

EXAMINE RELATIONSHIP BETWEEN PARENTING STYLE, LIFE SATISFACTION AND CHARACTER STRENGTHS AMONG ADOLESCENTS IN IBADAN

BY

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Abstract

Character strength is spreading like an epidemic, and it doesn't necessarily develop in a linear fashion. Despite extensive character strength research, this development is still ongoing. Effects of character strength on adolescents are linked to a number of psychosocial indicators. Investigating the emergence of character strength is important. The purpose of this study is to investigate the relationships among parenting practices, life satisfaction, and character strength among adolescents in the Oyo state capital of Ibadan. A descriptive survey research design was used for this study. Using a multi-stage sampling technique, 350 participants were chosen from five public secondary schools in the city of Ibadan. The participants' ages ranged from 11 to 24, with a mean age of 12.88 (SD: 8.46). Pearson Product Moment Correlation and multiple regression analysis were both used to test three research questions. The results showed that the observed character strengths' mean scores were ranked in order. The adolescents' most prominent character strength was found to be honesty (mean = 10.45, SD = 1.524). However, the adolescents' top five character traits included open-mindedness, honesty, love, and gratitude (mean scores ranged from 10.45 to 7.68). The bottom five qualities, with mean scores ranging from 4.87 to 5.07, were modesty, self-control, fairness, bravery, and zest. There was a positive and significant correlation between life satisfaction and six character traits ($r = .106^, .113^*, .112^*, .176^*, .124^*$, and $.229^*$; $p < 0.05$): open-mindedness, social intelligence, prudence, hope, humor, and spirituality. Together, life satisfactions and parenting style variables (warmth, hostility, indifference, and undifferentiated) significantly influenced the (R^2) values for wisdom and knowledge, courage, humanity, justice, temperance, and transcendence, which were 15.2%, 11.1%, 10.4%, 7.9%, 6.2%, and 4.9%, respectively. This finding suggests that positive parenting practices and a happy life should be organized to promote the development of character strength. Teenagers should be encouraged to use their character strengths for good. Additionally, school counselors need to work harder to train adolescents to develop strong character traits.*

Keywords: Parenting styles, Life satisfaction, Character strength, Adolescents

Introduction

Character traits or character strengths may develop unevenly, with some virtues or character strengths maturing while others grow slowly or not at all, for the majority of adolescents. Feelings, thoughts, and actions related to virtues may frequently be out of alignment, and character traits or character strengths may also develop at an uneven pace. As a result, adolescents have a unique profile of virtues (character strengths) at every stage of development, some of which may be more mature, stable, and useful than others. Psychologists, other social scientists, teachers, and practitioners are all very interested in adolescence and character development variations. Character traits have been conceptualized in recent character development research as falling into one of two categories (moral character or performance) (Lerner and Callina, 2014). Performance character is characterized by a mastery orientation and includes traits like tenacity, assiduity, grit, and zest. The ability of youth to pursue and define goals, make the best use of available resources, and develop compensatory strategies when initial efforts are unsuccessful is reflected in performance character measures, which closely resemble measures of intentional self-regulation (Freund and Baltes, 2012).

According to Berkowitz (2012), moral character is comprised of traits like justice, respect, and compassion that serve as the foundation for developing positive interpersonal connections and making moral decisions. Character and a person's capacity for understanding character constructs are hypothesized by Wang (2015) to manifest in various ways over the course of a person's life. Intentional self-regulation, which captures children's capacity to set and pursue constructive goals, is indexed with performance character, which is then measured. The characteristics that Wang (2015) describes are consistent with the objectives of represent internal resources that have the potential to be further developed through reciprocal relationships between the

activity participant and his or her activity context (Park and Peterson, 2016). Character is the amalgam of an individual's moral, emotional, and intellectual traits (Berkowitz, 2012). Their desire for and pursuit of good is a characteristic of adolescence, according to Park and Peterson (2016). Character strengths are the positive personality traits that encourage adolescents to live moral lives, to live in peace with their neighbours, and to excel in society as a whole (Park and Peterson, 2016). The process by which the content of virtue manifests itself may be viewed as the utilization, or application, of character strengths (Peterson and Seligman, 2014). Character strengths are essential to the development of a life lived in accordance with the principles of positive psychology because they are stable personality traits that support adolescents' growth and the realization of their potential. Adolescents have the capacity to make lasting changes to both the positive and negative aspects of their daily lives when character strengths are emphasized in their daily activities.

