

Self-Forgiveness and Its Relation to the Psychological Resilience of University Students

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Abstract: *The current research aims at identifying the self-forgiveness of university students, the psychological flexibility of university students, finding the significance of the differences in the degree of self-forgiveness in the study sample by (Gender, grade level), finding differences in the degree of flexibility in the research sample (gender, grade) and the relationship between self-forgiveness and psychological flexibility among university students. The current research sample was selected from the University of Baghdad for the academic year 2016-2017 and 400 students, Of the university students first and fourth grade. The self-forgiveness (HFS) scale in English was translated from the researcher's design (Thompson et al. (2005) and extracted the validity of the construction and stability and the number of paragraphs of the scale in its final form (17) paragraph. And the adoption of the Shaqura scale (2015) of psychological flexibility has been extracted the strength of discriminatory paragraphs and the validity of the content and honesty of the building was extracted stability and the scale shall be in its final form (41) paragraphs. The findings of the research that the sample of research have self-forgiveness, psychological flexibility and there are no significant differences in statistical flexibility, as well as in psychological flexibility found significant differences in sex and in favor of males in psychological flexibility, and There were significant differences in sex and in favor of males in psychological flexibility, and there is a strong relationship between self-forgiveness and psychological flexibility. The researcher concluded that university students have self-forgiveness and self-esteem and is represented in three elements (wrong work, negative feelings caused by error, self acceptance internally). And that their relationship is characterized by love and confidence despite the pressures of the trick and the many shocks in Iraqi society. And most important recommendations Enhance the positive side of self-forgiveness and psychological flexibility. And the most important proposals to conduct surges dealing with the variables with other variables such as mental health, anti-social behavior.*

Keywords:

1. The importance of research and the need for it

The stage of university life is one of the most important stages in human life because it will determine its future directions. All this requires a degree of self-forgiveness and psychological flexibility that will enable it to pass through this stage safely. And to meet the requirements of daily life easily and a degree of self-satisfaction and a sense of security, which reflects positively on the life of the student at the university. The term self-forgiveness is a modern concept in psychological studies (p. 44). Enright et al., 1998,p.48).

There was no reference in foreign and Arabic studies to understand the concept of forgiveness from the psychological point of view before 1980. Knowing that the religious heritage in various religions urges forgiveness in man thousands of years ago. Religious studies have long since indicated forgiveness for religions .that major religions in the world have placed forgiveness as one of their priorities, and individuals of these religions have pointed out that forgiveness produces positive emotional and spiritual results and can change a person's life significantly. It is important to recognize the point of view of religion for forgiveness not only as the point of view.existed for a long time but because of the forgiveness many individuals have changed their view of religion and spirituality (Rye et al., 2000,P.18).

As for the psychological view of the researchers in psychology, the first studies were conducted in the relationship between forgiveness and mental disorders, and then developed methodological methods in the use of self-

forgiveness for the psychological treatment of individuals, then the concept was used in the evaluation of social principles for individuals within the social context and this is confirmed by social psychology, and some researchers have conducted self-forgiveness research in the fields of mentoring, personality, social psychology, and cognitive psychology (McCullough et al., 2000, p6).

Clinical doctors then used forgiveness as a key to treatment, including anger, aggression, and psychopathic therapy (Enright * Fitzgibbons, 2002, p56). In the importance and effect of self-forgiveness, Bliss (2004) referred to the relationship of self-forgiveness to the mental health of persons(Bliss, 2004, p44). Witvli et al. (2002) reported that there is a relationship between self-forgiveness and the positive aspects associated with it. It was conducted on a sample composed of (40) male and female students and noted that once the person searches for any subject in which forgiveness will be brought to him and feel the many emotional benefits. (Witvliet et al., 2002, p223). Enright et al. (1989) noted that the nature of self-forgiveness and tolerance grows and changes with the age of man throughout his lifetime. In one study, a group of children and adults showed the effect of the concept of forgiveness towards children ages (4, 7, 10). While adults are less likely to be forgiven for college and adult students (Enright et al., 1989, p105).

Al-Mabuk et al (1995) found that there was a relationship between self-forgiveness and anxiety and depression and self-esteem on a sample of American university students and found that there was a relationship between forgiveness and low level of anxiety and depression with high self-esteem in the sample.

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And that the sample of the study suffers from denial of love from the parents, and was randomly introduced program of forgiveness. After application of the program. The scale of forgiveness was applied after the program showed that the sample showed high levels of hope and desire for tolerance.

In this field, researchers found self-desire in individuals to be forgiven and showed a relationship in low levels of anxiety and depression with respect for oneself and respect for the views of positive parents (Al-Mabuk et al., 1995, p47).

In the Coyle (Enright) study (1997), through the effect of a self-indulgent self-forgiveness program for depressed individuals, of a male sample of frustration, the results showed that the use of self-forgiveness in the program gave individuals positive benefits (Coyle, 1997 p. 1044).

