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## Abstract

This study investigates the relationships between gratitude, health, satisfaction with life, loneliness, and academic achievement among university students. A sample of 300 students from Bahauddin Zakariya University Multan, comprising 100 students each from the Department of Applied Psychology and the Department of Sociology, participated in the study. The research explores how gratitude directly and indirectly influences academic achievement through its effects on health, satisfaction with life, and loneliness. Structural equation modeling was used to test the hypothesized relationships. The findings reveal that gratitude positively impacts health and satisfaction with life, while reducing loneliness, which in turn enhances academic achievement. Health and satisfaction with life were found to be significant mediators, while loneliness negatively affected both satisfaction with life and academic performance. The results suggest that fostering gratitude and addressing loneliness can significantly improve students' well-being and academic outcomes. These findings have important implications for educational institutions aiming to promote mental health and academic success.

**Keywords:** Satisfaction with life, gratitude, loneliness, health, academic achievement, students

## 1. Introduction

Psychologists have begun to investigate gratitude scientifically as of late, a huge number of years after its significance was perceived by logicians, religious masterminds, and profound instructors (Sypnowich, 2024). It was concluded that gratitude is emphatically connected with some parts of mental and physical prosperity. As indicated by research, thankful individuals have more positive feeling, life fulfillment, imperativeness, good faith, average sentiments, sympathy, liberality, and less wretchedness and anxiety. In any case how do psychology research specialists realize that is not simply in light of the fact that being a cheerful individual produces gratitude? Alternately in light of the fact that having a decent life causes both satisfaction and gratitude? (Wright, 2008).

Gratitude is an inclination that suddenly rises up out of inside. On the other hand, it is not just a passionate reaction; it is likewise a decision we make. We can decide to be thankful, or we can decide not to be thankful and to underestimate our blessings and gifts. As a decision, gratitude is a mentality (Arrien, 2011).

Gratitude is an identity characteristic, a disposition, and a feeling. As a feeling, gratitude is a sensation of joy that originates from admiration. While under a thankful feeling, thankful feelings are more prone to movement (Wong et al., 2024). In like manner, those with a more thankful identity are more inclined to encounter thankful mind sets and feelings. Gratitude is viewed as a center part of numerous religions. For instance, Judaism, Christianity, and Islam all empower gratitude towards others, yet particularly towards God (Amin, 2014).

From secular's point of view, gratitude is a standout amongst the best strategies for expanding long lasting life fulfillment. Informally, it is an outflow of much obliged and admiration (Yakubu, 2021; Blaney, 2024). Then again, gratitude has its roots as a unique feeling. Normally, the sensations go on for just a couple of at the times of distress in life, gratitude can appear that a task and may not really feel grateful in heart. The words and the sentiments don't match in such situation. However this disengagement is awful. It originates from a sort of confused view that gratitude is about looking retrograde (again to what has happened previously) (Arshad et al., 2024). However in actuality, that is not how gratitude really functions. At a psychological level, gratitude is not about inactive reflection, it is about building strength. It is not about being grateful for things that have effectively happened and that cannot be transformed. Instead it is about guaranteeing the profits of what comes next. It is about verifying that tomorrow, and the day following, one will have something to be thankful for (Desteno, 2013; Iwalehin, 2022). This study explores the multifaceted influences on academic achievement, highlighting the positive impact of gratitude, health, and life satisfaction, as well as the detrimental effect of loneliness. Understanding these relationships can help educators and policymakers develop strategies to enhance students' academic performance by addressing both psychological well-being and academic needs.

Therefore, this study has some objectives to conduct empirical study such as to find out the relationship between gratitude and academic achievement, to investigate the mediating role of health, satisfaction with life and loneliness among the students.

## 2. Literature reviews

### 2.1. Gratitude

Gratitude is not some soft feeling. It is an effective method for molding your subliminal mind for achievement. A lot of individuals concentrate on what they don't have and thusly further program their subconscious minds with the thought and feeling of need and misfortune and learn to expect the unexpected. That is precisely what they continue improving in their backgrounds. In time it transforms into a pattern of expecting need, misfortune. Some individuals then leave on a voyage of searching for further confirmations that life is a horrible thing, loaded with pointless battle, so they surrender all exertion to make something out of it and start acting in a manner that really welcomes more misfortunes and bleak encounters. At that point they ask why they feel depressed (Giorgio, 2013).

