

Thriving Through Thanks: Exploring The Relationship Between Gratitude and Resilience of The College Students

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Abstract— Gratitude, the practice of recognizing and appreciating the positive aspects of life, and resilience, the ability to bounce back from adversity, are intertwined attributes that empower students to not only endure challenges but thrive in the face of them. The aim of the study was to find out the relationship between and gratitude and resilience of the college students. In this descriptive correlation analysis the participants of the study are 83 Arts and Science College students of Madonna Arts and Science College for Women and Yadava arts and Science college of Madurai district were selected through simple random sampling. Gratitude scale and Resilience scale were constructed and validated by the investigators. Findings of the study were (i) of Gratitude and Resilience of the college students were moderate.(ii) there is no significant difference between Urban and Rural college students in their Gratitude.(iii) there is no significant difference between First Generation learner and second generation learner in their Gratitude.(iv) there is no significant difference between Urban and Rural college students in their Resilience.(v) there is significant difference between First Generation learner and second generation learner in their Resilience.(vi) there is significant relationship between Gratitude and Resilience of the College students.

Keywords: Gratitude, Resilience, bounce back, thrive, enduring.

I. INTRODUCTION

Gratitude is an emotion similar to appreciation. Gratitude is “a feeling that occurs in interpersonal exchanges when one person acknowledges receiving a valuable benefit from another” (Emmons & Stern, 2013,). Gratitude can be a disposition as well as a practice (Emmons & Stern, 2013). Sasone and Sasone (2010) define gratitude as “the appreciation of what is valuable and meaningful to oneself”. Accordingly, an increased appreciation of things in life can help people experience more positive emotions (Bono et al., 2004). More generally, gratitude can improve psychological outcomes and coping abilities, support relationships, and decrease negative emotions (Bono, Reil, & Hescocx, 2020; Lin, 2015). Taleb (2016) proposes that antifragility is the ability of a system to improve in the face of chaos. Bouncing back in the definition of resilience involves returning to a state one once was (Taleb, 2016). Resilience acts as the foundation upon which success and personal growth are built. The ability to bounce back from setbacks, adapt to change, and persevere through adversity is integral to the college students.

II. LITERATURE REVIEW

Zainoodin, N. N., Hutasuhut, I. J., Abu Bakar, M. A., & Nurul Wardhani (2021) conducted a study on “Gratitude and Its Relationship to Resilience and Academic Performance among University Students”. The aim of the study was to examine the relationship between gratitude, resilience, and academic performance among students of a public university in Malaysia. Data were collected from simple random sampling. GQ6 (Gratitude Questionnaire) and Brief Resilience Scale (BRS) were used as tools to collect data. The result indicated that gratitude has a high positive relationship with resilience and academic performance.

Wilson, J. T. (2016) made a study on “Brightening the Mind: The Impact of Practicing Gratitude on Focus and Resilience in Learning”. The aim of the study was to examine the impact that practicing gratitude has on college students’ ability to focus in class and remain resilient in the face of difficulties while learning. Data were collected from 110 college students through simple random sampling. Emmons, McCullough, & Tsang’s (2003) (GQ-6) Gratitude Questionnaire-Six Item Form was used to collect the data on gratitude. The result indicated that students who received reminders to practice gratitude toward learning and then

intentionally practiced gratitude self-reported an increase in their level of gratitude, their ability to focus during class, and their ability to remain resilient when learning felt more challenging.

III. NEED AND SIGNIFICANCE OF THE STUDY

Gratitude is associated with positive emotions, which can serve as a buffer against stress and adversity. Knowing how gratitude influences resilience can help in developing interventions and programs that promote effective coping mechanisms among college students. Resilience is crucial for academic success. Students who are more resilient are better equipped to handle setbacks, persist in the face of challenges, and ultimately achieve their academic goals. Gratitude may play a role in building this resilience. Studying the relationship between gratitude and resilience among college students is significant for understanding how positive psychological factors influence their ability to adapt, succeed, and flourish in the university environment. This knowledge can inform policies, programs, and interventions aimed at promoting the well-being and success of college students.

IV. OBJECTIVES

1. To find out the level of Gratitude and Resilience of the College Students
2. To find out whether there is any significant difference between Gratitude of the College Students with regard to (i) Locality (ii) Type of Learner
3. To find out whether there is any significant difference between Resilience of the College students with regard to (i) Locality (ii) Type of Learner
4. To find out whether there is any significant relationship between Gratitude and Resilience of the College Students

V. HYPOTHESES

1. There is no significant difference between Urban and Rural college students in their Gratitude.
2. There is no significant difference between First generation learner and Second generation learner college students in their Gratitude.
3. There is no significant difference between Urban and Rural college students in their Resilience.
4. There is no significant difference between First generation learner and Second generation learner college students in their Gratitude.
5. There is no significant relationship between Gratitude and Resilience of the college students.

