

A study Malaysian University Students' Perspectives on the Essence of a Meaningful Life

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Abstract: In this qualitative study, we examine Malaysian university student's views on the essence of life's meaning. Through interpretive phenomenological analysis of interviews with 15 students, we uncover that a meaningful life, as perceived by them, is rooted in the pursuit of personal purpose, experiencing positive emotions and nurturing enriching relationships. Students stress the importance of existential mattering, evidenced by altruistic action and societal contributions. Personal growth stands out as well, particularly self-improvement and spiritual development, with an emphasis on faith. This study enhances our understanding of how student conceptualize meaning in life, delineating the multifaceted aspects that contribute to their sense of fulfillment and well-being. The insights derived offer significant implications for designing educational and psychological interventions that aim to boost students' life satisfaction and enrich their understanding of what constitutes life's meaning.

Keywords: *meaning in life, undergraduate students, qualitative study, perception, Malaysia*

1. Introduction

The quest to understand life's meaning has been a pivotal subject across various philosophical and religious spectrums. From a supernaturalist perspective, particularly in religious contexts such as Islam, the essence of life is intertwined with the divine. This is exemplified by the Islamic belief that life's primary purpose is to worship Allah, viewing existence as a test of faith and dedication, with the promise of rewards in the afterlife (Mohamad, Abd. Razak, and Mutiu, 2011). Such perspectives offer a theocentric interpretation of life's purpose, situating human endeavor within a framework of divine significance and moral testing.

Conversely, Subjective Naturalism posits that life's meaning is individually determined, varying from person to person. This view contrasts sharply with objectivism, which argues for the existence of mind-independent truths that define meaningfulness. Instead, Subjective Naturalism suggests that meaningfulness is derived from personal values and goals, irrespective of universal or external standards (Joshua, n.d.). This idea is further explored by Ryan and Deci, who distinguish between intrinsic aspirations, such as personal growth and community service, and extrinsic aspirations like wealth and fame. They found that intrinsic goals are more strongly linked to well-being (Wong, 2013).

Klinger, as cited by Wong (2013), proposes that our pursuit of meaning is a product of evolutionary adaptation, essential for human survival. Viktor Frankl, a notable figure in this discourse, emphasizes the necessity of purpose and meaning in human life. He outlines three critical dimensions to a meaningful existence: creative, experiential, and attitudinal. These involve contributing positively to society, appreciating beauty and love, and transforming suffering into a testament of personal strength and resilience (Turner, 2020).

Wong (2013) further decomposes meaning into four components: purpose, understanding, responsible actions, and evaluation. These encompass motivational, cognitive, behavioral, and emotional aspects of life, respectively. Purpose and understanding align with our life's direction and comprehension of the world, while responsible actions and evaluation relate to ethical behavior and emotional responses to life's situations. The trichotomic model of Martela and Steger (2016) echoes these components, adding the dimensions of self-worth and self-efficacy as vital to the perception of life's significance (Batthyany, 2014).

Park (2010) introduces a dual framework for understanding meaning-making: global and situational beliefs. Global beliefs encompass overarching life goals and expectations, while situational meanings arise from specific life events and their alignment or conflict with global beliefs. This process of meaning-making is dynamic, influenced by both inherited beliefs and personal experiences.

The absence of life's meaning has been linked to various psychological ailments and occupational burnouts in professions like nursing and teaching (Alfuqaha et al. 2021; Barzoki et al. 2018). Conversely, possessing a sense of meaning is associated with positive traits and well-being across different contexts (Reker and Woo 2011; Rasheed, Fatima, and Tariq 2022; Owens et al. 2009). This study aims to delve into undergraduate students' perceptions of what constitutes a meaningful life, a demographic not extensively explored in this context.

2. Literature Review

The literature on life's meaning highlights the significance of interpersonal connections, career aspirations, and societal contributions. Qualitative studies have underscored the importance of these elements, alongside religious beliefs and a sense of significance (Drageset, Haugan, and Tranvåg 2017; Çelik and Mertol 2018). Moreover, the fulfillment of basic physiological needs has also been noted as a critical factor in experiencing meaningfulness (Knizek et al. 2021; Isola, Virrankari, and Hiilamo 2021).

Research has predominantly focused on individuals with significant health challenges, such as cancer or depression, and on elderly populations in care settings (Laranjeira, Leão, and Leal 2013; J. M. Zhang et al. 2022). However, studies specifically addressing university students are relatively scarce (Hill et al. 2015a; 2013a). This gap is notable given the unique psychological and social characteristics of the current generation of university students, who are heavily influenced by technology and face distinct challenges in social interaction and potential isolation.

