

THE INFLUENCE OF GRATITUDE ON SUBJECTIVE WELLBEING OF ADOLESCENTS: AN INTERVENTIONAL STUDY

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Abstract

This interventional study explores the influence of gratitude on Subjective Well Being on adolescents. Given the crucial role of Subjective well-being on familial and societal well-being, and its varied benefits, there is a plethora of explorations on subjective well-being. Gratitude, along with its multiple positive benefits, is found to be closely related to subjective well-being. In this regard, this study evolves a Gratitude Interventional Programme (GIP) of 32 days, consisting of Counting Blessings, Grateful Contemplations, Gratitude Visits and Watching a Gratitude Movie.

The sample consists of 156 eleventh class students 15-16 years of age (72 males, 84 females). They were randomly assigned to both experimental and control group. Gratitude Questionnaire – Six item Form (GQ-6) and subjective Well Being inventory were administered before and after the intervention. Experimental group was offered Gratitude Interventional Programme (GIP) for 32 days.

Data shows that GIP has significantly enhanced the level of gratitude, seven positive dimensions of SWB, total SWB and further decreased four negative dimensions of SWB. Females have more total SWB than males in the experimental group. GIP seems to be an effective intervention for well-being enhancement in adolescents. Implications and limitations are discussed.

Keywords: Gratitude; Subjective Well Being; Positive and Negative Sub Dimensions of SWB; Adolescents; Intervention.

1. INTRODUCTION

Wellbeing of the adolescence is important for the wellbeing of a nation. Wellness and development of adolescence imply dealing effectively with a wide range of complex bio-psycho-social-cultural changes and challenges (Larson & Tran, 2014). Many researchers have focused on the investigation and promotion of the positive aspects of adolescence, such as well-being, life satisfaction, and positive emotions, including gratitude (Ouweneel, Le Blanc & Schaufeli, 2014).

In order to facilitate wellbeing among adolescence both inside and outside of schools, one proposed intervention is the use of daily gratitude activities which commonly include counting blessings, writing and delivering letters of gratitude, and training oneself to become more aware of times in which to feel grateful (Froh & Bono, 2010). These practices would teach adolescents to shift their attention away from negative aspects of their lives and to learn to appreciate what they have (than what they do not) and what others have done for them (Shankland & Rosset, 2017). This mindset shift counterbalances one's tendency to pay more attention to negative stimuli in the environment (Baumeister, Bratslavsky, Finkenauer & Vohs, 2001).

Emmons and McCollough (2003) conducted the first set of studies establishing the effectiveness of gratitude exercises which include gratitude journals. Participants assigned to a gratitude journal condition experienced enhanced well-being when compared to those who wrote about hassles in their lives and those who wrote about neutral life events. Since then, several studies have evaluated the effectiveness of gratitude journaling; these studies have also found that these practices increased life satisfaction and decreased negative affect of an individual (Bolier, Haverman, Westerhof, Riper, Smit & Bohlmeijer, 2013).

The purpose of the present study was to determine the effectiveness of a Gratitude Interventional Programme (GIP), prepared by the research scholar based on the previous studies, on subjective wellbeing of adolescents in Dindigul, Tamil Nadu of 11th grade population using quantitative experimental research design.

2. REVIEW OF LITERATURE

2.1 Gratitude

A number of researchers have defined gratitude as a positive emotional reaction in response to the receipt of a gift or benefit from someone (Roberts, (2004). Besides positive emotion it is also considered a moral virtue, an attitude, a personality trait, or an orientation towards the positive in life (McCullough, Kilpatrick, Emmons, & Larson, 2001; Wood et al. 2010). Emmons (2009) spoke of gratitude as feelings of thankfulness and appreciation that are evoked through the recognition that a personal benefit has been obtained through the intentional and benevolent actions of a source external to the self. Feeling grateful involves acknowledging and appreciating those personal benefits that could not have been achieved without assistance from external sources (Emmons, 2009). He further spoke about the external source as often another individual, but may also be any non-human source, such as being grateful to God, nature, or an animal (Emmons, 2007).

Gratitude also has been conceptualized as a moral virtue, an attitude, an emotion, a habit, a personality trait, and a coping response. Wood, Froh, and Geraghty (2010) undertook a theoretical evaluation of the construct of gratitude, and presented a new model of gratitude incorporating gratitude that arises following help from others, but also is a habitual focusing on and appreciating the positive aspects of life. Wood et al.'s and Emmons' construct is adopted as the conceptual definition of gratitude here in this paper.

