Students' Problems, Locus of Control, Personality and Social Support as Predictors of Counseling Seeking Behavior of Adolescents in Senior High Schools in the Volta Region of Ghana

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Abstract

The study investigated the role of students' problems, locus of control, personality and social support as predictors of counseling seeking behavior of adolescents in senior high schools in Volta region, Ghana. A correlational survey was the research designed for the study. Stratified proportional and simple random samplings were used to select 300 students for the study but 218 questionnaires were retrieved for the study. The instruments used for data collection were the Big Five Inventory (BFI), Rotter's Locus of Control Scale, self-stigma of help-seeking scale, Multi-dimensional scale of Perceived Social Support Assessment, General Help-seeking Questionnaire and Students' Problems Inventory. Four hypotheses were tested. The findings and conclusions indicate that there is significant correlation between students' problems and counseling-seeking behavior, locus of control positively and significantly predicts all other study variables except self-stigma of seeking help which it predicts negatively, a significant correlation exists between social support and students' problems and help-seeking behavior, adolescents with conscientious personality with external locus of control will show a higher counseling seeking behavior than adolescents with neurotic personality and internal locus of control, adolescents with openness personality traits and internal locus of control will show high counseling seeking behavior than adolescents with agreeable and external locus of control. There is a significant positive correlation between social support and counseling seeking behavior.

Keywords: *Adolescents, Personality, Locus of control, Social support, Help-seeking behavior.*

Introduction

In help seeking literature, seeking professional psychological help is an evaluative reaction or statement of intention to seek or resist professional aid for psychological discomforts (Mackenzie, Knox, Gekoski, & Macaulay, 2004). Seeking professional psychological help is also conceptualized as willingness to seek counsel from professionals such as counselors and therapists. This definition presupposes that seeking professional psychological help might be related to actual help-seeking behavior, and if this is so, then it is important to explore possible predictors of this so that this knowledge can be used by professionals on how to make their services attractive to clients. There is no substantial body of research on factors that inhibit adolescents from help-seeking in Ghana. There are no evidence bases confirming intervention to promote help seeking. This provides a strong case for investigating in great detail what prevents adolescents from seeking help by assessing students' problems, locus of control and personality and social support as predictor of counseling seeking-behavior of adolescents in Senior High Schools in Ghana. The service gap therefore needs to be filled. An important question to ask is what adolescents are doing about the numerous challenges they face as revealed by global statistics and studies? Where do they go for help and are they prepared to go for help? Many researchers and various WHO documents have called for more attention to and more research on where, why and how adolescents seek help (counseling), help seeking behavior and sources and nature of help available to them in their specific contexts such as their social support (Barker, 2007). To what extent individual personality type and disposition influence their desire to seek help? Identification and understanding help seeking

intentions and behavior is fundamental to identification of factors that can be influenced to increase engagement in counseling.

