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Exploring the Power of Narrative Counseling to Cultivate Meaning in Life of Students

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Exploring the Power of Narrative Counseling to Cultivate Meaning in Life of Students



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Abstract: This study aimed to explore the effectiveness of narrative counseling in enhancing the meaningfulness of life among high school and vocational students in Baubau City, Southeast Sulawesi Province. A quasi-experimental approach with a one-group pretest-posttest design was employed. The participants included 173 students who completed the Meaningfulness of Life Scale and 32 school counselor who had undergone narrative counseling capacity-building training. Through purposive random sampling, 34 school counselor were divided equally into experimental and control groups, with each group comprising 17 school counselor. Each teacher provided narrative counseling to 17 students identified with low to moderately low levels of meaningfulness in life. Narrative counseling sessions were conducted over 3 to 4 sessions by school counselor. The meaningfulness of students' lives was assessed through six indicators: self-understanding, positive attitude change, life purpose, strong commitment, self-direction, and effective social support seeking. Results indicated significant improvements across these indicators. Initially categorized predominantly as low, five indicators improved significantly to fairly high levels, while one indicator reached a moderate category post-intervention. The statistical analysis using the Wilcoxon test yielded a significance value of 0.01 ($p < 0.05$), confirming a statistically significant difference between pre- and post-intervention outcomes. The Asym.sig (2-tailed) result also confirmed this significance with a value of 0.01. These findings demonstrate the effectiveness of narrative counseling in enhancing students' meaningfulness of life. Consequently, narrative counseling is validated as a valuable strategy for empowering students in high school and vocational settings, significantly fostering their sense of purpose and life direction.

Key Words: Narrative Counseling; Meaningfulness of Life; High School Students; Vocational Students; Empowerment

INTRODUCTION

A person's life journey becomes meaningful when each process and activity provides opportunities and space to recognise, understand, and positively develop themselves. Students seek a sense of certainty about life's meaning as part of a crucial period of identity formation, during which all thoughts and actions carry significant meaning (Argo, 2014; Battista & Almond, 1973; Erfiana, 2013; Frankl, 1997, 2000). Every event or incident, whether in learning or other external activities, will be valuable and can be valuable if understood and comprehended for the direction of one's life goals. The mental process of defining the meaning of life involves interpreting every event in light of one's goals.

The meaningfulness of students' lives is described as a process of self-evaluation from deep reflection involving cognitive processes regarding the individual's life as a whole from the life

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experiences that they have gone through De Moor, (2023); King et al., (2006); Kwok et al., (2024) that describe this process. This describes how happy and prosperous an individual is with the life he or she is living. This concept explains a subjective self-assessment of well-being where students cognitively assess the level of self-benefit in life. The self-evaluation of a student's well-being and life satisfaction determines the meaningfulness of their life (Qin et al., 2024).

Students who continue to grow and develop certainly still have minimal meaning in life, still follow their lusts, accept life conditions that are less appropriate and effective without support so that they are free to express all their potential that is not in accordance with their talents and interests, and have uncontrolled life goals. In the end, students become frustrated, enter the vortex of free association, hedonism, and narcotics, and make life meaningless or empty and meaningless.

The increasing number of cases indicating a low sense of meaning in life or even a loss of meaning in life among students is caused by apathy due to various pressures in life as well as acts of violence and harassment that have continued to increase from 2022 until now (Abiddin, 2022). Violence against girls in Baubau: as many as 32 cases from January to May 2022 (Firman, 2022). This increase in cases was followed by other incidents, namely school counselor who were reported to the police by students, committing acts of violence continuously. So that acts of violence and harassment seem to be considered commonplace by students, but are a disaster for the victims.

A student who experiences difficulties and pressures in life sometimes becomes unable to internalize the meaning of each life event. Many problems lead to trauma, resulting from life experiences that never improve, such as poverty, broken homes, or parental pressure, causing feelings of inferiority, passivity, apathy, withdrawal, discouragement, fear, and anxiety. These conditions can make a student feel powerless and unable to escape life's burdens, preventing the formation of meaningful life goals. Conversely, students who experience a meaningful life actively involve themselves, build relationships according to their potential, and engage interpersonally by utilizing their strengths (Albu, 2013; Chen et al., 2021; Doğan et al., 2012; Hedayati & Khazaei, 2014; Kwon et al., 2015; Miao et al., 2021; Zhusupova et al., 2015).