The relevance of this research is underscored by evidence linking meaningfulness to various aspects of well-being, including emotional, social, psychological health, and academic performance (Doğan et al. 2012; Siwek, Oleszkowicz, and Słowińska 2017; Mason 2017). Understanding the perceptions of university students on meaningfulness could provide valuable insights for developing interventions aimed at enhancing their sense of purpose and overall well-being.

3. Methodology

This research aims to delve into the subjective experiences and perceptions of students regarding the meaning of their lives. To achieve this, we employed a qualitative research methodology, as suggested by Creswell & Poth (2018). This approach enables an in-depth exploration of the participants' perspectives, providing rich, detailed insights that are essential for understanding complex psychological phenomena.

3.1 Data Collection:

Our study utilized a combination of convenience and purposive sampling methods. The participants, primarily undergraduate students, were selected based on their availability and willingness to participate in the study. We ensured all participants were proficient in English to effectively communicate their thoughts. The interviews were conducted in a conducive environment within the university library, with schedules mutually agreed upon by the interviewers and participants.

A semi-structured interview format was employed to facilitate open-ended discussions, allowing participants to express their views freely (Doody & Noonan, 2013). This approach helps in garnering a deeper understanding of the subject matter. An interview protocol, informed by previous qualitative research (Hill et al., 2015; 2013a) and following the guidelines of Rubin and Rubin (2012), was meticulously developed. The interview questions included:

1. What does the meaning of life signify to you?
2. How do you define the meaning of your life?
3. What do you consider as the primary purpose of your life?
4. How would you describe happiness, and what factors contribute to your happiness?
5. If you were to suddenly become sixty years old, what aspects of your youth might you regret?

Probe questions were utilized judiciously to facilitate deeper insights.

3.2 Participant Profile

Our sample was deliberately diverse to provide a comprehensive understanding. Participants included students from various faculties, with a near-equal gender distribution. The final sample size was determined by reaching a saturation point, where no new themes or insights emerged (Saunders et al., 2018).

3.3 Data Analysis:

The data were analyzed using Atlas.ti 23, employing Interpretive Phenomenological Analysis (IPA) as outlined by Smith, Flowers, and Larkin (2021), and Smith (2007). IPA draws from phenomenology, emphasizing participants' subjective perception of their environment, and symbolic interactionism, which focuses on meanings constructed through social interactions.

IPA's goal is to capture the participants' perspectives, balancing their viewpoints with the researchers' interpretations. The analysis involved several stages:

1. Familiarization with the data through continuous listening and transcription.
2. Independent reading and re-reading of the transcripts by two researchers to identify emerging themes.
3. Separate coding of the data by each researcher, followed by the development and refinement of primary themes and sub-themes. Discrepancies were resolved through discussion.
4. A focus on the psychological underpinnings of the themes related to the phenomenon under investigation.

5. Systematic organization and presentation of the themes and sub-themes, illustrating the essence of the participants' perspectives on the research topic.

Table 1 - Participant profile.

Respondent's details	Faculty	Gender
Student 1	Tropical forestry	Female
Student 2	Medical	Female
Student 3	Foundation	male
Student 4	Foundation	Female
Student 5	Foundation	Female
Student 6	Software Engineering	Male
Student 7	Science and Natural Resources	Female
Student 8	Psychology and Education	Female
Student 9	Psychology and Education	Male
Student 10	Psychology and Education	Female
Student 11	Civil engineering	Male
Student 12	Foundation	Male
Student 13	Education and psychology	Male
Student 14	Business, Economy, and Accountancy	Female
Student 15	Business, Economy, and Accountancy	Male

4. Findings

Following our analysis, we came up with five core concepts that represent what students believe about having a meaningful life. These main conceptions were:

- 1- Findings a purpose for your life
- 2- Experience a positive feeling
- 3- Good relationship
- 4- Altruism
- 5- Striving to be better
- 6- Having faith in God

4.1 Finding a purpose for your life

Some students argue that the meaning of life is a subjective entity; each of us has our perception of what is important in life. In other words, each person must navigate the meaning of life, which will be different from others since it also depends on their own experience.

