

Adolescents Corona Anxiety: The Relationship between Character Strengths and Family Social Support

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Abstract

Objective: The aim of this study is to determine adolescent coronary anxiety in the relationship between character strengths and family social support.

Method: The research method was correlational and the statistical population including 156 ninth and tenth grade students were selected by non-random sampling method (available) from District 4 of Tehran. Students responded to the Values in Action inventory of strength Scale of Park and Peterson (2006), Perceived Social Support- Family Scale of the Procidano & Heller (1983), and the Corona Disease Anxiety Scale of Alipour, Ghadami, Alipour, and Abdollahzadeh (2020).

Results: The results of multiple regression analysis showed that the predicting of corona mental anxiety is significant with the strengths of judgement, love of learning, honesty, zest, kindness, teamwork, forgiveness, and family social support. Predicting Corona physical anxiety, creativity, love of learning, bravery, kindness, social intelligence, teamwork, humility, hope and spirituality are significant. Love for learning, honesty, forgiveness, humility, hope, spirituality, and family social support are significant in predicting overall corona anxiety ($P < 0.05$).

Conclusions: The results showed that character strengths and social support family have an effective role in reducing corona anxiety and can provide the necessary support for adolescents in stressful situations.

Keywords: Adolescents, Corona Anxiety, Corona epidemic, Character Strengths, Social Support Family.

Introduction

An epidemic of the disease has existed throughout human history. But corona disease is so unprecedented that it has forced 4 billion people into social isolation (Sanford, 2020). The disease has affected communication, entertainment, social participation, life satisfaction and social support (Baiano, Zappullo, Group, & Conson, 2020) and has caused psychological and social problems and affected mental well-being and sleep quality (Aliakbari Dehkordi, Eisazadeh, & Agh-

janbaglu, 2019). In the study of mental health, the psychological effects of corona disease are increasing (Nobles, Martin, Dawson, Moran, & Savovic, 2020). Anxiety and psychological symptoms occur among children and adolescents due to the loss of curricula, lack of access to educational facilities and educational tools (Chawla, Sharma, & Sagar, 2020). Corona disease has many biological, emotional and physical aspects and has cultural and social consequences on children and adolescents (Dalton, Rapa, & Stein, 2020). Therefore, their well-being and problems during and after corona disease should not be forgotten. Such consequences are not limited to their health and well-being, but also affect other aspects of their lives, such as security, education and poverty (Joseph, 2020). Casali, Feraco, Ghisi, & Meneghetti (2020) showed

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signs of anxiety and depression in infectious diseases. One of the most common problems in childhood and adolescence is anxiety disorders that are associated with excessive fear, anxiety and behavioral symptoms (Alilou, Khanjani and Bayat, 2016). Feeling anxious, irritable, and helpless is logical in a catastrophe like a comprehensive and contagious disease (Shuchman, 2020). In the meantime, character strengths are like a shield against disease. Character strengths are positive traits in a person's feelings, behavior, and thoughts that include 24 strengths (Creativity, Curiosity, Judgement, Love of Learning, Perspective, Bravery, Perseverance, Honesty, Zest, Love, Kindness, Social Intelligence, Teamwork, Fairness, Leadership, Forgiveness, Humility, Prudence, Self-Regulation, Appreciation of Beauty and Excellence, Gratitude, Hope, Humor, Religiousness) and six virtues (wisdom and knowledge, courage, humanity, justice, temperance and transcendence). Which were presented by Peterson and Seligman (2004) in a coherent model of Values in Action (VIA) and the Classification of Character Strengths and Virtues (CSV).

Character strengths support the well-being of individuals as personal assets, especially in challenging situations. Niemiec (2019) points out that character strengths have three "adversity functions" that enable a person to grow in difficult conditions. buffering; Using character strengths can be a shield against problems (before adversity), reappraisal; Character strengths can help explain or interpret problems (during adversity) and Resilience; Character strengths support recovery and promotion (after adversity). Character strengths are traits that are ubiquitous, as opposed to anxiety and fear, which create feelings of loneliness. In general, it strengthens the sense of efficiency and self-confidence (Niemiec & McGrath, 2019).

