

THE EFFECT OF THE EMPATHY TRAINING PROGRAM APPLIED TO MOTHERS ON THE LEVELS OF FORGIVENESS AND EMPATHY

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ABSTRACT

In this study, it was aimed to determine the effect of the empathy training program applied to the mothers of the adolescents, on their empathy and forgiveness levels. In line with this general objective, the research was conducted as an test study based on the pretest-posttest model with a control group. As data collection tools; The empathy levels of mothers were used by making the validity reliability study by the empathy scale researcher developed by Jolliffe and Farrington, (2006). For measuring the forgiveness and forgiveness probability levels of mothers, forgiveness and forgiveness probability tests developed by Rye, Loiacono, Folck, Olszewski, Heim ve Madia (2001) were used by making a validity reliability study. Empathy, forgiveness and forgiveness probability scales were applied to 23 mothers in different socioeconomic levels that have children who attend 10th and 11th grade in Ankara and their empathy and forgiveness levels were determined. At the end of the empathy training consisting of 16 sessions developed by the researcher, final tests were applied. At the stage of analyzing and interpreting the data obtained from the research, Correlation Analysis and t-Test were used. At the result of the research, it was determined that there is a meaningful relationship between the empathy and the forgiveness and forgiveness probability levels, and also that the training provided has created a positive effect on the empathy, forgiveness and forgiveness probability levels of the mothers.

Keywords: *Empathy, forgiveness, mother-adolescent relationship*

1.Introduction

Economic difficulties in our country, traffic accidents, murders committed with anger, domestic violence and many other negative social events like these show more and more in each passing day that people need to understand each other. Empathy is among the most important elements supporting the social system. In these days where differences have increased in communities and tolerance in relationships in between people has decreased at the same level, the concept of empathy and forgiveness has gradually begun to come to the forefront. One of the best ways for forgiveness to happen instead of revenge is to make people feel empathy for the person who has harmed them. The study performed by McCullough, Worthington and Rachal, (1997) has shown that when people begin to empathize, it gets harder for them to remain in an attitude that demands revenge but instead generally forgiveness springs. The increasing interest in forgiveness led to many studies in many subjects such as the overcoming of marital problems with the increased interpersonal relationship quality (Aalgaard, Bolen and Nugent, 2016; Kato, 2015; Kimmes and Durtschi, 2016; Scabini, 2016), the improvement of

health by forgiveness (Carson et al., 2005; Worthington et al., 2016), forgiveness in children, adolescents, adults and old people (Allemand, Steiner and Hill, 2013; Pareek, Maltur and Mangnani, 2016; Wal, Karremans and Cillessen, 2016), examination of factors for the forgiveness tendency (Blatt and Wertheim, 2015,).

Researches made, reveal that there is a meaningful relationship between forgiveness levels and empathic behaviours and reveal the importance of these two concepts (Farrow et al., 2001; Macaskill, Maltby and Day, 2002; Kmiec, 2009; Norton, 2009).

It develops positive relationships in adolescents with the parents and empathic attitudes of the mothers directly affect the empathic attitudes of their daughters. At the same time, it can be said that, mother-adolescent dialog being in an empathic relationship frame has an important role for increasing their social abilities and thus being able to raise their social value besides developing trustworthy and close relationships with the parent. When the related literature is examined, it was found that the warm and supportive relationships with parents in adolescence are related positively with affirmative social behaviours, negatively with violative behaviours (Coie ve Dodge, 1998:779).

It was found that children have positive responses and developed similar skills in situations where the mothers discuss the emotions of other people, formulate norms of decision-making and democratic debate style, explain the reasons for disciplining to the children, and behave empathically (McDevitt, 1991:387). These surveys suggest that mother's empathic attitudes have strengthened the mother-child relationship. Empathy is the determinant of positive social behavior and of helping others (Miller, Stiff and Ellis, 1988:250). Empathy appears to be associated with positive social behavior of adults and adolescents (Eisenberg and Miller, 1987: 118). In this regard, it is thought that, developing empathic attitude and behaviours with empathy training on mothers, will reflect on their attitude and behaviour towards their children and thus, their children will take these attitudes and behaviours as a model, also the quality of their relations will rise.

