Forgiveness, Locus of Control, and Perfectionism: A Mixed Method Study

Fatih Camadan [i]
Recep Tayyip Erdoğan University

Serkan Volkan Sarı [ii]
Recep Tayyip Erdogan University

Abstract

The present study aims to explain forgiveness through locus of control and perfectionism. This study has been carried out within the framework of the mixed research method in which quantitative and qualitative research approaches were dealt with together. The study group consists of the university students. In the quantitative results reveal that the external locus of control is a negatively significant explanatory factor of adaptive perfectionism and a positively significant explanatory factor of maladaptive perfectionism. Moreover, the external locus of control explains forgiveness negatively. In addition, adaptive perfectionism is the positive explanatory factor of forgiveness, and maladaptive perfectionism is the negative explanatory factor of forgiveness. In the qualitative results of the study, it is understood that the statements of most of the participants with high scores of adaptive perfectionism and internal locus of control are gathered under the theme of forgiveness, whereas the statements of those with high scores of maladaptive perfectionism and external locus of control are under the theme of unforgiveness.

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[i] **Fatih Camadan,** Assist. Prof. Dr., Eğitim Bilimleri Bölümü, Recep Tayyip Erdoğan Üniversitesi, ORCID: 0000-0003-1516-4350

Correspondence: fatih.camadan@erdogan.edu.tr

[ii] **Serkan Volkan Sarı,** Dr., Department of Psychological Counseling and Guidance, Recep Tayyip Erdogan University, ORCID: 0000-0002-4824-2215

INTRODUCTION

Man is a social entity and, thus, such relations are important for an individual to know herself/ himself better and overcome the challenges s/he faces in life. While a lot of positive situations, such as sharing, helping, and having fun, are experienced in these relationships, unfavorable and uneasy situations may also arise. How and in what ways such negative situations are resolved are influential in determining the duration of the problems. One of the behaviors thought to be positive and effective in solving problems is *forgiveness*. The literature on the nature of this behavior is presented below.

Forgiveness

Researchers have created some definitions to explain the nature of the concept of *forgiveness*. Accordingly, this behavior is expressed as the positive reaction of an individual toward a person s/he thinks has harmed herself/ himself rather than negative reactions (McCullough, 2001). For example, Rye and Pargament (2002) define *forgiveness* as the development of such positive reactions as mercy rather than revenge toward the person who has wronged the individual. Furthermore, it is noted that *forgiveness* has both intrinsic and interpersonal aspects. During this process, it is stated that negative approaches, such as anger, hatred, and revenge, are replaced by positive ones, such as empathy, love, compassion, tolerance, and help (Hall, & Fincham, 2005).

In recent years, the concept of *forgiveness* has been defined by several approaches in psychology literature, one of which is the cognitive approach. According to this approach, it is documented that *forgiveness*, which is a result of cognitive mechanisms, has various phases, which, according to Enright and Fitzgibbons' model (2000) include uncovering, decision, work, and deepening. On the other hand, in accordance with the family therapy approach, *forgiveness* is not a cognitive mechanism but rather an emotional experience. It has been emphasized that certain stages in this approach, such as empathy, modesty, and expressing forgiveness, must be experienced to result in the experience of the emotion of *forgiveness* (Worthington, 1998). In the model of social psychological determinants, which is another approach, McCullough et al. (1998) state that *forgiveness* has four categories, which are psychological determinants, the nature of the offense, the nature of the relationship, and personality.

Considering the literature on forgiveness, it has7 been determined that there is a positive relationship between subjective well-being (Chan, 2013), happiness (Uysal, & Satıcı, 2014), humility (Çardak, 2013), life satisfaction (Arıcıoğlu, 2016), and empathy (Toussaint, & Webb, 2005). Besides, it has been revealed that *forgiveness* is negatively related with revenge (McCullough, Bellah, Kilpatrick, & Johnson, 2001), narcissism (Strelan, 2007), neuroticism (Balliet, 2010), and anxiety and depression (Maltby, Macaskill, & Day, 2001). Depending on these results, it is inferred that a significantly positive correlation exists between *forgiveness* and many favorable concepts, whereas a significantly negative correlation exists between *forgiveness* and many unfavorable ones. Still, it is thought that more positive psychological-based research is needed to explain the nature of the concept of *forgiveness*. Thus, the locus of control and perfectionism are incorporated into the present study to explain the concept of *forgiveness*.

Locus of Control

In the present study, the first hypothesized concept is the locus of control associated with *forgiveness*. In Rotter's theory, the concept of *locus of control* is a predictor of such characteristics as the values and expectancies of an individual and forgiving herself/ himself (Lefcourt, 2014, p.29; Rotter, & Mulry, 1965, p.598). It is thought that these characteristics of an individual first appear during childhood and adolescence and may be generalized to many social situations (Chubb, Fertman, & Ross, 1997; Nowicki, & Strickland, 1973; James, & Rotter, 1958, p.397). There are two types of locus of control; *internal locus of control*, which refers to the belief that the outcomes of an

individual's actions stem primarily from her/ his own internal dynamics, and *external locus of control*, which refers to the belief that the outcomes of an individual's actions are controlled by outside factors, such as chance, fate, possibilities, and other factors that are out of an individual's control (Holden, & Rotter, 1962, p.519; James, & Rotter, 1958, p.397; Rotter, & Mulry, 1965, p.598).

Extensive research on *the locus of control* has been conducted in an effort to explain it. Given the effect of internal and external locus of control on personality traits, the literature mentions that *internal locus of control* contributes more to the development of positive personality traits than *external locus of control* (Lefcourt, 2014). Low self-esteem (Wang, Zhang, & Jackson, 2013), psychosomatic disorders (Lefcourt, 2014), depression (Naik, & Sundaramoorthy, 2016), and anxiety (Grinberg, & Seng, 2016) positively correlate with *external locus of control*. Individuals with a high level of *external locus of control* avoid extra effort by thinking that events depend on luck (Rotter, 1989), whereas those with a high level of *internal locus of control* are stronger by including their own effort (Rotter, & Mulry, 1965).

Perfectionism

In this research, another concept that may explain *forgiveness* is *perfectionism*. In the process of conceptualizing *perfectionism*, Slaney, Rice, Mobley, Trippi, and Ashby (2001) cite that the initial studies carried out indicated that *perfectionism* was a negative trait. Hamachek (1978) is the first researcher to divide *perfectionism* into two dimensions as positive and negative perfectionism. The studies about *perfectionism* that have been conducted in the last 15 years suggest that perfectionism has a multidimensional structure (Frost, & Marten, 1990; Hewitt, & Flett, 1991). The idea that *perfectionism* embraces both interpersonal (social) and personal aspects (Frost, Marten, Lahart, & Rosenblate, 1990; Hewitt, & Flett, 1991) and adaptive and maladaptive aspects (Hill, Mclntire, & Bacharach, 1997) means that they both prevail in the multidimensional approach. Moreover, in recent years, there has been some evidence to suggest that *perfectionism* is not one dimensional and cannot be referred to as only a negative concept (Slaney, Ashby, & Trippi, 1995; Ashby, & Kottman, 1996; Rice, Ashby, & Preusser, 1996). Therefore, the present study adopts the multidimensional perfectionism (adaptive and maladaptive) approach. This approach was first put forward by Slaney and Ashby (1996).

