
**SELF FORGIVENES AND LIFE SATISFACTION AMONG BOYS AND GIRLS
COLLEGE STUDENTS**

Name: Dr. B. V. Sudha

Designation : Associate Professor

College : Govt R. C. College of commerce and management studies, Race Course road, Bangalore

ABSTRACT

The basic goal of the present study were to explore the nature and patterns of relationship between self-forgiveness and life satisfaction among boys and girls college students. The hypothesis proposed there is no significant relationship between self-forgiveness and life satisfaction among boys and girls college students. A total of 100 participants (50 boys and 50 girls) aged between 18-23 years were selected whose self-forgiveness and life satisfaction were measured through standard psychometric tools. The result of the present study demonstrated that boys had lower mean self-forgiveness score as compared to girls. The same trend was found to be recurring again for the life satisfaction score as compared to girls.

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Forgiveness has become a popular topic of increasing interest to the researchers in the recent past. Most research programmes have tended to discuss the nature of self-forgiveness only within the context of interpersonal forgiveness theory (Tangney, Boone, & Dearing, 2005), making efforts to draw parallels between forgiveness of self and forgiveness of others. The researches have demonstrated that self-forgiveness is only weakly correlated, and in some studies unrelated to forgiveness of others (Mauger, Perry, Freeman, Grove, McBride, & McKinney, 1992; Thompson, Snyder, Hoffman, Michael, Rasmussen, Billings, Heinze, Neufeld, Shorey, Roberts, & Roberts, 2005), suggesting a need for more focused study on the nature of self-forgiveness. With the beginning, self-forgiveness has been conceptualized as a process in which offenders choose to acknowledge one's own responsibility for wrongdoing while also retaining one's personal worth given one's inherent ability to learn from past mistakes (Berecz, 1998; Enright et al., 1996). Hall and Fincham (2005) defined self-forgiveness as a motivational shift in which one's desires to avoid offense-related stimuli and to retaliate against oneself decrease while one's desire to act benevolently toward oneself increases. They described self-forgiveness as a process maintaining that perpetrators may vacillate between self-condemning and self-forgiving motivations. They further suggested that emotional correlates (guilt, shame, and empathy), social-cognitive correlates

(attributions of blame regarding an offense and perceived forgiveness), behavioural correlates (conciliatory behaviour), and offense-related correlates (perceived transgression severity) influence the likelihood that a person will self-forgive. The present research aims to explore the nature and relationship of self-forgiveness and life satisfaction among boys and girls college students.

HYPOTHESES:The following hypotheses have been formulated to be tested through the findings of the present study: 1. The mean self-forgiveness score of the boys college students will show significant difference with the mean score on the same measure of girls college students. 2. The mean life satisfaction score of the boys college students will be higher as compared to the girls college students.

METHODS AND PROCEDURE

Sample : A total of 100 participants (50 girls and 50 boys) college students from Kolar district were selected for this study. The age range of the participants was from 19-23 years. They belonged to different socioeconomic backgrounds mostly associated with lower and middle class family.

Tools Two psychometric tools were used in the study with which the self-forgiveness and life satisfaction of the participants have been measured. The short descriptions of the tools are as follows:

a. Heartland Forgiveness Scale (HFS) The participant's self-forgiving attitude was assessed using translated version of The Heartland Forgiveness Scale (Thompson et al., 2005). The scale was first translated into Hindi and re-translated into English before being administered for actual data collection. The Heartland Forgiveness Scale consists of 18 items, with three subscales consisting six-items each assessing forgiveness of self, others, and situations. Only the subset of six items meant for self-forgiveness was used in this study. Each item comprised seven-point Likert scale (1 = Almost always false of me; 7 = Almost always true of me). The participants were instructed to think about how they have responded to themselves when they have done something wrong. The wording of the items were generally in the direction of higher scores meaning more self-forgiveness, (e.g. With time I am understanding of myself for mistakes I've made and Learning from bad things I've done helps me get over them), and three of these items were reverse-scored so that a higher total score would indicate greater self-forgiveness. The Cronbach's alpha was reported to be .805.

b. The Life satisfaction scale

The level of life satisfaction of the participants was assessed by using life satisfaction scale (Alam & Srivastava, 2001). The scale comprises of 60 items with the alternatives of Yes and No

involving the six areas of life viz. Health, Personal, Economic, Marital, Social and occupational. Yes response indicated satisfaction, whereas No signified dissatisfaction with life. Every 'Yes' response was assigned 1 whereas 'No' was scored as 0. The sum of the scores was obtained for the entire scale. The test-retest reliability of the scale was found to be .84.

