UNIVERSITI PUTRA MALAYSIA

RELATIONSHIP BETWEEN SOCIAL SUPPORT, PROFESSIONAL HELP SEEKING AND STRESS AMONG INTERNATIONAL POSTGRADUATE STUDENTS IN A MALAYSIAN PUBLIC UNIVERSITY

MANA PAR

FPP 2013 67

RELATIONSHIP BETWEEN SOCIAL SUPPORT, PROFESSIONAL HELP SEEKING AND STRESS AMONG INTERNATIONAL POSTGRADUATE STUDENTS IN A MALAYSIAN PUBLIC UNIVERSITY

By

MANA PAR

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfillment of the Requirements for the Degree of Master of Science

July 2013

DEDICATION

This thesis is dedicated to
my parents and Elizabeth Phillip
with the deepest gratitude for their love and support.

ii

Abstract of thesis to be presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Master of Science

RELATIONSHIP BETWEEN SOCIAL SUPPORT, PROFESSIONAL HELP SEEKING AND STRESS AMONG INTERNATIONAL POSTGRADUATE STUDENTS IN A MALAYSIAN PUBLIC UNIVERSITY

By

MANA PAR

July 2013

Chairman: **Assoc. Prof. Siti Aishah Binti Hassan, PhD**

Faculty: **Educational Studies**

The perceived stress of international postgraduate students (IPS) in Malaysia in relation to professional psychological help seeking and the social support has not been thoroughly investigated. Therefore, The aims of this study were(a) to describe the perceived stress among IPS based on age, and gender; (b) to examine the relationships between the social support, professional psychological help seeking and perceived stress, among IPS; and (c) to examine whether the social support and seeking professional psychological help explain the perceived stress among IPS.

Research on stress indicated that social support, psychological help seeking and the perceived stress are related. It has been suggested that lack of social support has a pivotal impact on health ultimately. This research attempted to clarify this relationship by introducing stress and social support as defined in Stress-buffering hypothesis (Cohen & Mckay, 1984), and professional psychological help seeking as defined in network-episode model (Pescosolido, 1990s). It has been hypothesized that social support and professional psychological help seeking delineate a relationship with the perceived stress among the international postgraduate students since they are segregated from their original social support and network by distance.

A descriptive and correlational design used to measure the strength of the relationship between the independent and dependent variables. A stratified random sampling of 242 IPS was drawn from a public Malaysian university, namely UPM. Three instruments of PSS-10, ATSPPH-SF, and MSPSS were utilized in data collection to measure the variables under the study. Furthermore, Pearson product-moment correlation coefficient and multiple linear regression was utilized to analyze the hypothesis.

Based on the results, it is found regardless of age and gender40% of IPS in UPM was experiencing high level of stress. Moreover, the findings conveyed only social

support significantly explained the variation of the perceived stress. It had a negative moderate relationship with the perceived stress. Improving the social support e.g. mentoring programs and peer group support recommended Since the IPS are more interested in informal support for a stressful experience. Limitations of the study, implications, and suggestions for future research are discussed.

iv

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sains

HUBUNGAN ANTARA SOKONGAN SOSIAL, PERLAKUAN MENDAPAT BANTUAN PROFESIONAL DAN TEKANAN DALAM KALANGAN PELAJAR PASCASISWAZAH ANTARABANGSA DI SEBUAH UNIVERSITI AWAM MALAYSIA

Oleh

MANA PAR

Julai 2013

Pengerusi: **Prof. Madya Siti Aishah Binti Hassan, PhD**

Fakulti: **Pengajian Pendidikan**

Tekanan yang dirasai oleh pelajar pascasiswazah antarabangsa (PPA) di Malaysia berkaitan dengan sokongan sosial dan perlakuan mendapatkan bantuan psikologi profesional masih belum lagi dikaji dengan mendalam. Kajian ini betujuan untuk (a) mengenalpasti tahap tekanan yang dirasai dalam kalangan PPA berdasarkan umur dan jantina; (b) mengenalpasti hubungan antara tahap tekanan yang dirasai, tempoh tinggal di negara tuan rumah, perlakuan mendapatkan bantuan psikologi professional dan sokongan sosial dalam kalangan PPA; dan (c) menentukan sejauh mana perlakuan mendapatkan bantuan psikologi yang professional dan sokongan sosial menjelaskan tahap tekanan yang dirasai oleh PPA.

Kajian yang berkenaan tekanan telah menunjukkan hubungan di antara sokongan sosial, perlakuan mendapatkan bantuan psikologi profesional dan tekanan yang dirasai. Sokongan sosial sering dianggap sebagai mempunyai peranan yang utama dalam kesejahteraan dari segi kesihatan. Kajian ini ingin menghuraikan hubungan tersebut dengan memperkenalkan tekanan dan sokongan sosial seperti yang disitilahkan oleh hipotesis tekanan penampan (Cohen & Mckay, 1984) dan perlakuan mendapatkan bantuan psikologi profesional seperti yang disitilahkan oleh model rangkaian episod (Pescosolido, 1990). Hipotesis bahawa sokongan sosial dan perlakuan mendapatkan bantuan psikologi profesional dapat menjelaskan hubungan dengan tekanan yang dirasai di kalangan pelajar pasca-siswazah berpunca daripada daripada kekangan yang di alami untuk mendapat sokongan sosial dan perhubungan asal akibat berada jauh di perantuan.

Kajian yang menggunakan kaedah deskriptif dan perkaitan telah dijalankan untuk mengukur kekuatan perhubungan di antara pembolehubah bebas dan bersandar. Kaedah persampelan rawak berstrata telah dilaksanakan untuk memilih 242 pelajar dari satu universiti awam Malaysia iaitu UPM. Tiga alat ukuran iaitu PSS-10, ATSPPH-SF, dan MSPSS telah digunakan untuk mengumpul data supaya pengukuran pemboleh ubah kajian ini dapat dilakukan. Seterusnya, perkaitan

koefisien hasil darab momen Pearson dan Regresi Linear Berganda telah digunakan untuk analisis hipotesis.

Berdasarkan dapatan kajian, 40% PPA di universiti awam yang dipilih mengalami tahap tekanan yang tinggi. Keputusan menunjukkan bahawa hanya sokongan sosial yang secara signifikan menjelaskan perubahan dalam tahap tekanan yang dirasai. Sokongan sosial mempunyai perkaitan yang sederhana negatif dengan tekanan yang dirasai, dan tiada hubungan yang signifikan antara tekanan yang dirasai dengan jantina, umur atau jangka masa pelajar yang tinggal di negara yang menjadi tuan rumah, Malaysia, bagi PPA di universiti yang dipilih. Peningkatan sokongan sosial terhadap PPA dan penyediaan sokongan psikologi dan kaunseling adalah amat digalakkan. Kekangan, kesan dan cadangan untuk kajian pada masa hadapan turut dibincangkan.

ACKNOWLEDGEMENTS

My deepest gratitude and sincerest thanks to the following persons, for their contribution in making this thesis possible:

Assoc. Prof. Dr. Siti Aishah Hassan, my Supervisor and Chairperson of the Supervisory Committee, for her encouragement and invaluable guidance; Dr. Maznah Binti Baba, for her great support and for accepting to be a member of the Committee; Professor Othman Dato' Hj Mohamed, my former Supervisor and Chairman for his patience and guidance during the formation of my thesis title and my preparation of the proposal.

My parents, Maryam and Mohammad for their love, support and sacrifice; and finally, for those people who are not listed above but who have supported me with their advice and helped me accomplish my educational goal - Thank you all.

I certify that a Thesis Examination Committee has met on ……........ to conduct the final examination of Mana Par on her Master degree thesis entitled **"Relationship between social support, professional help seeking, and stress among international postgraduate students in a public Malaysian university"** in accordance with the Universities and University College Act 1971 and the Universiti Putra Malaysia [P.U. (A) 106] 15 March 1998. The Committee recommends that the student be awarded the Master of Science.

