IDENTIFIED PROBLEMS, PREFERRED HELPERS, AND HELPER QUALITIES: A CROSS-CULTURAL COMPARATIVE STUDY OF PERCEPTIONS

by

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ABSTRACT

This study examines two groups, Native and Non-Native Canadians, in terms of three research questions: (a) what do they identify as a problem or concern, (b) who do they seek out for assistance, and (c) what are the preferred qualities of the helper. The sample group was comprised of 255 subjects aged 13-15, and 108 subjects aged 18-20 from Prince Rupert, British Columbia. Native subjects represented 25% of this sample group. Though Native and Non-Native respondents identified similar problems, differences were noted in the selection of helper and preferred qualities of a helper. Native respondents preferred helpers within the family and valued different helper qualities than their Non-Native counterparts. Implications of this study are discussed with respect to, (a) contributing to existing literature in cross-cultural counselling, (b) assisting practising counsellors by providing information about client expectations and (c) contributing to the development of cross-cultural counselling education programs.
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CHAPTER I

INTRODUCTION

There have been a number of studies examining the way people of different cultures adapt to a North American Counselling situation (Atkinson, Maruyama and Matsui, 1978; Ruiz and Padilla, 1977; Sue and Sue, 1977 and Marsella and Pedersen, 1981). However, "a relatively neglected area of research has been knowledge about the minority status client prior to entry into counselling" (Westwood 1982).

Herr (1987) emphasizes the importance the international cultural diversity with respect to counselling theory and practise:

Thus, in a nation of immigrants, where cultural pluralism is rapidly increasing rather than diminishing, the roots of cross-cultural counseling are deeply entwined with international cultural diversity. Such a reality provides the macro-environment in which all counseling approaches and assumptions need to be validated and tested. (p. 108)

In discussing nine competences that should be incorporated into counsellor training programs, Paradis (1981) states; "The culturally skilled counselor must possess specific knowledge and information about the particular group he/she is working with" (p.137). If
Counsellors are to learn about how representatives of various cultures perceive problems, helpers, and helping qualities, comparative research must be carried out to determine what these perceptions are.

Unfortunately what typically happens is counsellors are working with a lack of knowledge concerning cultural norms and they seem to have little choice but to reflect the majority cultural values in their particular counselling models. Too often, lacking an objective data base on minority group attitudes, counsellors will tend to hold cultural stereotypes which are given to them by self-appointed spokesmen for a particular group. (Westwood 1982, p. 283)

Pederson (1983) identifies three different ways that cultural variables can intervene in a counselling interview:

One way is through the culture of a client, another is through the culture of the counselor and a third is through the culture of the "problem" which defines the context of a counseling interview and takes on characteristics from contributing cultural aspects of the environment. (p. 180)

Kleinman (1980) further elaborates on the importance of client cultural perception with respect to illness:

... socially-legitimated statuses, roles, power relationships, interaction settings, and institutions ... Patients and healers are basic components of such systems and thus are imbedded in specific configurations of cultural meanings and social relationships. They cannot be understood apart from this context. (p. 24-25)

Models of cross-cultural counselling such as the one proposed by Christensen (1985) enable counsellors to
understand clients from a cross-cultural context. This sort of theoretical framework is a starting place to gathering insight about a client's cultural self. To provide and utilize a contextual cultural framework, an objective database is necessary.

This thesis is part of an international cross-cultural counselling study designed to determine what youths and young adults perceive as important problems, what methods they use to cope with these problems, what types of help they seek, and what they prefer and disfavor with respect to helper characteristics. The international study involves 19 countries, with data obtained from a questionnaire scored using a standardized coding system. It is a joint research project coordinated out of the University of Pittsburgh and the University of British Columbia, and supported by the International Round Table for the Advancement of Counselling.

The two groups under study are drawn from an urban setting with a large (approximately 25%) Native Indian population. A Native and Non-Native sub-grouping has been identified within each of the two age groupings (13-15), (18-20). More specifically, the purpose of the current study is to examine the two groups, Native and Non-Native, in three areas, (a) What do they identify as a problem or
concern, (b) Who do they seek out for assistance, and (c) What are the preferred qualities of the helper. The results of this study will be analyzed in the context of other selected regions of the world and comparative analysis carried out.

This study will help to widen the literature and theory of cross cultural counselling but more particularly it is intended to assist counsellors in practise (within culture, between cultures and in counsellor education).
CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature relevant to this study is organized into the following six areas: (1) counselling and culture, (2) counselling problems across cultures, (3) preferred helpers across cultures, (4) preferred qualities of helpers across cultures (5) non-Native vs. Native expectations of counselling and (6) cross-cultural counsellor education.

COUNSELLING AND CULTURE

Cross-cultural counselling has been defined to include virtually all counselling encounters,

If we consider the value perspectives of age, sex role, life-style, socioeconomic status and other special affiliations as cultural, then we may well conclude that all counseling is to some extent cross-cultural. (Pederson 1978, p.480)

or only those encounters where a cultural difference exists,

Cross cultural counseling has been defined as any counseling encounter in which two or more of the participants are culturally different. (Atkinson, Morton & Sue 1983, p. 9)
While culture is difficult to define, in 1948 L. K. Frank offered what is now considered to be the standard definition (as interpreted by Vontress, 1969):

Culture, as generally defined by anthropologists, consists of the traditional patterns of action, speech, belief, and feelings which each group of people has developed historically as its way of meeting the persistent tasks of life. (p. 11)

Many mental health professionals have concluded that racial or ethnic factors may act as impediments to counselling (Attheave, 1972; Carkhuff & Pierce, 1967; Ruiz & Padilla, 1977; Sue 1975; Vontress 1971). Phenomenological Psychologists explain this impediment as a function of the client's and counsellor's world view or perceptual field.

... at any given moment, the perceptual field of each person in a cross-cultural counselling encounter is organized so that the self is at the centre of the field, but perceptions of significant others, the larger society and the universe, are present, simultaneously, at varying levels of awareness. (Christensen 1985, p. 67)

While research into the field of cross-cultural counselling has been plentiful (Reviews in Atkinson, 1983 and Casis, 1984), missing has been systematic research into the nature and assessment of client world views (Ibrahim & Kahn, 1987).

If one accepts the following assertion:
The assumptions inherent in counseling and psychology are rooted in philosophical views of human nature and people's place in the universe (Wachtel 1977, p. 47), coupled with the view that,

... the literature available (in cross-cultural counseling) does not address the philosophical assumptions that people hold. The focus of these approaches has been on theory and practice issues. (Ibrahim, 1984, p. 159),

then studies designed to measure the counseling expectancies across cultures are needed. Sue (1977) further emphasizes the point with the following statement:

The culturally skilled counselor must possess specific knowledge and information about the particular group he/she is working with. He/she must be aware of the history, experiences, cultural values, and life-styles of various racial/ethnic groups. (p. 108)

Moreover, "it is surprising that a well organized study of how these (client) expectancies differ across cultural groups is lacking" (Yuen & Tinsley, 1981, p. 66).

COUNSELLING PROBLEMS ACROSS CULTURES

To be fully effective, a cross-cultural counseling theory or model must deal with all pertinent client and counsellor perceptions (Christensen 1985). Knowing clearly what is perceived as a problem within a cultural group is fundamental to a counselling relationship. At this time
there is little cross-cultural data available detailing the client's perception of what is problematic.

Warman (1960) reported that students, faculty, personnel workers, and even counsellors themselves considered educational and vocational topics more appropriate for counselling than topics related to personal adjustment. Strong, Hendel and Bratton (1971) found that students viewed the role of the counsellor as that of an advisor while Snyder, Hill and Derksen (1972) reported that the individuals in their sample tended to seek help with personal problems from persons other than counsellors (eg. friends or relatives).

Johnson (1977) conducted a survey of student attitudes towards Counselling at a predominantly black University. Results indicated that the predisposition to seek out counselling depended upon the type of problem. Most subjects in the study were willing to discuss with the counsellor matters related to vocational and educational concerns; however, for personal adjustment problems there was a significant decline in the frequency with which the counsellor's help was sought.

Sue (1981) observed that many ethnocultural minority clients have had life experiences which lead them to believe that social, economic and political systems are more
powerful forces than personal attributes. Clients from differing orientations have been shown to have vastly different expectations of the goals of counselling as well as differing views of the problems that are appropriate to bring into a counselling situation.

**PREFERRED HELPERS ACROSS CULTURES**

Much of the research in cross-cultural counselling is limited by an assumption that counselling services are provided by professional "counselors". Torrey (1972) draws attention to "Witchdoctors" as effective counsellors. This is but one example of a helper within a cultural context. According to Torrey, understanding the client's choice of helper assists the counsellor in meeting her/his expectations within the counselling process.

Webster (1979) found that undergraduate university students identified friends, relatives, and counseling centers as among the five most preferred help sources from which they would seek assistance for either emotional or educational/vocational problems. Differences in these rankings did not vary across race, sex or problem type.

Westwood (1982) set out to determine if a distinct minority group's (East Indian) expectations were similar or different from the majority group's attitudes. The results
of this research demonstrated that the minority adolescents preferred a stronger emphasis be placed upon the vocational assistance of the counsellor than did the adolescents of a mainstream group. Further, the personal/social counsellor was highly valued by both groups. Finally that greater family involvement by the counsellor was favoured by the East Indian Group than it was by their Anglo-European counterparts.

Caravep-Ramos, Francis & Odgers (1985) surveyed 447 psychology students and found that in general, Mexican-American students knew less about helping professionals than their Anglo-American counterparts. Further, a significant percentage of Mexican Americans stated that they would seek help with psychological problems from the clergy rather than from a psychiatrist or clinical psychologist.

Atkinson Ponterotto & Sanchez (1970) found Vietnamese College students hold a less positive attitude towards seeking professional psychological help than Anglo-American students attending the same College. Further, Vietnamese expressed less recognition of personal need for professional help, less tolerance of the stigma associated with psychological help, less interpersonal openness regarding their problems, and less confidence in the mental health professionals to be of assistance.
PREFERRED QUALITIES OF HELPERS ACROSS CULTURES

In the late 1960's Clemmont Vontress described the process of structuring a cross-cultural counselling relationship with lower-class (black) individuals:

Another significant barrier is the client's lack of familiarity with counseling. Middle-class people have had from infancy a continuing series of relationships with professionals and friends who assist them in some way: the doctor, lawyer, and certainly parents and siblings. These contacts are, in the main, verbalizing relationships. The roles of the assister and assisted are clearly understood. With lower-class individuals, such roles are not as clear-cut and, therefore, structuring the counseling relationship is more important in counseling them. (Vontress, 1969, p. 14)

The issue of helper suitability may also be addressed from the standpoint of the client's expectation of what a counsellor is and does. Herr (1987) summarizes:

Depending on where nations are in their own industrial-political-social development, they may perceive counseling as means (a) to facilitate social goals or individual goals, (b) to promote the development of human capital for achieving certain state goals. (c) for gate-keeping or social control, (d) for maintaining the status quo or (e) for purposes of self-actualization and personal growth. (p. 14)

Tan (1967) compared the counselling expectancies of students from five Asian cultures and their North American counterparts. He reported that the five Asian nationality groups were similar in their counselling expectancies, whereas significant differences were found between the Asian
and American samples. Results supported the following research hypothesis:

Counseling expectancies of the subjects from cultures assumed to have an authoritarian orientation will differ from those of the American subjects in the direction of authority orientation, directiveness, submission, and nurturance. (Tan, 1967, p. 123)

Additional experimental evidence has suggested that Asian-American clients assign more credibility to counsellors who employ a directive approach than to those who use non-directive methods (Atkinson, Maruyama, & Matsui, 1978).

Smith (1974) concluded that students in general prefer a counsellor's age, socioeconomic background, religious belief and sex to be similar to their own and that minorities prefer counsellors of the same race.

Ka-Wai & Tinsley (1981) set out to investigate whether students from different backgrounds differ in their expectancies about counselling on a university campus. These authors concluded that American students expect a counsellor to be less directive and protective and that they themselves expect to be more responsible for improvement. In contrast, Chinese, Iranian, and African students expect to assume a more passive role and that the counsellor will be a more directive and nurturing authority figure.
Recent studies of cross-cultural expectations of counsellors also include Cherbosque's (1987) study. One hundred Mexican undergraduates and one hundred United States undergraduates were asked to imagine an initial counselling session, the counsellor's behaviour, their own behaviour as clients, and the counsellor-client interaction. Results indicated that Mexicans expected more openness from clients and less from counsellors than did Americans.

Exum & Lau (1988) conducted study to determine preferences of Cantonese-speaking Chinese college students from Hong Kong attending a large midwestern university for either a directive or nondirective counselling approach to emotional adjustment problems. Their results showed that subjects strongly preferred a directive counselling approach and attributed low credibility and utility to videotaped counsellor using a nondirective approach.

In general it appears that different cultures do have different expectations for the qualities of preferred helpers. While the above-mentioned studies taken together are not directly generalizable to specific populations (ie. Native), they do represent serious attempts to understand perceptions and expectations of distinct minority groups. This serves to strengthen the understanding of how cultural variables affect the counselling process. Moreover, studies
of this nature help to provide a theoretical and methodological framework upon which future studies of client expectations can be based.

NON-NATIVE VS NATIVE EXPECTATIONS OF COUNSELLING

There have been very few studies designed to measure Native expectations and preferences of counsellors and the counselling process. Dauphinais, Dauphinais & Rowe (1981) summarize the gaps in the professional counselling literature:

Published work related specifically to counseling with American Indians has been infrequent and has seldom gone beyond a narrative description of ways in which common Indian cultural values may interface with counseling practice. We are not aware of any empirical studies that attempt to examine the effectiveness or utility of a specific counseling style with American Indians. (p. 72)

A problem with studies of Native perceptions is what Littrell (1982) referred to as the "recognized differences among Indian groups" (p. 54). Comparative research is not available to assess the ability to generalize from one Native community to another. Further, it is not clear that differences exist between the Native and Non-Native populations living in the same geographical area.

Sue and Sue (1977) found that 50% of Natives dropped out of counselling after the first session (versus 30% for
Anglos). According to Darou (1987) the failure of treatment would seem to be related to the fact that counsellors often fail to take into account cultural differences and as a result may unsettle Natives at a very deep emotional and psychological level. The following is an illustration of how cultural factors may effect a counselling relationship:

... many Native Americans view the person as harmonious with nature. The world is accepted in it's present form without undue attempts to change it (Trimble 1976). Anglos however, are concerned with mastering the physical world. The more nature is controlled, the better. Native American clients exposed to counselors who stress individual responsibility for changing and mastering the environment are, in effect, asking their clients to violate a basic value. This may be one reason why Native Americans have such a high drop-out rate in our educational system. (Sue, 1977, p. 76)

In a survey study conducted by Blue (1977) it was found that Native students generally were unwilling to utilize counselling services. The students tended to use the university counselling services for urban or guidance problems, such as finances and study skills. They used the Native elders, however, for cultural and personal problems such as alcoholism, religion, and mental health. This particular study resulted in the hiring of a Native elder for the counselling service.

Dauphinais, Dauphainais, and Rowe (1981) taped counselling sessions were played to residential high school
students in Oklahoma. The tapes included both Native and Non-Native counsellors and three methods, directive, non-directive and a Native culture-based method. The results showed that the Native counsellor was preferred and that non-directive counselling was rated the least effective. The conclusions made from this study were, (1) that counsellors are perceived by Indians as more effective in they are Indian, (2) that counsellors who use some sort of concrete approach are perceived to be the best counsellors for Native clients. The authors comment that this latter finding has serious implications for counsellors trained with a neo-Rogerian approach.

Haviland et al. (1983) found that Native Americans would be more likely to use a counselling center if they could see a culturally similar counsellor. On the other hand, LaFromboise and Dixon (1981) reported that cultural similarity in a counsellor is not as important as the counsellor's perceived cultural sensitivity and trustworthiness.

