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Relations among Family Functioning, Classroom Contexts, and Positive Development among Secondary School Students: The Mediating Role of Academic Task Engagement

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BAHIR DAR UNIVERSITY

COLLEGE OF EDUCATION, SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

**RELATIONS AMONG FAMILY FUNCTIONING, CLASSROOM CONTEXTS, AND
POSITIVE DEVELOPMENT AMONG SECONDARY SCHOOL STUDENTS: THE
MEDIATING ROLE OF ACADEMIC TASK ENGAGEMENT**

BY

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JUNE, 2026

BAHIR DAR, ETHIOPIA

BAHIR DAR UNIVERSITY
COLLEGE OF EDUCATION, SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

**Relations among Family Functioning, Classroom Contexts, and Positive Development
among Secondary School Students: The Mediating Role of Academic Task Engagement**

BY

Getahun Tadesse Abren

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of
Philosophy in Educational Psychology

Principal advisor: Professor Reda Darge

Co-Advisor: Dr. Amare Sahle (PhD, Asso. Prof.)

June, 2026

Bahir Dar, Ethiopia

DECLARATION

This is to certify that the thesis entitled “*Relations among family functioning, classroom contexts and positive development among secondary school students: The mediating role of academic task engagement*”, submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Educational Psychology of Department of Psychology, Bahir Dar University, is a record of original work carried out by me and has never been submitted to this or any other institution to get any other degree or certificates. The assistance and help I received during the course of this investigation have been duly acknowledged.

Getahun Tadesse Abren _____ _____ Bahir Dar, Ethiopia

Name of the candidate

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Approval of Dissertation for Defense

I hereby certify that I have supervised, read, and evaluated this thesis/dissertation titled *“Relations among family functioning, classroom contexts and positive development among secondary school students: The mediating role of academic task engagement”* by Getahun Tadesse Abren, prepared under my guidance. I recommend the thesdisertation be submitted for oral defense.

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Approval of Dissertation for defense result

As members of the board of examiners, we examined this dissertation entitled “*Relations among family functioning, classroom contexts and positive development among secondary school students: The mediating role of academic task engagement*” by Getahun Tadesse Abren. We hereby certify that the dissertation is accepted for fulfilling the requirements for the award of the degree of “Doctor of Philosophy in Educational Psychology”.

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DEDICATION

I dedicate this work to the memory of my beloved grandmother, Workitu Hailu, who raised me from early childhood with unconditional love, care, and sacrifice. Her guidance, support, and dedication to my education shaped the person I am today. May God grant her soul eternal peace and a place in Heaven for all the love and sacrifices she made on my behalf.

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ABSTRACT

The aim of this study was to examine the mediating role of academic task engagement in the relations among family functioning, classroom contexts, and positive development among secondary school students in Bahir Dar, Ethiopia. To achieve this aim, correlational research design was employed. The target population comprised 16,725 students enrolled in 21 public secondary schools during the 2024/2025 academic year. A multistage cluster sampling technique was implemented, involving the random selection of schools and sections. The final valid sample consisted of 483 participants. Data were collected using validated self-report instruments assessing family functioning, student–teacher relationships, academic task value, academic task engagement, and positive development. Data analysis was conducted using descriptive statistics, latent correlation, and structural equation modeling with the Statistical Package for the Social Sciences (SPSS version 27) and Analysis of Moment Structures (AMOS version 23). The findings indicated that family functioning significantly predicted positive development both directly and indirectly. Student–teacher relationships and academic task value significantly predicted cognitive, behavioral, and affective engagement, which in turn predicted positive development, thereby confirming the partial mediating role of academic task engagement. The structural equation model demonstrated acceptable fit indices, suggesting that the proposed model adequately explained variations in students’ developmental outcomes. The study concludes that positive youth development is fostered through the combined influence of supportive family functioning, positive student–teacher relationships, meaningful academic task value, and active engagement in learning. Academic task engagement serves as a key developmental mechanism through which family and classroom resources are translated into positive developmental outcomes. To promote adolescents’ positive development, educational policies and practices should adopt an integrated ecological approach that simultaneously strengthens family functioning, enhances student–teacher relationships, and fosters meaningful academic task engagement with high task value, ensuring coherent collaboration between family and school contexts.

Keywords: Academic task engagement, Academic task value, Family functioning, Student-teacher relationship, Positive development

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ABBREVIATIONS AND ACRONYMS

AFF	Affective Engagement
AMOS	Analysis of Moment Structures
ATV	Academic Task Value
AVE	Average Variance Extracted
BEH	Behavioral Engagement
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CMIN/DF	Chi-square divided by degrees of freedom
COG	Cognitive Engagement
CVI	Content Validity Index
FF	Family Functioning
FFQA	Family Functioning Questionnaire in Adolescence
FIML	Full Information Maximum Likelihood
GFI	Goodness-of-Fit Index
M	Mean
Max	Maximum
Min	Minimum
MSLQ	Motivated Strategies for Learning Questionnaire
N	Number of participants
PD	Positive Development
PYD–5Cs SF	Positive Youth Development Five Cs Scale – Short Form
RMSEA	Root Mean Square Error of Approximation
SD	Standard Deviation
SPSS	Statistical Package for the Social Sciences
SRMR	Standardized Root Mean Square Residual
STR	Student–Teacher Relationship
STRM	Student–Teacher Relationship Measure

TLI	Tucker–Lewis Index
VIF	Variance Inflation Factor

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Positive youth development (PYD) represents a modern, strengths-based paradigm in youth research and programming, shifting the focus from deficit reduction to the proactive cultivation of adolescent potential and well-being. Unlike traditional methodologies that emphasize remediation of problem behaviors, PYD positions young people as possessing innate resources and capabilities that, when properly nurtured, engender holistic and positive developmental pathways (Damon, 2004; Lerner, 2002). Conceptually, positive development of youth is multifaceted. It refers both to a developmental progression encompassing physical, social, emotional, cognitive, and spiritual dimensions, and to a philosophical foundation for structuring programs and interventions that aim to foster these outcomes (Durlak et al., 2011; Hamilton et al., 2004).

Central to positive development of youth is the “Five Cs” construct, a theoretically grounded model designed to capture the essential qualities that signify positive adolescent development including competence, character, connection, confidence, and caring (Heck & Subramaniam, 2009; Lerner et al., 2005). *Competence* describes marked capabilities in academic, social, and vocational spheres; *character* reflects moral responsibility, integrity, and adherence to societal norms; *connection* involves reciprocal and constructive relationships across familial, peer, and community contexts; *confidence* signifies an internalized sense of self-worth and efficacy; and *caring* embodies empathy and compassion toward others (Ardal et al., 2018). The synergy of these five constructs provides a clear developmental roadmap, orienting youth toward successful, socially responsible adulthood.

In addition to five Cs positive development framework, other models also provide valuable insights into promoting positive development among adolescents. The *developmental assets framework*, as proposed by the Search Institute, distinguishes between *internal* (e.g., positive identity, commitment to learning) and *external assets* (e.g., supportive school climate, family structure) as key contributors to youth resilience and favorable adaptation (Benson, 2007; Scales et al., 2000). In parallel, the *social-emotional learning (SEL) framework* identifies self-awareness, self-management, social awareness, relationship skills, and responsible decision-making as crucial domains for emotional and social maturation (CASEL, 2020; Durlak et al., 2011). The *Resilience Framework* further emphasizes adaptive skills and supportive relationships that buffer adolescents from difficulty, particularly salient concern for those confronting economic and cultural stressors (Masten & Reed, 2002).

The theoretical underpinnings of positive development of youth rest upon contemporary developmental science, particularly the *Relational-Developmental-Systems (RDS) meta-theory*, which regards development as a dynamic interaction between youth and their multifaceted environments (Lerner et al., 2011; Overton, 2015). It underscores the notion of developmental plasticity, i.e., the capacity for positive change given optimal environmental supports and adaptive regulatory processes (Geldhof et al., 2014). Within this model, young people are conceived as active agents whose growth is neither predetermined nor fixed, but contingent upon the reciprocal fit between their strengths and the resources afforded by their environmental contexts.

Ecological theories, especially *Bronfenbrenner's ecological systems theory*, articulate that adolescents' development is profoundly influenced by the nested environmental contexts surrounding them. The microsystem, comprising family and school, has immediate and direct

effects on youth, while mesosystems describe interactions among these immediate settings (Bronfenbrenner, 2005). This ecological lens highlights the critical influence of proximal settings, especially family functioning and classroom contexts on positive developmental outcomes by shaping and reinforcing the Five Cs (Lerner et al., 2005; Shek et al., 2019).

Adolescent development is widely characterized in contemporary scholarship as a stage of pronounced neurobiological and psychosocial plasticity, accompanied by heightened vulnerability. It involves substantial and interrelated transitions across physical, cognitive, emotional, and social domains (Steinberg, 2014). Puberty catalyzes biological changes that affect psychosocial functioning, while maturing cognitive abilities expand youth's capacity for abstraction and self-reflection, although alongside an amplified sensitivity to peer influence and risk-taking (Blakemore & Choudhury, 2006; Steinberg, 2014). Emotional volatility, challenges of identity formation, and the need for supportive relational contexts further characterize this stage (Eccles & Roeser, 2011; Rusby et al., 2018). These dynamics render adolescence a pivotal window for interventions that leverage developmental strengths and environmental supports to advance the Five Cs (Lerner et al., 2011).

Empirical research consistently links positive development outcomes with multiple positive indicators including improved mental health, diminished engagement in risky or delinquent behaviors, heightened academic attainment, advanced social competencies, and greater civic involvement (Catalano et al., 2004; Lerner et al., 2011; Mahoney et al., 2005). These benefits underscore the necessity of a strengths-based developmental approach, which not only mitigates risk but also fosters motivation, resilience, and purposeful engagement among youth qualities, especially critical within the educational setting.

In the Ethiopian context, the transition to secondary school presents distinctive challenges that threaten positive development of adolescents. Epidemiological studies indicate a high prevalence of risky behaviors among adolescents, most notably, substance use (e.g., alcohol, khat, and cigarettes) and unsafe sexual practices (Abebe et al., 2013; Birhanu et al., 2023; Melkam et al., 2023; Roba et al., 2021; Seid et al., 2021). Such behaviors cluster during early adolescence, with initiation frequently occurring around or before age fifteen. This phenomenon is associated with a confluence of factors, such as peer pressure, deficient parental supervision, limited knowledge regarding sexual health, and exposure to risky social environments (Amare et al., 2017; Kasahun et al., 2017). In the Ethiopian context, a positive family environment characterized by living with parents and higher family connectedness is associated with reduced risky sexual behaviors among adolescents, whereas weaker family environments correspond with increased risk (Abebe et al., 2013). To address adolescent risky behaviors and foster positive developmental outcomes, this study advocates for strengthening ecological factors, specifically family functioning and classroom contexts, to create supportive environments that promote positive developmental outcomes among Ethiopian adolescents.

Among the most influential contexts for the adolescent development is family. Family functioning assumes a foundational role in adolescent well-being, serving as the main socialization arena during early and middle adolescence (Ruiz, 2022; Shek, 2002). Family structure is the delineation of roles and boundaries contributes to predictable environments necessary for cultivating competence. Parental emotional warmth promotes adolescents' confidence and empathy, while supportive communication, including through social interactions, fosters interpersonal connection and facilitates identity exploration during adolescence (Boullion et al., 2023; Riley et al., 2023). Parental warmth and responsiveness foster emotional regulation

and promote adaptive social behaviors in children. Furthermore, cultural socialization practices, particularly in collectivist societies like Ethiopia where community and family interconnectedness are emphasized, provide a foundation for socioemotional development (Bornstein, 2012; Wang & Benner, 2016). In contrast, inconsistent parenting, marked by unpredictable responses and heightened parental stress, increases children's risk of socioemotional challenges, hindering their overall well-being (Delvecchio et al., 2020). Thus, investments in strengthening family systems, such as fostering supportive parent-child relationships and school-family partnerships, have demonstrable benefits for promoting resilience, academic achievement, and social adjustment across developmental domains (Kelty & Wakabayashi, 2020; Walsh, 2016).

Schools constitute a second central microsystem shaping adolescents' developmental outcomes. Given the extensive time youth spend in educational settings, second only to the familial environment, and schools wield substantial influence over adolescent development (Baker et al., 2003; Eccles & Roeser, 2011). School-based experiences, from daily routines to peer and teacher interactions, impart values, support skill acquisition, and shape the course of students' lives (Caskey & Anfara, 2014; Eccles & Roeser, 2006; Lannegrand-Willems & Bosma, 2006). Central to these influences are student-teacher relationship, which provide support, affirmation, and guidance that bolster students' confidence and foster a secure base for academic and social exploration (Debnam et al., 2013; Hamre & Pianta, 2001; Roorda et al., 2011; Urdan & Schoenfelder, 2006).

Equally important is the design and perceived value of academic tasks, the meaningfulness, relevance, and interest embedded within classroom activities, which drive intrinsic motivation and engagement, both antecedents to cognitive and social competence

(Eccles, 2009; Wigfield & Eccles, 2000). In contexts where resources and curricula may be outdated, as is the case in parts of Ethiopia, the strategic enrichment of tasks to reflect cultural relevance and student interests can offset disengagement and promote resilience and achievement (Schnitzler et al., 2021; Tadesse et al., 2018). Furthermore, academic task engagement including cognitive, behavioral, and affective facets is a recognized determinant of successful positive development. High engagement not only predicts academic achievement but also supports the development of a robust learner identity, emotional well-being, and pro-social behavior (Durlak et al., 2011; Schnitzler et al., 2021). Through affective engagement, learners cultivate caring and empathy; through behavioral engagement, they build discipline and moral responsibility.

Both the family and the school are widely recognized in contemporary developmental and educational psychology as the central ecological contexts shaping adolescents' positive developmental outcomes (Burkhard et al., 2020; Lerner et al., 2015; Orejudo et al., 2022; Shek et al., 2019; Youngblade et al., 2007). Evidence indicates that, within the family environment, practices such as consistent monitoring, emotional warmth, and structured guidance are significant predictors of all Five Cs of PYD, functioning as core protective factors (Badura et al., 2017; Henson et al., 2017; Mackova et al., 2019). Likewise, in school settings, supportive relationships with teachers and peers, combined with meaningful participation in academic and extracurricular activities, play a fundamental role in fostering developmental assets and promoting adaptive growth (Beck & Wium, 2019; Fredricks, 2011; Masten et al., 2008).

Schools are uniquely positioned to supplement family efforts in fostering positive development outcomes by providing formal, organized environments where developmental assets can flourish. Here, the cultivation of positive student – teacher relationships, emotionally

supportive classroom climates, differentiated instruction, and culturally relevant curricula are crucial for supporting positive developmental outcomes (Curby et al., 2009; Gay, 2010; Hamre & Pianta, 2001, 2006). Teachers help spark mastery motivation and self – regulatory capacities, while meaningful academic tasks reinforce motivation, engagement, and the development of individual identities as learners (Deci & Ryan, 2002; Eccles & Roeser, 2011). Classroom academic task engagement, in turn, is robustly associated with higher academic performance, stronger self-concepts, and more positive learning outcomes (Schnitzler et al., 2021; Xu et al., 2023).

In conclusion, adolescents' positive development is shaped by the dynamic interplay of family functioning and classroom contexts, which together provide the foundational support necessary for fostering competence, confidence, connection, character, and caring. Empirical evidence indicates that supportive family practices such as emotional warmth, consistent monitoring, and structured guidance complement school-based influences, including meaningful academic tasks, engaging classroom activities, and constructive teacher-student relationships, to enhance social, emotional, and academic outcomes. In the Ethiopian secondary school context, where adolescents are increasingly exposed to risky behaviors, strengthening these two central ecological contexts offers a practical and evidence-based pathway to promote holistic positive development. Understanding how family and classroom environments contribute to these outcomes is thus critical for designing interventions and policies that empower adolescents to realize their full potential and transition successfully into responsible and adaptive adulthood.

1.2. Statement of the problem

Adolescent development is widely recognized as a complex process shaped by continuous interactions between individuals and their immediate social environments,

particularly the family and school. Empirical research consistently demonstrates that family functioning plays a foundational role in adolescent development. Families influence adolescents through their organizational structure, emotional climate, communication patterns, behavioral regulation, value transmission, and linkages with external systems (Mackova et al., 2019). Well-functioning families foster emotional security, self-regulation, and social competence, whereas dysfunctional family processes increase vulnerability to maladaptive outcomes. Despite this evidence, research in Ethiopia has rarely investigated family functioning as a predictor of positive developmental outcomes during adolescent developmental period.

Similarly, schools serve as vital microsystems where youths encounter cultural values, develop social identities, and acquire competencies essential for future participation in society through interactions with peers and educators, engagement in academic tasks, and participation in extracurricular activities (Eccles & Roeser, 2011). Schools therefore represent as a key developmental context where adolescents spend a substantial portion of their daily lives. Beyond academic instruction, classroom environments shape adolescents' motivation, engagement, identity formation, and social relationships. International literature highlights the importance of student – teacher relationships, academic task value, and academic task engagement in promoting not only academic success but also broader positive developmental outcomes. However, Ethiopian school-based research has largely emphasized academic achievement and access to education, with limited attention to classroom-level processes that support adolescents' holistic development.

Recent scholarship suggests that young people who develop reciprocal and supportive relationships within their social environments are more likely to follow positive developmental trajectories and contribute constructively to their own well-being, as well as to their families,

communities, and broader society (Lerner et al., 2005). Over the past two decades, research attention has increasingly shifted toward a strengths-based perspective on youth development worldwide. However, empirical work examining positive youth development has largely been conducted in Western contexts, resulting in limited evidence on how these processes unfold in non-Western societies (Shek, 2016). Consequently, there remains an insufficient understanding of how key developmental contexts, particularly family and school environments, operate independently and interactively within diverse socio-cultural settings. Adolescent development is widely recognized as a complex process shaped by interrelated biological, psychological, social, and cultural factors, with contextual influences such as relationships with adults, engagement in academic and extracurricular activities, and the development of self-regulatory capacities playing important roles in positive developmental pathways (Larson & Tran, 2014). Accordingly, examining positive youth development within specific local contexts is essential for advancing a more comprehensive and culturally grounded understanding of its mechanisms and implications.

Recent scholarship in Ethiopia has increasingly focused on youth development from asset-based perspectives, which highlight the strengths, agency, and contributions of young people to national transformation. For example, Tefera and Desie (2015) revealed that although youth are frequently viewed through a deficit lens, they are instrumental in driving socio-economic and political change within the country. In a subsequent study, Tefera et al. (2020) found that youth centers often fail to deliver the anticipated positive developmental outcomes, particularly regarding job creation and the constructive use of time. This underscores the necessity for enhanced service quality and systematic monitoring of these centers. Furthermore, Desie (2020) reported that while students exhibit vulnerable asset profiles, primarily lacking external and contextual resources, they possess adequate internal assets, indicating their capacity

to thrive despite adversity. Recent findings by Dejenie et al. (2024) demonstrated that ecological developmental assets significantly predict hedonic well-being and the capacity to delay gratification, with hedonic well-being partially mediating this relationship.

Although recent Ethiopian studies have begun to adopt asset-based and PYD-oriented perspectives, the existing body of research remains fragmented. Much of the literature has focused on youth centers, developmental asset profiling, or university students, leaving secondary school adolescents underrepresented. Moreover, existing studies tend to examine family or school contexts in isolation, failing to capture their relative and joint contributions to adolescent development. This fragmented approach does not align with ecological and relational developmental theories, which emphasize the interaction and interdependence of multiple developmental systems.

Another critical gap in the literature concerns the lack of mechanism-oriented analysis. While contextual influences are often acknowledged, little empirical work in Ethiopia has examined how classroom processes translate into positive developmental outcomes. Academic task engagement, which reflects adolescents' behavioral, cognitive, and emotional involvement in learning activities, remains largely unexplored as a developmental mechanism linking classroom contexts (e.g., student-teacher relationship, academic task value) to the positive development of the learner.

Methodological limitations are also evident in the existing Ethiopian literature. Many prior studies have primarily relied on descriptive, correlational, or conventional regression-based approaches that examine variables independently rather than simultaneously within comprehensive developmental frameworks. For instance, Degebas (2018) investigated psychological well-being and academic achievement using correlational and multiple regression

analyses, while Mihret et al. (2019) examined parenting styles and achievement motivation primarily through correlational approaches. Similarly, Dessalegn (2022) employed MANOVA and regression analyses to examine developmental assets and academic achievement among Ethiopian university students. Although these studies provide valuable insights into adolescent and educational development, they do not adequately capture the simultaneous direct and indirect relationships among multidimensional psychological and contextual constructs. Moreover, relatively few Ethiopian studies have employed Structural Equation Modeling to examine the complex interrelationships among family functioning, classroom contexts, and positive developmental outcomes while accounting for measurement error among latent constructs. Consequently, the mechanisms through which contextual factors contribute to adolescents' positive development remain insufficiently understood within the Ethiopian context.

Therefore, this study aimed to address these conceptual, contextual, and methodological gaps by examining the relations among family functioning, classroom contexts, academic task engagement, and positive developmental outcomes among secondary school students in Bahir Dar, Ethiopia. Specifically, the study investigated the relative and joint contributions of family functioning, student-teacher relationship, and academic task value to adolescents' positive development, as well as the mediating role of academic task engagement in these relationships.

1.3. Objectives of the Study

1.3.1. General Objective

The main objective of this study was to examine the relationships among family functioning, classroom contexts, and positive developmental outcomes among secondary school students in Bahir Dar, Ethiopia, with particular emphasis on investigating the mediating role of

academic task engagement dimensions in the relationships between family functioning, classroom contexts, and positive development.

1.3.2. Specific Objectives

This study addressed the following specific objectives:

1. To examine the relationship among family functioning, student – teacher relationship, academic task value, academic task engagement, and the positive development of secondary school students.
2. To assess the extent to which family functioning, student – teacher relationship, academic task value, and academic task engagement contribute to the positive development of secondary school students.
3. To determine the extent to which family functioning, student – teacher relationship, and academic task value contribute to the academic task engagement of secondary school students.
4. To examine how the cognitive, behavioral, and affective dimensions of academic task engagement mediate the relationships among family functioning, student – teacher relationship, academic task value, and the positive development of secondary school students.

1.4. Research questions

This study answered the following research questions:

1. Is there a relationship among family functioning, student-teacher relationships, academic task value, academic task engagement, and secondary school students' positive development?

2. To what extent do family functioning, student-teacher relationship, academic task value, academic task engagement have direct effect on positive development of secondary school students?
3. To what extent do family functioning, student-teacher relationship, and academic task value have direct effect on academic task engagement of secondary school students?
4. Do dimensions of academic task engagement mediate the relationships among family functioning, teacher-student relationships, academic task value, and positive development of secondary school students?

1.5. Significance of the study

This study provides both theoretical and practical contributions by examining how family functioning and classroom contexts, as distinct microsystem contexts, jointly influence the positive development of adolescents in Ethiopian secondary schools. By considering the interactions between these immediate environments, the study provides insights into the mechanisms that promote the Five Cs of positive youth development, including competence, confidence, character, caring, and connection.

1.5.1. Theoretical significance

This study advances the theoretical literature on adolescent development by examining the combined influence of family and classroom contexts on students' positive development through the mediating role of academic task engagement. While prior research on Positive Youth Development (PYD) has frequently investigated family or school factors independently, this study integrates family functioning, student – teacher relationships, perceived academic task value, and academic task engagement within a unified analytical framework. This approach

provides a more comprehensive understanding of how multiple developmental contexts interact to shape adolescents' outcomes.

Additionally, the study contributes to theory by empirically testing the mediating mechanisms of academic task engagement, including its cognitive, behavioral, and affective dimensions. By demonstrating how engagement transmits the influence of family functioning, student – teacher relationship, and perceived academic task value to positive developmental outcomes, the findings offer evidence for the processes through which environmental factors impact adolescent development.

The study also reinforces ecological and relational perspectives on adolescent development, such as the Relational Developmental Systems framework, by showing how adolescents' interactions with their family and school environments jointly contribute to engagement and positive growth. Furthermore, by examining adolescents in Ethiopia, this research expands the geographical and cultural scope of empirical PYD studies, addressing a notable gap in the literature on positive development in African family and educational contexts.

1.5.2. Practical significance

The findings of this study have important implications for families, schools, and youth development stakeholders. First, they highlight the critical role of family functioning in shaping adolescents' engagement and positive development. Families that provide supportive relationships, clear values, effective behavioral guidance, and appropriate involvement in adolescents' lives can enhance students' motivation and academic participation, thereby promoting developmental strengths.

Second, the study underscores the importance of supportive classroom environments. Positive student–teacher relationships, combined with students' perceptions of the relevance and

value of academic tasks, strengthen emotional, behavioral, and cognitive engagement. These insights suggest that schools and teachers play a crucial role in fostering environments that support both learning and broader positive developmental outcomes.

Third, the study offers guidance for educational practitioners and school administrators by emphasizing that interventions aimed at improving student engagement should address not only instructional strategies but also the broader social contexts influencing learning, including family dynamics and classroom relationships. Finally, the findings inform policymakers and youth development programs by emphasizing strategies that strengthen collaboration between families and schools, foster positive teacher-student relationship, and promote meaningful academic engagement.

1.6. Delimitation of the Study

This study focused on family functioning and classroom contexts because these ecological systems served as cornerstones of adolescents' positive development. By examining their interdependence, the study sought to unravel the complex dynamics contributing to the positive developmental outcomes (Five Cs) during the critical stage of secondary school.

The study was conducted among secondary school students in Bahir Dar, Ethiopia, because secondary school represented a pivotal developmental stage marked by physical, cognitive, and socio-emotional changes. Family functioning (i.e., structure, affect, communication, behavioral control, value transmission, and external systems) and classroom contexts (i.e., teacher-student relationships, academic task value, and academic task engagement) significantly shaped identity formation, autonomy development, and successful navigation of educational and peer transitions during this period. As a preparatory phase for adulthood,

secondary school experiences were influenced by these contexts, contributing to essential life skills and the positive developmental outcomes.

The study was conducted in Bahir Dar City due to its relevance to the research objectives and the availability of an appropriate study population. As one of the major urban centers in Ethiopia, Bahir Dar has a relatively large and diverse secondary school student population enrolled in both public and private schools. The city provides a suitable educational context for examining positive youth development, family functioning, classroom experiences, and academic engagement among adolescents. Furthermore, the presence of multiple secondary schools with diverse student backgrounds enhanced the representativeness of the sample and increased the potential applicability of the findings to similar urban educational settings in Ethiopia. The accessibility of schools and the availability of the required population also facilitated the efficient implementation of the study within the available resources and timeframe.

1.7. Operational definitions of key terms

The following are operationally defined key terms: -

- **Academic Task engagement:** Students' perceived level of behavioral, emotional, and cognitive involvement in academic learning activities, measured through scores obtained from the academic task engagement scale. Higher scores indicate higher perceived academic task engagement, whereas lower scores indicate lower perceived academic task engagement.
- **Academic task value:** Students' perception of the importance, usefulness, interest, and relevance of academic tasks to their personal goals and future success, measured through

scores obtained from the academic task value scale. Higher scores indicate stronger perceived academic task value, whereas lower scores indicate weaker perceived academic task value.

- **Classroom level variables:** variables including teacher-students' relationship, academic task engagement, and academic task value.
- **Family functioning:** Students' perception of the effectiveness of their family's relational, emotional, structural, and social functioning, measured through scores obtained from the family functioning scale comprising family structure, affect, communication, behavioral control, value transmission, and external system support. Higher scores indicate healthier family functioning, whereas lower scores indicate poorer family functioning.
- **Positive development:** Students' positive psychological, social, emotional, and behavioral growth reflected in their ability to demonstrate competence, confidence, connection, character, and caring, measured through scores obtained from the positive development scale. Higher scores indicate higher levels of positive development, whereas lower scores indicate lower levels of positive development.
- **Teacher-student relationship:** Students' perception of the quality of interpersonal interaction, support, communication, trust, and connectedness between teachers and students, measured through scores obtained from the teacher-student relationship scale. Higher scores indicate more positive teacher-student relationships, whereas lower scores indicate poorer teacher-student relationships.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews and synthesizes theoretical and empirical literature relevant to the present study on the role of family functioning and classroom contexts to the positive development of secondary school students. Grounded in the framework of positive youth development (PYD), the review adopts a strengths-based perspective that conceptualizes adolescents as active agents whose growth is shaped by dynamic interactions between personal attributes and ecological supports. Rather than focusing solely on risk reduction, this perspective emphasizes the cultivation of competence, confidence, character, caring, and connection as indicators of thriving.

The chapter is informed by contextual and relational theories, particularly Ecological Systems Theory and Relational Developmental Systems Paradigm, which explain how proximal environments such as family and school function as primary developmental systems. These frameworks provide a conceptual foundation for understanding how family functioning, student – teacher relationships, academic task value, and academic task engagement operate both independently and interactively to influence adolescents’ positive developmental outcomes.

Accordingly, the review proceeds by examining perspectives on adolescence and youth development, theoretical foundations of contextual influences, models of family functioning, and motivational and engagement theories relevant to classroom processes. Empirical evidence from international and Ethiopian contexts is integrated to identify consistencies, contextual variations, and existing research gaps. The chapter concludes by synthesizing the literature to establish the conceptual rationale for the proposed model and to justify the study’s focus on the joint and

mediating roles of family and classroom factors in promoting positive development among secondary school students.

2.1. Conceptualizations of major variables

2.1.1. Conceptualization of positive youth development

Adolescence is a dynamic stage of human development marked by significant biological, cognitive, emotional, and social changes, during which individuals navigate physical maturation, evolving social roles, and expanding autonomy (Lerner et al., 2005; Steinberg, 2014). These developmental processes are strongly shaped by contextual factors, including family relationships, cultural norms, educational environments, and socioeconomic conditions (Beck & Wiium, 2019). Historically, adolescence was often viewed through a deficit-oriented lens, emphasizing vulnerability, maladaptive behaviors, and risk, particularly in marginalized communities (Damon, 2004; Naudeau et al., 2008). While this approach highlighted developmental challenges, it overlooked adolescents' strengths, resilience, and potential for positive growth.

In contrast, Positive Youth Development (PYD) adopts a strength-based perspective, viewing youth as active agents capable of shaping their development when provided with supportive relationships and meaningful opportunities (Benson et al., 2011; Lerner et al., 2005). Grounded in the relational developmental systems paradigm, PYD emphasizes that positive development emerges from reciprocal interactions between adolescents and their ecological contexts, including families, schools, peers, and communities (Overton, 2015). Supportive environments that foster emotional guidance, skill development, engagement, and autonomy enhance adolescents' resilience, sense of purpose, and competencies essential for adulthood (Lerner & Steinberg, 2009; Masten et al., 2008). Programs based on PYD principles, such as

mentoring, social-emotional learning, and community engagement initiatives, have been shown to improve academic achievement, psychological well-being, and civic participation (Benson et al., 2007; Durlak et al., 2011).

The Five Cs framework, consisting of competence, confidence, connection, character, and caring provides a conceptual model for assessing PYD outcomes (Lerner et al., 2005). Competence refers to effective performance across academic, social, cognitive, and vocational domains; confidence reflects self-efficacy and positive self-worth; connection denotes supportive relationships with significant individuals and institutions; character involves adherence to ethical standards and responsible behavior; and caring encompasses empathy and concern for others. Together, these dimensions capture the multidimensional nature of healthy adolescent development and illustrate the transformative potential of strength-based approaches in fostering thriving youth (Lerner et al., 2015).

2.1.2. Conceptualization of family functioning

Family functioning is generally conceptualized as the quality of interactions, emotional climate, and organizational patterns through which family members meet one another's emotional, psychological, and social needs (Epstein et al., 1983; Walsh, 2016). Family systems perspectives emphasize that families operate as interdependent systems in which communication patterns, emotional responsiveness, role organization, and behavioral regulation collectively shape the developmental experiences of adolescents (Cox & Paley, 1997; Miller et al., 2000). Within developmental research, effective family functioning is commonly characterized by supportive relationships, clear communication, consistent guidance, and a nurturing emotional environment that promotes adolescents' psychological well-being and social adjustment (Olson, 2000; Walsh, 2016).

From an ecological perspective, the family represents the most immediate developmental context influencing adolescents' cognitive, emotional, and social development (Bronfenbrenner, 1979). Daily interactions within the family provide adolescents with important opportunities to develop emotional regulation, interpersonal competence, and moral understanding through processes such as communication, modeling, and socialization (Bronfenbrenner, 1979; Eisenberg et al., 2006; Grusec & Hastings, 2015). Consequently, the quality of family functioning plays a central role in shaping adolescents' psychological adjustment, social competence, and developmental outcomes (Olson, 2000; Steinberg, 2014).

In this study, family functioning is conceptualized as adolescents' perceptions of the relational and organizational processes within their families that support their development. Consistent with the framework proposed in the Family Functioning in Adolescence Questionnaire, family functioning is viewed as a multidimensional construct comprising six interrelated dimensions, including communication, affect, structure, behavioral control, value transmission, and external systems (Roelofse & Middleton, 1985). *Communication* refers to the openness and clarity of interactions among family members; *affect* reflects the emotional warmth, care, and responsiveness present in the family environment; *structure* denotes the organization of roles, routines, and expectations within the household; *behavioral control* involves parental monitoring and guidance of adolescents' behavior; *value transmission* refers to the processes through which parents communicate moral beliefs, norms, and priorities; and *external systems* refer to the family's connections with broader social institutions such as schools, communities, and extended kin networks (Roelofse & Middleton, 1985). These dimensions collectively capture the processes through which family environments shape adolescents' developmental experiences. Within the context of this study, these six dimensions

represent adolescents' perceived family environment and are examined as key contextual factors influencing the positive development of secondary school students.

2.1.3. Conceptualization of student – teacher relationship

The student – teacher relationship refers to the quality of academic and social interactions between students and their teachers, encompassing both domains (Aldhafri & Alhadabi, 2019). High-quality relationships involve emotional support, respect, guidance, and constructive academic assistance, contributing to students' sense of security, engagement, and development (Wang et al., 2023). Core features include warmth, trust, open communication, and mutual respect, which help establish a supportive classroom climate conducive to learning (Patrick et al., 2007; Wang et al., 2023).

Educational and developmental scholars highlight that student – teacher relationships are critical for students' academic motivation, engagement, and psychosocial development (Hamre & Pianta, 2001; Pianta et al., 2012). From attachment and relational perspectives, supportive teacher – student relationships serve as a form of secondary attachment, providing emotional security and encouragement for active classroom participation (Pianta, 1999). Students who perceive their teachers as caring, fair, and supportive tend to show greater engagement, persistence, and positive attitudes toward school (Roorda et al., 2011).

These relationships also influence social and emotional adjustment by offering guidance, feedback, and positive reinforcement (Wentzel, 2009). Relationship foster a sense of belonging and connectedness, which enhances academic outcomes and overall well-being (Pianta et al., 2012; Roorda et al., 2011). In the present study, the student–teacher relationship is conceptualized as students' perceptions of teachers' support, respect, fairness, and encouragement in both academic and interpersonal interactions. Such relationships represent a

key aspect of the classroom environment that may shape students' engagement and positive development.

2.1.4. Conceptualization of academic task value

Academic task value refers to students' perceptions of the importance, interest, and utility of the tasks they encounter in educational settings (Pintrich et al., 1991). It represents how students evaluate the personal significance and relevance of a task, including whether it aligns with their goals, interests, or future aspirations. Within the expectancy–value theoretical framework, task value is commonly described in terms of three components, such as intrinsic value, reflecting the enjoyment or interest in performing a task; attainment value, reflecting the importance of performing well for personal identity or achievement; and utility value, reflecting the perceived usefulness of a task for achieving current or future objectives (Eccles & Wigfield, 2002). Conceptually, academic task value captures students' subjective evaluation of the meaningfulness of learning activities and serves as a central determinant of their motivation to engage with academic tasks (Pintrich et al., 1991; Wigfield & Eccles, 2000).

2.1.5. Conceptualization of academic task engagement

Academic task engagement refers to the extent to which students are affectively/emotionally, cognitively, and behaviorally involved in classroom academic tasks and activities (Yevenes-Márquez et al., 2022). Affective engagement reflects students' feelings and attitudes toward academic work, such as interest, enthusiasm, or enjoyment that influence their willingness to participate in learning activities. Cognitive engagement involves the use of sophisticated learning strategies, deep thinking, and self-regulation as students' process and make sense of academic content. Behavioral engagement encompasses observable efforts such as persistence, attention, participation, and compliance with classroom norms during academic

tasks (Fredricks et al., 2004; Yevenes-Márquez et al., 2022). Together, these interconnected dimensions illustrate how students interact with academic content: emotionally through positive feelings toward the task, cognitively through strategic and purposeful thinking, and behaviorally through active involvement in learning activities.

This multidimensional perspective aligns with broader motivational and engagement frameworks in educational psychology, which emphasize that engagement is more than mere attendance or task completion. Rather, it reflects students' active and sustained investment in learning when they find tasks meaningful, comprehend instructional expectations, or are willing to exert effort to understand and master academic content (Skinner & Pitzer, 2012; Yevenes-Márquez et al., 2022). In this view, academic task engagement is not a single behavior but a composite of emotional, cognitive, and behavioral processes that jointly determine how students experience and respond to academic demands in classroom settings.

2.2. Theoretical review

2.2.1. Theoretical foundations of contextual and relational youth development

Adolescent development is best understood through theories that consider the dynamic interplay between individuals and their environments. Two major theories in this regard are *Ecological Systems Theory (EST)* and the *Relational Developmental Systems Paradigm (RDSP)*. EST explains how nested contexts – i.e., from immediate settings such as family, peers, and schools to broader societal influences shape adolescents' competencies, resilience, and engagement (Bronfenbrenner, 1979). Complementing this, RDSP posits that development arises from reciprocal interactions between individuals and their evolving contexts, emphasizing youth as active agents whose strengths and capacities co-develop with supportive environments (Lerner et al., 2005; Lerner et al., 2013). Together, these theories provide a relational and context-

sensitive foundation for understanding Positive Youth Development (PYD), paving the way for a detailed exploration of their principles, mechanisms, and applications in adolescent growth.

2.2.1.1. Ecological systems theory (EST)

Ecological systems theory, introduced by Urie Bronfenbrenner (1979) offers a foundational lens for understanding adolescent development within the nested structure of environmental systems, each exerting unique and interrelated influences. This theory conceptualizes development as the outcome of dynamic interactions between the individual and multiple layers of their environment, ranging from the immediate microsystem to the broader macrosystem. Within the PYD framework, Bronfenbrenner's model helps elucidate how relational and contextual supports across these systems promote competencies such as resilience, agency, and academic success (Lerner et al., 2005). PYD diverges from deficit-based approaches by focusing on cultivating youth assets such as confidence, character, and social responsibility through intentional alignment between the individual and their ecological contexts.

At the *microsystem level*, adolescents interact directly with significant agents of socialization including parents, teachers, and peers. These proximal relationships serve as the most immediate and influential developmental settings. Empirical evidence affirms that warm, responsive parenting and positive teacher – student relationships are strong predictors of adolescent self-esteem, engagement, and academic performance (Theokas & Lerner, 2006). Similarly, supportive peer relationships enhance emotional well-being, foster empathy, and reduce risk-taking behaviors (Brown & Larson, 2009). These findings highlight the microsystem's capacity to serve as a foundational setting for the Five Cs of PYD through daily interactions and emotional regulation.

The *mesosystem*, which comprises the interconnections among various microsystems, such as the family – school relationship, further reinforces positive development by establishing consistent expectations and shared values across settings. Research by Epstein (2002) illustrates that effective parent – teacher collaboration contributes to improved academic outcomes and behavioral regulation, especially when both systems communicate and reinforce similar developmental goals. Conversely, disjointed mesosystem interactions such as misaligned values or lack of communication between families and schools can hinder developmental continuity and create conflicting demands on the adolescent (Hill & Tyson, 2009). Longitudinal studies have shown that cohesive mesosystem networks such as active parental engagement in school or community initiatives are associated with enhanced emotional regulation, self-efficacy, and a sense of social belonging (Benner et al., 2016).

Beyond immediate interpersonal settings, the *exosystem* includes distal influences that indirectly shape adolescents' development, such as parental workplace conditions, neighborhood safety, and the availability of youth programs. These contextual factors influence how effectively microsystems, like families and schools can function. For example, research has shown that access to community resources, including structured after-school programs and mentorship opportunities, enhances adolescents' academic achievement and prosocial behavior, particularly among youth from disadvantaged backgrounds (Leventhal & Brooks-Gunn, 2000). Conversely, economic and work-related stressors, such as parental unemployment or unstable work schedules, can undermine parenting quality, reduce emotional availability, and increase developmental risks for children and adolescents (Masarik & Conger, 2017; Yeung et al., 2001). Well-designed, community-based programs play a critical role in promoting positive youth

development (PYD) by providing safe and enriching environments that foster exploration, skill-building, and the development of a positive identity (Durlak et al., 2011).

Taken together, the ecological systems perspective provides a comprehensive, multi-layered understanding of how adolescent development is shaped by the synergy of personal and contextual factors. The theory aligns closely with the relational developmental systems model and the principles of PYD by illustrating how optimal development occurs when ecological contexts are attuned to the evolving needs and strengths of young people. From a policy and practice standpoint, this framework supports holistic approaches to youth development that engage families, schools, and communities in fostering environments rich in developmental assets. Creating such environments not only supports the internal growth of youth but also strengthens the social ecologies that sustain long-term thriving.

2.2.1.2. Relational developmental systems paradigm (RDSP)

The relational developmental systems paradigm (RDSP) represents a transformative framework in contemporary developmental science, reshaping how scholars understand human development across the lifespan. At its core, RDSP is grounded in the principle that development arises from dynamic, reciprocal interactions between individuals and their complex, evolving environments (Lerner et al., 2013). This paradigm moves beyond static, linear models of development and instead embraces mutual regulation the notion that individuals and contexts co-act in shaping each other's trajectories.

Rejecting the traditional divide between basic and applied research, RDSP advocates for an integrated scientific approach that both advances theoretical knowledge and informs practical interventions aimed at promoting optimal development (Lerner & Overton, 2008). In this view, developmental science becomes both descriptive and prescriptive tasked not only with

explaining individual differences and changes but also with enhancing the probability of positive developmental outcomes for all youth.

The foundational premise of RDSP is that individual-context relations are the primary units of analysis in development (Fischer & Bidell, 2007; Overton, 2007; Thelen & Smith, 2007). Development is thus conceptualized as a series of coordinated and adaptive processes occurring over time through relational regulation, interactions between the individual's internal capacities and the external systems that shape opportunity structures (Brandtstädter, 2007). This model recognizes that individuals are not passive recipients of environmental influence but active agents whose developmental outcomes are co-constructed with their ecological settings.

A key feature of RDSP is its emphasis on plasticity, the capacity for change throughout life as well as its recognition of the diverse pathways through which development can unfold (Lerner, 2011). This theoretical flexibility allows RDSP to account for both evolutionary and ontogenetic change, providing a comprehensive understanding of how biology, context, and agency interact to shape human potential. Consequently, the RDSP framework has become a cornerstone in modern developmental theory and research, particularly in its application to PYD models (Lerner et al., 2015).