In this study, an empathy training program aiming to help mothers having children in adolescence period in gaining empathic ability was prepared. Researches made, upholds the opinion that the empathy and forgiveness processes act together (Norton, 2009; Kmiec, 2009; Berry, Worthington, O'Connor Parrott and Wade, 2005). The purpose of this program is to demonstrate whether it creates a difference between test and control groups in terms of empathetic abilities and to measure the levels of empathy, forgiveness and forgiveness probability. It was investigated whether the empathy training program applied to mothers within the framework of this main goal has an effect on

- “Cognitive empathy”
- “Emotional empathy”
- “Positive side of forgiveness”
- “Negative side of forgiveness”
- “Forgiveness probability.

2. Material and Method

2.1. Model of research

In the scope of the research, real test pattern with pre- test and post - test control group was used.

2.2. Study Group

After taking the necessary application permits, 23 mothers that have children attending the 10th and 11th grades of government school affiliated to Ankara province, Keçiören district, determined on a voluntary basis, formed the test group. In the determination of the control

group, 30 mothers that have children attending to the 10th and 11th grade again from within the same group were selected to increase the credibility.

2.3. Data Collection Tools

A “Personal Information Form” to determine the personal characteristics of the mothers participating the research, a “Basic Empathy Scale” to determine the effect of the applied program on the empathy, a “Forgiveness Scale” and a “Forgiveness Probability Scale” were used.

2.3.1. Personal Information Form

This form included questions for collecting the information about the age of the mother, the education status, the education status of the spouse, the number of children, the occupation, the profession of the spouse, the total income of the family, and the information about at which grade the child attending the high school is.

2.3.2. Basic Empathy Scale

The Basic Empathy Scale, developed by Jolliffe and Farrington (2006), was applied first as 40 items intended for measuring the emotional and cognitive empathy to (age average 15) 363 adolescents. Factor analysis has decreased this to 20 likert items in the tests applied to 357 different persons in the same school after one year. The scale in question consists of 20 questions thus measuring both cognitive and emotional empathy abilities.

The scale was primarily developed for adolescents. However, it was accepted as valid for adults also after the result of the reliability studies. Validity and reliability studies of the scale have also been performed by Albiero, Matricardi, Speltri and Toso (2009) in Italy. The generalization and reliability of the Basic Empathy Scale factor structures were examined in this study. The results of the conformity factor analysis results have revealed reasonable data consistency with two hypotheses on Cognitive Empathy and Emotional Empathy. The reliability of the scale was found satisfactory.

A preliminary pilot study was applied to the scope of the adaptation of the scale to Turkish with an aim of determining language comprehensibility and make the language applicable. After applying the scale to a total of 20 mothers whose children attended the 10th and 11th grades, the understanding of the items in the scale was evaluated and necessary arrangements were made. A total of 180 mothers whose children were in adolescence period were included in the scope of the study. The scale was applied to mothers in Ankara, Kecioren, who have a child attending a formal high school education. The data were collected through the Turkish form of the "Basic Empathy Scale" to be adapted by the researcher. The CFA was applied to assess whether the 2 factors and the 20-item structure of the scale were verified. Confirmatory factor analysis (CFA), is intended to assess the extent to which a factorial model consisting of many observable variables (latent variables) conforms to the real data. The model to be observed can define a structure determined by using the data of an empirical study or fictionalized based on a certain hypothesis (Sümer, 2000). Confirmatory factor analysis was benefited from, to investigate the validity of the structure in the study. In the first CFA applied, the items with a statistically insignificant t value were examined. According to this examination, the t value of items 2, 4 and 6 is not significant at 05 level. For this reason, the analysis was repeated after removing these items. As a result of the second CFA analysis, t value of item 15 appears to be insignificant. For this reason, the analysis was repeated after removing this item, too. It can be seen that the final structure of the scale is composed of 16 items and 2 factors. It was observed that the first factor, the "cognitive" factor, is composed of

3, 9, 10, 12, 14, 16, 19 and 20.; while the "emotional" factor is composed of items 1, 5, 7, 8, 11, 13, 17 and 18.

