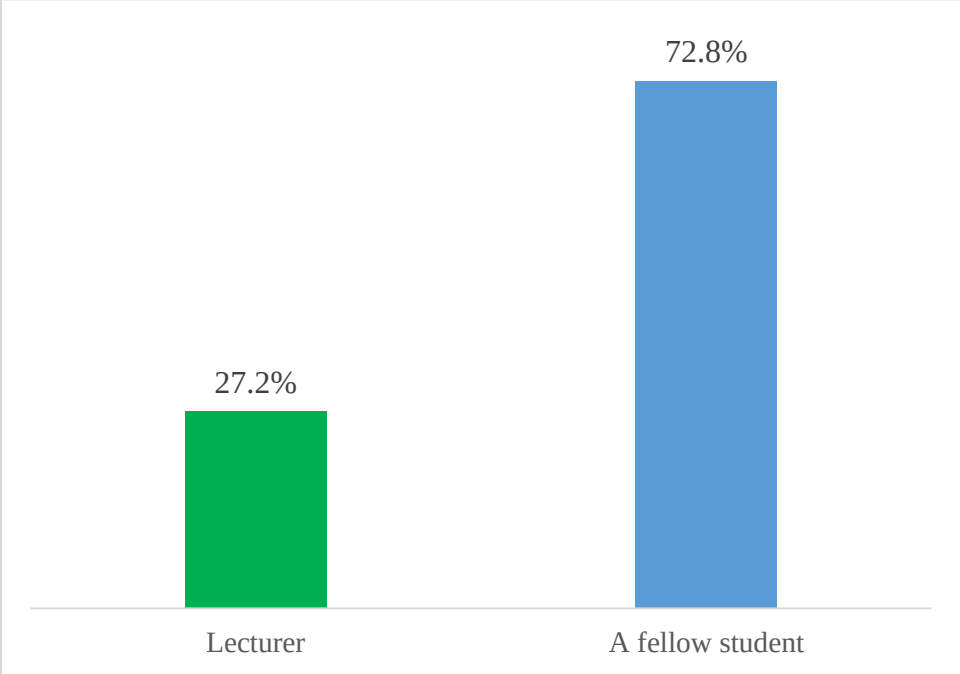

Figure 4. 2 First person student prefers to seek academic help from

When asked why they preferred peers over lecturers, various reasons were advanced. Dominant among them were that a fellow classmate was approachable, available and friendly. This is evident in the following response: *'A fellow student is easy to approach… is available'.*

Another student retorted that lecturers are challenging to find if not during lessons. Someone else asserted that most reading is done (for instance at night) when the lecturers are not around for consultations. Besides, peers found it easy to connect and relate with each other. The students' sentiments were, for example:

'A fellow student is not judgmental.'

'We share a lot in common [with a fellow student].

'With a fellow student, we can relate with each other'

'I am genuinely comfortable with my fellow student'.

Thirdly, students felt that their peers took time to explain concepts when approached, and there was room to clarify or exchange views. For illustration, the students typically responded thus**,**

'*I have the confidence to ask my fellow student to repeat the explanation till I fully understand the concept.'*

'*We can always discuss and debate concepts. Lecturers take a very short time with you, as if you are wasting [their] time.'*

'*I cannot freely ask for repeat explanation when I have not understood. I cannot engage a lecturer with a discussion and in a back and forth debate.'*

Lastly, some students felt that seeking help from a fellow student was in furtherance of student centered learning.

The few respondents who mentioned tutors as their first choice cited the lecturer's knowledge and experience as key considerations. Other justifications were 1) the lecturer

is clearer in explaining than a fellow student and 2) a peer may have misunderstood and therefore may give distorted information. One upgrading student felt that the lecturers were friendly, confidential and trustworthy.

4.4 Reported frequency of utilizing formal and informal sources of help

Overall, as shown in Table 4.1, a greater number (75.6%, n=133) of the students frequently utilized informal sources of help in different situations, for example during group discussions or individual private peer to peer consultations, while 24.4% (n=43) did not. On the other hand, a small proportion (13.1%, n=23) of the students reported frequently utilizing formal sources of help, against 86.9% (n=153) who were not.

Table 4. 1 Frequency of utilizing the formal and informal sources of help

Source of help utilized	Response	(n)	%
Frequently utilize informal sources of help	No	43	24.4
	Yes	133	75.6
	Total	**175**	**100.0**
Frequently utilize formal sources of help	No	153	86.9
	Yes	23	13.1
	Total	**176**	**100.0**

4.5 Frequently utilized options of help seeking

The respondents were then presented with a number of statements that would assist in revealing whether or not the student frequently utilized each of the various options of help seeking available in college. The results are captured in Figure 4.3. The most frequently utilized options were seeking aid from classmates openly (that is to say during group discussions) at 95.5% (n=168) and turning to peers (overtly and covertly) tying at 82.3% (n=144). However, compared to peers, fewer students sought help from teachers overtly at 54.6% (n=95) and relatives at 47.7% (n=84). The least utilized option was seeking help from lecturers covertly, at 24.6% (n=43). This is expected since, when asked why they preferred fellow students to lecturers, most responded that the lecturers were rarely available outside class; implying that students thought it was futile to go to the instructors' offices for consultations. They further stated that mates were often available both in and out of class and therefore could be consulted as soon as needed.

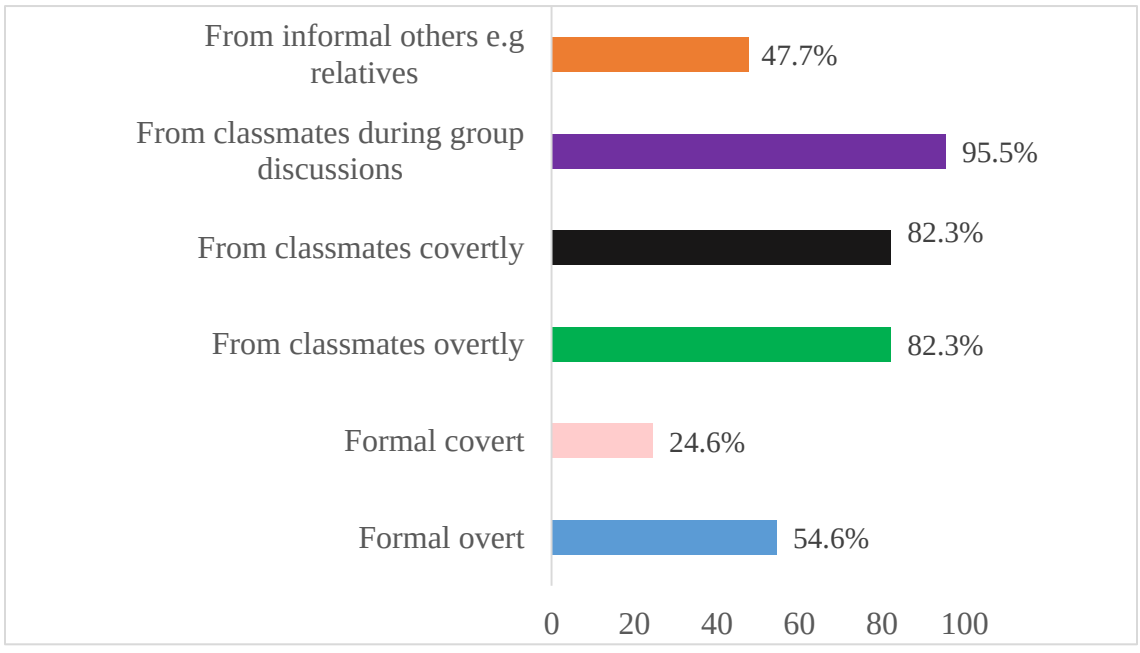

Figure 4. 3 Percentage that frequently utilized the option of help seeking stated

4.6 Bivariate analysis of preferred sources, utilized options and help seeking

Bivariate analysis was done to assess whether 1) the preferred source of help seeking, 2) the sources utilized, and 3) the options of help seeking had an influence on help seeking behavior. The results are shown in Table 4.2. Even though univariate analysis had shown that most students, 72.8% (n=126), preferred to seek help from peers compared to the 27.2% (n=16) who leaned towards their lecturers for assistance, on cross-tabulation, this difference was not statistically significant (p=0.762).

Earlier results (Table 4.1) had shown that most students, 75.6% (n=133) reported to have frequently approached peers for support, against 13.1% (n=23) who went to their instructors. However, as shown in Table 4.2, frequently seeking or not seeking help from informal sources did not have a statistically significant influence on help seeking behavior (P=1.000). Likewise, frequently utilizing formal sources was not a significant determinant of the help seeking behavior of the student (p=0.698).

Considering the options of help seeking, the results revealed that regularly talking to formal overt sources or otherwise was not a significant determinant of help seeking behavior (χ^2 =0.150, df=1, p=0.698). By the same token, covertly seeking help from informal sources did not considerably affect the behavior displayed by the student (χ^2 =1.109, df=1, p=0.292). On that account, a student who is inclined to be adaptive is not swayed by the options of help seeking available.

