



Faculty of Cognitive Sciences and Human Development

**THE RELATIONSHIP BETWEEN OPTIMISM, LIFE SATISFACTION,
AND MEANING OF LIFE AMONG UNIMAS STUDENTS**

LYDIA WONG MIN HUI

Bachelor in Psychology (Honours)

2024

**THE RELATIONSHIP BETWEEN OPTIMISM, LIFE SATISFACTION, AND
MEANING OF LIFE AMONG UNIMAS STUDENTS**

LYDIA WONG MIN HUI

This project is submitted
in partial fulfilment of the requirements for a
Bachelor in Psychology with Honours

Faculty of Cognitive Sciences and Human Development
UNIVERSITI MALAYSIA SARAWAK
(2024)

The project entitled '[The Relationship Between Optimism, Life Satisfaction, Meaning of Life AMONG UNIMAS Students]' was prepared by [Lydia Wong Min Hui 79925] and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor in Psychology with Honours

Received for examination by:


DR VOON SIOK PING
KB04845; PK04067
Lecturer (Psychology Programme)
Faculty of Cognitive Science and Human Development
UNIVERSITI MALAYSIA SARAWAK

(VOON SIOK PING)

Date:

25/7/2024

Gred

A

ACKNOWLEDGEMENT

I am grateful to all those who have guided and supported me on this journey, whether directly or indirectly, from the outset to the conclusion of this project. Initially, I would like to express my gratitude to my Lord for providing me with the fortitude and determination necessary to finish this task. Even when I felt like giving up and was unmotivated to continue working on this project, he never once abandoned me. Consequently, I am grateful to Him for facilitating this journey by providing me with an adequate amount of time and both physical and mental health until I complete this project.

It is imperative that I acknowledge the unwavering support that my supervisor, Dr. Voon Siok Ping, has provided me throughout the completion process. I am grateful to her for her prompt and insightful feedback and comments, which I believe will enable me to deliver my best work on this project.

I would also like to express my gratitude to my dear parents. Despite the fact that you are unaware of the work I have undertaken in this research and project, your understanding, patient hearing, and care have provided me with the motivation to complete it successfully. I am unable to articulate my appreciation. Your encouragement was my source of motivation when I was at my lowest. Furthermore, I am appreciative of the kindness and assistance of my friends, who enabled me to resolve my uncertainties and inspired me to believe that I would make every effort to finish this project. Lastly, I would like to extend my gratitude to all the participants for dedicating their valuable time to completing the questionnaires for this project. This research would perpetually remain an ongoing endeavor without your assistance.

Lastly, I trust that this modest project, despite its potential weaknesses, will be advantageous to society, organisations, or individuals.

TABLE OF CONTENTS

LIST OF TABLES	I
LIST OF FIGURES	III
ABSTRACT	IV
ABSTRAK	V
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.0 Introduction	1
1.1 Background of Study.....	1
1.2 Problem Statement	4
1.3 Research Objectives	6
1.3.1 General Objective	6
1.3.2 Specific Objectives	6
1.4 Research Questions.....	7
1.5 Research Hypotheses.....	7
1.6 Conceptual Framework	8
1.7 Significance of Study	9
1.8 Definition of Terms.....	11
1.8.1 Optimism	11
1.8.2 Life Satisfaction	11
1.8.3 Meaning of Life	12
1.9 Summary	13

CHAPTER TWO	14
LITERATURE REVIEW.....	14
2.0 Introduction	14
2.1 Optimism.....	14
2.1.1 Background of Optimism.....	14
2.1.2 Theory Related to Optimism.....	15
2.1.3 Scales Used for Optimism	16
2.1.4 Previous Finding Related to Optimism.....	17
2.2 Life Satisfaction	19
2.2.1 Background of Life Satisfaction	19
2.2.2 Theory Related to Life Satisfaction	20
2.2.3 Scale Used for Life Satisfaction.....	22
2.2.4 Previous Findings Related to Life Satisfaction	22
2.3 Meaning of Life.....	24
2.3.1 Background of Meaning of Life	24
2.3.2 Theory Related Meaning of Life.....	25
2.3.3 Scale Used for Meaning of Life.....	26
2.3.4 Previous Finding Related to Meaning of Life.....	27
2.4 Previous Findings Related to Optimism, Life Satisfaction, And Meaning of Life	29
2.5 Summary	31
CHAPTER THREE	32

METHODOLOGY	32
3.0 Introduction	32
3.1 Research Design.....	32
3.2 Population and Sample	34
3.2.1 Population	34
3.2.1 Sample	34
3.3 Instruments	36
3.3.1 Section A: Demographics	36
3.3.2 Section B: Life Orientation Test-Revised (LOT-R)	38
3.3.3 Section C: Satisfaction with Life Scale (SWLS)	38
3.3.4 Section D: Meaning in Life Questionnaire (MLQ).....	39
3.4 Reliability	40
3.4.1 Life Orientation Test-Revised (LOT-R)	40
3.4.2 Satisfaction with Life Scale (SWLS).....	41
3.4.3 Meaning of Life (MLQ).....	41
3.4.3.1 Presence of Meaning Subscale	43
3.4.3.2 Search of Meaning Subscale	44
3.5 Procedures.....	45
3.6 Data Analysis Procedures	46
3.6.1 Descriptive Data Analysis.....	46
3.6.2 Inferential Data Analysis	46
3.7 Summary	48

CHAPTER FOUR.....	49
FINDING AND DISCUSSION	49
4.0 Introduction	49
4.1 Normality Test	49
4.1.1 Normality Test for Optimism.....	49
4.1.2 Normality Test for Life Satisfaction	50
4.1.3 Normality Test for Meaning of Life	51
4.2 Respondent and Informant Profile	53
4.2.1 Gender.....	53
4.2.2 Age.....	54
4.2.3 Year of Study	55
4.2.4 Faculties	56
4.2.5 Race	58
4.2.6 Religion.....	59
4.2.7 CGPA.....	60
4.3 Main Finding.....	61
4.3.1 Relationship between Optimism and Life Satisfaction.....	61
4.3.2 Relationship between Optimism and Meaning of Life	62
4.3.3 Relationship between Life Satisfaction and Meaning of Life.....	63
4.3.4 Meaning of life mediates the relationship between optimism and life satisfaction	64
4.4 Discussion	67

4.4.1 Relationship between Optimism and Life Satisfaction.....	67
4.4.2 Relationship between Optimism and Meaning of Life	69
4.4.3 Relationship between Life Satisfaction and Meaning of Life.....	70
4.4.4 Meaning of Life Mediates as Optimism and Life Satisfaction	71
4.5 Summary	73
CHAPTER 5.....	74
5.0 Introduction	74
5.1 Research Summary	74
5.2 Research Implications	75
5.3 Limitations of Study	77
5.4 Recommendation	78
5.6 Conclusion	80
REFERENCES.....	81
APPENDICES	91

LIST OF TABLES

Table 1. <i>Reliability for Life Orientation Test-Revised(LOT-R)</i>	40
Table 2. <i>Reliability for Satisfaction with Life Scale (SWLS)</i>	41
Table 3. <i>Reliability for Meaning of Life(MLQ)</i>	41
Table 4. <i>Reliability for Presence of Meaning Subscale</i>	43
Table 5. <i>Reliability for Search of Meaning Subscale</i>	44
Table 6. <i>The Statistical Tests Used to Analyze the Hypotheses</i>	47
Table 7. <i>Normality Test for Optimism</i>	49
Table 8. <i>Normality Test for Life Satisfaction</i>	50
Table 9. <i>Normality Test for Meaning of Life</i>	51
Table 10. <i>Responder's Gender</i>	53
Table 11. <i>Responder's Age</i>	54
Table 12. <i>Respondents' Years of Study</i>	55
Table 13. <i>Responders' Faculties</i>	56
Table 14. <i>Respondents' Race</i>	58
Table 15. <i>Respondents' Religion</i>	59
Table 16. <i>Respondents' CGPA</i>	60
Table 17. <i>Pearson Correlation for Optimism and Life Satisfaction</i>	61
Table 18. <i>Pearson Correlation for Optimism and Meaning of Life</i>	62
Table 19. <i>Pearson Correlation for Life Satisfaction and Meaning of Life</i>	63

Table 20. <i>Process Marco for Outcome Variable (Meaning of Life)</i>	64
Table 21. <i>Process Marco for Outcome Variable (Life Satisfaction)</i>	65
Table 22. <i>Process Marco for Total Effect Model</i>	66
Table 23. <i>Process Marco for Total, Direct, And Indirect Effects Of Optimism(X) On Life Satisfaction(Y)</i>	66

LIST OF FIGURES

Figure 1. <i>The Conceptual Framework of the Study</i>	8
Figure 2. <i>Normal Q-Q Plot of Optimism</i>	50
Figure 3. <i>Normal Q-Q Plot of Life Satisfaction</i>	51
Figure 4. <i>Normal Q-Q Plot of Meaning of Life</i>	52
Figure 5. <i>Pie chart of Respondents' Gender</i>	53
Figure 6. <i>Pie chart of Responders' Age</i>	54
Figure 7. <i>Pie Chart of Respondents' Year of Study</i>	55
Figure 8. <i>Pie chart of Respondents' Faculties</i>	57
Figure 9. <i>Pie Chart of Respondents' Race</i>	58
Figure 10. <i>Pie Charts of Respondents' Religion</i>	59
Figure 11. <i>Pie Charts of Respondents' CGPA</i>	60
Figure 12. <i>Scatter Plot on the Relationship Between Optimism and Life Satisfaction</i>	61
Figure 13. <i>Scatter Plot on the Relationship Between Optimism and Meaning of Life</i>	62
Figure 14. <i>Scatter Plot on the Relationship Between Life Satisfaction and Meaning of Life</i>	63

ABSTRACT

The research aims to investigate the relationship between optimism, life satisfaction, and the meaning of life among undergraduate students at University Malaysia Sarawak (UNIMAS). The study investigates the correlation between optimism and life satisfaction, optimism and the meaning of life, and life satisfaction and the meaning of life. The Pearson correlation is used in this analysis to examine the relationship between three variables. This investigation also investigates the role of the meaning of life in mediating the relationship between optimism and the meaning of life through the use of multiple regression. A total of 340 undergraduate students from UNIMAS participated in this quantitative investigation. An online survey was used to gather research data. The descriptive and inferential statistics were derived by data analysis using the statistical software IBM SPSS Statistics 27. The study revealed that optimism exhibited a positive correlation with both life satisfaction and the sense of meaning in life. Moreover, the result finding show that meaning in life played a crucial role in connecting optimism and satisfaction with undergraduate students' lives. The results indicate that cultivating optimism in students can improve their overall well-being by nurturing both life satisfaction and a sense of purpose. Consequently, this can enable them to more effectively negotiate the intricacies of university life.

Keywords: Optimism, Life Satisfaction, Meaning of Life

ABSTRAK

Kajian ini bertujuan untuk menyiasat hubungan antara optimisme, kepuasan hidup, dan makna kehidupan dalam kalangan mahasiswa di Universiti Malaysia Sarawak (UNIMAS). Kajian ini menyiasat hubungan antara optimisme dan kepuasan hidup, optimisme dan makna kehidupan, serta kepuasan hidup dan makna kehidupan. Korelasi Pearson digunakan dalam analisis ini untuk mengkaji hubungan antara tiga pembolehubah. Kajian ini juga menyiasat peranan makna kehidupan dalam mengantara hubungan antara optimisme dan makna kehidupan melalui penggunaan multiple regresi. Kajian ini terdapat seramai 340 pelajar sarjanah muda di UNIMAS menyertai kajian kuantitatif ini. Tinjauan dalam talian digunakan untuk mengumpul data penyelidikan. Kajian itu mendedahkan bahawa optimisme mempunyai hubungan positif dengan kedua-dua kepuasan hidup dan makna kehidupan. Selain itu, dapatan kajian menunjukkan bahawa makna kehidupan memainkan peranan penting dalam penghubungan optimisme dan kepuasan hidup dalam kalangan mahasiswa. Keputusan dapatan menunjukkan bahawa memupuk sikap optimisme dalam pelajar sarjana muda boleh meningkatkan kesejahteraan keseluruhan mereka dengan memupuk kedua-dua kepuasan hidup dan rasa tujuan. Oleh itu, mahasiswa dapat mengatasi kerumitan kehidupan universiti dengan lebih berkesan.

Kata kunci: Optimisme, Kepuasan Hidup, Makna Kehidupan

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter is viewed as the initial section that introduces the research topic concerning the relationship between optimism, life satisfaction, and meaning of life. It elucidates the background of the study and problem statement, highlighting its significance within the field of psychology and addressing existing research gaps. Additionally, this chapter aims to outline the research objectives as well as establish the hypothesis and conceptual framework. Lastly, the key terminology and objectives of the study are defined.

1.1 Background of Study

University life is a meaningful and essential moment in the lives of young people. Students have many difficulties, decisions, and concerns about their present and future as they make their way through the complexity of academics, personal development, and the transition to adulthood. Consequently, it becomes imperative to cultivate the mindset that every arduous situation harbors a component that is relatively uncomplicated, thereby fostering an optimistic outlook (Çakır & Harmandar Demirel, 2019). The student experience is replete with various obstacles and adversities, necessitating the cultivation of adaptability and a proactive attitude towards acquiring knowledge. The level of optimism exhibited by students has the potential to influence their overall life satisfaction and their interpretation of life's purpose. Hence, this study investigates the interaction between optimism, life satisfaction, and life meaning,

postulating that there exists a beneficial linear connection between optimism and students' levels of life satisfaction and meaning in life.

Optimism, which entails maintaining a positive perspective and possessing confidence in favourable results, plays a crucial role in enabling students to surmount academic challenges and confront the uncertainties of life. Optimism is the broad belief that life will typically provide more positive than negative experiences (Scheier & Carver, 1985). Research conducted by Richiteanu-Nastase et al.(2019) suggest that there is a positive correlation between age and a heightened level of optimism. In other words, as people get older, they become more optimistic because they have a more mature grasp of the world around them. Pessimistic individuals possess a tendency to anticipate unfavourable events befalling them, while their optimistic counterparts hold an expectation for favourable outcomes (Muthiah et al., 2022).

Ünüvar et al. (2012) define life satisfaction as an individual's ability to assess their own quality of life using subjective criteria. The term "life satisfaction" pertains to a person's evaluation of their past and present circumstances as well as their motivation to change them. Satisfaction is a subjective and internal phenomenon involving the psychological formation and growth of an individual (Ünüvar et al., 2012). The intricate relationship between feelings and behaviors in this process ensures that satisfaction is maintained. Cognitive processes such as thinking and emotion have a substantial impact on the development of cognitive perspectives and subjective experiences that determine contentment. (Ünüvar et al., 2012). Based on the findings, younger adolescents exhibited greater levels of life satisfaction linked to school compared to older adolescents, maybe due to variations in their perception and expectations of the school system's environment, regulation, and curriculum (Yaacob et al., 2012).

Meaning of life is derived from an individual's impression of order, coherence, and purpose in their own existence (Pan et al., 2008). It is further enhanced by the pursuit and achievement of meaningful objectives, which in turn elicits a sense of fulfillment. The individual who lives an energetic, dynamic, and busy lifestyle attempts to understand the essence of existence by briefly deviating from this rhythm. By engaging in deliberate pauses within this rhythmic pattern, individuals have the potential to discover the essence and purpose of existence. According to Baltacı and Yağlı Soykan (2020), the essence of existence is rooted in comprehending the perpetual cadence of life and the capacity of individuals to acclimatize to this rhythm. According to Khoo and Zhooriyati (2021), the findings indicate that adolescents perceive purpose in their life across five distinct dimensions: importance, relationships, mental health, personal satisfaction, and future prospects. Teenagers perceive that their life's goal is to "study," "get good grades," "get a decent job," and "seek a future career path", according to the study (Khoo & Zhooriyati, 2021). This suggests that education and career will determine adolescents' sense of purpose in life. The pursuit of significance and intentionality in an individual's existence extends beyond mere personal satisfaction and has a profound impact on an individual's drive, ability to bounce back from adversity, and overall feeling of guidance.

1.2 Problem Statement

The university periods are characterized through a profound transformation in people's lives that includes both intellectual growth and personal development. During this developmental stage, adolescents encounter a multitude of problems and uncertainties. The correlation between optimism, life happiness, and the purpose of life has gained significant attention in the current dynamic context. The existing research recognizes the importance of these concepts for the well-being of university students. However, there is a noticeable lack of academic study that specifically examines the correlation between these concepts and the factors that influence them.

Empirical studies have been carried out to analyze the notion of life satisfaction, optimism, and life meaning. Nevertheless, existing studies are limited in their capacity to fully understand the complex connections among these concepts, particularly when it comes to university students. Baltacı and Yağlı Soykan (2020) did research to investigate the degrees of optimism, happiness, life meaning, and fulfillment in life among students who have a religious affiliation. This research proposed an association between optimism and characteristics such as happiness, existential significance, and overall life contentment. The findings suggest that an individual's life is marked by optimism, accompanied by a sense of happiness and a corresponding boost in life satisfaction. The study exclusively included students who identified as religious, while students who weren't identified as religious were excluded from the study. Consequently, by conducting surveys among university students, both religious and non-religious, researchers can gather valuable insights into their levels of optimism, life happiness, and meaning of life.

Current research has extensively examined the connection between meaning in life, optimism, and life satisfaction. However, there is a notable absence of thorough investigation into this link specifically among young Malaysians. There is research from different countries that may be relevant to these concepts of optimism, life satisfaction, and purpose in life. For instance, a Romanian study discovered a positive relationship between life satisfaction and optimism (Richiteanu-Nastase et al., 2019). According to a different Pakistani study, university students' subjective well-being is predicted by optimism (Parveen et al., 2016). Numerous international studies have been undertaken on the correlation between optimism, life happiness, and meaning in life. Nevertheless, there is a scarcity of research that particularly investigates the impact of these variables within the cultural and social context of Malaysia. This research gap signifies a substantial domain that requires further investigation.

The present collection of literature has examined several aspects of psychological well-being. Nevertheless, there is a conspicuous dearth of research specifically devoted to examining the correlation between optimism, life satisfaction, and life meaning. Numerous studies have examined not only optimism, hope, satisfaction with life, and life meaning, but have also incorporated additional ideas such as hope, happiness, or other related notions. For instance, the study by Karatas et al. (2021) examines at the association between Turkish individuals' afraid of COVID-19 during the epidemic and their sense of optimism, meaning, and satisfaction in life. Another study (Oriol et al., 2020) explored the correlation between dispositional optimism, which described as an individual's optimism about the future, and life satisfaction, which is interpreted as an individual's evaluation of physical and mental health. This study investigates the correlation between optimism and many factors such as self-control, grit, positive affect, thanksgiving, and life purpose. However, specific

research is needed to investigate the connections between optimism, life satisfaction, and the meaning of life. This research seeks to address the lack of study by examining the complex interrelationships among optimism, life satisfaction, and meaning of life. Therefore, it intends to contribute a more comprehensive understanding of these important psychological factors.

