

Children's Concept of Forgiveness

Analiza R. Adarlo, Janine Mae V. Corpuz, Joan C. Villanueva, Lida C. Landicho

Psychology Department, College of Education, Arts and Sciences Lyceum of the Philippines University,
Batangas City, Philippines

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Abstract - *Testing the idea that the process of forgiveness is intrinsically different across diverse relationships, this study examined whether forgiveness can already be facilitated by children ages 4-6. Two different intervention sessions which consists of 40 children (half heard stories about unfair blame and half heard stories about a double standard (between subjects variable) was completed. Investigators performed experimental analyses to examine the role of forgiveness in social and familial context. Results indicated that forgiveness can already be facilitated by children. Children see scenarios on double standard to be more unfair than normal scenarios (Scenario 2 (double standard) ($M = 7.54$) Scenario 1 (unfair blame) ($M = 4.50$), Scenario 4 (double standard) ($M = 7.$) Scenario 3 (getting blamed for something the friend did) ($M = 6.80$) $p <.05$.The findings confirmed that children were generally willing to grant forgiveness to a mother even though she was unfair, but less so to a friend. Correlations between sex, age and forgiveness were analyzed. Significant relationships was found on scenarios presented and caring task scores ($r_{xy} = -.314$).Their tendency to forgive was related to dispositional and situational factors.*

Keywords: *forgiveness, situational and dispositional factors, familial context, social context*

INTRODUCTION

In many typical relationships, people inevitably encounter conflict situations. Whether a simple incompatibility of goals, or more serious relational transgression individuals in conflict draw upon a variety of strategies to respond to interpersonal injuries. Researchers agree that two strategies used to cope with transgressions, avoidance and revenge, are typical responses to conflict in interpersonal relationships. Fortunately, people have a more positive and productive response for coping with interpersonal transgressions: forgiveness.

As defined by Wade and Worthington (2003), forgiveness means replacing the bitter, angry feelings of vengefulness which often result from a hurt, with positive feelings of goodwill toward the offender. Forgiveness is an increase in our internal motivation to repair and maintain a relationship.

Of the many possible contexts in which children may need to exercise forgiveness, dealing with unfairness (for example, unfair disciplinary events or violations of trust) is one of the most common. Children often encounter interactions with parents, siblings and peers that they consider to be unfair.

As everyone knows, children are sensitive to unfair treatments. Their emotions and behavior are affected by the unfair treatment they received which lead to revenge and hostility. Moreover, children's motivation to express such negativity towards others may increase the possibility of interpersonal conflicts and thus hinder development and maintenance of healthy interpersonal relationships.

Children's understanding of different emotional concepts varies by age and developmental stage. One actually needs to go through a process of forgiving so that no resentment or anger will be held. Children are being taught by their parents about addressing apologies to someone they hurt or forgive someone who hurt them.

Forgiveness may be a positive social response that would promote meaningful interpersonal relationship. However, at the same time, forgiveness is not an option for some children, particularly for those children who are consistently experiencing unfairness and or otherwise have been hurt by somebody. When we know more about displays of resentment as well as forgiveness in children we are able to give more effective helps to their pro social and emotional development.

The primary goal of the present study is to examine whether forgiveness can already be facilitated during early childhood years. It aims to determine children's willingness to grant forgiveness as opposed to expressing resentment. It also seeks to

compare the willingness of pre-school children to forgive between immediate family members and friend. Moreover, the researchers also want to identify the factors that influence the child to forgive the transgressor and determine children's understanding about the concept of forgiveness.

The study is important to those children who, as they progress through years and feel negative emotional experiences because of interpersonal conflicts can disengage towards grudge, holding and developing compassion and forgiveness. For the parents, this study will provide insights on how to understand their children's behaviour when experiencing troubles or conflicts. And for the future researchers, the results of this study may serve as a reference for a much wider researches about the psychology of forgiveness among children.

