Research Paper

Forgiveness as a Predictor for Coping Strategies among College Students

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ABSTRACT

Forgiveness is distinct from other ways of dealing with personal insults or injury. Forgiveness is not condoning, excusing, exonerating, justifying, or pardoning an offender (Enright, 2001; Worthington, Witvliet, Pietrini, & Miller, 2007). Neither is forgiveness the same as reconciling a damaged relationship or restoring offenders to their former status (Sutton, 2010).Susan Folkman and Richard Lazarus define coping as "constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing". The study was planned to tap the relationship between forgiveness and use of coping strategies. A sample of 140 undergraduate and post graduate students (male= 63 & female=77), studying in different departments of DDU Gorakhpur University, Gorakhpur were administered Heartland forgiveness scale (2005) and Carver (1997) coping scale. Obtained data was subjected to correlation and stepwise multiple regression analysis. The results indicates that all the three dimensions of forgiveness showed positive correlation with active and adaptive coping and negative with maladaptive coping. Further the dimensions of forgiveness significantly predicted coping strategies. The implications of the findings are also discussed in the light of empirical evidences.

Keywords: forgiveness; self-forgiveness, situational forgiveness, other forgiveness, coping, active, adaptive, maladaptive

In last few decades there have been many alterations in sociocultural context. Globalization and industrialization have led to hectic mode of life; because of nature of this interactions and engagement are becoming stressful. In addition to this due to actualization traditional values like forgiveness are missing from our daily life. There are fewer tendencies to forgive someone and more of reports of related with anxiety, stress, frustration etc.

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In such a backdrop there has been realization of relevance of Gandhian concepts. In particular forgiveness is emerging as a focal theme in Peace Psychology and many other domains of knowledge.

Forgiveness

Forgiveness literature has been boomed the last two decades (Davis et al., 2015b) and psychologist offered various definitions of forgiveness. In recent years, researchers generally agree that forgiveness is distinct from other ways of dealing with personal insults or injury. Forgiveness is not condoning, excusing, exonerating, justifying, or pardoning an offender (Enright, 2001; Worthington, Witvliet, Pietrini, & Miller, 2007). Neither is forgiveness the same as reconciling a damaged relationship or restoring offenders to their former status (Sutton, 2010).Forgiveness is considered as "an internal, victim-based, voluntary, and multidimensional process that is, it can involve a variety of targets (e.g., self, others, situations, and conceptions of deity) and methods (e.g., offering, seeking, and feeling) (Webb, Hirsch, Visser, & Brewer, 2013, p.392). In general theoretical terms, forgiveness is seen as a positive adaptive process, demonstrating an abandonment of feelings, cognitions, and behaviors of resentment towards an individual who has transgressed against the individual, while fostering compassion, generosity, and good will to the person (Enright & the Human Development Study Group,1991). In situations where people may choose to use interpersonal forgiveness when betrayal, abuse, or victimization has been encountered, individuals typically cope by becoming angry, fearful, hurt, or resentful (Pargament, 1997; Worthington, 1998).Further forgiveness is accepted as one the universal human virtues and it is being discussed for centuries with regard to its affective, cognitive, behavioral, moral and cultural features and from a theological, philosophical and personal aspect (Kerns, 2009; Peterson &Seligman, 2000). At first, the concept of forgiveness was seen by Hegel and Kant as a concept that damages justice and as an "unethical human reaction" encouraging wrong-doing or the guilty (Aquino, Grover, Goldman & Folger, 2003). Later on, it was discussed at individual level by psychologists. They argue that forgiving is a cognitive process based on understanding, sympathy and affective reactions that decreases a person's negative judgment about a guilty person despite any negative feelings (Goodstein & Aquino, 2010). Worthington (1998) defines forgiveness as behaviour of insisting on retaliation against a person who displayed anger, revenge and offending behaviors, and staying away from or avoiding the person who hurts. In other words, forgiveness is the act of decreasing the negative feelings and disposition against the person who hurts or is guilty. An interpersonal level**,** forgiveness is forgiving a person who hurts or harms. When the party who is harmed forgives, then the person who harmed receives undeserved apology. Thus, both of parties or one of the parties move from a negative situation to a positive one and the relationship is characterized by reconciliation (Paul, 2009).

