An Investigation of Student Motivation and Non-Academic Help-Seeking Behaviors

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Abstract

This article investigates the motivations behind 2-year college students seeking non-academic support services, which encompass areas like financial aid, mental health, and career guidance. This study aims to understand what drives these students to utilize these resources, as this area is less researched compared to academic help-seeking. Through a survey at three institutions, the researchers identified key themes such as necessity, accessibility, and concerns about judgment that influence students' decisions. Ultimately, the paper seeks to provide insights for institutions to better tailor and promote their support services to improve student success and retention.

Recommended Citation

In recent years, the focus on enhancing student success and retention has expanded beyond traditional academic support to include non-academic services. Despite the growing recognition of their importance, research on the motivations driving 2-year college students to seek such support remains notably sparse. This gap in the literature is particularly significant given that non-academic support services—encompassing financial support, emotional and mental health support, career and employment support, social and community support, advising and coaching, and disability services—play a pivotal role in addressing the multifaceted challenges students face.

The objective of this research is to explore the underlying motivations that drive 2-year college students to utilize these non-academic resources. By understanding these motivators, we aim to uncover key factors that influence students' decisions to engage with services designed to alleviate personal, financial, and social barriers. Insights from this investigation could provide valuable guidance for stakeholders, including educators, administrators, and policymakers, in designing and promoting support services tailored to the specific needs of this student population.

Furthermore, a deeper understanding of these motivations can lead to enhanced support structures within institutions, potentially improving student outcomes, increasing retention rates, and fostering overall academic and personal success. By addressing non-academic challenges more effectively, colleges can create a more holistic educational environment that supports both academic achievement and personal development.

Ultimately, this study seeks to contribute to the body of knowledge regarding non-academic help-seeking behaviors, with the goal of empowering students to overcome obstacles and achieve their full potential. Our research question—What motivates 2-year college students to seek non-academic help? —is driven by our collective experience working within these institutions and a shared commitment to increasing student engagement and success. Through this investigation, we hope to provide actionable insights that will enhance the utilization of non-academic support services and, consequently, improve student outcomes.

Literature Review

Research increasingly highlights the importance of help-seeking in college students' success, with much of the focus on academic help-seeking (AHS). However, non-academic help-seeking, which involves seeking support for personal, social, emotional/mental health challenges, is equally important, but much less studied. Non-academic help-seeking includes counseling, student support, and other offices that are not academic related. These non-academic help-seeking behaviors significantly contribute to students' success and development (White & Canning, 2023). A gap remains in understanding the specific factors that drive students to seek non-academic help.

Defining Help-Seeking

Help-seeking is not a one-size-fits-all concept as students seek support in different ways and for a variety of reasons. In the context of education, academic help-seeking refers to students seeking assistance to enhance their understanding, overcome academic challenges, and improve academic performance (White & Canning, 2023). Academic help-seeking is considered a self-

regulated learning strategy that reflects the students' ability to recognize their own learning needs (Karabenik, 2003 Ruihua et al., 2025; White & Canning, 2023).

On the other hand, non-academic help-seeking behaviors in college students refers to students seeking help for challenges unrelated to coursework, such as mental health support, financial aid, housing, or time-management (White & Canning, 2023). However, emerging studies highlight its critical role in student success (Li et al., 2023; White & Canning, 2023). These behaviors are not as widely researched as academic help-seeking behaviors. Current research often combines academic and non-academic help-seeking behaviors, but there is a clear need to distinguish between the two to fully understand the holistic student and how to support them (Karabenik, 2003 Qayyum, 2018; Ruihua et al., 2025; White & Canning, 2023).

Factors Influencing Help-Seeking

Personal Factors

Both personal and contextual factors shape help-seeking behaviors (Qayyum, 2018; Yang & Stefaniak, 2023). One factor that impacts student help-seeking behaviors is their own perception of academic ability. Students with confidence in their academic selves are more likely to seek help (Qayyum, 2018; Ryan et al., 2001). They see challenges as growth opportunities and are strategic about getting support. Conversely, students who have lower self-esteem may avoid seeking help because they are afraid of being judged (Qayyum, 2018). This concern acts as a barrier to help-seeking. Additionally, a sense of independence can also discourage students from seeking support. Rather than seeing support as helpful, these students view help-seeking as a barrier to independence, believing they should be able to complete tasks on their own (Li et al., 2023; Qayyum, 2018; Ryan et al., 2001). Understanding these factors is important for creating positive environments where students are encouraged to seek help, particularly for those students who view help-seeking negatively.

