THE RELATIONSHIP BETWEEN GRATITUDE, FORGIVENESS AND SUBJECTIVE WELL-BEING OF STUDENT TEACHERS FROM UNIVERSITIES OF EDUCATION IN MYANMAR

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Abstract

The main purpose of this study was to investigate the relationship among gratitude, forgiveness and subjective well-being of the student teachers from Universities of Education in Myanmar. The study conducted a survey research design and employed with a quantitative method. As the research instruments, gratitude questionnaire adapted by Bernabé-Valero et al., (2014), forgiveness scale developed by Thompson et al., (2005) and the Subjective well-being Inventory (Nagpal & Sell,1992) modified by Sukhmeet and Rakesh, (2019) were applied. A total of 1200 student teachers (600 males and 600 females) were randomly selected from Universities of Education in Myanmar. The Pearson product-moment correlation results revealed that positively significant relationship (r=0.413. p<0.01) was found between gratitude and subjective well-being and positively significant relationship (r=0.331,p<0.001) was found between forgiveness and subjective well-being. The results of this study revealed that student teachers who have high gratitude and good forgiveness may experience better subjective well-being level. Moreover, forgiveness effected as the mediation role on the relationship between gratitude and subjective well-being. Finally, this study suggested that the student teachers should try to improve gratitude and forgiveness for better level of subjective well-being. Therefore, it was vital to emphasize the student teachers' gratitude, forgiveness and subjective well-being.

Keywords: gratitude, forgiveness, Subjective Well-being, Student teacher

Introduction

Today, modern education demands the students not only to be productive citizens but also to have good characteristics and sense of subjective well-being. Consequently, the most important function of modern education is to help the individuals to develop from the aspects of physical, social, sexual and psychological ways and to assist them as being raised effectively as harmonious with society, happy and productive individual.

To accomplish this function, according to Professor Dr. Khin Zaw (2001), the aims of education should be summarized under three aspects, (1) to help the child to develop his personality, (2) to help the child to relate himself to the society in which he lives, and (3) to help those who are growing up to be active and creative forces in society.

The most important actors in achieving the school objectives are teachers (Hattie, 2003). No education system is better than its teachers. Goodness of an education program was determined to a large extent by the teacher. The quality of education and the standards of achievement are inseparably interrelated with the quality of teachers.

Therefore, these interrelations provided clear evidence that subjective well-being is linked to many desirable outcomes that are also highly relevant for the education system and the teaching profession. According to general and specific objectives, increasing subjective well-being of teachers should contribute to improving their quality of health and have a positive impact on the teaching-learning processes in schools.

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To maximize subjective well-being, it is first necessary to identify its key drivers. Among these factors, gratitude and forgiveness will be examined in this study as the related factors which can strengthen the subjective well-being of student teachers.

Purposes of the Study

The main purpose of the study was to investigate the student teacher's gratitude, forgiveness and subjective well-being of Universities of education in Myanmar.

The specific objectives of the study were

- to examine the relationship between student teacher's gratitude and subjective well-being

- to find out the relationship between student teacher's forgiveness and subjective well-being

- to explore the relationship between student teacher's gratitude and forgiveness
- to examine the relationship among gratitude, forgiveness and subjective well-being and
- to investigate the mediation effect of forgiveness on relationship between gratitude and subjective well-being.

Definitions of Key Terms

Gratitude. Gratitude is emotion, a moral virtue, a habit, a personality trait or a coping response. It is a pleasant state and is linked with positive emotions, including contentment, happiness, pride and hope (McCullough, Emmons and Tsang; 2002).

Forgiveness. Forgiveness is an individual's condition to be more receptive to what has happened in his or her life, refrain from anger and make him or her feel better as well as leave the burden that might interfere and improve relationships and subjective well-being (Emmons & Larsen, 2002).

Subjective well-being. Subjective well-being refers to how people evaluate their lives and includes variables such as life satisfaction, environmental mastery, and lack of depression, anxiety and positive moods (Nagpal, & Sell,1992).

Student teacher. Student teacher means any person who is engaged in a course of study at a college or university in the field of education and as a part of that course of study, teaches a class of students under the supervision of a certified teacher (Taylor, Borys & Larocque; 1992).

Review of Related Literature

Feeling grateful and forgiveness are like other positive emotions that help build a person's enduring personal resources and broaden an individual's thinking. They describe various ways by which gratitude and forgiveness can transform individuals, organization, and communities in positive and sustaining ways. Fredrickson supported that the specific benefits of gratitude and forgiveness including personal and social development, community strength and individual health and well-being (Fredrickson, 2011).