Positive psychology has focused on the importance of forgiveness for its significant benefits on psychological and physical well-being (Thoresen, Harris, & Luskin, 2000). The studies have shown that forgiveness supports higher life satisfaction, self-esteem, personal productivity, effectiveness, better self-care and conflict management and also it facilitates

lower negative affectivity, depression, anxiety, stress and physical illness symptoms (Brown, 2003; Hebl & Enright, 1993; Lawler et al., 2005; Temoshok & Chandra, 2000; Temoshok & Wald, 2005; Toussaint & Webb, 2005; Worthington, Hook, Davis & McDaniel, 2011; Ysseldyk, 2007). In addition, forgiveness is characterized as an exclusive method of coping (Toussaint & Webb, 2005). According to Aquino and others (2003) intrapersonal forgiveness is a relational process during which the person who is damaged copes with the negative feelings of rage, anger and hostility against the guilty person, starts to show understanding towards the guilty and avoids hurting the guilty. Forgiveness is assessed as an interpersonal and social process due to its interactional nature, and efforts of forming a balance, reconciliation and creating a neutral situation (Kelley & Waldron, 2006).

Coping Strategies

Coping can be defined as the sum of cognitive and behavioral efforts, which are constantly changing, that aim to handle particular demands, whether internal or external, that are viewed as taxing or demanding (Psychologists Richard Lazarus and Susan Folkman, 1984). Coping is an activity we do to seek and apply solutions to stressful situations or problems that emerge because of our stressors**.** According to Coyne, Aldwin and Lazarus (1981), coping refers to efforts, both cognitive and behavioral, to manage environmental and internal demands and conflicts affecting an individual that tax or exceed a person's resources. Zappert and Weinstein (1985) revels that the coping style index included items related to the ability to set limits and pace oneself, confidence in one's judgment, seeking feedback or information when faced with a problem, and attempting to be the best at all one does; the coping strain index included items related to difficulties controlling temper or emotions, impatience, heightened sensitivity to criticism, self-doubt and self-blame, and inaction when confronting problems. Dewe(1987) refers to active or passive attempts to respond to a situation of threat with the aim of removing the threat or reducing the discomfort. Latack (1986) draws upon conceptual dimensions identified by Schuler (1985) to define coping as a 'response to situations characterized by uncertainty and important consequences'**.** Folkman, Lazarus, Dunkel-Schetter, Delongis and Gruen (1986) define coping as constantly changing cognitive and behavioral efforts to manage the internal and external demands of transactions that tax or exceed a person's resources. This broad definition allows for various specific coping targets that are internal (e.g. emotional reactions) or external (e.g. the situation). Further Aldwin and Revenson (1987) state that coping encompasses cognitive and behavioral strategies used to manage a stressful situations(problem-focused coping or active coping strategies) and the attendant negative emotions (emotion-focused coping)**.**Carver et al. (1989) utilized the Lazarus (1966) stress definition and said that coping is the process of executing that response' Later Havlovic and Keenan (1991) utilized the Aldwin and Revenson (1987) definition of coping and state that coping encompasses cognitive and behavioral strategies used to manage a stressful situation (problem focused coping or active coping strategies) and the attendant negative emotions (emotion-focused coping or adaptive coping strategies).

Forgiveness and Coping Strategies

Forgiveness has been conceptualized as a coping strategy employed in response to interpersonal transgressions, betrayals, and other such offenses (Worthington & Scherer,

2004). Forgiveness presents itself as an effective process by which to reduce such stress (Witvliet et al., 2001). After suffering a transgression, an individual will likely experience a negative emotional reaction known as *unforgiveness*, particularly if he or she ruminates on the transgression (Worthington &Wade, 1999; Worthington & Scherer, 2004). Forgiveness is one of the ways of dealing with unforgiveness. In the literature, the term "forgiveness" usually refers to interpersonal forgiveness, whereby one person forgives another. Theoretical and empirical investigations suggest that forgiveness and unforgiveness can be understood within a stress-and-coping framework (Worthington & Scherer, 2004). Unforgiveness is conceptualized as a stress reaction to interpersonal transgressions (Berry, Worthington, Parrott, O'Connor, & Wade, 2001), and can involve a wide range of negative emotions, such as anger, hatred, hostility, resentment, bitterness, fear, and anxiety.

