Factors Affecting The Meaning In Life of Teachers

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Abstract. *There are numerous studies in the fields of psychology, logo-therapy, and mental health which showed that meaning in life affects satisfaction, dedication, and quality of work. However, no research has been conducted in accordance with educational studies. This study, therefore, aims to investigate the various models that affect the meaning in life of teachers in junior high schools. This is a quantitative study with data randomly obtained from a sample of 100 teachers at East Kalimantan, Indonesia. The structural equation modeling method assisted by smartPLS software version 3.3.0, were used to analyze the evaluation and structural phases of the model. The results showed that the measurement model was valid and reliable. Furthermore, the results of the structural model proved that self-actualization has a positive and significant effect on meaning in life with t-values of 3,771> 1.96 and 4,036> 1.96. In conclusion, the research comprises of theoretical implications thereby, making self-actualization and self-transcendence crucial factors which ultimately has an impact on the quality of teacher performance.*

Keywords*: meaning in life, self-actualization, self-transcendence, teacher*

Introduction

Over the last two decades, the meaning of life has received tremendous attention from three scientific groups, namely psychology, logotherapy, and mental health (Steger, Shim, Rush, Brueske, Shin, & Merriman, 2013; Newman, Nezlek, & Thrash, 2018). According to various researches, it meaning in life positively influence the indicators of life and performance, as well as those that tend to reduce their negative emotions. Empirically, it has different meanings, which are relative to one another (Nezlek, Newman, & Thrash, 2017; Tov & Lee, 2016) because it is influenced by situational factors that enhances subjective experiences (Heintzelman, Trent, & King,

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2013; Kay, Laurin, Fitzsimons, & Landau, 2014). Therefore, meaning of life, enables teachers' to gain positive and negative experiences (Tov & Lee, 2016; King, Hicks, Krull, & Del Gaiso, 2006)) and also from traumatic incidents (Bonanno, Papa, & Lalande 2005). Despite its subjective and unique nature, many authors tried to identify common themes among individuals, with the meaning discussed in the theoretical and academic terms of literatures (Batthyany & Russo-Netzer, 2014; Wong, 2012).

Previous studies were carried out on this topic by applying various approaches. A personal review on the impact and interventions of the meaning in life and its effect on depressive symptoms were conducted by Westerhof, Bohlmeijer, Van Beljouw, and Pot (2010). This study was conducted by comparing two different groups. The first consist of 83 adults received a life review, while the control group comprises of 88 people watched a video on the art of growing older. According to the results, the group that received life review treatment developed several personal meanings compared to the control group. Therefore the authors concluded that this approach is used to support parents in their search for the meaning of life through reviews, and helps in reducing symptoms of depression. A similar research involving 731 respondents in the United States was also carried out by Park et al. (2010). The results showed that the presence of meaning was positively is related to satisfaction, and happiness, as well as having both positive and negative influences on depression, while the general search for meaning had opposite correlated pattern.

Also, there are few empirical studies with similar topics in the educational context, related to how the variable is associated with the way teachers carry out their profession. However, previous studies on this topic were mostly carried out in the fields of psychology, mental health, and logo-therapy. In fact, the literature concerning the need for the meaning of life in education has been reported by several experts, in addition it improves the teaching professionalism (Suyatno, et al. 2019). According to the research conducted by Tutu (2007) and Maree (2019), the ability of teachers to discover the meaning and purpose of their lives has become an urgent need in the learning process at school. Suyatno et al. (2019) stated that teachers with certain values tend to have an impact on the quality of teaching which important factors are that influences professionalism (Dholina et al. 2019). Value is the crystallization of the searching process involved in the meaning of one's life (Frankl 2006).

The purpose of this research is to identify the factors that influence the meaning of teacher's life. In accordance with the initial evidence that has been reviewed and literatures on the fields of psychology, logo-therapy, and mental health, it is discovered that self-actualization and self-transcendence are two variables predicted to influence the meaning of one's life. The results from this study are expected to provide more scientific insights that tend to efficiently make teachers' life more meaningful. Furthermore, it also encompasses the lack of scientific literature in the educational fields. Therefore, the main purpose of this research is to explore the factors that influence the meaning in life of teachers by using a questionnaire at junior high school education in East Kalimantan, Indonesia.

