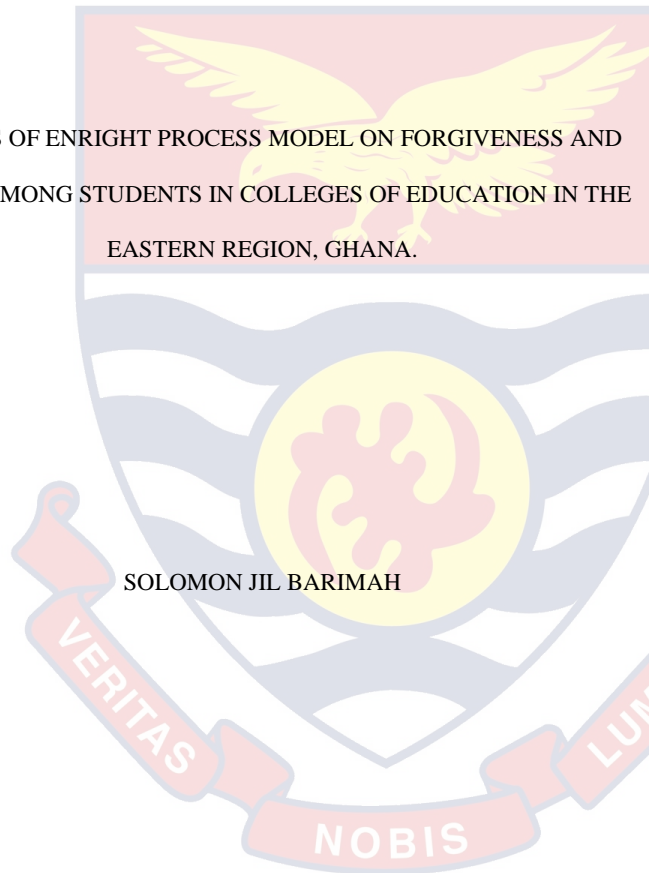


UNIVERSITY OF CAPE COAST

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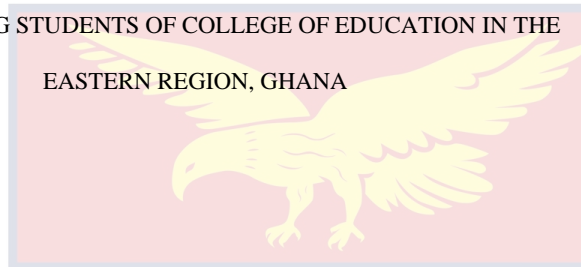
SOLOMON JIL BARIMAH



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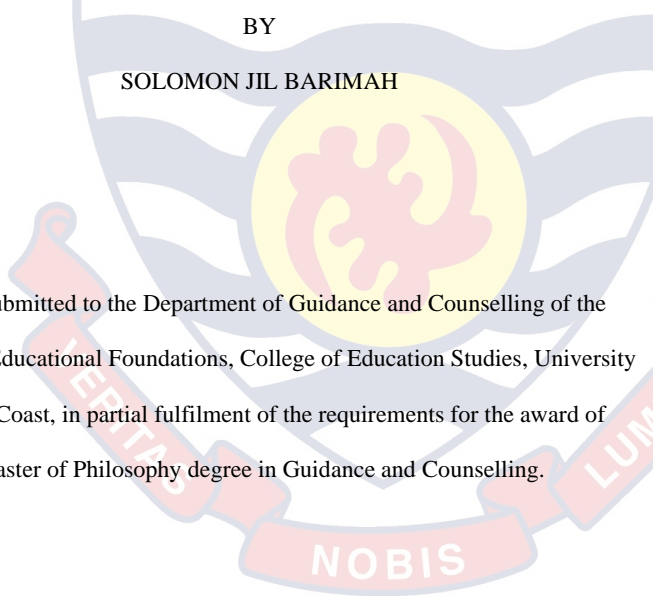
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ANGER AMONG STUDENTS OF COLLEGE OF EDUCATION IN THE
EASTERN REGION, GHANA



BY

SOLOMON JIL BARIMAH

This thesis submitted to the Department of Guidance and Counselling of the Faculty of Educational Foundations, College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for the award of Master of Philosophy degree in Guidance and Counselling.



July 2018

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the results of my own original research and that no part of it has been presented for another master degree in this university or elsewhere.

Candidate's Signature: Date:

Name:

Supervisors' Declaration

We hereby declare that the preparation and the presentation of this thesis were supervised in accordance with the guidelines on the supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature: Date:

Name:

Co-supervisor's Signature: Date:

Name:

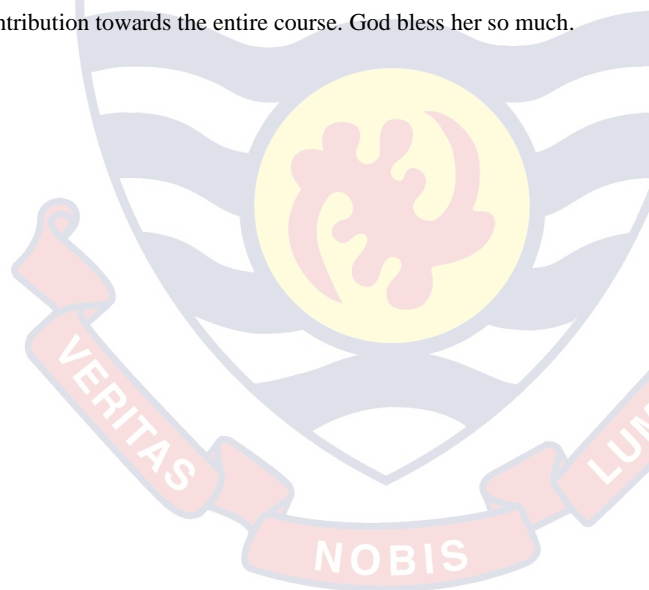
ABSTRACT

The study examined the effect of Enright Process Model on levels of forgiveness and anger among college students in the Eastern Region of Ghana. Quasi Experimental design was used for the study. The population for the study was all level 100 students in Seventh Day Adventist (S.D.A) and Mount Mary College of Education in the Eastern Region of Ghana. The simple random sampling was used to select the two schools and purposive sampling also helped in getting the 13 participants for the experimental and control group. Questionnaires were used to collect data. The Attitude scale and the General anger inventory were used for data collection. The Cronbach's coefficient alpha for the attitude scale was .93 while that for the Anger inventory was 0.87. Descriptive statistics, the independent, dependent sample t-test, simple regression and correlation were used to analyse the data. The results showed that, to a great extent, the Enright Process model had an impact on the experimental group's level of forgiveness but not on anger. It is recommended from the findings of the study that the Enright Process model is very effective in helping clients who have unforgiveness problem and are bitter towards people who have hurt them to forgive. Therefore, I recommend that counsellors employ the Enright Process model as an intervention for people with unforgiveness and anger.

ACKNOWLEDGEMENTS

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I also express my sincere appreciation to my head teacher, Madam Akplu Theresah, Livingston Boamah and Staff of Asaman M/A J.H.S for their immense support. Finally, I thank my sister, Frimpomah Gladys, for her great financial contribution towards the entire course. God bless her so much.



DEDICATION

To my late parents



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CHAPTER ONE

INTRODUCTION

The world we live in today is not safe. It is saddled with a lot of problems (Laudenback & Jackson, 2018). As the days go by, new problems keep emerging as the old ones take different dimensions. Humans are making a lot of efforts to get answers to these problems but as they try, they end up creating new problems leaving the old problems unsolved. This is making the world today unsafe for existence. The problems the world is facing are many. Emotional problems are one of the major problems the world is facing today (Gelaye, Philpart, Berhane, Fitzpatrick, & Williams, 2008). People are depressed, angry, violent, and anxious and so forth. Nelson Mandela was recorded to have said, in World Report on Violence and Health in World Health Organization report 2002, that the world today will be remembered as a world marked by anger and violence.

Background to the Study

Anger is one of the problems the world is facing today. Anger is an intense emotion that people exhibit towards a situation (Baskin, Enright, Lin & Mack, 2004). Literature has shown that it is not humans alone who exhibit anger. Every person has felt angry before. Anger is a natural emotion that the creator created and added to humans. Anger in its normal sense is a defense mechanism. No one is immune to the influence of anger. When a person feels threatened or an individual's personal boundaries are have violated, humans exhibit various degrees of anger and violence. And these boundaries are

violated every now and then (Masango, 2003). A person experiencing anger exhibits physical conditions such as increased heart rate, elevated blood pressure, an increased level of adrenaline, and non-adrenaline. The external expression of anger can be found in how people express their face, their body, physical response, and at times public acts of aggressions. Anger can be mild, moderate, and severe. It is the moderate and severe ones that is causing danger to society. Anger kept secret and unexpressed affects the person negatively and it also affects the people around them too. Masango (2003) reported an incident that happened in November 2003 in South Africa. In November 2003, an incident happened in Chris Hani Baragwanath hospital in South Africa. A young mother who was hurt by her husband took her eight month old baby and smash her head on the wall of the said hospital. When she was ask why she did that, she responded that she was angry with her husband for hurting her. She said the only way she could retaliate the hurt is killing her eight month old daughter (Masango, 2003). And the question was what will cause a mother to kill her eight month old baby, when the child was crying didn't the mother hear, how did she feel smashing the head of a baby against a wall, and what hurt at all has her husband caused her that could lead to this? The effects of anger are enormous. The world is an angry and unforgiven world indeed (McCullough & Worthington, 1995). In an article on 31 December, 2016 by Moses, P, on BBC, Donald Trump said there is a lot of anger in the world today (Moses 2016). This is because people are hurt and bitter in the world today. The level of human right abuse and interpersonal hurt are on the increase lately (Enright, 1996). This has led to a lot of unforgiveness problem in the world today. People are not thinking about each other any longer

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(Masango, 2003). This has made forgiveness difficult (Burnette, Taylor, Worthington, & Forsyth, 2007).

Forgiveness is very painful, complex and difficult. Anger goes with unforgiveness (Gelaye et al, 2008). People who are hurt in an interpersonal relationship and are angry because of the offense find it difficult to forgive. Both the victim and the offender all suffer from the effects of anger and unforgiveness. People around them also have their share. The emotions, physical body and psychological of each party get affected when anger is mentioned. All these constructs have been linked negatively with anger. Anger increases the heartbeat of victims. The average heart rate of a person is 80 beats per minute. However, anger can increase one's heart rate to rise to 180 beats per minute. Experiencing anger can cause an average blood pressure of 120 over 80 to jump to 220 over 130 or higher causing a possible heart attack or stroke. People who stand the risk of getting stroke and heart attack are people who get angry easily. When one becomes angry or stressed, one's body releases chemicals that clot the blood. These blood clots can create serious health problems. The clots can travel up the blood vessels to the brain or heart causing a stroke or heart attack, both of which can be fatal (Boerma, 2007) as cited in (LaVelle, Bore, Aslinia, & Morris, 2013).

Anger affects the brain negatively. It disorganizes the functions of the brain and causes an individual to behave inappropriately. When a person is under the influence of anger and unforgiveness, he or she does not reason well. The normal functioning of the individual is distorted (Addotta, 2006). People who have serious anger problem frequently exhibit aggressive and hostile behaviour and attitudes towards others. Most of the demonstrations, the

fighting and the aggressive behaviours we see around are as a result of anger (WHO 2002). The use of physical force, threatened against oneself, another person or community that is likely to cause injuries, death, psychological harm, are as a result of anger and maldevelopment. People who are angry, hostile and unforgiving tend to alienate family and friends. Their harsh behaviour negatively affects their jobs, family and relationships with those around them (WHO, 2002).

One of the groups of people who have anger problems and problem of forgiveness is students (Gelaye, Philphart, Berhane, Fitzpatrick & William 2008). According to Human Right Commission 2009 report on school violence, bullying and abuse, students are abused regularly. This they say is a major problem facing students. The abuse ranges from sex, verbal, physical etc. Students at every level suffer one form of abuse or the other (Allemand, AmBerb, Zimprich, & Ficham 2007). College students also suffer these abuses. First year students in colleges suffer most of the abuses (Park, Kitayama, Marku, Coe, Miyamoto, Karasawa, Curba, Love, Kawakami, Morozink & Ruff, 2013). The abuses make them angry and violent. Some students who have been hurt and feel bitter will want to retaliate. Violent behaviour, which involves participating in physical fights, bullying and carrying weapons, among students has become an important public health concern and are the characteristics of angry and unforgiving students.

According to Gelaye et al. (2008), globally an average of 565 children, adolescents and young adults aged 10–29 years die each day as a result of interpersonal violence. Deaths caused by anger and violence vary substantially across populations. According to Gelaye et al. (2008) while the global rate of

violence-related deaths is 9.2 deaths per 100,000 population, rates are two to three-fold higher in Africa (17.6 deaths per 100,000 population) and Latin America (36.4 deaths per 100,000 population). These group of people are students. Anything that goes wrong in school, goes a long way to affect student's emotions and has the power to affect students' academic health. Research suggests hurtful treatment from teachers and others are some of the reasons why students do not perform well and may underlie both emotional or behavioural dysregulation and academic difficulty. Reviews of the literature find that abused and neglected students have deficits in emotional adjustment and cognition (Ammerman, Cassisi, Hersen, & Van Hasselt 1986; Lamphear, 1985) that can lead to dysregulation and academic failure. Complimentary findings have been reported in studies of aggression; youth who have been victims of anger and aggression (Dodge & Frame, 1982; Dubow, Huesmann & Boxer, 2003) as cited by Gambaro, (2008) tend to also have difficulty controlling their own aggressive behaviour. An abundance of research demonstrates that college students who have difficulty regulating their emotions and behaviour also tend to experience academic difficulty (Loveland, Lounsbury, Welsh, & Buboltz, 2007; Strauss, Frame, & Forehand; Wiesner & Windle as cited by Gambaro, 2008).

Over time if the anger and resentment are not resolved, the student can develop general negative affect and mood (high levels of anger, anxiety, and depression that are not centered on the offending person), negative cognition (including negative scripts that are focused not only on the perpetrator but also on the self in the form of low self-esteem), and dysregulated behaviour (conduct disorder, for example, that is not centered on the perpetrator)

(Gambro, 2008). This relationship has been examined from multiple perspectives in the educational and psychological literatures. Although researchers approach this relationship from different theoretical foundations and with different research designs, there is considerable agreement that college students who demonstrate poor emotional and behavioural regulation are also likely to struggle academically and also exhibit aggressive and violent behaviours (Gambaro, 2008). Many types of emotional and behavioural dysregulation are associated with poor academic outcomes. Tramontina, Martins, Michalowski, Ketzer, Eizirik and Biederman, (2001) found conduct disorder more common among school dropped out than among the youth who did not drop out of school. Difficulty controlling aggression was found to be associated with school dropout and lower grades (French & Conrad, 2001; Loveland et al., 2007).

The relationships between emotional and behavioural dysregulation and school performance are complex and not necessarily unidirectional. Wiesner and Windle (2004) found that academic difficulty was among the factors that contributed to conduct problems, particularly delinquency. Poor academic performance also predicted recidivism in youth with conduct disorder (Bassarath, 2001). In a meta-analysis, Maguin and Loeber (1996) concluded low school achievement predicted delinquency; disciplinary action, such as suspension, in turn led to removal from the classroom and less opportunity for academic success. Underlying deep anger or resentment may be a key to understanding the subtle interplay of emotional dysregulation, conduct problems, and academic failure and others. Aside the anger that students kept from abuse meted to them, there other abuses that students in

colleges go through. College students suffer from the construct unforgiveness. College student suffer a lot of abuses from their colleagues, teachers and others. These abuses leave the students with wounded souls. They become bitter, depressed and unforgiving. Unfortunately, these students do not seek any professional help. They keep these to themselves and suffer from the effects of these abuses. This is an area researchers should have studied. But there are few articles on anger and forgiveness (Baskin, Enright, Lin & Mack, 2004). In my view, no studies have been conducted on anger and forgiveness in this area in Ghana. However, few studies have been conducted on violence and anger (Gelaye et al, 2008, Halcon, Blum & Beuhring, 2003; Abraham & Jewkes, 2005) but not anger and forgiveness in Africa, especially Ghana. It is important students' levels of forgiveness and anger are identified so that professional help can be given them.

Statement of the Problem

Given the negative effects of anger on students' health, academic performance, psychological wellbeing and social life, there is the need to conduct empirical studies on anger. Most of the researches that have been conducted on emotions in Africa have been on anxiety and depression (Gelaye et al 2008). Most of the researches on anger conducted in schools were conducted in Northern and Southern America according to Gelaye et al. They said researchers in Africa have not given enough time for anger. Only few studies have been conducted in Africa. There are a lot of models that have been proposed for the treatment of anger among individuals. The treatments that have dominated research on anger and its interventions are relaxation therapy, social skills, cognitive therapy and cognitive behavioural therapy

(Henwood, Roades, Hsu, Couture, Rice and Wengel, 2015). Cognitive behavioural therapy have been used more than any therapy (Lee & DeGuiseppe 2017). These therapies according to Lee and DeGuiseppe (2017), have not been all that effective in the treatment of anger and unforgiveness. They said it treated clients moderately.

They outlined the effect sizes for the various anger treatment interventions in their work. The total effect size for relaxation technique was ($d=0.82$), social skills ($d=0.80$), cognitive relaxation therapy ($d=0.76$), cognitive therapy (0.64) while cognitive behavioural therapy yielded an effect size of ($d= 0.58$). Robust results have been found when forgiveness therapy was applied to certain populations. In a study implementing forgiveness therapy with incest survivors, Freedman and Enright (1996) found an effect size of 1.44 across emotional health variables relative to a wait-list control group. Coyle and Enright (1997) conducted forgiveness therapy (FT) interventions with distressed post-abortion men and similarly found a 1.42 effect size. These large effect sizes point towards the potential effectiveness of forgiveness therapy interventions. Other randomized trials involving the use of forgiveness interventions with a variety of problems have been conducted (Al-Mabuk & Downs, 1995; Hebl & Enright, 1993; McCullough & Worthington, 1995; Baskin, Enright, Lin & Mack, 2004). FT has been shown to decrease the frequency and severity of anger, anxiety, and depression rather than simply improving individuals' ability to cope with these emotions (Baskin, Enright, Lin & Mack, 2004). Although importance of forgiveness therapy is very efficacious, only few studies have employed forgiveness as a therapeutic

model in the treatment of anger and unforgiveness (Baskin, Enright, Lin & Mack, 2004). It is based on this that this study was conducted.

Purpose of the Study

The purpose of the study is hinged on the fact that unforgiveness and anger are increasingly becoming rampant among College of Education students and these variables affect the students psychologically, physically and emotionally. These problems can also affect the academic life of the students. The major purpose of this study is to find out the effect of Enright Process Model on forgiveness and anger among S.D.A College students in Koforidua and Mount Mary College of Education, both in the Eastern Region of Ghana.

Objectives

Specifically, the study is designed to:

1. find out the effects of Enright Process Model on forgiveness and anger of S. D .A and Mount Mary College of Education students in Koforidua and Somanya.
2. discover the difference between the pre-test and the post test score of the experimental group regarding forgiveness and anger.
3. discover the pre-test and post test score of the control group regarding forgiveness and anger.
4. Ascertain whether Enright Process Model can predict forgiveness and anger.
5. determine the relationship between anger and forgiveness.

Research Hypotheses

To address the objectives of the study as stated above, a number of research hypotheses were formulated to guide the study to achieve its core objectives.

Hypotheses

1. H₀ 1: There is no significant difference between the pre-test score of the experimental group and the pre-test score of the control group on the measure of forgiveness.
H_A 1: There is significant difference between pre-test score of the experimental and pre-test score of the control group on the measure of forgiveness.
2. H₀ 2: There is no significant difference between the post-test score of the experimental group and the post-test score of the control group on the measure of forgiveness.
H_A 2: There is significant difference between post-test scores of the experimental group and post-test scores of the control group on the measures of forgiveness.
3. H₀ 3: There is no significant difference between the pre-test and the post-test scores of the experimental group on the measure of forgiveness.
H_A 3: There is significant difference between the pre-test score and post-test score of the experimental group on the measure of forgiveness.