Optimising the entire process of each student's meaningful life is important for professional educators to understand in order to help prepare students for their future lives (Hidayat, 2019; Putri et al., 2020; Ritonga et al., 2006). Educators should guide students in discovering meaning within their unique potential and support them in becoming who they are meant to be. Accompanying students in achieving self-understanding and exploring their individual uniqueness is challenging unless educators take the time to understand, recognise, and delve deeply into each student's personal life journey (Hittner et al., 2020; Matera & Catania, 2021; Novo et al., 2022; Papageorgiou et al., 2020; Scott et al., 2007; Zhang et al., 2021).

The meaning of life allows each student to understand their experiences and have an awareness of order, coherence, and purpose in their lives. The process of achieving valuable goals and experiencing satisfaction serves as a foundation for selecting competencies and setting directions for high-quality career choices. Students learn from observing how others achieve successful and fulfilling lives and understand how such a life can be attained. Positive life progress is achieved through conscious effort directed toward meaningful goals, marked by feelings of life meaningfulness in both the present and the past, having clearly defined life purposes, and holding firmly to beliefs that give life direction (Ryff, 1989). Students typically focus on achieving meaningful goals derived from daily events and experiences, and they often construct a meaningful life through identifying these goals (King, 2006). Consequently, when students actively pursue meaningful goals, life becomes more satisfying and enjoyable. The motivation to achieve these goals reinforces the belief that a meaningful life is worth striving for.

Optimising the entire process of meaningful life for all students is essential for professional educators to understand in order to effectively prepare them for their future lives (Hidayat, 2019; Putri et al., 2020; Ritonga et al., 2006). Educators have the responsibility to guide students in discovering the meaning of their unique potentials and help them become who they truly can be. Assisting students in achieving self-understanding and having the willingness to explore their uniqueness is challenging without genuinely understanding, recognising, and delving deeply into each student's life journey (Hittner et al., 2020; Matera & Catania, 2021; Novo et al., 2022; Papageorgiou et al., 2020; Scott et al., 2007; Zhang et al., 2021).

A student can develop an interest in achieving a meaningful life if provided with the opportunity to express concerns, feelings of being cornered, and the desire to break free, enabling the construction of positive meaning from life's experiences. Constructing meaning in life involves three essential elements: coherence, purpose, and meaningfulness (Heine et al., 2006; Martela & Steger, 2016a; Steger et al., 2006). Coherence refers to the feeling that one's life experiences are understandable and meaningful. Purpose denotes having core intentions, clear objectives, and a sense of direction in life. Meaningfulness pertains to the inherent value and worth of one's life, making it worth living. Every student's potential represents unique strengths that support future success. Professional educators must provide students with individualized attention, allowing them to voice their concerns, experiences, and aspirations. This individualized approach fosters self-understanding, enabling students to envision alternative life paths by leveraging formal operational cognitive skills. Students can thus compile a cognitive library from every learning stage, supporting their holistic development (Andieni, 2015; Cardoso, 2014).

In the field of guidance and counselling, addressing the meaning of life involves responsive services through counselling practices. These services typically focus on career exploration and identification of students' talents and interests (Bastaman, 2007; Diniari, 2017). Guidance and counselling facilitate comprehensive understanding and analysis of students' daily activities, promoting equal participation in learning processes. Acknowledging and valuing emotional responses to life events helps shape students' personality elements such as intelligence, character, interests, and talents. These elements, identified and narratively summarized, align with learning tasks, social interactions, and school organizational activities (Bastaman, 2007; Cardoso, 2014).

Rapid technological advancements, globalization, economic uncertainty, and recent pandemic impacts have significantly altered students' lives, often causing anxiety, confusion, isolation, and mental health challenges. Thus, exploring life's meaning becomes a critical protective factor for students, enhancing psychological well-being and resilience against mental health issues (Hidayat, 2019; Jaffe et al., 2022). However, current practices reveal limitations in communication between school counselor and students. Interviews with senior school counselor indicate that interactions are predominantly teacher-directed, limiting opportunities for students to express personal experiences, hopes, and aspirations. This one-way communication hampers meaningful dialogue and inhibits the students' ability to narratively articulate valuable experiences (Andieni, 2015).