OBJECTIVES OF THE STUDY

To further investigate on the psychology of forgiveness, the researchers seek to examine whether forgiveness can already be facilitated during pre-school years. It aims to (a) determine children's general understanding of unfairness. It further seeks to (b) identify children's types of feelings of unfairness and strengths of these feelings. The researchers also want to (c) assess children's willingness to grant forgiveness as opposed to expressing resentment (c1). To compare the willingness to forgive between familial and social context (d) determine children's understanding about the concept of forgiveness, the researchers also (e) aim to identify the correlations between forgiveness, age and sex.

Conceptual Framework



This framework shows how the child forgives the transgressors which are rooted in familial or social relationships. When children experienced interpersonal from either family member or friend, their inclination to forgive is affected by both dispositional and situational factors. Dispositional factors are personality and gender of the child himself while situational factors are the empathy of the

offender, the apology that will be addressed and the severity of interpersonal injuries that will be encountered.

METHOD

Research Design

A pure experimental design, which relies on controlled methods, random assignment and the manipulation of variables to test a hypothesis, was utilized by the researchers in determining whether forgiveness can already be facilitated by children under early childhood stage. It is composed of three experimental interventions given to children in Batangas City. The dominant methods used are set of short stories showing unfair acts. Data were gathered by means of rating scales given to children on the intervention process.

A one-on-one interview, which is a method of collecting detailed personal information from individuals using verbal questions and is used widely to supplement and extend knowledge about an individual's thoughts, feelings and behaviours, was conducted as supplementary method to strengthen the results of the study.

Subjects of the Study

The participants in the study were children ages 4-6 who are currently attending local (primary) schools in Batangas City. The study consisted of 19 girls and 21 boys.

The participants of the study consisted of children ages 4-6. There were a total of 40 subjects who participated in the study. 52.5% were male and 47.5 were female. Moreover, the study consisted of 40% children who were five years old, 35% were six years old and 25% were 4 years old. The researchers used random sampling technique for the intervention process.

The researchers conducted series of pilot testing with this age group. Based from the results of pilot testing, children ages 2-4 cannot understand what unfairness means. They cannot articulate their own concept of forgiveness.

However, children ages 5 and 6 understand what unfairness means. More so, they can express their own concept of forgiveness. The researchers also included demographic variables such as age and sex to determine whether these variables have effects on the study.

Cronbach's alpha requires 0.70 or higher to consider the test to be reliable, since the Unfairness

Scale has a reliability value of .801, the Unfairness Scale is reliable.

Measures

Experiment 1: *Children's judgments and degrees of fairness or unfairness*

Four types of scenario were designed. Two scenarios described situations where a child wronged and two depicted situations in which the child will be subjected to a double standard. Each pair of stories described an interaction either between a child and a mother (Parent stories) or between a child and a friend (Friend stories). Children rated the degrees of fairness or unfairness by pointing to a 9 point scale designed by the researchers. The scale was composed of colorful face images which represents (7=extremely unfair, 1=not unfair at all).

The researchers used matched group design in this experiment. There were two independent groups involved.

Experiment 2 *Children's types of feelings of unfairness and strength of these feelings.*

This experiment was conducted to identify children's types of feelings of unfairness as well as strengths of these feelings. Children will report how the child in the scenario might be feeling after the experience of unfairness.

Experiment 3 *Children's willingness to grant forgiveness as opposed to expressing resentment.*

Three imaginary situations were presented as a judgment task to assess willingness to share, care, and trust. These tasks measured forgiveness as opposed to hostility and resentment. In the sharing task, children were given three different sizes of candies (small, medium and large) and were asked to judge which one might be appropriate for the mother or the friend in the story.

In the caring task, children were given a situation where a mother or a friend dropped something on the floor and may have hurt him or her self. Children judged whether or not the child in the scenario would help the mother or the friend.

In the trusting task, children decided whether or not the child in the scenario should lend his/her precious DVD/game to the mother or the friend. Three choices were provided for the caring and the trust tasks. Children selected the one that best described how the child might react.

