

## INFLUENCE OF GRATITUDE, SELF-EFFICACY, AND SUBJECTIVE HAPPINESS ON SATISFACTION WITH LIFE AMONG NURSING STUDENTS IN FCT, ABUJA

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### ABSTRACT

*The study investigated the influence of Gratitude, Self-efficacy, and Subjective Happiness on Satisfaction with Life among Nursing Students in the School of Nursing and Midwifery FCT, Abuja, Nigeria. Using a quantitative survey design, data was collected from a randomly selected sample of two hundred and seven (207) students (100 males and 107 females) across all three levels of the school. Self-administered questionnaires consisting of the Gratitude Questionnaire (Q6), the New General Self-Efficacy (NGSE), the Subjective Happiness Scale (SHS), the Satisfaction With Life Scale (SWLS), and socio-demographic questions constituted the research instruments used for data collection. Five research hypotheses were postulated and tested using linear regression analysis. The results showed that gratitude significantly influenced subjective happiness ( $R^2 = .067$ ,  $F(1, 205) = 14.74$ ,  $B = .259$ ,  $P.05$ ). Self-efficacy did not influence subjective happiness ( $R^2 = .71$ ,  $f(1, 205) = 15.621$ ,  $B = -.266$ ,  $P.05$ ). Gratitude significantly influenced satisfaction with life ( $R^2 = .071$ ,  $F(1, 205) = 15.621$ ,  $B = -.266$ ,  $P.05$ ). Self-efficacy significantly influenced satisfaction with life ( $R^2 = .059$ ,  $F(1, 205) = 12.960$ ,  $B = 2.44$ ,  $P.05$ ). Gratitude and self-efficacy significantly and jointly influenced subjective happiness ( $R^2 = .127$ ,  $F(2, 204) = 14.844$ ,  $B = 394.279$ ,  $P.05$ ). On the basis of the findings, it was recommended that nursing students be encouraged to focus on the positive aspects of life, such as consciously redirecting their attention away from negative stressors associated with the Nigerian educational system and actively seeking out the good in situations, as this can help increase feelings of gratitude and happiness.*

**Keywords:** *Gratitude, Self-efficacy, Subjective happiness, Satisfaction with life, Nursing students.*

### INTRODUCTION

Throughout history and around the world, religious leaders and philosophers have extolled the virtue of gratitude. Some have even described gratitude as “social glue” that fortifies relationships between friends, family, and romantic partners and serves as the backbone of human society. But what is gratitude? Where does it come from? Why are some people seen as being naturally more grateful than others? And are there ways we can foster more feelings and expressions of gratitude? Gratitude is a construct that has inspired interest in most researchers because it has been considered an important factor in human personality and social life (Emmons and McCullough, 2003; Gallius, 1998). Gratitude is a form of affective experience, defined as “a stable predisposition towards certain types of emotional responding”. McCullough et al. (2002) have defined gratitude as “the grateful disposition as a generalised tendency to recognise and respond with grateful emotion”. According to Cicero, gratitude is more than “the greatest virtue”; it is also “the mother of all other remaining virtues” (Summer, 2018). In many respects, research supports this sentiment. The experience of gratitude encourages us to appreciate what is good in our lives;

people with more grateful dispositions report being happier and more satisfied with their lives. Gratitude also functions as social glue that facilitates the formation of new friendships, enriches our existing relationships, and underlines the very foundation of human society.

Self-efficacy is the extent or strength of one's belief in one's own ability to complete tasks and reach goals. Psychologists have studied self-efficacy from several perspectives, noting various paths in the development of self-efficacy; the dynamics of self-efficacy and lack thereof in many different settings; interactions between self-efficacy and self-concept; and habits of attribution that contribute to, or detract from, self-efficacy. Self-efficacy contributes to well-being and adjustment in the face of life's adversity (Hoeltje, 1996). There is emerging evidence of an association between a child's self-efficacy and increased abilities with regards to peer sociability, self-reliance, scholastic achievement, behavioural conduct, and less anxiety (Hoeltje, 1996). Self-efficacy levels can increase or hamper motivation. People with high self-efficacy approach difficult tasks as challenges and do not try to avoid them. "People's self-efficacy beliefs determine their level of motivation, as reflected in how much effort they will exert in an endeavour and how long they will persevere in the face of obstacles" (Bandura, 1989).

