

A REVIEW OF THE FORGIVENESS LEVELS OF SECONDARY SCHOOL STUDENTS IN TERMS OF VARIOUS VARIABLES

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Abstract

The aim of this study is to examine the forgiveness levels of secondary school students in terms of various variables. The study group consists of 256 female (48.8%) and 269 (51.2%) male students. The research is conducted with a descriptive survey model. Forgiveness Scale for Adolescents is used as data collection tool. t-test and one-way analysis of variance are used to analyze the data. As a result of the research, it is found that there are significant differences in components of forgiveness, revenge, maintaining anger and empathy sub-dimensions of forgiveness scale. Female students received higher scores than male students in the components of forgiveness and empathy sub-dimensions. Male students received higher scores than female students in revenge and

maintaining anger. Significant differences were found in the sub-dimension of maintaining anger. The ones, whose maternal education status is secondary school and above, received higher scores than the ones whose mothers' are illiterate. According to parental attitudes, there is a significant difference in the components of forgiveness sub-dimension. According to grade levels, there is a significant difference between the skills of empathy as the grade increases. The results were discussed according to the literature.

Keywords: forgiving, forgiveness, secondary school students

Introduction

The place of forgiveness is important for individuals, who have a social presence, to maintain their relations positively. In adolescence in which emotional ups and downs are seen, the pessimistic approach has a greater share in maintaining human relationships. With the forgiveness of undesirable situations encountered in life, the relationship between the person and the environment becomes easier and the person becomes free (Kaya and Peker, 2016).

Forgiveness has long been studied in the field of philosophy and theology (Ayten, 2009). Researches on forgiveness in psychology have been done recently. Notions like violence, intolerance, and being strict were studied more in comparison with forgiveness. In many of his articles, Freud emphasized the concept of punishment, while he focused on forgiveness in only five places (Akhtar, 2002). After 1960s, studies on positive behaviors gained momentum (Ayten, 2009). It is natural to have conflicts and to fall into disagreements in human nature and they always take part in life. People who are tolerant to each other can easily cope with difficult situations and make their lives easier by controlling the feeling of anger (Rijavec and Jurcec, 2010).

Miller (2008) considered forgiveness as interpersonal and intrapersonal, and stated that the part that forms in the person is called as intrapersonal. The individual reflects his psychological state when undesirable behavior occurs to her/himself. Interpersonal forgiveness means the reflection of this emotional situation. In order for forgiveness to occur, the person must express that s/he forgave her/him and forgave in her/himself. It is evident that the ability to develop emotions from adolescence and to forgive in later years is an important factor affecting human relationships (Özteke Kozan, Kesici, and Baloğlu, 2017).

The forgiveness notion may be related to compassion and conscience. People who live in different geographies stated that forgiveness of the individual is a virtuous behavior and a desired personality trait. Thus, the conscientious individual purifies her/himself from negative emotions and behaviors while forgiving an individual who is guilty (Yolaçan, 2008). The forgiveness in psychodynamic approach is an attachment-based notion that comes from infancy and is based on the relationship of the baby with the mother. The baby is connected to the mother through sucking reflex. The benefit of attachment and sucking reflex is the basis of love. It is easy to forgive a person to whom the person is attached. Even though the child upset the mother, the mother forgives her child due to attachment, and it is easy for the child to forgive her family as a result of love and attachment even if the hurt one is the child (Çardak, 2012).

According to Worthington (1998), who works on human relations, there must be a violation of borders for forgiveness to occur. For an individual, the forgiveness notion is a choice rather than a necessity. It is thought that the human relations of the forgiving individuals will be more positive for her/himself and her/his counterparts (Sarıçam and Akin, 2013). In interpersonal relations, human relations deteriorate as boundaries are exceeded (Worthington, 1998). People are

trying to protect themselves from unwanted occurrences by using the means of escape or responding with violence. However, these behaviors are not recommended for communication. The forgiveness notion is important for the positive progress of human relations. The basis for forgiveness to occur is empathy. Empathy is a prerequisite but not sufficient. On the other hand, it is important for individual to behave without accusing others. Everything is not desirable in daily life. People gain bitter experiences, get offended, and face negative experiences. One of the sources of stress is to hold a grudge and this can harm the individual. One of the ways to maintain psychological health is to forgive. (Aşçıoğlu and Yalçın, 2017). One of the behaviors required for forgiveness is that the individual reflects her/his forgiveness to her/his behavior (Worthington, 1998).