Narrative counselling emerges as a powerful intervention for bridging these communication gaps. It facilitates optimal student development through deep self-understanding, allowing students to internalize values and positive life experiences. Narrative counselling empowers students by enabling them to articulate and reconstruct their life journeys, thereby promoting meaningful life narratives and psychological empowerment (Di Fabio, 2013; McCaie, 2020; Winslade & Monk, 1999). According to Monk (1997), narrative counselling comprises seven stages: (1) deconstructing the problem by exploring assumptions underlying issues; (2) mapping influences and externalizing problems to separate issues from personal identity; (3) unifying perceptions by aligning the counsellor and client as collaborators; (4) compiling alternative stories that shift the client's understanding of problems; (5) building preferred story histories by identifying insightful moments; (6) initiating self-redefinition through contextual reorientation; and (7) creating listeners by sharing positive client developments with significant others. Techniques employed in narrative counselling include reconstructing stories to emphasize personal growth and reduce problem dominance; externalizing problems by narratively distancing issues from the individual's identity; identifying unique positive outcomes amidst challenging narratives; and developing alternative narratives that focus on positivity to achieve desired life outcomes (Brown & Augusta-Scott, 2007; Monk & Zamani, 2019). Ultimately, cultivating a meaningful life through narrative counselling requires students to practice self-acceptance, effectively face challenges, and overcome obstacles. This self-directed approach allows students to articulate and reconstruct life narratives that promote resilience, empowerment, and fulfillment (Ainussamsi et al., 2021; Bertelsen et al., 2024).

This study aimed to explore the effectiveness of narrative counselling in enhancing the meaningfulness of life among high school and vocational students in Baubau City, Southeast Sulawesi Province, by examining its role in facilitating deeper self-understanding, improving psychological well-being, and empowering students to reconstruct their life narratives positively. The study also sought to

determine how narrative counselling could address existing communication gaps between students and guidance counselors, thereby providing students with greater opportunities to express their personal experiences and aspirations within an educational context.

METHOD

Research Design

The research employs a combination of qualitative and quantitative methods to better understand the activities and problems under investigation (Creswell, 2012). Mixed methods are considered very appropriate because they can describe phenomena contextually based on the needs of individuals or groups and obtain an effective intervention or solution. The study began with the collection and analysis of qualitative data, which included a counselling intervention, a solution, and an experimental design. (Creswell, 2012). The purpose of the intervention design is to obtain qualitative and quantitative data simultaneously, but one data set serves as a support for the other type of data. Further, Creswell (2014) explained the priority of embedded experimental model design is built quantitatively in experimental research while qualitative data devices are embedded in experimental research. Embedded experimental model design collects both qualitative and quantitative data to address research questions that demand diverse data types.

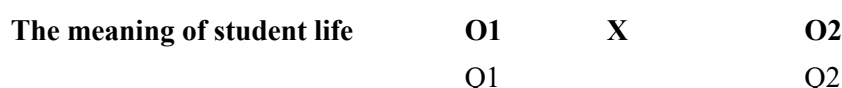


Figure 1 Quasi Experimental Design

Note:

- O1 :Pre-test (initial measurement before treatment is given)
- O2 :Post test (measurement after treatment is given)
- X :treatment (Narrative counseling practice)

Participants

The study population comprised students from Baubau High School, specifically those in Classes XI and XII, with 406 individuals completing the meaningfulness of life instrument. We randomly selected the sample from 7 high schools and 6 vocational schools in Baubau city, Indonesia. The selection of student volunteers was deemed most pertinent and representative to fulfil the research requirements. The research sample utilised a purposive sampling strategy targeting students identified as having low to moderately low levels of meaningfulness in life based on certain criteria (Creswell & Plano Clark, 2018). The participant selection process for trial samples adhered to the following criteria: (a) active students enrolled in high school and vocational high school in Baubau; (b) possessing a low or moderately low level of meaningfulness in life; (c) being in the phase of identity and meaning exploration; (d) expressing a willingness to volunteer for narrative counselling participation. Participants constituted a sufficient sample size for the execution of a single case study design (Kazdin, 2021) and the Interpretive Phenomenological Analysis method (Jonathan A. Smith et al., 2009).

Sampling Procedures

The study involved 32 school counsellors, all of whom had undergone capacity-building training in narrative counselling, as well as high school and vocational high school students in grades XI and XII, identified as counselees with low to moderately low life meaning. Sampling was conducted via purposive sampling, specifically targeting those categorised as having low-to- moderate life significance. In alignment with the quasi-experimental research design, the school counsellors who

underwent training to implement narrative counselling were divided into two groups: 17 school counsellors constituted the experimental group, serving as counsellors for 17 students, comprising 10 students with low life meaning and 7 students with moderate life meaning. Narrative counselling was implemented from September 12–October 15, 2024, in the guidance and counselling rooms of all high schools and vocational high schools in Baubau City.

