

# The Impact of Positive Youth Development (5C) on the Wellbeing of Youth in Selangor, Malaysia

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## Abstract

This study investigates the impact of Positive Youth Development (PYD) attributes, specifically Competence, Confidence, Connection, Character, and Caring, which are together referred to as the 5Cs, on the overall well-being of young individuals. The research examines the impact of these qualities on the psychological well-being of young individuals in an educational context, using t-tests, correlation analyses, and regression analysis. Initial t-tests revealed that there were no statistically significant gender differences in well-being, which establishes a stable starting point for subsequent analyses. The correlation analysis demonstrated significant positive correlations between Confidence, Connection, Character, Caring, and well-being, with Caring exhibiting the most robust association. Surprisingly, there was no significant correlation found between Competence, indicating that its influence may be influenced by other characteristics. The regression analysis identified Caring as the most influential factor in predicting well-being, demonstrating a strong and positive impact. In contrast, Confidence had a negative beta, indicating intricate dynamics that could involve the influence of overconfidence effects. The regression model indicated that there was no significant predictive value of Connection and Character, despite a strong correlation. This suggests that there may be other unmeasured variables that are influencing the results. The results emphasise the need of prioritising emotional and interpersonal abilities in programmes aimed at fostering the well-being of young individuals. The findings support the implementation of a comprehensive strategy that promotes empathy and social relationships in addition to enhancing abilities and self-assurance. Future research should incorporate longitudinal designs and incorporate more objective measures in order to further comprehension of these linkages. This research enhances the field by highlighting the diverse effects of positive youth development (PYD) traits on well-being and advocating for holistic approaches to development that address the emotional and social needs of young people.

**Keywords:** Positive Youth Development, Wellbeing, 5Cs, Youth, Psychological Health

### **Introduction**

Positive Youth Development (PYD) is a fundamental psychological and social condition that is essential for defining the well-being of young people. Lerner (2009) states that Positive Youth Development (PYD) fosters a systematic progression that enhances the development of the "5Cs": Competence, Confidence, Connection, Character, and Caring. These characteristics aid in the adjustment and flourishing of young individuals as they progress into following stages of life. This concept highlights the importance of cultivating favourable relationships between young individuals and their immediate social communities. Recent studies, such as those conducted by Nor Ba'yah and Rusyda (2021), confirm that there is a positive relationship between the 5Cs of PYD (Positive Youth Development) and mental health. These studies imply that young people who score high on measures of well-being are more likely to have healthy psychological development. Studies have shown that positive youth development (PYD) not only helps young people cope with difficult situations but also improves their overall happiness and mental well-being (Damon, 2004; Lerner et al., 2005).

The sociocultural environment in Malaysia is always changing, which creates both distinct obstacles and opportunities for the development of young people. Selangor, being one of the fastest-growing regions in Asia, is a prominent hub for programmes aimed at developing the youth. This is mostly due to its diversified population and a substantial number of young people residing in the region. Studies that specifically examine the Malaysian youth frequently emphasise problems including insufficient employment, social isolation, and mental health difficulties. These findings indicate a pressing requirement for well-designed development programmes that are customised to address these specific circumstances (Ismail & Desa, 2013; Rahman et al., 2018). The absence of focused study poses a concern as it obstructs the capacity of policymakers and educators to execute programmes that adequately cater to the varied requirements of young individuals in Selangor. In addition, many studies have not adequately explored the interaction between the various elements of the 5Cs and their combined influence on the developmental paths of young persons from diverse socio-economic situations (Schwartz et al., 2010).

This study aims to address these disparities by conducting a comprehensive examination of how Positive Youth Development (PYD), with its diverse approach, impacts the welfare of young individuals in Selangor. The results are anticipated to provide crucial insights that can guide the development and improvement of policies and activities aimed at young people. This research will significantly enhance our comprehension of how cultural, economic, and social factors influence the efficacy of PYD interventions within the specific context of Malaysia. Through an examination of the distinct factors that contribute to overall well-being within the context of positive youth development (PYD), this study aims to not only contribute to scholarly discussions but also offer practical knowledge that can be used to improve policy-making and programme development. It is essential to adjust youth development practices in order to better cater to the requirements of Selangor's young. This will help in cultivating a future generation that is more resilient and successful (Thompson & Bowers, 2018).

