



SOCIAL SUPPORT, SENSE OF BELONG, FAMILY FUNCTIONING  
AND LIFE SATISFACTION

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PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
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Social support, sense of belonging, family functioning  
and life satisfaction

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This research project is submitted in partial fulfilment of the requirements for the Bachelor of Social Science (Hons) Psychology, Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman. Submitted on March 2019.

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**SUBMISSION OF FINAL YEAR PROJECT**

It is hereby certified that Lim Fang Yee (15AAB02542) has completed this final year project entitled “Social support, sense of belonging and family functioning as predictor of life satisfaction among freshmen in Selangor, Malaysia.” under supervision of Dr Gan Su Wan from the Department of Psychology and Counselling, Faculty of Arts and Social Science.

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DEDICATION

We declare that the material contained in this paper is the end result of our own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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APPROVAL FORM

This research paper attached hereto, entitled “Social support, sense of belonging and family functioning as predictor of life satisfaction among freshmen in Selangor, Malaysia” prepared and submitted by” Chin Ying Ying, Lim Fang Yee and Tan Kha Muan” in partial fulfilment of the requirements for the Bachelor of Social Science (Hons) Psychology is hereby accepted.

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CHIN YING YING

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### **ABSTRACT**

This study examined the relations of social support, family functioning and sense of belonging and life satisfaction among the first year university students. The participants are 251 first year undergraduate students (88 males and 163 females) who aged from 18 to 25 with a mean age of 21.5 years ( $SD = 2.58$ ) in Selangor state. We randomly collected the data from the public and private universities in Selangor to have a better understanding of life satisfaction among first year undergraduate students. The research tool is a quantitative survey that consists of demographic information, Sense of Belonging Instrument (SOBI), Family Assessment Device (FAD), Multidimensional Scale of Perceived Social Support (MSPSS), and Satisfaction with Life Scale (SWLS). The purpose to conduct this study was to fill the past research gap, to notify the society and to gain new insights about social support, family functioning, sense of belonging and life satisfaction. The present study found that family functioning and social support were significantly related to a university students' life satisfaction. The university students with higher level of family functioning and social support tend to have higher level of life satisfaction. Moreover, the study also determined that the mediating role of sense of belonging in the relation of family functioning and life satisfaction as well in the path of social support and life satisfaction. First year undergraduate students with higher level of social support reported to have higher level of life satisfaction through the contribution of sense of belonging while the higher level of family functioning lead to higher level of life satisfaction through the contribution of sense of belonging. In conclusion, the present study has pointed out that life satisfaction among the first year university students can be determined by family functioning, social support and sense of belonging.

*Keywords:* sense of belonging, family functioning, social support, life satisfaction

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List of Abbreviations

Abbreviations	Full name
SS	Social support
FF	Family Functioning
SOB	Sense of belonging
LS	Life satisfaction
TSS	Total score of social support
TFF	Total score of family functioning
TSOB	Total score of sense of belonging
TLS	Total score of life satisfaction



## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of study

In the 21<sup>st</sup> century, the challenge faced by the universities is becoming hard as they strive to produce graduates for the society that keeps on transforming and developing from time to time. In order to achieve the requirement and expectation of the society, the universities in the modern era require their students to be excellence in not only academic study but also in soft skill as well (Malik, Nordin, Zakaria, & Sirun, 2013). According to Malik et al. (2013), this situation eventually has makes the university students face a greater challenge in their study as they need to achieve some certain criteria in order for them to graduate and success in multiple domains in the future.

Among the university students, the first year university students would face greater the challenge as compared to other year students. A study by Elias, Noordin, and Mahyuddin (2010) stated that the transition period which the student is moving from secondary education into tertiary education is important as this will determine the journey of the university student to be success or failure in the later university life. The first year university students have a higher chance to face difficulty in the transition period because they used to live in the comfort zone where they depend mostly on their family. Most of the first year university students take the transition period as the time to transform from adolescents into independent adults who do not have to be controlled by family and secondary school in certain aspect of life such as the rules set by their parent and rules in school that needed to be followed (Elias et al., 2010).

Many university students decided to withdraw from the tertiary education before graduation as they think the transition period is too challenging for them. This is because the university students need to overcome a lot of challenges in university especially during the first year (Elias et al, 2010). According to Elias et al (2010), the challenges that needed to overcome in the transition period include adapting into the new learning style, forming a new friendship and adjusting relationship with family for the students who left their hometown. The transition stage has forced the university student to be independent and if they are unable to cope with those challenges, they probably will face low life satisfaction in their university life.

There are factors that might associate with the degree of the life satisfaction of first year university student. Among the factors, family functioning is one of the important variables that might affect the life satisfaction of the first year university students. According to Botha and Booysen (2013), an individual's subjective well-being is strongly related to family functioning in term of relationship within the family members and the interaction between family members. Individual who perceived good family functioning from the family member is observed to felt satisfied toward daily life as it enhances the well-being of an individual to cope with the challenge faced. The individual's happiness and life satisfaction are deeply influenced by the nature of family functioning (Botha & Booysen, 2013). Hence, the family with normal functioning is able to improve an individual subjective well-being by providing sufficient support as it is important for individual happiness (Botha & Booysen, 2013; North et al, 2008).

Social support also serves as an important variable that associate with the life satisfaction of university students. According to Talwar and Fadzil (2013), the perceived social support in many aspects such as academic, emotional and financial

are considered as significant factors that could affect the success of university students. In addition, the social support within the university environment and outside the university are found to have great influence on student's success (Talwar & Fadzil, 2013). University students are in need of social support in order to cope with academic stress and other difficulties in their daily life. Thus, the university students seek for love, caring, trust and empathy from the person that is significant to them in associate with overcoming the difficulty in their university life.

Sense of belonging also plays an important role that may affect the life satisfaction of university students. According to the study by Mellor, Stokes, Firth, Hayashi, and Cummins (2008), every human being possesses the instinct needs at least minimum requirement for creating and maintaining a good, positive and lasting relationship with significant other. When the instinct need is unable to be met, it will eventually lead to the feeling of isolation and alienation within the social network (Mellor et al, 2008). From the previous research, the life satisfaction of an individual is associated with the degree of how the social interaction within the social network that contributes to the sense of belonging.

In between these two variables, the sense of belongings is being studied for the mediating effect for these two variables as the mediator. The sense of belonging of an individual may be associated with social support and family functioning which could be used to predict an individual's life satisfaction. According to Talwar and Fadzil (2013), the individual that found love and care from the social support group may eventually develop the sense of belongings toward one's social network such as family member, friends, and person who is significant to them. The university students who perceive that there is sufficient social support and well family

functioning within themselves are able to develop a good sense of belonging which would later contribute to the degree of life satisfaction.

In summary, family functioning, social support and sense of belongings can be the predicting factors for life satisfaction. By using the Self-Determination Theory (SDT) and Family systems theory to support the research ideas, the relationship between these variables can be studied and understood.

## **1.2 Definition of terms**

### **Social support.**

*Conceptual definition.* Social support is defined as any form of assistance that received by an individual from any other person who make contact with the individual (Nasurdin, Tan, & Khan, 2018). According to Coyle and Malecki (2018), social support can be understood as the behavior or act that is perceived as supportive by individual from the social network that may increase the overall functioning of the individual.

*Operational definition.* The extent of perceived support from social network that will be measure by using Multidimensional Scale of Perceived Social Support where higher score indicates high social support.

### **Family Functioning.**

*Conceptual definition.* Family system does not affect the physical and mental health of an individual's family structure. However, more smoothly the family member realizes their function in family, more healthy of the family members' mental health (Dai & Wang, 2015).

***Operational definition.*** The extent to which university students feel that family function better in the family will be measure the overall family functioning by Family Assessment Device the higher score in healthy family functioning represent better family functioning.

**Sense of belonging.**

***Conceptual definition.*** Sense of belonging emphasis an individual's psychological development of fitting in, acceptance, and support from a group or community (St Amand, Girard, & Smith, 2017). Moreover, sense of belonging also defined as a person feel an innate need to belong to a group and accept as part of it.

***Operational definition.*** The extent to which university students feel personally accepted, respected, included and supported by others such as family or friends in their social environment. Sense of belonging will be measure by using Sense of Belonging Instrument (SOBI-P) which psychological state of the participants. The higher the score represent the higher the sense of belonging.

**Life satisfaction.**

***Conceptual definition.*** Life satisfaction is an overall combination of feelings and attitudes about an individual's life at a particular point in time ranging from negative to positive. In another words, life satisfaction is the degree to which a person positively evaluates the overall quality of his or her life as-a-whole (Prasoon & Chaturvedi, 2016).

***Operational definition.*** The overall quality of life among university students in Selangor, Malaysia would determine by social support, sense of belonging and family functioning. Life satisfaction will be measure by using Satisfaction with life scale

(SWLS), the higher the score, the higher the level of life satisfaction.

### **1.3 Significance of study**

In this modern era, most of the university students have to deal with a lot of life stressors such as the high expectations, poor social support, lack of coping skills, financial and academic struggles, family factor and so on (Sani, 2018). Hence, well-functioning families are absolutely necessary to ensure the performance and productivity of an individual, which serve to improve the quality of life (Botha & Booysen, 2013). Moreover, social support is important for university students because it can be providing emotional and instrumental assistance from family, friends or neighbours (Zamani-Alavijeh, Dehkordi, & Shahry, 2017).

Therefore, with these justifications, life satisfaction is a fundamental and important aspect for every university students. First of all, this research was to fill the past research gap between social support and family functioning as the predictor of life satisfaction among university students because there are few studies were done on this topic. Most of the studies are done for adolescents' more than young adults and western countries (Ortiz-Ospina & Roser, 2013) more than in Asian countries (Ngoo, Tey & Tan, 2015). Nevertheless, there is no research study stated that how mediating role of sense of belonging in the relation of family functioning and social support relate to university students' life satisfaction. Therefore, this study was attempted to fill in the gap by assessing the social support, sense of belonging, family functioning on life satisfaction in the cohort of university students from Selangor, Malaysia.

Furthermore, our research aimed to notify the society, including the university that social support, sense of belonging and family functioning would serve as the

predictor of life satisfaction among university students in Malaysia. Based on the past research, sense of community can aid in helping students deal with the stressors of college adjustment because it provides supportive behaviour and environmental context (Suitor, 2013). Hence, this study was conducted to study the life satisfaction among university students in Selangor, so that these findings were able to motivate the university students to increase their sense of belonging towards their social relationship and family relationship. For instance, the counselling and guidance department can introduce programs or some strategies in campus to show their caring attitudes towards students. Therefore, it can help the student to enhance their sense of belonging.

Last but not least, this research generated some new insights to university students on how to connect themselves to others. According to Suitor (2013), friends, family, and significant others are important for university students because they can provide instrumental, informational, or emotional assistance for them. For instance, ineffective communicate with friends and family is a common challenge faced by most of the university students. Therefore, this study revealed that especially social support, sense of belonging and family functioning are important to determine life satisfaction among university students. Besides that, this research also provided a new insight to the future researches so they can expand the knowledge on other factors and their relationship with life satisfaction.

#### **1.4 Statement of problem**

Low level of life satisfaction among university students in Malaysia was seem to be more and more general. According to Tan and Ramzan (2017), there were 40%

high stress level of students who studies medical compare to students from other courses. Therefore, stress was one of the factors that predict life satisfaction among university students. Besides, negative mental health as the predictor of low life satisfaction. Furthermore, according to Malik, Nordin, Zakaria, and Sirun (2013), a person with positive wellness and good mental health indicate to have high life satisfaction.

Moreover, most of the first year university students were facing low level of life satisfaction because they leave home for their further study in other state, thus they need to adapt to the new environment, academic and relationship. Therefore, first-year students more likely to suffer in lonely, negative mental health and lower life satisfaction. According to Strenna et al. (2009) (as cited in Saleh, Camart, & Romo, 2017), there were 60% of first-year university students in the business field had severe psychological distress.

According to Sani (2018), she reported that a suicide case in Seremban Selangor, a 20 year-old girl deal with depression owed to her academic performance. The girl transferred from Kedah to Seremban in order to improve her academic performance in the new environment (Sani, 2018). A research conducted by Department of Community Health, Department of Psychiatry and Department of Family Medicine from Universiti Kebangsaan Malaysia in 2013 (as cited in Sani, 2017), the research showed that there were 27.5% had moderate depression and 9.7% had severe depression; 34% had moderate anxiety and 29% had severe anxiety; 18.6% had moderate stress and 5.1 % had severe stress. In the research conducted by Lee and Syaid (2017), mental health affected by few factors which included health condition, new learning environment, and relationship problem with family, peer and lecturers.



There was a research which conducted by Nabavi and Bijandi (2018), social support as the strongest predictor of university students' life satisfaction. A student with less social support such as family and friends tend to have lonelier in their life (Nabavi & Bijandi, 2018). Most of the lonely students more likely to use the online social network to fulfil their satisfaction of social and which could not obtain in reality (Hon & Chua, 2015).

Furthermore, social support was an important predictor that can influence the students' life satisfaction. When the students want to adapt to the new environment, they need to develop an understanding of new culture and establish a new social network (Yusoff, Jauhar, & Chelliah, 2010). According to Awang, Kutty, and Ahmad (2014), social support must important for the students' community because friends and family can help the first year university students to adapt to the new learning environment. Other than that, the support group in university and family is important for university students to build a social support group in order to achieve their need (Awang, Kutty, & Ahmad, 2014). A research conducted by Yusoff and Othman (2011), the international students more likely to seek support from their friends they met in their university life for interaction and needs of relationship because they do not want their family worry for them in other countries.

Furthermore, past researchers also stated that we can understand a person's family functioning predict the individual's life satisfaction (Pai & Arshat, 2016; Botha & Booyesen, 2013). However, family functioning was getting less important among for university students compared to adolescent. Therefore, we used sense of belonging such as belong to family, friends, and significant other as the mediator in our research to find out that whether family functioning and social support are good predictor of life satisfaction among university students.

Therefore, to prevent these mental health issues, it is important to understand the family functioning and social support of the individual. Enhancing life satisfaction is important in the individual life because it prospectively predicts the mental health and stress of the individual (Johal & Sharma, 2016).

### **1.5 Research objectives**

**General objective.** To study the relationship between family functioning, social support, sense of belonging, and life satisfaction.

**Specific objectives.**

1. To identify the relationship between family functioning and life satisfaction among university students.
2. To identify the relationship between social support and life satisfaction among university students.
3. To identify the relationship between sense of belonging and life satisfaction among university students.
4. To examine the predictors of life satisfaction.
5. To investigate the mediating effect of sense of belonging in the relations of family functioning and social support with life satisfaction.

### **1.6 Research questions**

1. Is there any significant relationship between family functioning and sense of belonging among university students?

2. Is there any significant relationship between family functioning and life satisfaction among university students?
3. Is there any significant relationship between social support and sense of belonging among university students?
4. Is there any significant relationship between social support and life satisfaction among university students?
5. Is there any significant relationship between sense of belonging and life satisfaction among university students?
6. Which is the unique predictor for life satisfaction?
7. To what extent does sense of belonging mediate the relationship between family functioning and life satisfaction?
8. To what extent does sense of belonging mediate the relationship between social support and life satisfaction?

### **1.7 Hypotheses**

Ha1: There is a significant relationship between family functioning and sense of belonging among university students.

Ha2: There is a significant relationship between family functioning and life satisfaction among university students.

Ha3: There is a significant relationship between social support and sense of belonging among university students.

Ha4: There is a significant relationship between social support and life satisfaction among University students.

Ha5: There is a significant relationship between sense of belonging and life satisfaction among university students.

Ha6: Family functioning and social supports are the predictors for life satisfaction among university students.

Ha7: Sense of belonging mediates the relationship between family functioning and life satisfaction among university students.

Ha8: Sense of belonging mediates the relationship between social support and life satisfaction among university students.

