



**UNIVERSITI PUTRA MALAYSIA**

***PARENTAL AND PEER ATTACHMENT, SELF-VALUE AND  
SPIRITUALITY AS PREDICTORS OF COUNSELLING  
ATTITUDES AMONG NIGERIAN STUDENTS IN  
MALAYSIAN UNIVERSITIES***

**GRACE TANIMOOONWO IDOWU**

**FPP 2016 36**



**PARENTAL AND PEER ATTACHMENT, SELF-VALUE AND  
SPIRITUALITY AS PREDICTORS OF COUNSELLING  
ATTITUDES AMONG NIGERIAN STUDENTS IN  
MALAYSIAN UNIVERSITIES**

By

**GRACE TANIMOONWO IDOWU**

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,  
in Fulfillment of the Requirements for the Degree of Doctor of Philosophy**

**September 2016**

## **COPYRIGHT**

All material contained within the thesis, including without limitation text, logos, icons, photographs and all other artwork, is copyright material of Universiti Putra Malaysia unless otherwise stated. Use may be made of any material contained within the thesis for non-commercial purposes from the copyright holder. Commercial use of material may only be made with the express, prior, written permission of Universiti Putra Malaysia.

Copyright © Universiti Putra Malaysia



## DEDICATION

This dissertation is dedicated to the memories of my late parents, to all members of my family, friends and well-wishers who supported, encouraged and believed in me; most especially my late father, **the love of my life**, a father in a million!

**Elder. S.I. Fasugba a.k.a. “Me-Lord”**

“When I think back on these times, and the dreams we left behind,  
I'll be glad 'cause **I was blessed to get to have you in my life;**  
When I look back on these days, I'll look and see your face,  
**you were right there for me.**

Well you showed me how it feels, to feel the sky within my reach,  
And I always will remember all the strength you gave to me;  
**Your love made me make it through!** Oh, I owe so much to you,  
you were right there for me.

**'Cause I always saw in you my light, my strength**  
And I want to thank you now for all the ways  
you were right there for me.

In my dreams I'll always see you soar above the sky,  
**In my heart there'll always be a place for you for all my life.**  
I'll keep a part of you with me and everywhere I am  
there you'll be”. (Adapted: *Faith Hill*).

A pity, you'll never get to read this Dad!

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the Degree of Doctor of Philosophy

**PARENTAL AND PEER ATTACHMENT, SELF-VALUE  
AND SPIRITUALITY AS PREDICTORS OF COUNSELLING  
ATTITUDES AMONG NIGERIAN STUDENTS IN  
MALAYSIAN UNIVERSITIES**

By

**GRACE TANIMOONWO IDOWU**

**September 2016**

**Chairman : Associate Professor Siti Aishah Hassan, PhD**  
**Faculty : Educational Studies**

There is mounting evidence that attitude is one of the indispensable tools to succeed in life. Counseling attitudes involve reflecting on oneself and being able to systematically analyze one's situation in order to make acceptable decisions at any point in time. It also allows for a clearly defined connection to others in any part of the world. The main purpose of this study is to examine parental and peer attachment, self-value, and spirituality as predictors of counseling attitudes among Nigerian students in Malaysian universities.

To illuminate the counseling attitudes concept and potential in a concrete context, this study: 1.) identifies four psychological factors affecting counseling attitudes among Nigerian students in Malaysian universities, 2) determines the direct relationships between parental and peer attachment, self-value, spirituality and counseling attitudes among the sample population, 3) explores the attitudes toward seeking professional psychological help among Nigerian students in selected Malaysian universities, 4) determines the mediating relationships existing between parental and peer attachment, counseling attitudes and self-value through spirituality, 5) To determine whether parental and peer attachment, self-value and spirituality predict counseling attitudes among Nigerian students in Malaysian universities; using the attachment perspectives of Bowlby (1969), and the person-centered theory of self by Rogers (1951), to analyze and explain the interaction among the variables.

The study was designed into three phases. The first phase was a pilot study of the focus sample. The sample size for this phase was 50 students from Universiti Putra Malaysia (UPM). The second phase was an exploratory factor analysis (EFA)

consisting of 200 students randomly selected from the sample population. The third phase was the main research, a descriptive and correlational quantitative study involving ten randomly selected universities in Malaysia.

A sampling size of 394 students, both male and female, was systematically drawn from the population of the Nigerian students in these ten universities. Sources of the five instruments used to quantify the tests assertions, using a check-list and rating scales involved: The Inventory of Parent and Peer Attachment (IPPA: Armsden and Greenberg, 1987), Attitude towards Seeking Professional Psychological Help-Short Form (ATSPPHS-SF; Fischer & Farina (1995), Self-Spirituality Personality Inventory (SSPI) adapted from Universal Religious Personality Inventory (Idris & Azimi, 2008), Self-Value Rating Scale (SVRS) adapted from Self-Esteem Rating Scales (SERS: Nugent & Thomas, 1993) and the Self-Worth Quiz of Edith Cowan University (ECU, 2010) in Australia. Also, a demographic survey was included to obtain data about the respondents' gender, age, name of school, family/religious background, closest person (attached to), year of stay in Malaysia, and state of origin.

The collected data were coded and then analyzed using the Statistical Package for Social Sciences (SPSS) software version 21 and AMOS Structural Equation Modeling (SEM). The result from the data analysis shows that through spirituality, there was a partial mediation in the relationships between parental attachment and counseling attitudes. Also, there was a partial mediation between self-value and counseling attitudes through spirituality, but no significant mediation was found between peer attachment and counseling attitudes. In addition, the results indicated that stigmatization and interpersonal openness are obstacles to seeking professional counseling services among the university students. The overall analysis of the data revealed that all except one hypothesis in this study were supported by the results of the empirical evidence.

This study theoretically supports the integration of the structural model and the key concepts of counseling attitudes among Nigerian students in Malaysian universities. Findings on parental and peer attachment strengthens the notion that Nigerian students are entwined with their families and friends, probably because of the financial supports from their parents and moral support from their friends, due to the psychologically-distressed environment they found themselves, being away from home and other familiar terrains.

In conclusion, parental and peer attachment, self-value and spirituality are predictors of counseling attitudes among Nigerian students in Malaysian universities. Practically, the findings of the study have implications for Guidance Counselors, Educators, Trainers and other researchers in the field of Counseling Psychology because through the selected factors, the study gives an understanding on the sample population and also illuminates paradigm of spirituality and how Christianity and Islamic spirituality are both relevant in solving counseling problems. Also as an additional policy, that procures a solid solution to the problems of non-conformity of

youths to laid-down norms of the society; boosting their counseling attitudes through spirituality because the study linked parental and peer attachment and self-value to the creation of positive counseling attitudes among students in the Diaspora. Future studies of different populations may be carried out to reprise the findings and for generalization.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Doktor Falsafah

**PERAPATAN IBU BAPA DAN RAKAN, SEBAYA, NILAI DIRI DAN,  
KEROHANIAN SEBAGAI PERAMAL TERHADAP SIKAP  
KAUNSELING DALAM KALANGAN PELAJAR NIGERIA  
DI UNIVERISITI-UNIVERSITI MALAYSIA**

Oleh

**GRACE TANIMOONWO IDOWU**

**September 2016**

**Pengerusi : Profesor Madya Siti Aishah Hassan, PhD**  
**Fakulti : Pengajian Pendidikan**

Terdapat banyak bukti yang sikap adalah alat yang amat diperlukan untuk berjaya dalam kehidupan. Sikap kaunseling melibatkan rasa hormat kepada orang lain, rasa harmoni dan sejahtera di dalam diri seseorang. Nilai ini juga membolehkan seseorang itu berasa dia mempunyai talian yang akrab dengan orang lain walau di mana mereka berada. Tujuan utama kajian ini adalah untuk menyiasat ikatan kasih sayang ibu bapa dan rakan, sikap kaunseling, kerohanian sendiri dan ibu bapa sebagai faktor yang mempengaruhi nilai sendiri dalam kalangan pelajar-pelajar Nigeria di universiti-universiti di Malaysia.

Untuk menerangi konsep sikap kaunseling dan potensi dalam konteks konkrit, kajian ini: 1.) mengenal pasti empat faktor psikologi yang mempengaruhi sikap kaunseling di kalangan pelajar Nigeria di universiti di Malaysia, 2) menentukan hubungan langsung antara lampiran ibu bapa dan rakan sebaya, nilai diri, kerohanian dan kaunseling sikap di kalangan penduduk sampel, 3) meneroka sikap terhadap mendapatkan bantuan psikologi profesional di kalangan pelajar Nigeria di universiti-universiti Malaysia yang terpilih, 4) menentukan hubungan menjadi orang tengah yang sedia ada antara lampiran ibu bapa dan rakan sebaya, kaunseling sikap dan nilai diri melalui kerohanian, 5) untuk menentukan sama ada perapatan ibu bapa dan rakan sebaya, nilai diri dan kerohanian meramalkan kaunseling sikap di kalangan pelajar Nigeria di universiti di Malaysia; menggunakan perspektif perapatan Bowlby (1969), dan teori orang berpusatkan diri oleh Rogers, (1951 untuk menganalisis dan menjelaskan interaksi antara pembolehubah.

Kajian ini digubal ke dalam tiga fasa. Fasa pertama adalah satu kajian perintis sampel tumpuan. Saiz sampel bagi fasa ini adalah 50 pelajar dari Universiti Putra



Malaysia (UPM). Fasa kedua adalah analisis faktor penerokaan (EFA) yang terdiri daripada 200 orang pelajar dipilih secara rawak daripada populasi sampel. Fasa ketiga adalah penyelidikan utama yang sebenar iaitu kajian deskriptif dan kajian korelasi yang melibatkan sepuluh universiti yang dipilih secara rawak di Malaysia.

A saiz sampel 394 pelajar, kedua-dua lelaki dan perempuan, telah secara sistematik yang diambil daripada populasi pelajar Nigeria dalam sepuluh universiti. Sumber lima instrumen yang digunakan untuk mengukur ujian penegasan, menggunakan senarai semak dan penilaian skala terlibat: The Inventori Ibu Bapa dan Peer Lampiran (IPPA: Armsden dan Greenberg, 1987), Sikap terhadap Sedang Borang Bantuan pendek Psikologi Profesional (ATSPPHS-SF; Fischer & Farina (1995), Self-Kerohanian Inventori personaliti (SSPI) disesuaikan daripada Universal Agama Inventori personaliti (Idris & Azimi, 2008), Skala Self-Nilai Rating (SVRS) disesuaikan daripada Self-Esteem Rating Scales (SERS: Nugent & Thomas, 1993) dan Kuiz Self-Worth daripada Edith Cowan University (ECU, 2010) di Australia. Juga, kajian demografi telah dimasukkan untuk mendapatkan data mengenai jantina responden, umur, nama sekolah, keluarga / latar belakang agama, orang yang paling dekat (melekat), tahun berada di Malaysia, dan negeri asal.

Data yang dikumpul telah dikodkan dan kemudian dianalisis dengan menggunakan Statistical Package for Social Sciences (SPSS) versi 21 dan AMOS Structural Equation Modeling (SEM). Hasil daripada analisis data menunjukkan bahawa melalui kerohanian, terdapat pengantaraan separa dalam hubungan antara ibu bapa lampiran dan kaunseling sikap. Juga, terdapat pengantaraan separa antara nilai diri dan sikap kaunseling melalui kerohanian, tetapi tiada pengantaraan yang bermakna di antara lampiran rakan sebaya dan kaunseling sikap. Di samping itu, keputusan menunjukkan bahawa stigma dan keterbukaan interpersonal halangan untuk mendapatkan perkhidmatan kaunseling profesional di kalangan pelajar universiti. Analisis keseluruhan data mendapati kesemua kecuali satu hipotesis dalam kajian ini disokong oleh keputusan bukti empirikal.

Kajian ini secara teori menyokong integrasi model struktur dan konsep-konsep utama kaunseling sikap di kalangan pelajar Nigeria di universiti di Malaysia. Penemuan pada perapatan ibu bapa dan rakan sebaya menguatkan tanggapan bahawa pelajar Nigeria terjalin dengan keluarga dan rakan-rakan mereka, mungkin kerana sokongan kewangan daripada ibu bapa mereka dan sokongan moral daripada rakan-rakan mereka, kerana persekitaran psikologi yang bermasalah mereka mendapati diri mereka, berjauhan dari rumah dan rupa bumi yang biasa yang lain.

Kesimpulannya, perapatan ibu bapa dan rakan sebaya, nilai diri dan kerohanian adalah peramal sikap kaunseling di kalangan pelajar Nigeria di universiti di Malaysia. Secara praktikalnya, dapatan kajian ini mempunyai implikasi terhadap hidayah Counselors, Pendidik, Jurulatih dan penyelidik lain dalam bidang Psikologi Kaunseling kerana melalui faktor dipilih, kajian ini memberi kefahaman mengenai penduduk sampel dan juga menerangi paradigma kerohanian dan bagaimana agama Kristian dan kerohanian Islam adalah relevan dalam menyelesaikan masalah

kaunseling. Juga sebagai dasar tambahan, yang memperoleh larutan pepejal kepada masalah ketidakpatuhan belia kepada norma-norma yang ditetapkan-down masyarakat; meningkatkan sikap kaunseling mereka melalui kerohanian kerana kajian yang dipautkan ibu bapa dan rakan sebaya perapatan dan nilai diri kepada penciptaan sikap kaunseling positif di kalangan pelajar-pelajar di Diaspora. Kajian masa depan bagi populasi yang berbeza boleh dijalankan untuk mengulangi penemuan dan untuk generalisasi.



## ACKNOWLEDGEMENTS

In the name of Jesus Christ, Immortal, Invisible, Saviour of my soul.

Foremost, all glory, honour and adoration to my Covenant-keeping Father in Heaven for giving me the strength and health to bounce back into academic's task of upgrading my education to doctorate level, after twenty -five years of obtaining the Master's degree. It's all about You Lord! This is the Lord's doing and it's marvelous in our eyes!! Be Thou exalted in my life forever and ever. AMEN.

A tree does not make a forest, in like manner; completing a Ph.D. dissertation is never the single effort of an individual. I have been able to complete this research programme through the active cooperation and support of concerned bodies and authorities and several persons.

Therefore, I would like to extend my gratitude to all those who supported me directly or indirectly in various stages of this course. Some by providing me with the necessary assistance at the right time, some through sharing their academic experiences with me, others by encouraging me not to give up on my dreams, and I am even grateful for comments of those who jokingly mocked me when I enrolled for the program, that my brain has rusted for any academic work at age 50 and that I was too old for a Ph.D. course. All of you served as good motivators for me to achieve this feat and be where I am today. God bless you all.

I am very thankful to my major Supervisor, Assoc. Prof. Dr. Siti Aishah Hassan, whose guidance, support and attitudes gave me the very inspiration and motivation needed to excel in this study. Her immeasurable supervision and mentoring upgraded my level academically and encouraged me to strive harder to become a woman of substance. To Dr. Siti, God is the rewarder of all our deeds here on earth; may He reward you accordingly.

I am equally grateful to Dr. Maznah Baba (Big Sister), a member of my supervisory committee, whose able guidance and sympathetic encouragement led to the successful completion of this thesis.

I am intensely indebted to Prof. Azimi Hamzah, who I fondly called "Papa" (A caring father with wide shoulders to cry on!) whose help, supportive guidance, encouragements and recommendations benefitted me maximally. His sincere effort in proof-reading this thesis at various stages and all his continuous precautionary measures (in preparing me for VIVA) made the methodology and the whole summary of this thesis comprehensive. His affection for me as a daughter is fondly remembered. Papa, may you live long enough to reap the fruits of all the good seeds you have sown into other people's lives.

My deep gratitude goes to Dr. Adewale Abideen (Baba Ojogbon) and Dr. Danaee Mamoud, my panel expert and data analysts for their encouragements and assistance in teaching me statistics and analyzing the data of this study. May God always favour you anywhere you are in life.

Special thanks to Dr. Nabeel Abdallah Mohd Abedalaziz, the psychometric tests expert at University Malaya and the three heads of departments of Counseling in Universiti Putra Malaysia, Assoc. Prof. Rusnani Abdul-Kadri, University Malaya, Dr. Rafidah Aga Mohd Jaladin and University of Ibadan, Nigeria, Prof. Jonathan Osiki; for the validation of the two newly adapted instruments used in this study. May God continue to make you a head and not a tail in every area of your lives.

I also appreciate the valuable contributions of Assoc. Prof. (Prince)'Detayo Alabi and my three UPM sons, Olutokunbo Adekalu, Damilola Adegoke and Joshua Olubodun; for the numerous efforts they all made individually in guiding me on how to write scholarly. God will meet each of you at the very point of your needs in life in Jesus name.

I am indebted to Ambassador Shehu Ringim, former High Commissioner at the Nigeria High Commission in Malaysia for his 'extremely unique and remarkable contribution' to the success of this study. 'Your Excellency Sir! God bless you for your kind heart'.

A deep sense of gratitude goes to Cikgu Nazmi (Baba Melayu) and family, the Oyemade family (Baba Landlord), Dr. Abdul-Karim, Assoc. Prof. 'Segun 'Lasekan and Ato Olise-Aikins in the USA; for their indirect contributions to the success of this study. Bear hugs as well to Sofiyyah, Sudy and Neda, my colleagues in the Counselling lab and my flat mates at Seri Jasa for their emotional support.

My gratitude is also due to Assoc. Prof. Dr. Abd. Lateef Krauss Abdullah, the chairman of my VIVA committee and other members of the panel. I immensely benefited from their valuable comments and the 'thorough grilling' of Prof. Sidek improved the quality of my work in no small measure. Thank you trio, for "letting me out of the invisible cage".

I gratefully acknowledge the timely and supportive intervention of the university authority when I officially appealed to them concerning my academic anxieties and troubles. Also the numerous lectures and seminars organized by Putra Sarjana are all appreciated. Similarly, my thanks are to other academic and non-academic staff members of the department of Counselor Education and Counselling Psychology at the Faculty of Educational Studies, UPM for their co-operation and assistance in preparing me with the course-work solid foundation; similarly, the mediator role that the faculty played along the line between me and my supervisor is well appreciated.

For the constant divine connection by the spiritual giants always lifting me on their shoulders in prayers every day, I say “thank you and more anointing” to Pastor Sunday Olujimi, of Miracle House, Ampang and Pastor Henry Chibuike of the Lord’s Chapel, Serdang, both in Malaysia; Also to Pastor Kenny Steve, Pastor M.O. Adelusi, Pastor Folorunso Olutosoye (Baba Wonkoko mo Jesu), Elder Oladejo (a.k.a. Baba Ori-oke) and Lady-Evang. Mary Owoeye in Abuja, Nigeria respectively, ”More unction to function in Jesus name!” .

Sincere gratitude goes to a lovely couple that I fondly refer to as “Lappidoth & Deborah”, Pastor and Mrs. Peter and Adenike Yekeen. Your moral and spiritual support for me during my “academics’ wilderness experience” has registered your saying in my heart that “God will never start a project for the devil to complete it!” Truly there is no impossibility in God’s diary. God bless you both.

Now to “**POCHEPEM**”, the God-sent Angels in my life called children, God bless and keep you in His care always. Without the “Mum, you can do it” support, understanding, and the cheerful contributions of these encouragers, this study would not have materialized. They were my constant reminders of the phrase that “Winners don’t quit and quitters don’t win”. Thank you for being there for me when I sincerely felt like quitting. (Eta lomo Gbaj...Ayobuu...lol..!).

Last but definitely not the least, I am overwhelmingly grateful to the most significant person in my life, my darling husband, ‘**Ambassador Adebayo Idowu**’ who I fondly call “Senior Bayou” since our secondary school days, who has demonstrated his love and affection by providing financial, physical and emotional support for me, especially through the endurance and great patience of waiting for me, his ‘Queen’ to return to his ‘kingdom’. (Aye, esu, ese tabi ifekufe-ara ko ni ya wa l’oruko Jesu).

**ORIKI:**

“Oko mi l’omo Elekole Obalaayaso;  
Ikole r’uhun m’aso se, an tala b’ose;  
Omo Uba amo k’Aayedun a jeun;  
Eso ori uta, Egiri-Oke;  
Omo Olupebi arinkere joye;  
Omo Olupebi arinkere d’aofin  
Omo Ajojojo na ’o m’aso,  
Arimo jijo na ’o m’irae  
Ira iTapa, agesin f’Oya.  
Omo Eleyinkule ade wure.  
Orisa oke je mi dabii t’Olule e ”...etc.

This thesis was submitted to the Senate of the Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

**Siti Aishah Hassan, PhD**

Associate Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Chairperson)

**Maznah Baba, PhD**

Senior Lecturer  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Member)

**Azimi Hamzah, ED**

Professor  
Faculty of Educational Studies  
Universiti Putra Malaysia  
(Member)

---

**ROBIAH BINTI YUNUS, PhD**

Professor and Dean  
School of Graduate Studies  
Universiti Putra Malaysia

Date:

## Declaration by Members of Supervisory Committee

This is to confirm that:

- the research conducted and the writing of this thesis was under our supervision;
- supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) were adhered to.

