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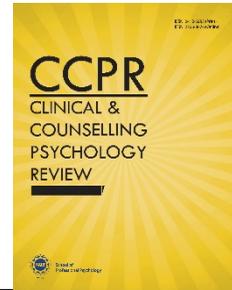
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Psychological Functioning of Teachers Working General and Special School Settings

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Abstract

Education develops human personality, refine thoughts, teach how to deal with others, and prepare better human beings for life. Teachers are the pivotal element of education system as they have to inculcate the purpose of education in individuals. This research aimed to explore the relationship between two elements of psychological functioning i.e. meaning in life and life satisfaction in teachers working in different educational settings. Purposive sampling technique was used to recruit $N=140$ teachers; $n =70$ from general and $n =70$ from special educational settings. A cross-sectional research design was employed. Meaning in Life Questionnaire, Satisfaction with Life Scale, and Demographic Information Sheet were used to collect the responses of school teachers. Results showed that teachers working in the special education setting reported high search for meaning in life as compared to teachers working in the general education setting. Furthermore, male teachers reported high search of meaning in life compared to female teachers. It was also revealed that there was a significant positive relationship between presence of meaning in life and satisfaction with life in teachers. Moreover, presence of meaning in life positively predicted life satisfaction. This research will lead the administration of the education system to introduce healthy reforms to improve psychological functioning of teachers and prepare them for upcoming challenges in the educational field.

Keywords: life satisfaction, meaning in life, psychological functioning

Introduction

Teachers' role in society is undoubtedly significant in developing human personalities and communities. Therefore, it becomes more substantial when it comes to different educational settings. In Pakistan education system comprises of two different contexts, normal or main stream education and special education (Malik et al., [2015](#)). Normal education is a

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mode of education for healthy individuals who are able to manage self-care and routine tasks on their own. Healthy individual also possess various skills and knowledge for any profession (Anastasiou & Soulis, [2009](#)). In normal education system, the designed curriculum share general norms and standards and adopted by almost all educational institution across the state. Contrary to this, according to Thomas ([2000](#)), specialized education system comprises of types of instructions where the emphasis is placed on supporting students with known disabilities and are taught in a unique method to address their learning deficiencies. This sort of education differs from conventional education in that educational policies and goals are decided on individual basis based on the needs of each student.

Throughout the world, humans possess a strong ability to interpret themselves and their surroundings, and what they are trying to achieve in their lives theoretically gives people a sense of meaning. Search for meaning in life can be explained by the efforts for formulating and improving the understanding of meaning, worth, and goals of their lives, firmness, eagerness, and endeavor of people's will (Steger, [2007](#)). The idea of meaning refers to people's life being cognizant, significant, and taken care of and to a grasping inclination towards life (Schnell, [2009](#)). Steger et al. ([2008](#)) clarify this meaning in life that how people view their lives as being meaningful and significant; their struggle or wish to have a drive throughout life, to figure out and support that drive. Meaning in life denotes the worth and motivation behind life and significant life goals (Jim et al., [2006](#)).

According to Victor Frankl's theory, meaning can only be found outside the person and cannot be fabricated. Creative, experiential, and attitudinal values can lead to procuring meaning (Frankl, [1976](#)). Frankl characterized meaning as a justification behind living and attempting to understand how significant life is by encountering or feeling it. Frankl ([1946](#)) contended that life doesn't lose its significance regardless of what situation a human is in, and it does not just cover pleasant encounters but also lasting hardship. We all are supposed to search for purpose in our lives. Another theory was presented by Abraham Maslow. In contrast to Frankl's theory, Maslow said that within a person the thought of meaning is an innate property. Maslow's viewpoint was that until lower needs are fulfilled a person cannot attain higher qualities in his/her life. Choosing meaning is a decision based on free will for every individual (Maslow, [1971](#)).

Previous studies showed that having a meaningful or purposeful life eventually leads to psychological well-being (De Klerk et al., [2009](#)). It had been suggested that generally less satisfaction is felt along with the feeling of somewhat less meaning in lives experienced by those in search of meaning (Steger, [2011](#)). For teachers, life may be perceived more optimistically with higher meaning in life rates as the concepts of happiness, love, faith optimism, and hope were positively associated with meaning in life and life satisfaction (Melton & Schulenberg, [2008](#)).