Motivation

Student motivation is also a factor in help-seeking behaviors. Intrinsic motivation where students are driven by interest and enjoyment increases the likelihood that students will seek help. These students view help-seeking as a means to success versus a time of judgment (Karabenick & Dembo, 2011; Livesey et al., 2023). Additionally, extrinsic motivation, usually in the form of rewards or grades is also a motivator for students to seek help. However, with extrinsic motivation, students tend to seek help not to become better learners, but because they need answers or to achieve specific outcomes (Karabenick & Dembo, 2011; Nelson-Le Gall & Resnick, 1998; Ryan et al., 2001). Recognizing these motivational differences allows institutions the opportunity to teach students help-seeking behaviors.

Social Factors

Social factors also play a role in student help-seeking behaviors. A fear of peer judgment is a barrier for students seeking help, but if students have peers they trust, they are more likely to seek help (Qayyum, 2018; Ryan et al., 2001). Research also indicates that students prefer peer help versus instructor help (Qayyum, 2018; Topping, 2005). This preference may be from a

variety of factors, but often peer help seems less formal and students are more comfortable. O'Donnell and King (1999) indicate that while professor provided support is necessary, students who need help may benefit from peer support.

Institutional Factors

There are institutional factors that also impact whether or not a student seeks help. Inclusive, supportive classrooms where help-seeking is normalized encourage students to reach out when needed. Additionally, approachable, supportive instructors make it easier for students to seek help (Karabenick & Dembo, 2011; Yang & Stefaniak, 2023). Conversely, instructors perceived as unapproachable discourage help-seeking. When resources are convenient and easy to access, students are more likely to use them. Limited availability or a lack of awareness can be barriers.

Accessibility of resources, particularly counseling services, financial aid services, and other supportive offices are available and publicized, so students are more likely to seek help. However, when students encounter support staff that they view as unfriendly or the services are difficult to access, students are discouraged from seeking help from these offices (Qayyum, 2018; Ryan et al., 2001). Furthermore, online platforms for help do offer convenience for students, but some students prefer in-person support.

First-Generation College Students

First-generation college students have their own set of challenges in terms of help-seeking behaviors. Compared to continuing-generation students, first-generation students face more challenges navigating the college environment, often because they lack the inherited knowledge others may have (White & Canning, 2023). As such, they are less likely to seek help than those who have support who have attended college. First-generation students often seek non-academic help in areas like course selection, graduate school preparation, financial aid, finding appropriate resources, etc. The research also indicates that first-generation students are more likely to actively seek help when the person providing assistance shares their first-generation identity, highlighting the role shared experiences play in promoting non-academic help-seeking (Tibbetts et al., 2018; White & Canning, 2023). Creating support systems that foster identity connection between institutions and first-generation college students can eliminate barriers and encourage students to seek help.

Methodology

This study took place at three two-year institutions. Two are located in the southern United States, and one in the northern United States. The enrollment at each college varies between 1,000 and 3,500 students and offer applied associates of science (AAS) and associates of science (AS) degrees, diplomas, certificates, university transfer, adult education, and continuing education.

Our team developed an online survey that consisted of eleven demographic questions and one open-ended question that asked what would motivate students to seek non-academic assistance. We defined non-academic help based on the resources that were offered at all three institutions at the time of the development of the survey. The categories are as follows:

1. Financial support such as seeking financial aid assistance, scholarships/grants, or help with student accounts

2. Emotional and mental health support such as counseling services or working with a therapist to manage stress, anxiety, depression, and other mental health issues

3. Career and employment support for career advice, resume building, and career fairs

4. Social and community support such as clubs or other student organizations

5. Advising and coaching for course planning, developing time management, and study skills

6. Disability services to receive accommodations for physical, learning, or mental health disabilities.

We originally wanted to limit the responses to only first-year students, but after several attempts at overcoming procedural obstacles, we decided to administer the survey to a select group of classes within our respective departments after proper ethical research permission was obtained. These classes included a variety of subjects and modes of delivery (in-person, online, and/or virtual). Students were either sent the link to the survey within their Learning Management System, or it was provided to them at the beginning of one of their in-person classes. The first question of the survey eliminated any student who was currently enrolled in high school and attending one of the classes as a dual enrolled student. A copy of the survey can be found in Appendix A.

