Influence of Life Satisfaction on Meaning in Life among International Chinese University Students in Malaysia

Yang Zhijia

Department of Government and Civilization Studies. Faculty of Human Ecology. University Putra Malaysia 43400 UPM Serdang Selangor Darul Ehsan
Email: 492730419@qq.com

Assoc. Prof. Dr. Ratna Roshida Ab. Razak

Department of Government and Civilization Studies. Faculty of Human Ecology. University Putra Malaysia 43400 UPM Serdang Selangor Darul Ehsan
Email: ratna_razak@upm.edu.my

Assoc. Prof. Dr. Lee Yok Fee

Department of Government and Civilization Studies. Faculty of Human Ecology. University Putra Malaysia 43400 UPM Serdang Selangor Darul Ehsan
Email: leeyokfee@upm.edu.my

Dr. Zarina Muhammad

Department of Government and Civilization Studies. Faculty of Human Ecology. University Putra Malaysia 43400 UPM Serdang Selangor Darul Ehsan
Email: zbm@upm.edu.my

Abstract

The issue of meaning in life for Chinese international students is complex and multifaceted. These students are often faced with various challenges and stressors, such as cultural differences, language barriers, academic pressures, and social isolation. These challenges can make it difficult for them to find meaning and purpose in their lives, and may contribute to feelings of alienation, loneliness, and depression. Furthermore, Chinese international students may face additional challenges related to their cultural background, such as conflicts between traditional Chinese values and Western values, and difficulties in reconciling their cultural identity with their new environment. These challenges can create a sense of disorientation and confusion, making it even more difficult for them to find meaning and purpose in their lives. Given these challenges, it is important to understand the factors that contribute to meaning and purpose in life among Chinese international students, and to develop interventions and programs that support their well-being and mental health. This

requires a deeper the cultural and psychological factors that contribute to meaning and purpose in their lives. This study aimed to investigate the level of meaning in life and life satisfaction among international Chinese student, the differences in demographic variables (gender, education background, religion), and the relationship of life satisfaction and meaning in life. participants responded to a questionnaire online via Google form. There are two instruments used in this study, Meaning in Life Questionnaire (MLQ) (Cronbach's Alpha=0.926) and Satisfaction with Life Scale (SWLS) (Cronbach's Alpha=0.856). As for validity analysis, the test results showed that the KMO test values of these two variables in the survey data were 0.847 (MLQ)and 0.778(SWLS). In Pearson correlation test, the results showed that MLQ and SWLS were significantly correlated with each other, with p-values less than 0.01 and correlation coefficients greater than 0, showing a significant positive relationship. The study highlights the importance of enhancing the meaning of life among international university students.

Keywords: Meaning in Life, Life Satisfaction, Logotherapy, International Students.

Introduction

For centuries, philosophers and psychologists have grappled with the concept of the good life, exploring what it entails and how individuals might achieve it. Guignon (1999) and Russell (1930, 1945), among others, have addressed this question, examining what it means to live well and find fulfillment. Philosophers have pursued these ideas since ancient times, asking fundamental questions about happiness, well-being, and the purpose of human existence. At the heart of this inquiry lies the understanding that a truly fulfilling life depends on several essential factors. Among these, life satisfaction, and meaning in life are particularly influential, as they collectively contribute to a person's overall well-being.

As we advance into a modern, interconnected world, these themes become even more significant. For international university students, in particular, the search for meaning and value in life has taken on greater importance. This pursuit of the good life has not only become a personal journey for many young people but also an increasingly relevant topic in psychological research. As students navigate the complexities of a rapidly changing global environment, understanding how life satisfaction and meaning in life contribute to their well-being is essential. Indeed, in this new millennium, few things hold as much value as the search for meaning and purpose—an area that remains a central focus of contemporary psychological study. Through this lens, exploring the ways these factors shape individual experiences offers insights into the broader quest for happiness and fulfillment in today's world.