VI. Methodology

SAMPLE

For the present study the sample consists of 83 Arts and Science college students from Madonna Arts and Science College and Yadava Arts and Science College of Madurai district were selected.

TOOLS USED

1. Gratitude scale constructed and developed by Ignaciammal A and Muthupandi P (2023)
2. Resilience scale constructed and developed by Ignaciammal A and Muthupandi P (2023)

Statistical Techniques used

Mean, standard deviation, t'-test and Pearson product moment correlation were used for this study.

VII. ANALYSIS OF DATA

ANALYSIS, INTERPRETATION AND DISCUSSION

Table 1

Level of Gratitude of the college students

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Gratitude	17	20.8	52	62.65	14	16.86

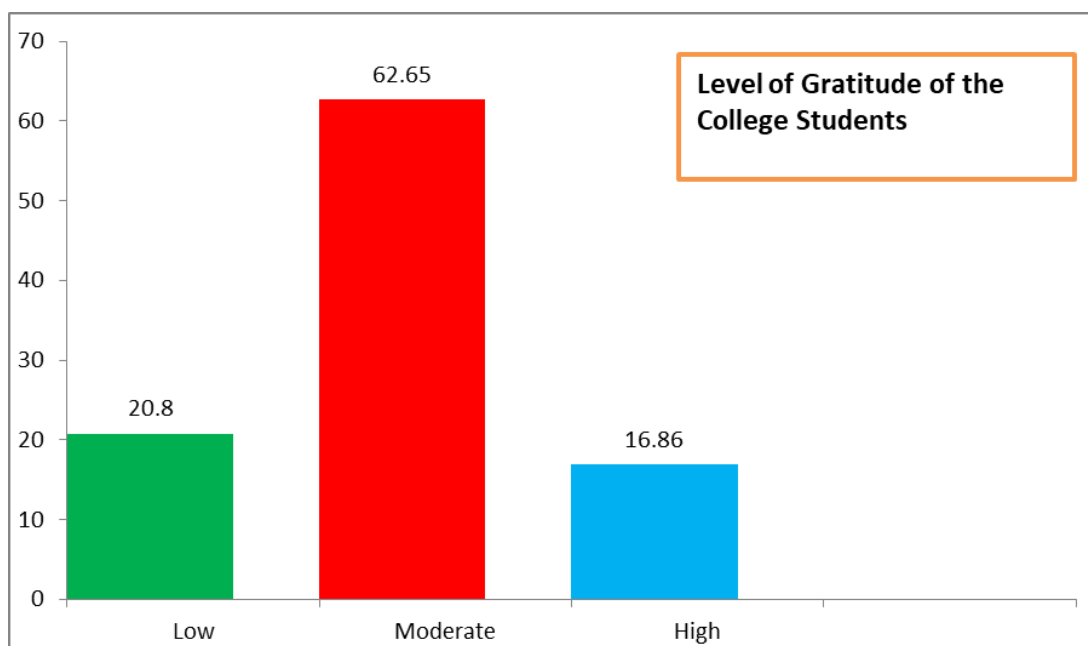


Figure 1

It is inferred from the above table 1 and Fig 1 that 20.8% of college students have low, 62.65% of them have moderate and 16.86% of them have high level of Gratitude.

Table 2

Level of Resilience of the College students

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Resilience	15	18.07	60	72.28	8	9.63

