RESILIENCE, HAPPINESS AND LIFE SATISFACTION AMONG LECTURERS AT RIVERS STATE UNIVERSITY

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ABSTRACT: The study examined the extent to which resilience predicts life satisfaction, ascertained the extent to which happiness predicts life satisfaction, and determined the extent to which resilience and happiness jointly predict the life satisfaction of lecturers in Rivers State University. The study adopted a correlational survey design. Primary data were used for the study. Data were collected from lecturers at Rivers State University. The sample for this study consisted of 147 lecturers, who were selected through the stratified random sampling technique. Three standardised psychological scales were used in the study: The Satisfaction with Life Scale (SWLS), the Resilience Scale (RS), and the stratified random sampling technique. The results show that there was a positive significant relationship between resilience and life satisfaction ($r = .17$, $p<.05$). The result shows that there was a positive significant relationship between happiness and life satisfaction ($r = .19$, $p<.05$). Also the result revealed that there was significant joint prediction of resilience and happiness on life satisfaction $F(2, 147) = 4.92$, $R^2 = .06$; $p<.05$). The $R^2 = .06$ which indicates that the independent variables resilience and happiness explained 6% variation in dependent variable (Life satisfaction). Further results showed that resilience ($\beta= .17$; $t= 2.09$; $p<.05$) and happiness ($\beta= .19$; $t= 2.35$; $p<.05$) independently predict life satisfaction among lecturers at Rivers State University. The study concluded that resilience and happiness were factors that predicted life satisfaction among Lecturers in Rivers State.

Keywords: Happiness, Life Satisfaction, Lecturers, Rivers State University, Resilience

INTRODUCTION

Every individual, regardless of their background, has this instinctive need to be satisfied with life. Life satisfaction is usually seen as a global measure of an individual assessment of the overall quality of life (Lambert, E.G., Hogan, N.L., Elechi, O.O., Jiang, S., Laux, J.M., Dupuy, P. & Morris, A. 2009). The life satisfaction of a university lecturer is very essential. However, without adequate satisfaction with life, university lecturers may not perform their duties effectively. The goals and objectives of the university cannot be realized without the active contribution of university lecturers who determine the number, quality and effectiveness of university education in countries all over the world (Ifinedo, 2003). Self-reported life satisfaction essentially reflects the individual's cognitive assessment of his or her progress towards desired goals in life (Brown & Duan 2007). It is important to note that life satisfaction strengthens positive aspects of life, including success, health and happiness. Satisfied people tend to be happier and treat others better. They are more likely to deal with problems and issues of work-life productively and effectively (Pasupuleti, Allen, Lambert. & Cluse-Tolar, 2009).

In Nigeria, it is widely believed that working conditions, as well as financial gains, are the major determinants of satisfaction in life (Komolafe, 2010, as cited in Korb & Akintunde, 2013). The working conditions and financial gains of most university lecturers is quite alarming. This is why some university lecturers in Nigeria go through difficult or challenging life experiences and try to maintain a positive and happy outlook and continue functioning effectively despite the difficulties in Nigeria.

Resilience and happiness, are crucial factors that can influence the overall well-being and life satisfaction of lecturers in the Faculty of Social Sciences, Rivers State University. The university system, for instance, might achieve its goals when lecturers are highly committed and resilient in their duties. The role of a university lecturer is mainly to teach, carry out relevant research and then be involved in community service. The delivery of these mandates with clear analysis to a satisfactory level determines the success of the individual lecturer in terms of achieving personal goals and that of the larger university system. Usually, this success would be attained if the level of commitment of the lecturers holding these positions in the university system is reasonably high. Lecturers' willingness to be involved in the activities of the school at different sub-units of the university system could be termed commitment. The willingness to always teach, punctuality to class, promptness in marking and grading of scripts, willingness and promptness to submit examination scores, willingness to accept students for supervision, counselling, meeting attendance and attendance of students' academic and social activities.

According to the American Psychological Association (2014), Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress — such as family and relationship problems, serious health problems or workplace and financial stressors. It means "bouncing back" from difficult experiences. Resilience refers to an individual's ability to adapt and bounce back from challenges, setbacks, and stressful situations. Resiliency is the person's capability to achieve biological – psychological – spiritual balance when confronted with endangering circumstances (Conner & Davidson, 2003).

Happiness is a multi-dimensional concept which consists of several fundamental parts; in the emotional part, the happy individual has a happy and glad disposition; from the social aspect, the happy individual has good social relations with others and can attain social support from them; finally, from a cognitive aspect, the happy person processes and interprets information with a special method so that in the end, he or she can have a feeling of happiness and optimism (Valois et al., 2004).

