

Influence of Social Support on Meaning in Life among Informal Secondary School Students at Matrix Algebra Center, Kajiado County, Kenya

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ABSTRACT

Background: There is a worldwide and local outcry as a result of the youth' escalating acts of meaninglessness and deviant behavior. The Kenyan government through the commission on human rights, the judiciary and ministry of education is focused on addressing these issues. It was not known how much the families, friends and significant others (social support), who are directly involved in shaping students' ethical values and pro-social behaviors are empowered and involved as equal partners in this campaign. **Method:** This quantitative study among students (N = 78) at Matrix informal secondary school used a cross-sectional survey to establish the degree of social support among students, to measuring their level of their meaning in life, and establishment of how social support influences the students' meaning in life. The participants were selected using snow-ball sampling technique, which gave all students of an equal chance of being selected. Using a questionnaire with scales for social support and meaning in life, the data was gathered and interpreted by both descriptive and inferential statistics. **Findings:** It was revealed that students have high total social support (M= 5.10, SD = 1.21) and high total MIL (M = 5.68, SD = 0.78). However, the influence of social support on total MIL was not significant ($X^2 = 0.93$, $p = 0.62$), except for presence of MIL. **Conclusion:** There are other factors (other than social support) that determine meaning in life and consequently behaviors among students. **Recommendation:** Counselors and psychologists should explore other behavior theories, conduct qualitative studies, and urges students to embrace peer counselling and mentorship to unearth the causes of, and also eliminate meaninglessness and deviant behavior among informal students.

KEY TERMS: Social Support; Meaning in Life; Deviant Behavior; Informal Students; School Counsellors.

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I. INTRODUCTION AND BACKGROUND

The concept of social support has gained interest not only in psychology but also by researchers from various academic dimensions such as health, sociology, culture, spirituality, and politics. In psychology, Gleason and Lida (2015) examine the concept of social support from its historical development: First as a unit with many components such as individuals' social connections, the presence of social relationships, and the functions of social support. Thus, social support can be perceived (seen as available if one wants it) or received.

In addition, Zhang, Gao, Fokkema, Alterman, and Liu (2015) look at social support as an experience derived from the interpersonal relationship in which the individual perceives to be loved, valued, and cared for. The depth and nature of this relationship vary for instance among age groups, gender, and the level of cohesion. Social support is therefore presented as a self-perceived feeling about others that is generated from within the person.

This feeling of being supported is commonly perceived in about four ways according to Moeini, Farhadian, and Ara (2018). These are emotional or non-tangible help like feeling loved; the instrumental or tangible form of assistance like getting food, the informational support like learning a skill or offering guidance for one to solve one's distress; and the appraisal or affirmation of one's acts.

The notion of social support (SS) has gained interest among several psychologists who have established its positive correlation with contentment, positive affect, purpose, well-being, and meaningful living (Selvam, 2014; Debrikova, Pcolkova, Khalil, & West, 2015; Alorani & Alradaydeh, 2018).

Globally, the family, friends, and significant others are remarked as pillars of social support; and families are renowned to be avenues for getting pieces of advice, for offering emotional and material support, and increasing happiness (Moeini, Farhadian, & Ara, 2018).

Also, the examination of social support in Africa (in Ghana and Kenya) has revealed its significant negative relationship with depression and anxiety among students (Julom& de Guzman, 2013; Ngaru&Kagama, 2017; Alorani&Alradaydeh, 2018). The association of one's family members, significant others, and friends with mental health is key to this study that seeks to promote well-being and eliminate deviant behaviors among informal secondary school students by establishing the nature of its association with meaning in life.

Similarly, the concept of meaning in life (MIL) has been defined by several psychologists. For example, Krause and Hayward (2014) explains MIL as being purposeful, valuable, goal-oriented, sensible, and reconcilable with the past. This description seems not to differentiate between the foundations of meaning and its essence. For instance, the notion of reconciling with one's past experiences is more of a source than a description of what meaning in life is. This description is therefore limited compared to the one that points to its three characteristics: purpose, significance, and coherence (Martela& Steger, 2016). These psychologists describe meaning in life as a perception of one's existence as having specific goals, aims, and direction (purpose); a life with an important innate worth (significance); and as a state of being sensible and focused (coherence).

The understanding of meaning in life in terms of purpose, significance, and coherence are central beliefs in positive psychology. This new branch of psychology has its foundation in the philosophy of Victor Frankl who learns from his experience of suffering while in a Jewish concentration camp that the primary goal of human beings is "to find and fulfill meaning and purpose"(Kagwe, 2019, p. 120).

This state of hopelessness or frustrated meaning in life is expressed indirectly by deviant behaviors in societies (Frankl, 2017). For instance, the increasing drug abuse among the students and the youths in Mexico (TiburcioSinz, 2019); and the students and youth subscription to radicalization movements in Pakistan, Jordan, and in the Middle East (Yusuf, 2008; Yom, &Sammour, 2017). Some global studies have linked the state of one's meaning in life to social support.

The influence which social support has on meaning in life has also been established in China where meaninglessness in form of suicidal tendencies is found to increase more in socially isolated people (Bauman, Toomey, & Walker, 2013; Tan, Chen, Xia, & Hu, 2018). These studies show a link between lack of social support from counselors or a presence of poor social support with depressive moods, the feeling of insignificance, and the increasing acts of suicide among high school students and youth in China.

Much as some studies assert that social support influences meaning in life, findings also affirmed that the attachment style of life is a confounding factor between them. An analysis of several pieces of literature by Mikulincer& Shaver (2013) showed that the actual or even imagined availability of loving, caring, and supporting acquaintances leads one to establish a secure form of attachment, and consequently a view of life as valuable, coherent and meaningful. On the other hand, insecure people are so afraid of opening up to new friends and to explore new possibilities that even an increase in one's social support cannot increase one's meaning in life.

In Africa, studies equally assert that one's family members and friends provide emotional support, instrumental (material) support, informational support (like pieces of advice), and appraisal support in form of encouragement (Moloney, 2015). Traditionally, experienced elders transmitted attitudes, values, skills, and the various customs of the society to the younger generation to make them responsible members of the societies.

For example, among the Massai people of Tanzania and Kenya, initiated young boys learned from their fathers and girls from their mothers. In turn, these initiated boys and girls also became peer educators to their age mates or peers respectively (Kerubo, 2016). Thus, informational and emotional social support was offered to African young people separately (taught in isolation, basing on one's gender and age) using taboos, proverbs, and symbolisms. This psychological form of education promoted collectiveness and societal values that reduced ignorance and loneliness with their subsequent deviant behaviors among young people.