Parenting undoubtedly plays a crucial role in a child's transition from one stage of life to the next, from childhood to adolescence, and from adolescence to adulthood (Okorodudu, 2014). Parenting is a crucial component of a child's socialization. Therefore, it appears that parenting style is a crucial element that can have a significant impact on a child's character strength by providing moral justification for having a good or bad character to his or her peers (Yasmin, 2015). Life satisfaction is the state of being content with one's life overall. According to Veenhoven (2016), it is also frequently referred to as subjective wellbeing and happiness. The way a teen feels about where his or her life has been and where it is going in the future is how they define life satisfaction. It is a global, cognitive assessment as well as a well-being indicator. It also refers to the attitude one has toward their entire life (Bailey, Eng, Frisch, and Snyder, 2017). According to one definition, life satisfaction is a comprehensive cognitive evaluation of one's level of well-being. This evaluation is based on how individuals perceive their lives to be compared to how they actually are (Paschali and Tsitsas, 2009). Numerous definitions classify happiness as an affective phenomenon because life satisfaction involves an affective state of happiness. Accordingly, McDowell and Newell (2017) defined life satisfaction as a subjective evaluation of one's situation in relation to goals or an outside reference standard. Similarly, life satisfaction was described by Shin and Johnson (2018) as an overall evaluation of a person's quality of life in accordance with his or her chosen standards. Life satisfaction is more than just a verdict on one's life. Because it is widely believed to entail supporting, praising, affirming, or being content with one's life (Beutell, 2016).

Statement of the problem

The society has become morally blind, deteriorated and dead. The issue of deficient in character strength has become very controversial as the society has lost sense of character strengths. Many adolescent exhibit character deficits based on exposure to poor parenting styles. For instance, harsh and inconsistent parenting has been linked to conduct deficient character strength. Therefore, the scope of the character strength problem is greater than it first appears. Everything relating to the behaviors or attitudes that young people display today can be directly or indirectly attributed to poor parenting practices and a lack of life satisfaction. It is crucial to understand that adolescent character strength influences not only the adolescent but also society as a whole.. Given this gap, this study intends to examine parenting style, life satisfaction and character strength among adolescents in Ibadan metropolis.

Purpose of the Study

The purpose of this study is to examine parenting styles, life satisfaction and character strength among adolescents in Ibadan metropolis in Oyo state. Specifically the objective of the study is to:

1. Examine the dominant character strength observed among adolescents in Ibadan metropolis?
2. Investigate the joint contribution each of the independent variable (parenting styles, life satisfaction) and the dependent variable (character strength) among adolescents in Ibadan metropolis in Oyo state of Nigeria
3. Explore the relative contribution of each of the independent variable (parenting styles, life satisfaction) and the dependent variable (character strength) among adolescents in Ibadan metropolis in Oyo state of Nigeria

Research Questions

- 1) What are the dominant character strength observed among adolescents in Ibadan metropolis?
- 2) What is the joint contribution of the parenting styles, life satisfaction and the dependent variable (character strength) among adolescents in Ibadan metropolis?
- 3) What is the relative contribution of the parenting styles, life satisfaction and the dependent variable (character strength) among adolescents in Ibadan metropolis?