Moreover, the conceptual, methodological, and policy implications of RDSP are far-reaching. It encourages interdisciplinary collaboration and the design of interventions that are contextually responsive and developmentally informed (Lerner, 2007). By attending to the diversity, complexity, and malleability of developmental processes, RDSP provides scholars, educators, and policymakers with the tools to support youth in becoming competent, caring, and engaged citizens.

2.2.1.3. Positive youth development framework

i. The five Cs model of PYD

The PYD framework, prominently advanced by Richard Lerner and colleagues, marks a significant paradigm shift in developmental science from viewing adolescence through a deficit lens focused on risk and dysfunction to adopting a strengths-based approach emphasizing potential, resilience, and thriving (Lerner et al., 2005). Central to this model is the Relational Developmental Systems (RDS) perspective, which conceptualizes development as an ongoing, dynamic interaction between the individual and their ecological contexts such as family, school, peers, and community (Lerner & Overton, 2008; Lerner et al., 2009). This perspective rejects the notion of adolescents as passive recipients of influence and instead positions them as active agents who shape and are shaped by their surroundings. Development is thus viewed as a mutually influential process, where internal capacities and external opportunities interact to shape youth trajectories.

This theoretical foundation is empirically supported by the 4-H Study of PYD, a nationally representative longitudinal study conducted in the United States. This research follows thousands of adolescents to explore how individual strengths (e.g., interests, aspirations, motivation) align with developmental assets in the environment (e.g., mentoring relationships, structured youth programs, community support) to foster optimal developmental outcomes (Bowers et al., 2010; Lerner et al., 2011). Findings from the study support the core hypothesis of PYD: when young people's internal strengths are aligned with external supports, they are more likely to thrive and less likely to engage in problem behaviors. **Thriving**, in this context, is defined by the presence and active cultivation of five interrelated developmental constructs known as the Five Cs, such as competence, confidence, character, connection, and caring (Lerner

et al., 2005). Each of these Cs represents a critical aspect of healthy adolescent development. When these dimensions are cultivated in balance and reinforced by a supportive environment, they give rise to a “Sixth C” - contribution, where youth not only thrive personally but also engage in prosocial behaviors that benefit their communities (Jelicic et al., 2007; Lerner et al., 2015). Contribution is therefore both a product and a driver of developmental success, reinforcing the environments that supported growth in the first place.

A key mechanism underlying PYD is the concept of adaptive developmental regulation, which describes how youth can navigate opportunities and challenges by drawing on both their internal assets and contextual supports. This process reflects the concept of plasticity, the capacity for change across the lifespan and suggests that all young people, regardless of background, can thrive when provided with appropriate resources and guidance (Benson et al., 2007; Lerner et al., 2011). For instance, a student who experiences consistent emotional support from a teacher may become more engaged in learning activities, enhancing academic performance and reinforcing the student-teacher relationship. Such feedback loops illustrate how developmental assets can strengthen both individual capacities and the broader systems in which youth are embedded.

Beyond its conceptual strengths, the PYD framework has significant practical implications for program design and youth policy. Research indicates that youth development initiatives grounded in the Five Cs model are more effective than those lacking a clear theoretical foundation, producing better outcomes in academic achievement, mental health, and civic involvement (Eccles & Gootman, 2002; Roth & Brooks-Gunn, 2003). Moreover, the flexibility of PYD principles allows for their application across diverse cultural and socio-economic contexts, making it a globally adaptable model for supporting youth development (Beck &

Wiium, 2019). In light of these strengths, PYD is increasingly recognized as a comprehensive framework capable of informing education, health, and social policy.

ii. Purpose as a developmental asset

Within the PYD framework, purpose has emerged as a critical developmental asset, offering adolescents a guiding framework for identity formation, goal setting, and moral engagement. William Damon's pioneering work has significantly shaped scholarly understanding of purpose by positioning it as a central element in adolescent thriving. Damon (2008) defines purpose as a "stable and generalized intention to accomplish something that is at once meaningful to the self and of consequence to the world beyond the self." This dual focus on self-fulfillment and societal contribution makes purpose a unique psychological resource that fosters resilience, motivation, and long-term engagement in meaningful life pursuits (Koshy & Mariano, 2011). Aligning with the broader goals of PYD, purpose functions not merely as an outcome but as a driving force that links youth strengths with contribution, a key element of the Five Cs model (Lerner et al., 2005).

Empirical evidence demonstrates that youth with a strong sense of purpose exhibit increased academic motivation, psychological well-being, and prosocial behavior. For instance, purposeful adolescents are more likely to engage in civic activities, volunteerism, and leadership roles behaviors that exemplify the developmental ideal of contribution (Bronk et al., 2009; Damon et al., 2003). Damon argues that purpose enables youth to integrate their values, talents, and aspirations into a coherent identity, acting as a "compass" that guides them through life's challenges (Damon, 2008). This conceptualization underscores the relevance of purpose not only for individual flourishing but also for the promotion of social good, making it a foundational element in PYD's emphasis on thriving rather than mere survival.

Purpose development, like other domains of PYD, is deeply embedded in relational and contextual processes. Adolescents form a sense of purpose through dynamic interactions with family, peers, mentors, schools, and communities contexts that provide both inspiration and structured opportunities for exploration (Bronk, 2013; Malin et al., 2017). Supportive adults, in particular, can play a catalytic role by helping youth identify their “spark” an initial interest or passion and then nurturing it into a sustained, meaningful pursuit (Damon, 2008). These developmental supports are consistent with the PYD framework’s emphasis on aligning individual potential with ecological resources. Purpose, in this view, emerges from the interplay of identity formation, moral development, and opportunity structures, offering a practical target for intervention and educational programming (Mariano & Going, 2011).

Despite its benefits, the cultivation of purpose presents challenges. Damon (2008) estimates that only about 20% of adolescents exhibit a fully articulated sense of purpose, while the majority remain in a state of “drift” a lack of direction that correlates with disengagement, anxiety, and diminished well-being. This finding emphasizes the need for intentional cultivation of purpose through environments that promote autonomy, exploration, and value alignment. Research supports this view. For instance, Bronk (2013) found that youth with clear purpose show greater persistence and optimism, while others without purposeful goals are more vulnerable to external pressures and negative peer influences. Moreover, purpose plays a regulatory function, helping adolescents prioritize goals, overcome obstacles, and derive meaning from setbacks capacities that are particularly valuable in navigating the complex transition from adolescence to adulthood (Benson et al., 2007; Damon et al., 2003).

A defining characteristic of Damon’s conceptualization is the “beyond-the-self” orientation of purpose, which distinguishes it from self-centered ambitions. Purpose-driven youth

not only strive for personal excellence but also seek to improve their communities and contribute to causes larger than themselves (Hardy & Carlo, 2011). This moral and civic dimension of purpose is aligned with Damon's vision of "good work" efforts that integrate excellence, ethical commitment, and engagement (Damon, 2008). Adolescents who pursue such goals tend to experience greater life satisfaction and are more likely to exhibit behaviors associated with the Five Cs of PYD, particularly caring, character, and connection. In this way, purpose acts as a bridge between internal motivation and social responsibility, reinforcing the developmental alignment central to PYD.

Damon and colleagues offer practical strategies for cultivating purpose in youth, emphasizing the role of adults as facilitators rather than directors. Educators, parents, and mentors can foster purpose by encouraging reflection, modeling civic engagement, and creating spaces for exploration without prescribing outcomes (Koshy & Mariano, 2011). Practices such as gratitude journaling, service learning, and identity projects have been shown to promote purpose development by linking personal strengths with communal needs. This strengths-based guidance complements the PYD model, which encourages the alignment of youth assets with supportive ecological systems to foster thriving (Lerner et al., 2005).

Finally, recent research has extended the developmental significance of purpose beyond adolescence, framing it as a core component of psychological well-being across the lifespan. McKnight and Kashdan (2009) argue that a sustained sense of purpose provides cognitive coherence and emotional stability, helping individuals navigate adversity and make sense of life transitions. Similarly, Ryff and Singer (2008) identify purpose as a pillar of eudaimonic well-being defined by meaning, self-realization, and long-term fulfillment. This longitudinal view reinforces the value of investing in purpose early in life, suggesting that adolescents who develop

purposeful goals are better equipped to lead resilient, meaningful adult lives. In sum, the study of purpose not only enriches the PYD framework but also offers a compelling vision of youth as moral agents capable of shaping both their lives and their communities for the better.

iii. The developmental assets framework

The Developmental Assets Framework, developed under the leadership of Peter Benson and the Search Institute, has been instrumental in shaping PYD by offering a comprehensive, strengths-based model that emphasizes the role of community and ecological systems in fostering adolescent well-being. In contrast to deficit-focused models that target risk reduction, this framework underscores the importance of building both internal and external resources and “assets” that help young people thrive (Lerner et al., 2015). At its core, the model recognizes that positive development arises from the convergence of individual capacities and supportive environments. Through over two decades of research and practice, the Developmental Assets Framework has demonstrated that communities can play a proactive role in promoting resilience, achievement, and social responsibility by cultivating these assets across key socialization settings, such as families, schools, and peer networks (Benson et al., 2011).

The framework delineates two broad categories of assets internal and external that together form a holistic foundation for youth development. Internal assets represent the personal qualities and competencies that empower youth to manage challenges and pursue meaningful goals. These are further grouped into four subdomains, such as (1) commitment to learning (e.g., school engagement, achievement motivation), (2) positive values (e.g., integrity, responsibility), (3) social competencies (e.g., conflict resolution, empathy), and (4) positive identity (e.g., self-esteem, sense of purpose) (Benson et al., 2011). Complementing these are external assets, which refer to the contextual and relational supports present in a young person’s environment. These

include (1) support (e.g., caring relationships with adults), (2) empowerment (e.g., opportunities for leadership and meaningful involvement), (3) boundaries and expectations (e.g., consistent rules, positive adult role models), and (4) constructive use of time (e.g., participation in structured extracurricular activities). The simultaneous presence and reinforcement of both internal and external assets generate developmental momentum enabling youth not only to avoid negative outcomes but also to flourish across social, academic, and emotional domains.

Empirical research provides strong support for the developmental assets framework as a promotive model of positive youth development. Large-scale and longitudinal studies consistently show that adolescents who report higher levels of internal and external assets demonstrate greater academic achievement, stronger psychosocial well-being, and lower engagement in health-risk behaviors such as substance use and violence, and higher levels of social competence (Benson et al., 2011; Scales et al., 2011). Foundational work by Reininger et al. (2003) contributed to this evidence base by developing and validating a comprehensive survey instrument to measure youth assets alongside risk behaviors, thereby enabling subsequent empirical investigations of asset – outcome relationships. These findings align closely with the core principles of the PYD framework, particularly the Five Cs, i.e., competence, confidence, character, connection, and caring which together define indicators of thriving and contribution in adolescence (Lerner et al., 2015). Taken together, this body of evidence indicates that asset-building strategies are not merely protective against risk but fundamentally developmental, fostering the personal and relational capacities that enable youth to lead healthy, engaged, and socially responsible lives.

A key contribution of the developmental assets framework is its emphasis on the ecological and shared responsibility of youth development. No single system can provide all the

resources young people need; rather, families, schools, peer groups, and community institutions must work in concert to cultivate a rich developmental ecology (Benson et al., 2007). For instance, schools that promote student engagement, provide leadership opportunities, and establish inclusive norms enhance both external assets (e.g., empowerment, support) and internal ones (e.g., commitment to learning). Similarly, parents who model positive values, set clear boundaries, and provide emotional warmth help reinforce both domains of the framework. This systemic perspective resonates with the relational developmental systems approach underlying PYD, which posits that development is co-constructed through dynamic interactions between individuals and their contexts (Lerner & Overton, 2008). By focusing on these reciprocal influences, the developmental assets framework not only maps out the conditions for optimal development but also identifies concrete roles that multiple stakeholders can play in supporting youth.

Despite its strengths, implementing the developmental assets framework at scale poses practical challenges. It requires sustained community engagement, cross-sector collaboration, and culturally responsive adaptation to ensure relevance across diverse populations. While the framework provides a flexible structure adaptable to various cultural settings, the specific expression and valuation of assets may vary by context, necessitating careful alignment with local norms, values, and resources (Scales et al., 2011). Moreover, building developmental assets is not a one-time intervention but an ongoing process that must be embedded in policy, practice, and everyday interactions. Benson and colleagues emphasize that asset-building should not only involve adults or institutions but also empower youth as active participants in their own development (Benson et al., 2011). By fostering agency alongside support, communities can create conditions that both respect and amplify the voices of young people.

2.2.2. Theoretical perspectives on family functioning

Understanding the internal dynamics and adaptive capacity of families has been a central focus of both developmental research and clinical practice. Several theoretical models rooted in general systems theory have emerged to conceptualize family functioning, each emphasizing different but complementary dimensions of family interaction. Among the most influential are Olson's Circumplex Model, Beavers' Systems Model, the McMaster Family Functioning Model (MMFF), and Skinner's Process Model of Family Functioning (Dai & Wang, 2015). While these frameworks share an ecological and systemic foundation, they diverge in terms of analytical focus ranging from emotional connectedness and flexibility to problem-solving processes and systemic task management. Collectively, these models provide robust tools for assessing both normative and dysfunctional family processes, offering valuable insights for developmental research and youth-focused interventions.

2.2.2.1. Olson's circumplex model of marital and family systems

Olson's Circumplex Model (2000) provides a structural and process-oriented framework that conceptualizes family functioning along three interrelated dimensions: *cohesion*, *adaptability*, and *communication*. Cohesion describes the emotional closeness between family members, while adaptability (or flexibility) reflects the family's capacity to alter power structures, roles, and rules in response to developmental or situational changes. Communication functions as a facilitating dimension that enables families to balance cohesion and adaptability, thus supporting effective problem-solving and conflict resolution (Olson & Gorall, 2006). The core proposition of the model is that moderate levels of cohesion and adaptability termed *balanced functioning* are predictive of optimal relational and developmental outcomes. Conversely, families that exhibit extremes in either dimension (e.g., disengagement or

enmeshment in cohesion; rigidity or chaos in adaptability) are more likely to experience dysfunction, such as communication breakdown, conflict, or emotional disengagement. The model has been widely validated in cross-cultural and clinical studies and offers a flexible diagnostic tool that aligns well with developmental interventions (Olson, 2000; Dai & Wang, 2015).

2.2.2.2. Beavers' systems model of family functioning

Beavers and Hampson (2000) proposed a model that extends systemic thinking by introducing a typological classification of families based on two core dimensions, including family competence and family style. Competence reflects the family's ability to solve problems, promote individual autonomy, and maintain relational stability. Family style ranges from centripetal (inward-focused, enmeshed) to centrifugal (outward-focused, emotionally detached), affecting the emotional tone and orientation of family interactions. Unlike Olson's model, which focuses on balance within key dimensions, Beavers' framework categorizes families into five hierarchical levels (from optimal to severely dysfunctional) and nine interactional styles that combine structural features (rigid/chaotic) with affective and communicative patterns. The model's clinical utility has been demonstrated in assessments of adolescent development, emotional health, and behavioral adjustment (Olson et al., 2019; Roelofse & Middleton, 1985). Its nuanced typology is particularly useful in tailoring interventions that address both relational quality and interaction style.

2.2.2.3. McMaster model of family functioning (MMFF)

The McMaster model (Epstein et al., 1978; Miller et al., 2000) advances a clinically grounded and empirically validated approach to assessing family systems. Built on general systems theory, the MMFF identifies six interdependent dimensions essential to family

functioning, including (1) problem-solving, (2) communication, (3) roles, (4) affective responsiveness, (5) affective involvement, and (6) behavior control. These dimensions provide a holistic view of how families manage tasks, distribute responsibilities, express emotions, and regulate behavior. The model operates under five core assumptions such as (1) interdependence of family members, (2) system-level analysis over individual focus, (3) structural organization influences behavior, (4) recurring interaction patterns shape outcomes, and (5) adaptability to developmental transitions is key to resilience (Miller et al., 2000). MMFF has been widely applied in both research and clinical contexts through tools like the Family Assessment Device (FAD), providing measurable indicators of dysfunction across multiple domains (Dai & Wang, 2015). Unlike Olson and Beavers, who emphasize emotional or typological attributes, MMFF offers a process-focused framework for diagnosing and improving specific family subsystems.

2.2.2.4. Skinner's process model of family functioning

Skinner's process model (2000), building on earlier models like McMaster, introduces a developmental-task perspective that emphasizes how families organize themselves to meet changing internal and external demands. The model identifies seven interactive dimensions, including communication, affective expression, role performance, task accomplishment, involvement, control, and values and norms. Central to the model is the notion of task accomplishment the family's ability to coordinate efforts to achieve collective goals under normal and crisis conditions (Skinner et al., 2000). This model is distinguished by its emphasis on contextual adaptability, acknowledging how socio-demographic variables, cultural norms, and family belief systems shape functioning (Walsh, 2016). By integrating both internal dynamics (e.g., affect and communication) and external influences (e.g., cultural values and economic stress), the model provides a comprehensive and dynamic view of family systems. It is

particularly suited for use in diverse sociocultural contexts, including low- and middle-income countries where developmental risks and family structures vary significantly.

2.2.3. Theories of academic motivation and engagement

Academic motivation and engagement are central constructs in understanding adolescents' learning behaviors and educational outcomes. Contemporary research emphasizes that students' engagement in academic tasks is shaped by both individual beliefs and the social environments in which learning occurs. Motivational processes influence how students approach learning activities, persist in challenging situations, and regulate their academic behavior over time. Two influential theoretical frameworks that explain these processes are Expectancy–Value Theory (EVT) and Self-Determination Theory (SDT). Both perspectives highlight the role of psychological beliefs and supportive environments in promoting students' academic engagement, persistence, and achievement (Eccles & Wigfield, 2002; Ryan & Deci, 2000).

2.2.3.1. Expectancy–Value Theory (EVT)

Expectancy–value theory (EVT), developed primarily through the work of Jacquelynne Eccles and her colleagues, explains students' motivation and achievement-related behaviors by focusing on two central psychological factors: expectations for success and subjective task values (Wigfield & Eccles, 2000). According to the theory, students are more likely to engage in academic tasks when they believe they can succeed and when they perceive those tasks as meaningful or valuable. Expectancy beliefs refer to students' perceptions of their ability to perform successfully on a specific task or academic activity. Students who possess strong beliefs in their academic competence tend to demonstrate greater effort, persistence, and resilience when encountering academic challenges. In contrast, students with lower expectations for success may avoid difficult tasks or disengage from learning activities.

The second major component of EVT, subjective task value, refers to the importance or usefulness students assign to an academic activity. Task value is commonly conceptualized through four dimensions. Intrinsic value refers to the enjoyment or interest students experience while performing a task. Attainment value represents the personal importance of performing well because the task aligns with one's identity or goals. Utility value reflects the perceived usefulness of the task for achieving future aspirations such as career or educational goals. Finally, perceived cost refers to the negative aspects associated with engaging in the task, including the effort required, anxiety about failure, or the loss of alternative opportunities (Wigfield & Eccles, 2000).

Expectancy beliefs and task values are not static but develop over time through interactions with important social agents and contextual experiences. Parents, teachers, peers, and broader cultural expectations all play significant roles in shaping students' beliefs about their academic abilities and the importance of educational activities (Eccles & Wigfield, 2002; Eccles, 2009). These social influences contribute to the formation of motivational beliefs that guide students' educational choices and engagement patterns.

Recent developments in EVT highlight the situated nature of motivation, emphasizing that students' beliefs interact dynamically with social contexts and learning environments (Eccles & Wigfield, 2020). For example, students' motivational beliefs are influenced by feedback from teachers, classroom experiences, and peer interactions, which shape their perceptions of competence and task relevance. Empirical research provides strong support for the central propositions of EVT. Studies consistently show that students who believe they can succeed and who perceive academic tasks as valuable are more likely to demonstrate higher levels of engagement, persistence, and academic achievement (Fredricks & Eccles, 2002; Wang

& Eccles, 2011). Research also indicates that motivational beliefs influence academic self-regulation, including students' ability to maintain focus and resist distractions during learning activities (Galla et al., 2018).

Evidence from specific academic fields further demonstrates the predictive value of expectancy beliefs and task value. For example, studies in engineering education have found that both self-efficacy and task value significantly predict students' persistence and long-term commitment to academic programs, with task value particularly associated with sustained engagement (Wu et al., 2020). Even in contemporary digital learning environments, expectancy beliefs and task value remain important predictors of students' academic intentions and engagement (Ball et al., 2017).

These findings highlight important implications for educational practice. EVT suggests that educators can enhance students' motivation by strengthening their confidence in their abilities, emphasizing the relevance of academic tasks to students' goals, and minimizing perceived costs associated with learning activities (Loh, 2019). Learning environments that connect academic content to real-life applications and provide constructive feedback can therefore promote sustained academic motivation and engagement.

2.2.3.2. Self-Determination Theory (SDT)

Self-Determination Theory (SDT), developed by Edward L. Deci and Richard M. Ryan, provides a comprehensive framework for understanding human motivation and psychological well-being. The theory proposes that individuals possess three fundamental psychological needs that support optimal functioning and intrinsic motivation: autonomy, competence, and relatedness (Ryan & Deci, 2000). Autonomy refers to the experience of having a sense of volition and control over one's actions. Students who perceive that they have meaningful choices

in their learning activities are more likely to demonstrate intrinsic motivation and active engagement in academic tasks. Competence refers to the feeling of effectiveness in interacting with the environment and successfully accomplishing tasks. Students who perceive themselves as capable learners are more likely to persist in challenging activities and invest effort in academic work. Relatedness reflects the need to feel connected to others and to experience supportive interpersonal relationships, particularly with teachers and peers.

According to SDT, when educational environments support these psychological needs, students are more likely to demonstrate intrinsic motivation, psychological well-being, and sustained engagement in learning activities. In contrast, environments that undermine autonomy, competence, or relatedness may lead to controlled forms of motivation, disengagement, and lower academic performance (Deci & Ryan, 2012; Ryan & Deci, 2024). Within educational settings, SDT has been widely used to explain variations in student engagement across behavioral, emotional, and cognitive dimensions. Research shows that classrooms characterized by autonomy-supportive teaching practices, appropriately challenging tasks, and positive social relationships promote higher levels of student motivation and engagement (Fried & Konza, 2013; Núñez & León, 2019; Reeve, 2012).

Autonomy-supportive teaching practices may include offering meaningful choices, encouraging student participation in decision-making, and providing opportunities for self-directed learning. Such practices foster intrinsic motivation and sustained engagement in academic tasks. Similarly, learning environments that support competence through clear feedback and appropriately challenging tasks can strengthen students' confidence in their abilities and encourage persistence in learning activities. Supportive teacher – student relationships also play a crucial role in satisfying students' need for relatedness. When students

feel respected, valued, and emotionally supported by teachers and peers, they are more likely to develop a sense of belonging within the learning environment and demonstrate greater engagement in academic activities. These principles apply across diverse educational contexts, including online and technology-mediated learning environments, where positive interactions with instructors and peers have been shown to enhance students' motivation and persistence (Sun et al., 2019).

Conversely, when students experience environments that frustrate their psychological needs for autonomy, competence, or relatedness, their motivation may decline. Longitudinal research shows that controlling teaching practices, lack of supportive relationships, and limited opportunities for competence development can lead to decreased motivation and increased disengagement from academic activities (Jang et al., 2016). To sum up, SDT emphasizes that educational environments that support students' psychological needs can foster intrinsic motivation, sustained academic engagement, and improved learning outcomes.

2.3. Empirical review of related literatures

2.3.1. Family functioning as a predictor of positive youth development

Adolescence is a pivotal period of human development characterized by rapid biological, emotional, and social changes. While this stage introduces increased vulnerability to risks, it simultaneously presents opportunities for growth, adaptation, and thriving, particularly when embedded within supportive family environments. Families serve as the most immediate and enduring microsystems in adolescents' lives, profoundly shaping their developmental trajectories. According to Bronfenbrenner's ecological systems theory (1979), the family is the most proximal context in which youth navigate the challenges of identity, autonomy, and interpersonal competence. Empirical evidence supports this claim, highlighting that warm,

responsive parenting, open communication, and consistent emotional support predict greater psychological well-being, school adjustment, and social-emotional competence in adolescents (Ha et al., 2009; Ma et al., 2013; Martin et al., 2010). Adolescents themselves express a strong desire for parental involvement, particularly in emotionally charged domains such as peer relationships, academics, and self-regulation (Tinnfält et al., 2015), reinforcing the notion that healthy family functioning is essential to PYD.

2.3.1.1. Core dimensions of family functioning

A well-functioning family system forms the cornerstone of adolescent development. Grounded in ecological systems theory (Bronfenbrenner, 1979) and supported by family systems models (Miller et al., 2000; Olson, 2000), the family is viewed as the most immediate and powerful microsystem influencing an adolescent's cognitive, emotional, and behavioral development. Family functioning refers to the quality of interactions and organizational patterns through which family members meet one another's emotional, physical, and psychological needs (Dickstein, 2002; Eichelsheim, 2011). A family's ability to maintain open emotional exchange, resolve problems collaboratively, and involve adolescents in decision-making processes fosters secure attachment, autonomy, and prosocial behavior.

Research has consistently found that high-quality family functioning is associated with fewer internalizing problems such as anxiety, depression, and low self-esteem as well as lower levels of externalizing behaviors, including aggression and delinquency (Guberman & Manassis, 2011; Shek, 2002; Stark et al., 2012). In contrast, dysfunctional family environments marked by emotional withdrawal, unclear communication, and poor conflict resolution are linked with increased behavioral problems, psychological maladjustment, and disengagement from school (Hai-Jiao et al., 2011; Hofer et al., 2013; Johnson et al., 2001).

The PYD framework, which prioritizes strengths-based development through enabling environments, emphasizes that families are vital for fostering the “Five Cs” – i.e., competence, confidence, connection, character, and caring (Lerner et al., 2005). Functioning families act not only as protective buffers against risk but also as promotive systems for thriving. Adolescents raised in such environments demonstrate superior academic performance, emotional regulation, and resilience in the face of adversity (Crane et al., 2005; Padilla-Walker & Carlo, 2007). Drawing from a wide body of empirical literature and theoretical models, family functioning can be understood as comprising six core interrelated dimensions, such as communication, affect, structure, behavioral control, value transmission, and external systems (Roelofse & Middleton, 1985). Each of these elements contributes uniquely, and interactively to the holistic development of youth. The following subsections provide a detailed synthesis of these dimensions.

2.3.1.1.1. Communication and adolescent development within family functioning

The literature consistently indicates that communication functions as a foundational relational mechanism through which family functioning shapes adolescents’ developmental trajectories. Across theoretical and empirical perspectives, open, supportive, and emotionally responsive communication emerges as a central process that strengthens family cohesion, promotes psychological security, and facilitates adolescents’ socio-emotional competencies. Studies grounded in family systems and family communication frameworks demonstrate that communication does not operate merely as an exchange of information but as a relational process that organizes family interaction patterns, regulates emotions, and supports adolescents’ growing autonomy (Olson & Gorall, 2006; Schrodtt et al., 2008).

A key pattern across empirical studies is that communication characterized by emotional support, active listening, and validation is consistently associated with positive adolescent

outcomes such as higher self-esteem, stronger emotional regulation, and improved social competence (Boudreault-Bouchard et al., 2013; Padilla-Walker & Carlo, 2007). These findings suggest that supportive communication facilitates adolescents' development by providing a secure relational context in which young people can express emotions, negotiate independence, and internalize adaptive coping strategies. In contrast, communication patterns marked by criticism, avoidance, or rigid authority structures tend to undermine adolescents' emotional security and increase vulnerability to behavioral and psychological difficulties (Black & Lobo, 2008).

Furthermore, research on family communication orientations strengthens the importance of interactional openness within family systems. Conversation-oriented family environments promote dialogue, reasoning, and perspective-taking, thereby fostering adolescents' identity formation and relational competence. Conversely, highly conformity-oriented environments may restrict adolescents' opportunities for expression and autonomy, limiting the developmental benefits of family interaction (Schrodt et al., 2008). These findings highlight how different communication climates within families shape the quality of adolescents' engagement with parents and the broader family system.

Another consistent theme across the literature is the protective role of effective communication in promoting family resilience during stressful circumstances. When families maintain open and supportive communication during adversity, they are better able to engage in collaborative problem-solving and emotional support processes that help adolescents cope with challenges and maintain psychological well-being (McKinley & Lilly, 2022; Theiss, 2018). This evidence underscores that communication serves not only as a routine relational process but also as a key adaptive resource that strengthens family functioning under conditions of stress. Taken

together, the literature demonstrates that family communication operates as a central mechanism linking family relational processes to adolescents' developmental outcomes. Through patterns of emotional responsiveness, openness, and mutual dialogue, communication shapes adolescents' psychological adjustment, relational competence, and capacity to navigate developmental challenges. Consequently, understanding the role of communication within family functioning is essential for explaining variations in adolescents' socio-emotional development and well-being.

2.3.1.1.2. Affect and adolescent development within family functioning

The affective climate of the family, reflected in patterns of emotional tone, warmth, responsiveness, and availability among its members, constitutes a foundational dimension of adolescent development. Drawing on attachment theory (Bowlby, 1982) and self-determination theory (Deci & Ryan, 2000), emotional responsiveness within the family serves dual developmental functions. First, it facilitates the formation of secure internal working models that shape adolescents' perceptions of self and others. Second, it fulfills the basic psychological need for relatedness, thereby supporting healthy socio-emotional development. Within this framework, family interactions characterized by emotional attunement and support provide a critical context through which adolescents develop adaptive relational schemas and psychological competencies.

Parental warmth, commonly conceptualized as the expression of affection, empathy, and supportive engagement, has been consistently associated with positive developmental outcomes across diverse cultural contexts. Empirical evidence indicates that adolescents who perceive their parents as emotionally available and nurturing demonstrate higher levels of emotional regulation, psychological well-being, and self-esteem, alongside lower levels of hostility, aggression, and anxiety (Belintxon et al., 2020; Khaleque, 2013). Importantly, parental warmth functions as a

protective factor during adolescence, a developmental stage marked by heightened exposure to stressors such as peer influence, academic demands, and identity exploration. In this regard, emotionally supportive parenting contributes to the development of resilience by equipping adolescents with the emotional resources necessary to cope effectively with adversity.

Affective processes within the family extend beyond parent – child relationships to include sibling dynamics, which represent an additional context for emotional and social learning. Warm and supportive sibling relationships have been positively linked to emotional security, prosocial behavior, and enhanced social competence (Kim et al., 2007). However, the developmental implications of sibling affect are contingent upon the behavioral patterns modeled within these relationships. Longitudinal research demonstrates that siblings who engage in prosocial and achievement-oriented behaviors can promote adaptive functioning, whereas exposure to sibling deviance and antisocial behavior may increase the risk of maladjustment through mechanisms of modeling and reinforcement, including co-participation in deviant activities and escalation of conflict (Snyder et al., 2005).

Furthermore, affective parenting practices that align with need-supportive principles, such as the expression of empathy, encouragement of autonomy, and provision of structured choices, play a critical role in fulfilling adolescents' basic psychological needs as outlined in self-determination theory. Empirical studies show that such parenting practices are associated with higher levels of intrinsic motivation, personal agency, and emotional well-being among adolescents (Joussemet et al., 2008; Van der Kaap-Deeder et al., 2017). These developmental benefits extend beyond adolescence, contributing to adaptive functioning across the lifespan.

Cumulatively, the literature suggests that families characterized by an emotionally supportive climate promote adolescent thriving through multiple, interrelated mechanisms. These

include the enhancement of emotional literacy, the strengthening of relational trust, and the facilitation of prosocial value internalization. Longitudinal evidence further indicates that individuals raised in warm and emotionally responsive family environments are less likely to develop mental health difficulties and more likely to exhibit resilience, empathy, and life satisfaction into adulthood (Huppert et al., 2010).

2.3.1.1.3. Behavioral control and adolescent development within family functioning

Parental behavioral control refers to the set of strategies that parents use to guide, monitor, and regulate their children's behavior through clearly defined rules, consistent supervision, and age-appropriate disciplinary practices. Distinguished from psychological control, which relies on guilt induction, love withdrawal, and manipulative tactics that can impair autonomy and emotional development, behavioral control is constructive and externally oriented designed to structure adolescents' environments in ways that foster self-discipline, safety, and social competence (Soenens & Vansteenkiste, 2010). This distinction is particularly salient in developmental science. While psychological control is consistently linked to maladaptive outcomes such as anxiety, rebellion, and identity confusion, behavioral control has been shown to promote adolescent adjustment and protect against externalizing problems, including substance use, delinquency, and aggression (Fletcher et al., 2004; Harris-McKoy & Cui, 2013). These effects are mediated by adolescents' perceptions of parental legitimacy and fairness adolescents are more likely to comply with rules they see as just and consistent.

From the lens of the PYD framework, behavioral control plays an instrumental role in building the "Five Cs", particularly competence, confidence, and character. By establishing clear behavioral expectations and consequences, effective behavioral control fosters accountability, goal-directed behavior, and responsible decision-making (Lease & Dahlbeck, 2009; Pinquart,

2017). Such parental strategies are essential scaffolds for developing autonomous self-regulation, allowing adolescents to internalize external rules into personal standards of conduct over time. Recent developments in technology and digital media have expanded the relevance of behavioral control into new domains. With the proliferation of smartphones, social media, and online gaming, digital parenting has become a new frontier for monitoring and guidance. Research indicates that parental mediation strategies, including structured rules on internet use and active co-engagement with digital content, are associated with lower levels of adolescent internet addiction, reduced involvement in cyberbullying, and decreased engagement in other risky behaviors. Adolescents who experience higher levels of parental restrictive mediation are less likely to develop problematic internet behaviors and engage in cyberbullying, while active mediation that involves co-use and discussion further supports safer online behavior and strengthens parent – child communication. Similarly, both paternal and maternal involvement and monitoring have been shown to reduce delinquent behaviors among early adolescents, highlighting the protective role of parental engagement across multiple domains of adolescent risk (Liu & Hoi, 2023; Shek & Zhu, 2019).

However, the effectiveness of behavioral control is highly context-sensitive. Scholars emphasize the need to distinguish between domains of parental authority. When parents enforce control over conventional domains such as academics, chores, or bedtime routines adolescents tend to view such rules as legitimate and respond positively. But when control extends into personal domains, such as friendships, clothing, or leisure choices, it often provokes resistance, psychological reactance, and relational strain (Hasebe et al., 2004). Therefore, developmentally appropriate boundaries between guidance and autonomy are crucial. Additionally, cultural values and family norms shape how behavioral control is interpreted. In collectivist cultures, where

interdependence and filial piety are emphasized, stronger parental monitoring may be perceived as care rather than intrusion. Conversely, in more individualistic societies, the same behaviors might be viewed as overbearing (Chao & Aque, 2009). This underscores the importance of cultural sensitivity in evaluating the function and impact of behavioral control on youth development.

2.3.1.1.4. Value transmission and adolescent development within family functioning

Value transmission within the family is a central process that profoundly shapes adolescents' identity formation, moral development, and social behavior. It involves the communication and modeling of beliefs, priorities, and ethical principles that guide how young people interpret the world, regulate their behavior, and make life choices (Chase-Lansdale et al., 2007). As such, it is foundational to the development of character and caring, two of the core elements of the Five Cs of PYD (Lerner et al., 2005). Parents serve as primary socialization agents, transmitting values not only through direct verbal instruction such as discussions about right and wrong but also more subtly through daily behaviors, emotional expressions, and reactions to social events (Grusec & Davidov, 2015). Adolescents observe how parents handle conflict, express empathy, engage in civic duties, or react to societal norms. These implicit cues often carry more weight than explicit instruction, forming the emotional tone and moral atmosphere of the family.

The content of the values emphasized such as achievement, autonomy, collectivism, obedience, or egalitarianism has been shown to influence adolescents' social orientation, identity coherence, and interpersonal functioning (Roccas et al., 2002). For instance, families that prioritize prosocial and community-oriented values tend to raise youth who exhibit greater empathy and civic engagement, while those emphasizing obedience or conformity may foster

rule-following but potentially at the expense of critical thinking or autonomy (Knafo & Schwartz, 2001). Crucially, value transmission is not a linear or one-directional process. Contemporary developmental theories, especially relational and constructivist models emphasize the bidirectional nature of value socialization. Adolescents do not passively absorb values; rather, they negotiate, reinterpret, accept, or resist parental norms, especially during the identity-seeking period of adolescence (Daniel & Benish-Weisman, 2019; Padilla-Walker, 2007). This dynamic interaction reflects a broader transactional model of development, wherein youth agency plays a decisive role.

The quality of the parent-child relationship significantly mediates the effectiveness of value transmission. Secure attachment, emotional warmth, and open, respectful communication enhance adolescents' receptivity and internalization of familial values (Albert & Ferring, 2012). Conversely, authoritarian or emotionally distant parenting may lead to superficial compliance or outright rejection of those same values. The internalization process is more successful when parents adopt an autonomy-supportive style, allowing adolescents to explore, question, and ultimately integrate values into their self-concept (Joussemet et al., 2008). Moreover, while parents remain influential, adolescents today are increasingly exposed to diverse and competing value messages from peers, media, school, and online communities. This plurality of influences means that congruence between parent and adolescent values cannot be assumed. However, value congruence when it exists has been empirically associated with higher well-being, reduced conflict, greater identity coherence, and enhanced decision-making abilities in adolescents (Barni et al., 2011; Schwartz et al., 2001). This underscores the importance of intentional, flexible, and culturally responsive value communication in modern family life.

2.3.1.1.5. Family structure and adolescent development within family functioning

Family structure, broadly defined as both the physical composition of the household (e.g., two-parent, single-parent, blended, or extended families) and the functional organization of roles, routines, and relational patterns, has long been considered a foundational context for adolescent development. While early research tended to focus on static categorizations such as intact versus non-intact families contemporary developmental science emphasizes the dynamic qualities of structure such as consistency, emotional availability, and rule clarity as more predictive of youth well-being (Farkas & Grolnick, 2010; Lerner et al., 2015). Structured parenting, characterized by clear routines, consistent expectations, and well-communicated boundaries, fosters adolescents' executive functioning, self-discipline, and decision-making capacity. These structural supports provide youth with a reliable scaffold from which to explore autonomy while maintaining emotional security. Within the PYD framework, such structures directly contribute to the development of competence and confidence, as adolescents learn to navigate their environment with predictability and support (Lerner, 2005).

Empirical research consistently shows that adolescents raised in stable two-parent or intact family configurations often demonstrate more favorable developmental outcomes than those from non-intact or fragmented households, including higher academic performance, stronger emotional regulation, and greater life satisfaction (Amato, 2005; Shek, 2002; Shek & Leung, 2013). However, a growing body of longitudinal and cross-cultural research indicates that structural form alone is insufficient to predict adolescent adjustment; instead, relational and functional aspects of family life, such as cohesion, warmth, communication, and mutual support more strongly shape developmental trajectories (Hamilton, 2005; Park & Lee, 2020). Extended family systems, common in collectivist cultures, can provide adolescents with additional emotional security, intergenerational mentorship, and cultural continuity, further supporting

identity development and resilience (Hamilton, 2005). Likewise, single-parent households, when characterized by responsive parenting, effective boundary-setting, and emotional support, can foster adolescents' self-esteem, academic engagement, and psychosocial well-being, underscoring that family quality, rather than structure alone, is the critical determinant of positive developmental outcomes (Golombok, 2015).

This shift from form to function reflects a broader systems-based understanding of family structure, consistent with ecological models of development (Bronfenbrenner, 1979). Within this framework, structural elements of the family interact with broader social systems such as schools, peers, and community networks to shape youth development in a reciprocal and context-dependent manner. Thus, the impact of family structure is moderated by socioeconomic status, cultural norms, and community resources, underscoring the need for contextual sensitivity in both research and intervention.

2.3.1.1.6. Family external systems and adolescent development within family functioning

External systems defined as the broader institutional, relational, and community-based contexts surrounding the family play a vital and dynamic role in shaping adolescent development. Anchored in Bronfenbrenner's ecological systems theory (1979), and supported by family systems theory (Olson, 2000) these exosystemic structures including schools, religious institutions, peer networks, and community organizations interact with family processes to either support or strain adolescent developmental pathways. When functioning effectively, external systems serve as critical scaffolds for both youth and their families. Schools, for instance, are not merely academic settings but social and emotional ecosystems where adolescents form relationships with teachers, mentors, and peers connections that have been linked to increased

motivation, emotional regulation, and academic achievement (Theokas & Lerner, 2006). Likewise, religious organizations and community-based programs offer moral guidance, identity anchors, and opportunities for civic engagement, all of which are consistent with the Five Cs of PYD (Lerner et al., 2005). These institutions often foster collective efficacy, defined as shared social cohesion and mutual willingness to intervene for the common good. Research demonstrates that higher levels of collective efficacy are associated with reduced antisocial behavior and greater resilience among youth, particularly in socioeconomically disadvantaged neighborhoods (Odgers et al., 2009).

Another critical component of adolescents' external systems is the extended kinship network, particularly in collectivist or interdependent cultural contexts where caregiving responsibilities are often shared beyond the nuclear family. Empirical research demonstrates that grandparents, aunts, uncles, and older siblings frequently provide instrumental assistance such as childcare and supervision, as well as emotional support and cultural socialization that reinforce identity, values, and coping resources (Gonzales et al., 2001; Taylor et al., 2013). This broader relational network can function as a protective buffer during periods of economic hardship or psychosocial stress, helping families sustain stability and continuity when parental resources are strained. However, the developmental influence of external systems is not uniformly beneficial and depends on their accessibility, quality, and congruence with family values. When external supports are limited, unreliable, or misaligned, their absence can intensify family stress and undermine effective parenting. Longitudinal research indicates that structurally disadvantaged environments characterized by poverty, community violence, or institutional disinvestment transmit chronic stress into the family system, eroding parenting efficacy and increasing

adolescents' risk for emotional distress, behavioral dysregulation, and academic difficulties (Conger & Donnellan, 2007).

From a relational developmental systems perspective, external systems are not peripheral but integrally connected to the microsystemic and mesosystemic processes that shape youth outcomes. They operate as contextual amplifiers, either strengthening or undermining the family's ability to support adolescent well-being. Moreover, when external systems collaborate with families. For example, through school-family partnerships, faith-based outreach, or culturally responsive community programs they extend the relational capacity for positive youth development by providing consistent messages, shared goals, and integrated supports (Bronfenbrenner & Morris, 2006).

2.3.1.2. Relations of family functioning and positive youth development

Family functioning plays a pivotal role in fostering positive youth development (PYD) and promoting adolescent well-being across diverse cultural settings. Family dynamics characterized by strong support, open communication, and cohesion consistently nurture essential PYD attributes such as resilience, social competence, and emotional regulation. These attributes, in turn, contribute to healthier behavioral and psychological outcomes in adolescents. Empirical studies reinforce this link; for example, Shek et al. (2022) demonstrated that effective family functioning is associated with reduced adolescent delinquency, a relationship mediated by PYD traits. Similarly, Mackova et al. (2019) emphasized the protective role of supportive family communication and cohesion in buffering the adverse effects of family crises on youth development. Moreover, Shek (2016) highlighted that strong family relationships enhance adolescent well-being through the cultivation of PYD attributes.