Happiness has been defined as the appraisal, both affective and cognitive, of one's own life, consisting of general satisfaction with life, the presence of positive affects, and the absence of negative ones (Diener et al., 1999). Happiness as a human feeling varies widely, from severe sorrow to severe happiness. Happiness is the most important desired feeling, and many equivalents have been used for it, including joy, happiness, euphoria, well-being, etc. The happiness of Nursing Students is well suited to study because it is important for these students to have a comprehensive and mature grasp of the concept of emotions, including happiness.

Life satisfaction is a measure of a person's well-being, assessed in terms of mood, relationship satisfaction, achieved goals, self-concepts, and self-perceived ability to cope with life. Life satisfaction involves a favourable attitude towards one's life rather than an assessment of current feelings. Life satisfaction has been measured in relation to economic standing, degree of education, experiences, residence, and other factors. Life satisfaction is a key part of subjective well-being. Many factors influence subjective well-being and life satisfaction. Socio-demographic factors include gender, age, marital status, income, and education. Psychosocial factors include health and illness, functional ability, activity level, and social relationships. This study is to explore how life satisfaction and subjective happiness can be influenced by gratitude and self-efficacy.

### **Statement of the Problem**

Gratitude and life satisfaction are associated with several indicators of a good life (e.g., health, professional behaviour, and relationships). Life satisfaction and gratitude are important to living a good life. Gratitude has been conceptualised from different perspectives. Research has found that higher gratitude is associated with a better life, indexed as higher positive effects, self-esteem, positive emotions, optimism, autonomy, environmental mastery, relationships, personal growth, meaning in life, and self-acceptance. Gratitude has also been associated with lower ill-being in terms of negative effects such as depression, anxiety, phobias, bulimia, addictions, negative emotions, dysfunctions, anger, and hostility (Davis et al., 2016; Wood et al., 2010).

Self-efficacy is described by Bandura (1978) as the individual conviction that one can successfully execute the behaviour required to produce the outcome that is expected or desired. Self-efficacy beliefs influence how people think, feel, motivate themselves, and act. Self-efficacy is concerned with the perception or judgment of being able to accomplish a specific goal and cannot be sensed globally.

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The Rich theory (Kehle, 1999; Kehle et al., 2002) denies happiness as a synonym of psychological health, and, accordingly, happy people have four characteristics: resources (feeling of independence or control over one's life), intimacy (friendship, empathy, and capacity to enjoy the company of others), competence (capacities and awareness of these skills), and health (being aware of and practicing healthy behaviour).

Life satisfaction is an umbrella concept consisting of the contentment derived from the closest social circles, which include family (Huebner, 1991; Zhou et al., 2020). Life satisfaction also refers to an individual's cognitive and subjective evaluation of well-being (Salimi, 2011; Tsurumi et al., 2021), which reflects the level of happiness or unhappiness. High life satisfaction is linked to happiness and the achievement of a "good life", whereas negative evaluations of one's life mean the opposite (Proctor et al., 2008; Lado et al., 2021).

## LITERATURE REVIEW

### Gratitude and Satisfaction with Life

Gratitude and satisfaction with life scientific evidence suggests there is a relationship between gratitude and well-being (Wood et al., 2010). Subjective well-being is composed of two dimensions: one that is cognitive and the other that is emotional. The first is related to the individual's level of satisfaction with life, and the second results from the prevalence of positive over negative affect (NA) (Diener, 1984). In general terms, gratitude stems from the recognition that something good happened to you, accompanied by an appraisal that someone, whether another individual or an impersonal source, such as nature or a divine entity, was responsible for it (Emmons and Shelton, 2002; Watkins et al., 2009). The mechanism by which gratitude is related to well-being is uncertain (Emmons and Mishra, 2011), but since Emmons and McCullough (2003) started investigating the influence of gratitude interventions on well-being, the results were so inspiring that they sparked various other studies (Davis et al., 2016).

