RESILIENCE, FORGIVENESS AND LIFE SATISFACTION OF PROSPECTIVE TEACHERS FROM SELECTED EDUCATION COLLEGES

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Abstract

The main aim of the study is to investigate the resilience, forgiveness and life satisfaction of prospective teachers from selected Education Colleges. Descriptive survey method was applied for this study. In this study, the samples were 782 prospective teachers (Male=377, Female=405) from four Education Colleges. Resilience Scale for adolescent (RSA) (Kaner & Bayrakli, 2010a, 2010b) was used to assess resilience of prospective teachers (Cronbach's Alpha = 0.839). Rye Forgiveness Scale (Rye, 1998) was used to assess forgiveness of prospective teachers (Cronbach's Alpha = 0.667). Multidimensional Students' life Satisfaction Scale (Huebner, 2001) was used to assess the life satisfaction of prospective teachers (Cronbach's Alpha =0.866). According to result, there was no significant difference in resilience by gender but significant difference by grade and colleges. It may be said that first year have more resilience than second year and EC 4 have more resilience than EC 1. In forgiveness, there was no significant difference by gender and college but significant difference by grade. There may be first year have more forgiveness than second year. There were significant differences in life satisfaction by grade and college but not by gender. There may be first year have more life satisfaction than second year and EC 4 have more life satisfaction than other Colleges. There were positive correlations between resilience and forgiveness (r = 0.345, *p*=.000), between resilience and life satisfaction (r=0.733, *p*=.000) and forgiveness and life satisfaction (r=0.288, *p*=.000).

Keyword: Resilience, Forgiveness, Life satisfaction.

Introduction

Importance of the Study

Students who are attending Educational institutions, they have been facing many different challenges unexpected. Some of these challenges might be relatively minor, while others are disastrous on a much larger scale. To overcome these challenges, they need to gain resilience. So students are social animals, they have to live in social network and they must meet many different people. Especially, Educational institutions' students must encounter many people who are from many different places. Therefore, they have many different habits and they have to communicate them. Some people treat each other in a good and right way but some in a bad wrong way. When encounter people who treat in wrong way, students need to gain forgiveness. If Educational institutions' students have resilience and forgiveness, they may pass their daily activities happily.

When people live in the world, they are trying to be satisfied in their lives. When they are trying, they must encounter and face many stressful life situations and many people who treat us in wrong ways. To pass these, they should have resilience and forgiveness to be satisfied in their lives.

For above these reasons, the researcher wants to study the resilience, forgiveness and life satisfaction of prospective teachers from selected Education Colleges.

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Aims of the Study

The main aim of this research is to study resilience, forgiveness and life satisfaction of prospective teachers from selected Education Colleges.

Specific objectives in this study are:

- to examine resilience, forgiveness and life satisfaction of the prospective teachers by gender, grade and colleges.
- to find out the intercorrelations between resilience, forgiveness and life satisfaction of prospective teachers.

Scope of the Study

This study is aimed at to study resilience, forgiveness and life satisfaction of prospective teachers from four Education Colleges. Four Education Colleges are: Mandalay Education College, Meikhtila Education College, Monywa Education College and Pakokku Education College.

Definition of Key Terms

In this research, the following definitions of the key terms are used.

1. **Resilience**: Resilience is the process of successfully adapting to stressful life situations with certain protective factors moderating the effects of adversity (Bernard, 1989; Masten & Reed, 2002; Werner and Smith, 1992; Wolin and Wolin, 1993). Also, "the active process of self-righting and growth" (Higgins, 1994).

2. **Forgiveness**: Forgiveness is a moral response to an injustice and a turning to the "good" in the face of this wrong doing; a merciful restraint from pursuing resentment or revenge when the wrongdoer's actions deserve such and rather the freely chosen giving of gifts of generosity and love when the wrongdoer does not deserve it (Enright & Fitzgibbons, 2002).

3. **Life Satisfaction**: Life satisfaction is the attainment of a desired end and fulfillment of essential conditions (Wolman, 1973).

Methodology

Sampling

The population used for this study includes 782 prospective teachers from four Education Colleges were selected to collect data for research. Randomly, prospective teachers were chosen from Education Colleges. The sampling students were categorized for making sure that the colleges (EC 1, EC 2, EC 3 and EC 4).