The research question

Based on the background of the problem above, the research question is as follows: What factors affect the meaning in life of teachers at junior high school, East Kalimantan?

Literature Review and Hypothesis Development

Meaning in Life for educators

The meaning of life is actually important for people in various professions. It discovers an individual effort to improve their quality of life. Frankl (2006) stated that the meaning of life is

one's appreciation of how much they have developed their various potentials and the extent they have achieved goals. (Cohen and Burns (2012) reported that individuals with high level of meaning in life tend to avoid the effects of negative emotions such as stress, anxiety, and depression.

Furthermore, the meaning of life is also believed to be influenced by factors other than affective experience (Heintzelman & King, 2014; Waytz, Hershfield & Tamir, 2015). Hicks and King (2009) stated that subjective experience is characterized by three aspects. The first, requires a sense of purpose, this simply implies that one's life and activities needs to be directed towards important goals (Wong, 2012). Secondly, it involves the belief that one's existence has values or significances beyond the present moment (Frankl (2006; Steger, Frazier, Oishi, & Kaler, 2006). Thirdly, it implies the coherence or completeness, of life required by individuals (Wong & Wong, 2012).

Steger et al. (2006) reported that meaning in life is understood from at least two dimensions. Firstly, the extent to which it is discovered or experienced by a person (referred to as presence) and secondly, the extent to which an individual searches for meaning in life (this is referred to as search). An instrument consisting of 5 indicators of attendance (The individual understands the meaning of life) and 5 of search (The individual searched for the meaning of life) were developed to measure these two dimensions (Steger et al., 2006).

Lee (2015) stated that meaning in work is influenced by one's cognitive change and has a positive impact on the personal experience of colleagues and institutions. Wong and Wong (2012) reported several aspects such as goals, understanding, responsible actions, and evaluations (positive) of one's life in their PURE model. Tov & Lee (2016) stated that there are five ways to focus on positive things in order to determine meaningful, side benefits, make social comparisons, imagine worse situations, forgetting the negative ones, and redefining.

Meaning in life is one of the factors that tend to affect the quality of one's performance. This premise is supported by the research carried out by Heintzelman, Trent, and King (2013) which stated that people that consider their lives as very meaningful are better in several ways, compared to their counterpart. In accordance with other researchers, it was also stated that individuals that considers their lives meaningful, are directly proportional to those with higher quality life (Littman-Ovadia & Steger, 2010), better job adjustment (Krause, 2007), higher levels of optimism (Steger, Oishi, & Kashdan, 2009), experiences lower psychological disorders (Mascaro & Rosen, 2005; Owens, Steger, Whitesell, & Herrera, 2009; Steger & Kashdan (2007)), and slower age-related cognitive decline (Boyle, Buchman, Barnes, & Bennett, 2010).

Self-Actualization and Meaning in life

The theory of self-actualization and hierarchy of needs was popularized by a psychologist, Abraham Maslow (1970) in increasing life needs. This hierarchy starts with the physiological needs such as security, social, respect, to self-actualization which is the highest development of one's talents. Maslow (1987) further stated that self-actualization is the maximum utilization of one's talents and potential to fulfill their needs. In addition, this process leads to the discovery of identity and the development of human potentials. Therefore, it is the ability of a person to become whatever they desire based on their potentials (Maslow, 1970). According to Maslow (1987), reported that self-actualization is influenced by universal factors as follows: Firstly, the ability to view life clearly, simply and objectively. Secondly, it is the ability of people to carry out their functions, duties and obligations towards work with a great sense of responsibility. Thirdly, psychological independence which is the capability of making decisions not bound by public opinion.

Some literatures reported the preliminary evidence of the relationship between self-actualization and meaning in one's life. Fave, Brdar, Wissing and Vell-Brodrick (2013) stated that self-actualization is a sub-category of personal growth, harmony and well-being, which is

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approximately the main source at 8.5%. This is in accordance with the research conducted by Debats (1999) which also stated that self-actualization is one of the factors that influences the meaning in one's life. Furthermore, four factors greatly influence self-actualization namely relationships, long life, work, and personal well-being. Subsequently, service, belief, and materiality are 3 factors with a lesser effect than self-actualization. Based on the research conducted on psychiatric patients, Debats (1999) reported that self-actualization is a source of meaningful life and it is more important than the other aspects.