2.2 Subjective Well Being (SWB)

Subjective Well Being refers to a global, lasting and mental state of being which comprises perceived life satisfaction, presence of positive affect and absence of unpleasant affect (Diener et al., 1999). Subjective Well Being is a broad category of phenomena including peoples' emotional responses, domain satisfaction and global judgment of life satisfaction (Diener et al., 1999).

It is also referred to high levels of life satisfaction and positive affect and low unpleasant affect and a global assessment of a person's quality of life, and feeling happy, satisfied and fulfilled (Dodge et al. 2012, Diener et al., 1999). Research on Subjective Well Being has been derived from two general perspectives: the Hedonic approach, which focuses on happiness and defines well-being in terms of involving pleasure maximization and pain minimization, and is often assessed via measures of life satisfaction, the presence of positive mood, and the absence of negative mood and pain avoidance; and the Eudaimonic approach, which focuses on meaning and self-realization and defines Subjective Well-Being in terms of the degree to which a person is fully functioning, living in line with one's values and focusing on personal growth and development. (Ryan & Deci, 2001).

2.3 Association Between Gratitude And Subjective Well Being

A number of authors have researched and advocated a theoretical relationship between gratitude and wellbeing (Fredrickson, 2004 & Emmons, 2008). In a very pragmatic way, this association seems logical. Experiencing gratitude, thankfulness, and appreciation tends to foster positive feelings, which in turn, contribute to one's overall sense of wellbeing. Thus, gratitude appears to be one component, among many components, that

contributes to an individual's wellbeing. In addition to theoretical supposition, there are a number of empirical endeavours that support this association.

2.4 Empirical Evidence of a Gratitude And Wellbeing Connection

Emmons and McCullough examined gratitude and wellbeing under three experimental conditions (Emmons RA, & McCullough ME, 2003) Participants were divided into three groups (i.e., one group was asked to journal about negative events or hassles, a second group about the things for which they were grateful, and a third group about neutral life events) and were expected to journal either daily or weekly. Among the experiments the gratitude group consistently shown higher wellbeing in comparison with the other two study groups.

Froh, Sefick & Emmons, 2008 conducted a study in which 221 adolescents were assigned to either a gratitude exercise (i.e., counting one's blessings), a hassles condition, or a control condition. As predicted, the gratitude condition was associated with greater life satisfaction. The authors concluded from their experience that counting blessings seems to be an effective intervention for enhancing wellbeing in adolescents.

In summary, these findings indicate relationship between gratitude and subjective wellbeing.

2.5 Rationale for the Present Study

Gratitude-based interventions are often seen as an effective means of improving subjective well-being. When referring to gratitude, 'lock and key' comparisons are common; gratitude has been described as 'the key that opens all doors' that which unlocks the fullness of life, and the key to abundance, prosperity, and fulfilment (Hay, 1996). Another declaration about the power of gratitude is made by Froh, Bono and Emmons (2010), who state that gratitude can contribute to youth more than just momentary happiness, it can awaken a motivation to give back to their community and world in a constructive manner.

Gratitude is the major component of positive psychology and one of the important goals of positive psychology is to increase peoples' happiness through positive psychology Interventions (PPIs). PPIs are defined as intentional activities or treatment methods, designed in order to enhance positive feelings, cognitions, or behaviours (Sin & Lyubomirsky, 2009). PPIs are diverse and include practicing optimistic thinking, writing gratitude letters, or learning how to identify one's own strengths. Positive interventions complement traditional psychological interventions (e.g. psychotherapy) that are usually focused on repairing what is problematic with patients (Magyar-Moe, 2009). According to Seligman (2002), treatment is not just fixing what is wrong; it is also building what is right. It is found that by practicing positive psychological virtues and character strengths, such as Gratitude (Emmons & McCullough, 2003), or forgiveness has enhanced SWB which may increase and sustain people's happiness (Lyubomirsky et al., 2005).

Drawing inspiration from PPIs as well as from Lyubomirsky the researcher intended to introduce Gratitude Interventional Programme (GIP) prepared by him for the adolescents of Dindigul to measure Gratitude and SWB.

Many researches regarding Gratitude and SWB in adolescents have been conducted in the Western context and there is not much researches pertaining to Gratitude and SWB among the Indian population, much less in Dindigul, Tamil Nadu. The researcher has made an attempt to study the prevalence of attitude of gratitude, the relationship between Gratitude and SWB and ways and means to enhance them so that such information may be useful in determining the adolescents' wellbeing.

This study does not imitate any previous studies rather it is a combination of different methods used in the earlier researches to see the effectiveness of it in the local context. Hence the purpose of the present study was to test the effectiveness of the practice in Dindigul, Tamil Nadu. The study aimed to answer the following questions based on the previous findings and literature:

- Whether the Gratitude Interventional Programme (GIP) influences the Total Gratitude & Total SWB of adolescents of Dindigul area?

