

findings of this study, this paper shows that there is other side of the three core conditions argued by Rogers.

Method

Before investigating factors influencing the selection of helpers among students, it is worth to know which helpers are highly selected so that it is easier to explore factors considered in choosing a helper. A multi-method design was adopted in this study, which combined both quantitative and qualitative approaches (Niglas, 2000). By using quantitative approach, the study could provide the description of preferred helpers as a result of a large-scale study on a representative sample. By adopting qualitative approach, the study could provide detailed explanations of factors influencing the preference for helpers. Thus, the combination of quantitative and qualitative approaches was chosen to help the researcher generate the more adequate explanations of the research topics (Kelle, 2001, para. 17).

In the quantitative end, a self-administered questionnaire was distributed to participants. The questionnaire consisted of 14 items. In each item students were asked to imagine themselves to experience serious problems in a certain area of concern and to choose one of the 14 choices of helpers. The areas of concern included academic, transitions, welfare, parental relationships, romantic relationships, other relationships, loss, physical health, self, depression or mood change, anxiety, compulsive behaviour, and abuse. The areas of concern presented in the questionnaire were constructed based on the categorization of client concerns by the Association for University College and Counseling (AUCC, undated) and factor analysis of problem checklist scales (Zalaquett and McManus, 1996). The choices of helpers presented in the questionnaire included father, mother, brothers, sisters, other relatives, spouse/boy or girl-friend, lecturers, friends, counselors, doctors or psychiatrist, religious leaders, guardians, self, and others. The choices of helpers were constructed based on a pilot work preceding this study.

In the qualitative end, individual interviews and focus group discussions were chosen to be data collection tools. There were 32 individual interviews and 4 focus group discussions were conducted to collect qualitative data. In interviews and focus group discussions, participants were asked to discuss their considerations or reasons for choosing a helper and their reasons for not choosing other sources of help.

Participants were undergraduate students from two private universities in an urban area in Indonesia. A total number of 1,279 students participated in this study. One thousand two hundred and eleven students out of the 1,279 participated only in the questionnaire survey. On the other hand, 32 students participated in the individual interviews and 36 students participated in the focus group discussions in addition to answering the questionnaire.