

To the Graduate Council:

I am submitting herewith a dissertation written by Vidhya Iyer Kamat entitled "Interpersonal Forgiveness: Longitudinal Analyses." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Psychology.

Warren H. Jones, Major Professor

We have read this dissertation and recommend its acceptance:

Robert G. Wahler, Wesley Morgan, Michael Lane Morris

Accepted for the Council:

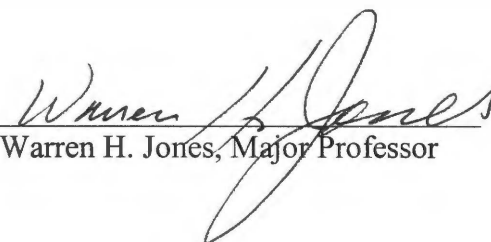
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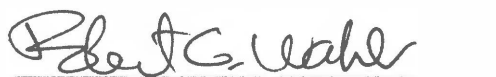
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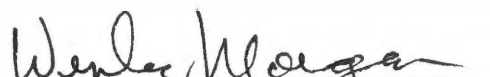
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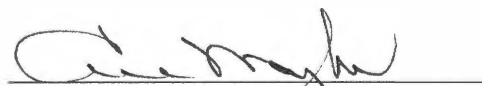
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Accepted for the Council:



Vice Chancellor and Dean of
Graduate Studies

Interpersonal Forgiveness: Longitudinal Analyses

A Dissertation
Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville

Vidhya Iyer Kamat
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DEDICATION

This Dissertation is dedicated to my husband, Mithun Kamat

&

to my mentor & Major Professor Dr. Warren H. Jones

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ABSTRACT

Most of the existing research on forgiveness so far has devoted considerable attention to the cross-sectional examination of forgiveness. The few existing longitudinal studies have primarily focused on investigating forgiveness following a treatment intervention. A relatively unexplored area in this literature concerns the examination of forgiveness over time in the absence of therapy. Also, little is known about the factors or mechanisms that might encourage or impede forgiveness both initially and subsequently.

Therefore the purpose of this research was to (a) explore the mechanisms that might influence forgiveness initially, (b) investigate the factors that might influence forgiveness subsequently, (c) examine whether forgiveness changes over time in the absence of treatment intervention, (d) examine the factors that might influence the change in forgiveness over time if any.

Analyses conducted during both Time 1 and Time 2 assessment periods sought to address these goals. Results suggested that both initial and subsequent forgiveness was influenced by factors such as the forgiving personality of the respondents, the degree of change in the relationship between the victim and the offender following a transgression, the severity of the offense and the efforts at reconciliation made by the offender. Results also indicated that forgiveness scores at Time 2 were significantly higher than forgiveness scores at Time 1. Furthermore, the dispositional forgiveness scores of the victim both at Time 1 and at Time 2, and the efforts at reconciliation made by the perpetrator both prior to and after Time 1 accounted for the change in forgiveness over time.

These findings indicate that forgiveness occurs naturally over time without treatment intervention and is influenced by mechanisms such as the victim's forgiving personality, the severity of the offense, the degree of change in the relationship between the victim and their offender and the reparative efforts made by the offender following an interpersonal transgression.

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CHAPTER 1

INTRODUCTION

For centuries, forgiveness was the subject of theological, religious, and philosophical discourse. Despite this, it remained unexplored by the scientific community during the first century of scientific psychology (McCullough, 2000). However, in the past few years, psychological research has paid explicit empirical attention to forgiveness (McCullough, 2000). Researchers increasingly regard forgiveness as a significant factor in the maintenance and improvement of interpersonal relationships (McCullough, Rachal, Sandage, Worthington, Brown, Hight, 1998; McCullough, Worthington, & Rachal, 1997) and a necessary component for physical well-being and mental health (Al-Mabuk, Enright, & Cardis, 1995; Coyle, & Enright, 1997; Freedman, & Enright, 1996; Hebl, & Enright, 1993; McCullough, & Worthington, 1995; McCullough, Worthington, & Rachal, 1997; Worthington, Kurusu, Collins, Berry, Ripley, & Baier, 2000).

The present chapter begins with a discussion of the various ways forgiveness has been conceptualized or defined. This chapter then examines the importance of forgiveness on physical and mental health and discusses the difference between reconciliation and forgiveness. The purpose of this paper is to examine forgiveness longitudinally without therapeutical intervention and to explore the mechanisms that might encourage or discourage forgiveness initially and over time. With this goal in mind the relevant literature on the existing longitudinal forgiveness studies using therapy or treatment is first reviewed. This will be followed by a section wherein special attention is

paid to the two conceptualization of forgiveness: trait forgiveness and state forgiveness. Trait forgiveness is defined as an individual's general tendency to forgive across time and situations. State forgiveness represents the experience of forgiveness for a specific person and offense. To better understand the social and cognitive variables most likely to encourage or impede the process of forgiveness, empirical research examining the relationship between forgiveness and other factors such as severity of the offense, apologies and type of relationship is reviewed in the concluding sections of this chapter. Finally, a brief discussion is provided regarding the specific goals of the present research.

In the scientific literature, forgiveness has been defined in various ways and several models of the forgiveness process have been proposed (Kaminer, Stein, Mbanga, & Zungu-Dirwayi, 2000). In spite of this, there has been a general agreement regarding the conceptual definition of forgiveness. North (1987) states that forgiveness occurs when the injured person chooses not to seek revenge even when he or she has just cause to do so and is able to view the offender with compassion, benevolence, and love. Forgiveness is a transformation of feelings and thoughts about the offense such that the injured person seeks to be free from negativity toward the offender (Cunningham, 1985).

Enright and the Human Development Study Group (1991) define forgiveness as a willingness to abandon one's right to negativity and resentment toward the transgressor while fostering feelings of generosity, compassion and love toward him or her. It is a merciful response directed toward the offender (Enright, Freedman, & Rique, 1998). Hargrave and Sells (1997) define forgiveness as an effort to restore love and trust in relationships such that both the victim and the offender can put an end to all negative feelings and thoughts. Worthington & Wade, (1999) define forgiveness as a victim's

internal choice to abandon resentment, bitterness, motivated avoidance of, or retaliation toward the wrongdoer and if possible, to seek reconciliation with the offender.

The importance of forgiveness derives from its potential to change the typical consequences (e.g., betrayal, anger, pain, grudge), the victim might experience after an interpersonal transgression. Research has shown that unforgiving responses such as blame, anger and hostility are associated with general illness and coronary heart disease (Miller, Smith, Turner, Guijarro & Hallet, 1996). It seems therefore reasonable to assume that forgiveness as an opposite construct to hostility might predict lower levels of coronary heart disease (Lawler, Younger, Piferi, Billington, Jobe, Edmondson & Jones, 2003). In this regard, forgiveness might not only be a central component in the maintenance of interpersonal relationships but might also be thought of as a critical mechanism for the enhancement of physical health and well-being (Thoresen, Harris & Luskin, 1999; Williams & Williams, 1993).

Interpersonal transgressions often stimulate negative emotional experiences such as grudge holding, revenge (Witvliet, Ludwig, Vander Laan, 2001) that might increase cardiovascular and sympathetic reactivity much as other negative emotions (e.g., anger, fear) do (Lang, 1979, 1995). Indeed initial evidence suggests that unforgiving thoughts are associated with higher corrugator (brow) electromyogram (EMG), skin conductance, heart rate and blood pressure changes from baseline and forgiving thoughts on the other hand are associated with lower physiological stress responses (Lawler, Younger, Piferi, Billington, Jobe, Edmondson & Jones, 2003; Witvliet, Ludwig & Vander Laan, 2001). Additional research has begun to explore the various health implications of forgiving and unforgiving responses.

A willingness to forgive is needed to make recovery or reconciliation possible (Drinnon, 2000), since it is realistic to expect some degree of hurt from an intimate relationship. If forgiveness is granted, the motivation to have a good relationship increases but reconciliation might occur only if it is safe, and prudent (Worthington & Wade, 1999). Forgiveness can occur without reconciliation, but it is not possible to reconcile truly without forgiving (Coleman, 1989).

Thus forgiveness enables us to leave relationships that are beyond repair, but at the same time making the breakup more bearable and meaningful (Drinnon, 2000). Enright and his colleagues (1991) argue that reconciliation is an external behavior, which involves the offender, but forgiveness is an internal process of the forgiver. In other words, forgiveness is a private experience, a personal decision of one individual involved in an interpersonal relationship (Enright, 2001).

Thus forgiveness need not restore the relationship since restoration or reconciliation of a relationship is the offender's responsibility and would occur when the offender makes efforts at reconciliation (Freedman, & Enright, 1996). However, empirical research is needed to assess the accuracy of these assumptions regarding forgiveness.

A review of the literature reveals that empirical research on forgiveness has increased throughout the 1990's (Worthington, 1998). Psychotherapists and counselors have shown that forgiveness can be promoted successfully by therapeutical interventions. The empirical literature also indicates that there are two conceptualizations of forgiveness: Trait forgiveness and State forgiveness, and both these types are associated with resolving psychological and interpersonal turmoil. Also, a number of

current research programs describe other social, situational and relational variables that appear to influence people's capability of forgiving (McCullough, 2000).

Forgiveness and Psychotherapy

In recent years, psychotherapy research has examined the utility of forgiveness as a therapeutic tool and has found that it is related to better psychological well-being and health. Consequently, forgiveness has been recognized as a useful form of psychological intervention (Enright & Fitzgibbons, 2000). Within the therapeutic community, the role of forgiveness in psychotherapy was first examined by two research groups.

Enright and the Human Development Study Group (1996) proposed the process model of forgiveness which incorporates the cognitive, behavioral and the affective aspects of forgiveness. The process model of forgiveness was used in several intervention studies. Hebl and Enright (1993) published the first forgiveness intervention study using the 20-step forgiveness process as a therapeutic intervention. This study involved 24 elderly females who suffered various personal injuries. For eight weeks, participants in the experimental group were given a group forgiveness intervention. Compared to the control group, the experimental group showed significant increases in forgiveness following the intervention. Freedman and Enright (1996) used the process model of forgiveness to examine the effects of an individual therapy intervention among twelve adult women who were incest survivors. Following intervention, participants in the experimental group reported significantly higher levels of forgiveness and hope, and lower levels of anxiety and depression compared to the control group. Freedman and Enright's study was the first published intervention study which used an individual therapy intervention designed to encourage forgiveness (Worthington, 1998).

In another study (Al-Mabuk, Enright, & Cardis, 1995), 45 college students who felt that their parents did not love them were randomly assigned to either an experimental or control group. After a six-week interval, adolescents in the experimental group, who received the forgiveness intervention, showed significant increases on forgiveness as compared to the control group. Coyle and Enright, (1997) studied 12 adult men who were hurt by the abortion decision of a partner. The men were given 90 minute individual therapy sessions for 12 weeks. Following intervention, the men in the experimental group demonstrated significant increases in forgiveness and significant reductions in anger, anxiety and grief compared to the control group.

Additional empirical evidence regarding the therapeutical benefits of forgiveness came from the empathy based forgiveness model, which focuses on empathy as a necessary condition for promoting forgiveness (McCullough & Worthington, 1995). McCullough and his colleagues (McCullough, Worthington & Rachal, 1997; McCullough, Rachal, Sandage, Worthington, Brown & Hight, 1998) use Batson's (1991) empathy-altruism model to propose that empathy for the transgressor is the central facilitative condition that leads to forgiveness.

In a study (McCullough & Worthington, 1995), eighty-six college students who had suffered an interpersonal hurt were randomly assigned either to a wait-list control group or to one of the two forgiveness intervention groups. The two experimental groups were given a one-hour forgiveness intervention. All participants were asked to complete Wade's (1989) Forgiveness Scale before intervention, after intervention and six weeks later at follow-up assessment point. Following the intervention, both experimental groups showed significant increases in forgiveness compared to the control group.

In another study (McCullough, Worthington & Rachal, 1997), 134 college students who reported a desire to forgive a specific offender for a specific offense were first asked to complete a battery of scales measuring forgiveness, empathy etc. The experimental group was then assigned either to an empathy seminar, which encouraged forgiveness using affective and cognitive empathy or the comparison seminar which encouraged forgiveness without explicit focus on empathy. Following intervention, the participants completed scales assessing forgiveness and again completed the scales six weeks later at the follow-up assessment point. The group that was in the empathy seminar showed more forgiveness than the group in the comparison seminar or the control group at post intervention assessment but even the comparison seminar group reported more forgiveness than the control group at follow-up assessment.

Worthington, Kurusu, Collins, Berry, Ripley, & Baier (2000) reported three studies investigating forgiveness in psychoeducational group settings. In the first study, 96 college students who had suffered an interpersonal hurt and who reported a desire to forgive but also an inability to forgive the offender took part in the study. All the participants in the study first completed the Wade Forgiveness Scale. The experimental group was then randomly assigned to one of the six pretreatment videos groups. After the pretreatment videos the participants were asked to complete the Wade Forgiveness Scale. After a day or two, the participants in the experimental group were given forgiveness treatment and they again completed the Wade Forgiveness Scale. Four weeks after the intervention, the participants were again asked to complete the Wade Forgiveness Scale. The control group did not see the videotape or attend the group session but they were tested at all the four assessment periods. The control group did not report more

forgiveness from pretest to follow-up whereas the participants in the experimental group showed greater forgiveness after the intervention regardless of seeing the videotape or not (Worthington et al., 2000).

Based on the previous study, Worthington et al., (2000) conducted another study involving 64 college students who had suffered a personal hurt and wanted to but were unable to forgive their offender. The participants in the experimental and the control group were first asked to complete scales that assessed forgiveness such as the TRIM which includes the revenge and avoidance subscales of Wade's (1989) Forgiveness Scale, and a single item forgiveness measure. Participants in the experimental group were then randomly assigned to three forgiveness treatment interventions. Following intervention, the control as well as the experimental group completed the questionnaires. Five weeks after the intervention as follow-up, both the experimental and the control group were again asked to complete the questionnaires assessing forgiveness. The participants in the experimental group showed more forgiveness both at posttest and at follow-up for the single item forgiveness measure but not for the TRIM measure. Analyses done on the control group indicated no increase in forgiveness from pretest to follow-up for either of the forgiveness measure (Worthington et al., 2000).