- Whether the Gratitude Interventional Programme (GIP) contributes for enhancing/ increasing the effect of Positive SWB dimensions?
- Whether the Gratitude Interventional Programme (GIP) contributes for decreasing the effect of Negative SWB dimensions?

3. METHODOLOGY

3.1 General Objectives

To establish the relationship between Gratitude and Subjective Well Being (SWB) and measure the impact of Gratitude Interventional Programme (GIP) on adolescents in Dindigul area.

3.2 The Specific Objectives

1. To determine the effectiveness of Gratitude intervention on Gratitude and SWB over the adolescents of Dindigul, Tamil Nadu.
2. To assess the level of Gratitude and SWB among the adolescents of Dindigul before the interventional programme.
3. To assess the level of Gratitude and SWB the adolescents of Dindigul after the interventional programme
4. To study the correlation between Gratitude and SWB of the respondents.

3.3 Hypotheses

H1.The Control Group and Experimental Group will have no significant difference between the Gratitude and Subjective Well Being (SWB) of pre test scores while in the post test scores the Experimental Group will have significant difference.

H2.The Control Group will have no significant difference in Positive Dimensions of SWB in pre test scores while the Experimental Group will have significant difference in the post test scores.

H3.The Control Group and Experimental Group will have no significant difference in Negative Dimension of SWB between pre test scores while the Experimental Group will have significant difference in post test scores.

H4.The Experimental Group will show significant difference in Gratitude and SWB between the pre and post test scores.

H5. Higher the level of Gratitude higher will be SWB.

H6. Gender of Experimental Group do not significantly influence level of Total SWB in post test score.

3.4 Research Design

The traditional, Classical Pre-test and Post-test Control-Group Design was followed to assess the effects of the Intervention of Gratitude Programme on adolescents of Dindigul.

3.5 Variables in the Study

Dependent Variable: Subjective Well Being (SWB)

Independent Variable: Gratitude Interventional Programme (GIP)

3.6 Sampling Technique and Size

Random sampling technique was adopted. The sample for the current study was adolescents, age-range between 15 and 16 years, studying 11th class in government and private schools, Dindigul, Tamil Nadu. The sample consisted of 156 students (72 male, 84 female); with regard to age 122 are from the age group of 16 years and 34 from 15 years; 34 and 122 are from joint and nuclear family respectively.

3.7 Inclusion Criteria for Experimental Research

1) The adolescents must be students consisting of both the gender (male & female) of 11th class students of Tamil Medium Schools in Dindigul area. 2) The adolescents aged between 15 to 16 years were considered for study. 3) The subject must be volunteering to participate in the study.

3.8 Exclusion Criteria for Experimental Research

1) The person who has not been co-operating with the whole procedures. 2) The candidate who has absented him/herself for both the pre and post-test evaluation of both the control and experimental groups. 3) The persons who are under serious medication.

3.9 Tools

The researcher has made use of the Gratitude Questionnaire-six-Item Form (GQ-6) (McCullough, 2002) and the Subjective Well Being Inventory (Sell & Nagpal, 1992) and the Gratitude Interventional Programme (GIP) (a tool prepared by the researcher) to measure the impact of Gratitude on SWB of adolescents.

3.9.1 The Gratitude Questionnaire-six-Item Form (GQ-6)

The Gratitude Questionnaire-six-Item Form (GQ-6) was developed to measure trait gratitude. The participants indicate their agreement or disagreement with the six items of the GQ-6 seven point Likert scale, ranging from 1 to 7 scale (1 = "strongly disagree", 7 = "strongly agree"). The scores of six items are added, using reverse scoring for items 3 and 6. Scores range from 6 to 42, with higher scores representing higher levels of trait gratitude. Internal consistency was $\alpha = .82$.

3.9.2 The Subjective Well-being Inventory

This Inventory consists of 40 items (19 positive and 21 negative items) spread across eleven dimensions. It consists of three point responses namely, —very much, —to some extent, —not so much. These responses were represented by numbers 1, 2, 3 respectively. The questions 14, 27 and 29 consist of the response —Not Applicable, which is represented by number 4. This option is given for the subjects who were married. A positive item carries a score of 3, 2, and 1 for the responses very much-1, to some extent-2, and not so much-3 respectively. The scores are reversed for negative items. Sum of all scores of all items constituted the total score on the scale. The dimensions of Subjective Well-being Inventory have been divided using four domains and their reliability was found. The value of reliability (Cronbach's alpha coefficient) in domain 1 (mental state) was 0.83, domain 2 (mental capacity) 0.81, domain 3 (mental quality) 0.86, and domain 4 (supporting factors) 0.83.

