

**Association between Perceived Family Support and Purpose in Life among Secondary School
Students Living within Moshi Municipality in Tanzania**

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Declaration

I, the undersigned, declare that this thesis is a product of my own work and is not the result of anything done in collaboration. It has not been previously presented to any other institution for academic credit. All sources have been appropriately cited and duly acknowledged in full.

I agree that this thesis may be available for reference and photocopying at the discretion of the University.

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Dedication

This work is dedicated to all the students who strive to find the purpose of their lives according to their potentials despite the presence of socioeconomic factors that hinder their academic development.

Abstract

The purpose of the study was to investigate the association between perceived family support and purpose in life among secondary school students living within Moshi Municipality in Tanzania. This study found that young people with proper perceived family support tend to have a well-defined purpose in life and this is often associated with higher levels of individual happiness. Correlation study design was used. The method used was quantitative. Using convenience sampling, four schools with different socioeconomic statuses were chosen to participate in the study. A sample of 378 students was randomly chosen from these schools. Data was collected using questionnaires which contained questions relating to demographic data and questions relating to the objectives of the study. Data for the objectives was collected using a perceived family support scale and a purpose in life scale. Data was analyzed as descriptive and inferential. Pearson's correlation and linear regression analysis was used to determine the relationship between perceived family support and purpose in life among the students. The study examined the efficacy of demographic details in enhancing purpose in life. The influence of demographic variables such as age, gender, family income, education background, religious background, residence and living situation on purpose in life was measured using one-way analysis of variance (ANOVA). In general, the results suggest that while family support perceptions are conceptually increases through the mediators the more purpose in life increases. The analysis revealed a seemingly strong perceived family support with more than 96% of the students claiming that their family really tries to help them. Similarly, more than 90% of the students attested to the fact that their personal existence is purposeful and meaningful; with 92% of the students stating that they have clear goals and aims in life. The study revealed that only gender had a significant association with purpose in life ($F_{1, 284}=5.77, p<.05$). Female students showed significantly better purpose in life ($M=86.2, SD=11.6$) than male students ($M=83.6, SD=12.8$). Other demographic variables such as age, family status, religious background, residence and living situation showed insignificant influence on purpose in life. The hypothesis that there is significant relationship between demographic variables and purpose in life among secondary school students living in Moshi Municipality is thus partially supported in favour of gender. The study revealed that the students surveyed had high levels of perceived family support and purpose in life. Male students had insignificantly higher levels of perceived family support than their counterpart female students whereas female students have significantly higher level of purpose in life than male students. The study concludes that there is a significant association between perceived family support and purpose in life. This means that about 90% of variations/changes in purpose in life are explained by other factors that were not tested during the current study. The study recommends that future studies on the association between perceived family support and purpose in life should include other variables not considered in this study, such as culture and happiness.

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Table of Contents

Declaration.....	i
Dedication.....	ii
Abstract.....	iii
Acknowledgement.....	iv
Table of Contents.....	v
List of Tables.....	ix
List of Abbreviations.....	x
CHAPTER :	1
INTRODUCTION	1
1.1. Background to the Problem.....	1
1.2. Statement of the Problem.....	4
1.3. Study Objectives.....	5
1.3.1 General Objectives.....	5
1.3.2 Specific Objectives.....	5
1.4. Research Questions.....	6
1.5. Hypotheses.....	6
1.6. Scope of the Study.....	7
1.7. Delimits of the Study.....	7
1.8. Operational Definition of Key Terms.....	8
CHAPTER 2:	11
REVIEW OF LITERATURE	11
2.1 Introduction.....	11
2.2. Understanding of Perceived Family Support.....	11
2.3. Understanding of Purpose in Life.....	15
2.4. Social Demographic Features related to the Literature.....	19

2.4.1. PFS and PIL among secondary school students.....	22
2.4.2. Social Demographic Features influence towards PFS and PIL	23
2.4.3. The Relationship between PFS and PIL	24
2.5. The identification criteria to determine the poor, middle and rich family in Tanzania	25
2. 6. Research Gap	26
2.7. Theoretical Framework.....	27
2.7.1. Perceived Family Support Theory	28
2.7.1.1. Emotional support.....	28
2.7.1.2. Concrete support	28
2.7.1.3. Educative support	29
2.7.1.4. Accompaniment support.....	29
2.7.2. Frankl’s Logotherapy Theory	30
2.7.2.1. Freedom of will.....	30
2.7.2.2. Will to Meaning.....	33
2.7.2.3. Meaning of Life	34
2.8. Conceptual Framework.....	37
CHAPTER 3:.....	40
METHODOLOGY.....	40
3.1. Introduction.....	40
3.2. Research Design and Epistemology.....	40
3.3. Target Population.....	41
3.4. Study site	42
3.5. Sample size and Sampling Procedure	44
3. 6. Research Instruments	47
3.7. Pilot Study	48
3.8. Data Collection Procedures	49

3.10. Ethical Issues 51

CHAPTER 4:.....53

DATA ANALYSIS AND INTERPRETATION.....53

4.1. Introduction..... 54
4.2. Response rate 54
4.3. Reliability and Validity of the Data Collection Instrument 54
4.4. Socio-demographic characteristics of the participants 54
4.5. Perception of PFS among secondary students 55
4.6. Perception of PIL among secondary students.....57
4.7. Influence of demographic details on purpose in life of the students 58
4.8. Relationship between PFS and PIL among secondary school students 60
4.9. Summary of Findings..... 61

CHAPTER 5:.....62

DISCUSSION.....62

5.1. Preamble 62
5.2. Research Questions/Hypothesis Revisits 62
5.4. Relationship between Perceived Family Support and Purpose in life 63
5.5. Relationship between Demographic Variables and Purpose in life 63
5.6. Conceptual Framework Revisited..... 66
5.6.1. Perceived Family Support as Independent Variable 67
5.6.2. Purpose in Life as Dependent Variable 67
5.6.3. Socio- Demographic Features of Participants as Mediating Variable 67
5.7. Findings in relation to Literature Review 68
5.7.1. How Perceived Family Support relates with Purpose in life 68
5.8. Findings in Relation to Counselling Psychology 69

5.9. Suggested Improvement of Purpose in Life.....	70
CHAPTER 6:.....	72
CONCLUSION.....	72
6.1. Conclusion.....	72
6.2. Limitations of the Study.....	73
6.3. Future Orientations.....	74
REFERENCES.....	76
Appendices	
Appendix A: Consent Form.....	86
Appendix B: Demographic Details.....	87
Appendix C: Perceived Family Support Scale.....	87
Appendix D: Purpose in Life Scale.....	88
Appendix E: Authorized Letter for Data Collection.....	91

List of Tables

Table 4.1: Reliability test using Cronbach's Alpha.....	54
Table 4.2: Socio-Economic Characteristics of the Respondents.....	55
Table 4.3: Scores on Perceived Family Support among the Students.....	56
Table 4.4: Scores on Purpose in Life among the Students.....	58
Table 4.5: One-Way ANOVA Showing the Influence of Demographic Variables on the Scores of PIL.....	60
Table 4.6: Pearson's Correlation and Linear Regression Analysis Showing the Relationship between PFS and PIL among the Students.....	61

List of Abbreviations

BMSS :	Bendel Memorial Secondary School
DBSS :	Don Bosco Secondary School
IYS :	Institute of Students Studies
MCC :	Moshi Municipal Council
MOEVT:	Ministry of Education and Vocation Training
KSS :	Karanga Secondary school
O-Level:	Ordinary Level
PFS :	Perceived Family Support
PIL :	Purpose in Life
SMGSS:	St. Mary Gorreti Secondary School
SPSS :	Statistical Package for Social Sciences
TUC :	Tangaza University College

CHAPTER 1

INTRODUCTION

This chapter introduces this thesis on how perceived family support relates to purpose in life among secondary school students living within Moshi Municipality in Tanzania. The chapter is divided into seven sub sections.

It starts from the background of the problem, statement of the problem, objectives of the study, research questions, hypotheses, scope and limits of the study, the significance of the study and operational definitions of key terms.

The terms students, young people and children were used interchangeably in this thesis.

1.1. Background to the Problem

According to Edwards and Lopez (2006) perceived family support is important for providing support and love. This study included responses that described the significance of family and the ways in which perceived family support gives support and love to students. As a result of the researcher's experience of being a teacher and religious belonging to the Salesians of Don Bosco Congregation, the researcher has had opportunities to interact with young people in class rooms, students' and youth centers and even during home visits.

During these interactions, the researcher has observed that students from financially stable or affluent families tend to perceive their families as better off and as such, these students tend to have dreams and aspirations compared to their counterparts from less privileged backgrounds that spend more time dealing with survival issues.

The fundamental need of every human being in the family is to live and have the experience of being needed and valued. It is in the family where each member experiences a sense

of belonging, security, love and support (Black & Lobo, 2008). However, it would be a mistake to presume that all young people show an overt need for meaning, or an interest in searching for it. For some students the search for meaning is a central concern; others may not want to give it much thought and attention. For many, the pursuit of immediate happiness and satisfaction is more important than finding meaning.

Scientific studies have found that perceived family support has a strong correlation with purpose in life. According to Finkelhor (1984) perceived family support is a state of mind where students feel the sense of belonging and where their basic needs such as food, shelter, clothes and security are provided. Ryff (1989) states that purpose in life includes convictions that give one the feeling that there is purpose in and meaning to life. In contrast, Baker and Cousins (1979) support Victor Frankl's concepts of the "*will to meaning*" and "*existential vacuum*". These concepts have been the subject of a number of investigations in recent years, primarily in connection with the research of Breitbart, Gibson, Poppito and Berg (2004) which holds that one has a meaningful life, although we have no control over various accidents which may bring us suffering.

The perceived family support in this sense is understood as the way a student apprehends and looks at his or her family in general. In African understanding, family is perceived and comprised of extended families since Africans live in a communal set up. Perceived family support provides the security and safety that the child needs as well as a sense of belonging. The family within a child's own home establishes the framework for developing dependable, trustworthy new relationships. It may be deduced that those from well off backgrounds have more opportunities available to choose from as they are not restricted by financial limitations but by their own capabilities or imagination. A child who has access to a smart phone with internet has the ability to explore and gain more information about a topic of interest from the internet as opposed to a child with no access or limited access to information. These statements are in line with Lamborn, Mounts, Steinberg, and Dornbusch, (1991) study on perceived family support

among low-income, ethnically diverse, early adolescents. The authors found that contextual and social factors including socioeconomic status, ethnicity, community and family may serve as barriers to or may enhance the development of career aspirations.

However, Eccles and Harold (1993) affirm that parents' involvement in learning activities has substantial emotional and intellectual benefits for children. Since human beings are not only physical and intellectual, but also emotional beings, the influence of their emotions on the other aspects of their lives (including the intellectual aspects) cannot be underestimated. According to Marjoribanks (2005), the family environment is the most powerful influence in determining students' school achievements, academic motivation and the number of years of schooling they receive. It is within the family that one experiences life in a way that affects him or her directly or indirectly wherever he or she goes. It is also chiefly in the same family setting that one develops a basic attitude towards education that may influence a student to develop purpose in life and where a serene atmosphere may find its space. In most cases, it is the family that sends a child to school and follows up his or her academic progress.

A family's indifference towards education may also have an impact on the child's attitude and consequently, lack of clear purpose in life. As a result, the child may end up becoming an unhappy person due to lack of focus in life. It is probably through perceived family support which values quality education that students may be able to find a clear purpose in life which in turn, may motivate and influence one to attain his or her goals (Fullan, 1993). Quality education is often essential in order to find a purpose in life and to make a living. Children from economically better off families are most likely to have a stable home environment. They benefit from a stable family structure, since their parents are likely to live together and have jobs in the same area which are more permanent in both employment prospects and incomes.

1.2. Statement of the Study

It is an indubitable fact that parental support is a key to the success and development of an individual. In line with this statement, Gustafson and Rhodes (2006) assert that parents play a large role in determining which activities their children engage in and what resources they have available. This contributes to a sense of purpose in life which appears to be lacking in most secondary school students in Moshi urban Municipality; as well the entire country.

From experience of familiarity and teaching, the researcher has observed that the society and the nation in general are in danger due to the lack of interpersonal relations between family members who should provide total support to their children especially amongst secondary school students who seem to have no clear purpose in life. This is because of the lack of both personal and communal responsibility within the family members who are the main attendants to the students in the societies from where the problem apparently arises. According to Gillman, Rifas-Shiman, Frazier, Rockett, Camargo Jr, Field and Colditz (2000) perceived family support has been associated with improved school and psychological support from which the students form the sense of belonging.

Though studies that evolve around this similar topic have been carried out, they mostly focused on the family support, purpose in life and formal education sector and moreover, none known to the researcher has paid particular attention to the Moshi Municipal situation and, more particularly, to secondary school students living within Moshi Municipality. Since there is gap of literature on the relationship between perceived family support and purpose in life among secondary school students living within Moshi Municipality, this study intends to fill this literature gap by investigating the relationship between perceived family support and purpose in life in Moshi Municipality in Tanzania.

1.3. Study Objectives

This study is guided by the general objective and specific objectives. The main objective behind this study is to investigate the association between perceived family support and purpose in life. Whereas, the specific objectives are focused on the level of scores among students (individual and gender wise), also to examine the influence of demographic features and sought to investigate how the perceived family support experiences of secondary school students living within Moshi Municipality in Tanzania are associated with purpose in life..

1.3.1 General Objective

The broad objective of this thesis is to investigate if perceived family support is related to purpose in life among secondary school students living within Moshi Municipality in Tanzania.

1.3.2 Specific Objectives

The objectives that guided this study are:

- i. To find out the levels of scores on the perceived family support and purpose in life among secondary school students living within Moshi Municipality in Tanzania;
- ii. To find out if demographic details such as age, gender, family income, education background, religious background and the place of origin have an influence on purpose in life;
- iii. To establish the relationship between perceived family support and purpose in life among secondary school students living within Moshi Municipality in Tanzania.