Table 4. 2 Bivariate analysis of sources and options of help and help seeking

Source and options of help		Help seeking behavior					
		Non-Adaptive		Adaptive			
		n	%	n	%	N	*Significant at p≤0.05*
First person student prefers to approach for Academic Help	Lecturer	3	20.0	44	27.8	44	Fisher's Exact p=0.762
	A fellow student	12	80.0	114	72.2	128	
	N	**15**	**100**	**158**	**100**	**173**	
Overall frequently seeks formal help	**No**	15	93.8	138	86.2	153	Fisher's Exact p=0.698
	Yes	1	6.2	22	13.8	23	
	n	**16**	**100**	**160**	**100**	**176**	
Overall frequently seeks informal help	**No**	4	25	39	24.4	43	Fisher's Exact p=1.000
	Yes	12	75	121	75.6	133	
	n	**16**	**100**	**160**	**100**	**176**	
Overall seeks formal help overtly	No	8	50.0	71	44.9	79	χ^2 =0.150 df=1 p=0.698
	Yes	8	50.0	87	55.1	95	
	n	**16**	**100**	**158**	**100**	**174**	
Overall seeks informal help overtly	No	5	31.2	32	20.0	37	χ^2 =1.109 df=1 p=0.292
	Yes	11	68.8	128	80.0	139	
	N	**16**	**100**	**160**	**100**	**176**	

4.7 Analysis of person related factors that influence help seeking behavior.

4.7.1 Univariate analysis of respondents' demographic characteristics

Table 4.3 shows the distribution of the sample according to demographic characteristics. The results indicate that there was almost an equal representation across the years of study. Considering age, majority of the learners, 93% (n=160) were aged between 18-23 years. The mean age was 22.93 years (SD=3.043). On the aspect of gender, the female students were as twice in number as their male counterparts. In respect of religion, the protestants were the most represented in the sample at 58.4% (n=101). As regards the KRCHN program, a great number of the respondents, that is 85.8% (n=151), were from the in-service group. This was expected. In reference to performance in their most recent examinations, 66.6% (n=114) of the respondents had registered between a pass and a credit, while 10.5% (n=18) had registered a distinction. Students who had just finished first semester and were yet to get their results constituted 22% (n=38) of the sample. Only 0.6 % (n=1) reported a referral in their latest assessments

Table 4. 3 Univariate analysis of demographics characteristic of nursing students

Characteristic		Frequency (n)	Percent
Year of Study	First Year	58	33.0
	Second Year	66	37.5
	Third Year	52	29.5
	Total	**176**	**100.0**
Age (Years)	18-23	113	67.7
	24-29	47	28.1
	>=29	7	4.2
	Total	**167**	**100.0**
Gender	Female	115	65.3
	Male	61	34.7
	Total	**176**	**100.0**
Religion	Protestant	101	58.4
	Muslim	23	13.3
	Catholic	49	28.3
	Total	**173**	**100.0**
KRCHN Program	KRCHN (Direct Entry)	151	85.8
	KRCHN (Upgrading)	22	12.5
	Total	**173**	**98.3**
Average Score in Most Recent Semester Exams	Fail (<49%)	1	0.6
	Pass (50-64%)	51	29.8
	Credit (65-74%)	63	36.8
	Distinction (≥75%)	18	10.5
	Post 1st Semester	38	22.2
	Total	**171**	**100.0**

4.7.2 Bivariate analysis of demographic characteristics and help seeking

Cross-tabulation was done to assess the association between the demographic characteristics and the help seeking behavior. The results are shown in Table 4.4. There was no statistically significant relationship between help seeking behavior and seniority (p=0.270), age (p=0.420), gender (χ^2 =0.642 df=1,p=0.423), religion (χ^2 =0.033, df=1, p=0.856), KRCHN Program (p=0.126) and academic performance (p=0.784).

Table 4. 4 Bivariate analysis of demographic factors and help seeking behavior

Demographic factors		**Help seeking behavior**					
		Non-Adaptive		**Adaptive**			
		N	**%**	**N**	**%**	**N**	***Significant at p≤0.05***
Seniority in training	Junior	3	18.8	55	34.4	58	Fisher's Exact p=0.270
	Senior	13	81.2	105	65.6	118	
	n	**16**	**100**	**160**	**100**	**176**	
Age (Years)	18-23	12	75	101	63.1	113	Fisher's Exact p=0.421
	≥24	4	25	59	36.9	63	
	n	**16**	**100**	**160**	**100**	**174**	
Gender	Female	9	56.2	106	66.2	115	χ^2 =0.642 df=1 p=0.423
	Male	7	43.8	54	33.8	61	
	Total	**16**	**100**	**160**	**100**	**176**	
Religion	Protestant	9	56.2	92	58.6	101	χ^2 =0.033 df=1 p=0.856
	Muslim/Catholic	7	43.8	65	41.4	72	
	n	16	100	157	100	173	
KRCHN Program	KRCHN (D)	12	75.0	139	88.5	151	Fisher's Exact p=0.126
	KRCHN (Up.)	4	25.0	18	11.5	22	
	n	**16**	**100**	**157**	**100**	**173**	
Performance in recent exams	≤Pass(≤64)	5	35.7	47	39.5	52	χ^2 =0.075 df=1 p=0.784
	≥Credit(≥65	9	64.3	72	60.5	81	
	n	**14**	**100**	**119**	**100**	**133**	

4.7.3 Univariate analysis of self-esteem, academic self-efficacy, fear of embarrassment and academic worry

Tables 4.5 and 4.6 present the frequency distribution of the respondents based on their self-esteem, academic self-efficacy and academic worry status. In respect of individual self-efficacy subscale items, 76% (n=133) believed they could handle any academic problem, 92% (n=162) said they possibly would solve even the most difficult problems if they tried harder, and 90.2% (n= 157) were confident they would pass in their examinations. Overall, a large part, 91.5% (n=161), of the learners had high academic self-efficacy.

Table 4. 5 Univariate analysis of academic self-efficacy

Self-Efficacy Subscale item		**Frequency (n)**	**Percent**
I am able to handle any problem	No	42	24.0
	Yes	133	76.0
	Total	**175**	**100.0**
I can solve even the most difficult if I try hard	No	14	8.0
	Yes	162	92.0
	Total	**176**	**100.0**
Has confidence will pass	No	17	9.8
	Yes	157	90.2
	Total	**174**	**100.0**
Overall Self-Efficacy Levels	Low	15	8.5
	High	161	91.5
	Total	**176**	**100.0**

Taking everything into account, 87.5% (n=154) of the respondents had high self-esteem (Table 4.6). Moreover, in general 93.8 % (n=165) reported that they were not embarrassed to seek help and 65.9% (n=116) were least worried of academic demands of the nursing course. A closer look at the items in the academic worry subscale revealed that 82.2% (n=114) of the respondents were considerably apprehensive about exam failure.

Table 4.6 Self-esteem, fear of embarrassment and academic worry status of Respondents

Self Esteem Subscale item		Frequency (n)	Percent
thinks is as worth as the rest of the students	No	9	5.1
	Yes	166	94.9
	Total	**175**	**100.0**
Beliefs is not a failure academically	No	12	6.8
	Yes	164	93.2
	Total	**176**	**100.0**
Overall Self Esteem Levels	Low	22	12.5
	High	154	87.5
	Total	**176**	**100.0**
Embarrassment subscale items			
Seeking help an admission of inadequacy	No	147	84.0
	Yes	28	16.0
	Total	**175**	**100.0**
Fears "looking stupid or weak" before helpers	No	160	90.9
	Yes	16	9.1
	Total	**176**	**100.0**
Overall, embarrassed when seeking help	No	165	93.8
	Yes	11	6.3
	Total	**176**	**100.0**
Academic worries subscale items			
Academic demands worry levels	Low	107	60.8
	High	69	39.2
	Total	**176**	**100.0**
Fear of exam failure worry levels	Low	31	17.8
	High	143	82.2
	Total	**174**	**100.0**
Overall level of Academic Worries	Low	116	65.9
	High	60	34.1
	Total	**176**	**100.0**

4.7.4 Univariate analysis of internal locus of control

To elicit if they attributed performance to self or external influence, the students were asked to comment on a number of statements. As illustrated in Table 4.7, on the whole, 93.2% (n=164) had internal locus of control. Thus, most students attributed their grades to own actions, effort and ability. In addition, 96.6% (n=169) acknowledged that seeking help would boost their scores.

Table 4. 7 Internal locus of control status of respondents

Internal locus of control subscale items		**Frequency (n)**	**Percent**
Student attributes performance to ability	No	11	6.3
	Yes	164	93.7
	Total	**175**	**100.0**
Student attributes grade to effort	No	33	18.9
	Yes	142	81.1
	Total	**175**	**100.0**
Student attributes performance to own actions	No	7	4.0
	Yes	169	96.0
	Total	**176**	**100.0**
Student thinks seeking help will lead to improved performance	No	6	3.4
	Yes	169	96.6
	Total	**175**	**100.0**
Overall student has internal locus of control	No	12	6.8
	Yes	164	93.2
	Total	**176**	**100.0**

4.7.5 Bivariate analysis of help seeking behavior and Self-efficacy, self-esteem, fear of embarrassment, academic worries and internal locus of control

Cross-tabulations of help seeking behavior with self-efficacy, self-esteem, fear of embarrassment, academic worries and locus of control are shown in Table 4.8. The analysis was done at two levels: at the individual subscale items level and at the overall subscale stage.

With respect to the overall self-efficacy subscale, the study established that 93.1% (n=149) of students who demonstrated adaptive help seeking behavior had high academic self-efficacy, as opposed to 6.9% (n=11) who had low self-efficacy. This difference was statistically significant **(p=0.034)**.

As regards the entirety of the self-esteem subscale, there was a higher percentage of students with high self-esteem in the adaptive group compared to the non-adaptive class. Nonetheless, this dissimilarity was statistically inconsequential (p=0.120). At the individual item level, the percentage of students who believed they were not of equal worth with their classmates was higher in the non-adaptive lot, 18.8% (n=3), compared to 3.8% (n=6) in the adaptive group. This variation was statistically important **(p=0.038).** Further, self-efficacy had strong positive association with self-esteem **(χ^2 =11.338, df=1,p=0.001)**.

