

Role of Gratitude with Hope and Happiness Among Teaching Personnels

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ABSTRACT

Earlier psychology had emphasized on the negative aspects of human like the causes of the disorders and its impact on people. But recently it has been observed that theoretical models have been developed for the positive aspects of life such as happiness, hope and gratitude which have greatly influenced the field of positive psychology and in the study of well being. The objective of this study is to investigate the relationship of gratitude with hope and gratitude with happiness among teaching personnels. To assess the role of gratitude with hope and happiness on teaching personnels, data was collected from 165 participants (school teachers) and the tools used were Oxford Happiness Measure, The Gratitude Questionnaire (GQ-6), and The Adult Hope Scale (AHS). The study showed significant relationship of gratitude with hope and happiness at 0.05 and at 0.01 respectively. However, it needs to be studied across other sectors with different positive emotions. Researchers and psychologists should empower and strengthen these positive emotions that will enhance the well being of the teaching personnels.

Keywords:- gratitude, hope, happiness, teaching personnels.

INTRODUCTION

Gratitude, happiness, and hope have positive affective qualities (e.g. feeling grateful, hopeful, or happy in the present moment). Yet, gratitude, happiness, and hope are distinct, with different orientations in time: gratitude is oriented toward the past (appreciating a gift and the giver), happiness toward the here and now (enjoying the present), and hope toward the future (yearning for a positive future outcome). In the past, psychology has focused on negative aspects associated with disabilities, illnesses, and how to fix them. Psychologists have carried out research on the subsistence of negative outcomes related to poor self-esteem and implicit chauvinism (Josephs, Bosson, & Jacobs, 2003). In addition, health psychologists have shown the negative effects of snuff, alcohol, and other aspects of our surrounding environments that are related to stress and other health problems related to the world in which we live. The future of positive psychology is to redirect the problems encountered in the past and outline the benefits that can enhance and promote stability and quality of life of different groups and individuals themselves (Dickerson & Kemeny, 2004).

Gratitude

Gratitude occurs when understanding oneself to be the beneficiary of a benefice, particularly if one perceives that it was intended as benevolent by the benefactor (Roberts, 2004). In distinguishing gratitude from joy and hope, Roberts observed, “gratitude is about givers, gifts, recipients, and the attitudes of giver and recipients toward one another. It is a deep social emotion” whereas joy “is a construal of some situation as good, as satisfying some concern of the person” and “Hope is a construal of some possible future good”. Whereas gratitude and happiness are associated with

abundance, hope is oriented to acquire abundance, to satisfy a deficiency, or to alleviate trouble in the (near or distant)future.

Experienced globally, expressed across languages and cultures, and commended by the world's major religions (Emmons & Crumpler, 2000), gratitude is characterized by a social and positive orientation as people recognize a gift from a giver and experience thankfulness and joy in response (Emmons & McCullough, 2003). In reflecting on the gratitude and hope relationship, McCullough (2002)gratitude, hope and happiness proposed that they may be related through an attentive awareness of meaning in one's life, derived from both the kindness of others and the pursuit of goals.

GRATITUDE AND HOPE

Whereas gratitude involves the appreciation of benefits that have already been received, hope involves the positive anticipation of receiving a future desired outcome (Snyder, Rand, & Sigmon, 2002; Scioli, Ricci, Nyugen, & Scioli, 2011). That desired future may involve the acquisition of a positive outcome or deliverance from a present circumstance. The realization of a hope may require action, as emphasized by Snyder et al. (1991, 1996), or may necessitate waiting for the actions of others (Worthington, 2005). Hope is inversely related to depressive symptoms (Chang, Yu, & Hirsch, 2013) and anxiety (Arnau, Rosen, Finch, Rhudy, & Fortunato, 2007). In addition, hope is related to better psychological adjustment (Snyder et al., 2002), life satisfaction, and well-being (O'Sullivan, 2011). McCullough (2002) theorized that mindful attentiveness connects hope and gratitude; hopeful and grateful people savor their lives, whether through appreciating the positive past or pursuing meaningful future goals. Furthermore, reflection on the generosity of others the inherently social orientation of gratitude may further facilitate hope (McCullough, 2002), consistent with Scioli et al.'s (2011) view of hope.