Signature: \_\_\_\_\_

Name of Chairman  
of Supervisory  
Committee:

Associate Professor Dr. Siti Aishah Hassan

Signature: \_\_\_\_\_

Name of Member  
of Supervisory  
Committee:

Dr. Maznah Baba

Signature: \_\_\_\_\_

Name of Member  
of Supervisory  
Committee:

Professor Dr. Azimi Hamzah E.D.



## TABLE OF CONTENTS

	Page
<b>ABSTRACT</b>	i
<b>ABSTRAK</b>	iv
<b>ACKNOWLEDGEMENTS</b>	vii
<b>APPROVAL</b>	x
<b>DECLARATION</b>	xii
<b>LIST OF TABLES</b>	xvii
<b>LIST OF FIGURES</b>	xix
<b>LIST OF APPENDICES</b>	xx
<b>LIST OF ABBREVIATIONS</b>	xxi

### **CHAPTER**

<b>1</b>	<b>INTRODUCTION</b>	1
	1.1 Overview	1
	1.2 Background of the Study	1
	1.3 Guidance and Counseling in Nigeria	5
	1.4 Statement of the Problem	7
	1.5 Research Questions	9
	1.6 Objectives of the Study	9
	1.6.1 General Objective	9
	1.6.2 Specific Objectives	9
	1.7 Research Hypotheses	10
	1.8 Significance of the Study	10
	1.9 Definition of Terms	11
	1.9.1 Parental Attachment	11
	1.9.2 Peer Attachment	12
	1.9.3 Self-Value	12
	1.9.4 Spirituality	13
	1.9.5 Counselling Attitudes	13
	1.9.6 Nigerian Students	14
	1.10 Scope and Delimitations of the Study	14
	1.11 Organization of the Chapters	15
<b>2</b>	<b>LITERATURE REVIEW</b>	16
	2.1 Overview	16
	2.2 Definition of Counselling	16
	2.3 Definition of Attitudes	17
	2.4 The Theoretical Background	18
	2.5 The Conceptual Framework	21
	2.6 Previous Studies on Counselling Attitudes	23
	2.7 Psychological Distress and Culture Shock	24
	2.8 Stigmatization	27
	2.9 Interpersonal openness	28
	2.10 Spirituality	28
	2.10.1 Previous Studies on Spirituality as a Mediator and a Predictor	30



2.11	Parental and Peer Attachment	33
2.11.1	What is Attachment?	33
2.11.2	Parental Attachment	35
2.11.3	Previous Studies on Parental Attachment	36
2.11.4	Parental and Peer Attachment as possible Predictors of Counseling Attitudes	39
2.11.5	Peer Attachment	41
2.11.6	Previous Studies on Peer Attachment	41
2.12	Self-Value	42
2.12.1	Self-Worth	44
2.12.2	Self-Esteem	45
2.12.3	Previous Studies on Self-Value	48
2.13	Summary of the chapter	50
<b>3</b>	<b>METHODOLOGY</b>	<b>52</b>
3.1	Overview	52
3.2	Research Design	52
3.3	Location of the Study	55
3.4	Subject of the Study	55
3.4.1	Population of the Study	55
3.4.2	Sample Size	55
3.5	Research Procedures	57
3.5.1	Multi-stage Sampling	57
3.6	Instrumentation	59
3.6.1	Details of the Instruments	60
A.	The Inventory of Parent and Peer Attachment (IPPA)	60
A1.	Validity and Reliability of IPPA	61
B.	Self-Value Rating Scale (SVRS)	62
B1.	Validity and Reliability of SVRS	62
B2.	EFA for Self-Value	63
C.	Self-Spirituality Personality Inventory (SSPI)	64
C1.	Reliability and Validity of SSPI	65
C2.	Exploratory Factor Analysis (EFA) for Spirituality	66
D.	Attitudes Towards Seeking Professional Psychological Help Scale (ATSPPHS)	67
D1.	Validity and Reliability of ATSPPHS-SF	67
3.7	Research Variables	68
3.7.1	Independent Variables	68
3.7.2	Mediating Variables	69
3.7.3	Dependent Variables	70
3.8	Pilot Study	70
3.9	Statistical Tools of Analysis	71
3.9.1	Statistical Analysis	71
3.9.2	Exploratory Factor Analysis (EFA)	72
3.10	Data Analysis Assumptions	72
A.	Normality Test	72
B.	Outliers	74
C.	Multi-Collinearity	75
D.	Linearity and Homoscedasticity	77
3.11	Summary of the Chapter	80

<b>4</b>	<b>RESULTS AND DISCUSSION</b>	<b>81</b>
4.1	Overview	81
4.2	Obj. 1: Demographic Characteristics of the Respondents	81
4.3	Obj. 2: Descriptive Results	84
4.3.1	Parental Attachment Dimension	84
4.3.2	Peers Attachment Dimension	88
4.3.3	Self-Value Dimension	92
4.3.4	Spirituality Dimension	95
4.3.5	Counselling Attitudes Dimension	97
4.4	Structural Equation Modelling (SEM)	101
4.4.1	Confirmatory Factor Analysis (CFA): Dimensionality of the Study	101
4.4.2	Convergent Validity	102
4.4.3	Common Method Variance	103
4.4.4	Discriminant Validity	103
4.5	Obj. 3: Stigmatization and Interpersonal Openness	106
4.6	Path Analysis	109
4.7	Hypothesis Testing	109
4.8	Obj. 4: Relationship between the 5 variables	111
4.9	Mediation effect	116
4.10	Obj. 5: Mediating role of Spirituality	117
4.11	Measurement Model	123
4.12	Obj. 6: Prediction of the DV	123
4.13	Overall CFA (Measurement Model)	125
4.14	Discussion on Final output Model	128
4.15	Summary of the Chapter	130
<b>5</b>	<b>CONCLUSION, IMPLICATION AND RECOMMENDATION</b>	<b>131</b>
5.1	Overview	131
5.2	Summary of the Study	131
5.3	Summary of Empirical Findings	133
5.4	Conclusion	133
5.5	Implications of the Study	134
5.5.1	Theoretical Implications	134
5.5.2	Practical Implications	135
5.6	Contribution to Knowledge	136
5.7	Recommendations	137
5.8	Strengths and Limitations of the Study	139
5.9	Suggestions for Future Research	140
	<b>BIBLIOGRAPHY</b>	<b>141</b>
	<b>APPENDICES</b>	<b>184</b>
	<b>BIODATA OF STUDENT</b>	<b>225</b>

## LIST OF TABLES

Table	Page
2.1 What is Self-esteem?	45
2.2 Feelings, Thoughts and Behaviors that create High or Low Self-Esteem	47
3.1 List of Selected Universities	54
3.2 Table for Determining Minimum Returned Sample Size for a Given Population Size for Continuous and Categorical Data	56
3.3 Sample of Items for Parental and Peer Attachment	62
3.4 Factor loadings based principal component analysis with Varimax rotation for 10 items related to self-value dimension (N = 200)	64
3.5 Samples of the Items in the Questionnaire for Self-Value	64
3.6 Factor loadings based principal component analysis for 5 items related to spirituality dimension (N = 200)	66
3.7 Samples of the Items in the Questionnaire for Spirituality	66
3.8 Samples of the Items in the Questionnaire for Counseling Attitudes	68
3.9 Reliability of Scales for Pilot Study	71
3.10 The table of normality test among all the variables	73
3.11 Multivariate Normality test based on Mahalanobis Distance	74
3.12 Multi-Collinearity test based on correlation coefficients	76
3.13 List of Hypotheses	78
3.14 Summary Table of Methodology	79
4.1 Frequency distribution of Students demographic characteristics	82
4.2 Mean and standard deviation for related items to Parental Attachment (n=394)	86
4.3 Mean and standard deviation for related items to Peers Attachment	90

4.4	Mean and standard deviation for related items to Self-value	93
4.5	Mean and standard deviation for related items to Spirituality subscales	96
4.6	Mean and standard deviation for related items to counselling attitudes	99
4.7	The result of Convergent Validity	103
4.8	Correlation of latent variables and discriminant Validity	105
4.9	List of Hypotheses and Relative Paths	110
4.10	Test of the total effects of IVs on counselling attitudes (without Mediators)	116
4.11	Interpretation of the Mediation Outcome	116
4.12	Test of the total effects of IVs on counselling attitudes (with Mediators)	119
4.13	Distinguishing Total, Direct and Indirect Effects of Model	120
4.14	Testing the hypothesis	122
4.15	Item analysis during fitting measurement model	124
4.16	Items factor loading in final fitted measurement model	126

## LIST OF FIGURES

Figure	Page
2.1 The Theoretical Framework (CASM)	20
2.2 The Conceptual Framework	22
2.3 Psychological Distresses among Foreign Students	25
2.4 Models of attachment	40
2.5 A person with High Self-esteem	46
2.6 Characteristics of a person with Low Self-esteem	46
3.1 Profiling Universities in Malaysia	55
3.2 A Flowchart of the Multistage Sampling	58
3.3 Mediation Illustration	69
4.1 2nd order CFA Model for Parental Attachment	87
4.2 2nd order CFA Model for Peer Attachment	91
4.3 2nd order CFA Model for Self-value	94
4.4 2nd order CFA Model for Counselling attitudes	100
4.5 Components of a Measurement Model	102
4.6 2nd order CFA Model for Counselling attitudes	107
4.7 Individual Model for Stigmatization in Counselling Attitudes	107
4.8 Individual Model for Interpersonal Openness in Counselling Attitudes	108
4.9 Direct path model without mediator (standardized path coefficients)	115
4.10 Overall path model with mediation (standardized path coefficients)	118
4.11 Final Integrated Measurement Model	125
4.12 Final overall Measurement Model based on all constructs	128

## LIST OF APPENDICES

Appendix	Page
A. Instrument	184
B. Comparison between final data and missing values with Mann Whitney U and Wilcoxon W non-parametric tests	191
C. Univariate outlier test	193
D. Collinearity based on VIF	200
E. Testing regression assumption	201
F. Individual models	203
G. Letters of permission to use instruments	207
H. Letters of validation of instruments	212
I. Letter of confirmation from editor	223
J. Maps of Nigeria	224
K. Biodata of Student	

## LIST OF ABBREVIATIONS

AGFI	Adjusted Goodness-of-Fit Statistic
AMOS	Analysis of Moment Structures
ATSPPH	Attitude toward seeking professional psychological help
ASV	Average Shared Variance
AVE	Average Variance Extracted
CA	Counselling Attitudes
CASM	Counselling Attitudes Structural Model
CFA	Confirmatory Factor Analysis
( $\chi^2$ )	Chi-Square
CFI	Comparative Fit Index
CR	Composite Reliability
CMV	Common method variance
CR	Construct Reliability
Df	Degree of freedom
DPT	Dictionary of Psychological Terms
DV	Dependent Variable
EFA	Exploratory Factor Analysis
F	Frequency
G. Cor.	Guidance Counsellor
GFI	Goodness-of-Fit statistic
IFI	Incremental fit indices
IWM	Internal Working Model
IPPA	Inventory of Parental and Peer Attachment
IV	Independent Variable

Kur.	Kurtosis
MeV	Mediating Variable
MRPI	Muslim Religiosity Personality Inventory
MSV	Maximum Shared Variance
NFI	Normed Fit Index
Obj	Objective
P	p-value
PA	Parental Attachment
PCA	Principal Component Analysis
PEA	Peer Attachment
PETRONAS	Petroleum Nasional Berhad
RMSEA	The Root Mean Square Error of Approximation
SD	Standard Deviation
SE	Self-Esteem
SEM	Structural Equation Modelling
SERS	Self-Esteem Rating Scale
SS	Self-Spirituality
SSPI	Self-Spirituality Personality Inventory
SPSS	Statistical Packages for Social Sciences
SV	Self-Value
SVRS	Self-Value Rating Scale
SW	Self-Worth
URPI	Universal Religious Personality Inventory



# CHAPTER 1

## INTRODUCTION

### 1.1 Overview

This chapter provides the background, statement of problem, general and specific objectives, research questions, hypotheses and the significance of the study. Finally the organization of the dissertation is presented, after the terms' conceptual and operational definitions.

### 1.2 Background of the Study

Nigeria is a West African country bordered by Republic of Benin, Niger Republic, Chad, Cameroun and the Gulf of Guinea. Nigeria is also multi-ethnic in nature with more than 250 known ethnicities (Akinaso, '89; Ajibade, Y. A., Adeyemi, M. B. B., & Awopetu, E. O., 2012). Three major groups: Hausa, Igbo and Yoruba make up approximately 60% of Nigeria's population (about 120 million) with other smaller yet significant groups dispersed across the country (Falola & Oyeniyi, 2015).

Considering the nature of Nigerians generally, they are a set of peace-loving people (Falola & Oyeniyi, 2015). The country constitutes the largest number of black people and probably the largest number of emigrants to other countries (Soyinka, 1990), hence, among these immigrants, students constitute a significant percentage. As with other countries, it has been reported that Nigerian foreign students contribute positively to the development of their host countries even at the expense of their home country (Ette, 2005).

The standard of living of the people had been lowered by factors such as interethnic colonial rule, interethnic competition, civil wars, military coups and violence (John et al., 2007). However, after some time, several other factors such as industrial and urban development, jobs, education and politics led to the creation of cross-cutting ties among the people (Suberu, 2009). Historical location and ethnic processes, as well as socio-economic factors, have shaped the structure of the Nigerian society over time (Blanco-Mancila, 2003). Later contact between the citizens has been instigated by factors such as occupation, formal education and rural-urban residence (Blanco-Mancila, 2003). These factors have accounted for the profound similarities and partly differences that are common among the regional and ethnic groupings in Nigeria (O'Connor, 2013).

On religious aspects, Nigeria is relatively divided into two: the Muslim predominant north and the Christian predominant south (Blanco-Mancila, 2003). Political and religious tensions in the last couple of years (Maier, 2009) have led to disruption of many socio-economic activities as some fundamentalist Muslim groupings try to

impose Sharia law into the country (Soyinka, 1990). In this highly populated country, poverty is also exceptionally high especially in the rural areas (Agbibo, 2013). The country relies on agriculture for sustenance before the era of the oil boom in the 70s (Hassan, 2015). In the rural areas, agriculture plays the principal role as a source of maintenance for the society but rural infrastructure has been under neglect by the government (Hassan, 2015).

As a result, many people in the rural areas have little access to schools, health services and other essential services (Agbibo, 2013). However, men hold higher social status in the urban societies, so they are likely to have access to schools (formal education) than their female counterparts (Trueba & Bartolome, 2000). Additionally, there has been a surge in the number of men migrating from the rural to urban areas and to overseas countries for a better life (Haugen, 2012) Nigeria is one of the countries having her citizens en masse as Nigerian students, studying in Malaysian universities.

Almost ninety percent of Nigerian citizens in Malaysia came as students in search of “greener pastures” (Ogbuagu, 2013), meaning that they intend to study and at the same time make some money from doing menial jobs like cleaning, sweeping and so on, as in the case with foreign students in the USA, UK, Canada and Australia (Kohnert, 2007). According to statistics, currently there are over eighty-six thousand (86,000) international students in Malaysia, presently schooling in different universities, and the number is envisaged to increase to 150,000 in 2015 (Wan et al., 2013). Although, hosting such a huge number in their educational system probably prompted Malaysia Government to put an embargo on work permit for foreign students (Kaur, A., 2010) in order to secure jobs for her citizens.

With no job to support them in school financially as envisaged, foreign students, especially Nigerians are faced with lots of challenges to cope with the disillusionment (Kohnert, 2007). Thus when they come, some of them may go astray from the intention to study that initially ushered them into Malaysia, then they may get involve in risky behaviors (Hair, E. C., et al., 2009). In this study, risky behavior is conceptualized as a lifestyle activity or a behavior that may result in a bad consequence for the Nigerian students and may prevent them from reaching their full capability and potential. The kind of behavior which places one against one's self-value and sometimes against the norms of the society of abode.

In a global survey, Lin & Wen (2012) reported that the prevalence rate for all types of deviant behaviors among international students was 61.72%. These scholars further argued that some of the most practiced forms of deviant behaviors among foreign university students include commercial crime, drugs, academic deviant behavior, and theft. In the contention of El Sen Teoh (2011), the Deputy Minister of Higher Education in Malaysia, Hou Kok Chung affirmed that a number of arrests had been made regarding foreign students involved in crime in Malaysia. The Deputy Home Minister Abu Seman Yusop upheld the claims, hence, affirmed that about 777 foreign students were detained in Malaysia in 2011. Out of this figure,

Abu Seman affirmed that 128 of the students were held for drug-related offences, 16 arrested for theft and causing hurt, and 305 for commercial crimes.

Plethora of literature documented that the dimension of risky behavior involving students studying outside the shore of their country is a phenomenon of concern to social science researchers globally (Burawoy et al., 2000). This is because, deviant attitudes are considered to be contrary to generally accepted societal norms, hence, they reflect the negative attitudes among youths (Bala & Daniel, 2013).

According to Lee et al (2010), the attitudes of youths and foreign students in particular are being influenced by agents of socialization and ecological microsystems/factors like family, friends, religion, school...etc. (Bronfenbrenner, 1979). It logically follows then that, the kind of attachment these students have with these agents will determine the extent of their self-worth and self-esteem, which will in turn predict their counseling attitudes even while outside their own countries of origin.

In the light of the attachment theory of Bowlby (1969) which proposed that early childhood attachment to parents or care-givers has the tendency to reflect on the attitudes such an individual will exhibit in later life; parental attachment was chosen as one of the predictors of the counseling attitudes in this research because the foremost bond of a person with the environment is the relationship between the mother and the child (Bowlby1969), or sometimes between the care-giver and the child (Ainsworth, 1972). Similarly, the choice of peer attachment for this study as a predictor of counseling attitudes, was informed by a study involving 254 adolescence carried out by Sheffield, Fiorenza & Sofronoff (2004) in which the findings revealed that friends formed the largest source for seeking help on behavioral, personal and emotional problems. The study reported that 66.7% seek for help from friends and 59% from parents and family members while school counselors, doctors, teachers, psychiatrists, psychologists, telephone crisis hotlines and church, all scored less than 20%.

Several literature and studies in the past have connected help-seeking attitudes and attachment styles. Moran, (2007) claimed that attachment style is one of the outstanding factors that influence attitudes toward seeking help. Individuals with secure attachment engage more in help seeking behavior than insecurely attached individuals (Moran, 2007; Vogel & Wei, 2005; DeFronzo, Panzarella & Butler 2001; Collins & Feeney, 2000). Meanwhile Hazan & Shaver (1987) has indicated that insecure attachment styles (dismissive, preoccupied and fearful) may be obstacles to seeking help (Birnie, McClure, Lydon, & Holmberg, 2009; Bogaert & Sadava, 2002). On the whole, several researchers have also established the fact that parental and peer attachment are possible predictors of counseling attitudes in the sense that an individual's aim of seeking professional psychological help which has been defined in this study as counseling attitudes could be hindered by the attachment styles (Bohns & Flynn, 2010; Vogel & Wei, 2006; Kobak & Sceery, 1988; Hazan & Shaver, 1987).

Self-value was chosen as one of the predictors of counseling attitudes based on the theoretical knowledge of the attachment theory of Bowlby (1982), that internal working models which include perceptions about oneself and personal opinion about others are formed by the child from the early interaction internalized during the attachment period. This actually links self-value with risky behavior (Schwartz et al, 2011), as buttressed by the ecological microsystems theory developed by Bronfenbrenner (1979) which identifies the environmental systems where an individual interacts as being crucial to their development and attitudes in life (Shaffer & Kipp, 2009). The theory proposed that the environmental system in which one is raised as a child determines their development and hence influences their behavioral traits.

Spirituality was considered as the mediator for this study because spiritually, Christianity and Islam are the two main religions mostly embraced in Nigeria on a 50:50 level (Olaniyan & Asuelime, 2014) hence an average Nigerian student in a Malaysian university is either a Christian or a Muslim, purportedly expected to be spiritually minded due to their proclaimed faith in these two religions (Haynes, 2014) yet some of them keep delving into various vices and they put up attitudes that are unbecoming of a true Christian or a devout Muslim (Rout, P., 2011). The researcher sought for deeper knowledge to discover if spirituality has any mediating impact between the three chosen predictors and the counseling attitudes that these students exhibit in host nation Malaysia in order to combat crimes and risky behaviors because those in jails are also from the two religions (confidentiality makes it impossible to include the names of the jail-birds here).

One vital concept considered as an obstacle to seeking counseling services in order to gain deeper knowledge on the counseling attitudes of the population in this study is stigmatization. Stigma has been defined as branding a person in a disgraceful way; as in giving a student a negative label of great disapproval (Ainlay, S. C. et al., 2013). Stigma is not limited to only the mentally ill people or a peculiar group of people but it is a worldwide phenomenon (Alonso et al., 2008). Different types of stigma have been identified, buttressed by the Erving Goffman's (2009) theory of stigma namely: Mental health stigma, personal stigma, public stigma, cultural group's stigma, label avoidance, social stigma, and self-stigma (Corrigan & Wassel, 2008). They all have one thing in common, which is negative perception from oneself or from within the society (Ainlay, S.C. et al., 2013). For the purpose of this study, the researcher examines stigmatization as an obstacle in seeking professional psychological help among Nigerian students in Malaysian universities. This study focused mainly on social stigma and self-stigma.

