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Teachers' Interpersonal Forgiveness (IF) and perceived satisfaction in Relationship with Colleagues, Management and Students: A Co-relational Mediation Model Study

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Abstract

Interpersonal Forgiveness (IF) is gaining attention of researchers for sustained relationships at workplace, this made it essential to study its impact in educational set-up. This study examines (1) the linkage between teachers' Interpersonal Forgiveness (IF) and relationship satisfaction with Colleagues, management and Students, (2) mediating effect of Colleagues Relationship Satisfaction (CRS) between Interpersonal Forgiveness (IF) and Teacher-Student Relation Satisfaction (TSR). Using quantitative approach, random sampling technique, data was collected from 203 primary teachers. SPSS and PLS-SEM were employed for data analyses. The findings revealed significant positive connection between IF and relationship satisfaction with Colleagues and Management. However, the result showed that direct connection of Teachers' Interpersonal Forgiveness (IF) with Teacher Students' Relation Satisfaction (TSR) was insignificant, but the connection was positive and strong in presence of mediator 'Colleagues Relationship Satisfaction (CRS)'. This study highlights the importance of interpersonal forgiveness and recommend forgiveness intervention for primary school teachers required to work together with colleague and young children with satisfaction

Keywords: Interpersonal Forgiveness, Educational Set-up, Relationship Satisfaction, Colleagues, Students and Management

Introduction

21st century's lays importance on strengthening relationships between stakeholders to achieve the goal of organizations. When discussing about educational institutions, the performance of educational institution is directly connected with improved relationships among teacher, students, colleagues and management (Warren, 2020). Better relationships may help teachers to cope with different challenges of teaching-learning and help them maximize their output (Scales et al., 2020).

Researchers have found that one of the factors maintaining conflicts, irritation to their fellows and reducing individuals' ability to sustain relationships is un-forgiveness. Un-forgiveness effects negatively on ones' affection, cognition that increases mental distress such as depression and stress, and inhibiting individuals' capacity to socialize and empower (Akhtar, Dolan & Barlow, 2017). Teachers often experiencing depression, Anxiety and Stress and keep psychological unwell (Nawaz, 2017; Ferguson, Frost & Hall, 2012).

Researchers have found that interpersonal forgiveness has potential to decreases negative emotions, anger, anxiety and depression and achieving psychological well-being (Thompson et al., 2005). Contrast to that, the attitude of revenge and avoidance (lack of sympathy) decreases the relationship satisfaction and commitment and gives birth to psychological distress (McCullough et al, 1997), and simultaneously engenders different health issues (Droll, 1984).

A forgiveness climate is the response against workplace conflicts, help subordinates to keep desired relationship with their leaders (Radulovic et al., 2019), motivates colleagues to keep better relationships such as helping and co-operating (Van Waesberge, 2019). Better relations with colleagues strengthen the teacher-students' relationship (Wolgast & Fischer, 2017; Warren, 2020) and the satisfactory teacher-students relationships sustain students' engagement in their studies (Scales et

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al., 2020). However, the Poor-quality relationship inhibit the progress of organizations causing stress, lack of motivation and lower performance (Scales et al., 2020)

Forgiveness is a component of one's personality linking with the personality trait 'agreeableness' (McCrae & Costa, 1999). However, it is argued that derivation of work satisfaction largely depends upon 'achievement factor' (Herzberg, 2003). This study intends to examine teachers' exhibition of forgiveness govern by either due to trait characteristic or their job related (teaching) motivators, and finding the impact of interpersonal forgiveness (i.e., forgiveness for colleagues, management and Family/ friends) on satisfaction with professional life relationships (i.e., with colleagues, students & In-charge).

The literature relevant to forgiveness in educational set-up of Pakistan is rather not prevalent. The above cited literature shows most of the studies on forgiveness have been conducted in western perspective. Most of these researches focus on maintaining personal life relationships; very few studies have directed the attention towards forgiveness in educational context. Still, no research has been found examining the association of personal life forgiveness with professional life relationships for instance colleagues, management and students. Hence, the above reviewed literature provides valuable understanding to address the research questions. The current study fills the gap in the literature by focusing on teachers and the associations of interpersonal forgiveness with the relationships with colleagues, management and students.