1.3 Research Objectives

1.3.1 General Objective

To investigate the relationship between optimism, life satisfaction, and meaning of life among UNIMAS students.

1.3.2 Specific Objectives

- a. To examine the relationship between optimism and life satisfaction among UNIMAS students
- b. To examine the relationship between optimism and meaning of life among UNIMAS students
- c. To examine the relationship between life satisfaction and meaning of life among UNIMAS students
- d. To determine the mediating role of the perception of the meaning of life in the relationship between optimism and life satisfaction among UNIMAS students

1.4 Research Questions

- a. Is there any significant relationship between optimism and life satisfaction among UNIMAS students?
- b. Is there any significant relationship between optimism and meaning of life among UNIMAS students?
- c. Is there any significant relationship between life satisfaction and meaning of life among UNIMAS students?
- b. Does the perception of the meaning of life mediate the relationship between optimism and life satisfaction among UNIMAS students?

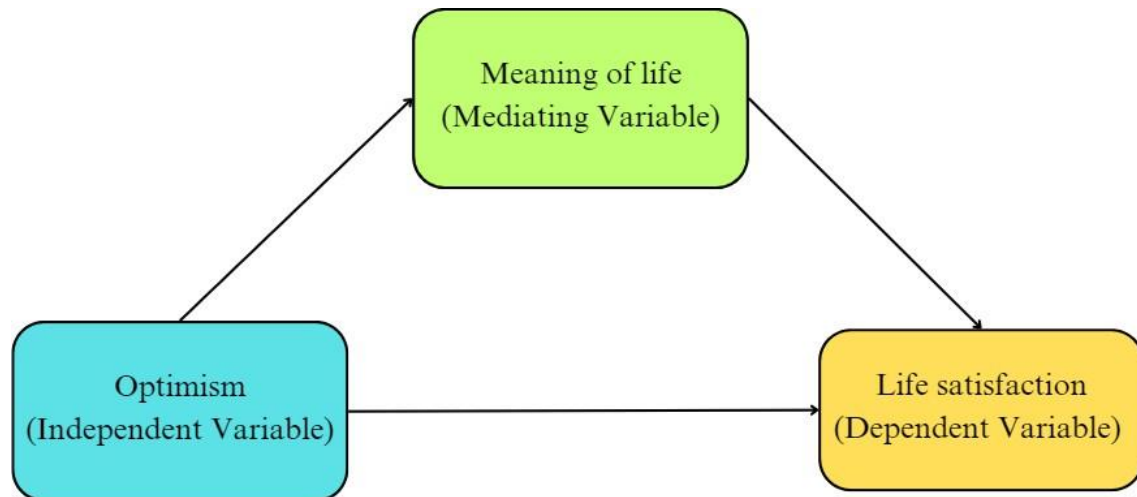
1.5 Research Hypotheses

- H₁: There is a significant relationship between optimism and life satisfaction among UNIMAS students
- H₂: There is a significant relationship between optimism and meaning of life among UNIMAS students
- H₃: There is a significant relationship between life satisfaction and meaning of life among UNIMAS students
- H₄: The perception of the meaning of life mediates the relationship between optimism and life satisfaction among UNIMAS students

1.6 Conceptual Framework

Figure 1

The Conceptual Framework of the Study



The conceptual framework for the research is illustrated in Figure 1 above. Optimism is considered the independent variable (IV), indicating that it is the factor that is believed to have an impact on or forecast life satisfaction and purpose in life. Optimism has a direct impact on how people perceive their life conditions and outcomes. This means that those who are optimistic are more likely to be content with their current situation.

Optimism can directly enhance individuals' perceptions of meaning and purpose in life. Individuals with an optimistic outlook tend to view obstacles and events as having significance or a clear purpose, leading to an enhanced sense of general well-being. Optimism can also have an indirect influence on life satisfaction by affecting one's sense of significance. Individuals with an optimistic outlook tend to view their lives as having greater significance, leading to a higher level of total life satisfaction.

The dependent variable (DV) in this study is life satisfaction. This implies that the anticipated effect or consequence is believed to be influenced by the degree of optimism. better levels of optimism are directly correlated with better levels of life satisfaction.

Furthermore, the meaning of life serves as a mediating variable, which means it is proposed to clarify the connection between optimism and life happiness. Put simply, the meaning of life is influenced by optimism, and conversely, optimism impacts life pleasure. Life satisfaction increases in proportion to the significance attributed to life. Individuals who view their lives as important and purposeful are more likely to express greater life satisfaction.

This study examines the relationships between optimism, life satisfaction, and the purpose of life, as demonstrated by the framework. The study illustrates the direct and indirect effects of optimism on life satisfaction, namely through its influence on the perception of life's meaning.

1.7 Significance of Study

The purpose of this study was to examine the relationship between optimism, life satisfaction, and meaning of life among UNIMAS students. The findings of this study have the capacity to augment the comprehension of optimism, life satisfaction, and the meaning of life among UNIMAS students. This study highlighted the correlation between optimism and students' judgments of life satisfaction and the meaning of life, hence raising awareness among students and parents. Optimism is defined by a favorable perspective and a sense of optimism, and it is commonly linked to increased levels of contentment and a more pronounced sense of direction in life.

The implications of this study's findings are noteworthy for therapeutic approaches and positive psychological therapies that aim to enhance individual well-being.

Moreover, this study has the potential to provide guidance to students and further explore the possible influence on overall life happiness. This study examines the role of students' optimism in relation to their life happiness and sense of purpose, providing universities and educational institutions with valuable insights. A comprehensive comprehension of the function of optimism in influencing life satisfaction and purpose in the academic domain can aid in the creation of customized interventions and support programs for students, while also addressing their mental health issues.

Moreover, educators can acquire a deeper understanding of how optimism impacts students' overall life satisfaction and feeling of purpose. This knowledge empowers them to improve curriculum development and teaching methods in order to shape students' viewpoints. Educational institutions have the ability to develop strategies and implement changes in order to enhance their support for the mental well-being of their pupils. Research on the correlation between student optimism and life satisfaction has profound consequences for improving mental well-being, informing student assistance initiatives, and advancing knowledge in the fields of psychology and education.

1.8 Definition of Terms

1.8.1 Optimism

Conceptual Definition: Scott (2019) defines optimism as a mental state characterized by confidence and faith regarding one's future prospects and capability of achieving success. Optimistic individuals often hold positive hopes for the future and anticipate favorable outcomes (Oriol et al., 2020).

Operational Definition: In the context of examining the relationship between optimism, life satisfaction, and meaning in life among UNIMAS students, an operational definition of optimism involved the utilization of the Life Orientation Test-Revised (LOT-R) to ascertain and estimate the level of optimism among UNIMAS students. The LOT-R scale has ten questions. The LOT-R scale comprises a total of ten questions. The Lot-R utilizes a Likert scale, where participants answer sentences by choosing from a predetermined set of options. The questionnaire assesses statements using a scale of ratings from 1 to 5. A rating of 1 indicates "strongly disagree," 2 indicates "disagree," 3 indicates "neutral," 4 indicates "agree," and 5 indicates "strongly agree."

1.8.2 Life Satisfaction

Conceptual Definition: Life satisfaction can be conceptualized as an individual's cognitive and affective assessments of their life (Saldivia et al., 2023). It involves a comprehensive evaluation of an individual's cognitive abilities, taking into account their interests, aspirations, and goals, which are shaped by the cultural environment in which they reside.

Operational Definition: In examining the relationship among UNIMAS students between optimism, life satisfaction, and meaning of life, the operational definition of life satisfaction involves evaluating life satisfaction using the Satisfaction With Life Scale (SWLS). This scale consists of five questions. The SWLS utilizes a Likert scale structure, wherein participants assess their level of agreement with topics pertaining to life satisfaction. Respondents used a standard 7-point scale to indicate their degree of agreement or disagreement.

1.8.3 Meaning of Life

Conceptual Definition: Meaning in life is widely considered to be a positive attribute that indicates a person's overall state of well-being (Ryff & Singer, 1998). The meaning of life is often defined as the pursuit of determining the purpose of existence or enhancing and enriching the human experience (Baltacı & Yağlı Soykan, 2020).

Operational Definition: In the context of studying the relationship between optimism, life satisfaction, and meaning in life among UNIMAS students, the operational definition of life meaning is established through the utilization of the Meaning in Life Questionnaire (MLQ). This instrument is utilized to analyze and appraise the students' understanding and significance attributed to their lives. The questionnaire consists of 10 questions. MLQ uses the Likert scale technique, in which respondents score their level of agreement or alignment with assertions about the meaning of life on a scale that commonly goes from 1 to 7 or 1 to 5, allowing individuals to express their level of agreement or disagreement.

1.9 Summary

In conclusion, university students find themselves at a crucial intersection in their personal and intellectual growth as they grapple with the challenges of academic demands, professional ambitions, and the quest for a more profound sense of significance and direction. This study aims to investigate the relationship between optimism, life satisfaction, and meaning of life among UNIMAS students. The review of prior studies will be described in the next chapter, Chapter Two.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The second chapter discusses the body of literature on recent research on the connection between optimism, life satisfaction, and meaning in life.

2.1 Optimism

2.1.1 Background of Optimism

Optimism is an inherent characteristic that is closely associated with four out of the five personality factors such as emotional stability, extraversion, agreeableness, and conscientiousness (Oriol et al., 2020). Optimism is crucial in shaping an individual's character, especially during infancy and adolescence, as it is during these periods that their adult character develops an enduring trait (Usán Supervía et al., 2020). An optimistic attitude is characterized by a positive outlook, self-assurance, and a favorable viewpoint on life.

Optimists frequently perceive challenges as chances for learning or temporary obstacles. They possess the understanding that "there is a high likelihood of improvement in the coming day," even during the most challenging of circumstances (Scott, 2019). Pessimists forecast negative events, whereas optimists anticipate positive things to happen. According to Carver et al. (2010), having a positive outlook offers numerous benefits, including enhanced coping strategies, decreased stress, greater

physical health, and increased perseverance in goal pursuit. It has been discovered that optimism improves life happiness and a sense of purpose.

2.1.2 Theory Related to Optimism

The dispositional theory of optimism is a constituent of the wider theory of optimism. Dispositional optimism refers to the long-term expectation of favourable results in significant areas of life (Scheier & Carver, 2018). The dispositional hypothesis of optimism can be defined as a stable and enduring aspect of one's personality characterized by a propensity to hold positive expectations, which subsequently influence one's motivated actions. When faced with challenges in attaining a desirable future condition, those who possess optimism expect favourable results from their efforts (Upchurch Sweeney et al., 2013).

The theory posits that persons with an optimistic disposition tend to expect favorable results, even in the face of challenges. This optimistic mindset then drives their proactive behavior and tactics for dealing with difficulties. Personality stability refers to the characteristic of remaining consistent throughout many contexts and over a period of time (Upchurch Sweeney et al., 2013). Optimists typically hold a positive outlook and anticipate favorable outcomes, maintaining confidence in their ability to achieve their objectives (Chowdhury, 2019). This optimistic perspective serves as a driving force for taking proactive steps toward achieving objectives, especially when confronted with obstacles or disappointments (Upchurch Sweeney et al., 2013). According to Upchurch Sweeney et al. (2013), those who are optimistic are more inclined to adopt problem-focused and engagement coping techniques. This can result in improved well-being and a greater ability to handle stressors.

Dispositional optimism, characterized by a propensity to anticipate favorable results, is strongly associated with self-regulatory mechanisms. The self-regulatory theory posits that goal-directed conduct is motivated by negative feedback loops that incorporate optimism. Individuals with an optimistic outlook are more inclined to actively pursue their goals and continue their efforts, especially in the face of obstacles (Upchurch Sweeney et al., 2013). Optimism impacts self-regulation by bolstering an individual's dedication to objectives and their drive to accomplish them. The impact of negative feedback loops in guiding behavior towards these goals is highlighted in the study by Upchurch Sweeney et al. (2013). Optimistic individuals typically employ more flexible coping mechanisms, which are a component of self-regulation. According to Friedman et al. (1994), they have superior skills in regulating their emotions and behaviors when faced with challenges.

The Life Orientation -Revised (LOT-R) is grounded in the dispositional theory of optimism, which elucidates the overarching anticipation that future outcomes will be abundant in positive aspects and lacking in negative aspects.

2.1.3 Scales Used for Optimism

Life Orientation Test-Revised (LOT-R) was utilized in this research to measure UNIMAS students' optimism levels. The scale was established in 1994 by Michael Scheier, Michael Bridges, and Charles Carver (Ranjha, 2021). Celestine (2019) states that the Life Orientation Test-Revised (LOT-R) is a widely employed psychological instrument that evaluates an individual's dispositional optimism level. This examination provides useful insights into various therapies, particularly those that specifically address negative thought patterns. The level of optimism can be quantified with the

LOT-R, which is a psychological test that assesses an individual's ability to maintain positive expectations for the future. (Celestine, 2019).

2.1.4 Previous Finding Related to Optimism

A review of the literature on optimism offers an overview of the key psychological results, highlighting the favourable relationships between optimism and improved health, business and professional success, subjective well-being, and more, all while highlighting the complexity of the concept of optimism (Piper, 2022). This study utilizes panel data from Germany and a range of econometric methodologies to investigate the connection between future optimism, pessimism, and life satisfaction. The present study reveals that life happiness is significantly influenced by optimism and pessimism, even after accounting for individual fixed effects, endogeneity, and certain predictable future events.

According to this study (Piper, 2022), optimism has a greater beneficial impact on life satisfaction than pessimism does, which is in line with loss aversion theory. The study also addresses how the results may be used to inform policy, including highlighting valid reasons to be optimistic, raising public knowledge of the connections between optimism and life happiness, and allocating more funds for psychological and mental health services.

The article by Laranjeira and Querido (2022) explores the significance of healthy mental health and its various elements, including the capacity to confront life's obstacles, foster relationships, and attain mental well-being. According to the study, hope and optimism have a significant impact on attaining positive mental health. Hope

and optimism have similarities in terms of psychological traits, cognitive processes, and a focus on expectations and future orientation. These optimistic outlooks on the future have the potential to serve as mechanisms for enhancing mental well-being. The research discovered that cultivating or enhancing optimism and hope can exert a beneficial influence on mental well-being. The essay also promotes a transition towards a more optimistic approach in mental health care, highlighting the importance of hope and optimism in fostering resilience and well-being.

The research by Zheng et al. (2024) investigates the direct correlation between optimism and subjective well-being (SWB) in Chinese individuals. Additionally, it examines how positive and negative coping mechanisms mediate this association. This study emphasizes the significance of taking cultural variations into account, given that the majority of current research mostly concentrates on Western populations. This study conducted three empirical investigations to analyze the correlation between optimism and subjective well-being, as well as the influence of coping behaviors on this correlation.

In their study 1, Zheng et al. (2024) demonstrated a distinct and positive link between optimism and subjective well-being. The second study discovered that the way individuals cope with happy and negative situations influenced the connection between optimism and overall well-being. The results of Study 3 suggest that negative coping ceases to function as a mediator once the influence of social desirability and state anxiety is taken into consideration. Thus, the emphasis lies on active coping as a mediating component in the association between optimism and subjective well-being, rather than negative coping. Hence, the positive characteristics and adaptive strategies

exhibited by individuals in China have a significant impact on enhancing their personal sense of happiness and satisfaction.

2.2 Life Satisfaction

2.2.1 Background of Life Satisfaction

Satisfaction refers to the joy one experiences when one accomplishes goals or obtains what one desires (Cambridge Dictionary, 2020). Life satisfaction is frequently used similarly to "happiness" and is seen as a crucial aspect of overall well-being (Hall, 2014).

Many aspects influence life satisfaction, including employment, relationships, health, and personal development (Ackerman, 2018b). This study found a significant positive association between optimism and life satisfaction and a significant negative relationship between pessimism and life satisfaction. Furthermore, this research suggests optimism and pessimism were separate notions with diverse consequences for life satisfaction, rather than the opposite poles of the same dimension. The article offers doable suggestions for the successful growth of well-being, including encouraging positive thinking, boosting self-esteem, and offering counseling services to students. The paper also emphasizes the significance of assessing affective and cognitive dimensions of well-being and the role personality factors play in internet addiction.

2.2.2 Theory Related to Life Satisfaction

The SWLS is grounded on the life satisfaction theory, which suggests that life satisfaction is the evaluation of an individual's overall well-being rather than just their current level of enjoyment (Ackerman, 2018b). Life satisfaction theories can be broadly categorized into two categories, which are top-down and bottom-up.

The bottom-up theory shows that the level of life pleasure is governed by the satisfaction experienced across different aspects of life (Ackerman, 2018b). The bottom-up life satisfaction hypothesis posits that overall contentment with life is determined by the cumulative effect of its individual components. To put it simply, self-reports of life satisfaction are calculated by taking into account the satisfaction levels of various characteristics within different areas of life (Headey, 2014). According to this perspective, the level of life satisfaction is mostly impacted by specific and tangible factors or circumstances in an individual's life. It emphasizes the importance of objective variables and external circumstances, such as wealth, health, employment status, social connections, and other tangible aspects of life (Headey, 2014). People assess their overall life satisfaction by amalgamating their happiness or discontentment with many areas or facets of life.

According to the top-down theory, life pleasure has a significant influence on satisfaction in specific areas, as explained by Ackerman (2018b). The top-down approach posits that life domain satisfaction is predominantly influenced by overall life satisfaction, which in turn is heavily influenced by personality traits and other inherent genetic factors (Headey, 2014). It focuses on the subjective evaluations, perceptions, and cognitive assessments of an individual's overall life. According to this perspective, personal attitudes, temperament, personality traits, and cognitive processes (such as

positive or negative thought patterns) have a greater impact on life happiness than specific environmental factors.

Top-down theories prioritize the influence of enduring personality qualities and hereditary factors in determining an individual's level of life satisfaction. Individuals exhibiting specific personality traits, such as pronounced extraversion or reduced neuroticism, are more inclined to express greater levels of life pleasure (Headey, 2014). Top-down theories suggest that life happiness is a comprehensive evaluation that impacts individuals' contentment with certain facets of their lives. For instance, a person who experiences high levels of life satisfaction is likely to have a more positive perception of their profession or relationships (Headey, 2014). The set-point hypothesis is a notion that proposes that humans possess a fundamental degree of happiness or life satisfaction that remains generally constant throughout time, regardless of any alterations in their life circumstances (Headey, 2014).

