

Title: The Relationship Between Gratitude and Academic Satisfaction in College Students
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In recent years, positive psychology has experienced considerable growth, especially in the study of gratitude. Although gratitude has been linked to various traits, such as prosociality, physical wellness, and life satisfaction, there is minimal research examining the role of gratitude in higher education. The purpose of this study is to explore the relationship between college students' gratitude and their degree of college satisfaction. The authors aim to test their hypothesis that there will be a positive correlation between gratitude and college satisfaction. The authors also seek to answer two research questions. First, do certain demographic variables such as gender, age, and socioeconomic status have an effect on the degree of gratitude that college students exhibit? Second, will college students have a higher endorsement of items related to thoughts and feelings, as compared to actions, of gratitude? This study analyzes data gathered from surveys completed by 83 (35 male, 42 female, 6 unspecified) students at a California community college. The data supported the authors' hypothesis and showed a statistically significant correlation between gratitude and college satisfaction ($r = 0.403$, $p < 0.005$). The data did not indicate that demographic variables had an effect on degree of gratitude. The data did show that students' endorsement of gratitude-related thoughts and feelings was higher than it was for gratitude-related actions. Given the strong association between gratitude and college satisfaction, practical implications for educators, administrators, and students will be discussed, particularly in terms of increasing academic satisfaction, retention, and success.

Works Cited

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