



Forgiveness, Psychological Well-being and Depression among College going students

Submitted as Master's project work in the

Department of Psychology

DAV College, Chandigarh



Semester - IV

2023

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DECLARATION

The research work titled “Forgiveness, Psychological Well-being, and Depression among college-going students” has been carried out by me at the Department of Psychology, DAV College, Chandigarh, Panjab University. The manuscript was subjected to plagiarism checks. The work submitted for consideration for the Masters in Psychology program is original.

Reetika

ACKNOWLEDGMENT

This work would never have taken place without the unceasing guidance and support of my supervisor and mentor, Dr. Komila Parthi. A sincere thanks to you ma'am for encouraging me in bringing the best out of myself. Also, big thanks to the whole faculty of the DAV Psychology department for being so supportive and being available whenever needed.

I would like to convey my heartiest gratitude to my parents for always supporting and understanding me and to my family for always guiding me in my studies.

I would also like to acknowledge my friends, for being so resourceful and cooperative in helping and providing me with the material for my research work.

Thank you, everyone. I will be grateful to you all.

ABSTRACT

The following study examined the relationship between forgiveness, psychological well-being, and depression among college-going students. Forgiveness has always been a fascinating topic as it is defined as a conscious, deliberate decision to release feelings of resentment or vengeance towards a person or group who has harmed you, regardless of whether they actually deserve your forgiveness. Forgiveness is mostly directly or indirectly related to the well-being of a person or sometimes can also be a cure for depression. A sense of balance in one's emotions, thoughts, social interactions, and pursuits is a sign of psychological well-being. It provides a purpose for a person to live happily in life without any psychological issues going on within their minds. Earlier researches reveal that the relationship between forgiveness and psychological well-being is significant and positively correlated while if not forgiven can lead to depression and the correlation between them mostly gives null or negative results

A sample of 100 students (50 hostelers and 50-day scholars) in the age group of 18-25 years, using a purposive sample technique was chosen. They were assessed using standardized measures of these factors. Forgiveness Scale (Reginald & Carsonin, 2019); Psychological well-being scale (Ryff & Keyes, 1989) and Patient Health Questionnaire (PHQ-9) (Spitzer et al., 1999). Data were statistically analysed using descriptive statistics, T-ratio, and Pearson correlation. The results indicates no difference among hostelers and day scholars on forgiveness, psychological well-being, and depression. Forgiveness is significant and positively correlated to psychological well-being, while depression is negatively correlated to forgiveness and psychological well-being. There is a partial correlation between hostelers and day scholars on forgiveness, psychological well-being, and depression.

Keywords: Forgiveness, Psychological Well-Being, Depression, Students.

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CHAPTER – 1

INTRODUCTION

If I develop bad feelings towards those who make me suffer, this will only destroy my own peace of mind. But if I forgive, my mind becomes calm.

-Dalai Lama

Forgiveness helps in revealing emotions that keep on piling up emotions, which can lead to stress. Releasing these emotions can cause relief and bring well-being. No matter how big or small, hatred is bad since doing so will lead to serious mental, physical, and spiritual illness. As a result, it is ideal for anger to be released. The level of affective intimacy in the relationship prior to the offense will have an impact on the degree of hurt and repercussions brought on by its occurrence. though forgiving is an act that differs individual to individual. It is useful in letting go.

Psychological well-being is more of a holistic approach that focuses on the overall individual be it physical or mental. It is the factor that provides better social skills, self-esteem, and positive regard. It is very crucial for both the developing stages of the individual and the developed stage. Additionally, helps in having good values, skills, and goals, and provides motivation. Young individuals are very vulnerable to all conditions and they should be conditioned in a way that their confidence can't be moved by anyone's words.

Depression is a growing concern nowadays. People are very easily facing negativity which often leads to psychological issues. The more they are exposed to the world of negativity the more insecurities are built up. Many studies do reveal that college-going students are vulnerable and words of anyone can hurt them. Though, it is important that they could forgive all of them and develop well-being that helps them to grow.

Forgiveness

Forgiveness is much different from pardon (which is much opposite to legal realm); condonation (which is justification for transgression), and excusing (Enright et al., 1992). Releasing sentiments and ideas of resentment, bitterness, anger, and the drive for vengeance and retribution towards someone we believe has wronged us, including ourselves, is commonly regarded as an individual, voluntary internal process. The psychological act of consciously letting go of hatred, enmity, rage, and the desire of revenge and malice towards them, as well as ourselves, is frequently referred to as the act of forgiving someone. The process of lowering interconnected negative resentment-based feeling, impulses, and cognition is commonly referred to as forgiveness (Worthington, 2007).

Forgiveness is beneficial for better health and mental tranquillity by letting go past events. It often leads to;

- Healthier connection
- Enhanced mental well-being
- Blood pressure is reduced
- A strong defence mechanism
- Reduced stress, hostility, and worry

According to Enright's process model of forgiving suggests that people who lead through four phases of forgiveness are likely to forgive. These stages are uncovering phase, decision phase, work phase, and deepening phase. Hence, it led to finding more purpose in life and getting less anxious or depressed. It has been a focus of several psychometric studies to create self-report instructions that use forgiveness as a response operationally (McCullough et al., 2000).

The term age-related forgiveness was given first by Darby and Schlenker (1982) and is popular. Hence, other researchers also agree on the term that one seems to be more forgiving as one age. Several studies have found that people seem to be more forgiving in relationships where they are close, committed, and satisfied. Forgiveness does not imply forgetting, nor does it excuse or justify wrongdoing ((Nelson, 1993; Rackley, 1993; Roloff & Janiszewski, 1989; Woodman, 1991). Forgiving someone doesn't require you to make apologies with them or absolve them of responsibility for their acts, even though help repair relationships.

According to the punishment-forgiveness account of forgiveness, forgiving involves the forbearance of punishment in a crucial way. This perspective holds that by forgiving someone, one vows not to hold a past wrong against anyone, and punishing someone would be to hold past wrong against offenders. There are even certain views about self-forgiveness. Likewise, Nancy Snow (1992), gave two significant benefits for one's own interest (though see Hughes 1994). First, in the absence of the sufferer's forgiveness, it restores the wrongdoer to full moral responsibility. Second, in light of the fact that self-forgiveness is still an important and morally appropriate response to having done wrong when full interpersonal forgiveness is not forthcoming (for a variety of reasons), it is the second best alternative to it. Many studies show that practicing forgiveness helps to develop the skills necessary to assess challenging interpersonal situations realistically and apply efficient coping mechanisms.

According to Enright's model of forgiveness (1991), there are four steps of forgiveness, which have received scientific validation:

- **Uncovering phase:** includes examining an individual's past experience with suffering. These include guilt, shame, anger, etc.

- **Decision phase:** it begins when one realizes things are not working out. Hence, one tries to forgive and move toward a positive direction in life. It releases any desire for revenge.
- **Work phase:** this phase focuses on the efforts of the offender to comprehend and rebuild trust. The small hurtful events are forgiven but large ones require great patience and empathy.
- **Deepening phase:** in this phase, one often forgives as the release of emotional baggage and found purpose and meaning for their peace.



Figure 1

Enright's Model of forgiveness

Worthington REACH model of forgiveness (2009);

The word 'REACH' is the acronym for each phase/ stage in this model:

- **Recall:** here, one thinks about past hurt without labelling it. Seeing the person who hurt as a mere person.

- **Empathize:** in this stage one feel a level of sympathy towards wrongdoers and see what we would do if we were in their shoes.
- **Altruistic gift:** we consider forgiveness as a gift to wrongdoers. This is quite a complicated step though its application seems easy.
- **Commit:** This step state that once we choose to forgive, we must commit. It can be practiced by telling our close friends.
- **Hold onto forgiveness:** after making a commitment one must stick to it and forgive. Memories will exist but that doesn't allow us to unforgiven someone.



Figure 2

REACH Forgiveness Model

The REACH model is not something we go through once but need to revisit again and again to get out of negative emotions.

Psychological well-being

Well-being is a dynamic concept that includes behaviour, health as well as the social aspect. Having a sense of well-being is very important for living a satisfied life. Psychological well-being is the sum whole of being physically and mentally feeling good. However, it is compromised when it interferes with negative emotions and hampers daily functioning. In recent years, this has become an area of great interest and focus on overall individual development. A broad psychological well-being component was established by Wising and Van Eden (1997), who defined it as a collection of particular attributes including a sense of coherence, satisfaction with life, affective balance, and a general attitude of optimism or positive life orientation.

Many researchers have given different aspects of well-being:

- Social well-being
- Life satisfaction
- Physical well-being
- Development and activities
- Domain-specific satisfaction

There are many well-being instructions available that do so in different ways, depending on whether one wishes to analyse self-reported well-being as a clinical outcome, a population health outcome, for cost-effectiveness studies, or for other reasons. The Indian philosophy of wellbeing uses the terms Maitri, Karuna, Mudita, and Upeksha, which are translated as relatedness, compassion, amiability, and avoidance of conflict.

