



Examining the Intersection of Five Cs and the Mediating Effects of Personality Traits on the Holistic Development of Adolescents

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Abstract

Adolescence is a pivotal stage for identity and goal exploration, necessitating a focus on holistic development and spiritual formation. This study examines the intersection of the “Big Five” personality traits—Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism—with the modified Five Cs of Adolescents Spiritual development—Calling, Character, Competence, Courage, and Community. Adapting the 5Cs by Geldhof *et al.* for Positive Youth Development and modifying it to fit the spiritual formation of adolescents, this study utilizes document analysis and observation of focus groups of adolescents in Bamenda across psychology, education, sociology, and theology. The research aims to determine the influence of these 5Cs2 and the mediating effects of personality traits on adolescent growth. The findings indicate notable correlations: Conscientiousness and Agreeableness are linked to positive Character and Community engagement; Openness correlates with an enhanced sense of Calling and Competence, suggesting a propensity for skill development; Extraversion relates to Courage and Community, reflecting a tendency towards sociability and challenging engagement. Neuroticism, however, shows a dual effect, posing hurdles for some while promoting introspection and empathy in others. These insights highlight the need for personalized approaches in supporting adolescents through their formative years, considering their distinct personality traits.

Subject Areas

Educational Technology

Keywords

Adolescence, Big Five Personality Traits, Five Cs2 (Calling, Character, Competence, Courage, Community), Development, Conceptual Analysis

1. Introduction

Adolescence is a critical phase of personal growth, marked by significant changes in cognition, emotion, and identity. This period is influenced by the Five Cs2 (Calling, Character, Competence, Courage, and Community) and personality psychology, which provides a framework for understanding individual traits. The Big Five Personality Traits, Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism (OCEAN), are studied as determinants of behavior, relationships, and life outcomes. This conceptual analysis aims to explore how the Five Cs framework influences adolescent development, while the Big Five personality traits serve as a mediator.

Research has shown that the development of adolescents' character, competence, and community involvement is influenced by their temperament and character traits [1]. These traits, particularly self-directedness, play a protective role in their well-being and psychosocial adjustment. Furthermore, Pedersen opines that the context in which adolescents engage, such as peer, school, and employment, can shape their competence and influence their self-esteem and delinquency [2]. Jalal *et al.* believe personality development programs, including those focused on motivation, leadership, and caring, have been found to positively impact students' character [3]. However, the mediating effects of personality traits on the holistic development of adolescents are also influenced by psychosocial stress, with acute stress partially mediating the longitudinal stability of conscientiousness [4].

The Background of this study stems from research on the Five Cs of positive youth development (competence, confidence, connection, character, caring) which highlights their role in various aspects of adolescent development. Årdal *et al.* carried out a cross-sectional survey of 997 adolescents from four upper secondary schools in Norway. However, only the characteristics of competence, confidence, and connection were found to be predictive of school satisfaction. These Cs mediate the relationship between school empowerment and satisfaction, with a stronger effect for females [5]. The limitation of this study showed that the study only focused on adolescents from four upper secondary schools in Norway, limiting the generalizability of the findings. The study used self-reported data, which may introduce bias or inaccuracies, and further research could explore the Five Cs of Positive Youth Development in different educational settings or different countries. That is why this study chose to modify these fives in Bamenda, Cameroon.

Abdul Kadir *et al.* in a similar study in Malaysia universities conducted a study with 400 undergraduate students from 15 different universities. The study employed a convenience sample and adhered to cross-cultural translation guidelines. The study identified confidence, connection, purpose in life, and hope as significant determinants of well-being among rising Malaysian adult university students [6]. The study has limitations in several areas, including the absence of investigation into the influence of gender, ethnicity, age, academic performance, and housing situations on the analyzed correlations. The study did not explore the possible

impact of additional variables on the connections between the 5Cs of Positive Youth Development (PYD), purpose in life, hope, and well-being, and the study did not consider the possible impact of cultural influences on the examined correlations. This study seeks to fill these gaps in high schools' adolescents in Bamenda, Cameroon.