Longitudinal research further substantiates the sustained positive influence of family functioning on youth development. Li et al. (2024) demonstrated a significant longitudinal association between supportive family functioning and the developmental trajectories of Positive Youth Development (PYD), showing that adolescents from more supportive family environments exhibited higher initial PYD levels and greater positive growth in PYD attributes over time. In addition, Lubis and Hasanuddin (2023) found that PYD partially mediated the relationship between supportive family functioning and the quality of the lecturer-student relationship, such that adolescents from more functional family environments showed better PYD attributes that in turn predicted stronger educational relational outcomes. Mousavi et al. (2019) reported that positive family dynamics are associated with higher PYD levels and reduced depressive symptoms among female adolescents. Consistently, Grasmeijer et al. (2024) showed that family support fosters resilience and critical developmental competencies. Furthermore, Shek et al. (2022) linked effective family functioning to lower materialism and egocentrism in adolescents, mediated by PYD. Walsh's family resilience framework emphasizes that effective communication, mutual support, and relational cohesion are core processes that enable families to adapt and thrive in the face of adversity. These processes strengthen the family's capacity to mobilize internal and external resources and support positive developmental outcomes, including attributes aligned with Positive Youth Development (PYD), under challenging conditions (Walsh, 2003, 2012).

Family structure and dynamics also exert considerable influence on adolescent behavior and psychological health. Research by Shek and Leung (2013) found that Chinese adolescents from intact families reported higher levels of positive youth development and life satisfaction and fewer problem behaviors compared with those from non-intact families. Conversely, Roberts

et al. (2018) found that families of adolescents with conduct problems, particularly those characterized by high callous–unemotional traits exhibited poorer overall family functioning and affective involvement than families of typically developing youth, reflecting strained relational dynamics and caregiving challenges that shape parental perceptions and undermine effective family processes. The combined effect of supportive parenting and positive school climates on enhancing PYD was demonstrated by Balaguer et al. (2022), while Henderson et al. (2006) associated effective family functioning with improved adolescent self-concept and reductions in externalizing behaviors.

Research consistently demonstrates that the alignment between parent and adolescent perceptions of family functioning is a critical determinant of developmental outcomes. When parents and adolescents share similar, positive views of family cohesion, structure, and support, adolescents exhibit higher psychological adjustment, resilience, and emotional well-being. In contrast, perceptual discrepancies, particularly when adolescents perceive the family environment more negatively than parents are associated with elevated emotional distress, depressive symptoms, and poorer adjustment over time. Longitudinal and cross-sectional evidence using response surface and discrepancy analyses shows that incongruence in perceptions of family routines, chaos, and overall functioning predicts maladaptive trajectories, including reduced psychological competence and increased internalizing problems (Human et al., 2016). Similarly, studies among economically disadvantaged adolescents indicate that larger parent–adolescent discrepancies in perceived family functioning are linked to lower resilience, diminished achievement motivation, and poorer developmental outcomes, underscoring the importance of shared family meaning systems for positive youth development (Leung & Shek, 2013).

The quality of family functioning plays a foundational role in shaping adolescents' emotional and psychological well-being. Empirical evidence demonstrates that supportive and well-organized family environments are associated with significantly lower levels of depressive symptoms among adolescents, with emotional clarity serving as an important mediating mechanism in this relationship (Freed et al., 2016). From an ecological perspective, family processes operate in concert with school and community contexts to promote positive youth development (PYD), emphasizing the interconnected nature of developmental systems (Youngblade et al., 2007). Within this framework, frequent shared activities and positive parent–child interactions have been identified as key familial assets that foster adolescents' social competence, emotional growth, and overall PYD (Orejudo et al., 2022). Complementary findings indicate that higher levels of family cohesion, communication, and role clarity are positively associated with adolescents' emotional intelligence, a critical factor in adaptive socio-emotional functioning (Alavi et al., 2017). Collectively, these studies underscore that family relational processes constitute a central mechanism through which emotional health and positive developmental outcomes are cultivated during adolescence.

Research across diverse populations consistently affirms the universal importance of family functioning in supporting positive youth development. Studies involving Croatian adolescents (Novak et al., 2021), youth with spina bifida (Kelly et al., 2008), and various ethnic minority groups (Gorman-Smith et al., 2000; Henneberger et al., 2016) demonstrate that supportive family environments are linked to improved behavioral and developmental outcomes. Despite significant challenges to family functioning among vulnerable groups such as refugee-background youth (Ziaian et al., 2023), immigrant families experiencing acculturation stress (Lorenzo-Blanco et al., 2016), and families affected by parental illness (Pedersen & Revenson,

2005), effective family support, communication, and cohesion remain essential for fostering resilience and psychological well-being. Moreover, parenting style and parental education level significantly influence adolescent development, with authoritative parenting and higher parental education consistently associated with better emotional and social outcomes (Kiadarbandsari et al., 2016). Collectively, these findings underscore that nurturing family environments and positive parenting practices constitute foundational elements in promoting adaptive developmental trajectories among adolescents across diverse cultural and contextual settings.

2.3.1.3. Family functioning in Ethiopian context

Family functioning is a multidimensional construct shaped profoundly by cultural values, social norms, and family structures. Cross-cultural research consistently shows that while core features of healthy family functioning such as effective communication, emotional support, clearly defined roles, and adaptability are universal, their expression and prioritization vary widely across societies (David, 1978; Georgas et al., 2001). For instance, collectivist cultures emphasize interdependence, social harmony, respect for hierarchy, and shared responsibilities within both nuclear and extended families (Chung & Gale, 2009; Sumari et al., 2020). These cultural values shape parenting goals, family roles, and communication patterns, highlighting the need for culturally sensitive frameworks when assessing family dynamics (David, 1978; Sorkhabi, 2005).

Within collectivist contexts, family efficacy beliefs parents' and children's confidence in their family's ability to work cooperatively are critical in maintaining adaptive family functioning and resilience (Caprara et al., 2004; Kao et al., 2021). Such collective efficacy has been linked to positive developmental outcomes, including reduced adolescent engagement in risky behaviors. Moreover, family relationships and parenting practices serve as key mechanisms

through which cultural values are transmitted across generations (Prioste et al., 2015), within broader cultural systems that differentiate collectivist and individualist value orientations (Gouveia et al., 2002). Notably, parenting styles that emphasize hierarchy and control are often functional within collectivist settings by promoting respect for authority and social cohesion, contrasting with Western interpretations that may pathologize such approaches (Sorkhabi, 2005). Family functioning in Ethiopia exemplifies the complex interplay of collectivist cultural values, traditional parenting and caregiving practices, and evolving social realities.

In Ethiopia, cultural values strongly shape family functioning and parenting practices. Ethiopian society is largely collectivist, emphasizing obedience, cooperation, interdependence, and respect for elders, which are reflected in parental expectations and family interactions (Gota, 2012). Parenting strategies often include moral instruction and storytelling, as well as other culturally grounded socialization practices, which help transmit traditional norms and promote positive developmental outcomes among children and adolescents (Jirata, 2014; Olana & Wakoya, 2024). Intergenerational relationships are central to caregiving and socialization, with children's connections to caregivers structured by familial expectations, norms, and life-course dynamics, highlighting the importance of relational and generational continuity in Ethiopian families (Tafere, 2015).

Family structure significantly influences adolescent outcomes in Ethiopia. Research shows that adolescents from intact, two-parent households tend to display higher academic motivation, better self-regulation, and fewer behavioral problems than those from disrupted families (Mihret, 2019; Sitota & Tefera, 2022; Tefera & Sitota, 2016). Stable family environments provide essential emotional security, supervision, and support that buffer against negative peer influence and risk behaviors. Concurrently, parent-adolescent communication,

especially on sensitive topics like sexual and reproductive health remains constrained by cultural taboos, often limiting adolescents' access to accurate information and contributing to unfavorable behavioral beliefs (Dessie et al., 2015; Mekie et al., 2020). Open and supportive family communication, however, is strongly associated with reduced disruptive behaviors and improved emotional regulation among youth (Sitota & Tefera, 2023).

Intergenerational relationships in Ethiopia are structured by culturally embedded expectations, where children navigate obedience, responsibilities, and gradually expanding autonomy within family boundaries (Kassa, 2017; Tafere, 2015). Religious and cultural values further influence family socialization; for example, Muslim parents describe transmitting values such as modesty, obedience, honesty, and respect within the context of faith, while navigating generational differences and external influences like media (Abdella, 2023). Together, these interwoven cultural, familial, and religious factors define the socialization processes that guide adolescents' development in Ethiopia.

To understand and promote healthy family dynamics in this context, research and interventions must consider cultural norms, family structures, intergenerational relationships, and socioeconomic factors in a holistic manner. Cross-cultural insights affirm that while core family processes are shared globally, their manifestation is deeply contextualized by culture and environment (Chung & Gale, 2009; David, 1978; Georgas et al., 2001). Emphasizing collective family efficacy and culturally grounded parenting approaches may offer effective pathways for fostering adolescent well-being and positive development in Ethiopia and similar collectivist societies.

2.3.2. Classroom environments and positive youth development

In contemporary educational research, the classroom is increasingly recognized as more than a site for knowledge transmission, it is a dynamic developmental context where adolescents' academic, social, and emotional growth is shaped through daily interactions, instructional practices, and environmental conditions. While schools serve as broad institutional contexts, it is within the classroom that the most consistent and immediate educational experiences occur (Roeser et al., 2000). Understanding how classroom features align with and respond to adolescents' developmental needs is therefore critical for comprehensively examining the role of schooling in promoting positive youth development (Eccles & Roeser, 2009).

Classroom environments are uniquely positioned to facilitate adolescents' transition to adulthood by offering structured opportunities for intellectual stimulation, emotional security, and meaningful peer and adult relationships (Beck & Wiium, 2019; Masten et al., 2008). These settings can serve both as developmental assets and as protective buffers, especially when they provide caring relationships, supportive atmospheres, and enriching academic opportunities (Pittman et al., 2003). Such environments foster students' resilience, help them manage stress, and encourage engagement in learning processes that build long-term competence (Gomez & Ang, 2003).

Moreover, equitable classroom contexts contribute to the positive development of students by promoting academic success and preparing them for productive engagement in society. Through high-quality teaching, peer collaboration, and emotional support, classrooms play a pivotal role in fostering adolescents' cognitive, social, and emotional competencies (Durlak et al., 2011; Fatusi & Hindin, 2010). These experiences are foundational for student well-being and for the development of lifelong learning dispositions.

Importantly, classrooms represent micro-level environments where educational policies, leadership practices, and school missions are enacted in real-time through instructional choices and social interaction (Eccles & Roeser, 2010, 2011). As such, they serve as the primary interface through which students experience broader systemic values and expectations. According to Greenberg et al. (2003), a comprehensive educational mission should not be limited to academic outcomes but must also aim to cultivate socially responsible, emotionally healthy, and civically engaged individuals.

Given the significant amount of time students spend in classrooms during their formative years, these spaces exert a powerful influence on developmental trajectories, with daily interactions, instructional practices, and social climate in classrooms shaping adolescents' intellectual, social-emotional, and behavioral outcomes (Eccles & Roeser, 2011). Positive classroom experiences are strongly linked to increased academic engagement, improved emotional well-being, and the development of adaptive coping strategies. Yet, as Larson and Tran (2014) emphasize, the internal dynamics of classrooms often remain a "black box," requiring deeper investigation into the specific practices and relational mechanisms that support or constrain student development.

Emerging research grounded in the PYD framework suggests that classrooms designed to promote students' strengths rather than merely remediate deficits are more effective in nurturing holistic development. PYD-informed classroom environments have been shown to support a wide range of academic, social, and health-related outcomes when programs are thoughtfully implemented (Gomez & Ang, 2007; Greenberg et al., 2003). Optimal student development is most likely when classrooms present challenging and meaningful tasks, alongside emotional and

cognitive support that fosters motivation, self-regulation, and mastery (Eccles & Roeser, 2009; Fredricks et al., 2004).

Instructional design plays a pivotal role in this process. Classrooms that cultivate interest, promote relevance, and invite active engagement stimulate deep cognitive, emotional, and behavioral involvement in learning activities (Fredricks et al., 2004). In doing so, they not only enhance students' academic skills but also equip them with the capacities necessary to navigate life transitions, make informed decisions, and contribute meaningfully to their communities (Cunningham et al., 2008a).

Within this broader understanding of classroom contexts, three interrelated constructs have emerged as central to fostering students' positive development, such as the quality of student – teacher relationships, students' perceived value of academic tasks, and their level of academic task engagement. These variables do not operate independently; rather, they interact within classroom environments to influence how students interpret and respond to their educational experiences (Eccles & Roeser, 2009; Fredricks et al., 2004). Consequently, the following sections examine each of these dimensions in greater detail, exploring their individual and combined contributions to adolescents' positive academic and developmental outcomes.

2.3.2.1. Student – teacher relationships and positive developmental outcomes

A growing body of literature underscores the pivotal role of student – teacher relationships in shaping adolescents' academic trajectories and holistic development. These relationships, particularly when characterized by warmth, support, and responsiveness, serve not merely as functional interactions but as crucial socio-emotional resources that promote academic engagement, emotional well-being, and positive youth development (Eccles & Roeser, 2009; Pianta & Hamre, 2009). Research consistently links high-quality student – teacher relationships

with enhanced behavioral, cognitive, and emotional engagement, thereby fostering both immediate educational success and long-term developmental outcomes (Gregory et al., 2014; Roorda et al., 2011).

The transitional periods within education, particularly from middle to high school, pose challenges that make the quality of teacher – student relationships especially consequential. Longobardi et al. (2016) highlight how positive teacher – student interactions act as protective factors during this phase, facilitating school adjustment and buffering students from the emotional and academic difficulties associated with transition. Similarly, Wentzel (2012) emphasizes that supportive teacher relationships enhance adolescents’ sense of belonging, self-esteem, and academic motivation factors that are foundational for school competence and engagement. These findings underscore that positive relational experiences in school are not supplementary but central to fostering developmental assets.

Central to these benefits is the concept of connectedness, which has emerged as a key mechanism through which teacher – student relationships support adolescent development. Evidence from the teacher connectedness project indicates that relational connectedness between teachers and students fosters adolescents’ emotional security, behavioral engagement, and capacity for resilience within the school context (García-Moya et al., 2020). By promoting feelings of being understood, valued, and supported, such relationships contribute to a more positive school climate and support students’ psychological well-being. This perspective is consistent with findings by Suldo et al. (2009), who showed that emotionally supportive teacher interactions are associated with higher levels of adolescents’ subjective well-being, a construct closely linked in the literature to academic motivation, engagement, and positive perceptions of school experiences.

Student engagement, widely regarded as a multidimensional construct involving behavioral, cognitive, and emotional aspects, is strongly influenced by the quality of teacher – student relationships. In a longitudinal study of high school students, Martin and Collie (2019) found that students’ positive perceptions of their relationships with teachers were associated with higher levels of engagement, including greater participation, enjoyment of learning, and academic aspirations, whereas negative relational experiences corresponded with lower engagement over time. Reinforcing these findings, Roorda et al. (2011), in a comprehensive meta-analysis of 99 studies, demonstrated that affective qualities of student – teacher relationships are medium-to-large predictors of student engagement and also linked to academic achievement. Taken together, these studies affirm that emotionally rich and supportive classrooms contribute directly to students’ willingness to participate, persist, and succeed academically.

The importance of relational support is even more pronounced among vulnerable populations. Murray (2002) underscores that for early adolescents with high-incidence disabilities, teacher–student relationships can serve as essential developmental anchors. Supportive interactions promote students’ sense of belonging and self-worth, critical factors for academic success and emotional stability. In a similar vein, Pianta and Allen (2008) advocate for intentional efforts to build teachers’ relational skills through professional development, positing that strong interpersonal connections foster students’ emotional competencies and positive developmental trajectories.

Longitudinal research indicates that early experiences of connectedness in school have enduring effects on adolescent development. Bond et al. (2007) found that students who reported high levels of school and social connectedness in early secondary school showed lower rates of

substance use, better mental health, and improved academic outcomes by late adolescence. Complementing this, Quin (2017), in a systematic review, highlights the long-term influence of teacher–student relationships on sustaining academic motivation and engagement, advocating for the integration of relational continuity across educational stages to promote positive developmental trajectories.

Contextual factors play a significant role in shaping the development and impact of student – teacher relationships. Crosnoe et al. (2004) demonstrate that school climate, student behavior, and family background influence the nature and quality of intergenerational bonding in educational settings, highlighting that positive student – teacher relationships are both shaped by and responsive to broader environmental conditions. This underscores the need for relational sensitivity and adaptability in diverse classrooms.

The quality of student – teacher relationship is also critical for fostering inclusive and culturally responsive learning environments. Students from marginalized or underrepresented backgrounds often experience discontinuities between home and school cultures, making emotionally supportive teacher interactions essential for promoting belonging and identity affirmation (Garcia-Reid et al., 2005; Wentzel & Wigfield, 2007). In this way, teachers act not only as instructors but also as cultural mediators and emotional regulators, providing support through classroom practices, discourse, and curriculum (Caskey & Anfara, 2014).

Despite these benefits, research indicates that the transition to secondary school is frequently accompanied by a decline in perceived teacher support, which can adversely affect students' sense of belonging and motivation (Burchinal et al., 2008). Eccles and Roeser (2011) argue that schools should adopt instructional and relational strategies that balance intellectual

challenge with emotional responsiveness, particularly for students who may struggle academically or lack external support networks.

In the Ethiopian context, the quality of teacher – student relationships plays a similarly pivotal role in shaping adolescents’ academic and developmental outcomes. Positive interactions characterized by respect, warmth, support, and responsiveness have been shown to enhance learning outcomes and foster students’ engagement in secondary schools. Geleta (2017) found that a constructive school climate, including supportive teacher – student interactions, was strongly associated with higher academic achievement. Likewise, interpersonal teacher behaviors such as attentiveness and relational warmth significantly predict students’ English language performance (Demissie & Shure, 2015). Research further indicates that teacher support, in conjunction with family and peer influences, serves as a key predictor of student engagement (Olana & Tefera, 2022). Beyond relational support, teachers’ self-efficacy and leadership styles contribute meaningfully to engagement and achievement. In particular, servant leadership practices positively influence students’ learning involvement and academic performance (Gedifew & Bitew, 2017), while teachers’ confidence and instructional competence enhance student participation and motivation (Emiru & Gedifew, 2025). These findings reinforce the broader literature demonstrating that high-quality teacher–student relationships are central not only to academic outcomes but also to the socio-emotional and motivational development of adolescents, consistent with patterns observed in diverse international contexts.

2.3.2.2. Academic task value and positive developmental outcomes

Academic task value is a central motivational construct that significantly influences how students approach, engage with, and persist in learning activities. Grounded in expectancy – value theory, task value refers to the perceived importance, usefulness, and personal relevance of

academic tasks. In secondary school classrooms where students begin to define their academic identities and future aspirations task value becomes especially salient. Students' judgments about whether a task is interesting, relevant, or worth their time are closely linked to their engagement and learning outcomes (Eccles & Wigfield, 2002; Fredricks et al., 2004).

Instructional design plays a pivotal role in shaping how students perceive the value of academic tasks. When learning tasks are designed to be meaningful, developmentally appropriate, and intellectually stimulating, they elicit deeper levels of cognitive, emotional, and behavioral engagement (Fredricks et al., 2004). Such engagement is not simply a function of student willpower but emerges in response to tasks that challenge students appropriately, connect to their lived experiences, and foster curiosity.

Importantly, academic tasks are not neutral; they send implicit messages about what is valued in school and society. As Eccles and Roeser (2011) argue, the types of learning opportunities students receive shape not only their academic competencies but also their identities, ethical orientations, and long-term interests. Tasks that align with adolescents' developmental goals and cultural contexts help reinforce positive connections to the learning process and the institution of schooling itself (Burchinal et al., 2008). In contrast, when students encounter academic tasks that feel disconnected from their experiences or lack personal relevance, they are more likely to experience boredom, alienation, and decreased motivation, factors that have been consistently linked to academic disengagement and negative school outcomes (Skinner & Belmont, 1993).

The theoretical foundation of self-determination theory also reinforces the importance of task value by emphasizing that students are more likely to develop intrinsic motivation when they perceive tasks as autonomy-supportive, competence-enhancing, and personally meaningful

(Deci & Ryan, 2000). When tasks fulfill these basic psychological needs, students are more likely to engage in learning for its own sake, pursue mastery, and internalize the value of education. In this regard, task value becomes a bridge between students' internal motivational states and external academic outcomes.

Empirical research has consistently shown that interest-driven and personally relevant tasks promote sustained attention, effort, and academic persistence (Renninger, 2000; Fredricks et al., 2004). High-value tasks not only enhance learning and performance but also contribute to students' evolving academic identities. As Eccles (2009) notes, students who find value in their schoolwork are more likely to see themselves as capable, committed learners an identity that supports long-term educational and career aspirations.

Despite its significance, task value is often underemphasized in many secondary school contexts, where standardized curricula and rigid instructional models can limit opportunities for autonomy, relevance, and meaningful engagement with learning. This highlights the importance of designing academically rigorous and culturally responsive tasks that connect to students' lives and validate their experiences, thereby enhancing both the perceived value of learning and engagement. In the Ethiopian context, although empirical research explicitly focused on task value is limited, recent studies indicate that motivational beliefs are important predictors of academic engagement. For example, Woreta (2024) found that students' self-efficacy and outcome expectations, key components of their motivational belief systems were positively associated with academic engagement among Ethiopian high school students. Additionally, teacher practices that provide challenge, clarity, and support have been shown to enhance students' perceptions of task relevance and achievement in English language (Demissie & Shure,

2015), while constructive school climates, including teacher professionalism and relational support, are positively linked with overall student academic outcomes (Geleta, 2017).

2.3.2.3. Academic task engagement and positive development outcomes

Academic task engagement is a multidimensional construct widely recognized as essential for fostering positive youth development. Engagement encompasses behavioral, cognitive, and affective dimensions, reflecting how students actively and meaningfully participate in learning processes (Christenson et al., 2008; Fredricks et al., 2004; Salmela-Aro, 2015). This multidimensional perspective aligns with the Relational Developmental Systems Paradigm (RDSP), which emphasizes dynamic, bidirectional interactions between individual characteristics and environmental contexts in shaping developmental trajectories (Lerner et al., 2009; Overton, 2015). When nurtured effectively, engagement not only promotes academic success but also supports broader developmental outcomes, including the core Five Cs of Positive Youth Development (PYD): competence, confidence, connection, character, and caring (Lerner et al., 2005).

2.3.2.3.1. Behavioral engagement in academic tasks and positive developmental outcomes

Behavioral engagement refers to students' observable participation in academic activities, including attendance, effort, persistence, and compliance with school norms (Appleton et al., 2008; Fredricks et al., 2004). Behavioral engagement is the dimension most directly observable in classrooms and has been consistently associated with positive academic outcomes, including higher grades, better achievement, and lower school dropout or problem behavior (Fredricks et al., 2004; Wang & Fredricks, 2014). High behavioral engagement reflects students' willingness to invest effort and persevere in challenging tasks, which in turn supports academic

performance and motivational characteristics such as self-efficacy (e.g., academic self-efficacy has been shown to correlate positively with engagement and achievement) (Hong et al., 2021; Luo et al., 2023). High behavioral engagement has also been linked with reduced behavioral problems and greater persistence in school settings (Wang & Fredricks, 2014).

2.3.2.3.2. Cognitive engagement in academic tasks and positive developmental

outcomes

Cognitive engagement involves students' psychological investment in learning, including the effort to understand complex concepts, the use of cognitive and metacognitive strategies, and self-regulation of learning processes (Fredricks et al., 2004). Cognitively engaged students actively seek deep understanding, connect new knowledge with prior experiences, and use strategic thinking to monitor and regulate their learning (Fredricks et al., 2004; Wang & Eccles, 2013). This dimension reflects internalization of the learning process as meaningful and is associated with increased academic achievement and persistence when students apply higher-order thinking strategies in challenging tasks (Fredricks et al., 2004; Wang & Eccles, 2013).

2.3.2.3.3. Affective engagement in academic tasks and positive developmental

outcomes

Affective engagement in academic tasks refers to students' emotional responses to learning, including interest, enjoyment, and a sense of belonging to school (Fredricks et al., 2004; Pekrun, et al., 2002). Positive emotional experiences and supportive social relationships, including teacher, peer, and parent support, enhance motivation, social-emotional well-being, and sustained participation in school activities (Garcia-Reid et al., 2005; Liem & Martin, 2011; Van Ryzin et al., 2009). Emotionally engaged students develop stronger relationships with

teachers and peers, experience greater school connectedness, and are less likely to disengage or drop out (Fredricks et al., 2004; Skinner & Pitzer, 2012). Supportive and emotionally safe classroom environments further promote curiosity, academic risk-taking, and prosocial behaviors, reinforcing developmental outcomes such as connection and caring (Fredricks et al., 2004).

Collectively, the three dimensions of engagement, such as behavioral, cognitive, and affective create a synergistic effect that supports students' academic achievement and broader developmental growth. Engagement functions both as a developmental process and as an outcome, influenced by instructional quality, classroom relationships, autonomy-supportive environments, and social support (Fredricks et al., 2004; Liem & Martin, 2011; Van Ryzin et al., 2009). Within PYD frameworks, academic engagement fosters core developmental assets: competence through task mastery, confidence through achievement, connection through relationships, character through persistence and self-regulation, and caring through meaningful emotional involvement (Çelik, 2018; Lerner et al., 2005).

Longitudinal research demonstrates the enduring significance of student engagement across development. Reviews and empirical studies show that growth in behavioral, cognitive, and affective engagement is positively associated with later academic success and various aspects of psychological well-being over time (Upadaya & Salmela-Aro, 2013). Engagement trajectories identified in longitudinal research indicate that students who maintain higher engagement also tend to sustain better academic outcomes and life satisfaction, whereas declines in engagement relate to lower educational aspirations and well-being (Salmela-Aro et al., 2017; Tuominen-Soini & Salmela-Aro, 2014). Family and peer contexts, such as parental support and peer belongingness play a critical role in sustaining engagement, and reciprocal links exist

between engagement and well-being: higher engagement supports positive psychological adjustment, while students with greater well-being show more sustained involvement in learning (Upadyaya & Salmela-Aro, 2021). Additionally, school environments and broader socioecological contexts influence engagement outcomes. Perceptions of supportive classroom climates and connectedness mediate engagement, highlighting the importance of culturally responsive curricula, meaningful student voice, and equitable, inclusive school environments for promoting engagement and developmental outcomes (Archambault et al., 2009; Debnam et al., 2014).

Engagement plays a central role in advancing PYD. High levels of behavioral, cognitive, and emotional engagement are associated with superior academic performance, social skills, and community involvement (Chase et al., 2015). Optimal learning environments characterized by balanced challenge, intrinsic motivation, and active participation sustain engagement and nurture PYD competencies (Gaxiola-Romero et al., 2020; Shernoff, 2012). Supportive teacher-student relationships and positive classroom climates are particularly influential, enhancing both engagement and achievement during adolescence (Dotterer & Lowe, 2011; Virtanen et al., 2015). Sustained engagement trajectories protect against burnout and predict higher academic performance, retention, and psychosocial well-being (Wang & Eccles, 2012).

In the Ethiopian context, empirical studies similarly highlight the significance of academic engagement. Woreta (2024) found that academic socialization and motivational beliefs drive high school students' engagement, emphasizing the role of supportive learning contexts and intrinsic motivation. Teacher leadership and self-efficacy further enhance engagement, as structured, interactive, and confidently delivered instruction promotes higher student involvement (Emiru & Gedifew, 2024; Gedifew & Bitew, 2017). Peer support also contributes

significantly, with academic self-efficacy and outcome expectations mediating the effects of peer contexts on engagement (Woreta et al., 2025). Engaged students consistently demonstrate higher achievement and positive learning behaviors, highlighting the need for integrated strategies that combine supportive teacher-student relationships, meaningful task design, and attention to motivational and social factors (Geleta, 2017; Olana & Tefera, 2022).

2.3.3. Relationship among family functioning, student – teacher relationship, academic task value, and academic task engagement

2.3.3.1. The relationship between family functioning and student – teacher relationship

Student development occurs within interconnected relational contexts, particularly the family and school environments. A substantial body of empirical research demonstrates that student–teacher relationships (STRs) and family functioning are closely linked systems that jointly shape students’ academic, social, and psychological outcomes. Rather than operating independently, these relational contexts interact in ways that reinforce, compensate for, and moderate each other’s influence. From an ecological and developmental systems perspective, development is embedded within nested contexts, and the interplay between family and school relationships is critical for understanding student adjustment (Bronfenbrenner, 1979; Lerner, 2005). Empirical studies adopting these frameworks consistently show that alignment between home and school environments predicts more favorable developmental trajectories.

A robust empirical literature indicates that high-quality student – teacher relationships, characterized by emotional warmth, support, and low conflict, are associated with significant positive outcomes. Longitudinal research by Pianta and colleagues demonstrates that early supportive student – teacher relationships predict improved academic achievement and reduced

behavioral problems over time (Hamre & Pianta, 2001). Similarly, Hughes and Kwok (2007), using a longitudinal design with elementary students, found that positive STRs significantly predicted increases in academic engagement and decreases in conduct problems, even after controlling for prior performance. Meta-analytic evidence further confirms that STR quality is moderately to strongly related with students' engagement, motivation, and social competence (Roorda et al., 2011). These findings provide consistent empirical support for the argument that teachers function as salient developmental agents and, in many cases, as secondary attachment figures within the school context.

Concurrently, family functioning constitutes the primary developmental context in which children acquire the emotional and interpersonal competencies necessary for navigating relationships beyond the home. Family functioning is commonly operationalized through dimensions such as structure, affect, behavioral control, communication, value transmission, and external system. Empirical studies based on Olson's circumplex model indicate that balanced levels of cohesion and adaptability are associated with optimal psychological functioning among adolescents (Olson, 2000). In a comprehensive review, Steinberg (2001) concluded that authoritative parenting, characterized by warmth, structure, and responsiveness, is consistently linked to higher academic achievement and psychosocial competence. Conversely, longitudinal and experimental research by Cummings and Davies (2010) demonstrates that exposure to family conflict and dysfunctional communication patterns significantly increases the risk of emotional insecurity, internalizing symptoms, and behavioral maladjustment. These findings suggest that family environments shape children's internal working models of relationships, which subsequently influence their interactions in school settings with their teachers.

Empirical evidence further indicates that the relationship between family functioning and student – teacher relationships is both direct and indirect. Children from supportive and well-regulated family environments tend to develop stronger social competence, emotional regulation, and positive relational expectations, all of which facilitate the formation of close and low-conflict relationships with teachers. For example, Hill and Tyson (2009), in a meta-analysis of parental involvement, found that parenting practices such as monitoring and communication were positively associated with students' classroom behavior and engagement, which are key predictors of STR quality. In addition, Sheridan et al. (2012) using intervention-based research, demonstrated that structured family–school partnerships significantly improved student – teacher relationships and student outcomes. These findings support the notion that family processes extend into the school context by shaping students' relational capacities and behavioral dispositions.

Importantly, a growing body of longitudinal and moderation studies suggests that student – teacher relationships can serve a compensatory or protective role in the context of poor family functioning. O'Connor and McCartney (2007), using data from the National Institute of Child Health and Human Development (NICHD) study of early child care, found that high-quality student – teacher relationships buffered the negative effects of early family risk on later academic and social outcomes. Similarly, Baker (2006) reported that supportive teacher relationships reduced the likelihood of school disengagement among students exposed to family adversity. These findings provide empirical support for a risk and resilience framework, indicating that positive STRs can mitigate the adverse developmental consequences associated with dysfunctional family environments.

Recent research increasingly conceptualizes the association between family functioning and student – teacher relationships as dynamic and reciprocal. Longitudinal studies suggest that while family environments influence students' behavior and relational styles in school, school experiences, including teacher support and conflict, can also affect students' emotional functioning and behavior at home. This bidirectional pattern is consistent with the relational developmental systems perspective articulated by Lerner (2005), which emphasizes ongoing, mutually influential interactions between individuals and their contexts. Empirical work in this area demonstrates that improvements in school relationships can lead to positive changes in students' self-regulation and emotional well-being, which may subsequently enhance family interactions.

Several empirically supported mechanisms explain the linkage between family functioning and student – teacher relationships. Social competence has been identified as a central mediator, as children who develop effective interpersonal skills within supportive family environments are more likely to establish positive relationships with teachers (Ladd et al., 1999). Emotional security also plays a critical role; according to emotional security theory, exposure to supportive or conflictual family environments shapes children's sense of safety, which influences their engagement in external relationships (Cummings & Davies, 2010).

The reviewed literature indicates that family functioning and student – teacher relationships are deeply interconnected systems that jointly shape student development. Supportive family environments foster relational competencies and emotional stability, which facilitate positive interactions with teachers. Concurrently, high-quality student – teacher relationships may compensate for or buffer the adverse effects of family dysfunction, underscoring their protective function. Overall, the relationship between these variables is

dynamic, reciprocal, and embedded within broader ecological systems, highlighting the importance of integrative frameworks that consider both family and school contexts in understanding and promoting student development.

2.3.3.2. The relationship between family functioning and academic task value

The relationship between family functioning and academic task value is often situated within broader studies of academic motivation, particularly those guided by expectancy–value theory. Although relatively few studies focus exclusively on academic task value, a substantial body of empirical evidence demonstrates that family processes significantly influence students’ motivational beliefs, including the value they attach to academic tasks. Longitudinal research provides strong evidence for the role of family socialization in shaping students’ task value. For instance, Eccles et al. (1983) in a foundational longitudinal study, found that parental beliefs, expectations, and involvement play a critical role in the development of children’s subjective task values. Specifically, students whose parents emphasized the importance and utility of education reported higher levels of task value over time. This finding is further supported by Eccles and Wigfield (2002), who concluded that family socialization processes are central in shaping how students evaluate the importance, usefulness, and interest of academic activities.

Consistent with these findings, Wigfield and Eccles (2000) synthesized empirical research and reported that family-related factors, including parental encouragement, support, and communication are positively related with students’ academic value beliefs. Their review highlighted that students are more likely to perceive academic tasks as meaningful and worthwhile when they receive consistent value-related messages and emotional support from their families. Further longitudinal evidence is provided by Wang and Eccles (2013), who examined adolescents’ academic motivation using large-scale data. Their findings indicated that

supportive family environments were significantly associated with higher academic engagement and value beliefs. Importantly, parental support was found to predict changes in students' perceived importance and usefulness of schoolwork over time, suggesting that family functioning exerts a sustained influence on the development of academic task value.

Empirical studies focusing on parental involvement also support this relationship. Pomerantz et al. (2007) investigated the role of parental involvement in children's academic motivation and found that autonomy-supportive parenting practices were positively associated with intrinsic motivation and perceived task value. The study emphasized that the quality of parent – child interactions, particularly those that support autonomy and competence, is more influential than the quantity of involvement in fostering positive motivational outcomes. Research examining broader family climate variables further reinforces this relationship. For example, Hill and Tyson (2009) found that parental involvement, including supportive communication and engagement in academic activities, is positively related with students' academic motivation and value-related beliefs. Students from supportive family environments were more likely to perceive academic tasks as important and worthwhile.

In addition, Wentzel (1998) demonstrated that perceived support from significant social agents, including parents, is strongly associated with students' motivation and goal orientation. Although the study also considered teacher and peer influences, parental support emerged as a significant predictor of students' valuing of academic success and engagement in school-related tasks. More recent empirical evidence continues to support these conclusions. Wang et al. (2016) found that positive parent – child relationships and family support are significantly associated with higher academic value beliefs and engagement. Using advanced statistical modeling, the

study demonstrated that family functioning influences students' motivation both directly and indirectly through psychological mechanisms such as self-efficacy and emotional well-being.

Generally, empirical evidence consistently indicates that positive family functioning characterized by emotional support, cohesion, effective communication, and autonomy-supportive parenting is associated with higher academic task value. Conversely, less supportive or dysfunctional family environments are linked to lower motivation and reduced valuation of academic tasks. These findings underscore the critical role of family processes in shaping students' motivational beliefs and highlight the importance of considering family context in understanding academic task value.

2.3.3.3. The relationship between student – teacher relationship and academic task value

A substantial body of empirical research has examined the relationship between student – teacher relationships and students' motivational beliefs, particularly academic task value, which refers to the perceived importance, usefulness, and interest of academic activities (Eccles & Wigfield, 2002). Empirical evidence consistently indicates that the quality of interactions between students and teachers plays a central role in shaping how students evaluate and engage with academic tasks. Early foundational studies established that supportive student – teacher relationships are positively related with students' motivation and valuing of academic work. For example, Wentzel (1998) found that perceived teacher support significantly predicted students' academic motivation, including their willingness to value and invest effort in schoolwork. Similarly, Patrick et al. (2007) demonstrated that emotionally supportive classroom environments promote students' interest and perceived usefulness of academic tasks. Longitudinal evidence further strengthened these findings, with Hughes et al. (2008) showing

that positive student – teacher relationships predict improvements in students’ engagement and motivation over time, suggesting a sustained influence on how students perceive academic tasks.

More recent empirical studies provide stronger and more nuanced evidence of this relationship. A longitudinal study by Hettinger et al. (2024), involving secondary school students, found that teacher-related perceptions and teaching practices significantly predicted students’ academic motivation over time, indicating that positive teacher–student interactions influence students’ long-term engagement and valuation of academic tasks. Similarly, Liu (2024) in a study of university students, reported that positive student – teacher relationships significantly predicted academic engagement, with perceived social support acting as a key mediating factor. Since engagement is closely linked to academic task value, these findings suggest that supportive relationships enhance students’ perceptions of the relevance and importance of academic activities. In addition, a recent meta-analysis by Wang et al. (2025) concluded that teacher – student relationships are among the most influential factors in shaping students’ intrinsic motivation, highlighting that relational dimensions such as care, support, and autonomy significantly enhance students’ valuation of academic tasks.

Further evidence from recent large-scale and international studies reinforces these conclusions. Analyses based on PISA 2022 data indicate that positive student – teacher relationships significantly influence students’ curiosity and academic self-concept, both of which are key components underlying academic task value (Ali et al., 2024; Jiang et al., 2025). These findings suggest that when students experience supportive and respectful interactions with teachers, they are more likely to develop curiosity and interest in learning, which directly enhances the perceived value of academic tasks. Moreover, Guo et al. (2025) in a study examining the role of teacher emotional support, found that such support significantly predicts

students' learning engagement, with academic self-efficacy and resilience acting as mediating variables. This indicates that supportive relationships not only influence students directly but also strengthen psychological resources that increase students' willingness to invest effort in and value academic work. Similarly, a meta-analysis by Gebre et al. (2025) found that teachers' socio-emotional competence, which directly contributes to the quality of student – teacher relationships, has a significant positive effect on student engagement, further supporting the indirect link between relational quality and academic task value.

Across these studies, several consistent mediating mechanisms emerge that explain how student – teacher relationships influence academic task value. Academic engagement is one of the most frequently identified mediators, as supportive relationships increase students' active involvement in learning, which in turn enhances their perception of task importance (Liu, 2024). Academic self-efficacy also plays a crucial role, as positive interactions with teachers strengthen students' confidence in their abilities, leading them to assign greater value to academic tasks (Guo et al., 2025). In addition, social and emotional support from teachers reduces stress and fosters a positive learning climate, which enhances students' intrinsic motivation and task valuation (Wang et al., 2025). These findings are consistent with Self-Determination Theory, which posits that the fulfillment of students' needs for relatedness, competence, and autonomy enhances intrinsic motivation and increases the perceived value of academic activities (Ryan & Deci, 2000).

Overall, empirical evidence, including recent large-scale studies, longitudinal research, and meta-analyses, consistently demonstrates a strong and positive relationship between student – teacher relationships and academic task value. This relationship is both direct and indirect, operating through multiple psychological and contextual mechanisms, and remains robust across

different cultural and educational settings. Furthermore, the relationship is dynamic and reciprocal, as students who perceive academic tasks as valuable are also more likely to engage positively with teachers, thereby strengthening the quality of the relationship (Eccles & Wigfield, 2002; Wentzel, 2010). These findings underscore the critical role of student – teacher relationships in shaping students’ motivational beliefs and highlight the importance of fostering supportive and responsive classroom environments to enhance academic task value.

2.3.3.4. The relationship between family functioning and academic task engagement

Family functioning has been consistently identified as a critical factor influencing students’ academic task engagement across diverse cultural and educational contexts. Qi et al. (2023) examined junior high school students in rural China and found that positive family functioning including cohesion, supportive parenting, and effective communication was associated with higher levels of learning engagement. Their study further highlighted that academic self-efficacy partially mediated this relationship, indicating that students from well-functioning families tend to develop stronger beliefs in their academic abilities, which in turn fosters greater behavioral, emotional, and cognitive engagement. Similarly, Stubbs and Maynard (2017) reported that postsecondary students in the Caribbean who came from families with balanced cohesion and adaptability demonstrated higher academic self-efficacy and school engagement, suggesting that supportive family environments enhance both confidence and active participation in learning.

Research conducted in African contexts reinforces these findings. Oluyemisi-Adeniji and Mabekoje (2019) found that secondary school students in Nigeria from cohesive and emotionally supportive families were more likely to exhibit higher levels of academic engagement. Adeniji et al. (2020) found that both family functioning and resilience positively predicted academic

engagement among Nigerian secondary school students. Their moderation analysis indicated that resilience modifies the relationship between family functioning and engagement, with family functioning showing a stronger association with engagement at lower levels of resilience but a weaker (non-significant) relationship when resilience was high. These findings underscore that both familial support and individual adaptive capacities contribute meaningfully to students' sustained engagement in academic tasks.

The combined influence of family and peer contexts on student engagement has been emphasized in several studies. In an Indonesian context, Qudsyi et al. (2016) found that both family functioning and peer support significantly predicted high school students' engagement, with family cohesion and supportive peer relationships playing important roles. Similarly, research among African American adolescents indicates that school engagement is closely associated with academic achievement, with family encouragement and peers' academic orientations identified as important contextual factors shaping students' involvement in learning (Stanard et al., 2010). Together, these findings highlight the importance of broader social environments, including family and peer relationships, in promoting and sustaining students' engagement in academic tasks.

Longitudinal research illustrates the dynamic, reciprocal nature of family and academic engagement over time. For example, Harris et al. (2020) found in a three-wave study of Turkish adolescents that a supportive family environment predicted increases in school engagement across middle school years, and that higher school engagement also predicted increases in positive family functioning at later time points, indicating bidirectional influences between family context and academic engagement.