The purpose of conducting this experiment is to assess whether the child totally forgives the transgressor or the child still holds resentment within. This experiment also compared the willingness of the child to forgive between a mother and friend.

Children's understanding of forgiveness

Children answered an open-ended question, —What does forgiveness mean to you? at the end of their scenario-based interview session and the three assessment tasks.

Data Gathering Procedure

Before carrying out the study, the research adviser and experts in the field of Psychology validated and reviewed the instrument used, the objectives and the procedures presented. After the validation of the materials, the researcher surveyed the target respondents where in the study will be implemented.

A series of pilot testing were conducted in order to test the research instruments. Upon receiving the permission from the research adviser to start the experiment, the researchers went over Batangas City schools and barangays to randomly select the subjects of the study. Parents signed consent forms on behalf of their children and themselves and everyone who returned a form was included.

Children were further asked for their assent and individually invited to participate in the scenario-based interview session, which was conducted in a quiet room of the child's school or home. They were then told two stories (one parent, one friend—a within subjects variable), which were accompanied by colorful illustrations.

Half the children heard stories about unfair blame and half heard stories about a double standard (between subjects variable) after listening to each story, they answered a series of questions about their judgment of fairness and its associated feelings. The children then participated in three make-believe tasks, which were designed to assess children's hostility or their willingness to forgive. At the end of the interview session, children were invited to talk about their understanding of forgiveness or/and their experiences of forgiving someone who may have upset or hurt them in their daily lives.

On the other hand, the interview was employed after conducting the intervention process. The researchers used a voice recorder in recording the response and also noted the participant's non-verbal cues. Children received a sticker for their effort and time.

After the information was gathered, the quantitative results were computed by the statistician while the qualitative data were first transcribed, analyzed and then categorized to squeeze out the significant information.

Data Analysis

This study employed the use of t-test and Pearson r correlation. Furthermore, the researchers used thematic analysis in analyzing the responses that was collected from the interview and anecdotes.

The frequency distribution and percentage were obtained from the demographic profile of the participants. Then, ANOVA was used to find if the demographic profile affects children's rating of unfairness and their general understanding of forgiveness. Cross-tabulations were also performed and Pearson r was used to determine if a correlation exists between the variables of the study.

RESULTS AND DISCUSSION

A small number of children judged Scenario 1 and Scenario 3 as fair. (Scenario 1, 6 and Scenario 2, 8). The majority of children consistently thought that Double Standard situations described in the scenarios were unfair for the main character in the scenarios (Scenario 2, 10 and Scenario 4, 10).

Table 1. Children's General Understanding of Fairness and Unfairness (N=10)

Scenarios	Fairness Rating(f)	Unfairness Rating (f)
Scenario 1	6	4
Scenario 2	0	10
Scenario 3	8	2
Scenario 4	0	10

Scenario 1 (Parent-Child Story)

Scenario 2(Parent- Child Story Double Standard)

Scenario 3(Friend-Child Story)

Scenario 4 (Friend-Child Story Double Standard)

This finding opposed Piaget's perspective on children under the pre-operational stage which focuses on egocentrism, the child's inability to see other people's viewpoints. During childhood, the child is unable to distinguish between what is subjective (things that are strictly personal or private) and objective (what is public knowledge). According to him, children believe that those who have a different perception than their own are either considered false or nonexistent. Due to egocentrism, the child is only concerned with the final outcome of an event rather

than another's intentions. For example, if someone breaks the child's toy, the child would not forgive the other due to the child not being able to understand that the person who broke the toy did not intend to break it.

As opposed to this, as well as to the notion that children under the pre-operational stage still lack the ability to think abstractly, majority of the children shows ability to think and internalize the situations/stories presented. Parallel to the results obtained by Yamaguchi (2005), all the children subjected to the double-standard scenarios considered the stories unfair.