2.3.3. *Forgiveness Scale*

The forgiveness scale developed by Rye, Loiacono, Folck, Olszewski, Heim and Madia (2001) consists of two sub-scales. These scales are the forgiveness and the forgiveness probability scales. In this study, validity and reliability studies of both subscales were made and considered separately. Both scales were designed to assess from an individual perspective based on injustice.

After the preliminary pilot study to the scope of the adaptation of the scale to Turkish with the aim to determine language comprehensibility and make the language applicable and after applying to a total of 20 mothers whose children attended to the 10th and 11th grades, the comprehensibility of the items in the scale was evaluated and necessary arrangements were made. A total of 180 mothers whose children were in adolescence period were included in the scope of the study. The scale was applied to mothers having a child attending a formal high school education. The data were collected through the Turkish form of the "Forgiveness Scale" to be adapted by the researcher.

In the original scale there are 2 factors and 15 items. The 10 items in this scale constitute the "absence of negatives in forgiveness" factor; 5 items constitute the "presence of positives in forgiveness" factor. I was examined with first level confirmatory factor analysis (CFA) whether the 2 factors and the 15-items structure of the scale were verified. When the compliance statistics calculated with CFA are considered, it was decided that the predetermined 2-factor structure of the scale conforms generally with the data collected.

2.3.4. *Forgiveness Probability Scale*

The forgiveness probability scale was developed by Rye, Loiacono, Folck, Olszewski, Heim, and Madia (2001) to measure women's potential for forgiveness in the event of injustice. There are ten scenarios with hypothetical victimization at the scale. The Cronbach's alpha value of the forgiveness probability was sufficient (.85) and test-retest reliability over an average of 15.2 days was set as .81. High scores from the Forgiveness Probability Scale indicate high forgiveness characteristic.

A preliminary pilot study was conducted to determine the Turkish language comprehensibility of the scale and to make the language applicable. After applying the inventory to 20 mothers having a child attending a formal high school education, the comprehensibility of the items in the scale was evaluated and necessary arrangements were made. A total of 180 mothers whose children were in adolescence period were included in the adaptation study of the scale to Turkish. The scale was distributed to the volunteering mothers whose children were going to a high school in the district of Kecioren in Ankara and they were asked to answer the questions after the researcher has made the required explanations. The data were collected through the Turkish form of the "Forgiveness Probability Scale" to be adapted by the researcher.

The original scale consists of a single factor and 10 items. The CFA was applied to assess whether the single factor and the 10-item structure of the scale was verified. In the first CFA applied, the items with a statistically insignificant t value were examined. According to this examination, no item with an insignificant t value was found. When the coefficients showing the relationship between the observed variables of the model indicating the factorial structure of the scale and its factors, it was concluded that the total conformity indices were sufficient. When the compliance statistics calculated with CFA are considered, it was decided that the predetermined single-factor structure of the scale conforms generally with the data collected.

2.4. *Data Collecting Process and Analysis*

2.4.1. Implementation of the Preliminary Tests

Preliminary tests were applied to both the participant (test group) and the mothers (control group) who would not continue the program to examine the effect of the "Empathy Training Program" on the empathy and forgiveness levels of the mothers included in the research.