In the same light, Conway *et al.* conducted another study with a collection of 672 Irish adolescents. The results of the confirmatory factor analyses showed that a five-factor model was a suitable fit for the data. The study provided evidence for the reliability and validity of the Five Cs model, with character and connection being particularly influential [7]. The investigation was constrained by the fact that there are still uncertainties regarding the structure of the model, indicating that some of the variables may represent the same underlying concept. The element of Caring regularly proved inadequate in predicting levels of contributing or dangerous behaviors, as well as distinguishing between groups with high and low depression scores. There is a need to scrutinize the items utilized to evaluate the concept of caring in the model of positive youth development (PYD).

Furthermore, Crocetti, Erentaitė, and Žukauskienė added to this by showing that different identity styles in adolescents are associated with variations in the Five Cs and civic engagement [8]. The study included 1633 adolescents aged 14 - 19 years (54.1% female), with a mean age of 16.56 years and a standard deviation of 1.22 years. The results showed that adolescents with distinct identity styles had substantial differences in all the Five Cs and in two kinds of civic engagement, specifically involvement in volunteering activities and youth non-political organizations. These studies collectively underscore the significance of the Five Cs in shaping adolescent development, with potential implications for interventions and support programs.

I have already established in this paper that the Five Cs of positive youth development (competence, confidence, connection, character, caring) have been foundational in understanding and promoting the well-being of adolescents [9]. However, there is a need to integrate spirituality into this framework, as it is a key factor in positive youth development [10]. This can be achieved by modifying the Five Cs to include calling, character, competence, courage, and community, which are all essential for adolescent spiritual development. These modifications can help address the gap in the current framework and provide a more holistic approach to youth development.

2. Methodology

This study employs a qualitative research design to conduct an in-depth investigation through Document Analysis, Focus group, and observations of adolescents in Bamenda of the intricate dynamics of adolescents' spiritual growth within the socio-cultural setting of Bamenda, Cameroon.

This paper utilizes a combination of observation, focus groups, and document analysis to examine the research question. Observational methods will allow the

researchers to directly witness the daily lives, behaviors, and interactions of adolescents in Bamenda to gain a nuanced, contextual understanding of how the Five Cs (Competence, Confidence, Connection, Character, and Caring) manifest and intersect within this population. Focus groups then provided an opportunity to delve deeper into the adolescents' perceptions, experiences, and perspectives regarding their Spiritual development and the role of personality traits in their holistic development. This led to the modification of the Five Cs to Calling, Character, Competence, Courage, and Community which is another Framework that can be term Five Cs2.

Additionally, the researchers conducted a thorough document analysis of relevant policy papers, program materials, media reports, and other texts to contextualize the observational and focus group data within the broader sociopolitical and cultural landscape of Bamenda. By triangulating these multiple data sources, the researchers can obtain a more comprehensive and valid understanding of the complex relationships between the Five Cs of Positive Youth Development (PYD) and the mediating role of personality traits, and overall thriving among youth in the Bamenda community, the subsequent modification of the Five Cs. The revised approach involves redefining each "C" to align with a spiritual context, encompassing concepts such as calling, character, competence, courage, and community. This multi-method approach has generated rich, contextualized findings to inform programs and policies aimed at fostering positive youth development in the region.