Another factor examined as an obstacle to seeking counseling services in this study, which is often considered in the literature of help-seeking attitudes among university students, is the issue of interpersonal openness (Fischer & Turner, 1970; Fischer & Farina, 1995). This is conceptualized in this study as the client's ability to discussed personal and emotional challenges with a perceived stranger, who happens to be the Guidance Counselor in this case.



Sometimes there is no interpersonal openness from the students on what they may be passing through because of lack of confidence in helpers (Fischer & Farina, 1995), as a result of racial discrimination, inferiority complex, low self-esteem and multicultural misconceptions and other psychological distresses that thrive mostly on an imaginary crisis (Russell et al., 2008), based on the perceived self-esteem of the foreign students (Obi, 2015).

The link between risk behavior and each of the four predictors (parental attachment, peer attachment, self-value and spirituality) reflects in the negative or positive attitudes exhibit by the students in focus. For instance, if an individual has formed the secure attachment to others and to God, such a person will not be involved in crime or any risky behavior (Schwartz et al, 2011) but rather experience spiritual ideas that include considering him/herself to be integral to the universe (Baker, 2010). Spiritually, the fruits of the spirit which are “love, joy, peace, longsuffering, gentleness, goodness, meekness, and temperance” (Bible: Gal. 5:22) will manifest in the life of the individual. Such students will then focus on personal development which promotes one’s ability to experience self-transcendence (Reed, 2008). This in turn will build high self-value for self and others and increase positive counseling attitudes, which is the ultimate goal of the research.

### **1.3 Guidance and Counseling in Nigeria**

In Nigeria, guidance and counseling was introduced via the National Policy on Education, into the secondary schools. Numerous researchers (Yusuf, 1994; Adegoke, 1989; Denga, 1986; Makinde, 1984; Ipaye, 1983 & Gesinde, 1976) have since advocated for the provision of guidance and counseling services in all tertiary educational institutions across the country. Similarly in Malaysia, counseling has been introduced for more than five decades ago. Counseling services in Malaysian schools were first established in 1963 (Low, S. K., Kok, J. K., & Lee, M. N., 2013). These are the two nations involved in this research study.

The Counseling Association of Nigeria (CASSON) is the body governing the activities of Counselors and everything pertaining to counseling in Nigeria. In the works of Aluede, O., Afen-Akpaide, J. E., & Adomeh, I. O. (2004), crucial perspective about the status of professional counseling in Nigeria was presented. This includes having a trained guidance Counselor and a functional counseling unit in each of the Federal government secondary schools in Nigeria. Similarly, continuous efforts are being made to give counseling training to as many as possible in order to meet the high demand for Guidance Counselors in secondary schools (Aluede et al., 2004). Some people even advocated for indigenous African counseling (Alao, K., 2004; Mwit, G., & Dueck, A. C., 2007; Selepe, M. C., & Edwards, S. D., 2008).

However, there are serious issues raised concerning the legality of the actions of the CASSON body in the study by Aluede, O. (2008), where a roadmap on how to professionalize the field of Guidance and Counseling in Nigeria was presented with

focus on the issues of Licensure and Certification. Alao, I. (2009) equally investigated the relevance of Counseling in the Nigerian National Policy on Education and expressed great concern on the meager provision allocated to counseling in spite of its great contributions to the nation and despite the huge amount allegedly pumped into the Education sector each year.

Furthermore in Nigeria, a number of writers (Hassan, 1986 & 1991; Laosebikan, 1980) had earlier reported the negative attitudes of teachers, principals, students and other school personnel toward guidance and counseling. Mack (1979) reported more negative than positive responses among the University of Lagos students when asked about seeking help from the counseling centers in Nigeria. Adamolekun (1981) also found that families' socioeconomic status influenced under-graduates' attitudes towards guidance and counseling. Also in Nigeria, in sequence to these aforementioned literature, Kolo (1994) reported that female students in tertiary institutions in Kano preferred expert guidance in resolving their problems while the males preferred non-expert guidance approaches to resolve theirs.

Culturally, in the African setting, especially in Nigeria, there is no recognition of counseling as a solution to problems beyond career counseling in schools (Okafor, 2009). As confirmed by Vogel, D. L., Wade, N. G., & Hackler, A. H. (2007), the extent to which seeking help (or not) is the social norm of a nation, plays a crucial part in the interpersonal openness of a client to the Guidance Counselor. Therefore students may be having these challenges because Nigerians are generally not used to counseling as a problem-solving tool (Okafor, 2009). Resolving conflict is automatically expected to be the duty of any available elder(s) in the community (Sue, 2006). This makes most people to regard counseling as a recourse or a last resort (Hinson & Swanson, 1993); probably after waiting in vain for the personal difficulties to work out by themselves, or when the case or issue on ground proves too difficult to be resolved between them and the people close to them (Wills, 1992).

In recent years, the subject of the client's attitudes has received great attention in counseling and psychotherapy. According to Myer (2008) "Attitudes are nothing more than habits of thoughts, and habits can be acquired". When we repeatedly perform a task, it becomes our attitude. As stated by Nightingale (2015), "Our environment, the world in which we live and work, is a mirror of our attitudes and expectations". Therefore all human beings are often predisposed to environmental elements which trigger in us behaviors which we often presumed that we are incapable of.

It is therefore logical to assume that students coming from such a background where counseling and interpersonal openness are put at arm's length may specifically experience these barriers to seeking help, and may have negative counseling attitudes coupled with all the psychological distresses like inferiority complex, loneliness, disillusion, low self-esteem, stigmatization and language barrier in some cases, that often accompany foreign students abroad. This brings about the need to examine the attitudes of these students from the perspective of attachment to parents,

friends, religions and self-values; which are the selected variables understudied in this research.

#### **1.4 Statement of the Problem**

The fundamental purpose of this study was to examine parental and peer attachment, self-value and spirituality as predictors of counseling attitudes among Nigerian students in Malaysian universities. With a review of literature, several findings from studies globally have shown that despite being given some awareness of needing the assistance of a Guidance Counselor, students generally under-utilize professional psychological and counseling services (Abe-Kim, Takeuchi & Hwang, 2002; Chang, 2008; Chang, Tong, Shi & Zeng, 2005; Kung, 2004) while some of them totally ignore seeking help from a professional (Whiteford & Groves, 2009; Cho et al., 2009; Yakushko, Davidson & Sanford-Martens, 2008, Cooke et al., 2006).

In spite of the confirmation that seeking counseling services is often beneficial (Bergin & Garfield, 1994) and that the repercussion for not seeking help is often negatively consequential (Dubow et al, 1990), international students in Malaysian universities persist in avoiding counseling services though they are obviously in need of it (See & Ng, 2010). In a review of literature, a growing body of evidence has affirmed that a significant number of people who could benefit from counseling services are not seeking such assistance because of the fear of stigmatization, which can lead to discrimination, labeling and prejudice which can destroy one's self-value (Kligfeld & Hoffman, 1979; Corrigan, 2004; Baiden, F., Akanlu, G., Hodgson, A., Akweongo, P., Debpuur, C., & Binka, F., 2007; Taegtmeier, M., Davies, A., Mwangome, M., van der Elst, E. M., Graham, S. M., Price, M. A., & Sanders, E. J., 2013; Low, S. K., Kok, J. K., & Lee, M. N., 2013).

As a result, students prefer to solve their psychological problems on their own without involving professional Counselors (Sawir et al., 2008). Most students opt to solve their emotional problems either on their own or by sharing them with their friends through informal sources when in distress before considering getting help from formal sources. (Wilson, Deane, Ciarrochi & Rickwood, 2005; Fiorenza & Sofronoff, 2004). Some students even view Guidance Counselors as being judgmental () and have problem differentiating between them and social workers who are often considered to be very strict (Hough, M. 2010) in countries where they do operate like the UK and America.

Recently, Nigeria has witnessed high surge in the number of her citizens moving out of the country in pursuit of better education, better life, good job opportunities and career advancement (Odoemene, A., & Osuji, O., 2015). In his study on cultural adjustment of international students, Reinicke (1986) confirmed that when students from other countries study in a place which has unfamiliar culture, they usually face diverse problems. So due to the Malaysian aforementioned policy of not offering employment to foreigners, survival for most of these students has become a

herculean task, full of psychological distresses (Yusoff, 2011) because they have to eke out a living abroad to support their people back home (Altbach & Knight, 2007).

The possible problem contributing to the counseling attitudes which is the focal point of this study is that many of the Nigerian students in Malaysian universities have found themselves being challenged by life outside Nigeria (Gebhard, 2012) because their perceptions of life abroad and what they are experiencing are totally contrary to their expectations, which are beyond reality (Eze, 2014). This affects these students psychologically and puts them in need of counseling.

In essence, the aspiration of some Nigerian students to amass wealth abroad and the lack they met on getting to Malaysia, where there is a ban on employment for foreigners, is what is leading some of the students into risky behaviors (Hair, E. C., et al., 2009) like drug-pushing, fraud (a.k.a. 419), stealing, kidnapping and becoming a prostitute or gigolo, selling their body for money in a foreign land (Tive, 2006) because these students lack positive counseling attitudes.

Unfortunately, according to the Ministry of Higher Education Malaysia (MOHEM, 2012), Nigeria is rated among the top four countries that source international students into Malaysian universities. As one of the factors pointing at low self-esteem among the Nigerian students in Malaysia, in a report revealed by the MOHEM in 2010, out of over 5,217 cases of foreign students overstaying and immigration-related offences in Malaysia between 2010 and 2013, a total of 1,579 were Nigerians. "We have recorded 40 cases of violent crimes involving Nigerian students here, and 1,003 cases involved commercial crimes".... *"We are concerned over the involvement of Nigerians in crime here in Malaysia"* (Owoyemi, M. Y., Din, A. K. H., & Sabri, A. Z. S. A., 2015). Statistics revealed that about 400 Nigerian students are now serving jail terms in Malaysian prisons for various offences (Owoyemi et al., 2015). This obviously calls for counseling.

Questions may then be raised concerning the population that: "Have they enough self-esteem and self-worth that can make them brazen up and face the challenges of any psychological distress that characterizes living outside one's familiar domain or country? What has been the influence of parental and peer attachment on the counseling attitudes of the chosen population? Does spirituality affect the fight for survival in them, to aid critical appraisal, guided by positive attitudes? When in need of counseling, what is their attitude towards seeking professional psychological help? Similarly, are there obstacles to the seeking of counseling services among the sample population?

Seeking answers to all these questions creates the need for a study in which the findings will be entirely relevant to this population, by researching and proposing a counseling attitude structural model with the aim of guiding them towards high self-value and positive counseling attitudes. Therefore this accounts for the motivation behind the present study and the research gaps it aims at bridging.



## **1.5 Research Questions**

**This research attempts to seek answers to the following questions:**

1. What is the demographic profile of the selected participants of the study?
2. What are the levels of the 5 variables (Parental attachment, (PA), Peer attachment (PEA), Self-value (SV), Self-spirituality (SP) and Counseling attitudes (CA) in relation to Nigerian students in Malaysian universities?
3. What is the affirmation that stigmatization and interpersonal openness are obstacles to seeking counseling services among Nigerian students in Malaysian universities?
4. What is the relationship between parental attachment, peer attachment, self-value, spirituality and counseling attitudes among Nigerian students in Malaysian universities?
5. Does spirituality play a mediating role between parental attachment, peer attachment, self-value and counselling attitudes?
6. Do parental and peer attachment, self-value, and spirituality predict counseling attitudes among Nigerian students in Malaysian universities?

## **1.6 Objectives of the Study**

### **1.6.1 General Objective**

The main objective of the present study is to examine parental and peer attachments, self-value, and spirituality as predictors of counseling attitudes among Nigerian students in Malaysian universities. This study will help to establish whether these four selected factors are predictors of counseling attitudes among the sample population

### **1.6.2 Specific Objectives**

Specific objectives include:

1. To examine the demographic profile of the selected participants of the study.
2. To investigate the levels of Parental attachment, (PA), Peer attachment (PEA), Self-value (SV), Spirituality (SP) and Counseling attitudes (CA) in relation to Nigerian students in Malaysian universities.
3. To affirm whether or not stigmatization and interpersonal openness are obstacles to seeking counseling services among Nigerian students in Malaysian universities.

4. To determine the relationship between parental attachment, peer attachment, self- value, spirituality and counselling attitudes among Nigerian students in Malaysian universities.
5. To determine the mediating role of spirituality between parental attachment, peer attachment, self-value and counselling attitudes.
6. To determine whether parental and peer attachment, self-value and spirituality predict counselling attitudes among Nigerian students in Malaysian universities.

### **1.7 Research Hypotheses**

**Ho1:** Stigmatization and interpersonal openness are not obstacles to seeking counseling services among Nigerian students in Malaysian universities.

**Ho2:** There are no significant and direct relationships between:

- a. Parental attachment and counseling attitudes
- b. Peer attachment and counseling attitudes.
- c. Self-value and counseling attitudes.
- d. Spirituality and counseling attitudes

**Ho3:** There are no significant mediating effects of spirituality existing between:

- a. Parental attachment and counseling attitudes
- b. Peer attachment and counseling attitudes
- c. Self-value and counseling attitudes.

**Ho4:** Parental and peer attachment, self-value and spirituality do not significantly predict counseling attitudes among Nigerian students in Malaysian universities.

### **1.8 Significance of the study**

This study will be a significant aspiration for improving the practice of counseling in the area of help-seeking attitudes among students. The study is significant in three major ways: Firstly, in theoretical perspective, it makes a significant contribution to research in the field of counseling psychology to improve practice and add to existing literature because the findings that there is no mediation between peer attachment and counseling attitudes through spirituality in this study redound the attachment theory of Bowlby (1969) which is one of the basic theories used in the research; because the study linked parental and peer attachment, and self-value to the creation of positive counseling attitudes among students in the Diaspora (Adogame, Gerloff and Hock, 2011) which when positive, will enable the students to systematically analyze themselves to make acceptable decision in any community, society and even situations they may find themselves. Also, the study significantly gave birth to two newly adapted instruments namely “Self-value Rating Scale” (SVRS) and “Self-Spirituality Personality Inventory” (SSPI). The availability of

these two instruments for use in future research will further expand the theory of Self by Rogers (1951) which was also applied in this study.

Secondly, the study significantly serves as a reference point for Guidance Counselors, Educators, Trainers and other researchers in the field of counseling psychology. Furthermore, through the reliable information provided on the mediating role of spirituality, the study gives an understanding on the sample population and also illuminates paradigm of spirituality and how Christianity and Islamic spirituality are both relevant in solving counseling problems. Similarly, the study provides evidence for reference on the four dimensions examined on the counseling attitudes of Nigerian students in Malaysian universities and gave viable evidence of how stigmatization and interpersonal openness could be obstacles to seeking professional psychological help.

Thirdly, as a way of practice, the study significantly serves as bases for policy development on counseling education in the two nations involved, which are: Malaysia and Nigeria. Also the findings provide points of comparison and contrast in the demographic profile of Nigerian students in Malaysian universities. Furthermore, the findings of this study will help to prepare these students for the future to reflect on themselves and the attitudes they exhibit in the host nation so as to develop strong opposition to negative invitations to go against societal norms by developing a high self-value and a positive counseling attitude. Overall, this study provides a deeper understanding on the four chosen predictors as each one affects the counseling attitudes of the population.

## **1.9 Definition of Terms**

In this section, terms are conceptually and operationally defined.

### **1.9.1 Parental Attachment**

#### **Conceptual**

The word “parents” has been defined as a basic social unit consisting of a father and mother as a group, whether dwelling together or not. Parents are the foundational part of a family. Family usually refers to “any group of persons related by blood, as parents, children, uncles, aunts, cousins, and all the people considered as descendants with a common progenitor (Dictionary Thesaurus, 2015). Its most important ingredient is the spirit of sharing and the love flowing between family members. Parental Attachment therefore refers to “a strong disposition towards seeking proximity to and contact with a person’s parent, be it the father or the mother or both parents, in certain situations (Bowlby, 1969).

### **Operational**

For the purpose of this study, parental attachment refers to the respondents' scores, measured by 10 selected items that are most relevant to this study from the Parent Scale Items in the Inventory of Parents and Peer Attachment-Revised Inventory (IPPA-R) by Armsden and Greenberg (1990), who identified three dimensions of Parental attachment namely: communication, trust and alienation. High score indicates high level of parental attachment while low score implies low level of parental attachment.

### **1.9.2 Peer Attachment**

#### **Conceptual**

A peer is someone at your own level. Peer comes from the Latin language *par*, which means equal. A peer is a person within the same age group or of the same social status with another in a group; a peer could also be a person ranking within the same abilities or one that is of equal standing in a group (Webster, 2014), while Ainsworth (1978) defined attachment as “an affectional tie that one person or animal forms between himself and another specific one; a tie that binds them together in space and endures over time”. Attachment is a bond between two people that exhibits a longing for regular contact with each other and the experience of unpleasant feelings when separated from that individual. Peer Attachment is therefore a feeling of love and need for another person or a strong connection to a friend.

#### **Operational**

For this study, Peer Attachment is defined by the respondents' scores, measured by 10 selected items that are most relevant to this study from the Peer Scale Items in the Inventory of Parents and Peer Attachment-Revised (IPPA-R) in which Armsden and Greenberg (1990) also identified three dimensions of peer attachment identical to the parent attachment namely: communication, trust and alienation. High score also indicates high level of peer attachment while low score implies low level of peer attachment.

### **1.9.3 Self-Value**

#### **Conceptual**

Self-value of an individual refers to the person's relative worth, utility, or importance (Branden, 2011). Value ethically refers to the degree of importance of something, with the aim to determine an action of life that is best to take or live. Self-value is therefore a relative term. The term self-value describes a person's holistic sense of self-worth and self-esteem (Huff, Kinion, Kendra, & Klecan, 2006) which is an individual's inner opinion based on the perception of others outer opinion. Self-value is seen as a favorable opinion of oneself and the confidence in one's ability to function well and be in control of any situation regarding basic challenges of life. This refers to a feeling of being worthy, deserving, having the emotional right to express our wants and needs (Branden, 2011).

### **Operational**

For the purpose of this study, self-value is seen as a relationship to people which in the context is a combination of self-worth and self-esteem measured by the respondents' scores on the Self-Value Rating Scale, which consists of 10 selected items that are most relevant to this study on Self-value. An adapted instrument based on two dimensions designed to measure Self-esteem and Self-worth. High score indicates high self-value while low score implies low self-value.

### **1.9.4 Spirituality**

#### **Conceptual**

Spirituality can be broadly defined as things that give sense to an individual's life (Bacik, 1996), within or without the context of religion. Therefore in this research, the term self-spirituality refers to the close relationship between the inner-soul of one's personality, beliefs and practices surrounding it because spirituality represents a necessary essence of life that energizes both thought and actions of human beings (Taylor, 2007).

#### **Operational**

Spirituality is operationally defined in this study as the spiritual inclination of the individual students that nurtures their sense of meaning and values personally from the perspectives of both the Christian and Islamic religions: like caring for the needy, putting God first in every situation. This was measured through the total scores of the respondents from the Self-Spirituality Personality Inventory (SSPI); a 5-item instrument, mostly relevant to this study, adapted from Universal Religious Personality Inventory (URPI), based on the dimension of self-spirituality. High score indicates high level of spirituality while low score implies low level of it.

### **1.9.5 Counseling Attitudes (towards seeking professional psychological help)**

#### **Conceptual**

Looking at counseling as a supportive relationship that helps a person to cope with certain areas of his or her life, counseling attitudes refer to the positive or negative evaluation that an individual has towards seeking counseling help, getting enlightenment and guidance, with an aim of bringing an understanding or awareness to a matter. This enlightenment can be in form of emotional support, companionship or informational support. Behavior that individuals engage in to find and attend personal counseling with a professional is what psychological help seeking refers to in this study; while the term 'professional' refers to someone with training and certification to provide psychotherapy, counseling (e.g. psychologist, or guidance counselor or social worker). The term counseling attitudes and professional psychological help is structured for the purpose of this study, by the Attitudes Toward Seeking Professional Psychological Help Scale-Short Form (Fischer & Farina, 1995).



### **Operational**

For the purpose of this study, the counseling attitudes focus on the attitude of the Nigerian students in seeking professional psychological help and social support in Malaysia. This was operationally defined through the respondents' scores obtained through the 10 relevant questions on counseling attitudes, from the attitude towards seeking professional psychological help (ATSPPHS-SF) instrument. With it, Fischer & Farina (1995) identified four dimensions of counseling attitudes namely: recognition of need for psychological help, stigma tolerance, interpersonal openness and confidence in helpers. High score indicates positive counseling attitudes while low score implies negative counseling attitudes.

### **1.9.6 Nigerian Students**

#### **Conceptual**

These are foreign students from the most populous African nation (Nigeria), which constitutes the largest number of black people and also the largest number of emigrants to other countries around the globe (Soyinka, 1990).

#### **Operational**

For the purpose of this study, the term 'Nigerian students' refers to citizens of Nigeria, who are currently enrolled as students in any of the ten randomly selected Malaysian universities where this study was carried out. These are: UM, UPM, UTM, FTMS, LINTON, TAYLOR, LIMKOKWING, INTI, UCSI and IUKL.