Instrumentation

Quantitative research employs a measuring instrument that utilises a psychological scale of life's significance, which is established by delineating six dimensions of meaning as subjective cognitive judgements. The scale effectively measures the significance of the meaning of life, serving as a foundation for addressing students' values and life objectives. Secondly, evaluating the psychological state of pupils encompasses self-awareness, shifts in attitude, existential significance, dedication or self-dedication, purposeful activities, and social support. Participants are requested to evaluate the significance of each domain to their overall character (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree), subsequently ranking the importance of each statement within the domain (utilising a Likert scale framed as a social dilemma) prior to the validity and reliability assessment of 35 items, which was then reduced to 22 items.

A validity level with an alpha value of 0.7 or more signifies that the scale is dependable and suitable for assessing the significance of students' lives. Qualitative measurement tools necessitate a guide for modifications in interviews to gather data on teachers and students' perceptions regarding the outcomes of narrative counselling service activities. This includes documentation of life stories provided by the BK teacher, which begins with an exploration of the individual's emotional challenges. An observation guide utilised by the BK instructor and the principal to monitor the development and progress of counselling at each story counselling session he attended.

Procedures

The implementation procedure is the first step in choosing the school counsellor who will carry out interventions based on the training outcomes that are meant to improve the skills of guidance and counselling educators in narrative counselling. Out of 32 school counsellors who participated in the training, 17 were selected for their proficiency in effectively conducting narrative counselling according to the prescribed techniques, stages, and objectives. The analysis of student measurements defined the level of life meaningfulness among the students as low and somewhat low. Students were categorised according to the ratio of school counsellor to students, resulting in a selection of 17 students, comprising 10 with low levels of meaningfulness of life and 7 with moderate levels, while groups were formed from students exhibiting high and very high levels of meaningfulness of life.

The analysis of this study employed inferential statistics in alignment with the researcher's hypothesis. The execution of narrative counselling involves providing each guidance and counselling teacher with a comprehensive implementation guidebook. This guidebook encompasses fundamental concepts, methodologies, objectives, advantages, the responsibilities of school counsellors, the stages and techniques of counselling, as well as indicators of counselling efficacy, which are evaluated based on alterations in student attitudes and characteristics throughout each session and from the commencement to the conclusion of the counselling process. The intervention's success will be evaluated by examining the stages of individual development to enhance the significance of students' lives, utilising the N-gain test, which is derived from the pre-test and post-test results. This assessment was created by Hake (1999) to evaluate the efficacy of interventions in physics education, but it can also be utilised in other situations, such as narrative counselling.

N-Gain Formula:

$$\text{N-Profite} = \frac{(\text{Post-test Score} - \text{Pre-test Score})}{(\text{Maximum Score} - \text{Pre-test Score})}$$

Table 1. N-gain ranges, categories and interpretation of intervention results

N-Gain Range	Category	Interpretation
0.70 - 1.00	Very high	Interventions are highly effective in enhancing meaning in life.
0.30 - 0.69	At the moment	Interventions are quite effective in increasing the meaning of life.
0.00 - 0.29	Low	Interventions were less effective or did not provide significant improvements in meaningfulness of life.
< 0.00	Negative	There was a decrease in meaning in life after the intervention (possibly due to other factors, further investigation is needed).

According to Hake's (1999) interpretation, the N-Gain value is categorised into three distinct levels: high gain ($g \geq 0.7$), indicating substantial improvement; moderate gain ($0.3 \leq g < 0.7$), representing moderate improvement; and low gain ($g < 0.3$), reflecting minimal improvement. The data were analysed using the Wilcoxon Signed-Ranks Test to examine changes in the meaning of life among the Baubau community.

To ascertain the extent of narrative counseling's impact on enhancing the meaning of students' lives, one can analyse the results of the pretest and posttest statistical assessments. If the Asymp.Sig value is less than 0.05, a significant influence is indicated; conversely, if it exceeds 0.05, it suggests the absence of a significant influence. Consequently, an Asymp. Sig. (2-tailed) value of <0.001 or <0.005 indicates a significant impact of narrative counselling services on the meaningfulness experienced by high school and vocational high school students in Baubau City. The Wilcoxon test results provide a more comprehensive understanding, necessitating the inclusion of the following key points in the study report: A sample of 17 students fulfils the criteria pertinent to the study, encompassing the distribution of research needs, high school and vocational high school backgrounds, class level, gender, and religion.