3. The Intersection of Five Cs and Personality Traits

A range of studies have explored the intersection of personality traits and the holistic development of adolescents. Tuce and Fako and Abdullah Işıklar in their respective studies both highlight the significant role of family context and personality traits in adolescents' satisfaction with life. Tuce and Fako found that positive interactions with parents and certain personality traits contribute to higher satisfaction [11], while Işıklar identified a negative correlation between loneliness and various dimensions of life satisfaction [12]. Tuce and Fako Carried out a study in 2014 on "Factors of Life Satisfaction in Adolescents". Their research sample consisted of 425 participants (200 female and 225 male). The average age of participants was $M = 18$ ($SD = 0.72$) [11]. According to their main findings, the family environment and the personality features of adolescents have a substantial impact on their overall life happiness. This holds for both boys and girls, but there are variations in the specific patterns observed between the two genders. Positive interactions with parents are crucial characteristics that provide protection. However, there are limitations from Tuce and Fako Study (The predictive variables account for approximately 50% of the variability in adolescents' contentment with life. Furthermore, Gender differences exist in the patterns of relationships between girls and boys.) which the Modified model of Calling, Character, Competence, Courage, and Community fills these gaps.

On the other, Isiklar study consisted of 448 secondary school students; 208 (46.4%) of them were male and 240 (53.6%) of them were female students. His main findings included The Multidimensional Student Life Satisfaction Scale exhibiting an inverse relationship with loneliness. The presence of obesity was found to have a negative correlation with feelings of loneliness in the group of individuals studied, and a negative link was observed between self-esteem and loneliness, as well as between the sub-dimensions (friend, school, environment, family, self) and loneliness. The observation and focus group on adolescents in some selected schools in Bamenda have indicated some of these findings. Emphasizing Calling, Character, Competence, Courage, and Community can fill these negative correlations with feelings of loneliness and negative links to self-esteem.

An earlier study by Bratko and Sabol emphasized the importance of fulfilling psychological needs, such as autonomy, competence, and relatedness, in predicting life satisfaction [13]. Koo added that self-esteem, hopelessness, and family income are also influential factors [14]. With a population sample of 1057 adolescents, data was collected through self-report questionnaires which were constructed to include satisfaction with life, self-esteem, hostility, and hopelessness. The data was analyzed using the SPSS program. The findings revealed that satisfaction with life in Korean adolescents includes self-esteem, hostility, hopelessness, school type, conversation with parents, monthly income of family, and religion. The modified framework for the Spiritual development of adolescents in Bamenda collectively explains a substantial portion of these variances in satisfaction with adolescents.

Tuce *et al.* in 2018 later in another study found that family adaptability and cohesion mediate the relationship between personality traits and life satisfaction, with neuroticism, extraversion, agreeableness, and openness to experience being significant predictors [15], while Suldo *et al.*, identified neuroticism as a significant predictor of life satisfaction, with openness, conscientiousness, and extraversion also playing a role [16]. Hirschi and Ramanaiah *et al.*, in different empirical studies both found that agreeableness and conscientiousness are closely related to interests, work values, and self-evaluations and that individuals with high life satisfaction have different personality profiles [17]. Heilmann further supported these findings, with a sample size (n = 5440) 7th-grade adolescents in regular schools. The methodology involves using data from the National Educational Panel Study (NEPS) showing that neuroticism is associated with poor self-rated health and low life satisfaction, while conscientiousness, extraversion, and agreeableness are linked to higher life satisfaction.

Earlier in 2011 Samuel O. Salami discovered a substantial correlation between personality variables and emotional intelligence in connection to the psychological well-being of teenagers [18]. Additionally, emotional intelligence was found to moderate the relationship between specific personality traits and well-being. Theo A. Klimstra conducted additional research to investigate the connection between personality qualities and the development of identity in late adolescence [19]. The

study revealed that alterations in these traits were associated with changes in dimensions of educational identity.

Luyckx *et al.* further expanded on this concept by recognizing that the Big Five personality traits serve as reliable indicators of the discovery of identity in adolescents [20]. Tetzner *et al.* further investigated these findings by studying how distinct learning contexts influence the growth paths of these characteristics during adolescence [21]. Raufelder *et al.* highlighted the impact “of acute stress, particularly negative social feedback, on the longitudinal stability of conscientiousness” [4]. Lastly, Gahlawat and Singh identified “a positive correlation between positive home environment dimensions and personality traits in adolescents” [22].

