MEANING IN LIFE, PARENTAL MONITORING, PERCEIVED PARENTAL SUPPORT AND FAMILY RELATIONSHIP AMONG ADOLESCENTS IN MALAYSIA

AGNES YEO ZHAN XUAN

A RESEARCH PROJECT

SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS

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Meaning in Life, Parental Monitoring, Perceived Parental Support and Family Relationship among Adolescents in Malaysia

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This research is submitted in partial fulfilment of the requirements for the Bachelor of Social Science (Hons) Guidance and Counselling, Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman. Submitted on December 2023.

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UAPC3093 PROJECT PAPER II

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Visual Presentation		Visually appealing poster with appropriate colours, organization, and font sizes enhance readability. Strategically positioned graphics and text.	Overall visually appealing. Organisation of content enhances readability. Appropriate font size enhances readability. Content arrangement easily understood. Graphics enhances text.	Visual appeal is adequate. Colours and layout somewhat cluttered. Font size affects readability. Confusing content arrangement. Graphics help to highlight some content.	Visuals lack appeal. Colours and layout cluttered. Hinders readability. Inconsistent font sizes and content arrangement Mismatch of graphics and text.
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Department of Psychology and Counseling
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I would like to take this opportunity to express my sincere gratitude and heartfelt appreciation to all those who assisted me and supported me throughout the entire process of completing my Project Paper.

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AGNES YEO ZHAN XUAN

APPROVAL FORM

The research paper attached herewith, entitled "Meaning in Life, Parental Monitoring, Perceived Parental Support and Family Relationship among Adolescents in Malaysia" written and submitted by Agnes Yeo Zhan Xuan in partial fulfilment of the requirements for the Bachelor of Social Science (Hons) Guidance and Counselling is hereby accepted.

_____ Date: _____

Supervisor

(Mr. Ho Khee Hoong)

ABSTRACT

Creating meaning in life throughout adolescence imply to be crucial to increasing the likelihood of these benefits in the future. This study intends to examine the relationship between meaning in life, parental monitoring, perceived parental support, and family relationship in Malaysia. This research has utilized a quantitative cross-sectional correlational research approach. The findings for this study were gathered using online Google Forms from a total of 204 respondents through purposive sampling. The respondents were only 18 and 19-year-old Malaysian students (M = 18.67 years; SD = 0.471 years). Chinese respondents (n = 187, 91.67%) were more than Malay (n = 8, 3.92%) and Indian (n = 9, 4.41%) respondents. The measurements used were the Meaning in Life Questionnaire (MLQ), Parental Monitoring Assessment (PMA), Perceived Parental Support (PPS) Scale, and Family Relations/Cohesion Scale (FRCS). The outcomes proposed that meaning in life was strongly and favorably related to parental monitoring, perceived parental support, and family relationship. Meanwhile, it was discovered that family relationships were not a significant predator of meaning in life, but parental monitoring and perceived parental support were. These findings may act as a guideline to researchers, mental health practitioners, educational institutions, parents, and the community to cultivate a healthy and supportive monitoring environment for the adolescents in their pursuit of meaning in life in Malaysia.

Keywords: Meaning in Life, Parental Monitoring, Perceived Parental Support, and Family Relationships

DECLARATION

I declare that the materials and contents in this paper are the end results of my own work, and that due acknowledgement has been given in the bibliography and references to ALL sources, be they printed, electronic, or personal.

Name : AGNES YEO ZHAN XUAN

Student ID : 20AAB01885

Signature : 

Date : 11th DECEMBER 2023

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List of Abbreviations

FRCS	Family Relations/Cohesion Scale
MLQ	Meaning in Life Questionnaire
MLR	Multiple Linear Regression
PMA	Parental Monitoring Assessment
POM	Presence of Meaning
PPMC	Pearson's Product-Moment Correlation
PPS	Perceived Parental Support Scale
SFM	Search for Meaning

Chapter 1 Introduction

Background of the Study

Humans constantly struggle with the existential question of the fundamental purpose and meaning of life (Bhattacharya, 2011). As adolescents transition into new roles and shape their unique destiny as adults, the ability to discover an awareness of meaning in life is a crucial component of psychological well-being (Kealy et al., 2020). Meaning in life provides distinct psychological benefits that affect an individual's intellectual and psychological growth in late adolescence (Krok, 2018). Understanding one's existence as having a feeling of direction and value includes understanding how one fits into the universe (Steger et al., 2009). The belief that one has a purpose and significance in life, as well as a certain level of logic and coherence, is reflected in the sense that one's life is meaningful (King et al., 2016).

Thus, developing a sense of meaning in life as an adolescent appears to be of the utmost importance for improving the possibility of such advantages later on (Kealy et al., 2020). The advantages encompass a wide range of possibilities and are not restricted to any one set of circumstances. For instance, adolescents who exhibit high levels of creativity likely to have a fulfilling existence, which may also help them perform better in their academics (Bailey & Philips, 2015). Apart from that, better physical health, work, social adjustment, and longer life have also been attributed to having a sense of meaning in life (Hill & Turiano, 2014; Kim et al., 2013; Littman & Steger, 2010).

Parental monitoring, which includes parental control and participation in an adolescent's life, has been recognized as a crucial element in determining numerous elements of youths' psychosocial development (Smetana, 2008). In light of this, parental monitoring can potentially impact the ability of the adolescents to navigate their distinct values and

passions in relation to parental expectations, as they strive to find meaning and establish their identity. Research has indicated that maintaining an equilibrium between independence and parental monitoring promotes a positive sense of personal control and exploration, so facilitating the formation of meaning in life (Grolnick et al., 1997). The complex interaction between parental monitoring and the pursuit of meaning in life among college students highlights the importance of attaining a harmonious equilibrium between independence and support. As individuals in the early stages of adulthood navigate the process of reconciling their personal values and passions with the expectations imposed by their parents, it is crucial to cultivate an environment that promotes both autonomy and proactive supervision (Grolnick et al., 1997; Smetana, 2008).

Perceived parental support refers to the subjective impression formed by the adolescent regarding the parents' capacity to offer nurturing, affection, trust, and affirmation towards the child's life, as well as their ability to provide support when needed (Clouse, 2007). The provision of parental support constitutes a significant determinant in influencing the mental well-being of adolescents (Ramberg, 2021). The development of exploration, mastery, and self-organization can be facilitated by fostering parent-child connections in which the parents are delicate, empathetic, and psychologically present (Young et al. 2019). The establishment of a nurturing atmosphere facilitated by perceived parental support has a significant influence on the emotional well-being and developmental trajectory of adolescents (Clouse, 2007; Ramberg, 2021). By cultivating this essential parental support, adolescents are more inclined to navigate their unique values and interests within the context of parental expectations, resulting in a more profound exploration of purpose and meaning in life (Young et al. 2019).

The psychological development of a person is significantly influenced by the level of family relationships, which encompasses interactions, affection, and mutual appreciation

(Grotevant & Cooper, 1985). The interactions of family relationships may affect how much adolescents can get into and extract meaning from their experiences in the setting of Malaysian. The establishment of healthy family relationships can provide a context that is favorable for the development of individual growth and the development of their identity, which eventually leads to a greater feeling of meaning in life (Neff & Faso, 2015).

Problem Statement

The existing body of research has established the importance of meaning in life for an individual's psychological well-being and personal growth (Elizabeth & Chang, 2019). The fundamental feeling of meaning in life not only plays a significant role in enhancing one's ability to withstand suicidal inclinations but also appears as a valuable asset for properly managing mental crisis situations (Costanza et al., 2019; Kalashnikova et al., 2022; Kleiman & Beaver, 2013; Lew et al., 2020). Contrary, there is a notable and affirmative correlation between meaninglessness and suicide ideation (Fu et al., 2023). A study has revealed that the experience of hopelessness and a lack of meaning in life can be associated with an increased likelihood of engaging in suicide attempts and non-suicidal self-injury (Rodríguez et al., 2017). According to the National Health and Morbidity Survey (2022), the suicidal trend in Malaysia has increased, particularly from 6.8% of suicidal attempts in 2012 to 9.5% in 2022, and from 7.9% of suicidal thoughts to 13.1%. The statistical data in Malaysia aligns with the findings reported by the World Health Organization, as the Malaysian Health Ministry has classified those between the ages of 16 and 25 as the demographic group with the highest risk of suicide (Kok et al., 2015). Therefore, this study could aid in the development of parental interventions aimed at cultivating a sense of purpose and significance in individuals' lives.

Previous research has examined the concept of meaning in life among adolescents, as evidenced by studies undertaken by Bailey and Philips (2015), Brouzos et al. (2016), and Krok (2018). It is worth noting that there is a dearth of research specifically focused on the meaning of life of the adolescents in Asian nations, particularly in Malaysia (Shin & Zhooriyati, 2021). However, there is still a lack of knowledge regarding the specific familial elements that contribute to the development of meaning in life among the adolescents in Malaysia (Masiran, 2022). Additionally, there appears to be a noticeable dearth of research aimed at discerning the distinct contributions of parental influence on the development of adolescents (Fok & Shek, 2011; Lan et al., 2019). These factors include parental monitoring, perceived parental support, and the quality of family relationships. Hence, it would be beneficial for mental health professionals to investigate the correlation between the notion of meaning in life and the parental elements.

Meaning-related concerns hold significance across all stages of the human life span (Dezutter et al., 2014). Nevertheless, the significance of finding meaning in life may be particularly prominent during the developmental stages of adolescence and emerging adulthood, as suggested by Erikson (1950) and supported by Steger et al. (2009). Arnett (2000) introduced the notion of emerging adulthood as a novel framework for understanding the developmental stage spanning from late adolescence to the twenties. When confronted with unfamiliar situations and incidents, adolescents strive to make sense of and structure their encounters by discerning noteworthy facets of their individual and communal existence, as well as unearthing profound significance within their own lives (Kiang & Fuligni, 2010; Reker, 2005). According to the life-span approach, individuals in their youth exhibit distinct qualities in terms of their interpretation and organization of experiences, the pursuit of significant objectives, and comprehension of both the world and their own identities (Boyd & Bee, 2012; Dezutter et al., 2014). Hence, it is imperative to engage in the pursuit of

existential significance, as it serves as a cognitive framework facilitating the ability of adolescents to discern and comprehend pertinent facts pertaining to the assessment of life's purpose, as well as to assimilate their personal encounters into a cohesive whole (Krok, 2018).

Significance of the Study

This study will offer empirical theoretical validation and support for Frisch's (2006) quality of life theory by validating the association between meaning in life, parental monitoring, perceived parental support, and family relationship among the adolescents in Malaysia. Establishing a correlation and predictive capacity between these factors through the utilization of meaning in life will provide additional substantiation for the quality of life theory. Provided that this research may promote awareness and significant insights for professionals working in the psychological research field. The researchers may further comprehend the impact of meaning in life on students with an insufficient parental monitoring approach. In detail, this research may deliver beneficial guidance for future researchers to investigate deeper the impact of meaning in life and the parent-child relationship. Therefore, this study’s findings can be used to discuss the future impact of parental effect on students’ meaning in life.

In addition, this research may help administrators and academic institutions to organize programs concerning parental monitoring approaches and their children’s meaning in life. Due to this reason, the parents may be persuaded to participate in programs that are helpful to their children’s meaning in life. As regards, this research may directly or indirectly assist the students since the findings may encourage them to think about cooperating with parents for their benefit, or their parents may utilize a better parental monitoring approach

that they have learned from the program. Thus, it may improve the family relationship and the children's satisfaction with life.

Assuming that the results of the research are consistent with the research hypothesis, it may be useful to professionals who operate in the field of mental health services. Mental health advocates can benefit from this research to spread awareness and provide helpful knowledge to the community regarding parental monitoring approaches that can improve their children's meaning in life through the campaign and social media. Hence, the community would recognize the benefits of the parental monitoring approach as an important factor in children's meaning in life. On the other hand, it may help the counsellor to develop specific interventions to educate the parents to improve and or prevent children who are vulnerable in this matter.

Research Objectives

1. To examine the relationship between meaning in life, parental monitoring, perceived parental support, and family relationship.

2. To predict the meaning in life by using parental monitoring, perceived parental support, and the family relationship.

Research Questions

1. Is there a relationship between meaning in life, parental monitoring, perceived parental support, and the family relationship?

1a. Is there a relationship between meaning in life and parental monitoring?

1b. Is there a relationship between meaning in life and perceived parental support?

1c. Is there a relationship between meaning in life and family relationship?

2. Can parental monitoring, perceived parental support, and family relationship predict meaning in life?

Research Hypotheses

H_1: There is a significant relationship between meaning in life, parental monitoring, perceived parental support, and the family relationship.

H_{1a}: There is a significant relationship between meaning in life and parental monitoring.

H_{1b}: There is a significant relationship between meaning in life and perceived parental support.

H_{1c}: There is a significant relationship between meaning in life and family relationship.

H_2: Parental monitoring, perceived parental support, and family relationship can predict meaning in life.

Conceptual and Operational Definition of Terms

Meaning in Life

According to Frisch (2016), every individual needs a sense of direction regarding the fundamental priorities in life and how one should live in the present and future. When individuals discover a purpose or set of life objectives that correspond with their particular values, abilities, capabilities, and interests, it brings them more happiness (Frisch, 2016). According to Kleiman & Beaver (2013), meaning in life can be generally described as a belief that one's life has a purpose that goes beyond the individual living it. Meaning in life can be well explained into two parts: the pursuit and existence of meaning in life (Kleiman & Beaver, 2013). In this study, meaning in life will be identified by using the Meaning in Life Questionnaire (MLQ). According to Kashdan & Steger (2007), it includes two subscales, which are the Presence of Meaning and Search for Meaning. It consists of a total of 10 items,

which means the higher the score, the stronger the sense of value and purpose the research participant feels in his or her life (Kashdan & Steger, 2007).

Parental Monitoring

According to Dishion & McMahon (1998), parental monitoring refers to the actions that parents take to track their children's locations, activities, and relationships with their peers. Parents are considered to monitor their children's behavior if they are aware of their whereabouts, whom they are hanging out with, and how they express this awareness and worry to their kids (Dishion & McMahon, 1998). In this study, parental monitoring will be identified by using the revised version of the Parental Monitoring Assessment (PMA). It consists of 6 items, which means the greater the score, the higher level the research participant feels of parental awareness regarding his or her whereabouts (Borawski et al., 2003).

Perceived Parental Support

Perceived parental support is the way individuals view their ability to receive basic support from their parents (Kristjansson et al., 2011). In this study, perceived parental support will be identified by using the Perceived Parental Support (PPS) Scale. It consists of 5 items, which means the higher the score, the higher level the research participant feels the support from the parents (Kristjansson et al., 2011).

