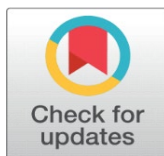


ESSENCE OF FORGIVENESS AMONG THE SECONDARY SCHOOL STUDENTS FROM NAGAON TOWN OF ASSAM

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ABSTRACT

The statement of the present study is, “Essence of Forgiveness among the Secondary School Students from Nagaon Town of Assam.” Based on the problems of the study the objectives framed are: i) To find the difference in the dimension of forgiveness among the Secondary School Students from Nagaon Town of Assam. ii) To find the difference in the essence forgiveness among the Secondary School Student from Nagaon Town of Assam with regard to their Gender (Male/Female).

In the present study Descriptive survey method is used as it aims to systematically and accurately describe a population and situation or phenomenon. Simple Random Sampling technique is used to collect the data from 400 samples.

The result found that there is no significant difference between forgiveness among male and female of Secondary School Students from Nagaon Town of Assam.

1. INTRODUCTION

“Forgiveness is not an occasional act; it is a constant attitude.”

– Martin Luther King Jr.

Positive psychology is a branch of psychology that focuses on studying and understanding the positive features of human experience, such as happiness, well-being, fulfilment and personal strengths. The main area of positive psychology is to enhance the overall quality of life by emphasizing the positive aspects of human behaviour and mental processes. Positive psychology is the study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions.

Positive psychology began as a new domain of psychology in 1998 when Martin Seligman choose it is the theme for his term as president of America Psychological Association, it is a reaction against past practice who's have tended to focus on mental illness and emphasized maladaptive behaviour and negative thinking. It builds on the humanistic movement

by Abraham Maslow, Rollo May, James Bugental and Carl Rogers which encouraged and emphasis on happiness, well-being and positivity thus creating the foundation for what is now known as positive psychology.

According to Martin Seligman "Positive psychology is the scientific study of human strength of virtues".

According to Peterson "Positive psychology is the scientific study of what makes life most worth living".

Strength, Optimism, Happiness, Satisfaction, Gratitude, Well-being, Mindfulness, Hope, Forgiveness etc. come under positive psychology. Among these Forgiveness is one of the important aspects in human life.

Forgiveness is a complex and deeply personal concept that involves letting go of feeling of anger resentment or the desire for revenge towards someone who has mistreated you. It is a conscious and voluntary decision to release negative emotion and thoughts associated with a past offense. When someone forgives, they cultivate empathy, compassion and understanding towards the person who caused harm.

MEANING OF FORGIVENESS

Forgiveness is such a power that it can increase positive attitudes in human minds. Forgiveness is an increase positive emotions and views such as empathy, hope etc. The concept of forgiveness has traditionally been looked upon by numerous philosophers and religious scholars and contemporarily by psychologists and social scientists who has attempted to give a distinct description for it.

Forgiveness may take place in the context either of serious and personal hurts (Enright and the Human Development Study Group, 1991), or of the slight but annoying hurts of everyday life (Enright and Fitzgibbons, 2000). The hurts experienced by the offended may be physical, psychological or moral (Smedes, 1984) or a combination of any or all of them.

Forgiveness doesn't mean forgetting the actions of the person who caused the harm. Otherwise, forgiveness involves accepting to release oneself from the negative emotions associated with experience. Forgiveness is a powerful tool that enables individuals to grow, and live a happy life.

TYPE OF FORGIVENESS

Various researchers divide the various type of forgiveness-

According to Paragment et. al. (2000) forgiveness is of two types. There are-

1. Intrapersonal Forgiveness- It involves changes within individual cognitions.
2. Interpersonal Forgiveness- It involves the way in which events and consequences of actions occur within relationships.

According to Thompson and Snyder (2003) put forward three types of dispositional forgiveness (a general tendency of being forgiving) viz. forgiveness of self, others and situations.

1. Forgiveness of self: It refers to preparedness to move beyond feelings of self-resentment due to the acknowledgement of a committed wrong while nurturing self-compassion generosity, and self-love. In order for self-forgiveness to happen it is important that the individual accepts and freely talks about the feelings of remorse, regret, guilt and shame that resulted from the violation of own values. Self-forgiveness is marked by moving away from self-incrimination and should not be dependent on forgiveness by others, in order to be successful.
2. Forgiveness of others: Forgiving others involves letting go of negative emotions, thoughts and behaviors in the wake of the suffered injustice, and being ready to be merciful towards the offender (Rye & Pargament, 2002). However, forgiving others do not mean that the offender is no longer held responsible for the transgression or the offence is being denied, ignored, tolerated, condoned, excused, or forgotten (Enright & Coyle, 1998). It simply means that the individual has decided to not hold onto the offence or the resultant hurt as it only affects the person holding on in a negative way.
3. Forgiveness of situations: It refers to being forgiving towards situations, circumstances, events, that resulted in pain, suffering, hurt or loss but are beyond control. Catastrophic illness, natural calamities, loss of loved ones and physical sufferings are examples of such situations. Circumstances that hamper positive assumptions of people resulting in negative reactions have to be forgiven in order to get one free from resulting negative emotions.

According to Huang and Enright (2000) further differentiated two types of forgiveness, one they called "anger- related forgiveness" - forgiving motivated by obligation - which is similar to decisional forgiveness. The other type of forgiveness is due to "unconditional love" - which is similar to emotional forgiveness.

DEFINITIONS OF FORGIVENESS

According to McCullough & Worthington (1995) "Forgiveness is a set of psychological change through which the victim becomes less and less motivated to get revenge. He feels more and more motivated to make peace. Forgiveness is a complex affective, cognitive and behavioral phenomenon".

According to Rosenak & Harndon (1992) "Forgiveness is divided into reframing, releasing the desire to retaliate and wishing the offender well".

According to Dr. Richard Fitzgibbons (2000) "Forgiveness is an intellectual decision you make to give up your anger and feelings of revenge".

According to Ansburger (1981) "Forgiveness as an art of relaxation, or as relaxing one's grip on pain and gently releasing one's resentments held against another or self".

According to American Heritage Dictionary (1985), "forgive" is defined as "to excuse for a fault or offense; pardon" and "to renounce anger or resentment against".

