

Gratitude as Predictor of Psychological Well-Being Among Secondary Students

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Abstract. Gratitude is one of the universal character strengths under the virtue category of transcendence. It is also defined as a sense of thankfulness and happiness resulting from acknowledging desirable opportunities, outcomes, and gifts. Much research has proven that gratitude is linked to less distress and higher life satisfaction (Zhang et al., 2022). The WHO described psychological well-being as a positive state experienced by individuals and societies (Lin et al., 2022). This also pertains to how people feel they function on a personal and social level and evaluate their lives (Michaelson et al., 2012). Both variables play a role in championing adolescents' overall wellness, especially in schools in this age of VUCADD-BANI. This study highlights the dearth of literature in the Filipino context, emphasizing young people's well-being and gratitude. This research quantitatively explored the prediction between gratitude and well-being among secondary students (n=91) in a private school in Manila. The sample size was determined through G*Power 3.1.9.7; the subjects were selected through a random stratified sampling technique. The data was run through JAMOVI version 2.4.14 and found a positive and moderate relationship ($p < 0.001$, $r = 0.61$) between gratitude and psychological well-being among secondary learners. Moreover, gratitude can predict psychological well-being by 41% among the participants. The findings suggest that fostering gratitude among secondary learners can improve mental health outcomes. Practicing gratitude can lead to greater self-acceptance, personal growth, positive relations, and purpose in life, which mitigates distress among secondary students. This can serve as a basis for gratitude-focused interventions and school counseling programs that enrich students' well-being by flourishing gratitude at the secondary level.

Keywords: Counseling; Gratitude; Positive psychology; Psychological well-being; Secondary students.

1.0 Introduction

During and after the onslaught of the worldwide health issue, the negative impact of the pandemic on people's well-being has become prevalent globally. With this abrupt disruption, understanding young people's mental health, championing well-being, and making it a priority have since then become the top focus of mental health professionals and advocates. Rooted in the tenets of Positive Psychology, it is emphasized that being grateful has a great contribution to predicting self-satisfaction, emotional resilience, and social inter-relationship. There is an emerging lens as to what Positive Psychology can do in dealing with the public mental illness crisis. The wide reception of the media catapulted its prominence inside and outside the field of counseling and psychology. Moreover, with the volatility, uncertainty, complexity, ambiguity, diversity, and dynamics (VUCADD) world now brittle, anxious, non-linear, and incomprehensible (BANI) times, it is vital and essential for people to equip themselves with tools that will combat the challenges and threats that may influence their well-being.

The calls to address the public mental health crises were sought to be widened, and considering the role that positive factors can fulfill in combating mental illness was magnified. Bolstering mental health and building processes and capacities that may help strengthen future mental health has become a priority. Several Positive Psychology factors such as meaning, coping, self-compassion, courage, gratitude, positive emotions, positive interpersonal processes, high-quality connections, and other character strengths have been integrated into new counseling interventions and existing effective programs such as self-administered computer training, mental health first aid, cognitive behavioral therapy groups, social media interventions and delivery of both music therapy and counseling (Waters et al., 2022).

In maintaining or improving a healthy sense of well-being, gratitude is one of the affective traits or emotions that positively impact one's well-being. Gratitude, when continuously practiced, can improve well-being and lead to a reduction of stress and anxiety. According to the American Psychological Association (2018), gratitude is not merely admitted as acceptance of a material gift or service but also an acknowledgment of intangible presents such as emotional support, kindness, or opportunities. Gratitude refers to one's awareness that consciously acknowledges the positive things occurring in one's life, whether these are the result of other people's actions, achievements, or fortunate events. With reflection on such events, most people tend to have increased feelings of happiness, contentment, and satisfaction. Gratitude can be the best complimenting therapeutic intervention for people especially if they feel overwhelmed with life stressors (Diniz et al., 2023). The World Health Organization (2022) describes well-being as a positive state experienced by individuals and societies like health. Determined by social, economic, and environmental conditions, it is a resource for people's daily lives, encompassing quality of life and both an individual and society's ability to contribute to giving the world a sense of meaning and purpose.