A total of 94 survey responses were collected over a two week period. Responses that were incomplete or from high school students were removed, leaving 88 valid responses for analysis. Because the survey was distributed anonymously to all students enrolled in our courses, we do not have the total number of students who received the survey. This distribution method ensured every student had equal access to the survey, but it also means that we could not track respondents. The following themes emerged based on repetitive language in the students' responses:

1. Necessity and circumstance

2. Accessibility and ease of use

3. Judgment and confidentiality

4. Peer and family influence

5. Development of Personal and Professional Skills

6. Mental health awareness

7. Educational environment

8. Other

The theme necessity and circumstance comprised of student answers that included motivation based on needs and the realization that seeking help could help the student find relief. Students who acknowledged being able to easily find and access the resources listed would be motivating were placed in the accessibility and ease of use category. The judgment and confidentiality theme summarized students who want assurance that seeking help would be a

confidential matter. Students who would be motivated by their friends or family to seek help were placed in the peer and family influence category. The students who are motivated to seek help based on how it would affect their personal and professional success were placed in the development of personal and professional skills theme. Other students who would be motivated to seek help if a therapist guided them were placed in mental health awareness. We also saw some students credited their instructor's guidance to be the motivator for them to seek help. Those students were placed into the education environment theme. The other category was used for student responses that did not provide a clear motivation. "I don't know," "It wouldn't," or "I don't need these supports" were common responses in this theme.

Results and Discussion

The purpose of this study was to explore the factors that motivate students to seek non-academic assistance. By understanding these motivations, educators and support staff can better tailor their services to meet the needs of the student population. Table 1 presents the demographic information collected from the survey respondents, providing an overview of the participants' backgrounds.

Table 1

Demographic Information for Respondents (N=88)

	Number of Participants	Percent of Participants
High School Completion		
Yes, GED	11	12.5
Yes, High School Diploma	77	87.5
Housing Type		
Live on campus	12	13.6
Live off campus	76	86.4
Class Attendance		
In-person classes	35	39.8
Online or virtual classes	14	15.9
Both online and in-person classes	39	44.3
Age		
17-25	67	76.1
26-35	10	11.4
36-45	5	5.7
46-55	5	5.7
56-65	1	1.1
66-75	0	0
76-85	0 (continued)	0

Race/Ethnicity		
American Indian or Alaska Native	0	0
Asian	1	1.1
Black or African American	18	20.5
Hispanic or Latino	16	18.2
Middle Eastern or North African	0	0
Native Hawaiian or Pacific Islander	0	0
White	49	55.7
Other	4	4.5
Annual Household Income		
Less than $25,000	28	31.8
$25,000-$40,000	26	29.5
$41,000-$50,000	12	13.6
$51,000-$60,000	10	11.4
$61,000-$70,000	3	3.4
$71,000+	9	10.2
First-generation college student		
Yes	49	55.7
No	39	44.3
First time in college		
Yes	65	73.9
No	23	26.1
Employed		
No	19	21.6
Part-time	36	40.9
Full-time	33	37.5
Marital status		
Single	81	92
Married	4	4.5
Divorced	3	3.4
Other	0	0
Children		
Yes	22	25
No	66	75

Major Themes

Analysis of the responses revealed several recurring themes, as summarized in the following table.

Table 2

Themes Motivating Students to Seek Non-Academic Assistance (N=88)

Theme	Percentage
Necessity and Circumstances	48
Accessibility and Ease of Use	19
Other	16
Peer and Family Influence	5
Mental Health Awareness	3
Development of Personal and Professional Skills	3
Already Seeking	2
Judgment and Confidentiality	2
Educational Environment	1
Total	100

Further breakdown of themes by individual demographic data can be found in Appendix B.

