



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND LANGUAGE STUDIES
SCHOOL OF PSYCHOLOGY

The RELATIONSHIP BETWEEN YOUTH DEVELOPMENTAL ASSETS
AND MIDDLE SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN
ADDIS ABABA : THE CASE OF SELECTED SCHOOLS

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Thesis submitted to the School of Psychology in partial fulfilment of the requirements for MA degree in Developmental Psychology.

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DECLARATION

I, Gize Tamiru, hereby declare that this research thesis entitled “*The Relationship Between Youth Developmental Assets and Middle School Students' Academic Performance in Addis Ababa: The case of selected Schools*”, submitted to the School of Psychology, College of Education and Behavioral Studies, Addis Ababa University, in partial fulfillment of the requirements for the degree of Master of Arts in Developmental Psychology, is my original work and has not been presented for a degree in any other university or institution.

All sources of material used in conducting this study have been properly cited and acknowledged. I fully understand that any failure to comply with the university's policies on academic honesty including plagiarism, misrepresentation, or fabrication of data may lead to academic disciplinary measures or legal consequences.

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STATEMENT OF CERTIFICATION

This is to certify that the thesis prepared by Gize Tamiru entitled “*The Relationship Between Youth Developmental Assets and Middle School Students' Academic Performance in Addis Ababa: The case of Selected Schools*” has been submitted to the School of Psychology, College of Education and Behavioral Studies, Addis Ababa University, in partial fulfillment of the requirements for the degree of Master of Arts in Developmental Psychology, with my approval as the university advisor.

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APPROVAL SHEET

The RELATIONSHIP BETWEEN YOUTH DEVELOPMENTAL ASSETS
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ADDIS ABABA: THE CASE OF SELECTED SCHOOLS

A THESIS SUBMITTED TO THE SCHOOL OF PSYCHOLOGY, ADDIS ABABA
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ABBREVIATIONS AND ACRONYMS

AA	Addis Ababa
AP	Academic Performance
DA	Developmental Assets
EUEE	Ethiopian University Entrance Examination
ESDP	Education Sector Development Program
FMOH	Federal Ministry Of Health
FDRE	Federal Democratic Republic Ethiopia
MOE	Ministry of Ethiopia
NGO	Non-governmental Organizations
NEAEA	National Education Assessment and Examination Agency
PYD	Positive Youth Development
SEM	Socio Ecological Model
SPSS	Statistical Package for the Social Sciences
UNESCO	United Nations Educational Scientific and Cultural Organization
USAID	United States Agency for International Development
UN DESA	United Nation Department of Economic and Social affairs
WB	World Bank
WHO	World Health Organization

ABSTRACT

This study aims to examine the correlation between youth developmental assets and student's academic performance of grade 7 and 8 students in private and government schools in Addis Ababa, Ethiopia. And it employed a descriptive quantitative research design to examine the relation between youth developmental assets and academic performance among middle school students in Addis Ababa, Ethiopia. The research aimed to: (1) assess the current status of students' developmental assets, (2) determine their relation to academic achievement, (3) identify key assets influencing performance, and (4) examine variations by school type, gender, and socioeconomic status. Data was collected from 291 students (53.6% male, 46.4% female) across Grades 7-8 in both private (55.8%) and government (44.2%) schools. The study measured eight key developmental assets including commitment to learning, positive values, social competencies, positive identity, external support, empowerment, expectations/boundaries, and constructive time use. Results revealed statistically significant intercorrelations among assets. Students demonstrated strengths in prosocial values ($M=4.79$) and family support ($M=4.11$), but showed room for improvement in emotional expression ($M=3.46$) and perceived control ($M=3.71$). The assets collectively explained 91% of academic performance variance, with empowerment ($\beta=1.18$) and expectations/boundaries ($\beta=0.81$) emerging as the strongest predictors. Variations were observed by school type and location: private school students reported higher levels of commitment to learning and positive identity, while government school students showed greater strengths in family support and positive values. These findings underscore the importance of holistic youth development approaches in Ethiopian educational contexts and suggest the need for targeted interventions addressing emotional skills and community support systems while building on existing strengths in values education and family engagement.

Keywords: youth developmental assets, academic performance, Ethiopia, middle school students, empowerment.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The World Health Organization (WHO) defines youth as individuals aged 15 to 24, a period marked by significant physical, psychological, social, and emotional changes that shape their life trajectory (WHO, 2016a). According to a study done in 2025 the current global population consists of 15.4% of the youth aged 15-24, this percentage rounds to 1.2 billion individuals. From this population 90% of them live in developing countries, especially in Asia and Africa (United Nations, 2023; UN DESA, 2024). The youth in a population group highly determines the future growth of the population since it has huge potential. This implies that the group must be given a favorable environment to intervene the things that hinder the youth development in the main dimensions of development; cognitive, social, and physical dimensions (Fusco, 2022; Sadowski, 2020). External environment and social interactions attribute to youth development influencing their experiences and opportunities (UNESCO, 2015). The Positive Youth Development (PYD) framework presents us with an option to deficit-based approaches shifting the focus to strength and/or potential of the youth rather than their challenges and/or areas of improvement (Holt, 2016). PYD, works by encouraging the positive qualities in young individuals which brings up credible outcomes, such as academic success (Scales et al., 2006a). The core point of emphasis in PYD is developmental assets, referring the positive qualities, experiences, relationships, and environments that can promote growth and resilience of the youth (Benson et al., 2017). These assets have an evident relationship with positive outcomes, including academic performance (Scales et al., 2000, 2006b).

The Search Institute, introducing positive youth development presented two classifications; internal assets (such as commitment to learning, positive values, and social competencies) and external assets (including family support, school engagement, and positive peer influence) (Scales et al., 2016). Previous research done demonstrates, these assets serve as protective and encouraging factors, amplifying both academic achievement and well-being among youth (Wiium & Beck, 2018). The connection between developmental assets and academic success is

bolstered by studies done in various regions. For example, better academic results have been found among adolescents with higher levels of developmental assets in Ghana, Kenya, and South Africa (Adams et al., (2018). Flynn et al. (2021) reported likewise mentioning that youth in transitional living programs in Canada showed improved results in their education when assisted by strong developmental assets. In Ethiopia, Dessalegn (2022) investigated the role of youth developmental assets in universities and came up with a result showing significant correlation between these assets and academic success, highlighting their higher value in shaping student achievement.

Academic performance is a key benchmark of educational success, adjusting future opportunities for youth (UNESCO, 2015). Various studies underscore the influence of developmental assets on academic results. Beck and Wium (2019) stated that students with high levels of developmental assets demonstrated greater academic engagement and performance. Additionally, Desie (2019) emphasized in his Ethiopian study that positive youth development contributes to academic motivation and resilience, intensify overall educational outcomes. These findings advocate that promoting developmental assets can significantly progress student achievement. Despite Ethiopia's progress in expanding secondary education access, students in middle and preparatory schools continue to face considerable academic challenges. Recent national assessment data show that student achievement remains low, with only 38% of Grade 8 students reaching minimum proficiency in mathematics (MoE, 2021) and Grade 12 EUEE pass rates fluctuating between 3.2-5.4% in recent years (NEAEA, 2021-2023). These systemic weaknesses in underlying learning contribute to high withdraw rates and poor academic performance throughout secondary education (Ministry of Education, 2023). Understanding the factors contributing to these outcomes - particularly the relationship of developmental assets is a pivotal for developing effective interventions at the secondary school level. Developmental assets, containing personal competencies, social supports, and institutional resources, can play a vital role in reversing this trend.

There are different types of developmental assets determining academic success. Students' with strong motivation; achievement motivation, and a love for learning tend to perform better academically (Benson et al., 2017). Positive Identity, constituting high self-esteem and a sense

of purpose in life, are interdependent with higher academic engagement and success (Scales et al., 2016). The existence of different support systems, such as family support, encouragement and mentorship from the school, have been found to increase student motivation and achievement (Flynn et al., 2021). Social Competencies, such as interpersonal skills, decision-making abilities, and conflict resolution strategies, impact academic performance in a positive manner (Adams et al., 2018). Lastly, Constructive Use of Time; such as engagement in extracurricular activities and structured learning opportunities, adds up to higher academic achievement (Wiiium & Beck, 2019).

The relation of developmental assets on youth success has been also examined by Ethiopian researchers, Tefera and Desie (2015) in which they explored youth development in Ethiopia from a strength-based perspective, focusing on the role of community and institutional support in bringing up positive outcomes. In addition, Dessalegn (2022) pointed out the relationship between developmental assets and academic achievement in Ethiopian universities, giving the idea in how the ways of asset-building help increase student performance. These studies underline the need for policies and programs specifically aiming to strengthen developmental assets among Ethiopian youth.

This study intended to examine the relationship between youth developmental assets and students' academic performance in Addis Ababa. This is done through the exploration of socio-cultural, economic, and educational factors that related to academic success, the research attempted to give clearer understanding for educational institutions, policymakers, and other stakeholders. The study stresses the potential of developmental assets to foster academic excellence and holistic youth development in Ethiopia taking up a strength-based approach. In the end, the findings contributed to identifying effective interventions for improving educational outcomes and promoting a thriving youth population in Addis Ababa.

1.2 Statement of the Problem

In Ethiopia, academic performance and overall development of the youth is challenged by several factors:- socioeconomic and educational problems. National efforts to improve educational access and quality have been made though academic performance remained a critical concern. The percentage of students with the pass mark for the university entrance examination noticed to be alarmingly low in the past two years, not exceeding 3%. This shown percentage raises the existing concern on the issue looking for the factors influencing student achievement beyond traditional academic inputs, such as cognitive abilities and educational resources. One of the key but often overlooked positive influences on student success is the role of youth developmental assets; the external and internal strengths that put up to academic resilience and achievement (Dessalegn, 2022; Adams et al., 2018).

The Developmental Assets Model renders a strength-based framework for understanding the factors that can boost youth success. Research implies that developmental assets, including access to supportive relationships, empowerment opportunities, constructive use of time, and commitment to learning, significantly influence educational outcomes (Popović-Ćitić & Bukvić, 2018; Flynn, Tessier, & Coulombe, 2013). Nevertheless, limited amount of research exists investigating how these assets specifically relate Ethiopian students' academic performance. To design effective intervention methods to promote academic success it requires us to have a deeper look into the factors affecting developmental assets.

Low academic performance majorly relates to poor access to developmental assets, particular resources, support systems, and positive educational environments. Insufficient mentorship and guidance, economic instability, and inadequate learning materials are some of the difficulties faced by many Ethiopian students. Lower academic achievement and overall well-being appeared to show a correlation with lack of developmental assets in a research from Canada and Africa (Flynn et al., 2019; Beck & Wiium, 2019). The increasing disengagement of Ethiopian students further exacerbating the academic performance crisis might have the absence of strong developmental assets as a cause.

The declining interest in education among students is another pressing concern. As it is shown in studies when young people miss strong developmental assets, such as a sense of purpose, motivation, and supportive learning environments, it becomes to hinder their engagement level from academic pursuits (Desie, 2019; Tefera & Desie 2025). In Ethiopia, the decrement of enthusiasm for education is evident in students' low exam performance and their growing conceptualization in that academic success does not guarantee economic stability. Unless this gap is addressed, these motivational challenges, attempts to improve educational outcomes may remain unproductive.

A deficit-based model is noticed to be followed in the traditional educational approaches in Ethiopia, focusing on academic shortcomings ignoring students' inherent abilities and resources (Molla & Tiruneh, 2023). The Positive Youth Development (PYD) framework works in a different manner giving emphasis to the importance of nurturing youth strengths and fostering a supportive academic environment (Dessalegn, 2022). Working to advance developmental assets leads to increased performance of students as it is seen in studies done in Ghana, Kenya, and South Africa which gave insight to take similar intervention in Ethiopia (Adams et al., 2018).

This study aimed to examining the relationship between youth developmental assets and students' academic performance in Addis Ababa. By understanding how these assets contributed to academic success, policymakers and educators were expected to develop targeted strategies to enhance student achievement and re-engage youth in education. Addressing this issue was considered crucial not only for improving individual outcomes but also for fostering national development through a well-educated and capable workforce. The study, therefore, sought to answer the following research questions.

1. What is the current status of students' developmental assets?
2. Do developmental assets have a significant relation to student academic performance?
3. Are there specific developmental assets that are more influential for academic performance than others?
4. Are there any variations in asset levels based on school type (private and government), gender, socioeconomic status, and age?

1.3 Objectives of the Study

1.3.1 General Objectives

The general objective of this study was to assess the relationship between youth developmental asset and students' academic performance in Addis Ababa. The specific objectives were to

- To assess the current status of students' developmental assets.
- To determine the relation of developmental assets on student academic achievement.
- To identify key developmental assets that significantly influences academic performance.
- To identify variations in asset levels based on school type, gender, and socioeconomic status.

1.5 Significance of the Study

This study, titled "The Relationship between Youth Developmental Assets and Students' Academic Performance in Addis Ababa," explored how positive developmental assets—such as strong relationships, values, and life skills—contributed to students' academic success. Through the shift of focus from deficit-based to strength-based approaches, the research gave emphasis to the importance of fostering protective factors that empower students to advance academically, develop resilience, and navigate challenges effectively. This shift of focus paves a way to see enhanced academic performance comprising the presence of developmental assets playing a crucial role which can be promoted by self-discipline, motivation, problem-solving skills, and a sense of purpose. This makes its significance to contributing to make attitude shifts in working approach of schools working in our context.

For educators and school administrators, the study offers insights into how schools can integrate asset-building strategies into their curricula, enhance student engagement, and create more inclusive, supportive learning environments. This integration of asset-building strategies and facilitation of conducive school environment helps support students have a

better motivation and engagement in school activities, not only academically but also in their identified talents and capabilities.

This study can also make its significance to parents in helping them have a clear understanding of the importance in developmental assets in positive youth development which can be gained through the school-parents communication platforms.

On the other hand, non-governmental organizations working with the youth shall utilize the data gained from this study to facilitate different forms of support they provide for the group. Whether it is to work on identifying potentials in the youth through different awareness raising programs or providing resources for the youth in schools, they shall pin point ideas in the importance of strength based approach and contextualize to their use.

Policymakers shall use the findings to design evidence-based policies that prioritize strength-based approach of youth development in education, ensuring that schools are equipped with the resources needed to facilitate student success equitably. In addition, the study reveals that some of the developmental assets were associated not only with academic achievement but also with overall well-being and positive youth development. This again gives an underground to policy makers to polish the polices and strategies they design, to work from strength-based approach helping to provide practical tools in recognizing and empowering potentials identified among the youth in schools of Addis Ababa.