Turiman bin Suandi, Prof.
Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Chairman)

Rusnani bte Abd.Kadir,PhD
Assoc. Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Internal Examiner)

Sidek bin Mohd Noah,PhD
Assoc. Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Internal Examiner)

Name of External Examiner
Faculty of Educational Studies
Universiti
(External Examiner)

_____
NORITAH OMAR,
PhDProfessor and Deputy Dean
School of Graduate Studies
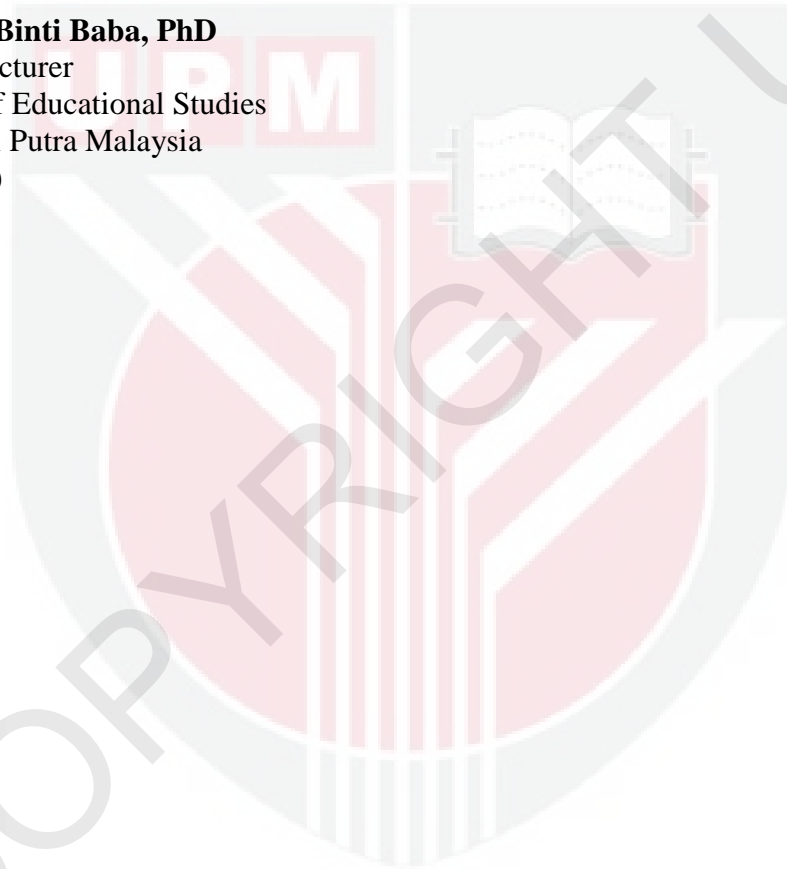Universiti Putra Malaysia

Date:

This thesis submitted to the senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Master of Science. The members of the Supervisory Committee were as follows:

Siti Aishah Binti Hassan, PhD
Assoc. Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Chairman)

Maznah Binti Baba, PhD
Senior Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)

BUJANG BIN KIM HUAT, PhD
Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

Date:

ix

DECLARATION

I hereby declare that the thesis is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at Universiti Putra Malaysia or other institutions.
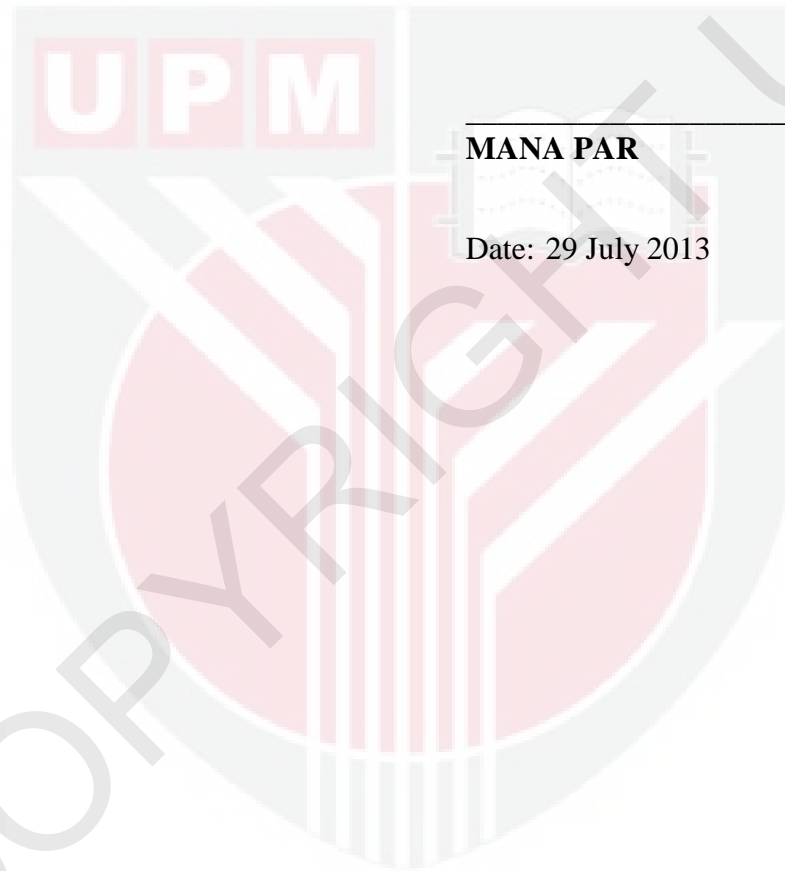
_____

MANA PAR

Date: 29 July 2013

TABLE OF CONTENTS

xi

xiii

LIST OF TABLES

xiv

LIST OF FIGURES

xv

LIST OF ABBREVIATIONS

PSS-10	Perceived Stress Scale
ATSPPH-SF	Attitudes Towards Seeking Professional Psychological Help-Short Form
MSPSS	The Multidimensional Scale of Perceived Social Support
PS	Perceived Stress
PPHS	Professional Psychological Help Seeking
SS	Social Support
OECD	The Organization for Economic Co-operation and Development
MOHE	The Ministry of Higher Education
IPS	International Postgraduate Students
MLR	Multiple Linear Regression

CHAPTER 1

INTRODUCTION

1.1   Chapter Overview

This chapter presents the background of the study on the mobility trends of international students around the globe and the significance of this population in contributing to learning and educational development. Moreover, it highlights the research gaps and the formulation of the idea of conducting this study in the problem statement. Followed by research questions, this chapter then enumerates the research objectives. Next, it portrays a conceptual framework that systematically organizes research inquiries. Then, research hypotheses are delineated and major variables are defined. Finally, limitations are noted and significances of the study are suggested.

1.2   Background of Study

We are in the new millennium whereby globalization and internationalization of economic services and education have become more important than ever, which inevitably presents new opportunities as well as challenges. One of the significant features of this new market is global education, which has grown rapidly over the past few decades, whereby the need of a successful and effective education structure has become a fundamental and significant factor in countries both economically and socially (Bhandari & Blumenthal, 2009).

In the annual report of The Organization for Economic Co-operation and Development (OECD),it was estimated that from 1975 to 2008 the number of international students around the world had quadrupled, from 0.8 million to 3.3 million. More than half a million international students pursue their education in the United States, almost 200,000 in Australian institutions (Bohm, Davis, Meares, & Pearce, 2002) and more than 300,000 international students are in Malaysia, Singapore and China(Verbik & Lasanowski, 2007).

According to a study by Verbike and Lasanowski (2007), it was revealed that almost half of the population of international students around the globe is in the United States, the United Kingdom, and Australia; 20% are pursuing their higher education in Germany and France, and 13% in Japan, Canada, and New Zealand. Malaysia, Singapore, and China share approximately 12% of the total number of international students in the higher education market, which is evolving. Traditionally, OECD countries attract about 70% of international students with the main destinations being the United States, the United Kingdom, France, and Australia, but Asia has become one of the significant features of the global education market particularly over the past five to six years(Verbik & Lasanowski, 2007).