In light of the above concerns, this study aims to look at the positive youth development elements (5c) on youth wellbeing with specific research questions as follows:

1. What is the level of positive youth development (5C) and well-being among youth in Selangor, Malaysia?
2. What are the differences in wellbeing between genders among youth in Selangor, Malaysia?
3. Is there any relationship between positive youth development (5C) and wellbeing among youth in Selangor, Malaysia?
4. What are the unique predictors of wellbeing among youth in Selangor, Malaysia?

### **PYD and Youth Wellbeing**

Positive Youth Development (PYD) is an approach that prioritises the strengths of young people instead of their weaknesses. It aims to provide a supportive atmosphere that facilitates their effective progress across different stages of development. The "5Cs" model, which is central to PYD, encompasses Competence, Confidence, Connection, Character, and Caring. These elements play a crucial role in fostering a comprehensive developmental experience. Studies suggest that these fundamental elements are essential for improving not just the personal skills of young individuals but also their social and academic achievements. Damon (2004) argues that Positive Youth Development (PYD) facilitates the cultivation of a sense of purpose and identity in young individuals, which are crucial indicators of their general well-being and future achievements.

The use and efficacy of PYD varied considerably across many cultural contexts. Within the culturally diverse region of Selangor in Malaysia, it is crucial for PYD programmes to be culturally sensitive in order to effectively cater to the unique requirements of the local youth population. The research conducted by Schwartz et al. (2010) indicates that it is essential to customise PYD frameworks to align with the specific cultural norms and values of a given community in order to achieve successful outcomes in these programmes. By integrating community values and social norms into PYD activities, the programmes can have a greater impact on Malaysian kids. This approach supports their social integration and mental health in a way that aligns with their cultural background

Extensive study has investigated the correlation between PYD and the psychological well-being of teenagers. Lerner et al. (2005) found a clear correlation between PYD's focus on positive relationships and settings and reduced occurrence of mental health problems, as well as increased levels of emotional well-being, in young people. Moreover, a research conducted by Geldhof et al. (2014) supports the notion that elevated levels of the 5Cs are linked to improved mental health results, such as decreased indications of depression and anxiety. These findings highlight the significance of PYD programmes in not only enhancing the psychological resilience of young people but also in enabling them to flourish in the presence of difficulties.

Although PYD has shown favourable results, further research is necessary, particularly in locations such as Selangor that have diverse demographics. Future research should prioritise investigating methods to maximise the efficacy of individual elements of positive youth development (PYD) across diverse demographic cohorts, taking into account factors such as socioeconomic position, gender, and cultural heritage. Thompson and Bowers (2018) propose the implementation of longitudinal research to gain a deeper understanding of the enduring effects of PYD on the welfare of young individuals. Furthermore, there is a demand for increased cooperation among researchers, practitioners, and policymakers to guarantee the

successful incorporation of PYD programmes into national and regional policies for youth development.

### **PYD 5C Components and Wellbeing**

Positive Youth Development (PYD) revolves around five essential elements referred to as the 5Cs: Competence, Confidence, Connection, Character, and Caring. Every one of these elements has a crucial function in fostering the general welfare and robust growth of young individuals. The initial component is competence, which encompasses the learning of skills and the capacity to function effectively in several areas, such as academic, social, and vocational situations. Competence is strongly associated with academic attainment and the ability to solve problems, both of which are highly important during the adolescent stage of development. A study conducted by Zimmerman et al. (2017) demonstrates that teenagers who acquire proficiency in effectively handling their educational and social responsibilities experience reduced levels of stress and more happiness in their academic and personal connections. This skill enables individuals to effectively traverse obstacles, so enhancing their resilience and mental well-being.

Confidence, which is defined by self-esteem and self-efficacy, enables young people to feel secure in their capabilities and to face life's obstacles with a positive attitude. Bandura (2012) emphasises that self-assurance boosts an individual's drive and tenacity, which are crucial for surmounting challenges and attaining personal objectives. Self-assured adolescents are more inclined to proactively initiate and participate in endeavours that promote additional development and acquisition of knowledge, thereby strengthening their perception of personal control and contributing to a more robust mental well-being. Furthermore, the third element, known as connection, pertains to the constructive relationships that young individuals establish with individuals and organisations, thereby offering assistance and cultivating a sense of safety. Establishing these relationships is crucial for fostering trust and creating a feeling of inclusion. Rhodes and Roffman (2009) observed that establishing robust relationships with family, peers, and the community can shield individuals from mental health hazards and improve emotional well-being. These connections serve as a vital support system for personal growth and stress reduction.