2.4.2. Implementation of the Empathy Training Program

The "Empathy Training Program" applied within the scope of this research was developed by the researcher. Turkish and foreign literature searches were made before the preparation of the program started. The form was rated as "no knowledge, little knowledge, knowledge partly, knowledge, a lot of knowledge" in order to determine the knowledge of the mothers about the topics determined as a result of the literature search. The need identification form demands information on; the reasons and probable results of prejudice, recognition of emotions and communicate with emotions, self-revelation (benefits of self-revelation, conformity criterion of self-revelation, ways of self-revelation), empathize (benefits of empathy, empathic communication, empathic communication with family members), ways of self-expression (I-language, you-language), forms of listening (active listening, passive listening), forgiving (benefits of forgiving, ways of forgiving), verbal communication (voice tone, forms of expression), non-verbal communication (body language and its importance). Also, in the form, an empty space that they can write their suggestions on was left considering that the mothers may have the need for a different topic. After determining the test and control groups, the subject need determination form was applied to 53 mothers in total. As a result of the application, the data were entered to the SPSS 21 package program and been evaluated. According to the results obtained, it was determined that all of the mothers were in need of information in all of the above mentioned subjects. In line with these needs, empathy training topics were determined on the basis of adolescent-maternal relationship being directed towards the mothers' experiences.

The objectives and achievements within the framework of the subjects determined for the program were designed in accordance with Bloom's taxonomy. The objectives and achievements were reviewed by the field expert and the necessary corrections were made and finalized. At the end of the literature search and review studies, an eight-week Empathy Training Program was prepared. The implementation of the program was carried out in 16 sessions, covering 80 minutes each, two days a week.

2.4.3. Implementation of Final Tests

After the implementation of the training program, in order to measure the empathy and forgiveness levels of the mothers who continued (experiment group) and those who did not continue (control group) to the "Empathy Training" program, final tests were applied in the place where the training procedures were held one week after the end of the program.

2.4.4. Analysis of Data

Considering that the distribution may deviate from normal, a normality analysis was performed using the Kolmogorov-Smirnov test before passing to the implementation of statistical tests. Parametric tests were used because the data showed normal distribution. ANCOVA and mixed pattern ANOVA tests were used in the comparison of test and control group data, and one-way analysis of variance and t-test were used for repeated measures in the test group comparison of the final test monitoring test. In the ANCOVA used in this study, the preliminary tests were considered as control variables and the significance of the difference between the final tests was examined (Büyüköztürk, 1998, p.91-105).

3.Findings and Discussion

Findings and discussion in the study conducted to investigate the influence of empathy education program applied to mothers on the level of empathy and forgiveness are given below.

3.1. Test and Control Group Demographic Features

The average age of the mothers in the test group is 42,45 and the average number of children is 2,82. The average age of the mothers in the control group is 41.48 and the average number of children is 2.38. If you look at the educational status of the mothers; the majority of those in the test group was observed to be high school graduates (44%). In control group; it was specified that most mothers were primary school graduates (36,7%). When considered from the professional point of view; it was observed that most mothers from the test group were not working, they were housewives (69,6%). The mothers in the control group has also been observed to be not working, to be housewives (70,0%). When considered from their children's education status point of view; children of the ones in the test group was observed to be in mostly 11th grade (56,5%), children of the ones from the control group to be 10th grade (50,0%).

3.2. ANCOVA Results According to Test-Control Groups of Adjusted Last Test Scores According to Cognitive Empathy Pre-Test Scores

Source of Variance	Squares Total	Sd	Squares Average	F	p	η^2
Pre-test	1031,84	1	1031,84	596,71	0,000	0,923
Group	44,47	1	44,47	25,72	0,000	0,340
Fault	86,46	50	1,73			
Adjusted total	1162,78	52				

According to the ANCOVA results, in which pre-test scores were taken as the common variable as shown in Table 3.2, it was found that there was a significant difference between the final test scores of the children in test and control groups ($F(1, 50) = 25,72; P < .05; \eta^2 = 0,340$). When Eta square is examined, the value of 0,340 indicates that the effectiveness of the given education is high on cognitive empathy. Based on this result, it can be said that the empathy education given to the mothers causes an increase of the mothers' cognitive empathy dimension. When the relevant literature is examined, the results of the research are such as to support these findings.