The Satisfaction with Life Scale (SWLS) is commonly employed to examine life satisfaction from two different viewpoints: top-down and bottom-up. The top-down perspective attributes overall life satisfaction to internal factors such as personality traits, while the bottom-up perspective views it as the cumulative outcome of satisfaction in different areas of life.

2.2.3 Scale Used for Life Satisfaction

The Satisfaction with Life Scale (SWLS) is a widely used psychological questionnaire that measures an individual's inherent level of life satisfaction. It offers valuable insights into potential interventions, such as strategies to address detrimental thought patterns (Mead, 2019). The Satisfaction with Life Scale (SWLS) was established in 1985 by Diener, Griffin, Larsen, and Emmons (Espejo et al., 2022). The Satisfaction with Life Scale (SWLS) serves as a self-administered questionnaire created to assess overall cognitive evaluations of an individual's contentment with their life (Ranjha, 2024). This scale was used in this research to measure the life satisfaction of UNIMAS students. The SWLS evaluates life satisfaction as a cognitive-judgmental procedure based on the premise that individuals need to be questioned about their overall assessment of lives to gauge the notion of life satisfaction (Mead, 2019). The SWLS has been widely employed in several investigations examining the behavioral, emotional, and health consequences linked to this personality characteristic.

2.2.4 Previous Findings Related to Life Satisfaction

Optimism has been associated with greater levels of life satisfaction (Richiteanu-Nastase et al., 2019). The Life Orientation Test (LOT) and the Satisfaction with Life Scale (SWLS) were the two questionnaires utilized in this study to gauge participants' degree of optimism and satisfaction with life. The findings show a substantial positive association between optimism and satisfaction in life. This implies that students who exhibit greater optimism also typically exhibit higher levels of life satisfaction. Furthermore, the research findings indicated that factors such as

specialization, age, or gender do not correlate significantly with optimism and satisfaction with life.

In the journal article (Ruggeri et al., 2020), researchers investigated happiness beyond conventional indicators such as happiness and life satisfaction. This study examined the state of well-being in 21 nations by analyzing data from the 2006 and 2012 European Social Survey (ESS), which had a sample size of around 40,000 individuals per year. They proposed a composite mental health measure called MPWB, which integrates both subjective well-being and objective functionality. The study evaluated ten dimensions in order to compute a standardized single value that may be used to analyze and compare populations on a wide scale. By conducting an analysis of these factors in 21 nations, policymakers can acquire valuable insights into cultural variations and subsequently customize measures to suit specific needs. The MPWB method acknowledges that well-being encompasses experiencing happy emotions and achieving personal growth and autonomy, among other aspects. To summarize, this study promotes a comprehensive perspective on well-being that takes into account other aspects beyond well-being and life pleasure. Both aggregate scores and specific dimensions of well-being are important for examining suitable strategies to enhance well-being.

The study (Pninit Russo-Netzer et al., 2023) states that life satisfaction, which serves as a broad measure of happiness, is influenced by various elements including personality traits, interpersonal dynamics, and the social environment. This study emphasizes the favorable consequences of life happiness, such as improved health and income, and advocates for further investigation into psychological mechanisms, particularly in situations following a catastrophe. Scientists investigated the influence

of relationship dynamics, specifically the termination of a non-cohabiting relationship, on individuals' life satisfaction and mental well-being. The findings suggest that the influence of relationship dynamics on life satisfaction and psychological well-being is substantial. The findings also suggest that gender disparities and societal standards have an impact on overall life contentment, and the researchers propose customized strategies to tackle these concerns. This paper emphasizes the significance of comprehending the various elements that contribute to life satisfaction in order to improve individual and societal well-being.

2.3 Meaning of Life

2.3.1 Background of Meaning of Life

People were perplexed by the philosophical investigation into the substance of life's purpose for centuries. It pertains to the fundamental reasons for existence and explores them through questions such as the purpose of existence and the significance of life. Throughout history, there has been a great deal of philosophical, scientific, religious, and metaphysical conjecture about the meaning of existence. Various civilizations and individuals have different beliefs regarding how to answer this question. Contemplation of existence from a philosophical and religious perspective, along with scientific inquiries into social connections, consciousness, and well-being, can offer valuable understanding regarding the meaning of life. Additionally, various other subjects are relevant, encompassing concepts pertaining to God, the essence of identity, the realm after death, the nature of reality, moral principles, personal beliefs, the distinction between right and wrong, human agency, and the presence of one or multiple deities.

2.3.2 Theory Related Meaning of Life

The Meaning in Life Questionnaire (MLQ) is grounded in a constructivist perspective on what it means to have meaning in life. There are two components to the MLQ, which are the pursuit of meaning in life (MLQ-S) and the existence of meaning in life (MLQ-P) (Steger et al., 2019). The MLQ is a frequently used tool for evaluating the presence and investigation of meaning in life.

The level of presence exhibits a direct positive correlation with well-being, intrinsic religiosity, extraversion, and agreeableness, while it demonstrates an inverse correlation with depression and anxiety (Steger et al., 2019). The presence of individuals is positively correlated with their self-assessment of personal growth as well as their altruistic and spiritual behaviours, as measured by their daily diaries. The presence of meaning component focuses on the way individuals personally perceive meaning and purpose in their lives, including their overall sense of fulfilment and significance (Ackerman, 2018a). This assesses an individual's subjective feelings about the importance and purpose of their lives.

People who have a strong purpose in their lives typically experience improved overall well-being and mental health. Positive emotions, life happiness, and a sense of fulfilment are closely linked to a strong sense of meaning (Anderton, 2019). The correlation between the existence of significance and improved physical well-being is potentially attributed to adopting healthier lifestyle behaviors and more effective stress coping mechanisms (Anderton, 2019).

The act of searching is found to have a direct relationship with the religious pursuit, contemplation, past-negative and present-fatalistic time perspectives, negative emotional state, depression, and neuroticism (Steger et al., 2019). Conversely, it

exhibits a negative correlation with future-oriented thinking, closed-mindedness, and well-being. It evaluates the extent of curiosity, exploration, and aspiration to understand the significance and intention behind life's experiences. The Search for Meaning component assesses the proactive effort, inquiry, and exertion made by individuals in their pursuit to uncover and understand the meaning and purpose of their existence.

The quest for significance is a multifaceted concept. Although it can be indicative of progress and individual advancement, it may also suggest a dearth of significance. Research (Anderton, 2019) has found that engaging in extensive searches for meaning is linked to poorer mental well-being and cognitive functioning. Nevertheless, the act of seeking significance does not necessarily carry unfavorable implications. For certain individuals, it can simultaneously exist with a significant presence of significance and contribute to overall well-being. Interplay of Presence and Search: The interplay between these two aspects is pivotal. Individuals who possess a strong sense of self and actively seek purpose in life tend to experience a high level of subjective well-being. On the other hand, if someone has a strong desire to find purpose in life but feels that their life lacks significance, they may experience higher levels of anxiety and have worse mental health outcomes (Yek et al., 2017).

2.3.3 Scale Used for Meaning of Life

The study employed Meaning in Life Questionnaire (MLQ) to assess the meaning subscale among students at UNIMAS. In the field of psychology, MLQ is a self-reporting instrument that is widely utilized. Its purpose is to examine and measure the presence of meaning and the search of meaning as the two components of meaning in life. The subscale measuring the presence of meaning demonstrates how much people

believe their lives have meaning, while the subscale measuring the search for meaning indicates how motivated and involved people are in trying to find or improve their understanding of meaning in their lives (Steger et al., 2019). The MLQ exhibits strong reliability, demonstrating consistent results across repeated testing (Steger et al., 2019). It also demonstrates test-retest stability, meaning that its scores remain consistent over time. Furthermore, the MLQ has a stable factor structure, indicating that its underlying dimensions remain consistent across different samples. Additionally, there is convergence among informants, suggesting that different individuals providing information about the same subject show agreement in their responses.

2.3.4 Previous Finding Related to Meaning of Life

The present research conducted by Çebi and Demir (2022) and published in the journal *Applied Research in Quality of Life* revealed a favorable correlation between university students' feeling of purpose in life, self-concept clarity, self-construal, and gratitude. The expression of thankfulness had a positive and noticeable effect on the feeling of life meaning for students who had a balanced perception of themselves (related-individuated) or a strong integration of their identity (related-patterned). However, this effect was not observed for students who had a low integration of their identity (separated-individuated or separated-patterned). For students with related-individuated characteristics, those who exhibited a well-balanced self-construal, integration, and differentiation experienced favorable indirect influences on the presence of meaning, while simultaneously experiencing negative indirect influences on the quest for meaning. The research indicates that self-construal and gratitude vary for different purposes according to the kind of self-construal. Additionally, the meaning

in life is influenced by both the coherence and mattering components of comprehension (Çebi & Demir, 2022).

This study (Wolfram, 2022) investigates the underlying suppositions of Franklian logotherapy and existential analysis, with a specific emphasis on the significance of meaning in life in relation to life satisfaction. A study was undertaken where 891 UK people participated in an online questionnaire. The goal of the study was to investigate the connections between meaning in life, the significance of life roles, life stress, and life satisfaction. The results indicated a correlation between it and higher levels of life satisfaction, even after accounting for positive and negative emotions. The significance of life enhances the beneficial impacts of the relevance of family and career roles on overall life contentment. The presence of purpose in life counteracts the adverse effects of excessive stress from family on overall life satisfaction. However, when the importance of work was high, having a purpose in life exacerbated the detrimental effects of excessive work-related stress. The meaning of life serves as a source, contributor, and protective element for life fulfillment. This study emphasizes the significance of existential purpose as a pivotal element in enhancing life contentment and proposes that interventions targeted at fostering meaning may provide positive outcomes.

The research paper by Baird (1985) examines the fundamental aspects of a purposeful existence, presenting a study that questions the belief that a purposeful life is predominantly focused on exploration rather than innovation. The statement posits that a meaningful existence encompasses both personal contentment and an inherent ethical aspect. The essence of a purposeful existence lies in three fundamental pillars: the first being the caliber of interpersonal connections, the second being the harmonious integration of objectives and endeavors, and the third being the significance of

narratives. Relationship quality refers to the overall excellence of individuals' interpersonal connections, which greatly contribute to a purposeful existence. Integrated Goals and Projects, on the other hand, involve having substantial objectives and undertakings that enrich the overall meaning and direction of one's life. The role of story pertains to the influence of narrative or stories in creating our comprehension of the fundamental framework of existence. Discovering significance necessitates taking a momentary break from routine tasks and difficulties to contemplate the essence and objective of existence. This article examines the process of meaning-making in life, highlighting that it is not solely found but actively constructed through interpersonal connections, objectives, and storytelling.

2.4 Previous Findings Related to Optimism, Life Satisfaction, And Meaning of Life

Baltacı and Yağlı Soykan (2020) examined the connection between optimism, pleasure, meaning in life, and satisfaction in life among students enrolled in the Faculty of Theology at Ankara University. The results revealed that there was no statistically significant variation in the students' levels of happiness, optimism, life satisfaction, and life meaning regarding those with varied genders, ages, marital statuses, and educational backgrounds. The study findings suggest a positive association between optimism, happiness, life meaning, and satisfaction in life (Baltacı & Yağlı Soykan, 2020). Optimism, happiness, and life meaning were strong indicators of life satisfaction, accounting for 62% of the variation (Baltacı & Yağlı Soykan, 2020). This study also found that optimism, happiness, and a sense of purpose were the main elements that significantly enhanced the meaning of life among theology students. The study offers

pragmatic recommendations for enhancing the psychological well-being of theology students, including fostering optimistic cognition, nurturing appreciation, and discovering existential meaning. This study enhances the existing body of knowledge on positive psychology and religious education by investigating the mental well-being of seminarians.

According to Ju et al. (2013), this research investigates the connection between optimism, life meaning, and well-being in older individuals. The study investigates subjective well-being, which involves a complex framework that includes life satisfaction, pleasant emotions, and negative emotions. Subjective well-being directly influences satisfaction in life. The results demonstrated a robust relationship between optimism and both the sense of purpose in life and overall well-being. Furthermore, the outcomes of structural equation modelling validated a positive relationship between optimism and both life meaning and subjective well-being. In addition, the presence of life purpose slightly impacted the connection between optimism and well-being. The study's results indicate that certain enduring internal qualities, such as optimism and pessimism, influence subjective well-being in older individuals. However, focusing one's attention on life's meaning and purpose may have the ability to improve subjective well-being in later stages of life.

According to research (Kyriazos et al., 2021), the purpose of this study is to investigate the impact of positive emotions and hope on life satisfaction during the early stages of the COVID-19 quarantine in Greece. This study utilized self-report measures to quantify emotions, life satisfaction, hope, life meaning, and optimism. This study's results indicated that the amalgamation of positive emotions, a feeling of control over one's future, a positive outlook, and a sense of purpose in life contributed to around 66%

of overall life satisfaction during the initial COVID-19 quarantine period. Furthermore, the study discovered that pleasant feelings had the second-strongest beneficial influence on the existence of meaning in life, whereas optimism had the biggest positive impact on hope agency. The findings of this study indicate that people who self-isolated early in the COVID-19 epidemic and maintained a positive outlook, a sense of purpose, and an optimistic mindset had better levels of life satisfaction. These attributes have the ability to enhance the maintenance and progress of overall welfare during and after a pandemic.

2.5 Summary

The meaning of life, life satisfaction, and optimism were all described in this chapter. This chapter has also covered the theory and scales of measurement that can be utilized to evaluate students' level of optimism, life satisfaction, and meaning of life.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explained the methodology and procedures employed in the research. This chapter provided a detailed explanation of the research design, the target population, the sample size, and the instrument used for data collection. This chapter discussed the data analysis procedures, encompassing descriptive data analysis and inferential data analysis.

3.1 Research Design

The study employed quantitative methodology and utilized a questionnaire to collect data from respondents, as it was very effective to collect a vast amount of information in a very brief time. Quantitative research is research that involves gathering and analyzing numerical data to discover patterns, averages, predictions, relationships of cause and effect, and generalizations (Bhandari, 2020b). Research that is descriptive, correlational, or experimental can be conducted using quantitative methods. This study involved the systematic gathering and subsequent analysis of numerical data to determine the relationship between optimism and life satisfaction, optimism and meaning of life, and life satisfaction and meaning of life. Statistical analysis is a useful tool for identifying patterns and trends, calculating averages, creating forecasts, examining causal relationships, and extrapolating results to larger populations.

This study was conducted using a correlational study design. Correlational research design is utilized to investigate the correlations between variables, without the researcher exerting control or manipulating any of the variables being studied (Bhandari, 2021a). Correlation represents how strongly and in which direction two or more variables are related to one another. The correlational study design aims to ascertain whether there is a positive, negative, or zero correlation between the variables. When two variables have a positive correlation, they change in the same direction; when they have a negative correlation, the variables change in different ways. Bhandari (2021a) states that there is no correlation between the variables when the correlation coefficient is zero. The study utilised a correlational study design to ascertain the association between the independent variable (optimism), dependent variable (life satisfaction), and mediating variable (meaning of life). A quantitative method is utilized for gathering the data, specifically the use of an online survey questionnaire that will be distributed to respondents.

This study also employed a cross-sectional design. A cross-sectional study is a type of research design in which information is gathered from a large number of people at the same time (Thomas, 2020). In other words, this kind of research gathers information at the same moment to comprehend the traits, viewpoints, or actions of the group rather than focusing on changes in the group at various times in time. This research employs cross-sectional designs to evaluate undergraduate students' life happiness, optimism, and sense of purpose in life through population-based surveys. The researcher chose undergraduate students from the same university to conduct the study and gather data from them. The investigator assesses the results and exposures of the population and can examine any correlations (Setia, 2016). This implies that the

researcher gathered information from students to investigate the relationship between optimism, life satisfaction, and the meaning of life at the same time.

3.2 Population and Sample

3.2.1 Population

This study employed quantitative methodology through questionnaires to gather data. A population refers to the entirety of persons within a certain group, which may encompass a nation or a subset of individuals sharing a common attribute (Momoh, 2021). The term "population" is defined by Bhandari (2020b) as the comprehensive collection of individuals or elements that are used to draw inferences and obtain conclusions. The ease of data collection from a whole population is primarily contingent upon the population's size, accessibility, and level of cooperation (Bhandari, 2020). The target population for this research was UNIMAS students with undergraduate degrees and different faculties.

3.2.1 Sample

According to Bhandari (2020), sample is a specific subset of a population from whom data will be gathered. The sample size continually remains smaller than the whole population size. When faced with a population that is characterized by a substantial size, geographical dispersion, or challenges in contact, the utilization of a sample becomes imperative (Bahandari 2020). Statistical analysis enables the utilization of sample data to formulate estimations or conduct hypothesis testing pertaining to population data.

The sample size that the researcher used was the sample size calculator. A sample size calculator is a statistical tool that helps determine the sample size needed for an experiment or study to produce meaningful and credible results. The sample size refers to the number of observations or individuals chosen from the population of interest in a study. This sample size calculator helps research programs accurately determine the likelihood of an effect or association in a population. The reason for this is that bigger sample sizes enhance statistical power and the likelihood of detecting a genuine impact.

The confidence level of the sample size calculation is 95%. The confidence level is a quantitative measure of the degree of certainty in the accuracy of a sample's representation of the population being researched, within a specified confidence interval (Maple Tech International LLC, n.d.). The margin of error is a feature of this sample size calculator. The sample size calculator has a margin of error of 5%. The margin of error refers to the extent of uncertainty or variation surrounding a particular estimate or measurement (Coursera, 2023). The statement measures the level of certainty we may attribute to the precision of the estimation (Coursera, 2023).

The study employed convenience sampling to gather data on individuals from the undergraduate student population at Universiti Malaysia Sarawak (UNIMAS). Convenience sampling entails the selection of individuals who are easily and readily accessible to the researcher (Etikan et al., 2016). This study involved a group of 340 undergraduate students from UNIMAS. The participants consisted of individuals who were 19 years of age or older, from different faculties and courses. While convenience sampling cannot ensure a representative sample of the full UNIMAS undergraduate

population, attempts have been made to attain a certain level of diversity by recruiting from several faculties.

University Malaysia Sarawak (UNIMAS) has almost 16,000 undergraduate students. The current sample size was 340 UNIMAS undergraduate students. The chosen students came from various faculties and degrees.

3.3 Instruments

The questionnaire was utilized as the research instrument in this study. Participants have the option to provide their responses through an online platform, in response to a questionnaire consisting of a set of organized and specific questions. The questionnaire was employed to collect relevant information about the relationship between optimism, life satisfaction, and meaning of life. There are four sections to the questionnaire. Section A covers demographics; Section B is the Life Orientation-Revised Test (LOT_R); Section C is the Satisfaction with Life Scale (SWLS); and Section D is the Meaning of Life Questionnaire (MLQ).