1.4. Research Questions

This study is guided by the following research questions:

- i. What is the level of scores on the perceived family support and purpose in life among secondary school students living within Moshi Municipality in Tanzania?
- ii. How do demographic details such as age, gender, social living status, education background, religious background and the place of origin and family income determine purpose in life among secondary school students living in Moshi Municipality?
- iii. Is there a significant relationship between perceived family support and purpose in life among secondary school students living within Moshi Municipality in Tanzania?

1.5. Hypotheses

Based on the objectives of this study and the research questions, the following hypotheses claimed, thus: The H_1 and H_2 are for objectives (i) and (ii), while the main objective (iii) is specific for and H_3 .

H_a^1 : There is a significant difference between demographic variables such as (age, gender, family income, religion background, living situation, and the place of origin) in determining purpose in life among secondary school students living in Moshi Municipality.

H_a^2 : There is a significant relationship between demographic variables such as (age, gender, family income, religion background, living situation, and the place of origin, gender, religious background and the place of origin, living situation and family income) and purpose in life among the secondary students living in Moshi Urban Municipality.

H_a^3 : There is a significant relationship between demographic features and family support and purpose in life secondary school students living within Moshi Municipality.

1.6. Scope of the Study

This study is limited to four public and private day secondary schools in Moshi urban Municipality, Tanzania. The study focused on the relationship between perceived family support and purpose in life among secondary school students in Moshi urban Tanzania through the search for perceived family support and purpose in life.

Convenience sampling procedures were used to select St. Maria Gorreti Secondary School, Bendel Memorial Secondary School, Don Bosco Secondary School and Majengo Secondary school from 27 secondary schools that are in the Moshi Municipality.

This study focused on how perceived family support responds to the individual's purpose in life of students from low, middle and high socioeconomic backgrounds in public and private secondary schools in Moshi Municipality (which is an urban setting). The public secondary schools are those schools which are attended mostly by the students from less financially able parents while private secondary schools are attended by students from more affluent family backgrounds. Normally the schools fees of the latter are twice or three time as much as those of the public schools.

1.7. Delimits of the Study

The study was conducted on public and private secondary schools in Moshi Urban Municipality only. This research was carried out in a period of two months due to scarcity of time and other unavoidable factors such as poor transportation especially during rainy seasons, time limit and inaccessibility of some schools. The researcher only focused on the schools within Moshi Municipality. The current study did not reach out to adults or teachers in the mentioned schools but it focused on the students within the selected schools.

The current study is not seeking to highlight the weaknesses in other empirical studies and claiming to replace them. It is seeking to add to our understanding in the identified knowledge gap.

1.8. Operational Definition of Key Terms

City: In this study the term is used to bring clear differences with village/rural and city. City is the biggest and economically most important city in Tanzania, which is well documented history of successful health sector reform and vector control operations. It covers a total area of 1400 km² with approximately 2.5 million inhabitants (Geissbühler, Kannady, Chaki, Emidi, Govella, Mayagaya, & Tanner, 2009).

Family background: In this study refers to the social, economic and affective situation of the family in which the student is staying; whether it is biological or non-biological (extended family). In this case the focus is on the student's experience within that family. This study looks at social economic status as determined by an individual's achievements in life

Family: In this study, the term is used with family background and perceived family support. Family is made up of individuals who come together to form an organic and dynamic system that functions and behaves differently than the individual in it, and therefore, it is more than a collection of individual personalities.

Low socioeconomic background: Low Socioeconomic Status is defined as poverty, or being from a family with low levels of education, occupational status, or income relative to others in the population (Chen & Miller, 2012). In this study, it encompasses the needs, problems and opportunities as the basis for finding the significance of the outcome.

Perceived Family Support: In this study, the term refers to support which is predicated on building trusting relationships with family members. In other words, relationships in which

parents, students and teachers do believe in each other's ability and willingness to fulfill their responsibilities, have high personal regard for one another, trust each other to put children's interests first and include other positive psychological constructs such as life, fulfillment, positive affect and happiness (Byron & Miller-Perrin, 2009; Chamberlain & Zika, 1988; Francis et al., 2010; Zika & Chamberlain, 1992).

Purpose in Life: In this study, the term refers to the primary motivation of seeking meaning and living a meaningful life (Frankl, 1985). The primary goal of purpose in life is to enlighten a person to their own internal resources and provide them with skills to seek for their meaning in life through logotherapy.

Secondary Schools: In this study, this term refers to institutions which provide education services to the students after they complete primary school. Desforges and Abouchaar (2003) affirm that schools are naturally oriented toward increasing the academic, behavioral, and cognitive levels of student engagement through individual classroom behavior management and various curricular strategies. In this case, once the students have acquired ordinary level education, secondary schools should then consolidate and broaden the scope of baseline ideas; knowledge, skills and principles acquired and develop students' purpose in life.

School Administration Team: This refers to a group of individuals in a school with clearly defined roles and responsibilities that are directed towards enhancing the welfare of the learner through providing resources, offering support, imparting knowledge, skills and attitudes to learners so that they can achieve predetermined educational objectives or goals. In this study, the School Administration Team can be productive either positively or negatively depending on the suitability of the context used in nurturing the students and effectiveness of the inputs and processes in providing ideal support to students coming from different environment.

Town: In this study the terms is used to bring clear differences with village/rural and city.It is a group of people or society larger than a village but smaller than a city where human and social needs are available, such as medical care, clean water services.

Village/rural: In this study the terms is used to bring clear differences with town and city. Village/rural is a group of people or community about thirty to forty families, larger than a settlement but smaller than a town. Each family is presided over by a headman called a chief.

CHAPTER 2

REVIEW OF LITERATURE

2.1. Introduction

This chapter conceptualizes the constructs that run throughout the study by describing each construct in details. The concepts detailed in this chapter are perceived family support, purpose in life, perceived family support theory and Logotherapy. It discusses related literatures on impact of age, gender, family income, religion background, living situation, and the place of origin on perceived family support and purpose in life, and studies that has correlated. This chapter further discussed both the theoretical (Logotherapy) and conceptual frameworks that were used in the study.

2.2. Understanding of Perceived Family Support

Perception for betterment has been viewed as a basic and universal human drive. Perceived family support can be understood well in terms of extended support which is a significant predictor of purpose in life and life satisfaction among the students and through life satisfaction when an individual creates a meaningful life.

Perceived family support is predicated on building trusting relationships with family members; in other words, relationships in which parents and teachers believe in each other's ability and willingness to fulfill their responsibilities as they support their students to attain their inner desires, have high personal regard for one another, trust each other to put children's interests first and include other positive psychological constructs such as life fulfillment, positive affect and happiness (Byron & Miller-Perrin, 2009; Chamberlain & Zika, 1988; Francis et al., 2010;

Zika & Chamberlain, 1992). According to Demaray and Malecki (2002), perceived family support contributes to student's purpose in life. Perceived family support is understood as the feeling or thinking which a student has in terms of being cared for, loved, valued, considered and assisted by people who seem to be more close to him or her. These supportive feelings or perceptions can be emotional, concrete (economic assistance), accompaniment and intangible such as personal directives and advices.

Some empirical studies carried out in various parts of Europe, although they did not speak much about perceived family support and purpose in life and of students, show that there is a correlation between the notions of family support and purpose in life in secondary school students. According to Edwards and Lopez (2006) perceived family support is important for providing support and love and this study included responses that described the significance of family and the ways in which perceived family support gives support and love to students. In their findings, Edwards and Lopez (2006) noted that the students seem to enjoy the support they get from their families since it provides meaning to their lives and creates room for encouragement which gives rise to individual purpose in life. It is probably through social or perceived family support that an individual can identify his or her meaning and it is through a meaningful life that a person can experience the need to be loved and valued by the parents. This study is in line with the study which was carried out by Jones (1995) that states that perceived family support is a protective factor whereby the family equips young people to deal with stressful situations, buffering them against the adverse consequences of several negative influences. In another study, Gustafson and Rhodes (2006) assert that perceived family support parents play a large role in determining which activities their children engage in and what resources they have available.

Gillman, et al., (2000) assert that perceived family support has been associated with improved school and psychological performance among young people. Perceived family support

(engagement) is the first step for schools in creating more inclusive, productive places of learning for students and adults (Muscott et al., 2008).

In the studies carried out in the African context, in an attempt to understand how perceived family support and purpose in life relate to each other, the researcher reviewed literature relating to the African context. Although the literature found did not directly relate to these two variables (perceived family support and purpose in life), it does show that there is correlation between personality, social support and life satisfaction.

These explanations and findings insist that the accumulation of perceived support from parents, siblings and peers which young people experience leads to an even stronger predictor of purpose in life.

Miako (1998) analyses gender issues in terms of perceived family support vis-à-vis socioeconomic status and school location. She covered differences in Grade Six reading literacy in Mauritius, Namibia, Zanzibar, Zambia and Zimbabwe. She established that, although there were no significant gender differences in schooling, differences between regions, socio-economic groups and school location were quite significant. This took the form of differences in wealth and, traditionally, the richer tend to be in urban areas where schools are better equipped and the better teachers prefer to live. In some of these countries, the level of reading at Grade Six was very low and in general children were rarely reading after school hours, especially in rural areas. Miako's study pinpoints the importance of the allocation of resources to schools as a way of improving the quality of education and performance. However, it was not clear from where these resources were going to come. It was mentioned that rural schools had to be given priority in the allocation of resources. The main policy implication emerging from this study was the need for a better allocation of resources to rural schools in order to improve the quality of education provision and performance, factors which may influence a student's purpose in life.

Throughout the literature, the studies show that both high peer support and perceived family support are associated with many positive indicators for students. Stein (2006) provides evidence of the relationship between perceived family support and stability in accommodation after young people leave care and positive outcomes in terms of an enhanced sense of well-being which is, to some extent, independent of young people's past careers.

In the studies carried out in East Africa, there is very little literature which covers aspects of perceived family support. Moreover, family in an African context is understood differently to the rest of the world. In Africa, perceived family support comprises of the nuclear family, single parent and extended family. This is in line with the study which was carried out in Nairobi by Kimani & Kombo (2010) that stated that perceived family support is a cohesive unit which ideally provides economic, social and psychological security to all its members. The researchers expound their notion by affirming that the family is responsible for the upbringing of all its members by providing maximum support, both psychological and basic needs such as meals, clothes, health, and shelter and quality education.

The study by Nzomo, Kariuki and Guantai (2001) established a positive correlation between the socioeconomic status of Standard Six pupils in Kenya and the level of their learning achievements. The results show that, as the socioeconomic status of the sample pupils improved, the mean scores in the learning achievement also tended to increase. Families with higher socioeconomic status had the ability to provide their children with necessary facilities and materials pertinent to improving performance. School location was also another key factor influencing learning achievement. Students in urban settings obtained higher mean scores in narrative, expository and documentary dimensions focused on during the study as compared to their counterparts in rural schools. Nzomo et al., (2001) identified a positive correlation between socioeconomic status and academic achievement of learners. This current study built on this study in that it attempted to go further by establishing how perceived family support and purpose in life

reconcile the knowledge gap between students from a low socioeconomic background and those in the middle and well-to-do in both public and private secondary schools in an Urban Municipality. However, in the studies carried out in Tanzania, very little has been written regarding the relationship of perceived family support and how it relates to purpose in life among secondary school students.

Nevertheless, it is probably through perceived family support which values quality education that students obtain a clear purpose in life. Perceived family support is often essential in order to get a purpose in life and to make living so meaningful. For young people, perceived family support is also often seen as an instrument for social mobility and a way out of poverty. Education has the power to transform lives. It broadens people's freedom of choice and action, empowering them to participate in the social and political lives of society and equipping them with the skills they need to secure their livelihoods. A person's education is closely linked to their life chances, income and well-being (Barry, 2006).

2.3. Understanding of Purpose in Life

The terms purpose in life and meaningful in life are used interchangeably in this study. Meaning can be discovered in three different ways: creating an occupation or achieve some important and meaningful task, by experiencing something valuable or by reshaping one's attitude that the person copies in order to persevere in critical situation.

Purpose in life is generally understood by various authors to mean personal happiness, performance, goals, achievements, usefulness and tasks to be fulfilled by an individual in the society. This study outlines a few definitions of purpose in life as explained by some authors. According to Wong (1998) purpose in life is an individually constructed, culturally based cognitive system that influences an individual's choice of activities and goals and endows life

with a sense of purpose, personal worth and fulfillment. Damon, Menon and Bronk(2003) describe purpose in life as a stable and generalizable intention to accomplish something that is at once meaningful to the self and leads to productive engagement with some aspect of the world beyond the self. McKnight and Kashdan (2009) defined purpose in life as a self-organizing life aim that organizes and stimulates goals, manages behaviors and provides a sense of meaning in one's life. Furthermore, Hedberg, Gustafson and Brulin(2010) represent it as an intention to act in the larger world on behalf of others or in pursuit of a larger cause and it includes the intention to contribute to matters larger than the self.

In the recent years, empirical studies were conducted to find out the relationship between purpose in life and social support (perceived family support) by monitoring students' activities on a school campus and his or her sense of purpose in life using a model based on psychologist Viktor Frankl's approach. Seemingly, the result of a purpose in life has continued to gain the consideration of scholars within their own spheres of interest. According to Molasso (2006), clear purpose in life creates the sources of personal meaning and influences the coping skills throughout the life span. When a person has a sense of purpose in life it clearly contributes to establishing positive characteristics, strong values, and healthy mental attitudes.

Human beings are the only creatures on earth who struggle to seek meaning for his or her existence. Existence is understood as purpose in life. This notion of existence is in line with Frankl's logotherapy. According to Frankl (1985), a human being is originally characterized by his "search for meaning" rather than his "search for himself." Man looks for the root cause of his existence which gives him more reasons to live an exemplary life by performing good deeds throughout life.