GRATITUDE AND HAPPINESS

Gratitude has been considered to be a moral emotion that is strongly associated with positive affect (e.g., Watkins et al., 2009). According to Fredrickson (2004), gratitude functions like other positive emotions, broadening the repertoire of thought-action possibilities and building enduring personal. Gratitude, hope and happiness resources. Therefore, it is possible that cultivating gratitude may boost happiness while also generating hope. Hill and Allemand (2011) found that gratitude and forgivingness traits each accounted for well-being when controlling for the other. Characteristics (genetic or otherwise) associated with a happy person are extraversion, self-esteem and a sense of personal control (Myers and Diener, 1995). A diverse set of psychological processes moderate the impact of life events, circumstances of life, and demographic factors on wellbeing for happy and unhappy people (Lyubomirsky, 2001). Psychological processes motivated as positive illusions allow people with high self-esteem to feel optimistic about the future of the circumstances of life, the feeling of having more control of what they did, and have confidence in their abilities (Talyor and Brown, 1988), Lyubomirsky (2001). Interestingly, people with low self-esteem are more accurate in these measures. The happiest people are less likely to engage in social comparison, and are motivated to reduce dissonance by streamlining its options after the fact. (Lyubomirsky 2001, Lieberman et al. 2001).

NEED OF THE STUDY

Psychologists and practitioners need to outline the context of happiness, hope and gratitude and to see the role of positive experiences among school teachers. In the past research was done on mental illnesses, traumas and associated illnesses with the era (Seligman, 2002). . There is a need to understand how these factors will contribute to the well being of school teachers. Psychologists

should contribute to society in nurturing and maintaining the well-being of all sectors that will create environments for children with high positivity and to develop healthy lifestyles.

RESEARCH GAP

Much needs to be studied especially among the teaching personnels, as few researches have been done in the Indian population. Also to check the relationship of gratitude with hope and happiness.

METHODOLOGY

OBJECTIVE

To investigate the relationship of gratitude with hope and gratitude with happiness among teaching personnels.

HYPOTHESIS

There will be a significant positive correlation with gratitude and hope.

There will be a significant positive correlation with gratitude and happiness.

A sample of N=165 school teachers were collected from Delhi NCR, ranging from 25 to 55 years of age. Most of the respondents were female. The scales used in the study were gratitude questionnaire (GQ 6) McCullough, M. E., Emmons, R. A., & Tsang, J. (2002), oxford happiness questionnaire and the adult hope scale (AHS) Snyder, C. R., Harris, C., Anderson, J. R., Holleran, S. A., Irving, L. M., Sigmon, S. T., et al.(1991)

The Gratitude Questionnaire-Six-Item Form (GQ-6) is a six-item self-report questionnaire designed to assess individual differences in the proneness to experience gratitude in daily life ranging from “1 as strongly disagree” to “7 as strongly agree”.

The Oxford Happiness Questionnaire is developed by Michael Argyle and Peter Hills which ranges from “1” strongly disagree to “6” strongly agree. The 29-item Oxford Happiness Questionnaire (OHQ) is a widely-used scale for assessment of personal happiness. While its psychometric properties are acknowledged to be acceptable, it presents scores on an ordinal scale.

The Adult Hope Scale (AHS) is a 12-item measure of a respondent’s level of hope. In particular the scale is divided into two subscales that comprise Snyder’s cognitive model of hope: (1) Agency (i.e., goal-directed energy) and (2) Pathways (i.e., planning to accomplish goals). Of the 12 items, 4 make up the Agency subscale and 4 make up the Pathways subscale. The remaining 4 items are fillers. Each item is answered using an 8-point Likert-type scale ranging from Definitely False to Definitely True.

