

The perceptions of gratitude by school-age children and its relationship with their self-concept

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Abstract

The purpose of the present study is to examine the relationship between elementary school students' perceptions of gratitude and their self-concept. The study involved 1931 students aged 10-12 years old (mean age=11,53 years, SD=0,5 Years) from all over Greece. To assess children's perceptions of gratitude and self-perception, "The Gratitude Questionnaire – 6" and the "Questionnaire of self-perception" were used respectively. Based on the results of this study, perceived gratitude contributes positively to all three dimensions of children's self-concept: their academic abilities, interpersonal relationships and emotional stability. These findings are in line with previous studies conducted in adolescents, highlighting the important role of gratitude in children's lives.

Keywords:

Gratitude, positive psychology, self-concept.

Introduction

In recent years, particular interest has been observed on the research of gratitude in both international and Greek literature [1], [2]. However, psychological research on how children and adolescents perceive gratitude and its role in their psychosocial development is limited [1], [3]. Encouraging a sense of gratitude in students may result in the cultivation of beneficial processes, such as creativity, motivation to improve themselves, enhancing supportive relationships and the improvement of their emotional and social behavior [1]. In general, gratitude, as a positive emotion, contributes to the experience of the feeling of well-being and life satisfaction and contributes positively to the children's self-concept.

Gratitude

Gratitude, as a notion, is traced in almost every culture and is expressed in variety of ways [4]. In ancient times, gratitude was associated with good judgement, opinion and logic, while since the Hellenistic period and until now, it is used in the sense of "the recognition of benevolence and the expression of gratitude for it" [5]. The notion of gratitude seems to be initially found in many religious texts around the world. Among the great monotheistic religions, the notion of gratitude is diffused in texts, prayers and teachings where God is presented as a *benefactor*. In Christianity, gratitude is an emotional state of compassion and justice that derives from a deep sense of obligation towards the Creator. It is found at the core of Christian virtues, contributes to the shaping of Christian life and is closely related to mental, physical and interpersonal well-being [6]. Samuels and Lester [7], in the context of a study they conducted in a religious environment, found that, among 50 emotions, love and gratitude were the ones mostly referred to God. In their study of the notion of gratitude in Bible texts, Emmons and Shelton [8], suggest that the gratitude as an attitude in life can transform the lives of people experiencing great difficulties, becoming a means through which tragedies become opportunities for growth. For Christians, *the ability to distinguish blessing in the face of tragedy is one of the most wonderful mental strengths of humans* [8].

Researchers define gratitude as a moral virtue [9] and an emotion [4]. In both cases, gratitude is regarded as a two-dimensional concept. On the one hand, there is interpersonal gratitude, as it is expressed between the benefactor and the beneficiary, and, on the other hand, there is personal gratitude that refers to the positive attitude of a person to express their thanks to another person or a higher power or God upon receiving a benefit-gift [4]. In the bibliography, gratitude as an emotion is distinguished between gratitude as a predisposition and a personality trait and gratitude as a state [11]. Gratitude as a predisposition refers to a steady, generalized tendency to recognize and respond with grateful feelings to the good offered by other people, to the positive experiences and benefits that someone gains [11,12], or, in general, it refers to a life-orientation towards the observation and appreciation of the positives in life [2, 11]. Gratitude as a state is experienced with fluctuations, depending on the conditions of the offering and appreciation of the benefits offered [13].

As a predisposition of personality, gratitude is interrelated with the self-concept, as a general sense of self-worth by the individual. Empirical studies show that people with higher levels of gratitude evaluate their selves more positively and experience greater well-being [11, 14]. Hence, gratitude is possibly related to a greater sense of a positive self-concept [15].

Self-concept

The self-concept is one of the key factors contributing to the shaping of children's social behavior. It is related to the acquisition process of the sense of self and includes a set of knowledge, beliefs, perceptions and emotions that individuals have for themselves. These perceptions include the mental abilities of the individual, their physique, values and acceptance by other people [16]. It is, in other words, the individual's description of themselves "*that includes cognitive and psycho-emotional elements that determine their behavior, but also their future aspirations and the shaping of their psychological identity. This image is primarily constructed of the way each individual is treated by others, and especially by those who they consider important, as well as by the subjective interpretation of this treatment*" [17]. The self-concept repre-

sents "a statement or a description of the individual, regardless of whether this knowledge is correct or false, that may be based on objective evidence or a subjective opinion" [18]. Many times, self-image or self-concept includes attributes which are real and also attributes that the individual would like to have or characteristics that they consider they should have [19].