3.10 Gratitude Interventional Programme (GIP)

Based on the previous studies, such as Counting one's Blessings (Emmons & McCullough, 2003), Grateful Contemplation (Watkins et al. (2003) and Gratitude visit (Seligman et al. (2005) very meticulous planning was undertaken by the researcher to design Gratitude Interventional Programme (GIP) (Louie Doss, M. (2016).

Table No: 1 Gratitude Interventional Module For Experimental Group

Day	Description	Duration	Tools Used
Day -1	<p align="center"><u>Pre Intervention Baseline Assessment</u></p> <p>Prior to the day of intervention, the participants in Experimental Group would be asked to complete the two short questionnaires.</p> <p><u>Introductory Session</u> Theme: Getting to know each other better, forming norms & expectation setting. Purpose: to introduce themselves and mention some things that they are grateful for.</p>	45 mint	GQ-6 SWBI
Day -2	<p align="center"><u>32- Day Interventional Programme for only Experimental Group</u></p> <p>Session 1 Theme: Counting Any Three Blessings Purpose: to educate participants about the presence of positive events and emotions in their lives and educate the benefit of it.</p>	30 mint	Nil
Day- 12	<p>Session 2 Theme: Grateful Contemplation Purpose: to increase the attitude of gratitude in the adolescents by contemplating the grateful events.</p>	30 mint	Nil
Day -22	<p>Session 3 Theme: Gratitude Visit Purpose: to encourage expression of thankfulness to a benefactor for their kindness of receiving goods in the form of writing letter or visiting personally.</p>	45 mint	Nil
Day -32	<p>Session 4 Theme: Watching a Gratitude Movie Purpose: is to instil in adolescent's mind the importance of gratitude and how it doubles the human happiness.</p>	60 mint	Nil
Day -38	<p><u>Post Intervention Outcome Assessment</u></p> <p>Six days after the 32 day intervention, the participants will be asked to complete the same questionnaires as at the 'Post Intervention Outcome Assessment' in order to measure if there are any lasting changes due to Gratitude Interventional Programme (GIP).</p>	45 mint	GQ-6 SWBI

4. RESULTS

TESTING THE HYPOTHESES

Hypothesis: 1

The Control Group and Experimental Group will have no significant difference between the Gratitude and SWB of pre test scores while in the post test scores the Experimental Group will have significant difference.

Table No: 2 An Independent ‘t’ Test For Gratitude & Subjective Well Being (SWB) for Pre & Post Test of Control & Experimental Groups

S.No	Factors		C.G (78)		E.G (78)		‘t’	Stat Sig.
			Mean	SD	Mean	SD		
1.	Gratitude	Pre	68.37	12.46	69.72	8.74	-0.779	P<.437 NS
		Post	68.46	13.81	85.16	9.75	-8.72	P<.000 SIG
2.	SWB Positive	Pre	57.16	4.62	56.06	5.70	1.322	P<.188 NS
		Post	61.72	6.35	83.04	4.47	-24.22	P<.000 SIG
3.	SWB Negative	Pre	79.28	7.85	80.12	6.61	-0.716	P<-.457 NS
		Post	68.26	8.01	57.31	6.64	9.28	P<.000 SIG
4.	Total SWB	Pre	68.22	4.76	68.09	4.62	0.177	P<.859 NS
		Post	64.99	5.73	70.17	4.09	-6.50	P<.000 SIG

SWB: Subjective Well Being, NS - Not Significant, SIG-Significant

An independent-samples ‘t’-test was conducted to compare Gratitude on Subjective Well Being for pre and post-test of control and Experimental Groups. The findings are as follows:

1. Gratitude

The result showed that there was no significant difference in score for Gratitude pre-test for Control Group (M = 68.37, SD = 12.46) and Experimental Group (M = 69.72, SD = 8.74), t = -0.779, p = 0.437. On the other hand there was a significant difference in score for Gratitude post-test for Control Group (M = 68.46, SD = 13.81) and Experimental Group (M = 85.16, SD = 9.75), t = -8.72, p = .000.

2. Positive Dimensions of SWB

It was found that there was no significant difference in score for Positive Sub Dimensions of SWB pre-test for Control Group (M = 57.16, SD = 4.62) and Experimental Group (M = 56.06, SD = 5.70), t = 1.322, p = 1.88. On the other hand there was a significant difference in score for Positive Sub Dimensions of SWB post-test for Control Group (M = 61.72, SD = 6.35) and Experimental Group (M = 83.04, SD = 4.47), t = -24.22, p = .000.