These studies collectively underscore the complex interplay between personality traits, environmental factors, and the holistic development of adolescents. It also indicates that personality traits have a substantial impact on the overall growth of Adolescents, and this relationship is influenced by emotional intelligence, educational contexts acute stress, and a positive correlation between positive home environments. However, this paper seeks to fill the gap in the Lerner *et al.* and Geldhof *et al.*, studies on positive youth development which focuses on Competence, Confidence, Connection, Character, and Caring by modifying the framework to another framework which includes Calling, Character, Competences, Courage, and Community (Five Cs2) examining the intersection of the modified five Cs2 (Calling, Character, Competences, Courage, and Community) and the mediating effects of personality traits on the holistic development of adolescents.

The existing literature on the Five Cs of positive youth development (competence, confidence, connection, character, caring) and their relationship with spiritual development in adolescents reveals several research gaps. While Haritha and Bowers *et al.*, both emphasize the importance of spirituality in predicting positive youth development outcomes [23], they do not specifically explore the role of spirituality in the development of the Five Cs. Buenconsejo and Datu highlight the positive correlation between religiosity, spirituality, and positive youth development, but do not delve into the specific impact on the Five Cs [24]. Xu underscores the significance of family, peer, and romantic relationships in the development of the Five Cs [25], but does not address the role of spirituality. Therefore, a gap exists in the literature regarding the specific influence of spirituality on the Five Cs of positive youth development. Further research is needed to explore this relationship and its potential implications for adolescent well-being.

The Modified Framework of Calling, Character, Competence, Courage, and Community (Five Cs2) can address the gaps identified by Haritha, Bowers *et al.*, Buenconsejo and Datu, and Xu in their studies on holistic and spiritual development of adolescents. This framework, which emphasizes the importance of a sense of purpose, moral and ethical values, skills and abilities, resilience, and social connections, aligns with the key factors identified in these studies. For example, it can help address the lack of a comprehensive approach to spiritual development

mentioned by Petersen, the need for a focus on character development [26], the exploration of spiritual development in affluent youth [27], and the call for education on the spiritual dimension during adolescence [28]. By integrating these elements, the Modified Framework can provide a more holistic and effective approach to adolescent development.

The modified framework for adolescents' spiritual growth centers around the concepts of Calling, Character, Competence, Courage, and Community. (Five Cs2) The objective is to fill the knowledge gaps in the field by employing a multi-disciplinary approach, practically implementing spiritual concepts, considering cultural significance, developing a foundation in neuropsychology, conducting long-term investigations, and giving real-world applications. The framework has the potential to connect the psychological, sociological, and spiritual aspects, facilitating an in-depth understanding of spiritual growth. Furthermore, it acknowledges the necessity for quantifiable benchmarks of spiritual growth, enabling adjustment to many cultural environments. The theory also tackles the lack of comprehension regarding the neuropsychological foundation of spiritual development, allowing longitudinal research to monitor spiritual progress over some time. Furthermore, it delves into the significance of faith in promoting resilience, specifically in facing difficulties.

4. The Five Cs2 and Adolescent Development

Scholarly evidence indicates that the notion of the five Cs is not a recent development within the realm of academics. Geldhof *et al.* have developed models for positive youth development. The primary areas of emphasis were Competence, Confidence, Connection, Character, and Caring. The primary focus of the scholarly work by Geldhof *et al.* is around the assertion that the Five Cs model, including Competence, Confidence, Connection, Character, and Caring, holds the potential to facilitate the advancement of positive youth development. This concept of Five Cs model according to Phelps *et al.*, has been determined to be a resilient framework during early adolescence, with consistency in its structure [29].

This model according to Geldhof *et al.*, is a component of a more comprehensive framework for promoting good development in young individuals, with a particular focus on nurturing their strengths [30]. Blum *et al.*, believe that the key objectives of early adolescence, such as active participation in education, ensuring emotional and physical well-being, fostering a good self-perception, and acquiring practical abilities, are also significant factors to take into account [31]. These findings highlight the importance of the Five Cs in fostering positive adolescent development.