In McCullough * Worthington (1995), a therapeutic program of self-forgiveness for women who had been raped for the same reason, Whatever the cause of frustration, individuals are only harmed within the family, such as their wives or in their relationships outside the family. (Coyle, Enright 1997, p. 1044).

In McCullough * Worthington (1995), a therapeutic program of self-forgiveness for women who were raped by incest in a sample of female university students and after the application of the program and individually treated through forgiveness and tolerance. The results showed that the experimental group was less willing to take revenge and had positive feelings and a desire for reform rather than a desire for authoritarianism (McCullough * Worthington, 1995, p61). A study conducted by Park and Enright (1997) showed that the relationship between forgiveness and age for persons was reached, and I found that the relationship was positive as it indicated that people's tolerance and forgiveness are high when they grow up (Park and Enright 1997, p. 397).

The concept of psychological flexibility is one of the concepts of positive applied psychology according to Seligman (2011) and emphasizes the importance of the concept in societies at risk (poverty, wars, disasters, asylum, and displacement in camps) or individuals with personal circumstances that may be as healthy Such as chronic diseases, all these cases are helped by the psychological flexibility of confrontation in order to co-exist positively with these conditions. So the term flexibility refers to the tendency of the individual to settle and calm in some situations that are exposed to the dangers and be in the case of nervous pressure, which requires confrontation and only through flexibility of the strategy of psychological flexibility (Masteen, 2009, p17).

According to Rutter (2008), psychological flexibility is in the form of two-dimensional (including exposure to problems and difficulties or even crises and shocks) and positive compatibility with them, which arranges positive outcomes (Rutter, 2008, p21).

Psychological flexibility is one of the important components of the concept of mental health. It is a major contribution to the daily well-being and happiness of the individual.

(Kashdan * Rottenberg 2010, p866). Psychological flexibility is one of the important components of the concept of mental health. It is a major contribution to the daily well-being and happiness of the individual. (Kashdan * Rottenberg 2010, p866). And it show the individual's ability to resist stress and not to show mental dysfunction is bad mood.

The term 'psychological flexibility' refers to the emotional and mental response that enables individuals to be compatible and positive with the various pressures of life and problems faced by man. The American Psychiatric Association defined psychological flexibility as a 'good and harmonious process of consensus Trauma, depression, or normal psychological stress that people face, such as family problems, problems with relationships, health problems (APA, 2002, p23).

The importance of man's resilience to his ability to maintain the happiness he lives through is reflected in his repeated sense that he is capable of achieving his goals, his sense of ability to think and productive work, and his ability to control all his psychological, cognitive, social and academic components. And a sense of high level of psychological security and mental health through the acceptance of self and knowledge of the perception of the private, and in maintaining social relations conscious and social perception of others, with the possession of a special entity characterized by a culture and entity of its own. It has its own culture and entity. And highlights the importance of the current research and the need for it through the variable self-forgiveness)) of the original variables in the literature of the Arab and Iraqi psychology, as it was not studied previously. And the variable psychological flexibility of the variables important to indicate the mental health of students. The importance stems from the fact that there was no Arab and foreign study dealing with self-forgiveness and its relationship with psychological flexibility to the knowledge of the researcher.

2. Research Objectives

The current research aims to

- 1) Identify the self-forgiveness of university students.
- 2) The psychological flexibility of university students.
- 3) The significance of the differences in the degree of self-forgiveness in the sample of the study according to (gender, grade).
- 4) Significance of the differences in the elasticity of the research sample according to (gender, grade level).
- 5) The relationship between self-forgiveness and psychological flexibility among university students.

3. Research Limits

The current research is determined by the students of the University of Baghdad for morning studies for the 2015-2016 academic year.

Terms Definition:

1) Self-forgiveness defined by many authors as follows:

- Horsbrugh (1974) The intrinsic value of man is far from what he did from bad deeds and explains the process of forgiving oneself and others (Horsbrugh,1974,p. 273).
- Bauer et al. (1992) defined the individual's transformation from self-dissatisfaction to self-feeling as one manifestation (Bauer et al. 1992, p.154).
- Enright (1996) defined the desire to give up self-discontent in the face of the error that one has recognized, while promoting sympathy and generosity and love towards himself. Enright, 1996, p110).
- Pargament (1997) examined the relationship between piety and cloned religions, an attempt to give a comprehensive definition.
- Hall * Fincham (2005), emphasizing self-love and respect despite bad behavior (Hall * Fincham, 2005,p.622).

Theoretical definition

The researcher will adopt the theoretical model in the theoretical framework. The procedural definition The degree obtained by the student on the Enright1996 scale.