On aggregate, 94.4% (n=151) of the students who portrayed adaptive help seeking behavior were not embarrassed to seek help, compared to 5.6% (n=9) who were. However, this difference was not statistically significant (p=0.263). Among the respondents who demonstrated adaptive help seeking behavior, 86.2% (n=137) stated that seeking help was

not an admission of weakness, compared to 13.8% (n=22) who thought it was a sign of inadequacy. This was statistically significant **(χ^2 =6.057, df=1,p=0.014)**.

When the academic worries subscale was considered, 68.8% (n=11) of students who demonstrated non-adaptive behavior had low academic worries, compared to 31.2% (n=5) in the same group who reported to be disturbed. This was not statistically significant (p=0.801). Likewise, individual subscale items did not have statistically major effect on the help seeking behavior (p>0.05). Though the relationship between self-efficacy and academic worries was statistically insignificant, it was observed that most respondents, that is 94% (n=109), who demonstrated low academic worries had high self-belief.

On the internality of locus of control subscale, the findings show that 94.4% (n=151) of the adaptive students ascribed their academic performance to self-related issues (namely effort, ability, own actions and help seeking). However, this was not a significant predictor of help seeking behavior (p=0.082). In similar fashion, each subscale item did not have a statistically significant association with help seeking behavior (p>0.05).

Table 4. 8 Bivariate analysis of help seeking behavior and self-efficacy, self-esteem, fear of embarrassment, academic worries and internal locus of control

Characteristic		Help seeking behavior					
		Non-Adaptive		Adaptive			
		n	%	n	%	N	*Significant at p≤0.05*
Self-efficacy subscale items							
I am able to handle any problem	No	4	25.0	38	23.9	42	Fisher's Exact p=1.000
	Yes	12	75.	121	76.1	133	
	n	**16**	**100**	**159**	**100**	**175**	
I can solve any difficulty if I try hard	No	2	12.5	12	7.5	14	Fisher's Exact p=0.620
	Yes	14	87.5	148	92.5	162	
	n	**16**	**100**	**160**	**100**	**176**	
Has confidence will pass exams	No	3	18.8	14	8.9	17	Fisher's Exact p=0.124
	Yes	13	81.2	144	91.1	157	
	n	**16**	**100**	**158**	**100**	**174**	
Overall Self-Efficacy level	Low	4	25.0	11	6.9	15	Fisher's Exact **p=0.034**
	High	12	75.0	149	93.1	161	
	n	**16**	**100**	**160**	**100**	**176**	
Self-Esteem subscale items							
Thinks is of equal worth with classmates	No	3	18.8	6	3.8	9	Fisher's Exact **p=0.038**
	Yes	13	81.2	153	96.3	166	
	n	**16**	**100**	**159**	**100**	**175**	
Belief am not an academic failure	No	1	6.2	11	6.9	12	Fisher's Exact p=1.000
	Yes	15	93.8	149	93.1	164	
	n	**16**	**100**	**160**	**100**	**176**	
Overall Self-Esteem level	Low	4	25.0	18	11.2	22	Fisher's Exact p=0.120
	High	12	75.0	142	88.8	154	
	n	**16**	**100**	**160**	**100**	**176**	

Table 4.8 Cont.

Characteristic		Help seeking behavior					
		Non-Adaptive		Adaptive			
		n	**%**	**n**	**%**	**N**	***Significant at p≤0.05***
Help seeking Embarrassment subscale items							
Help seeking admission of inadequacy	No	10	62.5	137	86.2	147	χ^2 =6.057
	Yes	6	37.5	22	13.8	28	df=1
	n	**16**	**100**	**159**	**100**	**175**	**p=0.014**
Makes you look stupid before helpers	No	14	87.5	146	91.2	160	Fisher's Exact p=0.643
	Yes	2	12.5	14	8.8	16	
	n	16	100	160	100	176	
Overall student is embarrassed	No	14	87.5	151	94.4	165	Fisher's Exact p=0.263
	Yes	2	12.5	9	5.6	11	
	n	**16**	**100**	**160**	**100**	**176**	
Academic worries subscale							
Worry due to academic demands	Low	9	56.2	98	61.2	107	χ^2 =0.153
	High	7	43.8	62	38.3	69	df=1
	n	**16**	**100**	**160**	**100**	**175**	p=0.698
Exam failure worry levels	Low	5	31.2	26	16.5	31	χ^2 =2.172
	High	11	68.8	132	83.5	143	df=1
	n	**16**	**100**	**158**	**100**	**174**	p=0.141
Overall, Academic worries levels	Low	11	68.8	105	65.6	116	χ^2 =0.065
	High	5	31.2	55	34.4	60	df=1
	n	**16**	**100**	**160**	**100**	**176**	p=0.801

Table 4.8 Cont.

Characteristic		Help seeking behavior					
		Non-Adaptive		Adaptive		N	*Significant at p≤0.05*
		n	%	n	%		
Internal locus of control subscale							
Performance due to own ability	No	1	6.2	10	6.3	11	Fisher's Exact p=1.000
	Yes	15	93.8	149	93.7	164	
	n	**16**	**100**	**159**	**100**	**175**	
Attributes grade to effort	No	4	26.7	29	18.1	33	Fisher's Exact p=0.488
	Yes	11	73.3	131	81.9	142	
	n	**15**	**100**	**160**	**100**	**175**	
performance depends on own actions	No	2	12.5	5	3.1	7	Fisher's Exact p=0.124
	Yes	14	87.5	155	96.9	169	
	n	**16**	**100**	**150**	**100**	**175**	
Help will lead to improved performance	No	2	12.5	4	2.5	6	Fisher's Exact p=0.095
	Yes	14	87.5	155	97.5	169	
	n	**16**	**100**	**159**	**100**	**175**	
Overall has Internal Locus	No	3	18.8	9	5.6	12	Fisher's Exact p=0.082
	Yes	13	81.3	151	94.4	164	
	n	**16**	**100**	**160**	**100**	**176**	

4.8 Environment related factors influencing help seeking

The outer factors that were hypothesized to influence help seeking behavior were the external locus of control, 'helper' attributes, course contentment as well satisfaction with the college.

4.8.1 Univariate analysis of external locus of control of the respondents

Table 4.9 displays the distribution of students based on external locus of control status. In general, only a meagre 3.4% (n=6) of the respondents attributed their academic performance to external issues such as luck, lecturer malice, difficult course and fate. These findings are expected since most respondents had attributed their performance internally (Table 4.7).

Table 4. 9 Univariate analysis of external locus of control status of the respondents

External locus of control subscale items		Frequency (n)	Percent
Student attributes academic performance to luck	No	132	75.0
	Yes	44	25.0
	Total	**176**	**100.0**
Student thinks lecturers often maliciously fail students	No	159	90.9
	Yes	16	9.1
	Total	**175**	**100.0**
Student thinks nursing is too difficult to pass	No	155	88.6
	Yes	20	11.4
	Total	**175**	**100.0**
Student attributes performance to fate	No	159	90.3
	Yes	17	9.7
	Total	**176**	**100.0**
Overall student attributes academic success to external factors	No	170	96.6
	Yes	6	3.4
	Total	**176**	**100.0**

4.8.2 Univariate analysis of 'Helper' attributes

Figure 4.4 illustrates the frequency distribution of the characteristics of the lecturers and the classmates from the students' standpoint.