Gratitude is the positive emotion that a focal person experiences when another person has made and attempt to give, or purposefully given, the focal person something of value (Bartlett & De-Steno, 2006). Individuals who tend to experience gratitude and who attribute their happiness to an external source are considered to have dispositional gratitude. Dispositional gratitude is defined as a generalized tendency to recognize and respond with grateful emotion to the roles of other people's benevolence in the positive experiences and outcomes that one obtains (McCullough

et al., 2002). Based upon the broaden-and-build theory, dispositional gratitude plays a strong and positive role in the organizational setting by leading to other positive emotions outcomes.

In broaden- and- build theory, gratitude promotes the well-being of other people (including the benefactor) through creative actions (Fredrickson, 2004). By thinking about ways to help others, grateful individuals broaden their mindsets and think more creatively. Over time gratitude may create and support social bonds with their respective environments. Gratitude not only strengthens individual relationships but may also lead to helping in the broader community (Fredrickson, 2004). This is because when individuals feel that they cannot completely reciprocate with a benefactor, their gratitude broadens to help others in community. Therefore, grateful individuals will creatively endeavor to give back to their organization by working hard, performing well and helping others. Moreover, grateful individuals may also experience prosocial motivation and feel more satisfied with their life in general (Fredrickson, 2001) forgiveness has many benefits, as research shows that individuals forgive more happier and healthier than those who have less forgiveness. The forgiveness disposition is related to positive affectivity, subjective well-being, life satisfaction, optimism and happiness (McCullough et al., 2002).

Previous researches proved that gratitude and forgiveness have psychological benefits, they reduce anger and grief (Coyle & Enrigh, 1997); and decrease anxiety and depression (Freeman & Enright, 1996; Reed & Enright, 2006; Rye & Pargament, 2002). Many researchers also examined that gratitude and forgiveness improve mental health (Berry & Worthington, 2001; Watkins, Woodward, Stone, & Kolts, (2003); Wilson, Milosevic, Carroll, Hart & Hibbard, 2008); life satisfaction (Harris &Thoresen, 2005), as well as self-esteem, subjective well-being, empathy and friendliness (Berry, Worthington, 2001; McCullough et al., 2001).

Method

Research Design: The quantitative research design and survey method were used in this study.

Participants: The sample for this research selected 1200 student teachers (male= 600, female = 600) by using simple random sampling method. Student teachers in first year, second year, third year, and fourth year from Universities of Education in Myanmar were as participants of the study.

Instruments: In this study, the research instruments were the gratitude questionnaire was adapted by Bernabé-Valero et al., (2014), forgiveness scale developed by Thompson et al., 2005) and the Subjective Well-being Inventory (SUBI) modified by Sukhmeet and Rakesh, (2019). The gratitude questionnaire (G20) includes 20 items and it is kind of tendency to gratitude. It has four subscales; interpersonal gratitude, gratitude in the face of suffering, recognition of gift and expression of gratitude. The forgiveness scale involved 19 items and it has three sub-scales; forgiveness to one-self, forgiveness to other person and forgiveness to situation. The Subjective well-being Inventory was developed by Nagpal and Sell, (1992) and was modified by Sukhmeet and Rakesh, (2019). The SUBI includes 40 items and it is kind of self-report measure. By using these questionnaires, the researcher examined the relationship between gratitude, forgiveness and subjective well-being of student teachers of Universities of Education in Myanmar.

Research Findings

After preparing the instruments for the research and collecting the data with these instruments, the assessment for the gratitude, forgiveness and subjective well-being of student teachers from Universities of Education was conducted. The resulted data was assessed by using

descriptive statistics. In addition, the differences between gender, and Universities of Education were analyzed by using independent sample *t*-test and one-way analysis of variance (ANOVA). Finally, the correlation among the gratitude, forgiveness and subjective well-being of student teachers was determined by applying Pearson Product-Moment Correlation. By using the statistical analyses, correlational findings and results were discussed in the following.

The Relationship Between Student Teachers' Gratitude and Subjective Well-being

To explore the relationship between Student Teachers' Gratitude and Subjective Well-being, Pearson Product- Moment Correlation Coefficient was calculated. The result was shown in Table 1.

Table 1 Relationship between Gratitude and Subjective Well-being of Student Teachers

Variables	Gratitude	Subjective Well-being
Gratitude	-	0.413**
Subjective Well-being	0.413**	-

Note** The correlation is significant at the 0.01 Level.