The third study (Worthington et al., 2000) was similar to the first two studies and involved 106 college students who had suffered a personal injury and reported a desire but were unable to forgive their offender. All participants were first asked to complete a scales assessing forgiveness such as a single item forgiveness measure, and the TRIM Following forgiveness intervention, the experimental group was asked to complete the forgiveness scales and again after three weeks at the follow-up assessment period. The

control group also completed the questionnaires during the three assessment periods. Participants who received the forgiveness intervention reported significantly decreased revenge motivation but not avoidance motivation. The experimental group also did not show increase in forgiveness for the single item forgiveness measure. Analyses done on the control group who received no intervention reported no increase in forgiveness or decrease in revenge motivation from pretest to follow-up assessment periods.

Although not the central goal of their research, to date, only these three studies (Worthington et al., 2000) have analyzed the control group for change in forgiveness over time. However, these studies were conducted with the sole purpose of examining the change in forgiveness following a treatment intervention. The existence of the control groups in these studies was merely to serve the purpose of having something to compare the participants who received forgiveness treatment. Additional research is needed to primarily investigate the natural progress of forgiveness without therapy, if such a phenomena were possible.

Conceptualizations of Forgiveness

Forgiveness theorists have suggested that there are two ways to conceptualize forgiveness: Trait forgiveness and State forgiveness. There is substantial empirical evidence that indicates that both these conceptualizations i.e., trait forgiveness and state forgiveness are useful in understanding how forgiveness reduces the victim's depression, anger, anxiety, and other forms of psychological distress.

Trait Forgiveness

Trait forgiveness represents a person's general tendency to grant forgiveness across situations. Mauger, Freeman, McBride, Perry, Grove, & McKinney, (1992) found

that people who had a lower propensity to forgive others were more likely to show symptoms of psychopathology. They conducted a study involving 237 outpatient counseling clients who completed the Forgiveness of Others Scale, a trait forgiveness measure and the Minnesota Multiphasic Personality Inventory (MMPI). Participants who scored low on Forgiveness of Others measure scored higher on depression, anxiety, and anger/distrust (Mauger et al., 1992).

In another study (Ashton, Paunonen, Helmes, & Jackson, 1998), 118 college students completed the Forgiveness Non-retaliation Scale, and a money allocation task. The money allocation task involved a choice of two combinations of amounts of money the participants had to make. One of the combinations would be hypothetically given to the participant and the other combination of money would be hypothetically given to the other person. These combinations were: (a) \$125 for the participant and \$75 for the other or (b) \$150 for the participant and \$50 for the other. The other person was described to the participant as someone who had been rude, nasty and non-cooperative. Participants could behave altruistically if they desired, by giving up some money to add to the smaller amount received by the non-cooperator. Results indicated that people who had the personality traits involving forgiveness and non-retaliation were more likely to make an hypothetical altruistic allocation toward the non-cooperator (Ashton et al., 1998). This study seems to suggest that forgiveness plays an important role not only in intimate relationships, but also in relationships that require co-operative interactions for survival between relationship partners who are not related to each other.

Researchers have found that trait forgiveness is also associated with reductions in anxiety, depression, and anger. In one study (Tangney, Fee, Reinsmith, Boone, & Lee,

1999), 285 college students completed the Propensity to Forgive Others a trait forgiveness measure subscale of the Multidimensional Forgiveness Inventory (MFI; Tangney et al., 1999) and the Symptom Checklist 90 (SCL-90; Derogatis, Lipman, & Covi, 1973). Results showed that participants who had the disposition to forgive were less likely to be angry, hostile or depressed. They were also less likely to suffer from feelings of personal inadequacy or inferiority. These findings are interesting because they suggest that the tendency to forgive is associated with psychological adjustment and well-being.

Additional evidence for the relation between trait forgiveness and depression came from a study conducted by Hargrave, & Sells, (1997). One hundred and sixty four participants completed the Pain Scale (trait forgiveness measure), a subscale of the Interpersonal Resolution Relationship Scale (IRRS) and the Burns Depression Checklist. Findings from this study indicated that people who had not forgiven family pain were more likely to be depressed. In another study (Iyer, 2001), 131 college students completed a trait measure of forgiveness called the Forgiving Personality Scale (Kamat, Jones, & Row, 2005) and relevant measures such as the UCLA Loneliness scale, Family Satisfaction Scale, Rosenberg's Self-Esteem Scale, Scale of Interpersonal Cynicism, The Social Reticence Scale, Need to Belong Scale, Rejection Sensitivity Questionnaire, Interpersonal Jealousy Scale and the Trust Inventory. Participants who scored higher on trait forgiveness also scored higher on trust, family satisfaction, need to belong, self-esteem and scored lower on cynicism, loneliness, rejection, jealousy, social reticence. This study seemed to suggest that people who were high forgivers were also more likely to possess adaptive human characteristics.

Empirical evidence also seems to suggest that trait forgiveness is related to cardiovascular responding. Lawler, Younger, Piferi, Billington, Jobe, Edmondson, & Jones, (2003) monitored forty-four male and sixty-four female college students during baseline, two interviews recalling times of betrayal (Parent and friend/partner) and recovery periods. Participants were asked to complete the Forgiving Personality Scale (trait measure of forgiveness) and a measure of stress called the Inventory of College Students' Recent Life Experiences. Findings indicated that highly forgiving men had lower blood pressure across all measurement periods and they also seemed to have greater blood pressure recovery after interviews. Highly forgiving women seemed to have smaller increases in systolic blood pressure for the parent interview. Also, people who were high forgivers were more likely to score lower on stress (Lawler et al., 2003). This study suggested that trait forgiveness is not only important for psychological adjustment, but may be also for increased cardiovascular health.

McCullough, Rachal, Sandage, Worthington, Brown, & Hight, (1998) found an association between trait forgiveness and relational commitment and adjustment. One hundred and fourteen heterosexual couples completed the Transgression-related Interpersonal Motivations Inventory (TRIM), which is a trait measure of forgiveness, Dyadic Adjustment Scale (DAS; Spanier, 1976), and Commitment Inventory (Stanley, & Markman, 1992). Results indicated that people who scored higher on forgiveness reported higher degrees of dyadic satisfaction and commitment.

State Forgiveness

State forgiveness represents the extent to which a person has forgiven in the context of a single interpersonal offense (McCullough, Hoyt, & Rachal, 2000). In one

study (Drinnon, 2000) conducted an interview asking participants to briefly describe a betrayal experience regarding a specific offense and specific offender. Drinnon (2000) found state forgiveness to be significantly inversely related to current state anxiety, attributing more blame to the offender, the change in the relationship between the victim and the offender after the betrayal. Also, respondents who indicated that the betrayal had changed them for the worse indicated lower state forgiveness compared to those who reported they were unchanged or were a better person because of it (Drinnon, 2000).

In another study, participants who scored high on state forgiveness (Wade's Forgiveness Scale, 1989) also reported high score on dyadic adjustment among spouses (Woodman, 1992). State forgiveness was also found to be significantly associated with self-reported physical health in a sample of elderly people (Strasser, 1984). Bucello (1991) found a significant positive relation between state forgiveness in an individual and his or her perception that their family promoted independence while fostering intimacy. In an sample of divorced participants, Trainer (1981), found that people who scored high on Trainer's (1981) General Forgiveness Scale (state forgiveness measure) also were more likely to cope better during the divorce compared to the people who scored low on state forgiveness.

Wilson (1994) found that people who scored high on the Enright Forgiveness Inventory, a state measure, were also less likely to be depressed. In another study (Hargrave, & Sells, 1997), participants completed the IRRS Forgiveness Scale and Burns Depression Checklist (Burns, 1994). Findings indicated that people who scored high on state forgiveness were also less likely to be depressed. Researchers have also found that state forgiveness plays an important role in the reduction of anxiety, anger and hostility

(Coyle, & Enright, 1997; Freedman, & Enright, 1996; Subkoviak, Enright, Wu, Gassin, Freedman, Olson, & Sarinopoulos).

State forgiveness also seems to be an indicator of physical health and psychological well-being. In one study (Lawler et al., 2003), 108 college students were monitored during baseline, two interviews recalling times of betrayal (parent and friend/partner) and recovery periods. Participants were asked to complete the Acts of Forgiveness Scale (Drinnon & Jones, 2005) and a measure of stress called the Inventory of College Students' Recent Life Experiences (Kohn, Lafreniere, & Greenwich, 1990). Results showed that people who relayed accounts of incidents they had forgiven indicated by higher Acts of Forgiveness score showed lower diastolic blood pressure, and more quickly returned to baseline.

Social, Situational, and Relational Determinants of Forgiveness

Some social, situational and relational factors are particularly likely to influence how people may respond to potentially harmful relationship events (Worthington, & Wade, 1999). A review of the literature indicated the following three variables as most likely to influence people's likelihood of forgiving. These include perceptions of the severity of the offense by the forgiver and uninvolved raters; situational factors such as apology or efforts at reconciliation made by the offender; and relational factors such as the offender being a family member.

Severity of Offense

Not surprisingly, the victim's perception of the severity of the offense and the consequence of such an offense is related to forgiveness. For instance, minor offenses such as an off-handed comment are more likely to be forgiven since the consequences of

such offenses are mild compared to severe offenses such as physical or sexual abuse which results in long term distress and damage to the victim (Drinnon, 2000). In one study (Drinnon, 2000), 311 college students completed the Acts of Forgiveness Scale, which also includes a betrayal narrative. Based on the narrative descriptions, five judges rated the severity of the offense. Findings indicated that people who were victims of severe offenses were less likely to forgive compared to people who had described experiencing a relatively minor transgression. In another study involving 135 separated or divorced parents with minor aged children, Bonach (2002) found a significant relationship between forgiveness and seriousness of the offense. Specifically, people who judged the offense to be more severe reported less forgiveness. Drinnon (2000) in her betrayal interview study on forgiveness found forgiveness not only to be inversely significantly related to the participant's perception of severity of the betrayal episode, but also to uninformed judges' ratings of the severity of the offense.

Empirical evidence also seems to suggest that the severity of the offense is related to the attributions made about the blameworthiness of the transgressor, which in turn affects forgiveness. If the victim perceives the harm to be severe, he or she attributes greater responsibility to the perpetrator (Lerner, & Miller, 1978; Wortman, 1976). Presumably, the relationship between the severity of offense and blame attributions occur because of people's belief that there is order in their environments and bad things happen only if someone is responsible for them (Miller, & Vidmar, 1981). In a survey conducted by Bradfield and Aquino (1999), 180 non-managerial employees in a government service agency completed Victimization subscale of Wade's (1989) forgiveness inventory (a measure of blame attributions), and five items from Wade's (1989) Conciliation subscale

(a measure of forgiveness). Respondents also completed a single item index, which assessed the perceived severity of offense. Findings indicated that people who perceived the offense as severe were more likely to assign responsibility or attribute blame to the offender. Also, people who assigned greater blame to the offender were less likely to forgive. Furthermore, forgiveness was greater for those who perceived the offense or injury as less severe.

Boon and Sulsky, (1997) also found the seriousness of offense to be inversely related to forgiveness. In their study, 56 college students read profiles describing a hypothetical transgression that had occurred in their own romantic relationship. Although the transgression was the same in each case, details about the seriousness of the offense, and intentions of the partner were varied. For each profile, the participants had to imagine themselves in the situation and rate the partner's blameworthiness and their own willingness to forgive the romantic partner. Results indicated that the participants gave more weight to the intentions of the offender than severity of the offense when attributing blame to the offender. However, they considered the seriousness of the offense as well as the intentions of the offender when making judgments about forgiveness.

While the blameworthiness of an event affects whether or not the victim would forgive (Worthington, & Wade, 1999), the type of accounts and apologies that a transgressor gives also influences forgiveness when the offense is serious. Research has indicated that accounts and apologies can mitigate the effects of severity on forgiveness. However, under conditions of serious transgression, more extensive apology or acts of contrition may be required (Ohbuchi, Kameda, Agarie, 1989). In a scenario-based experiment (Ohbuchi et al., 1989), eighty male Japanese students were presented with a

hypothetical story in which a man was physically harmed. Both the severity of the offense, and whether or not the offender apologized, were varied in each situation. The participants were then asked to rate how the victim may feel, think or behave in such a situation. Results indicated that the participants who read accounts involving mild offenses were easily mollified by an apology compared to participants who were presented with the story involving serious injury. Specifically, more extensive apologies were needed under circumstances of serious harm, to reduce the victim's anger and aggression. This study seems to suggest that when the harm is severe, the mitigating effects of an apology on the victim's response is considerably reduced, thereby resulting in decreased forgiveness or no forgiveness.

Darby and Schlenker (1982) reached a similar conclusion. They tested the hypothesis that more serious offenses (those involving high responsibility and large consequences) would generate less forgiveness. In their scenario-based experiment involving children of first, fourth and seventh grades, they varied the presence of apology and the severity of harm. They found that apologies were especially needed when the wrongdoer had greater responsibility for the transgression. Apparently the children reasoned that people who were not responsible for a transgression even when they produced high consequences should not be punished (Darby & Schlenker, 1982). Furthermore, when the harm was severe elaborate apologies were needed to inhibit retaliation. Children of all age groups made sterner judgments when the offense was severe and the wrongdoer failed to apologize.