“If you ask me about the meaning of life is very complicated to answer but I think for me. We each find our purpose in life”. (Student 3)

“Why we were born on this planet. So, for the meaning of life is fine some, like, the aim. The goals that you want to achieve in this life. In this planet”. (Student 13)

“Maybe for the people who just basically do not know what is, they do not bother to find their purpose in life. So, by that day, they will be life doing nothing. And just, just”. (Student 3)

“So far because I think that everyone will change. Their mind depends on their age. And their experience”. (Student 7)

“It also goes back. To what they want in life. Maybe the person. Both have the same things. But one of them feels like,” Oh, this is what I want in life. I am good with this”. That is okay”. (Student 6)

So, to have a meaningful life. You need to figure out a purpose for your life. Students observe that a meaningless life is one in which a person does not know what to do. They just wander around, with no clear vision of what their lives are about. Other students argue that having a meaningless life is due to the individual not yet realizing his or her life's purpose. Otherwise, the student asserts the purpose to be part of everyone's life.

“For me, maybe it could be like. be like, they still do not know what the things they want to achieve. So, in the end, they are just stuck. They are just stuck in the darkroom of themselves”. (Student 4)

“Maybe for the people who just basically do not know what is, they do not bother to find their purpose in life. So, by that day, they will be life doing nothing “. (Student 3)

“They do not know what they want to do in their life. Like first things, maybe they have anything. But they do not know what to do. And maybe they do not have anything to do and that is become”. (Student 5)

“Because I never think about someone that has a meaningless life. Because I think that everyone has a purpose, without realizing that they have a purpose. They do not have a meaningless life. They just have not realized it yet”. (Student 8)

4.2 Experiencing positive feeling

For many students, the meaning of life revolves around happiness, joy, and fulfillment. For example, one student's purpose is to finish her degree, get a job, and have money. And then enjoy her life. Another student believes people ultimately want to be satisfied in their life. If their satisfaction does not violate the law.

“If for now. The purpose of my life is to finish. I graduated, then I found a job and earned some money. Then I go traveling, I buy a house and a car. because these things can make me happy you know. yeah, it comes to the same things as happiness. Like I go travel, travel is relaxing, right? then I will feel happy, and reduce my stress.” (Student 7)

“I think that in life also, most people think that there will be a purpose. That is the question, what is the purpose of life? So, for me, life is about findings what satisfies you the most. But it is separated within from the line of law”. (Student 15)

This happiness for some students does not have to be something big, even small things like a delicious meal; another student provides a similar point as well; for him, happiness can come from the smallest things in his daily life, like completing his task.

“Food also can make me happy. If I eat something very delicious. Then I like it, and I will feel happy. Because I think happiness is not such a big thing. Like someone buys you a phone or something. It can be a small thing also. Like someone praise like” You look beautiful today.” I can be happy”. (Student 7)

“But I think my happiness came from what, the smallest happiness in my daily life is when I have completed my task”. (Student 12)

This aspect was also found when students were asked what they would do for the rest of their life IF money were not an issue anymore. And most students express their desire to enjoy life, travel around the world, and rest.

“I think, one of the reasons that I am struggling right now is to gain a degree, to gain a degree is for a job in the future. This is money, so if money is not a matter right, I think I just enjoy myself, not stress myself with assignments. research and so on. The study, so I just relax”. (Student 8)

“I just go to every country that I did not want. Travel, I see what other people do. Because every country has its own culture. So, I am interested to see what their culture is. And I also like to learn their language. Because you know it is, it is just to enjoy. To learn something new. And besides that, I also want to learn what is their history. What is, well I think, that is, how to say that. That is what I want to do. Because you got the money”. (Student 15)

“For me when someone asks me what life all is about. For me, life is everything and every situation that happens in life is not permanent, there will be change anytime. and yeah, as for me is something like that. Nothing is permanent in life. And then we just need to enjoy every moment we have”. (Student 14)

Another approach was found when students were asked about a meaningless life. Some students noted that people with an empty life suffer a lot until their suffering seems inescapable. Moreover, these people reach a point where nothing can cheer them up. Moreover, students consider the need to live in peace, with financial stability (no poverty) and freedom.