Family Relationship

According to Bhatia (2012), family is the setting where children first develop their cognitive abilities, as well as their understanding of and ability to deal with the physical world. By witnessing how the family members interact with one another, they can learn how family relationships work. Family relationships refer to the interactions between parents and their children as well as the views that parents adopt toward them, which in turn influences

how those children view their own families and environments (Bhatia, 2012). In this study, family relationships will be identified by using the Family Relations/Cohesion Scale. It consists of 6 items, which means the higher the score, the closer the relationships between the children with the family members (Sagoe et al., 2015).

Chapter 2 Literature Review

Meaning in Life

The experience of finding purpose and meaning in life is essential for reaching an adequate psychological state (Baumeister, 1991; Frankl, 1963). The term meaning and purpose encompasses various definitions, such as the coherence of one's life, the sense of contentment, self-actualization, being goal-directed, having a sense of purpose, or engaging in authentic living (Przepiorka, 2012). The meaning in life has been conceptualized in various ways, including coherence, comprehension of life, the world, and purposefulness (King et al., 2006; Reker & Wong, 1988). The concept of meaning in life is intricately connected to various factors, including a sense of freedom, obligation, autonomy, maintaining an optimistic perspective on life, contemplating the future and one's own existence, striving towards existential objectives, employing effective coping mechanisms, attaining contentment with life, and achieving self-realization (Marco et al., 2017). The significance of the meaning of life is prominently highlighted in positive youth development models, as evidenced by the work of Shek et al. (2019). For instance, the concept of a "sense of purpose" is understood as an intrinsic resource for personal development, while "spirituality" is recognized as a fundamental characteristic in effective programs promoting positive youth development (Benson et al., 2011; Catalano et al., 2004).

According to research by Brouzos et al. (2016), there is a strong correlation between adolescents' psychological wellness and their sense of meaning in life, with those who experience greater meaning in life reporting higher psychological and independent health. Additionally, based on empirical evidence, it has been discovered that there is a positive correlation between adolescent meaning of life and positive indicators of well-being (Yonker et al., 2012), such as life satisfaction (Marques et al., 2013), self-worth (Kim & Esquivel,

2011), and positive social behavior (Lin & Shek, 2019). Conversely, there is a negative correlation between adolescent meaning of life and risky conduct, including addiction (Zhang et al., 2015), alcoholism (Pokhrel et al., 2012), and suicide (Tan et al., 2018).

The concept of meaning in life holds significant importance within the realm of human existence and serves as a central aspect of the Positive Psychology approach (Schulenberg & Melton, 2010). People feel that their lives matter when they find meaning (Steger, 2012). As indicated by numerous scholarly investigations, the absence of meaning renders life devoid of significance. These researches have posited that the absence of meaning, if left unattended, can potentially result in the development of psychopathological conditions (Dunn & O'Brien, 2009; Edwards & Holden, 2003; Or et al., 2013; Marco et al., 2017; Psarra & Kleftaras, 2013; Shin et al, 2005; Volkert et al., 2014).

Parental Monitoring

Monitoring behaviour, a component of good parenting, is the parent's awareness of their adolescent's outside-the-home activities (Bozbulut et al., 2023). Parental monitoring also refers to parents' efforts to keep tabs on their kids' whereabouts and activities, including establishing restrictions about where kids can go and who they can travel with (Dishion & McMahon, 1998). Parental supervision is a continuum of child-rearing practices in which parents are constantly updated on their kids' whereabouts (Flanagan et al., 2019). Parental monitoring is a fictitious psychological concept that has been utilized to describe a collection of parenting practice characteristics, including consciousness, interaction, issue, guidance, and tracking of teenage behaviour (Hayes et al., 2017).

The importance of parenting monitoring in a child's socio-emotional development is significant (Morris et al., 2017). However, it has been shown that inadequate parenting

monitoring is associated with children's engagement in bullying behaviours and compromised physical health (O'Neil et al., 2019; Schofield et al., 2016). Furthermore, the assessment of parental monitoring has included an examination of the extent to which parents exercise control and surveillance over their children. There is a positive correlation between inadequate parental monitoring and increased engagement in high-risk behaviours, including but not limited to sexual activities, substance misuse, and violence, among the adolescents (DiClemente et al., 2001; Dittus et al., 2015; Rios et al., 2020). Regardless, parental monitoring of adolescents is crucial and has a big impact on the negative things that happen in their lives (Smetana, & Daddis, 2002). Interestingly, adolescents' involvement in risky behaviours can be decreased through parental monitoring (See, 2016). For instance, parental monitoring is a well-known preventative measure against teenagers abusing alcohol and other substances (Abar et al., 2017; Fay et al., 2020; Rudi & Dworkin, 2018). In this regard, increased parental monitoring has been linked to better health-related outcomes in teenagers, including increased mental health and decreased delinquency (Ellis et al., 2007). A longitudinal study revealed that self-harm, hopelessness, and anxiety were less likely to occur in late adolescence with parental monitoring (Cadman et al., 2022).

Perceived Parental Support

The parent-adolescent relationship, within the context of the family, is widely recognised as a significant social factor that greatly influences the development of adolescents (Kerpelman et al., 2008). In accordance with the ecological systems theory, perceived parental support constitutes a component of the microsystem (Bronfenbrenner & Ceci, 1994). Perceived parental support, regarded as a qualitative variable, encompasses the evaluation of the level of quality in the parent-child connection during the developmental stages of childhood and adolescence in the adolescents (Macalli et al., 2018). The perception of parental support may

also be influenced by the cumulative effect of various challenges within the family (Macalli et al., 2018). The provision of support from parents is a significant determinant in influencing the mental well-being of the adolescents (Ramberg, 2021).

Prior studies have demonstrated the significance of receiving assistance from parents in promoting the health and overall well-being of the adolescents (Khatib et al., 2013; Låftman et al., 2006; Thapa et al., 2013). In a prior cross-sectional research examining the correlation between perceived parental support and contemplation of suicide, it was discovered that individuals with lower levels of perceived parental support had a heightened susceptibility to experiencing thoughts of suicide (Macalli et al., 2018). Nevertheless, the findings of this study were constrained by its cross-sectional design. In addition, a separate study has demonstrated that parental support has a crucial role in mitigating potential delinquent behaviour among adolescents in the future (Walters, 2022).

Family Relationship

The family relationship pertains to the evaluations made by parents or children regarding their relationship's quality (Visser et al., 2012). This is determined by the display of parental behaviors that indicate a nurturing and supportive connection, such as the provision of emotional affection or praise, active listening, and the encouragement or demonstration of respect (Visser et al., 2012). The persistent nature and consequential impact of family relationships on well-being persist throughout an individual's lifespan (Thomas et al., 2017). As individuals grow older age, experience an increase in caregiving demands, and see a decrease in the significance of social ties in other areas like the job, family relationships may assume an even greater significance in terms of their well-being (Milkie et al., 2008).

The significance of the family relationship in the context of suicide prevention among adolescents cannot be overstated (Tam et al., 2011). The findings of a phenomenological

study indicate that adolescents employ the strategy of valuing the family relationship as a means of coping with parental divorce (Sumari et al., 2020). Family relationships offer valuable tools that can assist individuals in managing stress, adopting better behaviours, and improving self-esteem, ultimately resulting in increased overall well-being (Thomas et al., 2017). Nonetheless, inadequate relationship quality, the obligation of providing intense care for family members, and the dissolution of a marriage are all factors that can exert significant strain on an individual's overall state of well-being (Thomas et al., 2017).Furthermore, it is important to note that familial relationships encounter transitions during the course of an individual's life as in the form of fluctuating levels of psychological support and intimacy, the provision of assistance during times of need, the introduction of variable degrees of stress into our lives, and the necessity for caring at different stages of the life trajectory (Thomas et al., 2017).

Parental Monitoring and Meaning in Life

The presence of parental monitoring has been considered advantageous for the development of adolescents due to its ability to provide parental guidance and direction. Consequently, it assists the adolescents in comprehending social norms, cultivating acceptable behaviours, and mitigating inappropriate behaviours (Barber et al., 1994). Several studies have demonstrated a correlation between the adolescents' meaning of life and parental monitoring as well as authoritative parenting (Brassai et al., 2013; Malinakova et al., 2019; Roman et al., 2015; Zomuanawmi, 2016). Meaning was found to be favorably connected with individual variables including competence and self-governing attitude as well as inversely correlated with parental responsiveness and demandingness in a study of teenagers (Brassai et al. 2013). Interestingly, a study discovered that excessive parental monitoring would have a detrimental impact on the adolescents' self-regulation and hinder the facilitation of meaning

in life (Obradović et al., 2021; Van Tongeren et al., 2018). In addition, excessive parental monitoring prevents individual from exploring their own careers (Wen et al., 2023).

Perceived Parental Support and Meaning in Life

During the period of adolescence, the influence of peers becomes more pronounced; yet, it is crucial to acknowledge that parents retain their significance as key influencers in teenagers' decision-making process about significant life choices (Kerpelman et al., 2008). The growth of adaptive dispositional traits, which include a strong identity and optimistic expectations about oneself in relation to the world, is influenced by consistent and empathic parental support (Kerpelman & Pittman, 2018; Young et al., 2019). According to Auerbach et al. (2011), parental support functions as a protective barrier against stress. These effects could lead to positive outcomes for the development of the teenagers. For instance, greater self-esteem during adolescence is recognized as a predictor for reduced distress and increased satisfaction in relationships and work during adulthood (Orth et al., 2012).

A study revealed a positive correlation between higher levels of perceived parental autonomy support and increased levels of vitality and self-actualization (Robbins, 1994). Conversely, a lack of perceived parental autonomy support was found to be correlated with increased challenges in separation-individuation (Robbins, 1994). According to a longitudinal study, individuals with mental health difficulties had a higher proportion of those who reported insufficient perceived parental support (Macalli et al., 2020). Participants who reported serious depression, severe generalized anxiety disorder, and suicidal tendencies were more likely to experience a significant absence of perceived parental support (Macalli et al., 2020). However, there is a positive correlation between increased perceived parental support and elevated levels of internalizing difficulties, antisocial conduct, as well as decreased levels of academic accomplishment (Arslan et al., 2023).

Family Relationship and Meaning in Life

Family relationships have a significant impact on an individual's overall well-being throughout their lifespan, both positively and negatively (Merz et al., 2009). The foundations for achieving excellent health, well-being, and effective social functioning in the later stages of life can be traced back to the early stages of childhood and adolescence (Bonnie & Backes, 2019; Olsson et al., 2013). During this developmental phase, the parental relationship has a pivotal role in the overall well-being of the adolescents (Rueger et al., 2010). The impact of parenthood on the emotional well-being and psychological complaints of the adolescent is a significant aspect to consider (Ramberg, 2021).

According to research, the adolescents experiences with family relationships are related to their sense of meaning in life. Lambert et al. (2010) discovered that the adolescents tend to prioritize their families as a key source of meaning beyond other sources when other factors like self-worth, joy, sadness, and societal attractiveness are taken into account, a person's sense of family support predicts meaning (Lambert et al. 2010). In accordance with the theoretical framework proposed by Visser et al. (2012), it may be argued that parental warmth, support, and respect are essential components of a positive family relationship. These elements establish a foundation of trust and security, which enables the adolescents to engage in the search for life meaning. This process involves the transmission of parental values, as suggested by Fry (1998).

Theoretical Framework

Theory for Meaning in Life

The present study adopts a theoretical framework rooted in Quality of Life (QOL) theory developed by Dr. Michael B. Frisch, which focuses on meaning in life. Through the

integration of the perspectives offered by this therapeutic approach, the objective of this research endeavour is to make a meaningful addition to the current pool of knowledge regarding the intricate interplay of parental monitoring, perceived parental support, and family relationship in relation to the pursuit of meaning in life. Ultimately, this study seeks to augment the overall state of well-being and improve the overall quality of life experienced by the adolescents in Malaysia.

The QOL theory, as established by Frisch (2006), is applied to provide the theoretical basis for the concept of finding meaning in life. The QOL theory is an exceptional instance of one of the thorough, manualized, and theory-based interventions (Seligman, 2011). QOL theory is a complete and holistic approach that offers valuable insights into the ways in which individuals can enhance the meaningfulness, satisfaction, and fulfillment in their lives (Frisch, 2005). The concept of Meaning in Life holds significant importance within the framework of QOL theory (Frisch, 2005). The need for secular significance may arise from the existentialist premise that, in the absence of inherent or absolute meaning in life, it becomes necessary for individuals to construct and commit to a purpose in order to provide coherence, meaning, and logical consistency in their existence (Yalom, 1980). Relative is one of the aspects of life that can contribute to a person's overall quality of life and help them lead meaningful lives (Frisch, 2006). The term relatives refer to the interpersonal dynamics and relationships one has with their parents, and other family members (Frisch, 2006).

Within the framework of QOL theory, the implementation of efficient parental monitoring has the potential to foster a nurturing atmosphere that facilitates the development of responsible decision-making, personal advancement, and the attainment of a meaningful existence. Besides, the term perceived parental support pertains to an individual's personal interpretation of the emotional, psychological, and instrumental assistance they receive from

their parents (Cohen, 1988). Within the context of QOL theory, the presence of healthy perceived parental support plays a crucial role in cultivating a sense of psychological wellness and ultimately improving meaning in life and overall life satisfaction. Apart from that, family relationships encompass the dynamic interactions between parents and their offspring, as well as the perspectives and attitudes that parents have towards their children (Bhatia, 2012). These parental views subsequently shape the children's perceptions of their own families and surroundings (Bhatia, 2012). QOL theory places significant emphasis on the crucial role of healthy family relationship in fostering a positive atmosphere that enhances an individual's overall well-being and meaning in life.

Conceptual Framework

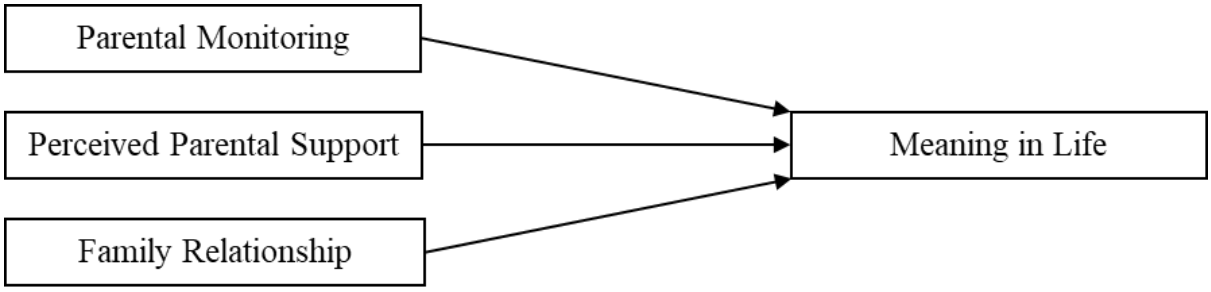

Figure 1. *The conceptual framework of "Meaning in Life, Parental Monitoring, Perceived Parental Support and Family Relationship among Adolescents in Malaysia".*

The interpersonal dynamics and relationships in this context focus on the parental aspect, specifically parental monitoring, perceived parental support, and family relationship. Parental monitoring refers to the degree of parental involvement in supervising and directing their children's activities and choices (Dishion & McMahon, 1998). In this research, meaning in life is indicated as the dependent variable, while parental monitoring, perceived parental support, and family relationship are indicated as independent variables. The aim of this research is to explore the relationship between these variables among the adolescents in

Malaysia. Additionally, this study will employ a quantitative research methodology to examine the correlation and regression models between parental monitoring, perceived parental support, family relationship, and meaning in life. These variables fall under the categories of correlation and regression analysis.

