

## EDUCATOR'S HAPPINESS INDEX BEFORE AND DURING COVID-19: ROLE OF RESILIENCE AND SPIRITUALITY

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**Abstract-** This study aims to examine the level of happiness among educators before and during pandemic COVID-19 in Indonesia. Additionally, the present study also identifies the relationship between spirituality and resilience with educator's happiness. One hundred and forty-eight educators participated in the present study. There are significant different in term of educator's happiness before and during COVID-19. In which educators are happier before pandemic. Further, result found that, spirituality and resilience significantly predict happiness before pandemic, however, there is no significant effect of spirituality and resilience toward happiness during COVID-19. Spirituality is contributing more to the educator's happiness in compare to resilience. Result in the present study highlight that resilience and spirituality related to educator's happiness before pandemic, however during pandemic COVID-19, there are other important variables that can enhance educator's happiness. Implication of the present study might be useful to design intervention in enhancing educator's happiness index.

**Keywords:** COVID-19, happiness index, Spirituality

### I. INTRODUCTION

Education system aims to train healthy, happy and successful individuals regardless of their profession (Basic Law of National Education No. 1739). Therefore, happy teachers are an important factor in raising happy individuals.

Mertuglo (2018) found that, the level of happiness among the school teacher is in moderate level. Teachers are generally happy. But factors affecting teachers' happiness are significant in terms of preventing teachers from being happy. For example, "having trouble deciding on any subject", "not being very optimistic about future", "feeling they cannot control their life" and "not thinking the world is a good place". Especially during pandemic COVID-19, things are not easy for educators. They need to shift to online learning overnight. Somehow, educators' experiences difficulty in adjusting to the new method as well new situation that did not meet their expectation. This uncertainty and sudden changes, may affect educator's happiness index.

Past study found that, resilience is one of the factors that significantly related with individual happiness. According to Portzky, Wagnild, BacquerandAudenaert (2010), resilience is a personal characteristic that can alleviate negative effects and encourage positive adaptation to the stress that is being faced. Wow (2006) views resilience as the ability to recover from crises and overcome life's challenges. Jackson (2019) define resilience with regard to individual work as having four foundation namely; (1) emotional honesty in which individua having emotional awareness, compassion and gratitude. (2) self-care in which individual consciously monitoring and acting on spiritual and physical wellness. (3) Connecting in which individual spending time with social tribes, roles models and mentor. (4) learning, in which individual seeking feedback, looking for evidence, strength-based growth mindset.

Other than resilience, individual spirituality also significantly related with happiness. Spirituality is a broad concept, in general it includes a sense of connection to something bigger than us, and it typically involves a search for meaning in life. Sharma (2016) found that spirituality lead to the happiness, the more a person know that, there is a higher power than themselves and there is live after worldly live, the more likely that they have emotional stability in facing difficult situation in this worldly live, therefore the more likely they will maintain the happiness level.

There still lack of study examine the level of happiness among educators during COVID-19. Past study done by Rashid and Yusof (2014) found that, the level of happiness among academicians in Malaysia is still at medium level. Further study done by Kubatova (2019) also found that, the pressure on academic publishing somehow not always lead to the happiness level of academicians. Therefore, the present study shed a light on examining the educator perception toward happiness index before and during COVID-19.

## II. LITERATURE REVIEW

### **Relationship between happiness, resilience and spirituality**

Mahipalan and Sheena (2018) examine the relationship between workplace spirituality with the happiness among high school teacher in India. Further, the moderating role of gratitude also examine in this study. Result found that workplace spirituality significantly predicts happiness among high school teacher.

Berkland et al (2017) conducted experiment to test the effectiveness of wellness intervention in promoting employee happiness. Result in the preset study suggest that, intervention on spirituality as well as well-being enhance employee overall happiness. Abidi (2019) also found that spirituality significantly related with happiness. He examines the happiness concept from the Islamic perspective in Pakistan.

Archana; Kumar, Updesh; Singh, Rohtash (2014) examine the role of resilience and spirituality in predicting psychological well- being among 186 university students. Result indicated that, resilience and spirituality significantly predict the well-being of the university student.

Sadhnakumari Sharma and O. P. Sharma (2016), conducted study on the relationship between spirituality and happiness. The present study is aimed to find the correlation between these two important concepts of human life spirituality and happiness. The SHS questionnaire of Lubomirsky and Leeper to measure happiness and DSES scale developed by Underwood are used in this study. Cluster sample of 100 (25 to 30 years) were selected from Udaipur city. Pearson Product Moment Correlation method was used to compute correlation coefficient between the scores of SHS and DSES. Results of this study showed that there is a positive high correlation between spirituality and happiness.

