



## GRATITUDE AS PREDICTOR OF PSYCHOLOGICAL WELL-BEING AMONG WORKING COLLEGE YOUTH

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### ABSTRACT:

The purpose of the current study was to find out the relationship between gratitude and various of psychological well-being among male and female working college youth. Earlier research showed a positive relationship between these two variables. It is survey type correlated research design. The sample of 100 working college youth, which consist 50 male and 50 female from night college Solapur. The age range from 19 to 21 years. Gratitude Conceptualized defined, as a trait, or character strength, gratitude can be thought of as an enduring thankfulness that is sustained across situations and time as well as a dispositional continuum on which individuals can vary. For



research gratitude operationally defined who score high on Gratitude scale are high gratitude where as who score low on Gratitude scale are low gratitude. Male and female working college youths were chosen an independent variable. whereas high and low gratitude and areas of psychological well-being such as autonomy, environmental mastery, personal growth, positive relation with others and purpose of life as dependant variable Data was collected by using Gratitude scale of McCullough etc. and Ruff's psychological well-being scale. The collected data was analysed by using Mean, SD and Pearson product movement correlation and Z test for studying Gender difference. There is positive correlations Co-efficient between Gratitude ( $r=0.49$ ) and psychological being ( $r=0.54$ ) of male and female working youth. which was significant at 0.05 level. The Data also revealed that positive correlation does indeed between Gratitude and autonomy ( $r=0.60$ ), Gratitude and Environmental mastery ( $r=0.45$ ), Gratitude and Personal growth ( $r=0.47$ ), Gratitude and positive relation with other ( $r=0.48$ ) and Gratitude and purpose of life ( $r=0.66$ ), Self Acceptance ( $r=0.66$ ), Male working college youth. It also showed that positive correlation does indeed between Gratitude and autonomy ( $r=0.68$ ), Gratitude and environmental mastery ( $r=0.60$ ), Gratitude and personal growth ( $r=0.56$ ), Gratitude and positive relation with others ( $r=0.60$ ) and Gratitude and purpose of life ( $r=0.68$ ), Gratitude and self acceptance ( $r=0.66$ ), in female working youth. The Z test show no significant gender differences between Gratitude ( $Z=0.067$ ) and psychological well-being ( $Z=0.075$ ) at 0.05 level of working college youth.

**KEY WORDS:** Gratitude, male and female working college youth, psychological well being.

## 1.0 INTRODUCTION: -

Today every college youth in the education field face crisis of finance in taking good education in reputed colleges in India, Because society has become multi-complex and their roles of educational institute are very diffuse and confusing youths. There for the role of institute and youths are no longer well defined and prescribed. Knowledge explosion, plurality of society and estrangement from extended educational system, the hypocrisy of youths and political environments, less job opportunity and competitive environment have a great battle particularly in the working college youth. Those who are taking education with working in various work fields , they required gratitudes from other peoples in the society for their better psychological wellbeing.

Gratitude is the appreciation experienced by individuals when somebody does something kind or helpful for them. It has been defined more specifically as “a sense of thankfulness and joy in response to receiving a gift, whether the gift be a tangible benefit from a specific other or a moment of peaceful bliss evoked by natural beauty” (Emmons, 2004, p. 554). Gratitude has been conceptualized as an emotional trait, mood, or emotion (McCullough, Emmons, & Tsang, 2002). Trait gratitude, or the disposition toward gratitude, is a “life orientation toward noticing and appreciating the positive in life” (Wood, Froh, & Geraghty, 2010, p. 891).

As a moral emotion, the experience and expression of gratitude promotes beneficial exchanges and relationships between people and the welfare of society at large (Haidt, 2003)—a view that has long been shared by religions and cultures across the globe (Emmons & Crumpler, 2000).

McCullough, Kilpatrick, Emmons, and Larson (2001) proposed that gratitude serves three moral functions. It serves as a moral barometer for beneficiaries by signaling the value of the relationship with the benefactor for the gift bestowed upon them; as a moral reinforcer by increasing the probability that the benefactor will bestow gifts again in the future; and as a moral motive by spurring beneficiaries to respond prosocially toward the benefactor or toward other people. McCullough et al. adduced evidence from an array of studies in personality, developmental, social, and evolutionary psychology in support of the barometer and reinforcer functions. Recent experiments have also produced convincing evidence in support of the moral motive function (Bartlett & DeSteno, 2006; Tsang, 2006, 2007). In one of the first empirical investigations into the developmental trajectory of gratitude in children, Baumgartner-Tramer (1938) identified four stages or characteristic types of gratitude that are displayed by children and adolescents. Verbal gratefulness involves expressing gratitude through words such as “thank you,” a behavior displayed across all age groups but apparent most in both the youngest and oldest of Baumgartner- Tramer’s participants. An explanation for this unexpected finding is that perhaps small children are likely to display verbal gratefulness because they are taught good manners, such as saying “please” and “thank you,” by their parents (Gleason & Weintraub, 1976).