According to Enright et al. (1998) Forgiveness as "a willingness to abandon one's right to resentment, negative judgment, and indifferent behavior toward one who unjustly hurt us, while fostering the undeserved qualities of compassion, generosity and even love toward him or her".

According to Steven (1999) "Forgiveness as letting go of my right to hurt another person for hurting me".

THEORETICAL BACKGROUND OF THE STUDY

THEORIES OF FORGIVENESS

Michael McCollough regards forgiveness as a prosocial change in behaviour of the sufferer with motivational foundations. That is, choosing to forgive would motivate one to reduce resentment towards their transgressor, and concurrently to act benevolently towards their transgressor (McCollough, 2000). According to him, when a person is transgressed, they develop feelings for bitterness and motivations to act negatively towards their offender. Hence, it makes sense that the process of forgiveness will not only neutralize the negative behavior but also encourage positive behaviour.

Under the circumstances of interpersonal transgressions, McCollough assumes two possible sentiments that the victim undergoes. The transgression could be viewed as an assault and hence the consequent feelings experienced by the sufferer would be damaging in nature. In order to circumvent further distress, the victim would elude proximity with the transgressor.

A second possibility would arise from the sense of wrongdoing, where the victim would experience anger or even hatred. In such a case, the sufferer would be motivated to seek revenge from the transgressor, or hurt them in some way or the other. The need to affiliate with other people helps one to stabilize their desire for retribution, according to McCollough (2000). The counteraction for seeking vengeance or avoidance would be to forgive. This would encourage amendments and eventual restoration of the relationship between the offender and the sufferer. McCollough's explanation applies to both interpersonal and intrapersonal concept of forgiveness.

Another theory relates the concept of forgiveness to well-being, the connection being certain physiological reactions evoked by emotions. This theory is called the bio informational theory which explains how emotions biologically affect individual experiences and lead to well-being. The storage of memory could be in conjunction with associated emotional experiences, while the emotional experiences and reactions could be elicited when one is asked to visualize real or unreal events. Lang (1979) referred to these responses as valences, stating that they can be either negative or positive. Lang

demonstrated that emotions may be evoked when one manages an experience, and that process is followed by activities in the viscera and somatomotor cortex. Experiencing positive feelings has shown to be related to decreased muscular tension and relaxed facial expression, and also physical reactions, as a result, are shown to be more relaxed (Witvliet, Ludwig, & Laan, 2001). Positive emotions further offset the negative physiological reactions by moderating heart rate, lowering blood pressure, muscular relaxation, and parasympathetic reactions and decreasing skin conductance, thus resulting in enhanced health and well-being (Witvliet et al., 2001). It could be said that negative emotions encompass unforgiveness along with other emotions detrimental to one's health in the short and the long run. Similarly positive emotions would encompass forgiveness and responses related to forgiveness, which are linked to physical responses that would, in turn, enhance health (Witvliet et al., 2001).

Under psychodynamic tradition Kaufman and Todd have explained forgiveness. Kaufman connected forgiveness with courage. According to him, rage occurs when an individual's freedom for desire and action is restricted. Forgiveness helps an individual to accept themselves beyond the restriction and resulted failures in personal and interpersonal contexts. Todd explained self-forgiveness and forgiveness to others as an archetypal experience under the Jungian system. Self-forgiveness and forgiveness to others is an integration of archetypal theme one's 'shadow' into transcending self. According to him, forgiveness is used as a reparative instrument to confront and be relieved of guilt. In the application part of this theory, the therapist plays the role of the priest who hears confession and pronounces freedom from all injuries and guilt. Forgiveness is a mechanism to confront and get rid of guilt.

Enright, Santos, and Al-Mabuk have explained forgiveness through a cognitive paradigm. For that, they distinguished justice morality and forgiveness morality. Justice morality represents providing one's due, equity and fairness. But forgiveness morality means, though knowing the right to revenge, one forgoes the right for taking revenge. Here to get compassion is not the right of a wrongdoer, but it is a gift given by the victim of transgression. The cognitive framework of forgiveness is expanded using logo therapy by Gassin and Enright. He proposed that forgiveness and existential meaning promote positive psychological adjustment. Finding meaning in forgiveness follows the acceptance of pain.

MODELS OF FORGIVENESS

Hargrave's Model: - Hargrave (1994) proposed a model of forgiveness that is based on contextual family therapy. He talked about relational ethics as a foundation of justice, trust and entitlement between family members. The model states there is an innate sense of justice and morality embedded in interpersonal relations. Hargrave puts forth two categories of the forgiveness process viz., exoneration and forgiveness. Exoneration, which further consists of two processes – insight and understanding and helps the victim who has suffered from injustice to free the offender from a load of caused hurt. It enables the victim to recognize and change the destructive patterns which lead to unjust re-enactments. Understanding, on the other hand, helps the victim to identify the limitations of the offender without relieving them of the responsibility of offence. The second category i.e. forgiveness also consists of two processes viz., giving a chance for repayment and the overt act of forgiveness. By doing this, the victim gives a chance to the victimizer to restore the relationship by engaging in trustworthy actions. The overt act of forgiveness includes the discussions on injurious behaviour in order to identify alternative relational patterns. The model views forgiveness as reciprocating interaction between the four stations as an effort to forgive and restore relationships.

Gordon & Baucom's Model: - The model proposed by Gordon and Baucom (1998) is based on understanding the process of forgiveness in terms of psychological trauma. The model states that forgiving of great treachery is almost parallel to aspects of recovery from more general traumatic events. The major events that require a forgiveness process can be seen in terms of interpersonal trauma that disrupts the person's previous assumptions and expectations of relationships. The need for forgiveness comes from the seeking that the individual has for reconstructing the former beliefs about the relationship, to have a sense of predictability, restraint and security in the relationship back in order to effectively move beyond from traumatic event. Forgiveness processes in such situations consist of three stages; Stage I known as impact stage, is marked by the victims' realisation of the effect of transgression on themselves and their relationships. Stage II called the meaning stage is focused on discovering the reason behind the event so that the transgressors' behaviour could be understood. Stage III or the recovery stage, in this stage victim, moves beyond the traumatic event and relieves self from the control of its consequences.