3.3.1 Section A: Demographics

The respondents were questioned for their demographic details in this section, which will include their cumulative grade point average (CGPA), faculties, years of study, age, gender, race, and religion. Gender was split into male and female. Additionally, age was divided into five categories: 19 to 20 years old was the first category, followed by 21 to 22 years old, 23 to 24 years old, 25 to 26 years old, and 27

years old and above. The years of study were classified into five categories, which were first year, second year, third year, fourth year, and others.

University Malaysia Sarawak (UNIMAS) has 10 faculties, which are the Faculty of Applied and Creative Arts (FACA), Faculty of Built Environment (FBE), Faculty of Cognitive Sciences and Human Development (FCSHD), Faculty of Computer Science and Information Technology (FCSIT), Faculty of Economics and Business (FEB), Faculty of Engineering (FENG), Faculty of Language and Communication (FELC), Faculty of Medicine and Health Sciences (FMHS), Faculty of Resource Science and Technology (FRST), and Faculty of Social Sciences and Humanities (FSSH). Race was categorised into five categories: Melayu, Indian, Chinese, Bumiputera, and others. The religions have been classified into five categories, which were Islam, Hindu, Buddha, Christian, and others. CGPA requires participants to write their own CGPA. The researcher categorised GGPA into five distinct groups. The first category encompasses rates below 2.00, while the second category includes ranging from 2.01 to 2.50. The third category covers rates between 2.51 and 3.00, while the fourth category includes rates from 3.01 to 3.50. Finally, the fifth category encompasses rates ranging from 3.51 to 4.00.

3.3.2 Section B: Life Orientation Test-Revised (LOT-R)

The study used the Life Orientation Test-Revised (LOT-R) to evaluate the level of optimism among UNIMAS students. This assessment comprises of 10 statements, wherein 3 statements gauge optimism, 3 statements gauge pessimism, and 4 statements are included as fillers. Participants were asked to evaluate each item on a scale based on a 5-point Likert scale, with 1 denoting "strongly disagree" and 5 denoting "strongly agree." Items 3, 7, and 9 require the coding to be reversed to determine the test score. This implies that a response with a value of 1 should be modified to 5, a response with a value of 2 should be modified to 4, and so on. The sum of the numbers 1, 3, 4, 7, 9, and 10 will be obtained. The filter criteria consist of items 2, 5, 6, and 8, which are to be removed from the scoring procedure. The LOT-R score was divided into three categories, which are 6–19 for low optimism, 20–24 for moderate optimism, and 25–30 for high optimism. The Cronbach alpha coefficient for the Life Orientation Test-Revised (LOT-R) ranges within the range of 0.70 to 0.80, which suggests a high level of internal consistency (Ottati & Noronha, 2017).

3.3.3 Section C: Satisfaction with Life Scale (SWLS)

The Satisfaction with Life Scale (SWLS) was employed in this research to evaluate the level of life satisfaction among UNIMAS students. The scale comprises five items, with three things emphasizing the present, one item referring to the past, and one item pertaining to the future. Participants were instructed to evaluate each topic using a 7-point Likert scale, which spanned from "Strongly Disagree" to "Strongly Agree." The scores for five items were subsequently summed, ranging from a minimum score of 5 to a maximum score of 35. The scores on the SWLS scale were interpreted

using the following categories: scores between 5 and 9 indicated a state of extremely unhappiness, scores between 10 and 14 indicated dissatisfaction, scores between 15 and 19 indicated slight dissatisfaction, scores between 20 and 24 indicated moderate satisfaction, and scores between 25 and 35 indicated extreme satisfaction. Magyar-Moe (2009) found that the Satisfaction with Life Scale demonstrates Cronbach's alpha of 0.87, suggesting a strong degree of internal consistency.

3.3.4 Section D: Meaning in Life Questionnaire (MLQ)

The Meaning in Life Questionnaire (MLQ) was a survey instrument employed to evaluate the meaning of life experienced by students at UNIMAS. The scale consists of ten items and was separated into two subscales, which are the presence subscale and the search subscale. The subscale comprises five items, each assessed on a 7-point scale ranging from 1 (absolutely untrue) to 7 (absolutely true). Item 9 was scored in the reverse direction. The presence subscale has items 1, 4, 5, 6, and 9, whereas the Search subscale comprises items 2, 3, 7, 8, and 10. In order to calculate scores for each subscale, the responses to the relevant items were summed together. The subscale score ranges from 5 to 35, with higher values suggesting a stronger sense of Presence and Search. The Cronbach's alpha coefficient for the Presence subscale of the MLQ ranged from 0.81 to 0.86, while for the Search subscale it ranged from 0.84 to 0.92. These values indicate a high level of internal consistency (Pezirkianidis et al., 2016).

3.4 Reliability

3.4.1 Life Orientation Test-Revised (LOT-R)

Table 1.

Reliability for Life Orientation Test-Revised(LOT-R)

<i>Reliability Statistics</i>				
	<u>Cronbach's Alpha</u>	<u>N of Items</u>		
	<u>.669</u>	<u>6</u>		
<i>Item-Total Statistics</i>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
In uncertain times, I usually expect the best.	16.83	10.504	.361	.640
If something can go wrong for me, it will.	17.78	10.733	.275	.669
I am always optimistic about my future.	16.93	9.537	.480	.599
I hardly ever expect things to go my way.	17.60	9.857	.373	.638
I rarely count on good things happening to me.	17.48	8.687	.502	.587
Overall, I expect more good things to happen to me than bad.	16.64	10.374	.414	.625

The Life Orientation Test-Revised (LOT-R) was distributed to 340 respondents. The test included six items and had a Cronbach's alpha value of $\alpha = .669$. Azhar et al. (2018) consider alpha-Cronbach values between 0.60 and 0.80 to be moderate yet acceptable. Therefore, the overall alpha value was below the 0.7 criterion and the optimum 0.8, but it is still acceptable.

3.4.2 Satisfaction with Life Scale (SWLS)

Table 2.

Reliability for Satisfaction with Life Scale (SWLS)

<i>Reliability Statistics</i>				
	<u>Cronbach's Alpha</u>	<u>N of Items</u>		
	.803	5		

<i>Item-Total Statistics</i>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
In most ways, my life is close to my ideal.	17.10	16.500	.590	.764
The conditions of my life are excellent.	17.18	15.742	.712	.729
I am satisfied with my life.	16.88	16.228	.640	.750
So far I have gotten the important things I want in life.	17.19	16.128	.596	.762
If I could live my life over, I would change <u>almost nothing.</u>	17.95	15.567	.456	.820

A total of 340 respondents received the Satisfaction with Life Scale (SWLS).

The set consisted of five items, and the Cronbach's alpha value for the test was $\alpha = .803$.

A Cronbach's alpha score exceeding $\alpha = .8$ implies strong reliability.

3.4.3 Meaning of Life (MLQ)

Table 3.

Reliability for Meaning of Life (MLQ)

<i>Reliability Statistics</i>	
<u>Cronbach's Alpha</u>	<u>N of Item</u>
.860	10

<i>Item-Total Statistics</i>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
I understand my life's meaning.	46.87	53.130	.669	.838
I am looking for something that makes my life feel meaningful.	46.16	56.226	.608	.845
I am always looking to find my life's purpose.	46.17	54.966	.631	.842
My life has a clear sense of purpose.	47.13	52.524	.663	.838
I have a good sense of what makes my life meaningful.	46.84	52.266	.704	.835
I have discovered a satisfying life purpose.	47.20	54.200	.579	.846
I am always searching for something that makes my life feel significant.	46.34	54.881	.650	.841
I am seeking a purpose or mission for my life.	46.24	56.027	.591	.846
My life has no clear purpose.	46.83	56.201	.323	.876
I am searching for <u>meaning in my life.</u>	46.12	58.012	.409	.859

Based on Table 4, the Meaning in Life Questionnaire (MLQ) had 10 items, and Cronbach's alpha value for the test was $\alpha = .860$. A Cronbach's alpha value greater than $\alpha = .8$ indicates a high level of reliability.

3.4.3.1 Presence of Meaning Subscale

Table 4.

Reliability for Presence of Meaning Subscale

<i>Reliability Statistics</i>				
	Cronbach's Alpha	N of Items		
	.832	5		

<i>Item-Total Statistics</i>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
I understand my life's meaning.	19.07	17.939	.724	.775
My life has a clear sense of purpose.	19.33	17.058	.773	.759
I have a good sense of what makes my life meaningful.	19.04	17.889	.709	.778
I have discovered a satisfying life purpose.	19.40	18.346	.647	.794
My life has no clear purpose.	19.03	18.878	.392	.881

The Meaning in Life Questionnaire (MLQ) was distributed to 340 respondents. The presence of meaning subscale had 5 items, and Cronbach's alpha value for the test was $\alpha = .832$. A Cronbach's alpha value greater than $\alpha = .8$ indicates a high level of reliability.

3.4.3.2 Search of Meaning Subscale

Table 5.

Reliability for Search of Meaning Subscale

<i>Reliability Statistics</i>				
	<u>Cronbach's Alpha</u>	<u>N of Item</u>		
	<u>.866</u>	<u>5</u>		

<i>Item-Total Statistics</i>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
I am looking for something that makes my life feel meaningful.	22.19	13.370	.691	.837
I am always looking to find my life's purpose.	22.20	12.658	.719	.829
I am always searching for something that makes my life feel significant.	22.38	13.080	.673	.841
I am seeking a purpose or mission for my life.	22.27	12.688	.757	.820
<u>I am searching for meaning in my life.</u>	<u>22.16</u>	<u>13.129</u>	<u>.605</u>	<u>.859</u>

A total of 340 respondents received the Meaning in Life Questionnaire (MLQ). The search for the meaning subscale consisted of five items, and Cronbach's alpha value for the test was $\alpha = .866$. A Cronbach's alpha score exceeding $\alpha = .8$ signifies a substantial level of reliability.

3.5 Procedures

Researchers used an online method to make an online questionnaire. A questionnaire was created for participants using Google Forms, which provided information on the study's objectives and included questions related to the study. The researcher created a Google Forms to give Life Orientation Test-Revised (LOT-R), Satisfaction with Life Scale (SWLS), and Meaning of Life Questionnaire (MLQ). The participants should answer all the questions individually.

Participants were required to read the informed consent form before answering all the questions. The informed consent form serves as an essential tool of communication between a researcher and a prospective participant. The process entails the researcher furnishing ample details regarding the investigation, encompassing its prospective hazards and advantages, and the individual choosing an autonomous choice to partake (Hassan, 2023). The researchers had only provided the link of the Google Forms to the participants who were from UNIMAS in different online platform groups such as WhatsApp groups and Telegram groups. Google Forms will help researchers record all the 25 questionnaire finishes filled out by participants. After completion of the questionnaire by the participants, the researcher examined the questionnaire in Google Forms.

After the data has been collected, it must be carefully screened to draw actionable conclusions. Data screening is the process of examining for flaws and fixing or removing them. The objectives of data screening include verifying accuracy, spotting odd patterns or any missing data, figuring out whether the data would support a statistical assumption such as normality, condensing the data into more manageable

dimensions, and other objectives (American Psychological Association, 2018). After the data has been screened, it can be analyzed using a variety of statistical tests.

3.6 Data Analysis Procedures

3.6.1 Descriptive Data Analysis

Descriptive data analysis is the utilization of statistical tools to summarize and organize the characteristics of a dataset (Bush, 2020). Descriptive analysis is employed to delineate the fundamental characteristics of information in research. Demographic information was gathered for the research to conduct a descriptive analysis. This study's demographic characteristics are faculties, years of study, age, gender, race, religion, and cumulative grade point average (CGPA). The demographic parameters of age, gender, faculty, years of study, race, and religion were summarized using frequency and percentage.

3.6.2 Inferential Data Analysis

Inferential data analysis refers to a method that utilizes data collected from a subset of a population to make inferences or derive conclusions about the larger population. It entails estimating parameters, examining hypotheses, and determining the degree of outcome uncertainty. This study used inferential data analysis to make inferences about the connections between the variables. In this research, inferential analysis was utilized to evaluate the hypotheses and determine whether to accept or reject them.

Table 6.

The Statistical Tests Used to Analyze the Hypotheses

No.	Objectives	Hypotheses	Statistical tests
a.	To examine the relationship between optimism and life satisfaction among UNIMAS students	H ₁ : There is a significant relationship between optimism and life satisfaction among UNIMAS students	Pearson correlation
b.	To examine the relationship between optimism and the meaning of life among UNIMAS students	H ₂ : There is a significant relationship between optimism and meaning of life among UNIMAS students	Pearson correlation
c.	To examine the relationship between life satisfaction and meaning of life among UNIMAS students	H ₃ : There is a significant relationship between life satisfaction and meaning of life among UNIMAS students	Pearson correlation
d.	To determine the mediating role of the perception of the meaning of life in the relationship between optimism and life satisfaction among UNIMAS students	H ₄ : The perception of the meaning of life mediates the relationship between optimism and life satisfaction among UNIMAS students	Multiple Regression

Table 1 presents the statistical tests that were employed in this study to analyze the hypotheses. Pearson is a tool for calculating linear correlations. The three relationships that Pearson will examine in this study are those between optimism and life satisfaction, optimism and life meaning, and life satisfaction and life meaning. A popular statistical technique for measuring mediate effects is multiple regression. Multiple regression is a statistical technique that expands on simple linear regression. Multiple regression is utilised when one tries to predict a variable's value by considering the values of two or more other variables (Laerd statistics, 2018). In simple terms, multiple regression is a statistical technique utilised to determine the association between two or more independent variables and a single dependent variable (Bevans, 2023). This study used multiple regression to examine the meaning of life as a mediating variable in the relationship between life satisfaction and optimism among UNIMAS students.

3.7 Summary

In conclusion, this chapter offered a concise explanation of the methodology employed, the data collection procedure, the technique utilized to evaluate the questionnaire, and other relevant details. Therefore, it will be evident to others how the investigation was executed and straightforward for them to repeat this study. The next chapter will explain the findings and discussion from this study.

CHAPTER FOUR

FINDING AND DISCUSSION

4.0 Introduction

This chapter provides a comprehensive overview of the data collected from the survey. The discussion aligns with the objectives and hypotheses stated in previous chapters. This chapter provides an overview of the study's findings, which are organized into multiple sections. A total of 340 individuals, mainly undergraduate students, at UNIMAS were surveyed to gather data. Furthermore, the researcher did a quantitative investigation, collecting data independently through a questionnaire that we supplied. The survey inquired UNIMAS undergraduate students regarding their levels of optimism, life satisfaction, and meaning of life.

4.1 Normality Test

4.1.1 Normality Test for Optimism

Table 7.

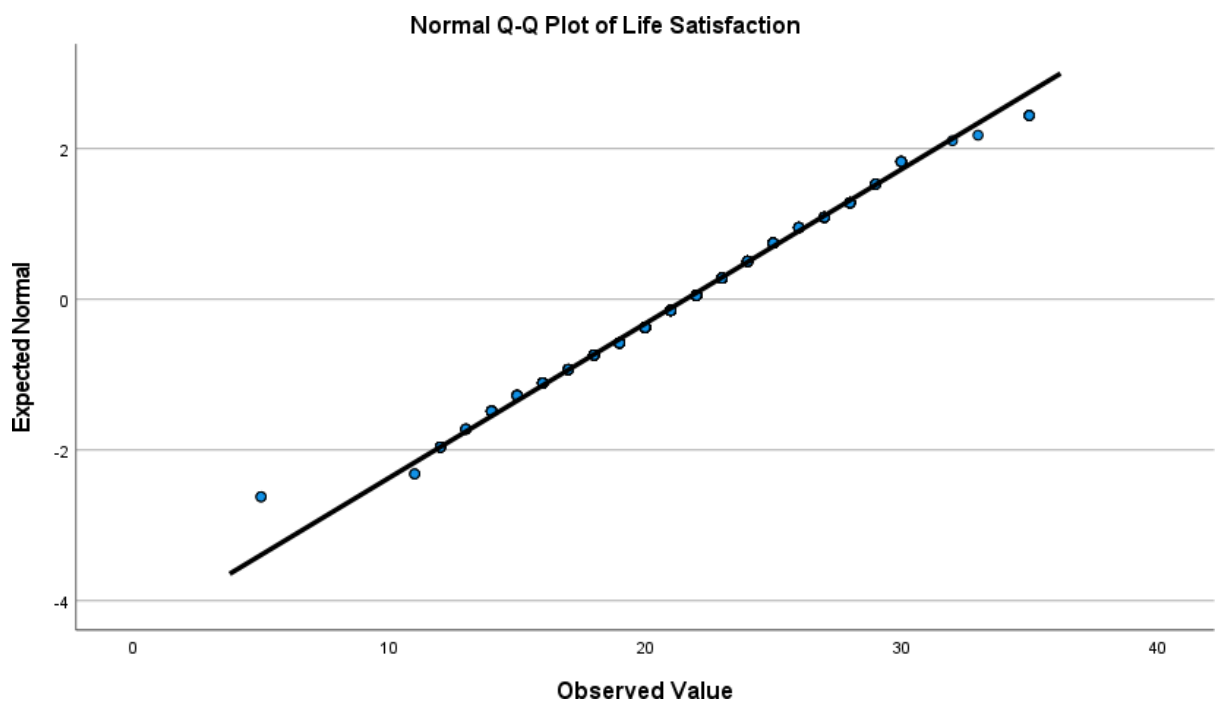
Normality Test for Optimism

<i>Tests of Normality</i>						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Optimism	.082	340	.000	.978	340	.000

a. Lilliefors Significance Correction

Figure 2

Normal Q-Q Plot of Optimism



Based on Table 7, Shapiro-Wilk test results indicate a significant departure from normality ($p=0.000$). However, the normal Q-Q plot suggests a relatively close fit to a normal distribution. Despite the significant test result, the Q-Q plot suggests that the deviation from normality is not substantial.

4.1.2 Normality Test for Life Satisfaction

Table 8.