More than 2.8 million students were enrolled in higher education institutions outside their home countries in 2007. This translates into 123,400 more students than in 2006, an increase of 4.6%. These eleven countries (OECD countries) hosted 71% of the world's international students, led by the United States with 21.3% (UKHEIU, 2010). Demand for global international higher education is expected to increase to

1

7.2 million by 2025 and Asia will generate 70% of the total demand for international higher education (Bohm et al., 2002). Among the Asian countries, Malaysia, Singapore and China have the highest rate of international student enrolment, almost 300,000 in 2006(Verbik & Lasanowski, 2007). In December 2007, the Ministry of Higher Education of Malaysia (MOHE) reported that the population of international students in Malaysia was 70,259 in both private and public universities, colleges and institutes, and almost 50,000 have been enrolled in public centers (MOHE, 2009). This indicates the fast growth of the population of international students in Malaysia from a wide spectrum of 150 countries (MOHE, 2009).

The rapid increase of international student enrolment in Malaysia from 2003 to 2007 provides evidence that Malaysia is one of the significant competitors for higher education in the global market. It has become one of the main destinations for students due to its considerably lower cost of living and tuition fees in comparison with the leading countries for mobile students worldwide. In addition to this, the use of the English language as a medium of instruction is instrumental in reducing the 'mobility barrier', and also its interest in welcoming students from diverse countries around the world (Verbik & Lasanowski, 2007).

The new countries which emerged in this market in the past decade may face critical challenges to establish and develop the required skills and sensitivities for their overseas students to live successfully in the host country. Moreover, Grieger (1996) highlighted that in order to attain looked-for achievement and capitalizing on these opportunities, activities in facilitating and supporting its diverse student population have to be developed.

International students may carry new or different perspectives in diversified fields of knowledge and science, which may enrich the learning environment as well as provide opportunities for local students to expand their worldviews and visions. For those who study abroad, there are many opportunities which may directly have a life changing impact on their journey of self-discovery, including personal as well as academic, and professional growth. Studying abroad provides a feasible and valuable opportunity to learn a new language and culture, to travel and make new friends. Studies demonstrated that international students' needs and success in the academic environment are important aspects that should not be ignored (Abe, Talbot, & Geelhoed, 1998; Hyun, Quinn, Madon, & Lustig, 2007; Lacina, 2002). Proper attention to the psychological aspect of studying abroad might facilitate a positive experience for international students. Students who pursue their education abroad have expectations of a certain level of success and prestige. However, disappointment, and in some cases, failure, may be experienced when reality and their expectations are not convergent (Mori, 2000; Mahmud, Amat, Rahman, & Ishak, 2010).

The challenges of seeking support and acceptance in a foreign country can be full of stress, anxiety, and fear since their traditional sources of support such as family and friends are not available. Thus, the challenges of entering a different and new setting of life should not be ignored. International students who are studying in Malaysia are not an exception to this and they may face a variety of challenges during their

2

sojourn in Malaysia. Many of them experience a range of personal, cultural and educational adjustments to deal with (Ghoroghi, Hassan, & Maznah Baba, 2012; Lacina, 2002; Hyun et al., 2007; Mahmud et al., 2010). Prevailing challenges and issues they face include homesickness, loneliness, a need to develop new peer relationship, a need to become independent, adaptation to a new culture, food and climate, and a language barrier (Mahmud et al., 2010).

International students face not only the same life events and stressors as other students but they also have tendency to find themselves under additional pressure to adjust to their new environment. Due to unfamiliarity with new environment's customs and values, they may experience loneliness or loss of social status (Kalantarkousheh & Hassan, 2010; Lacina, 2002).

Many scholars have addressed the topic of international students' adjustment during the transitional stage of their sojourn in OECD countries but little literature is available about international students' experiences in Asia and the region in which this study is conducted, which is Malaysia. The needs, especially social support and professional psychological help to facilitate their adjustment and to maintain their well-being in Malaysia are not apparent to scholars (AlHorany& Hassan, 2011). There is insufficient literature available to explain the benefits and possible short-comings of life in Malaysia, which correspondingly need to be emphasized and improved.

To date, there has been little discussion available about professional mental health services and its role in the institutions of higher education in Malaysia. Salim and Jaladin (2005), highlighted the problem of inadequate professional mental health services in higher learning institutions in Malaysia, pointing to the counselor-student ratio of 1:10055 since 1994. With a 13.5%, average annual growth rate of the international student population, there were 86,000 in 2011 and it is estimated this population will hit 150,000 in year 2015. As one of the fast growing Southeast Asian countries, Malaysian has attracted many international students from the developing and underdeveloped countries.

It is not repudiated that Malaysia has developed its counseling and mental health and awareness services for society since 1998(Salim & Jaladin, 2005). However, it has not correspondingly grown to meet the demands of the large number of clients(Salim & Jaladin, 2005). While the literature has provided many studies related to the well-being of international students in other countries, little research has been found related to the sojourn of international students in Malaysia. Therefore, the aim of this study is also to explore some of the issues and concepts that possibly play a significant role in the well-being of international students, and the potential services that can be provided by the professional mental health services based on the attitude toward professional psychological help seeking and support in society.

1.3   Problem Statement

MOHE reported in 2009 that more than 70,000 international students had been enrolled in higher education institutions in Malaysia from 2002. However, the

experience and psychological health of international students have been addressed scarcely. Moreover, there has been a fast annual growth of international students, professional mental health services in educational settings were not provided correspondingly (Salim & Jaladin, 2005; MOHE, 2009).

Currently, attending to an academic institution in overseas is the interest of many students but researches in developed countries revealed the experience can be highly stressful, and if it is greater than the person's coping ability it can block appropriate academic achievement. Furthermore, theinternational students have been faced with multiple stressors associated with their transition to a new country (Mallinckrodt &Leong, 1992; Mori, 2000; Sawir, Marginson, Deumert, Nyland & Ramia, 2008). Loneliness, homesickness, loss of status, absence of the original support network of family and friends (Williams et al., 2003; Pedersen, 1991), and emotional disturbance (Mahmud et al., 2010; Mori, 2000; Oei & Notowidjojo, 1990; Ryan & Twibell, 2000; Sawir et al., 2008) are part of the psychological challenges they may experience.

Those stressors have impact on psychological and physical health of the international students. Many studies have revealed psychological distresses contribute to the wellbeing among university students (Pierceall&Keim,2007; Sivoňová et al., 2004; Bayram&Bilgel,2008).there is a huge number of life stressors and factors which contribute to the stress level of university students and it includes social support. Researchers suggested that social support have impact on the well-being of university students and significantly those international students who have limited access to their original social network, family and friends. Most commonly reported strategies that university or college students use to overcome their stress includes talking to family members and friends and less desirable strategies like drinking alcohol, smoking or drug abuse (Pierceall & Keim, 2007), but there is few reports on utilizing professional psychological help voluntarily.

Stress is inevitable in circumstances where individuals face challenges. Since there is not much or total absence of accessible support from the original social network of the individual, the alternative is to seek help from available and accessible resources. Therefore, measuring the stress in relation to the attitude toward professional psychological help seeking among the international students would be noteworthy.

Although there are many factors which affect an individual's decision in a stressful condition, the researcher hypothesized a person's social support and help-seeking attitude bear a significant relationship with the perceived stress one would report. Moreover, being student in a foreign land, the international postgraduate students (IPS) are a minority group and they may be neglected in social interaction. Therefore, it is important and necessary to conduct this study on IPS.

This hypothesis and the subsequent selection of social support, professional psychological help seeking and perceived stress was based on Lazarus's (1993a) theory of coping, and Cohen's (1984, 2004) buffering-hypothesis and network-episode model (Pescosolido, 1990s).This study utilizes descriptive and correlational design with the respect to the supporting theories to investigate the correlation of

4

social support, professional psychological help seeking and perceived stress among international postgraduate students.