1.6 Delimitation of the study

This study was conducted within the context of assessing the relationship between youth developmental assets and academic performance of Grade 7 and 8 students in Addis Ababa's private and government schools. By focusing on these schools and grade levels, the research aimed to understand how developmental assets related to student performance within the specific educational setting, contributing to a better understanding of asset-based approaches to education in the region.

1.7 Limitation of the study

The limitations of this study that might have influenced the generalizability and interpretation of its findings as to the view of the researcher were:

- The research had only 7th and 8th grade students who may possess varied perspectives, academic performance potentially impacting the consistency of responses across the cohort.
- The research did not assimilate viewpoints of teachers and parents, even to a limited extent, which could have brought a more broader perspective of the factors investigated.
- It was less likely to find negative responses regarding families or themselves specific to cultural and religious activities. The issue being sensitive, there is a high probability of social desirability bias to occur.
- The large number of items of the questionnaire might have caused boredom and just finishing for the sake of finishing rather than providing honest responses which compromises the data quality.
- The selection of both government and private schools for the study had not present evidences from prior researches done or an evident selection methodology.
- This study was included the availability of only one club for students and families in need of psychosocial support, which may have restricted the exploration of alternative avenues for positive youth development. Additionally, other factors influencing the development of internal and external assets were not considered. These limitations should be taken into account when interpreting the study's findings.
-

1.7 Operational Definition of Terms

1 Youth Developmental Assets: In this study, youth developmental assets refer to the positive factors, resources, and skills that contribute to the healthy development and well-being of young people. These assets encompass both internal factors (such as commitment to learning, positive values, social competencies, and positive identity) and external factors (such as support from family, peers, and community, empowerment, expectations and boundaries, and constructive use of time). These assets will be measured using the Developmental Assets Profile (DAP), which includes 58 Likert Scale questions designed for young people in grades 4-12.

2. Internal Developmental Assets: In this study, internal developmental assets refer to the personal qualities, skills, and values that support the healthy growth and well-being of young people. These assets include commitment to learning, positive values, social competencies, and a strong sense of identity. They reflect the inner strengths that help youth make responsible decisions and build resilience.

Commitment to Learning: Commitment to learning is an internal developmental asset that involves a student's dedication and motivation towards acquiring knowledge and skills.

Positive Identity: is an internal developmental asset that student's needs to believe in their own self-worth, self-esteem, and to feel they have control over the things that happen to them.

Social Competencies: Social competencies encompass a range of skills and abilities that enable student's need to navigate and interact effectively in social settings.

Positive value: Student's needs to be certain of in their own self-worth and to feel they have control over the things that happen to them.

3. External Developmental Assets: External developmental assets refer to the environmental supports and opportunities that contribute to the positive development of young people. These assets include support from parents, peers, and the community, as well

as empowerment, clear expectations and boundaries, and the constructive use of time. These external influences allocate the foundation for youth to thrive and reach their full potential.

Support: as an external asset, student's needs to be surrounded by people, who love, care for, appreciate, and accept them such as parents, teachers, peers, and mentors.

Empowerment: an external developmental asset, refers to students' sense of feel valued, valuable, and belief in their ability to shape their own lives and academic success.

Expectation and Boundaries: an external asset refers to students thrive when provided with clearly defined rules, consistent consequences for violating rules and encouragement to motivate them to excel.

Constructive use of time: refers to students thrive opportunities outside of school to acquire and develop new skills and interests with other peers and adults.

5. **Academic Performance:** refers to the results achieved by grade 7 and 8 students in Addis Ababa's government and private schools by which the researcher made inference from the responses of students in the items presented to measure academic performance and used to analyze and make conclusion of correlation between the dependent variable, academic performance and independent variables; the internal and external youth developmental assets. In the items presented the researcher used Likert scale of 1-5 ranging from 1 referring strongly disagree to 5 strongly agree to quantity and analyze scores.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a review of prior literature related to developmental and their relationship with students' academic performance. The concept of developmental assets, introduced by the search institute, emphasizes both internal and external strengths that promote healthy development and academic success among adolescents. Understanding how these assets influence academic performance is vital for designing supportive educational and community environments.

The literature review begins by overviewing of youth developmental assets and academic performance. It then explores theoretical framework including Positive Youth Developmental, Socio Ecological Model, Resilience theory and Ecological System Theory. The chapter also provides review of local studies and Empirical study. Gaps in the existing literature and significance of understanding this relationship in the context of AA Middle schools students are also discussed.

2.1 Overview of Youth Developmental Asset

Youth developmental assets encompass positive qualities, experiences, and relationships that contribute to the healthy development of young individuals(Benson, 2007). They include personal competencies, positive relationships, community engagement, and a sense of purpose and values(WHO, 2022a). The Search Institute introduced the concept and identified 40 assets categorized as external (support and opportunities from families, schools, and communities) and internal (personal qualities and values)(Tefera and Desie, 2015). Research consistently demonstrates that the presence of developmental assets correlates with positive outcomes such as academic achievement, reduced risk-taking behaviors, improved mental health, and increased resilience(FMOH, 2016b). According to the (Tefera and Desie, 2015) positive relationships, including connections with parents, teachers, and mentors, are crucial assets that provide emotional support, guidance, and learning opportunities. Personal competencies like problem-solving skills and self-esteem also contribute to academic success and overall well-being(Travis

Jr and Leech, 2014). According to the (Secretariat, 2016) developmental assets can be nurtured through interventions and supportive environments created by schools, families, communities, and policymakers. These stakeholders play a vital role in fostering assets by establishing inclusive environments, offering skill-building opportunities, and promoting positive relationships with caring adults.

2.1.1 The Role of Youth Developmental Asset

One of the vital roles played in Predicting individual academic performance of young is youth developmental asset (YDA) (Mitiku et al., 2024). These asset covers a broad spectrum of strength, experience, and kinship helps to maxim their soft and hard skills. Exercising young development asset roles will provide to the factors that affect academic journey. In the last two to three decades the country shows significant changes to improve their educational system and road making equal opportunities for young peoples to thrive(FMOH, 2016a).

Accessing quality education in Ethiopia is one of the key aspects of youth development asset. Education as a fundamental rights for all citizens and to upgrade school enrollment and improve educational outcomes, various initiatives were implemented (Dessalegn, 2022; Usman et al., 2020). For examples; creating access to primary and secondary education, updating teachers skill through training, and making comfortable infrastructure and supplying resources in schools end to end the country (Erikson, 2021; Ransaw and Majors, 2021).

Most of them, Ethiopian young living style is not only determined by ourself while our community and families can contribute. They play a significant role in their live such as; familiar support, advising or mentorship, building eternal and external communication, collaborating with various activating to enhance their skills and directing to follow their role models can radically helpful to youths success on their academy (Chuta and Morrow, 2015). In order to engaging young peoples in different social and economic activities, leadership development exercises, and peer supports; build governmental or nongovernmental institutions like community-based organization and youth group. they can provide various platforms will enhance their developmental asset (Chuta and Morrow, 2015). So, the presence of supportive relationship and networking is another important asset.

On the research (Jones et al., 2014) stated, for general developments of Ethiopian youth enhanced by subjecting them to diversified experiences, exposures, and opportunities in a broad ranges. They shall to participate in different sport, artistically movements, and serving their community can boast their team work, creativity skills. Young individuals pass through the above activities can collect broaden experience; enhance their self-confidence, building them with countable life skills that greatly influence their future success and academic performance.

The Research consistently demonstrates that the presence of developmental assets is associated with positive outcomes in academic performance(Adams et al., 2019). According to the (Edwards, Mumford, et al., 2007) when young individuals have access to supportive relationships, such as strong connections with parents, teachers, and mentors, they receive emotional support, guidance, and opportunities for learning and growth. These positive relationships foster a sense of belonging and provide a supportive environment that enhances their academic engagement and motivation.

Furthermore, personal competencies, another aspect of youth developmental assets, also play a crucial role in academic performance. Skills such as problem-solving, critical thinking, self-regulation, and goal-setting contribute to students' ability to navigate academic challenges, manage their time effectively, and persevere in the face of difficulties. These competencies enable students to effectively engage with their studies, adapt to changing academic demands, and achieve academic success(Scales et al., 2000).

As (Schwartz et al., 2013) stated that youth developmental assets help promote a positive school and community environment that supports AP. Community engagement, including involvement in extracurricular activities, volunteer work, and community service, provides young individuals with a sense of purpose, belonging, and connection to their community. These experiences offer opportunities for skill development, leadership, and the application of knowledge gained in the classroom, enhancing academic performance and fostering a sense of civic responsibility.

It is important to note that the role of youth developmental assets is not limited to academic performance alone(Scales, 2011). These assets have a broader relation with the holistic development of young individuals. They contribute to their overall well-being, including their

social-emotional development, mental health, and resilience. By nurturing and promoting developmental assets, educators, policymakers, and communities can create supportive environments that enhance academic performance and promote the overall growth and success of young individuals as stated by (Scales et al., 2017).

As (Johnson Butterfield et al., 2016) stated that, youth developmental assets are integral to the academic performance and overall well-being of young individuals in Ethiopia. Access to quality education, supportive relationships, diverse experiences, and opportunities are key factors that contribute to their success. By recognizing and investing in these assets, Ethiopia can empower its youth to thrive academically and contribute to the country's sustainable development.

2.1.2. Academic Performance

AP is a widely studied outcome in educational research as it reflects students' ability to meet learning objectives and achieve success in school. It is influenced by various factors, including individual characteristics (e.g., motivation, self-discipline), family background (e.g., parental support), school environment (e.g., teacher-student relationships), and broader societal influences (e.g., socioeconomic status).

Research highlights that academic performance is not solely determined by intellectual ability but also by social-emotional factors such as resilience, self-efficacy, and support systems (Durlak et al., 2011). In Addis Ababa, disparities between private and government schools often affect academic outcomes due to differences in resources, teaching quality, and parental involvement. Understanding how developmental assets contribute to academic performance within these contexts can provide valuable insights for addressing these disparities.

2.2 Theoretical Framework

The purpose of the theoretical framework is to provide a comprehensive understanding of parenting as a socialization process. It aims to explore the various theoretical perspectives that underpin the transfer of cultural values, beliefs, traditions, and norms from parents to their

children. Additionally, it seeks to examine the role of parenting styles, parent-child relationships, and environmental factors in shaping youth developmental assets. There are several theories and frameworks that contribute to our understanding of youth developmental assets and their role in promoting positive outcomes for young individuals. Here are a few prominent theories:

2.2.1 Positive Youth Development

The Positive Youth Development (PYD): The Positive Youth Development framework emphasizes the importance of nurturing positive qualities, experiences, and relationships in young individuals as stated by (Lerner, 2009). It focuses on supporting their strengths, promoting positive outcomes, and building resilience. PYD emphasizes the importance of providing young people with opportunities for skill-building, fostering positive relationships, promoting healthy behaviors, and creating supportive environments that foster their development.

According to the (Lerner, 2009) a Positive Youth Development (PYD) theory promotes a strengths-based approach to the development and well-being of young people. It argues that by focusing on the inherent strengths and assets of youth, rather than their deficits, we can foster positive growth and resilience. PYD takes a holistic perspective, recognizing that youth development encompasses multiple domains such as cognitive, physical, social, emotional, and moral development. It emphasizes the importance of nurturing these various aspects to support young people in reaching their full potential. Central to PYD is the concept of developmental assets, which include both internal strengths and external supports. By building these assets, such as self-esteem, positive relationships, and community involvement, we can promote positive outcomes and reduce the likelihood of engaging in risky behaviors. PYD also emphasizes empowerment and engagement, giving young people a voice and involving them in decision-making processes. It recognizes the influence of environmental contexts, such as families, schools, and communities, and advocates for creating supportive and inclusive environments that facilitate positive youth development. Ultimately, PYD theory asserts that by

fostering strengths, providing supportive environments, and engaging young people actively, we can promote their well-being, resilience, and successful transition into adulthood.

2.2.2 Social Ecological Model

According to the (Langille and Rodgers, 2010)The Social Ecological Model (SEM) recognizes that youth development is influenced by multiple levels of environment, including individual, interpersonal, community, and societal factors. It highlights the interplay between these various levels and emphasizes the need for comprehensive approaches that address the different contexts in which young people live. The SEM helps understand how factors such as family, peers, schools, communities, and policies shape the developmental assets available to young individuals(Hu et al., 2021).

As (Kumar et al., 2012) stated that the Social Ecological Model (SEM) is a theoretical framework that emphasizes the interactive influences of various social and environmental factors on individual behavior and development. It argues that individuals are embedded within multiple levels of influence, ranging from the individual level to broader societal and cultural contexts. The SEM recognizes that behavior and development are shaped by the interplay of individual, interpersonal, community, and societal factors. These levels of influence interact and relate one another, ultimately shaping individual behavior and development. Proximal influences, such as family dynamics and peer relationships, have a direct impact on behavior, while distal influences, such as socioeconomic status and cultural norms, have an indirect influence through their impact on proximal factors. The SEM also emphasizes the reciprocal relationships between individuals and their environments, acknowledging that individuals both shape and are shaped by their social and environmental contexts(Shapira-Lishchinsky and Ben-Amram, 2018). Context is considered crucial in understanding behavior and development, as different contexts provide unique opportunities, constraints, and norms that shape individual experiences. By adopting a system thinking approach, the SEM recognizes the interdependence and complexity of social systems, highlighting the importance of targeting multiple levels of influence in interventions. By considering the multiple levels of influence and the dynamic interactions between them, the SEM provides a comprehensive framework for understanding

behavior and development and guiding interventions and policies that promote positive outcomes(Kumar et al., 2012).

2.2.3 Resilience Theory

According to the (Van Breda, 2001) the Resilience Theory: Resilience theory focuses on understanding how individuals can thrive and adapt positively in the face of adversity. It emphasizes the role of protective factors, including developmental assets, in promoting resilience. Resilience theory highlights the importance of fostering assets such as positive relationships, personal competencies, and community support to help young individuals overcome challenges and develop coping skills(Van Breda, 2001).

Resilience theory is a psychological framework that focuses on the capacity of individuals to adapt, bounce back, and thrive in the face of adversity. It argues that resilience is not a fixed trait but rather a dynamic process that can be developed and strengthened over time as cited by (Masten, 2018). Resilience theory emphasizes the importance of adaptive coping strategies in navigating and overcoming challenges, such as problem-solving, seeking social support, and positive reframing. It identifies protective factors, including personal characteristics, social support networks, and external resources, that enhance an individual's ability to withstand and recover from adversity. Resilience develops through cumulative experiences and interactions with the environment, with early childhood experiences and supportive relationships playing a crucial role. As (Redman, 2005) argues that the resilience is also seen as a dynamic quality that can change over time and be enhanced through interventions that promote adaptive coping skills and strengthen protective factors. Individuals with higher levels of resilience are more likely to experience positive outcomes despite adversity, including psychological well-being, academic and professional success, healthy relationships, and overall life satisfaction. Resilience theory provides a framework for understanding and promoting resilience, offering insights into how individuals can navigate challenges and thrive in the face of adversity(Van Breda, 2001).

