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# Exploring the Meaning of life and Subjective Well-being among Pre-Service Education Students

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## Abstract

This descriptive-correlational study determined the relationship between the meaning of life and subjective well-being (SWB) among 259 pre-service education students who were selected through convenience sampling. Questionnaires were used to gather data. Mean, Pearson's  $r$  and  $t$ -test were employed for the statistical treatment of the data. The meaning of life and SWB of respondents were both high. No significant difference exists between the meaning of life and SWB when respondents are grouped according to age, sex, year, and program. The meaning of life and subjective well-being were positively correlated with intellectual and positive affect. The curriculum has met and satisfied the students' needs, interests, and capacities with the support of school, home, and other social institutions. Social institutions may accord upskilling and leadership opportunities to boost people's morale and performance. Replication of study may include variables like civil and health status interests, religion and parents' occupation, and students' participation from private higher education institutions. The school management may revisit the students' handbook to make it more relevant to the changing needs, time, and demands of the people and the society, and to further improve the institutions' services for young peoples' continued and sustained holistic development.

### Keywords:

meaning of life, presence of meaning, pre-service education students, search for meaning, subjective well-being

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## Introduction

The United Nations Education Scientific and Cultural Organization (UNESCO's) Sustainable Development Goal 4 (SDG 4) ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all (Sustainable Development Goal 4, n.d.). At its heart, SDG 4 advocates the delivery of high-quality teaching and great education. In the Philippine department of education (DepEd's) battle for quality education, *Sulong EduKalidad* has KITE as its four key reform areas: (1) K to 12 curriculum review and update; (2) improvement of learning environment; (3) teachers' upskilling and reskilling; and (4) engagement of stakeholders for support and collaboration. This initiative of the department of education commits to deliver quality education in

response to the rapidly changing learning environment of the present and future learners (Briones, 2019). In the education arena, teachers' role in academic learning greatly impacts quality education to which quality learning relies upon. As a premiere teacher education, the National Center for Teacher Education (as a system) upholds strengthening the value of preservice preparation anchored on its vision, mission, and core values of truth, excellence, and service. Pre-service education students are not yet teachers but are enrolled in education programs and are completing their teaching courses. These students are in their adolescence who naturally experience physical and biological changes in their bodies apart from encountering diverse and difficult challenges almost every day of their lives. Students' lifestyle is intensely active. In school, students experience

arduous academic and non-academic standards; complex requirements; and school work that may likely affect their health, behaviors, performances, and dispositions. Potential issues such as academic pressures, depression, stress, anxiety, mental health problems, and tensions may likely afflict students' wellness and productivity. Given this daily reality, it is important that future teachers like them, who will assume teaching roles in their particular field of specialization, should be physically, emotionally, and mentally happy and healthy. Thus, it is fundamental for pre-service education students to maintain balance and satisfaction in life when dealing with ordeals and complicated situations.

Students from a premier teacher education institution are living a simple student life. Many of them reside in a school dormitory or in boarding houses near the university. One can also spot them engaging in different corners around the university doing something. University programs and activities are usually done during Wednesdays because students are free from face-to-face learning mode. As expected, pre-service education students are amassed with loads of assignments, deadlines, projects, and examinations which may contribute to possible eventualities and feelings of weariness, dissatisfaction, confusion, desperation, and heartaches. Besides, conventional school and home routines may likely occur.

Hence, this study investigated the relationship between meaning of life and subjective well-being among pre-service education students of a premier teacher education institution in North Luzon, Philippines. Specifically, it aimed to determine the extent of meaning of life of the respondents in terms of sense of purpose and quest for meaning. It investigated the connection between meaning of life when associated with age, sex, year, and program. The study also examined if there are significant differences between subjective well-being with the same variables mentioned. Furthermore, it explored the interconnection of a meaningful life and happiness among the respondents.

This study also reaffirms previous research findings that people who have a meaningful existence are more satisfied and happy. Ming Hwei Yek et al. (2017) reported that higher state of meaning in life was related with lower anxiety while a higher level of anxiety was observed for search for meaning in

life. His study revealed that those with high search for meaning in life and high presence of meaning in life show lower anxiety than those with high search for meaning in life and low presence of meaning. It concurs to the theoretical foundations of subjective well-being (Das et al., 2020) which underpins how an individual uses the standard on how life should be lived and how positive emotions influence a person's personality and behavior.