In adolescence, where emotional development is important, forgiveness notion contributes to the prevention of unwanted behaviors. The individual communicates with others at every stage of her/his life. In adolescence, the communication of adolescents with other people is changing and the positive and negative experiences with the family and the environment may affect it. Therefore, gaining empathy and the ability to forgive will facilitate the healthy resolution of communication problems (Hasdemir, 2012). The word “adolescent” is used as synonymous with maturing notion (Yavuzer, 2017). The quality of the relationship between the adolescent and the social environment has a significant effect on the development (Tümekaya, Çelik, and Aybek, 2010).

In adolescence, individuals experience emotional transitions and try to cope with these emotions (Haşimoğlu and Arslandoğan, 2018). In this period, aggressive attitudes can be experienced (Asıcı, 2018). In the parliamentary research commission report titled “Determining the Measures to be Taken by Investigating

the Incidents in Schools and Increasing Violence in Children and Young People” (TBMM, 2007), 18.9% of those studying in secondary schools were subjected to violence, and 29.3% of them stated that they were the ones committing violence. As a matter of fact, some adolescents resort to unwanted situations and behaviors that are not approved in order to cope with this situation. Considering the preventive function of psychological counseling and guidance, the importance of the forgiveness notion is understood once again. It is important to take advantage of positive alternative ways for healthy human relationships, one of which is the ability to forgive (Asıci, 2018).

Based on the reasons explained above, it was aimed to examine the level of forgiveness of secondary school students in terms of different variables in this study. Depending on the purpose of the research, answers to the following questions were sought.

1. Does the level of forgiveness differ significantly according to gender?
2. Does the level of forgiveness differ significantly according to the mother's education level?
3. Does the level of forgiveness differ significantly according to the father's education level?
4. Does the level of forgiveness differ significantly in terms of income?
5. Does the level of forgiveness differ significantly according to the perceived social support?
6. Does the level of forgiveness differ significantly according to the perceived parental attitude?
7. Does the level of forgiveness differ significantly according to the grade levels?

Method

Research Model

The research was carried out according to the descriptive survey model. The screening model aims to identify a situation whose existence is mentioned (Karasar, 2018).

Working group

The study group consisted of students studying in secondary school in Şanlıurfa, Akçakale in 2018-2019. The participants were informed about the research. The study group was selected by appropriate sampling method (Karasar, 2018). The appropriate sampling method is the collection of data from the sample that is easily accessible to the researcher (Büyüköztürk, Çakmak, Akgün, Karadeniz, and Demirel, 2018). Out of 620 scales in total, data of 95 scales, which were incomplete or not answered, were not entered. The analysis was conducted on 525 raw data. 256 of the participants were female (48.8%) and 269 were male (51.2%). Their age was between 13-15 years. 118 of the participants were 6th grade, 226 were 7th grade and 181 were 8th grade students.

Data Collection Tools

Forgiveness Scale for Adolescents and Personal Information Form were used in this study.

Forgiveness Scale for Adolescents:

The scale was developed by Asıcı and Karaca (2018) in order to evaluate the tendency of adolescents to forgive in interpersonal relations. As a result of the factor analysis conducted to determine the structure of the scale, a four-dimensional structure was obtained, namely “components of forgiveness”,

“empathy”, “maintaining anger”, and “revenge”. The Cronbach alpha internal consistency coefficients of the scale ranged between .70 and .90, the two-half-test reliability coefficients ranged between .65 and .80, and the structural reliability coefficients ranged from .71 to .76. It has 21 items. It is a 5-point Likert-type scale (1: it does not define me at all, 5: it defines me completely), the lowest score is 21, and the highest is 105 (Asıcı and Karaca, 2018). Higher scores mean that the level of forgiveness is high.

