The Moderating Role of Emotional Intelligence in the Relationship between Organizational Compassion and Forgiveness Climate: Public vs. Private Education Institutions

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Abstract

The phenomena of interest in this study is to examine the relationship between organization compassion and forgiveness climate with moderating effect of emotional intelligence within the higher education institutions, within the study of both private and public educational institutes. This study investigates the impact of Organizational Compassion on forgiveness climate with the moderating role of Emotional Intelligence within both public and private sector educational institutions. Data were collected from a questionnaire with 220 valid responses from public and 216 from private sector educational institutions. Cronbach'ˢ alpha and composite reliability tests were conducted to check data reliability, along with the Fornell-Larcker criterion for ensuring discriminant validity. The analysis was performed by using PLS-SEM through Smart PLS 4.0, for both direct and moderating effects. The results indicate a significant positive relationship between Organizational Compassion and forgiveness climate in both sectors. Furthermore, emotional intelligence provided positive moderating strength to this relationship to amplify the effect of Organizational Compassion on forgiveness climate. These insights offer practical implications for educational leaders and policymakers, emphasizing the importance of cultivating compassion and emotional intelligence to improve institutional culture, collaboration, and emotional well-being. The prior research has explored the phenomena of compassion and forgiveness, but a significant gap persists in exploring how organization compassion fosters a forgiveness climate with reference to academic setting. This study also contributes novel insight by studying Emotional intelligence as a moderator between these variables. It also distinguishes between public and private academic institutes, contributing to sector specific organization research.

Keywords: Organizational Compassion, Forgiveness Climate, Emotional Intelligence, Educational Institutions, Public Sector, Private Sector, Organizational Culture

Introduction

Conflicts between management and workers are a common challenge in a workplace, often disrupting the overall working environment (Poonam & Sengupta, 2025). In educational institutions, teachers are normally engaged in different responsibilities beyond their academic roles such as administrative, research, and institutional promotional activities. Without the proper training and additional benefits, this extra workload fosters negative perceptions among teaching staff toward management (Perveen et al., 2025). As a result of this straining relationship, major conflicts may arise between teachers and management, affecting the staff performance and organizational effectiveness. On the basis of these disputes, the worker health may be badly disturbed by disappointment, burnout and stress in the working environment (Rahman et al. 2018). The organizational compassion and forgiveness climate are considered crucial elements to promote a supportive and resilient organizational culture. Organizational compassion plays a vital role in the employee'ˢ satisfaction, engagement and overall organizational effectiveness. Therefore, compassion defines as "interpersonal process involving the noticing, feeling,

sense making, and acting that alleviates the suffering of another person" (Dutton et al., 2014). Another chief feature of organizational effectiveness is forgiveness climate, referring to the overall atmosphere in the workplace, focusing on how employees experience forgiveness in their daily interactions (Babar et al., 2024). Forgiveness climate motivates the individuals to avoid blame-game, refrain from accusing one another when they commit mistakes, and tolerate their errors (Mahmoud & Mousa, 2025). This climate promotes job satisfaction, organizational citizenship behaviors, and minimizes the working stress, while also improving learning behaviors, organizational identification, and reducing turnover intentions (Guchait et al., 2016). Emotional intelligence (EI) plays a crucial role in the life of employee and employer to understand their emotions, manage responses, empathize with others, and utilize emotions in thinking and perception (Cheraghi et al., 2025). Highly emotionally intelligent individuals promote positive organizational culture, making it more responsive to compassionate cues to engage in forgiveness. Additionally, high-EI leaders foster caring work environments, enhancing organizational compassion and resolving interpersonal conflicts (Ramesh et al., 2023). Also, emotionally intelligent teams demonstrate higher levels of forgiveness and collaboration, emphasizing the key moderator in organizational dynamics (Zhang et al., 2023). On workplace, Higher Education Institutions (HEIs) frequently experience conflicts and grievances between management and teaching staff that can aggravate resentment, reduce collaboration, and decrease productivity among the teachers (Anuddin, 2025). While current study demonstrates that organizational compassion promotes forgiveness climates in academic institutions, significant gaps persist in understanding how individual differences and institutional backgrounds impact this relationship. Specially, the significant role of emotional intelligence as a moderator remains unexplored in strengthening the relationship between organizational compassion and forgiveness climate. Moreover, potential differences between public and private educational institutions of Lahore- which are functional under different cultural and structural settings - have not been studied. This study explores the gaps by examining how emotional intelligence moderates the compassion-forgiveness association between public and private sector universities in Lahore. The study findings shall give crucial insights for emerging targeted involvements that boost workplace forgiveness climate through compassion and emotional intelligence, tailored to the distinctive requirements of different institutions in Lahore's evolving higher education landscape.

