

Civic Engagements among School Adolescents and  
the Roles of Parental Civic Socialization, School  
Experiences, and Social Media Use in Addis Ababa

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## ABSTRACT

This study examined how parental civic socialization, school civic experiences, and social media use, mediated by adolescents' sense of community connectedness and perceived competence for civic action influenced civic engagement of school adolescents. The research employed Sequential Explanatory Design (QUAN-qual). Participants for the quantitative study were 1530 school adolescents aged 15-to-19-years (Mean age was 17.7) selected through multistage sampling procedures while 20 adolescents (10 with extreme high and 10 with extreme low civic engagement scores) for the qualitative strand. Structural equation modeling was used to investigate the direct and indirect (mediated) effects of parental civic socialization, school civic experiences and social media use, and independent and combined contributions of predictors on civic engagement. Quite a significant proportion (46.06%) of school adolescents had civic engagement scores below the mean (42) and 49.74% had scores above the mean. The majority of adolescents fall within moderate to high civic engagement levels. There was a significant sex differences in civic engagements, in favor of males. Sex as a predictor was significant, however; perceived parental socio-economic status and age did not significantly predict civic engagement. All the three independent variables were able to exert statistically significant positive direct and total indirect effects on civic engagement. The specific indirect (mediated) effects from parental civic socialization, school civic experience and social media use pass to civic engagement via adolescents' perceived competence for civic action, but not through sense of community connectedness. All the predictors of civic engagement except sense of community connectedness reached level of significance and explained more than a quarter of its variance. The highest influence on civic engagement was exerted by parental civic socialization and adolescents' social media use (pairwise) contributed the largest variance in civic engagement. Explanatory themes for high and low civic engagement included not mere level of presence or absence of same factors but also existence of certain unique environmental circumstances that exist in one and miss in another. For example, in high civic engagement adolescent groups, factors included open family environment for discussion; respect for each other's ideas; concern about broader community matters; parental civic engagement emulated by adolescents; living in family who stand up for the rights of the most deprived; open classroom environment for discussion; and teachers respecting students' ideas; being a member or a leader of district child parliament; and schools that promote volunteerism. Explanatory themes for low civic engagement, on the other hand, included absence of open family environment for discussion; lack of respect to other's ideas; lack of proper parental civic modelling; being civically engaged perceived as violating cultural and religious values; low level of education and awareness on children's rights; perceiving participation in adolescent-led parliaments exposes to risks; too young to participate in socio-political matters; fear of joining politics; and poor school performance leading to discrimination from participation. Implications for theory, practice, and research, and recommendations for future research were drawn.

# CHAPTER 1

## INTRODUCTION

This chapter begins with the background of the study, statement of the problem, and research questions. This was followed by operational definition of terms and delimitation of the study.

### 1.1 Background of the Study

Adolescence is a period of transition from childhood to adulthood, spanning the years between 10 and 19 years (Sawyer et al., 2018). Arnett and Hughes (2014) suggest that the period of adolescence is between 11 and 20 years. More recent adolescent and youth studies (Davis, 2016; Lerner et al., 2014) that take a more Positive Youth Development Perspective (PYD) conceptualize and understand adolescence as a period of development in the life span that is replete with strengths than mere deficits and problems who conceptualized in the traditional Hallian ‘storm-and-stress legacy’ of adolescence. Hall described adolescence as a period of ‘storm and stress’ and this view has dominated the field of adolescence until the early 1970’s (Casey et al., 2010). Research and theorizing since the 1970s has brought evidence that seriously challenged this view and instead popularized a more positive view of adolescent development. This PYD has been emphasizing the importance of nurturing the potentials of adolescents instead of dwelling on their supposed deficits to shape the roles of developmental contexts, especially that of the community, and adolescents themselves as agents of development; and recognizes the role of multiple contexts in influencing development (Shek, Sun, & Merrick, 2013). In this light, adolescence is an optimal period to learn skills that facilitate civic engagement and contribute to affecting social change (Parker, Dale, & Wilkins, 2010; Amnå, 2012). Buchmann and Kriesi (2011) indicated that during the period of adolescence, individuals start exploring social and

political ideas, exposed to different social networks, and transition into roles providing societal continuity such as voting.

Civic engagement is one of the critical components of PYD that is shaped by contextual factors and serves at one and the same time as a key contextual influencer in promoting adolescent development (Mahoney et al., 2009). PYD programs provide opportunities for civic skill building and awareness raising that are in turn related to later civic engagement (Bobek et al., 2009; Thomas & McFarland, 2010).

Civic engagement has emerged over the past two decades as a substantive subfield within the developmental science (Hart & Kirshner, 2009; Youniss, 2009; Zaff et al., 2010). According to Flanagan and Christens (2011), the development of civic engagement is understood as one dimension of human development and the context for adolescent development increasingly recognize the importance of the civic domain.

Civic engagement is a multidimensional construct that comprises behaviors, knowledge, beliefs, values, emotions, and skills (Wray-Lake, Metzger, & Syvertsen, 2017; Zaff et al., 2010). It includes individual and collective activities intended to identify and address issues of public concern and enhance the well-being of one's community and the society (Zaff et al., 2010; Zaff et al., 2011). Civic engagement is behaviorally expressed through social interactions and participation in social networks, participating in volunteer activities, informal helping, community-based campaigning, and civic activism. It is a means to facilitate adolescents' participation in democratic processes, and foster adolescents' holistic development (Pancer, 2015; Sherrod, 2015). This notion has been supported with developmental perspective which upholds the need to give opportunities for adolescents to participate in local groups and institutions to practice civic skills (Sherrod, Torney-Purta, & Flanagan, 2010; Zaff et al., 2010).

In doing so, adolescents engage in a bidirectional relation with others which gives them with opportunities to interact with adults and social actors and enables them to thrive to be productive members of the society (Lerner et al., 2014).

Taking a more enabling and positive approach to understanding adolescence requires examining critical developmental milestone in adolescent transitions to adulthood that include civic engagement. Adolescence is considered a critical period for civic development and when civic values, skills and commitments take shape (Finlay, Wray-Lake & Flanagan, 2010; Amna, 2012; Metzger & Ferris, 2013) and civic engagement during adolescence can predict their continued civic engagement into adulthood (Eckstein, Noack, & Gniewosz, 2012; Finlay & Flanagan 2013).

There are several factors that necessitated studying civic engagement of adolescents. These include increased awareness of the rights of adolescents and youth (United Nations, 2016), growing concerns about the apparent decline in the levels of civic and political engagement of young people (Amnå, 2012), increased engagement of young people in unhelpful, destructive behaviors and the impact of this decline on governance of society at all levels (Bermudez, 2012).

Previous researchers (e.g., Chan, Ou, & Reynolds, 2014; Finlay & Flanagan, 2013) stated that civic engagement during the period of adolescence is associated with civic participation in the future. Civic engagement also contributes to better social and emotional adjustment (Fredricks & Eccles, 2010; Ramey et al., 2010; Ludden, 2011), helps adolescents build social networks and social capital (Flanagan & Levine, 2010; MoLSA, 2017), and benefits both the individual, the community, and the larger society (Amna, 2012; Bobek, Zaff, Li, & Lerner, 2009). Adolescent civic engagement is an indicator of positive development; and an essential component of a healthy functioning society (Sherrod, Torney-Purta, & Flanagan, 2010). It

strengthens their understanding of their own rights and responsibilities and unfolds an initial experience of democratic engagement in the family, school, community, and government platforms and is likely to resonate into adulthood.

Individuals who are engaged as adolescents are more likely to participate as adults in more democratic interaction with others and will have enhanced well-being and positive development (Flanagan & Bundick, 2011; Jennings, Stoker, & Bowers, 2009). As a result, research on adolescent civic engagement has proliferated in recent decades (Ballard, 2014) with current research reflecting a variety of disciplinary and theoretical perspectives (Amnå, 2012; Morimoto, 2013; Sherrod, Torney Purta, & Flanagan, 2010) using diverse methodologies (Bhangaokar & Mehta, 2012; Syvertsen et al. 2011; 2011; Voight & Torney-Purta, 2013).

Adolescent civic development takes place within the various interacting cultural, social, school, family, and peer contexts (Bennett, Freelon, & Wells, 2010; Flanagan et al., 2010; Hart & Gullan, 2010; McLeod et a., 2010; Torney-Purta, Amadeo, & Andolina, 2010; Wilkenfeld, Lauckhardt, & Torney-Purta, 2010). The role of family, school and peer contexts is recognized by recent research (Flanagan et al., 2011; Jugert et al., 2013) with whom adolescents engage in social interaction and civic activities. Previous research (e.g., Lenzi, Vieno, Pastore et al., 2013) reported neighborhood influences on adolescents' civic engagement. When adolescents perceive that they live in a neighborhood that gives them with opportunities to engage in activities and meetings that address community issues, they reported higher levels of civic responsibility and participation.

While the contexts influencing the civic engagement of adolescents are myriad, this study focused on the three salient contexts which include family, school, and social media. Interaction with parents and family members, school community, and use of media was reported to help school

adolescents to acquire civic knowledge, skills, attitudes, and behaviors to become agents of social change (Lenzi, Vieno, Perkins, et al., 2012; Rossi et al., 2016).

Parents are the primary socializing agents in communicating civic values and messages in daily interactions (Cicognani et al., 2012; Kim et al., 2015; Lenzi et al., 2014). Rossi and colleagues (2016) have found out that family engagement in civic activities was associated with higher levels of civic engagement of adolescents. Parent-adolescents' discussion on current events, social issues, and political topics was positively associated with the development of civic values and behaviors (Boyd et al., 2011; Hooghe & Boonen, 2015) and is a stronger predictor of political behaviors (Roman & Esau, 2015; Wray-Lake & Sloper, 2016).

In the same way, the role of schools in fostering adolescent civic engagement is recognized in the previous research (Agud, Novella & Lenas, 2014; Kim et al., 2015). Schools play a role in facilitating the civic engagement of school adolescents by delivering formal civic education and organizing extracurricular and community-related after-school activities (Hess, 2009; Syvertsen et al., 2009; Youniss, 2011). School based civic activities could foster a democratic climate which influence on both adolescents' present and future civic engagement (Kim et al., 2015).

Furthermore, social media use facilitates informed civic engagement and empowers young people (Middaugh et al., 2017; Theocharis & Quintelier, 2016), teach adolescents about social and political issues and fosters their participation in various civic activities (Kirshner, 2015; Ozer et al., 2013).

Adolescents aged 10–19 constitute nearly a quarter (26%) of the total population of Ethiopia. Evidence suggests that those age group from 15-19 accounted for 11% of the total population (Central Statistical Agency, 2018). The importance of young people's civic

participation in building a democratic society is recognized in the National Youth Policy of Ethiopia (MoYSC, 2004). In tune with the policy, several initiatives have been taken in the last couple of decades to support adolescents' civic participation in school and community settings. For instance, there are over 8,000 adolescent-led parliaments having over 800,000 members (Ministry of Women, Children, and Youth, 2018). Furthermore, adolescents have been participating in voluntary services during religious festivals or worship, community outreach services, mobilizing resources and supporting vulnerable children, and participating in the district and city children's parliaments (MoWCY, 2018).

This study was designed to examine adolescents' civic engagement in a better detail and the role of contextual factors in influencing the civic engagement of school adolescents.

## **1.2 Statement of the Problem**

It is obviously important to understand how adolescents grow into becoming active citizens who are capable of sustaining democratic society; and what societies need to do to make this happen (Sherrod, 2015). In this regard, civic engagement is relatively new construct in psychology that holds a strong interest and value in finding a shared theoretical model predicting civic engagement (Lenzi et al., 2012) and understanding the basis of young people's civic engagement is a critical aspect of community psychology (Sherrod, Torney-Purta, & Flanagan, 2010).

The emerging trends in this new field seem to uncover the multidimensional conceptualizations of civic engagement (Amnå, 2012; Sherrod & Lauckhardt, 2009). Such conceptualization further recognizes that civic behavior (action) is multidimensional in its essence which includes participating in local groups and associations, community services such as volunteering and informal helping activities. It is conceptually complex because adolescents

incline towards different civic actions based on their background, contexts, interests, and opportunities (Karakos, 2015; Wray-Lake & Sloper, 2016). However, most studies tend to investigate the components of civic engagement separately, by considering them as different outcomes (Crocetti, Jahromi, & Meeus, 2012; Lenzi et al., 2012). There is, in this regard, then a need to appreciate this complex texture of civic engagement while studying its essence. The complexities of civic engagement needs are structured and, therefore, need to be examined within the family, school, peer group, community contexts, and media (Flanagan & Levine, 2010; Wilkenfeld & Torney-Purta, 2012).

Examining the situation of civic engagement among young people appears even more pressing within the contexts of the current socio-political landscape of Ethiopia. Adolescents constituting a significant proportion of the population of Ethiopia, civic engagement being a core component of human development, and Ethiopia being under transformation where young people have been significant actors, calls for the need for examining civic engagement as a timely issue. In fact, Ethiopia has been undergoing a remarkable socio-political transformation since 2018 that has direct impact on adolescents. However, a report by the then Ministry of Women, Children and Youth Affairs revealed that although the government recognizes civic engagement as a crucial component of empowerment, adolescents, and youth participation in influencing decisions on socio-political matters is still low (MoWCY, 2018). The report further indicated that there is institutional and policy constraints, low government commitment to implement policies, and limited platforms to simulate civic engagement of adolescents. In many cultures in Ethiopia, parents and communities do not encourage discussions with adolescents on socio-political issues and this is attributed to the social construct of children and culturally embedded decisions and practices (Daniel, 2020).

Dissatisfied adolescents engage in destructive behaviors such as committing disciplinary problems and dropping out from school, disrespecting their parents, and failing to demand their rights responsibly (Dahl, 2013; UNDP, 2014). In recent years in Ethiopia, adolescents tend to engage in socially destructive behaviors, indicative of the negative side of engagement. During her short address to adolescents and youth on the occasion of the International Youth Day 2020, Her Excellency Sahelework Zewudie, President of the Federal Democratic Republic of Ethiopia, emphasized, in tune with current research in the field (e.g. Belay & Yekoyalem, 2015) that many adolescents and youth were engaged in unhelpful destructive behavior and action that at times amounts to crime against one another and called everyone to promote positive youth civic engagement. She called on families, schools, communities, civil society, and government to play greater role in executing their responsibilities to help adolescents develop socially responsible behaviors and engage in civic activities that would facilitate their positive development.

In Ethiopia, except few studies (Belay & Yekoyalem, 2015; MoFED & UNICEF, 2012; Save the Children, 2013, 2014; Yekoyalem, 2020), previous research conducted on adolescents and youth have heavily focused on the problems of young people than their capacities. Belay and Yekoyalem (2015) revealed that youth are endowed with several developmental assets. Yekoyalem (2020) explored the positive development of youth and their possession of internal and external assets significantly contributed to youth thriving such as leadership skills and helping others. Moreover, Belay and Yekoyalem (2015) indicated that the available studies attempted to describe the vulnerabilities, problems, and concerns of youth. Most research on adolescence focused on their risky behaviors related to sexual and reproductive health (Belay & Missaye, 2014; Helamo et al., 2017; Jones et al., 2019), factors affecting their sexual behaviors (Diribe, 2015); and drug and substance abuse (Liranso, Eliyas, & Israel, 2017).

Studying adolescent civic engagement is a contemporary imperative and yet not well explored in Ethiopia. Although there is empirical evidence supporting the role of social contexts and demographic variables in influencing civic development in high income countries, at least to the knowledge of the researcher, there is no research conducted on the role of parents, schools, and social media in influencing civic engagement of school adolescents in Ethiopia.

Furthermore, gender differences in civic engagement, levels of civic engagements, and the role of contextual factors are still not explored. Research is also needed to understand the relative influence of contextual factors on civic development of school adolescents.

In examining explanatory factors of civic engagement, research showed the existence of a relationship between parental civic socialization and adolescents' civic engagement (Cicognani et al., 2012; Rossi, et al., 2016; Quaranta & Sani, 2016) and adolescents' school civic experiences and their civic engagement (Lenzi et al., 2012; Rossi et al., 2016). However, these studies did not explore whether this relationship is mediated by adolescents' sense of community connectedness and perceived competence for civic action. Previous research (Cicognani et al., 2012; Jahromi, Crocetti, & Buchanan, 2012; Metzger & Ferris, 2013) highlighted significant gender differences in adolescents' civic engagement. Still other studies (Cicognani et al., 2012) found out similar levels of civic involvement in both genders. Further, very few studies (Cicognani et al., 2011; Rossi et al., 2016; Vézina & Poulin, 2019) considered adolescents of different ages and grade levels as their target population. Still others focused either on younger adolescents (Manganelli, Lucidi, & Alivernini, 2014; Rossi et al., 2016) or both adolescents and youth as target population (Yekoyalem, 2020; Kima & Stattin, 2019).

Most previous research (Cicognani, et al., 2012; Kim & Stattin, 2019; Manganelli, et al., 2014; Rossi et al., 2016; Wray-Lake, et al., 2017) used adolescents' self-reported questionnaire

to measure their civic engagement, including parent and school related variables. Use of the same source and method for all data collection risks reporting biases because the outcome can affect the evaluation of family and school contexts. There was a need to do more comprehensive quantitative and qualitative data collection to fill the research gap.

This research tried to address the gaps shown above. It examined civic engagements of adolescents aged 15-19 years as a function of parental and school civic socialization, and social media use, considering the mediating effect of sense of community connectedness and perceived competence for civic action.

### **1.3 Research Questions**

The study sought to address the following research questions:

1. What is the level of civic engagement of school adolescents?
2. Is there a statistically significant difference in civic engagement of male and female adolescents?
3. What are the distinct family and school-related civic experiences of adolescents with high and low levels of civic engagement?
4. Do sense of community connectedness and perceived competence for civic action mediate the relationship between parental civic socialization, school civic experiences, social media use, and civic engagement of school adolescents?
5. What are the individual and combined contributions of parental civic socialization, school civic experiences, social media use, sense of community connectedness, and perceived competence for civic action to civic engagement of school adolescents?

## 1.4 Operational Definition of Terms

The variables used in this study are defined both conceptually and operationally. The details of the scoring procedures are described in the data collection instrument section.

**Civic Engagements:** refers to the behavioral aspect of civic engagements (reported civic actions) as measured by the existing sources and adapted scale: *Adolescents' Involvement in Community Services and Informal Helping Scale* (Kahne et al., 2005; Wray-Lake et al., 2017; Zaff et al., 2010).

**Levels of Civic Engagement:** it refers to the variability of the total adolescents' civic engagement scores at the high (4<sup>th</sup> quartile), moderate (2<sup>nd</sup> and 3<sup>rd</sup> quartiles), and bottom (1<sup>st</sup> quartile) determined a posteriori (after the completion of the quantitative stage). The values that fall in the 2<sup>nd</sup> and 3<sup>rd</sup> quartiles were merged and generated the most middle values.

**Parents' Civic Socialization:** refers to adolescents' communication with their parents and other adults in the family about current events, social issues and political topics, and parental modeling of civic behaviors as measured by a five-point scale scored from 0-4, which is adapted from earlier researchers (Kahne et al., 2005; Syvertsen, Wray-Lake, & Metzger, 2015).

**School Civic Experiences:** refers to adolescents' perceived confidence in the effectiveness of school participation, perception of openness of classroom climate for discussion on social and political issues; and learning about democratic ideals in school as reported by students and measured by the scale developed by Schulz et al. (2010) for International Civic and Citizenship Education Study (ICCS) and Wilkenfeld (2009).

**Social Media Use:** refers to frequency of social media use, the types of civic issues adolescents read, discuss and share, amount of time they spend on reading posts on civic issues every day, and how often adolescents share civic issues to their friends, as reported by adolescents, which is described in the data collection instrument section.

**Sense of Community Connectedness:** refers to adolescents' perceived bonding with their family, peers and community members, and opportunities for involvement as measured by Sense of Community Scale, which has a five-point scale scored from 0-4 (Cicognani, Zani, Albanesi, 2012).

**Adolescents' Perceived Competence for Civic Action:** refers to adolescents' perceived ability to engage in civic action and express their voice as measured by an adapted version of the Competence for Civic Action scale, which has a five-point scale scored from 0-4 (Flanagan et al. 2007).

**Perceived Socioeconomic Status:** It refers to adolescents' subjective perception of their family's socio-economic status measured using The MacArthur Scale of Subjective Social Status (SSS) Scale developed by Goodman et al. (2001).

### **1.5 Delimitation**

While previous research considered civic engagement as a multidimensional construct and measured behavioral intentions as components of civic engagement, this study examined only the behavioral aspect (reported civic actions) of civic engagement. The study was delimited to examining the role of family, school, and social media use in influencing adolescents' civic engagement. Although there are multiple contexts influencing civic engagement, this study examined the contextual influences of family and school, and social media on adolescents' civic engagement. The main reason why the researcher delimited this research to urban area is that it helped the researcher to conduct the research within the available time and resource (cost efficiency). Future researchers can include rural context or both rural and urban contexts in investigating adolescent civic engagement. The target population are school adolescents aged 15-19 in public secondary schools.

## **CHAPTER 2**

### **THEORETICAL FRAMEWORK AND REVIEW OF RELATED LITERATURE**

This chapter begins with the meaning and definition of civic engagement, adolescence as a period of civic engagement, and a discussion on civic engagement as component of positive youth development paradigm. This is followed by theoretical perspectives underpinning civic engagement of adolescents. Then, review of empirical literature on contextual factors influencing adolescents' civic engagement, the influence of developmental contexts on sense of community connectedness and perceived competence for civic action, sense of community connectedness and perceived competence for civic actions as precursors of civic engagement, and demographic variables and how they relate to civic engagement is made. Review of policies and programs in relation to adolescents' civic engagements is made to situate this research in the knowledge of Ethiopian context. Lastly, a conceptual framework to guide the study was presented.

#### **2.1 Meaning and Definition of Civic Engagement**

Civic engagement has been deeply ingrained in human societies and a concern for earlier research (Stolle & Hooghe, 2004; Putnam, 2000). Civic engagement is a widely used concept with little consensus on a specific and consistent definition; the literature offers a range of definitions that encompass individual and collective civil and political participation (Adler, 2005). It was Putnam who popularized the term in the early 90's and emphasized the importance of social capital to citizen engagement (Ekman & Amnå, 2012). Putnam (2000) assumed social capital as a function of civic engagement behaviors. This is a perspective that views civic engagement activities such as involvement in voluntary associations, reading messages that depicts social and political messages, and voting as an alternate measures of communities' social

capital. Furthermore, he claimed that “civic virtue” is closely related to social capital and most powerful when embedded in a network of reciprocal social relations. Putnam argued that individual-level civic engagement benefits the society. In analysing citizens’ levels of engagement, Putnam covered issues such as reading newspapers, participation in social networks, and political participation.

Adler and Goggin (2005) have made progress by defining civic engagement as a process how an active citizen participates in the life of a community in order to improve conditions for themselves and shape the community’s future. However, such a definition narrows down the focus primarily to concern in local issues, and place too much weight on measurable activities. Others define civic engagement as “all the ways in which individuals participate in public life” (Bala, 2014: 766) and individual or group activity to address issues of public concern (Checkoway & Aldana, 2013; Delli, 2016). The concept has grown steadily especially with the introduction of social media and government websites (Kaun, Kyriakidou, & Uldam, 2016; Koc-Michalska, Lilleker, & Vedel, 2014; Koc-Michalska & Lilleker, 2017).

The American Psychological Association defines civic engagement as individual and collective actions designed an engaged citizen should have the ability, agency, and opportunity to identify and address issues of public concern. Civic engagement includes a range of civic actions and among these various types of civic actions (APA Education Directorate, 2009, cited in Chenneville, Toler, & Gaskin-Butler, 2012). The United Nations definition expanded the scope of civic engagement to a societal level, which encompasses a variety of types surrounding relationships between the individual, the community and broader society (United Nation (2016).

In examining civic engagement and civic commitment of early adolescents, Hope (2013) indicates that civic engagement includes community service, volunteerism, social action,

activism, and political participation in Psychology, Education and Political Science literatures. She also indicated that one common factor among most definitions is that civic engagement is performed by a citizen and, his or her actions, whether individual or collective, interact with society, and more often address the problems or concerns of the public. Another important point to note is that civic engagement necessitates engagement, which can be an action involving behavioral or cognitive manifestations (or both).

Studies in the field have used different theoretical constructs to define aspects of civic engagement. They dealt the different aspects of civic engagement which include civic knowledge, civic attitudes, civic responsibility, civic beliefs, civic attitudes, civic identity, and civic participation, considering them in some cases as components of the multidimensional construct of civic engagement (Amnå, 2012; Bobek et al., 2009; Sherrod & Lauckhardt, 2009).

Civic engagement researchers have recognized that civic engagement is a multidimensional construct that comprises behaviors, beliefs, values, emotions, and skills (Sherrod & Lauckhardt, 2009; Zaff et al., 2010). Zaff et al. (2010) highlighted that civic engagement includes the exercise of rights and responsibilities and some concern for the wellbeing of the society. Karakos (2013, 2015) tried to clarify the concept of civic engagement, summarizing similarities and differences across disciplines, and developing a broad, contextually responsive definition of young peoples' civic engagement. Furthermore, contemporary research (Flanagan, 2013; Voight & Torney-Purta, 2013) has recognized sociocognitive components such as civic knowledge, values, and skills essential to defining and understanding civic engagement.

The multidimensional conceptualization of civic engagement also recognizes that civic behavior includes actions such as volunteering, informal helping, activism, and voting intentions, and it is conceptually important to measure multiple civic behaviors (Wray-Lake & Sloper,

2015). In essence, civic engagement refers to both formal and informal involvements in civic institutions, associations, voluntary community services, informal helping, as well as consuming civic and political information, and political socialization (Karakos, 2015).

Other researchers emphasized civic behavior, but in less formal settings, engagement in community service, volunteering, and in prosocial activities (Astuto & Ruck, 2010; Finlay, Wray-Lake, & Flanagan, 2010; Flanagan et al., 2010; Levinson, 2010). Civic engagement involves prosocial behaviors aimed at helping individuals and the community, as well as active participation in political activities (Sherrod & Lauckhardt, 2009). Metzger and Smetana (2010) indicated that civic engagement includes prosocial values, civic beliefs, and civic skills. Such view upholds that civic engagement deals with values, beliefs, attitudes, knowledge, skills and behaviours concerned with conditions outside the immediate environment of family and friends. This entails that civic engagement can be expressed in different ways in the public sphere, the market sphere, the civil sphere, the personal sphere, and in the micro/macro-integrated life-politics sphere (Amna, 2012). Wennerhag (2010) stated that the different spheres indicate the new social movements, ways of questioning and transforming conventional forms of political participation. Arensmeier (2010) indicated that one of the reasons why many adolescents do not want to involve in discussions related to politics, partly due to their limited understanding of the importance of political participation for their development. However, they may still act in a civically responsible manner (Micheletti & McFarland, 2011).

Evidence from many disciplines shows that civic engagement is often used to indicate the social, civic, and political dimensions of engaged citizenship (Amna, 2012). As such, Ekman and Amnå (2012) developed a typology of civic engagement that considers both individual and collective forms of civic engagement, while also considering civic engagement broadly as non-

participation, civic participation, and political participation. Non-participation has two components which includes active/anti-political forms and passive/apolitical forms of inaction, which include non-voting. Active or anti-political actions are motivated by dissatisfaction while passive or apolitical actions are related to disinterest in politics and feelings that politics are not important.

Civic participation consists of social involvement –attention to and interest in society and politics, and civic engagement – actions with attention to social and political issues. Activities such as voting and contacting political representatives are considered as a formal political participation. Another dimension of civic engagement considered as part of a comprehensive approach to citizenship and civic participation is pro-social behavior such as helping others, sharing, being concern for the wellbeing of others, and tolerance (Metzger & Smetana, 2010; Sherrod & Lauckhardt, 2009; Sherrod, Torney-Purta, & Flanagan, 2010). Although adolescents may not have physical access or logistical resources to participate in other types of community and political actions, they act as citizens through available local structures, such as adolescent and youth structures, neighborhoods, and schools (Astuto & Ruck, 2010; Flanagan, 2013). These spaces serve as contexts representing the broader society, where learn and practice democratic processes and principles. In these spaces, pro-social behavior is a developmentally relevant form of civic engagement for adolescents. Adolescents’ participation in pro-social behaviors is an antecedent to long-term civic engagement (Astuto & Ruck, 2010) and positively related to assuming social responsibility (Metzger & Smetana, 2010).

## **2.2. Adolescence as a Period of Civic Engagement**

Adolescence is a developmental period for civic development and when civic values and commitments about civic participation take shape (Amna, 2012; Finlay, Wray-Lake & Flanagan,

2010; Metzger & Ferris, 2013). During the period of adolescence, adolescents are interested in exploring social and political issues, are exposed to social networks, and transition into roles providing societal continuity such as voting (Buchmann & Kriesi, 2011). From a developmental perspective, adolescence is an optimal time to learn skills that facilitate civic engagement and contribute to social change (Amnå, 2012; Parker, Dale, & Wilkins, 2010), and civic engagement during adolescence is associated with a greater likelihood to participate in civic activities in the future (Chan, Ou, & Reynolds, 2014; Finlay & Flanagan 2013). Further, Zaff et al. (2010) and Zaff et al. (2011) indicated that research on engaged citizenship has focused on opportunities for adolescents and youth to demonstrate their capacities to participate as social and political actors in society. With the increase of age, young people achieve more independence and are able to gain new experiences to participate in broader social contexts. Adolescents' engagement in various contexts help them experience and acquire new patterns of behaviors and exposes them to more diverse social values (Rossi et al., 2016; Wray-Lake et al., 2014).

The growing interest to understanding civic engagement as a developmental science has led to a varied understandings of its essence and type in relation to adolescent civic engagement which includes, participation in formal civic organizations, volunteering, and future voting (Eckstein, Noack, & Gniewosz, 2012; Horn, 2012). Civic engagement includes behaviors, attitudes, and skills important in adolescence (Astuto & Ruck, 2010). For example, adolescents' participation in student council elections and participation in school and district adolescent-led parliaments is an important outcome as it contributes to their holistic development. Adolescents' civic engagement is related to active citizenship which entails active and meaningful participation in a community, adolescent and youth-led parliaments, and not just formal citizenship to the nation-state (Higgins-D'Alessandro, 2010; Kassimir & Flanagan, 2010). Still

others (Cicognani et al., 2012; Syvertsen et al., 2011) conceptualize adolescent civic engagement as a multi-dimensional concept and understood in context (school-based or community-based; Lenzi et al., 2012). In addition, Youniss and Levine (2009) indicated that civic behaviors strongly depend on contextual factors in which an individual is embedded, and this offers them with opportunities to participate in actions that help their development and the development of their communities. Organised efforts are required to promote adolescent and youth civic engagement at family, school, community-based organizations, and government structures (Flanagan & Levine, 2010).

Karakos (2015) categorized youth civic engagement terms from across disciplines in a broad representation of the study of youth civic engagement as follows. Behavioral: civic participation, political participation, community service, and volunteering; socializing-civic education, service learning; activist-civic activism, grassroots adolescent and youth community organizing, and critical civic engagement; and identity-civic identity, citizenship, sociopolitical development, and civic development.

Civic engagement theories and concepts have been applied in numerous studies of youth civic engagement across disciplines, and therefore provide a rich tool for considering the important elements of community and the greater good (Karakos & Wray-Lake, 2014; Lenzi et al., 2012; Levine & Higgins-D'Alessandro, 2010). Civic theorists recognize the components of civic engagement-civic knowledge, behavior, skills, beliefs, and attitudes to best understand the development of active citizenship from late childhood through adolescence and beyond (Lerner, Wang, Chase, Gutierrez, Harris, Rubin et al., 2014). Civic knowledge refers to adolescents' knowledge about the system of governance, basic democratic principles and practices, and

cognitive skills for civic participation (Schulz et al., 2010). Civic skills represent an adolescents' ability to apply civic knowledge in varied social contexts and opportunities.

Civic behavior, or civic participation (actions) is often what most civic engagement researchers are interested in because it is the most obvious civic outcome (or indicator) for adolescents as an active citizen. Adolescent civic participation refers to formal and informal involvement in civic and political institutions including engagement in volunteering, informal helping activities, consuming civic and political information, anticipated voting behavior, and attending a political rally (Wilkenfeld, 2009). Studies (Crocetti et al., 2014; Hardy et al, 2010) have shown that civic participation further nurtures civic attitudes by facilitating their reciprocal influences on one another. Furthermore, adolescents who were involved in volunteer and community service activities had greater civic beliefs of community service and other social movement activities compared to those who were less involved. Thus, adolescents' civic experiences in different social contexts influences them how they prioritize the specific civic engagement activities; and involvement in civic activities help them to develop positive beliefs about all forms of civic participation (Metzger, Ferris, & Oosterhof, 2019).

Using research reviewed here, the researcher proposes a conceptualization of adolescent civic engagement that provides consistent meaning across varied explorations of civic engagement. In this dissertation, the researcher considers the behavioral aspect of adolescent civic engagement influenced by family and school civic experiences, and social media use. Civic engagement is understood as multidimensional construct having components: adolescents' engagement in community services and in informal helping activities.

### **2.3. Civic Engagement as a Component of Positive Youth Development**

Recent studies of adolescents position themselves along the changed paradigm of conceptualizing young people in a more positive, empowering, and optimistic view-the Positive Youth Development (PYD) perspective. PYD, theoretically grounded in developmental systems models (Damon & Lerner, 2008), is an optimistic vision about young people (Benson et al., 2006; Lerner et al., 2005). According to Yekoyalem (2020), PYD represents a theoretical, research, and practice-based paradigm change from the long-held pathology-oriented to a modern positive view of youth development. The youth development movement emphasizes the positive outcomes that adolescents and youth create, rather than the negative outcomes that society hopes to prevent. It has been conceived based on the premise that all adolescents and youths have the potential for thriving if they are nurtured with growth promoting resources, which are widely known as developmental assets. It facilitates their engagement with their families, neighborhoods, schools, peer groups, and institutions and enables them acquire skills, competencies, and assets; creates supportive contexts to foster their relationships; and promotes positive developmental outcomes for young people (Benson et al., 2006; Lerner et al., 2009; USAID, 2018). In doing so, adolescents are provided with opportunities to utilize their expertise in enhancing their development potentials (Tolan et al., 2016; Davis, 2016).

Scholars have emphasized the importance of preparing adolescents to be active and engaged citizens in society (Lerner et al., 2014; Zaff et al., 2009). This developmental outcome can be reflected through adolescents' involvement in addressing issues affecting their wellbeing and their communities (Zaff et al., 2009). PYD models emphasize that all adolescents and youth have strengths to contribute to their development and society, and that positive development occurs when there are resources available (e.g., extracurricular activities and clubs at school) to

cultivate strengths and promote thriving (Lerner et al., 2014). As civic engagement encompasses values, skills, behaviors, and attitudes that orient individuals towards social and political issues and contributions to community, it is important to understand it from a developmental perspective (Lerner et al. 2014; Sherrod & Lauckhardt, 2009). Civic engagement is seen as a strategy for adolescents to strengthen their connections with others, develop their sense of social connectedness, creates a sense of safety and security, builds trust, support networks and information sharing (Dolan, 2010).

Civic participation is associated with greater educational achievement and better social and emotional adjustment among adolescents (Fredricks & Eccles, 2010; Ludden, 2011; Ramey et al., 2010). The World Bank has identified the exercise of active citizenship as one of the most important activities for a healthy transition to adulthood for both the adolescents and youths of today and the next generation (World Bank, 2007). Adolescents' civic engagement was also featured in the Post-2015 Development agenda in that achieving sustainable human development would remain an aspiration without the inclusion of young people in consultative and participatory way when policies and program are designed, implemented, and monitored (United Nations, 2016). Ekman and Amnå (2012) indicated that civic engagement not only empowers adolescents and youth, but it also helps them nurture their relationships and improves the community environment for their civic participation.

According to Flanagan and Levine (2010), adolescents' engagement in school and community-based groups helps them establish and strengthen social networks, build social capital, and connect to opportunities, and still others (Amna, 2012; Bobek et al., 2009) argued that it benefits both the individual and society. Adolescent civic engagement is an indicator of positive youth development (Lerner et al., 2014; Sherrod, Torney-Purta, & Flanagan, 2010), and is

associated with better educational achievement and social and emotional adjustment (Fredricks & Eccles, 2010; Ludden, 2011; Ramey et al., 2010). Participation in civic engagement activities is also negatively associated with problem behaviors. Ludden (2011) conducted a study on the engagement of adolescents in school and community based civic activities and found out that adolescents involved in voluntary activities had enhanced psychosocial wellbeing, less involved in problem behaviors, were more likely to value social connections to their community.

#### **2.4. Theoretical Perspectives of Civic Engagement**

This study is informed by different theoretical frameworks. The idea that human development is dynamic and influenced by processes and mechanisms in multiple contexts is consistent with many theoretical positions. In addition to the ongoing interaction between the individual and the systems (or contexts) of influence, the systems also are interdependent. Indeed, development is affected by the direct influence of each context, as well as the indirect influences of distal systems operating through more proximal systems. Not only do these contexts interact with each other, but the individual has a bidirectional relationship with each system, meaning that individuals play a significant role in the effect their environment has on them. It is the relationships between adolescents and contexts of civic influence that the researcher investigated in the current study. Three major theories are selected to serve as theoretical frameworks for this study. These developmental theories are selected because of their relevance to research in the field of civic engagement and of the value of understanding the processes leading to the development of civic behaviors during adolescence.

##### **The Social Development Model**

The social development model (SDM; Catalano & Hawkins, 1996) is a theoretical framework that explains adolescent civic development within multiple social contexts and can

thus help identify which factors might promote civic development. This theory is a further specification and more operationalization of the ecological system theory developed in 1979 by Bronfenbrenner (Harkonen, 2007) helping to understand the civic development of adolescents. The SDM posits the multilevel developmental processes, including developmental contexts, and how adolescents learn patterns of behavior through their interactions with multiple socializing units, such as family, school, peer groups, and community (Wilkenfield, 2009).

According to the theory, four components are involved during the socialization process, helping to understand the development of civic behaviours in developmental contexts, and describe how the theory supports the current research (conceptual model): (a) perceived opportunities for involvement in activities and interactions with others (family and school level); (b) the degree of involvement and interaction of adolescents in civic engagement opportunities (family, school, community contexts, and local government levels); (c) the individuals' civic skills and behaviors acquired to participate in these interactions-considered as civic engagement (individual level); and (d) the perceived reinforcement that adolescents expect from their participation. This socialization process promotes the creation of a bond between adolescents and the various socializing units, allowing the transmission of norms, values, and behaviors (Rossi, et al., 2016).

