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The Strength spotting Scale: Reliability and Validity Study in Turkish Population

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Abstract

What makes some of us stronger, happier, and more satisfied than the norm. What may be strengths character in subjective well-being? It involves encouraging people to invest in developing their strengths and also learning to think differently about both good and bad events and appreciating that there is more than one path to an emotionally satisfying life. The aims of the present study is to investigate and examine the reliability and validity study of Strengthspotting Scale in Turkish population. The scale is administered to Turkish population including university students. Internal consistency and test-retest reliability, factor analysis, and correlations with good convergent validity revealed the instrument had satisfactory psychometric values, indicating that it can be validly and reliably used in normal and clinical populations.

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1. Introduction

What makes some of us stronger, happier, and more satisfied than the norm. What may be strengths character in subjective well-being? It involves encouraging people to invest in developing their strengths and also learning to think differently about both good and bad events and appreciating that there is more than one path to an emotionally satisfying life. Psychological understanding of strengths in the context of an assumption about human nature that is characterised by a constructive developmental tendency within people, showing how this assumption is consistent with theory and research about psychological strengths, and how it is consistent with the theoretical approach of preventive mental health psychology. The concept of strengths did appear within the business literature, first with Peter Drucker (1967), as above, and subsequently through the vision of Donald O. Clifton of The Gallup Organization (Clifton & Nelson, 1992). The advent of positive psychology (Seligman & Csikszentmihalyi, 2000) promoted the need for a larger conceptual understanding of strengths, and led to the development of the VIA

Classification of Strengths. This is a framework of 24 character strengths, organised loosely under six virtues. The 24 strengths are believed to be universal (rank order correlations across 42 different countries produced a mean Spearman's $\rho = .75$; Seligman, 2005, Linley, 2006)

Psychological assessment should accommodate the growth orientation, personal agency, subjective experience and individual development. Subjective well-being on the other hand, should be addressed on six processes (Tedeschi and Kilmer, 2005). These are acceptance, growth, integration of personality, autonomy, adequate perception of reality, and environmental mastery. In classical point of view, assessment and treatment of deficits has become the primary function of clinical practice. This point of view pushes the strength assessment out of the clinical settings. Additionally, the training of clinician, especially in clinical settings run on the deficit model focused on honing diagnostic skills to uncover deficits.

Assessing strengths can provide the clinician with a powerful tool to understand a person intact repertoires which can be effectively deal with troubles stimulates a very different discussion and therapeutic relationship from a deficit-oriented clinical interview. In this context the strength based assessment has a crucial role. What is strength-based assessment? It is exploring what's strong to supplement traditional digging for what's wrong. Strength-based assessment is a multimodal endeavor that explores persons' strengths as well as weaknesses. The strength-based model of assessment is about not only strengths as the name may imply but also understanding the person in an integrated way so that strengths can be marshalled to undo troubles. Linley (2008) has outlined the five fundamentals of the strengths approach; The strengths approach focuses on what is right, what is working and what is strong, Strengths are part of our basic human nature so every person in our world has strengths and deserves respect for their strengths; The greatest potential are in the greatest strengths areas; People succeed by fixing their weaknesses only when they are also making the most of their strengths; Using our potential strengths is the smallest thing we can do to make the biggest difference.

It is found that people who use their strengths more have been shown to have higher levels of self-esteem, self-efficacy, vitality and well-being and to be more effective in their development over time (Linley, et.al., 2010; Govindji, Linley, 2007). Therefore the identification, assessment and development of strengths is so crucial in preventive mental health area in terms of positive psychology intervention and applications. Thus research has shown that using one's strengths leads to a range of positive outcomes such as happiness, and subjective well-being (Peterson, Seligman In this context, Linley (2008) introduced the "strengthspotting" term. Strengthspotting is a term which refers to the act of recognizing and identifying the strengths that a person may possess, through a process of naturalistic observation in day-to-day settings, or through more formal assessment approaches, including psychometric strengths assessments and strengths-based interviewing. Ultimately, it is about looking for the telltale signs of a strength, which are indicative that a person has a natural propensity in a particular area.

What is the strengthspotting scale? It was designed to help researchers to understand more about the basic constructs and premises of the strength work in positive psychology. The scale will help practitioners in assessing their own capability in relation to strengths work, while also guiding them in how they may develop further in this area. Psychologists, educational psychologist, counselors, therapists, managers, teachers, social workers, teachers and managers will be able to do much with the strengthspotting scale in their preventive mental health practice. The strengths approach described by Linley (2008) is concerned with the mental health professionals "collective responsibility to create the conditions that enable the strengths of others". Linley (2010) mentioned five domains in strengthspotting scale. 1. Ability refers to "how good you are at doing it", 2. Emotional refers to "one's emotional reaction to strengthspotting", 3. Motivation refers to "how motivated one is to identify strengths in others", 4. Application refers to "what you do when you have actually identified a strength in someone", 5. Frequency refers to "how often you get to practice your strengthspotting".

The aim of the present study is to investigate and examine the reliability and validity study of strengthspotting scale in Turkish population.

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