Some coping strategies for addressing unforgiveness are problem- focused, whereby the offended individual deals with the transgression itself, or attempts to bring about justice. Other strategies are meaning-focused: the transgression is reappraised to seem less offensive or even non-offensive. Still other strategies are emotion focused, whereby the offended individual attempts to deal with the negative emotions elicited by the transgression. Forgiveness falls into this third category (Worthington & Scherer, 2004). Specifically, forgiveness is defined as an emotional juxtaposition (Worthington & Wade, 1999), whereby the negative emotions of unforgiveness are neutralized or replaced by the positive emotions of forgiveness. These positive emotions are other-focused, and include "empathy, sympathy, compassion, romantic love, and altruistic love" (Worthington & Scherer, 2004, p. 387). Further, "forgiveness still allows for holding the offender responsible for the transgression, and does not involve denying, ignoring, minimizing, tolerating, condoning, excusing, or forgetting the offense" (Witvliet, Ludwig, & Vander Laan, 2001, p. 118). Forgiveness allows one to both acknowledge the full impact and wrongfulness of a transgression and overcome resultant emotional hurt.

Psychophysiology literature and suggest possible mechanisms, therapists, and health professionals has proposed that the ways people respond to interpersonal offenses can significantly affect their health (McCullough, Sandage, &Worthington, 1997; McCullough & Worthington, 1994; Thoresen, Harris, & Luskin, 1999).Forgiveness has also been linked with psychological health and Wellbeing. Over the last few years, a number of reviews have examined this association (e.g., Bono and McCullough, in press; McCullough, 2000; McCullough and Witvliet, 2002; Thoresen *et al.*, 1998, 2000; Witvliet, 2001). All of these have concluded that forgiveness is positively associated with health. Thoresen *et al.* (1998) existing that increases in forgiveness were often correlated with less negative affect, such as anxiety and depression (Al-Mabuk*et al.*, 1995; Coyle and Enright, 1997; Freedman and Enright, 1996; Hebl and Enright, 1993). Thorese n*et al.* (2000) also argument that context and factors surrounding the offense, such as its severity, the presence of physical abuse or repeated offenses, may influence whether forgiveness leads to beneficial health consequences. Coping skills refers to a set of cognitive and behavioral efforts to translate, interpret, and modify a stressful situation that play important roles in physical and mental

health (Hajizad R, Abdollahzadeh H, Gholami M., 2016). The evidence indicates the effectiveness of spiritual/religious coping skills on health hardiness and somatic complaints (Nouri R, Bolhari J., 2012,Askaryan S, Asghari MJ, Hassan Zadeh MH. 2013, McCormick M, Reed-Knight B, Lewis JD, Gold BD, Blount RL. 2010). For example, Sadeghi, Movahed et al. reported that educating coping skills was effective to reduce the symptoms of mental disorders especially somatic complaints and anxiety symptoms, but was not effective on depression reduction and social functioning (Sadeghi Movahed F, Narimani M, Rajabi S.2008). In addition, Yoon et al. (2014).study showed that coping strategies were significantly effective on increasing resilience.

Subkoviak et al. (1995) measured the relationship between forgiveness and anxiety in a sample of 197 university students and their same-gender parents. Each participant was asked to reflect on his or her most recent experience of being deeply and unfairly hurt by someone else. Those who displayed more forgiving responses to their remembered transgressions were significantly more likely to indicate lower state anxiety and lower trait anxiety, particularly when reflecting on an especially deep and relevant hurt.

Against this backdrop the present study proposes to examine the following research objectives.
1. To explore the nature and magnitude of forgiveness as well as coping strategies among male and female students.
2. To explore the relationship between forgiveness and coping strategies.
3. To examine the contribution of forgiveness in coping strategies.

Hypotheses
1. Male and female students will differ significantly on the level of forgiveness as well as in using coping strategies.
2. Forgiveness will show positive correlation with active coping and adaptive coping while negative with maladaptive coping.
3. Different type of forgiveness: self, situational and others will significantly play a role in predicting different type of coping strategies: active, adaptive and maladaptive.

METHODOLOGY

Sample
A heterogeneous sample of 140 students (male= 63 & female=77) of undergraduate and post graduate, studying in different departments of DDU Gorakhpur University, Gorakhpur took part in this study.

