

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

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Submission date: 10-Sep-2025 04:24PM (UTC+0700)

Submission ID: 2692519686

File name: IJAR-53751.pdf (44.79K)

Word count: 859

Character count: 5007

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

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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.

19

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

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

32

33 **Methodology**

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

44

45 **Results**

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

54 confidence, poor communication skills, and
55 unmindfulness.

56

57 Positive Traits

58 - Early adolescents (10-13 years): courage, being
59 courteous, helpful, and self-dependent.

60 - Mid-adolescents (14-17 years): thinking skills, being
61 respectful, responsible, and courteous.

62 - Late adolescents (above 18 years): positivity, decision-
63 making ability, respectfulness, and responsibility.

64

65 Negative Traits

66 - Early adolescents: laziness, shyness, specific fears,
67 and lack of confidence.

68 - Mid-adolescents: poor communication skills,
69 unmindfulness, fear of public speaking, laziness, and
70 specific fears.

71 - Late adolescents: anger, overthinking, excessive
72 emotion, unmindfulness, and laziness.

73

74 Insights

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

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

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

81

82 **Implications**

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

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

89

90 **Discussion**

91 The development of abstract thinking capacity around
92 12 years old marks a significant shift in adolescents'
93 self-perceptions. Positive traits like helpfulness, self-
94 dependence, and respectfulness are valued across age
95 groups, indicating their importance in adolescent
96 development. Negative traits like laziness, lack of
97 confidence, and poor communication skills are common
98 concerns, highlighting the need for targeted
99 interventions.

100

101 **Conclusion**

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

110 Recommendations

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

121 **Limitations**

- 122 1. The study's sample size is limited to 64 adolescents
123 from Eastern India.
- 124 2. The study's cross-sectional design provides a
125 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*,

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