However, the traditional emphasis on social belongingness and the primacy of societal values over individuals' value has been greatly affected by formal education in most countries of Africa. This has got negative consequences for young people. A study has also revealed that formal education emphasizes the primacy of the intelligence quotient over social and spiritual quotients (Siquara, Lima, & Abreu, 2018). Formal education has also replaced the traditional parental and society psycho-social education, which transmitted meaning and made the young people more resilient to deviant behaviors. Oladipo and Onuoha (2014) attribute the increase in neurosis among students and school dropouts in West Africa to classroom education that secludes the young people from the rest of the society.

Similar challenges related to meaninglessness are reported among young people in Kenya. For instance, in Kajiado County where Matrix Algebra secondary school is located, a series of deviant behaviors were found rampant among the youth and secondary school students (National Council for Population and Development, 2017). These include among others pre-marital sex, theft and murder, deaths by suicide, corruption, alcohol and drug abuse, and school dropouts.

This study was aided by a curiosity as to whether students' family members, friends, and counselors (social support) have any significant influence on their level of presence and pursuit of meaning in life.

II. METHODOLOGY

A quantitative design was chosen for this study since it aimed at establishing how social support mathematically influences meaning in life for secondary school students. This study was conducted in the northern subcounty of Kajiado County, Kenya; and specifically, at Matrix Algebra Education Center purposely because it had a bigger population of informal students (N = 140) as compared to other none formal secondary schools. According to the formula by Krejcie and Morgan (1970), the best sample size would have been 103. However due to the lockdown challenges of Covid-19, the actual participants were 78, which is 80.34%. which was good for generalization. The sampling frame showed that participants were aged between 15 to 45 years. The majority of these studied as they work casually and others were married. Also, males were 40 while 38 were females. The sample population was chosen by snowball technique since students had scattered due to the Covid-19 epidemic. As affirmed by Kombo and Tromp (2017) and Kumar (2014), this technique was free from researcher biases and snow-ball equally increased the exactness and the likelihood for the researcher to generalize the study outcomes to the entire population. Thus, the sample size of students who consented to participate (n = 78) was reached at by chance. This followed the approval of research by relevant ethical bodies of Tanzaga University College, the office in charge of scientific researches and discoveries in Kenya (NACOSTI), and the administration at Matrix school. Data was gathered using standardized tools for meaning in life questionnaire (Steger, Frazier, Oishi, & Kaler, 2006) together with the multi-dimensional scale of perceived social support (Zimet, Dahlem, Zimet, & Farley, 1988). The Cronbach's (1951) test used to assert the reliability of the scale for multidimensional perceived social support (MSPSS) on a Linkert scale with 12 items revealed an alpha of $\alpha = 0.90$, which is good. Similarly, it was used to test the scale for meaning in life. The internal consistency of reliability of meaning in life questionnaire on the Linkert scale that has 10 items was acceptable ($\alpha = 0.60$). The study employed the descriptive and inferential statistics techniques to obtain meaning for its findings. The IBM statistics 21 version of the SPSS was used to establish a mathematical examination.

III. FINDINGS

Demographic Characteristics of the Study.

The demographics of the participants are described descriptively using the scheme of age, gender, marital status, form or class, the people that one stays with, work experience, and having dropped from other schools. The results (Table 1) show that the responses were from participants with varied demographics, and it helped to minimize greatly the biases.

Table no 1: Demographic Characteristics of Participants.

		Frequency	Percent (%)	Cumulative Percent (%)
Gender	Male	40	51.3	51.3
	Female	38	48.7	100
Class/ Form	Two	10	12.8	12.8
	Three	19	24.4	37.2
	Four	49	62.8	100
Marital Status	Married	21	26.9	26.9
	Separated	4	5.1	32.1
	Single	53	67.9	100
Stay with	Family	55	70.5	70.5
	Friends	3	3.8	74.4
	Sig. others	12	15.4	89.7
	Alone	8	10.3	100
Work Experience	Stopped working	22	28.3	28.2
	Study and work	35	44.9	73.1
	Never worked	21	26.9	100

Studied Elsewhere	Yes	58	74.4	74.4
	No	20	25.6	100
Age Range	≤ 20	28	35.9	35.9
	21 – 30	35	44.9	80.8
	31 – 40	12	15.4	96.2
	≥ 41	3	3.8	100

From Table 1, it is indicated that males 51.3% (n = 40) were more than females and the description of classes showed that form four had the biggest number (62.8%) (n = 49) followed by form three and then form two. Also, most of the participants were singles 67.9% (n = 53), followed by the married, and then the separated.

Besides, the majority of participants stayed with family members 70.5% (n = 55) while a few stayed with friends (n = 3). In terms of work experience, a big number of all the participants studied as they worked 44.9% (n = 35) while those who had stopped working and those who never worked were almost equal in numbers (n = 22 and n = 21 respectively).

Further, the majority of the participants 74.4% (n = 58) had studied in other secondary schools before joining Matrix Algebra School; and many of them were in the age range of 21 – 30 years 44.9% (n = 35).

Demographic Features in Relationship with the Study's Major Variables

This study had social support as an independent variable (IV) and meaning in life as the dependent variable (DV) in addition to the seven different demographic features. Tables 2 and 3 describe how each variable is related to the demographic features.

Table no 2: Examination of Demographic Features in Relation to Social Support (SS).

		Family SS	SD	Sig other SS	SD	Friends SS	SD	Total SS	SD
Gender	Male	4.97	1.20	5.01	1.63	4.77	1.70	4.92	1.28
	Female	5.29	1.34	5.79	1.37	4.78	1.41	5.29	1.12
Class/ Form	Two	5.58	0.90	5.58	1.05	5.10	1.50	5.42	0.96
	Three	4.92	1.00	5.29	1.72	4.84	1.68	5.02	1.26
	Four	5.11	1.42	5.39	1.59	4.68	1.54	5.06	1.25
Marital Status	Married	5.29	0.96	5.81	1.01	4.95	1.28	5.35	0.90
	Separated	4.77	1.14	5.56	1.28	5.06	1.25	5.10	1.13
	Single	5.09	1.39	5.21	1.72	5.68	1.68	5.00	1.33
Stay with	Family	5.36	1.20	5.52	1.44	4.72	1.53	5.18	1.15
	Friends	5.50	1.98	6.58	0.72	6.25	0.90	6.11	0.77
	Sig others Alone	5.02 4.03	1.00 1.51	5.58 3.75	1.43 1.79	4.65 4.75	1.55 1.89	5.08 4.18	1.18 1.48
Work Experience	Stopped Work and study	5.30 4.89	1.04 1.34	5.57 5.24	1.18 1.52	5.02 4.61	1.53 1.48	5.30 4.91	0.87 1.19
	Never Worked	5.33	1.37	5.45	1.95	4.79	1.73	5.19	1.53
	Studied elsewhere	Yes No	5.09 5.21	1.22 1.45	5.28 5.73	1.65 1.19	4.62 5.21	1.66 1.13	5.00 5.38
Age	≤ 20	5.51	1.16	5.59	1.58	4.88	1.52	5.33	1.15
	21 – 30	4.75	1.37	5.07	1.75	4.48	1.66	4.77	1.33
	31 – 40	5.15	1.07	5.90	0.69	5.15	1.44	5.40	0.96
	40 +	5.83	0.72	5.25	0.25	5.67	0.14	5.58	0.30

Overall, the total mean social support (Table 2) was found to be high (M= 5.10 & SD = 1.21) and shows that the students at Matrix Algebra School perceived to be highly supported by their families, friends, and significant others.

