

# Relationship of Character Strengths to Influence Psychological Well-Being During Adolescence

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## Abstract

The primary research study examined the association and influence of VIA Character strengths on satisfaction, efficiency, sociability, mental health, interpersonal relations and above all the overall well-being. Research showed that (for n=300 adolescents who participated in the study), several character strengths (e.g., self-regulation, prudence, honesty, social intelligence, hope, courage and curiosity) are highly significantly positively correlated with measures of subjective well-being and its overall formation. Acknowledgment of the requirement for programs for positive youth advancement makes the evaluation and improvement of character qualities an exceptionally significant exercise in the present situation. An investigation of character qualities and their applications during adolescence period along these lines expect high significance because of its suggestions for prosperity of the young generation just as for psychological overall well-being advancement. In the above setting, the present examination of the profile of character qualities in Indian adolescent's as planned revealed featuring qualities that are most supported by them to advance well-being and bring prosperity.

**Keywords:** *character strengths, well-being, adolescence, satisfaction, mental health, positive psychology*

## Introduction

At the point when parents, guardians and teachers talk about the characteristics they most would like to develop in children, they frequently notice character qualities such as, honesty, prudence, teamwork, love of learning.<sup>1</sup> These ethical characteristics are esteemed in their own right, despite the fact that they are additionally accountable to profit society and the people who have them. We expect that youngsters who build up these characteristics will add to society and have satisfying lives. Ongoing examination in positive brain research demonstrates that many character qualities are related with momentum levels of prosperity.<sup>2</sup> Only a few researches look at whether character qualities anticipate or advance future prosperity, nonetheless. The significant discussion was to look at whether character qualities foresee consequent prosperity during pre-adulthood. Character qualities are impacted by family, network, environmental, cultural, and other relevant elements. From a certain perspective, character qualities are pliant; they can be educated and obtained through training. There are numerous courses through which character qualities could advance positive results and avoid psychopathology. For instance, coordinated

qualities may create situations of friendships and increment the social help individuals get from others, which thusly could expand positive encounters that lead to enjoyment, harmony, satisfaction and mental health. Numerous examinations have analyzed co-relationship and indicators of subjective wellbeing in grown-ups, yet there is less research on emotional prosperity, especially positive records of prosperity and its indices, in young children's.<sup>3&4</sup> The study investigates whether young people's character qualities toward the middle school would foresee their downturn, bliss, and life fulfillment. Research suggests that building character strengths can increase well-being. For example, interventions that promote social intelligence and self-regulation can reduce substance abuse, aggression and other behavioral problems among children, and increase the likelihood that youth will graduate from school.<sup>5&6</sup>

The primary reason for this investigation was to look at whether character qualities relate and foresee mental prosperity during youthfulness. We inspected whether adolescents' character qualities toward the middle school would foresee their satisfaction, efficiency, sociability, mental health and interpersonal relations;

joined together their abstract prosperity. Character qualities are the subset of personality attributes that are ethically esteemed. Like other personality attributes, character qualities are traits that show in individuals' moods, feelings and practices.<sup>4,7&8</sup> Demeanor, nature and personality styles may encourage qualities and facilitate strengths. For instance, personality styles, such as, amiability and approach (rather than withdrawal) may encourage character qualities, such as, kindness and courage. Though demeanor, nature and personality styles are not ethically esteemed, be that as it may, character qualities have an ethical importance and the vast majority of these characteristics are esteemed crosswise over societies and from the beginning of time.<sup>9</sup> Psychological well-being alludes to individuals' cognitive and enthusiastic assessments of their lives. It incorporates decisions eg. life fulfillment, pleasant feelings and less unsavory passionate encounters like discouragement.<sup>10</sup> As we learn we create inward qualities and qualities which furnish us with a solid inner locus of control and assembles our confidence. Studies have demonstrated that youngsters who experience a more significant level of emotional prosperity have improved inward locus of control. It has been said that adolescence is the time of "growing up" and early adulthood is the ideal opportunity for "settling down".

## Materials and Method

### Participants and Procedure

This study examined the profile of character strengths and well-being of adolescents enrolled in a school in National Capital Region of India and who participated in a psychological study for middle school students. The data was obtained from 300 adolescents, 100 each from class 6, class 7 and class 8, further comprising 50 boys and 50 girls from each grade class. This study was approved by the school board of the participating school. Students are represented by various regional, religious, cultural, environmental differences. In general, it was ensured that student participation depends on the availability of permission from parents and the sole interest of the student to participate. All the participants and their parents/ guardians were informed about the purpose of the study and were enrolled after obtaining their written informed consent. The questionnaires were mostly administered in groups of sizes varying between 10 and 30, under the supervision of the research staff.