“If something is not going their way. more than once in a row. Maybe they got fired from their job, they just lost them. Maybe they're just got a mortgage. So, it keeps happening again and again. And it keeps happening again. They keep going down thinking that they have no hope”. (Student 3)

“From a small matter, maybe, from a stress, just a stress. Then gradually level up to extreme stress. Because they cannot escape from that level”. (Student 8)

“The meaning of life. I mean, the meaning of life is just to live. Like all creatures live. It is one meaning of life. So, we are born. And then grow up. And then die at the end. So, is one of the meanings of life. But how to live, how to have a good life is very important. To not deal with lots of things, poverty,

illness. And lack of basic human rights. This is very important to have a life that you are looking for meaning in it. Otherwise, it will be just like an animal in captivity. Like free animals. Maybe enjoy life better". (Student 10)

4.3 Good relationship

The student noted meaningful life relates to positive relationships with others. For example, Student 1 believes life to be meaningful when we interact with each other. Another student finds happiness when she spends time with her friends. While another student expresses her desire to spend time with the people she cares about, such as her family and boyfriend.

"It is meaningful when we can interact with each other." (Student 1)

"How do I find happiness through all that. I think by spending time with my friends". (Student 2)

"Second maybe could always be with the person I love, I think. Like my mom, my father. They could be here. And my love person". (Student 5)

Besides that, other students noted their need to be appreciated by other people. For example, in Student 9, his happiness is when others appreciate their personality and whatever they do for them. On the other hand, some students said they would regret it if they could not show appreciation to people around them.

"There is a lot. but the things that I want the people to surround me to do is appreciate me. Just a simple appreciation for me. Just can make feel grateful already". (Student 5)

"My source of happiness. When somebody appreciates me. When somebody has appreciated me in terms of my personality. In terms of whatever I do. and then, in terms of whatever I do to them. That is my source of happiness. That makes me happy". (Student 9)

"I will regret the way I appreciate people. because even now, I think, I appreciate people less. I do not appreciate it because I do not know how to express my appreciation". (Student 1)

"I speak rudely to my parents, or even my siblings. I think that things I would regret first". (Student 7)

Students, on the other hand, identify an individual with an empty life as a lonely person who does not have family or close friends. Student 10 provides an example of a person who lost all his family, siblings, and everyone in an earthquake. She believes such a person must feel his life is empty and meaningless.

"I would say. He has no friends. I would say no family. But not very close to their family. They are very isolated". (Student 6)

"As for me, someone that is living an empty life. Something like. Someone that feels that they are very alone. And they do not have someone who can cheer them up". (Student 14)

"I remember there was an earthquake that happened. Fifteen years ago, in Iran. And from a family, all the family you knew die, even relatives.

Interviewers: except for one?

Except for that one. And many people die. There was not anyone who knew about them. Why? Because all the relatives, siblings, everything. All the people who know that guy or that family. Have gone already. But no one can know who they are. I think for me. It is loneliness. To be completely lonely. yeah, not a friend, not a family; this is a scary meaningless life". (Student 10)

4.4 Altruism

For some students, life is not just about doing what makes you happy as an individual. Instead, it is also about bringing happiness to the people around. For example, student 2 wishes to become a doctor so that she can serve humanity by providing health care to those who do not have access to it.

"I think serving mankind. I look forward to being a doctor". (Student 2)

"And if I could save lives and help those who do not have access to hospitals healthcare. Maybe those who are in Sabah". (Student 2)

The main goal for other students is to help their families. Whether by improving their condition or by making them proud. Besides that, other students' points, if they were given the money, they would buy all that their parents and their friends want.

"My meaning of life is to achieve something. That maybe can change my life and my family's life. And the fate of our family". (Student 1)

"I think yes. Because I have a purpose in my life. I want to make my parents proud. That is my biggest purpose. But I have something that I will try to do. I would try to commit my life but there". (Student 12)

"I think I would regret it if I could not achieve my big happiness which is to make my parents proud. That is my regret". (Student 12)

"I want to buy anything my father wants. Because father always said," How lucky I am if I got these". Oh my god. I feel so bad I cannot buy it for him. The same goes for my mom. maybe that thing. And I want to buy it for my friends. My close friend, I could buy it if she needs anything. She can for me. for the money". (Student 5)

Moreover, for one of the students, the meaning of life is determined by our impact on the world. For him, an empty life does not feel life is important to the world. Another student believes the fundamental reason for everything is to serve others. For him interacting and helping others is what makes life worth living.