Considering this review as a point of reflection, these questions are thought of: 1) Is the school's curriculum relevant to the conditions and capacities of the students? 2) Is the curriculum beneficial to the students? 3) How do students interact socially? 4) Do school, home, and other social agencies meet the needs, interests, problems, and capacities of the students? 5) How do the students cope with daily activities at home and in school? 6) Are students healthy and happy? With these concerns in mind, it is therefore relevant to explore the factors or the sources which contribute or influence the meaningful and happy lives of prospective teachers.

Learning is challenging, but when the best of life and various needs of people are equally and equitably provided (Deguchi et al., 2020) studying becomes more exciting, meaningful, and enjoyable. However, when students are experiencing psychosocial crises, and are disregarded by their parents, professors, and significant others, these attributes may cause tardiness, absences, and dropping out of classes. Hence, dealing with challenges and difficult situations necessitates proper and prompt action to explore how pre-service education students experience and assess their lives in relation to meaning of life and subjective well-being. Thus, the research was carried out in this setting.

Health and wellbeing are both important for education. As supported by Marujo and Casais (2021), there is a need for an education paradigm that develops interpersonal, emotional, and social skills, and the abilities, values, and attitudes that qualify citizens to experience healthy and happy lives. On this note, school may play a significant role in developing a genuine environment for the pre-service students. When students have a sense of belongingness, they experience emotional stability, enjoy learning experiences, develop optimistic attitudes towards learning, and enhance connection to peers who share similar stable and positive spirit (Ibrahim & Zaatari,

2020). In addition, other varieties of happiness and satisfaction come from parents, guardians, relatives, friends, teachers, loved ones, healthy family relationships, faith in God and church, as well as financial stability, gadgets, and mass media. These factors reaffirm happiness as a critical component of their well-being and survival.

Through this study, it is equally important to prepare pre-service education students as aspiring teachers not only for academics but also for lifelong learning skills and mental health education. With this, they will be ready to face academic life when they get into the field. Besides, having a healthy mind and body with a happy heart gives the person a wise direction and a good value that a pre-service education student should possess.

The foregoing literature discloses that meaning in life is an important component of subjective well-being along with previous research findings showing that people who have a higher sense of purpose in life have happier lives.

### **Meaning of Life**

Life becomes meaningful when people find significance in their personal existence. Presence of meaning refers to the degree to which individuals perceive their lives as significant and meaningful. It inclines individuals to encounter their lives as intelligible and critical, and possess a feeling of direction and purpose in their daily endeavors (Steger, 2009; Steger et al., 2006). Conversely, search for meaning means that individuals dynamically and exhaustively find opportunities and experiences to enjoy a meaningful and a happy life.

Exploring the importance of the meaning of life specifically for young adults, Krok (2018) looked into the links between several dimensions of meaning of life, happiness, and psychological well-being in late adolescence. Psychological meaning was found to have a high relationship with subjective well-being (SWB) and personal well-being (PWB), according to his research. Furthermore, the cognitive feature of SWB is more strongly connected with personal meaning than with PWB. Specifically, the findings show that purpose is ingrained in the meaning of life, leading adolescents to choose all-encompassing objectives. Reciprocally, according to Awasthi and colleagues (2015), the meaning of life has a significant

impact on the development of an individual's life aim. They found out that there's a link between higher meaning of life, less risky health behaviors, and better physical health.

Additionally, a recent study on the connection between meaning and resilience highlighted the profound protective role of meaning in the context of difficult experiences. In essence, students agree that a strong connection to something beyond the self was extremely important in navigating difficult life experiences (Gonzalez-Mendez, Ramirez-Santana, & Hamby, 2018; Hamby et al., 2018).

### **Sense of life**

When life is viewed as meaningful during one's youth, the benefits persist through adulthood. This is in line with Brouzos, Vassilopoulos, and Boumpoli (2016), asserting that youth and adolescents who claim that their lives are meaningful report better psychological health, higher life satisfaction, and better emotional well-being. This sense of mission or purpose is associated with greater psychological well-being in young adulthood, and people report higher life satisfaction, positive affect, self-esteem, emotional processing, emotional expression, and fewer depressive symptoms if they can identify a clear mission in their lives (Chen et al., 2019). Relating to this study, understanding and appreciating one's existence, creates more meaning in life. It can be attributed that a sense of purpose is positively correlated with intellectual and positive affect.