Aboalshamat, Alsiyud , Al-Sayed, Alreddadi, Faqiehi, Almehmadi (2018) investigate the relationship between resilience, satisfaction with life, and happiness among medical and dental students in private colleges in Jeddah, Saudi Arabia. A total of 607 participants, from 3<sup>rd</sup>-year students to interns, were involved in a cross-sectional study. Data were collected through a self-reported questionnaire. Resilience was measured by the Resilience Scale-14, happiness was measured by the subjective happiness scale, and life satisfaction was measured by the satisfaction with life scale. Data were analyzed by t-test, ANOVA, and linear regression. Results indicated that there was a significant correlation between resilience and life satisfaction ( $P < 0.001$ ), and between resilience and happiness ( $P < 0.001$ ). There were 66.3% who have resilience below average and 24.7% who have satisfaction with life below average. Resilience was higher in females, dental students, and students with high family income than it was in the opposite subgroups. This study concludes that students with high resilience are happier and more satisfied with their lives. Establishing programs to help students improve their resilience is recommended.

In summary, previous study shed a light on the role of spirituality and resilience in promoting happiness among individual in different setting as well different demographic characteristic. Both employees as well as students who indicated higher score in spirituality and resilience also reported higher perception toward happiness and overall life satisfaction.

### **METHOD:**

One hundred and forty-eight educators participated in the present study. Individual spirituality was measured using two items adapted from Ellison (1993) which has been validated in the Malaysian context by Suhail (2009). Example of the item are "how regularly do you perform religious activities / rituals and "do you feel the existence of God Almighty in everyday life". Resilience was measured by questionnaire adapted from Jackson (2019). Example of the item are "I expect that there will be a positive outcome sooner or later from most situation", I have a strong social network of friends and colleagues, whom I call on for advice, support and ideas". Happiness was measure by asking the respondent from scale one to ten, how you perceived happiness before pandemic COVID-19? Another question is that "asking the respondent from scale one to ten, how you perceived happiness during pandemic COVID-19?

## III. FINDINGS

One hundred forty eight educators were particpated in the present study. 64.2% of the participants are female and 35.8% are male. Most of the respondent have income in the range of 6 to 10 million Indonesia Rupiah per month. Most of the participant are married and living in the JABODETABEK area.

Result of paired t test, indicated that, there is significant different in term of educator perception toward happiness before and during pandemic with ( $M= 8.40$ ;  $SD=1.09$  and  $M=7.12$ ;  $SD=1.63$ )  $p < 0.05$ . In which

educators are happier before than during pandemic. From scale one to ten, the perceived happiness index before the pandemic COVID 19, the highest is for the score of eight, followed by nine and ten. However, the happiness index during the COVID-19, indicated slightly different, in which the highest score still on eight, but increasing number on the score of five, six and seven. This findings indicated that, the happiness index is reduce during the pandemic. Hypothesis one is supported

Result shows that, spirituality and resilience significantly predict educator's happiness index before pandemic, although it is only explain 6% of the happiness index. In addition, the spiritual routine is giving more contribution in predicting educator happiness. This finding support hypothesis two.

However, during pandemic COVID-19, result indicated that, there is no significant contribution of spirituality and resilience in predicting educator happiness. Therefore, hypothesis three is not supported.

Correlational analysis found that, intensity in doing the spiritual routine significantly correlated with educator's happiness during pandemic with ( $r=.172$ ,  $p<0.06$ ). Another variable that related with educator's happiness during COVID-19 is the educators happiness before pandemic with ( $r=.186$ ,  $p<0.05$ ). These results indicated that the more spiritual the educator's the more likely they will be happier. In addition, educators who perceived high score on happiness index before pandemic, are more likely to score higher on happiness index during pandemic. Resilience shows strongest correlation with educator's happiness before pandemic with ( $r=.233$ ,  $p<0.05$ ). Resilience also significantly correlated with intensity of spiritual routine as well as believing on the higher power and meaningful life with ( $r=.358$ ,  $p<0.000$ ;  $r=.234$ ,  $p<0.05$ ).

#### IV. DISCUSSION

Hypothesis one in the present study is supported, in which there is significant different in term perception toward happiness among the educator's before and during pandemic COVID-19, in which educator are happier before pandemic. Most of educator's perceived teaching as the most rewarding job, when they interact with the students, help the student solve their problems, seeing happy face when the student understands what they teach, being a life tutor for their student. Most of these activities will be more impactful and effective during the offline teaching. Unplanned and unexpected online learning create major changes that impact educator's happiness. Therefore, several intervention and strategies need to be elaborate to enhance educator's happiness during pandemic COVID-19. Not only in term of digital literacy and fun learning using various online tools, but also strategies to adjust with social isolation that educators experience during the pandemic COVID-19. The most important thing is a brand-new intervention and activity that specially design during COVID-19 to support the overall well-being that lead to educator's happiness is necessary. As an example, university and school management can organize the community learning among educators to discuss how positive psychology can help educators to stay happy in the mid of pandemic. Everybody has a chance to talk about their issues and support each other emotionally in this session. Therefore, by doing this, educator can enhance their skill in adjusting to life changing during pandemic.