Accordingly, having high standards and being organized do not necessarily mean that an individual will experience an adjustment problem. This is called *adaptive perfectionism* (Slaney, & Ashby 1996). Adaptive perfectionists are described as individuals who have high personal standards and a sense of order and organization, but they go through less stress when their performances do not match their standards. High personal standards refer to the coherence between the goals that an individual sets and her or his personality traits. A sense of order and organization reflects the understanding of being organized and disciplined in the process of attaining an individual's goals (Ashby, & Kottman, 1996; Slaney, & Ashby 1996). However, if an individual is still dissatisfied even if s/he does his/ her best and if there is a discrepancy between that individual's standards and her/ his performance, this is called *maladaptive perfectionism* (Slaney, & Ashby 1996). *Dissatisfaction* means that an individual thinks that s/he will never be the best no matter what s/he does. This discrepancy can be explained as the inability of an individual to perform well enough to meet her/ his high standards.

There exist some studies on *perfectionism* in the literature. Focusing on adaptive and maladaptive perfectionists, it has been determined that both dimensions have correlations to different variables. There is a significant correlation between *maladaptive perfectionism* and symptoms of depression (Hewitt et al., 2002), anxiety (Flett, Madorsky, Hewitt, & Heisel, 2002), low self-esteem (Young, Clopton, & Bleckley, 2004), despair (Gnilka, Ashby, & Noble, 2013), procrastination (Burnam, Komarraju, Hamel, & Nadler, 2014), and negative automatic thoughts (Camadan, Kahveci, & Yavas, 2013). However, there exists a significant correlation between *adaptive perfectionism* and

high life satisfaction (Gnilka et al., 2013), a low inclination toward depression (Di Schiena, Luminet, Philippot, & Douilliez, 2012) and a low level of stress (Chan, 2013). It has also been determined that there is a negative correlation between avoidant attachment to parents and *adaptive perfectionism*.

The Relationship between Forgiveness, Perfectionism, and Locus of Control

When the variables of the present study and the literature are examined, negatively significant correlations between *forgiveness* and *perfectionism* (Bugay, 2010; Camadan, & Yazıcı, 2017; Mistler, 2010) and *external locus of control* are found (Bugay, 2010; Conway-Williams, 2011; Witvliet, Ludwig, & Vander Laan, 2001). Furthermore, a positively significant correlation exists between *external locus of control* and *perfectionism* (Karataş, 2012; Periasamy, & Ashby, 2002). The studies on the correlation between *forgiveness* and *locus of control* indicate that *forgiveness* has something to do with *internal locus of control* (Conway-Williams, 2011; Zandipour, Najaflouy, & Yadgari, 2007). Thus, the results of these studies suggest that there are significant correlations between the variables of *forgiveness*, *locus of control*, and *perfectionism*.

The literature review reveals that there hasn't been a study to determine the correlations between all the variables together. In this regard, revealing the correlation between the variables as a whole contributes to the explanation of the concept of *forgiveness* and enhances the authenticity of the present study.

The Aim of the Present Study and Hypothesis

Based on the evaluations above, the present study aims to explain *forgiveness* through *locus of control* and *perfectionism*. Therefore, two models are formed, and the hypotheses concerning these models are tested.

The models and the hypotheses are as follows:

Model-1 (External locus of control, adaptive perfectionism, and forgiveness)

Hypothesis 1: External locus of control explains adaptive perfectionism negatively.

Hypothesis 2: External locus of control explains forgiveness negatively.

Hypothesis 3: Adaptive perfectionism explains forgiveness positively.

Model-2 (External locus of control, maladaptive perfectionism, and forgiveness)

Hypothesis 4: External locus of control explains maladaptive perfectionism positively.

Hypothesis 5: Maladaptive perfectionism explains forgiveness negatively.

In addition to testing the hypotheses above, the interviews have been conducted in order to thoroughly examine the correlation between *forgiveness*, *locus of control* and *perfectionism* in a more in-depth manner and answers to the following questions were sought.

Question 1: What's your reaction to yourself when any disturbing behavior is displayed?

Question 2: What's your reaction to the person who displays any disturbing behavior?

Question 3: What's your reaction to the situation in which any disturbing behavior is displayed?

METHOD

Research Model

This study has been conducted within the framework of the mixed research method in which quantitative and qualitative research approaches are dealt with together. Thanks to this method, the results obtained from quantitative and qualitative data can be analyzed together and it is possible to reach comprehensive and fruitful results (Creswell, 2003). In this research, explanatory method, one of mixed research methods, is preferred. Firstly, quantitative data is collected and analyzed in this method. Then these results are supported by qualitative data (Creswell, 2008). The first part of the study based on the quantitative research approach is carried out through a relational-screening model based on a quantitative research approach. Various models are developed in regards to correlations between the variables of the research, that is, *locus of control*, *perfectionism*, and *forgiveness*. Hypotheses developed within the scope of these models are tested, and an attempt to determine the correlations between the variables is made. The second part of the study, which is based on the qualitative research approach, is in the context of the situation determination and in descriptive framework.

The Study Group

The study group in the quantitative part consists of the 395 university students, which includes 105 (26.64%) first-year students, 102 (25.82%) second-year students, 96 (24.33%) third-year students, and 92 fourth-year students (24.31%). Of the participants, 208 (52.74%) are female and 187 (47.32%) are male. The mean age of the participants is 20.89 (*SD*: 1.60).

The study group in the qualitative part consists of 40 students selected from the study group of the quantitative section. Of these participants, 10 are randomly selected among those whose mean score of *maladaptive perfectionism* in Almost Perfect Scale, a 7-point Likert-type, is over 6. Of these participants, the other 10 are randomly selected among those whose mean score of *adaptive perfectionism* in Almost Perfect Scale, a 7-point Likert-type, is over 6. Of these participants, the other 10 are randomly selected among those whose mean score in Locus of Control Scale, a 5-point Likert-type, is over 4. Of these participants, 10 are randomly selected among those whose mean score in Locus of Control Scale, a 5-point Likert-type, is under 1. The aim of this study is to thoroughly reveal the relationship between forgiveness locus of control and perfectionism. 24 of these students are female (60%) and 16 (40%) are male. The mean age of the participants is 20.76 (*SD*: 1.57).

Instruments

The APS Perfectionism Scale, the Heartland Forgiveness Scale, and the Locus of Control Scale, Personal Information Form and Semi-Structured Interview Form have been used as instruments in the present study. Utilization permits of the scales have been taken.

Almost Perfect Scale

This scale was developed by Slaney and Johnson (1992) and adapted for university students into Turkish by Sapmaz (2006). In the scale, while high standards and order represent adaptive perfectionism, dissatisfaction and contradiction represent maladaptive perfectionism. It is a 7-point Likert scale (1- It does not reflect me at all, 7- It reflects me completely). Confirmatory factor analysis (CFA) has been conducted to determine whether the original form of the scale is valid for the present

study. As a result of the analysis, values for the goodness of fit indexes are found: χ^2/df = 2.87, GFI = 0.95, AGFI = 0.92, RMSEA = 0.07, and SRMR = 0.05 for adaptive perfectionism, and χ^2/df = 3.20, GFI = 0.94, AGFI = 0.90, RMSEA = 0.08, and SRMR = 0.05 for maladaptive perfectionism. These values are sufficient for a good fit (Bryne, 2010, p.3; Kline, 2011, p.205; Schumacker, & Lomax, 2004, p.86). In the context of the present study, the reliability of the measurement scale is also reexamined, and the Cronbach's α internal consistency coefficient is found to be 0.87 for adaptive perfectionism and 0.82 for maladaptive perfectionism. The sample items of the scale are as follows: "*I am a neat person*" and "*I always try to be neat and disciplined.*" The high scores taken from the scale shows an increase in adaptive perfectionism.