Study Objectives
The research's objectives of this study seek to:
- Evaluate the direct impact of organizational compassion on forgiveness climate in public sector educational institutes.
- Assess the direct effect of organizational compassion on forgiveness climate in private sector educational institutes.
- Examine the moderating influence of EI on this relationship in public sector educational institutes.
- Study the moderating effect of EI on this relationship in private sector educational institutes.
- Identify potential differences between public and private educational institutions.

Literature Review
The earlier studies highlight the relationship between organizational compassion and forgiveness climate in different workplaces. Additionally, the role of emotional intelligence provides the strength of the relationship between organizational compassion and forgiveness climate. Therefore, we present several previous studies in this context to explore meaningful contributors of forgiveness climate of any workplace.

Forgiveness Climate
Forgiveness, as an essential human attribute, has gained attention in workplaces by reason of its significant impact on individual and collective well-being. It serves as a powerful internal strength for protecting an individual from anger, blame-game, and resentment and boosts the professional settings'

growth (Brady et al., 2023). Conversely, the study of Mróz & Kaleta (2019) indicated the negative consequences, including disengagement, nonappearance, more stress, and hostile behavior. On the basis of the consequence, employees' attitude toward the workplace environment remained pathetic, hindering the productivity and organizational growth. In the workplace, forgiveness is considered as the intentional process of releasing anger, resentment, and the desire for retaliation (Bies et al., 2016). In the light of Weinberg et al., (2014) study, forgiveness is a personal virtue that helps in settling the conflicts and emotional distress in the organizational landscapes. For the sake of stronger workplace relationships, it also induces positive emotions, fostering attractive cognitive functions and enhancing decision-making skills (Mahmoud & Mousa, 2025). In the broader context, forgiveness depends upon the psychological intersection and social processes. For this, forgiveness is an internal reconciliation and a relational transformation that refers to the dynamics between the victim and the offender (Rafiq et al., 2025). In leadership prospective, forgiveness goes beyond forgiving mistakes—it represents understanding, empathy, and perspective-taking and leaders foster an organizational environment through forgiveness (Lu et al., 2021). This organizational transformation from isolated acts to a forgiving organization is encouraged to resolve conflicts positively and respectfully (Sharma & Jit, 2013). Overall, forgiveness climate surfaces not only as a personal attribute but as a transformative organizational power. With the promotion of emotional resilience, pro-social workplace behaviors and psychological healing, forgiveness climate contributes to more adaptive, compassionate, and productive work environments.