### **Subjective Well-Being**

Subjective well-being is operationally defined as happiness, the criterion variable of this study. According to Veenhoven (2015), happiness is the degree to which a person evaluates the overall quality of his present life positively. Likewise, he affirmed that life satisfaction relates to the cognitive aspect of happiness. It is long-lasting and concerns life-as-a-whole. The positive affect and negative affect parts of SWB are linked to domain satisfaction which expresses that life satisfaction is a key component of subjective well-being.

Furthermore, SWB is influenced by one's sense of purpose in life. Yek et al. (2017) expressed that a higher sense of meaning of life is associated with

lower anxiety, whereas searching for purpose in life is associated with a higher degree of anxiety. Likewise, people with a high search for meaning and presence of meaning have less anxiety than people who have a low search for meaning and low presence of meaning. There is a decreased dropout rate and increased grade point average (Leach & Patall 2013) in the former compared to the latter. That being so, the present study supplement research findings that having a meaningful life is a component to being happy.

### **Decision impacts happiness**

Cimsir's (2019) findings disclosed that academic satisfaction mediates the relationship between insight and life significantly. Having insight proves that students are exercising discernment and awareness in choosing one's career or expertise which the present study finds meaning and significant to happiness. According to Ganal and Navarez (2018), participants who possess a lofty degree of purpose in life are happy at which meaning of life and happiness are substantially associated.

Correspondingly, personal meaning is highly related with SWB and PWB (Krok, 2018). Krok purpose is ingrained in the meaning of life, leading adolescents to choose all-encompassing objectives. This is what Awasthi and colleagues (2015, as cited in Ganal & Navarez, 2018) expressed that the meaning of life affects the development of an individual's life aim. Very likely, the character a person projects radiates his/her emotions and this holds the person's purpose in life.

In essence, people are existentialists. They choose and decide on the quality of their lives. They would go at any length to obtain and experience a meaningful and happy life, despite social crises and threats. This holds true that being happy implies that a person is in good spirits. Failure to discover life's meaning may lead to emptiness and purposelessness, according to Brassai, Piko, and Steger (2011, as cited in Krok, 2018) which supports Socrates' dictum that "an unexamined life is not worth living."

### **Personal meaning to well-being**

Personal definition is closely associated with subjective well-being (SWB) and psychological well-being, (PWB) according to Krok (2018). Personal

meaning dimensions are more strongly linked to SWB's cognitive dimension than psychological well-being. The findings suggest that purpose is ingrained in the meaning of life, prompting adolescents to set broad goals. Awasthi et al (2015) on the other hand, recognized the meaning of life as a significant impact on the person's establishment of his purposes in life. In the same way, it was perceived that a life which is meaningfully led is linked to fewer health issues hence, a clean physical and medical slate. The meaning of life is found in the beauty, thoughts, and attitudes that can't be replaced.

To summarize, the study theorizes that students are extremely content and satisfied with their lives and view their lives as being close to their ideal, that their lives are in excellent shape. According to Lyubomirsky (2011, as cited in Ganal & Navarez, 2018), the more positive emotions a person has, the longer his or her happiness lasts. The more favorable events the individual experiences, the better he becomes as a person, however the more negative events he goes through, he becomes otherwise.

### **Theoretical Foundations of Subjective Well-Being**

In line with the foregoing theories of subjective well-being, is the finding that age, sex, year, curriculum or program showed less importance to students' lives. Kirti, D., Jones-Harrell, et al (2020) support that when needs or goals are met, SWB improves. When people's primary and secondary needs are met, they're content with themselves. Their unhappiness, on the other hand, occurs when they are not met with satisfaction. Hence, these theories confirm that people gain happiness when their needs are fulfilled.

According to Das et al., (2020) the fulfillment and engagement theories focus on emotions, which are predictors of SWB and their effects. It underlines that pleasure and pain are linked to the fulfillment of a need and a purpose. Remarkably, despite life's demands and propositions, the respondents more often experience the positive affect as supported by their responses as being inspired, determined, interested, strong, proud, attentive and active. These positive emotions influence a person's personality and behavior. They form a long, lasting, and enduring link between physical and intellectual resources and social and psychological resources (Das et al., 2020).