Psychologist's research interest in self-concept was initiated around the middle of the previous century and continues to find itself at the epicenter, since the way that individuals perceive themselves determines their entire course of life. Modern studies showed that individuals with a positive self-concept tend to be happier compared to individuals with a negative self-concept and express greater life-satisfaction [20,21,22,23,24]. The self-concept, as a self-reference to personality traits, including the skills and capabilities to achieve goals, is correlated, in modern studies, to the interactive effect of environmental factors [25]. The relationship of the self-concept with the main human characteristics was investigated in terms of age, race, gender, social environment and achievements. Many researchers believe that self-concept during childhood plays a crucial role and remains stable [26,27]. Other researchers argue that the self-concept is a personal theory that individuals have for themselves which is subject to change according to the effects and information their environment provides them with [28].

The self-concept is related to self-esteem and self-confidence. Namely the more positive the self-concept of an individual is the more self-esteem and self-confidence this individual is going to have and, therefore, they are going to achieve the desired results concerning their goals. Furthermore, positive self-concept affects the individual's ability to create satisfactory interpersonal relationships, influences their future plans, their career choices and their mental health in general [29]. During puberty, adolescents experience the most drastic changes in their development based on the already existing structure, as well as a personality reorganization, which are focused on changes in their body image and identity search. Being part of an environment that is not supportive will result in an unclear sense of personal identity and role confusion [30]. Rosenberg's [27] study had

significant findings regarding the changes in self-concept before and during puberty, as well as the factors that affect it.

The experiences related to an individual's upbringing, their family environment together with their experiences at school become a key-factor in the development and shaping of their self-concept [31]. The results of surveys are quite interesting since they correlate self-concept with students' academic performance. A negative self-image is correlated with low academic performance at school, whereas positive self-concept is correlated with success and high academic performance at school [32]. After many studies, the prevailing consensus is that the school environment, classmates and educators, result in a complicated and unstable self-image. In this context and on the basis of symbolic interactionism and its communication system, social interaction plays the key role in shaping the self-concept of adolescent students [33]. As Cooley [34] claims, the emotions that an individual has for oneself reflect the emotions and judgements of other people for the individual. In other words, in the context of socialization, individuals internalize ideas and attitudes of people that have influence on them and, subsequently they adopt them [35].

In Bloom's taxonomy [36], the characteristics of the student are correlated with the learning outcome. The student's characteristics are strongly influenced by their emotions. Bloom claimed that students' attitude towards learning is influenced by their self-concept, which is formed through their interaction with their social environment (family, school).

A positive self-image is correlated with mental health, it enhances the individual's resilience and contributes to the effective coping with difficulties and stress-inducing situations. Conversely, a negative self-image and low self-esteem is linked to various emotional problems [37]. This constitutes a particularly important factor, especially during their time at school when they find themselves in pre-adolescence and adolescence and their ability to meet the school requirements is correlated with their self-image and level of competence and efficiency [38]. According to research findings, negative self-concept and low self-esteem are linked to various mental health problems, difficulties in forming relationships and behavioral issues [39].

Based on results of many research papers on children with learning difficulties, there is an increased risk that they are going to develop social and emotional problems. Despite the fact that there is heterogeneity in the nature of these problems, the vast majority experiences stress and low self-esteem [40]. Hence, the way a child or adolescent perceives themselves is a factor that can be very useful in understanding their performance difficulties and, in a broader sense, their acclimation difficulties to the school environment and address this issue [41].

Regarding the impact of demographic characteristics, especially in surveys with children and adolescents, questions remain unanswered, even though gratitude appears at the early stages of infancy [42]. Concerning gender, in both adults and children, findings show that women and girls express higher levels of gratitude, compared to men and boys respectively, since they value interpersonal relationships to a greater extent [43]. In relation to parental input, in general, research findings show that their contribution extends beyond the limits of physical presence, and that interactions with father and mother shape children's beliefs [44]. The parental educational level is possibly linked to the development of gratitude in children. For instance, research has proved that the parents' low educational level may become a factor preventing the development of emotions, cognitive functions and positive interactions of the children with their environment [45]. From this point of view, it is possible that the parents' low educational level is linked to the students' low level of gratitude development.