### **1.10 The Scope and Delimitation of the Study**

The scope identifies the domains of the study in terms of the topical issues of focus in the research like the objectives, subjects, location, facilities, and time frame (Punch, 2013). It is often determined by the problem and the availability or non-availability of resources. Not just financial resources but the whole array of resources the researcher can make use of like human labor and skills, methods, technical know-how, time and so on.

Delimitations refer to the characteristics a research selects in order to effectively define the study boundaries and its advantage (Leedy & Ormrod, 2005). Any phenomenon has multiple realities; therefore, for the purpose of this study, the scope focuses on Nigerian students who are enrolled and currently schooling in either a public or private university among the selected ones; it also focuses on students who are either Christians or Muslims and will examine only the five variables in the topic, which are: parental attachment, peer attachment and self-value as the independent variables; and the mediating and dependent variables, which are spirituality and counseling attitudes respectively.

### **1.11 Organization of the Dissertation**

This dissertation is divided into five chapters. The first chapter presented an overview of the entire research study. Focus was given to the possible influence of some selected psychological factors and their impact on counseling attitudes among Nigerian students in Malaysian universities. Parental and peer attachment as well as self-value of Nigerian students are proposed as the factors that determine their behaviors and the attitudes that they eventually exhibit in the foreign land through spirituality as the mediating factor. Additionally, the population of Nigerian students in Malaysia universities is extensive thus understanding of the dynamics is made easy. However, the study may be limited through external validity of data and generalizability of the study. The chapter one also highlights the research gaps, through the statement of the problem and the significance of the study.

The second chapter encapsulates the theoretical background and the review of pertinent literature related to the objectives of the study. It also presented different arguments regarding the relationship between the variables of parental and peer attachment, self-value, and the counseling attitudes of Nigerian university students in Malaysia; with focus on spirituality and the two religious perspectives of the sample population as a mediating variable. Finally chapter 2 ends in a summary of the chapter and also highlighted the conceptual framework that shows the relation of the Independent variables (IVs namely: Parental and peer attachment, and self-value); the Mediating variable (MeV: which is spirituality) and the Dependent variable (DV: counseling attitudes).

The third chapter discussed the research methodology. It covers the six important sub-topics namely: Research design, Location of the Study, Subject of the Study, Instrumentation, Research Procedures and Statistical Data Analysis. Issues of the validity and reliability of the newly adapted instruments (Self-Value Rating Scale - SVRS) and (Self-Spirituality Personality Inventory - SSPI) were also highlighted. The chapter reported the pilot study results of the whole questionnaire, rounded up with a summary table which includes the objectives hypotheses, instrument, and analysis approach.

The fourth chapter presented the results of the outcome of data obtained from the quantitative research carried out, the data analysis, providing solutions and discussions on the six main research objectives of the study. Descriptive analysis was applied to analyze objectives 1 and 2 on the demographic survey and the levels of the five selected variables using SPSS, while hypotheses related to objectives 3 to 6 were tested employing AMOS Structural Equation Modeling, version 21, to analyze the relationships between the variables; discussions on the data analyses, the descriptive tables and the final output model respectively.

The fifth chapter discussed the findings based on the 6 objectives, summary of the whole work, practical implications, and theoretical contributions to knowledge, coupled with research recommendations and suggestions for future research.

## BIBLIOGRAPHY

- Abe-Kim, J., Takeuchi, D., & Hwang, W. C. (2002). Predictors of help seeking for emotional distress among Chinese Americans: family matters. *Journal of Consulting and Clinical Psychology*, 70(5), 1186.
- Adamolekun, O. (1981). Attitudes of Ife university undergraduates towards personal and social counselling. *Unpublished MA Thesis. Obafemi Awolowo University, Nigeria.*
- Adegoke, A. A. (1989). Parental socio-economic status and age of puberty: A study of selected Nigerian adolescents. *The Nigerian Journal of Counselling and Development*, 1, 82-88.
- Adepoju, A. (2006). Leading issues in international migration in sub-Saharan Africa. *Views in migration in-Sub-Saharan Africa*, 25-47.
- Adler, A. (1956). The individual psychology of Alfred Adler (H. L. Ansbacher & R. R. Ansbacher, Eds.). New York, NY: *Harper Torchbooks*. (Original work published 1913) .
- Adogame, A., Gerloff, R. & Hock, K. (2011). Christianity in Africa and the African diaspora: the appropriation of a scattered heritage. *London, New York: Continuum.*
- Agbényiga, D. L., & Huang, L. (2012). Gendered Immigration: Implications and Impact on Social Work Education. *Advances in Social Work*, 13(2), 291-305.
- Agbiboa, D. E. (2013). No retreat, no surrender: Understanding the religious terrorism of Boko Haram in Nigeria.
- Agerup, T., Lydersen, S., Wallander, J., & Sund, A. M. (2015). Associations between parental attachment and course of depression between adolescence and young adulthood. *Child Psychiatry & Human Development*, 46(4), 632-642.
- Ahmed, T., & Brumbaugh, C. C. (2014). One Foot Out of the Nest: How Parents and Friends Influence Social Perceptions in Emerging Adulthood. *Journal of Adult Development*, 21(3), 147-158.
- Ainlay, S. C., Becker, G., & Coleman, L. M. (Eds.). (2013). *The dilemma of difference: A multidisciplinary view of stigma*. Springer Science & Business Media.
- Ainsworth, M. D. S., Blehar, M. C., & Waters, E. (1978). Wall. s.(1978).Patterns of attachment: A psychological study of the strange situation. *Psychology Press. NY.*



- Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. (2014). Patterns of attachment: A psychological study of the strange situation: *Psychology Press*. NY.
- Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. N. (2015). Patterns of attachment: A psychological study of the strange situation. *Psychology Press*.
- Ainsworth, M. D. S., Blehar, M. C., Waters, E., Wall, S. (1978) Patterns of Attachment. Erlbaum Associates, Hillsdale, NJ
- Ainsworth, M. S. (1989). Attachments beyond infancy. *American Psychologist*, 44(4), 709-716.
- Ainsworth, M., & Wittig, B. (1969) Attachment and exploratory behavior of one-year-olds in a strange situation. In: *Foss, B. M. eds. Determinants of infant behavior. Methuen, London.*
- Ajibade, Y. A., Adeyemi, M. B. B., & Awopetu, E. O. (2012). Unity in diversity: The Nigerian youth, Nigerian Pidgin English and the Nigerian language policy. *Journal of Educational and Social Research*, 2(3), 289-295.
- Ajzen, I. (2005). Attitudes, personality, and behavior. *McGraw-Hill Education (UK)*.
- Akinnaso, F. N. (1989). One nation, four hundred languages: Unity and diversity in Nigeria's language policy. *Language problems & language planning*, 13(2), 133-146.
- Alao, I. (2009). Counselling and Nigeria National Policy on Education: The question of relevance and competence. *Nigerian Journal of Guidance and Counselling*, 14(1).
- Alao, K. (2004). Silver and gold we have none but what we have, we give unto thee: Indigenous African counselling and the rest of the world. *International Journal for the Advancement of Counselling*, 26(3), 249-256.
- Alba, R. D., Raboteau, A. J., & DeWind, J. (2009). Immigration and religion in America: Comparative and historical perspectives: *NYU Press*.
- Albert, D., & Steinberg, L. (2011). Peer influences on adolescent risk behavior. In M. T. Bardo, D. H. Fishbein & R. Milich (Eds.), *Inhibitory control and drug abuse prevention: From research to translation*. New York: Springer.
- Al-Krenawi, A., Graham, J. R., Dean, Y. Z., & Eltaiba, N. (2004). Cross-national study of attitudes towards seeking professional help: Jordan, United Arab Emirates (UAE) and Arabs in Israel. *International journal of social psychiatry*, 50(2), 102-114.

- Allen, J. P., Porter, M. R., & McFarland, F. C. (2006). Leaders and followers in adolescent close friendships: Susceptibility to peer influence as a predictor of risky behavior, friendship instability, and depression. *Development and psychopathology*, 18(01), 155-172.
- Alonso, J., Nock, M. K., Borges, G., Bromet, E. J., Angermeyer, M., Beautrais, A., . & De Graaf, R. (2008). Cross-national prevalence and risk factors for suicidal ideation, plans and attempts. *The British Journal of Psychiatry*, 192(2), 98-105.
- Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of studies in international education*, 11(3-4), 290-305.
- Aluede, O. (2008). A Roadmap to the Professionalization of Guidance and Counselling in Nigeria. *Edo journal of counselling*, 1(1), 1-15.
- Aluede, O., McEachern, A. G., & Kenny, M. C. (2005). Counseling in Nigeria and the United States of America: contrasts and similarities. *International Journal for the Advancement of Counselling*, 27(3), 371-382.
- Anderberg, M. R. (2014). Cluster analysis for applications: probability and mathematical statistics: *a series of monographs and textbooks*. Vol. 19.
- Anderson, H. (2009). A spirituality for family living. *Spiritual resources in family therapy*, 194-211.
- Anderson, T. W. (2014). The statistical analysis of time series (Vol. 19). *John Wiley & Sons*.
- Andrews, G., Issakidis, C., & Carter, G. (2001). Shortfall in mental health service utilization. *British Journal of Psychiatry*, 179, 417-425.
- Angel, J. L., & Angel, R. J. (2006). Minority group status and healthful aging: Social structure still matters. *American Journal of Public Health*, 96(7), 1152-1159.
- Angermeyer, M. C., Matschinger H., & Riedel-Heller, S. G. (1999). Whom to ask for help in case of mental disorder? Preferences of the lay public. *Social Psychiatry and Psychiatric Epidemiology*, 34, 202-210.
- Angermeyer, M. C., Matschinger, H., & Riedel-Heller, S. G. (2001). What to do about mental disorder help-seeking recommendations of the lay public. *Acta Psychiatrica Scandinavica*, 103, 220-225.
- Antonucci, T., Akiyama, H., & Takahashi, K. (2004). Attachment and close relationships across the life span. *Attachment & human development*, 6(4), 353-370.

- Armsden, G. G. (1986). Attachment to parents and peers in late adolescence: Relationships to affective status, self-esteem and coping with loss, threat and challenge (*Doctoral dissertation, ProQuest Information & Learning*).
- Armsden, G. C., McCauley, E., Greenberg, M. T., Burke, P. M., & Mitchell, J. R. (1990). Parent and peer attachment in early adolescent depression. *Journal of Abnormal Child Psychology*, 18 (6), 683-697.
- Armsden, G.C., & Greenberg, M.T. (1987). The inventory of parent and peer attachment: Individual differences and their relationship to psychological well-being in adolescence. *Journal of Youth and Adolescence*. 16, 427- 454.
- Arnold, (2006). Separation and loss through immigration of African Caribbean women to the UK. *Attachment & Human Development*, 8(2), 159-174.
- Arshat, Z., Baharudin, R., Juhari, R., & Kahar, R. (2002). Parenting behavior and child behavioral adjustment in families at risk in rural areas. *Pertanika. Journal of Social Sciences & Humanities*, 10(2), 165-178.
- Arthur, (2000). Invisible sojourners: African immigrant diaspora in the United States: *Greenwood Publishing Group*.
- Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, C. (2013). Introduction to research in education: *Florence. KY Thomson/Wadsworth*.
- Atkinson, D. R., & Gim, R. H. (1989). Asian American cultural identity and attitudes toward mental health services. *Journal of Counseling Psychology*, 36, 209–212.
- Atkinson, D. R., Ponterotto, J. H., & Sanchez, A. R. (1984). Attitudes of Vietnamese and Anglo American students toward counseling. *Journal of College Student Personnel*, 25, 448–452.
- Awan, S., & Sitwat, A.(2014). Workplace spirituality, self-esteem, and psychological well-being among mental health professionals. *Pakistan Journal of Psychological Research*,. 29, 1, 125-149.
- Azimi, H., Krauss, S.E., Sidek, M.N., Turiman, S., Rumaya, J., Jamiah, M... (2007). Muslim religiosity and personality assessment: Prototype for nation building. *Serdang: Institut Pengajian Sains Social*.
- Azimi, H., Turiman, S., & Ezhar, T. (2012). Lifestyle and thinking style of youth in national development, youth facing the new millennium (57-61). *Putrajaya: Ministry of Youth and Sports Malaysia*.
- Bachman, J. G. (1970) Youth in transition: The Impact of Family Background and Intelligence of Tenth-Grade Boys. *Blumfield, Ann Arbor, MI*
- Bacik, J. J. (1996). Spirituality in transition: *Rowman & Littlefield*. Maryland, USA.

- BACP (2009). Reach and connect. BACP definition of counselling. (British Association of Counselling & Psychotherapy). Retrieved from <http://reachandconnect.com/content/view/32/25/>
- Baiden, F., Akanlu, G., Hodgson, A., Akweongo, P., Debpuur, C., & Binka, F. (2007). Using lay counsellors to promote community-based voluntary counselling and HIV testing in rural northern Ghana: a baseline survey on community acceptance and stigma. *Journal of biosocial science*, 39(05), 721-733.
- Baker, C.D. (2010). Self-transcendence, death anxiety, and older adult's participation in health promotion behaviors (Revised ed.). Newark, New Jersey, USA: Routledge Publishers.
- Bakewell, O. (2008). 'Keeping them in their place': the ambivalent relationship between development and migration in Africa. *Third world quarterly*, 29(7), 1341-1358.
- Bala, N.A., & Daniel, I.L. (2013). A conceptual overview of deviance and its implication to mental health: A bio psychosocial perspective. *International Journal of Humanities and Social Science Invention*, 2 (12), 1- 9.
- Baptiste, Jr, D. A. (1993). Immigrant families, adolescents and acculturation: Insights for therapists. *Marriage & Family Review*, 19(3-4), 341-363.
- Barbot, B., Heinz, S. L., & Luthar, S. S. (2014). Perceived parental reactions to adolescent distress: Development and validation of a brief measure. *Attachment & human development*, 16(1), 1-21.
- Bartholomew, K., & Horowitz, L. M. (1991). Attachment styles among young adults: a test of a four-category model. *Journal of personality and social psychology*, 61(2), 226.
- Bartram, D. J., & Baldwin, D. S. (2010). Veterinary surgeons and suicide: a structured review of possible influences on increased risk. *The Veterinary Record*, 166(13), 388.
- Baumeister, R. F. (1997). The self and society. *Self and identity: Fundamental issues*, 191-217.
- Bayer, J. K., & Peay, M. Y. (1997). Predicting intentions to seek help from professional mental health services. *Australian and New Zealand Journal of Psychiatry*, 31, 504-513.
- Beck, A. T., Wright, F. D., Newman, C. F., & Liese, B. S. (2011). Cognitive therapy of substance abuse. Guilford Press.
- Bengtson, V. L. (2001). Beyond the nuclear family: The increasing importance of multigenerational bonds. *Journal of Marriage and Family*, 63(1), 1-16.

- Ben-Porath, D. D. (2002). Stigmatization of individuals who receive psychotherapy: An interaction between help-seeking behavior and the presence of depression. *Journal of Social & Clinical Psychology*, 21, 400–413.
- Benson, M. J., McWey, L. M., & Ross, J. J. (2006). Parental attachment and peer relations in adolescence: A meta-analysis. *Research in Human Development*, 3(1), 33-43.
- Bentler, P. M. Review of Tennessee Self-Concept Scale. In: Buros, O. eds. (1972) *The Seventh Mental Measurements Yearbook*. Gryphon Press, Highland Park, NJ
- Berger, K. S. (2003). The developing person through childhood and adolescence. *Macmillan*.
- Bergin, A. E., & Garfield, S. L. (Eds.). (1994). Handbook of psychotherapy and behavior change (4th ed.). *New York: Wiley*.
- Berndt, T. J. (1999). Friends' influence on students' adjustment to school. *Educational Psychologist*, 34(1), 15-28.
- Berterö, C. M. (2002). Affected self-respect and self-value: the impact of breast cancer treatment on self-esteem and QoL. *Psycho-Oncology*, 11(4), 356-364.
- Bible, C. E. (2011). The Holy Bible. *Cambridge University Press*.
- Bickel, P. J., & Lehmann, E. L. (2012). Descriptive statistics for nonparametric models I. Introduction. In *Selected Works of EL Lehmann* (pp. 465-471). Springer US.
- Birnie, C., Joy McClure, M., Lydon, J. E., & Holmberg, D. (2009). Attachment avoidance and commitment aversion: A script for relationship failure. *Personal Relationships*, 16(1), 79-97.
- Blanchard, M., & Miljkovitch, R. (2002). Attachement et psychopathologie durant l'enfance. *L'attachement: concepts et applications*, 169-175.
- Blanco-Mancilla, G. (2003). Citizenship and Religion in Nigeria: comparative perspectives of Islam and Christianity in Kaduna State. *Institute Of Development Studies, University of Sussex, Brighton, September*.
- Blascovich, Jim and Joseph Tomaka. 1993. "Measures of Self-Esteem." Pp. 115-160 in J.P. Robinson, P.R. Shaver, and L.S. *Wrightsman* (eds.),
- Bogaert, A. F., & Sadava, S. (2002). Adult attachment and sexual behavior. *Personal Relationships*, 9(2), 191-204.
- Bloom, M. V. (1980) Adolescent-Parental Separation. *Gardner Press, New York*

- Bohns, V. K., & Flynn, F. J. (2010). "Why didn't you just ask?" Underestimating the discomfort of help-seeking. *Journal of Experimental Social Psychology*, 46(2), 402-409.
- Bond, T. (2015). Standards and ethics for counselling in action. *Sage*.
- Booth, P. B., & Jernberg, A. M. (2009). Theraplay: Helping parents and children build better relationships through attachment-based play. *John Wiley & Sons*.
- Bowlby, J. (1969). Attachment. *NY: Basic Books*.
- Bowlby, J. (1969/1982) Attachment and Loss, Volume 1, Attachment. *Basic Books, New York*
- Bowlby, J. (1970). Disruption of affectional bonds and its effects on behavior. *Journal of Contemporary Psychotherapy*, 2(2), 75-86.
- Bowlby, J. (1973) Attachment and Loss, Volume 2, Separation. *Basic Books, New York*
- Bowlby, J. (1973). The self-reliant personality: Some conditions that promote it. In: Gosling, R. eds. Support, innovation and autonomy. *Tavistock, London*
- Bowlby, J. (1977). The making and breaking of affectional bonds: An etiology and psychopathology in the light of attachment theory. *Brit. J. Psychiatry*. 130: pp. 201- 210
- Bowlby, J. (1980) Attachment and Loss, Volume 3, Loss. *Basic Books, New York*
- Bowlby, J. (1982). Attachment and loss (2nd ed.). *New York: Basic Books*.
- Bowlby, J. (2005). A secure base: Clinical applications of attachment theory. *Taylor & Francis*. (Vol. 393).
- Bowlby, J. (2008). A secure base: Parent-child attachment and healthy human development. *Basic Books*.
- Bozarth, Zimring and Tausch, (2002) Client-centered therapy: *The evolution of a revolution*.
- Bradford, S. (2012). Sociology, Youth and Youth Work Practice. *Basingstoke. Palgrave Macmillan*.
- Brammer, L., Shostrom, E., & Burton, A. (2009). Philosophical and theoretical base of counseling. *Practicum manual for counseling and psychotherapy*, 305.
- Branden, N. (1995). The six pillars of self-esteem. *Bantam Dell Publishing Group*.
- Branden, N. (2011). Honoring the self: The psychology of confidence and respect. *Bantam*.



- Branden, N. (2011). How to raise your self-esteem: the proven action-oriented approach to greater self-respect and self-confidence. *Bantam*.
- Brechwald, W. A., & Prinstein, M. J. (2011). Beyond homophily: A decade of advances in understanding peer influence processes. *Journal of Research on Adolescence*, 21(1), 166-179.
- Bretherton, I., & Munholland, K. A. (1999). Internal working models in attachment relationships: A construct revisited.
- Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Cambridge, MA: *Harvard University Press*.
- Brennan, (2002)). Between feminism and psychoanalysis. *Routledge*.
- Brennan, T. (2004). The transmission of affect. *Cornell University Press*.
- Britt, C. L., & Gottfredson, M. R. (2011). Control theories of crime and delinquency (Revised ed.). *Beverly Hills, California, USA: Transaction Publishers*.
- Bronfenbrenner, U. (1989). Ecological systems theory. In R. Vasta (Ed.), Six theories of child development: Revised formulations and current issues (pp.187-250). *Greenwich, CT: JAI Press*.
- Bronfenbrenner, U., & Bronfenbrenner, U. (2009). The ecology of human development: Experiments by nature and design. *Harvard university press*.
- Brown, L. and I. Holloway. The adjustment journey of international postgraduate students at an English university: An ethnographic study. *Journal of Research in International Education*. 2008, 7 (2): 232-249.
- Brown, L. A., Mott, T. E., & Malecki, E. J. (2007). Immigrant profiles of US urban areas and agents of resettlement. *The Professional Geographer*, 59(1), 56-73.
- Brown, T. A. (2015). Confirmatory factor analysis for applied research. *Guilford Publications*.
- Bryman, A. (2012). Social research methods. *Oxford university press*.
- Bums, N., & Grove, S. (1987). The Practice of Nursing Research.
- Burawoy, M., Blum, J. A., George, S., Gille, Z., Gowan, T., Haney, L., & Lopez, S. H. Ó Riain, S. and Thayer, M.(2000) Global ethnography: Forces, connections, and imaginations in a postmodern world. *Berkeley*.
- Burke, R. J., Weir, T. (1978) Benefits to adolescents of informal helping relationships with parents and peers. *Psychol. Rep.* 42: pp. 1175-1184
- Burr, W. R., Marks, L. D., & Day, R. D. (2012). Sacred matters: Religion and spirituality in families: *Routledge*.