In previous studies it has been highly investigated that stress has relationship with health behaviour, use of medication, substance abuse and development of diabetes and heart disease (Rod, Schnohr, Prescott, & Kristensen, 2009).Stress were assessed in relation to health behavior and its relation to the attitude toward seeking help and appraisal of social support seems have been neglected. Appraising stress, social support, and attitude toward seeking help may provide an insight which is critical for a robust, healthy and thriving university experience. In view of that, there is a research gap in investigation of the stress, seeking of professional psychological help seeking and social support among international students in Malaysia.

1.4 Research Questions

This study addresses the following questions:

1. What are the perceived stress levels among IPS based on age, and gender?
2. Is there any relationship between the perceived stress, social support and professional help seeking among IPS?
3. Is the perceived stress explained by social support and professional help seeking among IPS?

1.5 Objectives
1.5.1 General Objective

The objective of this study is to examine the relationship between social support, professional psychological help seeking, and perceived stress among international postgraduate students (IPS) at a Malaysian public university.

1.5.2 Specific Objectives

The specific objectives of this study are:

1. To describe the perceived stress among IPS based on age and gender.
2. To examine the relationship between social support, professional and the perceived stress psychological help seeking among IPS.
3. To examine whether social support and professional psychological help seeking explain the perceived stress among IPS.

1.6 Research hypothesis

1. There is a significant relationship between social support and the perceived stress.
2. There is a significant relationship between professional psychological help seeking and the perceived stress.
3. Social support and professional psychological help seeking significantly explain perceived stress among IPS.

5

Table 1.1: Summary of Research Questions, Objectives, and Hypothesis

Research Question	Research Objectives	Research Hypothesis
(1) What are the perceived stress levels among IPS based on age and gender?	(1) To describe the perceived stress among IPS based on age and gender.	-
(2) Is there any relationship between social support, professional help seeking and the perceived stress among IPS?	(2) To examine the relationship between social support, professional psychological help seeking and the perceived stress among IPS.	(1) There is a significant relationship between social support and the perceived stress. (2) There is a significant relationship between professional psychological help seeking and the perceived stress.
(3) Is the perceived stress explained by social support and professional help seeking among IPS?	(3) To examine whether social support and professional psychological help seeking explain the perceived stress among IPS	(3) Social support and professional psychological help seeking significantly explain the perceived stress among IPS.

1.7 Definition of Terms

The conceptual and operational definitions of the key terms are as follows:

Professional Psychological Help Seeking

Conceptually, help seeking is defined as "a buffer, an act that keeps us from feeling the full negative effect of some stressful life event", which can be formal or informal (Mosley-Howard, 2006). In this study, Professional Psychological help seeking is considered as formal help seeking and it means using the services of the professionals such as psychiatrists, psychologists, counselors, physicians, or social workers who represent formal help and support.

Operationally, this term defines a set of actions an individual takes to obtain some type of assistance and support when she or he cannot solve a problem or issue of concern. This is measured by a 10-item Professional Psychological Help Seeking scale.

Social Support

Conceptually, social support refers to the student's family members, friends, classmates, spouse or partner, and/or boyfriend or girlfriend. Social support is related

6

to overall well-being, resources made available by other people to provide recognition, love, esteem and value, and belonging to a network of communication or mutual obligation (Cobb, 1976; Rodriguez & Cohen, 1998). In the encyclopedia of mental health, Rodriguez and Cohen (1998) define social support as "a multidimensional construct that refers to the process by which individuals manage the psychological and material resources available through their social networks to enhance their coping with stressful events, meet their social needs, and achieve their goals". Social support has an impact on both mental and physical health.

Operationally in this study, Social support is measured through Multiple Dimensional Scale of Perceived Social Support (MSPSS) by Zimet et al. (1988). It addresses the perception of social support adequacy of family, friend, and significant other sources.

Stress

Conceptually, stress takes place when an individual evaluates and appraises a situation as threatening and does not have suitable coping resources or actions to rely on (Lazarus, 1993b). In other words, in a life event one who fails to have adequate coping responses appraises it as stressful.

Operationally, this is measured by a 10-item Perceived Stress Scale (PSS-10). PSS-10 is designed to measure people's perception of stress. It is a measurement of the degree to which situations in people's lives are appraised as stressful.

International Postgraduate Students

Conceptually, the term "international students" defined by OECD (2010) refers to those "who are not permanent residents of their country of study or, alternatively, those who received their prior education in another country _ regardless of citizenship".

Operationally, in this study, international postgraduate students are those who enrolled in a Malaysian university to pursue their higher education. These students are not permanent residents but temporarily staying and living in Malaysia during the period of their education.

1.8 Limitations of the Study

The first limitation of this study is that the samples of international students in this study do not represent all the international students at public Malaysian universities. Issues such as tradition, customs, languages, socioeconomic status, campus norms, value judgment and other cultural issues may limit generalizability of the sample to the desired population. The sample group is the IPS who was enrolled and pursued their higher education at UPM at the time of conducting the research. Therefore, it is limited to the percentages of international students and countries which have been studying at UPM by the second semester of year 2010/2011 so that some of the data of this study would need to be updated from time to time.

Second limitation is all the generated data were based on self-report instruments. As such, data from such measures should be interpreted carefully. In fact, self-report measurement of traits such as behavior and attitudes are highly context-dependent (e.g., order effects, setting of measurement).Although order effects were not an aim in the present research. There was a possibility that those factors influenced the self-ratings of stress, and help-seeking intentions.

Third limitation was the data collection procedure. The researcher was able to carry out the study once the exact name list of the students in each faculty has been forwarded to her. Classification of the population into units with similar characteristics was time consuming. Furthermore, not all the randomly selected participants were accessible during the estimated period of data collection stage as well.

Finally, the language barrier was a limitation. The researcher measured the perceived stress among IPS who were originally from different country and mother tongue languages. English was either their second or foreign language. Therefore, there was likelihood and tendency of misunderstanding or misinterpretation of the instructions or the questions.

1.9 Significance of the Study

Cultivating progress and development in science, technology, and life has been characterized by increase in the knowledge of relationships between constituents and components of material(s) or variables of a phenomenon. It is on account of correlation that the range of uncertainty of mind is reduced. This research is a good indicator of the stress level, social support and professional psychological help seeking among IPS in Malaysia. Once the score, the measurement and correlation is known it can be used to make predictions. An examination of literature regarding the recent available information on higher education in Malaysia published little exploration or examination of the well-being among the international student population. This study contributes to the understanding of the stress level and help seeking which are critically important variables in mental health and wellbeing of a person.

Developing an awareness program based on the findings of this study would have an effective impact on the wellbeing and health of this population. It has been reported that counselors should be more aware of the multicultural dynamics of International student populations in a foreign country (Poyrazil, Kavanaugh, Baker, & Al-Timimi, 2004; Yi, Lin, &Kishimoto, 2003; Yoon & Portman, 2004). Therefore, this research can be significant since it is addressing the stress, social support and professional psychological help seeking in a multicultural setting.

8

REFERENCES

Abe, J., Talbot, D. M., & Geelhoed, R. J. (1998). Effects of a Peer Program on International Student Adjustment. *Journal of College Student Development, 39*(6), 539-547.

Al Horany, A. & Hassan, S.A. (2011). Marital adjustment among postgraduate students at universities in Malaysia. *Elixir Psychology*. 2011; 37(8): 3773-3776

Andersen, R., & Newman, J.F.(1973).Societal and individual determinants of medical care utilization in the United States.*The Milbank Memorial Fund Quarterly. Health and Society, 51*(1),95-124.

Ang, R. P., Shun, L., Ai-Girl, T., & Kam, M. L. (2007). Refining the Attitudes Toward Seeking Professional Psychological Help Scale: Factorial Invariance Across Two Asian Samples. *Measurement & Evaluation in Counseling & Development 40*(3), 130-141.

American Psychology Association. (2009). *Stress and Gender*: Retrieved from http://www.apa.org/news/press/releases/stress/2011/gender.aspx

Ary, D., Jacobs, L. C., & Razavieh, A. (2002). *Introduction to research in education* (6 ed.). Belmont, CA: Wadsworth.

Bahaman, A. S., & Turiman, S. (1999). *Statistics Social Research with Computer Application*. Kuala Lumpur: Manuscript.