Organizational Compassion
Compassion plays a significant role in personal lives as well as organizational settings. It covers the willingness to help others, particularly in moments of distress, and reflects the emotional expression of kindness (Baluku et al., 2025). According to Lazarus (1991), compassion is an empathetic response that arises in reaction to the distress of others. Furthermore, Meloni (2013) differentiates compassion from similar emotions, including pity and sympathy to underscore its action-driven nature. While sympathy may simply comprise feeling for someone without taking further steps, compassion is considered as an active commitment to assist another's suffering. In organizational perspectives, compassion is recognized as a nuanced, multi-dimensional concept including three interrelated elements: the recognition of suffering, empathy, and relief that suffering (Poonam & Sengupta, 2025). Rather than arising as a simple instinctive reaction, compassion clarifies as a careful and socially embedded process formed by workplace connections. As a core human capacity, it not only encourages significant relational connections but also plays a vital role in helping individual well-being and organizational strength. Pattison & Corser (2023) stressed on compassion that combines empathy, awareness, and purposeful action to address the requirements of those who are suffering. Moreover, compassion is associated with a higher quality of professional life, minimum interpersonal conflicts, and improved whole performance. The compassionate connections are more inclined to determine pro-social behaviors, including more cooperation, increased supportive environment, and lower levels of hostility.

Forgiveness Climate and Organizational Compassion
De Clercq & Pereira (2025) indicated that organizational forgiveness is a process of taking positive responses over negative, thereby nurturing resilience, and innovation. The study of Cao et al. (2021) supports this point of view that forgiveness among employees predict job satisfaction, high engagement level, and low burnout. Forgiveness climate further reinforces these dynamics which shapes employee responses to workplace offenses. In such climates, the norm is to respond to mistakes and interpersonal conflicts with compassion, leniency, and a commitment to learning, rather than blame and hostility (Guchait et al., 2019). Such environment settings promote common understanding and collective problem-solving to enhance overall organizational performance. Researchers claim that compassion should not be ignored in professional settings, as its absence may impede both employee satisfaction and organizational resilience. Rather, fostering compassion within the workplace can nurture a more emotionally caring culture. Akgün et al. (2025) highlight the valuable impacts of compassion on human

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welfare and advocate for its deeper integration in organizational contexts, especially during times of transition. The study of Meechan et al. (2022) examined that employees who had compassion reported greater emotional commitment, gratitude, pride, and a deeper sense of inspiration. Establishing this perspective, Dodson & Heng (2022) expose that compassion is beneficial for the individual recipient, generating positive ripple effects across the organization. These enhance effective emotional bonds among employees, heightened self-esteem, and deeper organizational loyalty. Also, Ko et al. (2021) emphasizes that compassion not only enhances perceptions of the employer but also motivates employees to contribute more willingly, even amid adversity.

H1: In the public sector educational institutions, organizational compassion has a significant positive effect on the forgiveness climate.
H2: Organizational compassion shows positive impact on the forgiveness climate in private sector educational institutions.

Emotional intelligence
Valikhani et al., (2022) presented the idea of emotional intelligence in their study, referring to "ability of an individual to monitor, segregate, and respect of others' feelings, to facilitate thinking and actions." In the light of Zhi et al. (2024) study, emotional intelligence is an emotional skill, personality attribute, and competence to interact with others, determining how individuals react to external stress. Despite the growing interest of researchers in compassion and forgiveness across organizational environment, there is a noticeable gap in understanding how these two constructs interact. While the role of organizational forgiveness climate in promoting employee well-being has been explored, limited research has focused on how organizational compassion may serve as a catalyst for fostering such a climate. This gap is particularly relevant in high-stress professions like academia. Teachers in higher education institutions often encounter significant stress and burnout as they balance multiple roles, including teaching, research, administration, and personal obligations. In such demanding environments, forgiveness can serve as an effective coping mechanism, allowing educators to release resentment, reduce stress, and improve emotional well-being. However, the extent to which compassion within the organization contributes to the cultivation of a forgiveness climate in these institutions remains underexplored. The current study seeks to bridge this gap by examining the relationship between organizational compassion and forgiveness climate among teachers in higher education settings. By doing so, it contributes to the literature by highlighting compassion not only as an isolated virtue but also as a potential organizational tool for shaping emotionally resilient and supportive workplace cultures.