Psychological well-being is defined by some researchers (Epstein, 1992; Ingram & Wisnicki, 1998; Martin & Robbin, 1995; Stephens et al., 1999) as a component that emphasizes life satisfaction as the main indicator. Ryff and Singer (1996) stated that lack of

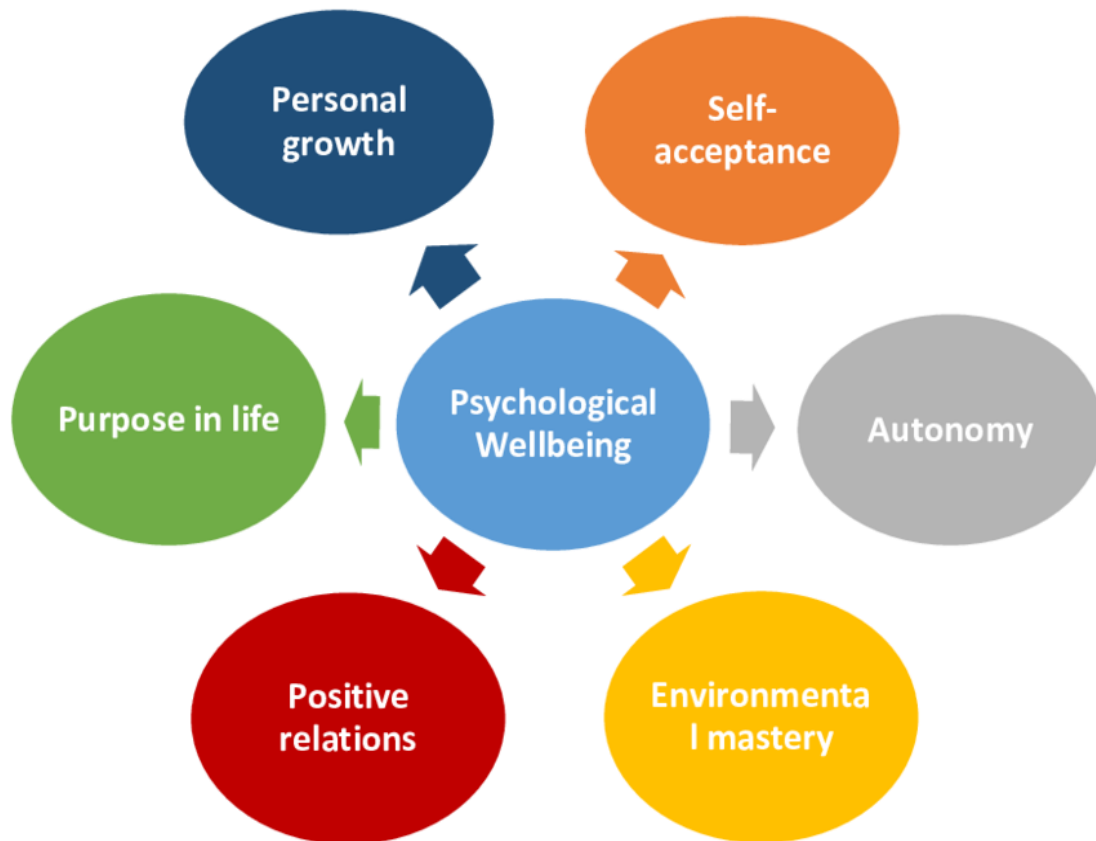
well-being produces settings that are vulnerable to potential future adversities and that the path to lasting rehabilitation lies not just in reducing the bad but also in fostering the good.

According to a comparison by researchers between students with the general population, students tend to perform inferior on measures of psychological well-being than the general population (e.g., Roberts & Zelenyanski, 2002; Robert et al., 1999; Stewart-Brown et al., 2000). Research in workplace setting indicate that employee psychological well-being is affected by superior behaviour.

Carol Ryff's Model of Psychological Well-being (1989)

The concept of well-being encompasses more than happiness. A good life involves all the various dimensions of well-being and is broad and balanced rather than being narrowly focused. It includes 6 categories;

1. ***Self-acceptance***: Individuals high on self-acceptance think highly of themselves, and feel positive about the present and future. They have a positive outlook toward life. The one low in self-acceptance has issues with past life and is often disappointed with themselves. Individual may also have trouble with some personal qualities.
2. ***Personal growth***: It is referred to as having a good view of oneself. Growing as a person while knowing one's potential and improvising over time are traits of strong personal growth. The ones with weak are not able to develop over time. They feel bored and uninterested in life.

**Figure 3**

Ryff's Model of Psychological well-being

3. **Purpose in life:** Having a high aim and objective of living with holding strong belief gives purpose in life. The one with a strong purpose in life has a sense of direction while one with a low purpose in life is not motivated and lacks a sense of direction. They lack to give meaning in life.
4. **Positive relations with others:** Man being a social animal can't live alone. Having strong positive relation include empathy, intimacy understanding each other i.e. welfare of one another. One with weak relations is loner and frustrated. They have the inability to have close friends and not compromise on their part.
5. **Environmental mastery:** confidence in one's ability to manage the environment and also control outside activities come with strong environmental mastery. Helps in

personal goals and values. While struggling with daily tasks comes with weak environmental mastery i.e. lack of sense of control over surroundings.

6. **Autonomy:** high autonomy is independent and determinant. Have control over internal conduct and judge yourself to one's standard. Less autonomy individuals worry about people's expectations and assessments. They easily act on social pressure to think and act in a particular way.

Adolescent psychological well-being is the stage that establishes a solid foundation for future personality and a crucial time in human development when life goals, values, direction, and purpose are created. Hence, adolescent psychological well-being is defined as being content with life and understanding that an abundance of positive emotions, when combined with the abundance of psychopathology, is linked with great academic function, social skills and support, and physical health.

Mental health

"Health is a state of hale, sound and whole in body and mind" (Bhatia, 1982). It focuses on how an individual feels or thinks. World health organization (WHO) defines mental health as a "state of well-being in which the individual realizes his/her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." Although, it is a much wider perspective. It perceives individual happiness and stability. Nowadays, many mental health issues are common among students like depression, anxiety, etc. Factors that influence mental health include:

- a) **Life satisfaction:** it is regarded as how much someone appreciates the most significant things of their life. Some influential parts of it include positive esteem, the feeling of

hope, etc. The capacity to enjoy one's life is regarded as a sign of psychological well-being.

- b) **Social support:** For a healthy mind, social support is important. A number of conditions such as physical and mental arise as heart disease, substance abuse are assisted with loneliness. Social support is focused more on the quality of relationships than quantity.
- c) **Flexibility:** emotional flexibility is important as cognitive flexibility whereas mentally healthy allow themselves to express these feelings. Increased flexibility is connected to better outcomes, and a lack of psychological flexibility is linked to some type of psychopathology.

According to Galderisi et al. (2017), mental health is defined as “basic cognitive and social skills, modulate and express one's own emotions, as well as empathize with others; flexibility, ability to recognize, cope with, and participate in adverse life events; the harmonious relationship between body and mind which contribute to varying degrees, to the state of internal equilibrium.” The purpose of mental health is to increase people's capacity and enable communities to accomplish their own self-set objectives. So, everyone should be concerned about their mental health, not just those who have a mental condition.

According to the U.S. Department of Health and Human Services 1999 report, the National Institute of Health estimated that the direct and indirect costs associated with mental disorders totalled approximately \$160 billion for the fiscal year 1999. Severe depression has been associated with higher chances of acquiring chronic physical conditions that are linked to early mortality, such as coronary heart disease and addiction disorders (Musselman et al., 1998; Kessler et al., 1996). The idea of mental health cannot be put into a box, rather it is influenced

by a variety of elements gender, education, family, socioeconomic status, etc. In order to improve mental health topics must be approached from various viewpoints.

There is quite a difference between mental health and mental illness. Mental illness refers to cognitive, emotional, and behavioural phenomena. These phenomena include speaking to a companion that no one else can see, feeling lonely, thinking about death, suddenly becoming overcome with intense anxiety, frequently getting sick with no obvious physical disease, and having no remorse when one's action cause harm to other people.

Maslow's theory of self-actualization, which claimed that self-actualization is a motive that drives people to maximize their abilities and talents is comparable to the state of good mental health. Some basic criteria of positive mental health given by Jourard and Landsman (1980, p 131);

- Caring about others
- Ability to love
- Creativity
- Acceptance of new ideas and open toward people
- Ability to work productively
- Realistic perception of self
- Positive self-regard
- Ability to care about the natural world

Depression

Depression is defined as persistent feelings of sadness with the change of way of thinking, feeling, eating, sleeping, and having no focus or interest in anything. Clifford Beers (20th century) founded "Mental Health America - National Committee for Mental Hygiene" and found the nation's first outpatient mental health clinic.

Mainly, depression is the emotional manifestation of an inability to live up to certain strongly narcissistic aspirations. While it can cause significant life-altering stress and impairment, most of the time it is a response to various challenges or stressful experiences that most people will likely face at some point in their lives (Reevy et al., 2010). The majority of episodes of major depression are therefore highly supported by recent data based on reliability techniques for stress assessment and innovative designs (although most people do not experience depression even if they experience a bad life event).

The hopelessness theory of depression (1972) was developed by Seligman. This theory stated that prolonged disclosure of unpredictable and negative environmental influence leads gradually to the belief that the unpleasant circumstances cannot be avoided and a feeling of helplessness emerges regarding the predicament. Hence, depression is the result of a feeling of hopelessness.

Similar to other developing nations, India's mental health issues have a serious impact on the well-being of many people, resulting in emotional misery, family conflict, and financial loss (Thirunavukarasu & Thirunavukarasu, 2010). In spite of many advancements, rural India still faces substantial infrastructure and healthcare access issues. The government of India has taken a number of measures to address mental health issues, one of which is the National Mental Health Program (NMHP) which was established in 1982 with the broad goal of providing the bare minimum of mental healthcare to all segments of society, particularly the weak and disadvantaged groups. Budget 2023 allocated Rs. 89.155 crores to the Ministry of Health and Family Welfare, of which Rs. 133.73 crores went to the National Tele Welfare Program, a project started in 2022 under the National Health Mission. With an Rs. 121 crores initial corpus, the initiative was established.