Method

Quantitative research method, survey method and descriptive research design were used to investigate resilience, forgiveness and life satisfaction of prospective teachers from selected Education Colleges.

Instrumentation

In this study, resilience Scale for adolescent (RSA) (Scoloveno, 2017) used to assess resilience of prospective teachers from selected Education Colleges and Rye Forgiveness Scale

(Worthington et al., 2015) used to assess forgiveness of prospective teachers from selected Education Colleges. Questionnaire of multidimensional students' life satisfaction scale developed by Huebener (2001) was used to measure prospective teachers' life satisfaction from selected Education Colleges. The Crobach's Alpha for Resilience for Adolescent was 0.839 and that of Rye Forgiveness Scale and Multidimensional Students' Life Satisfaction Scale was 0.667 and 0.866.

Firstly, the questionnaires was planned to investigate resilience, forgiveness and life satisfaction of prospective teachers from selected Education Colleges. After planning the questionnaire, it was distributed to the experts from Sagaing University of Education in order to get validation. The answers of resilience, forgiveness and life satisfaction questionnaire are coded on four-point likert scale ("strongly disagree", "disagree", "agree" and "strongly agree"). In assigning the response of each item, the numerical values 1, 2, 3 and 4 were used in the case of positive statements. The scoring was reversed in the case of negative statements.

Data Collection

First, the researcher was requested permission from the Head of the Department of Educational Psychology in order to collect the data for the research. After getting the permission, the questionnaires were distributed to the prospective teachers from selected Education Colleges. During administering the questionnaires, the researcher explained students how to response the questionnaires and to ask questions if they were unclear to answer. After completion, the papers were collected back, scored and analyzed.

Data Analysis

After collecting the data, the Statistical Package for the Social Science (SPSS) version 20 was used to analyze the quantitative data. Descriptive statistics was used to find out the mean, standard deviation, maximum, minimum scores for prospective teachers' resilience, forgiveness and life satisfaction. Then, the independent sample t test was used to explore whether there was a significant difference in sense of resilience, forgiveness and life satisfaction between genders and grades. One Way Analysis of Variances (ANOVA) was computed to study whether there were significant differences in resilience, forgiveness and life satisfaction of prospective teachers by different colleges. The intercorrelations was computed to explore the relationships among resilience, forgiveness and life satisfaction.

Data Analysis and Findings

The main purpose of this study was to study the resilience, forgiveness and life satisfaction of prospective teachers from selected Education Colleges and to investigate the resilience, forgiveness and life satisfaction of prospective teachers from selected Education Colleges by gender, grade and colleges. Then the relationship between resilience and forgiveness, the relationship between resilience and life satisfaction and the relationship between forgiveness and life satisfaction explored. The findings and results presented in this chapter.

Descriptive Statistics for Resilience of Prospective Teachers

Table 1 Descriptive Statistics for Resilience of Prospective Teachers

Variable	N	Minimum	Maximum	Mean	SD
Resilience	782	34	88	70.17	7.138

Table 1 revealed that the observed mean score was 70.17 and the standard deviation was 7.138. The theoretical mean score was 55. The observed mean score was higher than the theoretical mean score. Therefore, it may be assumed that the resilience of prospective teachers from Education Colleges was satisfied.

Table 2 Mean and Standard Deviation of Prospective Teachers by Gender

Variable	Gender	N	Mean	SD
Resilience	Male	377	70.12	7.338
	Female	405	70.22	6.954

Table 2 showed that there was slightly difference in the mean scores of resilience by gender. In order to study whether there was a significant difference in resilience between male and female students, the data were analyzed by using independent sample *t* test.

Table 3 The Result of Independent Samples *t* test for Resilience by Gender

Variable	Gender	Mean	SD	*t*	*df*	*p*
Resilience	Male	70.12	7.338	-0.186	780	0.852
	Female	70.22	6.954			

The result showed that there was no significant difference between males and females in resilience (p=0.852). This result is not consistent with the finding of Akbar et al. In order to know whether subscales of resilience were significantly different according to grade, the data was analyzed by using independent sample *t* test.