Necessity and Circumstances

The most prominent motivation identified among students was necessity and circumstances, which accounted for 48% of responses, similar to what is reflected in the literature (Qayyum, 2018 Li et al., 2023). This suggests that a significant number of students view non-academic assistance as essential to their overall success, particularly if faced with personal, social, or financial challenges that impact their focus. These challenges may include mental health issues, family difficulties, or financial stress, potentially indicating barriers they face that necessitate support outside of traditional academic resources, also as outlined in Qayyum (2018). Making students aware of how the resources can benefit them in ways they may not have thought of could be a way that institutions could extend their resources to more students. This, in turn, could have a positive impact on the retention of students from semester to semester.

Accessibility and Ease of Use

The second most common theme, accessibility and ease of use, comprised 19% of responses. This suggests that students are more likely to seek help when resources are easily accessible and user-friendly, highlighting the importance of streamlined processes in

encouraging help-seeking behavior. Karabenick and Dembo (2011) and Yang and Stefaniak (2023) emphasize that both physical and online services, when accessible and approachable, encourage students to reach out for assistance. Additionally, the importance of accessibility extends beyond physical proximity to services. Also essential is that students understand what the services are and how to utilize said services.

Other

Responses categorized as other accounted for 16%. This theme may encompass various individualized motivations that were not captured by the categories. Further qualitative analysis of these responses could provide additional insights into unique factors influencing students.

Peer and Family Influence

Peer and family influence emerged as a motivating factor for 5% of respondents. This suggests that social networks, such as classmates, colleagues, friends, and other close contacts, may play a role in encouraging students to seek non-academic assistance, emphasizing the importance of community and support systems. Qayyum (2018) and Ryan et al. (2001) both highlight how peer support and the trust students place in their social networks increase their likelihood of seeking help. The influence of these social connections is crucial because students often seek help from those closest to them. Peers may act as informal sources of support and can be beneficial in encouraging students to seek help. This finding also emphasizes that students' motivation to seek help may be influenced by those closest to them.

Mental Health Awareness and Development of Personal & Professional Skills

The theme of mental health awareness represented 3% of responses, while the development of personal and professional skills together represented 3% of responses. These themes indicate that students view non-academic support as multidimensional. On one hand, it provides them with immediate help in attending to their own mental health matters, which students recognized as essential for their success in college. On the other hand, it also contributes to the development of personal and professional skills. For example, some students highlighted how support services could help them build confidence, resiliency, and self-efficacy, while others noted that they sought support for future planning. Karabenick and Dembo (2011) emphasize that intrinsic motivation and mental health awareness are strong drivers of help-seeking behaviors. When students recognize the value of immediate and longer-term support, they are more inclined to seek resources.

Already Seeking Non-Academic Help

Responses indicating that students were already seeking assistance accounted for 2%, suggesting that some students actively pursue help due to prior experiences or needs.

Judgment and Confidentiality

Concerns related to judgment and confidentiality also represented 2%, which highlights the importance of creating a safe and non-judgmental environment for students seeking assistance. Both Qayyum (2018) and Ryan et al. (2001) identify judgment as a barrier to help-seeking due to stigma. This was surprising as one of the main themes in the current research about academic help-seeking behaviors is the lack of judgment about help-seeking. This indicates that the areas of academic help-seeking and non-academic help-seeking may not be parallel in regards to motivation.

Educational Environment

Finally, only 1% of respondents indicated that the educational environment motivated them to seek help, suggesting that other factors may be more influential in this context.

Other Key Themes

First-time College Students

Key themes that emerged from the survey for students who indicated it was their first time in college include necessity and circumstances, accessibility and ease of use, and other as shown in Table 3 in Appendix B. White and Canning (2023) and Tibbetts et al. (2018) both show that first-generation students are more likely to engage in help-seeking behaviors when the support resonates with their identities. 65 responses (73.9%) come from students indicating that it is their first time in college. The theme of necessity and circumstances has the highest count at 30 responses (46%) among first-time students, indicating that many of them perceive their situation as urgent or influenced by specific circumstances. The theme of accessibility and ease of use is also significant, with 12 responses (18%) from first-time students, suggesting they prioritize finding resources and support that are easy to navigate. The theme of "other" received 12 responses (18%), which could represent a range of unspecified concerns that are relevant to first-time students.