Baum and Stewart (1990) stated that a total of 72% of both men and women find their works meaningful. However, the difference lies in the order associated with other factors. For men, work is the first source of a meaningful life while for women, it is the third source with 78% childbirth and 77% associated with love and marriage. Schnell (2009) discovered that women exhibited more Vertical Self-Transcendence, Well-Being, and Relatedness than men. On the contrary, men were reported to display more self-actualization than women. It was further stated that meaningful life is an important factor that is positively influenced by self-actualization. A research conducted by Kenrick (2017) showed that self-actualization is often synonymous with gaining meaning in life.

The researches and theories stated above showed that self-actualization with or without other factors influence the meaning of one's life. Despite the fact that those studies were not conducted in the field of science education, therefore, the theories became the basis for developing the hypotheses in this research.

Hypothesis 1:

Self-actualization has a positive and significant effect on the meaning in life of the teacher.

Self-Transcendence and Meaning in life

Self-transcendence is an individual's level of need and it surpasses self-actualization. It is also a person's sense of relatedness in accordance with transcendent. In certain societies, self-transcendence is highly manifested in one's diversity and spirituality (Haugan, 2012). Furthermore the theory of self-transcendence which started when Maslow observed certain people with fulfilled criteria for self-actualization. The observation results showed that individuals with self-actualization had higher needs and values compared to those that failed to complete the stages. The needs and values are forms of encouragement in order for humans to connect with a higher power beyond themselves, as well as help others realize and develop their potentials. This motivational condition became the representative definition of the self-transcendence concept.

Maslow (1970) stated that the level of achievement of ones'self-transcendence needs was constructed based on two key elements, the peak and plateau experiences. These strategies undergo several situations such as happiness, deep joy, feeling at else with the universe, and a higher awareness of beauty. Conversely, when people experience these moments, they become aware of the existence and brain in optimal condition thereby, leading to the ability to achieve set intellectual goals. This moment usually last for a short time. However, certain people have the ability to remain in the peak experience phase for a longer period. This condition at a higher level is referred to as the plateau experience. Maslow's self-transcendence theory which was later developed in three disciplines namely transpersonal psychology, personality and nursing theories have the same basic concept with spirituality inherent in every human being and the fulfillment positively correlated with individuals' well-being (Smith & Liehr, 2008).

Some literature reviews and empirical research has provided preliminary evidence on the relationship between self-transcendence and meaning in life. Frankl (2000) stated that self-transcendence is an innate desire to discover meaning in human life. Correspondingly, Schnel (2010) reported that self-transcendence is a pre-condition that is needed towards meaning in life.

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Venter (2016) stated that Maslow's concept is the most accurate description of the type of people that are presently needed in the world with people responsible for their freedom that transcends boundaries, and people that have discovered ways to shape the future of the world. Meanwhile, Snow (2018) reported that self-transcendence is a "fundamental" or "existential" expectation required by humans to discover meaning in life. In addition, the achievement of self-transcendence causes a person to have a better understanding of the various situations around their environment. Therefore, its achievement shows individual maturity.

Several empirical researches have been carried out on self-transcendence. For example, it was reported that self-transcendence has an indirect effect on the relationship between meaning in life and prejudice. Subsequently, meaning in life also functions as a mediator between self-transcendence and prejudice (Florez, Schulenberg, Lair, Wilson, & Johnson, 2019). It was further discovered that self-transcendence has the ability to reduce a persons' level of depression through mediation. Therefore, spirituality is the act of building self-transcendence which is an important predictor associated with depression. Kang, Cooper, Pandey, Scholz, O'Donnell, Lieberman & Polk (2018) also reported that self-transcendence refers to a change in mindset, from a focus on personal interests to the welfare of others). Anderson, Pizzaro, and Kinzler (2018) stated that moral praise is one of the approaches used to increase an individual's self-transcendence.

The evidences sourced from literature reviews and empirical researches showed a relationship between self-transcendence and meaning in life. Although, these studies were conducted outside the education field, it was used as the basis for developing this research hypothesis.

