

1 Title :Evolution of Character Traits in Adolescents: A  
2 Cross-Sectional Study from Eastern India

### 4 **Abstract**

5 This study explores the development of character traits  
6 in adolescents, focusing on positive and negative  
7 attributes. A cross-sectional study was conducted  
8 among 64 adolescents aged 10-18 years from the  
9 Bharat Scouts in Eastern India. Our findings indicate  
10 that adolescents' self-perceptions change as they  
11 develop abstract thinking capacity around 12 years old.  
12 Positive traits like helpfulness, self-dependence, and  
13 respectfulness are valued across age groups, while  
14 negative traits like laziness, lack of confidence, and poor  
15 communication skills are common concerns. Life skill  
16 education and interventions can focus on building  
17 confidence, communication skills, and emotional  
18 regulation to foster healthy development.

### 20 **Introduction**

21 Adolescence is a critical phase of development, marked  
22 by significant physical, emotional, and social changes.  
23 During this period, individuals form their identities,  
24 develop relationships, and cultivate character traits that  
25 shape their future. Eudaimonia, a concept emphasizing  
26 meaning-making, self-realization, and growth, highlights  
27 the importance of positive development during

adolescence (Ryff& Singer, 2008). This study aims to investigate the evolution of character traits in adolescents from Eastern India, exploring both positive and negative attributes.

## **Methodology**

A cross-sectional study was conducted among 64 adolescents aged 10-18 years from the Bharat Scouts in Eastern India. A pretested questionnaire was used to gather data on self-reported character traits. The questionnaire included 3 positive and 3 negative points about the adolescent. The study was conducted at Eastern Railway Hospital, Liluah, Howrah, West Bengal in July 2025. Data was analysed using descriptive statistical methods like mean, mode median and frequency analysis.

## **Results**

Our findings indicate that early adolescents (10-13 years) value courage, being courteous, helpful, and self-dependent. Mid-adolescents (14-17 years) emphasize thinking skills, being respectful, responsible, and courteous. Late adolescents (above 18 years) prioritize positivity, decision-making ability, respectfulness, and responsibility. Negative traits reported by adolescents include laziness, shyness, specific fears, lack of

confidence, poor communication skills, and  
unmindfulness.

## Positive Traits

- Early adolescents (10-13 years): courage, being courteous, helpful, and self-dependent.
- Mid-adolescents (14-17 years): thinking skills, being respectful, responsible, and courteous.
- Late adolescents (above 18 years): positivity, decision-making ability, respectfulness, and responsibility.

## Negative Traits

- Early adolescents: laziness, shyness, specific fears, and lack of confidence.
- Mid-adolescents: poor communication skills, unmindfulness, fear of public speaking, laziness, and specific fears.
- Late adolescents: anger, overthinking, excessive emotion, unmindfulness, and laziness.

## Insights

- Adolescents' self-perceptions change as they develop abstract thinking capacity around 12 years old.

- Positive traits like helpfulness, self-dependence, and respectfulness are valued across age groups.

- Negative traits like laziness, lack of confidence, and poor communication skills are common concerns.

## Implications

- Life skill education and interventions can focus on building confidence, communication skills, and emotional regulation.

- Encouraging positive traits like helpfulness, responsibility, and respectfulness can foster healthy development.

## **Discussion**

The development of abstract thinking capacity around 12 years old marks a significant shift in adolescents' self-perceptions. Positive traits like helpfulness, self-dependence, and respectfulness are valued across age groups, indicating their importance in adolescent development. Negative traits like laziness, lack of confidence, and poor communication skills are common concerns, highlighting the need for targeted interventions.

## **Conclusion**

This study provides valuable insights into the evolving character traits of adolescents in Eastern India. Life skill education and interventions can focus on building confidence, communication skills, and emotional regulation to foster healthy development. Encouraging positive traits like helpfulness, responsibility, and respectfulness can promote positive development.

## Recommendations

1. Life skill education programs should be implemented in schools to focus on building confidence, communication skills, and emotional regulation.
2. Parents and educators should encourage positive traits like helpfulness, responsibility, and respectfulness in adolescents.
3. Targeted interventions should be designed to address common concerns like laziness, lack of confidence, and poor communication skills.

## **Limitations**

1. The study's sample size is limited to 64 adolescents from Eastern India.
2. The study's cross-sectional design provides a snapshot of character traits at a particular point in time.

## **Future Directions**

1. Longitudinal studies can be conducted to track the evolution of character traits over time.

2. Interventions can be designed and evaluated to promote positive development in adolescents.

## **References**

1. Ryff, C. D., & Singer, B. H. (2008). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies*,