Steger et al. ([2009](#)) and Ryff and Singer ([1998a](#)) addressed meaning in life as well-being which specifies its association with the concept of life satisfaction. Neugarten et al. ([1961](#)) were the first to introduce the idea of life satisfaction, that was the comparison of a the situations of a person's possessions and his wants (Ozer & Karabulut, [2003](#)). There are several ways to understand life satisfaction. Positive emotions stem from consequences related to satisfaction with life and negative emotions from outcome leading to dissatisfaction. Life satisfaction is the assessment of one's overall quality of life. The main aim of life by many people was referred to as life satisfaction (Rask et al., [2002](#)). An individual's emotional reaction towards life was expressed as life satisfaction (Hong & Giannakopoulos, [1994](#); Veenhoven, [1996](#)). According to the life satisfaction judgment theory when some standard and actual situations are cognitively compared, this direct function is carried out to judge at any given moment in time the degree of life satisfaction encountered by the individual (Michalos, [1980](#)).

Life satisfaction could be raised temporarily with improvements in living conditions (Veenhoven, [1996](#)). Life satisfaction was affected by factors like mainly meaning in life and expectation levels, also by other variables such as economic status, professional status, and environmental conditions (Avşaroglu et al., [2005](#)). In any profession, as in teaching, enjoyment and wanting to perform a job were required for being successful (Karagozolu, [1987](#)). Teachers could be helped in performing their jobs more exuberantly and productively if they develop positive perceptions of their profession.

In a nutshell, bringing people to as full acknowledgment as possible of what it is to be a human, is the one main persisting goal of education and teaching. Teachers play a pivotal role in the education system as they are skilled in helping and guiding students, face the challenges in life and enhance development by identifying, building, and acquiring skills (Senge

et al., [2000](#)). In both general and special educational settings, teachers have additional obligations that vary in degree as they have to cater to the needs of each student (Youngs et al., [2011](#)). If the teachers working in general and special education settings have meaningful lives at their workplaces, it will lead to life satisfaction and leave an overall positive effect on psychological function. Psychological function is the ability to achieve their goals within themselves and the external environment, including positive emotions.

Self-Determination Theory

The Self-determination theory (SDT) refers to a person's capacity to direct their own life and make decisions. According to Ryan and Deci ([2017](#)), it is one of the most significant perspectives that emphasizes enhancing well-being by meeting the fundamental psychological needs for autonomy, competence, and relatedness. SDT makes the same assumptions in the teaching domain. Teachers who have a sense of autonomy, feel free to implement practices in a way that is in line with their sense of self. They will feel threatened if they do not have this autonomy. People are more likely to withdraw from activities when their perceived autonomy is undermined (Skinner & Edge, [2002](#)). According to Lam et al. ([2010](#)), when administrators provide opportunities for staff development and ensure reasonable workloads, then their need for competence is supported. Teachers' well-being improves when there is a strong sense of connectedness at their workplaces (Reeve et al., [2018](#)).

According to Klassen et al. ([2012](#)), teachers who report a high level of relatedness with their students are more likely to report positive well-being. Overall, teachers will have rigorous well-being, meaning in life and life satisfaction if they feel competent enough, have strong relationships with students, and feel autonomous at work. There are two orientations of well-being: psychological well-being and subjective well-being. Positive emotions, negative emotions, and life satisfaction are the indicators of subjective well-being (SWB) which is based on the hedonic approach (Diener & Lucas, [1999](#)). The eudaimonic approach, which defines well-being as the degree to which a person is fully functioning and uses assessment indicators like meaning of life and personal growth, among others, is the foundation of psychological well-being (Ryff & Singer, [1998b](#)). In SDT, meaning in life and life satisfaction are therefore indicators of psychological functioning and well-being. Self-determination is an emerging best practice while working with certain populations, such as

those with intellectual disabilities (Wehmeyer & Shogren, [2016](#)). In addition, according to Ryan and Deci ([2017](#)), SDT presupposes that individuals are motivated by growth, particularly the desire to contribute to society, connect with others, and overcome challenges in their environments. By fostering intellectual and psychological development in their students, teachers in both general and special education settings contribute to the improvement of the nation. Teachers, who have self-determination, experience higher levels of satisfaction with life both in their personal lives and at work (Rigby & Ryan, [2018](#)). As mentioned above, SDT promotes well-being, meaning in life and life satisfaction. So, it will also guide the teachers to work under stringent criteria at workplaces while working with normal students as well as students with physical, intellectual, psychological, and learning disabilities by fulfilling the three psychological needs proposed by SDT. It will lead to improved psychological functioning of teachers working in different educational environments.