Literature Review

Theoretical Framework

According to the Enright and the group of Human Development Studies (1991) and North (1987) defined forgiveness as 'the willingness to abandon one's right to resentment, indifferent behaviors and negative judgment towards those who unreasonably injured us, at the same time fostering the qualities for example compassion, generosity and love for him/her"

Interpersonal Forgiveness is conceptualized as subjective concept; it is unlike the objectivity that justifies the revenge against doers (Enright et al., 1998). It is choice rather than the act of submission; however, the submission or the expression of weakness would disallow the injured to be benefitted by the process of forgiveness. In addition, forgiveness is not forgetting, forgiving is the conscious state that requires insight and personal efforts, while one can forget the injury in unconscious state of mind (McGary, 1989).

The five-factor theory (McCrae & Costa, 1999) highlights that Personality traits are basic tendencies that has been distributed into five factors (Neuroticism, Extraversion, and Openness to Experience, Agreeableness and Conscientiousness). And, Individuals' plans and goals that guide actions to be organized for longer time intervals in ways that are similar with their personality traits. Furthermore, Individuals habits, attitudes, skills, roles, relationships are influenced by their personality trait and social roles expectations that direct them to keep themselves fit in their surroundings. The basic tendency of *Agreeableness trait* is compliance (a willingness to defer to others during interpersonal conflict). The individuals with this personality trait stand with the characteristic of Interpersonal forgiveness.

In addition to this, theoretical support of Herzberg's Motivation-Hygiene Theory provides insight to study teachers' job driven attitude. The theory highlights the primary cause of employees' satisfaction are (achievement, Recognition, Work itself, Responsibility, Advancement and Growth) (Herzberg 2003; Crawford, 2017).

Interpersonal Forgiveness (IF) and Relationship Satisfaction

Literature review highlights that forgiving individual are more inclined towards empathy (Enright et al., 1998; McCullough et al., 1997). Empathy is the quality of teachers that determines one's level of actively listening and engaging in a conversation, seeking advice, and adjusting their communication style (Warren, 2018). Agreeableness, extraversion and Conscientiousness is generally a part of teachers' personality regardless what grade they taught and their years of experience (Hussain & Hussain, 2017), a high degree of agreeableness is necessary for successful pedagogic work Goncz (2017).

Batik, Bingol, Kodaz & Hosoglu (2017) through their research on Turkish University's students found that forgiveness helps in subjective well-being. Forgiveness has the deep connection with the religions; in Islamic episteme it is significant to promote social justice, relationships and tolerance.

Since defiant student behavior, stress of workload and employment conditions are predictors of depression, anxiety and stress and negatively effects on mental well-being (Ferguson, Frost & Hall, 2012), forgiveness has potential to gain psychological well-being and decreases anger, anxiety, depression, and increases satisfaction with life (Thompson et al., 2005).

Cox (2011) studied forgiveness for Elementary and Secondary School teachers in America. She found the positive connection between willingness to forgive and teachers' job satisfaction due to forgiveness in Schools has the ability to mend damaged or strained relationships caused by workplace offence, thus promoting a more stable and satisfying workplace environment. She maintained that forgiveness promotes Citizenship behaviors among teachers such as working together with their colleagues and supervisors, taking personal interest in solving colleagues' problems, helping them in their absence or work load and thus reducing job stress.

Most of literature suggests the positive effect of forgiveness on achieving relationship satisfaction in both personal life and professional life. When individuals have more forgiving tendencies, they are more likely to self-regulate that help in avoiding decision making (Braithwaite et al., 2011; Roberts et al., 2021). Van Waesberge, (2019) studied employees from different organizations in Netherland and found that interpersonal Forgiveness is productive response to the workplace conflicts that re-engage colleagues in collaboration.

Literature Review also highlights teachers' job motivators that drives satisfaction from job related concerns is students' achievement on testing (Crawford, 2017). Rique & Lins-Dyer (2003) highlights forgiveness invites autonomy-based classrooms uplift socio-moral values, and facilitates students' retention. Classroom performance is dependent on teachers-student better relationships (Scales et al., 2020). Hence, it is assumed that teachers' interpersonal forgiveness predicts relationship satisfaction with students.

Moreover, researches have highlighted those improved relationships with colleagues will also influence teacher-student relationships (Warren, 2020), To cope the pressure goes on teachers end, Colleagues' support help teachers to remain closer to students (Wolgast & Fischer, 2017). Radulovic et al. (2019) studied influences of forgiveness between leader–member exchange relationships. Forgiveness from subordinates helps in maintaining desired relationship between leader and subordinates. The following hypotheses are generated from the above cited review of literature.