Personal Information Form:

Personal Information Form created by the researcher was formed in order to collect general information from the participants. In this form, there are questions to determine the gender, age, mother’s educational status, father’s education status, grade and other variables of secondary school students.

Data Collection Process

“Forgiveness Scale for Adolescents and Personal Information Form” were applied to volunteer students in their classrooms. The application lasted 30 minutes. Ethical issues (e.g. informed consent and confidentiality) have been taken into account in the data collection process. The purpose, aim and the importance of the study were explained to the students. Volunteer participation was provided for the students and it was stated that they could do the scales easily, without time constraints. The students were asked not to write name-surname, number or personal information in front of or behind the scales in any way. It was stated that all responses in the study would be confidential and would only be used for the research.

Data Analysis

Data were analyzed using SPSS 20.0 package program. In the analysis of the data, One-Way Anova was used to see if there was a significant difference between two or more sample averages. The t-test was used to test whether the difference between two sample averages was significant (Büyüköztürk, Çakmak, Akgün, Karadeniz, and Demirel, 2018).

Findings

Table 1. Comparison of Forgiveness Scores of Secondary School Students According to Gender Variable with t Test

	Gender	N	Average	SD	p
Components of Forgiveness	Female	256	26.02	9.19	,024
	Male	269	24.31	8.08	
Revenge	Female	256	8.07	4.21	,000
	Male	269	10.11	4.31	
Maintaining Anger	Female	256	12.22	4.90	,006
	Male	269	13.32	4.36	
Empathy	Female	256	10.00	3.54	,008
	Male	269	9.22	3.12	
Forgiveness	Female	256	69.56	15.10	,000

Total	Male	269	63.82	13.12	
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* P <.05

When Table 1 was examined, a significant difference was found between the average scores of components of forgiveness, revenge, maintaining anger and empathy sub-dimensions of secondary school students according to gender variable. According to the table; in the total scores of components of forgiveness, empathy, and forgiveness, female students were higher than male students. Male students got higher scores in revenge and maintaining anger sub-dimensions.

Table 2. Secondary School Students' N, \bar{X} , SD Values Concerning the Sub-dimensions of Forgiveness Scale for Adolescents According to Mother Education Status

	Mother Education Status	N	\bar{X}	SD
Components of Forgiveness	Illiterate	260	25.18	9.03
	Primary School	163	25.64	8.30
	Secondary School and Above	99	24.39	8.38
Revenge	Illiterate	260	8.85	4.34

	Primary School	163	9.04	4.22
	Secondary School and Above	99	9.70	4.55
Maintaining Anger	Illiterate	260	12.39	4.53
	Primary School	163	12.70	4.80
	Secondary School and Above	99	13.77	4.50
Empathy	Illiterate	260	9.70	3.47
	Primary School	163	9.69	3.23
	Secondary School	99	9.24	3.27
Forgiveness Total	Illiterate	260	67.47	14.30
	Primary School	163	67.36	13.62

	Secondary School and Above	99	63.83	15.42
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When secondary school students' average scores from Forgiveness Scale for Adolescents was examined in Table 2, it is seen that the students, whose mothers are illiterate, took the highest score in the total score of forgiveness ($\bar{X} = 67.47$). Then come the ones whose mother education status were primary school ($\bar{X} = 25.64$) in the sub-dimension of the components of forgiveness; the ones whose mother education status were secondary school and above ($\bar{X} = 13.77$) in the sub-dimension of maintaining anger; the ones whose mother education status is illiterate ($\bar{X} = 9.70$) in the empathy sub-dimension; and the ones whose mother education status is secondary school and above ($\bar{X} = 9.70$) in the revenge sub-dimension, respectively.