Yamaguchi, (2011) affirmed that one of the most common contexts in which children may need to exercise forgiveness, dealing with unfairness (for example, unfair disciplinary events or violations of trust). Children often encounter interactions with parents, siblings and peers that they consider to be unfair. As every parent knows, children are particularly sensitive to unfair treatment. Perception of fairness is about personal judgment of whether or not one has received just treatment and the feelings that are associated with such experience. It is clear that unfairness generates unpleasant, negative feelings and might also be a possible cause of hostile mood in children.

Table 2. Children's rating of unfairness

Scenarios	Mean	SD
Scenario 1 (N)	4.50	1.89
Scenario 2(DS)	7.54	2.10
Scenario 3(N)	6.80	2.90
Scenario 4(DS)	7.75	1.98

N- Normal Scenario DS-Double Standard

The Parent story and Friend story both had two themes (blamed when innocent, or subjected to a double standard). Differences between these two themes were analyzed by a t-test. Within the parent scenarios, children who listen to Scenario 2 (double standard) ($M = 7.5432$, $SD = 2.1000$) indicated significantly higher degree of unfairness than children who listened to Scenario 1 (unfair blame) ($M = 4.500$, $SD = 1.8966$), $p < .05$. In the friend scenarios, the children who listened to Scenario 4 (double standard) ($M = 7.7500$, $SD = 1.9850$) rated the degree of unfairness higher than the children who listened to Scenario 3 (getting blamed for something the friend did) ($M = 6.800$, $SD = 2.9000$), $p < .05$.

Yamaguchi's (2011) study confirmed that children who listened to scenarios on double standard

rated that the degree of unfairness higher than children who listened to normal scenario stories.

Moreover, the researchers found out that the results were the same with the study conducted by Yamaguchi, 2011 because of similarities of the themes used; blamed when innocent or subjected to double standard. Further likeness were observe on the number of children who listened and rated the scenarios.

Scores on Unfairness and sex

There is no significant relationship between unfairness and sex ($F=0.19$, $p\text{-value}=0.05$). It was supported by the studies on forgiveness conducted by Davis, L. (2002) who claimed that men and women view of unfairness was not in relation to sexual orientation. The researches further found out that there is no significant relationship between sex and unfairness. Unfairness was found to be an independent predictor from other psychosocial constructs and to investigate the societal, relational and biological mechanisms that may underlie its associations with other factors.

Table 3. Mean strength of the major feelings reported by children on two scenarios

Scenarios	Type of Feelings			Mean
	Happy	Sad	Angry	
Parent	2	8	7	5.67
Friend	4	10	8	7.33

Table 3 illustrates mean strength of three major feelings reported by the children. Children's reported feelings were grouped into three emotions: sad, angry, and happy. Overall, intensities of these three negative feelings were stronger in the friend story ($M=7.33$) than in the parent story ($M=5.67$).

Table 4. Children's feelings when someone offended him/her

Theme	Categories
Sadness due to hurt feelings	Children feel sad whenever someone offended them (67)
No perceived responsibility on the issue	Children feel happy because they do not perceived responsibility towards the issue (48)
Anger due to unfair treatment	Children feel angry because of the perceived unfairness (89)

It can be seen in table 4 the feelings of children when someone offended him or her. In this study were themed —Sadness due to hurt feelings!, which

was categorized under Children feel sad whenever someone offended them. In these study, participants were asked, *Ano ang nararamdaman mo kapag may umaway o nagalit sayo?* Majority of the children answer that they feel sad whenever someone offended them (eg. *malungkot po ako ate*). Oetzel, et al. (2003) mentioned in her study that individuals who encountered unfair situations results into a sad feeling.

The next theme from the participant's responses is the —No perceived responsibility on the issue!. In this category children feel happy because they do not perceive any responsibility towards the issue. Some of their statement was, *Wala po. Masaya. Wala naman akong..kasalanan*, from the same question declared in the first paragraph.