2.3.3.5. The relationship between student – teacher relationship and academic task engagement

A substantial body of research highlights the student–teacher relationship as a central determinant of academic task engagement, with consistent evidence showing that supportive, emotionally positive relationships foster higher levels of behavioral, cognitive, and affective engagement. A comprehensive meta-analysis by Roorda et al. (2011) found that positive affective qualities of student – teacher relationships are significantly associated with greater school engagement and academic achievement across studies from preschool through high school, with effect sizes for engagement notably medium to large. Subsequent meta-analytic work by Roorda et al. (2017) expanded this evidence base and demonstrated that student engagement partially mediates the association between affective student – teacher relationships and academic achievement, reinforcing engagement’s role as a critical pathway linking relationship quality to learning outcomes. Moreover, a systematic review by Quin (2017) reported robust longitudinal and contextual associations showing that positive student – teacher relationships consistently support student engagement across diverse educational levels and research designs

Evidence from large-scale longitudinal and school-based studies strengthens this conclusion. Klem and Connell (2004) found that students who perceived their teachers as supportive were more likely to remain engaged and achieve academically, highlighting the motivational power of teacher support. Similarly, Lee (2012) found that student – teacher relationships (STRs) and academic press significantly influence students’ engagement and academic performance, indicating that emotional support from teachers and high expectations jointly contribute to better engagement and achievement outcomes. Wang and Eccles (2013)

further showed that school context and achievement motivation interact with STRs to influence engagement trajectories over time, affirming that engagement develops within a complex interplay of relationships and contextual factors. Geng et al. (2020) studying Chinese secondary schools, confirmed that engagement and perceived STRs are reciprocally related, with engagement both shaped by and reinforcing teacher relationships.

Recent research has clarified mechanisms linking student – teacher relationships (STRs) to academic engagement. Liu (2024) demonstrated that the association between STRs and academic engagement is mediated by students' perceived social support and academic pressure, indicating that supportive teacher relationships can buffer negative pressures while enhancing perceived resources for engagement. Conceptual treatments of STRs in the engagement literature emphasize that these relationships influence students' motivation, emotional connectedness, and perceptions of instructional support, which together shape short- and long-term engagement outcomes (e.g., transformational and relational frameworks in the engagement literature) (Hofkens & Pianta, 2022). In problem-based learning contexts, Amerstorfer and Freiin von Münster-Kistner (2021) found that students' perceptions of instructors' caring, credibility, communication, and feedback were closely associated with their academic engagement, suggesting that perceived aspects of the student – teacher relationship matter for engagement even when instructional methods shift toward more student-centered models.

Other studies examined variability across teachers and the balance of positive versus negative interactions. For instance, Roorda et al. (2019) found that students often experience different levels of engagement across subjects depending on the quality of their relationships with individual teachers. Similay, Martin and Collie (2019) added that the number of positive and negative teacher relationships matters students with more positive STRs showed stronger

engagement, while negative relationships had a disproportionate adverse effect. In addition, Engels et al. (2021) further demonstrated that affective STRs shape students' engagement and achievement trajectories across adolescence, reinforcing the long-term developmental significance of these relationships.

Cross-cultural research provides additional support for the importance of student – teacher relationships in academic engagement. For example, empirical research in Bulgaria found that positive student – teacher relationships are strongly associated with higher levels of school engagement, motivation, and academic performance, alongside positive peer relationships (Valkov & Lavrentsova, 2019). Studies in Pakistan confirm that academic engagement is significantly related to academic outcomes, though the available evidence does not directly test student – teacher relationship effects in this context (Abid & Akhtar, 2020). Broader cross-national literature further indicates that affective student – teacher bonds predict engagement and achievement across diverse educational systems, underscoring the widespread relevance of relational quality in fostering student engagement (Roorda et al., 2017).

2.3.3.6. The relationship between academic task value and academic task engagement

Research grounded in expectancy–value theory consistently demonstrates that students' perceptions of task value play a crucial role in shaping their academic task engagement. Salmela-Aro et al. (2021) found that momentary task values and expectations significantly predicted science engagement among Finnish and Chilean secondary school students, showing that when students viewed tasks as meaningful, important, or enjoyable, they displayed higher situational engagement. A related study by Upadyaya et al. (2021) revealed patterns of engagement that fluctuated alongside perceived task value, highlighting the dynamic and situational nature of students' motivation in science lessons. Together, these findings suggest that valuing academic

tasks not only sustains engagement but also drives moment-to-moment investment in learning activities.

Early work by Pintrich and Schragben (2012) further emphasized that motivational beliefs, particularly task value are strongly linked to cognitive engagement in classroom activities, such as deeper learning strategies and persistence. Building on this, Olivier et al. (2020) found that students' sense of competence and task value were significant predictors of behavioral engagement and achievement, indicating that task value operates alongside self-perceptions of ability to shape active participation in schoolwork. Similarly, Liem et al. (2008) showed that task value, together with self-efficacy and achievement goals, predicted learning strategies, reduced disengagement, and improved peer relationships, illustrating the broad developmental impact of valuing academic tasks.

Experimental studies have also confirmed the causal role of task value in promoting engagement. Johnson and Sinatra (2013) demonstrated that instructional inductions aimed at enhancing task value increased student engagement and facilitated conceptual change, highlighting the importance of pedagogical practices that explicitly link academic tasks to students' interests and goals. Edwards and Dai (2023) extended this line of research by showing that expectancy and task value predicted engagement and performance differently depending on students' generational status, suggesting that task value functions within broader sociocultural and contextual frameworks.

Finally, Bong (2004) provided comprehensive evidence that task value, together with self-efficacy and goal orientations, constitutes a core dimension of academic motivation that drives engagement and achievement. Across studies, task value consistently emerges as a key

motivational factor that promotes behavioral, cognitive, and emotional engagement, while also influencing persistence, learning strategies, and academic success.

2.3.4. Youth development in the Ethiopian context

Youth development in Ethiopia is increasingly recognized as a multidimensional field encompassing the social, psychological, educational, and economic dimensions of young people's lives. Empirical research indicates that Ethiopian youth face significant challenges, including widespread poverty, limited access to quality education and stable employment, persistent barriers to sexual and reproductive health services, and the continued prevalence of early and child marriage, all of which constrain their health, educational attainment, and socio-economic opportunities (Abebe, 2020; Admassu et al., 2022). Despite these challenges, studies increasingly highlight the potential of strength-based approaches and asset-building strategies to foster positive youth development (Desie, 2020; Tefera & Desie, 2015). These approaches emphasize nurturing internal competencies, external supports, and opportunities for participation rather than focusing solely on deficits and vulnerabilities.

Empirical studies in Ethiopia demonstrate the importance of developmental assets in promoting youths' well-being and thriving. For example, students with stronger personal and ecological assets report higher academic achievement, life satisfaction, and the ability to delay gratification (Dejenie et al., 2024a, 2024b; Dessalegn, 2022). Hedonic and eudemonic well-being have been identified as key mediators in the relationship between developmental assets and self-regulatory behaviors, suggesting that enhancing youths' life satisfaction and sense of purpose strengthens their adaptive capacities (Dejenie et al., 2024c, 2024d). In line with this, Takele (2023) and Ayalew (2011) found that psychosocial competences, fostered through supportive

families, schools, and communities, play a critical role in mediating the effects of risk factors on developmental outcomes, highlighting resilience as a central theme in youth development.

Community-based programs, youth centers, and specialized initiatives have been shown to provide fertile contexts for asset-building and skill development. Youth centers in Ethiopia contribute to social, cognitive, and moral development by offering mentorship, recreational activities, and participatory opportunities (Tefera et al., 2020). Similarly, sports academies have been associated with psychosocial growth, enhanced satisfaction, and the development of life skills among youth athletes (Tadesse et al., 2020). Programs focusing on entrepreneurship and engagement in community development activities have further demonstrated that youth participation enhances capabilities, fosters agency, and contributes to both individual and community thriving (Jekamo et al., 2025).

Policy initiatives in Ethiopia are increasingly aligning with whole-child and whole-youth development frameworks that emphasize the integration of educational, social, and health dimensions of development. An analysis of Ethiopian education policy reforms demonstrates a gradual shift toward holistic approaches that recognize young people's cognitive, social, emotional, and physical well-being as interconnected and central to meaningful educational outcomes (Kibret & Fetene, 2022). However, structural gaps persist, including gender inequalities, uneven access to essential services, and inconsistencies in program implementation across regions, which continue to constrain optimal development outcomes for adolescents and youth. Evidence from longitudinal mixed-methods research highlights how adolescents' transitions are shaped by intersecting structural, institutional, and socio-cultural factors, such as poverty, gender norms, and service accessibility underscoring the limits of fragmented policy responses (Baird et al., 2021). Collectively, the literature indicates that promoting youth

development in Ethiopia requires an integrated and multi-sectoral approach that strengthens personal and ecological assets, builds psychosocial competencies, ensures safe and participatory spaces, and addresses structural inequalities that shape young people's life trajectories (Baird et al., 2021; Kibret & Fetene, 2022).

2.4. Conceptual framework

The conceptual framework of this study is anchored in the Relational Developmental Systems (RDS) metatheoretical perspective, within which the Positive Youth Development (PYD) paradigm and Bronfenbrenner's Ecological Systems Theory are integrated. Collectively, these perspectives conceptualize adolescent development as a dynamic and plastic process that emerges from reciprocal interactions between individuals and their immediate social contexts. Rather than viewing development as the result of isolated personal traits or contextual influences, this framework emphasizes person–context relations as the primary drivers of positive developmental outcomes. Within this integrative perspective, the family and the classroom are conceptualized as the most proximal and developmentally salient ecological systems influencing secondary school students' positive development. In line with ecological systems theory, these contexts constitute adolescents' primary microsystems, where direct, sustained interactions shape socialization processes and developmental trajectories.

Family functioning is conceptualized as a multidimensional construct encompassing family structure, affective relationships, communication processes, behavioral regulation, value transmission, and connections with external systems. These interrelated dimensions collectively shape the emotional climate, relational quality, and regulatory practices within the family environment. Consistent with PYD and RDS principles, families characterized by warmth, coherent structure, and open communication provide developmental assets that foster

adolescents' strengths. Supportive affective relationships and effective communication promote secure relational bonds and emotional well-being, while appropriate behavioral regulation and value transmission contribute to the development of self-regulation, responsibility, and moral orientation.

The classroom context represents a second critical microsystem influencing adolescents' positive development. Drawing on ecological and motivational perspectives, classroom contexts in this study are operationalized through the quality of student – teacher relationships, academic task value, and students' academic task engagement. Supportive student – teacher relationships provide emotional support, guidance, and a sense of belonging which are essential for both academic adjustment and socio-emotional development. Furthermore, when students perceive academic tasks as meaningful, relevant, and valuable, they are more likely to invest effort, persist in learning activities, and adopt adaptive motivational orientations. These classroom experiences contribute to the development of academic competence, social responsibility, and prosocial dispositions.

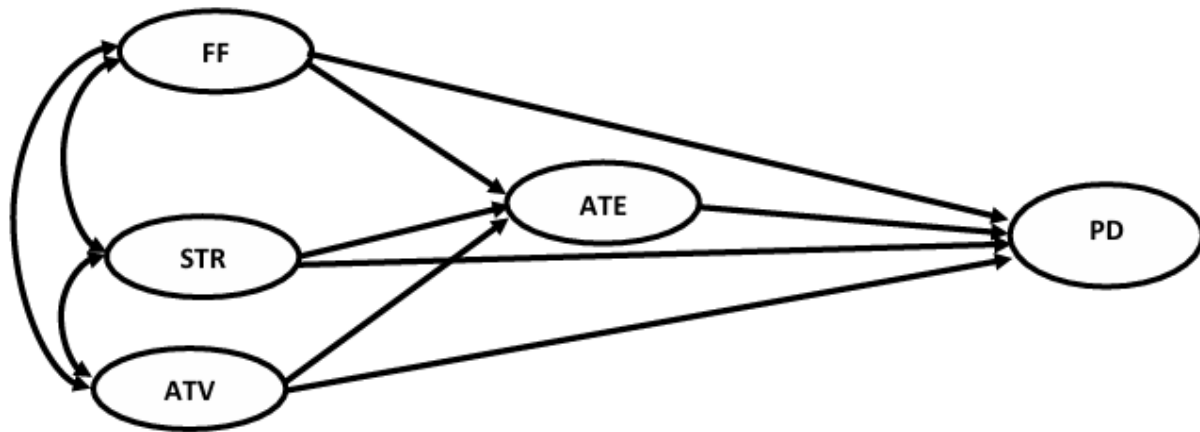
Within the proposed framework, academic task engagement is conceptualized as a central mediating mechanism through which family functioning and classroom contexts exert their influence on positive developmental outcomes. Engagement is viewed as a multidimensional process encompassing behavioral persistence, cognitive investment, and affective involvement in learning activities. Supportive family environments that provide emotional encouragement and clear expectations, together with classroom contexts characterized by positive relationships and meaningful academic tasks are expected to enhance students' engagement. In turn, sustained engagement facilitates positive development by promoting deeper learning, emotional involvement, and constructive participation in school related activities.

Positive youth development is conceptualized using the Five Cs framework such as competence, confidence, connection, character, and caring which represents a comprehensive set of desirable developmental outcomes during adolescence. From an RDS perspective, these outcomes are understood as emergent properties of ongoing, reciprocal interactions between adolescents and their ecological contexts. The framework posits that positive developmental outcomes arise from the combined and interactive influences of supportive family functioning and positive classroom contexts, operating indirectly through students' active engagement in academic tasks.

In summary, the conceptual framework proposes that family functioning and classroom contexts function as primary ecological predictors of adolescents' positive development, with academic task engagement serving as the key mediating process linking these contextual influences to developmental outcomes. Grounded in RDS, PYD, and ecological systems perspectives, this framework provides a theoretically coherent and contextually relevant explanation of how positive development among secondary school students in Ethiopia is promoted through the interconnected influences of family and school environments (see **Error! Reference source not found.****Error! Reference source not found.**).

Figure 1

Conceptual framework illustrating the relationships among family functioning, student – teacher relationship, academic task value, academic task engagement, and positive development.



Note. FF is family functioning, STR is student-teacher relationship, ATV is academic task value, ATE is academic task engagement, and PD is positive development.

CHAPTER THREE

MATERIALS AND METHODS

This chapter describes the methodological procedures employed to investigate the contributions of family functioning and classroom contexts to the positive development of secondary school students. It outlines the research paradigm, research design, study participants, and sampling procedures used in the study. The chapter further details the research instruments including their adaptation, validation, and reliability of the instruments. Procedures for data collection and ethical considerations are then presented. Finally, the chapter explains the data analysis techniques and assumption testing.

3.1. Research paradigm

The study is grounded in the post-positivist research paradigm, which assumes that an objective reality exists but can only be understood imperfectly through empirical observation and measurement, with knowledge viewed as tentative and probabilistic (Creswell & Creswell, 2018). The paradigm is appropriate for this study because it seeks to examine relationships among measurable latent constructs, including family functioning, classroom-related variables, and positive youth development (PYD). Although these constructs are abstract, they can be operationalized using validated instruments, enabling systematic data collection and statistical analysis. Consistent with post-positivist assumptions, the study adopts a deductive approach in which hypotheses derived from theory are tested empirically, and findings are interpreted as tentative and subject to refinement. This alignment supports the use of quantitative methods to generate evidence-based inferences about the relationships among the study variables.

3.2. Research approach

The study used a quantitative research approach, which is consistent with the assumptions of the post-positivist paradigm. The approach is appropriate because the study seeks to examine relationships among clearly defined variables, including family functioning, classroom-related factors (i.e., student-teacher relationship, academic task value, and academic task engagement), and positive youth development (PYD), using measurable indicators. A deductive strategy is employed, whereby hypotheses derived from existing theories and empirical literature are tested through systematic data collection and statistical analysis. Likert-scale instruments are used to operationalize the constructs, enabling objective measurement and comparability of responses. The quantitative approach allows for the application of inferential statistical techniques to assess the strength and direction of relationships among variables, thereby supporting evidence-based conclusions that are open to verification and refinement (Creswell, 2012; Creswell & Creswell, 2018).

3.3. Research design

The study investigates the relation among family functioning (structure, affect, communication, behavior control, value transmission, and external systems), classroom contexts (student-teacher relationships, academic task engagement, and academic task value), and positive student development using a correlational research design. The correlational design is selected for its ability to explore relationship among these variables without manipulation, aligning with the study's aim to understand how variations in family and classroom factors correspond to student positive developmental outcomes (Creswell, 2012; Creswell & Creswell, 2018). This design respects the naturalistic context of these variables, which would be ethically and

practically challenging to manipulate, making it suitable for examining real-world relationships (Trochim et al., 2017).

The correlational research design supports advanced statistical techniques, such as structural equation modeling (SEM), allowing for the modeling of complex relationships and the examination of the relative contributions of family and classroom contextual factors to students' positive developmental outcomes (Field, 2024). By identifying systematic relationships among variables, this approach contributes to theory development and informs future experimental or longitudinal research aimed at testing causal mechanisms and designing targeted interventions (Punch, 2013). This design is methodologically robust and practically appropriate, offering meaningful insights into the interplay of family functioning and classroom contexts in real-world educational settings and contributing to both theoretical understanding and applied educational practice.

3.4. Population, sample size and sampling technique

3.4.1. Population and sample size

The target population of the study comprised 16,725 secondary school students enrolled in 21 secondary schools in Bahir Dar. Of these, 10,589 students were enrolled in Grade 9 and 6,136 students were enrolled in Grade 10. The population was naturally organized within schools and classroom sections, making a cluster-based sampling approach both methodologically appropriate and administratively feasible.

3.4.2. Sampling techniques

A multistage sampling procedure, specifically a two-stage cluster sampling technique with proportional allocation, was employed to ensure methodological rigor, statistical

representativeness, and administrative feasibility within Bahir Dar City. Cluster sampling is particularly appropriate when the target population is naturally organized into intact groups, such as schools and classroom sections, and when constructing a complete sampling frame of individual students is impractical or administratively challenging. Sampling through naturally occurring clusters reduces logistical complexity while maintaining the principles of probability sampling, provided that clusters are selected randomly (Cochran, 1977; Kish, 1965; Levy & Lemeshow, 2008; Lohr, 2010).

In the first stage, five secondary schools were randomly selected from the total of 21 secondary schools in Bahir Dar City. Random selection at the school level ensured that each school had a known and non-zero probability of inclusion, thereby minimizing selection bias and enhancing the representativeness of the sample. This procedure strengthened external validity by capturing variation across schools differing in size, administrative structure, and student composition.

In the second stage, classroom sections served as the final sampling units. Across the selected schools, there were 49 sections in Grade 9 and 34 sections in Grade 10, yielding a total of 83 sections. Using proportional allocation, 13 sections were randomly selected, comprising 7 sections from Grade 9 and 6 sections from Grade 10. The inclusion of both grade levels ensured adequate developmental representation and facilitated grade-level comparisons.

Following the selection of the five schools, the accessible population comprised 4,923 students enrolled in Grades 9 and 10, including 3,163 Grade 9 students and 1,760 Grade 10 students. These students were distributed across the 83 classroom sections. All students within the 13 selected sections were invited to participate in the study, and no further subsampling of

individual students was conducted. Consequently, the classroom section functioned as the ultimate sampling unit, consistent with a two-stage cluster sampling design.

Methodological literature recommends including all elements within selected clusters in educational research because it preserves equal probabilities of selection within clusters, avoids the introduction of unequal weighting, reduces sampling error associated with additional subsampling, and enhances operational efficiency (Cochran, 1977; Kish, 1965; Lohr, 2010). Furthermore, the use of intact classroom sections minimized disruption to instructional activities, improved participation rates, and enhanced data completeness. Therefore, the adopted sampling framework maintained the assumptions of probability sampling while effectively balancing statistical rigor with the practical realities of school-based research.

3.4.3. Sample size

The minimum required sample size was initially determined using Yamane's (1967) formula for finite populations was applied to estimate the minimum required sample:

$$n = \frac{N}{1 + N * e^2}$$

Where n is the required sample size, N is the population size, and e is the margin of error, set at 0.05 to achieve a 95% confidence level. Using this formula, the minimum sample size was calculated to be 391 students, ensuring sufficient precision for survey estimates.

Nevertheless, minimum sample size formulas primarily address estimation precision and do not fully account for the statistical demands of mediation and structural equation modeling, which require larger samples to ensure stable parameter estimation and adequate power to detect

indirect effects. Empirical evidence from Sim et al., (2022) based on a review of 206 mediation studies, indicates that sample sizes varied widely from 73 to 13,645, with an overall mean of 500 and a median of 311. These findings provide empirical support for increasing sample sizes beyond minimum thresholds when complex analytical techniques are employed. Given that the proposed model includes multiple mediation pathways, a larger sample size is necessary to ensure stable estimation of parameters and adequate power for detecting indirect effects.

Consistent with these methodological recommendations, the sample size was increased to 500 students. This enlargement enhances statistical precision, improves the detection of smaller direct and indirect effects, and contributes to more stable and reliable parameter estimates in structural equation modeling (Cochran, 1977; Lohr, 2010). In addition, larger samples are widely recommended in survey research to strengthen representativeness and support subgroup analyses, thereby improving the generalizability of findings (Levy & Lemeshow, 2008). The increased sample size also accommodates an anticipated non-response rate of approximately 10%, while maintaining adequate statistical power (Kish, 1965). Overall, the final sample size reflects a careful balance between minimum statistical requirements, empirical evidence from mediation research, and practical feasibility considerations.

3.5. Data source

This study employed primary data sources to collect original, firsthand information directly from student participants, ensuring authenticity and contextual relevance. Data were obtained through structured, closed-ended questionnaires with Likert-scale response formats, enabling systematic assessment of family functioning (structure, affect, communication, behavioral control, value transmission, and external systems), classroom contexts (student–teacher relationship, academic task engagement, and academic task value), and positive youth

development (competence, confidence, connection, caring, and character). The use of primary data is particularly suited to the correlational design, as it provides unmediated, context-specific insights into relationships among variables (Creswell & Creswell, 2018), while minimizing reliance on potentially biased secondary sources (Babbie, 2020). Furthermore, the use of validated instruments enhanced the reliability and validity of the dataset, thereby supporting rigorous statistical analyses to examine the interrelationships and predictive contributions of the study variables.

3.6. Data Collection Tools

This study utilized five closed-ended Likert-scale survey instruments to collect data from participants, focusing on family functioning, student – teacher relationship, academic task engagement, perceived academic task value, and students’ positive development outcomes. The instruments included family functioning questionnaire in adolescent (FFQA), student – teacher relationship measurement (STRM), academic task engagement (Comp-TA questionnaire), motivated strategies for learning questionnaire (MSLQ), and Five Cs scale - short form (PYD – 5 Cs SF - 34).

3.6.1. Family functioning questionnaire in adolescent (FFQA)

Family Functioning in Adolescence Questionnaire (FFAQ) developed by Roelofse and Middleton (1985). Thirty-two items were adapted for the purpose of the present study. The original FFAQ is a 42-item self-report instrument designed to assess adolescents’ perceptions of their family’s psychosocial functioning, using a four-point Likert-type response format ranging from 4 = almost always true to 1 = hardly ever true. In the original validation study, the full scale demonstrated high internal consistency, with a Cronbach’s alpha coefficient of .90 (Roelofse & Middleton, 1985).

The reduction from 42 to 32 items was guided by established psychometric and methodological principles. First, research methodology literature indicates that excessively long questionnaires may increase respondent fatigue and reduce response accuracy, particularly among adolescent populations in school-based settings (Bryman, 2016; Hinkin, 1998). Shortening instruments, when done systematically, can enhance data quality without compromising reliability or validity.

Second, scale refinement procedures commonly involve removing items that demonstrate redundancy, ambiguous wording, or relatively weak item–total correlations, provided that the theoretical structure of the construct remains intact. Item reduction is considered appropriate when conceptual coverage is preserved and psychometric properties are maintained (Hinkin, 1998; MacCallum et al., 1999). Therefore, the retained items were selected based on conceptual clarity, theoretical relevance across the six FFAQ domains, and contextual appropriateness for adolescents in Bahir Dar.

In the present study, the adapted 32 item scale yielded a Cronbach’s alpha coefficient of .96. Several empirically supported factors may explain why this estimate exceeds the original coefficient of .90. First, reliability estimates are sample dependent and may vary across populations due to differences in homogeneity and response patterns (DeVellis, 2017). A relatively homogeneous sample tends to produce stronger inter item correlations, which in turn increase alpha. The pilot study was conducted in two secondary schools in which participants shared similar cultural backgrounds, school contexts, age ranges, and related characteristics. Such homogeneity may have contributed to the elevated internal consistency.

Second, Cronbach’s alpha is mathematically influenced by the average inter item correlation and the coherence of retained items (Cortina, 1993). When poorly performing or

weakly correlated items are removed, internal consistency can increase because the remaining items are more strongly interrelated (Hinkin, 1998). Although alpha generally increases with the number of items, it can also increase when item refinement enhances conceptual unity within the scale (DeVellis, 2017).

Nevertheless, reliability coefficients above .95 may indicate potential item redundancy, suggesting that items measure highly overlapping content (Tavakol & Dennick, 2011). Therefore, while the obtained alpha of .96 indicates excellent internal consistency, it should be interpreted alongside evidence from factor analysis to confirm the multidimensional integrity of the instrument.

The Family Functioning in Adolescence Questionnaire was developed by Roelofse and Middleton to assess adolescents' perceptions of their family's psychosocial functioning across six theoretically grounded dimensions (Roelofse & Middleton, 1985). The instrument is informed by family systems and developmental perspectives and conceptualizes family functioning as a multidimensional construct. In the present study, each sub dimension is defined and operationalized as follows.

Structure: The structure dimension consists of five items and demonstrated high internal consistency ($\alpha = .92$). It reflects the clarity of roles, leadership patterns, and authority within the family system, indicating the extent to which responsibilities and hierarchical relationships are clearly organized and stable. An example item is, "Each of my parents is a leader in some areas of our family life."

Affect: The affect dimension comprises five items and demonstrated high internal consistency ($\alpha = .93$). As conceptualized by Roelofse and Middleton (1985), it reflects the

emotional climate of the family, including warmth, care, and expressions of affection among members, as well as the degree of emotional support and connectedness experienced by adolescents. An illustrative item is, “In our family, we show that we care for one another.”

Communication: The communication subscale consists of six items and yielded excellent internal consistency ($\alpha = .94$). It refers to the openness, clarity, and authenticity of interactions within the family, indicating whether members are encouraged to express their thoughts and feelings honestly and respectfully (Roelofse & Middleton, 1985). An example item is, “Members of our family are encouraged to say what they really mean.”

Behavioral control: The behavioral control dimension includes three items and demonstrated acceptable internal consistency ($\alpha = .87$). It denotes the consistency and fairness of rules, supervision, and disciplinary practices within the family, reflecting structured guidance that promotes responsible behavior (Roelofse & Middleton, 1985). An example item is, “Punishment is fair in our family.”

Value transmission: The value transmission subscale comprises seven items and showed strong internal consistency ($\alpha = .92$). It captures the processes through which parents model and communicate moral standards, respect, and social responsibility, thereby shaping adolescents’ ethical beliefs and behavioral norms (Roelofse & Middleton, 1985). An example item is, “My parents or caregivers treat people with dignity and respect.”

External systems: The external systems dimension consists of six items and demonstrated high internal consistency ($\alpha = .91$). It refers to the family’s engagement with and support for adolescents’ involvement in broader social, educational, and health related contexts,

reflecting encouragement of adaptive functioning beyond the household (Roelofse & Middleton, 1985). An example item is, “My parents or caregivers encourage me to be physically fit.”

3.6.2. Positive youth development Five Cs scale - short form (PYD-5Cs SF - 34)

The Positive Youth Development Five Cs Scale – Short Form (PYD-5Cs SF-34), developed and validated by Geldhof et al. (2014), was used to assess students’ positive development. The scale is grounded in the Positive Youth Development framework proposed by Lerner and colleagues (2005). The instrument consists of 34 self-report items designed to measure five developmental domains, including competence, confidence, connection, character, and caring. In its original validation, the scale demonstrated strong reliability, with Cronbach’s alpha coefficients exceeding .80 for all domains (Geldhof et al., 2014). In this study, the Cronbach’s alpha coefficient for the whole scale was .96.

Competence was measured with six items reflecting perceived abilities in academic, social, and physical domains. Responses were given on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). Example items include: “I feel I am just as smart as others my age” (academic), “I have a lot of friends” (social), and “I think I can do well at just about any new athletic activity” (physical). In the study, the Cronbach’s alpha coefficient for this subscale was .92.

Confidence was assessed with six items capturing self-worth, positive identity, and perceptions of physical appearance. Responses were given on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). Sample items include: “I think I am good looking” and “All in all, I am glad I am me.” In the study, the Cronbach’s alpha coefficient for this subscale was .85.

Connection was measured with eight items addressing relationships with family, peers, school, and neighborhood. For family, school, and neighborhood items, participants responded on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree), while peer-related items used a frequency-based scale (1 = almost never true to 5 = always true). Example items include: “I get a lot of encouragement at my school” (school) and “My friends care about me” (peer). In the study, the Cronbach’s alpha coefficient for this subscale was .90.

Character was assessed with eight items focusing on moral values and social responsibility. Participants rated importance on a 5-point Likert scale (1 = not important to 5 = extremely important). Example items include: “Doing what I believe is right even if my friends make fun of me” (personal values) and “Giving time and money to make life better for other people” (social consciousness). In the study, the Cronbach’s alpha coefficient for this subscale was .90.

Caring was measured with six items related to empathy and compassion. Participants rated how well each statement described them on a 5-point Likert scale (1 = not well to 5 = very well). Example items include: “When I see someone being taken advantage of, I want to help them” and “It makes me sad to see a person who doesn’t have friends.” In the study, the Cronbach’s alpha coefficient for this subscale was .84.

3.6.3. Academic task engagement (Comp-TA questionnaire)

In this study, students completed the Comp-TA questionnaire, a self-report measure of academic task engagement developed by Yévenes-Márquez et al. (2022). The instrument has demonstrated strong reliability, with a Cronbach’s alpha coefficient of .92 in the original validation study (Yévenes-Márquez et al., 2022), indicating high internal consistency.

The questionnaire assesses three dimensions of engagement, namely affective, behavioral, and cognitive, using a total of 15 items. The affective dimension (4 items) reflects students' emotional involvement in academic tasks. An example item is "When performing a task in class, it makes me curious to learn new things." The behavioral dimension (7 items) represents active participation and adherence to instructional guidelines. A sample item is "When performing a task in class, I follow the instructions given by the teacher for its development." The cognitive dimension (4 items) measures reflective thinking and the use of prior knowledge in completing tasks. An example item is "When performing a task in class, I think about what I already know about the topic because it can help me understand it better."

Although the original instrument employed a seven-point Likert scale, responses in the present study were adapted to a five-point scale ranging from 1 (totally disagree) to 5 (totally agree). In the present study, the reliability analysis showed Cronbach's alpha coefficients of .87 for cognitive engagement, .82 for behavioral engagement, and .80 for affective engagement.

3.6.4. Student – teacher relationship measure (STRM)

The student–teacher relationship was assessed using the Student–Teacher Relationship Measure (STRM), originally developed and validated by Aldhafri and Al-Hadabi (2019) to evaluate students' perceptions of teacher–student interactions. The STRM consists of 25 items organized into two dimensions: the student–teacher academic relationship (15 items) and the student–teacher social relationship (10 items), and has been adapted and applied in previous research to measure both academic and social aspects of the student–teacher relationship. The instrument has been widely used as a reliable and valid measure of the quality of student–teacher relationships (Aldhafri & Al-Hadabi, 2019).

In the original validation study, Cronbach's alpha coefficients were .92 for the academic relationship dimension and .89 for the social relationship dimension, indicating strong internal consistency (Aldhafri & Al-Hadabi, 2019). Example items from the academic relationship dimension include "My teacher expects me to participate effectively in the classroom" and "My teacher shows remarkable enthusiasm while teaching the subject." Example items from the social relationship dimension include "My teacher listens to what I say" and "My teacher links subject topics with characters that matter to us."

In the present study, students responded using a five-point Likert scale ranging from 1 (definitely does not apply) to 5 (definitely applies). The reliability analysis in this study showed high internal consistency, with Cronbach's alpha coefficients of .95 for the student-teacher academic relationship dimension and .90 for the student-teacher social relationship dimension.

3.6.5. Motivated strategies for learning questionnaire (MSLQ)

The study measured students' academic task value using the task value subscale of the Motivated Strategies for Learning Questionnaire (MSLQ), originally developed by Pintrich (1991) to assess students' motivational beliefs and use of learning strategies. This self-report subscale consists of six items designed to capture students' perceptions of the importance, interest, and usefulness of academic tasks within their courses. In the original validation study, the task value subscale demonstrated strong internal consistency, with a Cronbach's alpha of .90 (Pintrich, 1991). An example item is: "I think I will be able to use what I learn in these courses in my future life." In the present study, participants responded using a five-point Likert scale ranging from 1 (not at all true of me) to 5 (very true of me). The reliability analysis indicated good internal consistency, with a Cronbach's alpha coefficient of .82.

3.7. Data collection design and procedures

This study employed a cross-sectional survey research design to collect data at a single point in time, with the aim of examining the relationships among family functioning (including family structure, affect, communication, behavior control, value transmission, and external systems), classroom contextual factors (student–teacher relationships, academic task engagement, and academic task value), and students’ positive development. A cross-sectional design is appropriate for identifying associations among multiple variables as they occur naturally, without experimental manipulation, and is widely used in correlational research within educational and social science contexts (Creswell & Creswell, 2018).

3.7.1. Instrument administration

Data were collected from student participants using structured, self-administered questionnaires composed of closed-ended items with Likert-type response formats. The questionnaires were administered in classroom settings during regular school hours to ensure accessibility and to facilitate standardized data collection conditions. Prior to administration, participants were informed about the purpose of the study and were provided with clear instructions on how to complete the questionnaires. Standardized administration procedures were followed to ensure consistency across classrooms and to minimize measurement error.

The use of Likert-scale instruments enabled the collection of quantifiable data suitable for advanced statistical analyses, including the examination of relationships and predictive pathways among the study variables. All measurement instruments used in the study were previously validated or adapted through established methodological procedures, thereby supporting the reliability and validity of the data collected.

3.7.2. Data collection personnel and training

The data collection process involved three data collectors: the principal researcher and two doctoral (PhD) candidates in Educational Psychology. The PhD candidates were selected based on their prior knowledge and experience in survey-based data collection, which contributed to the accurate and consistent administration of the self-report instruments.

Prior to the beginning of data collection, received specific orientation regarding the objectives of the study and the characteristics of the key variables under investigation. This orientation focused on familiarizing the data collectors with the conceptual foundations of the constructs, the structure and content of the questionnaires, and the standardized procedures for administering the instruments. Such preparation was intended to reduce administration-related bias and to ensure procedural uniformity across data collection sites.

3.7.3. Institutional facilitation and ethical considerations

School-level administrators, specifically the school vice director, along with classroom teachers, facilitated the data collection process by coordinating access to classrooms, assisting with scheduling, and supporting the orderly administration of the questionnaires. Their involvement was limited to logistical facilitation and did not include direct participation in administering the instruments or handling completed questionnaires. This separation of roles helped to protect participant confidentiality and to support the voluntary nature of student participation.

3.8. Instrument validation

3.8.1. Cross-cultural translation and adaptation of Likert-scale survey

To examine the contributions of family functioning and classroom contexts to promoting positive development among secondary school students within a specific cultural setting, the researcher employed closed-ended Likert-type self-report instruments adapted from existing empirical literature. The translation and cultural adaptation of research instruments constitute essential methodological procedures for ensuring conceptual equivalence, linguistic accuracy, and cultural relevance when instruments are applied in contexts different from those in which they were originally developed, specifically in Ethiopian context.

In the present study, the translation and adaptation process adhered to internationally recognized guidelines for cross-cultural instrument adaptation, specifically those proposed by Beaton and colleagues. These guidelines are among the most widely applied and methodologically rigorous frameworks in cross-cultural research. According to Beaton et al. (2000), the adaptation process involves a series of sequential and interrelated steps designed to preserve the validity of the original instrument while ensuring its appropriateness for the Ethiopian cultural context.

First, initial forward translation is conducted independently by a minimum of two bilingual translators with adequate proficiency in both the source and target languages, one of whom is informed about the conceptual objectives of the instrument while the other remains naïve to minimize bias. Second, the independently produced translations are synthesized into a single reconciled version through discussion and resolution of discrepancies, preferably facilitated by an additional reviewer. Third, the synthesized version undergoes back-translation by at least two independent translators who are fluent in both languages and blinded to the

original instrument. Subsequently, an expert committee comprising methodologists, subject-matter specialists, language professionals, and both forward and back translators reviews all versions of the instrument. This committee evaluates semantic, idiomatic, experiential, and conceptual equivalence to ensure cross-cultural validity. The pre-final version of the instrument is then pilot tested with approximately 30–40 participants drawn from the target population, and feedback from this pretesting phase is used to refine the instrument. Upon completion of these steps and incorporation of necessary revisions, the finalized questionnaire is deemed suitable for use in the main data collection (Arafat, 2016; Arafat et al., 2016; Beaton et al., 2000; Gjersing et al., 2010; Lenderink et al., 2012).

3.8.1.1. Forward Translation

The first stage of the cross-cultural adaptation process involved forward translation of the research instruments from the source language (English) into the target language (Amharic). This step was carried out independently by two bilingual translators whose mother tongue was Amharic and who possessed high proficiency in both languages. Both translators were English language instructors at Bahir Dar University and had more than ten years of teaching experience at the university level. The translators was also a PhD candidate in Educational Psychology at Bahir Dar University, Department of Psychology, and therefore had formal training and subject-matter expertise in educational psychology theories, as well as prior exposure to psychological assessment instruments. This background enabled the translators to consider conceptual and theoretical equivalence during the translation process. During this stage, the two translators independently translated the original English versions of the instruments into Amharic without consultation with each other. This independent translation approach was employed to capture

alternative wording, identify ambiguous expressions, and enhance the linguistic and conceptual quality of the translated items prior to synthesis (Beaton et al., 2000).

3.8.1.2. Synthesis of the forward translations

Following the independent forward translations, the two Amharic versions of the instruments were systematically compared and synthesized into a single reconciled version. This synthesis process involved a detailed item-by-item review of both translations to identify discrepancies, ambiguities, and variations in wording. Differences between the translations were discussed collaboratively, with particular attention given to preserving the original meaning of each item while ensuring linguistic clarity and cultural appropriateness in the target language. The synthesis process was facilitated by the researcher, who guided the discussion and documented all decisions made during reconciliation. Emphasis was placed on achieving semantic equivalence (the meaning of words), idiomatic equivalence (appropriate use of expressions), experiential equivalence (relevance to the lived experiences of the target population), and conceptual equivalence (consistency with the underlying theoretical constructs). When discrepancies arose, consensus was reached through deliberation and reference to the original English version of the instruments. The outcome of this stage was a single synthesized Amharic version of the instruments, which incorporated the most accurate and culturally appropriate elements of both forward translations. This reconciled version served as the basis for the subsequent back-translation phase, in accordance with established guidelines for cross-cultural instrument adaptation (Beaton et al., 2000).

3.8.1.3. Backward Translation

Following the synthesis of the forward translations, the reconciled Amharic version of the instruments was subjected to backward translation to verify translation accuracy and identify potential deviations in meaning. In line with established guidelines for cross-cultural instrument adaptation, this process was conducted independently by two bilingual translators proficient in both Amharic and English. The back-translators were university instructors in Teaching English as a Foreign Language (TEFL) with more than ten years of teaching experience at the university level. Although English was not their mother tongue, both translators possessed advanced proficiency in English and had no prior involvement in the forward translation or synthesis stages. They were blinded to the original English versions of the instruments to minimize bias and ensure that the backward translations reflected the content of the synthesized Amharic version rather than the wording of the original instruments. Each translator independently translated the synthesized Amharic version back into English. The resulting backward-translated versions were then compared with the original English instruments to assess semantic, idiomatic, experiential, and conceptual equivalence. Any discrepancies identified were documented and addressed during subsequent expert review stages. This backward translation process served as a quality control mechanism to ensure that the adapted Amharic version accurately represented the constructs measured by the original instruments and was suitable for further validation (Beaton et al., 2000).

3.8.1.4. Expert committee review

After completion of the backward translation, an expert committee review was conducted through structured evaluation by the two supervisors of the study. Both supervisors have expertise in developmental and educational psychology, research methodology, and psychological measurement. All versions of the instruments were compiled and submitted for

review. The supervisors examined the instruments to ensure semantic, idiomatic, experiential, and conceptual equivalence between the source and target language versions. Written comments and recommendations provided by the supervisors focused on item clarity, cultural appropriateness, and consistency with the theoretical framework. Based on this feedback, necessary revisions were made to improve accuracy and equivalence across versions. The revised instruments were finalized as pre-final Amharic versions for subsequent content validity assessment and pilot testing, in line with recommended cross-cultural adaptation procedures (Beaton et al., 2000).

In addition to the qualitative expert review, content and face validity of the measurement instruments was evaluated through a combination of qualitative expert review and quantitative assessment using the Content Validity Index (CVI). The expert panel consisted of six PhD candidates in Educational Psychology from the Department of Psychology at Bahir Dar University. The panel critically reviewed all items across the five adopted instruments to ensure alignment with the theoretical framework, cultural relevance, and appropriateness for the target population. Irrelevant or unclear items were revised or removed based on expert recommendations.

Each expert independently rated all items for relevance and clarity using a four-point Likert-type scale (1 = not relevant/not clear, 2 = somewhat relevant/less clear, 3 = quite relevant/clear, 4 = highly relevant/very clear). Item-level Content Validity Index (I-CVI) and scale-level Content Validity Index (S-CVI/average) were calculated to quantify expert agreement (Lawshe, 1975; Polit & Beck, 2006). Items with lower relevance or clarity scores were modified according to expert feedback. The integration of qualitative review and CVI-based quantitative assessment produced refined, pre-final Amharic versions of the instruments. Content validity, as

defined by Haynes et al. (1995), ensures that indicators comprehensively and accurately capture the theoretical scope of latent constructs.

In the present study, the I-CVI values for individual items ranged from 0.83 to 1.00, while the S-CVI/average values for the five instruments were: Family Functioning Questionnaire (FFAQ) = 0.99, Academic Task Value (MSLQ) = 0.97, Academic Task Engagement (Comp-TA questionnaire) = 0.99, Teacher-Student Relationship Measure (STRM) = 0.98, and Positive Youth Development (PYD 5Cs-SF) = 0.99. Clarity ratings followed similar patterns, with I-CVI values ranging from 0.83 to 1.00 and S-CVI/average values reflecting high overall clarity (see Table 1). These results indicate that the instruments were highly relevant, clear, and suitable for use in the target cultural context, supporting their application in subsequent pilot testing and psychometric evaluation (see Table 1).

Table 1

Content Validity Index (CVI) Results for Study Domains Based On Relevance and Clarity.

Domain/Variables/	Relevance		Clarity	
	I-CVI range	S-CVI /ave.	I-CVI range	S-CVI/ave.
1. Family Functioning	0.83 - 1.0	0.99	0.83 - 1.0	0.99
2. Academic Task Value	0.83 - 1.0	0.97	0.83 - 1.0	0.97
3. Academic Task Engagement	0.83 - 1.0	0.99	0.83 - 1.0	0.97
4. Teacher Student Relationship	0.83 - 1.0	0.98	0.83 - 1.0	0.97
5. Positive development	0.83 - 1.0	0.99	0.83 - 1.0	0.99

3.8.2. Pilot test

Prior to the main study, a pilot test was conducted with 215 participants; after excluding 12 incomplete responses, data from 203 students were included in the final analysis. The pilot test aimed to evaluate the reliability, validity, and clarity of the measurement instruments before the primary data collection. Participants were drawn from grades 9 and 10 of two secondary schools in Bahir Dar City Administration. The pilot test enabled the identification of ambiguous, unclear, or culturally inappropriate items and facilitated the assessment of the psychometric properties of the instruments. Specifically, internal consistency reliability, composite reliability, and factor loadings were examined, and the overall fit of the measurement model was evaluated using confirmatory factor analysis (CFA). In addition, convergent and discriminant validity were assessed to ensure that each construct was accurately measured and empirically distinct from the others.