Chapter 3 Methodology

Research Design

This study applied quantitative research design. Besides that, correlational research design was utilized to identify the relationships between meaning in life, parental monitoring, perceived parental support, and family relationship as well. According to Lowhorn (2007), quantitative research design helps to gather and analyze numerical data from representative population samples to produce a statistical conclusion. Besides that, it helps in testing the theory, for example, the Quality-of-Life Theory in this study, by determining whether the independent variables will impact the dependent variable (Lowhorn, 2007). Moreover, this study utilized a cross-sectional design, meaning data collection is expected at just a single point in time.

The primary data was collected from adolescents in Malaysia, which included the data on meaning in life, parental monitoring, perceived parental support, and family relationship. According to Hox & Boeije (2005), primary data is the data collected originally for the specific research questions. For the purpose of collecting the data needed for this study, the online survey questionnaire was generated using Google Form, which participants completed through a self-reporting approach via the Internet. The survey form included the consent forms, demographic forms, as well as the questionnaires. It was suitable for this study as online surveys allow researchers to collect data from a large population regardless of their location (Van Selm & Jankowski, 2006).

Research Participants

The chosen research participants for this study were adolescents in Malaysia, aged of 18 and 19 years old. This is because adolescence marks the onset of self-discovery, as individuals begin to shape their unique identities and search for the meaning of life through

learning (Aladwan et al., 2021). According to Ma'roof (2020), the stage of adolescence is seen as a transitional phase towards adulthood. They might encounter conflicting societal values that impact their conduct in school, within their communities, and within their families (Aladwan et al., 2021). Additionally, they face various challenges stemming from their struggles to attain independence and establish a sense of meaning in life (Aladwan et al., 2021). According to Rodríguez et al. (2017), there is a significant association between feeling hopelessness and a lack of meaning in life with suicide attempts and non-suicidal self-injury. According to Kok et al. (2015), individuals between the ages of 16 to 25 have been categorized as the population with the highest risk of suicide by the Malaysian Health Ministry. Thus, adolescents in Malaysia were targeted as the population for this study.

Sampling Procedures

Sampling Method

The sampling method utilized for this study was the purposive sampling method (non-probability sampling), where the researcher chooses the research samples based on various criteria, which involves their willingness to get involved in the study (Rai & Thapa, 2015). Thus, this sampling technique was advantageous for this study because it allowed for the efficient and effective collection of data from the research participants who met the specific criteria listed in the data collection procedures of the study (Rai & Thapa, 2015).

Location of Study

The data collection of this study was done via the Internet as the link and QR code of the Google Form were posted on social media platforms, which are Facebook, Instagram, WeChat Moment, and Xiaohongshu to increase the probability of getting more potential participants for this study. Besides that, several social networking platforms such as

WhatsApp, WeChat, Facebook Messenger, Gmail, Microsoft Teams, and so on were also utilized to approach the research participants who met the specific criteria of this study.

Ethical Clearance Approval

After completing the Project Paper I, the researcher requested the ethical clearance approval from the supervisor of this project (Mr. Ho Khee Hoong) and the Head of Department of Psychology, who is Dr. Pung Pit Wan. Additionally, Dean of the FAS (Dr. Lee Lai Meng) and also the UTAR Scientific and Ethical Review Committee. It is crucial to obtain ethical clearance approval in order to guarantee the ethical standards of the current study and determine the appropriateness of the survey questionnaire before the data collection from the research participants. Due to the time required for approval and data collection, the researcher requested the approval as soon as possible. Finally, it was obtained on the 20th of November 2023 (Re: U/SERC/286/2023), and the procedure of data collection was started.

Sample Size

The sample size of this study was decided to follow the method from Chua (2006). Based on the method from Chua (2006), 120 sample size was recommended. However, the sample size was increased by an additional 40% to 50% (Salkind, 2012). According to Salkind (2012), this is because of the potential for data without response and missing data to exist after collecting the data. If the sample size is too small, the results obtained won't be precise enough to address the research questions that were looked at (Chua, 2006). Excessive sample size may result in frequent. Besides that, this method also said that a 120 sample size is enough and appropriate for studies utilizing MLR and PPMC (Chua, 2006). Additionally, the G*Power 3.1.9.4 version was utilized to come out with the sample size using the data collected from the pilot study. According to the methods used to generate the sample size, a minimum of 259 samples were required to participate in this study for PPMC, which was too

large after increasing the additional 50% (n = 389). Besides that, a minimum of 22 samples were required for MLR, which was too small even after increasing 50% (n = 33) Thus, it was not suitable to be considered in this study. Therefore, after increasing by 50%, the ultimate recommended sample size was determined using Chua's methods, which resulted in (n = 180).

Actual Sample Size

The ultimate sample size which was utilized in this study was a total of 204 sample size. Initially, 208 sample size was collected in the period of the data collection. However, 4 responses were deleted due to four of them did not meet the inclusion or exclusion criteria. Therefore, 204 applicable responses were accepted and retained as the final sample for this current study.

Power Analysis

Hypothesis 1. PPMC was utilized to examine the first hypothesis which is the relationships between meaning in life, parental monitoring, perceived parental support, and family relationship. G*Power 3.1.9.4 version was utilized to produce it. ‘Exact’ was decided as the test family, while ‘Correlation: Bivariate normal model’ was decided as the statistical test. The effect size was r = .173, which was according to the pilot study. The effect size was considered as a conventional small effect size for the bivariate correlational (Cohen et al., 2013). Furthermore, according to Cohen (1988), the power was suggested as 0.80 and the margin of error was 0.05. Therefore, a 259 of sample size was suggested.

Hypothesis 2. MLR was utilized to examine the second hypothesis which is the predictions of parental monitoring, perceived parental support, and family relationship on meaning in life. G*Power 3.1.9.4 version was utilized to produce it. ‘T tests’ was decided as the test family, while ‘Linear Multiple Regression: Fixed model, single regression coefficient’

was decided as the statistical test. The effect size was f^2 = .317, which was according to the pilot study. The effect size was considered as a conventional moderate effect size (Cohen, 1988). Furthermore, according to Cohen (1988), the power was suggested as 0.80 and the margin of error was 0.05. Therefore, a 22 of sample size was suggested.

Procedures of Collecting Data

Inclusion and Exclusion Criteria

The inclusion criteria of this study contained: (1) Research participants must be Malaysian, (2) Research participants must be living in Malaysia, and (3) Age of the research participants must be 18 and 19 years old. However, this study excluded the research participants who are Malaysian and currently living in other countries. This was owing to this study being designed to examine the meaning in life only in the Malaysia context.

Informed Consent

The informed consent was listed in the first section of the online survey via Google Form. The information that was informed to the research participants in the informed consent included the objectives of this study, confidentiality, willing involvement, and so on. Besides that, this section also included the contact number and email address of the researcher, serving as a point of reference for research participants seeking assistance or additional information. Moreover, the research participants had to consent to the informed consent after reading the details listed in the section. This could help them gain a full and deep understanding of the information. They were guided to the next section once they agreed to get involved in this study.

Data Collection Procedures

As mentioned above, once the research participants agreed to participate in this study, they were directed to the next section in the Google Form, which was the demographic information. They will be required to fill up their age, gender, and ethnicity. This helped the researcher to gain more understanding of the backgrounds of the research participants. Furthermore, to protect their privacy and anonymity, the names and any personal contact of the research participants were neither needed nor documented in this study.

Last but not least, the last section was the questionnaire which included the scales and the instructions. There are four scales in total, which are the Meaning in Life Questionnaire (MLQ), Parental Monitoring Assessment (PMA), Perceived Parental Support (PPS) Scale, and Family Relations/Cohesion Scale.

Pilot Study. After obtaining the ethical clearance approval form, the pilot study was started. The period for completing the pilot study was 9 days, from 20th November 2023 to 29th November 2023. To examine the reliability of the instruments for this study, 30 samples were collected. Item 6 of the Meaning in Life Questionnaire (MLQ), which is 'I have discovered a satisfying life purpose.', was decided to drop as it had affected the reliability of the scale. Besides that, item 6 of the Parental Monitoring Assessment (PMA), was decided to drop as well due to the affection on the reliability of the scale. Item 6 is 'My parent(s) always ask me where I'm going when I go out.', As a result, the instruments had good internal consistency as the Cronbach's alpha for all of them was above .70 (Table 3.1), which exceeded the usual range (Keith, 2017). Therefore, all tools were utilized with minor changes.

Actual Study. The data collection of the actual study was started once the pilot study was done. The duration of the data collection was from 29th November 2023 to 8th December 2023. The data analysis was started once the completion of data collection. The survey form

was posted on social media platforms and social networking platforms to increase the possibilities of getting participants, such as Xiaohongshu, Facebook, Instagram, WeChat, WhatsApp, and so on. At last, 208 responses were collected, but only 204 responses were utilized in the data analysis. Moreover, the instruments had good internal consistency as the Cronbach's alpha for all of them was above .70 (Table 3.1)

Table 3.1

Instruments' Reliability Found from Pilot Study (n = 30) and Actual Study (n = 204)

Variable	Number of Items	Pilot Study (Cronbach's α)	Actual Study (Cronbach's α)
MLQ	9	.72	.80
PMA	7	.70	.88
PPS	5	.74	.79
FRCS	6	.88	.88

Note. MLQ = Meaning in Life Questionnaire, PMA = Parental Monitoring Assessment, PPS = Perceived Parental Support Scale, and FRCS = Family Relations/Cohesion Scale

Instruments

Meaning in Life

In this study, meaning in life was identified by using the Meaning in Life Questionnaire (MLQ). It was developed by Steger et al. in 2006 (Kashdan & Steger, 2007). The MLQ was originally designed to let people decide for themselves if their life is meaningful or not, based on their own perspective (Steger & Shin, 2010). There are 2 subscales in MLQ. The first one is the Presence of Meaning (POM), and the second one is the Search for Meaning (SFM). Each of the subscales consists of 5 items each. The POM

subscale measures how much a person feels their life has meaning; The SFM subscale measures a person's motivation and desire to explore and enhance their own personal meaning (Kashdan & Steger, 2007). Therefore, MLQ has a total of 10 items, which are assessed on a 7-point scale which indicated 1 as "absolutely untrue" to 7 as "absolutely true" (Kashdan & Steger, 2007). A sample item from POM is 'I understand my life's meaning.', while from SFM is 'I am searching for meaning in my life.'. Besides that, item 9 is a reversed item. The score range of this instrument is 10 to 70, which means the higher the score, the stronger the sense of value and purpose the research participant feels in his or her life (Kashdan & Steger, 2007). Moreover, this study shows that this scale is reliable as it has good internal consistency (POM: Cronbach's $\alpha = .82$, SFM: Cronbach's $\alpha = .88$), as well as good convergent and discriminant validity (Kashdan & Steger, 2007).

Parental Monitoring

In this study, the revised version of the Parental Monitoring Assessment (PMA) was utilized to identify parental monitoring. It was developed by Silverberg and Small in 1991 and validated by Li et al. in 2020. The original PMA was an 8-item scale designed to evaluate parents' awareness of their children's whereabouts (Li et al., 2020). The revised PMA includes only six items (Li et al., 2020). According to Borawski et al. (2003), there is a total of 6 items, which are assessed on a 5-point scale which indicated 1 as "never" to 5 as "always". A sample item of this scale is 'My parents know where I am after school.'. The score range of this instrument is 6 to 30, which means the greater the score, the greater level the research participant feels of parental awareness regarding his or her whereabouts (Borawski et al., 2003). Moreover, a study conducted by Borawski et al. (2003) shows that the reliability of this scale is 0.88.

Perceived Parental Support

In this study, perceived parental support was identified by using the Perceived Parental Support (PPS) Scale, which was developed in 1990 at the Institute for Educational Research in Iceland. The PPS Scale was originally designed to assess the adolescents' perceptions of their general support accessibility from their parents (Kristjansson et al., 2011). According to Kristjansson et al. (2011), there is a total of 5 items, which are assessed on a 4-point scale which indicated 1 as “very difficult” to 4 as “very easy”. A sample item from this scale is ‘How easily do you feel cared for and warm by your parents?.’ The score range of this instrument is 5 to 20, which means the greater the score, the greater level the research participant feels the support from the parents (Kristjansson et al., 2011). Moreover, a study conducted by Kristjansson et al. (2011) showed that the reliability of this scale is 0.70, as well as a good construct and discriminant validity.

Family Relationship

In this study, the Family Relations/Cohesion Scale (FRCS) was utilized to identify family relationships. It was developed by Oregon Mentors in 2013. The FRCS was originally designed to measure how close a family feels (Sagoe et al., 2015). According to Sagoe et al. (2015), there is a total of 6 items, which are assessed on a 4-point scale which indicated 1 as “not true” to 4 as “always true or almost always”. A sample item from this scale is ‘Family members ask each other for help.’. The score range of this instrument is 6 to 24, which means the higher the score, the closer the relationships between the children with the family members (Sagoe et al., 2015). Moreover, a study conducted by Sagoe et al. (2015) showed that the reliability of this scale is 0.84, as well as a good construct and discriminant validity.

Chapter 4 Results

Descriptive Statistics

Demographic Characteristics

Table 4.1 point out the demographic details of the participants from this research. The respondents were adolescents, aged were only 18 and 19 (M = 18.67 years; SD = 0.471 years). A total of 141 respondents were female (69.12%), 60 respondents were male (29.41%), and three respondents preferred not to say (1.47%) their gender. Besides, there were 187 respondents were Chinese (91.67%), eight respondents were Indians (3.92%) and nine respondents were Malay (4.41%).