"I would say so. Because, for me, a meaningful life is like how much of an impact I have on other people, right? Personally, other people. Might say different things. But let us say I was to be gone today. Then my impact on the world would not be so much. So, is not a meaningful life". (Student 6)

"Just a sense of meaningfulness. They do not feel like they are important in the world. Or maybe they cannot. They think that the world itself is meaningless". (Student 6)

"I try to see what the fundamental reason for everything is to serve people". (Student 11)

"We need to interact with others and to help. So, for me that is more full filling. It is a life that is worth living". (Student 11)

4.5 Striving to be better

Students noted our need to be better individuals and that included improving ourselves physically, mentally, emotionally, and spiritually. The reason for that is related to previous aspects of meaningfulness. Because for you to enjoy your life, or to help others. You must be well prepared for that. Whether by developing your character or accumulating money.

"So basically, I need to be strong mentally and physically. Physically because. I need to be strong mentally, physically, emotionally. and spiritually". (Student 11)

"So, I think. First, I must be strong physically. And I must be smart. If I am not smart. How can I help other people". (Student 6)

"If I am not strong, I cannot possibly protect people. I must have wealth. Because with wealth comes power. And with power comes the ability". (Student 6)

"So, if I want to ask if money can buy happiness. I will say yes. Because students do want to enjoy life. When they enjoy it, they will say what a meaningful life it is. But we do not have a capital". (Student 1)

This aspect can be seen with another student who considers the continuous seeking of happiness and avoiding pain to result in a meaningless life. Moreover, the reason for his belief is related to the necessity of suffering to grow as a human being.

"I think someone who is always trying to find happiness. And avoid sadness whenever they can. Is someone who does not have any meaning in their life. Because we need happiness and sadness for a life that has meaning. Without sadness, it might hurt. Hurt to be sad. But it is necessary for our maturity and evolution as a person. For human beings". (Student 3)

On the other hand, many students point out that they would regret it the most if they could not achieve their full potential. The feeling of regret itself (as the main reason for committing suicide) is related to the feeling that you missed an opportunity you once had.

"So, we have. When we fail sometimes I think I will fail in the exam. I fail like, no self. I think the regret feeling. The regret feeling can drive people to commit suicide. Regret feeling, we do not achieve something. In relationships also. When we break up with our partner. Then means that we did not achieve being with our partner. So, we felt regret. I think the regret feeling is the most, the most important. No, I will say like, the regret feeling is the vital factor why people choose to commit suicide".

“Or let us say. Even if, let us say I have a job. And I do not give my all, right? And then I got less pay. The issue is not the less pay, right? The issue is more of, I did not reach my full potential. I say that would be one of my regrets”. (Student 6)

“I did not study hard. Before that, maybe in secondary school”. (Student 13)

“I think the things I would regret is like. I did not study, very hard working, during my primary school or secondary school. Then I would regret maybe sometimes”. (Student 7)

4.6 Having faith in God

For student 11, meaning in life must be based on something we think to be truthful. For him, the meaning of life cannot be comprehended by humans. That is why it has to be based on religion.

“So, it must be based that you, that you think it is truth. Because truth and false I think it is not, it cannot comprehend by the human mind. It must be something”.

“Beyond.” (Inter1)

“To refer to. because we are sinful “. (Student 11)

For another student, life is about spreading meaning through Islam. Another student’s purpose in life is related to their religion. He believes that God created us to be an inheritor of the world. And to fulfill our responsibility toward the world, we ought to be good Muslims. However, other students noted that the people who might have an empty life are the ones who lost their faith in God.

“So, I think the meaning of my life is to spread the meaning through Islam. And I think that is a real job. In this world, that is the meaning of life. While I spread the true meaning of Islam”. (Student 2)

“The purpose of life. Maybe I can relate to religion. Allah has created Khalifah on this earth. I think, I must be a good Muslim”. (Student 12)

“They could not find joy and peace. because it is just, they do not know what they want to rely on. They thought that they were alone. They have nobody else besides them. Well, there is. Is just do not put their faith. And what I mean by that is God”. (Student 3)

5. Discussion

In the present study, we delve into the perceptions of Malaysian university students regarding the essence of a meaningful life. Our investigation reveals diverse insights into what constitutes a meaningful existence. The emergent themes include the pursuit of a purpose, the experience of positive emotions, the cultivation of meaningful relationships, the practice of altruism, the commitment to self-improvement, and the importance of faith in God.