4. H_0 4: There is no significant difference between the pre-test and the post-test scores of the control group on the measure of forgiveness.
 H_A 4: There is significant difference between the pre-test and the post-test scores of the control group on the measure of forgiveness.
5. H_0 5: There is no significant difference between the pre-test score of the experimental group and the pre-test score of the control group on the measure of anger.
 H_A 5: There is significant difference between the pre-test score of the experimental group and the pre-test score of the control group on measure of anger.
6. H_0 6: There is no significant difference between the post-test score of the experimental group and the post-test score of the control group on the measure of anger.
 H_A 6: There is significant difference between posttest scores of the experimental and control group on the measure of anger.
7. H_0 7: There is no significant difference between the pretest and the posttest scores of the experimental group on the measure of anger.
 H_A 7: There is significant difference between the pretest score and posttest score of the experimental group on measure of anger.
8. H_0 8: There is no significant difference between the pre-test and the post-test scores of the control group on the measure of anger.

- H_A 8: There is significant difference between the pre-test and post-test scores of control group on the measure of anger.
9. H₀ 9: There is no significant effect of Enright Process model on forgiveness.
- H_A 9: There is significant effect of Enright Process model on forgiveness.
10. H₀ 10: There is no significant effect of Enright Process model on anger.
- H_A 10: There is significant effect of Enright Process model on anger
11. H₀ 11: There is no significant relationship between forgiveness and anger.
- H_A 11: There is significant relationship between forgiveness and anger.

Significance of the Study

Looking at the emotional, psychological and health problems anger and unforgiveness are causing the world, especially students, and the lack of potent therapeutic methods in dealing with these constructs will cause a lot of problems. The findings of this work will support the fact that the Enright Process Model is an important therapeutic measure that teachers, counsellors and psychologists can use to treat unforgiveness and anger among college students (Coyle & Enright, 1997 & Freedman & Enright, 1996). Another ground breaking effects that the findings will have on the field of psychology is the contribution of knowledge to the scanty and inadequate literature available on the participants' forgiveness and anger in Africa, especially Ghana. The findings of this work will add to the scanty knowledge that the field is experiencing. This therapeutic method is not known among

psychologists and counsellors in Africa (Kasango, 2004). This will bring relieve to clients in Africa in general, and Ghana in particular.

Delimitation

The study is looking at anger and forgiveness as the basic variables in relation with Enright Process model. The work is delimited to the effect of Enright Process model on forgiveness. The study was delimited to two Colleges of Education in the Eastern Region thus, S.D.A and Mount Mary Colleges of Education in Koforidua and Somanya respectively. In addition, the study involved only first year students who have been hurt in one way or the other and excluded level 200 and 300 students.

Limitations of the Study

The study made use of pre-test post-test quasi- experimental research design which has a drawback of not eliminating the possibility of confounding biases which can hinder one to draw causal inferences. These biases were controlled by using appropriate statistical techniques since the confounding variables were identified and measured. Another limitation of this study was the use of questionnaire to collect data since response bias cannot be totally ruled out. To resolve this, I carefully explained the items to the participants. Again, this study made used of first year College students which could affect generalization of the findings.

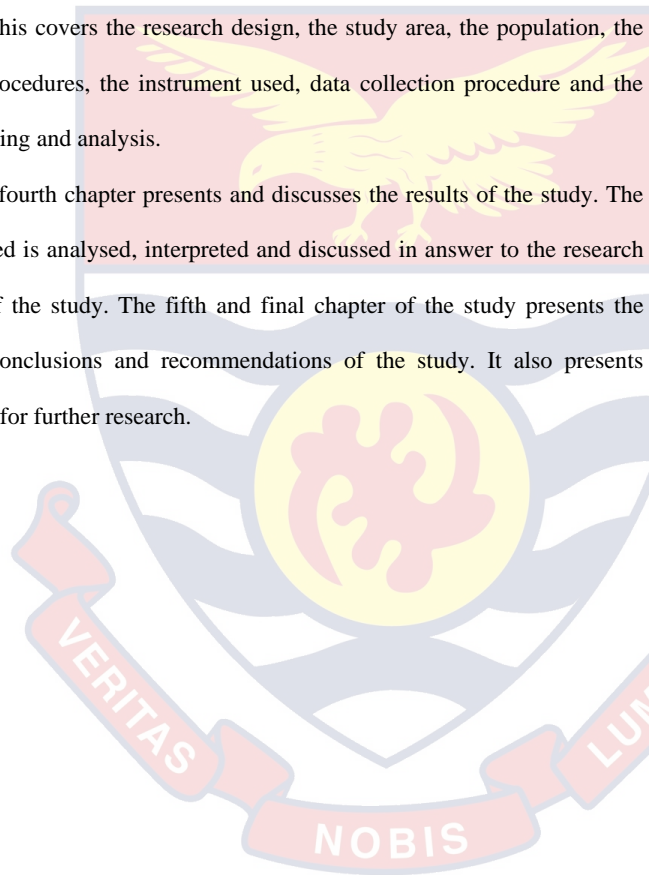
Organisation of the Study

The study is organised in five different chapters. The first chapter deals with the introduction of the study. It includes the background to the study, statement of the problems, purpose of the study, research questions and the

significance of the study. It also deals with the delimitation of the study, limitations of the study, and definition of terms.

The second chapter reviews literature related to the study. It covers the theoretical and conceptual frameworks as well as the review of related empirical studies. Chapter three of the study focuses on the methodology for the study. This covers the research design, the study area, the population, the sampling procedures, the instrument used, data collection procedure and the data processing and analysis.

The fourth chapter presents and discusses the results of the study. The data collected is analysed, interpreted and discussed in answer to the research questions of the study. The fifth and final chapter of the study presents the summary, conclusions and recommendations of the study. It also presents suggestions for further research.



CHAPTER TWO

LITERATURE REVIEW

Introduction

Forgiveness is a topic with different but interesting phases. It has been looked at spiritually, psychologically, cognitively, emotionally and physically (Witvilliet, Ludwig, Vander, & Kelly, 2001). A lot of forgiveness experts have explored each aspect of this concept based on the way they understood it (Enright and Human Developmental Study Group, 1991; Baskin, Enright, Lin & Mack, 2004). In some years ago, forgiveness was totally a religious phenomenon. Pastors and religious leaders teach their members this concept. But now, forgiveness is not seen as totally religious again. Scientifically, the concept is being explored into its core (Worthington, 2006; Rainey, Readdick & Thyer, 2012). Mankind has not ceased offending themselves. As the days go by, individuals, families and countries keep on offending each other (Reed & Enright, 2006; Gelaye et.al. 2007). Allemand, AmBerb, Zimprich and Fincham (2007) have said that without offense, no forgiveness. Offenses are not going to end now. As people offend each other, they get hurt and keep all sort of negative feeling towards each other (Enright, 1996). People who experience such hurts as a result of major overt behaviours will revenge. Others are seeking the opportunity to revenge a hurt that has been kept for a long time. The desire of every man is to see a world where brothers and sisters, families and country live peacefully without any problem what so ever.

But can this be achieved? The world can achieve this partly if we begin to pay critical attention to the concept of forgiveness.

This concept has been relegated to the background for a quiet too much time. The concept started getting popularity within the 90s. Enright and his colleagues took the concept seriously and began to investigate the concept scientifically (Enright and Human Developmental Study Group, 1991). The purpose of this study is to use Enright Model of forgiveness to help college students who have been hurt in one way or the other to deal with the hurts, pains and bitterness that they have kept. The researcher conducted the study through the framework of forgiveness theory (Enright, 1996). The literature covers the concept forgiveness, anger and their related sub-concepts.

Forgiveness is a topic with different but interesting phases, very difficult to understand, and young in the field of psychology (American Psychological Association, 2016, Rainey et al., 2012, Enright & Baskin, 2004). A uniform definition of forgiveness has not been reached within the literature (Worthington, Witvliet, Pietrini & Miller, 2007). This has implications for the construct being open to various interpretations (Van Dyke & Elias, 2007) and the results in potential discrepancies in methodological and conceptual comparisons of the literature. There is, however, a broader consensus on what forgiveness is not. A lot of people take forgiveness as pardoning, condoning, excusing, forgetting and denying. Forgiveness is not any of these concept (Baskin, Enright, Lin & Mack, 2004; McCullough & Witvliet, 2002).

Definitions of Forgiveness

Every researcher and the way he or she understands this concept (Rainy, 2008). Researchers are confused about a whole lot of issues about forgiveness. One of the gaps in forgiveness is the differences in the definitions or explanations given to the term "forgiveness". Theorists have given different definitions for forgiveness. If forgiveness is to be researched into scientifically, accurate and concrete definitions must be given (Baskin, Enright, Lin & Mack, 2004). A definition of forgiveness is not consistent with ordinary usage, and there are differing perceptions of its meaning, value, effectiveness, necessity, and process (Freedman, 1998; Macaskill, 2005). There is a lack of understanding, consensus, and common perception about forgiveness among counselling professionals as well as lay people (Konstam, Max, Schurer, Harrington, Lombardo & Denevey (2000). Indeed, "forgiveness is a perplexing and intricate phenomenon" (Berecz, 2001, p. 256). Without researchers finding a common definition for this concept, aspects of this concept will be a bit difficult. Lay people will then explain the concept and these explanations and interpretation of forgiveness will create more pain and cracks in the subject under discussion (Rainy, 2008). Although forgiveness research is increasing and evolving, a gap between what is known and what needs to be known exists for practitioners and researchers (Sprague & Golly, 2004 as cited in Rainy, 2008).

The gap is a scientific knowledge (Rainy, 2008). With the intricate nature of this concept, researchers have been able to define the concept. An emerging theme in the literature is that forgiveness is a process that takes time and emotional readiness (Enright and Human Developmental Study Group,

1991). DiBlasio, (1998) believes that forgiveness is cognitively based. McCullough et al., (2000) defines forgiveness as an intra-individual, pro social change towards a perceived transgressor that is situated within a specific context, cited by Lamb (2005). This definition suggests there are both active (vengeful) and passive (avoidant or exclusionary) motivational alternatives to forgiveness. When an individual is offended, hurt and bitterly maltreated, the person's motivation can be to revenge. The desire to forgive is as a result of benevolence or empathy developed by the victim towards the offender, (McCullough & Witvliet, 2002). Worthington and colleagues also define forgiveness as a motivation to reduce avoidance of and retaliation against a person who has harmed or offended one, and to increase reconciliation between the parties if reconciliation is safe, prudent, or possible (Worthington, 2001).

The most accepted definition among all is the one defined by Enright and his colleagues and this definition serves as the foundation of my work. They define the concept as the “willingness to abandon one's rights to resentment, negative judgment and indifferent behaviour towards a person who has unjustly hurt us while fastening the undeserved qualities of compassion, generosity and even love toward him or her” (Enright & Coyle, 1998, pp. 46-47). We forgive, according to them when negative responses, the bad thought that we have kept toward the victim reduces or has reduced. In this case, considering what the offender has done, he or she has not got the right to be forgiven but the forgiver or the victim chooses to abandoned resentment and offer beneficence in the face of unfairness. When one forgives an offense, he or she rarely forgets the event. People tend to recall traumatic

events, but on forgiving, a person may remember the incident in new ways, not continuing to keep the deeply held anger, pain etc. (Baskin, Enright, Lin & Mack, 2004). Forgiveness is more complex than scientific analysis can even suggest.

Conceptualization of Forgiveness

Forgiveness has been conceptualized as intrapersonal (Murphy, 2005 & Worthington, 2006), interpersonal (Worthington, 2006), or both (McCullough, Pargament & Thoresen, 2000b; Miller, Worthington & McDaniel, 2008; Neto & Mullet, 2004). Interpersonal models that incorporate forgiveness focus on expression of forgiveness to the offender (Baumeister, Exline, & Sommer, 1998). For instance, interpersonal models that incorporate forgiveness include reconciliation-based models, evolutionary-based models (McCullough, 2001), and interdependence theory-based models (Rusbult & Lange, 2003).

Intrapersonal models of forgiveness focus on internal processes of forgiveness. They treat the interpersonal context and discussions about transgressions as important, but as not strictly forgiveness. Intrapersonal models include decision-based models (DiBlasio, 1998), cognitive models (Gordon, Baucom, & Synder, 2000), process models that emphasize cognition, affect, and behaviour (Enright & Fitzgibbons, 2000), emotion-focused models (Malcolm & Greenberg, 2000), models that emphasize change over time (McCullough, Fincham & Tsang, 2003), attributional models (Girard & Mullet, 1997) and stress and coping models (Witvliet, Ludwig, Vander, & Kelly, 2001).

Types of Forgiveness

Research on assessment and measurement of forgiveness literature recognizes two types of forgiveness: state forgiveness or situational forgiveness (Dino, Johnson, Dalgleish & Makinen, 2013) and trait forgiveness or dispositional forgiveness, (Chiaravello, Mesnil, Munoz & Mullet, 2008).

State forgiveness refers to forgiving an offender in a particular situation or a particular offense (Dino, Johnson, Dalgleish & Makinen, 2013 & McCoullough et al, 2000). Some researchers refer to this type of forgiveness as interpersonal forgiveness. Meaning that there is an interaction in which an offender needs to be forgiven for a particular offense he or she has committed (Subkoviak, Enright, Wu, Gassin, Freedman, & Olson, 1995). In our daily activities, people keep offending each other. Even in a healthy relationship, hurts are bound to occur. When both parties see the need to solve their differences and move on after a particular hurt, interpersonal forgiveness has taken place. With state forgiveness, it is a particular offense that is forgiven. A person can forgive an offense in one instance and not forgive the same offense in another instance. Forgiving an offense in an instance is what researchers termed state forgiveness. Some of the times after the victim has forgiven the offender, the relationship may not return to normalcy but at least, one has forgiven the other, the most important of all. People are not much concerned about reconciliation after forgiveness has taken place.

Worthington (2005) observed that when strangers or people in poor or non-valued relationships offend, the focus is on reducing the negative; the pain, the sadness, the embarrassment etc. but not about reconciliation. In valued, continuing relationships, the focus is on both reducing the negatives

and then (if possible) increasing the positive, reconciliation etc. That is why forgiveness can be possible. It is not easy to sometimes forgive under such circumstances. A whole lot of factors contribute to such forgiveness (Dino et al. 2013). Social, situational and relational factors play an important role in a person's state to forgive (Worthington & Wade, 1999; McCullough, 2000). People turn to forgive transgression that is unintentional. Even if the offense is severe and not intentional, the probability that it will be forgiven is high (Allemand et al 2007). Dino et al. (2013) suggested that to forgive a particular type of offense, contextual factors such as nature of transgression, relationship between the offender and the victim, and intrapersonal characteristics that contributes to the severity of the offense play a role. An offense which is apologize for can easily be forgiven than offense without an apology (McCullough, 2000). One of the models that researchers have used to solve this type of forgiveness is the Enright Process models. This model is used when one party is deeply hurt.

Trait forgiveness is the second type of forgiveness according to literature. Trait forgiveness is a quality that some people have acquired either from the environment or biologically that helps an individual to forgive in all situations and circumstances (Allemand et al., 2007). Forgiveness researchers called it the personality of the individual to forgive. Some researchers refer to this type of forgiveness dispositional forgiveness (Chiaromello et al., 2008). Literature on forgiveness has developed around health effects and physiological mechanisms. When researchers advocate forgiveness as a means of promoting long-term benefits to physical health, psychological functioning, and better social adjustment, they are often advocating the promotion of the

disposition to forgive (Berry, Worthington, O'Connor, Parrot III, & Wade, 2005). Some people have the characteristics of forgiving an offense irrespective of how, where or who committed the offense. It is their personality. Psychotic and neurotic personality finds it difficult to forgive while agreeableness and conscientious personality forgives easily. Religious and altruistic people also forgive while non-religious (McCullough & Worthington, 1995) and non-altruistic people find it difficult to forgive (McCullough & Witvliet, 2002).

Benefits of Forgiveness

The potential benefits of forgiveness are localized in four areas: physical, mental, relational, and spiritual health. Studies examining the health consequences of forgiveness directly are few (Young, Wigginz-Frame, & Cashwell, 2007). Forgiveness might affect people's physical health. Unforgiveness is stressful and makes people feel hostile toward transgressors (Witvliet, Ludwig, Vander & Kelly, 2001). A frequently unforgiving person might experience disorders of the cardiovascular or immune system. Toussaint, Williams, Musick, and Everson (2001) published results from a national survey suggesting that in elderly people, forgiveness was associated with fewer negative health symptoms. The anticipation is that physical health will be negatively affected if people are chronically unforgiving and positively affected if they practice regular forgiveness.

Forgiveness and unforgiveness might also affect mental health and well-being. Researchers believe that people who are bitter, unforgiving and kept pains experience a lot of psychological problems like stress, depression, and anger. Being forgiving pay off. Toussaint and his colleagues found in a

study exploring the relationship among stress, psychological wellbeing and forgiveness found as expected that people who had greater levels of accumulated unforgiveness and lifetime stress exhibited worse mental health outcomes (Weir, 2017). In another study, Tousaint followed participants for five weeks and measured how their levels of forgiveness ebbed and flowed. He found out that when forgiveness rose, levels of stress went low. Reduced stress, in turn, led to a decrease in mental health symptoms (Annals of Behavioural Medicine) as cited in Weir, 2017).

Significant research has assessed association of forgiveness and related construct to health. Whereas forgiveness is letting go of multiple negative and embracing positive thoughts and behaviour, unforgiveness has been conceptualized as a response toward a transgressor consisting of multiple negative emotions. Research has shown that various measures of health including self-rated physical health symptoms and somatic symptoms, and cumulative health outcomes are associated with forgiveness and unforgiveness. Evidence suggests that among healthy adults, forgiveness of others and the self is associated with better physical health and unforgiveness of others is associated with poorer health (Ayssa et al., 2015).

Forgiveness is logically to be related to relational health. We propose that the tendency to forgive a romantic partner increases relationship satisfaction via increased relational effort and decreased negative conflict. In event, many researchers have concluded that forgiveness is the cornerstone of a successful relation (Worthington, 2001). Mere unforgiveness or forgiveness, as experienced internally might not be related to whether partners in a dyad reconcile with each other. Baumeister et al, (1998) described hollow

forgiveness a forgiveness granted verbally but not experienced psychologically; and silent forgiveness, a forgiveness experienced but never communicated. There can be a disconnection between experience and expression of forgiveness. Yet even if experience and expression are congruent in the victim, that does not guarantee relational harmony. Members of a dyad might perceive events differently, make different attributions of causality, desire different actions, and generally pursue different agenda. Their communication, as well as their pre transgression relationship ought to be expected to affect whether forgiveness and reconciliation occur. Forgiveness or unforgiveness might be related to better or worse relational health.

Forgiveness might be associated with improved spiritual health. Forgiveness has long been associated with religious experiences. It has particularly been associated with divine forgiveness within a Christian framework and with return to God's path. However, granting, experiencing, and expressing forgiveness might (or might not) produce more peaceful, harmonious points of view, even for those who are not religious. Thus, a boost to non-religious spirituality may be one benefit of forgiveness. Optimistic claims of potential benefits of forgiving, without the contamination of much data, have characterized the early years of forgiveness research.

Theories of Forgiveness

Forgiveness is very intricate. According to Miller et al (2008), theories support and explains forgiveness better, hence the importance to explain this work with a lot of theories. Literature has not agreed on a particular theory for forgiveness. A lot of theories have been written in favor of forgiveness. Some of the theories that have helped to explain forgiveness are discussed below.

For the basis of this work, I will like to discuss four important theories that underpin this work.