According to (Wadi & Obuzor, 2024), Every existing university expects optimal performance from their lecturers to ensure effectiveness and efficiency for maximum output and realization of university goals, respectively. An educational institution such as Rivers State University has the goal of producing graduates with academic excellence and the ability to meet societal demand as far as the world of work is concerned. Therefore, if mediocrity is produced, the adverse effect will be highly pronounced on the larger society. So, if lecturers cannot perform at their peak or optimal level, the set goals of the university may not be achieved. Lecturers who perform at their peaks or optimal level can said to be satisfied with their jobs and have good personalities, which help to sustain their interest in the job they do. In other words, Lecturers are resilient to produce the best graduates and, at the same time, find happiness in their jobs.

The relationship between life satisfaction, resilience, and happiness are distinct constructs that have a general estimation of physical, social and psychological aspects of lecturers in Rivers State's current life satisfaction. Hence this study.

Statement of the Problems

A review of the research literature related to the variables of happiness, resiliency, and life satisfaction in Iran and other cultures shows that these variables have mutual and positive effects on one another. In Iran, for example, the investigation and comparison of the relationship between life quality, hope, and happiness with life satisfaction among ordinary and war-wounded individuals demonstrate that the variables of life quality, hope, and happiness can significantly predict life satisfaction in the wives of war-wounded as well as ordinary individuals (Heydari, 2012).

There have been relatively few studies that investigated the relationship between life satisfaction, happiness, and resilience among lecturers in Rivers State University. Wadi and Obuzor (2024) researched personality traits and pay satisfaction as predictors of job performance among lecturers at Rivers State University. However, there is no research work presently that has studied the relationship of these variables among Lecturers in the Faculty of Social Sciences, Rivers State University. Some Lecturers in this faculty are faced with so many responsibilities because these departments are understaffed. also, their distinct job demands and responsibilities, including teaching, research, administrative tasks, and managing student interactions, are stressing them out. These challenges can impact their overall well-being and satisfaction with life. And this is one of the reasons for carrying out this research. Also, while overall life satisfaction is commonly assessed, there is a lack of research that delves into the specific aspects or domains of life that contribute to overall life satisfaction. Hence this study. The results of the present research will help to expand or modify the theoretical and experimental perspectives towards the variables of life satisfaction, happiness, and resilience. The results of this research will also guide the teaching staff of Rivers State University. Finally, positive outcomes of methods and strategies used to improve life satisfaction have shown that life satisfaction is worth a study (Naftali & Vella-Brodrick, 2008; Norrish &Vella-Brodrick, 2008).

Theoretical Review

The Broaden-and-Build Theory, proposed by Barbara Fredrickson (1998), attempts to unify the concepts of life satisfaction, resilience, and happiness. This theory suggests that positive emotions play a central role in expanding an individual's cognitive, emotional, and social resources, which in turn contribute to enhanced well-being and life satisfaction.

According to the Broaden-and-Build Theory, positive emotions broaden an individual's thought-action repertoire, leading to increased creativity, flexibility, and openness to new possibilities. This broadening effect facilitates problem-solving, adaptive coping strategies, and resilience in the face of challenges and setbacks. Moreover, the theory proposes that positive emotions build an individual's personal resources over time. Positive emotions facilitate social connections, promote positive relationships, and enhance social support networks. This theory provides a framework for understanding the interconnectedness of life satisfaction, resilience

and happiness by highlighting the importance of positive emotions in broadening individuals' resources and promoting well-being. It suggests that cultivating positive emotions can have long-term benefits for an individual's psychological resilience and overall life satisfaction by highlighting the importance of pleasure, subjective evaluation, and the pursuit of meaning and self-actualization. Understanding this theory can give us a comprehensive understanding of happiness and inform strategies for promoting well-being and life satisfaction.

LITERATURE REVIEW

Definition of life satisfaction

Life satisfaction is defined as a person's cognitive perception of the comparison between his actual living conditions and his or her current standard of living (Diener, et al., 2005). Based on this definition, it can be concluded that the satisfaction of one individual's life can be achieved if the actual living conditions meet or are higher than the standard of life set by the individual. Therefore, a human being constantly strives to improve his or her actual living conditions in various ways. Some researchers have suggested that life satisfaction is defined as a cognitive evaluation of the lives of individuals (Borg et al., 2006; Saric et al., 2008). They also stated that life satisfaction is the total number of individual perceptions of various aspects of life in the family, community and neighbourhood. This includes a composite measure consisting of physical, mental and social well-being.

