



RESEARCH ARTICLE

The Role of Character Strengths in Positive Youth Development: Prediction of Resiliency, Subjective Well-Being, and Academic Achievement

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ABSTRACT

There is a growing emphasis on evaluating the holistic growth of young individuals using a competency-based approach. Character strengths are inherent characteristics that facilitate positive growth of young individuals, viewed from a perspective that emphasizes their strengths and skills. These resources are believed to be associated with certain indications of the positive development of young individuals. These indicators encompass broad traits that can have an impact on the whole lives of young individuals, both within and outside of educational settings. It covers academic success and the characteristics of resilience and overall well-being, which are important not only in an educational setting but also in all aspects of life. The objective of this study was to determine the significance of character strengths on essential indicators of positive growth. The study included participants in grades 9 through 12. The high school comprises a total of 733 pupils throughout all grade levels. The data were gathered with the Youth Inventory of Character Strengths and Virtues (VIA-Youth), Subjective Well-Being Scale for Adolescents, Student Resilience Scale, and Demographic Information Form. The data was analyzed using Multiple Linear Stepwise Regression. The findings demonstrated that distinct character strengths have varying predictive effects on certain measures of positive development among high school students, including resilience, subjective well-being, and academic achievement.

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Strengths-based counseling in psychology and psychological counseling fields is gaining recognized as a fast increasing approach, which is in contrast to the problem-oriented perspective that focuses on insufficiency. This paradigm shift is of great importance and relates to the essential abilities that individuals need to properly navigate challenges in life (Smith, 2006). The strengths-based approach prioritizes enhancing an individual's developmental competencies/resources over reducing risky behaviors. Increasing developmental assets leads to a reduction in risky behaviors and an improvement in well-being (Benson et al., 2004). Building developmental assets and implementing strengths-based youth development strategies and programs effectively enhance the well-being of young individuals, hence enhancing their developmental resources. Strengthening character traits as developmental assets is believed to contribute to the positive growth and well-being of young individuals.

The majority of research on individual differences mostly centers around assessing maladaptive behavior in contrast to strengths, with a lesser emphasis on studying positive traits. Recent research has concentrated on character strengths as a comprehensive classification of 24 positive strengths that form part of the good characteristics exhibited by young individuals. Steen et al. (2003) suggest that character strength classification

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can be used in both practical and research studies to examine the development of strength of character. Furthermore, it acts as a basis for discerning the impacts of both genetics and environment on positive characteristics (Steger et al., 2007). This classification initially established the components of moral character and subsequently developed techniques for evaluating these components within the framework of individual differences. The classification of 24 character strengths (Park & Peterson, 2006; Peterson & Seligman, 2004) was based on six moral virtues as shown in Table 1. The classification, characterized by its comprehensive framework, guides the application of various research methodologies.

Table 1. Character strengths and virtues

Wisdom	Courage	Humanity	Justice	Temperance	Transcendence
1.Creativity	6.Honesty	10.Kindness	13.Fairness	16.Forgiveness	20.Appr. of beauty
2.Curiosity	7.Bravery	11.Love	14.Leadership	17.Humility	and excellence
3.Love of learning	8.Persistence	12.Social	15.Citizenship	18.Prudence	21. Gratitude
4.Open-mindedness	9.Zest	intelligence		19.Self-control	22. Hope
5.Perspective					23. Humor
					24. Spirituality

These strengths are thought to encompass attributes that contribute to the healthy development of young individuals. Character strengths are considered to be multidimensional constructs, such as moral competence, which are studied to gain a deeper understanding of their growth and their beneficial effect on the optimal development of young individuals (KeungMa, 2012; Park, 2004a). Character traits and healthy childhood development are considered complex systems that mutually impact each other. Character is a system that promotes the best possible growth and development in young people while also protecting against mental or physical problems. The positive youth development process encompasses numerous character qualities. Positive youth development structures encompass various factors such as humor (Duan et al., 2023), attachment (Lee, 2006), spirituality (Lau, 2006), and belief in the future in terms of hope and optimism (Sun & Lau, 2006).

Furthermore, it is emphasized that hope (Bowers & Bowers, 2023) and self-control and hope (Schmid et al., 2011) have a beneficial influence on positive youth development. Indeed, traits such as perspective, kindness, social intelligence, citizenship, spirituality, humor, and leadership are cultivated through a variety of interventions in high school, encompassing both academic and extracurricular activities, within the framework of voluntary and structured adolescent development programs (Park, 2004a). The character strengths approach also encompasses the themes pertaining to autonomy, spirituality, hope for the future, moral competence, and attachment that are dealt with in positive youth development programs (Catalano et al., 2004). Character strengths are attributes that have a significant impact on fostering positive development in young people through various means. Park (2004a) argues that character traits and the routes to positive youth development are multifaceted. Considering this, an appropriate approach would involve analyzing positive youth development by assessing many aspects such as subjective well-being, resilience, and academic performance.

Indicators of positive development in youth

Positive youth development is an approach that emphasizes strengths and aims to accomplish desired results and advantages for young people, enabling them to grow and develop positively throughout their lives (Park, 2004a; Phelps et al., 2009; Steen et al., 2003; Zhou et al., 2020). The study by Catalano and Toumbourou (2009) establishes a direct correlation between this phenomenon and the growth of resilience, life satisfaction, academic achievement, and character qualities in young individuals. These indications are described in more detail below.

An essential focus of the research aimed at fostering positive youth development is the need to enhance resilience. Positive youth developers, as defined by Snyder and Lopez (2007), apply the findings of resilience research to assist young individuals in cultivating their personal assets through various initiatives. Positive youth development and resilience mutually reinforce one other. According to Lee et al. (2012), there are eight possible links between the growth of young people and their ability to bounce back from challenges. Four individuals hold the belief that resilience precedes positive youth development, whereas four others believe that resilience follows positive youth development. Measurement approaches integrate both resilience and healthy adolescent development to assess the overall degree of protective characteristics in young individuals during primary and secondary education (Dotterweich, 2006). These theoretical considerations demonstrate a strong correlation between resilience and positive youth development. In this study, resilience has been examined primarily as a

component of positive youth development.

Positive youth development, resilience, and subjective well-being are considered holistically (Shek & Chai, 2020). The presence of positive youth development factors is associated with greater happiness in life due to their ability to improve the cognitive, psychological, and social resources of young individuals (Park, 2004b). According to Bird and Markle (2012), programs that focus on achieving specific goals and promoting positive development in young people can enhance their overall sense of well-being. Urke et al. (2021) in their prospective study found that positive youth development constructs predicted mental well-being. The study conducted by Sun and Shek (2010) revealed that positive youth development was a significant predictor of life satisfaction among secondary school students. Individuals exhibiting limited positive growth had diminished life satisfaction and increased problem behaviors. This study will examine the subjective well-being levels of young individuals as an indicator of their healthy development.