Literature review

Two theoretical frameworks found to be relevant to the understanding of content and also method were Maslow's Hierarchy of Needs (Chapman, 2008) and the Health Belief Model were chosen to help conceptualize the influences on the personality locus of control, social support and help-seeking behaviors of adolescent students when attempting to resolve a range of counseling issues. In reviewing the international literature on World Health Organization Discussion Paper on Adolescents, Social Support and Predicting Help Seeking Behavior, Barker (2007) suggests that there should be a schema for adolescents' help seeking behavior. Help seeking was defined as any action or activity performed by an adolescent who perceives himself/herself as needing personal, psychological, affective assistance, health service or social service with the aim of meeting this need in a positive direction. In assessing the perspective of Barker (2007) in predicting help-seeking involves assessing social support. Counseling and psychotherapy have been described as "potentially difficult, embarrassing, and overall risky enterprise(s) that induces fear and avoidance in some individuals" (Kushner & Sher, 1989, p. 256 cited in Vogel, Wester & Larson, 2007). Consistent with this statement, less than one third of individuals who experience psychological distress seek help from a mental health professional 2007. The question that arises is: can one predict failure of adolescents to seek help to individual personality, locus of control, type of problem or the individual social make up? Thus, there is a need to clearly identify the factors that lead individuals to avoid seeking professional help or better still, the factors that influence counseling-seeking behavior of individuals with a focus on adolescents in this study. The perspectives would assist counselors in providing professional services to adolescents, who are reluctant to seek help despite the need for such help, when the factors influencing their counseling-seeking behavior are known. The locus of control theory by Rotter (1966) postulates that people with an internal locus generally feel that they have control over their lives and circumstances so they take imitative and seek to positively change their lives. They try their best to free their minds from problems and whenever there is a problem, they seek for support by seeking help. Individuals with an external locus of control feel that their lives are controlled by circumstances so they feel disempowered to do something about their lives thereby leaving everything to fate because they feel telling others about their problems is a sign of weakness. However, counseling locus of control is the way adolescent student perceived self as comfortable or uncomfortable to seek help from professionals when an individual finds self in a challenging situation. Vogel, Wester and Larson (2007) in their study: Avoiding counseling - psychological factors that inhibit seeking help, identified some psychological factors of self-esteem, internal locus and external locus as influencing help-seeking. They indicated self-esteem (whether internal locus or external locus), could be an important psychological barrier to seeking help from professional sources such as family or friends. The main aim of the study is to assess the role of students' problems, locus of control, personality and social support in predicting counseling seeking behavior of adolescents in senior high schools in Volta Region. The specific objectives are, to explore the correlation between students' problems on adolescents' counseling seeking behavior, to determine the influence of personality in predicting counseling seeking behavior of the adolescents, to determine the influence of social support in predicting counseling seeking behavior, to explore the role of locus of control in predicting counseling seeking behavior and to identify reasons that prevent adolescents from seeking help from counselors. The hypotheses are: There is a significant negative correlation between students' problems and counseling seeking behavior. Personality of adolescent students would significantly predict their counseling seeking behavior. Locus of control of adolescent students would significantly predict counseling seeking behavior. There is a significant positive correlation between social support and counseling seeking behavior. Methodology

The target population for the study embraced all adolescents in six Senior High Schools in Volta Region of Ghana. The target population was between St Mary Seminary Senior High (Boys Only) Ola

Girls Senior High (Girls only) Likpe Senior High (Mixed), and Hohoe E. P. Senior School (Mixed), Akpafu Senior High (Mixed) and Kpando Secondary Technical School (Mixed). Each school has three forms: 1, 2, and 3, with each form consisting of various programs such as Science, General Arts, Vocational/Visual Arts, Home Economics and Business. The average age of the students was between 14 to 21 years. The total population of students in the six schools was about 3,000 adolescent students.

Sampling; Multi-stage sampling technique was used. Thus simple random was used to select the schools (stage one). This was followed by the use of stratified proportional sampling of students in the senior secondary schools. Stratified sampling was adopted to select the various groupings like sex. The sample size for the study was 300 students made up of 150 female and 150 male students. In each school, 25 males and 25 females were selected for the study. Stratified proportional sampling was adopted to select male and female students from form 1, 2 and 3 for the study. The minimum sample size of 300 obtained but 218 questionnaires were retrieved for the study from a sample table by the Research Advisor (2014). Using Confidence Level =95%, Margin of Error =5% the minimum sample size 300 out of the population of 3,000.

Design and data collection

A correlational survey design was used for the study. The instruments that were used for the study are (A) Demographic Information, (B1) FF1: The Big Five Inventory (BFI) (B2) Rotter's Locus of Control Scale (B3) Self-Stigma of Seeking Help Scale, (C) Multidimensional Scale of Perceived Social Support (D) The General Help-Seeking Questionnaire and (E) Student Problem Inventory (B1) The Big Five Inventory (BFI). It is a Likert five scale on Big Five Dimensions. Extraversion vs. Introversion, Agreeableness vs. Antagonism, Conscientiousness vrs Lack of direction, Neuroticism vs. Emotional stability, Openness vs. Experience. This scale was designed by The Big Five. Reliability coefficient of 0.75 was estimated by the scale. The current researcher also obtained Cronbach's Alpha coefficient of .71. This coefficient was reasonably high and indicates that personality traits are appropriately measured. (B2) Rotter's Locus of Control Scale. In the scale, each question has two statements: the respondent selects the one s/he agrees with most. The scale has 29 items. Score one point for each of the following: 2.a, 3.b, 4. b, 6.a, 7.a, 9.a, 10.b, 11.b, 12.b, 13.b, 15.b, 16.a, 17.a, 18.a 20.a, 21.a, 22.b, 23.a, 25.a, 28.b, 29.a.