Heartland Forgiveness Scale

This scale was developed by Thompson et al. (2005) and adapted into Turkish by Bugay and Demir (2010). The scale contains three dimensions, including forgiving oneself, others, and the situation, and 18 items. The total score of the scale can also be calculated. It is a 7-point Likert scale (1- It does not reflect me at all, 7- It reflects me completely). CFA is conducted to determine whether the original form of the scale is valid for the present study. As a result of the analysis, values for the goodness of fit indexes are as follows: χ^2/df = 3.08, GFI = 0.91, AGFI = 0.87, RMSEA = 0.07, and SRMR = 0.08. These values are sufficient good fits (Bryne, 2010, p.73; Kline, 2011, p.205; Schumacker, & Lomax, 2004, p.86). In the context of the present study, the reliability of the scale is also reexamined, and the Cronbach's α internal consistency coefficient is found to be 0.80. The sample items of the scale are as follows: "*I develop more understanding towards the ones who hurt me in time*" and "*I finally reconcile with bad situations in my life.*" Higher scores on the scale indicate that the level of forgiveness is higher.

Locus of Control Scale

This scale was developed by Dağ (2002) on university students. The scale contains 47 items. It is a 5-point Likert scale (1- It does not reflect me at all, 5- It reflects me completely). CFA is conducted to determine whether the original form of the scale is valid for the present study. As a result of the analysis, values for the goodness of fit indexes are as follows: χ^2/df = 1.88, GFI = 0.90, AGFI = 0.90, RMSEA = 0.06, and SRMR = 0.06 (Bryne, 2010, p. 73; Kline, 2011, p.05; Schumacker, & Lomax, 2004, p.86). In the context of the present study, the reliability of the scale is also reexamined, and the Cronbach's α internal consistency coefficient is found to be 0.85. The sample items of the scale are as follows: "*Some are born lucky*" and "*In fact, there is no such thing as luck.*" Higher scores on the scale indicate that the level of external locus of control is higher.

Demographic Information Form

This form, which has been prepared by the researchers, includes the departments, grades, ages, and genders of the participants.

Semi-Structured Interview Form

A semi-structured Interview Form has been developed by the researchers in order to be used in interviews with the participants. In this form, three dimensions of forgiveness (Forgiving Oneself, Forgiving Others, Forgiving the Situation) in Heartland Forgiveness Scale are taken into consideration. In the interview form, there is a question for each sub-dimension. The questions mentioned are as follows: "*What's your reaction to yourself when any disturbing behavior is displayed?*", "*What's your reaction to the person who displays any disturbing behavior?*", "*What's your reaction to the situation in which any disturbing behavior is displayed?*. This interview form has been applied, as a pilot application, to three randomly selected students in the study group. In addition,

this interview form has been examined by three researchers who are academics in the field of psychological counseling and guidance. The interview form has been organized in accordance with the pilot application and the evaluations of the experts.

Procedure

For the quantitative part of the study, permits of the scale owners have been obtained before the application. Then the necessary permits have been obtained from the university administration to collect data. The data from the participants are collected by the researchers in the classroom environment. The participants, who are volunteers, are informed about the objective of the study before the application. The application takes 30 minutes.

The interviews conducted for the qualitative part of the study have been carried out directly by the researchers with each participant. The aim and scope of the research is explained to the participants in detail. The participants are assured that the data obtained would remain confidential. Each interview lasts approximately 30 minutes. The expressions of the participants are written and recorded by the researchers.

Analysis of the Data

For the quantitative part of the study, frequency, percentage, the Cronbach's α internal consistency coefficient, and Structural Equation Modeling (SEM) are used in the analysis of the data. First, the conditions of the SEM tested according to Çokluk, Şekercioğlu, and Büyüköztürk (2010). Sample sizes, missing values, multicollinearity, singularity, and normality are evaluated. Next, the hypotheses for Models 1 and 2 are tested. The analyses are conducted by SPSS and Amos software. The results of the analysis of the conditions of SEM are presented below.

The test of the conditions of SEM

Sample size: The number of individuals constituting the study group must be at least five times more than the number of the items used in the measurement instrument (Hair, Black, Babin, & Anderson, 2005, p.101). In the present study, three different measurement instruments were used. The Locus of Control Scale is the measurement instrument that has the most items with 47 items. The number of the respondents in the present study is n = 395, which fulfills the requirement for sample size. *Missing values:* The measurement instruments used in the present study were applied to 400 individuals in total. However, five of the participants left two of the three instruments completely empty; therefore, they were excluded from the study. All the rest were analyzed. Thus, the problem of missing data was removed. *Multicollinearity:* Another condition that was tested was whether there was a multicollinearity problem between the predictor variables. To test for a multicollinearity problem, the tolerance value (TV) and variance inflation factor (VIF) were calculated. These results were shown in Table 1.

Table 1. Test of multicollinearity

Predictive Variable	TV	VIF
External locus of control	0.913	1.095
Adaptive perfectionism	0.915	1.093
Maladaptive perfectionism	0.882	1.134

A multiple connection problem occurs when the TV value is less than 0.2 and the VIF value is greater than 10 (Field, 2005, p. 242). The results of the analysis showed that the TV values of the predictor variables were 0.2 and the VIF values were less than 10. Therefore, no multicollinearity problem existed between the predictor variables. *Singularity:* For SEM, a high correlation between variables is not expected. The correlations between the variables were examined by correlation

analysis to test whether a singularity problem existed. If correlation values are 1.00, then a singularity problem would exist (Şencan, 2005, p.222). The results of the analysis showed that the correlation values vary from -.311 to .091. Thus, no singularity problem exists. The results were shown in Table 2.

Table 2. Relations between variables

Variable	1	2	3	4
External locus of control (1)	1	-0.311**	-0.220**	0.091
Forgiveness (2)		1	0.130**	-0.228**
Adaptive perfectionism (3)			1	0.225**
Maladaptive perfectionism (4)				1

**p<0.01

Normality: For SEM, the normal distribution of the variables is another required condition, which is examined in two ways: univariate normality and multivariate normality. Skewness and kurtosis values are calculated for univariate normality. The results are shown in Table 3.

Table 3. Skewness and kurtosis values of variables

Variable	Skewness	Kurtosis
External locus of control	0.429	1.620
Forgiveness	-0.035	0.091
Adaptive perfectionism	-0.826	0.441
Maladaptive perfectionism	-0.250	-0.216

For the variables to have uniform normality, the skewness coefficient should not be more than |3.0|, and the kurtosis coefficient should not be more than |10.0| (Kline, 2011, p. 63). The results of the analysis show that the skewness coefficient ranges from -024 to -985, and the kurtosis coefficient varies from 0.033 to 0.611. Therefore, the variables of the present study have univariate normality. Multivariate and critical ratio values were calculated to determine whether the variables have multivariate normality. The results are shown in Table 4.