Academic achievement is one of the expected goals for optimal youth development, in addition to resilience and wellness. Academic achievement is considered a favorable aspect of positive youth development, encompassing school grades, school attendance, and test outcomes, all of which contribute to academic competence (Lerner et al., 2005). Adolescents have the potential to grow and progress in a manner that enables them to achieve their desired academic accomplishments (Pizzolato, 2011). After-school programs that prioritize both adult connections and academic help are implemented within the context of youth development to achieve these objectives and offer diverse learning opportunities (Restuccia & Bundy, 2003). According to many research (Beck & Nora, 2019; Lerner et al., 2011; Pizzolato, 2011), positive youth development has positive correlations with academic achievement and programs designed for young individuals contribute to beneficial youth development, with a key aspect of these programs being the enhancement of academic performance. Shek & Chai (2020) found that the positive youth development qualities predicted academic well-being in a longitudinal study. A study done by Catalano et al. (2004) found that 19 youth development programs examined in this study positively impact the development of indirect competencies such as school involvement and academic success. Devoting oneself to school is a factor that safeguards against school dropouts and other risky behaviors, as it fosters the growth and progress of young individuals (Li, 2011; Monahan et al., 2010).

Many researchers have approached the topic of young people's positive development in different and comprehensive ways, as evidenced by studies conducted by Lerner et al. (2005) and Lerner et al. (2011). Nonetheless, this study incorporated Catalano and Toumbourou's (2009) notion of positive development, which primarily emphasized these three indicators in relation to their connection to character strengths.

Indicators of positive development and character strengths

The correlation between character strengths and positive development markers, as shown above, has been extensively examined in previous studies. Subjective well-being, a significant factor particularly in youth, is a key component associated with character strengths in predicting psychological adjustment in adulthood. Research has shown that all 24 character strengths, as identified by Lounsbury et al. (2009), are positively linked to and can predict life satisfaction. Life satisfaction is considered a part of subjective well-being, as indicated by Brdar and Kashdan (2010) and Park (2004b). Several studies (Brdar et al., 2011; Park, 2004b, Park, and Peterson, 2006) have also examined the predictive abilities of strengths. Previous studies have shown that qualities such as spirituality (Tuzgöl Dost, 2004) contribute to subjective well-being. Additionally, research has found a connection between positive character strengths such as optimism, zest, curiosity, and humor, and well-being and happiness (Brdar & Kashdan, 2010; Karris, 2007). Empirical research has additionally shown that the cultivation of character strengths has a positive impact on overall well-being (Proctor et al., 2011; Proyer et al., 2013). It is worth mentioning that, hope, zest, and love are consistently recognized as the three competence domains that are most strongly linked to well-being among character strengths. Exploring subjective well-being in terms of character strengths is expected to enhance the understanding of both structures. However, it remains uncertain which specific character strengths should be possessed and utilized in order to achieve higher levels of well-being (Linley et al., 2010).

In order for young individuals to maintain their well-being and psychological health, it is essential for them to cultivate both resilience and character strengths. This is considered to be a positive indicator of their development (Hutchinson et al., 2010). Resilience refers to the ability to effectively cope with life's pressures and overcome obstacles in order to achieve success. Consequently, strong children and young individuals possess essential competencies. Research indicates that social intelligence (Zolkoski & Bullock, 2012), optimism (Bernat, 2009), and hope (Scagliola, 2011) are character strengths that promote resilience (Hutchinson et al., 2010). Employing a

strategy that focuses on utilizing strengths is crucial for establishing an environment that promotes resilience (Jamieson, 2010). According to contemporary resilience theories, it is of greater importance to focus on strengths rather than risks (Leadbeater et al., 2005). The primary focus of the models is to enhance the capacities related to character strengths in the process of building resilience. Furthermore, considering the current focus on character education and healthy youth development, the correlation between character strengths and resilience is regarded as highly significant (Karris, 2007).

Character strengths are also evaluated based on their effect on academic performance to guarantee their favorable growth. The period of schooling has a crucial role in the maturation of adolescents. For example, maintaining a good outlook on life is necessary to stay motivated in the process of learning. Expressing thankfulness can lead to a sense of enjoyment in academic pursuits, and having perseverance is crucial for accomplishing goals (Weber & Ruch, 2012a). Exercising self-discipline can motivate students to engage in longer and more focused study sessions, while maintaining an open-minded attitude can facilitate easier access to class. Prudence has a crucial role in both successful time management and academic achievement, leading to a higher academic average (Lounsbury et al., 2009). Karris' (2007) study revealed that character strengths, including perseverance, were a significant predictor of academic performance. Park and Peterson (2006; 2009) found similar results, indicating that traits such as persistence, fairness, love, gratitude, honesty, hope, and a perspective are all predictors of academic performance. Lounsbury et al. (2009) identified five character traits that have a positive correlation with high academic performance: perseverance, open-mindedness, self-control, openness to learning, and prudence. In a separate study conducted by Park and Peterson in 2005, it was found that character strengths related to the virtue of temperance were able to predict academic performance in English, mathematics, and science courses, even while taking into account ability test scores. Weber and Ruch's comprehensive study (2012a) found that certain character strengths were associated with high grades and other indicators of academic performance, such as academic self-efficacy, positive classroom behavior, and happiness with school life. When examining the comprehensive set of data, it is noteworthy that some character strengths, such as prudence, love of learning, self-control, perseverance, gratitude, and zest, have a significant impact on academic accomplishment. This study emphasizes the importance of academic development as a crucial aspect of positive development. It argues that character strengths play a significant role in promoting the well-being and academic performance of young individuals (Park & Peterson, 2009). There is limited research on character strengths in non-Western populations (Proctor et al., 2011). Further investigation should focus on the correlation between character qualities and overall well-being across different age groups, cultures, and situations (Brdar et al., 2011). Additional research is deemed necessary to explore the global applicability of this classification. Research that provides cross-cultural data on the specific behaviors and competencies to prioritize, methods for developing each competency, and the relative importance of different strengths will be beneficial (Park & Peterson, 2006). This study aims to increase the utilization of the Character Strengths Inventory in Turkey and to offer cultural insights by conducting research in the nation.

Positive youth development is a competency-based approach that prioritizes the positive qualities of young individuals, seeks to enhance these qualities through various programs, and is highly valued by all sectors of society, especially high school students. The literature has mostly focused on three prominent indicators of positive youth development, namely subjective well-being, resilience, and academic achievement. This study aimed to investigate the predictive effect of character strengths on resilience, subjective well-being, and academic achievement. It was hypothesized that these three key indicators of positive youth development may have a significant correlation with character strengths. In this regard, the objective of this study was to determine whether character strengths have a positive predictive effect on resilience, subjective well-being, and academic success.

Method

This study is a correlational research with a quantitative aspect that seeks to investigate the relationships between character strengths, resiliency, well-being, and academic achievement. The next sections will detail the research participants, measurement tools, data collection, and analysis methodologies.