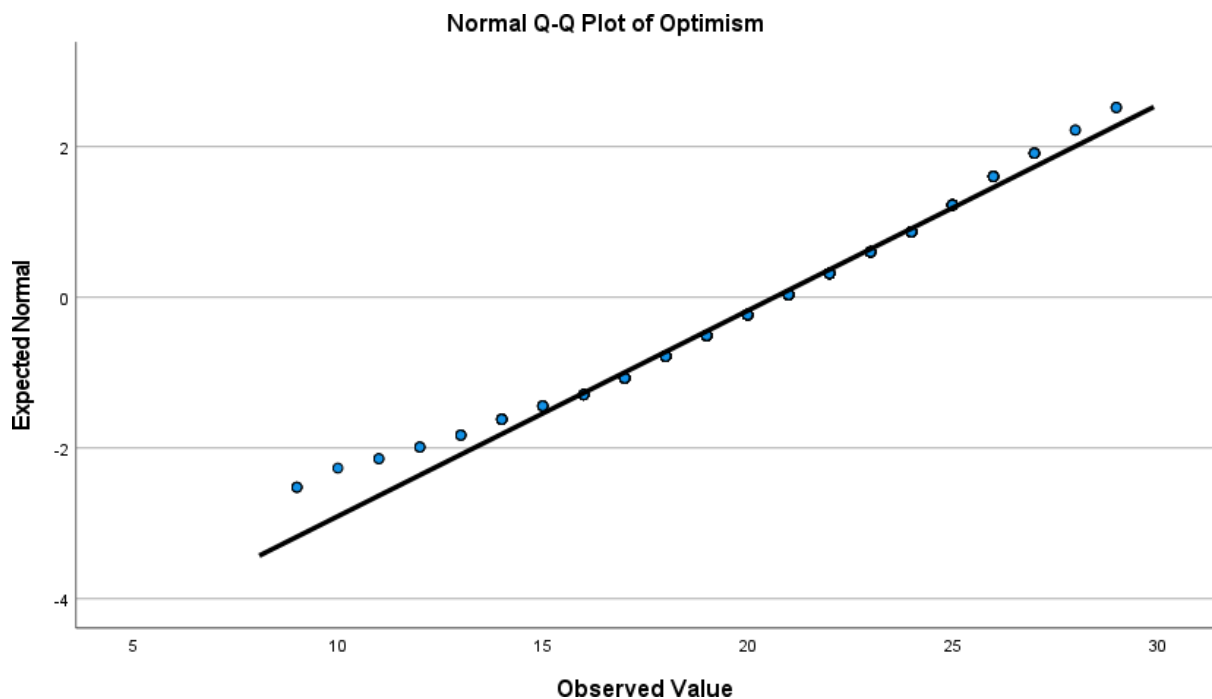
Normality Test for Life Satisfaction

<i>Tests of Normality</i>						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Life Satisfaction	.073	340	.000	.990	340	.019

a. Lilliefors Significance Correction

Figure 3

Normal Q-Q Plot of Life Satisfaction



Based on Table 8, the Shapiro-Wilk test suggests a not significant deviation from a normal distribution (p-value = 0.019). According to Figure 3, the normal Q-Q plot indicates a relatively close fit to a normal distribution. Therefore, the result can be considered approximately normal.

4.1.3 Normality Test for Meaning of Life

Table 9.

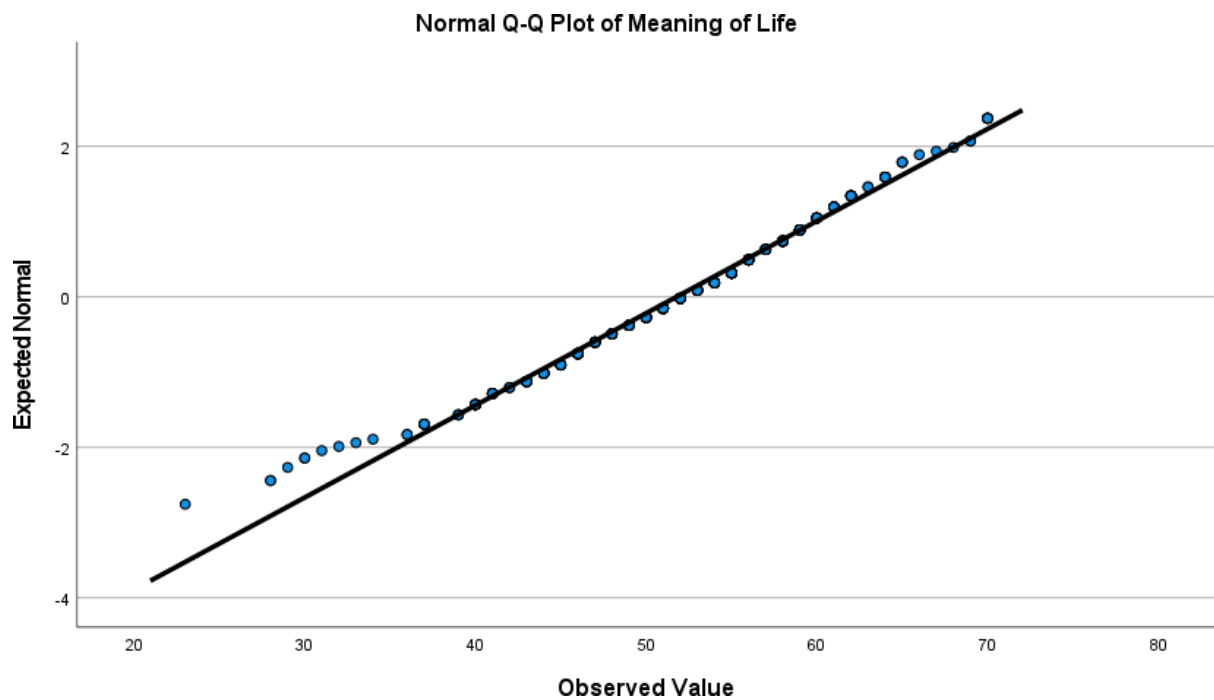
Normality Test for Meaning of Life

<i>Tests of Normality</i>						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Meaning of Life	.060	340	.005	.987	340	.003

a. Lilliefors Significance Correction

Figure 4

Normal Q-Q Plot of Meaning of Life



Based on Table 3, Shapiro-Wilk test results indicate a significant departure from normality ($p\text{-value} = 0.003$). However, the normal Q-Q plot suggests a relatively close fit to a normal distribution. This means that the Q-Q plot suggests that the deviation from normality is not substantial.

4.2 Respondent and Informant Profile

4.2.1 Gender

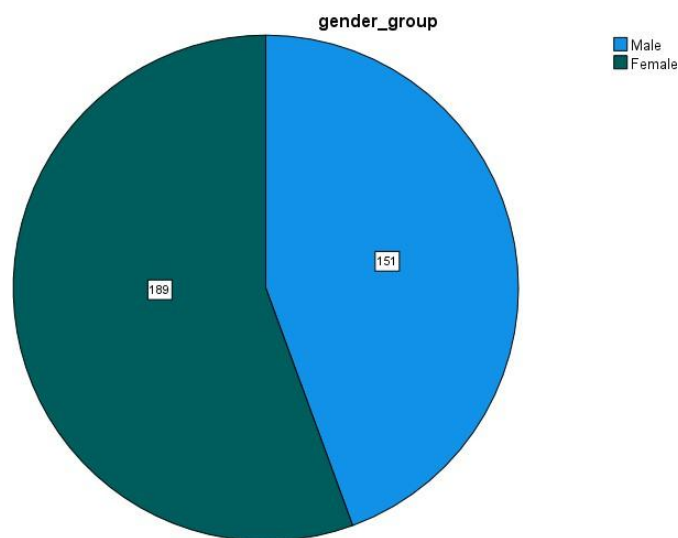
Table 10.

Responder's Gender

		<i>Gender</i>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	151	44.4	44.4	44.4
	Female	189	55.6	55.6	100.0
	Total	340	100.0	100.0	

Figure 5

Pie chart of Respondents' Gender



Based on Figure 5, it is evident that the female respondents make up the majority, with 55.60% or a total of 189 out of 340 respondents. In contrast, the male respondents make up 44.40% or 151 individuals out of the total sample size.

4.2.2 Age

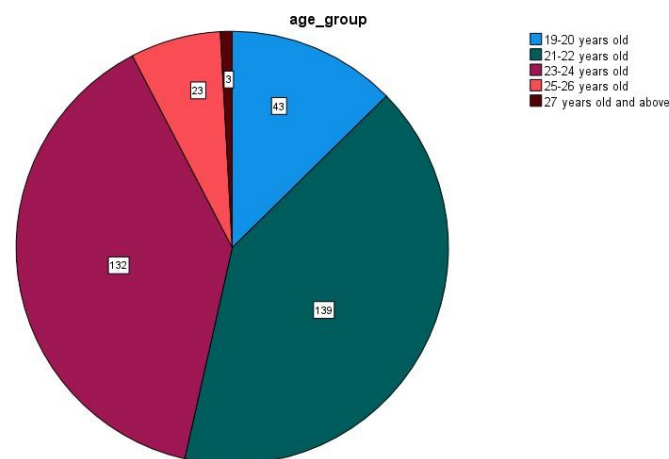
Table 11.

Responder's Age

		<i>Age</i>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19-20 years old	43	12.6	12.6	12.6
	21-22 years old	139	40.9	40.9	53.5
	23-24 years old	132	38.8	38.8	92.4
	25-26 years old	23	6.8	6.8	99.1
	27 years old and above	3	.9	.9	100.0
Total		340	100.0	100.0	

Figure 6

Pie chart of Responders' Age



Based on the data shown in Table 8 and Figure 6, it is evident that the majority of respondents (139) fell within the age range of 22-23 years, accounting for 40.90% of the total. Next, respondents between the ages of 23 and 24 were surveyed, comprising 132 out of the total 340 respondents, which equates to 38.80%. There were 43 respondents, or 12.60% of the total, who were aged 19-20 years. Additionally, there were 23 respondents, or 6.80% of the total, who were aged 25-26 years. The smallest minority group consisted of responders aged 27 and above, with 3 individuals or 0.9% of the total.

4.2.3 Year of Study

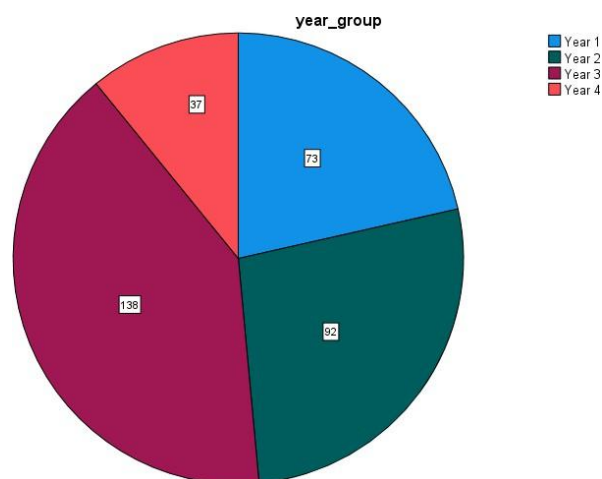
Table 12.

Respondents' Years of Study

<i>Year of Study</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Year 1	73	21.5	21.5	21.5
	Year 2	92	27.1	27.1	48.5
	Year 3	138	40.6	40.6	89.1
	Year 4	37	10.9	10.9	100.0
	Total	340	100.0	100.0	

Figure 7

Pie Chart of Respondents' Year of Study



Based on the data presented in Table 12 and Figure 7, it is clear that the majority of the respondents consisted of third-years, specifically 138 respondents or 40.60% of the total. Conversely, the number of fourth-year students constituted a minority, accounting for 37 individuals or 10.90% of the total. In Year 1, there were 73 respondents, which accounted for 21.50% of the total. In Year 2, there were 92 respondents, making up 27.1% of the total.

4.2.4 Faculties

Table 13.

Responders' Faculties

		<i>Faculties</i>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faculty of Applied and Creative Arts (FACA)	30	8.8	8.8	8.8
	Faculty of Built Environment (FBE)	14	4.1	4.1	12.9
	Faculty of Cognitive Sciences and Human Development (FCSHD)	76	22.4	22.4	35.3
	Faculty of Computer Science and Information Technology (FCSIT)	37	10.9	10.9	46.2
	Faculty of Economics and Business (FEB)	67	19.7	19.7	65.9
	Faculty of Engineering (FENG)	17	5.0	5.0	70.9
	Faculty of Language and Communication (FELC)	30	8.8	8.8	79.7
	Faculty of Medicine and Health Sciences (FMHS)	10	2.9	2.9	82.6
	Faculty Of Resource Science And Technology (FRST)	22	6.5	6.5	89.1
	Faculty of Social Sciences and Humanities (FSSH)	37	10.9	10.9	100.0
	Total	340	100.0	100.0	

Figure 8

Pie chart of Respondents' Faculties

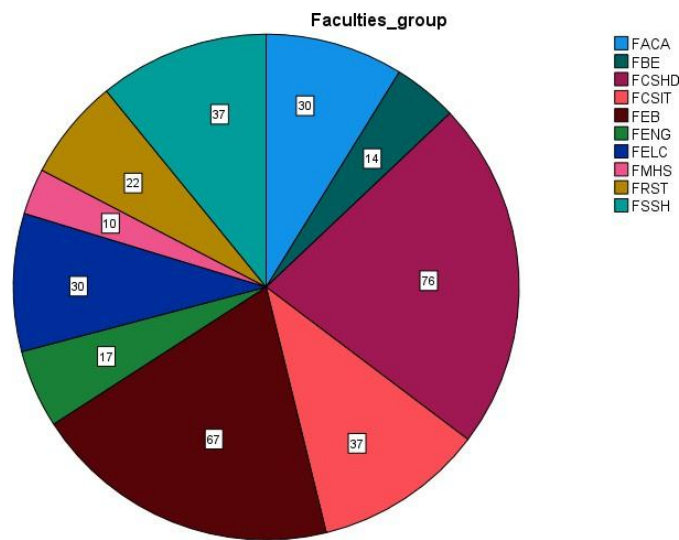


Table 13 and Figure 8 indicate that 76 respondents (22.4%) came from the Faculty of Cognitive Science and Human Development (FCSHD), making them the largest group of respondents. The Faculty of Medicine and Health Sciences (FMHS) had little representation, with only 10 respondents accounting for 2.90% of the total. The Faculty of Economics and Business (FEB) had the second-largest number of respondents, with 67 individuals accounting for 19.70% of the total. Following that, the Faculty of Computer Science and Information Technology (FCSIT) and the Faculty of Social Sciences and Humanities (FSSH) received 37 replies each, accounting for 10.90% of the total. Both the Faculty of Applied and Creative Arts (FACA) and the Faculty of Languages and Communication (FELC) have the same number of respondents, specifically 30 individuals, which accounts for 8.80% of the total. The Faculty of Resource Science and Technology (FRST) had 22 participants, accounting for 6.50% of the total. Additionally, the Faculty of Engineering (FENG) had 17 participants, representing 5.00% of the total. The Faculty of Built Environment (FBE) had 14 respondents, which accounted for 4.10% of the total.

4.2.5 Race

Table 14.

Respondents' Race

		<i>Race</i>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Melayu	153	45.0	45.0	45.0
	Indian	27	7.9	7.9	52.9
	Chinese	86	25.3	25.3	78.2
	Bumiputera	73	21.5	21.5	99.7
	Other: Siamese	1	.3	.3	100.0
	Total	340	100.0	100.0	

Figure 9

Pie Chart of Respondents' Race

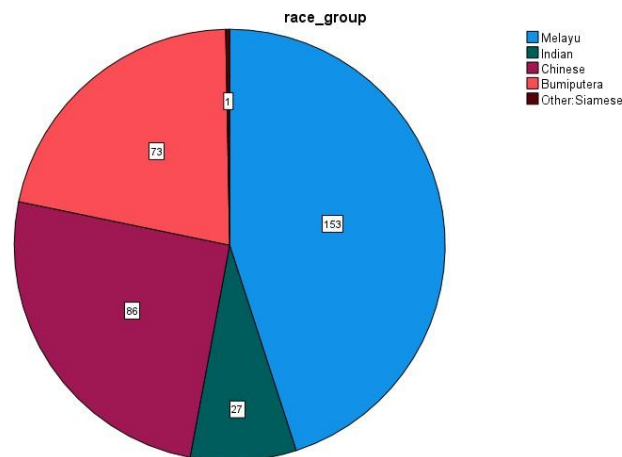


Table 14 and Figure 9 indicate that a majority of respondents, 45.00%, were of Malayan ethnicity, with a total of 153 respondents. In contrast, there was just one Siamese respondent, accounting for 0.30% of the total. The Chinese respondents accounted for the second-highest number of participants, including 86 individuals, or 25.30% of the total. Bumiutera respondents, comprising 73 individuals, constituted 21.50% of the total. The number of respondents of Indian origin was 27, which accounted for 7.9% of the total.

4.2.6 Religion

Table 15.

Respondents' Religion

		<i>Religion</i>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Islam	167	49.1	49.1	49.1
	Hindu	29	8.5	8.5	57.6
	Buddha	40	11.8	11.8	69.4
	Christian	104	30.6	30.6	100.0
	Total	340	100.0	100.0	

Figure 10

Pie Charts of Respondents' Religion

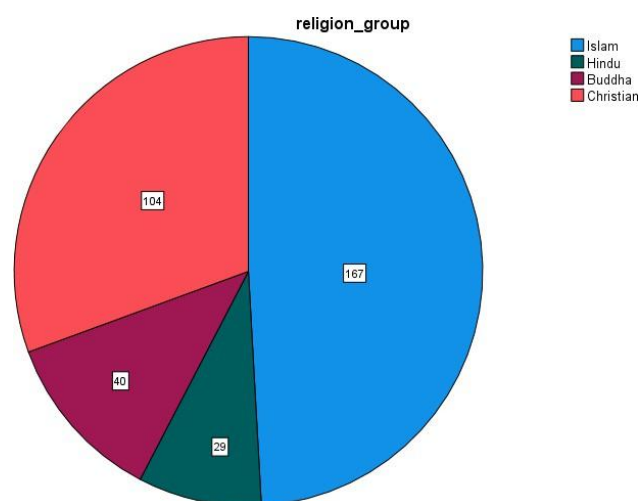


Table 15 and Figure 10 provide data indicating that 167 out of the total respondents, or 49.10% of the sample, identified themselves as practitioners of Islam. This indicates that Islam was the predominant religious belief among the respondents. Conversely, Hindu respondents constituted a minority, with 29 respondents, or 8.5% of the total. Christianity was represented by 104 respondents, accounting for 30.60% of the total, while Buddhism had 40 respondents, making up 11.8%.