Guzzetta (1976), one of the earliest researchers on the effects of empathy education on parents, has used Goldstein's model of structured education (modeling, role playing, and social reinforcement) in his study of empathy training for parents in order to help adolescent parents respond empathically to their children. 45 willing mothers and fathers have participated in the survey among the mothers of the sixth, seventh and eighth grade students. The families were divided into four groups, including the control group. All groups except the control group were given structured training on empathy. The children also have participated in the training in the groups together with their parents. As a result of three weeks of training given to the groups, the empathy levels of the test groups were found to increase significantly in comparison with the control group. Tebes, Grady and Snow (1989), in the research they have conducted, have found that the training intended to improve the empathic answering ability of parents elevated significantly at cognitive empathy level and its sub-dimensions. In a developmental study by Doyle and Aboud (1995), it has measured their role-taking and attitudes towards racial external groups. Individuals that have shown the most

improvement in role-playing skills have shown the greatest decrease in prejudices. In this study, naturally occurring changes in cognitive empathy abilities were associated with decreased prejudice in individuals. These results suggest that increasing empathy can improve intergroup relationships. On account of the fact that the cognitive empathy decreases the prejudice and by reason of the fact that it causes individuals to see that they are less different than the other group members with the increasing of cognitive empathy, in the trainings on empathy field, many researches that include this dimension of empathy were performed. The results of these surveys, particularly aimed at raising the level of cognitive empathy to ensure solution and understanding of disagreements among different groups (eg, multiculturalism), emphasize that the empathy training causes a positive change in the conflict solutions (Van Lissa and others, 2014; Van Lissa and others, 2016).

Teding van Berkhout and Malouff (2016) have conducted metaanalysis of previous researches performed to examine the effectiveness of empathy education. The researchers have found empathy to be moderately elevated in general with training in relation to other prosocial behaviors, and have particularly stressed the benefits of empathy training at the cognitive level. Another survey of the measurement of cognitive and emotional empathy was conducted by D'Ambrosio, Olivier, Didon and Besche (2009). In the survey that the researchers have conducted with 446 teenagers in France in order to verify the French version of Jolliffe and Farrington (2006) by using the Basic Empathy Scale (BES) measuring the cognitive and emotional empathy, it was found that the girls significantly scored higher than the boys especially in cognitive empathy and the cognitive empathy scores of girls and boys were higher than their emotional empathy scores. There is also a significant positive correlation between cognitive and emotional levels of empathy. It was seen that there was a significant overlap between these two components, especially for boys, as well as there was a difference between the two, for girls. The findings of the survey suggest that, as in this research, the level of cognitive empathy of the individual can be increased if appropriate empathy training is given. Similarly, research findings show that the gender variable demonstrates a significant difference between empathy levels. In this context, it can be understood that the empathy level of women is higher than that of men, from the related literature review (Youssef, Nunes, Sa and Williams 2014). Stuijzand and colleagues (2016) have examined gender differences in empathic sadness towards others during adolescence. Subjects participating in the study were tested on two-stage scales, and in both surveys women have reported more empathic sadness than men. In this context, it is thought that the absolute amount of the test and control group being women, has created an advantage to develop empathic abilities.

Table 3.3. Results of ANCOVA according to Test-Control Groups of Final Test Scores adjusted according to Emotional Empathy Pre-Test Scores

Source of Variance	Squares Total	sd	Squares Average	F	p	η^2
Pretest	1189,88	1	1189,88	407,10	0,000	0,893
Group	69,12	1	69,12	23,65	0,000	0,326
Fault	143,22	49	2,92			
Adjusted total	1402,22	51				

According to the ANCOVA results, in which pre-test scores were taken as the common variable shown in Table 3.3, it was found that there was a significant difference between the

final test scores of the mothers in test and control groups ($F(1, 49) = 23,65$; $P < .05$; $\eta^2=0,326$). When Eta square is examined, the value of 0,326 indicates that the effect of the given training on emotional empathy is high.