Family context can contribute to the civic development of adolescents by giving them opportunity to discuss civic issues, facilitate adolescents' construction of civic knowledge and skills, and by being civic models (Wilkenfield, 2009). Parents' civic engagement is a strong predictor of adolescents' civic engagement (Van Goethem, et al., 2014) and parent-adolescent discourse on civic matters was reported to be associated with a wide-range of civic values and behaviors (Hooghe & Boonen, 2015). Another context for adolescent civic engagement is a

school, which has the capacity and the mandate to imparting citizenship norms in every adolescent (Wilkenfeld, 2009; Rossi, et al., 2016).

### **Developmental Asset Framework**

The developmental asset framework suggests a theoretically based and research-grounded set of opportunities, experiences, and supports that are linked to socially valued outcomes for adolescent development, prosocial behavior, and resilience (Benson, Scales, & Syvertsen, 2011). Applied to the civic context, the developmental assets framework suggests that the civic engagement of adolescents can be enhanced if ecological (external) assets, such as social networks and access to resources in their families, schools and communities (e.g. positive family communication, adults role models, supportive school climate for participation and develop sense of community, empowerment of adolescents on community values) align with or promote adolescents' individual strengths/assets (e.g. commitment to learning, school engagement, positive values and identity, social competencies) (Lerner et al., 2014).

Providing opportunities for adolescents to actively participate in their environments generates developmental assets. Assets promote the expression of civic engagement and participate in social and political issues contributes to the building of assets (Sherrod, 2007). This enhances the positive development of adolescents by facilitating their civic engagement and reducing anti-social behaviors (Torney-Purta et al., 2007). In the ecological assets' framework, relatively proximal ecological settings: family, school, neighborhood, peers, community, and access to social networks are considered in understanding the civic development of adolescents; and these contexts are predictors of students' civic engagement (Allen & Bang, 2015).

### **Sociopolitical Development (SPD) Theory**

The third theory of civic engagement, developed by Watts and colleagues is Sociopolitical Development (SPD) Theory (Watts, Williams & Jagers, 2003). SPD is the process by which individuals acquire the knowledge, analytical skills, emotional faculties, and the capacity for action in political activity (Watts et al., 2008; Wilkenfeld et al., 2010).

Sociopolitical engagement a behavioral construct which can be understood as a domain of civic engagement that operates at a more political level such as petitioning to influencing public policy, organizing communities to address community problems, or public education campaigns to against social injustice (Voight, 2010). Diemer and Li (2011) suggest that the SPD theory extends the psychological study of civic development by considering individual and contextual factors that promote socio-political engagement of young people. According to Watts' psychological theory of sociopolitical development (Watts et al., 2003), a democratic school climate nurtures civic engagement by facilitating discussion about civic issues. In a school with a democratic climate, students feel comfortable having civic discussions- debating on social issues and exploring their own opinions and those of their classmates. All situations that encourage reflection on civic topics have the potential to nurture civic consciousness, that is, the ability to analyze societal values, norms, and institutions in a critical way.

While Sociopolitical Development more directly addresses political involvement, adolescent civic engagement research has increasingly incorporated aspects of Sociopolitical Development, acknowledging the ways that the SPD lens might influence the opportunities and activities that constitute civic engagement (Watts, Diemer, & Voight, 2011; Karakos & Wray-Lake, 2014;). SPD theory posits that consciousness and engagement develop in a dialectical manner within an individual in which action and reflection transact to reciprocally facilitate the

process of SPD. The more one critically reflects upon social issues, the more likely he/she is to critically understand social issues, the more one acts and more likely that he/sh is to take action. This process may be impelled forward via certain precipitants such as family influences (e.g., political socialization during childhood), participating in civic activities (e.g., through adolescent and youth-led parliaments), and exposure to role-models. Socio-political development enhances the capacity of adolescents to interpret and change their experiences of inequalities, and work towards establishing a new type of power relationship between adolescents and adults, and responsible agencies. This theory supports aspects of civic engagement such as current participation, intention to participate in the near future or when they become adults (Benson, Scales, & Syvertsen, 2011).

The three developmental theories embed the following developmental principles even if they diverge in their specific theoretical assumptions or the details of the processes they describe. These include: (1) development is affected by different social factors that include parents, peers, schools and media, (2) yet adolescents are active participants in their own civic development; (3) hence, development is bidirectional such that adolescents influence their social context just as the context is having an influence on them; socialization is reciprocal; and (4) opportunities for civic development differ across individuals growing up in different social contexts.

The social development model underpins the role of contexts (family, schools, community) in creating opportunities for adolescents to develop civic behaviors, participate in civic engagement opportunities, thereby helping to acquire knowledge and skills essential to enhance their civic engagements that benefit themselves and others. The developmental asset framework provides theoretical underpinning that the social contexts such as family, schools, social networks such as adolescent-led groups can be external resources (e.g., parents and other

adults serving role models for civic behaviors and creating open family environment for civic discussions; and schools creating a supporting school climate for discussions). These help school adolescents to enhance their internal assets (development potentials) to enhance their civic engagements. The socio-political development recognizes the individual and contextual factors in facilitating opportunities for adolescents to engage in dialogues on social and political matters, discussing on issues of social injustices affecting their rights and the rights of other adolescents. In doing so, they critically reflect and analyze civic and political topics, develop civic consciousness thereby helping adolescents to develop skills needed to engage in broader societal matters.

Thus, the basic tenets of the three theories complement each other to understand and explain the civic engagement of adolescents. Integrating the basic tenets of the three theories and past empirical evidence, the researcher explored adolescent civic engagement as a function of parental socialization, school civic experiences, and social media.

## **2.5 Empirical Studies on Factors Associated with Adolescents' Civic Engagement**

In this section, the researcher reports on literature that takes to investigate the people, situations, and institutions that may contribute to adolescent civic engagement. This section of the review starts with studies that examine the possible influence of social relationships, specifically relationships with family members. The next micro-context discussed is the school influencing adolescents' civic engagement. The third context dealt is social media use by adolescents and their civic engagement.

### **2.5.1 The Role of Family in Influencing Adolescents' Civic Engagement**

Relational developmental systems theory posits that optimal development unfolds as a result of reciprocal and mutually reinforcing interactions between individuals and the various contexts (Overton, 2013). Interactions with individuals can serve as assets and foster

development of civic values and behaviors for adolescents (Lerner et al., 2014; Wray-Lake & Sloper, 2016).

The fundamental role of family on adolescents' civic engagement is recognized in the literature (Kim et al. 2015; Rossi et al., 2016; Taylor et al., 2019). Closeness between parents and adolescents is related to greater adolescents' civic responsibility (Lenzi et al., 2014). Children who grow up in a family that shows interest for civic issues tend to demonstrate increased civic responsibility and develop civic behaviors (Rossi et al., 2016; Wilkenfield, 2009). This socialization process promotes the creation a positive relationship between adolescents and the family members, allowing the transmission of civic values and behavior. Civic discussions help adolescents formulate their perspectives, encourage them to seek out more information, and motivate civic actions.

Parents play significant role in socio-political socialization during adolescence (Corbetta, Tuorto, & Cavazza, 2013; Miklikowska & Hurme, 2011). The influence of parental attitudes and behaviours on adolescents' civic engagement especially in volunteerism and political sphere remain significantly high with potentially differing influences on male and female adolescents. Individuals displaying higher involvement in prosocial/community-oriented activities during late adolescence may have been implicitly or explicitly encouraged or even pressured by their family members especially parents to engage in such activities during high-school (Cicognani et al., 2012; Quaranta & Sani, 2016). In a sample of 144 adolescents ages 12-18 and their mothers (144), Oosterhoff and Metzger (2016) examined associations among parents' civic behavior, parents' and adolescents' messages about civic duty, and adolescents' civic judgments and behavior. The finding shows that Mothers' community service involvement and messages concerning respect and helping one's community were positively associated with adolescents'

engagement in community services. Furthermore, broader family interaction such as closeness between parents and adolescents was related to greater adolescents' civic responsibility (Lenzi et al., 2014).

Adolescents' discussions on social and political issues with parents are positively associated with a range of civic values and behaviors (Boyd et al., 2011; Roman & Esau, 2015; Hooghe & Boonen, 2015). Parent effects on civic engagement may include parent civic knowledge, behaviors, social and political discourse, and civic engagement as predictors of adolescents' civic engagement. Although little research has linked parent-adolescent civic discussions with changes in adolescents' civic engagement over time, Diemer (2012) found out that positive parent-child civic discussion predicted long-term political engagement in a longitudinal study; and is a stronger predictor of political behaviors than of community service or helping behavior (Roman & Esau, 2015; Wray-Lake & Sloper, 2016). Furthermore, a study by Kima and Stattin (2019) on parent-adolescent discussions about politics from age 13 to 28 found out that youth political discussions and their political interest have bi-directional linkage overtime. Political discussions with parents were found to predict an increase in political interest primarily in adolescence and at age 20, while youth's political interest was found to predict an increase in political discussions with parents. This implies the potential of parents in facilitating young people's civic and political socialization in the home setting. From early child ages, parents can play a variety of roles in evoking their children's socio-political interest – they can act as responders, facilitators, and provide opportunities for their children to connect socio-political discussions and actions to spark their interest in civic matters.

Evans et al. (2010) and Persson (2015) indicated that family and community contexts play an important role in influencing adolescents' involvement in civic activities. Families vary

considerably in the extent to which they socialize their children to the civic domain. These researchers found out that some parents provide a rich literacy environment in which their children are provided with an environment to acquire civic knowledge and skills to develop civic behaviors. Similarly, some parents are themselves socially and politically active, or they may display an interest in these issues through frequent discussions and media use, while others eschew any mention of socio-political issues.

Some individuals start the period of adolescence highly civically engaged and maintain this high level across high school (Wray-Lake et al., 2014). The dynamic interactions with contexts via civic discussions support adolescents to maintain high level of civic engagement. As changing contexts, priorities, and demands in adolescence will make it difficult for many adolescents to remain civically engaged, maintaining civic discussions with parents and other adults in the family may reinforce persistence in civic engagement over time. Civic discussions encourage adolescents 'civic engagement via raising their awareness on civic issues, helping adolescents clarify their civic values, and prompting adolescents to seek opportunities to engage in civic activities (Flanagan, 2013; Lee et al., 2013).

Civic modeling is one of the parental socialization strategies to influence adolescents' civic engagement. Parents' civic modeling is a strong predictor of adolescents' civic engagement (Van Goethem et al., 2014; Wilkenfield, 2009). Furthermore, Matthews, Hempel, and Howell (2010) argue that involvement of parents in various community and voluntary activities helps them to impart social responsibility in their children and show that, parental civic activity was associated with a stronger participation in civic activity among children and adolescents. Quite recently, Rossi et al. (2016) found out that having parents engaged in civic activities and with whom adolescents can speak about civic issues promotes and enhances both civic action and the development of civic

attitudes. This assertion can be interpreted in light of the Social Development Model (SDM), which underlines the crucial role played by the social contexts in understanding of both their attitudes and behaviors (Farrington, 2011).

### **2.5.2. The Role of Schools in Influencing Adolescents' Civic Engagement**

School is a context in which adolescents spend much of their daytime, interacting with peers and teachers, and constructing civic knowledge, civic skills and socially responsible behaviors. Schools constitute one of the micro-contexts in which socio-political socialisation and learning are perceived to take place. Tröhler, Popkewitz, and Labaree (2011) indicated that schools as social institutions have the primary task of fostering good citizens. Schools make up our collectively owned and apparently governable socialisation institutions for adolescents to acquire civic knowledge, civic virtues, and skills. Schools also promote adolescents' civic engagement by creating opportunities to engage in civic discussions and creating a democratic climate and reproducing democratic cultures (Lenzi et al., 2014). Haste (2010) indicated that schools are regarded as micro democracies socializing students into active citizens.

Rossi et al. (2016) indicated that school is one of the social domains associated with adolescent civic development. Individuals are more likely to be civically engaged in adolescence because there are more opportunities to engage in civic activities through school and related programmes (Finlay et al., 2010). Activities implemented within the school system could foster a democratic climate and influence both adolescents' present and future civic engagement (Kim, Flanagan, & Pykett, 2015). Schools facilitate adolescents' civic engagement through formal civic education that encourage democratic discourse, build confidence of students to discuss different ideas, provide teachers with methods to be non-partisan provocateurs; and through extracurricular and community-based activities (Hess, 2009; Youniss, 2011). Civic discourse

and actual experience are vital to civic development; it is often the informal aspects of school-based civic education that contribute to more meaningful civic participation (Wilkenfeld, 2009).

School based civic education—discussing about current events and societal problems in the classroom—was positively associated with civic behavior such as increased students’ commitment to work actively for the benefits of the society (Lenzi et al., 2012). Students’ engagement in civic discussions and debates help them to acquire civic knowledge and develop civic values and skills that are the basis for higher involvement in community life. Students experience civility, respect, fair and equal treatment, and democratic climate that in turn may promote engagement (Lenzi, Vieno, Sharkey et al., 2014). Furthermore, Wilkenfeld (2009) indicated that schools provide opportunities for hands-on experiences of democratic processes, a supportive environment for sharing different opinions, and a learning environment in which democratic ideals are communicated to students.

The International Association for the Evaluation of Educational Achievement (IEA) conducted the largest and the third International Civic and Citizenship Education Study (ICCS) on civic and citizenship education, with a total sample of 40,000 Grade 8 students, 62,000 teachers, and 5,300 school principals from 38 countries during 2008 to 2009. The IEA ICCS studied the ways in which countries prepare their young people to undertake their roles as citizens especially through the development of relevant knowledge and understanding, positive attitudes toward being a citizen and participating in activities related to civic and citizenship education (Schulz et al., 2010b). The IEA ICCS study results suggested that schools can be effective in preparing students for civic engagement by teaching civic content and skills, creating an open classroom climate for discussion on socio-political issues and opportunities for participation in civic platforms such as in school councils and school clubs.

Perception of a democratic classroom climate and teacher support, along with discussion of civic issues are necessary to nurture adolescent civic behavior (Lenzi et al., 2014; Lenzi, Vieno, Sharkey et al., 2014). Furthermore, difference in school civic opportunities and experiences was partly associated with inadequate preparation for civic engagement, inequalities in civic learning opportunities, differences in socio-economic status and gender (Flanagan & Levine, 2010; Kahne & Middaugh, 2008). Patterson (2017) emphasized the role of schools in facilitating extracurricular activities for the development of civic identity by helping adolescents to develop a sense of belonging to the school community, developing civic skills such as participating in meetings, debates, and collective decision-making; working collectively with peers to achieve a goal, and through exposure to adult civic role models.

Wilkenfeld (2009) indicated three distinguishable types of school experiences that relate to civic engagement outcomes. These are: i) confidence in the effectiveness of school participation concerns the experience and observation of democratic processes in the school, is a measure of student empowerment, ii) openness of classroom climate which is a measure of the experienced discussion of social and political issues, iii) exposure to a civic curriculum (or rather, an informal civic curriculum) which is a measure of student learning about democratic ideals in school. These experiences related positively to students' civic engagement outcomes, but the strength of the associations varied depending on the type of school experiences. The differential strength of the associations between the school experiences measures and interactions with other contexts indicate distinct aspects of civic experiences. School adolescents who join different groups or associations have better opportunities to have civic engagement opportunities. In connection with this, Neundorf, Niemi, and Smets (2016) indicated that students' membership and participation in adolescent-led associations that provide a context for

civic activities such as public speaking, debate, and community service, are linked to civic and political participation.

### **2.5.3 The Influences of Developmental Contexts on Sense of Community Connectedness and Perceived Competence for Civic Action**

As discussed under 2.5.1, the family is the primary socializing unit, in which strong bonds are established based on caring and trust (Lamb & Lewis, 2011). Family as a micro institution provides a day-to-day context for social connection, often considered as a source of social capital that fosters trust and cooperation among family members, communities, and society— as well as playing a fundamental role in accessing other forms of social capital through social networks, neighborhood, or school (Collins & Laursen, 2004; Steinberg & Silk, 2002). Existing research therefore recognizes the role of the family in adolescent civic engagement by instilling caregiving values in the family members (Kim, Flanagan & Pykett, 2015). Parental socialization remain substantial during adolescence and many adolescents are socialized into civic life within the family context to engage in community-oriented activities (Cicognani et al., 2012; Quaranta & Sani, 2016).

Sense of Community Connectedness (SoCC) grows due to positive experiences with significant adults in different contexts and can give important contributions to the development of personal and social identity and to positive developmental outcomes (Cicognani et al., 2012; Torney-Purta, et al., 2010; Wilkenfeld et al., 2010). Sense of community enhances shared emotional connection with peers, family, and the wider community (Chiessi, Cicognani, & Sonn, 2010). This emotional experience reinforces their identification with the group (Speer et al., 2013).

Chiessi et al. (2010) indicated that sense of community tends to decrease from middle to late adolescence; and such decline can be explained by developmental factors and age-related

transitions which make the community increasingly unresponsive in meeting young people's emerging needs. Looking into gender differences, Chiessi et al. (2010) and Cicognani et al. (2012) indicated that male adolescents tend to report higher scores of SoC than females, which was explained by the greater tendency by males than females, to explore and familiarize themselves with the community and construct significant relationships with other people. Family socialization influences parents to encourage males to have better opportunities and often be more protective toward females.

The second micro-context is school, which potentially can provide adolescents with opportunities to develop their intellectual capacities, to experience a sense of competence and belonging (Prati et al., 2018). The school context is a place where adolescents develop a sense of belonging, by promoting interpersonal relationships, connectedness, respect for diversity, and community partnerships (Wang & Degol, 2016).

Schools and teachers offer adolescents a conducive context for expressing their opinions, discussing on social and political issues, and participating in activities related to school governance such as in school management, student council, Parent, Teachers, and Students Association, all of which predict future commitments towards their community (Flanagan et al., 2007). Teacher characteristics such as encouraging student participation in class, interest for teaching, class organization, and acceptance foster a higher perception of teacher support among students, thereby increasing the adolescents' sense of belonging (Chiu & Churchill, 2016). Classroom sense of community describes the quality of relationships between students and their classroom in terms of belonging, perceived influence, emotional connectedness, and satisfaction of needs. When schools meet the students' psychological and social needs, school adolescents they are more likely to experience better psychosocial well-being. There is also evidence that school adolescents develop

sense of community from involvement in participatory practices (De Róiste et al., 2012; Mazzoni et al., 2014). Further, adolescents' civic participation through youth-led initiatives offers them with opportunities to establish meaningful relationships with people outside the family and school, and this is associated with increased civic involvement and sense of community (Albanesi et al., 2007; Cicognani et al., 2008).

The third factor is social media use. Drawing on a social-functional perspective, Mauss et al. (2011) argue that establishing a sense of social connectedness is an integral aspect of human life. The increased uptake of social media provides more opportunities for adolescents to connect, communicate, and interact with each other. Given that a sense of belonging represents the extent to which one feels that he or she is a part of one or more social groups (Quinn & Oldmeadow, 2013), it possibly implies that sense of belonging can be fostered through participating in social media platforms.

#### **2.5.4 Sense of Community Connectedness and Perceived Competence for Civic Actions as Precursors of Civic Engagement**

The existing literature emphasize the need to give particular attention to the relationships between SoCC, social and political participation. SoCC can play a significant role in the development of attitudes toward socio-political issues and willingness to be involved in social and political matters. SoCC in adolescence is a catalyst for their civic participation and positive social development. A series of qualitative and quantitative studies conducted by Cicognani et al. (2012) led to the identification of five dimensions of SoCC, consistent with McMillan & Chavis (1986) model, that are relevant for adolescence. These are: *sense of belonging, support and emotional connection with the community, support and emotional connection with peers, satisfaction of needs and opportunities for involvement, opportunities for influence*. An active and participative

inclusion in groups and communities—and specifically the school community—contributes to the transmission of rules and social values essential for the development of social identity.

To understand which factors can foster civic engagement of adolescents, it is important to understand that adolescent development takes place within social groups and communities. Community connection contributes to developing relationships that are beneficial for the adolescents' adaptive development (Lerner, et al., 2014). Furthermore, it is a sense of community which leads to common interests and actions that foster the adolescent's sociopolitical participation (Schulz et al., 2010).

Previous research (Torney-Purta et al., 2010; Wilkenfeld et al., 2010) emphasized the importance of understanding community (one dimension of context) to examine adolescent civic engagement, discussing individuals' sense of community, their self-identified communities, and the importance of facilitating civic engagement within community contexts. According to Speer et al. (2013), sense of community refers to the connection of an individual to communities facilitated through experiencing an emotional attachment and belonging that foster a sense of common purpose, mutual benefit, and shared interests. Belonging to a community where individuals feel connected, supported, and influenced is a fundamental human phenomenon of collective experience (Peterson et al., 2008). Adolescents develop a sense of belonging to their communities by creating links with their friends, neighborhoods, schools, and community.

Bridger et al. (2009) view community from an interactional perspective which is useful in explaining the process leading to adolescents' civic engagement. The process facilitates the creation and maintenance of channels of interaction and communication among the diverse local groups including adolescent and youth-led groups and associations. Sense of community enhances shared emotional connection with peers and community (Chiessi et al., 2010) to emphasize the

relevance of the peer group in this developmental period. This emotional experience reinforces their identification with the group (Speer et al., 2013). Certainly, when the child feels accepted and esteemed by his/her peers, he/she confirms his/her identity. He/she looks for the situations where he/she is in a group, because he/she feels confidence and knows that he/she will be recognized in groups that gives them opportunities for civic participation.

In the period of adolescence, Sense of Community Connectedness (SoCC) grows due to positive experiences with peers and significant adults in the family, neighbourhood, schools, and community. This can give an important contribution to the development of personal and social identity and to positive developmental outcomes (Cicognani et al., 2012; Torney-Purta et al., 2010; Wilkenfeld et al., 2010). Sense of community connectedness (SoCC) is a significant predictor of civic commitment, and it reinforces individuals' willingness to involve in civic activities that benefit neighbourhoods and communities (Albanesi et al., 2007; Flanagan et al., 2007). Sense of community connectedness influences individuals' relationships and collective behaviors and is a catalyst for social involvement and participation in the community (Townley, Kloos, & Wright, 2009).

Sense of community connectedness has also been linked to perceptions of belonging, community connectedness group membership and civic engagement (Albanesi et al., 2007), and companionship (Oh, Ozkaya, & LaRose, 2014). Ferreira et al. (2012) identified that participatory settings offered by adolescent and youth-led associations are more likely to influence positive outcomes for adolescents. When adolescents, supported by adults, actively participate in community decision-making, they are likely to show greater confidence and agency, increased community connections, and higher level of empowerment (Krauss et al., 2014). Sense of community and empowerment among 16–19-year-old adolescents confirm the benefits of active

participation in community and youth-led organizations. Volunteer, youth, and religious associations increases sense of community and empowerment (Albanesi et al., 2015). The implication was that researchers need to pay greater attention to the nature of the activities and experiences taking place within adolescent-led associations, to identify the conditions that make participation useful. Furthermore, the study provided evidence on the usefulness of further investigating the role of Sense of Community and Empowerment as additional mediation variable.

The second precursor for adolescent civic engagement considered in this study is perceived competence for civic action. Previous studies (Jennings et al., 2009; Matthews et al., 2010) showed that civic discussions were positively associated with adolescents' perceived competence for civic action. They underline the critical role of discussion and reflection on civic topics in enhancing civic engagement. Indeed, exposure to other people' perspectives, reflection over different sides of civic issues, and exchange of opinions with people having different ideas all provide the opportunities to train several skills such as conflict negotiation abilities, listening and news comprehension skills. Thus, adolescents who more frequently discuss on local and global issues with family and peers may have increased opportunities to develop these competencies and tend to feel more confident about those skills. Gil de Zuniga et al. (2012) indicated that social networking sites facilitate not only the acquisition of information but also discussion about it, which may in turn increase reflection on, and elaboration of, that information. Further, Kim and Kim (2008) indicated that discussing civic issues encourages users to effectively think about those issues, connect their personal experience to local and global events, and ultimately develop civic competencies.

Civic competencies are essential prerequisites for adolescents' active citizenship (Grütter & Buchmann, 2021). Lenzi, et al. (2015) indicated the existence of positive association between

perceived competence for civic action and future intention to participate in civic activities. The feeling of being capable of performing different civic actions is a determining factor in promoting adolescent civic participation and the more adolescents feel competent in the civic domain, the more they declare the intention to participate in the future.

## **2.5.5. The Role of Social Media Use, Sense of Community Connectedness, Perceived Competence for Civic Action, and Civic Engagement of Adolescents**

### **2.5.5.1 Social Media Use during Adolescence**

Social media is an online platform that allows users to create a profile, connect with other users, and share and exchange content (Ahn, 2011; Henderson et al., 2013). In recent times, social media have become increasingly popular tool for engaging adolescents in social behaviour whether it leads to positive or negative outcomes (Allen et al., 2014; Hart, 2011; Spiliotopoulos & Oakley, 2013;). Adolescents and youths use social media as a regular interactive tool to share various messages. The use of social networking sites, instant messaging, and mobile phones by young people to interact with friends has been demonstrated by other studies (Abrams et al., 2011; Davis, 2012). In addition, research on social media use and privacy by Madden et al. (2013) shows that adolescents are among the most passionate users of social networking and social media.

According to global digital report (2019), Ethiopia had the second largest relative growth of social media in the world in 2018 which translates to the 16<sup>th</sup> largest absolute growth in the world and the third largest absolute growth in Africa after the giants Nigeria and South Africa. The commonly used social media is Facebook, which commands 84 % of social media users. Other types are Google's YouTube, Facebook-owned Instagram, Telegram, Facebook-owned WhatsApp, and Twitter. In addition, Social Media Statistics in Ethiopia (May 2020 - May 2021)

shows the commonly used social media include, Facebook (48.47%), YouTube (16.39%), Twitter (16.21%), Pinterest (10%), Instagram (7.16%), reddit (0.61%).

In Ethiopia, Feyisa and Dawit (2018) conducted a study on Perceived Benefits and Risks of social media among Ethiopian Secondary School Students (aged from 14-19 years old). The finding shows that 70.6 percent of 500 sampled school adolescents reported to be an active user of social media, primary used for entertainment and social networking purposes, rather than academic values. The researchers concluded that in educational settings, students use social media for various purposes which diverts the attention of school adolescents from mainstream academic activities. Nonetheless, it is difficult to conclude that social media is not used by adolescents to share educational information. The researcher argues that social media can be used as a tool for adolescents to share civic related information which by itself is part of the informal education that can supplement the formal education activities.

#### **2.5.5.2 Social media use, sense of community connectedness and perceived civic competence during Adolescence**

Creating social connections are a central feature of the normative developmental trajectory of adolescence to adulthood. Researchers tried to examine the relationship between social media use and social connectedness (Ahn & Shin, 2013; Allen et al., 2014; Grieve et al., 2013; Sheldon, Abad, & Hinsch, 2011). Mauss et al. (2011) argue that sense of social connectedness is an essential aspect of human life, which enhances individual's wellbeing. The increased uptake of social media provides more opportunities for adolescents to connect, communicate, and interact with each other. Davis (2012) argues that digital tools have huge benefits to facilitate interaction among young people with individuals with similar values and interests. The author used a series of in-depth interviews with 32 adolescents (15 girls, 17 boys)

ages 13–18 attending in secondary schools, to investigate the value adolescents place on online exchanges with their friends. The findings of the study indicated that casual exchanges between adolescents through texting, social networking (i.e., Facebook), and instant messaging helped foster a sense of belonging among participants. Participants reported that social media helped them connect with peers, regardless of their physical location or the time of day.

Still the assertion that social media use enhances adolescents' sense of community is not conclusive. For example, Reich (2010) assessed whether they feel a sense of community within their MySpace and Facebook networks. The author combined previous studies of social networking sites to see if adolescents' self-reported uses and feelings about these sites suggested a psychological sense of (virtual) community. The study collected cross cultural data (Latino, Caucasian, Asian, and African American) synthesized from four projects and primary data collected through focus group discussions (two focus groups studies: one with 10 high school students and one with 23 college students and another with 10 high school students) between the ages of 13 and 29 years. The method employed were focus group and survey data aimed at investigating whether uses of social networking sites demonstrate key components of Psychological Sense of Community. The finding showed that although they used social media as *online communities*, the users of these sites tended to use them to communicate with other individuals rather than to establish a sense of community. In addition, although some studies (Ahn & Shin, 2013; Grieve et al., 2013; Sheldon et al., 2011) indicate that social media users can experience increases in social connectedness. The findings of Quinn and Oldmeadow (2013) on the link between the use of social networking sites and a sense of belonging were mixed, especially with respect to gender. The results imply that outcomes associated with social media

use may vary in systematic ways and the benefits compensate the potential harm that adolescents and youth may experience.

Lenzi et al. (2015) examined the link between the informational use of Internet-based social media (specifically, Facebook) with civic competencies and intentions for future civic engagement among high school adolescents school students aged 14–17 years. The findings revealed that use of information acquired using Facebook was correlated with increased levels of perceived competence for civic action among adolescents. Facebook use influenced civic engagement both directly and indirectly through the mediation of offline civic discussion with parents and friends. It means the higher level of civic competencies of adolescents, the higher the intention to the intention to participate in various civic engagement activities.

### **2.5.5.3 Social media use and civic engagement during Adolescence**

With the growing of digital technology, social media use is increasingly seen as a new communication platform for civic engagement of adolescents and youth, as this group is regarded as being at the forefront of new media uptake (Brandtzæg et al., 2012; Christensen, 2011; Kamau, 2016). In addition, Rainie et al. (2011) indicated that young people are more eager than the rest of the population to engage in online civic and political activities.

The use of social media advances informed and effective civic engagement of adolescents and that digital tool play an important role in empowering young people (Middaugh et al., 2017; Theocharis & Quintelier, 2016). Participation in peer based and youth-led social networks increases adolescents' connection and engagement in school settings by effectively teaching them about social issues (Kirshner, 2015) and providing them with opportunities to influence their social contexts (Ozer et al., 2013). Brandtzæg et al. (2012) defined adolescents and youth civic engagement using social media as actions by adolescents and youth in response to societal

needs, in the form of supportive, deliberative, and collaborative practices in social media. In supportive practices, social networking sites facilitate participation of young people and online sharing practices through easy-to-use social features. For example, adolescents using simpler features to join the group membership in Facebook, the re-tweet function in Twitter, and the like button in YouTube and Facebook, which each support participation and sharing in a convenient and efficient manner – that is, “micro participation” (e.g., Haller, 2011). In deliberative practices, adolescents engage in thoughtfully assessing different options of an idea through discussion where different opinions are represented (Davies & Chandler, 2012). In collaborative practices, adolescents create new ideas or solutions in collaboration to support, promote, or discuss societal issues.

## **2.5.6 Sociodemographic Differences Associated with Civic Engagement**

In this section, empirical literature on how the socio-demographic variables (gender, age, and parental socio-economic status) influence adolescent civic engagement is reviewed.

### **2.5.6.1 Gender Differences in Adolescents’ Civic Engagement**

Previous studies highlighted significant gender differences in civic engagement during adolescence (Cicognani et al., 2012; Jahromi et al., 2012; Metzger & Ferris, 2013; Schulz et al., 2010). And yet, results pertaining to gender differences in civic engagement are mixed. Some researchers (Bobek et al., 2009; Schulz et al., 2010) found out that girls are generally more civically informed and engaged than boys. Male students had higher average scores in behavioral intentions to participate in civic action than females (Schulz et al., 2010). Furthermore, findings of a cross-cultural study on civic engagement of adolescents by Jahromi et al. (2012) revealed indicated that boys had higher intentions of future political involvement. Wray-Lake and Shubert (2019) found out components of civic engagement differed by gender (in favor of females) and

Einolf (2011) reported females being more likely to be engaged in volunteerism during adolescence. However, both males and females participated in the political forms of civic life (Cicognani et al., 2012; Einolf, 2011). Others found out that higher intentions for future political involvement (Cicognani et al., 2012; Jahromi et al., 2012) and less likely to be civically engaged (Flanagan & Levine, 2010) in boys; while other results showed similar levels of civic involvement in both sexes (Cicognani et al., 2012). Contrary to this, Voight and Torney-Purta (2013) indicated that girls were more sympathetic to social justice than boys.

In Ethiopia, boys and girls are socialized differently by their parents and other adult family members and this socialization impacts opportunities for civic participation. Belay (2001) indicated children and adolescents especially for girls are socialized to obey parental orders; not to challenge their parents; to be passively punished; and not to demand their rights from parents. Parents and other adults in the family expect boys and girls to behave in different ways, and the ways they are socialized from birth by many parents (and society) influences their civic engagement. Girls are socialized to be submissive, while boys are messy and loud, be strong, outgoing, assertive, and group leaders. Further, Mezgebu (2018) conducted a qualitative study on Child Socialization Through Oral Traditions in Amhara Region. Since their early age, males and females are socialized according to gender stereotypes through the traditional verbal arts which associate certain activities with a certain gender. Males are assigned to do tasks which are highly valued because they demand strength and courage, whereas women's tasks are valued less because they are considered as to be 'harmless' and to demand 'less energy and strength'. Males are socialized to be brave, courageous, dominant, and superior, while females are socialized to be shy, passive, submissive, etc. Moreover, Mitiku (2016) investigated the psycho-social factors that affect the assertive behavior of female students. The findings revealed that the lack of social skills among

female students was attributed to the parenting styles, cultural orientation, lack of teachers' gender sensitiveness and access to training opportunities.

### **2.5.6.2 Age Influences in Adolescents' Levels of Civic Engagement**

Research on age influences in civic engagement is sparse, and a large and diverse sample of children and adolescents in a cross-sectional study added new evidence to this endeavor.

Despite a dearth of longitudinal studies of civic engagement in adolescence, existing research suggests the existence of developmental change in levels of civic engagement. For example, Smetana and Villalobos (2009) indicated that increasing age, adolescents show increased gains reasoning skills, future planning, and perspective taking. As these skills and capacities are assumed to underlie civic engagement, civic engagement may show continuous, gradual upward change across adolescence in conjunction with such sociocognitive gains (Wray-Lake & Syvertsen, 2011). Wray-Lake et al. (2014) examined the developmental transitions in civic engagement across adolescence and the result showed that civic engagement increases across adolescence in concert with normative age-related changes in identity, autonomy, and exposure to contextual opportunities. On the other hand, Wray-Lake, Syvertsen, and Flanagan (2016) examined developmental changes in social responsibility during adolescence. The study used an longitudinal research design, taking data from a three-year study of 3,683 adolescents in rural, semi-urban, and urban communities. The finding showed that social responsibility values significantly decreased from age 9 to 16. Related constructs of prosocial behavior and social trust have shown declines across adolescence (Flanagan & Stout, 2010).

In different social contexts, adolescents experience new patterns of social behaviors and are exposed to more diverse social values that could influence their civic behavior. Rossi et al. (2016) examined factors associated with civic engagement in adolescence, taking a sample of

403 11- to 15-year-old adolescents in Italy. The results showed that age was positively associated with adolescent civic behaviors, meaning that older adolescents were more involved in civic activities than younger ones.

According to Flanagan and Levine (2010) and Buchmann and Kriesi (2011), there are many reasons to believe that the transition into early adulthood is a particularly crucial stage for civic development. This is a developmental period during which adolescents (a) display more tolerance, explore social and political ideas and perspectives, and are exposed to various social networks likely to challenge their pre-existing worldviews, (b) experience transitions into roles providing societal continuity, (c) involve in community affairs and civic engagement opportunities, and set the stage for civic attitudes and behaviors in midlife. And yet, there is evidence concerned with trajectories in civic engagement that reported a general decline in civic participation from late adolescence to early adulthood (Finlay et al., 2011) as well as typically unstable patterns of involvement compared to adolescence (Flanagan & Levine, 2010; Finlay, Wray-Lake, & Flanagan, 2010). Nonetheless, some adolescents maintained high civic participation levels across early adulthood years (Finlay et al., 2010; Finlay et al., 2011; Johnson et al., 2014). These adolescents may have benefited from contextual resources that helped them to maintain stable involvement in civic activities.

Vezina and Poulin (2019) investigated civic participation developmental trajectories among youths transitioning into adulthood (assessed annually from ages 18 to 22), and examined individual (e.g., social competence, civic attitudes) and contextual (parent-child communication and organized activity involvement) as predictors of civic participation trajectory-group membership in late adolescence (Grades 10 and 11; ages 16–17). The findings showed that not all adolescents and youth displayed the same baseline levels of civic participation at age 18 nor

demonstrated identical patterns of participation with increasing age. Those adolescents and youths displaying higher civic attitudes and community-oriented involvement were more likely to be assigned to higher at baseline. Although civic participation patterns declined for most youths, a considerable number of participants (30.6%) maintained consistent civic participation patterns over time. One of the unanticipated results and in contrast with previous findings (McIntosh & Munoz, 2009; Viau, Denault, & Poulin, 2015) was that higher engagement in prosocial and community-oriented activity involvement during late adolescence was not a predictor of high sustained civic participation trajectory assignment although community-oriented activity involvement was high for the high sustained civic participation trajectory-group. The possible explanation was that during late adolescents' transition into adulthood, there is decline in civic participation due to the normative decrease in parental control and monitoring (Keijsers & Poulin, 2013; Masche, 2010), and emerging individuation and autonomization processes (Koepeke & Denissen, 2012). A decline in civic participation was reported especially for those participants who did not develop intrinsic motivation, lack resources (internal and external) and support from responsible figures that could help them guide towards civic participation and demonstrate civic behaviors that adolescents tend to emulate.

Prior (2010) and Neundorf et al. (2013) indicated that development of political interest generally stabilizes around the age of 25; while volunteerism was high among participants of younger than this age. One possible explanation is that the older youth had dropped or aged out of schooling, decreased engagement in volunteering through the school while spend much of their time engaging in activities in relation to career opportunities to ensure financial independence. This suggests greater effort is needed to motivate the participation of older adolescents and youth and in volunteerism and civic life.

Given inconsistent findings and very limited research in Ethiopia, further investigation of age patterns in adolescents' civic engagement is sorely needed.