Pluralist Account theory

Some philosophers have argued that forgiveness is just too diverse and diffuse of a practice to be captured by a simple, singular theory. This was why this theory was used. It justifies the act of using more theories to explain every aspects of the forgiveness study. The theory tries to explain every aspects of the topic. They believe that the topic forgiveness, looking at it broad nature can be explained using different theories. Nick Smith observes that our notions of forgiveness seem to identify a loose constellation of interrelated meanings among various beliefs, judgments, emotions and actions. Forgiveness is multi-faceted, involving the complex connection of spiritual, social, psychological, cognitive, emotional, and physical factors (Witvliet, Ludwig, Vander & Kelly 2001), facets that are distinct but connected (Polit & Beck, 2009). It is a dynamic, powerful process (Siassi, 2007). Attributional theory is one of the theories that has been identified in forgiveness literature. It emphasizes responsibility while others focus on empathy. Interdependence theorists emphasize relationship commitment while clinical researchers focus on forgiveness as a series of steps, (Polit, 2009). Counsellors emphasize forgiveness between people, while Christian theologians primarily focus on divine forgiveness (Ferch, Strelan & Covic, as cited in Polit, 2009). Patton (2000) and Worthington (2005) posited that the study of human forgiveness cannot be separated from the study of divine forgiveness, and since forgiveness involves human thinking, feeling, and behaving, it relies on both psychological and theological theory (Patton,2000). Witvliet (2005) viewed

forgiveness through a psychophysiological lens in order to see the interconnection of affective, cognitive, behavioural, social, spiritual, and physiological shifts. Enright combines these themes in his dynamic process model (Enright & Human Developmental Study Group, 1991). Responding to the view that forgiveness is the same wherever it occurs, Neblett (1974) writes that if there is anything about forgiveness that is always the same, no matter the context, it is very little Smith (2008).

McCord (as cited in Hughes and Warmke, 2017) has suggested that forgiveness has two modalities, which she labels performative forgiveness and forgiveness from the heart (Forgiveness from the heart, she writes, involves a process of letting go of one's own point of view regarding the situation, one's self and or the victim, and the offender) which will typically involve many changes in feelings, attitudes, judgments and desires. Performative forgiveness, on the other hand, focuses on externals (material compensations or behaviour) and the formal structures of relationships, not on inner attitudes or feelings. Examples include the public acceptance of apologies for small injuries and cases in which a civil suit could be pressed but is legally or officially waived, either of which, she claims, may be accomplished absent any commitment to change one's attitudes or feelings. The key thought to which McCord draws our attention is that the phenomena counting as forgiveness can be understood as possessing an interior dimension or an exterior dimension and sometimes both (Zaibert as cited in Warmke & McKenna, 2013). McCord says forgiveness from the heart occurs in this interior dimension insofar as it involves those things that can be roughly described as psychological: judgments, beliefs, emotions, feelings, decisions

and intentions are interior aspects of forgiveness. The exterior performative dimension involves those things that can be roughly described as bodily. The relevant kinds of bodily conduct might include things like utterances of “I forgive you”, gestures, friendly behaviours, or a written letter or email. According to the pluralist, other theories such as the ones below can also be used to explain the aspects of the subject forgiveness.

Emotion Account theory

It is an open knowledge that how a person feels about an offender and an offense is paramount when matters of forgiveness are raised (Murphy & Hampton, 1988, Enright & Baskin, 2004; & Enright, 1996). The emotions of victims are largely affected when interpersonal hurts happens (Enright & Human Developmental Study Group, 1991). The emotion account theory broadly talks about the emotion of the victim in the offense. According to such view point, for someone to forgive an offense the person must overcome or abate, or eliminate, or forswear some relevant negative emotion (Enright & Baskin, 2004) e.g. anger, resentment, hatred, that you experience because you were wronged (Hughes & Warmke, 2017). Among the various emotion accounts, however, there is significant disagreement on two main points about which specific emotions are implicated in forgiveness and about what must be done with those emotions in order to forgive. One way to differentiate between the varieties of emotion accounts is according to the emotion or set of emotions that are thought to be relevant to forgiveness. A cursory survey of the forgiveness literature might give one the impression that there is widespread agreement about resentment being crucially implicated in forgiveness but there are other important emotions that need to be checked,

(Hughes & Warmke). The view that forgiveness crucially implicates resentment is usually taken to be received orthodoxy (Bash, Kekes, Radzik, Zaibert as cited in Hughes & Warmke, 2017).

But any impression of wholesale agreement would be mistaken for two reasons. First, some emotion theorists argue that overcoming resentment is neither necessary nor sufficient for forgiveness. Such emotion theorists hold that in forgiving there are other emotions that may or must be overcome (Hughes and Warmke). As we have already noted, even though resentment is widely thought to be the central or paradigmatic emotion that forgiveness implicates, not all emotional accounts accept that view Hughes & Warmke. So here is a rough and ready way of categorizing the various emotions that forgiveness implicates. The first type of emotions one must overcome according to (Hughes & Warmke) to be able to forgive is minimal emotionalism. This type of emotions holds the view that in order to forgive, one must overcome a very narrow set of emotions, only “hostile retributive feelings” should be overcome. Attitudes whose aim is to see the offender suffer for what she has done (Gerrard & McNaughton, 2003). Gerrard & McNaughton (2003) gave examples of such emotions that needs to be overcome for someone to forgive are feelings of malice, spite, or ill-will that might arise as a response to being wronged that one has towards an offender. The minimal emotionalist allow that there are lots of negative emotions that one might experience upon being wronged (e.g., anger, sadness, disappointment, hurt), but they claim that forgiveness requires only that we overcome a small subset of them—those emotions that might be best described as vengeful or hostile (Hughes and Warmke, 2017).

The second category of emotion Hughes and Warmke (2017) talked about is moderate emotionalism. People who kept such resentment hold the view that, one must overcome both hostile retributive feelings and what we may call moral anger before one can forgive. According to moderate emotionalism, overcoming hostile feelings is not enough for forgiveness. One may keep moral anger towards a wrongdoer. But both moral anger and hostile feelings must be given up in order to forgive. An attitude counts as moral anger according to them when one strongly believe that he or she has been wrongfully harmed by another. An anger that is not caused by any serious and genuine harm is not moral anger, Hughes and Warmke, (2017).

Finally, the last emotions that victims of offense must overcome to be able to forgive is expansive emotionalism (Hughes & Warmke, 2017). For victims of offense to forgive their offender, they must overcome all negative emotions that the victim has towards the wrongdoer on account of the wrongdoing. Norvin Richard is commonly cited as a defender of what we are calling expansive emotionalism. On Richard's view, not only must one overcome emotions like malice and moral anger in order to forgive, one must also overcome emotions like sadness and disappointment, resentment, yes, such feelings as anger, hatred, loathing, contempt, indifference, disappointment, or even sadness Murphy cited in (Hughes & Warmke, 2017). The set of emotions that victims might possess in response to being wronged by another agent therefore form a large and diverse landscape. Emotion theorists claim that in order to forgive, one must make certain alterations to one's emotional life. Writers on forgiveness often speak of the overcoming of resentment. But other writers have claimed that one is to abandon, forbear or

withdraw all emotions, (Richards, Holmgren & Darwall as cited in Hughes & Warmke). One might, for example, hold that a forgiver must eliminate all traces of the relevant negative emotion(s). It is uncommon to find this view stated explicitly. Others have claimed that what is needed is not the total and final elimination of resentment, but rather, some sort of moderation. Holmgren (1993), for example, allows that resentment can reoccur.

The victim does not necessarily eliminate these feelings without a traces. They may recur from time to time throughout his/her life. However, once she has determined that forgiveness is the appropriate attitude towards her offender and has overcome her negative feelings towards him, it will presumably be possible for him/her to conquer these feelings again if they do recur. Thus we can plausibly say that the victim has forgiven her offender when he/she first overcomes her resentment towards him (Holmgren, 1993). It is widely thought that the kind of overcoming of resentment that is implicated in forgiveness involves what Marilyn McCord Adams describes as “agent effort” Adams, (1991). Forgiveness, therefore, must have the right process and interventions to eliminate such thoughts and emotions. Hieronymi (2001) argues that in paradigmatic cases, resentment is eliminated by revising a specific judgment that rationally supports it, namely, the judgment that the wrongdoer’s past action stands as a present threat. The individual must be made to pass through the process to forgive (Enright & Human Developmental Study Group, 1991).

The theory was used because it explains some aspect of emotions that forgiveness implicates. An aspects of the Enright Process Model talks about the affective of the client towards the offender. The model says that in the

forgiveness process, an aspect that is very important is when the researcher helps the college students to replace their negative emotions with positive ones. This theory gives clear explanation of the emotions that the researcher must focus on during the intervention stage making the model clear, understandable and important for this study.

Punishment-forbearance Theory

Other approaches to forgiveness claim that there is an important connection between forgiving and punishment. The Oxford English Dictionary includes “pardon” in its definition. Leo (2009) has recently argued that forgiveness is deliberately to refuse to punish. According to the psychologist Robert Enright and his colleagues, forgiveness involves the casting off of deserved punishments. On these punishment-forbearance views of forgiveness, forgiving crucially implicates the forbearance of punishment (Enright, Knutson, Hotler, Baskin, & Klatt, 2007). According to these views, when one forgives one commits not to hold a past wrong against someone and were one to punish, doing so would be to hold a past wrong against the wrongdoer. Punishment-forbearance accounts may come in a variety of flavors, depending on how one understands the logical relations between forgiving and forbearing punishment (Hughes & Warmke, 2017). One could hold that forbearing punishing is necessary for forgiveness, or sufficient, or both. Alternatively, one could make a normative claim about the relations between forgiveness and punishment: forgiving a wrongdoing makes future punishment for that wrong morally inappropriate.

Forgiveness and punishment has some connection. One major factor that plays an important role of forgiveness study is punishment. For an

individual to have forgiven an offender, his or her right to punish the offender must be abandoned. This right of the person who has been wronged to consciously and formally refuse to punish the offender is crucial in the Enright Process Model. This theory was used because it backs the claim that any person who has forgiven an offender should also abandon the right to punish the offender if the offense attracts some punishment.

Multiple-Stage Theory

In an insightful chapter on the relationship between forgiving and hatred, Jean Hampton argued that forgiveness is a two-stage process, the first of which “involves regaining one’s confidence in one’s own worth despite the immoral action challenging it”, which can be accomplished by overcoming, in the sense of giving up or reudiating, emotions such as spite and malice, and overcoming in the sense of transcending resentment (Murphy & Hampton, 1988). A further stage is required, however, for even after the first stage, one might still hate the wrongdoer and hatred, according to Hampton, is incompatible with forgiveness. Therefore, at the second stage, the forgiver reapproves of the wrongdoer (Murphy & Hampton, 1988), deciding to see the wrongdoer in a new, more favourable light, revising her judgment of the person himself.

This does not mean that the forgiver comes to approve of the wrongdoer’s action or the character trait that precipitated it—that disapproval must remain in order for forgiveness not to collapse into condonement. Rather, by having a change of heart towards the wrongdoer himself, the forgiver frees herself from hatred and indignation, allowing herself to accept the wrongdoer as a decent person worthy of “renewed association” (Murphy & Hampton,

1988: 83, 85). On Hampton's account then, forgiveness requires both a change in emotion towards the wrongdoer, and an intentional alteration of one's assessments about the wrongdoer as a person, which is why she holds that forgiveness must be defined so that it involves more than simply effecting certain psychological changes for moral reasons. Forgiving, therefore, is accomplished when one successfully goes through both stages.

The theory explains that there are basic emotions and steps that a person who has been hurt must go through for him/her to forgive the offender. The two steps that the theory expounds supports the stages of the Enright Process Model. It confirms that emotions and cognitive restructuring play an important role during forgiveness process. This makes the theory important.

Stress-and-coping theory

Another way of viewing forgiveness and the forgiveness process is in terms of coping with a stressor. Worthington and Scherer (2004) recommended the study of the link between unforgiveness, forgiveness, stress coping, and health, suggesting four theoretical propositions connecting unforgiveness, emotional forgiveness, and health: (a) unforgiveness is stressful, (b) unforgiveness can be reduced by several coping mechanisms, (c) forgiveness is one way to reduce unforgiveness, and (d) forgiveness as a coping strategy is related to health. Lazarus and Folkman (1984) stress and coping model is a good framework for researching the forgiveness process in particular (Strelan & Covic, 2006). Worthington (2006) summarized the application of a general stress-and-coping theory to form a stress-and-coping theory of forgiveness, adapting Lazarus and Folkman (1984) stress-and-coping theory by categorizing various examples of coping. For example, assimilating

finds an existing method of coping while accommodating finds a new way to cope. Approach coping deals with the problem while avoidance coping involves withdrawing or distracting oneself from problems. Prosocial coping seeks support, anti-social coping opposes a person, and asocial coping involves cognitive reconstruction. Effortful coping requires energy, and involuntary coping is automatic. Using Lazarus and Folkman's (1984) framework, a transgression is appraised as a stressor which spawns reactions that may be physiological, cognitive, motivational, behavioural, or emotional (Worthington, 2006).

Unforgiveness may also be a reaction to an interpersonal transgression. People cope with unforgiving feelings related to a transgression by focusing on either the problem or the accompanying emotions (Worthington, 2006). Worthington's definition of emotional forgiveness as "an emotional replacement of negative emotion by positive other-oriented emotions" aligns with Lazarus and Folkman's model of an emotion-focused coping strategy. Worthington suggested that emotion-focused coping could produce decisional forgiveness. Likewise, problem-focused coping may result in emotional forgiveness. The link between forgiveness and coping is also supported by other researchers (Berry et al, 2005; Strelan & Covic, 2006; Worthington & Scherer, 2004) who recognized that forgiveness and coping are analogous. Forgiveness is equivalent to coping and includes the following concepts: (a) the forgiveness process is a reaction to stress, (b) primary and secondary appraisals are responses to transgressions and continue throughout the process, (c) coping strategies provide a framework to explain what people do when they forgive and how they do it, (d) forgiveness and coping can be useful tools

when facing difficult situations in the future, (e) forgiveness and coping are both intra- and inter-personal processes, and f) forgiveness processes and coping are rarely linear as positive and negative responses co-occur as an individual spirals toward psychological equilibrium (Strelan & Covic, 2006). In forgiveness as coping, the focus is on the process not on an endpoint, since the endpoint, or outcome, of forgiveness is not the same for everyone. People forgive by using problem-focused, emotion-focused, and future-oriented strategies toward interpersonal transgressions. Using forgiveness and coping as analogous has the potential to advance forgiveness theory and research (Strelan & Covic, 2006). This theory is relevant to this study. It explained the concepts hurts, forgiveness processes and forgiveness better. It says unforgiveness is a stressor but forgiveness and its processes are coping strategies. The explanation makes us understand the relevance of the forgiveness study since stress is one of the major health problems the world is facing. Understanding forgiveness therapy through the lens of stress and coping theory enables the research scientist to see the practicality of forgiveness therapy as a viable tool to help counsellors reduce clients' stress of daily living and thus supported the need for more research (Polit, 2009).

Crucial Theoretical/Conceptual Gaps

It stands to reason that a topic as complex as forgiveness would not be without gaps. A review of the theoretical and empirical literature reveals gaps. Forgiveness experts do not have a concrete definition for the concept forgiveness, there is scanty literature on the subjects, forgiveness therapy is not used as therapeutic methods hence psychologists and counsellors do not know about it, differences in models of intervention, resistance to examine

forgiveness as a therapeutic construct, and application of forgiveness in clinical settings (Sells & Hargrave, 1998). Despite the gaps of forgiveness research, Freedman, Enright and Knutson (2005) interpreted these gaps as an indication that other researchers respect the ideas presented and that more work should be done on the concepts.

Models of Forgiveness

Recent researches on psychotherapy and its influence on clients and patients have shown that psychotherapy is a powerful tool to deal with a lot of psychological problems. It has been around since 1980. The first forgiveness intervention is cognitive behavioural intervention and also the most widely used intervention for the treatment of anger and other emotional or psychological problems (Lamb, 2005). Even though forgiveness interventions are proving positive in treating clients, according to (Rainey, 2008) it is still in its embryonic stage. A lot of questions relating to forgiveness intervention have not been answered even though researchers have tried to find answers to them. Rainey (2008), says basic questions like what type of intervention is more effective, is individual therapy effective than group intervention, among these two therapies; psychotherapy and educational therapy, which one is more effective, long or brief therapy which one is considered effective in the study of forgiveness and among other basic questions needs strong answers in the study of forgiveness intervention. This work seems to bridge some of these gaps.

Two main research intervention that has dominated forgiveness research have been Process Based forgiveness intervention and Decision Based intervention (DiBlasio, 1998, Lundahl, Taylor, Stevenson, & Roberts

2008, Baskin, Enright, Lin & Mack, 2004 & Wade & Worthington, 2005). For the sake of this work, I will dwell on the process based interventions. There is another third group of studies that are influenced by these models but are not directly related.

The Process Based models say when an individual has been hurt they should be made to go through therapeutic treatment, participants should be encouraged to go through several steps to reach forgiveness. The treatment has to take time, at least six weeks and the therapy must make an individual go through a process to be able to forgive. It is not a one day affair like the decision based model which says you can use one day to help a client forgive an injustice he has suffered, (DiBlasio, 1998). The two models that have dominated the process based intervention are the Enright Process Model and REACH Model by McCullough. Enright and the Human Development Study Group advanced a model that encompassed 20 separate units within four phases (Enright, 2001). This model has four basic stages; the uncovering stage, the decision phase, the working stage and deepening stage. In the uncovering phase, clients are exposed to material designed to increase awareness of psychological factors that result from unjust offenses and how psychological factors may prevent a victim of an offense from moving on (Enright & Fitzgibbons, 2000). Clients are again exposed to content that may modify their world view with regard to their perpetrator, their own future, and existential perspectives. In the decision phase, participants are encouraged to consider forgiveness as an active response to the hurt and the injustice he or she has suffered and to work toward a commitment to forgive. In the work phase, participants are encouraged to reframe the injustices, develop empathy

towards the offender, and begin to accept the pain. Last, in the outcome phase, participants are encouraged to find meaning, social support, and a purpose in life (Baskin, Enright, Lin & Mack, 2004). Enright and Freeman, (2017) say it is the only model that has been tested with individually and one on one interventions between the therapist and clients. It is very comprehensive they say. It covers the affective, cognitive and emotions. Research has also shown that the longer the process, the more effective it is to treat client.

Another Process model, advanced by McCullough and Worthington as cited by Wade and Worthington (2005), is said to share considerable similarity with Enright's model (Baskin, Enright, Lin & Mack, 2004). In this model, forgiveness is pursued through a five-step model known as "REACH." The steps include "recalling" the offence, then building empathy" for the offender, and then offering an "altruistic" gift of empathy to the offender, then publicly "committing" to forgive, and "holding" on to forgiveness to maintain the benefits from forgiveness. The REACH model delineate five steps to develop forgiveness for a specific harm of offense. Each step is represented by one letter of the acrostic REACH. In step 1, the participants recall (R) the hurt or the offense. Recalling the offense is conducted in a nonjudgmental environment with encouragement to remember the hurt (and the associated thought, feeling and behaviour) as fully as possible. This is similar to the beginning of the Enright model, which encourages an exploration of the consequences of the hurt.

The next step of this model encourages participation to build empathy (E) for the offender. Empathy is developed through different exercise and discussion that assist the participant to seeing the situational factors that led to

the hurt. Participant try to imagine the thoughts and feeling before and after the harmful event. Empathy continues through the next step giving an altruistic (A) gift of forgiveness. Before the idea of giving a gift of forgiveness is presented, participants remember times when they received forgiveness for the hurt they cause other people. Participants are encouraged to remember what it feels like to be forgiven. This step is intended to develop a healthy state of humility (Worthington, 2001) and to engender the emotion of gratitude having received forgiveness from others. Gratitude and humility are theorized to lead to more willingness to victims to offer their own altruistic gift to their offenders. Participants publicly commit (c) to the forgiveness they have experienced from the offender in the fourth step. They engage in discussions and exercises that encourage verbal or written commitment that is made public even if only to a close, trusted friend or to themselves aloud or in written. Committing to forgive is linked in this models of holding (H) onto forgiveness or maintaining the gains achieved. By committing to forgive verbally or in written and by learning about the way that they might doubt their forgiveness in the future, the participants are more likely to maintain the changes they achieved through the intervention.

Other authors have also advanced process-based forgiveness interventions that promote forgiveness through several sessions. DiBlasio and Benda (2008) describe a model that involves 13 steps and shares components with the models previously discussed and appears to rely heavily on Christian principles. Luskin (2001) has advanced a six-session model that relies heavily on cognitive and behavioural therapies. Rye, Pargament, Pan, Yingling,

Shgrem and Ito (2005) have examined how the REACH model works with either a religious or secular context.