3.8.2.1. Validity and Reliability Test

i. Cronbach's alpha (α)

To assess the psychometric reliability of the measurement instruments, internal consistency was evaluated using Cronbach's alpha (α), one of the most widely utilized indicators of reliability in psychometric research. Despite its popularity, Cronbach's alpha has recognized limitations, including a tendency to inflate reliability estimates when numerous items are present and its reliance on the assumption of tau-equivalence which is frequently violated in empirical research (Collier, 2020; Streiner, 2003; Tavakol & Dennick, 2011). Following the recommendation of Nunnally and Bernstein (1994, as cited in Collier, 2020), a minimum alpha coefficient of 0.70 was adopted as the threshold for acceptable internal consistency.

As shown in Table 2, all measurement scales and their respective subscales demonstrated satisfactory to excellent reliability with Cronbach's alpha coefficients ranging from 0.791 to 0.960, indicating robust internal consistency across the constructs employed in this study. Specifically, the Family Functioning in Adolescents Questionnaire (FFAQ) and its subscales (i.e., structure, affect, communication, behavioral control, value transmission, and external system) exhibited excellent reliability ($\alpha = 0.871\text{--}0.956$). The Academic Task Engagement Scale (Comp-TA questionnaire) and its dimensions including cognitive, behavioral, and affective engagement displayed good to acceptable reliability ($\alpha = 0.791\text{--}0.878$).

Similarly, the Student-Teacher Relationship Measure (STRM), encompassing the academic and social relationship subscales, achieved high internal consistency ($\alpha = 0.897\text{--}0.960$). The Five Cs Scale – Short Form (PYD-5Cs SF-34) and its five dimensions such as confidence, competence, connection, caring, and character also demonstrated good reliability ($\alpha = 0.839\text{--}0.941$). Finally, the Motivated Strategies for Learning Questionnaire (MSLQ) yielded an alpha coefficient of 0.818, confirming the scale's internal consistency within acceptable limits. Therefore, these results affirm the reliability and psychometric soundness of the instruments used to measure the key constructs in this study.

ii. Composite reliability (CR)

To address the methodological limitations associated with Cronbach's alpha (α), particularly its assumption of tau-equivalence and tendency to overestimate internal consistency composite reliability (CR) also known as Raykov's rho was calculated within the Structural Equation Modeling (SEM) framework to provide a more rigorous and theoretically grounded assessment of reliability (Raykov, 1997). Unlike Cronbach's alpha, CR accounts for the varying

contributions of individual indicators by incorporating standardized factor loadings obtained from Confirmatory Factor Analysis (CFA), thus offering a more accurate and construct-sensitive estimate of reliability for latent variables (Collier, 2020; Fornell & Larcker, 1981). Consistent with established psychometric guidelines, a CR coefficient of 0.70 or higher was adopted as the criterion for acceptable reliability.

As shown in Table 2, the CR results indicated strong reliability across all constructs, with coefficients ranging from 0.789 to 0.954. The Family Functioning in Adolescence Questionnaire (FFAQ) and its subscales demonstrated CR values between 0.789 and 0.929 with the behavioral control subscale representing the lower bound but still meeting the minimum acceptable standard. The Academic Task Engagement (Comp-TA Questionnaire) construct and its dimensions yielded CR values ranging from 0.829 to 0.868. Similarly, the Student-Teacher Relationship Measurement (STRM) encompassing both academic and social relationship subscales, recorded CR coefficients between 0.899 and 0.954 indicating excellent reliability. The Five Cs Scale-Short Form (PYD-5Cs SF-34) exhibited CR values from 0.862 to 0.920 across its subscales, while the Motivated Strategies for Learning Questionnaire (MSLQ) reported a CR of 0.819, all reflecting robust internal consistency. To conclude, these CR coefficients, which were closely aligned with corresponding Cronbach's alpha values provide strong empirical support for the psychometric soundness and reliability of the study's measurement instruments. Nevertheless, confirmatory factor analysis remains a critical step in verifying the unidimensionality and construct validity of the latent measures.

iii. Convergent and discriminant validity

To ensure the robustness of the psychometric properties of the research instruments, construct validity was evaluated through the assessment of convergent and discriminant validity.

Convergent validity examines whether indicators of a construct share a high proportion of common variance, whereas discriminant validity assesses whether constructs are empirically distinct from one another within the measurement model (Collier, 2020). Although confirmatory factor analysis (CFA) provides an initial assessment of construct validity, it is insufficient on its own; therefore, additional quantitative criteria were applied (Collier, 2020).

A. Convergent validity

Convergent validity was assessed using the Average Variance Extracted (AVE), following the criterion proposed by Fornell and Larcker (1981), which recommends an AVE value of 0.50 or higher. An AVE at or above this threshold indicates that a construct explains at least 50% of the variance in its observed indicators, demonstrating adequate convergence.

As presented in Table 2, all constructs in the study met or exceeded the recommended AVE threshold. Specifically, the AVE values for the family functioning dimensions ranged from 0.61 (value transmission) to 0.72 (affect). The academic task engagement constructs showed AVE values between 0.53 (affective engagement) and 0.62 (cognitive engagement). For the student–teacher relationship measures, AVE values were 0.56 for student–teacher academic relationship and 0.55 for student–teacher social relationship. Within the positive youth development domain, AVE values ranged from 0.51 (caring) to 0.66 (competence). The academic task value construct also demonstrated an acceptable AVE of 0.51.

These results indicate that all constructs adequately capture the variance of their respective indicators relative to measurement error, thereby providing strong evidence of convergent validity (Fornell & Larcker, 1981; Hair et al., 2017).

B. Discriminant validity

Discriminant validity was evaluated using the Fornell–Larcker criterion, which compares the squared inter-construct correlations (r^2) with the AVE values of each construct (Fornell & Larcker, 1981). Discriminant validity is established when the AVE of a construct exceeds the variance it shares with other constructs.

The inter-construct correlation results indicated moderate associations among related dimensions, but none suggested construct redundancy. For example, within family functioning, the highest observed correlation was between family affect and family communication ($r = .671$), yielding a squared correlation of $r^2 = .45$, which remained below the AVE values for both constructs (.72 and .71, respectively). In the academic task engagement domain, the strongest relationship was between cognitive and behavioral engagement ($r = .555$; $r^2 = .31$), which was substantially lower than their AVE values (.62 and .54).

Similarly, for the student–teacher relationship constructs, the correlation between student–teacher academic relationship and student–teacher social relationship was $r = .619$ ($r^2 = .38$), which did not exceed the corresponding AVE values (.56 and .55). Within the positive youth development constructs, the highest correlation occurred between competence and character ($r = .537$; $r^2 = .29$), which was well below the AVE values for both constructs (.66 and .52).

Across all constructs, every squared inter-construct correlation was lower than the corresponding AVE value, satisfying the Fornell–Larcker criterion. These findings confirm that each construct is empirically distinct from the others in the measurement model, thereby

establishing adequate discriminant validity (Fornell & Larcker, 1981; Hair et al., 2017) (see Table 2).

Table 2

Internal Consistency, Composite Reliability, Factor Loadings, and AVE for Measurement Instruments.

Measurements	α value	CR	Factor loading	AVE
A. Family Functioning in Adolescents Questionnaire (FFAQ – 32 Items)	.956			
1. Structure (5 Items)	.915	.915	.74 - .95	.69
2. Affect (5 Items)	.929	.929	.81 - .87	.72
3. Communication (6 Items)	.938	.937	.83 - .86	.71
4. Behavioral control (3 Items)	.871	.872	.82 - .86	.70
5. Value transmission (7 Items)	.915	.915	.74 - .81	.61
6. External system (6 Items)	.907	.907	.72 - .86	.62
B. Academic Task Engagement Scale (Comp-TA questionnaire – 15 Items)	.878			
1. Cognitive (4 Items)	.866	.868	.74 - .84	.62
2. Behavioral (7 Items)	.823	.894	.62 - .81	.54
3. Affective (4 Items)	.791	.797	.63 - .77	.53
C. Student – Teacher Relationship Measures (STRM – 25 Items)	.960			

1. Student – Teacher Academic Relationship (STAR – 15 Items)	.953	.954	.72 - .80	.56
2. Student – Teacher Social Relationship (STSR – 10 Items)	.897	.925	.71 - .79	.55
D. Positive Youth Development Five Cs Scale – Short Form (PYD-5Cs SF-34)	.941			
1. Confidence (6 Items)	.853	.862	.58 - .82	.52
2. Competence (6 Items)	.919	.920	.74 - .86	.66
3. Connection (8 Items)	.903	.902	.63 - .77	.54
4. Caring (6 Items)	.839	.863	.70 - .75	.51
5. Character (8 Items)	.895	.895	.57 - .80	.52
E. Motivated Strategies for Learning Questionnaire (MSLQ – 6 Items)	.818	.856	.57 - .83	.51

iv. Confirmatory Factor Analysis (CFA)

To evaluate the construct validity and psychometric adequacy of the measurement instruments, confirmatory factor analysis (CFA) was conducted for all study constructs. As presented in Table 3, CFA was performed for the Motivated Strategies for Learning Questionnaire (MSLQ), the Academic Task Engagement Scale (Comp-TA Questionnaire), the Student–Teacher Relationship Measure (STRM), the Family Functioning in Adolescents Questionnaire (FFAQ), and the Positive Youth Development Five Cs Scale–Short Form (PYD-5Cs SF-34).

The Family Functioning in Adolescents Questionnaire (FFAQ) and the Positive Youth Development Five Cs Scale–Short Form (PYD-5Cs SF-34) were evaluated using both first-order and second-order CFA models because these instruments comprise multiple theoretically related dimensions that reflect higher-order latent constructs. Similarly, the Academic Task Engagement Scale (Comp-TA Questionnaire) was evaluated using both first-order and second-order CFA models because it comprises multiple dimensions of engagement that can be conceptualized as indicators of an overarching academic task engagement construct.

Similarly, the Student–Teacher Relationship Measure (STRM) was assessed using first-order CFA because the instrument consists of only two latent dimensions. An attempt to estimate a second-order CFA model resulted in an underidentified model in AMOS, indicating insufficient lower-order factors to support stable estimation of a higher-order construct. The Motivated Strategies for Learning Questionnaire (MSLQ) was also analyzed using first-order CFA because the instrument was treated as a unidimensional construct in the present study (see Appendix E).

The CFA procedures were conducted to examine the structural validity and overall adequacy of the measurement models. Model fit was evaluated using five widely recommended goodness-of-fit indices following the guidelines of Collier (2020) and Kline (2016). These included the Root Mean Square Error of Approximation (RMSEA) and the Standardized Root Mean Square Residual (SRMR), for which values $\leq .08$ indicate acceptable model fit; the Comparative Fit Index (CFI) and Tucker–Lewis Index (TLI), for which values $\geq .90$ are considered acceptable; and the chi-square to degrees of freedom ratio (CMIN/DF), with values below 5.0 indicating acceptable fit.

These indices provide a comprehensive assessment of model adequacy and support the validity of the measurement models for subsequent structural analyses. As summarized in Table 3, the CFA results demonstrated fit indices ranging from acceptable to excellent across all instruments, thereby confirming the suitability of the measurement models for further structural equation modeling analyses.

Table 3

Model Fit Indices for Confirmatory Factor Analysis (CFA) of Measurement Scales

Measurements		Model fit indices				
		CMIN/DF	CFI	TLI	SRMR	RMSEA
Family Functioning in Adolescents	First-order CFA	1.509	.953	.949	.0631	.050
Questionnaire (FFAQ)	Second-order CFA	1.509	.953	.949	.0631	.050
Positive Youth Development Five Cs	First-order CFA	1.530	.926	.921	.0572	.051
Scale – Short Form (PYD-5Cs SF-34)	Second-order CFA	1.530	.926	.921	.0572	.051
Academic Task Engagement Scale	First-order CFA	1.891	.936	.923	.0551	.066
	Second-order CFA	1.891	.936	.923	.0551	.066
Student–Teacher Relationship	First order CFA	2.017	.916	.908	.0474	.071
Measure (STRM)						
Motivated Strategies for Learning	First order CFA	1.059	.998	.997	.0300	.017
Questionnaire (MSLQ)						

v. Factor Loading Analysis

Confirmatory factor analysis (CFA) was conducted to assess the adequacy of the measurement instruments in representing their intended latent constructs. Factor loadings indicate the strength of the relationship between observed items and their corresponding latent constructs. Loadings of 0.70 or higher are considered desirable, reflecting strong item reliability and substantial shared variance with the construct; however, items with loadings between 0.50 and 0.69 may still be retained if they are theoretically important or contribute unique information to the construct, provided the overall model fit and construct validity are not compromised (Brown, 2015; Collier, 2020; Kline, 2015; Hair et al., 2019).

As it presented in Table 2, in this study, the factor loadings ranged from 0.57 to 0.93, confirming that most items loaded adequately on their respective constructs. The family functioning in adolescents questionnaire (FFAQ) dimensions showed particularly strong indicators, with loadings for structure (.74 - .93), affect (.81 - .87), communication (.83 - .86), behavioral control (.82 - .86), value transmission (.74 - .81), and external systems (.72 - .86). Academic task engagement (ATE) demonstrated more variability, with loadings for cognitive (.74 - .84), behavioral (.62 - .81), and affective (.63 - .77) items. The student-teacher relationship measurement (STRM) also performed satisfactorily, with student-teacher academic relationship (STAR) items loading between (.72 - .80), and student-teacher social relationship (STSR) items between (.70 - .79). For positive youth development Five Cs, competence (.74 - .86), connection (.63 - .77), confidence (.58 - .82), caring (.70 - .75), and character (.57 - .80) items loaded acceptably, though some were closer to the lower threshold. Academic task value (ATV) items ranged from (.57 - .83), also within the acceptable range.

Although some items in the behavioral engagement, confidence, character, and academic task value constructs loaded closer to the lower threshold, they were retained. As noted by

Collier (2020), when multiple indicators load strongly on a latent construct and the average variance extracted (AVE) exceeds .50, weaker-loading items can be justified because they may capture a unique aspect of the construct. Accordingly, all items were preserved for the main data collection to maintain theoretical completeness and ensure that distinct dimensions of each construct were adequately represented.

3.7. Data Analysis

Data analysis was conducted using both descriptive and advanced multivariate statistical techniques to address the research questions and test the hypothesized relationships among the study variables. Initially, IBM SPSS Statistics version 27 was used for data coding, screening, and descriptive statistical analysis. Means and standard deviations were computed to summarize the characteristics of the study variables.

Subsequently, structural equation modeling (SEM) was conducted using AMOS version 23 to examine the latent relationships among the constructs and to test the hypothesized structural model. SEM was selected because it enables the simultaneous estimation of multiple direct and indirect relationships among latent variables while accounting for measurement error.

As one of the primary objectives of the study, latent correlation analysis was performed to examine the relationships among family functioning, student–teacher relationships, academic task value, academic task engagement, and secondary school students’ positive youth development. The analysis provided evidence regarding the magnitude and direction of the associations among the latent constructs included in the study.

Following the latent correlation analysis, the structural model within the SEM framework was employed to examine the hypothesized direct and indirect effects among the study variables.

Specifically, the analysis examined the direct effects of family functioning, student–teacher relationships, academic task value, and academic task engagement on students’ positive youth development. In addition, the direct effects of family functioning, student–teacher relationships, and academic task value on academic task engagement were assessed.

Furthermore, the mediating roles of the cognitive, behavioral, and affective dimensions of academic task engagement were examined in the relationships between family functioning, student–teacher relationships, academic task value, and positive youth development. Indirect effects were evaluated using a bootstrap resampling procedure with 5,000 bootstrap samples and bias-corrected 95% confidence intervals. Indirect effects were considered statistically significant when the confidence intervals did not include zero.

Model fit was evaluated using multiple goodness-of-fit indices following the recommendations of Collier (2020) and Kline (2016). These indices included the Root Mean Square Error of Approximation (RMSEA), with values $\leq .08$ indicating acceptable fit; the Comparative Fit Index (CFI) and Tucker–Lewis Index (TLI), with values $\geq .90$ indicating acceptable fit; and the chi-square minimum discrepancy divided by degrees of freedom ratio (CMIN/DF), with values below 5.0 indicating acceptable model fit. Collectively, these indices provided a comprehensive evaluation of the adequacy of the proposed measurement and structural models. All statistical tests were evaluated using a two-tailed significance level of $p < .05$.

3.8. Research protocol with human participants

This study was conducted in accordance with a strong ethical protocol, receiving formal approval from the Institutional Research Review Committee (IRRC) at the College of Education,

Bahir Dar University, under approval number 001954, dated 23/09/2024, ensuring compliance with ethical standards for research involving human participants. All participants provided written informed consent prior to participation, following a comprehensive informed consent process. Each participant received a detailed information sheet, translated into Amharic where necessary, outlining the study's objectives, procedures, potential risks and benefits, and the voluntary nature of participation, including the right to withdraw at any stage without consequences. The participant selection process was transparent and equitable, based on predefined eligibility criteria targeting secondary school students in a specific cultural context, with all participants treated with respect, dignity, and impartiality throughout the study. To ensure confidentiality, all collected data were securely stored using encrypted systems, with personal identifiers removed to maintain anonymity in published results. The study's findings have been reported transparently in all publications and presentations, including discussion of expected and unexpected outcomes and challenges, to uphold research integrity and contribute to the reliability and reproducibility of the research record. This ethical framework reflects a commitment to participant welfare and rigorous, transparent research practices in the field of educational and psychological research.

3.9. Assumptions Testing for Path Analysis

Prior to testing the hypothesized relationships, the statistical assumptions underlying path analysis were carefully examined to ensure the validity and robustness of the parameter estimates. Path analysis is a special case of Structural Equation Modeling (SEM) that focuses exclusively on the structural relationships among observed variables and is therefore subject to the same core statistical assumptions as SEM when estimated using maximum likelihood-based

methods (Bollen, 1989; Byrne, 2016; Kline, 2016). Failure to meet these assumptions may result in biased estimates, inaccurate standard errors, or invalid model interpretations.

(1) Multivariate normality

Multivariate normality was assessed because maximum likelihood-based estimation methods assume that the joint distribution of the observed variables approximates normality (Kline, 2016). Univariate normality was evaluated through examination of skewness and kurtosis values for each variable. All values fell within the acceptable range of ± 2 , indicating satisfactory univariate normality (Hair et al., 2019). Multivariate normality was further examined using Mardia's multivariate skewness and kurtosis coefficients. The obtained critical ratios were below the recommended cutoff value of 5, suggesting that the assumption of multivariate normality was adequately met (Byrne, 2016). These results supported the appropriateness of using maximum likelihood-based estimation in the subsequent path analysis (see Table 4).

Table 4

Mardia's Multivariate Skewness and Kurtosis Statistics for Study Variables

Variables	<i>Min</i>	<i>Max</i>	<i>Skewness</i>	<i>C.R.</i>	<i>Kurtosis</i>	<i>C.R</i>
Academic task value	1.000	4.000	-.636	-5.710	.301	1.351
Student – teacher relationship	1.000	4.480	-.952	-8.541	.452	2.026
Family functioning	1.938	4.000	-.396	-3.555	-.417	-1.868
Affective engagement	1.250	5.000	-.390	-3.497	-.343	-1.541
Behavioral engagement	1.286	4.143	-.183	-1.642	-.743	-3.333
Cognitive engagement	1.000	4.250	-.323	-2.894	-.469	-2.105

Variables	<i>Min</i>	<i>Max</i>	<i>Skewness</i>	<i>C.R.</i>	<i>Kurtosis</i>	<i>C.R</i>
Positive development	1.853	4.235	.467	4.188	.069	.312
Multivariate					4.031	3.947

Note. *Min* is minimum, *Max* is maximam, and *C.R.* is critical ratio.

(2) Multicollinearity

The assumption of absence of multicollinearity among predictor variables was evaluated using bivariate correlations, tolerance statistics, and variance inflation factors (VIF). All correlation coefficients among the independent variables were below the threshold of 0.85, indicating no evidence of excessive overlap (Kline, 2016). In addition, tolerance values exceeded 0.20 and VIF values were well below the conservative cutoff of 5, further confirming that multicollinearity was not a concern (Hair et al., 2019). These findings indicated that the predictors were sufficiently distinct to be included simultaneously in the path model (see Table 5 & Table 6).

Table 5

Bivariate Correlation Matrix for Assessing Multicollinearity among Study Variables

Variables	COG	BEH	AFF	FF	ATV	STR
(1) Cognitive engagement (COG)	1					
(2) Behavioral engagement (BEH)	.492**	1				
(3) Affective engagement (AFF)	.383**	.441**	1			
(4) Family functioning (FF)	.430**	.523**	.375**	1		
(5) Academic task value (ATV)	.527**	.440**	.336**	.486**	1	

(6) Student – teacher relationship (STR)	.528**	.527**	.346**	.545**	.548**	1
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** . Correlation is significant at the 0.01 level (2-tailed).

Table 6

Multicollinearity Diagnostics Using Tolerance and Variance Inflation Factor (VIF)

Variables	Tolerance	Variance Inflation Factor (VIF)
(1) Cognitive engagement	0.590	1.696
(2) Behavioral engagement	0.571	1.752
(3) Affective engagement	0.749	1.336
(4) Academic task value	0.587	1.703
(5) Family functioning	0.588	1.700
(6) Student – teacher relationship	0.528	1.894

Note. Dependent variable: Positive development

(3) Linearity

Linearity among the study variables is a fundamental assumption of path analysis, as the technique estimates linear relationships between predictors and outcomes. Linearity was assessed through visual inspection of scatterplots for each independent variable with the dependent variable, as well as examination of residual plots. The observed patterns indicated approximately linear relationships, with no evidence of systematic curvature or heteroscedasticity. These results confirmed that the linearity assumption required for path analysis was satisfied (Byrne, 2016; Kline, 2016) (see Appendix F).

(4) Scale of measurement

Path analysis assumes that endogenous variables are measured on a continuous scale. Although the study variables were assessed using Likert-type response formats, they were treated as continuous in the analysis. This approach is supported by methodological research indicating that Likert-type variables with five or more response categories may be appropriately modeled as continuous when their distributions are approximately normal (Rhemtulla et al., 2012). Examination of distributional properties supported this modeling decision.

(5) Missing data

Prior to analysis, the extent and pattern of missing data were examined. Cases with substantial missing responses were excluded during data screening, while the remaining dataset contained only minimal item-level missingness. To handle the remaining missing data, Full Information Maximum Likelihood (FIML) estimation was employed. FIML uses all available observed data to estimate model parameters directly without imputing missing values and yields unbiased estimates under conditions of missing completely at random (MCAR) or missing at random (MAR) (Enders, 2010; Schafer & Graham, 2002). Given the low proportion of missing data and the absence of systematic missingness patterns, the use of FIML was deemed appropriate for the present structural equation modeling (SEM).

(6) Sample size adequacy

Adequate sample size is essential for achieving stable parameter estimates and sufficient statistical power in structural equation modeling (SEM). Methodological guidelines recommend a minimum sample size of 200 cases or a ratio of at least 10 participants per estimated parameter when using maximum likelihood estimation (Hair et al., 2019; Kline, 2016). Simulation studies further suggest that larger samples improve the accuracy of indirect effect

estimation (Wolf et al., 2013). The final sample size of 483 participants exceeded these recommended thresholds, indicating that the data were sufficient for conducting the path analysis.

(7) Unidimensionality of constructs

Prior to testing the structural model, the unidimensionality of the study constructs was evaluated through confirmatory factor analysis (CFA) as part of the measurement model assessment process. Establishing unidimensionality is an important prerequisite in structural equation modeling because it ensures that the observed indicators adequately represent their respective latent constructs. The CFA results indicated that all standardized factor loadings exceeded the recommended threshold of 0.50 and were statistically significant, demonstrating adequate convergence of the indicators on their intended latent constructs (Hair et al., 2019). Furthermore, the measurement models demonstrated acceptable goodness-of-fit indices, providing additional evidence for the factorial validity and internal consistency of the constructs. Collectively, these findings confirmed that each construct was represented by a coherent set of indicators measuring a single underlying latent dimension, thereby supporting the adequacy of the measurement model for subsequent structural equation modeling analysis.

CHAPTER FOUR

RESULTS

This chapter presents the empirical findings of the study based on data collected from 483 secondary school students. The analyses were conducted to address the research objectives by examining the patterns, relationships, and predictive pathways among family functioning, student – teacher relationship, academic task value, the three dimensions of academic task engagement (cognitive, behavioral, and affective), and positive development. The chapter is organized into four major sections.

The first section provides descriptive statistics for all study variables, summarizing the distribution of students' scores and offering an initial overview of their reported levels of family functioning, classroom experiences, task engagement, and positive development. The second section reports the interrelationships among the study variables, allowing for an assessment of the strength and direction of associations prior to multivariate modeling.

The third section introduces the structural model analysis, where structural equation modeling was used to test the hypothesized direct and indirect effects among variables. This includes an evaluation of model fit indices, the estimation of direct effects of contextual predictors on engagement and positive development, and the contributions of each engagement dimension as a mediator. The final section presents the indirect and total effects derived from bootstrapped estimations, offering a comprehensive understanding of how relational, motivational, and engagement processes jointly contribute to students' positive development.

4.1. Descriptive statistics

Table 7 presents descriptive statistics for the variables. The study included 483 students. Cognitive engagement scores ranged from 4 to 17, with a mean of 11.52 (SD = 2.40). Behavioral engagement scores ranged from 7 to 29 (M = 20.86, SD = 4.72), and affective engagement scores ranged from 4 to 20 (M = 11.79, SD = 2.32). Family functioning scores ranged from 54 to 128, with a mean of 97.61 (SD = 13.51). Academic task value scores ranged from 6 to 24 (M = 18.09, SD = 3.90). Student – teacher relationship scores ranged from 25 to 112, with a mean of 76.97 (SD = 15.35). Positive development scores ranged from 54 to 144, with a mean of 99.38 (SD = 14.96).

Table 7

Descriptive Statistics of Study Variables.

<i>Variables</i>	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
(1) Cognitive engagement (COG)	483	4	17	11.52	2.40
(2) Behavioral engagement (BEH)	483	7	29	20.86	4.72
(3) Affective engagement (AFF)	483	4	20	11.79	2.32
(4) Family functioning (FF)	483	54	128	97.61	13.51
(5) Academic task value (ATV)	483	6	24	18.09	3.90
(6) Student – teacher relationship (STR)	483	25	112	76.97	15.35
(7) Positive development (PD)	483	54	144	99.38	14.96

Note. *N* is number, *Min* is minimum, *Max* is maximum, *M* is mean, and *SD* is standard deviation

4.2. Interrelationship among the variables

The latent variable correlation analysis revealed that all study variables were positively and significantly related to one another. Family functioning showed significant positive correlations with academic task value ($r = .595, p < .001$), student–teacher relationship ($r = .658, p < .001$), cognitive engagement ($r = .540, p = .001$), behavioral engagement ($r = .624, p = .001$), affective engagement ($r = .540, p < .001$), and positive development ($r = .761, p < .001$). Similarly, student–teacher relationship demonstrated significant positive relationship with academic task value ($r = .598, p < .001$), cognitive engagement ($r = .633, p < .001$), behavioral engagement ($r = .606, p < .001$), affective engagement ($r = .497, p < .001$), and positive development ($r = .810, p < .001$).

Academic task value was positively and significantly related to cognitive engagement ($r = .657, p < .001$), behavioral engagement ($r = .499, p < .001$), affective engagement ($r = .536, p < .001$), and positive development ($r = .736, p < .001$). In addition, the three dimensions of academic task engagement were significantly interrelated. Cognitive engagement correlated positively with behavioral engagement ($r = .582, p < .001$) and affective engagement ($r = .606, p = .001$), while behavioral engagement was also positively associated with affective engagement ($r = .621, p < .001$).

Furthermore, all dimensions of academic task engagement showed strong positive relationships with positive development. Cognitive engagement had a strong positive correlation with positive development ($r = .750, p < .001$), behavioral engagement also demonstrated a strong positive relationship with positive development ($r = .804, p < .001$), and affective engagement was positively associated with positive development ($r = .725, p < .001$).

Table 8

Results of Latent Correlation Analysis among the Study Variables.

Parameter	Estimate	Lower	Upper	P
ATV <--> FF	.595	.509	.669	.000
ATV <--> STR	.598	.507	.680	.000
FF <--> STR	.658	.575	.734	.000
CE <--> BE	.582	.485	.671	.000
CE <--> ATV	.657	.566	.736	.000
CE <--> FF	.540	.441	.629	.001
CE <--> STR	.633	.541	.713	.000
BEH <--> ATV	.499	.406	.587	< .001
BEH <--> FF	.624	.543	.695	.001
BEH <--> STR	.606	.525	.678	< .001
COG <--> AFF	.606	.478	.729	.001
COG <--> PD	.750	.664	.827	< .001
BEH <--> AFF	.621	.506	.730	< .001
BEH <--> PD	.804	.738	.863	< .001
AFF <--> ATV	.536	.403	.664	< .001
AFF <--> FF	.540	.421	.661	< .001
AFF <--> STR	.497	.372	.622	< .001
AFF <--> PD	.725	.606	.835	< .001

Parameter	Estimate	Lower	Upper	P
ATV <--> PD	.736	.650	.806	< .001
PD <--> FF	.761	.689	.827	< .001
PD <--> STR	.810	.744	.873	< .001

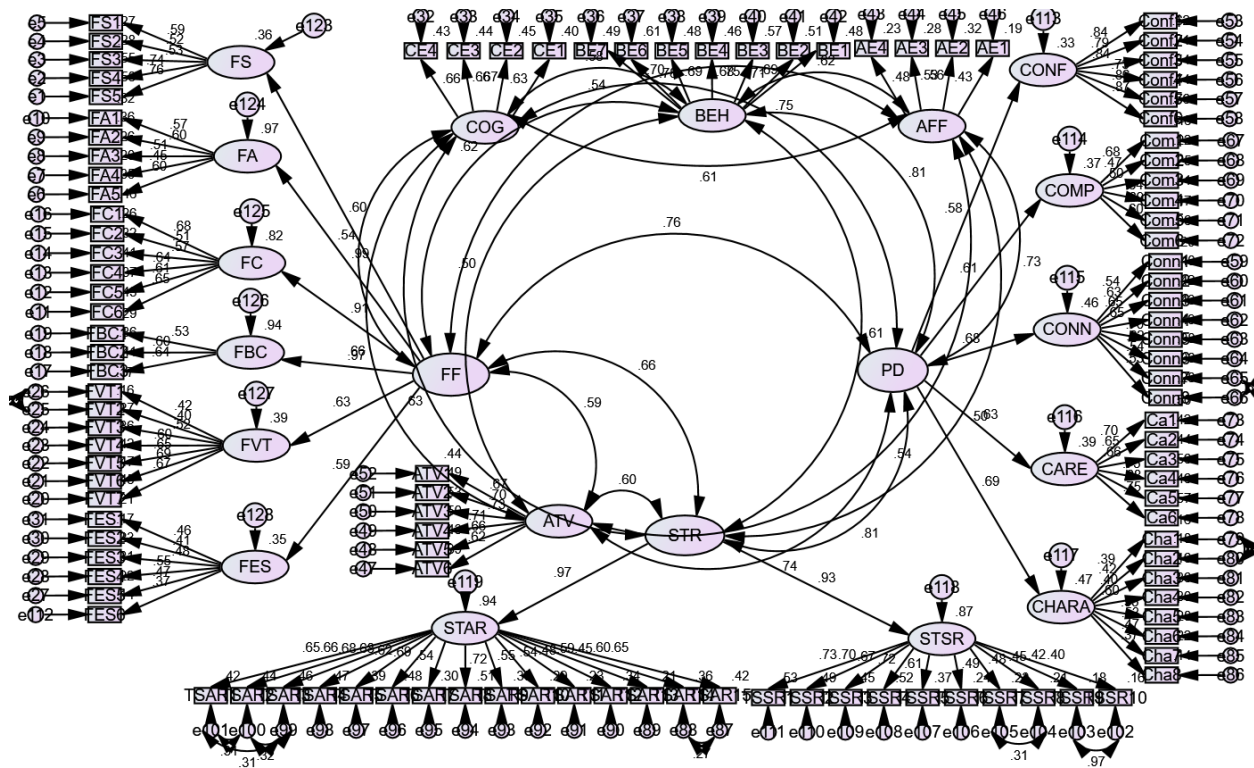
Note. Family Functioning (FF), Student–Teacher Relationship (STR), Academic Task Value (ATV), Cognitive Engagement (CE), Behavioral Engagement (BE), Affective Engagement (AE), and Positive development (PD)

4.3. Measurement model

After allowing covariance among selected error terms based on the modification indices, the final measurement model demonstrated an acceptable fit to the data ($\chi^2/df = 1.541$, CFI = .915, TLI = .904, RMSEA = .034, and SRMR = .043), indicating that the hypothesized factor structure adequately represents the observed data in confirmatory factor analysis (CFA).

The standardized factor loadings of all indicators were statistically significant and exceeded acceptable thresholds, supporting the adequacy of the measurement of the latent constructs (see **Error! Reference source not found.**). In addition, as it presented in Table 8, the latent correlation results indicated that all constructs were positively and significantly related at the measurement level, consistent with theoretical expectations. These findings provide evidence of adequate construct validity and confirm that the constructs are empirically distinct while meaningfully related, thereby supporting the suitability of the measurement model for subsequent structural analysis.

Figure 2

Final Measurement Model

Note. FS is family structure, FA is family affect, FC family communication, FBC is family behavioral control, FVT is family value transimission, FES is family external system, FF family functioning, ATV is academic task value, STAR is student-teacher academic relationship, STSR is student-teacher social relationship, STR is student-teacher relationship, COG is cognitive engagement, BEH is behavioral enagement, AFF is affective engagement, CONF is confidence, COMP is competence, CONN is connection, CARE is caring, CHARA is character, and PD is positive development.

4.4. Direct effects of family functioning, student-teacher relationship and student' perceived academic task value on academic task engagements and positive development

A structural equation modeling was conducted to examine the direct and indirect relationships among students' perceived family functioning, student-teacher relationship, and perceived academic task value, and their effects on academic task engagement dimensions (cognitive, behavioral, and affective), which in turn predict students' positive development.

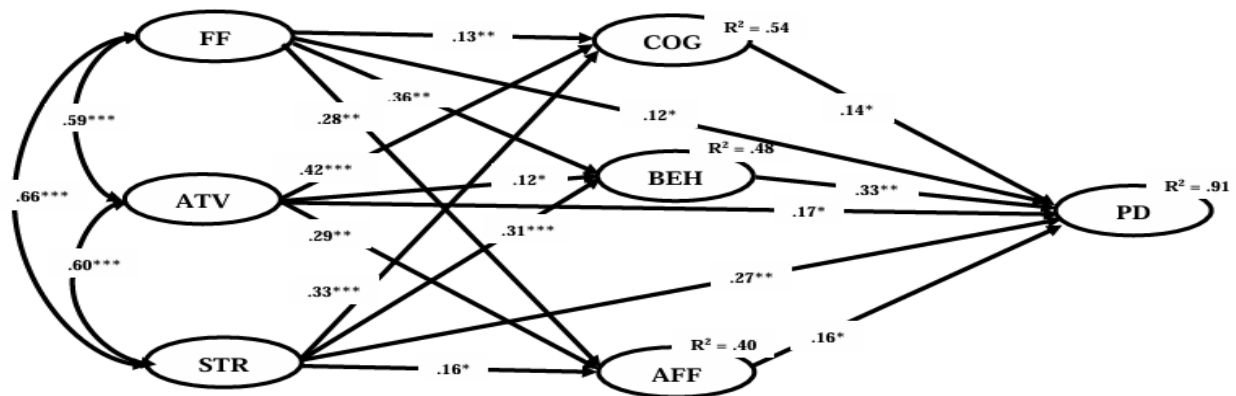
The adequacy of the structural model was evaluated using several goodness-of-fit indices, including the chi-square to degrees of freedom ratio (CMIN/DF), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Goodness-of-Fit Index (GFI), Standardized Root Mean Square Residual (SRMR), and Root Mean Square Error of Approximation (RMSEA). Methodological guidelines indicate that acceptable model fit is typically reflected by $CMIN/DF \leq 3.0$, CFI, TLI, and $GFI \geq .90$, and $RMSEA$ and $SRMR \leq .08$ (Byrne, 2016; Kline, 2016). The model demonstrated satisfactory fit to the data, with the following indices: $CMIN/DF = 1.511$, $CFI = .91$, $TLI = .90$, $RMSEA = .033$, and $SRMR = .040$. All model fit tests satisfied the necessary criteria, and the model was recursive as certain error terms were covariate to enhance the fit of the model. Therefore, the final path model was considered appropriate for interpreting the structural relationships among the study variables.

Error! Reference source not found. presents structural model with standardized path coefficients (β) and the explained variance (R^2) for each endogenous variable. The results indicate that family functioning, student-teacher relationship, and perceived academic task value jointly explained 40% of the variance in affective engagement ($R^2 = .40$), 48% of the variance in behavioral engagement ($R^2 = .48$), and 54% of the variance in cognitive engagement ($R^2 = .54$).

Furthermore, the overall model accounted for 91% of the variance in students' positive development ($R^2 = .91$), indicating substantial explanatory power of the proposed predictors.

Figure 3

Structural Model of Direct Effects and Explained Variance (R^2) among Study Variables.



Note. Family functioning (FF), Student-teacher relationship (STR), Academic task value (ATV), Cognitive engagement (COG), Behavioral engagement (BEH), Affective engagement (AFF), and Positive development (PD), *** $p < .001$, ** $p < .01$, * $p < .05$.

4.4.1. Direct effect of family functioning on academic task engagement (cognitive, behavioral, and affective), and positive development

Family functioning (FF) demonstrated significant positive effects on all three dimensions of academic task engagement and positive development. Specifically, family functioning significantly predicted cognitive engagement ($\beta = .125$, $B = .214$, $C.R. = 2.229$, $p = .022$), behavioral engagement ($\beta = .357$, $B = .562$, $C.R. = 4.946$, $p < .001$), and affective engagement ($\beta = .276$, $B = .315$, $C.R. = 2.875$, $p = .004$). Additionally, family functioning showed a direct and

significant effect on positive development ($\beta = .116$, $B = .185$, $C.R. = 2.202$, $p = .028$) (see Table 9).

4.4.2. Student-teacher relationship → Academic task engagement (cognitive, behavioral, and affective), and positive development

The quality of the student – teacher relationship exerted significant and positive direct effects on all engagement dimensions and positive development. Student – teacher relationship strongly predicted cognitive engagement ($\beta = .334$, $B = .237$, $C.R. = 4.480$, $p < .001$), behavioral engagement ($\beta = .308$, $B = .253$, $C.R. = 4.575$, $p < .001$), and affective engagement ($\beta = .159$, $B = .112$, $C.R. = 2.074$, $p = .036$). Student – teacher relationship also had a substantial effect on positive development ($\beta = .272$, $B = .181$, $C.R. = 3.888$, $p < .001$) (see Table 9).

4.4.3. Academic task value → Academic task engagement (cognitive, behavioral, and affective), and positive development

Perceived academic task value showed significant and positive direct effects on all engagement components and positive development. Students' academic task value significantly predicted cognitive engagement ($\beta = .307$, $B = .407$, $C.R. = 5.688$, $p < .001$), behavioral engagement ($\beta = .122$, $B = .139$, $C.R. = 2.049$, $p = .041$), affective engagement ($\beta = .294$, $B = .241$, $C.R. = 3.275$, $p = .001$). Similarly, perceived academic task value statistically significant direct effect in predicting positive development ($\beta = .167$, $B = .153$, $C.R. = 2.459$, $p = .014$) (see Table 9).

4.4.4. Academic task engagement (cognitive, behavioral, and affective) → Positive development

As it presented in Table 9, all three engagement dimensions significantly predicted positive development. The strongest predictor was behavioral engagement ($\beta = .328$, $B = .265$, $C.R. = 5.390$, $p < .001$), followed by cognitive engagement ($\beta = .141$, $B = .132$, $C.R. = 2.050$, $p = .040$) and affective engagement ($\beta = .162$, $B = .181$, $C.R. = 2.331$, $p = .020$). This indicates that students who are behaviorally involved, cognitively invested, and emotionally connected to learning tasks exhibit higher levels of developmental competencies.

Table 9

Structural Model Path Estimates (Unstandardized and Standardized Effects)

Paths	Unstandardized estimate				Standardized estimate		
	<i>B</i>	<i>S.E.</i>	<i>C.R.</i>	<i>P</i>	β	95% <i>CI</i>	<i>P</i>
(1) FF → COG	.214	.096	2.229	.022	.125	[.066, .245]	.009
(2) FF → BEH	.562	.114	4.946	< .001	.357	[.205, .500]	.001
(3) FF → AFF	.315	.109	2.875	.004	.276	[.092, .476]	.004
(4) FF → PD	.185	.084	2.202	.028	.116	[.013, .246]	.021
(5) ATV → COG	.407	.071	5.688	< .001	.416	[.270, .561]	< .001
(6) ATV → BEH	.139	.068	2.049	.041	.122	[.013, .257]	.013
(7) ATV → AFF	.241	.074	3.275	.001	.294	[.115, .488]	.001
(8) ATV → PD	.153	.062	2.459	.014	.167	[.044, .290]	.011
(9) STR → COG	.237	.053	4.480	< .001	.334	[.195, .492]	< .001
(10) STR → BEH	.253	.055	4.575	< .001	.308	[.162, .450]	< .001

(11)	STR → AFF	.112	.054	2.074	.036	.159	[.049, .371]	.023
(12)	STR → PD	.181	.046	3.888	< .001	.272	[.139, .405]	.001
(13)	COG → PD	.132	.064	2.050	.040	.141	[.005, .281]	.042
(14)	BEH → PD	.265	.049	5.390	< .001	.328	[.220, .433]	.001
(15)	AFF → PD	.181	.078	2.331	.020	.162	[.035, .309]	.014

Note. COG is cognitive engagement, BEH is behavioral engagement, AFF affective engagement, FF is family functioning, ATV is academic task engagement, student-teacher relationship, and PD is positive development

4.5. Indirect and total effects of family functioning, student–teacher relationship and academic task value on positive development

The present analysis examined the indirect and total effects of family functioning, student – teacher relationship, and students’ perceived academic task value on positive development through the three dimensions of academic task engagement (i.e., cognitive, behavioral, and affective). To accomplish this, user-defined estimands were specified in AMOS (Version 23) to compute both indirect and total (direct plus indirect) effects of the predictor variables on positive development. The estimation of indirect and total effects was performed using a bootstrapping procedure with 5,000 resamples and 95% bias-corrected confidence intervals to ensure the robustness of the results.