Methodology

In order to fulfill its objectives, this study used an ex-post facto descriptive survey research design. It is a research study in which a group of individuals, things, or objects are examined by gathering and analyzing data from a small number of individuals. Due to the researcher's lack of interest in treating the variables as they would be in their natural occurrence, this is used. Every adolescent in Ibadan metropolis, Oyo state, who is enrolled in school, makes up the study's target population. The subjects of this study are secondary school students in the city of Ibadan. Multi-stage sampling technique was used. There are five local governments in the Ibadan metropolis, and three of them were chosen through the use of stratified random sampling methods. The three participating LGAs were then used to select five public secondary schools. Using the purposive technique, five secondary schools were ultimately chosen from the three LGA in Ibadan Metropolis. Based on this, a conclusion was reached and generalizations about the study's population were made. Park and Peterson (2016) are the authors of the scale. The scale was modified to reflect the maturity of adolescent character. Each sub-scale had a value of 24 to represent the fifty eight (58) character strengths. Each of its 58 items is rated on a 5-point Likert scale from strongly agrees to strongly disagrees. The instrument's overall reliability, as measured by the Cronbach's alpha coefficient, is 0.82 in terms of its psychometric properties. The scale will be revalidated by the researcher, who will also report on its coefficient reliability. Parenting style were created by Robinson, Mandelco, Olsen, and Hart (2001). The scale was created to evaluate the parenting styles construct for this study. Currently, the mother (24 items) and father (24 items) scales are used to measure the dimensions of parenting styles. Using a four-point scale from strongly agree to strongly disagree, participants evaluated each response. The reliabilities are reported by Robinson et al. (2001) as follows: authoritative (=.86), authoritarian (=.82), and permissive (=.64). The researcher will revalidate the scale and report on its coefficient reliability. Dierner developed the Life Satisfaction Scale, a brief five-item test meant to assess an individual's level of overall satisfaction with their life. Respondents typically answer on a Likert scale, which usually only takes one minute of their time. Because the questions are open-ended, this scale is appropriate for adults from a variety of backgrounds.

The researcher requested permission from the school administration to distribute the questionnaire. The test was given to the students in the city of Ibadan. The researcher gave participants additional assurances regarding the privacy of the supplied information. Following participant completion of the questionnaire's items, questionnaires were distributed and collected. Descriptive and inferential statistics were used in the study to analyze the data. A frequency count was used to describe the respondents' demographic makeup. The relationship between the independent and dependent variables was examined using Pearson product moment correlation, and the impact of the independent variables on the dependent variable was examined using hierarchical regression analysis at the 0.05 level of significance.

Results

Research Question 1: What are the dominant character strength observed among adolescents in Ibadan metropolis?

Table 1: Mean and standard deviation of the 24 character strengths among adolescents in ranking order

S/N	Character Strength	N	Mean	Std. Deviation
1.	Honesty	350	10.45	1.524
2.	Love	350	8.12	1.238
3.	Gratitude	350	7.97	1.232
4.	Teamwork	350	7.79	1.355
5.	Open mindedness	350	7.75	1.152

6.	Prudence	350	7.68	1.331
7.	Persistence	350	7.58	1.424
8.	Forgiveness	350	7.58	1.397
9.	Social Intelligence	350	7.39	1.453
10.	Hope	350	5.43	0.787
11.	Love of learning	350	5.39	0.808
12.	Kindness	350	5.35	0.853
13.	Spirituality	350	5.32	0.856
14.	Appreciation	350	5.29	0.896
15.	Humor	350	5.27	0.864
16.	Leadership	350	5.23	0.920
17.	Creativity	350	5.18	0.886
18.	Curiosity	350	5.08	0.950
19.	Zest	350	5.07	0.973
20.	Bravery	350	5.04	1.011
21.	Perspective	350	4.99	0.947
22.	Fairness	350	4.90	1.126
23.	Self-regulation	350	4.87	1.157
24.	Modesty	350	4.87	1.053

Table 1 shows the distribution of the character strengths observed among adolescents in the study area using mean and standard deviation. The mean scores of the observed character strengths were rank ordered. Honesty was found to be the dominant character strength displaced among the adolescents (mean = 10.45, SD = 1.524). However, the top five character strengths exhibited among the adolescents were honesty, love, gratitude, teamwork and open-mindedness (mean scores ranging 10.45 – 7.68). While the bottom five strengths were modesty, self-regulation, fairness, bravery and zest with the mean scores ranging 4.87 – 5.07. Of, course, honesty involves authenticity and integrity among other things Speaking the truth but more broadly presenting oneself in a genuine way and acting in a sincere way; being without pretence; taking responsibility for one's feelings and actions can bring about positive character strengths among adolescents. Figure 1 shows graphical presentation of the distribution of character strengths among adolescents.