Table 4 Mean and Standard Deviation of Prospective Teachers' Resilience by Grade

Variable	Grade	N	Mean	SD
Resilience	First year	397	71.46	7.078
	Second year	384	68.81	6.923

Table 4 showed that there were slight differences in the mean scores of resilience by grade. In order to study whether there was a significant difference in resilience between first year and second year students, independent sample *t* test was computed.

Table 5 The Result of Independent Samples *t* test for Resilience by Grade

Variable	Grade	Mean	SD	*t*	*df*	*p*
Resilience	First Year	71.46	7.078	5.290**	779	.000
	Second Year	68.81	6.923			

Note: ** The mean difference is significant at the 0.01 level.

The result showed that there was significant difference between first year prospective teachers and second year prospective teachers (p<.01). The mean of first year prospective teachers was a little more than second year prospective teachers. It may be interpreted that first year had a little high resilience than second year. This result is not consistent with the finding of Aboalshamal et al. Then, the independent sample *t* test was computed again to know whether subscales were significant.

The Result of One-way ANOVA on Resilience of Prospective Teachers by Colleges

To be able to compare prospective teachers' resilience by colleges, descriptive statistics was used in this study. The mean and standard deviation for prospective teachers' resilience by Colleges score were displayed.

Table 6 Means and Standard Deviations for Prospective Teachers by Colleges

Variable	College	N	Mean	SD
Resilience	Students From EC 1	197	68.89	8.087
	Students From EC 2	197	69.87	7.467
	Students From EC 3	195	70.48	5.752
	Students From EC 4	193	71.49	6.819

According to Table 6, the mean scores of prospective teachers were different by Colleges. EC 4 had the highest mean score (71.47) and EC 1 had the lowest mean score (68.89) on resilience. In order to know whether there were significant difference in prospective teachers' resilience by colleges, one way ANOVA was computed. The results of analysis were displayed.

Table 7 The Result of ANOVA for Prospective Teachers' Resilience by Colleges

Resilience	Sum of Squares	*df*	Mean Square	*F*	*p*
Between Groups	694.113	3	231.371	4.604**	.003
Within Groups	39094.234	778	50.250		
Total	39788.348	781			

Note: ** The mean difference is significant at the 0.01 level.

According to ANOVA result, it was found that there was significant difference in prospective teachers' resilience by colleges ($p<.01$). It revealed that prospective teachers differ in resilience by colleges. To investigate more specifically, how prospective teachers' resilience differs in relation to their colleges, the Game Howell was carried out.

Table 8 The Result of Games-Howell Test for Multiple Comparisons for Prospective Teachers' Resilience by Colleges

Variable	College (I)	College (J)	MD (I-J)	*p*
Resilience	Students From EC 1	Students From EC 2	-0.985	.592
		Students From EC 3	-1.589	.114
		Students From EC 4	-2.599**	.004

Note: ** The mean difference is significant at the 0.01 level.

Table 8 revealed that the mean difference between EC 1 and EC 4 was -2.599 and it was significant ($p<.01$). Therefore, it may be assumed that EC 4 had high resilience than EC 1.

The Descriptive Statistics for Forgiveness of Prospective Teachers

Table 9 Descriptive Statistics for Forgiveness of Prospective Teachers

Variable	N	Minimum	Maximum	Mean	SD
Forgiveness	782	24	56	41.02	4.536

The descriptive statistics for forgiveness of prospective teachers was shown in Table 9; the observed mean of the total sample was (41.02) and the standard deviation was (4.536). The theoretical mean score was (37.5). The observed mean score was a little higher than the theoretical mean score. Therefore, the forgiveness of prospective teachers was slightly satisfied.

Table 10 Mean and Standard Deviation of Prospective Teachers' Forgiveness by Gender

Variable	Gender	N	Mean	SD
Forgiveness	Male	377	40.86	4.494
	Female	405	41.17	4.576

Table 10 showed that there was slightly difference in the mean scores of forgiveness by gender. In order to study whether there was a significant difference in forgiveness between male and female students, independent sample *t* test was analyzed.

Table 11 The Result of Independent Sample *t* test for Prospective Teachers' Forgiveness by Gender

Variable	Gender	Mean	SD	t	df	p
Forgiveness	Male	40.86	4.494	-0.958	780	0.339
	Female	41.17	4.576			

This result showed that there was no significant difference between male and female in forgiveness (p=0.339). This result is not consistent with the finding of Miller, Worthington and McDaniel, 2008. In order to know whether subscales were significant according to gender, the independent sample *t* test was computed.