Table 10

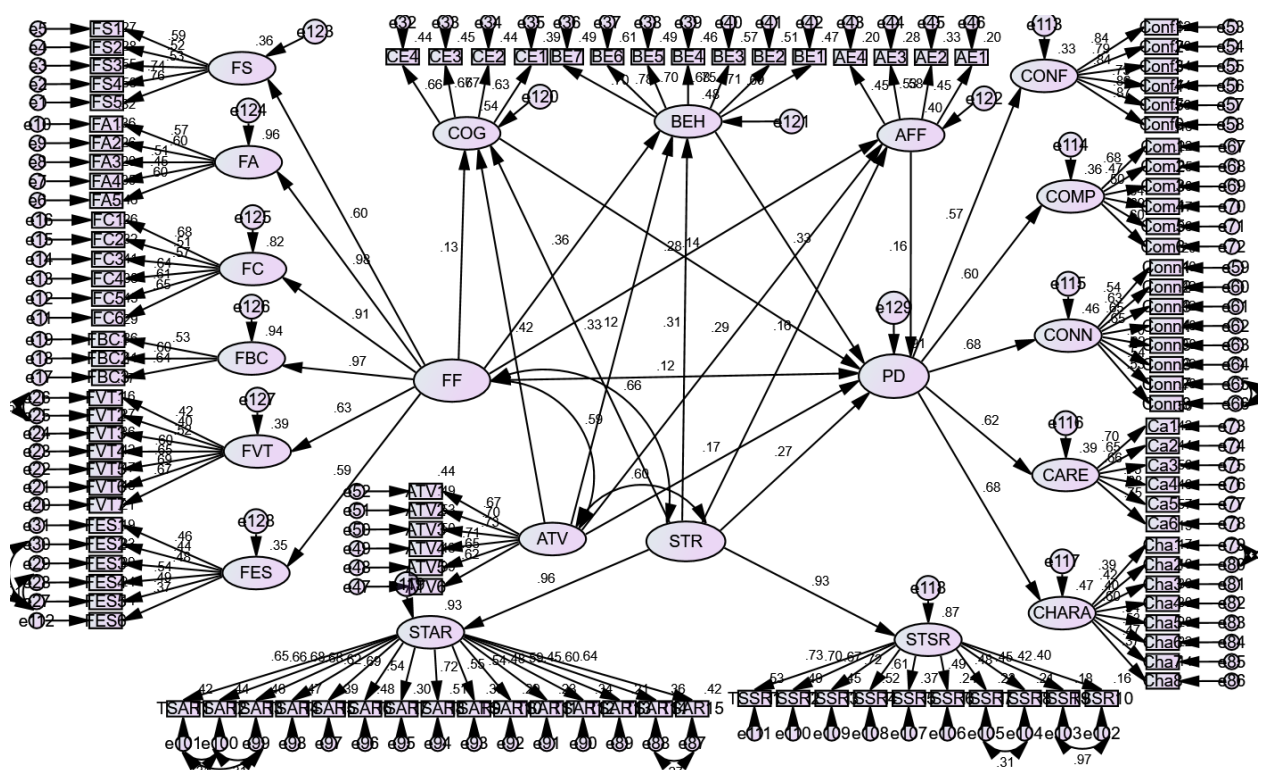
Indirect and Total Effects on Positive Development (User-Defined Estimands Result Using AMOS)

Parameter	Mediators	Estimate	Lower	Upper	P
Specific indirect effect of:					
(1) Family functioning	Via cognitive engagement	.028	.006	.068	.032
(2) Family functioning	Via behavioral engagement	.149	.077	.262	< .001
(3) Family functioning	Via affective engagement	.057	.011	.160	.011
(4) Academic task value	Via cognitive engagement	.053	.005	.123	.031
(5) Academic task value	Via behavioral engagement	.037	.002	.121	.009
(6) Academic task value	Via affective engagement	.044	.010	.124	.007
(7) Student-teacher relationship	Via cognitive engagement	.031	.003	.078	.028
(8) Student-teacher relationship	Via behavioral engagement	.067	.033	.123	< .001
(9) Student-teacher relationship	Via affective engagement	.020	.002	.061	.035
Total indirect effect of:					
(1) Family functioning	Via 3 engagements	.221	.108	.392	< .001
(2) Academic task value	Via 3 engagements	.134	.050	.258	.001
(3) Student-teacher relationship	Via 3 engagements	.115	.054	.206	< .001
Total effect of:					
(1) Family functioning	(Direct + Indirect)	.369	.198	.578	< .001
(2) Academic task value	(Direct + Indirect)	.286	.178	.428	< .001
(3) Student-teacher relationship	(Direct + Indirect)	.296	.199	.413	< .001

The results revealed that family functioning exerted statistically significant indirect effects on positive development through all three types of engagement. Specifically, the indirect effects via cognitive engagement (Estimate = .028, 95% CI [.006, .068], $p = .032$), via behavioral engagement (Estimate = .149, 95% CI [.077, .262], $p < .001$), and via affective engagement (Estimate = .057, 95% CI [.011, .160], $p = .011$) were all significant. The combined (total) indirect effect of family functioning through the three engagement dimensions was also significant (Estimate = .221, 95% CI [.108, .392], $p < .001$), indicating that students from well-functioning families are more likely to exhibit positive development outcomes when their engagement in learning tasks is high (see Table 10).

Similarly, students' perceived academic task value showed significant indirect effects on positive development via cognitive engagement (Estimate = .053, 95% CI [.005, .123], $p = .031$), via behavioral engagement (Estimate = .037, 95% CI [.002, .121], $p = .009$), and via affective engagement (Estimate = .044, 95% CI [.010, .124], $p = .007$). The total indirect effect for academic task value (Estimate = .134, 95% CI [.050, .258], $p < .001$) further confirmed that students who perceive their academic tasks as meaningful and valuable tend to demonstrate greater positive developmental outcomes via increased engagement across all dimensions (see Table 10).

The student-teacher relationship also demonstrated significant indirect pathways to positive development through cognitive (Estimate = .031, 95% CI [.003, .078], $p = .028$), via behavioral engagement (Estimate = .067, 95% CI [.033, .123], $p < .001$), and via affective engagement (Estimate = .020, 95% CI [.002, .061], $p = .035$). The total indirect effect of student-teacher relationship through the three engagement components was significant (Estimate = .115, 95% CI [.054, .206], $p < .001$), highlighting the central role of positive relational



Note. FF is Family Functioning, STR is Student–teacher relationship, ATV is Academic Task Value, COG is Cognitive Engagement, BEH is Behavioral Engagement, AFF is Affective Engagement, and PD is Positive Development.

CHAPTER FIVE

DISCUSSION AND IMPLICATIONS

The purpose of the study was to examine how family functioning and key classroom contextual factors, specifically the student – teacher relationship, perceived academic task value, and academic task engagement, contribute to the positive development of secondary school students in Bahir Dar. Accordingly, the chapter begins by discussing the direct contributions of family functioning, student – teacher relationship, academic task value, and academic task engagement to students' positive development. It then examines how family functioning, student – teacher relationship, and academic task value influence the three dimensions of academic task engagement (i.e., cognitive, behavioral, and affective). Finally, it explains the mediating role of academic task engagement, highlighting how adolescents' effort, emotional involvement, and cognitive investment serve as the process through which family functioning, student–teacher relationship, and academic task value promote positive developmental outcomes.

5.1. The relationship among family functioning, student – teacher relationship, academic task value, academic task engagement and positive development

The results of this study showed positive and statistically significant relationships among family functioning, student – teacher relationship, academic task value, academic task engagement, and positive development of secondary school students. This pattern aligns with existing empirical research demonstrating that supportive family contexts are associated with greater student engagement and positive developmental outcomes. For example, Steinberg (2001) reported that cohesive and communicative family environments are linked with adolescents' greater involvement in school and improved socio emotional adjustment. More recent evidence also found that parental educational involvement was positively related with

middle school students' learning engagement through psychological processes such as gratitude and hope, reinforcing the idea that family support relates strongly to engagement behaviors (Chen et al., 2024). Similarly, Qi and Qin (2023) showed that family functioning was positively related to learning engagement among junior high school students, further confirming the present finding that family context and engagement are meaningfully connected rather than independent phenomena.

The observed positive relationships between student – teacher relationship quality and academic task engagement in this study are consistent with contemporary research emphasizing the importance of classroom relational support. For instance, recent work found that supportive student – teacher relationship were significantly related to higher levels of academic engagement, in part because students perceived greater social support and experienced reduced academic stress (Liu, 2024). A meta-analysis by Roorda et al. (2011) found that teachers' socio-emotional competence and the quality of their interactions with students are closely linked to higher levels of student engagement and school involvement. These studies support the current results, suggesting that students who report more positive interactions with teachers are more likely to exhibit cognitive, behavioral, and affective engagement in school tasks. Additionally, the significant positive relationships involving academic task value are consistent with literature grounded in expectancy value theory. Eccles and Wigfield (2020) showed that students' beliefs about the importance, usefulness, and interest value of academic tasks are associated with their academic engagement and developmental outcomes. This supports the finding that students who attach higher value to academic tasks tend to report higher engagement and more positive developmental indicators.

The interrelationship among cognitive, behavioral, and affective engagement and their associations with positive development is supported by extensive research indicating that student engagement is a multidimensional and interconnected construct rather than separate independent components. Engagement is commonly conceptualized as comprising interrelated cognitive, affective, and behavioral dimensions, which together describe how students interact with learning activities and the school environment (Fredricks et al., 2004). Empirical evidence demonstrates that students who invest greater cognitive effort in learning (cognitive engagement) are also more likely to participate actively and persist in academic tasks (behavioral engagement) and express positive emotional involvement (affective engagement), indicating that these dimensions co-occur and mutually reinforce one another (Lei et al., 2018). Moreover, research highlights the role of contextual factors in shaping engagement: supportive family and school environments, as well as positive teacher and peer relationships, are associated with higher levels across all three engagement dimensions (Qi et al., 2025; Wang & Degol, 2016).

5.2. Contributions of family functioning and classroom contexts to students' positive development

The study finding indicate that family functioning, together with key classroom contextual factors, specifically the student – teacher relationship, academic task value, and academic task engagement, collectively explained a substantial proportion of the variance in students' positive development ($R^2 = .91$), reflecting a large and theoretically meaningful effect. This overall pattern underscores the central premise of ecological and relational developmental systems theories, which emphasize that adolescents' positive developmental outcomes emerge from the coordinated influence of multiple proximal environments rather than from any single factor in isolation. Supportive family processes and motivating, engaging classroom contexts

jointly create relational and emotional conditions that nurture the components of positive youth development, including competence, confidence, character, connection, and caring. While the magnitude and direction of each predictor's contribution are elaborated in the subsequent subsections, the composite explanatory power observed here highlights the combined role of home and school systems in promoting adolescents' holistic development within the Ethiopian secondary school context.

5.2.1. Family functioning as a direct predictor of positive development

The finding of this study revealed that family functioning significantly and directly predicts students' positive development. This finding aligns with extensive developmental research demonstrating that the family operates as a primary ecological context influencing competence, confidence, character, connection, and caring (Fernandes et al., 2021; Lerner et al., 2005). Families characterized by cohesion, open communication, emotional warmth, and adaptive structures provide the conditions that enable adolescents to thrive. Consistently, research shows that supportive family environments foster internal strengths and psychological security, which in turn contribute to positive developmental outcomes.

Evidence from diverse methodologies reinforces this developmental pathway. Studies such as Shek et al. (2022) and Mackova et al. (2019) demonstrate that cohesive family processes protect adolescents from behavioral risks and buffer stress, suggesting that the stabilizing features of well-functioning families nurture the very attributes associated with positive development. Longitudinal evidence strengthens this interpretation. For example, Li et al. (2024) and Lubis and Hasanuddin (2023) both show reciprocal and sustained links between supportive family processes, positive youth attributes, and later academic or emotional outcomes. These patterns imply that family functioning not only initiates developmental benefits but also

reinforces them over time, creating a cycle of relational and psychological growth consistent with resilience-oriented theories (Walsh, 2011).

Across contemporary studies, the psychological and emotional advantages of healthy family functioning appear remarkably consistent. Research documenting higher baseline PYD attributes, accelerated developmental gains, stronger well-being, fewer internalizing symptoms, and enhanced resilience (e.g., An et al., 2024; Grasmeijer et al., 2024; Wang et al., 2021a, 2021b) suggests that supportive families promote a broad developmental profile that is both protective and enabling. These converging findings align with resilience and family systems frameworks, which highlight communication, cohesion, and shared meaning as mechanisms through which families foster adaptive outcomes.

Variations in family structure and parenting practices influence adolescents' developmental outcomes. Research shows that intact families and authoritative parenting are associated with higher life satisfaction, psychosocial maturity, and social-emotional adjustment (Kiadarbandsari et al., 2016; Shek & Leung, 2013; Yeung, 2021), whereas family conflict and inconsistent discipline predict behavioral problems (Roberts et al., 2018). Moreover, supportive parenting combined with positive school environments further enhances adolescent development, highlighting the interplay between family and broader ecological contexts (Balaguer et al., 2022).

Cross-cultural and ecological studies extend these conclusions by demonstrating that the developmental benefits of supportive family environments generalize across diverse populations. Research consistently shows that warm and communicative families enhance emotional intelligence, caring behaviors, prosocial tendencies, and resilience, even among adolescents facing adversity or belonging to marginalized groups (Alavi et al., 2017; Gorman-Smith et al.,

2000; Kelly et al., 2008; Orejudo et al., 2022; Schwartz et al., 2005; Ziaian et al., 2023). Together, these findings indicate that family functioning operates as a universally influential developmental resource, supporting the present study's conclusion that well-functioning families substantially and directly promote adolescents' positive development.

Evidence from Ethiopia provides strong contextual support for the present study's finding that family functioning significantly predicts adolescents' positive development. Research in Addis Ababa shows that adolescent family environments are characterized by marked variability in cohesion, communication, control, and conflict, demonstrating that the quality of family relationships is a meaningful determinant of adolescents' psychological and behavioral outcomes in Ethiopia (Hambisa, 2025). Consistent with this, studies from the Harari region reveal that family structure and the amount of shared family time function as important correlates of adolescents' self-regulation capacities, highlighting how stable and cohesive families strengthen core developmental competencies (Mihret, 2019). Additional evidence indicates that family structural stability moderates the link between adolescents' self-regulation and disruptive behaviors, where adolescents from intact, well-organized families demonstrate fewer behavioral problems than those from less stable family structures (Sitota & Tefera, 2022).

Moreover, research from southern Ethiopia shows that authoritative and supportive parenting styles, characterized by warmth, clear expectations, and constructive discipline, positively shape adolescents' prosocial tendencies, suggesting that parenting quality plays a crucial role in fostering caring, social responsibility, and emotional maturity (Temtmie & Tefera, 2020). Studies conducted in Harari further demonstrate that high levels of family conflict are strongly associated with disruptive behaviors among adolescents, reinforcing the view that emotionally strained family environments undermine the development of competencies,

character, and connection (Galata & Belay, 2023). Complementing this, recent findings show that family cohesion reduces disruptive behavior partly by enhancing adolescents' self-regulation, highlighting the central role of affective bonds and supportive family climates in promoting adaptive developmental outcomes (Sitota & Tefera, 2024).

In this context, the current study result can be interpreted as reflecting a contextually meaningful, albeit modest, effect: given that many Ethiopian families may exhibit variable levels of cohesion, communication, and supportive practices (as documented in Addis Ababa and other regions), it is not surprising that family functioning predicted positive development with a relatively small but statistically significant effect size. At the same time, those families that provide stable structures, supportive parenting, quality relationships, and shared time may offer an ecological foundation conducive to adolescents' development of competence, prosocial behavior, emotional regulation, social connection, and caring.

5.2.2. Academic task value as a predictor of positive development

The present study found that academic task value has a significant direct positive effect on adolescents' positive development. This result is consistent with theoretical and empirical research showing that valuing academic tasks is a key mechanism through which learning experiences contribute to holistic growth. According to Expectancy–Value Theory and Self-Determination Theory, when students perceive school tasks as important, useful, or personally meaningful, they are more likely to invest effort and persist, fostering the competence and confidence that underpin positive development (Eccles et al., 1983; Eccles & Wigfield, 2002). Such motivational investment also supports identity formation and purposeful goal setting, processes that Eccles (2009) identifies as central to adolescents' emerging self-understanding and sense of direction.

The self-determination perspective further clarifies why task value has developmental implications: valuing learning activities satisfies the needs for autonomy, competence, and relatedness, thereby promoting internalized motivation and psychosocial adjustment (Deci & Ryan, 2000). When students experience their academic work as meaningful rather than imposed, they demonstrate deeper engagement and greater emotional resilience, which are essential components of positive development. Evidence from Fredricks et al. (2004) and Renninger (2000) supports this mechanism, showing that task value drives behavioral, cognitive, and affective engagement, and sustains curiosity, mastery orientation, and long-term motivation.

Empirical research across cultural contexts reinforces these theoretical expectations. Eccles and Roeser (2011) emphasize that valued learning experiences promote not only academic growth but also moral and social development. Evidence from Ethiopia further supports the developmental significance of academic task value. Woreta (2024) and Woreta et al. (2025) provide compelling local evidence that Ethiopian secondary students who perceive their academic tasks as useful and relevant demonstrate stronger engagement, higher self-efficacy, and more positive future expectations, key indicators of positive youth development. These studies also highlight that Ethiopian students' valuation of academic tasks is closely tied to the clarity of instructional practices, relevance of subject content, and teacher support, suggesting that culturally responsive teaching may be essential for fostering task value.

5.2.3. Student–teacher relationship as a predictor of positive development

The present study found that the student–teacher relationship significantly and positively predicts adolescents' positive development. This finding is consistent with extensive developmental research indicating that supportive relational environments influence students' academic, emotional, and social growth. Interactions with teachers that are warm, respectful, and

emotionally attuned appear to foster the Five Cs of positive development, including competence, confidence, character, connection, and caring by providing adolescents with consistent relational security. These results suggest that teacher–student relationships contribute not only to academic engagement but also to broader, holistic developmental outcomes.

Across empirical studies, strong student – teacher relationships consistently emerge as protective and promotive developmental assets. Research on school connectedness shows that supportive teacher relationships buffer emotional and behavioral difficulties and promote healthier adjustment (Bond et al., 2007; Crosnoe et al., 2004). This is particularly salient in adolescence, a period characterized by heightened relational sensitivity, during which positive teacher interactions reinforce motivation, moral development, and a stable self-concept (Caskey & Anfara, 2014). These findings align with theoretical work by Eccles and Roeser (2009, 2011), who argue that schools function as developmental ecologies in which teachers play a central role in meeting students’ needs for autonomy, competence, and relatedness. When these needs are satisfied, students demonstrate greater well-being, self-efficacy, and adaptive functioning.

Longitudinal research further underscores the enduring developmental impact of teacher–student relationships. Studies by Longobardi et al. (2016) and Martin and Collie (2019) show that teacher closeness supports smoother school transitions, reduces behavioral problems, and accumulates developmental advantages over time. Similar benefits are evident across diverse student populations. For example, teacher support enhances socio-emotional outcomes for students with disabilities (Murray, 2002). In addition, Ethiopian studies confirm that caring and respectful teacher behaviors foster local adolescents’ motivation and engagement (Olana & Tefera, 2022).

Meta-analytic and large-scale reviews provide additional evidence that relationally supportive teachers consistently promote students' engagement, socio-emotional competence, resilience, and moral development (Pianta & Allen, 2008; Pianta & Hamre, 2009; Quin, 2017; Roorda et al., 2011; Suldo et al., 2009). Wentzel (2012), and Wentzel and Wigfield (2007) show that such relationships also cultivate social responsibility and prosocial behavior, suggesting that teacher support plays a key role in shaping students' interpersonal and character development. Taken together, these converging findings illustrate that student–teacher relationships operate as a central developmental resource, reinforcing the current study's conclusion that relational warmth and respect meaningfully contribute to adolescents' positive development.

5.2.4. Dimensions of academic task engagement as predictors of positive development

The current study found that behavioral, cognitive, and affective dimensions of academic task engagement each contribute significantly to students' positive development. Across the developmental literature, students' effortful participation, intellectual investment, and emotional involvement are consistently linked to the five Cs of positive youth development, i.e., competence, confidence, connection, character, and caring. The particularly strong effect of behavioral engagement in this study aligns with extensive evidence showing that sustained effort, active participation, and persistence in school tasks promote academic mastery, self-efficacy, and long-term psychosocial growth (Fredricks et al., 2004; Geldhof et al., 2013; Reeve, 2012; Simonsen et al., 2008). These behavioral patterns help students internalize a sense of competence and capability, underscoring why behavioral engagement emerged as the most powerful predictor.

Cognitive engagement also significantly predicted positive development, indicating that adolescents' deep processing, critical thinking, and use of metacognitive strategies foster intellectual growth and mastery-oriented identities. Prior research shows that cognitively engaged students actively make meaning of learning tasks, link new information with prior knowledge, and regulate their learning processes (Fredricks et al., 2004; Skinner et al., 2008; Wang & Eccles, 2013). These processes nurture competence and confidence while also reinforcing identity formation through academically meaningful experiences, in line with Eccles and Roeser's (2011) view that culturally relevant and intellectually stimulating tasks promote both engagement and developmental growth.

Although affective engagement had a smaller effect size, its significant contribution highlights the developmental value of positive emotions in learning. Enjoyment, interest, and a sense of belonging have been shown to strengthen students' socio-emotional well-being and prosocial tendencies (Pekrun et al., 2002; Skinner & Pitzer, 2012; Van Ryzin et al., 2009). This dimension of engagement appears particularly relevant for fostering connection and caring, as emotionally engaged students are more likely to experience empathy, social responsibility, and strong relational bonds within school settings.

Taken together, these results demonstrate that academic task engagement functions as an integrated developmental mechanism consistent with the Relational Developmental Systems Paradigm. Engagement reflects dynamic interactions between students and their environments, supporting not only academic success but also broader personal and social development (Lerner et al., 2009; Overton, 2015). The combined influence of behavioral, cognitive, and affective engagement illustrates how effort, thought, and emotion jointly cultivate the competencies and character strengths emphasized in the Five Cs model (Lerner et al., 2005). Longitudinal studies

similarly show that sustained engagement fosters both immediate achievement and long-term psychological well-being (Upadyaya & Salmela-Aro, 2013, 2021), reinforcing its developmental significance.

These findings also highlight the role of supportive learning environments in cultivating engagement. Teacher practices such as autonomy support, culturally relevant instruction, and constructive feedback enhance students' behavioral, cognitive, and emotional engagement, thereby strengthening their positive developmental outcomes (Fredricks et al., 2004; Dotterer & Lowe, 2011; Virtanen et al., 2016). This underscores that engagement is both an individual asset and a product of responsive educational contexts.

5.3. Contributions of family functioning, student–teacher relationship, and academic task value to academic task engagement

5.3.1. Family functioning as a predictor of academic task engagement

The present study found that family functioning significantly predicts adolescents' cognitive, behavioral, and affective academic task engagement, aligning with a broad consensus that the family serves as a primary motivational and regulatory context for learning. Adolescents from cohesive, communicative, and emotionally supportive families appear more able to concentrate on academic tasks, participate actively, and sustain positive emotional involvement in schoolwork. This pattern reflects the idea that family processes, such as warmth, clear expectations, and consistent guidance, lay the groundwork for students' self-regulation, motivation, and resilience, which are central to all forms of academic engagement.

Developmental theory helps explain why these associations are robust. As Skinner et al. (2008) argue, emotionally supportive families strengthen adolescents' self-system processes, enabling the focus, strategic thinking, and problem-solving that underlie cognitive engagement.

Olson's Circumplex Model similarly suggests that balanced cohesion and communication promote emotional security and adaptive regulation, which contribute directly to both behavioral and cognitive engagement (Olson, 2011). These theoretical perspectives converge to show that well-functioning families create psychological conditions that facilitate sustained involvement in learning.

Empirical studies reinforce these mechanisms across engagement dimensions. Parental warmth and monitoring have been shown to strengthen intrinsic motivation, school self-esteem, and persistence, core components of behavioral engagement (Lowe & Dotterer, 2013). Strong emotional support from parents also enhances students' sense of belonging and emotional resilience at school, strengthening affective engagement and reducing vulnerability to disengagement (Furrer & Skinner, 2003; Li & Lerner, 2010). These findings collectively illustrate that academic engagement is not only an individual behavior but also a relational outcome rooted in family dynamics.

Cross-cultural research further supports the present study's conclusions. Studies in China and the Caribbean show that cohesive and communicative families bolster academic self-efficacy, which in turn predicts engagement across cognitive, behavioral, and affective domains (Qi et al., 2023; Stubbs & Maynard, 2017). African studies similarly identify family cohesion and emotional support as protective factors that buffer adolescents against disengagement, especially in challenging or resource-limited contexts (Adeniji et al., 2020; Oluyemisi-Adeniji & Mabekoje, 2019). Longitudinal research adds that this relationship may be bidirectional, as adolescents who are more engaged in school contribute to improved family interactions over time (Harris et al., 2020).

Viewed through the Relational Developmental Systems Paradigm and Positive Youth Development frameworks, these converging findings highlight the central developmental role of the family. Well-functioning families cultivate internal assets such as persistence, responsibility, and self-regulation, which adolescents subsequently channel into tasks requiring academic engagement (Lerner et al., 2005; Overton, 2015). Altogether, the evidence underscores that families operate as foundational developmental contexts that simultaneously shape motivational processes and strengthen adaptive learning behaviors throughout adolescence.

5.3.2. Student–teacher relationship as a predictor of academic task engagement

The present study found that the student–teacher relationship significantly predicts adolescents’ cognitive, behavioral, and affective engagement, reflecting the well-established understanding that supportive teacher–student relationships provide the motivational and emotional foundation for active learning. Students who perceive their teachers as caring, fair, and respectful tend to concentrate more deeply, participate more consistently, and experience greater enjoyment in their academic tasks. This pattern suggests that relational warmth does not merely influence students’ feelings about school, it directly shapes how they think, behave, and emotionally invest in learning activities.

Theoretical frameworks offer a clear explanation for these associations. Self-Determination Theory emphasizes relatedness as a fundamental psychological need that strengthens intrinsic motivation, effort, and strategy use when fulfilled (Ryan & Deci, 2000). Attachment theory similarly posits that emotionally secure relationships with significant adults, including teachers, foster exploration, resilience, and task persistence (Bowlby, 1988). Engagement models also underscore the contextual basis of engagement: teacher warmth, autonomy support, and instructional clarity activate students’ cognitive and emotional systems

that sustain meaningful participation (Skinner et al., 2008). The current findings are therefore consistent with theoretical expectations that high-quality teacher–student relationships operate as relational resources that energize students’ engagement across multiple dimensions.

A large body of empirical research reinforces these mechanisms. Supportive teacher–student relationships reliably predict engagement and academic achievement across schooling levels (Roorda et al., 2011; Roorda et al., 2017; Quin, 2017). Studies further show that teacher support enhances persistence, cognitive effort, and behavioral involvement (Klem & Connell, 2004; Lee, 2012; Wang & Eccles, 2013). More recent research elaborates the pathways linking relational quality to engagement: reducing academic pressure and fostering social support strengthens cognitive engagement (Liu, 2024), while emotional, motivational, and instructional processes jointly mediate the influence of relationships on participation (Hofkens & Pianta, 2022). Evidence from student-centered classrooms also shows that relational support enables self-regulation and active participation (Amerstorfer et al., 2021). Importantly, negative teacher relationships can depress engagement more strongly than positive relationships can enhance it, underscoring the sensitivity of engagement to relational dynamics (Martin & Collie, 2019).

Longitudinal and cross-cultural studies confirm that the developmental impact of supportive teacher relationships is robust across time and contexts. Research in Europe and Asia shows that affective teacher–student relationships reliably predict engagement trajectories, motivation, prosocial behavior, and academic success over multiple years (Abid & Akhtar, 2020; Engels et al., 2021; Valkov & Lavrentsova, 2019). International syntheses similarly conclude that high-quality teacher relationships consistently improve engagement and learning outcomes in diverse educational systems (Wilcken & Roseth, 2015).

Ethiopian evidence mirrors these global trends. Studies indicate that respectful, empathetic, and caring teachers significantly strengthen students' persistence, emotional involvement, and overall academic engagement (Alemu & Woldetsadik, 2020; Faro et al., 2025). Together, findings from theory, global research, and local evidence converge to show that student–teacher relationships serve as a central determinant of academic task engagement. By shaping how adolescents think, behave, and feel during learning activities, strong teacher–student relationships function as an essential developmental resource in promoting sustained and meaningful engagement.

5.3.3. Academic task value as a predictor of academic task engagement

The present study found that academic task value significantly and positively influences cognitive, behavioral, and affective engagement, aligning with a substantial body of motivational research showing that students engage more deeply when they perceive learning tasks as meaningful and worthwhile. Adolescents who perceive academic work as useful and important tend to invest greater mental effort, participate more actively, and experience more enjoyment and emotional connection in the classroom. This pattern demonstrates that task value operates not only as a motivational belief but also as a key driver of the multidimensional processes that constitute academic engagement.

Expectancy–Value Theory provides a clear explanation for these associations. It posits that students' perceptions of task usefulness, importance, and interest are central determinants of their willingness to think deeply, persist through challenges, and regulate their learning (Eccles & Wigfield, 2002). This theoretical expectation aligns with findings showing that task value strongly predicts cognitive engagement through mechanisms such as deeper processing, strategic thinking, and complex learning strategies (Bong, 2004; Schunk et al., 2014). The present study's

evidence that task value most strongly influences cognitive engagement reinforces the idea that students' beliefs about the relevance of academic tasks are closely tied to intellectual investment.

Although somewhat smaller in strength, the positive association between task value and behavioral engagement suggests that valuing schoolwork energizes observable participation, effort, and persistence. This connection is well supported by research demonstrating that competence beliefs and task value jointly shape students' classroom behaviors and academic persistence (Liem et al., 2008; Olivier et al., 2020). These studies highlight that when students view learning tasks as worthwhile, they are more attentive, diligent, and resistant to disengagement, although behavioral engagement can be further strengthened by supportive classroom practices and feedback.

The significant effect of task value on affective engagement further emphasizes the emotional dimension of motivation. Students who find their academic tasks meaningful experience greater enjoyment, interest, and satisfaction, reinforcing emotional bonds with learning environments. Momentary and longitudinal studies alike show that perceived task value reliably predicts positive emotions, situational interest, and sustained engagement (Salmela-Aro et al., 2016; Salmela-Aro et al., 2021). The present findings extend this evidence by demonstrating that task value contributes to longer-term emotional investment in learning, not just momentary affective responses.

Experimental work and cross-cultural evidence also corroborate these patterns. Instructional strategies that enhance utility value have been shown to increase perceived engagement and facilitate conceptual change (Johnson & Sinatra, 2013), while expectancy–value beliefs predict different forms of engagement across sociocultural contexts (Edwards & Dai,

2023). These findings underscore that task value is a powerful and context-sensitive determinant of engagement across dimensions.

5.4. Mediating role of academic task engagement in the relationship among family functioning, student–teacher relationship, and academic task value on positive development

5.4.1. Mediation of academic task engagement in the relationship between family functioning and positive development

The current study's finding that academic task engagement partially mediates the relationship between family functioning and positive development reflects a broader developmental pattern in which family environments shape adolescents' engagement, and engagement in turn contributes to their competence, confidence, character, connection, and caring. Adolescents from cohesive, communicative, and emotionally supportive families appear more capable of investing effort, thought, and emotion in learning activities, and this heightened engagement becomes one of the key pathways through which family functioning promotes positive developmental outcomes. Thus, family functioning influences youth well-being both directly and indirectly through its effect on students' engagement in academic tasks.

This mediating process is consistent with extensive theoretical and empirical work. Families characterized by emotional warmth, stable cohesion, and clear communication foster autonomy, emotional security, and goal-directed behavior conditions that strengthen cognitive and behavioral engagement (Olson, 2011; Skinner et al., 2008). Research also shows that parental warmth and monitoring cultivate intrinsic motivation and self-regulated learning (Lowe

& Dotterer, 2013), demonstrating how the internal resources shaped by family processes are transformed into engagement that subsequently facilitates developmental growth.

The partial mediation observed in this study reflects the dynamic, co-active nature of development described by the Relational Developmental Systems framework. From this perspective, families serve as foundational contexts that provide emotional, cognitive, and behavioral supports, which adolescents then channel into academic engagement, a proximal mechanism that helps explain how family processes translate into positive developmental outcomes (Lerner et al., 2005; Overton, 2015). Engagement thus functions as a bridge, it transforms family-derived strengths into concrete behaviors that support thriving.

Cross-cultural research reinforces this integrated pathway. Studies across China, Africa, and the Caribbean demonstrate that cohesive and communicative families bolster adolescents' self-efficacy and academic engagement, which in turn predict positive youth development indicators (Adeniji et al., 2020; Qi et al., 2023; Stubbs & Maynard, 2017). Longitudinal evidence further suggests that this relationship may be reciprocal, i.e., supportive families promote engagement, and engaged adolescents contribute to improved family dynamics over time (Harris et al., 2020). These converging findings underscore that academic task engagement is not merely an academic behavior but a developmental mechanism through which supportive families nurture adolescents' broader positive development.

5.4.2. Mediation of academic task engagement in the relationship between academic task value and positive development

The confirmation that academic task engagement mediates the relationship between task value and positive development highlights the central role of motivationally rich classroom

experiences in fostering adolescents' holistic growth. When students perceive learning tasks as meaningful and important, they are more likely to invest effort, thought, and emotion in their schoolwork, and this heightened engagement becomes the mechanism through which task value translates into competence, confidence, character, connection, and caring. This dynamic reflects the broader view that task value and engagement operate together as essential components of the classroom ecology, shaping how students interact with and benefit from their learning environments (Eccles & Roeser, 2011; Lerner et al., 2009).

Theoretically, this mediating process aligns with Expectancy–Value Theory and Self-Determination Theory. These frameworks suggest that when students see academic tasks as valuable, they experience greater autonomy, competence, and relatedness, which in turn stimulate deeper, more persistent, and more emotionally invested engagement (Deci & Ryan, 2000; Eccles & Wigfield, 2002). Engagement then becomes the pathway through which task value influences developmental attributes. Prior research supports this relationship. For example, task value encourages deep processing and strategy use (Bong, 2004; Pintrich & Schunk, 2014), strengthens persistence and constructive classroom behavior (Liem et al., 2008; Olivier et al., 2020), and enhances enjoyment, interest, and situational engagement (Salmela-Aro et al., 2016; Salmela-Aro et al., 2021). These converging findings illustrate why engagement functions as the active process connecting students' motivational beliefs to positive developmental outcomes.

This indirect pathway is further supported by the Relational Developmental Systems (RDS) framework. From this perspective, academic task value represents a contextual affordance that activates engagement, while engagement itself is the process through which students shape their developmental trajectories in interaction with their environments (Lerner et al., 2005;

Overton, 2015). By jointly influencing effort, persistence, emotional involvement, and social interaction, task value and engagement advance positive youth development across all Five Cs.

Empirical evidence reinforces this integrated explanation. Value-enhancing instructional strategies reliably boost engagement and achievement across diverse populations (Edwards & Dai, 2023; Johnson & Sinatra, 2013). Research also consistently identifies engagement as the mechanism linking motivational contexts to long-term developmental outcomes (Fredricks et al., 2004; Wang & Eccles, 2013). Studies connecting affective engagement to prosocial and emotional development (Skinner & Pitzer, 2012; Van Ryzin et al., 2009) highlight that engagement not only advances learning but also supports broader psychosocial growth.

In the Ethiopian context, where disparities in resources and instructional quality influence students' motivational experiences, the findings underscore the importance of classroom practices that meaningfully enhance task value. Evidence from Woreta (2024) and Woreta et al. (2025) shows that strengthening students' value beliefs improves their commitment, self-efficacy, and confidence core indicators of positive development. The present mediation results extend this work by demonstrating that motivational beliefs alone are not enough; they must be accompanied by active engagement for positive development to emerge. This highlights the transformative potential of classroom environments that cultivate both high task value and sustained academic engagement.

5.4.3. Mediation of academic task engagement dimensions in the relationship between student – teacher relationship and positive development

The mediation analysis revealed that academic task engagement partially mediates the association between STR and adolescents' positive development. This means that STR

influences students' developmental outcomes both directly and through its effect on engagement. Supportive relationships with teachers enhance students' cognitive investment, behavioral participation, and affective involvement, which subsequently strengthen competence, confidence, character, caring, and connection.

Engagement serves as a mechanism through which relational quality translates into broader developmental strengths. Students who perceive relational support are more likely to think deeply about learning tasks, participate consistently, persist through academic difficulties, and experience positive emotions associated with learning. These engagement processes foster the development of cognitive competencies, emotional regulation, moral character, and social connectedness, key aspects of positive youth development.

This mediated pathway aligns with Self-Determination Theory, which identifies relatedness as a psychological need that fuels intrinsic motivation and engagement (Ryan & Deci, 2000), and with attachment theory, which holds that emotionally secure relationships promote exploration, persistence, and resilience (Bowlby, 1988). Empirical research confirms this mechanism: Roorda et al. (2011, 2017) showed that engagement mediates the relationship between STR and academic outcomes; Klem and Connell (2004) demonstrated that behavioral engagement connects relational support to performance and adjustment; and Ethiopian studies (Alemu & Woldetsadik, 2020; Faro et al., 2025) provided local evidence that supportive teachers enhance engagement, which subsequently strengthens students' developmental outcomes.

5.5. Implications of the study

This sub section articulates the implications of the study strictly on the basis of its objectives and empirical findings. The implications are organized into theoretical and practical

domains, each reflecting the demonstrated relationships among family functioning, student – teacher relationship, academic task value, academic task engagement, and positive development outcomes among secondary school students.

5.5.1. Theoretical implications

The findings of this study yield several theoretically meaningful implications for developmental and educational research. First, the study provides empirical support for the proposition that adolescent positive development is systematically shaped by proximal family and classroom contexts. Consistent with the study's primary objective, family functioning, student – teacher relationships, academic task value, and academic task engagement were each shown to contribute significantly to the Five Cs of positive developmental outcomes, i.e., competency, confidence, connection, caring, and character. This finding reinforces the Relational Developmental Systems (RDS) perspective and ecological approaches by confirming that adolescent developmental outcomes are embedded within everyday social and instructional environments.

Second, the study clarifies the mechanistic role of academic task engagement in developmental processes. The mediating effects of behavioral, cognitive, and affective engagement demonstrate that contextual resources do not influence positive development directly alone, but operate through students' active involvement in learning. This finding refines existing developmental models by specifying engagement as a central process through which family and classroom experiences are translated into broader developmental outcomes. Third, the results strengthen multidimensional conceptualizations of engagement. By demonstrating that cognitive, behavioral, and affective engagement each function as significant mediators, the study provides empirical justification for treating engagement as a differentiated construct. This

contributes to theoretical precision by showing that adolescents' developmental outcomes are linked not merely to participation in learning activities, but also to the quality of their cognitive investment and emotional connection to academic tasks.

Finally, the findings extend the applicability of family functioning and classroom-based developmental frameworks to the Ethiopian secondary school context. Without altering the core constructs of these frameworks, the study demonstrates that established theoretical models retain explanatory value within the sociocultural and educational conditions examined. This contributes to the cumulative development of theory by situating existing models within a broader empirical landscape.

5.5.2. Practical implications

The practical implications of this study are derived directly from the observed relationships among family functioning, student – teacher relationships, academic task value, academic task engagement, and adolescents' positive development. These implications remain confined to the family and classroom environments examined in the study. At the family level, the findings indicate that family functioning plays a central role in shaping adolescents' developmental trajectories, both directly and indirectly through academic task engagement. Family functioning characterized by well-defined structure, warm and responsive affect, open and respectful communication, consistent behavioral control, intentional value transmission, and supportive engagement with external systems is likely to promote adolescents' active involvement in learning activities. Such family practices provide clear expectations, emotional security, and behavioral guidance, which together facilitate the development of competence, confidence, character, connection, and caring. Accordingly, strengthening these core dimensions of everyday family functioning can make a meaningful contribution to adolescents'

socioemotional development and enhance their capacity to engage constructively with academic demands.

Within classroom contexts, the study highlights three interrelated components, i.e., student – teacher relationships, academic task value, and academic task engagement as central to adolescents’ developmental experiences. Student – teacher relationships, encompassing both academic and social dimensions, function as a key relational resource. Academic support, clear feedback, and instructional guidance, together with warmth, respect, and emotional responsiveness, are associated with higher levels of students’ academic task engagement and, indirectly, with more positive developmental outcomes. In parallel, academic task value emerges as a motivational component of the classroom context that shapes how students approach learning activities. When students perceive academic tasks as meaningful, relevant, and worthwhile, they are more likely to invest effort, apply cognitive strategies, and experience positive emotions toward learning. Academic task engagement, as the behavioral, cognitive, and affective expression of these relational and motivational processes, represents the primary mechanism through which classroom contexts contribute to adolescents’ positive development. Collectively, these findings underscore the importance of conceptualizing classroom contexts as an integrated system in which relational quality, task value, and engagement jointly support adolescents’ learning and development.

Moreover, the mediating role of academic task engagement highlights its central importance as a mechanism through which family functioning, student – teacher relationships, and academic task value influence adolescents’ development. Efforts to promote positive development within schools should therefore prioritize practices that enhance behavioral persistence, cognitive involvement, and affective connection to learning tasks. Such engagement-

focused practices strengthen the pathways linking contextual supports to developmental outcomes. Finally, the findings indicate that family and classroom influences operate in a complementary and mutually reinforcing manner. Adolescents' positive development is most strongly supported when effective family functioning is aligned with classroom environments that foster supportive student – teacher relationships, valued academic tasks, and active engagement. This coherence across family and school contexts reinforces the developmental processes identified in the study and enhances their cumulative impact on adolescent development.

CHAPTER SIX

CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

6.1. Conclusion

This study contributes new evidence to the understanding of Positive Youth Development (PYD) among adolescents in Ethiopia by demonstrating how family functioning and classroom contexts operate together to promote positive developmental outcomes (thriving) among secondary school students. While PYD research has predominantly been conducted in Western contexts, this study provides empirical support for the applicability of the PYD framework within an Ethiopian cultural and educational setting. More importantly, it advances current knowledge by identifying the specific pathways through which contextual resources are translated into positive developmental outcomes.

A key contribution of the study is its demonstration that adolescents' positive development is not shaped by family or school influences in isolation, but through an interconnected developmental process involving family functioning, student–teacher relationships, academic task value, and multidimensional academic task engagement. The findings reveal that behavioral, cognitive, and affective engagement function as important developmental mechanisms linking contextual supports to the Five Cs of PYD. This insight extends existing literature by clarifying how proximal ecological systems contribute to positive developmental outcomes through students' active engagement in academic life. The study also advances scholarly understanding by integrating family systems, school relationships, motivational processes, and PYD indicators into a single explanatory model. Previous studies have often examined these constructs separately; however, the present research demonstrates their simultaneous and complementary contributions to adolescent development. The

exceptionally high explanatory power of the model indicates that positive youth development can be understood more comprehensively when developmental assets across family, school, and individual domains are considered together rather than independently.