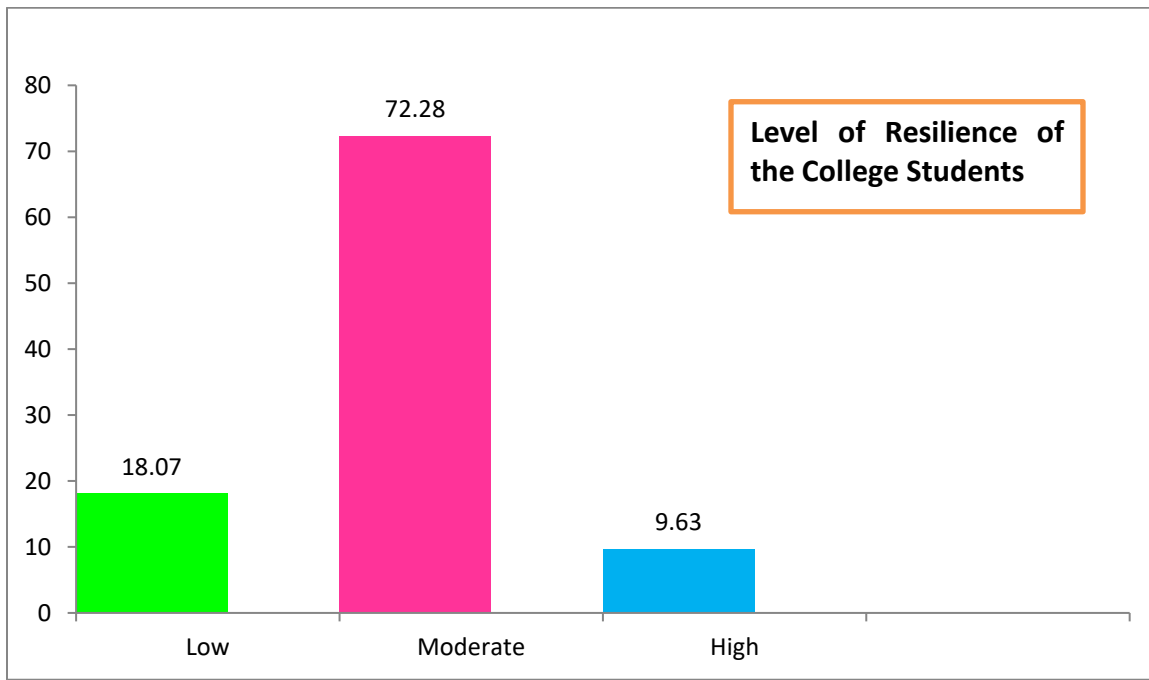


Figure 2

It is inferred from the above table 2 and Fig 2 that 18.07% of the college students have low, 72.28% of them have moderate and 9.63% of them have high level of Resilience.

Hypothesis 1: There is no significant difference between Urban and Rural college students in their Gratitude.

Table 3

Difference between Urban and Rural college students in their Gratitude.

Variable	Locality	N	Mean	SD	't' Value	Remark
Gratitude	Urban	56	27.6	2.39	0.283	NS
	Rural	27	28.2	1.49		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table 3 that there is no significant difference between Urban and Rural students in their Gratitude as the calculated 't' value is less than the table value. Hence the hypothesis is accepted.

Hypothesis 2: There is no significant difference between First generation learner and Second generation learner college students in their Gratitude.

Table 4

Difference between First generation learner and second generation learner college students in their Gratitude.

Variable	Residence	N	Mean	SD	't' Value	Remark
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Graitude	First Generation Learner	47	28.0	2.03	0.383	NS
	Second Generation Learner	36	27.6	2.29		

(At 5% level of significance, the table value of 't' is 1.96)

Hypothesis 3: There is no significant difference between Urban and Rural college students in their Resilience.

Table 5

Difference between Urban and Rural college students in their Resilience

Variable	Subject	N	Mean	SD	't' Value	Remark
Resilience	Urban	44	31.00	2.25	0.451	NS
	Rural	40	31.04	2.86		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table 4 that there is no significant difference between Urban and Rural college students in their Resilience, as the calculated 't' value is less than the table value. Hence the hypothesis is accepted.

