

THE IMPACT OF GRATITUDE ON PSYCHOLOGICAL WELL-BEING OF SCHOOL TEACHERS IN THE RATHNAPURA DISTRICT, SRI LANKA

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ABSTRACT

In recent years, the importance of understanding and improving the psychological well-being of school teachers has been increasingly emphasized. Enhancing teachers' psychological well-being is crucial for fostering healthy relationships between teachers and students as well as for improving positive work behaviors and outcomes. Various factors influence teachers' psychological well-being, with gratitude being one of them. Few studies have been conducted in the Sri Lankan context, and few have examined the impact of gratitude on the psychological well-being of schoolteachers. Therefore, this study aimed to explore the impact of gratitude on the psychological well-being of schoolteachers in Ratnapura District. Gratitude was assessed using three main dimensions: attitudinal gratitude, relational gratitude, and collective gratitude. A sample of 231 schoolteachers from all four zonal educational units in Ratnapura District was selected using a stratified random sampling method. Data were analyzed using univariate, bivariate, and multivariate analyses. The findings revealed that both attitudinal gratitude and collective gratitude have a significant positive impact on psychological well-being. Relational gratitude did not have a significant effect on psychological well-being. Based on these findings, it can be concluded that gratitude significantly impacts the psychological well-being of schoolteachers. Cultivating a culture of collective appreciation and encouraging personal reflection practices are recommended to boost gratitude, which significantly affects teachers' psychological well-being.

Keywords: gratitude, psychological well-being, school teachers