There are 23 responses (26%) from students who are not attending college for the first time. Of these, 12 (52%) were focused on the themes of necessity and circumstances, with an additional 2 responses (9%) addressed judgment and confidentiality. Overall, their engagement across themes is lower compared to first-time students.

The themes already seeking, educational environment, mental health awareness, and development of personal and professional skills growth have low counts overall, particularly among non-first-time students, indicating these may not be as pressing or relevant for them.

The theme of peer and family influence shows a notable interest from first-time students at 6% (4 responses), but none from non-first-time students. This suggests that first-time students might be more influenced by their peers and family as they navigate their new environment.

Age

The survey results reveal distinct patterns of engagement across different age groups,

highlighting varying levels of interest in the key themes as revealed in Table 4 in Appendix B. The majority of responses come from the 17-25 age group (67 total), which shows a significant interest in necessity and circumstances (30 responses) and accessibility and ease of use (13 responses). The 26-35 age group has only 10 total responses, with necessity and circumstances (6) being the most notable theme. Other age groups (36-45, 46-55, and 56-65) show even fewer responses, indicating less engagement or interest in the surveyed themes. Themes such as already seeking, educational environment, judgment and confidentiality, mental health awareness, and development of personal and professional skills have significantly lower counts across all age groups, suggesting either a lack of awareness or interest in these themes compared to others. The theme of peer and family influence shows a mixed response pattern with one response in the 56-65 age group, suggesting that family might play a role in this demographic despite being less prominent in the younger age groups. The 88 total responses reveal uneven engagement across age groups, with the majority (76%) concentrated in the 17-25 age range. This distribution could suggest that younger students were more engaged with the survey themes, while older age groups participated less frequently or are underrepresented at the colleges.

These findings provide valuable insights into the diverse motivations that drive students to seek non-academic assistance and underscore the need for institutions to address these factors in their support services. By establishing a foundation for understanding data trends and engagement levels across different demographics and themes, this analysis highlights the importance of further research to develop more tailored programs or interventions based on these insights.

Implications for Practice

There are several areas identified as implications for practice that could encourage students to seek non-academic help. Institutions can play a pivotal role by ensuring students are aware of how the available resources can benefit them in times of difficulty. Raising awareness of these resources as tools for success could encourage more students to engage with them early on.

Communication

Institutions should recognize that many students turn to non-academic resources out of necessity, particularly when facing mental health issues, family struggles, or financial stress. It is necessary that colleges and universities ensure students are aware of all the available resources and how to access them. Increasing awareness of these services and providing knowledge of how these resources can benefit students may help reduce barriers and increase student participation in non-academic help-seeking.

Additionally, establishing clear communication channels that promote these services, but also trying to normalize help-seeking behaviors is essential. Institutions need to convey the message that seeking help is a proactive and positive action that successful college students use. Communication efforts could include targeted outreach, peer testimonials from those who have worked with the services, or integrating help-seeking behaviors into the classroom.

Accessibility

Most importantly, providing students support services that are both accessible and relevant to their needs is critical. This requires institutions to not only offer a broad range of services, but to also ensure that those services are designed with students' unique needs and circumstances in mind. For example, if students have evening classes, then campus support needs to be available in the evenings. Additionally, tailoring available support for particular students could be needed. Clear communication about the availability of these services is key to encouraging help-seeking behaviors.

Normalizing Help-Seeking

Given the impact of social networks (friends, colleagues, etc.) on student motivation, institutions could leverage peer mentoring programs to create a network for students. Having peer leaders or other students available who have used services and can provide testimonials may encourage other students to seek help. Additionally, peer leaders could be trained to inform and refer students to available resources where students see their peers in a culture of seeking help.

Integrating Non-Academic Support

Colleges and universities could also integrate non-academic support into academic services in order to provide a more cohesive and holistic approach to education. Mental health services, career preparation workshops, etc. could be better integrated as essential aspects of student development.

Comfortable Environment

Finally, institutions should continue to foster environments where students feel comfortable reaching out for non-academic support. If students can feel comfortable seeking assistance without fear of judgment or breach of confidentiality, they are more likely to ask for help. Addressing these concerns through communication about privacy policies and creating a positive, supportive learning environment is necessary for encouraging students.