The strengths of hope play a key role in the field of psychological problems. Hope, zest and leadership are associated with less anxiety and depression. Hope is negatively related to indicators of psychological anxiety and school maladaptation (Niemiec, 2013). Perseverance, Honesty, Prudence and love are less associ-

ated with externalization problems such as aggression (Park and Peterson, 2008). In addition to character strengths, family social support is another factor that plays a protective role against problems during adolescence. Social support is the possibilities that others create for the individual and create the awareness that the individual is respected and valued. Family social support is especially important during adolescence, which is associated with developmental changes (Jafari, Mohtashami, Alaei Karroudi, Mansouri and Rasouli, 2016). Adolescence is a critical period in a person's life in which poor mental health can jeopardize the development and potential future of adolescents (Wambua, Obondo, & Kumar, 2018).

Increased psychological symptoms of anxiety and depression have been reported worldwide, and hence, adolescent mental health concerns have increased (Dalen, Dierckx, Pasmans, & Aendekerk, 2020). Zhang, Liu, Jiang, Wu, & Tian (2020) stated that adolescents are more vulnerable when exposed to traumatic events, and corona disease can be a stressful factor for adolescents. Family social support can be one of the most common forms of adolescent support in such situations (Meng, Shuang-Jiang, Zhao-Chang, Li-Gang, & Hong-Jie, 2020). Support network is one of the most important resources to deal with change and has positive effects on adolescent development. Family-supported adolescents use more effective coping strategies and have positive effects on adolescent adjustment. While lack of family support is a risk factor in adolescent psychological problems (Hombros-Mendieta, Gomez-Jacinto, Dominguez-Fuentes, Garcia-Leiva, and Castro-Trave, 2012).

Due to the prevalence of corona disease and its changes in the personal, social, family and educational environment of adolescents and the resulting anxiety can be critical to adolescent mental health (Zhang, 2014). Therefore, it is necessary to pay more attention to individual positive factors and adolescent family social support. Character strengths with a focus on the positive aspects can help adolescents reduce worry, anxiety, and reassess problems (Rashid and McGrath,

2020) and influence recovery and promotion (Niemiec, 2019). In addition to strengths, it is important to pay attention to the social support of the family, because the family can have adaptive effects against the adolescent's psychological problems (Hombrados-Mendieta, et, al, 2012). This research seeks to consider adolescents' anxiety than corona disease according to their character strengths and family social support, how positive experiences and family social support prevent the psychological problems of adolescents' anxiety about Corona.

Method

The research method is correlational. Due to corona conditions, students responded to the questionnaires using WhatsApp available sampling method.

Statistical population, sample

The statistical population included ninth and tenth grade female students studying in Tehran's 4th district in the academic year of 2020- 2021. The statistical sample consisted of 156 students with a mean age of 15/66. Inclusion criteria, adolescents studying, not having specific psychological problems (according to the subject's comments, the school deputy and the teachers, whose similarity between the statements was the criterion), living with both parents and the criterion for leaving was not answering the questions of the questionnaire.

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Ethical statement

Initially, informed consent was obtained from students and they were assured that their information would be confidential. The purpose of the study was explained to them. They had the right to withdraw from the study.

Research instruments

Values in Action Inventory of Strengths scale (VIA-Youth): Inventory of 96 item of the summary form of the 198 scales of Park and Peterson (2006), which is suitable for the age group of 10 to 18 years. The scale contains 4 items for each strength and on the Likert

scale, 5 options are scored from very similar to me (5 points) to not at all like me (1 point). The scale has 24 strengths and six virtues. Scoring some questions is the opposite. Due to ethical considerations and the request of the American Positive Psychology site not to publish how to score, you can refer to the positive psychology site¹. McGrath and Walker (2016) state that the mean correlation between the main scale and the revised strengths scale is 0.82 (range = 0.70 to 0.92). The internal consistency of the adolescent strengths scale in the positive psychology site is between 0.69 and 0.95. Park and Peterson reported the adolescent strengths scale after 6 months using the re-test method from 0.46 to 0.71. In the research of Khosrojerdi, Heidari, Ghanbari and Pakdaman (2020) the scale was translated into Persian and re-translated and after confirming the accuracy of the translation was confirmed by expert and the concept of scale materials, it was prepared for implementation. In the study of psychometric properties of Cronbach's alpha by retest method from 0.60 to 0.97. The correlation coefficient of virtues and strengths with a time interval of 15 days is from 0.49 to 0.97. Convergent validity is the scale of character strengths with happiness from 0.14 to 0.57. The correlation coefficient of strengths and virtues with a time interval of 15 days was from 0.49 to 0.97. Convergent validity is the scale of character strengths with happiness and self-efficacy from 0.14 to 0.57. Virtues, wisdom, courage, humanity, justice, temperance and transcendence in confirmatory factor analysis of CMIN/DF, is from 1.74 to 3.85, of CFI from 0.90 to 0.95, of PCFI is from 0.67 to 0.78 and of RMSEA is from 0.04 to 0.82. In the present study, Cronbach's alpha for 24 strengths is 0.92.