While gratitude does incorporate expression thank to others, it truly starts inside, by acknowledging things, individuals and circumstances we may have underestimated regardless of the fact that all we have is the air that we inhale, nourishment, apparel, cover. Maybe person can think about a few things that have been useful to a person and which he may have underestimated.

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## 2.2. Health

Health plays a crucial role in the overall well-being and academic performance of students. It encompasses both physical and mental dimensions, which are interlinked with students' ability to concentrate (Tripon et al., 2023), retain information, and engage effectively in academic activities. Good health fosters resilience against stress and enhances cognitive functions, allowing students to perform optimally in their studies. Conversely, poor health can lead to decreased motivation, absenteeism, and lower academic outcomes. In the context of this study, health is examined as a mediating factor that links gratitude to academic achievement, highlighting its significance in fostering a conducive environment for learning and personal growth (Douwes et al., 2023; Jiang et al., 2023).

## 2.3. Loneliness

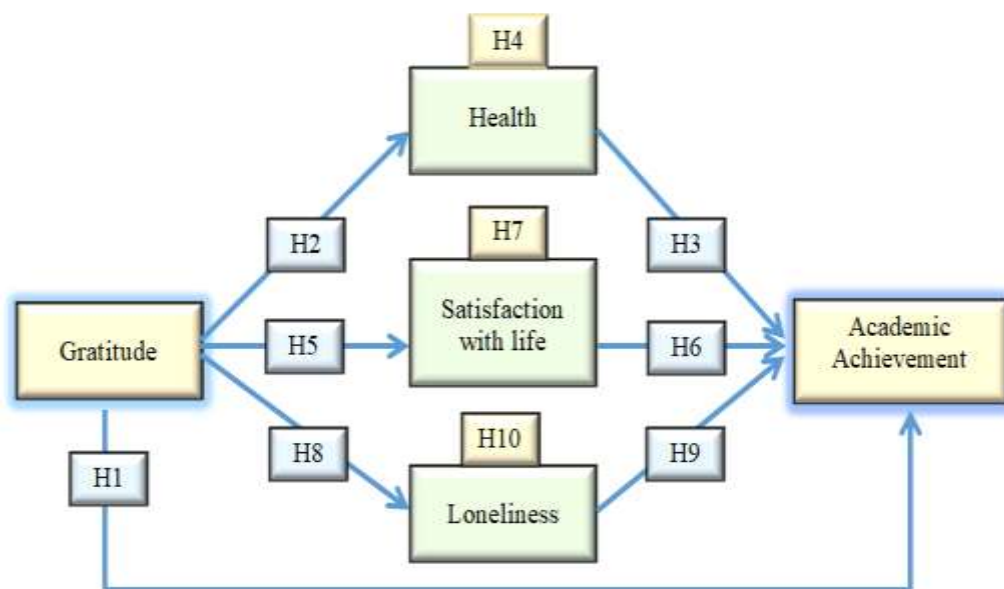
Loneliness is a subjective experience of social isolation or the lack of meaningful social connections, which can significantly impact an individual's mental health and academic success (Prizeman et al., 2023). Students who feel lonely may experience higher levels of stress, anxiety, and depression, which negatively affect their academic performance and overall life satisfaction. Loneliness can also reduce motivation and engagement in academic activities, further hindering success. This study explores the role of loneliness as a negative mediator in the relationship between gratitude and academic achievement, emphasizing the importance of social support and connection in enhancing students' well-being and educational outcomes (Marler et al., 2024).

## 2.4. Satisfaction with life

Satisfaction with life is a subjective evaluation of one's overall happiness and contentment. It reflects how individuals perceive the quality of their lives in relation to their aspirations and expectations (Croes et al., 2024). High levels of life satisfaction are associated with better mental health, increased resilience, and greater academic achievement. Satisfied students are more likely to be motivated, engaged, and able to manage academic challenges effectively. In this study, satisfaction with life serves as a crucial mediating factor, linking gratitude and health to academic achievement, thereby underlining its importance in promoting both personal and academic well-being (Arshad et al., 2024).