4.2.7 CGPA

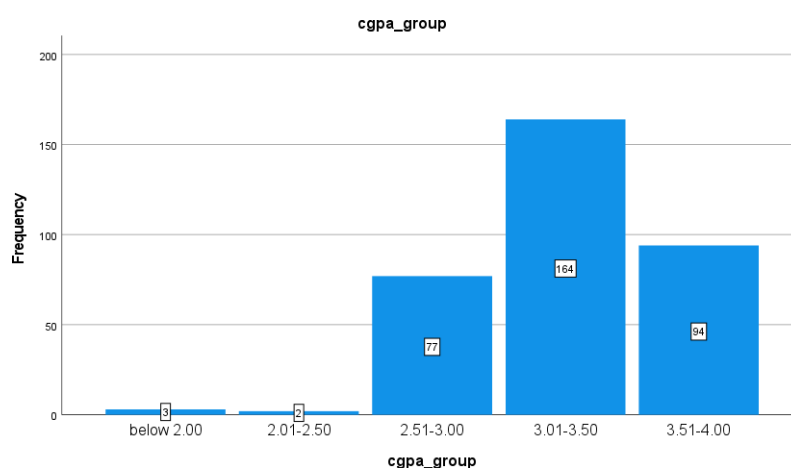
Table 16.

Respondents' CGPA

<i>CGPA</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	below 2.00	3	.9	.9	.9
	2.01-2.50	2	.6	.6	1.5
	2.51-3.00	77	22.6	22.6	24.1
	3.01-3.50	164	48.2	48.2	72.4
	3.51-4.00	94	27.6	27.6	100.0
Total		340	100.0	100.0	

Figure 11

Pie Charts of Respondents' CGPA



The data presented in Table 16 and Figure 11 indicate that a significant proportion of the respondents (164, or 48.20%) achieved a CGPA between 3.01 and 3.50, while a small number of respondents (2, or 0.6%) obtained a CGPA between 2.01 and 2.50. Subsequently, 94 respondents (27.60%) achieved a CGPA ranging from 3.51 to 4.00, whereas 77 respondents (22.60%) obtained a CGPA between 2.51 and 3.00. Only 3 individuals, which account for 0.9% of the total, had a CGPA that was lower than 2.00.

4.3 Main Finding

4.3.1 Relationship between Optimism and Life Satisfaction

H₁: There is a significant relationship between optimism and life satisfaction among UNIMAS students

Table 17.

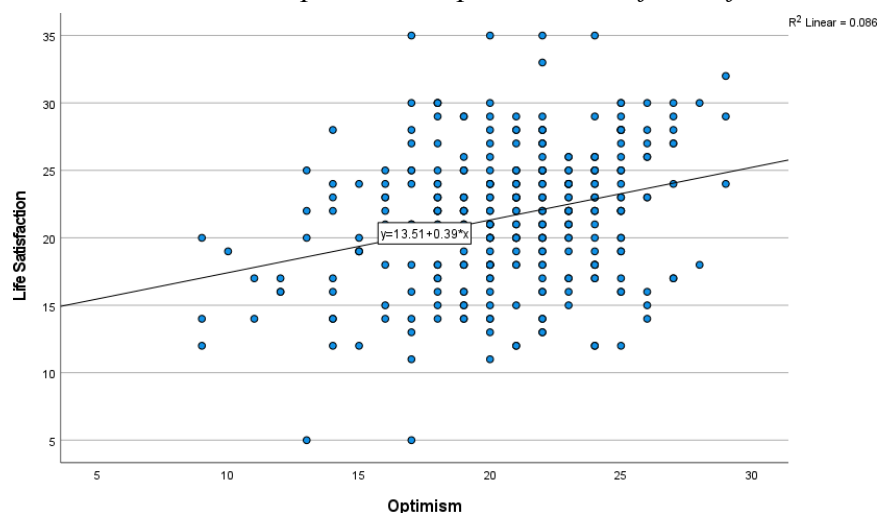
Pearson correlation for Optimism and Life Satisfaction

Correlations			
		LOT-R	SWLS
Optimism	Pearson Correlation	1	.293**
	Sig. (2-tailed)		.000
	N	340	340
Life Satisfaction	Pearson Correlation	.293**	1
	Sig. (2-tailed)	.000	
	N	340	340

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

Figure 12

Scatter Plot on the Relationship Between optimism and life satisfaction



The data showed there is a strong, positive correlation between optimism and life satisfaction, which was statistically significant ($r = 0.293$, $n = 340$, $p < 0.001$). The hypothesis is accepted. Therefore, there is a significant relationship between optimism and life satisfaction.

4.3.2 Relationship between Optimism and Meaning of Life

H₂: There is a significant relationship between optimism and meaning of life among UNIMAS students

Table 18.

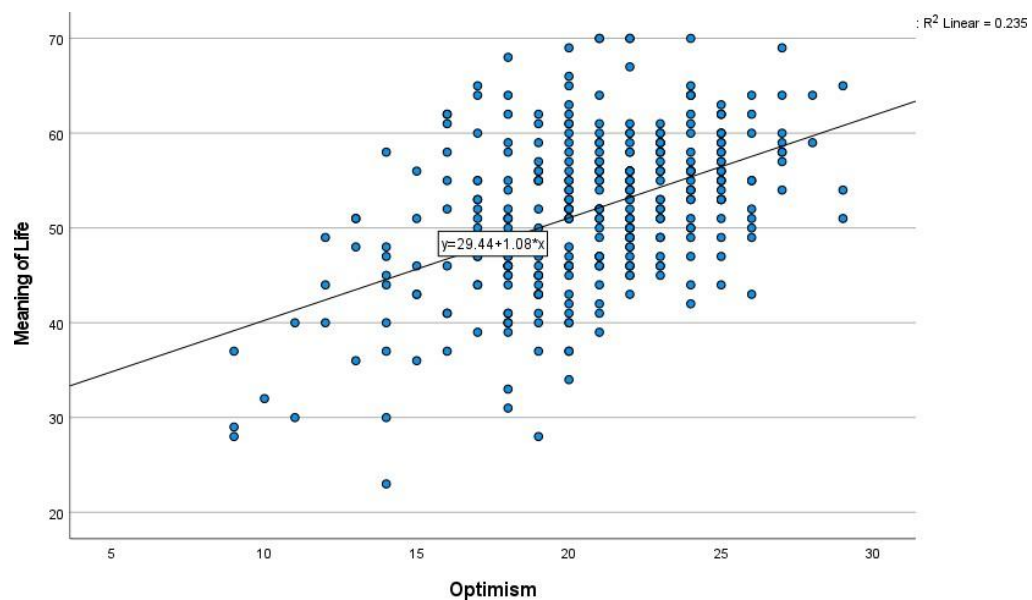
Pearson Correlation for Optimism and Meaning of Life

Correlations		LOT-R	MLQ
Optimism	Pearson Correlation	1	.485**
	Sig. (2-tailed)		.000
	N	340	340
Meaning of Life	Pearson Correlation	.485**	1
	Sig. (2-tailed)	.000	
	N	340	340

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

Figure 13

Scatter Plot on the Relationship Between Optimism and Meaning of Life



The data showed there is a strong, positive correlation between optimism and meaning of life, which was statistically significant ($r = 0.485$, $n = 340$, $p < 0.00$). The hypothesis is accepted. Therefore, there is a significant relationship between optimism and the meaning of life.

4.3.3 Relationship between Life Satisfaction and Meaning of Life

H₃: There is a significant relationship between life satisfaction and meaning of life among UNIMAS students

Table 19.

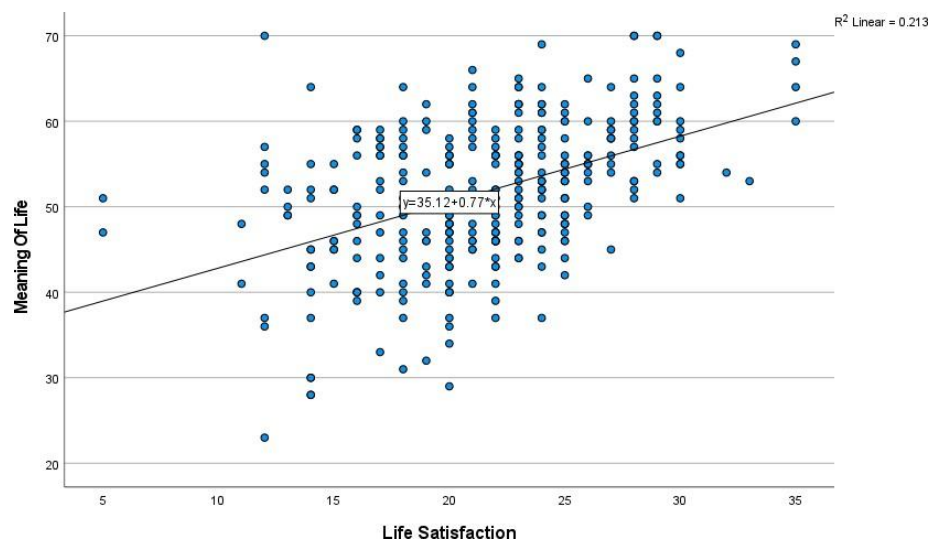
Pearson Correlation for Life Satisfaction and Meaning of Life

Correlations			
		SWLS	MLQ
Life Satisfaction	Pearson Correlation	1	.462**
	Sig. (2-tailed)		.000
	N	340	340
Meaning of Life	Pearson Correlation	.462**	1
	Sig. (2-tailed)	.000	
	N	340	340

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

Figure 14

Scatter Plot on the Relationship Between Life Satisfaction and Meaning of Life



The data showed there is a strong, positive relationship between life satisfaction and meaning of life, which was statistically significant ($r = 0.462$, $n = 340$, $p < 0.001$). The hypothesis is accepted. Therefore, there is a significant relationship between life satisfaction and the meaning of life.

4.3.4 Meaning of life mediates the relationship between optimism and life satisfaction

H4: The perception of the meaning of life mediates the relationship between optimism and life satisfaction among UNIMAS students

Table 20.

Process Marco for Outcome Variable (Meaning of Life)

Model Summary						
R	R Square	MSE	F	df1	df2	p
.485	.235	51.120	104.117	1.000	338.000	.000

Model						
Model	coeff	se	t	p	LLCI	ULCI
constant	. 29.444	2.222	13.253	.000	25.074	33.814
Optimism	1.081	.106	10.204	.000	.873	1.289

Standardized coefficients	
	coeff
Optimism	.485

According to Table 20, the model that includes optimism as an independent variable accurately predicted the meaning of life scores, with a significant $R^2 = 0.235$, $F(1,338) = 104.117$, and $p = 0.00$. Optimism was found to be significantly associated with the meaning of life ($\beta = 1.081$, $p = 0.000$). Nevertheless, the standardized coefficient ($\beta = 0.485$) reflects the relative intensity of this association.

Table 21.

Process Marco for Outcome Variable (Life Satisfaction)

Model Summary						
R	R Square	MSE	F	df1	df2	p
.468	.219	18.747	47.350	2.000	337.000	.000

Model						
Model	coeff	se	t	p	LLCI	ULCI
constant	6.150	1.658	3.708	.000	2.887	9.412
Optimism	.120	.073	1.637	.103	-.024	.264
Meaning of Life	.250	.033	7.593	.000	.185	.315

Standardized coefficients	
	coeff
Optimism	.090
Meaning of Life	.418

According to Table 21, life satisfaction was significantly predicted by the model that included both optimism and meaning of life as independent variables ($R^2 = 0.219$, $F(2, 337) = 47.350$, $p = 0.000$). Although optimism showed a marginally significant positive correlation with life satisfaction in the initial model ($\beta = .120$, $p = 0.103$), it lost significance when the meaning of life was incorporated (indicating potential mediation). The Meaning of Life revealed a significant positive correlation with life satisfaction ($\beta = 0.250$, $p < .001$), with a standardized coefficient ($\beta = 0.418$) suggesting a moderate-to-strong effect.

Table 22.

Process Marco for Total Effect Model

Model Summary						
R	R Square	MSE	F	df1	df2	p
.293	.086	21.889	31.725	1.000	338.000	.000

Model						
Model	coeff	se	t	p	LLCI	ULCI
constant	13.514	1.4534	9.296	.000	10.654	16.373
Optimism	.390	.069	5.633	.000	.254	.527

Standardized coefficients	
	coeff
Optimism	.293

Table 22 estimates the total effect of optimism on life satisfaction, controlling for the meaning of life. The model remained significant ($R^2 = 0.086$, $F(1, 338) = 31.725$, $p = 0.000$). Optimism still had a significant positive association with life satisfaction ($\beta = 0.390$, $p = 0.000$), although the standardized coefficient ($\beta = 0.293$) indicates a weaker effect compared to the initial model without the meaning of life.

Table 23.

*Process Marco for Total, Direct, And Indirect Effects Of Optimism(X) On Life**Satisfaction(Y)*

Total effect of X on Y					
Effect	se	t	p	LLCI	ULCI
.390	.069	5.633	.000	.254	.527

Direct effect of X on Y					
Effect	se	t	p	LLCI	ULCI
.120	.073	1.637	.103	-.024	.264

Indirect effect(s) of X on Y				
	Effect	BootSE	BootLLCI	BootULCI
Meaning of life	.270	.045	.185	.360

Completely standardized indirect effect(s) of X on Y				
	Effect	BootSE	BootLLCI	BootULCI
Meaning of life	.203	.034	.138	.271

Note. SE is the standard error. BootSE is the Bootstrap Standard Error, Boost LLCI is the Bootstrap Lower-Level Confidence Interval, and Boot ULCI is the Bootstrap Upper-Level Confidence Interval.

Based on mediation analysis using bootstrapping, Table 23 identified a significant indirect effect of optimism on life satisfaction through the meaning of life. The indirect effect was 0.270 (SE = 0.045), and the bootstrapped indirect effect had 95% confidence intervals ranging from 0.185 to 0.360. This suggests that the meaning of life plays a significant role in mediating the relationship between optimism and life satisfaction.

4.4 Discussion

4.4.1 Relationship between Optimism and Life Satisfaction

This research aimed to examine the correlation between optimism, life satisfaction, and the meaning of life among undergraduate students at UNIMAS. The research results demonstrated strong positive associations between optimism and life satisfaction. According to the study by Richiteanu-Nastase et al. (2019), this study demonstrates a positive connection between optimism and life satisfaction. UNIMAS undergraduate students who have higher degrees of optimism also tend to have better

levels of life satisfaction. Conversely, a decrease in optimism correlates with a decrease in life satisfaction. These findings indicate that students with a more positive and hopeful attitude towards life are more likely to have higher levels of life satisfaction, in contrast to those who have a less positive perspective.

The study conducted by Gavín Chocano et al. in 2023 also indicates that students who possess a more positive and hopeful perspective are likely to express higher levels of life satisfaction. Richiteanu-Nastase et.al (2019) conducted a study which revealed that individuals with an optimistic outlook typically hold a more favourable perspective on life and experience a greater sense of life satisfaction. Furthermore, it suggested that individuals must conquer detrimental and cynical attitudes and convictions in order to enhance levels of optimism and contentment. This study (Yue et al., 2022) investigated and demonstrated a strong correlation between an individual's life satisfaction and their level of optimism or pessimism about the future.

In addition, students who are optimistic tend to exhibit positive actions that result in increased life satisfaction. According to a study conducted by Rezaei and Bahadori Khosroshahi in 2018, it has been found that students with an optimistic outlook are more inclined to establish and actively work towards their goals, persist in overcoming obstacles, and retain positive social connections. This indicates that students who possess an optimistic outlook perceive adversities as temporary barriers that they can surmount and as meaningful chances for personal development, resulting in higher levels of life satisfaction. Conversely, students who possess a lower degree of optimism or a larger degree of pessimism may experience profound or unfavourable thoughts that can exacerbate stress and have a detrimental impact on their overall well-being.

4.4.2 Relationship between Optimism and Meaning of Life

The findings of this study demonstrate a significant correlation between optimism and the meaning of life. It suggests that undergraduate students with higher levels of optimism are more likely to experience a sense of meaning in their lives or actively seek out significance in their existence. On the other hand, undergraduate students who have lower levels of optimism may face greater difficulties in discovering or preserving a sense of purpose in their lives.

Ho et al. (2010) conducted a study to investigate the correlation between optimism and a search for life's purpose. Researchers discovered that those with an optimistic outlook are more likely to interpret life experiences as significant and purposeful, resulting in a heightened sense of well-being and enjoyment. Conversely, individuals who lack optimism may encounter difficulties in discovering significance in their experiences, thereby impacting their general state of well-being. It seems that undergraduate students who hold an optimistic outlook on life are more likely to welcome new opportunities, strive for personal growth, and engage in activities that align with their beliefs and goals.

Moreover, a positive outlook might strengthen one's ability to bounce back from challenges and sustain a sense of purpose even in challenging circumstances. The study (Carver et al., 2010) emphasises that those with an optimistic outlook are more likely to perceive unpleasant situations in a positive manner, maintain a sense of control, and possess the belief that they can overcome problems. These attributes enable them to maintain resilience in the presence of obstacles. Consequently, an optimistic undergraduate student possesses the ability to readily adjust and embrace obstacles when confronted with academic stress, interpersonal connections, and other facets of existence, while also being capable of discovering or preserving purpose in life.

Conversely, undergraduates who do not possess optimism may encounter challenges in finding significance in their academic pursuits, interpersonal connections, and other facets of life. Individuals may experience disillusionment, a lack of motivation, and uncertainty over the future, which can impact their entire sense of purpose and meaning in life.

4.4.3 Relationship between Life Satisfaction and Meaning of Life

The study findings indicate that undergraduate students at UNIMAS have a significant relationship between life satisfaction and the meaning of life. Consequently, undergraduate students who experience greater life pleasure are also more inclined to regard their lives as significant. On the other hand, undergraduate students who are unhappy with their lives may encounter challenges in discovering a sense of purpose or significance in their day-to-day endeavors. The study conducted by Wolfram in 2022 indicates a strong relationship between the presence of purpose in life and increased levels of life satisfaction, even after considering the influence of both positive and negative emotions.

Wolfram's 2022 study suggests that finding meaning in life through the fulfillment of creative, experiential, and attitudinal qualities directly enhances overall life satisfaction and serves as a protective measure against decreased life satisfaction. Wolfram's 2022 study also demonstrated that a lack of purpose in life exacerbates the negative effects of increased job stress, as well as the importance of one's job role on overall life satisfaction. Therefore, the correlation between life satisfaction and life meaning implies that an individual's general state of contentment and fulfillment with their situation influences their interpretations of life's significance, worth, and purpose. When undergraduate students feel content with many areas of their lives, such as their

relationships, achievements, or personal development, they also derive greater satisfaction and significance from their daily experiences.

Although there is typically a direct relationship between life satisfaction and the meaning of life, it is crucial to acknowledge that these are distinct notions and may not always be completely in sync. Undergraduate students may express considerable life contentment as a result of external circumstances like academic achievements, interpersonal connections, or material acquisitions, yet nevertheless experience a profound sense of emptiness or absence of purpose in their lives. Conversely, undergraduate students who are actively involved in seeking meaning and purpose may face difficulties or obstacles that momentarily impact their level of life pleasure. Antaramian (2017) conducted a study that shows a positive correlation between individuals' engagement in academic pursuits and increased life happiness when motivated by a sense of purpose and meaning. This suggests that while outward criteria such as grades may provide temporary happiness, genuine fulfillment stems from a profound understanding of the underlying motivations driving one's pursuit of those goals.