Perceived Social Support- Family Scale (PSSFS): The questionnaire was developed by Procidano & Heller (1983). The scale has 20 items that are about perceptions, experiences and feelings that one has about the family. The scale has three options Yes (1), No (0) and I do not know (0). In questions 3, 4, 16, 19, 20, the

1- www.viacharacter.org

answer is no, the score is 1 and yes, the score is zero. Scores range from zero to 20. A higher score means more support. Procidano and Heller (1983) reported scale reliability with a one-month intervals of 0.83 and internal consistency of 0.90. Kazemi et al. (2018, quoting Bigler Mazlaghani and Gholami Afshar, 2019) reported with using structural method and exploratory factor analysis the KMO higher than 0.7 and its reliability 0.90. In the research of BiglarmeZlaghani and Gholami-Fasharaki (2019), its reliability was reported to be 0.92.

the Corona Disease Anxiety Scale (CDAS): The scale is made by Alipour, Ghadami, Alipour and Abdollahzadeh (2020). The 18-item scale has two factors. Questions 1 to 9 measure psychological symptoms and questions 10 to 18 measure physical symptoms. The instrument is scored in a 4-point Likert scale (never = 0, sometimes = 1, most of the time = 2 and always = 3). Scores range from 0 to 54. Higher scores indicate a higher level of corona anxiety in individuals.

Reliability with Cronbach's alpha for the first factor is 0.87, the second factor is 0.86 and the whole questionnaire is 0.91. The validity results with the total score of GHQ-28 questionnaire and the components of anxiety, physical symptoms, social dysfunction and depression are equal to 0.483, 0.507, 0.418, 0.333 and 0.269. In the present study, Cronbach's alpha for the first factor is 0.93, the second factor is 0.92 and the total is 0.92.

Results

Mean, standard deviation, and correlation matrix of the research variables of character strengths (12 strengths), family social support and corona anxiety for adolescents are shown in Table 1. The lowest mean of corona anxiety and the highest is teamwork and the lowest deviation standard is the spirituality and the highest is corona anxiety. Correlation coefficients between strengths and family social support are significant. But there is no significant relationship between corona anxiety with strengths and family social support.

Table 1. Mean, standard deviation and correlation matrix of research variables

Variables	M(s)	14	13	12	11	10	9	8	7	6	5	4	3	2	1
1.Creativity	15.64(3.25)		1												
2.Judgement	16.14(3.37)	0.46**		1											
3.Love of Learning	16.11(3.58)	0.50**	0.40**		1										
4.Bravery	16.74(2.74)	0.44**	0.47**	0.44**		1									
5.Honesty	14.83(3.14)	0.19*	0.34**	0.40**	0.39**		1								
6.Zest	14.88(4.07)	0.45**	0.45**	0.62**	0.39**	0.44**		1							
7.Kindness	16.80(2.66)	0.26**	0.50**	0.35**	0.45**	0.28**	0.39**		1						
8.Social Intelligence	16.10(2.7)	0.42**	0.48**	0.41**	0.47**	0.47**	0.55**	0.34**		1					
9.Teamwork	17.65(4.7)	0.17*	0.29**	0.23**	0.21**	0.17*	0.16*	0.24**	0.18**		1				
10.Forgiveness	15.99(3.30)	0.11	0.36**	0.19*	0.37**	0.34**	0.33**	0.47**	0.33**	0.28**		1			
11.Hope	16.28(3.22)	0.41**	0.47**	0.64**	0.49**	0.41**	0.66**	0.41**	0.53**	0.26**	0.25**		1		
12.Religiousness	15.82(0.03)	0.44**	0.55**	0.50**	0.50**	0.43**	0.50**	0.41**	0.48**	0.26**	0.31**	0.57**		1	
13.Family	12.65(5.25)	0.26**	0.10	0.27**	0.14**	0.33**	0.32**	0.02	0.30	-0.08	0.16*	0.20*	0.19*		1
14.Anxiety	9.92(7.57)	0.05	-0.05	0.07	-0.07	-0.13	-0.02	0.11	-0.08	0.14	0.11	-0.03	0.10	0.041	