Last but not least, from the respondent's answers this is Anger due to unfair treatment. From their reaction they show anger because of perceived unfairness. Some of the response was —*Magagalit po.Mali kasi mang-away*”.

Table 5. Children's response towards someone who hurt him/her

Theme	Categories
Consideration of learned values from a mother-figure	Children report events to their mother whenever someone hurt them (22)
Saying sorry	Children says sorry whenever someone hurt them (47)
Grudge-holding	Children hold hostile feelings to persons who hurt them
Consideration of learned values from a father-figure	Children report events to their father when someone offended them (37)
Vengeance	Children seek revenge to persons who offended them (22)

Table 5 shows the themes and categories under Children's response towards someone who hurt him/her. The theme that acquired majority of important statements is Consideration of learned values from a mother-figure which is categorized by the researcher under Children report events to their mother whenever someone hurt them.

The second theme having the subsequent most significant statements is Saying sorry, which describe and categorized under Children says sorry whenever someone hurt them.

The theme that has acquired the third most responses from respondents is the Grudge-holding,

categorized under Children hold hostile feelings to persons who hurt them.

According to Yamaguchi (2009), Grudge-holding results as an accumulation of negative feelings, which are associated with the original experience of unfairness.

For example, shame- and anger-prone children reported a lower likelihood of forgiveness in this context (Denham, Neal, & Bassett, 2004; Neal, Bassett, & Denham, 2004). If the perpetrator made an excuse, children high on anger intensity also reported less likely forgiveness. Highly shame- and anger-prone children reported that it would take them longer to forgive than it would other children. In contrast, guilt-proneness was related to children's likelihood of forgiveness when the action was accidental.

The fourth theme is Consideration of learned Values from a father-figure under Children report events to their father when someone offended them. In the theme Vengeance under the category Children seek revenge to persons who offended them.

On the study conducted by Enright, (2002) it was found that as people experience unfair treatment, they hold hostile feelings.

Wade, Worthington and Meyer (2005) pointed that with aggressive behaviors as a result of frustration, the child may progress towards developing a sense of guilt for not establishing initiative in the decisions he or she makes and/or not being able to follow through with a set goal. When guilt develops, the child becomes more assertive, aggressive, inhibited, and overly dependent.

To determine the willingness of the respondents to grant forgiveness as opposed to expressing feelings of hostility, the researchers conducted three imaginary task scenarios. These scenarios involved enthusiasm to share, care and trust the transgressor who asked for forgiveness.

Results illustrate that female respondents showed more sharing and caring attitudes towards a transgressor who asked forgiveness with means of 4.05 and 4.47, respectively. On the other hand, male respondents (mean = 3.95) scored higher in trusting task than the female respondents (mean=3.74).

This result was supported by the meta-analysis study of (Worthington et al., 2000; Worthington, Sandage, and Berry, (2000) which reported that women are more forgiving than men and is unlikely to hold grudge-feelings. It is also noted that women tend to extend support and share to others.

On the other hand, male respondents were more trustful to the transgressor who asked for forgiveness

than female ($M=3.95$). Enright, (2008) pointed that individuals that are in relationships characterized by high levels of social trust, mostly are men, are more open to exchange information and to act with caring benevolence toward one another than those in relationships lacking trust.

Table 6. Children's willingness to forgive between familial and social context

Theme	Categories
Attachment	Children are more willing to forgive Their mothers because of attachment style (30)
Offender apology	Children forgive their friends and colleagues when asked for apology. (25) Children forgive transgressors (mother and friend) because of perceived
Empathy	empathy. (16)

The table shows the children's willingness to forgive between familial and social context. For the main theme, *Attachment*, most of the children are more willing to forgive their mothers because they feel more attached to them than to their friends. For the theme *Offender apology*, children forgive friends who showed sincerity in apologizing. For the last theme, *Empathy*, children are willing to forgive because they empathize with the transgressors.