Participants

The data was provided by an overall total of 759 students from the 9th, 10th, 11th, and 12th classes. A total of 26 forms that were considered invalid were excluded from the analysis, and the data of 733 students were thereafter examined. The participants consisted of 441 (60.2%) females and 292 (39.8%) males. Out of the participants, one individual (0.1%) was 14 years old, 135 individuals (18.4%) were 15 years old, 199 individuals (27.1%) were 16 years old, 249 individuals (34.0%) were seventeen years old, and 141 (19.2%) were 18 years old, 6 (0.8%) were 19 years old, and 2 (0.3%) were 20 years old. A total of 194 students, accounting for 26.5% of the student

population, are enrolled in the ninth grade. Similarly, there are 182 students (24.8%) in the tenth grade, 199 students (27.1%) in the eleventh grade, and 158 students (21.6%) in the twelfth grade. The age range of the group was 6, with participants ranging from 14 to 20 years old. The average age of the group was 16.57, with a standard deviation of 1.04.

Data collection tools

Adolescent Subjective Well-Being Scale: It is a scale measuring the subjective well-being of adolescents. The assessment of students' subjective well-being at the university and high school levels was mostly conducted using Diener's (1984) technique, as described by Tuzgöl Dost (2004) and Zen (2005). The 37-item scale comprises subjective assessments, along with positive and negative emotional expressions, about the aspects that impact life satisfaction. The responses span from "completely agree" to "completely disagree" on a five-point Likert-type scale. The scale's upper limit is 185 and its lower limit is 37. A high rating signifies elevated levels of subjective well-being, whereas a low rating signifies diminished levels of subjective well-being. Statements such as "I typically experience vitality and vigor", "I lead a life aligned with my desires and principles", and "There are few activities that bring me pleasure in my life" serve as examples of statements within this scale. The component analysis employed to assess the construct validity resulted in the generation of a unidimensional structure. The scale's validity was confirmed by discrimination and criteria validity assessments. The internal consistency coefficient was calculated to be .91, whilst the test-retest reliability value, measured using the scale with two-week intervals, was .82. This study revealed an internal consistency coefficient of .92 for the scale.

Values in Action Inventory of Strengths for Youth (VIA-Youth; Park & Peterson, 2005; Park & Peterson, 2006; Peterson & Seligman, 2004): The VIA-Youth is an inventory that assesses the strengths of young individuals. It was developed by Peterson and Seligman in 2004, and further refined by Park and Peterson in 2005 and 2006. This is a modified version of the 240-item adult form designed for children and young people aged 10 to 17. It was developed using the character strengths theory as a foundation. The self-report measuring instrument consists of 198 items, and respondents provide ratings on a Likert scale ranging from one to five. A rating of five indicates perfect agreement, while a rating of one indicates no alignment. A high score on the inventory signifies the existence of robust and favorable character strengths. The inventory consists of 24 subscales, each designed to evaluate a distinct character strength. It is classified into six distinct dimensions of virtue. The subscale scores are calculated by taking the average of the replies provided for the relevant scale. It can be utilized to acquire the scores for subscales and dimensions of virtue. The translation method for the Turkish adaptation of the inventory (Kabakçı, 2013; Kabakci et al., 2019) involved the use of both forward and backward translation steps. The construct validity was examined using confirmatory factor analysis following the completion of inter-rater reliability and linguistic equivalence investigations, which yielded results in favor of the translation process. The inventory's six dimensions and twenty-four subscales structure were supported by strong fit indices and factor loads. The tests undertaken to assess the convergent validity of the questionnaire revealed that the fifteen character strengths had substantial positive relationships ($p < .05$, $p < .01$) with values ranging from .21 to .56. Furthermore, it was determined that there were strong and statistically significant ($p < .01$) associations between the subscales. The reliability tests revealed that the Cronbach's Alpha coefficients for the subscales varied between .64 and .85, while for the virtues dimensions, they ranged from .80 to .91. The test-retest reliability value for the dimensions of virtues varied from .84 to .89, while for the subscales it ranged from .72 to .85. Regarding the corrected item-total correlations, which were evaluated using a threshold of .20, it was found that all items exhibited a significant and positive association with the total scores. The inventory consisted of a total of 197 items in its final state. Illustrative instances include the statement "I prioritize people I know, even if it is unfair to others." "Regardless of receiving an apology, I will persist in feeling upset towards the individual," and "I am often regarded as humorous by others."

The Student Resiliency Scale: It was developed by Arastaman (2011) to test high school students' resilience levels, building on the resilience frameworks of Henderson and Milstein (1996), Oswald et al. (2003), and the California Healthy Kids Survey Resilience Assessment Module of Constantine & Benard (2001). The 17-item scale yields scores that range from 17 to 85 depending on how each item is answered on a five-point scale from (1) never to (5) always. Factor analysis was utilized with the Varimax Rotation Method to establish the construct validity. It was discovered that the scale had a four-factor structure, with each factor accounting for 51% of the total variance. The measure comprises subscales that assess initiatives and communication, self-efficacy and hope, problem-solving skills, and determination. The internal consistency coefficients ranged from .60 for problem solving skills to .69 for self-efficacy and hope. The item-total correlations ranged from .31 to .66. For this study,

the scale's internal consistency coefficients were determined as follows: .71 for the determination subscale, .49 for the initiative and communication subscale, .75 for self-efficacy and hope, .70 for problem-solving skills, and .84 for the whole scale. Exemplary statements encompass "I possess a sense of pride in my accomplishments and capabilities," "I possess the knowledge and skills to surmount obstacles as they arise," and "When confronted with a challenge, I promptly take initiative and confront it head-on."

Personal Information Form: A short form was developed by the researchers that collects demographic information from participants, including age, gender, academic achievement, and socioeconomic status (SES).

Data Collection Process

Because the Character Strengths and Virtue Youth Inventory is lengthy and may require the presence of a psychological counselor to help respondents refocus (LaFollette, 2010), all applications were filled out with a researcher present in each class during the data collection phase. The students were provided with information about the objective of the study, emphasized on the importance of providing truthful responses to ensure the study's validity and reliability, and were given instructions on how to complete the scales as a form of practice. Typically, a single class hour allowed students to engage in application practice for a duration of 25–45 minutes. Students engage in a 25–45 minute application duration, and a single class hour is generally enough for answering the questions.

Data analysis

In order to ascertain differences among individuals, researchers should utilize consistent statistical techniques while conducting investigations that involve same variables and diverse populations (Hutchinson et al., 2010). Given the frequent utilization of multiple regression analysis in character strength research, the objective of this study was to reveal the potential correlation between character strengths in students and their subjective wellbeing, resilience, and academic success (Proctor et al., 2011; Weber & Ruch, 2012;). Meeting the conditions for multiple regression analysis was checked by assessing the linearity with scatterplots showing the assumption had been met. The P-P plot for the model proved that the assumption of normality of the residuals had also been met. Furthermore, the conditions was analyzed detailed by examining the Durbin Watson coefficient to check for autocorrelation in the residuals of regression analysis ($DW=1.30-2.05$), and evaluating collinearity to address the issue of multicollinearity (Tolerance=.43-.96; VIF=1.04-2.35). The correlation coefficient was employed to examine the associations between the scores of the character strengths subscale and the dependent variables of academic achievement, resilience, and subjective well-being. The study established a maximum limit for the margin of error at 0.05.