During this stage of life, college students typically develop their self-identity and a sense of meaning and purpose in life. If they fail to find such purpose, they can readily lose confidence and can experience depression and a sense of meaninglessness. If they lack meaning and purpose in life, they are likely to experience existential emptiness, which involves a state of despair, in combination with depression, helplessness and emptiness (Frankl,1988) The university period is a crucial developmental and growth period of one's life. The pursuit of life satisfaction and the search for meaning in life are fundamental aspects of human existence, influencing well-being, personal fulfillment, and overall happiness. A growing body of literature demonstrates the salience of life satisfaction to children and adolescents' psychological, educational, social, and physical functioning (Suldo et al.,2009),

meriting a complete understanding of the stable and malleable predictors of life satisfaction among youth.

According to previous research by Diener (2000), Kapikiran (2013), and Piko & Hamvai (2010), in addition to personal and environmental factors, demographic variables also significantly influence life satisfaction among students. Life satisfaction levels among adolescents can vary based on their demographic characteristics. This current study aims to examine the effects of various demographic factors—such as gender, educational background, religious affiliation, university attended, and whether the student is living in a foreign country—on the life satisfaction of international students studying abroad.

Given these controversial issues, this study primarily aimed to explore the relationship between meaning in life and life satisfaction, the level of these variables and the difference between variables and demographic variables.

Life Satisfaction

Life satisfaction has been defined as "a person's cognitive and affective evaluations of his or her life" (Diener et al., 2002). Life satisfaction, meaning in life and hope are some of the most important factors that affect the individual's thoughts and feelings in situations of danger.   Life satisfaction refers to an individual's overall assessment of their life. It encompasses various dimensions, including emotional well-being, mental health, physical health, relationships, work, and other aspects of life. People with high life satisfaction generally feel content, fulfilled, and happy with their lives, while those with low life satisfaction may experience dissatisfaction, stress, and unhappiness. It represents a subjective evaluation of one's life in general, taking into account aspects such as personal accomplishments, relationships, and the alignment between one's goals and lived experiences. As a crucial element of subjective well-being, life satisfaction is closely linked to happiness, mental health, and positive emotions. High levels of life satisfaction are typically connected to improved mental and physical health, strong social connections, and increased resilience, whereas low life satisfaction may contribute to feelings of frustration, depression, or anxiety.

The study by Diener (2000), among college students from 17 countries highlighted that happiness and life satisfaction outweighed the significance of money for the majority. Life satisfaction has been linked to many advantageous outcomes. For example, research consistently shows that individuals with high life satisfaction tend to have more positive social relationships, receive more social support, and experience greater marital satisfaction compared to those with lower life satisfaction (Barger, Donoho, & Wayment, 2009; Diener & Seligman, 2002; Pavot & Diener, 2008). Furthermore, individuals with high life satisfaction are at an advantage in terms of occupational success. High life satisfaction is associated with better job performance, greater career satisfaction, increased organizational commitment, and decreased turnover intentions (Erdogan et al., 2012). Life satisfaction is also related to health and longevity. Higher levels of life satisfaction are associated with better overall physical health and fewer long-term health conditions (Siahpush, Spittal, & Singh, 2008). Moreover, individuals with high life satisfaction have a significantly lower risk of mortality than individuals with low life satisfaction (Lyyra et al., 2006; Xu & Roberts, 2010).

Differences in life satisfaction have been observed across various demographic groups in several studies. One study found that while sex or university status did not significantly impact life satisfaction, age played a significant role, with older individuals reporting higher life satisfaction (Hong, S. M. & Giannakopoulos, E., 1994). Another study highlighted a strong correlation between life satisfaction and self-esteem. Students reporting higher life satisfaction tended to have higher self-esteem, and males scored higher in both life satisfaction and self-esteem compared to females (Khatib, S. A.,2013) Additionally, gender differences were noted in loneliness and life satisfaction levels among students, with male students reporting significantly lower levels of loneliness and higher life satisfaction compared to female students (Bugay, A.,2007).Research by (John et al., 2011) demonstrated a significant correlation between life satisfaction and social support among both African American and Caucasian-American populations. Another study (Serin, N. B., Serin, O. & Ozbas, L. F.,2010) found that various factors such as depression, anxiety, satisfaction with their academic department, and socioeconomic status significantly predicted the life satisfaction levels of students.

In summary, these studies collectively suggest that age, self-esteem, gender, social support, mental health factors (like depression and anxiety), satisfaction with the academic department, and socioeconomic status all play distinct roles in influencing an individual's life satisfaction. Understanding these demographic differences and their impacts is crucial in addressing and improving overall life satisfaction among different groups within society.