The modified Five Cs concept, comprising Calling, Character, Competences, Courage, and Community, (Five Cs2) has the potential to facilitate the development of a sense of purpose, moral ideals, aptitudes, fortitude, and social affiliations. Numerous studies have established a correlation between these characteristics and a range of favorable outcomes, such as increased levels of life satisfaction,

well-being, and engagement in prosocial behaviors.

The paper emphasizes the Five Cs model as a strengths-based framework that prioritizes asset development and the promotion of positive outcomes, as opposed to solely mitigating bad outcomes [30]. The 5Cs model of Positive Youth Development (PYD) is a well-established concept that presents five psychological, behavioral, and social attributes that serve as indicators of optimal youth development. The five fundamental attributes of the 5Cs framework are Competence, Confidence, Character, Connection, and Caring [32]. The Five Cs concept has been linked to a range of favorable outcomes, such as increased levels of life satisfaction, well-being, and engagement in prosocial behaviors. This article aligns with Lerner's proposition that the presence of the 5Cs in a young individual leads to the emergence of a sixth C, namely contribution. This enables the young person to actively contribute to their development, their family, their community, and even the broader civil society. Where one differs from Lerner is that family and community should not be an outcome but rather should be the process of Adolescent development.

Lerner *et al.* assert in their scholarly literature that the Five Cs framework, encompassing Competence, Confidence, Connection, Character, and Caring, is grounded in the relational developmental systems theory. This framework is contingent upon the reciprocal and influential relationships that young individuals establish with their surrounding context [33]. Damon *et al.* and Lerner *et al.*, share the idea that the Five Cs approach is particularly pertinent in adolescent development, as it effectively fosters nurturing a sense of purpose, moral values, skills, resilience, and social relationships within the familial, educational, and communal spheres [34] [35].

Figure 1 illustrates the “Five Cs2 Framework for Adolescents’ Christian Spiritual Development.” It shows five key elements that are crucial for the spiritual growth of adolescents within a Christian context: It shows five key elements that are crucial for the spiritual growth of adolescents within a Christian context:

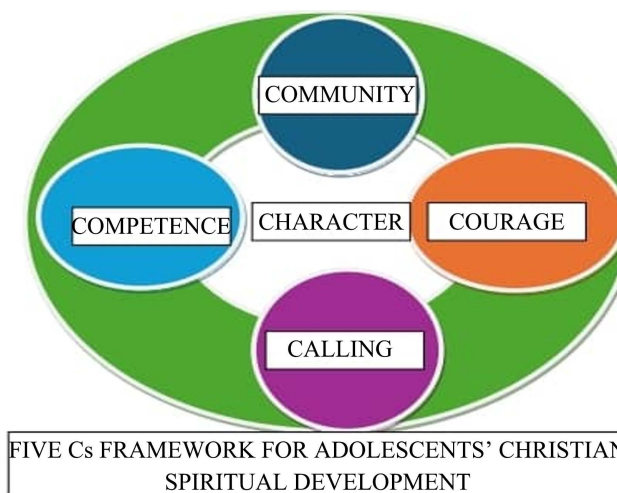


Figure 1. The modified five Cs model [36].

1) Calling: To reduce the chances of accepting a path that is not ordained by God, this element stresses the idea of finding and following God's purpose for one's life. It fosters the youngster's creativity and helps him/her to establish a voice of his/her own and to channel it positively.

2) Character: This element emphasizes human principles such as ethical standards, and good character to be embraced by students. It lays focus on the need to conduct oneself in a manner that is in line of Christian ethic.

3) Competence: This aspect raises concerns about ability and skills that mold humanity into positive members of society as well as promote healthy lifestyles. It gives great importance to the belief in dealing with everyday problems.

4) Courage: This aspect shows that there is so much importance in advocating for the rights one holds dear, not to mention in the face of challenges. They call special attention to the notion of experiencing the faith in ways that can often be unfriendly towards the faith itself.