Disclosing life circumstance theory, it supports Das et al., (2020) that subjective well-being is mainly the result of the number of positive and negative events and circumstances in life referring to both day-to-day life experiences and favorable or unfavorable demographic factors such as socioeconomic status, education, and physical health. Conjointly, overall subjective well-being and life satisfaction are the result of satisfaction (or dissatisfaction) with a variety of life domains such as work, family and relationships in which positive and negative events, experiences, and emotions may occur. This conveys people who are experiencing positive events in life have higher SWB (Maddux, 2022).

In like manner, the theories of emotions (Das et al., 2020) affirm that emotions influence activity and project performance, as well as relationships and attitudes are important determinants of SWB. Positive emotions increase the person's set of behaviors favorably. It establishes long and enduring physical and intellectual resources to social and psychological resources. People recall positive memories which influence a better SWB level. These memories are integrated in their long-term memories which are either temporary and semantic. Happy people have positive affective experiences associated with positive stimuli. These theoretical insights emphasize that affective reactions are faster which match happiness.

Align to this is what personal orientation theories confirm that people's personality traits are unique. They react to events differently which affects their SWB. The respondents in this study possess an ingredient of character unique to themselves that impacts their satisfaction level. These salient characteristics sustain affection, agreeableness, openness, conscientiousness, and neuroticism in achieving SWB (Das et al., 2020).

On a similar note, the respondents are happy regardless of age, sex, year level and in the program they have preferred. The evaluative theories (Das et al., 2020) consider assessment as significant outcomes and determinants of subjective well-being or happiness. The individual uses this standard to determine how life should be lived. It exhibits that the students' perception and reflection of their lives impact their satisfaction level. Hence the more that they are motivated to engage in searching for the meaning of life, the more satisfied they become in evaluating their

lives as a whole.

In addition, like the evaluative theory, dispositional theories and construal theories (Maddux, 2022) also express that subjective well-being is the outcome of the biological or temperamental traits that affect how people understand and evaluate the events and circumstances of life. The person's beliefs, perceptions, and interpretations of life events and circumstances rather than the events and circumstances themselves impact most the person's subjective well-being. From this perspective, a person's inherent characteristic can be attributed to perceiving contentment, fulfillment, and inner peace.

In another area, this is how adaptation theory (Das et al., 2020) connects how a person formulates standards. It controls an individual's subjective well-being level to likely increase or decrease depending on his life experiences. In this study, the respondents are living happily and have achieved their desires and goals in life which contribute a purposeful life. However, in another context, events that occur first to an individual may have a good or bad influence on subjective well-being.

The above-mentioned theories say that the school as a whole and teachers in particular considers designing and implementing relevant curriculum in a way that it meets and satisfies the diversities of learners to achieve a fully satisfying, meaningful life and happiness.

## **Purposes of the Research**

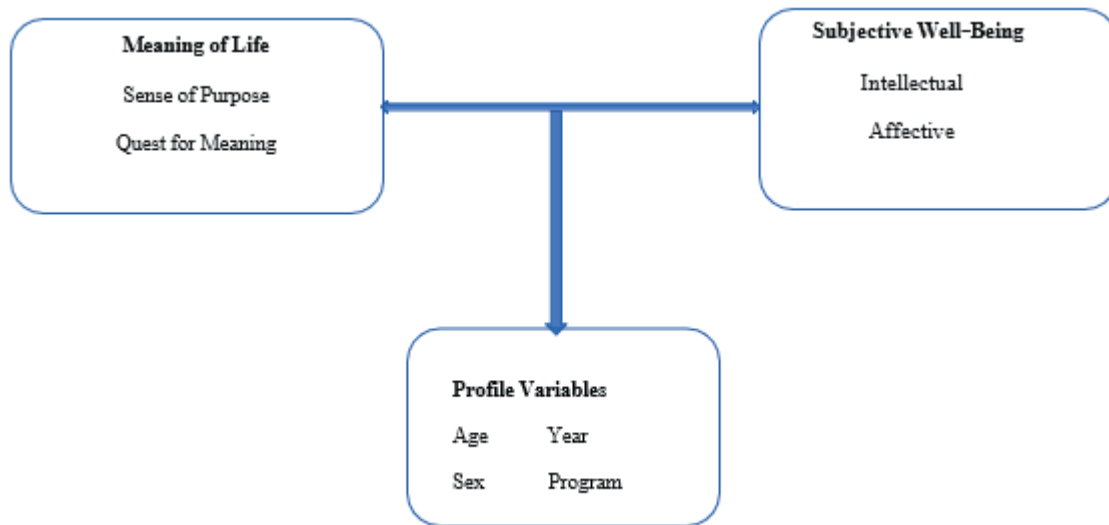
The study explored the relationship between meaning of life and subjective well-being among pre-service education students of a premier teacher education institution in North Luzon.