2) Psychological Flexibility defined by many authors as follows:

- Rizouki (1979) defined a psychological trait that helps the individual to adapt, leading to openness in beliefs and preparations in the face of the different conditions that man lives (Rizouki, 1979, p. 278).
- (Newman, 2000), 'Adaptive to traumatic events, adaptive to adversity and stressful situations' (an ongoing process in which an individual exhibits behavior in the face of adversity, trauma, and stress sources (Newman, 2002, p62).
- APA (2002) Good compatibility and positive response to adversity, trauma, depression, or normal psychological stress, such as family problems, problems with relationships, serious health problems, work pressures and problems (APA, 2002, p26).
- Al-Ahmadi (2007) identified the ability to recover from the negative effects of these hardships, calamities or stressful events positively and to continue life effectively and efficiently (Ahmadi 2007, p. 4).
- Dowrick et al (2008) defines the ability to adapt successfully and bring about positive changes to meet and challenge different life situations, which is an indicator of psychological resilience in humans (Dowrick et al., 2008, p10).
- Chakoura (2012) The ability of the individual to effectively confront different situations and respond to them rationally, and establish good relations with others, based on friendliness, mutual respect and acceptance of others.

Theoretical definition

The researcher will adopt the definition of Chakoura 2012 (Chakoura, 2012, p. 6)

Procedural definition

The degree obtained by the student on the scale Chakoura 2012.

The Theory

Self-Forgiveness: The concept of self-forgiveness is based in theory and is based on religious concepts (Rye et al., 2000, p 23) and is reflected in the fact that Islamic law tolerates Islamic religion using forgiveness in three directions (pardon forgiveness , and the violation and mean pardon when able to make mistakes, and sin). Where the Islamic religion urges forgiveness and forgiveness through the Prophet Muhammad peace be upon him. And that forgiveness is an important element in Islamic law for two reasons one has to pardon in order to obtain forgiveness in the latter it is believed that tolerance and the search for forgiveness brings peace to oneself. Christian forgiveness indicates that God is the symbol of forgiveness and love where Christianity emphasizes forgiveness among people and must follow the path of divine forgiveness (Enright * Gassin, 1992, p101). In the new Christian era they often referred to forgiveness in justice to show compassion, Mercy and pardon. Christianity affirms that the power of forgiveness is from God, which inspires and enables humans to follow the path of forgiveness through Jesus Christ and the Church (Rye et al., 2000, p144). In Buddhism, the concept of forgiveness refers to two factors: Which is to remove the punishment of the other two and leave anger and resentment. Buddhists believe that resentment causes great suffering and that the beneficent and away from sin represents perfection and light although forgiveness is not within the context of the Buddhist approach (Rye et al., 2000, p28).

The roots of self-forgiveness in psychological literature are short and close in comparison to other psychological variables. It extends from the seventies. There have been approximately 110 research conducted in the United States under the title of 'Al-Mafjar'. Since 1970, the concept of forgiveness is neglected in the field of psychology. Then, in the early 1980s, the study of forgiveness began based on theories and psychological models of interpretation (Enright et al., 2002, p322). Five scientific psychological studies were conducted until 1985 (Hall * Fincham, 2005, p113).

Pargament (1997) finds that forgiveness includes forgiveness of the self and forgiveness of others, and represents the perspective of the view to try to raise negative feelings to the sense of happiness and is done only through the individual's perception of sin and this perception may be (self) by the individual himself may be done by the same individual too may be cognition (by others). Both cases require the individual to change his or her viewpoint to a positive, sympathetic view and create a new attitude (Pargament 1997, p97).

Horsbrugh (1974) believes that forgiveness for oneself differs from forgiveness for other things, and that forgiveness and tolerance among others are unconditional while self-forgiveness is necessary, that the individual's good faith towards oneself, and purging the mind of self-hatred and self-contempt (Horsbrugh, 1974, p272).

Studies of (Hall * Fincham (2005), Dillon (2001), Holgrem (1998) have suggested that self-forgiveness is linked to self-esteem and consists of three elements (wrongdoing, negative

emotions due to the type of error, self-acceptance internally). Rutledge (1997) stated that self-forgiveness and self-respect are inseparable from the theoretical approach, and that self-forgiveness requires a decision to change behavior differently in the future (Enright, 1996, p321).

Steps of Self - forgiveness

- 1) Recognize that they were harmful.
- 2) The belief that healing will lead to painful meditation in self-forgiveness.
- 3) Leave the old impression about himself.
- 4) A sincere and responsible assessment of the error that occurred previously. (Bauer et al., 1992, p165) (Ingersoll et al., 2005, p 277).

4. Theoretical Model of Self-forgiveness Enright Theory (1996)

Enright (1996) argues that the theoretical trend in the study of self-forgiveness is that self-forgiveness requires the reworking of human knowledge and an individual's understanding of what is forgiveness within the human being itself. Theoretical Model of Self-Evangelism Enright Theory (1996). Enright (1996) argues that the theoretical trend in the study of self-forgiveness is that self-forgiveness requires the reworking of human knowledge and an individual's understanding of what is forgiveness within the human being itself.