Hypothesis (H1): Interpersonal forgiveness derives satisfaction in relationship with colleagues.

Hypothesis (H2): Relationship Satisfaction with colleagues will increase satisfaction in Student-teacher relationship

Hypothesis (H3): Interpersonal forgiveness derives satisfaction in Teacher-students' relationships

Hypothesis (H4): Colleague Relationship satisfaction will mediate the relationship between Interpersonal forgiveness and Teacher-students relationship.

Hypothesis (H5): Interpersonal forgiveness derives satisfaction in relationship with Management.
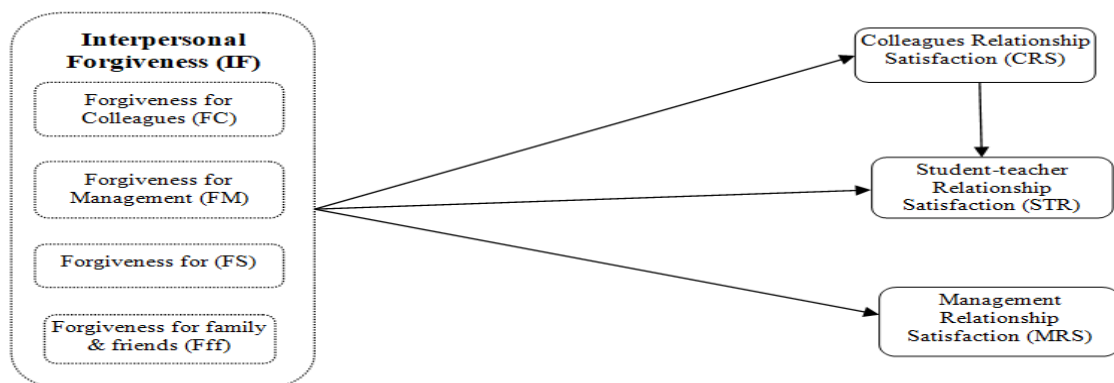

Figure 1: Author's made Conceptual Model

Method

In this Research, quantitative survey method was used for data collection. Adapting subscale *Forgiveness for others* from 'Heartland Forgiveness Scale' (Thompson & Synder, 2003), and subscale

Satisfaction from Relationship of Network Inventory (Furman & Buhrmester, 2009), the questionnaire for this study was developed (see Table 1) The Likert scale for subscale *Satisfaction* ranged from 1- little/ none to 5-the most. While for interpersonal forgiveness Likert scale used 1- Almost always false of me, (2) often false of me, (3) sometimes true of me, (4) usually true and (5) almost always true of me.

Table 1

Instrumental Source

Heartland Forgiveness scale' (Thompson & Synder, 2003) Items=13		
Variable (Forgiveness for others)		
1 Forgiveness for Colleagues (FC)		
	i	With time I understand of colleagues for the mistakes they've made.
	ii	Although colleagues have hurt me in the past, I have finally been able to see them as good people.
	iii	If my colleagues mistreat me, I continue to think badly of them. (R)
2 Forgiveness for Management (FM)		
	i	When In-charge disappoint me, I can let it go
	ii	I continue to be indifferent with in-charge who has done something that I think is wrong. (R)
	iii	I continue to be indifferent with In-charge who has hurt me. (R)
	iv	If In-charge mistreats me, I continue to think badly of them. (R)
3 Forgiveness for family and friends (Fff)		
	i	In my friends and family, with time I understand of others for the mistakes they've made.
	ii	In my friends and family, although others have hurt me in the past, I have eventually been able to see them as good people.
	iii	In my friends and family, when someone disappoints me, I can eventually let it go
4 Forgiveness for Students (FS)		
	i	I continue to punish a student who has done something that I think is wrong. (R)
	ii	I continue to be hard on students who has hurt me. (R)
	iii	If Students mistreat me, I continue to think badly of them. (R)
Relationship of Network Inventory Items=09		
Variable (Satisfaction)		
5 Colleagues Relations Satisfaction (CRS)		
	i	How happy are you with your relationship with colleagues?
	ii	How much do you like the way things are between you and your colleagues?
	iii	How satisfied are you with your relationship with colleagues?
6 Management Relations Satisfaction (MRS)		
	i	How happy are you with your relationship with In-charge?
	ii	How much do you like the way things are between you and your In-charge?
	iii	How satisfied are you with your relationship with In-charge?
7 Student-teacher Relations Satisfaction (STS)		
	i	How happy are you with your relationship with students?
	ii	How much do you like the way things are between you and your students?
	iii	How satisfied are you with your relationship with students?