Table 3. Results of Variance Analysis of Sub-dimension Scores of Forgiveness Scale for Adolescents of the Secondary School Students According to Mother Education Status

	Source	KT	Sd	KO	F	P	Significant Difference
	Between- Groups	95.97	2	47.98	.64	.530	

Components of Forgiveness	Within-groups	39144.39	519	75.42			
Revenge	Between-Groups	51.76	2	25.88	1.37	.255	
	Within-groups	9810.70	519	18.90			
Maintaining Anger	Between-Groups	138.63	2	69.31	1.37	.039	1-3
	Within-groups	11030.67	519	21.23			
Empathy	Between-Groups	16.03	2	8.01	.71	.491	
	Within-groups	5845.54	519	11.26			

When Table 3 was examined, it was seen that secondary school students' scores from Forgiveness Scale for Adolescents differ according to mother education status variable ($p < .05$). It was also observed that this differentiation is seen

among the ones whose mothers are illiterate and the ones whose mothers have secondary school education and above according to Tukey test.

Table 4. N, X, SD Values Concerning Secondary School Students' Scores from Forgiveness Scale for Adolescents According to Father Education Status

	Father Education Status	N	\bar{X}	SD
Components of Forgiveness	Illiterate	45	28.57	9.58
	Primary School	161	25.03	8.37
	Secondary School	202	24.88	8.69
	High School	84	24.98	8.45
	University	27	24.23	8.64
Revenge	Illiterate	45	9.88	4.76
	Primary School	161	8.47	4.49
	Secondary School	202	9.13	4.17
	High School	84	9.64	4.22

	University	27	10.10	4.76
Maintaining Anger	Illiterate	45	13.29	4.65
	Primary School	161	12.40	4.66
	Secondary School	202	12.64	4.68
	High School	84	13.88	4.55
	University	27	12.77	4.51
Empathy	Illiterate	45	10.78	3.35
	Primary School	161	9.96	3.11
	Secondary School	202	9.28	3.45
	High School	84	9.35	3.40
	University	27	9.08	3.58

In Table 4, when the average score of the students from Forgiveness Scale for Adolescents was examined, it was seen that the highest score is taken in the sub-dimension of components of forgiveness by students whose fathers are illiterate ($\bar{X} = 28,5778$). Then come the students whose fathers are primary school graduates ($\bar{X} = 25,0313$); the students whose fathers are high school graduates (

$\bar{X} = 24,9836$); the students whose fathers are secondary school graduates ($\bar{X} = 24,8890$), and students whose fathers are university graduates ($\bar{X} = 24,2341$), respectively.

It is seen that the highest score in the revenge sub-dimension is taken by students whose fathers are university graduates ($\bar{X} = 10,1019$). Then come students whose fathers are illiterate ($\bar{X} = 9.8869$); the ones whose fathers' education status is high school ($\bar{X} = 9.6466$); the ones whose fathers' education status is secondary school ($\bar{X} = 9,1311$), and the ones whose fathers' education status is primary school ($\bar{X} = 8.4712$), respectively.

It is seen that the highest score in maintaining anger is taken by students whose father education status is high school ($\bar{X} = 13,8894$). Then come the students whose fathers are illiterate ($\bar{X} = 13,2992$); the ones whose fathers are are university graduates ($\bar{X} = 12,7786$); the ones whose fathers are secondary school graduates ($\bar{X} = 12,6417$), and the ones whose fathers are primary school graduates ($\bar{X} = 12,4022$), respectively.

In the sub-dimension of empathy, it is seen that the highest score is taken by the students whose fathers are illiterate ($\bar{X} = 10,7893$). Then come the students whose fathers are primary school graduates ($\bar{X} = 9.9650$); the ones whose fathers are high school graduates ($\bar{X} = 9.3514$); the ones whose fathers are secondary school graduates ($\bar{X} = 9,2800$); and the ones whose fathers are university graduates, respectively.

Table 5. Results of Variance Analysis of Secondary School Students' Scores from Forgiveness Scale for Adolescents Sub-dimensions According to Father's Education Status

	Source	KT	Sd	KO	F	P	Significant Difference
Components of Forgiveness	Between-Groups	566.05	4	141.51	1.89	.11	
	Within-groups	38336.37	514	74.58			
Revenge	Between-Groups	143.57	4	35.89	1.88	.11	
	Within-groups	9806.23	514	19.07			
Maintaining Anger	Between-Groups	140.87	4	35.21			

	Within-groups	11089.70	514	21.57	1.63	.16	
Empathy	Between-Groups	117.80	117,809	29.45			
	Within-groups	5749.88	5749,888	11.18	2.63	.03	

When Table 5 was examined, it was seen that the scores of secondary school students from Forgiveness Scale for Adolescents differ in empathy sub-dimension ($p < .05$). As a result of the Tukey test conducted to determine the source of this differentiation, the source could not be seen in a meaningful way, but when the average scores between the educational statuses were examined, it was seen that there was a relative difference.