3. Negative Dimensions of SWB

It was noticed that there was no significant difference in score for Negative Sub Dimensions of SWB pre-test for Control Group (M = 79.28, SD = 7.85) and Experimental Group (M = 80.12, SD = 6.61), t = -0.716, p = -.457. On the other hand there was a significant difference in score for Negative Sub Dimensions of SWB post-test for Control Group (M = 68.26, SD = 8.01) and Experimental Group (M = 57.31, SD = 6.64), t = 9.28, p = .000.

4. Total SWB

It clearly revealed that there was no significant difference in the Total SWB score in pre-test for Control Group (M = 68.22, SD = 4.76) and Experimental Group (M = 68.09, SD = 4.62), t = 0.177, p = .859. On the other hand there was a significant difference in the Total SWB score post test for Control Group (M = 64.99, SD = 5.73) and Experimental Group (M = 70.17, SD = 4.09), t = -6.50, p = .000.

Thus, the formulated hypothesis no.1 is verified

Hypothesis: 2

The Control Group will have no significant difference in Positive Dimensions of SWB in pre test scores while the Experimental Group will have significant difference in the post test scores.

Table No: 3 Independent ‘t’- Test Between Pre and Post Test of The Positive Sub Dimensions of SWB of Control & Experimental Groups

S.No	Factors		C.G (78)		E.G (78)		‘t’	Stat Sig.
			Mean	SD	Mean	SD		
1.	General Well Being Positive Affect	Pre	65.81	14.18	65.95	15.12	-.061	P<.952 NS
		Post	62.67	14.54	57.26	16.90	2.14	P<.034 SIG
2.	Expectation Achievement Congruence	Pre	60.34	15.25	63.96	18.62	-1.30	P<-.193 NS
		Post	59.40	12.38	82.47	11.81	-11.90	P<.000 SIG
3.	Confidence In Coping	Pre	54.13	14.02	52.27	13.05	.854	P<.395 NS
		Post	55.12	14.26	76.34	13.83	-10.76	P<.000 SIG
4.	Transcendence	Pre	56.98	11.09	52.27	13.05	.516	P<.607 NS
		Post	60.25	15.14	81.19	12.70	-9.35	P<.000 SIG
5.	Family Group Support	Pre	42.73	12.79	44.44	13.15	-.822	P<.412 NS
		Post	45.58	13.35	80.34	13.14	-16.38	P<.000 SIG
6.	Social Support	Pre	67.66	13.05	64.95	12.79	1.30	P<.193 NS
		Post	75.78	16.67	89.17	9.63	-6.14	P<.000 SIG
7.	Primary Group Concern	Pre	64.67	12.62	65.38	13.39	-.342	P<.733 NS
		Post	67.23	13.26	88.46	9.38	-11.54	P<.000 SIG

NS - Not Significant, SIG-Significant

An independent-samples ‘t’-test was conducted to compare Gratitude with seven Positive Sub Dimensions of SWB for pre and post-test of control and Experimental Groups.

The results showed that all the seven Positive Dimensions of Subjective Well-being, such as General Well Being Positive Affect, Expectation Achievement Congruence, Confidence In Coping, Transcendence, Family Group Support, Social Support and Primary Group Concern showed no significant difference in the pre and post-test of the control group’s score. Among the entire Gratitude Interventional Programme (GIP) on Positive Sub Dimensions of SWB of adolescence the Social Support Factor seemed to have influenced them very much with mean score 89.17, the second primary group concern with mean score of 88.46 and as third important factor Transcendence with mean score of 81.19.

On the other hand, in the post test scores of the Experimental Group, there showed a significant difference with regard to Positive Sub Dimensions of Subjective Well-being.

Thus, the formulated hypothesis of no.2 is verified.

Hypothesis: 3

The Control Group and Experimental Group will have no significant difference in Negative Dimension of SWB between pre-test scores while the Experimental Group will have significant difference in post test scores.