- Busiol, D. (2015). Help-seeking behaviour and attitudes towards counselling: a qualitative study among Hong Kong Chinese university students. *British Journal of Guidance & Counselling*, 1-20.
- Butler, F. R., & Zakari, N. (2005). Grandparents parenting grandchildren: Assessing health status, parental stress, and social supports. *Journal of gerontological nursing*, 31(3), 43-54.
- Byrne, B. M. (2013). Structural equation modeling with Mplus: Basic concepts, applications, and programming: *Routledge*.
- Cadge, W., & Ecklund, E. H. (2006). Religious service attendance among immigrants evidence from the new immigrant survey-pilot. *American Behavioral Scientist*, 49(11), 1574-1595.
- Campbell, J. (2013). Nigeria: dancing on the brink. *Rowman & Littlefield Publishers*.
- Campbell, J., & Li, M. (2007). Asian students' voices: An empirical study of Asian students' learning experiences at a New Zealand University. *Journal of Studies in International Education*.
- Capuzzi, D., & Gross, D. R. (Eds.). (2014). Counseling and psychotherapy: Theories and interventions. *John Wiley & Sons*.
- Carling, J., & Carretero, M. H. (2008, September). Kamikaze migrants? Understanding and tackling high-risk migration from Africa. *In conference Narratives of Migration Management and Cooperation with Countries of Origin and Transit* (pp. 18-19).
- Carlson, K. D., & Wu, J. (2011). The illusion of statistical control: Control variable practice in management research. *Organizational Research Methods*, 1094428111428817.
- Carter, R. T. (Ed.). (2004). Handbook of racial-cultural psychology and counseling, training and practice. *John Wiley & Sons*.
- Caspi, A., & Roberts, B. W. (2001). Personality development across the life course: The argument for change and continuity. *Psychological Inquiry*, 12(2), 49-66.
- Cepeda-Benito, A., & Short, P. (1998). Self-concealment, avoidance of psychological services, and perceived likelihood of seeking professional help. *Journal of Counseling Psychology*, 45, 58-64.
- Chang, H. (2007). Psychological distress and help-seeking among Taiwanese college students: Role of gender and student status. *British Journal of Guidance & Counselling*, 35(3), 347-355.

- Chang, D. F., Tong, H., Shi, Q., & Zeng, Q. (2005). Letting a hundred flowers bloom: Counseling and psychotherapy in the People's Republic of China. *Journal of Mental Health Counseling*, 27(2), 104.
- Chapman, K. J., & Lupton, R. A. (2004). Academic dishonesty in a global educational market: a comparison of Hong Kong and American university business students. *International Journal of Educational Management*, 18(7), 425-435.
- Chapman, M. (2010). Bible-Based Counseling: A Professional Approach to Inner Healing and Personal Growth (Revised ed.). New York City, USA: iUniverse Publishers.
- Cheal, D. (2008). Families in today's world: a comparative approach. *Routledge*.
- Cheong, C., & Winikoff, M. (2005). Hermes: Designing goal-oriented agent interactions. In *Agent-Oriented Software Engineering VI* (pp. 16-27). Springer Berlin Heidelberg.
- Choi, I., Nisbett, R. E., & Norenzayan, A. (1999). Causal attribution across cultures: Variation and universality. *Psychological bulletin*, 125(1), 47.
- Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2003). Applied multiple regression/correlation analysis for the behavioral sciences (3rd ed.). Mahwah, NJ: Erlbaum.
- Coleman, P. K., & Karraker, K. H. (2003). Maternal self-efficacy beliefs, competence in parenting, and toddlers' behavior and developmental status. *Infant Mental Health Journal*, 24(2), 126-148.
- Collins, N. L., & Feeney, B. C. (2000). A safe haven: an attachment theory perspective on support seeking and caregiving in intimate relationships. *Journal of personality and social psychology*, 78(6), 1053.
- Comrey, A. L., & Lee, H. B. (1992). A first course in factor analysis. Hillsdale, NJ: Erlbaum.
- Cook, E. C., Buehler, C., & Fletcher. (2012). A process model of parenting and adolescents' friendship competence. *Social Development*, 21(3), 461-481.
- Coolican, H. (2014). Research methods and statistics in psychology. *Psychology Press*.
- Coopersmith, S. (1967) The Antecedents of Self-Esteem. *Miller Freeman Publications, San Francisco*
- Corey, G. (2013) Theory and practice of counselling and psychotherapy. 9<sup>th</sup> Edition. Brooks/Cole, Cengage Learning.

- Corey, G. (2015). Theory and practice of counseling and psychotherapy. *Nelson Education*.
- Cormack, D. F. S. (1991). The critical incident technique. *The research process in nursing*, 327-335.
- Corney, R. H. (1986). Marriage guidance counselling in general practice. *The Journal of the Royal College of General Practitioners*, 36(290), 424.
- Corrigan, P. (2004). How stigma interferes with mental health care. *American Psychologist*, 59(7), 614–625.
- Corrigan, P. W., & Wassel, A. (2008). Understanding and influencing the stigma of mental illness. *Journal of psychosocial nursing and mental health services*, 46(1), 42-48.
- Council for Accreditation of Counseling and Related Educational Programs. (2009). 2009 standards. Retrieved from <http://www.cacrep.org/2009standards.html>
- Covington, M. V. (1992). Making the grade: A self-worth perspective on motivation and school reform. *Cambridge University Press*.
- Craigie, F., & Hobbs, R. (1999). Spiritual perspectives and practices of family physicians with an expressed interest in spirituality. *Family medicine-kansas city*-, 31, 578-585.
- Cramer, K. M. (1999). Psychological antecedents to help-seeking behavior: A reanalysis using path modeling structures. *Journal of Counseling Psychology*, 46(3), 381.
- Cramer, D. (2003). Advanced quantitative data analysis. *McGraw-Hill Education*
- Crandall, V. C. (1972) The Fels Study: Some contributions to personality development and achievement in childhood and adulthood. *Sem. Psychiatry*. 4: pp. 383-398
- Crocker, J., & Park, L. E. (2004). The costly pursuit of self-esteem. *Psychological bulletin*, 130(3), 392
- Crocker, J., & Knight, K. M. (2005). Contingencies of self-worth. *Current directions in psychological science*, 14(4), 200-203.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *psychometrika*, 16(3), 297-334.
- Crowell, J. A., Fraley, R. C., & Shaver, P. R. (2008). Measurement of individual differences in adolescent and adult attachment.
- Dalmage, H. M. (2000). Tripping on the color line: Black-white multiracial families in a racially divided world. *Rutgers University Press*.

- David, D., & Szentagotai, A. (2006). Cognitions in cognitive-behavioral psychotherapies; toward an integrative model. *Clinical psychology review*, 26(3), 284-298.
- Davis, B. (2005). Mediators of the relationship between hope and well-being in older adults. *Clinical Nursing Research*, 14(3), 253-272.
- De Cremer, D., Van Knippenberg, B., Van Knippenberg, D., Mullenders, D., & Stinglhamber, F. (2005). Rewarding leadership and fair procedures as determinants of self-esteem. *Journal of Applied Psychology*, 90(1), 3.
- Deane, F. P., & Chamberlain, K. (1994). Treatment fearfulness and distress as predictors of professional psychological help-seeking. *British Journal of Guidance and Counseling*, 22, 207-217.
- Deane, F. P., & Todd, D. M. (1996). Attitudes and intentions to seek professional psychological help for personal problems or suicidal thinking. *Journal of College Student Psychotherapy*, 10, 45-59.
- Dearing, R. L., Maddux, J. E., & Tangney, J. P. (2005). Predictors of psychological help-seeking in clinical and counseling psychology graduate students. *Professional Psychology: Research and Practice*, 36(3), 323-329.
- DeFronzo, R., Panzarella, C., & Butler, A. C. (2002). Attachment, support seeking, and adaptive inferential feedback: Implications for psychological health. *Cognitive and Behavioral Practice*, 8(1), 48-52.
- DEMĞRLİ, A. (2013). The structural relationships of parenting styles, attachment dimensions, loneliness and hope (*Doctoral dissertation, Middle East Technical University*).
- Denga, OJ. (1986). Factors influencing the choice of higher educational institutions by Nigerian students. *Nigerian Journal of Counselling and Development*, 1, 63-70.
- Derosé, K. P., Bahney, B. W., Lurie, N., & Escarce, J. J. (2009). Immigrants and health care access, quality, and cost. *Medical Care Research and Review*.
- Desrosiers, A., Kelley, B. S., & Miller, L. (2011). Parent and peer relationships and relational spirituality in adolescents and young adults. *Psychology of Religion and Spirituality*, 3(1), 39.
- Dev, P., Mberu, B., & Pongou, R. (2015). Ethnic Inequality: Theory and Evidence from Formal Education in Nigeria.
- Diala, C., Muntaner, C., Walrath, C., Nickerson, K. J., LaVeist, T. A., & Leaf, P. J. (2000). Racial differences in attitudes toward professional mental health care and in the use of services. *American Journal of Orthopsychiatry*, 70, 455-464.

- Dictionary Thesaurus, (2015). Retrieved at <http://dictionary.reference.com/browse/families>.
- Dillon, R. S. (2001). Self-Forgiveness and Self-Respect\*. *Ethics*, 112(1), 53-83.
- Domino, G., & Morales, A. (2000). Reliability and validity of the D-48 with Mexican American college students. *Hispanic Journal of Behavioral Sciences*, 22, 382-389.
- Donnellan, M. B., Trzesniewski, K. H., Robins, R. W., Moffitt, T. E., & Caspi, A. (2005). Low self-esteem is related to aggression, antisocial behavior, and delinquency. *Psychological science*, 16(4), 328-335.
- Dubow, E. F., Lovko, K. R., & Kausch, D. F. (1990). Demographic differences in adolescents' health concerns and perceptions of helping agents. *Journal of Clinical and Consulting Psychology*, 19, 44-54.
- Duncan, (2003) Attachment relationships and adolescents' life satisfaction: Some relationships matter more to girls than boys. *Psychology in the Schools*, 45(2). 177-190.
- Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45(3-4), 294-309.
- E. Polek, J. P. van Oudenhoven and J. M. F. ten Berge. Attachment styles and demographic factors as predictors of sociocultural and psychological adjustment of Eastern European immigrants in the Netherlands. *International Journal of Psychology*. 2008, 43 (5): 919-928.
- Eagles, J., Fraser, C., Wilson, G., Milton, A., Kiehlmann, P., & Naji, S. (1999). A survey of general practitioners in north-east Scotland on practice-based counselling services. *Health bulletin*, 57(3), 175.
- Eagly, A. H., & Chaiken, S. (2007). The advantages of an inclusive definition of attitude. *Social Cognition*, 25(5), 582-602.
- Easterbrooks, M., Lamb, M. (1979) The relationship between quality of infant-mother attachment and infant competence in initial encounters with peers. *Child Develop*. 50: pp. 380-387
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual review of psychology*, 53(1), 109-132.
- Eck, D. L. (2014). *Encountering God: A spiritual journey from Bozeman to Banaras*. Beacon Press.

- ECU, (2010). Edith Cowan university self-worth quiz. Retrieved from <http://www.altc-leadership.ecu.edu.au/wp-content/uploads/2010/12/Activity-2.0Selfworth-quiz.pdf>
- Egwu, S. G. (1998). Structural adjustment, agrarian change, and rural ethnicity in Nigeria (Vol. 103). *Nordic Africa Institute*.
- Eiser, J. R. (2012). The expression of attitude. *Springer Science & Business Media*.
- El Sen, Teoh. 2011, "Subra proposes panel on labour contractors," Malaysia Today, 1 Nov. Retrieved 6 Jan from: <http://www.freemalaysiatoday.com/2011/11/01/subra-proposes-panel-on-labour-contractors/>
- Enright, R. D. (1996). Counseling within the forgiveness triad: On forgiving, receiving forgiveness, and self-forgiveness. *Counseling and values*, 40(2), 107-126.
- Epstein, S. The self-concept: A review and the proposal of an integrated theory of personality. In: Staub, E. eds. (1980) *Personality: Basic Aspects and Current Research*. Prentice-Hall, Englewood Cliffs, NJ
- Eze, E. O. (2014). Exploring international students experiences of studying in UK universities: a narrative inquiry of Nigerian students (*Doctoral dissertation, Anglia Ruskin University*).
- Fahlberg, V. (2012). A child's journey through placement. *Jessica Kingsley Publishers*.
- Falola, T., & Afolabi, N. (2007). African minorities in the new world: *Routledge*.
- Falola, T., & Heaton, M. M. (2008). A history of Nigeria. *Cambridge University Press*
- Falola, T., & Oyeniyi, B. A. (2015). Nigeria. *ABC-CLIO*.
- Fekete, J. (1988). Life after postmodernism: Essays on value and culture.
- Field, L. (2012). Creating self-esteem. *Random House*.
- Fierstein, H. (2015). Brainy quotes. Harvey Fierstein quotes. Retrieved from <http://www.brainyquote.com/quotes/quotes/h/harveyfier101058.html>
- Fioratta, S. (2015). Beyond remittance: Evading uselessness and seeking personhood in Fouta Djallon, Guinea. *American Ethnologist*, 42(2), 295-308.
- Fiorenza, E., & Sofronoff, K. (2004). Adolescents' willingness to seek psychological help: Promoting and preventing factors. *Journal of Youth and Adolescence*, 33(6), 495-507.



- Fischer, J., & Corcoran, K. (2007). Measures for clinical practice: A source book. Volume 1: Couples, families, and children. *New York, NY: Oxford University Press.*
- Fischer, J., & Corcoran, K. (2007). Measures for clinical practice and research: A sourcebook: Vol. 2. Adults. *New York, NY: Oxford University Press.*
- 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. I. (1970). Orientations to seeking professional help: development and research utility of an attitude scale. *Journal of consulting and clinical psychology, 35*(1), 79
- Fisher, M. L., & Exline, J. J. (2010). Moving toward self-forgiveness: Removing barriers related to shame, guilt, and regret. *Social and Personality Psychology Compass, 4*(8), 548-558
- Flitton, B., & Buckroyd, J. (2005). Counselling children and young people who attend a school for children with complex needs: A case study. *Counselling and psychotherapy Research, 5*(2), 131-137.
- Flum, M. E. (1998). Attitudes toward mental health and help-seeking preferences of Chinese, Japanese, and Korean international college students. (*Doctoral dissertation, ProQuest. Information & Learning*).
- Fogg, P. (2009a, February 20). Balance sheet: Staying healthy, and even happy, in graduate school. *Chronicle of Higher Education, 55*(24), B15. Retrieved from <http://chronicle.com/section/Topics/59/>
- Fogg, P. (2009b, February 20). Grad-school blues. *Chronicle of Higher Education, 55*(24), B12–B16. Retrieved from <http://chronicle.com/section/Topics/59/>
- Fonagy, P., Steele, M., Steele, H., Leigh, T., & Kennedy, R. (2013). The Predictive Specificity of the Adult Attachment Interview and Pathological Emotional Development. *Attachment theory: Social, developmental, and clinical perspectives, 233.*
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of marketing research, 39*-50.
- Fraley, R. C., & Shaver, P. R. (2000). Adult romantic attachment: Theoretical developments, emerging controversies, and unanswered questions. *Review of general psychology, 4*(2), 132.
- Frame, M.W. (2003). Integrating religion and spirituality into counselling: A comprehensive approach. Pacific Grove, CA: *Thomson/Brooks-Cole.*



- Freud, S. (1921). A general introduction to psychoanalysis. *Boni and Liveright*.
- Friedman, H. L., & Hartelius, G. (2013). Transpersonal psychology. *The Wiley-Blackwell Handbook of Transpersonal Psychology*, 300-320.
- Fritz, M. S., & MacKinnon, D. P. (2007). Required sample size to detect the mediated effect. *Psychological science*, 18(3), 233-239.
- Fuller, S. (2011). Humanity 2.0: What it means to be human past, present and future. *Palgrave Macmillan Ltd*.
- Garson, G. D. (2008). Path analysis. from stat notes: Topics in multivariate analysis. Retrieved, 9(05), 2009.
- Gebhard, J. G. (2012). International students' adjustment problems and behaviors. *Journal of International Students 2012 Vol 2 Issue 2*, 158.
- Gecas, V. (1972) Parental behavior and contextual variations in adolescent self-esteem. *Sociometry* 35: pp. 332-345
- George, D., & Mallery, M. (2003). Using SPSS for windows step by step: a simple guide and reference: *Boston, MA: Allyn & Bacon*.
- George, L. K., Larson, D. B., Koenig, H. G., & McCullough, M. E. (2000). Spirituality an health: What we know, what we need to know. *Journal of social and clinical psychology*, 19(1), 102-116.
- Gerstein, L. H. (Ed.). (2009). International handbook of cross-cultural counseling: Cultural assumptions and practices worldwide. *Sage*.
- Gesinde, (1976) Career Education and UPE Scheme. *West African Journal of EdQcation*: 20, 0).
- Gim, R. H., Atkinson, D. R., & Whiteley, S. (1990). Asian-American acculturation, severity of concerns, and willingness to see a counselor. *Journal of Counseling Psychology*, 37(3), 281-288.
- Gliem, R. R., & Gliem, J. A. (2003). Calculating, interpreting, and reporting Cronbach's alpha reliability coefficient for Likert-type scales. Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education.).44(4), 709-716.
- Gloria, A. M., Hird, J. S., & Navarro, R. L. (2001). Relationships of cultural congruity and perceptions of the university environment to help-seeking attitudes by socio-race and gender. *Journal of College Student Development*, 42(6), 545-562.
- Goffman, E. (2009). *Stigma: Notes on the management of spoiled identity*. Simon and Schuster.

- Goffman, E. (1963). *Stigma* Englewood Cliffs. NJ: *Spectrum*.
- Golberstein, A., Eisenberg, D., & Gollust, S. E. (2008). Perceived stigma and mental health care seeking. *Psychiatric Services*, 59, 392–399.
- González, C. R., Mesanza, R. B., & Mariel, P. (2011). The determinants of international student mobility flows: an empirical study on the Erasmus programme. *Higher Education*, 62(4), 413-430.
- Gorrese, A., (2015). Peer attachment and youth internalizing problems: A meta-analytic review. *Child and Youth Care Forum* 55(5).
- Gorsuch, R. L. (1997). Exploratory factor analysis: Its role in item analysis. *Journal of personality assessment*, 68(3), 532-560.
- Goss, S. (2009). Guidelines for online counselling and psychotherapy: including guidelines for online supervision. *British Association for Counselling & Psychotherapy*.
- Götz, O., Liehr-Gobbers, K., & Krafft, M. (2010). Evaluation of structural equation models using the partial least squares (PLS) approach. In *Handbook of partial least squares* (pp. 691-711). Springer Berlin Heidelberg.
- Gramzow, R. H., & Gaertner, L. (2005). Self-esteem and favoritism toward novel in-groups: the self as an evaluative base. *Journal of personality and social psychology*, 88(5), 801.
- Granqvist, P. (1998). Religiousness and perceived childhood attachment: On the question of compensation or correspondence. *Journal for the Scientific Study of Religion*, 350-367.
- Granqvist, P. (1998). Religiousness and perceived childhood attachment: On the question of compensation or correspondence. *Journal for the Scientific Study of Religion*, 37, 350-367.
- Granqvist, P., Mikulincer, M., & Shaver, P. R. (2010). Religion as attachment: Normative processes and individual differences. *Personality and Social Psychology Review*, 14(1), 49-59.
- Greenberg, M., Siegal, J., Leitch, C. (1984) The nature and importance of attachment relationships to parents and peers during adolescence. *J. Youth Adoles.* 12: pp. 373-386
- Greenberg, M., Siegal, J., Leitch, C. (1990) The nature and importance of attachment relationships to parents and peers during adolescence. *J. Youth Adoles.* 12: pp. 373-386
- Greenberg, M. T., Speltz, M. L., & DeKlyen, M. (1993). The role of attachment in the early development of disruptive behavior problems. *Development and psychopathology*, 5, 191-191.