22 Older children, on the other hand, may be inclined to express verbal gratefulness under two different circumstances: (1) when they actually do not feel any gratitude at all, but know that there is a social expectation for one to demonstrate gratefulness, or (2) when they are so overwhelmed with gratitude that they feel they can do nothing else but express their appreciation verbally. In any case, Baumgartner-Tramer viewed verbal

gratefulness as the most basic level of gratitude. The second type of gratitude is concrete gratefulness, which involves a child wanting to give something in return or exchange for receiving a gift or granted wish. In some cases what the child said he or she would give to the benefactor was an object that the child valued. In other cases, the child was willing to share the gift that he or she had received with the person giving it. Either way, concrete gratefulness demonstrates the child’s egocentric point of view because the child assumes that the benefactor will want the same things as he or she would want. In Baumgartner-Tramer’s study, this type of gratitude was expressed most by 8-year-olds and least by participants between ages 12 and 15. Connective gratitude is the term for the third type of gratitude displayed by children. Connective gratitude is the tendency to create a spiritual relationship with the donor, such as being indebted to that person’s service or giving something intangible back to the benefactor, such as allegiance, friendship, or love. This type of gratefulness demonstrates the child’s liberation from the egocentric point of view and was most common in 11 and 12 year-olds. Finalistic

gratefulness includes the child's expressed desire "to reciprocate for the realization of the wish by an action which would be in some way helpful for the object or 23 situation desired" (p. 62). In other words, finalistic gratitude serves to direct the future actions of the beneficiary. For example, a child who was granted his or her wish of making the soccer team might display gratitude by working hard to make his or her coach and teammates proud. Finalistic gratitude was less frequently encountered in the study overall, but occurred more in 13 to 15 year old children, due to gratitude taking a more complex form in later developmental stages.

Considered an important virtue for psychological and social functioning, gratitude is an emotion that instills a sense of meaning and connection to other people, communities, nature, or God (Emmons, 2004). Investigating gratitude in youth is important for several reasons.

First is because of its association with positive emotional functioning.

Gratitude has been linked causally with positive affect (Emmons & McCullough, 2003; Froh, Kashdan, Ozimkowski, & Miller, 2009). Positive affect, in terms of happiness, is related to superior life outcomes across a wide variety of domains (Lyubomirsky, King, & Diener, 2005). The regular experience of positive emotions can make people healthier and more resilient, fueling an upward spiral of optimal functioning, well-being, and development (Fredrickson, 2001; Fredrickson & Joiner, 2002).

Gratitude, like other positive emotions, broadens problem-solving strategies (Fredrickson & Branigan, 2005) and can undo the aftereffects of negative emotions (Fredrickson, Mancuso, Branigan, & Tugae, 2000). Indeed, one reason resilient people bounce back from negative life events better is that they experience positive emotions such as gratitude regularly in response to stressful situations (Tugade & Fredrickson, 2004). Given its relationship to positive affect, gratitude may be used to engage this upward spiral (Fredrickson, 2004). For example, after compassion, gratitude was the second most common emotion experienced following the September 11 attacks in 2001 (9/11). Such effects may occur with youth, too. For example, in an archival study of newspaper accounts of things children were thankful for, themes of gratitude for basic human needs (e.g., family, friends, and teachers) were found to increase after 9/11 (Gordon, Musher-Eizenman, Holub, & Dalrymple, 2004). Thus, gratitude appears to be a powerful resilience factor that may help people to cope with disaster (Fredrickson, Tugade, Waugh, & Larkin, 2003). It therefore is important for psychologists to measure and study its development in youth. Second, gratitude is related to a wide range of adaptive social outcomes, including quality of relationships, generosity, compassion, and empathy (McCullough et al., 2002; Wood et al., 2010). Social belonging is among the most essential human needs (Deci & Ryan, 2000). Caring ties can buffer people from adversity and pathology as well as enhance their health and well-being throughout life (Baumeister & Leary, 1995; House, Landis, & Umberson, 1988). Research with adults overwhelmingly indicates that gratitude is strongly related to healthy psychological and social functioning because it focuses people on self-improvement and helps them maintain and build strong, supportive social ties (Emmons & McCullough, 2004). Evidence consistent with these effects, but among youth populations, has only recently started to emerge. For instance, among early adolescents, gratitude was found to be negatively related with physical symptoms and positively related with positive affect; perceptions of peer and familial social support; optimism; providing emotional support; and satisfaction with school, family, community, friends, and self (Froh, Yurkewicz, & Kashdan, 2009) as well as life overall (Park & Peterson, 2006). Among late adolescents, gratitude was positively related with academic achievement, absorption in activities, and social integration (or the motivation to connect and contribute to one's society/ community), and negatively related with envy and materialism (Froh, Emmons, Card, Bono, & Wilson, 2011). The most convincing evidence that gratitude can improve youth well-being comes from intervention studies (e.g., Froh et al., 2011; Froh, Kashdan, et al., 2009; Froh, Sefick, & Emmons, 2008). In one study (Froh, Kashdan, et al., 2009), children and adolescents low in positive affect who wrote and personally delivered a gratitude letter to a benefactor, compared with those who kept journals about daily events, reported greater gratitude and positive affect at posttreatment and greater positive affect at the 2-month follow-up. Thus, gratitude is related to important indicators of psychological and social functioning in youth as it is in adults. **Psychological well-being** is multi-dimensional concept which includes cheerfulness, optimism, playfulness, self-