A High Score =External Locus of Control. A Low Score = Internal Locus of Control. This scale was designed by Rotter (1966) validity and reliability coefficient of -.41 and .79 respectively were estimated by the author of the scale. The current researcher also obtained Cronbach's Alpha reliability coefficient of .78. These coefficient was reasonably high and indicate that locus of control was reliably measured. (B3) Self-stigma of seeking help scale (SSOSH) is a 10-item Likert scale that measures a respondent's level of comfort or concern with regard to seeking psychological help from a therapist. Scores ranges from 1 = Strongly Disagree, 2 =Disagree, 3 = Neutral, 4 = Agree, 5 = strongly Agree. Items 2, 4, 5, 7 and 9 are reverse scored meaning 1 = strongly agree, 2 = agree, 3 neutral, 4 = disagree and 5 strongly disagree. The total range is 10 to 50. Total score range 10-22 (low stigma); 23-32 (medium stigma); 33-50 (high stigma). It was developed by Vogel, Wade and Haake (2006). To measure this construct, the author develops the 10-item self-stigma of seeking help (SSOSH) scale.

This scale was designed by Sezer and Kezer (2013) validity and reliability coefficient of 0.71 and 0.77 respectively were estimated by the authors of the scale. The current researcher also obtained Cronbach's Alpha coefficient of .69. This coefficient was reasonably high and indicates that self-stigma of seeking help reliably measured. (c) Multidimensional Scale of Perceived Social Support (MSPSS). The multidimensional scale of Perceived Social Support was developed by Dahlem, Zimet and Farley (1988). This Likert scale made up of 12 items with scores ranging from: very strongly disagree =1, strongly disagree =2, mildly disagree =3, neutral =4, mildly agree = 5, strongly agree =6 and very strongly agree =7. The total range is 7-84. Total score range 69-84 (high acuity); 49-68 (moderate acuity); and 12-48 (low acuity). This scale was designed by Dahlem, Zimet and Farley (1988). Reliability coefficient of 0.90 was estimated by the authors of the scale. The current researcher also obtained Cronbach's Alpha

coefficient of 0.81. This coefficient was reasonably high and indicates that Multidimensional Scale of Perceived Social Support was reliably measured. (D) The General Help-Seeking Questionnaire (GHSQ). This scale was developed by Wilson, Dene, Ciarrocchi and Rickwood (2005). It was used to assess intentions to seek help from different sources and for different problems. Using a sample of 218 high school students, the GHSQ was found to have satisfactory reliability and validity, and it appeared to be flexible measure of help-seeking intentions that can be applied to a range of contexts. The intention scale of the GHSQ has adequate psychometric properties. Research has previously reported broadly internal consistency in studies of high school students aged 12-19 years for personal and emotional problems (alpha range of . 70 - .90) (32,39) and university students (alpha =. 67) (37)., as well as adequate validity (32) and very good test-retest reliability (r=.86) (32). This scale was designed by Wilson, Dene, Ciarrocchi and Rickwood (2005) validity and reliability coefficient of 0.87 was estimated by the authors of the scale. The current researcher also obtained Cronbach's Alpha coefficient of .86. This coefficient was reasonably high and indicates that the General Help-Seeking Questionnaire was accurately assessed. (E) Student Problem Inventory (SPI). The Student Problem Inventory (SPI) was developed by Bakare (1977). Bakare (1977) indicated that the instrument was the outcome of over a year's intensive research. It is a self-reporting inventory through which the individual student describes the personal problems according his or her awareness of them and according to the extent to which he/she is willing to disclose them. The instrument contains eleven (11) sections of various problem areas: A B C D … to K. These problem areas, for convenience, were renamed by the researcher (i) Social Relationship Problems, (ii) Sexual Problems, (iii) Socio-psychological Problems, (iv) Personal Psychological Problems and Family Problems. This scale was designed by Bakare (1977) reliability coefficient of 0.81 was estimated by the above author of the scale. The current researcher also obtained Cronbach's Alpha coefficient of .85. This coefficient was reasonably high and indicates that the Student Problem Inventory (SPI) was appropriately assessed.