Table 6. N, \bar{X} , SD Values Concerning the Scores of Secondary School Students from Sub-dimensions of Forgiveness Scale for Adolescents According to Income Status

	Income Status	N	\bar{X}	SD
	Low	105	26.14	8.76

Components of Forgiveness	Middle	343	24.53	8.52
	High	76	26.49	9.06
Revenge	Low	105	8.39	4.54
	Middle	343	9.24	4.29
	High	76	9.56	4.51
Maintaining Anger	Low	105	12.12	4.68
	Middle	343	12.88	4.51
	High	76	13.28	5.20
Empathy	Low	105	9.56	3.51
	Middle	343	9.46	3.34
	High	76	10.31	3.14

In Table 6, the average scores of the students from Forgiveness Scale for Adolescents show that the highest scores are seen in students with a high income level ($\bar{X} = 26,4932$) in the sub-dimension of components of forgiveness. It was observed that the highest score is taken by the students with a high income level ($\bar{X} = 9,5659$) in the revenge sub-dimension. It was seen that the students who have the highest score in the sub-dimension of maintaining anger is taken by the students with a high income level ($\bar{X} = 13,2823$). In the sub-dimension of

empathy, it was seen that the highest score ($\bar{X} = 10,3163$) was taken by the students with a high income level.

Table 7. Results of Variance Analysis of Secondary School Students' Scores from Forgiveness Scale for Adolescents Sub-dimensions According to Income Status

	Source	KT	Sd	KO	F	P	Significant Difference
Components of Forgiveness	Between-Groups	373.09	2	186.54	2.49	.084	
	Within-groups	39016.01	521	74.88			
Revenge	Between-Groups	75.77	2	37.88	1.97	.14	
	Within-groups	9996.71	521	19.18			
Maintaining Anger	Between-Groups	67.99	2	33.99		.20	

	Within-groups	11282.14	521	21.65	1.57		
Empathy	Between-Groups	44.95	2	22.47	2.00	.13	
	Within-groups	5847.38	521	11.22			

When Table 7 was examined, it was seen that secondary school students' scores from Forgiveness Scale for Adolescents do not differ according to the income status variable ($p > .05$) in the sub-dimensions of revenge, maintaining anger and empathy.

Table 8. N, X, SD Values Concerning Secondary School Students' Scores from Forgiveness Scale for Adolescents Sub-dimensions According to Perceived Social Support Status

	Perceived Social Support	N	\bar{X}	SD
Components of Forgiveness	Family	396	25.26	8.52
	Friend	47	24.73	9.53
	Teacher	50	25.04	9.02
Revenge	Family	396	9.10	4.37

	Friend	47	8.08	3.98
	Teacher	50	9.17	4.62
Maintaining Anger	Family	396	12.83	4.63
	Friend	47	11.33	4.08
	Teacher	50	12.20	4.92
Empathy	Family	396	9.69	3.32
	Friend	47	9.34	3.49
	Teacher	50	9.73	3.35

In Table 8, when average scores of Forgiveness Scale for Adolescents were examined, it was seen that students, who have perceived social support from their families, obtained the highest score in components of forgiveness sub-dimension ($\bar{X} = 25,2650$). Then come the students whose perceived social support is teacher ($\bar{X} = 25,0438$), and the ones whose perceived social support is friend ($\bar{X} = 24,7304$).

It was seen that the highest score in the revenge sub-dimension was taken by the students whose perceived social support is teacher ($\bar{X} = 9,1727$). Then come the students whose perceived social support is family ($\bar{X} = 9,1003$) and the ones whose perceived social support is friend ($\bar{X} = 8,0809$).