Table 4. Multiple normality distributions of variables

Variable	Multivariate	Critical Ratio
External locus of control	4.190	4.976
Forgiveness	2.715	4.926
Adaptive perfectionism	2.891	7.181
Maladaptive perfectionism	0.612	1.522

In evaluating multivariate normality, the value that should be taken into account is a critical ratio, for this value, a normalized estimate of the multivariate kurtosis, is more than |10.0|, which means that there is no normal distribution (Kline, 2011, p. 34). The results of the analysis show that the critical ratio values for the variables change between 1.522 and 7.181. Thus, it was found that the variables of the study have multivariate normality.

In light of the results mentioned above, it is understood that sample size, missing values, multicollinearity, singularity, and normality are fulfilled for SEM. Based on this, the models were developed within the scope of the objectives of the study, and the hypotheses developed based on these models were tested.

The data obtained from the interviews for the qualitative part of the study are analyzed by content analysis. According to Yıldırım and Şimşek (2013), stages of content analysis are as follows: 1. Coding of data, 2. Creation of themes, 3. Arrangement and identification of data according to code and themes, 4. Evaluation of findings. Following the steps mentioned in the study, the data are tried to be analyzed thoroughly. In addition, the interviews are conducted with five randomly selected students among the participants who have been interviewed in order to get their views on the codes and themes. The codes and themes are revised according to the opinions of the participants. In order to provide

clear and understandable data, codes and themes are presented with figures. Nvivo 11.0 package program is used to analyze the data.

Validity and Reliability

The results of the analyses on the validity and reliability of the measurement instruments from which the quantitative data are obtained are presented under the heading "Instrument". The studies on the validity and reliability of qualitative data are presented under this heading. In order to ensure validity in qualitative research, Manning (1997) emphasizes the necessity of providing some criteria such as a long interview, an expert opinion and participant approvals. The aim of the long interview is to provide the participants with detailed information about the purpose and scope of the study and to answer their questions. In addition, that each participant has a face-to- face interview with the researchers is paid attention. The expressions of participants are recorded by the researchers and they are asked to repeat their statements when they cannot be understood and followed. In order to prepare the semi-structured interview form, the expert opinion criterion is tried to be obtained by taking the opinions of three researchers who are academics in the field of psychological counseling and guidance. In accordance with the opinions of these people, arrangements are made in the form of the interview. The participant approval criterion is tried to be provided by considering the opinions of the participants about the codes and themes created as a result of content analysis. Within the scope of this study, validity is tried to be provided.

The reliability of the study is tried to be obtained by comparing the opinions of the two researchers who have conducted the study in the analysis of the data and achieving the common results. In this context, the results of the content analysis conducted by the researchers are compared by taking the formula developed by Miles and Huberman (1994) into consideration (Realiability=Agreement/ (Agreement+Disagreement). When the codes are compared, it is seen that three codes are placed under different themes by the researchers and 18 codes are placed under the same themes. According to the calculations (0.86=18/(18+3)), it is understood that the researchers are in agreement. In addition, the code and themes are arranged according to a common decision on three codes that the researchers have disagreed. However, the codes and themes created are presented in a clear and concise way. In this study, reliability is tried to be provided in this way.

RESULTS

Quantitative and Qualitative Results are presented under separate headings.

Quantitative Results

This section contains the results of the SEM. There are a number of conditions to be met for the SEM to be made. First, the conditions of the SEM are tested, and then the models and the hypotheses are examined.

Testing the Models and the Hypotheses

In the present study, the correlations between locus of control, forgiveness, and perfectionism variables are examined through SEM. Based on this, two models are created. Model 1 deals with the correlations between *external locus of control*, *adaptive perfectionism*, and *forgiveness*. In Model 2, the correlations between *external locus of control*, *maladaptive perfectionism*, and *forgiveness* are examined. Prior to testing these models, the goodness of fit values concerning the models is calculated. The results are shown in Table 5.

Table 5. Goodness of fit indices of the measurement model for model 1 and model 2

Model	χ^2/df	GFI	AGFI	RMSEA	SRMR
Model 1	3.68	0.94	0.90	0.08	0.06
Model 2	3.40	0.95	0.91	0.07	0.06

The results of the analysis show that the goodness of fit values calculated for Model 1 and Model 2 are at a good level (Bryne, 2010, p. 73; Kline, 2011, p. 205; Schumacker, & Lomax, 2004, p. 86). The results obtained are represented below, respectively.

Model-1 (External Locus of Control-Adaptive Perfectionism-Forgiveness)

In Model 1, *external locus of control* and *adaptive perfectionism* are independent variables, and *forgiveness* is a dependent variable. The results obtained regarding Model 1 are presented in Table 6.

Table 6. Regression results for model-1

Independent variable	Path	Dependent variable	β	B	SE	CR
ELC	→	AP	-0.30***	-1.40	0.41	-3.40
ELC	→	F	-0.29***	-0.58	0.17	-3.32
AP	→	F	0.02	0.01	0.02	0.69

***p< .001, ELC: External Locus of Control, AP: Adaptive Perfectionism, F: Forgiveness

Table 6 shows that the standardized regression coefficient between *external locus of control* and *adaptive perfectionism* is -0.30, and this value is significant (p<0.00). The standardized regression coefficient between *external locus of control* and *forgiveness* is -0.29, and this value is significant (p<0.00). Moreover, it is understood that the standardized regression coefficient between *adaptive perfectionism* and *forgiveness* is 0.02, and this value is not significant (p>0.05).

Model-2 (External Locus of Control-Maladaptive Perfectionism-Forgiveness)

Model 2, *external locus of control* and *maladaptive perfectionism* are independent variables, and *forgiveness* is a dependent variable. The results obtained concerning Model 2 are presented in Table 7.

Table 7. Regression results for model-2

Independent variable	Path	Dependent variable	β	B	SE	CR
ELC	→	MAP	0.23**	0.92	0.30	3.04
ELC	→	F	-0.27***	-0.60	0.17	-3.46
MAP	→	F	-0.19**	-0.10	0.03	-2.88

***p< .001, **p< .01, ELC: External Locus of Control, MAP: Maladaptive Perfectionism, F: Forgiveness

Table 7 shows that the standardized regression coefficient between *external locus of control* and *maladaptive perfectionism* is 0.23, and this value is significant (p< 0.01). The standardized regression coefficient between *external locus of control* and *forgiveness* is -0.27, and this value is significant (p<0.00). Furthermore, the standardized regression coefficient between *maladaptive perfectionism* and *forgiveness* is -0.19, and this value is significant (p<0.01).

Qualitative Results

In this part of the study, the findings obtained as a result of the interviews conducted in order to thoroughly examine the correlation between *forgiveness*, *locus of control* and *perfectionism* are presented with headings and figures. In this context, the obtained findings based on the three questions asked in the interviews are given below.