Analysis: Preliminary analysis was conducted to summarize the data in a form that could be easily interpreted. These included frequencies of demographic characteristics of the sample analysis of normal distribution of the variables, descriptive analysis and correlation matrix among key study variables. Chi square was used to determine differences between groups on the nominal factors. The results of the analysis are presented in Table 1 below:

Table 1. Summary of demographic characteristics of students

Variable	Frequency	Percent	p-value (X2)
Sex			
Boy	90	41	.000 (X2(1) = 4.891)
Girl	128	59	
Form			
SHS 1	77	35	.068ns (X2(2) = 2.347)
SHS 2	78	36	
SHS 3	63	29	
Counselor in School			
Yes	155	71	.000 (X2(1) = 19.937)
No	63	29	
Patronization of Counseling service in school			
Yes	115	53	.007 (X2(1) = 3.199)
No	103	47	

*= p<.05, ns= not significant

Results in Table1 showed that girls 128(59%) were more than boys 90(41%) in the studied sample. The number of participants from the various forms did not differ significantly however, those from SHS 2 77(35%) and SHS 1 77(36%) were slightly higher than those from SHS 3 63(29%). A significant proportion of the sample 155(71%) reported they had a counselor in their school which was not the case with the rest 63(29%). Students who have assessed counseling service before were 115(53%) and those who not were 103(47%). One hundred and five (91%) of those who assessed the counseling service reported it was helpful. Reasons for non-assessment of counseling service include lack of availability of counseling room for counseling, no confidence in the counselor and not having problems to see a counselor. The ages of participants ranged between 14 to 23 years with mean age and standard deviation of 18.07 and 1.68 respectively.

The next stage of the analyses was to explore the distribution of the data that are assumed to be interval in nature (though some were further converted to nominal data). A summary of means, standard deviation, skewness, kurtosis and reliability coefficient of the key study variables are presented in Table 2.

Table 2. Means, SD, skewness, kurtosis and alpha reliabilities of study variables

Variable	Mean	SD	Skewness	Kurtosis	Cronbach α
Locus of Control	32.11	2.61	-.140	-.897	.788
Self-Stigma of Seeking Help	29.24	4.70	-.542	-.104	.693
Social support	58.01	11.36	-.859	.844	.686
General help seeking behavior	53.13	11.92	-.904	.853	.788
Students Problems	76.65	8.13	-.511	-.469	.731
Personality	140.57	14.59	-.612	-.762	.691

n= 218

Results in Table 2 revealed that data distribution in a form of Skewness and Kurtosis was almost normal (less than 1) (Tabachnick & Fidell, 1996) for all the continuous variables which explains the fitness of the data in the application of parametric statistical test.

Associations between Socio-Demographic and the Study Variables

The relationships between demographic and study variables were examined using Pearson bivariate correlations. The outcome of this analysis is shown in Tables 3. The correlation between the variables needs to be established in order to test other advanced statistical analyses. The Pearson r or zero-order correlation was conducted. In order to establish relationships between demographic variables and study variables, demographic variables that were categorical were dummy coded. Consequently, gender, having a counselor in school and having a counseling service in school before were dummy coded. Age of respondent was in scale (ratio). Level of significance was at the .01 or .05, two-tailed. n= 218, *= p<.05, **= p<.01, Sex (Female =1, Male =0), 2 =Age, 3 =Form, 4 =Having counselor in school (yes=1, no=0), 5 =Had a counseling in school (yes=1, no=0), 6 =Locus of Control, 7 =Self Stigma of Seeking Help, 8 =Social Support, 9 =General Help Seeking Behavior, 10 =Students Problems and 11 =Personality.