The fifth element of the 5C framework is character, which encompasses a strong moral compass and unwavering integrity. It plays a crucial role in shaping the decision-making process and promoting ethical behaviour among young individuals. Narvaez (2014) explores the correlation between a fully formed character and its impact on teenagers' ability to navigate social relationships, as well as its contribution to internal contentment and a sense of accomplishment. These factors play a crucial role in fostering self-esteem and general well-being. Adolescents who possess robust character traits are less prone to participating in hazardous activities and more inclined to make decisions that are consistent with favourable long-term results. Additionally, the final element, known as the emotional capacity to empathise with others, is crucial for establishing empathetic and supportive connections. According to Carlo et al. (2011), there is a correlation between caring and increased levels of prosocial behaviour. This, in turn, leads to improved peer connections and a boost in emotional well-being. Caring promotes the cultivation of empathy and compassion in young individuals, facilitating the development of emotional intelligence. This is of utmost importance for their successful integration into society and personal advancement.

The 5Cs collectively form a comprehensive framework that supports the Positive Youth Development (PYD) approach, highlighting the diverse aspects of youth development. Every

component is interconnected to strengthen one another, resulting in a sturdy foundation that promotes the health and prosperity of young individuals. Through the cultivation of these components, PYD programmes can correctly provide young individuals with the necessary resources for a prosperous transition into adulthood, characterised by sound psychological growth and a gratifying existence.

### **Gender Differences in PYD**

Studies suggest that gender plays a crucial role in shaping the growth of competence and confidence in young individuals. According to Vantieghem and Van Houtte (2016), girls frequently express lower self-confidence and view themselves as less capable in fields like mathematics and physical sciences that are typically dominated by males, even though their performance levels are similar. In contrast, boys often demonstrate greater self-assurance in their academic aptitude and physical talents, but they may not consistently align their self-perceived competence with their actual performance. This disparity indicates that PYD programmes should implement gender-sensitive strategies that promote self-efficacy and skill enhancement in areas where perceived disparities exist. Customised treatments of this nature can effectively reduce gender stereotypes and enhance self-assurance in several areas of study and engagement.

The factor of connection, which refers to the bonds that young people establish with their family, peers, and community, also demonstrates gender disparities. According to Rose and Rudolph (2006), females generally exhibit more developed relational abilities and prioritise the establishment and upkeep of social connections. These connections are essential for providing emotional support and promoting overall well-being. On the other hand, males frequently get advantages from social connections that prioritise shared activities rather than emotional interaction, which can influence the kind of support they seek and receive. PYD programmes can optimise their efficacy by cultivating environments that uphold and cultivate the inherent inclinations of each gender, while also promoting robust, nurturing connections that cater to their distinct emotional and social inclinations.

Gender differences often lead to distinct manifestations of character development, including variations in morality and integrity. Research has indicated that girls tend to exhibit behaviours that demonstrate better moral standards and ethical thinking more frequently than boys (Jaffee & Hyde, 2000). The disparity can impact the design of gender-specific PYD treatments, emphasising the enhancement of ethical decision-making and individual accountability. Promoting character growth through engagement in community service and leadership roles can be especially advantageous, since it enables young individuals to apply ethical conduct in practical situations.

The caring component, characterised by the ability to understand and share the feelings of others, is essential for fostering interpersonal connections and promoting the overall welfare of society. Studies continuously demonstrate that females frequently have a greater inclination towards empathy and caring behaviours compared to males (Mestre et al., 2009). This gender disparity underscores the necessity for PYD programmes to cultivate empathy, especially in males, while simultaneously bolstering and augmenting the innate empathetic capacities in females. Programmes that integrate cooperative learning and community engagement can effectively foster a compassionate attitude, supporting the development of essential emotional skills for both genders to succeed in varied social settings.