2.2.4 Ecological Systems Theory

According to (Urie Bronfenbrenner, 1994) Ecological systems theory: Ecological system theory provides a comprehensive framework for understanding the various contexts that influence child development. It recognizes that parenting occurs within a wider ecological system including the micro system (Family and immediate environment), mesosystem (interactions between different micro systems), ecosystem (indirect influences), and macrosystem (cultural and societal influences). This theory emphasizes the dynamic interactions between these systems and their impact on the socialization process.

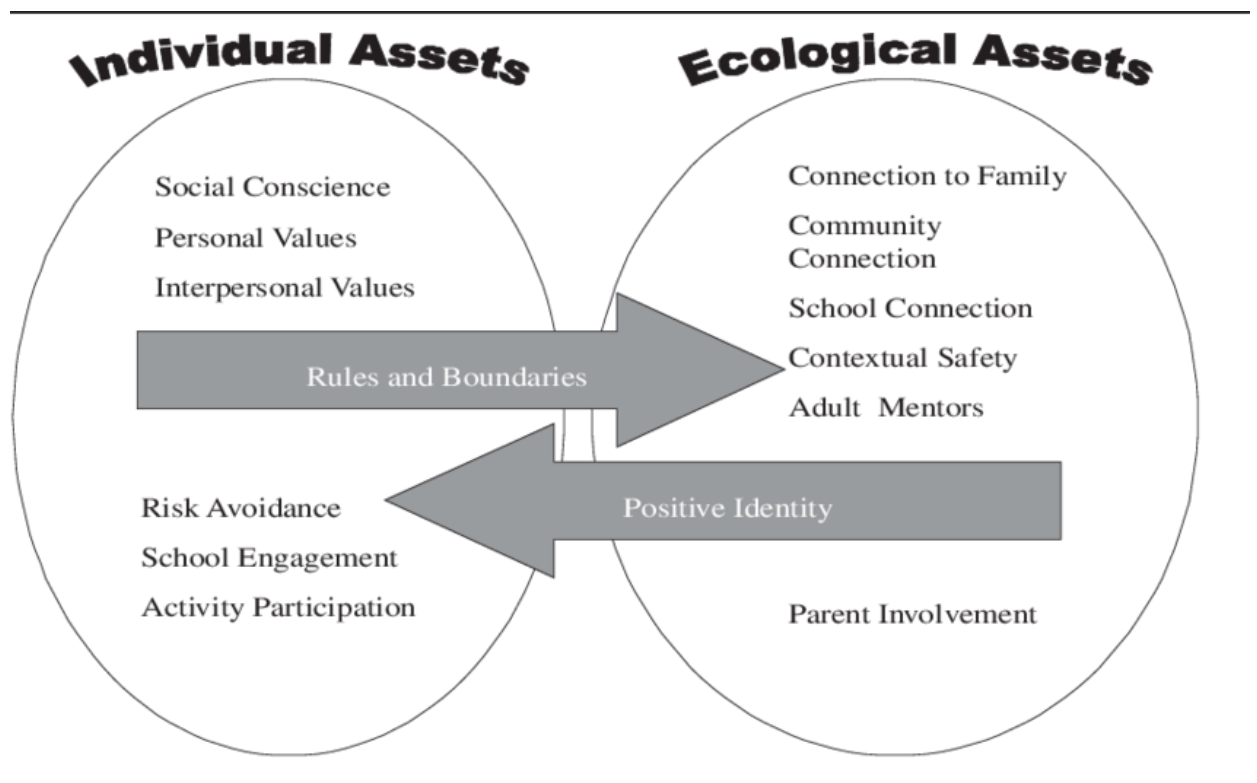


Figure 1 Youth's individual and ecological asset.

As figure shows above; Depiction of the social ecology of the child based on Bronfenbrenner's ecological systems theory (EST; 1989, 1999). The microsystem (white inner circle) is the immediate context in which the child is interacting with key social agents, for example, with teachers and classmates in school. The exosystem (outer grey circles) refer to the systems that

encompass the microsystem and have indirect influence on the child and the interactions within the microsystem (e.g., school (light grey), school district (darker grey)). The mesosystem refers to the connections or interactions between systems (e.g., between school and family, or between micro- and exosystems within school; indicated by arrows) that have indirect influence on the youths and the interactions within the microsystem.

This study adopts and will utilize the Ecological Systems Theory as a theoretical framework to investigate the association between youth developmental assets and students' academic performance in Addis Ababa. The primary objectives of the study encompass assessing the existing status of students' developmental assets, evaluating their relation with academic achievement, identifying key assets that significantly influence performance, examining developmental assets within schools, and exploring potential variations based on school type, gender, and socioeconomic status. By addressing these objectives, the study aims to gain a comprehensive understanding of the factors contributing to academic success and to provide valuable insights for interventions and policies promoting positive youth development within the school.

2.2.5 Academic Performance

AP in Ethiopian middle schools (Grades 7-8) remains a critical concern for education stakeholders. According to the Ethiopian Ministry of Education (2021), only 38% of Grade 8 students achieved minimum proficiency in mathematics on national assessments, with similarly low performance in science and English subjects. The education system employs a standardized 0-100 grading scale where scores below 50 constitute failing performance, while scores above 80 indicate excellence (Ministry of Education, 2023).

Multiple studies have identified key factors contributing to these academic challenges. World Bank (2022) reports highlight systemic issues including overcrowded classrooms (with student-teacher ratios exceeding 50:1 in some schools), insufficient teaching materials, and subject-specific teacher shortages, particularly in STEM fields. At the student level, research by Tirussew (2021) found that low motivation, high absenteeism rates, and predominant use of rote memorization techniques rather than conceptual understanding significantly limit learning

outcomes. UNICEF's (2023) situational analysis further emphasizes how socioeconomic factors - including poverty, lack of parental academic support, and competing household responsibilities - create additional barriers to academic success.

Within Addis Ababa's educational context, while schools generally benefit from greater resource availability compared to rural areas (Abebe, 2022), significant performance disparities persist. The National Educational Assessment and Examinations Agency (2023) documents consistent achievement gaps between public and private institutions, as well as between students from different socioeconomic backgrounds. These disparities in STEM subjects, where only 32% of public school students achieve passing scores compared to 68% in private schools (NERA, 2023).

According to (Lerner et al., 2020) non-cognitive factors and environmental supports may play vital roles in complementing traditional academic instruction. This evidence base establishes the importance of examining how developmental assets might function within Addis Ababa's unique educational ecosystem to address the systematic and individual impediments to academic success identified in this review.

2.2.6 Developmental Assets that significantly influence Academic Performance

As (Munyua, 2019; Smith, 2010; WHO, 2021) stated that several factors influence the developmental assets that significantly academic performance. Basic developmental assets have been identified as significant influencers of academic performance, supporting students' engagement, motivation, and holistic educational success. These assets categorized as external and internal factors. External assets include supportive relationships, positive school environment, and community engagement, whereas internal assets encompass personal competencies, high expectations, and positive academic identity. Understanding these assets helps to clarify on the various factors that contribute to academic achievement.

2.3 Internal Developmental Assets

Internal developmental assets refer to personal qualities, attitudes, and skills within individuals that contribute to their positive development and well-being. These assets are intrinsic to the

individual and play a significant role in shaping their academic performance and overall growth. The following key components are recognized as internal developmental assets. According to the (Benson, 2007) internal developmental assets play a crucial role in shaping students' academic performance and overall development.

Commitment to Learning: Commitment to learning is an internal developmental asset that involves an individual's dedication and motivation towards acquiring knowledge and skills. Research has consistently shown that a strong commitment to learning is associated with higher academic achievement and educational attainment as stated by(VanderVen, 2008a). Students who demonstrate a genuine interest in learning, engage actively in their studies, and persist in the face of challenges are more likely to experience positive academic outcomes. This asset is fostered through supportive educational environments, including school-based programs, teachers who provide meaningful and challenging learning experiences, and a curriculum that promotes student engagement and relevance(Appleby and Stocker, 2012).

Positive Values: Positive values refer to the internalized principles, beliefs, and moral compass that guide individuals' behavior and decision-making(Tanner and Christen, 2013). When individuals possess positive values such as honesty, integrity, empathy, respect, and responsibility, it influences their choices and interactions, both academically and socially. Research suggests that students who embrace positive values tend to exhibit higher levels of prosocial behavior, better self-regulation, and enhanced academic performance. The promotion of positive values can be facilitated through various means, including character education programs, ethical discussions, and the modeling of positive behavior by parents, teachers, and peers(Catalano et al., 2008).

Social Competencies: Social competencies encompass a range of skills and abilities that enable individuals to navigate and interact effectively in social settings(Halberstadt et al., 2001). These competencies include communication skills, empathy, conflict resolution, teamwork, and cultural competence. Students who possess strong social competencies are more likely to establish positive relationships, collaborate with peers, and engage in prosocial behaviors within the academic context. Furthermore, social competencies contribute to a supportive and inclusive

classroom climate, fostering a sense of belonging and promoting academic engagement and achievement. School-based social-emotional learning programs and targeted interventions can enhance students' social competencies(Berg *et al.*, 2017).

Positive Identity: Positive identity refers to a strong sense of self-worth, self-esteem, and a positive self-concept. It involves having a clear understanding of one's strengths, interests, values, and goals. Students with a positive identity perceive themselves as capable, valuable, and competent individuals, which influences their motivation, resilience, and academic success. Positive identity can be fostered through supportive relationships, meaningful experiences, and opportunities for self-reflection and personal growth. School-based activities that promote self-discovery, identity exploration, and positive self-expression can contribute to the development of a positive identity in students.

In conclusion, commitment to learning, positive values, social competencies, and positive identity are internal developmental assets that play a vital role in students' academic success and overall well-being. These assets are nurtured through supportive educational environments, effective teaching practices, social-emotional learning programs, and the promotion of positive values and inclusive classroom climates. By recognizing and cultivating these assets, educators and policymakers can create environments that empower students to thrive academically and personally. Further research is needed to explore the specific strategies and interventions that effectively enhance these external developmental assets and their relation with student outcomes.

2.5 External Developmental Assets:

Refers to factors outside of the individual that contribute to their positive development and holistic well-being. These assets usually involve relationships, environments and support systems that foster healthy growth and development. Some examples of external developmental assets include

Support, as an external asset, involves the presence of caring relationships, guidance, and encouragement from significant individuals such as parents, teachers, mentors, and peers as

stated by (VanderVen, 2008b). Research consistently demonstrates that strong support systems positively influence academic outcomes. Supportive relationships provide emotional stability, practical assistance, and a sense of belonging, contributing to students' motivation, engagement, and resilience. Schools can foster support by promoting positive teacher-student relationships, creating mentoring programs, and facilitating peer support networks(Dessalegn, 2022; Kuperminc et al., 2020).

Empowerment: another external developmental asset, refers to individuals' sense of control, agency, and belief in their ability to shape their own lives and academic success(Travis Jr and Leech, 2014). Empowered students exhibit higher levels of self-confidence, self-advocacy, and autonomy in their learning. Empowerment is associated with increased motivation, self-determination, and academic achievement. Empowering educational practices, such as providing choice, involving students in decision-making, and encouraging self-directed learning, contribute to students' sense of empowerment. Fostering a growth mindset and emphasizing effort and progress over fixed abilities can enhance students' empowerment and academic outcomes(Wagaman, 2011).

Expectations and Boundaries: are an external assets that involve setting clear academic expectations, establishing routines, and maintaining appropriate boundaries(Dawes et al., 2009). Having high expectations for students' performance and behavior positively relations with their academic achievement. Clear expectations provide students with a sense of direction, challenge them to reach their potential, and promote a strong work ethic. The establishment of boundaries helps students develop self-discipline, time management skills, and a sense of responsibility as stated by (Benard, 2004). Consistent and fair enforcement of boundaries is crucial in creating a supportive learning environment. Setting realistic and challenging goals, providing clear guidelines and routines, and maintaining open communication can promote expectations and boundaries(Dawes et al., 2009).

Constructive use of time, another external asset, refers to engaging in activities that promote learning, skill development, and personal growth(Benson, 2007). Balancing academic pursuits with extracurricular activities, hobbies, and social interactions is important for holistic

development. Effective time management and engagement in constructive activities positively related to academic performance and overall well-being. Involvement in extracurricular activities, such as sports, clubs, arts, and community service, has been linked to improved time management skills, social competence, and higher levels of motivation and engagement. Schools can support constructive use of time by offering a variety of extracurricular opportunities, promoting a healthy work-life balance, and emphasizing the importance of well-rounded development(Edwards, Mumford, and Serra-Roldan, 2007).

As stated that (Benson, 2003) by fostering these external developmental assets, schools, families, and communities provide students with the tools and support needed to excel academically, develop resilience, and thrive in various aspects of their lives. The literature consistently highlights the positive relation of support, empowerment, expectations and boundaries, and constructive use of time on students' academic performance and holistic development. Recognizing and nurturing these assets contribute to creating a positive and supportive environment that promotes students' growth and well-being.

2.6 Socio economic status

According to (Sasser et al., 2021) socio economic status plays a huge role on the way parenting is handled with in a family. According to these researchers, different research shows that socio economic status is associated with a wide array of health, cognitive, and socio emotional outcomes in children, with effects beginning prior to birth and continuing into adulthood. Socioeconomic status is linked to the child-wellbeing and quality parenting with most involving differences in access to material and social resources or reactions to stress-inducing conditions by both the children themselves and their parents.

Socioeconomic factors appear to have a direct effect on parenting behavior. Different researches reported that, heavy income loss in families were associated with more punitive, arbitrary, and rejecting parenting by fathers and decrease in parental nurturance and an increase in inconsistent discipline by both parents as cited by (Seff et al., 2021).

2.6.1 Parental Education

A study conducted by (Seff et al., 2022; Vacaru et al., 2023) parenting styles has a direct relation with the parental education. The result of the study conducted by these researchers revealed that, parents with high education background are reported as authoritative in their parenting style.

According to a study by Johnson and Smith (2018), they found that family structure is a significant socio demographic factor that influences students' educational outcomes. The researchers conducted a longitudinal analysis of a large sample of students and found that students from stable and supportive family environments, characterized by positive parent-child relationships and consistent routines, demonstrated higher academic performance and socio emotional well-being compared to those from less stable family structures.