The Findings about the Answers Given to "What's Your Reaction to Yourself When Any Disturbing Behavior is Displayed?" (Question 1)

Considering the answers of the participants to Question 1, seven codes are determined based on the similar expressions, two of which are about *forgiveness* and five of which are about *unforgiveness*. The mentioned codes are placed under the themes of *forgiveness* and *unforgiveness*. The codes and themes are shown in Figure 1 and 2.
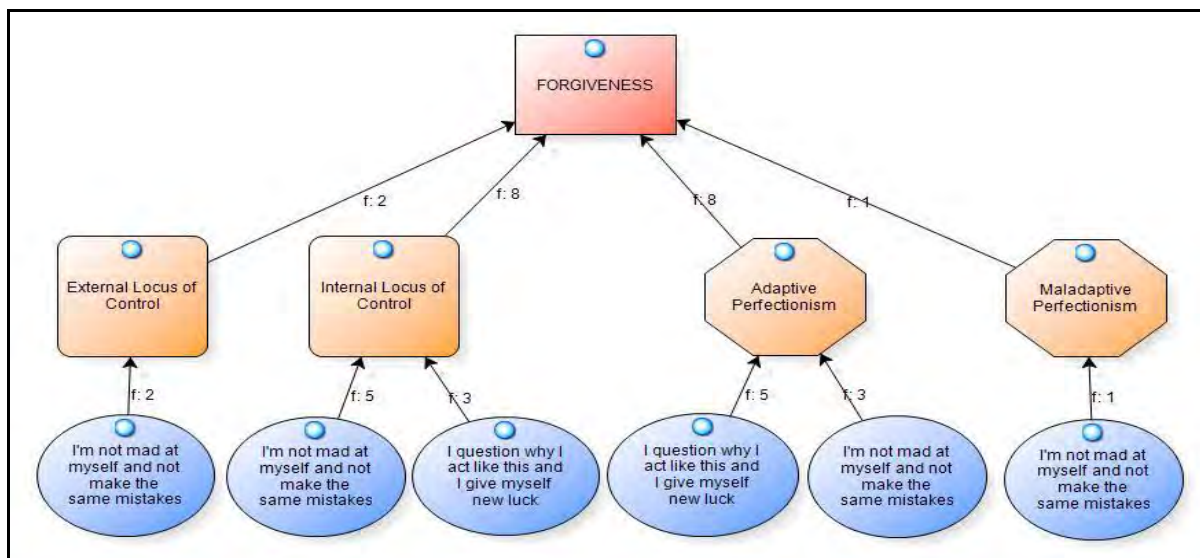

Figure 1. The answers of the participants to question 1
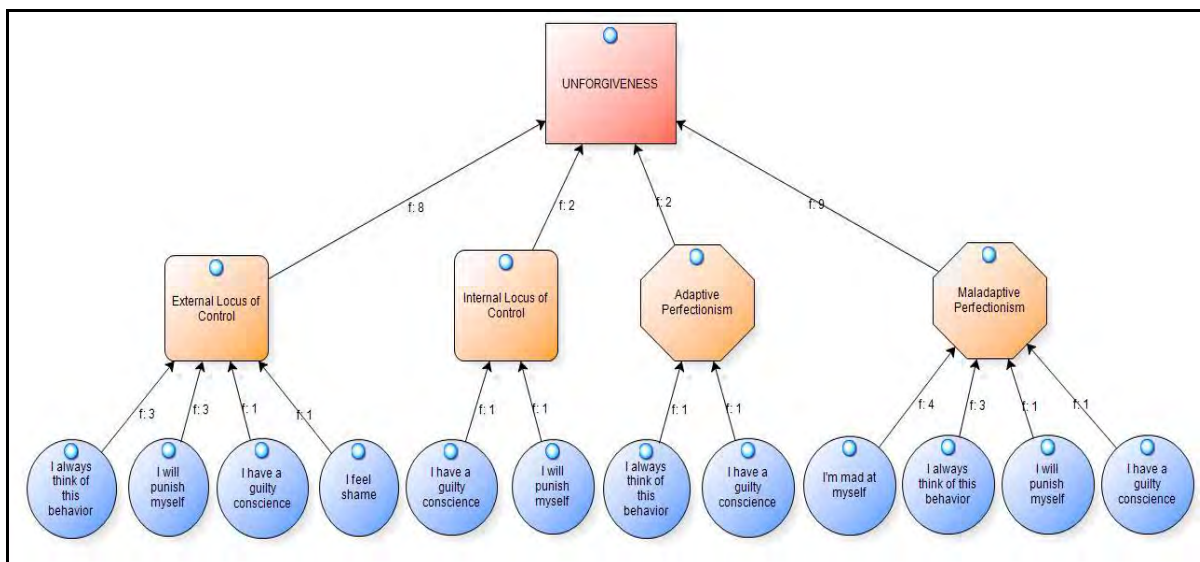
Figure 2. The answers of the participants to question 1

Considering the codes and themes in Figure 1 and 2, it is seen that the expressions of the eight participants (ap1, ap2, ap3, ap5, ap6, ap7, ap9, ap10) with a high score of *adaptive perfectionism* are under the theme of *forgiveness,* and two of them (ap4, ap8) are under the theme of *unforgiveness*. However, it is determined that the expressions of the nine participants (mp1, mp2, mp3, mp4, mp5, mp6, mp8, mp9, mp10) with high scores of *maladaptive perfectionism* were under the theme of *unforgiveness*, while one of them (mp7) was under the theme of *forgiveness*. Based on these findings, it is understood that the expressions of most of the participants with high scores of *adaptive*

perfectionism are gathered under the theme of *forgiveness* and the expressions of those with high scores of *maladaptive perfectionism* are gathered under the theme of *unforgiveness*. On the other hand, the expressions of the eight participants (ilc1, ilc2, ilc4, ilc5, ilc6, ilc8, ilc9, ilc10) with high scores of *internal locus of control* are under the theme of *forgiveness*, while two of them (ilc3, ilc7) are under the theme of *unforgiveness*. However, the expressions of the eight the participants (elc1, elc3, elc4, elc5, elc6, elc8, elc9, elc10) with high *external locus of control* scores are under the theme of *forgiveness*; while two of them (elc2, elc7) are found to be under the theme of *unforgiveness*. Based on these findings, it is understood that most expressions of the participants with high *internal locus of control* scores are collected under the theme of *forgiveness* and most expressions of those with high *external locus of control* scores are collected under the theme of *unforgiveness*.

The Findings about the Answers Given to "What's Your Reaction To The Person Who Displays Any Disturbing Behavior?" (Question 2)

Considering the answers of the participants to Question 2, eight codes are determined based on the similar expressions, three of which were about *forgiveness* and five of which are about *unforgiveness*. The mentioned codes are placed under the themes of *forgiveness* and *unforgiveness*. The codes and themes are shown in Figure 3 and 4.
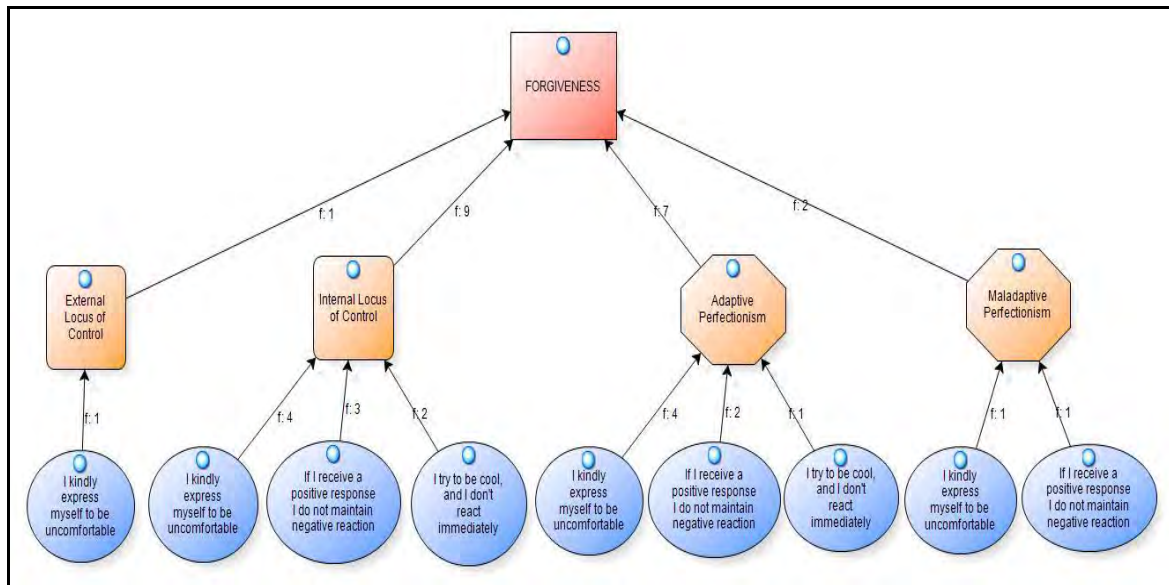