## CHAPTER 2

## LITERATURE REVIEW

## 2.1 Theoretical Framework

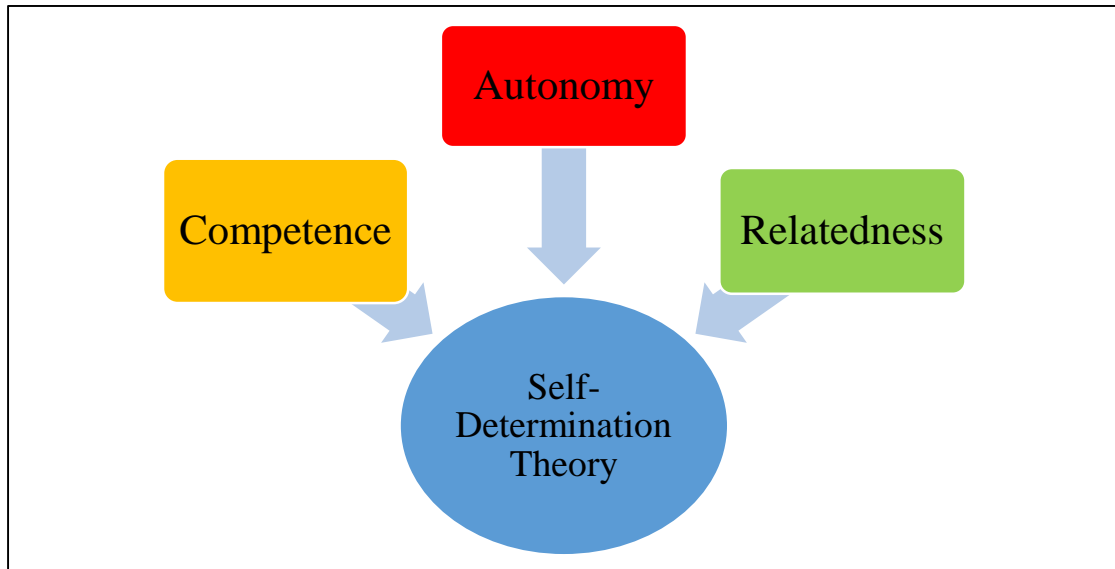
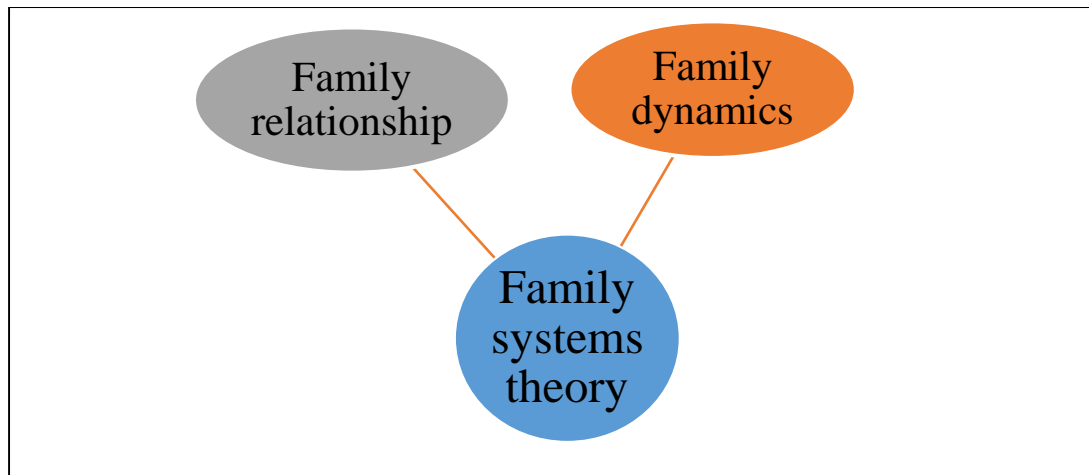


Figure 1. Self-Determination Theory Framework

Self-determination theory (SDT) is a theoretical framework that explains how the human beings function optimally in their daily life associated with the degree to how their basic human needs are being fulfilled (Ryan & Deci, 2000; Mancini, 2008). SDT proposed that every human being is crafting for attaining the satisfaction for basic needs which are the source for their well-being and motivation in various setting. The three most important and essential basic needs are autonomy, competence, and relatedness (Ryan & Deci, 2000; Mancini, 2008). According to Ryan and Deci (2000), when all the basic needs are being fulfilled, SDT proposed that they will have the better chance in functioning optimally and achieve high in their subjective well-being in the daily life.

For our research, the self-determination theory (SDT) is being chosen in explaining the social support and sense of belonging in predicting the life satisfaction among the first year university students in Selangor. As stated in the SDT, there are three related needs proposed as a significant basic human need that is fundamental for motivation and well-being in the various setting in life (Ryan & Deci, 2000). In the setting of our research, there are only two components in the SDT are being used as a theoretical pathway to explain the relationship between the variables.

The basic need that used in our research is relatedness. According to Haivas, Hofmans, and Pepermans (2012), SDT proposes that an individual can only fully develop the potential in daily life only when the basic psychological needs are obtained. The needs of relatedness stated that the individuals will only be satisfied when they felt being loved and cared by others without the feeling of being isolated (Haivas, Hofmans, & Pepermans, 2012). According to SDT, the support from the social context is essential which serves as “nutriment” for achieving satisfaction in those needs (Haivas, Hofmans, & Pepermans, 2012). In this research context, social support is served as the base for developing a sense of belonging. The sense of belonging functions as the “nutriment” that needed in satisfying the needs proposed in SDT framework and contribute to life satisfaction. Based on Kasprak (2010), in SDT framework, the positive social support will provide meaning to life. Therefore, good social relationship will enhance quality of life to raise their life satisfaction (Kasprak, 2010). In associating with this framework, the social support is being studied to predict the life satisfaction of the first year university students with sense of belongings as mediator.



*Figure 2.* Family systems theory framework

Family systems theory was suggested to examine the family as a whole system rather than an individual. The family systems propose that each family member exists as an independent individual but they are correlated with each other family members in the systems (Prest & Protinsky, 1993). In another word, family system theory proposed that family relationships and dynamics are interactive, and each of the relationships is depending on each other (Taylor, Burke, Smith, & Hartley, 2016). However, based on the dynamics of a family, all of the family members have different roles and functions. According to Dai and Wang (2015), if every one of the family members knows about their function in the family then they will tend to have healthy mental health and increase their family functioning. Therefore, they will feel belong to their family because their role is being fulfilled and it will help them to increase their life satisfaction.

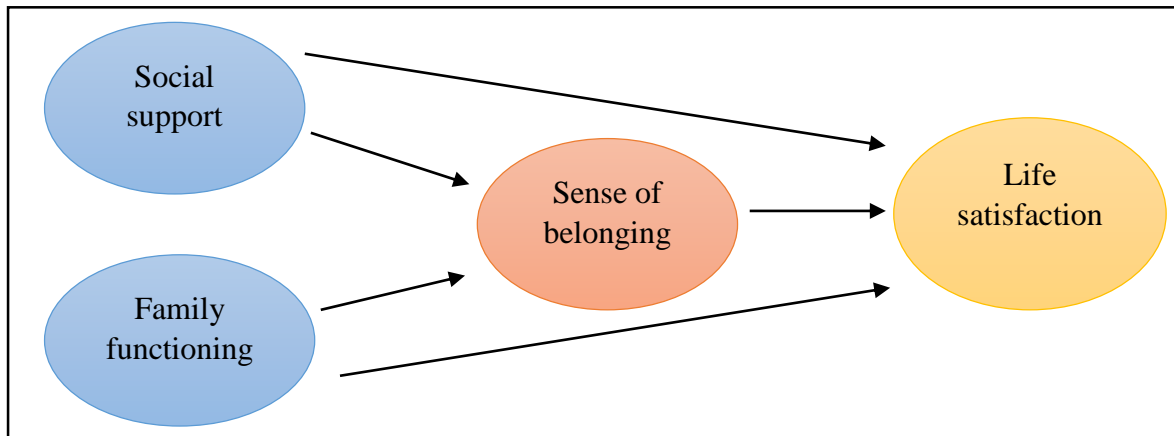
In this study, the family systems theory is chosen to explain family functioning and sense of belonging in predicting life satisfaction among the first year university students in Selangor. Based on Borden et al. (2014), family system theory also suggested that positive changes in the family such as the personal needs, attitude,

and feelings towards family or the developmental tasks like role and responsibilities of family members in building the family in a person can improve functioning in the family relationship throughout the entire family unit. Thus, the positive changes in the family can better promote the overall family functioning and feel belong to the family. Therefore, the first year university students with the higher level of family functioning will be having higher sense of belonging and lead to higher life satisfaction.

Other than that, based on family system theory, it stated that each of the members in the family had their own part of role to play in order to help the family function optimally (Hooper, 2007). The individual with higher family functioning is more likely to develop a good connection with family which increases the overall quality of daily life. From the family system perspective, the failure of family members in playing the role could affect the connectedness between the family members (Hooper, 2007). This is because family functioning refers to the family members play their own role to interact with each other in order to get close with family members (Afkari, Ghasemi, Shojaeizadeh, Tol, Foroshani, & Taghdisi, 2012). For example, if the parents did not play the parenting role well then it might cause the university students to feel disconnected or lack of sense of belonging toward the family and it will affect their life satisfaction. Therefore, in associating with this framework, the family functioning is being studied to predict the life satisfaction of the first year university students with the sense of belongings as mediator.



## 2.2 Conceptual framework



*Figure 3.* Conceptual framework of the mediating role of sense of belonging in the relation of family functioning, social support and life satisfaction

In this figure, there are two independent variables which are social support and family functioning, while, sense of belonging is the mediator variable and life satisfaction was tested as dependent variable. This study discussed that social support, sense of belonging and family functioning as the predictor of life satisfaction among university students in Selangor, Malaysia. Upon the role of social support and family functioning as causal factors determine the final outcome in life satisfaction, depicted in Figure 1. A study mentioned that the family connection tends to influence the sense of belonging in university and lead to lower level of social satisfaction among first year university students (Palmer, 2016). Moreover, according to Mahanta and Aggarwal (2013), they found that the higher level of perceived support from friends and family, the higher level of life satisfaction among university students. Therefore, this study focused on how mediating role of sense of belonging in the relation of family functioning and social support relate to a university students' life satisfaction.

### 2.3 Past studies

#### Life satisfaction

Life satisfaction evaluates one's life as a whole rather than the feelings and emotions that are experienced in that moment. According to Alleyne and Greenidge (2010)'s study, life satisfaction is defined as global evaluation by the person his or her life. The result analyse life satisfaction and perceived stress determine on students demographics (Alleyne & Greenidge, 2010). Hence, the result stated that undergraduate university students reported a moderate life satisfaction level and most of the students were more satisfied with relationships, physical appearance, self-image rather than campus facilities, quality teaching, job situation and financial security. This is because the students were more satisfied and interested in other things compared to the studies in university. Therefore, the higher levels of perceived stress were associated with lower levels of satisfaction with life. Moreover, another study also mentioned that mental health problem which manifests with different level of anxiety, depression and stress showed significant effect on the individual's life satisfaction especially university students (Kumar, Shaheen, Rasool, & Shafi, 2016). Therefore, university students had to face with a lot of life stressors such as academic performance, family, relationship, future and adjustment so they are slightly increase in their level of depression, anxiety, stress and suicidal while decrease the level of impairment and satisfaction with life (Bukhari & Saba, 2017). Thus, according to Suitor (2013), friends, family, and significant others are important for university students because they can provide instrumental, informational, or emotional assistance for them.

### **Family Functioning**

Based on the research which conducted by Jalal (2005), family functioning defined as the social relationship and communication between the family members. Other than that, family functioning refers to the family members play their own role to interact with each other in order to get close with family members (Afkari, Ghasemi, Shojaeizadeh, Tol, Foroshani, & Taghdisi, 2012). According to L áng (2018), family functioning has a positive relationship with psychological adjustment, psychological well-being and health of the individual. The individual has a higher level of family functioning indicated that better psychological state and health of the individual (L áng, 2018). Family functioning was important in Malaysia culture (Jalal, 2005). This is because family functioning can influence the number of crime. As an example, according to Jalal (2005), the number of crime increase among adolescents because of they have poor family functioning. Therefore, the family is one of the factors that can influence the crime rate.

### **Social support**

Social support is defined as any form of assistance received by an individual from any other person who makes contact with the individual (Nasurdin, Tan, & Khan, 2018). According to Coyle and Malecki (2018), social support can be understood as the behavior or act that is perceived as supportive by an individual from the social network that may increase the overall functioning of the individual. Social support can be perceived from a wide range of one's social network that the person sees as significant including family and friends. The social support may come in two types which are formal and informal social support (Bano, Ramzan, Anjum, & Dapeng, 2017). According to Bano, Ramzan, Anjum, and Dapeng (2017), the formal

social support defined as the representation of the relationship between people in formal occasion such as colleague and supervisor. Meanwhile, the informal social support is the social network ties that connect each other between peer and family member. The social support is significant because it functions as protective factor in overcoming the challenge in life (Coyle & Malecki, 2018). The study suggests that with high perceived social support, the individual's overall functioning by overcoming problem and challenge in life compared to low perceived social support.

### **Sense of belonging**

Sense of belonging which means that an individuals' perceived social cohesion to some groups or environments, and it has also affect the college students' cognition, affect, and behaviors (Hurtado, Alvarado, & Guillermo-Wann, 2012). In another words, sense of belonging which is at the most fundamental level to determine that whether or not the students feel valued, respected, accepted, cared for, included, no matter that they are in the classroom, at college, or in their chosen career path (Strayhorn, 2012). For example, they can feel, think and act like what they belong. According to Krafona (2014), undergraduate students reported lower level of sense of belonging. Sense of belong is important for university students because it can affect a student's degree of academic achievement, engagement, success, peer support, social identities and influences their adjustment to their university life (Strayhorn, 2012). Therefore, sense of belonging can help undergraduate students to have the a sense of mutually supportive network of relationships upon which one they can rely on and also help them to avoid the feelings of loneliness (Krafona, 2014).

### **Family Functioning and Life satisfaction**

Regarding Matejevic, Jovanoic, and Lazarevic (2014), parenting style

depended on the family functioning, a poor family functioning was reflected dysfunctional parenting. The dimension parenting styles such as effective, control and autonomy parenting were related to the patterns of family functioning (Matejevic, Jovanoic, & Lazarevic, 2014). According to Haines, Rifas-Shiman, Horton, Kleinman, Bauer, Davison, Walton, Austin, Field, and Gillman (2016), parenting style will predict the life satisfaction of the individual. The parenting styles including authoritative, authoritarian, permissive and neglectful (Haines et al., 2016). Reported by Haines et al. (2016), the individual who with authoritative parents have higher life satisfaction. The study shows that the authoritative parents will regulate the behaviour of their children such as eating behaviour and time to sleep, therefore, it can increase the satisfaction of the children' physical health (Haines et al., 2016). Thus, the parenting style of the parents is very important to the life satisfaction of the individual.

Moreover, family functioning had a statistically significant relationship with life satisfaction. The study showed that a higher level of life satisfaction represented balance in family functioning (Openshaw, 2011). Life satisfaction consist of satisfy in mental health, physical health, relationship with family, relationship with significant other, social relationship, work or studies, financial, activities conduct in leisure, autonomy, and religious while family functioning consists of a belief system, communication, flexibility, cohesion, and pattern of the organizational (Openshaw, 2011). Flexibility means the family members have possible to change their role among the family in order to change the unhealthy family to healthy family (Sanders, Bell, Place, & Adelaide, 2011). Cohesion means the relationship between family members, it is very important to maintain a healthy relationship among family members (Sanders, Bell, Place, & Adelaide, 2011). As an example, based on the

research conducted by Nua (2013), family leisure such as play video game with family members can increase the adaptability and cohesiveness of the family, it can enhance the family functioning and life satisfaction of the individual. According to Liu, Shono, and Kitamura (2008), cohesion and adaptability are a benefit to the functioning of the family such as the attachment of the children. Low level of family cohesion and adaptability can influence the attachment style of the children such as avoidant attachment (Liu, Shono, & Kitamura, 2008).

Furthermore, family functioning has a significant positive relationship with the psychological satisfaction of the individual. Based on the research which conducted by Akhbarati and Bashardoust (2016), the higher the ability of family functioning in emotion expression, psychological satisfaction and psychological needs were important to predict the psychological need and well-being of the adolescent through their emotion expression (Akhbarati & Bashardoust, 2016). According to Rathore, Kumar, and Gautam (2015), positive emotion, feeling and attitude can increase the quality of life of the people and reduce the stress of the people. Therefore, increase the psychological well-being can be led to a higher level of life satisfaction.