Balakrishnamurthy, C., & Shankar, S. (2009). Impact of age and level of experience on occupational stress experienced by non-gazetted officers of the central reserve police force. *Industrial Psychiatry Journal, 18*(2), 81-83.

Baker, T.L. (1994). *Doing Social Research* (2nd ed). New York: McGraw-Hill.

Bartlett, J. E., Kotrlik, J. W., & Higgins, C. C. (2001). Organizational Research: Determining Appropriate Sample Size in Survey Research. *Information Technology, Learning, and Performance Journal, 19*(1), 43-50.

Barwick, A. K., de Man, A. F., &mckelvie, S. J. (2009). Personality Factors and Attitude toward Seeking Professional Help. *North American Journal of Psychology, 11*(2), 333-342.

Baum, A., Singer, J. E., & Baum, C. S. (1982). Stress and the Environment. In G. W. Evans (Ed.), *Environmental Stress* (pp. 23-41). Cambridge: Cambridge University Press.

Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin, 117*(3), 497-529.

Baysden, M. (2002). *International and United States citizen student adaptation to college, opinions about mental illness, and attitudes toward seeking professional help*.Retrieved from ProQuest Dissertation and Theses database. (UMI No. AAT 3080509)

Berkman, L. F. (1995). The role of social relations in health promotion. *Psychosomatic Medicine, 57*(3), 245-254.

Bhandari, R., & Blumenthal, P. (2009). *Global student mobility: moving towards brain exchange*. New York: Institute of International Education.

Biddle, L., Donovan, J., Sharp, D., & Gunnell, D: (2007). Explaining non-help-seeking amongst young adults with mental distress: a dynamic interpretive model of illness behaviour. *Sociology of health & illness, 29*(7): 983–1002.

Blum,S.,Silver,R. C. (2008). *Coping*. Retrieved from http://www.encyclopedia.com/doc/1G2-3045300457.html

International Development Program of Australian Universities and Colleges Ltd. (2002). *Global Student Mobility 2025*. Retrieved from http://www.idp.com/default.aspx.

Bolt, M. (2004). *Pursuing Human Strengths: A Positive Psychology Guide*. New York: Worth Publishers.

Bolton, W., & Oatley, K. (1987). A longitudinal study of social support and depression in unemployed men. *Psychological Medicine, 17*(2), 453-460.

Bowlby, J. (1971). *Attachement and Loss* (Vol. 1). London: Penguin.

Brinson, J. A., & Kottler, J. A. (1995). International students in counseling:Some alternative models. *Journal of College Student Psychotherapy, 9*(3),57–70.

Brooks, G. P., & Barcikowski, R. S. (1995). *Precision Power Method for Selecting Regression Sample Sizes*: Education Resources Information Center.

Brown, L. (2008). The Incidence of Study-Related Stress in International Students in the Initial Stage of the International Sojourn. *Journal of Studies in International Education, 12*(1), 5-28.

Brown, L., & Holloway, I. (2008). The adjustment journey of international postgraduate students at an English university. *Journal of Research in International Education, 7*(2), 232-249.

Canty-Mitchell, J., & Zimet, G. D. (2000). Psychometric Properties of the Multidimensional Scale of Perceived Social Support in Urban Adolescents. *American Journal of Community Psychology, 28*(3), 391-400.

Chan, Y. (2003). Biostatistics 101: data presentation. *Singapore medical journal, 44*(6), 280-285.

Cheng, S. T., & Chan, A. C. M. (2004). The multidimensional scale of perceived social support: dimensionality and age and gender differences in adolescents. *Personality and Individual Differences, 37*(7), 1359-1369.

Church, A. T. (1982). Sojourner adjustment. *Psychological Bulletin, 91*(3), 540-572.

Clara, I. P., Cox, B. J., Enns, M. W., Murray, L. T., & Torgrudc, L. J. (2003). Confirmatory Factor Analysis of The Multidimensional Scale of Perceived Social Support in Clinically Distressed and Student Samples. *Journal of Personality Assessment, 81*(3), 265-270.

Cobb, S. (1976). Social support as a moderator of life stress. *Psychosomatic Medicine, 38*(5), 300-314.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Hillsdale, New Jersey: Erlbaum.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* New York: Routledge.

Cohen, L. H., mcgowan, J., Fooskas, S., & Rose, S. (1984). Positive life events and social support and the relationship between life stress and psychological disorder. *American Journal of Community Psychology, 12*(5), 567-587.

Cohen, M., Arad, S., Lorber, M., & Pollack, S. (2007). Psychological distress, life stressors, and social support in new immigrants with HIV. *Behavioral Medicine, 33*(2), 45-54.

Cohen, S. (1988). Psychosocial models of the role of social support in the etiology of physical disease. *Health Psychology, 7*(3), 269-297.

Cohen, S. (2004). Social Relationships and Health. *American Psychologist, 59*(8), 676-684.

Cohen, S., & Hoberman, H. M. (1983). Positive Events and Social Supports as Buffers of Life Change Stress1. *Journal of applied social psychology, 13*(2), 99-125.

Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal Of Health And Social Behavior, 24*(4), 385-396.

Cohen, S., Kaplan, G. A., & Salonen, J. T. (1990). The Role of Psychological Characteristics in the Relation Between Socioeconomic Status and Perceived Health. *Journal of Applied Social Psychology, 29*, 445–468.

Cohen, S., &mckay, G. (1984). Social support, stress, and the buffering hypothesis: A theoretical analysis. In A. Baum, J. E. Singer & S. E. Taylor (Eds.), *Handbook of psychology and health*. Hillsdale, New Jersey: Erlbaum.

Cohen, S., Underwood, L., & Gottlieb, B. (2000). Social support measurement and interventions: A guide for health and social scientists *Social relationships and health* (pp. 3-25). New York: Oxford.

Cohen, S., & Williamson, G. (1988). Perceived stress in a probability sample of the United States. In S. Spacapan & S. Oskamp (eds.), *The social psychology of health: Claremont Symposium on applied social psychology*. Newbury Park, CA: Sage.

Cohen, S., & Williamson, G. (1991). Stress and infectious diesease in humans. *Psychological Bulletin, 109*(1), 5-24.

Cohen, S., & Wills, T. A. (1985). Stress, social support and the buffering hypothesis. *Psychological Bulletin, 98*(2), 310-357.

Cordon, I. M. (1997). *Homepage*. Retrievedfrom http://www.csun.edu/~vcpsy00h/students/stress.htm

Cormack, D. (2000). *The research process in nursing*: UK: Wiley-Blackwell.

Craft, B. J. (1993). *Social support, coping and help-seeking attitudes: Decisions to seek treatment for symptoms of depression* (Doctoral dissertation). Retrieved frm ProQuest Dissertations and Theses database. (UMI No. AAT 9415956)

Creswell, J.W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.

Dahlem, N. W., Zimet, G. D., & Walker, R. R. (1991). The Multidimensional Scale of Perceived Social Support: A Confirmation Study. *Journal of Clinical Psychology, 47*(6), 756-761.

Das, A. K., Chow, S. Y., & Rutherford, B. (1986). The counseling needs of foreign students. *International Journal for the Advancement of Counselling, 9*(2), 167-174.

Deane, K.P., & Chamberlain, K. (1994). Treatment fearfulness and distress as predictors of professional psychological help-seeking. *British Journal of Guidance and Counseling, 22*, 207-218.

Dearing, R. L., & Twaragowski, C. (2010). The Social Psychology of Help Seeking. In James E. Maddux & J. P. Tangney (eds.), *Social Psychological Foundations of Clinical Psychology*(pp. 395). New York: The Guilford Press.

Durkheim, E. (1952). *Suicide: a study in sociology* (J. A. Spaulding & G. Simpson, Trans.). London: Routledge and K. Paul.

72

Eaker, E. D. (2005). Social Support and Physical Health: Understanding the Health Consequences of Relationships. *Am. J. Epidemiol., 161*(3), 297-298.