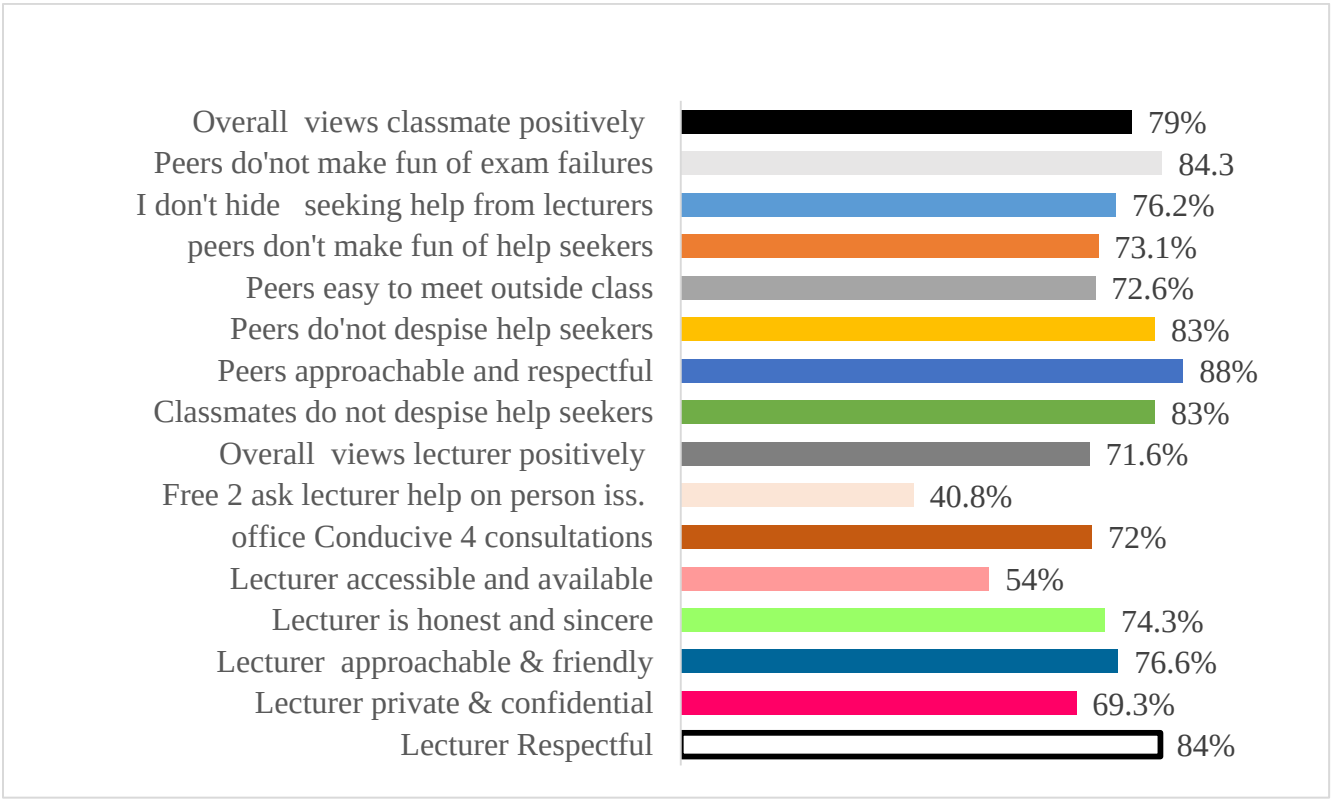

Figure 4. 4 Students who stated that the helper had the mentioned attribute

In respect of the learners' assessment of the helpers, majority of the students 71.6% (n=126) generally had a positive view of the lecturer. On specific subscale elements, a good number of the students were of the view that the instructors treated them with respect when approached for assistance, ensured privacy and confidentiality, were sincere and that the trainers' offices were conducive for consultations. Further, 76.6% (n=134) of the respondents thought that college instructors were friendly and approachable. Concerning accessibility for consultations, 46% (n=81) stated that lecturers were inaccessible. This is in agreement with the learners' replies to the open-ended question. Most of them averred

that teachers were hard to find outside class. Probed whether they were comfortable asking tutors for help on personal problems, 59.2% (n=103) stated that they were not. The fact that a number of students were unable to connect with their instructors is in agreement with the students' response in the qualitative questions. One of them stated in this way: *'I am genuinely more comfortable asking help from a fellow student than from a lecturer'*. In regards to classmates traits subscale, overall, 79% (n=139) of the respondents had a favorable view of their peers on such aspects as respectful, available, friendly and approachable. In addition to that, peers were perceived to demonstrate supportive behavior by, for example, not criticizing or despising help seekers.

4.8.3 Univariate analysis of course and college satisfaction

With reference to satisfaction, there were more students, 94.2% (n=162), who were happy with the course of study, compared to the 68.7% (n=121) who were pleased with the college (See figure 4.5).

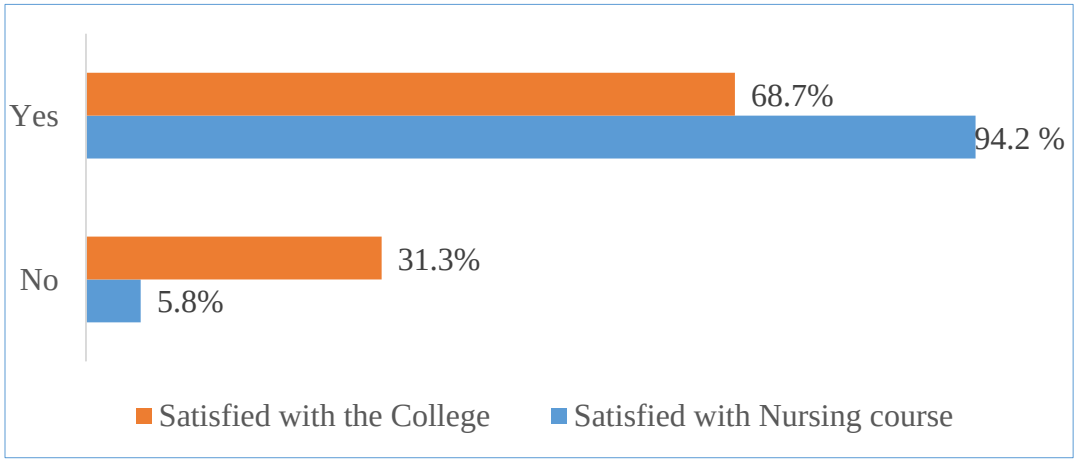

Figure 4. 5 Satisfaction with course and college of study

4.9 Bivariate analysis of environment related factors and Help seeking behavior

4.9.1 Bivariate analysis of external locus of control and Help seeking

Table 4.10 displays the relationship between help seeking and environmental predictors, including external locus of control. The study established that students who exhibited adaptive behavior, 96.9% (n=155) did not attribute their performance to external factors (such as luck, fate, course difficulty, or malicious lecturers), compared to 3.1% (n=5) in the same lot who ascribed their grade to issues outside self. However, this difference did not have a statistically significant association with the behavior expressed (p=0.440). Similar findings are seen when individual subscale items are considered (p>0.05).

4.9.2 Bivariate analysis of 'helper' attributes, course satisfaction, college satisfaction and help seeking

The association between help seeking behavior and the helper attributes, course satisfaction and college contentment is presented in Table 4.10.

It was observed that, overall 72.5% (n=116) of those who demonstrated adaptive help seeking behavior had a positive view of their lecturers (on such characteristics as being respectful, available, sincere, approachable, accessible, trustworthy, privacy, confidential and in a conducive office). In contrast 27.5% (n=44) of adaptive help seekers rated their lecturers negatively. However, whether the student generally viewed the lecturer positively, or otherwise, was not a significant predictor of help seeking behavior (χ^2 =0.715, df=1, p=0.398). When individual subscale items are considered, 87.5% (n=14) of the respondents who demonstrated non-adaptive behavior were uncomfortable to ask the lecturer's hand on personal problems. This was significant **(p=0.016).**

Furthermore, on average 81.2% (n=139) of the students who displayed adaptive behavior had a favorable assessment of their classmates on various characteristics, including availability outside class, support towards help seeking, respect and approachability. The general positive rating of peers was a significant determinant of help seeking behavior **(χ^2 =5.475, df=1, p=0.019).** Likewise, among those who exhibited adaptive behavior, 90.6% (n=144) thought that their classmates had respect and were approachable, compared to 9.4% (n=15) who said otherwise. This difference was statically significant **(χ^2 =10.844, df=1, p=0.001).**

With reference to course satisfaction, 94.9% (n=149) of those who exhibited adaptive help seeking behavior reported to be contented with the nursing course, which is at variance with the 5.1% (n=8) of the learners who were disgruntled. This variation was statistically significant **(χ^2 =8.000, df=1,p=0.005).** With regards to the students' satisfaction with the college, the proportion happy (71.9%, n=115) was higher in the adaptive group compared to that in the non-adaptive set (37.7%, n=6). Nonetheless, this was not statistically significant (χ^2 =0.426, df=1, p=0.514).

Table 4. 10 Bivariate analysis of environment-related variables and help seeking behavior

Variable		Help seeking behavior					
		Non-Adaptive		Adaptive			
		n	%	n	%	N	*Significant at p≤0.05*
External locus of control subscale items							
Performance due to luck	No	12	75.0	120	75.0	132	Fisher's Exact p=1.000
	Yes	4	25.0	40	25	44	
	n	**16**	**100**	**160**	**100**	**176**	
lecturers maliciously fail students	No	15	93.8	144	90.6	**159**	Fisher's Exact p=1.000
	Yes	1	6.2	15	9.4	**16**	
	n	**16**	**100**	**159**	**100**	**175**	
Nursing is too difficult to pass	No	14	87.5	141	88.7	155	Fisher's Exact p=1.000
	Yes	2	12.5	18	11.3	20	
	n	**16**	**100**	**159**	**100**	**175**	
Performance due to fate	No	14	87.5	145	90.5	159	Fisher's Exact p=0.656
	Yes	2	12.5	15	9.4	17	
	n	**16**	**100**	**160**	**100**	**176**	
Overall has external locus	No	15	93.5	155	96.9	170	Fisher's Exact p=0.440
	Yes	1	6.2	5	3.1	6	
	n	**16**	**100**	**160**	**100**	**176**	
Lecturer attributes subscale							
Lecturer respectful when I seek help	No	3	20.0	25	15.6	28	Fisher's Exact p=0.712
	Yes	12	80.0	135	84.4	147	
	n	**15**	**100**	**160**	**100**	**175**	
Lecturer private and confidential	No	7	43.8	47	29.4	54	χ^2 =1.413 df=1 p=0.261
	Yes	9	56.2	113	70.6	122	
	n	**16**	**100**	**160**	**100**	**176**	
Lecturer approachable and friendly	No	5	31.2	36	22.6	41	χ^2 =0.601 df=1 p=0.438
	Yes	11	68.8	123	77.4	134	
	n	**16**	**100**	**159**	**100**	**175**	
Lecturer honest and sincere	No	6	37.5	39	24.5	45	χ^2 =1.281 df=1 p=0.258
	Yes	10	62.5	120	75.5	130	
	n	**16**	**100**	**159**	**100**	**175**	
Lecturer accessible and available	No	8	50.0	73	45.6	81	χ^2 =0.112 df=1 p=0.738
	Yes	8	50.0	87	54.4	95	
	n	**16**	**100**	**160**	**100**	**176**	

Table 4. 10 Cont.