However, a family have poor family functioning can cause of fail to fulfil the needs of family members. It can affect the physical, emotional health and social of the family members (Afkari, Ghasemi, Shojaeizadeh, Tol, Foroshani, & Taghdisi 2012). Based on the study which conducted by Afkari et al. (2012), stated that the pattern of the family interaction such as conversational orientation and conformity orientation can predictor the individual's quality of life. For example, the family with conversational orientation have positive predictor on the quality of life while conformity orientation has negative predict in quality of life (Afkari et al., 2012). Conversational orientation refers to the family members are open communication and

more likely to share their feeling and thought while conformity orientation refers to the family member more likely to prevent conflict and have a high value of harmony (Keating, 2016). According to Botha and Booysen, (2013), family interaction has a strong relationship with the individual's mental health, physical health and general life satisfaction. The interaction between the family members are important, the more closeness or intimacy of their relationship can increase the individual's level of life satisfaction (Afkari et al., 2012). Therefore, the relationship and the closeness between family members are positively related to the life satisfaction of individual (Botha & Booysen, 2013).

### **Social support and life satisfaction**

Social support is important for university students because it can be providing emotional and instrumental assistance from family, friends or neighbours (Zamani-Alavijeh, Dehkordi, & Shahry, 2017). According to Mahanta and Aggarwal (2013), they examined that the higher level of perceived support from friends and family, the higher level of life satisfaction among university students. This is because that the mutual sharing of personal, social, or moral ideas by the peers supports can help university students adapt the stressful life in a positive way (Mahanta & Aggarwal, 2013) and more likely to feel satisfied with university life. The university students who are living away from home tend to have the worse emotional issues. The results mentioned that students with lower level of parental support will tend to have the lower levels of happiness and more depressed than those with higher level of parental support. Besides, this study was conducted with a sample of 100 male and female university students and the result showed that there is a gender significant difference for the perceived social support from friends. For example, the result concluded that female university students have a higher level of perceived support so they have a

higher satisfaction with life as compared to male university students. Consistent with this finding, research indicated that female with high social support score was having greater life satisfaction with male while male with high gratitude scores are more likely to get greater social support than females (Kong, Ding, & Zhao, 2015). Therefore, the increase of social support was highly related to the increase in subjective overall life satisfaction.

Moreover, another research also stated that the higher levels of perceived social support, the better the quality of life among university students (Alorani & Alradaydeh, 2017). According to Alorani and Alradaydeh (2017), there are a lot of social and cultural challenges such as adapt with a new environment or work overload, or the financial problem will be faced by the university students. Therefore, perceived social support provided by families, friends or significant others playing an important role in helping university students to enhance their life satisfaction because some of the students may take the high level of stress and low life satisfaction as a negative response for these challenges. Hence, social support is important to enhance the life's satisfaction of university students.

Furthermore, Talwar and Fadzil (2013) stated that social support has been associated with both physical and mental health because social support helps undergraduate students to reduce their stress experienced and have a better coping with stressful life. They also mentioned students that absence of social support will be having negative influence on health. Besides that, university life is a critical period for undergraduate students because they are fresh to enter adulthood and they also expected to be the elite in the society. Thus, the result concluded that social support is emotionally beneficial for university students to enhance their overall happiness and life satisfaction. This is because they believe that social support such as friends is the



person that cared and loved for them, esteemed and valued, mutual obligations and mutual respect (Talwar & Fadzil, 2013). Therefore, they are able to live a healthy life in society with the emotional assistance from their friends.

### **Sense of Belonging and Life Satisfaction**

Loneliness and low sense of belonging will lead to low level of life satisfaction. According to Mellor, Stokes, Firth, Hayashi, and Cummins (2008), the individual feels a low level of satisfaction with their personal relationship when they score higher in loneliness and without achieving the need of belonging.

The satisfaction of the people affected by the sense of belonging and sense of community. As an example, the resident satisfaction will increase when a high score in the sense of belonging, sense of place, and sense of community (Smith, 2011). The sense of place included the place dependence and identity of place while the sense of belonging such as the sense of neighbourhood (Smith, 2011). For example, according to the Tambyah and Tan (2018), the Singaporeans have a higher level of life satisfaction when they belong to their family, friends and the community. Another example, the disabled people feel a higher level of life satisfaction when they have a strong sense of belonging to the community (Daley, Phipps, & Branscombe, 2018).

Furthermore, the sense of belonging has a positive relationship with life satisfaction. Based on the research conducted by Wilcyriska, Januszek, and Bargiel-Matusiewicz (2015), this research shows that a higher sense of belonging represented the higher level of life satisfaction. Other than that, the people who feel the high level of life satisfaction when they belong to the relationship and environment and they will less likely suffer to mental health illness such as depression (Wilcyriska, Januszek, & Bargiel-Matusiewicz, 2015). Therefore, those who belong to the better or good

relationship with others can reduce the physiological stress (Wilcyrisk, Januszek, & Bargiel-Matusiewicz, 2015).

Besides, high level of sense of belonging can decrease depression of the individual (Lee & Williams, 2013). According to Lee and Williams (2013), when the individual has a positive view in their relationship which can to view positively in their life field and reduce stress. Therefore, the sense of belonging has positively correlated with the level of life satisfaction.

### **Family Functioning and Sense of Belonging**

According to Pittman and Richmond (2007), the sense of belonging is associated with the overall functioning within the peer functioning in the context of school. In the study, the researchers proposed a hypothesis based on belongingness hypothesis where the individual who did not perceived to belong in any social group in society will has high chance to experience emotional distress (Pittman & Richmond, 2007). In other context such as family functioning, the positive functioning among the family members may contribute to the sense of belonging within the individual that led to positive emotional belief in future life according to the belongingness hypothesis.

Based on other study, the sense of belonging among first year college students is fostered by the connectedness among their family members and friends (Tachine, Cabrera, & Bird, 2017). The research studied the sense of belonging among the American native students who pursue their study in non-native college associated with several factors that might affect their sense of belonging. According to Tachine, Cabrera, and Bird (2017), there are many external factors such as racism, stereotype and other that resulted in the decline of the sense of belonging among native student.

The study also showed that positive family relationship within the native students did help in enhancing their sense of belonging to the community and environment in the college (Tachine, Cabrera, & Bird, 2017).

### **Social support and sense of belonging**

The sense of belonging which is a strong interpersonal motive influencing human behaviour, emotions, and thoughts and it is quite important because it will influence a person coping with stress and satisfaction with life (Wilczynska, Januszek, & Bargiel-Matusiewicz, 2015). Consistent with this findings, the result indicated that there is an effect on the sense of belonging and perceived social support on the relationship between perceived stress and depression (Choenarom, William, & Hagerty, 2005). This is because they feel suffer when their social bonds or relationships deteriorate because they feeling disconnected from others and experiencing a lack of belonging with others. Thus, they will be having higher level of depression because they fail to achieve their quest to satisfy their need for belonging in the relationship (Steger & Kashdan, 2009). For example, a student with high social support will be able to enhance his or her ability to cope with stress and reduce the stressful life because the higher sense of belonging will promote better functioning.

Moreover, according to Davis (2017), the greater sense of belonging was associated with greater total perceived social support and specific perceived support from one's spouse, family, friends, and co-workers will having greater community involvement. He also stated that the sense of belonging is moderately positively associated with perceived social support. For instance, a person with the higher sense of belonging was associated with less conflict with other, lower suicidal ideation and better psychological functioning. Furthermore, a person with less perceived support

will having the lower sense of belonging because they are lacking supportive and interaction with networks of friends (Hagerty, Williams, Coyne, & Early, 1996). This is because positive social support can assist them to prevent the negative effects of stressful life while the sense of belonging can reflect a person's motivation so they have the skill to fix with the environment.

**The mediating role of sense of belonging in the relations of family functioning, social support and life satisfaction.**

### **Family Functioning, Sense of Belonging and Life Satisfaction**

According to Önder and Yilmaz (2012), the individual from the unhealthy functioning of the family has a high percentage to have bad behaviour compared to the healthy family functioning. Other than that, the individual has a high sense of belonging in school, good relationship with friends and have positive behaviour can lead to a higher level of life satisfaction (Önder & Yilmaz, 2012). According to Önder and Yilmaz (2012), positive family functioning and belong in a positive relationship with others can develop a positive behaviour. Therefore, there was a positive relationship between family functioning, sense of belonging in school and life satisfaction. As an example, the individual perform less delinquency behaviour when the family members play their own role to support and spend time with them, they felt more belonging to their family and more satisfied with their life (Önder & Yilmaz, 2012).

Based on the study conducted by Mincemoyer (2016), he stated that sense of belonging can build through the family functioning such as the family members play their role in the family like interacting with each other, meanwhile, higher sense of belonging indicates higher level of sense of belonging (Wilcyrisk, Januszek, &

Bargiel-Matusiewicz, 2015). According to our theory which is Self-determination theory, the individual need to satisfy the need for relatedness, the level of life satisfaction increase when the need for relatedness had been fulfilled (Lin, 2016). Hence, when all family members play their role and have good interaction between each other which means they more likely belong to their family, therefore, it can increase their level of life satisfaction.

### **Social Support, Sense of Belonging and Life Satisfaction**

From the previous past studies, it was showed that psychological and social functioning is positively significant toward the sense of belonging. The past studies stated that student's functioning was increased when perceived high sense of belonging and also obtained the ability to cope with stressful life event as the social support contributed to the high sense of belonging (Choenarom, William, & Hagerty, 2005; Davis, 2017).

According to Smith (2011), the sense of belonging is positively associated with life satisfaction of people in the result of the study. The study showed that when the residents felt that they are belonged to the community within the residential area, the residents' life satisfaction is observed to increased (Smith, 2011). Moreover, there is previous study that showed positive relationship between the sense of belonging and life satisfaction. The people with good and active relationship with other are observed to have less chance in suffering from depression and other mental illness (Wilcyriski, Januszek, & Bargiel-Matusiewicz, 2015).

From the previous studies, it shows that social support is positively associated with sense of belonging while sense of belonging proved to be positive relationship with life satisfaction. By using the Self-Determination Theory (SDT) as the

theoretical framework, the social support as independent variable to predict life satisfaction with sense of belonging as mediator could be tested in order to study the relationship between these variable.

#### **2.4 Gap of studies**

It has been found that there was a lack of previous research studies stated that the mediating role of sense of belonging in the relation of family functioning, sense of belonging and life satisfaction. There was also a lack of the previous study about the mediating role of sense of belonging in the relation of social support, sense of belonging and life satisfaction. According to Choenarom, Williams, and Hagerty (2005), the study stated that sense of belonging and perceived social support as a mediator effect on the relationship between perceived stress and the level depression in the depressed group. However, there were studies mentioned that family functioning toward life satisfaction and family functioning towards the sense of belonging. Furthermore, there also have the study mentioned that social support toward life satisfaction and social support towards the sense of belonging. Nevertheless, there was no study indicated if family functioning and social support linked to sense of belonging influence the life satisfaction of university students. This is because Malaysia is a multiracial country which consists of various religion group so most of the studies and issues are limited. In addition, most of the previous studies were from the Western countries which influenced by Western cultures and Christian perspectives, thus previous findings may not be generalizable to multiracial Eastern societies.

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1 Research Design**

The quantitative research method was applied in this study where the self-administered questionnaire was used to collect the data from the respondents. The quantitative research is suitable to examine the relationship between the variables which are social support, family functioning, sense of belonging and life satisfaction in this study. Quantitative research is a type of empirical research that studies the variables by using theory to explain if the outcome is predicted by theory through statistical methods (Yilmaz, 2013). In this study, the research design that was used is the correlational design. The correlational design was being chosen because this research design was suitable to investigate the relationship between the variables through statistical analysis in term of whether an increase or decrease in a variable correlate with other variable to increase or decrease.

#### **3.2 Sampling Techniques**

The age group of target participants was the first year of private and public university students from age 18 to 25 in Selangor, Malaysia. The reason we choose first-year university students as our target participants because they are freshmen who experience life transition and are more likely to have higher stress levels than those of students in other years. According to Geng and Midford (2015), the higher stress level of the first-year university students was related to examinations, academic overload, oral presentations, lacking time to meet commitments. Moreover, the first-year education students also involve their commitment into their institution and learning

such as relationship problem. Furthermore, the new environment is also strongly associated with their stress levels. According to Civitci (2015), the sources of stress are from intrapersonal stressors, interpersonal stressors, environmental stressors and academic stressors, it indicated that the life satisfaction of college students decrease as these stressors. Thus, the relationship between family and overall life satisfaction and the relationship between social support and life satisfaction are particularly relevant during undergraduate education as there are a lot of changes and challenges for them to turn into adults (Schnettler, Zapata, Grunert, Lobos, Denegri, Hueche, & Poblete, 2017).

Furthermore, the research location was in Selangor because many of the young adults are leaving home to pursue their degree courses and stay put upon graduation in Selangor because of its rapid expansion of higher education (Tey, 2014). The research also showed that the higher learning institutions in Selangor has a strong bearing on migratory flow. Due to its better education environment and facilities, it attracted more students to pursue their education level in Selangor (Tey, 2014). It was found that university students in Selangor experienced higher level of stress and depression then reported to affect their quality of life (Deniz, 2006; as cited in Faleel, Tam, Lee, Har, & Foo, 2012). Therefore, this study conducted the data collection in Selangor.

Therefore, this study was conducted with non-probability sampling whereby the sampling approach in which the opportunity of each selected participant is not equal. Hence, the purposive sampling method was used in this study as this sampling method is a process of data collection that is attainable and adjacent from the target population (Rahi, 2017). Thus, we used purposive sampling because we only recruited freshmen from Selangor state as our target participants.



This study recruited total of 264 first year undergraduate students (96 males and 168 females). Thirteen of the questionnaires were removed from analyses for not meeting the inclusion criteria. Therefore, a total of 251 participants (88 males and 163 females) were included in the analysis. The age range among the participants was between 18 to 25 years with a mean age of 21.5 years ( $SD = 2.58$ ). Refer to Table 1 for participants' demographic details.

Table 1

*Demographics Information of Participants (N = 251)*

Demographics	n	%
<b>Gender</b>		
Male	88	35.10
Female	163	64.90
<b>Institution</b>		
INTI International College	12	4.80
Sunway University	15	6.00
Tunku Abdul Rahman Universiti College (Setapak Campus)	2	0.80
Taylor's University	3	1.20
Universiti Kebangsaan Malaysia (UKM)	62	24.70
University of Nottingham Malaysia Campus	1	0.40
Universiti Putra Malaysia (UPM)	85	33.90
Universiti Tunku Abdul Rahman (Sungai Long Campus)	71	28.30
<b>Year/ Semester</b>		
Year One Semester One (Y1S1)	79	31.50
Year One Semester Two (Y1S2)	131	52.20
Year One Semester three (Y1S3)	41	16.30
<b>Family Status</b>		
Two biological family (with father and mother)	222	88.40
Single father family	2	0.80
Single mother family	16	6.40
Step family (with step father/ step mother)	6	2.40
Others (Relatives)	5	2.00

### **3.3 Data analysis**

The obtained data were analysed by SPSS 24.0 software for general descriptive and inferential statistics. For descriptive statistics, the results of the respondents' demographic information, items, and total scores were presented in mean, standard deviation, frequency, and percentage. Test of normality was conducted to examine the data distribution. Pearson Correlation analysis was applied to examine the relations of family functioning, social support, sense of belonging and life satisfaction. In order to find out the significant predictor of life satisfaction, multiple regression was used to examine the predicting effect of family functioning, social support and life satisfaction. Lastly, PROCESS macro was implemented to examine whether the sense of belonging as the mediator for the path between family functioning and life satisfaction; and also its mediating effect on social support and life satisfaction.

### **3.4 Research Procedure**

In this study, the first year university students from Selangor state were recruited to participate in our research. The responses were collected from different universities including Universiti Putra Malaysia (UPM), Universiti Kebangsaan Malaysia (UKM), Universiti Tunku Abdul Rahman Sungai Long campus (UTAR), Tunku Abdul Rahman Universiti College (TARUC), Inti International College (INTI), Sunway University, Taylor University, and University of Nottingham Malaysia Campus (UNMC).

The online questionnaire was distributed as one of our data collection methods. The questionnaire was created in the online survey software which is

Qualtrics for the respondents to fill in their responds. The online questionnaire link was shared to the potential respondents through social media platform such as Facebook, Messenger, and E-mail. The total number of respondents collected via online was 33 sets. Due to the low response rates from the online questionnaires, the printed questionnaires were also distributed to the participants from the universities within the Selangor area.

Prior to answering the questionnaire, the purpose of the research was briefly stated in the first page of the questionnaire which informed the respondent regarding our research topic, ethical approval, anonymity of their response, respondents' right and assent form. The respondents were informed with the right to withdraw from the research at any time they wanted based on their will. Besides, the estimated time taken to complete the questionnaire was approximate 30 minutes. The information sheet informed the respondents about their personal details and data provided for this research will be kept private and confidential which only researchers and supervisor can access the data collected.