### **2.5.6.3 Parents' Socio-Economic Background and Adolescents' Civic Engagement**

Previous research (Alivernini & Manganelli, 2011; Schulz et al., 2010) indicated that socio-economic background of adolescents is a key factor that would influence adolescent to acquire civic knowledge. Adolescents from families with high Socio-Economic Status (SES) are more engaged in various civic activities than those from low SES (Levine et al., 2010; Schlozman et al., 2012). This inequality in civic engagement among the different groups of adolescents from different SES is often attributed to their access or lack of access to opportunities, education, and social resources (Levinson, 2010). Furthermore, socio-economic background influences adolescents' civic experiences and their opportunities for acquiring civic knowledge and practicing civic behaviors (Manganelli et al., 2012; Zaff, Youniss, & Gibson, 2009) and their civic participation, attitudes and competencies (Mahatmya & Lohman, 2012). In contexts with low socio-economic resources, families have limited means to promote civic interest or skills, schools may not adequately promote civic activities in the educational programs, and there could be a lack of local organizations that encourage adolescents' civic engagement (Flanagan et al., 2009; Zaff et al., 2009).

Furthermore, a study on civic engagement of 14-year-old adolescents by Wilkenfeld (2009) showed that students who have access to more intellectual and material resources at home have more positive civic outcomes. The finding revealed that affluent students display higher levels of civic knowledge, more supportive attitudes for the rights of minorities, and higher anticipated voting behavior. Adolescents with more access to intellectual and material resources can acquire adequate knowledge through the resources, interact with educated and cultured

people, and have role models for civic participation. However, it would be difficult to ensure that all adolescents have these experiences in the home.

In other studies (Manganelli et al., 2014; Manganelli et al., 2012), socio-economic status had only small positive effects on adolescents expected electoral participation and Schulz et al. (2010) reported that it had negative or no significant effects on adolescents expected active political participation.

As key indicator of high socio-economic status, a higher level of parent education was associated with a higher likelihood of civic and political participation (Mahatmya & Lohman, 2012; Marzana, Marta, & Pozzi, 2012). A study on understanding stability and change in civic engagement across adolescence by Wray-Lake and Shubert (2019) found out that all four typologies (Civic Leaders, Informed Future Voters, Civic Sympathizers, and Unengaged youth) differed by parent education. Adolescents who had at least one college educated parent were more likely to be Civic Leaders: adolescents with higher parent education were 3.5 times more likely to be Civic Leaders than Unengaged, 2.5 times more likely to be Civic Leaders than Civic Sympathizers, and 1.67 times more likely to be Civic Leaders than Informed Future Voters. Similarly, adolescents with more educated parents were 1.51 times more likely to be Informed Future Voters than Civic Sympathizers and over 2.08 times more likely to be Informed Future Voters than Unengaged. Adolescents with higher parent education were also more likely to be Civic Sympathizers than the Unengaged adolescents. Thus, adolescents with more educated parents were most likely to be Civic Leaders, followed by Informed Future Voters, then Civic Sympathizers, and were least likely to be Unengaged. Furthermore, parental education is a well-established marker of socio-economic status and higher parental education is positively associated with civic and political outcomes. Adolescents in these families tend to have greater

access to civic engagement opportunities through higher resourced schools, higher resourced neighborhoods, and use of appropriate parenting strategies aimed at civic socialization, and hence some adolescents are “unequal at the starting line” (Flanagan & Levine, 2010).

## **2.6. Adolescent and Youth Related Policies and Programs pertaining to civic engagement in Ethiopia**

Adolescence is the transition period from childhood to adulthood, spanning the years between 11 and 20 years (Arnett & Hughes, 2014). The World Health Organization (WHO) and United Nations define adolescents as persons between 10 and 19 years of age (Sawyer, et al., 2018). According to the National Youth Policy, youth is defined as those individuals between 15-29 years (MoYSC, 2004). The United Nations define youth as those between the ages of 15-24 (United Nations, 2016) and the African Youth Charter defines youth as every person between the ages between 15 and 35 years (African Union, 2006). Despite this, several African countries have different age classification of the youth; for example, in Nigeria and Kenya youth is between ages 18-35; in Uganda youth is between 12-30 years (Gyimah-Brempong & Kimenyi, 2013).

The target population of this study is adolescents between ages 15-19. It is during the period of mid and late adolescence that individuals develop civic purpose and civic identity. Adolescents start contributing to their communities beyond the self through civic action such as through participating in community service, helping others, and joining different adolescent and youth-led structures (Wray-Lake & Syvertsen, 2011).

Most policies and strategies pertaining adolescents are often treated under youth focused policies. The 2006 African Youth Charter provides a continental framework that underlines the rights, duties and freedoms of youth and paves the way for the development of national programs

and strategies for youth empowerment including facilitating their civic and political participation. The Charter outlines important guidelines and responsibilities of Member States for the empowerment of youth including facilitating the participation of young people (African Union, 2006). The Charter indicates that young people shall be assured the right to express their ideas and opinions freely in all matters that concern them and have the right to participate in all spheres of the society. It specifically urges State Parties to take the following measures to promote the participation of youth in society. (1) guarantee the participation of youth in parliament and government structures in accordance with the prescribed laws and youth focused policies; (2) establish and strengthen platforms for youth participation in decision-making at local, regional, and national levels; (3) ensure equal access to youth to their rights and responsibilities and participate in decision making in socio-political issues; (4) design peer-to-peer programs for marginalised youth to facilitate their reintegration into mainstream society; (5) mainstream youth training and development programs in higher education and other training institutions; and (6) strengthen institutional capacity of youth-led organisations.

The National Youth Policy of Ethiopia developed by the then Ministry of Youth, Sports, and Culture (MoYSC, 2004) aims to facilitate the active participation of youth in building of a democratic system and good governance including in the economic, social, and cultural activities. The Youth Policy is accompanied by other youth related development packages such as Youth Development and Change Strategy, Youth Development and Growth Package, and Youth Centers Service Delivery Standard. The first youth package was introduced in Ethiopia in 2006 and a National Youth Development and Empowerment Strategy was issued in 2018 to support the implementation of the National Youth Policy and serve as a pillar for any youth development and empowerment programs. It suggests the need to raise their awareness on their

rights and responsibilities, create conducive environment to participate in socio-political matters in a non-violence way, and getting them represented in government councils to influence decisions. The youth voluntary program is also introduced to enhance e their capacity in exercising social responsibility of helping their communities (MoYSC, 2018). Furthermore, the National Youth Development Package, which was revised in 2017, describes the economic, social, and political activities that need to be implemented by the government, partners, community-based organization, and youth-led associations (MoYSC, 2018).

According to the Adolescent and Youth Status Report (MoWCY, 2018), there are efforts undertaken by the government to support adolescents' and youth civic and political participation, and exercise leadership skills. One of the structures is the national youth federation, which has 9-member organizations such as youth associations and youth forums, with over 8.3 million members all over the country. The youth federation aims to bring the different youth-led structures under one umbrella and engage in economic, social, and political issues. Sector ministries and bureaus invite representatives of youth federation to partake in the endorsement of youth-related policies, strategies, and programs. The Ministry of Women and Social Affairs in collaboration with the youth federation has been facilitating the participation of adolescents and youth in volunteerism and other community-based activities. A national volunteerism standard guideline was endorsed by the Ministry of Women and Social Affairs to facilitate the engagement of adolescents and youth in voluntary community outreach services, strengthen accountability and coordination mechanisms, and in monitoring and evaluation of the national volunteerism program (MoWCY, 2018). Adolescents and youth were mobilized and engaged in direct and indirect voluntary services to their communities, and this was expected to enhance hteir civic responsibility skills. During the COVID-19 pandemic over 10 million adolescents and

youths were engaged in self-initiated voluntary services only in a period of 3 months alone (Belay & Befekadu, 2020). Furthermore, an assessment report on the implementation of the National Youth Policy (MoWCY, 2022) revealed that adolescent and youth were engaged in direct and indirect volunteer activities in relation to prevention and control of COVID-19 and promoting awareness on HIV/AIDS.

The other initiative to enhance adolescents' participation is the establishment of children's parliaments at school, Kebele, Woreda, City, Zone, and regional levels. Government with the support of development partners established over 8,000 children's parliaments, each having more than 100 adolescent members, are established across the county (MoWCY, 2020). A national Child Parliament Guideline was developed to facilitate the establishment of children's parliaments and enable children to practice their citizenship rights at all levels (Institution of Ombudsman, 2018). Save the Children and United Nations Children's Fund (UNICEF) have been promoting children's rights to participation on issues impacting their lives. Children's parliaments engage in assessing the situation of children in schools and communities, promote awareness on child rights, identify the most vulnerable children deprived of their rights, advocate for resource allocation and mobilize local resources to support the most vulnerable children. Children/adolescent members of the children's parliament follow up and report children who experience violence and abuse, other children's priorities to concerned authorities; and engage with school administrations and sector government offices to take actions.

## **2.7. Summary and Implications**

Different scholars have conceptualized civic engagement based on their field of study or research focus. Both civic theories and evidence from empirical research affirmed that civic engagement has different domains including-civic knowledge, civic behavior, civic skills, beliefs, and attitudes. Civic participation (behavior) is the most common indicator of civic

engagement. It involves the formal and informal involvement in civic structures and institutions including involvement in volunteering and informal helping behavior. Scholars agree that adolescence is a developmental stage when individuals acquire civic knowledge, values, and skills.

The connection between civic engagement and positive development outcomes implies that adolescents who are not civically engaged are at a disadvantage. It can be argued that adolescents who are already expected to have more positive outcomes may self-select into civic activities. However, research reviewed here (by controlling demographic characteristics) revealed that participation in a range of civic activities predicts positive outcomes of adolescents. Although civic engagement is assumed to have contributed to other developmental outcomes such as educational attainment, socio-emotional development and reduced problem behavior, there could still be other factors such as parental socio-economic status, parents' civic behaviors, age and sex that may moderate the relationship between civic participation and developmental outcomes. This requires describing characteristics of civically engaged and disengaged adolescents to ascertain which adolescents are receiving such benefits, which are not, and what factors contributed to this. This serves as the basis for discussion on contexts that may be accountable for these differences.

The family as an important aspect of the microsystem and is a frequently investigated context for adolescent development across domains. Empirical studies reviewed provide some indication as to why or how families, specifically parents, may influence adolescent civic engagement. Through parent-adolescent civic discourse, adolescents acquire civic knowledge, ideals, and values, which may help them to participate in civic activities. Further, parents can model civic behaviors, and through deliberate interactions, adolescents tend to exhibit similar

attitudes and behaviors. Discussions at home between parents and adults, and adolescents have featured prominently in research on political socialization, and there seems to be massive empirical support for the idea that engagement in political discussions makes adolescents more civically active. However, in almost all the studies reviewed, it was adolescents and youth themselves who reported on the frequency of their socio-political discussions with parents and parent civic modeling. This is because the samples taken in most studies were adolescents but not parents. Parents and adolescents do not necessarily share the same conception of what social and political issues are, and this requires cross validating the findings using parents' reports.

The review of school influences on students' civic engagement showed that formal and informal civic learning opportunities, openness of classroom climate, exposure to civic curriculum, and confidence in the effectiveness of school participation are all related to adolescents' civic outcomes. It is understood that schools influence formal learning and provide an environment in which socially constructed learning can occur.

One of the gaps in the literature is the interaction of family and school contexts. A higher level of participation in the family context means higher participation at school. In studying the predictors and pathways to civic involvement in emerging adulthood, Mahatmya and Lohman (2012) considered family and school influences. The findings showed that a high level of student participation in the community means greater participation in their schools. Adolescents' participation in the community enables them to accede to community resources at the same time as boosting skills which can be later transferred to other contexts, for example their schools.

The use of social media has transformed the way of communication among adolescents and youth. Social interaction has gained a renewed interest with the adoption of social networking sites. Social media has been supporting adolescents to reach a greater number of

peers by increasing the flow of information with their peers and the community. The social networking element of adolescent socialisation is important in providing opportunities for adolescents to broaden their communication and eventually develop a sense of connectedness. Adolescents are enthusiastic to use social media and use the platform to read and share civic messages, which further facilitates their participation in various civic activities. The use of social media helps adolescents to access and share information on civic and political issues, encourages them to participate in civic activities that are engaging and interactive, and empower adolescents. Although empirical evidence show that adolescents' social media use is reported to have increased social connectedness, there are still mixed results, especially with respect to gender and other variables.

In Ethiopia, although it is believed that many adolescents are active users of social media, the use of social media and adolescent civic engagement is not well researched. Given that large numbers of social media user by adolescents, it seems worthwhile to explore how social media fosters their sense of community connectedness and civic engagement. In this study, the researcher examinee the role of social media use) in fostering adolescent civic engagement of school adolescents.

Exploring how adolescents develop sense of community and civic competence in the family and school contexts, and how they influence civic engagement is important: notably nowadays, especially in Ethiopia where opportunities for adolescents' civic participation is still limited. If family and school contexts, and social media use influence adolescents' civic engagement; help adolescents develop sssense of community and perceived civic competence which further influence their civic engagement, it is reasonable to propose that adolescents' sense of community connectedness and perceived civic competence mediate the relationship between

parental civic socialization, schools civic experience, and social media, and adolescents' civic engagement.

It is evident from the review of the empirical literature that research pertaining to gender differences in adolescents' civic engagement is mixed. Gender differences in civic engagement have been assumed to be the result of an interaction between various elements, such as a gender-based socialization and different experiences for boys and girls.

The existing literature on civic engagement associated with age related changes show mixed results due the multifaceted nature of the construct. One of the expected contributions of this study is the age group of interest. Given that development is cumulative, and experiences build on each other (as posited by many developmental theorists), group differences in civic engagement (relatively lower level of civic participation with increasing age and increase in civic duty, self-efficacy, and political engagement with increasing age) would be indicative of inequalities in civic engagement due to age (individual factor) and contextual influences of civic engagement. These differences would likely increase over time. In the current study, the researcher examined the civic engagement of adolescents aged 15–19-year-olds, taking age as a predictor variable to civic engagement.

The third demographic variable of interest is parent socio-economic status. Most of the empirical research findings presented confirm the influence of parental socio-economic differences on adolescents' civic engagement. Inequality in adolescents' civic engagement has been attributed to gaps in opportunity, education, and social resources. While adolescents from high socio-economic parents are reported to have better civic opportunities at home and schools, this may not be always true in the Ethiopian context. Students from low-income families may have access to different civic opportunities both at home and schools. For example, adolescents

join school and district/city level child parliaments that provides them with opportunities to develop civic skills and participate in civic activities.

Research on civic engagement and demographic variables reviewed in this study has many strengths, including the use of large datasets and national samples, and the examination of a range of important civic outcomes. Most studies find a civic engagement gap based on demographic characteristics, though findings vary depending upon the dataset used, the demographic characteristics, and the age of the sample. This study examined the extent to which age and socio-economic status predicted civic engagement. For most of the research, whether their purpose was merely to be descriptive, or to provide impetus for further investigation, few of the studies look at characteristics and experiences beyond demographics that could explain the enhanced civic engagement or civic engagement gap.

## **2.8 Conceptual Framework**

To explain contextual influences of adolescents' civic engagement, the researcher has used three theoretical frameworks (Social Development Model, Developmental Asset Framework, Theory of Sociopolitical Development) that claim adolescents' civic engagement is understood in different social contexts and emphasize the active role of adolescents in the development of civic behaviors.

The Social Development Model supports the proposition that family and school contexts influence adolescents' civic engagement by (a) creating opportunities for involvement in civic activities and interactions (family and school level); (b) helping adolescents acquire civic knowledge, skills, and behaviors relevant to participate in these interactions (individual level); (c) reinforcing their civic engagement through recognition and respect by parents, teachers and other community members.

The Developmental Assets Framework posits the role of ecological assets such as access to resources in their families, schools and communities, and social networks, aligned with their individual assets (strengths) in facilitating adolescents' civic engagement. Watts' psychological theory of sociopolitical development (Watts et al., 2003) theorizes the role of a democratic school climate in facilitating civic engagement. Adolescents' involvement in civic discussions encourages reflection on civic topics, nurtures civic consciousness, and encourages civic engagement.

Empirical research (Cicognani et al., 2012; Quaranta & Sani, 2016; Wray Lake & Sloper, 2016) supports the proposition that parental socialization remains substantial during adolescence in influencing their civic behavior. Further, schools facilitate adolescents' civic development (Finlay et al., 2010; Lenzi et al., 2016) by providing classroom civic learning, open classroom dialogue on civic matters; and facilitating other opportunities to gain hands-on experiences of democratic processes and impact on students' commitments to civic participation (Lenzi, Vieno, Sharkey et al., 2014; Wilkenfeld, 2009).

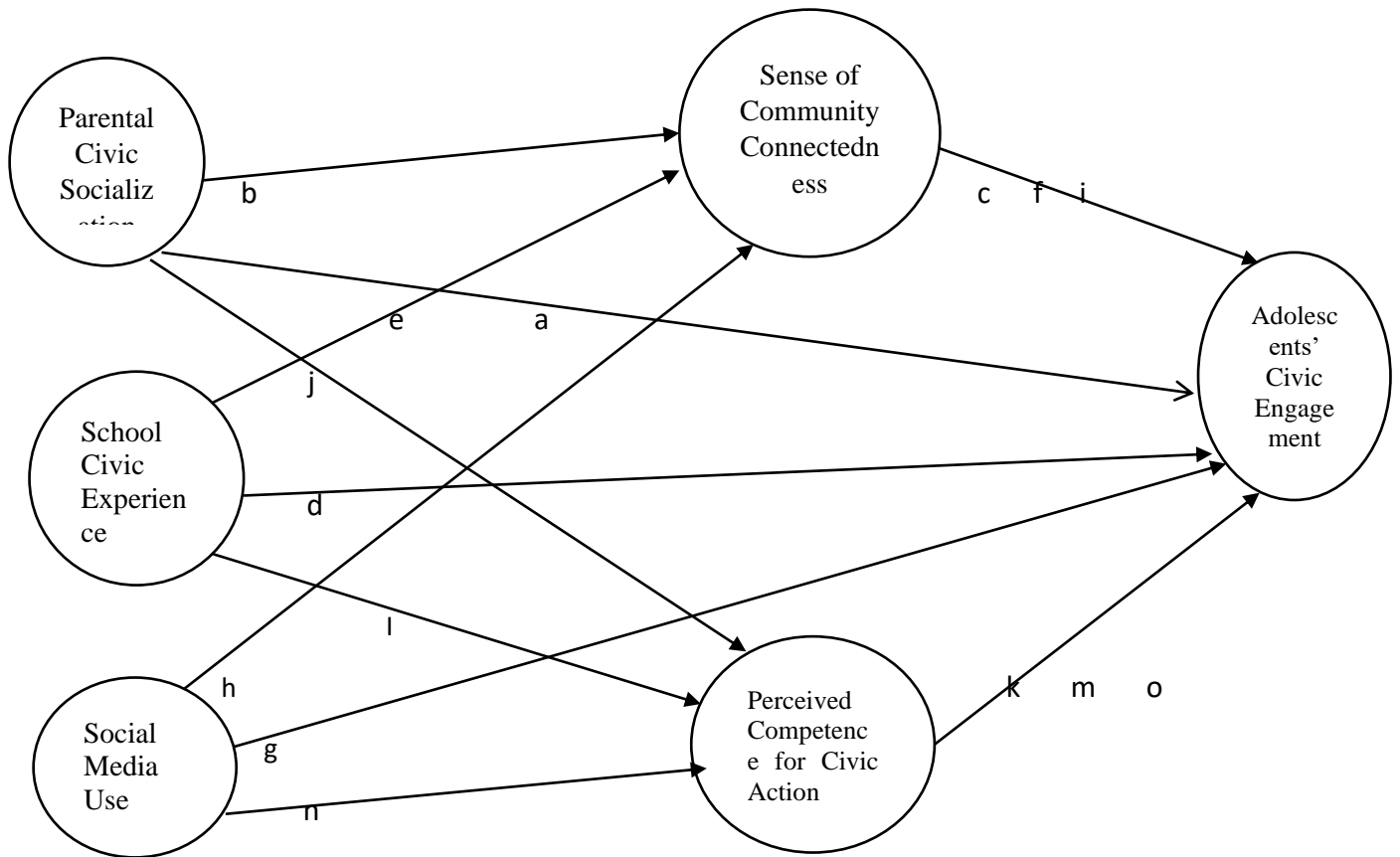
Parental socialization has significant influence on adolescents to engage in community-oriented activities (Cicognani et al., 2012; Quaranta & Sani, 2016) and participation in community life helps adolescents develop a higher Sense of Community Connectedness. Schools can facilitate adolescents to develop a sense of belonging, by promoting interpersonal relationships, connectedness, respect for diversity, and community partnerships (Wang & Degol, 2016). Acquisition of civic skills and behaviors and the continued interaction within family and school can facilitate the development of adolescents' sense of community connectedness, which further facilitates their civic engagement. Townley et al. (2009) asserted that sense of community connectedness is a catalyst for adolescents to participate in social groups and the community.

Civic discussion in the family context influenced the development of competence to engage in civic actions (Jennings et al., 2009; Matthews et al., 2010). Perceived competence for civic action was associated with the future intention to participate in civic activities (Lenzi, et al., 2015). Social media facilitates opportunities for adolescents to interact with others (Davis, 2012) and this facilitates the sense of belonging to the community (Quinn & Oldmeadow, 2013). The use of digital tools empowers young people and social media facilitate civic engagement of adolescents (Middaugh et al., 2017; Theocharis & Quintelier, 2016).

The theoretical frameworks and earlier empirical evidence described above support the proposition that family and school socialization, and social media influence the development of civic behaviors during adolescence. They emphasized the role of family, school, and social media use in influencing the development of sense of community and perceived civic competence, which are precursors of civic engagement during adolescence. Based on this claim, it is scientifically possible to propose that adolescents' sense of community connectedness and perceived competence for civic action mediate the relationship between parental civic socialization, school civic experience, and social media with adolescents' civic engagement.

Therefore, based on these assumptions, the researcher has developed a conceptual model showing the relationship between variables (1) parental civic socialization is associated with adolescent civic engagement (path a) and this relationship is mediated by adolescents' sense of community connectedness (path bc); (2) school civic experience is positively associated with adolescent civic engagement (path d) and this relationship is mediated by adolescent sense of community connectedness (path ef); (3) social media use is positively associated with adolescent civic engagement (path g) and this relationship is mediated by adolescent sense of community connectedness (path hi); (4) the relationship between parental civic socialization and civic

engagement is mediated by perceived competence for civic action (path *jk*); (6) the relationship between school civic experience and civic engagement is mediated by perceived competence for civic action (path *im*); (7) the relationship between social media and civic engagement is mediated by perceived competence for civic action (path *no*); (8) parental socialization, school civic experiences, social media use, sense of community connectedness, and perceived competence for civic action predict adolescent civic engagement. This relationship is presented in Figure 1.



**Figure 1.** Conceptual model for contextual (direct and indirect) effects on adolescent civic engagement

## **CHAPTER 3**

### **METHODOLOGY**

This chapter begins with the philosophical assumptions followed by research design, study sites, study population and sampling. Then, the data collection tools, and validation procedure, data collection, and data analysis are presented.

#### **3.1 Philosophical Assumption**

This section of the chapter describes the process of considering how best to approach the research questions. The focus of the current research was to examine the role of parents' civic socialization of adolescents, adolescents' school civic experiences, social media use, sense of community connectedness and perceived competence for civic action in influencing adolescents' civic engagement. In terms of philosophical orientation, the researcher followed pragmatism which combines both post-positivist and interpretivist positions (began from post positivism for the quantitative study and shifted to constructivism for the qualitative study) within the scope of this research according to the nature of the research questions. Pragmatics research philosophy recognises that there are many ways of interpreting the world and undertaking research, that no single point of view can ever give the entire picture and that there may be multiple realities (Saunders, Lewis, & Thornhill, 2012). Pragmatism is based on the proposition that researchers should use the philosophical and/or methodological approach that works best for the particular research problem being investigated. It provides a philosophical justification for the mixed research approach (Creswell & Clark 2011) where the overall approach to research is that of mixing data collection methods and data analysis procedures within the research process. It involves collecting data in a simultaneous or sequential manner using methods drawn from both

quantitative and qualitative traditions to best addresses the research questions (Creswell, 2014; Creswell & Creswell, 2017).

In terms of ontological beliefs, the researcher assumed that a reality exists; however, believes that participants would attach different meanings to their family and school civic experiences. School adolescents constructed and reported their subjective civic experiences in the family and school contexts and how these influenced their civic engagements (for qualitative study).

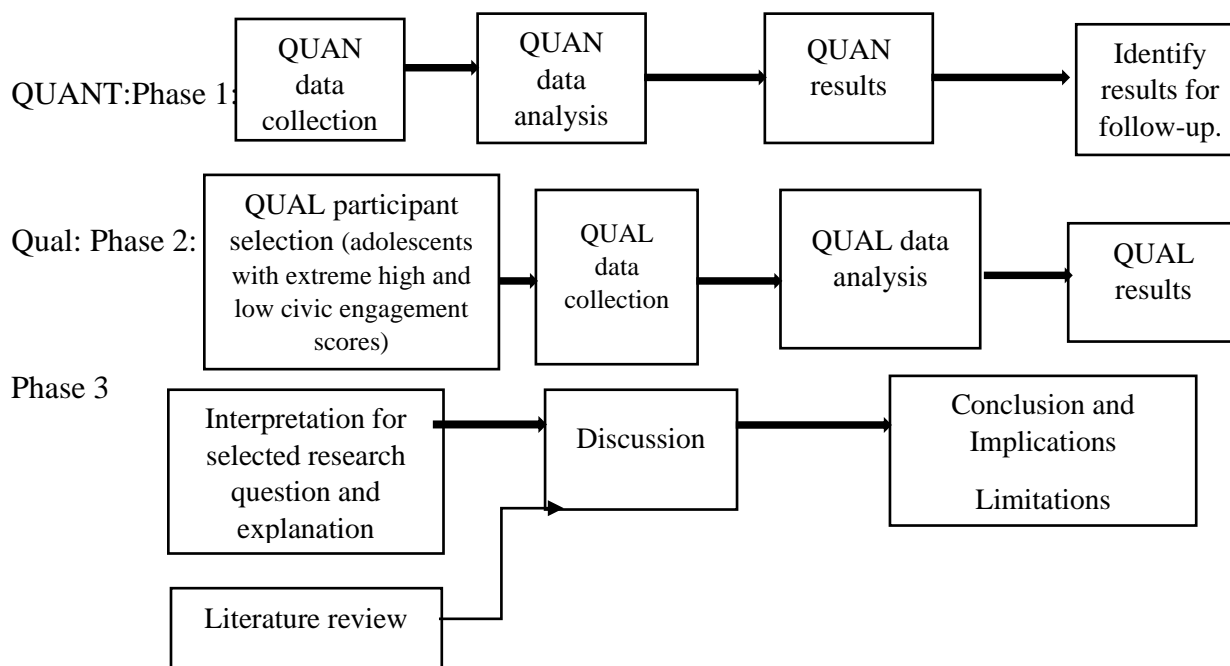
The researcher recognises that every method has its limitations and that the different approaches can be complementary. In this study, there were research questions investigated using quantitative method not with qualitative approach, and vice versa. The qualitative approach was used to explain family and school factors which contributed to the high and low civic engagement of school adolescents.

### **3.2 Research Design**

The research employed a quantitative dominant Explanatory Sequential Design (QUAN-qual) to examine the relationship between the independent variables (parental civic socialization, school civic experiences and social media use) with civic engagements of school adolescents (ages 15-19) among urban public secondary school students (grades 9-12). The explanatory sequential design helped to gain a more complete picture than a standalone quantitative or qualitative study, as it integrates benefits of both methods to answer specific research questions. This research employed quantitative and qualitative methods by conducting the two research approaches sequentially. The qualitative data and their analyses explained the extreme civic engagement scores by exploring participants' views in more depth (Ivankova, Creswell & Stick, 2006).

The qualitative approach helped to gather additional data on the distinctive family and school civic experiences of adolescents with high and low civic engagements. The design started with the collection and analysis of quantitative data on factors associated with civic engagement. This was followed by the subsequent collection and analysis of qualitative data.

The following is a diagrammatic representation of the phases of the research (quantitative and qualitative) and how data were integrated to answer one of the research questions.



**Figure 2:** *Explanatory Sequential Design*

### 3.3 Study Sites

The study was conducted in Gulele and Yeka Sub-Cities in Addis Ababa. The two Sub-Cities were selected from among 11 Sub-Cities using simple random sampling (lottery method) technique.

According to the 2018 Central Statistics Agency projection for 2007-2037, Gulele Sub-City had a projected population of 296,660 in 2018 (CSA, 2018). It is subdivided into ten Woredas. Adolescents and youth within the age range of 15-29 account for 32%; and those

within age group of 15-19 account for 11% of the total population. Only 13% of adolescents and youth participate in the different adolescent and youth-led associations that give them with opportunities for civic participation.

Of the 10 Woredas, Woreda 1, 5, 7, 9 & 10 were targeted in this study where the six public secondary schools are located. The pilot study was conducted in three secondary schools (Entoto Amba, Medihanealem and Dilber) and sample respondents for the main study were selected from three secondary schools (Kechene Debreselam, Meraf and General Tadesse Beru).

Yeka Sub-City, sub-divided into 14 Woredas, is located in the Northeast Part of Addis Ababa city. According to the 2018 Central Statistics Agency projection for 2007-2037, Yeka Sub-City had a total population of 420,320 (Male 195,814 and Female 224,506) (CSA, 2018). Adolescents and youth within the age range of 15-29 account for 32%; and those within the age group of 15-19 years account for 12 percent of the total population. Of the 14 Woredas, public secondary schools are in Woreda 2, 5, 6, 8, 10, 11, & 12.



**Figure 3:** Map showing the location of Gulele and Yeka Sub-Cities

There are initiatives to enhance adolescents' civic engagement in Gulele and Yeka Sub-Cities and the target districts. Government with the support of development partners has established adolescent-led parliaments at Sub-City and Woreda levels. For example, in Gulele Sub-City, an estimated 12, 772 adolescents and youth (6,491 male and 6,281 female) were active members of the different adolescent-led parliaments and youth associations. School adolescents participating in various social, cultural, and educational activities that would help them develop civic engagement skills.

### **3.4 Study Participants**

#### **3.4.1 Population**

The population of interest for the study is school adolescents within the age group of 15-19 attending classes from grade 9-12 in public secondary schools in Addis Ababa. Adolescence is considered as a critical period to learn skills that facilitate their civic development (Amna, 2012; Parker, Dale, & Wilkins, 2010;) and when individuals start to engage in community affairs (Buchmann & Kriesi, 2011). Studying civic engagement and what factors contribute to civic engagement during adolescence is a timely and relevant issue of investigation. Using adolescents of different age groups as a target population helps to explore if age is related to civic engagement. According to the data obtained from Gulele Sub-City Education Department, there were about 11, 300 students (5, 198 male and 6,102 female) in grades 9-12 during the 2022 academic year. Of these, 3,920 students (1,793 male and 2,127 female) were in grade 9; 2,542 students (1,131 male and 1,411 female) in grade 10; 3,831 students (1,767 male and 2,064 female) in grade 11; and 1,007 students (496 male and 511 female) in grade 12. Likewise, data obtained from Addis Ababa City Administration Education Bureau (2022), there were 15, 283 (6544 male and 8739 female) secondary school students (grades 9-12) in 7 secondary schools in

Yeka Sub-City in 2022 academic year. Of these, 4,441 students (2048 male and 2,393 female) were in grade 9; 4091 students (1698 male and 2393 female) in grade 10; 3742 students (1,545 male and 2197 female) in grade 11; and 3009 students (1253 male and 1756 female) in grade 12.

Reasons why students from secondary schools (grades 9-12) are primary research participants include: (a) it is in secondary schools where school adolescents within these age category can be found; (2) school adolescents in secondary schools have taken a number of civic education courses as part of their formal education classes, have at least some experiences in participating in formal and informal civic activities in school, family, community and with public sector authorities.

### **3.4.2 Sampling Techniques**

The study involved multistage sampling procedures. Addis Ababa was predetermined from the very beginning. In the first stage, from among the 11 Sub-Cities in Addis Ababa City administration, Gulele and Yeka Sub-Cities were selected as a geographic Primary Sampling Unit (PSU) using simple random sampling. In the second stage, Woreda 1, 5, 7, 9 and 10 in Gulele Sub-City and Woreda 2, 5, 6, 8, 10, 11 & 12 from Yeka Sub-City were selected using purposive sampling for they are the Woredas where public secondary schools are found. In the third stage, from among the different secondary schools, six schools were selected in the two Sub-Cities using simple random sampling.

#### **3.4.2.1 Sample size determination for the quantitative study**

In Structural Equation Modeling, sample size is often considered in light of the number of observed variables. In Maximum Likelihood (ML) estimation, Jackson (2003) suggested that research should think about the minimum sample size in terms of ratio of cases (N) to the number of model parameters that require statistical estimates (q). According to Jackson (2003),

an ideal sample size-to-parameter *ratio is 20:1*. Further, Nunnally (1967) indicated that a widely accepted rule of thumb is 10 cases/observations per indicator variable in setting a lower bound of an adequate sample size. Therefore, in this study, the total number of model parameter (q) is about 75. Then, the minimum sample size requirement is  $20 \times 75 = 1500$ . Considering 10% non-response rate, a sample 1650 adolescents were drawn from the target adolescent population.

**Table 1**

*Name of Secondary Schools and Students*

Sub-City	Name of Schools	Grade 9			Grade 10			Grade 11			Grade 12		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Gulele	Kechene Debre Selam	402	498	900	234	285	519	174	222	396	165	187	352
	Meraf	159	163	322	198	222	420	182	164	346	76	102	178
	General Tadesse Beru	141	124	265	168	152	320	205	197	402	179	136	315
Yeka	Kefetegna 12	358	457	815	292	400	692	260	333	593	173	242	415
	Kokebe Tsibah	392	492	884	343	466	809	352	514	866	397	387	684
	Tesfa Berihan	207	229	436	161	208	369	155	239	394	110	149	259
	Number of students selected	372			324			384			570		

Source: Addis Ababa City Administration Education Bureaus and the respective secondary schools (2022)

The sample comprised both male and female adolescents who were attending grades 9-12 in six secondary schools. A total of 30 sections in all grades (8 sections in grade 9; 6 sections in grade 10, 8 sections in grade 11, and 8 sections in grade 12) were selected using random sampling. Each section has 50-60 students and all students in the selected sections from each

grade level were considered. Of the total 1650 students to whom the civic engagement questionnaire was administered, 1530 students (93%) completed the questionnaire correctly. Inclusion criteria include adolescents (males and females) whose age ranges from 15-19 years attending their education in grades 9, 10, 11 and 12; and students with no severe disability.

### **3.4.2.2 Sampling Technique for Qualitative Data Collection**

Based on the results of the quantitative study, adolescents with extreme high and extreme low civic engagement scores were selected. Attendance roster was obtained from the schools, code was given against name of each student. The names of students did not appear in the student questionnaire. Each participant was given a code and their civic engagement scores was associated with each code. From among school adolescents whose civic engagement scores fall in the extreme high and extreme low, 20 school adolescents aged 15-18 years old: top 10 with high civic engagement scores (6 males and 4 females, with mean age 16.4) and the bottom 10 (5 male and 5 females, with mean age 16.6) with low civic engagement scores were selected using purposive sampling. These adolescents were further contacted and participated in an in-depth interview to get additional information on their family and school civic experiences.

### **3.5 Variables of the Study**

The independent variables of interest are parental civic socialization having two components (parent-adolescent civic discussion and parental civic modeling), school civic experience having three domains (openness of classroom climate for discussion, perceived confidence in participation in school based civic activities, and exposure to civic learning), and adolescents' use of social media. The dependent variable is adolescents' civic engagement, having two factors (engagement in community services and informal helping activities). Sense of community connectedness and perceived competence for civic action are mediating variables.

### 3.6 Instruments of Data Collection

#### 3.6.1 Quantitative Data Gathering Tools

##### 3.6.1.1 Measures of Civic Engagement

In this study, civic engagement is considered a multidimensional construct having two underlying dimensions: engagement in community services and informal helping activities. It was measured by the existing sources and adapted scale: *Adolescents' Involvement in Community Services and Informal Helping* (Kahne et al., 2005; Wray-Lake, Metzger, & Syvertsen, 2017; Zaff et al., 2010).

The inter-correlation of the two sub-scales was found to be high,  $r(960) = .88, P < 0.01$ . Further, the specific activities that adolescents reported as civic engagement in community services and informal helping activities are aligned. The sub-scales have acceptable reliability coefficient, but civic engagement was considered as the main construct composed of the two sub-scales (factors) for analysis. Thus, a composite measure was created by summing students' responses to the civic engagement scale.

***Engagement in community services.*** It is an 8 items sub-scale measuring adolescents' engagement in community services in their families, neighborhoods, schools, and religious institutions either individually and by joining different clubs and associations. The sub-scale had internal consistency of Cronbach's alpha of .77. The items were adapted from Zaff et al. (2010) and asked adolescents how often they participate in volunteering their time (0=Never, 1=Rarely, 2=Sometimes, 3=Mostly, 4=Always. Students' responses were aggregated to make up values of the sub-scale.

***Informal helping behavior (current participation).*** A 7 items sub-scale drawn from Wray-Lake, Metzger, & Syvertsen (2017) assessing the frequency of everyday forms of helping such as

standing up for a classmate, helping a classmate with homework, doing household chores, sharing school supplies with peers; and helping a neighbor with projects. Each item has five responses (0=Never, 1=Rarely, 2=Sometimes, 3=Mostly, 4=Always) were used to assess adolescents' informal helping behavior. The sub-scale had internal consistency of Cronbach's alpha of 0.71. Students' responses were aggregated to make up values of the sub-scale.

### **3.6.1.2 Measures of Parental Civic Socialization**

This measure includes two domains (parent-adolescent civic discussion and civic modeling). In previous studies, parental civic modeling and parent-adolescent civic discussion were measured either as underlying dimensions of parental civic socialization construct or an independent construct. For example, in studying the role of parents and friends in socializing adolescent volunteering, Van Goethem et al. (2014) measured open family communication and parental volunteering (civic modeling) separately within the overall parental civic socialization construct. Syvertsen, Wray-Lake, & Metzger (2015) considered parental civic modeling and civic discussion as underlying dimensions of parental civic socialization construct. Thus, parental civic modeling and civic discussion are considered as components of the parental civic socialization (main construct). The values of the two sub-scales were aggregated to make up a parental civic socialization measure.