Apologies and Accounts

Accounts are social conventions that are used as remedial behaviors when social predicaments occur. Among the four types of accounts classified (apologies, excuses, justification and denial), researchers have found apologies to be the most effective and preferred account in resolving interpersonal conflicts (Darby & Schlenker, 1982; Gonzales, Manning & Haugen, 1992; Gonzales, Pederson, Manning & Wetter, 1990; Takaku, 2001). Apologies are admissions of wrongdoing and regret (Schlenker, & Darby, 1981). If the offender feels responsible for the harm they have caused (Petrucci, 2002), they may be motivated to provide an explanation or account to avoid possible social sanctions (Takaku, Weiner, & Ohbuchi, 2001) and to seek forgiveness.

In an apology, the wrongdoer recognizes the personal association with the transgression and its harmfulness. Furthermore, he or she accepts personal responsibility for the offense (Fukuno & Ohbuchi, 1998). An apology not only reduces the negative social sanctions (Ohbuchi & Sato, 1994; Ohbuchi et al, 1989), but also minimizes the negative attributions to the offender (Kremer & Stephens, 1983). However, the effectiveness of accounts and apologies depends upon whether both the victim and the perpetrator perceive and interpret the offense in a similar manner. In addition it is also important that the victim perceives the apology or account as sincere. However, this may not always be the case. Researchers have found that apologies and accounts are often not perceived as trustworthy by the victim and hence may fail to resolve interpersonal conflicts (Takaku, Weiner, & Ohbuchi, 2001).

Baumeister, Stillwell, & Wotman, (1990) reached a similar conclusion. Their study of narrative accounts of interpersonal conflict showed a great discrepancy in the

accounts between the victims and the transgressors. The perpetrator was more likely to close the hurtful incident and forget it whereas the victim was more likely to place the incident in a longer time frame. The perpetrator was also more likely to explain their behavior in terms of mitigating circumstances (Drinnon, 2000). Baumeister and his colleagues argue that these discrepancies in the accounts between the victim and the offender are partly responsible for the interpersonal conflicts that typically follow interpersonal transgressions.

The timing of apologies also appears to be linked to their effectiveness. Kremer and Stephens (1983) found that a decrease in retaliation is less likely to occur when there is a delay between the occurrence of the hurtful incident and an apology or mitigation. In their study of mitigation's effect on retaliation, they found that participants who heard plausible explanations for the provocation immediately after the event were less likely to retaliate compared with those who heard it much later. Presumably, when an apology or mitigation is delayed, the victim's cognitive appraisal and responses to the offense and the apology are different compared to when an apology or mitigation is presented immediately after the offense or provocation (Kremer & Stephens, 1983).

Research has found apologies to be a remedial tool in alleviating the victim's negative emotions, and improving the impression of the offender (Ohbuchi et al., 1989). However, apologies should also cater to the nature of the situation in order to function as an effective remedial behavior. For instance, if the harm is severe, more elaborate apologies that include expressions of remorse, self-castigation (Darby & Schlenker, 1982) and offers of restitution (Takaku, 2001) are required to repair the damage that has occurred in the context of an interpersonal offense.

Bies and Tripp (1996) found that people who were offended and had not received an apology were more likely to take revenge against their co-worker or organization. Another study found that victims refrained from responding aggressively towards the offender when he or she apologized compared to when he or she did not apologize for the offense (Ohuchi et al., 1989). In a study investigating the changes that occur after an incident of betrayal and the role of mitigating factors such as an apology in the aftermath of a betrayal, Moore (1997) found that forgiveness was reported more frequently when an apology was offered than when it was not. Gonzales, Haugen, and Manning (1994) found that accounts such as an apology that reflected a greater concern for a victim's embarrassment than for an offender's would be evaluated more positively, thereby promoting forgiveness compared to contentious accounts such as justifications and denials which reflect a greater concern for the offender's needs.

Couch, Jones, and Moore (1999) conducted a study in an attempt to determine the degree to which relational partners reconcile through apology and forgiveness after an incident of betrayal. In this study, college students were first asked to recall a recent incident in which they had done something or failed to do something to their relational partner for which, they felt they should apologize. Respondents were then asked to indicate if they had actually apologized to their partner and also whether they had been subsequently forgiven. Finally, participants were also asked to recall a similar recent incident in which a relationship partner had offended them, followed by an identical set of questions regarding the transgression in which their partners were the transgressors. Thus one set of narratives was obtained from the perspective of the perpetrator and the other set of narratives were obtained from the perspective of the victim. Results showed a

significant relationship between apology and forgiveness from both the perspectives (Couch et al., 1999).

Iyer (2001) and Negel (2002) reported significant correlations between apology and trait forgiveness. These findings seem to suggest that adequate apologies and accounts might go a long way in reducing negative attributions and increasing forgiveness among individuals who have a general tendency to forgive or respond in a non-retaliatory manner.

Empirical evidence also seems to indicate that apologies appear to become more effective in promoting forgiveness when the victim experiences empathy by taking the perspective of others (McCullough, et al., 1997; McCullough, et al., 1998). McCullough and his colleagues use Batson's (1991) empathy-altruism model to posit that empathy for the transgressor is the central facilitative condition that leads to forgiveness. According to the model, the ability to take the perspective of another is also an important cognitive element of empathy even though empathy is primarily an affective phenomenon. This definition of empathy is based on the two-stage model of empathic mediation of helping (Coke, Batson & McDavis, 1978). This model maintains that empathy involves the interaction of both the cognitive and the emotional processes. First, an individual's empathic emotional response increases when he or she takes the perspective of a person in need. Second, this empathic emotion in turn increases the altruistic motivation (Coke, Batson & McDavis, 1978). Perspective taking may therefore be relevant in understanding how empathic affect or empathic emotional response develops (Batson & Shaw 1991; Coke, Batson & McDavis, 1978; McCullough et al., 1997).

McCullough and his colleagues (McCullough et al., 1997; McCullough et al., 1998) argue that, the apology-forgiveness link would be mediated by the effects of apologies on the victim's empathy for his or her offender (McCullough et al., 1997). Specifically, when an offending partner apologizes, the victim by taking the perspective of the offender might tend to perceive that the offending partner is experiencing guilt and distress over the offense, (Baumeister et al., 1994). According to McCullough and his colleagues, this recognition of the transgressor's guilt and distress over his or her transgressions leads the victim to experience empathy for the offending partner in much the same way that recognition of another person in need promotes empathy in other social situations (McCullough et al., 1997).

This empathy in turn decreases the injured partner's motivations to seek revenge or avoid the offender. Increases in empathy diminishes the relative magnitude of the offense and also increases the victim's motivations to behave in conciliatory ways (forgiveness) towards the offending partner just as increases in empathy leads to altruism in other social situations. Thus apology has an indirect effect on forgiveness by facilitating empathy (McCullough et al., 1997; McCullough et al., 1998). Two studies (McCullough, et al., 1997; McCullough, et al., 1998) have shown that receiving an apology from and forgiving one's offender was mediated by the experience of empathy for the offender.

However, (Takaku, 2001) argues that an apology as well as taking the perspective of the offender facilitates forgiveness by eliciting the dissonance-reduction motivation and not through the mediation of empathy for the offender as McCullough and his colleagues have maintained. Takaku, (2001) argues that past researchers (Ariaga & Rusbult, 1998; Rusbult, Verette, Whitney, Slovik & Lipkus, 1991) have ignored the possibility that

cognitive perspective- taking by the victim might evoke something other than empathy for their offender. For instance, Batson, Early & Salvarani (1997) argue that there are two potentially different ways of taking another's perspective. Some people may imagine how the other person feels (imagine other), whereas others might imagine how they themselves would feel if they were in the other person's shoes (imagine self). Batson et al. (1997) argue that these ways of perceiving the other's situation are two distinct forms of perspective-taking with two different emotional consequences. They argue that the imagine-other condition would produce empathy, which has been found to evoke altruistic motivation whereas the imagine-self condition would produce both empathy and personal distress, which has been found to evoke egoistic motivation.

Takaku (2001) therefore argues that when the victims take their offender's perspective, they might experience something other than empathy. Specifically, by taking the perspective of their offender, the victims might become aware of the times when they themselves were perpetrators of some interpersonal transgression. Presumably, this self-awareness would make them feel hypocritical about their actions based on the hypocrisy research paradigm (Aronson, Fried & Stone, 1991; Fried & Aronson, 1995). Such self-awareness would also evoke the process underlying fundamental attribution error (Ross, 1977) by reminding the victims how easy it is to make situational attributions (blame others or situations) and how difficult it is to take personal responsibility (dispositional attribution) for negative events.

Therefore, according to Takaku, the relationship of apology and perspective-taking to interpersonal forgiveness is mediated by hypocrisy dissonance which evokes in the victim the recognition and understanding of one's own imperfect nature and the

situational, unstable, uncontrollable causes of an offense (Takaku, 2001). Two studies (Takaku, 2001; Takaku et al., 2001) have shown that receiving an apology from and forgiving one's offender was mediated by dissonance reduction and the experience of positive emotional reactions to the transgressor, which in turn increased forgiveness.

Thus, overall, the literature regarding the relationship between apology and forgiveness seems to indicate that apology promotes forgiveness. Based on this evidence it is reasonable to assume that some acts of contrition such as an apology or efforts made by the offender to make up for what he or she has done after the occurrence of an interpersonal transgression would influence or encourage forgiveness over time. Furthermore, the timing of the apology and how often the offender makes reparative efforts to the victim in the aftermath of a betrayal might also play a substantial role on forgiveness over time.

Type of Relationship

Interpersonal relationships within families are sometimes threatened or disrupted by transgressions. Previous research on forgiveness has indicated a relationship between forgiveness and family members (Hargrave, & Sells, 1997; Worthington, 1998). It may be that forgiveness is conditioned by some key features that underlie the relationship between the victim and their offender before the occurrence of the betrayal. Interpersonal commitment might be one such feature since some researchers (McCullough et al., 1998; Rusbult, 1993; Rusbult et al., 1991) have found that people were more likely to forgive their offender if they experienced a strong commitment to them. It seems reasonable to assume that commitment might play a significant role in many close relationships within families both by origin or marriage. It would therefore appear people are more likely to

forgive a family member with whom they had a long-term, committed relationship and psychological attachment before the occurrence of the transgression.

Empirical research has shown a relationship between psychological well-being and forgiveness within significant family relationships. Specifically, people with deep hurts within a family context are more likely to suffer from depression and anxiety. In a study (Subkoviak, Enright, Wu, Gassin, Freedman, Olson, & Sarinopoulos, 1995), 197 middle-aged adult individuals with same gender children in college completed the Enright Forgiveness Inventory (a state forgiveness measure), Spielberger State-Trait Anxiety Scale and the Beck Depression Inventory. The participants had experienced hurt within their relationships with a spouse or child. Results indicated that people who were more likely to forgive their family member were also less likely to suffer from state anxiety and depression.

Several researchers (Fincham, & Beach, 2002; Gordon, & Baucom, 2003; Fincham, Paleari, & Regalia, 2002) have also examined forgiveness in close intimate kin relationships such as marriage. Gordon, & Baucom, (2003) investigated forgiveness in 107 married couples and found that couples who were more forgiving were also more likely to score high on marital satisfaction. In a similar study of married couples, Alvaro (2002) found that seeking forgiveness positively affected marital intimacy. In another study (Fincham, Paleari, & Regalia, 2002), 79 Italian husbands and 92 wives from long term marriages provided data on marital quality, affective reactions, and attributions for hypothetical spouse transgression. Results indicated that positive marital quality was predictive of more benign attributions that, in turn facilitated forgiveness.

In one study of forgiveness in the context of marital relationships, Karremans, VanLange, Ouwerkerk and Kluwer, (2003) found that the tendency to forgive one's spouse was more strongly related to psychological well-being than a tendency to forgive others in general. In another study, Drinnon, (2000) found no significant relationship between forgiveness and whether or not the offender was a family member. These are among the very few studies that examine forgiveness in families as compared to forgiving others in general. Overall, there appears to be a paucity of research involving the comparative element to suggest that forgiveness is greater or lesser in families.

Present Research

Although forgiveness has a rich conceptual history (Downie, 1965; Murphy & Hampton, 1988), it has only recently been studied as a psychological construct (McCullough, Sandage & Worthington, 1997). Even so, it has quickly emerged as a necessary component for physical well-being and health (Lawler et al., 2003; Witvliet et al., 2001) and a legitimate tool for the maintenance and improvement of interpersonal relationships (McCullough, Worthington & Rachal, 1997; McCullough, Rachal, Sandage, Worthington, Brown & Hight, 1998).

Literature on forgiveness thus far has suggested that forgiveness can be encouraged by actively involving people in some kind of therapeutical interventions (Hebl, & Enright, 1993; Freedman, & Enright, 1996; Al-Mabuk, Enright, & Cardis, 1995; Coyle, & Enright, 1997; McCullough, & Worthington, 1995; McCullough, Worthington, & Rachal, 1997; Worthington, Kurusu, Collins, Berry, Ripley, & Baier, 2000; Murray, 2002). Researchers on forgiveness thus assume that the victim initially does not forgive his or her offender but does so only gradually because they think it is the right thing to do

or because it is better for them in the long run. Specifically, with effort or perhaps with some kind of therapeutical intervention, over time, the individual moves from anger, hate, and vengefulness to forgiveness.

Data from various studies (Boon & Sulsky, 1997; Hargrave, & Sells, 1997; McCullough, et al., Ohbuchi et al., 1989; 1998; Subkoviak et al., 1995; Takaku, 2001; Takaku et al., 2001; Worthington, 1998) also reveal that some social, situational and relational factors are particularly likely to influence the forgiveness process. Thus far, there is reason to believe that the perceived severity of the offense, subsequent acts of contrition or apologies on the part of the offender are important determinants of forgiveness. However additional research is warranted at this time.