**Method****Participants**

The research was carried out in the state of Selangor, with a strong emphasis on a purposive sample of young participants. A cohort of 350 adolescents, ranging in age from 15 to 24 years, were chosen based on their participation in community and school-based Positive Youth Development (PYD) programmes. The participants exhibited a wide range of socio-economic backgrounds, educational levels, and engagement in various positive youth development activities. This ensured a thorough examination of how the 5C's influenced their well-being. The sample was divided into different groups based on gender in order to investigate potential variations in the influence of the PYD components across male and female participants. The presence of diverse demographic profiles for a comprehensive analysis of the variances in the 5Cs (Competence, Confidence, Connection, Character, and Caring) and their impact on the overall well-being of the adolescents. The selection criteria were determined by considering the extent of involvement in PYD efforts within the previous year, the willingness to engage in the study, and the representation of the youth population in Selangor. The involvement of individuals from both urban and rural regions of Selangor allowed for a comprehensive comprehension of the geographical and socio-economic elements influencing the results of PYD.

**Procedure and Measures**

The study began by reaching out to potential participants via email, offering them a detailed explanation of the study's goals and the steps involved. All participants provided informed consent, indicating their voluntary involvement and comprehension of the study's objectives and potential consequences. The study utilised a mixed-methods methodology, incorporating both quantitative and qualitative methodologies to comprehensively examine the impact of the 5Cs of Positive Youth Development on the well-being of young individuals in Selangor.

Participants underwent a structured quantitative survey specifically created to assess the levels of 5C. The surveys were conducted digitally and responses were submitted anonymously to maintain anonymity and minimise any response biases. After the initial survey phase, a specific group of participants was chosen for semi-structured interviews. The purpose of these interviews was to gain a deeper understanding of the youth's personal perceptions and experiences regarding their growth and well-being. This would provide additional context to the quantitative data.

**Positive Youth Development (5C)**

The *Positive Youth Development Inventory* (PYDI) was utilized to assess the 5Cs—Competence, Confidence, Connection, Character, and Caring—among youth. This comprehensive instrument contains 34 items, distributed across the five components to specifically evaluate each aspect of PYD. Respondents rated each item on a 5-point Likert scale from 1 ("Strongly Disagree") to 5 ("Strongly Agree"). The reliability of each subscale was confirmed with the following Cronbach's alpha values: Competence ( $\alpha = 0.85$ ), Confidence ( $\alpha = 0.88$ ), Connection ( $\alpha = 0.87$ ), Character ( $\alpha = 0.86$ ), and Caring ( $\alpha = 0.89$ ). These high alpha values indicate a strong internal consistency within each domain, ensuring that the inventory provides a reliable measure of the targeted development attributes.

**Well-being**

To assess the general well-being of the participants, the *WHO-5 Well-being Index* was employed. This index consists of 5 items that cover aspects of positive mood, vitality, and general interests, reflecting the participants' psychological well-being over the previous two weeks. Each item is rated on a 6-point scale from 0 ("At no time") to 5 ("All of the time"). The WHO-5 Well-being Index is noted for its simplicity and effectiveness in evaluating mental health and is widely used across various research settings. The reliability of the scale in this study was evidenced by a Cronbach's alpha of 0.92, indicating excellent internal consistency and making it a robust tool for measuring well-being in the youth population.

**Data Analysis**

The quantitative data collected in this study were analyzed using the Statistical Package for the Social Sciences (SPSS), Version 29.0. Initial data analysis included descriptive statistics to summarize the demographic characteristics of the participants and provide an overview of the data distribution. This was followed by Pearson correlation analyses to explore the relationships between the five components of Positive Youth Development (Competence, Confidence, Connection, Character, and Caring) and youth well-being.

To further understand the influence of each of the 5Cs on well-being, multiple regression analyses were conducted. These analyses allowed for the examination of the unique contributions of each component of PYD to the overall well-being of the youth, providing insights into which aspects of PYD are most beneficial in the context of Selangor. The regression models helped identify the predictive power of each of the 5Cs while controlling for potential confounding variables such as age, gender, and socio-economic status.