Enright (1996) points out that individuals appear to have stages. In the detection phase (denial, guilt, shyness, lack of venting, comparing one person to another, realizing that someone else is hurt, recognizing that I am a person who is not perfect) And at the decision-making stage (The appearance of forgiveness involves change in the heart and not in another subject), and in the work phase (the process of helping individuals in the diagnosis of self-forgiveness includes the development of errors within the right context and the perception of self-emotion and have the desire to accept pain) In the final stage, which is the concluding statement (one must find the meaning of the errors that the individual lives, and the consequences of these mistakes of suffering and he must understand forgiveness has a positive return towards the self and others). And makes self-forgiveness a fact that is sought and accepted by a large extent and through which he finds anew goal in life and giving up the negative impression (p112-230 Enright, 1996).

Hall and Fincham (2005) Hall and Fincham (2005) presented a theoretical model of self-forgiveness by describing a set of behavioral features described (guilt, shyness, empathy, behavior reform, placement, feeling of forgiveness, and to recognize the seriousness and purpose of bad behavior). And that the forgiveness of God is the changer and that this form of forgiveness is based on three determinants of emotional (guilt and shame), and social determinants (placement or descent) ,And fault-related determinants (behavior reform, perception of victim's remission). And any disagreement between the forgiveness of self and forgiveness of others. Many theories have pointed to the similarity between the two structures of forgiveness. Hall and Fincham (2005) point out that self-forgiveness and remission of the other Share several key

features that are similar in method. Both self-forgiveness and personal social forgiveness require an error to be followed by forgiveness. They point out that self-forgiveness and forgiveness from others requires conscious effort not to happen unintentionally. In a study of six groups By three experienced psychologists who supported the idea of a link between self-forgiveness and the forgiveness of others (Hall * Fincham, 2005, p. 635). Frederick Luskin's (2002) notes that the process of forgiveness, whether for oneself or for others, is in any way similar to the error. It is believed that the components of the process of forgiveness can be offered by one person and that forgiveness for oneself is in fact playing an important role in forgiveness is a skill Necessary to overcome resentment of the self. Luskin (2002) suggests that forgiveness for oneself and others is less based on empirical support, where ideas were used to employ forgiveness to help others overcome pain. It is also believed that self-forgiveness and the forgiveness of others are common in the process of Reduce error, sense of responsibility and positive change of feelings and behavior (Luskin, 2002, p83).

Mills (1995) notes that self-forgiveness is more meaningful and meaningful when it follows the remission of others despite the similarity of ideas between self-forgiveness and forgiving of others. There is empirical evidence showing the positive relationship between the Formalists (Mills, 1995, p408). Other scientists believe that self-forgiveness, Mills (1995) notes that self-forgiveness is more meaningful and meaningful when it follows the remission of others despite the similarity of ideas between self-forgiveness and forgiving of others. There is empirical evidence showing the positive relationship between the Formalists (Mills, 1995, p408). Other scientists believe that forgiveness use of various measures, including the measure of forgiveness of the heart or self. (Thomson et al., 2005), in a study that showed that forgiveness for others was negatively associated with the nerves and was not related to compatibility in a study of 147 university students.

Factors associated with psychological flexibility

psychological flexibility has linked with the negative effects of the pressures of life and traumatic situations, which is in the form of care and emotional and social support and build positive relations characterized by love, trust and social support, as well as flexible plans And confidence of the individual himself and increase his ability to communicate and control impulses and emotions, to build psychological flexibility when individuals through a variety of methods used, according to the American Society of human psychological Sciences (positive relations of the individual with others, especially with family Friends, avoid that he cannot overcome the obstacles and difficulties, attainable goals, and has the ability of foresight for self discovery, develop self confidence and optimism for the future, attention to the physical health side, sports activities, and attention to his feelings, and establishment for a better life (APA, 2010, P31).

Characteristics of persons with psychological flexibility

- 1) Ability to endure and deal with the various things in a realistic and balanced emotional and non-rush and rush and anger, and the use of the method of delay (Essawi, 1998, p. 220).

- 2) Ability to endure patience and the will of personal will not weaken his determination and do not suffer from it no matter how sucked Of difficulties and obstacles, and willfully able to achieve his achievements (Najati, 2005, p. 299).
- 3) The ability of individuals to confront situations with reading, analysis and foresight through personal communication, as well as understanding the behavior of others to help me analyze the situation.
- 4) The ability to make a balance between the individual himself and others, and also includes how to adapt oneself to the individual to know the pros and cons of it. This individual can object to negative aspects by saying not in situations that require it with all strength and intensity.
- 5) Use many methods, procedures and alternatives to adapt to different life situations.
- 6) Ethical values Moral construction is committed, that is, it can be religious concepts and apply it through cooperation with members of its community, adhering to the religious aspect that believes in it. To be someone who has spiritual and moral perceptions in his life. (Khatib, 2007, p. 1061).
- 7) Accept to hear his mistakes by others and accept their criticism, the individual from his point of view may slip without feeling that and the individual needs the views of others to correct, and must accept criticism without being embarrassed, it must benefit from all the suggestions and criticism directed by others and benefit Of the criticism and assesses the positions and accepts what he sees fit and adjust what he sees needs to be modified (Habib, 1995, p. 27).