Ethical Approval

The research received approval from the Bursa Uludağ University Social and Humanities Research and Publication Ethics Committee, with the document number E-92662996-044-32397. Ministry of National Education, The Bursa Provincial Directorate of National Education granted the applicants the required permission with the document number B.08.4.MEM.4.16.00.07-050/16605.

Findings

The study presents descriptive statistics and correlations within the framework of its conclusions. Next, the findings of the regression analysis are displayed.

Relationships between criteria factors and character strengths and descriptive statistics

Figure 2 displays the correlation coefficients that show the relationships between the mean values and descriptive statistics of the research variables.

Figure 2. The values for correlation, mean, and standard deviation for the variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
1	1																										
2	.48**	1																									
3	.52**	.50**	1																								
4	.48**	.31**	.55**	1																							
5	.56**	.32**	.44**	.55**	1																						
6	.25**	.19**	.41**	.49**	.40**	1																					
7	.43**	.30**	.40**	.40**	.47**	.46**	1																				
8	.42**	.28**	.58**	.52**	.44**	.50**	.39**	1																			
9	.39**	.27**	.46**	.34**	.41**	.32**	.36**	.51**	1																		
10	.34**	.35**	.45**	.44**	.47**	.46**	.50**	.40**	.40**	1																	
11	.26**	.16**	.32**	.30**	.38**	.34**	.36**	.37**	.54**	.47**	1																
12	.41**	.24**	.44**	.50**	.58**	.48**	.40**	.45**	.42**	.56**	.49**	1															
13	.29**	.22**	.43**	.46**	.32**	.49**	.46**	.42**	.28**	.50**	.22**	.41**	1														
14	.43**	.28**	.36**	.42**	.62**	.33**	.46**	.44**	.37**	.46**	.40**	.43**	.24**	1													
15	.30**	.28**	.47**	.49**	.48**	.46**	.40**	.49**	.40**	.58**	.42**	.55**	.52**	.49**	1												
16	.008	.03	.17**	.13**	.09*	.18**	.12**	.13**	.15**	.30**	.19**	.24**	.33**	.07	.32**	1											
17	.13**	.04	.26**	.26**	.21**	.44**	.29**	.27**	.10**	.41**	.21**	.36**	.46**	.17**	.39**	.25**	1										
18	.33**	.13**	.43**	.60**	.46**	.44**	.30**	.57**	.29**	.29**	.28**	.49**	.37**	.34**	.38**	.04	.26**	1									
19	.14**	.00	.28**	.39**	.18**	.32**	.12**	.37**	.18**	.22**	.20**	.42**	.42**	.14**	.37**	.33**	.33**	.48**	1								
20	.36**	.39**	.52**	.39**	.32**	.30**	.32**	.32**	.39**	.48**	.34**	.39**	.32**	.28**	.38**	.16**	.21**	.23**	.15**	1							
21	.27**	.22	.43**	.42**	.31**	.47**	.39**	.49**	.53**	.45**	.59**	.47**	.40**	.32**	.42**	.23**	.33**	.40**	.31**	.35**	1						
22	.42**	.23**	.47**	.48**	.45**	.37**	.35**	.55**	.60**	.28**	.49**	.44**	.29**	.35**	.35**	.12**	.18**	.48**	.30**	.31**	.55**	1					
23	.35**	.27**	.19**	.20**	.41**	.11**	.27**	.12**	.39**	.34**	.33**	.32**	.05	.32**	.25**	.02	.03	.10**	-.02	.30**	.23**	.23**	1				
24	.19**	.14**	.28**	.27**	.19**	.38**	.27**	.33**	.30**	.33**	.34**	.30**	.28**	.20**	.29**	.15**	.23**	.28**	.22**	.19**	.56**	.33**	.12**	1			
25	.42**	.24**	.48**	.44**	.50**	.40**	.42**	.53**	.64**	.43**	.63**	.50**	.33**	.45**	.46**	.12**	.20**	.43**	.24**	.32**	.59**	.69**	.35**	.35**	1		
26	.14**	.17**	.20**	.18**	.15**	.17**	.11**	.19**	-.00	.16**	.07	.13**	.15**	.18**	.17**	.10**	.13**	.13**	.05	.15**	.14**	.09**	.01	.19**	.19**	1	
27	.53**	.37**	.58**	.51**	.56**	.42**	.44**	.66**	.55**	.41**	.42**	.53**	.36**	.48**	.43**	.06	.20**	.51**	.33**	.38**	.46**	.65**	.26**	.30**	.65**	.15**	1
X	30.45	30.51	32.17	30.53	29.02	28.36	32.11	32.48	28.89	36.50	35.78	31.00	34.18	28.50	30.32	24.27	32.14	28.94	28.83	33.84	33.90	30.07	34.93	34.09	138.95	2.97	64.10
Ss	5.37	5.39	5.34	4.69	4.88	4.32	4.71	5.81	5.36	5.03	6.25	4.58	5.67	6.16	5.17	6.09	5.78	5.11	6.20	5.17	5.00	5.77	6.23	6.16	20.37	.88	8.96

N=733 *p<.05 **p<.01

1=Creativity 2=Curiosity 3=Love of learning 4=Open-mindedness 5=Perspective 6=Honesty 7=Bravery 8=Perseverance 9=Zest 10=Kindness 11=Love 12=Social intelligence 13=Fairness 14=Leadership 15=Citizenship 16=Forgiveness 17=Humility 18=Prudence 19=Self control 20=Appreciation of beauty and excellence. 21=Gratitude 22=Hope 23=Humor 24=Spirituality 25=Subjective well-being 26=Academic success 27=Resilience

Figure 2 demonstrates that the correlations between the variables vary from .00 to .69. Upon comparing the subscales scores of character strengths, it was seen that perspective and leadership showed the highest relationship coefficient ($r=.62$), while curiosity and self-control had the lowest correlation value ($r=.00$). The correlation between subjective well-being and forgiveness is the least significant ($r=.12$), whereas the correlation between subjective well-being and hope is the most significant ($r=.69$). Examining the correlation between the strengths of character and resilience, it was seen that the relationship between forgiveness and resilience was the least significant ($r=.16$), but the relationship between perseverance and resilience was the most robust ($r=.66$). Regarding the relationship between academic performance and character strengths, the study revealed that the connection between zest and academic achievement was the least significant ($r= .00$), although the correlation between academic success and love of learning was the most significant ($r= .20$). Furthermore, the study revealed a robust correlation ($r=.65$) between academic achievement and subjective well-being and resilience, along with a statistically significant positive correlation with both ($r=.19$ and $.15$). Studies have shown that character strengths generally have moderate relationships with resilience and subjective well-being, while academic performance has relatively weak associations with other factors. Due to the statistical significance of the correlations between the variables ($p<.05$; $p<.01$), a multiple stepwise regression analysis was performed. The resulting values can be found in the next section.