Melton and Schulenberg (2008) assert that meaning in life is another important focus of logotherapy. Life has meaning under every state of affairs such as in pain and joy, even lives which seem to involve critical and intense suffering. Therefore, meaning in life can be simply

defined as a personal experience that includes self-awareness, self-insight, reason for and purpose in an individual's existence and constituents transmitted to the life's fulfillment of purpose, effectiveness and self-meaning. This study is in line with Laudet, Morgen and White (2006) who state that the "*will to meaning*", that is constructing meaning from life's events, is an essential human characteristic, a critical element of psychological well-being.

This initial empirical study was designed to determine if future exploration of Frankl's construct of purpose among college students was meaningful. Apparent meaning and purpose in life probably play a significant role in coping skills with developmental crises. According to Reker, Peacock and Wong (1987) purpose in life for the adolescent, young and middle-aged adult is centered on establishing a stable identity, forming intimate relationships and being productive. In line with this current study, McKnight and Kashdan (2009) state that purpose in life is a central, self-organizing life aim that organizes and stimulates goals, manages behaviors and provides a sense of meaning. Purpose in life directs life goals and daily decisions by guiding the use of finite personal resources.

In its place of governing character strengths, purpose in life offers the path just as a parent teacher offers direction to a student. In a study among students selected from a Midwestern University in Illinois which considered demographic features, particularly gender, Jonsén, Fagerström, , Lundman, Nygren, Vähäkangas, and Strandberg (2010), found that females scored higher on the purpose in life scale than males.

Based on some of empirical studies which were carried out in various parts of the world, Bronk (2012) suggests that purpose in life includes three important components. First, a purpose represents an ultimate aim toward which one can make progress. Second, a purpose is meaningful to the self. This may sound obvious, but it means interest in pursuing a purpose in life is voluntary and self-motivated. The individual, rather than peers, parents, or others, serves as the driving

force behind the intention. Finally, and perhaps most importantly, as well as being meaningful to the self, a purpose is meaningful to others as well.

Purpose in life can serve as an important source of achievement and motivation (Bronk, Holmes Finch, & Talib, 2010). In their findings, Bronk et al., (2010) found out that 66% of high ability early adolescents came from urban areas and 31% of high ability in purpose in life while those came from rural areas had low purpose in life as compared to those in urban areas.

Similarly, Wong (1998) asserts that meaning of life can be found even in the most appalling circumstances and up to the very last moment of life, but individuals have to discover it for themselves. In other words, Wong (1998) affirms that purpose in life is the “*will to meaning*” and the “*freedom of will*” which enable humans to transcend external constraints to find meaning in existence. The meaning of life is unique for each person. Everyone is responsible for finding meaning in different situations and to discover one’s own mission in life. Steger and his colleagues (2008), in line with Frankl, writes that searching for meaning is “*the primary motivational force in man*”. As such, the search for meaning should be a natural, healthy part of life, spurring people to seek out new opportunities and challenges and fuelling their desire to understand and organize their experiences.

Toledo-Pereyra (2004) states that Frankl introduced the school of logotherapy, which focused on the meaning of human existence and on man’s search for meaning. The principles of Frankl’s school of logotherapy offer a new goal for meaning in as much as they assist parents, guardians and friends to communicate with the students or students in their schools or families. In another study, Zika and Chamberlain (1992) assert that the search for meaning and purpose in life is a key to achieving the fortuitous ends envisioned by the positive psychology movement, such as authentic happiness, flow and creativity. For the purpose of this study, the explanation of purpose in life as a driving force that helps an individual in achieving desired goals, aims, vision and mission towards fulfilling meaning in life for a future task was adopted by Frankl(1955).

In our day to day undertakings, students seem to struggle in their search for their hidden meaning in life. The interest in student's purpose is activated by a passion that takes part in an effectively generative role in growth and the search for meaning and purpose. It is a search that directs an individual to attain his or her goal in life.

Meaningful life may change over time with changing circumstances. This progression toward broadening the existential focus is in keeping with Frankl's notion of "*human meaning making*." It is this transformation of meaning to life that is likely to lead to the results in the positive outcomes noted thus far in the meaning-centered group psychotherapy approach. Purpose in life is theorized to promote happiness by providing a sense of personal stability, which may buffer the negative consequences of perceived family support change (Burrow, Sumner, & Ong, 2014). According to this finding, purpose in life acts as the road map to individuals by providing a clear goal which each person in the society is expected to reach in order that they may attain life goals in whatever they do.

Having purpose in life may contribute to an individual's self-expression of values and free choice, which is a more direct way to maximize happiness and life satisfaction.

However, very little has been written regarding the relationship of perceived family support and how it relates to purpose in life among secondary school students in the African continent, East Africa, Tanzania and within Moshi Urban Municipality. Since there are little or no empirical studies, it leaves a gap which this study seeks to fill.

2.4. Social Demographic Features related to the Literature

The demographic factors to which this current study paid attention includes; age, gender, family income, education background, religious background, living situation and the place of

origin. They are very fundamental factors which seemed to have a great influence on the purpose in life of the sampled participants.

It is the role of family members to support their young people by empowering them through quality education, provision of basic needs, parental care and spiritual support. In a study carried out in America by Keyes (2006), it was found that there was a high frequency of contact among African American family members and a wide range of exchanges, including financial assistance, emotional support and child care. This study shows that when there is an increase in perceived family support for a child, such support would increase the individual's purpose in life and as a result the child would have the means to strive towards attaining his or her life goals.

In another study which was carried out among the Luo society in Kenya by Nyambedha (2004), it is stated that perceived family support for the students as the members of the community is the responsibility of the domestic kin groups. The kin groups help the students to grow in a holistic manner so that the majority of them may experience love which may transcend to purpose in life.

The school one attends is the institutional environment that sets the parameters of a student's learning experience. Depending on the environment, a school can either open or close doors that lead to academic achievement (Barry, 2005). One of the targets of the secondary school curriculum in Tanzania is to provide equitable distribution of education resources that assures opportunities for educational achievement for all students regardless of their origin, creed, race or religion.

Mugisha (2006) indicates that, for a long time, an urban child has been considered to be more likely than his or her rural counterpart to realize the dream of participating fully in school. This observation has mainly been attributed to what is commonly known as the "urban advantage". This "urban advantage" is associated with increased access to facilities such as schools in urban areas. This study departs from the assumption made by Mugisha by establishing

that this might not be the case with all the learners in the urban area. It was considered necessary to find out whether learners from low, middle and well-to-do socioeconomic backgrounds attending public and private secondary schools in Moshi Urban Municipality enjoyed the advantages of studying in an urban setting.

The difference in academic performance among children from different classes or groups (ethnic, racial, income) is referred to as the achievement gap. Children of low socioeconomic status generally achieve at lower levels than children of the middle and upper classes due to the support of their families. The causes are numerous and are related to both the social environment in which these children live and the education they receive in school. Factors such as the quality of student learning behaviours, home environment, past experiences with education and teacher attitudes are among the many influences on student achievement.

Kashu (2014) observes that a school environment that is not conducive to effective learning may lead to under-achievement, which results in repetition, a precursor for dropout. This study argues that repetition has harmful effects on students' self esteem and attitude towards schooling and this increases likelihood of dropping out of school.

The study by Kashu is based on gender differentials in relation to academic performance and the persistence of the girl child in school. His study underscores the fact that a school environment that is not conducive may bring about under achievement. It is in this vein that this study set out to unearth challenges that schools are experiencing in their attempts to create a conducive learning environment for improved academic achievement for learners from low socioeconomic background. However this study deviates from the study by Kashu because it is not based on gender, but rather looks at both sexes.

The current study did not make assumptions that the findings by Mugisha would be generalizable to Moshi Urban Municipality which is an urban setting as opposed to Nyambedha

which is a rural set up. However, this study deviated from the study by Kashu because it is not based on gender but rather looks at both sexes within Moshi Urban Municipality.

2.4.1. Perceived Family Support and Purpose in Life among secondary school students

Non-satisfaction of the needs of learners from low middle class and well-to-do socioeconomic backgrounds may have adverse effects on their development and performance. If a student's needs are met adequately one is likely to develop as a balanced individual able to exploit his or her purpose in life. Moreover, meeting these needs seem to positively influence the student's educational performance. Desforges and Abouchaar (2003) affirm that schools are naturally oriented toward increasing the academic, behavioral and cognitive levels of student engagement through individual classroom behavior management and various curricular strategies. However, schools which take on the role of families also need to attend to psychosocial engagement in terms of building relationship, school spirit, team work, activity participation, school atmosphere and school wellbeing in order to promote a variety of positive outcomes.

Frankl (1984) affirms purpose in life is an ability to learn, observe and love even into that level whereby one is ready to persevere in severe pain '*will to meaning*' and its dimensions of rationality and commitment. This provides a basis for an education in meaning. Identification and prioritization of the needs of students from low, middle class and rich socioeconomic backgrounds are supposed to be helped to realize the importance in knowing the best way to intervene and commit themselves in searching for their inner quest that which provided authentic happiness. In line with Frankl regarding "*will to meaning*" education has the power to transform lives. It broadens people's freedom of choice and action, empowering them to participate in the social and political lives of their society and equipping them with the skills they need to develop their livelihoods. These factors indicate that secondary schools with students from low

socioeconomic backgrounds require additional support to achieve the same outcomes as other groups of students from higher socioeconomic backgrounds.

2.4.2. Social Demographic Features Influence towards PFS and PIL

The study considers the influence of demographic features on perceived family support and purpose in life. The features analyzed included age, gender, family living status, education background, religious background the place of origin and living situation. Gender were important towards perceived family support and purpose in life to the study since the challenges faced by both boys and girls from low, middle class and well-to-do socioeconomic backgrounds vary in the way they seemed to affect their academic achievement and furthermore the response of the school administration on the needs of both boys and girls from low middle class and well to do socioeconomic backgrounds seemed to vary as well.

The study conducted by Demaray and Malecki (2002) found out that there is a strong relationship between parent and classmate support which is most strongly related to interpersonal relationships between perceived family support and purpose in life. Students who benefit from social support create meaning for their lives more easily than those who do not and many of these students have experienced self-satisfaction in their lives. The more opportunities they perceive to have of being supported by their parents or guardians, the more chances they seem to perceive family support, the more they develop their purpose in life. These seem to improve their chances of attaining their life goals, help them to feel satisfied with life, and translate to academic achievement.

2.4.3. The Relationship between Perceived Family Support and Purpose in Life

The academic achievement and life satisfaction of students were referred to as the degree to which students' performance to the best of their abilities after receiving full support and attention from parents or guardians that which influenced purpose in life and later it translates into life satisfaction and/or happiness. Students in Tanzania experience tough school life school/learning environment conditions. Students are often subjected to a hostile environment that severely limits their mental, physical, emotional and social growth and individual development. This, in turn, focuses their purpose in life on their day to day survival. As these tough conditions escalate, there is less opportunity and hope for the young people to find employment, making them more vulnerable to poverty. Nevertheless, Finkelhor (1984) points out that perceived family support has a house of its own. The house provides the security and safety that the child needs, as well as a sense of belonging. The community within a child's own home establishes the framework for developing dependable, trustworthy new relationships.

Compton (2001) found that purpose in life has been associated with a multiplicity of determinants of well-being including happiness. Lewis et al. (1997) found that purpose in life was associated with higher levels of an individual's happiness which can be expressed as subjective well-being. A similar study, carried out by, Robak and Griffin (2000), found out that there was a strong positive relationship between purpose in life and life satisfaction due to strong perceived family support.

Pearson product moment correlation was used to test the correlation relationships between the two variables which are perceived family support and purpose in life. The studies that we have just been looking at are closely linked to the current study. However, they still leave an unfilled gap. They do not cover the broader objective of this current study.

2.5. The identification criteria to determine the poor, middle and rich family in

Tanzania

In Tanzania, the concept of poverty is acknowledged to be complex and multidimensional. It is not only the question of money (income and expenses); poverty can also be seen from many other aspects: food security, living conditions, access to basic services, socio-economic status and possession of goods and means of production (Morestin, Grant, & Ridde, 2009). In their study, Shilpa and Maheshwaran (2015) classify urban socio-economic status per urban areas which consider the education of the head of family, occupation of head of the family, per capital and monthly income and living standard indicators based on following items; type of house, own/rented house, possession of agricultural land, irrigated land, possession of live stalk, separate kitchen, fuel used for cooking, source of lighting, source of drinking water, type of toilet, items owned by the family e.g. cooker, TV, telephone.

Poor people in Tanzania are described as having no possessions such as a means of transportation, television or radio. They also have an income for the household which is under 200,000 Tshs per month. Such people have issues with occupation status, low levels of education, food scarcity and physical appearance. Middle class families are described as families which are able to earn the minimum and basic living status and being sure of food security, paying school fees, affording to have television, earn an income of above 200,000 Tsh per month. Rich or wealth families are considered to be responsible for food security, the money earned by them is supposed to be invested in household food expenditures (Galiè, Mulema, Benard, Onzere & Colverson, 2015). Rich families have sufficient money to cover household expenses, school fees, utensils, medicines, enhancing food security, television, vehicle and land. They are often, highly educated, enjoy favourable dwelling conditioning and physical appearance and value gender equity.

2. 6. Research Gap

Students or young people are the backbones of families. Students are sons and daughters who belong to families in which perceived family support is needed in the psycho-social and emotional growth process of an individual.

The meaning of life is unique for each person. Everyone is responsible for finding meaning in different situations and to discover one's own mission in life. In other words, Frankl (1984) stresses a 'will to meaning' needs to be discovered by each person through love that which can be translated to self-sacrifice even to the point of death, observation and learning and its dimensions of rationality and commitment. In line with Frankl's study, according to Gillman, et al., (2000), family has been associated with improved school and psychological performance among young people.