Research objectives and hypotheses

The present study examines the contribution of gratitude to the students' self-concept, as an important dimension of their personality, and the exploration of the relationship between them. It also aims to define the relationship between gratitude and socio-demographic variables, such as gender, student academic performance and parents' educational level.

On the basis of the bibliography, the following hypotheses were examined:

Girls were expected to show higher levels of gratitude compared to boys due to their higher sensitivity towards interpersonal relationships [43].

Students' high academic achievement would be related to higher levels of gratitude compared to low academic achievement [1].

High educational level of the father and mother would contribute to the higher levels of gratitude in children, compared to parents' low educational level.

A positive correlation between gratitude and self-concept was expected. To be more specific, higher levels of gratitude would contribute to the manifestation of a positive self-concept in children in terms of the perception of their academic abilities, interpersonal relationships and emotional stability, whereas low levels of gratitude would be linked to low self-concept [46].

APPROACH

Participants

This Panhellenic survey was conducted with 1931 pupils of the 5th and 6th grades of elementary schools in the Education districts of Attica, Thessaloniki, Serres, Pella, Florina, Imathia, Kozani, Trikala, Heraklion, Rethymno, Corfu, Messinia, Lakonia, Arkadia, Lesvos, Komotini and Hania. 47,2% of the students were in the 5th grade and the rest 52.8% were in the 6th grade. No significant difference was found between boys and girls in the fifth and sixth grades. The highest percentage of students (86.5%) finished their previous year with grade 10/10. More girls (89.7%) than boys (83.3%) finished their previous year with grade 10/10 [$\chi^2(1, 1928)=17.23, p<0.001$]. The division into two groups of students based on grades 7,8,9 for the first group and based on the grade 10 for the second group, relied on the views of primary school educators. The educators estimate that the grade 9 often has encouraging effect for the students, while the grade 10 shows that the student was excellent in all classes and held excellent grades consistently for the entire academic year.

The highest percentage of fathers (37.3%) and mothers

(39.2%) of the students who participated in the survey are classified in the category of High School graduates, 33.8% of the fathers and 38.6% of the mothers are Higher Education graduates, 18.7% of the mothers and 23.5% of the fathers are Middle School graduates and a low percentage of fathers and mothers are Primary School graduates (Table 1).

Research Tools

The questionnaire used for the evaluation of students' Gratitude was the Gratitude Questionnaire-6, GQ-6 by McCullough et al., [11] adapted to the Greek reality by Michailidis and Maridaki-Kassotaki [47]. The questionnaire consists of 6 statements of a 7-point scale (1=strongly disagree, 7=strongly agree), to which the students rate how much they agree or disagree with the content of each statement (e.g. I feel grateful for a lot of things in my life. Many people around me have made me feel grateful they exist). Two of these statements have a negative direction (e.g. I rarely feel grateful for someone or something). The internal consistency of the questionnaire that was measured with the method Cronbach's α and the assessment of the correlations between the statements and its reliability through the test-retest reliability method resulted in satisfactory indicators. More spe-

cifically, in both assessments which were 30 days apart Cronbach's α indicators reached satisfactory levels, $\alpha=0.74$ and $\alpha=0.60$. The correlation indicators ranged from 0,62 to 0,88.

Students' self-concept was assessed with the Questionnaire *Psychosocial criterion of school-social competence* ("Ψυχοκοινωνικό κριτήριο σχολικής κοινωνικής επάρκειας") [48] which consists of 14 statements. Three factors were obtained on the basis of the factor analysis carried out in the sample as a whole: The first factor consists of 4 statements concerning the perception of "Academic Abilities" with reliability index $\alpha=0,75$ (e.g. I learn easily. I finish my assignments). The second factor includes 5 statements that concern the perception of "Interpersonal Relationships" with reliability index $\alpha=0,71$ (e.g. Other people like me. I have many friends). The third factor (5 questions) assesses the child's perception of "Honesty and Emotional Stability" (I am honest. I control my emotions). The reliability index is $\alpha=0,69$. Students reply on a 4-point scale ranging from 1 being "this does not relate to me" to 4 being "this relates to me".