Beck's cognitive theory of Depression: According to him, depressed symptoms are frequently brought on by negative thoughts that are the result of dysfunctional beliefs. The quality and intensity of someone's negative thoughts and the severity of their depression symptoms are directly associated. In other words, you will grow more depressed the more negative idea you have. He gave three schemas:

- a) I am insufficient
- b) Every experience end in failure
- c) Hopeless future

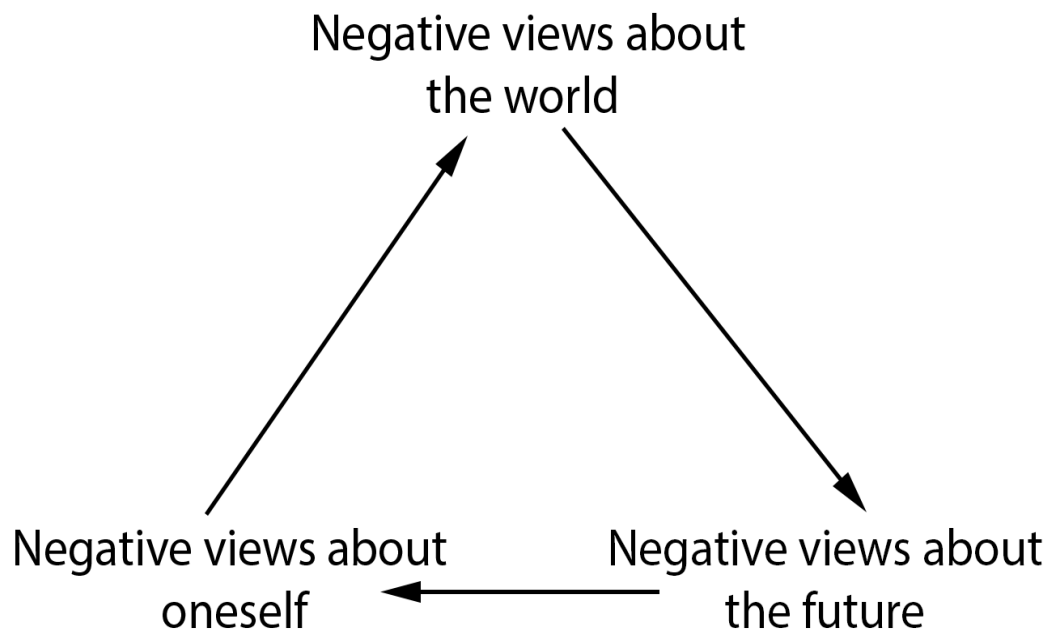


Figure 4

Beck's cognitive theory of Depression

In general, mental health is defined as a state of normal condition in which each individual act efficiently towards themselves and in their separate communities. The purpose of mental health is to increase people's capacities and enable communities to accomplish their own self-set objectives. Hence, more focus should be given to mental health.

Forgiveness and Psychological well-being

According to Lestari and Agung (2016) releasing negative emotions that arise due to harmful treatment to someone is forgiveness. Studies demonstrated that adolescent psychological well-being could be predicted by self-control and social support. According to Ronen et al. (2016), older adolescents have low psychological well-being than younger adolescents and gender cannot foresee well-being in adolescents. Also, psychological well-being is interrelated with forgiveness. Forgiveness could generally improve psychological well-being (Enright and The Human Development Study Group, 1991).

Forgiveness and happiness were significantly correlated in one study (Rienneke & Setianingrum, 2018; Rana et al. 2014; Batik et al. 2017). To achieve psychological health, forgiveness is a crucial healing mechanism that aids in overcoming feelings of guilt, unfairness, sadness, and loss. It is possible to think about forgiveness as both a personality trait and a social unit indicative of a person's psychological state after experiencing unfavourable treatment. Forgiveness is described as a set of drives to curtail retaliation as well as drives to instil good deeds and restore a positive environment (Pareek et al. 2016).

Forgiveness is essential to the psychological healing process, according to Hope (1987). Evidence suggests that forgiveness is a source of human power through which people can maintain or enhance their psychological well-being (Al-Mabuke et al., 1995; Coyle & Enright, 1997; Freedman & Enright, 1996; Hebl & Enright, 1993).

Forgiveness and Mental Health

Worthington et al. (2001) suggested a very useful conceptual paradigm. In their conceptualization, there is both a direct and indirect linkage between forgiveness and well-being.

Dealing with interpersonal and interpersonal stress in a way that encourages effective adjustment may involve forgiving others. Physical and mental health are frequently correlated. So mental illness may raise the cost of physical health and treatments. Unforgiveness, rumination, and feelings of resentment, bitterness, hatred, hostility, residual anger, and fear can be used to describe the direct effect of forgiveness on mental health (Worthington et al. 2001).

There is proof that forgiveness leads to better physical health. Witvliet et al. (2001) found that forgiving thoughts are less stressful on the body than unforgiving are. According to Sarinopoulous (2000), those who are more forgiving experience fewer short- and long-term health problems than those who are less forgiving. It is interesting to note that some divorced people try to forgive by letting go of negative emotions, ideas, and actions of their ex-spouse (absence of negative), while others also try to adapt to a positive outlook on their ex-spouse (presence of positive).

According to various studies on college-going students, forgiveness is correlated with hope, relationship quality, and overall mental health (Berry & Worthington, 2001). Higher levels of forgiveness among older women was associated with good self-esteem and low level of anxiety and sadness (Hebl & Enright, 1993).

CHAPTER - 2

REVIEW OF LITERATURE

Forgiveness and Psychological Well-Being

Wulandari and Megawati (2019) the study seek to understand how the psychological health of adolescents is impacted by forgiveness. The approach taken in the article is a review of the literature utilizing research publications released between 2013 and 2019 as the article criteria. To gather general articles, including Academia'edu, Research Gate, EBSCOhost, and Google Scholar. According to this research, the findings suggested that forgiving might contribute to adolescents, psychological well-being. It states that adolescents who forgive readily would experience psychological success.

Finchman and May (2018) studied the association between self-forgiveness and well-being. Here, self-forgiveness is explained with the help of divine forgiveness. The study includes 435 young adults, including 325 females. Results indicated a positive and significant correlation between self-forgiveness and satisfaction with life, while self-forgiveness and depression are negatively significant. Researchers also states that God's forgiveness and satisfaction with life are also positive and significantly correlated.

Hasan and Tiwari (2019) evaluated the study of forgiveness and psychological well-being. For this purpose, a total of 150 samples were taken including 71 males and 79 females from St. Andrews College, Gorakhpur. The result showed that self-forgiveness is positive and significantly correlated with psychological well-being and its dimensions i.e. autonomy, personal growth, positive relation with others, and purpose in life. Another aspect of forgiveness had a positive and significant correlation with overall psychological health as well as with other measures like autonomy, positive relation with others, and purpose in life. While autonomy and personal growth are inversely connected to forgiveness. Situational forgiveness is positively and significantly correlated with psychological well-being such as environmental mastery, positive relationships with others, and a sense of purpose in life. The result of

regression analysis predicted that psychological well-being for forgiveness in all three variables is 54.2%. The strongest predictor is forgiveness for self with 48.1%, then is forgiveness of others with 5.1%, and lastly is forgiveness of situation with 1.0%.

Forgiveness and attachment style as the interaction of mental well-being study observed by Wazid et al. (2014), included 177 undergraduate students (75 males and 102 females) from Delhi University. The result of the Pearson Product Moment correlation revealed that there is a significant and positive correlation between well-being and the forgiveness of others. For regression analysis, it was found that forgiveness is a significant predictor of well-being. College counsellors should encourage forgiveness skills among students.

Forgiveness and Depression

Toussaint et al. (2008), study evaluated to examine the association between forgiveness with hopelessness, and depression. A sample of 1423 adults was used of 18 years and above. The result indicated that forgiveness of oneself and others are negatively correlated, and seeking forgiveness is positively and significantly correlated with depression.

Skoda (2011) evaluated the role of self-compassion and its interaction with depression and forgiveness. The sample of 96 was taken mainly from Midwestern Catholic University. Participants were 18 and above. The result indicated a negative and significant correlation between depression and forgiveness. The study suggested that combining Eastern and Western methods for psychological well-being is more effective when done together than separately.

Ellis (2014) examined the relationship between self-forgiveness and depressive symptoms, also, if responsibility served as a moderator of this relationship. A sample of 43

undergraduates was used. Results indicated a negative and significant correlation between self-forgiveness and depressive symptoms.

Rahmandari et al. (2022) conducted a research to evaluate the role of forgiveness, both as a mediator and a moderator, for a link between childhood trauma and depression. A sample of 398 students was used from the University in Semarang, Indonesia. The age of participants ranged from 17 - 21. The result indicated that depression was negatively correlated with forgiveness, whereas forgiveness of others has a low coefficient.

Psychological Well-being and Depression

Hart et al. (2005) viewed the impact of treating depression on Quality of Life and psychological well-being. The study included 60 patients where 44 were women and 16 were men. 51 were Caucasian, 4 from African-American, 1 Hispanic, and 4 were Asian-American and others. Results indicating that regression analysis shows that overall adjustment for autonomy with depression is 53%, environmental mastery, and depression is 63%, personal growth, and depression is 44%, positive relationships with others and depression is 60%, life purpose, and depression is 34%, self-acceptance and depression is 70%. Findings indicated that healthcare professionals should focus on understanding the impacts of this.

Bhullar et al. (2014) evaluated Australian University Students to identify psychological well-being. 207 participants took part in the study. The results showed that Psychological well-being (PWB) is moderate to high, particularly in the average score of the Autonomy subscale represents the level of depression.

Forgiveness among College Students

Kirmani (2016) studied aspects of gratitude, forgiveness, and subjective well-being among college-going students. During this study, 219 college students were taken (131 males and 88 females) from private universities in Jaipur. The main aim of the study was to evaluate in a sample of college-going a) gratitude among them b) forgiveness among them c) subjective well-being among them d) examine gender differences in the above variables e) examine interrelationships among the above-mentioned variables. The result showed that there was a significant difference found between boys and girls. It is suggested the need to develop some interventions that incorporate gratitude and forgiveness that enhance emotional well-being.