Hypothesis 2

There is a positive and significant influence between self-transcendence and meaning in life of teachers.

Methods

The types of research

This is a quantitative research with a survey approach used to examine the influence of independent and dependent variables. The survey approach was chosen because it is in accordance with the research problem which stated the effect of the relationship between the two predicted variables.

Population and Sample

The research population comprises of junior high school, teachers at East Kalimantan province. Data was obtained from a total of 100 teachers demographically, consisting of 53% men and 47% women, using stratified sampling technique. In addition, 10% of the respondents had undertaken graduate-level education while the remaining 90% were undergraduates of their respective fields, therefore the research samples were teachers at the higher education levels. In terms of age, 60% of the teachers were within an age range of 31-50 years, therefore the respondents were considered to be matured and expected to understand the research details.

Techniques and Data Collection Instruments

Data were collected using a closed questionnaire that was distributed through the assistance of the principal. This study employed three different questionnaires, namely the meaning in life of

the teacher, self-actualization, and self-transcendence. The questionnaires used were developed by other authors, however, certain adjustments language was made according to the respondent's context, and also detailed statement items. Steger et al. (2006) stated that the meaning of life questionnaire is in accordance with attendance and search indicators which were developed into six items. Meanwhile, self-actualization was adapted based on the research conducted by Robbins and Coulter (2010) which consists of four aspects namely growth, potential achievement, self-fulfillment, and encouragement needs. The self-transcendence questionnaire was adapted from Schnell and Becker (2006) with seven indicators consisting of explicit religiosity, spirituality, unison with nature, social commitment, generativity, care, and health, each of which was developed into two items.

The adaptation of the questionnaire items were tested based on two stages, 1) expert judgment test conducted by two professionals. The questionnaire was improved, based on suggestions, 2) the empirical validity test was carried out which obtained information that declared all items in the questionnaire valid and reliable. The questionnaire was made using a Likert scale of 1 to 4.

Data analysis technique

Data collection employed the SEM (Structural Equation Modeling) method which serves to test and analyze the relationship of the existing hypothesis between the indicator and its latent variables using the smartPLS software version 3.3. The analysis was carried out in two stages, namely the analysis or evaluation phase of the measurement model and the structural model analysis. The evaluation phase is used to analyze the validity and reliability of the research model (convergent validity, discriminant validity, and reliability). Meanwhile, the structural model analysis is used to test the proposed research hypotheses.

Findings

This research data was subjected to the following stages of testing, descriptive statistical analysis, structural model design, evaluation of measurement models, and R square.

Descriptive Statistical Analysis

Table 1:
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Meaning	100	30	48	40.23	3.900	.029	.241
Actualization	100	35	52	41.98	4.005	.501	.241
Transendence	100	40	59	49.83	3.854	.249	.241
Valid N (listwise)	100						

Table 1 showed that the average value indicates a tendency of 4.0, indicates the majority of respondents stated had a neutral response with the statement in the questionnaire.

Structural Model Design (Inner Model)

Latent and manifest variables in the study are as follows:
1. Endogenous latent variables of Meaning in Life comprises of presence (M1) and search (M2)

2. Exogenous latent variables of self-actualization consist of growth (A1), potential achievement (A2), self-fulfillment (A3), and encouragement needs (A4).
3. The exogenous latent variable of self-transcendence has seven manifest variables which consist of explicit religiosity (T1), spirituality (T2), unison with nature (T3), social commitment (T4), generativity (T5), care (T6), and heal 20 T7)

Figure 1. Structural Model (Inner Model)
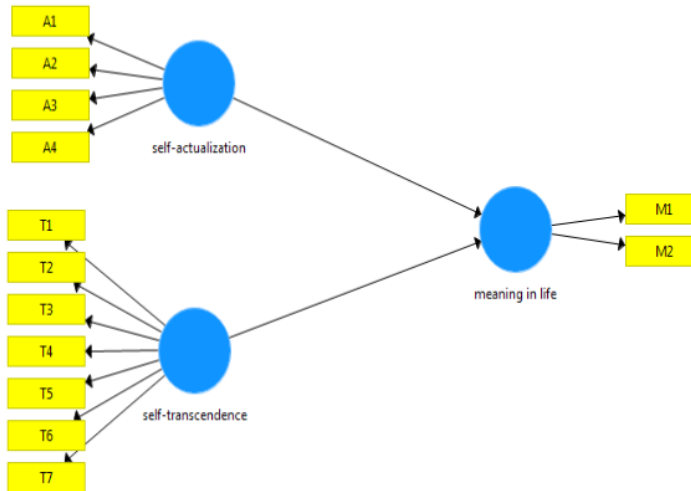
Evaluation of Measurement Model (Outer Model)