Individually, the data reveals that the total mean score for the social support from significant others (M = 5.39 & SD = 1.55) and from family (M = 5.13 & SD = 1.27) were high while it was moderate for social support from friends (M = 4.77 & SD = 1.56).

In terms of gender, males were found to have moderate total mean social support (M = 4.92 & SD = 1.28) while females had a high total social support (M = 5.29 & SD = 1.12). Also, in all categories of social support, females reported higher social support than males.

Concerning the form or class of the participants, all students were found to have high mean social support. Individually, however, the form twos had a total mean score of M = 5.42 and SD = 0.96 which was higher than that of form threes and form fours.

In terms of marital status, the data shows that the students generally had a fair distribution of the mean scores. While the married and the separated had high mean scores, the singles had a moderate total mean (M = 5.00 & SD = 1.33) and also a noticeably higher social support from their friends (M = 5.68 & SD = 1.68) than that scored by the married and the separated.

An examination of the people that participants stay with revealed that all mean scores were fairly distributed but with noticeable variations. The mean scores for those who stay with family members, with friends, and with significant others were high while those who stay alone had a moderate total mean (M = 4.18 & SD = 1.48).

However, those who stay with friends scored highly in all categories of social support (family at mean of M = 5.50 & SD = 1.20, significant others at a mean of M = 6.58 & SD = 0.72, & friends at M = 6.25 & SD = 0.90).

An investigation of the work experience and social support revealed that the mean was generally high among participants. Individually, however, participants who stopped working, and those who never worked had high total mean scores while those who studied as they work had a moderate mean total score of M = 4.91 and SD = 1.19.

In terms of having studied in another school before joining Matrix Algebra Education Centre, the mean for social support was fairly distributed. Participants who had studied in other schools had moderate total mean social support of M = 5.00 (SD = 1.28) while those who had not reported a high total mean of M = 5.38 and SD = 0.99. Those who did not drop from other schools had equally a higher social support for family and friends, but with a much higher for significant others (M = 5.73 & SD = 1.19).

Regarding age and asocial support, Table 4.4 shows that participants generally had a high total mean for all age ranges. It was however moderate for 21 – 30 years (M = 4.77 & SD = 1.33) and highest for those aged 41 and above (M = 5.58 & SD = 0.30).

Table no 3:Investigation of Demographic Features concerning Meaning in Life (MIL).

		Presence MIL (M)	Mean SD	Search MIL Mean (M)	SD	Total MIL Mean (M)	SD
Gender	Male	5.40	1.19	5.73	1.35	5.56	0.85
	Female	5.48	1.02	6.13	0.79	5.81	0.69
Class/ Form	Two	5.04	1.29	5.62	1.03	5.33	0.83
	Three	5.49	1.18	6.05	0.76	5.77	0.76
	Four	5.50	1.04	5.94	1.26	5.72	0.77
Marital Status	Married	5.66	0.81	5.82	1.41	5.74	0.63
	Separated	5.15	0.91	6.00	0.94	5.58	0.92
	Single	5.37	1.21	5.96	1.02	5.67	0.84
Stay with	Family	5.42	1.11	5.87	1.19	5.64	0.78
	Friends	6.07	0.90	6.47	0.58	6.27	0.23
	Sig. others	5.43	1.33	5.88	1.16	5.66	0.91
	Alone	5.35	0.78	6.18	0.75	5.76	0.73
Work Experience	Stopped working	5.56	0.97	6.02	0.90	5.79	0.79
	Study and	5.54	1.10	5.97	1.15	5.76	0.67

Studied elsewhere	work						
	Never	5.13	1.23	5.74	1.30	5.44	0.92
	worked						
	Yes	5.39	1.16	6.03	0.79	5.71	0.80
	No	5.58	0.92	5.61	1.44	5.60	0.75
Age	≤20	5.31	1.30	5.85	1.14	5.58	0.89
	21 – 30	5.53	1.04	6.15	0.78	5.84	0.72
	31 – 40	5.42	0.96	5.42	1.78	5.42	0.70
	>41	5.73	0.50	5.93	0.92	5.83	0.55

Generally, the overall total meaning in life for the participants was high ($M = 5.68$ & $SD = 0.78$). However, the search for meaning in life was higher ($M = 5.92$ & $SD = 1.12$) than the presence of meaning in life ($M = 5.44$ & $SD = 1.10$).

In examining gender and meaning in life (Table 4.5), the total mean among females was reported to be higher for presence ($M = 5.48$ & $SD = 1.02$) and search for meaning in life ($M = 6.13$ & $SD = 0.80$) than for males.

Concerning the participants' class and their level of meaning in life, there was generally the equal distribution of mean scores for both the presence of and the search for MIL. However, form threes had the highest search for meaning ($M = 6.05$ & $SD = 0.18$) as compared to the rest of the classes.

In terms of meaning in life and marital status, the total mean scores for both presence and search for meaning in life were evenly distributed. However, the married had more presence of meaning in life ($M = 5.66$ & $SD = 0.81$) than singles and the separated, and also the separated reported to have a higher searching for meaning in life ($M = 6.00$ & $SD = 0.94$) than others.

The measurement of participants' meaning in life vis-à-vis the person they stay with showed that those who stay with friends had a higher mean for the presence of ($M = 6.07$ & $SD = 0.90$) and for the search for meaning in life ($M = 6.47$ & $SD = 0.58$) compared to those who stay with family, significant others and those who stay alone.

In terms of working experience and meaning in life, in Table 4.5, generally, all participants reported having high totals mean for the presence and the search for meaning in life (MIL). However, those who never worked had the lowest mean for both the presence ($M = 5.13$ & $SD = 1.23$) and for the search for meaning ($M = 5.74$ & $SD = 1.30$) as compared to those who worked and stopped and those who work as they study.