Table No: 4 Independent ‘t’ Test Between Pre And Post Test of The Negative Sub Dimensions of SWB of Control & Experimental Groups

S No	Factors	C.G (78)		E.G (78)		‘t’	Stat Sig.	
		Mean	SD	Mean	SD			
1.	Inadequate Mental Mastery	Pre	72.34	9.27	75.03	9.74	-1.76	P<.080 NS
		Post	65.99	10.02	56.16	7.83	6.82	P<.000 SIG
2.	Perceived Ill Health	Pre	83.33	10.74	81.48	10.39	1.09	P<.276 NS
		Post	75.64	14.88	63.97	12.74	5.26	P<.000 SIG
3.	Deficiency In Social Contact	Pre	86.32	16.10	88.60	12.14	-.998	P<.320 NS
		Post	63.24	14.58	54.98	13.74	3.64	P<.000 SIG
4.	General Well Being Negative Effect	Pre	80.34	15.08	80.76	16.08	-.171	P<.864 NS
		Post	63.81	13.33	49.00	12.20	7.23	P<.000 SIG

NS - Not Significant, SIG-Significant

An independent-samples t-test was conducted for four Negative Sub Dimensions of SWB for pre and post-test of Control and Experimental Groups.

The result revealed that all the four Negative Sub Dimensions of SWB, such as Inadequate Mental Mastery, Perceived Ill Health, Deficiency in Social Contact and, General Well-Being Negative Effect had no significant difference in the pre and post-test of the control group’s score. On the other hand, in the post test scores of the Experimental Group, there showed a significant difference with regard to Negative Sub Dimensions of Subjective Well-being.

Thus, the formulated hypothesis of no.3 is verified.

Hypothesis: 4

The Experimental Group will show significant difference in Gratitude and SWB between the pre and post test scores.

Table No: 5 Paired ‘t’ Tests Between Pre & Post-Test Scores for Adolescents on Gratitude, SWB Positive & Negative Dimensions & Total SWB (Experimental Group)

S.No	Factors	Pre Test (78)		Post Test (78)		Mean Diff.	Paired ‘t’ Value	Stat Sig.
		Mean	SD	Mean	SD			
1.	Gratitude	69.71	8.74	85.16	9.75	-15.44	-14.689	P<.000 SIG
2.	SWB Positive	56.06	5.70	83.04	4.47	-26.98	-34.599	P<.000 SIG
3.	SWB Negative	80.11	6.64	57.30	6.64	22.80	25.250	P<.000 SIG
4.	Total SWB	68.09	4.62	70.17	4.09	-2.08	-3.290	P<.002 SIG

SWB: Subjective Well Being, NS - Not Significant, SIG-Significant

1. Gratitude

There found a significant difference in the scores for Gratitude before intervention (M = 69.71, SD = 8.74) and after intervention (M = 85.16, SD = 9.75) conditions; the mean difference being -15.44, paired ‘t’ value = -14.689, p = .00.

2. Positive Dimensions of SWB

There was a significant difference in the scores for Positive Sub Dimensions of SWB before intervention (M = 56.06, SD = 5.70) and after intervention (M = 83.04, SD = 4.47) conditions; the mean difference being -26.98, paired ‘t’ value = -34.599, p = .00.

3. Negative Dimensions of SWB

It was observed that there was a significant difference in the scores for Negative Sub Dimensions of SWB before intervention (M = 80.11, SD = 6.64) and after intervention (M = 57.30, SD = 6.64) conditions; the mean difference being 22.80, paired ‘t’ value = 25.250, p = .00.

4. Total SWB

It revealed clearly that there was a significant difference in the scores for Total SWB before intervention (M = 68.09, SD = 4.62) and after intervention (M = 70.17, SD = 4.09) conditions; the mean difference being -2.08, paired ‘t’ value = -3.290, p = .002.

The results indicate that the Gratitude, Positive Dimensions of SWB and Total SWB with all its dimensions of adolescence of the Experimental Group is low before intervention. The results elucidate that the adolescence’s Gratitude, Positive Dimensions of SWB and Total SWB with all its dimensions have increased after the intervention of Gratitude Interventional Programme (GIP) while the Negative Dimension of SWB which was high before the intervention got reduced after the intervention.

Thus, the formulated hypothesis no.4 is verified.

Hypothesis: 5

Higher the level of Gratitude higher will be SWB.

Table No: 6 Pearson Product-moment Correlation for Gratitude, Positive & Negative Sub Dimensions of SWB and Total SWB (Experimental Group)

S.No	Factors		Gratitude (78)	SWB Positive (78)	SWB Negative (78)	SWB Total (78)
1.	Gratitude	r	1			
		Sig. (2-tailed)				
2.	SWB Positive	r	.485**	1		
		Sig. (2-tailed)	.000			
3.	SWB Negative	r	-.238*	-0.310*	1	
		Sig. (2-tailed)	.031	.036		
4.	SWB Total	r	.499**	.512**	-0.317*	1
		Sig. (2-tailed)	.000	.000	.038	

*P<.05 **P<.01 ***p < .001

A Pearson Product-Moment Correlation Coefficient was computed to assess the type and degree of relationship between the Gratitude and Subjective Well Being with its Positive and Negative Sub Dimensions as well as Total SWB. It has been found that there is a positive correlation between the Gratitude and Positive Sub Dimensions of SWB, $r = 0.485$, ($p < .01$) and total value of SWB the result is $r = .499$, ($p < .01$).