5) Community: This relates to Section 1, where it became clear on the significance of belonging to the right group of people and endorsing faith, most notably about the future. The spirituality Experience map points out relationships and belonging as important factors that lead to spiritual growth.

To visually depict these five elements, **Figure 1** has been prepared. They are not in isolation but rather are complementary and interrelated to provide a comprehensive spiritual model. The following five Cs therefore need to be fostered amongst adolescents to produce responsible citizens who are capable of leading responsible productive and fruitful lives based on faith.

The Five Cs2 approach holds relevance in the context of adolescent development, as it facilitates the cultivation of a sense of purpose, moral values, skills, resilience, and social relationships. The cultivation of competence, confidence, connection, character, and caring has been identified as a means of fostering the acquisition of skills, resilience, and social relationships among teenagers, hence playing a crucial role in promoting positive youth development. The utilization of the Five Cs can additionally facilitate the cultivation of constructive self-perception and a cohesive sense of self-identity among adolescents.

Modifying the model, a novel framework is offered that places emphasis on another Five Cs2, namely Calling, Character, Competences, Courage, and Community. The revised model presented herein holds the potential to facilitate and enhance the process of adolescent growth and maturity in various significant manners. Let's examine the Five Cs and see how it can contribute to Adolescents development.

4.1. Calling and Adolescents Development

Calling is a concept that refers to a person's sense of being drawn to a specific vocation that aligns with their values and skill set, advances society, and is pursued with love and dedication. It is not part of the original Five Cs structure but is related to having a higher purpose in life. Research on the relationship between

calling and teenage growth, decision-making, career choices, and life happiness may be novel. Research on the relationship between calling and adolescent development has yielded interesting findings. Siler suggests that divine calling can significantly impact the identity development and purpose in the life of Christian adolescents [37]. This is supported by Praskova, who emphasizes the importance of career calling in emerging adults, particularly in the context of career decisions and goal-setting [38]. Rosa further explores the development of a calling, finding that positive experiences in a domain, engagement in learning activities, clarity of professional identity, and a supportive social environment can all predict the development of a calling [39]. These studies collectively underscore the significance of calling in the development of adolescents and emerging adults.

The incorporation of “Calling” inside the framework recognizes the significance of facilitating the exploration of purpose and passion among adolescents. There is a positive correlation between the presence of a sense of calling among adolescents and their inclination to participate in activities and pursue endeavors that are in line with their values and goals. This phenomenon has the potential to result in heightened levels of drive, dedication, and a more distinct feeling of purpose in one’s life. In the Bible, the concept of a divine calling or purpose is prevalent. For instance, Jeremiah 29:11 talks about God having plans for individuals plans to prosper them and not to harm them, plans to give them hope and a future. This aligns with the idea of “Calling” in the Five Cs2, suggesting that understanding one’s personality can help in discerning one’s unique purpose or calling as envisioned in biblical teachings.

4.2. Character and Adolescents Development

Character is an intricate and diversified concept that includes moral and ethical qualities, consistent behaviour, social and personal development, the ability to change and adapt, and the display of various virtues and strengths. Research by Baehr; Morales-Sánchez, Peterson, and Park. Introduce a four-dimensional character: moral, civic, intellectual, and performance, highlighting the significance of intellectual character education. In Morales-Sánchez’s study, the author explores the incorporation of character traits into management by suggesting a set of moral competencies that might be integrated into human resource management [40]. Peterson and Park both emphasize the significance of character strengths and virtues. Peterson offers a categorization of strengths and virtues and stresses the necessity of tools to develop good character.