*Civic modeling by parents and other adults in the family*-civic modeling by parents and other adults on social and political issues was assessed by asking adolescents questions such as 'how often do their parents follow news about politics and current issues, and engage in political and other civic activities?' It is a five items Likert sub-scale which required students to respond (0=never, 1 = rarely, 2 = sometimes, 3 = often, 4=Always). A composite measure was created by summing students' responses to the five items for the domain. Reliability of the items was

reported to be  $\alpha = .74$ . This sub-scale was developed and used by Syvertsen, Wray-Lake, & Metzger (2015) and adapted for this study.

***Parent-adolescent civic discussion:*** Discourse with parents, particularly pertaining to social and political topics was assessed with items asking students how often, with parents or other adult family members, they talk about political, social and other issues/events (0 = never, 1 = rarely, 2 = sometimes, 3 = often, 4= Always). It is a four items sub-scale ( $\alpha = .80$ ) developed by Kahne et al. (2005) and adapted for this study. In the original sub-scale, the score assigned for never was 1. In this study, the value of never has been re-defined from 1 to 0.

### **3.6.1.3 School Measures (Adolescents' Civic Experience in School)**

Previous studies (Wilkenfeld, 2009; Schulz, et al., 2010; Schulz et al., 2016) used the three components: confidence in the effectiveness of school participation, classroom climate and civic curriculum (students' exposure to civic learning) to measure adolescents' school civic experiences. Although the three sub-scales have acceptable reliability coefficient, adolescents' school civic experience was considered as the main construct and used for analysis. A composite measure was created by merging students' responses to the three sub-scales.

***Confidence in effectiveness of school participation.*** Adolescents' perceived confidence in the effectiveness of school participation was measured by a sub-scale developed by Schulz et al. (2010) for the International Civic and Citizenship Education Study (ICCS). This sub-scale has four items asking questions whether they agree or disagree with the statement such as organizing groups of students to express their opinion could help solve problems in the school (1 = strongly disagree, 2 = disagree, 3=undecided, 4= agree, and 5 = strongly agree). The original sub-scale has a reliability equal to .79. Students' responses were aggregated to make up values of the sub-scale.

*Students' perception of openness of classroom climate for discussion.* Whether students have had opportunities to express and understand different sides of social issues was measured with a classroom climate for discussion sub-scale developed by Schulz et al. (2010). Perception of a classroom climate that is open for discussion is a six-item sub-scale. Example: students feel free to disagree openly with teachers about political and social issues during civics class and related courses/classrooms (1= strongly disagree, 2 = disagree, 3 = undecided, 4=agree, 5 = strongly agree). The original sub-scale had a reliability equal to .82. Students' responses were aggregated to make up values of the sub-scale.

*Civic curriculum.* Student exposure to learning about the importance of democratic practices and ideals is measured by student reports of experienced curriculum. The civic curriculum was measured as it is experienced by students, in contrast to teacher reports of what is taught in class. The sub-scale was adapted by Wilkenfeld (2009) from the ICCS student questionnaire. Five items assessed the extent to which adolescents agree that, in school, they have learned such as cooperate in groups with other students, teachers respect our opinions and encourage us to express them during class (1 = strongly disagree, 2 = disagree, 3 = undecided, 4=agree, 5 = strongly agree). The reliability of the items in the measure is .81. Students' responses were aggregated to make up values of the sub-scale.

#### **3.6.1.4 Measure of Social Media Use**

This measures the type of social media used, the types of civic issues adolescents read, discuss, and share news using social media, frequency of using social media in the past one month, and how long adolescents spend on reading posts on civic issues everyday using social media. Adolescents were asked to indicate their level of agreement (0 = never, 1 = rarely, 2 = sometimes, 3 = often, 4= Always). Five items were adapted from Social Media Engagement

Scale for Adolescents (Ni, et al., 2020) and the result of pilot study showed the scale has reliability value of  $\alpha=0.86$ ). Students' responses were aggregated to make up values of the scale.

### **3.6.1.5 Measure of the Adolescents' Sense of Community Connectedness**

The Sense of Community Connectedness Scale for adolescents has 26 items with 5 subscales: 'Sense of belonging' (5 items with  $\alpha=0.84$ ), 'Support and emotional connection in the community' (6 items with  $\alpha=0.88$ ), 'Satisfaction of needs and opportunities for involvement' (4 items with  $\alpha=0.85$ ), 'Support and emotional connection with peers' (7 items with  $\alpha=0.87$ ) and 'Opportunities for influence' (4 items with  $\alpha=0.84$ ). Adolescents were asked to indicate their level of agreement on a five-point scale ranging from 'not true at all for me' (0) to 'absolutely true for me' (=4). The overall scale had excellent internal consistency ( $\alpha=0.93$ ) with good construct validity. Students' responses were aggregated to make up value of the global sense of community scale. The items for Sense of Community Scale for Adolescents were adopted from different sources (sub-scales) (Cicognani, Zani & Albanesi, 2012).

### **3.6.1.6 Perceived Competence for Civic Actions**

An adapted version of the Competence for Civic Action scale (Flanagan et al., 2007) was used to measure adolescents' perceived competence for civic actions. It is a 7-item scale which measures adolescents' perceived ability to engage in civic action and express their voice. It is a measure of the perceived competence for civic action composed by adding participants' responses. The items had a reliability of Cronbach's alpha 0.90. Items in the scale ask participants how much they feel capable of performing different civic actions, such as organizing a public meeting and express their views in front of a group of people or adolescents, identifying individuals or groups who could help them in solving community problems. Participants responded in a five Likert Scale-I definitely cannot (0), I probably cannot (1); May be (2), I probably can (3), and I definitely can (4) were used.

## **Student Demographic Characteristics**

The other group of variables include adolescents' gender, age, and perceived parental socio-economic status. The study examined gender differences in adolescents' civic engagement and the contribution of demographic variables to civic engagement. Perceived Socioeconomic Status (SES) was measured using MacArthur Scale of Subjective Social Status –Youth Version, which was developed by Goodman et al. (2001). It measures adolescents' perception of their family's SES using a 10-point self-anchoring scale on which adolescents place an X to indicate their family's rank relative to others in their community and to others in the general population in terms of typical indicators of socioeconomic status including income, education, and occupational status. The score for each ladder is the number of the rung chosen to represent one's status, with a possible score ranging from 1 to 10. The scale has reliability value of  $\alpha=0.79$ .

### **3.6.2 Qualitative Data Gathering Tool**

Interview guide was developed to facilitate open-ended interview with adolescents who obtained extreme high and low civic engagement scores. The interview helped to gather in-depth information on distinct family and school civic experiences that might have contributed to enhanced civic engagement or deter the civic engagement of adolescents.

Interview with adolescents focused on exploring the types of civic engagement activities, their civic experiences in family and school contexts including opportunities to discuss social and political issues, and if their parents and other adults can model civic behaviors.

It also explored if teachers encourage students to express their opinions on social and political issues, if they have learnt democratic ideals in civic education classes and get organized in student groups and other adolescent and youth-led structures. Probing questions were asked

where necessary to obtain information, clarify a point, or expand on ideas, and facilitated deeper exploration of adolescents' civic experiences.

### **3.7 Validation of Measures**

#### **3.7.1 Validation Procedures of the Quantitative Measures**

Different strategies were employed to increase the psychometric qualities of the data collection instruments.

First, the panel of experts assessed and rated the items to check if the items fairly and comprehensively cover the variables/domains that they purport to cover. This was done to improve the content validity of the items. Members of the content evaluation panels of experts were eight professionals with Masters in Psychology who have ample experience in teaching, conducting research, and development of instruments.

The content validity assessment sheet includes general overview on the purpose of the questionnaire (to validate and/or adapt a bunch of instruments), task instructions, demographic information, definitions and clarification about the construct and the scales/sub-scales. Accordingly, eight panel of experts reviewed the instrument and scored each item. Independent of the other panelists, each panelist was asked to respond to each item. How essential is the item to measure the construct? For each item, experts assessed the relevance of each item in a three-point scale: 3= the item is Essential; 2=the item is Useful, but not essential; 1= the item is non-essential.

Based on the the evaluation data obtained from panel of experts, Content Validity Index (CVI) was computed to assess the validity of each item using Lawshe's content validity assessment method (Lawshe, 1975). Accordingly, items with CVR of 0.75 and above were retained and two items with CVR value of below .75 were deleted. The panel of experts also

provided qualitative feedback to improve the items, delete some items, and suggested additional items. The finding from this process was expected to increase the content validity, construct validity, and reliability of the instrument.

Second, the instrument was translated into local (Amharic) language. 1) the revised instrument was translated into Amharic language (forward translation) by a professional translator. In the translation process, semantics (implied meaning), context, and technical aspects were checked; 2) forward translation reconciliation, whereby the forward translations were compared and merged into one by the forward translators; 3) The Amharic version of the instrument was backtranslated and checked for its congruence with the original English version. 4) back-translation review, performed by an Applied Developmental Psychologist compared the back translations with the original text, identified discrepancies and discussed if any changes needed to be made. The translated instruments were further improved based on the feedbacks from panel of experts before administered to participants. Some of the feedbacks include ensuring conceptual equivalence of words or phrases, making translation simple and clear, avoiding long phrases, and using language understood by the most common audience.

Third, the instrument was administered to 960 school adolescents (446 male and 514 female) aged 15-19 years. Then, exploratory and confirmatory factor analyses were conducted sequentially. Exploratory Factor Analysis (EFA) was conducted to explore the existence of the factor structures for all latent variables. Confirmatory Factor Analysis (CFA) was conducted in order to confirm the factors identified through the Exploratory Factor Analysis. CFA confirmed the internal cohesiveness and structure of the instruments and provided evidence that the measures have construct validity. Further, it tested the hypothesized measurement model and confirm the generalizability of the model-structural equation modeling for the main study.

### 3.7.1.1 Exploratory Factor Analysis

***School civic experience:*** the Rotated Factor Matrix resulted in three interpretable factors (confidence in effectiveness of school participation, students' perception of open classroom climate for discussion, and civic curriculum), with items having good factor loading. The three factors explained 53.7% of the total variance in the school civic experience scale. Items were loaded to the identified factors with factor loading ranging from .560-.949.

***Parental civic socialization:*** Factor Analysis resulted in a two factor structures (parent-adolescent civic discussion and civic modeling) which were found to be interpretable. The two extracted factors contributed 50% of the total variance in the Parental Civic Socialization Scale. Items were loaded to their identified factors, with factor loading from .569-.998.

***Social media use:*** Exploratory Factor Analysis resulted in a one interpretable factor solution. Items in the scale has factor loading from .579 to .973.

***Civic engagement (CE):*** The Exploratory Factor Analysis resulted in two interpretable factors within civic engagement scale. Items measuring adolescents' engagement in community services had factor loading from .73 to .92. Items measuring adolescents' engagement in informal helping had factor loading ranging from .65 to .93. All the items were loaded to the identified factor structures. The two extracted components (factors) explained nearly 60.53% of the total variance in the Civic Engagement Scale.

***Mediating variables:*** the results of Exploratory Factor Analysis generated one interpretable factor for Perceived Competence for Civic Action (PCCA) with items having factor loading from .636 to .926. The sense of community Connectedness (SCC) scale has five factors as the original factors, with items loading from .506-.790. The five extracted components (factors) explained

nearly 53% of the total variance in the Sense of Community Connectedness Scale. A total of 10 items from sense of community connectedness scale, were deleted due to either the items did not show any associations with their respective factors or disturbed the model. Those items that had standardized residual covariances of greater than 2.58 were removed.

### **3.7.1.2 Confirmatory Factor Analysis**

Confirmatory Factor Analysis (CFA) for each construct and model fit indices was checked. While most of the factors identified through EFA were confirmed by the CFA and most model fit indices were found to be adequate to the observed data, model modification was done in the direction indicated by the standardized residual covariances obtained from AMOS outputs for some of the indices by deleting the items that disturbed the model.

As recommended by Byrne (2010), five model fit indices: Model Chi-Square (CMIN), The (Adjusted) Goodness of Fit (AGFI), Goodness of Fit Index (GFI), Comparative Fit Index (CFI), and The Root Mean Square Error of Approximation-RMSEA were used to test the general model adjustment. The value of CMIN/DF was  $< 5$ , AGFI, GFI, and CFI had values  $> .9$  and RMSEA was  $< .08$  for civic engagement, school civic experiences, parental civic socialization, social media, sense of community and perceived competence for civic action.

### **3.7.1.3 Reliability of scales and sub-scales**

The internal consistency of items in the scales/sub-scales was checked by computing a reliability analysis of items using Cronbach alpha.

**Table 2***Reliability of Scales and Sub-scales as Measured in Cronbach's Alpha Coefficient*

Scales/Sub-Scales	No. of items	Cronbach's alpha coefficient ( $\alpha$ ) in the pilot study (N=960)	Cronbach's alpha coefficient ( $\alpha$ ) in the main study (N=1530)
Civic Engagement Scale (scale)	15	0.84	0.87
Involvement in community services	8	0.95	0.98
Involvement in informal helping	7	0.83	0.85
Parental Civic Socialization (scale)	9	0.75	0.77
Parental Civic Modeling	5	0.73	0.75
Civic Discussion	4	0.88	0.91
School Civic Experience (scale)	15	0.83	0.88
Open Classroom Climate	6	0.85	0.86
Civic curriculum (civic learning)	5	0.77	0.87
Confidence in School Participation	4	0.69	0.80
Social Media Use Scale	5	0.86	0.89
Perceived Competence for Civic Actions	7	0.73	0.80
Sense of Community Connectedness (scale)	26	0.92	0.94
Satisfaction of Needs and Opportunities for Involvement	4	0.85	0.87
Support and Emotional Connectedness with peers	7	0.87	0.85
Support and Emotional Connection in the Community	6	0.88	0.89
Sense of Belonging	5	0.83	0.86
Opportunities for Influence	4	0.84	0.86

Table 2 shows the internal consistency of items within each scale and sub-scale both in the pilot study and the main study. For civic engagement scale and sub-scales, the internal consistency of items has shown slight improvements from pilot study. Likewise, the reliability measure (internal consistency of items) has shown slight improvement for Parental Civic Modeling sub-scale and parental civic socialization scale in the main study. The Cronbach's alpha coefficient for four items in the civic discussion sub-scale has shown significant improvement from  $\alpha=0.88$  in the pilot study to  $\alpha=0.91$  in the main study.

For items measuring adolescents' school civic experience, the Cronbach's alpha coefficient ( $\alpha$ ) for six items measuring open classroom climate for discussion and fifteen items for the full scale have shown slight improvements in this study. The Cronbach's alpha coefficient for five items measuring civic curriculum (students' exposure to civic learning) and four items measuring students' confidence in school participation have shown significant improvement ( $\alpha=0.77$  to  $0.87$  for civic curriculum and  $\alpha=0.69$  to  $0.80$  for confidence in school participation) in this study.

The Cronbach's alpha coefficient for five items measuring adolescents' social media use has shown slight improvement and the internal consistency of seven items measuring perceived competence for civic action has shown significant improvement ( $\alpha=0.73$  in the pilot study to  $\alpha=0.80$  in this study).

For perceived competence for civic action, the reliability coefficient has increased from  $\alpha=0.73$  in the pilot study to  $\alpha=0.80$  in the main study. For sense of community connectedness scale, except for seven items measuring support emotional connection with peer, where the reliability did not show improvement, the Cronbach's alpha coefficient for items in all the sub-

scales have shown slight improvement in the main study. The reliability coefficient for twenty-six items (full scale) has increased from  $\alpha=0.92$  in the pilot study to  $\alpha=0.94$  in the main study.

Overall, the reliability of scales and sub-scales as measured in Cronbach's Alpha Coefficient is good to excellent which indicates high level of internal consistency of the scales within this specific sample.

### **3.7.2 Validation Strategy for the Qualitative Data**

In order to improve the quality of the qualitative data, different validation strategies were used. First, member checking (participant validation) was done by contacting some of the participants after the transcription and analysis to authenticate the identified themes (Nowell et al., 2017). Second, the textual data were coded independently and then cross-checked the two versions of the coding together to develop the final codes to increase validity. The emergent themes were also discussed with some of the participants. More specifically, the evaluation of the data was checked against credibility, transferability, dependability, and conformability. For credibility, as recommended by Bryman (2012), the analysis of results was shown to some of the research participants to confirm that the researcher's interpretation matched their actual experiences, and whether the data was represented authentically and credibly. For transferability, a thick description as technique was used in an in-depth and robust data were collected from informants until no new information was found. This helped the researcher to narrate the detailed account of participants' parental and school civic experiences. For dependability, mutual inspection and review was conducted during the analysis process. To maintain research confirmability, effort was made to ensure the results would not be affected by researcher's subjectivity.

### 3.8 Data Collection Procedures

Prior to initiating the study, the research project was approved, and ethical clearance was secured from the Research Ethics Committee of the School of Psychology, College of Education and Behavioral Studies, Addis Ababa University. The research project was approved on 11 August 2022, with Reference Number: Ref: SoP-Eth Co/004/2022. Then, the researcher contacted Gulele and Yeka Sub-City Education Departments. With the support of the respective Education Departments, the researcher contacted school directors and got the necessary support to collect primary data from students. The researcher made sure that the data collection should not conflict with the students' class schedule.

In consultation with the school directors, free rooms, tables, chairs, and pens were availed to students. Students were briefed about the purpose of the research, assured the confidentiality of the information they would provide and were told that they are free to decline participation. The participants completed the questionnaire which was prepared in Amharic language. It took about an hour and half for a student to complete the questionnaire. Finally, the researcher and assistant researchers appreciated and thanked students for their willingness to fill the questionnaire. Two research assistants with Masters in Applied Developmental Psychology assisted the data collection.

The qualitative data collection from adolescents was conducted in school setting. Selected adolescents with high and low civic engagement scores were contacted for in-depth interview to gather qualitative data on adolescents' family and school civic experiences. A suitable day and time was arranged for the in-depth narrative interview. Participants were assured of confidentiality, surrogate consent was obtained from teachers as *loco parents* in

regard to consenting students, in advance of the students filling the questionnaire and conducting interview sessions.

The face-to face interviews were conducted with adolescents by the researcher in a setting where participants were familiar and comfortable in school and took field notes of the dialogue during the interview, and some of the interviews were digitally recorded. The interview continued until data saturation level was reached. Individual interviews took lengths of times ranged from one hour to one hour and twenty minutes.

### **3.9 Research Ethics**

As a matter of policy and routine procedure, efforts were made to maintain the highest standards of rigor and integrity in conducting the research activities. Surrogate consent was obtained from school directors prior to data collection from students. In addition, oral assent was obtained from all participants. The purpose of the study was explained to the participants, their participation in the research was totally voluntary, and would not get any direct benefit from their participation. Respect for participants was ensured in that the discussion with participants focused only on those matters that are relevant to the issues under research and that enquiries should be confined to those issues. The researcher assured in demonstrating respect in terms of interaction with participants including not judging them, not discrediting them, in ensuring that their views were faithfully recorded and given due consideration in the data collection process.

Data were collected after informed assent was obtained and confidentiality of the information was maintained by omitting their names and personal identification or privacy. The data were stored safely: rather than using their names, a male or female adolescent, and age were used to ensure confidentiality during data storage, analysis, and reporting. Participants were

assured of their anonymity and that of their data using a code in the place of their names, and no one, except the researcher, would identify them or relate the information with their names.

### **3.10 Data Analysis**

#### **3.10.1 Quantitative Data Analysis**

Before proceeding to the data analysis, data cleaning was made. Assessing data integrity for evaluating the distributional assumptions of the estimation method was used. Data cleaning was made to check if the data were filled properly and 120 response sheets with missing values were discarded from the analysis. Five outliers were checked as part of the data cleaning process and excluded the discrepant observation from the data sample.

##### **3.10.1.1 Descriptive Statistics**

Firstly, descriptive statistics were used to examine sample distribution according to the studied variables –including the mean, standard deviation, and minimum and maximum values, and quartile classification of scores to describe the level of civic engagement of adolescents. Based on the total civic engagement scores, participants were categorized into falling in the first, second, third and fourth quartiles. Adolescents whose scores fall in the first (382) and fourth (382) quartiles were identified for further analysis based of the qualitative data to answer the third research question.

##### **3.10.1.2 Independent Sample t-test**

Independent samples t-test was used to test mean differences in civic engagements of male and female school adolescents. In doing so, the mean and standard deviation scores for male and female adolescents were computed and test of statistical significance between mean scores was examined.

### 3.10.1.3 Factor Analysis

The following key assumptions for factor analysis were checked before conducting statistical analysis for the study.

#### a) Multicollinearity assumption

Multicollinearity assumption was checked by computing Zero Order Correlations (Pearson  $r_s$ ) between variables without controlling the influence of any other variables. The result shows that none of the  $r_s$  are greater than .47. Further, multicollinearity between the predictor variables was checked. As a rule of thumb, if the correlation among predictor variables is  $> 0.80$ , it can be assumed that there is an issue of multicollinearity (Frost, 2017). The result revealed that none of the  $r_s$  are greater than .80. Thus, the assumption of multicollinearity to conduct factor analysis was tenable.

Furthermore, Variance Inflation Factor (VIF) and tolerance was checked. The result of Collinearity Statistics Tolerance shows that the VIF is less than 5. VIF for Parental Civic Socialization is 1.081, School Civic Experience 1.067, and for Social Media Use 1.016. According to Hair et al. (2010) and Ringle, Da Silva, and Bido (2015), a VIF less than 5 is acceptable.

#### b) The Kaiser-Meyer-Olkin (KMO) and Bartlett's Test

KMO and Bartlett's Test was examined for each construct to check the measure of how suited the data were for factor analysis. The test measures sampling adequacy for each variable in the model and for the complete model. KMO returns values between 0 and 1 for all the constructs measured. A rule of thumb for interpreting the statistic: KMO values between 0.8 and 1 indicate the sampling is greatly adequate. A minimum acceptable score for this test is 0.5 (Kaiser, 1974). The KMO results for the items factor analyzed show a sampling adequacy was

reached with significant level. Accordingly, KMO results for civic engagement 0.89, parental civic socialization was 0.81, school civic experience was 0.87, for social media use 0.80, perceived competence for civic action-0.70, and sense of community connectedness 0.92 were found to be adequate.

#### **3.10.1.4 Structural Equation Modeling**

The data were analysed by Statistical Package for Social Sciences (SPSS) version 24, and Amos 26. In addition, since AMOS program could not run specific indirect effects, Mplus version 7.4 which is a highly flexible, powerful statistical analysis software program was used. Structural equation modeling (SEM) was carried out to examine the direct and indirect effects of predictor variables. As recommended by Bryne (2010) and Kline (2015), the following model fit indices were checked to test the general model adjustment and reported. This includes Model Chi-Square (CMIN), The (Adjusted) Goodness of Fit (AGFI), Goodness of Fit Index (GFI), Comparative Fit Index (CFI), the Incremental Fit Index (IFI), The Root Mean Square Error of Approximation-RMSEA, Standardized Root Mean Squared Residual (SRMR) were used to test the general model adjustment. The value of CMIN/DF should be  $< 5$ , GFI and AGFI should be  $> .95$  and  $> .90$ , respectively. RMSEA should be  $< .08$  or  $< .05$ , and RMR/SRMR should be  $< .08$ .

The results of the assessment of the Goodness of Fit of the Structural Model shows that most of the Goodness-of-Fit Indices were adequate: the Chi-squared test  $-\chi^2$  (CMIN) value was .664,  $df=1$ ,  $p\text{-value}=.415$ ,  $GFI=1.00$ ,  $AGFI=.997$ ,  $CFI=1.00$ ,  $IFI=1.00$ , and  $RMSEA=.000$ . According to Hair et al. (2010) if any 3-4 of the Goodness-of-Fit indices are within the threshold, then the entire model is fit. Therefore, based on this reason, the structural model for the main study fits the data (for details, see appendix 4). Furthermore, multivariate normality was checked, and the result is depicted in Table 3.

**Table 3***Multivariate Normality Assumption (Assessment of Normality)*

Variable	min	max	skew	c.r.	Kurtosis	c.r.
SMU	2.000	20.000	-.326	-5.211	.188	1.505
SCE	15.000	73.000	-.028	-.453	-.154	-1.227
PCS	10.000	36.000	-.414	-6.609	.087	.693
PCCA	3.000	28.000	-.504	-8.046	.222	1.775
SCC	5.000	99.000	.073	1.161	-.585	-4.670
CE	7.000	60.000	-.420	-6.699	.137	1.097
Multivariate					2.172	4.336

Multivariate normality assumption was checked for the model. Bentler (2006) recommends that the Critical ration (c.r.) should be below the acceptable range of <5. The result of multivariate normality assumption was found to be 4.336, confirming multivariate normality. Further, univariate normality was also checked, and all the histograms approximate a normal distribution. Thus, the assumption of univariate normality is tenable. Further linearity was checked using multiple scatter plot matrix in the SPSS and no linearity problem was observed for all the variables.

Once the major assumptions were fulfilled, structural equation modeling (with maximum likelihood estimation method) was used to investigate the mediating effect of adolescents' sense of community connectedness and perceived competence for civic action in the relationship between parental civic socialization, school civic experience, and social media with adolescents' civic engagement. The independent and combined contribution of family socialization, school experience, social media, sense of community connectedness and perceived competence for civic action on adolescent civic engagement was also examined. According to Kline (2015), this model allows for the simultaneous estimation of all unknown parameters. It estimates the multiple and interrelated dependence in a single analysis, test the fit of the model to the data, and specify statistical models that more closely align with theory. Further, multiple linear regression

was computed to determine if socio-economic status and age as potential explanatory variables predict civic engagement.

### **3.10.2 Qualitative Data Analysis**

The recordings of the interviews were transcribed, anonymized, and entered to the computer for analysis. After repeated engagement with the recordings, the author transcribed the recordings, and cross-checked for possible flaws in the verbatim and contextual translation. The transcribed data were also reviewed by the author again and again to ensure that all the details of the interview were captured accurately. For this purpose, the transcriptions were subsequently coded by two coders, manually using the Microsoft Word Comment. Manual coding was used for small sized project (Basit, 2003). The development of a reliable coding scheme involved applying a preliminary set of codes to a single interview, comparing the coding of the two coders, reaching consensus on discrepancies, and reapplying the revised coding scheme to a different interview. This process was repeated until an acceptable level of agreement was achieved.

The data were analyzed first by using case analysis and then preceded to the use of cross-case analysis. That means the analysis began with a case description of adolescents' experiences before doing description, categorization and analysis of variations and commonalities in the answers to common questions. Adolescents' family and school civic experiences were documented, analyzed, and compared to identify their distinct experiences that might have contributed for the high and low civic engagement. Braun and Clarke's (2006) six-phase guide for thematic analysis was used as a framework for conducting the analysis (1) Becoming familiar with the data; (2) Generating initial codes; (3) Searching for themes; (4) Reviewing themes; (5) Defining themes, and (6) Write-up.

## CHAPTER 4

### RESULTS

This section presents the demographic characteristics of the research participants, levels of civic engagement, group comparisons on civic engagements of male and female adolescents, the distinct family and school related civic experiences of adolescents with high and low levels of civic engagement, mediation analysis and individual and combined contributions of the independent and demographic variables to civic engagement.

#### 4.1 Socio-Demographic Characteristics

The demographic characteristics of participants is presented in Table 4.

**Table 4**

*Socio-demographic Characteristics of Respondents (N=1530)*

Variables	Categories	Frequencies	Percentages
Gender	Male	761	49.7
	Female	769	50.3
Age (Mean=17.7 SD=1.4)	15	294	19.2
	16	306	20
	17	307	20.1
	18	314	20.5
	19	309	20.2
	9	372	24.3
Grade level	10	324	21.2
	11	384	25.1
	12	450	29.4
Who Do you Live with?	Both Parents	846	55.3
	Father	214	14.0
	Mother	250	16.3
	Aunt/Uncle	115	7.5
	Grand arents	102	6.7
	Other	3	0.20

Table 4 shows the socio-demographic features of features of participants. As indicated in this table, participants of the study included one thousand five hundred thirty (1530) students (49.7% males and 50.3% females) aged 15-19 years (Mean age = 17.7, SD=1.4) attending grades 9-12 in six (6) government schools. Comparable proportions of participants were selected from each age and grade level, except for some variations in few grade levels.

More than half of the respondents (55.3%) stated that they live with both biological parents, 30.3% reported that they live with one of their parents (16.3% with their mothers and 14% with their fathers). The remaining 14.6% of the participants reported that they live with their extended family members such as aunt/uncle, grandparents, and others.

#### 4.2 Levels of Civic Engagements of Adolescents

The first research question of the present study examined the level of civic engagement of school adolescents. The result is presented in Table 5.

**Table 5**

*Levels of Civic Engagement of School Adolescents*

Levels of Civic Engagement		Civic Engagement Scores	Frequency	Percent
	Minimum Score	7	1	.065
Descriptive Statistics	Maximum Score	60	5	.33
	Mean Score	42	64	4.2
	Standard Deviation (SD)	8.65	-	-
	Low (1 <sup>st</sup> Quartile)	7-36	382	25
Quartile Classification of Scores	Moderate (2 <sup>nd</sup> & 3 <sup>rd</sup> Quartiles)	37-47	766	50
	High (4 <sup>th</sup> or upper Quartile)	48-60	382	25
	Total		1530	100

The levels of civic engagement of school adolescents is presented in the mean scores for all participants, and number of adolescents with scores falling in the first (bottom), second and third (moderate) and fourth (upper) quartiles. The civic engagement scores guided categorization of the levels which was made using quartile classification. The values that fall in the 2<sup>nd</sup> and 3<sup>rd</sup> quartiles were merged and generated the most middle values. A total of 705 (46.06%) of adolescents had civic engagement score below the mean score and the scores for 761 (49.74%) of adolescents fall above the mean civic engagement score. Quite few 64 (4.2%) of the participants have civic engagement score equals to the mean value (42).

Adolescents were grouped into falling in the high, moderate, and low levels of civic engagement based on their civic engagement scores. Accordingly, adolescents whose civic engagement scores range from 7-36 were low, those with scores ranging from 37-47 were moderate, and those with scores from 48-60 were categorized as high level of civic engagement. A total of 382 (25%) adolescents had low level of civic engagement and the scores for another group of adolescents, 382 (25%) fall in the high level of civic engagement (upper quartile). Half of the participants 766 (50%) had civic engagement scores that fall in 2<sup>nd</sup> and 3<sup>rd</sup> quartiles, considered to be moderate level of civic engagement. Overall, 1148 participants (75%) of adolescents had moderate to high level of civic engagement.

### **4.3 Group Comparisons on Civic Engagements of Adolescents**

The second research question of the present study examined if there is a difference in civic engagement of male and female adolescents. Group comparisons on civic engagement of male and female adolescents is presented in Table 6.

**Table 6**

*Result of Independent Samples t-test for Sex Differences in Civic Engagement*

Males: M=42.72 SD=9.13	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig.(2-tailed)	Mean	Std.Error	Dif.	95% Confidence Interval of the Difference Lower Upper
Females: M=41.22 SD=8.08	12.05	.001	Equal variances assumed	1528	.001	1.495	.441	-2.36	-.63
			Equal variances not assumed	1501.67	.001	1.495	.441	-2.36	-.630

As depicted in Table 6, the results of the independent sample *t*-test revealed that there was a statistically significant difference in the mean civic engagement scores of males (M=42.72, SD=9.13) and females (M=41.22, SD=8.08),  $t(1528) = 3.394$ ,  $p = .001$ . It appeared that male adolescents have higher civic engagement scores than female adolescents. Further, **effect size for a t-test** for independent samples was calculated using Cohen's *d* to measure the magnitude of the difference between males and females. Accordingly, the value of Cohen's *d* was found to be 0.18 showing the difference between the two groups was small (Bhandari, 2022).

#### **4.4 Distinct Family and School-related Civic Experiences of Adolescents with High and Low Levels of Civic Engagements**

The findings of the qualitative study are presented in this section. This finding provides an answer to the second research question. After developing the verbatim transcripts, nodes or emerging themes were extracted from 20 verbatim transcripts using thematic guidelines (Braun & Clarke, 2006) and Saldana's (2013) coding process. Arranging the formulated meanings of emerging themes into clusters (categories) using "Civic Experience" as an anchor code yielded

17 themes (nine for adolescents with high civic engagement and eight for adolescents with low civic engagement) using phrases and sentences to describe adolescents' subtle, tacit, and explicit civic experiences in their parents and schools. All the 17 themes emerged from the data and substantiated with detailed first-person accounts.

Theoretically, the Social Development Model emphasizes that adolescents learn patterns of civic behavior through their interactions with multiple socializing units, such as family, school, peer groups, and community. The factors that contributed to enhanced and low civic engagements of adolescents identified in this study have allegiance to these conceptual thematizing of previous research and theorizing. Each theme is substantiated with detailed first-person accounts.

#### **4.4.1 Parental and School Experiences of Adolescents with high Civic Engagement**

This section presents the various themes that developed from interviews with adolescents who scored high on civic engagement. The following nine themes emerged as explanatory factors for adolescents with high civic engagement in family and school contexts. All the adolescent quotes were translated from Amharic.

##### **Parent/Family Related Factors**

###### ***Theme 1: Openness of parents/open family environment for civic engagement discussion***

This theme describes adolescent interviewees' perspectives on their civic experiences within their family. The findings show that adolescents with high civic engagement scores attribute their improved civic engagement to parental socialization in the form of open discussions about life. Detailed first person accounts are sampled as follows: A 16-year-old male adolescent reported:

*We discuss family, social, economic, and political issues; even when our belief systems differ, we manage our differences through peaceful dialogue; growing up in an open family helped me develop skills to participate in civic activities and communicate civic messages to my friends.*

In a similar way, a 17-year-old-male adolescent reported his parents are educated and believe in having an open family dialogue. This has helped him to develop civic skills and participate in civic engagement platforms. He recounted that family members discussed on social issues such as increasing security concerns, inflation, and protection concerns for girls. It appeared that the family is the first socializing unit that can create civic space as a preparation for high civic participation platforms.

Besides, an 18-year-male adolescent echoed that not only he joins the family discussions that are initiated by adolescents but also in those sessions that are initiated by his parents and other adults in the family. He recounted: *“We join discussions initiated by our parents without any fear. There are times when we [adolescents] initiate discussions especially when we share information from school and social media or verify what we have gathered, get our parents’ perspective”*. He added that participating in such dialogues has enhanced his confidence to engage in family and community discussions on various social matters.

### ***Theme 2: Concern about broader community matters***

This theme describes how adolescents' civic behavior is influenced by their parents' perspectives on larger community issues. Interviewees shared the pressing social issues discussed in their families sparked their interest in civic engagement. An 18 year old female adolescent reported that she got an opportunity to discuss on a number of issues that affect the lives of adolescents, their families, and society and concern government. She recounted:

*My parents encourage open discussion about societal issues. Ethiopia has experienced socio-political transitions over the last three to four years, accompanied by recurring social crises such as COVID-19, internal conflict, and drought. As a citizen, I have had the opportunity to participate in such discussions as well as other community concerns within my family, school, community, and government.*

She reiterated how the family members openly talk about a variety of issues, including the ongoing security concerns in various parts of the country, the increased prevalence of sexual abuse against girls, which was exacerbated during COVID-19, the rising cost of living, and the postponement of last year's 12<sup>th</sup> grade results. These discussions have provided her with the opportunity to expand her civic knowledge and skills.

Concurrently, another participant (a 17-year-old male) stated the impact of rising inflation on the livelihoods of poor households, increased vulnerability of poor households and the need to mobilize resources for poverty-stricken adolescents and their families. He added that his participation in such discussions has broadened his civic knowledge and skills, serving as a steppingstone to engage in various civic activities.

Furthermore, participants indicated that their participation focused more on matters that impact their rights and wellbeing. In this connection, one participant (18-year-old-male school adolescent) recounted most of the civic issues discussed affect the rights of adolescents.

*Most of the issues raised have impact on the rights and well-being of adolescents in our community and city. The need to involve adolescents in community discussions, gain access to quality social services for adolescents, demand accountability from social service providers and government offices, and monitor the proper delivery of available*

*social services were some of the issues discussed. All of these issues, I believe, are very relevant for us to discuss in the available participation opportunities.*

***Theme 3: Parental civic engagements (behaviors) emulated by adolescents***

This theme explains how adolescent interviewees' civic behaviors are shaped by their parents. They discussed how they look up to their parents as role models and want to emulate their civic involvement. Helping the poor, confronting injustices, participating in community-based self-help groups, and so on are all examples of influential behaviors. The following are detailed accounts. A 15-year-old adolescent girl reported:

*My parents and other family members assist the poor and disadvantaged people in my neighborhood and community. They confront actions and behaviors that are harmful to others and stand firm in their beliefs. They are my role models, and their actions have influenced mine to do the same for the less fortunate.*

Furthermore, a 17-year-old-male adolescent reported that his parents participate in various civic activities of a cultural, spiritual, and secular nature, and that their parents serve as role models:

*My parents serve as role models for me as I learn civic behaviors and skills. They take part in various community-level discussions, Kebele committees, community-based organizations such as 'Iddir' and 'Mahibers,' as well as other self-help groups. They help the poor in their neighborhood, church, and community as spiritual people. They give food, clothes, and money to street beggars. They also help out at church by mediating disagreements and quarrels. Aside from the church, they raise funds from the local community to help the poor, elderly, disabled, orphaned, and vulnerable children by providing food, clothing, and home renovations.*

Furthermore, during his adolescent years, his father was a member and leader of various school and community-based clubs. As a result, he understands the significance of adolescents taking part in family discussions and joining adolescent and youth-led structures. He took part in the recent national election (i.e. voting, being candidate for a certain political party, being electoral committee member). His father's meaningful engagement has influenced his civic behavior and enhanced his civic engagement.

One participant (a 16-year-old female adolescent) described her father's political experience and how it influenced her political behavior. She also stated that her parents participate in community level discussions to address community development issues, which she would like to emulate.

*My father was a member to a political party. He used to keep up with and monitor political party news. During the 2021 national election, he took part in a community-based campaign to promote their political candidates. I understand the significance of campaigning for a political candidate and voting for political representatives. I believe his involvement in politics has influenced him to be more democratic in family discussions. When I grow up, I hope to emulate such behavior.*

She further reiterated that her parents take part in community level activities such as Green Legacy Campaign, election campaigning and voting, and mobilizing local resources to support disadvantaged people through community-based organizations like 'Iddir' to strengthen developmental activities and social insurance. These are civic activities that she and her siblings are favorable to emulate as a citizen.