According to the Table1, it was revealed that gratitude was significantly and positively correlated with subjective well-being (r=.413, *p*=.000). This finding indicated that gratitude of student teachers had a moderate positive association with their subjective well-being. It can be assumed that the higher the gratitude the student teachers had, the better they had subjective well-being.

This result was consistent with Froh, Yurkewicz, and Kashdan; (2008) on the relationship between gratitude and subjective well-being of student teachers with a sample of 1000 university students. They revealed that a significant positive correlation between gratitude and subjective well-being.

And then, inter- correlation between the two variables was conducted to examine whether the subscales of gratitude and subjective well-being were related (Table 2).

Table 2 Inter-Correlation Between Subscales of Student Teachers' Gratitude and Subjective Well-being

Variables	IG	GF	RG	EG	Subjective Well-being
IG	-	.351***	.245***	.337***	.331***
GF		-	.151***	.148***	.289***
RG			-	.245***	.232***
EG				-	.071
SWB					-

Note*** The correlation is significant at 0.001 level.

  IG   = **Interpersonal gratitude**
  GF   =**Gratitude in the face of suffering**
  RG   = **Recognition of gifts**
  EG   = **Expression of gratitude**
  SWB = **Subjective Well-being**

Table 2 revealed that the subscales of gratitude and overall subjective well-being were significantly and positively correlated. The result of bivariate correlation showed that Interpersonal gratitude, Gratitude in the face of suffering and Recognition of gifts subscales were significantly and positively correlated with subjective well-being at 0.001 level.

Regression Analysis for Prediction of Overall Gratitude and Subjective Well-being

A simple linear regression was calculated to investigate how well Gratitude predicts Subjective Well-being. The predicting power of Gratitude on Subjective Well-being can be observed in Table 3.

Table 3 Predicting Power of Gratitude on Subjective well-being

Variables	B	β	t	P	R	R²	Adj R²	F
Constant	**21.763**							
Gratitude (GQ)	**.436**	**.237**	**23.002*****	**.000**	**.336**	**.112**	**.216**	**547.124**

**Note*****The prediction is significant at 0.001 level.

According to Table 3, the result of simple linear regression pointed out that the Gratitude made a significant predictive contribution to Subjective Well-being. Regression analysis also showed that the model is significantly a good fit for the data according to the *p* value (*F*= 547.124, *p*=.000). The Adjusted R² value was .216. This proved that Gratitude contributed 22% of the variance in Subjective Well-being. According to Cohen (1988), this is a medium affect.

By the result of simple linear Regression, the model for Subjective Well-being can be defined as the following equation.

$$SWB= 21.763+.436 \text{ GQ}$$

Where, SWB= Subjective Well-being, GQ=Gratitude

It can be predicted that Subjective Well-being of student teachers will increase 0.436 units for the increase in one unit of Gratitude. Based on the result of simple linear regression analysis, the model for the Gratitude on the overall Subjective Well-being was developed. It can be clearly seen in Figure 1.
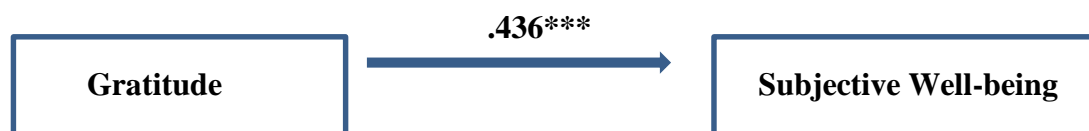
Figure 1 Model of Gratitude and Subjective Well-being

Regression Analysis for Prediction of Gratitude Subscales on Overall Subjective Well-Being

Next, the multiple linear regression analysis was calculated to investigate how well gratitude sub-scales predict Subjective Well-being. The predicting power of gratitude sub-scales on Subjective Well-being can be observed in Table 4.

Table 4 The Multiple Linear Regression Analysis Summary for Subscales of Gratitude on Subjective Well-being

Variables	*B*	*β*	*t*	*P*	*R*	*R²*	*Adj R²*	*F*
Constant	21.508		3.321***	.000				
IG	0.331	.319	3.028***	.000	.471	.221	.237	42.378
GF	0.351	0.250	2.465***	.000				
RG	0.245	0.316	2.966***	.000				
EG	0.017	0.247	0.057	.145				

Note***The prediction is significant at 0.001 level.