Adolescence is considered a sensitive period for spiritual development, with adolescents being more responsive to spiritual exploration, conversion experiences, and enduring commitments [41]. According to Hekmati Pour, this can be experienced in Spiritual self-care in spiritual belief, experience, social-religious activities, and growth. Spirituality is a stable factor that contributes to higher subjective well-being and prosocial behavior in middle school adolescents [42]. Furthermore, spirituality is considered an internal developmental asset that has a significant

impact on character development during adolescence. For adolescent's character to be developed, it is good to be aware of how they perceive Spirituality. Kilicarslan Toruner *et al.*, found that adolescents perceive spirituality as love, respect, and the ability to think, analyze, and synthesize [43], while Aziz *et al.* highlighted the importance of self-compassion, self-disclosure, and spirituality in promoting mental health among orphanage adolescents [44]. These studies collectively emphasize the importance of spirituality and self-care in the well-being of adolescents. and its influence on the development of adolescents' character.

Seider and Lerner both emphasize the importance of character in promoting positive youth development [45], with Lerner specifically highlighting the role of mentors, skill-building opportunities, and participation in valued activities [46]. Malin further explores the developmental relationships between different character strengths, finding significant correlations between purpose and other key character strengths [47]. These studies collectively underscore the significance of character development in adolescence and the need for further research in this area.

Additionally, the new model places significant emphasis on the concept of "Character," which serves as a pivotal element, highlighting the cultivation of moral and ethical principles. Adolescents who cultivate robust character characteristics, such as honesty, integrity, and empathy, demonstrate an increased propensity to engage in ethical decision-making, effectively traverse arduous circumstances with perseverance, and actively contribute to the betterment of their communities. The Bible places a strong emphasis on moral and ethical character. Verses like Galatians 5:22-23, which describe the fruits of the Spirit, can be related to the development of character. The Big Five traits, such as agreeableness and conscientiousness, can be seen as secular counterparts to these spiritual virtues.

4.3. Competence and Adolescents Development

Research on the development of social competence in adolescents has highlighted the challenges faced by those with disabilities, with a need for more effective teaching methods and resources [48]. The role of parents in fostering social competence has also been emphasized by Agarwal *et al.*, with "higher parental involvement linked to greater social competence in adolescents" [49]. The multidimensional nature of social competence has been underscored, with dimensions such as social skills, self-regulation, and empathy being crucial [50].

Competence refers to a variety of qualities, such as learning and using skills and information, achieving good performance, adaptability, problem-solving, confidence in oneself, and being aware of sociocultural factors. The inclusion of "competences" inside the framework emphasizes the significance of gaining aptitudes and knowledge pertinent to the interests and aspirations of teenagers. The development of skills has the potential to enhance self-esteem, self-efficacy, and a sense of mastery, enabling adolescents to approach obstacles and capitalize on opportunities with a heightened level of confidence.

The inclusion of “competences” inside the framework emphasizes the significance of gaining aptitudes and knowledge that are pertinent to the interests and aspirations of teenagers. The development of skills has the potential to enhance self-esteem, self-efficacy, and a sense of mastery, so enabling adolescents to approach obstacles and capitalize on opportunities with a heightened level of confidence. The Bible encourages the development of skills and talents, as seen in the Parable of the Talents (Matthew 25:14-30). This idea correlates with the “Competence” aspect of the Five Cs², where developing one’s abilities is viewed as a form of stewardship or responsible management of the gifts God has given.

4.4. Courage and Adolescent Development

Research has consistently highlighted the importance of courage in adolescent development. Sovet *et al.*, and Park both emphasize the role of courage in career decision-making and personal growth [51], with Park identifying autonomy support, self-esteem, and cognitive reappraisal as key predictors of courage [52]. Courage is a complex concept that encompasses confronting fear, uncertainty, moral and ethical fortitude, resilience, social bravery, and both physical and psychological dimensions. It aligns with Erikson’s Autonomy vs Shame and Doubt stage, where adolescents develop a sense of control over their actions and gain confidence. The concept of courage can empower individuals to engage in strategic risk-taking, embrace opportunities for personal and professional development, and enhance their capacity for resilience.