These findings of the study underline the importance of addressing students' diverse needs and motivations. Institutions must recognize the variety of factors that motivate students to seek non-academic help.

Limitations and Future Research

This study has several limitations that should be acknowledged. Firstly, the limited sample size may affect the generalizability of the findings. The response demographics skewed towards younger students, which means the results may not fully represent the perspectives of older students. Additionally, the administration of the survey was pivoted during the study, which could have introduced variability in the responses.

The other category in our thematic analysis did not provide sufficient information to draw concrete conclusions, indicating a need for more detailed qualitative data in future studies. Furthermore, the sample was drawn exclusively from two-year colleges across different parts of

the country, which may limit the applicability of the findings to students in four-year institutions or those in different geographic regions.

Future research should aim to address these limitations by including a larger and more diverse sample that encompasses a broader range of age groups and educational settings. Expanding the study to include students from four-year colleges and universities as well as those from various geographic locations would provide a more comprehensive understanding of the factors motivating students to seek non-academic help.

Additionally, future studies should consider employing more detailed qualitative methods to explore the motivations captured under the other category. This could involve follow-up interviews or focus groups to gain deeper insights into the unique factors influencing students. There is a need for more research on non-academic help-seeking. Future studies should explore:

- What motivates students to seek non-academic help, and what barriers do they face?

- How do cultural backgrounds shape help-seeking behaviors?

- What interventions can promote non-academic help-seeking, especially among first-gen and underrepresented students?

Finally, investigating the impact of different survey administration methods on response quality and consistency could help refine data collection techniques, ensuring more reliable and valid results in future research.

Conclusion

If help-seeking is encouraged and seen as normal, students are more likely to engage in it. However, if it is viewed as a sign of weakness, students may avoid it. The consensus is that academic help-seeking is linked to better academic outcomes, like higher grades and improved course completion rates. This is largely because seeking help allows students to address challenges before they become bigger problems. Students gain a better grasp of the material by seeking clarification and interactions with helpers often lead to better learning strategies.

That said, not all help-seeking leads to success. The type of help, its quality, and a student's ability to apply it are all key factors. For example, the internet has changed how students seek help, offering easy access to information. However, it can also be overwhelming, making it hard to identify credible sources. Additionally, the lack of face-to-face interaction can sometimes hinder the development of the trusting relationships that make help-seeking effective. Understanding non-academic help-seeking is key to supporting students' overall success. While this review offers an overview of the existing research, it also highlights the gaps in our understanding, particularly in non-academic areas. Future research must address these gaps to develop support systems that help all students thrive academically and beyond.

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Appendix A: Survey Questions

A. **Research Questions:**
   a. Have you graduated high school?
      i. Yes
      ii. No
   b. Which college do you attend?
      i. Victoria College
      ii. North Georgia Technical College
      iii. Harcum College
   c. Which is your housing type?
      i. I live on campus
      ii. I live off campus
   d. How do you attend classes?
      i. I attend only in-person classes
      ii. I attend only online or virtual classes
      iii. I take both online and in-person classes
   e. Age
      i. 17-25
      ii. 26-35
      iii. 36-45
      iv. 46-55
      v. 56-65
      vi. 66-75
      vii. 76-85
   f. Race/Ethnicity
      i. American Indian or Alaska Native
      ii. Asian
      iii. Black or African American
      iv. Hispanic or Latino
      v. Middle Eastern or North African
      vi. Native Hawaiian or Pacific Islander
      vii. White
      viii. Other
   g. Annual Household Income
      i. Less than $25,000
      ii. $25,000-$40,000
      iii. $41,000-$50,000
      iv. $51,000-$60,000
      v. $61,000-$70,000
      vi. $71,000+
   h. Are you a first-generation college student (neither parent holds a college degree)?
      i. Yes
      ii. No
   i. Is this your first time in college?
      i. Yes

      ii.   No
- j. Are you employed?
  - i. No
  - ii. Part-time
  - iii. Full-time
- k. What is your marital status?
  - i. Single
  - ii. Married
  - iii. Divorced
  - iv. Other
- l. Do you have children?
  - i. Yes
  - ii. No
- m. Examples of Non-Academic Resources
  - i. **Financial Support:** financial aid assistance, scholarships/grants, or help with student accounts
  - ii. **Emotional and Mental Health Support:** counseling services or working with a therapist to manage stress, anxiety, depression, and other mental health issues
  - iii. **Career and Employment Support:** career advice, resume building, career fairs
  - iv. **Social and Community Support:** clubs or other student organizations
  - v. **Advising and Coaching:** course planning, developing time management, and study skills
  - vi. **Disability Services:** accommodations for physical, learning, or mental health disabilities.
- n. What would motivate you to seek the kinds of non-academic help listed above?