From a theoretical perspective, the findings strengthen the relevance of the Relational Developmental Systems (RDS) perspective by providing evidence that positive development emerges through dynamic interactions between adolescents and their immediate environments. The study further enriches PYD scholarship by highlighting the importance of contextual and relational assets within a non-Western setting, thereby contributing to the growing internationalization of PYD research. Generally, the study establishes that adolescents are more likely to develop competence, confidence, character, connection, and caring when they experience well-functioning families, supportive relationships with teachers, meaningful academic values, and active engagement in learning. By generating contextually grounded evidence from Ethiopia, the research broadens the global knowledge base on PYD and provides a stronger foundation for future theory development, intervention design, and policy initiatives aimed at promoting adolescent thriving and well-being.

5.2. Limitations of the study

This study has several limitations that should be considered when interpreting the findings. First, the use of cross-sectional data limits the ability to draw causal inferences among the variables. Although the structural equation model suggests directional relationships between family functioning, student – teacher relationship, academic task value, academic task engagement, and positive youth development, the data were collected at a single point in time. As a result, the findings reflect associations rather than definitive cause-and-effect relationships.

Future research is therefore recommended to employ longitudinal or experimental designs better examine causal relationships and to capture developmental changes in these variables over time.

Second, the study relied on self-report data collected from students, which may be influenced by response biases such as social desirability and common method variance. Participants' perceptions of their family environment, teacher relationships, and engagement may not fully reflect actual conditions, potentially affecting the accuracy of the results. Future research is therefore encouraged to incorporate multiple data sources, such as teacher reports, parent reports, or observational methods to enhance the validity of the findings. In addition, the sample was limited to secondary school students in Bahir Dar, which may restrict the generalizability of the findings to other regions, cultural contexts, or age groups. Accordingly, future studies should include more diverse and representative samples across different regions and populations to improve the external validity of the result.

Finally, while the study incorporated key variables relevant to positive youth development, it did not include other potentially important factors such as peer influence, socioeconomic status, or school-level characteristics. Future research is therefore recommended to incorporate a broader range of contextual and individual variables to provide a more comprehensive understanding of these factors influencing positive youth development. Moreover, the analysis focused on mediation effects without examining possible moderating variables that could provide a deeper understanding of group differences. Accordingly, future studies should explore moderating effects to better capture the conditions under which these relationships may vary across different groups and contexts.

6.2. Recommendations

The recommendations presented in this section are derived from the empirical findings of this study and are offered with appropriate caution. They are intended to inform educational practice and institutional approaches within the family and school contexts examined. Given the cross-sectional nature of the data, the recommendations should be interpreted as indicative rather than causal and should not be generalized beyond similar contexts. Generally, the aim is to translate the study's findings into contextually relevant and theoretically grounded guidance.

6.2.1. Recommendations at the family level

At the family level, the findings suggest that strengthening key dimensions of family functioning may play an important role in promoting adolescents' positive development. In particular, family environments characterized by clear structure, emotional warmth, open communication, consistent behavioral guidance, value transmission, and engagement with external support systems appear to support adolescents' developmental outcomes, both directly and indirectly through enhanced academic task engagement. In light of these findings, it is recommended that parent education and family support initiatives place greater emphasis on everyday relational practices that foster emotional security, clarity of expectations, and constructive behavioral guidance. Such practices may contribute to adolescents' engagement with learning and their broader socioemotional development.

To operationalize these recommendations, several actions may be considered. First, structured parent education programs could be developed to strengthen caregivers' skills in communication, emotional responsiveness, and consistent behavioral management. These programs may include practical guidance on establishing family routines, setting appropriate expectations, and supporting adolescents' academic activities. Second, schools and community

institutions may consider establishing regular and systematic parent–school engagement mechanisms, such as workshops, conferences, and feedback platforms, to enhance alignment between home and school expectations. Third, accessible family support services, including counseling and guidance programs, could be expanded to assist families experiencing relational or contextual challenges. Finally, culturally relevant informational materials and community-based initiatives may be developed to support families in integrating positive parenting practices into their daily interactions.

6.2.2. Recommendations at the school and classroom level

At the school level, the findings point to the importance of intentional investment in high-quality student – teacher relationships. The student – teacher relationship is significantly related with academic task engagement dimensions (i.e., cognitive, behavioral, and affective) and, indirectly with positive developmental outcomes. It is therefore recommended that schools prioritize relational quality in classroom practice alongside instructional effectiveness. Professional development programs should incorporate training that equips teachers with skills to provide academic support, clear and constructive feedback, and emotionally responsive interactions with students.

To operationalize this recommendation, schools should implement regular, structured professional development programs focused specifically on relationship-building competencies, including effective classroom communication, responsiveness to students’ emotional needs, and strategies for providing individualized academic support. These programs should be supported by ongoing mentoring, peer observation, and feedback systems to ensure sustained improvement in practice. In addition, school leadership should integrate relational quality indicators into

teacher evaluation and classroom observation frameworks to promote accountability and continuous development.

In addition, the results highlight the importance of enhancing academic task value within classroom instruction. Teachers are encouraged to design and implement learning tasks that students perceive as meaningful, relevant, and worthwhile by linking academic content to students' lived experiences, future aspirations, and sociocultural contexts. Emphasizing task value appears to strengthen students' motivation and engagement, thereby supporting deeper cognitive involvement, sustained behavioral effort, and more positive emotional responses to learning activities.

To address this, teachers should systematically incorporate real-life applications, problem-based learning tasks, and contextually relevant examples into lesson planning. Curriculum coordinators should support this process by revising instructional materials to ensure alignment with students' backgrounds and future goals. Furthermore, regular student feedback mechanisms should be established to assess the perceived relevance and usefulness of learning tasks, allowing teachers to adapt instruction accordingly.

Furthermore, given the identified mediating role of academic task engagement, the study recommends that schools adopt instructional and classroom practices that deliberately promote behavioral, cognitive, and affective engagement. Active learning approaches, opportunities for meaningful student participation, supportive classroom climates, and formative feedback that encourages reflection and persistence should be viewed not only as pedagogical strategies but also as mechanisms for supporting adolescents' broader developmental trajectories.

In practical terms, schools should institutionalize student-centered instructional approaches, such as collaborative learning, group discussions, and inquiry-based activities, within regular classroom practice. Teachers should be required to integrate formative assessment strategies that provide timely and constructive feedback to guide student learning. Additionally, classroom environments should be intentionally structured to promote inclusivity, active participation, and psychological safety, ensuring that all students are engaged across behavioral, cognitive, and emotional dimensions. Monitoring mechanisms should also be established to track levels of student engagement and inform continuous improvement in teaching practices.

6.2.3. Recommendations for school leadership and educational governance

At the level of school leadership and educational governance, the findings underscore the value of an integrated ecological approach to adolescent development. It is recommended that policies and school-level initiatives recognize that adolescents' positive development is most effectively supported when family and classroom contexts operate in a coherent and mutually reinforcing manner. Efforts to promote student learning and well-being should therefore encourage alignment and coordination between family practices and school environments rather than treating these contexts as independent or disconnected influences.

To operationalize this recommendation, school leaders and educational authorities should establish formal structures that facilitate sustained family–school collaboration, such as scheduled parent engagement programs, joint planning forums, and regular communication systems. Clear guidelines and policies should be developed to define roles and responsibilities of schools, families, and community stakeholders in supporting students' academic engagement and development. In addition, resources and dedicated personnel should be allocated at the school level to coordinate family involvement initiatives and ensure their consistent implementation.

Furthermore, educational governance bodies should integrate indicators related to student engagement, relational quality, and family involvement into school evaluation and accountability frameworks. This would enable systematic monitoring of how effectively schools are fostering alignment between home and school environments. Capacity-building programs should also be provided for school leaders to strengthen their competencies in collaborative leadership, community engagement, and data-informed decision-making.

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APPENDICES

Appendix A: (English Version Questionnaires)

Bahir Dar University

College of Education, School of Educational Sciences

Department of Psychology

Dear Students'

My name is Getahun Tadesse Abren. I am a PhD student at Bahir Dar University, College of Education, School of Educational Sciences, Department of Psychology, and I am conducting my dissertation for the partial fulfillment of a Doctorate in Educational Psychology. The aim of the study is to examine the contributions of family functioning and classroom contexts in promoting positive development among Bahir Dar secondary school students.

The data for this study will be collected from 9th and 10th grade students at Bahir Dar secondary schools. Your participation is entirely voluntary. Students who participate in this study will not face any harm related to their participation. The names of the respondents will not be mentioned; participation will be anonymous. Participants can withdraw from the study at any time. The responses students provide will be kept fully confidential. The questionnaire has two parts, the first demographic information part contains **4 items**, and the second part contains **122 items** about family functioning, academic tasks value, academic tasks engagement, and positive development. Filling out the questionnaire will take a minimum of **80 minutes**, and the data will be collected from selected secondary schools.

The data collected through this questionnaire will be used only for educational purposes. If you have any concerns or questions regarding this study, you can contact the researcher via phone at +251922188740 or email at gechpsycho03@gmail.com. If you have read the consent form and agree to participate in this study, please sign below.

Signature: _____ Date: _____

Thank you in advance for your participation!

Part I: Demographic information

Instruction: Please write your answer for the following questions in provided space.

1. Sex: (1 = Male and 2 = Female) _____
2. Grade Level: (1 = Grade 9th and 2 = Grade 10th) _____

3. Age: _____
4. School type: (1 = Public school and 2 = Private school) _____

Part II: Questionnaires

Questionnaire 1: Family functioning scale

Instruction: The following statements explain about family functioning. Please read carefully and rate how true these statements are for you. Circle **4** for “almost always true”; circle **3** for “often true” circle **2** for “sometimes true”; and circle **1** for “hardly ever true”.

Item No.	Items about family functioning	Response Options			
A. Structure					
1.	Each of my parents is a leader in some areas of our family life.	1	2	3	4
2.	My parents have (or had) a happy marriage.	1	2	3	4
3.	In our family, everyone helps with the chores.	1	2	3	4
4.	My mother/caregiver cares about me and accepts me the way I am.	1	2	3	4
5.	My father/caregiver cares about me and accepts me the way I am.	1	2	3	4
B. Affect					
6.	In our family, we show that we care for one another.	1	2	3	4
7.	My family understands when I feel sad.	1	2	3	4
8.	I feel free to share inner feelings with members of my family.	1	2	3	4
9.	We say "thank you" to each other in our family.	1	2	3	4
10.	We have a relaxed atmosphere at home.	1	2	3	4
C. Communication					
11.	Members of our family are encouraged to say what they really mean.	1	2	3	4
12.	We feel free to express our opinions in our family, but we consider each other's feelings.	1	2	3	4
13.	We encourage each other's effort in our family.	1	2	3	4
14.	Member of our family are encouraged to in together in dealing with family problems.	1	2	3	4
15.	Our family is good at sorting out our disagreements	1	2	3	4
16.	My parents let me help decide about matters that affect us all as a family.	1	2	3	4
D. Behavioral control					
17.	Punishment is fair in our family.	1	2	3	4
18.	In our family you can get way with anything.	1	2	3	4
19.	We are encouraged to speak for ourselves in our family.	1	2	3	4
E. Value of transmission					
20.	My parents/ caregivers treat people with dignity and respect.	1	2	3	4
21.	Honesty is important in our family.	1	2	3	4
22.	My parents/ caregivers allow me to choose my own clothes and hairstyle.	1	2	3	4
23.	My parents/ caregivers have a sensible outlook on life.	1	2	3	4
24.	My parents/ caregivers want me to try my best whatever I do.	1	2	3	4
25.	My parents/ caregivers encourage tile to talk about my views on gender issues, politics, etc. even when their views are different from mine.	1	2	3	4

26.	My parents/ caregivers encourage me to consider religion important in my life.	1	2	3	4
F. External system					
27.	My parents/ caregivers encourage me to be physically fit.	1	2	3	4
28.	Family members enjoy art and/or literature.	1	2	3	4
29.	My parents/ caregivers want me to get the best qualifications I call.	1	2	3	4
30.	My parents/ caregivers are very interested in my future job and career.	1	2	3	4
31.	My parents/ caregivers want me to save money.	1	2	3	4
32.	Family members belong to clubs and organization.	1	2	3	4
	Total				

Questionnaire 2: Academic task value scale

Instruction: The following statements explain about academic tasks value. Please read carefully and rate how true these statements are for you. Circle 1 “not at all true of me” up to 5 “very true of me.”

Item No.	Items about academic task value	Response options				
1.	I think I will be able to use what I learn in these courses in my future life.	1	2	3	4	5
2.	It is important for me to learn the academic tasks in this class.	1	2	3	4	5
3.	I am very interested in the content area of these courses.	1	2	3	4	5
4.	I think the academic tasks in this class are useful for me to learn.	1	2	3	4	5
5.	I like the subject matters of these courses.	1	2	3	4	5
6.	Understanding the subject matters of these courses is very important to me.	1	2	3	4	5

Questionnaire 3: Academic task engagement scale

Instruction: The following statements explain about academic task engagement. Please read carefully and rate your level of agreement. Circle 1 for “totally disagree”; circle 2 for “disagree”; circle 3 for “undecided”; circle 4 for “agree”; circle 5 for “totally agree”.

Item No.	Items about academic tasks	Response options						
A. Cognitive engagement: When performing a task in class:-								
1.	I think about what I already know about the subject because it may help me to understand it better.	1	2	3	4	5	6	7
2.	I take care to understand as much as possible when reviewing	1	2	3	4	5	6	7

	the activity.							
3.	I try to distinguish the most important information.	1	2	3	4	5	6	7
4.	I think of different ways to solve it in order to choose the option I consider the best one.	1	2	3	4	5	6	7
B. Behavioral engagement: When performing a task in class:-								
5.	I follow the instructions given by the teachers for its development.	1	2	3	4	5	6	7
6.	I answer the questions asked by the teachers.	1	2	3	4	5	6	7
7.	I complete all of teachers' requirements.	1	2	3	4	5	6	7
8.	I concentrate when the teachers presents the instructions to carry it out.	1	2	3	4	5	6	7
9.	I ask the teachers questions when I do not understand.	1	2	3	4	5	6	7
10.	I participate in the review of the work.	1	2	3	4	5	6	7
11.	I listen carefully to the teacher's explanations in order to solve it.	1	2	3	4	5	6	7
C. Affective engagement: When performing a task in class:-								
12.	I am curious to learn new things.	1	2	3	4	5	6	7
13.	I am interested in studying new topics.	1	2	3	4	5	6	7
14.	I have the desire to start a new topic.	1	2	3	4	5	6	7
15.	I think they are interesting and attractive.	1	2	3	4	5	6	7
	Total							

Questionnaier 4: Student-teacher relationship scale

Instruction: The following statements explain about teacher-student relationship. Please read carefully and rate level of applies. Circle **1** for “**Definitely does not apply**”; circle **2** for “**Applies little**”; circle **3** for “**Applies sometimes**”; circle **4** for “**Applies often**”; and circle **5** for “**Definitely applies**”.

Item No.	Items about teacher-student relationship	Response options				
A. Teacher-student academic relationship						
1.	My teachers give some hints to provide the right answer.	1	2	3	4	5
2.	My teachers develop my self-confidence.	1	2	3	4	5
3.	My teachers make me feel proud when I achieve certain goals.	1	2	3	4	5
4.	My teachers encourage me to be the best I can.	1	2	3	4	5
5.	My teachers make me feel that I am able to solve difficult questions.	1	2	3	4	5
6.	My teachers encourage positive interaction between students.	1	2	3	4	5
7.	My teachers believe in me and my potential.	1	2	3	4	5
8.	My teachers encourage me to ask about thing that I did not understand.	1	2	3	4	5
9.	My teachers encourage good relationship in the class.	1	2	3	4	5
10.	My teachers involve students to answer the questions that are asked	1	2	3	4	5

	by their peers.					
11.	My teachers expect me to participate effectively in the classroom.	1	2	3	4	5
12.	My teachers give students an opportunity to think before answering questions.	1	2	3	4	5
13.	My teachers encourage students to find more than one way to solve problems.	1	2	3	4	5
14.	My teachers show remarkable enthusiasm during teaching the subject.	1	2	3	4	5
15.	My teachers use teaching methods that develop my ability to cooperate with others.	1	2	3	4	5
B. Teacher-student social relationship						
16.	My teachers excite me for the lesson at the beginning of the class.	1	2	3	4	5
17.	My teachers use a variety of methods that captivate my attention.	1	2	3	4	5
18.	My teachers use teaching methods that suit my interest.	1	2	3	4	5
19.	My teachers provide practical implications about the taught lessons.	1	2	3	4	5
20.	My teachers strengthen my confidence in my ability and talents.	1	2	3	4	5
21.	My teachers ask interesting questions related to the subject.	1	2	3	4	5
22.	My teachers link subject's topics with characters that matter to us.	1	2	3	4	5
23.	My teachers encourage me to ask questions about the subject.	1	2	3	4	5
24.	My teachers listen to what I say.	1	2	3	4	5
25.	My teachers care about my academic performance.	1	2	3	4	5
	Total					

Questionnaire 5: Positive youth development scale

Instruction: The following statements explain about students' positive development. Please read carefully and rate your level of agreement.

Item No.	Items about students' positive development	Response options				
A. Confidence: (1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, and 5 = Strongly agree)						
1.	All in all, I am glad I am me.	1	2	3	4	5
2.	When I am an adult, I'm sure I will have a good life.	1	2	3	4	5
3.	I really like the way I look.	1	2	3	4	5
4.	I am good looking or attractive.	1	2	3	4	5
5.	I am happy with myself most of the time.	1	2	3	4	5
6.	I am very happy being the way I am.	1	2	3	4	5
B. Competency: (1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, and 5 = Strongly agree)						
7.	I am just as smart as others my age.	1	2	3	4	5
8.	I could do well at just about any new outdoor activity I have not tried before.	1	2	3	4	5
9.	I have a lot of friends.	1	2	3	4	5
10.	I do very well in my class work at school.	1	2	3	4	5

11.	I am popular with others my age.	1	2	3	4	5
12.	I am better than others my age at sports.	1	2	3	4	5
C. Connection: (1 = Strongly disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, and 5 = Strongly agree)						
13.	Teachers at school push me to be the best I can be	1	2	3	4	5
14.	Adults in my town or city listen what I have to say.	1	2	3	4	5
15.	I have lots of good conversations with my parents.	1	2	3	4	5
16.	In my family I feel useful and important.	1	2	3	4	5
17.	I get a lot of encouragement at my school.	1	2	3	4	5
18.	Adults in my town or city make me feel important.	1	2	3	4	5
1 = Almost never, 2 = Never, 3 = Neutral, 4 = Often, and 5 = Always true						
19.	I feel my friends are good friends.	1	2	3	4	5
20.	My friends care about me.	1	2	3	4	5
D. Caring: (1 = not at all like me, 2 = Not much like me, 3 = Somewhat like me, 4 = Mostly like me, and 5 = very much like me)						
21.	I feel sorry for other people who don't have what I have.	1	2	3	4	5
22.	When I see someone being picked on, I feel sorry for them.	1	2	3	4	5
23.	When I see someone being taken advantage of, I want to help them.	1	2	3	4	5
24.	It bothers me when bad things happen to any person.	1	2	3	4	5
25.	It makes me sad to see a person who doesn't have friends.	1	2	3	4	5
26.	When I see another person who is hurt or upset, I feel sorry for them.	1	2	3	4	5
E. Character: (1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly agree)						
27.	I know a lot about people of other ethnic group.	1	2	3	4	5
28.	I enjoy being with people of a different ethnic group.	1	2	3	4	5
29.	I hardly ever do things I know I shouldn't do.	1	2	3	4	5
30.	I usually act the way I am supposed to.	1	2	3	4	5
1 = Not important, 2 = Slightly important, 3 = Moderately important, 4 = Important, and 5 = Extremely important						
31.	Helping to make the world a better place to live in.	1	2	3	4	5
32.	Giving time and money to make life better for other people.	1	2	3	4	5
33.	Doing what I believe is right even if my friends make fun of me.	1	2	3	4	5
34.	Accepting responsibility for my actions when I make a mistake or get in trouble.	1	2	3	4	5

Appendix B: አማርኛው ትርጉም መጠይቅ

ባህር ዳር ዩኒቨርሲቲ

የትምህርት ኮሌጅ የትምህርት ሳይንስ ትምህርት ቤት

የስነ-ልቦና ትምህርት ክፍል

ውድ ተማሪዎች፡-

ጌታሁን ታደሰ አብረን እባለሁ። በባህር ዳር ዩኒቨርሲቲ፣ የትምህርት ኮሌጅ፣ የትምህርት ሳይንስ ትምህርት ቤት፣ የስነ-ልቦና ትምህርት ክፍል የ 3ኛ ድግሪ ተማሪ ነኝ። በትምህርት ሳይኮሎጂ የዶክትሬት ዲግሪ ሚሚያ የሚሆን የጥናትና ምርምር ሥራዬን እየሰራሁ ሲሆን የጥናቱ ዓላማ በባህር ዳር ሁለተኛ ደረጃ ትምህርት ቤት ተማሪዎች ዘንድ በጎ እድገት እንዲኖር የቤተሰብ መስተጋብር እና የመማሪያ ክፍል ይዘት ያለውን አስተዋፅኦ ማጥናት ነው።

የዚህ ጥናት መረጃ በባህር ዳር ሁለተኛ ደረጃ ትምህርት ቤቶች ከ9ኛ እና ከ10ኛ ክፍል ተማሪዎች ይሰበሰባል። ተሳትፎው ሙሉ በሙሉ በፈቃደኝነት የሚደረግ ሲሆን በዚህ ጥናት የሚሳተፉ ተማሪዎች ከተሳታፊነታቸው ጋር በተያያዘ ምንም ዓይነት ጉዳት አይደርስባቸውም እንዲሁም የተሳታፊዎቹ ስም አይጠቀስም። ተሳታፊዎች በማንኛውም ጊዜ ከጥናቱ እራሳቸውን ሊያገሉ ይችላሉ። ተማሪዎቹ የሚሰጡት ምላሽ ሙሉ በሙሉ በምሥጢር ይያዛል። መጠይቁ ሁለት ክፍሎችን የያዘ ሲሆን የመጀመሪያው ክፍል 4 ስለ ግላዊ መረጃ የሚጠይቁ ጥያቄዎች እና ሁለተኛው ክፍል ስለ ቤተሰብ አሰራር፣ የትምህርት ተግባራት ጥቅሞች፣ የትምህርት ተግባራት ተሳትፎ፣ የመምህር ተማሪ ግንኙነት እና ስለ አወንታዊ እድገት የሚለኩ 122 ጥያቄዎችን የያዘ ነው። መጠይቁን ለመሙላት በአማካይ 80 ደቂቃ ይወስዳል።

በዚህ መጠይቅ አማካኝነት የሚሰበሰበው መረጃ ለትምህርት ጥናት አላማ ብቻ የሚውል ይሆናል። ይህን ጥናት በተመለከተ ጥያቄ ካለዎት በስልክ ቁጥር +251922188740 ወይም በኢሜይል gechpsycho03@gmail.com አማካኝነት አጥኝውን ማነጋገር ይችላሉ። የስምምነት ቅጹን አንብበው በዚህ ጥናት ለመሳተፍ ከተስማሙ እባክዎ ከዚህ በታች ባለው ክፍት ቦታ ላይ በመፈረም ስምዎን ያረጋግጡ።

ፊርማ: _____ ቀን: _____

በዚህ ጥናት ላይ ለመሳተፍ ፍቃደኛ ስለሆኑ ከወዲሁ ክልብ አመሰግናለሁ!!!

ክፍል አንድ: ግላዊ መረጃዎች

መመሪያ: እባክዎ ከዚህ በታች ለተዘረዘሩት ግላዊ መረጃን የተመለከቱ ጥያቄዎች ምላሽዎን በተሰጠው ክፍት ቦታ ላይ ይፃፉ።

1. የታ: (1 = ወንድ እና 2 = ሴት) _____
2. የትምህርት ደረጃ: (1 = 9ኛ ክፍል እና 2 = 10ኛ ክፍል) _____
3. እድሜ: _____
4. የትምህርት ቤቱ አይነት: (1 = የህዝብ ት/ቤት እና 2 = የግል ት/ቤት): _____

ክፍል ሁለት: የቤተሰብ መስተጋብር፣ የአስተማሪ - ተማሪ ግንኙነትን፣ የትምህርት ተግባራት ጠቀሜታዎችን ፣ የትምህርት ተግባራት ተሳትፎን እና የተማሪውን አወንታዊ እድገት የሚለኩ መጠይቆች።

መጠይቅ አንድ: የቤተሰብ መስተጋብር

መመሪያ አንድ: የሚከተሉት ጥያቄዎች የቤተሰብ መስተጋብር በተመለከተ የቀረቡ ናቸው። እባክዎ እነዚህን ጥያቄዎች በአግባቡ አንብበው ምላሽዎ “ሁልጊዜ እውነት ነው” ከሆነ “4”ን፣ “ብዙ ጊዜ እውነት ነው” ከሆነ “3”ን፣ “አንዳንድ ጊዜ እውነት ነው” ከሆነ “2”ን፣ “ፈፅሞ እውነት አይደለም” ከሆነ “1”ን ያክቡ።

ተ.ቁ.	የቤተሰብ አሰራርን የተመለከቱ ጥያቄዎች	አማራጮች			
ሀ. ቤተሰባዊ መዋቅር					
1.	እናቴም አባቴም በአንዳንድ የቤተሰብ ሕይወት ጉዳዮች ላይ ወሳኝ ናቸው።	1	2	3	4
2.	ወላጆቼ አስደሳች ትዳር አላቸው (ነበራቸው)።	1	2	3	4
3.	የቤት ውስጥ ሥራዎችን እንተጋግለን።	1	2	3	4
4.	እናቴ/አሳዳጊዬ ለእኔ ታስብልኛለች እኔነቴንም እንዳለ ትቀበለዋለች።	1	2	3	4
5.	አባቴ/አሳዳጊዬ ለእኔ ያስባልኛል እኔነቴንም እንዳለ ይቀበለዋል።	1	2	3	4
ለ. ቤተሰባዊ ስሜት					
6.	በቤተሰባችን ውስጥ አንዳችን ለሌላችን እንተሳሰባለን።	1	2	3	4
7.	ሃዘን ሲሰማኝ ቤተሰቦቼ ይረዱኛል።	1	2	3	4
8.	ወስጣዊ ስሜቴን ለቤተሰቤ አባላት በነፃነት አጋራለሁ።	1	2	3	4
9.	በቤተሰባችን ውስጥ እርስ በርሳችን “እናመሰግናለን” እንባላለን።	1	2	3	4
10.	ቤታችን ውስጥ ዘና ያለ መንፈስ አለን።	1	2	3	4
ሐ. ቤተሰባዊ ተግባራት					
11.	የቤተሰባችን አባላት ከልባቸው ምን እንዳሰቡ እንዲናገሩት ይበረታታሉ።	1	2	3	4
12.	በቤተሰባችን ውስጥ ሐሳባችንን ለመግለጽ ነፃነት ቢኖረንም አንዳችን የሌላውን ስሜት ግምት ውስጥ እናስገባለን።	1	2	3	4
13.	በቤተሰባችን ውስጥ አንዳችን የሌላችን ጥረት እናበረታታለን።	1	2	3	4

14.	የቤተሰባችን አባላት በቤተሰብ ውስጥ የሚፈጠሩ ችግሮችን በመፍታት ረገድ አብረው እንዲሠሩ ይበረታታሉ።	1	2	3	4
15.	በቤተሰብ መካከል የሚፈጠርን አለመግባባት ነቅሶ በማውጣት ቤተሰባችን ጥሩ ነው።	1	2	3	4
16.	ሁላችንንም የሚመለከተንን ጉዳይ አብረን እንድንወስን ወላጆቻችን ያሳትፉናል።	1	2	3	4
መ. የባሕርይ ቁጥጥር					
17.	በቤተሰባችን ውስጥ ያለው ቅጣት ፍትህዊ ነው።	1	2	3	4
18.	በቤተሰባችን ውስጥ ለማንኛውም ነገር መፍትሄ አለው።	1	2	3	4
19.	በቤተሰባችን ውስጥ ስለ ራሳችን እንድንናገር እንበረታታለን።	1	2	3	4
ሠ. እሴትን ማስተላለፍ					
20.	ወላጆቼ/ አሳዳጊዎቼ ሰዎችን በትህትና እና በክብር ያስተናግዳሉ።	1	2	3	4
21.	ሐቀኝነት በቤተሰባችን ውስጥ ትልቅ ቦታ ይሰጠዋል።	1	2	3	4
22.	ወላጆቼ/ አሳዳጊዎቼ የራሴን ልብስና የፀጉር አሠራር/ አበጣጠር እንድመርጥ ይፈቅዱልኛል።	1	2	3	4
23.	ወላጆቼ/ አሳዳጊዎቼ ለሕይወት ተገቢ የሆነ አመለካከት አላቸው።	1	2	3	4
24.	ወላጆቼ/ አሳዳጊዎቼ ምንም ላድርግ ምንም ሙከራዬን እንድቀጥል ይፈልጋሉ።	1	2	3	4
25.	ወላጆቼ/ አሳዳጊዎቼ አመለካከታቸው ከእኔ የተለየ ቢሆንም እንኳ ስለ ያታዊ ጉዳዮች፣ ስለ ፖለቲካ፣ ወዘተ ያለኝን አመለካከት እንድናገር ያበረታቱኛል።	1	2	3	4
26.	ወላጆቼ/ አሳዳጊዎቼ ሃይማኖትን በሕይወቴ ውስጥ ትልቅ ቦታ ሰጥቼ እንድመለከት ያበረታቱኛል።	1	2	3	4
ረ. ውጫዊ ስርዓት					
27.	ወላጆቼ/ አሳዳጊዎቼ በተክለ ሰውነቴ ጠንካራ እንድሆን ያበረታቱኛል።	1	2	3	4
28.	የቤተሰብ አባላት በሥነ ጥበብ ወይም በሥነ ጽሑፍ ሥራዎች ይደሰታሉ።	1	2	3	4
29.	ወላጆቼ/ አሳዳጊዎቼ ከሁሉ የተሻለ ብቃት እንዳገኝ ይፈልጋሉ።	1	2	3	4
30.	ወላጆቼ/ አሳዳጊዎቼ ወደፊት ሊኖረኝ ስለሚችል ስራና የስራ ህይወቴ ይጓጓሉ።	1	2	3	4
31.	ወላጆቼ/አሳዳጊዎቼ ገንዘብ እንድቆጥብ ይፈልጋሉ።	1	2	3	4
32.	የቤተሰብ አባላት በክብሮችና ማህበራት ውስጥ ተሳታፊ ናቸው።	1	2	3	4

መጠይቅ ሁለት፡ የትምህርታዊ ተግባራት ጠቀሜታዎች

መመሪያ ሁለት፡ የሚከተሉት ጥያቄዎች የትምህርታዊ ተግባራት ጥቅሞችን በተመለከተ የቀረቡ ናቸው። እባክዎ እነዚህ ጥያቄዎችን በአግባቡ አንብበው ምላሽዎ “ፈጽሞ እውነት አይደለም” ከሆነ “1”ን፣ “እውነት አይደለም” ከሆነ “2”ን፣ “ለመወሰን ያዳግተኛል” ከሆነ “3”ን፣ “እውነት ነው” ከሆነ “4”ን፣ “ለእኔ በጣም እውነት ነው” ከሆነ “5”ን ያክቡ።

ተ.ቁ.	ስለ ትምህርታዊ ተግባራት ጥቅሞች የተመለከተ ጥያቄዎች	የምላሽ አማራጮች				
1.	ከነዚህ ኮርሶች ያገኘሁትን እውቀት በወደፊት ህይወቴ ላይ ልጠቀምበት እንደምችል አስባለሁ።	1	2	3	4	5

2.	ለኔ በዚህ ክፍል ውስጥ ትምህርት ነክ ጉዳዮችን መማር ጠቃሚ ነው።	1	2	3	4	5
3.	ከነዚህ ኮርሶች ላይ በሚገኙ ይዘቶች ደስተኛ ነኝ።	1	2	3	4	5
4.	በዚህ ክፍል ውስጥ የሚገኙት ትምህርት ነክ ጉዳዮች ጠቃሚ እንደሆኑ አስባለሁ።	1	2	3	4	5
5.	የእነዚህ ኮርሶች ርዕሰ ጉዳዮች ያስደስቱኛል።	1	2	3	4	5
6.	የእነዚህን ኮርሶች ርዕሰ ጉዳይ መረዳት በጣም አስፈላጊ ነው ።	1	2	3	4	5

መጠየቅ ሶስት፡ የትምህርታዊ ተግባራት ተሳትፎ

መመሪያ ሶስት፡ የሚከተሉት ጥያቄዎች የትምህርታዊ ተግባራት ተሳትፎን በተመለከተ የቀረቡ ናቸው። እባክዎ እነዚህን ጥያቄዎች በአግባቡ አንብበው ምላሽዎ “በጣም አልስማማም” ከሆነ “1”ን፣ “አልስማማም” ከሆነ “2”ን፣ “ለመወሰን ያዳግተኛል” ከሆነ “3”ን፣ “እስማማለሁ” ከሆነ “4”ን፣ “በጣም እስማማለሁ” ከሆነ “5”ን ያክቡ።

ተ.ቁ.	ትምህርታዊ ተግባራት ተሳትፎን የተመለከቱ ጥያቄዎች	የምላሽ አማራጮች				
ሀ. ግንዛቤያዊ ተሳትፎ፡- በክፍል ውስጥ ትምህርታዊ ተግባራትን ሳከናውን...						
1.	በርእሰ ጉዳዩ ላይ የተሻለ ግንዛቤ እንዲኖረኝ ሊረዳኝ ስለሚችል በትምህርቱ ርዕሰ ጉዳይ ላይ ቀደም ብዬ የማወቀውን ነገር አስባለሁ።	1	2	3	4	5
2.	ክለሳ በማደርግበት ጊዜ ስራውን በተቻለኝ መጠን ለመረዳት እጥራለሁ።	1	2	3	4	5
3.	በጣም ጠቃሚ የሆኑ ጉዳዮችን ለመለየት እሞክራለሁ።	1	2	3	4	5
4.	ከሁሉ የተሻለውን አማራጭ ለመምረጥ የተለያዩ መንገዶችን አስባለሁ።	1	2	3	4	5
ለ. ባህሪያዊ ተሳትፎ፡- በክፍል ውስጥ ትምህርታዊ ተግባራትን ሳከናውን...						
5.	እድገቴን ጠብቆ እንዲሄድ ከመምህራን የሚሰጡትን ትዕዛዛት እከተላለሁ።	1	2	3	4	5
6.	በመምህራን የሚጠየቁ ጥያቄዎችን እመልሳለሁ።	1	2	3	4	5
7.	መምህራን እንድሰራ የሚፈልጉትን ነገር በሙሉ እፈፅማለሁ።	1	2	3	4	5
8.	ተግባራትን ለማከናወን መምህራን መመሪያውን ሲገልፁ ትኩረቴን አስባለሁ።	1	2	3	4	5
9.	በማይገባኝ ጊዜ መምህራንን ጥያቄዎችን እጠይቃለሁ።	1	2	3	4	5
10.	ክለሳ በምናደርግበት ጊዜ እሳተፋለሁ።	1	2	3	4	5
11.	መምህሩ ገለጻ በሚያደርግበት ጊዜ በሚገባ አዳምጣለሁ።	1	2	3	4	5
ሐ. ስሜታዊ ተሳትፎ፡- በክፍል ውስጥ ትምህርታዊ ተግባራትን ሳከናውን...						
12.	አዳዲስ ነገሮችን የማወቅ ጉጉት አለኝ።	1	2	3	4	5
13.	አዳዲስ ርዕሰ ጉዳዮችን ማጥናት እፈልጋለሁ።	1	2	3	4	5
14.	አዲስ ርዕሰ ጉዳይ የመጀመር ፍላጎት አለኝ።	1	2	3	4	5
15.	የሚስቡና ማራኪ እንደሆኑ አስባለሁ።	1	2	3	4	5

መጠይቅ አራት፡ የመምህር እና የተማሪ ግንኙነት

መመሪያ አራት፡ የሚከተሉት ጥያቄዎች የመምህር እና የተማሪ ግንኙነትን በተመለከተ የቀረቡ ናቸው። እባክዎ እነዚህን ጥያቄዎችን በአግባቡ አንብበው ምላሽዎ “በፍፁም አይተገበርም” ከሆነ “1”ን፣ “ብዙም አይተገበርም” ከሆነ “2”ን፣ “አልፎ አልፎ ይተገብራል” ከሆነ “3”ን፣ “ብዙ ጊዜ ይተገበራል” ከሆነ “4”ን፣ “ፍፁም ይተገበራል” ከሆነ “5”ን ያክቡ።

ተ.ቁ.	የመምህር እና የተማሪ ግንኙነትን የተመለከቱ ጥያቄዎች	የምላሽ አማራጮች				
ሀ. የመምህር እና የተማሪ ትምህርታዊ ግንኙነት						
1.	መምህሮቹ ትክክለኛውን መልስ እንድመልስ ፍንጮችን ይሠጡኛል።	1	2	3	4	5
2.	መምህሮቹ በራሴ እንድተማመን ይረዱኛል።	1	2	3	4	5
3.	መምህሮቹ አንዳንድ ግቦችን ሳሳካ ኩራት እንዲሰማኝ ያደርጉኛል።	1	2	3	4	5
4.	መምህሮቹ በተቻለኝ መጠን የተሻልኩ እንድሆን ያበረታቱኛል።	1	2	3	4	5
5.	መምህሮቹ ከባድ የሆኑ ጥያቄዎችን መስራት እንደምችል እንዲሰማኝ ይጥራሉ።	1	2	3	4	5
6.	መምህሮቹ በተማሪዎች መካከል አዎንታዊ ግንኙነት እንዲኖር ያበረታታሉ።	1	2	3	4	5
7.	መምህሮቹ በእኔና በሽሎታዬ ይተማመናሉ።	1	2	3	4	5
8.	መምህሮቹ ያልገባኝን ነገር እንድጠይቅ ያበረታቱኛል።	1	2	3	4	5
9.	መምህሮቹ በክፍል ውስጥ ጥሩ ግንኙነት እንዲኖር ያበረታታሉ።	1	2	3	4	5
10.	መምህሮቹ የክፍል ጓደኞቻችን ለሚጠየቁቸው ጥያቄዎች መልስ እንድንመልስ ያደርጉናል።	1	2	3	4	5
11.	መምህሮቹ በክፍል ውስጥ ውጤታማ ተሳትፎ እንዳደርግ ይጠብቃሉ።	1	2	3	4	5
12.	መምህሮቹ ለጥያቄዎች መልስ ከመስጠታችን በፊት እንድናሰላስል ለተማሪዎች እድል ይሰጣሉ።	1	2	3	4	5
13.	መምህሮቹ ተማሪዎች ከአንድ በላይ የችግር መፍቻ መንገዶችን እንድናፈላልግ ያበረታቱናል።	1	2	3	4	5
14.	መምህሮቹ ትምህርቱን በምያስተምሩበት ጊዜ ከፍተኛ ያለ ትጋት ያሳያሉ።	1	2	3	4	5
15.	መምህሮቹ ከሌሎች ጋር የመተባበር ችሎታዬን የሚያሳድጉ የማስተማሪያ ዘዴዎችን ይጠቀማሉ።	1	2	3	4	5
ለ. የመምህር እና የተማሪ ማህበራዊ ግንኙነት						
16.	መምህሮቹ በክፍል ጊዜው መጀመሪያ ላይ ስለ ትምህርት ደስታ እንዲሰማኝ ያነቃቁኛል።	1	2	3	4	5
17.	መምህሮቹ ትኩረቴን እንዲስቡ የሚያደርጉ የተለያዩ የማስተማሪያ ዘዴዎችን ይጠቀማሉ።	1	2	3	4	5
18.	መምህሮቹ ከኔ ፍላጎት ጋር ተስማሚነት ያለው የማስተማሪያ ዘዴዎችን ይጠቀማሉ።	1	2	3	4	5
19.	መምህሮቹ ለሚያስተምሩት ትምህርት ተግባራዊ የሚሆን አንድምታ	1	2	3	4	5

	ይስጡታል።					
20.	መምህሮቹ በችሎታዬና በተሰጠዬ ላይ ያለኝን እምነት ያጠናክሩልኛል።	1	2	3	4	5
21.	መምህሮቹ ከምንማረው ርዕሰ ጉዳዩ ጋር አያይዘው ትኩረት የሚስቡ ጥያቄዎችን ይጠይቁኛል።	1	2	3	4	5
22.	መምህሮቹ ትምህርታዊ ርዕሰ ጉዳዮችን እለት በእለት ከሚያስፈልጉን ነገሮች ጋር ያያይዙታል።	1	2	3	4	5
23.	መምህሮቹ በርዕሰ ጉዳዩ ላይ ጥያቄዎችን እንድጠይቅ ያበረታቱኛል።	1	2	3	4	5
24.	መምህሮቹ የምናገረውን ያደምጡኛል።	1	2	3	4	5
25.	መምህሮቹ የትምህርት ውጤቱ ያሳስባቸዋል።	1	2	3	4	5

መጠይቅ አምስት፡ አወንታዊ እድገት

ሀ. በራስ መተማመን፡- መመሪያ፡ የሚከተሉት ጥያቄዎች በራስ መተማመን በተመለከተ የቀረቡ ናቸው። እባክዎ እነዚህን ጥያቄዎች በአግባቡ አንብበው በምን ያህል እንደሚስማሙ በማክበብ ይመልሱ። “በጣም አልስማማም” ከሆነ “1”ን፤ “አልስማማም” ከሆነ “2”ን፤ “መወሰን ያዳግተኛል” ከሆነ “3”ን፤ “እስማማለሁ” ከሆነ “4”ን፤ “በጣም እስማማለሁ” ከሆነ “5”ን ያክቡ።

ተ.ቁ.	በራስ መተማመን የተመለከቱ ጥያቄዎች	የምላሽ አማራጮች				
1.	በአጠቃላይ እኔ እራሴን በመሆኔ ደስተኛ ነኝ።	1	2	3	4	5
2.	ትልቅ ሰው ስሆን ጥሩ ሕይወት እንደሚኖረኝ እርግጠኛ ነኝ።	1	2	3	4	5
3.	አሁን ያለሁበትን እኔነቴን እውደዋልሁ።	1	2	3	4	5
4.	ቆንጆ ወይም ማራኪ ነኝ።	1	2	3	4	5
5.	አብዛኛውን ጊዜ በራሴ ደስተኛ ነኝ።	1	2	3	4	5
6.	እራሴን በመሆኔ በጣም ደስተኛ ነኝ።	1	2	3	4	5

ለ. ብቃት፡- መመሪያ፡ የሚከተሉት ጥያቄዎች ስለ ብቃት በተመለከተ የቀረቡ ናቸው። እባክዎ እነዚህን ጥያቄዎች በአግባቡ አንብበው ምላሽዎ “በጣም አልስማማም” ከሆነ “1”ን፤ “አልስማማም” ከሆነ “2”ን፤ “መወሰን ያዳግተኛል” ከሆነ “3”ን፤ “እስማማለሁ” ከሆነ “4”ን፤ እንዲሁም “በጣም እስማማለሁ” ከሆነ “5”ን ያክቡ።