Literature Review

Previous literature showed that meaning in life has been presented under two aspects, search for meaning in life and presence of meaning in life. Firstly, it is assumed that there is no importance and no reason in the existence of the individual and that the individual is looking for meaning in his/her life. Later, it is implied that the individual views his/her life as significant and realizes what might make their life meaningful. Besides, with the idea of presence of meaning in life, it is perceived that there is a reasonable reason for the existence of the individual (Steger et al., [2006](#)) and meaning in life leads to life satisfaction (Karatas et al., [2021](#)).

Anjum et al. ([2020](#)) demonstrated a comparison between teachers in special and regular education institutes where they selected 200 teachers from both types of institutes. It showed non-significant relationship of life satisfaction and emotional regulation with respect to gender and slightly significant difference in life satisfaction with respect to age of teachers. On the other hand, Yavuz and Yikmis ([2019](#)) conducted a study on teachers in 18 special education institutes in Istanbul, Turkey that showed non-significant differences in life satisfaction in terms of gender, age, and support received from colleagues. Another study intended to explore that accomplished meaning in life contrasted by the factors of marital status and gender (Bektas, [2012](#)) and found that women scored high on meaning in life whether they were married or unmarried. Another study found that life

satisfaction is not correlated with marital status and gender (Sahin, [2010](#); Telef, [2011](#)).

Osman et al. ([2015](#)) conducted a study on 102 Kayseri city teachers working in special education schools to explore the relationship between health-promoting behaviors and life satisfaction. It was found that those teachers were more inclined towards health-promoting behaviors had higher life satisfaction scores. Likewise, Jaidka and Passi ([2014](#)) investigated the relationship between life satisfaction and teacher effectiveness among 200 school teachers from rural and urban areas of Punjab in India. Significant positive correlation was found between teacher effectiveness and life satisfaction in unaided and private aided teacher educators. Similarly, Mirkhan et al. ([2014](#)) explored that life satisfaction had a positive relationship with happiness and emotional intelligence.

It is said that teaching itself is a most stressful occupation and it turns out to be more upsetting with regard to the schooling of children with disabilities. Hamama et al. ([2013](#)) examined stress levels in special education teachers. To the writer's knowledge, there is no such study being conducted in the terms of psychological variables, which incorporated both teachers from general and special educational settings. Instead, most of the research has been conducted on special education teachers regarding teachers' perception of internal efficacy in public and private special education institutions (Zahid & Ashraf, [2020](#)), mental health of married special education professionals (Nuzhat-ul-Ain & Rafique, [2020](#)), etc. Special education teachers have to deal with children with numerous disabilities, shifted etiologies, conflicting symptomology, and unfortunate anticipations for significant progress which makes this setting more challenging. Therefore, the current study intended to explore the teacher's psychological functioning in reference to meaning in life and satisfaction with their lives after picking this noble profession as their career. From the educational point of view, it will be more interesting to find the differences between teachers working in general and special education settings in terms of psychological functioning.

Objectives

The main objectives of the study are:

1. To identify differences between teachers working in general and special education settings in terms of meaning in life and life satisfaction

2. To find gender differences in study variables
3. To examine the relationship between meaning in life and life satisfaction in teachers.
4. To find the predicting role of meaning in life for life satisfaction in teachers.

Hypotheses

H1: Teachers working in special education setting are likely to have high meaning in life and life satisfaction as compared to teachers working in general education setting.

H2: There is likely to be a significant gender difference in meaning in life and life satisfaction in teachers.

H3: There would be a positive relationship between meaning in life and life satisfaction in teachers.

H4: Meaning in life is likely to predict life satisfaction in teachers.

Method

Research Design

Quantitative research method and cross-sectional research design was employed to carry out the current research.

Participants

The sample size was calculated using G power Analysis. The purposive sampling strategy was utilized in this research. Sample consisted of 140 participants, $n = 70$ teachers from special education and $n = 70$ from general education were selected. The age range from 25 to 55 years. The response rate of the participants was 100 percent.

Inclusion and Exclusion criteria

- Teachers working in general and special educational settings were included.
- Only those teachers included who were taking classes below matric level.
- Teachers who were on leave at the time of data collection were excluded.