Lecturer's office	No	4	25.0	45	28.3	49	Fisher's
Conducive for	Yes	12	75.0	114	71.7	126	Exact
consultations	**n**	**16**	**100**	**159**	**100**	**175**	p=1.000
Comfortable to	No	14	87.5	89	56.3	103	Fisher's
seek lecturer	Yes	2	12.5	69	43.7	71	Exact
help on personal problem	**n**	**16**	**100**	**158**	**100**	**174**	**p=0.016**
Overall lecturer	No	6	37.5	44	27.5	50	χ^2 =0.715
viewed	Yes	10	62.5	116	72.5	126	df=1
positively	**n**	**16**	**100**	**160**	**100**	**176**	p=0.398
Peer attributes subscale and help seeking behavior							
Peers don't	No	5	31.2	25	15.6	30	χ^2 =2.511
despise help	Yes	11	68.8	135	84.4	146	df=1
seekers	**n**	**16**	**160**	**176**	**100**	**176**	p=0.155
peers	No	6	37.5	15	9.4	21	χ^2 =10.844
approachable/	Yes	10	62.5	144	90.6	154	df=1
respectful	**n**	**16**	**100**	**159**	**100**	**175**	**p=0.001**
Classmates easy	No	5	31.2	43	27.0	48	χ^2 =0.129
to meet outside	Yes	11	68.8	116	73.0	127	df=1
class	**n**	**16**	**100**	**159**	**100**	**175**	p=0.719
Peers don't make	No	5	31.2	42	26.4	47	χ^2 =0.173
fun help seekers	Yes	11	68.8	117	73.6	128	df=1
	n	**16**	**100**	**159**	**100**	**175**	p=0.677
I don't hide	No	6	37.5	35	22.4	41	χ^2 =1.814
from peers when	Yes	10	62.5	121	77.6	131	df=1
lecturer's help	**n**	**16**	**100**	**156**	**100**	**172**	p=0.178
peers do not	No	**5**	**31.2**	**22**	**14.1**	**27**	χ^2 =3.224
make fun of	Yes	**11**	**68.8**	**134**	**85.9**	**145**	df=1
exam failures	**n**	**16**	**100**	**156**	**100**	**172**	p=0.073
Overall peer	No	7	43.9	30	18.8	37	χ^2 =5.475
viewed	Yes	9	56.2	130	81.2	139	df=1
positively	**n**	**16**	**100**	**160**	**100**	**176**	**p=0.019**
Course and college attributes and help seeking behavior							
Satisfied with	No	2	13.3	8	5.1	10	χ^2 =8.000
nursing course	Yes	13	86.7	149	94.9	162	df=1
	n	**15**	**100**	**157**	**100**	**172**	**p=0.005**
Satisfied with	No	10	62.5	45	28.1	55	χ^2 =0.426
the college	Yes	6	37.5	115	71.9	121	df=1
	n	**16**	**100**	**160**	**100**	**176**	p=0.514

4.9.3 Logistic regression.

After bivariate analysis, a logistic regression was done to assess the likelihood of help seeking behavior occurring given the various person and environment related issues. Only those factors that were significant at $p \leq 0.05$ during bivariate analysis were fed into the model. The results are shown in Table 4.11.

In bivariate models, self-efficacy status, a sense of equal worth, a feeling that help is a sign of incompetence, the propensity to ask lecturer for assistance on personal issues, level of satisfaction with the nursing course, and the perception that the classmate were approachable and respectful were significant predictors of help seeking **($p \leq 0.05$).** However, in the logistic regression model, two variables remained significant at p=0.05: the perception that the classmate is approachable and respectful; and the feeling that help seeking is a sign of incompetence.

Highly efficacious students were more likely to seek help compared to those low in self-efficacy (B=0.115, OR=1.122, p=0.904, 95% CI=0.174-7.226). Similarly, respondents who felt they were as equal as their classmates were five times more likely to seek adaptive help compared to those who thought otherwise (B=1.645, OR=5.179, p=0.092, 95% CI=0.766-35.035). However, students who felt that seeking help was a sign of weakness were five times less likely to be adaptive help-seekers (B=-1.700, OR=0.183, **p=0.010**, 95% CI=0.050-0.671).

A student who was comfortable to turn to the teacher on personal issues was almost five times more likely to seek the tutor's assistance on academic matters as well (B=1.539, OR=4.660, p=0.074, 95% CI=0.864-25.142). Further, a student who perceived classmates to be respectful and approachable was four times more likely to be adaptive, compared to

those who felt otherwise (B=1.435, OR=4.202, **p=0.041**, 95% CI=1.064-16.592). By the same token, the overall favorable perception of a classmate increased chances of adaptive help seeking almost three fold (B=1.005, OR=2.731, p=0.146, 95% CI=0.704-10.600). Further, being satisfied with the nursing course almost doubled the odds of demonstrating adaptive behavior (B=0.473, OR=1.605, p=0.652, 95% CI=0.205-12.569).

Table 4. 11 Binary logistic regression coefficients

Predictor variable	**B**	**S.E.**	**Wald**	**P**	**OR**	**95% CI**	
High Self-efficacy	0.115	0.950	0.015	0.904	1.122	0.174	7.226
Feels equal to peers	1.645	0.975	2.843	0.092	5.179	0.766	35.035
Feels help a sign of weakness	-1.700	0.664	6.556	**0.010**	0.183	0.050	0.671
Free seeking tutor's help on personal issues	1.539	0.860	3.203	0.074	4.660	0.864	25.142
Classmate approachable & respectful	1.435	0.701	4.196	**0.041**	4.202	1.064	16.592
Peer viewed positively	1.005	0.692	2.109	0.146	2.731	0.704	10.600
Satisfied with nursing	0.473	1.050	0.203	0.652	1.605	0.205	12.569
Constant	-1.453	1.354	1.153	0.283	0.234		

4.10 Discussion of the findings

As an adaptive strategy, appropriate help seeking has been associated with academic success. In this study, influence of person related factors, environmental influences, sources and options of help on help seeking actions was examined. This segment presents the discussion; and is organized according to objectives of the inquiry.

4.10.1 Nature, sources and options of help seeking.

This investigation revealed that majority, 90.91% (n=160) of the students in KMTC were adaptive help seekers, that is, they sought help that could help them overcome learning challenges. A small portion, 9.09% (n=16) displayed non-adaptive behavior; by either avoiding help or exhibiting executive behavior. These results are inconsistent with the null hypothesis that KMTC students do not exhibit adaptive help seeking behavior. They are also in contrast with those of Ryan and Shim (2012) who found out that majority of the students shun assistance. However, these findings are in sync with those of Al-Ansari et al. (2015) where the bulk, 87.3% of learners procured the needed assistance.

This study did not find sufficient evidence to support the alternative hypothesis that preferred sources of help influence help seeking behavior (p=0.762). Though not significant, majority (72.8%, n=126) of the students preferred peers to lecturers for help. These outcomes agree with other studies (Al-Ansari et al., 2015; Mahasneh et al., 2012; Ryan & Shim, 2012) which have reached similar conclusions that most learners prefer peers to lecturers for assistance. The open ended questions shed some light on this. Some respondents felt that lecturers appeared busy, were harsh, unavailable, and looked as if they did not want to be disturbed. Other students felt that seeking help from peers advanced independence. However, unlike Ryan and Shim (2012) who asserted that help seeking from

peers tends to be executive, this research did not find any significant connection between frequently utilized source and help seeking ($p>0.05$).

Regarding options of help seeking, the widely used alternatives were group discussions (at 95.5%, n=168) and overtly or covertly seeking help from peers (both at 82.3%, n=144). Consulting lecturers covertly and relatives scored poorly. Nevertheless, the options utilized did not appear to significantly predict help seeking behavior of the learners ($p>0.05$). These findings concur with a Jordanian study (Mahasneh et al., 2012) which established that 61% of the students sought formal help overtly, compared with 9% who obtained assistance from lecturers privately. In addition, the investigation noted that informal sources (covert and overt) and formal overt sources were frequently utilized. Seeking help from lecturers overtly, could be occurring in class or immediately after lesson, since a sizable portion of students found it frustrating to reach a lecturer outside tutorial sessions. This observation has been made before by Reeves (2012).

4.10.2 Person related factors that influence help seeking.

The null hypothesis of this research was that person-related factors do not influence academic help-seeking behavior of student nurses in KMTC Nairobi. This was premised on the fact that past studies had come up with mixed findings regarding, for instance, the link between demographic factors and help seeking behavior of students (Ofori & Charlton, 2002; Ryan & Shim, 2012). However, as discussed below, this prediction was rejected.

With regards to age, majority of the respondents were between 18-23 years old, with mean age of 22.93. This was expected since majority of the respondents were direct entry students (admitted soon after finishing form four). There was no significant connection between help seeking behavior and age of the student ($p=0.421$). Further, the association

between age and source of help was insignificant (χ^2 =0.448, df=1, p=0.503). This could be because the respondents were almost of the same age bracket. Ryan and Shim (2012) observed that as students mature, they tend to seek help more from peers than their lecturers; and the help sought was often non-adaptive in nature.

Seniority in training did not significantly explain variations in help seeking behavior of students (p=0.270). This conclusion is contrary to the findings by Al-Ansari et al. (2015) which established that junior students seek help more than their older counterparts.

Although more women (66.2%, n=106) than men (33.8%, n=54) respondents were adaptive, this was not statistically significant (p=0.423). The observed variance in help seeking between men and women was probable, since nursing being a female dominated profession, women had a higher chance of representation in the sample. That notwithstanding, past surveys have revealed that women are more adaptive than men (Payakachat et al., 2013). The tendency for men to demonstrate help avoidance has its roots in the masculine social expectation for men to remain independent and self-reliant (Addis & Mahalik, 2003; Koc & Liu, 2016). Further, religion was not seen to significantly influence help seeking (p>0.05).

