Correlates of Self-Reported Help-Seeking Among Adolescents

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Abstract

The present study examined demographic and psychological correlates of help-seeking behavior in a sample of 220 (111 males, 109 females) adolescents, ranging in age from 12 to 19 years (mean age = 15.0 years). Adolescents were administered measures of self-worth, self-consciousness, and locus of control. Adolescents were also asked to report whether or not they had sought help from their mothers, fathers, friends, and professionals for assistance with emotional problems during the past year. Results revealed that, overall, females sought more help than males from mothers, friends, and professionals. Older adolescents sought more help than younger adolescents from friends and professionals. A series of discriminant function analyses were conducted in order to determine the extent to which each of the demographic and psychological variables significantly discriminated between those adolescents who sought help (help-seekers) and those adolescents who did not (nonseekers). Reliable differences were found to significantly discriminate between the demographic and psychological predictors of seeking help for each helping resource. Self-worth was found to be significant in predicting seeking help from friends and professionals. Self-consciousness was found to significantly predict seeking help from father, friends, and professionals. Additionally, locus of control was a significant predictor of seeking help from mother, father and friends. The findings are discussed in terms of their implications for mental health intervention during adolescence.
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To my Dad,
Hans Gerd Muller
(1923-1992)
CHAPTER I: INTRODUCTION

This study is an attempt to examine how selected demographic and psychological variables inhibit or facilitate seeking help for emotional problems from both informal (e.g., family, friends) and formal (e.g., school counselors, mental health professionals) helping resources during the adolescent age-period. An understanding of the factors associated with adolescent help-seeking is of practical significance to parents, professionals, and policy makers alike. Indeed, determining the factors that characterize those adolescents who seek help and those adolescents who do not has direct implications for the design and implementation of successful intervention programs designed to facilitate the healthy development of all youth. For example, identifying those individuals whom adolescents seek out for help will be useful for intervention efforts which could provide adolescent mental health information to such individuals in an effort to enrich their ability to help the adolescent successfully cope (Dubow, Lovko, & Kausch, 1990). Identifying the sources and correlates of help-seeking also has empirical significance. Indeed, this information may be useful for determining the changing structure of adolescents' social networks as well as discerning the characteristics of those adolescents who prefer one source of help over another.
1.1. Theoretical Significance of the Study

Adolescence has traditionally been described as a period of turbulence, stress and incompetence (Santrock, 1993). Early developmental theorists coined adolescence as a time of "storm and stress" (Hall, 1904) and "identity crisis" (Erikson, 1959). Contrary to the portrayal of adolescence as a highly disturbed and tumultuous period of life, contemporary research suggests that the majority of adolescents successfully negotiate the path from childhood to adulthood (Offer & Church, 1991). The majority of adolescents find the transition from childhood to adulthood a time of physical, cognitive, and social development that leads to challenges and opportunities. Yet, while most adolescents experience the transition into adulthood more positively than the traditional stereotype portrays, many adolescents are not provided with adequate support to become competent adults (Santrock, 1993). The many and varied changes that occur during adolescence can evoke psychological stress requiring the adolescent to cope with new and demanding situations.

Coping includes all purposeful attempts to manage stress regardless of their effectiveness (Compas, 1987). Due to the many changes that occur during adolescence the utilization of appropriate coping strategies becomes increasingly important. Theoretically, coping involves resources such as problem-solving skills, interpersonal skills, positive self-esteem and social support networks (Compas, 1987). Several frameworks have been used to classify coping efforts in adults (Lazarus & Folkman, 1984; Menaghan, 1983; Moos & Billings, 1982) and these models have recently been used by researchers to assess and classify coping in children and adolescents.
Correlates of Help-seeking

(Compas, Malcarne, & Fondacaro, 1988; Patterson & McCubbin, 1987; Wills, 1985, 1986). The Approach/Avoidance coping model refers to coping efforts that can be conceptualized as active or approach oriented versus passive or avoidance oriented strategies (Billings & Moos, 1981; Lazarus & Folkman, 1984). Active or approach strategies involve cognitive attempts to change ways of thinking about problems and behavioral attempts to change events by dealing directly with the problem. Conversely, avoidant strategies involve cognitive attempts to deny conflict and behavioral attempts to avoid confronting problems (Ebata & Moos, 1991).

Although the term "coping strategy" is often taken for granted to mean an effective way of dealing with stress, there exist many ineffective and often destructive coping strategies employed by individuals in the hope of alleviating emotional stress. Many of these destructive coping strategies, such as drug and alcohol abuse, become habit forming and problematic on their own accord, leading to further distress. Ineffective coping strategies utilized during adolescence may lead to a negative pattern of coping and affect long term adjustment.

By contrast a more effective coping strategy referred to as "help-seeking," is an active coping strategy that implies actively seeking guidance and assistance from the social support networks that are available to the individual. Specifically, help-seeking involves coping with distress by approaching either an informal helping agent, such as family or friends, or a formal helping agent, such as a mental health professional, counselor, or clergy, for help.
An individual is most likely to develop new coping strategies during adolescence when a sense of independence and autonomy from parents coincides with the many transitions and changes which occur during this time period. Ironically, adolescence is not only a time for some adolescents to become overwhelmed by emotional stress but it is also a time when many adolescents are no longer willing to accept parents and other adults as disclosure partners (Seiffge-Krenke, 1984; Stierlin, 1974). Development in cognitive abilities affect the way in which adolescents are able to distinguish between private and public information in addition to how they perceive themselves and others in terms of judgments, consequences, and abstract thinking. This, in relation to a growing sense of autonomy, results in a shift of those persons to be relied upon as helping agents. As social networks expand, adolescents may be more likely to include friends as well as parents as those persons from whom to seek help. Although much of the existing research on coping and help-seeking behavior has distinguished primarily between informal helping agents (e.g., family, friends) and formal helping agents (e.g., mental health professionals) recent research suggests there exist distinct dimensions of informal helping agents. For example, Cauce, Felner and Primavera (1982) identified family, informal (friends) and formal (counselors, teachers, etc.) as separate support dimensions. In relation to adolescents' increasing social networks, this distinction between family and friends may be of particular significance.

With respect to formal helping agents, mental health professionals appear to be chosen relatively rarely by adolescents as reported by Seiffge-
Krenke (1984), who found there to be a tendency for adolescents to reject psychotherapy regardless of problem intensity. Similarly, Offer, Howard, Schonert, & Ostrov, (1991), found that only 34% of "disturbed" adolescents had ever seen a mental health professional during the past year. This is significant to note in that the population considered here are adolescents identified as "disturbed," those who would be expected to have come into contact with formal helping agents much more frequently than the undisturbed adolescent population. Offer et al. (1991) go on to suggest that it is a likely possibility that parents initiated the help-seeking behavior of those adolescents who sought the help of a mental health professional. Overall, research has found that adolescents are underrepresented in the utilization of mental health agencies (Seiffge-Krenke, 1985). More information is needed, however, regarding adolescents' help-seeking behaviors with regard to formal sources.

Not seeking help at all may be as potentially destructive as utilizing negative coping strategies. Windle, Miller-Tutzauer, Barnes and Welte (1991), in a study examining help-seeking and substance abuse, identified a social isolate group which was comprised of those adolescents who did not seek help from anyone. The failure to turn to anyone during times of distress "suggests a lack of emotional, social connectedness to parents, peers, or significant others" (Windle et al., 1991, p.180) and is particularly concerning because of the importance of peers during adolescence. Adolescence appears to be a critical time for mental health intervention because of increases in behavioral and emotional difficulties from childhood to adolescence (e.g., suicide, delinquency, drug and alcohol
abuse), in addition to several psychological disturbances that often manifest themselves during adolescence, (e.g., schizophrenia and affective disorders). Prior to the design of effective interventions, it is first necessary to more fully understand the help-seeking behaviors of adolescents.

1.2. Statement of the Purpose

Recent research examining adolescents' help-seeking behaviors has focused on general health concerns, disturbance, and utilization of professional resources (Dubow et al., 1990; Offer et al., 1991; Whitaker, et al., 1990). Although useful information regarding the social support resources that adolescents utilize (e.g., informal resources vs. formal resources) can be derived from these studies, little existing research has explored the demographic and psychological correlates of adolescents that may inhibit or facilitate help-seeking behavior. By psychological correlates or personal resources reference is made to those personality characteristics individuals have which may influence coping behavior. The demographic and psychological correlates of prime consideration to the present study are age, gender, self-worth, self-consciousness and locus of control.

Examining demographic and psychological correlates in relation to coping and help-seeking provides the necessary link to understanding why some adolescents seek help for emotional problems and others do not. This understanding is imperative for the identification of those adolescents "at risk" for utilizing available helping agents. In addition this information is important in respect to how mental health intervention programs are
presented and implemented. Specifically, if we can understand those psychological factors related to help-seeking, we are better qualified to identify those adolescents who may lack the psychological resources associated with effective help-seeking behavior. If identification of those adolescents most "at risk" for not seeking help does not occur, these adolescents may develop destructive coping strategies and have poor adult adjustment.

Research has found that adults reluctant to ask for assistance and who do not seek help have lower self-esteem, have strong reservations about discussing their problems with others, and are considered to be more at risk (Brown, 1978). Successful intervention is most likely to occur before destructive and ineffective coping strategies develop.

The goal of the proposed study is to explore the relationship between selected demographic (i.e., age, gender) and psychological (i.e., self-worth, self-consciousness, locus of control) variables to help-seeking behavior for emotional problems from informal (i.e., family, friends) and formal (e.g., school counselors, mental health professionals) helping resources.

Chapter two contains a review of the literature pertaining to specific research questions derived from this goal.
CHAPTER II: LITERATURE REVIEW

This chapter will begin with a review of the literature on adolescent help-seeking as a coping strategy. This general overview will provide a foundation for investigating the role of psychological variables as they relate to help-seeking behavior. Following the literature review on help-seeking is a review of the literature related to the psychological variables considered in the proposed study (i.e., self-worth, self-consciousness, locus of control). Concluding the chapter is a rationale for the study and the research questions to be addressed.

2.1. Help-seeking as a Coping Strategy

From a general perspective, coping is considered to include all responses to stressful events or episodes. Lazarus and Folkman (1984) define coping as "constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person" (p. 141). Coping includes all purposeful attempts to manage stress regardless of the effectiveness of these attempts (Compas, 1987). It is important to consider that coping resources include those associated with the social environment (e.g., social support networks), and those associated with personal coping resources (e.g., interpersonal skills, problem-solving skills, self-esteem).

With respect to adolescence, the development of effective coping strategies may be of particular importance due to the general increase in emotional stress during that age-period (Seiffge-Krenke, 1989). In addition
to the relevance of personal and social resources with regard to coping is the need to consider the cognitive and social development of the adolescent as these are likely to affect what is perceived as stressful and what coping strategies are utilized. The coping strategy that provides the focus of the proposed study is help-seeking.

Help-seeking is an active coping strategy which implies actively seeking help and assistance from the social support networks that are available to the individual. Social support is generally acknowledged in terms of both informal support systems, inclusive of family and friends, and formal support systems, such as mental health professionals, counselors and clergy. Research has shown that if an informal social network is not available or perceived as helpful then the need for formal support increases (Bosmajian & Mattson, 1980; Moos & Mitchell, 1982; Wills, 1982, 1983). Goodman, Sewell and Jampol (1984), in a study investigating life stress, social supports and the decision to seek professional help, found that those individuals seeking professional help reported less contact and closeness with family. Although individuals did not report more negative events, they did report greater impact of those negative events. These findings suggest the importance of informal social support in shaping individuals' perceptions of negative events as well as suggest the role personal coping resources may have in determining help-seeking behavior. It is significant to note, however, that many of these findings are based on studies involving adults rather than adolescents. When the under representation of adolescents utilizing mental health
agencies is considered, it is apparent that more research is needed investigating the help-seeking behaviors of this age group.

Recent research concerned with help-seeking in adolescence has focused primarily on general health concerns and has failed to discriminate between seeking help for medical problems versus psychological problems. Subsequently, the helping agents consulted are often not differentiated with consideration to type of health concern and utilization of specific helping agents. For example, in a study by Dubow et al. (1990) adolescents were presented with a list of 27 potential helping agents and asked if they had used the resource in the past year. Although demographic information was considered when surveying general health concerns in relation to age, gender, and SES, specific information about the nature of the relationship between health concerns and the specific utilized helping agents was lacking.