Measures
For measuring forgiveness and coping strategies, Heartland Forgiveness Scale (2005) and C. S. Carver Coping Scale (1997) are given as follows:

Heartland Forgiveness Scale (HFS): The scale is developed by Thompson, Snyder, Hoffman, Michael, Rasmussen and Billings (2005) to measure an individual's general tendency to be forgiving rather than forgiveness of a particular event or person. The 7- point Likert type scale consists of 18 items with three subscales (forgiveness of self, forgiveness of others, and forgiveness of situations) with six items each. The reliability analysis of the scale gives a Cron bachalpha level of .75, .78, .79, for each subscale respectively and it is reported as .86 for total score.

C. S. Carver Coping Scale (1997): The scale is developed by C. S. Carver (1997) to assess a broad range of coping responses. The coping scale is comprised of 15 four item scales that asses a variety of coping strategies. I used 'trait like' version in respondents indicate how frequently they engaged in each coping behaviour on a 4-point scale anchored by "usually do not do this at all" and "usually do this a lot". The measure has good psychometric properties with alphas ranging from .45 to .92, test-retest reliabilities ranging from .46 to .86, and strong evidence of discriminant and convergent validity, with constructs such as hardiness, optimism, control, and self-esteem. The COPE scales are:

Active: behavioural disengagement, acceptance, suppression of competing activities, and planning.

Adaptive:positive-reinterpretation and growth, mental disengagement, focus on and venting of emotions, use of instrumental social support, active coping, denial, religious coping, and humor.

Maladaptive: Restraint, use of emotional social support, and substance use.

Procedure
The above mentioned questionnaires were compiled in order as follows: Heartland Forgiveness Scale, Carver's cope scale and the personal data sheet and informed consent form' consisted of the demographic information about the participants followed by an informed consent. Participants were explained the purpose of the study, eligibility criteria, the voluntary nature of participation and the procedure participants would be involved in. After this information, the potential participants were asked to indicate whether they agree to participate in the study, individuals who did not want to participate in the study were thanked for their time.

The psychometric tests were administered to participants either individually or in small groups of 3 to 4 persons. Instructions related to each scale were clearly explained to each participant and their queries (if any) were attended appropriately.
The obtained data were subjected to One way ANOVA, bivariate correlation and stepwise multiple regression with the help of IBM SPSS 20 statistical package.

RESULTS

To tap the nature and magnitude of forgiveness across genders, one way ANOVA was performed and the result are presented in table- 1.

Table 1 Means and SDs of dimensions of Forgiveness as a function of gender

Forgiveness & Dimensions	Gender	Mean	SD	N
Forgiveness of Situations	Male	19.33	6.88	63
	Female	22.48	6.87	77
Forgiveness of Self	Male	18.47	8.12	63
	Female	21.19	8.58	77
Forgiveness of Others	Male	18.03	8.02	63
	Female	22.79	6.93	77
Total Forgiveness	Male	55.84	21.59	63
	Female	66.46	20.75	77

The one-way ANOVA revealed that the male and female students differ significantly on the various dimension of forgiveness i.e.; forgiveness of self [$F(1,38) = 7.24$, $p< .01$] , forgiveness of others [F (df)= 3.64, $p<.05$],forgiveness of situations [$F(1,38) = 14.17$, $p< .01$] and total forgiveness [$F(1,38) = 8.75$, $p< .01$] (see table- 2).

Table 2 Summary of One-Way ANOVA for Forgiveness with its dimensions

Source of Variance		S S	Df	M S	F
Forgiveness of Self	Between Groups	343.201	1	343.201	7.245**
	Within Groups	6537.221	138	47.371	
Forgiveness of Others	Between Groups	256.094	1	256.094	3.643*
	Within Groups	9699.792	138	70.288	
Forgiveness of Situations	Between Groups	785.238	1	785.238	14.175**
	Within Groups	7644.612	138	55.396	
Total Forgiveness	Between Groups	3912.590	1	3912.590	8.758**
	Within Groups	61647.582	138	446.722	

*Note-   P<0.01**   P<0.05**

According to table- 1, Female participant showed more forgiveness of situations in comparison to male participant. While forgiveness of self and forgiveness of others, female participant scored higher than male participant. The means of different coping strategies for male and female students are presented in table-3

Table 3 Means and SDs of dimensions of Coping Strategies as a function of Gender

Source of variance	Gender	Mean	SD	N
Active coping strategies	Male	56.61	14.64	63
	Female	62.41	15.038	77
Adaptive coping strategies	Male	37.96	5.77	63
	Female	41.18	7.71	77
Maladaptive coping strategies	Male	49.12	5.08	63
	Female	50.10	6.05	77

The one-way ANOVA revealed that the male and female students significantly differ on the level of active and adaptive copingstrategies (see table- 4).