Demographic data were related to socio-demographic variables, such as gender, grade in their previous school year, parents' educational level (*Primary School, Middle School, High School, Higher Education Institution*) and number of siblings (*no siblings, one sibling, two siblings, three siblings,*

Table 1: Demographic characteristics of the students in the sample

Grade							χ^2	p
	5 th grade		6 th grade		Total			
Gender	Boys	Girls	Boys	Girls	Boys	Girls		
	455	456	511	509	966	965	0,947	0,05
Grade	Boys	Girls	Boys	Girls	Boys	Girls		
7,8,9	32	20	129	79	161	99	17.23	0.001
10	422	436	380	430	802	866		
Parents' Educational Level	Mother	Father	Mother	Father	Mother	Father		
Primary School	29	44	35	55	64	99		
Middle School	167	202	193	250	360	452		
High School	342	335	415	385	757	720		
Higher Educational Institution	370	326	376	326	746	652		

four or more siblings). The questionnaires were distributed to each class by their educators, who were already informed of the purpose and objectives of this survey.

Results

Students' perceptions of gratitude and self-concept: Comparisons of the average rates in terms of gender and academic performance

In order to examine whether there are differences in how the participants of the survey perceive gratitude and the self-concept in terms of gender, academic performance and the combination of these two variables, two two-factor analyses were performed with gender and academic performance of students as independent variables (2X2). The students' perception of gratitude and the three manifestations of their self-concept (academic abilities, interpersonal relationships, emotional stability) were considered separately as dependent variables (Table 2).

Regarding gratitude, girls showed a higher average rate compared to boys $F(1,1927)=34.54, p<0.001$. Girls also had a higher average in the self-concept factor "Emotional stability" $F(1,1924)=10.24, p<0.01$. There were no differences in the "Academic Ability" and "Interpersonal relationships" factors that were gender-related.

Table 2. The average rates of gratitude and self-concept, in terms of gender and students' academic performance

	Gender		Grade	
	Boys	Girls	7, 8, 9	10
	Avg.	Avg.	Avg.	Avg.
Gratitude	32.06	34.0***	31.94	34.10***
Self-concept				
Academic Ability	12.2	11.9	11.00	13.05***
Interpersonal Relationships	15.7	15.7	15.27	16.15***
Emotional Stability	15.3	15.9**	15.06	16.03***

Note. ** $p<0.01$. *** $p<0.001$

As far as student academic performance, findings show that students graded with 10 had a higher average rate of gratitude $F(1,1924)=39.59, p<0.001$, academic ability $F(1,1924)=172.5, p<0.001$, interpersonal relationships $F(1,1924)=22.03, p<0.001$, emotional stability $F(1,1924)=26.91, p<0.001$ compared to the students graded with 7,8,9. There were no correlations between gender and grade in the average rates of the dependent variables.

The students' self-concept: Comparisons of average rates, in terms of parents' educational level

Father's educational level: The father's educational level was found to have significant correlation with the average rates of the factors, "Academic Ability" $F(3,1915)=30.64, p<0.001, \eta^2 =4.6%$, and "Interpersonal Relationships" $F(3,1915)=10.85, p<0.001, \eta^2 =1.7%$. The average rate of children whose fathers are High school and Higher Education Institution graduates is higher in the two factors, compared to the average rate of students whose fathers are Primary School and Middle School graduates. There was no correlation between gender and the father's educational level in the average rates of children's self-concept (Table 3).

Mother's educational level: The mother's educational level

Table 3. Self-concept average rates in terms of the father's educational level.

Self-concept	Father's educational level				F-value (3, 1915)
	Primary School	Middle School	High School	Higher Education	
	Avg.	Avg.	Avg.	Avg.	
Academic Ability	11.7 β	12.06 β	12.95 α	13.2 α	30.64***
Interpersonal Relationships	15.2 β	15.7 β	16.0 α	16.4 α	10.65***
Emotional Stability	15.58	15.54	15.94	16.2	5.48

Note. *** $p<0.001$.

was found to have significant correlation with the average rates of the factors "Academic Ability" $F(3,1919)=31.22, p<0.001, \eta^2=4.7\%$, "Interpersonal Relationships" $F(3,1919)=11.87, p<0.001, \eta^2=1.8\%$ and "Emotional Stability" $F(3,1919)=8.63, p<0.001, \eta^2=1.3\%$. The average rate of students whose mothers are High school and Higher Education graduates is higher in the three aforementioned factors compared to students whose mothers are Primary School and Middle School graduates. There was no correlation between gender the mother's educational level in the average rate of children's self-concept (Table 4).