In the sub-dimension of maintaining anger, it was seen that the highest score was taken by students whose perceived social support is family ($\bar{X} = 12,8369$). Then

come the students whose perceived social support is teacher ($\bar{X} = 12,2023$), and the students whose perceived social support is friend ($\bar{X} = 11,3300$).

In the sub-dimension of empathy, it was seen that the highest score was taken by the students whose perceived social support is teacher ($\bar{X} = 9,7346$). Then come the students whose perceived social support is family ($\bar{X} = 9,6908$), and the students whose perceived social support is friend ($\bar{X} = 9,3449$).

Table 9. Results of Variance Analysis of Secondary School Students' Sub-dimension Scores from Forgiveness Scale for Adolescents According to Perceived Social Support Status

	Source	KT	Sd	KO	F	P	Significant Difference
Components of Forgiveness	Between-Groups	13.22	2	6.61	.08	.91	
	Within-groups	36906.00	490	75.31			
Revenge	Between-Groups	45.12	2	22.56	1.18	.30	
	Within-groups	9334.17	490	19.04			
Maintaining Anger	Between-Groups	105.52		52.76			

			2		2.48	.08	
	Within- groups	10424.69	490	21.27			
Empathy	Between- Groups	5.31	2	2.65	.23	.78	
	Within- groups	5488.82	490	11.20			

When Table 9 was examined, it was seen that secondary school students' scores from Forgiveness Scale for Adolescents do not differ according to the perceived social support variable ($p > .05$) in terms of components of forgiveness, revenge, maintaining anger and empathy.

Table 10. N, \bar{X} , SD Values Concerning o Secondary School Students' Scores from Forgiveness Scale for Adolescents Sub-dimensions According to Perceived Parental Attitudes

	Parental Attitude	N	\bar{X}	SD
Components of Forgiveness	Democratic	153	24.76	9.23
	Authoritative	85	28.19	7.42
	Protective	274	24.49	8.52

Revenge	Democratic	153	8.96	4.61
	Authoritative	85	8.32	3.70
	Protective	274	9.43	4.47
Maintaining Anger	Democratic	153	12.36	4.64
	Authoritative	85	12.62	4.19
	Protective	274	13.08	4.80
Empathy	Democratic	153	9.87	3.51
	Authoritative	85	10.04	3.22
	Protective	274	9.38	3.29

When the average scores of students from Forgiveness Scale for Adolescents were examined in Table 10, it was seen that the highest score is taken by students whose perceived parental attitude is authoritarian in the sub-dimension of components of forgiveness ($\bar{X} = 28,1999$). Then come the students whose perceived parental attitude is democratic ($\bar{X} = 24,7602$), and the students whose perceived parental attitude is protective ($\bar{X} = 24,4961$).

It was observed that the highest score on revenge sub-dimension is taken by the students whose perceived parental attitude is protective ($\bar{X} = 9,4329$). Then come the students whose perceived parental attitude is democratic ($\bar{X} = 8,9605$), and the students whose perceived parental attitude is authoritarian ($\bar{X} = 8,3278$).

It was seen that the highest score in the sub-dimension of maintaining anger is taken by the students whose perceived parental attitude is protective ($\bar{X} = 13,0822$). Then come the students whose perceived parental attitude is authoritarian ($\bar{X} = 12,6266$), and the students whose perceived parental attitude is democratic ($\bar{X} = 12,3682$).

In the sub-dimension of empathy, it was seen that the highest score is taken by the students whose parental attitude is authoritarian ($\bar{X} = 10,0414$). Then come the students whose perceived parental attitude is democratic ($\bar{X} = 9.8748$), and the students whose perceived parental attitude is protective ($\bar{X} = 9.3873$).