Table- 4 Summary of One-Way ANOVA for Coping Strategies with its various dimensions

Source of Variance		S S	df	M S	F
Active Coping Strategies	Between Groups	1164.234	1	1164.234	5.269*
	Within Groups	30491.558	138	220.953	
Adaptive Coping Strategies	Between Groups	357.830	1	357.830	7.483**
	Within Groups	6599.391	138	47.822	
Maladaptive Coping Strategies	Between Groups	33.068	1	33.068	1.039
	Within Groups	4390.153	138	31.813	

*Note-   P<0.01**   P<0.05*

According to table- 3, Female participant showed more active and adaptive coping in comparison to male participant.

To explore the interrelationships among various dimension of forgiveness and coping, a bivariate correlation was computed and results are parented in table- .5.

*Table 5.***Coefficient of Correlation between Forgiveness & Coping Strategies**

Forgiveness	Coping Strategies		
	Active	Adaptive	Maladaptive
Self	0.805**	0.543**	-0.041
Others	0.773*	0.532**	-0.100
Situational	0.835**	0.543**	-0.154

*Note-   P<0.01**   P<0.05*

The result revealed that all the dimension of forgiveness (self, situational and others) positively and significantly correlated with active and adaptive coping strategies. To examine the relative significance of forgiveness in predicting coping strategies, a set of stepwise multiple regression analyses were performed using three dimensions of forgiveness- self, others and situations as predictor variables and active coping, adaptive coping and maladaptive coping as criterion variables. The results are presented in tables- 6.

Results of Stepwise Multiple Regression analyses using dimensions of forgiveness as predictors and coping strategies as criterion variables

Table- 6: Criterion Variables: Active Coping Strategies

Predictors	R	R^2	R^2 change	F	Beta	t
Situation	0.835	0.697	0.697	317.98**	0.46	5.72**
Self	0.863	0.745	0.048	200.08**	0.29	3.66**
Others	0.868	0.753	0.008	138.17*	0.17	2.10*

*Note-   P<0.01**   P<0.05*

Table- 6 reveals that active coping strategies were found to be predicted by all set of three variables i.e., forgiveness for self and forgiveness for situational and forgiveness for others;

these three variables together explain 75.3 % variance. Forgiveness for situation was found as the strongest predictors which independently explain 69.7% variance followed by forgiveness for self which explained with 4.8 % variance in the criterion variable and forgiveness for others which accounted 0.8% variance. The Beta value suggested that all of these above mentioned variables have positive correlation in the prediction of active coping strategies.

Table- 7: Criterion Variables: Adaptive Coping Strategies

Predictors	R	R^2	R^2 change	F	Beta	t
Self	0.543	0.295	0.295	57.68**	0.30	2.49**
Situation	0.570	0.325	0.030	33.01**	0.29	2.48**

*Note-   P<0.01**   P<0.05* *

Table-7 indicates that adaptive coping strategies was found to be predicted by a set of two variables i.e., forgiveness for self and forgiveness for situation; these two variables together explain 32.5 % variance. Forgiveness for self was found to be the strongest predictors which independently explain 29.5% variance followed by forgiveness for situational, which accounted for 3% variance. The Beta value suggested that both of these above mentioned variables have positive correlation in the prediction of adaptive coping strategies.

DISCUSSION

One of the major objectives of this study was to examine the relationship between forgiveness and coping strategies in students. The result revealed that forgiveness played a significant role in predicting active and adaptive coping. The result of correlation was also incongruence with that result. All the dimensions of forgiveness- self, others and situation along with forgiveness, correlated positively with active and adaptive coping and showed negative correlation with maladaptive coping, that means the person who use forgiveness more is, likely to use active and adaptive coping in different stressful situations. This finding is consistent with the work of Terry and Hynes (1998) who found that singular problem-appraisal (active coping) strategies, such as acceptance, were associated with better adjustment among women in low-control situations. Terry and Hynes found that active coping strategies, such as active coping, planning, suppression of competing activities, and restraint coping, were associated with poorer adjustment particularly in the 2 weeks following the attempt. Problem-appraisal strategies, such as accepting and stepping back from the problem, were associated with better adjustment. In line with this finding, Carver et al. (1993) argued that acceptance, as an aspect of problem-appraisal coping, should be particularly beneficial in low-control situations because it is a necessary precursor to adjustment.