Perceived family support(engagement) is the first step for schools in creating more inclusive, productive places of learning for students and adults (Muscott et al., 2008). However, Keyes (2006) asserts that subjective well-being is a fundamental facet of the quality of life. The quality of life according to an individual is measured both exteriorly and internally through an objective point of view on the basis of wealth, possession, knowledge and social status.

From the literature reviewed, the researcher observes that no single study that has been carried out with Tanzania Secondary school students covering perceived family support and purpose in life. There are also limited empirical studies that have been carried out in Tanzania dealing with secondary school students of both genders. There is also no study that has been carried out within Moshi Urban Municipality in Tanzania to investigate whether there is a relationship between the following mediating variables (the age, gender, family living status, religious background, the place of origin and living situation) and which looks at purpose in life and happiness among secondary school students living in Moshi Urban Municipality.

2.7. Theoretical Framework

There is positive correlation between the two theories (Perceived Family Support theory which was developed by Boehmer in 2014 and Purpose in Life theory which was developed by Victor Frankl, 1985) which were employed in this study. The two constructs of the current study have been largely developed within positive psychology. These constructs are approached in this study as understood within this theoretical framework. Positive psychology firstly argues that there are many virtues and character strengths that need to be captured and cultivated in order for the human person to flourish such as love, justice, happiness, and purpose in life among others. The first theory shows the importance of interpersonal relationships to human beings for growth in a holistic way that calls for the need of each other. Whilst the second theory, on purpose in life, helps the person to seek the meaning for their existence and, once a person understands the meaning for his or her existence, then there is high chance for him or her to live a meaningful life in whatever situation he or she may find him or herself.

The ultimate goal for every human being is to have a clear purpose for his or her existence. Purpose in life comes in when one has a motivation for that for which one is longing. In other words, when the person has managed to attain clear direction of his or her vision and mission then it is highly likely that he or she attains his or her goals. Student's purpose in life is or can be well supported by the parents.

The researcher employed Logotherapy theory in this study as the main theory because this theory helps the person in seeking for meaning for his or her existence as he or she struggles with existential issues; that once people understand the meaning for their existence then there is a high chance for them to live a meaningful life regardless of its consequences. The originator of this theory is Viktor Frankl and it was developed in 1985 through his famous theory of Logotherapy,

Frankl aims to unlock “*the will to meaning*” and to assist the person in discovering a meaning in his life (Frankl, 1985).

2.7.1. Perceived Family Support Theory

The perceived family support scale was developed by Boehme in 2014. The influence of perceived family support on the purpose in life of the students is something with implications that cannot be overlooked. Perceived family support has been shown to play an important role in the progress of students regardless of family history (Boehmer, 2014). Perceived family support theory is defined as an individual's perception of the amount of control they have over situations in their lives (Chen, & Feeley, 2012). According to this theory, parents and guardians tend to be principal supporters in the school planning process, helping their children with applications, awareness of educational value, reading culture, motivation, sharing about career guidance, financial support by paying school fees and emotional support to their children throughout school life. There are four key elements of perceived family support, emotional support, concrete support, educative support, and accompaniment support.

2.7.1.1. Emotional Support

It is important that students should perceive that they are needed, valued and loved by those who take care of them. According to Langford, Bowsher, Maloney & Lillis (1997), the consequences of perceived family support in relation to students are subsumed under the general rubric of positive health states. Family offers empathy, sympathy, concern, affection, love, trust, acceptance encouragement and caring. Examples are personal competence, health maintenance behaviors, perceived family support control, sense of stability, recognition of self-worth, positive

affect, psychological well-being, and decreased anxiety and depression. Providing emotional support can let the student know that he/she is valued, accepted and cared. It is also referred as self-esteem support.

2.7.1.2. Concrete Support

Concrete support comes in the form of financial assistance, material goods, or services. This form of family support encompasses the concrete, direct ways students assist others. Perceived family support is consistently linked to better psychological wellbeing whereas provided support and social integration are needed for the betterment of the students. Uchino (2009) confirms that perceived family support that is untapped can be more effective and beneficial to student. Perceived family support, in a form of support where the person has support without his or her awareness, may be the most beneficial (Bolger & Amarel, 2007).

2.7.1.3. Educative Support

This type of support has the potential to help students to discover their purpose in life as they struggle with their survival issues. Family provides advice, guidance, suggestions, or useful information to students. Parents who support their children's studies, children seem to feel motivated to reach the higher academic achievement. Edwards and Lopez (2006) noted that the students seem to enjoy the support they get from their families since it provides meaning to their lives and creates room for encouragement which gives rise to individual purpose in life due to affection.

2.7.1.4. Accompaniment Support

Accompaniment support is the support that is given to someone so that the person may feel a sense of family belonging. Uchino (2004) affirms that accompaniment support can be seen as the presence of companions to engage in shared family and social activities as the result the students learning to be social actors rather than observers. This support is relational in that the support providers, conversation topics and activities that help regulate emotion are primarily a matter of interpersonal relationships.

According to this theory, perceived family support protects students from the negative engagements or occupations which may be influencing students not to think about productivity events. Perceived family support regulates their emotions, through concrete, educative and accompaniment support through ordinary conversations and shared activities rather than through conversations on how to cope with maladaptive behaviours such as avoidance, substance abuse, withdrawing from the group tendencies and suppressing anxiety, anger and many other emotions

However, perceived family support develops throughout the life span, but especially in childhood attachment with parents/ guardians. Perceived family support theory can be a source of educative support, by providing valuable educational information and emotional support, including encouragement from students experiencing similar circumstances. In addition, providing perceived family support has also been associated with increasing purpose in life.

27.2. Frankl's Logotherapy Theory

The term Logotherapy is derived from the Greek word Logos denoting meaning

(Frankl, 1959). It was intended to imply “spiritual” (not in a religious sense but to mean human breadths)(Frankl, 1959). Logotherapy is concerned with human conscious of their

responsibility (Frankl, 1955). According to Frankl (2005) Logotherapy is a healing through meaning.

Based on Frankl's theory of Logotherapy, which has established a thread of relationships between the perceived family support and purpose in life, students that are trained to deal with existential issues and be ready to overcome them seem to lose their focus to attain their desired goals.

Logotherapy is a type of existentialist analysis that focuses on a will to meaning based upon a belief that is striving to find a meaning in one's life (Frankl, 1985). For this study, Logotherapy was used to mean therapy through meaning intended to heal existential vacuum that resulted from inaccurate application of will to meaning, meaning in life and freedom of will (Frankl, 1966).

In every human being there is inner motivation which pushes him or her to live a meaningful life, being ready to embrace the future in a meaningful approach. Logotherapy aims to unlock the will to meaning and to assist the patient in seeing a meaning in his life (Frankl, 1985).

To be more precise, the researcher decided to employ this theory because, through this theory, a student can be helped to seek meaning for his/her life which works as the unifying factor to the construct which is perceived family support. Logotherapy is capable of intervening and giving support to those things which are existential in nature as it intermingles with the perceived family support such as self-awareness, career choice, parental follow up and motivation.

Students in Moshi Urban Municipality were evaluated from three tenets namely; *Will to meaning, freedom of will and meaning of life.*

2.7.2.1. Freedom of will

Freedom of will is a concept which holds that a human being has the capacity of free choice and responsibility for the choices and made in his/her life. It is human's freedom not freedom from conditions but rather the freedom to take a stand on whatever condition might confront a person (Frank, 1970). According to Frankle, freedom of will is not an escape from making choices, but being accountable for the consequences of one's decisions and actions made in life (Frankl, 1985).

Freedom of will enables a person to be determined the kind of life he or she wants to live. In matters concerning freedom of will, Frankl gives example of an encounter between a patient and a doctor. Frankl(1970) held that it is the client who must address his or her pain freely in order for the treatment to be successful. Therefore the patient expresses his or her freedom of will in such an encounter. In the normal circumstance, freedom is simply understood as freedom from impact positively or negatively on an individual leading to useful or misuse of the resources at disposal. Freedom of will as a concept of Logotherapy informed this study in that students were guided by their free will to choose the kind of life they live out of their studies (Frankl, 1970).

Therefore, for those teenagers struggling with development issues, the research proposes the application of logotherapy as a remedy to train both parents and students. Parents were trained on parental management by being more aware of what their children are doing, where they are and with whom. For these case, parents are trained to be aware and being able to communicate with their children, to support them before, within and after being in crisis, being connected with children, especially by supporting them when they undergo emotional distress, and also parents should encourage and control children's autonomy, as well as employing parenting styles that enhance purpose among children.

2.7.2.2. Will to Meaning

Will to meaning is a driving force in human beings (Wong, 1998). The popular question such as who owns the world probably leads a number of people to fight for pleasure and power in whatever way they can be achieved. The predecessors of Frankl, Freud and Adler, strongly held that will to pleasure and will to power are the driving force in a human person. Frankl's disagreement with Freud and Adler led him to found Logotherapy, a theory centered on will to meaning and responsibility (Frankl, 1959).

According to Frankl, will to meaning is the core of his therapy which he describes as the primary motivation of seeking meaning and living a meaningful life (Frankl, 2011). Will to meaning enables people to endure unimaginable sufferings and to persist in pursuing their ideals (Frankl, 2011). It is will to meaning that enables an individual to look at life in a futuristic way. To verify the importance of will to meaning, Frankl gave the example of two prisoners who had a life with quite concrete tasks awaiting them in the world outside prison. Frank pointed out that one of the prisoners had published a series of books on geography but the series was incomplete and he longed to complete it. The other prisoner had a daughter abroad who loved him devotedly and wanted to see her. Both had a task, one a book to complete, the other a human person to meet. Therefore the two prisoners both developed a strong will to meaning for their lives (Frankl, 1985).

Among the students, will to meaning as a tenet of Logotherapy could be portrayed in lifestyle. For example consider the attitude of different students when they receive their exam results. A motivated student will not be discouraged with schools challenges even if he/she does not perform well in one or two exams. Such a student will continue to put a lot of effort in his or her studies. Where a student lacks such motivation, he or she is much more likely to give up. When will to meaning is impaired, the end result is meaningless which breeds an existential vacuum and emptiness (Frankl, 1984).

This theory emphasizes that the meaning of life can be understood easily for each person. A person is able to adapt to changes and to be ready to move from place to place willingly and knowingly as one listens to his or her burning zeal. This theory attempts to provide an explanation on how students from different socioeconomic backgrounds, if are supported morally, socially, and economically, can then attain purpose in life. Perceived family support can relate well with purpose in life if it provides and creates a conducive environment which encourages students to be trained in order to attain their life goals. In other words, meaning in life is described as the overriding goal of one's life that adds purpose to everyday living as an individual's terrestrial experience and a primary motivational force in humans (Kang, Im, Kim Kim, Song, & Sim, 2009). This theory fits in with this study because the primary concern of logotherapy is not to search for pleasure, or superiority, but to discover the meaning of human existence.

2.7.2.3. Meaning of Life

Logotherapy is based on an existential investigation and is based on the premise that the primary motivational force of an individual is to find a meaning in life. Through the involvements of the parents, students are supported to discover their meanings in three different ways; by creating a work or doing a deed as a student engages him/herself in something which brings meaning. Also students may be trained to focus on something or by interacting with other people as a student experiences a sense of belonging; and lastly students were trained on three values of logotherapy which are creative, attitudinal and experiential values that help the students to choose one's attitude in any given set of circumstances.

Meaning of life is the perception of order and coherence in one's own existence, along with the pursuit and achievement of goals, resulting in a feeling of existential accomplishment (Steger, Bundick, & Yeager, 2011). According to Frankl(1992), meaning of life differs from

person to person and from moment to moment. Therefore, meaning of life is a personal responsibility (Frankl, 1985). Human beings experience the meaning of life when they correspond in time to the demands of the situation they are in, when they discover and undertake their own unique duty in life and when they allow themselves to experience or believe in an ultimate meaning, which may refer to, among others, the faith in God as a supreme Creator where they draw comfort and consolation when they find some challenges to their existence. Meaning of life is a concept used by Frankl to confirm that meaning can be found even in the most miserable and tragic circumstances. Life has meaning not only in specific situations but also in one's existence as a whole.

A person can discover his or her personal meaning of life (Frankl, 1973) through:

1) his/her creative values, which he/she experiences through goal achievement and what he/she contributes to life work and in these cases students can achieve their life goals through family support as they study; and

2) his/her experiential values, which he/she experiences through anything good and desirable or through which he/she takes in life such as land possession, good performances in his/her final examinations and the enjoyment of good music; and

3) Attitude values, which he experiences through the attitude he holds in a difficult situation or a situation which is inevitably accompanied by suffering. This attitude is indicative of a person's deeper perception of life and the world.

However, Frankl affirmed that life has meaning under all circumstances and that it is psychologically damaging when a person's search for meaning is hindered. If a student does not strive to find meaning in his/her life, then sooner or later he/she will lose his psychologically well-being (Frankl, 1973). Meaningless causes a situation called "*existential vacuum*". This state can be manifested with symptoms of boredom, depression, poor life perception and/or aggressive tendencies. The ultimate meaning of one's life, in Frankl's belief, is the spiritual dimension of

human beings. In other words, Logotherapy is basically a therapy of finding alternative meaning to existential frustration and boredom that students encounter in daily tasks.

However, the researcher's aim is to train the students to be more aware of their current situation as well as to predict their future. The inputs are aimed to help them to be more aware of their stages of life and the importance of being accountable for their lives and to train them on helping to find new and health ways to cope up with stress or conditions that might lead them to lose focus in life. Logotherapy training may include psycho-education of youth on purpose in life or career choice counseling and motivational counseling. Purpose in life is very important and can change with life situation.

Perceived family support relies on interpersonal relationships and the level to which a person can attain his/her purpose in life when a student's needs are fulfilled through interpersonal processes. This theory can support logotherapy to train students as to how they can be useful once they are engaged in shared social activities and become social actors rather than social observers.