It was found that student teachers' Gratitude in the face of suffering, Recognition of gifts, and Expression of gratitude of Gratitude subscales were significantly predicted with their overall Subjective Well-being. Therefore, the model can be defined as the following equation:

SWB= 21.508+ .331 IG+ 0.351 GF.245RG+.017 EG

Where, IG= Interpersonal Gratitude

GF=Gratitude in the face of suffering

RG=Recognition of gifts

EG=Expression of gratitude

The multiple Regression Analysis results in Table 4 pointed out that three subscales of Gratitude made a significant predictive contribution to Subjective Well-being, (F=42.378, *P*=.000) and explain for contribution 23.7% of the variance in Subjective Well-being.
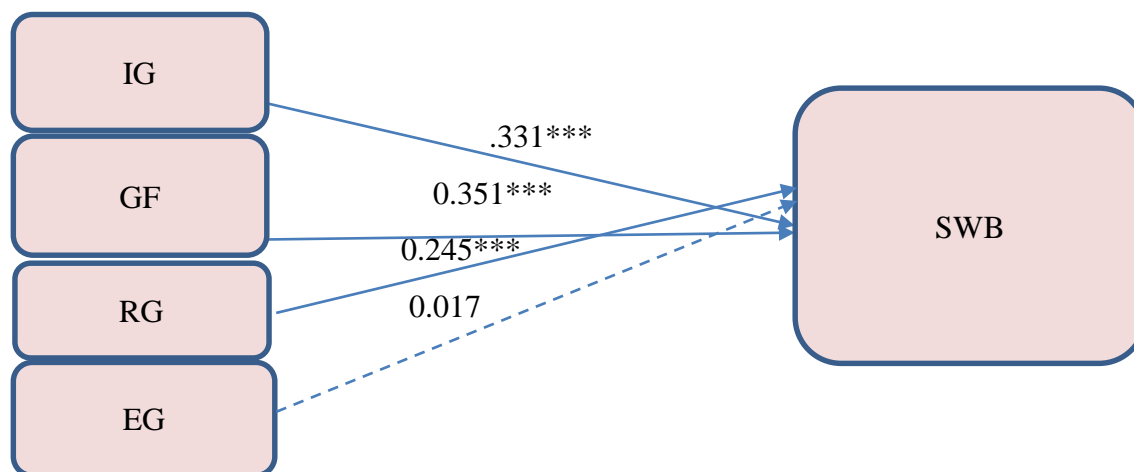
Note: ***p<0.001

Figure 2 Predictive Model of Gratitude on Subjective Well-being of Student Teachers

Then, the relationship between forgiveness and subjective well-being was examined by using Pearson Product-Moment Correlation.

The Relationship between Student teachers' Forgiveness and Subjective Well-being

To explore the Relationship between Student teachers' Forgiveness and Subjective Well-being, Pearson Product- Moment Correlation Coefficient was calculated. The result was shown in Table 5.

Table 5 Correlation between Forgiveness and Subjective Well-being of Student teachers

Variables	Forgiveness	Subjective Well-being
Forgiveness	-	0.331**
Subjective Well-being	0.331**	-

Note** The correlation is significant at the 0.01 Level.

According to the Table 5, it was revealed that forgiveness was significantly and positively correlated with subjective well-being (r=.331, *p*=.000). This finding indicated that forgiveness of student teachers had a moderate positive association with their subjective well-being. It can be assumed that the higher the forgiveness the student teachers, the better their subjective well-being.

This result was consistent with Macnulty, (2007) on the relationship between forgiveness and subjective well-being of medical students in his international dissertation. He proved a significant positive correlation between forgiveness and subjective well-being.

Next, inter- correlation between the two variables was conducted to examine whether the subscales of forgiveness and subjective well-being were related (Table 6)

Table 6 Inter-Correlation Between Subscales of Student Teachers' Forgiveness and Subjective Well-being

Variables	FS	FO	FOS	Subjective Well-being
FS	-	.278**	.383**	.372**
FO		-	.248**	.398**
FOS			-	.270**
SWB				-

Note*** The correlation is significant at 0.01 level.

FS   = **Forgiveness of Self**
FO   = **Forgiveness to Other- person**
FOS   = **Forgiveness of Situation**

Table 6 revealed that the subscales of forgiveness and overall subjective well-being were significantly and positively correlated. The result of bivariate correlation showed that forgiveness of self, forgiveness to other person and forgiveness to situation of forgiveness subscales were significantly and positively correlated with subjective well-being at 0.01 level.

Regression Analysis for Prediction of Overall Forgiveness on Subjective Well-being

A simple linear regression was calculated to investigate how well Forgiveness predicts Subjective Well-being. The predicting power of Forgiveness on Subjective Well-being can be observed in Table 7.