Much of the previous research so far, has focused either on therapeutical intervention in a clinical environment or on cross-sectional data to study forgiveness. In other words, researchers are assuming that anyone can decide whether or not to forgive, and the difference between those who do and those who don't may be due to some kind of effort or decision on the part of the individual. However, it is quite possible that the difference may be due to other factors or mechanisms. For instance, people may forgive not because they are encouraged to forgive, but because they have the disposition to forgive. Also, people may be more likely to forgive if the offender made some efforts at reconciliation or if the offender is a family member. The effect of such mechanisms on forgiveness has not yet been fully explored. Moreover, forgiveness might be something that occurs gradually over time without any intervention. Also previous research using cross-sectional data has suggested that seriousness of betrayal is inversely related to the

degree of forgiveness. But little is known about the relation between seriousness of betrayal and forgiveness over time.

To address these issues, the present study was designed with four goals. The first two objectives were to investigate the effect of some of the factors such as the forgiving personality, seriousness of the betrayal, and efforts at reconciliation on forgiveness both initially and subsequently. These factors might facilitate or hinder forgiveness initially and over time. For instance, the personality or disposition an individual has at the outset might predict whether the individual subsequently forgives.

The third goal was to examine whether forgiveness is an ongoing process that evolves gradually over time? Specifically, the goal was to determine whether forgiveness increases over time. For instance, a person with a highly forgiving personality might forgive the offender early on rather than over a period of time. A longitudinal research design would allow for the study of change in the level of forgiveness that has occurred over time. In other words, this study seeks to examine the relationship between the degree to which the person has forgiven the offender initially and the degree to which they have forgiven the offender subsequently. Finally, this study also intends to investigate whether factors such as forgiving personality, efforts at reconciliation and seriousness of betrayal would uniquely predict the change in forgiveness over time.

CHAPTER 2

METHOD

Participants

The participants in this study were undergraduate students from upper-division psychology classes at the University of Tennessee. This research was a longitudinal study that consisted of two assessment periods separated by a three month time interval. At Time 1, 200 (158 women & 40 men) undergraduate students with a mean age of 21.62 years ($SD = 3.68$) participated in the study. Two participants did not indicate their gender. Of these 200 participants, 159 (129 women & 28 men) college students with a mean age of 21.68 years ($SD = 4.05$) participated in the research at Time 2. Students received extra credit in their classes for their participation in the study.

Procedure

The procedure for this study consisted in the participant's completing the questionnaires at Time 1 and Time 2. The participants were informed that the researchers were conducting a longitudinal study on forgiveness and were then invited to participate. The respondents were also informed that they would be contacted in the same class approximately three months later for part 2 of the study. At Time 1, which was the beginning of the semester, each participant was asked to describe a betrayal incident and complete scales that assessed their forgiveness of the offender and the offense described. After three months, the participants were asked to describe the same betrayal experience they cited at Time 1 and also complete scales and single-item questions that reassessed their forgiveness.

Questionnaire (Time 1)

There were three parts to the Time 1 questionnaires that each participant completed.

Narratives /Account of Betrayal

Each participant was asked to describe a betrayal incident in which someone had betrayed or hurt him or her deeply. Participants were specifically asked to provide certain features of the betrayal experience including: (a) their relationship (e.g., mother, brother, girlfriend, roommate etc) with the person who betrayed them, (b) when the betrayal occurred, (c) why they thought the person betrayed them, (d) how it made them feel and (e) how the betrayal changed their relationship with the person who betrayed them.

Scales

The participants were asked to complete the Forgiving Personality Scale during the first assessment period. They were also asked to complete the Acts of Forgiveness Scale at Time 1 based upon the incident they cited in the betrayal narrative

Forgiving Personality Scale (FP). The Forgiving Personality Scale (FP) was developed to provide reliable and valid measures of the Trait forgiveness (Kamat, Jones & Row, 2005). Trait forgiveness is defined as an individual's inclination to forgive across time and situations. The scale contains 33 items such as, "I believe that people should forgive others who have wronged them", "I am quick to forgive", "Forgiveness is a sign of weakness" (reverse scored), and "I tend to expect the worst in others" (reverse scored). The items were written to capture the forgiving personality i.e. a personal orientation toward others that encourages forgiving others who have wronged you and discourages taking offense in the first place. Participants are asked to indicate their agreement with the 33 statements on a five-point Likert-type response format anchored by the following

verbal labels: *Strongly Agree* (5), *Agree* (4), *Undecided* (3), *Disagree* (2), and *Strongly Disagree* (1). The sum of these responses provides a total forgiveness score, with higher scores indicating a greater propensity to forgive.

In the initial sample of 377, the mean and SD of the scale were 125.46 and 16.21 respectively. The mean inter-item correlation was .30 and alpha was .93. The test-retest correlation (two months) was .74. The maximum observed score was 162 and the minimum score was 68. In a later sample of 130, the mean and SD of the scale was 122.82 and 15.02 respectively. The mean inter-item correlation was .26 and the alpha was .91. The maximum score was 157 and the minimum score was 89. In a subsequent sample of 195, the mean and SD of FP was 127.39 and 14.72 respectively. The mean inter-item correlation was .27 and alpha was .92.

The validity of the scale was demonstrated by using three different procedures. First, analyses showed that FP was significantly related to alternative extant measures of forgiveness. Also FP was more strongly related to other measures of trait forgiveness (disposition to forgive) than to measures of state forgiveness (to forgive a specific offender for a specific offense) suggesting both convergent and discriminant validity (Iyer, 2001).

Second, FP was compared to measures of several personality and interpersonal dimensions. For example, FP was positively and significantly related to trust, empathy, family satisfaction, need to belong and inversely related to cynicism, loneliness, betrayal by others, jealousy, social reticence thereby suggesting construct validity (Iyer, 2001). Third, individual's self-reported responses to FP were compared with ratings by family and friends. Results indicated a substantial relationship between the individual's self-

reported FP and the scores by others who rated them also supporting the validity of the scale score interpretations and suggesting the visibility of the forgiving personality dimension.

Acts of Forgiveness Scale (AF). This is a 45-item scale developed to measure the degree to which one forgives a specific person for a specific offense (Drinnon & Jones, 2005). Participants are first instructed to describe a betrayal experience in which someone had betrayed or hurt them deeply. They are then asked to respond to the items with respect to the incident and the person described in the narrative using a five-point likert-type response format anchored by the following verbal labels: *Strongly agree, Agree, Undecided, Disagree, and Strongly disagree*. The scale includes items such as, “I showed compassion to the person in question”; “I would trust the person in question again”; “I hate the person in question” (reverse scored); and “Just thinking about what happened makes me fume” (reverse scored).

Items for the scale were selected from an original pool of 70 items reflecting the kind of behaviors, thoughts and feelings that might be experienced by the victim in the process of forgiving their offender after an episode of a betrayal. The sum of these responses provides a total forgiveness score, with higher scores indicating greater state or offense specific forgiveness. For a sample of college students, the mean and SD of the scale were 149.87 and 33.35. The mean inter-item correlation was .37 and coefficient alpha was .96. The test-retest correlation was .91 over two months. There is evidence of both convergent and discriminant validity as the scale correlates more strongly with alternative measures of state as compared to trait forgiveness. Also, AF was significantly and positively related to trust, empathy, family satisfaction, need to belong and inversely

related to betrayal severity, cynicism, loneliness, betrayal by others, jealousy, social reticence thereby suggesting construct validity (Drinnon & Jones, 2005).

Other Questions

The questionnaire also included single item questions assessing the context and the specifics of the betrayal and forgiveness. The participants were asked to rate their own perception of the seriousness of the offense (Participant Severity) using a 5-point response format anchored at the end points with: *minor offense* (1) and *extremely severe offense* (5). The participants were also asked to rate their own perception of the efforts made by their offender to make up for what he or she had done in the intervening period since the occurrence of the betrayal (Efforts at reconciliation at Time 1; EF1) by using a 5-point response format anchored at the end points with: *no attempt at reconciliation* (1) and *every attempt at reconciliation* (5).

The participants were also asked to answer an open-ended question (Initial Apology) regarding whether the offender had apologized in the intervening period since the betrayal occurred. Specifically, the question was, “Has the person apologized? If so, describe when and how”.

The participants were then asked to about whether or not the offender had made other efforts to make amends in the intervening period since the betrayal occurred (Other Efforts at Reconciliation at Time 1; Other EF1). The question was, “Has the person made other attempts to make up for what he or she has done? If so, describe”.

Questionnaire (Time 2)

The questionnaire at time 2 was identical to time 1 with the following exceptions. Respondents were asked to rate their own perception of the efforts made by the offender

to make up for what he or she had done in the intervening period since Time 1 (Efforts at reconciliation at Time 2; EF2) using a 5-point response format anchored at the end points with: *no attempt at reconciliation* (1) and *every attempt at reconciliation* (5). The participants were also asked whether or not they received a subsequent apology since they completed the questionnaire at time 1 (Later Apology). Specifically, the question was, “Has the person apologized? If so, describe when and how”. The participants also indicated whether or not the offender had made other efforts to restore the relationship in the intervening period since Time 1 (Other Efforts at Reconciliation at Time 2; Other EF2). The question was, “Has the person made other attempts to make up for what he or she has done? If so, describe”.

CHAPTER 3

RESULTS

This chapter is divided into four sections. The first section examines the descriptive results of the narrative accounts of betrayal. The second section reports the inter judge reliability analyses of the narratives as well as the reliability analyses for the Forgiving Personality Scale and the Acts of Forgiveness Scale used in the study. The third section reports the primary analyses of this study and the last section presents secondary analyses of the data.

Descriptive

Narrative Coding

Three raters independently read the narrative accounts and coded the participant's narrative descriptions of the betrayal experience. Specifically, the raters coded the following features of the betrayal narratives: (a) type of betrayal (e.g., cheated, deceit, intentional harm), (b) the type of relationship with the offender, (c) why the betrayal occurred i.e., locus of causality, stability and intentionality.

The raters also rated on 5-point scales: (a) severity of the betrayal (e.g., not severe, very severe etc), (b) change in the relationship (e.g., better, same, worse, terminated), (c) how the victim felt (e.g., awful, bad, neutral etc).

Type of betrayal. The raters read the betrayal accounts and coded the responses using the betrayal categories developed by Schratter (2000) in her qualitative analyses of betrayal. All narratives were coded in one of three broad categories. These categories

included (a) violations of trust, (b) withholding social support and (c) breaches of conduct. The violation of trust category consisted of two major subthemes: lack of relationship integrity (e.g., infidelity, deceit, broken promises etc), which represents a general lack of ethical behavior and carelessness (e.g., objects lost, objects ruined/damaged etc), which suggests an unintentional act. The category of withholding social support consisted of two subthemes: lack of attention (e.g., neglect, termination of relationship, abandonment, inadequate support etc), which indicates a passive lack of social support and negative attention (e.g., offensive behavior, hostility, false accusations etc). Breach of conduct also consisted of two subthemes: lack of respect (e.g., intentional harm, humiliation etc) and lawlessness (e.g., stealing money, drug use, conviction).

Type of relationship. The relationships described in the betrayal narratives were combined to form three categories (a) family (e.g., parent, sibling, grandparent etc), (b) peer (e.g., friend, boy friend, roommate etc), (c) other (e.g., teacher, boss, stranger)

Attributed Motives. Reasons given for why the betrayal occurred were coded into three categories: (a) locus of causality (internal or external) (b) stability (stable or unstable) and (c) intent (intentional or unintentional). Internal locus represented blaming the offender's behavior or internal qualities such as selfishness, weakness and irresponsibility. External locus involved explanations blaming external factors such as financial problems for the offender's behavior. If the cause of the behavior was perceived as a continuing characterization of the offender (e.g., personality), it was coded as a stable motive and if changing (e.g., intoxication), it was coded as unstable. Finally, if the respondent described the betrayal as a purposeful choice of the offender (e.g., the hurt

was intended), it was coded as intentional and unintentional if an unanticipated consequence of some other action.

In addition, the three raters indicated their evaluations of the narrative accounts on the following dimensions.

(a) *Change in relationship*. The extent to which the betrayal appeared to have changed the respondent's relationship with the betrayer using the following scale: better (1), same; no change (2), temporarily worse, now the same as before (3), worse, (e.g., little trust) (4), terminated (5).

(b) *Hurt feelings*. The extent to which the betrayal appeared to have hurt the respondent's feelings using the following scale: *great* (1), *good* (2), *neutral* (3), *bad* (4), *awful* (5).

(c) *Severity of the Betrayal*. The severity of the betrayal incident using the following scale: *not severe at all* (1), *slightly severe* (2), *moderately severe* (3), *severe* (4), *very severe* (5).

(d) *Time since betrayal*. The number of weeks since the betrayal.

Single item Questions

Most respondents answered a yes or a no to the Initial apology, Later Apology, Other EF1 and Other EF2 questions. These variables were considered categorical and coded as: *yes* (1) and *no* (0).

Reliability of Measures

Scales

Forgiving Personality Scale at Time 1 (FP1). In the sample of 190, the mean and SD of the scale were 122.74 and 16.46 respectively. The mean inter-item correlation was

.26 and alpha was .92. The test-retest correlation (three months) was .76. The maximum observed score was 159 and the minimum observed score was 66.

Forgiving Personality Scale at Time 2 (FP2). In the sample of 158, the mean and SD of the scale were 123.77 and 15.63 respectively. The mean inter-item correlation was .24 and alpha was .91. The maximum observed score was 160 and the minimum observed score was 86. These reliability results are consistent with the reliability and internal consistency reports of the Forgiving Personality Scale from previous data (Kamat et al., 2005). Therefore, these results suggest that the FP Scale is a reliable measure of an individual's general tendency to forgive across time and situations.

Acts of Forgiveness Scale at Time 1 (AF1). In the sample of 194, the mean and SD of the scale were 141.53 and 37.32 respectively. The mean inter-item correlation was .39 and alpha was .97. The test-retest correlation (three months) was .84. The maximum observed score was 217 and the minimum observed score was 60.

Acts of Forgiveness Scale at Time 2 (AF2). In the sample of 159, the mean and SD of the scale were 150.94 and 36.34 respectively. The mean inter-item correlation was .42 and alpha was .97. The maximum observed score was 216 and the minimum observed score was 64. These reliability results are consistent with the reliability and internal consistency reports of the Acts of Forgiveness Scale from previous data (Drinnon & Jones, 2005). These results therefore suggest that state forgiveness scores are internally reliable and stable over time.