Table 12 Mean and Standard Deviation of Prospective Teachers' Forgiveness by Grade

Variable	Grade	N	Mean	SD
Forgiveness	First year	397	41.61	4.499
	Second year	384	40.41	4.504

Table 12 showed that there was slightly difference in the mean scores of forgiveness by grade. In order to study whether there was a significant difference in forgiveness between first year prospective teachers and second year prospective teachers, independent sample *t* test was computed.

Table 13 The Result of Independent Samples *t* Test for Prospective Teachers' Forgiveness by Grade

Variable	Grade	Mean	SD	t	df	p
Forgiveness	First Year	41.61	4.499	3.719**	779	.000
	Second Year	40.41	4.504			

Note: ** The mean difference is significant at the 0.01 level.

The result showed that there was significant difference at (p<.01) between first year prospective teachers and second year prospective teachers in forgiveness. The mean of the second year was a little low than the first year. It may be said that first year had a little high forgiveness than second year. This result is not consistent with the result of Enright, Santos and Al-Mabuk (1989).

The Result of One Way ANOVA on Forgiveness of Prospective Teachers by Colleges

Table 14   Means and Standard Deviations for Prospective Teachers' Forgiveness by Colleges

Variable	College	N	Mean	SD
Forgiveness	Students From EC 1	197	40.98	4.685
	Students From EC 2	197	40.69	4.613
	Students From EC 3	195	41.26	4.755
	Students From EC 4	193	41.16	4.066

EC 3 had the highest mean score (41.26) and EC 2 had the lowest mean score (40.69) in prospective teachers' forgiveness. In order to know whether there were significant difference in prospective teachers' forgiveness by their colleges, one way ANOVA was computed.

Table 15   The Result of ANOVA for Prospective Teachers' Forgiveness by Colleges

Forgiveness	Sum of Squares	*df*	Mean Square	*F*	*p*
Between groups	36.837	3	12.279	.596	.618
Within Groups	16032.748	778	20.608		
Total	16069.586	781			

This result revealed that there was no significant difference in prospective teachers' forgiveness by colleges. To study whether subscales were significant, one way ANOVA was also computed.

The Descriptive Statistics for Sense of Life Satisfaction of the Prospective Teachers

Table 16   Descriptive Statistics for Life Satisfaction of Prospective Teachers

Variable	N	Minimum	Maximum	Mean	SD
Life Satisfaction	782	59	157	124.26	11.171

The descriptive statistics for life satisfaction of prospective teachers was shown in Table 16; the mean of the total sample was 124.26 and the standard deviation was 11.171. The theoretical mean score was 100. The observed mean score was higher than the theoretical mean score. Therefore, the prospective teachers from Education Colleges were slightly satisfied in their lives.

Table 17   Mean and Standard Deviation of Students' Life Satisfaction by Gender

Variable	Gender	N	Mean	SD
Life Satisfaction	Male	377	123.77	11.361
	Female	405	124.71	10.987

Table 17 showed that there was slightly difference in the mean scores of life satisfaction by gender. In order to study whether there was a significant difference in life satisfaction between male and female prospective teachers, independent sample *t* test was computed.

Table 18 The Result of Independent Samples *t* test for prospective Teachers' Life Satisfaction by Gender

Variable	Gender	Mean	SD	*t*	*df*	*p*
Life Satisfaction	Male	123.77	11.361	-1.175	780	.240
	Female	124.71	10.987			

This table revealed that there was no significant difference in life satisfaction by gender. This result is not consistent with the result of Akbar et al.

Table 19 Mean and Standard Deviation of Students' Life Satisfaction by Grade

Variable	Grade	N	Mean	SD
Life Satisfaction	First Year	397	126.62	10.807
	Second Year	384	121.80	11.036

Table 19 showed that there was slightly difference in the mean scores of life satisfaction by grade. In order to study whether there was a significant difference in life satisfaction between first year and second year, independent sample *t* test was computed.

