

## Stages in the Help-Seeking Decision-Making Process and Factors Involved

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This paper describes a study designed to investigate stages in the help-seeking decision making process and factors involved. A multi-method design was adopted which involved 1,279 respondents. Results found that there was a hierarchical system in coping behaviour. Respondents tried to face their problems on their own before seeking help. Internal resources and problem perceived, social impacts, and personal characteristics were involved in help-seeking decision process. Personal qualities of and familiarity with the potential helpers, perceived capacity to help, social role and the accessibility of the potential helpers, guarantee of confidentiality were considered in the selection of helpers.

*Keywords:* help-seeking, sources of help, self-reliance

Artikel ini memaparkan suatu studi yang menggali tahap-tahap proses pembuatan putusan mencari-bantuan dan faktor-faktor yang terlibat. Diadopsi sebuah desain multi-metode yang menyertakan 1,279 responden. Hasil mengungkapkan adanya sistem hierarki dalam perilaku *coping*. Para responden mencoba menghadapi sendiri masalahnya sebelum mencari bantuan. Sumber-sumber internal dan masalah yang dipersepsi, dampak sosial, dan cirri-ciri personal terlibat dalam proses pembuatan putusan dalam mencari-bantuan. Kualitas pribadi dan sudah dikenalnya penolong potensial, perkiraan kapasitasnya, peran sosial dan mudahnya menemui penolong yang potensial, serta jaminan kerahasiaan, dipertimbangkan dalam memilih para penolong.

*Kata kunci:* mencari-bantuan, sumber bantuan, percaya diri

It is widely acknowledged that students face many different concerns during their academic career in the university. In their transitional period from adolescence to young adulthood, students experience many changes in their lives. This period gives opportunities for them to grow, but also involves unbearable stress. Brown and Ralph (1999) point out that students may experience eustress or positive stress which help them promote their personal growth. In the same time they have the potential to experience distress.

Many studies have been conducted to investigate concerns that students experience during their academic career in the university such as Carney, Peterson, & Moberg (1990), Cook et al. (1984), Grayson, Clarke, & Miller, (1995), Rudowich and Au (2001), Setiawan, (2004). Carney et al. in the USA found

that self-support finances, career indecision/job search frustration, and academic performance difficulties were the most common concerns to students. Cook et al. in their study in the USA found educational achievement and anxiety were the most frequently cited problems. While Grayson et al. in their study in a university in the UK found that problems with finance, course related, domestic, interpersonal and personal crisis, and the management of resources and facilities were the five superordinate clusters of problems experienced by students. While Rudowich and Au found that problems related to study, health, emotional life, and peer relationships, love relationships were the ones experienced most by Hong Kong students. Setiawan in her study among Indonesia students found that academic-related problems were the highest reported problems. More than 50% students also reported problems related to self, depression and mood change, romantic relationships, welfare, other relationships, anxiety, loss, and transitions.

Numerous studies have also been conducted to examine students' preferred helper in many different

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