Worthington's Model: - Worthington (1998, 2001) has put forth five steps involved in practicing forgiveness, collectively known as REACH model of forgiveness. The five steps are as follows; Recall the hurt: - In order to heal, an individual must first, accept that he has been hurt. Secondly, he should decide to treat oneself as a worthy individual and not a victim and to treat the offender as a human who can commit mistakes rather than being revengeful. Such acceptance helps in making a decision to forgive instead of indulging in resentful behaviour. Empathies: - Empathy refers to understanding other's perspective and in this step; the forgiver must try to understand the reasons for offender indulging in harmful behavior. Altruistic Gift: - This step refers to granting forgiveness as an altruistic gift to the offender. This means that the forgiver forgives even when it does not hold any gain for his own self. Commit: - It refers to committing to forgiveness publicly, in order to pave way for the final step. Once a commitment is made public, the chances to go back on one's decision becomes difficult. Hold: - It means that one should hold on to the decision to forgive. It is not an easy step as the memories of the event remains and one can re-visit them again and again, but this should not bring any change in the decision to stay in the process of forgiveness.

Malcolm & Greenberg's model: - Malcolm and Greenberg's (2000) model is based on the resolution of unfinished business and is derived from emotion-focused therapy. Unfinished business refers to lingering unresolved negative feelings one individual holds for another (Greenber, Rice & Eliot, 1993). It is based on the assumption that unfinished business can be resolved by gaining a new view of another individual. According to this model, successful forgiveness process must involve five components (i) the awareness and acceptance of negative emotions (ii) letting go of unfulfilled interpersonal needs (iii) a shift in victims' perception of the offender (iv) development of empathetic understanding towards the offender (v) building up of a fresh narrative of self and others.

RESEARCH QUESTIONS

1. What is the essence of forgiveness among the Secondary School Students from Nagaon Town of Assam?
2. How different is the essence of forgiveness among the male and female secondary School Students from Nagaon Town of Assam?

OBJECTIVES OF THE STUDY

1. To find the difference in the dimension of forgiveness among the Secondary School Students from Nagaon Town of Assam.
2. To find the difference in the essence of forgiveness among the Secondary School Student from Nagaon Town of Assam with regard to their Gender (Male/Female).

HYPOTHESES

H₀1: There is no significant difference in the dimension of forgiveness among the Secondary School Students from Nagaon Town of Assam.

H₀2: There is no significant difference of forgiveness among male and female of Secondary School Students from Nagaon Town of Assam.

OPERATIONAL DEFINITION OF THE TERMS USED IN THE STUDY

FORGIVENESS

Forgiveness is a positive emotion of human life. Forgiveness is a process, it may involve self-care, introspection and inner peace. It is a conscious and intentional decision to release negative emotion and thoughts associated with a past fault. In the present study forgiveness is based on the dimensions such as- awareness and acceptance of negative emotions, letting go of unfulfilled interpersonal needs, a shift in victims' perception of the offender, Development of empathetic understanding towards the offender and building up of a fresh narrative of self and others. Forgiveness can also be further understood by the scores obtained on the Forgiveness tool from the Secondary School Student of Nagaon Town of Assam.

SECONDARY SCHOOL STUDENTS

According to NEP 2020 Secondary school students in the age 14 to 18 years, class 9 to 12. Secondary Stage focused on multidisciplinary education, develop critical thinking, flexibility, and choice of subjects. The final stage of the new schooling structure is the secondary stage, which will be covered in two phases: Phase I- Classes 9 and 10 and Phase II- 11 and 12.

In the present study, Secondary School Students refers to all the students studying from Classes IX to XII in the Secondary Schools from Nagaon Town of Assam.

DELIMITATION OF THE STUDY

1. The present study is delimited only to the Government Secondary School Students from Nagaon Town of Assam.
2. The present study is delimited only to the Secondary School Students studying from Classes IX to XII.

2. REVIEW OF RELATED LITERATURE

Tripathi (2008) conducted a study on "A study of interpersonal forgiveness in relation to personality religiosity and emotions among adolescents." Forgiveness a significant virtue, is an important behavioural dimension for promoting prosocial behaviour in society. Forgiveness is at the forefront of relational, emotional, spiritual and physical development and a key factor in holistic health. Forgiveness as an attitude on the part of the forgiver, benefits both the forgiver and the forgiven. The tendency to forgive has been found to be associated with emotional stability and social harmony. The aim of the present investigation was to study the correlates of Interpersonal Forgiveness in terms of Personality, Religiosity, Positive and Negative Affect, Satisfaction with Life, and Anger Experienced and Anger Expressed among adolescents. Forgiveness was found to be positively related with positive emotions. Via Hope, Happiness, Optimism and Gratitude and negatively related with Anger Experienced.

Sampoorna (2010) conduct a study on "Effectiveness of Forgiveness Intervention In fostering Wellbeing" The study revealed that the treatment group and control group of subjects were found homogeneous in their first assessment in level of forgiveness. The treatment group and control group of subjects do not differ in attitude with reference to affect, behaviour and cognition in first assessment. The treatment and control group of subjects showed no significant difference in ways of coping with reference to the eight subscales in first assessment.

Jain (2011) conducted a study on "Relationship of religious code of conduct and religious orientation with authentic happiness forgiveness and psychological well-being among religious groups". The study relevant that happiness doesn't depends upon religious code of conduct, religious orientation, and gender. Whereas forgiveness is more likely be affected by religious code of conduct, religious orientation, and gender. When we talk about dimensions of psychological well-being, it was seen that dimensions like personal growth and environmental mastery where not likely affected by religious orientation but shown relation with religious code of conduct and gender. All other remaining dimensions of psychological well-being (Self-acceptance, Positive relations with others, Purpose in life, Autonomy) has shown relationship with religious code of conduct, religious orientation, and gender.

Verma (2016) conducted a study on "Meta-analysis of theoretical and practical vision on forgiveness and well-being in ancient and contemporary litre". Forgiveness has been a matter of concern for religious teachers, philosophers, ethicists, researchers and academicians since ages till today. Exploring comprehensively the ancient and contemporary text suggest that all agree on the same lines for the conceptual and practical implications of forgiveness. The overall content epitomize that the word forgiveness has multiple connotations and varied usage across time, religion and culture. It is indicated that the forgiveness is having the dispositional and trait like qualities as well as situational contexts. It is a voluntary process and will full act aiming at resolving the negative feelings about interpersonal transgression.