ተ.ቁ.	ብቃትን የተመለከቱ ጥያቄዎች	የምላሽ አማራጮች				
1.	እንደ ሌሎች የእድሜ እኩዮቼ ጎበዝ ነኝ።	1	2	3	4	5
2.	ከዚህ በፊት ሞክረው የማላቀውን ማንኛውንም አዲስ ክቤት ወጭ ያለ እንቅስቃሴ ማድረግ እችላለሁ።	1	2	3	4	5
3.	ብዙ ንደኞች አሉኝ።	1	2	3	4	5
4.	በትምህርት ቤት የክፍል ስራዬን በጥሩ ሁኔታ እሰራለሁ።	1	2	3	4	5
5.	እንደ እድሜ እኩዮቼ ታዋቂ ነኝ።	1	2	3	4	5
6.	በአካል ብቃት እንቅስቃሴ ከዕድሜ እኩዮቼ የተሻልኩ ነኝ።	1	2	3	4	5

ሐ. ግንኙነት፡- መመሪያ፡ የሚከተሉት ጥያቄዎች ተግባራትን በተመለከተ የቀረቡ ናቸው። እባክዎ እነዚህን ጥያቄዎች በአግባቡ አንብበው ምላሽዎ “በጣም አልስማማም” ከሆነ “1”ን፤ “አልስማማም” ከሆነ “2”ን፤ “መወሰን ያዳግተኛል” ከሆነ “3”ን፤ “እስማማለሁ” ከሆነ “4”ን፤ እንዲሁም “በጣም እስማማለሁ” ከሆነ “5”ን ያክቡ። ተራ ቁጥር 7 እና 8 ላይ ያሉትን ጥያቄዎችን በአግባቡ አንብበው ምላሽዎ “ፈፅሞ በጭራሽ” ከሆነ “1”ን፤ “በጭራሽ” ከሆነ “2”ን፤ “እርግጠኛ አይደለሁም” ከሆነ “3”ን፤ “ብዙ ጊዜ” ከሆነ “4”ን፤ እንዲሁም “ሁሉም እውነት ነው” ከሆነ “5”ን ያክቡ።

ተ.ቁ.	ግንኙነትን የተመለከቱ ጥያቄዎች	የምላሽ አማራጮች				
1.	የትምህርት ቤት መምሮች ከሁሉ የተሻልኩ እንድሆን ይገፋፋኛል።	1	2	3	4	5
2.	በአካባቢዬ ያሉ ትልልቅ ሰዎች የምናገረውን ያዳምጣሉ።	1	2	3	4	5
3.	ከወላጆቼ ጋር ብዙ ጥሩ ንግግር አደርጋለሁ።	1	2	3	4	5
4.	በቤተሰቤ ውስጥ ጠቃሚና አስፈላጊ እንደሆንኩ ይሰማኛል።	1	2	3	4	5
5.	በትምህርት ቤት ውስጥ ብዙ ማበረታቻዎችን አገኛለሁ።	1	2	3	4	5
6.	በከተማዬ ያሉ ትልልቅ ሰዎች ጠቃሚ እንደሆነኩ እንዲሰማኝ ያደርጉኛል።	1	2	3	4	5
7.	ጓደኞቼ ጥሩ ጓደኞች እንደሆኑ ይሰማኛል።	1	2	3	4	5
8.	ጓደኞቼ ያስቡልኛል።	1	2	3	4	5

መ. አሳቢነት፡- መመሪያ፡ የሚከተሉት ጥያቄዎች ስለ አሳቢነት በተመለከተ የቀረቡ ናቸው። እባክዎ እነዚህን ጥያቄዎች በአግባቡ አንብበው ምላሽዎ “በፍፁም አይመስለኝም” ከሆነ “1”ን፤ “አይመስለኝም” ከሆነ “2”ን፤ “በመጠኑ ይመስለኛል” ከሆነ “3”ን፤ “አብዛኛውን ጊዜ ይመስለኛል” ከሆነ “4”ን፤ “ፍፁም ይመስለኛል” ከሆነ “5”ን ያክቡ።

ተ.ቁ.	አሳቢነትን የተመለከተ ጥያቄዎች	የምላሽ አማራጮች				
1.	እኔ ያለኝን ሌሎች ሳይኖራቸው ሲቀር አዝናለሁ።	1	2	3	4	5
2.	አንድ ሰው ተመርጦ/ተመርጣ ሲጠቃ/ስትጠቃ ስመለከት ሃዘን ይሰማኛል።	1	2	3	4	5
3.	አንድ ሰው ጥቅሙን/ጥቅሟን ሲነፍጉት/ሲነፍጓት ስመለከት ልረዳው/ልረዳት እፈልጋለሁ።	1	2	3	4	5
4.	በማንኛውም ሰው ላይ መጥፎ ነገር ሲያጋጥም ያስጨንቀኛል።	1	2	3	4	5
5.	ጓደኛ የሌለውን/የለላትን ሰው ስመለከት አዝናለሁ።	1	2	3	4	5
6.	አንድ ሰው ሲጎዳ/ስትጎዳ ወይም ሲበሳጭ/ስትበሳጭ ስመለከት በጣም አዝናለሁ/አዝናለሁ።	1	2	3	4	5

ሠ. ባህሪ፡- መመሪያ፡ የሚከተሉት ጥያቄዎች ስለ ባህሪ በተመለከተ የቀረቡ ናቸው። እባክዎ እነዚህን ጥያቄዎች በአግባቡ አንብበው ምላሽዎ “በጣም አልስማማም” ከሆነ “1”ን፤

“አልስማማም” ከሆነ “2”ን፣ “መወሰን ያዳግተኛል” ከሆነ “3”ን፣ “እስማማለሁ” ከሆነ “4”ን፣ እንዲሁም እና “በጣም እስማማለሁ” ከሆነ “5”ን ያክቡ። ከተራ ቁጥር 5 እስከ 8 ያሉትን ጥያቄዎችን በአግባቡ አንብበው ምላሽዎ “አስፈላጊ አይደለም” ከሆነ “1”ን፣ “በትንሹ አስፈላጊ ነው” ከሆነ “2”ን፣ “በመጠኑ አስፈላጊ ነው” ከሆነ “3”ን፣ “አስፈላጊ ነው” ከሆነ “4”ን፣ እንዲሁም “በጣም አስፈላጊ ነው” ከሆነ “5”ን ያክቡ።

ተ.ቁ.	ባህሪን የተመለከቱ ጥያቄዎች	ምላሽ አማራጮች				
1.	ስለ ሌሎች ብሔር ሰዎች ብዙ አውቃለሁ።	1	2	3	4	5
2.	ከኔ የተለየ ብሔር ከሆኑ ሰዎች ጋር መሆን ያስደስተኛል።	1	2	3	4	5
3.	ማድረግ የሌለብኝን ነገሮች ፈጽሞ አድርጌ አላቅም።	1	2	3	4	5
4.	አብዛኛውን ጊዜ የምሆነው እኔ መሆን በሚጠበቅብኝ ልክ ነው።	1	2	3	4	5
5.	ዓለምን የተሻለች የመኖሪያ ቦታ ለማድረግ ማገዝ	1	2	3	4	5
6.	ሌሎች ሰዎች የተሻለ ህይወት እንዲሆንላቸው ጊዜና ገንዘብ መስጠት።	1	2	3	4	5
7.	ጓደኞቼ ቢያሾፉብኝም እንኳ ትክክል ነው ብዬ የማምንበትን ነገር ማድረግ።	1	2	3	4	5
8.	ስህተት ስሠራ ወይም ችግር ውስጥ ስገባ ለድርጊቴ ተጠያቂ መሆን።	1	2	3	4	5

በጥናቱ ላይ ስለተሳተፉ ክልብ አመሰግናለሁ!!!

Appendix C: Results for internal consistency, composite reliability, factor loadings, and AVE for measurement instruments

Measurements	α value	CR	Factor loading	AVE
A. Family Functioning in Adolescents Questionnaire (FFAQ – 28 Items)	.956			
1. Structure (5 Items)	.915	.915		.69
(1) FS 1			.77	
(2) FS 2			.74	
(3) FS 3			.77	
(4) FS 4			.93	
(5) FS 5			.91	
2. Affect (5 Items)	.929	.929		.72
(1) FA 1			.85	
(2) FA 2			.87	
(3) FA 3			.81	
(4) FA 4			.87	
(5) FA 5			.85	

3. <i>Communication (6 Items)</i>	.938	.937		.71
(1) FC 1			.83	
(2) FC 2			.85	
(3) FC 3			.83	
(4) FC 4			.86	
(5) FC 5			.85	
(6) FC 6			.85	
4. <i>Behavioral control (3 Items)</i>	.871	.872		.70
(1) FBC 1			.82	
(2) FBC 2			.86	
(3) FBC 3			.82	
5. <i>Value transmission (7 Items)</i>	.915	.915		.61
(1) FVT 1			.79	
(2) FVT 2			.81	
(3) FVT 3			.77	
(4) FVT 4			.77	
(5) FVT 5			.79	
(6) FVT 6			.74	
(7) FVT 7			.78	
6. <i>External system (6 Items)</i>	.907	.907		.62
(1) FES 1			.72	
(2) FES 2			.74	
(3) FES 3			.82	
(4) FES 4			.86	
(5) FES 5			.81	
(6) FES 6			.77	
B. Academic Task Engagement Scale (Comp-TA questionnaire – 15 Items)	.878			
1. <i>Cognitive (4 Items)</i>	.866	.868		.62
(1) ATE_COG 1			.74	
(2) ATE_COG 2			.84	
(3) ATE_COG 3			.83	
(4) ATE_COG 4			.74	
2. <i>Behavioral (7 Items)</i>	.823	.894		.54
(1) ATE_BEH 1			.75	
(2) ATE_BEH 2			.75	
(3) ATE_BEH 3			.81	
(4) ATE_BEH 4			.74	
(5) ATE_BEH 5			.62	
(6) ATE_BEH 6			.77	
(7) ATE_BEH 7			.73	
3. <i>Affective (4 Items)</i>	.791	.797		.53
(1) ATE_AFF 1			.67	
(2) ATE_AFF 2			.77	
(3) ATE_AFF 3			.74	

(4) ATE_AFF 4			.63	
C. Student – Teacher Relationship Measures (STRM – 25 Items)	.960			
1. <i>Student – Teacher Academic Relationship (STAR – 15 Items)</i>	.953	.954		.56
(1) STAR 1			.76	
(2) STAR 2			.78	
(3) STAR 3			.77	
(4) STAR 4			.80	
(5) STAR 5			.78	
(6) STAR 6			.78	
(7) STAR 7			.74	
(8) STAR 8			.74	
(9) STAR 9			.80	
(10) STAR 10			.72	
(11) STAR 11			.73	
(12) STAR 12			.78	
(13) STAR 13			.77	
(14) STAR 14			.73	
(15) STAR 15			.72	
2. <i>Student – Teacher Social Relationship (STSR – 10 Items)</i>	.897	.925		.55
(1) STSR 1			.71	
(2) STSR 2			.75	
(3) STSR 3			.73	
(4) STSR 4			.77	
(5) STSR 5			.77	
(6) STSR 6			.73	
(7) STSR 7			.70	
(8) STSR 8			.78	
(9) STSR 9			.79	
(10) STSR 10			.70	
D. Positive Youth Development Five Cs Scale – Short Form (PYD-5Cs SF-34)	.941			
1. <i>Confidence (6 Items)</i>	.853	.862		.52
(1) PD_Conf. 1			.72	
(2) PD_Conf. 2			.58	
(3) PD_Conf. 3			.78	
(4) PD_Conf. 4			.59	
(5) PD_Conf. 5			.78	
(6) PD_Conf. 6			.82	
2. <i>Competence (6 Items)</i>	.919	.920		.66
(1) PD_Comp. 1			.82	
(2) PD_Comp. 2			.78	
(3) PD_Comp. 3			.81	

(4) PD_Comp. 4			.85	
(5) PD_Comp. 5			.86	
(6) PD_Comp. 6			.74	
3. <i>Connection (8 Items)</i>	.903	.902		.54
(1) PD_Conn. 1			.72	
(2) PD_Conn. 2			.75	
(3) PD_Conn. 3			.76	
(4) PD_Conn. 4			.77	
(5) PD_Conn. 5			.76	
(6) PD_Conn. 6			.73	
(7) PD_Conn. 7			.73	
(8) PD_Conn. 8			.63	
4. <i>Caring (6 Items)</i>	.839	.863		.51
(1) PD_Ca. 1			.70	
(2) PD_Ca. 2			.71	
(3) PD_Ca. 3			.70	
(4) PD_Ca. 4			.74	
(5) PD_Ca. 5			.75	
(6) PD_Ca. 6			.70	
5. <i>Character (8 Items)</i>	.895	.895		.52
(1) PD_Conn. 1			.57	
(2) PD_Conn. 2			.69	
(3) PD_Conn. 3			.69	
(4) PD_Conn. 4			.80	
(5) PD_Conn. 5			.77	
(6) PD_Conn. 6			.70	
(7) PD_Conn. 7			.77	
(8) PD_Conn. 8			.74	
E. Motivated Strategies for Learning Questionnaire (MSLQ – 6 Items)	.818	.856		.51
(1) ATV 1			.57	
(2) ATV 2			.77	
(3) ATV 3			.70	
(4) ATV 4			.70	
(5) ATV 5			.83	
(6) ATV 6			.65	

Appendix D: Inter construct bivariate correlation results for family functioning, academic task engagement, student – teacher relationship, and positive development

Inter construct correlation result for family functioning

	Comp_FS	Comp_FA	Comp_FC	Comp_FBC	Comp_FVT	Comp_FES
Comp_FS	1					
Comp_FA	.553**	1				
Comp_FC	.566**	.671**	1			
Comp_FBC	.436**	.628**	.608**	1		
Comp_FVT	.450**	.439**	.463**	.386**	1	
Comp_FES	.442**	.403**	.465**	.324**	.503**	1

Inter construct correlation of academic task engagement

	Comp_CE	Comp_BE	Comp_AE
Comp_CE	1		
Comp_BE	.555**	1	
Comp_AE	.500**	.377**	1

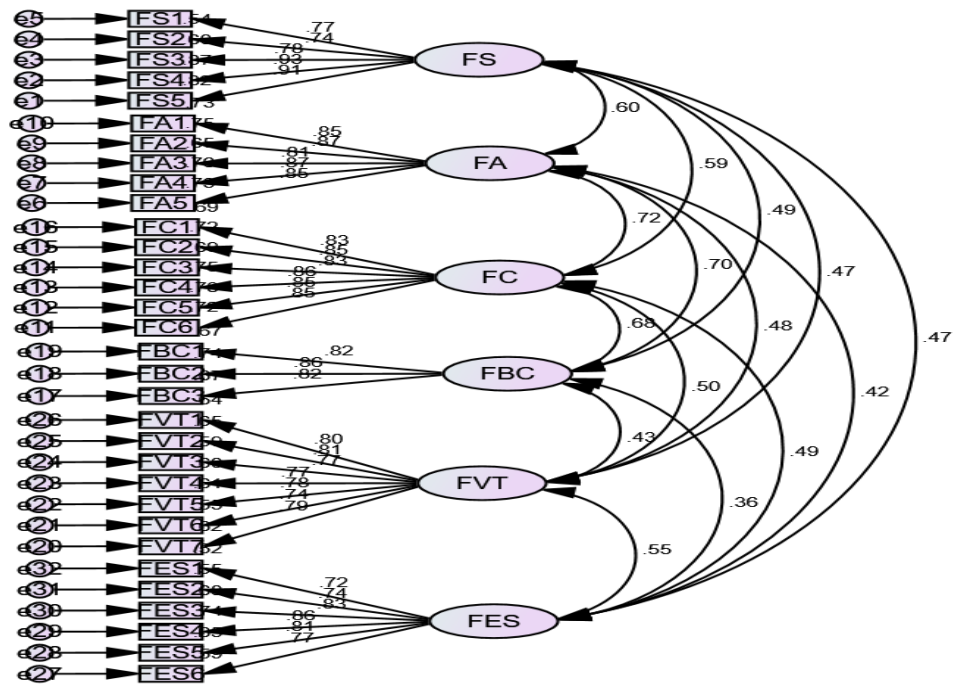
Inter construct correlation result of student – teacher relationship

	Comp_TSAR	Comp_TSSR
Comp_TSAR	1	
Comp_TSSR	.619**	1

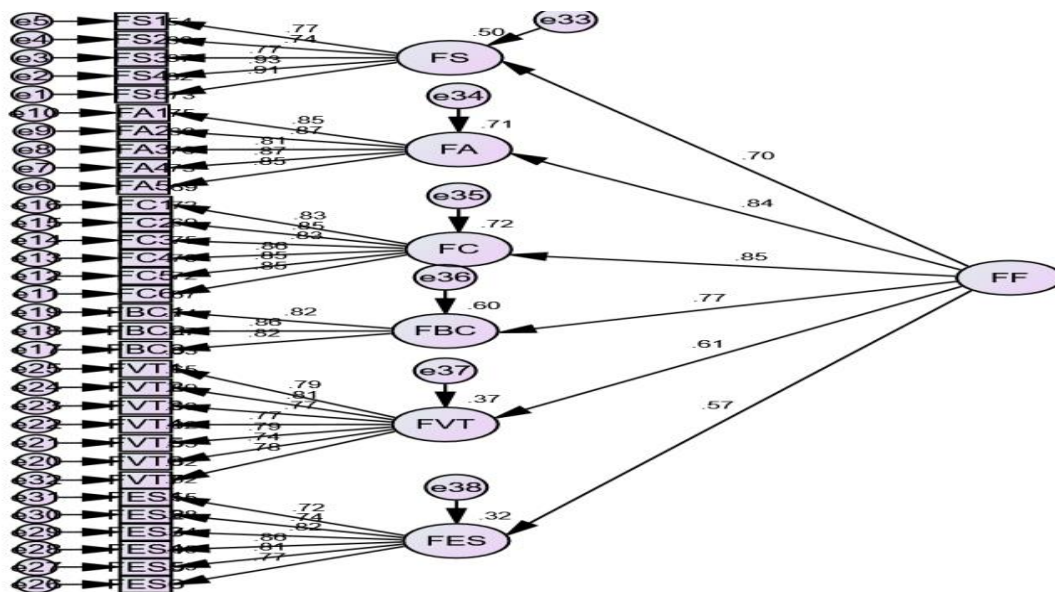
Inter construct correlation result of positive development

	Comp_CONF	Comp_COMP	Comp_CONN	Comp_CARE	Comp_CHARA
Comp_CONF	1				
Comp_COMP	.524**	1			
Comp_CONN	.425**	.518**	1		
Comp_CARE	.370**	.408**	.416**	1	
Comp_CHARA	.451**	.537**	.491**	.470**	1

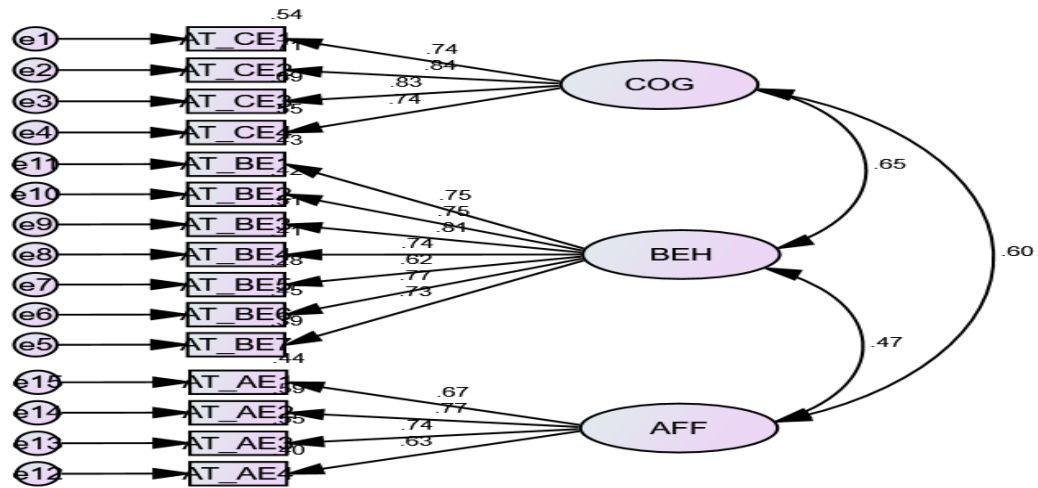
Appendix E: Results of conformatory factor analysis (CFA)



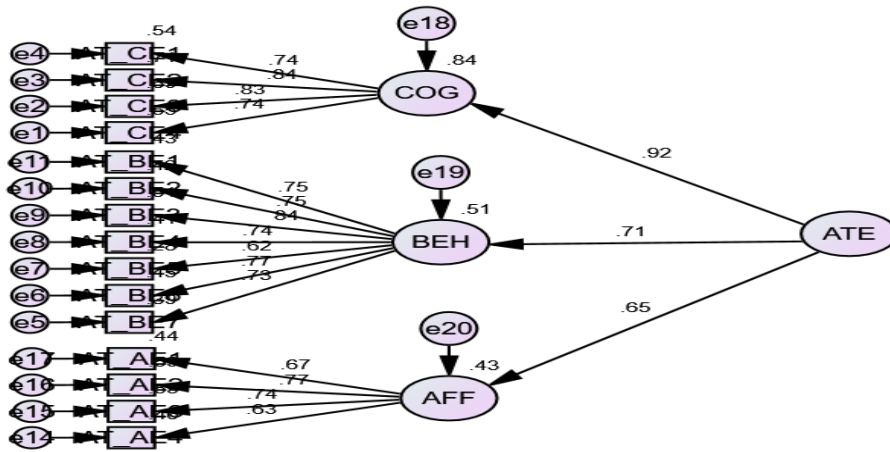
First-order CFA result for family functioning for adolescent questionnaire



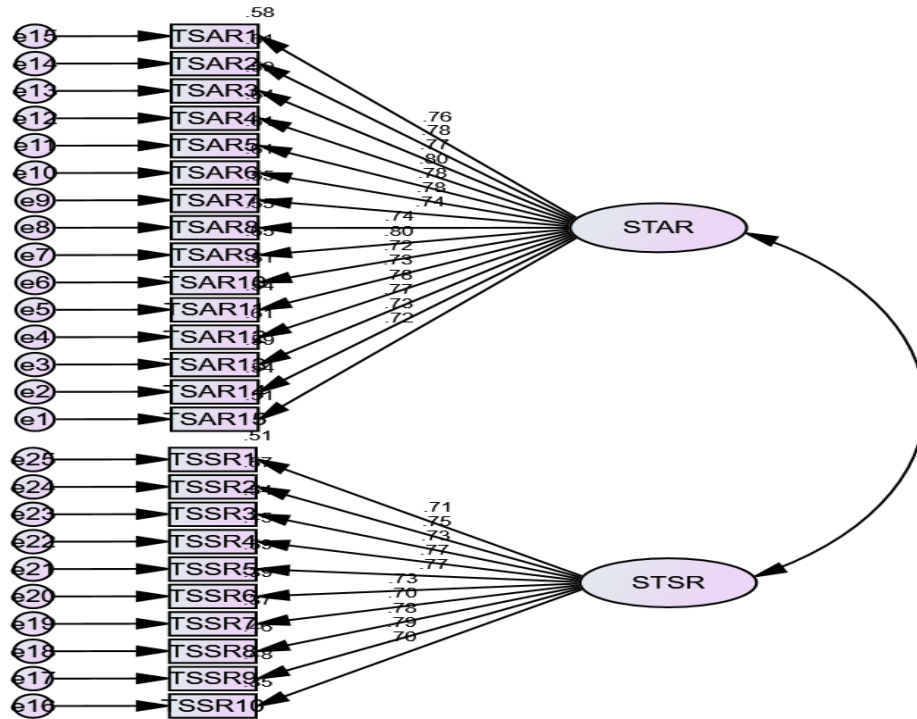
Second-order CFA result for family functioning for adolescent questionnaire



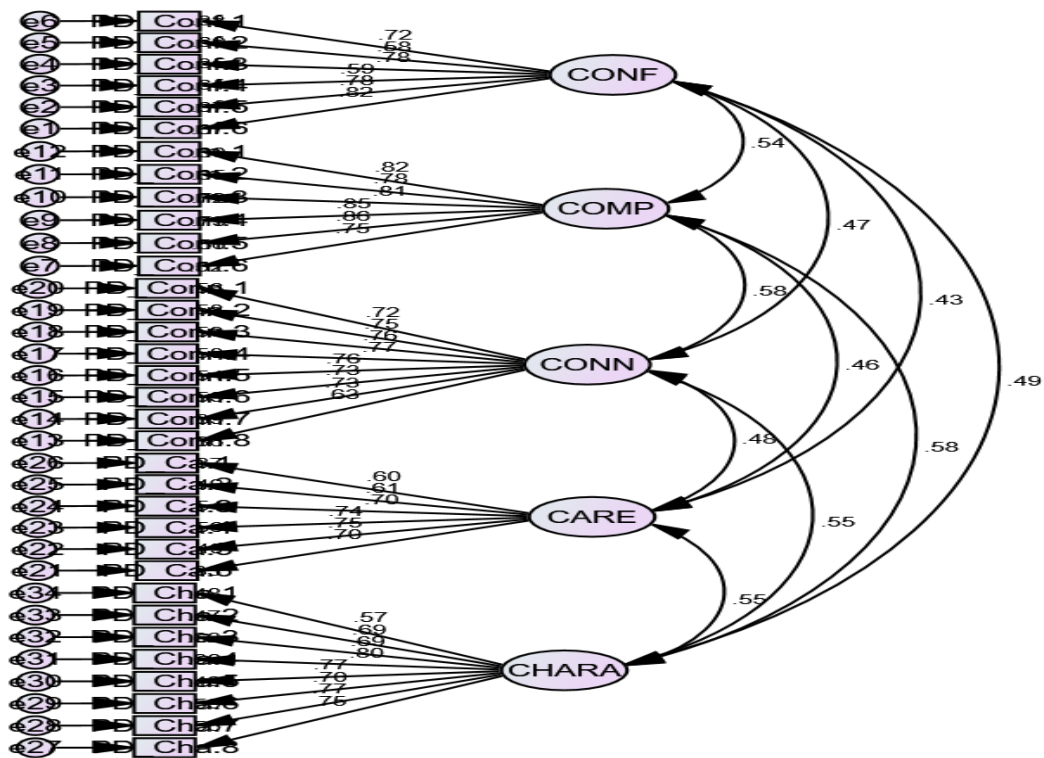
First-order CFA result for academic task engagement



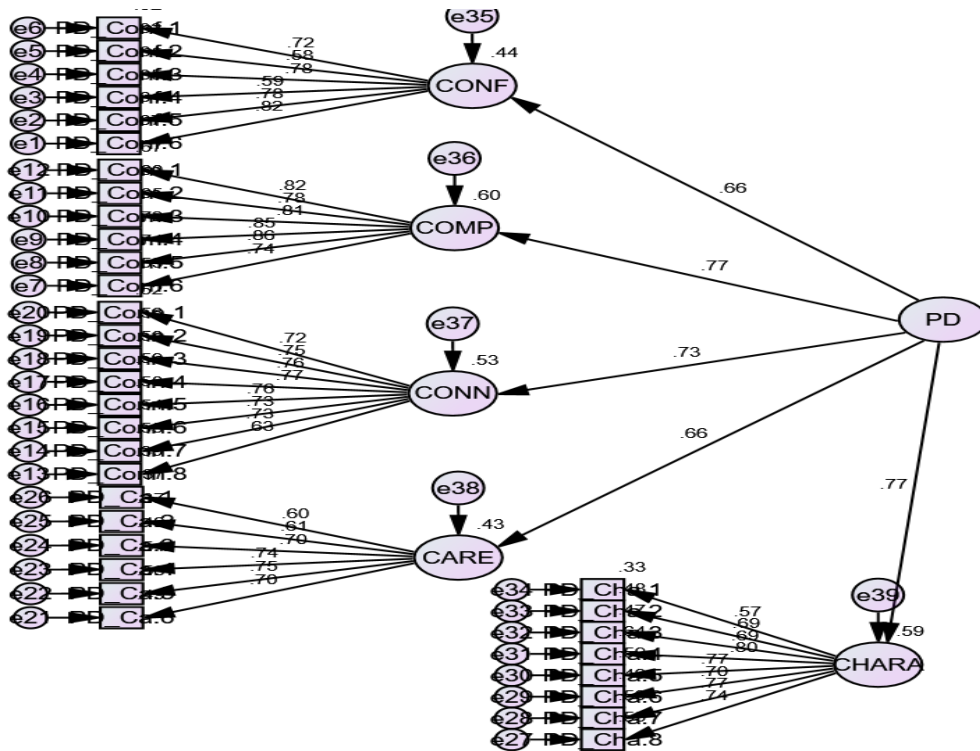
Second-order CFA result for academic task engagement

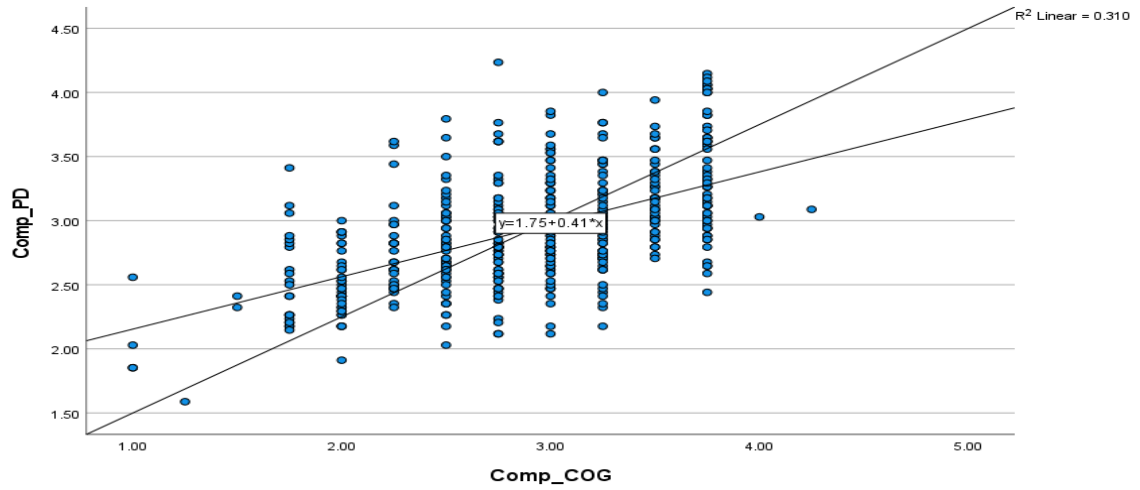


CFA result for student – teacher relationship questionnaire

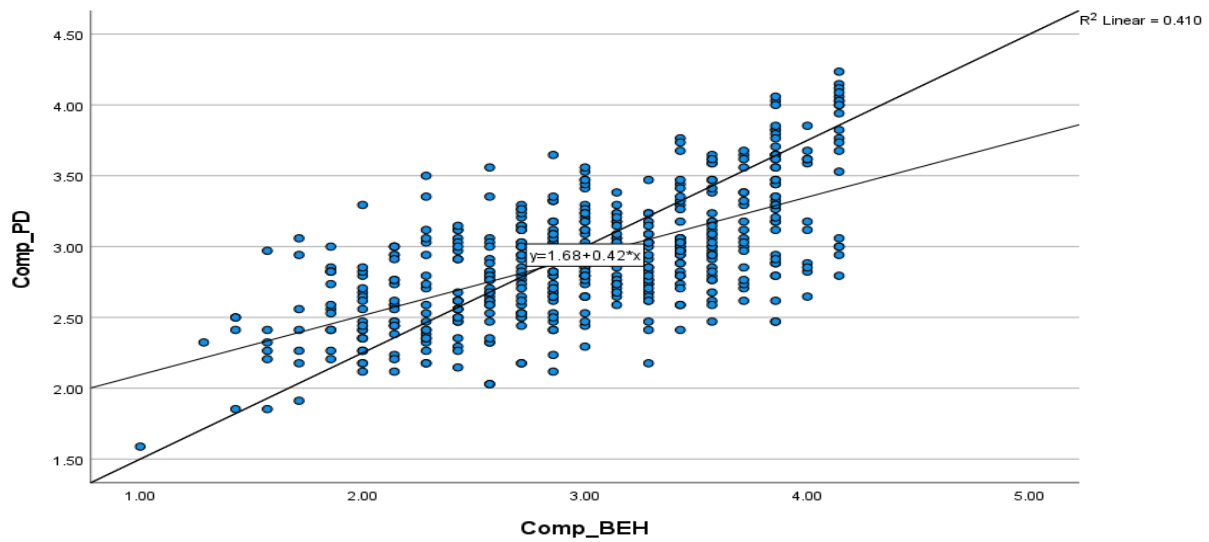


First-order CFA result for Five Cs positive development questionnaire

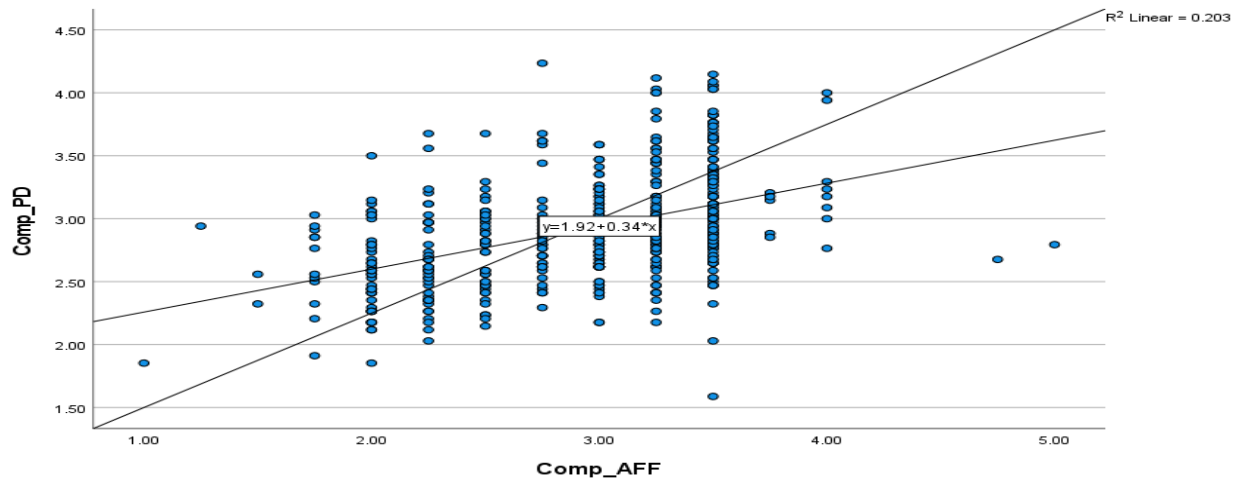




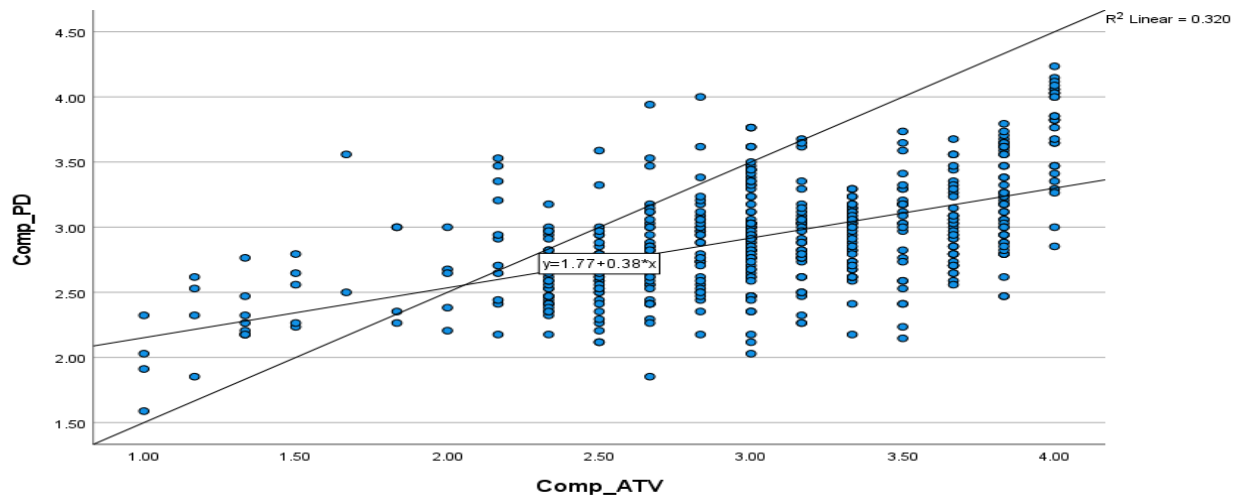
Linear relationship between cognitive engagement and positive development



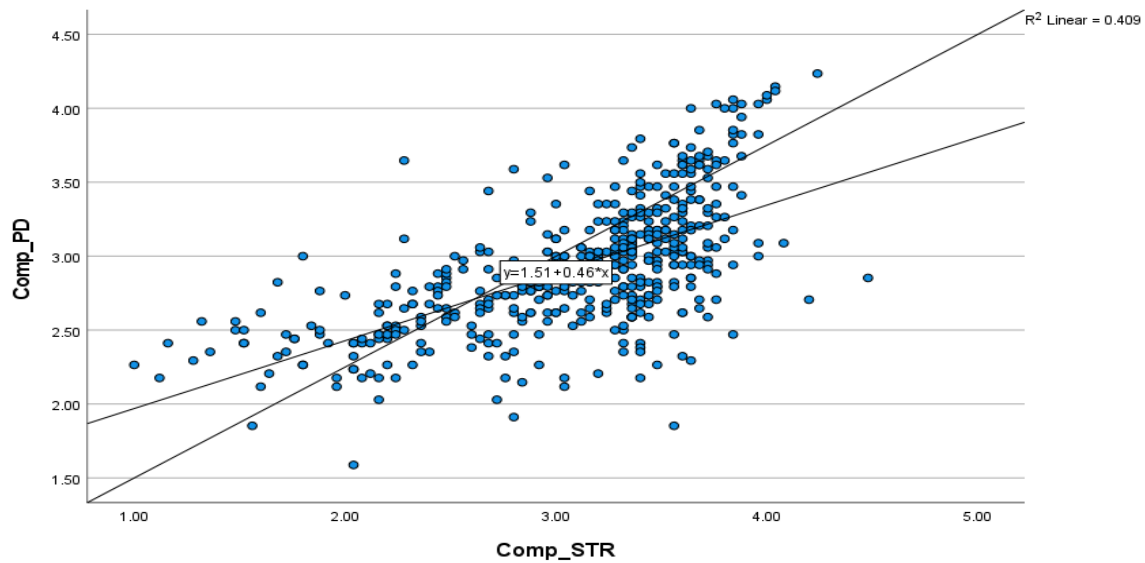
Linear relationship between behavioral engagement and positive development



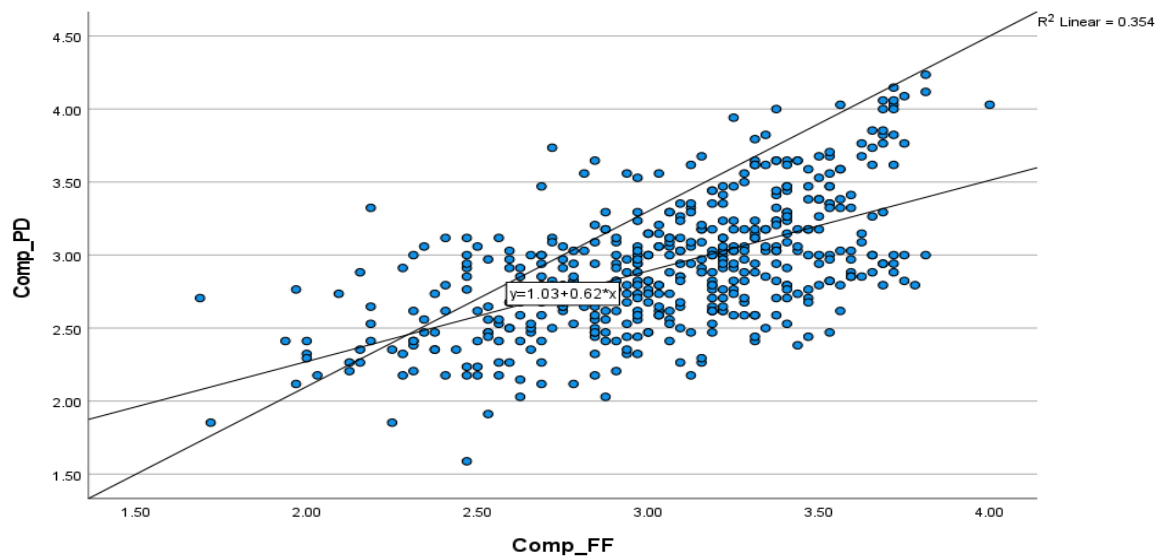
Linear relationship between affective engagement and positive development



Linear relationship between academic task value and positive development



Linear relationship between student – teacher relationship and positive development



Linear relationship between family functioning and positive development

Appendix G: Syntax for user defined estimands for the path analysis

```
'FF to PD via COG
Ind1=PathA*PathM
'FF to PD via BEH
Ind2=PathB*PathN
'FF to PD via AFF
Ind3=PathC*PathO
```

'ATV to PD via COG

$\text{Ind4} = \text{PathE} * \text{PathM}$

'ATV to PD via BEH

$\text{Ind5} = \text{PathF} * \text{PathN}$

'ATV to PD via AFF

$\text{Ind6} = \text{PathG} * \text{PathO}$

'STR to PD via COG

$\text{Ind7} = \text{PathI} * \text{PathM}$

'STR to PD via BEH

$\text{Ind8} = \text{PathJ} * \text{PathN}$

'STR to PD via AFF

$\text{Ind9} = \text{PathK} * \text{PathO}$

'Total Indirect effect of FF on PD

$\text{Tind1} = \text{PathA} * \text{PathM} + \text{PathB} * \text{PathN} + \text{PathC} * \text{PathO}$

'Total Indirect effect of ATV on PD

$\text{Tind2} = \text{PathE} * \text{PathM} + \text{PathF} * \text{PathN} + \text{PathG} * \text{PathO}$

'Total Indirect effect of STR on PD

$\text{Tind3} = \text{PathI} * \text{PathM} + \text{PathJ} * \text{PathN} + \text{PathK} * \text{PathO}$

'Total effect of FF on PD

$\text{Teff1} = \text{PathA} * \text{PathM} + \text{PathB} * \text{PathN} + \text{PathC} * \text{PathO} + \text{PathD}$

'Total effect of ATV on PD

$\text{Teff2} = \text{PathE} * \text{PathM} + \text{PathF} * \text{PathN} + \text{PathG} * \text{PathO} + \text{PathH}$

'Total effect of STR on PD

$\text{Teff3} = \text{PathI} * \text{PathM} + \text{PathJ} * \text{PathN} + \text{PathK} * \text{PathO} + \text{PathL}$