control and sense of detachment, freedom from frustration, anxiety, loneliness are dimensions of psychological well-being (Sinha & Verma 1992). McCulloch (1991) has shows that satisfaction, moral, positive effect and social support, constitute psychological well-being. In modern society personal well-ness has refer psychological well-being. Traditionally negative states like depression, separation, alienation and similar topic focused and find the effects on psychological and physical state. Recently term studies have been conducted on subjective moods or feelings of well-being and their determinants (Crocker, Lutheran 1994) Ryff (1989) originally defined psychological well-being as self-acceptance, and self growth.

Psychological well-being as self acceptance, positive relation to others, autonomy, environmental mastery, purpose of life and personal growth, has been theoretically related to several important human values, life satisfaction, interpersonal relationship, success in work, creativity, sales of psychotherapy, Palmer and Donaldson and Stongth (2001) found that emotional intelligence moderately correlated with psychological well-being. Finding from previous studies have examined multiple dimensions of psychological well-being suggest that different pattern of association between Gratitude, spirituality and well-being are likely to imerge across and diverse dimensions of psychological well-being (Frasier, Mintz & Mobley 2005, Maselko & Kubzansky 2006). Greenfield and Nadine (2000) noted relationship between religious participation and psychological well-being were largely contingent dimension upon psychological well-being under consideration. Elision (1991) explored the relationship of Gratitude and measures of psychological well-being.

The research on caretakers, parents, teachers, peers and children studied carried on gratitude. Gratitude is foundation of well-being and mental health. The earlier studies conducted have provided scientific evidence of positive relationship between gratitude and well-being. A growing body of research has documented the wide array of psychological, physical, and relational benefits associated with gratitude from childhood to old age. However, contrary empirical findings are reported in some of the studies. Review of the studies tabbing demographic differential in gratitude are suggestive of differences with respect to gender and age. Similarly studies carried out to assess gender and age differences in well-being demonstrate that such differences exist. However, most of these studies reviewed are on adults. The research on gratitude and well-being in working college youth is scanty. For promotion of proper youth development, gratitude research is needed with working college youth. The studies conducted so far on gratitude and well-being are suggestive of need of probing deeper into this aspect. In the light of this, the current study was carried out with an objective of finding out gratitude and well-being in male and female working college youth.

### **1.1 The purpose of the study:-**

The main purpose of the study was to find out relationship between Gratitude and various areas of psychological well-being such as autonomy (ATN) environmental mastery, (ENM) personal growth (PRG), positive relation to others (PRO), purpose of life (PIL) and self-acceptance (SA) of Working college youth .

## **2.0 METHODOLOGY:-**

### **2.1 Objectives:-**

1. To study the relationship between Gratitude and psychological well-being among Working college youth .
2. To study the relationship between Gratitude and various areas of psychological well-being of Male working college youth .
3. To study the relationship between Gratitude and various areas of psychological well-being of Female working college youth .
4. To study the gender differences between Gratitude and psychological well-being of Working college youth .