Marigoudar (2016) conducted a study on "The efficacy of reach forgiveness therapy on students hurt in relationship". The study relevant that Students belonging to Immediate Treatment condition and Waiting List condition showed significantly lower level of Benevolence Motivation before undergoing the therapy. Male students have significantly lower level of Cognitive Reappraisal and Emotional Forgiveness as compared to their counterparts. Students who are committed very little to their Religion have significantly very high Decisional Forgiveness as compared to their counterparts. Students whose Intensity of Spiritual Life is very little have significantly very high Decisional Forgiveness as compared to their counterparts.

Bishnoi (2017) conducted a study on "A study of psychological correlates of forgiveness among adolescents". The researcher used the purposive sampling technique in this study. Forgiveness was found to be significantly positively correlated with protecting and loving dimensions of father among girls and boys. Whereas a significant negative correlation was obtained with neglecting and rejecting dimensions. Among girls significant amount of variance in Forgiveness was contributed by three dimensions of parent- child relationship (Father). Protecting dimension contributed 27%, loving dimension accounted for 27% and neglecting dimension it accounted for 35% of variance in Forgiveness. Significant positive correlation of forgiveness with perceived and social self – concept was found among girls and boys.

Mohammad (2017) conducted a study on "Forgiveness Religiosity in Relation to Spiritual Personality among Religious Devotees". Forgiveness others was found as significant predictor of positive outlook on life for religious devotees. Interpersonal religious commitment was found as significant predictor of positive outlook on life for religious devotees.

Interpersonal religious commitment and forgiveness others were found as significant predictors of positive outlook on life for religious devotees. Significant religious differences were found on forgiveness. Significant gender differences were found on forgiveness. Forgiveness self and forgiveness others were found as significant predictors of goodness for religious devotees. Intrapersonal religious commitment was found as significant predictor of goodness for religious devotees. Intrapersonal religious commitment, forgiveness self, forgiveness others and interpersonal religious commitment were found as significant predictors of goodness for religious devotees.

Devi (2018) conducted a study on "Fostering forgiveness to enhance psychological well-being of adolescents". The study reveals that forgiveness of self is negatively correlated with family group support, the dimension of subjective well-being and positively correlated with general well-being negative affect. The relationship is negative between forgiveness of self and general well-being negative affect due to the inverse scoring pattern of the later. Self judgement has significant and positive correlation ($r = .12$, $p < .01$ level) with anger dimension of affective control. There has been positive and significant correlation ($r = .10$, $p < .05$ level) between self-judgement and general well-being positive - affect. There is significant and positive correlation ($r = .11$, $p < .05$ level) between the sub - variable of self-judgement dimension of self-compassion and expectation - achievement congruence dimension of subjective well-being. There is significant and positive correlation ($r = .09$, $p < .05$ level) between the variable of self- judgement and transcendence dimension of subjective well-being. There is significant and positive correlation ($r = .09$, $p < .05$ level) between the common humanity dimension of self-compassion and expectation - achievement congruence dimension of subjective well-being.

Kord (2018) conduct a study on "Relationship of Forgiveness with Self-Esteem Locus of Control and Mental Health in University Employees". The study found that ascertain the relationship of forgiveness with self-esteem locus of control and mental health among AMU employees. To collect the data forgiveness, self – esteem, locus of control and mental health questionnaires were applied. For data analysing Pearson correlation coefficient, Independent t – test and AMOS were used. Results of Pearson correlation demonstrated that there is a positive moderate significant relationship between forgiveness and self-esteem ($r=.41$, $<.05$), there is not any significant relationship between forgiveness and locus of control ($r= .12$, $p<.05$), there is a positive weak significant relationship between forgiveness and mental health ($r=.23$, $p<.05$).

Luis (2019) conducted a study on "Forgiveness and Positivity Work Book Based Intervention Study among College Students in Goa". Late adolescents showed significantly high differences in pre-test and post-test scores with higher mean for the post-test scores with regards to TFS (P). Late adolescents showed significantly very high differences in pre-test and post-test scores with higher mean for the post-test scores with regards to PANAS (T-P). Studies on positivity and forgiveness among adolescents who have undergone a catastrophic event. In the pursuit of self-formation, the intervention methods of education can be a great promise to self-directed virtue development.

Bansal (2019) conducted a study on "Forgiveness and mental health Moderating role of temperament". As anticipated Forgiveness and Temperamental traits associate positively with each other among adults. Forgiving personality is correlated positively with Briskness ($r=.23$), Endurance ($r=.17$) and Activity ($r=.15$). All ten variables tapping Forgiveness and Temperament are entered to find out the predictors of Mental Health among adults. Four variables i.e. Endurance ($p<.001$), Sensory Sensitivity ($p<.01$), Forgiving Personality ($p<.05$) and Other Forgiveness ($p<.05$) emerged as significant predictors of Mental Health. The obtained multiple R equals to .37 ($F=3.89$, $p<.05$). All predictors jointly contribute 13% of variance in mental health among adults.

Judge (2019) conducted a study on "Role of forgiveness morality psychological well-being and aggression in the relationship of empathy and altruism among police personnel" Study reveals that empathy is positively correlated with altruism among all groups viz. total sample, overall male group, overall female group, male ASI, male SI, female ASI and female SI. Empathy and forgiveness has positive correlation among all groups viz. total sample, overall male group, overall female group, ASI, SI, male ASI, male SI and female SI, except female ASI group. Empathy positively relates to idealism among total sample, overall male group and males ASI group while it has positive correlation with relativism for male and male ASI group. Study found that forgiveness of situations is also positively related to morality. Idealism is positively related to forgiveness of situations among total sample, overall female group and female SI personnel. Relativism is positively related to forgiveness of situations among male ASI and female SI personnel.

Kalaimathi (2019) "Forgiveness on Transgression Related Interpersonal Motivation and Its Factors among Higher Secondary School Students". The researcher revealed that characteristics of the transgression (i.e., severity and apology) and relationship quality exert more influence on adolescents' forgiveness in a same-sex friendship than individual-difference factors, such as empathy, jealousy, rumination, shame, guilt and state and trait personality, sex, or age. When transgressions were low in severity, relationship commitment, and religiosity were related to forgiveness of the transgressor. Only commitment and presence of apology played a role when the transgressions were severe.