Meaning in Life and Life Satisfaction
Well-being reflects not only healthy functioning and happiness (Ryan and Huta, 2009), but also serves an evaluative function in the self-determination process (Ryan et al., 2008). A significant body of early research has consistently demonstrated a positive correlation between a sense of meaning in life and life satisfaction. For instance, Fu Zhigao et al (2012), investigated the relationship between college students' sense of life meaning and their life satisfaction, particularly examining how an extroverted sense of life meaning shapes their outlook. The study found a strong connection between the two, indicating that a heightened sense of life meaning can predict greater life satisfaction and positively influence students' attitudes toward their studies and daily lives.

Research frequently links life satisfaction and subjective well-being, with a strong positive correlation between a sense of meaning in life and both of these outcomes. For instance, Steger (2013), found that a person's subjective well-being is directly influenced by the extent to which they perceive meaning in their life. Similarly, Shuyue (2013), reported that when individuals experience a lack of life meaning, their subjective well-being diminishes, indicating a significant relationship between the two.

These studies collectively highlight the critical role that meaning in life plays in promoting both life satisfaction and subjective well-being. The reciprocal relationship between meaning and well-being suggests that fostering one can reinforce the other, creating a positive cycle that supports an individual's overall mental health and resilience. This emphasizes the importance of helping individuals cultivate a sense of purpose, particularly in contexts like education and personal development, where well-being is a fundamental aspect of success and fulfillment.

Methodology

The aim of this research is to investigate the level of meaning in life and life satisfaction among International Chinese students in Malaysia, the relationship of these two variables and the differences on demographic variables, there are a few good instruments that this study can use. So, quantitative method is more suitable for this research. The Satisfaction with Life Scale (SWLS) and Meaning in Life questionnaires (MLQ) were paired and used Google form via the Internet to collect data and analyze using SPSS statistics version 22. The Cronbach's alpha analysis was used to find out the degree of instrumental reliability. Cronbach's test was applied to the scale for meaning in life by Steger, Frazier, Oishi and Kaler (2006). The internal consistency of reliability of meaning in life questionnaire on the Linkert scale that had 10 items was acceptable ($\alpha = 0.78$). Likewise, for this study, the value of Cronbach's Alpha SWLS is at 0.856 level, considered to be very satisfying. This value meets the general criteria that item variations should be associated with a common source. (DeVellis, 2003)

Measures

Meaning in Life Questionnaire

The Meaning in Life Questionnaire (MLQ) is developed to assess individuals' perceptions of meaning in their lives. It evaluates both the presence of meaning—reflecting one's belief that life is inherently meaningful—and the search for meaning, which represents a person's motivation to find or deepen their understanding of life's purpose. The MLQ consists of 10 items, divided into two subscales: five items measure the presence of meaning, while the other five focus on the active search for meaning.

The Presence of Meaning subscale captures how meaningful respondents perceive their lives to be, assessing their sense of purpose and fulfillment. Conversely, the Search for Meaning subscale gauges their level of engagement in seeking meaning, as well as their desire to explore and understand their life's purpose more fully.

Respondents answer each item on a 5-point Likert scale, where 1 indicates "absolutely true" and 5 signifies "absolutely untrue." This range allows individuals to express varying degrees of agreement or disagreement with each statement. The MLQ is a valuable tool in understanding both the extent to which individuals feel their lives are meaningful and their active pursuit of deeper significance, making it useful in psychological research, personal development assessments, and therapeutic contexts.

The Satisfaction with Life Scale

Life satisfaction is measured using the Satisfaction with Life Scale (SWLS) developed by (Diener et al., 1985). The happiness with Life Scale (SWLS) was created as a way to make cognitive judgements, quite as an evaluation of specific satisfaction zones (for example, strength, liveliness). This five-item questionnaire is designed based on Likert scale and it examines generalizations about life conditions, change, and ideal life. The instrument is very unidimensional and short. Since life satisfaction is frequently an important constituent of intellectual well-being, the satisfaction with life scale may have medical usefulness with a varied collection of customers, comprising adults undergoing midlife crisis or adolescents undertaking identity crises. Scores are summed and then averaged. All of five items of the questionnaire are positive.