***Theme 4: Living in family who stand up for the rights of others (help the most deprived)***

This theme describes how adolescents are influenced by the actions of family members who challenge injustices. Living with a family that advocates for the rights of the underprivileged positively influenced adolescents' civic engagement. For example, one participant (a 17-year-old male adolescent) stated "*My parents stand by anyone that is mistreated and defend for their rights. I believe that seeing my parents fight for the rights of the poor has inspired me to do the same for those in need*". Furthermore, an 18-year-old female adolescent reported her civic engagement experience, particularly the efforts she exerted to support underprivileged woman in her community. She described:

*My parents frequently assist the poor and advocate for their rights. This is a specific civic behavior that I have begun to emulate. For example, consider a poor woman who is responsible for her family and raising her two children alone. She earns money and feeds her children by selling tea and coffee on the street. However, she is frequently evicted from her working location by patrol officers. I have learned from my parents and my participation in the child-led initiative that we all need to stand up for the rights of those who are being treated unfairly. Nothing beats defending the rights of a poor woman who has been mistreated by the police. I approached the district administration several times to find a job for the woman so that she could feed her children and send them to school. As a temporary solution, I persuaded my classmates to donate money from their daily transportation allowances to the poor woman. I am convinced that I must continue to participate in similar civic activities.*

Another participant (a 17-year-old male adolescent) reported how their parents played as mediators between couples in their neighborhood. He stated that his parents are well-liked in the

community and frequently serve as mediators during neighborhood disputes. When women are abused by their husbands, or when one of their relatives or neighbors violates the rights of someone in the community, his father always sides with the oppressed. This has assisted him in developing conflict resolution skills, which are considered civic skills.

Furthermore, another participant (a 16-year-old-female adolescent) narrated the experience in her family witnessing her father's determination to defend for the rights of oppressed woman.

*A woman in our neighborhood complained that her husband was often passive to avoid conflict with her, so he didn't make the effort to find out what was really going on with her. The more passive and avoidant he was, the louder her complaints became. My father discovered the problem and advised her husband to maintain the integrity of his marriage to his wife. Her complaint drew his attention to those issues, and their relationship improved as a result. Although fighting for human rights is never an easy or simple fight, my father was determined to do so. He vowed never to remain silent whenever and wherever human beings suffer and are humiliated. He always chooses sides. This is the kind of behavior that motivates me to become a human rights activist.*

***Theme 5: Respect for each other's ideas in family***

This theme explains how adolescents in families where differences and ideas are valued can help them develop skills to engage in peaceful dialogue. They also discussed how participation in adolescent-led parliaments aided in the development of these skills. A 17-year-old female adolescent described the level of respect for ideas among her family members as follows.

*We talk about social, economic, and political issues that are important to my family, community, and country. We respect each other's opinions during family discussions. Even if we disagree on some issues, no one is offended. We resolve our disagreements through peaceful dialogue. Growing up in such an open family environment aided me in developing civic skills that enabled me to participate in school and community-based civic engagement activities.*

Another participant (a 16-year-old male adolescent) narrated how his parents respect his ideas when different ideas are discussed in the family. He described that such an environment helped him to respect others' ideas during discussions in school and community settings. He described:

*My parents and other adults generally respect our ideas when my family discusses social and political issues and family members have different opinions. My involvement in student councils and school parliaments has also helped to boost my confidence in learning how to accommodate differences in discussions. It has also provided an opportunity for me to learn about and discuss my rights and responsibilities, as well as respect for the rights of others, which are typical characteristics of civically engaged adolescents.*

Furthermore, a 16-year-old male adolescent described how he bargains with his parents to get support for his ideas to participate in civic engagement activities.

*My parents generally respect our opinions. During family discussions, I bring up several issues concerning my education, participation in various civic platforms, the necessity of participating in educational excursions with my friends, and my future goals. If my parents believe that my participation in various civic engagement activities is not*

*beneficial to my development, they advise me not to participate. If the issues are relevant, they accept my ideas and encourage me to participate.*

## **School Related Factors**

### ***Theme 6: Open classroom environment for discussion***

This section describes how interviewees who have scored high on civic engagement shared that their experiences in school-organized civic spaces enhanced their civic engagements. They discussed the role of teachers in creating space and how open dialogue in the classroom helped them gain confidence to participate in civic activities. A 15-year-old female adolescent described learning in an open classroom where students can discuss democratic ideals encouraged her to develop interest to engage in higher level discussions. She described:

*Some teachers not only deliver lessons through direct classroom instruction, but also create an open classroom environment in which we can discuss social and political issues such as the rule of law, citizens' rights, and ensuring accountable government. This encourages us to participate in higher-level discussions.*

Supporting the above assertion, a 17-year-old male adolescent reported “*Our civic teacher promotes participatory classroom environment for students. This is a classroom culture that I would like teachers to adopt. This has increased my confidence to discuss social and political issues and participating in various civic engagement platforms*”. Furthermore, An 18-year-old female adolescent stated “*Our civic teacher encourages students to discuss on social and economic issues. This enables me to freely express my views, even if they differ from those of the other students participating in the discussion*”.

***Theme 7: Teachers showing respect for students' ideas***

This theme describes how teachers who respect their students' ideas and do not abuse their power to influence school adolescents' confidence to participate in civic engagement activities. They emphasized teachers' positive treatment of students would change the dynamics of relationships to make the classroom interactive. The following are detailed first-person accounts:

One participant (17-year-old male) described *“Our civics teacher gives us space to participate in an open discussion and value our ideas, even if we may not correctly respond to an issue raised during classroom discussion”*. The other participant (18-year-old male) reported *“In order to get students to behave, our teachers do not humiliate or berate them. They avoid sarcasm and profanity. Even if our perspectives differ, this does not discourage us. They never use threats that are counterproductive”*. Further, an 18-year-old female stated *“Teachers present several sides of an issue during civics classes, which allows me to see things from my own perspective. Even if the teacher disagrees with my ideas, she tries to explain why”*. Another participant (a 17-year-old male adolescent) described the very positive approach that his teachers treat students. He described *“Teachers treat me in such a way that I always show them respect in return. They handle interactions with students positively during classroom discussions. They do not embarrass me, but rather value my ideas”*.

Moreover, a 16-year-old male adolescent reported how his teacher treats students fairly by giving better space, so the dynamics of relationships changes to make the classroom interactive. Most importantly, their civics teacher is fair in his delegation of authority to students. He provides students with both intellectual and physical space to create and enforce rules. The dynamics of power in the classroom are rarely one-sided. Teachers purposefully shift the balance of power in the classroom so that students look to each other or to themselves for specific lessons.

***Theme 8: Being a member or a leader of school clubs or district child parliament***

Interviewees described how their participation in adolescent-led parliaments has enabled them to develop leadership skills and empowered students to engage in different civic engagement activities. They emphasized the role of teachers in encouraging students to join different clubs that give them opportunities to develop skills to participate in civic engagement activities. Additionally, encouragement from peers and teachers increased their participation in school clubs and children's parliaments. For example, a 16-year-old female adolescent stated:

*Although not all students participate in these structures, our school provides opportunities for us to participate in school clubs, district, or city level parliaments. Teachers and schoolmates encouraged me to join the district child parliament. I am currently the president of the district adolescent-led parliament. This has given me the opportunity to participate in various child rights trainings, promote child rights awareness, follow up on students who are at risk of dropping out, and mobilize resources to support vulnerable school adolescents. I facilitate various meetings with school adolescents and interact with adults about school and community issues affecting adolescents.*

Another participant (18 year-old female) reported the role of teachers in encouraging students to join different clubs and how her participation has increased her civic skills.

*Our teachers make it possible for students to join child rights clubs, gender clubs, and mini-media clubs. As a member of the various clubs, I participate in and lead discussions about child rights, teacher-student relationships, educational quality, support for the most vulnerable adolescents, child victims of violence and abuse, and the importance of identifying and reporting cases of violence against children to Woreda Women and*

*Social Affairs and the police. My involvement in these platforms has increased my civic knowledge and public speaking skills, giving me the confidence to pursue higher level civic matters.*

Some participants stated that their active participation in school management helped them to influence decisions on school matters. For example, a 16-year-old female adolescent reported that she is not only a member of different school clubs, but also a students' representative to the school administration. As a student representative, she participates in school management, discuss school matters with teachers, and sometimes make school decisions. Students' participation in school management and the Parent, Teachers, Students Association has helped to improve the school infrastructure and educational quality. Students were able to persuade school administration to build separate restrooms for male and female students, secure facilities for the school library, and improve student-teacher relationships. The participant affirmed that she was one of the student representatives who reported the gaps in their school's education delivery services to the district education office and persuaded the office to address the identified service gaps.

Furthermore, a 17-year-old female adolescent reported how her participation in district or Sub-City level adolescent-led parliaments helped her to gain a real-world experience of democratic processes and develop communication skills.

*Adolescents aged 15 to 19 are encouraged to participate in school and district parliaments, which allows us to participate in a variety of civic activities such as community service and informal assistance provision. My participation in district parliament has provided me with real-world experience with democratic processes, taught me to be diligent, and improved my overall development. It has assisted me in*

*developing confidence and communication skills, as well as providing opportunities for me to experience similar processes in real life, communication skills, public speaking and leadership skills, and now I am able to participate in civic activities. In my life, I feel empowered.*

***Theme 9: Schools that promote volunteerism***

In this theme, interviewees discussed how their schools encouraged them to volunteer. They also discussed how adolescents' participation in civic activities benefited both themselves and the community, increased community recognition and respect, and improved their civic skills. A recognition and respect from the society is serving as positive reinforcement for adolescents to engage in different civic engagement activities including volunteering. A 17-year-old male adolescent reported that volunteering during religious activities provided him with blessings from elders as an incentive. He described:

*Some of our teachers encourage students to participate in school and community service. I frequently volunteer at regular religious activities and festivals, as well as at funerals. As a result, I've gained the respect and blessings of religious leaders and the community. This is a significant incentive for me, and I am encouraged to continue practicing selfless concern for the well-being of others, particularly the poor.*

Another participant (18-year-old male) described their volunteer experiences and the benefits they received from the community. As a member of the district parliament, he participates in volunteering, informal helping, student traffic service, and other extracurricular activities in school and afterschool in his neighborhood and community. He mobilizes in-and out-of-school adolescents to contribute financial and material resources, as well as to assist in-school adolescents who require assistance. Further, he recounted the experience of members of

the child parliament that he is a member during COVID-19 time. During COVID-19, members of the district parliament mobilized food, clothing, and sanitary materials for 20 of the most vulnerable children in Gulele Sub-City. They also freely served the elderly in their communities, as well as Muday Charity Association. In Addis Abeba, this civil society organization educates underprivileged children and supports vulnerable women through job opportunities. His desire to volunteer stems from a strong concern for those in need, as evidenced by my altruistic motivation. This is a behavior that he picked up from his involvement in school clubs and district and Sub-City adolescent-led parliaments.

Furthermore, one participant (a 17-year-old male) described the role of school in imparting civic ideals on students and encouraging them to engage in different civic activities. He emphasized that school is a place where they learn about civics, develop attitudes and behaviors, and begin volunteering. He pointed out that they learn about students from low-income families who are frequently absent from school due to their involvement in daily labor to supplement their meagre income through the school parliament. He raised funds and assisted children in completing educational materials, allowing them to continue their education. He also tutors students to help them catch up with the knowledge level of other students who attend school on a regular basis.

#### **4.4.2 Parental and School Experiences of Adolescents with low Civic Engagement**

This section presents the themes developed from interviews conducted with adolescents with low civic engagement scores. The following eight themes have emerged as explanatory factors for low civic engagement of adolescents in family and school contexts. All the quotes of adolescents were translated from Amharic.

***Theme 1: Absence of open family environment for discussion***

In this theme, interviewees discussed how the lack of an open family environment contributed to their low engagement in civic activities. Furthermore, cultural norms and religious practices widened gender differences in how boys and girls are expected to engage in family and community discussions/dialogues. This means that female adolescents will have fewer opportunities to participate in civic activities compared to males. Interviewees also emphasized that the authoritarian parenting style that some parents follow to discipline their children, and the perception that children and adolescents are not matured, and hence may leak family information to people outside the family, have had a negative impact in their interest related to civic engagement. Detailed accounts are provided below.

One participant (a 17-year-old male adolescent) expressed a lack of space in his family to participate in discussions about issues affecting his life without taking his opinions into account. He described *"My father is extremely controlling. We [adolescents] don't have the opportunity to participate in family discussions with adults. My parents and other adults' debate on issues that directly or indirectly affect our lives without taking our perspectives into account"*. In a related interview, a 16-year-old female stated how her authoritarian parenting has influenced her civic behavior. She stated *"My parents are non-democratic, who do not believe in involving adolescents in discussing social and political matters. I think their way of socialization has influenced my behavior and loose interest and motivation to engage in civic activities"*.

In support of the above assertions, a 17-year-old female stated that her parents shaped her to be non-assertive in order to respect social norms, and that this has influenced her decision not to participate in civic platforms. She explained:

*My parents believe that children should be submissive and not participate in adult discussions about social and political issues. Submissive adolescents are considered as well-behaved and respectful of social norms, so they shape children to be docile. This has influenced me to be passive and uninterested in joining adolescent and youth-led groups. Such family norms and practices have influenced my decision not to participate in civic affairs.*

One reason for not allowing adolescents to engage in family discussions, according to a 15-year-old male's narration, is his parents' fear that they will leak confidential information about the family to others. He explained:

*My parents believe that children and adolescents should not discuss family issues with adults. One of my parents' main concerns is that we [adolescents] might share some confidential information with our friends and neighbors. My parents believe that adolescents lack the maturity to understand complex information. When we [adolescents] ask questions, my parents argue that it is inappropriate for us to inquire about family matters because the adults should handle it.*

One participant (a 16-year-old female adolescent) mentioned gender differences in how parents socialize their children and adolescents. She described how boys and girls are socialized differently and the implications for civic engagement. He emphasized that his parents treat boys and girls differently. Boys get more room than girls. Boys are frequently socialized to be outgoing, to join various school and community-based clubs. Girls, on the other hand, are taught to be submissive and are frequently forbidden from participating in discussions on social and political issues. Girls are generally trained to be submissive wives who are soft, receptive, and caring. This has influenced her behaviour in that she was not encouraged to join various clubs.

Cultural and religious influences have been identified as factors that influence parents to socialize male and female adolescents differently. In support of this, one participant (18-year-old female) reported that religion and culture influenced her parents' approach to socializing male and female children, thereby influencing their civic participation. She described that her parents' behavior was highly influenced by religious preaching and cultural values. They [her parents] believe that a good child is one who is submissive, does not assert his or her rights, and avoids discussing social and political issues with adults. She said *“I am more influenced by culture and do not wish to participate in family discussions. This is because, I believe this is a violation of cultural and religious norms”*.

***Theme 2: Lack of respect to other's ideas by parents and teachers***

In this theme, participants narrated how growing up in a family where family members do not respect each other's ideas hindered the development of civic skills and ultimately contributed to civic engagement gap of adolescents. A 15-year-old female stated *“Although it is not often, we do discuss family and community issues with our parents. However, parents do not respect or consider our opinions when making decisions. This has diminished my willingness to participate in various platforms”*. Another participant (16-year-old male) described *“The adults are given more space and dominate the discussions. Adults do not value our ideas, even when we have few opportunities. This impedes civic competency development and participation in civic activities”*.

Furthermore, another participant (a 16-year-old-female) stated that when students have differing opinions during class discussions, some teachers discourage them from expressing their opinions, especially on political issues. This makes her feel a sense of discrimination, which has hampered the development of my civic skills.

***Theme 3: Lack of proper parental civic modelling***

In this theme, participants described that their parents fail to be good role models to instill appropriate civic behaviors, which eventually led to disengagement of school adolescents in civic activities. This is because parents do not realize that they have the responsibility to be good role models for their adolescents and at times are very busy in accomplishing daily activities.

An 18-year-old female stated *“My parents are unaware of their obligation to serve as role models for their children. They are preoccupied with daily tasks and are less interested in participating in community-based civic activities. There are fewer opportunities to model civic behavior”*.

Another participant (16-year-old female) described that although her parents participate in community based civic activities such as ‘Iddirs’, mobilizing resources to help the poor, and other community development initiatives, they do not teach children on the importance of engaging in such civic activities.

***Theme 4: Being civically engaged perceived as violating the culture and religion***

In this theme, interviewees shared how their parents and other adults shared the conviction that adolescents’ civic engagement such as adolescents intending to discuss issues with adults in the family is against their cultural and religious values. The community views assertiveness negatively, particularly among girls and women. In support of this assertion, one participant (a 17-year-old male) stated *“My parents believe that active, extrovert, and demanding adolescents are perceived negatively by the society. If I actively participate in family discussions and raise issues of my concern, they assume that my behavior deviates from the social and religious norms”*.

Further, another participant (a-16-year-old female) described “*My parents believe adolescents’ participation in family discussions with adults is considered a violation of the cultural and religious values. This is especially serious when girls are empowered to demand their rights and advocate for changes in attitudes and practices*”. The participant further emphasized that her parents encourage her and her siblings to be submissive. Her parents believe assertive adolescents do not respect their parents and cultural values. If she becomes vocal, her parents give her comments that she is behaving against our culture and religion. There is a problem in Ethiopia with labeling assertive girls and women as authoritarian. She believed that this influenced her to lose interest to engage in civic matters.

***Theme 5: Low level of education and awareness on children’s rights***

In this theme, interviewees shared how the low level of education and awareness of their parents and other adults on adolescents’ rights to participation on issues that concern them, have hindered their civic development. One participant (a 17-year-old female) stated that her parents are illiterate and have no idea that adolescent have the right to participate in their own affairs. As a result, they oppose her participation in discussions on social and political issues.

Another participant (a 15-year-old male) stated the lack of opportunities to acquire knowledge about the rights of children and adolescents has influenced their actions that pose challenges to adolescents’ civic engagement. He stated “*My parents have few opportunities to learn about children's participation rights. They expect me to fulfill responsibilities but not to assert my rights. They believe children should be protected by their parents and participation in civic-related activities should be discourage*”.

***Theme 6: Participation in adolescent-led parliaments exposes them to risks***

In this theme, interviewees described how their parental misconceptions about their participation in different clubs and parliaments discouraged them from participating in civic engagement activities themselves. Some interviewees reported that although their parents believe on the importance of participation in school child rights clubs and district and Sub-City adolescent-led parliaments, there are still parents who misconceive that adolescents' participation in parliaments is not beneficial. Parents believe adolescents' participation in these structures exposes them to different risks.

One participant (a-17-year-old-male) recounted her parents' discouragement not to join adolescent and youth-led groups was negatively impacting her civic participation. He described *“My parents discourage me from participating in district children's parliaments. They believe that my participation in parliaments is a waste of time, that it will encourage me to engage in anti-social activities, and that it will teach me undesirable behaviors”*.

In support of the above assertion, a 16-year-old female stated that her father often reminds her not join student parliaments. Her father has a concern that her participation in student parliaments would expose her to engage in unsafe sexual practices, unwanted pregnancy, substance abuse and truanting. This discourages her from participating in civic matters.

***Theme 7: Too young to participate in socio-political matters, fear of joining politics***

In this theme, interviewees shared their assumption that engaging adolescents in socio-political matters is too cumbersome for their age group. Furthermore, some adolescents reported that their parents believe adolescents' participation in adolescent-parliaments will encourage them to develop political behaviors which are neither recommended nor desired.

One participant (a 16-year-old-female) described not only some parents but also some teachers discourage them from joining adolescent-led parliaments which is relatively an accessible platform to participate in civic engagement activities. She described *“Some teachers do not encourage me to participate in adolescent-led initiatives. They consider students’ participation in parliaments as empowering and this engagement as political which puts too much demand on teachers to fulfill their obligations”*. Another participant (15-year-old-female) pointed out some of their teachers often say that joining children’s parliaments would encourage adolescents to discuss social and political matters. They [teachers] think that adolescents are too young to discuss social and political matters. She stated *“Our primary responsibility, according to teachers, is to learn. We are not encouraged to participate in school governance or to hold teachers accountable for their responsibilities. They believe that such debate is only appropriate for adults, not students”*.

In addition, another participant (a 17-year-old male) reported that his parents and teachers discourage him not to join adolescent-led groups for fear of developing political behavior. He described:

*My parents believe that my participation in various adolescent-led parliaments will provide me with opportunities to develop an interest in politics and join political parties as an adult. People are discouraged from participating in politics because they believe it exposes them to life-threatening dangers. Politicians do not live peaceful lives and expose themselves to personal danger. In our society, there is a saying: ["do not approach the furnace and politics because it puts your life in danger"]. This has contributed to a decline in interest in social and political issues.*

***Theme 8: Poor school performance leading to discrimination***

In this theme, interviewees shared that their personal poor academic performances led to their discouragement by teachers from participating in civic matters. One participant (an 18-year-old female adolescent) described “*I am one of my school's low-performing students, with few opportunities to participate in civic activities. Teachers encourage high-achieving students to join school council and school parliament, which provide opportunities for civic development.*”

Another participant (a 15-year-old female) affirmed that some of her teachers discourage academically struggling students like me from participating in and outside of school civic activities. Civic teachers value high performers but not low performers. This has harmed her willingness to participate in civic activities. Further, a 16-year-old female adolescent reported the discouragement from their classmates not to participate in adolescent-led parliaments. She affirmed “*Some students do not attend school and instead spend their time in Khat chewing and alcohol drinking establishments. These students discourage us from participating in school and district level parliaments*”.

**4.5 Results of the Mediation Analysis**

In order to test the direct and indirect effects of the independent variables (IVs) on the dependent variable (DV), and direct effect of the IVs on the mediating variables, structural-equation modeling was used. At the outset, the following full structural model was examined.

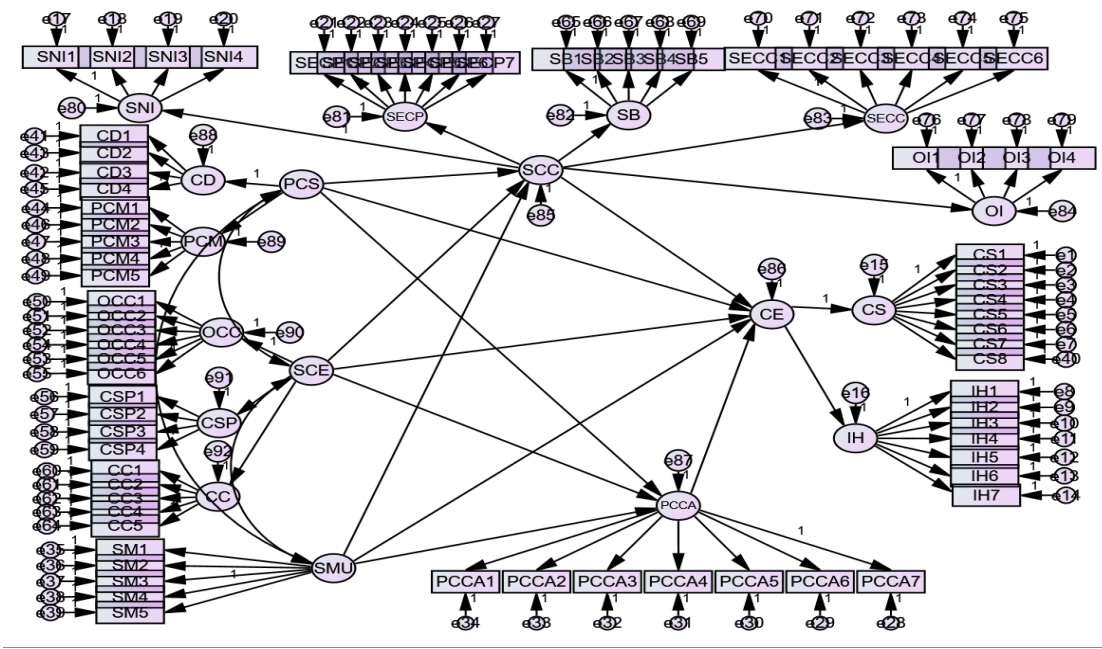


Figure 4. Full Structural Model

In order to make the above complex model simple and easy for interpretation, items in their respective latent factors were parceled and the following path model was produced. This shift from latent variable modeling to manifest variables modeling was important because the latter is a simple model that is more likely to meet the statistical assumptions and more readily interpreted.

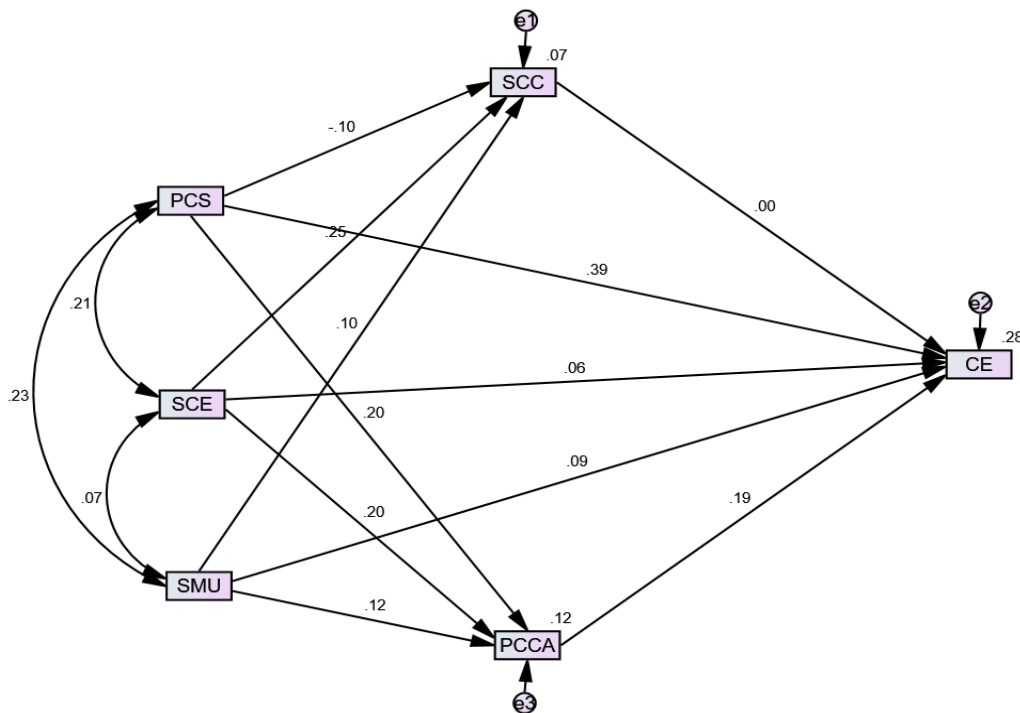


Figure 5. Path Model

Note: PCS-Parental Civic Socialization; SCE-School Civic Experience; SMU-Social Media Use; PCCA-Perceived Competence for Civic Action; SCC-Sense of Community Connectedness; CE-Civic Engagement.

Covariance: The researcher assumes that the three exogenous variables (PCS, SCE and SMU) covary, but not within the interest of this investigation. The relationship among the three variables is low showing that there is no multicollinearity problem.

#### 4.5.1 Direct effects of independent variables on the mediating variables

This section presents the direct effects of Independent Variables (Parental Civic Socialization, Adolescents' School Civic Experience and Social Media Use) on the mediating variables (Sense of Community Connectedness and Perceived Competence for Civic Action).

**Table 7**

*Summary of Structural Coefficients for the Path Model (Direct Effects of Independent Variables on Mediating Variables)*

Independent Variables	Mediating Variables	Standardized Structural Coefficients ( $\beta$ )
Path From	→ To	
Parental Civic Socialization (PCS)	Sense of Community Connectedness (SCC)	-.099***
	Perceived Competence for Civic Action (PCCA)	.196***
School Civic Experience (SCE)	Sense of Community Connectedness (SCC)	.251***
	Perceived Competence for Civic Action (PCCA)	.196***
Social Media Use (SMU)	Sense of Community Connectedness (SCC)	.103***
	Perceived Competence for Civic Action (PCCA)	.115***

Note: \*\* $p < .01$ ; \*\*\* $p < .001$

Table 7 shows that parental civic socialization influences more on adolescents' perceived competence for civic action ( $\beta = .196$ ,  $p < .001$ ) than sense of community connectedness ( $\beta = -.099$ ,  $p < .001$ ). It was found out that the relationship between parental civic socialization and sense of community is negative but significant. Although both regression coefficients reached level of statistical significance, school civic experience exerted greater influence on adolescents' sense of community connectedness ( $\beta = .251$ ,  $p < .001$ ) than perceived competence for civic action ( $\beta = .196$ ,  $p < .001$ ). Furthermore, social media use influenced more on perceived competence for civic action ( $\beta = .115$ ,  $p < .001$ ) than sense of community connectedness ( $\beta = .103$ ,  $p < .001$ ), both reaching statistical level of significance.

#### 4.5.2 Direct effects of the predictor variables on civic engagement of school adolescents

The direct effects of parental civic socialization, school civic experience, social media, sense of community connectedness and perceived competence for civic action on civic engagement of school adolescents is depicted in Table 8.

**Table 8**

*Summary of Structural Coefficients for the Path Model (Direct Effects of Predictor Variables on the Dependent Variable)*

Predictor Variables	Dependent Variable	Standardized Structural Coefficients ( $\beta$ )
Path From $\longrightarrow$	To	
Parental Civic Socialization	Civic Engagement	.386***
School Civic Experience	Civic Engagement	.061***
Social Media Use	Civic Engagement	.090***
Sense of Community Connectedness	Civic Engagement	.000
Perceived Competence for Civic Action	Civic Engagement	.191***

Note: \*\* $p < .01$ ; \*\*\* $p < .001$

The direct effects of all predictors of civic engagement except sense of community connectedness reached level of significance. Of the predictors of civic engagement, the highest influence was exerted by parental civic socialization ( $\beta = .386$ ,  $p < .001$ ), followed by perceived competence for civic action ( $\beta = .191$ ,  $p < .001$ ), then social media use ( $\beta = .090$ ,  $p < .001$ ), school civic experience ( $\beta = .061$ ,  $p < .01$ ) and sense of community connectedness ( $\beta = .000$ ,  $p > .05$ ). It is observed that social media surpasses school civic experiences in influencing civic engagement directly. This may be attributed to the fact that social media is a tool frequently used by adolescents and youth which might have influenced their civic engagement than school civic experience.

Compared to the other variables in the model, the contribution of sense of community connectedness on civic engagement of school adolescents was found to be zero. In principle, this

does not mean that the relationship between sense of community connectedness and civic engagement is zero. This result shows that other variables controlled, the contribution of sense of community connectedness to civic engagement is zero. For example, the result of Zero Order Correlation (Pearson  $r$ ) between sense of community connectedness and civic engagement was found to be  $r=.021$ .

#### 4.5.3 Indirect effects of the parental civic socialization, school civic experience and social media use on civic engagement of school adolescents

The mediational effect of sense of community connectedness and perceived competence for civic actions in the relationship between parental civic socialization, adolescents' school civic experience and social media use, and civic engagement is presented in Table 9.

**Table 9**

*Summary of Results of Mediation Analyses*

Relationship between variables	Standardized Effects ( $\beta$ )			
	Total	Direct	Specific Indirect Effect	Total Indirect Effect
PCS $\rightarrow$ SCC $\rightarrow$ CE	.423***	.386***	.000	.037***
PCS $\rightarrow$ PCCA $\rightarrow$ CE			.037***	
SCE $\rightarrow$ SCC $\rightarrow$ CE	.099***	.061**	.000	.037***
SCE $\rightarrow$ PCCA $\rightarrow$ CE			.037***	
SMU $\rightarrow$ SCC $\rightarrow$ CE	.112***	.090***	.000	.022**
SMU $\rightarrow$ PCCA $\rightarrow$ CE			.022**	

Note: \*\* $p < .01$ ; \*\*\* $p < .001$

Results from the analyses of the direct, specific indirect, total indirect, and total regression effects of the independent variables on civic engagement are illustrated in Table 9. All the three independent variables were able to exert statistically significant positive indirect effects on civic engagement. The total indirect effect of parental civic socialization ( $\beta = .037$ ,  $p < .001$ ) and school civic experience ( $\beta = .037$ ,  $p < .001$ ) on civic engagement of adolescents was found to be positive and statistically significant. This means, due to the indirect (mediated) effect of parental civic

socialization or school civic experience on civic engagement of adolescents, when parental civic socialization or school civic experience goes up by 1 standard deviation, civic engagement goes up by 0.037 standard deviations. Further, the total indirect effect of social media use ( $\beta = .022^{**}$ ,  $p < .001$ ) on civic engagement of adolescents was found to be positive and statistically significant.

The results indicate that all the specific indirect effects from parental civic socialization, school civic experience and social media pass to civic engagement via adolescents' perceived competence for civic action. It appears that the mediation effect of perceived competence for civic action in the relationship between parental civic socialization, school civic experience and social media use and civic engagement was found to be significant. Further, the analysis revealed the weakness of sense of community connectedness in the model in mediating the relationship between the independent variables and dependent variable.

Looking into the total regression effect of the independent variables on the dependent variable, parental civic socialization exerted more influence ( $\beta = .423^{***}$ ,  $p < .001$ ), followed by social media use ( $\beta = .112$ ,  $p < .001$ ), and school civic experience ( $\beta = .099^{***}$ ,  $p < .001$ ). It appears that social media use bypasses school civic experience in influencing civic engagement directly. But indirectly, that of the school civic experience bypasses social media use in influencing civic engagement of adolescents.

All the three independent variables influenced civic engagement directly than indirectly. For example, parental civic socialization influenced civic engagement more directly ( $\beta = .386$ ,  $p < .001$ ) than indirectly ( $\beta = .037$ ,  $p < .001$ ), implying the direct effect of parental civic socialization (parents and other adults civic discussion with adolescents and civic modeling) on adolescents' civic engagement. The direct and the total regression effect of parental civic socialization was higher than the influence of school civic experience and social media use.

#### 4.5.4 Individual and combined contributions of independent and mediating variables on the dependent variable

In order to examine the individual and joint contributions of variables presented in figure 5, squared multiple correlations from AMOS outputs was used. The individual and combined contributions of parental civic socialization, school civic experiences, social media, sense of community connectedness, perceived competence for civic action to adolescent civic engagement is presented in Table 10.

**Table 10**

*Separate, Pairwise and Combined Contributions of Independent and Mediating Variables to Civic Engagement*

<b>Contributions</b>	<b>Variables</b>	<b>R<sup>2</sup></b>
Separate	PCS	0.221
	SCE	0.039
	SMU	0.047
	SCC	0.000
	PCCA	0.105
Pairwise	PCS, SCE	0.231
	SCE, SMU	0.080
	PCS, SMU	0.234
	SCC, PCCA	0.105
Combined	PCS, SCE, SMU	0.243
	PCS, SCE, SMU, SCC, PCCA	0.275

Table 10 summarizes separate, pairwise, and combined contributions of the independent and mediating variables to civic engagement. Parental civic socialization explained the largest proportion of variance ( $R^2 = 22.10\%$ ) in civic engagement, followed by perceived competence to

civic action ( $R^2 = 10.50\%$ ), social media use ( $R^2 = 4.70\%$ ), school civic experience ( $R^2 = 3.90\%$ ) and sense of community connectedness ( $0.00\%$ ).

Looking into the pairwise contributions, parental civic socialization and adolescents' social media use contributed the largest variance ( $R^2 = 23.40\%$ ) in civic engagement, followed by parental civic socialization and adolescents' school civic experience which contributed ( $R^2 = 23.10\%$ ) in civic engagement. Perceived civic competence and sense of community connectedness contributed ( $R^2 = 10.50\%$ ) in civic engagement and adolescents' school civic experience and social media use contributed ( $R^2 = 8.0\%$ ) variance in civic engagement.

As to the combined contributions of variables, parental civic socialization, school civic experience and social media use contributed ( $R^2 = 24.30\%$ ) of the variance in civic engagement compared to the result in the pilot study ( $R^2 = 22.10\%$ ). All the five variables (parental civic socialization, school civic experience, social media use, sense of community connectedness and perceived civic competence) contributed ( $R^2 = 27.50\%$ , more than one fourth) of the variance in civic engagement. It means 27.5% of the variance in adolescents' civic engagement was predicted by the five variables. It appears that the explanatory power of the variables in the same manifest model has improved from 23.30% in the pilot study to 27.50% in the main study. Some possible factors that might have improved the explanatory power of the variables include, the inclusion of mediating variables as predictors, improvement of items in the measures, and an increase in sample size in this study.

According to Cohen's interpretation of effect size of  $R^2$  (Cohen, 1988),  $R^2$  between 0.13  $\leq R^2 < 0.26$  is moderate. Thus, in the present study,  $R^2 = 27.50\%$  was found to be high.

#### 4.5.5 Independent contribution of perceived parental socio-economic status and age to the civic engagement of adolescents

The individual and combined contributions of perceived socio-economic status and age to civic engagement is presented in Table 11.

**Table 11**

*Results of Multiple Linear Regression for Perceived Socio-Economic Status and Age on Civic Engagement of School Adolescents*

Predictor Variables	R <sup>2</sup>	F	Beta ( $\beta$ )	t	Sig.
Age x SES	.001	.879	.000	16.62	.416
SES			.008	.316	.752
Age			.033	1.302	.193

*Note:* Dependent Variable: Civic Engagement. Not sig.  $P > 0.05$ .

The results of the regression analysis demonstrated that there was no statistically significant joint contribution of perceived SES and Age on civic engagement ( $R^2 = 0.001$ ,  $F(2, 1527) = .879$ ,  $p > .05$ ). Perceived parental socio-economic status ( $\beta = 0.008$ ,  $t = 0.316$ ,  $p > 0.05$ ) and age ( $\beta = 0.033$ ,  $t = 1.302$ ,  $p > 0.05$ ) did not significantly predict civic engagement. The independent contribution of socio-economic status to the total variance in civic engagement was only 0.8%. Age contributed independently only 3.3% of the total variance in civic engagement. To check the effect of the two variables (age and socio-economic status) on civic engagement, Cohen's value  $f^2$  was computed and found to be .001. Cohen considered an  $f^2$  of .02 to be small effect, .15 a medium effect, and .35 a large effect (Cohen, 1988). Based on this benchmark, the effect of the two predictors on civic engagement of adolescents is small.