Research Question 2:

What connection exists between in-school adolescents in Ibadan's life satisfaction, parental styles (warmth, hostility, indifference/neglect, and undifferentiated rejection), and character strengths?

Table 2: Correlation between life satisfaction, parenting styles and character strength virtue

Variable	Wisdom and knowledge virtue					Courage virtue				Humanity		
	Cr	Cu	OM	LL	Pers	Br	Pers	Ho	Ze	Ki	Lo	SI
Life satisfaction	0.07 3	- 0.07 0	.106*	0.08 3	0.09 0	0.05 6	0.06 4	0.08 5	0.06 8	0.07 1	0.00 1	.113 *
Warmth	0.01 9	0.09 9	.174* *	.295* *	.130* *	.221* *	.285* *	.214* *	.205* *	.155* *	.247* *	.118 *
Hostility	0.01 2	0.01 5	0.03 5	0.08 5	.166* *	0.00 6	.109* *	0.09 1	0.05 7	0.02 3	.126* *	.107 *
Indifference/ Neglect	- 0.01 2	- 0.00 9	0.01 4	0.07 5	.107* *	0.00 8	.111* *	0.09 5	0.05 3	0.04 0	.146* *	.111 *
Undifferentiat	0.00	-	-	0.03	.114*	0.02	0.07	0.05	0.05	-	.111*	0.10

ed rejection	4	0.04 7	0.03 3	5	0	8	8	1	0.02 5	0		
Key: Cr = Creativity; Cu = Curiosity; OM = Open-Mindedness; LL, love of learning; Persp = Perspective; Br = bravery; Pers = persistence; Ho = Honesty; Ze = Zest; Ki = kindness; Lo = love; SI = social intelligence												
Variable	Justice			Temperance			Transcendence					
	TW	Fa	Le	Fo	Mo	Pru d	SR	App r	Gr	Hop	Hu m	Sp
Life satisfaction	0.05 9	- 0.03 8	0.06 7	- 0.00 5	0.04 6	.112 *	0.00 9	0.01 7	0.05 9	.176 **	.124 *	.229 **
Warmth	.136 *	- 0.03 2	.133 *	.194 **	.109 *	.179 **	.206 **	.332 **	.278 **	.271 **	.171 **	.183 **
Hostility	.158 **	- 0.03 7	.118 *	0.07 1	.186 **	0.03 3	0.05 9	0.01 1	0.05 9	- 0.00 5	- 0.04 0	0.01 0
Indifference/Neglect	.184 **	- 0.01 1	.135 *	0.09 5	.168 **	0.07 3	.112 *	- 0.00 8	0.04 9	0.00 0	- 0.01 7	- 0.01 8
Undifferentiated rejection	.133 *	- 0.05 7	0.10 4	0.03 9	.154 **	0.03 4	0.04 2	- 0.05 1	0.01 3	- 0.05 1	- 0.05 4	- 0.05 8

Keys: Tw = Teamwork; Fa = fairness; Le = leadership; Fo = forgiveness, Mo = Modesty; Prud = Prudence; SR = self-regulation; Appr = Appreciation of beauty; Gr = Gratitude; Hop = Hope; Hum = Humour; Sp = Spirituality;

To answer this question, responses from the adolescents were subjected to series of correlation analysis using Pearson Product Moment Correlation (PPMC). Here, relationship between life satisfactions, the four features of parenting style (warmth/affection, hostility/aggression, indifference/neglect and undifferentiated rejection) and the 24 character strengths variables were examined. The result is presented in table 4.3. Table 4.3 revealed that life satisfaction was positively and significantly correlated with six character strengths: open-mindedness ($r = .106^*$), social intelligence ($r = .113^*$), prudence ($r = .112^*$), hope ($r = .176^*$), humor ($r = .124^*$) and spirituality ($r = .229^*$); $p < 0.05$.