This measure is appropriate for the present study because it was normed on a diverse group of people and because life satisfaction is often connected to mental well-being (an important component of international students' experience in university stage). Higher score shows higher level of life satisfaction.

Factor analysis was employed to refine the Satisfaction with Life Scale (SWLS), selecting five items from an initial pool of 48. The resulting instrument demonstrates excellent internal consistency, with a Cronbach's alpha of 0.87, indicating strong reliability in measuring life satisfaction. In terms of test-retest reliability, the SWLS also shows high stability over time, evidenced by a two-month correlation coefficient of 0.82, suggesting that the instrument consistently measures life satisfaction across repeated administrations.

The validity of the SWLS was established through concurrent validity testing, which involved two groups of college students. The SWLS scores correlated positively with nine different measures of subjective well-being (SWB) across both groups, further supporting its validity as a reliable indicator of life satisfaction. Importantly, the SWLS did not correlate with a measure of affect intensity, underscoring that it specifically measures life satisfaction rather than general affective states. Additionally, the SWLS scores were found to correlate with various related constructs, including self-esteem, a medical symptoms checklist, neuroticism, and emotional stability. Among older adults, SWLS scores similarly correlated with independent ratings of life satisfaction, confirming the scale's effectiveness across diverse age groups (Diener et al., 1985).

Overall, the SWLS is a robust tool for assessing life satisfaction, offering high reliability, stability, and validity across different populations. Its strong psychometric properties make it well-suited for both research and clinical applications, providing valuable insights into how individuals perceive their quality of life.

Participants
Table 1
Background of respondents (n=58)

Variable	Frequency	Percentage
Gender		
Female	40	68.96
Male	18	31.03
Education Background		
Postgraduate	40	68.96
Undergraduate	18	31.03
Religion		
With Religion	8	13.79
Without Religion	50	86.20
University		
UKM	2	3.44

UM	15	25.86
UPM	11	18.96
USM	10	17.24
UTM	20	34.48
staying in Malaysia		
No	3	5.17
Yes	55	94.82

Table 1 consists of five background factors namely：gender, education background , religion, different university and if stay in Malaysia. In order to achieve this objective, therefore, these background factors were briefly discussed below.

With regards to gender, among 58 of total respondents of, the descriptive analysis in Table 2.1 presented the gender distribution of male and female, in which male respondents recorded 18 persons or 31%, while female respondents were 50 or 69 %. This shows that female respondents have a higher percentage than male respondents.

A total of 5 public universities, representing 5 different regions were involved in this study. Respondents from UM amounted to 15 persons (26 %) and 10 students (17%) were from USM, 11 students (19 %) from UPM. 2 students (3%) from UKM, 20 students (34%) from UTM. This indicated that there is almost an even distribution in different university.

A total of 40 (69%) respondents are postgraduate students and 18 (31%) respondents are undergraduate students. This shows that postgraduate have a higher percentage than undergraduate. This indicated most international students study abroad in order to obtain a higher degree.

For the religion of respondents, only 8 (14%) students with religion and 50 (86%) respondents without religion. There are 55 (95%) students currently staying in Malaysia and 3(5%) students who are not. This indicated that most students still prefer to teach face-to-face rather than online.

Result and Analysis
The aim of this study is to determine the level of life satisfaction and meaning in life among international Chinese students, the differences between demographic variables and the relationship of IV and DV. So, the results are divided into two parts: Descriptive Statistics of Respondents-the level of life satisfaction and meaning in life. Inferential Statistics of Respondents-the differences between demographic variables and the relationship between IV and DV

Descriptive Statistics of Respondents

Table 2
The level of Meaning in Life

Level	Frequency	Percentage
Low (1-2)	2	3.40%
Medium (3-5)	23	39.70%
High (6-7)	33	56.90%
Total	58	100%

M=5.202 SD=1.323

This 10-item version of the MLQ test score was divided into 3 levels, which is (1-2) as low that suggest a lack of life meaning, (3-5) reflect moderate levels of meaning and (6-7) as high meaning in life.