     Prior to data collection, the questionnaire was validated by the panel of 5 experts, to ensure the requirements of the face and content validity, and the questionnaire was also evaluated by results from pilot testing. Thus, after meeting the reliability requirements, the questionnaire was addressed to the targeted sample for data collection.

The present study focused on the measuring the interpersonal forgiveness from the teachers, the sample was selected using random sampling technique. This sampling method would help in generalization of the results, the sample from which the data is collected truly represent the population. Then, the questionnaires were circulated among participants through field work in the schools/Institutes of metropolitan Karachi, Pakistan. Sample is comprised of 203 respondents; the summary is provided in table 2

Table 2

Descriptive Statistics (Total No of Participants N=203)

	Demographics	Frequency	Percent
Gender	Female	130	64%
	Male	73	36%
Qualification	Bachelors	49	24%
	Masters	116	57
	M.Phil.	31	15
	PhD	7	3.4%
Job Experience in years	3-5 years	37	18.20%
	6-10 years	46	22.7
	11-15 years	25	12.3
	16 or more	95	46

Data Analysis

Data was analyzed by using SPSS software *version* 22, and Smart PLS 3, level of significance $p < .05$ was used to reject the null hypothesis. PLS-SEM was preferred for analyzing the research data because of its appropriateness for handling complex models having reflective and formatively measured constructs like used in this research.

Confirmatory Factor Analysis (CFA)

Prior to perform CFA, the outliers were assessed to derive the generalized results. Since there was no potential outlier, the final analyses were performed on data of 203 participants.

This research has adapted subscale 'forgiveness for others' to measure forgiveness for (1) In-charge (2) Colleagues (3) Students and (3) family & friends. And, the subscale 'Satisfaction' of Relation Network inventory is used to measure satisfaction in relationships with others, this study adapted the scale to find the linkage of forgiveness and relationships with (1) colleagues, (2) Students, (3) In-charge/coordinator.

Thus, total 06 factors are formed that suggest meaningful interpretation of the results (see table, 2). The KMO Test was employed to check sampling adequacy, the value of KMO was 0.758, the value greater than 0.6 shows that the items are adequate in each factor, and Bartlett's test significant value was 0.000, which is indicating that the matrix is not identity and factor analysis is possible. Finally, smart PLS-SEM 3 was used to for factor structure design. All the data through PLS SEM was analyzed by following the procedure suggested by Hair et al. (2011), the data was put through evaluating the outer and inner measurement and followed hypothesis testing.

Outer Model measurement:

The outer measurement model encompasses the evaluation of reliability and validity of data. The reliability is measured to ensure the variables' internal consistency, whereas validity confirms the constructs actually measure what they are supposed to measure.

Reliability Testing:

The reliability was achieved through composite reliability (CR). The values of composite reliability for each construct are shown in Table 3. The reliability was good as all the values were greater than 0.7.

Validity Testing (Convergent Validity)

Validity was assessed through convergent and discriminate validity. Convergent validity shows the extent to which the items join to measure the related concept; it also reveals items correlation in their respective construct; Average variance extracted (AVE) is used to assess convergent validity. The AVE values 0.5 or greater are good. Results are tabulated in table 3, most of the AVE are greater than 0.5. Most of the factor loading are above 0.7 and statistically significant.

Table 3
Reliability Testing and Convergent Validity

Constructs	Items	Loadings	CR	AVE
Fff	Fff1	0.743	0.789	0.559
	Fff2	0.858		
	Fff3	0.623		
FS	FS1	0.632	0.737	0.50
	FS2	0.599		
	FS3	0.841		
FC	FC1	0.728	0.748	0.50
	FC2	0.645		
	FC3	0.742		
FM	FM1	0.701	0.869	0.626
	FM2	0.857		
	FM3	0.861		
	FM4	0.733		
STR	STR1	0.792	0.809	0.586
	STR2	0.674		
	STR3	0.824		
CRS	CRS1	0.819	0.832	0.624
	CRS2	0.803		
	CRS3	0.714		
MRS	MRS1	0.743	0.899	0.751
	MRS2	0.858		
	MRS3	0.623		

Discriminate Validity

Discriminate validity is the extent to which one construct measure different concept from another. Discriminate validity was established by means of Fornell and Larker criterion, Heterotrait- Monotrait ratio (HTMT) and cross loadings amongst certain items. Fornell and Larcker criterion suggest the constructs should exhibit more variance with their own items rather than the items of other variables. The values in a diagonal line should be greater than inter-construct correlation. The table 4 represents the correlation matrix and suggesting the confirmation of Fornell and Larker's method of discriminating validity.