4.4.4 Meaning of Life Mediates as Optimism and Life Satisfaction

This study showed that the meaning of life mediates the relationship between optimism and meaning in life. Individuals with a more positive outlook on life generally have a more profound sense of purpose, and this heightened sense of purpose leads to higher levels of contentment with life. The concept of meaning in life serves as a connecting link that elucidates the relationship between optimism and increased life happiness.

Oriol et al.'s (2020) study suggests that meaning in life significantly mediates the relationship between optimism and life happiness. The research posits that optimism does not have a direct correlation with life pleasure but instead operates through other channels, such as the discovery of purpose in life. These pathways are integral to a virtuous perspective on happiness, which highlights the significance of meaning, virtue, and personal development in attaining a satisfying existence. Therefore, the meaning of life impacts an individual's level of optimism, which subsequently influences their overall pleasure with life. When an individual discovers purpose and significance in their everyday endeavours, connections, and personal aspirations, they are more inclined to experience contentment and fulfilment in their lives. This perception of significance enhances an overall feeling of contentment and satisfaction.

Ju et al. (2013) discovered that elderly individuals who maintain a positive outlook on the future are more motivated to recognise and interpret significance in their lives. This, in turn, has a positive impact on their overall sense of well-being. Therefore, undergraduate students with a positive outlook are more likely to actively search for and uncover the purpose of life, which in turn helps them improve their own level of life contentment.

4.5 Summary

In conclusion, this chapter clearly explains and organizes the results of the respondents' data, including demographics and the results of the questionnaire used in this study. In addition, hypotheses were calculated using SPSS to prove the reliability and its relationship between optimism, life satisfaction, and meaning of life. This chapter also discusses the relationship between optimism, life satisfaction, and the meaning of life. Therefore, this allows others to gain a clear comprehension of the research findings and the direction of the discussion. The next chapter will explain the limitations and conclusions of this study.

CHAPTER 5

SUMMARY, RECOMMENDATION AND CONCLUSION

5.0 Introduction

This chapter provides a concise overview of the results and findings from a study investigating the relationship between optimism, life satisfaction, and meaning of life among undergraduate students at UNIMAS. Additionally, it addresses the research implications, study limitations, and recommendations for future research, culminating in a brief summary of the entire research.

5.1 Research Summary

The main objective of this study is to examine the relationship between optimism, life satisfaction, and the meaning of life among UNIMAS undergraduate students. This study investigated the relationship between optimism, life satisfaction, and the purpose of life among undergraduate students at UNIMAS. The researchers utilised a questionnaire or scale to assess these variables. The study employed a quantitative research methodology and applied Pearson correlation analysis to examine the relationship between optimism and life satisfaction, optimism and meaning of life, as well as life satisfaction and meaning of life. Multiple regression can be employed to examine how the meaning of life mediates the association between optimism and life satisfaction.

The research findings demonstrate a significant correlation between optimism, life satisfaction, and the meaning of life, based on data collected from a sample of 340 undergraduate students. This implies that the degree of optimism will affect both life satisfaction and the sense of meaning in life. Furthermore, the level of life satisfaction

among undergraduate students can influence their perspective on life's meaning. The findings also indicate that the meaning of life serves as a mediator, positively influencing the relationship between optimism and life satisfaction.

5.2 Research Implications

This study offers insights into the relationship between optimism, life satisfaction, and the meaning of life among undergraduate students at UNIMAS. The study's findings showed a positive correlation between optimism, life satisfaction, and the meaning of life. This suggests that optimism has the ability to impact both life satisfaction and life meaning. In simple terms, fostering a positive outlook in undergraduate students can lead to increased satisfaction with life and a heightened sense of purpose. A positive mindset can empower undergraduate students to confront setbacks and challenges in their lives with resilience and perseverance. Individuals with an optimistic outlook will proactively seek to discover the significance and objectives of life. Nevertheless, the significant discovery of the potential mediating function of life objectives is particularly remarkable. Therefore, fostering students' meaning of life can significantly contribute to improving their overall life satisfaction and optimism.

This study suggests that the questionnaire may particularly benefit undergraduate students by encouraging self-reflective behavior. Students may engage in deliberate contemplation of their present experiences and objectives by responding to inquiries about their contentment with various facets of life and the significance they find in life. Optimistic students may use this self-reflection to focus on the favourable parts of their lives, such as their strengths, accomplishments, and possibilities. Furthermore, engaging in introspection into what provides individuals with a sense of

purpose can serve as a catalyst for them to establish and actively pursue objectives that hold significant value. Aligning one's ambitions with their beliefs and sense of purpose might enhance their overall life satisfaction. In the end, prioritising positivity and the attainment of goals can establish a cycle of positive reinforcement for students who possess an optimistic outlook, enhancing their general state of being and strengthening their optimism.

Career counsellors and educators can benefit from these findings in real-world situations. Counsellors and educators can provide undergraduate students with more comprehensive guidance if they understand the relationship between optimism, meaning in life, and life satisfaction. With this knowledge, they can adjust their teaching methods for each student according to their optimism and sense of purpose. For instance, teachers can create goal-setting exercises that are not only attainable and reasonable but also have a clear purpose. This strategy makes sure that the objectives support the pupils' general well-being while also appealing to their optimism. The strategy also underscores the importance of planning sessions for personal growth. Educators and counsellors have the ability to assist students in developing purposeful objectives, which can cultivate a more optimistic perspective and a feeling of satisfaction in life. These personal growth plans ensure a comprehensive approach to student development by encompassing both career and academic dimensions.

5.3 Limitations of Study

One limitation is the lack of a pilot study. Pilot testing with a smaller sample of students could identify survey items that require more understanding. Many students were found to have a lack of comprehension regarding the meaning of the statement in the third question (If something can go wrong for me, it will) of the Life Orientation Test-Revised (LOT-R). A misunderstanding of this question may have an impact on the data on optimism scores, as well as the overall results of the study.

Another limitation of the research is that measurements dependent on self-reports may be susceptible to response bias or self-bias. Due to the favourable character of the assessed construct, participants may tend to provide socially desirable responses. The assessment of positive characteristics like optimism, life satisfaction, and meaning in life may lead participants to present themselves in a more positive light. Social desirability bias may influence the self-report nature of the LOT-R, potentially leading students to provide more optimistic responses that may not accurately reflect their actual experiences. This could potentially impact the data.

Moreover, the timing of data collection during the middle of the semester could have impacted student responses as a result of academic pressure or stress. Although it is possible to get data during a hectic semester, further research might investigate the effects of collecting data at other times in the academic calendar to consider potential fluctuations in student optimism over life satisfaction and the meaning of life. Participants might have shown a tendency to present themselves in a more positive light, especially when evaluating positive aspects like optimism, life satisfaction, and purpose in life.

This study employed a self-report questionnaire to evaluate optimism, life satisfaction, and the sense of meaning in life. Although self-report measures offer

valuable data, they may not comprehensively represent the subjective and multidimensional nature of these categories. Each student's life satisfaction and meaning are subjective and distinct, making it difficult for standardized surveys to fully capture the diverse interpretations and variations in how pupils describe and experience these concepts. Although the Life Orientation Test-Revised (LOT-R) is subjective, it may not fully capture the intricacies and subtleties of this concept. The Satisfaction with Life Scale (SWLS) is a valuable instrument for assessing general life satisfaction. However, the study's reliance on a single instrument restricts its capacity to fully comprehend the intricate nature of this concept.

5.4 Recommendation

Based on the study's findings and limitations, various recommendations for future research attempts can be developed. Future research should strive to replicate this study by employing varied populations or settings to examine the correlation between optimism, life satisfaction, and the meaning of life among distinct groups or circumstances.

The study recommends conducting a pilot study. Pilot studies are conducted to ensure the reliability and relevance of the tool (Enago Academy, 2019). By administering the test to a sample of 30 undergraduate students at UNIMAS, any ambiguous language or problematic items that may result in misconceptions or wrong responses can be identified. In addition, doing a pilot study can uncover cultural subtleties that the researcher may not have foreseen, enabling them to refine the research instrument for enhanced comprehension within a particular setting. After gathering the pilot study data, the researcher uses Cronbach's alpha to assess the internal consistency of each instrument within a specific context. This will aid the

researcher in evaluating the dependability of their findings. A pilot study will result in a more resilient primary study with dependable and significant findings.

It is possible that gender comparisons could offer valuable insights in future research. Both males and females may have distinct ways of experiencing and expressing optimism, life satisfaction, and meaning in life. One way to investigate these potential disparities is to analyse data from male and female participants separately. This could ascertain whether gender acts as a moderating role in the association between these variables. Examining these potential relationships could yield a more comprehensive comprehension of how these psychological characteristics interrelate and impact the well-being of each gender during their undergraduate years.

Future research can greatly enhance its findings by investigating the fluctuations in optimism, life satisfaction, and the meaning of life across a semester. Gaining insight into the evolution of individuals throughout time might offer a more dynamic depiction than only comparing their previous states. By gathering data at the commencement and conclusion of the semester, it is possible to ascertain the potential impacts of academic stress, social interactions, and other events on these psychological constructs. This longitudinal approach has the potential to investigate the prospective impact of these factors on well-being during a period of intense academic activity.

In addition, future studies may include more refined indicators of life satisfaction. While current questionnaires offer broad comprehension, a multidimensional life satisfaction scale could offer more profound insights. A scale of this nature has the capability to evaluate contentment in distinct domains such as academic pursuits, social interactions, or personal growth. This would enable an investigation of the impact of optimism and meaning in life on satisfaction across

various domains of undergraduate life. By analysing certain aspects of life satisfaction, an individual can obtain a more comprehensive understanding of how these psychological constructs impact undergraduate students' overall well-being in different domains.

5.6 Conclusion

In conclusion, the main objective of this study was to investigate the relationship between optimism, life satisfaction, and the meaning of life among undergraduate students at UNIMAS. The study findings suggested a significant positive correlation between optimism and both life satisfaction and the meaning of life. The study's findings indicated that undergraduate students at UNIMAS had a positive correlation between life satisfaction and the meaning of life. The meaning of life played a crucial role in mediating the connection between optimism and life satisfaction. Hence, this study held significant ramifications for the domains of optimism, life satisfaction, and the meaning of life. It improved existing theoretical and academic material, offered practical applications, and made recommendations for university policy development. Nevertheless, as previously stated, this study did have some constraints that could serve as opportunities for future research to delve more profoundly into the influence of optimism on life satisfaction and the meaning of life. Despite some minor limitations, the experimental research undertaken effectively offered useful insights into current research and established a basis for future studies. In summary, the study findings suggested that optimism, which was characterised by a positive mindset and behaviour, might have advantageous effects on college students' overall life satisfaction and their active pursuit of meaning in life.

REFERENCES

- Ackerman, C. E. (2018a, February 6). What Is the Meaning of Life According to Positive Psychology? PositivePsychology.com. <https://positivepsychology.com/meaning-of-life-positive-psychology/#theories-meaning>
- Ackerman, C. E. (2018b, November 6). *Life Satisfaction Theory and 4 Contributing Factors (Incl. SWLS Scale)*. PositivePsychology.com. <https://positivepsychology.com/life-satisfaction/>
- American Psychological Association. (2018). Data Screening. In *APA Dictionary of Psychology*. <https://dictionary.apa.org/data-screening>
- Anderton, K. (Ed.). (2019, December 10). Meaning in life associated with better health and well-being. News-Medical. <https://www.news-medical.net/news/20191210/Meaning-in-life-associated-with-better-health-and-well-being.aspx>
- Antaramian, S. (2017). The importance of very high life satisfaction for students' academic success. *Cogent Education*, 4(1).
<https://doi.org/10.1080/2331186x.2017.1307622>
- Azhar, K., Daud, M., Khidzir, Z., Rasdan Ismail, A., & Abdullah, A. (2018). Validity and reliability of instrument to measure social media skills among small and medium entrepreneurs at pengkalan datu river. *International Journal of Development and Sustainability*, 7(3), 18013101. <https://isdsnet.com/ijds-v7n3-15.pdf>
- Baird, R. M. (1985). Meaning in life: Discovered or created? *Journal of Religion & Health*, 24(2), 117–124. <https://doi.org/10.1007/bf01532255>
- Baltacı, A., & Yağlı Soykan, S. N. (2020). Optimism, Happiness, Life Meaning and Life Satisfaction Levels of the Faculty of Divinity Students: A Multi-Sample Correlational

- Study. *Spiritual Psychology and Counseling*, 5(2), 167–184.
<https://doi.org/10.37898/spc.2020.5.2.91>
- Bevans, R. (2023, June 22). *Multiple Linear Regression | A Quick and Simple Guide*. Scribbr. <https://www.scribbr.com/statistics/multiple-linear-regression/>
- Bhandari, P. (2020a). *Descriptive Statistics | Definitions, Types, Examples*. Scribbr.
<https://www.scribbr.com/statistics/descriptive-statistics/>
- Bhandari, P. (2020b, June 12). *What Is Quantitative Research? | Definition, Uses & Methods*. Scribbr. <https://www.scribbr.com/methodology/quantitative-research/>
- Bhandari, P. (2021). *Correlational Research | Definition, Methods and Examples*. Scribbr.
<https://www.scribbr.com/methodology/correlational-research/>
- Bush, T. (2020, June 22). *Descriptive Analysis: How-To, Types, Examples*. Pestleanalysis.com. <https://pestleanalysis.com/descriptive-analysis/>
- Çakır, V. O., & Harmandar Demirel, D. (2019). A Student-Oriented Study: Analyzing the Relationship between Happiness and Satisfaction with Life. *Journal of Educational Issues*, 5(1), 150. <https://doi.org/10.5296/jei.v5i1.14661>
- Cambridge Dictionary. (2020). Satisfaction. In *Cambridge.org*.
<https://dictionary.cambridge.org/dictionary/english/satisfaction>
- Carver, C. S., Scheier, M. F., & Segerstrom, S. C. (2010). Optimism. *Clinical Psychology Review*, 30(7), 879–889. <https://doi.org/10.1016/j.cpr.2010.01.006>
- Çebi, E., & Demir, A. (2022). A Path Model of Meaning in Life among University Students: The Roles of Gratitude, Self-Concept Clarity and Self-Construal. *Applied Research in Quality of Life*, 17, 3091–3113. <https://doi.org/10.1007/s11482-022-10054-y>
- Celestine, N. (2019, August 30). *What is the Life Orientation Test and How to Use It? (LOT-R)*. PositivePsychology.com. <https://positivepsychology.com/life-orientation-test->

revised/

Cherry, K. (2022, February 17). *The Optimism Bias: Are You Too Optimistic for Your Own Good?* Verywell Mind. <https://www.verywellmind.com/what-is-the-optimism-bias-2795031>

Chowdhury, M. R. (2019, December 10). *11 Optimism Tools, Examples and Exercises to Help Improve Your Outlook*. PositivePsychology.com. <https://positivepsychology.com/optimism-tools-exercises-examples/>

Coursera. (2023, June 15). *What Is Margin of Error?* Coursera. <https://www.coursera.org/articles/what-is-margin-of-error>

Enago Academy. (2019, February 13). *Why is a Pilot Study important in Research?* Enago Academy. <https://www.enago.com/academy/pilot-study-defines-a-good-research-design/>

Espejo, B., Martín-Carbonell, M., Checa, I., Paternina, Y., Fernández-Daza, M., Higueta, J. D., Albarracín, A., & Cerquera, A. (2022). Psychometric Properties of the Diener Satisfaction With Life Scale With Five Response Options Applied to the Colombian Population. *Frontiers in Public Health*, 9. <https://doi.org/10.3389/fpubh.2021.767534>

Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4. <https://doi.org/10.11648/j.ajtas.20160501.1>

Friedman, L. C., Nelson, D. V., Webb, J. A., Hoffman, L. P., & Baer, P. E. (1994). Dispositional Optimism, Self-efficacy, and Health Beliefs as Predictors of Breast Self-examination. *American Journal of Preventive Medicine*, 10(3), 130–135. [https://doi.org/10.1016/s0749-3797\(18\)30607-x](https://doi.org/10.1016/s0749-3797(18)30607-x)

- Gavín Chocano, Ó., García Martínez, I., & Molero, D. (2023). Impact of optimism versus pessimism on life satisfaction in university students. *Digibug.ugr.es*, 59(2), 473–488. <https://doi.org/10.5565/rev/educar.1677>
- Hall, A. (2014). Life Satisfaction, Concept of. *Encyclopedia of Quality of Life and Well-Being Research*, 3599–3601. https://doi.org/10.1007/978-94-007-0753-5_1649
- Hassan, M. (2023, April 13). *Informed Consent in Research - Types, Templates and Examples*. Research Method. <https://researchmethod.net/informed-consent-in-research/>
- Hassan, Z. A., Schattner, P., & Mazza, D. (2006). Doing A Pilot Study: Why Is It Essential? *Malaysian Family Physician: The Official Journal of the Academy of Family Physicians of Malaysia*, 1(2-3), 70–73. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4453116/>
- Headey, B. (2014). Bottom-Up Versus Top-Down Theories of Life Satisfaction. *Encyclopedia of Quality of Life and Well-Being Research*, 423–426. https://doi.org/10.1007/978-94-007-0753-5_228
- Ho, M. Y., Cheung, F. M., & Cheung, S. F. (2010). The Role of Meaning in Life and Optimism in Promoting Well-Being. *APA PsycNet*, 48(5), 658–663. <https://doi.org/10.1016/j.paid.2010.01.008>
- Ju, H., Shin, J. W., Kim, C., Hyun, M., & Park, J. (2013). Mediatlional effect of meaning in life on the relationship between optimism and well-being in community elderly. *Archives of Gerontology and Geriatrics*, 56(2), 309–313. <https://doi.org/10.1016/j.archger.2012.08.008>