Table 2 provides a detailed breakdown of the levels of "meaning in life" as reported by the participants in the study. Out of a total of 58 individuals, only 3.4% (2 participants) indicated that they have a low sense of meaning in life, with scores falling between 1 and 2. This small percentage suggests that very few people in the sample feel a lack of purpose or direction in life. Meanwhile, a more substantial portion of the group, 39.7% (23 participants), reported a moderate level of meaning in life, with scores between 3 and 5. This indicates that for a significant number of participants, life holds a fair amount of meaning, though perhaps not a deeply fulfilling or clear sense of purpose.

The largest percentage of participants, 56.9% (33 individuals), reported a high level of meaning in life, scoring between 6 and 7. This suggests that the majority of the participants in this study experience a strong sense of purpose, direction, and significance in their lives. These findings imply that, overall, most participants feel that their lives are meaningful.

The average (mean) score for meaning in life among all participants is 5.202, and the standard deviation is 1.323. This average score further supports the observation that participants generally feel a positive sense of meaning in their lives. The standard deviation indicates some variability among individual experiences, reflecting that while many participants report high levels of meaning, others feel moderately or even minimally fulfilled. Overall, the data points to a trend where most individuals in this sample find considerable meaning in life, but there is a range in how strongly this is experienced.

Table 3
The level of Life Satisfaction

Level	Frequency	Percentage
Low (1-2)	4	3.40%
Medium (3-5)	43	39.70%
High (6-7)	11	56.90%
Total	58	100%

M=5.202   SD=1.323

This 5-item version of the SWLS test score was divided into 3 levels, which is (1-2) as low that suggest a lack of life meaning, (3-5) reflect moderate levels of meaning and (6-7) as high meaning in life.

Table 3 provides an overview of the distribution of life satisfaction levels among participants. Out of a total of 58 participants, 6.9% (4 participants) reported a low level of life satisfaction, scoring between 1 and 2. This indicates that a small portion of the group feels a lower degree of satisfaction with their lives. In contrast, the majority of participants, 74.1% (43 participants), reported a moderate level of life satisfaction, with scores ranging from 3 to 5. This suggests that most individuals perceive their life satisfaction as being in the middle range rather than at the extremes. Finally, 19.0% of the participants (11 individuals) reported a high level of life satisfaction, with scores between 6 and 7, indicating a smaller segment of the group with a strong sense of satisfaction in life. The mean score for life satisfaction across all participants is 5.202, with a standard deviation of 1.323. This average score points to a generally moderate level of life satisfaction within the group, while the standard deviation indicates some variation in satisfaction levels among individuals. Overall, these results suggest that life satisfaction varies among participants, with most people experiencing it at a moderate level.

Inferential Statistics of Respondents

Table 4
An independent Sample T-test of Gender on the Meaning in Life and Life Satisfaction

	Gender(M±SD)		t	p
	Female(n=40)	Male(n=18)		
Meaning in life	5.128±1.396	5.372±1.169	-0.646	0.521
Life satisfaction	4.635±1.238	4.756±1.342	-0.334	0.739

*$p<0.05$ **$p<0.01$ ***$p<0.001$

Table 4 presents the results of an independent sample t-test examining gender differences in "meaning in life" and "life satisfaction." For "meaning in life," females (n=40) had a mean score of 5.128 (SD=1.396), while males (n=18) had a mean score of 5.372 (SD=1.169). The t-value of -0.646 and p-value of 0.521 indicate that this difference is not statistically significant. Similarly, for "life satisfaction," females scored a mean of 4.635 (SD=1.238) and males scored a mean of 4.756 (SD=1.342), with a t-value of -0.334 and p-value of 0.739, which is also not statistically significant. Therefore, there are no significant gender differences in either "meaning in life" or "life satisfaction" among the participants.

Table 5

An Independent Sample T-test of Education Background on the Meaning in Life and Life Satisfaction

	Education Background(M±SD)		t	p
	Postgraduate(n=40)	Undergraduate(n=18)		
Meaning in life	5.198±1.212	5.217±1.584	-0.049	0.961
Life satisfaction	4.590±1.132	4.856±1.527	-0.739	0.463

*p<0.05 **p<0.01 ***p<0.001

Table 5 presents the results of an independent sample t-test examining the effect of educational background (postgraduate vs. undergraduate) on "meaning in life" and "life satisfaction." For "meaning in life," postgraduates (n=40) had a mean score of 5.198 (SD=1.212), while undergraduates (n=18) had a mean score of 5.217 (SD=1.584). The t-value of -0.049 and p-value of 0.961 indicate no statistically significant difference between the groups. For "life satisfaction," postgraduates had a mean score of 4.590 (SD=1.132), while undergraduates had a mean score of 4.856 (SD=1.527), with a t-value of -0.739 and p-value of 0.463, which also shows no significant difference. Thus, educational background does not significantly impact either "meaning in life" or "life satisfaction" among the international Chinese student.