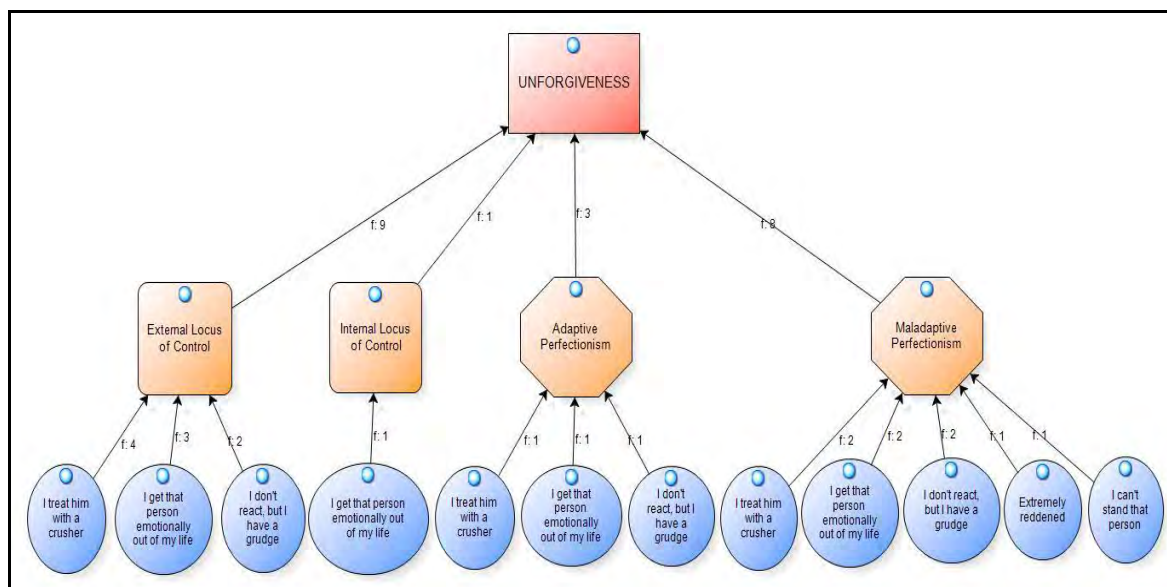**Figure 3.** The answers of the participants to question 2

Figure 4. The answers of the participants to question 2

Considering the codes and themes in Figure 3 and 4, it is seen that the expressions of the seven participants (ap1, ap2, ap3, ap5, ap6, ap7, ap8) with a high score of *adaptive perfectionism* are under the theme of *forgiveness,* whereas three of them (ap4, ap9, ap10) are under the theme of *unforgiveness*. However, it is determined that the expressions of the eight participants (mp1, mp2, mp3, mp4, mp5, mp6, mp7, mp8, mp9) with high scores of *maladaptive perfectionism* were under the theme of *unforgiveness*, while two of them (mp5, mp10) were under the theme of *forgiveness*. Based on these findings, it is understood that the expressions of most of the participants with high scores of *adaptive perfectionism* are gathered under the theme of *forgiveness* and the expressions of those with high scores of *maladaptive perfectionism* are gathered under the theme of *unforgiveness*. On the other hand, the expressions of the nine participants (ilc1, ilc2, ilc4, ilc5, ilc6, ilc7, ilc9, ilc10) with high scores of *internal locus of control* are under the theme of *forgiveness*, while one of them (ilc8) is under the theme of *unforgiveness*. However, the expressions of the nine the participants (elc1, elc3, elc4, elc5, elc7, elc8, elc9, elc10) with high *external locus of control* scores are under the theme of *unforgiveness*; while one of them (elc6) is found to be under the theme of *forgiveness*. Based on these findings, it is understood that most expressions of the participants with high *internal locus of control* scores are collected under the theme of *forgiveness* and most expressions of those with high *external locus of control* scores are collected under the theme of *unforgiveness*.

The Findings about the Answers Given to "What's Your Reaction to The Situation in Which Any Disturbing Behavior is displayed?" (Question 3)