Character strengths and Subjective Well-Being

The predictive effect of character strengths on subjective well-being was investigated by hierarchical multiple regression analysis. The analysis of subjective well-being levels in young individuals revealed the existence of seven distinct regression models, as presented in Table 3. The results of the final step, when all variables have been included in the model, are displayed in the table. The predictive factors of hope, love, zest, perspective, gratitude, citizenship, and forgiveness character strengths account for 65% of the variance in subjective well-being ($R^2=.65$). Out of the 24 strengths, it was found that only 7 were included in the regression model. The remaining 17 variables were excluded as they did not have a meaningful effect on predicting the levels of subjective well-being.

Table 3. Results of the hierarchical regression model for predicting subjective well-being by character strengths

	B	β	t
Constant	20.77		5.47*
Hope	1.11	.31	10.26*
Love	.77	.24	7.91*
Zest	.70	.18	6.05*
Perspective	.47	.11	4.17*
Gratitude	.51	.13	4.14*
Citizenship	.34	.09	3.09**
Forgiveness	-.18	-.05	-2.26***
R ²	.65		
F	189.70*		

Note. N=733, * $p<.001$, ** $p<.01$, *** $p<.05$

The regression analysis conducted using ANOVA demonstrated that the seven independent variables is statistically significant ($F_{7, 723}=189.70$, $p=.000$), showing that the model itself is also significant. The predictor variables are ranked in order of importance based on their standardized regression coefficients (β). The order of importance is as follows: hope (.31), love (.24), zest (.18), appreciation (.13), perspective (.11), citizenship (.09), and forgiveness (-.05). All the strengths included in the 7 regression models are statistically significant predictors of subjective well-being. The significance thresholds of these predictors are .05, .01, and .001, as determined by the t-test on the regression coefficients. As the levels of hope, love, zest, perspective, appreciation, and citizenship, in addition to forgiveness, increase, the levels of subjective well-being also increase. There is a negative correlation between forgiveness scores and subjective well-being. While the other seven strengths were shown to have a positive correlation with subjective well-being, forgiveness was found to have a negative correlation with it.

Character Strengths and Resilience

The study utilized hierarchical multiple regression analysis to investigate the predictive power of character strengths on resilience. The sub-dimensions of resilience and the resilience total regression score are together displayed in Table 4. The conclusions of the final step were incorporated into the outcomes. The ANOVA results

from the regression analysis, presented in Table 4, indicate that the inclusion of the independent variables in the model has a significant effect. Furthermore, it can be seen that all factors in the regression model are statistically significant predictors of resilience at the significance levels of .001, .01, and .05. This is verified by the examination of the t-test results on the significance of the regression coefficients. The results indicated a strong correlation between character strengths and resilience, including its many sub-dimensions.

Table 4. The results of hierarchical regression analysis of character strengths predicting resilience

	<i>Resiliency Total</i>			<i>Initiative and communication</i>			<i>Problem solving skills</i>			<i>Self-efficacy and hope</i>			<i>Determination</i>		
	B	β	t	B	β	t	B	β	t	B	β	t	B	β	t
Constant	10.30		5.74*	5.93		7.58*	1.54		2.15***	3.02		4.34*	.28		.52
Perseverance	.37	.24	7.60*							.05	.10	2.85**	.33	.61	19.19*
Hope	.40	.26	8.27*				.15	.30	8.94*	.21	.41	11.81*			
Perspective	.17	.09	2.78**	.07	.11	2.51***	.15	.25	6.85*	.06	.10	2.94**			
Originality	.16	.09	3.06**	.07	.14	3.44**	.07	.13	3.66*	.07	.13	3.80*			
Forgiveness	-.12	-.08	-3.41**	-.03	-.06	1.10***	-.04	-.08	2.58***						
Love of learning	.14	.08	2.59***							.06	.11	3.12**	.09	.15	4.82*
Social intelligence	.16	.08	2.68**	.08	.13	3.16**									
Zest	.14	.08	2.75**	.01	.19	4.90*									
Leadership	.10	.07	2.30***	.04	.09	2.31***									
Self-control	.11	.07	2.72**				.10	.21	6.20*						
Curiosity	.11	.07	2.44***	.06	.11	3.20**	-	-	-						
Appr.beau.excell.				.10	.19	5.32*	-.04	-.06	2.15***						
Open-mindedness															
Gratitude				-.06	-.11	-2.63**									
Love				.04	.09	2.27***									
Prudence							.06	.11	3.05**						
Humility										-.06	-.13	-4.47*			
Spirituality										.04	.08	2.78**			
R ²		.64			.62			.46			.48			.51	
F		118.05*			40.05*			89.59*			95.90*			378.86*	

Note. N=733, p<.001, **p<.01, ***p<.05

Table 4 presents the eleven unique regression models that were identified from the stepwise regression analysis's findings for predicting the resilience levels of young individuals. The variables of persistence, hope, perspective, originality, love of learning, social intelligence, forgiveness, zest, leadership, self-control, and curiosity collectively account for 64% (R²=.64) of the total variance in resilience. A total of 13 factors were deemed irrelevant and were therefore omitted from the regression model as they did not have a significant effect on predicting resilience levels. On the other hand, 11 out of the 24 variables were considered relevant and were included in the model. The standardized regression coefficients (β) reveal the ranking of predictor variables in terms of importance. At the top is hope (.26), followed by perseverance (.24), perspective (.09), originality (.09), love of learning (.08), social intelligence (.08), zest (.08), forgiveness (-.08), leadership (.07), self-control (.07), and curiosity (.07). The participants' resilience scores exhibit a positive correlation with their scores on perseverance, hope, perspective, creativity, love of learning, social intelligence, zest, leadership, self-control, and curiosity. There is a negative relationship between resilience scores and forgiveness scores.

Seven regression models were derived from the analysis done to determine the predictive effect of character strengths on self-efficacy and hope. The independent factors of hope, creativity, perseverance, humility, love of learning, perspective, and spirituality contribute to 48% of the variance in "self-efficacy and hope" (R²=.48). Out of the 24 factors, only seven were determined to be included in the regression model. Conversely, the remaining 17 variables were omitted from the model since they were shown to have no significant correlation with the levels of "self-efficacy and hope." The predictor categories are ranked in order of importance based on their standardized regression coefficients (β). The first order is as follows: hope (.41), creativity (.13), persistence (.10), humility (-.13), love of learning (.11), perspective (.10), and spirituality (.08). The participants' scores on "self-efficacy and hope" exhibit a positive correlation with their scores on creativity, perseverance, love of learning, perspective, and spirituality. As the level of humility increases, the scores for "self-efficacy and hope" decline.