**Results and Discussion**

A t-test was conducted to compare the well-being scores between male and female participants. The results indicated that males reported higher levels of well-being ( $M = 3.30$ ,  $SD = 2.82$ ) compared to females ( $M = 2.88$ ,  $SD = 2.81$ ). The t-test revealed a statistically significant difference in scores;  $t(348) = 2.12$ ,  $p = .03$ , suggesting that gender may play a role in perceived well-being among the participants.

The results indicate a notable disparity in reported well-being between genders, with male participants achieving higher average scores compared to their female counterparts. This result is consistent with other research that has found gender differences in psychological well-being, with males often reporting higher levels of well-being than females (Nolen-Hoeksema, 2012). Several factors can contribute to this difference, such as social roles, stress levels, coping mechanisms, and cultural expectations (Hyde, Mezulis, & Abramson, 2008).

The substantial t-value provides evidence that gender-specific characteristics should be considered when developing interventions to improve well-being. Matud (2004) emphasises the significance of comprehending the distinct problems and experiences that male and female participants may face, and how these factors can impact their overall psychological well-being. The gender disparity in well-being is a crucial focus of psychological study and carries substantial implications for Positive Youth Development programmes. Customising these activities to specifically target the distinct requirements of each gender could contribute to narrowing the disparity in well-being, therefore promoting a more fair and impartial setting for all individuals (Zahn-Waxler, Shirtcliff, & Marceau, 2008).

Ultimately, this study contributes to existing literature by emphasising the discrepancies in well-being between genders. However, further investigation is required to better understand

the root causes and to develop effective approaches to mitigate these differences. Gaining a comprehensive understanding of the subtle distinctions between these variations is crucial for the creation of focused and efficient Positive Youth Development (PYD) programmes.

Table 1

*Difference in gender on wellbeing*

Variable	Average		t	p
	Male	Female		
Wellbeing	3.30	2.88	2.12	.03

Meanwhile, in Table 2, the analysis reveals a range of relationships between the 5C traits and the well-being of young people. The results indicate that there was no significant relationship between Competence and Well-being ( $r = .051$ ,  $p = .241$ ). This suggests that the mastery of skills and task efficacy may not strongly influence the subjective experience of well-being among the teenagers in this sample.

There was a strong positive correlation between confidence and well-being ( $r = .282$ ,  $p < .001$ ). This is consistent with the self-determination theory, which suggests that having a sense of autonomy and self-efficacy is crucial for one's psychological well-being (Ryan & Deci, 2000). The outcome emphasises the significance of cultivating self-confidence in young people as a strategy to enhance their overall life contentment and well-being. Similarly, there was a strong positive association ( $r = .264$ ,  $p < .001$ ) between the characteristic of reflecting youths' moral engagement and ideals and their well-being. This discovery aligns with the moral foundation theory, indicating that adhering to one's principles brings profound gratification and enhances overall feelings of contentment (Haidt, 2012).

The Connection, which refers to the social aspect of Positive Youth Development (PYD), had a strong positive correlation with Well-being ( $r = .291$ ,  $p < .001$ ). This finding provides evidence for the notion that positive interactions play a crucial role in promoting overall well-being. The social convoy concept highlights the significance of social assistance in effectively managing life's difficulties and improving the overall quality of life (Kahn & Antonucci, 1980). The highest relationship was found between the variables of Caring and Well-being ( $r = .422$ ,  $p < .001$ ), suggesting that empathy and compassion have a considerable impact on one's overall well-being. This aligns with the broaden-and-build idea, which suggests that happy emotions expand one's perception and stimulate innovative, diverse, and exploratory thinking and behaviours, so developing personal assets that improve well-being (Fredrickson, 2001).

The findings have major implications for PYD programmes. They propose that interventions targeting the enhancement of Confidence, Characteristic, Connection, and Caring can significantly enhance the well-being of young individuals. This data emphasises the necessity of comprehensive developmental strategies that take into account the complex and diverse aspects of well-being, going beyond simply acquiring skills to also incorporate emotional and social abilities.

Further investigation is needed to have a more comprehensive knowledge of the mechanisms by which these positive youth development qualities impact well-being. Additionally, it would be advantageous to investigate how these correlations might differ in other cultural settings or phases of development. Gaining insight into these dynamics can assist in customising positive youth development activities to better address the distinct requirements of various young populations. To summarise, the correlations discovered in this study provide a clear



understanding of the complex connections between positive youth development (PYD) traits and well-being. Empathy (Caring) and positive relationships (Connection) emerge as essential components in promoting a greater sense of well-being among young people. These insights offer a significant structure for creating focused strategies to promote the psychological and emotional well-being of young individuals.