Tuli (2020) "Anasakti and Forgiveness as Predictors of Marital Quality and Meaning in Life". The researcher relevant that- Anasakti is a significant predictor of Marital Quality. Forgiveness is a significant predictor of Marital Quality. There are significant correlations between components of Forgiveness and components of Marital Quality. Anasakti is a significant predictor of components of Marital Quality like Understanding, Rejection, Satisfaction, Affection, Discontent, Dissolution Potential, Trust and Role Functioning.

Grover (2020) conducted a study on "Impact of Positive Psychology on Indian Youth and Education" The study attempted to investigate the relationship positive psychology and students' perception towards the education system. To examine this relationship, the SEM approach was taken into use. As previously mentioned, positive mindfulness", "positive purpose", "optimism", "positive health" are the four constructs represent to positive psychology. The study also confirmed the positive impact of the positive health on students' perception towards education. The study findings may help to achieve the best in students as results students can live without limit. Advising and constructive psychotherapy can be accustomed to draw out the individual's qualities which can enable people to see how to accomplish great emotional well-being, joy and prosperity.

Ashraf (2021) conducted a study on "Forgiveness Coping Strategies in Relation to Psychological Well Being of People Hurt in Relationship". Forgiveness was found to be significantly and positively related to mental disengagement. Substance use as a coping strategy correlated significantly and negatively with forgiveness. The Self-acceptance component of Psychological Wellbeing was found to be significantly and positively related to restraint as a coping strategy of people who are hurt in relationship. Self-acceptance component of psychological wellbeing showed significant and negative relation with Mental disengagement, focus on and venting of emotions, Use of instrumental social support, Humour, Behavioural disengagement, Use of emotional social support and Suppression of competing activities as a coping strategy of people who are hurt in relationship.

Tharakan & Shirly (2022) conduct a study on " Broken romantic relationships self forgiveness and attitude towards marriage among emerging adults". The study revealed that Developing and maintaining a committed romantic relationship is necessary to successfully raise helpless human offspring (Fraley et al., 2005). Breakup of a romantic relationship does leave a traumatic and lasting impression on the schema of individuals. The coping strategy to recover from the loss varies from individual to individuals. Are both males and females have high intent to marry and favourable general attitude towards aspects of marriage after a breakup of romance. For females it is more positive and significant. Greater the forgiveness greater is the intent to marry and favourable attitude towards aspects of marriage except finance.

Mishra (2022) conducted a study on "Impact of personality and organisational citizenship Behaviour on well-being in managerial personnel of coal Mines mediating role of forgiveness". The study found that out of five dimensions of personality, Neuroticism, Extraversion and Agreeableness were found significant predictors of forgiveness. Managers high on these dimensions should be more forgiving and have greater wellbeing. In the recruitment process of managers, the emphasis should be on the personality domain that emerged as a predictor of forgiveness because they will be more productive and have fewer conflicts with co-workers and subordinates. OCB and forgiveness are both pro-social behaviour, and these are interdependent on each other. However, in this study, OCB was considered a predictor of forgiveness; three dimensions of OCB: sportsmanship, courtesy, and altruism, were found correlated with forgiveness.

Kumar (2023) conducted a study on "Forgiveness and Moral Functioning as Determinants of Subjective Well Being in Adolescence". The study found that forgiveness and moral behavior can promote holistic development in adolescents. Forgiveness can help adolescents to manage negative emotions and to improve their mental health. Moral behavior can help adolescents to find meaning and purpose in life, and promote positive relationships with others. A positive relationship has been found between forgiveness and subjective well- being and its dimensions namely general wellbeing positive affect, confidence in coping, transcendence, social support, inadequate mental mastery, perceived ill health and general wellbeing negative affect. It indicates that adolescents who forgive more readily report feeling more subjectively happy. Moral identity is significantly and positively related with subjective well- being and its dimension viz. general well- being positive affect, expectation achievement congruence, confidence in coping, transcendence, family group support, social support, perceived ill health, and deficiency in social context.

Thomas and Kamble (2023) conduct a study on "Forgiveness and its relationship with social connectedness and subjective wellbeing". The study revealed that the intricate connections between social connectedness, subjective well-being, and forgiveness. Our findings unequivocally support the hypothesis that a person's ability to exercise forgiveness is strongly correlated with their level of social connectedness and well-being there was not clear relationship that forgiveness has with social connectedness and subjective well-being, the data also showed how important forgiveness is in foretelling both of these traits. Building forgiveness may result in better mental health, closer social ties, and a more resilient and forgiving society.

OVERVIEW OF RELATED LITERATURE

From the view of the reviews most of the researchers studied various categories of people like students, adults and police man. The researchers found that forgiveness a significant virtue, is an important behavioural dimension for promoting prosocial behaviour in society. Forgiveness is at the forefront of relational, emotional, spiritual and physical development and a key factor in holistic health. Forgiveness was found to be positively related with positive emotions. Via Hope, Happiness, Optimism and Gratitude and negatively related with Anger Experienced. Another researcher found that happiness doesn't depends upon religious code of conduct, religious orientation, and gender. Whereas forgiveness is more likely be affected by religious code of conduct, religious orientation, and gender. Forgiveness was found to be significantly and positively related to mental disengagement. Substance use as a coping strategy correlated significantly and negatively with forgiveness. The characteristics of the transgression (i.e., severity and apology) and relationship quality exert more influence on adolescents' forgiveness in a same-sex friendship than individual-difference factors, such as empathy, jealousy, rumination, shame, guilt and state and trait personality, sex, or age. When transgressions were low in severity, relationship commitment, and religiosity were related to forgiveness of the transgressor. Forgiveness and moral behaviour can promote holistic development in adolescents. Forgiveness can help adolescents to manage negative emotions and to improve their mental health. Moral behavior can help adolescents to find meaning and purpose in life, and promote positive relationships with others. A positive relationship has been found between forgiveness and subjective well-being and its dimensions namely general wellbeing positive affect, confidence in coping, transcendence, social support, inadequate mental mastery, perceived ill health and general wellbeing negative affect.