Emotional Intelligence as a Moderator
Huang et al. (2025) explained that emotional intelligence is an ability to access one's own and others' emotions and practice emotional controlling skills. Emotional intelligence serves as a moderating variable in the relationship between the forgiveness climate and organizational compassion by increasing the willingness to forgive and fostering positive relationship among employees. Increased levels of emotional intelligence have the capability to alleviate the negative impact of conflicts within the workplace, thus fostering a positive culture characterized by compassion and forgiveness (Khan & Ahmed Siddiqui , 2021). A positive forgiveness climate increases the satisfaction and commitment among employees, as it empowers employees to forgive the past mistakes and learn from them. Evidence on forgiveness climate indicates that it can generate learning behaviors among employee which will lead to satisfaction and retention (Guchait et al., 2016). Emotional intelligence plays an essential role in moderating the relationship between forgiveness climate and organizational compassion. A workplace with forgiving climate encourages employee to forgive transgressions, which can increase overall organizational compassion.

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H3: Emotional intelligence (EI) positively moderates the link of compassion-forgiveness in public sector educational institutions.

H4: In private sector educational institutions, emotional intelligence (EI) positively moderates the link of compassion-forgiveness.

H5: There is a significant difference in the strength of the association in compassion-forgiveness between public and private educational institutions.

Theoretical Justification

Affective Events Theory (AET) provides a compelling framework for understanding how Organizational Compassion (OC) influences Forgiveness Climate (FC). Originally formulated by (Weiss and Cropanzano, 1996). AET suggests that emotionally charged workplace incidents generate affective responses in workers, subsequently influencing their job-related attitudes, conduct, and relational interactions. Within this theoretical context, organizational displays of compassion—including demonstrations of care, emotional assistance, or responsiveness to employee distress—function as emotionally positive workplace events. These incidents generate emotional responses such as appreciation, empathy, or feelings of security, increasing employees' propensiveness to excuse errors and treat colleagues with patience and understanding. Through accumulated exposure to such emotional experiences, a forgiving organizational atmosphere develops, wherein employees view forgiveness as standard practice embedded within their workplace culture. Additionally, Emotional Intelligence (EI) serves as a moderating factor within this AET model. Workers possessing elevated EI demonstrate superior abilities in identifying, controlling, and leveraging their emotional responses to workplace events. Upon experiencing organizational compassion, their emotional management capabilities enable them to channel these feelings toward positive workplace behaviors, including colleague forgiveness and fostering workplace tolerance. Consequently, EI amplifies the emotional influence of organizational compassion, reinforcing the development of a forgiving climate. Using AET as a theoretical foundation, this research frames organizational compassion as an emotional catalyst, forgiveness climate as an emotionally influenced behavioral result, and EI as an individual emotional capability that affects both the strength and trajectory of this emotional dynamic.

Data Collection and Methodology

In this research, the teaching staff of public and private sector educational institutions were engaged across Lahore (Pakistan) region. For this, data were collected through questionnaire, adopting from different studies. In this questionnaire, the measurement scale for each question was used likert scale from "strongly disagree" to "strongly agree" having 1 to 5 points respectively (Agha & Sohail, 2025). The questionnaire was categorized into four parts: (I) this part consists of demographic information regarding age, gender, position, tenure in organization, educational level, university and department. (II) Ten questions of Organizational compassion adapted from Simpson & Farr-Wharton (2017) (III) Four questions about Forgiveness Climate Scale taken from the study of Radulovic et al. (2019) (IV) Four questions related to Emotional Intelligence Scale from Desta (2020). The complete details of this questionnaire was given below in table 1.

Table: 1 Variables Description

Sr. No.	Variable	Item	Type of Variable
1	Organizational Compassion scale	10	Independent Variable
2	Forgiveness Climate Scale	4	Dependent Variable
3	Emotional Intelligence Scale	4	Moderator

For data collection, regular visits were made in different universities of Lahore region for meet-up with deans, HODs and teaching staff to give briefing about this project. In these visits, questionnaires were distributed to the 500 teachers physically from May 15, 2025 to May 30, 2025.