Table 20 The Result of Independent Samples *t* test for Students' Life Satisfaction by Grade

Variable	Grade	Mean	SD	*t*	*df*	*p*
Life satisfaction	First Year	126.62	10.807	6.17**	779	.000
	Second Year	121.80	11.036			

Note: ** The mean difference is significant at the 0.01 level.

The result showed that there was significant difference between first year and second year prospective teachers in life satisfaction ($p<0.01$). The mean of first year was a little more than second year. It may be said that first year prospective teachers had a little high life satisfaction than second year. This result is not consistent with the result of Aboalshamal et al.

The Result of One Way ANOVA on Sense of Life Satisfaction of Students by Colleges

Table 21 Means and Standard Deviations for Prospective Teachers' Life Satisfaction by Colleges

Variable	College	N	Mean	SD
Life Satisfaction	Students From EC 1	197	123.45	12.783
	Students From EC 2	197	122.91	11.514
	Students From EC 3	195	123.95	9.236
	Students From EC 4	193	126.79	10.5

According to Table 21, the mean scores of prospective teachers' life satisfaction were different by colleges. EC 4 had the highest mean score in life satisfaction (24.75). In addition, EC 1 had the lowest mean score in life satisfaction (24.21). In order to know whether there were significant differences in prospective teachers' life satisfaction by colleges, one-way ANOVA was used. The results of analysis were displayed.

Table 22 The Result of ANOVA for Prospective Teachers' Life Satisfaction by Colleges

Life satisfaction	Sum of Squares	df	Mean Square	F	p
Between Groups	1741.960	3	580.653	4.719**	.003
Within Groups	95726.823	778	123.042		
Total	97468.783	781			

Note: ** The mean difference is significant at the 0.01 level.

According to ANOVA result, it was found that there was significant difference in prospective teachers' life satisfaction by colleges ($p<0.01$). It revealed that students differ in life satisfaction by colleges. To investigate more specifically how students' life satisfaction differs in relation to their colleges, the Game Howell test was carried out.

Table 23 The Result of Games-Howell Test for Multiple Comparisons for Prospective Teachers' Life Satisfaction by Colleges

Variable	College (I)	College (J)	MD (I-J)	p
Life Satisfaction	Students From EC 4	Students From EC 1	3.341*	.026
		Students From EC 2	3.879**	.003
		Students From EC 3	2.839*	.025

Note: * The mean difference is significant at the 0.05 level
       ** The mean difference is significant at the 0.01 level.

Table 23 revealed that the mean difference between EC 4 and EC 1 was 3.341 and it was significant difference ($p <.05$). The mean difference between EC 4 and EC 2 was 3.879 and the mean difference between EC 4 and EC 3 was 2.839. Therefore, they were significant ($p <.05$, $p<.01$). Therefore, EC 1, 2 and 3 were low satisfied than EC 4. However, there were no significant differences in other colleges. Then, to explore significant difference in prospective teachers' life satisfaction in different subscales, one way analysis of variance (ANOVA) was conducted.

Results of Intercorrelations among Resilience, Forgiveness and Life Satisfaction of Prospective Teachers

Table 24 Means, Standard Deviations and Intercorrelations for Resilience, Forgiveness and Life Satisfaction of Prospective Teachers

Variable	Mean	SD	Life Satisfaction	Resilience	Forgiveness
Life Satisfaction	124.26	11.171	-	.733**	.288**
Resilience	70.17	7.138	-	-	.345**
Forgiveness	41.02	4.536	-	-	-

Note: **The correlation is significant at .01 level.

The result indicated that the correlation matrix of prospective teachers' resilience and forgiveness was ($r = 0.345$) at $p = .000$. Therefore, it was believed that there was a positive relationship between resilience and forgiveness. It is consistent with the findings of Mauren A. Anderson (2006).

The result revealed that there was a positive relationship between resilience and life satisfaction ($r = 0.733$) and the correlation was significant ($p = .000$). This result is consistent with the result of Akbar et al**.**

The result indicated that there was appositive correlation between forgiveness and life satisfaction of prospective teachers ($r = 0.288$) and the correlation was significant at $p = .000$. This result is consistent with the findings of McCullough et al. (2001).

The result revealed that the correlation between the variables were significant ($p<.01$). In order to examine how well resilience and forgiveness can predict life satisfaction of prospective teachers, simple linear regression was calculated.