A more comprehensive investigation has recently been approached by Offer et al. (1991). This study addressed adolescents' help-seeking behaviors regarding the use of mental health professionals and went beyond the majority of previous investigations that examined help-seeking with respect to the medical professions (Hodgson, Feldman, Corber, & Quinn, 1986). Offer et al. (1991) also differentiated between informal and formal helping agents. Differences were found between disturbed and nondisturbed adolescents where the latter were most likely to seek help from parents and friends. Mental health services were generally not utilized. Two-thirds of those adolescents identified as disturbed had not sought help from a mental health professional. If research is conducted
with the intention to learn more about the adolescents themselves (e.g., personality characteristics, personal resources) then perhaps a clearer understanding may emerge as to why some individuals seek help and others do not. This is important given that help received is indeed considered to be helpful.

Several studies have found that adolescents are reluctant to seek help for emotional or personal problems from school personnel (Naginey & Swisher, 1990; Hutchinson & Reagan, 1989). Hutchinson and Reagan (1989) found that adolescents were most comfortable talking to school counselors about school related, administrative types of concerns and least comfortable talking about personal problems. This type of reserve on the part of the adolescent may be increased depending on the personal resources or characteristics an individual may have. For example, an adolescent with a high level of self-consciousness and negative self-worth may be particularly reluctant to seek help.

2.2. Self-worth and Help-seeking

Harter (1983, 1986) emphasizes the importance of self-worth and self-control in the development of the adolescent. There is now a growing consensus that self-worth is poorly captured from measures which pool diverse domains such as scholastic competence, social competence, behavioral conduct, etc. (Harter, 1982, 1986; Rosenberg, 1979, 1985). Rather, a more accurate approach is to tap these specific domains separately because adolescents typically have different self-worths in each of these areas. In addition, adolescents also possess a general self-worth which can be measured independently using specific questions designed to
tap global self-worth rather than simply pooling domain specific areas in an attempt to identify global self-worth (Harter, 1989). Harter (1983, 1987) has demonstrated that adolescents' perceptions of the attitudes of significant others are highly related to global self-esteem. Indeed, adolescents' increasing cognitive ability in relation to abstract thinking undoubtedly plays a role in how adolescents think about themselves and the way in which they perceive others are thinking about them. With regard to help-seeking, adolescents' perceptions of the attitudes of others may play a factor in who is sought out for help and whether help is sought out at all. More specifically, adolescents' own sense of self-worth may be an integral factor in help-seeking behavior. Harter (1987) identified that children with the highest self-worth were those who possessed high social support.

Self-threatening events on high and low self-esteem individuals was discussed by Bramel (1968) and it was reasoned that the cues of inferiority and dependency inherent in seeking help are not compatible with the positive self-cognitions that high self-esteem individuals hold about themselves (Coopersmith, 1967). From this point of view, it was suggested that seeking help would be a relatively aversive psychological event for those individuals with high self-esteem and a relatively non-threatening experience for those with low self-esteem. In a study carried out by Nadler, Mayseless, Peri and Chemerinski (1985) it was hypothesized that high and low self-esteem individuals would be differentially sensitive to the self-threat of seeking help. This idea was based on research theories indicating that receiving assistance without a perceived opportunity to repay is a psychologically aversive event.
(Greenberg & Westcott, 1983; Hatfield & Sprecher, 1983). Subjects were given a word formation task to solve and were told another person was working on the same task in an adjoining room. Subjects were told that they would receive a prize proportional to their success. After five minutes the subject's work was compared with the other subject's and they were individually informed that they had the option of collaborating with the other subject. Nadler et al. (1985) found high self-esteem individuals to be more reluctant to seek help than low self-esteem individuals. This study, however, focused on help-seeking behaviors unrelated to emotional or personal problems and instead focused on reciprocity of general helping behavior. This type of help-seeking differs quite markedly in comparison with helping resources who are either known to the help-seeker (e.g., family, friend) or professional helping resources. Additionally, these results may have occurred due to the high self-esteem subjects feeling confident enough about their own success not to seek help and low self-esteem subjects feeling desperate and pressured so that they sought help more. Nadler et al.'s (1985) study is reviewed here because it is one of the few existing investigations that has directly examined the relationship between self-esteem and help-seeking.

Another study investigating the relationship between self-esteem and help-seeking was carried out by Brown (1978). In contrast to Nadler et al.'s (1985) study which examined help-seeking with regard to an academic task, Brown's (1978) investigation directly examined the link between self-esteem and seeking help for emotional problems. Brown (1978) examined psychological correlates (i.e., mastery, self-esteem, effective coping) of
help-seeking behavior among adults and found that those with the highest levels of mastery (i.e., control individuals felt they had over their own lives) and most effective coping were nonseekers, those adults who did not seek help. An important element in this finding was that the nonseekers with the strongest psychological correlates (e.g., high levels of mastery, highly effective coping repertoires) were found to have few reservations about discussing problems with others should a problem arise. Perhaps it is the knowledge that they have help (e.g., strong environmental resources, social support) available to them that is associated with bolstering this group's own sense of high self-esteem and mastery. Also important to note is the finding that these nonseekers with strong personal resources had few reservations about discussing problems with others "should a problem arise". This strengthens the case for the possibility that those persons with strong personal resources (e.g., self-esteem, mastery) are in fact help-seekers when they have a problem. Therefore those individuals with high self-esteem or positive self-worths are those most likely to feel confident asking for assistance and confide in others. By comparison, individuals with negative self-worths may be likely not to seek help and attempt to appear competent by hiding their problems from others. Brown's (1978) findings are compatible with this supposition. Because adolescence has been associated with temporary drops in self-esteem (Harter, 1983; Simmons, Rosenberg, & Rosenberg, 1973) the possibility of those adolescents with low self-esteem or negative self-worths not seeking help is concerning. If in fact self-worths and personal resources are correlated
with help-seeking behavior then the under representation of adolescents utilizing mental health agencies may be better understood.

Nadler, Fisher, and Depaulo (1983) discuss self-esteem in relation to help-seeking although the focus is on how receiving help affects self-esteem rather than how self-concept affects help-seeking behavior. In addition Nadler et al. (1983) approach the subject of help-seeking in a global manner. That is, help-seeking is discussed in terms of seeking help in varying situations (e.g., peer tutoring, medical help, police help). Although very little research exists on the relationship between personal resources and help-seeking behavior, Nadler et al. (1983) discuss results from several studies relating help-seeking and personality inventories. Identifying a specific personality type of help-seekers has yielded mixed results yet certain personality variables such as low self-esteem have been linked with individuals who would seek help (Siegman, 1974; Thorensen, 1970). It should be noted, however, that these studies looked at help-seeking behavior using a help-seeking behavior measure designed to measure attitudes rather than actual help-seeking behavior in relation to personality inventories. The finding that low self-esteem is associated with individuals who would seek help is not the same as what low self-esteem individuals actually do. The possibility remains that individuals with low self-esteem or self-worths may find the act of seeking help to be threatening and a public display of personal inadequacy.

In Schonert, Offer and Howard's (1992) study focusing on variables (sociodemographic characteristics, self-image, symptomatology, delinquent behaviors) associated with adolescent help-seeking behavior in relation to
formal and informal helping agents, positive self-image was found to be significantly related to seeking help from parents. Poor self-image was related to seeking help from a mental health professional. The authors noted that it may be that those adolescents with poor self-image may only be seeking the help from a mental health professional due to parental initiation rather than by their own free choice.

Cauce et al. (1982) investigated adolescent social support and found that perceived helpfulness of various sources of social support related to personal characteristics of adolescents. The personal characteristics of interest in the study were school performance and self-concept. Higher levels of self-concept were found to be positively related to perceptions of helpfulness of social support networks. It should be noted that adolescent perceptions of helpfulness of social support does not reflect the utilization of such social support networks. Although this may suggest that those individuals with high self-concept would be more apt to actually seek help than those individuals with low self-concept, more research investigating the relationship between actual help-seeking behavior and psychological variables is needed before this suggestion can be substantiated.

2.3. Self-consciousness and Help-seeking

Self-consciousness may play a significant role in predicting help-seeking behavior. For example Brown's (1978) study found that those adults who did not seek help for emotional problems were reluctant to self-disclose and had strong reservations about discussing problems with others. These nonseekers also possessed lower self-esteem than help-seekers as
well as ineffective coping strategies. Additionally it was found that individuals who had few reservations about disclosing problems to others were not reluctant to seek help. The reluctance to self-disclose may be associated with self-consciousness. That is, being unable to discuss problems with someone may be a result of a heightened self-consciousness.

Self-consciousness has been defined in terms of private and public self-consciousness. Based on a theoretical model linking self-disclosure and self-consciousness, Davis and Franzoi (1986) focused on private self-consciousness, which is defined as the dispositional tendency to focus attention on the more private and covert aspects of the self. Based on the evidence that individuals with high private self-consciousness possess clearer more distinct self-knowledge (Bernstein & Davis, 1982; Franzoi, 1983; Scheier, Buss, & Buss, 1978), Davis and Franzoi (1986) predicted that individuals with high private self-consciousness would possess the high levels of self-knowledge that is related to intimate self-disclosure to peers. Results supported the prediction that higher private self-consciousness lead to greater self-disclosure. Degree of self-disclosure is likely to be greater if disclosure is reciprocated although children may be socialized to disclose whether or not reciprocity is present (Norrell 1984). Adolescents, however, may react to self-disclosure more cautiously than children due to increased cognitive abilities, such as abstract thinking and perspective-taking. Self-disclosure may decrease as an awareness of the judgments of others increases thus resulting in self-consciousness.

Public self-consciousness is defined as the tendency to think about those self-aspects that are matters of public display; qualities of the self
from which impressions are formed in other people's eyes. Given that seeking help requires self-disclosure, the psychological correlate self-consciousness may be linked to help-seeking behavior. Specifically, high self-consciousness may inhibit self-disclosure for fear of judgment and thus inhibit help-seeking behavior.

2.4. **Locus of Control and Help-seeking**

A number of studies have provided evidence that locus of control is related to behaviors and preferences indicating active involvement in versus passive acceptance of, circumstances affecting an individual's life (Thayer, Gorman, Wessman, Schmeidler, & Manucci, 1975). Rotter (1972) characterized internal versus external attitudes regarding the source of control as a generalized attitude, belief or expectancy associated with the nature of the causal relationship between one's own behavior and its consequences. In terms of coping and help-seeking behavior, the initiative of an adolescent plays a significant role in whether help will be sought. If an adolescent were to believe that he/she has little or no control over distressing situations then he/she may be unlikely to initiate help independently. In a study investigating adolescent locus of control and compliance with school-based interventions, Trice (1990) found adolescents with an internal locus of control to be more responsive to counseling than those with an external locus of control. With regard to help-seeking, this finding may be suggestive that adolescents with an internal locus of control would be more likely to seek help.
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Internal locus of control has been consistently found to characterize invulnerable children and adolescents in relation to stress (Compas, 1987). If internal locus of control helps to protect adolescents from stress more information is needed. That is, locus of control may play a role in mediating how an adolescent reacts to stressful events and in addition locus of control may be associated with help-seeking behavior. If an adolescent feels he/she has control over a situation (internal locus of control) it is likely that he/she will take action in resolving emotional distress by utilizing a coping strategy such as seeking help. By contrast, an adolescent with an external locus of control may feel no control over a situation and thus passively believe that nothing he/she could do would illicit change or alleviate emotional distress. The contention that locus of control orientation is an important personal resource that performs a key health protective function by moderating the impact of social stress was supported by findings in a study conducted by Siddique and D'Arcy (1984).

2.5. Rationale for the Study

Little research exists examining the psychological correlates of help-seeking during the adolescent age-period. Investigating the relationship between selected psychological correlates (i.e., self-worth, self-consciousness, locus of control) may increase our understanding of the psychological variables that may inhibit or facilitate help-seeking. Previous research investigating adolescent help-seeking has focused primarily on demographic information and general health concerns which do not differentiate between physical and emotional problems.
Although the existing research examining adolescents' help-seeking behaviors has yielded some important insights (e.g., Dubow et al., 1990; Offer et al., 1991; Whitaker et al., 1990), there exist four important limitations. First, scarce research exists which has examined demographic differences in adolescents' utilization of different helping agents. Second, little of the previous research has examined the manner in which the psychological characteristics of the adolescent affect his or her help-seeking behaviors. Because of the important role that psychological variables play in determining the utilization of social support and healthy adaptation (Garmezy, 1985), it is important to identify those psychological characteristics that are associated with seeking or not seeking help. Moreover, examining psychological characteristics in relation to coping and help-seeking provides the necessary link to understanding why some adolescents seek help for emotional problems and stress while others do not. This understanding is important for the identification of those adolescents "at risk" for utilizing available helping agents.