Darou (1987) asserts that counsellors need to focus on expressed values rather than preconceived images or notions about Indians. He goes on to state that based upon the existing data, as limited as it is, successful counselling
and psychotherapy would be enhanced by the recognition of several factors:

(1) With a certain level of ability, a Native therapist or an elder is probably more effective than a Non-Native, (2) Lacking a suitable Native, the Non-Native's knowledge of true versus idealized Native culture will increase the likelihood of success. (3) Native silence, often perceived as a problem by Non-Natives, needs to be reinterpreted as communicating high stress or respect, (4) A demand for self-disclosure as it is conceived in counselling is resented, yet the Non-Native counsellor often misses even clear non-verbal disclosures, (4) It is generally seen as intrusive and inappropriate to ask questions. (Darou, 1987, p. 37)

These assertions are not conclusively supported nor refuted in the literature. There is a need for studies of Native perceptions to fill this gap.

Finally, Sue (1981) devotes a chapter of his book to "Cultural and Historical Perspectives in Counseling American Indians." This work details historical and present forces that have shaped the value system and world view of Native peoples. Among his more provocative conclusions is the recommendation that counsellors working with Natives "become eclectic and adaptable" (p. 239). He concludes,

Of the best dimensions of counseling for Native Americans, I would suggest the following: silence, acceptance, restatement, and general lead. At the end of the counseling session it may be advisable to make a verbal summary of what has transpired. (p. 248)
CROSS-CULTURAL COUNSELLOR EDUCATION

Torrey (1972) described five principles (as interpreted by Pedersen, 1979) crucial to successful counselling or helping in any culture:

(a) the client's problem is named; (b) the personal qualities of the counselor are extremely important; (c) the client's specific expectations must be met; (d) the counselor must establish credibility through the use of symbols, skill, or power; and (e) the counselor must apply certain techniques to bring about relief to the troubled client. (p. 79)

The current state of research in cross-cultural counselling has done little to address Torrey's principles. At the present time we know little about counselling expectations across cultures, and less about identified problems of people throughout the world.

Sue (1987) states,

There is a growing awareness that the human service professions, especially counseling and clinical psychology have failed to meet the particular mental health needs of ethnic minorities. Most graduate programs give inadequate treatment to mental health issues of ethnic minorities. Cultural influences affecting personality formation, career choice, educational development, and the manifestation of behavior disorders are infrequently part of mental health training programs. (p. 4)

Authors have attempted to describe general characteristics of cross-cultural counsellors:
... that the counsellor must possess the wisdom of Solomon and the patients of Job if he or she is to ever establish a cross-racial relationship. (Helms 1985, p. 153)

Others (Shapiro 1983; Wilber 1984) contend that regardless of the socio-cultural context of the helping relationship, the personal qualities and traits of the helper are crucial to the successful outcome of the therapeutic encounter.

Sue (1977) calls for an evaluation of all current theoretical frameworks:

Counselors must take major responsibility to examine and evaluate the relevance of their particular theoretical framework with respect to the client's needs and values. (Sue 1977, p. 423)

Herr proposes a similar point of view:

Thus in a nation of immigrants, where cultural pluralism is rapidly increasing rather than diminishing, the roots of cross-cultural counseling are deeply entwined with international cultural diversity. Such a reality provides the macro-environment in which all counseling approaches and assumptions need to be validated and tested. (Herr 1987)

If one accepts the findings of Ka-Wai and Tinsley (1981) that, "Chinese, Iranian, and African students expect the counsellor to be an authority figure prescribing more definite and clear-cut solutions to their problems while they assume a more passive and dependent role" (p. 68), then a neo-Rogerian approach will fall well short of these expectations. Some authors have suggested that nondirective
counselling approaches may be counterproductive (Banks, 1972; Exum, 1985; D.W. Sue & S. Sue, 1977).

Yiu and Saner (1985) contend in their recent research that the value assumptions embedded in counselling approaches that are derived from an individualist culture are in conflict with their adoption in a collectivist nation. Others addressing counselling in African and in Middle Eastern nations have indicated that many assumptions taken for granted in some cultures are simply not shared across cultures (Okon, 1983; Shanhirzadi, 1983).

It seems clear from the research results presented above that cultural differences of clientele do have an effect on the counselling process. Further, effective cross-cultural counselling will be enhanced when a diversity of counselling approaches and models specifically designed to meet the needs and expectations of the client are utilized.
CHAPTER III

RESEARCH METHODOLOGY

In this chapter the author presents sample characteristics, development of the measurement instrument, data collection procedures, coding and scoring protocol, inter-rater reliability and the procedures for analyzing and presenting the data.

SAMPLE CHARACTERISTICS

Three hundred and sixty three subjects participated in this study. The subjects encompassed one hundred seventy males and one hundred ninety three females. Ninety three subjects made up the Native subgroup and two hundred seventy subjects made up the Non-Native subgroup. Age groupings included one hundred eight subjects in the adult group (age 18-20) and two hundred fifty five subjects in the youth group (age 13-15). All subjects were residents of Prince Rupert, British Columbia at the time the questionnaires were administered.

All subjects in the 13-15 age group were given the questionnaire at Booth Memorial Junior Secondary School during their Consumer Education class. In this manner, a
questionnaire was administered to every grade nine student in Prince Rupert. Subjects in the 18-20 age group were contacted by local high school teachers and for the most part completed the questionnaire outside of a school setting. Because participants in the 18-20 age group were selected on the basis of their availability and willingness to participate in an hour long exercise, this age group must be viewed as a less representative sample than the 13-15 age group.

DEVELOPMENT OF THE MEASUREMENT INSTRUMENT

There are two measurement instruments used for the data collection for this study. The first (Appendix B) was developed in November of 1988 to be used as a pilot study. The original objectives for the research (to define what is problematic for the subjects and what actions they engage in to help resolve these problems) have grown somewhat as a result of widening research interests and pilot results. In Prince Rupert, the pilot questionnaire was administered to ten subjects in each grouping. On February 5, 1989, these raw results were forwarded to Pittsburgh to assist with the development of administrative and scoring criteria.

Results and observations from all pilot studies were taken into consideration in developing the final version of
the Instructions for The Collection of Data (Appendix D) and the questionnaire (Appendix E).

The questionnaire is comprised of two demographic sheets and three identical question pages. There are eight open-ended questions on each page. The following data description and comparison represents scored responses from the first page "Problem 1", the second page "Problem 2" and the third page, "Problem 3".

DATA COLLECTION PROCEDURES

The author administered the questionnaire to all of the 13-15 year age group in a classroom situation. Students were always allowed ample time to complete the task and efforts were made to insure comfort and privacy during the administration of the questionnaire. The 18-20 year age group questionnaires were administered in a variety of ways ranging from subjects completing the questionnaire at home, to classroom sessions, to meetings of small groups in the evening. It was the author's experience that very few subjects who took the questionnaire home would return it for inclusion in the study. Because of this, efforts were made to supervise the subjects as they completed the questionnaire and collect the results from the subjects immediately upon completion. Every effort was made to
insure that the administration of the questionnaire remained as close as possible to the Standardized Instructions For Data Collection (Appendix D).

**CODING AND SCORING**

The demographic data of "Age" and "Sex" were obtained from the first page of the questionnaire. An additional page of information was obtained from the Prince Rupert respondents requesting their identity and the schools they have attended. This page was collected separately and given a number corresponding to one on the questionnaire. The purpose of this information was to insure that no respondents were able to complete more than one questionnaire as well as to determine eligibility for the Native/Non-Native sub-grouping. This final demographic sub-grouping has been labeled "Group".

The results presented in this thesis represent Scale 1 (Human Problems), Scale 3 (Choice of Helper), and Scale 4 (Qualities of Helper) of the scoring criteria (Appendix F). The procedure of coding strictly adhered to the instructions presented in Appendix F. All items in Scale 1 through Scale 6 were coded by Category. The frequency of response in each Class was then recorded. It should be noted here the difference between "Category" and "Class". A coding "Class"
represents the broad structure of the taxonomy (an example is "Schooling") while the "Category" is more specific (an example is "Academic Failure").

**INTER-RATER RELIABILITY**

The author scored and recorded all of the questionnaires used in this study. In order to determine the degree of inter-rater reliability, a second researcher randomly selected one hundred questionnaires and independently re-scored them. This test resulted in a 100% accuracy rating for "Class" (see Appendix F) on both Scale #1 - Human Problems, and Scale #3 - Choice of Helper. There was a 94% accuracy rating on Scale 4 - Qualities of Helper. Reliability therefore, in a small number of occasions on Scale 4, is potentially suspect due to possible scoring errors.

**ANALYSIS OF DATA**

The questionnaire is designed to collect categorical data representing frequency of response in each discrete class. Because of these characteristics, the Likelihood Ratio Chi-Square has been selected to carry out the statistical comparison. According to Christensen and Stoup (1986), the Chi-square test of independence is used to
determine if the paired observations obtained on two or more nominal variables are independent of each other or are associated (p. 445). If Chi-square is significant, variables are associated. If it is not significant, the variables are independent.

Christensen and Stoup (1986) detail the following "assumptions of and restrictions in" the Use of Chi-square:

(1) The observations must be independent of one another, (2) The categories should be established on a logical or defensible basis, (3) The expected frequency should not be smaller than 5. (p. 448-449)

In order to satisfy these restrictions, the following measures have been employed: (1) Data from page 2, "Problem 2", and page 3, "Problem 3", of the questionnaire has not been combined with the data on page 1, "Problem 1" as this would violate the rule of independence, (2) The coding categories have been collapsed and in some cases dropped to insure that the frequency in each cell is greater than five, (3) The basis for altering the categories has followed the theoretical guidelines proposed by Christensen (1985). This process is described below.

The coding categories for "Identified Problem" were generalized by fitting each coded problem in one of the three following categories: (1) Self (included are, Material Desires, Extreme Poverty, Emotions and Feelings, Self
Fullfilment, Personal Identity and Self Concept), (2) Significant Others (included are, Family Issues, Sexuality, Courtship/Dating, Interpersonal and Socialization Issues), and (3) Larger Society (included are, Schooling Issues, Altruism). The purpose for using these more general coding categories is strictly to satisfy the above-mentioned requirements for statistical comparison.

The number of coding categories for "Choice of Helper" was reduced. The categories "Supernatural", "Offender", Animate Creatures/Inanimate Objects", and "No Response" were dropped. Taken together, these dropped categories accounted for 7.2% of the total responses for "Problem 1", 22.0% of the total responses for "Problem 2", and 36.7% of the total responses for "Problem 3".

The coding categories for "Qualities of Helper" were also reduced. The category "No Response" was dropped representing 16.3% of the total responses for "Problem 1", 26.7% of the total responses for "Problem 2", and 39.1% of the total responses for "Problem 3".

The comparative test, Likelihood Ratio Chi-Square was then utilized to test the four null hypotheses presented below. A significance level of p<0.05 was used to determine statistical grounds for rejecting each hypothesis.
Hypothesis 1

There will be no statistically significant difference between Native and Non-Native subjects in the 13-15 year age group across the three dependent variables (Identified Problem, Choice of Helper, Preferred Qualities of Helper).

Hypothesis 2

There will be no statistically significant difference between the 13-15 year old non-Native subjects and the 18-20 year old non-Native subjects across the three dependent variables (Identified Problem, Choice of Helper, Preferred Qualities of Helper).

Hypothesis 3

There will be no statistically significant difference between male non-Native subjects and female non-Native subjects across the three dependent variables (Identified Problem, Choice of Helper, Preferred Qualities of Helper).

Hypothesis 4

There will be no statistically significant difference between the 13-15 year old male Native subjects and the 13-15 year old female Native subjects across the three
dependent variables (Identified Problem, Choice of Helper, Preferred Qualities of Helper).

A Summary Description of Identified Problems

The most important themes and issues in the "Identified Problem" area are explored in greater depth. Because the questionnaire is an open-ended format, there is a tremendous richness and color in the anecdotal content. In this section, the author provides examples of verbatim subject responses.

Ancillary Data

This section has been added without comment as additional information for the reader. It is made up of nine tables, (Age, Sex, Group) by each of the three dependent variables, (1) Human Problems, (2) Identified Helper, (3) Qualities of the Helper. In these tables, original coding classes are left in tact, and no statistical comparison is carried out.
CHAPTER IV

RESEARCH FINDINGS

This chapter consists of a restatement of each research hypothesis along with the corresponding statistical treatment. Following this is a summary description of identified problems and the Ancillary data.

PRESENTATION OF DATA

Hypothesis I

There will be no statistically significant difference between Native and Non-Native subjects in the 13-15 year age group across the three dependent variables (Identified Problem, Choice of Helper, Preferred Qualities of Helper).

This hypothesis was tested using the Likelihood Ratio Chi Square. The results of which are summarized in Tables 1, 2 and 3. A significant difference in the groups was found in Problem 2 of the Choice of Helper variable and in Problem 3 of the Preferred Qualities of Helper variable.

It is noticed that Native and Non-Native subjects both identified most problems in the "Society" category and there was little difference between the groups. Native
subjects however identified "Family" as their choice of helper more frequently across the three problems than their Non-Native counterparts. In all three of the Qualities of Helper problems, Non-Native subjects identified "Appealing Attributes" most frequently while Native subjects identified "Knowledgeable" most frequently for Problem 2 and 3.
Table 1 - Identified Problem by Group for Age 13-15 Subjects

**Problem 1:** Likelihood Ratio Chi Square = 0.807 (ns)

<table>
<thead>
<tr>
<th></th>
<th>Native</th>
<th>Non-Native</th>
<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Others</td>
<td>31.03</td>
<td>25.38</td>
<td>26.67</td>
<td>68</td>
</tr>
<tr>
<td>Self</td>
<td>18.97</td>
<td>22.34</td>
<td>21.57</td>
<td>55</td>
</tr>
<tr>
<td>Society</td>
<td>50.00</td>
<td>52.28</td>
<td>51.76</td>
<td>132</td>
</tr>
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<td></td>
</tr>
<tr>
<td>N</td>
<td>58</td>
<td>197</td>
<td>255</td>
<td></td>
</tr>
</tbody>
</table>

**Problem 2:** Likelihood Ratio Chi Square = 3.777 (ns)

<table>
<thead>
<tr>
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<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Others</td>
<td>38.78</td>
<td>24.73</td>
<td>27.66</td>
<td>65</td>
</tr>
<tr>
<td>Self</td>
<td>24.49</td>
<td>27.42</td>
<td>26.81</td>
<td>63</td>
</tr>
<tr>
<td>Society</td>
<td>36.73</td>
<td>47.85</td>
<td>45.53</td>
<td>107</td>
</tr>
<tr>
<td>Total</td>
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<td></td>
</tr>
<tr>
<td>N</td>
<td>49</td>
<td>186</td>
<td>235</td>
<td></td>
</tr>
</tbody>
</table>

**Problem 3:** Likelihood Ratio Chi Square = 5.557 (ns)

<table>
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<tbody>
<tr>
<td>Others</td>
<td>14.29</td>
<td>22.94</td>
<td>21.23</td>
<td>45</td>
</tr>
<tr>
<td>Self</td>
<td>35.71</td>
<td>18.82</td>
<td>22.17</td>
<td>47</td>
</tr>
<tr>
<td>Society</td>
<td>50.00</td>
<td>58.24</td>
<td>56.60</td>
<td>120</td>
</tr>
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<tr>
<td>N</td>
<td>42</td>
<td>170</td>
<td>212</td>
<td></td>
</tr>
</tbody>
</table>

Note: Numbers in the table show times chosen (frequency) in percent.

(ns) Not Significant * p<.05
Table 2 - Choice Of Helper by Group for Age 13-15 Subjects

**Problem 1:** Likelihood Ratio Chi Square = 0.848 (ns)

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>61.82</td>
<td>54.84</td>
<td>56.43</td>
<td>136</td>
</tr>
<tr>
<td>Non-Family</td>
<td>38.18</td>
<td>45.16</td>
<td>43.57</td>
<td>105</td>
</tr>
<tr>
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<td>100.00</td>
<td>100.00</td>
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<td></td>
</tr>
<tr>
<td>N</td>
<td>55</td>
<td>186</td>
<td>241</td>
<td></td>
</tr>
</tbody>
</table>

**Problem 2:** Likelihood Ratio Chi Square = 5.213 *

<table>
<thead>
<tr>
<th></th>
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<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>68.89</td>
<td>50.00</td>
<td>54.03</td>
<td>114</td>
</tr>
<tr>
<td>Non-Family</td>
<td>31.11</td>
<td>50.00</td>
<td>45.97</td>
<td>97</td>
</tr>
<tr>
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<td>100.00</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>45</td>
<td>166</td>
<td>211</td>
<td></td>
</tr>
</tbody>
</table>

**Problem 3:** Likelihood Ratio Chi Square = 0.116 (ns)

<table>
<thead>
<tr>
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<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>56.76</td>
<td>53.64</td>
<td>54.26</td>
<td>102</td>
</tr>
<tr>
<td>Non-Family</td>
<td>43.24</td>
<td>46.36</td>
<td>45.74</td>
<td>86</td>
</tr>
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</tr>
<tr>
<td>N</td>
<td>37</td>
<td>151</td>
<td>188</td>
<td></td>
</tr>
</tbody>
</table>

Note: Numbers in the table show times chosen (frequency) in percent.

