



Quiz: Good Character at School

1. What was the central research question of the article?

- A. Whether intelligence predicts grades better than character strengths
 - B. Whether positive classroom behavior mediates the link between character strengths and school achievement
 - C. Whether teachers can identify students' strongest character strengths
 - D. Whether personality traits are stable in childhood
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2. Which tool did the researchers use to assess students' character strengths?

- A. Big Five Inventory
 - B. VIA-Youth (Values in Action Inventory of Strengths for Youth)
 - C. StrengthsFinder 2.0
 - D. Teacher-designed surveys
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3. In Study 1, how was school achievement measured for primary school students?

- A. Standardized test scores in math and language
 - B. Teacher ratings of overall school achievement
 - C. Student self-reports of grades
 - D. Parent evaluations
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4. Which of the following character strengths showed the strongest link to both positive classroom behavior and achievement across samples?

- A. Humor, creativity, curiosity
 - B. Perseverance, prudence, hope, self-regulation, love of learning
 - C. Bravery, kindness, modesty
 - D. Leadership, forgiveness, spirituality
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5. Why is positive classroom behavior considered a mediator?

- A. It directly replaces academic content in predicting achievement
- B. It explains how character strengths translate into observable actions that influence grades



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- C. It measures only social skills, not academic skills
 - D. It predicts grades only in non-academic subjects
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6. Which character strengths were most predictive of positive classroom behavior?

- A. Perseverance, prudence, self-regulation, social intelligence, hope
 - B. Humor, curiosity, bravery
 - C. Creativity, leadership, modesty
 - D. Kindness, fairness, forgiveness
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7. What was a major difference between Study 1 (primary school) and Study 2 (secondary school)?

- A. Secondary students showed stronger links between character strengths and behavior than primary students
 - B. Primary students showed more strengths linked with achievement than secondary students
 - C. Only secondary students demonstrated perseverance as a strength
 - D. Primary students were not rated by teachers
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8. Which of the following was not associated with higher academic achievement in either study?

- A. Love of learning
 - B. Gratitude
 - C. Teamwork
 - D. Musical ability
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9. According to the findings, character strengths were unrelated to which type of school subjects?

- A. Math and German
 - B. Science and history
 - C. Non-academic subjects (art, music, physical education)
 - D. Language arts
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10. Why do the authors caution against overgeneralizing the findings?

- A. Only one cultural context (Swiss schools) was studied, and measures relied on teacher



ratings

- B. Intelligence was not measured in either study
- C. The VIA-Youth tool lacks reliability
- D. The studies were too long-term to be practical