Further, seven different regression models were found in relation to predicting character strengths on problem-solving abilities. The predictive strengths that account for 46% of the variance in problem-solving abilities include hope, perspective, self-control, forgiveness, originality, prudence, and appreciation of beauty and

excellence ($R^2=.46$). Out of the 24 elements, it was found that only 7 were included in the regression model. The remaining 17 variables were excluded and did not have a significant effect on the prediction of problem-solving abilities. The standardized regression coefficients (β) reveal the ranking of predictor variables in terms of relevance. Hope (.30) is the most important, followed by perspective (.25), self-control (.21), forgiveness (-.08), creativity (.13), prudence (.11), and appreciation of beauty and excellence (-.06). Students' problem-solving abilities exhibit a positive correlation with their levels of hope, perspective, self-control, forgiveness, originality, and prudence. As forgiveness and appreciation of beauty and excellence increase, problem-solving abilities decrease.

Two separate regression models were discovered to examine the connection between character strengths and determination. The factors of perseverance and love of learning contribute to 51% of the total variation in terms of determination ($R^2=.51$). Out of the 24 components, 22 were eliminated from the regression model since they were found to have no meaningful impact on predicting the determination levels. The study of the standardized regression coefficients (β) revealed that perseverance (.61) was identified as the most significant predictor variable, followed by love of learning (.15). The participants' levels of determination increase accordingly with their scores on perseverance and love of learning.

Eleven regression models were identified to investigate the predictive effect of character strengths on initiative and communication. Factors such as perspective, appreciation of beauty and excellence, zest, creativity, curiosity, open-mindedness, social intelligence, leadership, gratitude, love, and forgiveness are predictive of "Initiative and communication" and account for 38% of the overall variability ($R^2 = .38$). Consequently, it was concluded that out of the 24 factors, 11 were included in the regression model while 13 were excluded, and it was shown that these variables had no significant effect on the levels of "Initiative and communication." The variables are ranked in order of importance as follows: zest (.19), appreciation of beauty and excellence (.19), creativity (.14), social intelligence (.13), perspective (.11), curiosity (.11), gratitude (-.11), open-mindedness (-.10), love (.09), leadership (.09), and forgiveness (-.06). The scores on the "Initiative and communication" scale increase in parallel with the students' levels of perspective, appreciation of beauty and perfection, zest, creativity, curiosity, social intelligence, leadership, and love. Conversely, these scores increase when the students' levels of open-mindedness, gratitude, and forgiveness decrease.

Character Strengths and Academic Achievement

The results of the stepwise regression analysis indicated seven different regression models for predicting academic achievement, as shown in Table 4. The outcomes of the final step, in which all variables were completely included in the model, were displayed in the results table. The strengths of forgiveness, perseverance, curiosity, leadership, and love of learning collectively contribute to 12% of the total variation in academic accomplishment ($R^2=.12$). Out of the total of 24 strengths, only seven were identified as having a prediction effect in the regression model. The other 17 variables did not have any significant effect on academic achievement.

Table 5. Character strengths predicting academic achievement

	B	β	t
Constant	1.06		3.91*
Love of learning	.02	.10	2.03***
Spirituality	.02	.14	3.70*
Zest	-.04	-.24	-5.50*
Leadership	.02	.12	2.88**
Perseverance	.02	.12	2.47***
Curiosity	.02	.10	2.36***
Forgiveness	.01	.08	2.16***
F	13.55*		
R ²	.12		

Note. N=720 * $p < .001$, ** $p < .01$, *** $p < .05$

ANOVA regression analysis demonstrated that the effect of seven independent variables is statistically significant ($F_{7, 713}=13.55$, $p=.000$), showing the model's significance. The predictor factors are ranked in descending order of importance according to the standardized regression coefficients (β). Zest (-.24), spirituality (.14), perseverance (.12), leadership (.12), love of learning (.10), curiosity (.10), and forgiveness (.08) are the top factors. Furthermore, it has been noted that all of the variables included in the 7 regression models are statistically significant predictors of academic achievement at the levels of .001, .01, and .05. This is supported by the t-test results about the

statistical significance of the regression coefficients. Academic achievement ratings increase in parallel with scores for love of learning, spirituality, leadership, perseverance, curiosity, forgiveness, and zest. There is a negative relationship between academic achievement scores and zest scores, meaning that as zest scores increase, academic achievement scores decrease.

Discussion and Conclusion

This study examined the predictive effect of twenty-four character strengths on subjective well-being, resilience, and academic success as indications of positive development. The findings are categorized into three sections, while considering the factors and maintaining a sequential order.

Subjective well-being

The subjective well-being is found to be affected by the strengths of hope, love, zest, perspective, gratitude, citizenship, and forgiveness. Based on the explained variance rate and the order of importance of the predictor variables, the results indicated that hope and zest were the most prominent character strengths. A study with similar results revealed a high correlation between character strengths and well-being. Hope was found to have the greatest influence among the nine character characteristics that were used to develop a model for predicting subjective well-being (Toner et al., 2012). Hope, prudence, zest, and leadership were significant predictors of both life satisfaction and happiness. The results of the research done by Proctor et al. (2011) align with the conclusions of this study. Life satisfaction was positively correlated with hope, zest, love, and gratitude.

Based on the results of a prior investigation (Ciarrochi et al., 2007), hope has been identified as a favorable indicator of both academic achievement and overall well-being among high school students. Research conducted with low-income youth (Vacek et al., 2010) found a substantial correlation between hope and subjective well-being. Across several sample groups, it is evident that hope consistently predicts happiness. The finding is noteworthy as it pertains to the demographic of young individuals who are now in the early stages of considering their future professional paths and personal aspirations. The psychological well-being of the investigated student group is likely to be influenced by hope, since they are regarded to possess typical psychological features.

Another finding indicated that, alongside hope, the effect of the love character had a positive effect on subjective well-being. The investigation of love can be observed in various literature works, focusing on character strengths, particularly attachment and occasionally support from society. Love and Murdock (2004) found a positive correlation between secure attachment and well-being, while Karreman and Vingerhoets (2012) found a negative correlation between anxious attachment and well-being. Adolescents can cultivate a sense of mutual love and compassion for their overall emotional health by adopting a non-anxious attachment style. They undergo a phase in which they have the ability to articulate their emotions. This resource is really beneficial for enhancing levels of wellbeing. Adolescents that have loving parents tend to have higher levels of wellbeing and stronger emotional connections (Baril et al., 2007). Furthermore, research has revealed that loving and passionate relationships serve as strong markers of overall life happiness and fulfillment (Kim & Hatfield, 2004). From this standpoint, it is possible that the various manners in which individuals have experienced love and been loved in the past have positively influenced the overall welfare of the participants. Adolescents can experience love in different ways, either through social support or attachment processes. These distinct patterns of experiencing love can have an important effect on their overall well-being.