(ns) Not Significant  * p<.05
Table 3 - Qualities Of Helper by Group for Age 13-15 Subjects

**Problem 1:** Likelihood Ratio Chi Square = 3.689 (ns)

<table>
<thead>
<tr>
<th>Qualities Of Helper</th>
<th>Native</th>
<th>Non-Native</th>
<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appealing Attributes</td>
<td>57.14</td>
<td>49.08</td>
<td>50.94</td>
<td>108</td>
</tr>
<tr>
<td>Concern For Others</td>
<td>12.24</td>
<td>24.54</td>
<td>21.70</td>
<td>46</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>30.61</td>
<td>26.38</td>
<td>27.36</td>
<td>58</td>
</tr>
<tr>
<td>Total</td>
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<td>100.00</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>49</td>
<td>163</td>
<td>212</td>
<td></td>
</tr>
</tbody>
</table>

**Problem 2:** Likelihood Ratio Chi Square = 5.892 (ns)

<table>
<thead>
<tr>
<th>Qualities Of Helper</th>
<th>Native</th>
<th>Non-Native</th>
<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appealing Attributes</td>
<td>38.89</td>
<td>41.67</td>
<td>41.11</td>
<td>74</td>
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<tr>
<td>Concern For Others</td>
<td>11.11</td>
<td>26.39</td>
<td>23.33</td>
<td>42</td>
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<td>Knowledgeable</td>
<td>50.00</td>
<td>31.94</td>
<td>35.56</td>
<td>64</td>
</tr>
<tr>
<td>Total</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>36</td>
<td>144</td>
<td>180</td>
<td></td>
</tr>
</tbody>
</table>

**Problem 3:** Likelihood Ratio Chi Square = 7.187 *

<table>
<thead>
<tr>
<th>Qualities Of Helper</th>
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<th>Non-Native</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Appealing Attributes</td>
<td>32.26</td>
<td>42.74</td>
<td>40.65</td>
<td>63</td>
</tr>
<tr>
<td>Concern For Others</td>
<td>6.45</td>
<td>20.16</td>
<td>17.42</td>
<td>27</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>61.29</td>
<td>37.10</td>
<td>41.94</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
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<tr>
<td>N</td>
<td>31</td>
<td>124</td>
<td>155</td>
<td></td>
</tr>
</tbody>
</table>

Note: Numbers in the table show times chosen (frequency) in percent.

(ns) Not Significant * p<.05
Hypothesis 2

There will be no statistically significant difference between the 13-15 year old non-Native subjects and the 18-20 year old non-Native subjects across the three dependent variables (Identified Problem, Choice of Helper, Preferred Qualities of Helper).

This hypothesis was tested using the Likelihood Ratio Chi Square. The results of which are summarized in Tables 4, 5 and 6. A significant difference in the groups was found in Problem 2 and Problem 3 of the Identified Problem variable, Problem 1 and Problem 3 of the Choice of Helper variable, and in Problem 2 of the Preferred Qualities of Helper variable.

It is noticed that the 13-15 year age group consistently identified most problems in the "Society" category. The 18-20 age group identified most problems in the "Self" category on two of the three pages. On all three problems most adults chose helpers outside the family structure while most youth selected helpers within the family structure. The existing difference in the qualities of helper show a slightly higher preference for "Knowledgeable" for the Adult group and "Appealing Attributes" for the Youth group.
Table 4 - Identified Problem by Age for Non-Native Subjects

**PROBLEM 1:** LIKELIHOOD RATIO CHI SQUARE = 4.432(ns)

<table>
<thead>
<tr>
<th></th>
<th>ADULT</th>
<th>YOUTH</th>
<th>TOTAL</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHERS</td>
<td>13.89</td>
<td>25.38</td>
<td>22.30</td>
<td>60</td>
</tr>
<tr>
<td>SELF</td>
<td>27.78</td>
<td>22.34</td>
<td>23.79</td>
<td>64</td>
</tr>
<tr>
<td>SOCIETY</td>
<td>58.33</td>
<td>52.28</td>
<td>53.90</td>
<td>145</td>
</tr>
<tr>
<td>TOTAL</td>
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<td>100.00</td>
<td>269</td>
</tr>
<tr>
<td>N</td>
<td>72</td>
<td>197</td>
<td>269</td>
<td></td>
</tr>
</tbody>
</table>

**PROBLEM 2:** LIKELIHOOD RATIO CHI SQUARE = 7.209*

<table>
<thead>
<tr>
<th></th>
<th>ADULT</th>
<th>YOUTH</th>
<th>TOTAL</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHERS</td>
<td>33.33</td>
<td>24.73</td>
<td>26.75</td>
<td>65</td>
</tr>
<tr>
<td>SELF</td>
<td>38.60</td>
<td>27.42</td>
<td>30.04</td>
<td>73</td>
</tr>
<tr>
<td>SOCIETY</td>
<td>28.07</td>
<td>47.85</td>
<td>43.21</td>
<td>105</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>243</td>
</tr>
<tr>
<td>N</td>
<td>57</td>
<td>186</td>
<td>243</td>
<td></td>
</tr>
</tbody>
</table>

**PROBLEM 3:** LIKELIHOOD RATIO CHI SQUARE = 17.399*

<table>
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<tr>
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<th>TOTAL</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHERS</td>
<td>25.64</td>
<td>22.94</td>
<td>23.44</td>
<td>49</td>
</tr>
<tr>
<td>SELF</td>
<td>48.72</td>
<td>18.82</td>
<td>24.40</td>
<td>51</td>
</tr>
<tr>
<td>SOCIETY</td>
<td>25.64</td>
<td>58.24</td>
<td>52.15</td>
<td>109</td>
</tr>
<tr>
<td>TOTAL</td>
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<tr>
<td>N</td>
<td>39</td>
<td>170</td>
<td>209</td>
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</tr>
</tbody>
</table>

Note: Numbers in the table show times chosen (frequency) in percent.

(ns) Not Significant  * p<.05
Table 5 - Choice Of Helper by Age for Non-Native Subjects

**Problem 1:** Likelihood Ratio Chi Square = 9.157*

<table>
<thead>
<tr>
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<th>Adult</th>
<th>Youth</th>
<th>Total</th>
<th>N</th>
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</thead>
<tbody>
<tr>
<td>Family</td>
<td>33.33</td>
<td>54.84</td>
<td>49.21</td>
<td>124</td>
</tr>
<tr>
<td>Non-Family</td>
<td>66.67</td>
<td>45.16</td>
<td>50.79</td>
<td>128</td>
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<tr>
<td>Total</td>
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<td>100.00</td>
<td>100.00</td>
<td>252</td>
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<tr>
<td>N</td>
<td>66</td>
<td>186</td>
<td>100.00</td>
<td></td>
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</table>

**Problem 2:** Likelihood Ratio Chi Square = 1.747(ns)

<table>
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</thead>
<tbody>
<tr>
<td>Family</td>
<td>39.62</td>
<td>50.00</td>
<td>47.49</td>
<td>104</td>
</tr>
<tr>
<td>Non-Family</td>
<td>60.38</td>
<td>50.00</td>
<td>52.51</td>
<td>115</td>
</tr>
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<td>219</td>
</tr>
<tr>
<td>N</td>
<td>53</td>
<td>166</td>
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</table>

**Problem 3:** Likelihood Ratio Chi Square = 4.194*

<table>
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<th>Youth</th>
<th>Total</th>
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<tbody>
<tr>
<td>Family</td>
<td>33.33</td>
<td>53.64</td>
<td>50.28</td>
<td>91</td>
</tr>
<tr>
<td>Non-Family</td>
<td>66.67</td>
<td>46.36</td>
<td>49.72</td>
<td>90</td>
</tr>
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<td>Total</td>
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<td>100.00</td>
<td>100.00</td>
<td>181</td>
</tr>
<tr>
<td>N</td>
<td>30</td>
<td>151</td>
<td>100.00</td>
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</tr>
</tbody>
</table>

Note: Numbers in the table show times chosen (frequency) in percent.

(ns) Not Significant * p<.05
Table 6 - Qualities Of Helper by Age for Non-Native Subjects

**PROBLEM 1:** LIKELIHOOD RATIO CHI SQUARE = 2.222(ns)

<table>
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<tr>
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<th>ADULT</th>
<th>YOUTH</th>
<th>TOTAL</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPEALING ATTRIBUTES</td>
<td>45.31</td>
<td>49.08</td>
<td>48.02</td>
<td>109</td>
</tr>
<tr>
<td>CONCERN FOR OTHERS</td>
<td>18.75</td>
<td>24.54</td>
<td>22.91</td>
<td>52</td>
</tr>
<tr>
<td>KNOWLEDGEABLE</td>
<td>35.94</td>
<td>26.38</td>
<td>29.07</td>
<td>66</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>227</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>64</td>
<td>163</td>
<td>227</td>
<td></td>
</tr>
</tbody>
</table>

**PROBLEM 2:** LIKELIHOOD RATIO CHI SQUARE = 8.339*

<table>
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<th>ADULT</th>
<th>YOUTH</th>
<th>TOTAL</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPEALING ATTRIBUTES</td>
<td>22.92</td>
<td>41.67</td>
<td>36.98</td>
<td>71</td>
</tr>
<tr>
<td>CONCERN FOR OTHERS</td>
<td>22.92</td>
<td>26.39</td>
<td>25.52</td>
<td>49</td>
</tr>
<tr>
<td>KNOWLEDGEABLE</td>
<td>54.17</td>
<td>31.94</td>
<td>37.50</td>
<td>72</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>192</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>48</td>
<td>144</td>
<td>192</td>
<td></td>
</tr>
</tbody>
</table>

**PROBLEM 3:** LIKELIHOOD RATIO CHI SQUARE = 2.180(ns)

<table>
<thead>
<tr>
<th></th>
<th>ADULT</th>
<th>YOUTH</th>
<th>TOTAL</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPEALING ATTRIBUTES</td>
<td>45.16</td>
<td>42.74</td>
<td>43.23</td>
<td>67</td>
</tr>
<tr>
<td>CONCERN FOR OTHERS</td>
<td>9.68</td>
<td>20.16</td>
<td>18.06</td>
<td>28</td>
</tr>
<tr>
<td>KNOWLEDGEABLE</td>
<td>45.16</td>
<td>37.10</td>
<td>38.71</td>
<td>60</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>155</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>31</td>
<td>124</td>
<td>155</td>
<td></td>
</tr>
</tbody>
</table>

Note: Numbers in the table show times chosen (frequency) in percent.

(ns) Not Significant * p<.05
Hypothesis 3

There will be no statistically significant difference between male non-Native subjects and female non-Native subjects across the three dependent variables (Identified Problem, Choice of Helper, Preferred Qualities of Helper).

This hypothesis was tested using the Likelihood Ratio Chi Square. The results of which are summarized in Tables 7, 8 and 9. A significant difference in the groups was found in Problem 1 of the Preferred Qualities of Helper variable.

It is noticed that both male and female subjects selected most problems in the "Society" category. This was an especially strong tendency for males. Family and non-family helpers were evenly split by both groups and both preferred "Appealing Attributes" as a helper quality two out of the three times and "Knowledgeable" as a helper quality one out of the three times. In general there was little male/female difference noted.
Table 7 - Identified Problem by Sex for Non-Native Subjects

**Problem 1**: Likelihood Ratio Chi Square = 1.426(ns)

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Others</td>
<td>23.29</td>
<td>21.14</td>
<td>22.30</td>
<td>60</td>
</tr>
<tr>
<td>Self</td>
<td>26.03</td>
<td>21.14</td>
<td>23.79</td>
<td>64</td>
</tr>
<tr>
<td>Society</td>
<td>50.68</td>
<td>57.72</td>
<td>53.90</td>
<td>145</td>
</tr>
<tr>
<td>Total</td>
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<td>100.00</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>146</td>
<td>123</td>
<td>269</td>
<td></td>
</tr>
</tbody>
</table>

**Problem 2**: Likelihood Ratio Chi Square = 2.870(ns)

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Others</td>
<td>29.93</td>
<td>22.64</td>
<td>26.75</td>
<td>65</td>
</tr>
<tr>
<td>Self</td>
<td>31.39</td>
<td>28.30</td>
<td>30.04</td>
<td>73</td>
</tr>
<tr>
<td>Society</td>
<td>38.69</td>
<td>49.06</td>
<td>43.21</td>
<td>105</td>
</tr>
<tr>
<td>Total</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>137</td>
<td>106</td>
<td>243</td>
<td></td>
</tr>
</tbody>
</table>

**Problem 3**: Likelihood Ratio Chi Square = 3.941(ns)

<table>
<thead>
<tr>
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<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Others</td>
<td>26.05</td>
<td>20.00</td>
<td>23.44</td>
<td>49</td>
</tr>
<tr>
<td>Self</td>
<td>27.73</td>
<td>20.00</td>
<td>24.40</td>
<td>51</td>
</tr>
<tr>
<td>Society</td>
<td>46.22</td>
<td>60.00</td>
<td>52.15</td>
<td>109</td>
</tr>
<tr>
<td>Total</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>119</td>
<td>90</td>
<td>209</td>
<td></td>
</tr>
</tbody>
</table>

Note: Numbers in the table show times chosen (frequency) in percent.

(ns) Not Significant * p<.05
Table 8 - Preferred Helper by Sex for Non-Native Subjects

**Problem 1: Likelihood Ratio Chi Square = 2.406 (ns)**

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>53.57</td>
<td>43.75</td>
<td>49.21</td>
<td>124</td>
</tr>
<tr>
<td>Non-Family</td>
<td>46.43</td>
<td>56.25</td>
<td>50.79</td>
<td>128</td>
</tr>
<tr>
<td>Total</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>252</td>
</tr>
</tbody>
</table>

**Problem 2: Likelihood Ratio Chi Square = 2.441 (ns)**

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>51.97</td>
<td>41.30</td>
<td>47.49</td>
<td>104</td>
</tr>
<tr>
<td>Non-Family</td>
<td>48.03</td>
<td>58.70</td>
<td>52.51</td>
<td>115</td>
</tr>
<tr>
<td>Total</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>219</td>
</tr>
</tbody>
</table>

**Problem 3: Likelihood Ratio Chi Square = 0.485 (ns)**

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>48.15</td>
<td>53.42</td>
<td>50.28</td>
<td>91</td>
</tr>
<tr>
<td>Non-Family</td>
<td>51.85</td>
<td>46.58</td>
<td>49.72</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>181</td>
</tr>
</tbody>
</table>

Note: Numbers in the table show times chosen (frequency) in percent.

(ns) Not Significant * p<.05
Table 9 - Qualities Of Helper by Sex for Non-Native Subjects

**Problem 1: Likelihood Ratio Chi Square = 6.884***

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appealing Attributes</td>
<td>52.55</td>
<td>41.11</td>
<td>48.02</td>
<td>109</td>
</tr>
<tr>
<td>Concern For Others</td>
<td>24.82</td>
<td>20.00</td>
<td>22.91</td>
<td>52</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>22.63</td>
<td>38.89</td>
<td>29.07</td>
<td>66</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>227</td>
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</tbody>
</table>

**Problem 2: Likelihood Ratio Chi Square = 2.756(ns)**

<table>
<thead>
<tr>
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<th>Female</th>
<th>Male</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Appealing Attributes</td>
<td>32.77</td>
<td>43.84</td>
<td>36.98</td>
<td>71</td>
</tr>
<tr>
<td>Concern For Others</td>
<td>28.57</td>
<td>20.55</td>
<td>25.52</td>
<td>49</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>38.66</td>
<td>35.62</td>
<td>37.50</td>
<td>72</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>192</td>
</tr>
</tbody>
</table>

**Problem 3: Likelihood Ratio Chi Square = 5.164(ns)**

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appealing Attributes</td>
<td>50.54</td>
<td>32.26</td>
<td>43.23</td>
<td>67</td>
</tr>
<tr>
<td>Concern For Others</td>
<td>16.13</td>
<td>20.97</td>
<td>18.06</td>
<td>28</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>33.33</td>
<td>46.77</td>
<td>38.71</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>155</td>
</tr>
</tbody>
</table>

Note: Numbers in the table show times chosen (frequency) in percent.