As stated earlier, the second intervention that has dominated literature is the Decision model. The decision model advanced by McCullough and Worthington (1995), is a brief 1- or 2-hour, one-time intervention designed to introduce people to the idea of forgiveness and to encourage forgiveness. Group discussion and letter writing are used to encourage participants to arrive at a decision to forgive (Baskin, Enright, Lin & Mack, 2004; DiBlasio, 1998; McCullough & Worthington, 1995). Comparatively, the process- and decision-based models are similar in that they encourage participants to consider, or process, how forgiveness may play a positive role in their lives as well as gain empathy for their perpetrator. Moreover, both models emphasize the choice to make a decision to forgive. Thus, both models encourage both processing and deciding, but the models differ in that the process-based models allow significantly more time to consider a broader range of topics at greater depth, Baskin and Enright (2004). The decision-based programs were marginally effective in improving emotional health with an effect size of (0.16). By contrast, the four studies that investigated process-based models, especially the studies that used the Enright Forgiveness model, reported strong success in promoting forgiveness and emotional health. The effect sizes for promoting forgiveness were 0.83 for group-delivered programs and 1.66 for individually delivered programs. Effect sizes for emotional health followed this pattern, with a moderate effect sizes for group-delivered (Baskin and Enright, 2004) meta-analysis, it was evident that the processed base

intervention was effective more than the decision based intervention programs of 0.59 and individually delivered programmes of 1.42.

From Baskin and Enright, the Enright Process Model was more effective when it was administered to client individually who have unforgiveness problem. Two additional empirical studies have reported result investigations of forgiveness intervention. Each of these interventions compared secular and religious/spiritual version of forgiveness interventions. This is a relevant area of investigation as the concept is linked to religious practices. Understanding whether forgiveness is welcomed, appropriate or effective with religious clients, setting will help clinicians effectively apply the techniques. The two studies examined the differences between the effectiveness of a secular intervention designed to promote forgiveness and religiously integrated intervention that use religious concepts and terminologies to explain forgiveness (Rye & Pargament, 2002).

Empirical review

Few studies have used the Enright model in treating individuals with various psychological problems in research. The few ones that have used this model reports that, it is one of the effective model in treating anger, anxiety, depression and levels of forgiveness (Griffin, 2014). According to Griffin reported three important studies that showed that forgiveness is a good model that can be used to treat clients with various degree of psychological problems (Enright & Fitzgibbons, 2000). Enright Process Model is one of the best model around that psychologists and counsellors who are practicing forgiveness therapy are using to help clients to deal with their hurts and bitterness that arise from interpersonal relationships. The model incorporates the cognitive,

behavioural and affective aspect of forgiveness (Greer, C.L., Worthington, Lin, Lavelock, & Griffin, 2014; Enright & Fitzgibbons, 2000).

Hebl and Enright were the first to use this model as a therapeutic intervention. They sampled 24 elderly female who have suffered various aspect of injustice and injuries and group them into experimental and control group. The various aspect of the model addressed the cognitive, affective and emotional hurts that these injuries have left with them. After they have gone through intervention process of the model for 8 weeks, the experimental group showed a significant increase in forgiveness (Hebl & Enright, 1993).

In 1996, Freeman and Enright sampled 12 adult women who were incest survivors. They randomized them into an experimental group and a control group. The researchers gave the model as an intervention after assessing their level of forgiveness. After the intervention, the experimental group showed a significant improvement in their level of forgiveness. The result showed that the participants can forgive easily (Enright & Freeman, 1996). The participant in the experimental according according to Enright and his colleagues, showed levels of anxiety and depression decreased drastically. There was a great significant difference between the post test score of the experimental group and the post test scores of the control group (Enright & Freeman, 1996). There was no significant difference between the pre-test score and post test score of the group which did not receive intervention.

Al-Mabuk et al. (as cited in Griffin, 2014) also employed this model in an intervention studies. The experiment was conducted with college students who believe that their parents did not love them. In all, 45 students were sampled for the study. The researchers assessed their initial forgiveness level.

They were then randomized into an experimental group and a control group. Their initial level of forgiveness was assessed. After six weeks of serious therapeutic intervention, the experimental group showed a significant increase in forgiveness level as compared to the control group. Enright model happens to be the most widely models used in forgiveness intervention studies.

In another study, Coyle and Enright studied 12 adult men who were hurt by their female partners. The men received 90 minutes of therapeutic intervention using the Enright forgiveness model for 12 weeks. After the 12 weeks, their forgiveness levels were assessed again. The men in the experimental group showed a significant improvement in forgiveness. Their anger, anxiety and grief level compared to the control group reduced significantly (Coyle & Enright, 1997).

McCullough and Worthington (1995) sampled 86 college students who had suffered an interpersonal hurt and wanted to forgive their offenders. They randomized them into experimental and control group. Before intervention was given, Wade's forgiveness scale was administered. After the intervention of 6 weeks of forgiveness therapy, it was seen that experimental group increased in forgiveness as compared to control group (Griffin, 2014). The results also showed a significant difference between the pre-test score of the experimental group and the post-test score of the experimental group. The pre-test score of the control group and that of the post test score remain the same. This is because they were not given any intervention.

Holter, Magnuson, Knutson, Knutson-Enright & Enright (2008) conducted a study in which they analyzed the impact of forgiveness using the Enright Model on excessive anger with elementary-aged children in

Milwaukee's Central City schools. This study consisted of three mini-studies. The first study involved 119 first grade students from ten different classrooms. The students were divided into an experimental and control group, and were given the Beck Anger Inventory for Youth to determine their current level of anger. After receiving the forgiveness intervention, the students in each group were again administered the BANI-Y questionnaire, and on average, the students who had received the forgiveness education had decreased levels of anger in comparison to the control group who did not receive the forgiveness education.

The second study within this larger study analyzed the impact of forgiveness education on Milwaukee third grade students' anger and depression levels. The same design was used with the third grade students, as with the first grade students. In this study, there were no significant differences in pre-test and post-test scores between the experimental and control groups. However both groups, on average, went down in their levels of anger and depression on the post-test in comparison to the pre-test.

Finally, this same design was used with fifth grade Milwaukee students, and results illustrated that there were no group distinctions regarding depression, but the experimental group showed less anger when evaluated on the post-test in comparison to the control group. Thus, this study supports the idea that forgiveness education can have a positive effect on children and adolescents' psychological well-being (Holter et al., 2008).

In another study involving forgiveness therapy (FT), 134 college students were identified to have some hurt against some people who have offended them and wanted to forgive, were grouped into control and

experimental group. The experimental group was given a seminar on forgiveness. Following the intervention, the participants completed scales assessing forgiveness and again completed the scale six weeks later at the followed up assessment point. The experimental group post-test score increased significantly than the control group post- test score. There was also a significant difference between the pre-test score of the experimental group and the post test score of the experimental group. There was no significant difference between the pre-test score and post test score of the control group because they did not received any intervention, (Griffin, 2014).

A study conducted by Gambaro (2008) on forgiveness counselling with adolescents showing high trait anger is described. Twelve adolescents from 11 to 13 were randomly assigned to a fifteen weeks school based intervention in either forgiveness counselling or an alternative treatment control group using client-centered format. Dependent variables were administered at pretest and posttest, and 4 month follow up. Forgiveness counselling was more effective than the alternative treatment control group in reducing school conduct problems by promoting forgiveness, self-reliance, academic achievement and positive attitudes towards teachers and parents. From all the study conducted above, the forgiveness therapy has been effective when administered to different populations.

Fehr, Gelfand and Nag (2010) conducted a meta-analysis on the correlation forgiveness has with other constructs. They investigated 175 studies and with 26000 participants. They tested 22 hypotheses relating to the topic. The major constructs that had relationship with forgiveness in this study were intention, empathy and anger. They reported that generally, forgiveness

has a negative correlation with negative emotions, especially anger. They reported a $-.27$ effect size for general negative emotions and $-.47$ for anger. Lijo (2018) also reported a negative correlation between anger and forgiveness. In a study conducted by Lijo (2018) on forgiveness: definitions, perspective, context and correlates, he reported that forgiveness has a significant relationship with anger.

Anderson (2006) did not find any correlation between forgiveness and anger. Anderson (2006) conducted a study on the relation among resilience, forgiveness and anger in three Maine public schools. She sampled 70 participants for the study. After the provision of the Enright Process model, it was reported that forgiveness has no correlation with anger. The study showed a weak correlation between forgiveness and instrumental anger, reactive anger and anger control but this was not significant. In this study, the Enright Process model was able to predict forgiveness but could not predict anger.

Still unresolved is the role gender plays in forgiveness. Psychological research that directly investigated the impact of gender on forgiveness is scarce. Among prior quantitative studies in which gender was included as a variable, the findings are mixed. For example, Macaskill (2003) found that British undergraduate female students reported higher scores on state forgiveness than male students. However, Maltby, Macaskill, and Day (2002) found no gender difference in trait forgiveness among British undergraduate students. Webb, Toussaint and Convay-Williams, (2005) found no gender difference in state forgiveness among adults in a community in the United States. However, Tossaint, Williams, Musick, and Everson (2008) found that female adults reported higher scores on trait forgiveness than male adults U.S.

nationally representative random sample). Husbands reported higher scores on overall marital forgiveness than wives in the study. Based on a meta-analysis of empirical studies on the relationship between gender and forgiveness, Miller, Worthington, and McDaniel (2008) confirmed that females were found to be more forgiving than males on average (small to moderate significant difference, .20-.35 at 95% CI, $d = .28$). However, since the reasons for the difference are still debatable, they recommended further investigation of potential psychological moderators, such as difference in perception of and response to transgressions, dispositional qualities, attachment styles, situational differences, and religiosity (Miller et al., 2008). Some prior studies indicated the impact of gender role, and empathy on gender difference in forgiveness.

Rainey et al. (2012) found that a higher percentage of women receiving an intervention was predictive of more effectiveness. Yet Lundahl et al. (2008) found that gender did not matter in forgiveness, a mystery which needs to be unraveled. Further studies need to be designed to discover the role of gender in forgiveness. The findings regarding time can also inform the design of forgiveness interventions. They show that 1-day interventions are not effective (Lundahl et al., 2008). In order to be effective, a longer intervention, like that of Enright Process Model needs to be designed that has at least 6 hours of content (Rainey et al. 2012). Even though other forgiveness models were used in the above studies, the Enright Process model was very effective more than the intervention in the forgiveness category (Baskin & Enright 2004).

Anger

Anger is a common human emotion. Anger has been defined as a negative destructive emotion often related to sorrow, trouble, rage, and wrath (McCarthy, Barnes & Alport, 1998) as a subjective emotional state that involves the inter-relationship of psychological components- cognitive appraisal (Novaco, 1975) and a negative feeling state associated with cognitive distortion, physiologic changes, and behavioural reactions. Expression of anger may take many forms, including violence, self-harm, and more commonly, physical and verbal aggression (Blake & Hamrin, 2007). Anger facilitates the production of aggression. Thus anger causes a lot more harm than good, hence, it should be managed. It is a strong emotion often caused by some form of wrong-doing, ill-treatment or unfairness. We experience the feeling of anger when we think we have been mistreated, injured or when we are faced with problems that keep us from getting what we want or attaining our personal goals etc. A lot of sources can be attributed to the cause of anger (LaVelle et Al. 2013 & Gelaye et al. 2009). Anger, according to the Cognitive Behaviour Therapy, is attributed to several factors such as such as hurt, pains and maltreatment from significant others, past experiences, behaviour learned from others, genetic predispositions, lack of problem solving ability among other factors (Loo, 2005).

Social injustice is one of the main causes of some of the anger we see and experience around (Han, Won, Kim, & Lee, 2014). A lot of people are hurt and maltreated every day. Teachers are hurting their students, parents are hurting their children, peers are offending and maltreating each other and above all, countries are bullying others. So the question is who is free when

offenses and anger are mentioned? Some of this anger have been carried in the emotions of people for quite a long time Han et al (2014). And it is hurting and causing problems. It appears as if those who have influence over others are the ones who are inflicting the pains and the hurt and causing these problems. Everybody experience anger every now and then. Some experience it more often than others. Children and youth experience extreme anger more than the adult Han et al (2014). Experiencing anger varies from person to person and not everyone handles anger in the same way. There are individuals who get angry very easily and then there are those who rarely display anger. Some people are conscious of their anger and know how to control it and deal with it. Conversely, there are others who fail to recognize the signs of anger and find themselves in an uncomfortable and often unpleasant situation. Aside other factors that can contribute to the acquisition and exhibition of anger, the environment play an important role. Han et al (2014), also believe that education and environment cause people to be angry. Since behaviour is contagious, people around people who exhibit anger learn to be angry from these peoples. According to Dr. Harry Mills, anger is not an emotion that we are born with, rather one that is taught (Mills, as cited by LaVelle et. al, 2013).

We learn how to become angry in multiple ways. As children we learn by copying the behaviour of people around us. When a child finds himself in an environment where the slightest thing, people around get angry, the child is likely to pick this attitude from the environment(Han et al., 2014 & LeVelle et al. 2013). The child and the youth may grow up unaware that they have an anger problem Han et al (2014). These children may grow up to be aggressive and hostile towards their peers and others. This learned behaviour may lead to

a child becoming a bully. Bullying is the act of repeated aggressive behaviour done intentionally to hurt another individual physically or emotionally. Bullies behave in this aggressive, abusive manner because it gives them a sense of power over others. Once they bully someone, they find that others respect them or fear them for their hostile behaviour. The child tends to become more aggressive in their behaviour because they have learned that their actions make them popular (LeVelle et al. 2013).

Ironically, the victims of bullying also learn to be angry when they are continuously the target of this aggressive and abusive behaviour. Their anger and desire for revenge builds up causing them to develop their own anger issues. They become aggressive and seek revenge on not just the person who abused them but others as well. The victim now becomes the bully. Bullying is not necessarily restricted to adults. Adults are bullied every day, in school, at work places, in marriage and among peers. It can take place at home, at school, and in the workplace. Adults with anger issues will target their family, friends, co-workers, and even strangers. They take out their anger on others, wanting someone else to feel the humiliation and abuse that they have had to endure; they want someone else to experience the pain, whether physical, mental, or verbal and the cycle continues. The average adult experiences anger about once a day and becomes annoyed or peeved about three times a day (LeVelle et al. 2013).

Types of Anger

Psychologists have identified three types of anger; hasty and sudden anger, settled and deliberate anger and dispositional anger. Hasty and sudden anger connected to the impulse for self-preservation. It is shared by human

and other animals, and it occurs when the animal is tormented or trapped. This form of anger is episodic. Settled and deliberate anger is a reaction to perceived deliberate harm or unfair treatment by others. This form of anger is episodic. The last form of anger is dispositional anger. Dispositional anger is related more to character traits than to instincts or cognitions. Irritability, sullenness and churlishness are examples of the last form of anger.

Loo (2005) says there are two sources of anger: an internal source and an external source. The internal source of anger stems from irrational perceptions of reality and low frustration point. Psychologists have identified four types of thinking that lead to internal sources of anger, according to Loo (2005). They are as follows; Emotional reasoning: people, who reason emotionally, often misinterpret normal event and things that other people say as a direct threat against their needs and goals. Emotional reasoning individuals often become irritated at innocent things other people tell them. They perceive these things as attacks on themselves. Low frustration tolerance: everyone at some point experience low tolerance for frustration. Stress-related anxiety tends to lower our tolerance for frustration which then causes us to see normal things as threats to ourselves. Unreasonable expectations: people sometimes make demands without knowing the reality of the situation. Unable to have things go their way or have others act a certain way, lowers the tolerance for frustration and causes people to get frustrated and angry. People-rating: this anger-causing type of thinking triggers derogatory labeling on other people. This type of thinking dehumanizes and makes it easier for people to become angry at other people Loo (2005).

My attention concentrated on the external sources of hunger. Especially, the genuine hurt and pains college students have suffered over the years. As for external sources, psychologists have come up with hundreds of events which cause people to get angry. They have narrowed them down to the following four events. The first source that they talked about is verbal abuse. People make personal attacks against other people in the form of verbal abuse. Better, people attack other people's ideas and opinions by cutting these ideas and opinions down. People threaten other people's basic needs – work, life, family, and finally people's level of tolerance for frustration decreases due to environmental factors in their lives, Loo (2005). All these factors cause anger and hurts in the emotions of people. How do we know an individual is angry? An angry and a hurting individual exhibit these signs; a dramatic increase in breathing rate, unconscious tensing of muscles, especially in the face and neck, sweating, feeling hot or cold, shaking in the hands, face turning pale or red and veins becoming visible due to an increase in blood pressure, goose bumps and release of adrenaline into the body creating a surge of power (Loo, 2005).

When someone is angry or shows a sign of anger, there are three important ways these anger can be regulated. Yamaghuchi, Kim, Akutsu and Oshio, (2015) say that anger can be suppressed, outwardly expressed, and the expression of anger can be controlled. First, anger suppression is defined as the inhibition of anger. In suppressing anger, individuals regulate their feelings in their minds; for example, they withdraw from others, pout, or sulk (Spielberger, 1999). Anger suppression is recognized as one function of anger regulation, but it has also been associated with conflict avoidance, guilt,

irritability, rumination, depressive symptoms, and decreased life satisfaction and subjective well-being Yamaguchi et al, (2015). Therefore, anger suppression might be related to mental health problems that lead to high levels of perceived stress. Second, outward anger expression is defined as the expression of anger toward others. In this case, individuals express their feelings of anger outwardly; for example, they slam doors and say nasty things. Previous research findings show that outward expression of anger is likely to reduce negative emotions and paradoxically promotes higher levels of well-being and lower perceived stress English et al; Gross and John as cited by Yamaguchi et al., (2015) but most of the times, this affect a lot of relationships. Third, controlled anger expression is defined as the primary reduction of the internal experience of anger, and run the risk of ignoring the adaptive functions of anger. These experiences of anger are more likely to fail to recognize the importance of experience of anger in order to allow the physiological and psychological processes with the accompanying the anger experience to affect their experience. Thus, the difficult emotions and complexities can be absorbed, and other experiences and behaviours can proceed as normal.

Effects of Anger

Anger is a primary human emotion we all experience from time to time. We feel angry when we feel threatened due to physical conflict, injustice, humiliation or betrayal. The human brain is setup with a scanning device that recognizes anything that is threatening. It then signals to our body how to react. How we react when we become angry can be crucial to the outcome of the situation.

The expression of anger can be through active or passive behaviours. In the case of 'active' emotion, the angry person 'lashes out' verbally or physically at an intended target. When anger is a 'passive' emotion, it is characterized by silent sulking, passive-aggressiveness behaviour (hostility) and tension. (Addotta, 2006). Numerous studies have been conducted on how anger impacts on us physiologically and psychologically. These studies revealed that before anger affects any part of our body, it has to affect our brain first. The brain is our internal alarm system. It signals to the rest of our body when we are happy, sad, and angry, in pain, etc. This alarm system within our brain triggers the release of adrenaline which causes us to heighten our awareness and responsiveness. This causes glucose to gush through our blood stream and muscles giving us the ability to respond faster, run faster, and make quicker decisions.

According to Addotta (2006) studies conducted at the Hotchkiss Brain Institute in Calgary, have found that one way anger affects the brain is by compromising the neurons in the hypothalamus, the brain's command center for stress responses. Normally these neurons receive different chemical signals that prompt them to switch on or off. Stress and anger compromise these functions and jeopardize the brain's ability to slow down. Also, when we get angry, the muscles in our body tense up. The anger causes neurotransmitter chemicals in the brain, called catecholamine, to flow through our body giving us a burst of energy that can last for several minutes. This then triggers reaction to other parts of the body such as increased heart rate, heightened blood pressure and intensified breathing (Addotta, 2006).