## Measures

The Values in Action Inventory (VIA) Classification describes 24 Character strengths that are thought to be the fundamental building blocks of character. These building blocks are universally considered to be qualities that define and lead people being their best. Character strengths are defined as capacities for thinking, feeling and behaving. Every person possesses each of these 24 Character strengths in different degrees, resulting in unique profiles that constitute the rich array of human personalities we observe. Adolescents completed the Revised Values in Action Inventory of Strengths for Youth (VIA Youth; Park & Peterson, 2006), designed for young people (ages 10–17). The questionnaire consists of 198 items that adolescent's rate on a Likert scale ranging from 1 ('Not like me at all') to 5 ('Very much like me'). Sample items on the VIA-Youth include 'I often tell my friends and family members that I love them' (love), 'I am very careful at whatever I do' (prudence), and 'I like to tell jokes or funny stories' (humor). The VIA Youth strength scales have been standardized and justified for the Indian adolescents under study demonstrated good internal consistency (with Cronbach alpha 's ranging from 0.72 to 0.93)

The psychological Well-being (PWB) scale comprises of 50 statements developed by Dr. Devendra Singh Sisodia with a view to measure several aspects of well-being vis. Satisfaction, Efficiency, Sociability, Mental Health and Interpersonal Relations. All statements are of positive manner developed using Likert criteria wherein the ratings are described as 1 '(Strongly Disagree)' to 5 '(Strongly Agree)'. This scale is useful in a variety of research and applied settings such as quality of life index, a mental health status appraisal and a measure of psychotherapy outcome evaluation and a social indicator of measuring population changes in sense of well-being over time.

## Statistics

Descriptive Analysis was used to summarize which direction whether Disagree or Agree targeted students representing the population under study, are concluding their opinions. Internal consistency was examined for scale and subscale's using Cronbach alpha. Due to the nature of the study and moreover since Likert scale is used for self-assessment of both character strength and well-being dimensions non-parametric correlation analysis was performed using Spearman's rho to explore

the strength of relationship between them.

## Results

The current research was conducted to study subjective well-being and character strength among Indian youth. Internal consistency reliabilities and descriptive statistics for the study variables are presented in Table 1 and Table 2. The results of correlational examination are presented in Table 3. The self-assessment of VIA character strengths amongst adolescents revealed that topmost virtues are Humor, Fairness, Kindness, Perseverance and Love. Likewise, the bottom most virtues are found to be Prudence, Honesty, Self-Regulation, Forgiveness and Curiosity.

Findings state that the character strength measures vis. Prudence, Honesty, Self-Regulation, Forgiveness, Curiosity, Courage, Leadership, Social Intelligence, Humility, Teamwork, Hope, Judgment and Gratitude have a positive and significant correlation with satisfaction, efficiency, sociability, mental health, interpersonal relations and overall with the formation subjective well-being at 0.01 level. However, Perspective, Creativity and Appreciation of Beauty have a positive and significant correlation with fewer of the well-being measures. Opposing the dimensions Spirituality, Zest, Love of Learning, Humor, Fairness, Kindness, Perseverance and Love showed no relationship with subjective well-being and it's formative measures.

**Table 1: Reliability, Mean and SD of character strengths for adolescent school students (n=300), under study**

Measure	N Items	Cronbach's Alpha ( $\alpha$ )	M	SD
Prudence	8	.739	1.74	.59
Honesty	8	.733	1.77	.58
Self-Regulation	9	.744	1.83	.58
Forgiveness	7	.811	1.84	.68
Curiosity	8	.759	1.87	.61
Courage	8	.751	1.88	.62
Leadership	8	.791	1.94	.65
Social Intelligence	8	.747	1.95	.62
Humility	9	.841	1.99	.76
Teamwork	8	.831	2.00	.76
Perspective	8	.892	2.07	.94
Hope	8	.825	2.09	.75
Judgment	8	.861	2.13	.83
Gratitude	8	.878	2.18	.96
Creativity	8	.861	2.24	.93
Beauty	8	.790	2.35	.85
Spirituality	8	.805	2.47	.89
Zest	8	.771	2.60	.86
Love of Learning	8	.755	2.79	.83
Humor	9	.933	2.98	1.08
Fairness	9	.865	3.19	.98
Kindness	9	.815	3.39	.85
Perseverance	9	.740	3.59	.76
Love	9	.727	3.71	.68

**Table. 2: Reliability, Mean and SD of Well-Being and it’s measures for adolescent school students (n=300), under study**

Measure Scale and Subscales	N Items	Cronbach’s Alpha ( $\alpha$ )	M	SD
Well Being	50	.923	1.99	.49
Satisfaction	10	.825	1.91	.62
Efficiency	10	.782	1.96	.59
Sociability	10	.708	2.02	.59
Mental Health	10	.651	2.03	.53
Interpersonal Relations	10	.690	2.00	.56

**Table. 3: Correlation Examination using Spearman’s rho of Character Strengths and Well Being for the adolescent school students (n = 300), under study**