The concept of “courage” within the framework acknowledges that adolescence is characterized by a multitude of risks and uncertainties. Adolescents necessitate a certain level of fortitude to venture beyond their familiar environments, confront challenges, and derive knowledge from their encounters. The cultivation of bravery can empower individuals to engage in strategic risk-taking, embrace chances for personal and professional development, and enhance their capacity for resilience. Courage, one of the Five Cs², can be linked to biblical narratives that emphasize faith and bravery in the face of adversity, such as the story of David and Goliath (1 Samuel 17). The Big Five trait of openness might relate to the willingness to face new challenges, akin to the biblical encouragement to trust in God and step out in faith.

4.5. Community and Adolescent Development

Community in adolescent development encompasses various elements such as social support, identity, role creation, learning and development opportunities, civic involvement, and is shaped by cultural and environmental factors. The concept of “community” emphasizes the importance of social ties and interactions in the context of adolescence. A supportive community offers a sense of inclusion, emotional assistance, and avenues for individual development. Positive interpersonal ties can mitigate adverse consequences and augment overall welfare. According to Wade *et al.*, Community refers to “a feeling of being part of a social group or

network that offers support, comprehension, and common values or interests.” The presence of this feeling of belonging is vital for their emotional and social maturation [53].

Ultimately, the concept of “Community” highlights the importance of social ties and interactions in the context of adolescence. An adolescent’s well-being can be greatly enhanced by the presence of a supportive community, which offers them a sense of inclusion, emotional assistance, and avenues for individual development. Positive interpersonal ties can function as a mitigating element against adverse consequences and augment overall welfare. The Bible underscores the importance of community and fellowship, as in Hebrews 10:24-25, which encourages believers to spur one another on toward love and good deeds and not to give up meeting together. This resonates with the “Community” aspect of the Five Cs2, emphasizing the role of interpersonal relationships and social support in personal development.

By integrating the Five Cs2 model, namely Calling, Character, Competence, Courage, and Community, educators, parents, and policymakers can establish conducive settings that foster the well-being and development of adolescents. By providing opportunities for teenagers to explore their vocational interests, develop their moral character, gain relevant skills and knowledge, demonstrate Courage, and actively participate in a supportive social environment, they are more likely to enjoy higher levels of life satisfaction, improved overall well-being, and the fostering of behaviors that benefit others. This approach allows for a holistic understanding of adolescent development that acknowledges both psychological and spiritual dimensions.

5. Findings of the Intersection of Five Cs and the Mediating Effects of Personality Traits on the Holistic Development Adolescents

The intersection of calling, character, competence, courage, and community in the holistic development of adolescents is influenced by their personality traits. According to Crescentini, *et al.*, findings show that “Specifically, character maturity, particularly self-directedness, has a protective effect on well-being and psychosocial adjustment.” [1]. Also, Moreira *et al.* added that “Self-directedness and cooperativeness are strongly associated with well-being, with self-directedness being a key factor” [54]. Raufelder, *et al.* believe that Stress, particularly acute social stress, can mediate the longitudinal stability of conscientiousness, a key personality trait [4]. Lastly, R. Yu in his dissertation affirms that “Adolescent personality is also linked to developmental outcomes, including internalizing and externalizing problem behaviors, conflict frequency and resolution strategies, and the quality of relationships with peers.” [55]. These findings through focus groups and observation in Bamenda agree with the above authors and it underscore the importance of considering the mediating effects of personality traits in the holistic development of adolescents.

6. Conclusion

The present study conducted a comprehensive conceptual analysis to elucidate the potential associations between the Big Five Personality Traits and the Five Cs2 in adolescent spiritual formation. Although previous research has offered preliminary insights, it is imperative to conduct empirical studies to validate and enhance this conceptual framework. The examination of how personality qualities impact the formation of the Five Cs2 in adolescence possesses the capacity to provide insights for educational practices, counseling tactics, and policy decisions that seek to foster the comprehensive development of young individuals during this pivotal period in their lives. Additional investigation is required to thoroughly clarify the intricate interaction between personality traits and the Five Cs2 in the adolescent population.

Conflicts of Interest

The author declares no conflicts of interest.

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