Table 4. Self-concept average rates in terms of the mother's educational level

Self-concept	Mother's educational level				F-value (3, 1919)
	Primary School	Middle School	High School	Higher Education	
	Avg.	Avg.	Avg.	Avg.	
Academic Ability	11.6 β	12.00 β	12.74 α	13.29 α	31.22***
Interpersonal Relationships	15.2 β	15.4 β	16.07 α	16.37 α	11.87***
Emotional Stability	15.43 β	15.48 β	15.84 $\alpha\beta$	16.24 α	8.63***

Note.***p<0.001.

High/ low levels of gratitude and students' self-concept

Table 7 displays the allocation of students with high and low levels of gratitude in terms of gender. The highest percentage of students (84.3%) appears to belong to the high levels of gratitude group. More girls (88.8%) than boys (79.7%) express high levels of gratitude $\chi^2(1, 1931)=30.13, p<0.001$. (Table 5).

The variance analysis method with the two dimensions of gratitude, high and low, as an independent variable and life satisfaction and students' self-concept as dependent variables showed statistically significant differences in average rates that are related to the two levels of gratitude.

To be more specific, children displaying high levels of gratitude displayed higher average rates in life-satisfaction $F(1,1931)=317.2, p<0.001$ and the self-concept dimensions, such as "Academic Ability" $F(1,1931)=99.7, p<0.001$, "Interpersonal Relationships" $F(1,1931)=88.5, p<0.001$ and "Emotional Stability" $F(1,1931)=99.9, p<0.001$, compared to the group of children displaying low levels of gratitude (Table 6).

Table 5: Allocation of students with high and low levels of gratitude in terms of gender

Gender	Gratitude					
	High		Low		Total	
	f	%	f	%	F	%
Boys	770	47.3	196	64.5	966	50
Girls	857	52.7	108	35.5	965	50
Total	966	84.3	304	15.7	1931	100

Table 6: Self-concept average rates in terms of high and low levels of gratitude

Self-concept	Gratitude			F-value (1, 1931)
	High	Low	Total	
	Avg.	Avg.	Avg.	
Academic Ability	13.00	11.5	12.3	99.7***
Interpersonal Relationships	16.3.	14.7	15.5	88.5***
Emotional Stability	16.2	14.5	15.3	99.9***

Note. ***p<0.001

Statistical forecasting of the self-concept using gender, grades, parents' educational level, number of siblings and gratitude

In order to investigate the question concerning the statistical forecasting of children's self-concept (dependent variable) using gender, grades, parents educational level, number of siblings and gratitude (Prediction variables), the method of stepwise multiple regression analysis was used. A total of three regression analyses were carried out. At the

first stage, the gender variable was introduced; at the second stage the grades were introduced; at the third stage the father's educational level was introduced; at the fourth stage the mother's educational level was introduced; at the fifth stage the number of siblings was introduced and at the sixth stage gratitude was introduced.

Academic ability as an aspect of self-concept is positively correlated with students' grades $\beta=0.20$, $t=9.33$, $p<0.001$, $R^2=8\%$, the father's educational level $\beta=0.08$, $t=2.97$, $p<0.01$, $R^2=2\%$, the mother's educational level $\beta=0.06$, $t=2.24$, $p<0.05$, $R^2=5\%$, the number of siblings $\beta=-0.07$, $t=3.49$, $p<0.01$, $R^2=7\%$, and gratitude $\beta=0.27$, $t=12.46$, $p<0.001$, $R^2=6.7\%$. The higher the grades students have, the higher the level of their academic ability is. In addition to that, the high educational level of the father and mother contribute to the high academic ability of children. A small number of siblings is positively correlated to their academic ability. High levels of gratitude contribute to high academic ability too.

Interpersonal relationships, as an aspect of self-concept are predicted by the gender $\beta=-0.06$, $t=-2.51$, $p<0.05$, $R^2=2\%$, grades of students $\beta=0.05$, $t=2.08$, $p<0.05$, $R^2=1\%$, and grati-

tude $\beta=0.29$, $t=12.9$, $p<0.001$, $R^2=7.8\%$. Female students are linked to more positive interpersonal relationships. Higher grades and higher levels of gratitude predict more positive interpersonal relationships.