The Heterotrait-Monotrait ratio of correlations (HTMT) suggests that all the values should be less than 0.85. The HTMT was supported as none of the values is greater than 0.85 (see table 5). In addition to this, the cross-loading criteria was supported in table 6, all the items are strongly loaded on their respective constructs and cross loading difference between their own construct and others is greater than 0.1.

Table 4
Fornell-Larcker Outcomes

	CRS	FC	FM	FS	Fff	MRS	STR
CRS	**0.790**						
FC	0.439	**0.706**					
FM	0.464	0.594	**0.791**				
FS	0.130	0.220	0.146	**0.699**			
Fff	0.412	0.375	0.150	0.108	**0.747**		
MRS	0.640	0.463	0.598	0.072	0.197	**0.867**	
STR	0.433	0.235	0.062	0.428	0.382	0.257	**0.766**

Table 5

Heterotrait-Monotrait Ratio (HTMT) Outcomes

	CRS	FC	FM	FS	Fff	IF	MRS	STR
CRS								
FC	0.740							
FM	0.612	0.898						
FS	0.273	0.415	0.246					
Fff	0.622	0.734	0.275	0.269				
MRS	0.847	0.652	0.666	0.166	0.296	0.630		
STR	0.623	0.449	0.180	0.739	0.613	0.586	0.379	

Table 6
Factor Analysis

	CRS	FC	FM	FS	Fff	MRS	STR
CRS1	**0.859**	0.286	0.316	0.083	0.364	0.440	0.393
CRS2	**0.717**	0.499	0.599	-0.040	0.210	0.694	0.190
CRS3	**0.788**	0.240	0.161	0.276	0.406	0.364	0.451
FC1	0.215	**0.728**	0.333	0.038	0.338	0.351	0.117
FC2	0.414	**0.645**	0.214	0.291	0.483	0.267	0.363
FC3	0.306	**0.742**	0.655	0.145	0.037	0.357	0.051
FM1	0.338	0.471	**0.701**	0.008	0.352	0.475	0.123
FM2	0.361	0.415	**0.857**	0.115	0.026	0.474	-0.050
FM3	0.410	0.497	**0.861**	0.128	0.068	0.540	0.076
FM4	0.352	0.494	**0.733**	0.214	0.027	0.391	0.043
Fff1	0.069	0.017	0.148	**0.632**	0.006	0.051	0.280
Fff2	0.039	0.132	0.016	**0.599**	0.079	0.001	0.289
Fff3	0.136	0.258	0.125	**0.841**	0.121	0.079	0.338
FS1	0.203	0.375	0.034	0.151	**0.743**	0.149	0.319
FS2	0.416	0.322	0.200	0.072	**0.858**	0.212	0.307
FS3	0.288	0.087	0.069	0.003	**0.623**	0.033	0.225
MRS1	0.571	0.505	0.644	0.108	0.158	**0.943**	0.235
MRS2	0.539	0.166	0.203	0.136	0.292	**0.711**	0.331
MRS3	0.588	0.434	0.576	-0.023	0.135	**0.926**	0.171
STR1	0.367	0.153	0.011	0.393	0.276	0.182	**0.792**
STR2	0.218	0.207	-0.023	0.268	0.315	0.157	**0.674**
STR3	0.378	0.196	0.124	0.313	0.306	0.242	**0.824**

Inner measurement model and Hypothesis testing

After evaluating the outer measurement model, the inner model is examined through PLS-SEM (Partial Least Squares- Structural Equation Modeling) in SmartPLS 3. PLS-SEM was employed due to its robustness in generating results for complex models with formatively measured variables like used in this study (Becker et al., 2012). The measurement was estimated and hypotheses were tested by using bootstrapping. The bootstrapping employs re-sampling technique and creating subsamples of 5000 or more from original data.

There are three significant indicators for the reflective construct Interpersonal Forgiveness (IP) i.e., FC, FI and Fff as illustrated in table 7 and figure 1.