Table 2. Results of Regression Analysis for Predicting Corona Mental Anxiety Based on Character strengths and Family Social Support

Predictive variables	b	SE	B	t	sig
Judgement	-0.27	0.14	-0.18	-1.98	0.04
Love of Learning	0.26	0.14	0.19	-1.92	0.05
Honesty	-0.46	0.14	-0.29	-3.24	0.001
Zest	-0.22	0.12	-0.18	-1.72	0.08
Kindness	0.35	0.18	0.18	1.89	0.06
Teamwork	0.21	0.08	0.20	2.53	0.01
Forgiveness	0.26	0.13	0.17	1.91	0.05
Family	0.18	0.08	0.19	2.29	0.02

In Table 2, the results of analysis of variance were performed by Backward method. The analysis was performed in eighteen steps, and in the first seventeen steps, seventeen strengths were excluded from the equivalent, respectively. In the eighteen steps of judgement, the love of learning, honesty, zest, kindness, teamwork, forgiveness, and perceived social support of the family as predictor variables remained equivalent. 0.18 of the variance of criterion changes in corona mental anxiety disorder is explained by predictor variables with $f = 4.06$ at the level ($P < 0.05$) is significant. The results of regression analysis are shown in the table below.

In Table 3, the analysis was performed in seventeen steps, in the first sixteen steps, fifteen strengths and

perceived social support of the family were excluded from the equivalent. In the seventeen steps of creativity, love of learning, Bravery, kindness, social intelligence, teamwork, humility, hope and spirituality remained as predictor variables in the equation. The coefficient of determination of the remaining variables with the corona physical anxiety criterion variable is 0.87 with $f = 114.68$ at the level ($P < 0.05$). The results of regression analysis are shown in the table below.

In Table 4, the analysis was performed in nineteen steps, in the first eighteen steps, eighteen strengths were excluded from the equivalent. In step nineteen, the strengths of love of learning, Honesty, forgiveness, humility, hope, spirituality, and family social support remained as predictor variables in the equation. The

Table 3. Results of Regression Analysis to Predict Corona Physical Anxiety Based on Character strengths and Family Social Support

Predictive variables	b	SE	B	t	sig
Creativity	0.16	0.07	0.07	2.17	0.03
Love of Learning	0.81	0.07	0.44	1.07	0.001
Bravery	0.44	0.09	0.18	4.88	0.001
Kindness	0.20	0.08	-0.08	-2.35	0.001
Social Intelligence	0.24	0.09	0.10	2.70	0.008
Teamwork	-0.09	0.04	-0.06	-2.24	0.02
Humility	-0.19	0.07	-0.09	-2.70	0.008
Hope	0.69	0.08	0.34	7.81	0.001
Spirituality	0.30	0.09	0.14	3.41	0.001

Table 4. Results of regression analysis to predict total corona anxiety based on character strengths and Family social support

sig	t	B	SE	b	Predictive variables
	1.14	0.16	0.49	7.17	0.001
	0.44	0.16	0.16	-2.65	0.009
	0.36	0.14	0.14	2.57	0.01
	0.34	0.16	-0.12	-2.09	0.03
	0.59	0.18	0.23	3.22	0.002
	0.63	0.18	0.23	3.35	0.001
	0.14	0.08	0.09	1.69	0.09

coefficient of determination of the remaining variables with the corona general anxiety criterion variable is 0.63 with $f = 35.03$ at the level ($P < 0.05$). The results of regression analysis are shown in the table below.