KNOWLEDGE GAP

From the review of the related literature, the researcher found various studies related to forgiveness. It studied various categories of people like students, adult, and police man. But the researcher could not find any study that is been conducted among the Secondary school students of Assam. Therefore, research may conduct in this field among the Secondary School students of Assam

3. METHOD FOR THE PRESENT STUDY

The researcher intends to employ the descriptive survey method in the current study. This method helps the researcher to explore and describe the characteristics of a population, phenomenon, or situation.

RESEARCH DESIGN

Table No: 3.1 Schematic presentation on Research Design

Sl. No	Types	Sources
1	Nature of research	Descriptive Survey Method
2	Population of the study	The students from classes IX to XII studying in the Secondary Schools from Nagaon Town of Assam
4	Sample of the study	400 students of 150 male and 250 female.
6	Classification of the study	1. Male and Female Secondary School Student. 2. Student of IX to XII of Secondary Schools from Nagaon Town of Assam
7	Tools and technique used	The researcher uses a self-developed Forgiveness tool to complete the study.
8	Sources of data	<i>Primary sources:</i> These consisted of the first-hand data that collected by the researcher herself by visiting the institution.
9	Sample technique	A Simple Random Sampling Technique is used in present study
10	Procedure of data collection	Forgiveness questionnaire distributed by the researcher for the data collection from Secondary School Students.
11	Statistical techniques	Descriptive Statistics: Mean, SD were calculated Inferential Statistics: T values were calculated.
12	Software used	MS-Excel (2013)

STUDY AREA

In the present study, the researcher would like to select Nagaon Town. Nagaon Town is situated in Middle Assam, Nagaon is a town and a municipal board in Nagaon district in the Indian state of Assam. It is situated 122.6 km. east of Guwahati. Researcher choose Nagaon Town for a research study based on the population and demographics, availability of participants, accessibility, collaborations and unique characteristics.

POPULATION

In research population also known as the target population, refers to the entire group or set of individuals, objects or events that possess specific characteristics and are of interest to the researcher. It represents the larger population from which a sample is drawn.

In the present study, population comprise of all the students from classes IX to XII studying in the Secondary Schools from Nagaon Town of Assam.

SAMPLE AND SAMPLING TECHNIQUE

A sample is a subset of the research population that is carefully selected to represent its characteristics. The selection of the sample must be conducted in a manner that ensures it accurately reflects the diversity and pertinent attributes of the research population. A sample is a condensed, controllable representation of a larger group. It is a subgroup of people with traits from a wider population.

In the present study, the sample comprised of 400 students from classes IX to XII studying in the selected Secondary Schools from Nagaon Town of Assam.

A Simple Random Sampling Technique is used in the present study. The researcher provides each Secondary School Students of Nagaon Town an equal chance of being selected and included in the sample.

TOOLS TO BE USED

For the present study the researcher used a self-developed Forgiveness tool to complete the study.

SOURCES OF DATA

Primary Sources: This consisted of the first hand data that were collected by the researcher herself by visiting the institute.

SAMPLING TECHNIQUE

To collect the data from the sample researcher used 'Simple Random Sampling' technique for the present study.

PROCEDURE FOR DATA COLLECTION

For collecting the data from the respondents researcher had personally visited the selected institutions one by one and then take the permission from the school or college authorities. After that researcher meet the students and provide some guidelines for giving their valuable responses.

STATISTICAL TECHNIQUES

In the present study for quantitative analysis of the data different statistical techniques were applied by the researcher and for finding out necessary conclusion from it. The collected scores were entered in the MS- Excel (2013) spread sheets after that it was tabulated and analysed with the help of following statistical technique.

- Descriptive Statistics like mean, standard deviation, were calculated.
- Sample 't' test were used by the researcher with the help of MS Excel (2013).
- According to the nature of the data Graphical Representation like bar graphs, pie chart, etc. was prepared.

SOFTWARE USED

In the present study Researcher used MS-Excel (2021) for data entry and interpretation.

4. DATA ANALYSIS AND INTERPRETATION

INTRODUCTION

Data analysis is a practices in which unorganized is ordered and organized so that useful information can be extracted from it. The data analysis and interpretation provide answers to the research questions postulated in the study. According to C.R. Kothari (1989), "The term analysis refers to the computation of measures along with searching for patterns of relationship that exist among the data groups"

STATISTICAL TECHNIQUE USED FOR ANALYSIS

In the study the researcher was adopt for Descriptive Statistical Technique (Mean, Standard Deviation and t-test).

OBJECTIVE WISE ANALYSIS

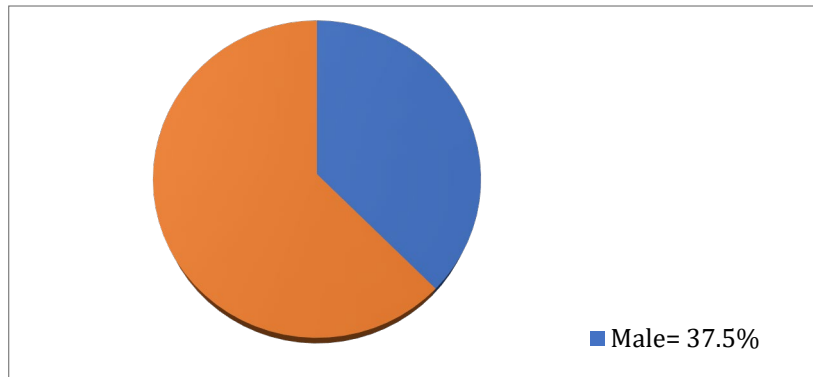
Objective wise analysis and interpretation of data is presented as follows-

Table 4.1. Showing the Distribution of samples based on the essence of forgiveness Gender with among Higher Secondary Student of Nagaon Town of Assam

Gender	No of Student	Percentage
Male	150	37.5%
Female	250	62.5%
Total	400	100%

Fig 4.1 Graphical Representation of samples based on the essence of forgiveness Gender with among Higher Secondary Student of Nagaon Town of Assam