Therefore the meaning in life as perceived family support by students in Moshi Urban Municipality was the concern of this study as assessed by the purpose in life scale. At a time when meaning of life is missing, the students perceive families as nothing important to them and, as a result, they lose focus in their life. Once they find meaning of life, students will engage themselves in productive activities such as sports and games, manual work, time management, they become very religious and their perception towards life becomes very positive. Logotherapy as a theoretical framework was very important to this study in that it evaluated students from three tenets namely; *Will to meaning*, *Freedom of will* and *Meaning of life* as it was supported by Perceived Family Support scale.

2.8. Conceptual Framework

According to Goodenough and Waite (2012), the conceptual framework is the illustration that presents the sketch of the variables that guide an empirical study. The conceptual framework is in line with the title of this thesis as it is explained on the drawings. Therefore the variables in the conceptual framework for this study are the perceived family support (independent variable), social demographic features such as age, gender, family living status, educational background, religious background and place of origin (mediating variable) and purpose in life (dependent variable).

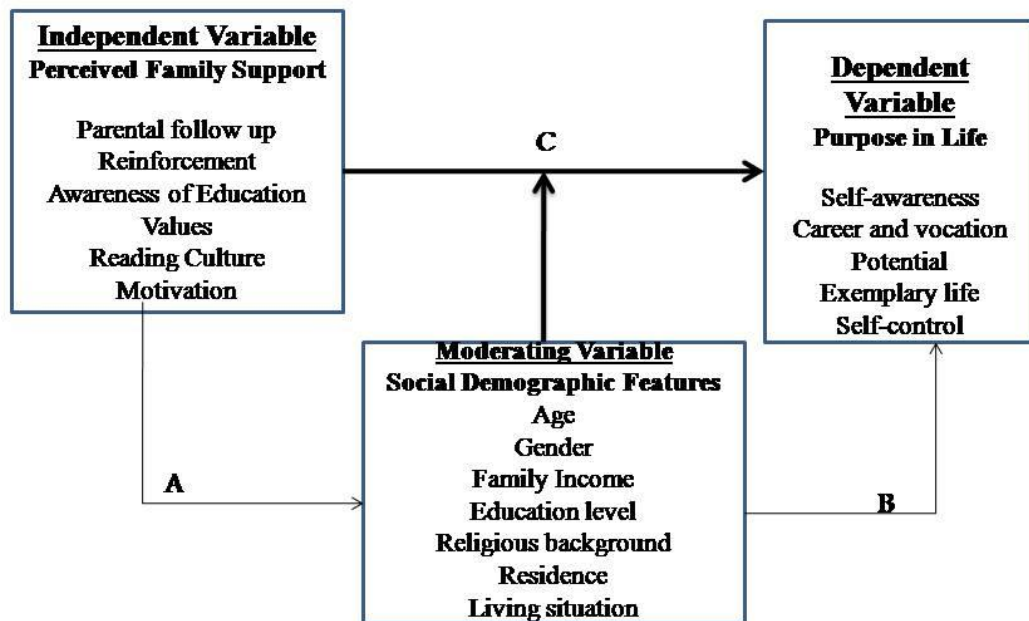


Figure 1.1 Conceptual Framework

Direction A: Arrow shows how Perceived family support (Independent variable) parental follow up, reinforcement, awareness of education values, reading culture and motivation relate with social demographic features.

Direction B: Arrow shows how Demographic variables (age, gender, family income, education level, religious background, residence, and living situation) relate and influence purpose in life (Dependent variable).

Direction C: relationship between Perceived family support (Independent variable) and Purpose in life. (Independent variable)

Perceived family support is independent variables of the study. Perceived family support is an independent variable which is geared towards parental follow-up of performance, reinforcement, awareness of educational value, reading culture, motivation. Nevertheless, Finkelhor (1984) point out Perceived Family Support has a house of its own. The house provides the security and safety that the child needs, as well as a sense of belonging. The community within a child's own home establishes the framework for developing dependable, trustworthy new relationships. Perceived family support can affect student's purpose in life positively or negatively depending on the mediating variable.

Purpose in life is the dependent variable, the outcome that forms the conceptual framework of this research. Purpose in life is all about self-awareness, career and calling, potential, exemplary life, self-control and self-mastery. Frankl (1984) stresses an ability to learn, observe and falling in love with that with brings authentic meaning even if it does bring pain and its dimensions of rationality and commitment. This provides a basis for an education in meaning. Identification and prioritization of the needs of students from low, middle class and rich socioeconomic backgrounds are supposed to be helped to realize the importance in knowing the best way to intervene and commit themselves in searching for their inner quest which will provide authentic happiness. According to this study, purpose in life may relate positively or negatively with the mediating variable.

The conceptual framework has mediating variables in the form of demographic features. The demographic features include the information about the participants such as age, gender, family income, education background, religious background, the place of origin and living situation. Social demographic features will interfere with the strength of the relationship between perceived family support and purpose in life. Demographic features may be capable of influencing positively or negatively high levels of purpose in life.

CHAPTER 3

METHODOLOGY

3.1. Introduction

This chapter presents a description of the research methodology that was used in the study. It comprises of various sections namely research design, target population, sample and sampling procedures, description of research instruments, data collection procedures, data analysis procedures and ethical guidelines.

3.2. Research Design and Epistemology

A good research design takes into consideration the paradigm that best fits the problems being investigated and the types of needs required (Lokong', 2006). Cross sectional research design guided this research. By so doing, the research drew inferences from existing differences between the two variables which were researched. Therefore, the research focused on investigating the association between the two variables one moment in a time, and has estimated prevalence of an outcome of interest since the sample was taken from the entire population (Cresswell, 2008). The quantitative research methodology and correctional analysis were put to use in this study. This is because quantitative methodology places emphasis on objective measurements and the statistical accurate analysis of data. In addition, correctional analysis helps to verify whether or not two variables are linked, in manner that variation in one is accompanied by variation in another (Patton, 1990). Therefore, this research ascertained how Perceived Family

Support (independent variable) has related with purpose in life (dependent variable) positively or negatively among secondary school students living within Moshi Urban Municipality.

The positivist approach guided the study. The researcher made use of this approach because this current study is purely quantitative. The advantage of this research approach is that it has universal principals and observable facts that can be captured, once quantitative research design is used (Crowther & Lancaster, 2012).

3.3. Target Population

The target population for this study comprised of students from four public and private secondary schools in Moshi Urban Municipality, in Kilimanjaro Region. The study participants were forms 3 and 4 students in the public education system of the country in both private and secondary schools in Moshi Urban. They had cleared primary school two or three years ago and those in form 4 are looking forward to sit for their national exams end of the year. Beneath the existing law, a student must pass the Primary School Leaving Examination at the end of Standard VII to receive a primary school certificate and be eligible to attend public or private secondary school. The pass rate is 70.6%, and the examinations are still given even though passing is no longer required. Passing the Standard VII examinations is not a requirement to continue education, but anyone who fails is not selected to join a government secondary school. So, this creates a substantial market for private secondary schools. In other word, some private secondary schools provide to the economically privileged who wish for better school resources, additional courses such as computer training, and smaller class sizes. Thus, other private schools accommodate toward those who have not been selected for government schools.

Students are both males and females and are aged between 14 and 25 years old. They are from different socio-economic background and religion affiliation with the dominate religion being Christian religion. Those in private schools are from slightly higher economic background.

Forms 3 and 4 are seem to be serious and focused with their choices of life. Form 3 and 4 choose the subjects combinations of their choices as they focus at their future careers. They are mature, as they prepare themselves to face life after their formal studies. Most students are in day or boarding schools due to various factors including their parents' preferences. Majority of those in boarding schools are coming from outside Moshi Urban Municipality due to the Perceived Family Support high quality education which is provided in these schools.

3.4. Study site

Moshi Urban Municipality is an administrative center for other districts in Kilimanjaro region. The Municipality is divided into 15 smaller administrative wards are: Bondeni, Kaloleni, Karanga, Kiborloni, Kilimanjaro, Kiusa, Korongoni, Longuo, Majengo, Mawenzi, MjiMpya, Msaranga, Njoro, Pasua and Rau.

There are 47 primary schools, 27 secondary schools and five training units for special needs such as the physical disabilities so as children have access to information, unable to socialize with their peers and able to develop the skills they require seeking employment and contributing to their family and the wider economy. There are two university colleges, three vocational training colleges, ten colleges of allied health sciences at Kilimanjaro Christian Medical Center (KCMC) and the Police College. The District Educational Office is situated near the Arusha road, opposite to Aga Khan Road, along side Park View Inn Hotel near Stanbic Bank and behind Copco Petrol Station down stairs room number 27 wing D. It is a small office but is in charge of several public and post primary institutions. The schools are becoming increasingly

multicultural in nature due to the fact they are receiving students from across Tanzania with various experiences and different cultural backgrounds. There are numbers of day and boarding schools which cater for both genders.

The schools are Boys boarding, Girls boarding, Day and mixed day secondary school owned by Government and religious institutions. These schools do possess different qualities. Qualities can be understood as positive or negative ones. The positive ones include; availability of qualified teaching staff, accessibility in terms of transportation, electricity, conducive study environment such well arranged classrooms, and availability of counseling and guidance services needed for the study. The negative qualities are poor education facilities such classrooms, laboratories, unmotivated teachers, poor social services such as transportation, clean water and health services.

The study took place in 2 public secondary schools and 2 private schools. Both the private and public schools follow the public system of education that is from form 1 to form four. The public schools are run by the central government. The public schools admit students who have performed relatively well compared to private schools in their standard seven National Examinations. Private schools admit children who have performed extremely well in their primary schools. To be admitted in private schools a student needs to score between 100-65%.

Private schools are regarded as offering quality education compared to the public schools and they follow government education system though they are owned by religious institutions or individuals. Private schools do admit students from rich and middle level parents.

Public or Government schools are day schools enrolling both boys and girls, and offering instruction in Forms One to Four 1 to 4. In Tanzania, Form 4 marks the end of the lower secondary cycle at which point students take the Certificate for Secondary Education Examination for ordinary level (CSEE); of those who pass some proceed to upper secondary school, which

comprises Forms 5 and 6 (Lassibille, Tan, & Sumra, 2000). Be it public or private, all secondary schools collect fees from students to settle up the cost of running the school business.

3.5. Sample size and Sampling Procedure

Key Objective: *Association between Perceived Family Support and purpose in life among secondary school students (Form 3 and 4) living in Moshi Urban Municipality*

Sampling methodology

Determining the Sample Size: The first level of sampling is from among the schools in Moshi Urban Municipality. The sample size for the study is computed using Cochran's (1977) formula for a finite population. The researcher assumed a 95% confidence level setting the alpha level priori at 0.05 and has no information on the prevalence of purpose in life among the target respondents. The researcher also set acceptable error at 5% and a prior proportion of those who know their purpose in life at 0.5. The Cochran sample size formula for such a scenario is as stated below.

$$n_0 = \frac{(z)^2 * (p) * (q)}{(d)^2} = \frac{(1.96)^2 * (0.5) * (0.5)}{(0.05)^2} = 384$$

Where Z= Value of the selected alpha level of .05; =1.96

(The alpha level of 0.05 indicates the level the risk the researcher is willing to take that true margin of error may exceed the acceptable margin of error).

P-Maximum possible proportion of those with knowledge of their purpose in life; P=0.5.

Q-Proportion of those WITHOUT knowledge about their purpose in life

Q = 1 - P; 0.5

d= Acceptable margin of error for proportion being estimates; 0.05

(Error that the researcher is willing to accept)

Sampling Procedure: Therefore, for a population of 1395, the required sample size is 384. However, since this sample size exceeds 5% of the population (70), Cochran's (1977) correction formula was used to calculate the final sample size. The correction formula is as shown.

Where:

$$n = \frac{n_0}{1 + n_0/\text{Population size}} = 301$$

The population size = 1395 (Form 3 and 4)

n_0 = required return sample size according to Cochran's formula (384).

n = required return sample size because sample > 5% of the population.

The sample breakdown is as shown in Table 3.1below.

Table 3.1: Sample distribution for the adjusted sample for return rate ($n_1=377$)

School	Form	Gender	Population	Sample distribution	School sub-total
St. Mary Goreti	Form 3	M	90	24	93
		F	120	32	
	Form 4	M	45	12	
		F	90	24	
Bendel	Form 3	M	95	26	77
		F	45	12	
	Form 4	M	80	22	
		F	65	18	
Karanga	Form 3	M	120	32	176
		F	180	49	
	Form 4	M	150	41	
		F	200	54	
Don Bosco	Form 3	M	45	12	31
		F	25	7	
	Form 4	M	35	9	
		F	10	3	
Total			1,395	377	

Note¹: M-Male, F-Female.

Once the process of data collection ends, the data were weighted back to the desired sample of $n=301$. The advantage of using the sample size adjusted for non-response rate ($n_1=377$) was to take care of the anticipated 80% return rate and poorly filled questionnaires that were definitely removed from the data set.

Convenient sampling was employed in selecting four secondary schools depending on their population ration, gender, and if boarding or Day schools in order to capture the different types of schools in the Municipal. Therefore, the reasons for making use of convenience sampling were; proximity of the schools, influence from the area where these schools are found, mutual interaction among the students who are found within the selected schools.

In each of these schools, students were selected through random sampling from the Form 3 and 4 classes. The researcher was randomly avail two groups of Form 3 and 4. Papers with “Yes” and “No” (200 “Yes” and “No” for F3 and another 200 for F4) were distributed to

randomly select the study population willing to take part from the both classes. 93, 77, 176 and 31 students per the 4 schools constituted the 377 students. The researcher used part games known as a *mingle- mingle game*. In each of the schools, students were gathered in the multipurpose hall and thereafter the game was conducted. The researcher made the students to stand and move around in a spontaneous manner as he sung out *mingle-mingle*, after some time, the researcher directed his participants to stand in group of two or four or five participants and those who were less or more in their group were told to leave the hall, and since they were few then the researcher offered them an input on “*study skills*” so as they should not feel isolated from the group. In the process, the researcher was able to remain with only 378 students whom the researcher considered as the sample for this study.