RESULTS

The study's results indicated a statistically significant difference in the students' meaningful life scores before ($M = X$, $SD = Y$) and after ($M = A$, $SD = B$) the narrative counselling intervention ($Z = C$, $p = 0.001$). The effect's magnitude was determined using $r = D$, indicating an increase in the influence of the student group across the categories of low, pretty low, medium, moderately high, and high. The adoption of story counselling by BK teachers effectively enhances students' sense of life's meaning. These results show that the average scores before and after the intervention show that the guidance and counselling teachers' narrative counselling worked, as shown by the statistical result of Asymp. Sig. (2-tailed) = 0.01, which means there was a big difference between the scores before and after the intervention, supporting its success. N gain test outcomes

The N-Gain score test can be quantitatively administered to assess the impact of counselling before and after the intervention. The enhancement in the outcomes of the pretest and posttest for both the experimental and control groups following their engagement in narrative counselling. A total of 17 students completed the meaningfulness of life instrument for high school and vocational high school students in Baubau City.

Table 2 presents the results of the N-Gain analysis comparing the experimental class (Narrative Counselling intervention) and the control class (without Narrative Counselling intervention). In the experimental class, the average N-Gain was 59%, classified within the 'medium' category. Specifically, 4 students (25%), namely IB, AK, EHS, and AL, achieved a 'high' N-Gain category, while 9 students (56.25%), comprising YLG, LOAR, JN, NRPS, DAS, DFR, AR, AM, and ZR, were classified in the 'medium' category. Meanwhile, 3 students (18.75%), including GS, AM, DF, and Rmzn, fell into the 'low' N-Gain category. In comparison, the control class demonstrated an average N-Gain of 51%, also categorised as 'medium'. Only 1 student (6.25%), ISM, achieved the 'high' N-Gain category. The 'medium' category included 10 students (62.5%), namely WDR, DFG, YLZ, AMR, AL, AKH, KV, KG,

KJ, MMn, and MC. Additionally, 5 students (31.25%), including DG, HN, HSM, JGH, and MB, exhibited a 'low' N-Gain category.

The comparative analysis of these results indicates that the experimental class (59%) attained a higher average N-gain compared to the control class (51%). This finding suggests that narrative counselling has a positive influence on enhancing the meaningfulness of students' lives, although the difference observed is modest. Nonetheless, these results provide preliminary evidence supporting the effectiveness of the intervention.

Table 2. Comparison of Experimental Class and Control Class

No	ID Students	Experimental Class			ID Students	Control Class		N-Gain Value
		Pre-test	Post-test	N-Gain Value		Pre-test	Post test	
1	IB	54	91	88%	ISM	56	88	80%
2	AK	62	92	88%	WDR	63	78	45%
3	YLG	55	80	61%	DFG	57	77	51%
4	EHS	56	92	90%	DG	56	67	28%
5	LOADER	57	84	69%	HN	59	68	24%
6	JN	58	85	71%	HSM	54	68	33%
7	GS	86	90	40%	JGH	57	69	31%
8	AM	66	74	27%	YLZ	66	84	60%
9	NRPS	74	87	59%	AMR	67	85	62%
10	Rmzn	77	82	26%	AL	68	82	50%
11	watershed	73	83	43%	AH	58	84	68%
12	DF	78	82	22%	KV	56	81	63%
13	DFR	66	87	70%	KG	56	78	55%
14	AL	75	96	100%	KJ	72	83	46%
15	AR	75	89	67%	MMn	58	81	61%
16	AM	72	83	46%	MB	67	75	28%
17	ZR	82	87	36%	MC	66	85	63%
Average (mean)		68.6	86.1	59%		60.9	78.4	51%
Minimum		54	74	22%		54	67	24%
Maximum		86	96	100%		72	88	80%

This study offer insight into the meaningfulness of life among high school and vocational school students in Baubau City. Out of 173 students initially assessed, 16 were selected based on their readiness and categorised meaningfulness of life scores to form the experimental group, whereas 17 students constituted the control group. Selection was conducted by school guidance and counselling teachers through an analysis of students' scores on the meaningfulness of life scale, specifically targeting students categorised as having low to moderately low levels of life meaningfulness.