Safaria (2014) examined the connection between forgiveness, gratitude, and happiness among college-going students. From a private university in Indonesia, 81 psychology students were taken. 24 participants were males while 57 were females. 33 students were 19 years, 36 were 20 years, 5 were 21 years, 5 were 22 years old and 2 were 23 years old. Correlational analysis indicated a significant and positive between gratitude and forgiveness. Additionally, there was a significant and positive relationship between gratitude and happiness. Using regression analyses, it was revealed that 28.9 percent of the variance found in happiness was obtained due to gratitude and forgiveness. This recommends that teachers should encourage grateful behaviour.

Aneja (2022) investigated a study to measure forgiveness, mental well-being, spirituality, and happiness among college-going students. A total of 71 students were taken from ages 18-25 years from Chandigarh. Results indicated a significant and positive relationship between forgiveness and happiness. Spirituality and forgiveness are also

significant and positively correlated. There was also a significant and positive correlation between mental well-being and forgiveness. It is recommended to start forgiving by letting go of small things.

Gencoglu et al. (2018) analysed the relationship between depression, anxiety, and stress with self-efficacy and forgiveness of self-others and situations. A sample of 542 was taken (335 females and 207 males), from universities in the central Black Sea region of Turkey. The age varied from 18 to 35. The result showed a weak and negative correlation between depression scores and the forgiveness of others scale. Depression scores were moderately and negatively correlated with forgiveness of self-score and forgiveness of situation scores. Anxiety scores and stress scores were moderately and negatively correlated with forgiveness of self and forgiveness of the situation.

Alam and Ansari (2019) evaluated the intent to view the connection link of forgiveness and life satisfaction among college-going students. The sample consisted of 240 college students which include graduates, postgraduates, and research scholars from Aligarh Muslim University, Aligarh, Uttar Pradesh. Results showed that life satisfaction and forgiveness are moderately as well as positively correlated.

Psychological Well-being and College-going Students

Deorari et al. (2016) aimed to study the effect of the therapeutic effect of Surya Namaskar on emotional maturity and psychological well-being among college going. The research was conducted on 30 students, ages varying from 18-24 (Nainital). The results showed

a significant effect on the psychological well-being of Surya Namaskar. Physical and cognitive functioning areas are improved, which also helps in achieving concentration.

Gloria et al. (2005) examined the unique educational experience, and cultural fit which influenced their coping responses and psychological well-being among college going. The sample included 98 Latin undergraduates. The study revealed that there were significant differences between the psychological well-being short scale and cultural contiguity scale. Psychological well-being is also positive and significantly correlated to CR1 (I will try to find out more about it), CR7 (I draw upon my past experiences, perhaps similar situations might help), and CR8 (I seek support from members of my cultural group). Here, CR represents a coping response.

Nguyen et al. (2015) investigated the part of ethnic identity in relation to family ethnic socialization and psychological well-being. The sample included 970 Asian American college students from multi-site University studies of Identity and culture. Results indicated that family ethical socialization and psychological well-being are positive and significantly correlated. It was suggested in the study to view the importance of role gender in immigrant family dynamics.

Punia and Malaviya (2015) evaluated the psychological well-being of college-going students. 100 students were included in study 18-25 years of age. The students with a middle level of well-being had no depression and average academic performance according to the results. It also showed that one with mid-level of academic performance had a high index of well-being (i.e., purpose in life and personal growth). Also, studies showed that students who

have multiple courses and work through all issues tend to have a better well-being than one with only one course.

Depression among College Students

Sharma and Kirmani (2013) studied depression and anxiety among college-going students. A sample of 218 students (123 boys and 95 girls) was taken from the University of Bangalore including undergraduates and postgraduates. The result indicated that there was a significant difference between boys and girls. Additionally, girls are reported to have a higher significant difference for depression and anxiety than boys. It is assisted by the college and university to provide professional counselling and psychotherapy when required.

Karmakar and Behera (2017) study aimed to explore depression among college-going students. The study examined the significance between male-female, rural-urban, science-arts, and Hindu-Muslim. The sample of 160 undergraduates was included from the Purulia district, west Bengal. The result indicated a high level of depression. Most of the significant difference was found in rural and urban students. For the majority of others, no significance was found. The authors suggested that it is imperative for teachers and parents to reduce depression and provide support.

Alam et al. (2023) examined to evaluate the frequency and associated factors of physical activity and sleep in college going along with depression. The sample included 120 participants which include 48 males and 72 females. Results indicated that poor or dysfunctional sleep is positive and significant to students with depression.

CHAPTER - 3

METHODOLOGY

Overview

Forgiveness helps in revealing emotions that keep on piling up emotions, which can lead to stress. As a result, it is ideal for anger to be released. Psychological well-being is more of a holistic approach that focuses on the overall individual be it physical or mental. It is the factor that provides better social skills, self-esteem, and positive regard. Depression is a growing concern nowadays. Much focus should be given and proper professionals should deal with them.

Releasing sentiments and ideas of resentment, bitterness, anger, and the drive for vengeance and retribution towards someone we believe has wronged us, including ourselves, is commonly regarded as an individual, voluntary internal process. Well-being is a dynamic concept that includes behaviour, health as well as the social aspect. Having a sense of well-being is very important for living a satisfied life. Psychological well-being is the sum whole of being physically and mentally feeling good. However, it is compromised when it interferes with negative emotions and hampers daily functioning. The purpose of mental health is to increase people's capacity and enable communities to accomplish their self-set objectives. So, everyone should be concerned about their mental health, not just those who have a mental condition. Depression is the emotional manifestation of an inability to live up to certain strongly narcissistic aspirations.

Problem

The present investigation is done to study forgiveness, psychological well-being, and mental health among college-going hostelers and day scholars.

The objective of the study

- To assess and compare forgiveness, psychological well-being, and depression among college-going hostelers and day scholars.
- To examine the inter-relationship between forgiveness, psychological well-being, and Depression among hostelers and day scholars.

Need for the Study

In India, there are 365 million young people in the age range of 10 - 24 years (census, 2011). The UN World Population Report (2022) predicted that number will rise to 379 million by 2023. India has the highest number of depression among youth. One out of three are suffering from depression, according to WHO report. Through this research, it has been noted that students who participate in forgiveness are more optimistic and happier, also their levels of anger, anxiety, and despair are lower. The psychological well-being concept tells us why and how one can control their life and as well as actions. Depression is becoming an increasing cause of concern nowadays. College-going students are vulnerable groups and face challenges like academics, relationships, parental neglect, social pressure, etc.

Minimal research is available on hostelers and day scholars and on variables such as forgiveness, psychological well-being, and mental health. Thus, there is much of a research gap in this area and it needs to be focused on. It is really important to help college-going students from repercussions that the world creates for them and causes depression. Hence, it is important to tackle youth issues as if they will be safe, the future too will be safe.

Hypotheses

- Depression is expected to have a negative relationship with Psychological well-being and its dimensions viz., Autonomy, Environmental mastery, purpose in life, positive relations with others, personal growth, and self-acceptance.
- Depression is expected to have a negative relationship with forgiveness and its dimensions viz., Coming to terms and letting go, Developing positive feelings, and Giving the benefit of the doubt.
- Forgiveness (BFS-CLG) is expected to have a positive relationship with psychological well-being viz., Autonomy, Environmental mastery, purpose in life, positive relations with others, personal growth, and self-acceptance.
- There is a significant difference between Hostellers and day scholars on psychological well-being, forgiveness, and depression.

Inclusion-Exclusion Criteria

Inclusion Criteria

For the comprehension of forgiveness, psychological well-being, and depression, for the given study young adults were selected (18 -25). The inclusion criteria should be followed:

- Are in the age range of 18 - 25.
- Are college-going students.
- Should be day scholars or hostellers.
- Any gender can fill out the form.

Exclusion criteria:

- Any other participants who do not belong to the above-mentioned criteria were excluded.
- Anyone doing the job and not going to college was excluded.

Sample

Through the criterion, the participants were chosen for the study. They voluntarily accepted the consent and filled out the form for the same followed by the administration of scales. Using the purposive sampling technique a total of 100 colleges going were taken including 50-day scholars and 50 Hostellers. They were in the age range of 18 - 25 years.

Design

The present study aimed to examine forgiveness, psychological well-being, and depression among college going students. After taking demographic details, 100 participants were identified for the study. Administration of scales namely forgiveness, psychological well-being, and depression was done. They were administered on a standardized scale through google forms. The scale for forgiveness included Boltan's forgiveness Scale (Amanze & Carsonin, 2019), which has 3 dimensions; coming to terms and letting go, developing positive feelings, and giving the benefit of the doubt subscale. Psychological well-being scale was used to measure psychological well-being (Ryff & Keyes, 1989). This scale has 6 subscales including autonomy, Environmental mastery, Purpose in life, Positive relations with others, self-acceptance, and Personal growth. The scale for depression used is Patient Health Questionnaire (PHQ-9), a self-administered scale by Spitzer et al. (1999). The data were tabulated and analysed using SPSS. For analysis purpose descriptive statistics, t-ratio, and Pearson's correlation was performed.

Tests and Tools:

1. **Bolton Forgiveness Scale:** Amanze and Carsonin (2019) developed this scale for measuring forgiveness. This test contains 15 items. It is a 6-point Likert scale ranging from 1 (always false of me) to 6 (always true of me). It has 3 subscales which include coming to term and letting go of the subscale (BFS-ctlg), the developing positive feeling subscale (BFS-dpf) and giving benefit of doubt subscale (BFS-gbd). BFS-ctlg includes items 1,3,6,9,11,13 & 15. BFS- dpf includes items 2,4,7,10 & 14. BFS-gbd includes items 5, 8, & 12. Scoring is done by adding all these items according to subscales and later adding the total of all 15 items. The scale assesses dispositional forgiveness.