## **CHAPTER 5**

### **DISCUSSION**

In this section, the findings pertaining the research questions are interpreted in light of the previous research. To examine the patterns of findings within each context, the researcher summarized findings based on groups of predictors (parents, school and social media, age, sex, and perceived socio-economic status). Within each sector, how the research questions pertaining to that group of predictors were answered, described how results converge or conflict with previous research, and consider practical and theoretical explanations for the findings. Recognizing that this study was not experimental, the researcher cannot argue that particular contexts (predictors) caused specific outcome (civic engagement). However, the researcher can speculate about specific mechanisms that could explain the relationship among variables that the research has found.

#### **5.1 Levels of Civic Engagement of School Adolescents**

The first research question of the study examined the levels of civic engagement of school adolescents. The results indicated that nearly more than a quarter of adolescents had low civic engagement and the majority of adolescents fall within moderate to high civic engagement levels implying the possibility that many adolescents are also likely to engage in a number of beneficial civic activities.

The possible explanation for enhanced civic engagement of school adolescents is that developmental contexts including family, school, peer group, and social media use (Flanagan & Levine, 2010) might have contributed to enhanced civic engagement of school adolescents. In addition to parental civic socialization and support, school and community-based initiatives such as engaging school adolescents in voluntary activities, informal helping activities, in school

clubs, and district or Sub-City level adolescent-led parliaments and their participation in promoting awareness on their rights and responsibilities might have contributed to an increased civic engagement. This was affirmed by the interviewed school adolescents that their participation as members or leaders of school clubs and district and Sub-City level adolescent-led parliaments has helped adolescents gain civic skills and created opportunities to participate in various civic engagement activities. Furthermore, interviewed school adolescents that there are initiatives by their schools to encourage them to engage in voluntary activities, informal helping, student traffic service, and other extracurricular activities.

In support of this finding, the then Ministry of Women, Children and Youth Affairs (2020) reported that more than 63,500 adolescent-led parliaments and school-based clubs were established at school, district, zone, and regional level and significant number of school adolescents participated in civic engagement activities across the country including Addis Ababa. These structures are used to promote adolescent and youth civic engagements. In a study that attempted to examine *the Contributions of Youth Volunteering in Response to COVID-19 Pandemic in Ethiopia* (Belay & Befekadu, 2020), it was found that one in five adolescents and youth aged 10 to 29 were able to participate in the national campaign against COVID-19 in Ethiopia in 2021 generally contributing a monetary equivalence of nearly a third of the national government budget for the year.

## **5.2 Comparison of Male and Female Adolescents in Civic Engagement**

The second research question of the present study examined if there is a difference in civic engagement of male and female adolescents. The findings of the present study revealed the existence of statistically significant sex difference in civic engagement of school adolescents, in favor of males. The finding is consistent with those reported by others. For example, Schulz et al.

(2010) and Jahromi et al. (2012) reported that male students had higher average civic engagement scores than females. This was supported by the qualitative study. Interviewed female school adolescents reported that participation in family level civic discussion with parents and other adults is considered as a violation of the cultural and religious values. Female adolescents further emphasized that their parents encourage them to be submissive and extrovert and assertive female adolescents are perceived as not respectful of their parents and cultural values.

Gender difference in civic engagement can be attributed to the possible influences of the interaction between various elements, such as a gender-biased socialization that affects gender roles in the field of civic engagement and provides different experiences for boys and girls (Flanagan, Levine, & Settersten, 2009). This is particularly true in traditional societies like Ethiopia where girls and boys are socialized differently. Assertiveness, particularly for girls and women is perceived negatively by the society. For example, Mezgebu (2018) indicated males are socialized to be brave, dominant, superior, and courageous, while females are socialized to be shy, passive, submissive, etc. The expectations of families for boys and girls are different: girls to be more passive, compassionate, and be restrictive while boys to develop independence, leadership, and public roles. This socialization process appeared to have influenced boys and girls differently-whether to engage and not to engage in civic activities in their neighborhoods, schools, and communities. Family socialization influences on adolescent civic engagement boys and girls in a way that parents actively encourage males to make experiences and tend to be more protective toward females. The fact that girls have low civic engagement scores means that they have lower civic engagement opportunities.

Moreover, Mitiku (2016) investigated the psycho-social factors that affect assertive behavior of female students. Females reported having lack of social skills influenced by parenting styles, cultural orientation, lack of teachers' gender sensitiveness and access to training opportunities. Assertiveness is an essential social skill for enhanced civic engagement of young people. Civic engagement at community level requires meeting with different people outside home setting, leading, and coordinating groups of adolescents and youth to participate in civic engagement activities. This essentially requires confidence, lobbying and leadership skills, which are essentially considered as 'masculine' than 'feminine' characters. Thus, it appeared that the gender socialization may have created gender differences and impacted the civic engagement of male and female adolescents differently. Thus, the modest male superiority may not be similar across all types of civic engagement. It is important to explore sex differences across major types of civic engagements as there are civic activities that girls and boys prefer to engage due to the social and cultural influences and socialization.

### **5.3 Distinct Family and School-Related Civic Experiences of Adolescents with High and Low levels of Civic Engagement**

The third research question examined the distinct family and school-related civic experiences of school adolescents with high and low levels of civic engagement.

The analysis resulted in themes that explained the distinct family and school civic experiences of adolescents. Themes such as '*open family environment*', '*concern about broader community matters*', and '*respect for each other's ideas*' emerged as explanatory factors for enhanced civic engagement of adolescents in the family. These results can be interpreted in light of the Social Development Model (SDM), which underlines the crucial role played by the social contexts including the family in which adolescents are daily embedded, in the understanding of

both their attitudes and behaviors. The family is the immediate context where civic socialization takes place. Furthermore, the finding is supported with Socio-Political Development theory in that adolescents' civic discussion involves deliberating on larger community matters and enable them to demand those responsible agencies with the mandate to address issues. This is consistent with the findings of previous studies (Rossi et al., 2016) which affirmed that growing up in a family environment that creates an open discussion on civic matters facilitates the development of civic behaviors.

In ordinary family interaction, children are constantly engaged in a variety of communication with parents and other family members. Whatever we may think we know about families in the past, in most modern families, negotiation between parents and adolescents is in all respects commonplace. This is particularly becoming common in families in urban context where many parents and family members have better level of literacy and believe on the importance of family discussion on various family and community matters.

Supporting this assertion, Boyd et al. (2011) and Roman and Esau (2015) indicated that adolescents' participation in open family discussion with their parents on family, social and political issues in which parents respect their ideas was associated with the development of civic behaviors. Furthermore, *parental civic behaviors emulated by adolescents and living in family who stands up for the rights of others* emerged as explanatory themes. Consistent with this finding, Van Goethem et al. (2014) indicated the importance of parental civic modeling in influencing the civic engagement of adolescents. In Ethiopia, parents influence adolescents to participate in community-based civic activities not only by imparting civic values and but also by demonstrating civic behaviours. Adolescents participate in voluntary services in their neighborhoods and communities during festivities and crisis, showing their commitment to

respecting social and religious values. Adolescents' participation in community-based civic activities contributes to their empowerment and cultivate their relationship with the society.

Furthermore, parents and adolescents participate in community-based care and support structures aimed at helping vulnerable members of the community (MoLSA, 2017). Adolescents with socially engaged parents are themselves more likely to become involved in community based civic activities.

Themes related to school civic experience emerged as explanatory factors for enhanced civic engagement of school adolescents include *open classroom climate for discussion, respect and encouragement of students by teachers, being a member or a leader of school clubs or district parliament, and schools that promote volunteerism.*

Findings of previous studies such as Lenzi et al. (2014) indicated that schools as socialization institutions promote civic engagement of adolescents by creating an open classroom climate for civic discussions and participation in extracurricular activities. Teachers' can support in creating conducive environment for discussion and nurturing adolescent civic behavior.

Participation in adolescent-led parliaments emerged as one of the school related factors that has empowered school adolescents, enabled school adolescents to gain a real-world experience of democratic processes and participate in different civic engagement activities. This is in line with the previous findings. For example, Neundorf, Niemi, and Smets (2016) indicated that schools facilitate situations for students to join adolescent-led groups or associations which give them with opportunities to participate in civic engagement activities.

Furthermore, the result of a study on self-reported measure of assertiveness of adolescents in children's parliament participants and nonparticipants in Addis Ababa by Azmeraw and Ephrem (2021) showed that there was a difference in the mean scores of the child

parliament participants and non-participants. Those school adolescents participating in the adolescent-led parliaments had higher assertiveness skills characterized by enhanced social skills, demanding their rights responsibly and expressing their views freely. They also reported leading group discussions and mobilizing other adolescents in their schools and communities to address social issues such as helping school adolescents who have problems to continue their education. This was also supported by qualitative data obtained through interviewing male and female adolescents from child parliament participants and nonparticipants. Adolescents' easy access to different trainings on child rights, communication skills, public discussions, decision making, and advocacy skills contributed to enhanced social skills of adolescents participating in the children's parliaments. With increased number of years of their participation in the adolescent-led parliaments and other structures, adolescents had more opportunities to participate in various civic engagement activities that enhance their civic participation.

Themes that emerged as explanatory factors for low civic engagement or disengagement of adolescents. Family factors include absence of open family environment for discussion; lack of respect to other's ideas; lack of proper parental civic modeling; being civically engaged perceived as violate the cultural and religious values; low level of education and awareness of their parents on children's rights; and perceiving participation in adolescent-led parliaments as exposing them to risks. Other factors include perceiving adolescents as too young to participate in socio-political discussions (family and school) and poor school performance leading to discrimination (school context).

Interviewed adolescents reported the lack of civic space in their family and respect for their ideas while discussing on issues impacting their life. Some adolescents reported that their parents and other adults often do not consider their views in making family decisions even on

those issues that impact their life. The family is uniquely positioned to influence the development and adjustment of adolescents either positively or negatively. Family relationship is one of the significant assets of the family environment that is important to facilitate positive development of adolescents and successfully adjust with themselves with different contexts including the family, neighborhood, school, peer group and the wider community. Whitten and Weaver (2010) indicated that the low levels of emotional warmth, lack of cohesion, poor communication, and beliefs about the family would lead to negative adolescent developmental outcomes such as civic disengagement or engagement in socially unacceptable behaviors and relationships with peers and adults.

Some of the interviewed school adolescents reported that their parents' shape them to be non-assertive as a way of respecting family rules and social and religious norms. Furthermore, interviewees stated how boys and girls are socialized differently in their family and this has influenced their civic engagement. In support of this finding, Feinauer, Larson, and Harper (2010) indicated that during the adolescent transition, the rules of the family are challenged by behaviors. As adolescents demand more autonomy, parents may adapt control to the needs. Mismatches between adolescents' demands for freedom of action and parents' hold on control to maintain family rules and social values may result in friction between adolescents and their parents. This development may jeopardize the communication among the family members and in having open discussion between adolescents and their parents on social and political matters. In this connection, Daniel (2020) indicated that in many cultures of Ethiopia, parents and other adults in the family do not encourage open discussions with adolescents on social and political matters. This is attributed to the way the society perceives adolescents, the low level of awareness of parents and other adults on the rights of adolescents to participation, and culturally

embedded decisions and practices. Furthermore, disengagement of adolescents can be due to dissatisfaction with what happens in the community such as politics, ethnicity, and lack of opportunities.

Furthermore, Mitiku (2016) found that parenting styles, cultural orientation, lack of teachers' gender sensitiveness and access to training opportunities were found to be psychosocial factors that affected the assertive behavior of female students. On the contrary, Amsale and Yemane (2015) using large sample size (3545 adolescents) found out that a significant proportion of adolescents (57.5%) reported their family members feel free to closely discuss each other on family and other issues, and nearly half of students reported that they have good connections with their parents. About, 39.2% adolescent respondents indicated that their family members can easily think of things to do together as a family. This shows the existence of opportunities in the family to create a culture of open discussion on civic matters that would contribute to acquiring civic skills relevant for their civic engagement.

Low level of education and awareness of parents on the rights of adolescents emerged to be one explanatory factor for low civic engagement of school adolescents. In this connection, Flanagan and Levine (2010) found out that higher parental education was positively associated with civic and political outcomes among adolescents. Adolescent in these families tend to have greater access to civic opportunities through concerted parenting strategies aimed at enhancing the development of civic skills and behaviours. Wray-Lake and Shubert (2019) indicated that some adolescents are "unequal" in civic engagement at the starting line implying those adolescents whose parents have low level of education and understanding about the rights of children and adolescents tend to have lower level of civic engagement opportunities in their families.

Some interviewed adolescents affirmed that their parents and teachers discouraged them not to participate in adolescent and youth-led parliaments. There are reasons that parents and teachers justify why they discouraged adolescents from participating in adolescent and youth-led parliaments (i) parents believe that participation in adolescent-led parliaments will expose adolescents to different protection risks; (ii) adolescents' participation in these structures is a waste of time; (iii) participation in such structures is too cumbersome for this age group; (iv) their participation in adolescent-led parliaments will give them different civic engagement platforms so that they will be able to develop civic skills to challenge their parents and teachers, and develop political behaviors which are neither recommended nor desired.

In studying young adolescents' perceived barriers to engage in civic action in school, Bauml, Davis Smith, and Blevins (2022) found out that the existence of perception of teachers and school community and practice that school adolescents might not make their schools/communities better. Other barriers to engaging in civic-oriented activities in the community include lack of knowledge/information about the concerns that adolescents and youth are going to address and social-emotional factors such as physical safety concerns due to limited support and protection from adults, and lack of resources to support such initiatives.

Thomas (2007) argued that public life in communities, where adolescents' independent activity may experience a variety of reactions from adults and authority figures—children may be ignored and disapproved of, or they may be regarded as in need of protection and sequestration. Furthermore, Cockburn (2005) notes that one of the main difficulties in addressing adolescents' participation is the problem of the labels that are attached to adolescents by adults and the ways adolescents are 'described, analysed, argued, justified and theorised'.

Furthermore, there is a common misconception that adolescents' participation in adolescent-led parliaments as political. However, it can be conceptualized in two ways that their participation as social and political. In this study, adolescents demand adults including government authorities for improved accountability or adolescents and youth are used by authorities as political instruments. Taking this idea, a stage further, we may distinguish two ways of looking at what goes on when adolescents and young people participate: one that sees it in terms of *social relations* and another which sees it in terms of *political relations*. There is a discourse of children's participation that is predominantly social—that speaks of creating social networks, of inclusion, of adult-child relations, and of the opportunities for social connection that participatory practice can create. Alongside this, there is an alternative discourse that is more or less, overtly political—that speaks of power, and challenge, and change. To some extent these alternative discourses relate to different versions of adolescent civic engagement which is one of the key aspects of development.

#### **5.4 The Relationship between the Parental Civic Socialization and Adolescents' Civic Engagement**

The fourth research question examined the relationship between independent variables (parental civic socialization, school civic experiences, social media use) and civic engagement; and the mediation role of sense of community connectedness and perceived competence for civic action.

The direct and indirect (mediated) effects and the total regression effect of parental civic socialization on civic engagement were found to be positive and statistically significant. Of the predictors of civic engagement, the highest influence was exerted by parental civic socialization ( $\beta = .386, p < .001$ ). The possible explanation is that parents are considered as the first teachers in socializing children and mediating between one's own culture and children's social engagement

(Corbetta, Tuorto, & Cavazza, 2013; Van Goethem et al., 2014). Parents can facilitate their children's civic involvement in practical ways, such as guiding them to engage in civic activities, encouraging and giving them permission to participate in certain activities.

The qualitative study confirmed that in urban life, there is an increased awareness of parents and other adults on the importance of having an open family discussion with adolescents on civic matters and transmitting appropriate social values such as the culture of volunteerism. It means there is a shift in the ways parents treat their children in which most parents tend to create a democratic family environment. Growing up in such family environment where adolescents have space to freely participate in family discussion appears to have contributed to enhanced civic engagement of some adolescents.

In Ethiopia, parents and families tend to influence adolescents to engage in community-based civic activities implicitly through imparting social values and explicitly by participating in such activities. Parents serve as role models for adolescents and encourage them to participate in community-based services, volunteering during religious festivals and in times of crisis, in community based social support groups, and supporting the needy people. Community members are motivated to join community-based groups such as *iddirs*, as they are called in Amharic in Ethiopia, to support one another and other people outside their members (Dercon et al., 2006; Pankhurst, 2008). Adolescents participate in voluntary service in their neighborhoods during burial ceremonies and this is a commonly practiced civic participation, an indicator of respecting social and religious values, cultivate their relationship with the society and a means for adolescents' empowerment. Further, parents and adolescents participate in community-based care and support structures aimed at helping the most vulnerable members of the community (MoLSA, 2017).

This result is in line with the previous research findings conducted in other countries. Within the context of family, findings showed that having family engaged in civic activities is associated with higher levels of adolescents' civic engagement. In support of this finding, Wilkenfield (2009) indicated that parents support adolescents to acquire civic skills and provide models of conscientious citizens by creating an environment where they can have open discussion on family and community matters. Furthermore, parents and other adults in the family act as civic socializers by communicating civic values and messages with adolescents (Lenzi et al., 2014). Discussion on social and political issues was associated with civic values and behaviours (Boyd et al., 2011; Hooghe & Boonen, 2015).

Parents and other adults in the family can directly influence adolescents through modelling civic behaviours. Van Goethem et al.(2014) indicated that parents' civic modelling is a strong predictor of adolescents' civic engagement. Furthermore, Matthews, Hempel, and Howell (2010) argue that parental involvement in community based voluntary activities has promotes a socially responsible behaviors in their children and parental civic activity was associated with civic engagement. This implies the potential of parents in supporting adolescents' civic and political socialization by encouraging them to participate in various civic engagement structures. This result was also confirmed with the qualitative study based on interview with adolescents with high civic engagement scores. Interviewed adolescents asserted that their parents are their role models to acquire civic behaviours and encouraged to participate in civic engagement activities. Civic behaviours they intend to emulate from their parents and other adults include: participating in community discussions, Woreda level committees, and community based organizations such as '*Iddir*', helping the poor people in their neighbourhoods, churches and community.

Parental civic socialization influenced civic engagement of school adolescents indirectly through boosting their perceived civic competencies. It means perceived competence for civic action mediated the relationship between parental civic socialization and civic engagement of school adolescents. Perceived civic competence as predictor of civic engagement was found to be statistically significant ( $\beta = .191, p < .001$ ). The importance of civic discussions in enhancing adolescents' perceived competence for civic action and its contribution to civic engagement was affirmed in previous research (Jennings, Stoker, & Bowers, 2009; Matthews, Hempel, & Howell, 2010). Participation in civic discussions helps adolescents to understand others' perspectives, exchange ideas, reflect on different sides of civic issues, and increased opportunities to develop civic competencies. Grütter and Buchmann (2021) indicated that civic competencies are essential prerequisites for adolescents' active citizenship and Lenzi, et al. (2014) found out a positive association between perceived civic competencies and future intention to participate in civic engagement activities.

Contrary to the previous research, the influence of parental civic socialization on sense of community connectedness was found to be negative. Although this requires further investigation in future research, one possible explanation could be the way adolescents are socialized in the family might not have helped them to develop a sense of community. Family is a source of social capital – norms, institutions, and organizations that foster trust and cooperation among people, communities, and society – as well as playing a fundamental role in accessing other forms of social capital through social networks, neighborhood, or school. The role of parental socialization remains substantial in influencing adolescents to engage in civic activities in the community (Cicognani, et al., 2012; Quaranta & Sani, 2016).

## 5.5 The Relationship Between School Civic Experiences and Adolescent Civic Engagement

The school context plays the role of providing individual students with specific experiences and creating an environment in which additional influences to enhance their civic knowledge and skills may occur. The school context is a component of the microsystem that can facilitate the civic engagement of school adolescents. Students' civic-related experiences were highly related to the civic outcomes, and always in a positive direction, indicating that informal aspects of schooling are related to students' civic engagement.

Findings from this study revealed that the direct effects of school civic experience on adolescents' sense of community connectedness ( $\beta = .251, p < .001$ ), perceived competence for civic action ( $\beta = .196, p < .001$ ) and civic engagement ( $\beta = .061, p < .01$ ) were found to be statistically significant. The effect of perceived competence for civic action ( $\beta = .191, p < .001$ ) on civic engagement and the specific indirect (mediated) effect of school civic experience on civic engagement of adolescents were significant. The indirect (mediated) effect of school civic experience on civic engagement surpasses social media use. The possible explanation is that the influence of social media seems to be immediate while the influence of school civic experience may require time. One may justify that education is an investment for tomorrow, not for today.

The pattern of findings pertaining to the school civic experience indicate that students to have an enhanced civic learning and engagement opportunities in school is an effective way to advance adolescents' civic behavior. Schools seem to act as communities of practice in which students' civic engagement is enhanced by supporting school adolescents to have a sense of belonging to their schools and communities, and having experiences that create meaning for abstract democratic principles and practices. The results are in line with the previous findings. For example, Ahmad et al. (2012) and Prati et al. (2018) indicated that schools can help

adolescents to develop civic competence and sense of community connections; and play participate in school governance and community-based civic initiatives.

Schools should create a conducive environment to meet students' psychological and social needs. This will help adolescents to develop a sense of community and benefit from involvement in participatory practices that benefit themselves and the community (De Róiste et al., 2012; Mazzoni et al., 2014). Furthermore, Wang and Degol (2016) indicated that schools as a social institution can help adolescents to develop a sense of belonging, by strengthening interpersonal relationships, respect for diversity, and community partnerships.

The total and direct effects of school civic experience on adolescents' civic engagement were significant. These findings relate to the previous line of research. For example, Lenzi et al. (2014) affirmed the importance of schools in enhancing students' civic engagement by offering opportunities to learn civic values and skills, and creating a school climate that encourages students to engage in civic discussions. In addition, Kim et al. (2015) indicated that civic engagement activities implemented within the school context could influence their present and future civic engagement. In connection with civic education classes, schools and teachers can offer students a conducive context for expressing their opinions, debating on community and socio-political issues, and participating in activities related to school governance (school management, student council, Parent Teachers Student Associations). Students' participation in these activities can enhance their civic skills to participate in various civic activities in their schools, communities, and even in district and city level government-led discussions. In schools, there are different clubs such as child rights clubs, gender clubs, environmental clubs, all of which give opportunities for school adolescents to participate and acquire civic skills. School is also a place where adolescents can access other participation platforms such as district and Sub-

City adolescent-led parliaments in which they get opportunity to engage in various civic activities.

At community level, school adolescents participate as volunteers in coordinating activities during religious festivals or worship, community outreach services, monitoring traffic jam to smoothen movements of vehicles, and school gardening. They are involved in informal helping activities such as providing tutorial support to lower grade students, mobilizing resources, and supporting vulnerable children, and in doing chores in their neighborhoods and community (MoWCY, 2018). Furthermore, adolescents organized in adolescent and youth-led parliaments participate in promoting awareness on children's rights, identify adolescents who experience violence, deprived of access to social services and report to local government offices to take appropriate actions (MoWCY, 2020). Adolescents and youth as members of the school, district and city level parliaments participate in mobilizing material and financial resources from their families and school community, and support to most vulnerable children, making them feel important and develop a sense that others are concerned about them (MoLSA, 2017). Members of the youth associations participate in community-based discussions on local security issues, budget approval and review, and monitoring delivery of social services (Singh et al., 2016).

Research on adolescence often examines the peer context because it is the developmental period in which peer influence becomes highly salient. Although this is not the focus of the current study, there is evidence that experiences with peers especially in school setting are related to adolescents' civic engagement. Interactions with peers in which civic issues and ideas are discussed in adolescent-led parliaments and social media networks contributed to civic engagement.

## 5.6 Social Media Use and Civic Engagement of School Adolescents

Social media use facilitates sharing of information and participation of adolescents in various civic matters. It aids young people to acquire civic knowledge and skills that would enhance their participation and community engagement that benefit themselves and others.

Allen et al. (2014) indicated that social media use has become increasingly a commonly used digital tool for engaging adolescents and youth in social behavior that has importance for their engagement. Furthermore, the findings of the study by Feyisa and Dawit (2018) on Social Media use among Ethiopian Secondary School Students revealed that the majority of sampled students were active users of social media. In the present study, 95% of the 1650 participants reported that they use social media.

In this study, the direct and indirect (mediated) effects and the total regression effect of social media use on civic engagement were found to be positive and statistically significant. Like parental civic socialization and school civic experience, the specific indirect effect from social media to civic engagement was via adolescents' perceived competence for civic action not through sense of community connectedness. The feeling of being capable of engaging in different civic actions is a determining factor in enhancing adolescents' civic participation. The more adolescents feel competent in their civic domain, they will have higher participation in civic engagement activities. Civic competencies are essential prerequisites for adolescents' active citizenship (Grütter & Buchmann, 2021). Lenzi, et al. (2015) found out positive association between perceived competence for civic action and future intention to participate in various civic activities that are beneficial to adolescents and youth.

As one of the predictors of civic engagement, social media surpasses school civic experiences in influencing civic engagement of school adolescents directly. This may be because

social media is a digital tool easily accessible and frequently used by adolescents which might have influenced their civic engagement in a shorter time than school civic experience.

Supporting the results of the quantitative study, interviewed adolescents with high civic engagement scores reported that they use social media as a platform not only to share educational and entertainment topics, but also share information about social issues such as about students who have difficulties to continue their education, those adolescents who are vulnerable to abuse or experienced abuse, and to mobilize resources and help students whose families are unable to cover costs for their children's education. They further indicated that the use of social media in sharing information on social problems has increased the number of school adolescents who joined their social networks and participating in social contribution to support students from poor families. However, verifying whether school adolescents use of social media to critically analyzing social information that equip them with civic knowledge and skills requires further investigation.

The current finding is in line with the previous line of research. Findings of the previous research (Middaugh et al., 2017; Theocharis & Quintelier, 2016) indicated that social media use facilitates informed and effective civic engagement of adolescents. Social media use helps adolescents to participate in peer-based social networks that help them share information on social issues (Brandtzæg et al., 2012; Kirshner, 2015). Mauss et al. (2011) argue that increased uptake of social media provides more opportunities for adolescents to connect, communicate, and interact with each other, thereby enhancing a sense of social connectedness within the peer group as well as within the community. Furthermore, Facebook informational use was associated with higher levels of perceived civic competencies and higher intention to participate in the civic actions in the future among high school adolescents (Lenzi et al., 2015). This entails Facebook

use could provide adolescents with additional tools to develop the skills necessary to participate in civic engagement platforms.

However, the mediating effect of sense of community connectedness in the relationship between social media use and civic engagement was not significant. Evidence from previous research showed the existence of relationship between social media use and social connectedness (Ahn & Shin, 2013; Allen et al., 2014). Digital tools facilitate opportunities for young people to interact with others and establish a sense of social connectedness (Davies & Chandler, 2012).

For all independent variables, their direct effects on civic engagement and their indirect effects through perceived competence for civic actions were positive and significant. Furthermore, the result revealed the weakness of the sense of community connectedness in mediating the effects on the parental civic socialization, school civic experience and social media on civic engagement of school adolescents. This may be due to the way parents and other adults, and schools socialize adolescents may not have helped school adolescents to develop a sense of community connections as an essential factor for adolescents to engage in decision making on issue that impact their lives. And yet, this requires further investigation by future researchers.

### **5.7 Independent and Joint Contributions of Predictor Variables to Civic Engagement**

The fifth research question examined the individual and combined contributions of the predictor variables to civic engagement. The finding showed that parental civic socialization accounted for the largest variance followed by perceived competence for civic action in civic engagement. Discussion on social and political issues with their parents and other adults in the family and civic modelling are the two major parental socialization strategies used by parents to help adolescents acquire civic behaviours. Accordingly, adolescents' civic discussion with parents was associated with a range of civic behaviours (Hooghe & Boonen, 2015) and parents'

civic engagement (modelling) is a strong predictor of civic engagement during adolescence (van Goethem et al., 2014). Parents and other adults in the family have played significant role in adolescents' civic socialization thereby influenced their civic engagement of adolescents.

Civic competencies are precursors for adolescents' civic participation as active citizenship. Adolescents' civic participation can be encouraged by building their confidence about their civic abilities which can be developed through encouragement by parents, schools and peer group, and participation in adolescent and youth-led groups (Manganelli, Lucidi, & Alivernini, 2014). The fact that adolescents' perceived ability to engage in civic action was identified as a second strong predictor of civic engagement implies the need to build adolescents' civic competencies to ensure sustained engagement in civic activities.

Examining the pairwise contributions, parental civic socialization and adolescent's social media use contributed the largest variance followed by parental civic socialization and adolescents' school civic experience, and perceived civic competence and sense of community connectedness. When combined, parental civic socialization, school civic experience and social media use contributed ( $R^2=24.30\%$ ) of the variance in civic engagement. It appears that when combined, the three independent variables (parental civic socialization, school civic experience and social media use) have made significant contribution to the civic engagement of school adolescents. Parents and other adults in the family consistently seemed to have stronger influence on adolescents' civic engagement. The possible explanation is that in urban life, there are an increased number of educated parents with better awareness on the rights of children and adolescents to express their views on issues impacting their lives including on civic matters. To this end, there is an improved tendency of parents and other adults in the family to listen to the

views of adolescents on civic matters, create open family environment and model civic behaviors that adolescents should emulate.

Civic engagement of adolescents is promoted through school and related programmes (Finlay et al., 2010). School is a context where adolescents have frequent interaction with peers and are encouraged to participate in civic activities.

In the current real life of adolescents, social media is easily accessible and most frequently used tool by adolescents and youth every day. Social media provides a space for democratic discussion and facilitates new forms of civic learning (Hobbs et al. 2013). Posting, commenting, and joining groups help adolescents to get information, can have democratic value as they have the potential to involve adolescents in civic activities (Theocharis & Quintelier, 2016). Further, school adolescents who participated online outside school frequently started to participate more in an offline environment. Social media use has a positive effect on social interaction as well as civic engagement of adolescents and youth (Goli, Sewagegn, & Sahu, 2022).

It is plausible to assume that the influence of three predictor variables (parental civic socialization, school civic experience and social media) on adolescents' civic engagement is complementary. For example, having an open discussion in the family influences adolescents to engage in civic activities in school and community settings. Learning in a school that encourages adolescents' civic engagement enables students to gain civic knowledge and skills necessary for civic engagement. It is expected that school adolescents would be able to share civic related information gained through social media, to their family members and other students in schools.

The finding revealed that all the five predictors of civic engagement i.e. all the variables (parental civic socialization, school civic experience, social media use, perceived competence for

civic action, and sense of community connectedness) contributed 27.50% of the variance in civic engagement. This implies the significant return that we can earn in enhancing the civic engagement of adolescents by influencing these predictor variables.

## **5.8 Demographic Variables (Age and Socio-Economic Status) and Civic Engagement**

### **Students' Age**

The finding of this study revealed that age did not significantly predict civic engagement of school adolescents. Age contributed independently only 3.3% of the total variance in civic engagement. The current finding is different from the findings of the previous line of research. For example, Wray-Lake et al. (2014) found out that civic engagement increases across adolescence in concert with normative age-related changes in autonomy and exposure to contextual opportunities. Furthermore, Rossi, et al. (2016) found out that age was positively associated with adolescents' civic behaviours, meaning that older adolescents tend to be more involved in civic activities.

Age did not significantly predict civic engagement, possibly due to school adolescents who participated in this research were in the middle and late adolescence in which adolescents may not have as such different civic experiences in family and school that could lead to significant differences in their civic engagement. For example, adolescents and youth-led district and Sub-City level parliaments and associations are more or less open for adolescents within this age brackets unless their interests to join these structures differs from one adolescent to another due to personality and other factors.

### **Students' Socioeconomic Status**

Perceived parental socioeconomic status did not significantly predict civic engagement. The independent contribution of socio-economic status to the total variance in civic engagement

was only 0.8%. The possible explanation is that all students who participated in this study were selected from public schools whose parents are more or less in similar socioeconomic status. In Addis Ababa, most students attending their education in government schools are mainly from low socio-economic status with no major difference in their parental socio-economic status. This could possibly be one explanation for the weak prediction power of socio-economic status to civic engagement. The result of the study shows that the majority (73%) of the adolescents' families fall in the lower socio-economic status, i.e. most of the respondents rated their family socioeconomic status 7 and above in the socioeconomic ladder.

Contrary to this finding, Flanagan and Levine (2010) found out that socioeconomic status has been consistently related to several aspects of civic engagement. In contexts with low socioeconomic resources, families have limited means to promote civic interest or skills. In the context of high socio-economic status, students will have access to more intellectual and material resources at home which lead to positive civic outcomes (Wilkenfeld, 2009).

For accurate examination of the contribution of parental socio-economic status on adolescent civic engagement, it is reasonable to use specific indicators such as parental education or income as measures of socio-economic status which can help to see a more meaningful relationship between SES and civic engagement.

## CHAPTER 6

# CONCLUSIONS, IMPLICATIONS FOR THEORY, PRACTICE, AND RESEARCH

### 6.1 Conclusions

This study revealed many ways in which adolescents are being prepared for functioning citizenship in a way that benefits their overall development as well as the society. About 25% of school adolescents had low level of civic engagement, 50% had moderate level of civic engagement, and 25% had high level of civic engagement. Overall, the majority (75%) of the participants fall within moderate to high levels of civic engagement shows that many adolescents are likely to engage in several beneficial civic activities.

The qualitative study revealed the existence of distinct family and school- related civic experiences of adolescents that contributed to enhanced or low levels of civic engagement of school adolescents. The different mechanisms that parents socialize adolescents for the development of civic behaviours include creating an open family environment, conversations in which adults respect their ideas, closeness in passing civic values and messages, modelling of civic behaviours, and encouraging adolescents to engage in broader community matters. Distinct school civic experiences that contributed to high civic engagements of adolescents include open classroom climate for discussion, teachers respecting students' ideas, encouraging students' participation in adolescent and youth-led parliaments, and encouraging students to participate in volunteerism.

Different family and school related civic experiences or factors contributed to low civic engagements or disengagement of school adolescents. These include lack of open family environment for adolescents to discuss on civic matters, failure of parents and other adults in the

family to respect the ideas of adolescents, failure of some parents to demonstrate appropriate civic behaviors, being civically active perceived as violating social and cultural values, and low level of education and awareness of parents and other adults on children's rights. Other factors include adults' perception that participation in adolescent-led structures would expose adolescents to different risks and the misconception that the participation of school adolescents in such adolescent-led parliaments and other civic engagement platforms would help to develop political behaviors.

The result of study revealed the existence of sex difference in the civic engagements of school adolescents, in favour of males. This could partly be associated with the way girls and boys are socialized by their families and the society. However, this did not imply female school adolescents do not participate in civic engagement activities. There are civic activities in which girls excel boys such as volunteering and helping the most vulnerable children in their neighbourhoods, schools, and communities. Furthermore, the development of social policies promoting gender equality, implementation of girls' empowerment programs and establishment of adolescent and youth-led structures could narrow the civic engagement gap between male and female adolescents.

Parents, schools, and social media use facilitate preparation of adolescents for civic engagement by creating opportunities to discuss social, political, and current issues, providing models of conscientious citizens; and schools by facilitating situations for adolescents to participate in various school and community-based clubs and adolescent-led parliaments. While all the predictors of civic engagement except sense of community connectedness reached level of significance, the highest influence on civic engagement was exerted by parental civic socialization. Civic-relevant experiences in school enable adolescents to learn through social and

democratic processes. Schools provided opportunities for hands-on experiences of democratic processes, a supportive environment for sharing different opinions, and a learning environment in which democratic ideals are communicated to students. In some instances, school adolescents are differentially prepared for functioning citizenship, but inputs within different contexts can reduce the disparities in adolescents' civic competencies. Civic experiences in schools contributed to the preparation of adolescents for active citizenship and equal access to these experiences could reduce civic engagement gaps between students of different demographic groups. Social media use contributed to enhanced civic engagement of school adolescents. And yet, reading news posted by social media such as through Facebook friends and sharing of information through this channel should be seen in caution as this might not enable adolescents to scrutinize useful information from the information that would expose them to protection risks.

The results indicated that all the specific indirect effects from parental civic socialization, school civic experience and social media pass to civic engagement via adolescents' perceived competence for civic action. It means the mediation effect of perceived competence for civic action in the relationship between the independent variables (parental civic socialization, school civic experiences and social media use) and civic engagement was found to be significant. In this study, adolescents' sense of community connectedness did not mediate the relationship between the independent variables and civic engagement of school adolescents.

All the five predictor variables contributed 27.50 percent of the variance in civic engagement. This entails that there is a need to use these contextual factors as opportunities to enhance the civic engagement of school adolescents.

## 6.2 Theoretical Implications

The findings of this study have implications for the conceptual understanding of civic engagement within context, methodological considerations, and educational practice. The study used the tenets of the three theories: the Social Development Theoretical Model, the Social Development Theoretical Framework, and Socio-Political Development Theory. The three theories are supported by the findings of this study.

The study is based on Social Development Theoretical Framework (Catalano & Hawkins, 1996), which asserts that adolescents' civic engagement is influenced through their interaction with multiple socializing contexts including the family, neighborhoods, school, peer group, and the larger community.

The social development theoretical framework is supported by the current study in that adolescents' civic engagement is influenced within social contexts (family, schools, social media platforms). Although the peer group was not explicitly considered as a contextual factor (predictor variable), school adolescents have frequent interaction with peers in their schools and community, share civic messages, and participate in civic engagement activities. This theoretical model recognizes how adolescents learn patterns of civic behavior through their interactions with multiple socializing units (Wilkenfield, 2009). There are processes inherent in these contexts that help to explain how contexts influence civic engagement of adolescents. Processes that seem to be most important pertain to aspects of civic discourse with parents and other adults in the family and parental civic modeling, patterns of civic activities within schools, interaction of adolescents using social media, and participation in various civic engagement platforms. The study confirmed that family, schools, and social media created opportunities for adolescents' civic

engagements; levels of civic engagements in the available civic participation platforms; and how participation in civic platforms helped them develop civic skills and behaviors.

The Social Development Model suggests that opportunity for involvement in civic activities is the lowest level of socialization; perhaps increasingly more active levels of civic involvement, development of civic skills and reinforcement from parents, schools and community are needed. The qualitative study revealed that adolescents' participation in volunteering has benefited both themselves and the community, and this has led to an increased community recognition and respect. The recognition and respect from the community has served as a direct positive reinforcement to engage in various civic engagement activities including volunteering. The finding further suggests that perhaps adolescents must actively participate in civic engagement opportunities across all of the social domains for sustained civic engagement. Moreover, it is possible that reinforcement of civic skills and engagements more at community level is needed to support adolescents to aspire to be strong civic actors that can contribute to positive changes in their communities.