Although for a while cognitive and emotional empathy were thought to be separable processes (Hills, 2001), both involve reactions to the emotions of the opposite person. Most researchers (eg, Hoffman, 1987; Marshall, Hudson, Jones, and Fernandez, 1995) think that emotional empathy causes cognitive empathy. In other words, experiencing of the opposite person's emotions (emotional empathy) through emotional expansion forms the base of empathy and this experience brings the conclusion of understanding of the emotions cognitively. When the literature on empathy training is examined, it is stated that the education given in other studies contributes emotional empathy. Research conducted by Schwenck and friends (2014) on the development of cognitive and emotional empathy confirmed a positive correlation between levels of cognitive and emotional empathy. Particularly during the training program, with the technique of playing a role, it was provided that the mothers entered into various roles to understand how the ones in the roles felt and to look at the events from their point of view. Thus, it was provided that their ability to understand and share the emotion the opposite mother felt when they meet with a similar situation increased. In subsequent sessions, it was practically explained with listening skills how to express that she understood the opposite person's emotion in a given situation. It can be said that the application of these techniques is effective in increasing mothers emotional empathic skills. The empathy training applications in which similar techniques were used were observed to give effective results (Pecukonis 1990; Kalliopuska and Ruokonen, 1993; Grossman and others 1997; Otfinowski, 2000; Lyons and Hazler 2002). As can be seen, many studies in the literature show that, like the empathy training program, various training programs have a positive effect on increasing emotional empathy. These studies are also such as to support the findings that the Empathy Training Program has positive effects on the empathy levels of the mothers.

3.4. Results of ANCOVA according to Test-Control Groups of Final Test Scores adjusted according to Positive Dimension of Forgiveness Pre-Test Scores

Source of variance	Squares Total	Sd	Squares Average	F	p	η^2
Pretest	1440,12	1	1440,12	345,24	0,000	0,873
Group	0,18	1	0,18	0,04	0,836	0,001
Fault	208,57	50	4,17			
Adjusted total	1648,86	52				

According to the ANCOVA results, in which pre-test scores were taken as the common variable shown in Table 3.4, it was found that there was not a significant difference between the final test scores of the mothers in test and control groups ($F(1, 50) = 0,04$; $P > .05$; $\eta^2=0,001$). When Eta square is examined, the value of 0,001 indicates that the effect of the given education on the "positive dimension of the forgiveness scale" is low.

Empathy is an important factor in forgiveness (Swickert, Robertson, and Baird, 2016:354). According to McCullough, Worthington and Rachal, (1997), as a social cognitive variable, empathy is one of the most important variables that mediate forgiveness. According to this, the extent to which the injured person has empathized with the injuring person determines how much he will forgive the person for his hurtful behavior (p. 321). Worthington (1998) has considered empathy as a key component in the center of forgiveness, in his model aimed at explaining forgiveness in interpersonal relationships. In their study, McCullough, Worthington and Rachal (1997), examining the relationship between forgiveness and individual and relational variables, have emphasized that empathy, like compromise and honesty, is associated with forgiveness. McCullough, Fincham and Tsang (2003), in a research they have conducted, suggest that interpersonal motives related to crime result in three parameters. These parameters are benevolence (abstinence of revenge and avoidance instincts and continuance of benevolence), general tendency to forgiveness (decrease in avoidance and revenge instincts and increase in benevolence), and temporary forgiveness (a temporary increase in avoidance and revenge instincts, as well as a temporary increase in benevolence). According to this research, responsibility burdens seem to have a direct relationship with the tendency to general forgiveness, where it has a reverse direction relationship with tolerance. These researches are associated with forgiveness and empathy. But it seems far from the empathetic perspective to wishing well to the person who commits the crime and developing positive judgments about good things to happen to him. Because mothers' developing positive or negative intentions about the future situation of the forgiven person are not related to empathy training. Fincham, Jackson and Beach (2005) also point out that temporary forgiveness occurs when high-level empathy is experienced and low-responsibility loadings are made, while responsibility loadings play a role in individuals' subjective evaluations about the volume of the crime. In another research, Walker and Gorsuch (2002) have conducted a study in which different models were considered and have tested the relationships between structures directed to forgiveness and reconciliation. In the study, 16 different models of forgiveness and reconciliation were evaluated with 180 college students. Structures emerging from the result of factor analysis are; emotional forgiveness, empathy, pain and anger, forgiveness and reconciliation by God. In the model of structural equality, the approach that the suffering and anger experienced at the same time with God's forgiveness and then that it was not related to emotional forgiveness and then to empathy and reconciliation, was supported. The results have determined that the models are overlapping in-between and have provided empirical support that there is a difference between emotional forgiveness and reconciliation. In the positive sub-dimension of forgiveness, there are items intended to develop good intentions towards the person who commits crime. These items are not associated with empathy. Thereby, this result that was accomplished is considered normal. Newberg and friends (2000), have conducted researches on forgiveness and stated that forgiveness, psychotherapy and behavioural change are a multidimensional neurologic, cognitive and emotional process that is increasingly important. Accordingly, there is a need for information about the neurological psychological mechanisms taking a back seat in order to fully comprehend the forgiveness. Foremost among these are sense of self, awareness about the harm in sense of self and revenge behaviour. In addition, findings from Macaskill, Maltby, and Day (2002) suggest that individuals are harsher in judgments about themselves than to others and indicate that the relationship between identified empathy and self-forgiveness is not high. Hodgson and Wertheim (2007) have predicted that self-forgiveness is related to the individual's ability to repair their own emotions, but not to empathy, because empathical worry is an experience directed to others. Empathy, which explains negatively the