## 2.2 Hypotheses :-

1. There is a positive relationship between Gratitude and psychological well-being among Working college youth .
2. There is a positive relationship between Gratitude and various areas of psychological well-being of Male working college youth .
3. There is a positive relationship between Gratitude and various areas of psychological well-being of Female working college youth .
4. There is a gender difference between Gratitude and psychological well-being of Working college youth .

## 2.3 Design :-

It is survey type correlated research design was used to study the relationship of gratitude and psychological well-being of working college youth.

## 2.4 Sample :-

The convenience sample of 100 consist 50 male and 50 female working college youth which are range from 19 to 21 years age chooses for study, who were easily available and consented to participate.

## 2.5 Variables :-

### A) Independent Variables :-

- Gender: i) Male working college youth.  
ii) Female working college youth.

### B) Dependent variables :-

1. Gratitude- i) High Gratitude  
ii)Low Gratitude
2. Areas of psychological well-being (PBW)
  - i) Autonomy (ATN)
  - ii) Environmental Mastery (ENM)
  - iii) Personal growth (PRG)
  - iv) Positive relation with others (PRO)
  - v) Purpose in life (PIL)
  - vi) Self Acceptance (SA)

## 2.6 Research Tools :

In the present study following tools were used.

**1) Gratitude scale** – The Gratitude Questionnaire–Six Item Form (GQ-6) was developed by McCullough and colleagues (2002). It is a six item survey form and was developed on a sample of 1228 adult volunteers with ages ranging from 18-75. The sample was 50% women and 15 % men, and the 40 other 5% did not specify gender. The GQ-6 has a unifactorial structure and high test-retest reliability with an internal consistency or reliability of .87 (McCullough et al., 2002; Wood et al., 2008c). Items were designed to assess emotional intensity, frequency, and density. Items are rated on a 1 (strongly agree) to 7 (strongly disagree) scale. Sample items include, “I have so much to be thankful for,” and “If I had to list everything that I felt grateful for, it would be a very long list,” and “I am grateful to a wide variety of people.”

**2) Scale of Psychological well-being** – Ryff C.D. and Singer B. developed this scale. It is self report inventory consisting 18 items. It consists a series of statements reflecting six areas of psychological well-being, autonomy (ATN) environmental mastery (ENM) personal growth (PRG) positive relation



with others (PRO), purpose of life (PIL) and self-acceptance (SA). Respondents rate statements on a scale of 1 to 7 in which 1 indicating strong disagree, 2 indicating some what disagree, 3 indicating a little disagree, 4 indicating don't know, 5 indicating a little agree, 6 indicating somewhat agree and 7 indicating strong agree. The reverse score for 4, 5, 6, 7, 10, 14, 15 and 16. whereas remaining items has positive scoring. Each of high score indicate that respondents has mastery of the area in his or her live. Conversely a low score indicate respondents struggle to feel comfortable with that particular concept.

### 2.7 Data collection and statistical analysis :-

Initially, 100 working college youths belonging different night colleges in solapur were approached individually. Actual for data collection Gratitude Questionnaire sixteen form (GQ6) of McCullough and colleagues and Ruff's scale of psychological well-being were administered on selected sample of working college youth (50 male and 50 female ) The collected data were scored as prescribed in the manual of tools. The obtained data was analyzed by Mean, SD, Pearson-product moment correlation method and for studying gender differences in Gratitude and psychological well-being Z test was used.

### 3.0 RESULTS AND DISCUSSION:-

**Table 1: Correlation co-efficient between Gratitude and Psychological well-being among Working college youth .**

Gender	N	df	V	Significance
Male	50	48	0.49	Significant at 0.05
Female	50	48	0.54	Significant at 0.5

The result table 1.00 shows the correlation co-efficient between Gratitude and psychological well-being among Working college youth. The male Working college youth is found to be  $r=0.49$  ( $P<0.05$ ) and female Working college youth found to be  $r=0.54$  ( $P<0.05$ ). Both correlation are positive one which is significant at 0.05 level. Therefore hypotheses is accepted. It means there is positive relationship between Gratitude and psychological well-being among Working college youth . In means that gratitude enhance the psychological well-being of working college youths.