DATA ANALYSIS

SPSS was used for the statistical analysis. Correlation analysis was computed to determine the associations between gratitude with hope and happiness.

RESULT AND DISCUSSION

Table 1: Shows correlations of gratitude, hope and happiness.

		HOPE	HAPPINESS	GRATITUDE
HOPE	Pearson Correlation	1	.212**	.163*
	Sig. (2-tailed)		.006	.037
	N	165	165	165
HAPPINESS	Pearson Correlation	.212**	1	.177*
	Sig. (2-tailed)	.006		.023

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	N	165	165	165
GRATITUDE	Pearson Correlation	.163*	.177*	1
	Sig. (2-tailed)	.037	.023	
	N	165	165	165

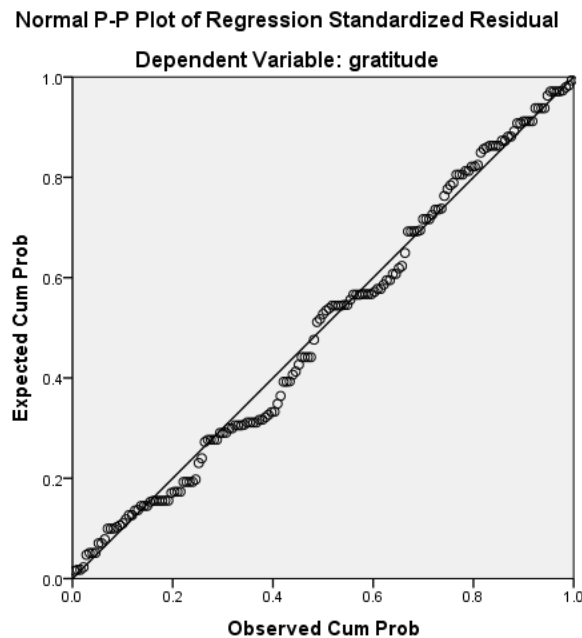
From the above table, it is understood that gratitude shows a significant relationship with hope and happiness at 0.05. This shows that gratitude does have a relationship with hope and happiness. However, it is also seen that hope has a significant relationship with happiness and gratitude at 0.01 and at 0.05 respectively.

Table 2: Shows details of coefficients.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.968	5.328		1.308	.193
	hope	.120	.072	.131	1.670	.097
	happiness	.058	.031	.150	1.908	.058

Above table indicates that Hope and Happiness influences gratitude. As the statistical value given in the table indicates that $t=1.670$ and 1.908 , from which we can conclude that there is a relationship of gratitude with hope and happiness. The partial correlations are $r= .131$ and $.150$ indicating that predictors significantly influences the level of gratitude. Thus, above results suggests that gratitude, hope and happiness contributes to the well being of teaching personnels.

Graph 1: Shows probability of gratitude with hope and happiness. .



Above graph indicates that gratitude increases with hope and happiness. Thus, it shows that it helps in enhancing the well being of teaching personnels.

CONCLUSION

From this study, we come to know that gratitude plays a vital role in enhancing hope and happiness. It is concerned with quality of life. We as practitioners should help in building these positive emotions. However, other methodologies like experimental study can be done to determine the capacity of gratitude to see its impact on hope and happiness.

LIMITATIONS

There were less male participants as compared to female participants. Data was collected only from private schools. The results of the study only focuses on teaching personnels, but needs to be studied across other sectors. More researches are required based on different positive emotions.

FUTURE RESEARCH

Other positive emotions can be studied to see its impact across individuals and in different sectors.

IMPLICATIONS

The results have important implications to research regarding the understanding gratitude, hope and happiness in one's life. Mental health professionals and researchers should aim at enhancing individuals gratitude levels to contribute more towards hope and happiness for their well being.

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