Table 4.1

Demographic Characteristics of Participants (n = 204)

	Number of Respondents	Percentage (%)	*Mean*	*Standard Deviation*	Minimum	Maximum
Age			18.672	0.471	18	19
18	67	32.843				
19	137	67.157				
Gender						
Female	141	69.118				
Male	60	29.412				
Prefer not to say	3	1.471				
Ethnicity						
Chinese	187	91.667				
Indian	8	3.922				
Malay	9	4.412				

Descriptive Statistics of Topic-Specific Variables

Table 4.2 below illustrated the topic-specific variables including meaning in life (M = 43.382; SD = 8.650), parental monitoring (M = 26.137; SD = 6.413), perceived parental support (M = 14.387; SD = 3.417) and family relationship (M = 17.941; SD = 4.352). Moreover, information for each of the four variables fell within the range of ±2.000, suggesting that they were within normal limits. The data for meaning in life (W = 0.980, p = 0.005), parental monitoring (W = 0.948, p < .001), perceived parental support (W = 0.970, p < .001) and family relationships (W = 0.951, p < .001) appeared to be not normal. Given that their p-values were less than the conventional p = .05, which indicates that the data have rejected the normality null hypotheses, they did not appear to be normal.

Table 4.2

Descriptive Statistics of Topic Specific Variables (i.e., Meaning in Life, Parental Monitoring, Perceived Parental Support, Family Relationship) (n=204)

	Meaning in Life	*Parental Monitoring*	*Perceived Parental Support*	*Family Relationship*
Median	44.000	27.000	15.000	18.000
Mean	43.382	26.137	14.387	17.941
Std. Deviation	8.650	6.413	3.417	4.352
Skewness	-0.362	-0.607	-0.371	-0.487
Kurtosis	-0.422	-0.290	-0.135	-0.315
Shapiro-Wilk	0.980	0.948	0.970	0.951
P-value of Shapiro-Wilk	0.005	< .001	< .001	< .001
Minimum	19.000	10.000	5.000	7.000
Maximum	63.000	35.000	20.000	24.000

Data Diagnostic and Missing Data

Frequency and Percentage of Missing Data

This study did not discover any missing data or unengaged responses. However, four invalid responses (1.92%) were found and were erased before progressing to statistical analysis. The four invalid responses were deemed invalid because the four respondents were not Malaysian, which did not meet the requirement in the present research. Hence, the finalized number of respondents adopted in the present research was 204.

Methods Employed for Addressing Missing Data

Setting each questionnaire item as mandatory entails that if any were left blank, respondents could not proceed with the questionnaire, which was the first move taken to guarantee the thoroughness of the responses. In order to make sure there were no missing data, Microsoft Excel was also used to properly check the acquired data. The formula "=COUNTBLANK(E2:FR2)" was used to accomplish this, and it had columns for both questionnaire items and demographic data. There were "0" outcomes for every row in the function, indicating that there were no absent values.

Post Data-Collection Exclusion of Participants' Criteria

There were no unengaged respondents in the present research. The standard deviation of each respondent's answers to all of the questions was calculated to identify the unengaged responses. This was performed in Microsoft Excel using the formula "=STDEV.P(E2:FR2s)". All standard deviations of the respondents were above .50, which implied that there were no unengaged respondents (Gyasi et al., 2017).

Apart from that, there were four respondents were erased due to not meeting either the inclusion or exclusion criteria of the research. The erased data were case numbers 13 (Korean), 118 (Japanese), 119 (Japanese), and 120 (Japanese), which were not Malaysian.

Imputation of Missing Data's Criteria

In accordance with the data level, missing data needs to be imputed. For instance, the mean should be used to replace interval data and the median should be used to replace ordinal data. However, imputation of missing data wasn't attempted in the present research because there were no missing data.

Defining and Processing of Statistical Outliers

Boxplot in JASP was used to check the outliers for meaning in life, parental monitoring, perceived parental support and family relationships. The boxplots (Appendix B) show that none of the four variables had any outliers. Data that significantly deviate from and are inconsistent with the rest of the data are known as outliers, and they have the potential to introduce bias into data analysis (Kwak & Kim, 2017). To guarantee that the data analysis would not be impacted, data containing outliers should be eliminated or deleted from the study.

Data Transformation

The formula used in Microsoft Excel to convert the reverse-scored items throughout the data transformation process was "=IF(L2=1,7, IF(L2=2,6, IF(L2=3,5, IF(L2=4,4, IF(L2=5,3, IF(L2=6,2, IF(L2=7,1,"")))))))". The reverse of the score was performed for the Meaning in Life Questionnaire (MLQ), specifically the eighth item. In terms of data computation, the Microsoft Excel formula "=SUM(E2:M2)" was employed to total the scale scores.

Analyses of Data Distributions

Normality of Variables. Meaning in life, parental monitoring, perceived parental support, and family relationships were the four variables whose data distribution was studied. Normality tests such as skewness and kurtosis were utilized. Besides that, Shapiro-Wilk and boxplot were utilized as well. The statistical tests that were chosen for the present research, parametric or nonparametric were affected by the normality of the data (Khatun, 2021).

Skewness and Kurtosis. As shown in Table 4.2., the normality of the data was within ±2.000. The skewness of meaning in life (-0.362), parental monitoring (-0.607), perceived parental support (-0.371) and family relationships (-0.487), and the kurtosis of meaning in life (-0.422), parental monitoring (-0.290), perceived parental support (-0.135) and family relationships (-0.315) were measured to be normally distributed.

Shapiro-Wilk. Based on Table 4.2, the data for meaning in life ($W = 0.980$, $p = 005$), parental monitoring ($W = 0.948$, $p < .001$), perceived parental support ($W = 0.970$, $p < .001$) and family relationships ($W = 0.951$, $p < .001$) were not normally distributed. It is due to their p-values were less than the conventional $p = .05$, indicating that the data have disproved the null hypothesis about normality.

Boxplot. The boxplots for all of the variables can be found in Appendix B. All of the findings for meaning in life, parental monitoring, perceived parental support and family relationships were found to be within the same ranges, with no outliers. However, the normality of the data still relied on the normality tests. This was because data without outliers was not always normal.

Data Analysis

H_1: There is a significant relationship between meaning in life, parental monitoring, perceived parental support, and the family relationship.

The relationship between meaning in life, parental monitoring and perceived parental support, was determined to be employed by the Pearson's Product-Moment Correlation (PPMC), whereas the relationship between meaning in life and family relationships was determined to be employed by the Spearman Rank Correlation Coefficient.

H_{1a}: There is a significant relationship between meaning in life and parental monitoring.

The univariate normality (Table 4.2) and bivariate normality (Table 4.4) assumptions of PPMC were both met. The skewness and kurtosis of meaning in life and parental monitoring are within ±2.000. The Shapiro-Wilk obtained 0.990 with a $p = 0.164$. Thus, PPMC was employed to examine the relationship between meaning in life and parental monitoring as it was above the standard $p = .05$.

The findings in Table 4.3 revealed that $r\ (203) = .430$, $p < .001$, indicating it is a statistically significant positive relationship in both meaning in life and parental monitoring. The higher the parental monitoring, the higher the meaning in life. Hence, the null hypothesis was rejected and H_{1a} is supported. Using Guildford's rule of thumb (1973), the effect size between meaning in life and parental monitoring was moderate.

H_{1b}: There is a significant relationship between meaning in life and perceived parental support.

The univariate normality (Table 4.2) and bivariate normality (Table 4.4) assumptions of PPMC were both met. The skewness and kurtosis of meaning in life and perceived parental support are within ±2.000. The Shapiro-Wilk obtained 0.989 with a $p = 0.126$. Thus, PPMC was employed to investigate the relationship between meaning in life and perceived parental support as it was above the standard $p = .05$.

The findings in Table 4.3 revealed that r (203) = .524, $p < .001$, indicating it is a statistically significant positive relationship in both meaning in life and perceived parental support. The greater the perceived parental support, the greater the meaning in life. Hence, the null hypothesis was rejected and H_{1b} is supported. Using Guildford's rule of thumb (1973), the effect size between meaning in life and perceived parental support was moderate.

Table 4.3

Pearson Product Moment Correlation (n = 204)

Pearson's Correlations

Variable		MILTOTAL	PMTOTAL	PPSTOTAL	FRTOTAL
1. MILTOTAL	Pearson's r	—			
	p-value	—			
2. PMTOTAL	Pearson's r	0.430***	—		
	p-value	< .001	—		
3. PPSTOTAL	Pearson's r	0.524***	0.583***	—	
	p-value	< .001	< .001	—	
4. FRTOTAL	Pearson's r	0.442***	0.644***	0.714***	—
	p-value	< .001	< .001	< .001	—

Note. All tests were two-tailed
* p < .05, ** p < .01, *** p < .001, two-tailed
Note. MILTOTAL = Meaning in Life Questionnaire Total; PMTOTAL = Parental Monitoring Assessment Total; PPSTOTAL = Perceived Parental Support Scale Total; FRTOTAL = Family Relations/Cohesion Scale Total

Table 4.4

Assumption Checks for PPMC

Shapiro-Wilk Test for Bivariate Normality

		Shapiro-Wilk	p
MILTOTAL	- PMTOTAL	0.990	0.164
MILTOTAL	- PPSTOTAL	0.989	0.126
MILTOTAL	- FRTOTAL	0.985	0.030

Note. MILTOTAL = Meaning in Life QuestionnaireTotal; PMTOTAL = Parental Monitoring Assessment Total; PPSTOTAL = Perceived Parental Support Scale Total; FRTOTAL = Family Relations/Cohesion Scale Total

H_{1c}: There is a significant relationship between meaning in life and family relationships.

The PPMC assumptions were not met, particularly concerning distribution normality. The bivariate normality of the pair of variables, as indicated in Table 4.4, was reported to be non-normal, even though both the meaning in life and family relationship were found to be normal based on their values of skewness, kurtosis, and Shapiro-Wilk (Table 4.2). The Shapiro-Wilk p-value was revealed to be $p = .03$, indicating that the combined distribution of the meaning in life and family relationships was abnormal since it was less than the expected $p = .05$. As a result, the relationship between these two variables was ascertained using the nonparametric Spearman Rank Correlation Coefficient test (see Table 4.5).

The findings in Table 4.5 revealed that $r\ (203) = .439$, $p < .001$, indicating it is a statistically significant positive relationship in both meaning in life and family relationship. The higher the family relationship, the higher the meaning in life. Hence, the null hypothesis was rejected and H_{1c} is supported. Using Guildford's rule of thumb (1973), the effect size between meaning in life and family relationships was moderate.

Table 4.5

Spearman Rank Correlation Coefficient (n = 204)

Spearman's Correlations

Variable		MILTOTAL	FRTOTAL
1. MILTOTAL	Spearman's rho	—	
	p-value	—	
2. FRTOTAL	Spearman's rho	0.439***	—
	p-value	< .001	—

Note. All tests were two-tailed
* p < .05, ** p < .01, *** p < .001, two-tailed
Note. MILTOTAL = Meaning in Life QuestionnaireTotal; FR = Family Relations/Cohesion Scale Total

H_2: Parental monitoring, perceived parental support, and family relationships can predict meaning in life.

Multiple Linear Regression (MLR) assumptions were met, including linear relationship, independence of observation, and homoscedasticity. Besides that, there were no significant outliers, and multicollinearity as well. MLR was employed to determine how well parental monitoring, perceived parental support, and family relationships can predict meaning in life. Table 4.8 revealed that the Durbin-Watson is 2.057 which is between 1.5 to 2.5 that act as an independent observation. Table 4.9 additionally demonstrated that the VIF was not greater than 5.0 and that the total collinearity tolerance was greater than 0.1, indicating that the data was normal and absent of outliers. Through case-wise diagnostics, there had been no multivariate outlier, no standard residual larger than 3.29, and no cook distance larger than 1.

According to Table 4.6, The findings were statistically significant F (3,200) = 28.478, $p < .001$. The calculation that utilized to know this relationship was meaning in life = 0.227 (Parental Monitoring) + 0.968 (Perceived Parental Support) + 0.120 (Family Relationship) - 21.368. For instance, a respondent scored 29 in parental monitoring, 20 in perceived parental support and 26 in family relationships. Thus, the meaning in life for this respondent was 7.695.

It was discovered that the parental monitoring (β = 0.168, $p = .036$) and perceived parental support (β = 4.402, $p < .001$) were significantly predicted meaning in life, while family relationship (β = 0.657, $p = .512$) were not significantly predicted. Besides that, the value of the adjusted R-squared was 0.289, which implied that 28.9% of the change in meaning in life was clarified by parental monitoring, perceived parental support and family relationship. The effect size was calculated from the formula, $f^2 = \frac{R^2}{1-R^2} = \frac{0.289}{1-0.289} = 0.406$, which indicated a large effect size (Cohen, 1998)**.** Consequently, parental monitoring and

perceived parental support can predict meaning in life, whereas family relationship could not predict meaning in life.

Table 4.6

Multiple Linear Regression Model (n = 204)

ANOVA

Model		*df*	*F*	*p*	Adjusted R^2	R^2
H_1	Regression	3	28.478	< .001	0.289	0.299
	Residual	200				
	Total	203				

Note. Dependent Variable = Meaning in Life; Predictors = Parental Monitoring, Perceived Parental Support, and Family Relationship

Table 4.7

Multiple Linear Regression Coefficient

Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p
H_0	(Intercept)	43.382	0.606		71.635	< .001
H_1	(Intercept)	21.368	2.480		8.617	< .001
	PMTOTAL	0.227	0.107	0.168	2.115	0.036
	PPSTOTAL	0.968	0.220	0.382	4.402	< .001
	FRTOTAL	0.120	0.183	0.061	0.657	0.512

Note. PMTOTAL = Parental Monitoring Assessment Total; PPSTOTAL = Perceived Parental Support Total; FRTOTAL = Family Relations/Cohesion Scale Total

Table 4.8

Assumptions Checks for MLR (Independent Error Test)

Model	Autocorrelation	Static	p
H_1	-0.030	2.057	0,693

Table 4.9

Assumption Check for MLR (Collinearity Table of Tolerance and VIF)

Collinearity Statistics

Model		Tolerance	VIF
H_1	(Constant)		
	Parental Monitoring	0.554	1.805
	Perceived Parental Support	0.464	2.153
	Family Relationship	0.411	2.431

Note. Dependent Variable = Meaning in Life

Chapter 5 Discussion and Conclusion

Discussion

This study examined the correlations between meaning in life, parental monitoring, perceived parental support, and family relationships. Additionally, this study looked at the predicted association between meaning in life, parental monitoring, perceived parental support, and family relationship.