Table – 7
Formative indicators for Interpersonal forgiveness

Formative Indicators for IF	Loading	Standard Error	T Values	P Value
FC -> IF	0.345	0.026	13.253	0.000
FM -> IF	0.609	0.064	9.587	0.000
FS -> IF	0.135	0.049	2.780	0.005
Fff -> IF	0.268	0.070	3.821	0.000

Predictive relevance of the model

The quality of inner model depends upon how better it predicts endogenous constructs, for that the primary criterion is to examine the co-efficient of determination (R^2) and cross-validated redundancy (Q^2). The predictive power of the variables is evaluated through coefficient of determination (R square). R^2 values show the model fit (see table 8).

Q^2 is the predictive relevance of the inner model that can be achieved through Blindfolding method. The value of Q square should be greater than zero.

The vales of Q^2, confirms that the model is fit as all value are greater than zero (see table 8).

Table 8
Predictive power of constructs

Constructs	R Square	Q-square
CRS	0.319	0.184
MRS	0.345	0.233
STR	0.190	0.100

Hypotheses testing

There are six hypotheses in this research study. The value of significance p<0.05 is used to accept the

hypotheses. The results of hypotheses testing have been reported in the tables 9 and 10. The results show the signification positive connection of Interpersonal Forgiveness (IF) with Colleagues' Relationship Satisfaction (CRS) (B =0.565, p< 0.05).

CRS has significant positive association with Student-Teacher Relationship Satisfaction (STR) (B =0.403, p=0.00). Also, IF has significant positive impact on Management Relation Satisfaction (MRS) (B =0.588, p=0.00) and also IF has significant positive effects on STR through CR (B =0.22, p =0.00). However, IF has insignificant effects on STR (B =-0.01, p=0.891) as p >0.05. The outcome suggests that hypotheses H1, H2, H4, and H5 are supported. Hypothesis (H3) was rejected and the results show full mediation in H4 (Table 9).

Table 9
Hypothesis Testing Results

Hypotheses	Regression path	Estimates	Standard Error	T Statistics	P Values	Decision
H1	IF -> CRS	0.565	0.046	12.169	0.000	Supported
H2	CRS -> STR	0.403	0.085	4.720	0.000	Supported
H3	IF -> STR	0.053	0.127	0.419	0.675	NOT Supported
H4	IF -> CRS -> STR	0.228	0.055	4.124	0.000	Supported
H5	IF -> MRS	0.588	0.052	11.295	0.000	Supported

Findings and Discussion

This research study intended to find the association between teachers' Interpersonal Forgiveness and students, colleagues, management relationship satisfaction. And, the study examined the indirect association between interpersonal forgiveness and Teacher-Students' relationship Satisfaction (TSR) in the presence of mediator Colleagues Relationship Satisfaction (CRS). The results show significant positive association of interpersonal forgiveness with CRS and MRS and indicated full mediating effects of Colleagues relationship Satisfaction (CRS).

Hypothesis testing showed that individuals who are more inclined to forgiving colleagues and management related issues perceive more satisfaction from each other's relationship and vice-versa. The study's results are consistent with existing literature (Van Waesberge, 2019; Akhtar et al., 2017; Cox, 2011) that the forgiveness is positively related to social well-being, help individuals to live as team, and thus establishing the most satisfying relationships with colleagues. It may be because due to forgiving individuals are lesser resentful, judgmental and exhibit indifferent behaviors to others, instead they are rich with empathy for offender (Enright et al., 1998; North (1987). Empathetic character encourages teachers to socialize and work with others in congruent manner (Warren, 2018).

Another reason of such relationship satisfaction is may be such individuals are capable to transform hurtful feelings to neutral and positive for conceived injustices (Thompson et al., 2005). They are capable to reduce the negative affect for co-workers (anger, irritation, depression and conflict), stimulating positive affect (peace, felt normal, autonomy, uplifted, inspired, compassion, lack of fear, confident) and thus strengthening positive relationships (tolerant, reconcile, able of healing relationships, accepting others, caring, helping and valuing people, pleasurable) (Akhtar et al., 2017). Another motive for adopting forgiveness is may be the inclination towards religious beliefs (Batik, Bingol, Kodaz & Hosoglu, 2017)

In addition, the findings endorse the notion that colleagues supports help in improving the teacher-student relationships (Warren, 2020). Efficiency of teachers' performance relies on cooperative lesson planning practices of teachers and the quality assurance of this process requires colleagues support, thus relationship satisfaction with colleagues help in facilitating teachers' performance and students' motivation (Wolgast & Fischer, 2017).