Table 1
Demographic Characteristics of the Study Participants (N=140)

Variables	General Education Setting (n=70)		Special Education Setting (n=70)	
	f(%)	M(SD)	f(%)	M(SD)
Gender				
Male	35(50.0)		35(50.0)	
Female	35(50.0)		35(50.0)	
Age (Years)		34.03(8.84)		29.79(5.39)
Religion				
Islam	66(94.3)		66(94.3)	
Christianity	4(5.7)		4(5.7)	
Education				
Intermediate	2(2.9)			
Bachelors	16(22.9)		10(14.3)	
Masters	49(70.0)		50(51.4)	
MPhil/PhD	3(4.3)		8(11.4)	
Diploma			2(2.9)	
Monthly Income		34885.71 (16776.06)		24221.42 (10004.58)
Marital Status				
Unmarried	28(40.0)		33(47.1)	
Married	40(57.1)		36(51.4)	
Divorced	2(2.9)		1(1.4)	
Work Experience		1.92(0.26)		1.90(0.30)

Assessment Measures

Demographic Information Sheet

A demographic information sheet was constructed to collect background information of the participants. It included age, gender, marital status, education, religion, work experience, and monthly income of the participants.

Meaning in Life Questionnaire (MLQ)

The Meaning in Life Questionnaire (Steger et al., [2006](#)) was used to assess meaning of life. It has two subscales that assess two conditions of meaning in life that is the Presence of Meaning and Life and Search for Meaning in Life. Each sub scale consist of five items appraised from 1 (*Absolutely True*) to 7 (*Absolutely Untrue*) each. The internal consistency was good as MLQ-Search had Cronbach's alpha .64 and MLQ-Presence had .75. A higher score indicates a stronger presence of/search for meaning in one's life.

Satisfaction with Life Scale (SWLS)

The Satisfaction with Life Scale (Diener, [1985](#)) was used to assess the cognitive judgments of life by using a five-item scale. Each item had to be rated from 1 (*Strongly Disagree*) to 7 (*Strongly Agree*). Summative scoring was done to get the scores on this scale. The total score indicated the level of satisfaction with his life by an individual. This scale had a .52 Cronbach's alpha value in the present study. A higher score shows greater satisfaction with life.

Ethical Considerations

In the present study, the following ethical guidelines were taken into consideration. Permission for the use of scales was taken from authors. Permission for data collection from the relevant institutions was taken. Participants were briefed about the objective and nature of the study. Informed consent was taken from the participants. Confidentiality of information of participants was ensured. Participants were given the right to withdraw at any point in time without any penalty. Accurate reposting of data and results is done.

Procedure

To conduct the present research, firstly the approval was taken from the authorities of selected institutes. The participants were approached at their respective workplaces. They were briefed about the objectives of the study and written consent was taken. They were ensured about the confidentiality of their information. Besides, they were also told about the right to withdraw from the present research at any time. Data were collected by using the questionnaires that took 10 minutes to fill out. After the data collection stage, participants were acknowledged for their efforts.

Statistical Analyses

The following statistical analyses were employed by using SPSS v.26 in the present study to test the hypotheses.

- Independent Sample *t*-test was conducted to investigate the gender differences in study variables and also checked differences between general and special education settings.
- Pearson Product Moment Correlation was calculated to investigate the relationship between study variables.
- Hierarchical regression was used to assess the prediction of study variables for life satisfaction.

Results

The current study aimed to investigate the difference of meaning in life and life satisfaction among teachers working in general and special education setting. Table 1 shows that participants from the general education setting had a mean age of 34.03($SD=8.84$) years and from special education setting were with a mean age of 29.79($SD=5.39$). Most of the participants in both educational settings were having a master degree and were married. Participants from the general education setting had a mean working experience of 1.92 (0.26) years and mean experience of participants from a special education setting was 1.90(0.30) years.

Table 2 shows a significant difference in search for meaning in life. Special education teachers have a high search for meaning in life as compared to teachers of general education whereas there is non-significant difference in life satisfaction among teachers working in both school settings.