(ns) Not Significant  * p<.05
Hypothesis 4

There will be no statistically significant difference between the 13-15 year old male Native subjects and the 13-15 year old female Native subjects across the three dependent variables (Identified Problem, Choice of Helper, Preferred Qualities of Helper).

This hypothesis was tested using the Likelihood Ratio Chi Square. The results of which are summarized in Tables 10, 11 and 12. A significant difference in the groups was found in Problem 1 of the Identified Problem variable.

It is noticed that males tended to identify more problems in the "Society" category than females. This result was also noted in the Non-Native sample (see Table 7). This finding seems to indicate a greater concern with schooling issues among male Natives and Non-Natives than their female counterparts. The Identified Helper variable was equally split between Family and Non-Family and the Quality of Helper variable favoured "Appealing Attributes" on two out of three of the questions and "Knowledgeable" on one out of three questions for both male and female respondents. This is the identical result to the Native male and female subgroups (see Table 9). In general the
male/female comparison for the Native subgroup was very similar to the male/female comparison for the Non-Native subgroup.
Table 10 - Identified Problem by Sex for Native Subjects Age 13-15

**Problem 1:** Likelihood Ratio Chi Square = 7.251*

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Others</td>
<td>36.96</td>
<td>13.33</td>
<td>25.27</td>
<td>23</td>
</tr>
<tr>
<td>Self</td>
<td>19.57</td>
<td>20.00</td>
<td>19.78</td>
<td>18</td>
</tr>
<tr>
<td>Society</td>
<td>43.48</td>
<td>66.67</td>
<td>54.95</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>91</td>
</tr>
</tbody>
</table>

**Problem 2:** Likelihood Ratio Chi Square = 4.857(ns)

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Others</td>
<td>43.24</td>
<td>20.59</td>
<td>32.39</td>
<td>23</td>
</tr>
<tr>
<td>Self</td>
<td>18.92</td>
<td>35.29</td>
<td>26.76</td>
<td>19</td>
</tr>
<tr>
<td>Society</td>
<td>37.84</td>
<td>44.12</td>
<td>40.85</td>
<td>29</td>
</tr>
<tr>
<td>Total</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>71</td>
</tr>
</tbody>
</table>

**Problem 3:** Likelihood Ratio Chi Square = 1.678(ns)

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Others</td>
<td>21.21</td>
<td>13.04</td>
<td>17.86</td>
<td>10</td>
</tr>
<tr>
<td>Self</td>
<td>39.39</td>
<td>30.43</td>
<td>35.71</td>
<td>20</td>
</tr>
<tr>
<td>Society</td>
<td>39.39</td>
<td>56.52</td>
<td>46.43</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>56</td>
</tr>
</tbody>
</table>

Note: Numbers in the table show times chosen (frequency) in percent.

(ns) Not Significant * p<.05
Table 11 - Identified Helper by Sex for Native Subjects Age 13-15

**PROBLEM 1: LIKELIHOOD RATIO CHI SQUARE = 0.565(ns)**

<table>
<thead>
<tr>
<th></th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMILY</td>
<td>60.47</td>
<td>52.38</td>
<td>56.47</td>
<td>48</td>
</tr>
<tr>
<td>NON-FAMILY</td>
<td>39.53</td>
<td>47.62</td>
<td>43.53</td>
<td>37</td>
</tr>
<tr>
<td>TOTAL</td>
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<td>100.00</td>
<td>85</td>
</tr>
<tr>
<td>N</td>
<td>43</td>
<td>42</td>
<td>85</td>
<td></td>
</tr>
</tbody>
</table>

**PROBLEM 2: LIKELIHOOD RATIO CHI SQUARE = 0.029(ns)**

<table>
<thead>
<tr>
<th></th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMILY</td>
<td>60.00</td>
<td>62.07</td>
<td>60.94</td>
<td>39</td>
</tr>
<tr>
<td>NON-FAMILY</td>
<td>40.00</td>
<td>37.93</td>
<td>39.06</td>
<td>25</td>
</tr>
<tr>
<td>TOTAL</td>
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<td>100.00</td>
<td>100.00</td>
<td>64</td>
</tr>
<tr>
<td>N</td>
<td>35</td>
<td>29</td>
<td>64</td>
<td></td>
</tr>
</tbody>
</table>

**PROBLEM 3: LIKELIHOOD RATIO CHI SQUARE = 0.002(ns)**

<table>
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<tr>
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<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMILY</td>
<td>46.67</td>
<td>47.37</td>
<td>46.94</td>
<td>23</td>
</tr>
<tr>
<td>NON-FAMILY</td>
<td>53.33</td>
<td>52.63</td>
<td>53.06</td>
<td>26</td>
</tr>
<tr>
<td>TOTAL</td>
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<td>100.00</td>
<td>100.00</td>
<td>49</td>
</tr>
<tr>
<td>N</td>
<td>30</td>
<td>19</td>
<td>49</td>
<td></td>
</tr>
</tbody>
</table>

Note: Numbers in the table show times chosen (frequency) in percent.

(ns) Not Significant  * p<.05
### Table 12 - Qualities Of Helper by Sex for Native Subjects Age 13-15

**Problem 1: Likelihood Ratio Chi Square = 1.902 (ns)**

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appealing Attributes</td>
<td>53.85</td>
<td>52.63</td>
<td>53.25</td>
<td>41</td>
</tr>
<tr>
<td>Concern For Others</td>
<td>12.82</td>
<td>23.68</td>
<td>18.18</td>
<td>14</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>33.33</td>
<td>23.68</td>
<td>28.57</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>77</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>39</td>
<td>38</td>
<td>77</td>
<td></td>
</tr>
</tbody>
</table>

**Problem 2: Likelihood Ratio Chi Square = 0.687 (ns)**

<table>
<thead>
<tr>
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<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appealing Attributes</td>
<td>53.57</td>
<td>45.45</td>
<td>50.00</td>
<td>25</td>
</tr>
<tr>
<td>Concern For Others</td>
<td>7.14</td>
<td>13.64</td>
<td>10.00</td>
<td>5</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>39.29</td>
<td>40.91</td>
<td>40.00</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>50</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>28</td>
<td>22</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

**Problem 3: Likelihood Ratio Chi Square = 1.295 (ns)**

<table>
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<th>Male</th>
<th>Total</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Appealing Attributes</td>
<td>41.67</td>
<td>25.00</td>
<td>35.00</td>
<td>14</td>
</tr>
<tr>
<td>Concern For Others</td>
<td>12.50</td>
<td>12.50</td>
<td>12.50</td>
<td>5</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>45.83</td>
<td>62.50</td>
<td>52.50</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>40</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>24</td>
<td>16</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Note: Numbers in the table show times chosen (frequency) in percent.

(ns) Not Significant  * p<.05
A Summary Description of Identified Problems

The purpose of this section is to provide the reader with anecdotal content for the Identified Problem variable. This is intended to amplify and elaborate on the quantitative findings discussed previously. The author has attempted to select a cross-section of categorical data that falls within each coded class.

School (32%)

The largest coded class was "School" which constituted 32% of the total responses. School also accounted for the greatest variety of coding possibilities. Students of all ranges of academic ability and interest responded in this category.

The following responses represent subjects motivated to succeed with a fear of not reaching high levels of academic success. These responses were coded under the Academic Achievement category.

Academic Achievement

"Achieving my goals - Overcoming all the obstacles that are in front of me and passing all the work and tests that the teachers give me."

"My Grades in School - I feel constant pressure by my own needs to do well, to succeed at everything I do at school."
A strong fear of failure was prevalent within each of the next group of subjects. Expectations of self and others account for a high degree of stress and anxiety. The final example in this set is a 13 year old Native student known to the author to have quit school shortly after the questionnaire results were collected.

**Academic Failure**

"P.E. Classes - I'm not very fit so I don't do things good and get bad grades."

"Well, I'm an average student, but sometimes I think what if I get a low grade and fail a subject, something just pressures me and pounds inside my stomach."

"I am failing school - I have low grades, I have trouble understanding, I have trouble reading."

**Time Pressure**

"School - Too much work and not enough time to do it. Basically school puts pressure on me when I have too many things to get done and there is not time because we must find time for homework and our friends too."

"Math - The teacher I had at the beginning of the year quit so we missed a month of math. Now our new teacher is trying to get us caught up but it is going too fast."

**Mental Disability**

"Tests, especially Math, my mind blocks off and I forget everything I know."

"Tests - Whenever there is a test I sometimes forget it and then I remember it when I am going to bed and I feel stupid."
"I can't spell properly - I like to write but I can't spell. What good is a dictionary when you don't know where to look."

The Subject's misconduct is the coding category for the next group of responses. In the first instance the concern is personalized while in the latter the subject is troubled about the established code of conduct for the school.

Subject's Misconduct

"Going to see Mr. Loncaric - When you see Mr. Loncaric you don't know whether you will be suspended or what."

"Graduating this year - I might get my credits taken away because of my attendance record. If you miss 15 classes in one course throughout the year you lose it."

Subjects concerned with teachers were also able to frame their frustrations in both specific and general terms.

Teacher Related

"Mr. W. insulting me and others - Mr. W. seems to be the type of teacher who seems like he has to be right in whatever subject even if he has no idea what it is about."

"Teacher's attitude towards students - Bad attitudes! Teachers shouldn't tell students they won't make a test or pass the year or discourage students."

Social Success/Failure

"Starting at a new school - meeting new friends, getting to know people you haven't met before."

"(A Grade nine student) Being in two grade 8 classes - I don't feel right like it's uncomfortable so I feel like skipping the classes but I don't."
Personal Identity and Self Concept (19%)

The second largest coded class was "Personal Identity and Self Concept" which constituted 19% of the total responses.

Self Confidence

"The way people see me (If I am a yutz or a loser) - When you are talking to a girl and you say something and she gets a weird look in her face, then you start thinking that she thinks that you are a yuk."

Individualism vs. Conformity

"Whether you should do drugs like some of my friends. Friends have asked me if I want to smoke a few joints or do cocaine. I don't know what to say."

Growing Up

"The fact that I don't know what I want to be."

"I am worried about life after high school."

Physical Appearance

"The problem is I want to grow my hair long so that I look good."

"That I'll be fat for the rest of my life. I've been fat for a while so it would be nice to be slim."

"Peer pressure - When people force you to smoke or drink or go to parties. Or all your friends do this and you feel left out not doing it."
Family (17%)

The third largest coded class was "Family" which constituted 17% of the total responses.

Divorce/ Separation/ Melded Family

"My mom not letting me see my dad when I want to - My mom went to court a couple of days ago and she showed me these papers and the last one said "no concern with seeing father." And that got me mad."

"My dad's girlfriend - always being bossy won't let me near my dad. Doing everything she wants even though it's not her house. Scratching my dad."

"My mother's boyfriend who lives with us. Mom treats him like a king and me like dirt. So does he. I think he's a jerk and mom won't let me talk to her about it."

Inter-generational Disagreement

"Not getting along with my mother - She's always putting me down. Doesn't seem to care about me or how I do in school. Whenever I do something to try and please her she will always try and find a fault."

"Having a grandma saying that I can't sleep at a girlfriend's place and talking about boys to each other. She tells me that she would get police after me if I did spend the night at her house. Thinks I won't come home."

Domestic Quarreling

"My problem is not getting along with my parents. We fight and they say I am the cause of their fights."

"My parents fight (my mom drinks alot) - My mom is never home and my dad always gets mad because she isn't."
Parental Strictness

"My dad getting mad at me for everything I do. If I come home 5 minutes late he will come home and maybe ground me."

"Not allowed to stay out - my parents want me home by 11 o'clock."

Welfare Among Family Members

"I feel worried when my dad goes away. I worry that my dad won't come home."

"My brother having Cystic Fibrosis - He doesn't live past 20. Right now he is 10."

Misconduct or Problematic Behaviour of a Family Member

"When my brother rides in his boat at night when drunk. Rides at night with lots of driftwood. He has a boat load."

"Knowing my parents are drinking - that they might use a car when drinking."

"My sister - She runs away all the time which ruins my family."

Physical isolation from family is a particular concern for Native students raised in Villages. Often Village schools do not offer courses beyond grade eight.

Physical Isolation From Family

"Living with my sister - I lived with my sister because where my parents live the school only goes up to grade 8. I only get to see my parents every three months."

"My parents don't live in town and I have been without them since I was 16. I could go live with them, but I feel lonely and I don't know why. I seem to be depressed and stressed out about everything."
Self abuse among family members was mainly identified to be alcohol and drug related.

**Self Abuse Among Family Members**

"My mom's drinking - Every time she gets her cheque, she'll spend it on booze. She always keeps me up when she comes home at night."

"Smoking - seeing my mother smoke."

"My problem is that I think my brother is heavy into drugs. Sometimes I hear him talking about it and I know who he hangs with do drugs lots."

**Interpersonal and Socialization Issues (15%)**

The forth largest coded class was "Interpersonal and Socialization Issues" which constituted 15% of the total responses.

**Friendship**

"Friends who talk behind your back. People who say things about you and can't say it to your face."

**Emotions and Feelings (4%)**

Emotions and Feelings as a specific coding category accounted for 4% of the total subject responses.

**Generalized Anxiety**

"Waking up one morning to find that I am dead."

"Sometimes I feel worried and sick in my stomach, like not able to do anything or care about what happens."
Grief

"When I think about my grandfather. We were so close then he died. After he died I'd fight with my sister. And she would wonder why I would walk away and tell her that she never cared."

Courtship and Dating (4%)

Courtship and Dating also accounted for 4% of the total subject responses.

Unrequited Feelings

"I like somebody and I can't tell him. He's popular and I am scared to tell him."

"Girls - If they like me or not. What they think of me."

Altruism (3%)

Altruism accounted for 3% of subject responses.

War

"I am afraid that the people in power right now are going to wreck the world."

The Environment

"The problem about pollution - Water pollution from the mills."

Concern About Justice And Equal Rights In The World

"Discrimination - I hate people who discriminate others like the KKK. I feel like I should do something but I don't get up enough nerve to say anything."
Material Desires (3%)

Material Desires accounted for 3% of the total subject responses.

Money

"Lack of money - I need more."

"When I have to pay someone back money but I don't have it anymore."

Sexuality (3%)

The final coding class was Sexuality which also accounted for 3% of the total subject responses.

Becoming Sexually Active

"Boyfriend/Sex - I am afraid that they may pressure me into doing something I don't want."

"Friends talking about sex - My boyfriend! He asks me if I am ever going on the pill and stuff. He always talks about doing it with my friends. This makes me feel like I have to prove my love to him or something."

Sexually Transmitted Diseases

"The first time. - I am afraid that the first time that I ever have sex (if I ever do) that I will contract a disease."

Ancillary Data

The following data is provided as additional information for the reader. All tables in this section represent comparative frequency reported in percent. Data
is presented using original coding classes (Appendix F) and offers a comparison of the three demographic variables (Age, Sex, Group) across the three questionnaire pages (Problem #1, Problem #2, Problem #3) and three dependent variables (Identified Problem, Choice of Helper, Preferred Qualities of the Helper).