Scoring: The range of scores is between 15 to 90. It measures forgiveness into 3 dimensions: Coming to terms and letting go (7-42), developing positive feelings (5-30), and giving the benefit of the doubt (3-18).

Reliability: The measure of internal consistency (through Cronbach's alpha coefficient), ranges from 0.84 - 0.94 for different versions of the BFS. which does imply a high level of reliability.

2. **Psychological well-being:** This scale was developed by Ryff (1989). This test contains 18 items. It is a 7-point Likert scale ranging from 1 (strongly agree) to 7 (strongly disagree). It has 6 subscales which include 3 items each includes self-acceptance (1, 2, 5), autonomy(15, 17, 18), environmental mastery (4, 8, 9), purpose in life (3, 7, 10), positive relations with others (6, 13, 16) and personal growth (11, 12, 14). This scale has to reverse scoring for Q1, 2, 3, 8, 9. 11, 12, 13, 17, and 18. This scale is applicable to adults.

Scoring: The range of scores is between 18-126. It measures 7 dimensions, self-acceptance (3 -21), autonomy (3 -21), environmental mastery (3 -21), purpose in life (3 -21), positive relations with others (3 -21), and personal growth (3 -21).

Reliability and validity: The test-retest coefficient was found to be 0.82 with a coefficient of each subscale varying from 0.71-0.79. The scale has good correlations with other constructs-satisfaction with life, happiness, and self-esteem.

3. Patient Health Questionnaire (PHQ-9): The Scale was developed by Spitzer et al. (1999). It is a multipurpose instrument for screening, diagnosing, monitoring, and measuring the severity of depression which assesses symptoms over the past 2 weeks. It is based on DSM criteria and contains 9 items. It is a 4 Likert scale ranging from 1 (not at all) to 4 (nearly every day). Q9 is a suicide risk question.

Scoring: The range of scores is divided into 5 dimensions. Minimal depression (1-4), mild depression (5-9), moderate depression (10-14), moderately severe depression (15-19), and severe depression (20-27).

Reliability : The Cronbach's alpha for the total scale is 0.79.

Procedure

The current investigation was conducted on college-going students for forgiveness, psychological well-being, and depression. The standardized self-measure scales were used for the administration of forgiveness, psychological well-being, and depression (patient health questionnaire). Google Forms were used to collect the data which had consent forms and demographic details including certain questions. The purpose of the study was explained and

only those who were able to fill out the form who meet the requirement of inclusion criteria were.

Instructions for each scale were provided and no time limit was imposed. After the collection of data, scores for each scale were calculated separately and analysis was done using Statistical Procedure for the Social Sciences (SPSS).

Analysis

The current study was conducted to study forgiveness, psychological well-being, and depression among hostellers and day scholars. The study was carried out to investigate the relationship between forgiveness, Psychological well-being, and depression. Keeping the study's objective, descriptive analysis was used i.e. mean and standard deviation were computed for college-going students. The t-test was used to see the difference among day scholars and hostellers on the above dimensions. Pearson's product-moment correlation was used to study the correlation among variables.

Ethical Consideration

The present study was in adherence to ethical guidelines of research in psychology. As participation in the study was totally voluntary, informed consent was ensured by providing participants with sufficient information about their aim prior to their decision to agree or disagree with participation. They were made aware of their right to withdraw anytime they want. The responses of the participants were reported anonymously, with no individually identifiable information provided, to protect their confidentiality. Dignity and well-being are maintained all the time of participants.

CHAPTER - 4

RESULTS

The main aim of this study is to evaluate forgiveness, psychological well-being, and depression among college-going students. The main area of difference was studied between hostelers and day scholars. A total sample of 100 was taken from Tricity. Out of these, 50 responses were collected from college-going Hostellers and 50 from college-going day scholars. All the responses were within the age limit of 18 years to 25 years. The data was collected through google forms.

They were assessed through a mean of 3 variables, including forgiveness which has 3 dimensions - coming to terms and letting go, developing positive feelings, and giving the benefit of the doubt. Psychological well-being was another subscale that has 6 dimensions - self-acceptance, Autonomy, Environmental Mastery, Purpose in life, Positive relation with others, and personal growth. The last variable is depression.

The scale for forgiveness used is Boltan's forgiveness Scale given by Amanze and Carsonin (2019), which has 3 dimensions - coming to term and letting go, developing positive feelings, and giving the benefit of doubt subscale.

Ryff's psychological well-being scale was used for psychological well-being given by Ryff (1989). This scale has 6 subscales including autonomy, Environmental mastery, Purpose in life, Positive relations with others, self-acceptance, and Personal growth.

The scale for depression used is Patient Health Questionnaire (PHQ-9), a self-administered scale by Spitzer et al. (1999).

The raw score for each was obtained and using SPSS the result was formed, which include mean, Standard Deviation. To check the differences between the two groups T-ratio, and correlation was used. The tables were formed accordingly and descriptive detail was given about the result.

Table 1

Represents demographic details

Characteristics	Hostelers	Day scholars	Total
Sample size	50	50	100
Age	-	-	-
23	4	5	9
22	14	18	34
21	23	16	42
20	7	8	15
19	2	3	5
Gender			
Female	20	30	50
Male	17	33	50

Table 2

Mean and Standard deviation scores of 50 Hostellers for variables Psychological well-being, forgiveness, and depression.

Variables	N	Mean	SD
Autonomy	50	15.3	3.66589
Environmental mastery	50	15.24	3.4319
Personal Growth	50	18.62	2.44857
Positive Relations with others	50	14.92	4.11488
Purpose in life	50	14.92	3.1278
Self-acceptance	50	14.82	3.5748
Total PWB	50	16.42	13.53267
BFS-CLG	50	95.36	6.45474
BFS-DPF	50	32.36	4.68066
BFS-GBD	50	19.64	3.05834
Total BFS	50	64.46	12.2428
PHQ-9	50	8.34	5.5018

Note: PWB: psychological well-being; BFS: Boltan's Forgiveness Scale; CLG: coming to term and letting go; DPF: Developing positive feelings; GBD: Giving Benefit of doubt; PHQ: Patient health questionnaire.

The result from Table 2 indicates that hostelers' mean score in psychological well-being is 95.36, for forgiveness, is 64.46, and for depression is 8.34. Similarly, the overall standard deviation for psychological well-being was 13.533, for forgiveness is 12.243, and for depression came out by 5.502 respectively.

Table 3

Mean and standard deviation scores of 50 Day Scholars including variables like Psychological well-being, forgiveness, and depression.

Variables	N	Mean	SD
Autonomy	50	14.86	2.73309
Env. Mastery	50	14.72	3.39291
Personal Growth	50	17.34	3.19828
Positive Relations with others	50	13.84	4.70935
Purpose in life	50	14.5	3.17677
Self-acceptance	50	15.84	3.50719
Total PWB	50	91.74	13.95592
BFS-CLG	50	33.04	5.19403
BFS-DPF	50	10.44	6.0243
BFS-GBD	50	12.54	3.42982
Total BFS	50	64.84	11.68002
PHQ-9	50	7.6	4.41241

PWB: psychological well-being; BFS: Boltan's Forgiveness Scale; CLG: coming to term and letting go; DPF: Developing positive feelings; GBD: Giving Benefit of doubt; PHQ: Patient health questionnaire.

From Table 3, the mean and standard deviation is given for day scholars. The mean for psychological well-being came out to be 91.74, for forgiveness is 64.84, and for depression is 7.6. The values of standard deviation for psychological well-being, forgiveness, and depression are 13.955, 11.680, and 4.412 respectively.

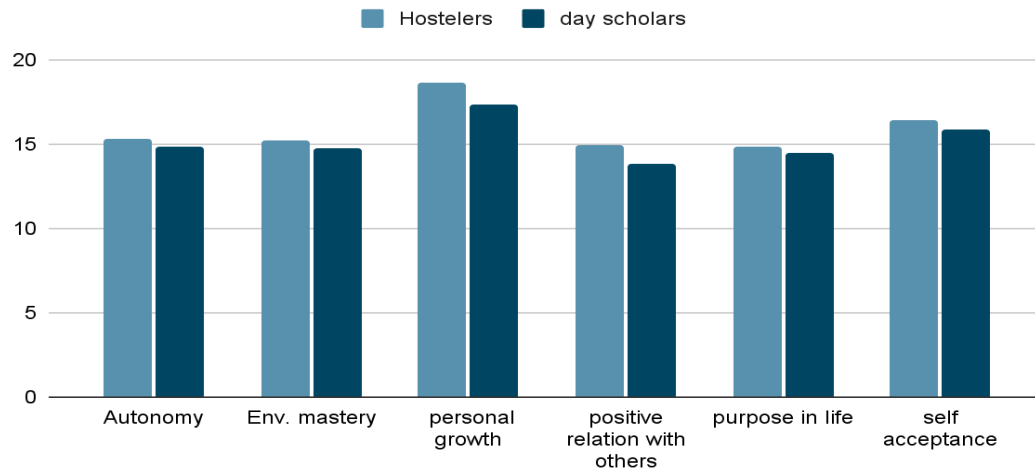
Table 4

PHQ-9 Question 10th, (If you check off any problem, how difficult have these problems made it for you to do your work, take care of things at home, or get along with other people)?