A third limitation in the existing research on adolescent help-seeking is that the majority of researchers have investigated adolescents' perceptions of the helping agents that they say they would use if they were experiencing problems rather than adolescents' actual help-seeking behaviors (Dubow et al., 1990; Feldman, Hodgson, Corber, & Quinn, 1986; Marks, Malizio, Hoch, Brody, & Fisher, 1983; Riggs & Cheng, 1988; Seiffge-Krenke, 1989; Whitaker et al., 1990; Windle et al., 1991). Determining the actual help-seeking behaviors that adolescents employ
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when attempting to cope with psychological distress is of great practical significance.

Finally, a fourth limitation in the research on adolescent help-seeking is that many researchers have not differentiated between various informal and formal helping resources. Although much of the existing research on coping behavior has distinguished primarily between informal (e.g., family, friends) and formal (e.g., mental health professionals) sources of social support, recent research suggests that there exists different dimensions of informal helping agents. Specifically, Cauce et al. (1982) identified three distinct support dimensions; family, informal (friends) and formal (e.g., school counselors, mental health professionals). Although Cauce has indicated that the family is a distinct and important source of social support, she has not differentiated between the social support provided by mother versus the social support provided by father. Because Youniss and Smollar (1985) have found that differences exist with respect to adolescents' relationships with mothers and fathers, it appears that it is important to make this distinction when assessing adolescents' help seeking behaviors.

Studies associating help-seeking and personality inventories have shown mixed results (Nadler et al., 1983). Specifically, these previous research studies have failed to identify a distinctive help-seeking profile, perhaps due to the diverse populations (patient, client, non patient, student) and large variation of type of help-seeking (medical, psychological, academic, social). In addition, it is unrealistic to attempt to classify an entire population of individuals with personality profiles. A more realistic
goal is to attempt to predict help-seeking with regard to a few specific psychological variables. As research from Brown (1978) indicates, there is considerable variation within groups of help-seekers and nonseekers. Brown's study discriminates between individuals who do not seek help that have strong personal resources (high self-esteem) and are not reluctant about discussing problems with those who have low self-esteem and are reluctant to discuss problems. This may indicate the roles of both self-worth and self-consciousness in relation to help-seeking behavior. Wheaton (1983) points out that research on the moderating influence of coping resources on the effects of stress has focused mainly on environmental resources such as social support rather than personal coping resources. Although Wheaton's study concentrated on exploring the psychological variables of inflexibility and fatalism, findings show that low levels of both these variables have a moderating level on stress. Exploring the relationship between psychological variables and help-seeking behavior rather than stress itself may be important when considering interventions.

Because adolescence is a time when coping and help-seeking strategies are still developing, we may be in a better position to intervene by identifying those adolescents at risk for not seeking help independently, and thus not receiving help. This identification can not successfully take place unless research investigating which psychological variables are related to help-seeking behavior, is pursued. At present, little research has been done on the psychological correlates of adolescent help-seeking behavior for emotional distress.
Based on the existing help-seeking literature and the theoretical relationship of psychological variables this study intends to answer the following questions:

2.6. Research Questions:

1. Do age and gender differences exist in the help-seeking behaviors of adolescents from the following helping sources?
   a) mother
   b) father
   c) friends
   d) professionals

2. What are the demographic (i.e., age, gender) and psychological (i.e., self-worth, self-consciousness, locus of control) characteristics of those adolescent who seek help (help-seekers) and those adolescents who do not seek help (nonseekers) with respect to each of the above mentioned helping resources?
CHAPTER III: METHODOLOGY

The methodology utilized in the present study is discussed in terms of the sample, measures and procedures.

3.1. Description of the Sample

The sample consisted of 220 (111 males, 109 females) adolescents enrolled in a public secondary school (grade 8 to 12) located in a large Western Canadian city. Students were selected from all grades and from classes across the curriculum to avoid obtaining a sample biased with respect to special programs or subject areas. Students who participated in the study were from teachers' classes during "A" block (a time period in the high school) who had been selected by the school principal participate. Students who (a) had parental consent to participate, (b) agreed themselves to participate, and (c) were present on the day of data collection, completed five questionnaires associated with adolescent help-seeking and psychological resources. Both parental and student consent were obtained with permission slips given to the students two weeks prior to data collection. All students were participants in a larger study investigating stress and coping in adolescence. Students ranged in age from 12 through 19 years, with a mean age of 15.0 years (SD = 1.44). The students were predominantly Caucasian and from either middle - or upper-middle class families. Educational level of students' fathers was as follows: 5% had less than a high school education, 7% finished high school, 8% had received some college education, 29% were college graduates and, 35%
had attended graduate school. Eleven percent of the students reported that they did not know the educational level of their father.

3.2. Measures

Students were administered several questionnaires. The measures chosen reflect those measures which have demonstrated good internal consistencies and reliabilties based on previous research and which are considered to be appropriate for the adolescent age-period.

3.2a. Demographic Information (Appendix A)

A brief questionnaire was used in order to obtain information concerning the students' gender, age, and educational level of parents.

3.2b. Help-Seeking Behaviors (Appendix B)

The help-seeking measure was previously used by Offer et al., (1991) in their study of the help-seeking behaviors of disturbed and non-disturbed adolescents. Offer and colleagues modified the Mental Health Utilization Questionnaire (MHUQ; Veroff, Douvan, & Kulka, 1981) which is based on a survey developed by the Institute of Social Research. This measure is comprised of items exploring the extent to which the adolescent has felt the need to use different types of social support (e.g., family, friends, professionals) for help with emotional problems. Also included are items related to the adolescent’s perceptions of informal (e.g., family members, friends) helping agents and other types of formal (e.g., alcohol/drug abuse centers) helping resources. For the purpose of the
present study, help sought from parents (i.e., mother, father), friends, and professionals (i.e., teacher, school counselor, school psychologist, team coach, principal/vice principal, adolescent counseling agency, alcohol or drug abuse program, crisis hotline, social worker, psychologist, psychiatrist, minister/priest/rabbi, police) are discussed. The survey is organized in three sections to assess help-seeking: Family Support (mother, father), Informal Support (friends) and Formal Support (e.g., psychologists, social workers, school counselors). Expressions of help-seeking were elicited by the following probe: "During the past year, have you asked one of the following people/resources to help you with an emotional or personal problem?" Each question is then followed by a list of potential helping agents (e.g., mother, father). Response options include the following: (a) No, (b) Yes, and (c) Does not apply. These response options were then dichotomized to reflect two contrasting groups; those adolescents who had not sought help (nonseekers) and those adolescents who had sought help (help-seekers). The help-seeking behaviors with respect to four specific helping resources, (i.e., mother, father, friends, professionals) were separately assessed (see Appendix B: section two, number one; section three, number one; section four, number one).

3.2c. Self-Worth (Appendix C)

The Self-worth Profile For Adolescents (SPPA; Harter, 1988b) was utilized in the present study to assess self-worth. The SPPA is a self-report questionnaire that measures self perception in areas relevant to the
adolescent's life. This 45-item measure is composed of eight subscales: Scholastic Competence, Athletic Competence, Social Acceptance, Physical Appearance, Behavioral Conduct, Close Friendship, Romantic Appeal, and Job Competence. A separate subscale assesses the adolescent's Global Self-Worth. Only the Global self-worth scale was involved in this study, although the entire measure was administered. A total of six global self-worth items tap the extent to which the adolescent likes oneself as a person, is happy with the way one is, and is happy with one's life. The measure lists 45 statements related to an adolescent's feelings associated with the above eight domains (e.g., "Some teenagers are really happy with themselves BUT other teenagers are often not happy with themselves."). Students are first asked to decide which kind of teenagers in each sentence they are most like (those on the right or left) and to then check either "Really true of me" or "Sort of true for me." Responses are then scored on a four-point scale ranging from 1 (not very competent) to 4 (very competent). Higher scores indicate higher self-worth.

3.2d. Self-Consciousness (Appendix D)

This construct was assessed by means of a revised version of Feningstein, Scheier, and Buss's (1975) Self-Consciousness Scale. Scheier and Carver (1985) revised the original measure to make it more suitable for younger and/or less educated populations. The Self-Consciousness Scale is composed of 22 items and was developed to measure individual differences in private and public self-consciousness as well as social anxiety. Only the social anxiety scale was used in the present study. The social anxiety scale
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consists of six items which measure anxiety related to new situations (e.g., "It takes me time to get over my shyness in new situations"), being observed (e.g., "It's hard for me to work when someone is watching me"), embarrassing events (e.g., "I get embarrassed very easily") and conversations with strangers (e.g., "It's not easy for me to talk to strangers"). Several items are reverse-scored to reduce response bias. Due to the nature of help-seeking behavior where disclosure to others is necessary, the social anxiety subscale was the most appropriate measure of self-consciousness for the present study. Each item is rated on a 4-point scale indicating the extent to which each statement is similar to the adolescent (3 = a lot like me, 2 = somewhat like me, 1 = a little like me, 0 = not at all like me). Higher scores on this measure reflect greater self-consciousness. Scheier and Carver (1985) report that the psychometric properties of their revised version compare favorably to the original scale. For example, internal consistency, as determined by Cronbach's alpha, for each subscale was .75, .84, and .79 for each subscale, respectively.

3.2e. Locus of Control (Appendix E)

The Nowicki-Strickland Locus of Control Scale (Nowicki & Strickland, 1973) was used to measure the extent to which adolescents make external versus internal attributions. A shortened version of this measure (11 items) was utilized in the present investigation. Items are answered by checking either "yes" or "no" by the corresponding statement. A point is given for each score in the external direction, thus, high scores are indicative of high externality and low scores are indicative
of high internality. Previous research findings lend support to the reliability and validity of this measure (Nowicki & Strickland, 1973).

3.3. Procedure

Initially subjects were contacted in their classrooms and given a parental permission slip describing the study. Upon return of the permission slips indicating parental consent, subjects' consent was obtained and all measures were administered in a counterbalanced order during one 50 minute class period. Adolescents were administered the measures by classroom teachers who had been previously trained to administer the tests. Students were given clear instructions prior to the administration and asked to inquire about any questions they had. Students did not write their names on their test forms and were assured of confidentiality. Participants were told that it was not a test, that they would not be graded, and that there were no right or wrong answers. Students were also reminded of the importance of responding honestly to all of the questions.

3.4. Data Analysis

The SPSS Statistics Program (Norusis, 1985) was used to conduct Chi-square analyses of 2 x 2 contingency tables (Seeker by Age and Seeker by Gender, which were defined as two level variables) for each of the four helping resources (i.e., Mother, Father, Friend, Professional) in order to investigate the first question addressed in the study, "Do age and gender differences exist in relation to help-seeking from mother, father, friends, and professionals?"
The intercorrelations between the predictor (independent) variables (i.e., age, gender, self-worth, self-consciousness, locus of control) and of the grouping (dependent) variables were also obtained from the SPSS Statistics Program.

The multivariate technique of discriminant function analysis in the SPSS Statistics Program was utilized in order to investigate differences between adolescents who seek help and those who do not seek help in relation to the predictor variables (i.e., age, gender, self-worth, self-consciousness, locus of control).
CHAPTER IV: RESULTS

The results are discussed in three main sections. In the first, the differences among helping resources (i.e., mother, father, friends, professionals) from whom adolescents sought help are discussed in terms of gender and age. The second section presents intercorrelations among the predictor variables (i.e., gender, age, self-worth, self-consciousness, locus of control). In the third section, differences between adolescents who seek help and those who do not seek help are examined in relation to the predictor/independent variables.

4.1. Reliabilities of Measures

The measures utilized were checked for their respective reliabilities in the present study. Reliability and validity of Harter's Self-worth Profile for Adolescents' have been repeatedly demonstrated (Harter, 1988b). For the present study, internal consistency, as measured by Cronbach's alpha (Cronbach, 1951), was .90. Scheier and Carver (1985) report that the psychometric properties of their revised version of the Self-Consciousness Scale compare favorably to the original scale. For example, internal consistency, as determined by Cronbach's alpha, for each subscale was .75, .84, and .79, respectively. For the present sample, internal consistency for the Social Anxiety subscale was .76. For the Nowicki-Strickland Locus of Control Scale previous research findings lend support to the reliability and validity of this measure (Nowicki & Strickland, 1973).
The internal consistency for the present sample, as measured by Cronbach's alpha (Cronbach, 1951), was .68.