- Grim, B. J., & Finke, R. (2010). The price of freedom denied: Religious persecution and conflict in the twenty-first century. *Cambridge University Press*.
- Grimm, L.G., & Yarnold, P. R. (Eds.) (2000). Reading and understanding more multivariate statistics. *Washington, DC: APA*.
- Grover, V. (2007). Successfully navigating the stages of doctoral study. *International Journal of Doctoral Studies*, 2(1), 9-21. *Guilford press. New York*.
- Grusec, J. E., & Kuczynski, L. (1997). Parenting and the Internalization of Values: A Handbook of Contemporary Theory. *New York: Guilford Press*.
- Hair, J. F. J., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). Multivariate data analysis (7th ed.). *Saddle River, NJ: Prentice Hall*.
- Hacker, C. C. (2009). Child Parent Relationship Therapy: Hope for Disrupted Attachment.
- Hair, E. C., Park, M. J., Ling, T. J., & Moore, K. A. (2009). Risky behaviors in late adolescence: Co-occurrence, predictors, and consequences. *Journal of Adolescent Health*, 45(3), 253-261.
- Hair, J. F., Anderson, R. E., Tatham, R. L., & William, C. (1998). Black (1998), Multivariate data analysis.
- Hair Jr, J. F., Wolfinbarger, M., Money, A. H., Samouel, P., & Page, M. J. (2015). Essentials of business research methods. *Routledge*.
- Hair Jr, J. F. (2006). Black, WC Babin, BJ, Anderson RE, & Tatham, RL(2006). *Multivariate data analysis*, 6.
- Hair, J. F. J., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). Multivariate data analysis (7th ed.). *Saddle River, NJ: Prentice Hall*.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2013). *Multivariate Data Analysis: Pearson New International Edition*. Pearson Higher Ed.
- Hair, J., Anderson, R., Tatham, R., & Black, W.(1995). Multivariate data analysis (4th ed.). *Upper Saddle River, NJ: Prentice Hall*.
- Hale , M. (2015) Quote by Mandy Hale. Retrieved at <http://www.goodreads.Com/quotes/861919-you-will-never-gain-anyone-s-approval-by-begging-for-it>.
- Hamzah, S. R. A., Krauss, S. E., Suandi, T., Hamzah, A., & Tamam, E. (2013). The Moderating effect of parent and peer influences on hedonistic behavior among undergraduate students in Malaysia. *Asian Social Science*, 9(13), p137.
- Harman, H. H. (1976). Modern factor analysis. *University of Chicago Press*.

- Harris, S. M., & Dersch, C. A. i Mital, M.(1999). Look who's talking: Measuring self-disclosure in MFT. *Contemporary Family Therapy: An International Journal*, 21(3), 405-415.
- Hart, J. L., O'Toole, S. K., Price-Sharps, J. L., & Shaffer, T. W. (2007). The risk and protective factors of violent juvenile offending an examination of gender differences. *Youth Violence and Juvenile Justice*, 5(4), 367-384
- Hassan, O. M. (2015). Impact of non-oil sector on economic growth in Nigeria. *Ilorin journal of marketing*, 1(1).
- Hassan, S. A. (2006). Maternal quality time children's emotional intelligence and their academic performance: A structural equation modelling analysis. *Unpublished doctoral dissertation, International Islamic University Malaysia, Kuala Lumpur*.
- Hassan, S. A., & Ibrahim, M. (2006). Maternal spiritual characteristics and sexual involvement. *Recent Trends in Human Stress Management*, 289.
- Hassan, T. (1986). Teachers' differential attitude towards psychological(ATGGI). Department of Integrated Science. College of Education, Oro. Counselling Centre. *Nigerian Journal of Counselling and Development (I)*, 69~14.
- Hassan, T. (1991). Problems confronting counselling practices in Nigeria. In S.A. Gesinde, (1976) Readings in Counselling Practicum. *Ibadan: Vantage Publishers*. 252-260.
- Hatcher, L. (1994). A step-by-step approach to using the SAS(R) system for factor analysis and structural equation modeling. *Cary, NC: SAS Institute*.
- Hattendorf, J., Ottens, A. J., & Lomax, R. G. (1999). Type and severity of abuse and posttraumatic stress disorder symptoms reported by battered women who killed abusive partners. *Violence Against Women*, 5, 292-312.
- Haugen, H. Ø. (2012). Nigerians in China: A second state of immobility. *International Migration*, 50(2), 65-80.
- Haynes, J. (2014). Religion in global politics. *Routledge*.
- Hazan, C., Zeifman, D., & Middleton, K. (1994, July). Adult romantic attachment, affection, and sex. In *7th International Conference on Personal Relationships, Groningen, The Netherlands*.
- Hazan, C., & Shaver, P. (1987). Romantic love conceptualized as an attachment process. *Journal of personality and social psychology*, 52(3), 511.
- Heeringa, S. G., West, B. T., & Berglund, P. A. (2010). Applied survey data analysis. *CRC Press*.

- Henderson, S. (1977) The social network, support and neuroses: The function of attachment in adult life. *Brit. J. Psychiatry*. 131: pp. 185-191
- Henderson, S. The significance of social relationships in the etiology of neurosis. In: Parkes, C. M., Stevenson-Hinde, J. eds. (1982) The Place of Attachment in Human Behavior. *Basic Books, New York*
- Henseler, J., & Fassott, G. (2010). Testing moderating effects in PLS path models: An illustration of available procedures. In Handbook of partial least squares (pp. 713-735). *Springer Berlin Heidelberg*.
- Hinde, R. A. (1991). Relationships, attachment, and culture: A tribute to John Bowlby. *Infant Mental Health Journal*, 12(3), 154-163.
- Hinde, R. A., & Stevenson-Hinde, J. (1991). Perspectives on attachment. *Attachment across the life cycle*, 52-65.
- Hinson, J. A., & Swanson, J. L. (1993). Willingness to seek help as a function of self-disclosure and problem severity. *Journal of Counseling and Development*, 71, 465-470.
- Hitlin, S. (2011). Values, personal identity, and the moral self. In Handbook of identity Theory and research (pp. 515-529). *Springer New York*.
- Ho, R. (2006). Handbook of univariate and multivariate data analysis and interpretation with SPSS. *CRC Press*.
- Holosko, M. J., Skinner, J., & Robinson, R. S. S. (2008). Person-centered theory. *Comprehensive Handbook of Social Work and Social Welfare*.
- Holtz, L. (1998) Lou Holtz brainy quote. Retrieved at <http://www.brainyquote.com/>
- Holy Bible, (2011). King James Version (KJV). *London: Collins*.
- Hood, G., Huber, J., Gustaffson, U., Scambler, S., & Asimakopoulou, K. (2009). 'With age comes wisdom almost always too late': older adults' experiences of T2DM. *European Diabetes Nursing*, 6(1), 23-28.
- Houck-Loomis, T. (2012). Good God? Lamentations as a model for mourning the loss of the good God. *Journal of religion and health*, 51(3), 701-708.
- Hough, M. (2010). *Counselling Skills and Theory 3rd Edition*. Hachette UK.
- Hu & Bentler. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Coventional criteria versus new alternatives. *Structural Equation Modeling*, 6(1), 1-55.

- Huang, Y., Wang, L., & Shi, J. (2012). How attachment affects the strength of peer influence on adolescent consumer behavior. *Psychology & Marketing*, 29(8), 558-567.
- Hudson-Allez, G. (2007). The changing status of counselling and its impact on private practice. *Counselling and Psychotherapy in Contemporary Private Practice*, 6.
- Huff, M., Kinion, E., Kendra, M. A., & Klecan, T. (2006). Self-esteem: a hidden concern in oral health. *Journal of community health nursing*, 23(4), 245-255.
- Hume, L. (2013). The religious life of dress: global fashion and faith. *A&C Black*.
- Hurley, R. F. (2006). The decision to trust. *Harvard business review*, 84(9), 55-62.
- Ibigbami, O. I. (2014) The relationship between personality traits, alcohol use and risky sexual behaviour in an undergraduate student population in south-western Nigeria. *Ife Psychologia: An International Journal* 2, (2), 67-80.
- Idris, F. & Azimi, H. (2008). Universal Religious Personality Inventory (Measurement Instrument). In unpublished thesis; Fazilah Idris (2008). Individual attributes of ethnic tolerance among early youth in Malaysia. Universiti Putra Malaysia.
- Ipaye, T. (1983). Guidance and Counselling Practices. Ile-Ife: *University Orite Press*.
- Ironson, G., Solomon, G. F., Balbin, E. G., O'Cleirigh, C., George, A., Kumar, M. & Woods, T. E. (2002). The Ironson-Woods Spirituality/Religiousness Index is associated with long survival, health behaviors, less distress, and low cortisol in people with HIV/AIDS. *Annals of Behavioral Medicine*, 24(1), 34-48.
- Ivey, A. E., D'Andrea, M. J., & Ivey, M. B. (2011). *Theories of Counseling and Psychotherapy: A Multicultural Perspective: A Multicultural Perspective*. Sage.
- Jankowski, P. J., & Vaughn, M. (2009). Differentiation of self and spirituality: Empirical explorations. *Counseling and Values*, 53(2), 82-96
- John T. McCarthy, Michelle L. Bruno, and Christine A. Sherman (2010) Exploring the Help-Seeking Attitudes of Graduate Students at an Off-Campus Site. *Canadian Journal of Counselling Vol. 44:2 Pages 208–226*
- John, I. A., Mohammed, A. Z., Pinto, A. D., & Nkanta, C. A. (2007). Gun violence in Nigeria: A focus on ethno-religious conflict in Kano. *Journal of public health policy*, 28(4), 420-431.
- Kahn, R. L., Antonucci, T. C. Convoys over the life course: Attachments, roles, and social support. In: Baltes, P. B., Brim, O. G. eds. (1980) *Life-Span Development and Behavior, Volume 3. Academic Press, New York*



- Kamya, H. (2005). African immigrant families. *Ethnicity & family therapy*, 101-116.
- Kealey, D. J., & Protheroe, D. R. (1996). The effectiveness of cross-cultural training for expatriates: An assessment of the literature on the issue. *International Journal of Intercultural Relations*, 20(2), 141-165.
- Keat, R., & Urry, J. (2011). *Social Theory as Science (Routledge Revivals)*. Routledge.
- Keller, J., & McDade, K. (2000). Attitudes of low-income parents toward seeking help with parenting: Implications for practice. *Child Welfare*, 79(3), 285.
- Kelly, J. F., Stout, R. L., Magill, M., Tonigan, J. S., & Pagano, M. E. (2011). Spirituality in recovery: A lagged mediational analysis of Alcoholics Anonymous' principal theoretical mechanism of behavior change. *Alcoholism: Clinical and Experimental Research*, 35(3), 454-463.
- Kelly, A. E., & Achter, J. A. (1995). Self-concealment and attitudes toward counseling in university students. *Journal of Counseling Psychology*, 42(1), 40-46.
- Kendler, K.S. (1994). Lifetime and 12-month prevalence psychiatric disorders in the United States. *Archives of General Psychiatry*, 51, 8-19.
- Kenny, M. E., & Sirin, S. R. (2006). Parental attachment, self-worth, and depressive symptoms among emerging adults. *Journal of Counseling & Development*, 84(1), 61-71.
- Kenny, M. E., Lomax, R. G., Brabeck, M. M., & Fife, J. (1998). Longitudinal pathways linking maternal and paternal attachments to psychological well-being. *Journal of Early Adolescence*, 18, 221-243.
- Kenrick, D.T., Griskevicius, V., Neuberg, S.L., & Schaller, M. (2010). Renovating the pyramid of needs: Contemporary extensions built upon ancient foundations. *Perspectives on Psychological Science*, 5, 292-314.
- Kessler, R. C. & McGonigle, K. A., (1990). Chronic stress, acute stress, and depressive symptoms. *American journal of community psychology*, 18(5), 681-706.
- Kiesner, J., Poulin, F., & Dishion, T. J. (2010). Adolescent substance use with friends: Moderating and mediating effects of parental monitoring and peer activity contexts. *Merrill-Palmer Quarterly*, 56(4), 529-556. *Wayne State University Press*.
- Killoren, S. E., & Deutsch, A. R. (2014). A longitudinal examination of parenting processes and Latino youth's risky sexual behaviors. *Journal of youth and adolescence*, 43(12), 1982-1993.

- Kim, B. S., Atkinson, D. R., & Umemoto, D. (2001). Asian cultural values and the counseling process current knowledge and directions for future research. *The Counseling Psychologist*, 29(4), 570-603.
- Kim, E., & Diaz, J. (2013). Immigrant students and higher education: *ASHE Higher Education Report 38: 6: John Wiley & Sons*.
- King, P. E., & Boyatzis, C. J. (2004). Exploring adolescent spiritual and religious development: Current and future theoretical and empirical perspectives. *Applied Developmental Science*, 8(1), 2-6.
- Kirk, B. A. (1959). Counseling graduate students. *Journal of Counseling Psychology*, 6, 284-287.
- Kirkpatrick, L. A., & Shaver, P. R. (1990). Attachment theory and religion: Childhood attachments, religious beliefs, and conversion. *Journal for the Scientific Study of Religion*, 29, 315-334.
- Kirkpatrick, L. A. (1997). A longitudinal study of changes in religious belief and behavior as a function of individual differences in adult attachment style. *Journal for the Scientific Study of Religion*, 36, 207-217.
- Kirkpatrick, L. A. (1998). God as a substitute attachment figure: A longitudinal study of adult attachment style and religious change in college students. *Personality and Social Psychology Bulletin*, 24, 961-973.
- Kirkpatrick, L. A. (1999). Attachment and religious representations and behavior. In *Handbook of attachment: Theory, research, and clinical applications* (pp.803-822). *New York: Guilford Press*.
- Kirkpatrick, L. A. (2005). Attachment, evolution, and the psychology of religion. *Guilford Press*.
- Kirmayer, L. J., Weinfeld, M., Burgos, G., & du Fort, G. G. (2007). Use of health care services for psychological distress by immigrants in an urban multicultural milieu. *Canadian Journal of Psychiatry*, 52(5), 295.
- Kleinbaum, D., Kupper, L., Nizam, A., & Rosenberg, E. (2013). Applied regression analysis and other multivariable methods. *Cengage Learning*.
- Kligfeld, M., & Hoffman, K. I. (1979). Medical student attitude toward seeking professional psychological help. *Journal of Medical Education*, 54, 617-621.
- Kline, P. (2014). An easy guide to factor analysis. *Routledge*.
- Kline, R. B. (2011). Principles and practice of structural equation modeling: *Guilford press*.
- Kline, R. B. (2014). Principles and practice of structural equation modeling: *Routledge*.

- Klineberg, S. L. (2004). Findings from the Mental Health Module included in the 2004 Houston area survey by Mental Health America of Greater Houston. Retrieved from <http://www.mhahouston.org/uploads/stigmasurvey50.pdf>
- Klomegah, R. Y. (2006). Social factors relating to alienation experienced by international students in the United States. *College Student Journal*, 40(2), 303
- Kobak, R. R., & Sceery, A. (1988). Attachment in late adolescence: Working models, affect regulation, and representations of self and others. *Child development*, 135-146.
- Koenig, H., Parkerson Jr, G. R., & Meador, K. G. (1997). Religion index for psychiatric research.
- Koepke, S., & Denissen, J. J. (2012). Dynamics of identity development and separation-individuation in parent-child relationships during adolescence and emerging adulthood-A conceptual integration. *Developmental Review*, 32(1), 67-88.
- Kohnert, D. (2007). African migration to Europe: obscured responsibilities and common misconceptions.
- Kolmogorov, V. & Shapiro, S.S. (1965). An analysis of variance test for normality (complete samples). *Biometrika*, 591-611.
- Kolo, I.A. (1994). Students guidance concerns and preference for expert guidance. A Study of Students in higher institutions in Kano. *Ife Psychologia: An International Journal* 2, (2), 67-80.
- Koltko-Rivera, M. E. (2006). Rediscovering the later version of Maslow's hierarchy of needs: Self-transcendence and opportunities for theory, research, and unification. *Review of general psychology*, 10(4), 302.
- Komiya, N., & Eells, G. T. (2001). Predictors of attitudes toward seeking counseling among international students. *Journal of College Counseling*, 4(2), 153-161.
- 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, 138-143.
- Kordi, A., & Baharudin, R. (2010). Parenting attitude and style and its effect on children's school achievements. *International Journal of Psychological Studies*, 2(2), p217.
- Košir, K., Horvat, M., Aram, U., Jurinec, N., & Tement, S. (2016). Does being on Facebook make me (feel) accepted in the classroom? The relationships between early adolescents' Facebook usage, classroom peer acceptance and self-concept. *Computers in Human Behavior*, 62, 375-384.

- Kothari, C. R. (2004). Research methodology: Methods and techniques. *New Age International*.
- Kotrlik, J. W. K., & Higgins, C. C. H. (2001). Organizational research: Determining appropriate sample size in survey research appropriate sample size in survey research. *Information technology, learning, and performance journal*, vol.19(1), 43.
- Krauss, S. E., Azimi, H., & Fazilah, I. (2007). Adaptation of a Muslim religiosity scale for use with four different faith communities in Malaysia. *Review of religious research*, 49(2), 147-164.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30, 607-610.
- Kung, W. W. (2004). Cultural and practical barriers to seeking mental health treatment for Chinese Americans. *Journal of Community Psychology*, 32(1), 27-43.
- Kushner, M. G., & Sher, K. J. (1989). Fear of psychological treatment and its relation to mental health service avoidance. *Professional Psychology: Research and Practice*, 20(4), 251.
- Laible, D. J., Carlo, G., & Roesch, S. C. (2004). Pathways to self-esteem in late adolescence: The role of parent and peer attachment, empathy, and social behaviours. *Journal of adolescence*, 27(6), 703-716.
- Laible, D. J., Carlo, G., & Raffaelli, M. (2000). The differential relations of parent and peer attachment to adolescent adjustment. *Journal of Youth and Adolescence*, 29(1), 45-59.
- Lamb, M. E. (1977) Father-infant and mother-infant interaction in the first year of life. *Child Develop.* 48: pp. 167-181
- Landis, B. J. (1996). Uncertainty, spiritual well-being, and psychosocial adjustment to chronic illness. *Issues in Mental Health Nursing*, 17(3), 217-231.
- Laosebikan, S. (1980). On the resistance of Principals and teachers to the introduction of guidance and counselling services in secondary schools in Oyo State. *The Counsellor* 3, 57-64.
- Larcombe, W., & Fethers, K. (2013). Schooling the blues? An investigation of factors associated with psychological distress among law students. *University of New South Wales Law Journal*, 36(2).
- Lee, M. H. (2011). Statistical methods for reducing bias in web surveys.
- Lee, A., & Hankin, B.L. (2009). Insecure attachment, dysfunctional attitudes, and low self-esteem predicting prospective symptoms of depression and anxiety

- during adolescence. *Journal of Clinical Adolescent Psychology*, 38(2),219-231.
- Lee, C. C. (Ed.). (2014). Multicultural issues in counseling: New approaches to diversity. *John Wiley & Sons*.
- Lee, S. Y., Hong, J. S., & Espelage, D. L. (2010). An ecological understanding of youth suicide in South Korea. *School Psychology International*, 31(5), 531-546.
- Leedy, P. D., & Ormrod, J. E. (2005). Practical research. *Planning and design*,8..
- Lehr, R., Lehr, A., & Sumarah, J. (2007). Confidentiality and informed consent: School counsellors' perceptions of ethical practices. *Canadian Journal of Counselling*, 41(1), 16.
- Lei, W. A. N. G. (2015). Teaching Spoken English in Classroom Under Cultural Context in China. *Canadian Social Science*, 11(4), 107-111.
- Leonard, K. C., Cook, K. V., Boyatzis, C. J., Kimball, C. N.,& Flanagan, K. S. (2013). Parent-child dynamics and emerging adult religiosity: Attachment, parental beliefs, and faith support. *Psychology of Religion and Spirituality*, 5(1), 5.
- Lerner, R., Ryff, C. (1978) Implementation of the life-span view of human development: the sample case of attachment. In: Baltes, P. B. eds. (1978) Life-Span Development and Behavior, Volume 2. *Academic Press, New York*
- Levenson, M. R., Jennings, P. A., Aldwin, C. M., & Shiraishi, R. W. (2005). Self-transcendence: Conceptualization and measurement. *The International Journal of Aging and Human Development*, 60(2), 127-143.
- Levy, K. N., Ellison, W. D., Scott, L. N., & Bernecker, S. L. (2011). Attachment style. *Journal of clinical psychology*, 67(2), 193-203.
- Levy, P. S., & Lemeshow, S. (2013). Sampling of populations: methods and applications. *John Wiley & Sons*.
- Lewis, F. M., Woods, N. F., & Ellison, E. (1987). Family impact study, Unpublished report, University of Washington, R01-NUO1000 Division of Nursing, Public Health Service.
- Li, D. (2014). Types of value. In value theory (pp. 67-97). *Springer Berlin Heidelberg*.
- Li, W., & Teixeira, C. (2007). Introduction: immigrants and transnational experiences in world cities. *Geo-Journal*, 68(2-3), 93-102.
- Lin, J-C. G and J. K. Yi.(1997) Asian international students' adjustment: Issues and program suggestions. *College Student Journal*., 31 (4): 473-480.