The evaluation of the measurement model in this study was carried out in three stages which are as follows convergent validity test, discriminant validity test, and composite reliability test.

1. Convergent Validity Test

The result from calculating convergent validity using a smart PLS 3.0 computer program is stated in table 1.

Table 1: Convergent Validity Results

	Actualization	Meaning in Life	Transcendence	Description
A1	0,739			Valid
A2	0,867			Valid
A3	0,597			Valid
A4	0,841			Valid
M1		0,909		Valid
M2		0,894		Valid
T1			0,767	Valid
T2			0,547	Valid
T3			0,625	Valid
T4			0,638	Valid
T5			0,678	Valid
T6			0,448	Valid
T7			0,667	Valid

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The output in Table 1 showed that the loading factor is above the recommended value which is equivalent to 0.5, therefore the indicators used in this study met the requirement of the convergent validity (Ghozali & Latan, 2012).

2. Average Variance Extracted (AVE)

Table 2 shows the results of 55 Average Variance Extracted.

Table 2: Results of the Average Variance Extracted

	AVE
Actualization	0,813
Meaning in Life	0,590
Transcendence	0,385

The AVE value in table 2 shows that all variables in this study were> 0.50. Therefore, it was concluded that all indicators tend to validly reflect their respective variables except the Ave value on the transcendence variable.

3. Discriminant Validity Test

The discriminant validity results are shown in table 3.

Table 3. Discriminant Validity Analysis Results

	Actualization	Meaning in Life	Transcendence
A1	0,739	0,429	0,368
A2	0,867	0,434	0,309
A3	0,597	0,230	0,087
A4	0,841	0,521	0,532
M1	0,462	0,909	0,576
M2	0,531	0,894	0,445
T1	0,328	0,485	0,767
T2	0,345	0,273	0,645
T3	0,269	0,363	0,625
T4	0,313	0,325	0,638
T5	0,372	0,422	0,678
T6	0,050	0,149	0,648
T7	0,241	0,323	0,667

The validity test in table 3 shows that the variables of self-actualization, meaning in life, and self-transcendence have valid discriminant validity indicators. The score of each construct is greater than of 14 indicators. Therefore the validity testing conducted on the model has valid results based on the convergent validity test, discriminant validity, and AVE.

4. Reliability Test

A latent variable is reported to 19 reliable assuming the values of the composite and Cronbach's alpha are greater than 0.7. The results of the reliability test are shown in table 4.

Table 4. Reliability Test Results

	Cronbach Alpa	Composite Reliability	
Meaning in Life	0,769	0,811	Reliable
Self-actualization	0,770	0,773	Reliable
Self-transcendence	0,729	0,758	Reliable

Table 4 shows that all latent variables measured in this study have Cronbach's Alpha and Composite Reliability values greater than 0.7. Therefore, all constructs are reliable in accordance with the required minimum limit.

5. Evaluation of Structural Model (Inner Model)

This analysis was carried out using the results from the Smart PLS internal model that tends to examine the research hypothesis, as shown in Figure 2. The statistical measure of T and path coefficient was used to evaluate the model and the coefficient of determination.