Narratives

Inter-rater Reliability. For the narrative categories of 'type of betrayal' and 'relationship type', the consistency of the ratings was estimated by the percentage of

agreement between the three raters. Each of these categories had two levels of coding (see appendix D). The following estimates of rater reliability were observed: (a) betrayal type (87.63 %), (b) relationship type (91.35 %).

For the discrete nominal categories of attributions coded by the raters, kappa statistic 'k', was calculated using the multirater kappa. Multi rater kappa is a generalization of Cohen's kappa statistic 'k' and was calculated to assess the overall consensus among the three raters. The coefficient of agreement 'k' among the three raters for the attributional categories were as follows: (a) locus ($k = .69, p < .01$), (b) stability ($k = .59, p < .01$), (c) intent ($k = .58, p < .01$). Thus, the three raters exhibited significant agreement on their ratings. Given this reliability, the first rater was arbitrarily selected for subsequent analyses.

For the continuous variables such as relationship change, hurt feelings and observer rated severity the three raters rated the variables on a 5-point scale. Intraclass correlation coefficients were calculated to estimate the reliability of these ratings by the three raters. Intraclass correlation coefficients (ICCs) reflect the degree of relationship between the ratings by the judges in terms of consistency. ICCs apply to single score (single rating by a judge) or average score (average ratings of the three judges). Since more than one judge was used in this study, the ICCs for average ratings of the judges were obtained using consistency definition and a two-way model. The Intraclass correlation coefficients for the continuous variables were as follows: (a) hurt feelings ($ICC = .87, p < .01$), (b) relationship change ($ICC = .90, p < .01$), (c) observer rated severity ($ICC = .91, p < .01$). These results indicate strong inter-rater reliability for the

ratings on the above continuous variables by the three judges. Hence the average ratings of the three raters were used in the subsequent analyses.

Primary Analyses

Time 1 Analyses

First, each of the categorical predictor variables was compared to forgiveness by conducting t-test analyses. Table 1 presents the individual comparisons between the categorical variables such as gender, locus, intent, stability, initial apology and other efforts at reconciliation (Other EF1) on forgiveness at Time 1 (AF1). Results indicated a significant relationship between forgiveness and five of these seven categorical variables. Specifically, as may be seen in Table 1, the forgiveness scores of people who attributed the offense to unstable, external and unintentional motives was significantly greater than participants who made internal, stable and intentional attributions. Results also showed that the forgiveness scores were higher for those who received an apology as compared to those who did not. There was also a significantly higher AF scores for respondents who reported that their offender had made other efforts at reconciliation since the betrayal as compared to those who did not. The results also indicated that no significant difference was found in the forgiveness scores of participants who cited betrayals by people with whom they had a voluntary relationship as compared to those who did not.

Second, correlation analyses between continuous predictor variables and forgiveness at Time 1 (AF1) were conducted (see Table 2). As maybe seen in Table 2, all of the predictors except time showed strong significant correlations with AF1. Specifically, people who scored higher on forgiving personality were more likely to also indicate greater forgiveness for a specific offender and offense. People who reported that

Table 1. Comparisons Between Forgiveness at Time 1 (AF1) and Categorical Predictors

Variable	Means		df	t-Value	Sig
	Yes	No			
Female Gender	140.34	145.37	190	.75	ns
Non-Voluntary Relationship	145.07	139.58	189	.86	ns
Internal Locus	132.99	148.16	173	2.72	.01
Stable	136.89	149.59	120	2.16	.05
Intentional	132.98	151.11	168	3.30	.01
Initial Apology	148.29	131.38	190	3.15	.01
Other EF1	155.21	131.67	187	4.47	.01

Note: Non-Voluntary Relationship = the offender is a family member; Locus = whether or not the victim explained the perpetrator's behavior as internal or external attribution; Stability = whether or not the victim perceived the cause of the perpetrator's behavior as stable or unstable; Intent = whether or not the victim perceived the perpetrator's betrayal as intentional or unintentional. Hurt = degree of hurt experienced by the victim; Initial Apology = whether or not the offender apologized for what he or she had done since the betrayal occurred; Other EF1 = whether or not the offender made other efforts at reconciliation for what he or she had done since the betrayal occurred or at Time 1.

Table 2. Correlations Between Forgiveness at Time 1 and Continuous Variables

	df	<u>r</u>	Sig
FP1	188	.53	.01
EF1	191	.48	.01
Relationship Change	183	-.69	.01
Hurt	187	-.28	.01
Time	183	.03	ns
Participant Severity	191	-.50	.01
Observer Severity	184	-.33	.01

Note: FP1 = The Forgiving Personality Scale at time 1; EF1 = Efforts at reconciliation made by the offender at time 1; Relationship Change = direction of change in the relationship between the victim and the offender after the betrayal episode; Hurt = degree of hurt experienced by the victim; Time = Time since the betrayal occurred; Participant Severity = severity of the offense rated by the participant; Observer Severity = severity of the betrayal rated by others.

their offender made some efforts at reconciliation scored higher on forgiveness. Results showed that respondents who indicated greater negative change in their relationship with their betrayer after the betrayal scored lower on forgiveness scores. Greater forgiveness was associated with lower degree of hurt feelings and lower severity rated by the respondents and the severity rated by observers. Forgiveness was not significantly related to the amount of time since the occurrence of the betrayal.

Although Table 2 presents the linear relationships between each of the continuous variables and forgiveness at Time 1, it does not examine which of these continuous variables are the strongest predictors of forgiveness at Time 1 after controlling for the collinearity among the predictor variables. To address this issue, a step-wise regression analyses was conducted (see Table 3). Forgiveness assessed at Time 1 depended on the degree of change in the relationship between the offender and the respondent after the betrayal episode, the forgiving personality of the victim, the respondent rated severity of the episode and the efforts made by the offender to make up for what he or she had done since the occurrence of the betrayal.

Time 2 Analyses

Figure 1 presents the cross-lag panel correlations among four main variables of the study i.e., AF1, AF2, FP1 and FP2. Results indicated that all pair-wise comparisons among these four variables were significant and substantial. The cross-lag panel matrix also shows simultaneous correlations between the forgiving personality and the acts of forgiveness measures considering each assessment period as a separate cross-sectional study (see Figure 1). Results indicated that those who scored high on forgiving

Table 3. Summary of Step-Wise Regression Analyses for Continuous Variables Predicting Forgiveness at Time 1

Variable	B	β	R ² Change
Step 1			.48**
Relationship Change	-19.81	-.69**	
Step 2			.14**
Relationship Change	-17.19	-.60**	
FP1	.85	.38**	
Step 3			.08**
Relationship Change	-15.82	-.55**	
FP1	.73	.33**	
Participant Severity	-10.20	-.29**	
Step 4			.03**
Relationship Change	-13.10	-.46**	
FP1	.69	.31**	
Participant Severity	-10.64	-.31**	
EF1	5.25	.20**	
Total R ² = .72, F (4, 172) = 107.84, p < .01			

Note: ** p < .01; Relationship Change = direction of change in the relationship between the victim and the offender after the betrayal episode; FP1 = the forgiving personality score at Time 1; Participant Severity = severity of the offense rated by the participant; EF1 = efforts at reconciliation made by the offender at Time 1.

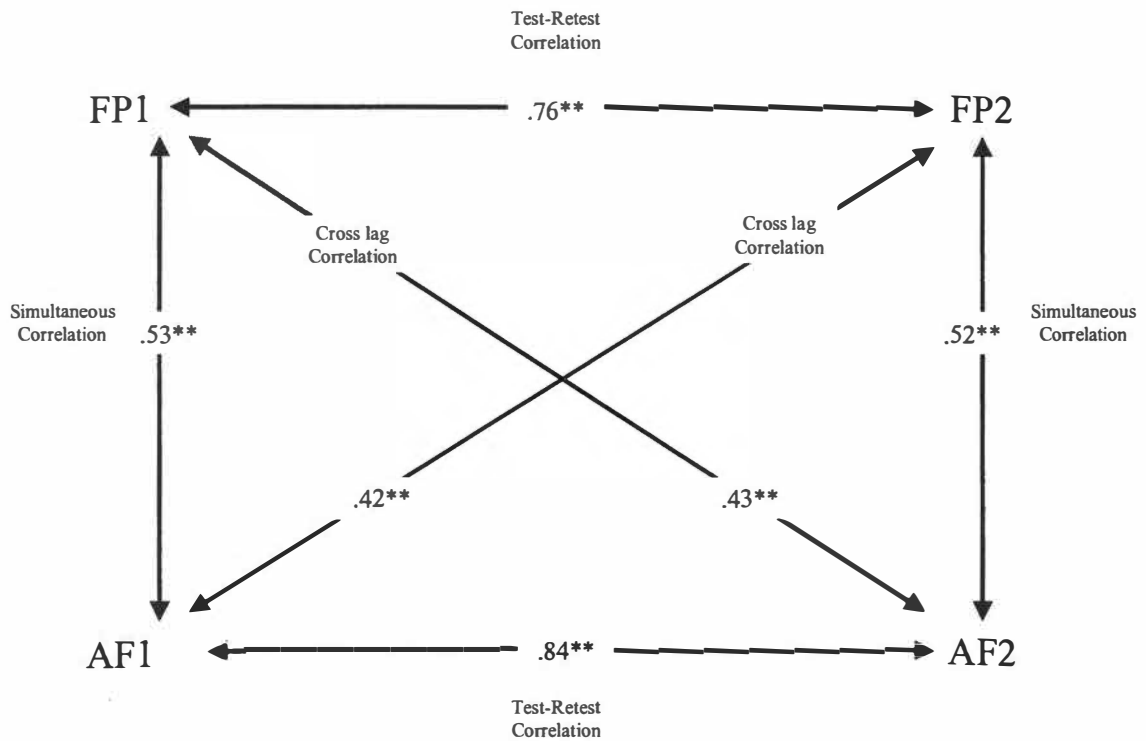


Figure 1. Cross-Lag Panel Correlation Matrix

Note: ** = $p < .01$; * $p < .05$; FP1 = The Forgiving Personality Scale (Kamat et al., 2005) at Time 1; FP2 = The Forgiving Personality Scale (Kamat et al., 2005) at Time 2; AF1= The Acts of Forgiveness Scale (Drinnon & Jones, 2005) at Time 1; AF2 = The Acts of Forgiveness Scale (Drinnon & Jones, 2005) at Time 2.

personality at Time 1 also reported greater forgiveness for the specific offense and offender at Time 1. As expected, there was also a significant relationship between the Forgiving Personality measure at Time 2 and the Acts of Forgiveness measure at Time 2.

Figure 1 also shows significant cross-lag correlations between FP1 and AF2 and between AF1 and FP2. Results thus seem to suggest that subsequent forgiveness predicted from an individual's forgiving personality scores at Time 1 is comparable to the forgiving personality scores being predicted from the respondent's initial forgiveness scores reported during the first assessment period.

Similar to the analyses performed at Time 1, a series of analyses were performed at Time 2. Table 4 presents the t-test analyses conducted to examine the individual comparisons between forgiveness at Time 2 and each of the categorical predictor variables used in the study. Results indicated that the offender's apology initially or subsequently since the occurrence of the betrayal and other efforts made by him or her to make up for what he or she had done were associated with significantly greater forgiveness as compared to not apologizing and making no effort.

Table 5 represents the correlation analyses comparing continuous predictor variables and forgiveness at Time 2 (AF2). These results indicated that forgiveness assessed at Time 2 was directly related to the initial and subsequent apology offered by the transgressor. Results also suggested that people who reported some attempts at reconciliation made by their offender since the betrayal episode scored higher on forgiveness at Time 2. Table 5 also shows that forgiveness at Time 2 was inversely and significantly related to the severity of the betrayal incident and the degree of hurt experienced by the participant. Also, people who had higher forgiving personality scores

Table 4. Comparisons between Forgiveness at Time 2 (AF2) and Categorical Predictors

Variable	Means		df	t-Value	Sig
	Yes	No			
Female Gender	150.94	149.54	155	.19	ns
Non- Voluntary Relationship	152.6	150.01	150	.34	ns
Internal Locus	146.21	155.40	136	1.52	ns
Stable	147.28	155.20	140	1.31	ns
Intentional	146.22	157.21	133	1.82	.07
Initial Apology	159.21	140.94	149	3.20	.01
Other EF1	163.58	141.81	147	3.81	.01
Later Apology	161.38	147.34	156	2.11	.05
Other EF2	152.23	150.35	154	.28	ns

Note: Non-Voluntary Relationship = the offender is a family member; Locus = whether or not the victim explained the perpetrator's behavior as internal or external attribution; Stability = whether or not the victim perceived the cause of the perpetrator's behavior as stable or unstable; Intent = whether or not the victim perceived the perpetrator's betrayal as intentional or unintentional; Hurt = degree of hurt experienced by the victim; Initial Apology = whether or not the offender apologized for what he or she had done since the betrayal occurred; Other EF1 = whether or not the offender made other efforts at reconciliation for what he or she had done since the betrayal occurred or at Time 1; Later Apology = whether or not the offender apologized for what he or she had done since time 1; Other EF2 = whether or not the offender made other efforts at reconciliation for what he or she had done since time 1.

Table 5. Correlations Between Forgiveness at Time 2 and Continuous Variables

	df	r	Sig
FP1	148	.43	.01
FP2	156	.52	.01
EF1	150	.37	.01
EF2	156	.50	.01
Relationship Change	146	-.63	.01
Hurt	149	-.35	.01
Time	144	-.05	ns
Participant Severity	150	-.50	.01
Observer Severity	148	-.38	.01

Note: FP1 = the forgiving personality score at time 1; FP2 = the forgiving personality score at time 2; EF1 = efforts at reconciliation made by the offender at time 1; EF2 = efforts at reconciliation made by the offender since time 1; Relationship Change = direction of change in the relationship between the victim and the offender after the betrayal episode; Hurt = degree of hurt experienced by the victim; Time = Time since the betrayal occurred; Participant Severity = severity of the offense rated by the participant; Observer Severity = severity of the betrayal rated by others.

reported greater specific forgiveness at Time 2. Forgiveness assessed at Time 2 was not related to the amount of time since the occurrence of the betrayal.