The author recognizes that the Ancillary Tables reveal interesting insights into the sample group. The following additional information is worth noting. In Table 13 Schooling issues are consistently rated higher for males than females whereas Family issues are rated higher by females. In Table 14 one can observe the high drop off rate for the Adult subgroup across the three pages of the questionnaire. While only 16.8% of the Youth subgroup did not respond to the third question this number was 50.9% for the Adults. In Table 15, one can observe how little difference there was between the Native and Non-Native subgroups across the Identified Problem variable. In Table 16, one can observe how Males tended to not complete the questionnaire (44.7% had no response for Problem 3). In Table 17, Adults demonstrate a similar pattern of attrition (59.3% had no response for Problem 3). In Table 18 a distinct preference for Family as a helper can be observed for the Native respondents over the first two problems. In
Table 19, females are seen to prefer "Appealing Attributes" as a quality of a helper more strongly than their male counterparts. In Table 20 and Table 21, "Knowledgeable" and "Appealing Attributes" can be identified as clearly the most important Qualities of Helper for both Age and Native/Non-Native groupings.
### Table 13 - Identified Problem by Sex

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### Table 14 - Identified Problem by Age

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N = 108, 255, 363
# Table 15 - Identified Problem by Group

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Table 17 - Preferred Helper by Age

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Table 18 - Preferred Helper by Group

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N 93 270 363
Table 19 - Qualities Of Helper By Sex

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### Table 20 - Qualities Of Helper By Age

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<td>363</td>
</tr>
</tbody>
</table>
Table 21 - Qualities Of Helper By Group

### Problem 1

<table>
<thead>
<tr>
<th></th>
<th>Native</th>
<th>Non-Native</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Response</td>
<td>9.68</td>
<td>11.11</td>
<td>10.74</td>
</tr>
<tr>
<td>Appealing Attributes</td>
<td>44.09</td>
<td>40.37</td>
<td>41.32</td>
</tr>
<tr>
<td>Availability</td>
<td>3.23</td>
<td>.74</td>
<td>1.38</td>
</tr>
<tr>
<td>Concern For Others</td>
<td>15.05</td>
<td>19.26</td>
<td>18.18</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>23.66</td>
<td>24.44</td>
<td>24.24</td>
</tr>
<tr>
<td>Powerful</td>
<td>4.30</td>
<td>4.07</td>
<td>4.13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>93</td>
<td>270</td>
<td>363</td>
</tr>
</tbody>
</table>

### Problem 2

<table>
<thead>
<tr>
<th></th>
<th>Native</th>
<th>Non-Native</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>No Response</td>
<td>37.63</td>
<td>22.96</td>
<td>26.72</td>
</tr>
<tr>
<td>Appealing Attributes</td>
<td>26.88</td>
<td>26.30</td>
<td>26.45</td>
</tr>
<tr>
<td>Availability</td>
<td>.00</td>
<td>.37</td>
<td>.28</td>
</tr>
<tr>
<td>Concern For Others</td>
<td>5.38</td>
<td>18.15</td>
<td>14.88</td>
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<tr>
<td>Knowledgeable</td>
<td>21.51</td>
<td>26.67</td>
<td>25.34</td>
</tr>
<tr>
<td>Powerful</td>
<td>8.60</td>
<td>5.56</td>
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<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>93</td>
<td>270</td>
<td>363</td>
</tr>
</tbody>
</table>

### Problem 3

<table>
<thead>
<tr>
<th></th>
<th>Native</th>
<th>Non-Native</th>
<th>Total</th>
</tr>
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<tr>
<td>No Response</td>
<td>50.54</td>
<td>35.19</td>
<td>39.12</td>
</tr>
<tr>
<td>Appealing Attributes</td>
<td>15.05</td>
<td>24.81</td>
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</tr>
<tr>
<td>Availability</td>
<td>2.15</td>
<td>.00</td>
<td>.55</td>
</tr>
<tr>
<td>Concern For Others</td>
<td>5.38</td>
<td>10.37</td>
<td>9.09</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>22.58</td>
<td>22.22</td>
<td>22.31</td>
</tr>
<tr>
<td>Powerful</td>
<td>4.30</td>
<td>7.41</td>
<td>6.61</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>93</td>
<td>270</td>
<td>363</td>
</tr>
</tbody>
</table>
CHAPTER V

DISCUSSION

In this chapter the author presents, (1) an interpretation of the results of this study, (2) limitations of this research, (3) implications for future research in this area, and (4) implications for counsellors.

INTERPRETATION OF RESULTS

There was not a statistical Native/Non-Native difference for the Identified Problem variable. By collapsing the classes in the taxonomy, this study uses a very coarse screen upon which to base comparison of the Identified Problem. Subtle distinctions may have been lost to this process. Data presented in Table 15 however, demonstrates a strong similarity between the Native and Non-Native group across all classes in the Identified Problem variable. For the most part, both groups had the greatest frequency of problems originating from "Schooling". This result demonstrates very little difference between the types of issues that Native and Non-Native youth identify as problematic. One could speculate that these two groups share similar problems and concerns. There is no existing
literature to support or refute this contention, so it is left unchallenged at this point in time.

When Age subgroups were compared within the "Identified Problem" variable, there was a statistical difference in the Adult and Youth age groups for Problem 2 and Problem 3. In both of these cases most Adults responded with problems in the "Self" category while most Youth responded with problems in the "Society" category. One would expect that more-school problems would occur with a population that is in school. This difference can therefore be explained by the prevalence of school related issues demonstrated throughout the results of the Youth subgroup. An possible explanation also exists within the context of adolescent psychology. According to Erikson "the normal adolescent will turn away from parents and toward peers or other adults in order to develop his personal and unique sense of identity" (Erikson, 1968, p. 30). This theoretical position was supported by these findings in that a greater number of adolescents identified problems within the context of their societal group.

Studies designed to measure preferred choice of helper (Blue, 1977; Westwood, 1982) have found significant differences between mainstream and minority preferences. Minority clients in these studies tended to seek help from
within the family structure. Based upon these findings, in the current study one would expect to see a greater percentage of "Family" selected for the "Choice of Helper" variable with the Native than with the Non-Native respondents. In fact, this was the case. Native subjects rated "Family" most often across all three Problems with a significant comparative difference (p<.05) demonstrated in Problem 2. Non-Native respondents also favoured "Family", but in each case there was a smaller percentage than demonstrated by the Native subjects.

Studies designed to measure desired helper qualities (Cherbosque, 1987; Tan, 1967; Smith, 1974; Ka-Wai & Tinsley, 1981) have demonstrated differences between the preferred helper qualities of the minority client and her/his mainstream counterpart. Based upon these studies, one would expect to find the Native subjects to value different qualities in a counsellor than Non-Natives. This was consistent with the test results. "Appealing Attributes" was valued most across all three problems by Non-Natives. For Problem 2 and Problem 3 "Knowledge" was valued most by Native subjects representing a significant difference (p<.05) in Problem 3 from the Non-Native group. This finding supports Sue's juxtaposition of Anglo and Native values where he contends, "Honor your elders - they have
wisdom" to be a Native value as opposed to the Anglo view that, "The future lies with the youth" (Sue, 1977, p. 225). While the data does support some difference it is the opinion of this researcher that both groups of adolescents (Native & Non-Native) seek help first from someone that they trust. The way that trust is earned may be the true root of any cultural variables that do exist. This can be understood in terms of Torrey's second principle of successful counselling or helping in any culture. Namely, "the personal qualities of the counselor are extremely important" (Torrey, 1972, p. 79).

LIMITATIONS

The "Qualities of Helper" variable and the "Choice of Helper" variable were considered irrespective of the "Identified Problem" variable. It is clear that if the subject identifies "failing math" as a problem, his/her choice of helper and the qualities of the helper will be very different than if the problem is something of a deeply personal nature. The way that the data is analyzed in this study is based upon the assumption that the helpers and the qualities of the helpers will be the same regardless of the problem. Clearly this will not always be the case. Perhaps comparative analysis should only be carried out on problems
of a similar nature. For example, if one was to look only at students who were experiencing problems around the area of courtship and dating, it would be interesting and relevant to compare the selected helper and qualities of the helper across cultures. For the current study this is not possible as the numbers of subjects within each category are not large enough to allow for a statistical comparison.

The sample group of 18-20 year old respondents was not representative of the total Prince Rupert population. Subjects were selected based upon availability and willingness to participate in the study. This will negatively effect the ability to generalize of the results for this age group.

As with many studies involving Native subjects, this study is limited by a relatively small number of Native respondents.

The adolescent group (age 13-15) completed questionnaire in a school setting. This may have skewed the results of the "Choice of Problem" variable towards selection of school related problems or concerns. This was the most frequent response across all demographic groups.

The questionnaire requires subjects to respond verbally either in writing or orally. It is the author's experience that many northern subjects tend to have difficulty with
verbal expression. Psychoeducational assessments at Booth school utilizing the WISC-R often characterize students with a High Performance, Low Verbal profile. If this observation is correct, this research may be limited by the subject's inability to adequately articulate his/her problem or concern. Further to this limitation is the fact that the physical length of the questionnaire favoured subjects who were able to speak or write easily. A number of subjects did not respond to Problem 2 and Problem 3.

This study has strong ability to generalize within the Prince Rupert area. The degree to which the results presented here can be generalized to other regions is at present unknown. The fact that this study only deals with one geographical area stands as a limitation.

**IMPLICATIONS FOR FUTURE RESEARCH**

The most interesting future research to which this study will contribute is the international study involving 19 countries around the world. The real significance of the data presented here will not be known until global cross-cultural comparisons take place.

Webster (1978), Snyder, Hill & Derkson (1972) and Johnson (1972) have all conducted studies to determine how the Choice of Problem affects the selection and qualities of
helper. The results presented here could be re-examined to determine the degree to which they match the results of this research.

Many studies (Atkinson, Maruyama & Matsui, 1978; Dauphinais, Dauphinais, & Rowe, 1981; Exum & Lau, 1988; Fukuwara, 1973; Tan, 1967) have been carried out to determine if members from various cultures prefer directive or non-directive counselling approaches. In order to make comparisons with this study, one would need to examine the specific coding categories to determine the amount of direction the subjects expect or want from counsellors. All subjects who indicated that "knowledgeable" is the most desirable quality for a counsellor may not necessarily have been seeking a directive approach. Each subject response would need to be re-examined against this construct (Directive/Non-Directive).

This study would be well supplemented with research on the same population with a qualitative design. If one is concerned about the non-verbal nature of the sample, these concerns could be alleviated by examining closely a small number of representatives from the sample in ongoing counselling or interview sessions. This research would necessarily involve a much smaller number of subjects and be carried out over a longer period of time. Many of the
cultural subtleties would be better understood with a study of this methodological design.

**IMPLICATIONS FOR COUNSELLORS**

The results for this study present new data to support the contention that cultural awareness is vital if counsellors are to establish effective working relationships with minority clients. Though the identified problem was very similar between the Native and Non-Native groups, the methods of coping with problems did show a discrepancy. Counsellors working in the Prince Rupert area would be well advised to involve the family structure of Native clients. Also, Native clients may be looking to a helper for knowledge.

The second way that this study will benefit practising counsellors is to provide a global comparative picture of client expectancies and concerns around the world. Communication is an underpinning of any effective counselling encounter. A counsellor possessing insight about the particulars of a client's world view is far more able to provide accurate empathic reflection. This point can be illustrated with a specific example. When a member of a Prince Rupert Native community dies, the grieving process is shared by all members of the village, friends,
and family. It is very common for large numbers of students to miss weeks of school to mourn a death. Clearly this demonstrates the reason that a counsellor must know about, (1) the client, (2) the client's family, (3) the client's community, (4) the client's culture. A Rogerian counselling approach may or may not lead to counsellor insight about each of these factors. However, if the client does not have confidence in the counsellor's credibility due to a discrepancy between the reality of the helper and the expectations of the client, then it is possible that the client will terminate contact before the process has had a chance to begin. For this example the counsellor's opening statement may be something like, "I understand you have missed the past two weeks of school." The client may feel his/her entire belief structure is being called into question. The interview may be over before it begins.

There may be significant clinical applications to this questionnaire itself. In small group administrative sessions, subjects often were eager to share details about their responses with the person administering the questionnaire. The direct and straightforward layout make it an excellent facilitator for a counselling process. Further to this, the results of this study will be clinically useful for counsellors at Booth Memorial School.
Data in the "Ancillary Tables" combined with the "Summary Description of Identified Problems" provides an excellent snapshot of issues of concern to the students at Booth as well as student expectancies of the counsellor and counselling process.

This study along with others cited here demonstrate that measurable differences do occur between different cultural groups. The challenge for counsellor education is not only to encourage "flexibility on the part of counsellors" (Darou, 1987, p. 39), but to underscore this with a counselling model based upon comparative factual information of clients across all cultures. This study will assist counsellor educators in the development of this process. More specifically counsellors will be trained in what Sue (1977) refers to as "culturally skilled" counselling where the goals of counselling as well as the process of attaining these goals are consistent with the client's experience, world view, and expectations.
REFERENCES


APPENDIX A - INSTRUCTIONS FOR CONDUCTING THE PILOT STUDY

1. Prior to selecting the volunteers for the pilot, ask two or three teachers/instructors to evaluate the survey in terms of reading level and grammatical structure. Ask them to determine if the reading level is appropriate to that age group. Make minor revisions as necessary, and cross-check them by asking two other teachers to verify the appropriateness of the revisions.

2. Select 12 individuals (half males and half females), preferably six from the age group of 13-15 and six from a group of 18-20 year olds. (if you can't get the exact number, get as many as you can. Any information you obtain will help us). These individuals will need to be similar to the major sample group who are representative of your mainstream population. These 12 volunteers will not be included later in the major sample group when the formal study is completed.

3. Arrange a meeting with the 12 individuals in one place and read aloud the following directions. At the end of the reading ask the students for any reactions or confusion experienced in the hearing of the instructions. Note these and go on to the next step.

TO BE READ ALOUD TO THE STUDENTS:

"We would like to know what your opinions/views are on what are the main concerns/pressures/difficulties which people of your age often experience, and what you think you would do to help reduce these concerns/pressures/difficulties. You will be asked to read the questionnaire and then to write down what you think about the questions.

When you are finished we will collect these and summarize the information so we can better understand how to assist students like yourself in the future. You will have about 20-30 minutes to do this. Thank you for your help in letting us know what you think."
4. Give the questionnaire and ask the individuals to read through from the beginning to the end. When they have finished this, check their reactions to the reading level and their understanding of the key words such as "issues," "pressures," "concerns," "assisting," "helping," etc. Any additional reactions should be noted as well by you. Their reactions to these words will help us determine if the main constructs are will understood. Note reactions and go on to the next step.

5. Have the students complete the questionnaire. Record the time required for completing it by the majority of them.

6. Next you (the researcher) will need to do a content analysis of the data you have collected to make sure that the students understood the intended meaning of the questionnaire items (i.e., construct validation). Did the participants understand the terms and definitions in the questionnaire? Did they follow the format of the questionnaire?

7. Finally, based on your judgement of the data collected, make any necessary changes to the questionnaire and/or procedure that would permit it to be easily and effectively administered to the major sample group in the formal study which will follow.

8. Since there are many factors which are unique to your own particular setting, it will be up to you to make the modifications which, in your judgement, are best for your social/culture context. This may sound like a lot of work, but usually it is not. Rather it is a check on what you plan to do and permits you to make the necessary corrections to your instrument and procedure in order to establish the validity of your study.

9. Forward the revised questionnaire as soon as possible to me in English. Please indicate all the changes you have made on the questionnaire and procedure.
READ THESE DIRECTIONS BEFORE YOU BEGIN

People all over the world encounter various concerns, pressures, and difficulties in their lives. They respond to such upsetting situations and feelings in many different ways.

We are interested in studying (discovering) how people like you and your friends deal with these concerns, pressures, and difficulties.

What follows is a series of questions on this topic. We would like you to answer these questions as honestly as possible. With your help we can learn more about how people feel, think, and act in such situations.

Please listen to the teacher's/proctor's instructions carefully. If you have any questions, please ask him/her. He/she will be happy to help you.

This information will be completely anonymous. Each person's survey sheet will be number-coded, and your name will not be attached to it.

Thank you very much for your help.