Considering the answers of the participants to Question 3, six codes are determined based on the similar expressions, two of which were about *forgiveness* and four of which are about *unforgiveness*. The mentioned codes are placed under the themes of *forgiveness* and *unforgiveness*. The codes and themes are shown in Figure 5 and 6.
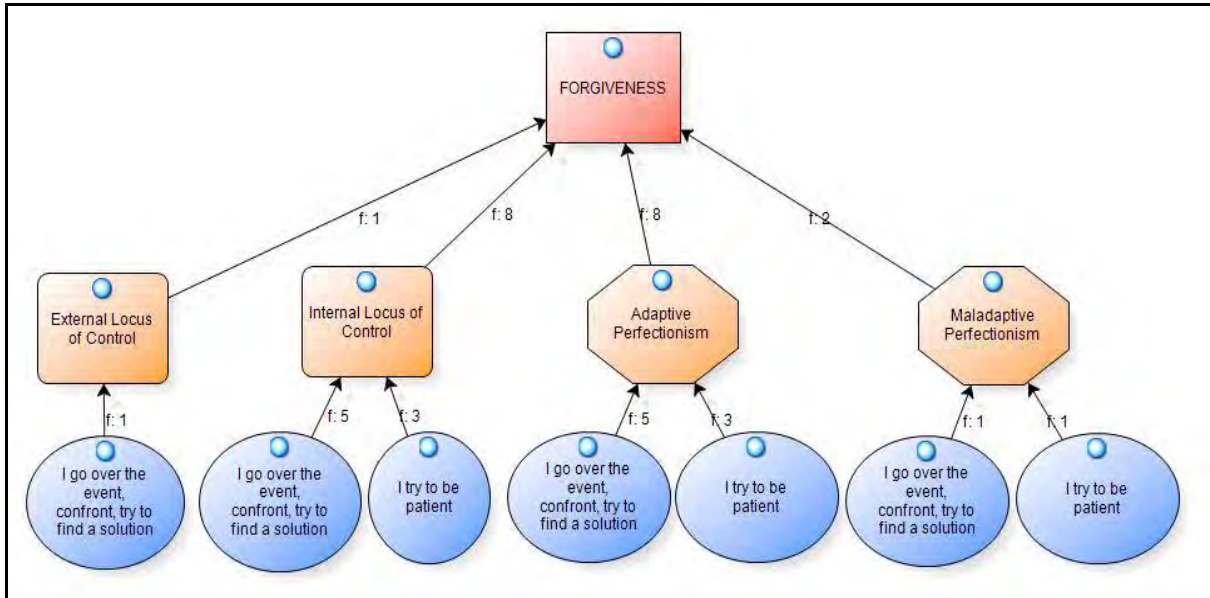
Figure 5. The answers of the participants to question 3
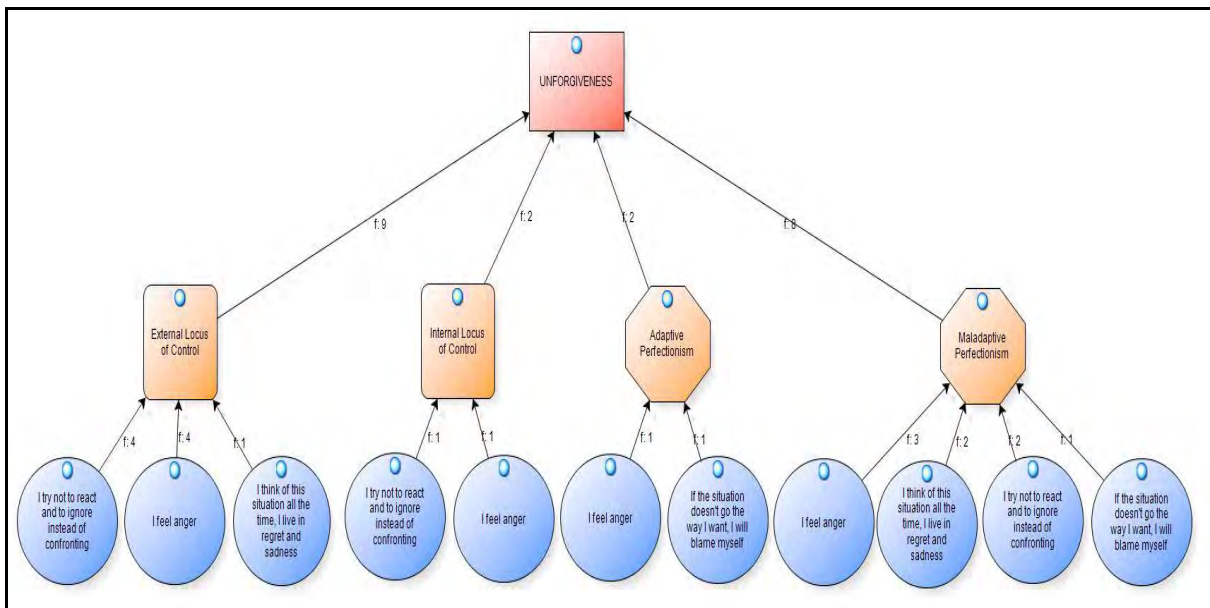

Figure 6. The answers of the participants to question 3

Considering the codes and themes in Figure 5 and 6, it is seen that the expressions of the eight participants (ap1, ap2, ap4, ap5, ap6, ap7, ap8, ap9) with a high score of *adaptive perfectionism* are under the theme of *forgiveness,* whereas two of them (ap3, ap10) are under the theme of *unforgiveness*. However, it is determined that the expressions of the eight participants (mp1, mp3, mp4, mp5, mp7, mp8, mp9, mp10) with high scores of *maladaptive perfectionism* were under the theme of *unforgiveness*, while two of them (mp2, mp6) were under the theme of *forgiveness*. Based on these findings, it is understood that the expressions of most of the participants with high scores of *adaptive perfectionism* are gathered under the theme of *forgiveness* and the expressions of those with high scores of *maladaptive perfectionism* are gathered under the theme of *unforgiveness*. On the other hand, the expressions of the eight participants (ilc1, ilc2, ilc3, ilc4, ilc5, ilc7, ilc8, ilc10) with high scores of *internal locus of control* are under the theme of *forgiveness*, while two of them (ilc6, ilc9)

are under the theme of *unforgiveness*. However, the expressions of the nine the participants (elc2, elc3, elc4, elc5, elc7, elc8, elc9, elc10) with high *external locus of control* scores are under the theme of *unforgiveness*; while one of them (elc1) is found to be under the theme of *forgiveness*. Based on these findings, it is understood that most expressions of the participants with high *internal locus of control* scores are collected under the theme of *forgiveness* and most expressions of those with high *external locus of control* scores are collected under the theme of *unforgiveness*.

CONCLUSION

The main aim of this study is to explain forgiveness with locus of control and perfectionism. The hypotheses developed to attain this objective have been tested in the context of the models that have been devised. The results obtained for each hypothesis that is tested are discussed below.

The study reveals that *external locus of control* is a negatively significant explanatory factor of *adaptive perfectionism*; thus, Hypothesis 1 is verified. As corroborative evidence, it was seen that *external locus of control* is a positively significant explanatory factor of *maladaptive perfectionism*; thus, Hypothesis 4 is verified. Based on the results, *external locus of control* is connected with *maladaptive perfectionism*, while *internal locus of control* is related to *adaptive perfectionism*. There are some studies confirming the validity of this finding (Hewitt, & Flett, 1991; Periasamy, & Ashby, 2002). Furthermore, Kıral (2015) examined the correlations between perception of locus of control and perfectionist traits of 391 adult individuals. According to this study, internally controlled individuals are self-oriented perfectionists. Karataş (2012) investigated whether perfectionism is an explanatory factor of locus of control among 268 university students. According to this study, locus of control concludes that individuals with internal locus of control are lower perfectionists. It makes sense that individuals with internal locus of control are adaptive perfectionists because such individuals have insight into controlling their behavior. These individuals expect less support around them (Holden, & Rotter, 1962, p. 519). They use their own internal dynamics to make sense of events (James, & Rotter, 1958, p. 397), so they are aware of their potential. Adaptive perfectionists set more realistic goals for themselves in fulfilling tasks due to the fact that they are well aware of their personal skills and potential. In the process of attaining their goals, they rely on their own potential rather than their circles (Ashby & Kottman, 1996; Slaney, & Ashby 1996). Even if these individuals do not attain their goals, they put the blame on themselves and they experience less stress (Grinberg, & Seng, 2016). Thus, the results of the study indicate that adaptive perfectionists display internally controlled behavior.

According to another finding obtained in the present study, Hypothesis 3, which is that adaptive perfectionism is the positive explanatory factor of forgiveness, is rejected, while Hypothesis 5, which is maladaptive perfectionism is the negative explanatory factor of forgiveness, is confirmed. Thus, it can be said that the maladaptive aspect of perfectionism is effective on forgiveness other than its adaptive aspect. These results generally overlap with those of the literature. The study by Camadan and Yazıcı (2017), which examines perfectionism and forgiving as a whole and aims to determine the aggression tendency of university students, is conducted with 2,744 students studying at the seven different universities in the various cities in Turkey. As a result, it was deduced that there are negatively significant correlations between perfectionism and forgiveness. Mistler (2010) examined the correlations between forgiving, perfectionism, and self-compassion in a study that was carried out with 308 adults. Mistler found out that there are negatively significant correlations between perfectionism and forgiveness. As stated in the literature, maladaptive perfectionists develop high expectations for themselves and others. If their expectations are not fulfilled, they develop low tolerance, cannot accept the situation, and experience dissatisfaction (Slaney, & Ashby 1996). Individuals who forgive develop a high tolerance toward both themselves and others and display more receptive and positive behavior (Hall, & Fincham, 2005; North, 1998). Perfectionists cannot accept mistakes and believe that they should be punished. Individuals with a tendency to forgive concentrate less on mistakes and can develop more understanding responses to them. It is, therefore, understood that the structures of perfectionism and forgiveness are counterproductive. In other words, it can be

said that an increase in the perfectionist tendencies of individuals affects forgiveness adversely. In this regard, it can be stated that maladaptive perfectionism explains forgiveness negatively. Adaptive perfectionism does not explain forgiveness, and thus, it is thought to be an ineffective variable.