Table 6

An Independent Sample T-test of Religion on the Meaning in Life and Life Satisfaction

	Religion(M±SD)		t	p
	With Religion(n=8)	Without Religion(n=50)		
Meaning in life	4.987±2.123	5.238±1.178	-0.494	0.623
Life satisfaction	5.825±1.212	4.488±1.177	2.971	0.004**

*p<0.05 **p<0.01 ***p<0.001

Table 6 shows the results of an independent sample t-test examining the impact of religious affiliation (with vs. without religion) on "meaning in life" and "life satisfaction." For "meaning in life," participants with a religious affiliation (n=8) had a mean score of 4.987 (SD=2.123), while those without religion (n=50) had a mean score of 5.238 (SD=1.178). The t-value of -0.494 and p-value of 0.623 indicate that this difference is not statistically significant. For "life satisfaction," participants with religion had a mean score of 5.825 (SD=1.212), while those without religion had a mean score of 4.488 (SD=1.177). The t-value of 2.971 and p-value of 0.004 show that this difference is statistically significant at the 0.01 level, indicating that participants with religion report significantly higher life satisfaction than those without religion.

Table 7

Anova results of Different Schools on Meaning in Life and Life Satisfaction

	University(M±SD)					F	p
	UKM(n=2)	UM(n=15)	UPM(n=11)	USM(n=10)	UTM(n=20)		
Meaning in life	7.000±0.000	5.867±0.974	4.464±1.424	5.082±1.138	4.995±1.350	3.333	0.017*
Life satisfaction	7.000±0.000	4.693±1.346	4.091±1.573	4.500±0.876	4.830±0.978	2.706	0.040*

*p<0.05 **p<0.01 ***p<0.001

Table 7 presents the results of an ANOVA test comparing the meaning in life and life satisfaction across five different universities (UKM, UM, UPM, USM, and UTM). For both "meaning in life" and "life satisfaction," significant differences were found between the universities, as indicated by the p-values being less than 0.05.

For meaning in life, UKM (7.000±0.000) had the highest score, followed by UM (5.867±0.974), while UPM (4.464±1.424), USM (5.082±1.138), and UTM (4.995±1.350) scored lower. The F value for meaning in life was 3.333, with a p-value of 0.017, suggesting that the differences across the universities are statistically significant.

For life satisfaction, UKM again had the highest score (7.000±0.000), followed by UTM (4.830±0.978), USM (4.500±0.876), UM (4.693±1.346), and UPM (4.091±1.573). The F value for life satisfaction was 2.706, with a p-value of 0.040, indicating a statistically significant difference across the universities.

These results suggest that the universities studied differ in terms of students' perceived meaning in life and life satisfaction.

Table 8
Pearson Correlation Analysis

	Meaning in life	Life satisfaction
Meaning in life	1.000	
Life satisfaction	0.484***	1.000

*p<0.05 **p<0.01 ***p<0.001

Table 8 presents the results of a Pearson correlation analysis between meaning in life and life satisfaction. The correlation coefficient between the two variables is 0.484, with a p-value of less than 0.001 (denoted as ***), indicating a moderate and statistically significant positive relationship. This suggests that as meaning in life increases, life satisfaction tends to increase as well. The correlation value of 0.484 indicates a moderate strength of this association.