Research establishes a strong correlation between gratitude and psychological well-being; for instance, in the educational setting, adolescents with high levels of gratitude tend to experience greater life satisfaction and a heightened sense of purpose (Li et al., 2023). Expressing gratitude can be an interdependent relation behavior that enhances social relationships and encourages prosocial conduct, creating a positive spiral cycle wherein the giver and receiver receive rewards in return (Algoe et al., 2020). Further studies conducted on the beneficial effects of practicing gratitude among young people have proven its positive influence and relationship to the improvement of one's psychosocial well-being. Gratitude is associated with the hope that when the former elevates, the latter increases (Aggarwal, 2023). It has also increased life satisfaction (Datu & Bernardo, 2020). Alongside psychological well-being, gratitude is also significantly related to happiness (Jayakumar & Gupta, 2021). As an estimator variable of psychological well-being and happiness, an individual possessing the attitude of gratitude has higher levels of psychological well-being, happiness, and sound mental health throughout their life. Another study involving young adults found that gratitude can help strengthen a person's character strengths and increase well-being when boosted with happiness (Kharbanda & Mohan, 2021). The study of Handa and Rikhi (2022) found the relationship between gratitude and happiness, which concluded that a happier person expresses more gratitude than an unhappy person. Gratitude can become the most predictive variable for psychological well-being when paired with hope, optimism, and life satisfaction (Kardas et al., 2019). Additionally, heightened gratitude and increased resilience result in improved psychological well-being (Panhwar & Malik, 2023).

Furthermore, gratitude shown to have a direct and positive impact on academic engagement (Zhen et al., 2021). Grateful students have better learning-related outcomes, such as higher levels of autonomous motivation, engagement, and achievement (King & Datu, 2018). In a recent study by Yudiani et al. (2023), a significant and positive relationship was found between gratitude and academic self-efficacy on academic engagement - the higher the gratitude, the higher the students' academic engagement will be. Evidence of gratitude in improving motivation among high school students was documented wherein learners who frequently expressed gratitude for their benefactors' actions helped keep them motivated and satisfied with their lives over a semester (Armenta et al., 2022). Gratitude can also positively predict learning engagement among adolescents (Jin & Wang, 2019).

Gratitude and grit were found to protect the subjective well-being of college students, resulting in better-coping abilities against the pandemic adversity (Bono et al., 2020). Additionally, gratitude was also proven to be significantly associated with decreased psychological harm and greater resilience. When it comes to suicide risk among college students, gratitude was related to less risk of suicide via beneficial associations with hopelessness, depression, social support, and substance misuse (Kaniuka et al., 2020). In the Philippines, grateful individuals

are likely to experience positive affective states as gratitude gives way to opportunities to establish new interpersonal connections and commemorate and maintain existing social ties (Datu et al., 2022). The necessity for integrating gratitude when formulating support programs targeted at students' holistic success was suggested (Mason, 2019). Regarding improving eating behavior among adolescents and young adults, gratitude-based interventions like writing activities also facilitated improvements in healthy eating behavior (Fritz et al., 2019). Lastly, gratitude and self-esteem can predict the mental well-being of adolescents (Jindal et al., 2022).

Studies have been conducted, evidencing the relationship between gratitude and well-being. However, there is a lack of analysis of these variables in the local or Filipino context. Furthermore, an insufficient study ventured into the population of secondary students. Additionally, literature often neglects the prediction of gratitude for psychological well-being. This research will serve as a post-pandemic reference to the relationship between gratitude and psychological well-being among young people. The results of this study can be used as a basis for interventions and other programs around school counseling, such as social and emotional learning (SEL) and values education, all aimed at flourishing gratitude and enriching psychological well-being among Filipino students, especially at the secondary level.

2.0 Methodology

2.1 Research Design

This study used a quantitative method, specifically the correlation-regression design, to investigate the relationship and prediction between gratitude and psychological well-being. This research design investigates relationships and predictions between variables without the researcher directly controlling or manipulating any variables. A correlation reflects the strength and direction of the relationship between gratitude and psychological well-being among secondary students. Also, the direction of a correlation can be either positive or negative. In this study, gratitude will be the independent variable or predictor, while psychological well-being is the dependent variable or the outcome.

2.2 Research Locale

The study was conducted in one of the oldest private schools in Manila, Philippines.