Further, it was established that students who had dropped from secondary school before or those who had studied in other secondary schools had a lower mean for the presence ($M = 5.39$ & $SD = 1.16$) and a higher mean for the search for meaning in life ($M = 6.03$ & $SD = 0.98$) as compared to those who had only attended school at Matrix Algebra Education Centre.

In terms of age, those above 41 years had a higher mean for the presence of MIL ($M = 5.73$ & $SD = 0.50$) whereas participants in the age range of 21 – 30 had a higher mean for the search for MIL ($M = 6.15$ & $SD = 0.78$) compared to other age ranges.

Degree of Social Support among Informal Secondary School Student

Objective one of this study was to investigate the degree of social support among informal students at Matrix Algebra Education Centre. A descriptive was employed to investigate the mean for social support among the participants on a scale of low ($M = 1 - 2.9$), moderate ($M = 3 - 5$), and high ($M = 5.1 - 7$). For details, see Table 4.4.

Significance of Social Support among Participants

Using a chi-square test, the researcher sought to investigate if demographics of gender, form or class, marital status, people that one stays with, work experience, dropping out of school, and age have a significant influence on social support among participants. The examination followed a principle that if $p < \alpha$ (0.05), reject the H_0 and adopt H_1 (meaning that the demographic feature in question had no significant influence on social support), also, if $\alpha = 0.001$, it indicates that the significance is very high; and if $p \geq \alpha$ (0.05), fail to reject H_0 but adopt H_0 (meaning that the demographic feature in question had no significant influence on social support). Table 4.6 shows how the extent of the significance of demographics on social support.

Table no.4:Significance of Social Support (SS) as distributed by Demographics features.

	Family SS	Sig. Others SS	Friends SS	Total SS
Gender	$X^2 = 1.10$ $\rho = 0.58$	$X^2 = 6.69$ $\rho = 0.04$	$X^2 = .35$ $\rho = 0.85$	$X^2 = 2.15$ $\rho = 0.34$
Class/ Form	$X^2 = 5.35$ $\rho = 0.25$	$X^2 = 1.90$ $\rho = 0.80$	$X^2 = 2.21$ $\rho = 0.70$	$X^2 = 1.86$ $\rho = 0.76$
Marital Status	$X^2 = 1.92$ $\rho = 0.75$	$X^2 = 4.33$ $\rho = 0.36$	$X^2 = 4.40$ $\rho = 0.40$	$X^2 = 3.40$ $\rho = 0.50$
Stay with	$X^2 = 14.65$ $\rho = 0.23$	$X^2 = 6.29$ $\rho = 0.39$	$X^2 = 4.02$ $\rho = 0.67$	$X^2 = 3.79$ $\rho = 0.70$
Work Experience	$X^2 = 5.00$ $\rho = 0.29$	$X^2 = 6.05$ $\rho = 0.20$	$X^2 = 2.36$ $\rho = 0.67$	$X^2 = 12.21$ $\rho = 0.02$
Studied elsewhere	$X^2 = 6.00$ $\rho = 0.05$	$X^2 = 3.11$ $\rho = 0.21$	$X^2 = 4.90$ $\rho = 0.09$	$X^2 = 2.24$ $\rho = 0.33$
Age	$X^2 = 5.26$ $\rho = 0.51$	$X^2 = 5.62$ $\rho = 0.47$	$X^2 = 6.85$ $\rho = 0.34$	$X^2 = 5.82$ $\rho = 0.44$

The results for gender in Table 4 with significant social support level from family ($X^2 = 1.10$ & $\rho = 0.58$) and for friends ($X^2 = .35$ & $\rho = 0.9$) were greater than alpha ($\alpha = 0.05$), showing that gender had no significant influence on friends and family social support. However, it did significantly influence social support from significant others since its ρ ($X^2 = 6.69$ & $\rho = 0.04$) was less than alpha ($\alpha = 0.05$).

Also, the chi-square results generally for class or form, marital status, people one stay with, and age were each greater than alpha ($\alpha = 0.05$) for social support from family, significant others, and friends. Showing that they had no significant influence on social support from the participant's families, significant others, and friends.

Notably, the results for working experience are much lesser than alpha ($X^2 = 12.21$ & $\rho = 0.02$); indicating that work experience was a highly significant feature for social support among participants.

Besides, the results for having studied elsewhere or dropped out of another secondary school ($X^2 = 6.00$, ρ (0.05) was equal to α (0.05) for family while it was greater for significant other ($X^2 = 3.11$, $\rho = 0.21$) and for friends ($X^2 = 4.90$, $\rho = 0.09$). This indicated that dropping out of school had no significant influence on social support from family, friends, and significant others.

Level of Meaning in Life (MIL) among Informal Secondary School Students

The second objective aimed at measuring the level of MIL among informal secondary school students. For this, a descriptive frequency of presence and search for MIL vis-à-vis the demographic features were used on a scale of the mean (M): $M = 1.0 - 2.9$ as low, $M = 3 - 5$ as moderate, and $M = 5.1 - 7.0$ as high. Table 4.5 shows the study findings of objective two in relation to demographic features.

Significance of the demographic features on participants' meaning in Life

The chi-square test was used to establish the significance of the level of meaning in life among the informal students at Matrix Algebra Education Center. This was in line with variables such as gender, class, marital status, and work experience as shown in table 7.

The examination followed a principle that if $\rho = <\alpha$ (0.05), reject the H_0 and adopt H_1 (indicating that the meaning in life had a significant influence) or if $\alpha = 0.001$, it indicates that the significance is very high; and if $\rho = \geq \alpha$ (0.05), fail to reject H_0 but adopt H_0 (showing that MIL had no significant influence). Table 5 shows a summary of the findings.

Tableno 5:Association between Meaning in Life (MIL) Vis-à-vis the Moderating Variables.