BACKGROUND INFORMATION

1. Date of birth: ____________________________ Date __________ Month __________ Year ____________

2. □ Male □ Female

3. Father's occupation: _______________________

4. Mother's occupation: _______________________

5. Highest education degree obtained (father) _______________________

6. Highest education degree obtained (mother) _______________________

7. Was your father born in this country? □ YES □ NO

8. Was your mother born in this country? □ YES □ NO
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is a concern, pressure, or difficulty in your life?</td>
<td></td>
</tr>
<tr>
<td>2. Please describe it:</td>
<td></td>
</tr>
<tr>
<td>3. What are the things you would do in order to deal with this concern, pressure, or difficulty? If you would take no direct action, how would you respond?</td>
<td></td>
</tr>
<tr>
<td>4. If you were to discuss this with anyone, whom would you choose? What is your relationship with each person? <em>(List up to three persons.)</em></td>
<td></td>
</tr>
<tr>
<td>5. What is it about each person (characteristics/qualities) that you think would be helpful?</td>
<td></td>
</tr>
<tr>
<td>6. What do you think each person would do or say to help you?</td>
<td></td>
</tr>
<tr>
<td>7. What would you NOT like each person to do or say?</td>
<td></td>
</tr>
</tbody>
</table>
### Concern/Pressure #2

1. **What is another concern, pressure, or difficulty in your life?**

2. **Please describe it:**

3. **What are the things you would do in order to deal with this concern, pressure, or difficulty?**
   If you would take no direct action, how would you respond?

4. **If you were to discuss this with anyone, whom would you choose?** What is your relationship with each person? *(List up to three persons.)*

5. **What is it about each person (characteristics/qualities) that you think would be helpful?**

6. **What do you think each person would do or say to help you?**

7. **What would you NOT like each person to do or say?**
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concern/Pressure #3</strong></td>
<td></td>
</tr>
<tr>
<td>1. <strong>What is a third concern, pressure, or difficulty in your life?</strong></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Please describe it:</strong></td>
<td></td>
</tr>
<tr>
<td>3. <strong>What are the things you would do in order to deal with this concern, pressure, or difficulty? If you would take no direct action, how would you respond?</strong></td>
<td></td>
</tr>
<tr>
<td>4. <strong>If you were to discuss this with anyone, whom would you choose? What is your relationship with each person? (List up to three persons.)</strong></td>
<td></td>
</tr>
<tr>
<td>5. <strong>What is it about each person (characteristics/qualities) that you think would be helpful?</strong></td>
<td></td>
</tr>
<tr>
<td>6. <strong>What do you think each person would do or say to help you?</strong></td>
<td></td>
</tr>
<tr>
<td>7. <strong>What would you NOT like each person to do or say?</strong></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D - INSTRUCTIONS FOR THE COLLECTION OF DATA

Welcome to participation in the IRTAC Energetic Research Team Project! The present study will evaluate the problems and concerns of student-aged individuals in a variety of countries throughout the world. Its purpose is to increase understanding of the needs of clients in all countries and to provide information necessary to develop better methods of training counselors. We are asking you to select individuals for this study from what you define as both advantaged and disadvantaged segments of your society, if this is possible.

We would like to present preliminary results from all participating countries at a special daylong workshop at the next IRTAC consultation in Dublin in July. This will require collection of data in each country as soon as possible and development of a coding procedure that all of us can use so that we will be discussing comparable data at the Consultation. We plan to place all collected data in a centralized computer bank for further analysis, and will make plans for that process at IRTAC.

Following are directions for the first phases of the study, including preparation of the questionnaires for use in each country, identification of subject populations, and methods for administering the questionnaires or collecting interview data when the questionnaire method is not possible. Coding procedures will be developed for all participants. Please let us know ASAP if you are collecting data and what populations you are able to use for the study. (Send to J. Gibson, School of education, 5T01 Forbes Quadrangle, Pittsburgh, Pa. 15260, USA.) We will keep each team member informed as to the progress of the study.

A. Preparation of questionnaire:

The attached questionnaire is in English. In order to prepare it for use in your country, you will need to take the following steps:

1. Translate the questionnaire into your language.

2. To insure that your translation is accurate, have someone who speaks both English and the language used in your country translate the questionnaire back from your language to English.

3. If the backtranslated form differs in any way from the original English version, make necessary corrections.

If you have already followed this procedure for the pilot study, check back over your work and make all changes necessitated by the final corrections.

B. Subjects for the study:

Select 100 individuals of both sexes from the age groups of 13-15 and 18-20 years for each population you wish to study. If at all possible, we want you to select 50% males and 50% females.
This would mean that, if possible, you select the following groups for study:

100 advantaged young adolescent males
100 advantaged young adolescent females
100 disadvantaged college-age males
100 disadvantaged college-age females

If all of these populations are not available to you or if you cannot study the number listed, select those you can. If any of the populations you select is illiterate or, for other reasons, they cannot respond in writing, you may follow a separate set of directions for illiterate subjects. [We will ask you for YOUR definition of "advantaged" or "disadvantaged" in your country. We will also use background information provided by subjects to compare individuals in each category across countries.]

C. Method:

1. For literate subjects:

   a. Arrange to meet your subjects in groups and read aloud the following directions:

      We would like to know your opinions on what are the main problems which individuals your age often experience and what you think you and others might do to help reduce these problems. Read the directions on the first page of the questionnaire and then write down what you think about the questions.

      When you are finished we will collect these and summarize the information. We want you to answer all questions honestly. We do not want you to put your names on your papers. We hope that the answers will help us find ways to help individuals like you in the future. You will have about 30 minutes to do this. Thank you for your help in letting us know what you think.

   b. Distribute the questionnaire and ask the individuals to read through from beginning to end. Before they begin, ask them if they have any questions. When you have answered all questions, tell them to begin. If you want to give them an example to help them understand, give it at this time. (The pilot study suggests that you can expect younger adolescents to need about 30 minutes and older subjects to need about 20 minutes.)

   c. If subjects had comments or questions that you think might be important to the study, record them. Also record the following information:

      1) The definition you used to define the groups you characterized as "advantaged" or "disadvantaged" in your country.

      2) The group(s) in your country that you studied.
2) The group(s) in your country that you studied.

3) The number of individuals in each of your group(s). (We expect that, if data is gathered orally from individuals, this number may be smaller than if it is collected in groups. Please try to conduct as many interviews as possible.)

4) The average length of time of your interviews.

5) Whether counseling services are currently available to the individuals being questioned (If yes, describe.)

6) Any other information concerning the population you studied that you think might be relevant to this study.

7) Procedures that you used that differ in any way from the directions.

D. CODING AND DATA ANALYSIS

Once the data are all collected, they will need to be coded in a manner comparable from country to country. PLEASE LET JAN GIBSON KNOW AS SOON AS POSSIBLE IF YOU ARE COLLECTING DATA AS PART OF THE STUDY. WE WILL SEND YOU CODING DIRECTIONS JUST AS SOON AS THEY ARE DEVELOPED.
APPENDIX E - MEASUREMENT INSTRUMENT

SURVEY OF STUDENT CONCERNS

Name ___________________________
Address ___________________________
Telephone Number ___________________________

Please list the schools that you have attended:

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Note: This survey is being conducted by D. Paterson (Counsellor, Booth School)
The results will be used for planning at Booth School as well as for a UBC study.
You may refuse to participate in the UBC study at any time. By completing the survey it is assumed that consent has been given.
READ THESE DIRECTIONS BEFORE YOU BEGIN

People all over the world encounter various problems; things in their lives that concern them. They respond to problems or worries in many different ways.

We are interested in studying (discovering) how people like you and your friends deal with these concerns, pressures, and difficulties.

What follows is a series of questions which ask you to identify three separate problems in your life and then indicate for each one how you would cope with it. The three problems and methods of dealing with them will be sought, one on each page of the questionnaire.

We would like you to answer these questions as honestly as possible. Please describe whatever you perceive as a problem to you; that is, anything that makes you worry or feel uncomfortable. With your help we can learn more about how people feel, think, and act in such situations.

Please listen to the teacher's/proctor's instructions carefully. If you have any questions, please ask him/her. He/she will be happy to help you.

This information will be completely anonymous. Each person's survey sheet will be number-coded, and your name will not be attached to it.

Thank you very much for your help.

BACKGROUND INFORMATION

1. Date of birth: ____________ ____________ ____________  
   Date Month Year

2. ☐ Male ☐ Female

3. Please describe your father's occupation: ____________________________
   ____________________________

4. Please describe mother's occupation: ____________________________
   ____________________________

5. Highest level of education obtained (father): ____________________________

6. Highest level of education obtained (mother): ____________________________

7. Was your father born in this country? ☐ YES ☐ NO

8. Was your mother born in this country? ☐ YES ☐ NO
Problem #1

9. Name one problem that causes you to worry or to feel pressured.

10. Please describe this problem in more detail.

11. When you have this problem, what do you do about it? What are the things you would do in order to deal with this concern, pressure, or difficulty?

12. If you do not do anything to solve this problem, what do you do to make yourself feel better?

13. If you were to discuss this problem with anyone, whom would that person be? Please mention three persons you might like to discuss this problem with.

14. What qualities of these persons allow them to help you?

15. What would these persons say or do to help you?

16. Is there something you would not want them to say or do when you tell them about your problem?
**Problem #2**

17. Name another problem that causes you to worry or to feel pressured.

18. Please describe this problem in more detail.

19. When you have this problem, what do you do about it? What are the things you would do in order to deal with this concern, pressure, or difficulty?

20. If you do not do anything to solve this problem, what do you do to make yourself feel better?

21. If you were to discuss this problem with anyone, whom would that person be? Please mention three persons you might like to discuss this problem with.

22. What qualities of these persons allow them to help you?

23. What would these persons say or do to help you?

24. Is there something you would not want them to say or do when you tell them about your problem?
### Problem #3

25. Name a third problem that causes you to worry or to feel pressured.

26. Please describe this problem in more detail.

27. When you have this problem, what do you do about it? What are the things you would do in order to deal with this concern, pressure, or difficulty?

28. If you do not do anything to solve this problem, what do you do to make yourself feel better?

29. If you were to discuss this problem with anyone, whom would that person be? Please mention three persons you might like to discuss this problem with.

30. What qualities of these persons allow them to help you?

31. What would these persons say or do to help you?

32. Is there something you would not want them to say or do when you tell them about your problem?
### Problem #3

25. Name a third problem that causes you to worry or to feel pressured.

26. Please describe this problem in more detail.

27. When you have this problem, what do you do about it? What are the things you would do in order to deal with this concern, pressure, or difficulty?

28. If you do not do anything to solve this problem, what do you do to make yourself feel better?

29. If you were to discuss this problem with anyone, whom would that person be? Please mention three persons you might like to discuss this problem with.

30. What qualities of these persons allow them to help you?

31. What would these persons say or do to help you?

32. Is there something you would not want them to say or do when you tell them about your problem?
APPENDIX F - SCORING CRITERIA

Coding Instructions for Scale 1 - Human Problems

RELATED QUESTIONS
This scale relates to questions 9, 10, 17, 18, 25, and 26 on the research instrument.

DIRECTIONS FOR USING SCALE 1
1. Read the answers to question 9 (Problem 1) given by the subject whose responses you are coding. Identify only one human problem in the response. If the subject describes more than one human problem, select the first one that is listed. If there is not enough information provided in the response to Question 9, look for additional information in the response to Question 10.

2. Refer to the list of classes in the left hand column below. Read through the list carefully. Select the class that best describes the human problem mentioned in the subject’s response. Code numbers for the categories within each class are listed in the right hand column. Turn to the coding scale. Find the code numbers for the class you have selected. Read through all of the categories listed within that class. Choose the single best possible category in which to place the human problem mentioned by the subject. Code only one human problem.

3. Write the appropriate code number for the category you have chosen in the space provided on your coding sheet.

4. When you are finished, go to Scale 2 to code the response to Question 11. (You will return to Scale 1 later to code Questions 17 and 18 of Problem 2 and Questions 25 and 26 of Problem 3.)

5. Turn to Scale 2.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>DEFINITION</th>
<th>CATEGORY NUMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXTREME POVERTY</td>
<td>Lack of ability to meet basic physical or psychological needs</td>
<td>001 - 003</td>
</tr>
<tr>
<td>WAR</td>
<td>Problems related to the impact of war on the subject's life</td>
<td>004 - 007</td>
</tr>
<tr>
<td>CATASTROPHE</td>
<td>Problems related to the impact of catastrophe on the subject's life.</td>
<td>008 - 013</td>
</tr>
<tr>
<td>(Apart from war.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATERIAL DESIRES</td>
<td>Unsatisfied desires for other than basic needs</td>
<td>014 - 031</td>
</tr>
<tr>
<td>FAMILY ISSUES</td>
<td>Problems associated with families or relationships within families.</td>
<td>032 - 043</td>
</tr>
<tr>
<td>SCHOOLING ISSUES</td>
<td>Problems related to school, academic learning, social learning, and socialization within a school setting.</td>
<td>044 - 054</td>
</tr>
<tr>
<td>PERSONAL IDENTITY AND SELF CONCEPT</td>
<td>Problems related to human development or perceptions of self.</td>
<td>055 - 063</td>
</tr>
<tr>
<td>SEXUALITY</td>
<td>Problems related to sexual activity</td>
<td>064 - 070</td>
</tr>
<tr>
<td>COURTSHIP AND DATING</td>
<td>Problems related to courtship, dating and selection of marriage partner</td>
<td>071 - 077</td>
</tr>
<tr>
<td>INTERPERSONAL AND SOCIALIZATION ISSUES</td>
<td>Immediate concerns associated with working and also with interacting with others on a day-to-day basis.</td>
<td>078 - 086</td>
</tr>
<tr>
<td>EMOTIONS AND FEELINGS</td>
<td>Problems described primarily as emotional rather than in terms of specific life events</td>
<td>087 - 095</td>
</tr>
<tr>
<td>SELF FULLFILMENT</td>
<td>Desire to understand life and play a meaningful role in life</td>
<td>096 - 102</td>
</tr>
<tr>
<td>ALTRUISM</td>
<td>Concerns regarding humanity and society</td>
<td>103 - 104</td>
</tr>
</tbody>
</table>

Human Problems and Methods of Help Seeking Across Cultures
## Scale 1 - Human Problems

<table>
<thead>
<tr>
<th>CLASS</th>
<th>CATEGORY</th>
<th>CODE NO.</th>
<th>DEFINITION</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXTREME POVERTY</td>
<td>Unmet basic physical needs</td>
<td>001</td>
<td>Inability to adequately satisfy basic needs due to conditions of poverty.</td>
<td>• Food/starvation&lt;br&gt;• Water/dehydration&lt;br&gt;• Shelter/homelessness&lt;br&gt;• Health care/disease&lt;br&gt;• Overcrowded living conditions</td>
</tr>
<tr>
<td></td>
<td>Unmet basic psychological needs</td>
<td>002</td>
<td>Poverty related anxiety; loss of persons important to subject.</td>
<td>• Loss of family (street children)&lt;br&gt;• Loss of self esteem&lt;br&gt;• Loss of face/honor&lt;br&gt;• Feeling of being a burden</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>003</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WAR (impact on subject's own life)</td>
<td>Physical harm</td>
<td>004</td>
<td>War-related physical harm, injury or torture that has already occurred to self, family, or friends.</td>
<td>• Injury&lt;br&gt;• Torture&lt;br&gt;• Disability</td>
</tr>
<tr>
<td></td>
<td>Fear of war</td>
<td>005</td>
<td>War-related fear for physical safety of self, family or friends.</td>
<td>• Fear of going into the army&lt;br&gt;• Fear of battle&lt;br&gt;• Fear of injury/death&lt;br&gt;• Fear of damage to home</td>
</tr>
<tr>
<td></td>
<td>Loss</td>
<td>006</td>
<td>War-related loss of family, friends, loved ones.</td>
<td>• Death of parents&lt;br&gt;• Death of children&lt;br&gt;• Death of friends or relations</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>007</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CATASTROPHE</td>
<td>Sudden disaster causing event (apart from war)</td>
<td>008</td>
<td>Natural disaster or accident that has already occurred. Also, loss or death that has resulted from such an event.</td>
<td>• Car crash&lt;br&gt;• Plane crash&lt;br&gt;• Flood&lt;br&gt;• Earthquake&lt;br&gt;• Financial loss&lt;br&gt;• Death</td>
</tr>
<tr>
<td></td>
<td>Fear of catastrophe</td>
<td>009</td>
<td>Catastrophe-related fear of death or lack of physical safety of self, family or friends.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>010</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Scale 1 - Human Problems