Table 2  
Correlations among Study Variables

Variable	Wellbeing	
	<i>r</i>	<i>p</i>
Competence	.051	.241
Confidence	.282**	.001
Characteristic	.264**	.001
Connection	.291**	.001
Caring	.422	.001

N = 350, \*  $p < .05$ , \*\*  $p < .001$

The multiple regression analysis showed that the model explained 20% of the variation in Wellbeing ( $R^2 = .20$ , Adjusted  $R^2 = .196$ ), which was statistically significant,  $F(4, 245) = 24.467$ ,  $p < .001$ . The regression findings offer a detailed and subtle understanding of the connection between positive youth development traits and overall well-being. Surprisingly, there was a negative correlation between Confidence and well-being, which goes against previous studies such as self-determination theory that emphasises the significance of self-efficacy for well-being. The negative beta coefficient ( $\beta = -0.24$ ) implies that there may not always be a direct correlation between stronger confidence and greater well-being. This suggests that there might be a complex relationship between self-perception and well-being, which warrants additional exploration.

The characteristic did not exhibit a statistically significant correlation with well-being ( $\beta = -0.08$ ), hence questioning the assumption that moral principles and integrity have a direct impact on an individual's well-being. This outcome necessitates a re-evaluation of the significance of Character in individual pleasure and contentment, as the belief that robust ethical values result in greater well-being may not universally apply. The relationship between connection and well-being had a positive correlation, however it was not statistically significant ( $\beta = 0.12$ ). This implies that while social relationships are significant, they may not be the most influential factors in predicting well-being. This discovery suggests that the calibre of connections, rather than just their presence, may have a greater impact on an individual's well-being.

The variable of caring exhibited the most pronounced positive influence on well-being ( $\beta = 0.54$ ), suggesting that empathy and compassion play a substantial role in enhancing individual well-being. The significant relationship emphasises the significance of emotional connections and the capacity to understand and connect with others' feelings as a crucial factor in personal well-being. This aligns with theories that emphasise the impact of happy emotions on psychological health (Fredrickson, 2001).

The high  $R^2$  value of the whole model indicates that the PYD qualities, especially Caring, are crucial aspects to take into account when considering well-being. Nevertheless, since the model accounts for just 20% of the variability, it is probable that there are more factors that affect well-being and should be taken into account in future studies.

The findings of this investigation have significant ramifications for PYD programmes and interventions. It implies that although developing abilities and confidence is crucial, these factors alone are insufficient to guarantee one's well-being. Alternatively, cultivating a compassionate mindset and the capacity to establish significant relationships may be more advantageous approaches in enhancing the welfare of young individuals. This information is extremely helpful for educators, counsellors, and policymakers who are working to develop programmes that attempt to improve the overall psychological well-being of young individuals.

Table 3  
*Multiple Regression Results*

Variable	Wellbeing			
	B	SE. B	Beta, $\beta$	<i>p</i>
Confidence	-.95	.37	-.24	.11
Characteristic	-.03	.36	-.08	.93
Connection	.37	.20	.12	.06
Caring	1.67	.24	.54	.01
<b>R<sup>2</sup></b>	.20			
<b>Adjusted R<sup>2</sup></b>	.196			
<b>F</b>	24.467			

#### **Understanding the Varied Impact of Positive Youth Development Attributes on Well-being**

These data indicate an intricate correlation between Confidence and well-being. Contrary to conventional beliefs that associate higher self-esteem and self-confidence with improved psychological well-being, our findings suggest possible disadvantages to excessive confidence. Excessive self-assurance, such as overconfidence, can result in having unreasonable expectations or making poor decisions, which can have a negative impact on one's well-being (Kernis, 2003). This paradox emphasises the necessity of adopting a well-rounded strategy in cultivating self-assurance, guaranteeing that it is in harmony with one's actual capabilities and the feedback received from the surrounding environment.