Discussion
This study conducted a preliminary survey on Chinese international students' meaning in life and life satisfaction using two questionnaires, The Meaning in Life Questionnaire and The Satisfaction with Life Scale. The results of this study show that Chinese international students have a high sense of meaning in life and a medium-high level of life satisfaction. Moreover, there is a significant positive correlation between Chinese international students' meaning of life and life satisfaction. However, regarding the variability on demographic variables, there is no significant difference between meaning of life and life satisfaction in terms of gender and educational background, and in terms of religious beliefs, Chinese international students with religious beliefs have significantly higher life satisfaction than those without religious beliefs, so life satisfaction shows significant variability in terms of religious beliefs. For different universities, there are also significant differences in the meaning of life and life satisfaction of international students. Finally, there is a significant positive correlation between meaning of life and life satisfaction. So, is there a mediating variable to do influence in the middle of meaning of life and life satisfaction of Chinese

international students? More influencing factors need to be added to the study for further investigation.

Conclusion

Based on the above research study, it is fair to conclude that the life satisfaction of Chinese students in Malaysia depends largely on how well they understand the meaning of life. Therefore, meaning in life is vital for a general evaluation of one 's life (Çivitci, 2009). Developing meaning in one's life is vital because it determines one's satisfaction with life and buffers negative emotions well. Increased meaning in life results in attainment of higher levels of well-being (Ji et al., 2019) and a better quality of life. Overall, there is a consistency between the current findings and the findings of earlier previous scholars. Therefore, Chinese international students who have a lower sense of meaning and value in life are also less satisfied with their lives. The same applies to international students who have good life outcomes because of their positive psychological states.

Significant of this Reserch

Meaning in life is a central concept in existential psychology, often linked to personal growth, resilience, and overall mental health. The research might suggest that higher life satisfaction could enhance a student's ability to find or cultivate meaning in their life, which could, in turn, lead to better emotional regulation, academic performance, and social integration. This is particularly important for international students who may experience identity conflicts or cultural dissonance. Findings from this research could be used to inform university policies and support systems aimed at improving the well-being of international students. By understanding the link between life satisfaction and meaning, universities might design more effective counseling programs, peer support networks, and activities that focus on fostering a sense of belonging and purpose for these students. Understanding the psychological dynamics of life satisfaction and meaning can have broader implications for mental health interventions, particularly for students who may experience higher levels of stress, anxiety, or depression due to the challenges of studying abroad. Addressing life satisfaction could be a preventive strategy to mitigate these mental health risks.

The significance of this research lies in its potential to provide actionable insights into improving the mental health and well-being of international Chinese students in Malaysia by understanding how life satisfaction affects their sense of meaning in life. This could lead to more effective support strategies, enhance student retention and success, and contribute to the broader field of cross-cultural psychology.

References

Diener, E. D., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessement, 49(1):71-75, (1985)*

Diener, E. D., Suh, E., Lucas, R. & Smith, H. (1999). Subjective well-being:" Three decades of progress. *Psychological Bulletin, 125(2):276-302, (1999)*

Myers, D. G., Diener, E. (1995). "Who is happy?"*Psychological Science, 6 (1):10-19, (1995)*

Shin, D. C., & Johnson, D. M. (1978). "Avowed happiness as an overall assessment of the quality of life," *Social Indicators Research, 5(1-4):475-492, (1978)*

Diener, E. (2000)."Subjective well-being: The science of happiness and a proposal for a national index,"*American Psychologist, 55(1)34-43, (2000)*

Andrews, F. M. & Withey, S. B. (1976). "Social indicator of subjective well beings:" America's perception of quality of life. *New Yark: Plenum Press, (1976)*

Huebner, E. S., Suldo, S. M., Smith, L. C. & McKnight, C. G. (2004). "Life satisfaction in children and youth: Empirical foundations and implications for school psychologists," *Psychology in the Schools, 41(1):81-93, (2004)*

Wu, C-H. & Yao, G. (2006). "Analysis of factorial invariance across gender in the Taiwan version of the Satisfaction with Life Scale," *Personality and Individual Differences, 40(6):1259–1268, (2006)*

Jan, M. & Masood, T. (2008). "An Assessment of Life Satisfaction among Women," Studies on Home and Community Science, 2(1): 33-42, (2008). *Retrieved fromhttp://www. Krep ublishers.com/02-Journals/S-HCS/HCS-02-0-000-08-Web/HCS-02-1-001-08-Abst Text/HCS-02-1-033-08-035-Jan-M/HCS-02-1-033-08-035-Jan-M-Tt.pdf*