One of the most commonly researched interventions is the gratitude list (Emmons and McCullough, 2003), where individuals list three to five things they feel grateful for during the day. This is a simple and quick activity that can promote increased positive affect (PA) (Martinez-Marti et al., 2011), happiness (Mongrain and Anselmo-Mashews, 2012), life satisfaction (Manthey et al., 2016), decreased NA (Chan, 2013), stress (Kerr et al., 2015), and depression syndromes (Soushweil, 2012). Previous research has also suggested that the practise of gratitude is related to prosociality (McCullough et al., 2002), relationship formation and maintenance (Algoe et al.,

2008), physical health symptoms (Emmons and McCullough, 2003), and sleep (Wood et al., 2009).

### **Gratitude and Subjective Happiness**

Gratitude encompasses many ideas, depending on its use and context. In simple terms, it can be expressed as a feeling of being thankful and appreciative. With gratitude, people recognise the goodness present in their lives, which comes from sources within and without. The benefits of being grateful are numerous. Positive psychology research presents well-founded evidence to support the tangible relationship between wellbeing and gratitude (Emmons et al., 2019). Using Fredrickson's (2004) broadening and building theory of positive emotions, researchers propose an upward spiral of gratitude and well-being where gratitude essentially creates an individual's psychological, social, and spiritual resources (Emmons and McCullough, 2003; Fredrickson, 2012). As research in the domain of gratitude is advancing, several underlying mechanisms through which gratitude supports long-term subjective well-being are also being explored (Watkins, 2004). Apart from philosophical and psychological perspectives, recent research discusses the benefits of gratitude, especially for higher happiness levels, from a neuroscientific standpoint. For instance, Cahosh (2018) recommends that promoting a culture of gratitude can release dopamine, the neurotransmitter that makes us feel good. Previous researchers, including Emmons and McCullough (2003), Watkins et al. (2003), Park and Peterson (2006), Algoe (2012), and Nguyen and Gordon (2020), have reported a positive linkage between gratitude and happiness.

### **Self-Efficacy and Subjective Happiness**

Self-efficacy beliefs are an individual's evaluations of his or her specific competence and are integral to one's ability to self-regulate behaviour and learning (Gregg, 2009). Bandura (2001) defined self-efficacy as "people's beliefs in their capacity to exercise some measure of control over environmental events. It was observed that self-efficacy influences the way one thanks and determines an individual's motivations and behaviour (Bandura, 1994; Maria et al., 2014).

Hamimi (2018) asserted that individuals with low self-efficacy feel incapable of exercising control over their life events, losing their hopes once they fail to overcome hurdles even at the first attempt. Low self-efficacy can undermine motivation, destroy wishes, interfere with cognitive abilities, and have a negative impact on physical health. People who have high self-efficacy believe that they have the ability to deal with different issues and solve problems, and this ability helps them to focus on different subjects and control them. Therefore, as presented in the introduction, individuals who have the ability to exercise self-control and self-efficacy feel happier because of the control they feel over the issues in their lives. In fact, they do not feel weak and ineffective, and they do not consider themselves helpless. They know they have the ability to control their lives and choose different solutions. And this awareness brings happiness to their lives. In fact, it can be said that people who know they are in control of their own lives are happier than those who feel helpless and compelled to live. Thus, it can be expected that self-efficacy has a relationship with happiness (Hamini, 2018).

## **Self-efficacy and Satisfaction with life**

Self-efficacy is the extent or strength of one's own ability to complete tasks and reach goals. Ormrod (2006); Self-efficacy affects every area of human endeavour. By determining the beliefs a person holds regarding his or her power to affect situations, it strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make. These effects are particularly apparent and compelling with regard to behaviours affecting health (Luszczynska and Schwarza, 2005). Self-efficacy is exercising control over one's life (Bandura, 1986, 1997).