### **3.5 Instrumentations**

A self-administered questionnaire which contains five sections, section A to section E, was used to collect the required information. This questionnaire combined four tests which were Sense of Belonging Instrument (SOBI), Family Assessment Device (FAD), Multidimensional Scale of Perceived Social Support (MSPSS), and Satisfaction with Life Scale (SWLS). Demographic information of the respondents were collected with few questions such as age, gender and ethnicity of the respondents.

*McMaster Family Assessment Device (FAD)*

FAD was a 60-items scale that was designed to measure the family functioning of the respondents. This scale used in Section B in the questionnaire. It is made up of seven scales and overall family functioning. The seven scales included problem solving, communication, roles, affective responsiveness, affective involvement, behaviour control and general functioning. There are some items described healthy functioning and others described unhealthy functioning. There were 35 items reversed scoring. These 60-items consist of 4-point Likert scale that rated from 1-4 which is from strongly agree (healthy) to strongly disagree (unhealthy) for healthy items while strongly agree (unhealthy) to strongly disagree (healthy) for unhealthy items. The score of overall family functioning can range 60 to 240, higher scores represent poor family functioning (Epstein, Baldwin, & Bishop, 1983). The internal consistency reliability in the previous study was .89 (Katholiki, Boyle, Jenkins, Sanford, & Lipman, 2008). In this research, the scores of FAD have transformed, therefore higher scores indicate that the higher level of family functioning.

*Multidimensional Scale of Perceived Social Support (MSPSS)*

MSPSS is a 12-item scale that was designed to measure perceived social support from three differences sources which included family, friends and significant other. It have used in Section C in the questionnaire. The 12 items consist of 7-point Likert scale that rated from 1-7 which from *very strongly disagree* to *very strongly agree*. It can divided into three subscales which included family (items 3, 4, 8, 11), friends (items 1, 2, 5, 6, 7, 9, 12) and significant other (items 1, 2, 5, 10). The higher score indicated higher perceived support. The MSPSS reported high reliability in

internal consistency and temporal reliability with the alpha of .91 for the total scale and .90 to .95 for the subscale. This scale was easy to use and effective of time.

(Zimet, Dahlem, Zimet, & Farley, 1988; as cited in Corcoran & Fischer, 2013).

#### *Sense of Belonging Instrument (SOBI)*

Sense of Belonging Instrument consisted of 27-items. It was used in Section D of the questionnaire. This scale was divided into two separate tests which assess belonging in two separate areas, SOBI-P represented the psychological state of the sense of belonging which means about the individual involve and fits the community or society while SOBI-A represented the antecedents of the sense of belonging means that the individual desire and have the ability to belong in the community or society. However, SOBI-P was used in this research and SOBI-P are negative written questions which mean that the higher the scores indicate the lower level of sense of belonging. SOBI-P just consists of 18 items with scores ranged from 21-72; the mean score was 55.54 and the standard deviation was 9.73 (Hagerty & Patusky, 1995).

#### *Satisfaction with life scale (SWLS)*

SWLS was a 5-item scale that was designed to assess respondents' worldwide judgment of life satisfaction. It has used in Section E of the questionnaire. The 5-item scale consists of 7-point Likert scale that rated from 1 to 7 which was from *strongly disagree* to *strongly agree*. The higher score indicated a greater level of satisfaction. The SWLS reported high reliability in internal consistency and temporal reliability with the coefficient alpha of .87 and a 2-month period of test-retest coefficient of .82 (Pavot & Diener, 1993).

### 3.6 Pilot study

**Purpose.** The pilot study aimed to test the reliability of items in the questionnaires. Furthermore, the researchers had conducted a pilot study to identify the potential problems, sample recruitment strategies and deficiencies of the questionnaires. It was also planned to help the researchers to be familiar with the procedures in the protocol.

**Participants.** Researchers aimed to collect the respondents who are from first year undergraduate student in order to achieve our goals towards this topic. At the end of data collection for the pilot study, the researchers were able to collect a total of 45 participants from Universiti Tunku Abdul Rahman (UTAR), Kampar, Perak to complete the survey.

**Reliability Analysis.** The result indicated that all of the measures yielded acceptable reliability values. Table 2 showed the Cronbach’s alpha for the instruments which are Sense of Belonging Instrument (SOBI), Family Assessment Device (FAD), Multidimensional Scale of Perceived Social Support (MSPSS), and Satisfaction with Life Scale (SWLS).

Table 2

*Display of Cronbach’s alpha for SOBI, FAD, MSPSS and SWLS in pilot study (N = 45) and real study (N = 251)*

Variable	Number of item	Pilot study (N = 45)	Actual study (N = 251)
Sense of belonging Instrument (SOBI)	18	.97	.91
Family Assessment Device (FAD)	60	.90	.84
Multidimensional Scale of Perceived Social Support (MSPSS)	12	.95	.92
Satisfaction with life scale (SWLS)	5	.88	.75

## CHAPTER 4

### RESULTS

#### 4.1 Preliminary findings

Prior to conduct inferential analysis, we assessed the data of normality by checking the skewness, kurtosis and quantile–quantile (Q–Q) plots. Based on the result, the skewness and kurtosis level of all variables fall within the expected range of  $\pm 2$  and  $\pm 3$ . Furthermore, the Q-Q plots also showed that the data is at the expected range which the straight line lies on the 0. Therefore, the inferential analysis was proceed as the data is normally distributed. See table 3.

Table 3

*Display of the normality in the real study (N = 251)*

Variable	Mean	Standard deviation	Skewness	Kurtosis
Sense of belonging	46.87	8.75	.23	.59
Family functioning	158.62	13.37	.66	.55
Social Support	62.57	11.72	-.69	.94
Life satisfaction	23.08	4.27	.30	-.15

#### 4.2 Main Findings of Study

In this study, Pearson correlation, linear multiple regression and PROCESS macro were used to examine the research objectives and test the hypotheses.

##### 4.2.1 To identify the relationship between family functioning, social support, sense of belonging and life satisfaction among university students.

**Family Functioning and Sense of Belonging.** There is a significant relationship between the amount of family functioning and sense of belonging,  $r$  (248)

= .47,  $p < .001$ . Higher level of family functioning was consistently associated with higher level of sense of belonging among first year university students in Selangor.

**Family Functioning and Life Satisfaction.** The findings showed that there is a significant relationship between family functioning and life satisfaction,  $r(248) = .32, p < .001$ . This indicated that first year university students in Selangor who have the higher level of family functioning tend to have higher level of life satisfaction.

**Social Support and Sense of Belonging.** Social support also found to significant correlated with sense of belonging,  $r(249) = .22, p = .001$ . Thus, the higher level of social support tend to have higher level of sense of belonging among first year university students in Selangor.

**Social Support and Life Satisfaction.** There is a significant relationship among social support and life satisfaction,  $r(249) = .34, p < .001$ . It indicated that first year university students in Selangor who have higher level of social support tend to have higher level of life satisfaction.

**Sense of Belonging and Life Satisfaction.** There is a significant relationship between sense of belonging and life satisfaction,  $r(249) = .37, p < .001$ . This indicated that first year university students in Selangor who have higher level of sense of belonging associated with higher level of life satisfaction.



Table 4

*Summary of Pearson Correlation, Means, and Standard Deviation on Family*

*Functioning, Social Support, Sense of Belonging, and Life Satisfaction (N = 251)*

Variables	1	2	3	4	Mean	Standard Deviation
1. Family Functioning	-	.36 ***	.47 ***	.32 ***	158.62	13.37
2. Social Support	-	-	.22 **	.34 ***	62.57	11.72
3. Sense of Belonging	-	-	-	.37 ***	46.87	8.75
4. Life Satisfaction	-	-	-	-	23.08	4.27

*Note: \*\*  $p < .01$ , \*\*\*  $p < .001$*

#### 4.2.2 To examine the predictors of life satisfaction.

Multiple linear regression was used to find out if life satisfaction can be predicted by family functioning, social support and sense of belonging. The model was statistically significant,  $F(3, 246) = 22.20, p < .001$  and accounted for 20.0% of the variance. It was found that family functioning ( $\beta = .11, p = .091$ ), social support ( $\beta = .24, p < .001$ ) and sense of belonging ( $\beta = .26, p < .001$ ). Thus, family functioning, social support and sense of belonging are significantly predicted to life satisfaction. Hence, there is enough evidence to accept the alternative hypothesis. See Table 5.

Table 5

*Multiple Regression for Life Satisfaction (N = 251)*

Variables	B	SEB	$\beta$	t	p	Adj. $R^2$
Model 1 Regression						.20
1. Family Functioning	.04	.02	.11	1.70	.09	.10
2. Social Support	.09	.02	.24	3.94	.00	.11
3. Sense of Belonging	.13	.03	.26	4.08	.00	.13

### **4.2.3 To investigate the mediating effect of sense of belonging in the relations of family functioning and social support with life satisfaction.**

**Family Functioning, Sense of Belonging and Life Satisfaction.** Family functioning ( $b = .47, p < .001$ ) positively predicted to higher level of sense of belonging, family functioning is also a significant direct causal factor ( $b = .06, p = .004$ ) for life satisfaction. The path from sense of belonging to life satisfaction showed a causal effect ( $b = .28, p < .001$ ).

The statistically significant direct path from family functioning to life satisfaction and there is a mediating effect of sense of belonging in the relations of family functioning and life satisfaction. This indicated that partial mediation of sense of belonging. Bootstrapping was conducted to further confirm the mediating effect. We tested the significance of this indirect effect using bootstrapping with resample 2000. As Figure 1 illustrates, the standardized regression coefficient between family functioning and sense of belonging was statistically significant, as was the standardized regression coefficient between sense of belonging and life satisfaction. The indirect effect was .04 with 95% confidence interval (.01; .07). Alternative hypothesis seven is supported. See Figure 4.

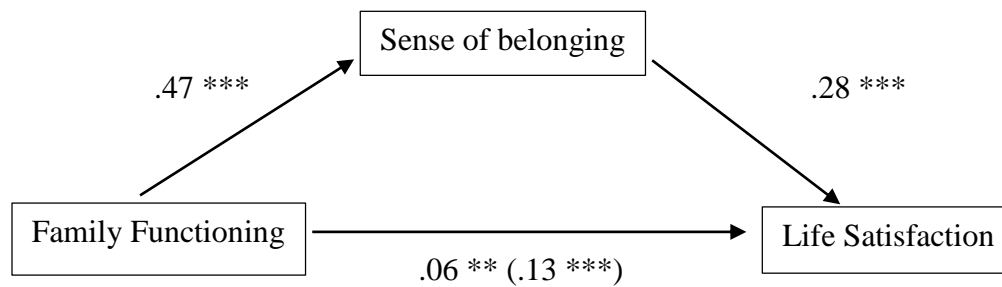


Figure 4

Figure 4. Standardized regression coefficients for the relationship between family functioning and life satisfaction, controlling for sense of belonging. Path coefficient in parenthesis represented magnitude of indirect effect after controlled for sense of belonging.

Note: \*\*  $p < .01$ , \*\*\*  $p < .01$

**Social Support, Sense of Belonging and Life Satisfaction.** Social support ( $b = .22, p = .001$ ) positively predicted higher level of sense of belonging, social support also is a significant direct causal factor ( $b = .10, p < .001$ ) for life satisfaction. The path from sense of belonging to life satisfaction showed a causal effect ( $b = .31, p < .001$ ).

The statistically significant direct path from social support to life satisfaction and there is a mediating effect of sense of belonging in the relations of social support and life satisfaction. This indicated that partial mediation of sense of belonging. Bootstrapping was conducted to further confirm the mediating effect. We tested the significance of this indirect effect using bootstrapping with resample 2000. As Figure 2 illustrates, the standardized regression coefficient between social support and sense of belonging was statistically significant, as was the standardized regression coefficient between sense of belonging and life satisfaction. The indirect effect

was .02 with 95% confidence interval (.01; .05). Thus, the indirect effect was statistically significant. Thus, the indirect effect was statistically significant.

Alternative hypothesis eight is supported. See Figure 5.

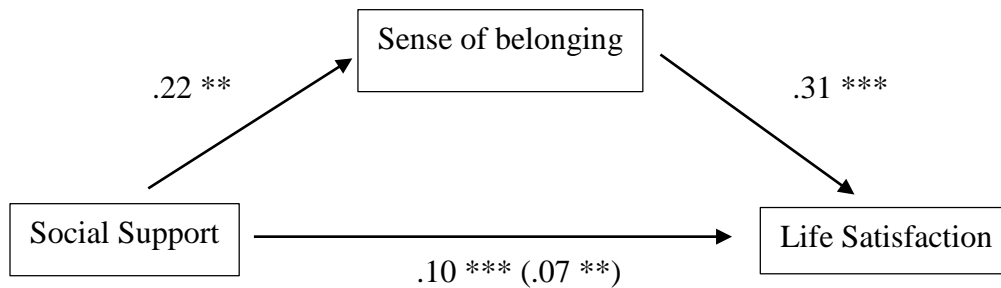


Figure 5

Figure 5. Standardized regression coefficients for the relationship between social support and life satisfaction, controlling for sense of belonging. Path coefficient in parenthesis represented magnitude of indirect effect after controlled for sense of belonging.

Note: \*\*  $p < .01$ , \*\*\*  $p < .001$

## CHAPTER 5

### DISCUSSION

#### 5.1 Discussion

Life satisfaction can be viewed differently from various individual background such as family functioning or perceived social support. This study focused on Selangor, Malaysia undergraduate students' views regarding life satisfaction. Researchers aimed to study the relation of social support, family functioning and sense of belonging with life satisfaction and to investigate the mediating effect of sense of belonging in the path of social support and family functioning toward the life satisfaction.

The findings support the first research hypothesis in which the result showed that there is positive relationship between the family functioning and sense of belonging. From the result, it showed that the higher family functioning associated with higher level of sense of belonging among the first year university students. The result is consistent with the previous study. According to Taormina and Gao (2013), family emotional support was provided by the family members in term of basic needs and cares. The individual who perceived positive family functioning received emotional support from their family members which partially fulfill the belongingness needs (Taormina & Gao, 2013). From the finding, the person who grown up in the good family functioning environment as they received essential supports from family members were observed to perceive higher sense of belonging. Based on the current study, the first year university students who perceived better family functioning is able to perceive high sense of belonging. The result also similar to the study that

stated the connectedness with family can influence the sense of belonging of the individual (Tachine, Cabrera, & Bird, 2017).

Moreover, this finding supports the second research hypothesis in which the result showed that family functioning has a significant relationship with life satisfaction among the first year university students in Selangor. However, the result findings proved that there is a positive relationship between family functioning and life satisfaction among the first year university students in Selangor. Thus, a higher level of family functioning tends to have a higher level of life satisfaction. This result supported by a recent study which showed a positive correlation between family functioning and life satisfaction (Botha & Booysen, 2013). According to Botha and Booysen (2013), they found that good family functioning can improve the individual performance and productivity which can help to increase the individual life satisfaction. Family with good functioning have more effective family coping stress skill and it was positively related to life satisfaction of the individual (Botha & Booysen, 2013). In other words, it also can be seen that students with poor family functioning can lower the level of life satisfaction (Botha & Booysen, 2013).

In addition, the current study supports the third research hypothesis in which the result showed that social support has a significant relationship with a sense of belonging. There is a positive relationship between these two variables where the higher the level of social support, the higher the level of sense of belonging. The result is consistent with the recent study. According to Davis (2017), the availability of social support perceived by individual contributed to the sense of belonging within the social communities. The higher the overall perceived social support by an individual from various aspect of the social community such as friends, family, and society resulted in a higher level of sense of belonging (Davis, 2017). Accepted,

respected feeling of connectedness, feeling cared by friends, group on the university which is important to the university students (Wright, 2016). These shown that the social support is important to the sense of belonging of the students in university. Based on the result, the first year university student showed the higher level of sense of belonging to the community around their respective universities that is associated by the higher level of perceived social support from the community. The result is similar to the finding of Tachine, Cabrera, and Bird (2017). According to the finding, the greater the perceived social support indicated the stronger connection to the community that fostered higher sense of belonging (Tachine et al., 2017). The individual felt connected to the community when they perceived that there was high total number of support available for them to access within the community. When the students perceived to have greater total number of social supports from the community, they considered themselves were accepted and connected as part of the social community members.