Veenhoven (1996) defines life satisfaction as the degree of positive development of the quality of life as a whole, while the determinants of life satisfaction are changes in life (quality of society, place in society, personal abilities), course of life events, experience (function of pleasure experience, love It also refers to the relationship between the satisfaction of life and the satisfaction of life, the inner production of emotions, the capacity of enjoyment, the inner progress of development (calculating or inferring, the meanings at the basis of emotions, the differences in the development of the living space and the whole). Life satisfaction is defined as the positive evaluation of an individual's whole life in accordance with the criteria determined by an individual. Studies on life satisfaction show that gender, race, and income have almost no effect on predicting life satisfaction and happiness and that psychological variables, for example, personal tendencies, close relationships, and culture, have more impact on explaining life satisfaction. (Chechen, 2008). It is frequently stated that individuals who share the opinion that life is meaning and direction are individuals with optimal life satisfaction. Life satisfaction, defined in a very simple and clear way, does not seem to be such an easily understandable concept. As a result, one's happiness is an event involving all areas of life. Accordingly, employees will generally be satisfied, or they will not be satisfied in the whole of life. Thus, it is not possible to distinguish satisfaction from work from life satisfaction, which includes all of the living spaces (Keser, 2005).

Empirical Studies

Previous research showed an association between resilience and life satisfaction. Gundogan 2021) examined the function of COVID-19 fear as a mediator in the relationship between resiliency and life satisfaction. According to the investigation, psychological resilience has a positive relationship with life satisfaction and a negative relationship with COVID-19 dread.

Zheng et al. (2017) surveyed 418 older adults in China to examine how resilience affects quality of life. The results of this research demonstrated that psychological resilience acts as a mediator, highlighting the relationship between the support of family and community and the level of life satisfaction experienced by older adults. To better understand the association between self-adequacy, resilience, and life satisfaction, Tagay et al. (2016) found resilience, life satisfaction, and self-adequacy are all positively correlated.

Nemati and Maralani (2016) surveyed 241 female students from the University of Tehran. The results showed that life satisfaction affects happiness directly and via the mediation of resiliency. According to Akomolafe and Ogunmakin (2014), teachers who are satisfied with their jobs usually have a high degree of professional competence; they feel qualified in terms of their knowledge and skills and also feel secure about their classroom management.

According to research carried out by Mamta and Sharma (2013), there is a significant relationship between adults' self-efficacy, resilience levels, and well-being state. As we know, life satisfaction is an individual's cognitive judgment about his/her living conditions in line with the criteria that one determines. In other words, the harmony between an individual's life satisfaction and achievements determines his/her life satisfaction.

RESEARCH METHODS

In this study, the stratified random sampling technique was employed. Questionnaires were distributed to 147 lecturers from four departments in the faculty of social sciences at Rivers State University. In the present study, the following tools were used. The Satisfaction with Life Scale (SWLS) was developed by Diener et al. to determine to what extent individuals are satisfied with their lives and adapted into Turkish by Etim (1991). It is a seven-point Likert scale (1: completely disagree – 7: completely agree). The alpha value for the reliability of the scale was .87, and the alpha value for criterion-dependent validity was .82.

Resilience Scale (RS) by Wagnild and Young (1993) Scale consisting 25 items which is developed by Wagnild along with Young (Wagnild, 1993). All items will be measured using 7 options where 1 =strongly agree to 7 =strongly disagree. It is translated into various languages like Persian and Urdu versions. Scale reliability was 0.91 for the initial sample. α ranges between 0.73 to 0.95 reported in additional research (Wagnild, 1993) and in this study, it is calculated as .87.

The Happiness Scale: c was used to measure happiness in the research. The scale was developed by Argyle and Lu in 1990, considering Argyle and Crossland's theory related to happiness (Argyle, 1990). The scale consists of 29 items ranging from 1 to 6-point Likert scale where 1=strongly disagree along 6=strongly agree. Before finding total scores, twelve items on the scale require reverse scoring. (Peter Hills, 2002). The scale has a reliability of 0.90 reported by Argyle et al. (Argyle, 1990). Scale reliability for the current study (Cronbach's alpha) is calculated and is found to be .71, which is satisfactory.

RESULT

This section presents data collected from the fieldwork. The analysis involves the use of descriptive and inferential statistics. The descriptive statistics were used to analyse respondents' socio-demographic data, while the inferential statistics were used to test the hypotheses in the study.

Table 1: Respondents' Socio-demographics (N = 150)

Category	Level	N(%)
Gender	Male	71(47.3)
	Female	79(52.7)
Age	28-40 years	91(60.7)
	41-50 years	42(28.0)
	51-60 years	17(11.3)

Table 1 presents the socio-demographics of the participants. It can be observed that there were more female participants (52.7%) than male participants (47.3%). In terms of age, the majority of the respondents (60.7%) were 28-40 years of age, (28.0%) were 41-50 years of age, and (11.3%) were 51-60 years of age.