Source: MS- Excel, 2013



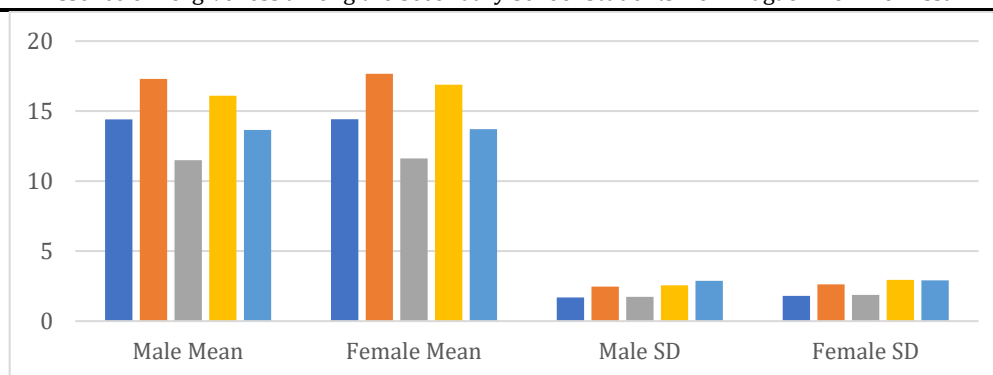
INTERPRETATION:

Based on the given information, there are 400 students. Out of these students, 150 are male, which accounts for 37.5% of the total student population. On the other hand, there are 250 female students, making up 62.5% of the total student population.

Table No: 4.2 Showing the Distribution of Mean and Standard Deviation the essence of forgiveness Gender with among Higher Secondary Student of Nagaon Town of Assam

Dimensions	Male Mean	Female Mean	Male SD	Female SD
Letting go of unfulfilled interpersonal needs	14.40667	14.416	1.694736	1.7985595
The awareness and acceptance of negative emotions	17.3	17.668	2.462384	2.622551
A shift in victims' perception of the offender,	11.49333	11.62	1.734922	1.874993
Development of empathetic understanding towards the offender	16.10667	16.888	2.559028	2.949484
Building up of a fresh narrative of self and others	13.66	13.716	2.884048	2.90712

Fig 4.2 Graphical the Distribution of Mean and Standard Deviation the essence of forgiveness Gender with among Higher Secondary Student of Nagaon Town of Assam



INTERPRETATION-

Represent dimension wise mean and standard deviation for separation among the identified forgiveness of male and female students.

From the above table no 4.2 it is found that the mean and Standard Deviation of male students with Letting go of unfulfilled interpersonal needs in male mean 14.40667 and female mean 14.416. Respectively male Standard Deviation 1.694736 and female Standard Deviation 1.7985595.

The mean and Standard Deviation of with the awareness and acceptance of negative emotions in 17.3 and 2.462384 respectively and the mean and Standard Deviation of female students with the awareness and acceptance of negative emotions in 17.668 and 2.622551 respectively.

The mean and Standard Deviation of male student with dimension a shift in victims perception of the offender in 11.333 and 1.734922 respectively and the mean and Standard Deviation of female students with dimension a shift in victims perception of the offender in 11.62 and 1.874993 respectively.

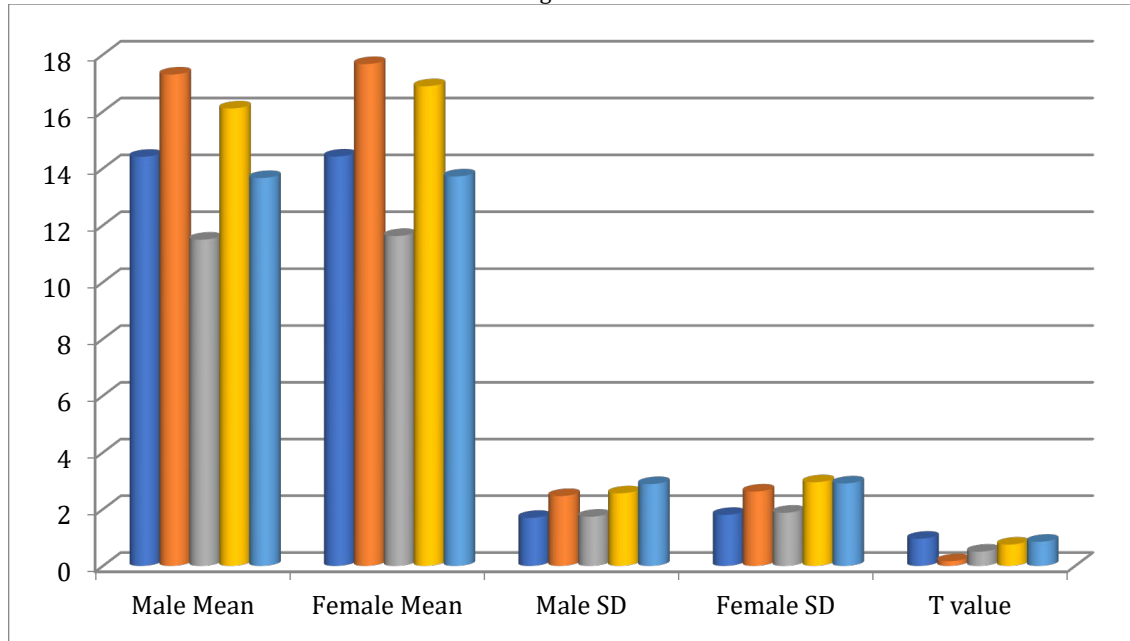
The mean and Standard Deviation of male student with dimension Development of empathetic understanding towards the offender in 16.10667 and 2.559028 respectively and the mean and Standard Deviation of female students with dimension Development of empathetic understanding towards the offender in 16.888 and 2.949484 respectively.

The mean and Standard Deviation of male student with dimension building up of a fresh narrative of self and others in 13.66 and 2.884048 respectively and the mean and Standard Deviation of female students with dimension building up of a fresh narrative of self and others in 13.716 and 2.90712 respectively.