Table 7 Predicting Power of Forgiveness on Subjective Well-being

Variables	*B*	*β*	*t*	*P*	*R*	*R²*	*Adj R²*	*F*
Constant	34.763							
Forgiveness (FG)	.331	.392	33.002***	.000	.292	.321	.311	497.124

**Note***** The prediction is significant at 0.001 level.

According to Table 7, the result of simple linear regression pointed out that the Forgiveness made a significant predictive contribution to Subjective Well-being. Regression analysis also showed that the model is significantly a good fit for the data according to the *p* value (*F*= 497.124, *p*=.000). The Adjusted R^2 value was .311. This proved that Forgiveness contributed 31% of the variance in Subjective Well-being. Cohen (1988) suggested that, this is a medium affect.

By the result of simple linear Regression, the model for Subjective Well-being can be defined as the following equation.

SWB= 34.763+.331FG

Where, SWB= Subjective Well-being, FG=Forgiveness

It can be predicted that Subjective Well-being of student teachers will increase 0.511 units for the increase in one unit of Forgiveness. Based on the result of simple linear regression analysis, the model for the Forgiveness on the overall Subjective Well-being was developed. It can be clearly seen in Figure 3
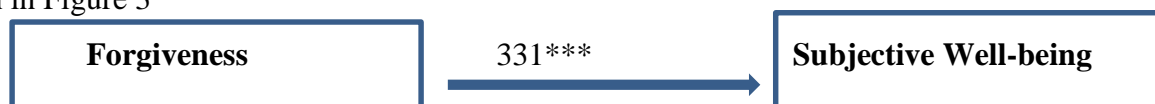
Figure 3 Model of Forgiveness and Subjective Well-being

Regression Analysis for Prediction of Forgiveness Subscales on Overall Subjective Well-Being

Table 8 The Multiple Linear Regression Analysis Summary for Subscales of Forgiveness on Subjective Well-being

Variables	*B*	*β*	*t*	*P*	*R*	*R²*	*Adj R²*	*F*
Constant	22.601		12.324***	.000	.372	.320	.322	45.361
FS	0.310	.380	6.528***	.000				
FO	0.213	.330	10.999***	.000				
FOS	0.125	.206	10.089***	.000				

Note*** The prediction is significant at 0.001 level.

It was found that student teachers' Forgiveness of Self, Forgiveness to Other person and Forgiveness to Situation of Forgiveness subscales were significantly predicted with their overall Subjective Well-being. Therefore, the model can be defined as the following equation:

SWB = 22.601 + 0.310FS + 0.213FO+0.125FOS
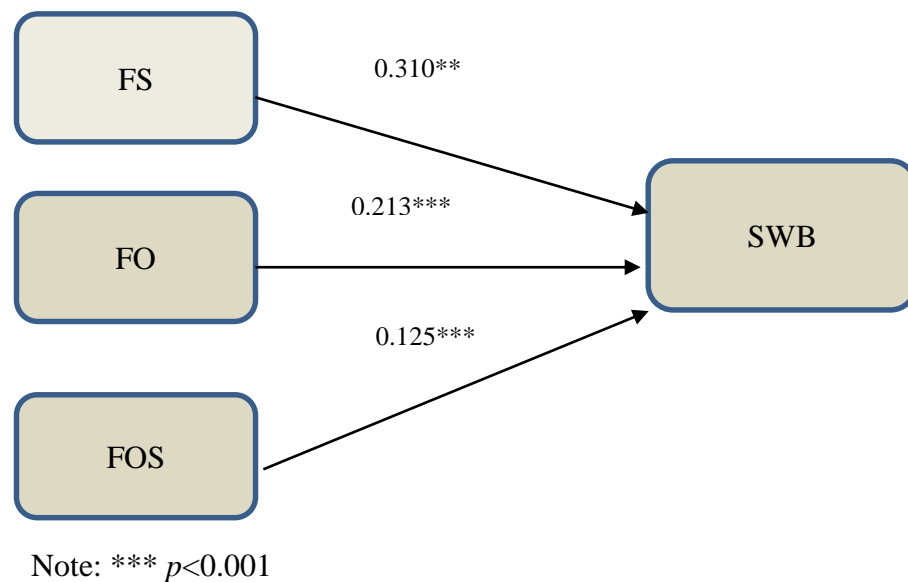
Where, FS   =   Forgiveness of Self

        FO   =   Forgiveness to Other- Person

        FOS =   Forgiveness to Situation

Regression Analysis results in Table 8, pointed out that the three subscales of Forgiveness made a significant predictive contribution to Subjective Well-being, (*F*=45.361, *P*=.000) and explained for contribution 32.2% of the variance in Subjective Well-being.