4.2. Descriptive Analyses

The descriptive analyses show the differences in helping resource by gender and age. Chi Square tests were performed in order to investigate the first question addressed in the study, "Do age and gender differences exist in relation to help-seeking from mother, father, friends and professionals?" Chi Square analyses of 2 x 2 (Seeker by Gender) contingency tables were performed for each of the four resources (Mother, Father, Friend, Professional), and are shown in Table 1a. "Seeker" refers to a person who seeks help. Similarly, four 2 x 2 (Seeker by Age) Chi-Square Analyses were performed, and are shown in Table 2a.

4.2a. Chi-Square Analyses of 2 x 2 (Seeker by Gender)

Table 1a shows the percentage of males and females who sought help (i.e., help-seekers) and the percentage of males and females who did not seek help (i.e., nonseekers) for the following helping resources; mother, father, friends, and professionals. As can be seen significant differences emerged between those adolescents classified as seekers and those classified as nonseekers. Generally, females sought help more than males from all four helpings resources. Specifically, (as shown in Table 1b), of the 119 students seeking help from mothers, significantly more were girls (69) than were boys (50), 58% versus 42% respectively, $\chi^2 (1, N=119) = 5.73, p < .01$. Of the 69 students who sought help from friends, 99 were
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33 girls whereas 68 were boys, 59% versus 41%, $X^2 (1, N= 167)=26.25$, $p< .00$. Of the 90 students who sought help from professionals 53 were girls and 37 were boys, 59% versus 41%, $X^2 (1, N=90)=6.32$, $p< .01$.

Table 1a
Percentage of Help-Seekers and Nonseekers by Gender

<table>
<thead>
<tr>
<th>Helping Resource</th>
<th>Help-Seekers</th>
<th>Nonseekers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Mother</td>
<td>42%</td>
<td>58%</td>
</tr>
<tr>
<td>Father</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>Friends</td>
<td>41%</td>
<td>59%</td>
</tr>
<tr>
<td>Professionals</td>
<td>41%</td>
<td>59%</td>
</tr>
</tbody>
</table>

As can be seen in Table 1b most students (167/208)sought help from their friends. Of those 41 students who did not seek help from their friends most of them (35, i.e., 85%) were males. With regard to seeking help from fathers, no gender differences emerged $X^2 (1, N=114) =0.08$, $p.77$. Indeed, both 50% of males and females did not seek help from their fathers.
Table 1b
Number of Responses by Helping Resource, Help-Seeking and Gender

<table>
<thead>
<tr>
<th>Helping Resource</th>
<th>Help-seekers</th>
<th>Nonseekers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
</tr>
<tr>
<td>Mother</td>
<td>119</td>
<td>50</td>
</tr>
<tr>
<td>Father</td>
<td>69</td>
<td>33</td>
</tr>
<tr>
<td>Friends</td>
<td>167</td>
<td>68</td>
</tr>
<tr>
<td>Professionals</td>
<td>90</td>
<td>37</td>
</tr>
</tbody>
</table>

*p < .01

4.2b. Chi-Square Analyses of 2 x 2 (Seeker by Age)

Table 2a shows the percentage of 12-14 yr. olds and 15-18 yr. olds seeking help (i.e., help-seekers) and the percentage of 12-14 yr. olds and 15-18 yr. olds not seeking help (i.e., nonseekers) for the following helping resources, mother, father, friends, and professionals. Table 2b shows the number of responses by helping resources, help-seeking and age. Adolescents were divided into two age groups, those who could be classified as early adolescents (12-14 years old) and those who could be classified as middle adolescents (15-18 years old). This distinction between early adolescents and middle adolescents is in accord with
previous research on adolescence (Keniston, 1970; Lipsitz, 1977). It may be noted that the sample consisted of four nineteen year old adolescents who were included in the middle adolescent category.

Table 2a
Percentage of Help-Seekers and Nonseekers by Age

<table>
<thead>
<tr>
<th></th>
<th>Help-Seekers</th>
<th>Nonseekers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12-14 yrs.</td>
<td>15-18 yrs.</td>
</tr>
<tr>
<td>Mother</td>
<td>38%</td>
<td>62%</td>
</tr>
<tr>
<td>Father</td>
<td>36%</td>
<td>64%</td>
</tr>
<tr>
<td>Friends</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Professionals</td>
<td>34%</td>
<td>66%</td>
</tr>
</tbody>
</table>

As can be seen in Table 2a, 60% of the adolescents who did not seek help (nonseekers) from friends were younger adolescents (12-14 yr. olds) as compared to 40% of older adolescents. Interestingly, 66% of the adolescents who sought help (help-seekers) from professionals were older adolescents (15-19 yrs. old) whereas only 34% of younger adolescents sought help from professionals.
As revealed by Chi-Square tests significant results emerged between adolescents aged 12-14 yrs. old and those aged 15-18 yrs. old. Specifically, as can be seen in Table 2b, older adolescents sought more help than younger adolescents from friends and professionals. Of the 118 students who sought help from mothers, 73 were older as compared to 45 younger, 62% versus 38% respectively, $\chi^2 (1, N=118) = 3.01$, $p < .10$. Of the 69 students who sought help from fathers, 44 were older whereas 25 were younger, 64% versus 36%, $\chi^2 (1, N=69) = 2.66$, $p < .10$. Of the 163 students who sought help from friends, 97 were older compared to 66 younger students, 59% versus 41%, $\chi^2 (1, N=163) = 4.09$, $p < .05$. Of the 88 students who sought help from professionals, 58 were older students whereas 30 were younger, 66% versus 34%, $\chi^2 (1, N=88) = 6.4$, $p < .05$. 
Table 2b
Number of Responses by Helping Resource, Help-Seeking and Age

| Helping Resource | Help-seekers | | | | | | Nonseekers | | | |
| | N | 12-14 yrs. | 15-18 yrs. | N | 12-14 yrs. | 15-18 yrs. | \( \chi^2 \) |
| | | | | | | | |
| Mother | 118 | 45 | 73 | 79 | 40 | 39 | 3.01 |
| Father | 69 | 25 | 44 | 111 | 54 | 57 | 2.66 |
| Friend | 163 | 66 | 97 | 42 | 25 | 17 | 4.9* |
| Professional | 88 | 30 | 58 | 122 | 63 | 59 | 6.4** |

**p < .01
*p < .05

4.3. Intercorrelation Matrices

The intercorrelations of the predictor (independent) variables (i.e., age, gender, self-worth, self-consciousness and locus of control) are presented in Table 3. Similarly the intercorrelations of the grouping (dependent) variables are presented in Table 4.

4.3a. Intercorrelations of Predictor Variables

Of the 5 predictor variables 2 are demographic variables (age and gender) and 3 are psychological variables (self-worth, self-consciousness, locus of control). The variables were coded as follows: Age; age was not
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dichotomized, it remained a continuous variable (i.e., 12-18 yrs. old); Gender; 1=Males, 2=Females; Self-worth; higher scores indicate higher levels of self-worth; Self-consciousness; higher scores indicate higher levels of self-consciousness; Locus of control; higher scores on locus of control indicate more external scores. Point-biserial correlations of gender with age (12-14 and 15-18 yr. olds), self-worth, self-consciousness, and locus of control were all nonsignificant, ranging from -.01 to .12 (p > .05). In addition, Pearson product-moment correlations of age with self-worth, self-consciousness, and locus of control were also nonsignificant, (-.03, .12, -.03, p > .05). As can be seen in Table 3 significant correlations were found between self-worth and self-consciousness (r = -.42, p < .001), self-worth and locus of control (r = -.43, p < .001) and self-consciousness and locus of control (r = -.34, p < .001). Thus, higher levels of self-worth are associated with lower levels of self-consciousness and internal locus of control. Similarly, low levels of self-consciousness are associated with less external (internal) locus of control.
Table 3
Correlations Among Predictor Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gender</td>
<td>---</td>
<td>.12</td>
<td>-.08</td>
<td>-.04</td>
<td>-.01</td>
</tr>
<tr>
<td>2. Age</td>
<td>---</td>
<td>- .03</td>
<td>.12</td>
<td>-.03</td>
<td></td>
</tr>
<tr>
<td>3. Self-worth</td>
<td>---</td>
<td>- .42*</td>
<td>- .43*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Self-consciousness</td>
<td>---</td>
<td></td>
<td>- .34*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Locus of Control</td>
<td></td>
<td></td>
<td></td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>

*p < .01

4.3b. **Intercorrelations of Grouping Variables**

Table 4 shows a phi correlation coefficient between the help-seeking (dependent) variables; help-seeking from mother, help-seeking from father, help-seeking from friends, and help-seeking from professionals. Those adolescents responding "Does not apply" to the helping resources (i.e., mother, father, friend, professional) were not included in the analysis. As can be seen in Table 4 significant correlations were found between seeking help from mother and all other helping resources (i.e. father, friends, professionals), \( r = .18 \) (\( p < .001 \)), .57 (\( p < .05 \)), and .17 (\( p < .05 \)) respectively. The correlation between seeking help from father and
seeking help from friends was not significant ($r = .11, p > .05$). Nevertheless, the correlation between seeking help from father and seeking help from professionals was significant ($r = .17, p < .05$). Finally, seeking help from friends was found to be significantly negatively correlated with seeking help from professionals, ($r = -.28, p < .001$). Thus, adolescents who seek help from one helping resource (i.e. mother, father, friend or professional) tend to seek help from at least one or more additional helping resources.

Table 4
Correlations Among Grouping Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. seeking help from mother</td>
<td>---</td>
<td>.18**</td>
<td>.57*</td>
<td>.17*</td>
</tr>
<tr>
<td>2. seeking help from father</td>
<td>---</td>
<td>.11</td>
<td>.17*</td>
<td></td>
</tr>
<tr>
<td>3. seeking help from friends</td>
<td>---</td>
<td></td>
<td>-.28**</td>
<td></td>
</tr>
<tr>
<td>4. seeking help from professionals</td>
<td></td>
<td></td>
<td></td>
<td>---</td>
</tr>
</tbody>
</table>

*p < .05
*p < .001
4.4. Discriminant Function Analysis

Through use of the multivariate technique of discriminant function analysis differences between adolescents who seek help and those who do not seek help were explored in relation to the predictor variables (i.e., gender, age, self-worth, self-consciousness, locus of control). Discriminant function analysis allows an exploration of the dimensions on which groups differ, the variables contributing to differences among the groups on these dimensions and the degree to which cases can be correctly classified into their own groups (Tabachnick & Fidell, 1989). Therefore the following questions may be addressed:

1. What set of predictor variables (IV's) best predicts seeking help from the following sources?
   a). seeking help from mother
   b). seeking help from father
   c). seeking help from friends
   d). seeking help from professionals

2. How well do the predictor variables (IV's) discriminate among the two groups, help-seekers and nonseekers?

It may be recalled that the variables were coded as follows: Age; a dichotomous variable (i.e., 12-18 yrs. old); Gender; 1=Males, 2=Females; Self-Worth; higher scores indicate higher levels of self-worth (scored 5-20); Self-consciousness; higher scores indicate higher levels of
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self-consciousness (scored 0-18); Locus of control; higher scores on locus of control indicate more external scores (scored 11-22).

Four separate discriminant function analyses were performed to explore whether the predictor variables (i.e., gender, age, self-worth, self-consciousness, locus of control) discriminate between the two groups, help-seekers and nonseekers. A separate discriminant function analysis was performed for each of the four helping resources, (i.e., mother, father, friends, professionals). The same groups, help-seekers and nonseekers were used in all four analyses as were the same predictor variables. Each analysis will be described separately, under the following headings: 1) seeking help from mother, 2) seeking help from father, 3) seeking help from friends, 4) seeking help from professionals.

4.4a. Seeking Help From Mother

Discriminant function analysis was used to determine whether adolescents who sought help (help-seekers) from their mothers could be differentiated from those adolescents who did not seek help (nonseekers) from their mothers. The grouping variable is dichotomous: 1) help-seekers, and 2) nonseekers.

Of the original 220 cases, 61 were dropped from analysis because of missing data. Of the 61 cases dropped from analysis 16 had missing or out-of-range codes, 41 had at least one missing discriminating variable and 4 cases had both. Any obvious deviations from random distribution were not observed upon inspection of missing data. In this analysis 159 cases with complete data were used. The number of help-seekers was 98 (62%)
and the number of nonseekers was 61 (38%). Sample sizes are usually not equal for applications of discriminant function analysis because the grouping variable usually consists of naturally occurring groups and groups rarely occur or are sampled with equal numbers of members (Tabachnik & Fidell, 1989). In order to determine if the homogeneity of variance-covariance, or equal group covariance matrices was met, a Box's M test was performed. Results of this test were nonsignificant, $F(3) = .118$, $p > .05$, thus providing evidence that the homogeneity of variance-covariance, or equal group covariance matrices had been met.