Data Cleaning

On the basis of this primary data, the process of data cleaning is essential for checking reliability and accuracy of the data (Tahir et al., 2025). We, thoroughly, overviewed these 500 responses in-depth and the responses details were given in table 2.

Table: 2 Response Review

Response	Public Sector Educational Institutes	Private Sector Educational Institutes
	Teacher Count	
Received	250	250
Incomplete	25	27
Double	05	7
Valid	**220**	**216**

At the end, only 220 and 216 responses were valid for analysis of public and private sector educational institutions respectively. In the valid responses, 167 from male and 53 from female responded from the public sector institutes, and 153 responses from male and 63 responses from male at the private sector institutes.

The model was developed in figure 1, demonstrating the structural relationships among Organizational Compassion (OC), Forgiveness Climate (FC) and Emotional Intelligence (EI). This model proposes that Organizational Compassion, measured through indicators OC_1 to OC_{10} as an independent variable influences Forgiveness Climate, which is represented by FC_1 to FC_4. Moreover, Emotional Intelligence acts as a moderator, captured by indicators EI_1 to EI_4. The framework demonstrates how Organizational Compassion can empower teachers to explore Forgiveness Climate, while Emotional Intelligence strengthens their ability to access and navigate Forgiveness Climate.
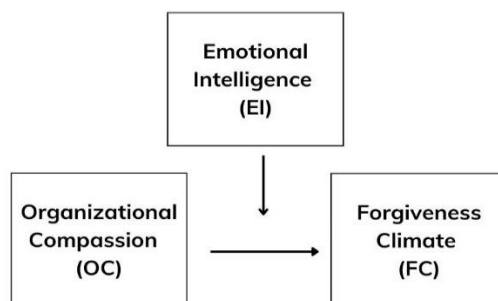
Source: Author Created this figure in the light of Study's Findings

Firstly, we applied reliability and validity tests to ensure the consistency and accuracy in the measurement of the constructs. For this, Cronbach's alpha and composite reliability tests were employed to check reliability and Fornell- Larker Criteria were used to divergent validity. A Partial Least Square structural equation modelling (PLS-SEM) approach was used to analyze the data, using the SmartPLS 4.0 software. In this approach, direct and moderation estimation paths were examined.

Result and Discussion

In this section, structural equation modelling technique was used through smart PLS 4.0 to check the accuracy and reliability of the model with moderating variable (Babar, 2020).

Reliability Analysis

To ensure the consistency and accuracy in the measurement of the constructs, we check the reliability through Cronbach's alpha and composite reliability tests. To assess the reliability, the values of

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Cronbach's alpha and CR should be greater than 0.7 as a rule of thumb (Tahir *et al.*, 2025). From table 3, we examined that the values of Cronbach's alpha and CR of all latent variables were greater than 0.7 which indicates that the model is valid for further proceeding. For the sake of convergent validity, we used the values of average variance extracted (AVE) which should be more than 0.5 as a benchmark for validity (Tahir *et al.*, 2025). Moreover, AVE values of all the latent variables were greater than 0.5, mentioning in table 3 that was the confirmation of validity for further estimation.

Table: 3 Summary of Reliability Test

A. Public Sector Educational Institutes			
Construct	**Cronbach's Alpha**	**CR**	**AVE**
Organizational Compassion	0.702	0.805	0.506
Forgiveness Climate	0.767	0.837	0.613
Emotional Intelligence	0.807	0.823	0.535
B. Private Sector Educational Institutes			
Construct	**Cronbach's Alpha**	**CR**	**AVE**
Organizational Compassion	0.722	0.817	0.516
Forgiveness Climate	0.715	0.803	0.635
Emotional Intelligence	0.767	0.844	0.576

Source: Created by Author from Smart PLS 4.0

Validity Analysis

Through Fornell- Larker Criteria, we accessed to confirm that a construct being measured was actually different from other unrelated constructs. For divergent validity, the square root of AVE values is more than the correlation between constructs which were given in table 4. The bold numbers indicate the square root of AVE values, whereas the number within ** were the correlations values of all the constructs mentioned in table 4. On the basis of these findings, the data were the valid for the further estimation analysis.