	Not difficult at all		Somewhat difficult		Very difficult		Extremely difficult	
	frequency	%age	frequency	%age	frequency	%age	frequency	%age
Hostelers	42	84%	7	14%	1	2%	0	0%
Day scholars	43	86%	6	12%	1	2%	0	0%

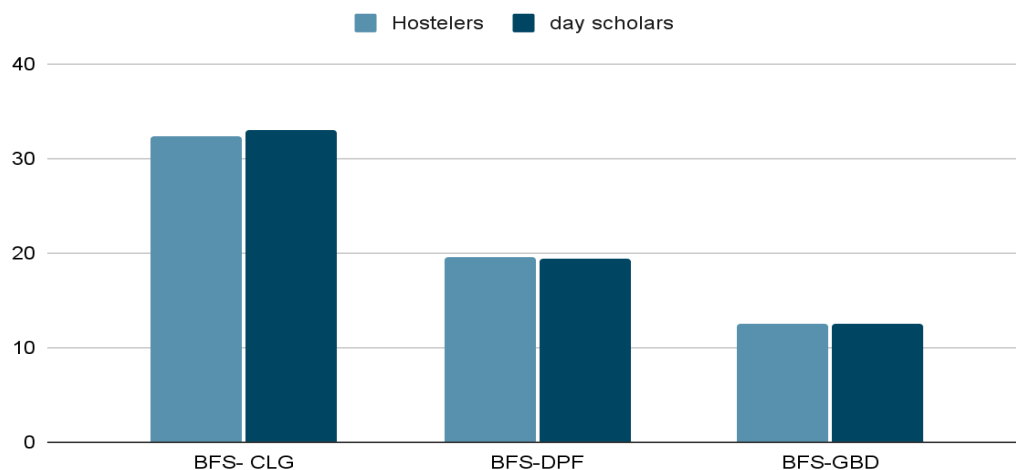
%age - percentage

Table 4. represent the frequency and value for the last question of PHQ-9. This question is open-ended. Most participants gave a response for the first response i.e., not difficult at all. Day scholars are higher on it than hostelers. Whereas, hostelers score more for somewhat difficult than day scholars with 7 frequency. They have equal responses in very difficult.

**Figure 5**

Represents mean scores of psychological well-being between Hostellers and day scholars

The above graph represents the mean for subscales of psychological well-being for hostellers and day scholars. It can be clearly observed that hostellers perform better on all subscales than day scholars. Both have the highest mean score for personal growth. The minimum score for hostellers is in the purpose of life subscale while for day scholars are in positive relations with others subscale.

**Figure 6**

Represents mean for subscales of forgiveness

Note: BFS- Boltan Forgiveness scale; CLG- coming to term and letting go; DPF- developing positive feeling; and GBD: giving the benefit of doubt

Above, the graph represents subscales of forgiveness i.e. coming to term and letting go subscale, Developing positive feeling subscale, and giving the benefit of doubt subscale. The highest score for both hostelers and day scholars can be seen in coming to term and letting go subscale. The lowest score can be observed in giving the benefit of the doubt subscale.

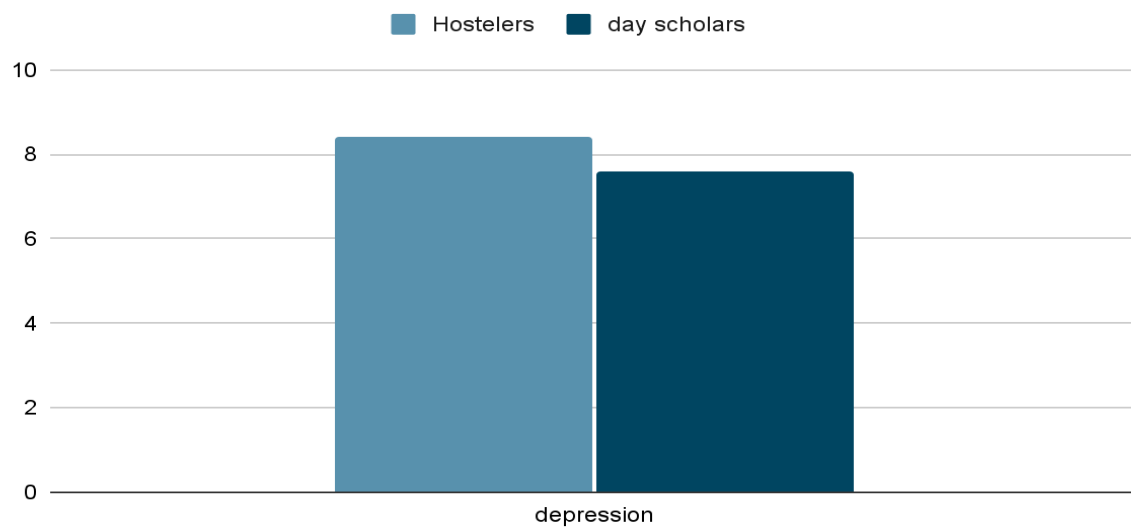


Figure 7

Represents mean scores for depression

The above, graph clearly represents the score of depression for hostelers is more than day scholars. It might be because they live alone, or could have less company.

Table 5*T-ratio values for psychological well-being given of hostelers and day scholars*

Variables	Sample	N	Mean	Standard deviation	T-ratio
Autonomy	1 (Hosteler)	50	15.3	3.666	0.68
	2(Day scholar)	50	14.86	2.733	
Env. Mastery	1	50	15.24	3.4319	0.762
	2	50	14.72	3.393	
Personal growth	1	50	18.62	2.448	2.247*
	2	50	17.34	3.198	
Positive relations with others	1	50	14.92	4.115	1.221
	2	50	13.84	4.709	
Purpose of life	1	50	14.82	3.128	0.508
	2	50	14.5	3.177	
Self Acceptance	1	50	16.42	3.575	0.819
	2	50	15.84	3.507	
Total PWB	1	50	95.36	13.533	1.317
	2	50	91.74	13.955	

Values at T-ratio is only significant for psychological well-being variable i.e. personal growth, whose value is 2.247. The mean for the same subscale is greater for hostelers i.e. 18.62 and for day scholars is 17.32. Hence, it is significant (two-tailed) at 0.05 level.

Table 6:*T ratio values for Forgiveness and depression given between hostelers and day scholars*

BFS-CLG	1(Hostelers)	50	32.36	6.455	-0.58
	2(Day scholars)	50	33.04	5.194	
BFS-DPF	1	50	19.64	4.681	0.185
	2	50	19.44	6.024	
BFS-GBD	1	50	12.56	3.058	0.031
	2	50	12.54	3.429	
Total BFS	1	50	64.46	12.243	-0.159
	2	50	64.84	11.680	
PHQ-9	1	50	8.34	5.502	0.742
	2	50	7.6	4.412	

*Note: BFS- Boltan Forgiveness scale; CLG- coming to term and letting go; DPF- developing positive feeling;**GBD: giving the benefit of doubt; and PHQ- Patient Health Questionnaire.*

Table 7:

Correlation matrix of forgiveness, psychological well-being, and depression among Hostellers (N 50).

	1	2	3	4	5	6	7	8	9	10	11	12
Autonomy (1)	—	.335*	.584**	0.268	.387**	.439**	.750**	.458**	.098	.061	.291*	-.296
Environmental mastery(2)		—	.137	.337*	.168	.509**	.647**	.377**	.016	.271	.318*	-.446**
Personal growth (3)			—	.339*	.391**	.490**	.700**	.289*	-.099	-0.05	.097	-.513**
Positive relations with others (4)				—	.0.051	.255	.605**	.363**	-.035	.164	.215	-.340*
Purpose in life(5)					—	.246	.536**	.202	-.053	-.056	.097	-0.107
Self-acceptance (6)						—	.735**	.415**	.229	.075	.331*	-.601**
Total PWB(7)							—	.538**	.082	.155	.349*	-.578**
BFS-CLG (8)								—	.566**	.582**	.883*	-.421**
BFS-DPF (9)									—	.676**	.854*	-0.158
BFS-GBD(10)										—	.819*	-.087
Total BFS(11)											—	-0.299*
PHQ-9 (12)												—

* *Correlation at 0.05 (2-tailed)*

** *Correlation at 0.01 (2-tailed)*

Note: PWB- Psychological well-being; BFS- Boltan Forgiveness scale; CLG- coming to term and letting go;

DPF- developing positive feeling; GBD: giving the benefit of doubt; and PHQ- Patient Health Questionnaire.

From Table 7, the correlation analysis is done for hostellers. The data represent that Autonomy (Subscale of PWB) is significant and positively correlated with environmental mastery ($r= 0.335$, $p \leq 0.05$), personal health ($r=0.584$, $p \leq 0.01$), purpose in life ($r=0.387$, $p \leq 0.01$), self-acceptance ($r=0.439$, $p \leq 0.01$), total PWB ($r=0.750$, $p \leq 0.01$), BFS-CLG ($r=0.458$, $p \leq 0.01$), and Total BFS ($r = 0.291$, $p \leq 0.05$).

Environmental mastery is positively and significantly correlated with positive relation with others ($r=0.337$, $p \leq 0.05$), self-acceptance ($r=0.509$, $p \leq 0.01$), Total PWB ($r=0.647$, $p \leq 0.01$), BFS- CLG($r=0.377$, $p \leq 0.01$) and total BFS($r=0.318$, $p \leq 0.05$). Environmental mastery and PHQ-9 (for depression) are significant and negatively correlated ($r=0.446$, $p \leq 0.01$).

Personal growth is positively significant with positive relation with others($r = 0.339$, $p \leq 0.05$), purpose in life ($r = 0.391$, $p \leq 0.01$), self-acceptance ($r = 0.490$, $p \leq 0.01$), Total PWB ($r = 0.700$, $p \leq 0.01$) and BFS-CLG ($r = 0.289$, $p \leq 0.01$). While personal growth is negatively correlated to depression ($r = 0.513$, $p \leq 0.01$).

Positive relationship with others is positive and significantly correlated with Total PWB ($r=0.605$, $p \leq 0.01$) and BFS-CLG ($r = 0.363$, $p \leq 0.01$). While is negatively correlated with depression ($r=0.340$, $p \leq 0.01$).

Purpose in life and total PWB are positive and significantly correlated ($r = 0.536$, $p \leq 0.01$).