The brain serves as the control center for our body. According to Addotta (2006), anger comes from the part of our body known as the amygdala. We have two amygdala situated just a few inches from each ear. Consisting of several nerves that connect to various parts of the brain. The amygdala forms an important part of the brain. The amygdala is an excellent indicator of threats. Its main purpose is emotional and social processing. Anytime, we are confronted with any threat, the amygdala is able to react to the threat before the prefrontal cortex, which is responsible for the brain's thoughts and judgments, is able to assess the rationality of the reaction. In other words, the amygdala causes the brain to react to the threat or fear before the prefrontal cortex can consider the consequences. That is why some of the times, people who are angry act before they come to their senses. Resilient people are able to make rapid recoveries from threat and stress from the outside world, with their prefrontal cortex working to calm the amygdala. It is not easy though but with conscious effort, it can be done. The brain that cannot negotiate itself out of an emotional rut; instead it floods the body with a cascade of cortisol or stress hormones has not been taught how to behave. It is clear to see that our brain is just as capable of getting us riled up for flight or fight as it is of calming us down. However, some people become angry much quicker and may take longer to calm down. If this is the case, minor irritation can re-trigger someone to full blown anger within a shorter period of time. Professionals in the science and medical field have long known that the brain chemical serotonin has made an impact on regulating anger and aggression. Scientists have found people experiencing aggressive behaviour maintain lower levels of serotonin as compared to those with non-aggressive behaviour.

Despite the numerous studies done on anger, it is still an emotion that is very misunderstood.

Knowing what psychological signs to look for in a person with anger problems is important. Also, knowing that anger can be a survival tool and a source of energy that can be healthy or unhealthy can be beneficial. Prolonged anger and repressed anger are both unhealthy. Before we feel anger, we feel a primary emotion. The primary emotion can be feeling of fear, offense, disrespect, force, entrapment or pressure. When the primary emotions become too intense, then we experience the secondary emotion of anger. Studies show that repressed anger can be harmful to our body and to our mind. Not everyone knows how to manage their anger or how to express it. Holding back anger can lead to mental illnesses including depression. One way of looking at depression is as anger turned inward. An emotion such as anger will not go away if ignored. It will only get stronger and can cause severe problems. Studies indicate that anger and aggressive behaviour that goes unchecked can eventually cause changes to the brain that will decrease the production of serotonin and increase the chances of angry and aggressive behavior.

Not everyone is comfortable dealing with anger although, it is one emotion that men consider acceptable to display. As young boys, they are taught that certain emotions are not acceptable, like crying. So instead of crying, young boys will hide their shame or pain and often redirect it as anger. Studies have found that men will often display anger when in fact they are experiencing depression and/or fear. Research has found that boys who are wounded as youth will often grow up to be wounded men (Han et al. 2008). They are likely to pass on the anger they are experiencing to those closest to

them (Johnson, 1998). Although depression and anger may seem like opposites, the primary emotion is the same. Angry people are stressed and uptight. They are often overbearing and commanding. People who are depressed become shut-off from others. They are unresponsive to what is happening around them. Despite their opposites, both anger and depression are initiated in the brain. Experiencing anger and depression starts in the brain with a chemical imbalance that leads people to either hold in or lash out their emotions. Women are just as likely to demonstrate anger as men. However, in some cultures it is not acceptable for women to display anger. Women are expected to conceal their anger; sometimes they conceal it so well that they fail to recognize it in themselves (Marano, 2003).

Women tend to be more subtle in their display of anger, and as a society, we pay more attention to the testosterone-driven display of aggression by men (Addotta, 2006). Many believe that the only way we can deal with our anger is by recognizing we are angry rather than trying to hide it. However, because anger is considered as an unacceptable emotion, little is being done to deal with it. Anger is an emotion that will haunt us for a very long time unless we learn to control it. In order to control anger, we must learn how to express it appropriately. Among those things you can do to relieve anger is forgiveness. Talking to someone about it helps relieve some of the tension and stress brought on by feeling angry. Prolonged and repressed anger is something we, as human beings have learned to live with. Unlike animals whose response to fear is to scare away the attacker, we as humans become the attacker by using our anger to scare away those we love and care for. Holding in our anger can be just as bad as lashing out with our anger. Both can lead to

serious consequences. These include heart attacks, hardening of the arteries, strokes, hypertension, high blood pressure, changes in heart rate, and metabolism and muscle and respiratory problems (LeVelle et al., 2013).

How Anger Impacts the Body

Anger increases the heartbeat of victims. The average heart rate of a person is 80 beats per minute. However, anger can increase our heart rate to rise to 180 beats per minute. Anger has the same effect on our blood pressure. Experiencing anger can cause an average blood pressure of 120 over 80 to jump to 220 over 130 or higher causing a possible heart attack or stroke. People who stand the risk of getting stroke and heart attack are people who get angry easily. When we become angry or stressed, our body releases chemicals that clot the blood. These blood clots can create serious health problems. The clots can travel up the blood vessels to the brain or heart causing a stroke or heart attack, both of which can be fatal (LeVelle et al.2013).

One does not have to experience uncontrollable anger in order for this emotion to have an impact on our body. When one's anger causes fear, a multitude of responses affect one's body. First, whatever it is that caused the fear that lead to anger causes our stress hormones, adrenaline and noradrenaline, to surge through one's body. This causes an increased heart rate and blood pressure. Secondly, the muscles that are needed to fight or flee become tense and uptight. This can lead to tension headaches, migraines or insomnia Boerma (2007). Thirdly, our breathing becomes more rapid because it is trying to get more oxygen to our brain. Anger can also impact circulation, so if there is not enough oxygen flowing to the brain, this can cause chest pains and even cause an artery to burst resulting in a stroke (LeVelle et al,

2013). In a review of findings based on 44 studies published in 2009 in the Journal of the American College of Cardiology, evidence was found that supports the connection between anger and hostility being significantly associated with heart disease. The studies also show that adults with no history of heart disease, but who suffer from chronic anger are 19% more likely to develop heart problems as compared to those who rarely experience these personality traits according to Kam (as cited in LaVelle et al., 2013). The same review showed that anger does more harm to men's hearts than to women's. Based on the results from these reviews, researchers suggest that the buildup of stress responses in daily life might have a greater impact on men than women. They suggest that women may not experience the same stress and pressures that men do on a daily basis. Men have the responsibilities of providing for their families and often are the sole wage earner in the home. Men are also prone to experience more anger and hostility than women. Women tend to hide and suppress their anger. They are not as vocal or aggressive as men can be (LeVelle et al., 2013).

According to Dr. Johan Denollet from CoRPS Researcher Center at Ilburg University in the Netherlands, one of the factors that can affect the health of an individual is psychological factors. Psychological factors do make an impact on the development and progression of coronary heart disease. He advised that clinicians should take symptoms of anger and hostility seriously, and consider referring their patient for behavioural intervention (LeVelle et al., 2013). Denollet continued that, patients need to be closely monitored and studied for these personality traits in order for clinicians to do a better job

identifying high-risk patients who are more liable to future fatal and non-fatal coronary events (LeVelle et al., 2013).

How anger affects the victim socially

Doctors are now considering anger as a risk factor for heart disease. They are treating it as a risk factor that can be modified just as lowering cholesterol or blood pressure (LeVelle et al., 2013). LeVelle and his colleagues explain how anger affect people socially. They say that people who have serious anger problem frequently exhibit aggressive and hostile behaviour and attitudes towards others. Most of the demonstrations, the fighting and the aggressive behaviours we see around they say are as a result of anger. The anger that is exhibited by people affect everybody and everything around them. People who are angry and hostile tend to alienate family and friends. Their harsh behaviour negatively affects their jobs, family and relationships with those around them. These researchers continue by saying anger problems do not disappear by lashing out at others. Venting anger and frustration with words or actions often make the situation much worse, especially for those who are in the immediate path of the attack. Research has proven that having a strong, healthy support system with family, friends and co-workers is crucial to maintaining your health (LeVelle et al., 2013). Establishing a positive social support helps us deal with emotional problems and major health problems that can be caused by anger (Mills, 2005).

LeVelle et al. (2013) saying when one experiences the psychological effects of anger, one tend to become angrier because of how our body is feeling. The chemical imbalance triggered by anger causes our body's

metabolism to slow down. Feeling stressed and angry initiates excessive eating and weight gain. In addition, stress, as a reaction to anger, provokes our stomach causing it to produce too much acid which makes us candidates for gastric ulcers and acid reflux. Anger also causes the release of the stress hormone, cortisol. Release of this hormone gives the body bursts of energy. However, too much of this hormone can cause a multitude of negative effects on the body. Too much cortisol in the body can cause an imbalance in blood sugar; it can suppress thyroid function, and decrease bone density. This hormonal imbalance also impacts the body's immune system. According to Boerma (cited in LaVelle et al, 2013). Research shows that chronic-angry people suffer more frequent colds, flu's infections, asthma, skin disease flare-ups and arthritis, as compared to non-chronic-angry people.

Although anger itself does not have a direct physical effect on the body, the way this emotion affects other parts of our body is what causes the problem whether it is increasing our heart or blood pressure or causing the release of stress hormones, anger has a significantly unhealthy impact on our bodies. Evidence from numerous studies prove that people with constant chronic anger, hostility and aggression are at a higher risk of developing heart disease and other health problems than those who anger less often. The studies are clear, the angrier and hostile you are the more prone you are to heart disease (Mills as cited in LeVelle et al. (2013). It is important to recognize the physiological effects of anger especially with all the damage this emotion can cause our body. It is also important to learn how to express anger appropriately and learn healthy and socially respectful methods to express angry feelings. Knowing how to control anger can make a major impact on our

relationships, employment and especially on our health. Anytime you keep or feel extremely angry about an incident you are innocent or knows off, remember you may be shortening your life. Based on this, it is important to check and control anger.

Theoretical framework

There are many theories of emotions to explain what are and how various emotions like anger is developed and how it is expressed. This is challenging since this concept can be looked at from different perspective. Anger is one of the emotions that is causing a great problem among individuals and nations. The anger that we have and how we expressed them reflect our social environment, but it seems likely that emotions were shaped by natural selections over time. This and variety of reasons have made developing theories difficult and have caused different theories being developed (Johnson, 1998). Johnson (1998) has said that theories of emotions or the theory of anger can be categorized into evolutionary, social and internal. Evolution theory attempts to provide a historical analysis of the emotions, usually with a special interest in explaining why humans today have the emotions that they do. The social theories explain emotions as the product of culture and society. The internal approach attempts to provide a description of emotions process itself.

Evolutionary /Recalibration theory

This theory was propounded by Sell, Tooby and Cosmides (2009). Evolutionary theory puts anger in the historical perspective. They believe that human beings by default have emotions attached to them, which anger happens to be one. They consider anger as a behaviours regulating programme

that was built into their neural architecture of the human species over evolutionary time. The Recalibration theory of anger proposes that anger was naturally created in people to orchestrate the individual's response to interpersonal conflict of interest to the individual. Three theories make up this theory. The first is based on the claim that emotions are as a result of natural selections that occurred in early hominids taken anger for example, they say when an individual is being cheated, and he or she may get angry. The first theory explaining evolutionary theory is the Natural Selection theory. This theory explains that every experience and the type of emotions that are exhibited towards it. So it depends on the situation you are faced with and the kind of emotions you can experience. Anger can only be exhibited towards an angry situation like cheating, bullying and so forth. And they say that these things or emotional activities have existed among humans of old times. The adherent of this position say that emotions like anger should be understood as a set of programme that guide cognitive, physiological and behavioural processes when specific problems are uncounted (Cosmide & Tooby, 2000).

The second theory further explains the theory. The theorists hold the view that mankind is made of eight powerful emotions which anger is one. Plutchik says anger is like DNA and is needed for the survival of any human being. They believe that by nature when someone is angry, the emotions that he or she selects to exhibit this anger is destruction. They claim also that there is no development of any new emotions but the eight emotions mixes with themselves to produce more complex emotions e.g., anger and disgust mixes to form contempt (Plutchik, 1984). The last theory explains anger from the historical point of view. Griffin says that anger is found in every person but

the level of anger in some humans are higher than others. This is why it is important for anger to be measured and solution proffer to it. He says anger and some traits of emotions should be identified and classified to get a psychological category of emotions. Through this, we are able to know which people have normal and abnormal or higher form of anger (Griffin, 2000).

The theory basically states that anger is part of every human being and is exhibited when an individual is abused. According to the theory, since every individual has the potential to exhibits some sorts of anger, anger can be investigated within every individual. That is why this theory was used. The theory justifies the use of the population, college students and to be specifically level 100 students for the study.

Social and cultural theory

Theorists, Bourdieu and Mitchel believe that emotions are constructed from social and cultural domain. And these are acquired through experience and by learning. Virtually everyone who defended this position believe that emotions are to some degree, natural phenomena. Nonetheless, the central point of this theory is that social influence is so significant that emotions like anger are best understood from this perspective. Emotions like anger typically occur in social setting and during interpersonal relationship. If not all, emotions are caused by other people and social relationship. Language, social practices, and other element of an individual's culture have a significant role to in the development of anger. Anger and their expression are regulated by social norms, values and expectations. Americans have an emotional rule of anger they follow. Americans "emotion rules" say a person has the right to be angry at any situation except those situations and the problem at stake can be

corrected. One of the rules says anger should be directed toward the right person. The social norms that America believes in is what regulate their anger. They also believe that the aim of anger is to correct the situation, restore equity and prevent future occurrence not to inflict pains. These are anger rules that defines America. Social norms and values are determining the emotions of people.

This theory was used because it backs the claim that anger is a social phenomenon and that it is exhibited in a social setting like the school. The culture of the environment in which the anger is exhibited play an important role. Looking at the setting of the colleges of education the probability that anger is on the increase is very high. My experiences at the college of education made this study at the college of education very important. Hence the use of this theory.

Theory of Emotional Process

The third group of theories is the theories that take the emotion as a whole and begins to analyze the processes involve in the acquisition and the exhibitions of the various emotions. Foa and Kodak particular attention was on the initial process of emotional development. Take anger for example, this group of theorists believe that the first thing that causes an individual to be angry is very important (Foa & Kodak, 1986). Generally, anger process begins with perception of a stimuli. The early part of the anger process is the activity between the perception and triggering of the bodily response and the latter part of the process is the bodily response: changes in heart rate, blood pressure, facial expression, and so forth. The theories that are under this branch of theory talks about the early part of the emotional process because they believe

that it is the initial perception that triggers the emotions. One of the theories that fall under these theories is the cognitive theory. Cognitive theory contend that, early part of emotions process include the manipulations of information. Two observations demonstrate some of the motivation for the cognitive position. The first dimension is that different individuals will respond to the same situation differently. And secondly, there is a wide range of seemingly unrelated events causing the anger.

None of the events are closely related but they will all cause anger. Cognitive theories account for these two observation by proposing that the way in which the individual evaluates the stimulus determine the emotions that is elicited. Everybody has believes, a well-known goals, personal tendencies and desires in places before meeting this events that is causing the anger. It is in light of these factors that an individual evaluates the events. There are other important theories that amplifies the cognitive theory of emotions of anger. Judgment theory explains emotions as a basic judgment about our view in the world, the projection of the values and ideas, structures and methodologies, which we live and through which we experience our lives. Taking anger for example, an individual can get angry when the person judges an event and believes that there has been some damages to him, that the damages are not trivial but significant and that he or she does not merit such damages (Nussbaum, 2004). The cognitive appraisal theory says if the damages are blown out of proportion, the anger will be high but if the damages are taking lightly, the probability that the person will get angry will be less if not at all.

Faupel, Hennick and Sharp (2011) have also categorized theories of anger in three types. They believe that the three elements interplay to create anger; thoughts, feelings and behaviour leads to the creation and exhibition of anger. Based on these three domains, they came up with the Cognitive, Psychodynamic, and Behaviour theory to anger.

Behaviourist Perspective

From the behavioural perspective, anger is a learned response to certain antecedents and influenced by previous experience of rewards and sanctions. A behaviourist believes that just as behaviour is learnt, so it can be unlearned to. Behavioural theory tells us that it is easier to eliminate a behaviour if we can replace it with a different more rewarding one. If anger is reinforced, it is likely to reoccur. However, if a more positive response is rewarded and angry outbursts are sanctioned, it is more likely to diminish and replaced by the desired behaviour. This is consistent with Enright Process model. The theory and the Enright model say that no matter how a behavior has been learnt, it can be unlearned. This is done through social training. For anybody to control his anger, the person must be given training. It highlights social training as one of the ways to control and manage anger. Hence, the theory is important to the study.

Conceptual Framework

From the theories of forgiveness, the following conceptual model has been developed to guide the study.

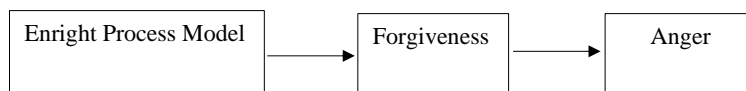


Figure 1: Conceptual Framework
Source: Author's construct

From figure 1, it can be seen that the use of Enright Process model will increase forgiveness and this will in turn lead to a reduction in anger among the participants of the study.

Empirical Studies

Anger and forgiveness interventions

There are a lot of models that have been proposed for the treatment of anger among individuals. Models or process that has proved effective is treating anger with forgiveness. The treatments that have dominated research when it comes to anger and its interventions according to (Henwood et al., 2015) in a meta-analysis study conducted, are relaxation therapy, social skills, cognitive therapy and cognitive behavioural therapy. Through literature, the model that has dominated in the treatment of anger among therapies is cognitive behavioural therapy (Lee & DeGuiseppe, 2017). Only few studies have employed forgiveness as a therapeutic model in the treatment of anger among different populations (Baskin, Enright, Lin & Mack, 2004). Diagnosing and treating individuals with anger problems has been an increasing concern to health organizations, clinicians, and society as a whole. A huge demand to treat angry people is placed on therapist, counsellors, psychologists, clinicians etc. to treat these group of people, yet these people do not yet have research-based guidelines for recognizing, diagnosing, treating, or preventing anger and violence. This is because the anger treatment therapies have not proved effective in its intervention (Lee & DeGuiseppe, 2017). The body of empirical knowledge on anger and other alternative is very small. Since it is the most common precipitator of violence, one will have thought that a lot of research will have been carried out in this area but it is surprising that such a narrow

body of research on anger exists (Edmondson & Conger cited by Heather, 2004). Furthermore, despite the increased public awareness of anger as a problem, no distinct diagnostic categories for anger exist, nor is there adequate research on which therapeutic techniques are effective to treat angry patients (Heather, 2004; Lee & DeGuiseppe, 2017).

Baskin et al. (2004) conducted a study on the effects of forgiveness therapy on anger, mood vulnerability to substance use in patient substance dependent clients. Participants were selected from a drug rehabilitation center. Forty (40) participants were randomized and took part in the study. They were referred by the therapists at the rehabilitation center to partake in the study. The Enright Forgiveness Model and Spielberger State Trait Anger Expression Scale were given to the participants to check their anger and forgiveness level, before the intervention. Participants who scored 256 or below and 35 or higher on the scales respectively, were included in the study. The first 11 chapters of 'forgiveness is a choice' were used during the interventions. The participants uncover hurts and anger in the intervention process. A decision to forgive is introduced to the participants. At this point forgiveness is contrasted with excuse, forgetting and reconciliation. The client then decides to forgive and not reconcile. The work phase commence. Affective exercises focused on empathy and related emotions. At the initial assessment, the pre-test score of anger in the experimental and control group were the same. There were no significant change in the results. But there were drastic changes in the post-test scores of the experimental and control group. There was an increased in the post test score of the experimental group as compared to the control group after the experimental group was made to pass through treatment. The post-

test score of the control group compared with the pre-test of the control group remain the same because they did not receive any intervention. The pre-test score of the experimental and control group score were not significantly different.

Harris, Luskin, Norman, Stanford, Brunning, Evans and Thoresen, (2006) evaluated the effect of six weeks forgiveness intervention on health related psychosocial variables such as anger and stress. The researcher found a decrease in anger and stress. There was significant increase in the post test and follow up score of the experimental group against the control group. There was no significant difference between the pre-test and post-test score of the control group.

Lawler-Row, Karremans, Scott, Edlis-Matityahou, and Edwards, (2008) found that forgiveness of others is negatively correlated with anger after thought, which involve the person maintaining thoughts about and possibly re-enacting the angry episode in their minds, and memories, which involve the individual constantly dwelling on the injustices that they have experienced.

Chapter Summary

This chapter reviewed literature in three areas, namely, conceptual, empirical and theoretical. With regard to the conceptual review, the study looked at the definitions, types and benefits of forgiveness. Concepts on anger such as definitions, types and effects of anger were also reviewed.