Additionally, the findings support the fourth research hypothesis in which the result showed that there was a significant relationship between social support and life satisfaction. According to the result, the first year university students in Selangor reported that there is a positive relationship between social support and life satisfaction. The findings of the current study were consistent with past research, whereby life satisfaction is closely related to social support. According to Gua (2017), social support is positively correlated and significant predictive effect on life satisfaction. Social support is important because it can provide the first year university students from psychological comfort and courage, inspire the positive emotional, and assist people to cope with their difficulties (Gua, 2017). Thus they are more likely to satisfy with their life. Moreover, the result of another study also stated that there is a

significant relationship between life satisfaction and perceived social support (Tamannaefar & Behzadmoghaddam, 2016). According to Tamannaefar and Behzadmoghaddam (2016), support from friends and family support are the important predictor of life satisfaction. When a person is supported by close friends and family, he or she will have a better cognitive mechanisms, coping strategies, and individual behaviors, thus, they will more likely to increase life satisfaction (Tamannaefar & Behzadmoghaddam, 2016). Hence, they will feel safe and have a better quality of life and health when they are fully supported by friends or family. Therefore, the increasing of social support will improve the life satisfaction of first year undergraduate students.

Furthermore, the findings support the fifth research hypothesis in which the result showed that there is a significant relationship between the sense of belonging and life satisfaction. Based on the result, there is a positive relationship between the sense of belonging and life satisfaction among the first year university students in Selangor. In Ramos, Suarez, Leon and Trinidad (2017) finding, they indicated that the sense of belonging contributed to the life satisfaction of the immigrants. The research showed that those who have built a different social group, it can increase their connectedness with others, school and community, thus it can increase their satisfaction of life (Daley, Phipps, & Branscombe, 2018). Based on Taormina and Gao (2013) finding, they stated that the individual who belongs to the social relationship and community which can help to build group cohesiveness through similar needs, goals and value, the individual can feel satisfied with life while his or her life sense of belonging and love were achieved. Therefore, the students who have a better relationship with friends, peer or community and belong to the relationship or community can increase the students' satisfaction of life.



Other than that, the current findings support the sixth research hypothesis in which the result showed that family functioning and social support are the predictors for life satisfaction. The first year university students in Selangor showed that social support and family functioning are highly related and important in their university life. Comparing the current and the results of past research, Okongwu and Ugwu (2013) stated that social support is a significant predictor of life satisfaction. In other words, support from friends, significant others and family support were significant predictors of life satisfaction (Okongwu & Ugwu, 2013). Hence, these sources of support can help a person to cope with different type of life challenges. Therefore, the increasing of social support has been correlated with the increase in subjective overall life satisfaction, meanwhile, the lower level of social support will decreasing in life satisfaction of university students. This is because that the mutual sharing of personal, social, or moral ideas by the peers supports can help university students adapt the stressful life in a positive way (Mahanta & Aggarwal, 2013) and more likely to feel satisfied with university life. Besides that, the current findings were consistent with the past researches that the higher level of family functioning is positively associated with life satisfaction. In other words, family relationships are strongly predict an individual's emotional well-being and health because it will greatly influence his or her quality of life by associating the negative relationship between family functioning and life satisfaction (Botha & Booysen, 2013). Therefore, the well-functioning family will increase an individual performance and productivity which serve to increase life satisfaction.

Besides that, the findings support the seventh hypothesis. There was a positive indirect effect of the first year university students in Selangor's family functioning on their life satisfaction with through the sense of belonging and significant direct effect.

The result showed that family functioning can positively contribute to life satisfaction via increasing sense of belonging. Thus, better family functioning resulted in a higher level of sense of belonging and it leads to a higher level of life satisfaction. The findings show that the sense of belonging can make the pathway for family functioning to life satisfaction become less strong compared to family functioning direct effect on life satisfaction. This finding is supported by family system theory. Based on the family system theory, according to Bored et al. (2014), they stated that having an effective communication and play their own role between family members are important which can improve their connectedness with their family members, social ability, problem solving skills in social area, and self-efficacy, these can help the individual more likely to belong in family and contribute to positive attitude and feeling towards his or her life. This indicated that a higher level of family functioning as a base for developing a higher level of sense of belonging and it is important to contribute to the higher level of life satisfaction. Based on the past studies, the higher family functioning level can contribute to the higher level of sense of belonging which can lead to the higher level of life satisfaction (King & Boyd, 2014; Daley, Phipps, & Branscombe, 2018). Having a better relationship with family members can help the individual to involve themselves in the family, the parents can fulfil the psychological need of the children such as love and affection, and it can lead the children to feel more enjoy together with the family which can also help the children feel more belong to the family (King & Boyd, 2014). The individual belongs to the family when they feel they are being accepted and the sense of belonging can contribute to the higher level of life satisfaction (Daley, Phipps, & Branscombe, 2018). Therefore, it can be seen that when the individual has the higher level of family functioning, the individual belong to the family, social relationship or

community which can contribute to the higher level of life satisfaction. As a result, the university first year students with healthy family functioning are more likely to develop a higher level of life satisfaction mediated by the higher level sense of belonging

Lastly, for the last research hypothesis, the findings support this hypothesis. There was a positive indirect effect in social support on life satisfaction of first year university students in Selangor mediated by their sense of belonging. The result showed that the higher level of social support resulted in a higher level of life satisfaction mediated by a sense of belonging. This result finding is consistent with the previous study. Based on the past study, it stated that individuals who perceived a higher level of social support can enhance the sense of belonging and it can promote good coping ability toward the stressful event in daily life (Choenarom, William, & Hagerty, 2005; Davis, 2017). The result showed that higher social support led to higher life satisfaction. Higher social support received by the individual helped to foster the belief that there were resources to help them that initially increase the quality of their life (Kasprzak, 2010). The mediating effect of the sense of belonging can be explained by using the Self Determination Theory (SDT). The result of this study is consistent with the SDT framework that proposed the well-being of the individual is achieved when basic psychological needs are satisfied (Ryan & Deci, 2000). According to Patrick & Williams (2012), relatedness in SDT defined that the individual supported by the friends or society increased the level of life satisfaction of the individual. The individual felt belonged and connected to the society when they received help such as guidance, assistance and advice from society (Davis, 2017). The result is consistent with the finding by Kasprzak (2010). The level of life satisfaction was enhanced through secure attachment to others that satisfied the basic needs

proposed in the SDT framework (Kasprzak, 2010). The freshmen perceived high social support from the community within the university when they were assisted in starting their life in university. The freshmen felt belonged to the community as the support received by them lowered the feeling of isolation that eventually enhanced the quality of their daily life (Kasprzak, 2010).

The family functioning and social support can directly effect on the students' life satisfaction. However, the sense of belonging can make the pathway of family functioning and social support in predicting life satisfaction lower compared to direct effect. Therefore, the family functioning and social support can directly influence life satisfaction and statically significant indirect effect on life satisfaction via the sense of belonging. This study showed that the higher level of family functioning results in higher level of sense of belonging and it leads to a higher level of life satisfaction of the first year university students. On the other hand, a higher level of social support can indirectly predict the higher level of life satisfaction mediated by the higher sense of belonging among the first year university student. Therefore, the sense of belonging play an important role in mediating the family functioning and social support among the first year university students' life satisfaction in Selangor, Malaysia.

## **5.2 Conclusion**

Social support and family functioning are important in helping first year university students to enhance their life satisfaction because some of the students may have high level of stress and low life satisfaction as a negative response for facing challenges and difficulties. The first year university students are often having greater challenge compared to other year university students (Elias, Noordin, & Mahyuddin,

2010). The result of this study showed that family functioning and social support predicted life satisfaction of first year university students. The findings align with the theoretical framework of Self-Determination theory and the Family Systems theory, which were adopted to explain the relationship between the variables. In the present study, undergraduate students with a higher level of social support reported to have a higher level of life satisfaction through the contribution of sense of belonging. Meanwhile, the first year undergraduate students with a higher level of family functioning reported to have a higher level of life satisfaction through the contribution of sense of belonging. Therefore, this study was useful in understanding the factors affecting the life satisfaction of first year university students' and how to maintain their quality of life.

### **5.3 Implications**

In this modern era, life satisfaction is one of the major public concern because it slowly affecting the younger population. This is because the higher the life satisfaction of first year university students, the higher the quality of their life (Chiao, Ksobiech & Wei, 2014). Firstly, the present study can present a more comprehensive knowledge about life satisfaction for further researcher to conduct a further study with other intervening variables since there is no research study examined that the mediating role of sense of belonging in the relation of family functioning and social support relate to life satisfaction among university students especially in Malaysia. This is because most of the related study was conducted in western countries (Ortiz-Ospina & Roser, 2013) more than in Asian countries (Ngoo, Tey & Tan, 2015). Moreover, the present study also provided the basic research work for the researchers from the area of life satisfaction as a reference to refer on. For example, this study can

be a referral for life satisfaction elderly since the level of life satisfaction has lowered due to loneliness (Sedghi , Shahboulaghi, Arsalani, Bakhshi,& Sedghi, 2016) or other target groups because most of the studies are done for adolescents’.

Furthermore, this study can increase the awareness of society to explore this topic because most of the people do not have a clear idea and understanding about themselves towards life satisfaction. Hence, this present study was beneficial for them by providing new insights about the factors of affecting life satisfaction among university students. According to the present study showed that social support and family functioning are important to raise life satisfaction among first year university students. For example, the related department can gain some knowledge by organising more programs or activities regarding family or teamwork in order to help them to build their social and family relationship. Therefore, this study can be used as a media to increase the understanding of life satisfaction and the way to improve their quality of life.

Last but not least, theories that used in this study can contribute the knowledge to community members regarding the causes of life satisfaction among first year university students. This is because it can provide a clear explanation and understanding to them by providing some context-specific phenomenon (Crane, Henriques, Husted, & Matten, 2016). Based on the present study, we revealed the different levels and different forms of how mediating role of sense of belonging in the path of social support and family functioning to life satisfaction. For example, society can have a clearer mind set about how the path of social support and family functioning to life satisfaction through the sense of belonging among first year university students.

#### **5.4 Limitations**

Throughout this research, some limitations had been identified. Firstly, there were some problems encountered when participants participate in the questionnaires. The questionnaire is too lengthy and it causes the participant's loss of patience to answer the questionnaire and failure to distribute the questionnaire through online social media. This is because the participant was less likely to complete the questionnaire when it is no supervision.

Furthermore, due to the length of the questionnaire, it leads to low response rate that the participants did not cooperate well and lack of patience to continue to answer the questions when they were required to answers all the questions. Hence, it had affected the reliability of the result.

Other than that, most of the public university students are Malay students and most of the private university students are Chinese. English is not their mother tongue, hence, the students had misunderstood the meaning of the questions in the questionnaire. According to Rajadurai (2010), he stated that the English language of English-medium University in Malaysia is less proficiency. Thus, the students might random answer the questions that they not truly understand.

#### **5.5 Recommendations for future direction**

First of all, the researchers can use the shortened version of measurements. This is because there are lengthy of the questions in the current study. This has caused the participants impatient and not likely to complete the questionnaire. Thus, the participants are more likely to complete the questionnaire when it is short and simple.

Moreover, the researchers can use a different language version of questionnaires such as Malay and Chinese. This is because some of the students from

public and private universities are not proficient in the English language. Therefore, using a different language version can increase students understandable of the questionnaire and the reliability of the research.

Last but not least, in order to increase the generalizability, the future research should extend to other states in Malaysia in order to generalize the results of the level of life satisfaction among the university students in Malaysia. Thus, it suggested that the study should involve participants from different states in Malaysia so that the result can generate a wider and contribution to Malaysia.



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Appendix A

Participant informed consent



UNIVERSITI TUNKU ABDUL RAHMAN  
FACULTY ART AND SOCIAL SCIENCE  
BACHELOR OF SOCIAL SCIENCE (HONS) PSYCHOLOGY

Research Topic: Social support, sense of belonging and family functioning as predictor of life satisfaction among freshmen in Selangor, Malaysia.

Introduction

We are year three Psychology undergraduate student from the Faculty of Art and Social Science of Universiti Tunku Abdul Rahman. You are invited to participate in the study entitled “Social support, sense of belonging and family functioning as predictor of life satisfaction among freshmen in Selangor, Malaysia”. This research is conducted as a requirement for the subject Final Year Project II (UAPZ3023).

Procedure

This questionnaire consists of five sections. The first four sections will be made up of questions regarding social support, sense of belonging, family functioning and life satisfaction. The last section is requiring to fill in your demographic information. This survey will take approximately 30 minutes to complete.

Confidentiality

Your participation in this study is voluntary and anonymous. Every information obtained will be kept private and confidential under protection of rules and solely for research purposes. The information given will only be reported as group data with no identifying information and will be used only for academic purposes. All information will be kept and only researchers in this study are able to access.

Participation

Please keep in mind that you are allowed to withdraw from this study. If you have any questions or concern, feel free to contact us via email, Chin Ying Ying (1501603@lutar.my), Lim Fang Yee (1502542@lutar.my) and Tan Kha Muan (muan97@lutar.my).

- I agree to participate in this study
- I do not agree to participate in this study

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Signature

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Date

Appendix B

Multidimensional Scale of Perceived Social Support (MSPSS)

Instruction: We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement. Please circle it.

	Very Strongly Disagree	Strongly Disagree	Mildly Disagree	Neutral	Mildly Agree	Strongly Agree	Very Strongly agree
1. There is a special person who is around when I am in need.	1	2	3	4	5	6	7
2. There is a person with whom I can share my joys and sorrow.	1	2	3	4	5	6	7
3. My family really tries to help me.	1	2	3	4	5	6	7
4. I get the emotional help and support I need from my family.	1	2	3	4	5	6	7
5. I have a special person who is a real source of comfort to me.	1	2	3	4	5	6	7
6. My friends really try to help me.	1	2	3	4	5	6	7
7. I can count on my friends when things go wrong.	1	2	3	4	5	6	7
8. I can talk about my problems with my family.	1	2	3	4	5	6	7
9. I have friends with whom I can share my joys and sorrows.	1	2	3	4	5	6	7
10. There is a special person in my life who cares about my feelings.	1	2	3	4	5	6	7
11. My family is willing to help me make decisions.	1	2	3	4	5	6	7
12. I can talk about my problems with my friends.	1	2	3	4	5	6	7

Appendix C

Family Assessment Device (FAD)

Instruction: This assessment contains a number of statements about families. Please read each statement carefully, and decide how well it describes your own family. You should answer according to how you see your family. Please circle it.