dimension of revenge that lies beneath the forgiveness, is described as an explanatory, which can also lead to forgiveness as a skill that gives power to comprehend others and to communicate with them (Toussaint and Webb, 2005), with empathy-forgiveness relationship being addressed in many studies, it is emphasized that the individuals who forgive their assailants in these studies are the individuals most inclined to empathize the assailants (McCullough and others, 1998; Zechmeister and Romero, 2002). It is an important point that empathy and revenge are two different variables that are not in the same direction. When the forgiveness scale is examined, it appears that in the positive sub-dimensions of forgiveness items related to "good will development and positive wishes for the forgiven person" appear. In this regard, the result confirms the findings of Hodgson and Wertheim (2007) and Macaskill, Maltby and Day, (2002).

3.5. Results of ANCOVA according to Test-Control Groups of Final Test Scores adjusted according to Negative Dimension of Forgiveness Pre-Test Scores

Source of Variance	Squares Total	sd	Squares Average	F	p	η^2
Pretest	1394,01	1	1394,01	158,92	0,000	0,768
Group	119,62	1	119,62	13,64	0,001	0,221
Fault	421,06	48	8,77			
Adjusted total	1934,68	50				

According to the ANCOVA results, in which pre-test scores were taken as the common variable shown in Table 3.5, it was found that there is a significant difference between the final test scores of the mothers in test and control groups ($F(1, 48) = 13,64; P < .05; \eta^2 = 0,221$). When Eta square is examined, the value of 0,221 indicates that the effect of the given education on the "negative dimension of the forgiveness scale" is high.

Findings of Macaskill, Maltby and Day, (2002), points out that especially the emotional empathy has a positive relationship with forgiving others. This finding suggests that empathy training given to mothers makes a significant difference in the level of forgiveness and supports empathy's positive relationship with forgiveness. When the literature is examined, generally it is seen that many programs prepared abroad about forgiveness, take place alongside with a therapy process (Lin and others, 2004; Menahem and Love, 2013; Woldarsky Meneses and Greenberg, 2014).

It was identified that these forgiveness therapies create significant differences in the forgiveness scores of attendees, that they are functional in problematic cases (anxiety, rumination, etc.), that they strengthen and heal the close relationships (Gunderson and Ferrari, 2008), that they create changes positively in the healing process of emotional hurts (Hansen, Enright, Baskin and Klatt, 2008). McCullough Worthington and Rachal, (1997) argue that cognitive and behavioral change will occur if emotional hurt is healed. The absence of empathy or a difficulty in the function of empathy opens the way to narcissism. It was emphasized that there is a relationship between empathy and forgiveness in the model related to social cognitive determinants of forgiveness. What is important here is that forgiveness is a very important concept for people and relationships. The empathy training given to mothers also includes subjects concerning forgiveness. Prejudice, impartial thinking, developing empathic communication abilities are observed to be supporting the level of forgiveness of mothers positively. McCullough, Worthington, and Rachal (1997) in their researches they

have performed on a past hurt of college students, have reached the conclusion that when the person caused the incident requested from the other to be forgiven, the empathy strengthened the forgiveness. Findings support the validity of the causal sequence of forgiveness, empathy and forgiveness. For this reason, a part was reserved especially to forgiveness amongst the empathy training subjects and the mothers were given opportunity to know and experience this process closely.