The study considered the zest as a noteworthy factor, in addition to the hope and love. Like the previously mentioned study, Brdar and Kashdan's (2010) research found significant and overwhelmingly positive connections between all types of character strengths and wellbeing. A separate study found that zest, evaluated through measures of vitality, vigor, and activity, has a vital role in improving psychological well-being (Swencionis et al., 2012). According to the study conducted by Ryan and Frederick (1997), there is a correlation between having an optimistic outlook on life and experiencing vitality, psychological stability, and physical well-being. Zest exhibits a favorable correlation with physical health, psychological well-being, and life happiness, while displaying a negative correlation with depression and anxiety. These studies emphasize that the energy levels, activity levels, and zest of young individuals often indicate their state of wellbeing. Researchers have concluded that there is a correlation between happiness and zest among high school students, similar to the connection between love and daily life.

Despite a small amount of explained variance, it was found that the intensity of gratitude significantly and robustly predicted subjective well-being. This is consistent with the findings documented in the literature (Froh et al., 2009; Toussaint and Friedman, 2009). The term "Being grateful for oneself" is commonly employed in

Turkish society in order to emphasize the notion of gratitude. This characteristic is highly regarded and strengthened as an indication of positive emotions, even in the most basic forms of interaction and connections between adults and high school pupils. This mindset is commonly recognized in Turkish society, characterized by the belief in finding satisfaction in one's own possessions and striving for happiness without desiring what others possess. This situation has the potential to foster unity within society and evoke a feeling of inclusion. Research suggests that Turkish high school students who were raised in a such society that values gratitude may experience a positive influence on their subjective well-being.

Certain character strengths might have negative effects on one's well-being, despite their inherent benefits. For instance, the effect of curiosity on life satisfaction and happiness can either be negative (Proctor et al., 2011) or have no impact on the model (Toner et al., 2012). However, in this study, curiosity was not included as a predictor variable. Individuals may not assign equal importance to different character strengths, and the ability of character strengths to predict life happiness may differ between cultures (Peterson et al., 2007). Turkish culture may have different determinants of well-being compared to other cultures. The model identified forgiveness as a factor with the lowest ranking, and it was observed to have a strong negative correlation with subjective well-being, exhibiting a very low variance. The potential variation in forgiveness practices between eastern and western cultures suggests that the distinctive child-rearing approaches and the significance attributed to forgiveness within Turkish culture may have played a role in this outcome (Suwartono et al., 2007). Furthermore, it is worth considering the presence of additional elements, such as uncertainty avoidance and power distance, which are associated with forgiveness and can account for cultural variations in forgiveness, particularly within the framework of parenting (Lennon, 2013). Furthermore, based on subsequent life experiences, forgiveness can be a trait that necessitates a more developed perspective on relationships and may become more evident. Given that forgiveness necessitates life experience and emotional maturity, it is apparent that its absence in young individuals could have adversely affected their well-being in this particular study.

Resilience

The resilience total score was predicted by the strengths of perseverance, hope, perspective, creativity, love of learning, social intelligence, forgiveness, zest, leadership, self-control, and curiosity. The character strengths that were shown to be the most significant are hope, perseverance, and perspective. The strengths of perseverance and a strong desire for learning were shown to be indicators of the "determination" aspect of resilience. The sub-dimension "Initiative and communication" was found to be predicted by the sense of beauty and excellence, as well as perspective strengths. The strengths of hope and originality were prominently displayed in connection to the "self-efficacy and hope" sub-dimension. Ultimately, optimism and a perspective were identified as the most significant predicted character strengths for "problem solving skills."

Several studies have additionally confirmed the finding that perseverance is one of the elements that predict resilience in this particular study. The aforementioned research indicate that persistence is crucial in overcoming barriers (Houston, 2010), is a key factor in developing resilience (Ewert & Yoshino, 2011), and has a significant impact on resilience from a young age (Powers, 2008). Resilience refers to the ability to adjust constructively when faced with adversity. Perseverance, on the other hand, is a specific form of resilience. It is crucial to emphasize that the stages of seeking assistance, addressing issues, contemplating, and achieving self-recovery are integral components of the perseverance process (Powers, 2008). Given that these characteristics are associated with facing challenges in life, it is evident that persistence has a positive influence on resilience. Persistence, which effects resilience, may involve a challenging process.

The findings indicated that the hope had the capacity to predict resilience. According to Lloyd and Hastings (2009), hope strengthens resilience. The resilience of adolescents may be enhanced when they possess a belief that the obstacles encountered throughout their high school years can be overcome, provided they put effort towards this goal, and draw upon their previous experiences as a source of assistance in coping these challenges. Research has established that hope has an impact on coping strategies (Stanton et al., 2002). Additionally, it has been found that those with high levels of hope experience a decreased stress response and a more successful emotional recovery (Ong et al., 2006).

Another important predictor of resilience was the perspective strength. Hartman (2000) identified the perspective as an indication of resilience and overall well-being. Considering this, resilience is a crucial attribute from various standpoints. The impact of the perspective and its associated elements on young individuals' reactions remains uncertain and requires additional investigation (Peterson & Seligman, 2004). The ability to see things from many perspectives can be a valuable asset that needs to be cultivated in various aspects of life, such as the capacity of

young individuals to forgive. Nevertheless, the results of this study regarding the effect of perspective on prediction can be regarded as a novel contribution to comprehending the resilience of young individuals.

The strengths of hope, creativity, perseverance, humility, love of learning, perspective, and spirituality were identified as important factors in predicting the "self-efficacy and hope" aspect of resilience. The subscale of "self-efficacy and hope" contains items that contribute to one's self-esteem and sense of hope. When examining the studies conducted from this viewpoint, certain results emerge, such as the gradual decrease of hope and self-esteem in adolescents over time (Heaven & Ciarrochi, 2008), or the positive correlation between hope and self-esteem (Tsuzuki, 2012). An argument may be made that the interaction between hope and self-esteem is crucial in predicting resilience. Therefore, while assessing and fostering resilience, it is important to consider both hope and self-esteem. The study may have revealed the predictive capacity of hope, as it serves as the linking element between the "self-efficacy and hope" sub-dimension and the hope character strength. The study conducted by Rego et al. (2009) revealed that creativity, an important predictive variable, interacts with hope, and that hope has the ability to impact the generation of innovative solutions to obstacles. Hope might potentially foster the inclination of young individuals to openly articulate themselves, thereby aligning with their need for autonomy. Adolescence is frequently associated with heightened cerebral growth. It is believed that students' distinctive qualities, such as their ability to think independently and solve problems, will predict their levels of "hope and self-efficacy." It can be asserted that the connection between creativity and hope/self-efficacy has an effect of some sort.