The loading matrix of standardized canonical coefficients between significant predictors and the discriminant function is shown in Table 5. In direct discriminant function analysis, all of the predictor variables enter the equation simultaneously. Screening for multicollinearity that causes statistical instability is routine within discriminant function analysis within the statistical program SPSS due to tolerance criteria for inclusion of variables. If the tolerance is too low, the variable doesn't enter the analysis (Tabachnik & Fidell, 1989). As can be seen in Table 5 the significant predictors for discrimination between the two groups, are gender and locus of control.
A higher proportion of females (60%) than males (40%) sought help from their mothers. Differences also emerged between the groups with regard to locus of control. Nonseekers had higher locus of control scores, indicating more externality (mean=15.88) than help-seekers who had lower locus of control scores, indicating less externality (mean=14.84). In summary, two of the five predictor variables, namely gender and locus of control significantly discriminated between the two groups. Thus more females with less external locus of control sought help from their mother than did males and/or those adolescents with higher external locus of control.

4.4b. Seeking Help From Father

Discriminant function analysis was used to determine whether adolescents who sought help (help-seekers) from their fathers could be
differentiated from those adolescents who did not seek help (nonseekers) from their fathers. The grouping variable is dichotomous: 1) help-seekers, and 2) nonseekers.

Of the original 220 cases, 73 were dropped from analysis because of missing data. Of the 73 cases dropped from analysis 28 had missing or out-of-range codes, 35 had at least one missing discriminating variable and 10 cases had both. Examination of the data indicated that the missing data appeared to be randomly scattered throughout groups and predictors. In this analysis 147 cases with complete data were used. The number of help-seekers was 59 (40%) and the number of nonseekers was 88 (60%). In order to determine of the homogeneity of variance-covariance, or equal group covariance matrices was met a Box's M test was performed. Results of this test were nonsignificant $F(3)=.556, p > .05$, thus providing evidence that the homogeneity of variance-covariance, or equal group covariance matrices was met. The loading matrix of standardized canonical coefficients between significant predictors and the discriminant function is shown in Table 6. As can be seen in Table 6 the significant predictor for discrimination between the two groups is self-consciousness.
Table 6
Results of Discriminant Function Analysis of Demographic and Psychological Variables: Seeking Help from Father

<table>
<thead>
<tr>
<th>Predictor Variable</th>
<th>Standardized Canonical Coefficients</th>
<th>Univariate F(1, 145)</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-consciousness</td>
<td>.76</td>
<td>4.05</td>
<td>.045</td>
</tr>
</tbody>
</table>

With respect to self-consciousness, nonseekers were more self-consciousness (mean = 9.92) than help-seekers (mean = 8.51). In summary, one of the five predictor variables, self-consciousness, significantly discriminated between the two groups. Thus adolescents seeking help from their father were more likely to be less self-consciousness than adolescents who did not seek help from their father.

4.4c. Seeking Help From Friends

Discriminant function analysis was used to determine whether adolescents who sought help (help-seekers) from their friends could be differentiated from those adolescents who did not seek help (nonseekers)
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from their friends. The grouping variable is dichotomous: 1) help-seekers, and 2) nonseekers.

Of the original 220 cases, 54 were dropped from analysis because of missing data. Of the 54 cases dropped from analysis 9 had missing or out-of-range codes, 42 had at least one missing discriminating variable and 3 cases had both. Examination of the data indicated that the missing data appeared to be randomly scattered throughout groups and predictors. In this analysis 166 cases with complete data were used. The number of help-seekers was 135 (81%) and the number of nonseekers was 31 (19%). In order to determine if the homogeneity of variance-covariance, or equal group covariance matrices was met a Box's M test was performed. Results of this test were nonsignificant F(15) = .721, p > .05, thus providing evidence that the homogeneity of variance-covariance, or equal group covariance matrices was met. The loading matrix of standardized canonical coefficients between significant predictors and the discriminant function is shown in Table 7. As can be seen in Table 7 the significant predictors for discrimination between the two groups, are gender, locus of control, self-consciousness, age, and self-worth.
Correlates of Help-seeking

Table 7
Results of Discriminant Function Analysis of Demographic and Psychological Variables: Seeking Help from Friends

<table>
<thead>
<tr>
<th>Predictor Variable</th>
<th>Standardized Canonical Coefficients</th>
<th>Univariate F(1, 167)</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>.83</td>
<td>20.77</td>
<td>.001</td>
</tr>
<tr>
<td>Locus of control</td>
<td>.34</td>
<td>12.34</td>
<td>.001</td>
</tr>
<tr>
<td>Self-consciousness</td>
<td>.23</td>
<td>9.36</td>
<td>.001</td>
</tr>
<tr>
<td>Age</td>
<td>.55</td>
<td>7.83</td>
<td>.001</td>
</tr>
<tr>
<td>Self-worth</td>
<td>-.32</td>
<td>6.47</td>
<td>.001</td>
</tr>
</tbody>
</table>

With regard to gender, a higher proportion of females (59%) than males (41%) sought help from friends. Differences emerged between the groups with regard to locus of control scores. Nonseekers had lower locus of control scores, indicating lower external locus of control, (mean = 15.14) than help-seekers who had higher locus of control, indicating higher external locus of control, (mean = 15.28). With regard to self-consciousness, nonseekers were more self-consciousness (mean = 10.25) than help-seekers (mean = 9.21). Differences also emerged between the groups with regard to age. Nonseekers were younger (mean = 14.6 yrs. old) than help-seekers (mean = 15.1 yrs. old). Additionally, nonseekers
had lower self-worth (mean=14.61) than did help-seekers (mean=14.46). Overall, all of the five predictor variables; (i.e., gender, locus of control, self-consciousness, age, self-worth) significantly discriminated between the two groups. Thus, adolescents seeking help from their friends were more likely to be female, with higher external locus of control, less self-consciousness, older and have higher self-worth than adolescents who did not seek help from their friends.

4.4d. Seeking Help From Professionals

Discriminant function analysis was used to determine whether adolescents who sought help (help-seekers) from professionals could be differentiated from those adolescents who did not seek help (nonseekers) from professionals. The grouping variable is dichotomous: 1) help-seekers, and 2) nonseekers.

Of the original 220 cases, 51 were dropped from analysis because of missing data. Of the 51 cases dropped from analysis 6 had missing or out-of-range codes, 44 had at least one missing discriminating variable and 1 case had both. Examination of the data indicated that the missing data appeared to be randomly scattered throughout groups and predictors. In this analysis 169 cases with complete data were used. The number of help-seekers was 71 (42%) and the number nonseekers was 98 (58%). In order to determine if the homogeneity of variance-covariance, or equal group covariance matrices was met a Box's M test was performed. Results of this test were nonsignificant $F(10) = .873, p > .05$, thus providing evidence that the homogeneity of variance-covariance, or equal group
Correlates of Help-seeking

covariance matrices was met. The loading matrix of the standardized canonical coefficients between significant predictors and the discriminant function is shown in Table 8. As can be seen in Table 8 the significant predictors for discrimination between the two groups are gender, age, self-worth and self-consciousness.

Table 8
Results of Discriminant Function Analysis of Demographic and Psychological Variables: Seeking Help from Professionals

<table>
<thead>
<tr>
<th>Predictor Variable</th>
<th>Standardized Canonical Coefficients</th>
<th>Univariate F(1, 167)</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>-.38</td>
<td>5.35</td>
<td>.005</td>
</tr>
<tr>
<td>Age</td>
<td>-.71</td>
<td>7.04</td>
<td>.008</td>
</tr>
<tr>
<td>Self-worth</td>
<td>.49</td>
<td>4.17</td>
<td>.003</td>
</tr>
<tr>
<td>Self-consciousness</td>
<td>.64</td>
<td>4.54</td>
<td>.004</td>
</tr>
</tbody>
</table>

With regard to gender, females (59%) were more likely than males (41%) to seek help from professionals. Differences emerged between the groups with regard to age. Nonseekers were younger (mean=14.73 yrs. old) as compared to help-seekers (mean=15.32 yrs. old). Adolescents with lower self-worth (mean=14.09) were more likely to seek professional
help than those adolescents with higher self-worth (mean=14.71). Differences were also found with regard to self-consciousness. Nonseekers were more likely to have high levels of self-consciousness (mean=9.81) whereas help-seekers were more likely to have lower levels of self-consciousness, (mean=8.87).

Overall, four of the five predictor variables (i.e., gender, age, self-worth, self-consciousness) significantly discriminated between the two groups. Adolescents seeking help from professionals were more likely to be female, older, with lower self-worth, and higher self-consciousness than those adolescents not seeking help from professionals.
CHAPTER V: DISCUSSION

This study was designed to examine how selected demographic (i.e., age, gender) and psychological variables (i.e., self-worth, self-consciousness, locus of control) relate to seeking help for emotional or personal problems from both informal (i.e., mother, father, friends) and formal (e.g., school counselors, mental health professionals) helping resources during the adolescent age period.

The major purpose of this study was to increase our understanding of the variables that inhibit or facilitate help-seeking in adolescence. The identification of those adolescents most at risk for not seeking help is of particular importance during adolescence when coping and help-seeking strategies are still developing. Increased understanding of adolescents who do and do not seek help is necessary in order to design and implement interventions. The results and limitations of this study contribute to the implications of and generation of future research questions specifically on the correlates of adolescent help-seeking and to adolescent help-seeking behavior in general.

This chapter will discuss the results of the research questions addressed in the study. First, the results from the descriptive analyses will be discussed in terms of the research question regarding age and gender differences. Second, the correlation matrices (independent and dependent) will be discussed. Third, the results of each of the four discriminant function analyses will be discussed in terms of the second research question. Differences between adolescents who seek help and those who
do not seek help explored in relation to the independent variables (i.e., age, gender, self-worth, self-consciousness, locus of control) will be discussed. Following the discussion of the results, the limitations of the study, implications of research on help-seeking, and directions for future research will be discussed.

5.1. Age and Gender Differences

As may be recalled, the first research question addressed in the study was "Do age and gender differences exist in relation to seeking help from mothers, fathers, friends, and professionals?" It was found that significant differences emerged between males and females in relation to help-seeking behavior. Females sought more help than did males from mothers, friends and professionals. A salient finding in the literature on adult help-seeking is that users of mental health, social service, and self-help groups tend to be male and female (Fischer, Winer, & Abramowitz, 1983; McMullen & Gross, 1983; Barker & Pistrang, Shapiro, & Shaw, 1990). Interestingly, 85% of the group who did not seek help from friends was male. This finding is supportive of the identification of "social isolates" in the coping and social support literature (Berndt & Ladd, 1989; Parker & Asher, 1987). Social isolates refer to individuals who fail to identify friends as a social resource to whom one may turn in times of need. Windle et al. (1991) identified a group of social isolates in a study on adolescents' perceptions of help-seeking where adolescents were asked whether they would or would not seek help from a list of helping resources. The social isolate group consisted of more than twice as many males than females. Further, a
larger percentage of younger adolescents were identified as social isolates than were older adolescents. Walker and Greene (1987) found that, for males, peer support is a buffer against stress. This finding may suggest the importance of informal social support networks, such as friends in facilitating healthy male adjustment. Indeed, it appears that help-seeking behaviors with regard to gender during adolescence are already developing in ways similar to the help-seeking behavior of adults. This finding may suggest that implementing peer support and counseling (in addition to formal supports such as school counselors and psychologists) may be most beneficial if started during the elementary years, rather than waiting until high school when help-seeking strategies have already developed.

With respect to age differences, older adolescents sought more help from helping resources. Specifically, older adolescents were found to seek more help from friends and professionals than did younger adolescents which supports previous research findings (Windle et al., 1991; Wintre, Hicks, Mcvey & Fox, 1988) that indicate that older adolescents are more likely than younger adolescents to seek the help of adults and professional helping resources. It may be that these findings are reflective of early adolescents becoming more autonomous and not as willing to accept parents and other adults as disclosure partners (Seiffge-Krenke, 1989). Wintre et al. (1988) suggest that during early adolescence a search for self-identity leads to an exaggerated differentiation of self from others (e.g., adults) whereas in later adolescence more sophisticated decision-making rules are applied in approaching helping resources. Further, early
adolescents’ newly increased cognitive abilities such as abstract thinking and perspective-taking may result in fear of judgments from parents and friends. This finding stresses that peer counseling, in addition to formal supports such as school counselors and psychologists, implemented during the early school years may help to establish coping and help-seeking behaviors that are habitual and preventative of not seeking help during the adolescent age-period (when seeking support and help is often needed most).