5. Theoretical Model of Psychological Flexibility

Psychoanalytic Theory Sigmund Freud believes that the three powers of personality, namely, ego, Ego, and Super Ego (supra, 1984, p. 32), and the conflict between them determines the individual's ability to cope with adversity and living difficulties. The strong Ecois the balance and the compatibility between the upper and the highest because it depends on the reality in its work objectively in line with the social aspects in which the human lives and work to confront conflicts and overcome it, Freud stressed that psychological flexibility combines with And now success in the duties you do. It is determined at the level of the individual's adjustment of the ego's control to change attitudes. Thus, the flexible individual can be highly determined and organized at times and very spontaneously in other situations (Ghani, 2010, p. 41).

Human theory

Focuses on the subjective experience and problems faced by the individual in decision-making to solve problems and how the individual seeks to achieve adaptation to the maximum possible efficiency (Gbari et al. 2118, p. 22). The point is that Roger Rogers believes that the behavior of the individual is self-preservation of nd that a healthy, flexible personality is a function of harmony between self and experience. The psychologically healthy people are able to perceive themselves and their environments as they are in reality and they accept all the good things they face in their

life situations., and the individuals, strive to achieve themselves to be integrated people in performance and achievement, and are more flexible in adapting to life situations and seeking new experiences towards a sense of satisfaction and achievement of goals (Hussein, 2011, p.64).

Julian Roter's Social Learning Theory

Julien Rutter's social learning theory is two different approaches in psychology: the theory of 'stimuli' and 'cognitive theories'. The interaction of the individual with the external environment depends on their past experiences and their expectations for the future On the other hand, and that the behavior of the individual is a process depends on the environment and the individual interactively according to reinforcements that do not depend on the external environment, but depends on the meaning and evidence accepted by the individual, which is recognized by the individual cognitive capacity, and the growth and development of human personality linked to the experiences During its interaction with the environment until it reaches a formula for predicting behavior (Zayat, 1996, p. 339).

The concept of the control center is an initial attempt to explain the human behavior and to uncover the influencing factors. The concept of the center of control is the extent to which the individual feels that he can control the events that can affect him. Where individuals are distributed according to this concept in two categories: individuals who believe that they are in the category of internal control center are responsible for what happens to them, and therefore they are able to influence the events surrounding them.

Individuals in the outer control class believe that events are controlled from outside and have no control over these events or influence them, as they return more to luck, chance, fate, influencing others or unpredictable environmental factors (Al Hashimi, 2006, p. 67).

According to Rotter, the internal controls are 'constantly facing failures, not frustrated, finding alternatives to successful behavior, facing life pressures, less anxious, controlling their emotions' (Baaj, 2011, p. 34) ,And that external controls are subject to life pressures) are less flexible than internal controls (Allen Pim, 2011, p. 517).

6. Piner's model of psychological flexibility

Piner points out that flexibility is a dynamic process rather than a dynamic process. It involves a variety of processes and structures that do not constitute specific stages and phases, but rather occur as a result of the shocks and stresses that accompany the individual in his relationship and the daily experiences that he perceives. Because of the experiences of losing individuals to their needs, a child who does not have an environment that contains and supports his feelings will be more acute and more threatening than the adult, and that human behavior is always purpose-oriented and in some way struggling individuals to maintain the biological balance and continue to obtain the actual potential energy by fulfilling their needs.. The basic components of flexibility are necessary to promote self-awareness and to assist in perceived efficiency and to strengthen feelings and beliefs that enhance flexibility, namely external support,

internal strengths and interpersonal skills. Flexibility requires awareness or presence of mind here and now, seeing the reality of whatever circumstances and recognizing the reality of reality can not be changed and flexibility means wisdom, an attribute acquired from the experiences of life and also includes knowledge or awareness of things that do not correspond to reality, whether they are working or not working and that they are true and true. ((Pienar, 2007, p211 – 217).

Research Community

The current research community is determined by the students of the University of Baghdad, the preliminary morning study for the academic year (2016 - 2017), represented by scientific colleges. The research sample . The current research sample was selected according to the method of equality. Two of the scientific colleges were randomly chosen which are(science , and Pure science –Ibn Alhaitham) .The sample consisted of (400) students chosen by the random stratified class method, consisting of (200) males and (200) females, distributed equally And consisted of (200) males and (200) of females, distributed evenly between the classroom (the fourth).

Self-Forgiveness scale

The researcher will use the Self-Forgiveness (HFS) standard in English from Thompson et al. (2005), which goes into a tendency to diagnose self-forgiveness. The scale consists of (17) paragraphs, and the highest degree which obtained by the student represents the student's desire for self-forgiveness while the lowest degree represents the lack of desire of the individual in self-forgiveness ie he has no capacity for self-forgiveness. The coefficient of stability produced by Thompson et al. (2005) was the alpha-cronbach factor of 0.88.