Attending to life satisfaction is an indispensable part of human needs. Life satisfaction causes positive emotions to overcome negative emotions in one's life and represents high quality in different aspects of their individual and social lives, like high self-esteem, optimism, self-control, and positive affect. In general, life satisfaction is a comprehensive concept that can be related to variables such as living standards, mental health, self-efficacy, and psychological well-being. One of the variables related to life satisfaction is self-efficacy. Results of studies have shown that high rates of self-efficacy in individuals generally predict satisfaction with life because self-efficacy is a predictor of quality of life, well-being, happiness, or overall adaptation and health in individuals. Furthermore, recent studies have shown that people's self-efficacy positively predicts independence motivation, and an individual's independence motivation is a predictor of high satisfaction with life. The results of one study on students, as samples, indicate that a student's effort to attain personal goals, i.e., an aspect of self-efficacy, causes them to experience a higher level of life satisfaction. Among the adolescent samples, the results show that self-efficacy is a source related to adolescents' experiences with life satisfaction, which is consistent with the theory of self-efficacy and shows that people with high self-efficacy are more realistic and positive in evaluating their resources and practical competence. As a result, they experience more life satisfaction.

## **Hypotheses**

1. Gratitude will significantly influence subjective happiness.
2. Self-efficacy will significantly influence subjective happiness.
3. Gratitude will significantly influence satisfaction with life.
4. Self-efficacy will significantly influence satisfaction with life.
5. Gratitude and self-efficacy will significantly and jointly influence subjective happiness.

## **METHODS**

### **Design**

This research study employed the survey method of research, in which questionnaires were administered to obtain appropriate responses from the participants, who are nursing students in FCT, Nigeria. Survey design ensures the use of a sample from which the findings are later generalised to the entire population.

## Participants

The participants of this research were nursing students cut across all levels from year 1-3 at the School of Nursing and Midwifery at FCT, Abuja, who are between the ages of 15-20 years, 21-25 years, 26-30 years, 31-35 years, and 36 years and above. Religion is Christianity, Islam, and Others. A total of 217 students were randomly selected out of the entire population of the students, which is 447, using the Raosoft sample size calculator. Only 207 questionnaires were returned by the participants and used for analysis. Using this formula, the margin of error is 5%, the level of confidence is 95%, and the response distribution is 50%.

## Instruments

Sociodemographic questions and four scales, namely the Gratitude Questionnaire (GQ6), New General Self-Efficacy (NGSE), Subjective Happiness Scale (SHS), and Satisfaction with Life Scale (SWLS), constituted the questionnaire used as an instrument for data collection.

**Gratitude Questionnaire (GQ6):** The GQ6 was designed to measure the gratitude level of respondents. The GQ6 was developed by McCullough, Emmons, and Tsang (2002). The GQ6 is the short form of the original 39-item Gratitude Questionnaire. It is a 6-item questionnaire that assesses how frequently and intensely participants experience gratitude using a 7-likert-type response pattern that ranges from strongly disagreeing (1) to strongly agreeing (7). Sample items include: "I am grateful to a wide variety of people", and "I feel thankful for what I have received in life". There are two negatively worded items (3 "When I look at the world, I do not see much to be grateful for", and 6 "Long periods of time can go by before I feel grateful to something or someone") that are scored in reverse. The items are summed up after scoring, with the total scores ranging between 6 and 42. Higher scores indicate higher levels of gratitude, and vice versa. The GQ-6 has good psychometric qualities and has been validated with other measures. The reported estimates of Cronbach's Alpha coefficient for GQ6 range from 0.76 to 0.84.

**New General Self-Efficacy (NGSE):** The NGSE is a brief 8-item scale developed by Chen et al. (2001). The scale contains eight items measuring the participants' perceived level of self-efficacy. The response categories on each self-efficacy item ranged from "strongly disagree to strongly agree," with numerical values of 1 through 5 assigned to each response. Sample items include "I will be able to achieve most of the goals that I set for myself" and "In general, I think that I can obtain outcomes that are important to me". The items are totaled after scoring, with scores ranging from 5 to 40. The higher the score, the higher the self-efficacy, while the lower the score, the lower the self-efficacy. Inter-item correlations for the NGSE ranged from .32 to .86, with an internal consistency and reliability estimate of Cronbach's alpha of 0.91.