Edwards, L. M. (2004). Measuring Perceived Social Support in Mexican American Youth: Psychometric Properties of the Multidimensional Scale of Perceived Social Support. *Hispanic Journal of Behavioral Sciences, 26*(2), 182-194.

Eker, D., & Arkar, H. (1995). Perceived social support: psychometric properties of the MSPSS in normal and pathological groups in a developing country. *Social Psychiatry and Psychiatric Epidemiology, 30*(3), 121-126.

Elhai, J. D., Schweinle, W., & Anderson, S. M. (2008). Reliability and validity of the Attitudes Toward Seeking Professional Psychological Help Scale-Short Form. *Psychiatry Research, 159*(3), 320-329.

Faul, F., Buchner, A., Erdfelder, E., & Lang, A. G. (2010). G*Power (Version 3.1.3). Germay.

Fischer, E. H., & Farina, A. (1995). Attitudes toward Seeking Professional Psychological Help: A Shortened Form and Considerations for Research. *Journal of College Student Development, 36*(4), 368-373.

Fischer, E. H., & Turner, J. L. B. (1970). Orientations to seeking professional help: Development and research utility of an attitude scale. *Journal of Consulting and Clinical Psychology, 35*(11), 79-90.

Fischer, E. H., Winer, D. & Abramowitz, S. I. (1983). Seeking professional help for psychological problems. In A. Nadler, J. D. Fisher & B. M. DePaulo (Ed.), *New directions in helping: Applied perspectives on help-seeking and -receiving* (pp. 163-185). New York: Academic Press.

Fleishman-Pogach, L.(2008). *College students' attitudes toward seeking professional psychological help* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 3354297).

Fontana, A. F., Kerns, R. D., Rosenberg, R. L., & Colonese, K. L. (1989). Support, stress, and recovery from coronary heart disease: a longitudinal causal model. *Health Psychology: Official Journal Of The Division Of Health Psychology, American Psychological Association, 8*(2), 175-193.

Fontana, D., & Abouserie, R. (1993). Stress levels, gender and personality factors in teachers. *British Journal of Educational Psychology, 63*(2), 261-270.

Fraenkel, J. R., & Wallen, N. E. (2006). *How to Design and Evaluate Research in Education* (6th ed.). New York: McGraw Hill.

Galdas, P. M., Cheater, F., & Marshall, P. (2005). Men and health help-seeking behaviour: literature review. *Journal of Advanced Nursing, 49*(6), 616-623.

Ghoroghi, S., Hassan, S. A., & Maznah Baba. (2012). Function of Family-of-origin Experiences and Marital Adjustment among Married Iranian Students of Universiti Putra Malaysia. *International Journal of Psychological Studies, 4*(3), 94_103.

Glanz, K., Rimer, B. K., & Lewis, F. M. (2002). *Health behavior and health education : theory, research, and practice* (3rd ed.): San Francisco : Jossey-Bass.

Gliem, J. A., & Gliem, R. R. (2003). *Calculating, Interpreting, and Reporting Cronbach's Alpha Reliability Coefficient for Likert-Type Scales.*In the Midwest Research to Practice Conference in Adult, Continuing, and Community Education, 2003. Ohio State University, USA.

Goodman, S. H., Sewell, D. R., & Jampol, R. C. (1984). On going to the counselor: Contributions of life stress and social supports to the decision to seek psychological counseling. *Journal of Counseling Psychology, 31*(3), 306-313.

Gourash, N. (1978). Help-Seeking: A review of the literature. *American Journal of Community Psychology, 6*(5), 413-423.

Gravetter, F. J., & Forzano, L. A. B. (2011). *Research methods for the behavioral sciences* (4th ed.). Belmont, CA: Wadsworth.

Grieger, I. (1996). A Multicultural Organizational Development Checklist for Student Affairs. *Journal of College Student Development, 37*(5), 561-573.

Gulliver, A., Griffiths, K. M., Christensen, H., & Brewer, J. L. (2012). A systematic review of help-seeking interventions for depression, anxiety and general psychological distress. *BMC Psychiatry, 12*, 81-81.

Halgin, R. P., Weaver, D. D., Edell, W. S., & Spencer, P. G. (1987). Relation of depression and help-seeking history to attitudes toward seeking professional psychological help. *Journal of Counseling Psychology, 34*(2), 177-185.

Hyun, J., Quinn, B., Madon, T., & Lustig, S. (2007). Mental Health Need, Awareness, and Use of Counseling Services Among International Graduate Students. *Journal of American College Health, 56*(2), 109-118.

Jacob, E. J. (2001). Using Counselor Training and Collaborative Programming Strategies in Working With International Students. *Journal of Multicultural Counseling & Development, 29*(1), 73-88.

Jeong, A. (2011). *Ecological Analysis of Korean American Adolescents' Help-Seeking: Acculturation and Acculturative Stress.* University of Illinois at Chicago, Illinois.

Kakhnovets, R. (2011).Relationships Among Personality, Expectations about Counseling, and Help-Seeking Attitudes. *Journal of Counseling & Development, 89*, 11-19.

Kalantarkousheh, S. M., & Hassan, S. A. (2010). Function of life meaning and marital communication among Iranian spouses in Universiti Putra Malaysia. *Procedia Social and Behavioral Sciences, 5*, 1646_1649.

Kazarian, S. S., &McCabe, S. B. (1991). Dimensions of Social Support in the MSPSS: Factorial Structure, Reliability, and Theoretical Implications. *Journal of Community Psychology, 19*(2), 150-160.

Kiecolt-Glaser, J. K., Glaser, R., Shuttleworth, E. C., Dyer, C. S., Ogrocki, P., & Speicher, C. E. (1987). Chronic stress and immunity in family caregivers of Alzheimer's disease victims. *Psychosomatic Medicine, 49*(5), 523-535.

Khoo, P. L. S., & Abh-Rasain, M. H. (1994). Counseling foreign students. *Counseling Psychology Quarterly, 7* (2), 117-132.

Kikusui, T., Winslow, J. T., & Mori, Y. (2006). Social Buffering: Relief from Stress and Anxiety. *Philosophical Transactions: Biological Sciences, 361*(1476), 2215-2228.

Kim, B. S. K., & Omizo, M. M. (2003). Asian Cultural Values, Attitudes toward Seeking Professional Psychological Help, and Willingness to See a Counselor. *The Counseling Psychologist, 31*(3), 343-361.

Klap, R., Unroe, K. T., & Unützer, J. (2003). Caring for mental illness in the United States: a focus on older adults. *American Journal of Geriatric Psych, 11*(5), 517.

Komiya, N., & Eells, G. T. (2001). Predictors of attitudes toward seeking counseling among international students. *Journal of College Counseling, 4* (2), 153-171.

Komiya, N., Good, G. E., & Sherrod, N. B. (2000). Emotional openness as a predictor of college students' attitudes toward seeking psychological help. *Journal of Counseling Psychology, 47*(1), 138-143.

Krohne, H. (2001). Stress and coping theories. *The international encyclopedia of the social and behavioral sciences, 22*, 15163-15170.

Kutner, M. H., Nachtsheim, C. J., & Neter, J. (2004). *Applied linear regression models* (4th ed.). Boston: McGraw-Hill.

Lacina, J. G. (2002). Preparing International Students for a Successful Social Experience in Higher Education. *New Directions for Higher Education*(117), 21.

Lakey, B., & Cohen, S. (2000a). Social support theory and measurement *Social support measurement and intervention: A guide for health and social scientists* (pp. 29-52).

Lakey, B., & Cohen, S. (2000b). Social support theory and measurement. *Social support measurement and intervention: A guide for health and social scientists*, 29-52.

Lazarus, R. S. (1966). *Psychological stress and the coping process*.New York: McGrawHill

Lazarus, R. S. (1993a). Coping theory and research: past, present, and future. *Psychosomatic Medicine, 55*(3), 234-247.

Lazarus, R. S. (1993b). From Psychological Stress to the Emotions: A History of Changing Outlooks *Annual Review of Psychology*, 44, 1-21.