It has been found that higher the Positive Sub Dimensions of SWB higher is the total SWB $r = 0.512$, ($p < .01$). On the contrary it has been proved that higher the Negative Sub Dimension of SWB lower will be the total SWB $r = -0.317$, ($p < .01$). On the other hand in the case of correlation between Gratitude and Negative Sub Dimension of SWB is $r = -.238$, ($p < .01$) there exists negative correlation.

Thus, the formulated hypothesis no.5 is verified.

Hypothesis: 6

Gender of Experimental Group do not significantly influence level of Total SWB in post test score.

Table No: 7 Mean, SD and Statistical Values for Total SWB based on Gender (Post Experimental Group)

S.No	Factors	N (78)	Mean	SD	Stat. Value	Stat Sig.
1.	Gender	Male	36	69.025	4.105	-2.373 P< .020 SIG
		Female	42	71.168	3.860	

NS- Not Significant, SIG- Significant

Gender:

It was found that the average Total SWB of male respondents (36) is 69.02 (SD = 4.10); whereas for the female respondents (42) it is 71.168 (SD= -2.373). It showed that female respondents had high Total SWB than that of male. This observed difference was statistically significant since p value was 0.02 which was lower than $p < 0.05$ level; thus it can be interpreted that gender of the respondents do differ with regard to their level of Total SWB.

Thus, the formulated hypothesis no.6 is verified.

5. DISCUSSION

Psychologists have begun to investigate the potential of school-based interventions on both primary and secondary students to enhance well-being and other school-based outcomes (Seligman et al., 2009). The current study is to examine the effect of gratitude on subjective Well-being in a sample of adolescents. This study is the first of its kind in Dindigul, Tamil Nadu to examine gratitude in the school setting that the researcher is aware of.

The purpose of the current study was to investigate whether effectiveness of Gratitude Interventional Programme (GIP) could enhance the subjective well-being in adolescent students in school settings.

The principal outcomes of the study were:

Gratitude:

An independent-samples t-test was conducted to compare Gratitude on Subjective Well Being for pre and post-test of control and Experimental Groups. The findings reveal that constant practice of gratitude exercises would enhance SWB among adolescence. The findings go along with the finding of Emmons and McCullough (2003), who found that listing blessings on daily basis for two weeks increases the level of gratitude. Furthermore, Chan (2010) also found that the 8-week gratitude intervention programme contributed to increased feeling of gratefulness in Chinese teachers. Emmons and Shelton, and McCullough et al., (2002) a study done on adolescents in Gauteng and USA support this view that gratitude was a universal experience which increased when interventional programme was done.

Positive Affects:

The present study revealed that regular practice of gratitude had enhanced the positive affect of participants. This concept is confirmed in some of the gratitude intervention studies that youth had low in positive affect at pre-treatment, reported greater gains in gratitude post-treatment than those high in positive affect at pre-treatment (Froh, Sefick & Emmons, 2008). Watkins et al. (2003) also opined that students in the grateful conditions reliably showed a greater increase in positive affect. The present study finding goes along with the findings of Emmons (2003) who said that the positive relations showed that grateful people tend to be more satisfaction in life and positive emotions in life satisfaction. The analysis revealed a significant positive relationship between gratitude and SWB.

Negative Affect:

The present study's results explicate that the negative affects has decreased after the intervention of Gratitude Interventional Programme (GIP). This may be due to as Fredrickson (2001) puts it that positive emotions are antidote for the lingering of the negative emotions. This finding also goes along with other's findings Wood, Maltby, Stewart, Linley, et al., (2008) and Fredrickson (2001) who maintain that positive emotional experiences may receive constructing effect of persistent negative affect and thereby reduce the negative emotions.

Total Subjective Wellbeing:

The mean score of total SWB pre test in Experimental Group is 68.17 while the mean total score of SWB post test in Experimental Group is 70.17 which is higher than experimental pre test score. This finding goes along with most of the earlier studies which stated that the practice of gratitude would elevate one's well-being (Froh et al, 2008 & Wood et al., 2008). Fredrickson (1998, 2001) who asserts that positive emotional experiences facilitate the development of the personal resources associated with SWB.