Appendix B: Tables

Table 3

Themes Motivating Students to Seek Non-Academic Assistance by First Time in College (N=88)

Theme	No	Yes
Accessibility and Ease of Use	5.7%	13.6%
Already Seeking	0%	2.3%
Educational Environment	0%	1.1%
Judgment and Confidentiality	2.3%	0%
Mental Health Awareness	3.4%	0%
Necessity and Health Awareness	13.6%	34.1%
Other	2.3%	13.6%
Peer and Family Influence	0%	4.5%
Development of Personal and Professional Skills	2.3%	1.1%
Grand Total	26.1%	73.9%

Table 4

Themes Motivating Students to Seek Non-Academic Assistance by Age (N=88)

Theme	17-25	26-35	36-45	46-55	56-65
Accessibility and Ease of Use	14.7%	3.4%	1.1%	0%	0%
Already Seeking	1.1%	0%	0%	1.1%	0%
Educational Environment	1.1%	0%	0%	0%	0%
Judgment and Confidentiality	2.3%	0%	0%	0%	0%
Mental Health Awareness	3.4%	0%	0%	0%	0%
Necessity and Circumstances	34.1%	6.8%	3.4%	3.4%	0%
Other	13.6%	0%	1.1%	1.1%	0%
Peer and Family Influence	3.4%	0%	0%	0%	1.1%
Development of Personal and Professional Skills	2.3%	1.1%	0%	0%	0%
Grand Total	76%	11.3%	5.6%	5.6%	1.1%

Table 5

Themes Motivating Students to Seek Non-Academic Assistance by Annual Income (N=88)

Theme	Less than $25,000	$25,000 - $40,000	$41,000 - $50,000	$51,000 - $60,000	$61,000 - $70,000	$71,000+
Accessibility and Ease of Use	3.4%	8.0%	4.5%	1.1%	1.1%	1.1%
Already Seeking	1.1%	1.1%	0%	0%	0%	0%
Educational Environment	1.2%	0%	0%	0%	0%	0%
Judgment and Confidentiality	0%	0%	0%	0%	0%	2.3%
Mental Health Awareness	1.1%	1.1%	0%	1.1%	0%	0%
Necessity and Circumstances	17.0%	14.8%	4.5%	5.7%	2.3%	3.4%
Other	5.7%	1.1%	3.4%	3.4%	0%	2.3%
Peer and Family Influence	2.3%	1.1%	1.1%	0%	0%	0%
Development of Personal and Professional Skills	0%	2.3%	0%	0%	0%	1.1%
Grand Total	31.8%	29.5%	13.6%	11.4%	3.4%	10.2%

Table 6

Themes Motivating Students to Seek Non-Academic Assistance by How Students Attend Classes (N=88)

Theme	I attend only in-person classes	I attend only online or virtual classes	I take both online and in-person classes
Accessibility and Ease of Use	6.8%	2.3%	10.2%
Already Seeking	2.3%	0%	0%
Educational Environment	0%	0%	1.1%
Judgment and Confidentiality	0%	0%	2.3%
Mental Health Awareness	3.4%	0%	0%
Necessity and Health Awareness	14.8%	9.1%	23.9%
Other	9.1%	2.3%	4.5%
Peer and Family Influence	1.1%	1.1%	2.3%
Development of Personal and Professional Skills	2.3%	1.1%	0%
Grand Total	39.8%	15.9%	44.3%

Table 7

Themes Motivating Students to Seek Non-Academic Assistance by Housing Type (N=88)