The character strengths of hope, multidimensional perspective, self-control, forgiveness, creativity, prudence, and appreciation of beauty and excellence were identified as predictors of the "problem solving skills" aspect of resilience. The literature emphasizes the importance of perspective in problem-solving (Staudinger et al., 1998). Expanding the vision can lead to the development of alternative solutions. This tool is essential for problem-solving in this manner. Research conducted by Chang (1998) indicates that hope has a significant impact on an individual's capacity to approach problem-solving in a productive and logical manner. Students with high expectations tend to perceive problems in a positive way. They have the potential to generate innovative and unforeseen solutions as a consequence. Furthermore, they may address challenges with greater determination due to their continuous hope.

The variable of "determination" was strongly predicted by the strengths of perseverance and love of learning. The study conducted by Lundman et al. (2007) evaluated perseverance, a component of resilience, in relation to the ability to overcome adversities. The similarity is believed to foster persistence, which in turn cultivates determination. It is hypothesized that determination may lead to the development of perseverance, which ultimately affects resilience. The study found a significant correlation between the predictor variable of love of learning strength and activities that involve perseverance, such as using the internet, reading books, and going to the movies (Ruch et al., 2010). The research incorporates determination subscale items that encompass behaviors necessitating determination, such as productive study. Thus, cultivating a profound love of learning can foster a heightened sense of determination.

The character strengths that predict resilience in the "initiative and communication" sub-dimension include multidimensional perspective, appreciation of beauty and excellence, zest, creativity, curiosity, open-mindedness, social intelligence, leadership, gratitude, love, and forgiveness. Peterson and Seligman (2004) argue that having a strong perspective enhances one's ability to listen and communicate ideas. The significance of these traits as crucial communication skills may have influenced this sub-dimension. Furthermore, the heightened sensitivity to experience during adolescence contributes to the formation of a unique viewpoint (Staudinger & Pasupathi, 2003). During the high school years, young people have a greater capacity to be open to new experiences compared to elementary and secondary school. This increased receptiveness may have influenced their qualities of initiative and communication, leading to a broader perspective.

Engagement in cultural activities had a positive correlation with the capacity to recognize and value beauty and excellence, which is also a significant predictor (Ruch et al., 2010). This study suggests that participating in extracurricular social activities such as sports, music, and theater, as well as having a love for beauty and excellence, may be linked to the development of character strength. These activities are considered to be indicative of initiative and effective communication.

Academic Achievement

The love of learning, spirituality, zest, leadership, perseverance, curiosity, and forgiveness were strong predictors

of academic achievement. The primary strengths were a strong inclination towards love of learning, a deep sense of spirituality, and zest, listed in order of importance. Zest had a detrimental effect on academic success, while other elements had a positive effect. The presence of a strong inclination towards love of learning was identified as a factor that significantly and favorably influenced academic achievement. This strength, encompassing qualities such as an enthusiasm for acquiring new knowledge, maintaining composure in the midst of difficulties, and recognizing effective learning methods, is a very advantageous characteristic for teachers when observed in their pupils and fostered by educational institutions (Covington, 1999; Peterson & Seligman, 2004). This is in addition to research that have found no correlation between both factors (Mason, 2008). Students may have cultivated their potential for a love of learning through educational direction, so enhancing their academic achievements in schools. The success may have also been enhanced by teachers' promotion of learning habits such as attentive engagement in lessons and self-directed study. In addition, fostering children's enthusiasm for acquiring knowledge through inventive approaches that perceive learning as a dynamic progression, such as instructing them on effective learning techniques in educational settings and promoting lifelong learning, could enhance their academic achievements.

Spirituality, another predictive strength, was identified as the second predictor of academic performance. According to Johnson (2008), research examining the relationship between spirituality and well-being highlights that spirituality has a positive influence on both academic performance and overall well-being. Out of the 19 research examined in this topic, 16 of them (84%) have found a correlation between religion and engagement in religious activities and improved academic performance. In addition, Wood and Hilton (2012) observed that faith positively influences academic achievement by promoting excellence, equipping individuals to face challenges, and providing a sense of purpose by implementing academic strategies. According to the findings and existing research on character strengths (Peterson & Seligman, 2004), it can be inferred that the students of the research participants may attribute a spiritual meaning to their educational experiences. Additionally, in times of failure, they may turn to their spiritual beliefs for comfort and respond by praying. This could perhaps serve as a source of incentive for youth to excel in their academic pursuits. In addition, this course also explores subjects such as spirituality, ethical behavior, religious devotion, and a sense of meaning in life. Consequently, students may have prioritized academic achievement as their ultimate goal, driven by their religious beliefs, and their spirituality may have exerted a beneficial influence on their academic performance.

Additionally, it is crucial to acknowledge the study conducted on the advantages of hope, creativity, and zest. Zest, which refers to a state of feeling awake and energetic, is expected to have a positive impact on academic success. This is because it promotes alertness, energy expenditure, and high attention to academic activities, all of which are necessary for achieving success in education. However, it is noteworthy that Turkey's circumstances are exceptional in that there is a negative association between academic achievement and zest, which goes against the expected norm. The study conducted by Ergene (2011) highlights the specific issue of students in Turkey

facing significant pressure to get exceptional results on tests. This interaction could potentially be the underlying factor contributing to the adverse correlation between enthusiasm and academic performance. Furthermore, the power of hope produced comparable outcomes. This study contradicted the findings of previous studies (Chang, 1998; Ciarrochi et al., 2007) that suggested hope is a dependable indicator of academic achievement among high school students. The existence of obstacles that students encounter in their academic endeavors and efforts to prepare for their careers may have had a role in the absence of optimism as a predictive factor, similar to the negative impact of a lack of enthusiasm. Ultimately, it was determined that creativity did not serve as a predicting factor in this study. The school system in Turkey is often criticized for its lack of intellectual rigor. The omission of creativity as a predictive indicator could be attributed to the school system's inadequate emphasis on valuing creative thinking.

Perseverance and curiosity, two characteristics that are recognized to be linked to academic achievement, made positive and somewhat consistent contributions to the model. Perseverance is necessary for several endeavors, such as attending classes and adhering to regulations, which are crucial for achieving academic success throughout high school. Furthermore, one can contend that the potency of curiosity, including attributes such as acquisition of knowledge, anticipation of the future, and a fervent desire for further learning, is vital for academic success given these qualities.

Park and Peterson (2006) also identified a weak relationship between character strengths and academic achievement. Character strengths had a lesser degree of variability in predicting academic achievement compared to resilience and well-being in this study. This suggests that a student's character characteristics are strongly correlated with other positive aspects of their personal development, which are not related to academics.

The study revealed a substantial correlation between several character strengths and the positive development attributes of young individuals in Turkey, such as academic achievement, well-being, and resilience. These data further support the idea that character strengths are culturally applicable. Additionally, it was found that certain elements were more apparent in this study than in studies that included persons from other cultures when analyzed in light of cultural differences. Further research should consider different indicators as this study is limited to examining the impact of character strengths on particular positive youth development markers. Another limitation was that the participants exclusively consisted of high school students. Adolescents, namely those in secondary school, should be included in future research as the cultivation of character strengths-based positive youth development is crucial during early stages of life.

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