Eid, M. & Diener, E. (2004). "Global judgments of subjective well-being: Situational variability and long-term stability," *Social Indicators Research, 65(3):245-277, (2004)*

Heller, D., Watson, D. & Hies, R. (2004). "The role of person versus situation in life satisfaction: a critical examination," *Psychological Bulletin, 130(4):574-600(2004)*

Costa, P. T. J., & McCrae, R. R. (1980). "Influence of extraversion and neuroticism on subjective well-being: happy and unhappy people," *Journal of Personality and Social Psychology, 38(4):668-678(1980)*

Hong, S. M., & Giannakopoulos, E. (1994). "Effects of age, sex, and university status on life-satisfaction, "*Psychological Reports, 74 (1):99-103(1994)*

Khatib, S. A. (2013). "Satisfaction with life, Self-esteem, gender and marital status as predictors of depressive symptoms among United Arab Emirates college students," *International Journal of Psychology and Counselling, 5(3):53-61, (2013)*

Bugay, A. (2007). "Loneliness and life satisfaction of Turkish university students," Education in a Changing Environment Conference, 371-376(2007) Education Development Unit, University of Salford, Salford. *Retrieved from http://www.iscet.pt/sites/default/files/obsolidao/Artigos/Loneliness%20and%20Life %20Satisfaction%20on%20Turkish%20University%20Students.pdf*

John, F., Adekunle, A., Jamal, M. & Tashia, B. (2011). "Religious commitment, social support and life satisfaction among college students," College Student Journal, 45 (2):393(2011). *Retrieved from http://www.questia.com/library/p1917/college-student-journal/i2619440/vol-45-no-2-june*

Serin, N. B., Serin, O. & Ozbas, L. F. (2010). "Predicting university students' life satisfaction by their anxiety and depression level," *Procedia Social and Behavioral Sciences, 9:579–582(2010)*

Sam, D. L. (2001). "Satisfaction with life among international students: An exploratory study," *Social Indicators Research, 53(3): 315-337(2001)*

Frankl, V. E. (1958) .On logotherapy and existential analysis. *American Journal of Psychoanalysis,18(1) ,28 —37.*

Frankl, V. E. (1985).Man's search for meaning.*New York,NY: Washington Square Press: Simon and Schuster*

Hill, C. E. (2018).Meaning in life: A therapist's guide.*Washington,DC,US: American Psychological Association.*

Zika, S., & Chamberlian, K. (1987). Relation of hassles and personality to subjective well-being[J].*Journal of Personality and Social Psychology.1987,53(1),155-162.*

Steger, M. F. (2007). Structural validity of the Life egards Index. *Measurement and Evaluation in Counseling and Development, 2007:40, 97–109.*

Steger, M. F., & Kashdan, T. B. (2007). Stability and specificity of meaning in life and life satisfaction over one year: Implications for outcome assessment. *Journal of Happiness Studies, 2007:8,161–179*

Steger, M. F., Frazier, P., Oishi, S., & Kaler, M. (2006). The Meaning in Life Questionnaire: Assessing the presence of and search for meaning in life.*Journal of Counseling Psychology,2006,53:80–93.*

Zika, S., & Chamberlain, K. (1987). Relation of hassles and personality to subjective well-being. *Journal of Personality and Social Psychology, 1987,53:155–162.*

Zika, S., & Chamberlain, K. (1992). On the relation between meaning in life and psychological well-being.*British Journal of Psychology, 1992,83: 133–145.*

Steger, M. F., Kawabata, Y., Shimai, S., & Otake, K. (2008). The meaningful life in Japan and the United States: Levels and correlates of meaning in life. *Journal of Research in Personality, 2008,42:660–678.*

Arslan, C., Hamarta, E., & Uslu, M. (2010). The relationship between conflict communication, self-esteem and life satisfaction in university students. *Educational Research and Reviews,5(1),31-34. Retrieved from http://www.academicjournals.org*

Lin, L. (1998). Chinese graduate students'perception of their adjustment experiences at the University of Pittsburgh.*Unpub- lished doctoral dissertation, University of Pittsburgh.*

Lu, Y. (2002). Communication strategies used by Chinese graduate students in a study abroad academic context. *Unpublished doctoral dissertation, University of Queen's University at Kingston (Canada).*