Specifically, it carried the following objectives:

1. To determine the extent of meaning of life of the respondents in terms of sense of purpose and quest for meaning.
2. To describe the extent of subjective well-being in terms of intellectual and affective dimensions among the respondents.
3. To investigate if a difference exists between the meaning of life when the

**Figure 1**

*Framework of the Study*



respondents are grouped according to age, sex, year, and program.

4. To find out if a significant difference exists between subjective well-being when the respondents are grouped according to age, sex, year, and program.
5. To explore the relationship of meaning of life and subjective well-being among the respondents.

This study explored the relationship between meaning of life and subjective well-being among pre-service education students of a premier teacher education institution in North Luzon, Philippines. It determines if a significant difference exists between meaning of life and SWB when respondents are grouped according to profile variables such as age, sex, year, and program. Moreover, it looked into the factors or sources which influenced the participants' life meaningfully and happily. Meaning of life includes a sense of purpose and a quest for meaning. It is assumed that a person who is experiencing a meaningful life and continually searches for the meaning of life would eventually achieve subjective well-being. Finally, SWB, the criterion variable, consists of intellectual and affective dimensions. If a person views himself as actualized and has a positive mindset, it could be implied that his life is meaningful and happy.

## **Methodology**

The study used descriptive-correlational design which explored the relationship between meaning of life and SWB among pre-service education students.

## **Sampling Procedure and Respondents**

The respondents were composed of 259 freshman and senior students of a premier teacher education institution in North Luzon, Philippines during the academic year 2018-2019 (pre-pandemic period). They were selected through convenience sampling techniques. They were enrolled in general education courses while the seniors were enrolled in the Bachelor of English Education (BEE) and Bachelor of Filipino Education (BFE) programs.

## **Instruments**

The instruments used to gather data accommodated the following constructs: the purpose of life, life fulfillment, and positive- negative effects. Steger, Frazier, Oishi, and Kaler (2006, as cited in Ganal & Navarez, 2018) created the Meaning of Life Questionnaire (MLQ) comprising two parts: the presence of meaning and the search for meaning. It's a Likert scale with 10 questions ranging from Absolutely True to Absolutely Untrue on a seven-point scale. MLQ-P has an internal consistency of .81,

whereas MLQ-S has an internal consistency of .84. For MLQ-P and MLQ-S, the reliability coefficients are .70 and .73, respectively. The internal consistency is .87 and reliability correlation is .82. The Positive Affect and Negative Affect Schedule (PANAS) consists of 10 positive and 10 negative items. The positive affect scale has Cronbach alpha coefficient of .86 to .90 while the negative affect scale is .84 to .87 (Santos et al., 2012).

## **Data Collection Process**

### *Preliminaries and preparation*

This study has no significant financial support from any institution. This research also has some limitations. It was conducted only to pre-service education students in a premier teacher education institution in the region, hence the sample is limited.

### *Survey process*

The researchers personally administered the Meaning in Life Questionnaire (MLQ), Satisfaction with Life Scale (SWLS) and Positive Affect and Negative Affect Schedule to 259 respondents. Respondents were oriented to answer each instrument to get a complete, more accurate picture of themselves and to gather the desired and relevant information. On the average, test administration for the three (3) instruments was around 30 minutes. During the administration, standard procedures and test instructions were followed based on the manual of both instruments.

### *Post Survey process*

There was a 98% retrieval of instruments. After completing the questionnaires, the respondents were thanked and debriefed about the study. To arrive at the answers to the study's inquiries, the instruments were then statistically treated, analyzed, and interpreted to answer the objectives of the study.

## **Data Analysis framework**

Mean was used to determine the extent of meaning of life and SWB scores of the respondents. Pearson Product Moment Correlation was used to determine the relationship between the elements of meaning of life and SWB. T-test was employed to get the significant difference between meaning of life and

SWB when respondents are grouped according to profile variables.

## **Ethical considerations**

Prior to the conduct and administration of the instruments, an approval was obtained from the offices of the Dean for Academics and Indigenous Peoples Education Hub (IPEd), the Associate Dean of the Faculty of Teacher Development (FTD), and the student respondents. The respondents were informed that their participation was completely voluntary and that the information they provided would be treated with honesty, respect, and strict confidentiality.