Table 3. Correlation matrix on demographic and study variables

Variable	1	2	3	4	5	6	7	8	9	10	11
1. Sex	-	-	-	-	-	-	-	-	-	-	-
2. Age	-.171*	-	-	-	-	-	-	-	-	-	-
3. Form	-.023	.422**	-	-	-	-	-	-	-	-	-
4. Counselor in School	.063	-.046	.070	-	-	-	-	-	-	-	-
5. Had a counseling in School	-.111*	.080	.275**	.437**	-	-	-	-	-	-	-
6. Locus of Control	.050	.109	.112	.012	.033	-	-	-	-	-	-
7. Self- Stigma of Seeking Help	.035	-.034	-.040	.028	.041	-.095	-	-	-	-	-
8. Social support	.106	-.028	.051	-.042	-.086	.390**	-.033	-	-	-	-
9. General help seeking behavior	.083	-.052	-.012	.083	-.014	.528**	-.129	.459**	-	-	-
10. Students Problems	-.079	.067	.093	-.116	-.002	.271**	.434**	.105	.159*	-	-
11. Personality	-.021	.031	.046	-.014	-.034	.297**	-.011	.473**	.390**	.153*	-

Results in Table 3 shows that sex related positively and non- significantly to having a counselor in school (r =.066, p> .05), Locus of control (r =.050, p>.05), self- stigma of seeking help (r =.035, p>.05), social support (r =.106, p>.05), general help seeking behavior (r =.083, p>.05) and negatively significantly with age (r = -.171, p<.05) and having a counseling service in school (r = -.111, p<.05). Sex also correlates negatively but not significantly with form or class of students (r = -.023, p>.05), students problems (r = -.079, p>.05) and personality (r = -.021, p>.05). Age relates positively and significantly to form or class of students (r =.422, p<.01) and not significantly to the rest of the demographic and study variables except having a counselor in school, self- stigma help seeking, social support and general help seeking behavior. Form or class of students correlates significantly only with having a counseling in school (r =.275, p<.05) and non- significantly with the rest of the variables. Having a counselor in school correlates significantly with having a counseling in school (r =.437, p<.01) but not significantly with the other variables. Having counseling in school as a variable did not correlate significantly with the rest of the demographic and study variables as depicted in Table 3. Locus of control positively and significantly predicts all the other study variables except self- stigma of seeking help which it predicts negatively (r = -.095, p>.05). Self-stigma of seeking help predicts negatively and significantly students problem (r = -.434, p<.01) and not any other study variable. Social support correlates positively and significantly with general health seeking behavior (r =.459, p<.01) and personality (r =.473, p<.05) but not significantly with students problem. General health seeking behavior positively and significantly correlates with students problem (r =.159, p<.05) and personality (r =.390, p<.01). Finally, students problem positively and significantly correlates with personality (r =.153, p<.05).

Testing of hypothesis

Four hypotheses were tested in this section. The four hypotheses concentrated on the correlation between three separate predictor variables (student problem, personality and Locus of Control) on one outcome variable (help seeking behavior). Multiple Regression Analysis would have offered an explanation on the prediction of three predictor variables on one outcome variable, however, the sample size is not large enough for running of MREg analysis. However, MREg analysis was conducted to support results of other equally relevant statistical analysis of prediction such as Partial Correlation and Pearsons' bivariate analysis which were conducted to test the four hypotheses.