**Subjective Happiness Scale (SHS):** The Subjective Happiness Scale (SHS) (Lyubomirsky and Lepper, 1999) is a 4-item scale of global subjective happiness. The first item asks respondents whether, in general, they consider themselves to be (1) 'not a very happy person' or (7) 'a very happy person'. The second item asks if, compared to their peers, they consider themselves to be (1) 'less happy' or (7) 'more happy'. Both the third and fourth items give descriptions and ask, 'to what extent does this characterisation describe you?' with responses ranging from 'not at all' to 'a great deal'.

**Satisfaction with Life Scale (SWLS):** The Satisfaction with Life Scale (SWLS) (Diener et al., 1985) was developed to assess satisfaction with people's lives as a whole. The SWLS is a 5-item instrument measuring life satisfaction. The SWLS is the most widely used measure for assessing life satisfaction to date. Examples of items are: "In most ways, my life is close to my ideal," and "If I could live my life over, I would change almost nothing." The scale usually requires only about one minute of a respondent's time. The SWLS uses a 7-point Likert scale, ranging from strongly disagreeing (1) to strongly agreeing (7), yielding a possible score range of 5 (low life satisfaction) to 35 (high life satisfaction). The SWLS is a reliable and valid instrument, as previously reported in different studies. The 2-month test-retest correlation coefficient of the scale was reported to be 0.82, with an alpha coefficient of 0.87.

### Procedure

The researcher obtained a letter of identification from the Department of Psychology, Nasarawa State University Keffi. Thereafter, the researcher also obtained permission from the school management to allow the research and data collection. The informed consent was obtained before the administration of the questionnaires. The procedure for questionnaire administration will be the self-report method. As pointed out by Mitchell and Jolley (2001), self-report questionnaires are often viewed as having the advantage of being easily distributed to a large number of people, often at a low cost. Furthermore, surveys are able to collect a lot of information from a large sample in a relatively short period of time. Before responding to the questionnaires, participants were briefed about the purpose of the research and how to respond to the items. After which the questionnaires were administered.

### Data Analysis

The various responses from the questionnaires were collected and analysed using regression analysis in order to arrive at a meaningful result and conclusion.

**Table 1: Frequency Distribution and Percentage for Demographic Data**

Demographic Variable	Frequency	Percent
<b>Gender</b>		
Male	100	48.3
Female	107	51.7
Total	207	100.0
<b>Age</b>		
15-25 Yrs	92	44.4
26-35 Yrs	64	30.9
36 Yrs and above	51	24.6
Total	207	100.0
<b>Year</b>		
1st Yr	92	44.4
2nd Yr	64	30.9
3rd Yr	51	24.6
Total	207	100.0

### Religion

Christianity	115	55.6
Islam	92	44.4
Total	207	100.0

Table 1 showed that majority of the participants were females with 107 (51.7%) slightly followed by the males with 100 (48.3%). Many of the participants fall within the age group of 15-25 years, 92 (44.4%) with 64 (30.9%) within 26-35 years and 52 (24.6%) falling with the ages of 36 and above. For the year of study, majority of the participants are in their first year of school with 92 (44.4%) with 51 (24.6%) in their third year. Finally, 115 (55.6%) of the participants are Christians and 92 (44.4%) Muslims.

**RESULTS**

**Hypothesis One**

Hypothesis One stated that gratitude will significantly influence subjective happiness among Nursing Students at the School of Nursing and Midwifery FCT, Abuja.

**Table 2: Model Summary**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.259 <sup>a</sup>	.067	.063	.88397

a. Predictors: (Constant), Gratitude  
 Total 171.715 206

a. Dependent Variable: Subjective Happiness  
 b. Predictors: (Constant), Gratitude

**Table 3: Coefficients**

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error			
1	(Constant)	.894	.667		1.339	.182
	Gratitude	.649	.169	.259	3.841	.000

a. Dependent Variable: Subjective Happiness

This hypothesis was tested and analysed using linear regression analysis. The results are presented in the Table II to V. Table II showed that gratitude influenced subjective happiness (R<sup>2</sup> = .067, F (1, 205) = 14.754, B=.259, P<.05 with 6.7% explanation of the variability of the dependent variable. The remaining 93.3% variance was accounted for by other variables not considered in this study.