The study also reviewed the following theories in relation to anger and forgiveness: emotions account theory, punishment forbearance theory, multiple stage theory, pluralist theory, stress and coping theory, evolution

theory, social and cultural theory, theory of emotional process & behavioural perspective.

Lastly, the chapter reviewed some empirical studies in the area of forgiveness and anger. It specifically reviewed some related experimental studies done on forgiveness and anger.



CHAPTER THREE

RESEARCH METHODS

The chapter has been organized according to these components: research design, study area, population, sampling procedure, data collection instruments, data collection procedure, data processing and analysis and chapter summary.

Research Design

The research design used in this study is pre-test, post-test quasi-experimental control group design. The prefix before the experimental “quasi” means “resembling”. Quasi-experimental research is a type of scientific study that looks like pure experimental research but is not a true experimental research. It shares some resemblance with the traditional experimental research but it lacks randomization of variables to experimental and control group. It is conducted in setting where randomization is very difficult. Natural occurring variables are studied in quasi-experimental design, this makes randomization very difficult Morgan (2000) or impossible. It uses other criteria other than randomization to identify participants in a study to experimental and control group. Sometimes too, the researcher has control over the subjects. Even though the independent variable is manipulated, in my case Enright Forgiveness model, the subjects are not assigned randomly to conditions (Cook & Campbell, 1979). It is a study that helps us to estimate the causal impact of an intervention on its target population without randomization (Dinardo, 2008). The design has two groups, the experimental

group and the control group. Comparing it with experimental research, it is very cost effective. It often does not have the time and logistical constraint that is associated with experimental research. Another important merit of this design is it is typically easier to set up than experimental designs. Since this design is a natural experiment, findings may be applied to other subjects and settings, allowing for some generalization to be made about a population. The primary drawback of quasi-experimental design is that they cannot eliminate the possibility of confounding biases which can hinder one to draw causal inferences but such biases can be reduced or controlled by using statistical techniques if one can identify and measure the confounding variables, (Cook & Campbell, 1979).

Study Area

The study was carried out in Koforidua and Somanya in the Eastern Region of Ghana. Koforidua is the regional capital of Eastern Region. It has only one College of Education, S.D.A College of education and this college is located at Asokore. S.D.A College of education located between Oyoko and Asokore. It has a population of 1340. The male students were 641 while the female students were 699. The level 100 students among whom the research was carried were 427 of the total population.

Somanya is a town and the district capital in the Yillo Krobo district in the Eastern Region of Ghana. Mount Mary College of Education where the study was carried out has a population of 1270. The male students were 546 while the female students were also 720. The school had 486 level 100 students.

Population

Target population of the study is all students in S.D.A College of Education and Mount Mary Colleges of Education in the Eastern Region. The total population of all students was 2610 students. The accessible population on the other hand was level 100 students who have been hurt in one way or the other in S.D.A and Mount Mary Colleges of Education. Level 100 students were selected because in colleges of educations, they suffer most of the abuses (Park et al., 2013). The population for S.D. A Colleges of Education and Mount Mary College of Education were 427 and 486 respectively making the total number 913 student in both colleges.

Sampling Procedure

I initially used the lottery method of simple random sampling to sample the two colleges of education, S.D.A and Mount Mary Colleges of Education from five colleges of education into experimental and control. S.D.A. College of education was the experimental group while Mount Mary College of Education was the control group. In total, twenty six (26) participants were sampled for the study. Thirteen (13) participants for S.D.A. College of education (experimental group) and 13 participants for Mount Mary College of Education (control group) were purposively sampled. Getting the 13 participants for each group, I administered the questionnaire, the Attitude scale and the Anger inventory to all level 100 students in the experimental and control group. Based on the result of the pretest, students who recorded below 210 scores on attitude scale and 105 or below on anger were contacted to take part in the study. The reason why I sampled 26 students, 13 each from the experimental and the control group was because

they were the people who according to the Attitude scale and the Anger inventory had problem with anger and forgiveness. These scores served as the baseline scores for the study.

Data Collection Instruments

The instruments that were used in the data collection were Anger Inventory and, Attitude scale, (Enright & Rogue, 2004, Zelin, Adler, & Meyerson, 1972). These inventories were used at pretest and posttest. These instruments have been classified as one of the best and the most popularly used forgiveness and anger inventories in data collection in forgiveness studies (Worthington, 2001, Schamborg, Tully & Kevin, 2016 & Barnes, 2003). Enright developed 65 items that are helping researchers to measure all the aspects of forgiveness. The attitude scale items are made of 65 items. These 65 items are sub-divided into subscales: cognition, affect, and behaviour, with each scale having 20 items. There is another aspect of the EFI called Pseudo-Forgiveness. Pseudo-Forgiveness is made up of five items. This item helps the researcher to identify participants who are really practicing forgiveness. Some of the participants may be practicing acts that are not forgiveness. Examples of such acts are condonement, denial, forgetting and so on. Each question consists of a word or a short phrase which is answered on a six-point Likert-type scale. All scales have shown an excellent internal reliability with a Cronbach's alpha of .93 or higher.

The internal structure analysis of Enright Forgiveness Model reveals that the cognition, affect, and behaviour subscale correlate between .80 and .87 which justifies a total EFI score and unidirectional constructs (Subkoviak et al, 1995). High score on attitude scale indicates greater level of forgiveness.

The measure of intervention pertains directly to the goal of the intervention unlike the anger inventory. Even though EFI has been shown as a promising therapeutic measure for a lot of psychological problems, it has some weaknesses. The inventory cannot be applied to non-relationship transgression. That is, if the person who is offended has no relationship with the offender, the inventory cannot be applied to that situation. It is limited to some specific situations. Assuming the person who offends you is dead, it becomes very difficult to answer some of the questions. It is also time consuming. Answering 65 questions is not easy at all.

Scoring of the items (forgiveness)

The items of the EFI are rated on a 6-point, Likert-type scale ranging from Strongly Disagree to Strongly Agree. The main total items are 60. All Positive Affect, Positive Behaviour, and Positive Cognition are scored as follows: Positive Affect, Behavior and Cognition items. All negative items are reversed. These items are Negative Affect, Negative Behaviour and Negative Cognition items. The EFI totals score ranges 60 (low degree of forgiveness) to 360 (high degree of forgiveness). Each subscale score of the Affect (20 items), Behaviour (20 items) and Cognition (20 items) ranges from 20(low) to 120 (high). The scoring for negative items in each subscale is reversed. Response marked 1,2,3,4,5 and 6 are scored 6,5,4,3,2 and 1 for all negative items. The score of negative items should be interpreted as: high or low absence of negative affect, negative behaviour and negative cognition towards an offender. The positive items should be interpreted as high or low presence of positive affect, positive behavior and positive cognition towards

an offender. The pseudo- forgiveness items are scored separately and not as part of the EFI.

The second instrument that was used in data collection was the 30-item General Anger Inventory developed using items from the original instruments designed by Zelin, Adler and Myerson (1972). The 30-items anger inventory was developed by Reymond, Walkey and Green (1994). It has KR20 reliability of .82, which is good. Individual items are measured on a 6-point, Liker-type of scale beginning from strongly disagree (1) to strongly agree (6). Participants who have a score of 105 or above have a high level of anger while those who have a score below 105 have low level of anger. The participants who met this criterion were given the opportunity to participate in the study. High score means high anger level and vice versa. It is important to note that anger was not specifically targeted during the intervention but it was measured because of the belief that forgiveness intervention can reduce mental health problems such as anger (Rye & Pargament, 2002).

Both the Attitude scale and the Anger inventory used were pilot tested in Presbyterian college of Education and Kibi college of Education before they were used to collect data. These colleges were sampled because they had the same characteristics as S.D.A and Mount Mary colleges of education where the instruments were used. They were students who had suffered a severe hurt in an interpersonal relationship. The reliability coefficient for the Enright Process model and the Anger inventory were 90.6 and 89.7 respectively.

Data Collection Procedure

I went to participants in lecture halls to administer the anger and forgiveness questionnaires to all level 100 students. After the questionnaires

were administered, I scored the. Participants who scored higher on anger and lower on forgiveness were included in the study. Participants who took part in the study were people who scored 105 or above on anger and below 210 on forgiveness respectively. As sample of 26 participants based on this criterion were sampled and included in the study and these were the people who had anger and forgiveness problem. After the pretest, I administered the Enright Process model as an intervention to the experimental group while the control group did not receive any intervention. I gave the anger inventory and the attitude for the participants to response to ascertain the effects of the treatment. The details are as follows:

Treatment Plan

Pre Intervention

Pretest

I discussed the preamble of the questionnaire with the participants before they answered the questionnaire. I guided participants to recall a hurt they have experienced before. I let them focused on the hurts for some time. They were made to feel the effects of the hurt they have suffered before afresh. Finally, I made them answer the questionnaire without skipping any of the items.

Intervention

The intervention took six weeks. I met the participants twice in a week and each meeting lasted an hour. The themes for the meeting were uncovering hurts, deciding to forgive, working to forgive the offender and finally, deepening the forgiveness that was started.

Sessions 1 to 4 (two weeks)

Uncovering Stage

I set rules with participants. Participants were made to know that confidentiality is very important because they will share serious and intimate issues that bother on their hurts.

I started the uncovering stage. Participants were made to uncover or state the hurts they have experienced before the pretest results. I guided them to talk extensively on the various hurts they had gone through. All of the participants talked individually about the hurts they had suffered from. One of the participants whom I named Martha for ethical reason uncovered and recounted passionately an incident she went through in the house few month before coming to school. She was maltreated and insulted by her parent because she brought her friend home to come and steal cash and other stuffs. Her parents were seriously offended because they had warned her not to entertain or bring her to the house for holidays again but she convinced them to accept the lady because she is an orphan and had nobody to take care of her. She told the group how she had helped this her colleague.

I discussed with participants how the various hurts have affected their lives, especially how angry they had become against the offender. The adverse effects they had suffered were stated clearly. Martha and her colleagues talked about how the various problems and hurts had affected their lives. Martha said her parents have decided not to pay for her school fees and also will not provide for her till she completes college if the 4000 Ghana cedis the lady took is not returned. She complained that anytime she sees this lady, she becomes

angry, bitter and offended and she said it is affecting her and her relationship with her female friends on campus.

I discussed the reactions that participants had given to the hurts they had stated, that is the various defense mechanisms participants have used in dealing with the hurts since they happened. Participants were made to state the affective, cognitive and behaviour responses they gave to the offenses. Martha avoids her friend on campus. She also tries to forget the incident but she is not able. She said anytime she is alone learning, the incident keeps flashing in her mind. Participants were also made to know that all those responses were as a result of the anger they had kept against the offender. We stated some of the possible and common solutions that people readily employ when they are hurt. In Martha's case I realized she used displacement, denial, and repression as the various solution for the incident she suffered. She confirmed it when she said she tries to forget the incident sometimes and it is also affecting her relationship with other friends on campus. Others said they held grudges with the offender. I then introduced forgiveness as one of the major solutions to the problem of the hurts they were facing.

Sessions 5-8 (two weeks)

Decision Phase

They were made to give their opinion on what forgiveness was. Based on participants' responses, they were made to understand what truly forgiveness was by explaining Enright definition of forgiveness. Enright and his colleagues defined forgiveness as "willingness to abandon one's rights to resentment, negative judgment and indifferent behavior towards the a person who has unjustly hurt us while fastening undeserved qualities of

compassion, generosity, and even love toward him or her” (Enright, Freedom & Rique, 1998, pp. 46-47). Martha and her colleagues were made to understand that they had the right to be angry, offended and indifferent towards the people who have hurt them. They were made to understand that they also had the right to punish or seek revenge on all the unjust hurt they had suffered. I discussed with them that forgiveness is not condonement, forgetting, reconciliation and justice seeking. These are all misconceptions about forgiveness. Misconceptions about forgiveness were also discussed with participants. They were made to understand that all of the above concepts are not forgiveness. The various hurts were also discussed with the participants.

Sessions 9 and 10 (one week)

Working Stage

This stage was all about the offender. The possible reasons why the offender offended the participants were also explored. Martha and his colleagues were made to propose some of the major reasons why the offenders offended or hurt them. We discussed that maybe the lady who took the money had serious needs she needed to meet urgently at that particular time. She said the lady told her that her rent had elapsed and her landlord was throwing her out and that she needed a new apartment. She also said she owed a few friends who always heckled her and demanded their money. We agreed that possibly she needed the money to offset those bills. Even though she stole the money, we agreed that she had genuine problems and needed urgent solution. I told her she might have done the same thing if she was in her friend’s situation. She had the option to go into prostitution, she had the option to go and steal from other people but she chose to steal. I asked Martha how she would have

felt if she heard that her friend had dropped out of school because of the problems she was facing. She said she would have felt very bad. I helped them to see their offenders in a positive light. That is even though they had wronged them, they might have done that genuinely. We discussed the offense participants have also caused other and were made to see the responsibility they have to allow the pain and the hurt they had kept toward the offender to go. Martha and her colleagues also remembered some hurts they had caused others and had been forgiven. In Martha's case, she remembered she disclosed a secret one of her female friends had told her not to tell anybody to her friend's fiancé. This ended the relationship between herself, her friend and her friend's fiancé. She remembered her friend forgave her. They were made to know that in this world what you do to others will come back to you. Do unto others what you want others do unto you.

Participants were made to give their offenders eternal forgiveness. They were made to know that you can forgive but not forget an offense and this does not mean they had not forgiven the person. Participants were made to have a positive new view of the offender.

Sessions 11 and 12 (one week)

Deepening Stage

Participants' decision on the various stages they have had gone through were asked. They brought out matters that they found difficult through all the stages and they were addressed. Finally, participants' final decisions were asked and they decided to forgive.

Post Intervention

Two weeks after the intervention, I made participants to answer the forgiveness and anger questionnaires so as to collect the post-test data.

Ethical Consideration

I took ethical clearance from the Institutional Review Board of the University of Cape Coast which enabled me to collect data. A copy of my proposal was vetted and approved before I went ahead to collect the data and have my intervention. First of all, I addressed informed consent and voluntary participation. These were ensured as the respondents came willingly to participate in the study, they filled a consent form. Another issue was confidentiality. Participants were made to understand that their responses to the questionnaire were strictly confidential and that they should not provide any details about them on the questionnaire. Codes were, therefore, used to represent respondents.

Data Processing and Analysis

Firstly, there was descriptive summary of the primary data collected using percentages. The data were analyzed through frequencies, percentages, independent samples t-test, dependent samples t-test, simple regression and correlation. The tests were conducted at 0.05 level of significance. This chapter consists of two major sections. In the first section, the background information of the participants was presented whilst in the second section the results are presented. Both the paired t-test and independent samples t-test were used appropriately to compare the level of anger and forgiveness among the experimental and control group respectively. The simple regression and correlation were also used to find the effect of Enright Process Model on anger

and forgiveness and the relationship that the Enright Process model had on forgiveness. The relationship between forgiveness and anger using correlation was also ascertained.



CHAPTER FOUR
RESULTS AND DISCUSSIONS

Overview

This chapter presents the results of the analyses and discussion of the findings of the study.

Section A: Background Information of Participants

The study was carried out in Koforidua and Somanya in the Eastern Region of Ghana. The sample size for the study was 26 College of Education students.

Gender of Participants

Table 1: *Distribution of Participants by Gender*

	Frequency	Percent (%)
Gender		
Male	10	20.8
Female	16	69.2
Total	26	100.0
Age		
17-20	13	50
21-24	9	34.6
Over 25	4	15.4
Total	26	100.00

Source: Field Survey, (2018)

Table 1 shows that 69.2% participants were females whilst 20.8% were males and 50% of the ages of the participants were within 17 and 20, whiles the 34.6 and 15.4% fell within 21-24 and above 25 respectively.

Section B: Main data analysis

Hypothesis One

H₀ 1: There is no significant difference between the pre-test score of the experimental group and pre-test score of the control group on the measure of forgiveness.

H_A 1: There is significant difference between the pre-test scores of the experimental group and pre-test score of the group control group on the measure of forgiveness.

This hypothesis was tested to find out whether there was significant difference between the pre-test score of the experimental group and the pre-test scores of the control group on the measure of forgiveness. Independent samples t-test was conducted at 0.05 level of significance. Table 2 presents the results of the data analysis.

Significant

Table 2: *Independent Samples t-Test of Pre-test Score of the Experimental Group and the Pre-test Score of the Control Group on measure of Forgiveness*

Group	N	Mean	SD	t	df	Sig(2 tail)
Pre-test forgiveness score control	13	158.92	6.57			
				-.230	12	.822
Pre-test forgiveness score experimental	13	164.13	7.55			

Source: Field Survey, (2018)

It was found from Table 2 that pretest score on measure of forgiveness for the control group (M=158.92, SD=6.57) is almost the same as the pretest score of the experimental group (M=164.13, SD=7.55). It was further noted

that the difference between pre-test scores of forgiveness in the control group and the pretest score of the experimental groups is not significant at $t(12) = -0.230, p > 0.05$. Hence one fails to reject null hypothesis.

Hypothesis Two

H₀ 2: There is no significant difference between the post-test score of experimental and the post-test score of the control group on the measure of forgiveness.

H_A 2: There is significant difference between the post-test score of the experimental and post-test score of the control group on the measure of forgiveness.

Hypothesis two sought to found out if there was significant difference between the experimental and the control groups' post-test scores on the measure of forgiveness. Independents samples t-test was conducted and the results are presented in Table 3.

Table 3: *Independent Samples t-test of Experimental and Control Group's Posttest Scores on the Measure of Forgiveness*

Group	N	Mean	SD	t	Df	Sig(2tailed)
Post-test forgiveness score experimental	13	295.23	11.75			
				5.207*	11	.000*
Post-test forgiveness score control	13	194.08	8.24			

Source: Field Survey, (2018) *Significant, $p < 0.05$

It was found that significant difference existed between posttest score of the experimental group and the posttest score of the control group on

measure of forgiveness; $t(11)=5.207$, $p<0.05$. This is understandable because the mean scores for posttest on measure of forgiveness in experimental group ($M=295.23$, $SD=11.75$) was greater than the mean for the posttest scores on measure of forgiveness in the control group ($M=194.08$, $SD=68.24$). Hence the null hypothesis one was rejected in favour of the alternative which states that there is significant difference between the experimental and control groups on post-test scores on the measure of forgiveness

Hypothesis Three

H₀ 3: There is no significant difference between the pre-test and the post-test scores of the experimental group on the measure of forgiveness.

H_A 3: There is significant difference between the pre-test and post-test scores of the experimental group on the measure of forgiveness.

The focus of hypothesis three was to found out if there was significant difference between the pre-test and the post-test scores of the experimental group on the measure of forgiveness. Dependent samples t-test was conducted at 0.05 level of significance and the results are presented in Table 4.

Table 4: *Dependent Samples t-Test of Pre-test and Post-test Scores of the Experimental Group on the Measure of Forgiveness*

Group		N	Mean	SD	t	df	Sig(2-tail)
Pre-test	forgiveness score	13	158.92	6.57			
experimental							
					-11.505*	12	.000*
Post-test	forgiveness score	13	295.23	11.75			
experimental							

Source: Field Survey, (2018) *Significant $p<0.05$

Table 4 shows that there is a significant difference between pre-test and post-test forgiveness scores in the experimental group $t(12)=-11.505$, $p<0.05$. This is understandable because the mean score for post-test score (M=295.23, SD=11.75) is greater than mean score for pre-test score (M=158.92, SD46.57) on measure of forgiveness in the experimental group. Therefore, the null hypothesis was rejected in favour of the alternative hypotheses which state that there is significant difference between the pre-test and post-test scores of the experimental group on measures of forgiveness.

Hypothesis Four

H₀ 4: There is no significant difference between the pre-test and the post-test scores of the control group on the measure of forgiveness.

H_A 4: There is significant difference between the pre-test and the post-test scores of the control group on the measure of forgiveness.

Hypothesis four determined if there was significant difference between the pre-test and post-test scores of the control group on the measure of forgiveness. Dependent samples t-test was performed at 0.05 level of significance and the results of the test are presented in Table 5.