2.3 Research Participants

Data from this study was collected from Grade 7 to Grade 10 students. Through G*Power 3.1.9.7, the researchers determined that the ideal sample size of the study would be equal to or greater than 89 respondents. G*Power is a free software widely used to determine the precision of research sample sizes. This power analysis software supports various statistical methods and is valued for its time-saving capability and user-friendliness. An estimated 48,000 articles were published between 2017 and 2022 reporting its use (Thibault et al., 2024). The researchers set the effect size at 0.15, the statistical power at 0.95, and the significance level at 0.05. In this case, there is a 95% chance that the real value is within ± 5 margin of error of the measured value. A random stratified sampling technique was utilized for the study. Stratified random sampling is a widely used technique that divides a population into strata before randomly sampling from each stratum (Nguyen et al., 2020). In this study, the researchers divided the respondents into four strata based on the grade level of the students, namely, grade 7, grade 8, grade 9, and grade 10. Moreover, the researchers divided the participants into three substrata based on the number of sections per grade level. Four general strata and twelve substrata are created to ensure the sample's representativeness. Through sample size proportion, it was determined that 20 students would be recruited from Grade 7, 26 students would be coming from Grade 8, 21 students from Grade 9, and 24 from Grade 10. The researchers used a wheel of names application to select the participants randomly per section and grade level. Hence, the random stratified sampling technique utilized in this research increased the estimation precision of the participants and is more efficient than simple random sampling (Zaman, 2020).

2.4 Research Instrument

The researchers utilized two valid and open-access questionnaires for this investigation. First, participants completed a self-report questionnaire called the Gratitude Questionnaire (GQ-6) (McCullough et al., 2002). It is a 6-item scale with a 7-point Likert scale ranging from "1 - Strongly Disagree" to "7 - Strongly Agree." It measures the tendency to recognize, respond, and experience gratitude. Statements such as "I have so much in life to be thankful for" and "If I had to list everything that I felt grateful for, it would be a very long list" are included in the

scale. It was reported as having good internal consistency with coefficient alphas between .82 and .87. Two negatively formulated items (3 and 6) are reverse-coded. The scores can range from 6-42, which implies that the higher the score, the higher the gratitude disposition. The second scale utilized in this study is Ryff's Psychological Well-being Scale. Participants answered the shortened version of the scale, which has a total of 18 items with a 7-point Likert scale ranging from "1 - Strongly Agree" to "7 - Strongly Disagree" (Ryff & Keyes, 1995). It is a self-report instrument that measures six dimensions of psychological well-being: autonomy, environmental mastery, self-acceptance, personal growth, positive relations with others, and purpose in life. Items such as "I like most parts of my personality" and "I judge myself by what I think is important, not by the values of what others think is important" are included in the instrument. For scoring, items 1, 2, 3, 8, 9, 11, 12, 13, 17, and 18 must be reverse-coded before summing the score to get the overall measures of Psychological Well-being. A higher score means a higher level of psychological well-being. The scale was reported to have Cronbach's Alpha ranging from 0.72 to 0.80 (Crouch, 2016). Permission from the authors to convert these scales into Google Forms was sought.

2.5 Data Gathering Procedure

The researchers wrote a letter of permission to conduct the study and get the necessary demographic data of the students in the chosen secondary school. This letter was addressed to the OIC Principal and noted by the High School Academic Coordinator. Once approved, the researchers disseminated a parent consent letter to each student and provided it to their legal guardians. The nature and purpose of the research were written on the Parent Consent Form. After two weeks, all the parent consent forms were collected, and the researchers administered the two research questionnaires to students who secured parents' consent. It is important to note that the measurement tools were converted into Google Forms for the convenience of the students. The results gathered from the instruments were cleaned, coded, analyzed, and interpreted. Initially, the researchers conducted data cleaning and coding. The researchers determined that there were no missing data gauges from the respondents. Afterwards, all the texts from the respondents' demographic data were retained. In contrast, the texts from the point-Likert scales were removed before coding the data for easy reference in the statistical software. The researchers used the JAMOWI 2.4.14 to run the descriptive, correlation, and linear regression analysis. First, the frequency table was created for the demographic profile of the respondents in terms of grade level and age. Second, the means and standard deviations of gratitude and psychological well-being were analyzed to determine the levels of these two variables. Third, the researcher ran a correlational analysis to determine the significant relationship between gratitude and psychological well-being, which must be equal to or less than the probability value of 0.05. The R-value was also determined to understand the strength and direction of the relationship between gratitude and psychological well-being. Lastly, a linear regression analysis was run to determine the coefficient of determination between gratitude and psychological well-being among secondary students.