Table 2

Comparison of Meaning in Life and Life Satisfaction in Teachers from General and Special Education Setting

Variables	Teachers of General Education (n = 70)		Teachers of Special Education (n = 70)		<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
	Meaning in Life						
Presence	23.37	4.90	23.61	4.56	-0.30	.76	-
Search	23.50	5.58	25.69	5.42	-2.35	.02	0.01
Life Satisfaction	25.29	4.04	25.77	4.14	-0.70	.48	-

Note. * $p < .05$

Table 3

Gender Differences in Meaning in Life and Life Satisfaction in Teachers from General and Special Education Setting

Variables	Male (n = 70)		Female (n = 70)		<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
	Meaning in Life						
Presence	23.79	4.42	23.20	5.01	.73	.47	-
Search	25.79	5.07	23.40	5.87	2.57	.01	0.43
Life Satisfaction	25.80	4.01	25.26	4.16	.79	.43	-

Note. * $p < .05$

Table 3 shows a significant gender difference in search of meaning in life. Male teachers have a high search of meaning in life as compared to female teachers whereas there is non-significant gender difference in life satisfaction.

Table 4 indicates that age and presence of meaning in life have a significant positive relationship with life satisfaction in teachers. It describes that as teachers grow older more significant is the meaning in life more satisfied are they with their lives.

Table 4
Descriptive Statistics and Correlation for Study Variables

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5
1. Age	31.91	7.60	-				
2. Income	29553.57	14765.76	.54**	-			
Meaning in Life							
3. Presence	23.49	4.72	.21*	.03	-		
4. Search	24.59	5.59	.10	-.07	.11	-	
5. Life Satisfaction	25.53	4.08	.19*	.05	.47**	.17	-

Note. * $p < .05$, ** $p < .01$

Table 5
Meaning in Life Predicting Life Satisfaction

Variables	<i>B</i>	95% CI for B		<i>SE B</i>	β	R^2	ΔR^2
		<i>LL</i>	<i>UL</i>				
Step 1						.05*	.05*
Constant	20.15	16.04	24.26	2.08			
Age	0.12*	0.03	0.21	0.05	.23*		
Educational Setting ^a	1.00	-0.39	2.40	0.70	.12		
Step 2						.23***	.18***
Constant	12.57	7.85	17.28	2.38			
Age	0.06	-0.03	0.15	0.04	.11		
Educational Setting	0.49	-0.81	1.80	0.66	.06		
Presence of Meaning in Life	0.36*	**	0.23	0.50	0.07	.42***	
Search of Meaning in Life	0.07	-0.04	0.19	0.06	.10		

Note. ^a 0 = General education setting and 1 = special education setting; CI – confidence interval; *LL* = lower limit; *UL* = upper limit; * $p < .05$, ** $p < .01$, *** $p < .001$

Hierarchical regression was run to evaluate the predicting role of meaning in life for life satisfaction in teachers. Assumption of independent error was checked through Durbin Watson value which was 2.06 for

teachers is falling between normal range that is 1-3. Age and type of educational setting were taken as controlling variable in block 1 which explained 5% variance in life satisfaction for teachers $F(2, 137) = 3.36, p = .02$. In this block, age positively predicted life satisfaction which describes that as they hit maturity more likely they are to have life satisfaction.

Both domains of meaning in life, presence and search for meaning in life were entered in block 2 which explained 18% variances in model for teachers $F(4, 135) = 10.28, p = .000$. Presence of meaning in life positively predicted life satisfaction for teachers working at general education settings. It explains that the more teachers have presence of meaning in life the more they are likely to have life satisfaction.

Discussion

The current study was aimed to find out the relationship between meaning in life and life satisfaction in teachers working in general and special educational settings. It further intended to find the predicting role of meaning in life for life satisfaction in teachers. Gender differences in meaning in life and life satisfaction was also intended to explore.

Independent sample t-test indicated a significant difference regarding meaning in life whereas non-significant difference was found in life satisfaction among teachers working in general and special educational settings. It showed that teachers who are working in special educational settings tend to search for meaning in life. To the author's best knowledge, no study addresses the meaning in life among special education teachers. Therefore, its plausible explanation is that working with a large number of students who have a variety of disabilities presents a significant challenge for special education teachers (Malik et al., [2015](#)) and they try to make them functional members of society. They find their lives purposeful as they work with new daily-based targets that do not make their routines monotonous as compared to in general educational setting. So, in this form special education teachers search meaning in their lives. Current findings are consistent with previous study conducted by Kumar ([2014](#)) who found that there was non-significant difference regarding life satisfaction referring to the type of educational institutions. There also have been observed some contrary results in literature where teachers from special education systems used to have high life satisfaction (Anjum et al., [2020](#)) and opposite to it special education teachers tend to be more dissatisfied than other teachers

(Girgin & Baysal, [2002](#)) but in present study, life satisfaction seems independent of educational settings.