5.2. Intercorrelations of Variables

The intercorrelation matrix of the independent variables (i.e., age, gender, self-worth, self-consciousness, locus of control) showed significant correlations among the psychological correlates. These findings are in accordance with previous research investigating the relationship between psychological correlates or personal resources such as self-esteem and locus of control (e.g., Brown, 1978; Harter 1986, 1989). Research findings have found that high self-worth in adults is related to an internal locus of control and low self-consciousness (Brown, 1978).

The intercorrelation matrix of the dependent variables, (i.e., help-seeking to mother, father, friend and professional) shows that these helping resources are interrelated. That is, seeking help from one helping resource is related to seeking help from at least one or more of the other helping resources. This finding is consistent with the help-seeking and social support literature which has found that adolescents who seek help from one
resource seek help from other resources as well (Cauce et al., 1982; Dubow et al., 1990; Offer et al., 1991).

5.3. Discriminant Function Analyses

Generally, adolescents seek help more from their mothers (60%) than from their fathers (38%). Specifically, adolescent females seek more help from mothers than do adolescent males. This concurs with other research findings which indicate that females seek help from family more often than do males (Barker et al., 1990; Wintre et al., 1988). With respect to seeking the help of father, self-consciousness was a significant predictor. The finding is suggestive that many adolescents feel self-conscious approaching their fathers for help and may explain why fewer adolescents seek help from their fathers.

Similarly, the aforementioned variables (i.e., gender, locus of control, self-consciousness) were all significant predictors of seeking help from friends in addition to age and self-worth. In this case, adolescents who sought help were more likely to be female, have an external locus of control (rather than internal), and were less self-conscious than those adolescents who did not seek help. The finding that external locus of control was a significant predictor may be linked to the high number of females seeking help from friends (of the adolescents who do not seek help from friends 85% were male) as females have been found to show greater externality than males (Siddique & D'Arcy, 1984). Additionally, the finding that younger adolescents were less likely to seek help from friends than older adolescents reflects the finding that older adolescents seek more help in general than younger adolescents (62% versus 38% in relation to
mother, 64% versus 26% to father, 60% versus 40% to friends and 69% versus 31% in relation to professionals). That self-worth was also predictive of seeking help from friends is in accordance with other research which has linked self-worth to coping and social support utilization (Brown, 1978; Harter, 1989; Hoffman, Levy-Shiff, Ushipz, 1993).

With regard to seeking help from professionals, the finding that more females (59%) than males (41%) utilize professionals as helping agents is in accord with previous findings that those individuals who utilize professional helping resources tend to be young and female (Fisher et al., 1983; McMullen & Gross, 1983). The finding that older adolescents were more likely than younger adolescents to seek help from professionals is again likely due to the finding that older adolescents seek more help in general than younger adolescents. This is in accordance with previous research investigating age differences and social support (Cauce et al. 1982; Harter, 1989; Windle et al. 1991; Wintre et al., 1988). Because seeking help from one helping resource is related to seeking help from other helping resources, it is likely that as adolescents get older they seek help from a greater number of helping agents due to their expanding social networks.

Another finding with respect to seeking help from professionals was that adolescents with high self-worth were less likely to seek help than those adolescents with low self-worth. This may relate to Brown's (1978) research which distinguished between help-seekers and nonseekers in terms of reluctance to self-disclose and self-esteem. Brown's (1978) study revealed that individuals who had high self-esteem, but were reluctant to
self-disclose, did not seek help. In contrast, it also may be that those adolescents with high global self-worth do not feel the need to seek the help of a professional because of their general sense of efficacy and independence. Indeed, it may that seeking the help of a professional would be a threat to self-esteem. Research indicates that people in need of help often fail to use helping resources because it represents an open admission of inadequacy (e.g., Nadler et al., 1983).

Finally, the findings of the present study indicate that adolescents who do not seek help from professionals are more self-conscious than those adolescents who do seek help. The need for privacy appears to be great for adolescents. In a recent study by Dubow and others (1990) on adolescents' perceptions of the barriers to seeking help, the most frequently endorsed reasons for not seeking help included (a) the adolescent was concerned that family or friends might find out, and (b) the adolescent felt that his or her problem was too personal to tell anyone. Taken together, these findings suggest that self-consciousness inhibits help-seeking behavior, particularly with respect to seeking the help of professionals.

5.4. Limitations of the Study

It is important to mention the limitations of this study. First, the study only sampled adolescents from a middle and upper-middle socioeconomic status background and therefore caution is necessary when generalizing to other populations. Further, the sample was drawn from a population of adolescents attending public secondary school and therefore the findings are not generalizable to those adolescents not in school.
Undoubtedly future research should attempt to identify the help-seeking behaviors of those adolescent not in school and/or from lower socioeconomic class backgrounds. These populations would seem to be particularly "at risk" for the development of dysfunctional coping strategies. Second, adolescents' reasons for not seeking help or adolescents' perceptions of the barriers to seeking help were not investigated. Obtaining such information would be of great benefit for the design and implementation of outreach efforts designed to contact those adolescents who do not receive the help they may truly need. Finally, the adolescents' self-report was the only method utilized to investigate both the measure of psychological characteristics and those of help-seeking behaviors. Although problems with accuracy and recall may arise when using self-report methods, it is believed that adolescents themselves have the most complete knowledge of their behaviors and feelings.

5.5. Directions for Future Research

Despite the above mentioned limitations, the results of this study have several important theoretical and practical implications. First, the fact that many adolescents do seek help from mothers and fathers is in opposition to the popular stereotype that parent-adolescent relations are conflictual in nature and that adolescents vigorously reject their parents' advice and counsel. Indeed, research indicates that only a small proportion of adolescents' families evidence a dramatic deterioration in relationships (Rutter, Graham, Chadwick, & Yule, 1976). Our findings indicate that mothers, (and to a lesser extent fathers) appear to be important sources of
advice and comfort during the teen years, particularly for females. Third, it appears that adolescents who seek help from one source will likely seek help from other sources. More information, however, is needed that attempts to determine adolescents' "paths" of seeking help. Do adolescents go to specific helping sources for one type of emotional problem and another helping source for other types of problems? Do adolescents seek certain types of help on their own accord and other types of help through the initiation of others? Specifically, how does an adolescent decide to seek help and what are the problems that lead adolescents to seek help? Finally, it appears that demographic and psychological characteristics of the individual vary as a function of the helping resource to whom the adolescent turns for help. Indeed, this study reflects that unique patterns do emerge in relation to the correlates predictive of help-seeking behavior for each helping resource. This underscores the importance of distinguishing among the various formal and informal helping agents. Cauce et al. (1982) posited the importance of distinguishing between family and other informal helping resources during the adolescent age-period based on the adolescents' developing autonomy, which relates to actively seeking support outside the family. Because the supportive roles of family and friends may be quite different the distinction between informal and formal helping resources is important. The present study further distinguished between the dimensions of family support and identified mother and father as distinct and differential dimensions of family support. Youniss (1985) found that adolescents did not perceive a single relationship with their parents but rather described two separate relationships, one with
their mothers, the other with their fathers. Indeed, with respect to the findings of the present study, clear distinctions appear to exist between the helping resources of mother and father. Future research should continue to distinguish between mother and father as separate helping resources and to perhaps further identify additional dimensions of familial support (e.g., brother, sister).

Increasing our understanding of the correlates associated with adolescent help-seeking aids us in providing mental health information to helping resources about the types of adolescents who seek help and more importantly about the adolescents who may not seek help. Clearly, future research should delineate the help-seeking behaviors of adolescents and the factors that motivate them to seek help so that appropriate interventions can be designed and implemented.
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Appendix A

Demographic Information: Tell Us About Yourself
We are interested in obtaining some information about your background. Please follow the directions carefully, and answer all of the questions. REMEMBER, NO ONE YOU KNOW WILL EVER SEE YOUR ANSWERS.

1. How do you describe yourself? (CHECK ONE)
   ___ White
   ___ Spanish origin
   ___ Asian
   ___ Other (Please specify ____________________________)

2. Are you male or female? (CHECK ONE)
   ___ Male
   ___ Female

3. How old were you on your last birthday? ______________ (years)

4. What is your birthdate? ____________________________
   (MONTH) (DAY) (YEAR YOU WERE BORN)

5. How many brothers and sisters do you have? _______

6. Which of these adults do you live with MOST OF THE TIME?
   (CHECK ALL THE PEOPLE THAT YOU LIVE WITH)
   ___ Both biological parents
   ___ My biological mother only
   ___ My biological father only
   ___ My biological mother and a stepfather
   ___ My biological father and a stepmother
   ___ My adoptive parents
   ___ Grandmother and/or Grandfather
   ___ Other persons Who? ______________

7. Are the natural parents who gave birth to you (CHECK ONE)
   ___ still married and living together
   ___ separated or divorced
   ___ one or both of your natural parents has died
   ___ natural parents were never married

8. How much education does your father (stepfather or male guardian) have? (CHECK ONLY ONE LINE)
   ___ Some high school
   ___ Graduated from high school
   ___ Some college
   ___ Graduated from college
   ___ Attended graduate or professional school (for example to be a doctor or lawyer)
   ___ Don't know

9. Please describe the job held by your father (stepfather or male guardian) (BE SPECIFIC)

10. How much education does your mother (stepmother or female guardian) have? (CHECK ONLY ONE LINE)
    ___ Some high school
    ___ Graduated from high school
    ___ Vocational school or technical school
    ___ Some college
    ___ Graduated from college
    ___ Attended graduate or professional school (for example to be a doctor or lawyer)
    ___ Don't know

11. Please describe the job held by your mother (stepmother or female guardian) (BE SPECIFIC)
12. How many years have you lived in Canada? __________________________ years

13. What language do you speak at home? ________________________________

14. Which of the following best describes your average marks so far in high school? (CHECK ONE)
   ____________ Mostly A
   ____________ About half A and half B
   ____________ Mostly B
   ____________ About half B and half C
   ____________ Mostly C
   ____________ About half C and half D
   ____________ Mostly D
   ____________ Mostly below D

TELL US ABOUT YOU AND YOUR FAMILY

Here are some questions about YOUR FAMILY. By family we mean the people that you live with most of the time. REMEMBER, NO ONE YOU KNOW WILL SEE YOUR ANSWERS.

SECTION ONE: FIRST, WE WANT YOU TO TELL US HOW OFTEN YOU SPEND TIME WITH YOUR FAMILY

How often do you and your family. . .

(CIRCLE ONE)

<table>
<thead>
<tr>
<th></th>
<th>NOT AT ALL</th>
<th>NOT VERY OFTEN</th>
<th>PRETTY OFTEN</th>
<th>VERY OFTEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Eat dinner together</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Work together on projects around the house</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Go places and do things together away from home</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Play games or sports together</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. How much do you like to do things with your family? (CHECK ONE LINE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>VERY MUCH</td>
<td>PRETTY MUCH</td>
<td>NOT TOO MUCH</td>
<td>NOT AT ALL</td>
</tr>
</tbody>
</table>

SECTION TWO: NOW WE WOULD LIKE TO ASK YOU ABOUT HOW YOU AND YOUR PARENTS WORK TOGETHER AND WHAT YOU TELL THEM.

How much do your parents KNOW ABOUT . .

(CIRCLE ONE)

<table>
<thead>
<tr>
<th></th>
<th>NOTHING</th>
<th>NOT VERY MUCH</th>
<th>PRETTY MUCH</th>
<th>VERY MUCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. where you go after school and who you are with?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. where you go at night and what you do?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. who your friends are?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. who you date or are going with?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. what you do at home when they are not there?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Appendix B

Help-seeking Behaviors: Adolescent Help-seeking Survey
(MHUQ; Offer, 1991)
ADOLESCENT HELP-SEEKING SURVEY

Instructions: On the next pages you will be answering questions about asking for help for emotional and personal problems. This is not a test, there are no right or wrong answers. Please be honest, remember NO ONE will see how you answer the questions.