Table: 4 Summary of Divergent Validity Test

A. Public Sector Educational Institutes			
Construct	**OC**	**FC**	**EI**
Organizational Compassion	**0.7110**		
Forgiveness Climate	0.618**	**0.7830**	
Emotional Intelligence	0.589**	0.509**	**0.731**
B. Private Sector Educational Institutes			
Construct	**OC**	**FC**	**EI**
Organizational Compassion	**0.718**		
Forgiveness Climate	0.598**	**0.797**	
Emotional Intelligence	0.578**	0.509**	**0.759**

Source: Created by Author from smartPLS 4.0

Estimated Path Analysis

In this analysis, we identified the direct or indirect relationships of both educational institutions separately. In table 5, the relationship between Organizational Compassion and forgiveness climate in public sector education institution was direct and significant. The impact of Organizational Compassion on forgiveness climate was positively significant (β: 0.2435, p-value: 0.0000) on the basis of H₁. It means that Organizational Compassion is a crucial source to explore forgiveness climate in public sector education institutions. Similarly, the relationship between Organizational Compassion and forgiveness

climate in private sector education institution was also direct and significant. Therefore, the effect of Organizational Compassion on forgiveness climate was significant and positive (β: 0.1609, p-value: 0.0000) as per H_3. In this table, we also revealed that Emotional Intelligence significantly moderates the relationship between Organizational Compassion and forgiveness climate both educational institutes. Furthermore, Emotional Intelligence has a positive moderating effect on Organizational Compassion and forgiveness climate both public and private institutes and H_3 and H_4 supported this effect.

Table: 5 Summary of Direct and Moderation Path Estimation

A. Public Educational Institution						
Direct Relationship						
Hypothesis	Path	B	t-values	p-values	F-values	Remarks
H_1	OC → FC	0.2435	5.23	0.0000	0.0708	Supported
Moderation Effect						
Hypothesis	Path	B	t-values	p-values	Remarks	
H_3	OC x EI → FC	0.1504	4.03	0.0102	Supported	
B. Private Educational Institution						
Direct Relationship						
Hypothesis	Path	B	t-values	p-values	F-values	
H_2	OC → FC	0.1609	5.21	0.0000	0.0598	
Moderation Effect						
Hypothesis	Path	B	t-values	p-values	Remarks	
H_4	OC x EI → FC	0.1034	4.45	0.0201	Supported	

Source: Developed by Author after calculating results from Smart PLS 4.0

Discussion

In the light of this findings, organizational compassion in encouraging a forgiveness climate plays a crucial role in both public and private educational institutions of Lahore. The study of Poonam & Sengupta (2025) emphasized the significance of organizational compassion that identified the significant positive relationships with forgiveness climate in both public and private institutions. Notably, the study discloses a stronger impact of organizational compassion on forgiveness climate in public institutions compared to private institutions. This difference demonstrates variation in institutional structures, cultural expectations or job security. The study of Babar et al., (2024) indicated that public sector employees have greater emotional support and organizational care owing to hierarchical and bureaucratic challenges, while private institutions may require more targeted interventions to make stronger emotional links between the organization and its employees. Furthermore, the study highlights the significant moderating role of emotional intelligence (EI) in the relationship between organizational compassion and forgiveness climate. Employees with higher levels of EI are better equipped to perceive, process, and respond positively to compassionate organizational behavior, facilitating forgiveness even in the face of workplace conflict or stress (Gunu, & Oladepo, 2014). This finding is consistent with prior research indicating that EI enhances resilience, reduces emotional reactivity, and promotes healthier interpersonal relationships (Ubago-Jimenez, 2024). These findings underscore the importance of viewing both organizational compassion and emotional intelligence as strategic assets rather than optional soft skills. Embedding compassion into institutional practices and cultivating emotionally intelligent behaviors among employees can lead to a more resilient, empathetic, and psychologically healthy work environment (Sapiee et al., 2024). This is particularly vital in educational settings, where stress levels are high, and sustained interpersonal interactions are central to daily functioning. The study contributes to the broader discourse on organizational behavior in academia by providing empirical