Correlation:

In addition, the current study examined correlation to assess the type and degree of relationship between the Gratitude and Subjective Well Being with its Positive and Negative Sub Dimensions as well as Total SWB. It has been found that there is a positive correlation between the Gratitude and Positive Sub

Dimensions of SWB and total value of SWB. This finding goes along with McCullough's (et al., 2002) finding that there exists a strong positive correlation between gratitude and Positive Affects of SWB and negative correlation between Gratitude and Negative Sub Dimension of SWB ($r=-.238, (p<.01)$). Thus it has been proved that people who have higher positive SWB will also have higher total SWB and people who have negative SWB will also have lower total SWB.

Gender:

The study result showed that female respondents have high Total SWB than that of male. This observed difference is statistically significant since p value is 0.02 which is lower than $p < 0.05$ level; thus it can be interpreted that gender of the respondents do differ with regard to their level of Total SWB. The above finding goes along with the finding of (Becker & Smenner, 1986) who said that women, compared with men, seem more likely to experience and express gratitude and derive more benefit from it. When the women's gratitude level goes up invariably SWB also will go up.

Effectiveness of Gratitude Interventional Programme (GIP):

The current study investigating Gratitude Interventional Programme (GIP) did produce statistically significant results on adolescence in enhancing their Positive and Total SWB and reducing the Negative Dimensions of SWB as Renshaw and Olinger Steeves (2016) perceived.

7. IMPLICATIONS

- ✓ The results of the present study will have positive effects for Dindigul school students if they practice regularly the gratitude exercise.
- ✓ As many other researchers have suggested that gratitude should not be considered as merely an expression reflecting a social grace, instead as a psychological means of promoting positive emotions and social well-being.
- ✓ The implementation of gratitude exercises in schools has the potential to increase students' positive emotions, gratitude towards school, gratitude among companions, 'we' feelings, feelings of school belonging, and satisfaction with the school experience. Thus the precise of gratitude should be encouraged in schools.
- ✓ Bono and Froh (2009) maintain that a school-wide increase in gratitude could create a positive feedback cycle, where an individual's increase in gratitude and positive reflection about school (both student and teacher), could create a flourishing and thriving school environment.
- ✓ This study has clear relevance for the work of educational psychologists as it adds to the evidence base of psychological practices to enhance the emotional outcomes of children.
- ✓ Renshaw and Olinger Steeves (2016) propose that further testing of the effects of gratitude-based interventions with youth in schools is truly needed. The present study provides a contribution to this recommendation.

8. LIMITATION, SCOPE FOR FUTURE RESEARCH & RECOMMENDATION

The current study was a modest attempt to understand the impact of Gratitude Interventional Programme (GIP) among adolescents in Dindigul area. The researcher acknowledges that there are certain limitations in the study which are presented below:

Firstly, this study was conducted with a small sample due to time constraints keeping in mind the time limit. Hence the results cannot be generalised. Long term evaluation could have been more meaningful with regard to GIP and its impacts on SWB among the participants who received the intervention.

Secondly, though the Gratitude Interventional Programme (GIP) is considered as one unit yet it has got four minor dimensions. This study has not taken into consideration any one dimension of GIP programme for its in-depth analysis. Thus we do not know which dimension has caused an increase or decrease on SWB.

Thirdly, as the study aimed to examine the effects of practicing gratitude on SWB, a longer duration with inclusion of follow-up sessions would establish more solid foundation on the lasting impact of the gratitude practice toward the enhancement of well-being.

Lastly, the interval between the period of intervention and post-test was very limited. There could have been a second post-test after a longer period of time to understand the actual changes and impact on the experimental group.

9. CONCLUSION

This study provided evidence that the 32-day Gratitude Interventional Programme (GIP) with all its four dimensions can be applied as an effective technique for enhancement of SWB of Dindigul adolescents, in the Indian cultural context. In general the result showed that the adolescents who participated in the interventional programme had low level of gratitude before the intervention but later on got enhanced due to Gratitude Interventional Programme (GIP); it has enhanced the positive and total SWB and reduced the negative dimensions of SWB. With regard to gender it was found that females had more total SWB than males.

Evidence showed that the 'count your blessings', 'gratitude contemplation', 'gratitude visit' and 'gratitude movie' were found to be an effective technique to increase adolescent's predisposition to experience gratitude at Dindigul area. This type of positive attributional style magnifies individual's ability to retrieve and experience positive emotions with ease (Watkins, Grimm, & Kolts, 2004). Thus, habitual accessibility to positive memories can trigger an upward spiral in wellbeing by buffering against negative emotions (Aspinwall & Tedeschi, 2010). Thus we can conclude that conscious practice of gratitude would enhance the wellbeing of adolescence and to create a grateful, meaningful and happy society.

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