## 2.5. Academic achievement

Academic achievement is a critical measure of a student's success in educational settings (Ramzan et al., 2023), often evaluated through grades, test scores, and other performance indicators. It reflects not only intellectual abilities but also psychological and emotional factors such as motivation, stress management, and life satisfaction (Zhao et al., 2024).



**Figure 1: Conceptual framework**

source: Developed by author

This figure represents a conceptual framework that examines the relationships between Gratitude, Health, Satisfaction with Life, Loneliness, and Academic Achievement. Here's a breakdown of the hypotheses and paths shown in the diagram:

H1: Gratitude positively influences Academic Achievement.

H2: Gratitude positively affects Health.

H3: Health positively influences Academic Achievement.

H4: Health positively impacts Satisfaction with Life.

H5: Gratitude positively impacts Satisfaction with Life.

H6: Satisfaction with Life positively influences Academic Achievement.

H7: Satisfaction with Life is positively influenced by Health.

H8: Gratitude negatively affects Loneliness (meaning higher gratitude is associated with lower loneliness).

H9: Loneliness negatively affects Academic Achievement.

H10: Loneliness negatively impacts Satisfaction with Life.

### **3. Methodology**

#### **3.1. Population and sample**

The sample consisted of 300 students of Bahauddin Zakariya University Multan (N=300). The students were taken from Department of Applied Psychology (n=100), Department of Sociology (n=100), and Department of Economics (n=100) who met the inclusion exclusion criterion. The students participated in this study fulfilled the following criteria:

- i. The student would have been enrolled in M.A./ M.Sc.
- ii. The student would have been passed at least one semester.

#### **3.2. Instruments**

##### **3.2.1. Gratitude Resentment and Appreciation Test (Short Form)**

This scale was designed to measure an individual's dispositional gratitude. The Watkins, Woodward, Stone, and Kolts (2003) used this scale in 2003. The authors proposed a few attributes that a grateful individual would display. The individual with an attitude of thankfulness possesses sense of richness and did not focus on scarcity. They would recognize the commitment of others to their prosperity and comfort, would like life's basic joys, and would recognize the essentialness of encountering and communicating thankfulness. They tried to correlate the scales of personal thriving and constructive impact with their understanding of appreciation. This is a 44 points that is assessing the characteristics. While the sixteen point scale is a brief version of the scale. Each item has nine options from which respondent has to choose one. These range from I clearly differ to I firmly concur with the announcement. The short-structure GRAT comprises of 16 things is utilized in this study. (Watkins, Woodward, Stone, & Kolts, 2003)

##### **3.2.2. General Health Questionnaire**

This was developed by Goldberg and Williams (1988). This is a 12 item scale that is designed to assess the present psychological wellbeing. This scale focuses on 2 significant territories. These territories include

- a) Disappointment in doing the usual roles
- b) Presence of the novel and upsetting encounters

Earliest version has sixty items. Then came the abbreviated forms that include thirty, twenty eight, twenty and twelve items. These inquires that the participant encountered a specification indication or conduct as of late. Every component contains four an option from which respondent has to choose one. The adaptation which includes twelve items is demonstrated equal in effectiveness as compared to the thirty point form of the scale. The Scoring of the scale is in the form of 0, 1, 2, 3 that starts from left side and goes towards right. Minimum score is zero and maximum score is thirty six. The results that are in the range of 11 to 12 are considered normal. The scores that are more than fifteen shows suffering. The total that is greater than twenty recommends serious issues and mental misery (Goldberg, & Williams, 1988).

##### **3.2.3. Satisfaction with Life Scale**

This scale contains five components. These are intended to quantify worldwide mental evaluation that how much a person is satisfied with his/her life. It is not intended to assess mood states of a person. The respondents demonstrate the extent they approve or disapprove a statement. The score range from 1 to 7 (Diener, Emmons, Larsen, & Griffe, 1985).