Forgiveness played a significant role in predicting adaptive coping. This result is consistent with the results of Conway and Terry (1992) and Terry and Hynes (1998) who find that women who are more forgiving adopt emotion-focused strategies to allow the expression of the negative emotions and feelings of helplessness associated with low-control stressors and this aids their adjustment. It is also in line with the theoretical view of Taylor et al. (2000) who reported that women in stressful situations seek social support and develop social groups to reduce their stress.

Pennebaker, Kiecolt-Glaser, and Glaser (1988) pointed out that identifying and expressing negative emotional reactions facilitate the release of physiological and psychological tensions, which encourages positive adjustment as, in low-control situations, tension reduction cannot be achieved by directly managing the situation. In other words, focusing on venting of emotions and seeking emotional social support (adaptive coping strategies) may be helpful strategies (Carver et al., 1993). In support of this allegation, Vitaliano, DeWolfe, Maiuro, Russo, and Katon (1990) found that in low-control situations, emotion-focused coping was related to better adjustment. Similar results were obtained by Conway and Terry (1992) and Terry and Hynes (1998).

These condobjective of the study was to investigate the gender effect on forgiveness in students. Results revealed that the male and female students significantly differ on the level of all dimensions of forgiveness. Female participant showed more forgiveness for situations, others and self in comparison to male participants. Thus, male and female students assess and cope differently in forgiveness situations. Female students are more likely to treat the forgiveness process as one where they have little control.

The other objective of the study was to investigate the gender effect on coping strategies in students. Results revealed that the male and female students significantly differ on active coping strategies and adaptive coping strategies. Female participant showed more active coping in comparison to male participant. Further in the results, for adaptive coping also, female participant scored higher in comparison to male participants. There is no strong evidence that there are sex differences in forgiveness for scores across genders (Barber, Maltby, & Macaskill, (2005); Brown & Phillips, (2005); Malt by, Day, & Barber, (2004), though sometimes results are mixed and female have been found to score significantly higher on some measures (Walker & Gorsuch, 2002). However, sex differences occur in coping strategies. Taylor et al. (2000) suggested that, rather than employing fight or flight response to stress proposed by Cannon (1932), female, because of their bio behavioral care-giving system, are more likely to seek social support and develop social groups to reduce stress. Therefore female, more than male, may naturally adopt emotion-focused and social support coping strategies. There is research evidence that supports this view. Ptacek, Smith, and Zanas (1992) found that, in response to stress, male tended to be instrumental problem-solvers, whereas female were more emotionally expressive. Therefore, because of these sex differences in coping, there may be sex differences in the relationship between forgiveness, primary appraisals, and coping strategies; therefore, possible sex differences should be observed. These findings for male are consistent with traditional models of coping that suggest that emotion-focused coping strategies are less adaptive (Carver et al., 1989).It is also useful in terms of Lamb's (2002) exploration of the idea of sex differences and forgiveness in light of the traditional oppression of female who find themselves in positions of less control when compared to male in Western societies.

CONCLUSION

It can be concluded that as the result showed that forgiveness plays an important role in different coping strategies, the emphasis should be on increase the forgiveness in students to reduce maladaptive coping, stress, & anxiety, depression, and pulse rate. Female participant showed more forgiveness for situations, others and self in comparison to male participants. The present findings suggest that there are vital sex differences in the way that male and female assess forgiveness situations. There is also gender differences in the coping strategies used. Female participant showed more active coping in comparison to male participant. Further in the results, for adaptive coping also, female participant scored higher in comparison to male participants. It appears that female students assessed forgiveness situations as low-control stressors, whereas male students do not. The different coping strategies adopted by male and female are largely dependable with this difference in their assessment of forgiveness situations. Thus, male and female students assess and cope differently in forgiveness situations. This study provides an empirical and theoretical importance of forgiveness in manage or reducing stress in students. By using forgiveness we can save us from many physical and mental problems. We can use forgiveness in many chronicle diseases also.

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