Table No: 4.3 showing the Distribution of Mean and Standard Deviation and T value the essence of forgiveness Gender with among Higher Secondary Student of Nagaon Town of Assam

Dimension	Male Mean	Female Mean	Male SD	Female SD	T value	df	Level of sig (2 Tailed)
Letting go of unfulfilled interpersonal needs	14.40667	14.416	1.694736	1.7985595	0.959209	398	1.966
The awareness and acceptance of negative emotions	17.3	17.668	2.462384	2.622551	0.166405	398	1.966
A shift in victims' perception of the offender,	11.49333	11.62	1.734922	1.874993	0.502731	398	1.966
Development of empathetic understanding towards the offender	16.10667	16.888	2.559028	2.949484	0.7533	398	1.966
Building up of a fresh narrative of self and others	13.66	13.716	2.884048	2.90712	0.852069	398	1.966

Fig 4.3 Graphical Distribution of Percentage, Mean and Standard Deviation the essence of forgiveness Gender with among Higher Secondary Student of Nagaon Town of Assam



INTERPRETATION

Represent dimension wise mean standard deviation and T value for separation among the identified forgiveness of male and female students.

From the above table no 4.3 it is found that the mean and Standard Deviation of male students with Letting go of unfulfilled interpersonal needs in male mean 14.40667 and female mean 14.416. Respectively male Standard Deviation 1.694736 and female Standard Deviation 1.7985595. Respectively T value is 0.959209.

The mean and Standard Deviation of with the awareness and acceptance of negative emotions in 17.3 and 2.462384 respectively and the mean and Standard Deviation of female students with the awareness and acceptance of negative emotions in 17.668 and 2.622551 respectively. Respectively T value is 0.166405.

The mean and Standard Deviation of male student with dimension a shift in victims perception of the offender in 11.333 and 1.734922 respectively and the mean and Standard Deviation of female students with dimension a shift in victims perception of the offender in 11.62 and 1.874993 respectively. Respectively T value is 0.502731.

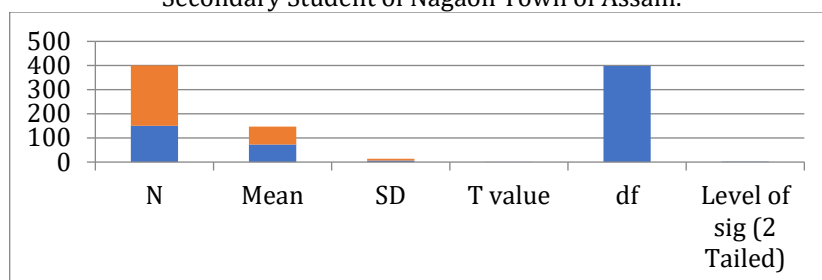
The mean and Standard Deviation of male student with dimension Development of empathetic understanding towards the offender in 16.10667 and 2.559028 respectively and the mean and Standard Deviation of female students with dimension Development of empathetic understanding towards the offender in 16.888 and 2.949484 respectively. Respectively T value is 0.7533.

The mean and Standard Deviation of male student with dimension building up of a fresh narrative of self and others in 13.66 and 2.884048 respectively and the mean and Standard Deviation of female students with dimension building up of a fresh narrative of self and others in 13.716 and 2.90712 respectively. Respectively t- value is 0.852069.

The calculated t- value is found to be 0.959209, 0.166405, 0.502731, 0.7533 and 0.852069 respectively for all the five dimensions. The df is 398 and at 5% Level of significance (2 Tailed) the tabulated value is found to be 1.966 and is greater than the calculated t- value therefore the null hypothesis is accepted.

Table No: 4.4 Showing the Distribution of Mean, Standard Deviation, T value and df of the essence of forgiveness Gender with among Higher Secondary Student of Nagaon Town of Assam

Gender	N	Mean	SD	T value	df	Level of sig (2 Tailed)
Male	150	72.96667	6.48631	0.07009	398	1.966
Female	250	74.3	7.429266			

Fig 4.4 Graphical Distribution of Mean, Standard Deviation, T value and df the essence of forgiveness Gender with among Higher Secondary Student of Nagaon Town of Assam.

INTERPRETATION

From the above table 4.4 it is found that the mean and standard deviation of male students with 72.96667 and 6.48631 respectively and the mean and standard deviation of females 74.3 and 7.429266 respectively. The calculated t- value is found to be 0.07009 significant at 5% levels with df 398. Level of sig (2 Tailed) value 1.966 and is greater than the calculated t- value therefore the null hypothesis is accepted.

MAJOR FINDINGS OF THE STUDY

Total sample size is 400. It is found that 150 are male, which accounts for 37.5% of the total student population. On the other hand, there are 250 female students, making up 62.5% of the total student population.

From the Table 4.3 the calculated t- value is found to be 0.959209, 0.166405, 0.502731, 0.7533 and 0.852069 respectively for all the five dimensions. The df is 398 and at 5% Level of significance (2 Tailed) the tabulated value is found to be 1.966 and is greater than the calculated t- value therefore the null hypothesis is accepted.

It is found that the mean and standard deviation of male students with 72.96667 and 6.48631 respectively and the mean and standard deviation of females 74.3 and 7.429266 respectively. The calculated t- value is found to be 0.07009 significant at 5% levels with df 398. Level of sig (2 Tailed) value 1.966 and is greater than the calculated t- value therefore the null hypothesis is accepted.

EDUCATIONAL IMPLICATION OF THE STUDY

On the basis of the study, educational implications may be indicated as follows:

1. In the process of providing teacher training and staff on how to teach forgiveness including strategies for encouraging a forgiving mind-set among students.
2. Educational institutions should promote activities that foster empathy, helping to the students understand the emotions of others which can lead to a greater willingness to forgive.
3. Education can establish programs to teach the importance of forgiveness in resolving disputes and maintaining healthy relationships.
4. Educational settings can provide role playing exercises to help students understand the impact of forgiveness on personal well-being.

SUGGESTIONS FOR FURTHER RESEARCH

Suggestions for the further study from the result of the present study, the following points have been suggested for further research in this area:

1. The Essence of Forgiveness can also be studied upon under graduate and post graduate Students.
2. In order to get much more valid results, further research may be done on a larger sample.

3. A similar study may also be carried out with the students of higher education.

CONCLUSION

In conclusion, although there is no significance difference between the essence of forgiveness of male and female students, this difference is no statistically significant based on the provided data. Further research with larger sample sizes and more diverse populations may be necessary to draw more definitive conclusions about gender differences in forgiveness scores.

CONFLICT OF INTERESTS

None.

ACKNOWLEDGMENTS

None.

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