To address the problem of co-linearity among the continuous variables in predicting forgiveness, a step-wise regression analysis was conducted. Table 6 represents the regression model for continuous predictor variables assessed both at Time 1 and Time 2 in predicting forgiveness at Time 2. Results indicated that forgiveness assessed at Time 2 depended on the change in relationship, participant rated betrayal severity, FP2 and EF2.

Change in Forgiveness Analyses

To address another central question of this study, the difference in the forgiveness scores reported at Time 1 and Time 2 was first obtained. This difference score (AF2-AF1) represents the change in forgiveness from pretest to posttest. First, in order to test the significance of the difference between the forgiveness measures obtained from the two administrations, a paired t-test analyses was conducted. As may be seen from Table 7, forgiveness at Time 2 was significantly greater than Time 1. Thus, results seem to indicate that forgiveness does change or increase over time.

Second, a correlation analyses between the pretest predictor variables and the change in forgiveness was conducted. As may be seen from Table 8, the pretest variables were significantly inversely correlated with the change in forgiveness score. This seems to indicate that the change in forgiveness scores is significantly influenced by the statistical regression to the mean effect. This in turn suggests that statistical analyses cannot be conducted on the change in forgiveness scores before adjusting for the regression effect. Hence, in order to assess which of the continuous variables

Table 6. Summary of Step-Wise Regression Analyses for Continuous Variables Predicting Forgiveness at Time 2

Variable	B	β	R ² Change
Step 1			.38**
Relationship Change	-17.38	-.61**	
Step 2			.12**
Relationship Change	-15.12	-.53**	
Participant Severity	-11.91	-.36**	
Step 3			.07**
Relationship Change	-12.98	-.46**	
Participant Severity	-10.28	-.31**	
FP2	.65	.29**	
Step 4			.06**
Relationship Change	-9.03	-.32**	
Participant Severity	-9.45	-.28**	
FP2	.70	.31**	
EF2	6.92	.27**	
Total R ² = .62, F (4, 130) = 53.91, p < .01			

Note: ** p < .01; Relationship Change = direction of change in the relationship between the victim and the offender after the betrayal episode; Participant Severity = severity of the offense rated by the participant; FP2 = the forgiving personality score at time 2; EF2 = efforts at reconciliation made by the offender since time 1.

Table 7. An Examination of the Significance of the Difference Between Forgiveness Score at Time 1 and Forgiveness Score at Time 2.

Variable	Categories		df	t-value	Sig
Forgiveness	AF1	AF2	152	5.67	.01
	141.72	151.37			

Note: AF1 = the acts of forgiveness score at time 1; AF2 = the acts of forgiveness score at time 2.

Table 8. Correlations Between the Change in Forgiveness Score and Time 1 Continuous Variables

	<u>r</u>	<u>df</u>	Sig
AF1	-.37	151	.01
FP1	-.18	148	.05
EF1	-.21	150	.01

Note: AF1 = the acts of forgiveness score at time 1; FP1 = The Forgiving Personality Scale at time 1; FP2 = The Forgiving Personality Scale (Jones, 2000b) at time 2; EF1 = Efforts at reconciliation made by the offender at time 1; EF2 = efforts at reconciliation made by the offender since time 1.

used in the study would predict the change in forgiveness, an analysis of covariance (ANACOVA) using the AF1 scores as one of the covariates was conducted. For conducting a regression analyses to ascertain the impact of the independent variables on the change score, an analysis of covariance is the recommended post-hoc procedure used (Laird, 1983). Because this study does not have treatment intervention or groups, the analysis of covariance reduces to a multiple regression analyses treating AF1 or Time 1 forgiveness score as one of the covariates.

As may be seen from Table 9, the change or increase in forgiveness over time was predicted by the victim's forgiving personality scores both at Time1 and Time 2 and the efforts by the offender to make up for what he or she had done both at Time 1 and Time 2. Finally, analyses were conducted to assess which of the categorical variables would account for the change in forgiveness, the same post-hoc procedure of ANACOVA with AF1 as one of the covariates was conducted. Results showed that none of the categorical variables predicted the change in the forgiveness over time.

Secondary Analyses

Step-Wise Regression analyses were performed on continuous predictor variables to uniquely predict the change in the relationship between the victim and the offender after a betrayal incident (see Table 10). As may be seen from Table 10, efforts at reconciliation made by the offender prior to and after Time 1 (EF1 & EF2), the forgiving personality scores at Time 2, degree of hurt experienced by the victim and the amount of time passed since the betrayal episode predicted the change in the relationship between the respondent and their perpetrator. Step-Wise Regression analyses were also performed on continuous predictor variables to uniquely predict the degree of hurt experienced by

Table 9. The Change in Forgiveness as a Function of Continuous Predictor Variables

Model	R Square	df	F- Test	Sig
AF1, FP1, FP2, EF1, EF2	.35	5,141	15.21	.01

Note: AF1 = The Acts of Forgiveness Score at Time 1; FP1 = The Forgiving Personality score at time 1; FP2 = The Forgiving Personality score at time 2; EF1 = Efforts at reconciliation made by the offender at time 1; EF2 = efforts at reconciliation made by the offender at time 2.

Table 10. Summary of Step-Wise Regression Analyses for Continuous Variables Predicting Relationship Change

Variable	B	Beta	R ² Change
Step 1			.25**
EF2	-.45	-.50**	
Step 2			.07**
EF2	-.42	-.47**	
Hurt	.79	.27**	
Step 3			.05**
EF2	-.41	-.46**	
Hurt	.69	.21**	
FP2	-.02	-.22**	
Step 4			.03*
EF2	-.25	-.28**	
Hurt	.68	.23**	
FP2	-.02	-.23**	
EF1	-.22	-.24*	
Step 5			.02*
EF2	-.28	-.32**	
Hurt	.81	.28**	
FP2	-.02	-.23**	
EF1	-.19	-.22*	
Time	-.00	-.15*	
Total R ² = .42, F(5,129) = 18.76, p < .01			

Note: * p < .05; ** p < .01; *** p < .001; AF1 = The Acts of Forgiveness Score at Time 1; EF1 = Efforts at reconciliation made by the offender since the betrayal; FP1 = the forgiving personality score at time 1; participant severity = severity of the offense rated by the participant.

the respondents. The observer rated severity of the betrayal episode and the change in the relationship between the participants and their offender in the aftermath of the betrayal incident and the amount of time since the occurrence of the betrayal episode predicted the victim's hurt feelings (see Table 11).

A t-test analyses was also conducted to examine the individual comparisons between the change in the relationship and the degree of hurt experienced by the respondents, and each of the categorical predictor variables used in the study (see Tables 12 & 13). Table 12 shows that participants, who perceived the offense as intentional and blamed the offender's internal qualities for the same, indicated significantly higher change in their relationship with their offender compared to those who did not. The t-test analyses also showed significant differences among participant's relationship change with their betrayer for those who received an apology initially and those who did not. Results also indicated that individuals whose offender made other efforts at reconciliation since the betrayal showed lower change in the relationship with their perpetrator compared to those who did not. As may be seen in Table 13, the degree of hurt experienced by the respondents was not found to be significantly different among any of the categorical groups.

Table 11. Summary of Step-Wise Regression Analyses for Continuous Variables Predicting Hurt Feelings

Variable	B	β	R ² Change
Step 1			.30**
Observer Rated Severity	.23	.55**	
Step 2			.04**
Observer Rated Severity	.21	.50**	
Relationship Change	.07	.21**	
Step 3			.02*
Observer Rated Severity	.18	.45**	
Relationship Change	.08	.23**	
Time	0.00	.15*	
Total R ² = .36, F (3, 131) = 24.87, p < .01			

Note: * p < .05; ** p < .01; Observer Rated Severity = Severity of the betrayal as rated by others; Relationship Change = direction of change in the relationship between the victim and the offender after the betrayal episode; Time = time since the betrayal occurred.

Table 12. Comparisons Between Relationship Change and Categorical Predictors

Variable	Means		df	t-Value	Sig
	Yes	No			
Female Gender	3.77	3.78	183	.04	ns
Internal Locus	4.01	3.60	169	2.04	.05
Stable	3.83	3.60	171	1.12	ns
Intentional	4.04	3.44	162	3.02	.01
Initial Apology	3.49	4.20	181	3.91	.01
Other EF1	3.26	4.13	133	4.47	.01
Later Apology	3.44	3.85	145	1.69	ns
Other EF2	3.47	3.88	143	1.63	ns

Note: Locus = whether or not the victim explained the perpetrator's behavior as internal or external attribution; Stability = whether or not the victim perceived the cause of the perpetrator's behavior as stable or unstable; Intent = whether or not the victim perceived the perpetrator's betrayal as intentional or unintentional; Hurt = degree of hurt experienced by the victim; Initial Apology = whether or not the offender apologized for what he or she had done since the betrayal occurred; Other EF1 = whether or not the offender made other efforts at reconciliation for what he or she had done since the betrayal occurred or at Time 1; Later Apology = whether or not the offender apologized for what he or she had done since time 1; Other EF2 = whether or not the offender made other efforts at reconciliation for what he or she had done since time 1.

Table 13. Comparisons Between Hurt Feelings and Categorical Variables

Variable	Means		df	t-Value	Sig
	Yes	No			
Female Gender	4.00	3.90	187	1.42	ns
Internal Locus	3.95	4.02	172	1.16	ns
Stable	3.95	4.02	175	1.15	ns
Intentional	3.92	4.00	167	1.26	ns
Initial Apology	3.95	4.02	185	1.08	ns
Other EF1	3.96	4.00	183	-.56	ns
Later Apology	3.92	4.02	148	-1.33	ns
Other EF2	3.97	4.01	146	-.41	ns

Note: Locus = whether or not the victim explained the perpetrator's behavior as internal or external attribution; Stability = whether or not the victim perceived the cause of the perpetrator's behavior as stable or unstable; Intent = whether or not the victim perceived the perpetrator's betrayal as intentional or unintentional; Hurt = degree of hurt experienced by the victim; Initial Apology = whether or not the offender apologized for what he or she had done since the betrayal occurred; Other EF1 = whether or not the offender made other efforts at reconciliation for what he or she had done since the betrayal occurred or at Time 1; Later Apology = whether or not the offender apologized for what he or she had done since time 1; Other EF2 = whether or not the offender made other efforts at reconciliation for what he or she had done since time 1.

CHAPTER 4

DISCUSSION

Existing longitudinal research has primarily focused on investigating forgiveness over time as a result of some therapeutical intervention. By contrast, only a few studies examine changes in forgiveness naturally without treatment interventions. The four main goals of the present study were to: (a) explore the factors that might influence forgiveness initially, (b) examine the factors that might influence forgiveness subsequently, (c) examine whether forgiveness increases over time in the absence of a therapeutical intervention and (d) explore the factors that might influence the change in forgiveness over time if any.

Time 1 and Time 2 analyses sought to address these goals. Results of both these analyses indicated that forgiveness assessed following a transgression was associated with the dispositional forgiveness of the victim, the degree of change in the relationship, the severity of the offense and the efforts at reconciliation made by the offender. The results on categorical variables from Time 1 analyses suggested that participants forgave their offender more if their offender apologized initially or subsequently and made other efforts to make up for he or she had done to the victim. Also, respondents, who attributed their offender's motives to intentional, stable and internal causes forgave less than respondents who attributed external, unstable and unintentional motives. On the other hand, the results on categorical variables from Time 2 analyses showed no relationship between the attributional motives for the offense made by the offender and forgiveness assessed at Time 2. However, similar to Time 1 analyses, results at Time 2 indicated that

participants who reported that their betrayer made attempts at mitigating the offense by some acts of contrition forgave their betrayer more. Results also indicated that the type of relational partner was not related to forgiveness both at Time 1 and at Time 2.

Results from both the analyses indicated that both initial and subsequent forgiveness was significantly and inversely related substantially to the degree of hurt and both participant and other rated severity of the betrayal. Evidence was also found for the change in forgiveness over time. Specifically, results from Time 2 analyses indicated that forgiveness scores at Time 2 were significantly greater than forgiveness scores assessed at Time 1. Furthermore, the change in forgiveness over time was found to be associated with the dispositional forgiveness scores of the victim both at Time 1 and at Time 2, and the efforts at reconciliation made by the perpetrator both prior to and after Time 1.

As was expected, relationship change was one of the better predictors and accounted for the maximum variance in the individual's forgiveness score. Presumably, if the respondent indicated that the relationship no longer existed or worsened since the episode i.e., scored high on relationship change then he or she haven't forgiven their offender. On the other hand, if the participant had forgiven their offender then that would suggest that his or her relationship with the offender has returned to its original status or improved since the betrayal episode. This is consistent with the finding that discontinuation of the relationship is one of the consequence after the occurrence of a betrayal (Jones, Couch & Scott, 1997).

The second strongest predictor of the participant's assessed level of forgiveness was the individual's forgiving personality score. This finding confirms previous reports (Drinnon, 2000; Iyer, 2001). By virtue of their disposition to forgive, the participants who

scored high on the forgiving personality measure were also high forgivers of a specific act of betrayal by a specific offender.