Character Strengths	Well -Being	Satisfaction	Efficiency	Sociability	Mental Health	Interpersonal Relations
Prudence	.579**	.508**	.581**	.483**	.303**	.290**
Honesty	.502**	.571**	.484**	.397**	.213**	.251**
Self-Regulation	.656**	.622**	.660**	.458**	.387**	.360**
Forgiveness	.587**	.506**	.581**	.420**	.366**	.305**
Curiosity	.665**	.783**	.640**	.487**	.313**	.273**
Courage	.469**	.551**	.400**	.405**	.287**	.156**
Leadership	.632**	.979**	.594**	.309**	.239**	.302**
Social Intelligence	.682**	.730**	.655**	.526**	.312**	.350**
Humility	.588**	.511**	.560**	.504**	.269**	.353**
Teamwork	.560**	.375**	.485**	.547**	.338**	.326**
Perspective	.179**	.172**	.132*	.245**	.163**	.027
Hope	.548**	.768**	.579**	.279**	.222**	.259**
Judgment	.490**	.706**	.485**	.255**	.235**	.167**
Gratitude	.292**	.244**	.234**	.259**	.182**	.229**
Creativity	.154**	.219**	.165**	.092	.133*	.033
Beauty	.120*	.198**	.120*	.025	.104	.115*
Spirituality	.066	.109	.052	.036	.055	.059
Zest	-.006	.055	-.006	.005	.041	.019
Love of Learning	-.009	.064	.004	.064	-.003	.023
Humor	-.043	-.087	-.094	.072	.033	-.006
Fairness	-.085	-.115*	-.029	-.025	-.025	-.055
Kindness	-.141*	-.113	-.069	-.089	-.099	-.079
Perseverance	-.030	.016	-.027	.003	-.056	-.011
Love	-.147*	-.030	-.088	-.092	-.120*	-.112

\*\* Correlations are significant at  $p < .01$  level

\* Correlations are significant at  $p < .05$  level

## Discussion

As far as we could possibly know, youthful to adulthood transition has been a sacked process in the formation stages of their character qualities. Recognizing the importance of its association with well-being, determining virtues that promote such developmental process is deemed significant and integral. Youthful adulthood might be described as the period that is set apart by solidification of one's personality on one hand and the accentuation on dominance of various ecological requests on the other. The developing acknowledgment of the requirement for programs for positive youth advancement makes the evaluation and improvement of character qualities an exceptionally significant exercise in the present situation. The positive youth improvement approach underlines on enabling youth to be the specialist of their own development with grown-ups propelling the revelation of their possibilities.<sup>11</sup> An investigation of character qualities and their applications during this period along these lines expect high significance, because of its suggestions for prosperity of the young, just as for psychological well-being advancement. In the above setting, the present examination as planned and determined for looking at the profile of character qualities in Indian youth, featuring the qualities that are most supported by them. Encounters containing positive feelings in this manner prompts higher life fulfillment. Diener (2000) clarified well-being as "peoples' evaluations that are both affective and cognitive".<sup>12</sup> In positive brain science (psychology), pleasure is communicated utilizing the term 'well-being' which is a multi-dimensional construct. Character strengths form the foundation where a person's personality that grows step by step with time. Previous researches expresses that high psychological well-being correlates with the absence of mental and social issues like state of mind issue and useless family connections, and such people are in every case better at critical thinking, execution at work, opposing pressure and more beneficial in contrast with others.<sup>13&14</sup> Utilizing correlational investigation, the present examination supported and found that psychological well-being is noticeable among youth. The finding can be credited to the formative parts of a person with respect to constructive mental development. Maturing is identical to development that prompts development. Development creates, with various encounters which people experience during their life span. Maturing is identical to development and is framed on a person's characteristic qualities.

## Future Implications

Future research will recognize the systems by which the VIA character qualities increment well-being. Such research is probably going to have significant ramifications for intercession and counteractive action work. Implementing character strength development in turn well-being interventions and programs in the school curriculum not only increase subjective feelings of happiness among students, but also protect them against the negative effects of stress and the development of psychopathological problems.<sup>1 & 15</sup> Research has demonstrated that certain strengths of character are linked with increased life satisfaction, decreased psychopathology, fewer internalizing and externalizing behavior problems and academic achievement.<sup>16</sup> A promising approach to increase well-being among adolescents is through positive psychology interventions – that is, intentional activities that aim to cultivate positive feelings, behaviors, or cognitions.<sup>17</sup> Moreover, strengths can be clearly cultivated and strengthened through regular activity and application in life.<sup>18</sup> Along these lines, advancement of positive mental character qualities based interventions that can be used as a major aspect of the school educational plan is an auspicious interest.

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**Ethical Clearance:** This study was based entirely on the interest of the student to participate. Formal permission was taken from the parents and school to conduct research procedures.

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