Table 5: *Dependent Samples t-Test Pretest and the Posttest Score of the Control Group on the Measure of Forgiveness*

Group	N	M	SD	t	df	Sig(2-tail)
Pre-test forgiveness score control	13	164.13	7.55			
				-1.036	12	.061
Post-test forgiveness score control	13	169.67	8.52			

Source: Field Survey, (2018)

It was shown that posttest scores ($M=169.67$, $SD=8.52$) is higher than pretest forgiveness scores ($M=164.13$, $SD=7.55$) in the control group. The results in Table 5, however, revealed that the difference between pretest and posttest forgiveness score in the control group is not significant at $t(12)=-1.036$, $p>0.05$. It could be concluded that no significant difference existed between the pretest and posttest scores in the control group on measure of forgiveness. Hence the null hypothesis which states that there is no significant difference between the pretest and the posttest score of the control group on measures of forgiveness was accepted.

Hypothesis Five

H_0 5: There is no significant difference between the pre-test score of the experimental group and pretest scores of the control group on the measure of anger.

H_A 5: There is significant difference between the pretest score of the experimental group and pretest score of the control group on the measure of anger.

This hypothesis determined the whether there was significance difference between the pre-test score of the experimental group and pre-test score of the control group on measure of anger. Independent samples t-test was conducted at 0.05 level of significance. Table 6 presents the results of the data analysis.

Table 6: *Independent Samples t-Test of Pretest Scores of the Control group and pretest scores of Experimental Group on measure of anger*

Group	N	Mean	SD	t	Df	Sig(2-tail)
Pre-test anger score control	13	119.38	9.02			
				-1.406	12	.185
Pre-test anger score experimental	13	123.80	13.98			

Source: Field Survey, (2018)

Table 6 revealed that pretest score of the control group was (M=119.38, SD=9.02) while the pre-test score of the experimental group on measure of anger was (M=123.80, SD=13.98). The results further showed that the difference between pre-test score of the control and experimental groups is not significant at $t(12) = -1.406, p > 0.05$. Hence one fails to reject the null hypothesis.

Hypothesis Six

H₀ 6: There is no significant difference between the post-test score of the experimental and control group on the measure of anger.

H_A 6: There is significant difference between the post-test score of the experimental and control group on the measure of anger.

This hypothesis ascertained whether significant difference existed between the experimental and the control groups' post-test scores on the measure of anger. Independent samples t-test was performed at 0.05 level of significance. The results of test are presented in Table 7.

Table 7: *Independent Samples t-Test of Post-test Scores of the Experimental and Control Groups on the Measure of Anger*

Group	N	Mean	SD	t	df	Sig(2-tail)
Post-test anger score experimental	13	119.38	9.02			
Post-test anger score control	13	134.92	3.42	-1.972	12	.072

Source: Field Survey, (2018)

Table 7 revealed that the post-test score of the control group on measure of anger (M=134.92, SD=3.42) was higher than post-test score of the experimental group on the measure of anger (M=119.38, SD=9.02). However, there is no significant difference between the post-test score of the experimental group and the control group at $t(12)=-1.972, p>0.05$. Therefore, the null hypothesis which states that there is no significant difference between the experimental and the control groups' post-test scores on the measure of anger was retained.

Hypothesis Seven

H₀ 7: There is no significant difference between the pretest and the posttest scores of the experimental group on the measure of anger.

H_A 7: There is significant difference between the pretest and posttest score of the experimental group on the measure of anger.

The purpose of hypothesis seven was to determine if there was any significant difference between the pretest and the posttest scores of the experimental group on the measure of anger. Dependent samples t-test was

conducted at 0.05 level of significance and the results of data test is presented in Table 8.

Table 8: *Dependent Samples t-Test of Pre-test and Post-test Scores of the Experimental Groups on the Measure of Anger*

Group	N	Mean	SD	t	df	Sig(2-tail)
Pre-test anger scores experimental	13	119.38	9.02			
Post-test anger scores experimental	13	114.92	13.69			
				-2.194*	12	.062*

Source: Field Survey, (2018)

As shown in Table 8, there is no significant difference between pre-test and post-test score of the experimental group on measure of anger at $t(12) = -2.194$, $p > 0.05$. Even though there was some difference between the pre-test scores of the experimental group ($M = 119.38$, $SD = 9.02$) and the post-test score ($M = 114.92$, $SD = 13.69$) of the experimental group, the difference was not significant. Hence the null hypothesis was not rejected.

Hypothesis Eight

H₀ 8: There is no significant difference between the pre-test and the post-test scores of the control group on the measure of anger.

H_A 8: There is significant difference between the pre-test and the post-test scores of the control group on the measure of anger.

To arrive at the results of whether significant difference existed between pre-test and post-test scores of the control group on the measure of

anger, dependent samples t-test was conducted at 0.05 level of significance and the results are presented in Table 9.

Table 9: *Dependent Samples t-Test of Pretest and Posttest Scores of the Control Group on the Measure of Anger*

Group	N	Mean	SD	t	Df	Sig(2-tail)
Pre-test anger score control	13	124.80	13.98			
				-1.574	12	.139
Post-test anger score control	13	121.72	12.01			

Source: Field Survey, (2018)

The results from Table 9 revealed that pre-test scores (M=124.80, SD=13.8) is higher than post-test score (M=123.80, SD=13.98) of the control group. However, the results showed that the difference between pre-test and post-test anger score of the control group is not significant at $t(12)=-1.574$, $p>0.05$. Hence one fails to reject the null hypotheses which says there is no significant difference between the pretest score of the control group and the posttest score of the control group on the measure of anger.

Hypothesis Nine

H₀ 9: There is no significant effect of Enright model on participants' level of forgiveness.

H_A 9: There is significant effect of Enright model on participants' level of forgiveness.

Hypothesis nine sought to identify whether there is significant effect of Enright model on participants level of forgiveness. Simple linear regression

analysis was conducted at 0.05 level of significance and the result is presented in Table 10.

Table 10: *Predictive Ability of Enright Model on Forgiveness*

Model	R	R ²	R ² Change	t	Sig.(2-tail)
1 (Constant)				-2.864	.015
Enright model	.985	.969	.969	18.685	.000

Dependent Variable: Forgiveness Significant at p<0.05

The result from Table 10 shows that Enright model significantly predicts forgiveness level of participants ($r = .985, p < 0.05$). This implies that Enright Process model accounted for 96.9% of the variation in forgiveness of participants. Hence, the null Hypothesis failed to be rejected.

Hypothesis Ten

H₀ 10: There is no significant effect of Enright model on participants' level of anger.

H_A 10: There is significant effect of Enright model on participants' level of anger.

This hypothesis identified whether there was significant effect of Enright model on participants level of anger. Simple linear regression analysis was conducted at 0.05 level of significance and the result is presented in Table 11.

Table 11: *Predictive Ability of Enright Model on Anger*

Model	R	R ²	R ² Change	t	Sig.(2-tail)
1 (Constant)				-1.124	.285
Enright model	.440	.194	.194	1.827	.057

Dependent Variable: Anger Significant at p<0.5

The result from Table 11 shows that a moderate positive relationship existed between Enright model and anger of participants. But Enright model did not significantly predict anger level of participants ($r = .440, p > 0.05$). This implies that Enright model accounted for 19.4% of the variation in anger of participants. Hence, the null Hypothesis is not rejected.

Hypothesis Eleven

H₀ 11: There is no significant relationship between post-test scores of anger and forgiveness of the experiment group.

H_A 11: There is significant relationship between post-test scores of anger and forgiveness in the experiment group.

This hypothesis identified whether there was significant relationship between post-test scores of anger and forgiveness in the experimental group. Simple linear regression analysis was conducted at 0.05 level of significance and the result is presented in Table 12.

Table 12: *Pearson’s Correlation between Post-test Mean Scores of Anger and Forgiveness in the Experimental group*

		Anger	Forgiveness
Anger	Pearson Correlation	1	-.067
	Sig. (2-tailed)		.829
	N	13	13
Forgiveness	Pearson Correlation	-.067	1
	Sig. (2-tailed)	.829	
	N	13	13

The results in Table 12 revealed that there is a low inverse relationship between anger and forgiveness within the experimental group. However, the relationship between anger and forgiveness is not significant ($r=-.067$, $p>0.05$). The result implies that whereas forgiveness level of participants increased their anger level also decreased.

Discussion

Discussion of Research Findings

The findings of the study are discussed in relation with the following.

1. **There is no significant difference between the pre-test score of the experimental and the pre-test score of the control group on the measure of forgiveness.**

The finding from research hypothesis one showed that there was no significant difference between the pretest scores of both experimental and control group on the measure of forgiveness. The participants’ level of forgiveness in both groups remained fairly the same. This was because none of the groups was introduced to any intervention at this stage. Better, because

both groups possess the same characteristics, being participants who have been hurt in any interpersonal relationship, their pretest scores should remain fairly the same.

This finding is consistent with the finding of Baskin et al. (2004). Baskin and his colleagues conducted a study on the effect of forgiveness therapy on anger, mood and vulnerability to substance use among inpatients. The participants were grouped into experimental and control group. The researchers assessed and compared the pretest score of the experimental and the pretest score of the control group on measure of forgiveness. They found out no significant difference between the pretest scores of the two groups. This was because none of the groups had been introduced to any forgiveness intervention.

2. There is no significant difference between the post-test score in the experimental group and posttest score in control group on the measure of forgiveness.

The finding from research hypothesis two showed a significant difference between the post-test scores of the two groups, the experimental and control group. The participants' level of forgiveness in the experimental group improved significantly after the treatment of the Enright Process model compared with the control group who were not given any intervention. This implied that the Enright Process model had a positive influence on participants' level of forgiveness in the experimental group. These findings suggest that students who were in the experimental group have learnt to forgive the interpersonal hurts they were suffering from.

However, students in the control group would continue to hold the pain, the bitterness and the unforgiveness they had about the people who have hurt them against them. Their unforgiveness level did not change much, since they did not experience the intervention. The findings corroborate the research findings of Freedman and Enright (2017) who in their study noted that the Enright Process model is a very effective therapeutic model for treating people who are hurt and have unforgiveness problem. They pointed out that after the individual has gone through the forgiveness intervention, he or she has been empowered to forgive any interpersonal hurt that may arise now or in future.

The finding of the study is also consistent with previous findings from Baskin et al. (2004). Baskin et al. conducted a study on the effects of the Enright Process Model on anger and mood vulnerability of patients who depend on substance. They reported that the Enright Process model caused a significant change in forgiveness in the experimental group when compared with the control group. My findings show that the intervention worked as in the study conducted by Baskin (2004).

The finding of the study is also consistent with previous findings of Hebl and Enright (1993). They also found that the Process model is an effective therapeutic method to deal with hurts from interpersonal relations. They were the first to use this model as a therapeutic intervention. They sampled 24 elderly female who have suffered various aspects of injustice and injuries and grouped them into experimental and control group. After they had gone through the intervention process of the model for 8 weeks, the experimental group showed a significant increase in forgiveness (Hebl & Enright, 1993).

In 1996, Freeman and Enright (1996) sampled 12 adult women who were incest survivors. They randomized them into an experimental and control groups. The researchers gave the model as an intervention after assessing their level of forgiveness. After the intervention, the experimental group showed a significant improvement in their level of forgiveness. The result showed that the participants could forgive easily (Enright & Freeman, 1996). The participant in the experimental, according to Enright and his colleagues, saw levels of anxiety and depression decreased drastically. There was a great significant difference between the post-test scores of the experimental group and the post-test scores of the control group (Enright & Freeman, 1996). This was also corroborated my findings.

The finding of the study is also consistent with findings from Al-Mabuk et al. (1995) as cited in (Griffin, 2014) also employed this model in an intervention study. The experiment was conducted with college students who believe that their parents did not love them. In all, 45 students were sampled for the study. The researchers assessed their initial forgiveness level. They were then randomized into an experimental and control group. After six weeks of serious therapeutic intervention, the experimental group showed a significant increase in forgiveness level as compared to the control group.

In another study, Coyle and Enright (1997) studied 12 adult men who were hurt by their female partners. The men received 90 minutes of therapeutic intervention using the Enright forgiveness model for 12 weeks. After the 12 weeks, their forgiveness levels were assessed again. The men in the experimental group showed a significant improvement in forgiveness.

Their anger, anxiety and grief level compared to the control group reduced significantly (Coyle & Enright, 1997).

McCullough and Worthington (1995) sampled 86 college students who had suffered an interpersonal hurt and wanted to forgive their offenders. They randomized them into experimental and control groups. Before the intervention was given, Wade's (1986) forgiveness scale was administered. After the intervention of 6 weeks of forgiveness therapy, it was seen that the experimental group increased in forgiveness as compared to the control group (Griffin, 2014). The results also showed significant difference between the post-test score of the experimental group and the post test scores of the control group. The pre-test scores of the control group and that of the posttest score remain the same. This is because they were not given any intervention. All these studies were so because the participants were taught how to forgive hurts.

3. There is no significant difference between pre-test and post-test scores of the experimental group on the measure of Forgiveness

The findings from research hypothesis three showed that there was significant difference between pre-test and post-test scores of participants in the experimental group on the measure of forgiveness. This significant difference could be attributed to the fact that participants experienced a great improvement during the intervention. This was clearly seen in the pre-test and post-test scores of the experimental group. This finding showed that the intervention was effective. The results suggested that before the intervention was provided, participants could not forgive a hurt they were suffering from. The post-test scores on measures of forgiveness indicated that participants had

now forgiven genuinely the people who hurt them. This meant that participants had now developed a positive attitude, psychologically, affectively and on behaviour wise towards any hurt that they had gone through and will go through in future. They would also adopt a positive attitude towards themselves regarding solving interpersonal conflicts among people around them. The finding of the study is supported by research findings of Ingersoll et al, (2009). They conducted a study with 20 elderly people aged 57 to 82 who have been hurt in one way or the other. The purpose of the study was to find out whether the Enright Process model would yield positive result with elderly from diverse religious and non-religious background. It was a group pre-test post-test design. After the researchers had given the intervention, the post-test score of the experimental group showed a significant difference from their pre-test. Scores on depression and health increased showing an improvement in the mean score. However, result on anxiety remained fairly the same.

The current findings confirm the finding of Freeman and Enright (2017). They conducted a study with 12 incest survivors from Midwestern community. The researchers sort to find out the effect of the Enright Process model on participants' levels of forgiveness on the hurt they had suffered from the incest act. They were randomly assigned to an experimental and control group. After the intervention was given to the experimental group, there was a significant difference between the post-test scores of the experimental group compared to the pre-test score of the same group as a result of the intervention.

4. There is no significant difference between pre-test and post-test scores of the control group on the measure of Forgiveness

The finding from the study showed no significant difference between the pre-test and post-test score of the control group on the measure of forgiveness. This was because the control group participants were not given the Enright Process model. The result further indicated that the hurts the participants had from the evidence of the pre-test still existed. This finding of the study is consistent with research findings of Freeman and Enright (2017). Their study revealed no significant difference between the pre-test and post-test scores of the control group on measure of forgiveness because the control group participants were not given the Enright Process model. However, Baskin et al (2004) saw difference between the posttest scores and pretest scores of the control group on the measure of forgiveness. This was because in their study, the control group was given an alternative intervention and that had an impact on their posttest scores. Even though there was difference in the pre-test scores of the control group and post-test scores of the control group, the difference could not be compared to the difference the Enright process model had on the participants in the experimental group design as (Lee & DeGuiseppe, 2017) in a meta- analysis conducted. There was greater difference in the experimental group than the control group.

5. There is no significant difference between the pretest scores of the experimental group and the pretest scores of the control group on measure of anger

The finding from this research hypothesis showed that there was no significant difference between the pretest scores of both the experimental and

control group on the measure of anger. The participants' level of anger in both groups remained fairly the same. This was because none of the groups had been introduced to any intervention. Better, because both groups possess the same characteristics, being participants who have been hurt in any interpersonal relationship and since they had not been introduced to any intervention at this stage, their pretest scores will remain fairly the same.

This finding is consistent with the finding of Baskin et al. (2004) and Holter et al. (2008). Baskin and his colleagues conducted a study on the effect of forgiveness therapy on anger, mood and vulnerability to substance use among inpatients depend on substance. The participants were grouped into experimental and control groups. The researchers assessed and compared the pre-test scores of the experimental and the pre-test scores of the control group on measure of forgiveness. They found out no significant difference between the pre-test scores of the two groups. This was because none of the groups had been introduced to any forgiveness intervention.

6. There is no significant difference between the post-test scores of the experimental group and post-test scores of the control group on the measure of Anger

The findings of the study in general revealed that there was no significant difference between posttest scores of the experimental and posttest scores of the control group on the measure of anger even though the posttest scores of the experimental group reduced slightly.

The finding of the current study is consistent with a study of Hilbert (2015). Hilbert conducted a study among adolescent at the University of Northern Iowa. The study was to find out the impact and evaluation

forgiveness education will have on the anger of early adolescent pupils. After the intervention, the posttest scores of the experimental group and the posttest scores of the control group remain fairly the same. There was no significant difference between the posttest scores of the experimental group and the posttest scores of the control group on measures of anger, even though the posttest score of the experimental group increased a little.

Holter et al. (2008) conducted a study in which they analyzed the impact of forgiveness using the Enright Model on excessive anger with elementary-aged children in Milwaukee's Central City schools. This study consisted of three mini-studies. The second and third study were consistent with the findings of this study. The second study analyzed the impact of forgiveness education on Milwaukee third grade students' anger and depression levels. The Enright Process model was used as an intervention with the third grade students. In this study, there was no significant differences between posttest scores of the experimental and control group on the measure of anger, however both groups, on average, went down in their levels of anger and depression on the posttest in comparison to the pretest. In the third study, the same design was used with fifth grade Milwaukee students, and results illustrated that there was no significant difference between groups' posttest scores regarding depression, but the experimental group showed a reduction in anger level when evaluated on the posttest in comparison to the control group but the reduction was not significant.

However, Baskin et al. (2004) findings was at variance with this current findings. Baskin et al. (2004) found in their study a significant difference between the post-test score of the experimental group and the post-

test score of the control group on measure of anger. The result showed that the Enright Process model had an impact on the participants in the experimental group on measure of anger. What may have accounted for the change between Baskin et al (2004) and this current study could be the mode of intervention. This current study used group intervention as compared to Baskin and his colleagues who used individual intervention. Individual intervention gives the researcher the opportunity to talk to the participants individually. Intimate and secrets that participants could not share at the group sessions could be shared in the individual session. The researcher is able to probe and observe details. This can account for a change in the intervention with regard to anger. The current study did not directly target anger as Baskin et al. (2004) did.

7. There is no significant difference between pretest and posttest score of the experimental group on the Measure of Anger

The purpose of this research hypothesis was to find out if there was significant difference between pretest scores and posttest scores of the experimental group on the measure of anger. The findings from this hypothesis indicated that there was no significant difference between pretest and posttest scores of the experimental group on the measure of anger. This could be due to the fact that the intervention did not directly targeted anger and so not much attention was given to anger. Anger was measured because of the belief that forgiveness therapy can reduce mental health challenges such as anger (Rye & Pargament, 2002). This assumption was supported since the experimental group experienced a reduction in anger at posttest, even though it was not significant. The finding of this study was consistent with the second and third studies conducted by (Holter et al., 2008). There was no significant

difference in the pretest score and posttest score of the experimental group on the measure of anger.

The finding was at variance with findings from Baskin et al (2004). Baskin and his colleagues saw a significant difference between the pretest and posttest score of experimental group because their work catered for forgiveness and anger but the current study only looked at forgiveness not anger. Hilbert, (2015) also did not see any significant change between the pretest and posttest score of the experimental group because the participants' pretest score did not show any strong measure of anger.

8. There is no significant difference between pre-test and posttest scores of the control group on the measure of anger

The purpose of research hypotheses eight was to found out if there was significant difference between pretest scores and posttest scores of the control group on the measure of anger. The findings from this hypothesis indicated that there was no significant difference between pretest and posttest scores of the control group on measures of anger. This is because the control group's posttest scores were almost the same as pretest scores. This is understandable because members of the control group were not exposed to the Enright Process model. Participants in the control group would continue to have bitterness, unforgiveness and pain towards the people who have hurt them. This finding corroborates with previous findings of Hilbert (2015) who indicated no significant difference between pretest and posttest scores of the control group on the measure of anger. This finding was at variance with Baskin et al. (2004). Baskin and his colleagues gave an alternative intervention to the

control group and this created a difference in the pretest score and posttest score of the control group.