2.6 Ethical Considerations

This research study followed ethical guidelines. The terms of voluntary participation, nature, and purpose of the research were outlined on the Parent Consent form to ensure ethical standards. The researchers explained that answering the questionnaires is by personal choice and that students are free to decline the surveys without negative consequences. Participants can withdraw their responses during and after the data-gathering procedure if requested. Furthermore, the principle of anonymity was also adhered to by making the respondents' names optional. The researchers guaranteed that students' data would remain confidential and only be shared with parties involved in this research undertaking. Additionally, the researchers stated that there is no risk of harm in completing the survey questionnaires. All the collected demographic data were freely obtained from the subjects and were clearly explained in verbal and written form to abide by the Data Privacy Act of 2012. Lastly, the research results are promised to be shared in the school and will be communicated to the student participants.

3.0 Results and Discussion

3.1 Demographic Profile of the respondents in terms of Grade Level and Age

The results (see Table 1) show the frequency and percentage of participants regarding grade level and age. Grade 8 students have the highest number ($f=26$, $\%=28.6\%$) compared to the other three grade levels: 7 ($f=20$, $\%=22.0\%$), 9 ($f=21$, $\%=23.1\%$), and 10 ($f=24$, $\%=26.4\%$). Participants aged 14 are the highest ($f=33$, $\%=36.3\%$), while those aged 17 are the lowest ($f=2$, $\%=2.20\%$).

Table 1. The demographic profile of the respondents in terms of grade level and age

Grade Level	Frequency	Percentage (%)
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7	20	22.0
8	26	28.6
9	21	23.1
10	24	26.4
Age		
12	9	9.9
13	15	16.5
14	33	36.3
15	21	23.1
16	11	12.1
17	2	2.20
Total	91	100.0

3.2 Description of the Gratitude

The data reveals in Table 2 that participants generally recognized a strong sense of gratitude, as specified by high mean scores for statements like "I have so much in life to be thankful for" (mean = 6.03) and "As I get older, I find myself more able to appreciate the people, events, and situations that have been part of my life history" (mean = 6.11). These responses proposed that, on average, participants documented and valued the positive aspects of their lives and relationships. Gordon et al. (2021) researched that gratitude can lead to positive social relationships. This is associated with high mean scores for statements such as "I am grateful to a wide variety of people," which suggest that being grateful strengthens social support networks and mental health by establishing interactions with others. The standard deviations (around 1.3 to 1.4) for these items showed that most participants had a similar level of agreement. However, some distinctions indicated that while gratitude was common, individuals may have experienced it with divergent strengths.

Table 2. The means, standard deviations, and interpretations of gratitude

Indicators	Mean	SD	Interpretation
1. I have so much in life to be thankful for.	6.03	1.41	Agree
2. If I had to list everything I felt grateful for, it would be very long.	5.64	1.46	Agree
3. Looking at the world, I do not see much to be grateful for.	5.45	1.52	Slightly Agree
4. I am grateful to a wide variety of people.	5.78	1.47	Agree
5. As I age, I find myself more able to appreciate the people, events, and situations that have shaped my life.	6.11	1.28	Agree
6. A long time can go by before I feel grateful for something or someone.	3.81	1.78	Neutral
Overall	5.47	1.49	Slightly Agree

However, certain statements, such as "When I look at the world, I do not see much to be grateful for" (mean = 5.45) and "Long amounts of time can go by before I feel grateful to something or someone" (mean = 3.81), reflected a more nuanced or fluctuating relationship with gratitude. These items, particularly the latter with a high SD of 1.78, revealed greater variability, indicating that some participants steadily moved gratitude while others experienced it less recurrently or occasionally. Overall, the weighted mean of 5.47 and a moderate SD of 1.49 reflected that participant slightly agreed with the gratitude statements, acknowledging gratitude in their lives even if it was not universally strong. This suggested that while gratitude was generally a positive aspect of their viewpoints, discrete experiences varied, giving importance to gratitude as a somewhat flexible, personal response to life's conditions. Kleiman et al. (2018) investigated how gratitude improved mental health outcomes, particularly emphasizing how it lessened anxiety and depressive symptoms. Gratitude has been shown to increase life satisfaction and positive affect, reducing the risk of developing depressive symptoms. The high mean scores associated with statements about gratitude that represent good life perspectives correspond with results indicating gratitude has beneficial effects on psychological well-being, which this study supports.

3.3 Description of the Psychological Well-being

Table 3 shows that the overall weighted mean of 4.90, which explains a "Little Agree" interpretation, implies that participants had moderate psychological well-being. It also suggests significant areas of ambivalence even when participants maintained some satisfaction with their own personalities and life circumstances.