This scale is created for the evaluation of fulfillment of a person with his/her lifespan while considering the all things. This is not made to judge fulfillment with lifetime in areas like healthfulness and money. But permits individuals to coordinate and give importance to these areas with their own will. Standardizing information indicates great focalized legitimacy as compared to different measures. It is thought to be a supplement for the measures which are considered to concentrate on diseases/passionate prosperity on the grounds that it evaluates that how much people are cognizant and assess their lifetime with the help of their personal particular norms (Pavot & Diener, 1993).

##### **3.2.4. UCLA Loneliness Scale**

UCLA Loneliness Scale gets its name from its having been produced at the University of California, Los Angeles (UCLA). It was initially established in 1978 by Russell, D., Peplau, L.a., and Ferguson, M.I., and was re-examined in 1980 and 1996. It is 20 items scale intended to measure one's subjective sentiments of loneliness and in addition emotions of social separation. Members rate everything in terms of "O" it means that person is frequently experiencing along these lines, "S" it means that he/she sometimes experience along these lines, "R" it means that the person s experiencing these infrequently, "N" it means that the person not ever is experienced these. It was amended twice subsequent to the initial production. First amendment for the parts that need reversal of the counting. The second was for the improvement of the phrasing (Russell, Peplau & Ferguson, 1978).

#### **3.3. Statistics**

The SPSS version 21 was used to analyze the data. Descriptive statistics such as frequency of demographic data was tabulated. Correlation was applied to assess the relationship between gratitude, student's achievement and protective and risk factors. Regression Analysis was used to see the impact of gratitude on protective and risk factors and the impact of protective and risk factors on academic achievement. Mediation role of protective and risk factors is calculated by Sobel test. Moderation of protective and risk factors is calculated with the help on online mode graphs.

### **4. Results**

The current chapter is aimed on the statistical analysis of the data and its explanation. For the purpose of evaluation of the material e Statistical Package for Social Sciences (SPSS) is utilized.

Pearson Product Moment Correlation Coefficient was performed to explore the relationship of gratitude, health, satisfaction with life, loneliness and academic achievement. The association of gratitude with the health is found to be non-significant. Relationship of gratitude with Satisfaction with Life is found to be significant and positive. The relationship between gratitude and Loneliness is significant and negative. The relationship between gratitude and Academic Achievement is found to be non-significant. The relationship between Health and Academic Achievement is found to be non-significant. The relationship between Academic Achievement and Satisfaction with Life is found non-significant. The relationship between Academic Achievement and Loneliness is found to be nonsignificant.

**Table 1: Descriptive Statistics (N = 300)**

| Variables          | F   | %    |
|--------------------|-----|------|
| Gender             |     |      |
| Male               | 102 | 34   |
| Female             | 198 | 66   |
| Age                |     |      |
| 15 – 20            | 94  | 31.3 |
| 21 – 25            | 189 | 63.0 |
| 26 – 30            | 15  | 5.0  |
| 31 and above       | 2   | .7   |
| Current Semester   |     |      |
| 2 <sup>nd</sup>    | 226 | 75.4 |
| 3 <sup>rd</sup>    | 19  | 6.3  |
| 4 <sup>th</sup>    | 55  | 18.3 |
| Residential Status |     |      |
| Boarder            | 144 | 48.0 |
| Non Boarder        | 156 | 52.0 |

**Table 2: Mean and Standard Deviation for Variables (N = 300)**

| Variables            | M       | SD       |
|----------------------|---------|----------|
| Gratitude            | 78.3467 | 21.49403 |
| Health               | 16.4333 | 9.25948  |
| SWL                  | 20.2233 | 8.67087  |
| Loneliness           | 31.2667 | 9.96158  |
| Academic Achievement | 3.3368  | .38322   |
| Gender               | 1.66    | .474     |
| Age                  | 1.75    | .573     |