With regards to academic performance, there were more students who recorded a credit (and above) in the adaptive group than those who scored a pass (and below). However, this was not significant. Past studies have reported that higher academic achievers seek help more than the lower achievers (Hao et al., 2017). This could be because most students in this study attributed their academic performance to internal factors like effort, seeking help and ability. In past studies, lower academic achievers were found to attribute performance

to external stable factors (Carmon, 2013; Mkumbo & Amani, 2012); thus seeking help would have been waste of time and effort.

Among the adaptive help seekers, 94.4% (n=151) of them attributed their grades internally (to ability, effort, own actions or seeking help). Though, the relationship between internal ascription and help seeking was not significant (p=0.082), this study observed that most students have internal locus of control. Furthermore, it is vital to pay attention to the fact that majority of the adaptive help-seekers believed that obtaining assistance would lead to improved performance. These findings are not unique. Elsewhere, researches have established that internal locus clearly interrelates with adaptive help seeking and superior academic performance (Carmon, 2013; Mkumbo & Amani, 2012). This is because getting aid is considered to be within the students' control; and a path to success.

As for self-esteem subscale, a significantly higher number of students who demonstrated adaptive help seeking felt they were of equal worth with classmates. Carmon (2013), in her study of willingness to seek academic help in preclinical nursing students, noted that perceived threat to self-esteem determines whether a student will seek help and from who. A student who is low in self-esteem may keep away from assistance so as to avoid being perceived as incompetent (Payakachat et al., 2013).

Another factor that was investigated is self-efficacy. Highly efficacious individuals were found to be strongly adaptive **(p=0.034)**; and had a good sense of self-esteem **(χ^2 =11.338, df=1,p=0.001**). In a study among college students, Yazon (2015) noted a substantial relationship between self-efficacy and self-esteem. Trainees with low self-efficacy avoid help probably because they are hopeless (Protheroe, 2009). These findings contradict the conclusions by Ofori and Charlton (2002) that highly efficacious students tend to avoid

help; perhaps because they over-rely on self-ability to succeed (Karabenick & Newman, 2013).

In this research, fewer students (34.1%, n=60) reported to be very troubled about the academic difficulties of the nursing course. However, there was no major association between academic worries and help-seeking behavior (χ^2 =0.065, df=1,p=0.801). It was also observed that among the non-adaptive help seekers, individuals with low academic worries were predominant. Bivariate analysis of academic worries with self-efficacy revealed that most (94%, n=109) individuals with low academic worries were highly efficacious. This, however was not significant (χ^2 =2.702, df=1,p=0.100). Comparably, Ofori and Charlton (2002) demonstrated a negative relationship between self-efficacy and academic anxiety.

Help seeking may evoke a feeling of inadequacy, and therefore counter any effort towards seeking assistance. In this study a significantly higher percentage (86.2%, n=137) of adaptive help seekers said that seeking help was not an admission of inadequacy **(χ^2 =6.057, df=1,p=0.014).** Perhaps the environment was supportive and therefore the feeling of inadequacy minimized. To put this into perspective, most students said that they did not hide from peers when seeking help from lecturers. A similar finding has been reached before (Carmon, 2013). Mahasneh et al. (2012) as well established that students who feel that help seeking portrays them as incompetent, dependent and weak are likely to be averse to assistance.

4.10.3 Environment related factors that influence help seeking.

External attributions of success is considered an environment related factor. Not many respondents (3.4%, n=6) thought that their performance was due to external factors; namely luck, lecturer malice, fate and difficulty nursing g course. Conversely, a greater percentage (93.2%, n=164) of them felt that performance was under their control. However, on cross-tabulation, this variation was not significant in explaining help seeking ($p>0.05$).

The impact of 'helper' attributes on help seeking environment and help seeking actions is not in question (Kiefer & Shim, 2016). Overall, though it was not significant in this research, a high percentage (72.5%, n=116) of adaptive help seekers viewed their lecturers positively on such aspects as privacy, confidentiality, sincerity, approachability, friendliness and on office being conducive for consultations. Ironically, only 27.8% (n=44) of them asked tutors to assist. Further, the few students who approached lecturers for assistance were motivated by the fact that instructors were more knowledgeable and skilled than fellow students. The quantitative and qualitative data explains this observation. Some students (46%, n=81) felt that lecturers were not available, especially when real-time response was required. In this study, a significantly higher number of non-adaptive help seekers (87.5%, n=14) stated that they were uncomfortable consulting lecturers on personal matters **($p=0.016$).**

As helpers, overall, peers scored relatively higher (79%, n=139) than lecturers (71.6%, n=126) on desirable traits under consideration. This variance in positive perception was a major determinant of adaptive help seeking **($p=0.019$).** Specifically, a large number of students thought that peers did not despise help seekers, never made fun of those who failed examinations, were easy to meet outside of class hours, and were respectful and

approachable. The quality of being approachable and respectful was a key predictor of adaptive help seeking from fellow students **(p=0.001**). These findings are corroborated by responses from the open ended questions. For example, some students who favored classmates to lecturers asserted that the classmates were relatively friendly and approachable. Further, the students felt they had a lot in common with peers. In addition, the fact that a fellow student was conveniently available tilted the scale of help seeking in favor of peer-to-peer consultations. For illustration, asked why the student preferred a classmate over a lecturer, one stated thus: *'Most reading is done at night, when lecturers are not around for consultations'.* Further, a fellow student was reported to patient and answered questions to the satisfaction of the help-seeker; a trait that was said to be rare among lecturers. Moreover, peer-to-peer discussions provided room for deliberations on issues of interest. From the foregoing, fellow students seem to have created an environment that fostered consultations among themselves.

These inferences are not unique. Al-Ansari et al. (2015), in their investigation among dental school undergraduates, figured that learners were more likely to seek help from peers. They further observed that the odds of seeking assistance from teachers increased if the lecturer was available when needed, listened intently and was perceived as helpful. It can also be argued that help seeking from fellow students is a way of fostering peer to peer friendship. A number of students in this study retorted that they were comfortable with classmates and had a lot in common to share. In their attempt to champion self-reliance, respondents stated that seeking help from classmates was a way of nurturing 'Student Centered Learning'. On that account, the learners disclosed that they considered lecturers as the option of last resort. This finding is consistent with Mahasneh et al. (2012), who noted that 40% of students

would prefer to solve a problem before seeking assistance. And those who did, approached peers.

Students who were satisfied with the nursing course were significantly highly likely to seek adaptive help **(p=0.005).** On college satisfaction, disgruntled students formed the bulk of non-adaptive help-seekers (62.5%, n=10); though this was not significant (0.514). Comparably, Payakach et al (2013), in their study on help-seeking behavior of pharmacy students, noted that avoidant behavior was predominant among those students who were dissatisfied with their college and career choices. From the aforementioned, the null hypothesis that environment related factors do not influence academic help-seeking behavior of student nurses in KMTC Nairobi was rejected.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter covers the summary, conclusion and recommendations of the study. This is done in accordance to the objectives. First, the section presents the summary and conclusions on help seeking behavior. Sources and options of help in relation to help seeking behavior follow. Then there will be conclusions touching on person-related characteristics and their relationship with the behavior portrayed. Finally, there are inferences arising from the association between environment-related factors and help seeking. These conclusions inform the subsequent recommendations.

5.2 Summary of the findings

This investigation found out that high self-efficacy, a feeling in the student that is of equal standing with peers and a conviction that help seeking was not a sign of inadequacy increased the odds of adaptive help seeking among nursing students. Additionally, the extent to which a student thought a lecturer can be of help on personal problems was a major determinant of help seeking. Further, the positive rating of peers (on such aspects as being available, approachable, supportive and respectful) significantly influenced help seeking. Moreover, course satisfaction was a key determinant of help seeking behavior.

It was also observed that most students frequently sought help from peers, especially when in group discussions or during one-on-one private consultations. Few learners approached tutors for help; and those who did, preferred to ask questions in class or immediately after lessons. Fewer students sought help from teachers in their offices.

5.3 Conclusions

1. The investigation found out that most students were adaptive help seekers. Thus, the null hypothesis that Nursing students in KMTC Nairobi do not exhibit adaptive help seeking behavior was rejected.

2. Regarding preferred source of help, nursing students preferred to seek help from fellow classmates. Further, the results revealed that learners often sought help from classmates overtly and covertly; with group discussions dominating. The few students who sought help from lecturers, did it overtly; perhaps during class, since most students reported that lecturers are difficult to find out of class. However, the sources and options of help seeking did not seem to impact help seeking behavior. Therefore, no matter the source and option, the student was likely to be adaptive. For these reasons, the study upheld the null hypothesis that sources and options of help have no association with adaptive or non-adaptive seeking behavior.

3. Person related characteristics that were investigated include demographic factors, self-efficacy, self-esteem, help-seeking embarrassment, academic worries and internal locus of control. None of the demographic factors under consideration (namely age, seniority in training, gender, religion and performance) significantly influenced help seeking behavior. High self-efficacy was a major predictor of adaptive help-seeking. Additionally, students who felt as worth as their peers were highly likely to portray adaptive help seeking from classmates. However, those who felt that seeking help was an admission of weakness were five times less likely to be adaptive help seekers. Internal locus of control and academic worries did not have a significant influence on help seeking. Therefore, the null hypothesis that person related factors do not determine

help seeking behavior was rejected on the basis that there was an association between help seeking behavior and self-efficacy, ‘a feeling of equal worth with classmates’, and a sense that ‘seeking help is an admission of weakness’

4. The environment related issues examined include external locus of control, helper attributes, course satisfaction and college contentment. The overall positive perception of peers (especially on such aspects as being approachable and respectful) strongly encouraged help-seeking from classmates. Besides that, most students noted that peers were very patient in explaining and were available when needed. Further, the results revealed that a student who was willing and comfortable to ask a lecturer for assistance on personal issues was five times more likely to consult the teacher on academic problems. Unfortunately, college instructors were perceived negatively because of a number of reasons: were hard to find, except during or soon after lessons; they appeared to be in a hurry; and were reported to be harsh. That said, students thought that lecturers had superior knowhow compared to peers. Moreover, students who were happy with the nursing program were highly likely to be adaptive help seekers. Therefore, the null hypothesis that environment related variables do not influence help seeking behavior of nursing students was disallowed.