	Presence of MIL	Search for MIL	Total MIL
Gender	$X^2 = 3.82$ $\rho = 0.14$	$X^2 = 5.52$ $\rho = 0.06$	$X^2 = 0.24$ $\rho = 0.63$
Class/ Form	$X^2 = 0.71$	$X^2 = 3.21$	$X^2 = 0.10$

	$\rho = 0.95$	$\rho = 0.52$	$\rho = 0.95$
Marital Status	$X^2 = 3.24$ $\rho = 0.52$	$X^2 = 2.34$ $\rho = 0.67$	$X^2 = 5.55$ $\rho = 0.06$
Stay with	$X^2 = 4.40$ $\rho = 0.62$	$X^2 = 2.31$ $\rho = 0.89$	$X^2 = 1.84$ $\rho = 0.61$
Work Experience	$X^2 = 3.95$ $\rho = 0.41$	$X^2 = 6.57$ $\rho = 0.16$	$X^2 = 2.21$ $\rho = 0.33$
Studied elsewhere	$X^2 = 1.51$ $\rho = 0.47$	$X^2 = 1.16$ $\rho = 0.56$	$X^2 = 0.08$ $\rho = 0.78$
Age	$X^2 = 5.75$ $\rho = 0.45$	$X^2 = 3.55$ $\rho = 0.74$	$X^2 = 3.02$ $\rho = 0.39$

The chi-square results (Table 5) revealed for both presence and search for meaning in life (MIL) that ρ is greater than alpha $\rho > \alpha$ (0.05) in all mean scores for all demographics of gender, form or class, marital status, people one stay with, work experience, dropping in other school and age. It revealed that they have no significant influence on the presence and the search for MIL, and more so the total MIL for class or form ($X^2 = 0.10$, $\rho = 0.95$).

Influence that Social Support has on Meaning in Life among Students

Objective three of the current study aimed at establishing the influence that social support (SS) has on meaning in life (MIL) among the informal secondary school students at Matrix Algebra Education Centre in Kajiado County. A Pearson's chi-square test was done (Table 4.8) to establish the significance of the relationship that exists between family, friends, and significant others with the search for MIL and with the Presence of MIL.

The examination followed an assertion that if $\rho = < \alpha$ (0.05), reject the H_0 and adopt H_1 (indicating that the Social support had a significant influence on MIL) and if $\rho = \geq \alpha$ (0.05), fail to reject H_0 but adopt H_0 (showing that social support had no significant influence on MIL). The results are summarized in Table 4.8.

Table no 6: Influence of Predictors of Social Support (SS) on Presence and Search for Meaning in Life (MIL).

	Chi-Square Values (X^2)	df	Presence MIL (Significance ρ)	Search for MIL (Significance ρ)
Family Social Support	9.90	4	0.04	
	0.84	4		0.93
Friends Social Support	6.63	4	0.20	
	2.81	4		0.60
Significant Other Social Support	19.62	4	0.00	
	5.09	4		0.30

An examination of family social support and the presence of meaning in life (Table6) showed that ρ ($X^2 = 9.90$, $\rho = 0.04$) was less than alpha ($\alpha = 0.05$), indicating that the social support from the family had a positive significant influence on the presence of meaning in life among students. Similarly, there is a significant influence of social support from significant others on the presence of meaning in life since the ρ ($X^2 = 19.62$, $\rho = 0.00$) was less than alpha ($\alpha = 0.05$). However, social support from friends did not significantly influence the presence of MIL since its ρ ($X^2 = 6.63$, $\rho = 0.20$) was more than alpha.

Generally, table 6 reveals that the three predictors of social support (family, friends, and significant others) had no significant influence on the search for meaning in life since their ρ values were greater than α (0.05).

Table no 7: Influence of Total Social Support (SS) on the Search and Presence of Meaning in Life (MIL).

	Chi-Square Values (X^2)	DF	Presence of MIL (Significance ρ)	Search for MIL (Significance ρ)	Total MIL (Significance ρ)
Degree Total SS	14.00	4	0.01		
	7.04	4		0.13	
	0.93	2			0.62

Table 7 shows that total social support had a very significant influence on the presence of meaning in life since its ρ was lesser than alpha ($X^2 = 14.00$ and $\rho = 0.01$). However, social support did not have a significant influence on the search for meaning in life, and on total MIL since their ρ values were both greater than alpha ($\alpha = 0.05$)

Extent of the prediction of social support on meaning in life

A regression analysis was conducted to establish how the predictors of social support (IV) influences meaning in life (DV), and the extent to which the DV is predicted by IV. The results are summarized in Table 10.

Table no 8: Regression Analysis for Social Support and the Presence of Meaning in Life.

Model	Unstandardized coefficients		Standardized coefficient	Significance	
	\square	SE		t	ρ
(Constant)	4.05	0.54		7.50	0.00
Degree SS Family	0.10	0.13	0.12	0.80	0.43
Degree SS Sig Others	0.20	0.11	0.21	1.31	0.20
Degree SS Friends	0.02	0.09	0.02	0.20	0.90

The beta (\square) coefficients in Table 8 are all positives. It is noticeable that social support from significant others ($\square = 0.21$, $\rho = 0.43$) influences the presence of meaning in the life of participants more than any of the other predictors (family social support and friends social support).

Table no 9: Regression Analysis for Social Support and the Search for Meaning in Life.

Model	Unstandardized coefficients		Standardized coefficient	Significance	
	\square	SE		t	ρ
(Constant)	6.40	0.60		11.11	0.00
Degree SS Family	-0.20	0.13	-0.21	-1.41	0.20
Degree SS Sig Others	0.11	0.11	0.20	1.00	0.32
Degree SS Friends	-0.02	0.10	-0.03	-0.22	0.82

From Table 9, the beta (\square) coefficients show that social support from significant others is positive ($\square = 0.20$, $\rho = 0.32$) while that from family and friends shows an inverse relationship, indicating that they are less significant to MIL.

Table no 10: The Extend of the Prediction of Social Support (SS) on Total Meaning in Life.

Model	Unstandardized coefficients		Standardized coefficient	Significance	
	\square	SE		t	ρ
(Constant)		5.21		13.22	0.00
Degree SS Family		-0.04	-0.07	-0.47	0.63
Degree SS Friends		-0.003	-0.01	-0.04	0.96
Degree SS Sig Others		0.13	0.26	1.62	0.10

From Table 10, the coefficients (\square) indicate that the social support from significant others ($\square = 0.26$, $\rho = 0.10$) has a positive influence on total meaning in life while that from family and friends have a negative influence on total MIL.

IV. DISCUSSION

Social Support in the Context of Demographic Characteristics

The current study examined social support basing on the demographic features of age, gender, studied in another school, the people that one stays with, one's class or form, marital status, and work experience. Using these many variables helped to examine the wide extend of social support. This was in line with Zhang, Gao, Fokkema, Alterman, and Liu (2015) who assert that the depth and nature of social support derived from the interpersonal relationship vary for instance among age groups, gender, and the level of cohesion. The examination of these demographics was, therefore, necessary especially for a population that seemed to be homogenous (informal secondary school students) but yet demographically unique.