Table 3. The means, standard deviations, and interpretations of psychological well-being

Indicators	Mean	SD	Interpretation
1. I like most parts of my personality.	5.52	1.14	Somewhat Agree
2. When I look at the story of my life, I am pleased with how things have turned out so far.	5.45	1.41	A Little Agree
3. Some people wander through life, but I am not one of them.	5.02	1.56	A Little Agree
4. The demands of everyday life often get me down.	3.24	1.73	A Little Disagree
5. In many ways, I feel disappointed about my achievements in life.	4.19	2.01	Neither Agree nor Disagree
6. Maintaining close relationships has been difficult and frustrating for me.	4.04	1.95	Neither Agree nor Disagree
7. I live life one day at a time and do not think about the future.	4.46	1.99	Neither Agree nor Disagree
8. In general, I feel I am in charge of the situation in which I live.	4.96	1.41	A Little Agree
9. I am good at managing the responsibilities of daily life.	4.91	1.53	A Little Agree
10. I sometimes feel as if I have done all there is to do in life.	5.04	1.93	A Little Agree
11. life has been a continuous process of learning, changing, and growth.	6.42	0.92	Somewhat Agree
12. I think it is important to have new experiences that challenge my thinking about myself and the world.	6.46	0.83	Somewhat Agree
13. People would describe me as giving and willing to share my time with others.	5.35	1.36	A Little Agree
14. I gave up trying to make big improvements or changes in my life long ago.	4.89	1.97	A Little Agree
15. I tend to be influenced by people with strong opinions.	3.21	1.57	A Little Disagree
16. I have not experienced many warm and trusting relationships with others.	4.64	1.92	A Little Agree
17. I have confidence in my own opinions, even if they differ from how most other people think.	5.36	1.58	A Little Agree
18. I judge myself by what I think is important, not by the values of what others think is important.	5.04	1.60	A Little Agree
Overall	4.90	1.58	A Little Agree

A degree of acceptance of oneself and control is suggested, for instance, by statements like "I like most parts of my personality" (mean = 5.52) and "In general, I feel I am in charge of the situation in which I live" (mean = 4.96). Vallerand and Verner-Filion (2020) pinpoint how fulfilling the basic psychological needs outlined in self-determination contributes to psychological well-being and self-acceptance. It indicated that individuals who control their lives experience better overall well-being. However, other statements such as "Some people wander through life, but I am not one of them" (mean = 5.02) and "I live life one day at a time and do not think about the future" (mean = 4.46) show individuals' differing perspectives on life direction and future planning. Individuals who agree may see themselves as actively participating in life rather than passively cruising the first statement. It had a comparatively high mean score and implied an impression of meaning and purpose. This is consistent with showing how crucial establishing target goals and having a clear purpose are related to psychological wellness (Delle Fave & Bassi, 2018).

Furthermore, the variability in responses is presented by the standard deviations, with values ranging from 0.83 to 2.01. For instance, the item "For me, life has been a continuous process of learning, changing, and growth" had a high mean score of 6.42 and a low standard deviation of 0.92, indicating strong agreement and consensus among participants about the importance of growth and learning in their lives. Wang and Shi (2019) found that emotional intelligence plays a significant role in fostering interpersonal relationships and enhancing psychological well-being. This finding is relevant to the item "I have not experienced many warm and trusting relationships with others," which had a mean score of 4.64 in the current study, as the higher standard deviation of 1.92 indicates significant variability in participants' perceptions of their social connections, revealing a divide between those who feel adequately supported and those who struggle to form meaningful relationships. These findings reflect a

bound result between positive self-regard, a desire for growth, and the challenges of navigating relationships and life's demands.

3.4 Relationship between Gratitude and Psychological Well-being

Table 4 shows the relationship between Gratitude and Psychological Well-being among secondary students. It shows that the probability obtained (<0.001) is less than the probability criterion of 0.05. The researchers, therefore, rejected the null hypothesis and inferred that there is a significant relationship between Gratitude and Psychological Well-being.

Table 4. Relationship between gratitude and psychological well-being				
Variables	R-value	p-value	Decision	Remarks
Gratitude	0.64	<0.001	Reject H_0	Significant
Psychological Well-being				

Moreover, this association is positive and moderate ($r = 0.64$), which means that as Gratitude increases, Psychological Well-being also increases. Consequently, when Gratitude decreases, the Psychological Well-being decreases too. The findings of the study are consistent with the research of Taruna et al. (2022), wherein it was found that gratitude and hope have been found to predict psychological well-being among emerging adults positively. Gratitude is also associated with increased life satisfaction and psychological well-being among Filipino undergraduate students, mediated by academic self-efficacy (Buenconsejo et al., 2024). Moreover, gratitude interventions, particularly gratitude journaling, have improved overall well-being and reduced negative affect, stress, and anxiety among college students (Tolcher et al., 2022).