	Strongly disagree	Disagree	Agree	Strongly agree
1. Planning family activities is difficult because we misunderstand each other.	1	2	3	4
2. We resolve most everyday problems around the house.	1	2	3	4
3. When someone is upset the others know why.	1	2	3	4
4. When you ask someone to do something, you have to check that they did it.	1	2	3	4
5. If someone is in trouble, the others become too involved.	1	2	3	4
6. In times of crisis we can turn to each other for support.	1	2	3	4
7. We don't know what to do when an emergency comes up.	1	2	3	4
8. We sometimes run out of things that we need.	1	2	3	4
9. We are reluctant to show our affection for each other.	1	2	3	4
10. We make sure members meet their family responsibilities.	1	2	3	4
11. We cannot talk to each other about the sadness we feel.	1	2	3	4
12. We usually act on our decisions regarding problems.	1	2	3	4

	Strongly disagree	Disagree	Agree	Strongly agree
13. You only get the interest of others when something is important to them.	1	2	3	4
14. You can't tell how a person is feeling from what they are saying.	1	2	3	4
15. Family tasks don't get spread around enough.	1	2	3	4
16. Individuals are accepted for what they are.	1	2	3	4
17. You can easily get away with breaking the rules.	1	2	3	4
18. People come right out and say things instead of hinting at them.	1	2	3	4
19. Some of us just don't respond emotionally.	1	2	3	4
20. We know what to do in an emergency.	1	2	3	4
21. We avoid discussing our fears and concerns.	1	2	3	4
22. It is difficult to talk to each other about tender feelings.	1	2	3	4
23. We have trouble meeting our bills.	1	2	3	4
24. After our family tries to solve a problem, we usually discuss whether it worked or not.	1	2	3	4
25. We are too self-centered.	1	2	3	4
26. We can express feelings to each other.	1	2	3	4
27. We have no clear expectations about toilet habits.	1	2	3	4

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	Strongly disagree	Disagree	Agree	Strongly agree
28. We do not show our love for each other.	1	2	3	4
29. We talk to people directly rather than through go-betweens.	1	2	3	4
30. Each of us has particular duties and responsibilities.	1	2	3	4
31. There are lots of bad feelings in the family.	1	2	3	4
32. We have rules about hitting people.	1	2	3	4
33. We get involved with each other only when something interests us.	1	2	3	4
34. There's little time to explore personal interests.	1	2	3	4
35. We often don't say what we mean.	1	2	3	4
36. We feel accepted for what we are.	1	2	3	4
37. We show interest in each other when we can get something out of it personally.	1	2	3	4
38. We resolve most emotional upsets that come up.	1	2	3	4
39. Tenderness takes second place to other things in our family.	1	2	3	4
40. We discuss who is to do household jobs.	1	2	3	4
41. Making decisions is a problem for our family.	1	2	3	4

SOCIAL SUPPORT, SENSE OF BELONGING, FAMILY FUNCTIONING AND  
LIFE SATISFACTION

	Strongly disagree	Disagree	Agree	Strongly agree
42. Our family shows interest in each other only when they can get something out of it.	1	2	3	4
43. We are frank with each other.	1	2	3	4
44. We don't hold to any rules or standards.	1	2	3	4
45. If people are asked to do something, they need reminding.	1	2	3	4
46. We are able to make decisions about how to solve problems.	1	2	3	4
47. If the rules are broken, we don't know what to expect.	1	2	3	4
48. Anything goes in our family.	1	2	3	4
49. We express tenderness.	1	2	3	4
50. We confront problems involving feelings.	1	2	3	4
51. We don't get along well together.	1	2	3	4
52. We don't talk to each other when we are angry.	1	2	3	4
53. We are generally dissatisfied with the family duties assigned to us.	1	2	3	4
54. Even though we mean well, we intrude too much into each others lives.	1	2	3	4
55. There are rules about dangerous situations.	1	2	3	4
56. We confide in each other.	1	2	3	4

SOCIAL SUPPORT, SENSE OF BELONGING, FAMILY FUNCTIONING AND  
LIFE SATISFACTION

	Strongly disagree	Disagree	Agree	Strongly agree
57. We cry openly.	1	2	3	4
58. We don't have reasonable transport.	1	2	3	4
59. When we don't like what someone has done, we tell them.	1	2	3	4
60. We try to think of different ways to solve problems.	1	2	3	4



Appendix D

Sense of Belonging Instrument (SOBI)

Instructions: Here are some statements with which you may or may not agree. Using the key listed below, circle the number that most closely reflects your feelings about each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I often wonder if there is anyplace on earth where I really fit in.	1	2	3	4
2. I am just not sure if I fit in with my friends.	1	2	3	4
3. I would describe myself as a misfit in most social situations.	1	2	3	4
4. I generally feel that people accept me.	1	2	3	4
5. I feel like a piece of a jig-saw puzzle that doesn't fit into the puzzle.	1	2	3	4
6. I would like to make a difference to people or things around me, but I don't feel that what I have to offer is valued.	1	2	3	4
7. I feel like an outsider in most situations.	1	2	3	4
8. I am troubled by feeling like I have no place in this world.	1	2	3	4
9. I could disappear for days and it wouldn't matter to my family.	1	2	3	4
10. In general, I don't feel a part of the mainstream of society.	1	2	3	4
11. I feel like I observe life rather than participate in it.	1	2	3	4
12. If I died tomorrow, very few people would come to my funeral.	1	2	3	4
13. I feel like a square peg trying to fit into a round hole.	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
14. I don't feel that there is anyplace where I really fit in this world.	1	2	3	4
15. I am uncomfortable that my background and experiences are so different from those who are usually around me.	1	2	3	4
16. I could not see or call my friends for days and it wouldn't matter to them.	1	2	3	4
17. I feel left out of things.	1	2	3	4
18. I am not valued by or important to my friends.	1	2	3	4

Appendix E

Satisfaction with Life Scale (SWLS)

Instructions: Below are five statements that you may agree or disagree with. Using the 1-7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.

	Strongly disagree	Disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Agree	Strongly agree
1. In most ways my life is close to my ideal.	1	2	3	4	5	6	7
2. The conditions of my life are excellent.	1	2	3	4	5	6	7
3. I am satisfied with my life.	1	2	3	4	5	6	7
4. So far I have gotten the important things I want in life.	1	2	3	4	5	6	7
5. If I could live my life over, I would change almost nothing.	1	2	3	4	5	6	7

Appendix F  
Demographics Informations

Q1 Age

---

Q2 Gender

Male

Female

Q3 Name of institution (e.g. UTAR)

---

Q4 Course of study (eg. Psychology)

---

Q5 Year/ Semester

Year One Semester One (Y1S1)

Year One Semester Two (Y1S2)

Year One Semester Three (Y1S3)

Others (Specify) : \_\_\_\_\_

Q6 State of the institution

Selangor

Others (Please specify)

	Johor
	Malacca
	Negeri Sembilan
	Perak
	Penang

	Kedah
	Perlis
	Kelantan
	Terengganu
	Pahang

Q7 Ethnicity

- Malay
- Chinese
- Indian
- Others (Specify) : \_\_\_\_\_

Q8 Religion

- Islam
- Buddha
- Hindu
- Christian
- Others (Specify) : \_\_\_\_\_

Q9 Please describe your current family status?

- Two biological family (with father and mother)
- Single father family
- Single mother family
- Step family (with step father / step mother)
- Others (Specify) : \_\_\_\_\_

.....end of questions.....

Appendix G

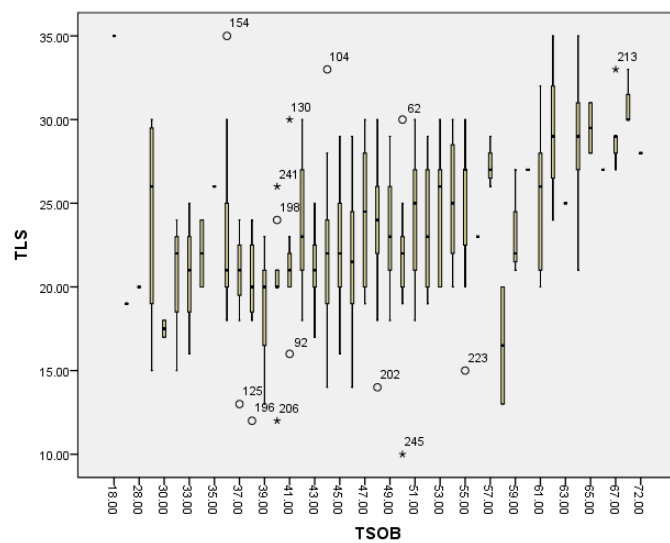
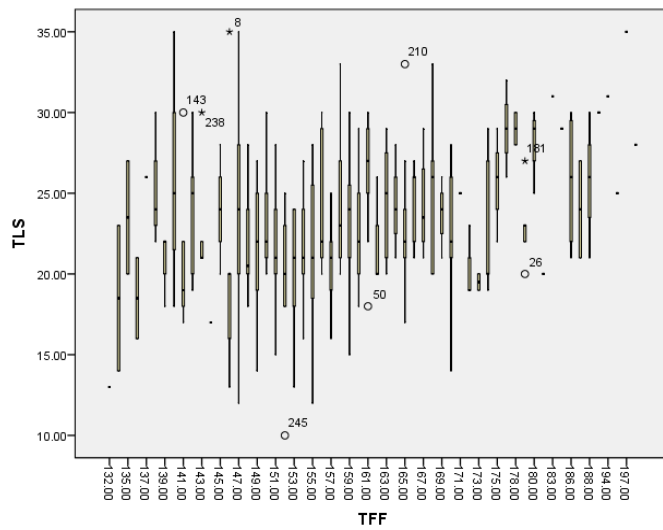
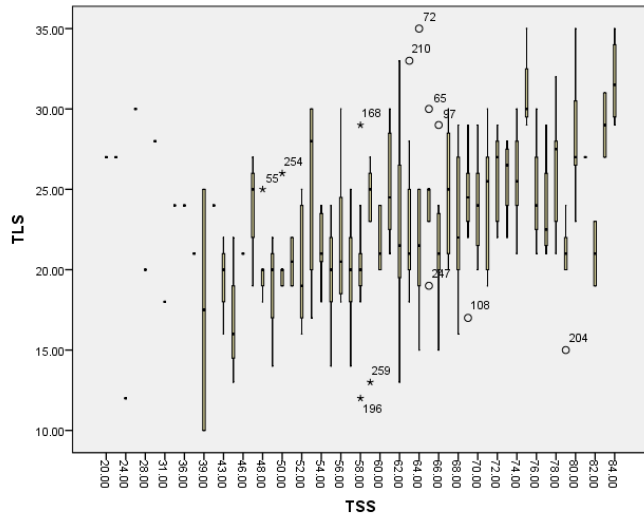
Table of frequency

		<b>Statistics</b>			
		TSS	TFF	TSOB	TLS
N	Valid	251	250	251	251
	Missing	0	1	0	0
Mean		62.5657	158.6200	46.8725	23.0757
Median		63.0000	157.0000	46.0000	22.0000
Mode		57.00 <sup>a</sup>	157.00 <sup>a</sup>	48.00	20.00
Std. Deviation		11.72308	13.36856	8.75395	4.26688
Variance		137.431	178.718	76.632	18.206
Skewness		-.694	.659	.231	.301
Std. Error of Skewness		.154	.154	.154	.154
Kurtosis		.949	.547	.590	-.146
Std. Error of Kurtosis		.306	.307	.306	.306
Minimum		20.00	132.00	18.00	13.00
Maximum		84.00	209.00	72.00	35.00
Percentiles	25	56.0000	149.0000	42.0000	20.0000
	50	63.0000	157.0000	46.0000	22.0000
	75	70.0000	166.0000	52.0000	26.0000

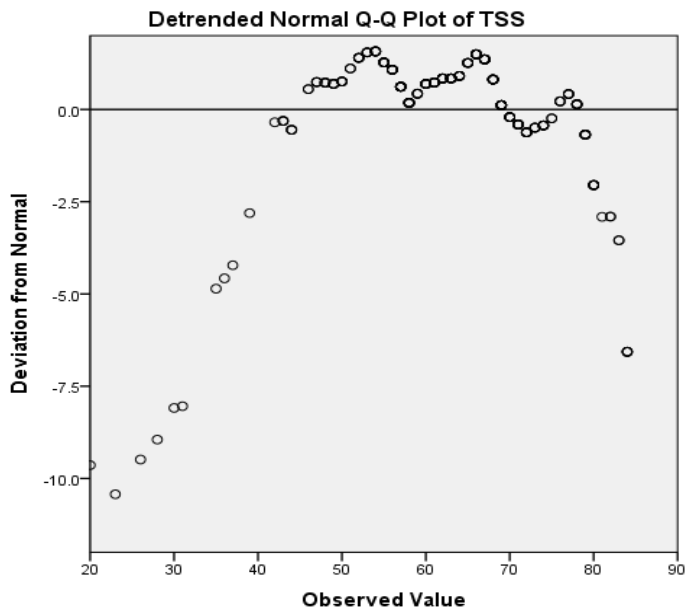
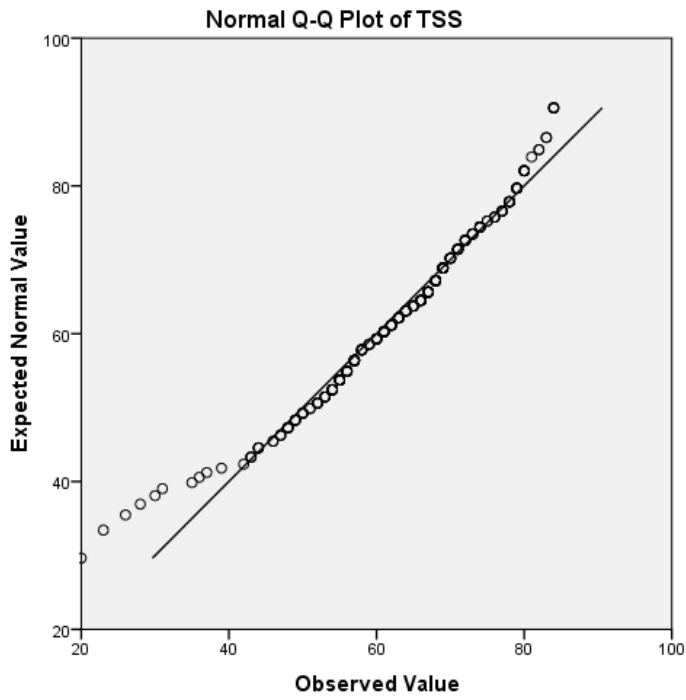
a. Multiple modes exist. The smallest value is shown

Appendix H

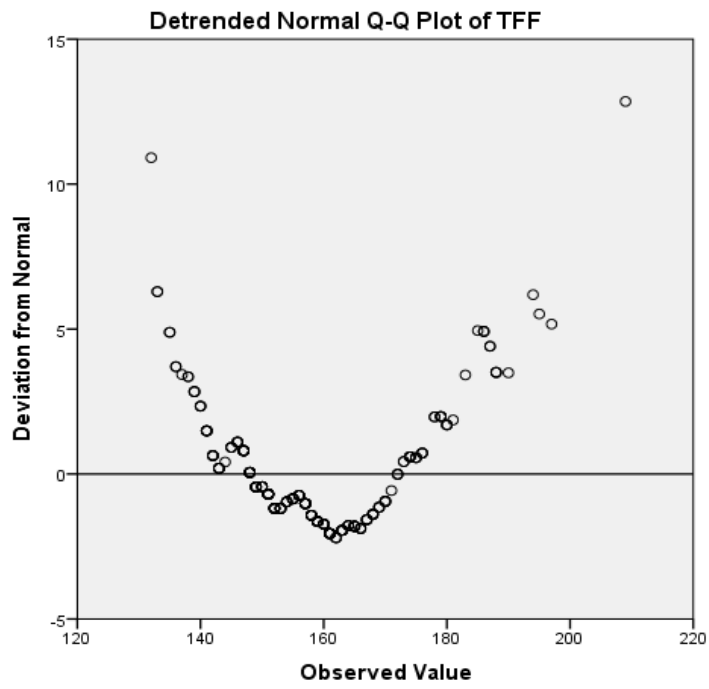
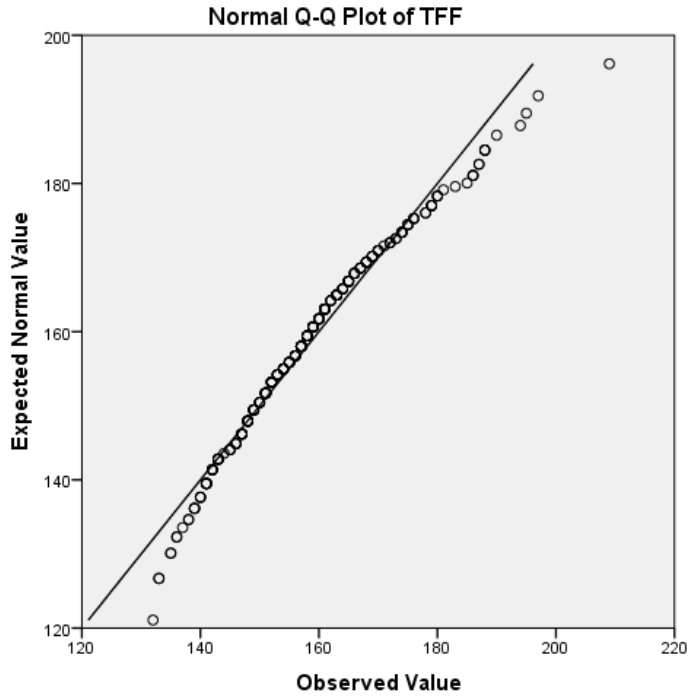
Table of test of normality