Note: *** *p*<0.001

Figure 4 Predictive Model of Forgiveness on Subjective Well-being of Student Teachers

Predictive Power of Gratitude Subscales on Forgiveness

To test the predictive power of gratitude to forgiveness, a standard multiple regression analysis was conducted. The result of the standard multiple regression analysis revealed that interpersonal gratitude, gratitude in the face of suffering, recognition of gift and expression of gratitude together made a significant predictive contribution to forgiveness, F (1199) = 22.31, p <0.01, and explained for 28% (adjusted R^2) of the variance in subjective well-being. According to Cohen (1998), this is a medium effect. The result of beta weights revealed that interpersonal gratitude, gratitude in the face of suffering, recognition of gift and expression of gratitude were positively and significantly related to forgiveness. The strongest predictor for forgiveness was recognition of gift followed by gratitude in the face of suffering, interpersonal gratitude and expression of gratitude. (see Table 9)

Table 9 Standard Multiple Regression Analysis Summary for Gratitude and Forgiveness

Predictors	B	β	t	R	R^2	adjusted R^2	F
Constant	54.23		17.275	0.435	0.265	0.275	22.31**
Interpersonal Gratitude (IG)	0.224	0.229	2.112*				
Gratitude in the face of Suffering (GF)	0.245	0.137	3.327*				
Recognition of Gift (RG)	0.260	0.105	3.346**				
Expression of Gratitude (EG)	0.114	0.157	1.423*				

Note: **p<0.001, *p<0.01

Finally, based on the finding of standard multiple regression analysis, a diagram describing how gratitude significantly predicting forgiveness of student teachers in this study was drawn (see Figure 5). The resultant model for Forgiveness can be defined as in the following equation:

Forgiveness= 54.23+0.224IG+0.245GF+0.260RG+0.114EG
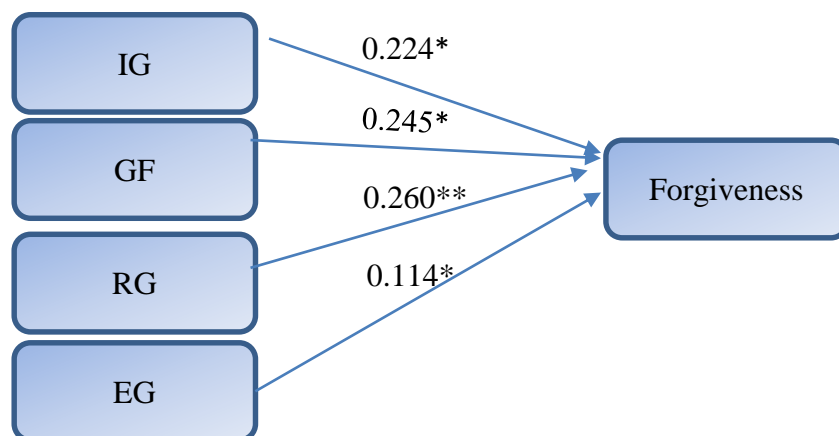
Note** *p* <0.01, **p*<0.01

Figure 5 Predictive Model of Gratitude on Forgiveness of Student Teachers

The Relationship among Student Teachers' Gratitude, Forgiveness and Subjective Well-being

To explore the relationship among student teachers' Gratitude, Forgiveness and Subjective Well-being, Pearson Product-Moment Correlation Coefficient was calculated. The result was shown in Table 10.

Table 10 Correlation among Student Teachers' Gratitude, Forgiveness and Subjective Well being

	IG	GF	RG	EG	FG	SWB
(IG)	-	.288**	.287**	.209**	.311**	.309**
(GF)		-	.451**	.488**	.224**	.392**
(RG)			-	.545**	.265**	.232**
(EG)				-	.114	.031
(FG)					-	.247**
(SWB)						-

Note: ** *p* <0.01

IG: Interpersonal Gratitude, GF: Gratitude in the face of Suffering, RG: Recognition of Gift, EG: Expression of Gratitude, FG: Forgiveness, SWB: Subjective Well-being

Table 10 showed that the significant correlation among interpersonal gratitude, gratitude in the face of suffering, and recognition of gift (gratitude), forgiveness and subjective well-being of student teachers. As expected interpersonal gratitude, gratitude in the face of suffering, and recognition of gift were significantly and positively correlated to forgiveness and subjective well-being. The more the student teachers' gratitude and forgiveness, the higher the subjective well-being in their life. It can be said that student teachers' who have enough gratitude knowledge can forgive more in their life situation and can get high subjective well-being. This finding was consistent with the result of Froh, Yurkewicz, &Kashdan; (2009) and the result of Emmons &

McCullough (2003). They found that there was positive and significant relationship between gratitude, forgiveness and subjective well-being.