3.5 Regression Analysis of Gratitude on Psychological Well-being

The results in Table 5 show the prediction of Gratitude to Psychological Well-being. The regression coefficient for Gratitude is 0.46. Moreover, the standard error obtained is 0.06, while the t-value is 7.83 for the predictor.

Table 5. Linear Regression of Gratitude on Psychological Well-being					
Predictor	Estimate	SE	t-value	p-value	Remarks
Intercept	2.38	0.33	7.30	<0.001	Significant
Gratitude	0.46	0.06	7.83	<0.001	Significant
$R^2 = 0.41$, Adjusted $R^2 = 0.40$, ANOVA for regression = 61.4					

Furthermore, ANOVA for the regression model gauges an F-value of 61.4 with a probability value of <0.001 , suggesting that gratitude explains the significant variance in the psychological well-being among secondary students. It revealed that the coefficient of determination obtained is 0.41, meaning that 41% of Gratitude can predict Psychological Well-being among secondary students. This finding supports the study of Zhang et al. (2022), wherein the cognitive-affective structure of gratitude reveals that general and affective gratitude positively predicts subjective well-being, while cognitive gratitude shows negative associations. Daily diary studies indicate that gratitude positively relates to both hedonic and eudaimonic well-being on the same day and predicts improved well-being the following day. This finding underscores the significance of fostering gratitude to support students' well-being. Contemporary studies featured the role of gratitude in predicting psychological well-being among adolescents and secondary students. Gratitude has been found to predict psychological well-being and happiness among undergraduate students (Bilong et al., 2021). Higher gratitude experience enhanced psychological well-being alongside social support and self-esteem (Moltafet & Sharifi, 2021). In this study, it was confirmed that gratitude can predict psychological well-being by 41%. Interestingly, this data is higher than the 21.1% contribution of gratitude to psychological well-being among adolescents (16-20 years old) in Indonesia (Reza et al., 2024).

4.0 Conclusion

The study concluded that gratitude predicts psychological well-being among secondary students. This study suggests encouraging students to practice gratitude can improve learners' mental health outcomes. Gratitude flourishes in autonomy, environmental mastery, self-acceptance, personal growth, positive relations with others, and purpose in life, which are shown to alleviate mental health problems that secondary students commonly

experience. Gratitude is one of the affective traits or emotions that positively impact people's well-being; it also plays a crucial role in maintaining and improving a healthy sense of well-being. When continuously practiced or exhibited, gratitude improves wellness and helps reduce exam-related stress and anxiety among students (Jain, 2020). Adolescents possessing high levels of gratitude were proven to be experiencing greater life satisfaction, while grateful students may attain a heightened sense of life purpose and well-being (Yang et al., 2020). The researchers recommended that school counseling programs focus on cultivating gratitude among secondary students by implementing activities that will promote gratitude and enhance well-being. The case of Meyer & Stutts (2023) shows that domain-specific gratitude interventions were particularly beneficial for psychological health, decreasing stress and negative emotions while increasing positive affect. Moreover, school counselors are encouraged to guide students in exploring gratitude and encourage the flourishing of this positive trait to increase psychological well-being. In the case of Bono et al. (2020), it was emphasized that gratitude intervention, such as psychoeducation through a social media approach, could lead to improvements in gratitude, mental health, and personal/social well-being of high school students. In the review of Adiwinata and Yustiana (2023), it was proposed that school counselors should facilitate activities like counting blessings, three good exercises, and gratitude visits to help develop gratitude among adolescents. Future researchers should select other school stakeholders, such as teachers and administrators, to study their gratitude and psychological well-being. It is also best to determine the prediction of gratitude to psychological well-being across educational levels: elementary, senior high school, undergraduate, and graduate students. Moreover, sophisticated statistical analysis such as mediation, moderation, and structural equation modeling is recommended to explore the association between gratitude and psychological well-being thoroughly.

5.0 Contributions of Authors

The authors indicate equal contribution to each section. The authors reviewed and approved the final work.

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7.0 Conflict of Interests

One of the authors is a High School Guidance Mentor at the chosen secondary school during the data gathering completion. Other than that, the authors declare no conflicts of interest in the publication of this paper.

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