3. 6. Research Instruments

The research instruments refer to the tools that were used for data collection. In this study the researcher developed social demographic questionnaire, and the two theories Perceived Family Support scale which was developed by Boehme in 2014 and purpose in life scale which was developed by Crumbaugh and Maholick in 1964 questionnaires which based on the association between Perceived Family Support and purpose in life. The questionnaires were distributed to the 378 secondary school students by the researcher.

The following instruments were used:

Firstly, *Researcher developed questioner*: it captures in the personal details of the participants. These included age, gender, family income, and religious background, the place of origin and living situation of the secondary schools students living within Moshi Urban Municipality.

Secondly, *Perceived Family Support scale*: it was developed by Boehme in 2014. According to Hanley, Tassé, Aman, and Pace (1998), Perceived Family Support scale is of utmost

importance to assess students' perception towards family supports accurately to better understand how the family functions, especially in poor socio-economic background, middle class and rich families. The scale consists of 11 items and there is no reversed item though the numbers are indicated for each item. This scale was used in a study which examined the relationship between Perceived Family Support and adaptation to school life within such a setting in America among Latino and Hispanic students comprised the slight majority of participants.

Thirdly, *Purpose in life scale*: Developed by Crumbaugh and Maholick in 1964, this scale put was inverted in order to validate Victor Frankl's theory of Logotherapy. According to Scheier and his colleagues (2006), purpose in life scale measures the extent to which a person engages in activities that are personally valued. This scale has got validity and reliability correlations between the life engagement test variables and other psychosocial factors which have been shown to have important inferences for happiness. This scale consists of 20 items and there is no reversed item though the numbers are indicated for each item.

3.7. Pilot Study

In order to test the self-designed instruments, a pilot study was carried out at a Watu Secondary School in Moshi at Karanga ward which has similar students from low, middle and high socioeconomic backgrounds with those from the sampled schools. This exercise was necessary to see if the instruments needed any adjustments/ amendments in an effort to accurately capture the kind of information sought after by the research. This pilot study helped to collect data that responded well to the first two objectives. In the case of objective two was obtained through demographic details from the participants. The pilot study did create confidence and ease in the administration of the selected schools on the day of actual data collection.

3.8. Data Collection Procedures

The first step for the data collection of this study started with an introduction letter from the Tangaza University School Research Committee through the permit from the Institute of Students Studies (IYS), which enabled the researcher to collect data. The researcher visited the District Education Office (DEO) made arrangements with the respective heads of schools to introduce himself on the best modality of going about the study. Researcher requested the permission of the heads of the schools to have access to their students. Researcher made arrangements with the respective heads of the schools regarding the best way to go about the study.

On the day the researcher was allowed to meet the students, the researcher explained the nature of the study to the students and the objectives. He then asked those willing to participate in the study to register themselves with their class prefects.

On the day of the study, the researcher with those who had registered assembled in the school hall, where the researcher read the research assent to those below 18 years and consent to those above 18years. Again those who were willing to participate signed the assent/consent form and then had the questionnaires distributed to them. The teachers were not needed in the hall as students would perceive teachers as authority and hence can feel intimidated and not give correct information. The researcher and his assistants oversaw the data collection process. The participants took 30 minutes to complete the questionnaires. Once the participants' complete filling the questionnaires they put their answered questionnaires in distributed envelopes and they sealed them for confidentiality purposes. The sealed envelopes were put in a bag the researcher had placed the front of the study hall. The researcher was then had a debriefing session with the participants on how the whole exercise was and if there are issues need to be solved.

In terms of safety and management, the researcher carried the questionnaires in his private and ceiled bag from Nairobi to Moshi by using private means of transport. The researcher asked for an examination room from Don Bosco Secondary School which is always private and he restored all his questionnaires inside the examination room and locked it. The researcher and researcher assistant had an access to that room since the researcher assistant is the Principal of Don Bosco Secondary School in Moshi Urban Municipality. The researcher's computer was protected with password which is known to the researcher himself, and then it is only the researcher had an access to his computer.

3.9. Data Analysis Procedures

The researcher spent two months working on this study. The researcher spent three weeks to collect data. Collected data in this study were checked for proper and accurate questionnaire filling in relation to the two variables of the study. These are Perceived Family Support and purpose in life. Data were then being entered using Statistical Package of the Social Sciences (SPSS) for Windows Version 20. Data weighting was done so that the data distribution follows the distribution of the population so that the results are representative of the population. Both descriptive (using frequencies, means and standard deviations) and inferential statistics (using Pearson's correlation, one-way ANOVA, linear regression and principal component analysis) were carried out. A reliability test was tested the Cronbach's Alpha of the instruments used.

Through the inferential statistics inferences was made about the population from the analyses of the data. Religion background towards purpose in life was tested through Pearson Product Moment Correlation and The Pearson Correlation test was carried to ascertain the association between Perceived Family Support and purpose in life. The one-way ANOVA was carried out to determine the relationship between the socio demographic features, Perceived

Family Support and purpose in life. The findings of this present study were appropriately presented in tables. Also in order for the researcher to see which variable had a stronger prediction, the researcher employed linear regression which is a systematic relationship between two variables that can be described by a straight line. According to Gefen, Straub, and Boudreau (2000) a linear regression analysis uses the method of least squares to determine the best equation describing a set of x and y data points. In order to perform linear regression analysis on the data to be collected, the researcher, first created an index of the constructs or variables.

However, the endeavor of the entire quantitative sampling approaches is to draw a representative sample from the population, so that the findings of studying the sample can then be generalized back to the population.

3.10. Ethical Issues

This study was carried out in four secondary schools within The Moshi Urban Municipality, in Kilimanjaro region. This study was put into consideration ethical issues involved in this current study. Since participants in a study were made vulnerable during and after the research because of the confidential information they share with the researcher (Jwan & Ong'ondo, 2011). This study is in line with, Maree (2007) who asserts that the researcher should produce a participant's assent form which contains ethical guidelines. Ethical and moral concerns such as confidentiality and anonymity was consistently monitored and maintained as follows: Consent: prior to the research, the participants were asked to give consent by signing on the provided participants' consent form. This was to ensure that there was no coercion on the part of the participants. Confidentiality: the participants were assured of confidentiality implying that each participant's information was kept private and confidential. The participants were told not to write their names on the questionnaires which further assured confidentiality. Voluntary

participation: as stated above, participation was on voluntary basis, with participants being very free to withdraw their participation at any stage of the study without loss of benefits. Participants were not being paid to participate in this study.

This study was also approved by the Tangaza Ethical Review Board. (See Appendix A: for the completion of the participant's Consent Form).

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter presents the results of the study, the aim of which was to investigate the association between perceived family support and purpose in life among secondary school students living within Moshi Municipality in Tanzania. Also covered in this chapter are the questionnaire distribution return rate, the socio-demographic details of the participants, the reliability of the instruments used and the data analysis (descriptive analysis with means, standard deviations, frequencies, correlation analysis, linear regression analysis and one-way ANOVA).

4.2. Response rate

The researcher distributed 378 questionnaires to form 3 and 4 secondary school students in four secondary schools living within Moshi Municipality in Tanzania to meet the targeted sample size of 301 students. All the distributed questionnaires were correctly filled and returned, a response rate of 100%. This response rate is outstanding. In their paper, Mugenda and Mugenda (1999) said that a response rate of 70% and above in data collection is excellent. Data weighting by gender of the students was carried out to ensure that the distribution of the data followed the distribution of the population of the students in the study schools.

4.3. Reliability and Validity of the Data Collection Instrument

The current study used two scales: a Perceived Family Support (PFS) scale with 11 items and a Purpose in Life (PIF) scale with 20 items. The scales were tested for their reliability using the Cronbach's Alpha (α) generated from IBM SPSS V20 as shown in Table 4.1. The results suggested that the two instruments had good internal consistency. In both cases the values of $\alpha > .7$. Bhatnagar, Kim, and Many (2014) stated that an alpha (α) in the range $0.7 \leq \alpha < 0.9$ indicates that there is a good internal consistency of the data collection instrument. The current study therefore used data collection instruments that had good internal consistency (see Table 4.1).

Table 4.1: Reliability test using Cronbach's Alpha

Scale	M	SD	No. of items	Cronbach's Alpha
Perceived family support scale	4.39	1.01	11	0.767
Purpose in life scale	4.25	1.34	20	0.744

Note¹: N=378; Good internal consistency ($.7 \leq \alpha < .9$)

4.4. Socio-demographic characteristics of the participants

In this current study, 378 participants were involved. The sample consisted of more females (52.7%) than males (47.3%). 374 of the students were aged between 14-19 years, which is equal to 99% of the data population, with the rest being 20-25 years. Table 4.2 also indicates that 48.4% of the participants had family income of above Tanzanian Shillings (Tshs) 1,000,000; 53.9% of the participants were from the Catholic religion. The majority of the participants were

living in the city and with their families. Table 4.2 contains information on the socio-demographic characteristics of the study participants.

Table 4.2: Socio-Economic Characteristics of the Respondents

Variables		Frequency	Percent
Gender	Male	179	47.3
	Female	199	52.7
Age	14-19	374	99.0
	20-25	4	1.0
Family income	Below Tshs 200,000	60	15.7
	Between above Tshs 200,000-999,999	135	35.8
	Above Tshs 1,000,000	183	48.4
Religion background	Catholic	204	53.9
	Protestant	53	14.0
	Other Church	59	15.6
	Muslim	34	8.9
	Other Religions	29	7.7
Residence	Village/rural	68	17.9
	Town	127	33.6
	City	183	48.5
Living situation	live with family,(or some members of family	348	92.2
	do not live with any members of the family	29	7.8
Sample		378	100.0

4.5. Perception of perceived family support among secondary school students living in

Moshi Municipality

To establish the perception of family support, the following 10 items were analysed using descriptive analysis. The analysis revealed a seemingly strong perceived family support with more than 96% of the students claiming that their family really tries to help them. Similarly, more than 90% of the students claimed that there is a special person in their family who is always around them when needed. In addition, 67.7% of the students claimed that they can talk about

their problems with their families. This is an indication that these students are offered high level of perceived family support.

Table 4.3: Scores on Perceived Family Support among the Students

Perception of perceived family support	Don't agree	Disagree somewhat	Neutral	Agree somewhat	Agree
a) There is special person in my family who is around me when I am in need.	1.9	1.0	5.6	8.8	82.7
b) There is a special person in my family with whom I can share my joys and sorrows.	4.1	0.2	12.5	11.2	71.9
c) My family really tries to help me.	1.1	1.4	1.3	6.2	90.0
d) I get the emotional help and support I need from my family.	4.6	1.8	15.5	15.0	63.2
e) I have special person in my family who is real source of comfort to me.	4.5	0.2	8.1	11.9	75.3
f) I can count on my family when things go wrong.	4.4	3.2	12.7	16.7	63.0
g) I can talk about my problems with my family.	7.7	4.4	20.2	17.5	50.2
h) I have family members with whom I can share my joys and sorrows.	3.4	1.9	15.5	14.4	64.9
i) There is a special person in my family who cares about my feelings.	5.0	2.8	12.7	17.0	62.5
j) My family is willing to help me make decisions.	2.2	2.5	10.3	12.6	72.4

Note²: N=378; (Please read the table horizontally); Figures are in percentages.

4.6. Perception on purpose in life among secondary school students living in Moshi

Municipality

The perception about purpose in life seems high among the students and received varied intensities of responses on different attributes. For instance, the majority of the students (more than 90%) expressed their desire to do exciting things that they have always wanted even after completing their studies. Similarly, more than 90% of the students attested to the fact that their personal existence is purposeful and meaningful, with 92% of the students stating that they have clear goals and aims in life. However, close to 40% of the students expressed their fear and unpreparedness for death.

Table 4.4: Scores on Purpose in Life among the Students

	Don't agree	Disagree somewhat	Neutral	Agree somewhat	Agree
I am usually enthusiastic	3.4	2	30.3	15.2	49.1
Life for me seems always exciting	13	2.2	24.1	15.7	45.0
In life, I have clear goals and aims	1.0	1.2	5.9	10.6	81.4
My personal existence is purposeful and meaningful	1.2	1.1	6.6	5.5	85.6
Every day is constantly new and different	2.1	1.7	10.1	8.1	78.1
If I could choose, I would want more lives just like this one	5.2	1.1	14.7	6.2	72.7
After retiring completing my studies, I would do some of the exciting things I have always wanted to	0.2	0.5	6.3	6.3	86.6
In achieving life goals, I've progressed to complete fulfillment	1.8	1.8	11.4	16.5	68.4
My life is running over with exciting things	2.7	1.1	24.1	15.7	56.4
If I should die today, I'd feel that life has been worthwhile	13.2	3.3	18.2	7.6	57.7
In thinking of my life, I always see reasons for being here	9.5	0.3	9.8	7.4	73
As I view the world in relation to my life, the world fits meaningfully	14.8	1.4	16.7	14.3	52.8
I am very responsible person	4	1.3	18.4	14.8	61.4
Concerning freedom to choose, I believe humans are totally free to all life choices	19.1	2.1	16.3	9.5	53.0
With regard to death, I am prepared and unafraid	34	3.4	19.3	7.5	35.8
Regarding to suicide, I have never gave it a second thought	7.9	4.7	13.6	4.0	69.8
I regard my ability to find a meaning, purpose or mission in life as very great	2.8	1.7	8.8	10.9	75.7
My life is in my hands and I'm in control of it	9.1	2	10.8	9.5	68.6
Facing my daily tasks is a source of pleasure and satisfaction	10.6	1.6	19.2	10.6	58
I have discovered a satisfying life purpose	2.6	1.0	11.0	9.9	75.5

Note³: N=378; (Please read the table horizontally); Figures are in percentages.