5.4 Recommendations

To motivate and sustain adaptive help seeking behavior, the study recommends that;

1. Students be encouraged a) that seeking assistance is not a sign of inadequacy; and b) to treat each other with mutual respect and as people of equal worth. This will reduce the associated threat to help seeking. This, in essence will strengthen peer to peer consultations, in particular, group discussions; which were found to be useful strategies to learning.
2. Opportunities of increasing help seeking from lecturers be explored. One area to look at is lecturer availability for real-time consultations. Possibly by harnessing newfound technologies for timely response to students' issues. Also, dedicated office hours for students' support may help. The other issue is the negative perceptions of the lecturer as being harsh or in a hurry. Further, effort should be made to increase trust so that students could be more open with lecturers on personal issues. The more the trust, the more the students are likely to portray adaptive help. Lastly, the KMTC policy on lecturers' time for consultations could be reexamined.
3. Ways be explored to address the notion that help seeking is an admission of weakness; or lack of intelligence. This was noted to negatively affect help seeking.

5.5 Areas for further research

1. Examine help seeking behavior across all the KMTC Campuses so that there can be a national perspective.
2. Explore the utility of group discussions among nursing students in KMTC, with a view of identifying gaps and addressing them.
3. Investigate determinants of lecturer availability for consultations, and possible ways of enhancing timely lecturer-student consultations.
4. Qualitative and in-depth study of students and lecturers to uncover factors that could be impeding help seeking.
5. Explore the facets of college and course satisfaction, with a view to improving customer satisfaction index.
6. To investigate the origin and influence of self-reliance inclinations on source of help seeking.

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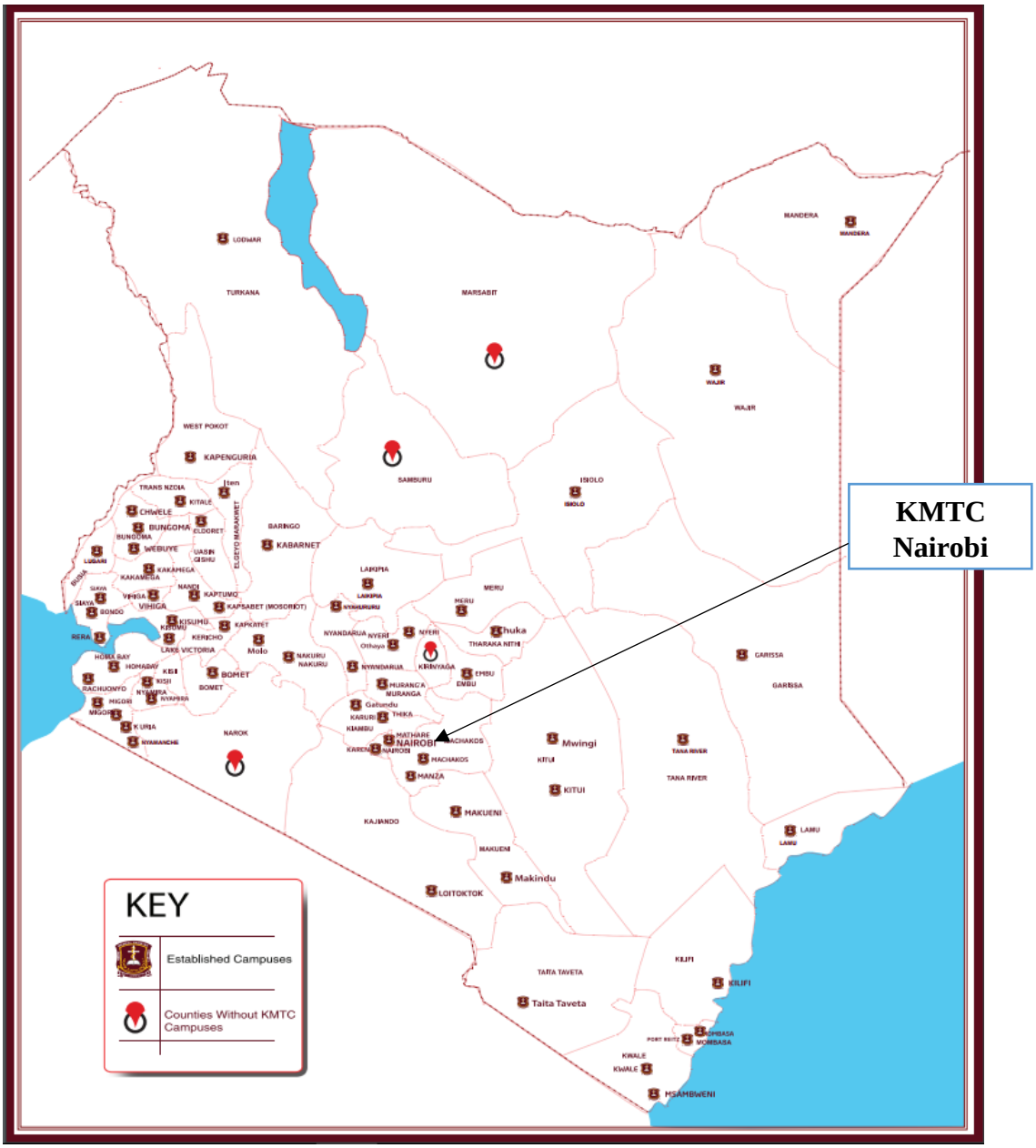
APPENDICES

Appendix 1: Map



Map showing Location of KMTC Nairobi. Adapted from www.kmtc.ac.ke. Retrieved February 14, 2018, from http://kmtc.ac.ke/site/kmtc-map/. Copyright 2018 by Kenya Medical Training College.

Appendix 2: Cover Letter.

Dear Respondent,

PROJECT ON ACADEMIC HELP-SEEKING

My name is Zachary Ombasa, a Master of Science (Nursing Education) student at Kenya Methodist University. As a requirement for the degree, I am conducting a survey on **Academic Help-seeking behavior among basic diploma student nurses in KMTC, Nairobi Campus.** If you agree to participate in this study, the information from you will help the scientific community and all stakeholders understand how student nurses seek assistance; and possible gaps that may need strengthening. The investigation will involve filling a questionnaire that would take about 15 minutes of your time. A computer generated list of random numbers was used to select you from the list of KRCHN students provided to me by your school. There are no risks associated with the study. It is not compulsory that you participate in this survey, you should feel free to decline or withdraw from the study at any time. You will not be penalized for withdrawing or declining to participate. However, I hope you will find it worthwhile to complete the questionnaire as a way of contributing to nursing education. No information that identifies you personally will be collected. Your participation will be anonymous and all information will be kept confidential. The questionnaires will be kept under lock and key; and shredded by the researcher at the end of the study. The findings of this study will be availed to your college and maybe published in a peer-reviewed journal. If you have any questions or you are interested in the findings of this study, please contact the principal investigator through **Zombasa@gmail.com** or call **0726475504.**

If you have questions or concerns about this study, please contact my lead supervisor Dr. Agnes Mutinda, email address: **Agnes.Kasusu@kemu.ac.ke**. You can also contact the Kenya Methodists University Scientific and Ethics Review committee (KeMU SERC).

Thank you.

ZACHARY OGACHI OMBASA-PRINCIPAL INVESTIGATOR

Appendix 3: Signed Consent Form

I understand that the purpose of this study is to investigate the nature of help seeking among student nurses. Further, how I was selected as a participant has been explained to my satisfaction. I have also been given an opportunity to ask questions about the study. I understand that the responses I give will be strictly anonymous, and that my participation will not be disclosed. I have been made aware that my involvement is completely voluntary, and I may withdraw from the study at any time. I am 18 years old or over, and am legally able to provide consent.