support for compassion and EI as key drivers of positive workplace climates. This study utilized a quantitative cross-sectional survey approach, employing Partial Least Squares Structural Equation Modeling (PLS-SEM) for analysis—a methodology that aligns well with the research goals. The investigation sought to examine how organizational compassion directly influences forgiveness climate, determine how emotional intelligence moderates this relationship, and contrast these patterns between public and private educational organizations. A quantitative framework was essential for measuring abstract psychological concepts through validated instruments. The researchers used standardized questionnaires from reputable sources (Simpson & Farr-Wharton, Radulovic et al., and Desta) to ensure measurement accuracy and dependability. PLS-SEM was chosen for its effectiveness in developing theory, managing intricate models with moderating factors, and enabling group comparisons of path relationships—making it well-suited for examining both direct effects and interactive influences across different sectors. The single-point-in-time design enabled researchers to gather insights from a substantial sample (n = 436) during a specific period, facilitating statistical conclusions about construct relationships. Additionally, the stratified sampling method across both institutional types supported the goal of detecting sector-based variations in the compassion-forgiveness connection. While the design limits causal conclusions, the selected approach effectively advances the study's exploratory and comparative purposes. While Forgiveness Climate is generally understood as an organizational-level phenomenon, it can also be validly measured through individual perceptions, particularly when examining how employees subjectively interpret their workplace environment (James et al., 2008). In this research, each respondent shared their personal assessment of their organization's forgiveness climate, facilitating individual-level analysis. This methodology is consistent with previous studies that highlight how workers' personal interpretations of organizational atmospheres serve as legitimate measures of how these environments are internally perceived and expressed through behaviour. Therefore, FC is conceptualized as an individual-level perceptual measure, allowing for meaningful exploration of how perceived organizational compassion and personal emotional intelligence influence one's interpretation of the forgiveness climate.

Conclusion

This research investigates the role of Organizational Compassion in promoting a forgiveness climate within both public and private sector educational institutions and also examines the moderating effect of Emotional Intelligence to strengthen this relationship. The empirical results provide meaningful insights into how compassion-forgiveness culture can create a healthier and more emotionally resilient environment in educational institutions. Moreover, the study findings confirmed the direct and significant relationship between Organizational Compassion and forgiveness climate within both public and private sector educational institutions in Lahore. Specifically, this analysis revealed that Organizational Compassion influenced forgiveness climate stronger and positively significant in public sector institutions compared private sector institutions. In the light of these findings, an idea originates that organizational compassion serves as a key driver in creating an environment where forgiveness climate can be flourished. This environment plays a vital role in academic settings, where interpersonal communications and emotional stressors are frequent, and common. Furthermore, the study examined that Emotional Intelligence (EI) significantly moderates the relationships between Organizational Compassion and forgiveness climate in both educational sectors. The effect of EI was positive: high level of emotional intelligence among employees reinforce the impact of organizational compassion on forgiveness climate. Also, emotionally intelligent employees have more compassion to respond with forgiveness in conflicts. In conclusion, this study contributes to the literature highlighting the significance of soft skills and emotional factors in organizational success. Organizational Compassion, when coupled with Emotional Intelligence, turns into an influential tool for encouraging a forgiveness climate, thereby enhancing interpersonal connections, decreasing workplace tension, and improving institutional efficiency.