Instructions and correction of the scale

The researcher adopted the original scale instructions, requiring the respondent to point to one of the six alternatives of the scale and answer them with all sincerity and objectivity. This procedure is for the purposes of scientific research. He pointed out that there are no correct and other uncorrected answers. The researcher asked the sample to answer the demographic variables, namely sex, specialization and college. The researcher adopted alternatives ranging from (apply to always 6), (apply to a lot 5), (apply to often 4), ((sometimes apply 3), (rarely apply 2) (never apply to 1), and correct paragraphs (1-6) if the paragraph is opposite to the concept (Thompson et al., 2005, p318).

Validity of Translation

After reading the original copies in English, the researcher followed the procedures for translation, in order to reach a translation that is easy, less complex and difficult to fit the Arab and Iraqi environment. The translation of the scale is one of the first dilemmas facing any researcher In the validity of his translation of this measure or other culture into another culture (Butcher et al., 1996 p4), the researcher worked on the translation of the self-forgiveness scale, translated by a group of English and Educational Sciences (The methods of teaching English), then the translations were combined and consolidated for each

paragraph, and one translation was written into Arabic, taking into account the preservation of the paragraphs on their original content and psychological content. The scale was then re-translated into English. The scale was presented in its preliminary form (before translation) and the translation version was obtained by an expert in English, and it was found that the match ratio (95). Due to the high match ratio, the meter count has a high translation accuracy.

Explore expert opinions and specialists in standard paragraphs.

In order to verify the validity of the paragraphs of the measure of self-forgiveness of the Iraqi environment and the number of (17) paragraph by presenting it in its initial form to a group of specialists in psychology. The researcher adopted the proportion of the agreement (80) and above criterion to accept the paragraph and its validity, this is explained. It appears that all paragraphs were very good approval rate and more did not drop any of the paragraphs of the scale and that the number of paragraphs of the measure as semi-final consists of (17) paragraph prepared for the purpose of statistical analysis.

The discriminatory power of paragraphs

After the researcher applied the results of the current research scale on the sample of the statistical analysis of (400) students, in order to analyze the paragraphs and extract the distinction of all paragraphs of the scale, and for the purpose of conducting the analysis through the method of extremist groups.

Contrasted Group (27) of the highest scores (top grades) have selected with (108) questionnaires, and (27) of the lowest grade forms (108). And (27) of the forms with the lowest grades (minimum grades) and the number of (108) form also. In this form, we have the largest two groups of possible size and their distributions are closer to normal distribution and with maximum variation (Stanley, Hopkins, 1972, p. 268).

The t-test was applied to test the significance of the differences between the upper and lower group scores. The value of the index value was given to distinguish the paragraph by comparing it with the tabular value, and the paragraphs that obtained a calculated T value (1.96) and more. The t-test was applied to test the significance of the differences between the upper and lower group scores. The value of the index value was given to distinguishing the paragraph by comparing it with the tabular value, and the paragraphs that obtained which and they are statistically significant at the level of (0.05) and the degree of freedom (214). Comparing the calculated T value of each paragraph with the tabular value, it was clear that all the paragraphs of the open-minded thinking scale were statistically significant and statistically significant. The T value ranged from (2.535-12).

Method of Internal Coherence

Using the same data as in the two extreme groups, the statistical analysis sample (400) showed that the Pearson correlation coefficient was statistically significant at 0.05 and 398, and tabular value of (0.088), with a correlation

coefficient between 0.222 and -0.523. From the above result all paragraphs are distinct. Honesty

- a) Virtual honesty This kind of honesty was achieved when the researcher introduced the measure of self-forgiveness on a group of arbitrators and was introduced to the (0.088), with a correlation coefficient between 0.222 and -0.523. From the above result all paragraphs are distinct. And the scale was introduced all reviews professors arbitrators.
- b) Validity of scale: this type of honesty through statistical analysis of paragraphs.

Stability indicators

- a) Test Retest The stability coefficient (0.83) is a good indicator of the consistency of individual responses.
- b) The Cronback coefficient of internal consistency and the stability coefficient (0.87). This is a good indicator of the stability of the scale. Cronback stresses that the test with a high stability coefficient is a good and accurate measure. (Cronback, 1964, p298) describe the self-forgiveness scale definitively. The final form consisted of (17) paragraphs.