The findings from the current study are consistent with the tenets of ecological systems theory and identification of specific proximal processes may enrich our understanding of the nature of complex interactions between people, processes, and context. Civic socialization occurs through parents and other adults in the family as they communicate their civic values and messages (in the adolescent's microsystem). Adolescents also learn civic values and behaviours through their peers (a microsystem component) in schools and community settings by participating in different platforms such as adolescent/youth-led groups and social media networks.

Adolescent perceptions that there are cohesive relationships between themselves and adults in their family and schools, discussions about current civic issues, and having parents and other adults civically involved all encouraged them to participate in civic engagement activities and develop civic responsibility.

Schools (a microsystem component) act as a community of practice in which adolescents learn and develop civic skills and responsibilities through social processes and interactions. In school, adolescents gained meaningful experiences that contributed to the development of civic responsibilities. Specific processes by which students create meaning and enhance civic engagement include empowerment through group processes, deliberative discourse on civic and political matters, and the acquisition of democratic ideals through civic education.

According to the Social Development Model, one of the levels of socialization of adolescents in the available social domains is the reinforcement that adolescents perceive from their involvement and interaction. This was reflected through recognition and respect by parents, teachers, and community members. The finding of this study has also come up with a theoretical stance which emanated from the uniqueness of the context (context related factors). Adolescents not only receive reinforcement for their involvement in civic activities, but also discouragement from adults. This was demonstrated by parents creating a more closed family environment that discourages civic discussion between adolescents and parents, parents and other adult not respecting their ideas, perceiving adolescent civic engagement as violating the culture and religion, and considering adolescents' participation in civic engagement activities as ways to develop political behaviour which is not encouraged by the parents and society. These were identified as context specific family and school related explanatory factors for low civic engagement of adolescents.

The finding of the study supported the tenets of the developmental asset framework. Parents and schools have served as external resources to facilitate the development of civic behavior for school adolescents. Parents and other adults in the family facilitated civic discussions and become role models through participating in community based civic engagement activities. Schools attempted to creating a democratic school climate and promoting civic engagement opportunities for school adolescents such as establishing school-based parliaments and enabling adolescents to participate in adolescent and youth-led district, city, and regional level parliaments. Participation as an active members of adolescent-led parliaments created space to engage in social dialogue-debating on social issues including matters affecting their own rights and the rights of others (adolescents).

The study pinpointed the application of socio-political development theory. School adolescents reported being engaged in open dialogues on social and political (not strictly in adult sense) matters. They raised and presented issues of injustice (inequality) happening in their communities. They discuss about their rights to be fulfilled by the authorities and presented issues of most vulnerable children and women, and broader community matters; and demanded actions from those who have the power, especially the government at different level to exercise their accountability to citizens.

Unlike the proposition of the SPD theory which recognizes engagement of adolescents in activities such as petitioning and campaigning to influencing government actions to enhance public sectors' accountability which are more of confrontational in nature, this study found out ways in which young people can challenge social injustice against unprivileged women and other members of the society through constructive engagement and dialogue.

### **6.3 Methodological Implications**

The current study provides in the existence of distinguishable family and school civic experiences and the importance of examining multiple contexts of influence in examining civic engagement of adolescents.

The results revealed another side of the transmission of civic behaviour: the fact that adolescents of non-engaged parents have a very low chance of being involved in civic engagement activities. This result could stimulate further research to find out whether other socializing agencies such as neighbourhood, peers and schools could act as role models for the associational involvement of adolescents whose parents are not involved.

The most important methodological implication is the utility of simultaneously examining the contextual systems of influence of family, school, and social media on adolescents' civic engagement. The five predictor variables to civic engagement (parental civic socialization, school civic experience, social media, sense of community connectedness and perceived civic competence) explained 27.5 percent (more than one fourth) of the variance in civic engagement. This is fairly a significant contribution to civic engagement of adolescents implying the need to consider the different contextual factors in understating civic engagement and helping adolescents with civic engagement gap. Further, the inclusion of these salient contexts, as well as a range of civic experiences within these contexts would help to explain more variance in civic engagement of adolescents in comparison to prior research which only used either family or school context.

Most of the previous research used only self-report questionnaire completed by adolescents to measure adolescent civic engagement and parent-related variables. This study not only used adolescents' self-report questionnaire but also an in-depth interview with those

adolescents with extreme high and low civic engagement scores and gathered additional information on their family and school civic experiences.

Although the result was not significant, the study sampled adolescents from ages 15-19 as target population which helped to examine the age factor in influencing their civic engagement. This result is different from the previous line of research (Rossi, et al., 2016; Wray-Lake et al., 2014) who found out that civic engagement increases with increased age. The implication of the current finding is that there is a need to investigate other factors such as personality factors that may contribute to differences among adolescents across ages. For example, adolescent and youth-led parliaments and associations are open for adolescents within this age brackets unless their interests to join these structures differs from one adolescent to another due to personality and other contextual factors.

**Norming adolescent civic engagement measure:** the sample is good enough to establish a norm for the adolescent civic engagement scale. Due to the lack of standard categorization of the level of civic engagement, adolescents were grouped into falling in the high, moderate, and low levels of civic engagement based on their civic engagement scores. The maximum expected civic engagement score was 60. The cut of score for adolescents with low civic engagement score value of 36. The civic engagement scores for adolescents that fall in the 2<sup>nd</sup> and 3<sup>rd</sup> quartiles ranges from 37-47. The cutoff score for 4<sup>th</sup> quartile (high civic engagement score) was 48. According to this classification (norming of the scale), adolescents with a civic engagement score of 36 and below are considered as low performance, adolescents with total civic engagement scores from 36-45 are considered as moderately performing, and adolescents with a total civic engagement score of 48 and above are highly performing.

## **6.4 Application of Results/Implication for Practice**

The following implications for practice are based on the findings and within the principles of applied developmental science. These applications consider the role of important contextual influences and designing and implementing interventions that can promote optimal civic development of adolescents.

### **The need to capitalize on the potential role of family (parents and other adults) to enhance the civic engagement of adolescents**

The finding revealed the significant role of parents and other adults in the family compared to other variables in influencing civic engagement of adolescents. Parental civic socialization explained the largest proportion of variance in civic engagement. The National Children's Policy of Ethiopia (MoWCY, 2017) has identified family strengthening as one of the policy implementation strategies. It specifically suggests the need to establishing institutional programs and services that empower families (including those parents with low level of education and awareness on the rights of children) to effectively execute their roles and duties in facilitating the overall development of children, including civic engagement. This implies the need to advocate implementers including government, civil society organizations and other stakeholders to support families through training, mentoring, and creating a supportive environment for children and adolescents to develop civic behaviors. This will help adolescents with low level of civic engagement to develop civic skills, exercise civic responsibilities, and be able to thrive and become productive members of the society.

### **Schools can play better role to enhance the civic engagement of school adolescents**

The finding revealed the contribution of school civic experience to adolescents' civic engagement. This implies the need to strengthen the role of schools in creating civic engagement

opportunities for school adolescents with the view of helping adolescents to be responsible and productive members of the society. Effective school practices, including opportunities for students to participate in democratic processes, a culture that encourages open and respectful discussion on social and political issues and current events, and civic education that imparts students with democratic ideals and practices, is important in schools to enhance civic skills and responsibilities of those adolescents with low level of civic engagement. Although schools have still gaps in promoting civic engagement of adolescents, have the potential to narrow the gaps between different groups of students. Students can be supported to acquire civic knowledge and skills through civic-related experiences, and schools could better serve students by ensuring that such experiences are available for all students.

For teachers to implement these practices, they may be required to develop feasible pedagogical strategies to the way they teach and discuss social and political issues and democratic ideals. These includes designing and implementing strategies and lesson plans that enable school adolescents to involve in democratic discourse and debates on contemporary social and political matters, reflect on issues based on their experiences and perspectives, and giving individual and group assignments that require students to do research on a particular side of an issue, and present in the classroom and the school community.

Schools can facilitate civic engagements by providing more opportunities for school adolescents in getting them organized and work together. For example, schools can facilitate situations to participate school adolescents in solving problems in their schools and communities, volunteering during religious festivals, community outreach services, and promoting awareness on their rights and responsibilities using the available adolescent-led district and Sub-City level parliaments. The National Children's Policy (MoWCY, 2017) has identified enhancing

children's participation as one of the policy implementation strategies. It underlies the need for supporting meaningful children's participation on matters that affect their lives in the family, schools, community, and government levels. All these changes may require additional time and planning by schools, but they would not necessarily require additional financial resources. If this requires financial resources, schools should establish and strengthen partnerships with civil society organizations and other stakeholders to get support to promote students' civic engagement through training, mentoring students, and facilitating adolescents' participation in community and government platforms.

### **Giving opportunities for adolescents to develop civic skills and responsibilities**

It is important to reinforce adolescents' civic skills and engagements more at community level to support adolescents to participate in higher level civic engagement platforms and enhance interaction with authorities is needed. This would furnish opportunities for involvement and interactions with others, the possibility of developing individuals' civic skills, and an environment that supports civic values and civic behaviors. If we create such an environment, it will positively influence adolescent development by facilitating the transmission of civic values and messages to adolescents, and parents and family members. It will also provide adolescents opportunities to broaden their social network with teachers, community-based structures, and government structures to influence decisions on issues impacting their lives.

Approaching adolescents' civic participation as a positive development denotes a shift towards accepting its mutual and interconnected nature, and hence its conceptualization as a negotiated space between adolescents and youth and adults. Adopting a constructive dialogue approach challenges understandings of the ways in which adolescents are recognized, acknowledgement of their rights and their capacity to participate and make change in the society.

When their participation is guided by an orientation towards dialogue, the self-understanding and individual agency, would lead to increased recognition and being valued by important adults such as parents, neighborhood, teachers, professionals, and government officials, in their lives.

Once mechanisms to promote civic engagement are clarified, they can be translated into further developing intervention programs to encourage adolescent civic engagement more successfully. It is crucial to promote collaborative civic commitment across social domains. Boosting community and school civic engagement with peer-focused activities may be effective to support those adolescents with low civic engagement or disengagement; because the peer group influence is crucial for adolescents, involving whole classrooms in civic interventions may yield more salient civic discourses and practices than targeting individual students.

### **Capitalize on the existing opportunities to enhance adolescents' civic engagement**

School adolescents are engaged in various civic activities that benefit themselves, other adolescents and youth, their schools, and communities. It was found out that adolescents between the ages of 15-19 show motivation, commitment, passion, and effective services to the communities. For example, interviewed adolescents reported that they were engaged in volunteerism. And yet, there is a need to conceptualize volunteerism in a manner that it is beneficial both to the society as well as themselves (goal), conduct it in a more coordinated and sustainable manner than as a campaign to respond to a crisis (approach), need to put in place a strong administrative, supervisory, and monitoring system (governance) that would ensure accountability, documentation of work, and establishment of data base. More refined and customized tools of operation also need to be employed while pursuing volunteerism.

Furthermore, adolescents should be encouraged to accumulate credits for various civic engagement records they have. Otherwise, volunteer engagement will not be boosted. Thus, such

reinforcement would further encourage them to engage in higher level of civic engagement activities.

### **Specific intervention for adolescents with low level of civic engagement to develop soft skills**

Adolescents with low civic engagement scores lack soft skills essential for their life skill development. The outcome of this study can serve as a baseline information to initiate interventions such as trainings, coaching, and mentoring adolescents to develop communication, leadership, and advocacy skills, social competence, and self-regulation.

### **The need to address gender differences between male and female adolescents in civic engagements**

The result of study shows the existence of significant gender differences in civic engagements, in favor of males. Interventions shall target contextual influences including family, schools, peer groups, and community-based institutions to enhance civic engagement of female adolescents. This requires mainstreaming gender issues in all activities aimed at enhancing the civic engagement of adolescents. This includes, taking affirmative action to increase knowledge of their rights, enhance participation of girls in family and school support programs, creating opportunities for girls to lead and participate in adolescent-led structures, and school and community-based campaigns on issues impacting the rights of adolescents.

### **Support school adolescents on proper use of social media for civic participation**

Although social media use has influenced their civic engagement of school adolescents, there may be a potential of using disinformation that might occur online and use it to engage in socially destructive behaviors. For adolescents reading and sharing civic messages through Facebook friends might not be sufficient to develop critical thinking and acquire civic knowledge and skills relevant for civic participation. This is partly because adolescents may not

question the reliability of the information. Thus, as part of civic education or social studies, schools can teach school adolescents on social media literacy skills, how to interpret and use social media information to stimulate offline discussion on issues affecting their lives and verify and enrich the information gathered online through face-to-face interactions.

### **Support adolescents to develop civic competence and sense of community connectedness**

Perceived civic competence and sense of community connectedness are precursors of civic engagement. Perceived competence for civic action not only served as precursors for civic engagement but also mediated the relationship between parental civic socialization, school civic experience and social media, with civic engagement. Interventions aimed at enhancing the civic engagement of adolescents need to build their civic competencies and sense of community connectedness for sustained engagement in available contexts and civic engagement opportunities.

### **6.5 Implications for Future Research**

All the limitations discussed in this study provide opportunities for future research. Additional suggestions for future research are presented in the next section.

All the instruments used or those on which the scales used were based on a demonstrated reliability and validity in adolescent population. Researchers interested to study the civic engagements of adolescents should collect data from family, teachers, and friends to have a comprehensive understanding of contextual factors in Ethiopia.

The study was conducted with urban school adolescent samples. More work is needed to see whether these results apply to other adolescent groups, such as rural, non-student adolescent population from different socioeconomic strata.

Future studies need to clarify which mechanisms are responsible for the positive association between characteristics of the social environments and adolescents' civic development and how these interactions evolve over time.

This study contributes to international civic engagement research. According to data available in different countries, young people do not seem to be interested in public and political life, and this is a matter of concern since young people's civic behavior, knowledge, attitudes and perceptions have been found to be a strong predictor of citizens' engagement in adulthood. Most importantly, there is limited evidence on adolescents' civic engagements, types of civic engagements, sex differences in civic engagements, and how families and cultural issues influence civic engagement of adolescents in developing countries like Ethiopia. Hence, this study contributes to addressing the knowledge gap based on cross cultural data on civic engagement of adolescents and further trigger interest among researchers to conduct further investigations on the issue and use findings for programming to address the civic engagement gap of adolescents and youth.

Based on the findings of this study, it is possible to generate research questions for programmatic and intervention research. Through intervention studies, researchers can investigate the processes involved in the current study, different influencing factors and how each factor is related to adolescents' civic engagement. Specific research questions that could be explored include: What accounts for the link between student empowerment and civic development? What personality factors contribute to differences in the civic engagement of adolescents? What role does self-efficacy play in the effectiveness of an intervention to enhance the civic engagement of most vulnerable adolescents? How are interactions of schools, parents, and peer group associated with the success of the intervention? How does participation in adolescent-led parliaments

contribute to differences in the level of civic engagement of male and female adolescents? This mixed-methods approach can be employed to have an exhaustive understanding of how school-based intervention can facilitate adolescents' civic engagement.

## **6.6 Policy Recommendations**

Ensure adolescent and youth civic engagement gets better attention in the future national adolescent and youth focused policies with due consideration of family, schools and positive use of social media as important agents of adolescents' civic socialization and engagement.

Civil society organizations, adolescents and other stakeholders need to advocate for enhanced engagement of adolescents in policy and program design: sector government ministries and bureaus should be enforced to establish and strengthen mechanisms to create opportunities for adolescents to participate in policy discussions, program design, implementation and monitoring adolescent and youth focused programs, strategies, and policies.

Need to strengthen children's parliaments and adolescent and youth-led associations: official reports show that there are over 10,000 adolescent-led parliaments having over one million adolescent members. These structures can facilitate and promote civic engagement of adolescents including those who are most vulnerable groups, promote awareness on their rights and responsibilities as citizens, and exercise democratic participation and leadership. The mere establishment of adolescent-led parliaments would not suffice. Thus, government at different tiers should allocate adequate resource (budget, material, and human) to strengthen and sustain these structures and use them as great opportunities to enhance adolescent civic engagement.

Re-thinking the education curriculum at all levels of education with emphasis on civic and ethical education. The civic education textbooks for grades 9-12 have components such as rule of law, justice, equality, civic responsibility, and civic participation. Civic participation such

as engagement in campaign and rally to stop violence against women and girls, participation in environmental sanitation, and helping the needy people, is one of the sub-topics incorporated in the textbooks. However, the content discusses about active community participation in civic engagement activities, without mentioning what school adolescents and youth can do in their ages. Therefore, the learning objectives and activities pertaining to students' civic participation should be tailored to enable school adolescents to gain civic knowledge and skills appropriate to their developmental stage. The textbook should present clearly and adequately what kind of civic engagement activities that school adolescents engage in different contexts such as in the family (e.g., discussing socio-political matters and current events); peer group, neighborhood, school, and community (e.g., participation in volunteerism, dialogue in school and community matters).

Some teachers believe that school adolescents are motivated to learn civic and ethical education primarily to gain knowledge that would help them perform well in their exams, with less emphasis on changing their attitudes and equipping them with civic skills and responsibilities. This partly emanated from the fact that the civic and ethical education given by civic teachers is not delivered in a way that is meaningful to students' lives. Thus, teachers recommended that the delivery of civic education in secondary schools should be concomitant to their day-to-day lives, practice oriented, and meaningful.

### **6.7 Limitations of the Study**

The finding of the study shows that the direct and indirect (mediated) influence of parental civic socialization, school civic experience and social media on adolescents' civic engagement. Further, like many studies on civic engagement of adolescents, the current study employed cross-sectional data and utilized correlational analyses. Therefore, the researcher can only report on relations or associations between contextual factors (predictors) and civic

engagement and any inferences about cause-and-effect relationship (or explanations) must be speculative. This is because there could be other contextual factors such as peer group and neighbourhood, which may have additional influences on adolescents' civic engagement; but not explicitly considered in this study.

The self-reported adolescent questionnaire has its own limitations. The use of self-report measures may be susceptible to social desirability. Some adolescent respondents might have responded in a socially desirable way to present themselves, their parents, and schools in a positive way. Although the researcher used mechanisms to overcome these limitations such as avoided interference (e.g. providing feedback at the time of completing the questionnaire) on the participants, this strategy may not help to fully overcome such limitation.

Although civic engagement is influenced by many aspects of social contexts or predictors, it was not possible to capture every influential factor. For example, civic engagement of adolescents could be influenced by the quantity and quality of adolescent discussion with parents and peers, aspects of the formal civic curriculum in schools and measures of teacher quality such as years of teaching experience and commitment. However, this study did not consider the influence of these variables and processes in influencing the civic engagements of school adolescents.

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## **Appendix 1: Adolescents' Questionnaire**

**Addis Ababa University**

**College of Education and Behavioral Studies**

**School of Psychology**

**Information Sheet for Research Participants**

### **Description of Research and Solicited Participation**

I am a PhD candidate in Addis Ababa University, College of Education and Behavioral Studies, in Applied Developmental Psychology Stream. I am doing research on how Parents and Schools as Agents of Civic Socialization, and Social Media Use Influence Adolescents' Civic Engagement in Addis Ababa, Ethiopia. I am going to give you time to read this information sheet and invite you to participate in the research. You do not have to decide now whether you want to participate in the research. In fact, before you decide, I want you to be certain that you understand the information provided below. In case there is anything that is not clear enough, you can ask me, and I will take time to explain.

**Procedure and Duration of Participation:** This research will involve your participation in a structured questionnaire that will take a maximum of 2 hours.

**Benefits:** Your participation in this research is totally voluntary. You will get no direct benefit from your participation, but the study is expected to expand the frontier of knowledge theorizing adolescents' civic development within the Positive Youth Development perspective in the context of Ethiopia taking into account the cultural, political, and institutional contexts. The study may also enlighten to devise strategies to increase future commitment of parents and schools in shaping the civic learning aspects through effectively delivering the existing civic education and facilitating additional civic engagement opportunities.

**Risks:** As far as my assessment of your solicited participation is concerned, you will encounter no significant risk. However, there may be some change that you will share personal or confidential information, or you may come across a topic that you do not feel comfortable to talk about. Please note that you do not have to write about any topic that makes you uncomfortable.

**Confidentiality:** Information about your participation in the research or any other information I get from you is kept confidential. You will fill the structured questionnaire in a setting where your privacy is ensured as deemed so by your judgement. I will anonymise all information by using a code or pseudonym in place of your name or redact the data so that no one, except me, will identify you or attribute the information to your name. Personal data will not be known since your name will not be written. I will not use your name when I write the research report.

**Right to Refuse or Withdraw:** You do not have to participate in this research if you do not want to. You may also withdraw from participating in the research at any time that you wish so. The findings of the study will heavily depend on the care you take while responding to the items. Thus, I am asking you to honestly respond to the questions and will not share your answers to any person. I will give you an opportunity to review your remarks, including how I have understood you, at the end of the session.

**Notes to the respondents:**

- Personal data will not be known since your name will not be written. I will not use your name when I write the research report.
- I am asking you to honestly respond to the questions and will not share your answers to any person.
- Taking part in this study is voluntary. You have the right to refuse to take part in this study. If you decide to be in the study and then change your mind, you can withdraw from the research.
- You will receive no direct benefit from your participation in this study.

**Contact Details:** You can ask questions about this research now or later. If you wish to ask questions later, you can contact the following persons.

*Researcher:*

Azmeraw Belay Bogale ([belayazmeraw2@gmail.com](mailto:belayazmeraw2@gmail.com)) 0911 11 87 65

*Supervisor:*

Professor Belay Tefera ([belaytefera@yahoo.com](mailto:belaytefera@yahoo.com)), 0944 75 91 77

Thank you for your time!

### Surrogate Consent Form for School Heads/Directors

I understand this research has been fully explained to me as a guardian of students in the school and students as research participants. I realized the data to be collected from students is for academic purpose.

I have read and understood the Information Sheet attached herewith and have an opportunity to ask questions and get clarification.

I understand that students' participation in the research is voluntary and seek no direct benefits.

I understand that students may withdraw from participation anytime.

I understand that their participation and the remarks they give will be kept strictly confidential through anonymization and redaction, and nothing in either the data or the report of the study will be associable with their name or identity.

I am willing to act as *loco parents* in regard to consenting students.

_____	_____	_____
Name of School Director	Date	Signature

_____	_____	_____
Name of Researcher	Date	Signature

## Adolescents' Questionnaire

Student Code \_\_\_\_\_ Date: \_\_\_\_\_

### Part I: Background Characteristics of Participants

1. Sub-City \_\_\_\_\_
2. Woreda \_\_\_\_\_
3. Name of School \_\_\_\_\_
4. Gender: 1. Male 2. Female
5. Age of Respondent (in years): \_\_\_\_\_
6. Grade level \_\_\_\_\_
7. Are you a person with disability? 1. Yes 2. No
8. With who do you live?
  - A. Both parents (mother and father) \_\_\_\_\_
  - B. Father \_\_\_\_\_
  - C. Mother \_\_\_\_\_
  - D. Aunt or uncle \_\_\_\_\_
  - E. Grandparent (s) \_\_\_\_\_
  - F. Siblings \_\_\_\_\_
  - G. Parents not alive \_\_\_\_ If yes, indicate which parent is deceased: mother, father, or both?
  - H. Others \_\_\_\_\_
9. Education Level of your parents (highest level of education attended)-  
put a tick mark in front of each choice.

Level of Education	Father/Male Guardian's Level of Education	Mothers'/Female Guardian's Level of Education
Not able to read and write		
Grade 1-4		
Grade 5-8		
Grade 9-10		
Grade 11-12		
College/University Certificate/Diploma		
College/University Degree		
College/University Masters and above		

### 10: Family Socioeconomic Status

*Direction:* Dear respondent a ladder with 10 rungs presented below represents where your family stands in society. At the top of the ladder are the people who are the best off-those who have more money, the most education and the most respected jobs. At the bottom are the people who are the worst off-who have the least money, least education, and the least respected jobs or no jobs. The higher up your family are on this ladder, the closer they are the family at the very top; the lower your family is, the closer they are the people at the very bottom.

Where would you place your family on this ladder?

Please place a large "X" on the rung where you think you your family stand at this time in their life, relative to other people in the Ethiopian society.

Where would you place your family on this ladder?

Please place a large “X” on the rung where you think you your family stand at this time in their life, relative to other people in the Ethiopian society.



11. Have you participated in school clubs or District Child Parliament? Yes \_\_\_\_\_ No \_\_\_\_\_

## Part II: Civic Engagement Questionnaire for Adolescents

Listed in this section are several types of civic behaviors that you as an adolescent could take in society. Please circle the number or write the number from the options on the given scale that corresponds to your level of involvement in each civic activity.

### 2.1 Adolescents’ Involvement in Community Services

This sub-scale measures adolescents’ engagement in community services in their families, neighborhoods, schools, religious institutions, and communities either individually and by joining adolescent/youth led clubs/associations and community groups.

	How often do you do or participate in the following?	<i>Rating Scales/Response Options</i>					
		<i>Never (0)</i>	<i>Rarely (1)</i>	<i>Sometimes (2)</i>	<i>Mostly (3)</i>	<i>Always (4)</i>	
1	Help make my city a better place for people to live.						
2	Help out at our church, mosque, or other place of worship.						
3	Volunteering your time (at school, hospital, day care center, student traffic, youth program, community service agency, etc.)						
4	Mentoring and peer advising						

5	Help out at my school						
6	Tutoring students in schools.						
7	Participated as an active member or a leader in a group (e.g. school club or parliament, adolescent/youth led group, community-based groups).						
8	When encounter any social problem or security issue (e.g., mistreatment of citizens by public officials, bribe), report to the respected government officials in the community.						

## 2.2 Involvement in Informal Helping

This sub-scale assesses the frequency of everyday forms of informal helping behaviors of adolescents.

	How often have you been involved in the following informal helping activities?	Rating Scales				
		Never (0)	Rarely (1)	Sometimes (2)	Often (3)	Always (4)
1	I have stood up for a classmate who was being picked on.					
2	I have helped a classmate with homework.					
3	I have helped out around the school by doing chores such as cleaning or yard work.					
4	I have shared school supplies with a fellow student who needed them.					
5	I have helped my neighbors with projects for no pay.					
6	I have helped baby sit kids in my family and neighborhood for no pay.					
7	Help a neighbor with financial contribution.					

### Part III. Parental Civic Socialization of Adolescents

#### Definitions and clarification about the construct and the scale

Parents have important role as agents of adolescents' civic socialization and influence their civic engagement. Parents could influence adolescents' civic engagement by facilitating discussion on social and political issues, and modeling of civic behaviors. It refers to adolescents' communication with their parents about social and political issues, and parents' modeling of civic behaviors. The following items were designed to measure parents as agents of civic socialization and support to adolescents and their modeling of civic behaviors.

#### 3.1 Parental Modeling of Civic Behavior

The items in sub-scale measure how often parents' model civic behavior for adolescents by involving in different civic and political activities.

	How often do your parents or guardians do the following actions that you are favorable about to emulate?	Rating Scales				
		0=Never	1=Rarely	2=Sometimes	3=Often	4=Always
1	My parents participate in voting in elections.					
2	My parents follow news about politics and current events.					
3	My parents are active in improving relationships with our neighborhoods.					
4	My parents volunteer in our community.					
5	My parents take actions when they see others being treated unfairly.					

#### 3.2 Sociopolitical Discussion

The following items assess how often adolescents engage in dialogue with their and other adult family members about civic and political issues, and current events.

	How often do you discuss about social, political, and other issues/events with your parents or other adult family members?	Rating Scales				
		0=Never	1=Rarely	2=Sometimes	3=Often	4=Always
1	In my family, we openly and freely talk about politics and current events.					
2	Even if we have different ideas on political and social issues, we manage such differences through peaceful dialogue.					
3	In my family, we talk about times when people are treated unfairly.					
4	In my family, we talk about problems facing our community.					

## Part IV. Measure of Adolescents' Civic Experiences in School

Adolescents' civic experiences refer to real world experiences of democratic processes, opportunities to express and understand different sides of social issues, and exposure to the importance of democratic practices and ideals. For this study, it refers to adolescents' perceived confidence in the effectiveness of school participation; perception of openness of classroom climate for discussion on social and political issues; and learning about democratic ideals in school. The construct has three sub-scales and following items are supposed to measure adolescent school civic experiences within three sub-scales.

### 4.1 Confidence in effectiveness of school participation

This is the first component of adolescents' school civic experience. It measures adolescents' perceived confidence in the effectiveness of school participation.

How much do you agree or disagree with the following statements about student participation at school?		Rating Scales				
		1=Strongly disagree	2=Disagree	3=undecided	4=Agree	5=Strongly disagree
1	Electing student representatives to suggest changes in how the school is run makes schools better.					
2	Lots of positive changes happen in our school when students work together.					
3	Organizing students to express their opinions could help solve problems in this school.					
4	Our school has student parliament that support students' participation in school matters.					

### 4.2 Students' perception of openness of classroom climate for discussion

This sub-scale measures adolescents' perception of openness of the classroom climate to raise and discuss on various social and political issues in their classroom. It assesses whether teachers encourage students to discuss on social and political issues in regular classrooms.

How much do you agree or disagree about the openness of the of the classroom climate to discuss on civic and political issues?		Rating Scales				
		1=Strongly disagree	2=Disagree	3=undecided	4=Agree	5=Strongly disagree
1	Students feel free to disagree openly with teachers about political and social issues during class.					

2	Students are encouraged to make up their own minds about issues.					
3	Teachers respect our opinions and encourage us to express them during class.					
4	Students feel free to express opinions in class even when their opinions are different from most of the other students.					
5	Teachers encourage us to discuss political or social issues about which people have different opinions.					
6	Students working together can have more influence on what happens in this school than students acting alone.					

#### 4.3 Civic Curriculum (students' exposure to civic learning)

This sub-scale measures student exposure to learning about the importance of democratic practices and ideals, and the extent to which the democratic practices and ideals learned in schools have helped/benefited them.

To what extent do you agree that the civic issues (democratic practices and ideals) learned in schools helped/benefited you?		Rating Scales				
		1=Strongly disagree	2=Disagree	3=undecided/not sure	4=Agree	5=Strongly agree
1	To understand people who have different ideas.					
2	To cooperate in groups with other students.					
3	To contribute to solving problems in the community.					
4	To be active and responsible citizen of the country.					
5	The importance of campaigning and voting in elections.					

#### Part V. Measure of Adolescent Social Media Use

The Social Media Use scale consists of items measuring how often adolescents share civic related messages using social media.

How often do you share the following civic and other information using social media to your friends?	Rating Scales				
	0=Never	1=Rarely	2=Sometimes	3=Often	4=Always

1	Engagement in community services such as volunteering.					
2	Helping others in the neighborhood, school and in the community.					
3	Importance of participation in future voting, campaigning for a political candidate, stand as a candidate in local elections, etc.					
4	Educational information					
5	Events happening in the community, Ethiopia and in the world.					

### Part VI. The Sense of Community Connectedness Scale for Adolescents

The Sense of Community Connectedness scale measures adolescents' perceived bonding with their family, peers and community members, and opportunities for involvement important for their lives. The Sense of Community Scale for adolescents has 5 subscales: '*Sense of belonging, Support, and emotional connection in the community, 'Satisfaction of needs and opportunities for involvement, 'Support and emotional connection with peers, and 'Opportunities for influence (Cicognani, Zani, and Albanesi, 2012).*

S. N	Items	Rating Scales				
		Not at all true of me (0)	Slightly true of me (1)	Moderately true of me (2)	Very true of me (3)	Absolutely/Completely true of me (4)
<b>1</b>	<b>Satisfaction of needs and opportunities for involvement</b>					
1	In this place, it is easy to find information about things that interest adolescents.					
2	In this place, adolescents/young people can find many opportunities to amuse themselves.					
3	This place gives me opportunities to do many different things.					
4	There are many activities that adolescents/young people can do in my community/city.					
<b>2</b>	<b>'Support and emotional connection with peers'</b>					
5	I like to stay with other adolescents that live in this city.					
6	In this place, I feel I can share experiences and interests with other young people					

7	I think I have a lot in common with other young people that live here.					
8	In this place, there are adolescents and young people able to stay beside me if I need it.					
9	If I need a little help, I can ask for it to young people who lives in my community or city.					
10	If I feel like talking, I can generally find young people in my village to chat to.					
11	There are people here that represent an important source of moral support for me.					
<b>3</b>	<b>‘Support and emotional connection in the community’</b>					
12	People in my community/city collaborate each other.					
13	People in this place support each other.					
14	People in my village/city work together to improve things.					
15	Many people in my community/city are willing to help each other.					
16	In my community/city, people look for each other and get along well.					
17	People in my community/city are willing to share thing.					
<b>4</b>	<b>‘Sense of belonging’</b>					
18	This is a pretty city					
19	I feel like I belong to this city					
20	I feel safe here					
21	As compared to others, my village/city has many advantages					
22	During local holidays and celebrations, I feel proud to live here.					
<b>5</b>	<b>‘Opportunity for influence’</b>					
23	Honestly, I feel that if we engage more, we would be able to improve things for adolescents and young people in this city.					
24	If only we had the opportunity, I think that we could be able to organise something special for our city.					

25	If the people here were to organise, they would have good chance of reaching their desired goals.					
26	I think that people who live here could change things that are not properly working for the community.					

### Part VII: Perceived competence for Civic Action (Behavioral Intention)

Items in this scale measures adolescents' perceived competence to engage in civic action. The items in the scale ask participants how much they feel capable of performing different civic actions, such as organizing a public meeting, identifying individuals or groups who could help them in solving community problems.