In parental style scale of four sub-scales, warmth was positively and significantly correlated with 21 out of the 24 character strengths indicated among adolescents ($p < 0.05$). While warmth was weakly and insignificantly correlated with creativity, curiosity and fairness strengths ($r = .019$, $.099$ and $-.032$ respective). This implies that adolescents who did not receive positive affection (warmth) from their parents were deficient in strengths of creativity, curiosity and fairness. The implication of this is that, parents who gave positive warmth/affection to their children, helped the children to develop strengths in Honesty, Love, Gratitude, Teamwork, Open mindedness, Prudence, Persistence, Forgiveness, Social Intelligence, Hope, Love of learning, Kindness, spirituality, Appreciation, Humor, Leadership, Zest, Bravery, Perspective, Self-regulation and Modesty. Hostility and indifference/neglect of parental style were weakly and insignificantly correlated with Honesty, Gratitude, Open mindedness, Prudence, Forgiveness, Hope, Love of learning, Kindness, spirituality, Appreciation, Humor, Creativity, Curiosity, Zest, Bravery, Fairness, and Self-regulation ($p < 0.05$). The implication of this is that, adolescents who were hostile and Unresponsiveness failed to develop the 17 strengths mentioned above. Surprisingly, hostility was positively and significantly correlated with perspective ($r = .166$), persistence ($r = .109$), love ($r = .126$), social intelligence ($r = .107$), teamwork ($r = .158$), leadership ($r = .118$) and Modesty (.186). The implication of this is that, adolescents still developed these seven character strengths despite the level of their parental hostility and neglect. This could be as a result of self-discipline and other factors which are beyond the scope of this study.

Research Question 3:

How much does life satisfaction and parenting (warmth, hostility, indifference/neglect, and undifferentiated rejection) encourage the virtues of character strengths (wisdom and knowledge, courage, humanity, justice, temperance, and transcendence) in in-school adolescents in the Ibadan metropolis?

Table 4.4: Summary of hierarchical regression showing the impact of life satisfaction and parental style (warmth, hostility, indifference and undifferentiated/rejection) on:

(a) Wisdom and knowledge of character strengths among in-school adolescents

Model		Coefficients B	Standardized coefficients Beta	Wisdom and knowledge virtue of character strength						
				T	Sig.	R	R ²	Adjusted R	ΔR ²	F
1	(Constant)	29.916		15.337	.000	.051	.003	-.003	.003	.454
2	Gender	-.247	-.042	-.773	.440					
	AGE	-.074	-.034	-.627	.531					
	(Constant)	28.423		13.190	.000	.100	.010	.001	.007	1.172
	Gender	-.198	-.033	-.618	.537					
3	AGE	-.062	-.029	-.530	.597					
	Life Satisfaction	.063	.087	1.613	.108					
	(Constant)	24.510		10.676	.000	.281	.079	.060	.069	4.201
	Gender	-.213	-.036	-.677	.499					
	AGE	-.048	-.022	-.413	.680					
	Life	.037	.050	.936	.350					
	Satisfaction									
	Warmth	.076	.194	3.587	.000*					
	Hostility	.128	.383	2.760	.006*					
	Indifference	-.022	-.057	-.492	.623					
	Undifferentiated Rejection	-.139	-.300	-2.336	.020*					