Another example is the work of Dweck (2006) on the impact of mindset on academic achievement. According to her research, students' beliefs about intelligence and the malleability of their abilities, known as growth mindset, can significantly influence their academic performance. Dweck's studies demonstrated that students who adopt a growth mindset, believing that their abilities can be developed through effort and learning, are more likely to exhibit higher levels of motivation, resilience, and academic success compared to those with a fixed mindset.

Income, as a measure of socioeconomic status, is a crucial socio demographic factor that affects students' educational opportunities. Higher family income is associated with increased access to educational resources, quality schools, and enrichment activities. Conversely, students from lower-income backgrounds may face challenges such as limited access to resources and higher exposure to stressors that can impact their educational attainment.

(Seff et al., 2022; Xiong et al., 2019), the researcher examined the relation of parental education to parental school involvement and children's school performance. The finding showed that, educated parents are more involved in children's education. Those who are involved in school

activities have more information about their children's school and helped their children on timely manner.

(Vacaru et al., 2023) says, "The mother's education is one of the most important factors influencing children's reading levels and other school achievements. Generally, traditional research has revealed that more highly educated mothers have greater success in providing their children with the cognitive and language skills that contribute to early success in school." Additionally, according to (Sant' Anna et al., 2007) "children of mothers with high levels of education stay in school longer than children of mothers with low levels of education." Mostly, parents who have completed levels of higher education are more involved in their children's education (indicated in(Xiong et al., 2019).

2.6.2 Income and Educational Inequality

Family income directly affects educational opportunities, with wealthier families providing greater access to quality schools, tutoring, and extracurricular activities. Conversely, low-income households often face resource limitations and chronic stress, hindering children's academic progress (Johnson & Smith, 2018). Additionally, Dweck's (2006) research highlights how socioeconomic context intersects with psychological factors: children from disadvantaged backgrounds may adopt a "fixed mindset" due to limited encouragement, whereas supportive environments foster resilience and growth mindsets.

2.7 Review of Local Studies

Youth developmental assets play a crucial role in influencing the AP of adolescents. In Addis Ababa, these assets are significantly linked to students' success, as highlighted in various local and international studies. Desie (2019) explored positive youth development in Ethiopia, emphasizing how nurturing developmental assets can help youth transition from merely surviving to thriving, especially in urban environments like Addis Ababa. These assets, when fostered in supportive environments, enhance resilience, academic motivation, and social skills, which are vital for academic achievement. The presence of developmental assets, such as a strong sense of purpose, community engagement, and positive relationships, is essential for

enhancing educational outcomes. Furthermore, studies from other African countries like Ghana, Kenya, and South Africa, such as the one by Adams et al. (2018), found that factors such as social support, problem-solving skills, and personal values significantly contributed to adolescents' academic performance. Shumet Desalegn (2022) stated that this pattern is evident in Ethiopia as well, where the correlation between internal assets, such as self-esteem, and external assets, such as parental support, has been shown to influence students' academic achievements.

In Addis Ababa, urban adolescents face unique challenges related to academic pressure and peer influences, but the presence of developmental assets helps mitigate these challenges. Tefera and Desie (2015) noted that adolescents in urban settings, although exposed to peer pressures, benefit from positive external influences such as family support and school-community relationships, which promote academic success. Schools in Addis Ababa, particularly private institutions, provide a nurturing environment that fosters these developmental assets and, in turn, supports better academic outcomes. Local studies emphasize the critical role of schools and communities in the development of youth assets. For instance, Tefera (2015) pointed out that schools play a pivotal role in providing extracurricular activities, mentorship programs, and skill-building opportunities that promote academic success and the development of key competencies. Moreover, community engagement is also vital for fostering a sense of responsibility and self-confidence among students, which in turn supports their academic achievement. Students involved in community activities and extracurricular programs show higher levels of resilience and academic motivation (Popović-Ćitić et al., 2015).

Research on Ethiopian universities, such as the study by Shumet Dessalegn (2022), reveals that university students with higher levels of developmental assets, such as emotional and social support, problem-solving skills, and a sense of purpose, tend to have better academic performance. This finding mirrors the importance of developmental assets in high school students in Addis Ababa, suggesting that fostering these assets from an early age is critical for long-term academic success. Additionally, Beck and Wiium (2018) emphasized the importance of positive youth development frameworks in promoting academic achievement. By fostering resilience, self-efficacy, and academic skills within a supportive framework, students can

achieve sustained academic success. These findings underscore the importance of holistic approaches in education, where schools, families, and communities collaborate to nurture developmental assets, ultimately enhancing academic outcomes for students in Addis Ababa.

In conclusion, the relationship between youth developmental assets and students' academic performance is significant, as demonstrated by both local and regional studies. In Addis Ababa, the development of positive relationships, personal competencies, community engagement, and values directly contributes to students' academic success. Interventions that promote these developmental assets, through collaborative efforts from schools, families, and communities, can greatly enhance educational outcomes and bridge existing disparities. Such strategies are essential for ensuring that youth in Addis Ababa not only perform well academically but also develop the skills and resilience needed for long-term success.

2.8 Conceptual frame work

The conceptual framework for this thesis explores the relationship between youth developmental assets and students' academic performance in Addis Ababa, with a focus on the association between various independent variables (sociodemographic factors) and dependent variables (academic performance). The framework considers both internal assets (commitment to learning, positive values, social competencies, positive identity) and external assets (support, empowerment, expectations and boundaries, constructive use of time) as potential predictors of academic performance.

The independent variables, socio demographic factors, include age, gender, family structure, educational status, parents' educational status, income, and type of school. These variables are considered because they may influence students' access to resources, opportunities, and support systems, which relates to their academic performance. The dependent variable is academic performance, which refers to the grades earned by students in their studies. Academic performance is a quantitative measure of students' achievements in their educational pursuits and serves as an indicator of their proficiency and success.

The conceptual framework aims to examine the relationships between the independent variables (socio demographic factors) and the dependent variable (academic performance), mediated by the presence and strength of internal and external developmental assets. It seeks to understand how these assets may moderate or mediate the association between socio demographic factors and academic performance.

The type of association between the independent variables and the dependent variable can be exploratory in nature, as it seeks to identify potential relationships and patterns between these variables. It may involve both direct associations, where the independent variables directly relates to academic performance, and indirect associations, where the independent variables influence academic performance through their relation to the developmental assets. Drawing on the literature review made so far, the following conceptual framework has been developed.

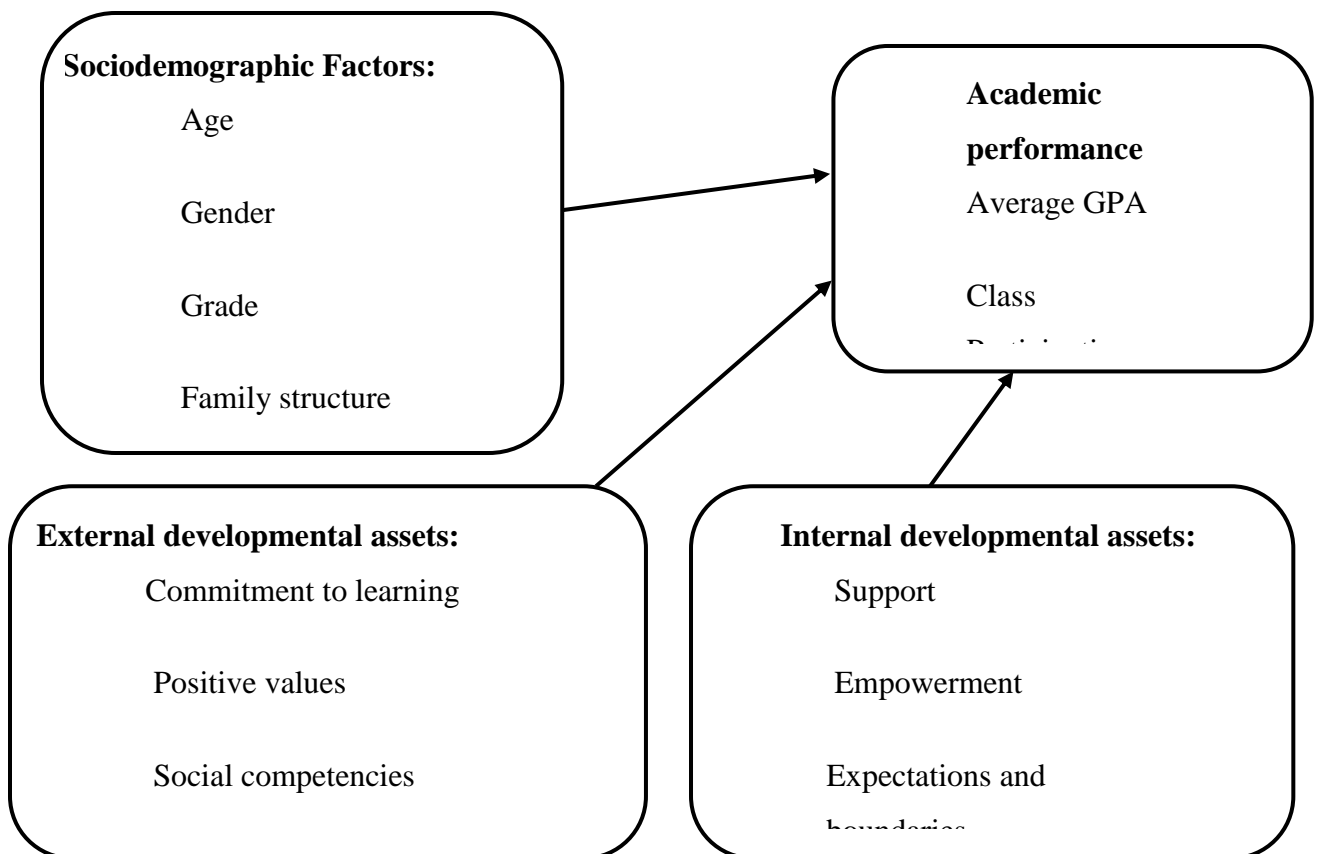


Figure 2 conceptual framework of the relationship between youth developmental assets and students' academic performance in Addis Ababa.

This conceptual framework illustrates how assessing the relationships with adults, high expectations from adults and peers, positive identity, empowerment, and engagement in the community, as well as academic motivation and engagement, can influence the developmental assets relevant to academic performance among youth in Addis Ababa. Additionally, Overall, the conceptual framework provides a structured approach to understanding the complex interplay between socio demographic factors, developmental assets, and academic performance. It guides the research design and analysis, facilitating the examination of the relationships and potential mechanisms at play in students' academic performance in Addis Ababa.

2.9 Summary and Implications

2.9.1 Summary

The reviewed literature underscores the significant role of youth developmental assets in influencing academic performance, particularly in the context of Addis Ababa. Developmental assets include both internal resources such as self-esteem, problem-solving skills, resilience, and a sense of purpose and external resources like family support, community engagement, and opportunities for personal growth. Local studies, including research by Desie (2019) and Shumet Dessalegn (2022), demonstrate that adolescents with higher levels of developmental assets tend to perform better academically. These assets help mitigate challenges faced by youth in urban settings, where academic pressure and peer influences are often prominent.

Studies show that positive youth development, characterized by strong relationships with parents, teachers, and mentors, as well as involvement in extracurricular activities, plays a pivotal role in improving academic outcomes. Tefera and Desie (2015) noted that supportive environments, especially within schools, are crucial for fostering these developmental assets. Furthermore, community engagement provides students with opportunities to build resilience, social skills, and a sense of belonging, all of which contribute to enhanced academic

performance. The presence of internal assets, such as self-efficacy and motivation, and external assets, such as high parental expectations and access to academic resources, were shown to correlate with higher academic achievement.

In the context of Addis Ababa, the study emphasizes that the challenges of urban adolescents, such as peer pressure and limited resources, can be countered by nurturing developmental assets. Private schools, in particular, are recognized for creating environments that support these assets, fostering better academic outcomes. These findings align with research from other African countries, such as Ghana, Kenya, and South Africa, where developmental assets were found to positively influence academic performance (Adams et al., 2018).

The conceptual framework developed for this study integrates socio demographic factors—such as age, gender, family structure, and parental education levels—as potential predictors of academic performance. These factors can influence access to resources and opportunities that nurture developmental assets, thereby relating to academic success. The framework highlights the importance of both internal and external developmental assets in shaping educational outcomes.

2.9.2 Implications of the Study

The findings of this study suggest that enhancing youth developmental assets is crucial for improving students' academic performance in Addis Ababa. Schools, educators, and policymakers should integrate strategies that strengthen both internal assets (such as self-efficacy, motivation, and problem-solving skills) and external assets (such as family support, mentorship, and community engagement) to create a more supportive learning environment.

One key implication is the need for schools to adopt holistic educational approaches that go beyond traditional classroom instruction. Incorporating extracurricular activities, mentorship programs, and skill-building initiatives can help students develop resilience and a strong sense of purpose, which are linked to better academic outcomes. Schools, particularly public institutions, should focus on fostering environments that provide emotional and academic support to students, especially those facing socioeconomic challenges.

Additionally, policymakers should recognize the role of socio demographic factors such as family structure, parental education, and income levels—in shaping students' access to developmental assets. Interventions should be designed to ensure equitable access to academic resources, particularly for students from disadvantaged backgrounds. Strengthening school-community partnerships can also help bridge gaps in resource availability, enabling students to benefit from mentorship, tutoring programs, and career guidance.

Furthermore, parents and guardians play a critical role in reinforcing developmental assets at home. Encouraging parental involvement in students' education, setting high expectations, and providing emotional support can positively influence academic performance. Schools should engage parents through workshops and communication channels that emphasize their role in supporting student success.

CHAPTER THREE

RESEARCH METHODOGY

3.1 Research Design

This study utilized a descriptive quantitative research design to assess the relationship between youth developmental assets and students' academic performance in Addis Ababa. By collecting detailed, context-specific data, the researcher aimed to examine the relationship between various youth developmental assets and academic performance. The study design allowed for statistical analysis, providing insights into the predictors of academic performance in this specific context.

3.2 Population and Sampling Techniques

3.2.1 Target Population

Burns and Grove (1997) argued that a target population is the entire aggregation of respondents that meets a designated set of criteria (Grove et al., 2012). The target population for this study consisted of students from randomly selected Grade 7 and 8 classes in Addis Ababa's private and government schools, specifically New Era Primary and Secondary School and Bistrate Gebriel International School. These locations were purposively selected for three main reasons: they were representative of other districts, convenient for the researcher to access, and the schools possessed sufficient and reliable data relevant to the study. The aim was to assess the relationship between youth developmental assets and students' academic performance in Addis Ababa. The sample included two randomly selected primary schools available in the sub-city.