Parental Monitoring and Meaning in Life

The H_{1a} of this present study proposed a positive association between parental monitoring and meaning in life and the PPMC outcome further demonstrated a strong correlation between the two variables. A significant correlation has been observed, r (203) = 0.430, $p < .001$ between parental monitoring and meaning in life. Hence, the results of the current study were in line with those of prior research, which also supported the notion that parental monitoring and meaning in life were positively correlated (Brassai et al., 2013; Malinakova et al., 2019; Roman et al., 2015; Zomuanawmi, 2016). This revealed that the evidence from the current research as well as the evidence from prior research supported H_{1a}. Therefore, the findings indicate that higher parental monitoring is related to higher meaning in life. Considering it can offer parental supervision and advice, the existence of parental monitoring has been thought to be beneficial for the upbringing of adolescents. As a result, it helps adolescents understand social standards, develop appropriate behaviour, and reduce inappropriate behaviour (Barber et al., 1994). In the meantime, be aware that individuals are prevented from pursuing their occupations by overzealous parental monitoring (Wen et al., 2023).

Perceived Parental Support and Meaning in Life

The H_{1b} of this present study proposed a positive association between perceived parental support and meaning in life and the PPMC outcome further demonstrated a strong correlation between the two variables. A significant correlation has been observed, r (203) = 0.524, $p < .001$ between perceived parental support and meaning in life. Thus, the results of the current study were in line with those of prior research, which also supported the notion that perceived parental support and meaning in life were positively correlated (Auerbach et al., 2011; Kerpelman & Pittman, 2018; Robbins, 1994; Young et al., 2019). This revealed that the evidence from the current research as well as the evidence from prior research supported H_{1b}. Therefore, the findings indicate that higher perceived parental support is related to higher meaning in life. In light of this, an increase in perceived parental support could assist in reducing the tendency to suffer from mental health difficulties as well (Arslan et al., 2023; Macalli et al., 2020).

Family Relationship and Meaning in Life

The H_{1c} of this present study proposed a positive association between family relationships and meaning in life and the PPMC and Spearman Rank Correlation Coefficient outcome further demonstrated a strong correlation between the two variables. A significant correlation has been observed, r (203) = 0.439, $p < .001$ between family relationships and meaning in life. Accordingly, the results of the current study were in line with those of prior research, which also supported the notion that family relationships and meaning in life were positively correlated (Fry, 1998; Lambert et al., 2010; Visser et al., 2012). This revealed that the evidence from the current research as well as the evidence from prior research supported H_{1c}. Therefore, the findings indicate that higher family relationships are related to higher meaning in life. The bond between parents and children is crucial to the teenagers' general

wellbeing throughout this developmental stage (Rueger et al., 2010). A key consideration to take into account is how childbearing affects the adolescent's psychological issues and emotional health (Ramberg, 2021).

Predictors of Meaning in Life

The analysis of MLR demonstrated that parental monitoring has a significant predictive capacity for meaning in life, supporting the current findings that parental monitoring can considerably predict meaning in life. The finding was in line with some previous studies that parental monitoring was able to predict higher meaning in life and well-being (Brassai et al., 2013; Malinakova et al., 2019; Roman et al., 2015; Zomuanawmi, 2016). Thus, the current study was also supported by a few prior researches. According to the findings, a high level of parental monitoring would predict meaning in life in the setting of the present study.

The analysis of MLR also proposed that perceived parental support has a significant predictive capacity for meaning in life, supporting the current findings that perceived parenting support can considerably predict meaning in life. The finding was in line with previous studies that perceived parental support was able to predict higher meaning in life and well-being (Auerbach et al., 2011; Kerpelman & Pittman, 2018; Robbins, 1994; Young et al., 2019). Thus, the current study was also supported by a few prior researches. According to the findings, a high level of perceived parental support would predict meaning in life in the setting of the present study.

The analysis of MLR revealed that family relationship does not have a significant predictive capacity for meaning in life, against current findings that family relationship can considerably predict meaning in life. The finding was not in line with previous studies that family relationship was able to predict higher meaning in life and well-being (Fry, 1998;

Lambert et al., 2010; Visser et al., 2012). Thus, the current study was not supported by a few prior researches. According to the findings, a high level of family relationship would not predict meaning in life in the setting of the present study.

Implication

Theoretical Implications

The discovery of noteworthy associations between meaning in life, parental monitoring, perceived parental support and family relationship have important theoretical ramifications for the psychology field. These results add to the expanding corpus of literature that aims to clarify the complex relationships between family dynamics and personal well-being. The findings demonstrated that, in the setting of Malaysian adolescents, the current research supported the hypothesis. Quality of Life (QOL) theory by Dr Michael B. Frisch, was utilized in the current study. The findings were consistent with the prior research, which was found to have statistically significant relationships between meaning in life, parental monitoring, perceived parental support, and family relationships (Bhatia, 2012; Cohen, 1988; Frisch, 2005). Hence, the current study's findings were able to reinforce the hypotheses in the setting of Malaysian adolescents.

Nonetheless, it was also discovered that meaning in life was not significantly predicted by family relationships. This indicates that even if there is a positive association between the two factors, family relationships cannot fully account for meaning in life. As a result, these findings conflict not only with the hypothesis but also with certain earlier research. However, there are a lot of other outside variables that could be responsible, including but not limited to the research design, sample size, or questionnaire choice. In summary, this suggested that more investigation was required to fully explore the impact of family ties on meaning in life to make the theory's explanation of the process of meaning in

life more thorough. Concurrently, because the majority of the findings were significant, it was determined that the hypothesis had been supported in the framework of the present study.

Practical Implications

The empirical data that shows a strong relationship between different variables and meaning in life has significant implications for effective treatments in a variety of contexts. The results of this study may serve as an inspiration for psychologists to work in conjunction with experts in mental health professionals, education, and community outreach. Multidisciplinary teamwork can result in the creation of comprehensive interventions that take a multifaceted approach to addressing the well-being of the person and the family. This cooperative approach has the potential to advance the field and lead to a more thorough comprehension of the variables affecting meaning in life.

In terms of mental health professionals, family-focused interventions, which address parental monitoring, perceived parental support, and family relationships can be incorporated into mental health practitioners' practices. As part of therapeutic efforts, parents may receive coaching on efficient monitoring methods that strike a balance between autonomy and guidance. Furthermore, mental health practitioners can advise parents on how to express emotional support in a way that connects with their children. In order to address certain dynamics within family relationships, therapists can also work with families. For example, they can investigate communication patterns, conflict resolution techniques, and general family cohesion. Strategies that can be used include family therapy, individual counselling that focuses on family dynamics, and training in communication skills. Mental health practitioners can support people on their meaningful life journeys by providing holistic support.

Educational establishments play a critical role in influencing an individual's overall development. Modules that inform adolescents about the importance of family dynamics in shaping their sense of purpose can be added to school programs. When it comes to identifying and meeting the requirements resulting from family relationships, parental monitoring, and perceived parental support, teachers and school counsellors can be quite helpful. Collaborations between parents and teachers can be improved to provide a cohesive strategy that helps adolescents on their academic and existential journeys. Schools can highlight its significance for effective monitoring, emotional health, positive family relationships, and academic performance.

With the awareness equipped with the understanding of these correlations, parents may implement active parenting techniques that cultivate a feeling of direction in their children. Parenting techniques designed to improve their children's existential well-being include actively participating in constructive monitoring, promoting constant emotional support, and cultivating positive family dynamics. Parental education seminars and programs can be designed to highlight the significance of these three elements, giving parents the tools, they need to build a nurturing home that fosters the growth of meaning in life in their children.

Community aspect, programs that promote a culture of understanding and support might benefit from the gathered knowledge of several scholars including but not limited to parents, educators, and mental health professionals. Community organizations can host workshops and seminars that incorporate many study viewpoints, providing a comprehensive understanding of how family dynamics affect personal existential well-being. Community support networks can integrate diverse ideas from different researchers, guaranteeing a thorough and broad approach to fostering meaningful lives.

Limitation of Study

Despite the positive results of this study, it's crucial to note that there are some limitations that need to be considered. The study's sampling strategy is one of the limitations. The non-probability sampling technique used in this study, known as purposeful sampling, has limitations when it comes to how broadly the results can be applied (Berndt, 2020). Considering the time and resource constraints, this approach was more practical and expedient, but it would undoubtedly be preferable if the findings had higher levels of external validity and greater representativeness of the study population. According to the data gathered, most research participants were female (69.12%), Chinese (91.67%), and 19 years old (67.16%); this observation was not representative of Malaysia's population. It should be acknowledged, therefore, that there may be some external validity limitations to the study's findings. Since the majority of respondents (91.67%) in this study are Chinese, this may not be the most accurate representation of Malaysia's multiracial population. Chinese adolescents made up a sizable portion of the study's respondents, as this study was primarily intended for adolescents. This illustrates the underrepresentation of other racial groups, and the findings might not accurately reflect all adolescents. It is imperative to tackle the issue of an imbalance in the racial or ethnic ratio of respondents to guarantee that the research population is representative (Bourdin & Vetschera, 2018).

Besides, another research limitation that this study has is the sample population. Essentially, this study’s limited sample size may limit the generalizability of the results to other contexts or groups. It is challenging to extrapolate the results to a broader population from a small sample size (Kim and Park, 2019). The recommended sample-to-item ratio for exploratory factor analysis is suggested to be 20-to-1, helping determine the sample size in a study based on the number of items. (Costello & Osborne, 2005). In this instance, 540 respondents should be needed for the same 27-item study.

Apart from that, a self-reported questionnaire that might be biased toward social desirability was used as the method. According to Grimm (2010), the respondent may be allowed to provide answers that are likely to fit the socially acceptable answers but not their actual circumstances. One possible drawback of online surveys is that participants may falsify their demographic data to get past the questions. As there is no monitoring of the research participants, the respondents can falsify their information. According to Monaro et al. (2020), self-reported measures may contain items that participants are more likely to agree with or disagree with. Additionally, participants may not always be truthful or precise in their responses, which could cause skepticism and potentially mislead the results. Self-reported survey questions may not fully capture the intricacy of an individual's experiences or feelings, which restricts the level of insight that can be extracted from the data. It may also cause misunderstandings or invalid data as individuals have different points of view on scaling questions.

Recommendations for Future Research

Future research should try to diversify engagement in terms of sex, ethnic background, school, and other demographic variables to guarantee equitable representation from all targeted groups. It is also imperative to include people of different ethnicities. The current study included mostly Chinese participants; therefore, to prevent biased answers, studies in the future might include people from a variety of backgrounds, especially different racial backgrounds.

A larger sample size may improve the effect size and statistical power. Faber and Fonseca (2014) assert that the sample size has a substantial influence on the data's accuracy. This research produced a medium effect size based on a total of only 204 respondents, which included invalid and outlier samples. The quantity of data that can

be extrapolated to all Malaysian adolescents may therefore be limited by the sample strategy currently in use. To ensure that the results are generalizable to a wider population, future researchers should raise the sizes of their samples and use probability sampling methods (Berndt, 2020).

The use of a longitudinal study, which can give differences over an extended time, is advised as a way of remedying the inadequacies of the current research (Kumar, 2014). It can offer a deeper comprehension of meaning in life, parental monitoring, perceived parental support, and family relationships. This is so because long-term research sheds light on the relationships between variables and their causes and effects (Kumar, 2014). In order to let researchers notice participant variations in longitudinal study designs, Sedgwick (2014) states that the same participants must perform the same measurement at different times.

The following recommendation is to choose the study's population for the pilot study with more caution. In broad terms, it is advised to choose a population that is free from bias to ensure that the study's findings are unaffected. This is attributed to the notion that biassed population results cannot be extrapolated to the whole population (Simundic, 2013). Thus, a suggestion for future studies is to include a wider range of adolescents in the research population while still making sure they would not participate in the actual study, rather than only the adolescents from a certain location.