Emotional stability is affected by the gender $\beta=0.05$, $t=2.35$, $p<0.05$, $R^2=1\%$, grades of students $\beta=0.06$, $t=2.61$, $p<0.01$, $R^2=1.5\%$, the number of siblings $\beta=-0.07$, $t=-2.99$, $p<0.01$, $R^2=6\%$, and gratitude $\beta=0.30$, $t=13.26$, $p<0.001$, $R^2=8.1\%$. Female students are linked to better emotional stability. High grades, a few or no siblings and high levels of gratitude contribute to emotional stability of students (Table 7).

Discussion

The aim of the present study is to investigate the extent to which gratitude is related to socio-demographic variables (gender, grades, parents' educational level, number of siblings) and to what extent gratitude contributes to the prediction of the self-concept (academic ability, interpersonal relationships and emotional stability) after examining the contribution of the effect that gender, grades, parents' educational level and number of siblings have on it.

Regarding the relationship between gratitude and socio-demographic variables, the hypotheses of the study have been largely confirmed. Girls showed higher levels of gratitude compared to boys. This result relates to the findings of previous studies conducted by Froh, Bono & Emmons, [46] and Tian et al., [49]. As Froh et al., [1] claimed in their study to children aged 11 to 13 years old, boys express lower levels of gratitude than girls because gratitude may indicate male weakness, thus threatening their masculinity, especially during their time at school, when the differences between the two genders become more significant. Additionally, findings suggest that students that completed their previous year of studies with grade 10/10 expressed higher levels of gratitude compared to students graded with 7,8,9. Studies conducted in adult population suggest that gratitude contributes to the creation of positive feelings of satisfaction at work, such as achieving goals, responsibility and productivity urging the individual to try for an even better performance and greater effort [50,51].

Table 7. Statistical forecasting of the average rates of students' self-concept

	Academic Ability		
	Prediction Variables	Interpersonal Relationships	Emotional Stability
	β	β	β
Gender	-0.07	-0.06*	0.05*
Grades	0.20***	0.05*	0.06**
Father's educational level	0.08**	0.04	0.006
Mother's educational level	0.06*	0.04	0.04
Siblings	-0.07**	-0.03	-0.07**
Gratitude	0.27***	0.29***	0.30***
R ²	0.43	0.33	0.35

Note: $p<0,05$. ** $p<0,01$. *** $p<0,001$.

According to the findings of this study, children whose parents, mother and father, have a high educational level, also have an advantage in expressing gratitude compared to children whose parents have a low educational level. According to the bibliography, parents have significant influence on the emotional development of adolescents and especially through their attitude towards education and training [52]. Although few, the studies on gratitude in adolescents converge on the opinion that inconsistency in the level of gratitude may be the outcome of interactions an individual has with their environment, reflecting, in this way, Bandura's social learning theory [53] that contributes to the development of both personal and interpersonal grateful disposition. [11,46].

Self-concept as the cognitive representation that an individual has of themselves is related to gratitude, gender, academic performance, parents' educational level and family structure. Gratitude's contribution to the self-concept may be linked to the positive emotional function, while when it comes to the cognitive patterns children have shaped for themselves, we can refer to *cognitive processes of gratitude* intertwined with perception, memory and decision-making, that may enhance or reduce the self-concept. More specifically, gratitude constitutes a predictive factor of the students' academic ability, the perception that they are excellent students, that they have the competency skills to complete all assignments quickly etc. Students with high levels of gratitude believe that they are highly competent and their efforts tend to result to the desired outcomes. Furthermore, gratitude significantly affects interpersonal relationships of students and socializing with the other kids. As indicated by the survey findings, students expressing high levels of gratitude have a more positive self-concept regarding their academic abilities, are more content with their interpersonal relationships and express more positive emotions and emotional stability compared to students with low levels of gratitude. The results are consistent with surveys where gratitude is positively associated with: mental well-being [2,11], the development of positive social relationships while supporting altruism and cooperation [46,54] and negatively linked with aggressive behavior [55] as well as emotional difficulties found in children [56,57].

Conclusion

In conclusion, it seems that gratitude is a two-dimensional concept, as it is related to children's personality traits, such as the self-concept, and at the same time it is a feeling that contributes to the emotional stability and to positive social and interpersonal relationships among children. These findings can enrich the fields of research on gratitude in the school environment, such as its development in different ages as well as its cultivation, which should be an important subject in school education. The survey findings are in line with international empirical studies, fill the research gap in Greece and highlight the significance of gratitude in the way children perceive and evaluate themselves, in the way they interpret the social environment and the conditions in which they live and develop, but mainly in the relationship with themselves and others.

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