3.2.2 Sampling

In this study, stratified random sampling was employed to ensure that students from both New Era Primary and Secondary School and Bistrate Gebriel International School were proportionally represented, specifically focusing on those in Grades 7 and 8. These two grade levels were selected because they mark an important transitional phase in students' academic and social development. According to data obtained from the schools, New Era Primary and Secondary

School has a total student population of 889, from which 222 students are in Grades 7 and 8. Bisrate Gebriel International School, on the other hand, has a total enrolment of 6,600 students, with 680 of them in Grades 7 and 8. Combining these figures, the total number of students in Grades 7 and 8 across the two schools is 902.

To ensure fairness and representation, the population was first divided by school, and then by grade level. After stratifying the students, simple random sampling was used within each stratum, allowing every student in Grades 7 and 8 an equal chance of being selected for participation in the study. This approach helps to reduce sampling bias and ensures that the perspectives of students from both institutions are fairly included.

3.2.3 Sample Size

To determine the appropriate number of participants for the study, Yamane’s formula (1967) was used, assuming a 95% confidence level and a 5% margin of error. Based on the total population of 902 students in Grades 7 and 8 across the two schools, the initial sample size was calculated as follows:

$$n = \frac{N}{1 + N(e)^2} = \frac{902}{1 + 902(0.05)^2} = \frac{902}{3.255} \approx 277$$

However, recognizing the possibility of nonresponses, incomplete questionnaires, or other unforeseen issues during data collection, a contingency of 15% was added to the calculated sample size to strengthen the reliability of the data. This adjustment is a common strategy in survey research to account for potential data loss.

277 × 0.15 = 41.55 ⇒ 42 additional participants

Therefore, the final sample size became:

277 + 42 = 319 students

This final sample of 319 students was proportionally distributed between the two schools. From New Era Primary and Secondary School, which has 222 students in Grades 7 and 8, 78 students

were selected. From Bistrate Gebriel International School, which has 680 students in those same grades, 241 students were included. This proportional allocation ensures fair representation and supports the generalizability of the study's findings across both institutions.

3.2.4 Sampling Technique

To analyze the relation between youth developmental assets and students' academic performance, a comprehensive research methodology was employed. The study randomly selected Grade 7 and 8 students from both private and public primary schools using a simple random sampling technique, ensuring a representative sample. Proportional allocation based on the total number of students in each school determined the sample size. Study participants were selected through simple random sampling using attendance sheets to identify the student population, ensuring that every student had an equal chance of being included. Data were collected using structured questionnaires with checklists, administered to Grade 7 and 8 students in both private and public primary schools. The study aimed to provide valuable insights into the relationship between youth developmental assets and academic performance by employing a rigorous methodology and ensuring the reliability and validity of the findings.

For the qualitative component, the sample size depended on reaching a point of data saturation, where new information and insights no longer emerged from the collected data. Researchers conducted individual interviews or focus groups with participants to gather their perspectives, experiences, and insights related to parenting styles and the psychological well-being of adolescent girls.

Table 1: Sample size proportionally (2024).

No	Name of School	Total Grade 7 & 8 Students	Grade	Sample Proportionally Allocated (n)	Size	Sampling Technique
1	New Era Primary and Secondary	222	7	31		Simple random sampling
			8	47		Simple random sampling
			Total	78		
2	Bisrate Gebriel International	680	7	133		Simple random sampling
			8	108		Simple random sampling
			Total	241		
	Total	902		319		

Source: Each School director office, 2025 academic year.

3.2.5 Definition of Variables

Independent Variables (Predictors):

1. Internal Developmental Assets

These are personal positive qualities and life skills that contribute to students' well-being and academic performance. The internal developmental assets include:

Commitment to Learning: A student's dedication to their learning, including persistence, motivation and self-discipline.

Positive Identity: An internal qualities, self-worth, beliefs, skills, confidence and personal pride a student has about themselves and their potential.

Social Competencies: The ability of students' healthy interaction with peers, teachers, mentors and family members, including communication, teamwork, and problem-solving skills.

Positive Values: The internal beliefs and ethical standards that govern students' decisions and actions, such as caring, integrity, respect, honesty and responsibility.

2. External Developmental Assets

These are positive experiences, relationships, qualities and resource that come from the external environment to contribute students' academic success and personal growth. The external developmental assets include:

Support: the resources and relationship outside of a student such as emotional, social and material support from family, peers, and the community that encourages students' well-being and success.

Empowerment: The level of autonomy, encouragement, and opportunities given to students to make decisions and take actions regarding their academic and personal lives.

Expectations and Boundaries: The clear academic and behavioral expectations set by parents, teachers, and the community, including the boundaries for acceptable conduct and achievement.

Constructive Use of Time: Engagement in extracurricular activities, hobbies, and social interactions that promote healthy development and academic achievement outside of school hours.

3. Socio demographic Factors (Moderating Variables):

These are background characteristics of the students that may influence their access to developmental assets and academic performance. These factors include:

Age: The chronological age of the students, which may be related with developmental milestones, maturity, and academic succession.

Gender: The biological and social differences between male and female students that may influence their academic experiences and achievements.

Family Structure: The composition of a student's household, such as living with both parents, a single parent, or other family structures, which can affect emotional support and academic engagement.

Parental Educational Status: The highest level of education attained by the students' parents, which can affect the students' academic resources, aspirations, and support at home.

Income: The family's income level, which influences the availability of educational resources, extracurricular activities, and overall support for academic success.

Type of School: The classification of the school (public vs. private) that a student attends, which may affect the quality of education, resources, and support systems available to the student.

Dependent Variable (Outcome):

Academic_Performance:

The dependent variable, academic performance is measured using five items prepared to assess the perception of students on their academic performance level. This specific presentation of items in addition to the others assesses level of developmental assets in students, measure academic proficiency. This served as an indicator to their academic performance influenced by both internal and external developmental assets.

3.3 Data Collection Instruments

3.3.1 Questionnaire

The questionnaire used in this study was a self-administered, structured tool designed to measure both internal and external developmental assets, as well as academic performance. The primary purpose of the questionnaire was to gather quantitative data from a large sample of students to identify patterns and relationships between these key variables. By using this tool, the study aimed to assess the extent to which students possessed developmental assets such as commitment to learning, positive values, social competencies, and positive identity and how these assets related to their academic success.

The questionnaire consisted of two main sections. The first section focused on assessing youth developmental assets, including internal assets such as students' commitment to learning, personal values, social competencies, and their sense of positive identity. The second section addressed academic performance, where students were asked to evaluate their own academic progress, participation in class, collaboration with peers, and self-assessment of their academic rank. Students rated their agreement with various statements using a 1 to 5 Likert scale, where 1 represented "Strongly Disagree" or "Very Low" and 5 represented "Strongly Agree" or "Very High," depending on the specific section being assessed.

The questionnaire was structured using the Likert scale to quantify students' perceptions of their developmental assets and academic performance. This structure allowed for consistent, reliable

data that could be statistically analyzed. The Likert scale also facilitated comparisons between different students' experiences and outcomes. The questionnaire's structured format proved efficient for gathering data from a large number of respondents, making it a suitable tool for the study.

The reliability and validity of the questionnaire were supported by its foundation in well-established frameworks, such as the Search Institute's Developmental Assets, which are widely recognized in youth development research. The use of a Likert scale further enhanced the reliability of responses, as it provided a consistent and standardized method for measuring students' perceptions

3.4 Sources of Data

Primary data sources for the study included self-administered semi-structured questionnaires completed by Grade 7 and 8 students. These instruments were specifically designed to gather information on socio demographic factors, developmental assets, and academic performance. The students' responses provided direct and first-hand data for analysis.

Secondary data sources, including academic records and relevant reports, were also used to enrich the study's literature and validate the information gathered through the questionnaires. These sources such as books, journal articles, and internet-based materials supported the development of the theoretical framework and the design of the data collection tools. By incorporating secondary data, the research achieved a more comprehensive understanding of the topic and benefited from a broader range of perspectives.

3.5 Data Collection Procedure

The data collection procedure involved several steps to ensure the collection of accurate and reliable data. First, a sample of Grade 7 and 8 students was randomly selected from both private and public primary schools using a simple random sampling technique. This method ensured that every student in the population had an equal chance of being included in the study.

Once the sample was determined, the data collection instruments comprising self-administered semi-structured questionnaires and checklists were prepared. These instruments were specifically designed to capture information on socio demographic factors, developmental assets, and academic performance.

The selected students were then provided with the questionnaires and checklists, along with clear instructions on how to complete them. They were given the opportunity to fill out the instruments at their own pace and in a private setting, which helped to ensure honest responses and minimize potential biases.

To maintain the quality and integrity of the data, detailed guidance was provided during the process, and any questions or uncertainties raised by participants were addressed promptly.

After the data collection was completed, the questionnaires and checklists were carefully reviewed, organized, and prepared for analysis. Data cleaning procedures were carried out to identify and correct any inconsistencies, missing values, or errors in the responses.

3.6 Study Variables

Dependent: Academic_Performance

Independent: The study considered several socio demographic factors, including age, gender, grade, family structure, occupational status of parents, parents' educational status, income, and type of school. It also examined external developmental assets such as commitment to learning, positive values, social competencies, and positive identity. Additionally, internal developmental assets such as support, empowerment, expectations and boundaries, and constructive use of time were analysed. The aim was to understand how these factors and assets influenced academic performance and overall development.

3.7 Method of Data Analysis

The collected data were organized, edited, and presented using tables and figures. Both primary and secondary data sources, obtained through interviews, questionnaires, and documentation

search, were analyzed using relevant statistical techniques in SPSS version 23 software program. The raw data, including demographic and research variables, were exported to SPSS and represented in various tables. Descriptive statistics such as means and standard deviation were used to analyze the descriptive aspects of the variables, while inferential statistics such as correlation and linear regression were employed to examine the relationship between youth developmental assets and academic performance. Specifically, the linear regression test assessed the significant effect of youth developmental assets on academic performance, and multiple regression analysis was conducted to determine the individual effects of each variable of youth developmental assets on academic performance. The regression equation was derived from these analyse

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6X_6 + \beta_7X_7 + \beta_8X_8 + \epsilon$$

Where:

Y = Academic performance level

β_0 = Constant

$\beta_1, \beta_2, \beta_3, \beta_4, \beta_5, \dots$ and β_8 = Coefficient of Determination

X1 = Commitment to learning

X5 = Support

X2 = Positive values

X6 = Empowerment

X3 = Social competencies

X7 = Expectations and boundaries

X4 = Positive identity

X8 = Constructive use of time

ϵ = Error Term

3.8 Data Reliability and Validity

Data Reliability

As cited in Gekula (2020), reliability referred to the stability of measurement instruments (Bonnet, 2010). A questionnaire was used in this study as the instrument for data collection. The reliability of the information collection instrument was established by making use of the internal consistency of the outcomes produced in a test. In testing reliability, the study used Cronbach's alpha, with a 0.7 threshold, which was applied using the Statistical Package for Social Sciences (SPSS) data analysis software.

Data Validity

Validity was concerned with whether the findings were really about what they appeared to be about (Amin et al., 2010). Afterward, the researcher used the Content Validity Index (CVI) to test the validity of the instruments. The number of items considered relevant by all experts in each instrument was summed up and divided by the total number of items in each instrument, as cited in Gekula (2020)

Table 2 Cronbach's alpha

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.974	.983	8

The reliability analysis indicates excellent internal consistency for the 8-item scale measuring youth developmental assets, as evidenced by the Cronbach's alpha coefficient of 0.974. This value far exceeds the commonly accepted threshold of 0.70 for adequate reliability (Nunnally & Bernstein, 1994), suggesting that the items in the scale are highly interrelated and measure the same underlying construct (youth developmental assets) with strong consistency.

3.9 Ethical Considerations

In the first place, the researcher went to both primary school directors to ask for permission. After the researcher explained the purpose of the research, permission was obtained to conduct the research on the condition that it would not affect the organizational program process.

Before collecting the data, the researcher explained the purpose of the research, the confidentiality of the information, and the anonymity of the respondents to the participants. Respondents were informed that they could quit participating in the study at any time should they wish. Additionally, the respondents were encouraged to respond honestly to all items, as the personal information they provided was used only for the purpose of the study.

CHAPTER FOUR

RESULTS AND DISSCUSIONS

This chapter consists of the data presentation and analysis of data gathered through structured questionnaire. The collected data demographic characteristics & background information of respondents also frequency, mean and standard was presented in descriptive statistics manner. After that correlation & multiple linear regressions analysis of the reply to questionnaire was presented in inferential statistics by using SPSS 26 version.

4.1 Demographic Profile of Respondents

Table 3 List of Demographic Profile

S.No.	Questions	Response	Frequency	Percentage (%)
1	Sex of the respondent	Male	156	53.6%
		Female	135	46.4%
2	Living with both biological parents?	Yes	258	80.6%
		No	62	19.4%
3	With whom you are living?	With family	213	66.6%
		With relatives	24	7.5%
		Friends	9	2.8%
		By my own	0	0%
		Others	0	0%
4	Grade	Grade 7	122	41.9%
		Grade 8	169	58.1%
5	Type of school	Private	76	26.2%
		Governmental	215	73.8%
6	Family's educational level	Read/write	85	26.5%
		Primary education	71	22.1%

		High school complete	57	17.8%
		Diploma	40	12.5%
		Degree and above	38	11.9%
7	What is your household's approximate monthly income range?	1. Below 10,000	62	21.3%
		2. Above ETB 10,000=229	229	78.7%

The demographic profile of respondents shows several noteworthy patterns. The sample shows a relatively balanced gender distribution, with males comprising 53.6% and females 46.4% of participants. Family structure data indicates that 80.6% of respondents live with both biological parents, while 66.6% reside with their immediate family, 7.5% with relatives, and only 2.8% with friends. None reported living independently, highlighting the strong family orientation in this population.

The grade distribution shows 41.9% in Grade 7 and 58.1% in Grade 8, representing early adolescent respondents. School type breakdown reveals 73.8% attending private institutions versus 23.2% in government schools, which may influence resource access and educational experiences. Parental education levels present a diverse spectrum: 26.5% have parents who can only read/write, 22.1% completed primary education, 17.8% finished high school, 12.5% hold diplomas, and 11.9% have degrees or higher qualifications. This educational distribution suggests varied socioeconomic backgrounds among participants.

Regarding household income, which refers to the income of the respondents' parents, the data reveals that a majority of students 229 out of 291 (78.7%) come from families with a monthly income above ETB 10,000, while only 62 students (21.3%) reported a family income below ETB 10,000. This income distribution suggests that most respondents belong to middle- to

upper-income households, indicating a relatively advantaged socioeconomic context for the majority of participants.