**Table 3: Correlation matrix among variables of Gratitude, Academic Achievement, Health, Satisfaction with life and Loneliness (N = 300)**

| Scale     |                 | Gratitude | Health | SWL    | Loneliness | AA   |
|-----------|-----------------|-----------|--------|--------|------------|------|
| Gratitude | R               | 1         | .051   | .394** | -.301**    | .011 |
|           | Sig. (1-tailed) |           | .189   | .000   | .000       | .426 |
| AA        | R               | .011      | -.032  | -.023  | -.056      | 1    |
|           | Sig. (2-tailed) | .853      | .582   | .690   | .331       |      |

\*\* Relationship is significant at the 0.01 level (2-tailed)

\* Relationship is significant at the 0.05 level (2-tailed)

**Table 4: Regression Analysis indicating effect of gratitude upon health**

| Predictors | B      | SE    | Beta | t     | p    |
|------------|--------|-------|------|-------|------|
| Constant   | 14.713 | 2.025 | .051 | 7.267 | .000 |
| Gratitude  | .022   | .025  |      | .881  | .379 |

R<sup>2</sup>=.002, Adjusted R<sup>2</sup>= -.003, (F (1,299) = .777, p<=.379), p= n.s.

Table 4 represents the regression analysis by taking health as dependent variables and gratitude as independent variables. Results indicate that health is not regressed upon gratitude.

**Table 5: Regression Analysis showing impact of gratitude upon satisfaction with life**

| Predictors | B     | SE    | Beta | T     | P    |
|------------|-------|-------|------|-------|------|
| Constant   | 7.785 | 1.745 |      | 4.461 | .000 |
| Gratitude  | .159  | .021  | .394 | 7.390 | .000 |

R<sup>2</sup>=.155, Adjusted R<sup>2</sup>= .152, (F (1,299) =54.60, p<=.000), p<=.000

Table 5 represents the regression analysis by taking *satisfaction with life* as dependent variables and gratitude as independent variables. Results indicate that satisfaction with life is regressed upon gratitude.

**Table 6: Regression Analysis presenting effect of gratitude upon loneliness**

| Predictors | B      | SE    | Beta  | t      | p    |
|------------|--------|-------|-------|--------|------|
| Constant   | 42.190 | 2.080 |       | 20.285 | .000 |
| Gratitude  | -.139  | .026  | -.301 | -5.446 | .000 |

R<sup>2</sup>=.091, Adjusted R<sup>2</sup>= .087, (F (1,299) =29.654, p<=.000), p<.001

Table 5 represents the regression analysis by taking loneliness as dependent variables and gratitude as independent variables. Results indicate that loneliness is regressed upon gratitude.

**Table 7: Regression Analysis presenting effect of health upon academic achievement**

| Predictors | B     | SE   | Beta  | T      | p    |
|------------|-------|------|-------|--------|------|
| Constant   | 3.359 | .045 |       | 74.336 | .000 |
| Health     | -.001 | .002 | -.032 | -.552  | .582 |

$R^2=.001$ , Adjusted  $R^2= -.002$ , (F (1,299) =.304,  $p<=.582$ ),  $p= n. s.$

Table 8 represents the regression analysis by taking academic achievement as dependent variables and health as independent variables. Results indicate that academic achievement is not regressed upon health.

**Table 8: Regression Analysis presenting influence of satisfaction with life upon academic achievement**

| Predictors             | B     | SE   | Beta  | T      | p    |
|------------------------|-------|------|-------|--------|------|
| Constant               | 3.357 | .056 |       | 59.630 | .000 |
| satisfaction with life | -.001 | .003 | -.023 | -.399  | .690 |

$R^2=.001$ , Adjusted  $R^2= -.003$ , (F (1,299) =.159,  $p<=.690$ ),  $p= n. s.$

Table 9 represents the regression analysis by taking *academic achievement* as dependent variables and *satisfaction with life* as independent variables. It indicates that academic achievement does not regress upon satisfaction with life.

**Table 9: Regression Analysis presenting impact of loneliness upon academic achievement**

| Predictors | B     | SE   | Beta  | T      | p    |
|------------|-------|------|-------|--------|------|
| Constant   | 3.405 | .073 |       | 46.638 | .000 |
| Loneliness | -.002 | .002 | -.056 | -.974  | .331 |

$R^2=.003$ , Adjusted  $R^2= -.000$ , (F (1,299) =.949,  $p<=.331$ ),  $p= n. s.$

Table 10 represents the regression analysis by taking *academic achievement* as dependent variables and loneliness independent variables. It indicates that academic achievement does not regress upon loneliness.