4.7. Influence of demographic details on purpose in life among secondary school students living in Moshi Municipality

The influence of demographic variables such as such as age, gender, family income, education background, religious background, residence and living situation on purpose in life was measured using one-way analysis of variance (ANOVA). The analysis of variance revealed that

only gender had a significant association with purpose in life, $F(1,284) = 5.77$, $p = .017$. Post hoc analysis found out that female students had significantly better purpose in life ($M = 86.2$, $SD = 11.6$) than male students ($M = 83.6$, $SD = 12.8$).

Other demographic variables such as age, family status, religious background, residence and living situation did not have significant effect on purpose in life. Based on the results of the Univariate analysis of variance summarised in Table 4.4, the hypothesis that there is a significant relationship between demographic variables and purpose in life among secondary school students living in Moshi Municipality is thus partially supported in favour of gender.

Table 4.5: One-Way ANOVA Showing the Influence of Demographic Variables (Age, Gender, Family Status, Religious Background, Residence and Living Situation) On the Scores of Purpose in Life

Source	DF	F	p-value
Age	1	0.041	0.84
Gender	1	5.77	0.017
Family Status	2	1.361	0.258
Religion Background	4	1.559	0.185
Residence	2	2.353	0.097
Living Situation	1	0.928	0.336
Error	284		
Total	378		

Note³: N=378; Sig. $p < .05$; Dependent variables: Purpose in life; DF-Degrees of Freedom (the number of degrees of freedom is the number of values in the final calculation of a statistic that are free to vary. For example the values for gender is 2; male/female. Degree of freedom is computed as $2-1=1$;

4.8. Relationship between perceived family support and purpose in life among secondary school students living within Moshi Municipality in Tanzania

Table 4.4 has a summary of the association and relationship between perceived family support and purpose in life among the students. The correlation analysis matrix showed a significant association between perceived family support and purpose in life ($r=.352$, $p<.01$). Linear regression was used to test the relationship between the two variables. According to the results of the linear model summarized in Table 4.5, perceived family support explains 12.1% of the total variations in purpose in life ($R\text{-squared}=.121$). The regression model that was used can be summarized in the equation below:

$Y=\alpha + \beta X$ where Y is the dependent variable (purpose in life), X is the independent variable (perceived family support), α is the constant and β is the coefficient of regression.

The regression analysis in Table 4.5 indicated that perceived family support has a significant relationship with purpose in life at 95% confidence. This indicates that an increase in family support increases the students focus on purpose in life. The hypothesis therefore that significant association and relationship between perceived family support and purpose in life among the secondary school students is thus supported by the study.

Table 4.6: Pearson’s Correlation and Linear Regression Analysis Showing the Relationship between Perceived Family Support and Purpose in Life among the Students

Regression analysis		
	Unstandardized Coefficients (β)	p-value
(Constant)	51.402	0.001
Perceived family support	0.694	0.001

*Note⁴: N=378; Significance at **<.01; R²=.121; Durbin-Watson Statistics=1.96.*

The linear model for the relationship between purpose in life and perceived family support can be summarized as shown:

$$\text{Purpose in life score} = 51.402 + 0.694(\text{Perceived family support score})$$

4.10. Summary of Findings

Generally, the study revealed that the students surveyed had high levels of perceived family support and purpose in life. Male students did not have significantly higher levels of perceived family support than their counterpart female students. On the other hand, female students have significantly higher levels of purpose in life than male students.

Of the six demographic variables (age, gender, family status, religious background, residence and living situation), gender had a statistical significant relationship with purpose in life. The remaining demographic variables (age, family status, religious background, residence and living situation) had insignificant relationship with purpose in life.

Finally, perceived family support had a significant relationship with purpose in life, explaining 12.1% of the total variations in purpose in life. This means that about 90% of variations/changes in purpose in life are explained by other factors that were not tested during the current study.

CHAPTER 5

DISCUSSION

5.1. Preamble

This chapter presents a discussion of the present study. In relation to the reviewed literature, the discussion centered on how perceived family support associates with purpose in life among secondary school students. In addition, it looked at how demographic details such as age, gender, social living status, education background, religious background and the place of origin and family income influence purpose in life among secondary school students. In view of the above, the discussion revisits the conceptual framework to assess interaction between three variables. The chapter also offers suggestions that could serve as improvement to the theoretical framework upon which this study is based.

5.2. Research Questions/Hypothesis Revisits

The present study was guided by three research questions. The first question investigated secondary school students in Moshi Municipality scores on perceived family support and purpose in life.

In addition, the second question examined the influence of demographic variables (age, gender, social living status, education background, religious background, the place of origin and family income) of the secondary school students sampled on their purpose in life.

Lastly, the third question sought to investigate how the perceived family support experiences of secondary school students living within Moshi Municipality in Tanzania are associated with purpose in life.

5.4. Relationship between Perceived Family Support and Purpose in life

Statistical analysis that was conducted to assess the association between perceived family support and purpose in life found that there was a significant relationship between perceived family support and purpose in life. This finding concurs with Procidano and Heller (1983) who noted a significant relationship between perceived family support and purpose in life as one element in an individual's appraisal of and subsequent coping with stress. This finding also agrees with Zimet, Dahlem, Zimet, and Farley (1988) who conducted a similar study among a university population. Their study revealed that high levels of perceived family support were associated with low levels of depression and anxiety symptoms which are key elements that determine whether a person has a purpose in life. This study suggested that people with high levels of purpose in life tend to experience life satisfaction since they have motivation within themselves and that motivation acts as a driving force towards one's achievements.

This study had hypothesized that there is a significant correlation between perceived family support and purpose in life. The result of the present study has proven the hypothesis right.

5.5. Relationship between Demographic Variables and Purpose in life

The findings of the study revealed that there is no significant relationship between demographic features such as age, gender, living status, and religious background, the place of origin and family income and purpose in life among the secondary students living in Moshi Urban Municipality.

Age is a confounder variable that affects nearly every aspect of life. It is not only accumulation of years in terms of numbers. It is attached to various functions such as joining schools, initiation to adulthood, career specialization, marriage or religious life among others.

From such perspective, age affects a number of areas in life which include purpose in life and happiness among different groups of people in society.

Studies by Hong and Giannakopoulos (1994) on the effects of age, sex and universality status on life satisfaction revealed that older people had significantly higher life satisfaction which is influenced to a great degree by family support. A study carried out by Finch (2013) on purpose in life, hope and life satisfaction among three ages (adolescents, emerging adults and adults) in Midwest-Australia revealed that identification of purpose in life was associated with greater life satisfaction at these three stages of life. This means that life satisfaction is influenced by family support which, in turn, translates to purpose in life. It further showed that searching for a purpose in life was associated with increased life satisfaction when supported by parents during adolescence and emerging adulthood, a finding confirmed by Chui & Wong (2016).

Educational achievement or “Learning to be” is one of the four pillars in education that is both an end in itself and a means towards to an end in attainment of a better life, professional status(engineer, doctor, psychologist, counsellor, and economist) and self- fulfilment(Rychen & Tiana, 2004). The other three pillars are learning to know, learning to do and learning to live together (Miclea, 2004). In fact, appropriate education has the potential to give individuals coping strategies to manage both challenging and stressful situations in life. According to Kolb (2014), individuals who through education find personal meaning of life which enables them to gain practical ability in the present and the future life, which translates into personal motivation which escalates change to the person’s well-being; at the same time, also undergo a process of adjustment and affiliation in the life. Chaturvedi, Khan, Siddiqi, Alam, and Khan (2016) conducted a study on effect of education on the quality of purpose in life among 100 educated (post graduate) and 100 uneducated (class 1-8) Muslim housewives from District Aligarh using the snow ball technique. The study revealed a significant difference on various dimensions of quality of life and well-being of educated and non- educated Muslim women of Aligarh District

(Chaturvedi et al., 2016). The study discovered that the more educated one becomes, the more one is likely to have a clear purpose in life.

The finding of the study showed that students who identify themselves in terms of their religious background had a significantly higher purpose in life. Jeppsen, Possel, Black, Bjerg and Wooldridge (2015) revealed in their study that there a significant relation between purpose in life and private mental well-being among people who commit themselves to constant prayer.

The analysis indicated that students whose family income is below Tsh 200,000 and who are living with their families tend to show a more significant purpose in life than those from families with income of more than Tsh 1,000,000. This could indicate that the more a student experiences family support, the more likely he or she is to increase his or her purpose in life.

In conclusion, the hypothesis that there is a significant relationship between demographic features such as age, gender, social living status, religious background and the place of origin and family income and purpose in life among the secondary students living in Moshi Urban Municipality can only be partially supported by this study.

5.6. Conceptual Framework Revisited

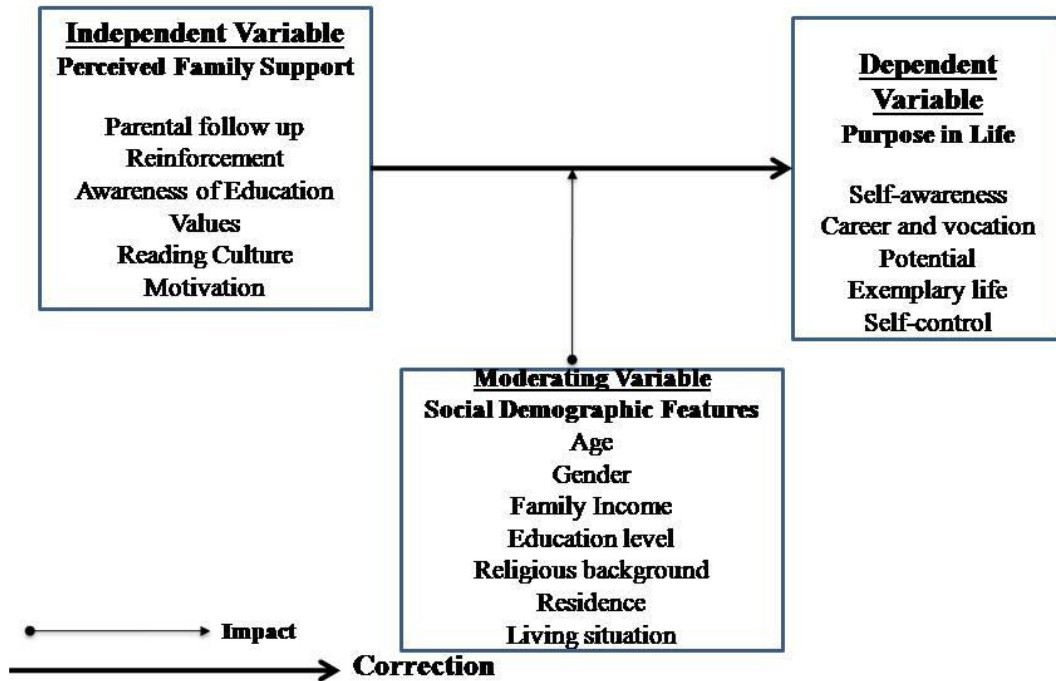


Figure 4.6 Conceptual Framework

The three variables in the conceptualisation of the present study include Perceived Family Support (Independent Variable), Purpose in life (Dependent Variable) and social demographic features such as age, gender, education level, religious background, residence and living situation (Mediating variables). The assumption was that perceived family support experiences have a significant influence on purpose in life. The findings of the study in regards to the conceptual framework are presented below.

5.6.1. Perceived Family Support as Independent Variable

The findings of the study confirmed the postulation put forth in the conceptual framework. Results from the present study showed that perceived family support experiences correlate positively with purpose in life.

5.6.2. Purpose in Life as Dependent Variable

The finding of the present study in relation to the dependent variable has demonstrated that perceived family support experiences correlate positively with purpose in life. Purpose in life does not come automatically; one has to make his or her own efforts to enable and achieve the experience of purpose in life. In addition, it has proven that gender, family income, religious background and living situations can influence positively purpose in life, with the most significant contributor (according to the study) being gender

5.6.3. Socio- Demographic Features of Participants as Mediating Variable

Age, gender, family income, education background, religious background, the place of origin and living situation were features that formed the socio-demography mediating variable in the present study. The results of the study found that age had significant influence on purpose in life. Additionally, the study discovered that students whose family income is below Tshs 200,000 of Catholic religion and living with their families tended to show a significant purpose in life, as compared to those with or than those from families with an income of more than Tshs 1,000,000. In contrast, religious background seemed to have an insignificant influence on purpose in life. The result of the current study further revealed that gender had the main effect (influence) on purpose in life, with females having significantly higher scores than males. The remaining

demographic variables had significant interactive effects (combined variable effect). As such the hypothesis that demographic variables influence purpose in life was partially supported.

5.7. Findings in relation to Literature Review

Although no empirical study has been carried out to assess how perceived family support associate with purpose in life among secondary school living within Moshi Municipality or anywhere else, there are studies that have indicated that perceived family support have positive impact on purpose in life. Therefore, this section of the current study intends to relate its findings to previous studies that have associated perceived family support and purpose in life.

5.7.1. How Perceived Family Support relates with Purpose in life

The major finding of the present study is that perceived family support correlates significantly with purpose in life. This finding has enriched the numerous studies that have been carried out among varied populations that have also shown that perceived family support relates positively with purpose in life. Among the many studies carried out, Robak and Griffin (2000) found out that there was a strong positive relationship between purpose in life and life satisfaction due to strong perceived family support. Finkelhor (1984) pointed out perceived family support has a house of its own. The house provides the security and safety that the child needs, as well as a sense of belonging. The community within a child's own home establishes the framework for developing dependable, trustworthy new relationships. Once a student experiences perceived family support, this support is translated into a purpose in life as the student experiences the sense of being loved, wanted, cared for and even being considered trustworthy within the family.