The first hypothesis states that "There is a significant positive correlation between students' problem and counseling seeking behavior". In order to investigate the relationship between students' problem and general help seeking behavior the partial correlation approach was adopted. This is done basically to check the linear correlation between students' problem (total score) and the six sub types of students' problem (Social problem, Sexual problem, Social psychological, Personal psychological, Family problems, Academic problem) and help seeking behavior. Also the partial correlation allows for the control of other variables. In this analysis, demographic variables (age and gender) were controlled. Students' problem total score and the six sub types was entered as predictor variables and help seeking behavior as the outcome variable. Table 4a, depicts results obtained on this analysis.

Table 4a. Relationship between Students Problem and General Help Seeking Behavior

Students (n = 218)		
Variable	R	P
Social problem	.128	.063
Sexual problem	-.126	.067
Social psychological	.191	.005
Personal psychological	.239	.000
Family problems	.050	.466
Academic problem	.234	.001
Students Problems total	.170	.013

Results in Table 4a, show that students problems such as social psychological, personal psychological and academic problems significantly and positively predicted help seeking behavior. Social and family problems did not predict significantly help seeking behavior. Sexual problem negatively predict students help seeking behavior however, this is not significant. Total students' problem significantly and positively correlates with help seeking behavior of students. This means that the first hypothesis was supported.

This was confirmed by the MREg in spite of its weakness regarding the sample size. Results form the MREg are presented in Table 4b

Table 4b. Standard Multiple Regression Analysis on Relationship between Students Problem, Social Support and General Help Seeking Behavior

Variable	B	Std Error	β	p
Constant (HSB)	48.244	2.989	-	.000
Social Support	.205	0.26	.313	.004
Students Problems	.252	.036	.436	.000

Results in Table 4b, show that a significant negative correlation exist between students problem and general help seeking behavior and that students problem as a variable controls 43.6% changes/variability in general help seeking behavior of the students [β = .436]. Thus, the first hypothesis that "There is a significant positive correlation between students' problem and counseling seeking behavior" was supported by the results of the analysis.

The second hypothesis "Personality of students would significantly and strongly predict health seeking behavior of students" This hypothesis was tested with the Pearsons' bivariate correlation coefficient using personality total score as the predictor and health seeking behavior as the outcome variable. Results on this are presented in Table 5.

Table 5. Correlation between personality and help seeking behavior

Students (n=218)					
Variables	M	SD	Df	R	Sig
Help Seeking Behavior	53.13	11.92			
Personality	140.57	14.59			
			216	.390	.000

Results in Table 5 revealed that mean help seeking behavior is 53.13 and mean personality score (total score and not categories) is 140.57. These means were subjected to Pearson's bivariate analysis and results revealed that personality positively predicts help seeking behavior [r (216) = .390, p<0.05]. This implies the second hypothesis was also supported.

Hypothesis three states that "Locus of control of adolescent students would strongly predict health seeking behavior" This hypothesis is also tested with the Pearson's' bivariate correlation coefficient using locus of control total score as the predictor and health seeking behavior as the outcome variable. Results on this are presented in Table 5.

Table 6. Correlation between locus of control and help seeking behavior

Students (n=218)					
Variables	M	SD	Df	R	Sig
Help Seeking Behavior	53.13	11.92			
Locus of Control	32.11	2.61			
			216	.528	.000

Results in Table 6 revealed that mean help seeking behavior is 53.13 and mean locus of control score (total score and not categories) is 32.11. These means were subjected to Pearson's bivariate

analysis and results revealed that locus of control positively predicts help seeking behavior [r (216) = .390, p<0.05]. This implies the third hypothesis was also supported.

The fourth hypothesis states that "There is a significant positive correlation between social support and counseling seeking behavior". Pearson's bivariate analysis was conducted to test this hypothesis by entering social support total score as a predictor variable and help seeking behavior as the outcome variable. Results on this are presented in Table 7.

Table 7. Correlation between social support and help seeking behavior

Students (n=218)					
Variables	M	SD	Df	R	Sig
Help Seeking Behavior	53.13	11.92			
Social Support	58.01	11.36			
			216	.459	.000

Results in Table 7 revealed that mean help seeking behavior is 53.13 and mean social support is 58.01. These means were subjected to Pearson's bivariate analysis and results revealed that personality positively predicts help seeking behavior [r (216) = .390, p<0.05]. This implies the second hypothesis was also supported.