This pattern aligns with the high percentage of students attending private schools (75.5%), which often require higher tuition fees and are typically accessed by families with better financial capacity. The correlation between income and school type may also influence students' access to learning resources, parental support, and extracurricular opportunities, all of which are known to relate to academic performance and development.

4.2 Analysis of Internal Developmental Assets

Table 4 Combined Descriptive Statistics Table

Asset Domain	Item Description	Mean	Std. Deviation
Commitment to Learning	I am eager to do well at school	4.26	0.81
	I enjoy learning	3.92	0.86
	I am trying to learn new things	4.31	0.77
	I am encouraged to try to do things that might be good for me	4.35	0.88
	I do my assignment	4.30	0.75
	I care about my school	3.84	1.23
	I enjoy reading	3.97	0.98
Positive Values	I think it is important to help other people	4.79	0.60
	I believe that everybody should be treated equally	4.53	1.10
	I stand up for what I believe in	4.50	0.74
	I tell the truth even when it is not easy	4.28	1.15
	I take responsibility for what I do	4.34	1.18
	I tell other people what I believe in	4.20	1.09
	I stay away from tobacco, alcohol, and other drugs	4.74	0.69
Social	I plan ahead and make good choices	4.44	0.95

Asset Domain	Item Description	Mean	Std. Deviation
Competence			
	I build friendships with other people	3.55	1.33
	I accept people who are different from me	3.94	1.01
	I am able to resist bad influences or avoid things that are dangerous	4.11	0.85
	I am able to resolve conflicts without anyone getting hurt	3.71	1.10
	I am sensitive to the needs and feeling of others	3.68	1.16
	I express my feelings in proper ways	3.46	1.17
Positive Identity	I feel I have control of my life and future	3.71	1.19
	I feel good about myself	4.12	1.11
	I feel that 'my life has a purpose'	4.29	0.81
	I feel good about my future	4.15	0.92
Support Systems	I have a family that gives me love and support	3.72	1.18
	I ask my parents for advice	4.00	1.11
	I have support from other adults other than my parents	3.63	1.12
	I have good neighbours who care about me	3.31	1.43
	I have a school that provides a caring & encouraging environment	3.49	1.11
	My parents/guardians are actively involved in helping me succeed at school	4.11	1.17
Empowerment	I feel valued and appreciated by others	3.50	1.10
	I am given useful roles and responsibilities	4.20	1.06
	I am included in family tasks and decisions	3.98	1.20
	I feel safe and secure at school	3.69	1.17
	I have a safe neighborhood	3.66	1.06
	I feel safe and secure at home	4.09	1.08
Constructive Use of Time	I am involved in creative things such as music, theatre or other arts	3.93	1.37
	I spend time every week in sports, hobby clubs, or organization	3.89	1.24
	I am involved in a church, mosque, or other religious group	3.90	1.08

Asset Domain	Item Description	Mean	Std. Deviation
	I go out 2 or fewer nights per week with friends “with nothing special to do”	3.73	1.12
Academic Performance	I am satisfied with my GPA as an indication of my academic success	3.16	1.02
	I actively participate in class discussions, ask questions, and contribute	2.90	1.17
	I engage in group activities and collaborate effectively with peers	3.28	1.12
	I am comfortable sharing my ideas and opinions during class interactions	3.14	1.52
	My academic rank and consider it a measure	3.11	1.30

DISCUSSION OF DESCRIPTIVE FINDINGS ACROSS CONSTRUCTS

The overall descriptive analysis of internal and external developmental assets, along with academic performance indicators, presents a comprehensive view of middle school students’ developmental profile in Addis Ababa.

1. Internal Developmental Assets

Students exhibited strong commitment to learning, particularly in behaviorally driven areas like 'doing assignments' (M=4.30) and 'being encouraged to do things that are good for them' (M=4.35), suggesting that external motivation from parents and teachers plays a crucial role. However, intrinsic indicators like enjoyment of learning (M=3.92) and caring about school (M=3.84) were slightly lower, indicating a potential gap between compliance and genuine engagement. This finding revealed an emotional detachment, mirroring findings from Moges' (2023) research in Addis Ababa, where school climate issues (e.g., inadequate facilities) reduced student attachment despite academic performance.

In the domain of positive values, respondents showed high moral and ethical orientation, especially regarding altruism and personal responsibility, with items like 'helping others' (M=4.79) and 'avoiding substances' (M=4.74) receiving the highest scores across all constructs. This reflects a strong cultural emphasis on moral development. These findings align with Mesfin's (2021) study on Ethiopian youth values, which found 89% of participants prioritized community help and substance avoidance. The slightly lower scores for truth-telling may reflect cultural nuances in conflict avoidance, consistent with Gebremariam's (2022) research on Ethiopian communication norms in educational settings.

Social competencies were moderately developed. Planning skills (M=4.44) and resisting negative influences (M=4.11) ranked high, while interpersonal and emotional expression scored lower (e.g., "I express my feelings..." M=3.46), suggesting that while students are goal-driven, they may lack sufficient training in social-emotional learning (SEL). Kebede's (2023) study provides empirical support for such interventions, showing that schools implementing weekly SEL workshops achieved a 25% improvement in students' conflict resolution abilities within six months. The moderate score of 3.94 for accepting differences, when contrasted with lower friendship-building scores, may reflect cultural communication patterns similar to those identified in Assefa's (2021) ethnographic research on Ethiopian youth interactions. Research by Tsegaye (2022) in Addis Ababa schools supports this approach, demonstrating that students with strong decision-making skills were 30% more effective as peer mentors. However, the findings also identify several areas requiring development, particularly in interpersonal skills and emotional intelligence. These findings suggest several practical applications for educators: implementing peer mentoring programs that capitalize on existing planning skills, introducing structured SEL curricula with a focus on emotional expression and conflict resolution, creating more collaborative learning opportunities to enhance friendship-building skills, and providing teacher training on facilitating discussions about differences. Notably, while these results indicate room for growth in emotional expression competencies, they still surpass the findings of Mekonnen's (2020) rural school study (mean of 2.89), suggesting that urban educational

environments may be more conducive to developing these social skills and highlighting a potential urban-rural divide that warrants further investigation.

In terms of positive identity, students reported a high sense of life purpose (M=4.29) and optimism (M=4.15), but slightly less confidence in personal control over their future (M=3.71), indicating self-efficacy development remains an area for growth. These findings align with previous research in several important ways. The strong sense of purpose reported by students mirrors results from Hailemariam's (2022) longitudinal study of Ethiopian adolescents, which found purposefulness to be the most stable positive identity component during secondary education. The relatively lower sense of control corresponds with observations made by Tesfaye (2023) regarding external locus of control tendencies in collectivist cultural contexts. The overall pattern of results suggests that while students generally maintain positive self-views and future expectations, they may benefit from interventions to strengthen their sense of personal agency.

2. External Developmental Assets

Parental and school support emerged as a consistent strength. The item “My parents are actively involved in helping me succeed at school” scored high (M=4.11), along with parental advisory roles (M=4.00). However, neighborhood support (M=3.31) and school encouragement (M=3.49) received lower scores, reflecting gaps in broader community and institutional support. These findings align with previous research in several key aspects. The strong parental involvement in education corresponds with findings from Bekele's (2021) study of Ethiopian family dynamics, which highlighted the cultural emphasis on academic achievement. The moderate school environment scores reflect similar patterns observed in Asnake's (2022) school climate research, where students often reported feeling supported academically but less so emotionally. The relatively lower neighborhood support scores echo results from Gebremichael's (2023) community study that noted declining neighborhood cohesion in urban areas.

Empowerment scores were mixed: students felt they had meaningful roles ($M=4.20$) and felt safe at home ($M=4.09$), yet felt less appreciated ($M=3.50$) and moderately safe at school and in the neighborhood, highlighting the need for greater recognition and community safety initiatives. The data reveals important insights about students' sense of empowerment and safety across different environments. Students reported the strongest agreement with being given useful roles and responsibilities (Mean=4.20, $SD=1.06$), indicating they feel meaningfully engaged in activities that contribute to their development. This is closely followed by feeling safe and secure at home, suggesting generally positive home environments. Family inclusion scored moderately (included in family tasks and decisions, while perceptions of safety at school and neighborhood safety were slightly lower. The lowest score was for feeling valued and appreciated by others pointing to a potential area for improvement in recognition and validation.

Expectation and Boundaries The data reveals important patterns in students' perceptions of their support networks across different domains. Students reported the strongest support from their parents/guardians regarding academic success ("My parents/guardians are actively involved in helping me succeed at school", Mean=4.11, $SD=1.17$), indicating strong family engagement in education. This is followed closely by general parental guidance and overall family support. However, support from other sources appears less consistent, with moderate scores for school environment and non-parental adult support, and notably lower scores for neighborhood support.

Participation in constructive activities like creative arts ($M=3.93$), religious involvement ($M=3.90$), and extracurricular ($M=3.89$) was relatively high, underscoring their important role in holistic development. However, the balance of structured vs. unstructured time still warrants monitoring, especially given the moderate rating for unstructured social outings. The data reveals important insights into how students allocate their time across various constructive activities. Students reported relatively balanced engagement across different domains, with the highest participation in creative arts followed closely by religious activities and organized

sports/hobbies. The item assessing unstructured social time showed slightly lower but still substantial engagement.

3. Academic Performance

Compared to developmental assets, academic performance indicators were moderate to low. The highest mean was observed for satisfaction with GPA (M=3.16), while active classroom participation (M=2.90) scored the lowest. This gap may indicate that while students meet external expectations, their engagement and academic confidence remain limited, possibly reflecting the influence of exam-centered educational culture and limited student agency. It can be inferred from the above data that students perceive their academic performance measure in the grades they get and their engagement in group activities which is shown with a comparatively higher averages in the first item ‘I am satisfied with my GPA as an indication of my academic success’ and third items ‘I engage in group activities and collaborate effectively with peers’ with a slight variation of responses. The second item ‘I actively participate in class discussions, ask questions, and contribute to the learning environment’ requesting level of class participation has got the lowest average and relatively less variations of responses. The variability of responses gave considerable range of prediction in the independent variable to explain the difference in academic performance.

Conclusion

The analysis reveals that students possess strong moral values, family support, and structured behavioral habits, but face challenges in intrinsic motivation, emotional expression, community engagement, and active learning participation. These insights suggest the need for interventions that integrate social-emotional learning, community partnerships, and student voice in learning. Enhancing the school climate, expanding mentorship programs, and promoting student-centered pedagogy may help bridge the gap between developmental assets and academic success.

4.5 Variations in asset level based on school type

Internal Assets

The analysis of commitment to learning reveals relatively similar scores across both schools, with notable differences in school attachment completion. Detailed data on each internal asset item is available in **Annex A**.

External Assets

The analysis of including support, empowerment, expectations and boundaries, and constructive use of time show both similarities and differences between students in government and private schools. Detailed data on each external asset breakdown of mean scores for each item is presented in **Annex B**

4.4 Correlations

Table 5 Pearson Correlation Matrix of Youth Developmental Assets

Variable	1	2	3	4	5	6	7	8	9
1. Commitment to Learning	.972								
2. Positive Values	.887*	1							
3. Social Competencies	.972*	.876**	1						
4. Positive Identity	.838*	.627**	.839**	1					
5. External Assets	.951*	.828**	.949**	.904**	1				
6. Empowerment	.930*	.855**	.954**	.862**	.941**	1			
7. Expectations/Boundaries	.906*	.764**	.905**	.897**	.952**	.933**	1		

Variable	1	2	3	4	5	6	7	8	9
8. Constructive Time Use	.896* *	.869 **	.910 **	.718 **	.870 **	.942 **	.901 **		1
9. Academic Performance	.797* *	.614 **	.884 **	.888 **	.868 **				

The correlation analysis reveals a robust network of interrelationships among all measured developmental assets and academic performance, with all correlations being statistically significant ($p < .01$). The strongest associations emerge between social competencies and commitment to learning ($r = .972$), as well as between external assets and both commitment to learning ($r = .951$) and social competencies ($r = .949$). Academic performance shows particularly strong connections with positive identity ($r = .884$), expectations and boundaries ($r = .901$), and external assets ($r = .888$), suggesting these factors may be especially influential for educational outcomes. The matrix demonstrates that all developmental assets are positively interrelated, forming an integrated system of youth development, with correlation coefficients ranging from .614 (between positive values and academic performance) to .972. Notably, constructive time use shows its strongest association with empowerment ($r = .942$), while positive values exhibit relatively weaker (though still significant) relationships with positive identity ($r = .627$) and academic performance ($r = .614$) compared to other asset pairings. These patterns collectively indicate that various aspects of youth development are mutually reinforcing, with strengths in one domain tending to coincide with strengths in others. The consistent, substantial correlations with academic performance (all $r > .61$) underscore the value of comprehensive approaches to youth development that simultaneously address multiple asset domains to foster both personal growth and educational success. See the details correlation in **Annex H**.

4.5 Test of Assumption

Inferential statistics allow one to draw conclusions or inferences from data, typically by making predictions or generalizations about a larger population based on a sample. This process

involves using probability theory to assess the likelihood that observed patterns or results are due to chance rather than actual effects. By analyzing sample data, inferential statistics help determine whether the observed outcomes are statistically significant and can be generalized to the broader population. Techniques such as hypothesis testing, confidence intervals, and regression analysis are commonly used to evaluate relationships between variables and to estimate population parameters. Ultimately, inferential statistics provide a framework for making evidence-based decisions and understanding the reliability and implications of the findings from the sample data.

4.5.1 Linearity test

Linear regression needs the relationship between the independent and dependent variables to be linear. It is also important to check for outliers since linear regression is sensitive to outlier effects. The linearity assumption can best be tested with scatter plots; the following picture depicts no and little linearity is present. The relationship between developmental asset and Academic performance was examined using linear regression. A graphical representation of linear relationship is presented in **Annex C**.

4.5.2 Normality Test

The histogram indicates how the data is distributed. Accordingly, it is possible to state that the data are nearly normally distributed since the histogram has a close to bell shape. See details on **Annex D** Normality Test.

4.6 Regression analysis

Regression analysis is a statistical technique used to predict the value of an outcome variable from one or more predictor variables. In simple linear regression, a single continuous dependent variable is predicted from one independent variable, assuming a linear relationship between them. Multiple regression extends this approach to situations where the outcome variable is

predicted based on two or more independent variables, allowing for the assessment of the overall model fit and the relative contribution of each predictor (Field, 2009; Zaid, 2015). See the model in **Annex E**.

The regression model demonstrates exceptionally strong predictive power for academic performance, explaining approximately 91.1% of the variance ($R^2 = .911$, Adjusted $R^2 = .909$) through the eight developmental assets. The high R-value (.955) indicates an almost perfect linear relationship between the combined predictors and academic outcomes. With an F-change statistic of 362.116 ($p < .001$), the model is statistically significant, confirming that these assets collectively contribute substantially to academic performance prediction.