The primary theme underscores the significance of purpose, echoing Victor Frankl's assertion that a life devoid of purpose is untenable. This theme reflects the individuality of purpose, suggesting that what constitutes a meaningful purpose varies greatly from person to person. This variability is influenced by factors such as personal circumstances, social environments, and aspirations. The concept of purpose is both objective and subjective. Objectively, a purpose is an external goal or aspiration. Subjectively, it is a reflection of individual goals and aspirations. This duality is explored in Wong's (2014) work, which discusses how Frankl views each individual's quest for meaning as a unique journey shaped by personal experiences, values, and circumstances. Wong also emphasizes that for a purpose to be truly meaningful and fulfilling, it should involve self-transcendence, extending beyond the self to benefit society or others. This aligns with Bhattacharya's (2011a) findings on the motivational component of Wong's model of meaning in life (Wong, 2012).

The second theme highlights the role of positive experiences in fostering a sense of meaning. Our findings reveal that students place importance on joy and enjoyment, which need not be grandiose or perpetual; even fleeting, pleasant experiences can be significant. This is in line with the work of Hill et al. (2013), who found that the pursuit of happiness is a key source of meaning. Moreover, studies by J. M. Zhang et al. (2022) and others (Q. Zhang, Yang, and Zhang, 2021; Krok and Telka, 2019; Czyżowska and Gurba, 2021) support this, noting that a balance of positive and negative experiences contributes to a meaningful life. Isola, Virrankari, and Hiilamo (2021) further observed that prolonged poverty shifts the focus of purpose from long-term aspirations to immediate survival needs.

The third theme revolves around the importance of relationships. Students emphasize the value of being with loved ones and basing these relationships on mutual appreciation. This is supported by Glaw et al. (2017), who identified relationships as a primary source of meaning, and Ekwonye, Ezumah, and Nwosisi (2021), who found similar results among African immigrants in the USA.

Altruism forms the fourth theme, where students view serving others as a pinnacle goal. This resonates with the concept of stewardship and the notion that doing good for others is intrinsic to a meaningful life (Pinquart, 2002). Studies by Krause, Hill, and Ironson (2019), and Martela and Steger (2016) also support this, linking compassion and helpfulness to a stronger sense of meaning.

The fifth theme addresses the need for self-development in various aspects—psychological, physical, emotional, and financial—as a prerequisite for pursuing other meaningful life aspects. Bhattacharya (2011b) and Hill et al. (2013) also noted the importance of personal growth as a source of meaning.

Finally, faith in God emerges as a crucial element in our findings. Students believe that religious guidance is essential for discerning life's worthwhile pursuits. This is supported by Jung (2020), Steger and Frazier (2005), and You and Lim (2019), who link religiousness to meaning in life. For older individuals, faith in God provides intimacy (Derkx et al., 2020) and for patients with chronic illnesses, it offers resilience and coping mechanisms (Moura et al., 2020).

This study enriches the limited pool of qualitative research on university students' perceptions of meaning, though the qualitative nature of our methodology limits the generalizability and objectivity of our findings.

6. Conclusion

In conclusion, this qualitative study offers insightful perspectives into how Malaysian university students conceptualize the essence of a meaningful life. The findings reveal a multidimensional view, wherein cultivating meaning is a holistic endeavor encompassing the pursuit of personal purpose, nurturing positive emotions and enriching relationships, engaging in altruistic actions that contribute to society, and fostering personal growth through self-improvement and spiritual development.

Students underscore the importance of experiencing joy, well-being, and a sense of fulfillment through enjoyable moments and quality time with loved ones. Simultaneously, they recognize the significance of giving back to the community through acts of kindness and service, which instill a deeper sense of purpose and connection.

Notably, the ability to lead a meaningful life is contingent upon personal well-being, encompassing robust mental, physical, and emotional health, as well as financial stability, which enables altruistic pursuits and liberates individuals from the constraints of poverty.

The study highlights the pivotal role of spiritual beliefs, particularly faith, in providing a framework for understanding life's complexities and offering comfort and guidance in the search for meaning.

These findings have profound implications for educational institutions and psychological interventions, emphasizing the need for a collaborative approach that facilitates self-reflection, personal growth, and the integration of concepts related to meaningfulness within academic settings. Educators play a crucial role in inspiring students to embark on a journey towards understanding the true essence of their lives, while navigating the challenges posed by technological distractions in the contemporary era.

By shedding light on the multifaceted aspects that contribute to students' sense of meaning and fulfillment, this study offers valuable insights for designing educational and psychological interventions aimed at enhancing life satisfaction and enriching the understanding of what constitutes a truly meaningful existence.

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Conflict of Interest

The authors declare no conflicts of interest.

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