<table>
<thead>
<tr>
<th>MATERIAL DESIRES</th>
<th>Money</th>
<th>011</th>
<th>Concerns about currency that will allow for the satisfaction of the subject's secondary needs, the continuation of education, or the improvement of standard of living. Also, frustration over lack of currency or fear/anxiety over having spent another person's money or money for the wrong purpose.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tangible items</td>
<td>012</td>
<td>Subject's desire for material goods that are not required to satisfy a basic need.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>013</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FAMILY ISSUES</th>
<th>Marriage</th>
<th>014</th>
<th>Concerns central to the mutual and currently existing relationship between husband and wife.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divorce/ separation/ melded family</td>
<td>015</td>
<td>Concerns which derive from the divorce or separation of the subject or the subject's parents, that has already taken place. Also, concerns which arise when two families are joined through marriage or living arrangements.</td>
<td></td>
</tr>
<tr>
<td>Inter-generational disagreement (subject involved)</td>
<td>016</td>
<td>Subject's disagreement with parents or older generation.</td>
<td></td>
</tr>
<tr>
<td>Domestic quarreling</td>
<td>017</td>
<td>Verbal abuse or angry verbal exchanges between subject's family members. Also, lack of communication.</td>
<td></td>
</tr>
<tr>
<td>Domestic violence</td>
<td>018</td>
<td>Physical abuse or attacks upon one or more family members by another person within the subject's family.</td>
<td></td>
</tr>
<tr>
<td>Sexual abuse within the family</td>
<td>019</td>
<td>Inappropriate sexual advances or sexual relations within the subject's family.</td>
<td></td>
</tr>
</tbody>
</table>

- Saving money
- Spending money
- Cost of living
- Tuition for education
- Money for small or large luxuries
- Transportation
- Land
- New car
- New clothing
- Expectations of spouse
- Infidelity
- Choosing the parent with whom to live
- Custody of children
- Missing the absent parent
- Authority issues
- Loyalty difficulties
- Sharing residence
- Yelling and screaming
- Extended silences
- Misunderstandings
- Hitting, punching, slapping, etc.
- Assault with a weapon
- Rape
- Incest
- Sexual molestation
| Family status or honor | 020 | Problems related to ways in which the subject's family is perceived within the larger community; also, behavioral concerns related to maintaining the social status of one's family. | • Disloyalty to family  
• Bringing disgrace to family  
• Being ashamed of one's family  
• Being embarrassed about one's family |
|-----------------------|-----|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Psychological estrangement from family member(s) | 021 | Inaccessibility of family members who are busy or working. | • Having no time for a family member in need  
• Being alone after school |
| Lack of privacy | 022 | Inadequate personal space or time alone. | • Sharing a room  
• Noise |
| Parental strictness | 023 | Subject's frustration at what is perceived to be the inappropriate strictness of his or her parent's. (Does not relate to dating or courtship.) | • Curfews  
• Rules and authority issues  
• Parent's disciplinary measures  
• Over protection |
| Child rearing | 024 | Concerns related to parenting of the subject's children; also, the quality of the subject's relationship with his or her children. | • Being a single parent  
• Discipline of one's children  
• Spending time with one's children |
| Lack of love, feelings, or responsibility | 025 | Subject's feelings of being unloved or mistreated by family members; also, concern that a family member (usually a parent) is not fulfilling obligations. | • Uncaring parent  
• Being picked on  
• Being the scapegoat  
• Being blamed unfairly |
| Physical isolation from family | 026 | Anxieties arising from the subject living or moving a long distance from his or her family. | • Homesickness |
| Family move | 027 | Anxieties experienced when the subject is compelled to move with his or her family, leaving that which is familiar behind. | • Missing one's friends, school, etc.  
• Adjusting to new surroundings |
| Self-abuse among family members | 028 | Subject's concern for the self abusive or addictive behavior patterns of one or more family members. | • Alcoholism of parents, siblings, etc.  
• Drug abuse among family members  
• Excessive gambling |
| Welfare of family members | 029 | Subject's concern for a family member suffering from problems associated with physical, psychological, or mental disability or illness; also, concerns related to the normal aging of family members. | • Where they will live  
• How they will be provided for  
• Who will care for them  
• Fear of their death |
<table>
<thead>
<tr>
<th>Human Problems</th>
<th>Methods of Help Seeking Across Cultures</th>
</tr>
</thead>
</table>
| Misconduct or problematic behavior of a family member | • Criminal or illegal activity of a family member  
• Embarrassing conduct of a family member |
| Other                                               |                                        |
| SCHOOLING ISSUES                                    |                                        |
| Academic achievement                                | 032 Motivation to succeed. Fear of not reaching high levels of academic success, and the implications for one's future.  
• Not receiving top honors  
• Not winning prizes  
• Not getting into best school |
| Academic failure                                    | 033 Motivation to avoid failure. Fear of failure in an academic setting.  
• Repeating grades or courses  
• Not getting into desired school or university |
| Time pressures                                      | 034 Not having adequate time to study, do homework, or prepare for exams.  
• Too much homework  
• Heavy activity load |
| Mental disability                                   | 035 Inability to learn or concentrate in school.  
• Learning disability  
• Low I.Q.  
• Test anxiety/stress |
| Language barrier                                    | 036 Difficulties related to subject matter being presented in an unfamiliar language.  
• Language acquisition  
• Course taught in a foreign language |
| Subject's misconduct                                | 037 Concerns or frustrations which stem from subject's anti-social or inappropriate behavior within the school setting.  
• Getting into trouble at school  
• Truancy  
• Delinquency |
| Teacher related                                     | 039 Concerns or frustrations which stem from the subject's relationship with a teacher.  
• Teacher too strict  
• Teacher does not like subject  
• Personality conflict  
• Teacher is unreasonable  
• Teacher expects too much |
| Social success/failure                              | 040 Concerns related to the subject's popularity among schoolmates. Also, concerns related to the subject's inability or perceived inability to be socially effective within the school setting.  
• Lack of popularity  
• Social isolation by other student |
| Extracurricular activities                          | 041 Concerns related to organized non-academic activities within the school setting.  
• Athletics or sports  
• Pressure to win in a sport  
• Clubs  
• Fraternities or sororities |
| School related abuse | 042 | Subject's fear of being or actually having been victimized by physical, sexual or verbal attacks within the school setting. | • Being beaten up  
• Bullying by other students  
• Harassment by a teacher  
• Sexual abuse at school |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>043</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERSONAL IDENTITY AND SELF CONCEPT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Self confidence | 044 | Concerns related to confidence in ability of the self to interact successfully with others and to be perceived positively. | • Introversion  
• Shyness  
• Feeling inferior  
• Feeling insecure  
• Self perceived personality deficits  
• Feeling misunderstood  
• Inability to communicate  
• Reputation |
| Growing up (becoming an adult) | 045 | Concerns related to attainment of physical and social maturity and adult status. | • Choice of career  
• Gender role  
• Educational choice  
• Becoming financially independent |
| Aging (adulthood) | 046 | Concerns related to the process of aging throughout the adult years and the attendant loss of the subject's youth. | • Age of marriage  
• Physical deterioration  
• Concern for mental acuity  
• Fear of being a burden to others |
| Physical appearance | 047 | Concerns about how the subject is visually perceived by self or others. | • Diet, exercise, or weight control  
• Eating related disorders  
• Blemishes on the face or body  
• Eyeglasses, dental braces, or other corrective devices  
• Blushing |
| Behavioral issues (non-school related) | 048 | Subject's concern for his or her own anti-social behavior, personal misconduct, or bad habits; also, pressure on the subject to act or behave in an undesirable way. | • Peer pressure  
• Delinquency  
• Getting into trouble  
• Inability to control temper, behavior, or hostilities  
• Procrastination  
• Disorganization  
• Being insincere or dishonest  
• Committing a crime or misdemeanor |
| Individuality vs. conformity | 049 | Subject's struggle between being an independent thinker and conforming to familial or societal standards. Sometimes characterized by the individual's struggle between traditional and modern values. | • Conforming to parent's wishes  
• Conforming to cultural mores |

*Human Problems and Methods of Help Seeking Across Cultures*
<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
<th>Description</th>
<th>Subcategories</th>
</tr>
</thead>
</table>
| Self expectations | 050 | Demand on the self. Self criticism of one's behavior and motivation. | • Pressure to succeed  
• Measuring up to one's own expectations  
• Measuring up to another's expectations  
• Failure to satisfy pressure to succeed |
| Personal health | 051 | Subject's concern about personal illness or threat to his or her perceived physical, mental, or psychological wellness. (Does not include sexually transmitted diseases.) | • Menstruation |
| Physical disability | 052 | Concerns related to subject's physical handicap. | • Blindness  
• Deafness  
• Lameness  
• Infertility |
| Self abuse | 053 | Self inflicted addiction or injury and difficulties associated with overcoming it. Also, peer pressure (to drink, smoke, or use drugs) which results in self abusive behavior. | • Alcoholism  
• Drug addiction  
• Smoking  
• Overeating  
• Excessive gambling |
| Other | 054 | | |

**SEXUALITY**

<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
<th>Description</th>
<th>Subcategories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming sexually active</td>
<td>055</td>
<td>Subject's concerns associated with whether or not to engage in a sexual relationship (usually the first); also, anxieties arising from pressure to become sexually active, or not to become sexually active.</td>
<td></td>
</tr>
<tr>
<td>Sexual knowledge</td>
<td>056</td>
<td>Concerns related to the subject's lack of information about sex or attempts to acquire information.</td>
<td>• Sex education</td>
</tr>
<tr>
<td>Sexual inhibition</td>
<td>057</td>
<td>Subject's fear of or shyness in sexual relationships.</td>
<td></td>
</tr>
<tr>
<td>Sexual abuse (non-family and non-school)</td>
<td>058</td>
<td>Subject's concerns related to becoming a victim or perpetrator of sexual abuse; also, emotional consequences of subject having been victimized by a sexual offense.</td>
<td>• Rape or sexual assault</td>
</tr>
<tr>
<td>Sexual dissatisfaction/dysfunction</td>
<td>059</td>
<td>Anxieties arising from subject's inability to have adequate sexual relationships.</td>
<td></td>
</tr>
</tbody>
</table>
### Scale 1 - Human Problems

<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
<th>Description</th>
<th>Methods of Help Seeking Across Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Birth control</strong></td>
<td>060</td>
<td>Concerns related to the prevention of pregnancy.</td>
<td>• Learning about contraceptives or other methods to prevent pregnancy</td>
</tr>
<tr>
<td><strong>Pregnancy</strong></td>
<td>061</td>
<td>Concern about self or other already having become pregnant.</td>
<td>• Worries about becoming a parent • Abortion</td>
</tr>
<tr>
<td><strong>Sexually transmitted diseases</strong></td>
<td>062</td>
<td>Subject's fear of contracting a sexually transmitted disease; also fear of infecting another.</td>
<td>• AIDS or other venereal diseases</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>063</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COURTSHIP/DATING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dating/marriage restrictions</td>
<td>064</td>
<td>Social or familial restrictions which limit subject's ability to freely choose a dating or marriage partner.</td>
<td>• Conflict of values • Guilt</td>
</tr>
<tr>
<td>Choice of marriage partner</td>
<td>065</td>
<td>Issues related to the subject's free selection of a spouse.</td>
<td>• Whom to marry</td>
</tr>
<tr>
<td>Unrequited feelings</td>
<td>066</td>
<td>Having romantic interest in another which is not mutual.</td>
<td></td>
</tr>
<tr>
<td>Not dating</td>
<td>067</td>
<td>Not currently being in a relationship or fear of never being in a relationship.</td>
<td></td>
</tr>
<tr>
<td>Relationship pressures and fears</td>
<td>068</td>
<td>Pressure to be in a relationship or pressure to be more emotionally involved than is desired. Also, fear of being emotionally hurt.</td>
<td>• Feeling of other person becoming a burden</td>
</tr>
<tr>
<td>Separation</td>
<td>069</td>
<td>Being separated by physical distance from paramour/fiance.</td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>070</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTER-PERSONAL AND SOCIALIZATION ISSUES</strong></td>
<td>071</td>
<td>Concerns related to present employment situation rather than choice of career.</td>
<td>• Subject's job • Work place • Search for employment • Unemployment</td>
</tr>
</tbody>
</table>

*Human Problems and Methods of Help Seeking Across Cultures*
### Scale 1 - Human Problems

<table>
<thead>
<tr>
<th>Human Problems</th>
<th>Code</th>
<th>Description</th>
<th>Concerns</th>
</tr>
</thead>
</table>
| Friendship                   | 072  | Concerns related to the making and keeping of friends; also, the quality of the relationship between friends. | • Number of friends  
• Lack of friends  
• Being excluded  
• Disagreement with friend(s) |
| Role conflict                | 073  | Role performance or expectations of the subject which are in conflict or mutually exclusive.     |          |
| Sharing of living space      | 074  | Anxieties arising from cohabitation with a non-family member.                                    | • College dormitory |
| Prejudice/discrimination     | 075  | Subject's sense of being regarded by others with suspicion, intolerance, or hatred because of his or her gender, race, religion, ethnicity, occupation, etc. | • Racism  
• Chauvinism  
• Bigotry  
• Religious zealotry |
| Time pressures               | 076  | Subject's frustration over not having enough time to do all that which is desired for the self or expected by others. | • Time management issues  
• Lack of time |
| Other                        | 077  |                                                                                                 |          |

#### EMOTIONS AND FEELINGS

(Responses in which emotions appear as prime concern)

<table>
<thead>
<tr>
<th>Emotions and Feelings</th>
<th>Code</th>
<th>Description</th>
<th>Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loneliness</td>
<td>078</td>
<td>Subject's unhappy psychological isolation from others; also, lack of love and affection in the subject's life.</td>
<td></td>
</tr>
</tbody>
</table>
| Generalized fear or anxiety   | 079  | Subject's painful apprehension of some impending event or evil; also, chronic restlessness and agitation of the subject's mind resulting in a state of painful uneasiness. | • Phobia  
• General anxiety  
• Fear of death |
| Grief                         | 080  | Intense emotional suffering of the subject caused by loss, misfortune, death, or injury.         | • Bereavement |
| Serious depression            | 081  | A chronic emotional condition characterized by discouragement, despondency, feelings of inadequacy, etc. | • Suicidal thoughts |
| Boredom                       | 082  | Perceived lack of stimulation or challenge to the subject resulting in a state of general disinterestedness. | • Lack of competition  
• Mediocrity |
<p>| Stress                        | 083  | Strained exertion resulting in psychological and/or physical tension.                            |          |</p>
<table>
<thead>
<tr>
<th>Scale 1 - Human Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Envy/guilt</strong> 084</td>
</tr>
<tr>
<td><strong>Anger</strong> 085</td>
</tr>
<tr>
<td><strong>Other</strong> 086</td>
</tr>
<tr>
<td><strong>SELF FULLFILMENT</strong></td>
</tr>
<tr>
<td>Search for knowledge, understanding or wisdom 087</td>
</tr>
<tr>
<td>Struggle between good and evil 089</td>
</tr>
<tr>
<td><strong>Creativity</strong> 090</td>
</tr>
<tr>
<td>Search for meaning/purpose in life 091</td>
</tr>
<tr>
<td><strong>Having adequate time and faith for religion and spirituality</strong> 092</td>
</tr>
<tr>
<td><strong>Seeking a fundamentalist religious experience</strong> 093</td>
</tr>
<tr>
<td><strong>Seeking a liberating religious experience</strong> 094</td>
</tr>
<tr>
<td><strong>Other</strong> 095</td>
</tr>
<tr>
<td><strong>ALTRUISM (Societal level concerns)</strong></td>
</tr>
<tr>
<td><strong>Concern about war</strong> 096</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
## Scale 1: Human Problems

<table>
<thead>
<tr>
<th>Concern</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concern about the environment</td>
<td>097</td>
<td>Earnest regard for the earth and atmosphere. Worry about potential despoiling of the natural world.</td>
</tr>
<tr>
<td>Concern about hunger in the world</td>
<td>098</td>
<td>Care or worry for those who lack adequate food or food resources.</td>
</tr>
<tr>
<td>Concern about materialism</td>
<td>099</td>
<td>Concern about the societal effect of the general trend toward acquisition of material goods.</td>
</tr>
<tr>
<td>Concern about poverty in the world</td>
<td>100</td>
<td>Care or worry for those who lack means of basic subsistence.</td>
</tr>
<tr>
<td>Concern about justice and equal rights in the world</td>
<td>101</td>
<td>Regard or quest for equity among all human beings.</td>
</tr>
<tr>
<td>Other</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>No problem</td>
<td>888</td>
<td>Response indicates that the subject does not have any problems.</td>
</tr>
<tr>
<td>No response</td>
<td>999</td>
<td></td>
</tr>
</tbody>
</table>
Coding Instructions for Scale 3 - Choice of Helper

RELATED QUESTIONS
This scale relates to questions 13, 21, and 29 on the research instrument.