Also, consistent with previous findings (Boon & Sulsky, 1997; Drinnon & Jones, 2005; Ohbuchi, Kameda & Agarie, 1989), not only did the respondent's perception of the severity of the betrayal predicted forgiveness, but also uninvolved observer's perception of the severity was inversely related to forgiveness. Perhaps, people are more likely to forgive minor offenses, which results in mild consequences compared to serious transgressions, which have far more serious emotional and physical consequences. In addition, the reparative actions taken by the offender after the occurrence of the betrayal also appeared to be of greater consequence for forgiveness. The findings from this study are consistent with the conclusions drawn by others (Darby & Schlenker, 1982; Iyer, 2001; Moore, 1997; Couch, Jones & Moore, 1999; Gonzales, Haugen & Manning, 1994) regarding the relationship between apology and forgiveness. These results are interesting because they suggest that forgiveness is less likely to occur when the offense is severe and when the offender fails to apologize to the victim after the betrayal incident.

Another factor that researchers have suggested might play a role in an individual's decision to forgive is the attributions made for the offender's motives. In support of previous research (Boon & Sulsky, 1997; Takaku, 2001; Zillmann, Bryant, Cantor & Day, 1975), the findings from this study also showed a significant relationship between forgiveness at Time 1 and attributions. However, forgiveness assessed at Time 2 was not related to the victim's attributions of the offender's motives. To date, none of the existing longitudinal research on forgiveness (Hebl & Enright, 1993; Freedman & Enright, 1996; Al-Mabuk, Enright & Cardis, 1995; Coyle & Enright, 1997; McCullough, Worthington &

Rachal, 1997; Worthington, Kurusu, Collins, Berry, Ripley & Baier, 2000) has compared attributions to forgiveness across time. One possible explanation for this pattern of results might be that the comparisons made across three months are less likely to be significant than comparisons that were made simultaneously. Similarly, initially, the details of the event (e.g., attributed motives) may be salient and predictive of forgiveness, but forgotten over time.

Another important finding of this research was that forgiveness changes naturally over time. Although the results provide support for this assertion it is not consistent with previous research (Worthington, Kurusu, Collins, Berry, Ripley & Baier, 2000) on the longitudinal examination of forgiveness without treatment intervention. No change in forgiveness over time was found for the control groups who did not receive forgiveness intervention in the studies (Worthington et al., 2000). This difference in the findings may be due to the instruments used to assess forgiveness. Worthington et al., (2000) used the 83- item Wade's 1989 Forgiveness Scale in their first study. In their second and third studies, they used a single item forgiveness measure (McCullough, Worthington & Rachal, 1997) and the 12- item TRIM Scale (McCullough, Rachal, Sandage, Worthington, Brown & Hight, 1998) to assess forgiveness from pretest to follow-up assessment, whereas this dissertation used the 45 item Acts of Forgiveness Scale (Drinnon & Jones, 2005) to assess forgiveness both initially and subsequently.

Also, the amount of time from pretest to follow-up might offer another possible explanation for the difference in the findings. The time interval from pretest measurement of forgiveness to follow-up assessment of forgiveness were four weeks, five weeks and three weeks for the first, second and third study (Worthington, Kurusu, Collins, Berry,

Ripley & Baier, 2000) respectively. On the other hand, the Time 2 forgiveness in this dissertation was assessed after 12 weeks. It may be that the passage of more time between the assessment periods encouraged more forgiveness. Perhaps people need more time to forgive and the respondents in this study had sufficient time to forgive their offender.

In addition to suggesting that forgiveness changes over time without any intervention, the findings from this study also revealed that factors such as efforts at reconciliation made by the offender prior to and after the Time 1 assessment largely account for this change. Perhaps these results suggest that reconciliation is a dynamic process that starts at one point and builds over time. It may be that the offender keeps trying to make amends or to reconcile with his or her victim. From this view, the efforts at reconciliation may not be a single act of apologizing but for example, apologizing to restore communication that in turn, perhaps leads both the offender and the victim to engage in behavior more respectful and attentive to each other's needs.

Furthermore, the results also indicated that both efforts at reconciliation prior to and after Time 1 were highly related to each other. This suggests that subsequent efforts at reconciliation are related to earlier efforts. Therefore, as suggested above these findings may indicate that reconciliation is an unfolding process that not only evolves over time, but that people who have been receiving efforts at reconciliation from their offender since the occurrence of the betrayal are more likely to report an increase in forgiveness of their offender over time.

The change in forgiveness was also predicted by an individual's forgiving personality scores at Time 1 and at Time 2. This was surprising and is difficult to explain

because the two measures are identical, and therefore one would expect one administration of the measure to suppress the other.

Limitations

Although the findings are clear and provide information regarding the nature of forgiveness, they are limited by some methodological issues. One limitation is of generalizability. The data was collected from samples of college students at a large Southeastern state university. Hence, the question whether these findings would generalize to other populations remains unanswered. Future research should attempt to study forgiveness longitudinally across more culturally diverse samples. A second issue concerns the reliance of self-report assessment procedure, which may be subject to possible contamination by social desirability and other extraneous factors and confounds. Also there were no independent checks on the narrative accounts people described. The possibility that some may have made up the betrayal story cannot be fully ruled out. On the other hand, this approach of asking participants describe betrayals in their interpersonal relationship has the advantage of focusing on actual relationships and experiences.

Finally, although the study was longitudinal, the time between the two assessment periods was only of three months duration. Perhaps there would be an even greater change in forgiveness reported if the time duration between the two assessment periods was increased to six months or 12 months. Future investigation of longitudinal study of forgiveness with a longer time interval between the assessments is needed.

Conclusion

Despite these limitations, this research clearly provides substantial evidence that forgiveness occurs naturally over time without outside intervention in the form of treatment or therapy. Contrary to earlier research on forgiveness (Hebl & Enright, 1993; Freedman & Enright, 1996; Al-Mabuk, Enright & Cardis, 1995; Coyle & Enright, 1997), participants in this research did not go through an intervention process which led them to believe that forgiving their offender is the right thing to do and is best for them in the long run. None of the participants in this study were told about the benefits of forgiving or given any other form of incentive to forgive. Nevertheless, the findings suggested that forgiveness at Time 2 assessment point was significantly higher than forgiveness assessed at Time 1. Furthermore, the results indicated that the change in forgiveness depended on an individual's forgiving personality during both the assessment periods and the efforts at reconciliation their offender made prior to and after Time 1. This dissertation therefore provides preliminary evidence for developing a theoretical framework for future longitudinal examination of this multifaceted emotional experience not previously investigated.

Betrayals are unpleasant, but also commonplace and because of this virtually all relationships are vulnerable to relevant instances of such over time. Even so, many people weather the storm of the betrayal and forgive their offender (Couch, Jones & Moore, 1999). This study verifies that some factors buffer the effects of betrayal to promote forgiveness. Specifically, the strength of the forgiving response initially and subsequently is predictable on the basis of the change in the relationship between the victim and the perpetrator after a betrayal incident, the victim's forgiving personality or

the disposition to forgive, the victim's perception of the severity of the offense and the efforts at reconciliation their offender made to make up for what he or she had done. Thus, this research on forgiveness provides a new understanding of the various factors that might play an important role in the process of interpersonal forgiveness.

To date, there are only three studies (Worthington, Kurusu, Collins, Berry, Ripley & Baier, 2000) that investigated forgiveness longitudinally in the absence of treatment intervention. However, these studies reported no change in forgiveness over time. To the best of my knowledge, this dissertation is the first study examining forgiveness without therapeutic intervention and reporting a significant increase in forgiveness over time. This study is also the first of its kind to investigate the factors other than therapy that might influence the change in forgiveness over time.

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APPENDICES

Appendix A:

Bivariate Correlations among all Measures Used in the Study

Table 14. Correlations Among Predictor and Outcome Variables at Time 1 and at Time 2

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1. FP1	1																		
2. FP2	.76**	1																	
3. AF1	.53**	.42**	1																
4. AF2	.43**	.52**	.84**	1															
5. RChg	-.25**	-.29**	-.69**	-.63**	1														
6. Psev	-.22**	-.22**	-.50**	-.49**	.23**	1													
7. Osev	-.13**	-.11	-.33**	-.38**	.25**	.35**	1												
8. Hurt	-.10	-.14	-.28**	-.35**	.25**	.33**	.56**	1											
9. IApol	.11	.00	.20**	.20*	-.24**	-.06	-.05	-.02	1										
10. LApol	-.03	-.12	.17*	.17*	-.14	-.15	-.03	-.11	.37**	1									
11. EF1	.20**	.05	.48**	.37**	-.47**	-.06	-.15*	-.08	.51**	.30**	1								
12. EF2	.12	.11	.47**	.50**	-.50**	-.18*	-.21*	-.12	.51**	.47**	.69**	1							
13. OEF1	.16**	.11	.31**	.30**	.33**	-.04	.03	-.04	.37**	.27**	.55**	.53**	1						
14. OEF2	-.06	-.06	.02	.02	-.14	.03	-.01	-.03	.08	.32**	.22**	.29**	.32**	1					
15. Time	-.04	-.01	.02	-.04	-.02	.03	.35**	.30**	-.10	-.15	-.02	-.16*	-.08	-.14	1				
16. Gend	-.16*	-.19*	.05	-.01	-.00	-.07	-.10	-.10	-.02	.10	.07	.07	-.05	.02	.08	1			
17 Locus	-.01	.04	-.18**	-.13	.14	.01	-.05	-.03	-.18*	-.05	-.29**	-.26**	-.14	.01	-.10	-.16*	1		
18. Stab	-.01	.04	-.17**	-.11	.09	.03	.01	-.09	-.09	-.11	-.25**	-.18*	-.10	.02	-.01	-.11	.20**	1	
19. Intent	-.05	-.05	-.25**	-.18*	.22**	.01	.01	-.09	-.23**	-.02	-.32**	-.29**	-.15	.06	.12	-.06	.76**	.27**	1

Notes: * $p \leq .05$. ** $p \leq .01$. N for the different variables ranged from 147 to 194. FP1 = The Forgiving Personality Scale at time 1; FP2 = The Forgiving Personality Scale (Jones, 2000b) at time 2; AF1= The Acts of Forgiveness Scale (Drinnon, 2000) at Time 1; AF2 = The Acts of Forgiveness Scale (Drinnon, 2000) at Time 2; RChg = direction of change in the relationship between the victim and the offender after the betrayal episode; PSev = severity of the offense rated by the participant; OSev = severity of the betrayal rated by others; Hurt = degree of hurt experienced by the victim; IApol = whether or not the offender apologized for what he or she had done since the betrayal occurred; LApol = whether or not the offender apologized for what he or she had done since time 1; EF1 = Efforts at reconciliation made by the offender at time 1; EF2 = efforts at reconciliation made by the offender since time 1; OEF1 = whether or not the offender made other efforts at reconciliation for what he or she had done since the betrayal occurred or at time 1; OEF2 = whether or not the offender made other efforts at reconciliation for what he or she had done since time 1; Time = Time since the betrayal occurred; Gend = Gender of the victim; Locus = whether or not the victim explained the perpetrator's behavior as internal or external attribution; Stab = whether or not the victim perceived the cause of the perpetrator's behavior as stable or unstable; Intent = whether or not the victim perceived the perpetrator's betrayal as intentional or unintentional.

Appendix B:

Time 1 Data

Time1

Instructions: From time to time in our relationships with others, something happens which is especially unpleasant and hurtful. For example, a friend or family member may lie to you, criticize you unfairly, speak in anger or yell, or a romantic partner may jilt you or show undue attention toward someone else or betray you in some other manner. Such unpleasantness may be the result of non-action such as is the case when a friend or loved one fails to give you attention, or express affection. In the space provided below, describe an important event in your life when someone important to you (*i.e.*, someone with whom you had an important relationship) did or said something that betrayed you or hurt your feelings deeply. In your narrative, be sure to indicate: (1) your relationship with the person (*e.g.*, brother, roommate, mother, boy/girlfriend, etc.); (2) how long ago this took place; (3) what they did that hurt your feelings; (4) why, in your opinion, they did this to you; (5) how it made you feel; and (6) how what they did changed your relationship with him/her, if at all.

Before beginning, please indicate your age _____ and gender _____.

[illegible]

Instructions: Now keeping in mind the person who did this to you and their actions, please answer the following items using the scale provided by writing in the appropriate number. For these items, the person in question is the person you wrote about, the event, sequence of events, or it refers to what he/she did to you.

1 = Strongly Disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly Agree

- | | |
|--|---|
| ___ 1. Just thinking about what happened makes me fume. | question has changed for the better. |
| ___ 2. My relationship with the person in question has changed for the worse. | ___ 18. Sometimes I find myself "brooding" about it. |
| ___ 3. I can never trust the person in question again. | ___ 19. I still hold a grudge against the person in question. |
| ___ 4. Sometimes I find myself thinking about this for no apparent reason. | ___ 20. I do not resent the person in question. |
| ___ 5. I don't think I can ever fully forgive the person in question. | ___ 21. I would trust the person in question again. |
| ___ 6. When I think about it I still feel vulnerable. | ___ 22. I have been able to put this event into perspective. |
| ___ 7. The person in question is as important to me as ever. | ___ 23. Given what happened, I am very suspicious of the person in question. |
| ___ 8. Even though it hurt me, I think I can relate to what he/she did. | ___ 24. I don't know if I will ever get over it. |
| ___ 9. I will never forget what happened as long as I live. | ___ 25. I will never forgive the person in question for what happened. |
| ___ 10. I hate the person in question. | ___ 26. I genuinely feel that I have managed "to get past" the event. |
| ___ 11. I have respect for the person in question. | ___ 27. I don't see how my relationship with the person in question can ever be restored. |
| ___ 12. I understand why the person in question did what he/she did. | ___ 28. I am bitter about what happened. |
| ___ 13. I still have an emotional reaction when I think about it. | ___ 29. There are no hard feelings between myself and the person in question. |
| ___ 14. When I think about what the person did to me I no longer feel hurt. | ___ 30. From now on, I will be on my guard with this person. |
| ___ 15. I would not want it to happen again, but I have forgiven the person in question. | ___ 31. The person in question will never get a second chance with me. |
| ___ 16. I have revenge fantasies about the person in question. | ___ 32. If I forgive the person for what happened, it will just invite them to do it again. |
| ___ 17. My relationship with the person in | ___ 33. I rarely think about this event. |

- ___ 34. I like and respect the person in question as much as ever.
- ___ 35. The only sensible thing to do when something like this happens is to talk it out with the other person and get on with life.
- ___ 36. Even though it bothered me at the time, I am at peace with what happened and the person in question.
- ___ 37. I had forgotten all about the event until filling out this questionnaire.
- ___ 38. I do not trust the person in question.
- ___ 39. Although I did not like it, I can accept what happened.