4.6.1 ANOVA test liner regression

The ANOVA results demonstrate that the regression model using all eight developmental assets as predictors is statistically significant in explaining academic performance ($F(8,282) = 362.116$, $p < .001$). The model accounts for the vast majority of variance in academic outcomes, with the predictors explaining 91.1% of total variance (Regression SS = 8671.807 out of Total SS = 9515.959). The extremely small residual variance (Mean Square Residual = 2.993) compared to the explained variance (Mean Square Regression = 1083.976) confirms the model's strong predictive power. These findings suggest that the combination of commitment to learning, positive values, social competencies, positive identity, external assets, empowerment, expectations/boundaries, and constructive time use collectively form a highly effective system for academic performance, though researchers should examine potential multicollinearity given the strong interrelationships among these factors.

4.6.2 Regression Coefficient

The regression coefficients reveal that empowerment ($\beta=1.177$, $p<.001$) and expectations/boundaries ($\beta=.808$, $p<.001$) are the strongest positive predictors of academic performance, while external assets ($\beta=.372$, $p<.001$) also show significant positive effects.

However, several counterintuitive negative relationships emerge for positive values ($\beta=-.313$), positive identity ($\beta=-.324$), and constructive time use ($\beta=-.829$), all significant at $p<.001$. Notably, commitment to learning and social competencies show no significant independent effects. The extremely high VIF values (ranging from 8.23 to 35.45) and very low tolerance statistics (all below 0.04) indicate severe multicollinearity among predictors, suggesting these variables share substantial overlapping variance. This multicollinearity likely distorts the individual coefficient estimates, making it difficult to interpret their unique contributions. While the overall model shows excellent predictive power (as seen in the ANOVA), these results caution against interpreting individual predictor effects independently and suggest the need for alternative modelling approaches like factor analysis to address the high intercorrelations among these developmental assets. See the details for regression coefficient in **Annex G**.

4.7 Discussion

The findings reveal a complex yet coherent picture of youth developmental assets in the Ethiopian context, highlighting both strengths and areas for growth. The students' exceptionally high levels of prosocial ideals and academic motivation are among the main findings. A high commitment to academic success is seen in the mean score for commitment to learning (Mean = 4.26), which is in line with Ethiopian society's long-standing cultural emphasis on education. For many years, education has been seen as an essential means of achieving personal and family success, especially in cities like Addis Ababa where there is fierce rivalry for jobs (Mekonnen, 2020). High prosocial activities such as assisting others (Mean = 4.79) and abstaining from drugs (Mean = 4.74) further reinforce this incentive, highlighting the importance of group ethics and responsibility, which are fundamental Ethiopian cultural values. This pattern resonates with Damon's (2008) work on moral identity, which distinguishes between socially reinforced behaviors and deeply internalized values.

Students' social skills show a mixed profile: they have good planning skills (Mean=4.44), but they are less developed in emotional expression (Mean=3.46) and handling conflicts (Mean=3.71). This disparity might be a reflection of cultural norms that, as seen in other collectivist contexts, value pragmatic problem-solving above emotional disclosure (Chen et al.,

2022). Likewise, whereas students express a distinct feeling of purpose (Mean=4.29), they also express a more uncertain sense of control over the future (Mean=3.71), which is consistent with Arnett's (2015) research on the challenges of emerging adulthood in changing cultures.

The ecological model of development proposed by Bradley and Corwyn (2002) can be seen going in line with the finding in external assets, which show a strong family support system, especially in academics (Mean=4.11). Nonetheless, neighbourhood support trails considerably (Mean=3.31), indicating the impact of urbanization on communal cohesiveness (Gebremichael, 2023). Schools are seen as being somewhat supportive (Mean=3.49), but safety concerns (Mean=3.69) point to the need for a better atmosphere, as Wang and Degol's (2016) research on institutional trust makes clear. Worku's (2021) mentorship research echoes the encouraging empowerment scores (e.g., important responsibilities, Mean=4.20), but the lower sensation of being respected by others (Mean=3.50) suggests gaps in recognition and/or social validation. This suggests expanding opportunities for mentorship and acknowledgement, families and institutions, for the younger population group is highly important to enhance their self-worth and help them continue engaging in beneficial activities when they believe that their contributions are valued.

Students reported a balanced use of their time between structured activities like sports (Mean = 3.89), religion (Mean = 3.90), and artistic pursuits (Mean = 3.93). This equilibrium is consistent with Larson's (2000) idea of the developmental benefits derived from structured activities, which foster abilities such as creativity, discipline, and teamwork. Most importantly this gives student's to support their path in identifying their inner potential, talents/gifts and help them find-out what they want and what brings them satisfaction. The comparatively low score for unstructured social time (Mean = 3.73), however, can indicate a propensity for excessive scheduling or little free play, which has been connected to stress and a decrease in youth autonomy (Mesfin, 2023). In order to promote holistic development, it is crucial to promote a good balance between structured and unstructured time.

Ultimately, reviewing student responses by school type and location revealed noticeable variations that illustrated the intricate relationship between the environment and developmental assets. Private school students reported higher levels of learning commitment and a stronger positive identity, which may be a result of lower class sizes, more resource-rich surroundings, or

pedagogical approaches that prioritize individualized attention. Students attending government schools, on the other hand, tended to report higher level of positive values, which may be related to distinct socioeconomic or cultural dynamics within these groups.

This suggests that developmental assets are not evenly distributed and that interventions must follow context specific approaches for them to be effective.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of key findings, conclusions drawn from the data analysis, and practical recommendations based on the study results. The aim is to highlight how youth developmental assets influence academic performance and to suggest actions for educators, policymakers, and researchers to support students more effectively.

5.1 Summary of the Findings

This study examined the relationship between youth developmental assets and academic performance among Grade 7 and 8 students in the selected schools, in Addis Ababa. Grounded in the Positive Youth Development (PYD) framework and the Developmental Assets Model, the research explored how internal assets (commitment to learning, positive values, social competencies, and positive identity) and external assets (support, empowerment, expectations and boundaries, and constructive use of time) influence student outcomes. The study employed a descriptive quantitative design, using structured self-administered questionnaires to collect data from 291 students from both private and government schools in Addis Ababa. Stratified random sampling ensured proportional representation by school type and grade level. Data analysis was conducted using SPSS version 26, incorporating descriptive statistics, correlation, and multiple regression analysis to identify key predictors of academic performance.

The findings revealed a strong relationship between developmental assets and students' academic performance. Notably, the model explained 91% of the variance in academic performance, with empowerment and expectations/boundaries emerging as the most significant predictors. Additionally, variations were observed across school type, gender, and socioeconomic status. Private school students and those from urban areas reported higher asset levels, and students living with both parents or having parents with higher educational attainment generally scored better in academic performance.

5.2 Major Findings

The analysis of data from the sample revealed a number of significant findings regarding the developmental assets of students and their relation to academic performance. It was found that students generally exhibited high levels of commitment to learning and prosocial values. Specifically, their academic motivation was notably strong, and they frequently demonstrated helping behaviors, as reflected in high mean scores. However, in terms of emotional development, students showed relatively lower levels of emotional expression and perceived control. These findings suggest a need for more targeted support in areas related to emotional intelligence and self-regulation.

Support systems have been found to be at different levels ranging from weak to strong. Unlike neighbourhood support, family support was found to be profound among the participants. Students' perceive their schools as having moderate level of safety, indicating that while schools were generally safe, there is a gap identified in creating more secure and welcoming environments at schools. Empowerment and the presence of clear expectations and boundaries stood out as the most powerful predictors of academic success, among the external developmental assets. Regression analysis confirmed that these two variables significantly affected students' academic performance.

The high VIF values indicated presence of multi co-linearity among the variables, revealing a complex interplay among developmental assets. These variables do not function in isolation but rather interact with and reinforce one another. Furthermore, the analysis of demographic categories highlighted disparities in asset distribution. Students from private schools and higher-income families reported stronger developmental assets, and urban students outperformed their rural counterparts. Additionally, living with both parents and having parents with higher education were linked to better academic outcomes. In terms of gender, female students appeared to have stronger internal assets such as positive values and social competencies, while male students reported more confidence in empowerment and peer-related support.

5.3 Conclusions

In the regression model explaining an exceptionally high variance of (91%), the findings of this study highlight the critical role of developmental assets in shaping students' academic success. This shows the holistic and interconnected nature of these assets, confirming that they contribute to students' educational outcomes in a collective manner rather than operating in isolation. The Ethiopian cultural context appears to nurture certain strengths, particularly, strong family support and prosocial values, which are considered as the foundationall pillars for youth development. Though this nurturing context exists, gaps are also noticed in other areas, such as neighbourhood safety, emotional development, and community engagement, suggesting further attention and intervention for some others while some protective factors are well-established.

A key insight from this study is the synergistic relationship between internal and external developmental assets. Their strong inter-relatedness put above indicates that interventions targeting multiple dimensions such as self-esteem, social competence, and supportive environments are likely to be more effective than those methods focusing on isolated factors. Additionally, disparities in asset distribution across school types, gender, and socioeconomic status reveal structural inequities that may perpetuate educational inequalities unless intentionally addressed through policy and programmatic efforts.

Two of the external assets emerged as particularly foundational: empowerment and clear academic expectations. Students who felt a sense of autonomy, responsibility, and structured support tended to perform better academically, reinforcing the need for educational environments that cultivate these qualities. The study being urban-centered, limits its generalizability, highlighting the need for future research that includes rural and under served populations to come up with a more comprehensive understanding of asset-based strategies in diverse contexts.

Ultimately, developmental assets are not just supplementary but central to academic achievement according to this study. By adopting an integrated approach that strengthens both internal and external assets—while addressing existing challenges—educators and

policymakers can make the system work equitable and supportive which can enhance students' success and well-being.

5.4 Recommendations

After getting done with the study, the researcher came up with different recommendation ideas for different stakeholders and areas of activities, put as below.

5.4.1. Education Sector

1. Working to enhance Social Emotional Learning (SEL): Schools shall be working in collaboration with institutions working with the youth group by focusing on capacity building and resource provision; this may include organizations with structured programs working towards enhancing students' emotional regulation, self-awareness, and interpersonal skills. This collaborative work would improve areas identified as gaps, such as emotional expression and perceived control.

2. Peer Mentorship Programs: Empowering students to take on mentorship roles can foster school belonging, boost confidence, and improve the overall school climate. As having a relational nature we humans tend to incline to our peer group to easily engage in activities, learn new things and share thoughts. Similarly, in a mentorship program allowing youth to take the lead to mentor their juniors gives a sense of autonomy and purpose, helping them strengthens their developmental asset.

3. Family Involvement Strategies: Schools should develop different structured platforms for parent engagement that builds up on existing strong family support and encourage parents to be part of the academic journey; celebrating their children's success and working on areas of improvement with the students' themselves without being judgmental.

5.4.2. Policy Development

1. Community-Based Support Programs: Policymakers should allocate resources for programs working with the community; either local or international groups with community

based plans. These might include: after-school programs, safe neighborhood initiatives (including “iqub”, “idir” and other traditional social institutions), and youth clubs that provide structured time use and community engagement opportunities. In addition, policy frameworks should target under-resourced schools and communities, to ensure equitable access to developmental opportunities and addressing disparities tied to income, school type, and family background.

3. Professional Development for Educators: building the capacity of professionals such as teachers and school leaders via training provision in the areas of autonomy-supportive practices, differentiated instruction, and inclusive strategies to build developmental assets across diverse student groups shall have a great contribution to foster asset development among the youth.

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ANNEX

Annex A: Internal assets

Internal Assets	Statement	Gov't Mean	Private Mean	Difference	Interpretation
Commitment to Learning	I am eager to do well at school	4.25	4.28	≈ 0.03	Nearly equal enthusiasm in both schools.
	I enjoy learning	4.09	3.86	-0.23	Gov't students enjoy learning slightly more.
	I am trying to learn new things	4.22	4.34	+0.12	Private students are more curious.
	I am encouraged to try good things	4.24	4.40	+0.16	Private students feel more encouraged.
	I do my assignment	4.13	4.36	+0.23	Private students complete assignments more consistently.
	I care about my school	3.43	3.99	+0.56	Private students feel more school attachment.
	I enjoy reading	3.83	4.02	+0.19	Private students enjoy reading more.
Positive Values	I think helping others is important	4.67	4.84	+0.17	Private students show slightly stronger altruism.
	I believe in equality	4.09	4.68	+0.59	Private students value equality more.
	I stand up for what I believe in	4.33	4.56	+0.23	Private students more assertive in values.
	I tell the	3.67	4.50	+0.83	Private

	truth even when hard				students more honest in tough situations.
	I take responsibility for what I do	3.95	4.50	+0.55	Private students show stronger accountability.
	I share what I believe in	3.87	4.32	+0.45	Private students express beliefs more openly.
	I avoid tobacco, alcohol, and drugs	4.55	4.81	+0.26	Both high; private students slightly stronger.
Social Competency	I plan ahead and make good choices	3.93	4.62	+0.69	Private students are better at planning.
	I build friendships	3.93	3.43	-0.50	Gov't students are more socially outgoing.
	I accept differences in others	3.68	4.03	+0.35	Private students are more accepting.
	I resist bad influences	3.92	4.18	+0.26	Private students better at avoiding danger.
	I resolve conflicts peacefully	3.42	3.81	+0.39	Private students resolve conflicts better.
	I am sensitive to others' feelings	3.63	3.71	+0.08	Very similar empathy in both.
	I express my feelings properly	3.37	3.50	+0.13	Private students better at

					emotional expression.
Positive Identity	I feel in control of my life	4.03	3.60	-0.43	Gov't students feel more in control.
	I feel good about myself	4.47	4.00	-0.47	Gov't students have higher self-esteem.
	I feel my life has a purpose	4.41	4.26	-0.15	Both high; slightly higher in gov't students.
	I feel good about my future	4.33	4.10	-0.23	Gov't students are more optimistic.