DIRECTIONS FOR SCALE 3
1. Read the answers to question 13 (Problem 1) given by the subject whose responses you are coding. Identify the first three helpers mentioned in the response.

2. Turn to the list of classes in the left hand column below. Read through this list carefully. Select the class(es) that best describe(s) the helper(s) mentioned in the subject's response. Code numbers for the categories within each class are listed in the right hand column. Turn to the coding scale. Find the code number for the class you have selected. Read through all of the categories listed within that class. Choose the best possible category in which to place each helper mentioned by the subject. If up to three helpers are mentioned, code each in succession. Do not code more than three.

3. Write the appropriate code numbers for your choices in the spaces provided on your coding sheet. Code in the order of the subject's list: 1 = first helper listed; 2 = second helper listed; 3 = third helper listed.

4. When you are finished, go to Scale 4 to code the response to Question 14. (You will return to Scale 3 later to code Questions 21 of Problem 2 and Question 29 of Problem 3.)

5. Turn to Scale 4.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>DEFINITION</th>
<th>CATEGORY NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMILY</td>
<td>Persons related through birth or marriage</td>
<td>01 - 20</td>
</tr>
<tr>
<td>NON-FAMILY</td>
<td>Persons not related through birth or marriage</td>
<td>21 - 33</td>
</tr>
<tr>
<td>OFFENDER</td>
<td>Person causing the problem</td>
<td>34 - 35</td>
</tr>
<tr>
<td>SUPERNATURAL</td>
<td>God or other deities (not animal deities)</td>
<td>36 - 37</td>
</tr>
<tr>
<td>ANIMATE CREATURES/</td>
<td>Animal, element, or object</td>
<td>38 - 42</td>
</tr>
<tr>
<td>INANIMATE OBJECTS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Human Problems and Methods of Help Seeking Across Cultures
## Scale 3 - Choice of Helper

<table>
<thead>
<tr>
<th>CLASS</th>
<th>CATEGORY</th>
<th>CODE NO.</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMILY</td>
<td>Mother</td>
<td>01</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Father</td>
<td>02</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grandmother</td>
<td>03</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grandfather</td>
<td>04</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brother</td>
<td>05</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sister</td>
<td>06</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eldest sibling</td>
<td>07</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spouse</td>
<td>08</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Child</td>
<td>09</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Step-parent</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mother-in-law</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Father-in-law</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aunt</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Uncle</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Niece</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nephew</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cousin</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other extended family members</td>
<td>18</td>
<td>Response does not specify which parent or family member.</td>
</tr>
<tr>
<td></td>
<td>Parents/family</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>NON-FAMILY</td>
<td>Personal friend</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Schoolmate/classmate</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gang mate</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>
### Scale 3: Choice of Helper

<table>
<thead>
<tr>
<th>Helper Type</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friend of family</td>
<td>24</td>
</tr>
<tr>
<td>Acquaintance</td>
<td>25</td>
</tr>
<tr>
<td>Paramour/loose/boyfriend/girlfriend</td>
<td>26</td>
</tr>
<tr>
<td>Teacher/instructor</td>
<td>27</td>
</tr>
<tr>
<td>Clergy person</td>
<td>28</td>
</tr>
<tr>
<td>Boss or employer</td>
<td>29</td>
</tr>
<tr>
<td>Political leader</td>
<td>30</td>
</tr>
<tr>
<td>Professional counselor</td>
<td>31</td>
</tr>
<tr>
<td>Person possessing desired qualities necessary for help</td>
<td>32</td>
</tr>
<tr>
<td>Other</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OFFENDER Description</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person who is source or cause of the problem</td>
<td>34</td>
</tr>
<tr>
<td>Other</td>
<td>35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUPER-NATURAL BEING</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>God</td>
<td>36</td>
</tr>
<tr>
<td>Other</td>
<td>37</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANIMATE CREATURES OR INANIMATE OBJECTS</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal, bird</td>
<td>38</td>
</tr>
<tr>
<td>Earth, sky, ocean</td>
<td>39</td>
</tr>
<tr>
<td>Natural element (wind, rain, sun, etc.)</td>
<td>40</td>
</tr>
<tr>
<td>Natural object (rock, tree, etc.)</td>
<td>41</td>
</tr>
<tr>
<td>Other</td>
<td>42</td>
</tr>
</tbody>
</table>

| Non-specific                                    | 77   |
| Nobody                                          | 86   |
| No response                                     | 99   |

*Response does not list relationship, but describes a quality of the helper.*

*Names of persons without specification of relationship.*

*Response indicating that the subject would not speak with anyone.*
Coded Instructions for Scale 4 - Qualities of a Helper

**RELATED QUESTIONS**
This scale relates to questions 14, 22, and 30 on the research instrument.

**DIRECTIONS FOR USING SCALE 4**

1. Read the answers to question 14 (Problem 1) given by the subject whose responses you are coding. Identify the helper qualities described in the response. If the subject has mentioned specific persons, identify the first helper quality listed for each person. If specific persons are NOT mentioned, identify up to the first three helper qualities that the subject has listed.

2. Refer to the list of classes in the left hand column below. Read through the list carefully. Select the class that best describes the helper qualities mentioned in the subject's response. Code numbers for the categories within each class are listed in the right hand column. Turn to the coding scale. Find the code numbers for the class you have selected. Read through all of the categories listed within that class. Choose the best possible category in which to place each helper quality mentioned by the subject. If up to three helper qualities are mentioned, code each in succession. Do not code more than three.

3. Write the appropriate code number(s) for your choice(s) in the space(s) provided on your coding sheet.

4. When you are finished, go to Scale 5 to code the response to Question 15. (You will return to Scale 4 later to code Question 22 of Problem 2 and Question 30 of Problem 3.)

5. Turn to Scale 5.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>DEFINITION OF CLASS</th>
<th>CODE NUMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>POWERFUL</td>
<td>Has strength to solve problem.</td>
<td>01 - 03</td>
</tr>
<tr>
<td>KNOWLEDGEABLE</td>
<td>Has information available that can provide help/willing to assist.</td>
<td>04 - 10</td>
</tr>
<tr>
<td>AVAILABILITY</td>
<td>Physical proximity/accessibility to subject.</td>
<td>11 - 13</td>
</tr>
<tr>
<td>APPEALING PERSONAL</td>
<td>Description of personality of desired helper.</td>
<td>14 - 26</td>
</tr>
<tr>
<td>ATTRIBUTES</td>
<td>Description of personal characteristics of helper that relate to</td>
<td></td>
</tr>
<tr>
<td>CONCERN FOR OTHERS</td>
<td>his/her ability to care for the subject.</td>
<td>27 - 30</td>
</tr>
</tbody>
</table>

Human Problems and Methods of Help Seeking Across Cultures
## Scale 4 - Qualities of a Helper

<table>
<thead>
<tr>
<th>CLASS</th>
<th>CATEGORY</th>
<th>CODE NO.</th>
<th>DEFINITION</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>POWERFUL</td>
<td>Can exercise authority or amend a situation</td>
<td>01</td>
<td>Possessing power to alter or solve the subject's problem or situation or prevent it from happening.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can fulfill a material need</td>
<td>02</td>
<td>Can give something (usually of a material nature) to the subject for the purpose of directly satisfying a particular need.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>03</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| KNOWLEDGEABLE | Experienced                        | 04       | Having had much life experience, as in an occupation, activity, or type of relationship. Also, having extensive professional knowledge in a field related to the subject's problem. | • Can offer a valuable opinion  
• Can teach the subject  
• Can guide the subject |
|            | Similarity to subject           | 05       | Has had a similar experience as the subject or has similar characteristics. | • Same age, gender, or sex  
• Same concern |
|            | Content area knowledge          | 06       | Personally knows the subject or has useful information about subject's particular problem and circumstances. |                                               |
|            | Intelligent/wise                | 07       | Possessing the faculty to make the best use of knowledge, experience, and understanding. Characterized by good judgement. |                                               |
| Informative|                                | 08       | Willing to share information with the subject.                               |                                               |
| Gives advice|                               | 09       | Serves in an advisory way so as to guide the subject.                       |                                               |
| Other      |                                | 10       |                                                                              |                                               |
| AVAILABILITY | Available                        | 11       | In close proximity to the subject or able to be reached for help.           |                                               |
### Scale 4 - Qualities of a Helper

<table>
<thead>
<tr>
<th>Qualifier</th>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distant</td>
<td>12</td>
<td>Person is removed enough from the subject that he/she cannot or will not tell parents, friends or others that the subject knows.</td>
</tr>
<tr>
<td>Other</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

#### Appealing PERSONAL Attributes

<table>
<thead>
<tr>
<th>Qualifier</th>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trustworthy</td>
<td>14</td>
<td>Discrete. Not likely to tell another person that which the subject has shared in confidence.</td>
</tr>
<tr>
<td>Loyal</td>
<td>15</td>
<td>Faithful. Feeling an obligation to defend or support the subject.</td>
</tr>
<tr>
<td>Honest</td>
<td>16</td>
<td>Straightforward, sincere, and truthful.</td>
</tr>
<tr>
<td>Approachable/ good listener</td>
<td>17</td>
<td>Inviting, friendly, and informal. One who readily extends to the subject the opening for conversation and listens in earnest.</td>
</tr>
<tr>
<td>Patient</td>
<td>18</td>
<td>Steadiness, endurance, or perseverance in dealing with other persons. Forbearing and tolerant. Not easily provoked or angered.</td>
</tr>
<tr>
<td>Generous/ willing to help</td>
<td>19</td>
<td>Extending toward others. Willing to devote with one’s time, energy, or resources on behalf of the subject.</td>
</tr>
<tr>
<td>Good sense of humor</td>
<td>20</td>
<td>Is light hearted and optimistic. Able to bring joy or humor to the subject.</td>
</tr>
<tr>
<td>Mature</td>
<td>21</td>
<td>Exhibiting adult-like behavior characterized by sensible thought.</td>
</tr>
<tr>
<td>Stable</td>
<td>22</td>
<td>Firm in conviction. Steadfast in one’s purposes and beliefs.</td>
</tr>
<tr>
<td>Objective</td>
<td>23</td>
<td>Able to view a situation without bias or prejudice. Emphasizing the features and characteristics of the object or situation dealt with, rather than the thoughts and feelings of the persons involved.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Logical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Rational</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Non-judgmental</td>
</tr>
</tbody>
</table>
### Scale 4 - Qualities of a Helper

<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral</td>
<td>24</td>
<td>Highly principled. Exhibiting judgement based on an ethical regard for that which is morally good. Keenly discerning of right and wrong.</td>
</tr>
<tr>
<td>Religious/spiritual</td>
<td>25</td>
<td>Displaying a deep commitment to religious principles. Also, exhibiting a high degree of spirituality (not necessarily related to a specific religion).</td>
</tr>
<tr>
<td>Other</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td><strong>CONCERN FOR OTHERS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding/attentive/empathetic</td>
<td>27</td>
<td>To be perceptive and accepting of the nature, character, and functioning of another. Possessing the ability to grasp the meaning, import, or motive of another (sometimes requiring emotional or intellectual identification). Characterized by comprehension and discernment.</td>
</tr>
<tr>
<td>Caring/loving</td>
<td>28</td>
<td>Feeling concern about or interest in another. Displaying watchful regard and attention.</td>
</tr>
<tr>
<td>Supportive</td>
<td>29</td>
<td>Upholding and encouraging. Communicating belief and confidence in the abilities of another. Knows how to &quot;go along&quot;.</td>
</tr>
<tr>
<td>Other</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Does not know</td>
<td>77</td>
<td>Response which indicates that the subject is uncertain or does not know what qualities the helper has.</td>
</tr>
<tr>
<td>Nothing (or nothing in particular)</td>
<td>88</td>
<td>Response which indicated that there are no helper qualities which the subject wishes to list.</td>
</tr>
<tr>
<td>No response</td>
<td>99</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX G - DESCRIPTION OF PRINCE RUPERT

(from The Canadian Encyclopedia 1988)

Prince Rupert B.C. is situated on Kaien Island at the mouth of the Skeen River in the coast mountain Range of B.C. Kaien Island was once the meeting place of the Tsimshian and Haida Indians and the city has preserved numerous relics of its native past. The western terminus of the Yellowhead Hwy and, as a seaport, a link between the US, Vancouver and Alaska, it is the industrial, commercial and institutional centre for BC's northwest coast.

Prince Rupert was envisioned in the early 1900's as the western terminus of the Grand Trunk Pacific Railway and a rival of Vancouver as Canada's Pacific outlet, but the hoped for boom never materialized. The fishing industry became important to the city's economy after WWI. During WWII the port became a shipbuilding centre and was used by the American army as a transportation base for men and materials to Alaska, the Pacific Islands and the Far East. New interest in the coalfields of northeastern B.C. and strategies to speed up grain movement to the Prairies' Pacific Rim markets have affected the city and led to the construction of the Prince Rupert Grain Terminal, funded largely by the government of Alberta. Prince Rupert is the most important fish-landing port on the North Coast and the terminus of the B.C. and Alaska ferry systems.
## APPENDIX H - TABLE OF CRITICAL VALUES OF CHI SQUARE

<table>
<thead>
<tr>
<th>df</th>
<th>.99</th>
<th>.98</th>
<th>.95</th>
<th>.90</th>
<th>.80</th>
<th>.70</th>
<th>.50</th>
<th>.30</th>
<th>.20</th>
<th>.10</th>
<th>.05</th>
<th>.02</th>
<th>.01</th>
<th>.001</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.0016</td>
<td>0.0063</td>
<td>0.0039</td>
<td>0.016</td>
<td>0.064</td>
<td>0.15</td>
<td>0.46</td>
<td>1.07</td>
<td>1.64</td>
<td>2.71</td>
<td>3.84</td>
<td>5.41</td>
<td>6.64</td>
<td>10.83</td>
</tr>
<tr>
<td>2</td>
<td>0.02</td>
<td>0.10</td>
<td>0.21</td>
<td>0.45</td>
<td>0.71</td>
<td>1.39</td>
<td>2.41</td>
<td>3.22</td>
<td>4.60</td>
<td>5.99</td>
<td>7.82</td>
<td>9.21</td>
<td>13.82</td>
<td>15.45</td>
</tr>
<tr>
<td>3</td>
<td>0.12</td>
<td>0.35</td>
<td>0.55</td>
<td>1.00</td>
<td>1.42</td>
<td>2.37</td>
<td>3.66</td>
<td>4.64</td>
<td>6.25</td>
<td>7.82</td>
<td>9.84</td>
<td>11.34</td>
<td>16.27</td>
<td>18.56</td>
</tr>
<tr>
<td>4</td>
<td>0.30</td>
<td>0.43</td>
<td>0.71</td>
<td>1.65</td>
<td>2.20</td>
<td>3.36</td>
<td>4.88</td>
<td>5.99</td>
<td>7.78</td>
<td>9.49</td>
<td>11.67</td>
<td>13.28</td>
<td>18.46</td>
<td>20.52</td>
</tr>
<tr>
<td>5</td>
<td>0.55</td>
<td>0.75</td>
<td>1.14</td>
<td>1.61</td>
<td>2.34</td>
<td>3.00</td>
<td>4.35</td>
<td>6.06</td>
<td>7.29</td>
<td>9.24</td>
<td>11.07</td>
<td>13.39</td>
<td>15.09</td>
<td>20.52</td>
</tr>
<tr>
<td>6</td>
<td>0.87</td>
<td>1.13</td>
<td>1.64</td>
<td>2.20</td>
<td>3.07</td>
<td>3.83</td>
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Table 1 is taken from Table IV of Fisher and Yates: Statistical Tables for Biological, Agricultural, and Medical Research, published by Longman Group Ltd., London (previously published by Oliver and Boyd Ltd., Edinburgh) by permission of the authors and publishers.
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