Self Acceptance is significant and positively correlated with Total PWB ($r=0.735$, $p \leq 0.01$), BFS-CLG ($r=0.415$, $p \leq 0.01$), and Total BFS ($r=0.584$, $p \leq 0.331$), while negatively correlated with depression ($r = 0.601$, $p \leq 0.01$).

Total psychological well-being (PWB) is positively correlated with BFS-CLG ($r=0.538$, $p \leq 0.01$), and negatively correlated with depression ($r=0.578$, $p \leq 0.01$).

BFS-CLG is significant and positively correlated with BFS-DPF ($r=0.566$, $p \leq 0.01$), BFS-GBD ($r=0.582$, $p \leq 0.01$), and overall BFS ($r=0.883$, $p \leq 0.05$). While BFS-CLG is negatively correlated to depression ($r=0.421$, $p \leq 0.01$).

BFS-DPF is positively correlated with BFS-GBD ($r=0.676$, $p \leq 0.01$), and total BFS ($r=0.854$, $p \leq 0.01$).

BFS- GBD and Overall BFS is significant and positively correlated ($r=0.819$, $p \leq 0.01$). Lastly, overall BFS is negatively correlated with depression ($r=0.299$, $p \leq 0.05$).

Table 8:

Correlation matrix of forgiveness with Psychological well-being and depression among day scholars (N 50)

	1	2	3	4	5	6	7	8	9	10	11	12
Autonomy (1)	—	.227	.377**	0.106	.224	.409**	.545**	.0174	-.093	-.059	.023	-.396**
Env. mastery(2)		—	.417**	.345*	.017	.416**	.576**	.118	-0.023	-0.167	0.007	-0.137
Personal growth (3)			—	.500*	0.25	.374**	.755**	.461**	0.015	0.191	.261	-.103
Positive relations with others (4)				—	.0.252	.183	.669**	0.265	0.1	0.019	.176	-.388**
Purpose in life(5)					—	.317*	.528**	0.197	- .0.123	-.117	.009	-0.079
Self-acceptance (6)						—	.666**	0.214	-0.016	-0.044	0.08	-.264
Total PWB(7)							—	.404**	.055	.029	.201	-.304*
BFS-CLG (8)								—	.397**	.514**	.787* *	0.072
BFS-DPF (9)									—	.580**	.837* *	0.004
BFS-GBD(10)										—	.793* *	0.155
Total BFS(11)											—	0.071
PHQ-9 (12)												—

* Correlation at 0.05 (2 tailed)

** Correlation at 0.01 (2 tailed)

Note: PWB- Psychological well-being; BFS- Boltan Forgiveness scale; CLG- coming to term and letting go;

DPF- developing positive feeling; GBD: giving the benefit of the doubt; and PHQ- Patient Health Questionnaire.

From Table 8, the correlation analysis is done for day scholars. The data represent that Autonomy (Subscale of PWB) is significant and positively correlated with personal health ($r=0.377$, $p \leq 0.01$), self-acceptance ($r=0.409$, $p \leq 0.01$), and total PWB ($r=0.545$, $p \leq 0.01$). While Autonomy and depression are significant and negatively correlated ($r=0.396$, $p \leq 0.01$).

Environmental mastery is positively and significantly correlated with personal growth ($r=0.417$, $p \leq 0.01$), positive relations with others ($r=0.345$, $p \leq 0.05$), self-acceptance ($r=0.416$, $p \leq 0.01$), and Total PWB ($r=0.576$, $p \leq 0.01$).

Personal growth is positively significant with positive relation with others ($r=0.500$, $p \leq 0.05$), purpose in life ($r=0.374$, $p \leq 0.01$), self-acceptance ($r=0.490$, $p \leq 0.01$), Total PWB ($r=0.755$, $p \leq 0.01$) and BFS-CLG ($r=0.461$, $p \leq 0.01$).

Positive relationship with others is positive and significantly correlated with Total PWB ($r=0.669$, $p \leq 0.01$) and negatively correlated with depression ($r=0.388$, $p \leq 0.01$).

Purpose in life is positive and significantly correlated with overall PWB ($r=0.528$, $p \leq 0.01$). While, Self-Acceptance is significant and positively correlated with Total PWB ($r=0.666$, $p \leq 0.01$).

Total psychological well-being (PWB) is positively correlated with BFS-CLG ($r=0.404$, $p \leq 0.01$), and negatively correlated with depression ($r=0.304$, $p \leq 0.05$).

BFS-CLG is significant and positively correlated with BFS-DPF ($r=0.397$, $p \leq 0.01$), BFS-GBD ($r=0.514$, $p \leq 0.01$), and overall BFS ($r=0.787$, $p \leq 0.05$).

BFS-DPF is positively correlated with BFS-GBD ($r=0.580$, $p \leq 0.01$) and total BFS ($r=0.837$, $p \leq 0.01$).

BFS- GBD and Overall BFS is significant and positively correlated ($r=0.793$, $p \leq 0.01$).

Table 9:

Correlation matrix of forgiveness with Psychological well-being and depression among Hostellers and Day Scholars

	1	2	3	4	5	6	7	8	9	10	11	12
Autonomy (1)	—	.290**	.466**	.196	.316**	.425**	.654**	.346**	.006	.006	.176	-.326**
Env. mastery(2)		—	.301**	.346**	.096	.467**	.614**	.255**	.059	.04	.166	-.301**
Personal growth (3)			—	.448**	.311**	.427**	.742**	.344**	-.023	.091	.178	-.270**
Positive relations with others (4)				—	.164	.224**	.645**	.301**	.047	.083	.19	-.345**
Purpose in life(5)					—	.284**	.482**	.195	-.091	-.036	.044	-0.089
Self-acceptance (6)						—	.703**	.319**	.093	.013	.207*	-.441**
Total PWB(7)							—	.461**	.068	.087	.271**	-.435**
BFS-CLG (8)								—	.465*	.541**	.838**	-.231*
BFS-DPF (9)									—	.618**	.835**	-0.072
BFS-GBD(10)										—	.803**	.027
Total BPS(11)											—	-0.139
PHQ-9 (12)												—

* Correlation at 0.05 (2 tailed)

** Correlation at 0.01 (2 tailed)

From table 9, the correlation analysis is done for combined data. The data represent that Autonomy (Subscale of PWB) is significant and positively correlated with environmental mastery ($r=0.290$, $p \leq 0.01$), personal health ($r=0.466$, $p \leq 0.01$), purpose in life($r=0.316$, $p \leq 0.01$), self-acceptance ($r=0.425$, $p \leq 0.01$), total PWB ($r=0.654$, $p \leq 0.01$), BFS-CLG ($r=0.346$, $p \leq 0.01$). Autonomy and depression are significant and negatively correlated ($r=0.326$, $p \leq 0.01$).

Environmental mastery is positively and significantly correlated with positive relation with others ($r=0.301$, $p \leq 0.01$), positive relation with others ($r=0.346$, $p \leq 0.01$), self-acceptance ($r=0.467$, $p \leq 0.01$), Total PWB ($r=0.614$, $p \leq 0.01$), and BFS- CLG($r=0.255$, $p \leq 0.01$). Environmental mastery and PHQ-9 (for depression) are significant and negatively correlated ($r=0.301$, $p \leq 0.01$).

Personal growth is positively significant with positive relation with others ($r=0.448$, $p \leq 0.01$), purpose in life ($r = 0.311$, $p \leq 0.01$), self-acceptance ($r=0.427$, $p \leq 0.01$), Total PWB ($r=0.742$, $p \leq 0.01$) and BFS-CLG ($r=0.344$, $p \leq 0.01$). While personal growth is negatively correlated to depression ($r=0.270$, $p \leq 0.01$).

Positive relationship with others is positive and significantly correlated with self-acceptance ($r=0.224$, $p \leq 0.01$), Total PWB ($r=0.645$, $p \leq 0.01$), and BFS-CLG ($r=0.301$, $p \leq 0.01$). While is negatively correlated with depression ($r=0.345$, $p \leq 0.01$).

Purpose in life is positive and significantly correlated with self-acceptance ($r=0.284$, $p \leq 0.01$), and total PWB ($r=0.482$, $p \leq 0.01$).

Self-Acceptance is significant and positively correlated with Total PWB ($r=0.703$, $p \leq 0.01$), BFS-CLG ($r=0.319$, $p \leq 0.01$), and Total BFS ($r=0.207$, $p \leq 0.05$), while negatively correlated with depression ($r=0.441$, $p \leq 0.01$).

Total psychological well-being (PWB) is positively correlated with BFS-CLG ($r=0.461$, $p \leq 0.01$), and overall BFS ($r=0.271$, $p \leq 0.01$). and negatively correlated with depression ($r=0.435$, $p \leq 0.01$).

BFS-CLG is significant and positively correlated with BFS-DPF ($r=0.465$, $p \leq 0.01$), BFS-GBD ($r=0.541$, $p \leq 0.01$), and overall BFS ($r=0.838$, $p \leq 0.05$). While BFS-CLG is negatively correlated to depression ($r=0.231$, $p \leq 0.01$).

BFS-DPF is positively correlated with BFS-GBD ($r=0.618$, $p \leq 0.01$), and total BFS ($r=0.835$, $p \leq 0.01$).

BFS- GBD and Overall BFS is significant and positively correlated ($r=0.803$, $p \leq 0.01$).

CHAPTER - 5

DISCUSSION

Forgiveness is an act of escaping the cycle of blaming. It is not important to confront people to forgive. It can be done internally as well. Somehow it so links with the overall well-being of individuals. It leads to the calmness of a person. Their mental health improves and physical health. Generally, we undergeneralize the act of forgiveness. We do take the pain with us which can be sometimes seen as a product of depression. It is also viewed that people who are high on psychological well-being tend to have low depressive symptoms. Though, it can't be stated as entirely true. Focusing more on the present and forgiving and forgetting any event can promote a more positive view of the environment and the world around us.