**Hypothesis Two**

Hypothesis Two stated that self-efficacy will significantly influence subjective happiness among Nursing Students at the School of Nursing and Midwifery FCT, Abuja.

**Table 4. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.090 <sup>a</sup>	.008	.003	.91152

a. Predictors: (Constant), self-efficacy

**Table 5. Coefficients<sup>a</sup>**

Model		Unstandardised Coefficients		Standardised Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	3.136	.249		12.603	.000
	Gratitude	.105	.081	.090	1.291	.198

a. Dependent Variable: Satisfaction with Life

This hypothesis was tested and analysed using linear regression analysis. The results are presented in the table 5 to 7. Result showed that self-efficacy did not significantly influence subjective happiness ( $R^2 = .008$ ,  $F(1,205) = 1.667$ ,  $B=.259$ ,  $P>.05$  with only .8% explanation of the variability of the dependent variable. The remaining 99.20% variance was accounted for by other variables not considered in this study.

**Hypothesis Three**

Hypothesis Three stated that gratitude will significantly influence satisfaction with life among Nursing Students at the School of Nursing and Midwifery FCT, Abuja.

**Table 6. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.266 <sup>a</sup>	.071	.066	1.18758

a. Predictors: (Constant), Gratitude

**Table 7. Coefficients<sup>a</sup>**

Model		Unstandardised Coefficients		Standardised Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	7.134	.897		7.956	.000
	Gratitude	-.896	.227	-.266	-3.952	.000

a. Dependent Variable: satisfaction with life

This hypothesis was tested and analysed using linear regression analysis. The results are presented in the table 8 to 10. Result showed that gratitude significantly influenced satisfaction with life ( $R^2 = .071$ ,  $F(1, 205) = 15.621$ ,  $B=-.266$ ,  $P<.05$  with 7.1% explanation of the variability

of the dependent variable. The remaining 92.9% variance was accounted for by other variables not considered in this study.

**Hypothesis Four**

Hypothesis Four stated that self-efficacy will significantly influence satisfaction with life among Nursing Students at the School of Nursing and Midwifery FCT, Abuja.

**Table 8. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.244 <sup>a</sup>	.059	.055	1.19481

a. Predictors: (Constant), Self-Efficacy

**Table 9. Coefficients**

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.470	.326		7.573	.000
	Self-Efficacy	.383	.106	.244	3.600	.000

a. Dependent Variable: satisfaction with life

This hypothesis was tested and analysed using linear regression analysis. The results are presented in the table 11 to 13. Result showed that self-efficacy significantly influenced satisfaction with life ( $R^2 = .059$ ,  $F(1, 205) = 12.960$ ,  $B=2.44$   $P<.05$  with 5.9% explanation of the variability of the dependent variable. The remaining 94.1% variance was accounted for by other variables not considered in this study.

**Hypothesis Five**

Hypothesis Five stated that gratitude and self-efficacy will significantly and jointly influence subjective happiness among Nursing Students at the School of Nursing and Midwifery FCT, Abuja.

**Table 10. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.356 <sup>a</sup>	.127	.118	.85721

a. Predictors: (Constant), Gratitude, Self-Efficacy

**Table 11. Coefficients<sup>a</sup>**

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.396	.891		-1.567	.119
	Gratitude	.985	.187	.394	5.273	.000
	Self-Efficacy	.326	.087	.279	3.741	.000

a. Dependent Variable: Subjective Happiness

This hypothesis was tested and analysed using linear regression analysis. The results are presented in the table 14 to 16. Result showed that gratitude and self-efficacy significantly and jointly influenced subjective happiness ( $R^2 = .127$ ,  $F(2, 204) = 14.844$ ,  $B = .394$ ,  $.279$ ,  $P < .05$  with 12.7% explanation of the variability of the dependent variable. The remaining 87.3% variance was accounted for by other variables not considered in this study.