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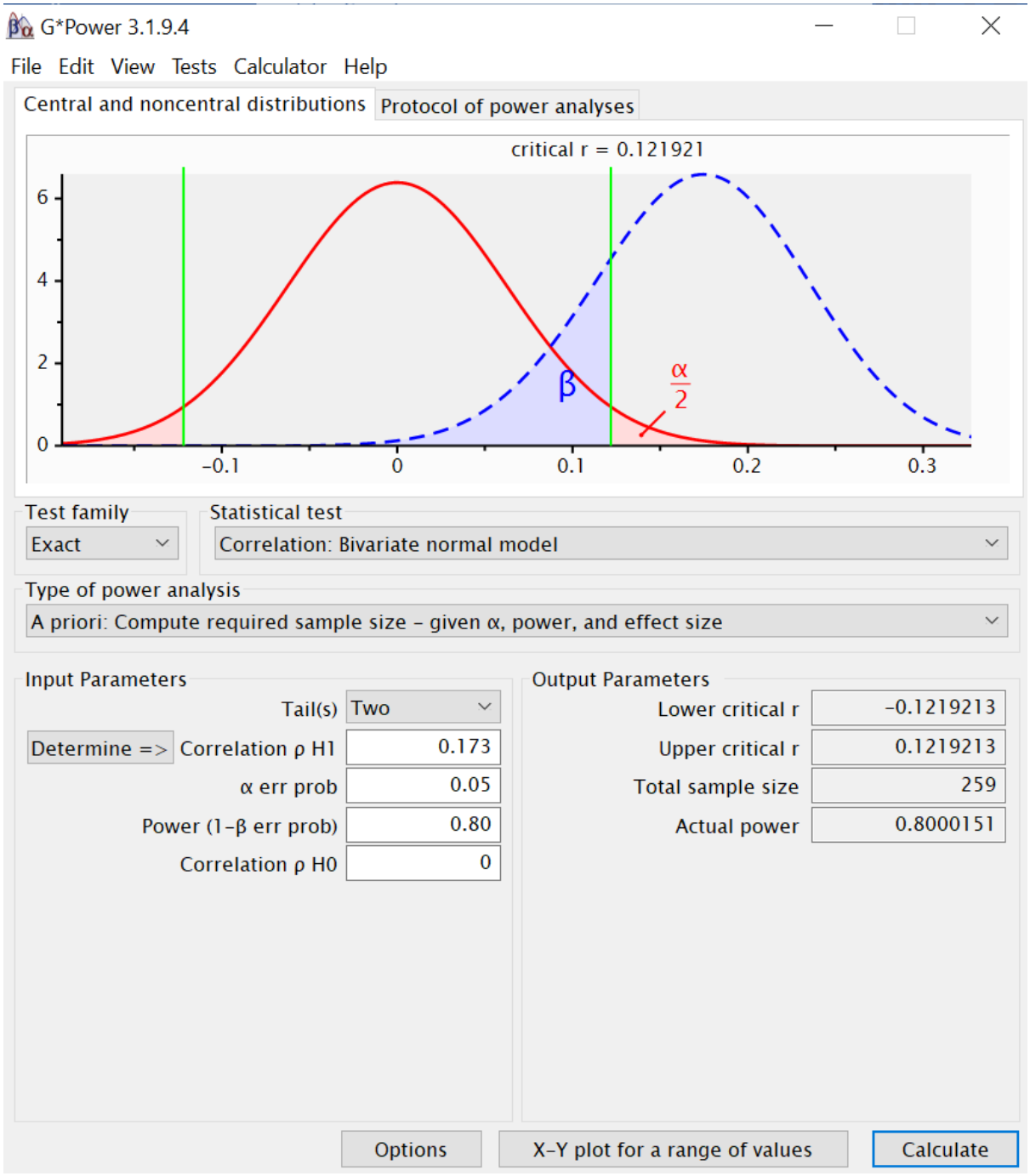
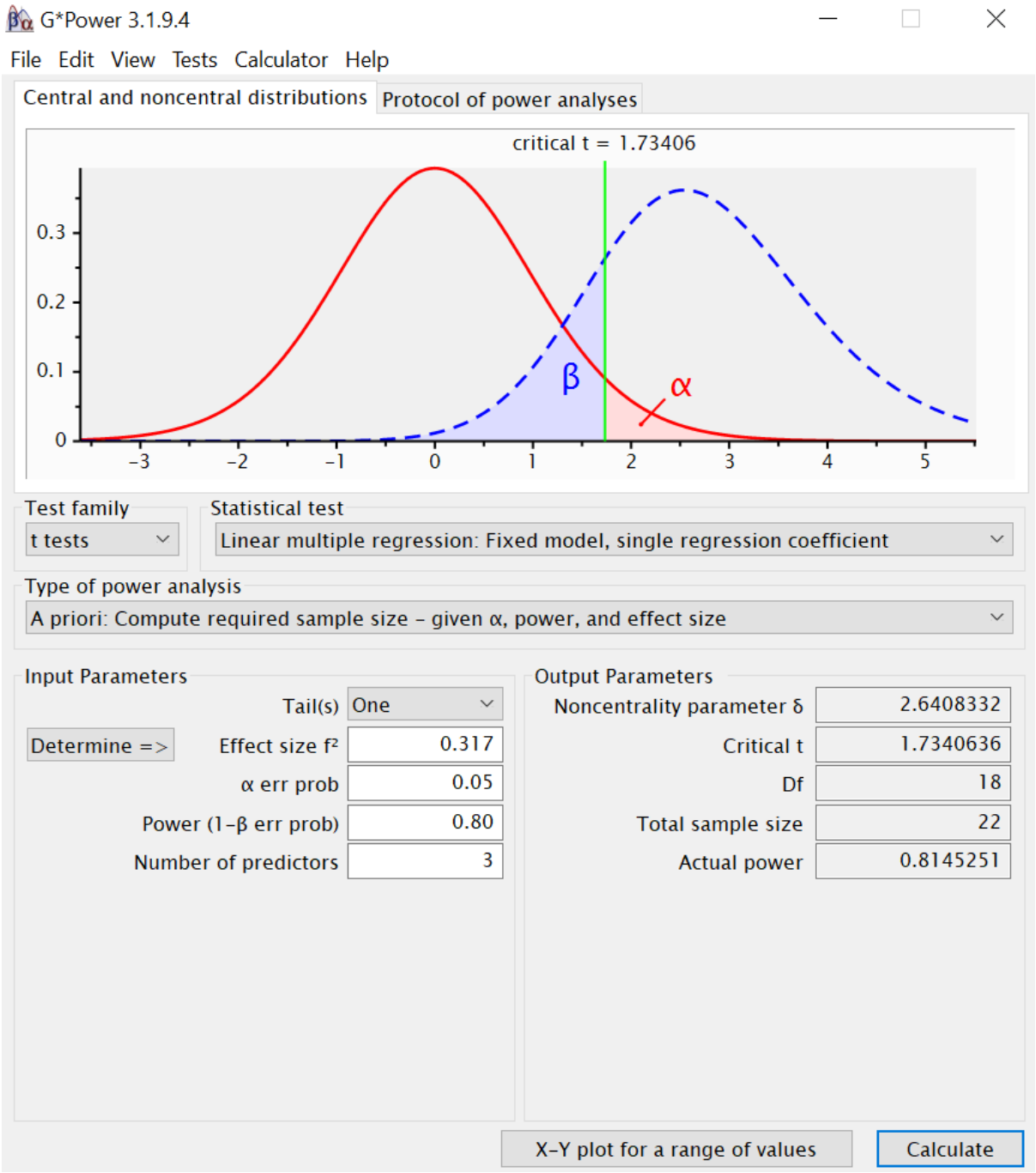
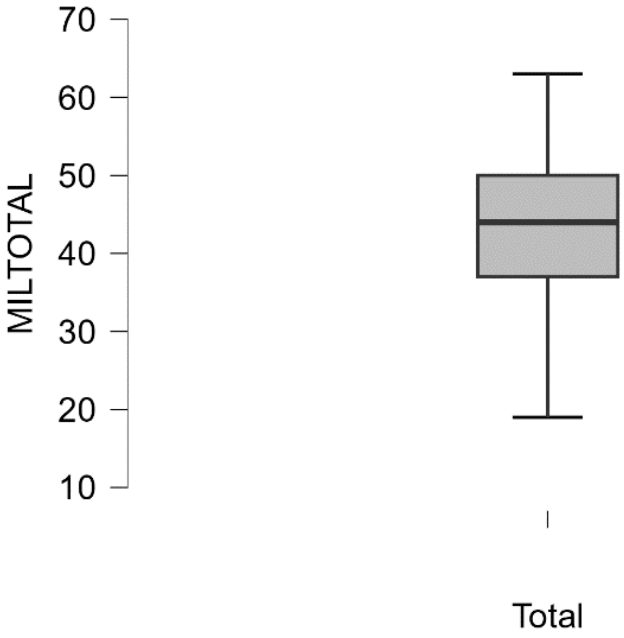
Appendices

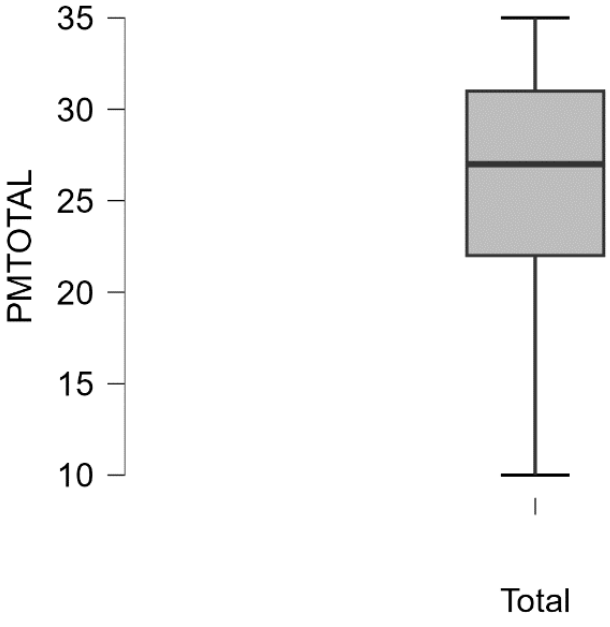
Appendix A: Sample Size Calculation

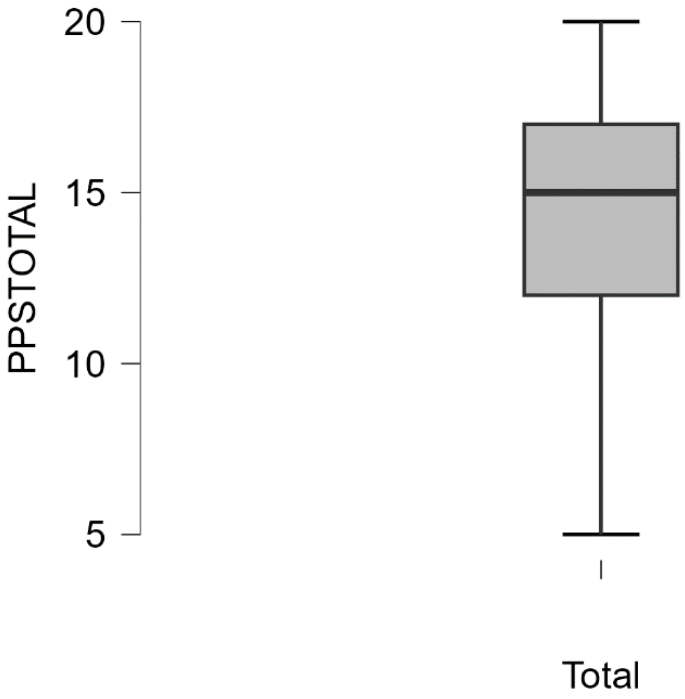


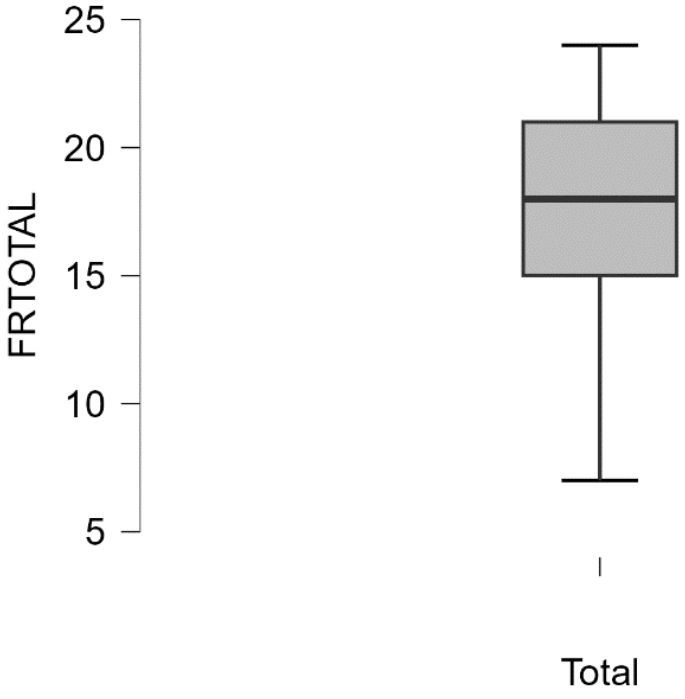

G*Power 3.1.9.4
File Edit View Tests Calculator Help
Central and noncentral distributions
Protocol of power analyses
critical t = 1.73406
0.3
0.2
0.1
0
−3
−2
−1
0
1
2
3
4
5
β
α
Test family
t tests
Statistical test
Linear multiple regression: Fixed model, single regression coefficient
Type of power analysis
A priori: Compute required sample size – given α, power, and effect size
Input Parameters
Tail(s) One
Determine =>
Effect size f²
0.317
α err prob
0.05
Power (1−β err prob)
0.80
Number of predictors
3
Output Parameters
Noncentrality parameter δ
2.6408332
Critical t
1.7340636
Df
18
Total sample size
22
Actual power
0.8145251
X-Y plot for a range of values
Calculate

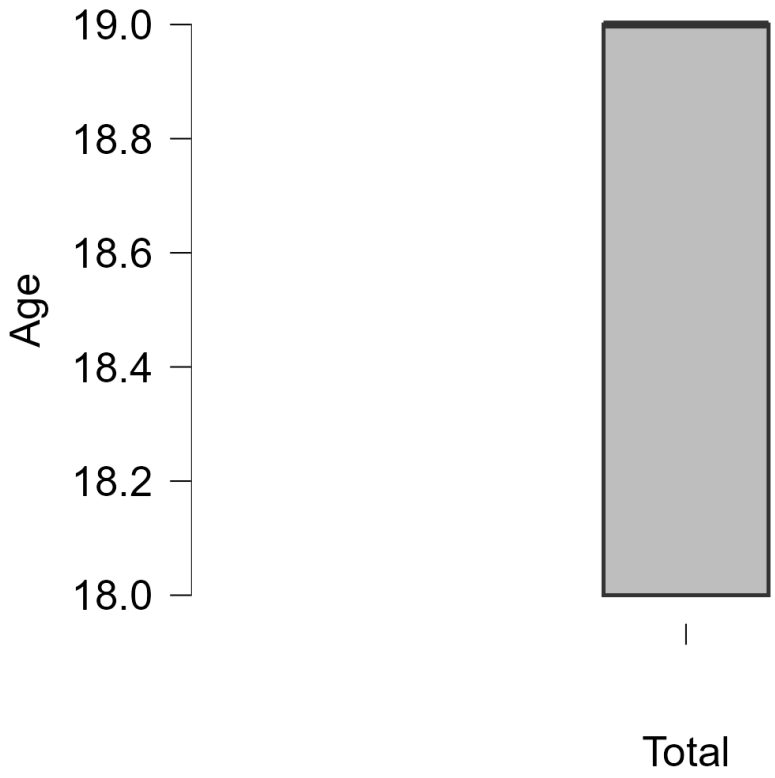
Appendix B: Boxplots






20
15
10
5
PPSTOTAL
Total


25
20
15
10
5
FRTOTAL
Total


19.0
18.8
18.6
18.4
18.2
18.0
Age
Total

Appendix C: JASP Output for Reliability in Pilot Study

Meaning in Life

Frequentist Scale Reliability Statistics

Estimate	Cronbach's α
Point estimate	0.723
95% CI lower bound	0.518
95% CI upper bound	0.851

Parental Monitoring

Frequentist Scale Reliability Statistics

Estimate	Cronbach's α
Point estimate	0.704
95% CI lower bound	0.486
95% CI upper bound	0.841

Perceived Parental Monitoring

Frequentist Scale Reliability Statistics

Estimate	Cronbach's α
Point estimate	0.741
95% CI lower bound	0.549
95% CI upper bound	0.861

Family Relationship

Frequentist Scale Reliability Statistics

Estimate	Cronbach's α
Point estimate	0.881
95% CI lower bound	0.798
95% CI upper bound	0.935

Appendix D: JASP Output for Reliability in Actual Study

Meaning in Life

Frequentist Scale Reliability Statistics

Estimate	Cronbach's α
Point estimate	0.802
95% CI lower bound	0.756
95% CI upper bound	0.840

Parental Monitoring

Frequentist Scale Reliability Statistics

Estimate	Cronbach's α
Point estimate	0.882
95% CI lower bound	0.855
95% CI upper bound	0.905

Perceived Parental Monitoring

Frequentist Scale Reliability Statistics

Estimate	Cronbach's α
Point estimate	0.797
95% CI lower bound	0.748
95% CI upper bound	0.837

Family Relationship

Frequentist Scale Reliability Statistics

Estimate	Cronbach's α
Point estimate	0.884
95% CI lower bound	0.857
95% CI upper bound	0.906

Appendix E: JASP Output for Pearson's Product-Moment Correlation

Pearson's Correlations

Variable		MILTOTAL	PMTOTAL	PPSTOTAL	FRTOTAL
1. MILTOTAL	Pearson's r	—			
	p-value	—			
2. PMTOTAL	Pearson's r	0.430***	—		
	p-value	< .001	—		
3. PPSTOTAL	Pearson's r	0.524***	0.583***	—	
	p-value	< .001	< .001	—	
4. FRTOTAL	Pearson's r	0.442***	0.644***	0.714***	—
	p-value	< .001	< .001	< .001	—

* p < .05, ** p < .01, *** p < .001

Shapiro-Wilk Test for Bivariate Normality

		Shapiro-Wilk	p
MILTOTAL	- PMTOTAL	0.990	0.164
MILTOTAL	- PPSTOTAL	0.989	0.126
MILTOTAL	- FRTOTAL	0.985	0.030
PMTOTAL	- PPSTOTAL	0.985	0.030
PMTOTAL	- FRTOTAL	0.995	0.720
PPSTOTAL	- FRTOTAL	0.992	0.375

Appendix F: JASP Output for Spearman Rank Correlation Coefficient

Spearman's Correlations

Variable		MILTOTAL	FRTOTAL
1. MILTOTAL	Spearman's rho	—	
	p-value	—	
2. FRTOTAL	Spearman's rho	0.439***	—
	p-value	< .001	—

* p < .05, ** p < .01, *** p < .001

Appendix G: JASP Output for Multiple Linear Regression

Model Summary - MILTOTAL

Model	R	R^2	Adjusted R^2	RMSE	R^2 Change	F Change	df1	df2	p	Durbin-Watson		
										Autocorrelation	Statistic	p
H_0	0.000	0.000	0.000	8.650	0.000		0	203		0.071	1.856	0.301
H_1	0.547	0.299	0.289	7.295	0.299	28.478	3	200	< .001	-0.030	2.057	0.693

ANOVA

Model		Sum of Squares	df	Mean Square	F	p
H_1	Regression	4545.996	3	1515.332	28.478	< .001
	Residual	10642.180	200	53.211		
	Total	15188.176	203			

Note. The intercept model is omitted, as no meaningful information can be shown.

Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p	Collinearity Statistics	
							Tolerance	VIF
H_0	(Intercept)	43.382	0.606		71.635	< .001		
H_1	(Intercept)	21.368	2.480		8.617	< .001		
	PMTOTAL	0.227	0.107	0.168	2.115	0.036	0.554	1.805
	PPSTOTAL	0.968	0.220	0.382	4.402	< .001	0.464	2.153
	FRTOTAL	0.120	0.183	0.061	0.657	0.512	0.411	2.431

Collinearity Diagnostics

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Intercept)	PMTOTAL	PPSTOTAL	FRTOTAL
H_1	1	3.929	1.000	0.003	0.002	0.002	0.001
	2	0.032	11.043	0.982	0.060	0.050	0.090
	3	0.024	12.873	0.001	0.860	0.303	0.055
	4	0.015	16.163	0.014	0.078	0.646	0.853

Note. The intercept model is omitted, as no meaningful information can be shown.

Casewise Diagnostics

Case Number	Std. Residual	MILTOTAL	Predicted Value	Residual	Cook's Distance
1	-0.443	47.000	50.194	-3.194	0.001
2	-1.612	32.000	43.710	-11.710	0.006
3	-1.059	43.000	50.647	-7.647	0.006
4	1.313	53.000	43.497	9.503	0.007
5	-0.118	48.000	48.850	-0.850	0.000
6	-0.167	50.000	51.207	-1.207	0.000
7	-0.110	37.000	37.797	-0.797	0.000
8	-2.235	35.000	51.073	-16.073	0.036
9	1.850	63.000	49.619	13.381	0.014
10	0.963	51.000	44.100	6.900	0.008
11	-1.182	38.000	46.549	-8.549	0.006
12	0.249	50.000	48.198	1.802	0.000
13	1.329	50.000	40.399	9.601	0.008
14	-0.157	46.000	47.142	-1.142	0.000
15	1.042	47.000	39.432	7.568	0.003
16	-2.924	25.000	46.234	-21.234	0.019
17	-0.233	46.000	47.684	-1.684	0.000
18	0.465	49.000	45.646	3.354	0.001
19	0.551	49.000	45.025	3.975	0.002
20	-0.748	30.000	35.394	-5.394	0.003
21	-0.706	37.000	42.090	-5.090	0.003
22	0.340	42.000	39.552	2.448	0.001
23	0.025	37.000	36.816	0.184	0.000
24	0.424	52.000	48.925	3.075	0.001
25	0.024	40.000	39.825	0.175	0.000
26	-0.743	41.000	46.368	-5.368	0.003
27	1.465	57.000	46.610	10.390	0.031
28	1.249	56.000	46.929	9.071	0.003
29	-0.628	45.000	49.531	-4.531	0.002
30	1.397	56.000	45.841	10.159	0.003
31	-0.375	41.000	43.724	-2.724	0.000
32	1.194	59.000	50.360	8.640	0.006

Casewise Diagnostics

Case Number	Std. Residual	MILTOTAL	Predicted Value	Residual	Cook's Distance
33	-1.346	37.000	46.734	-9.734	0.008
34	-1.632	37.000	48.790	-11.790	0.013
35	1.271	54.000	44.766	9.234	0.003
36	0.464	54.000	50.647	3.353	0.001
37	-2.384	23.000	40.126	-17.126	0.044
38	-0.414	37.000	40.006	-3.006	0.000
39	0.315	46.000	43.724	2.276	0.000
40	-0.524	37.000	40.807	-3.807	0.001
41	1.183	55.000	46.429	8.571	0.005
42	0.387	51.000	48.198	2.802	0.001
43	-1.123	43.000	51.073	-8.073	0.009
44	-0.034	46.000	46.248	-0.248	0.000
45	1.021	54.000	46.582	7.418	0.002
46	0.267	50.000	48.063	1.937	0.000
47	0.730	52.000	46.716	5.284	0.002
48	-1.724	35.000	47.457	-12.457	0.014
49	-0.122	39.000	39.886	-0.886	0.000
50	0.182	45.000	43.678	1.322	0.000
51	-0.865	39.000	45.280	-6.280	0.002
52	0.965	53.000	46.035	6.965	0.005
53	-1.156	36.000	44.405	-8.405	0.002
54	0.694	40.000	35.167	4.833	0.012
55	0.275	47.000	45.007	1.993	0.000
56	0.134	43.000	42.044	0.956	0.000
57	0.757	49.000	43.498	5.502	0.001
58	-2.077	34.000	48.999	-14.999	0.022
59	1.449	53.000	42.469	10.531	0.004
60	-0.181	46.000	47.308	-1.308	0.000
61	0.028	39.000	38.797	0.203	0.000
62	-0.017	48.000	48.124	-0.124	0.000
63	0.776	55.000	49.378	5.622	0.002
64	0.282	50.000	47.957	2.043	0.000
65	0.637	46.000	41.381	4.619	0.001
66	-0.004	49.000	49.031	-0.031	0.000
67	-0.391	35.000	37.829	-2.829	0.001
68	-0.676	46.000	50.832	-4.832	0.005
69	0.769	50.000	44.405	5.595	0.001
70	-1.319	40.000	49.545	-9.545	0.007
71	0.652	52.000	47.262	4.738	0.001
72	0.577	44.000	39.825	4.175	0.001
73	0.355	54.000	51.434	2.566	0.001
74	0.603	50.000	45.614	4.386	0.001
75	-0.599	43.000	47.336	-4.336	0.001

Casewise Diagnostics

Case Number	Std. Residual	MILTOTAL	Predicted Value	Residual	Cook's Distance
76	0.754	57.000	51.555	5.445	0.003
77	-1.815	27.000	39.992	-12.992	0.032
78	1.098	55.000	47.063	7.937	0.005
79	0.153	45.000	43.891	1.109	0.000
80	-0.173	44.000	45.252	-1.252	0.000
81	0.577	48.000	43.817	4.183	0.001
82	1.107	55.000	46.989	8.011	0.005
83	0.527	49.000	45.192	3.808	0.001
84	-1.114	37.000	45.086	-8.086	0.003
85	0.299	53.000	50.846	2.154	0.001
86	-0.578	38.000	42.168	-4.168	0.002
87	0.231	53.000	51.328	1.672	0.000
88	-0.198	42.000	43.437	-1.437	0.000
89	1.388	51.000	40.941	10.059	0.006
90	0.068	33.000	32.509	0.491	0.000
91	1.866	49.000	35.769	13.231	0.050
92	0.070	48.000	47.489	0.511	0.000
93	1.273	45.000	35.866	9.134	0.013
94	1.621	50.000	38.237	11.763	0.007
95	-0.791	39.000	44.738	-5.738	0.002
96	1.249	51.000	41.955	9.045	0.006
97	1.075	52.000	44.178	7.822	0.002
98	0.857	52.000	45.781	6.219	0.002
99	-0.769	46.000	51.555	-5.555	0.003
100	0.489	49.000	45.461	3.539	0.001
101	1.826	47.000	33.898	13.102	0.028
102	0.841	50.000	43.923	6.077	0.004
103	0.915	49.000	42.349	6.651	0.002
104	1.594	54.000	42.456	11.544	0.009
105	0.882	56.000	49.619	6.381	0.003
106	1.106	52.000	43.951	8.049	0.002
107	-0.559	33.000	37.000	-4.000	0.003
108	0.485	53.000	49.513	3.487	0.002
109	2.531	55.000	36.908	18.092	0.066
110	1.019	44.000	36.635	7.365	0.005
111	1.719	59.000	46.521	12.479	0.007
112	0.931	50.000	43.299	6.701	0.006
113	-0.309	44.000	46.234	-2.234	0.000
114	0.592	53.000	48.712	4.288	0.001
115	-0.738	37.000	42.363	-5.363	0.001
116	-0.504	43.000	46.656	-3.656	0.001
117	-0.012	43.000	43.086	-0.086	0.000
118	0.335	44.000	41.576	2.424	0.000

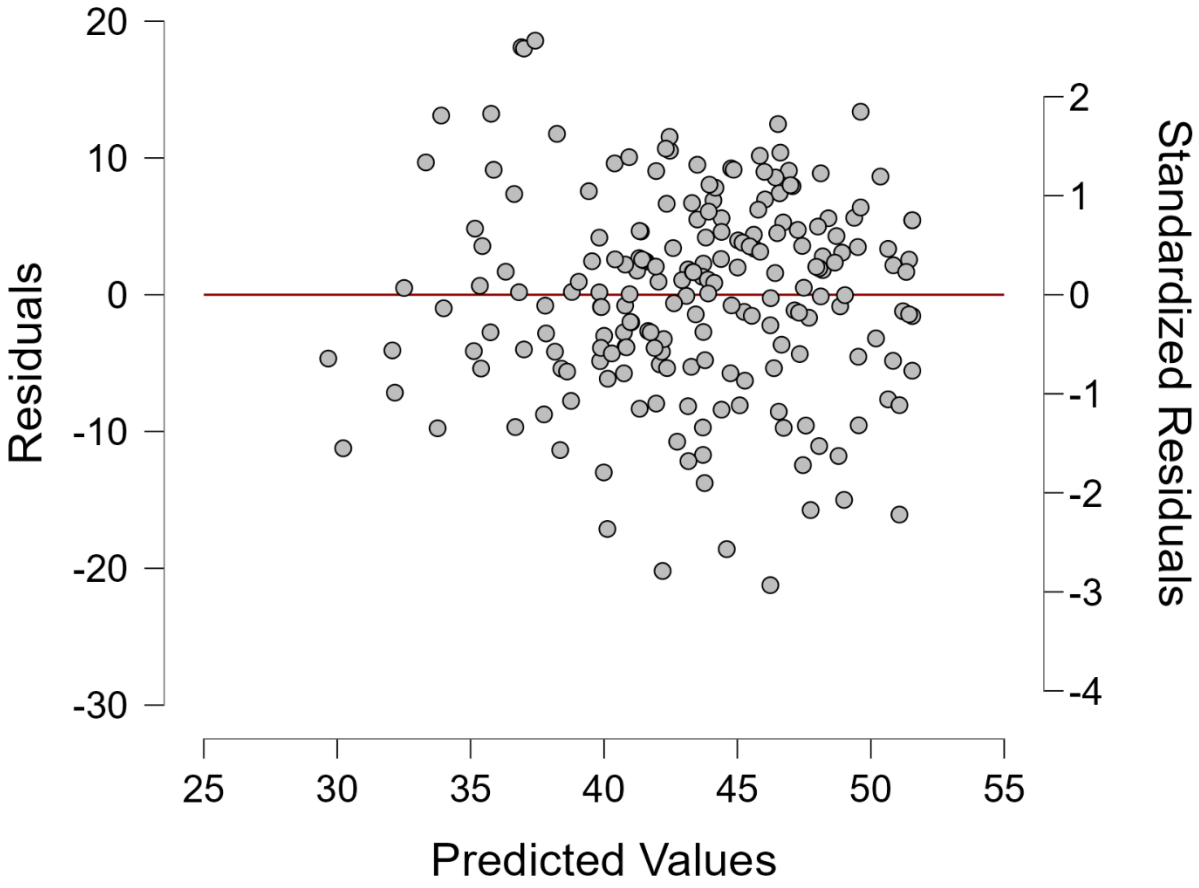
Casewise Diagnostics

Case Number	Std. Residual	MILTOTAL	Predicted Value	Residual	Cook's Distance
119	-0.725	38.000	43.271	-5.271	0.001
120	-1.351	34.000	43.706	-9.706	0.014
121	-0.448	39.000	42.243	-3.243	0.001
122	0.091	36.000	35.348	0.652	0.000
123	-1.677	31.000	43.164	-12.164	0.008
124	-0.108	44.000	44.780	-0.780	0.000
125	1.258	54.000	44.859	9.141	0.003
126	-0.215	50.000	51.555	-1.555	0.000
127	0.754	57.000	51.555	5.445	0.003
128	-1.526	37.000	48.063	-11.063	0.007
129	-1.122	35.000	43.150	-8.150	0.003
130	-0.378	38.000	40.747	-2.747	0.000
131	0.628	51.000	46.493	4.507	0.003
132	0.255	45.000	43.150	1.850	0.000
133	0.368	44.000	41.321	2.679	0.000
134	-0.655	25.000	29.666	-4.666	0.005
135	0.218	48.000	46.415	1.585	0.000
136	-0.578	31.000	35.121	-4.121	0.004
137	0.244	43.000	41.243	1.757	0.000
138	-2.175	32.000	47.744	-15.744	0.018
139	-1.074	31.000	38.765	-7.765	0.005
140	0.120	45.000	44.132	0.868	0.000
141	1.272	55.000	46.011	8.989	0.027
142	0.772	54.000	48.410	5.590	0.002
143	0.325	51.000	48.651	2.349	0.000
144	0.698	53.000	48.017	4.983	0.005
145	1.240	57.000	48.124	8.876	0.015
146	-1.095	34.000	41.956	-7.956	0.002
147	-0.747	33.000	38.404	-5.404	0.002
148	0.433	49.000	45.855	3.145	0.000
149	0.235	38.000	36.316	1.684	0.001
150	0.363	47.000	44.387	2.613	0.001
151	-0.279	39.000	41.020	-2.020	0.000
152	-0.386	33.000	35.745	-2.745	0.002
153	0.493	51.000	47.429	3.571	0.001
154	-0.672	35.000	39.853	-4.853	0.002
155	-1.320	38.000	47.563	-9.563	0.006
156	0.305	43.000	40.793	2.207	0.000
157	-2.569	26.000	44.600	-18.600	0.025
158	-1.361	24.000	33.764	-9.764	0.016
159	-0.661	39.000	43.785	-4.785	0.002
160	-0.110	40.000	40.793	-0.793	0.000
161	-0.847	34.000	40.140	-6.140	0.002