(b) Courage of character strengths among in-school adolescents

Model		Coefficients B	Standardized coefficients Beta	Courage virtue of character strength						
				T	Sig.	R	R ²	Adjusted R	ΔR ²	F
1	(Constant)	29.720		12.160	.000	.048	.002	-.003	.002	.408
	Gender	-.324	-.043	-.807	.420					
	AGE	-.070	-.026	-.476	.634					
2	(Constant)	27.824		10.305	.000	.100	.010	.001	.008	1.164

3	Gender	-.262	-.035	-.651	.516						
	AGE	-.056	-.020	-.378	.706						
	Life Satisfaction	.081	.088	1.635	.103						
	(Constant)	21.065		7.422	.000	.322	.104	.085	.094	5.645	.000
	Gender	-.450	-.060	-	.248						
	AGE	-.056	-.021	-.393	.695						
	Life Satisfaction	.021	.023	.440	.660						
	Warmth	.147	.301	5.638	.000						
	Hostility	-.002	-.005	-.037	.971						
	Indifference	.033	.069	.600	.549						
	Undifferentiated Rejection	-.008	-.013	-.103	.918						

To answer this research question, responses from in-school adolescents were subjected to hierarchical regression and the result is presented tables 4.4a – f. As shown in tables 4.4a - f, three models were examined: **Model 1** looked at the impact of demography variables (sex and age); **Model 2** looked at the influence of life satisfaction, while **Model 3** looked at the influence of warmth, hostility, indifference/neglect and undifferentiated rejection of parenting styles on the virtues of character strength (wisdom and knowledge, courage, humanity, justice, temperance and transcendence). Gender, age and life satisfaction showed no significant contribution on wisdom and knowledge, courage, humanity, and justice (see tables 4.4a - d) but showed a significant contribution in temperance and transcendence (see tables 4.4e and f only) in models 1 and 2. More importantly, variables of parenting style showed higher increase in R^2 in all the virtues of character strengths. In table 4.4f model 3, 15.2% (R^2) of the variance observed in transcendence strength can be accounted for by gender, age, life satisfaction, warmth, hostility, indifference and undifferentiated. While in table 4.4e model 3, 11.1% (R^2) of the variance observed in temperance strength can be accounted for by gender, age, life satisfaction, warmth, hostility, indifference and undifferentiated strengths. Also, table 4.4b model 3, 10.4% (R^2) of the variance observed in courage strength can be accounted for by gender, age, life satisfaction, warmth, hostility, indifference and undifferentiated strengths. In contrast, tables 4.4a, c and d, in model 3, 7.9%, 6.2% and 4.9% (R^2) respectively of the variance observed in courage strength can be accounted for by gender, age, life satisfaction, warmth, hostility, indifference and undifferentiated strengths.

Discussion

In response to research question one; the result shows that honesty was found to be the dominant character strength displaced among the adolescents and the top five character strengths among the adolescents in Ibadan metropolis were honesty, love, gratitude, teamwork and open-mindedness. This finding is in line with Miller (2019) who reported that indices or dominants of character strengths plays a role in arousing adolescents move to the level of displaying next level on personality characteristics and moral uprightness. Particularly, honesty, love, gratitude, teamwork and open-mindedness lead adolescents to realize development of character strength and mental development. This means honesty is one of the main points of character strength development. It also supports the findings of Niemiec, (2013) who found that honesty could act as a positive factor that could increase character strength development among adolescents. Also, McGrath, (2015) found that honesty; love, gratitude, teamwork and open-mindedness provide positive influence on adolescent character strength. Many theories speak of on honesty and character development, but less on character strength development. A study

(Littman-Ovadia, Lavy and Boiman-Meshita., 2016) of six samples from character strength- love, gratitude, teamwork and open-mindedness as most significant factors in character strength development among adolescent. Along with this, honesty plays a major influence on character strength development and honesty also impacted character strength development of the adolescents and emerging adults in school environment and at home. Littman-Ovadia and Lavy (2016) among first and second generation immigrants from US reported that gratitude and love with open mindedness were associated with character development. The study indicated that honesty was found to be a significant factor in character status. This also indicated that honesty increased positive relationship with character development. Niemiec (2013) reported on the honesty and humility is significant influence on student's character development.