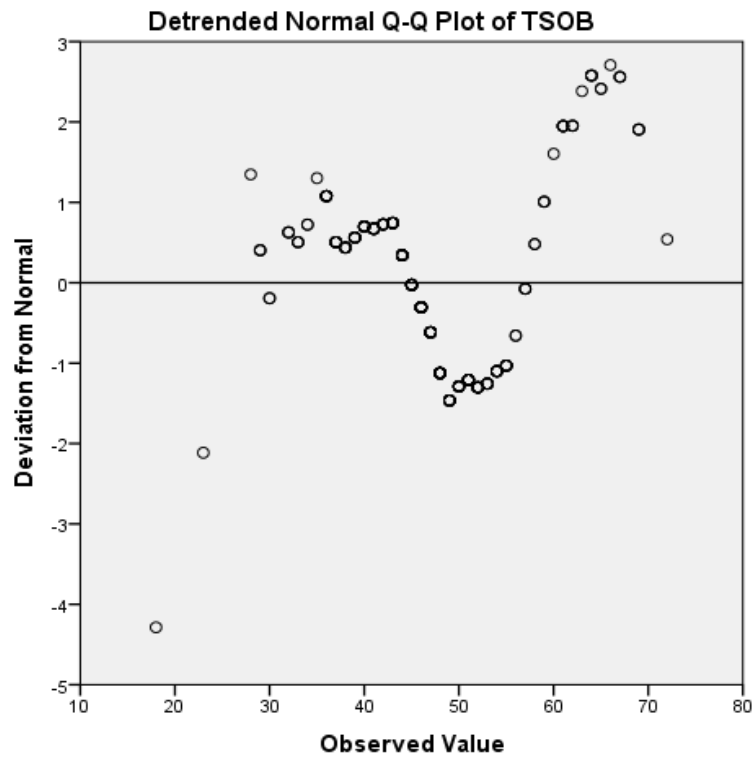
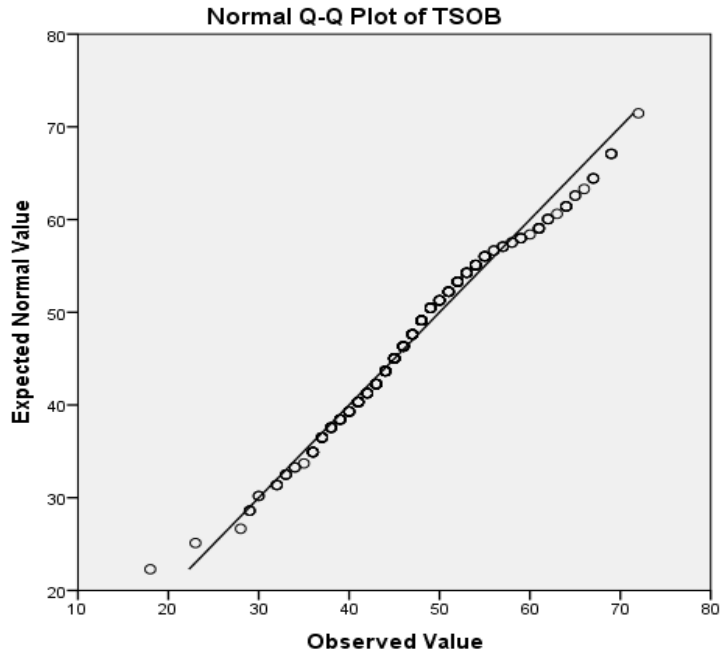


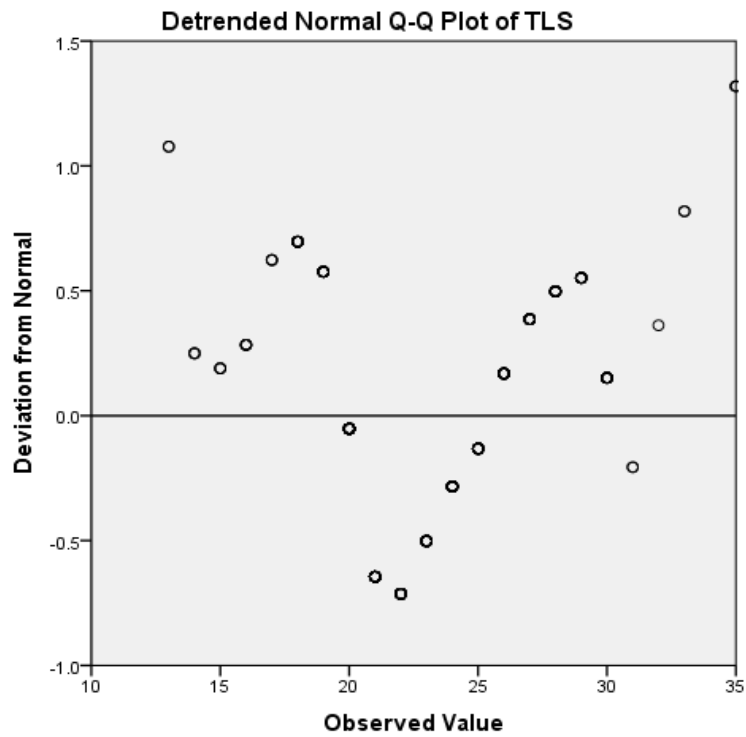
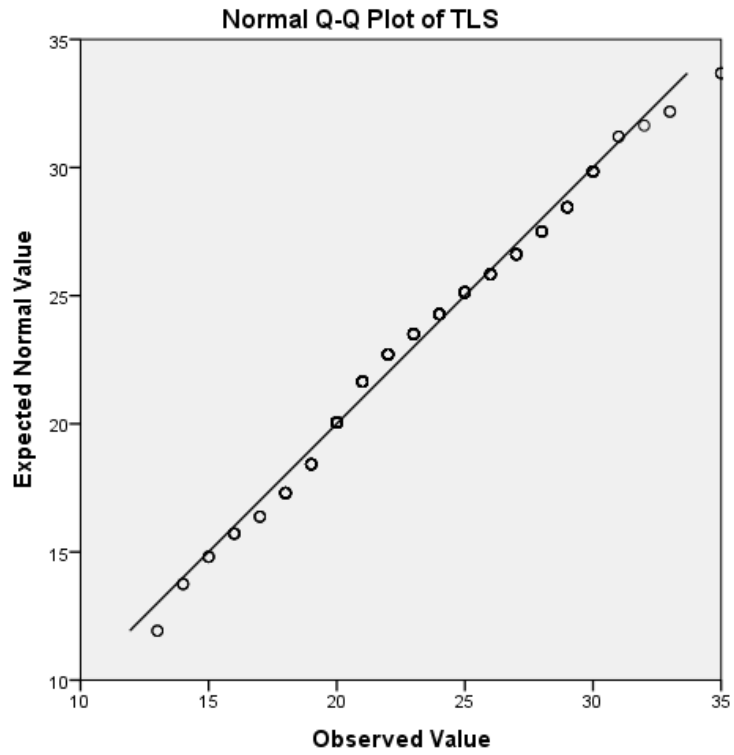
Q-Q Plot











Appendix I

Table of reliability

Reliability of Multidimensional Scale Perceived Social Support

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.919	.920	12

Reliability of Family Assessment Device

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.842	.837	60

Reliability of Sense of Belonging Instrument

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.907	.904	18

Reliability of Satisfaction with Life Satisfaction

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.745	.756	5

Reliability of all the scale

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.627	.678	4

Appendix J

Table of correlation

		<b>Correlations</b>			
		TSS	TFF	TSOB	TLS
TSS	Pearson Correlation	1	.361**	.215**	.337**
	Sig. (2-tailed)		.000	.001	.000
	N	251	250	251	251
TFF	Pearson Correlation	.361**	1	.467**	.322**
	Sig. (2-tailed)	.000		.000	.000
	N	250	250	250	250
TSOB	Pearson Correlation	.215**	.467**	1	.366**
	Sig. (2-tailed)	.001	.000		.000
	N	251	250	251	251
TLS	Pearson Correlation	.337**	.322**	.366**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	251	250	251	251

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Appendix K  
Table of Multiple Regression

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.462 <sup>a</sup>	.213	.203	3.81405	.213	22.197	3	246	.000	1.842

a. Predictors: (Constant), TSOB, TSS, TFF

b. Dependent Variable: TLS

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	968.689	3	322.896	22.197	.000 <sup>b</sup>
	Residual	3578.547	246	14.547		
	Total	4547.236	249			

a. Dependent Variable: TLS

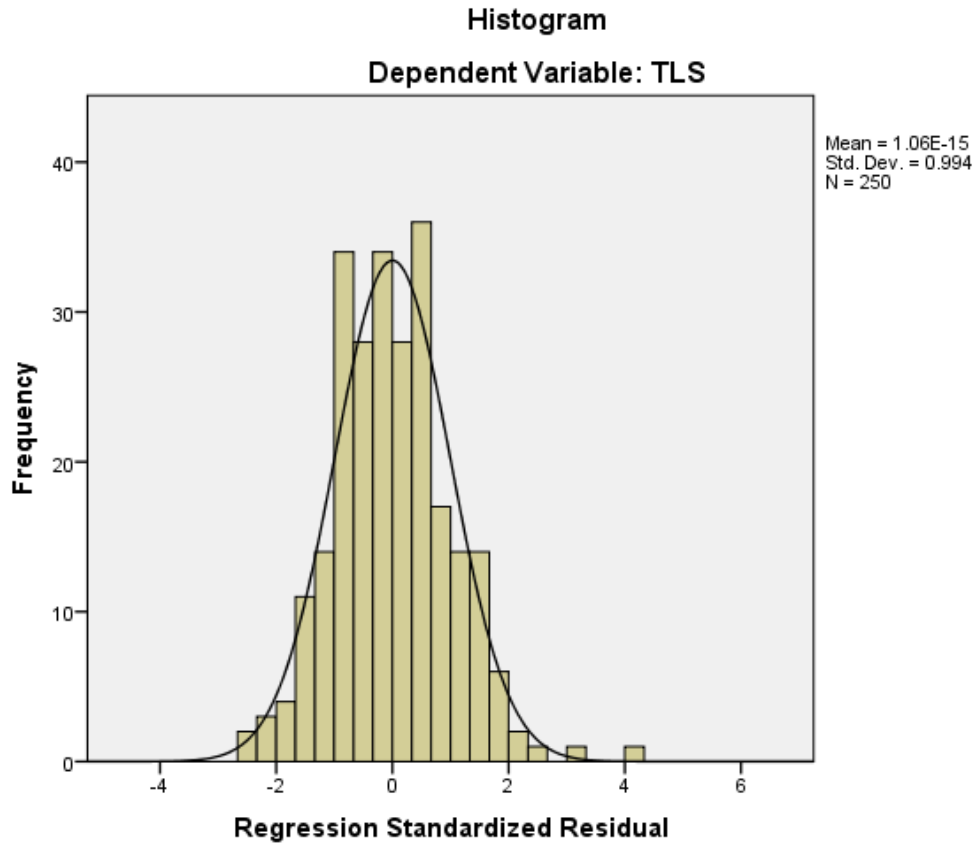
b. Predictors: (Constant), TSOB, TSS, TFF

**Residuals Statistics<sup>a</sup>**

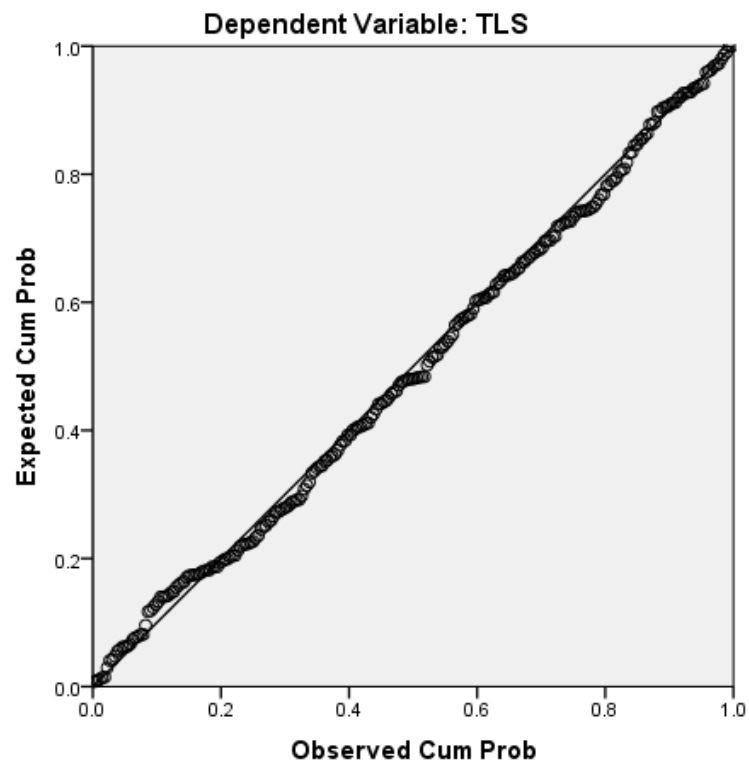
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	18.5594	28.2737	23.0840	1.97239	250
Std. Predicted Value	-2.294	2.631	.000	1.000	250
Standard Error of Predicted Value	.248	1.273	.453	.165	250
Adjusted Predicted Value	18.2456	28.0910	23.0688	1.98167	250
Residual	-9.25662	15.89188	.00000	3.79100	250
Std. Residual	-2.427	4.167	.000	.994	250
Stud. Residual	-2.437	4.278	.002	1.005	250
Deleted Residual	-9.37538	16.75443	.01521	3.87765	250
Stud. Deleted Residual	-2.462	4.438	.003	1.011	250
Mahal. Distance	.059	26.747	2.988	3.411	250
Cook's Distance	.000	.248	.006	.020	250
Centered Leverage Value	.000	.107	.012	.014	250

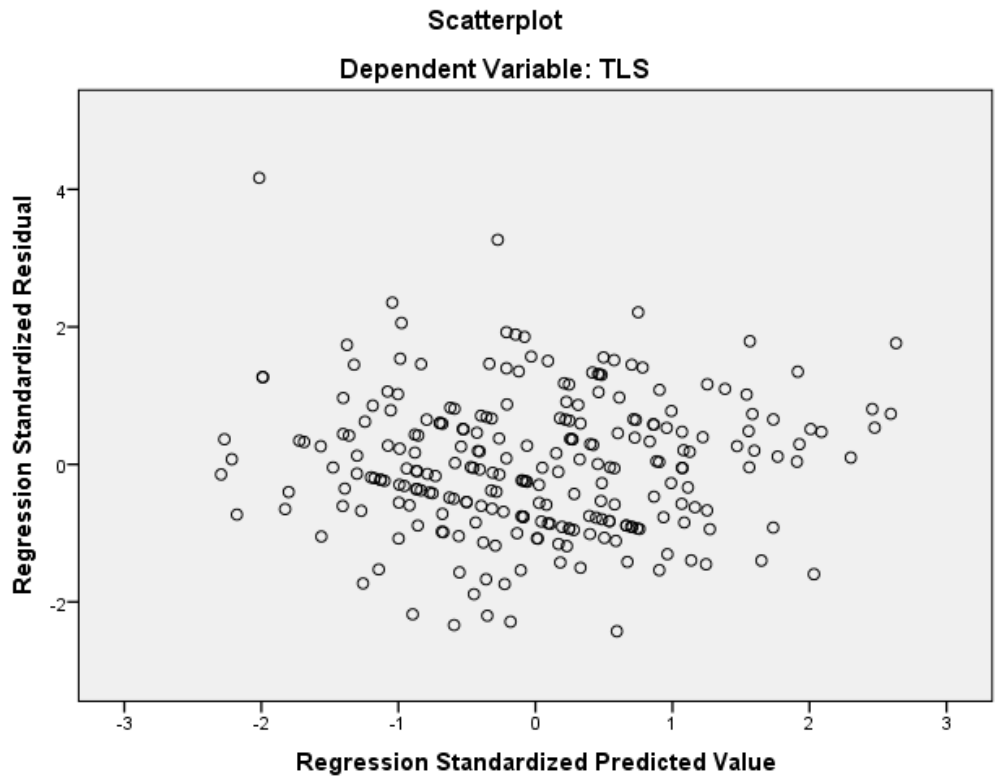
a. Dependent Variable: TLS





Normal P-P Plot of Regression Standardized Residual





SOCIAL SUPPORT, SENSE OF BELONGING, FAMILY FUNCTIONING AND LIFE SATISFACTION

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Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	5.890	2.892		2.037	.043					
	TSS	.087	.022	.240	3.944	.000	.337	.244	.223	.867	1.154
	TFF	.036	.021	.114	1.695	.091	.322	.107	.096	.711	1.407
	TSOB	.127	.031	.261	4.081	.000	.366	.252	.231	.780	1.282

a. Dependent Variable: TLS

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Appendix L  
Table of Mediation

Run MATRIX procedure:

\*\*\*\*\* PROCESS Procedure for SPSS Version 3.3 \*\*\*\*\*

Written by Andrew F. Hayes, Ph.D.      www.afhayes.com  
Documentation available in Hayes (2018). www.guilford.com/p/hayes3

\*\*\*\*\*

Model : 4  
Y : TLS  
X : TFF  
M : TSOB

Sample  
Size: 250

\*\*\*\*\*

OUTCOME VARIABLE:  
TSOB

Model Summary

R	R-sq	MSE	F	df1	df2	p
.467	.218	60.425	69.033	1.000	248.000	.000

Model

	coeff	se	t	p	LLCI	ULCI
constant	-1.695	5.866	-.289	.773	-13.248	9.857
TFF	.306	.037	8.309	.000	.234	.379