In assessing children's willingness to forgive between familial and social context, the attachment to the aggressor turned out to be the major factor. Children are more willing to forgive a parent than a friend because of the closeness in their relationship. Also, a child forgives a friend once he/she apologizes and commit fault.

This finding was supported by the study of Yamaguchi and Evans, 2008 which states that children seemed to credit their parents specifically mothers for good things that they do for children in their daily lives rather than to hold grudges for their unfair behavior. In contrast, children may become particularly doubtful about trustworthiness of friends if they receive unfair treatment from their friends.

Table 7 shows the comparison of scores on scenarios and hostility tasks. Findings show that there is a significant relationship between scenarios and hostility tasks. The scenario for the care task indicated the highest mean score ($M = -1.75$) and significance. The scenarios have significant relationship with the share task ($M=-1.45$, $t-value=-5.51$) and trusting task ($M=-1.35$, $t-value=-3.85$).

Table 7. Comparison of scores on scenarios and hostility tasks N=40, p-value=0.05

Scenario/Task	Mean	t-value	p-value
Scenario-Share	-1.45	-5.51	.00*
Scenario-Care	-1.75	-6.17	.00*
Scenario-Trust	-1.35	-3.85	.00*

* Significant at 0.05

Researchers discerned that children understood the scenarios as representation of share, care and trust tasks. Children were able to internalized and present their judgment on scenarios.

Table 8. Children's understanding of Forgiveness

Theme	Categories
Accepting Apology	Children understand forgiveness as being good and accepting apologies (52)
Positive peer-relationship	Children sees forgiveness as road in Building positive peer-relationship (22)
Religious orientation	Children deem forgiveness as God's of teaching. (69)
Saying sorry	Children believed that forgiveness means saying sorry. (163)
Regaining Friendship	Children understand forgiveness as a way to regain friendship (91)

Younger age children found it difficult to present their concept of forgiveness even though they were able to recognize a forgiveness event. Some of the main themes of forgiveness described by the children were as follows.

The table 8 illustrates Children's understanding of forgiveness. The first theme is Accepting Apology. Under this category, children understand forgiveness as being good and accepting apologies. Most children consider forgiveness as corresponding to being —good/kindll and receiving apologies. Others see forgiveness as part of maintaining a healthy relationship with their parents/friends. Forgiveness is also seen as rooted to the religiosity of the children, considering it as part of God's teaching. The minority of the respondents defined forgiveness as a relation to expressing gratitude to the other person involved.

The findings correspond to the study conducted by Yamaguchi in 2005. In their study, the major themes include *receiving apologies, forgetting about the past and to move on.*

The majority of the older age children were able to explain their understanding of forgiveness.

Darby and Schlenker (2005) found that older children accept increasingly elaborate apologies. They also found that children considered intention, motive, and apology in determining the fate of the offender. In fact, even preschoolers can make mature moral judgments concerning the severity of transgressions. Specifically, forgiveness decisions differed according to offender behavior, perceived intent, and post transgression affect.

Children considered forgiveness most likely when the offense was accidental or when the offender apologized or felt really bad. Saying nothing, offending on purpose, or making excuses demonstrates lack of repentance or sincerity; children predicted forgiveness would be less likely in such contexts (Neal, Bassett, & Denham, 2004).

After that theme Positive peer-relationship under the Category Children sees forgiveness as a road in building positive peer relationship. It is acknowledged that Childhood peer relationships are especially important; they promote cooperation, conflict management, and self-esteem (Hartup, 2005).

Table 9. Children's reasons of forgiving

Theme	Categories
Consideration of morally learned values	Children forgive because they considered it as right values. (77)
Perceived responsibility	Children forgive because they believe that they are liable for what happened (28)
Regain friendship	Children forgive to make friends again (45)
Religious orientation and teachings	Children forgive because of Christ's words (24)

The table 9 shows the children's reasons of forgiving show the main theme Consideration of morally learned values under the category Children forgive because they considered it as a right value is interrelated to Darby & Schlenker study (2005). However, according to them even though young children may learn that it is morally and socially important to forgive, they may not understand forgiveness conceptually or do it easily or well.

