

ABSTRACT

The present study concerns the importance of positive psychology of gratitude. It was conducted to investigate the relationship between gratitude and subjective well-being (life satisfaction, positive affect and negative affect) among university teachers. Data was collected from 206 teachers (129 males and 77 females) from GC University and University of Punjab, Lahore. It was hypothesized that gratitude is positively related to subjective well being and that age, gender and gratitude would be better predictors of subjective well-being. In addition, a difference in level of gratitude with reference to age, gender, marital status and education was also investigated. To find these, first of all demographic information was obtained from the teachers and then three questionnaires were employed. The Gratitude Questionnaire-Six Item Form (GQ-6) was used to assess the dispositional trait of gratitude. Cognitive aspect of subjective well-being was measured with Satisfaction with Life Scale (SWLS) and The Positive and Negative Affect Schedule (PANAS) was used to assess affective component of subjective well being. Results of this study supported the hypotheses that there are significant positive correlations among the level of gratitude, subjective well-being and positive affect of teachers. Age and gratitude were found to be the significant predictors of subjective well being, whereas gender was a weak predictor of subjective well-being. It was also found that older and more qualified teachers reported higher level of gratitude. At the end the present results are compared with the western results. The thesis ends with a conclusion summarizing the main findings, highlighting the theoretical and practical implications of the research and directions for future research.