The current research showed significant gender differences in terms of search for meaning in life as male teachers are more inclined to search for meaning in their life rather than female teachers. These results are in line with a study conducted by Tas and Iskender ([2018](#)) where male teachers had high level of expected meaning in life- a term quoted by Akin and Tas ([2011](#)) which is a substitute of search for meaning in life subscale (Steger et al., [2006](#)). The current study does not show significant gender differences in terms of presence of meaning in life and life satisfaction. Previously it has been shown that female teachers used to have high level of meaning in life (Bektas, [2012](#)) but in terms of non-significant gender differences in life satisfaction, findings are consistent with a previous study conducted by Anjum et al. ([2020](#)) and Deniz et al. ([2010](#)). Because both male and female teachers have the same tasks and activities to perform at their workplace and they might also have equal opportunities to grow professionally that makes insignificant gender difference in terms of life satisfaction (Tin & Tun, [2020](#)).

Age has been found to have a significant positive relationship with life satisfaction. Numerous findings support the positive relationship between age and life satisfaction (Gray & Calsyn, [2006](#)). Teachers who belonged to older age group used to have high level of satisfaction (Anjum et al., [2020](#)). Current findings can be interpreted in the same manner that as age of teachers increases their level of life satisfaction also rises. Further, it showed that income has non-significant relationship with life satisfaction which is supported by a previous study (Yavuz & Yikmis, [2019](#)). Contrary to this, Keser ([2003](#)), and Cecen et al. ([2012](#)) demonstrated that salary has some impact on life satisfaction. The reason for non-significant results is that the teaching field requires many sacrifices and they work here selflessly, especially in special education settings. They might have chosen their field disregarding the income variable in the first place.

Furthermore, presence of meaning in life has significant positive relationship with life satisfaction that is cognizant with previous literature. Tas and Iskender ([2018](#)) and Steger et al. ([2006](#)) also found this relationship significant. Jim et al. ([2006](#)) explained that participants who consider their lives more meaningful will be more purpose-oriented and live their life to their fullest and have greater life satisfaction. Frankl ([1963](#)) states that

people are characterized by a desire for meaning, an innate urge to find meaning in their lives. Failure to achieve meaning leads to psychological distress. Additionally, according to Frankl (Ryff, [1989](#)), the meaning relieves stress brought on by challenges in life. Teachers may encounter difficulties as a result of working with disabled students. However, life satisfaction rises when these times are filled with meaning.

Lastly, Hierarchical regression analysis revealed that presence of meaning in life significantly positively predicts life satisfaction. These results are in line with another study that showed presence of meaning in life as a significant predictor of life satisfaction (Datu & Mateo, [2015](#)). It signifies the importance of presence of meaning in life and that having meaningful lives leads to more life satisfaction. Hence, meaning in life is present so search for further meaning is linked to well-being greater life satisfaction (Steger et al., [2008](#)). The presence of meaning in life optimizes the teachers' satisfaction in teaching profession and it is considered to be essential for general and special education teaching profession.

Conclusion

The current study showed that special education teachers have more meaning in their lives and male teachers are inclined more to search for meaning in their lives than female teachers. Furthermore, age and presence of meaning in life has significant positive relationship with life satisfaction. Likewise, presence of meaning in life was found to have a strong positive predictor of life satisfaction among teachers. Yet, there are some more related factors to study in order to enlighten and compare teachers regarding self-fulfillment, self-gratification, and self-sustainability.

Limitations and Recommendations

- In the present study, self-report measures were used to collect data. There are chances participants may hide their true feelings which could affect the findings. It is suggested that in-depth semi-structured interviews should be performed as well.
- Another limitation is that the current study only included participants from Lahore city which reduce the generalizability of these findings. Therefore, in the future, other geographical areas must be considered.
- Future research can use a mixed method approach to investigate how teachers regulate their emotions and what would be the nature of their professional quality of life.

Implications of the Study

This research will be insightful for the administration of the education system that level of life satisfaction can be enhanced by helping the teachers to find meaning in their lives which could be possible through psychological counseling and by conducting educational groups by experts in this field. Similarly, it would be beneficial for teachers to search for their meaning in life and effectively use their potential in the education system. Moreover, it will help the related authorities to devise policies regarding teachers' workplaces that should be equipped in such a way that working conditions and environment must nourish their personal and professional growth.

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