In the theme *Religious orientation* under the category, children forgive because of Christ's words was negatively connected to the study of Denham. Parents' religion also should at

least indirectly relate to children's forgiveness, given that forgiveness is given varying emphases in many major religions. Wyatt, Bassett, and Denham (2004) have found that existential aspects of religious experience are positively and extrinsic aspects negatively related to children's forgiveness.

Table 10. Children's reasons why they must learn to forgive

Theme	Categories
Establish healthy friendship	Children says that they must forgive to have friends (20)
Gain parents love and Affection	Children states that they have to forgive so that their parents will love them (10)
Spiritual perspective	Children believes that forgiving is a sign of respecting God. (108)

The table verifies the children's reasons why they must learn to forgive. The first theme which is Establish healthy friendship in the Category Children says that they must forgive to have friends. In the article of Michaelidou (2011), according to him, Psychological studies have mainly examined forgiveness as an individual trait that grows developmentally and benefits the forgiver on a number of measures such as higher self esteem, empathy, friendliness and low anxiety.

The next theme is gain parents love and affection in the category. Children state that they have to forgive so that their parents will love them. When they were asked why they should forgive? Some of their statement was, —*Tama po na nagsosorry ang bata para mahal silang mama at papa nila.*”

And the third theme is spiritual perspective under the category Children believes that forgiving is a sign of respecting God. Some of their reason why they should forgive is that, —*Tama po yun kasi di magagalit si God.*

Table 11. Differences between Sex and Scenarios (N=40, alpha=0.05)

Sex/Scenario	Mean	F	Sig.(0.05)	eta ²
Male	2.52			
Female	2.47	.019	.891	.001
Scenario	2.50			

* Significant at 0.05

Table 11 shows the mean score between sex and scenarios. Results showed that there were no significant relationship between sex and scenarios presented to respondents (F=.019).

Children perceive unfairness when (1) they feel that they were given unjust treatment and, (2) they are not able to understand the situation applied. Survey data were immoral or unethical manner collected from 969 children to understand their perceptions of unfairness. The scenarios presented to children have no significant relation with sex because of observed differences in the degree of scenarios presented. Male and female respondents view the scenarios presented differently from one another.

Table 12 Sharing Task in relation to sex (N=40, alpha=0.05)

Sex/Share	Mean	F	p-value (sig.)	eta ²	Interpretation
Male	3.85				
Female	4.05	.18	.67	.005	Not Significant
Share	3.95				

* Significant at 0.05

Table 12 shows the scores on sharing task in relation to sex. Results showed that there was no significant relationship between the two variables (F value= .182), p-value (sig) =.672, p>0.05. The eta squared statistics showed low effect size.

This result was further supported by the study of Worthington, 2003 which cited that children regardless of their age share neither things nor blessings with other children when given unfair treatment.

Vijver (2007), claimed that the nature of gender differences in gender-role beliefs, sharing behavior, and well-being were examined in five cultural groups in The Netherlands (1,104 Dutch mainstreamers, 249 Turkish-, 200 Moroccan-, 126 Surinamese-, and 94 Antillean– Dutch). Acculturative changes in gender-role beliefs and sharing behavior in the immigrant groups were also addressed. It was shown that more egalitarian gender-role beliefs and more sharing were associated with gender groups.

The researchers found that differences were larger for gender- beliefs than for sharing behavior. Age and sex accounted for half of the differences in gender-role beliefs and well-being. The scenarios that were presented to male and female respondents have different extent with child behavior.

Table 13 illustrates the scores on caring task in relation to sex. Results showed that there was no significant relationship between the two variables (F value= .15752), p-value (sig) =.217, p>0.05.