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Volume: 3, No: 3   **July-September, 2025**

1982

Policy Implications

The findings of this study suggest valuable understandings for policymakers and administrators in the educational sector. Institutions should prioritize integrating compassion into their organizational culture in fostering a forgiveness climate. This can be attained by implanting compassionate behavior into leadership practices, performance assessments, and institutional values. Moreover, emotional intelligence was found to positively moderate this relationship and professional development programs should be introduced to enhance emotional intelligence among faculty and staff. Through these training sessions, empathy, self-awareness, and conflict management skills can be improved to strengthen the effectiveness of compassion-based initiatives. In addition, institutions should establish supportive mechanisms such as counseling services, peer support networks, and conflict resolution frameworks that emphasize forgiveness and emotional well-being. On the other hand, leadership development programs should also focus on developing compassionate and emotionally intelligent leaders who can reinforce these values across the institution. Finally, sector-specific policy strategies should be designed, recognizing that public and private institutions may differ in their structural dynamics and cultural needs. Overall, fostering organizational compassion and emotional intelligence through well-crafted policies can lead to healthier, more collaborative, and resilient educational environments.

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Volume: 3, No: 3　　　　　　　　　　　　　　　　　　　　　　**July-September, 2025**

1983

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Volume: 3, No: 3   **July-September, 2025**

1985

Annex-I- Questionnaire

The Moderating Role of Emotional Intelligence in the Relationship between Organizational Compassion and Forgiveness Climate: Public vs. Private Education Institutions

Demographic Information

Age_____Gender_____   Position_____

Tenure in Organization_____   Education Level_____

University_____   Department_____

Organizational Compassion

Interpersonal process involving the noticing, feeling, sense making, and acting that alleviates the suffering of another person.

Forgiveness climate

Forgiveness climate refers to the overall atmosphere in the workplace, focusing on how employees experience forgiveness in their daily interactions

Emotional intelligence

Emotional intelligence is the understanding of the motivations, managing immediate impulses, empathizing with others, and utilizing emotions in thinking and perception.

Individuals: To what extent do you agree or disagree with the following statements?

Scale: 1 = Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5, Strongly Agree						
Id	**Organizational Compassion scale (Simpson & Farr-Wharton, 2017)**	**1**	**2**	**3**	**4**	**5**
OC1	When someone is suffering in my organization, others tend to notice signs to forgiveness climate.					
OC2	When someone is suffering in my organization, others tend to pay attention to forgiveness climate.					
OC3	When someone is suffering in my organization, others tend to identify the indicators to forgiveness climate.					
OC4	When someone is suffering in my organization, others tend to feel their co-worker's suffering to forgiveness climate.					
OC5	When someone is suffering in my organization, others tend to feel distressed and challenged by the situation to forgiveness climate.					
OC6	When someone is suffering in my organization, others tend to seek to understand if the co-worker is able to help themselves to forgiveness climate.					
OC7	When someone is suffering in my organization, others tend to assess the co-worker's level of responsibility for their distress to forgiveness climate.					
OC8	When someone is suffering in my organization, others tend to take action to forgiveness climate.					
OC9	When someone is suffering in my organization, others tend to address the distress to forgiveness climate.					
OC10	When someone is suffering in my organization, others tend to get involved to forgiveness climate.					
	Forgiveness Climate Scale (Radulovic et al., 2019)					
FC1	This organization encourages the employees to remain patient and in self-control.					

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Volume: 3, No: 3   **July-September, 2025**

1986

FC2	This organization encourages forgiveness.					
FC3	This organization shows interest in employees' concerns and helped them with their struggles.					
FC4	This organization provides employee support programs that facilitate forgiveness.					
	Emotional Intelligence Scale (Desta, 2020)					
EI1	Employee understands others' emotions to forgiveness climate.					
EI2	Employee Assesses oneself to forgiveness climate.					
EI3	Employee has ability of self- control to forgiveness climate.					
EI4	Employee builds bonds to forgiveness climate.					

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Volume: 3, No: 3   **July-September, 2025**

1987