PROCEDURE

As per the requirement of the study, data were collected from two different sources. The data of 50 girls and 50 boys college students . The instructions were made clear orally to them first before they were supplied with the questionnaires and requested to answer each item carefully as per the directions written in the beginning of each scale. The participants were informed that participation was voluntary and responses will be kept confidential. The average length of time needed to complete the questionnaires was approximately 30 minutes.

RESULTS

The results revealed that the boys college students showed lower mean score (Mean = 24.35, SD = 4.96) on self-forgiveness measure as compared to the girls college students (Mean=29.18, SD = 2.60). In the same manner, boys college students showed similar performance in evoking lower mean score (Mean = 38.50, SD = 2.60) on life satisfaction measure as compared to girls college students (Mean = 44.25, SD = 3.33).

Table 1: Mean self-forgiveness and life satisfaction scores of clinical and non-clinical participants

SL. No.	Participants	Measures	Mean	SD	N
1	BOYS COLLEGE STUDENTS	Self-forgiveness	24.35	4.96	50
		Life satisfaction	38.50	4.80	50
2	GIRLS COLLEGE STUDENTS	Self-forgiveness	29.18	2.60	50
		Life satisfaction	44.25	3.33	50

The mean scores on self-forgiveness ($t= 5.23$, $df = 39$, $p > .001$) and life satisfaction ($t= 6.19$, $df = 39$, $p > .001$) of boys and girls college students showed statistically significant difference.

DISCUSSION

The results of the study made it evident that nature of self-forgiveness and life satisfaction of boys college students and girls college students were shaped by the fact that there is no significant difference in self-forgiveness and life satisfaction among boys and girls college students. The results of the study showed that boys college students lower level of mean self-forgiveness score

as compared to girls college students resulting into the confirmation of first hypothesis of the study. Second hypothesis also got approved as boys college students evoked lower mean score on life satisfaction measure as compared to girls college students. The values of t-test evinced that the mean scores on these two measures achieved by the two groups of participants were statistically significant.

The mean life satisfaction score of boys were found to be lower as compared to girls (Godsoe,2008). In general, chronic diseases have multiple impacts on the psychological functioning of the patients. Lower self-forgiveness of boys college students has been reported to affect perceptions of body image and has resulted into reduced body image satisfaction/life satisfaction (Jain & Tiwari, in press) and self-esteem (Tiwari, 2014; Tiwari & Kumar, 2015) of the participants. Moreover, boys college students has also been found to affect emotion regulation processes and caused inappropriate application of emotion regulation strategies viz., emotional suppression and cognitive reappraisal on the part of the participants (Tiwari, 2015). The boys college students may also have problems in their interpersonal relationships and self-concept (Tiwari, 2014). In general, boys experience a decline on satisfaction with their life (Jain & Tiwari, Nowakowski, 2014).

CONCLUSIONS AND SUGGESTIONS FOR FUTURE RESEARCH

It can be concluded from the findings of the study that boys college students have lowered level of self-forgiveness and life satisfaction as compared to girls college students .The boys college students showed lower mean scores on self-forgiveness as well on life satisfaction as compared to girls college students.

SUGGESTIONS FOR FUTURE RESEARCH

A very small sample, limited geographical area and selection of only two variables constitute some of the limitations of this study. The future researches may be conducted comprising relatively a large sample with varying socio-cultural attributes and with multiple variables. Another suggestion for future research is that they should involve qualitative methods as the questionnaires did not provide them with a sufficient opportunity to express themselves. The results and conclusions of the study have important implications for future researchers, planners, policy makers and health professionals who are associated with the services of college students.

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