The rights of the respondents were discussed clearly and comprehensively. It was explained that their participation was optional and that they might leave at any time without incurring any undesirable consequences. The data gathered were safely kept. No identifiable information was released when the study was presented in a conference.

## **Results and Discussion**

The current study explored the relationship between meaning of life and SWB among the respondents. It determines if a significant difference exists between meaning of life and SWB when respondents are grouped according to profile variables such as age, sex, year, and program. Moreover, it investigated the factors or sources which influenced the meaning of life and SWB of the respondents. The criterion variable, subjective well-being, includes intellectual and affective components. It is possible that a positive mindset is an indicator in achieving and maintaining a meaningful and a happy life. It may be that a person is happy if he/she views his/her life as meaningful and is fulfilled despite life's crises and challenges, and focuses on the positive aspects of life rather than the negative.

Additionally, pre-service education students revealed contentment irrespective of age, sex, year, and in their chosen specialization program. This affirms that individuals who have meaningful experiences throughout the majority of their lives remarkably shape their well-being (Lavigne, Hofman, Ring, Ryder, & Woodward, 2013).

**Table 1***Extent of Meaning of Life and Subjective Well-being*

Criterion	M	SD	Description
Meaning of Life			
Sense of Purpose	5.14	0.77	High
Quest for Meaning	4.74	0.88	High
Subjective			
Well-Being	4.26	0.87	High
Intellectual			
Affective	3.70	0.64	High Average
Positive Affect	2.76	0.73	
Negative Affect			

Legend: Likert scale

Points	Mean Range	Description (Meaning of Life)	Description (Satisfaction with Life)
6	5.30-6.0	Absolutely True	Strongly Agree
5	4.44-5.29	Mostly True	Agree
4	3.68-4.43	Somewhat True	Slightly Agree
3	2.72-3.67	Somewhat Untrue	Slightly Disagree
2	1.86-2.71	Mostly Untrue	Disagree
1	1.00-1.85	Absolutely Untrue	Strongly Disagree

Table 1 presents the extent of meaning of life and SWB of the respondents. It also shows that sense of purpose and quest for meaning is both high as revealed in the mean 5.14 and 4.74 respectively. The extent of SWB is also high as indicated in the mean for intellectual dimension and high to average positive and negative affect correspondingly for affective dimension.

The findings imply that the respondents are enjoying a happy meaningful life. They are constantly searching for a higher sense of purpose in life. They are content, have a fulfilling life, optimistic attitudes, sound life perceptions, cheerful demeanor, a positive mindset, and a driving force. Life is significant, well-planned, and directed. The belief that one should live according to what the Lord desires or intends him or her to achieve and become later in life underpins the realization of a purposeful existence.

The following are some of the respondents' unedited responses on what makes their life meaningful and happy:

Student A: *having a strong and close connection and devotion to God, family, friends, and loved ones*

Student B: *being kind and helpful to others; seeing their families and friends*

Student C: *having gadgets such as cell phone, laptop and computer set; traveling, going to church, receiving high grades, rewards and honors*

Student D: *attending school, having good food; having understanding and compassionate teachers*

Student E: *involvement in different school activities, friendships and acceptance from other people.*

Furthermore, completing or achieving their goals, desires, accomplishments, and experiences give them a sense of meaningful life. Their daily experiences on and off school honed their decision-making abilities, rapport, as well as their interpersonal intelligence in dealing with life's demands and difficult challenges. The respondents, for their part, are appreciating every opportunity and challenges that come their way and feel that life is fleeting and will be better for all. Pre-service education students have a complete understanding of their life's meaning and purpose. According to Motilla (2019) and Awasthi et



**Table 2***Difference Between Meaning of Life and Subjective Well-Being*

Profile Variables	Meaning of Life			Subjective Well-Being		
	Mean	t	p	Mean	T	p
Age	4.94	.100	.921	4.27	.260	.795
Sex	4.94	.279	.780	4.25	.222	.824
	4.94	.204	.839			
Year	4.92	2.489	.085	4.26	.139	.890
Program				4.32	1.159	.315

\*significant @  $p < .05$

**Table 3.***Relationships Between Meaning of Life and Subjective Well-Being Among the Respondents*

Variable Meaning of Life		Subjective Well-Being		
		Intellectual	Affective	
		Satisfaction with Life	Positive Affect	Negative Affect
Sense of Purpose	r	.517*	.479*	-.264*
	p	.000	.000	.000
Quest for Meaning	r	.145*	.237*	.179*
	p	.020	.000	.004

al. (2015), a purpose-driven life believes that purpose is essential to success thus leading the way to pleasure and fulfillment.