Conclusion of Findings

The main purpose of this research is to study the resilience, forgiveness and life satisfaction of prospective teachers from selected Education Colleges. Moreover, gender differences, grade differences, college differences, the relationship between resilience and forgiveness, the relationship between resilience and life satisfaction and the relationship between forgiveness and life satisfaction were examined. Finally, regression analysis was conducted to predict life satisfaction of prospective teachers from resilience and forgiveness. The number of 782 prospective teachers from selected Education Colleges was used.

The descriptive statistics analysis revealed that the average value of mean score of prospective teachers' resilience, forgiveness and life satisfaction. The mean score of resilience was 70.17, the mean score of forgiveness was 41.02, and the mean score of life satisfaction was 124.36. The mean scores were higher than the theoretical mean scores. Therefore, prospective teachers' resilience, forgiveness and life satisfaction were slightly satisfied.

According to *t* test result, there was no significant difference between males and females in resilience. This result is not consistent with the finding of Akbar et al. it may be said that prospective teachers from Education Colleges have equal chance and equal opportunities and have the same activities.

In grade differences, *t* test was also computed. According to result, there was significant difference between first year prospective teachers and second year prospective teachers. The mean of first year prospective teachers was a little more than second year prospective teachers. It may be interpreted that first year had a little high resilience than second year. This result is not consistent with the finding of Aboalshamal et al.

It may be said that the first year prospective teachers meet the new environment, many new people, and many new challenges. They have the sense to injury the many new things. Therefore, they may be high resilience in all subscales.

The result of ANOVA indicated that the resilience of prospective teachers differ by colleges. From the Post Hoc test, it could be interpreted that EC 4 had higher resilience than EC 1. It may be said that EC 1 and EC 4 can have different geographical background and prospective teachers from EC 4 come from the remote.

For forgiveness, *t* test result indicated that there was no significant difference by gender. This result is not consistent with the finding of Miller, Worthington and McDaniel, 2008. Prospective teachers do not differ by gender in all subscales. It may be said that forgiveness may not depend on gender but depend on spiritual intelligence.

However, prospective teachers differ in forgiveness by grade and first year prospective teachers had high forgiveness than second year prospective teachers. This result is not consistent with the result of Enright, Santos and Al-Mabuk, 1989. It may be said that first year prospective teachers may not communicate with all people that they deal with and they meet everything that is new for them.

According to ANOVA result, prospective teachers do not differ in forgiveness by colleges. It may be said that forgiveness cannot rely on the place that they live and stay.

According to *t* test result of life satisfaction, male and female do not differ in life satisfaction. This result is not consistent with the result of Akbar et al. it may be said that prospective teachers from Education Colleges have equal chance, activities and rules.

Then grade differences by *t* test, first year prospective teachers had high satisfaction than second year prospective teachers. This result is not consistent with the result of Aboalshamal et al.

There may be said that first year prospective teachers may meet new friends, new school and new living environment and everything attract them to inquiry and they may be interested in everything and they want to meet new challenges and they may try the best to stand in the best place for their new things. Therefore, they have high satisfaction than second year prospective teachers.

The ANOVA result revealed that prospective teachers differ in life satisfaction by Colleges. EC 4 had the highest mean score in life satisfaction than other Colleges. This may be their geographical background where they come.

In order to expose the correlations among variables in this study, correlation matrix was applied. This matrix indicated that there was a positive relationship between resilience and forgiveness. It is consistent with the findings of Mauren A. Anderson (2006). Moreover, there was a positive relationship between resilience and life satisfaction. This result is consistent with the result of Akbar et al**.** There was also positive correlation between forgiveness and life satisfaction of prospective teachers. This result is consistent with the findings of McCullough et al. (2001). In addition, the inter-correlations for subscales of these variables were significantly correlated with each other.

Suggestion

To gain life satisfaction of these participants, they are needed to train to have resilience and forgiveness.

To improve resilience, teachers should encourage them to cope with the stressful life situation, to control emotion, to become optimistic person, to have a sense of humor to develop strong personal connection, to embrace change etc…

To gain attitude of forgiveness, cultivate them to have positive attitude towards others, to reduce the feeling and thoughts to revenge the offender, to have religious sense and to give compassion, love and kind to offender.

Acknowledgements

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