SECTION ONE-PROBLEMS

1. Describe ONE of the most stressful emotional or personal problems that you have had DURING THE PAST YEAR.

2. How much control did you have over this problem? (CIRCLE ONE)

<table>
<thead>
<tr>
<th>Complete Control</th>
<th>Some Control</th>
<th>Little Control</th>
<th>No Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Did you ask anyone to help you with this problem? (CHECK ONE)

________YES, I did ask someone for help with this problem.
________NO, I did not ask anyone for help with this problem.

4 If YES, who did you ask?

If NO, what did you do to handle the problem?

SECTION TWO-FAMILY

1. DURING THE PAST YEAR have you asked one of the following FAMILY MEMBERS to help you with an EMOTIONAL OR PERSONAL PROBLEM? (CIRCLE ONE FOR EACH FAMILY MEMBER)

<table>
<thead>
<tr>
<th>ASKED FOR HELP FROM FAMILY MEMBER?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Mother/Stepmother</td>
</tr>
<tr>
<td>b. Father/Stepfather</td>
</tr>
<tr>
<td>c. Brother</td>
</tr>
<tr>
<td>d. Sister</td>
</tr>
<tr>
<td>e. Other relative</td>
</tr>
</tbody>
</table>

(Please specify relationship
For example, aunt, uncle, grandmother, etc.)

2. IF YOU DID ASK one of your family members to help you with an emotional or personal problem, how helpful DID YOU think the help was that you received? (CIRCLE YOUR RESPONSE, DO NOT ANSWER IF IT DOES NOT APPLY)

<table>
<thead>
<tr>
<th>NOT, AT ALL HELPFUL</th>
<th>SOMEWHAT HELPFUL</th>
<th>A GREAT DEAL HELPFUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Mother/Stepmother</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. Father/Stepfather</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. Brother</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d. Sister</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>e. Other relative</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

(Please specify relationship
For example, aunt, uncle, grandmother, etc.)
3. **IN THE FUTURE**, if you had an emotional or personal problem and needed help, **WOULD YOU** GO to one of the following family members for help? (PLEASE CIRCLE YOUR RESPONSE)

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>DOES NOT APPLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother/Stepmother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father/Stepfather</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brother</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sister</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other relative</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Please specify relationship—For example, aunt, uncle, grandmother, etc.)

4. **NOW THINK ABOUT A TIME WHEN YOU HAD AN EMOTIONAL OR PERSONAL PROBLEM AND ASKED FOR HELP FROM A FAMILY MEMBER.** (If you have never sought help from a family member, go to question 5).

a. **Which family member** did you ask to help you? (Please specify relationship, for example: mother, father, etc.)

b. **What was the problem** that you needed help with?

c. **What was the advice** the family member gave you?

d. **How helpful** do you think that advice was to you? (CIRCLE ONE)

   NOT, SOMEWHAT, A GREAT
   AT ALL HELPFUL DEAL HELPFUL

5. **NOW THINK ABOUT A TIME WHEN YOU HAD AN EMOTIONAL OR PERSONAL PROBLEM AND DID NOT ASK FOR HELP FROM A FAMILY MEMBER.**

a. **What was the problem** that you DID NOT ASK FOR HELP from a family member?

b. **What were the reason(s)** that prevented you from asking for help from a family member? (CIRCLE THE NUMBER OF ALL THOSE THAT APPLY)

   1. I did not have the time.
   2. I was concerned other family members might find out.
   3. I was concerned that my friends might find out.
   4. The problem was too personal to tell anyone.
   5. I felt that no one in my family could help.
   6. I felt I could handle the problem on my own.
   7. Other reasons (not listed above, please specify)

   ____________________________________________________________
SECTION THREE—FRIENDS

1. DURING THE PAST YEAR have you asked one of the following FRIENDS to help you with an EMOTIONAL OR PERSONAL PROBLEM? (CIRCLE ONE FOR EACH LINE)

ASKED FOR HELP FROM FRIENDS?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>DOES NOT APPLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Best Friend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Other Friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Boyfriend/Girlfriend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Adult Friend</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Please specify relationship
For example, your friend’s parents, an adult in your neighborhood, your friend's older brother/sister, adults where you work)

2. IF YOU DID ASK a friend to help you with an emotional or personal problem, how helpful DID YOU think the help was that you received? (CIRCLE YOUR RESPONSE. DO NOT ANSWER IF IT DOES NOT APPLY)

<table>
<thead>
<tr>
<th></th>
<th>NOT, SOMEWHAT, A GREAT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AT ALL HELPFUL DEAL HELPFUL</td>
</tr>
<tr>
<td>a. Best Friend</td>
<td></td>
</tr>
<tr>
<td>b. Other Friends</td>
<td></td>
</tr>
<tr>
<td>c. Boyfriend/Girlfriend</td>
<td></td>
</tr>
<tr>
<td>d. Adult Friend</td>
<td></td>
</tr>
</tbody>
</table>

(Please specify relationship
For example, your friend’s parents, an adult in your neighborhood, your friend's older brother/sister, adults where you work)

3. IN THE FUTURE, if you had an emotional or personal problem and needed help, WOULD YOU GO to one of the following FRIENDS? (PLEASE CIRCLE YOUR RESPONSE)

WILL ASK FOR HELP IN THE FUTURE?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>DOES NOT APPLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Best Friend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Other Friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Boyfriend/Girlfriend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Adult Friend</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Please specify relationship
For example, your friend’s parents, an adult in your neighborhood, your friend's older brother/sister, adults where you work)

4. NOW THINK ABOUT A TIME WHEN YOU HAD AN EMOTIONAL OR PERSONAL PROBLEM AND asked a FRIEND to help (If you have never sought help from a friend, go to QUESTION 5).

a. Which friend did you ask to help you?

(For example: best friend, boyfriend/girlfriend, adult friend, etc.)

b. What was the problem that you needed help with?

c. What was the advice the friend gave you?

d. How helpful do you think that advice was to you? (CIRCLE ONE)

<table>
<thead>
<tr>
<th></th>
<th>NOT, SOMEWHAT, A GREAT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AT ALL HELPFUL DEAL HELPFUL</td>
</tr>
<tr>
<td></td>
<td>HELPFUL</td>
</tr>
</tbody>
</table>
5. NOW THINK ABOUT A TIME WHEN YOU HAD AN EMOTIONAL OR PERSONAL PROBLEM AND DID NOT ASK FOR HELP FROM A FRIEND.

   a. What was the problem that you DID NOT ASK FOR HELP from a friend?

   b. What were the reason(s) that prevented you from asking for help from a friend? (CIRCLE THE NUMBER OF ALL THOSE THAT APPLY)
      1. I did not have the time.
      2. I was concerned family members might find out.
      3. I was concerned that other friends might find out.
      4. The problem was too personal to tell anyone.
      5. I felt that none of my friends could help.
      6. I felt I could handle the problem on my own.
      7. Other reasons (not listed above, please specify)

---

SECTION THREE - PROFESSIONALS

1. Do the following people and/or agencies EXIST in your SCHOOL or COMMUNITY? (PLEASE CIRCLE THE APPROPRIATE RESPONSE)

   EXIST IN YOUR SCHOOL OR COMMUNITY?
   a. School Counsellor YES NO NOT SURE
   b. School Psychologist YES NO NOT SURE
   c. Adolescent Counselling Agency YES NO NOT SURE
   d. Alcohol or Drug Abuse Program YES NO NOT SURE
   e. Crisis Hotline YES NO NOT SURE
   f. Social Worker YES NO NOT SURE
   g. Psychologist YES NO NOT SURE
   h. Psychiatrist YES NO NOT SURE
   i. Minister/Priest/Rabbi YES NO NOT SURE

2. DURING THE PAST YEAR have you used one of the following people and/or agencies for help with an emotional or personal problem? (CIRCLE YOUR RESPONSE)

   ASKED FOR HELP WITH AN EMOTIONAL OR PERSONAL PROBLEM?
   a. Teacher YES NO
   b. School Counsellor YES NO
   c. School Psychologist YES NO
   d. Team Coach YES NO
   e. Principal/Vice Principal YES NO
   f. Adolescent Counselling Agency YES NO
   g. Alcohol or Drug Abuse Program YES NO
   h. Crisis Hotline YES NO
   i. Social Worker YES NO
   j. Psychologist YES NO
   k. Psychiatrist YES NO
   l. Minister/Priest/Rabbi YES NO
   m. Police YES NO
3. If you **DID USE** one of the following people and/or agencies for help with an emotional or personal problem, how helpful **DID YOU THINK** the help was that you received? (PLEASE CIRCLE YOUR RESPONSE, DO NOT ANSWER IF IT DOES NOT APPLY)

<table>
<thead>
<tr>
<th>NOT, AT ALL HELPFUL</th>
<th>SOMEWHAT HELPFUL</th>
<th>A GREAT DEAL HELPFUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. School Counsellor</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. School Psychologist</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d. Team Coach</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>e. Principal/Vice Principal</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>f. Adolescent Counselling Agency</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>g. Alcohol or Drug Abuse Program</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>h. Crisis Hotline</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>i. Social Worker</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>j. Psychologist</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>k. Psychiatrist</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>l. Minister/Priest/Rabbi</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>m. Police</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

4. For the next set of questions we want to know *whose idea* it was to ask for help from a professional person and/or agency. **IF YOU used** one of the following people and/or agencies for an emotional or personal problem during the PAST YEAR, whose idea was it to ask for help from that person and/or agency. (PLEASE CIRCLE YOUR RESPONSE)

<table>
<thead>
<tr>
<th>MY IDEA</th>
<th>SOMEONE ELSE'S IDEA (For example, mother, father, friend, etc.)</th>
<th>DOES NOT APPLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teacher</td>
<td>1</td>
<td>WHO? ________________</td>
</tr>
<tr>
<td>b. School Counsellor</td>
<td>1</td>
<td>WHO? ________________</td>
</tr>
<tr>
<td>c. School Psychologist</td>
<td>1</td>
<td>WHO? ________________</td>
</tr>
<tr>
<td>d. Team Coach</td>
<td>1</td>
<td>WHO? ________________</td>
</tr>
<tr>
<td>e. Principal/Vice Principal</td>
<td>1</td>
<td>WHO? ________________</td>
</tr>
<tr>
<td>f. Adolescent Counselling Agency</td>
<td>1</td>
<td>WHO? ________________</td>
</tr>
<tr>
<td>g. Alcohol or Drug Abuse Program</td>
<td>1</td>
<td>WHO? ________________</td>
</tr>
<tr>
<td>h. Crisis Hotline</td>
<td>1</td>
<td>WHO? ________________</td>
</tr>
<tr>
<td>i. Social Worker</td>
<td>1</td>
<td>WHO? ________________</td>
</tr>
<tr>
<td>j. Psychologist</td>
<td>1</td>
<td>WHO? ________________</td>
</tr>
<tr>
<td>k. Psychiatrist</td>
<td>1</td>
<td>WHO? ________________</td>
</tr>
<tr>
<td>l. Minister/Priest/Rabbi</td>
<td>1</td>
<td>WHO? ________________</td>
</tr>
<tr>
<td>m. Police</td>
<td>1</td>
<td>WHO? ________________</td>
</tr>
</tbody>
</table>
5. **IN THE FUTURE**, if you had an emotional or personal problem and needed help, WOULD YOU GO to one of the following PEOPLE AND/OR AGENCIES for help? (PLEASE CIRCLE YOUR RESPONSE)

**WILL ASK FOR HELP IN THE FUTURE?**

- a. Teacher
- b. School Counselor
- c. School Psychologist
- d. Team Coach
- e. Principal/Vice Principal
- f. Adolescent Counselling Agency
- g. Alcohol or Drug Abuse Program
- h. Crisis Hotline
- i. Social Worker
- j. Psychologist
- k. Psychiatrist
- l. Minister/Priest/Rabbi
- m. Police

6. **NOW THINK ABOUT A TIME WHEN YOU HAD AN EMOTIONAL OR PERSONAL PROBLEM AND ASKED FOR HELP FROM ONE OF THE ABOVE PEOPLE AND/OR AGENCIES** (If you have never asked for help from one of the above people and/or agencies, GO TO QUESTION 7).

   a. Which person and/or agency (list above) did you go to for help? (for example: teacher, school counsellor, psychologist)

   b. Whose idea was it to ask for help from the person and/or agency that you mentioned above? (For example, your own idea, mother's idea, father's idea, friend's idea, teacher's idea, etc.)

   c. What was the problem that you need help with?

   d. What was the advice the person and/or agency gave you?

   e. How helpful do you think that advice was to you? (CIRCLE ONE)

   - NOT, AT ALL
   - SOMEWHAT HELPFUL
   - A GREAT DEAL
   - HELPFUL

9. **NOW THINK ABOUT A TIME WHEN YOU HAD AN EMOTIONAL OR PERSONAL PROBLEM AND WANTED TO ASK FOR HELP FROM A PROFESSIONAL PERSON AND/OR AGENCY (LISTED IN ITEM 7) BUT DID NOT ASK FOR HELP.**

   a. What was the problem for which you DID NOT ASK FOR HELP?

   b. What were the reason(s) that prevented you from asking for help from a professional? (CIRCLE THE NUMBER OF ALL THOSE THAT APPLY)

   1. I was not aware that the person and/or agency existed.
   2. The helping service was too expensive.
   3. I did not have the time.
   4. I did not have any transportation to get to the help.
   5. I was concerned family members would find out.
   6. I was concerned that friends might find out.
   7. The problem was too personal to tell anyone.
   8. I felt that no one could help me.
   9. I felt I could handle the problem on my own.
   10. Other reasons (not listed above, please specify)
Appendix C

Self-worth: What I Am Like (SPPA, Harter, 1988)
What I Am Like

IMPORTANT: PLEASE READ THE FOLLOWING DIRECTIONS VERY CAREFULLY.