_____ _____

Signature of participant. **Date**

S. No: ……..

Appendix 4: Self-Administered Questionnaire

A. SOCIO-DEMOGRAPHICS

YEAR OF STUDY……**SEMESTER**:……

1. What is your age **IN COMPLETED YEARS?**	……***(Please write)***
2. What is your **Gender?** ***(Tick one box only)***	☐ Female ☐ Male
3. What is your **RELIGION**? ***(Tick one box only)***	☐ Protestant ☐ Muslim ☐ Catholic ☐ Others (Please specify)……
4. What is your **CURRENT PROGRAM** of training? ***(TICK ONE)***	☐ KRCHN (Direct Entry) ☐ KRCHN (Upgrading)
5. What **AVERAGE MARKS** did you score in the most **RECENT SEMESTER** Examinations? (***Please Tick one).***	☐ ≤49% ☐ 50-64% ☐ 65-74% ☐ ≥75%
6. In question 5, was that a supplementary examination?	☐ Yes ☐ No

B. PREFERED SOURCE

7. Who **WILL YOU PREFER** to seek help from **First** if you don't understand a subject concept or you are confused on how to do an assignment?
   - ☐ A lecturer.
   - ☐ A fellow student.
   - ☐ Others (Please specify)……

8. Give **REASON (S)** for your choice of person in Q7 above:

   ……

   ……

C. UTILIZATION OF OPTIONS AND SOURCES

HOW FREQUENTLY do you do the following whenever you have a problem understanding a concept or doing an assignment in this college? **(PLEASE CIRCLE)**

	Frequently (4)	**Occasionally (3)**	**Rarely (2)**	**Never (1)**
9. Ask the lecturer the question face-to-face in public e.g. in class.	4	3	2	1
10. Ask the lecturer the question face-to-face in privacy.	4	3	2	1
11. Ask one of my classmates in public e.g. in class	4	3	2	1
12. Ask one of my classmates privately.	4	3	2	1
13. Ask the question during group discussions.	4	3	2	1
14. Ask other people e.g. friend/relative.	4	3	2	1

D. HELP-SEEKING BEHAVIOR

For each of the statements below, circle the response that best represents how you feel about the statement, where: **1= Strongly Disagree, 2= Disagree, 3= Agree, and 4= Strongly Agree**

	Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
15. If I do not understand something in nursing, I usually want someone to explain it to me and not just give me the answer.	1	2	3	4
16. If there is something I do not understand in nursing course, I prefer someone give me hints on how to do it rather than do it for me.	1	2	3	4

17. If there is something I do not understand in nursing course, I prefer someone give me hints or clues rather than the answer.	1	2	3	4
18. If I do not understand something in nursing course, I prefer to guess rather than ask for assistance.	1	2	3	4
19. If the work is too hard to do on my own, I would rather skip it than ask for help.	1	2	3	4
20. Whenever I don't understand a material, I often decide not to ask even though I feel a need to know it.	1	2	3	4
21. When I ask a college mate for help on a difficult assignment, I prefer to be given answers rather than hints or explanations.	1	2	3	4
22. When I ask a lecturer for help with a difficult work, I prefer him/her to do the work for me rather than explain to me how to do.	1	2	3	4

E. PERSONAL AND ENVIRONMENTAL FACTORS

For each of the statements below, circle the response that best represents *how you feel about the statement, where: 1= Strongly Disagree, 2= Disagree, 3= Agree, and 4= Strongly Agree*

	Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
23. No matter what academic problem comes my way, I'm able to handle it.	1	2	3	4
24. I can always manage to solve difficult academic problems if I try hard enough.	1	2	3	4
25. I am confident that I have all it takes to pass my examinations and assessments.	1	2	3	4
26. I feel that I am a person of worth, at least on an equal basis with my classmates.	1	2	3	4

27. I often feel that I am a failure academically.	1	2	3	4
28. Asking for help is an admission that I am weak.	1	2	3	4
29. I fear that other students may think that I am weak or stupid if I asked them for help.	1	2	3	4
30. I worry about coping with the academic demands of the nursing courses.	1	2	3	4
31. The thought of failure in examinations is something that worries me a lot.	1	2	3	4
32. My academic performance this far is due to my ability or hard work.	1	2	3	4
33. To a great extent, my academic performance has been due to luck.	1	2	3	4
34. College grades often reflect the effort the student puts in class.	1	2	3	4
35. Lecturers will often fail you no matter how hard you try.	1	2	3	4
36. Nursing is a difficult course to pass, no matter how hard I work.	1	2	3	4
37. I sometimes feel that there is nothing I can do to change my academic performance.	1	2	3	4
38. There is always something I can do to change my current academic performance.	1	2	3	4
39. If I seek help more my current performance will improve.	1	2	3	4
40. Lecturers treat me with respect when I ask for help.	1	2	3	4
41. Lecturers ensure privacy and confidentiality.	1	2	3	4
42. Lecturers are approachable and friendly.	1	2	3	4

43. Lecturers are sincere and honest.	1	2	3	4
44. Lecturers are accessible and available to students outside of class.	1	2	3	4
45. Lecturers' offices are conducive for consultations.	1	2	3	4
46. I feel comfortable asking a lecturer for help with a personal problem.	1	2	3	4
47. My classmates consider those who ask for help as 'weak' or 'stupid'.	1	2	3	4
48. My classmates are approachable and respectful when approached for help.	1	2	3	4
49. It is difficulty to meet other classmates outside of class.	1	2	3	4
50. My classmates make fun of those who frequently ask/answer questions in class.	1	2	3	4
51. I prefer that my classmates in nursing not find out that I go to the lecturer for help.	1	2	3	4
52. My classmates make fun of those who fail in exams.	1	2	3	4
53. I still think Nursing is the right career for me.	1	2	3	4
54. Knowing what I know now, if I had to decide all over again whether to apply to this Nursing School, I would choose another College.	1	2	3	4

Appendix 5: Ethical Clearance from KeMU SERC.

KENYA METHODIST UNIVERSITY
P. O. BOX 267 MERU - 60200, KENYA
TEL: 254-064-30301/31229/30367/31171
FAX: 254-64-30162
EMAIL: info@kemu.ac.ke

5TH SEPTEMBER 2018

Ombasa Zachary Ogachi
MSN-3-1633-1/2016

Dear Zachary,

RE: ETHICAL CLEARANCE OF A MASTERS' RESEARCH THESIS

Your request for ethical clearance for your Masters' Research Thesis titled **"Academic Help-seeking Behaviour of Basic Diploma Nursing Students in Kenya Medical Training College, Nairobi"** has been provisionally granted to you in accordance with the content of your project proposal subject to tabling it in the full Board of Scientific and Ethics Review Committee (SERC) for ratification.

As Principal Investigator, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the project.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the SERC for re-review and approval **prior** to the activation of the changes. The Proposal number assigned to the project should be cited in any correspondence.
3. Adverse events should be reported to the SERC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for SERC review. The SERC and outside agencies must review the information to determine if the protocol should be modified, discontinued, or continued as originally approved.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The SERC may conduct audits of all study records, and consent documentation may be part of such audits.
5. SERC regulations require review of an approved study not less than once per 12-month period. **Therefore, a continuing review application must be submitted to the SERC in order to continue the study beyond the approved period.** Failure to submit a continuing review application in a timely fashion will result in termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.

Please note that any substantial changes on the scope of your research will require an approval.

Yours sincerely

KENYA METHODIST UNIVERSITY RESEARCH & DEVELOPMENT 05 SEP 2018 P.O. Box 267-60200, MERU

DR. WAMACHI
Chair, SERC

cc: Director, RI & PGS

Appendix 6: Research Permit from NACOSTI.

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471, 2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/60145/27799** Date: **29th January, 2019**

Zachary Ogachi Ombasa
Kenya Methodist University
P.O. Box 267 – 60200
MERU

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Academic help-seeking behavior of basic diploma nursing students in Kenya Medical Training College, Nairobi"*** I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **29th January, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

04/02/2019

COUNTY COMMISSIONER
NAIROBI COUNTY
P. O. Box 30124-00100, NBI
TEL: 341666

The County Director of Education
Nairobi County.

Appendix 7: Permission from Ministry of Education

Republic of Kenya
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LERNING & BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone: Nairobi 020 2453699
Email: rcenairobi@gmail.com
cdenairobi@gmail.com

When replying please quote

REGIONAL COORDINATOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 – 00200
NAIROBI

Ref: **RCE/NRB/GEN/1/VOL. 1**

Date: **4th FEBRUARY, 2019**

Zachary Ogachi Ombasa
Kenya Methodist University
P O Box 267-60200
MERU

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on **"Academic help-seeking behavior of basic diploma nursing students in Kenya Medical Training College, Nairobi".**

This office has no objection and authority is hereby granted for a period ending **29th January, 2020** as indicated in the request letter.

Kindly inform the Sub County Director of Education of the Sub County you intend to visit.

REGIONAL COORDINATOR OF EDUCATION
NAIROBI
04 FEB 2019
MINISTRY OF EDUCATION
P. O. Box 74629, NAIROBI

RHODA MWEI
FOR: REGIONAL COORDINATOR OF EDUCATION
NAIROBI

C.C.
Director General/CEO
Nation Commission for Science, Technology and Innovation
NAIROBI

Appendix 8: Authority to collect data in KMTC Nairobi.

HODs (Academic) - To provide the necessary support. 4/2/201

Zachary Ogachi Ombasa,
P.O. Box 27-90138, Makindu.
4.02.2019
Contacts: 0726475504, email: ZOmbasa@gmail.com.

To
The Principal,
The Kenya Medical Training College, Nairobi Campus.
P.O. Box 30195-00100, Nairobi.

REF: PERMISSION TO COLLECT DATA FROM STUDENTS.

I am Zachary Ogachi Ombasa, a Master of Science (Nursing Education) student at the Kenya Methodist University. In partial fulfillment of the requirements for the award of the degree, I am conducting a study titled ***"Academic Help-seeking behavior among basic diploma student nurses in KMTC, Nairobi Campus"***. This study proposes to investigate the nature of academic help-seeking among the students. The research is premised on the fact that lecturers in institutions of higher learning may not be able to identify and attend to all learners every time they face difficulties in their day-to-day studies unless the students proactively come forward. KMTC trains about 80 percent of Kenya's health workforce, majority being nurses; and is the only training institution that has presence in 43 out of 47 counties in Kenya. Therefore, the results from this inquiry will hopefully help the faculty, students and nursing education administrators spend time, resources and efforts on measures that promote beneficial voluntary help-seeking to majority of nursing students. It is on the basis of the foregoing that I request you to allow me to contact the students and administer questionnaires to them.

This study has been granted ethical approval by the Kenya Methodists University Scientific and Ethics Review committee and the National Commission for Science, Technology, and Innovation. Please find attached the approvals.

Thank you.

ZACHARY OGACHI OMBASA

4/2/19
II) To collect data from Nursing students as requested