- Karatas, Z., Uzun, K., & Tagay, Ö. (2021). Relationships Between the Life Satisfaction, Meaning in Life, Hope and COVID-19 Fear for Turkish Adults During the COVID-19 Outbreak. *Frontiers in Psychology*, 12(1).
<https://doi.org/10.3389/fpsyg.2021.633384>
- Khoo, Y. S., & Zhooriyati, S. M. (2021). Meaning in Life of Malaysian Adolescents: A Qualitative Study. *Malaysian Journal of Youth Studies*, 23, 42–52.
https://www.researchgate.net/publication/352881953_Meaning_In_Life_Of_Malaysian_Adolescents_A_Qualitative_Study
- Kyriazos, T., Galanakis, M., Katerelos, I., & Stalikas, A. (2021). Does the Pollyannaish View on Life Hold during Early COVID-19 Quarantine? Modeling the Effects of Positive Emotions, Hope, Optimism and Life Meaning on Life Satisfaction. *Open Journal of Social Sciences*, 09(10), 315–338. <https://doi.org/10.4236/jss.2021.910023>
- Laerd statistics. (2018). *How to perform a Multiple Regression Analysis in SPSS Statistics* | Laerd Statistics. Laerd.com. <https://statistics.laerd.com/spss-tutorials/multiple-regression-using-spss-statistics.php>
- Laranjeira, C., & Querido, A. (2022). Hope and optimism as an opportunity to improve the “positive mental health” demand. *Frontiers in Psychology*, 13.
<https://doi.org/10.3389/fpsyg.2022.827320>
- Magyar-Moe, J. L. (2009). Positive Psychological Tests and Measures. *Therapist's Guide to Positive Psychological Interventions*, 43–72. <https://doi.org/10.1016/b978-0-12-374517-0.00003-6>
- Maple Tech International LLC. (n.d.). *Sample Size Calculator*. Calculator.net. Retrieved April 11, 2024, from <https://www.calculator.net/sample-size-calculator.html?type=1&cl=95&ci=5&pp=50&ps=12000&x=Calculate>

- Mead, E. (2019, August 12). *4 Scales to Measure Satisfaction with Life (SWLS)*. PositivePsychology.com. <https://positivepsychology.com/life-satisfaction-scales/>
- Momoh, O. (2021, March 17). *Understanding Population Statistics*. Investopedia. <https://www.investopedia.com/terms/p/population.asp>
- Muthiah, A., Beh Xuan, J., & Krishnamurthi, K. (2022). *The relationship between self-esteem, optimism, and resilience among undergraduates in Malaysia*. http://eprints.utar.edu.my/5104/1/fyp_PY_2022_BJX.pdf
- Oriol, X., Miranda, R., Bazán, C., & Benavente, E. (2020). Distinct Routes to Understand the Relationship Between Dispositional Optimism and Life Satisfaction: Self-Control and Grit, Positive Affect, Gratitude, and Meaning in Life. *Frontiers in Psychology, 11*. <https://doi.org/10.3389/fpsyg.2020.00907>
- Ottati, F., & Noronha, A. P. P. (2017). Factor structure of the Life Orientation Test-Revised (LOT-R). *Acta Colombiana de Psicología, 20*(1), 32–39. <https://www.redalyc.org/journal/798/79849735003/html/>
- Pan, J.-Y., Wong, D. F. K., Joubert, L., & Chan, C. L. W. (2008). The Protective Function of Meaning of Life on Life Satisfaction Among Chinese Students in Australia and Hong Kong: A Cross-Cultural Comparative Study. *Journal of American College Health, 57*(2), 221–232. <https://doi.org/10.3200/jach.57.2.221-232>
- Parveen, F., Maqbool, S., Shah, M., & Khan. (2016). *Optimism as Predictor of Psychological Well Being among Adolescents*. <https://ijip.in/wp-content/uploads/2019/02/18.01.154.20160304.pdf>
- Pezirkianidis, C., Galanakis, M., Karakasidou, I., & Stalikas, A. (2016). Validation of the Meaning in Life Questionnaire (MLQ) in a Greek Sample. *Psychology, 07*(13), 1518–1530. <https://doi.org/10.4236/psych.2016.713148>

- Piper, A. (2022). Optimism, pessimism and life satisfaction: an empirical investigation. *International Review of Economics*, 69, 177–208. <https://doi.org/10.1007/s12232-022-00390-8>
- Pninit Russo-Netzer, Dan-Cristian Dabija, & Acevedo, B. P. (2023). Editorial: Highlights in personality and social psychology: life satisfaction. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1289803>
- Ranjha, A. (2021, June 24). *Life Orientation Test Revised (LOT-R)» Scales*. Psychology Roots. <https://psychologyroots.com/life-orientation-test-revised-lot-r/>
- Ranjha, A. (2024, January 25). *Satisfaction with Life Scale*. Psychology Roots. https://psychologyroots.com/satisfaction-with-life-scale/#google_vignette
- Rezaei, A., & Bahadori Khosroshahi, J. (2018). Optimism, Social Intelligence and Positive Affect as Predictors of University Students' Life Satisfaction. *European Journal of Mental Health*, 13(2), 150–162. <https://doi.org/10.5708/ejmh.13.2018.2.3>
- Richiteanu-Nastase, E.-R., Stăiculescu, C., & Lăcătuș, M. L. (2019). The Relationship Between Optimism And Life Satisfaction: Case Study. *European Proceedings of Social and Behavioural Sciences*, 67. <https://doi.org/10.15405/epsbs.2019.08.03.124>
- Ruggeri, K., Garcia-Garzon, E., Maguire, Á., Matz, S., & Huppert, F. A. (2020). Well-being Is More than Happiness and Life satisfaction: a Multidimensional Analysis of 21 Countries. *Health and Quality of Life Outcomes*, 18(192). <https://doi.org/10.1186/s12955-020-01423-y>
- Ryff, C. D., & Singer, B. (1998). The Contours of Positive Human Health. *Psychological Inquiry*, 9(1), 1–28. https://doi.org/10.1207/s15327965pli0901_1

- Saldivia, S., Aslan, J., Cova, F., Bustos, C., Inostroza, C., & Castillo-Carreño, A. (2023). Life satisfaction, positive affect, depression and anxiety symptoms, and their relationship with sociodemographic, psychosocial, and clinical variables in a general elderly population sample from Chile. *Frontiers in Psychiatry*, 14.
<https://doi.org/10.3389/fpsyt.2023.1203590>
- Scheier, M. F., & Carver, C. S. (1985). Optimism, coping, and health: Assessment and implications of generalized outcome expectancies. *Health Psychology*, 4(3), 219–247.
<https://doi.org/10.1037//0278-6133.4.3.219>
- Scheier, M. F., & Carver, C. S. (2018). Dispositional optimism and physical health: A long look back, a quick look forward. *American Psychologist*, 73(9), 1082–1094.
<https://doi.org/10.1037/amp0000384>
- Scott, E. (2019). *What is optimism?* Verywell Mind. <https://www.verywellmind.com/the-benefits-of-optimism-3144811>
- Scott, E. (2022a, November 14). *What Is optimism?* Verywell Mind.
<https://www.verywellmind.com/the-benefits-of-optimism-3144811>
- Scott, E. (2022b, November 14). *What Is optimism?* Verywell Mind.
<https://www.verywellmind.com/the-benefits-of-optimism-3144811>
- Setia, M. S. (2016). Methodology Series Module 3: Cross-sectional Studies. *Indian Journal of Dermatology*, 61(3), 261–264. NCBI. <https://doi.org/10.4103/0019-5154.182410>
- Statista Research Department. (2022, October 8). *Malaysia: optimism for the current year compared to the previous one 2020*. Statista.
<https://www.statista.com/statistics/1041033/malaysia-optimism-year-on-year-comparison/>

- 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*, 53(1), 80–93. <https://doi.org/10.1037/0022-0167.53.1.80>
- Steger, M. F., Frazier, P., Oishi, S., & Kaler, M. (2019). *Meaning in Life Questionnaire* | Positive Psychology Center. Upenn.edu.
<https://ppc.sas.upenn.edu/resources/questionnaires-researchers/meaning-life-questionnaire>
- Thomas, L. (2020, May 8). *Cross-Sectional Study | Definitions, Uses & Examples*. Scribbr. <https://www.scribbr.com/methodology/cross-sectional-study/>
- Ünüvar, Ş., Avşaroğlu, S., & Uslu, M. (2012). An Evaluation of Optimism and Life Satisfaction of Undergraduate Students in the School of Tourism and Hotel Management. *ResearchGate*, 12(20).
https://www.researchgate.net/publication/266462679_An_Evaluation_of_Optimism_and_Life_Satisfaction_of_Undergraduate_Students_in_the_School_of_Tourism_and_Hotel_Management
- Upchurch Sweeney, C. R., Turner, J. R., Turner, J. R., Barrett, C., Soto, A. V., Whang, W., Korbel, C., Matwin, S., Gorrin, D., Schroeder, B., Turner, J. R., Dekker, J., Levin, B., Turner, J. R., Pishori, A. Z., Grabowski, J., Yard, S., Nelson, K., Denton, E., & Akechi, T. (2013). Dispositional Optimism. *Encyclopedia of Behavioral Medicine*, 607–607. https://doi.org/10.1007/978-1-4419-1005-9_1222
- Usán Supervía, P., Salavera Bordás, C., & Murillo Lorente, V. (2020). Exploring the Psychological Effects of Optimism on Life Satisfaction in Students: The Mediating Role of Goal Orientations. *International Journal of Environmental Research and Public Health*, 17(21), 7887. <https://doi.org/10.3390/ijerph17217887>

- Wolfram, H.-J. (2022). Meaning in life, life role importance, life strain, and life satisfaction. *Current Psychology*, 42, 29905–29917.
<https://doi.org/10.1007/s12144-022-04031-9>
- Yaacob, S. N., Soon Aun, T., Jo-Pei, T., & Juhari, R. (2012). Malaysian Adolescents' Life Satisfaction. *Archives Des Sciences Journal*, 65(8).
https://www.academia.edu/51737197/Malaysian_Adolescents_Life_Satisfaction
- Yek, M. H., Olendzki, N., Kekecs, Z., Patterson, V., & Elkins, G. (2017). Presence of Meaning in Life and Search for Meaning in Life and Relationship to Health Anxiety. *Psychological Reports*, 120(3), 383–390.
<https://doi.org/10.1177/0033294117697084>
- Yue, Z., Liang, H., Qin, X., Ge, Y., Xiang, N., & Liu, E. (2022). Optimism and survival: health behaviors as a mediator—a ten-year follow-up study of Chinese elderly people. *BMC Public Health*, 22(1).
<https://doi.org/10.1186/s12889-022-13090-3>
- Zheng, Y., Hou, Y., & Dong, Z. (2024). From Good Expectancy to Good Feelings: How Optimism Is Related to Subjective Well-Being in Chinese Adults through the Pathway of Coping. *Behavioral Sciences*, 14(3), 165.
<https://doi.org/10.3390/bs14030165>

APPENDICES

1. Google Form Questionnaire Link: <https://forms.gle/zUshBy5aDdaAubgn8>

The Relationship between Optimism, Life Satisfaction, and Meaning of Life Among UNIMAS Students

B I U  

Greetings to all, I am Lydia Wong Min Hui (79925) Year 3 Psychology student from Faculty of Cognitive Science and Human Development (FCSHD) of University Malaysia Sarawak (UNIMAS) . I'm currently conducting a Final Year Project (FYP) on understanding the relationship between optimism, life satisfaction and meaning of life among undergraduate students.

Purpose of Study: To investigate the relationship between optimism, life satisfaction, and meaning of life among UNIMAS students.

This form contains four sections:

Section A: Demographic

Section B: Life Orientation Test- Revised (LOT-R).

Section C: Satisfaction With Life Scale (SWLS)

Section D: Meaning in life Questionnaire (MLQ)

Please answer ALL the questions and will take approximately 10-15 minutes to complete. All your information obtained in this study will be kept and handled in a confidential manner, in accordance with applicable laws and/or regulations. When publishing or presenting the study results, your identity will not be revealed without your expressed consent. Your cooperation and participation in responding to this questionnaire is much appreciated. Thank you.

If you have any enquiries or need further information about the study, please contact :

Lydia Wong Min Hui (Email : 79925@siswa.unimas.my/ Contact No: 016-4653859)

ELECTRONIC INFORMED CONSENT FORM *

By clicking on the "agree" button indicates that:

1. I have been read and understood the information for the above study.
2. I have sufficient time to consider participation in the study.
3. Understand that my participation is voluntary, and I can freely withdraw my participation from the study without giving a reason. I understand the risks and benefits related to my participation in the study.
4. While information gained in this study, it may be used in a conference presentation, and may also be published in a journal article, I will not be identified. Information concerning me will remain strictly confidential
5. I understand that study investigators, qualified monitors and auditors, the sponsor or its affiliates, and governmental or regulatory authorities, have direct access to my record in order to make sure that the study is conducted correctly, and the data are recorded correctly. All personal details will be treated as STRICTLY CONFIDENTIAL.

☐ Agree

Section A: Demographics



Description (optional)

Gender *

☐ Female

☐ Male

Age *

☐ 19 - 20 years old

☐ 21-22 years old

☐ 23-24 years old

☐ 25-26 years old

☐ 27 years old and above

Years of Study *

- ☐ Year 1
- ☐ Year 2
- ☐ Year 3
- ☐ Year 4
- ☐ Other...

Faculties *

- ☐ Faculty of Applied and Creative Arts (FACA)
- ☐ Faculty of Built Environment (FBE)
- ☐ Faculty of Cognitive Sciences and Human Development (FCSHD)
- ☐ Faculty of Computer Science and Information Technology (FCSIT)
- ☐ Faculty of Economics and Business (FEB)
- ☐ Faculty of Engineering (FENG)
- ☐ Faculty of Language and Communication (FELC)
- ☐ Faculty of Medicine and Health Sciences (FMHS)
- ☐ Faculty Of Resource Science And Technology (FRST)
- ☐ Faculty of Social Sciences and Humanities (FSSH)

Race *

- ☐ Melayu
- ☐ Indian
- ☐ Chinese
- ☐ Bumiputera
- ☐ Other...

Religion *

- ☐ Islam
- ☐ Hindu
- ☐ Buddha
- ☐ Christian
- ☐ Other...

CGPA *

Short-answer text

Section B: Life Orientation Test-Revised (LOT-R)



Please answer the following questions about yourself by indicating the extent of your agreement using the following scale:

- 1=Strongly Disagree
- 2=Disagree
- 3=Neutral
- 4=Agree
- 5=Strongly agree

Please be honest in your response. There is no right or wrong answer.

In uncertain times, I usually expect the best. *

	1	2	3	4	5	
Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree

It's easy for me to relax. *

	1	2	3	4	5	
Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree

If something can go wrong for me, it will. *

	1	2	3	4	5	
Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree

I am always optimistic about my future. *

	1	2	3	4	5	
Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree

I enjoy my friends a lot. *

	1	2	3	4	5	
Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree

It's important for me to keep busy. *

	1	2	3	4	5	
Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree

I hardly ever expect things to go my way. *

	1	2	3	4	5	
Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree

I am always optimistic about my future. *

	1	2	3	4	5	
Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree

I enjoy my friends a lot. *

	1	2	3	4	5	
Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree

It's important for me to keep busy. *

	1	2	3	4	5	
Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree

Section C: Satisfaction with Life Scale (SWLS)



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

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Slightly Disagree
- 4 - Neither Agree nor Disagree
- 5 - Slightly Agree
- 6 - Agree
- 7 - Strongly Agree

In most ways my life is close to my ideal. *

	1	2	3	4	5	6	7	
Strongly Disagree	☐	☐	☐	☐	☐	☐	☐	Strongly Agree

The conditions of my life are excellent. *

	1	2	3	4	5	6	7	
Strongly Disagree	☐	☐	☐	☐	☐	☐	☐	Strongly Agree

I am satisfied with my life. *

	1	2	3	4	5	6	7	
Strongly Disagree	☐	☐	☐	☐	☐	☐	☐	Strongly Agree

So far I have gotten the important things I want in life. *

	1	2	3	4	5	6	7	
Strongly Disagree	☐	☐	☐	☐	☐	☐	☐	Strongly Agree

If I could live my life over, I would change almost nothing. *

	1	2	3	4	5	6	7	
Strongly Disagree	☐	☐	☐	☐	☐	☐	☐	Strongly Agree

Section D: Meaning of Life Questionnaire (MLQ)



Please take a moment to think about what makes your life and existence feel important and significant to you. Please respond to the following statements as truthfully and accurately as you can, and also please remember that these are very subjective questions and that there are no right or wrong answers. Please answer according to the scale below:

- 1- Absolutely untrue
- 2- Most Untrue
- 3- Somewhat Untrue
- 4- Can't Say True or False
- 5- Somewhat True
- 6- Mostly True
- 7- Absolutely True

I understand my life's meaning. *

	1	2	3	4	5	6	7	
Absolutely Untrue	☐	☐	☐	☐	☐	☐	☐	Absolutely True

I am looking for something that makes my life feel meaningful. *

	1	2	3	4	5	6	7	
Absolutely Untrue	☐	☐	☐	☐	☐	☐	☐	Absolutely True

I am always looking to find my life's purpose. *

	1	2	3	4	5	6	7	
Absolutely Untrue	☐	☐	☐	☐	☐	☐	☐	Absolutely True

My life has a clear sense of purpose. *

	1	2	3	4	5	6	7	
Absolutely Untrue	☐	☐	☐	☐	☐	☐	☐	Absolutely True

I have a good sense of what makes my life meaningful. *

	1	2	3	4	5	6	7	
Absolutely Untrue	☐	☐	☐	☐	☐	☐	☐	Absolutely True

I have discovered a satisfying life purpose. *

	1	2	3	4	5	6	7	
Absolutely Untrue	☐	☐	☐	☐	☐	☐	☐	Absolutely True

I am always searching for something that makes my life feel significant. *

	1	2	3	4	5	6	7	
Absolutely Untrue	☐	☐	☐	☐	☐	☐	☐	Absolutely True

I am seeking a purpose or mission for my life. *

	1	2	3	4	5	6	7	
Absolutely Untrue	☐	☐	☐	☐	☐	☐	☐	Absolutely True

My life has no clear purpose.*

	1	2	3	4	5	6	7	
Absolutely Untrue	☐	☐	☐	☐	☐	☐	☐	Absolutely True

I am searching for meaning in my life.*

	1	2	3	4	5	6	7	
Absolutely Untrue	☐	☐	☐	☐	☐	☐	☐	Absolutely True

2. Turnitin Similarity Index Report:

79925			
ORIGINALITY REPORT			
20%	17%	13%	11%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	docs.google.com Internet Source	1	1%
2	conferences.cseap.edu.my Internet Source	1	1%
3	Submitted to Universiti Malaysia Sarawak Student Paper	1	1%
4	Submitted to Pacifica Graduate Institute Student Paper	1	1%
5	ir.unimas.my Internet Source	<1	<1%
6	docplayer.net Internet Source	<1	<1%
7	discol.umk.edu.my Internet Source	<1	<1%
8	stmportal.net Internet Source	<1	<1%
9	Submitted to Manchester Metropolitan University Student Paper	<1	<1%