Annex B: External assets

External Assets	Statement	Gov't Mean	Private Mean	Difference	Interpretation
Support	I have a family that gives me love and support	3.00	4.20	-1.20	Private students feel more emotionally supported by family.
	I ask my parents for advice	3.82	4.07	+0.25	Private students communicate more with parents.
	I have support from other adults other than my parents	3.63	3.63	0.00	Equal support from non-parental adults.
	I have good neighbours who care about me	3.55	3.22	+0.13	Slightly better neighborhood connection in government schools.
	I have a school that provides a caring and encouraging environment	3.43	3.51	+0.08	Private schools slightly better in school climate.
	My	4.04	4.14	+0.10	Private school

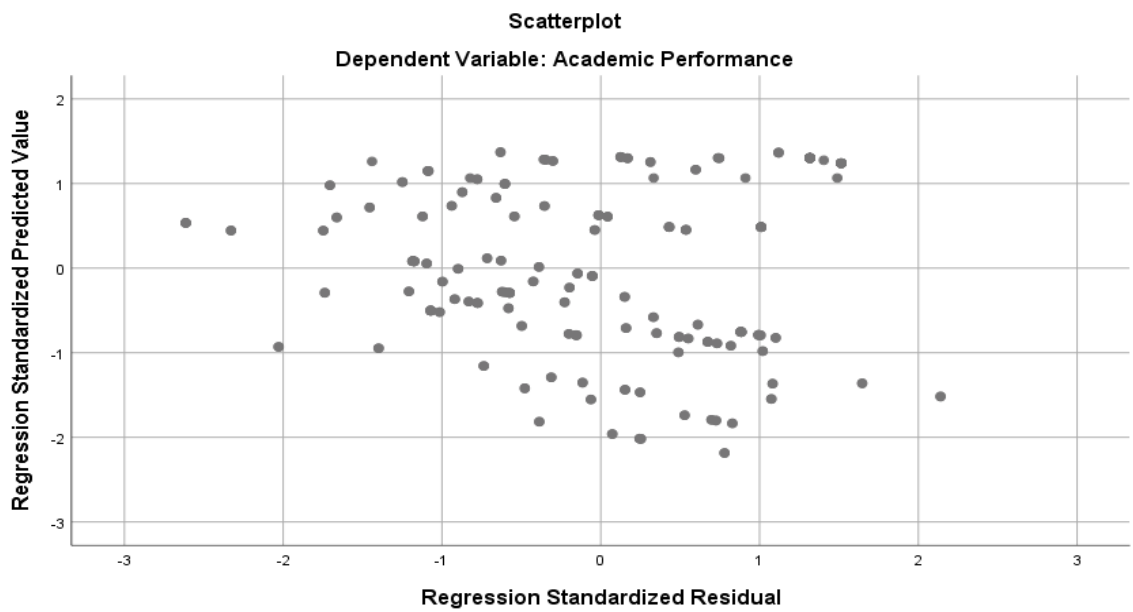
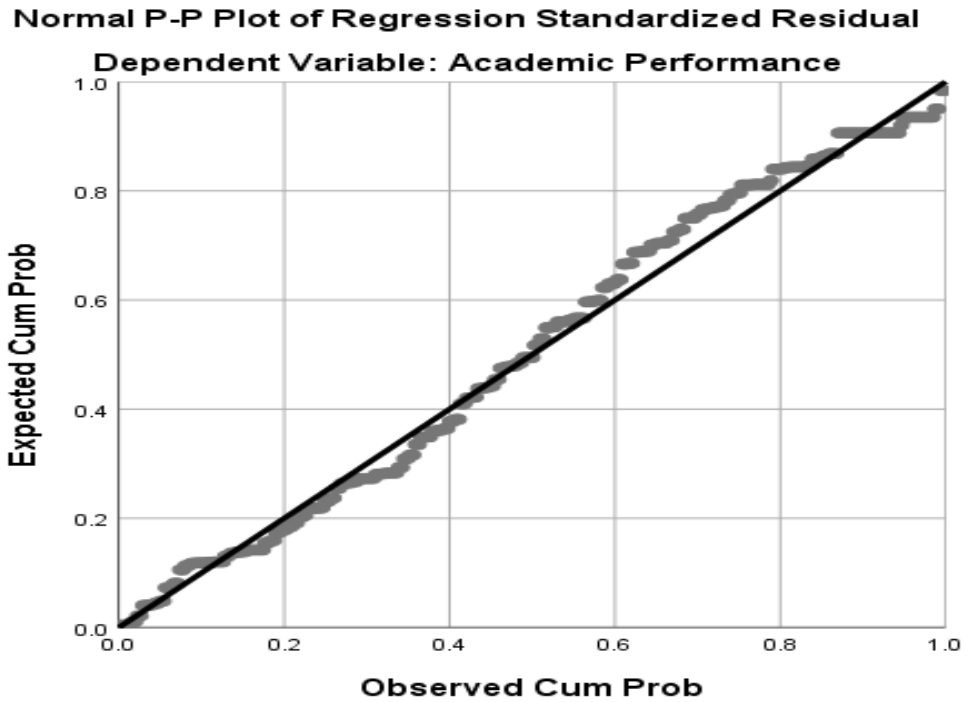
	parents/guardians are actively involved in helping me succeed				parents slightly more active.
Empowerment	I feel valued and appreciated by others	3.82	3.39	+0.43	Gov't students feel more socially valued.
	I am given useful roles and responsibilities	3.84	4.34	+0.50	Private students take more leadership roles.
	I am included in family tasks and decisions	3.57	4.14	+0.57	Private students more engaged in family decisions.
	I feel safe and secure at school	3.53	3.75	+0.22	Private students feel safer at school.
	I have a safe neighborhood	3.71	3.64	≈Equal	Very similar perception of safety.
	I feel safe and secure at home	4.43	3.97	+0.46	Gov't students feel significantly safer at home.
Expectations and Boundaries	Family awareness/rules – Family knows where I am / gives clear rules	4.14 / 4.13	3.56	-0.58	Gov't students experience more structured rules.
	Parental encouragement to succeed in school	4.41	4.14	-0.27	Gov't students feel more pressure/support.
	School rules – Clear, fair enforcement	4.13	3.51	≈Equal	Gov't schools report clearer rules.
	Role models (adults, teachers, friends)	3.93	3.51	-0.70	Gov't students see more consistent role modeling.
	Community (neighbors)	3.32	3.35	≈0	Nearly equal perception of community support.
	Parental involvement/advice	3.1	4.07	-0.14	Private students more actively seek advice.
Constructive Use of Time	I am involved in creative things	3.34	4.14	+0.80	Private students more involved in

	(music, arts, theatre, etc.)				creative activities.
	I spend time in sports/hobby clubs or school/community organizations	3.41	4.06	+0.65	Private students more engaged in extracurriculars.
	I am involved in a religious group one or more hours per week	3.96	3.88	-0.08	Gov't students slightly more religiously involved.
	I go out ≤2 nights/week with friends "with nothing special to do"	3.87	3.69	-0.18	Gov't students socialize more with balance.

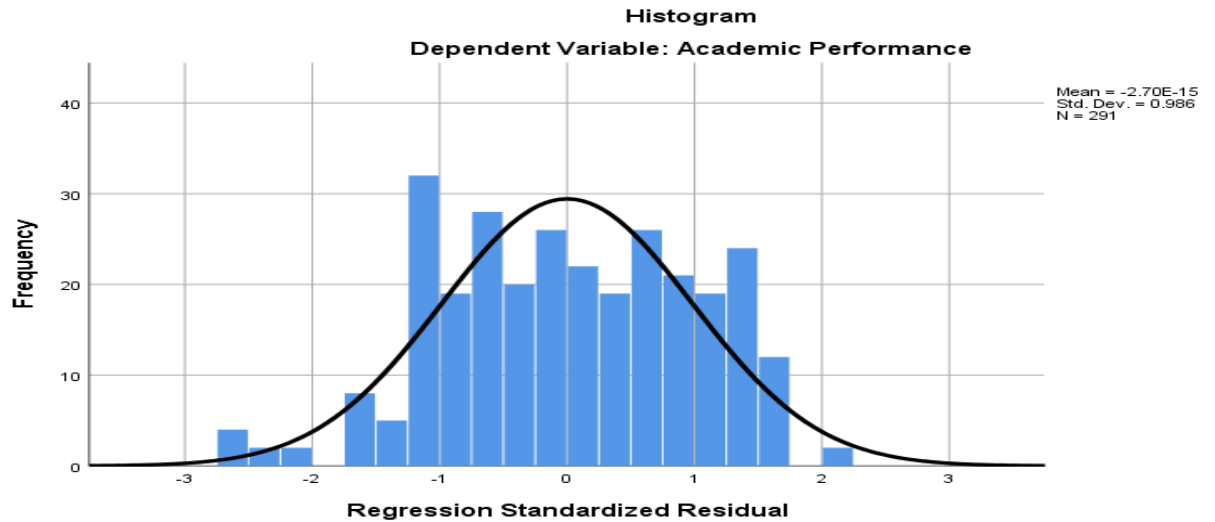
Annex B coorelation

Developmental Asset	Correlation (r)	Strength
Social Competence	0.972	Very strong
Commitment to Learning	0.901	Very strong
Expectations and Boundaries	0.901	Very strong
Support	0.861	Strong
Empowerment	0.814	Strong
Positive Values	0.834	Strong
Positive Identity	0.786	Strong
Constructive Use of Time	0.731	Moderate–strong

Annex C: linear regression figures



Annex D: Normality test result



Annex E: summary for linear regression

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change	Durbin - Watson
						F Change	df1	df2		
1	.955 ^a	.911	.909	1.73016	.911	362.116	8	282	.000	.591

a. Predictors: (Constant), Constructive use of time, Positive identity, Positive values, Social competencies, Expectations and boundaries, Commitment to learning, External assets , empowerment

b. Dependent Variable: Academic Performance

Annex F: Anova test linear regression

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8671.807	8	1083.976	362.116	.000 ^b
	Residual	844.152	282	2.993		
	Total	9515.959	290			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Constructive use of time, Positive identity, Positive values, Social competencies, Expectations and boundaries, Commitment to learning, External assets , empowerment

Annex G: regress coefficients

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.768	.941		1.879	.061		
	Commitment to learning	-.098	.093	-.099	-1.045	.297	.035	28.470
	Positive values	-.314	.051	-.313	-6.147	.000	.121	8.231
	Social competencies	.006	.083	.007	.078	.938	.034	29.624
	Positive identity	-.498	.106	-.324	-4.707	.000	.067	15.029
	External assets	.341	.090	.372	3.812	.000	.033	30.249
	Empowerment	1.147	.103	1.177	11.148	.000	.028	35.447
	Expectations and boundaries	.493	.057	.808	8.717	.000	.037	27.321
	Constructive use of time	-1.069	.120	-.829	-8.911	.000	.036	27.538

a. Dependent Variable: Academic Performance

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8671.807	8	1083.976	362.116	.000 ^b
	Residual	844.152	282	2.993		
	Total	9515.959	290			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Constructive use of time, Positive identity, Positive values, Social competencies, Expectations and boundaries, Commitment to learning, External assets , empowerment

APPENDICES

Appendix-I

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

This questionnaire is designed to collect information and investigate on the relation between youth developmental assets and students' academic performance in Addis Ababa. Your genuine response to this questionnaire has significant contribution to solve the issue. Since the quality and success of this study depends on the validity and reliability of the information you provide, you are kindly requested to complete each item of the scale and return the questionnaire.

The information will be confidentially used only for the desired objective of the research. I would like to assure you that your responses will be used only for academic research and yet, you have full right to be or not to be part of this research.

No need to write your name on the questionnaire.

Thank you, in advance, for your assistance and timely responses.

APPENDIX A: Background Information

Direction: The following questions aim to collect personal information about you. Please write the necessary information or put a tick mark on the blank space provided?

S.No.	Questions	Response	Skip
	Age in year	_____	
	Sex of the respondent	<input type="radio"/> Male <input type="radio"/> Female	
	Your Place of origin	<input type="radio"/> Urban <input type="radio"/> Rural	
	<input type="radio"/> Are you living with both of your biological parents?	<input type="radio"/> Yes <input type="radio"/> No	
	With whom you are livings?	<input type="radio"/> With family <input type="radio"/> With relatives <input type="radio"/> Friends <input type="radio"/> By my own <input type="radio"/> Others	

	Grade	—	
	Type of school	<input type="radio"/> Private <input type="radio"/> Governmental	
	What is your Family's educational level	<input type="radio"/> Read/write <input type="radio"/> Primary education <input type="radio"/> Highschool complete <input type="radio"/> Diploma <input type="radio"/> Degree and above	

APPENDIXB: An survey questions for students about Youth Developmental Assets

Please rate the following aspects of Youth Developmental Assets on a scale from 1 to 5, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree."

Youth Developmental Assets	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Internal assets	1	2	3	4	5

<i>Commitment to learning</i>					
I am eager to do well at school					
I enjoy learning					
I am trying to learn new things					
I am encouraged to try to do things that might be good for me					
I do my assignment					
I care about my school					
I enjoy reading					
<i>Positive values</i>					
I think it is important to help other people					
I believe that everybody should be treated equally					
I stand up for what I believe in					
I tell the truth even when it is not easy					
I take responsibility for what I do					
I tell other people what I believe in					
I stay away from tobacco, alcohol, and other drugs					
<i>Social competencies</i>					
I plan ahead and make good choices					
I build friendships with other people					
I accept people who are different from me					

I am able to resist bad influences or avoid things that are dangerous					
I am able to resolve conflicts without anyone getting hurt					
I am sensitive to the needs and feeling of others					
I express my feelings in proper ways					
Positive identity					
I feel I have control of my life and future					
I feel good about myself					
I feel that 'my life has a purpose'					
I feel good about my future					
I feel I have control of my life and future					
External assets / Support					
I have a family that gives me love and support					
I ask my parents for advice					
I have support from other adults other than my parents					
I have good neighbours who care about me					
I have a school that provides a caring & encouraging environment					
My parents/guardians are actively involved in helping me succeed at school					

<i>Empowerment</i>					
I feel valued and appreciated by others					
I am given useful roles and responsibilities					
I am included in family tasks and decisions					
I feel safe and secure at school					
I have a safe neighbourhood					
I feel safe and secure at home					
<i>Expectations and boundaries</i>					
I have a family that knows where I am and what I am doing					
I have a school that provides clear rules and consequences					
I have neighbours who help watch out for me					
I have adults who are good role models for me					
I have friends who set good examples for me					
I have teachers who urge me to develop and achieve					
I have a family that provides me with clear rules					
I have a school that enforces rules fairly					
I have parents who urge me to do well in school					

<i>Constructive use of time</i>					
I am involved in creative things such as music, theatre or other arts					
I spend time every week in sports, hobby clubs, or organization at school or my community					
I am involved in a church, mosque, or other religious group one or more hours every week					
I go out 2 or fewer nights per week with friends “with nothing special to do”					

Appendix C: A survey questioner for students about Academic performance

Please rate the following aspects of academic performance on a scale from 1 to 5, where 1 represents "Very Low" and 5 represents "Very High."

Academic Performance	Very Low	Low	Average	High	Very High
I am satisfied with my GPA as an indication of my academic success					
I actively participate in class discussions, ask questions, and contribute to the learning environment.					

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