a. Model Evaluation with Path Coefficient
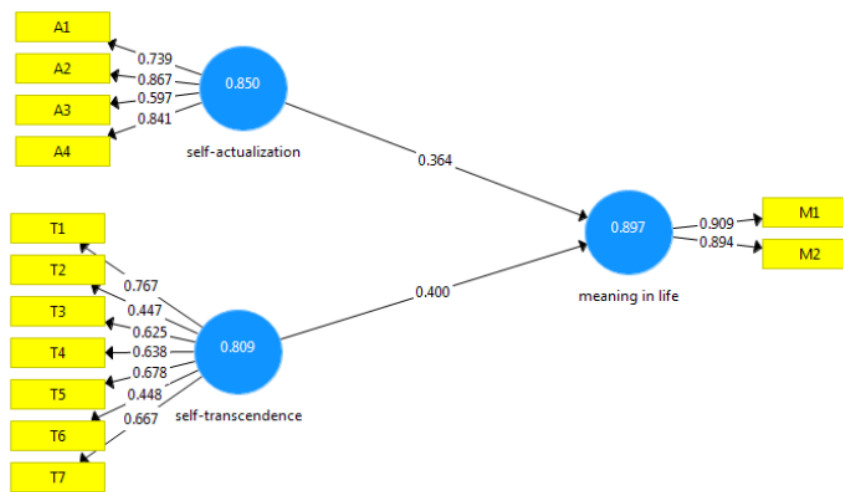

Figure 2. Path coefficient

Figure 2 shows the path coefficient of the structural model. The numbers written on the line are standardized beta coefficients in the least quadratic regression while the figure is the path coefficient in the PLS structural model. The path coefficient needs to be checked based on the sign of its magnitude and significance. The path coefficient in figure 2 shows a positive path sign and effect (direct relationship between the two constructs).

b. The Test of Significance

Hypothesis testing in accordance with the SEM PLS method is carried out by bootstrapping process with the help of the computer program smartPLS 3.3.0. Therefore, the relationship between exogenous and endogenous variables is obtained as shown in table 5.

Table 5. Significance Results of Exogenous and Endogenous Variables

		Original Sample	Sample Mean	Standard Deviation	T Statistic	P Value
Actualization Meaning in life	→	0,364	0,357	0,096	3,771	0,000
Transcendence Meaning in life	→	0,400	0,425	0,099	4,036	0,000

Before testing the hypothesis, it is known that the T-table value is 1.96 for a confidence level of 95% (α of 5%). Hypothesis testing for each of the latent variable relationships is shown as follows:

1. Hypothesis Testing Variables Self-actualization on meaning of life.

Based on the output of Table 6 T-statistics, self-actualization on the meaning in life is 3.771> T-table (1.96). The estimated value of the original sample shows a positive value of 0.364 which implies that the direction of the relationship between the self-actualization variable and the meaning of work variable is positive. It means that the latent variable for self-actualization and its indicators significantly influences the meaning in life with its indicators. Therefore, it was concluded that the latent variable actualization with indicators is an indication of a significant positive factor on the meaningful life of the teachers with the indicators.

2. Hypothesis Testing The variable of self-transcendence on meaning in life

Meanwhile, the transcendence variable of the teacher leadership variable shows that the outcome of the T statistic to be 4.036> t-table (1.96). The estimated value of the original sample is 400 which imply that the relationship between self-transcendence and meaning in life is positive. It means that the latent variable of transcendence and its indicators significantly influences the meaning of life. Therefore, it was concluded that the latent variable of self-transcendence and its indicators is a significant positive factor for the meaning in life of the teacher.

R^2 Testing

The output for the R^2 value using the smartPLS 3.3.0 computer program is shown in figure 3.
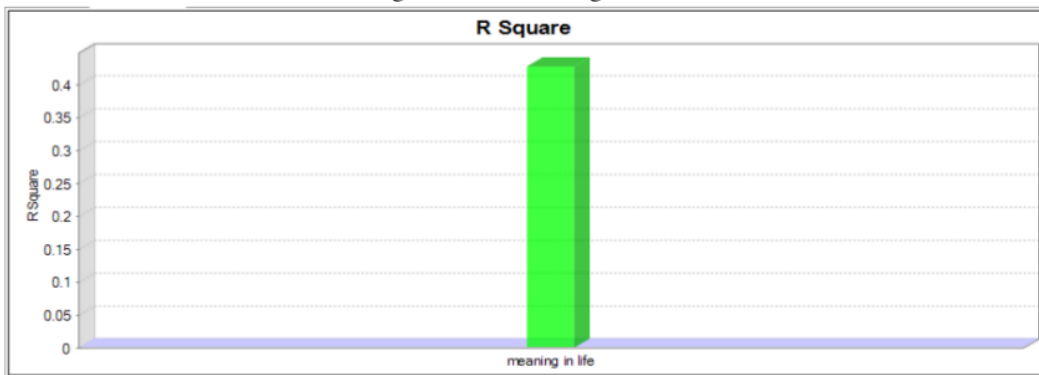
Figure 3. R^2 Meaning in Life Results