- Lin, Y. N. (2001). Taiwanese university students' conceptions of counseling. *Journal of Contemporary Psychotherapy*, 31, 199–211.
- Lincoln (2015). Meetville. Abraham Lincoln quotes and sayings. Retrieved from <https://meetville.com/quotes/author/abraham-lincoln/page1>
- Link, B. G., Struening, E. L., Neese-Todd, S., Asmussen, S., & Phelan, J. C. (2001). Stigma as a barrier to recovery: The consequences of stigma for the self-esteem of people with mental illnesses. *Psychiatric services*.
- Liu, R. X. (2011). Strain as a moderator of the relationship between parental attachment and delinquent participation: A China study. *International Criminal Justice Review*, 21(4), 427-442.
- Lomax, R. G. (2007). An introduction to statistical concepts (2nd ed.). Mahwah, NJ: Erlbaum.
- Lopez, F. G., Melendez, M. C., Sauer, E. M., Berger, E., & Wyssman, J. (1998). Internal working models, self-reported problems, and help-seeking attitudes among college students. *Journal of Counseling Psychology*, 45, 79–83.
- Loue, S. (2009). Religion, Spirituality, and Nonheterosexual-Identified Minority Women. *Sexualities and Identities of Minority Women*, 143.
- Loue, S. (2012). Immigration Processes and Health in the US: A Brief History Encyclopedia of Immigrant Health (pp. 19-29): Springer.
- Louis, W. R., Chan, M. K. H., & Greenbaum, S. (2009). Stress and the theory of planned behavior: Understanding healthy and unhealthy eating intentions. *Journal of Applied Social Psychology*, 39(2), 472-493.
- Love, K. M. (2008). Parental attachments and psychological distress among African American college students. *Journal of College Student Development*, 49(1), 31-40.
- Low, S. K., Kok, J. K., & Lee, M. N. (2013). A holistic approach to school-based counselling and guidance services in Malaysia. *School Psychology International*, 34(2), 190-201.
- Ludwig, F. (2008). Christian–Muslim relations in northern Nigeria since the introduction of Shari'ah in 1999. *Journal of the American Academy of Religion*, 76(3), 602-637.
- Luquis, R. R., Brelsford, G. M., & Rojas-Guyler, L. (2012). Religiosity, spirituality, sexual attitudes, and sexual behaviors among college students. *Journal of religion and health*, 51(3), 601-614.
- Lumpa, D., & Whitaker, T. (2014). Great Quotes for Great Educators. Routledge.



- Ma, C. Q., & Huebner, E. S. (2008). Attachment relationships and adolescents' life satisfaction: Some relationships matter more to girls than boys. *Psychology in the Schools*, 45(2), 177-190.
- Mack, D.E. (1979). Counselling in a Nigerian University. *Personnel and Guidance Journal*. 59 (9). 457-461.
- Mackenzie, S. V., & Mackenzie, G. C. (2010). Now what? Confronting and resolving ethical questions: A handbook for teachers. *Corwin Press*.
- Mackie, D. M., & Smith, E. R. (1998). Intergroup relations: insights from a theoretically integrative approach. *Psychological review*, 105(3), 499.
- MacKinnon, D. P. (2008). Mediation analysis. *The Encyclopedia of Clinical Psychology*.
- Mahalingam, R. (2008). Power, social marginality, and the cultural psychology of identities at the cultural contact zones. *Human Development*, 51(5-6), 368-373.
- Maier, K. (2009). This house has fallen: Nigeria in crisis. *Basic Books*.
- Main, M., & Solomon, J. (1986). Discovery of an insecure-disorganized/disoriented attachment pattern.
- Main, M., Weston, D. R. (1981) Security of Attachment to mother and father: Related to conflict behavior and the readiness to form new relationships. *Child Develop*. 52: pp. 932-940
- Makinde, O. (1987). African Urbanism: Preparation for Multi-Ethnic Schools' Counselors. *Journal of Multicultural Counseling and Development*, 15(1), 38-41.
- Makinde, O. (1984). Fundamentals of Guidance and Counselling. *London:Macmillan*.
- Malcolm, X. (2015). Meetville. Malcolm X quotes and sayings. Retrieved from <https://meetville.com/quotes/author/malcolm-x/page1>
- Maniar, S. D., Curry, L. A., Sommers-Flanagan, J., & Walsh, J. A. (2001). Student athlete preferences in seeking help when confronted with sport performance problems. *Sport Psychologist*, 15, 205–223.
- Markiewicz, D., Lawford, H., Doyle, A. B., & Haggart, N. (2006). Developmental differences in adolescents' and young adults' use of mothers, fathers, best friends, and romantic partners to fulfill attachment needs. *Journal of Youth and Adolescence*, 35(1), 121-134.
- Maslow, A. H., Frager, R., & Cox, R. (1970). *Motivation and personality* (Vol. 2). J. Fadiman, & C. McReynolds (Eds.). New York: Harper & Row.

- Maslow, A. H. (1943). A theory of human motivation. *Psychological review*, 50(4), 370.
- Maslow, A. H., & Lewis, K. J. (1987). Maslow's hierarchy of needs: *Salenger Incorporated*.
- Masuda, A., Suzumura, K., Beauchamp, K., Howells, G. N., & Clay, C. (2005). United States and Japanese college students' attitudes toward seeking professional psychological help. *International Journal of Psychology*, 40, 303–313.
- Matas, L., Arend, R., Sroufe, L. A. (1978) Continuity of adaptation in the second year: The relationship between quality of attachment and later competence. *Child Develop.* 49: pp. 547-556
- Matsinhe, D. M. (2011). Apartheid vertigo: The rise in discrimination against Africans in South Africa. *Ashgate Publishing, Ltd.*
- Mattanah, J. F., Lopez, F. G., & Govern, J. M. (2011). The contributions of parental attachment bonds to college student development and adjustment: a meta-analytic review. *Journal of Counseling Psychology*, 58(4), 565.
- Maunganidze, L., Sodi, T., Mudhovozi, P., Mberi, E., & Mutasa, J. (2010). Academic counselling for graduate research students with distance learning. *Journal of Psychology in Africa*, 20(1), 95-99.
- May, D. C., Vartanian, L. R., & Virgo, K. (2002). The impact of parental attachment and supervision on fear of crime among adolescent males. *Adolescence*, 37(146), 267.
- Mayuzumi, K. (2006). The tea ceremony as a decolonizing epistemology healing and Japanese women. *Journal of Transformative Education*, 4(1), 8-26.
- McBurney, D., & White, T. (2009). Research methods: *Cengage Learning*.
- McCarthy, J., Pfohl, A. H., & Bruno, M. (2009). Help-seeking among counseling trainees: An exploratory study. *Manuscript submitted for publication*.
- McCarthy, V. L., Ling, J., & Carini, R. M. (2013). The role of self-transcendence: a missing variable in the pursuit of successful aging?. *Research in gerontological nursing*, 6(3), 178-186.
- McDonald, A., Beck, R., Allison, S., & Norsworthy, L. (2005). Attachment to God and parents: Testing the correspondence vs. compensation hypotheses. *Journal of Psychology and Christianity*, 24(1), 21-28.
- McLeod, J. (2013). An introduction to counselling. *McGraw-Hill Education (UK)*.
- McMillan, J., & Schumacher, S. (2014). Research in education a conceptual introduction. *New York: Adison Wesley Longman: Inc.*

- McMinn, M. R. (2012). Psychology, theology, and spirituality in Christian counseling: *Tyndale House Publishers, Inc.*
- Meeus, W. I. M., Oosterwegel, A., & Vollebergh, W. (2002). Parental and peer attachment and identity development in adolescence. *Journal of Adolescence*, 25(1), 93-106.
- Meier, A. (2005). Spirituality and health multidisciplinary explorations. Waterloo, Ont.: *Wilfred Laurier University Press.*
- Miller, W. R., & Thoresen, C. E. (2003). Spirituality, religion, and health: An emerging research field. *American psychologist*, 58(1), 24.
- Milligan, R. J., & Andrews, B. (2005). Suicidal and other self-harming behaviour in offender women: The role of shame, anger and childhood abuse. *Legal and Criminological Psychology*, 10(1), 13-25.
- Mittal, D., Sullivan, G., Chekuri, L., Allee, E., & Corrigan, P. W. (2012). Empirical studies of self-stigma reduction strategies: a critical review of the literature. *Psychiatric Services*, 63(10), 974-981.
- MoHEM, (2012). Ministry of Higher Education, Malaysia. Retrieved from [https://en.wikipedia.org/wiki/Ministry\\_of\\_Higher\\_Education\\_Malaysia](https://en.wikipedia.org/wiki/Ministry_of_Higher_Education_Malaysia). (Accessed, August, 2015)
- Moller-Leimkuhler, A. M. (2002). Barriers to help-seeking by men: A review of sociocultural and clinical literature with particular reference to depression. *Journal of Affective Disorders*, 71, 1-9.
- Monroe, M. (2015). Goodreads. Marilyn Monroe > quotes. Retrieved from [http://www.goodreads.com/author/quotes/82952.Marilyn\\_Monroe?page=2](http://www.goodreads.com/author/quotes/82952.Marilyn_Monroe?page=2).
- Moran, R. T., Abramson, N. R., & Moran, S. V. (2014). Managing cultural differences. *Routledge*.
- Moran, G., Bailey, H. N., & Pederson, D. R. (2007). Childhood maltreatment, complex trauma symptoms, and unresolved attachment in an at-risk sample of adolescent mothers. *Attachment & Human Development*, 9(2), 139-161.
- Morgan, T., Ness, D., & Robinson, M. (2003). Students' help-seeking behaviours by gender, racial background, and student status. *Canadian Journal of Counselling*, 37(2), 151-166. Retrieved from <http://www.questia.com/app/direct/SM.qst>
- Mortimer, J. T., Lorence, J. Self-concept stability and change from late adolescence to early adulthood. In: Simmons, R. G. eds. (1980) *Research in Community Mental Health*. JAI Press, Greenwich, CT

- Mosak, H., & Maniaci, M. (2013). *Primer of Adlerian psychology: The analytic-behavioural-cognitive psychology of Alfred Adler*. Routledge.
- Mota, C. P., & Matos, P. M. (2013). Peer attachment, coping, and self-esteem in institutionalized adolescents: the mediating role of social skills. *European journal of psychology of education*, 28(1), 87-100.
- Mota and Matos, (2012) Peer attachment, coping, and self-esteem in institutionalized adolescents: the mediating role of social skills. *European journal of psychology of education*.
- Mrug, S., & Windle, M. (2009). Moderators of negative peer influence on early adolescent externalizing behaviors: The roles of individual behavior, parenting, and school connectedness. *Journal of Early Adolescence*, 29, 518-540.
- Mruk, C. J. (2013). *Self-esteem and positive psychology: Research, theory, and practice*. Springer Publishing Company.
- Myer (2008). Quotes on Attitudes. Retrieved at <http://www.quotehd.com/quotes/paul-myer-quote-attitudes-are-nothing-more-than-habits-of-thoughts-and-habits>
- Nakamura, J., & Csikszentmihalyi, M. (2014). The concept of flow. In *Flow and the Foundations of Positive Psychology* (pp. 239-263). Springer Netherlands.
- Nawaz, S. (2011). The relationship of parental and peer attachment bonds with the identity development during adolescence. *FWU Journal of Social Sciences*, 5(1), 104.
- Nelson, G. D., & Barbaro, M. B. (1985). Fighting the stigma: A unique approach to marketing mental health. *Health Marketing Quarterly*, 2(4), 89-101.
- Nickerson, A. B., & Nagle, R. J. (2005). Parent and peer attachment in late childhood and early adolescence. *The Journal of Early Adolescence*, 25(2), 223-249.
- Nightingale, E. (2015). Brainy quotes. Retrieved from <http://www.brainyquote.com/quotes/quotes/e/earlnighti386795.html>
- Norusis, M. J. (1998). *SPSS 8.0: Guide to data analysis*. Upper Saddle River, NJ: Prentice Hall.
- Nugent, W. R. (2004). A validity study of two forms of the Self-Esteem Rating Scale. *Research on Social Work Practice*, 14(4), 287-294.
- Nugent, W. R., & Thomas, J. W. (1993). Validation of a clinical measure of self-esteem. *Research on Social Work Practice*, 3(2), 191-207.
- Obaje, N. G. (2009). *Geology and mineral resources of Nigeria (Vol. 120)*. Springer.

- Obegi, J. H., & Berant, E. (Eds.). (2010). Attachment theory and research in clinical work with adults. *Guilford press*.
- Obi, N. G. (2015). Influence of Self Disclosure, Perceived Stigma, and Social Support On Students' Attitudes and Intentions to Seek Counseling (*Doctoral dissertation*).
- O'Connor, A. (2013). *The African City*. *Routledge*.
- Odoemene, A., & Osuji, O. (2015). Nurses' international migration and the crystallizing culture of exile in Nigeria: Historical trends, dynamics and consequences. *African Population Studies*, 29(1), 1542-1554.
- O'Donnell, W. J. (1976) Adolescent self-esteem related to feelings toward parents and peers. *J. Youth Adoles* 5: pp. 179-185
- Odularu, G. O. (2008). Crude oil and the Nigerian economic performance. *Oil and Gas business*, 1-29.
- Ogbuagu, B. C. (2013). "Diasporic Transnationalism": Towards a Framework for Conceptualizing and Understanding the Ambivalence of the Social Construction of "Home" and the Myth of Diasporic Nigerian Homeland Return. *Journal of Educational and Social Research*, 3(2), 189.
- Ogungbile, D. O., & Akinade, A. E. (2010). Creativity and change in Nigerian Christianity: African books collective. *Mathouse press, Nigeria*.
- Ohndorf, W. (1989). Social Effects of Migration in Receiving Countries. *International Migration*, 27(2), 209-216.
- Okafor, B. E. (2009). The relation between demographic factors and attitudes about seeking professional counseling among adult Nigerians living in the United States (*Doctoral dissertation, University of Akron*).
- Okocha, A. A., & Alika, I. H. (2012). Professional counseling in Nigeria: Past, present, and future. *Journal of Counseling & Development*, 90(3), 362-366.
- Okome, M. O. i. (2006). The contradictions of globalization: causes of contemporary African immigration to the United States of America. *The New African diaspora in North America: trends, community building, and adaption*. *Lexington Books, Lanhan*, 29-48.
- Okpanachi, O. (2009, June). Building peace in a divided society: The role of civil society in Muslim-Christian relations in Nigeria. In *SHUR International Conference on "Human Rights in Conflict: The Role of Civil Society," June*(pp. 4-6).
- Okpewho, I., Davies, C. B., & Mazrui, A. A. (2001). *The African Diaspora: African origins and new world identities*. *Indiana University Press*.



- Olaniyan, A., & Asuelime, L. (2014). Boko haram insurgency and the widening of cleavages in Nigeria. *African Security*, 7(2), 91-109.
- Oldfield, J., Humphrey, N., & Hebron, J. (2015). The role of parental and peer attachment relationships and school connectedness in predicting adolescent mental health outcomes. *Child and Adolescent Mental Health*.
- Oliver, J. M., Reed, C. K. S., Katz, B. M., & Haugh, J. A. (1999). Students' self-reports of help-seeking: The impact of psychological problems, stress, and demographic variables on utilization of formal and informal support. *Social Behavior and Personality*, 27(2), 109-128.
- Olutimehin, J.T.B. (1988). Analysis of undergraduates use of the College Counselling Centre. *Nigerian Journal of Counselling and Development*, 2, (I), 69-14.
- Omidvar, B., Bahrami, F., Fatehizade, M., Etemadi, O., & Ghanizadeh, A. (2014). Attachment quality and depression in Iranian adolescents. *Psychological Studies*, 59(3), 309-315.
- Orr, J. W., Naumann, W. R., & Escobar, P. (2008). "Attitude is a little thing that makes a big difference" Winston Churchill. *Gynecologic oncology*, 109(1), 147-151.
- Oskamp, S., & Schultz, P. W. (2005). *Attitudes and opinions*. Psychology Press.
- Owens, Timothy J. 1993. "Accentuate the Positive - and the Negative: Rethinking the Use of Self-Esteem, Self-Deprecation, and Self-Confidence." *Social Psychology Quarterly*. 56:288-99.
- Owens, Timothy J. 1994. "Two Dimensions of Self-Esteem: Reciprocal Effects of Positive Self-Worth and Self-Deprecation on Adolescent Problems." *American Sociological Review*. 59:391-407.
- Owens, Timothy J. 2001. Extending Self-Esteem Theory and Research. *Cambridge: University Press*.
- Owoyemi, M. Y., Din, A. K. H., & Sabri, A. Z. S. A. (2015). The diaspora Nigerians' image problem of drug and fraud: A case study of the Malaysian-Indonesian experience through newspaper reports. *Journal of Social Sciences*, 11(2), 55.
- Pantelidou, S., & Craig, T. K. (2006). Culture shock and social support. *Social psychiatry and psychiatric epidemiology*, 41(10), 777-781.
- Park, W. (2009). Parental attachment among Korean-American adolescents. *Child and Adolescent Social Work Journal*, 26(4), 307-319.
- Peck, M.S. (2015). Goodreads. Retrieved from [http:// www.goodreads. com / author/quotes/3061.M\\_Scott\\_Peck](http://www.goodreads.com/author/quotes/3061.M_Scott_Peck).



- Peer, S. (2006). Peer relationships, child development, and adjustment: A developmental psychopathology perspective. *Developmental psychopathology, Theory and method*, 1, 419.
- Peers, I. (2006). Statistical analysis for education and psychology researchers: Tools for researchers in education and psychology: *Routledge*.
- Peris, T. S., Teachman, B. A., & Nosek, B. A. (2008). Implicit and explicit stigma of mental illness: Links to clinical care. *Journal of Nervous and Mental Disease*, 196, 752–760.
- Perkins, J. (2004). Confessions of an economic hit man. *Berrett-Koehler Publishers*.
- Perrone, K. M., Webb, L. K., & Jackson, Z. V. (2007). Relationships between parental attachment, work and family roles, and life satisfaction. *The Career Development Quarterly*, 55(3), 237-248.
- Phillips, D. C., & Burbules, N. C. (2000). Post-positivism and educational research. *Rowman & Littlefield*.
- Piaget, J. (1965). The moral judgment of the child. Translated by T. A. Brown & C. E. Kaegi. *Palo Alto, CA: Annual Reviews*.
- Piedmont, R. L. (2001). Spiritual transcendence and the scientific study of spirituality. *Journal of rehabilitation*, 67(1), 4.
- Podsakoff, P. M., & Organ, D. W. (1986). Self-reports in organizational research: Problems and prospects. *Journal of management*, 12(4), 531-544.
- Polgar, S., & Thomas, S. A. (2013). *Introduction to research in the health sciences*. Elsevier Health Sciences.
- Plotkin, G. (1983). Domains. *University of Edinburgh*.
- Poyrazli, S., & Thompson, C. E. (Eds.). (2012). *International Case Studies in Mental Health*. *SAGE Publications*.
- Preacher, K. J., Rucker, D. D., & Hayes, A. F. (2007). Addressing moderated mediation hypotheses: Theory, methods, and prescriptions. *Multivariate behavioral research*, 42(1), 185-227.
- Price, B. K., & McNeill, B. W. (1992). Cultural commitment and attitudes toward seeking counseling services in American Indian college students. *Professional Psychology Research and Practice*, 23(5), 376–381.
- Prinstein, M., & Dodge, K. (2008). Current issues in peer influence research. In M. Prinstein & K. Dodge (Eds.), *Peer influence processes among youth* (pp. 3–13). *Guilford Press: New York*.

- Proctor et al (2012) Proctor, C. (2014). Effective Organizational Communication Affects Employee Attitude, Happiness, and Job Satisfaction (*Doctoral dissertation, Southern Utah University*).
- Punch, K. F. (2013). Introduction to social research: Quantitative and qualitative approaches. *Sage*.
- Pyszczynski, T., & Cox, C. (2004). Can we really do without self-esteem? *Comment on Crocker and Park (2004)*.
- Pyvis, D., & Chapman, A. (2005). Culture shock and the international student 'offshore'. *Journal of Research in International Education*, 4(1), 23-42.
- Quaddus, M., & Hofmeyer, G. (2007). An investigation into the factors influencing the adoption of B2B trading exchanges in small businesses. *European Journal of Information Systems*, 16(3), 202 -215.
- Raba'ah H., Hassan, S.A., Steven, E. K., Turiman, S., Azimi, H, & Ezhar, T. (2003). The moderating effect of parent and peer influences on hedonistic behavior among undergraduate students in Malaysia. *Asian Social Science*, 9(13), 137-146.
- Rajapaksa, S. and Dundes, L.(2002) It's a long way home: International student adjustment to living in the United States. *College Student Retention*. 41: 15-28.
- Rand, A. (2015). Goodreads. Ayn Rand > Quotes > Quotable quote. Retrieved from <https://www.goodreads.com/quotes/50739-the-man-who-does-not-value-himself-cannot-value-anything>
- Redondo, L. M., Martin, A. L., Fernandez, J. S., & Lopez, J. M. (1986). An examination of the relationship between family environment and juvenile delinquency. *Unpublished manuscript, University of Santiago, Chile*.
- Reed, P. G. (2008). Theory of self-transcendence. *Middle range theory for nursing*, 2.
- Reinert, D. F., Edwards, C. E., & Hendrix, R. R. (2009). Attachment theory and religiosity: A summary of empirical research with implications for counseling Christian clients. *Counseling and Values*, 53(2), 112-125.
- Reinicke, M. J. (1986). Cultural Adjustment of International Students in the US: A Reevaluation Using Reformulated Learned Helplessness. (*Eric Document Reproduction Service No: ED 274 939*)
- Renard, J. (1996). Seven doors to Islam: Spirituality and the religious life of Muslims: *Univ. of California Press*.
- Reutter, K. K., & Bigatti, S. M. (2014). Religiosity and spirituality as resiliency resources: moderation, mediation, or moderated mediation?. *Journal for the scientific study of religion*, 53(1), 56-72.