Table 11. Variance Analysis Results of Secondary School Students' Scores from Forgiveness Scale for Adolescents According to Perceived Parental Attitudes

	Source	KT	Sd	KO	F	P	Significant Difference
Components of Forgiveness	Between-Groups	930.26	2	465.13	6.32	.00	
	Within-groups	37443.74	509	73.56			
Revenge	Between-Groups	83.99	2	41.99	2.16	.11	
	Within-groups			19.36			

		9858.66	509				
Maintaining Anger	Between-Groups	52.8	2	26.44	1.21	.29	
	Within-groups	11066.96	509	21.74			
Empathy	Between-Groups	39.63	2	19.81	1.76	.17	
	Within-groups	5703.97	509	11.20			

When Table 11 was examined, it was seen that secondary school students' score from Forgiveness Scale for Adolescents differ according to perceived parental attitudes variable in the sub-dimension of components of forgiveness ($p < .05$). As a result of the Tukey test conducted to determine the source of this differentiation, it was seen that the source of the differentiation was found to be between the ones whose parental attitude is democratic and authoritarian, and between the ones whose parental attitude is authoritarian and protective.

Table 12. N, \bar{X} , SD Values Concerning Secondary School Students' Scores from Forgiveness Scale for Adolescents Sub-dimensions According to Class Level

	Grade Level	N	\bar{X}	SD
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Components of Forgiveness	6 th Grade	118	27.13	8.05
	7 th Grade	226	25.15	8.99
	8 th Grade	181	23.84	8.44
Revenge	6 th Grade	118	8.72	4.29
	7 th Grade	226	9.16	4.26
	8 th Grade	181	9.31	4.59
Maintaining Anger	6 th Grade	118	12.97	4.65
	7 th Grade	226	12.68	4.37
	8 th Grade	181	12.79	5.00
Empathy	6 th Grade	118	10.28	3.56
	7 th Grade	226	9.71	3.28
	8 th Grade	181	9.03	3.22

When average scores from Forgiveness Scale for Adolescents were examined in Table 12, it was seen that 6th grade students ($\bar{X} = 27,1354$) have the highest score in the sub-dimension of components of forgiveness. Then come the 7th grade students ($\bar{X} = 25,1532$) and 8th grade students ($\bar{X} = 23,8408$).

It is seen that the highest score in revenge sub-dimension is taken by 8th grade students ($\bar{X} = 9,3109$). Then come the 7th grade students ($\bar{X} = 9,1658$) and 6th grade ($\bar{X} = 8,7218$) students, respectively.

It was seen that the highest score in maintaining anger sub-dimension is taken by the 6th grade students ($\bar{X} = 12,9706$). Then come the 8th grade students ($\bar{X} = 12,7976$), and 7th grade students ($\bar{X} = 12,6893$), respectively.

In the sub-dimension of empathy, it was seen that the 6th grade students ($\bar{X} = 10,2828$) get the highest score. Then come the 7th grade students ($\bar{X} = 9,7110$), and the 8th grade students ($\bar{X} = 9,0355$), respectively.

Table 13. Results of Variance Analysis of Secondary School Students' Scores from Forgiveness Scale for Adolescents Sub-dimension According to Class Level

	Source	KT	Sd	KO	F	P	Significant Difference
Components of Forgiveness	Between-Groups	775.37	2	387.68	5.23	.00	
	Within-groups	38628.61	522	74.00			
Revenge	Between-Groups	25.77	2	12.88	.66	.51	
	Within-groups	10047.96	522	19.24			
Maintaining Anger	Between-Groups	6.15		3.07			

			2		.14	.86	
	Within-groups	11344.61	522	21.73			
Empathy	Between-Groups	115.45	2	57.72			
	Within-groups	5783.69	522	11.08	5.21	.00	

When Table 13 was examined, it was seen that the scores of the secondary school students from Forgiveness Scale for Adolescents do not differ according to the grade level variable ($p > .05$) in the sub-dimensions of components of forgiveness, revenge, maintaining anger and empathy.

Discussion

Secondary school students' scores from Forgiveness Scale for Adolescents differ significantly according to gender. There are researches in the literature supporting the research finding. Gökmen (2018) found a significant difference in self-forgiveness levels according to gender, and self-forgiveness levels of male students were found to be higher than female students. Mauger (1992) concluded that forgiveness differentiated according to gender and men are the more forgiving gender. Miller (2008) concluded that the tendency to forgive is higher in women in comparison with men in gender and forgiveness meta-analysis research. Kaya and Peker (2016) found, in their research examining the relationship between forgiveness and perfectionism levels of university students,

that there is no meaningful difference according to gender variable. Ayten (2009) found that the level of forgiveness according to gender variable does not show a significant difference. It was determined that there was no significant difference between male and female participants in terms of level of forgiveness (Arsu, 2017).