Directions: First read the sentence and decide whether you are more like the teenagers in the first part of the sentence [before the BUT] OR more like the teenagers in the last part of the sentence [after the BUT]. Then decide whether you are really like those teenagers by checking the box "Really True for Me" OR whether you are only sort of like those teenagers by checking "Sort of True for Me". FOR EACH SENTENCE CHECK ONLY ONE BOX. YOU DON'T CHECK BOTH SIDES, JUST THE ONE SIDE MOST LIKE YOU. The first one [a] is done as an example.

<table>
<thead>
<tr>
<th>Really True for Me</th>
<th>Sort of True for Me</th>
<th>Sort of True for Me</th>
<th>Really True for Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some teenagers like to go to movies in their spare time</td>
<td>BUT</td>
<td>Other teenagers would rather go to sports events.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.</th>
<th></th>
<th>BUT</th>
<th>Other teenagers aren't so sure and wonder if they are as smart.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Some teenagers feel that they are just as smart as others in their age</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>BUT</td>
<td>For other teenagers it's pretty easy.</td>
<td></td>
</tr>
<tr>
<td>Some teenagers find it hard to make friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>BUT</td>
<td>Other teenagers don't feel that they are very good when it comes to sports.</td>
<td></td>
</tr>
<tr>
<td>Some teenagers do very well at all kinds of sports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>BUT</td>
<td>Other teenagers are happy with the way they look.</td>
<td></td>
</tr>
<tr>
<td>Some teenagers are not happy with the way they look</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>BUT</td>
<td>Other teenagers feel that they are not quite ready to handle a part-time job.</td>
<td></td>
</tr>
<tr>
<td>Some teenagers feel that they are ready to do well at a part-time job</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>BUT</td>
<td>Other teenagers worry that when they like someone romantically, that person won't like them back.</td>
<td></td>
</tr>
<tr>
<td>Some teenagers feel that if they are romantically interested in someone, that person will like them back</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>BUT</td>
<td>Other teenagers often don't do what they know is right</td>
<td></td>
</tr>
<tr>
<td>Some teenagers usually do the right thing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>BUT</td>
<td>Other teenagers find it hard to make really close friends.</td>
<td></td>
</tr>
<tr>
<td>Some teenagers are able to make really close friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td>BUT</td>
<td>Other teenagers are pretty pleased with themselves.</td>
<td></td>
</tr>
<tr>
<td>Some teenagers are often disappointed with themselves</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>BUT</td>
<td>Other teenagers can do their school work more quickly.</td>
<td></td>
</tr>
<tr>
<td>Some teenagers are pretty slow in finishing their school work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td>BUT</td>
<td>Other teenagers don't have very many friends.</td>
<td></td>
</tr>
<tr>
<td>Some teenagers have a lot of friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td>BUT</td>
<td>Other teenagers are afraid they might not do well at a new athletic activity.</td>
<td></td>
</tr>
<tr>
<td>Some teenagers think they could do well at just about any new athletic activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Really True for Me</td>
<td>Sort of True for Me</td>
<td>BUT</td>
<td>Other teenagers like their body the way it is.</td>
<td>Really True for Me</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------</td>
<td>-----</td>
<td>-----------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some teenagers wish their body was different</td>
<td>BUT</td>
<td>Other teenagers feel that they don't have enough skills to do a job well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some teenagers feel that they don't have enough skills to do well at a job</td>
<td>BUT</td>
<td>Other teenagers feel that they do have enough skills to do a job well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some teenagers are not dating the people they are really attracted to</td>
<td>BUT</td>
<td>Other teenagers are dating those people they are attracted to.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some teenagers often get in trouble for the things they do</td>
<td>BUT</td>
<td>Other teenagers usually don't do things that get them in trouble</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some teenagers do have a close friend they can share secrets with</td>
<td>BUT</td>
<td>Other teenagers do not have a really close friend they can share secrets with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some teenagers don't like the way they are leading their life</td>
<td>BUT</td>
<td>Other teenagers do like the way they are leading their life.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some teenagers do very well at their classwork</td>
<td>BUT</td>
<td>Other teenagers don't do very well at their classwork.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some teenagers are very hard to like</td>
<td>BUT</td>
<td>Other teenagers are really easy to like.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some teenagers feel that they are better than others their age at sports</td>
<td>BUT</td>
<td>Other teenagers don't feel they can play as well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some teenagers wish their physical appearance was different</td>
<td>BUT</td>
<td>Other teenagers like their physical appearance the way it is.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some teenagers feel they are old enough to get and keep a paying job</td>
<td>BUT</td>
<td>Other teenagers do not feel they are old enough, yet, to really handle a job well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some teenagers feel that people their age will be romantically attracted to them</td>
<td>BUT</td>
<td>Other teenagers worry about whether people their age will be attracted to them.</td>
<td></td>
<td></td>
</tr>
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<td>13.</td>
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<tr>
<td>Some teenagers feel really good about the way they act</td>
<td>BUT</td>
<td>Other teenagers don't feel that good about the way they often act</td>
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<td>14.</td>
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<tr>
<td>Some teenagers wish they had a really close friend to share things with</td>
<td>BUT</td>
<td>Other teenagers do have a close friend to share things with.</td>
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<td>15.</td>
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<tr>
<td>Some teenagers are happy with themselves most of the time</td>
<td>BUT</td>
<td>Other teenagers are often not happy with themselves.</td>
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<td>16.</td>
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<tr>
<td>Some teenagers have trouble figuring out the answers in school</td>
<td>BUT</td>
<td>Other teenagers almost always can figure out the answers.</td>
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</tbody>
</table>
29. True for Me
   Some teenagers are popular with others their age
   BUT Other teenagers are not very popular.
30. False for Me
   Some teenagers don't do well at new outdoor games
   BUT Other teenagers are good at new games right away.
31. False for Me
   Some teenagers think that they are good looking
   BUT Other teenagers think that they are not very good looking.
32. False for Me
   Some teenagers feel like they could do better at work they do for pay
   BUT Other teenagers feel that they are doing really well at work they do for pay.
33. False for Me
   Some teenagers feel that they are fun and interesting on a date
   BUT Other teenagers wonder about how fun and interesting they are on a date.
34. False for Me
   Some teenagers do things they know they shouldn't do
   BUT Other teenagers hardly ever do things they know they shouldn't do.
35. False for Me
   Some teenagers find it hard to make friends they can really trust
   BUT Other teenagers are able to make close friends they can really trust.
36. False for Me
   Some teenagers like the kind of person they are
   BUT Other teenagers often wish they were someone else.
37. False for Me
   Some teenagers feel that they are pretty intelligent
   BUT Other teenagers question whether they are intelligent.
38. False for Me
   Some teenagers feel that they are socially accepted
   BUT Other teenagers wished that more people their age accepted them.
39. False for Me
   Some teenagers do not feel that they are very athletic
   BUT Other teenagers feel that they are very athletic.
40. False for Me
   Some teenagers really like their looks
   BUT Other teenagers wish they looked different.
41. False for Me
   Some teenagers feel that they are really able to handle the work on a paying job
   BUT Other teenagers wonder if they are really doing as good a job at work as they should be doing.
42. False for Me
   Some teenagers usually don't go out with the people they would really like to date
   BUT Other teenagers do go out with the people they really want to date.
43. False for Me
   Some teenagers usually act the way they know they are supposed to
   BUT Other teenagers often don't act the way they are supposed to.
44. False for Me
   Some teenagers don't have a friend that is close enough to share really personal thoughts with
   BUT Other teenagers do have a close friend that they can share personal thoughts and feelings with.
45. False for Me
   Some teenagers are very happy being the way they are
   BUT Other teenagers wish they were different.
Appendix D

Self-Consciousness: The Self-Consciousness Scale
(Scheier and Carver, 1985)
Directions: Read each sentence carefully and choose the number of the answer that is closest to how you feel. Please try to answer as honestly as possible. No one will see your answers.

Remember: 0 = NOT AT ALL LIKE ME  1 = A LITTLE LIKE ME  2 = SOMEWHAT LIKE ME  3 = A LOT LIKE ME

1. I'm always trying to figure myself out.  Not at all  A little  Somewhat  A Lot
   0  1  2  3
2. I'm concerned about my way of doing things.  Not at all  A little  Somewhat  A Lot
   0  1  2  3
3. It takes me time to get over my shyness in new situations.  Not at all  A little  Somewhat  A Lot
   0  1  2  3
4. I think about myself a lot.  Not at all  A little  Somewhat  A Lot
   0  1  2  3
5. I care a lot about how I present myself to others.  Not at all  A little  Somewhat  A Lot
   0  1  2  3
6. I often daydream about myself.  Not at all  A little  Somewhat  A Lot
   0  1  2  3
7. It's hard for me to work when someone else is watching me.  Not at all  A little  Somewhat  A Lot
   0  1  2  3
8. I never take a hard look at myself.  Not at all  A little  Somewhat  A Lot
   0  1  2  3
9. I get embarrassed very easily.  Not at all  A little  Somewhat  A Lot
   0  1  2  3
10. I'm self-conscious about the way I look.  Not at all  A little  Somewhat  A Lot
    0  1  2  3
11. It's easy for me to talk to strangers.  Not at all  A little  Somewhat  A Lot
    0  1  2  3
12. I generally pay attention to my inner feelings.  Not at all  A little  Somewhat  A Lot
    0  1  2  3
13. I usually worry about my reasons for doing things.  Not at all  A little  Somewhat  A Lot
    0  1  2  3
14. I'm constantly thinking about my reasons for doing things.  Not at all  A little  Somewhat  A Lot
    0  1  2  3
15. I feel nervous when I speak in front of a group.  Not at all  A little  Somewhat  A Lot
    0  1  2  3
16. Before leaving my house, I check how I look.  Not at all  A little  Somewhat  A Lot
    0  1  2  3
17. I sometimes step back [in my mind] in order to examine myself from a distance.  Not at all  A little  Somewhat  A Lot
    0  1  2  3
18. I'm concerned about what other people think of me.  Not at all  A little  Somewhat  A Lot
    0  1  2  3
19. I'm quick to notice changes in my mood.  Not at all  A little  Somewhat  A Lot
    0  1  2  3
20. I'm usually aware of my appearance.  Not at all  A little  Somewhat  A Lot
    0  1  2  3
21. I know the way my mind works when I work through a problem.  Not at all  A little  Somewhat  A Lot
    0  1  2  3
22. Large groups make me nervous.  Not at all  A little  Somewhat  A Lot
    0  1  2  3
Appendix E

Locus of Control: The Nowicki-Strickland Locus of Control Scale
(Nowicki & Strickland, 1973)
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?</td>
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<td>2. When you get punished does it usually seem it's for no good reason at all?</td>
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<td>3. Do you feel that when you do something wrong there's very little you can do to make it right?</td>
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<td>4. Do you feel that one of the best ways to handle most problems is just not to think about them?</td>
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<td>5. Do you believe that when bad things happen they are just going to happen no matter what you try to do to stop them?</td>
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<td>6. Most of the time do you find it useless to try to get your own way at home?</td>
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<td>7. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters?</td>
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<td>8. Do you usually feel that you have little to say about what you get to eat at home?</td>
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<td>9. Do you feel that when someone doesn't like you there's little you can do about it?</td>
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<td>10. Are you the kind of person who believes that planning ahead makes things turn out better?</td>
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<tr>
<td>11. Most of the time, do you feel that you have little to say about what your family decides to do?</td>
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