The current study showed in all categories of social support that females reported higher social support than males despite being fewer ($n = 38$) than male participants ($n = 40$). This is most likely influenced by African cultural norms of socialization (Kerubo, 2016) where girls or women are treated with sympathy, love and their basic needs are provided for more than it is done for boys or men. This cultural expectation could psychologically make boys or males feel obliged to be providers rather than perceive themselves to be recipients of social support like girls or women in general. Thus, it could be psychologically linked to the cultural and socialization process.

As affirmed by the psychology of Bandura (2017) that the environment of socialization is a good school for learning by imitation. Implying that a change of the socialization process, friends, and the familiar environment could affect people's (students') social support. This was a reality among students who had dropped or studied from other schools before joining Matrix school. In the current study, they had a lower mean total social support ($M = 5.00$, $SD = 1.28$) than those who had not studied from other schools (Table 4). This is most likely attributed to the interference with the emotional growth process, the socialization, and the psychological bonding that students had formed or been forming with friends and significant others in previous schools.

Relatedly, the findings of the current study showed that participants who had stayed long in the marital environment (whether currently or previously married) had higher social support mean totals (Table 4) than the singles and then those who stayed alone. This is most likely among those who separated because of other factors despite enjoying the husband and wife relationship or the support of their extended family members; and also, for the separated who could still be relishing the support from their children. The findings however contradicted the findings by Harling, Morris, Manderson, Perkins, & Berkman (2020) whose research reported that social support was low among aged village South African people staying in informal marriages. This opposing view affirms this study's conceptual framework which suggested that there are confounding factors for social support in addition to the moderating or demographic variables.

Concerning the people that one stays with, participants who stayed with friends reported having a higher mean social support in all categories of social support (Table 4) as compared to those who stayed with family members and significant others or alone. This is in agreement with Kubayi and Surujlal (2014) whose study among students in Limpopo South Africa revealed that students perceived less parental support, as compared to the peer or friends' support. It is possible that the feeling of acceptance, the lack of strictness, and the feeling of being in the unconditional love atmosphere provided by the friends is a carrier for the perception of social support as opposed to social support from parents and more so those using authoritarian parenting styles (Tedgard, Rastam, and Wirtberg (2018). This state of psychological freedom is most likely the case as to why the few participants (3.8%) who stayed with friends had higher social support than the rest of the participants in the current study.

Similarly, the peoples' work experience revealed important facts about social support in the current study. Contrary to the South African study by Harling, Morris, Manderson, Perkins, and Berkman (2020) which established that social connections were found to be low among the unemployed people, the current study revealed the opposite. The participants who had stopped working and those who had never worked (Table 4) scored a higher total social support as compared to those who studied as they worked ($M = 4.91$, $SD = 1.19$). This implies that being freed from the demands of work enables students to create more time for socialization, whereas working limited their socialization. Also, the personalities (like being introverted) could have made the unemployed withdrawn and lonely in the community as compared to when they were working and interacting with others. This could have been different in the current study where participants were grouped in a school environment that most likely supported social connections.

Interestingly, the examination of the age of participants revealed that those aged 41 years and above had more social support mean ($M = 5.58$, $SD = 0.30$) than those below that age; indicating that the more one grows up, the more one perceives to be socially supported. It sounds logical that the younger should know fewer people to socialize with as compared to the aged who have seen, visited, and mate a variety of people. This is partly supported by the South African research which showed that men below 60 years were found to have less social networking with a lower frequency of contacts than men above 60 years. However, it also showed that women below 60 years were found to have higher social networking with a higher frequency of contacts than

those above 60 years (Harling, Morris, Manderson, Perkins, & Berkman, 2020). This reversal affirms that age is not the sole determinant of perceived social support. Besides, some more young people have traveled and are more exposed to socialization than old people.

The investigation of the demographics with the IV (social support) shows that social support was indeed perceived among students at Matrix Algebra school. Its significance is examined in Table 3, following the investigation of demographic features related to meaning in life(MIL).

Meaning in Life in the Context of Demographic Characteristics

The current study, which exhibited that females compared to males in the current study had more mean scores for presence, search as well as totals ($M = 5.81$, $SD = 0.69$ and $M = 5.56$, $SD = 0.85$ respectively) for meaning in life is in agreement with the study by Panahi, Suraya, Yunus and Roslan (2013). The study among university students in Malaysia also revealed that males scored lesser mean scores than females in the examination of their goals and purpose in life. Hence, it is affirmed in matrix school, as in Malaysia that female students have more meaning in life than male students.

Also, more meaning in life, in the current study, was found among students who were married ($M = 5.66$, $SD = 0.81$) than in others; and those who had separated also reported to be searching for MIL more than others ($M = 6.00$, $SD = 0.94$). This means that marriage offers not only a state of physical comfort where couples count on the emotional and material support of each other but also emotional and mental wellbeing, as opposed to the separated who feel the loss of this fulfillment. Moloney (2015) is also in agreement that marriage offers a form of family social support that significantly impacts the presence of meaning among couples. This is most likely the reason as to why the separated (who miss this meaningfulness) search for it more than the married couples and the singles as revealed in the current study.

Likewise, it was revealed that friendship plays an important psychological role for students in terms of their goals and purpose in life in comparison with other forms of social support. The participants who reported to be staying with friends had a higher presence, a higher search, and totals for meaning in life ($M = 6.27$, $SD = 0.23$) in comparison with those who stayed with family, alone, and with significant others. This role of friendly social support is affirmed by Marroquin, de Rutte, May, and Wisco (2019). In a study among students and youths in Western countries, he showed that individualism is mentally un-healthy since it limits the emotional social support that would boost one's psychological and social wellbeing. Besides, staying in an unfriendly environment was found to be limiting one's happiness that is derived from social interactions, which is essential to having meaning in life. It can be deduced then that students who are lonely or who stay with people who are not considered as friends have limited socialization and less life significance and purpose as opposed to those staying with intimate friends.

Besides, the theory of logotherapy (Frankl, 2017), which asserts that working and having a positive attitude towards suffering are important ways that lead to meaningfulness has been affirmed in the current study. The students who never worked had a lower presence ($M = 5.13$, $SD = 1.23$) and a lower search ($M = 5.74$, $SD = 1.30$) for meaning in life (MIL) as compared to those who were working and those who had worked (Table 5). This affirms that work is a significant factor for MIL.

Equally, students who had dropped from another secondary school (suffered the loss of education) had a low presence of MIL, but with a higher search for meaning in life as compared to those who had not experienced this form of suffering (Table 5). This supported the study's theory (Frankl, 2017) that the positive attitude towards suffering made students who had suffered to hope and to search more for MIL through the pursuit of second-chance education. The participants' attitudes, however, were not examined in the current study, thus other factors like age could have been equally responsible.