Contrary to the widely accepted notion that competence and moral purity are crucial for overall well-being, our research suggests that these traits may not have significant direct effects on psychological health. This result implies that the connections between these traits and well-being may be less direct and influenced by other factors, such as social environment or individual variations in value systems (Lapsley & Narvaez, 2004). This highlights the intricacy of human development, where not all theoretically advantageous characteristics lead to enhanced well-being without the appropriate enabling circumstances.

Consistent with the wide body of research on the advantages of social connections and empathy, our results reaffirm the importance of Connection and Caring for overall well-being. These components are strongly connected to essential psychological demands for social connection and comprehension, which are crucial for preserving mental well-being and promoting overall life contentment (Baumeister & Leary, 1995; Decety & Jackson, 2004). Efforts focused on improving these facets of youth development are likely to be especially successful in fostering well-being.

The varying effects of the 5Cs on well-being reveal the interaction and essential incorporation of different developmental characteristics. The interplay among these components implies that a comprehensive approach, which takes into account the combined and mutually

reinforcing impacts of many developmental domains, is crucial for promoting general well-being (Lerner et al., 2005). This approach would not only focus on the cultivation of talents and character, but also highlight the significance of fostering compassionate attitudes and social connections.

The intricate results of this study emphasise the need for additional research, specifically in investigating the interplay between many qualities of positive youth development (PYD) and environmental influences in shaping well-being. Practitioners should prioritise the design of youth development programmes that not only emphasise skill and character development, but also strongly promote the growth of empathy and social ties. These elements are essential for guaranteeing that young individuals are not just skilled and self-assured, but also versatile individuals who can flourish in their personal and social spheres.

### **Limitations and Future Directions**

A significant constraint of the present study is its cross-sectional design, which prevents the establishment of causal correlations between the qualities of Positive Youth Development (PYD) and well-being. This design hampers the comprehension of the developmental paths over time and the potential impact of changes in the 5Cs on well-being in the long run. Future research could be enhanced by utilising longitudinal designs to monitor the evolution of positive youth development (PYD) characteristics and well-being throughout various phases of development (Schulenberg, Sameroff, & Cicchetti, 2004).

Another constraint is the possible absence of generalizability resulting from the particular demographic and cultural environment of the sample. The participants were selected from a very similar cultural background, which may not completely capture the intricacies of how positive youth development qualities interact with well-being in varied cultures. To improve the applicability of the findings, future research should involve more diverse samples that encompass a wider range of socioeconomic, ethnic, and cultural backgrounds (García Coll et al., 1996).

The study also extensively depended on self-report measures, which are vulnerable to biases such as social desirability or response bias. This has the potential to impact the precision of the documented levels of Confidence, Caring, and other Positive Youth Development (PYD) elements. By utilising various assessment methods such as observations and feedback from peers or educators, a more thorough and comprehensive evaluation of these traits can be achieved (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003).

In the future, it is important for research to investigate the mediating and moderating elements that could impact the connection between positive youth development traits and well-being. For example, investigating the interaction between environmental factors like family dynamics, school climate, or community support and positive youth development (PYD) components in influencing well-being could provide significant insights. Furthermore, investigating the possible non-linear connections or threshold effects among these characteristics could provide insights into more intricate dynamics that basic linear models could fail to consider (Fergus & Zimmerman, 2005).

### **Conclusion**

This study has provided useful insights into the correlations between Positive Youth Development (5C) attributes—Competence, Confidence, Connection, Character, and Caring—and the well-being of young individuals. The results emphasise the crucial impact of emotional and social factors, including Caring and Connection, on well-being. This highlights

the necessity of creating empathic and supportive situations for young people. The findings question certain conventional beliefs on the advantages of Competence and Confidence, prompting a more comprehensive reassessment of how these qualities interact in relation to overall well-being. As we further understand the intricate dynamics of youth development, it becomes more evident that a comprehensive strategy, which fosters a well-rounded development of all five core qualities (5Cs), is essential. This work enhances our comprehension of how different aspects of positive youth development (PYD) contribute to overall well-being. Additionally, it paves the way for future research to investigate these dynamics in a wider range of contexts and over a longer period of time. The knowledge acquired from this study can contribute to the creation of youth development programmes that are better suited to address the complex requirements of young individuals, thereby assisting them in attaining a more gratifying and mentally sound existence.

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