Discussion and conclusion

The aim of this study was to determine adolescent corona anxiety in the relationship between character strengths and family social support. The results showed that there is no relationship between corona anxiety with strengths and family social support. While there is a significant relationship between family social support and love of learning, honesty, zest, forgiveness, teamwork, creativity, bravery, humility, hope and spirituality. As Niemiec (2019) points out, character strengths protect the individual in difficult situations and by re-evaluating the problems, it provides improvement and promotion for the adolescence and increases her resilience. Having strengths and positive traits strengthens one's sense of efficiency and self-confidence (Niemiec & McGrath, 2019). Explaining the results, it can be said that the existence of strengths in the adolescent and awareness of them can help him to focus on his strengths in the face of various problems and diseases, including corona disease. Focusing on strengths and hopes has a double effect on improving mental health. On the other hand, family social support during adolescence plays an impor-

tant role in dealing with stressful situation that act as a shield for adolescent, which acts as a shield for the teenager.

Niemiec (2013) suggests that hope plays a key role in the field of psychological problems. Hope, zest and Honesty are negatively related to extraversion problems and psychological anxiety indicators, which in Table 2 showed that Judgement, love of learning, Honesty, zest, kindness, teamwork, forgiveness and family social support protect adolescents against psychological anxiety. Table 3 showed that creativity, love of learning, Bravery, kindness, social intelligence, teamwork, humility, hope and spirituality are associated with physical anxiety. strengths act as assets for the individual that can provide a safe environment for adolescents along with family support towards corona anxiety and prevent from the occurrence of psychological and physical problems. strengths are positive traits in feelings, thoughts, and behaviors that emphasize positive experiences and, by accompanying the family social network, can protect adolescents against the psychological symptoms of anxiety that indicate the prevalence of corona disease (Dalen, 2020). Zhang et al. (2014) suggested that traumatic events increase adolescent vulnerability. Therefore, in explaining the results, it can be said that the emphasis on positive individual and family characteristics has a moderating

role for adolescents against corona anxiety. Paying attention to things and planning for them in anxious situations helps the adolescent to pay attention to the positive aspects that cause positive emotions in him; Therefore, his thinking and creativity increase. While paying attention to the negative and anxious aspects makes him more prone to psychological problems and injuries. In addition, the family social support has value and respect for adolescent that It plays an important role in the sense of self-respect and positive self-esteem, which is a factor against corona anxiety. Corona disease can be a stressful factor for adolescents, and family social support is one of the most common forms of adolescent support in such situations (Meng,2020). Table 4 showed that the love of learning, Honesty, forgiveness, humility, hope, spirituality, and family social support predict general coronary anxiety. Support network and strengths are one of the most important resources to deal with changes and new situations that have a positive effect on adolescent development. As Hombrados-Mendieta, et. al. (2012) suggested, the adolescents who receive the most family support use more effective coping strategies and have positive effects on adolescent adjustment and it is one of the most important resources to deal with change. In explaining the results, it can be said that paying attention to the constructive relationship between parents and adolescents in stressful situations has a significant role in reducing adolescent anxiety and worry. Improving the relationship between parents and adolescents in terms of the positive aspects of life and the right conditions despite corona disease is a strong encouragement and reassurance for adolescents.

The character strengths and family social support are shielded against stressful situations such as corona disease during adolescence. Therefore, For the generalizability of such research, it is essential that adolescence be fully covered and that boys be included. On the other hand, paying attention to the different cultures of the country may include other strengths. Paying attention to character strengths, in addition to the protective role it plays for a person in stressful situations, is

also effective in a person's prosperity. Therefore, it is necessary to pay more attention to its role along with family social support in order to develop programs and interventions for adolescents in stressful situations. Adolescence is a time of development of different capacities and skills. Emphasis on strengths, in addition to its supportive role in stressful situations, provides the basis for self-acceptance, happiness and well-being of adolescents.

It is suggested that the role of gender be considered in future research. In addition, a training package based on effective strengths against Corona should be developed so that adolescents can benefit from strengths-based education versus corona. The use of strengths in parent-teacher interactions with adolescents can be a shield against corona anxiety, which is another suggestion of this study. Using a mobile application, in addition to creating an educational package, is one of the practical suggestions of the research.

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