Finally, in the present study, it is determined that external locus of control explains forgiveness negatively; thus, Hypothesis 2 is confirmed. According to this finding, the fact that an individual is externally controlled affects the tendency to forgive negatively. The studies in the literature are seen to bear a resemblance to the findings of the present study. In the study conducted with 72 psychology students by Witvliet et al. (2001), it was determined that there is a negatively significant correlation between the forgiveness tendency of individuals and external locus of control perception. A study by Conway-Williams (2011) examined the correlations between forgiveness, obsessive-compulsive symptoms, and locus of control and was conducted with 241 university students. Study results have found that there exists a negatively significant correlation between external locus of control and forgiveness. Besides, in the study, called "the analysis of socio-cognitive, emotional, behavioral factors that predict self-forgiveness" by Bugay (2010), no significant correlation is found between locus of control and forgiveness. Accordingly, it is understood that the finding obtained in the present study and the result of that study are different. It is emphasized that the act of forgiveness is a change process experienced intrinsically by individuals (McCullough, Pargament, & Thoresen, 2000, p.9). Moreover, it is stated that forgiveness arises as a result of some cognitive processes, such as the fact that an individual realizes the effect of a negative personal experience, assesses what forgiveness is to her or him, is able to empathize with the person with whom the individual has had a negative experience, and finally develops positive responses to that person (Enright, & Fitzgibbons, 2000, p. 18). Therefore, it is understood that forgiveness is not a result of an intervention from outside, but rather a type of behavior that arises from the mental assessments that an individual makes within herself or himself. In this sense, it is thought that internally controlled individuals have more forgiveness responses in the light of the result of the present study. In other words, it is surmised that individuals who develop the belief that they have control over their own behavior are more prone to forgive as a result of the individual thinking process.

Considering the qualitative research findings, it is seen that there are important points to be discussed. The results obtained in the quantitative part of the study have gained more depth with the results in the qualitative part. The results obtained from the qualitative part are divided into two groups. In the first group, individuals' perfectionism and forgiveness tendencies are interpreted together. According to this, it has been found that individuals with *adaptive perfectionism* often tend to forgive, while individuals with *maladaptive perfectionism* don't tend to forgive. This result supports the 5th hypothesis "maladaptive perfectionism explains forgiveness negatively" of the study. Considering the studies on this subject, it is determined that perfectionists tend to refuse to accept the mistakes that are made in their lives and want the people who make them to be punished (Safarzadeh, Esfahaniasl, & Bayat, 2011; Witvliet et al., 2001). On the other hand, it has been found that those who tend to forgive make fewer perfectionistic tendencies (Mistler, 2010). When the codes formed based on the expressions of the participants are examined, it is understood that the individuals with *adaptive perfectionism* do not often get angry and keep their reactions under control when they encounter a person or a situation they are uncomfortable with, and they try to draw lessons from their experiences and to find solutions. On the other hand, those with *maladaptive perfectionism* are found to get angry in these situations, and they turn to punishments and can't get over for a while because of this result. According to Burns (1980, p. 34), in the nature of *maladaptive perfectionism*, expectations must be met perfectly; if it is not met, it is believed that the punishments should be applied. On the other hand, Baumeister, Exline and Sommer (1998) emphasize that forgiveness means negative thoughts, emotions and actions, which are developed as a result of misconduct, turn into positive reactions. In the light of these statements, it is understood that *maladaptive perfectionism* and *forgiveness* are contradictory behaviors. It can be said that *maladaptive perfectionism* of individuals makes their tendency to forgive harder. As a result, it can be stated that it is difficult to reveal such behavior as being patient, being tolerable, reaching compromise and giving new chances as a result of forgiveness.

In the second group, where the results obtained from the qualitative section are discussed, individuals' *locus of control* and their *forgiveness* tendency are interpreted together. According to this, individuals with *internal locus of control* often tend to show *forgiveness*; individuals with *external locus of control* are found to tend to show *unforgiveness*. This result supports the second hypothesis "external locus of control explains forgiveness negatively" of the study. When the relevant literature is examined, it is emphasized that forgiveness is not an external perspective but an internal process and a mindset in the mind of the individual (Enright, & Fitzgibbons, 2000, p. 18; Zandipour et al., 2007). Unlike this, the *external control focus* is that an individual assess the situation s/he lives in, based on criteria other than himself/ herself. In this respect, it can be said that, the *internal locus of control* is an external-based process but *forgiveness* is an internal-based process. Therefore, the individual's use of his/ her own internal dynamics in explaining the outcomes of events also influences his/ her view of forgiveness (McCullough et al., 2000, p.9). As a matter of fact, these explanations coincide with the results obtained in the study. Considering the created codes based on the expressions of the participants, it is understood that the individuals with *internal locus of control* try to draw lessons from their experiences, try to be cool and try hard to understand and overcome the uncomfortable situation that they encounter. On the other hand, the individuals with *external locus of control* have developed such reactions as resentment, shame, regret, offensiveness or avoidance in those cases. When these results are evaluated, it is understood that individuals with *external locus of control* in forgiveness have developed such reactions as being destructive, having uncontrollable behavior and approaching negatively rather than being constructive, having solution-oriented behavior and approaching positively. In the light of these explanations, it can be said that *external locus of control* and *forgiveness* are contradictory behaviors and external locus of control makes forgiveness hard.

LIMITATIONS AND SUGGESTIONS

In addition to the results mentioned above, the present study has some limitations. The selection of the participants of the study from a university is a restriction owing to a limited amount of time and economic means. Collecting the data through self-report scales is another limitation.

As a result, some suggestions are made. The results of this study can be used while preparing psycho-educational intervention programs to improve the skills of interpersonal relations of young people. Forgiveness is regarded as an important feature in overcoming the problems of interpersonal relations. The results on perfectionism and locus of control in the present study can be used in the development of these skills. The internal locus of control variable is thought to be especially important to encourage forgiveness. The fact that individuals have such personality features as being adaptive, neat, and disciplined and have realistic standards supports their use of forgiveness as a problem-solving skill. Furthermore, an individual who has developed internal locus of control has a better chance of interpreting the consequences of events and will be able to be more understanding toward others' mistakes and able to forgive. When it is assessed from a different angle, reducing maladaptive perfectionism and external locus of control behavior of individuals will help them develop forgiving tendencies. Based on these findings, it is suggested that the skills of forgiveness, adaptive perfectionism, and internal locus of control should be incorporated into psycho-educational programs where interpersonal skills are acquired. In this way, it is possible to develop healthier individuals by reducing negative behavior in social relations that results from a lack of communication skills.

Acknowledgements or Notes

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