Lazarus, R. S. (1999). *Stress and Emotion: A new synthesis*. New York: Springer Publishing Company,Inc.

Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*: New York: Springer Publishing Company, Inc.

Lee, J. S., Koeske, G. F., & Sales, E. (2004). Social support buffering of acculturative stress: a study of mental health symptoms among Korean international students. *International Journal of Intercultural Relations, 28*(5), 399-414.

Lehman, R. S. (1995). *Statistics in the behavioral sciences: a conceptual introduction*. California: Brooks/Cole.

Leong, F. T. L., & Zachar, P. (1999). Gender and opinions about mental illness as predictors of attitudes toward seeking professional psychological help. *British Journal of Guidance and Counselling, 27*(1), 123-132.

Lévesque, K., Moskowitz, D. S., Tardif, J. C., Dupuis, G., & D'Antono, B. (2010). Physiological stress responses in defensive individuals: Age and sex matter. *Psychophysiology, 47*(2), 332-341.

Leyla Esentürk, E. (2010). An analysis of the relationship between attitudes towards seeking psychological help and problem solving among university students. *Social and Behavioral Sciences, 2*(2), 1814-1819.

Lomax, R. & Li, J. (2012). *Homepage.* Retrieved from Http://www.education.com/reference/article/correlational-research/

Mahmud, Z., Amat, S., Rahman, S., & Ishak, N. M. (2010). Challenges for International Students in Malaysia: Culture, Climate and Care. *Procedia - Social and Behavioral Sciences, 7*, 289-293.

Mallinckrodt, B., & Leong, F. T. L. (1992a). International Graduate Students, Stress, and Social Support. *Journal of College Student Development, 33*(1), 71-78.

Mallinckrodt, B., & Leong, F. T. L. (1992b). Social Support in Academic Programs and Family Environments: Sex Differences and Role Conflicts for Graduate Students. *Journal of Counseling and Development, 70*(6), 716-723.

Maslow, A. H. (1968). *Toward a psychology of being*(Vol. 16). New York: Van Nostrand.

Masuda, A., Suzumura, K., Beauchamp, K. L., Howells, G. N., & Clay, C. (2005). United States and Japanese college students' attitudes toward seeking professional psychological help. *International Journal of Psychology, 40*(5), 303-313.

Matud, M. P. (2004). Gender differences in stress and coping styles. *Personality and Individual Differences, 37*(7), 1401-1415.

Maxwell, J. W. (2005). *Qualitative research design: An interactive approach* (2nded.): Thousand Oaks, CA: Sage.

McCormick, I. A., Siegert, R. J., & Walkey, F. H. (1987). Dimensions of social support: A factorial confirmation. *American Journal of Community Psychology, 15*(1), 73-77.

Mcdonough, P., & Walters, V. (2001). Gender and health: reassessing patterns and explanations. *Social Science & Medicine, 52*(4), 547-559.

Meyer, C. (2009). *Help seeking attitudes and behaviors of international students at architectural schools* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. AAT 3382661)

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.): Thousand Oaks CA: Sage.

Mimura, C., & Griffiths, P. (2004). A Japanese version of the perceived stress scale: translation and preliminary test. *International Journal of Nursing Studies, 41*(4), 379-385.

Miville, M. L., & Constantine, M. G. (2006). Sociocultural predictors of psychological help-seeking attitudes and behavior among Mexican American college students. *Cultural Diversity & Ethnic Minority Psychology, 12*(3), 420-432.

Mncadi, N. E. (1993). *International graduate students' problems and coping strategies* (Doctoral dissertation). Retrieved from ProQuest Dissertation and Theses database.

Ministry of Higher Education. (2009). *International Students Statistics*. Retrieved from http://educationmalaysia.gov.my/studentpass2008.php

Mori, S. (2000). Addressing the Mental Health Concerns of International Students. *Journal of Counseling & Development, 78*(2), 137-144.

Mosley-Howard, G. S.(2006) Encyclopedia of Multicultural Psychology. Thousand Oaks: Sage.

Munir, S. S., & Jackson, D. W. (1997). Social support, need for support, and anxiety among women graduate students. *Psychological Reports, 80*(2), 383-386.

Murphy, P. M., & Kupshik, G. A. (1992). Inter-personal and intra-personal differences in social needs *Loneliness, stress and well-being*(pp. 26-36). London: Routledge.

Nicholson, M. W. (2001).Adaptation of Asian Students to American Culture.*ERIC database* Retrieved from http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED45375 1

Nilsson, J. E., Berkel, L. A., Flores, L. Y., & Lucas, M. S. (2004). Utilization Rate and Presenting Concerns of International Students at a University Counseling Center: Implications for Outreach Programming. *Journal of College Student Psychotherapy, 19*(2), 49-59.

Organization for Economic Co-operation and Development. (2010). *Education at a glance-OECD Indicators*. Retrieved from http://www.oecd-ilibrary.org/education/education-at-a-glance-2010_eag-2010-en

Oei, T. P., & Notowidjojo, F. (1990). Depression and loneliness in overseas students. *The International Journal Of Social Psychiatry, 36*(2), 121-130.

Oman, R. F., & King, A. C. (2000). The effect of life events and exercise program format on the adoption and maintenance of exercise behavior. *Health Psychology, 19*(6), 605-612.

Osborne, J., & Waters, E. (2002). Four assumptions of multiple regression that researchers should always test. *Practical Assessment, Research & Evaluation, 8*(2), 1-9.

Pallant, J. (2005). *SPSS Survival Manual A step by step guide to data analysis using SPSS for Windows* (3rd ed.). England: McGraw-Hill.

Palmer, G. L. (2009). *Examination of the Reliability and Validity of the Attitudes Toward Seeking Professional Psychological Help Scale (ATSPPHS) Among Jamaican Americans* (Doctoral dissertation).Retrieved from ProQuest Dissertations and Theses database. (UMI NO. AAT 3369593).

Parrish, J. A. (2008). *Comparison of a middle and secondary M.A.T. teacher preparation program: Examining candidate satisfaction with alternative certification and regular certification preparation*(Doctoral dissertation).Retrieved from ProQuest Dissertations and Theses database. (UMI NO. AAT 3352042).

Pedersen, P. B. (1991). Counseling International Students. *The Counseling Psychologist, 19*(1), 10-58.

Pescosolido, B. A., & Boyer, C. A. (1999). How do people come to use mental health services? Current knowledge and changing perspectives. In A V. Horowitz & T. L. Scheid (Ed.)., *handbook for the study of mental health* (pp. 392-411). New York: Cambridge University Press.

Pescosolido, B. A., Gardner, C. B., & Lubell, K. M. (1998). How people get into mental health services: Stories of choice, coercion and "muddling through" from "first-timers". *Social Science & Medicine, 46*(2), 275-286.

Pierceall, E. A., & Keim, M. C. (2007). Stress and Coping Strategies among Community College Students. *Community College Journal Of Research And Practice,31*(9), 703-712.

Poyrazil, S., Kavanaugh, P. R., Baker, A., & Al-Timimi, N. (2004). Social Support and Demographic Correlates of Acculturative Stress in International Students. *Journal of College Counseling, 7*(1), 73-82.

Rabinowitz, J., Gross, R., & Feldman, D. (1999). Correlates of a perceived need for mental health assistance and differences between those who do and do not seek help. *Social Psychiatry and Psychiatric Epidemiology, 34*(3), 141-146.

Reis, R. S., Hino, A. A. F., & Rodriguez -Añez, C. R. (2010). Perceived Stress Scale : Reliability and Validity Study in Brazil. *Journal of Health Psychology, 15*(1), 107-114.

Rickwood, D.,Deane, F. P., Wilson,C. J., Ciarrochi, J. (2005). Young people's help-seeking for mental health problems. Advances in Mental Health,4(3), 218-251.

Robb, C., Haley, W. E., Becker, M. A., Polivka, L. A., & Chwa, H. (2003). Attitudes towards mental health care in younger and older adults: similarities and differences. *Aging & Mental Health, 7*(2), 142-152.