Compton (2001) found that purpose in life has been associated with a multiplicity of determinants of well-being including happiness. Lewis et al. (1997) found that purpose in life was associated with higher levels of individual happiness which can be expressed as subjective well-being.

5.8. Findings in Relation to Counselling Psychology

In most cases the behavior and affect (feelings) of clients is what brings distress or discomfort that they experience. These types of situations occur in people experiencing difficulties in coping with daily stresses of life. However, change of behavior and changing how a client feels is a major objective that is counseling is expected to achieve. This means that the counselor will make every effort to achieve this goal in the counseling process. Logotherapy as a theoretical framework was very important to this study in that it evaluated students from three tenets namely; *Will to meaning, Freedom of will and Meaning of life*. Logotherapy is based on an existential investigation and is based on the premise that the primary motivational force of an individual is to find a meaning in life. Through the involvements of the parents, students are supported to discover their meanings in three different ways; by creating a work or doing a deed as a student engages him/herself on something which brings meaning. Also students may be trained to focus on something or by interacting with other people which enables students to experience a sense of belonging. Lastly students will be trained on three values of logotherapy which are creative, attitudinal and experiential values that help the students to choose one's attitude in any given set of circumstances.

5.9. Suggested Improvement of Purpose in Life

According to Frankl, will to meaning is the core of his therapy which he describes as the primary motivation of seeking meaning and living a meaningful life (Frankl, 2011). Will to meaning enables people to endure unimaginable sufferings and to persist in pursuing their ideals (Frankl, 2011). It is will to meaning that enables an individual to look at life in a futuristic way. To verify the importance of will to meaning, Frankl gave the example of two prisoners who had a life with quite concrete tasks awaiting them in the world outside prison. Frank pointed out that one of the prisoners had published as a series of books on geography but the series was incomplete and the prisoner longed to complete it. The other prisoner had a daughter abroad who loved him devotedly and wanted to see her. Both had a task, one a book to complete, the other a human person to meet. Therefore two prisoners developed a strong will to meaning for their life (Frankl, 1985).

Among the students, will to meaning as a tenet of Logotherapy could be portrayed in lifestyle. For example a student who, after knowing the outcome of his or her final examinations results, will now think twice about making use of the resources available at school that are available to enable him/her to prepare well for the future. A motivated student will not be discouraged with school's challenges even if he/she does not perform well in one or two exams. He or she will continue to put more efforts in his or her studies. However, when will to meaning is impaired the end result is meaningless or purposefulness which breeds an existential vacuum and emptiness (Frankl, 1984).

This theory emphasizes that the meaning of life can be easily understood for each person. A person is able to adapt to changes and to be ready to move from place to place willingly and knowingly as one listens to his or her burning zeal. This theory attempts to provide an explanation

on as to how students from different socioeconomic backgrounds, if they are supported morally, socially and economically, attain purpose in life.

A student can discover his/her personal meaning of life (Frankl,1973) through: 1) his/her creative values, which he/she experiences through goals, achievements and what he/she contributes to life work and in these case students can achieve their life goals through family support as they study. 2) his/her experiential values, which he/she experiences through anything good and desirable or through what he/she achieves or appreciates in life such as land possession, good performances in his/her final examinations and enjoying good music and 3) attitude values, which he/she experiences through the attitude he/she holds in a difficult situation or a situation which is inevitably accompanied by suffering. This attitude is indicative of a person's deeper perception of life and the world.

CHAPTER 6

CONCLUSION

The summary of the present study, its limitation and new ideas that can bring about future orientation in the field of perceived family support, purpose in life and Logotherapy theory are presented in this chapter.

6.1. Conclusion

The background of the current study focused on assessing how perceived family support experiences associate with purpose in life among secondary school students living within Moshi Municipality in Tanzania. The background to the problem set the pace for the study to take shape and then the statement of the problem was verified. At this point the objectives that gave the direction of the current study were designed.

As such, the first objective of the current study was to establish the perception on family support and purpose in life among secondary school students living in Moshi Municipality. Through quantitative data collection, the study confirmed there is a positive significant relationship between perceived family support and purpose in life. The second objective was focused on assessing the influence of demographic variables such as age, gender, family income; education background, religious background and the place of origin have influences toward purpose in life. The results show that students from a family whose income is below Tshs 200,000 of Catholic religion and living with their families tend showed significantly greater purpose in life than those from families with an income of more than Tshs 1,000,000.

The third and main objective of the current study was to determine how perceived family support experiences associate with purpose in life among secondary school students living within Moshi Municipality in Tanzania.

Generally, the correlation analysis matrix showed a significant association between perceived family support and purpose in life. This means that perceived family support experiences associate positively with purpose in life.

6.2. Limitations of the Study

Van Driel, Beijaard and Verloop (2001) confirm that it is difficult to work without, limitations when undertaking research work that presents an opportunity for innovative research. Pointing out limitations of a researched work is a noble idea. As a result, the following paragraphs describe the limitations that were encountered during the course of the present study.

There may have been volumes of research work related to the present topic tucked away in a library that the literature review was not able to access and which even have a direct connection with the current study. However, all attempts were made to see that the literature review for this study was comprehensive. In addition, the researcher did not have control over the responses of the participants who were involved in the study. Therefore, this current study depended on the openness and honesty of the participants. The current study would have been more extensive if form fives and sixes students have been included in the study, but time and resources did not allow this to happen.

6.3. Future Orientations

Directives that could guide future orientation concerning the assessment of the association between perceived family support experiences have over purpose in life are considered in the following paragraphs:

Use of mixed method could enable students not only respond to a closed ended questionnaire, but it could also give them the opportunity to express themselves and discuss in depth the quality of family support they would like to shape their goals in life.

Since this study also used but a cross-sectional study design, there is need in future to carry out a longitudinal study. This will determine the cause and effect of relationship between perceived family support and purpose in life and why some students seem to have different perception towards their families' support and purpose in life as opposed to others.

In future studies, researchers may use a more comfortable sampling procedure that would allow for easy access to the participants. Hence, taking a more representative sample from across the country could give more relevant findings.

Cultural and happiness items could be added to the demographic features in order to find out if they influence students' purpose in life.

There is a great need to introduce the school of Logotherapy and its application as a remedy to train parents, teachers and students. Parents and teachers will be trained in parental management by being more aware of what their children are doing, where they are and with whom. In this situation, parents and teachers are trained to be aware and being able to; communicate with their children, to support them before, within and after being in crisis, being connected with children especially by supporting them when they undergo emotional distress and also parents should encourage and control children's autonomy, using parenting styles that enhance purpose among children.

It would be very important to study how schools can initiate career choice guidance and motivational counseling in collaboration with the families of students towards academic excellence.

This study proposes that schools to set up counseling units within their environments in order to psycho-educate students in purpose in life using well qualified school counselors. In this environment, the counselor affects change to his/her client as clients are able to discover the inner resources which are essential for change and attaining their goals.

The perceived family support experiences of students come from religious activities such as, communal worships, contemplative, petitionary prayers and meditation. However, it could be more revealing if observational research is carried out to find out which among these possibly four religious activities stands a better chance of influencing purpose in life among secondary school students.

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Tangaza University College-CUEA

Participant’s consent form

Title of the Project:

The Association between Perceived Family Supports and Purpose in Life among Secondary School Students Living within Moshi Urban Municipality

- This study is being conducted by an individual student of research methods class at Tangaza University College.
- It has been approved by the lecturer (contact: iysma@tangaza.org).
- The study involves no known risks to participants and contains no deception. It takes approximately 15 minutes to take part in the present phase of the study.
- The task requires the participant to answer a series of questions.
- All responses will be treated as strictly confidential. No participant’s results will be presented individually but only in aggregate form.
- Participation in this study is voluntary and there will be no monetary compensation. A refusal to take part will not lead to an individual being penalized in any way, and all participants have the right to withdraw themselves and their data from the study at any time.

Name of the researcher: Maleli Josephat

Position of the researcher: MA Student

Email Address and the telephone number of the researcher:
malelij@gmail.com phone number +254733123382

Signed by the researcher:.....Date.....

Statement to be signed by the participant:

- I confirm that the organizer has explained fully the nature of the project and the range of activities which I was asked to undertake and that I have received an information sheet. I confirm that I have had adequate opportunity to ask questions about this project.
- I understand that my participation is voluntary and that I may withdraw at any time during the project, without having to give a reason.
- I agree to take part in this study, by filling in the questionnaire.

Signed by the participant.....Date.....

- Please do not take too much time with any one item. Try to give an immediate answer and not think too long about your answer or its implications.
- There is no right or wrong answers. The right answer is the answer that is most true for you. Your answer is CONFIDENTIAL. Thank you!

Part 1: Demographic Details

1. Your age:

14-19 ()

20-25 ()

2. Your Gender (M/F):

3. What is the Family income per month:

Below 200,000

Between and above 200,000

Above 1,000,000

4. Religious background:

Catholic

Protestant.....

Other church.....

Muslim.....

Other religions

5. Where have you lived most of your life:

Village.....

Town.....

City.....

6. What is your living situation with respect to your family:

I live with my family (or some members of my family).....

I do not live with any members of my family.....

Please read the following 11 statements and for each, check the box that best represents you:

7.	There is special person in my family who is around me when I am in need.	1 Don't agree	2 Disagree somewhat	3 Neutral	4 Agree somewhat	5 Agree
8.	There is a special person in my family with whom I can share my joys and sorrows.	1 Don't agree	2 Disagree somewhat	3 Neutral	4 Agree somewhat	5 Agree
9.	My family really tries to help me.	1 Don't agree	2 Disagree somewhat	3 Neutral	4 Agree somewhat	5 Agree
10.	I get the emotional help and support I need from my family.	1 Don't agree	2 Disagree somewhat	3 Neutral	4 Agree somewhat	5 Agree

11.	I have special person in my family who is real source of comfort to me.	1 Don't agree	2 Disagree somewhat	3 Neutral	4 Agree somewhat	5 Agree
12.	I can count on my family when things go wrong.	1 Don't agree	2 Disagree somewhat	3 Neutral	4 Agree somewhat	5 Agree
13.	I can talk about my problems with my family.	1 Don't agree	2 Disagree somewhat	3 Neutral	4 Agree somewhat	5 Agree
14.	I have family members with whom I can share my joys and sorrows.	1 Don't agree	2 Disagree somewhat	3 Neutral	4 Agree somewhat	5 Agree
15.	There is a special person in my family who cares about my feelings.	1 Don't agree	2 Disagree somewhat	3 Neutral	4 Agree somewhat	5 Agree
16.	My family is willing to help me make decisions.	1 Don't agree	2 Disagree somewhat	3 Neutral	4 Agree somewhat	5 Agree
17.	I can talk about my problems with my family.	1 Don't agree	2 Disagree somewhat	3 Neutral	4 Agree somewhat	5 Agree

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Indicate your agreement to the following statements by circling the appropriate number:

18.	I am usually	1 Bored	2	3	4	5 enthusiastic
19.	Life for me seems:	1 completely routine	2	3	4	5 Always exciting
20.	In life, I have:	1 No goals or aims	2	3	4	5 Clear goals and aims
21.	My person existence is:	1 Utterly meaningless, without purpose	2	3	4	5 Purposeful and meaningful
22.	Every day is:	1 Exactly the same	2	3	4	5 Constantly

						new and different
23.	If I could choose, I would:	1 Prefer never to have been born	2	3	4	5 Want more lives just like this one
24.	After completing my studies, I would:	1 Loaf completely the rest of my life	2	3	4	5 Do some of the exciting things I have always wanted to
25.	In achieving life goals, I've	1 Made no progress whatever	2	3	4	5 Progressed to complete fulfillment
26.	My life is:	1 Empty, filled only with despair	2	3	4	5 Running over with exciting things
27.	If I should die today, I'd feel that life has been:	1 Completely worthless	2	3	4	5 Very worthwhile
28.	In thinking of my life, I:	1 I often wonder why I exist	2	3	4	5 Always see reasons for being here
29.	As I view the world in relation to my life, the world:	1 Completely confuses me	2	3	4	5 Fits meaningfully with my life
30.	I am:	1 Very irresponsible person	2	3	4	5 Very responsible person
31.	Concerning freedom to choose, I believe humans are:	1 completely bound by limitations of heredity and environment	2	3	4	5 Totally free to make all life choices
32.	With regard to death, I am:	1 Unprepared and frightened	2	3	4	5 Prepared and unafraid
33.	Regarding to suicide, I have:	1 I have thought it seriously as a way out	2	3	4	5 Never gave it a second thought
34.	I regard my ability to find a meaning, purpose or mission in life as very great.	1 practically none	2	3	4	5 very great
35.	My life is:	1	2	3	4	5

		out of my hands and controlled by external factors				in my hands and I'm in control of it
36.	Facing my daily tasks is:	1 a painful and boring experience	2	3	4	5 a source of pleasure and satisfaction
37.	I have discovered:	1 no mission or purpose in life	2	3	4	5 a satisfying life purpose

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Ref. No. MMC/E.20/5/VOL.III/52

5/4/2017

Head of School,
ST Maria Goreth, Don Bosco, Bendel
Memorial and Karanga Secondary School
MOSHI

REF: RESEARCH PERMIT FOR MALELI JOSEPHAT PASCHAL

Reference is made to the headline above

Permission has been granted to the above named student of Tangaza University College to conduct a research in your school. The Research is titled **"Association between perceived Family support and purpose in life among secondary school students living within Moshi Urban Municipality"** a case study of Moshi Municipality Council, Kilimanjaro Region.

Starting from 3th April, 2017 to 20th April 2017.

Please give him the necessary assistance.

A blue ink signature of Peter E. Nawa.

SECONDARY EDUCATION OFFICER
MOSHI MUNICIPAL

Peter E. Nawa
For: **MUNICIPAL EDUCATION OFFICER**
MOSHI

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