## DISCUSSION

The first hypothesis that gratitude will significantly influence subjective happiness among nursing students at the School of Nursing and Midwifery FCT, Abuja, was accepted. Those with higher levels of gratitude were shown to exhibit a greater level of subjective happiness. The result is consistent with Fisher (2010), who found that individual positive qualities and gratitude facilitate true happiness. People become happier and more resilient when they express thanks to others because it strengthens these lines; fostering gratitude may boost happiness while also creating positive attitudes among nursing students.

The second hypothesis that self-efficacy will significantly influence subjective happiness among nursing students, was not accepted. The result shows that self-efficacy did not significantly predict subjective happiness. Other factors that are not part of this study but are supported by other researchers may have an influence on the happiness level of nursing students; they include factors such as level of income, personality, etc. that have been seen to be related to the level of happiness. For example, after a meta-analysis of 245 studies in 32 countries, Veenhoven (1991) identified the following factors associated with happiness: living in an economically prosperous country where freedom and democracy are respected; political stability; having good relationships with family and friends; being mentally and physically happy; and feeling in control of one's life.

The third hypothesis that gratitude, will significantly influence satisfaction with life among Nursing Students in FCT, Abuja, was tested and analysed using linear regression analysis, and the result showed that gratitude significantly influenced satisfaction with life. In previous studies by Froh et al. (2009), Wood et al. (2010), and Alhozei et al. (2018), the positive influence of gratitude on

satisfaction with life has been established. The reason for this may be a result of a life orientation of gratitude among the students, which brings about satisfaction.

The fourth hypothesis that self-efficacy will influence satisfaction with life among Nursing students, showed that self-efficacy significantly influenced satisfaction with life. The finding is in line with other studies such as Ansari and Khan (2015), who noted that as the self-efficacy of young adult increases, their life satisfaction and thus psychological well-being increases. Among its findings, the study reported that the self-efficacy of young adults significantly influences their life satisfaction. The researchers argued that the positive relationship between self-efficacy and life satisfaction can be understood by the fact that people with high self-efficacy have the ability to overcome stressful situations; these people are reported to have the attitude "I can do this," which improves their overall satisfaction with life. In another related study, Kumari (2020) examined the relationship between self-efficacy and life satisfaction using 120 bank employees, and the results indicated that self-efficacy has a significant impact on life satisfaction.

The result for the last hypotheses, which state that gratitude and self-efficacy will jointly and significantly influence subjective happiness, found that gratitude and self-efficacy significantly influenced subjective happiness. The findings are consistent with other studies, such as Pellanda and Caroline's (2019) findings, which demonstrated that gratitude intervention was able to increase positive effects, subjective happiness, and satisfaction with life, as well as reduce depression symptoms.

## **Conclusion**

From the research findings, the researcher can conclude that, although there are differences in the many theories and empirical literatures reviewed and presented, they all share a common belief on the influence of gratitude, self-efficacy, and subjective happiness on satisfaction with life. The findings of this research have created awareness about the extent to which gratitude influences satisfaction with life and leads to good psychological wellbeing. The constructs are important for living a good life: better mental and physical health, more pro-social behaviour, high-quality relationships, and more meaningful lives. Based on the result, it was concluded that gratitude and self-efficacy jointly and significantly influenced subjective happiness.

## **Recommendations**

Based on the findings of the study, the following recommendations are made:

1. More attention should be placed on role of gratitude and self-efficacy as predictors of subjective happiness and satisfaction with life particularly among those in the health care profession as this could impact on the quality of care they give to their clients/patients. It is important, therefore to build these issues into the curriculum of nursing institutions.
2. Also, future research should study the potential different processes and internal mechanisms involved in this connection between gratitude and life satisfaction.
3. The study also recommends that nursing students should be encouraged to focus on the positive aspects of life, such as consciously redirecting their attention away from negative stressors and actively seeking out the good in situations, as this can help increase feelings of gratitude and happiness.

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