Table 13. Scores on Caring Task in relation to Sex (N=40, alpha=0.05)

Sex/Care	Means	F	p-value (sig.)	eta ²
Male	4.04			
Female	4.47	.1575	.217	.040
Care	4.25			

* Significant at 0.05

As pointed in the study conducted by McCullough, Emmons, & Tsang, (2002) forgiving individuals in relation with sex report higher positive mood, optimism, life satisfaction, vitality, caring tendencies and envy than less forgiving individuals.

Researchers of the study found out that there was no significant relationship between caring task and sex. Dissimilarities on gender-role orientation did not affect the scores on caring task presented to children. Variables such as trust caused no significant difference with other hostility variables.

Table 14. Scores on Age and Trusting Task (N=40, alpha=0.05)

Age/Scenario	Means	F	p-value (sig.)	eta ²
4 years old	3.40			
5 years old	4.00	.654	.661	0.34
6 years old	4.00			
Trust	3.85			

* Significant at 0.05

The table shows the scores accumulated by the respondents on the trusting task in relation to age. The results shows that there is a no significant relationship between age and trust (F value=.654, p-value=0.05).

Researchers have suggested that there were no apparent relationship between age and trust because of variations on other facets. The research on children's trust is limited, however, because it has examined: (a) only linear relations, (b) cross-sectional relations, (c) measures of trust beliefs in a general category of others almost exclusively, and (d) limited domains of psychosocial functioning.

Table 15 shows the correlation between the scenarios presented to the children and the caring task. The results shows that there is a negative correlation between the two variables ($r_{xy} = -.314$, p-value = .048). this is an indication that most of the children express care for their parent (scenarios 1 and 2) rather than to their friends (scenarios 3 and 4).

Table 15. Correlation between Scenarios Presented and Caring Task N=40, p-value=0.05

X-variable	Y-Variable	rx _y	p-value
Scenario	Caring Task Scores	-.314*	.048

* Significant at 0.05

This corresponds to the research done by Yamaguchi wherein he found out that —children were less likely to judge a mother's treatment as unfair, in comparison to a friend. They also seemed to express stronger negative feelings toward the friend than toward the mother. Parent-child relationships generally involve some levels of power relationship. Children may have learned to accept their status as a child who has responsibility to listen to their parents' request rather to overtly express their negative feelings. Children take into consideration the superiority of their parents over them. Also, they still care for their parents even after the aggression as a sign of depth of gratitude.

CONCLUSION

Children perceived unfairness as judgment when they do not received just treatments, experienced hurt and negative feelings. Children's reported feelings of sad, angry, and happy when they experienced unfair treatment. Overall, intensities of these three negative feelings were stronger in the friend story than in the parent story. Children's were willing to grant forgiveness as opposed to expressing resentment. Results illustrate that female respondents showed more sharing and caring attitudes towards a transgressor who asked forgiveness while male respondents were more trustful to the transgressor who asked for forgiveness than females. Younger children have difficulty in articulating their concept of forgiveness. They, conversely, regard forgiveness as done by good children, as God's teaching, as a factor in building and regaining friendships and social interaction, and as a sign of gratitude to significant others. There is a significant correlation between gender and forgiving. Females are more forgiving than males. Sex is also significantly correlated to both sharing and caring tasks. The scenarios presented are negatively correlated with the caring and trusting tasks. The latter is positively correlated to both age and fairness.

RECOMMENDATION

For the parents, as well as their communities, it is recommended that they facilitate activities and social support system to instill forgiving among children as a core value. For educators, they may incorporate the findings on the relationship of forgiveness and age with their curricula on values formation. Future researchers may utilize standardize test for a better assessment of the negative feelings expressed by children, as well as to determine the intensities of these feelings. Further studies on how children's display of resentment affects forgiveness may be helpful to know how children of younger age ranges show hurt feelings. Future researchers may focus on measuring the intensity of resentment and its relationship with expression of forgiveness. A more in-depth research on the concept of forgiveness across culture and ages would be helpful and will provide additional insights on the psychology of forgiveness.

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