Overall, the Narrative Counselling intervention positively impacted these psychological developmental conditions critical to student well-being. The intervention made a big difference in the six aspects of students' sense of purpose in life that were measured using a scale with 33 statements based on the social dilemma model and four levels of answers. Specifically, the outcomes for each aspect are as follows:

- Self-understanding (self-insight): moderate category included 2 students (12%), quite high 7 students (41%), and high 8 students (47%).
- Attitude change (Changing of Attitude): the moderate category had 1 student (6%), the quite high category included 14 students (82%), and the high category had 2 students (12%).
- Meaning of life (The Meaning of Life): moderate category comprised 1 student (6%), quite high 2 students (12%), and high 14 students (82%).
- Self-commitment (self-commitment): the moderate category had 3 students (18%), and the high category included 14 students (82%).
- Directed activities (self-direction): moderate category included 2 students (12%), quite high 3 students (18%), and high 12 students (71%).
- Social support (Social Support): Moderate category included 1 student (6%), quite high 6 students (35%), and high 10 students (59%).

DISCUSSION

We evaluated the effectiveness of narrative counselling interventions for enhancing students' sense of meaningfulness in life using the Wilcoxon signed-rank test. The analysis aimed to determine differences in meaning before and after the implementation of narrative counselling. Before the effectiveness test, we checked to see if the data from the pretest and posttest were normally distributed. This confirmed that the data were normally distributed, which meant that the subsequent parametric analyses could be done.

Optimising the overall meaningfulness of life among students is crucial for educators, as it directly contributes to their preparedness for future life challenges (Hidayat, 2019; Putri et al., 2020; Ritonga et al., 2006). Educators play an essential role in assisting students to uncover and appreciate their uniqueness, potential, and life purpose. This endeavour requires educators to deeply understand each student's personal story, including their cultural background, economic, and social status, as well as their religious contexts (Hittner et al., 2020; Matera & Catania, 2021; Novo et al., 2022; Papageorgiou et al., 2020; Scott et al., 2007; Zhang et al., 2021).

Constructing meaningfulness involves coherence, purpose, and significance in life (Heine et al., 2006; Martela & Steger, 2016; Steger et al., 2006). Coherence refers to comprehending and finding consistency in life experiences; purpose indicates clarity in life's direction and objectives; meaningfulness encompasses an inherent sense of value and worth.

Current counselling practices, as highlighted through interviews with guidance and counselling (BK) teachers from SMA 1, SMA 2, and SMK 4 on January 8, 2024, tend toward standardised approaches, inadequately tailored to individual student experiences. BK teachers often lack sufficient training in active listening and personalised counselling approaches, resulting in limited interactions that do not foster meaningful dialogue.

Narrative counselling addresses these gaps by creating spaces for students to narrate personal experiences, reconstruct life stories that emphasise strengths, and derive new meanings even from challenging experiences. The counselling sessions reported improved comfort, relationship quality with counsellors, and greater self-awareness among students, confirming narrative counselling's potential to significantly enhance their perceived meaningfulness in life.

Study Limitations

This study has several limitations that need acknowledgement. Firstly, the sample size was relatively small and confined to specific educational settings, limiting the generalisability of the findings across diverse populations. Secondly, despite the confirmed normality of the data, reliance on self-reported measures may introduce response biases, including social desirability bias. Thirdly, the intervention's short duration may not sufficiently capture long-term changes in meaningfulness. Longer-term follow-up studies could provide deeper insights into sustained impacts. Furthermore, the lack of extensive exploration of the qualitative dimensions of narrative counselling limited the depth of understanding of the participants' subjective experiences. To fill in these gaps, future research should use a variety of research methods and look at people from a wider range of socioeconomic and cultural backgrounds to make the results more externally valid and useful.

CONCLUSION

The study found that narrative counselling significantly improved students' sense of meaning in life by enhancing coherence, purpose, and self-worth. Through personalised narrative approaches, students reconstructed positive experiences, improved relationships with counsellors, and gained self-awareness. However, limitations included a small sample size, short intervention duration, reliance on self-report measures, and insufficient qualitative exploration. Future research should apply mixed methods and longer interventions across diverse contexts. Overall, narrative counselling is valuable for educators who aim to foster meaningfulness among students.

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