Hypotheses Testing

Hypothesis One: There will be a significant relationship between resilience and life satisfaction among lecturers at Rivers State University. The hypothesis was tested using Pearson Product Moment Correlation (PPMC) and the analysis presented on Table 2

Table 2: Pearson Product Moment Correlation (PPMC) showing the relationship between resilience and life satisfaction

Variables	Mean	SD	1	2
1. Resilience	53.03	8.36	-	
2. Life satisfaction	35.51	8.94	.17*	-

**. Correlation is significant at the 0.01 level (2-tailed).

The result shows that there was a positive significant relationship between resilience and life satisfaction (r = .17, p<.05). This implies that an increase in resilience tends to increase life satisfaction. The hypothesis, which stated that there would be a significant relationship between resilience and life satisfaction among lecturers at Rivers State University, was accepted.

Hypothesis Two: There will be a significant relationship between happiness and life satisfaction among lecturers at Rivers State University. The hypothesis was tested using Pearson Product Moment Correlation (PPMC) and the analysis presented in Table 3

Table 3: Pearson Product Moment Correlation (PPMC) showing the relationship between happiness and life satisfaction

Variables	Mean	SD	1	2
1. Happiness	68.37	8.12	-	
2. Life satisfaction	35.51	8.94	.19*	-

**. Correlation is significant at the 0.01 level (2-tailed).

The result shows that there was a positive significant relationship between happiness and life satisfaction (r = .19, p<.05). This implies that an increase in happiness tends to increase in life satisfaction. The hypothesis, which stated that there would be a significant relationship between happiness and life satisfaction among lecturers at Rivers State University, was accepted.

Hypothesis Three: There will be a joint significant prediction of resilience and happiness on life satisfaction among lecturers in Rivers State University. The hypothesis was tested using multiple regression analysis and the analysis presented in Table 4.

Table 4: Summary of Multiple Regression table showing joint prediction of resilience and happiness on life satisfaction

Variables	β	t	P	R	R^2	F	P
Resilience	.17	2.09	<.05	.25	.06	4.92	<.05
Happiness	.19	2.35	<.05				

The Table above revealed that there was a significant joint prediction of resilience and happiness on life satisfaction F(2, 147) = 4.92, R2 = .06; p<.05). The R2 =.06 indicates that the independent variables resilience and happiness explained 6% variation in the dependent variable (Life satisfaction). Further results show that resilience (β= .17; t= 2.09; p<.05) and happiness (β= .19; t= 2.35; p<.05) independently predict life satisfaction among lecturers at Rivers State University. The hypothesis, which stated that there would be a joint significant prediction of resilience and happiness on life satisfaction among lecturers at Rivers State University, was accepted.

DISCUSSION

This study was aimed at finding out the relationship between resilience, happiness and life satisfaction among lecturers in Rivers State University. The result of the first hypothesis shows that there was a positive significant relationship between resilience and life satisfaction. This is in line with the work of Mamta and Sharma (2013) who revealed that there is a significant relationship between adults' self-efficacy, resilience levels and their well-being state and life satisfaction. In other words, an increase in resilience tends to increase life satisfaction among lecturers at Rivers State University. It is also supported by the research evidence showed by Wald et al., 2006; according to the research, when individuals face life challenges, they show negative or positive reactions, and these positive reactions provide the basis for compatibility and the way of dealing with problems. The second hypothesis showed that there was a positive significant relationship between happiness and life satisfaction. This implies that an increase in happiness tends to increase the life satisfaction of lecturers at Rivers State University. This is also in line

with the work of Akomolafe and Ogunmakin (2014), who found that teachers' work-life is at the core of their general lives. When they are unhappy with their jobs, it generally affects their lives. They may lose motivation, and their outlook on life may become negative. But when they are happy, it will affect their general lives positively.

Conclusion

Generally, the study noticed that resilience and happiness influenced the life satisfaction of university lecturers at Rivers State University Faculty of Social Sciences who took part in the study. In this regard, there is a need to introduce positive psychology measures in universities that will positively impact the happiness, resilience and overall life satisfaction of lecturers. Resilience and happiness are very important for lecturers' life satisfaction. Meaningful work has a positive relationship with life satisfaction. That is, if university lecturers engage themselves in continuous meaningful work that makes them happy, it will boost their life satisfaction.

Recommendations

Considering the obtained results, it is suggested that the criteria of life satisfaction and the reasons for individuals' dissatisfaction with life be investigated and appropriate measures taken because life satisfaction can affect individuals' happiness by influencing resilience. Further work is needed to explore the soundness of our results using a large sample size. Another promising area of future research is to investigate how other psychological concepts can influence the life satisfaction of university lecturers.

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