Results in Table 4b above confirmed that a significant correlation exists between social support and general help seeking behavior and social support controls 31.3% [β = .313]. This indicates that fourth hypothesis that "There is a significant positive correlation between social support and counseling seeking behavior" was supported.

Other findings

The correlation between specific types of students' problems and self-stigma of seeking help was assessed which is presented in Table 8.

Table 8. Correlation matrix on self-stigma of seeking help and specific student problems

Variable	1	2	3	4	5	6	7
1. SSSH	-	-	-	-	-	-	-
2. Social problems	-.207**	-	-	-	-	-	-
3. Sexual problems	-.454**	.465**	-	-	-	-	-
4. Socio-psychological problems	-.230**	.177**	.285**	-	-	-	-
5. Personal psychological problems	-.271**	.232**	.352**	.545**	-	-	-
6. Family problems	-.241**	.334**	.399**	.489**	.526**	-	-
7. Academic problems	-.355**	.269**	.213**	.154*	.361**	.190**	-

*=.05, ** = .01, SSSH = Self-Stigma of Seeking Help

Results in Table 8 revealed that a significant negative correlation exists between all the specific students' problem and their self- stigma of seeking help. This include social problems (r = -.207, p<.01), sexual problems (r = -.454, p<.01), socio-psychological problems (r = -.230, p<.01), personal psychological problems (r = -.271, p<.01), family problems (r = -.241, p<.01) and academic problems (r = -.355, p<.01).

The influence of gender on all the study variable was assessed and findings revealed that the influence of gender students' help seeking behavior was not significant in spite of the fact the girls scored slightly higher [t (216) = 1.216, p = n.s]. This information is depicted in the graph below.

Discussion The first hypothetical prediction states that "There is a significant positive correlation between students' problem and counseling seeking behavior". This prediction was supported by the

results of the analysis. This finding is consistent with the findings of Hassan (2011) who suggests that African students prefer seeking help for their problems from informal sources. The findings also confirm the recommendation of Barker (2007) that there was the need to promote the services of school counselors in the local government areas to assist the students, particularly the adolescents that were experiencing some problems in school. The finding is consistent with Barker (2007) framework for help seeking which indicates that the perception of need for the help was affected by factors such as problem recognition and need for assistance. The motivation to seek help is also influenced by psychosocial factors such as perception of social support, perception of social stigma, personal coping skills, self-esteem as outlined in Maslow theoretical framework, self-efficacy and locus of control. This finding however, contradicts the findings of Whitaker, et. al (1994) that adolescents do not often utilize communal support systems in general nor professional help in particular even when suffering from depression, drug abuse and other psychosocial problems. This contradiction could be explained based on the type of problem adolescents have. Problems such as drug abuse and psychosocial problems (sexual) are associated with social stigma in Africa and adolescents with such problems may as a result of confidentiality and intention to keep secret issues of drug and sex not seek help. This view is similar to research evidenced by Awusabo, Abane and Owusu-Kyereme (2004) who suggest that many of the young people are at risk or are already struggling with the consequences of unplanned pregnancy or sexually transmitted infection. They indicated further that students prefer seeking help for their problems from informal sources. Many adolescents in Ghana do not seek help or utilize the support systems available.

The second hypothetical prediction states that "Personality of adolescent students would significantly predict their counseling seeking behavior". This prediction was supported by the results of the analysis. Research evidence indicates that people with external locus of control believed that problems and challenges of life are caused by forces and factors outside them as opposed to those with internal locus of control who believe problems and challenges of life emanate from things and sources they have control over. Vogel, Stephen, Wester and Larson (2007) also reported that internals locus individuals are more likely to engage in a wide range of health enhancing behavior than externals locus individual.

The current study rather found out that participants with external locus of control rather sought more help than those with internal locus of control. Their personality may have influenced this observation since those with conscientious personality trait with external locus of control engaged in more help seeking behavior than those with neurotic and internal locus of control.