The opinions of the experts in the paragraphs of the Psychological Flexibility Scale

The paragraphs of the Psychological Flexibility Scale had presented the measure of psychological flexibility (41) paragraph by presenting it in its initial form to a group of specialists in psychology. The researcher adopted the proportion of the agreement (80) and above as a criterion for acceptance of the paragraph and its validity. It was found that all paragraphs were very good approval rate and more did not drop any paragraph of the scale and that the number of paragraphs of the measure as semi-final consists of (41) paragraph prepared for the purpose of statistical analysis. Instructions and correction of the meter. It was found that all paragraphs were very good approval rate and more did not drop any paragraph of the scale and that the number of paragraphs of the measure as semi-final consists of (41) paragraph prepared for the purpose of statistical analysis. Instructions and correction of the meter. The scale adopted the same previous instructions in the self-forgiveness scale mentioned earlier.

Contrasted Group. The same procedures were used in the self-forgiveness scale for statistical analysis. The t-test was applied to test the significance of differences between the upper and lower group scores. The T value prepared an indicator to distinguish the paragraph by comparing it with the tabular value, and that the paragraphs having a calculated T value (1.96) and more were statistically significant at 0.05 and 214. Comparing the calculated T value of each paragraph with the tabular value, it was found that all the items of the PHI were statistically significant and

statistically significant. The T value ranged between (2.250 - 13.062)

Method of Internal Coherence: Using the same data as in the two extreme groups, statistical treatments showed that Pearson correlation coefficient was statistically significant at 0.05 and freedom score (398) and in tabular value (0.088). Table (4) Shows the correlation values between the degree of the paragraph and the total scale of the scale.

Validity

Face Validity

Scale is valid and achieved this when the scale was presented in its initial form to a group of arbitrators specialized in psychology and psychological measurement and verification. Construction Validation The validity of the construction has been achieved through the The relation of the degree of the paragraph to the overall degree of the scale, and the relationship of the degree of the paragraph to the field to which it belongs, which indicated that the paragraphs are characteristic and characteristic, and this indicates the validity of the building, showing the discriminatory power and degree of correlation of each paragraph of the scale and the total score.

Stability Indicators Stability was obtained in a way

- a) Test - retest method. The stability coefficient (0.83) was good for the consistency of individual responses.
- b) Aalpha Cronbach coefficient of internal consistency and the researcher used the equation Alpha Cronback on the coefficient of stability (0.84)(Cronback, 1964, p. 298). Description of the measure of psychological flexibility in the final form consisted of the measure in the final form of (41).

7. Presenting and Discussion of Results

The following is an overview of the results of the current research, which was reached in the light of the preliminary data and processed statistically as follows: 1. Identify self-forgiveness students of the university. The results showed that the arithmetic average of the sample of the research sample on self-forgiveness for university students.

- 1) The results showed that the mean mean for the self-forgiveness sample was (62,505) and by standard deviation (8,2226). When the arithmetic average was compared with the mean mean of the scale of 59.5 and by using Using the T-test, it was found that there was a statistically significant difference in favor of the arithmetic mean. The calculated T value (6,970) was greater than the T-table value of (1.96) at the level of (0.05) (399), as in Table1.

Table 1: The second test of one sample of self-forgiveness scale

Significant level	T value		Supposed mean	Standard deviation	mean	Sample No.	variable
	tabular	calculated					
significant	1,96	6,970	59,5	8,2226	62,505	400	Self forgiveness

- 2) This finding suggests that current research sample have remission with slightly above average this speculation, 2. identify psychological flexibility among college students.

Search results have shown that the arithmetic mean of a sample search on psychological flexibility had attained (170, 63) and standard deviation (22,984), when

comparing the arithmetic average loyalty to measure that reached (143, 5) degrees, using one sample t-test (T-test) show that there is a difference d Statistically and in favour of the arithmetic mean, calculated t value (23,584)

is greater than the value of table t (1-96) when the level indication (0.05) and the degree of freedom (399), as in table (2).

Table 2: one-sample t-test to measure psychological flexibility

Significant level	T value		Supposed mean	Standard deviation	mean	Sample No.	variable
	tabular	calculated					
significant	1,96	23,584	143,5	22,984	170,63	400	flexibility

This finding indicates that the current research sample has psychological flexibility.

variables (gender, grade level). To identify whether there were differences in self-forgiveness among the students of the University of Baghdad depending on the variable of Gender (male, female) and grade (1, 4) The tri-variance analysis test was used as in Table (3)

Identify the significance of the statistical differences in self-forgiveness scores in the research sample according to the

Table 3: Test the analysis of the triple variance of the self-forgiveness scale according to gender variable and grade

significant	F percentage (F)	Squared mean (SM)	Freedom degree (FD)	Squared summation	Differences source
Not significant	2.467	182.250	1	182.250	Gender(A)
Not significant	0.978	72.250	1	72.250	Class (B)
Not significant	2.048	151.290	1	151.290	Gender*Class (A* B)
		73.889	396	29260.200	error
			400	1592416.000	total

*The numerical value of the table is equal to (3.84) at the level (0,05) and the degree of freedom (1. 396).

A * B - Interaction between sex * Grade The results showed that there were no statistically significant differences between sex and grade in self forgiveness. The calculated alpha value (2.048) was less than the numerical value of the table (3.84) , 05) and two degrees of freedom (396).