- ___ 40. I still have some difficulty dealing with the person in question.
- ___ 41. I will always expect the worst from the person in question.
- ___ 42. I avoid the person in question as much as I can.
- ___ 43. Sometimes I complain to others about what the person in question did to me.
- ___ 44. I showed compassion to the person in question.
- ___ 45. It is obvious to the person in question that I am still upset about what happened.

Please use this scale to answer the next question. Answering a “1” indicates that you believe this is a rather minor offense, while answering a “5” indicates that you believe this is an extremely severe offense.

46. As you think about the specific actions of the person who betrayed you in the betrayal incident you described earlier, rate the severity of what this person did. (CIRCLE ONE)

Minor offense 1 2 3 4 5 Extremely severe

Please use this scale to answer the next question. Answering a “1” indicates that you believe that the person who betrayed you made no effort at reconciliation, while answering a “5” indicates that you believe that the person who betrayed you made every attempt at reconciliation.

47. As you think about the specific actions of the person who betrayed you in the betrayal incident you described earlier, rate the efforts made by this person to make up for what he or she has done. (CIRCLE ONE)

No attempt at reconciliation 1 2 3 4 5 Every attempt at reconciliation

You described a betrayal incident earlier. Please think about the person who hurt you in that incident when responding to the following questions.

1. Has the person apologized? If so, describe when and how.

2. Has the person made other attempts to make up for what he or she has done? If so, please describe.

For each of the following statements, write in the number from the scale, which best describes how you feel about the statement.

1 = Strongly Disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly Agree

- ___ 1. I believe in the importance of forgiveness.
- ___ 2. There's a lot of truth in the old expression "revenge is sweet."
- ___ 3. I believe that people should forgive others who have wronged them.
- ___ 4. I tend to hold grudges.
- ___ 5. I have genuinely forgiven people who have wronged me in the past.
- ___ 6. I have to admit, I harbor more than a bit of anger toward those who have wronged me.
- ___ 7. Forgiveness is a sign of weakness.
- ___ 8. I believe that in order to be forgiven, we must first forgive.
- ___ 9. If someone wrongs me, I tend to hold a grudge.
- ___ 10. I believe that "revenge is devilish and forgiveness is saintly."
- ___ 11. I tend to be an unforgiving person.
- ___ 12. Even if someone wrongs me, I believe it would be wrong for me to seek revenge.
- ___ 13. Forgiving someone who has wronged you is an invitation for that person to walk all over you.
- ___ 14. I tend to expect the worst in others.
- ___ 15. I am quick to forgive.
- ___ 16. Forgiving someone with whom I am angry is virtually impossible for me to do.
- ___ 17. If someone wrongs me, sooner or later I will try to make them pay for it.
- ___ 18. Forgiving someone who has hurt or harmed you only encourages them to do it again.
- ___ 19. No matter what has happened with a friend or family member, after thorough discussion, all can be forgiven.
- ___ 20. I try not to judge others too harshly, no matter what they have done.
- ___ 21. I don't believe in second chances.
- ___ 22. I often seethe with anger.
- ___ 23. I find it difficult to forgive others, even when they apologize.
- ___ 24. Forgiveness is as beneficial to the person who forgives as it is to the person who is forgiven.
- ___ 25. I tend to be a pessimistic person.
- ___ 26. People must face the consequences of their mistakes, but they should also be forgiven.
- ___ 27. I am slow to forgive.
- ___ 28. Some misdeeds are so horrible that forgiveness is out of the question.
- ___ 29. If you hurt me a little, I will hurt you a lot.
- ___ 30. Compromise is a sign of weakness.
- ___ 31. I tend to be a forgiving person.
- ___ 32. I remain bitter about the actions of certain people towards me.
- ___ 33. I tend to be an angry person.

Appendix C:

Time 2 Data

Time 2

Instructions: From time to time in our relationships with others, something happens which is especially unpleasant and hurtful. For example, a friend or family member may lie to you, criticize you unfairly, speak in anger or yell, or a romantic partner may jilt you or show undue attention toward someone else or betray you in some other manner. Such unpleasantness may be the result of non-action such as is the case when a friend or loved one fails to give you attention, or express affection. In the space provided below, describe an important event in your life when someone important to you (*i.e.*, someone with whom you had an important relationship) did or said something that betrayed you or hurt your feelings deeply. In your narrative, be sure to indicate: (1) your relationship with the person (*e.g.*, brother, roommate, mother, boy/girlfriend, etc.); (2) how long ago this took place; (3) what they did that hurt your feelings; (4) why, in your opinion, they did this to you; (5) how it made you feel; and (6) how what they did changed your relationship with him/her, if at all.

Before beginning, please indicate your age _____ and gender _____.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Instructions: Now keeping in mind the person and event you wrote about before, please answer the following items using the scale provided by writing in the appropriate number. For these items, the person in question is the person you wrote about, the event, sequence of events, or it refers to what he/she did to you.

1 = Strongly Disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly Agree

- | | |
|--|--|
| ___ 1. Just thinking about what happened makes me fume. | ___ 20. I do not resent the person in question. |
| ___ 2. My relationship with the person in question has changed for the worse. | ___ 21. I would trust the person in question again. |
| ___ 3. I can never trust the person in question again. | ___ 22. I have been able to put this event into perspective. |
| ___ 4. Sometimes I find myself thinking about this for no apparent reason. | ___ 23. Given what happened, I am very suspicious of the person in question. |
| ___ 5. I don't think I can ever fully forgive the person in question. | ___ 24. I don't know if I will ever get over it. |
| ___ 6. When I think about it I still feel vulnerable. | ___ 25. I will never forgive the person in question for what happened. |
| ___ 7. The person in question is as important to me as ever. | ___ 26. I genuinely feel that I have managed "to get past" the event. |
| ___ 8. Even though it hurt me, I think I can relate to what he/she did. | ___ 27. I don't see how my relationship with the person in question can ever be restored. |
| ___ 9. I will never forget what happened as long as I live. | ___ 28. I am bitter about what happened. |
| ___ 10. I hate the person in question. | ___ 29. There are no hard feelings between myself and the person in question. |
| ___ 11. I have respect for the person in question. | ___ 30. From now on, I will be on my guard with this person. |
| ___ 12. I understand why the person in question did what he/she did. | ___ 31. The person in question will never get a second chance with me. |
| ___ 13. I still have an emotional reaction when I think about it. | ___ 32. If I forgive the person for what happened, it will just invite them to do it again. |
| ___ 14. When I think about what the person did to me I no longer feel hurt. | ___ 33. I rarely think about this event. |
| ___ 15. I would not want it to happen again, but I have forgiven the person in question. | ___ 34. I like and respect the person in question as much as ever. |
| ___ 16. I have revenge fantasies about the person in question. | ___ 35. The only sensible thing to do when something like this happens is to talk it out with the other person and get on with life. |
| ___ 17. My relationship with the person in question has changed for the better. | ___ 36. Even though it bothered me at the time, I am at peace with what happened and the person in question. |
| ___ 18. Sometimes I find myself "brooding" about it. | ___ 37. I had forgotten all about the event until filling out this questionnaire. |
| ___ 19. I still hold a grudge against the person in question. | |

- ___ 38. I do not trust the person in question.
- ___ 39. Although I did not like it, I can accept what happened.
- ___ 40. I still have some difficulty dealing with the person in question.
- ___ 41 . I will always expect the worst from the person in question.

- ___ 42. I avoid the person in question as much as I can.
- ___ 43. Sometimes I complain to others about what the person in question did to me.
- ___ 44. I showed compassion to the person in question.
- ___ 45. It is obvious to the person in question that I am still upset about what happened

Please use this scale to answer the next question. Answering a “1” indicates that you believe that the person who betrayed you made no effort at reconciliation, while answering a “5” indicates that you believe that the person who betrayed you made every attempt at reconciliation.

46. As you think about the specific actions of the person who betrayed you in the betrayal incident you described

earlier, rate the efforts made by this person to make up for what he or she has done. (CIRCLE ONE)

No attempt at reconciliation	1	2	3	4	5	Every attempt at reconciliation
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You described a betrayal incident earlier in the previous questionnaire i.e. at the beginning of the semester. Please think about the person who betrayed you in that incident when responding to the following questions.

1. Has the person apologized since you last completed the questionnaire at the beginning of the semester? If so, describe when and how.

2. Has the person made other attempts to make up for what he or she has done since you last completed the questionnaire at the beginning of the semester? If so, please describe.

For each of the following statements, write in the number from the scale, which best describes how you feel about the statement.

1 = Strongly Disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = Strongly Agree

- | | |
|--|---|
| ___ 1. I believe in the importance of forgiveness. | ___ 17. If someone wrongs me, sooner or later I will try to make them pay for it. |
| ___ 2. There's a lot of truth in the old expression "revenge is sweet." | ___ 18. Forgiving someone who has hurt or harmed you only encourages them to do it again. |
| ___ 3. I believe that people should forgive others who have wronged them. | ___ 19. No matter what has happened with a friend or family member, after thorough discussion, all can be forgiven. |
| ___ 4. I tend to hold grudges. | ___ 20. I try not to judge others too harshly, no matter what they have done. |
| ___ 5. I have genuinely forgiven people who have wronged me in the past. | ___ 21. I don't believe in second chances. |
| ___ 6. I have to admit, I harbor more than a bit of anger toward those who have wronged me. | ___ 22. I often seethe with anger. |
| ___ 7. Forgiveness is a sign of weakness. | ___ 23. I find it difficult to forgive others, even when they apologize. |
| ___ 8. I believe that in order to be forgiven, we must first forgive. | ___ 24. Forgiveness is as beneficial to the person who forgives as it is to the person who is forgiven. |
| ___ 9. If someone wrongs me, I tend to hold a grudge. | ___ 25. I tend to be a pessimistic person. |
| ___ 10. I believe that "revenge is devilish and forgiveness is saintly." | ___ 26. People must face the consequences of their mistakes, but they should also be forgiven. |
| ___ 11. I tend to be an unforgiving person. | ___ 27. I am slow to forgive. |
| ___ 12. Even if someone wrongs me, I believe it would be wrong for me to seek revenge. | ___ 28. Some misdeeds are so horrible that forgiveness is out of the question. |
| ___ 13. Forgiving someone who has wronged you is an invitation for that person to walk all over you. | ___ 29. If you hurt me a little, I will hurt you a lot. |
| ___ 14. I tend to expect the worst in others. | ___ 30. Compromise is a sign of weakness. |
| ___ 15. I am quick to forgive. | ___ 31. I tend to be a forgiving person. |
| ___ 16. Forgiving someone with whom I am angry is virtually impossible for me to do. | ___ 32. I remain bitter about the actions of certain people towards me. |
| | ___ 33. I tend to be an angry person. |

Appendix D:
Narrative Coding and Rating Guide

Narrative Coding Guide

Type of Betrayal

- 1 = Violations of Trust
 - 1 = Lack of relationship integrity
 - 2 = Carelessness
- 2 = Withholding support
 - 1 = Lack of attention
 - 2 = Negative Attention
- 3 = Breach of Conduct
 - 1 = Lack of respect
 - 2 = Lawlessness (breaking rules & laws)

Type of Relationship

- 1 = Family
 - 1 = Parent
 - 2 = Sibling
 - 3 = Child
 - 4 = Grandparent
 - 5 = Aunt/Uncle
 - 6 = Cousin
 - 7 = Other Family
- 2 = Peer
 - 1 = Friend
 - 2 = Romantic Partner
 - 3 = Roommate
 - 4 = Co-worker
 - 5 = Other
- 3 = Other
 - 1 = Authority Figure
 - 2 = Stranger

Attributed Motives

1) Locus of Control

- 1 = External to other
- 2 = Internal to other
- 9 = Can't judge

2) Stability

- 1 = Unstable
- 2 = Stable
- 9 = Can't judge

3) Intent

- 1 = Unintentional
- 2 = Intentional
- 9 = Can't judge

Initial Apology

- 1 = Apology received
- 0 = Apology not received
- 9 = missing, do not recall, etc

Later Apology

- 1 = Apology received
- 0 = Apology not received
- 9 = missing, do not recall, etc

Other Efforts at Reconciliation Reported Before Time 1 (OEF1)

- 1 = OEF1 received
- 0 = OEF1 not received
- 9 = missing, do not recall, etc

Other Efforts at Reconciliation Reported After Time 1 (OEF2)

- 1 = OEF2 received
- 0 = OEF2 not received
- 9 = missing, do not recall, etc

Narrative Rating Guide

Hurt Feelings

- 1 = Great
- 2 = Good
- 3 = Neutral
- 4 = Bad
- 5 = Awful
- 9 = Can't Judge

Relationship Change

- 1 = Better
- 2 = Same; no change
- 3 = Worse, now same
- 4 = Worse, (e.g., little trust)
- 5 = Terminated
- 9 = Can't Judge

Severity of Incident

- 1 = Not severe at all
- 2 = Slightly severe
- 3 = Moderately severe
- 4 = Severe
- 5 = Very severe

VITA

Vidhya Kamat was born and brought up in India. She always had the dream of going to graduate school in America. So, she pursued University of Tennessee Knoxville's doctoral program in experimental psychology. She enjoyed her time immensely at graduate school studying psychology, as well as hiking in the beautiful smoky mountains during holidays. Tennessee would always hold a special place in her heart no matter where she settles, either in the USA or India. She is incredibly grateful for all the support from her husband and family.