Hypothesis two also supported, in which spirituality and resilience significantly predict educator's happiness before pandemic COVID-19. This finding is inline with previous study in which the more individual show resilience and spirituality the more likely that they will be happier (Aboalshamat et al, 2018; Berkland et al 2017).

With regard to the resilient, most of the educator, indicated that they are agreed to have learning aspect, self care as well emotional honest. There is still room for improvement with regard to the ability build a good and propect connection. The first aspect of resilience is that emotional honesty, according to this category, most of the respondent strongly agree that they show optimist and believe that positive outcome will appear in most of the time. The second aspect of resilience is that, the learning, in which educators are willing to seek feedback and improve themselves based on the feedback. Most of the respondent stated thay they agree to improve learning based on the feedback. The next resilience aspect is that the self care, in which individu show ability to be mindfull in doing their job. Most of the participant agree to the ability to be mindful. With regard to the onnecting spect of the resilience at work, most of the participant agree and there are few participants that moderately agree for this variable. Therefore, in promoting happiness among educator's, comprehensive intervention that include all aspect of resilience can be implemented.

Spirituality also an important variable in promoting educator's happiness. This finding in line with previous study by Abidi (2019). The more individual engaged with spiritual routine as well belief that

Allah is always there to help them the happier, they will be. Several interventions in promoting individual spirituality can be done including finding a meaningful life, self-affirmation that working is part of worship and feeling of connection with people.

An interesting finding in this study indicated that, before pandemic COVID-19, resilience shows more contributing factor in predicting individual perception toward happiness. In which a person who have the ability to overcome difficult situation as well manage to use their emotion by knowing the emotion, address and adjust is properly lead to better perception toward happiness. In addition to that, happiness level before pandemic also determine by individual ability to consciously monitoring and action on spiritual and physical wellness including healthy life style, enough time for doing self-care as well as a balance life. Further, number of social connecting and feeling connected with the people around also enhance educator's happiness. When an educator spending enough time with social tribes, having a role models in their live as well as mentor in developing a career plan, the more likely that they will have better perception about happiness. Other aspect of resilience that also can contribute to educator happiness before pandemic establishing growth mindset by looking failures as a chance to learn, approach critics for personal enhancement not as a threat, accept the challenge as well as inspired by other people success. b

Hypothesis three is not supported in which, resilience and spirituality do not significantly predict educator happiness during pandemic COVID-19. There are others variable that might be more important in predicting educator's happiness during pandemic COVID-19. Whiteley, Clarke and Stewart (2020) reported in their article entitles "if health equals happiness, will coronavirus make the world an unhappier place?". In this article they elaborate that, happiness will fall a result of the COVID-19. In which many countries experience reduction in GDP during COVID-19, government enforced isolation and there is restriction on freedom of choice. So that pandemic definitely effects the economy. Not only that, it may worsen people health directly and also the health of people who need to threat serious illness such as cancer, diabetes etc. They feel insecure to take the regular check up at the hospitals. Some people also putting their hope for the effective vaccine in preventing them from COVID-19. All of these factors are more significant in predicting individual perception toward happiness after COVID-19.

Slightly different with the condition before pandemic COVID-19, in which resilience are having higher correlation with happiness in compare to spirituality, during pandemic COVID 19, individual spirituality enhance perception toward happiness. The reason maybe due to uncertainty, holding hope to the higher power, as well as enhance life routine in building spirituality may lead to a better happiness index. In addition, a person who have higher score on the perception toward happiness before pandemic COVID-19, also show higher score on the happiness perception during COVID-19. Good things that, people can train themselves to be happier person as suggested by Seligman in which developing positive emotion, building engagement, having a meaningful life, design attainable achievement as well as establishing good interpersonal relationship. In the context of educator's life, pandemic COVID-19 also jeopardize their happiness index. Further interview with some of the educators, found that many of them less satisfied with their current teaching experience during pandemic COVID-19. Problems related to people-oriented issues or task-oriented issues; both creates feeling of dissatisfaction. Some of educators reported that the relationship between students and teacher is not as good as before pandemic in which the online mode mostly used. In addition, many educators also reported that, they are less satisfied with teacher method, they do afraid that students do not have a comprehensive understanding about the lesson learned. Therefore, it is suggested for the future research, to examine what are others predictor that can enhance individual perception toward happiness during this pandemic COVID 19.

## V. CONCLUSION

In conclusion, to perform the best at teaching students, educators need to enhance their resilience at work, by enhancing the aspect of learning, self care, emotional honesty as well connecting. Further, involvement in spiritual routine might enhance educator resilience.

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