The Mediation Analysis of Forgiveness on the Relationship Between Gratitude and Subjective Well-being

To assess the mediation role of forgiveness on relationship between gratitude and subjective well-being, the mediation analysis was conducted (see Table 11). The result showed that the direct effect of gratitude on subjective well-being was positive and significant (b=.114, *p*=.000). Furthermore, a significant indirect effect of the impact of gratitude on subjective well-being in presence of the mediator forgiveness was positive and significant (b=.083, *p*=.000). Hence, the forgiveness partially mediated the relationship between gratitude and subjective well-being. Mediation analysis summary was presented in Table 11.

Table 11 The Mediation Analysis Summary of Forgiveness on the Relationship Between Gratitude and Subjective Well-Being
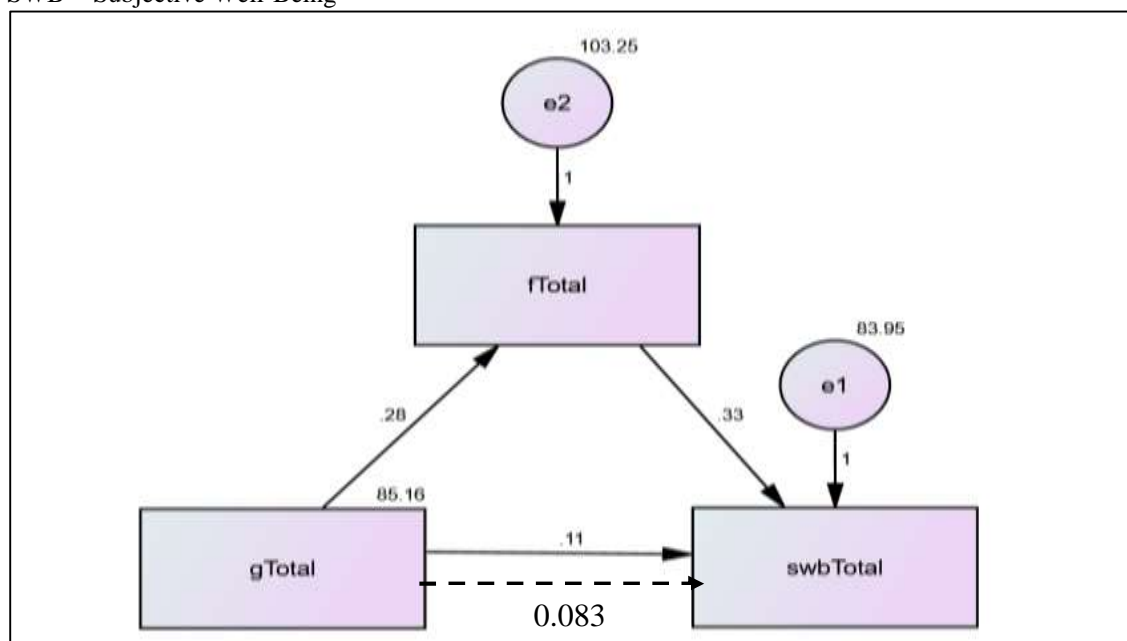
Relationship	Total Effect	Direct Effect	Indirect Effect	Confidence Interval		*p*-value	Conclusion
				Lower Bound	Upper Bound		
G → F → SWB	.190	.110	.083	0.056	0.116	.000	**Partial Mediation**

Note:
F = Forgiveness
G = Gratitude
SWB = Subjective Well-Being

Figure 6 Mediating Role of Forgiveness Between Gratitude and Subjective Well-Being

Note:

————————▶ denoted direct effect
— — — — — ▶ denoted indirect effect
fTotal = Forgiveness Total
gTotal = Gratitude Total
swbTotal = Subjective Well-Being Total

Discussion

Based on the results, adjusted R square was .216, which meant that the total contribution by the combined set of SWB accounted for approximately 22% of the variance of gratitude. Therefore, the collective relationship between subjective well-being and the set of predictor variables can be characterized as moderate level of association. The beta (β) results showed that student teacher's expression of gratitude, gratitude in the face of suffering, and recognition of gifts were key predictors on subjective well-being. However, expression of gratitude Interpersonal gratitude was not significant predictor on subjective well-being.