Roberti, J., Harrington, L., & Storch, E. A. (2006). Further Psychometric Support for the 10-Item Version of the Perceived Stress Scale. *Journal of College Counseling, 9*(2), 135-147.

Rod, N. H., Grønbæk, M., Schnohr, P., Prescott, E., & Kristensen, T. S. (2009). Perceived stress as a risk factor for changes in health behaviour and cardiac

risk profile: a longitudinal study. *Journal of Internal Medicine, 266*(5), 467-475.

Rodriguez, M., & Cohen, S. (1998). Social support. In I. H. Friedman (Ed.), *Encyclopedia of Mental Health*. New York: Academis Press.

Rosenstock, I. M.(1966).Why people use health services. *Milbank Memorial Fund Quarterly, 44*(3):94–127.

Rosenthal, B., & Wilson, W. C. (2008). Mental Health Services: Use and Disparity Among Diverse College Students. *Journal of American College Health, 57*(1), 61-68.

Russell, J., Thomson, G., & Rosenthal, D. (2008). International student use of university health and counselling services. *Higher Education, 56*(1), 59-75.

Ryan, M. E., & Twibell, R. S. (2000). Concerns, values, stress, coping, health and educational outcomes of college students who studied abroad. *International Journal of Intercultural Relations,24,*409-435.

Salim, S., & Jaladin, R. (2005). Development of Counseling Services in Malaysia. In Z. Ansari, N. Noor & A. Haque (Ed.), *Contemporary Issues in Malaysian Psychology* (pp. 237-261). Malaysia: Thomson.

Samouilhan, T., & Seabi, J. (2010). University students' beliefs about the causes and treatments of mental illness. *South African Journal of Psychology, 40*(1), 74-89.

Sangalang, C. C., & Gee, G. C. (2012). Depression and Anxiety among Asian Americans: The Effects of Social Support and Strain. *Social Work, 57*(1), 49-60.

Sarason, B. R., Sarason, I. G., & Gurung, R. A. R. (1997). *Close personal relationships and health outcomes: A key to the role of social support*. Retrieved from http://www.researchgate.net/directory/publications/

Sawir, E., Marginson, S., Deumert, A., Nyland, C., & Ramia, G. (2008). Loneliness and International Students: An Australian Study. *Journal of Studies in International Education, 12*(2), 148-180.

Schultz, D. P., & Schultz, S. E. (2009).*Theories of personality*(9th ed.) Belmont,CA: Wadsworth.

Schwarzer, R., & Leppin, A. (1988). Social support: the many faces of helpful social interactions. *International Journal of Educational Research, 12*(3), 333-345.

Selye, H. (1956). *The stress of life*. New York: McGraw-Hill.

Sherbourne, C. D. (1988). The role of social support and life stress events in use of mental health services. *Social Science & Medicine, 27*(12), 1393-1400.

Shields, P. M., & Tajalli, H. (2006). Intermediate Theory: The Missing Link in Successful Student Scholarship. *Journal of Public Affairs Education, 12*(3), 313-334.

Simon, L. J. (2004). Multicollinearity. Retrieved from http://online.stat.psu.edu/online/development/stat501/12multicollinearity/02multico_whatis.html

Smith, T. B., Chin, L. C., Inman, A. G., & Hudson, J. (1999). An outreach support group for international students. *Journal of College Counseling, 2* (2),188-191.

Staal, M. A. (2004). *Stress, Cognition, and Human Performance: A Literature Review and Conceptual Framework*. Calofornia: Ames Research Center.

Sümer, S., Poyrzli, S., & Grahame, K. (2008). Predictors of Depression and Anxiety Among International Students. *Journal of Counseling & Development, 86*(4), 429-437.

Tabachnick, B. G., Fidell, L. S., & Osterlind, S. J. (2001). *Using multivariate statistics*(5th ed.).Boston: Allyn and Bacon.

Thoits, P. A. (1986). Social support as coping assistance. *Journal of Consulting and Clinical Psychology, 54*(4), 416-423.

Thoits, P. A. (1995). Stress, coping, and social support processes: Where are we? What next? *Journal Of Health And Social Behavior, 35*, 53-79.

Thomson, G., Rosenthal, D., & Russell, J. (2006). Cultural Stress Among International Students at an Australian University. In Australian International Education Conference, 2006. Melbourne, Aus: The Univeristy of Melbourne Press.

Tidwell, R., & Hanassab, S. (2007). New challenges for professional counsellors: The higher education international student population. *Counselling Psychology Quarterly, 20*(4), 313-324.

UK Higher Education International Unit. (2010). *International Higher Education in Facts and Figures*. Retrieved from http://www.international.ac.uk/

Vaux, A. (1988). *Social support: Theory, research, and intervention*: New Yrok: Praeger publishers.

Verbik, L., & Lasanowski, V. (2007). *International student mobility: Patterns and trends*.

81

Vilhjalmsson, R. (1993). Life stress, social support and clinical depression: a reanalysis of the literature. *Social Science & Medicine, 37*(3), 331-342.

Vogel, D. L., Wade, N. G., Wester, S. R., Larson, L., & Hackler, A. H. (2007). Seeking help from a mental health professional: The influence of one's social network. *Journal of Clinical Psychology, 63*(3), 233-245.

Vogel, D. L., & Wester, S. R. (2003). To seek help or not to seek help: The risks of self disclosure. *Journal of Counseling Psychology, 50*, 351-361.

Wallace, B. C., & Constantine, M. G. (2005). Africentric cultural values, psychological help-seeking attitudes, and self-concealment in African American college students. *Journal of Black Psychology, 31*(4), 369-385.

Wan, T. y., Chapman, D. W., & Biggs, D. A. (1992). Academic stress of international students attending U.S. universities. *Research in Higher Education, 33*(5), 607-623.

Williams, Franklyn, C., Butler, & Kent, S. (2003). Concerns of Newly Arrived Immigrant Students: Implicationsfor School Counselors. *Professional School Counseling, 7*(1), 9-14.

Wills, T. A., & DePaulo, B. M. (1991). Interpersonal analysis of the help-seeking process. In C. R. Snyder & D. R. Forsyth (Ed.), *Handbook of social and clinical psychology: The health perspective* (pp. 350-375). New York: Pergamon.

Wilson, D. N. (2003). The Future of Comparative and International Education in a Globalised World. *International Review of Education, 49*(1), 15-33.

Wong, P. T. P., Wong, L. C. J., & Lonner, W. J. (2006). *Handbook of multicultural perspectives on stress and coping*: Springer Verlag.

Yakunina, E. S., & Weigold, I. K. (2011). Asian international students' intentions to seek counseling: Integrating cognitive and cultural predictors. *Asian American Journal of Psychology, 2*(3), 219-224.

Yakushko, O., Davidson, M. M., & Sanford-Martens, T. C. (2008). Seeking Help in a Foreign Land: International Students' Use Patterns for a U.S. University Counseling Center. *Journal of College Counseling, 11*(1), 6-18.

Yi, J. K., Jun-Chih G., Lin, J. K., & Kishimoto, Y. (2003). Utilization of Counseling Services by International Students. *Journal of Instructional Psychology, 30*(4), 333-342.

Yoon, E., & Portman, T. A. A. (2004). Critical Issues of Literature on Counseling International Students. *Journal of Multicultural Counseling & Development, 32*(1), 33-44.

Zhang, N., & Dixon, D. N. (2001). Multiculturally Responsive Counseling: Effects on Asian Students' Ratings of Counselors. *Journal of Multicultural Counseling & Development, 29*(4), 253.

Zhang, N., & Dixon, D. N. (2003). Acculturation and Attitudes of Asian International Students Toward Seeking Psychological Help. *Journal of Multicultural Counseling & Development, 31*(3), 205-222.

Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment, 52*(1), 30.

Zimet, G. D., Powell, S. S., Farley, G. K., Werkman, S., & Berkoff, K. A. (1990). Psychometric Characteristics of the Multidimensional Scale of Perceived Social Support. *Journal of Personality Assessment, 55*(3/4), 610-617.