A. Gender The results showed that there were no statistically significant differences in self-forgiveness according to the gender variable. The calculated alpha value (2.467) was less than the numerical value (3.84).At a level of significance (0.05) and two degrees of freedom (1. 396).

4. Identify the significance of the statistical differences in the levels of psychological flexibility in the research sample according to the variables (gender, grade) to identify whether there were differences according to the gender variables (males, females) and year (1 and 4).The analysis of the trigonometric analysis was used as in Table (4).

B. Class The results showed that there were no statistically significant differences in self-forgiveness according to the variable of the class. The calculated alpha value (0.978) was less than the numerical value of the table (3.84) at the level of significance (0.05)And two degrees of freedom (396).

Table 4: Testing the analysis of the binary variance of the psychological elasticity according to gender variable and grade

significant	F percentage (F)	Squared mean (SM)	Freedom degree (FD)	Squared summation	Differences source
significant	8.112	4218.503	1	4218.023	Gender(A)
Not significant	0.967	513.023	1	513.023	Class (B)
Not significant	0235	122.103	1	122.103	Gender* Class (A* B)
		520.016	396	205926.00	error
			400	11852865.00	total

*The numerical value of the table is equal to (3.84) at the level (0,05) and the degree of freedom (1. 396). * The percentage of tabular

B. Class: The results showed that there were no statistically significant differences in psychological flexibility depending on the school grade variable, the value is calculated alvaeh (0.967) is less than the value indexed alvaeh (3, 84) when the level indication (0.05) and degree of freedom (396). A. * b interaction between sex * classroom: the results showed that there were no statistical differences between gender and class in remission, alvaeah value was calculated (0235) is less than the value indexed alvaeah (3, 84) when the level indication (0.05) and degree of freedom (396). 5. identify the relationship between self-forgiveness and psychological flexibility among college students. To achieve this objective data has been processed statistically using the Pearson correlation coefficient, coefficient of correlation between psychological flexibility and self-forgiveness (0126), when compared with the tabular value (0098) degrees when the

A. Sex The results showed that there are differences of statistical significance in psychological flexibility depending on the gender variable, as the calculated value Alf (8.1127) and more than(3.84) at the level of significance (0.05) and two degrees of freedom (1. 396). The male arithmetic mean (173.8500) and the standard deviation (22.557), while the arithmetic average of adult females (167,355) and the standard deviation of (23.0038), indicating that there is the differences indicates that Function to males compared to females in psychological flexibility males compared to females in psychological flexibility.

level indication (0.05) and the degree of freedom (398), the calculated value is higher than the value This table that there is a statistically significant correlation between variables.

The results showed that there were no statistically significant differences in the psychological elasticity according to the variable of the class. The calculated alpha value (0.967) was less than the numerical value of the table (3.84) at the level of significance (0.05) 396).

The interaction between A*B is the class and Gender Interaction -

The results showed that there were no statistically significant differences between sex and grade in self-forgiveness. The calculated alpha value (0.235) was less than the numerical value of the table (3.84) 0.05) and two degrees of freedom (396).

Identify the relationship between self-forgiveness and psychological flexibility among university students. To achieve this goal, the data were statistically treated using the Pearson correlation coefficient, and the coefficient of correlation between self-forgiveness and psychological flexibility (0.126), when compared with the tabular value (0.098) at a significance level (0.05) and a degree of freedom (398), the calculated value was higher than the tabular value, indicating that there is a statistically significant correlation between the two variables.

8. Conclusion

- 1) University students have a forgiving forgiveness, which is self-forgiveness, self-respect and is represented in three elements (wrongdoing, negative feelings of error, acceptance of the self internally).
- 2) University students have psychological flexibility in social relations Which is characterized by love and trust despite the pressures of the trick and the many shocks in Iraqi society. And the exercise of sports activities, and attention to his feelings and establish a better life
- 3) Principles of Islamic education based on tolerance and forgiveness for self and others and forgiveness embodied in the absence of differences between the variables in self-forgiveness.
- 4) The formation and academic preparation did not have an impact on psychological flexibility, only when the gender variable showed the superiority of males over females and this is a positive result due to the male ability to interact positively with society without restrictions and limitations.
- 5) The positive relationship between the two variables represents the enjoyment of the student Iraqi side of the positive psychological tone.

9. Recommendations

Enhance the positive side of tolerance, self-forgiveness and psychological resilience. 2. To organize seminars and workshops for students, to spread and maintain a culture of joint interaction between different segments and classes of students, and encourage women to be more flexible dealing with problems.

- 1) Enhancing the Positive Side of Tolerance and Self-forgiveness Proposals 1. Conducting studies on self-forgiveness with other psychological variables such as (anti-social behavior, violent behavior, mental health) etc.
- 2) Conducting studies on the age stages of middle school students or members of the community. Compare their results with the current research results.
- 3) Conducting a pilot study to develop psychological flexibility in females.

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