Those with conscientious personality traits with external locus of control believed challenges have causes outside them and as a result of this, they are more likely to seek solutions for those challenges from outside sources because their believe is they do not have control over those problems as opposed to people with internal locus of control who believe problems and challenges of life are caused by things within them which they have control over. This view in the literature was confirmed by the current findings in which participants with external locus of control engaged in higher counseling seeking behavior compared with internal locus of control. The study confirm the findings of Vogel et al (2007) which indicated self-esteem whether internal locus or external locus could be an important psychological barrier to seeking help from professional sources such as family or friends. They suggest that seeking help from another source entails an implicit analysis of the costs and benefits to one's self-esteem which could also be internal or external. According to Vogel and friends, seeking help from another to some degree especially people with internal locus means admitting that one cannot deal with the problem on one's own and as such, can be an admission of inadequacy. Research evidence further revealed that an individual's counseling seeking behavior is influenced by the personality traits of the individual (Vogel et al. (2007). The current study confirms this where participants with conscientious personality recorded higher counseling seeking behavior than those with neurotic personality trait.

The third hypothesis states that ". Locus of control of adolescent students would significantly predict counseling seeking behavior. ". The finding contradicts the findings of (Vogel, Wester and Larson 2007). Though participants with openness personality traits with internal locus of control sought more counseling compared to those with the other personality traits with internal locus of

control, those with external locus of control scored higher on help seeking behavior than those traits with internal locus of control. The major reason backing this finding is the fact that participants with internal locus of control virtually believed they have control over what causes the challenges they face for which they may need a help or see a counselor. Participants with external locus of control recorded higher help seeking behavior score because they believe challenges they are facing are controlled by external forces outside them. Therefore they seek help to be able to deal with those external forces. This explains reasons why participants with an agreeable personality trait and external locus of control engaged in higher help seeking behavior than those with openness and internal locus of control. The finding supports the ideas of Bostic (2010) who defined locus of control as effects on life events. Locus of control structure shows a distribution on dimensions of internal (influenced by inside forces) and external locus of control (influenced by outside forces such as chance or other people

The fourth hypothetical prediction states that "There is a significant positive correlation between social support and counseling seeking behavior". This is supported which is consistent with the claim by Barkar (2007) that help-seeking involves assessing social support. The positive correlation between help seeking behavior and social support was also articulated by Rickwood, Deane, Wilson and Ciarrochi (2005) that psychological help-seeking involves communicating with others to obtain help and support for troubling experiences. The study lend supports the ascension by Ayodele (2013) that social support and close friendships form the core components of social integration. In measuring feelings of belonging within classes and institutions alongside counseling gains, Ayodele (2013) found a positive correlation between both senses of belonging and counseling benefits. This means that counseling seeking behavior is enhanced if students have strong social support in schools. Social support is positively correlated with counseling gains and academic achievement in adolescents and emerging adults. The findings agree with a World Health Organization literature review and program consultation on Adolescents, social support and help-seeking behavior by Barker (2007). According to Barker (2007), numerous WHO consultations and studies have confirmed the importance of caring and meaningful relationships, as well as pro-social connections with individuals and social institutions, in reducing risks and promoting healthy and positive developmental outcomes.

Findings and conclusions: There is significant correlation between students' problems and counseling seeking behavior. Having counselors in schools correlates significantly with having counseling in schools. Locus of control positively and significantly predict all other study variables except self-stigma of seeking help which it predicts negatively A significant correlation exists between social support and students' problem and help-seeking behavior. Adolescents with conscientious personality with external locus of control will show a higher counseling seeking behavior than adolescents with neurotic personality and internal locus of control.

Adolescents with openness personality traits and internal locus of control will show high counseling seeking behavior than adolescents with agreeable and external locus of control. There is a significant positive correlation between social support and counseling seeking behavior.

Recommendations

There is therefore the need to educate the adolescents on the need to seek professional help regarding various aspects of life not only when they are facing problem.

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