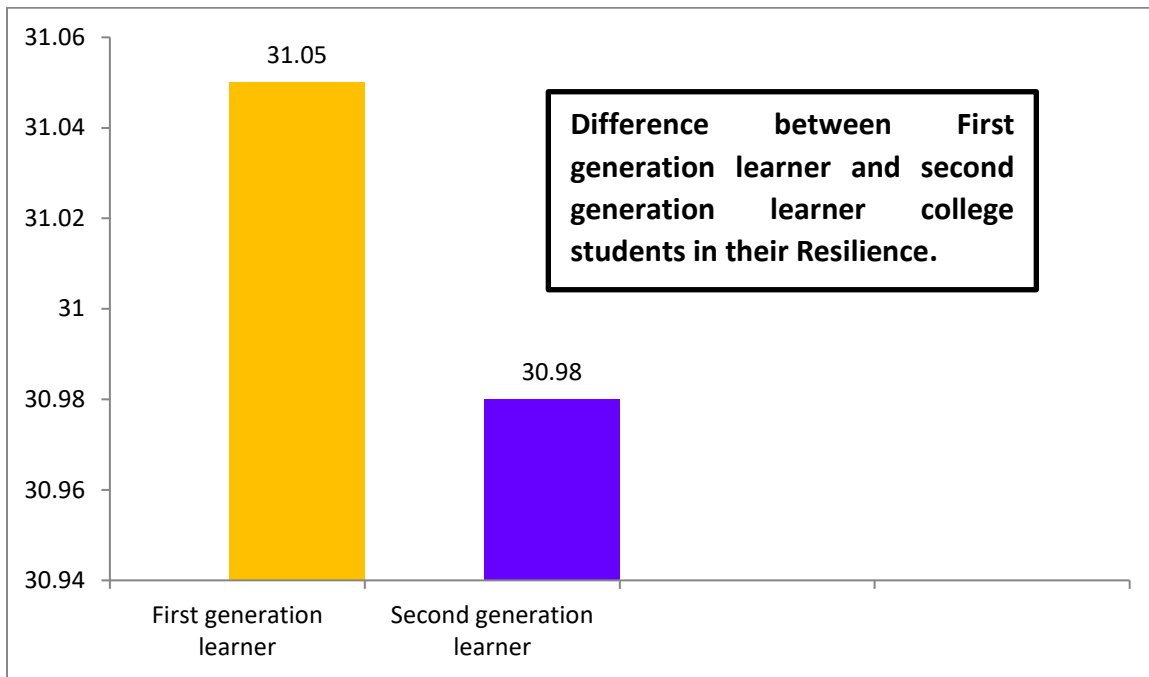
Hypothesis 4: There is no significant difference between First generation learner and second generation learner college students in their Resilience.

Table 6

Difference between First generation learner and second generation learner college students in their Resilience.

Variable	Residence	N	Mean	SD	't' Value	Remark
Resilience	First Generation Learner	47	31.05	2.13	3.95	S
	Second Generation Learner	36	30.98	2.96		

(At 5% level of significance, the table value of 't' is 1.96)



It is inferred from the above table 6 that there is significant difference between First Generation Learner and Second Generation Learner college students in their Resilience, as the calculated 't' value is greater than the table value. Hence the hypothesis is rejected.

While comparing the mean scores of First generation learner and second generation learner, First generation learner (Mean=31.05) students are better than Second Generation Learner (Mean=30.98) students in their Resilience.

Hypothesis 5: There is no significant relationship between Gratitude and Resilience of the college students

Table 7
Relationship between Gratitude and Resilience of the college students

Variable	Calculated 'γ' value	Remark at 5% Level
Resilience	0.836	S

(At 5% level of Significance, for 82 df, the table value of 'γ' is 0.217)

It is inferred from the above table 7 that there is significant relationship between Gratitude and Resilience of the college students, as the calculated 'γ' value is greater than the table value. Hence, the hypothesis is rejected.

VIII. FINDINGS AND DISCUSSION

1. 20.8% of college students have low, 62.65% of them have moderate and 16.86% of them have high level of Gratitude.

2. 18.07% of the college students have low, 72.28% of them have moderate and 9.63% of them have high level of Resilience.
3. There is no significant difference between Urban and Rural college students in their Gratitude.
4. There is no significant difference between First Generation learner and second generation learner in their Gratitude.
5. There is no significant difference between Urban and Rural college students in their Resilience.
6. There is significant difference between First Generation learner and second generation learner in their Resilience.
7. There is significant relationship between Gratitude and Resilience of the College students.

The above result goes along with the research result of Zainoodin, N. N., Hutasuhut, I. J., Abu Bakar, M. A., & Nurul Wardhani. (2021) which clearly told that there was significant relationship between Gratitude and its Relationship to Resilience and Academic Performance among University Students.

IX. EDUCATIONAL IMPLICATIONS OF THE STUDY

Gratitude is one of the greatest traits which need to be cultivated in the minds of the college students. Resilience too plays an important role in the lives of the human being to cope with the struggles, stress that they face each day. The following needs to be done to make the second generation learner to withstand in the midst of adversaries.

- i. Second generation learners need to be taught the coping mechanism to face the struggles.
- ii. Colleges need to provide life coping skills as part of the syllabus
- iii. College students could be motivated to watch movies and read the books which could give them the courage to approach life struggles
- iv. Second generation learners need to be exposed to witness the life struggles of less privileged people.

X. CONCLUSION

"Thriving Through Thanks" highlights the importance of gratitude in promoting resilience among college students. The relationship makes the college students to lead fulfilling, balanced, and thriving lives. As the college continue to unravel the depths of this relationship, there is great potential for educational institutions to play an active role in cultivating a culture of gratitude, ultimately enabling students to face the challenges of life.

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