In response to the second research question, two stated that among Ibadan in-school adolescents, there is a relationship between life satisfaction, parental style variables (warmth, hostility, indifference/neglect, and undifferentiated rejection), and virtues of character strengths. The findings indicate that open-mindedness and parenting styles were positively and significantly correlated with six character strengths, as were life satisfaction and other measures of life satisfaction. This result is consistent with the findings of earlier researchers (Harzer, 2016). The finding also enjoyed the support of Benish-Weisman (2015) and Benish-Weisman (2019) reported that levels of parental perspective-taking ability and child character strength development have been positively correlated with endorsement of warmth and hostility parenting practices and future exhibition of character strength. According to Froh (2011) reported that there is consistent relationships between indifference/neglect and undifferentiated rejection parenting and character strength. Abramson, Daniel and Knafo-Noam (2018), found that parenting styles to be closely associated with positive or negative character strength development among female adolescents. According to Abramson et al (2018) research, positive emotions have a moderating effect on character strength. According to one study, developing good character strength was positively correlated with greater life satisfaction. Character strength may be positively influenced by life satisfaction. Life satisfaction has been shown to have significant effects on young people's character strength (Lerner and Callina, 2014).

In response to third research question two stated that to what extent life satisfaction and variables of parental styles (warmth, hostility, indifference/neglect and undifferentiated rejection) promote virtues of character strengths (wisdom and knowledge, courage, humanity, justice, temperance and transcendence) among in-school adolescents in Ibadan metropolis. This finding is in agreement with the For instance, Wang (2015) found that students with high levels of life satisfaction tend to have higher character strength scores. According to the findings of this study, students' academic success is moderated by life satisfaction and its structural components. Students with higher levels of life satisfaction were better adapted to having strong character, according to a cross-sectional study by Yasmin (2015), have shown that good parenting practice and life satisfaction commit more acts of student character strength and have high self-concepts. They have great adjusting to academic outcomes and life at the later stage of their life. Veenhoven (2016), argued that positive parenting styles and life satisfaction is keenly interested in progresses of students wellbeing. There might be a complete presence of contact between the students and the character strength development. Peterson and Seligman (2014), on the outcome of life satisfaction for student's series indicates that students have a greater impacts and good relationship between character strength and life satisfaction. Similarly, Robinson et al (2001) reported that poor parenting styles and life satisfaction was linked to poor character strength and somatic disorders among first year college students. McDowel and Newell (2017) found a similar significant relationship between student character strength and life satisfaction. Students' character strengths and long-term educational goals were influenced by their level of life satisfaction. According to other studies on life satisfaction, emotional support is positively correlated with a variety of character strengths (Beutell, 2016).

Conclusion

This study was strengthened by the discovery that the character strengths of lingering in-school adolescents had seeped into the system. Therefore, this study has established a link between some variables and the character strength of adolescents. Among these are the effects of parenting practices and overall well-being on adolescents enrolled in school. The character strength of in-school adolescents in Ibadan needs to be changed, especially when interventions use the study's independent variables (parenting practices and life satisfaction).

Along these lines, effective character strength strategies should be created and distributed to both schools and the general public. When done consistently with the right encouragement from parents, the environment, and other stakeholders, the character strength will change for the better. This study has added to our understanding of how parenting practices and overall well-being affect how strong character in-school adolescents. This study has shown that parenting style and life satisfaction have a positive joint effect on the character strength of adolescents who are still in school.

Recommendations

In order to foster the development of strong moral character, proper parental supervision and behavioral modification of adolescents enrolled in school should be daily activities.

1. Children and wards should be raised with the proper morals and a strong sense of character, as this will help them behave in a way that is appropriate for the classroom, the surrounding community, and their larger society.
2. Introduction of the religious and moral education programmes in the senior high schools in Ibadan aimed at helping students cultivate some of these strengths is a good thing and should be encouraged and extended to the out of schools adolescents.

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