9. There is no significant effect of Enright Process model on participants' level of forgiveness

This hypothesis identified whether there was significant effect of Enright Process model on participants' level of forgiveness. The findings from this hypothesis indicated that Enright Process model had a positive effect on forgiveness. The model was able to predict forgiveness significantly. The finding is consistent with findings from Anderson (2006). The Enright Process model which Anderson (2006) used in a study she conducted in three public schools in Maine predicted forgiveness significantly.

10. There was no significant Effect of Enright model on participants' level of anger

This hypothesis identified whether there was significant effect of Enright model on participants' level of anger. The findings from this hypothesis indicated that the Enright Process model had a positive effect on anger but this was not significant. So I concluded that the model did not have any significant effect on anger. This was so because anger was not the focus of the study. The current study is consistent with Anderson's (2006). In Anderson's study, the Enright Process model did not predict anger.

11. There is significant relationship between forgiveness and anger

The purpose of this research hypothesis was to find out if there was a significant relationship between forgiveness and anger. The findings from this hypothesis indicated that there was a low inverse relationship between anger and forgiveness. However, the relationship between anger and forgiveness is not

significant. The study was at variance with Fehr, Gelfand & Nag (2010). In a meta-analysis study conducted on the correlation forgiveness has with other constructs, Fehr, Gelfand & Nag (2010) reported that forgiveness has a negative correlation with negative emotions, especially anger. Lijo (2018) also reported a negative correlation between anger and forgiveness. In this study, there was a negative correlation between forgiveness and anger, but it was not significant.

Chapter Summary

The chapter highlights how the data were analyzed and presented. In summary, the study revealed that there was a relationship between forgiveness and anger. The relationship was an inverse one. The Enright model was able to help participants forgive the hurts they were suffering from but the anger that was associated with the hurt did not reduce significantly. So I can conclude that the Enright Process model can help college students forgive but it is not automatic that when students forgive a hurt, the anger associated with the hurt would go down drastically if the anger is not also targeted. While the researcher targets forgiveness, anger must also be targeted and deal with in future studies.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview of the Study

The study was a quasi-experimental pretest posttest control group design which examined the effects of Enright Process model on college of education students' levels of anger and forgiveness in the Eastern Region of Ghana. Specifically, the study focused on the following objectives: To find out the effects of Enright Process model on anger and Forgiveness of S.D.A and Mount Mary College of Education student in Koforidua and Somanya respectively, to ascertain whether the model can predict forgiveness and anger, find the correlation between forgiveness and anger, to find out the difference between the pretest and posttest score of the experimental group on anger and measures of forgiveness and lastly, to find out the pretest and posttest score of the control group on measures of forgiveness and anger.

The study was conducted in the Koforidua and Somanya in the Eastern Region of Ghana. Simple random sampling technique was used to select the two schools while purposive sampling was used to select the subjects for the study. Two data collection instruments were used. A 65-item attitude scale and a 30-item anger inventory questionnaire were used in the data collection. The data collected were analysed mainly by descriptive statistics, dependent samples t-test, and independent samples t-test.

Summary of Key Findings

The following are the main findings from the data analysis:

1. The study showed that a significant difference existed between posttest scores in the experimental group and posttest scores in the control group on the measure of forgiveness but not on anger.
2. The study showed that there was no significant difference between posttest scores in the experimental group and posttest scores in the control group on the measure of anger.
3. The findings also indicated that significant difference existed between pre-test and posttest scores of experimental group on measures of forgiveness but not on the measure of anger. This means that the Enright Process model had an influence on the participants in the experimental groups on measures of forgiveness.
4. The finding also showed that there was no significant difference between the pretest score and posttest score on measures in the control group.
5. The findings from the study did not find any significant difference between the pretest and posttest scores of the control group on the measure of forgiveness and anger. The control group was not introduced to the intervention that was why there was no significant change in their pretest and posttest scores on measures of anger and forgiveness.
6. The findings from this study also revealed a weak negative correlation between anger and forgiveness but the model had strong correlation with forgiveness.

7. The Enright Process model predicted forgiveness significantly but not anger.

Conclusions

Based on the findings, the following conclusions were drawn.

1. Enright Process model is one of the best alternative models that has helped college students increase forgiveness in a state of an interpersonal hurts. The data from the study revealed that the model is potent in relation to forgiveness. The model predicted forgiveness significantly. This showed that participants were able to forgive the hurts they were suffering from.
2. The Enright model did not affect anger significantly. This was because anger was not the target of the study. The researcher did not pay much attention to anger like he did on forgiveness. Anger will have been reduced if I considered it.
3. Data from this study also revealed that forgiveness has a relationship with anger. Even though the data found no significant relationship between the two variables, there was a weak inverse relationship. This meant that when forgiveness increased, anger reduced but not significantly. Anger would have been reduced or predicted significantly if the model had targeted anger directly.

Recommendations

From the findings of the study, it is evident that the Enright Process model was very effective in helping clients who have unforgiveness problem and are bitter towards the people who have hurt them to forgive. I, therefore, provide the following recommendations.

1. Interpersonal hurt is not going to end anytime soon. And since the Enright process model has proved to be effective in treating unforgiveness, I recommend that the Enright Process model be used to treat college students' hurts and anger in any interpersonal relationship.
2. I also recommend that Ghana Education Service (GES) and Ministry of Education would incorporate this into the curriculum of teacher education, counsellors and psychologists as one of the models for conflict resolution in colleges of education.
3. The model should not be rushed through during the intervention session. Counsellors must take their time when using the intervention. The longer the treatment stages and sessions, the better the results.
4. Counselors who want to use this model to treat anger that is associated hurts and unforgiveness should target anger directly. They should not treat unforgiveness with the intention that the anger associated with the hurt will reduce significantly.
5. The group intervention did not help much in the intervention process. I observed that participants were not comfortable talking on some of the issues that were sensitive, even though they were assured of confidentiality. Some of the participants requested to see the researcher privately. I recommend that the individual intervention therapy will be more effective.

Suggestions for Further Research

The following are suggestions for future research.

1. This study sought to find out the effects of Enright Process model on measures of anger and forgiveness among college students. I,

therefore, suggest that future research be carried out in other sensitive areas like the prison and psychiatric hospitals where this model is needed for healing.

2. Future research could also look at other models that could also impact people's level of forgiveness, anger and depression.



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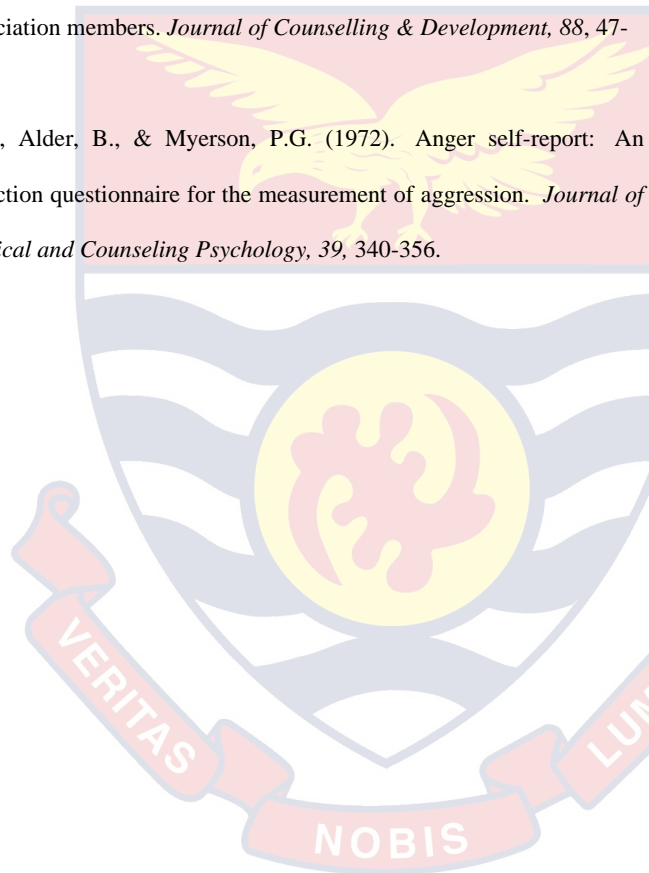
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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATIONAL STUDIES

FACULTY OF EDUCATIONAL FOUNDATION

DEPARTMENT OF GUIDANCE AND COUNSELLING

ANGER INVENTORY

Name.....Gender.....

Phone Number.....Level.....

We would like you to consider carefully the following statements and indicate as accurately as you can on how it applies to you. There are no right or wrong answers, we just want to know how you feel. Please mark next to each statement according to the amount of your agreement or did agreement for items 1 to 30.

1. I get mad easily.

Strongly Disagree Moderately Disagree Slightly Disagree
Slightly Agree Moderately Agree. Strongly Agree

2. I seldom strike back .even if someone hit me first.

Strongly Disagree Moderately Disagree Slightly Disagree
Slightly Agree Moderately Agree. Strongly Agree.

3. I never feel hate towards members of my family.

Strongly Disagree Moderately Disagree Slightly Disagree
Slightly Agree Moderately Agree. Strongly Agree.

4. Even if my anger is aroused, I don't use strong language.
- | | | |
|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree |
| Slightly Agree | Moderately Agree. | Strongly Agree. |
5. If I am mad, I really let people know it.
- | | | |
|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree |
| Slightly Agree | Moderately Agree. | Strongly Agree. |
6. Sometimes I feel that I could injure someone.
- | | | |
|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree |
| Slightly Agree | Moderately Agree. | Strongly Agree. |
7. I will criticized someone to their face if they deserve it.
- | | | |
|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree |
| Slightly Agree | Moderately Agree. | Strongly Agree. |
8. I find that I cannot express anger at someone until they really hurt me badly.
- | | | |
|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree |
| Slightly Agree | Moderately Agree. | Strongly Agree. |
9. Even when people yell at me, I don't yell at them.
- | | | |
|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree |
| Slightly Agree | Moderately Agree. | Strongly Agree. |
10. I don't let anger go easily.
- | | | |
|-------------------|---------------------|-------------------|
| Strongly Disagree | Moderately Disagree | Slightly Disagree |
| Slightly Agree | Moderately Agree. | Strongly Agree. |
11. At times, I have a strong urge to do something harmful or shocking.

Strongly Disagree Moderately Disagree Slightly Disagree
 Slightly Agree Moderately Agree. Strongly Agree.

12. I have many quarrels with my family members.

Strongly Disagree Moderately Disagree Slightly Disagree
 Slightly Agree Moderately Agree. Strongly Agree.

13. I don't feel guilty when I swear under my breath.

Strongly Disagree Moderately Disagree Slightly Disagree
 Slightly Agree Moderately Agree. Strongly Agree.

14. Feeling angry is terrible.

Strongly Disagree Moderately Disagree Slightly Disagree
 Slightly Agree Moderately Agree. Strongly Agree.

15. I have physically hurt someone in a fight.

Strongly Disagree Moderately Disagree Slightly Disagree
 Slightly Agree Moderately Agree. Strongly Agree.

16. At times, I feel like smashing things.

Strongly Disagree Moderately Disagree Slightly Disagree
 Slightly Agree Moderately Agree. Strongly Agree.

17. I find it easy to express anger at people.

Strongly Disagree Moderately Disagree Slightly Disagree
 Slightly Agree Moderately Agree. Strongly Agree.

18. My conscience would punish me if I tried to exploit someone else.

Strongly Disagree Moderately Disagree Slightly Disagree
 Slightly Agree Moderately Agree. Strongly Agree.

19. I hardly ever feel like swearing.

Strongly Disagree	Moderately Disagree	Slightly Disagree
Slightly Agree	Moderately Agree.	Strongly Agree.

20. I hardly ever get angry.

Strongly Disagree	Moderately Disagree	Slightly Disagree
Slightly Agree	Moderately Agree.	Strongly Agree.

21. I couldn't hit any anyone if I were extremely angry.

Strongly Disagree	Moderately Disagree	Slightly Disagree
Slightly Agree	Moderately Agree.	Strongly Agree.

22. I can think of no good reason for ever hitting anyone.

Strongly Disagree	Moderately Disagree	Slightly Disagree
Slightly Agree	Moderately Agree.	Strongly Agree.

23. I am really cross and grouchy

Strongly Disagree	Moderately Disagree	Slightly Disagree
Slightly Agree	Moderately Agree.	Strongly Agree.

24. In spite of how my parents treated me, I didn't get angry.

Strongly Disagree	Moderately Disagree	Slightly Disagree
Slightly Agree	Moderately Agree.	Strongly Agree.

25. I could not put someone in their place even if they needed it.

Strongly Disagree	Moderately Disagree	Slightly Disagree
Slightly Agree	Moderately Agree.	Strongly Agree.

26. When I lose my temper, am capable of slapping someone.

Strongly Disagree	Moderately Disagree	Slightly Disagree
Slightly Agree	Moderately Agree	Strongly Agree.

27. It is easy for me not to fight with those I love.

Strongly Disagree	Moderately Disagree	Slightly Disagree
Slightly Agree	Moderately Agree.	Strongly Agree.

28. If someone annoys me, I am apt to tell them what I think if them.

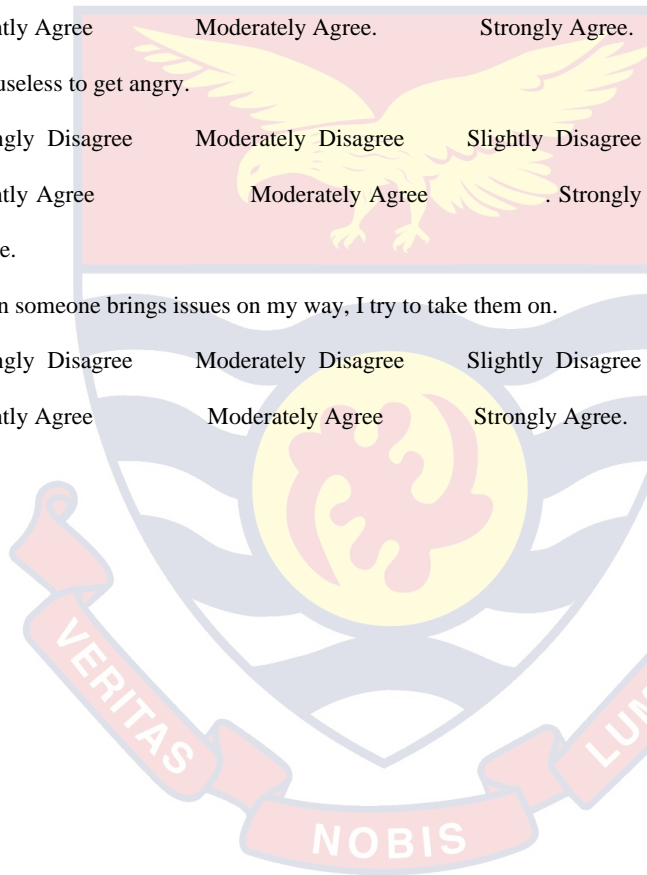
Strongly Disagree	Moderately Disagree	Slightly Disagree
Slightly Agree	Moderately Agree.	Strongly Agree.

29. It is useless to get angry.

Strongly Disagree	Moderately Disagree	Slightly Disagree
Slightly Agree	Moderately Agree	Strongly Agree.

30. When someone brings issues on my way, I try to take them on.

Strongly Disagree	Moderately Disagree	Slightly Disagree
Slightly Agree	Moderately Agree	Strongly Agree.



APPENDIX B
UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS
DEPARTMENT OF GUIDANCE AND COUNSELLING

ATTITUDE SCALE

Name..... Gender.....

Phone number: Level.....

We are sometimes unfairly hurt by people, whether in family, friendship, school, work or other situations. We ask you now to think of the most recent experience of someone hurting you unfairly and deeply. For a few moments, visualize in your mind the events of that interaction. Try to see the person and try to experience what happened.

SECTION A

1. *How deeply were you hurt when the incident occurred?* (circle one)

No hurt A little hurt Some hurt Much hurt A great deal of hurt

2. *Who hurt you?*

Child Spouse Relative Friend of the Friend of the
Same Gender Opposite Gender

3. *Is the person living?*

Yes No

4. *How long ago was the offense?*

(Please write in the number of days or weeks, etc.)

..... days ago weeks ago months ago years ago

5. Please briefly describe what happened when this person hurt you:

.....

SECTION B

Now, please answer a series of questions about your current attitude towards this person. We do not want your rating of past attitudes, but your ratings of attitudes right now. All responses are confidential so please answer honestly.

Thank you. (Please circle one of the options).

1. I feel warm towards him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

2. I feel negative towards him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

3. I feel kindness towards him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

4. I feel happy towards him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

5. I feel hostile towards him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

6. I feel positive toward him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

7. I feel tender towards him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

8. I feel unloving towards him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

9. I feel repulsed towards him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

10. I feel resentment towards him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

11. I feel goodwill towards him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

12. I feel angry towards him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

13. I feel cold towards him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

14. I feel dislike towards him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

15. I feel caring towards him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

16. I feel bitter towards him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

17. I feel good towards him or her.

Strongly	Disagree	Slightly	Slightly	Agree
Strongly	Disagree		Disagree	Agree
Agree				

18. I feel affection towards him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

19. I feel friendly towards him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

20. I feel disgust towards him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

SECTION C

This set of items deals with your current behaviour towards the person. Consider how you do act or would act towards the person in answering the questions. For each item, please circle the option matching your level of agreement that best describes your current behaviour or probable behavior.

Please do not skip any items. Thank you.

21. Regarding this person, I do or would show friendship.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

22. Regarding this person, I do or would avoid.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

Regarding this person, I do or would ignore.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

23. Regarding this person, I do or would neglect.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

24. Regarding this person, I do or would help.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

25. Regarding this person, I do or would put him or her down.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

26. Regarding this person, I do or would treat gently.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

27. Regarding this person, I do or would be considerate.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

28. Regarding this person, I do or would speak ill of him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

29. Regarding this person, I do or would reach out to him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

30. Regarding this person, I do or would not attend to him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

31. Regarding this person, I do or would lend him or her a hand.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

32. Regarding this person, I do or would not speak to him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

33. Regarding this person, I do or would act negatively.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

34. Regarding this person, I do or would establish good relations with him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

35. Regarding this person, I do or would stay away.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

36. Regarding this person, I do or would do a favour.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

37. Regarding this person, I do or would aid him or her when in trouble.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

38. Regarding this person, I do or would be biting when talking with him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

39. Regarding this person, I do or would attend his or her party.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

SECTION D

This set of items deals with how you currently think about the person. Think about the kinds of thoughts that occupy your mind right now regarding this particular person. For each item please circle the option matching your level of agreement that best describes your current thinking.

Please do not skip any item. Thank you.

41. I think he or she is wretched.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

42. I think he or she is evil.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

43. I think he or she is horrible.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

44. I think he or she is of good quality.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

45. I think he or she is worthy of respect.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

46. I think he or she is dreadful.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

47. I think he or she is loving.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

48. I think he or she is worthless.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

49. I think he or she is immoral.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

50. I think he or she is a good person.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

51. I think he or she is nice.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

52. I think he or she is corrupt.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

53. I think he or she is a bad person.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

54. Regarding this person, I wish him or her well.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

55. Regarding this person, I disapprove of him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

56. Regarding this person, I think favourably of him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

57. Regarding this person, I hope he or she does well in life.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

58. Regarding this person, I condemn him or her.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

59. Regarding this person, I hope he or she succeeds.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

60. Regarding this person, I hope he or she finds happiness.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

SECTION E

In thinking through the person and event you just rated, please consider the following final questions:

61. There really was no problem now that I think about it.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

62. I was never bothered by what happened.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

63. The person was not wrong in what he or she did to me.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

64. My feelings were never hurt.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree

65. What the person did was fair.

Strongly	Disagree	Slightly	Slightly	Agree	Strongly
Disagree		Disagree	Agree		Agree