Theme	I live on campus	I live off campus (commuter)
Accessibility and Ease of Use	3.4%	15.9%
Already Seeking	0%	2.3%
Educational Environment	0%	1.1%
Judgment and Confidentiality	1.1%	1.1%
Mental Health Awareness	1.1%	2.3%
Necessity and Health Awareness	4.5%	43.2%
Other	3.4%	12.5%
Peer and Family Influence	0%	4.5%
Development of Personal and Professional Skills	0%	3.4%
Grand Total	13.6%	86.4%

Table 8

Themes Motivating Students to Seek Non-Academic Assistance by Employment Type (N=88)

Theme	Yes - Full Time	Yes - Part Time	No
Accessibility and Ease of Use	6.82%	3.41%	9.09%
Already Seeking	1.14%	0%	1.14%
Educational Environment	0%	1.14%	0%
Judgment and Confidentiality	0%	2.27%	0%
Mental Health Awareness	0%	2.27%	1.14%
Necessity and Health Awareness	20.45%	21.59%	5.68%
Other	5.68%	6.82%	3.41%
Peer and Family Influence	2.27%	1.14%	1.14%
Development of Personal and Professional Skills	1.14%	2.27%	0%
Grand Total	37.5%	40.91%	21.6%

Table 9

Themes Motivating Students to Seek Non-Academic Assistance by Marital Status (N=88)

Theme	Single	Married	Divorced
Accessibility and Ease of Use	17.05%	1.14%	1.14%
Already Seeking	1.14%	1.14%	1.14%
Educational Environment	1.14%	0%	1.14%
Judgment and Confidentiality	2.27%	0%	0%
Mental Health Awareness	3.41%	0%	0%
Necessity and Health Awareness	43.18%	0%	0%
Other	15.91%	3.41%	1.14%
Peer and Family Influence	4.55%	0%	0%
Development of Personal and Professional Skills	3.41%	0%	0%
Grand Total	92.06%	4.55%	3.42%

Table 10

Themes Motivating Students to Seek Non-Academic Assistance by First-Generation Student (N=88)

Theme	Yes	No
Accessibility and Ease of Use	11.36%	7.95%
Already Seeking	2.27%	0%
Educational Environment	0%	1.14%
Judgment and Confidentiality	0%	2.27%
Mental Health Awareness	3.40%	0%
Necessity and Health Awareness	28.41%	19.32%
Other	7.95%	7.95%
Peer and Family Influence	2.27%	2.27%
Development of Personal and Professional Skills	0%	3.41%
Grand Total	55.68%	44.32%

Table 11

Themes Motivating Students to Seek Non-Academic Assistance by Children (N=88)

Theme	Yes	No
Accessibility and Ease of Use	4.54%	14.77%
Already Seeking	1.14%	1.14%
Educational Environment	0%	1.14%
Judgment and Confidentiality	1.14%	1.14%
Mental Health Awareness	0%	3.41%
Necessity and Health Awareness	14.72%	32.95%
Other	2.28%	13.63%
Peer and Family Influence	0%	4.55%
Development of Personal and Professional Skills	1.14%	2.28%
Grand Total	25%	75%

Table 12

Themes Motivating Students to Seek Non-Academic Assistance by Race (N=88)

Theme	American Indian or Alaskan Native	Asian	Black or African American	Hispanic or Latino	Middle Eastern or North African	Native Hawaiian or Pacific Islander	White	Other
Accessibility and Ease of Use	0%	0%	0%	6.82%	0%	0%	12.5%	0%
Already Seeking	0%	0%	0%	0%	0%	0%	1.14%	1.14%
Educational Environment	0%	0%	0%	0%	0%	0%	1.14%	0%
Judgment and Confidentiality	0%	0%	0%	0%	0%	0%	2.28%	0%
Mental Health Awareness	0%	0%	2.28%	1.14%	0%	0%	0%	0%
Necessity and Circumstances	0%	1.14%	12.5%	5.68%	0%	0%	27.27%	1.14%
Other	0%	0%	4.55%	2.28%	0%	0%	7.95%	0%
Peer and Family Influence	0%	0%	0%	2.28%	0%	0%	1.14%	1.14%
Development of Personal and Professional Skills	0%	0%	1.14%	0%	0%	0%	2.28%	0%
Grand Total	0%	1.14%	20.45%	18.18%	0%	0%	55.68%	4.55%