Standardized coefficients

	coeff
TFF	.467

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Covariance matrix of regression parameter estimates:

	constant	TFF
constant	34.405	-.215
TFF	-.215	.001

\*\*\*\*\*

OUTCOME VARIABLE:

TLS

Model Summary

R	R-sq	MSE	F	df1	df2	p
.404	.163	15.404	24.098	2.000	247.000	.000

Model

	coeff	se	t	p	LLCI	ULCI
constant	6.972	2.962	2.354	.019	1.138	12.807
TFF	.062	.021	2.942	.004	.020	.103
TSOB	.134	.032	4.188	.000	.071	.197

Standardized coefficients

	coeff
TFF	.194
TSOB	.276

Covariance matrix of regression parameter estimates:

	constant	TFF	TSOB
constant	8.774	-.055	.002
TFF	-.055	.000	.000
TSOB	.002	.000	.001

\*\*\*\*\* TOTAL EFFECT MODEL \*\*\*\*\*

OUTCOME VARIABLE:

TLS

Model Summary

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R	R-sq	MSE	F	df1	df2	p
.322	.104	16.432	28.737	1.000	248.000	.000

Model

	coeff	se	t	p	LLCI	ULCI
constant	6.745	3.059	2.205	.028	.720	12.769
TFF	.103	.019	5.361	.000	.065	.141

Standardized coefficients

	coeff
TFF	.322

Covariance matrix of regression parameter estimates:

	constant	TFF
constant	9.356	-.059
TFF	-.059	.000

\*\*\*\*\* TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y \*\*\*\*\*

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI	c_ps	c_cs
.103	.019	5.361	.000	.065	.141	.024	.322

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI	c'_ps	c'_cs
.062	.021	2.942	.004	.020	.103	.014	.194

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TSOB	.041	.014	.014	.069

Partially standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TSOB	.010	.003	.003	.016

Completely standardized indirect effect(s) of X on Y:

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	Effect	BootSE	BootLLCI	BootULCI
TSOB	.129	.044	.043	.216

\*\*\*\*\* ANALYSIS NOTES AND ERRORS \*\*\*\*\*

Level of confidence for all confidence intervals in output:  
95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals:  
2000

----- END MATRIX -----

Run MATRIX procedure:

\*\*\*\*\* PROCESS Procedure for SPSS Version 3.3 \*\*\*\*\*

Written by Andrew F. Hayes, Ph.D. [www.afhayes.com](http://www.afhayes.com)  
Documentation available in Hayes (2018). [www.guilford.com/p/hayes3](http://www.guilford.com/p/hayes3)

\*\*\*\*\*

Model : 4  
Y : TLS  
X : TSS  
M : TSOB

Sample  
Size: 251

\*\*\*\*\*

OUTCOME VARIABLE:  
TSOB

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Model Summary

	R	R-sq	MSE	F	df1	df2	p
	.215	.046	73.396	12.022	1.000	249.000	.001

Model

	coeff	se	t	p	LLCI	ULCI
constant	36.846	2.942	12.525	.000	31.052	42.640
TSS	.160	.046	3.467	.001	.069	.251

Standardized coefficients

	coeff
TSS	.215

Covariance matrix of regression parameter estimates:

	constant	TSS
constant	8.655	-.134
TSS	-.134	.002

\*\*\*\*\*

OUTCOME VARIABLE:

TLS

Model Summary

	R	R-sq	MSE	F	df1	df2	p
	.452	.204	14.610	31.770	2.000	248.000	.000

Model

	coeff	se	t	p	LLCI	ULCI
constant	9.872	1.676	5.891	.000	6.572	13.173
TSS	.099	.021	4.681	.000	.057	.140
TSOB	.150	.028	5.297	.000	.094	.205

Standardized coefficients

	coeff
TSS	.272
TSOB	.307



SOCIAL SUPPORT, SENSE OF BELONGING, FAMILY FUNCTIONING AND LIFE SATISFACTION  
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Covariance matrix of regression parameter estimates:

	constant	TSS	TSOB
constant	2.808	-.022	-.029
TSS	-.022	.000	.000
TSOB	-.029	.000	.001

\*\*\*\*\* TOTAL EFFECT MODEL \*\*\*\*\*

OUTCOME VARIABLE:

TLS

Model Summary

	R	R-sq	MSE	F	df1	df2	p
	.337	.114	16.197	32.004	1.000	249.000	.000

Model

	coeff	se	t	p	LLCI	ULCI
constant	15.391	1.382	11.136	.000	12.669	18.112
TSS	.123	.022	5.657	.000	.080	.166

Standardized coefficients

	coeff
TSS	.337

Covariance matrix of regression parameter estimates:

	constant	TSS
constant	1.910	-.029
TSS	-.029	.000

\*\*\*\*\* TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y \*\*\*\*\*

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI	c_ps	c_cs
.123	.022	5.657	.000	.080	.166	.029	.337

Direct effect of X on Y

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Effect	se	t	p	LLCI	ULCI	c' <u>ps</u>	c' <u>cs</u>
.099	.021	4.681	.000	.057	.140	.023	.272

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TSOB	.024	.010	.005	.047

Partially standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TSOB	.006	.002	.001	.011

Completely standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TSOB	.066	.028	.015	.127

\*\*\*\*\* ANALYSIS NOTES AND ERRORS \*\*\*\*\*

Level of confidence for all confidence intervals in output:

95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals:

2000

----- END MATRIX -----

Appendix M

Turnitin report

Abstract with Chp 3, 4 and 5

ORIGINALITY REPORT



PRIMARY SOURCES

<b>1</b>	<b>Submitted to Universiti Tunku Abdul Rahman</b> Student Paper	<b>2%</b>
<b>2</b>	<b>Submitted to HELP UNIVERSITY</b> Student Paper	<b>2%</b>
<b>3</b>	<b>eprints.utar.edu.my</b> Internet Source	<b>2%</b>
<b>4</b>	<b>Submitted to Sunway College</b> Student Paper	<b>1%</b>
<b>5</b>	<b>Ruchika Jaitli, Ying Hua. "Measuring sense of belonging among employees working at a corporate campus", Journal of Corporate Real Estate, 2013</b> Publication	<b>1%</b>
<b>6</b>	<b>Sung, Miai, Meejung Chin, Jaerim Lee, and Soyoung Lee. "Ethnic Variations in Factors Contributing to the Life Satisfaction of Migrant Wives in South Korea : Ethnic Variations in Migrant Wives' Life Satisfaction", Family Relations, 2013.</b> Publication	<b>1%</b>

---

<b>7</b>	<b>Submitted to University of Glasgow</b> Student Paper	<b>1%</b>
<b>8</b>	<b>Johanna Pretsch, Natalie Ehrhardt-Madapathi.</b> "Experiences of justice in school and attitudes towards democracy: A matter of social exchange?", Social Psychology of Education, 2018 Publication	<b>1%</b>
<b>9</b>	<b>docplayer.net</b> Internet Source	<b>1%</b>
<b>10</b>	<b>"63rd Annual Scientific Meeting "Transitions of Care Across the Aging Continuum"", The Gerontologist, 2010.</b> Publication	<b>&lt;1%</b>
<b>11</b>	<b>Racheli Lipschitz-Elhawi. "The Contribution of Background Variables, Internal and External Resources to Life Satisfaction among Adolescents in Residential Treatment Centers", Residential Treatment for Children &amp; Youth, 11/05/2008</b> Publication	<b>&lt;1%</b>
<b>12</b>	<b>Submitted to Callaghan Campus</b> Student Paper	<b>&lt;1%</b>
<b>13</b>	<b>www.cra-rhone-alpes.org</b> Internet Source	<b>&lt;1%</b>

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14	Qilong Cao, Ying Liang. "Perceived social support and life satisfaction in drug addicts: Self-esteem and loneliness as mediators", <i>Journal of Health Psychology</i> , 2017 Publication	<1%
15	Suzanne McLaren. "The Interrelations Between Sexual Orientation, Sense of Belonging and Dysphoria Among Australian Women", <i>Women &amp; Health</i> , 09/14/2006 Publication	<1%
16	Amit, Karin, and Shirly Bar-Lev. "Immigrants' Sense of Belonging to the Host Country: The Role of Life Satisfaction, Language Proficiency, and Religious Motives", <i>Social Indicators Research</i> , 2015. Publication	<1%
17	"64th Annual Scientific Meeting "Lifestyle->Lifespan"", <i>The Gerontologist</i> , 2011. Publication	<1%
18	Yuan Guo. "Relationship between Social Support and Life Satisfaction of College Students: Resilience As a Mediator and Moderator", <i>ETHICS IN PROGRESS</i> , 2018 Publication	<1%
19	acrabstracts.org Internet Source	<1%

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20	Suzanne McLaren. "Sense of Belonging to the General and Lesbian Communities as Predictors of Depression Among Lesbians", <i>Journal of Homosexuality</i> , 01/2009 <small>Publication</small>	<1%
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Re: U/SERC/08/2019

15 January 2019

Dr Chie Qiu Ting  
 Head, Department of Psychology and Counselling  
 Faculty of Arts and Social Science  
 Universiti Tunku Abdul Rahman  
 Jalan Universiti, Bandar Baru Barat  
 31900 Kampar, Perak.

Dear Dr Chie,

### Ethical Approval For Research Project/Protocol

We refer to the application for ethical approval for your students' research projects from Bachelor of Social Science (Hons) Psychology programme enrolled in course UAPZ3013. We are pleased to inform you that the application has been approved under expedited review.

The details of the research projects are as follows:

	Research Title	Student's Name	Supervisor's Name	Approval Validity
1.	Social Support, Sense of Belonging and Family Functioning as Predictor of Life Satisfaction Among Freshmen in Selangor, Malaysia	1. Chin Ying Ying 2. Lim Fang Yee 3. Tan Kha Muan	Dr Gan Su Wan	15 January 2019 – 14 January 2020
2.	The Relationship of Family Functioning and Self-regulation on Antisocial Behaviour Among Adolescents	1. Chin Sie Zhen 2. Lee Chie Hwa 3. Samantha Ng Kuet Ch'ng		

The conduct of this research is subject to the following:

- (1) The participants' informed consent be obtained prior to the commencement of the research;
- (2) Confidentiality of participants' personal data must be maintained; and
- (3) Compliance with procedures set out in related policies of UTAR such as the UTAR Research Ethics and Code of Conduct, Code of Practice for Research Involving Humans and other related policies/guidelines.

Should the students collect personal data of participants in their studies, please have the participants sign the attached Personal Data Protection Statement for records.

Thank you.

Yours sincerely,



**Professor Ts Dr Faidz bin Abd Rahman**

Chairman

UTAR Scientific and Ethical Review Committee

c.c    Dean, Faculty of Arts and Social Science  
       Director, Institute of Postgraduate Studies and Research

<b>Universiti Tunku Abdul Rahman</b>			
<b>Form Title : Supervisor's Comments on Originality Report Generated by Turnitin for Submission of Final Year Project Report (for Undergraduate Programmes)</b>			
Form Number: FM-IAD-005	Rev No.: 0	Effective Date: 01/10/2013	Page No.: 1 of 1



**FACULTY OF** \_\_\_\_\_

<b>Full Name(s) of Candidate(s)</b>	
<b>ID Number(s)</b>	
<b>Programme / Course</b>	
<b>Title of Final Year Project</b>	

Similarity	Supervisor's Comments (Compulsory if parameters of originality exceeds the limits approved by UTAR)
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Note Supervisor/Candidate(s) is/are required to provide softcopy of full set of the originality report to Faculty/Institute

***Based on the above results, I hereby declare that I am satisfied with the originality of the Final Year Project Report submitted by my student(s) as named above.***

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Signature of Co-Supervisor

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**DEPARTMENT OF PSYCHOLOGY AND COUNSELLING  
FACULTY OF ARTS AND SOCIAL SCIENCE  
UNIVERSITI TUNKU ABDUL RAHMAN**

**UAPZ 3023 Final Year Project II**

**Research Project Evaluation Form**

**TURNITIN:** *'In assessing this work you are agreeing that it has been submitted to the University-recognised originality checking service which is Turnitin. The report generated by Turnitin is used as evidence to show that the students' final report contains the similarity level below 20%.'*

Project Title: Social support, sense of belonging and family functioning as predictor of life satisfaction among freshmen in Selangor, Malaysia	
Supervisor: Dr Gan Su Wan	
Student's Name:	Student's Id
1. Chin Ying Ying	1. 15AAB01604
2. Lim Fang Yee	2. 15AAB02542
3. Tan Kha Muan	3. 15AAB02542

<p><b>INSTRUCTIONS:</b> Please score each descriptor based on the scale provided below:</p> <ol style="list-style-type: none"> <li>1. For criteria <b>1, 2, 3,4, 5, 6:</b> <b>0 = no attempt, 1 = very poor, 2 = poor, 3 = average, 4 = good, 5 = very good</b></li> <li>2. For criteria <b>3,4:</b> <b>0 = no attempt, 1 = very poor, 3 = poor, 5 = average, 7 = good, 10 = very good</b></li> <li>3. For criteria <b>7:</b> Please retrieve the mark from "<b>Oral Presentation Evaluation Form</b>".</li> </ol>
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<b>1. ABSTRACT (5%)</b>	<b>Score</b>
1. States clearly the research objectives. (5%)	
2. Describe briefly and clearly the approach/methodology of the study. (5%)	
3. Highlights the outcomes of the study. (5%)	
4. Highlights the significance of the study. (5%)	
5. Three relevant keywords mentioned. (5%)	
<b>Sum</b>	
<b>Subtotal (Sum /5)</b>	<b>/ 5%</b>
Remark:	
<b>2. METHODOLOGY (20%)</b>	
1. Appropriate research design/framework (5%)	
2. Appropriate sampling techniques (5%) - Sample size is justified. - Sampling method correctly mentioned - Location of how the subjects are selected	
3. Clear explanation of procedure (5%) - How is consent obtained - Description of how data was collected	
4. Explanation on the instruments/questionnaires used (5%) - Description of instrument measures, scoring system, meaning of scores, reliability and validity information.	
<b>Subtotal</b>	<b>/ 20%</b>
Remark:	
<b>3. RESULTS (20%)</b>	
1. Analyses used are appropriate for each hypothesis. (10%)	
2. Interpretations and explanations of the statistical analyses are accurate. (10%)	
<b>Subtotal</b>	<b>/ 20%</b>
Remark:	

<b>4. DISCUSSION &amp; CONCLUSION (25%)</b>				
1. Constructive discussion of findings. - Explanation and critical analysis. Results were critically analyzed with similar and/or dissimilar results. (10%)				
2. Implication of the study. (5%)				
3. Limitations mentioned relevant and constructive to the study. (5%)				
4. Recommendations for future research. (5%)				
<b>Subtotal</b>		<b>/ 25%</b>		
Remark:				
<b>5. LANGUAGE &amp; ORGANIZATION (5%)</b>				
1. Comprehensiveness: Content Organization + Language				
<b>Subtotal</b>		<b>/ 5%</b>		
Remark:				
<b>6. APA STYLE AND REFERENCING (5%)</b>				
1. APA format is followed				
<b>Subtotal</b>		<b>/ 5%</b>		
Remark:				
<b>7. *ORAL PRESENTATION (20%)</b>		<b>Score</b>		
		<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>
<b>Subtotal</b>				
Remark:				
<b>PENALTY:</b> Maximum 10 marks for LATE SUBMISSION, MISSING FORM or POOR ATTENDANCE for consultation with supervisor				
		<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>
<b>**FINAL MARK/TOTAL</b>				



**\*\*\*Overall Comments:**

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

**Date:** \_\_\_\_\_

**Notes:**

1. **Subtotal:** The sum of scores for each assessment criteria
2. **FINAL MARK/TOTAL:** The summation of all subtotal score
3. Plagiarism is UNACCEPTABLE. Parameters of originality required and limits approved by UTAR are as follows:
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  - (ii) Matching of individual sources listed must be less than 3% each, and
  - (iii) Matching texts in continuous block must not exceed 8 words

Note: Parameters (i) – (ii) shall exclude quotes, references and text matches which are less than 8 words.

Any works violate the above originality requirements will NOT be accepted. Students have to redo the report and meet the requirements in **SEVEN(7)** days.

\*The marks of “Oral Presentation” are to be retrieved from “**Oral Presentation Evaluation Form**”.

\*\*It’s compulsory for the supervisor/reviewer to give the overall comments for the research projects with A- and above or F grading.