Finally, the examination of participants' age showed that older students (aged 41 and above) have more presence of meaning in life than others ($M = 5.74$ & $SD = 0.50$), whereas those younger (age range of 21 – 30) have more searching for meaning in life ($M = 6.15$ & $SD = 0.78$). This is in agreement with most African and Kenyan cultures in general that attributes the possession of wisdom and knowledge more to the elders, which the quest for it is attributed to the young people. For instance, among the Massai communities in Kenya (Kerubo, 2016), the experienced and knowledgeable elders (men and women) pass on knowledge to the curious young people (men to boys and women to girls) during initiation rites; and eventually, the young adults too, do peer mentorship to the young ones in the community.

The examination of demographic characteristics concerning meaning in life has shown that they determine MIL. The investigation of its degree of significance will be established in objective three (chapter 4); after showing the significance of demographics with social support (chapter 3) below.

Social Support among Informal Secondary School Students

The investigation of gender in relation to social support revealed that it had no significant influence on friends and family social support. However, it did significantly influence social support from significant others

($X^2 = 6.69$ & $p = 0.04$). The primacy of social support from significant other is also acknowledged by a qualitative study among Kenyan university students (Lamunyu, Ndungo & Wango, 2016) which showed that male students were biased about the social support from female counselors; and most of them felt uncomfortable to seek psychological support from them. These biases could also be culturally based since men in most Kenyan societies are traditionally not supposed to receive but rather to give women social support in form of informational or material goods.

Generally, the role of social support from significant others over that from family and friends is affirmed equally by several other studies (Bauman, Toomey, & Walker, 2013; Tan, Chen, Xia, & Hu, 2018). They link a lack of social support from counselors, peer mediators, and peer counselors with the feeling of insignificance, depressive moods, and the increasing acts of suicide among high school students and youth.

In addition to the discussion on demographics which hinted that working prevented some students from socializing, work experience was quantitatively established to be a positive and a significant feature for social support among participants ($X^2 = 12.21$ & $p = 0.02$). This is comprehensible if viewed in a broader consideration of most Kenyan cultures (Kerubo, 2016) where most students in a hostel or those renting a house together have lesser social obligations or work than day scholars who are subjected to daily work before or after school by family members or significant others. It probably the explanation as to why participants who stayed with friends had higher social support than others.

Surprisingly, the analysis established that participants' class or form, marital status, people they stay with, dropping out of school, and the fact of age had no significant influence on social support (families, significant others, and friends). It would be obvious that peer support among age, classmates, and staying with family members or being married becomes a significant source of social support. The chi-square findings thus, challenge most of the traditionally held views (Moloney, 2015; Kerubo, 2016) that praises the social support from parents or family members, experienced elders (significant others), and age mates (peers or friends) as primary avenues for social values for the young people in Kenya. These held views about (African) Kenyan cultural ways of social support may be eroding among students though still written in books; and it is not surprising that the social support referred to by Kenyan writer (Moloney, 2015) is qualitatively affirmed. However, the current study quantitatively challenges its significance.

It can be deduced that social support is not solely a product of social interconnectedness of demographics. The lack of significant influence of most demographic features supports the assertion of the conceptual framework of the current study that there are other responsible compounding factors like one's early attachment status that accounts equally for perceived social support among students. This is affirmed by Suri, Garg, and Tholia (2019) whose study among university students of Delhi and Jamia Millia Islamia indicated that participants who reported to have a higher avoidant attachment lifestyle were found to be lonely with a bad perception of social support as compared to the ones with a secure style. The latter was found in trusting and establishing interpersonal relationships and developed higher social support.

Object one of this study aimed at establishing the degree of social support among students and it has revealed (with mean scores) that indeed social support exists among the informal secondary school students at Matrix Algebra school. The chi-square however shows that not all demographics are significant to social support.

Meaning in Life among Informal Secondary School Students

In the current study, the findings for total meaning in life (MIL) among participants was high. However, the search for MIL was higher ($M = 5.92$ & $SD = 1.12$) than the presence of MIL ($M = 5.44$ & $SD = 1.10$). This is generally expected since people in learning institutions seek to know more than what they already know. Also, the high total meaning in life could positively mean that the participants have fewer chances of having psychological neurosis since MIL is associated with wellbeing. This is in agreement with Alsubaie, Stain, Webster, and Wadman (2019) whose study showed that social support from friends and significant others predicted negatively to meaninglessness and depressive moods, but positively to one's well-being.

Surprisingly, all demographic characteristics in the current study (gender, form or class, marital status, people one stay with, work experience, dropping in other school and age) had no significant influence on the presence and the search for MIL; and more so the total MIL for class or form ($X^2 = 0.10$, $p = 0.95$). This means that there are other significant demographics or compounding factors that better explain the notion of MIL among students at Matrix School. These findings seem to support the assertion (Nell, 2014) that there are two sources of meaning in life.

In a study among students in South Africa, he showed that relationships with one's family, religions, hope, and education are the primary sources of meaning whereas one's interests, physical health, and service scored second. This points out among others that relationships with the divine (through religious practices) are essential sources of meaning. This is also affirmed by this study's theory of logotherapy (Frankl, 2017) that MIL is acquired not only through working and having positive attitudes towards suffering, but also through having

relationships with the physical and spiritual beings. Bearing in mind that *Africans are notoriously religious*, this spiritual source of MIL could have been the reality among participants which this study did not examine among demographic features.

Similar to the above study (Nell, 2014) which states that education is a primary source of meaning in life, another study by Siquara, Lima, and Abreu (2018) revealed that formal education emphasizes the primacy of the intelligence quotient over social and spiritual quotients. Hence it is highly responsible for imparting MIL among learners. If this was solely so in the current study, the total mean of class or form of the participants would have been significant on MIL, but it was not so ($X^2 = 0.10$, $p = 0.95$). This points to the possibility of other factors.

Also, the assertion (Moloney, 2015) that young people prefer staying in none home environments where they can easily turn to peers for informational support instead of their parents (who conceal some sexual and other meaningful information) is equally not found significant. Surprisingly, the form of social support from friends or playmates and the people that they stay with did not significantly influence the MIL in this study.

Equally, this study did not significantly affirm the generally believed African dictum that wisdom comes with old age. Age and MIL do not significantly influence each other in the current study. A similar assertion was also revealed in Sari, Iran (Ilali, Loleti, Charati, & Khatir, 2019) in a study among aged people. It indicated that secure attachment had a positive significant relationship with MIL, but not age. The current study may not disqualify African wisdom since age in Kenyan and African societies, in general, is not calculated by numbers alone, but together with events that give one the psychological and emotional experiences over time (Mason, 2013; Moloney, 2015). Thus, the more one is experienced, the older one is considered, though this was not significant too in the current study.