Figure 3 shows that the R^2 value is at an acceptable level that required to assess the latent variable. Therefore, it was concluded that self-actualization and self-transcendence predicts 42.7% meaning in life, however the path coefficient between self-actualization and self-transcendence are 0.364 and 0.400, respectively.

Discussion

The purpose of this study is to test the self-actualization and self-transcendence as a factor that influences the meaning in life of the teacher. The data analysis results using SEM aided by the

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smarPLS version 7.3.0 shows that both research hypotheses were accepted. All the indicators of self-actualization have a positive and significant effect on that of the meaning in life of the teacher. In addition, all indicators of self-transcendence have a positive effect on meaning in life of the teacher. The results from the measurement showed that the construct of self-actualization and self-transcendence has a positive influence of 42.7%, while the rest are influenced by other factors that were not examined in this research.

The first finding showed that self-actualization is a variable that affects the meaning in life of the teacher with a positive coefficient of 0.364. As stated in the research methods section, self-actualization has four manifest variables namely growth (A1), potential achievement (A2), self-fulfillment (A3), and encouragement needs (A4).

The results from this study support previous researches (Fave et al., 2013; Debats, 1999; Baum & Stewart, 1990; Schnell, 2009; Compton et al., 1996; Kenrick, 2017). Fave et al. (2013) stated that self-actualization is a factor that contributes 8.5% to the meaning in life. According to Debats (1999), it is the most significant source compared to other factors. It was also reported as a factor that positively and significantly influences men and women (Baum & Stewart, 1990; Schnell, 2009; Compton et al., 1996; Kenrick, 2017). Self-actualization is similar to meaning in life. Maslow (1970) reported that self-actualization is the highest development of one's talents as well as the fact that it portrays the fulfillment of one's qualities and capacities. According to these findings, it was reported that people that have achieved maximum quality and capacity tends to develop their talents and potential as well as have a high meaning of life. Based on this hypothesis, it was also concluded that meaning of life is directly proportional to the development of talents and potentials as well the fulfillment of a person's quality and capacity. People are able to actualize what they aspire based on their potentials (Maslow, 1954) thereby discovering a meaning in life.

According to the second findings, it was shown that self-transcendence affects the meaning in life of the teacher with a positive coefficient of 0.400. In accordance with the theoretical framework, self-transcendence has seven manifest variables namely belief and religion (T1), connectedness with higher reality (T2), harmonization and unity with the universe (T3), commitment to justice (T4), conducting or creating things valued beyond one's death (T5), consideration, forethought, helpfulness (T6), health and fitness (T7). Data analysis conducted with PLS, showed   that all manifest variables have a positive and significant influence on the meaning in life of the teacher.

These findings support and reinforce previous findings (Schnell, 2011; Monasterio & Cloninger, 2019; Hwang, Tu, & Chan, 2019; Pulfrey & Butera, 2019; Verhaeghen, 2019; Bishop, 2017; Levenson, Jennings, Aldwin, & Shiraishi, 2005; Haugan, Moksnes, & Løhre, 2016) that self-transcendence variable has a positive effect and is an intervening factor on one's meaning in life. People with high level of self-transcendence, tend to have a high meaning in life, and vice versa. An individual with high level of self-transcendence encourages people to act altruistically, an attitude that is far from the nature of egoism, and prioritizes the interests of others.

Schnell (2011) reported that it is divided into two sub-categories, namely verbal and horizontal self-transcendence, which are both sources of a meaningful life. Vertical it is related to the need for humans to connect with the power above itself (God) through religion, while horizontal self-transcendence relates to the ability to connect with fellow humans, thereby causing a person to have a sense of social responsibility rather than personal interests.