The present study aimed to evaluate forgiveness, psychological well-being, and depression among college going students. These variables were taken into consideration because previous study though conducted on college-going students don't mainly focus on the difference between hostelers and day scholars. The sample of 100 was collected through google forms and consideration was given to the difference that occurs due to variables. These variables are very important to understand in totality and not distinguish among participants' personalities. After taking demographic details, administration of scales namely forgiveness, psychological well-being, and depression was done. The scale for forgiveness used is Boltan's forgiveness Scale (Amanze & Carsonin, 2019), which had 3 dimensions; coming to terms and letting go, developing positive feelings, and giving the benefit of the doubt subscale. Ryff's psychological well-being scale was used for psychological well-being given by (Ryff, 1989). The scale has 6 subscales including autonomy, Environmental mastery, Purpose in life, Positive relations with others, self-acceptance, and Personal growth. The scale for depression used is Patient Health Questionnaire (PHQ-9), a self-administered scale by Spitzer, Williams, and Kroenke (1999). The score of each scale was administered and analysed using SPSS. On this basis, several hypotheses were formulated and tested. For analysis purpose descriptive

statistics, t-ratio, and Pearson's correlation was performed. Here we will focus on the discussion of hypotheses.

The result showed that all the hypotheses for depression with psychological well-being and its subscales are accepted. Depression is negatively correlated to Autonomy, Environmental Mastery, Purpose in Life, Positive relationships with others, personal growth, and overall Psychological well-being. Liu et al. (2009) conducted a study to evaluate the relationship between psychological well-being, Depression as well as anxiety in University students. The result indicated that psychological well-being and depression are negatively correlated. It is told for future study that psychological well-being and negative life events have interaction in mood state.

The results also revealed that depression is negatively correlated to forgiveness and its subscales except for the Giving Benefit of Doubt subscale. Hence, Hypotheses will be partially accepted, as for coming to terms and letting go, Developing positive feelings and overall forgiveness is significant and only Giving the Benefit of the doubt is not. According to a study by Tse and Cheng (2005), the evaluation of depression was seen in forgiveness beyond the effect of transgression and relationship closeness. The result of 119 Chinese university students shows that depressive individuals were less likely to forgive a small event than normal individuals. Hence, it states a negative relationship between both variables.

Hypotheses for forgiveness (CTG, GBD, and DPF) with Psychological well-being (Autonomy, Environmental Mastery, Purpose in Life, Positive Relations with others, Personal growth, and Self-Acceptance) all are accepted, as they had positive and significant correlation among themselves. Tacasily and Soetjningsih (2021) conducted a study to see a link between

forgiveness and psychological well-being among students with breakups. The study depicted a positive and significant correlation between psychological well-being and forgiveness. Indicating a person higher on forgiveness will be higher on psychological well-being.

There is a partial significance difference between hostelers and day scholars on forgiveness, psychological well-being, and depression. As mean for both psychological well-being and depression is higher for hostelers than for day scholars. The mean for forgiveness is slightly higher for hostelers than for day scholars. A study by Friedberg et al. (2009) interrelates forgiveness with psychological and physiological indices with participants having cardiovascular functioning. It was observed that individuals higher on forgiveness have lower levels of depression that are inversely correlated and forgiveness and health are positively correlated i.e. if one forgives they will have good health.

Summary

The primary aim of study is to examine forgiveness, psychological well-being, and depression among college going students. Study was conducted among hostelers and day scholars, from Tricity. 100 participants were identified for the study. The administration of scales namely forgiveness, psychological well-being, and depression was done. They were administered on a standardized scale through google forms. The scale for forgiveness used is Boltan's forgiveness Scale given (Reginald & Carsonin, 2019), which has 3 dimensions - coming to terms and letting go, developing positive feelings, and giving the benefit of the doubt subscale. Psychological well-being scale was used for psychological well-being given by Ryff and Keyes (1989). This scale has 6 subscales including autonomy, Environmental mastery, Purpose in life, Positive relations with others, self-acceptance, and Personal growth. The scale for depression used is Patient Health Questionnaire (PHQ-9), a self-administered scale by

Spitzer et al. (1999). Sample of 100 participants was collected including 50 hostelers and 50 day scholars. The data were tabulated and analysed using SPSS. For analysis purpose descriptive statistics, t-ratio, and Pearson's correlation was performed.

The study does not show much significance difference among hostelers and day scholars. Significant difference can be seen in Forgiveness, Psychological well-being, and depression. Depression is negatively correlated with forgiveness and psychological well-being. Psychological well-being and forgiveness are positively correlated.

Conclusion

The study focused on the interrelationship of forgiveness, Psychological well-being, and depression among college students. A sample of 100 participants was taken which includes 50 hostelers and 50-day scholars. The study suggests that there is a significant positive correlation between forgiveness and psychological well-being. Additionally, it could be seen that forgiveness and depression have significant negative correlations. Depression and psychological well-being are significant and negatively correlated. It is also observed that there is a partial significance between forgiveness, psychological well-being, and depression.

Limitation

The study here did not take gender differences into consideration which might have a meaningful impact on their mental health and wellbeing. The study focuses on a very small portion of the qualitative dimensions in the PHQ-9, largely it is a quantitative study. The qualitative content would have focussed on a better understanding of the effects that lead to major depression among college going students. A large sample size would have made it a major contribution towards understanding the type of residence that students live in and their mental health and well-being.

Future Implications

It is suggested that depression is seen commonly among college going students. There should be proper help provided by institutions. Also, focus on well-being should be given so that overall development could happen and they have high self-esteem, self-acceptance, and positive view about the world around them. The view to forgive could be taught as nothing will happen by keeping any hard feelings to oneself, one only suffers mentally.

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APPENDIX-1**Bolton Forgiveness Scale (BFS)**

Directions: *In life, negative things may occur causing pain and hurt to us. How are you most likely to react to them. Next to each of the following statements, kindly indicate on the scale of 1 - 6 how you would typically respond to the type of situation described. There are no right or wrong answers. Please be as open as possible in your answers.*

	1	2	3	4	5	6
Statements	Always false of me	Almost always false of me	Sometimes false of me	Sometimes true of me	Almost always true of me	Always true of me
1. With time I can be understanding of bad things in my life.						
2. I have compassion for the person who wronged me.						
3. With time I let go of negative thoughts about bad things that are beyond anyone's control.						
4. If I encountered the person who wronged me I would feel at peace.						
5. I hold nothing against someone who hurt me as it could be that sometimes people don't really know what they are doing.						
6. I feel relief by forgiving someone who has hurt me.						
7. I wish for good things to happen to the person who wronged me.						
8. Generally I don't wait to be asked before forgiving someone who hurt me.						
9. With time I am understanding of myself for mistakes I've made.						

<i>10. I hope the person who wronged me is treated fairly by others in the future.</i>					
<i>11. Although I feel bad at first when I mess up, over time I can give myself some slack.</i>					
<i>12. I believe there are no offences that cannot be forgiven under the right conditions.</i>					
<i>13. I eventually make peace with bad situations in my life.</i>					
<i>14. I pray for the person who wronged me.</i>					
<i>15. With time I can be understanding of bad circumstances in my life.</i>					

APPENDIX-2

PATIENT HEALTH QUESTIONNAIRE (PHQ-9)

ID #: _____ DATE: _____

Over the last 2 weeks, how often have you been
bothered by any of the following problems?
(use "✓" to indicate your answer)

	Not at all	Several days	More than half the days	Nearly every day
1. Little interest or pleasure in doing things	0	1	2	3
2. Feeling down, depressed, or hopeless	0	1	2	3
3. Trouble falling or staying asleep, or sleeping too much	0	1	2	3
4. Feeling tired or having little energy	0	1	2	3
5. Poor appetite or overeating	0	1	2	3
6. Feeling bad about yourself—or that you are a failure or have let yourself or your family down	0	1	2	3
7. Trouble concentrating on things, such as reading the newspaper or watching television	0	1	2	3
8. Moving or speaking so slowly that other people could have noticed. Or the opposite — being so fidgety or restless that you have been moving around a lot more than usual	0	1	2	3
9. Thoughts that you would be better off dead, or of hurting yourself	0	1	2	3

add columns + +

(Healthcare professional: For interpretation of TOTAL, TOTAL:
please refer to accompanying scoring card).

10. If you checked off any problems, how have these problems made it for you to do your work, take care of things at home, or get along with other people?	Not difficult at all	_____
	Somewhat difficult	_____
	Very difficult	_____
	Extremely difficult	_____

APPENDIX-3

Psychological well-being

Instructions: Circle one response below each statement to indicate how much you agree or disagree.

1. "I like most parts of my personality."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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2. "When I look at the story of my life, I am pleased with how things have turned out so far."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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3. "Some people wander aimlessly through life, but I am not one of them."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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4. "The demands of everyday life often get me down."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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5. "In many ways I feel disappointed about my achievements in life."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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6. "Maintaining close relationships has been difficult and frustrating for me."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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7. "I live life one day at a time and don't really think about the future."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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8. "In general, I feel I am in charge of the situation in which I live."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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9. "I am good at managing the responsibilities of daily life."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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10. "I sometimes feel as if I've done all there is to do in life."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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11. "For me, life has been a continuous process of learning, changing, and growth."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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12. "I think it is important to have new experiences that challenge how I think about myself and the world."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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13. "People would describe me as a giving person, willing to share my time with others."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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14. "I gave up trying to make big improvements or changes in my life a long time ago"

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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15. "I tend to be influenced by people with strong opinions"

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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16. "I have not experienced many warm and trusting relationships with others."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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17. "I have confidence in my own opinions, even if they are different from the way most other people think."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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18. "I judge myself by what I think is important, not by the values of what others think is important."

Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree
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