Secondary school students' scores from Forgiveness Scale for Adolescents differ significantly according to their parental education level. When the literature is examined in the literature, it is seen that there is a limited number of studies concerning the place of forgiveness notion in the family structure. It was observed that there was no significant difference between the average scores of the participants with different educational levels (Arsu, 2017). Parents' family structure has an effect on individual's behaviors and attitudes (Kaya, Bozaslan, and Genç, 2012). One of children's aspects showing similarity with their parents is forgiveness level, especially in growing phase. (Mullet and Girard, 2004). The ability to forgive in individuals is influenced by communication with parents in childhood and by their family structure (Akhtar, 2002). Based on the literature, it can be said that, because it is within the family structure, the level of education affects the level of forgiveness.

Secondary school students' scores from Forgiveness Scale for Adolescents do not differ significantly according to their income status. When the literature is examined, it is found that there is a research supporting the current research findings. Arsu (2017) determined that there was no significant difference between the average scores of the participants who marked their income as insufficient, medium and high in terms of their forgiveness levels (Uzun, 2018). Students' monthly family income does not affect the levels of forgiveness, guiltiness and

revenge. When we look at the results of this study, it can be said that there is no significant difference between income and forgiveness levels of individuals.

Secondary school students' scores from Forgiveness Scales for Adolescents do not differ significantly according to perceived social support status. When the literature is examined, it can be seen that there are studies that have found different results about the effect of perceived social support on human relations. It is seen that individuals who perceive negative attitude from their parents are the ones who have more aggressive and angry behaviors; they can tend to negative thoughts about the situations experienced, and have low ability to forgive because having difficulty to regulate their emotions (Rohner and Britner, 2002). In similar studies, however, it was found that people who perceived negative attitude from their families had psychological harmony and their human relationships were not affected from this negative attitude (Rohner and Britner, 2002). It was observed that perceived social support has positive effects on adaptation to environment and coping with problems (Türkdoğan, 2017). As a result of the research, it was found that the social support perceived by the individuals in their childhood was directly related to the level of forgiveness (Türkdoğan, 2017). It was determined that individuals who have a high quality of perceived social support are prone to forgiveness (Burnette, Davis, Green, Worthington, and Bradfield, 2009). Furthermore, Halisdemir (2013) found a negative relationship between the self-forgiveness and maternal acceptance-rejection in childhood. It can be predicted that the perceived low level of social support in childhood decreases the tendency to forgive (Türkdoğan, 2017).

Secondary school students' scores from Forgiveness Scale for Adolescents differ significantly according to perceived parental attitudes. When the literature is examined, it can be seen that there are researches supporting the present research

findings. It was found that students who perceive their parents as democratic have a higher tendency to forgive themselves and the situation experienced (Tunca and Durmuş, 2018). Children living in a democratic environment are raised by their parents with unconditional love and respect, and their self-perception is positive (Yavuzer, 2000). Therefore, it is thought that they are prone to positive thinking, and adopt forgiving behavior in an unwanted occurrence (Tunca and Durmuş, 2018). People who grow in a democratic environment have a stronger tendency to forgive in comparison with others (Hope, 1987). It was found that the forgiving tendency of individuals, whose perceived parental attitude is protective and authoritarian, was low (Tunca and Durmuş, 2018). As the students' perceived maternal attitudes towards the past increase, sense of self becomes positive and forgiveness skills show an increase (Halisdemir, 2013).

Secondary school students' scores from Forgiveness Scales for Adolescents do not differ significantly according to grade level. When the literature is examined, it is seen that there are studies that are thought to affect the level of forgiveness, indirectly. The level of self-acceptance of students is predicted by the grade level variable. One of the sub-dimensions of psychological well-being is self-acceptance and a positive relationship is found between psychological well-being and self-forgiveness variable (Halisdemir, 2013). As a result of another study, the level of forgiveness of students does not vary much according to their grades (Uzun, 2018).

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