Casewise Diagnostics

Case Number	Std. Residual	MILTOTAL	Predicted Value	Residual	Cook's Distance
162	1.475	53.000	42.317	10.683	0.008
163	-0.138	33.000	33.991	-0.991	0.000
164	2.514	55.000	37.000	18.000	0.060
165	-1.001	25.000	32.162	-7.162	0.010
166	-1.585	27.000	38.358	-11.358	0.023
167	2.615	56.000	37.422	18.578	0.092
168	0.471	46.000	42.590	3.410	0.001
169	-1.575	19.000	30.226	-11.226	0.029
170	0.013	44.000	43.905	0.095	0.000
171	0.132	40.000	39.052	0.948	0.000
172	-1.897	30.000	43.771	-13.771	0.009
173	0.346	44.000	41.488	2.512	0.000
174	-0.124	39.000	39.900	-0.900	0.000
175	-0.791	35.000	40.747	-5.747	0.001
176	-0.535	36.000	39.886	-3.886	0.001
177	-0.213	44.000	45.540	-1.540	0.000
178	-0.365	39.000	41.654	-2.654	0.000
179	-0.568	28.000	32.069	-4.069	0.003
180	0.006	41.000	40.960	0.040	0.000
181	-0.274	39.000	40.988	-1.988	0.000
182	-0.778	33.000	38.617	-5.617	0.003
183	-0.591	36.000	40.293	-4.293	0.001
184	-2.784	22.000	42.197	-20.197	0.021
185	0.642	46.000	41.335	4.665	0.001
186	0.494	39.000	35.440	3.560	0.002
187	-0.531	37.000	40.839	-3.839	0.001
188	-0.394	39.000	41.747	-2.747	0.004
189	-1.231	29.000	37.751	-8.751	0.020
190	0.152	44.000	42.928	1.072	0.000
191	-1.355	27.000	36.677	-9.677	0.020
192	0.354	44.000	41.428	2.572	0.000
193	0.230	45.000	43.331	1.669	0.000
194	0.229	45.000	43.349	1.651	0.000
195	1.346	43.000	33.324	9.676	0.013
196	-1.147	33.000	41.335	-8.335	0.003
197	-0.087	42.000	42.622	-0.622	0.000
198	-0.577	34.000	38.163	-4.163	0.002
199	-0.536	38.000	41.895	-3.895	0.000
200	-1.478	32.000	42.743	-10.743	0.004
201	0.356	43.000	40.414	2.586	0.000
202	0.285	44.000	41.941	2.059	0.000
203	-0.199	50.000	51.434	-1.434	0.000
204	0.632	49.000	44.405	4.595	0.001

Residuals vs. Predicted



Appendix H: Meaning in Life Questionnaire (MLQ)

Please read each statement carefully before you start answering. Kindly choose one of the most relevant answer on the scale from 1 (absolutely untrue) to 7 (absolutely true). Thank you.

1. I understand my life's meaning.
2. I am looking for something that makes my life feel meaningful.
3. I am always looking to find my life's purpose.
4. My life has a clear sense of purpose.
5. I have a good sense of what makes my life meaningful.
6. I am always searching for something that makes my life feel significant.
7. I am seeking a purpose or mission for my life.
8. My life has no clear purpose.
9. I am searching for meaning in my life.

Appendix I: Parental Monitoring Assessment (PMA)

Please read each statement carefully before you start answering. Kindly choose one of the most relevant answer on the scale from 1 (never) to 5 (always). Thank you.

1. My parents know where I am after school.
2. If I am going to be home late, I am expected to call my parent(s) to let them know.
3. I tell my parent(s) who I am going to be with before I go out.
4. When I go out at night, my parent(s) know where I am.
5. I talk with my parent(s) about the plans I have with my friends.
6. My parents know who my friends are.
7. My parents know how I spend my money.

Appendix J: Perceived Parental Support (PPS) Scale

Please read each statement carefully before you start answering. Kindly choose one of the most relevant answer on the scale from 1 (very difficult) to 4 (very easy). Thank you.

How easy or hard is it for you to receive the following from your parents:

a. Caring and warmth

b. Discussions about personal affairs

c. Advice about the studies

d. Advice about other issues (projects) of yours

e. Assistance with other things

Appendix K: Family Relations/Cohesion Scale (FRCS)

Please read each statement carefully before you start answering. Kindly choose one of the most relevant answer on the scale from 1 (not true) to 4 (always true or almost always). Thank you.

1. I’m available when others in the family want to talk with me.
2. I listen to what other family members have to say, even when I disagree.
3. Family members ask each other for help.
4. Family members like to spend free time with each other.
5. Family members feel very close to each other.
6. We can easily think of things to do together as a family.

Appendix L: Ethical Clearance Approval

UNIVERSITI TUNKU ABDUL RAHMAN DU012(A)
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Re: U/SERC/286/2023

3 November 2023

Dr Pung Pit Wan
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 Pung,

Ethical Approval For Research Project/Protocol

We refer to the application for ethical approval for your student's research project from Bachelor of Social Science (Honours) Psychology programme enrolled in course UAPC3083. We are pleased to inform you that the application has been approved under Expedited Review.

The details of the research projects are as follows:

No	Research Title	Student's Name	Supervisor's Name	Approval Validity
1.	Meaning in Life, Parental Monitoring, Perceived Parental Support and Family Relationships Among Adolescents in Malaysia	Agnes Yeo Zhan Xuan	Mr Ho Khee Hoong	3 November 2023 – 2 November 2024

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.

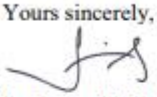
(4) Written consent be obtained from the institution(s)/company(ies) in which the physical or/and online survey will be carried out, prior to the commencement of the research.

Kampar Campus : Jalan Universiti, Bandar Barat, 31900 Kampar, Perak Darul Ridzuan, Malaysia
Tel: (605) 468 8888 Fax: (605) 466 1313
Sungai Long Campus : Jalan Sungai Long, Bandar Sungai Long, Cheras, 43000 Kajang, Selangor Darul Ehsan, Malaysia
Tel: (603) 9086 0288 Fax: (603) 9019 8868
Website: www.utar.edu.my

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

Kampar Campus : Jalan Universiti, Bandar Barat, 31900 Kampar, Perak Darul Ridzuan, Malaysia
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Appendix M: Supervisor's Comments on Originality Report

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

FACULTY OF ARTS AND SOCIAL SCIENCE

Full Name(s) of Candidate(s)	Agnes Yeo Zhan Xuan
ID Number(s)	20AAB01885
Programme / Course	Bachelor of Social Science (Hons) Guidance and Counselling
Title of Final Year Project	Meaning in Life, Parental Monitoring, Perceived Parental Support, and Family Relationship among Adolescents in Malaysia

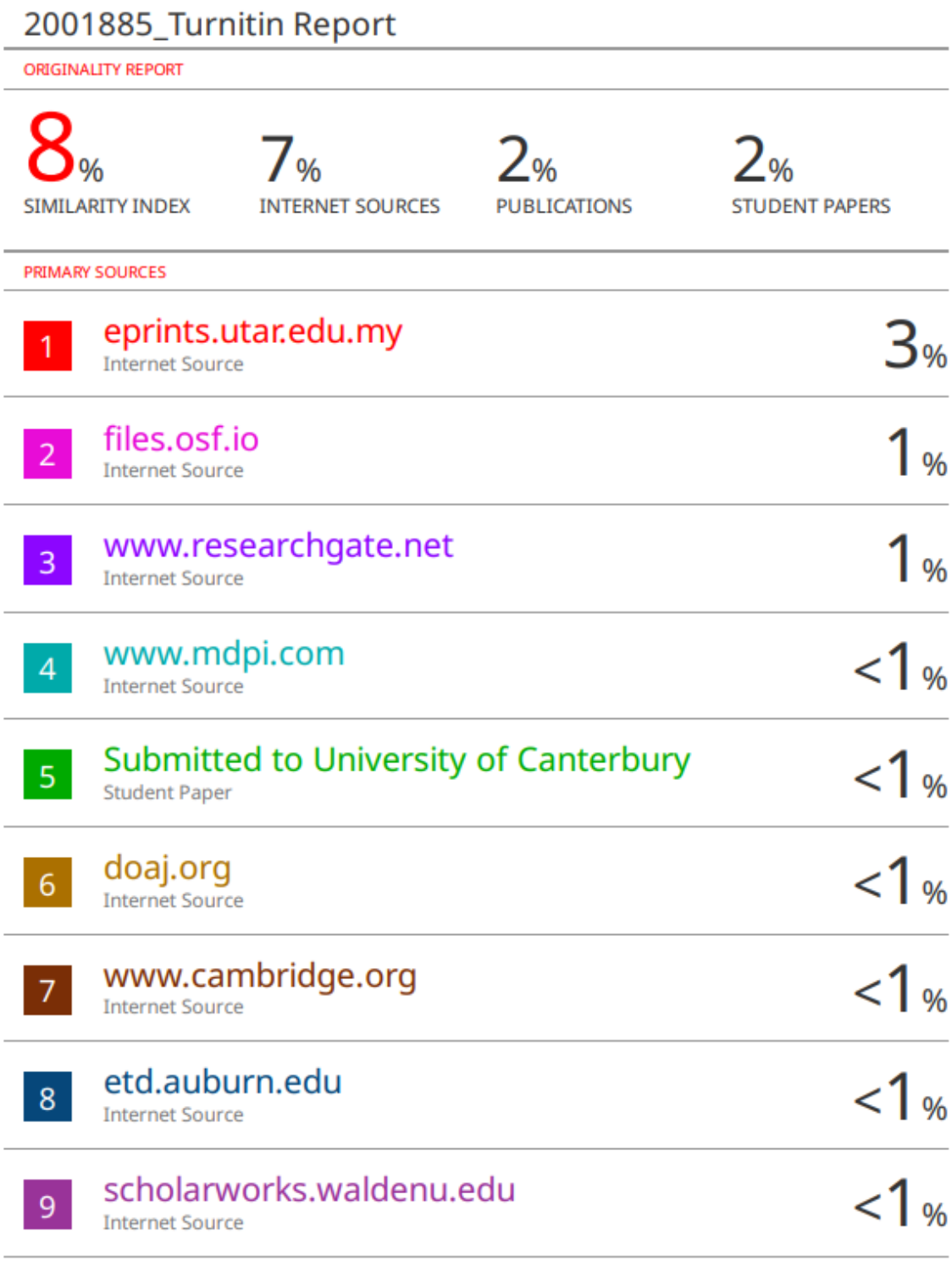
Similarity	**Supervisor's Comments (Compulsory if parameters of originality exceeds the limits approved by UTAR)**
Overall similarity index:_____% **Similarity by source** Internet Sources:_____% Publications:_____% Student Papers:_____%	
Number of individual sources listed of more than 3% similarity: _____	
Parameters of originality required and limits approved by UTAR are as follows: **(i) Overall similarity index is 20% and below, and** **(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, bibliography and text matches which are less than 8 words.***	

Note Supervisor/Candidate(s) is/are required to provide softcopy of full set of the originality report toFaculty/Institute

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

_____	_____
Signature of Supervisor	Signature of Co-Supervisor
Name:_____	Name: _____
Date:_____	Date: _____

Appendix N: Turnitin Report



2001885_Turnitin Report

ORIGINALITY REPORT

8%	7%	2%	2%
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Appendix O: IAD Consent Form

Universiti Tunku Abdul Rahman			
Form Title : **Sample of Submission Sheet for FYP/Dissertation/Thesis**			
Form Number : **FM-IAD-004**	Rev No: **0**	Effective Date: **21 June 2011**	Page No: **1 of 1**

FACULTY OF ARTS AND SOCIAL SCIENCE
UNIVERSITI TUNKU ABDUL RAHMAN

Date: 12th December 2023

SUBMISSION OF FINAL YEAR PROJECT

It is hereby certified that Agnes Yeo Zhan Xuan (ID No.: 20AAB01885) has completed this final year project titled "Meaning In Life, Parental Monitoring, Perceived Parental Support and Family Relationship among Adolescents in Malaysia" under the supervision of Mr. Ho Khee Hoong (Supervisor) from the Department of Psychology and counselling, Faculty of Arts and Social Science.

I understand that University will upload softcopy of my final year project in pdf format into UTAR Institutional Repository, which may be made accessible to UTAR community and public.

Yours truly,

Name: Agnes Yeo Zhan Xuan

Appendix P:Action Plan

Action Plan of UAPC3093 Project Paper II

Supervisee Agnes Yeo Zhan Xuan

Supervisor Mr. Ho Khee Hoong

Task Description	Date	Supervisee's Signature	Supervisor's Signature	Supervisor's Remarks
Methodology Submit Chapter 3: Methodology Amend Chapter 3: Methodology	11/12/2023			
Results & Findings Submit Chapter 4: Results Amend Chapter 4: Results	11/12/2023			
Discussion & Conclusion Submit Chapter 5: Discussion Amend Chapter 5: Discussion	11/12/2023			

Abstract	11/12/2023			
Turnitin Submission	11/12/2023			Generate similarity rate from Turnitin.com
Amendment	11/12/2023			
Submission of final draft	11/12/2023			Submission of hardcopy and documents
Oral Presentation				

Notes: **1. Deadline for submission cannot be changed, mark deduction is as per faculty standard.**

2. Supervisees are to take the active role to make appointments with their supervisors.

3. Both supervisors and supervisees should keep a copy of this action plan.

4. This Action Plan should be attached as an appendix in Project Paper 2.