Also, the current study discovers IF as a significant predictor of holding relationship satisfaction with management. Similar with prior research by Radulovic et al. (2019) employees' forgiving attribute uphold the desired relationship with their leaders. It may be due to such individuals are equipped with empathy (McCullough et al., 1997) and agreeableness (McCrae & Costa, 1999). It is may be due to agreeableness help in performing successful pedagogical work (Goncz, 2017), coping with the stress, keep moving on, and help enjoying positive social relations with people.

However, the result of this study does not find significant direct connection between teachers' Interpersonal Forgiveness (IF) and Students' Relationship Satisfaction. It may be due to the fact that teachers believe that forgiveness may impact adversely on students' sense of accountability and

timely submission of the assignments that will hinder achieving teachers' objectives (Cox, 2011). Crawford (2017) suggested that teachers feel satisfaction with the performance scores of the students. The higher achievement scores, the more the teachers are satisfied with job. Generally teaching objectives does not strive to dealing with different students' behaviors (Cherniss, 2016 as cited in Crawford, 2017).

It is concluded from the results that Teacher's forgiveness was the predictor of relationship satisfaction with the management and Colleagues; and Satisfaction with colleagues predict satisfaction in teacher-student Relationship. This study adds in the literature of forgiveness and human–relationships in educational set-up.

Recommendations and Future Research

The results show that teachers' forgiveness has significant positive connection with Colleagues Relationship Satisfaction. This means that forgiving teachers are more satisfied with their colleagues; this in turn proves an important reinforcement towards teacher-student relationship satisfaction. This highlights the realization of significance of forgiveness in teachers' training that could help them structure relationship-oriented School environment.

Future studies may adopt qualitative approach and explicitly examine teachers' beliefs and practices of forgiveness in their real classrooms and school milieu. Researchers can also study un-forgiveness (revenge and avoidance) and related aftermaths on teachers' personal growth and psychological distress and their indirect effects on socio-cognitive and affective development of students and then society at large scale.

Future researchers are also directed to study how personal life forgiveness related wellbeing affects the professional life satisfaction of teachers.

Based on the findings, curriculum designers are also suggested to incorporate forgiveness-based activities in Teacher Education Programs that could shift teachers' attitude towards most caring, empathetic in schooling (with colleagues, students, management concerns), such disposition would also be viable in development of positive attitude of teachers as proposed by Educational Policy.
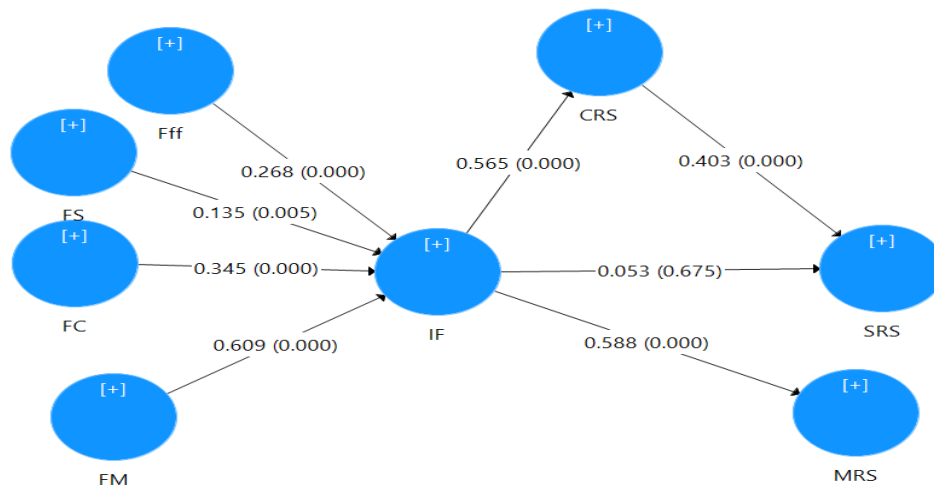

Figure 2 Hypotheses testing

Note: FS represent Forgiveness for students; FC (Forgiveness for Colleagues); FM (Forgiveness for management); Fff (Forgiveness for Family/friends); IF (Interpersonal Forgiveness); CRS (Colleagues Relationship Satisfaction); SRS (Student-Teacher Relationship Satisfaction); MRS (Management Relationship Satisfaction).

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