The measure of means for MIL (objective two) reveals that students had high meaning in life however, it was not significantly influenced by any of the study's demographics. Meaning that MIL (DV) could have been influenced directly by the IV (social support).

Influence of Social Support on Meaning in Life among Secondary School Students

The influence which social support has on meaning in life, as positively established in a study about meaninglessness, suicidal tendencies, and socially isolated people in China (Tan, Chen, Xia, & Hu, 2018) was not examined to show if this is about the presence or search for MIL. In the current study, this distinction is elaborated. The social support from family ($X^2 = 9.90$, $p = 0.04$) and significant other ($X^2 = 19.62$, $p = 0.00$) had a positive significant influence on the presence of meaning in life among students in the current study. This was in agreement with a study among young people in a Midwest City in the USA (Weinhardt et al., 2019), which revealed that the approval of one's choices, the pieces of advice from one's close family members and teachers have a significant influence on the one's choice of career, purpose, and meaning in life. This means that family and significant others are important aids to meaning in life among students in matrix Algebra school

However, social support from the participants' significant others was not found significant for the search for meaning in life (MIL). Its influence on participants' search for MIL could have been significantly influenced by demographic features like gender since it is noticed among the determinants of MIL in Kenya, but it was not. The finding contradicts the study by Kamunyu, Ndungo, and Wango (2016), which showed that students in Kenyan Universities do not pursue meaning in life through formal counseling despite being psychologically distressed because of their negative attitudes and biases towards female psychologists. Surprisingly, social support from significant others, like other features, showed no significant influence on the search for meaning in life. This difference could be a result of methodology where the current study used quantitative analysis instead of qualitative (thematic) that Kanunyu and colleagues used.

Surprisingly, the results of the current study reveal that total social support had a very significant positive influence on the presence of meaning in life ($X^2 = 14.00$ and $p = 0.01$). This finding is in agreement with research by van Tongeren, Green, Davis, Hook, and Huldey (2016) that links pro-social behavior to the increase in meaning in life. This positive influence is also affirmed in a study among students in Kuala Lumpur Malaysian secondary school, which showed that the students who received more social support from teachers, parents, and peers had more purpose and life satisfaction than those who received less of it (Achour & Nor, 2014). Implying that the findings of the current study are in line with a wide range of literature and other scientific studies, though it uniquely showed no significant influence on the search for MIL.

The fact that social support did not have a significant influence on the search for meaning in life (MIL) and total MIL could be a result of the informal ways of socialization that have been replaced by formal education. It is pointed out by Ramakrishnan, Baccari, Ramachandran, Ahmed, and Koenig (2018) that formal education focuses the students more on academic excellence rather than on the emotional and psychological interactions, which are essential ways of gaining meaning in life. It is also possible that other compounding factors like religious forms of social support were responsible for the varying levels of presence and search for MIL among participants. It is argued in a study among university students in Jordan (Alorani & Alrdaydeh,

2018) that frequent participation in religious gatherings leads to increased spiritual meaning in life. The same religious meaning was also confirmed in India (Selvam, 2014) where young people find their lives' purpose through engagements in spiritual activities and socialization. Thus, their other features that are equally responsible for the degree of meaning in life among students at Matrix Algebra school. The analysis further showed that social support (specifically from significant others) has a significant influence specifically on the presence of MIL among students at Matrix Algebra school.

Suggestions for Improvement of Logotherapy Theory

In this study, participants who never worked had lower mean scores for the presence and search for meaning in life (MIL) as compared to those who had worked and those who were working. This was in support of the theory (Frankl, 2017) that work leads to meaning in life. However, the calculation of the chi-square did not show any significant influence of working experience on either presence, search, or total meaning in life (MIL). Implying that the condition of working was not a major factor for meaning in life (MIL) in the current quantitative study. It should limitedly be included among theories studying MIL among informal secondary schools in Kenya, except in qualitative studies that do not consider so much the degree of significance.

Also, the aspect of suffering, which was considered in form of having dropped out of school and separation from one's marital home did not have a significant influence on meaning in life (MIL). However, this quantitative study was limited to explore the attitudes (positive or negative) that participants had towards this type of suffering. Nevertheless, the examination revealed that the separated had high presence mean ($M = 5.15$, $SD = 0.91$) and a higher search mean for MIL ($M = 6.00$, $SD = 0.94$) similarly to those who had suffered the loss of schooling had high presence mean ($M = 5.39$, $SD = 1.16$) and higher search for MIL ($M = 6.03$, $SD = 0.79$). These mean scores indicated that suffering does influence meaning in life (MIL), however, this quantitative study could not explore the attitudes that participants had towards these forms of suffering, an essential condition that qualifies the meaning of suffering according to logotherapy theory. Total social support was found to have a significant influence on the presence of MIL ($X^2 = 14.00$, $p = 0.01$), but it was not significant with the search and the total meaning in life (MIL). This means that the logotherapy theory needs to be specific on which aspect of MIL that is realized from having positive relations with loved ones (social support).

V. CONCLUSION

The establishment of social support (IV) showed that students have high social support (more especially those with friends and those who do not work), and generally a high degree of meaning in life (DV). However, the examination of the influence of IV on DV was not found significant for total meaning in life (MIL). It is therefore right to conclude that there are other factors (other than social support), which are responsible for total MIL and consequently for the state of deviant behaviors among informal students at Matrix Algebra school. Also, the quality of relationships with loved ones and participants' attitudes, which are key to interpreting the logotherapy theory of how work, relationships and suffering leads to MIL could not be explored fully in this study. It is conclusive that another psychological theory could have worked better in this quantitative study than logotherapy. Finally, the issue of overlap of meaning and lack of clarity as to what specifically participants referred to as their friends, family or significant others can better be solved by a qualitative study.

VI. RECOMMENDATIONS

This study offers four major recommendations: The school administration should design practical ways like school debates, organize study tours to institutions of innovation or higher learning, and invite counseling psychologists (motivational speakers) to stir curiosity for learning and boost students' search for meaning and behavior change. Also, psychologists and school counselors should explore other behaviorist and cognitive theories, and they should also emphasize peer counseling and peer mediation in schools to ascertain the cause and treatment of deviant behaviors among students in informal schools. Besides, students should positively embrace work as they study since it stood out as a positive and significant aid to having meaning in life (MIL). Finally, a qualitative study that can explore the attitudes and perceptions of students towards social support and suffering should be considered.

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