Overall, the findings support Ganal and Navarez (2018) and Navarez (2017) findings which disclosed that people with more positive affect and less negative affect are happier, more satisfied, and fulfilled in life.

Table 2 reveals the comparison of meaning of life and SWB when respondents are grouped according to profile variables namely age, sex, year, and program. The respondents' meaning of life does not differ significantly when grouped by age, sex, year, and program. With regard to subjective well-being (SWB), no significant difference exists when respondents are grouped according to age, sex, year, and program.

The findings express that the respondents are living a meaningful life and hence, happy. The faculty, staff, family, and friends provide them great delight, meaning, and happiness. It enhances and satisfies their capacities, motivations, and self-esteem; and shaped

their feeling of community, boosted their morale and dignity which influenced their pleasure and fulfillment better. It further implies that the university had provided them with numerous opportunities and challenges which developed and honed their talents, skills, and interests further. Though they experienced diverse challenges, crises, and failures; these made them resilient, transparent, scientific-minded, and more determined to pursue their goals.

In fact, Diener's (2018) study found that happy individuals are healthier, live longer, and lead more fruitful lives than unhappy people. They have even more stable, secure, and long-lasting relationships with their families, friends, workplace, and colleagues as well as being more efficient and productive in their jobs and professions. People who feel lonely are more likely to suffer from despair, discomfort, ailments, different types of negative emotions and perform poorly.

Table 3 shows that there is a significant relationship between meaning of life and subjective

well-being among the respondents. Sense of purpose is positively correlated with intellectual and positive affect (r- values of .517 and .479, respectively). This result means that the higher the sense of purpose, the more satisfied and happier the respondents become and the more positive effect on well-being. Meanwhile, the quest for meaning is also correlated with intellectual and affective functioning. The higher the quest for meaning the more satisfied and positive the effect on well-being.

The findings denote that the participants are having a meaningful life and are happy. The academic responsibilities and tasks in school serve as motivators and challenges them despite multiplicity and complexity. They comply with their professor's instructions as well as the policies and standards of the institution cheerfully and positively. Finding purpose in one's life is crucial to one's satisfaction. These results also convey that the participants' perceptions and reflections of their lives impact their degree of contentment. The more content in appraising their lives as a whole, the more driven they are to engage in looking for the purpose of life. The studies of Ganal and Navarez (2018), Navarez (2017), including Cairns and Cohen (2011) are incongruent with the findings of this study. However, Baumeister et al. (2013) claimed that desirable feelings do not, in and of themselves, guarantee a happy life.

## Conclusions and Recommendations

The study generally determined the relationship between meaning of life and subjective well-being among pre-service education students of a premier teacher education institution in North Luzon, Philippines. The results disclosed that the participants experienced a happy and meaningful life. The participants perceived their life as great and wonderful. This finding implies that the institution as a whole caters and fosters the unique needs, aspirations, and interests of the participants which contribute to their happiness.

The extent of meaning of life and subjective well-being of the respondents are both high. No significant difference exists between meaning of life and subjective well-being when respondents are grouped according to age, sex, year and program. The findings imply that definitely the pre-service education students are happy and satisfied.

The current study concludes that the institution is committed and dedicated in its mission of producing and nurturing prospective educators with strong values and character. Both the internal and external stakeholders work collectively in making the respondents' life meaningful and happy.

The study is limited in its size of participants, variables and data gathering procedures. It is recommended that the school management, faculty, staff and parents, civil status, health condition, hobbies/ interests and religious affiliation, interview and focused group discussion be considered respectively.

The school, home and other social institutions may continually develop and enrich the abilities and skills of people by providing quality and meaningful opportunities as well as practical diverse challenges for character and personality development and accord them leadership opportunities to boost their morale and performance. Re-evaluate the curriculum according to its relevance to the changing needs of society and time. Continued provision of upskilling and collaboration of educational stakeholders are needful. The school management may revisit the students' handbook to make it more relevant to the changing needs, time and demands of the people and the society and to further improve the institutions' services for young peoples continued and sustained holistic development.

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