**Table 2 : Correlation co-efficient between Gratitude and various areas of PBW of Male working college youth .**

Psychological well-being (PBW)	Autonomy (ATN)	Environmental Mastery (ENM)	Personal Growth (PRG)	Positive relations with others (PRO)	Purpose in life (PIL)	Self Acceptance (SA)
Gratitude	0.60	0.45	0.47	0.48	0.66	0.66
Significance	sig. 0.05	sig. 0.05	sig. 0.05	sig. 0.05	sig. 0.05	sig. 0.05

Table No. 2 shows the r values between Gratitude and various areas i.e. autonomy (ATN)  $r=0.60$  environmental Mastery (ENM)  $r=0.45$ , personal growth (PRG)  $r=0.47$ , positive relations with others (PRO)  $r=0.48$  purpose in life (PIL)  $r=0.66$  and self acceptance  $r=0.66$  of psychological well-being of Male working college youth , which are significant at 0.05 level. Therefore hypothesis is accepted. It means that there is a positive relationship between Gratitude and various areas of psychological well-being working college youths.

**Table 3 : Correlation coefficient between Gratitude and various areas of PBW of Female working college youth .**

Psychological well-being (PBW)	Autonomy (ATN)	Environmental Mastery (ENM)	Personal Growth (PRG)	Positive relations with others (PRO)	Purpose in life (PIL)	Self Acceptance (SA)
Gratitude	0.68	0.60	0.56	0.60	0.68	0.66
Significance	sign 0.05	sign 0.05	sign 0.05	sign 0.05	sign 0.05	sign 0.05

Table 3 shows r values between Gratitude and various areas i.e. autonomy (ATN)  $r=0.68$ , environmental mastery (ENM)  $r=0.60$ , personal growth (PRG)  $r=0.56$ , positive relation with others (PRO)  $r=0.60$ , purpose in life (PIL)  $r=0.68$  and self-acceptance (SA)  $r=0.66$  of psychological well-being of Female working college youth . All correlated values (r) are significant at 0.05 level. Therefore hypothesis is accepted. It means that there is a positive relationship between Gratitude and various areas of psychological well-being of Female working college youth. But all values of correlation are moderate levels which shows small definite and substantial positive relationship between Gratitude and various areas of psychological well-being of Female working college youth.

**Table 4 : Z value of Gender differences between Gratitude and PWB of Working college youth .**

Variable	Gender	N	Mean	SD	Z value	Significance
Gratitude	Male	50	37.56	4.36	0.068	No Significant 0.05
	Female	50	38.10	4.60		
Psychological Well-being (PBW)	Male	50	120.30	14.80	0.075	No Significant 0.05
	Female	50	124.20	16.89		

Table No. 4 show the no significant differences in Gratitude and psychological well-being of Working college youth . But when the Mann-Whitney U test was carried out for assessing the difference between Gratitude and psychological well-being of male and female working college youth . But critical value of U are not much useful because the sample of study is smaller. Therefore researcher calculated z values. The calculated value z value of male and female working college youth of Gratitude ( $z=0.068$ ) is not significant at 0.05 ( $P \geq 1.96$ ) level. The other calculated z values of male and female working college youth of psychological well-being ( $z=0.075$ ) is no significant at 0.05 ( $P \geq 1.96$ ) level. Therefore forth hypothesis is accepted. It means that there is no gender differences between Gratitude and psychological well-being of Working college youth . The Means (M) of Male working college youth and Female working college youth on Gratitude and psychological well-being ( $M=37.56$ ,  $M=38.16$ ,  $M=120.30$ ,  $M=124.20$ ) respectively are seen to be favour to Female working college youth . It means that female, working college youth tend to be high gratitude and more better psychological well-being than Male working college youth .

#### 4.0 CONCLUSION AND LIMITATIONS:-

##### 4.1 Conclusion:-

1. There is positive relationship between Gratitude and psychological well-being of Working college youth .
2. There is positive relationship between Gratitude and psychological well-being of Male working college youth .
3. There is positive relationship between Gratitude and psychological well-being of Female working college youth .
4. There is no gender differences between Gratitude and psychological well-being of Working college youth .

#### 4.2 Limitations:-

1. Its psychological implication should be personal .
2. Further researcher should adopt different approach to make relation between Gratitude and psychological well-being.
3. This study conducted on only male and female working college youth .
4. The sample size and area of study was limited for only urban undergraduate working college youth .
5. Age, socio economic status, other religion, rural, variables should be considered for further research.
6. More research should be made sound methodological and reliable measures.

#### 5.0 IMPLICATION OF STUDY :-

The present study reveal the fact that Gratitude particularly Working college youth psychological well-being is better. However Gratitude and psychological well being are internal aspect of persons personality there for in this practical world all youth take differently and act differently. So finding suggested that increasing gratitude may lead to increase psychological well being youth. By having knowledge understanding research variables, it could help many people such as educators teachers counselor's and psychologist design and develop proper program to induce gratitude among youth. It is also help to design program to boost youths performances in their academic life.

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