To empathize can lead to individuals' clarifying their thoughts about the incident, understanding of the emotions and thoughts of the person who harms. In this case, unless empathy develops for the harming person, avoiding of the harming person and thinking about the incident that involves the harm of the individual can be in question. An effective empathy is best understood through creative entry into his / her world without living the same experience as the other individual. Forgiveness is thought to be a component of rising of positive emotions such as empathy in the individual (Greenberg, Warwarve and Malcolm 2008:185-186). In this case, the empathic tendency can be considered as a highly effective problem solver in close relationships and forgiveness.

3.6.Results of ANCOVA according to Test-Control Groups of Final Test Scores adjusted according to Forgiveness Probability Pre-Test Scores

Source of Variance	Squares Total	sd	Squares Average	F	p	η^2
Pre-test	1797,10	1	1797,10	374,96	0,000	0,882
Group	35,51	1	35,51	7,419	0,009	0,129
Fault	239,64	50	4,79			
Adjusted total	2072,25	52				

According to the ANCOVA results, in which pre-test scores were taken as the common variable shown in Table 6.6, it was found that there is a significant difference between the final test scores of the mothers in test and control groups ($F(1, 50) = 7,41; P < .05; \eta^2 = 0,129$). When Eta square is examined, the value of 0,129 indicates that the effect of the given education on the "probability of the forgiveness" is in medium level.

The Probability of Forgiveness Scale is a scale designed to measure the tendency of forgiveness among situations. This scale contains different scenarios for unfair situations (eg infidelity, slander, theft). Imagination-oriented methods are one of the methods that help to improve empathy behavior. Witvliet Ludwig and Vander Laan (2001) also have emphasized methods called cognitive empathy or perspective development from time to time to examine the physiological manifestations of forgiving or unforgiving a crime reactions. In another study, researchers have stated that empathy should be included in the issue, taking into account the factors that may have affected the criminal and the humanity of the criminal (Witvliet, Ludwig and Vander Laan, 2001, p.118). Exline and others (2008) asked the participants to write down the factors that motivated a criminal to commit this crime, taking into account the humanity of his/her. This study is one of dream-oriented studies. The results of this research have shown that empathy is a more universal determinant than the perspective development behaviour alone, on the probability of forgiveness when gaining perspective and empathy are compared. In this study of the effects of thinking about having the possibility of making mistakes about forgiveness (a kind of perspective development), researchers have

found that the probability of forgiveness increases when a participant is asked to think about a crime he or she has gone through or has committed as well. However, when participants have not been able to imagine the said situation, no such increase was found. According to McCullough, Pargament and Thoresen(2001), in test conditions, empathy is the only variable that effects the forgiveness probability increase as far as known and many researches support this hypothesis (McCullough, Worthington and Rachal, 1997; McCullough and Witvliet, 2002; Welton, Hill and Seybold, 2008).

4.Result and Suggestions

Findings from the research show that the empathy training program can increase the levels of cognitive and emotional empathy of mothers. in addition to this, the results show that the empathy training makes a significant difference in the level of forgiveness and it reveals therefore the positive effect on the level of forgiveness. Researches aimed at improving the empathic abilities of individuals in our country seem to be insufficient. However, studies with fewer numbers also reveal that adults can improve their ability to empathize. It is necessary to prepare and implement programs to develop empathic abilities starting from early years so that individuals in the family can understand each other and develop healthy relationships. Only mothers were included in this research. For future researches it is thought that including the fathers or parents in working together can contribute to the development of father-child, parent-child relationships.

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