Vertical self-transcendence is formed when the inner human nature of a person authentically connects with God, this   shows immortality and human understanding (Decy & Ryan 2008; Mayden & Bailey 2019). Through this connection, the work becomes meaningful because it is a place for the realization of our humanity (Beadle & Knight 2012). This expression also offers a sense of feeling that life and work are part of the duties and devotions to God (Elangovan, Pinder, & Mcclean, 2010). The "exclamation" that life and work are part of devotion to God is a source of meaningfulness (Barkelaar & Buzzanell 2014; Cardador & Cazza, 2012; Dik & Duffy, 2009).

In contrast to vertical self-transcendence, horizontal is related to perfecting our relationship with the surrounding lives (Kalton, 2002; Pavlish & Hunt, 2012). This second category refers to the concerns of others in two ways, namely in the form of a desire to share and build interpersonal relationships with colleagues (Lips-Wiersma & Morris, 2009) and transpersonal relationships with the surrounding reality (Reed, 2009). The idea that one's "self" is formed in relation to others leads to a meaningful life. Many authors reported that both vertical and horizontal transcendencies are based on one's religiosity or spirituality (Emmons 2005Spirituality illustrates a strong connection between oneself and its creator. It leads people to work beyond it in order to discover true self (Amid, Aron, & Bachar 2020). Subsequently, when an individual discovers it true self, life tends to be meaningful. The process is part of the teacher's self-development is a cause for concern because the role of education in this construct leads to failure rather than success (Conroy, Lundie, & Baumfield, 2012). Adapting Lee's theory (2015), four critical attributes are used by teachers in shaping their lives they are as follows experience positive emotions at work, give meaning to the work itself, work undertaken needs to have meaningful goals, and work as part of life tends to contribute to meaningful existence. Self-actualization and self-transcendence are elements that form these four critical attributes.

Conclusion

In conclusion, these findings generally show that the evidence that applies in other scientific families, be it psychology, logo-therapy, and mental health, which states that there is an influence between two independent variables, namely self-actualization and self-transcendence toward meaning in life also applies to the educational science, particularly in the meaning in life of the teacher. Therefore, it improves their professionalism, by developing and increasing the manifest variables of self-actualization and self-transcendence. Based on the results from this study, both theoretical and practical implications have been identified.

Research Implications

Self-actualization and self-transcendence play an important role in determining the level of meaning in the life of a teacher. This study discusses their influence and impact on the professional development on an ongoing basis. Teachers need to utilize the results from this research to develop meaning in their lives because it triggers and facilitates all forms of processes related to self-transcendence and self-actualization. The policy makers, both at the education unit level and the government that are in the context of the same school structure, also need to utilize the results from this study to design various programs and training for the development of meaning in life of teachers. This is because it has been proven by several authors that meaning in life has an influence on dedication, motivation, and quality of one's work.

Research limitations and future research needs

The research samples are not large enough and is located in East Kalimantan. Therefore, it is not standard and tends not to represent the characteristics of the teachers' qualities in Indonesia as a whole. Therefore, further research with a larger sample and wider coverage area, for example Indonesia as a whole is suggested in order to examine the relationship between self-actualization and self-transcendence towards meaning in life. In addition, longitudinal research on this topic is also highly recommended because a cross-sectional study was employed.

Acknowledgment

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Factors Affecting The Meaning In Life Of Teachers

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Summary

The meaning in life is predicted to improve the quality of teacher performance, therefore, it is important to study the influencing factors. Literature and empirical studies in the scientific fields of psychology, logo-therapy, and mental health, showed that self-actualization and self-transcendence variables affect the quality of life and performance of a person, and reduce negative emotions. Nevertheless, there is limited research on meaning in life in the education science. Therefore, this study aims to measure the influence between two independent variables, namely self-actualization and self-transcendence, toward meaning in the teacher's life. Data were collected through questionnaire from 100 junior high school teachers in East Kalimantan Province, and analyzed using SEM. The results showed that self-actualization and self-transcendence had a positive and significant effect on meaning in life of the teacher. Generally, the research findings show that the evidence that applies in other scientific groups, that there is an influence between the variables studied, also applies in education. The theoretical and practical implications are discussed in this study.

Keywords: meaning in life, self-actualization, self-transcendence, teacher

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