And then, adjusted R square for forgiveness was .311, which meant that the total contribution by the combined set of subjective well-being accounted for approximately 31% of the variance of forgiveness. Thus, the collective relationship between subjective well-being and the set of predictor variables can be characterized as moderate level of association. The beta(β) results showed that student teachers' forgiveness to oneself, forgiveness to other person and forgiveness to situation were key predictors on subjective well-being.

Moreover, it can be predicted that student teachers who possess high gratitude and forgiveness have more subjective well-being. Therefore, the research investigated that the significant relationship between gratitude, forgiveness and subjective well-being of student teachers. The result from these analyses indicated that gratitude would be positively correlated with subjective well-being of student teachers and forgiveness would also be positively correlated with subjective well-being. Therefore, it can be concluded that student teachers possess better gratitude and forgiveness would be more subjective well-being. This finding was consistent with the result of Safaria, (2014).

Furthermore, this study was consistent with others' research indicated that gratitude and forgiveness may be crucial domains for the relationship between gratitude, forgiveness and subjective well-being (Kong, Ding, & Zhao; 2015).

Finally, based on the result of Mediation analysis, forgiveness was moderate significant predictor for subjective well-being and gratitude significantly predicted subjective well-being. The result showed that the direct effect of gratitude on subjective well-being was positive and significant (b=.114, *p*=.000). Furthermore, a significant indirect effect of the impact of gratitude on subjective well-being in presence of the mediator forgiveness was positive and significant (b=.083, *p*=.000). Hence, the forgiveness partially mediated the relationship between gratitude and subjective well-being.

Conclusion

In this study, the descriptive results showed that gratitude, forgiveness and subjective well-being of student teachers were satisfactory. Next, the relationships between gratitude and subjective well-being, forgiveness and subjective well-being and gratitude and forgiveness of student teachers were found in positively significance. Finally, the results of Amos analysis suggested that forgiveness partially mediated the relationship between gratitude and subjective well-being. Forgiveness and gratitude are the powers among individuals that help someone to generate positive emotion and help creating good relation to achieve subjective well-being (Breen, Kashdan, Lenser, & Fincham, 2010). If someone is hard to forgive, then they will feel difficult to feel gratitude (Narula, 2015). Forgiveness is a fundamental step to experience gratitude and well-being in life (Narula, 2015). Moreover, this study can be assumed that the presence of forgiveness

variable will mediate the relation between gratitude and subjective well-being. The following benefits will be contributed to the individuals' subjective well-being.

Benefits of Gratitude and Forgiveness. Gratitude could help change negative emotions from the past into future feelings of well-being (Baek & Lim; Lee et al., 2018). On the other hand, the relationship between gratitude and well-being that refers to is defined as a global evaluation of the quality of one's life and is regarded as an important component of subjective well-being (Diener et al., 2014). Moreover, the positive association between gratitude and subjective well-being may result from a broaden-and-build mechanism that is elicited by gratitude; i.e., gratitude may broaden an individual's awareness of positive and trigger actions that aid the accumulation of additional for achieving life goals (Chen, Wu, & Chang, 2016). Based on the theories, it can be synthesized that gratitude has an influence on well-being. With gratitude, student teachers can enjoy life experiences positively. The effect of gratitude on student teachers' well-being in mediation by forgiveness. According to Emmons & Mccullough (2004), forgiveness and gratitude are defined as relational virtues because they have given the process of strengthening and repairing the relationship and both are associated with subjective well-being. It is important that the factors affecting subjective well-being, there is one factor to forgiveness, that is gratitude. Next, forgiveness and gratitude are the power among individuals that help someone to generate positive emotions and help creating god relation to achieve well-being (Breen et al.; Ahmad & Silfiasari, 2019). On the other hand, Wilks et al. (2014) explained that gratitude has been associated positively with a range of measures of subjective well-being, and those who score highly on measures of gratitude as an affective trait tend to experience a high degree of life satisfaction and positive affect, as well as scoring higher on measures of pro-social behavior. Based on the explanation of these experts, it can be synthesized that gratitude has an influence on the subjective well-being of the student teacher's life with forgiveness as mediation. With forgiveness as a positive psychology of a student teacher, the student teacher will get subjective well-being by coupled gratitude and forgiveness attitude toward life experiences.

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