**Table 10: Sobel test for mediation effect of health for the relationship between gratitude and academic achievement**

| Path                    | B     | SE   | Sobel test | p     |
|-------------------------|-------|------|------------|-------|
| Gratitude → Health      | .051  | .025 |            |       |
| Health → AA             | -.032 | .002 |            |       |
| Gratitude → Health → AA |       |      | -2.023     | 0.043 |

Note:  $p<0.05$

Table 12 represents the role of health as a mediator. According to results of this table health acts as a mediator because the sobel test value is noteworthy

**Table 11: Sobel test for mediation effect of satisfaction with life for the relationship between gratitude and academic achievement**

| Path                 | B     | SE   | Sobel test | P   |
|----------------------|-------|------|------------|-----|
| Gratitude → SWL      | .394  | .021 |            |     |
| SWL → AA             | -.023 | .003 |            |     |
| Gratitude → SWL → AA |       |      | -7.097     | 0.0 |

Note:  $p<0.001$

Table 11 represents that the role of satisfaction with life as a mediator. Conclusions intimate satisfaction with life as a mediator. Because the sobel test value is noteworthy

**Table 12: Sobel test for mediation effect of loneliness for the relationship between gratitude and academic achievement**

| Path                        | B     | SE   | Sobel test | p   |
|-----------------------------|-------|------|------------|-----|
| Gratitude → Loneliness      | -.301 | .026 |            |     |
| Loneliness → AA             | -.056 | .002 |            |     |
| Gratitude → Loneliness → AA |       |      | 10.698     | 0.0 |

Note:  $p<0.001$

Table 12 represents that the role of loneliness as a mediator. Conclusions intimate loneliness as a mediator. Because the sobel test value is noteworthy.

## 5. Discussion

The present study aimed to explore the intricate relationships between gratitude, health, satisfaction with life, loneliness, and academic achievement. The findings, as illustrated in the conceptual framework, offer several significant insights into how these constructs interact to influence academic performance.

Gratitude emerges as a foundational element influencing multiple outcomes. The direct relationship between gratitude and academic achievement suggests that students who cultivate a sense of gratitude tend to perform better academically. This finding aligns with prior research emphasizing the role of positive psychological traits in enhancing motivation, engagement, and overall academic performance. Additionally, gratitude positively impacts health and satisfaction with life while negatively correlating with loneliness. These outcomes indicate that gratitude fosters not only a positive outlook but also better physical and mental well-being. Healthier students, in turn, experience increased life satisfaction, which indirectly contributes to improved academic success (Jiang et al., 2023; Marler et al., 2024; Prizeman et al., 2023).

Health plays a crucial role in this framework, positively affecting both academic achievement and satisfaction with life (Shahzad et al., 2024; Yang & Yu, 2024). The connection between health and academic success underscores the importance of physical and mental well-being in enabling students to meet academic demands effectively. Satisfaction with life acts as a mediator, linking health to academic performance. Students with higher life satisfaction tend to be more motivated and better equipped to handle challenges, leading to better academic outcomes (Ashfaq et al., 2024). Loneliness, on the other hand, is identified as a significant negative factor. It adversely affects both satisfaction with life and academic achievement, suggesting that feelings of social isolation can hinder students' ability to focus and perform academically. The negative relationship between gratitude and loneliness highlights the potential of gratitude interventions in reducing feelings of isolation. By fostering gratitude, educational institutions can enhance students' social connections, improve their life satisfaction, and ultimately boost academic performance (Arshad et al., 2024; Wong et al., 2024).

The findings underscore the need for educational institutions to integrate practices that promote gratitude and well-being. Interventions such as gratitude journals, mindfulness activities, and creating supportive environments can play a critical role in enhancing students' mental health and academic success. Addressing loneliness through inclusive and supportive campus initiatives can further help in creating a more conducive learning environment.

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