- Reynolds, R. R. (2004). "We Are Not Surviving, We Are Managing": the constitution of a Nigerian diaspora along the contours of the global economy. *City & Society*, 16(1), 15-37.
- Rochlen, A. B., Mohr, J. J., & Hargrove, B. K. (1999). Development of the Attitudes Toward Career Counseling Scale. *Journal of Counseling Psychology*, 46(2), 196.
- Rogers, C. (2012). On becoming a person: A therapist's view of psychotherapy. *Houghton Mifflin Harcourt*.
- Rogers, C. R. (1951). Client-centered therapy: Its current practice, implications and theory (p. 491). *Boston: Houghton Mifflin*.
- Rokeach, M. (2008). Understanding human values. *Simon and Schuster*.
- Romero, C., Friedman, L. C., Kalidas, M., Elledge, R., Chang, J., & Liscum, K. R. (2006). Self-forgiveness, spirituality, and psychological adjustment in women with breast cancer. *Journal of Behavioral Medicine*, 29(1), 29-36.
- Rosenberg, M. (1965). Society and the adolescent self-image. *Princeton University Press, Princeton, NJ*.
- Runquist, J. J., & Reed, P. G. (2007). Self-transcendence and well-being in homeless adults. *Journal of Holistic Nursing*, 25(1), 5-13.
- Russell, J., Thomson, G., & Rosenthal, D. (2008). International student use of university health and counselling services. *Higher Education*, 56(1), 59-75.
- Salami, S. O. (1998). Attitudes towards counselling among rural college students in Nigeria. *Ife Psychologia: An International Journal*, 6(2), 116-31
- Salami, S.O. (1996). Attitude towards guidance and counselling inventory(ATGGI). *Department of Integrated Science. College of Education, Oro. Nigeria*.
- Salim, S. (2010). Psychological help seeking attitudes among Malaysian College and university students. *Procedia-Social and Behavioral Sciences*, 5, 426-430.
- Salsman, J. M., Brown, T. L., Brechting, E. H., & Carlson, C. R. (2005). The link between religion and spirituality and psychological adjustment: The mediating role of optimism and social support. *Personality and social psychology bulletin*, 31(4), 522-535.
- Salzinger, S., Feldman, R. S., Rosario, M., & Ng-Mak, D. S. (2010). Role of parent and peer relationships and individual characteristics in middle school children's behavioral outcomes in the face of community violence. *Journal of Research on Adolescence*, 21(2), 395-407.

- Sandhu, D. S. (1994). An examination of the psychological needs of the international students: Implications for counselling and psychotherapy. *International Journal for the Advancement of Counselling*, 17(4), 229-239.
- Sanneh, L. (2015). West African Christianity: The Religious Impact. *Orbis Books*.
- Sareen, J., Cox, B. J., Afifi, T. O., Yu, B. N., & Stein, M. B. (2005, October). Mental health service use in a nationally representative Canadian survey. *Canadian Journal of Psychiatry*, 50, 753-761.
- 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.
- Schimmel, J., Landau, M., & Hayes, J. (2008). Self-esteem: A human solution to the problem of death. *Social and Personality Psychology Compass*, 2(3), 1218-1234.
- Schumacker, R. E., & Lomax, R. G. (2004). A beginner's guide to structural equation modeling(2nd ed.). *Mahwah, NJ: Erlbaum*.
- See, C. M., & Ng, K. M. (2010). Counseling in Malaysia: History, current status, and future trends. *Journal of Counseling & Development*, 88(1), 18-22.
- Seyfi, F., Poudel, K. C., Yasuoka, J., Otsuka, K., & Jimba, M. (2013). Intention to seek professional psychological help among college students in Turkey: influence of help-seeking attitudes. *BMC research notes*, 6(1), 1.
- Shaffer, D.R., & Kipp, K. (2009). Developmental psychology. Childhood and adolescence. (8th Ed). *Belmont: Wadsworth*.
- Shaffer, P. A., Vogel, D. L., & Wei, M. (2006). The mediating roles of anticipated risks, anticipated benefits, and attitudes on the decision to seek professional help: An attachment perspective. *Journal of Counseling Psychology*, 53(4), 442.
- Shean, M. B., Cohen, L., & de Jong, T. (2015). Developing well-being in Australian youth: Contingencies of self-esteem. *International Journal of Child and Adolescent Health*, 8(2), 179.
- Sheff, N. (2015). Goodreads. Nic Sheff > Quotes. Retrieved from [http://www.goodreads.com/author/quotes/353227.Nic\\_Sheff](http://www.goodreads.com/author/quotes/353227.Nic_Sheff)
- Sheffield, J. K., Fiorenza, E., & Sofronoff, K. (2004). Adolescents' willingness to seek psychological help: Promoting and preventing factors. *Journal of Youth and Adolescence*, 33(6), 495-507.
- Sheldrake, P. (2009). A brief history of spirituality. *John Wiley & Sons*.

- Shumow, L., & Lomax, R. G. (2002). Parental efficacy: Predictor of parenting behavior and adolescent outcomes. *Parenting: Science and Practice*, 2, 127–150.
- Silverman, M. M., Meyer, P. M., Sloane, F., Raffel, M., & Pratt, D. (1997). The Big Ten suicide study: A 10-year study of suicides on Midwestern University campuses. *Suicide and Life-Threatening Behavior*, 27, 285–303
- Sitler, H. C. (2000, April). Risking exposure: Branch campus writers go public. *Paper presented at the annual meeting of the Conference of College Composition and Communication, Minneapolis, MN.*
- Sklar, R. L. (2015). *Nigerian political parties: Power in an emergent African nation.* Princeton University Press.
- Snoek, D., Rothblum, E. (1979) Self-disclosure among adolescents in relation to parental affection and control patterns. *Adolescence* 15: pp. 333-340
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2010). *Positive psychology: The scientific and practical explorations of human strengths.* Sage Publications.
- Sodowsky, G. R., Kuo-Jackson, P. Y., & Loya, G. J. (1996). Outcome of training in the philosophy of assessment. *Multicultural counseling competencies: Assessment, education and training, and supervision*, 3-42.
- Soliman, A. M. (1991). The role of counseling in developing countries. *International Journal for the Advancement of Counselling*, 14(1), 3-14.
- Soyinka, W. (1990). Twice bitten: The fate of Africa's culture producers. *Publications of the Modern Language Association of America*, 110-120.
- Sroufe, L. A. (1978) Attachment and the roots of competence. *Human Nature* 1: pp. 50-57
- Sroufe, L. A., Waters, E. (1977) Attachment as an organizational construct. *Child Develop.* 48: pp. 1184-1199
- Stallman, H. M. (2010). Psychological distress in university students: A comparison with general population data. *Australian Psychologist*, 45(4), 249-257.
- Staub, E. (2013). Positive social behavior and morality: Social and personal influences. *Elsevier*.
- Steele, K. D. (2008). Perceptions of Chinese international students in Singapore: Adjustment issues and support (*Doctoral dissertation, University of Toronto*).
- Steinfeld, C., Ellison, N. B., & Lampe, C. (2008). Social capital, self-esteem, and use of online social network sites: A longitudinal analysis. *Journal of Applied Developmental Psychology*, 29(6), 434-445.



- Stepick, A., Rey, T., & Mahler, S. J. (2009). Churches and charity in the immigrant city: Religion, immigration, and civic engagement in Miami: *Rutgers University Press*.
- Stevens-Long, J., Schapiro, S. A., & McClintock, C. (2012). Passionate scholars: Transformative learning in doctoral education. *Adult Education Quarterly*, 62(2), 180-198.
- Stone, P. (2007). *Opting out?: Why women really quit careers and head home*. Univ of California Press.
- Strauss, R. S. (2000). Childhood obesity and self-esteem. *Pediatrics*, 105(1), e15-e15.
- Suárez-Orozco, C., Suárez-Orozco, M. M., & Todorova, I. (2009). Learning a new land: Immigrant students in American society. *Harvard University Press*.
- Suberu, R. (2009). Federalism in Africa: the Nigerian experience in comparative perspective. *Ethnopolitics*, 8(1), 67-86.
- Sudarkasa, N. (1998). Interpreting the African heritage in Afro-American family organization. Families in the US: *Kinship and domestic politics*, Pp. 91-104.
- Sue, S. (2006). Cultural competency: From philosophy to research and practice. *Journal of Community Psychology*, 34(2), 237-245.
- Sumer, S. Poyrazli and K. Grahame. Predictors of depression and anxiety among international students. *Journal of Counseling and Development*. 2008, 86 (4): 429-437.
- Suskie, L. (2010). Assessing student learning: A common sense guide. John Wiley & Sons.
- Swann Jr, W. B., Chang-Schneider, C., & Larsen McClarty, K. (2007). Do people's self-views matter? Self-concept and self-esteem in everyday life. *American Psychologist*, 62(2), 84.
- Swindoll, C. (2006). Attitude.
- Tabachnick, B. G., & Fidell, L. S. (2007). Profile analysis: the multivariate approach to repeated measures. *Using multivariate statistics*. Boston (MA): Pearson Education, Inc, 311-74.
- Taegtmeier, M., Davies, A., Mwangome, M., van der Elst, E. M., Graham, S. M., Price, M. A., & Sanders, E. J. (2013). Challenges in providing counselling to MSM in highly stigmatized contexts: results of a qualitative study from Kenya. *PLoS One*, 8(6), e64527.
- Talib, M. A. (2010). Cultural influences and mandated counseling in Malaysia. *Asian culture and History*, 2(1), 28.



- Tangney, J. P., Boone, A. L., & Dearing, R. (2005). Forgiving the self: Conceptual issues and empirical findings. *Handbook of forgiveness*, 143-158.
- Taylor, R. J., Chatters, L. M., & Jackson, J. S. (2007). Religious and spiritual involvement among older African Americans, Caribbean blacks, and non-Hispanic whites: Findings from the national survey of American life. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 62(4), 238-250.
- Teachman, B. A., Wilson, J. G., & Komarovskaya, I. (2006). Implicit and explicit stigma of mental illness in diagnosed and healthy samples. *Journal of Social & Clinical Psychology*, 25, 75–95.
- Temane, Q. M., & Wissing, M. P. (2006). The role of spirituality as a mediator for psychological well-being across different contexts. *South African journal of psychology*, 36(3), 582-597.
- Thabane et al., (2010)). A tutorial on pilot studies: the what, why and how. *BMC medical research methodology*, 10(1).
- Thomas, J. C., Burton, M., Griffin, M. T. Q., & Fitzpatrick, J. J. (2010). Self-transcendence, spiritual well-being, and spiritual practices of women with breast cancer. *Journal of Holistic Nursing*, 28(2), 115-122.
- Tinsley, H. E. A., Brown, M. T., de St. Aubin, T. M., & Lucek, J. (1984). Relation between expectancies for a helping relationship and tendency to seek help from a campus provider. *Journal of Counseling Psychology*, 31, 149–160
- Tive, C. (2006). 419 scam: Exploits of the Nigerian con man. *iUniverse*.
- Tracy, B. (2015). Meetville. Brian Tracy quotes and sayings. Retrieved from <https://meetville.com/quotes/author/brian-tracy/page1>
- Trollope, A. (2015). Meetville. Anthony Trollope quotes and sayings. Retrieved from <https://meetville.com/quotes/author/anthony-trollope/page1>
- Trotzer, J. P. (2013). The counselor and the group: Integrating theory, training, and practice. *Routledge*.
- Truax, C. B., & Carkhuff, R. (2007). Toward effective counseling and psychotherapy: Training and practice. *Transaction Publishers*.
- Trueba, E. T., & Bartolomé, L. I. (2000). Immigrant voices: In search of educational equity: *Rowman & Littlefield*. USA.
- Trzesniewski, K. H., Donnellan, M. B., Moffitt, T. E., Robins, R. W., Poulton, R., & Caspi, A. (2006). Low self-esteem during adolescence predicts poor health, criminal behavior, and limited economic prospects during adulthood. *Developmental psychology*, 42(2), 381.

- Turan, N. (2009). The contribution of rumination, internal working models of attachment, and help seeking attitudes on psychological symptoms of university students (*Doctoral Dissertation, Middle East Technical University*).
- Umegaki, Y. (2015). Effects of contingencies of self-worth and sensitivity to indebtedness on optimistic bias in seeking help for depression. *Japanese Psychological Research*, 57(4), 331-347.
- Utsey, S. O., Bolden, M. A., Williams, O., Lee, A., Lanier, Y., & Newsome, C. (2007). Spiritual well-being as a mediator of the relation between culture-specific coping and quality of life in a community sample of African Americans. *Journal of Cross- Cultural Psychology*, 38(2), 123-136.
- Vanzant, I. (2015) Goodreads. Iyanla Vanzant > quotes. Retrieved from [http://www.goodreads.com/author/quotes/15508.Iyanla\\_Vanzant](http://www.goodreads.com/author/quotes/15508.Iyanla_Vanzant)
- Vaughn, B., England, B., Sroufe, L. A., Waters, E. (1979) Individual differences in infant attachment at twelve and eighteen months: Stability and change in families under stress. *Child Develop.* 50: pp. 971-975
- Verplanken, B., & Holland, R. W. (2002). Motivated decision making: effects of activation and self-centrality of values on choices and behavior. *Journal of personality and social psychology*, 82(3), 434.
- Vilord, T. J. (2011). 1001 Motivational Quotes for Success. *Greenleaf Book Group*.
- 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(3), 351.
- Vogel, D. L., Wade, N. G., & Hackler, A. H. (2007). Perceived public stigma and the willingness to seek counselling: The mediating roles of self-stigma and attitudes toward counselling. *Journal of Counseling Psychology*, 54(1), 40–50.
- Vogel, D. L., Wester, S. R., & Larson, L. M. (2007). Avoidance of counseling: Psychological factors that inhibit seeking help. *Journal of Counseling & Development*, 85(4), 410-422.
- Vogel, D. L., Wester, S. R., Wei, M., & Boysen, G. A. (2005). The Role of Outcome Expectations and Attitudes on Decisions to Seek Professional Help. *Journal of Counseling Psychology*, 52(4), 459.
- Wallace, K., & Lahti, E. (2004, October). Spirituality as a mediator of the relation between perceived stress and life satisfaction. In *Gerontologist* (Vol. 44, pp. 567-567). 1275 k street nw suite 350, Washington, dc 20005-4006 USA: *Gerontological society amer*.
- Walsh, F. (Ed.). (2008). Spiritual resources in family therapy. *Guilford Press*.

- Wan, R., Md Nordin, S., & Razali, R. (2013). International students' cultural experiences: Exploring socio-cultural and academic adjustment in Malaysian universities. *Recent Advances in Modern Educational Technologies*, 31-37.
- Wane, N. (2009). Practicing African spirituality: Insights from Zulu-Latifa, and African woman healer. Theorizing empowerment. *Canadian perspective on black feminist thought*, 47-54.
- Wang, C. W., Chan, C. L. W., Ng, S. M., & Ho, A. H. Y. (2008). The impact of spirituality on health-related quality of life among Chinese older adults with vision impairment. *Aging and Mental Health*, 12(2), 267-275.
- Warr, M. (2007). The tangled web: Delinquency, deception, and parental attachment. *Journal of youth and adolescence*, 36(5), 607-622.
- Waters, E. (1978) The reliability and stability of individual differences in infant-mother attachment. *Child Develop.* 49: pp. 483-494
- Waters, E., Wippman, J., Sroufe, L. A. (1979) Attachment, positive affect and competence in the peer group: Two studies in construct validation. *Child Develop.* 50: pp. 821-829
- Webster, (2015). Definition of peer. Retrieved from Merriam Webster. <http://www.merriam-webster.com/dictionary/peer> (Accessed August 2015).
- Wegscheider-Cruse, S. (2012). Learning to love yourself: Finding your self-worth. *Health Communications, Inc.*
- Weiss, R. S. (1973, July). The contributions of an organization of single parents to the well-being of its members. *Fam. Coord.* 321-326.
- Wen, M., & Lin, D. (2012). Child development in rural China: Children left behind by their migrant parents and children of non-migrant families. *Child development*, 83 (1), 120-136.
- Widmer, E. D., & Jallinoja, R. (Eds.). (2008). Beyond the nuclear family: Families in a configurational perspective. *Bern: P. Lang.*
- Wilding, C., & Palmer, S. (2010). Beat Low Self-Esteem With CBT: Teach Yourself. *Hachette UK.*
- Wilkinson, R. B. (2004). The role of parental and peer attachment in the psychological health and self-esteem of adolescents. *Journal of Youth and Adolescence*, 33(6), 479-493.
- Willetts, J., Cheney, H., & Wilson, E. (2004). Case studies of change: addressing family support needs of rural GPs. *Australian family physician*, 33(7), 548-550.

- Wills, T. A., Vaccaro, D., & McNamara, G. (1992). The role of life events, family support, and competence in adolescent substance use: A test of vulnerability and protective factors. *American journal of community psychology*, 20(3), 349-374.
- Wilson, C. J., & Deane, F. P. (2001). Adolescent opinions about reducing help-seeking barriers and increasing appropriate help engagement. *Journal of Educational and Psychological Consultation*, 12(4), 345-364.
- Woods, T. E., & Ironson, G. H. (1999). Religion and spirituality in the face of illness how cancer, cardiac, and hiv patients describe their spirituality /religiosity. *Journal of Health Psychology*, 4(3), 393-412.
- World Health Organization. (1952). Expert Committee on Mental Health, Alcoholism Subcommittee: *second report [of a meeting held in Copenhagen from 15 to 20 October 1951]*.
- Yakushko, O. (2008). Xenophobia: Understanding the roots and consequences of negative attitudes toward immigrants. *The Counseling Psychologist*.
- Yakushko, O., Watson, M., & Thompson, S. (2008). Stress and coping in the lives of recent immigrants and refugees: Considerations for counseling. *International Journal for the Advancement of Counselling*, 30(3), 167-178.
- Yeh, C. J., & Inose, M. (2003). International students' reported English fluency, social support satisfaction, and social connectedness as predictors of acculturative stress. *Counselling Psychology Quarterly*, 16(1), 15-28.
- Yin, S. M. (2013). Culture Shock! Myanmar: A Survival Guide to Customs and Etiquette. *Marshall Cavendish International Asia Pte Ltd*.
- Yoo, D. & Chung, R.H. (2008). Religion and spirituality in Korean America. *University of Illinois press*.
- Yusoff, Y. M. (2011). Self-efficacy, perceived social support, and psychological adjustment in international undergraduate students in a public higher education institution in Malaysia. *Journal of Studies in International Education*.
- Yusuf, S.O.A. (1994). Roles of Guidance counsellors in Technical Colleges of Education. In I.S O .. Suara, U.M. Ahmed, S.O. Yusuf and I.A. Kolo (eds.) *Issues in Teacher Education Lagos: Text & Leisure*.
- Zagefka, H., & Brown, R. (2002). The relationship between acculturation strategies, relative fit and intergroup relations: immigrant-majority relations in Germany. *European Journal of Social Psychology*, 32(2), 171-188.
- Zhang, D. (2015). The situation of Chinese students in Germany: an intercultural perspective and study (Vol. 30). *Herbert Utz Verlag*.



## UNIVERSITI PUTRA MALAYSIA

### STATUS CONFIRMATION FOR THESIS / PROJECT REPORT AND COPYRIGHT

ACADEMIC SESSION: \_\_\_\_\_

TITLE OF THESIS / PROJECT REPORT:

PARENTAL AND PEER ATTACHMENT, SELF-VALUE, AND SPIRITUALITY AS PREDICTORS OF COUNSELLING ATTITUDES AMONG NIGERIAN STUDENTS IN MALAYSIAN UNIVERSITIES

NAME OF STUDENT : GRACE TANIMOONWO IDOWU

I acknowledge that the copyright and other intellectual property in the thesis/project report belonged to Universiti Putra Malaysia and I agree to allow this thesis/project report to be placed at the library under the following terms:

1. This thesis/project report is the property of Universiti Putra Malaysia.
2. The library of Universiti Putra Malaysia has the right to make copies for educational purposes only.
3. The library of Universiti Putra Malaysia is allowed to make copies of this thesis for academic exchange.

I declare that this thesis is classified as :

\*Please tick (✓)

☐

**CONFIDENTIAL**

(Contain confidential information under Official Secret Act 1972).

☐

**RESTRICTED**

(Contains restricted information as specified by the organization/institution where research was done).

☐

**OPEN ACCESS**

I agree that my thesis/project report to be published as hard copy or online open access.

This thesis is submitted for :

☐

**PATENT**

Embargo from \_\_\_\_\_ until \_\_\_\_\_  
(date) (date)

**Approved by:**

\_\_\_\_\_  
(Signature of Student)  
New IC No/ Passport No.:

Date :

\_\_\_\_\_  
(Signature of Chairman of Supervisory Committee)  
Name:

Date :

[Note : If the thesis is **CONFIDENTIAL** or **RESTRICTED**, please attach with the letter from the organization/institution with period and reasons for confidentially or restricted. ]