If you found out about a problem in your community that you wanted to do something about (e.g., illegal drugs were being sold near a school, or a local waste is contaminated with a local drinking water), how well you think you would be able to do each of the following?		Rating Scales				
		I definitely can't (0)	I probably can't (1)	May be (2)	I probably can (3)	I definitely can (4)
1	Get other people to care about the problem. <sup>1</sup>					
2	Organize and run a meeting with other adolescents. <sup>1</sup>					
3	Express your views in front of a group of people/students. <sup>1</sup>					
4	Contact an elected official about the problem. <sup>1</sup>					
5	Organize a petition.					
6	Identify individuals or groups who could help you with the problem. <sup>1</sup>					
7	Express your opinion to a local radio station or write an opinion letter to a local newspaper. <sup>2</sup>					

**አባሪ 1: የታዳጊ ወጣቶች መጠየቅ**

**አዲስ አበባ ዩኒቨርሲቲ የትምህርት እና የስነ-ባህሪ ጥናት ኮሌጅ**

**የጥናቱ ዝርዝር ሁኔታ እና ተሳትፎ**

እኔ በአዲስ አበባ ዩኒቨርሲቲ የትምህርት እና የስነ-ልቦና ባህሪ ኮሌጅ በህፃናት አስተዳደግ የስነ-ባህሪ ዘርፍ የዶክተሬት እጩ ተማሪ ነኝ። ለዚህ ጥናት ስኬት ጥናታዊ ፀሁፍ እየሰራሁ ሲሆን ይህም ወላጆች እና ት/ቤቶች የማህበራዊ ሚዲያ ከታዳጊ ወጣቶች የሲቪክ ተሳትፎ እድገት ጋር ያለውን ግንኙነት ያጠናል። ይህንንም መረጃ እንድታጤኑ ይችን ወረቀት ሰጥቼያለሁ በተወሰነ ጊዜ ገደብ ዉስጥ ተረድታቸው የዚህ ጥናት አካል እንድትሆኑ እጠይቃለሁ። ነገር ግን በጥናቱ ላለመሳተፍ ሙሉ መብት ያላቸሁ ሲሆን ተሳታፊ ለመሆን ዝግጁ ከሆናችሁ የሚከተለውን መረጃ እንድትገነዘቡ እጠይቃለሁ። ግልፅ ያልሆኑ ነገሮች ካሉ ምንግዜም ለመመለስ ዝግጁ ነኝ።

**በጥናቱ የመሳተፍ ሂደት እና የሚወስደው ጊዜ:-** ይህ ጥናት ለመጠየቁ መልስ በመስጠት የርስዎን ተሳትፎ የሚጠይቅ ሲሆን የሚወስደው ጊዜ 2:00 ሰዓት ይሆናል።

**ጥቅም:-** በዚህ ጥናት ስትሳተፉ ያለምንም ልዩ ጥቅምና ሙሉ በሙሉ በርስዎ ፍላጎት ላይ ብቻ የተመሰረተ ነው።

ይህ ጥናት አድማሱን በማስፋት የኢትዮጵያ ታዳጊ ወጣቶች፣የሲቪክ ተሳትፎ እድገትና ከኢትዮጵያ ባህል፣ፖለቲካ እና በተቋማት ዓይነት ያጤናል። በጥናቱ ውጤት ላይ ተመስርቶ ወላጆችና ት/ቤቶች የታዳጊ ወጣቶችን/ተማሪዎችን የሲቪክ ተሳትፎ ባህሪ ለማሳደግ የሲቪክ ስርዓተ ትምህርትን በአግባቡ ለመስጠት እና ተጨማሪ የሲቪክ ተሳትፎን ለማሳደግ የሚያስችል እድሎችን ለማመቻቸት ያገለግላል።

**ሊኖር/ሊያጋጥም የሚችል ስጋት:-** ይህን ጥንታዊ ፀሁፍ በተመለከተ ምንም አይነት ችግር ወይም ስጋት ከእናንተ ተሳትፎ ጋር በተያያዘ የሚፈጠር አይኖርም። ይሁንና የግል መረጃችሁን ለማካፈል ትጠየቁ ይሆናል እንዲሁም እናንተ ያልተበቃችሁት ወይም ለመናገር የማትፈልጉ ርዕሰ ጉዳይ ሊያጋጥማችሁ ይሆናል በምንም አይነት መልኩ ምችት የማይሰጣችሁ ርዕሰ ጉዳይ ያለመፃፍ ሙሉ መብት አላቸው።

**ሚስጢር ጠባቂነት:-** በዚህ ጥናታዊ ፀሁፍ በመሳተፍም ሆነ መረጃ በመስጠታችሁ ማንኛውም ጉዳይ በሚስጢር የተጠበቀ ይሆናል። ለዚህ ጥናት መሳካት በሚሰጣችሁ መጠየቅ ስትሞሉ የግል ጉዳዮቹ በሚገባ የተጠበቀ ነው። የምትሰጡት ማንኛውም መረጃ ከመረጃ ሰጪው ስም ጋር እንዳይያያዝ ወይም በቀላሉ እንዳይለይ በኮድ ተቀምጧል። ምናልባትም እኔ ብቻ ይህን የማወቅ እድል ይኖረኛል። ስማችሁ በቃለ መጠየቁ ላይ አይፃፍም። በዋናው ጥናታዊ ፀሁፍም ሪፖርት ውስጥም አይካተትም።

**መጠይቁን ላለመሙላትም ሆነ በመሀል የማቆም መብት አላችሁ።** ይህ በእናንተ ሙሉ ፍላጎት ላይ የተመረከተ ነው። የጥናቱም ግኝቶች እና ተአማኝነታችሁ እናንተ ለጥያቄዎቹ ለምትሰጡት ተገቢ መልስ ላይ የተመረከተ ይሆናል። በመሆኑም በታማኝነት መልስ እንድትሰጡ እየጠየኩ የምትሰጡት መልስ በምንም አይነት መልኩ ለማንም ተላልፎ አይሰጥም። በቃለ መጠየቁ መጨረሻም ስለሰጣችሁኝ ግብረ መልስ እና የእኔም እይታ ምን እንደሚመስል እንድታዩ እድሉን እሰጣችኋለሁ።

**ለቃለ መጠይቁ መልስ ለሚሰጡ ማሳሰቢያ:-** ስማችሁ በቃለ መጠየቁም ሆነ በጥናቱ ሪፖርት ላይ ስለማይገለፅ የግል መረጃ ወይም ማንነት ለማንም የተጋለጠ አይሆንም።

በታማኝነት መጠይቁ የመሰላችሁን መልስ (ሀሳብ) በመስጠት እንድትተባበሩኝ እየጠየኩኝ መልሳችሁን በጥብቅ ይያዛል ወይም ለማንም የተጋለጡ አይደሉም።

በዚህ ጥናት ላይ ለመሳተፍ በእናንተ ሙሉ ፍላጎት ይወሰናል። ለመሳተፍም ሆነ ከጀመራችሁ በኋላም ቢሆን ሀሳባችሁን በመቀየር ለመሳተፍ ሙሉ መብት አላችሁ።

በዚህ ጥናታዊ ጽሑፍ ላይ በመሳተፍችሁ ምንም አይነት ለዋጋ ያለ ጥቅም የምታገኙ አይሆንም።

**የመረጃ ምንጭ:-** ከዚህ ጥናት ጋር በተያያዘ ማንኛውም ጥያቄ መጠየቅ ይቻላል።

በስተመጨረሻ የምትጠይቁት ጥያቄ ሲኖር የሚከተለውን መረጃ በመጠቀም ጥያቄዎቹን ማንሳት ይቻላል።

**የጥናቱ ባለቤት:-** አዝመራው በላይ ስልክ 09-11-11-87-65

**የጥናቱ አማካሪ:-** ፕሮፌሰር በላይ ተፈራ ስልክ 09-44-75-91-77

**ለመልካም ትብብራችሁ በጣም አመሰግናለሁ!!**

**ተማሪ- ች በጥናቱ ላይ እንዲሳተፉ ለመፍቀድ የሚያስችል ለት/ት ቤቱ ዳይሬክተር የተዘጋጀ ቅፅ:-**

እኔ በት/ት ቤት ውስጥ ለተማሪዎች ጠባቂ እንደመሆኔ መጠን ከዚህ በላይ የተጠቀሰው ጥናት በተመለከተ ሙሉ ገለፃ ተደርጎልኛል። ከተማሪዎች የሚሰበሰበው መረጃም ለትምህርት አላማ መሆኑን ተገንዝቢያለሁ/አረጋግጫለሁ።

ይህንንም በተመለከተ የተገለፀውን የመረጃ ዝርዝር ሁኔታ አንብቤ ተረድቻለሁ። ያልገባኝ ነገር ካለ የመጠየቅ መብት እና እድል አለኝ።

ተማሪዎች በጥናቱ ላይ የሚሳተፉት በነፃ ፍላጎት ላይ የተመሰረተና ምንም አይነት የግል ጥቅም እንደማያገኙኝ ተረድቻለሁ።

በማንኛውም ጊዜ ከጥናቱ ያለመሳተፍ መብት እናዳለቸው ተረድቻለሁ።

በጥናቱ በመሳተፍ ሂደት የሚሰጡት መረጃ በሚስጢር ተይዟል። በሪፖርት ውስጥም አይካተትም። ከእያንዳንዱ ተማሪ ጋርም አይያያዝም።

ወላጆችን ወክሎ ለማሳተፍ ፍቃደኛ ነኝ።

የት/ት ቤት ዳይሬክተር	ቀን	ፊርማ
_____	_____	_____
ጥናት አድራጊ/የጥናቱ ባለቤት	ቀን	ፊርማ

ቅተማሪ: ኮት: \_\_\_\_\_ ቀን: \_\_\_\_\_

አባሪ A: ቅተማሪ- ች: መ□□ቅ

ክአል: አንድ:-ቅተማሪ- ች: አጠቃላይ: መረጃ

1. □ፍለ: ከተማ \_\_\_\_\_
2. ወረዳ: \_\_\_\_\_
3. የት/ቤት ስም: \_\_\_\_\_
4. □□: 1. ወንድ 2. ሴት
5. እድሜ (አመት): \_\_\_\_\_
6. □ክፍል: ደረጃ \_\_\_\_\_
7. የአካል: ጉዳተኛ: ነህ? 1. አዎ 2. አይደለም
8. ከማን ጋር: ነዉ: የምትኖረዉ/የምትኖሪዉ?

A	ከአባትና □ፍት ጋር
B	ከአባት: ጋር
C	ከ□ፍት: ጋር
D	ከአክሱት ወይም አጎት ጋር
E	ከአያቶች: ጋር
F	ከወንድም ና እህት ጋር
G	ወላጆች: በህይዎት: የሉም (አባት.....እናት.....ሁለቱም).....
H	ሌላ: ካለ: ይገለጽ

9. የወላጆች: የትምህርት: ደረጃ (ከፍተኛዉ: የደረሱበት: የትምህርት: ደረጃ)

የትምህርት: ደረጃ	የአባት/ወንድ:አሳዳጊ: የትምህርት: ደረጃ	□□ፍት/ሴት:አሳዳጊ: የትምህርት: ደረጃ
ማምበብና: መጻፍ: አይችሉም		
□መ□መሪ□ □ረ□ (1-4)		
መ□መሪ□ □ረ□ (5-8)		
ሁለተኛ: □ረ□ (9-10)		
መሰናዶ (11-12)		
ኮሌጅ/ዩኒቨርሲቲ/ሰርተፊኬት/ዲፕሎማ		
ኮሌጅ/ዩኒቨርሲቲ ዲግሪ		
ኮሌጅ/ዩኒቨርሲቲ ማስተርስና ከዘያ: በላይ		

10. የቤተሰብ: ማህበራዊና ኢኮኖሚያዊ: ሁኔታ

መመሪያ:-ዉድ:ተሳታፊ!

ከዚህ በታች: ባለ አስር ደረጃ: ያለዉ: መሰላል: የአንተ/የአንች: ቤተሰብ: የትኛዉ: ደረጃ: ላይ: እንዳለ: የሚወክል: ነዉ:: ከደረጃዉ: ጫፍ: ላይ: ያሉ: ቤተሰቦች: በማህበረሰቡ: ዉስጥ: በጣም: የተሻለ: ህይወት: ላይ: ያሉ: ማለትም: ጥሩ: ግንዛብ: ያላቸዉ: በጣም: የተማሩ: ና: በጥሩ: ስራ: ላይ: የተሰማሩ: ናቸዉ:: ከደረጃዉ: ስር: ያሉት: ቤተሰቦች: ደግሞ: በጣም: ዝቅተኛ: ኖሮ: የሚኖሩ: ማለትም: እጅግ: በጣም: ዝቅተኛ: ገቢ: የሚያገኙ: ዝቅተኛ: የትምህርት: ደረጃ: ያላቸዉ: ና: ስራ: የሌላቸዉ: ወይም: ዝቅተኛ: ገቢ: የሚያስገኙ: ስራ: ላይ: የሚሰሩ: ናቸዉ::

የእናንተ/የአንች: ቤተሰብ: በተቀመጠዉ: ደረጃ: ወደ ደረጃዉ: ጫፍ: ክፍ: ካሉ: ወደ ደረጃዉ: ጫፍ: ይጠጋሉ:: በተቀራኒዉ: ቤተሰብ: አሁን: ያሉበት: ከደረጃዉ: ዝቅተኛ: ላይ: ካሉ: ወደ: ደረጃዉ: መጨረሻ: ይጠጋሉ:: የአንተን/የአንችን:ቤተሰብ: የትኛዉ: ደረጃ: ላይ: ታስቀምጣላችሁ? መልስህን/መልስሽን: በትልቁ: የ “X” ምልክት: አስቀመጥ/ጭ::



11. በትምህርት፡ ቤት፡ ውስጥ፡ የተቋቋሙ፡ የተማሪ ክበባት፡ ወይም፡ የወረዳ፡ ፓርላማ፡ በአባልነት፡ ወይም፡ በመሪነት፡ ትሳተፍ/ያለሽ/ህ? አዎ የለም

ክፍል፡ሁለት፡-የታዳጊ ወጣቶችን፡ የሲቪክ (ማህበራዊና ፖለቲካዊ) ተሳትፎ፡ ለመከካት፡ የተዘጋጀ፡መጠይቅ፡፡

2.1 ታዳጊ፡ ወጣቶች፡ በማህበረሰቡ፡ ውስጥ፡ የሚሳተፉባቸው ማህበራዊ፡ አገልግሎቶች

ከዚህ፡ በታች፡ የተዘረዘረው፡ታዳጊ፡ ወጣቶች፡ በማህበረሰቡ፡ ውስጥ፡ የሚሳተፉበት፡ የሲቪክ (ማህበራዊና ፖለቲካዊ) ተሳትፎን፡ ይለካል፡፡ ከተሰጡት፡ ምርጫዎች፡ ውስጥ፡ የእናንተን፡ የተሳትፎ፡ መጠን፡ ይለካል፡ የምትሉትን፡ ከተሰጡት፡ ምርጫዎች፡ ውስጥ፡ አክብሩ፡፡

	ከዚህ፡ በታች፡ በተዘረዘሩት፡ ተግባራት፡ በምን፡ ያህል፡ ጊዜ፤ ትሳተፋለህ/ትሳተፈያለሽ?	በፍጹም (ምንም፡ ተሳትፎ፡ አላደርግም)-0	አልፍ፡ አልፎ (1)	አንዳንድ፡ ጊዜ (2)	አብዛኛውን ፡ ጊዜ (3)	ሁልጊዜ (4)
1	ከተማችን፡ ለነዋሪዎች፡ የተመቻ፡ እንዲሆን፡ ለማድረግ፡ አስተዋጽኦ፡ አደርጋለሁ፡፡					
2	ቤተ፡ ክርስቲያን፡ መስጊድ፡ ወይም፡ ሌሎች፡ የማምለኪያ፡ ቦታዎች፡ ውስጥ፡ በፈቃደኝነት፡ አግዛለሁ፡፡					
3	ጊዜዬን፡ በበጎ፡ ፈቃደኝነት፡ ስራ፡ አሳልፋለሁ፡፡ ለምሳሌ፡ በት/ቤት ሆስፒታል፡ በልጆች፡ ማቆያ፡ የተማሪ፡ ትራፊክ፡ የወጣቶች፡ ፕሮግራም፡ የማህበረሰቡ፡ አገልግሎት፡ የሚሰጡ፡ ተቋማት፡ውስጥ፡ ወዘተ፡ መሳተፍ፡፡					
4	ለንደኞች፡ የምክር ና ድጋፍ፡ እሰጣለሁ፡፡					
5	በትምህርት፡ ቤት፡ ውስጥ፡ አግዛለሁ፡፡					
6	በትምህርት፡ ቤት፡ ውስጥ፡ እገዛ፡ ለሚፈልጉ፡ ተማሪዎች፡ የማጠናከሪያ፡ ትምህርት፡ እሰጣለሁ/አስጠናለሁ፡፡					
7	በታዳጊ ወጣቶች፡ በሚመሩ፡ ቅጥምህርት፡ ቤት፡ ክበባት ወይም፡ ፓርላማ፡ በማህበረሰብ፡ ውስጥ፡ ባሉ፡በታዳጊ ወጣቶች፡ የሚመሩ፡ ተቋማት፡ ወይም፡ ማህበረሰብ፡ አቀፍ፡ ቡድን፡ ውስጥ፡ በአባልነት፡ ወይም፡ በመሪነት፡ እሳተፋለሁ፡፡					
8	በምትኖሩበት፡ አካባቢ፡ የማህበራዊ ጸጥታ፡ ችግሮች (ለምሳሌ፡ ዜጎች፡ ያለአግባብ፡					

ተጽእኖ፡ ሲደርስባቸው፡ ሙስና) ሲያጋጥሙ፡ ለሚመለከተው፡ የመንግስት፡ አካል፡ አሳውቃለሁ።					
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**3.2 ታዳጊ፡ ወጣቶች፡ አስፈላጊ፡ ሆኖ፡ ሲገኝ፡ ሌሎችን፡ በመርዳት፡ ላይ፡ የሚያደርጉት፡ ማህበራዊ ተሳት**

	ከዚህ፡ በታች፡ በተዘረዘሩት፡ አስፈላጊ፡ ሆኖ፡ ሲገኝ፡ ሌሎችን፡ በመርዳት፡ ላይ፡ በምን ያህል፡ ጊዜ፡ ትሳተፋለህ/ፊያለሽ?	የመልስ፡ አማራጮች				
		በፍጹም፡ አልተሳተፍኩ ም (0)	አልፍ፡ አልፎ (1)	አንዳንዴ (2)	ብዙውን፡ ጊዜ (3)	ሁል፡ ጊዜ (4)
1	በሌሎች፡ በመጠቃት፡ ላይ፡ ያለ፡ የትምህርት፡ ቤት፡ጓደኛዬን፡ አግዛለሁ።					
2	የክፍል፡ ጓደኛዬን፡ የቤት፡ ስራ፡ ሲሰራ/ስትሰራ፡ አግዛለሁ።					
3	ትምህርት፡ ቤት፡ ውስጥ፡ ስራ፡ በመስራት፡ ለምሳሌ፡ ማጽዳት፡ ወይም፡ ግቢያችንን፡ በመንከባከብ፡ አግዛለሁ።					
4	ተማሪ፡ የትምህርት፡ መሳሪያዎችን፡ በማካፍል፡አግዛለሁ።					
5	ጎረቤቶቻችንን፡ ያለምንም፡ ክፍያ፡ የተለያዩ፡ ስራዎችን (ፕሮጀክቶች)፡ በመስራት፡ አግዛለሁ።					
6	ያለምንም፡ ክፍያ፡ ቤተሰብ፡ ውስጥ፡ ወይም፡ የጎረቤት፡ ህጻናትን፡ እንከባከባለሁ።					
7	የተቸገሩ፡ ጎረቤቶቻችንን፡ በገንዘብ፡ አግዛለሁ።					

**ክፍል 3፡ ወላጆች፡ ለታዳጊ፡ ወጣቶች፡ የሲቪክ፡ ተሳትፎ፡ እንዲያዳብሩ፡ የሚያደርጉት፡ አስተዳደራዊ፡ ድጋፍ፡**

የሚከተሉት፡ ጥያቄዎች፡ ወላጆች፡ ምን፡ያህል፡ለታዳጊ፡ ወጣቶች፡ የሲቪክ፡ ተሳትፎ፡ ባህርያትን፡ እንዲቀስሙ፡ ለማድረግ፡ እለት፡  
ከታዳጊ፡ ወጣቶች፡ ጋር፡ የሚያደርጓቸውን ተገባቦት፡ እነዲሁም፡ የሚያሳዩትን፡ የሲቪክ (ማህበራዊና፡ ፖለቲካዊ) ባህርያትን፡  
ይገመግማል።

**3.1፡ የወላጆች፡ ለታዳጊ፡ ወጣቶች፡ የሲቪክ፡ ተሳትፎ፡ አርአያነት፡ የሚከተሉት፡ ጥያቄዎች፡ ወላጆች፡ ምን፡ያህል፡ለታዳጊ፡  
ወጣቶች፡ የሲቪክ፡ ተሳትፎ፡ ባህርያትን፡ እንዲቀስሙ፡ ለማድረግ፡ የሚያሳዩትን፡ የሲቪክ (ማህበራዊና፡ ፖለቲካዊ) ባህርያትን፡  
ይገመግማል።**

	ወላጆች/ችሽ፡ ወይም፡ አሳዳጊዎች/ሽ፡ በምን፡ ያህል፡ ጊዜ፡ የሚከተሉትን፡ አንተ/አንች፡ ልትቀስመው፡ የምትፈልገውን/የምትፈልገውን ባህርያት፡ ምን፡ ያህል፡ ተግባራዊ፡ ያደርጋሉ?	የመልስ፡ አማራጮች				
		0=በፍጹም	1=አልፎ	2=አንዳንዴ	3=ብዙውንጊዜ	4=ሁልጊዜ
1	ወላጆቹ፡ አገር፡ አቀፍ፡ ምርጫ፡ ላይ፡ በመራጭነት፡ ይሳተፋሉ።					
2	ወላጆቹ፡ ፖለቲካዊና፡ ወቅታዊ፡ ክስተቶችን፡ በተለመደበት፡ ዜና፡ ይከታተላሉ።					
3	ወላጆቹ፡ ከጎረቤቶቻችን፡ ጋር፡ ያለንን፡ ግንኙነት፡ ለማሻሻል፡ በንቃት፡ ይሰራሉ።					
4	ወላጆቹ፡ በማህበረሰባችን፡ ውስጥ፡ በበጎ፡ ፈቃደኝነት፡ ስራዎች፡ ላይ፡ ይሳተፋሉ።					
5	ወላጆቹ፡ ሌሎች፡ ሰዎች፡ ኢ-ፍትሃዊ በሆነ መንገድ፡ በደል፡ ሲደርስባቸው፡ ለተበደሉት፡ ያግዛሉ።					

**3.2 በቤተሰብ፡ ውስጥ፡ ያለው፡ ማህበራዊ ና ፖለቲካዊ ጉዳዮች፡ ላይ፡ የሚያደረጉት፡ ውይይቶች**

	ከወላጆቻችሁ ወይም፡ ከአዋቂ፡ የቤተሰብ፡ አባላት፡ ጋር፡ ስለ፡ ማህበራዊ፡ ፖለቲካዊ፡ ጉዳዮች፡ እንዲሁም፡ ስለሌሎች፡ ጉዳዮች፡ ላይ፡ ምን፡ ያህል፡ ጊዜ፡ ትወያያላችሁ?	የመልስ፡ አማራጮች				
		0=በፍጹም	1=አልፎ፡ አልፎ	2=አንዳንዴ	3=ብዙውንጊዜ	4=ሁልጊዜ
1	ቤተሰብ፡ ውስጥ፡ ስለፖለቲካ፡ ና፡ ስለወቅታዊ፡ ጉዳዮች፡ ላይ፡ በግልጽነትና፡ በነጻነት እንወያያልን።					

2	ቤተሰብ፡ ወስጥ፡ ምንም፡ እንኳ፡ ስለማህበራዊ፡ ፖለቲካዊ፡ እንዲሁም፡ ስለወቅታሰዊ፡ ጉዳዮች፡ ስንወያይ፡ የተለያዩ፡ ሀሳብ፡ ቢኖረንም፡ ልዩነታችንን፡ በመወያየት፡ እንፈታለን።					
3	የእኔ፡ ቤተሰብ፡ ከቤተሰብ፡ አባል፡ ወጭ፡ ያለ፡ ሰዎች፡ በደል፤ ሲደርስባቸው፡ ስለተጎዱት፡ እንወያየለን።					
4	ቤተሰብ፡ ወስጥ፡ ስለማህበረሰባችን፡ ችግሮች፡ እንወያየለን።					

**ክፍል 4፡ የታዳጊ፡ ወጣቶች፡ በትምህርት፡ ቤት ውስጥ፡ ያላቸው፡ የሲቪክ፡ ተሳትፎ፡ ተሞክሮ፡**

**4.1 ታዳጊ፡ ወጣቶች፡ በትምህርት፡ ቤታቸው፡ ወስጥ፡ ያላቸው፡ የሲቪክ፡ ተሳትፎ፡ ወጤታማነት፡ ያላቸው፡ እይታ።**

በትምህርት፡ ቤት፡ ወስጥ፡ የተማሪዎችን፡ ተሳትፎ፡ ወጤታማነት፡ ምን ያህል ትስማማለህ/ትስማሚያለሽ?	1=በጣም አልስማማም	2=አልስማማም	3=እርግጠኛ አይደለም	4=እስማማለሁ	5=በጣም እስማማለሁ
1 የተማሪዎችን፡ ተወካዮች፡ በመምረጥ፡ ትምህርት፡ ቤቱ፡ እንዴት፡ መሻሻል፡ እንዳለበት፡ ሀሳብ፡ እንዲሰጡ፡ ማድረግ፡ ትምህርት፡ ቤታችንን፡ ያሻሽላል።					
2 በትምህርት፡ ቤታችን፡ ወስጥ፡ ተማሪዎች፡ በጋራ፡ ሲሰሩ፡ ብዙ፡ አዎንታዊ፡ ለውጦች፡ ያመጣሉ።					
3 ተማሪዎች፡ በቡድን፡ ተረዳጅተው፡ በመሳተፍ፡ አስተያየቶቻቸውን፡ ሲገልጹ፡ የትምህርት፡ ቤታችንን፡ ችግሮች፡ ለመፍታት፡ አስተዋጽኦ፡ ያደርጋሉ።					
4 በእኛ፡ ትምህርት፡ ቤት፡ ወስጥ፡ ትምህርት፡ ቤታችንን፡ በተመለከተ፡ የተማሪዎችን፡ ተሳትፎ፡ የሚያግዝ፡ የተማሪ፡ ፓርላማ፡ አለ።					

**4.2 በክፍል፡ ውስጥ፡ ማህበራዊና፡ ፖለቲካዊን፡ ጉዳዮችን፡ አስመልክቶ፡ በግልጽ፡ ለመወያየት፡ ምን ያህል የተመቻቸ መሆኑን ያላቸው እይታ**

በመጣር፡ ሂደት፡ ማህበራዊና፡ ፖለቲካዊን በተለመደበት፡ ሀሳብን ለመግለጽ ስለላለው ሁኔታ ምን ያህል ያህል፡ ትስማማለህ/ትስማሚያለሽ?	የመልስ፡ አማራጮች				
	1=በጣም አልስማማም	2=አልስማማም	3=እርግጠኛ አይደለም	4=እስማማለሁ	5=በጣም እስማማለሁ
1 ተማሪዎች፡ ማህበራዊና፡ ፖለቲካዊ፡ ጉዳዮችን፡ በተመለከተ፡ ከመምህራን፡ ጋር፡ ወይይት፡ ሲያደርጉ፡ በግልጽ፡ አለመስማማታቸውን፡ መግለጽ፡ ይችላሉ።					
2 ተማሪዎች፡ እነሱን፡ በሚመለከታቸው፡ ጉዳዮች፡ ላይ፡ ወሳኔ፡ እንዲወስኑ፡ ይበረታታሉ።					
3 መምህራን፡ የምናነሳቸውን፡ ሀሳቦቻችን፡ ያከብራሉ፡ እንዲሁም፡ ሀሳባችንን፡ ክፍል፡ ወስጥ፡ በነጻነት፡ እንድንገልጽ፡ ያበረታቱናል።					
4 ምንም፡ እንኳ፡ ሀሳባቸው፡ ከአብዛኛው፡ ተማሪዎች፡ የተለየ፡ ቢሆንም፡ ክፍል፡ ወስጥ፡ ተማሪዎች፡ ሀሳባቸውን፡ በነጻነት፡ እንዲገልጹ፡ ይበረታታሉ።					
5 መምህራን፡ ሰዎች፡ የተለያዩ፡ አስተያየት ገባቸው፡ ማህበራዊ፡ ወይም፡ ፖለቲካዊ፡ ጉዳዮች፡ ላይ፡ እንድንወያይ፡ ያበረታቱናል።					
6 ተማሪዎች፡ በጋራ፡ ሲሰሩ፡ ትምህርት፡ ቤቱ መሻሻል ያለበትን ጉዳዮች፡ ላይ፡ ለውጥ፡ ያመጣሉ።					

**4.3 የሲቪክ፡ ትምህርት፡-ተማሪዎች፡ የሲቪክ፡ ትምህርት፡ ወስጥ፡ ስለዲሞክራሲ፡ እሴቶች ማሳሰቢያና ማሳሰቢያ ስለሚያደርጉት፡ ምን ያህል እንደተማሩ ስለሚችሉት፡ እንደጠቀማቸው ለመረዳት፡ ነው።**

በትምህርት፡ ቤት፡ ስለዲሞክራሲ፡ እሴቶችንና፡ ተግባራትን፡ አስመልክቶ የተማርከው/የተማርሽው ምን ያህል፡ ጠቅሞ ሀል/ሻል?	የመልስ፡ አማራጮች				
	1=በጣም አልስማማም	2=አልስማማም	3=እርግጠኛ አይደለም	4=እስማማለሁ	5=በጣም እስማማለሁ
1 የተለያዩ፡ ሀሳብ፡ ያላቸው፡ ሰዎችን፡ ለመረዳት፡ እረድቶኛል።					
2 እንዴት፡ ከሌሎች፡ ተማሪዎች፡ ጋር፡ መተባበርን፡ ተምሪያለሁ።					
3 የማህበረሰብን፡ ችግር፡ ለመፍታት፡ አስተዋጽኦ፡ ማድረግ፡ እንዳለብኝ፡ ተምሪያለሁ።					
4 ንቁና፡ ሀላፊነት፡ የሚሰጣቸው፡ መሆን እንዳለብኝ፡ ተምሪያለሁ።					

5	በሌሎች፡ ሀገራት፡ የሚከሰቱ፡ ጉዳዮችን፡ በትኩረት፡ እንድከታተል፡ ርድቶኛል።					
6	በአገር፡ አቀፈዊ ና አካባቢያዊ፡ ምርጫ፡ ቅስቀሳና፡ ድምጽ መስጠት፡ እንዳለብኝ ተምሪያለሁ።					

**ክፍል 5: የታዳጊ፡ ወጣቶች፡ የማህበራዊ፡ ሚዲያ፡ አጠቃቀም**

መመሪያ፡-የማህበራዊ፡ሚዲያ፡አጠቃቀም፡ መለኪያ፡ ታዳጊ ወጣቶች፡ ምን ያህል፡ የማህበራዊ ሚዲያን፡ በመጠቀም፡ማህበራዊ፡ ፖለቲካዊና፡ ትምህርታዊ፡ ጉዳዮችን፡ እንደዋወጡ፡ ይለካል።  
 ከተሰጡት፡የመልስ፡አማራጮች፡መልስ፡ነው፡በለሀ/ሽ፡የምታምንበትን/የምታምኝበትን ቁጥር፡ ጻፍ/ፊ።

ከዚህ፡ በታች፡ ተዘረዘሩትን፡ ማህበራዊ፡ ፖለቲካዊ ና ሌሎች፡ መረጃዎችን፡ የማህበራዊ ሚዲያን፡ በመጠቀም፡ በምን ያህል ጊዜ፡ ትለዋወጣላችሁ?		የመልስ፡ አማራጮች				
		0=በፍጹም	1=አልፎ፡ አልፎ	2=አንዳንድ ጊዜ	3=ብዙ ወገን ጊዜ	4=ሁል ጊዜ
1	ስለማህበራዊ፡አገልግሎት፡ ለምሳሌ፡ በበጎ ፈቃደኝነት፤ ስራ፡ ላይ መሳተፍን፡ በተመለከተ፡					
2	በጎረቤት ትምህርት ቤት ወይም በማህበረሰባችን፤ ውስጥ ሌሎችን መርዳትን					
3	ወደፊት በመምረጥ፡ ምርጫ ለሚወዳደር የምርጫ ቅስቀሳ፡ ላይ መሳተፍን፡ እንዲሁም፡ በአካባቢ፡ ምርጫ ላይ ተወዳዳሪ ሆኖ መቅረብን በተመለከተ፡					
4	ትምህርታዊ፤ መረጃዎችን በተመለከተ፡					
5	በአገራችን ና በአለም ስለተከሰቱ ክትትቶች መረጃ እንለዋወጣለን።					

**ክፍል 6: ታዳጊ፡ ወጣቶች፡ ከማህበረሰቡ፡ ጋር ያላቸው፡ የእኛነት፡ ስሜት/ቁርኝት፡መለኪያ**

ጥያቄዎች		የመልስ፡ አማራጮች				
		0- በጭራሽ እኔን አይወክልም	1=በተወሰነ መልኩ እኔን ይወክላል	2=በመጠኑ እኔን የገልጻል	3=በጣም እኔን ይወክላል	4=ሙሉ በሙሉ እኔን ይገልጻል
1	ታዳጊ ወጣቶች ፍላጎታቸውን፡ ለማሟላትና፡ ለመሳተፍ፡ ያላቸው፡ እድሎች።					
1	በአካባቢዬ፡ ታዳጊ፡ ወጣቶች፡ ስለሚያስፈልጋቸው፡ ነገሮች፡ መረጃ፡ በቀላሉ፡ ያገኛሉ።					
2	እኔ፡ በምኖርበት፡ አካባቢ፡ ታዳጊ፡ ወጣቶች፡ ሊዝናኑበት፡ የሚችሉባቸው፡ ብዙ፡ ነገሮች አሉቸው።					
3	እኔ፡ የምኖርበት፡ አካባቢ፡ ብዙ፡ ነገሮችን፡ ለመስራት፡ የሚያስችሉኝ፡ መልካም፡ አጋጣሚዎች፡አሉ።					
4	እኔ፡ በምኖርበት፡ አካባቢ/ከተማ፡ ታዳጊ፡ ወጣቶች፡ ብዙ፡ ሊሰሯቸው፡ የሚችሏቸው ነገሮች፡ አሉ።					
2	ከአቻዎቻቸው፡ ጋር፡ ያላቸው ስሜታዊ ቅርርብና የሚያገኙአቸው፡ ድጋፎች					
5	በአካባቢዬ/ክፍለ-ከተማችን፡ ውስጥ፡ ከሚኖሩ ታዳጊ፡ ወጣቶች፡ ጋር፡ ጊዜ፡ ማሳለፍ፡ እወዳለሁ።					
6	በአካባቢዬ፡ ለሚገኙ፡ ለሌሎች፡ ታዳጊ፡ ወጣቶች፡ (ለጓደኞቼ)፡ ልምዶችን ና፡ የሚያስደስቱኝን፡ ነገሮች፡ ማካፈል፡ እችላለሁ።					
7	በአካባቢዬ፡ ከሚኖሩ፡ ሌሎች፡ ታዳጊ፡ ወጣቶች፡ (ጓደኞቼ) ጋር፡ ብዙ፡ የምጋራቸው፡ ነገሮች፡ አሉ።					
8	በአካባቢዬ፡ እገዛ፡ በፈለኩ፡ ጊዜ፡ ከእኔ ጎን፡ የሚቆሙ፡ ጓደኞች አሉ።					
9	እኔ፡ ትንሽ እገዛ ከፈለግኩኝ፡ አካባቢዬ፡ የሚኖር፡ ሰው፡ መጠየቅ፡ እችላለሁ።					
10	እኔ፡ ማወራት፡ ከፈለኩኝ፡ በአካባቢዬ፡ ያለ፡ ሰው፡ (ታዳጊ ወጣት)፡ በቀላሉ፡ በማግኘት፡ መወያተ፡ እችላለሁ።					
11	በአካባቢዬ፡ አስፈላጊ የሞራል ድጋፍ፡ ሊያደርጉልኝ፡ የሚችሉ፡ ሰዎች (አዋቂዎች ና ታዳጊ፡ ወጣቶች)፡ አሉ።					
3	ከማህበረሰቡ፡ ጋር፡ ያላቸው ስሜታዊ ቅርርብና ድጋፎች					
12	በአካባቢዬ፡ ሰዎች፡ ይተባበራሉ።					
13	እኔ፡ በምኖርበት፡ ማህበረሰብ፡ ሰዎች፡ እርስ፡ በእርስ፡ ይደጋገፋሉ።					

14	እኔ፡ በምኖርበት፡ መንደር/ከተማ፡ ሰዎች፡ ነገሮችን፡ ለማሻሻል፡ አብረው ይሰራሉ።				
15	እኔ፡ በምኖርበት፡ ማህበረሰብ/ከተማ፡ ብዙ ሰዎች እርስ በርሳቸው ለመረዳዳት ፈቃደኞች ናቸው።				
16	እኔ፡ በምኖርበት፡ ማህበረሰብ፡ ወስጥ፡ የሚኖሩ፡ ሰዎች፡ እርስ በእርሳቸው፡ ይፈላለጋሉ፡ እና፡ በጥሩ፡ ሁኔታ፡ ይግባባሉ።				
17	በአካባቢ፡ ሰዎች፡ ያላቸውን፡ ለማካፈል፡ ፈቃደኞች ናቸው።				
4	<b>ለምንኖርበት፡ አካባቢ/ማህበረሰብ፡ ያለን፡ የአኔነት ስሜት</b>				
18	እኔ፡ የምኖርበት፡ ክ/ከተማ፡ ውብ፡ ነው።				
19	እኔ፡ የዚህ ክ/ከተማ፡ አካል፡ እንደሆንኩ ይሰማኛል።				
20	እኔ፡ በምኖርበት፡ ማህበረሰብ፡ ደህንነት ይሰማኛል።				
21	ከሌሎች ጋር፡ ሲነጻጸር፡ እኔ፡ የምኖርበት፡ መንደር/ክ/ከተማ ፡ ብዙ፡ ጠቀሜታዎች፡ አሉት።				
22	በአካባቢያዊ በዓላት እና ክብረ በዓላት ወቅት እዚህ በመኖሪ ኩራት ይሰማኛል ።				
5	<b>ታዳጊ፡ ወጣቶች፡ ግርሰት፡ በሚመለከቱ፡ ጉዳዮች ላይ ተጽዕኖ ለማድረግ፡ ያሏቸው፡ አጋጣሚዎች</b>				
23	በእውነቱ፡ የሰለጠ፡ ቢጋራ፡ ከተሳተፍን፡ በአካባቢያችን/በከተማ፡ ውስጥ ለታዳጊ፡ ወጣቶች፡ ነገሮችን እንዲመቻቹ፡ ማድረግ፡ እንችላለን።				
24	ዕድሉን ብናገኝ ኖሮ ለክፍሉ፡ ከተማችን/ለማህበረሰባችን አንድ ለየት፡ ያለ፡ ነገር፡ ማመቻቸት፡ የምንችል ይመስለኛል።				
25	ወጣቶች ከተደራጁ የሚፈልጉትን ግብ ላይ ለመድረስ ጥሩ እድል ይኖራቸዋል።				
26	እኔ እንደማስበው እዚህ፡ አካባቢ፡ የሚኖሩ ወጣቶች፡ ለማህበረሰቡ፡ የማይጠቅሙ፡ ነገሮችን ሊቀይሩ ይችላሉ።				

**ክፍል 7፡ ታዳጊ፡ ወጣቶች፡ ሲቪክ፡ ተግባራት፡ ላይ፡ ለመሳተፍ፡ ያላቸው፡ ብቁነት (ዝግጁነት)**

	በአካባቢ/ሽ፡ ችግር፡ ቢከሰትና፡ ችግሩን፡ ለመቅረፍ፡ አስተዋጽኦ፡ ለማድረግ፡ ብትፍልግ/ጊ፡ (ለምሳሌ፡ ህገወጥ፡ ሱስ፡ የሚያስገዝ፡ አደንዛዥ እጽ፡ ትምህርት፡ ቤታችሁ፡ አቅራቢያ፡ እየተሸጠ፡ ቢገኝ፡ ወይም፡ የአካባቢ፡ ቆሻሻ፡ ወሀውን፡ ቢበክለው)፡ ችግሩን፡ ለመቅረፍ፡ ምን፡ ያህል፡ ጥረት፡ ታደርጋለህ/ጊያለሽ? ተፈጽማለህ/ለሽ?	የመልስ፡ አማራጮች				
		በእርግጠኝነት፡ አላደርገውም (0)	ምናልባት፡ አልችልም/አላደርገውም (1)	እርግጠኛ፡ አይደለም (2)	ምናልባት፡ አደርገዋለሁ (3)	በእርግጠኝነት፡ አደርገዋለሁ (4)
1	ሌሎች፡ ሰዎች፡ ለችግሩ፡ ተኩረት፡ እንዲሰጡት፡ አደርጋለሁ።					
2	ከሌሎች፡ <input type="checkbox"/> <input type="checkbox"/> ወጣቶች፡ ጋር፡ በመሆን፡ ጉዳዩን፡ ላይ፡ በተመለከተ፡ <input type="checkbox"/> ወጥታለሁ።					
3	በህዝቡ/በተማሪዎች፡ ፊት፡ ሀሳቤን፡ <input type="checkbox"/> ያልገለጸሁ።					
4	በአካባቢ፡ ከተመረጠ፡ የመንግስት፡ ባለስልጣን፡ ጋር፡ ደወደ፡ ስለችግሩ፡ አሳውቃለሁ።					
5	አቤቱታ ፊርማ አሰጣሪ አቀርባለሁ					
6	ችግሩን፡ ለመቅረፍ፡ የሚያገዙኝ ግለሰቦችን ወይም፡ ቡድኖችን፡ እለያለሁ።					
7	ሀሳቤን፡ በአካባቢው፡ ላለ፡ ፊደሉ፡ ጣቢያ፡ እገልጻለሁ፡ ወጥም፡ ደብዳቤ፡ ለአካባቢው፡ ጋዜጣ፡ እጽፋለሁ።					

## **Appendix 2: Qualitative Data Collection Tool for School Adolescents**

### **Information Sheet for Research Participants**

**Description of Research and Solicited Participation:** The purpose of this research to collect qualitative data on how Parents and Schools as Agents of Civic Socialization, Social Media Use Influence Adolescents' Civic Engagements. I am going to give you time to read this information sheet and invite you to participate in the research. You do not have to decide now whether you want to participate in the research. In fact, before you decide, I want to you to be certain that you understand the information provided below. In case there is anything that is not clear enough, you can ask me, and I will take time to explain.

**Procedure and Duration of Participation:** This research will involve your participation in an interview that will take about 2 hours.

**Benefits:** Your participation in this research is totally voluntary and will not get direct benefit from your participation.

**Risks:** As far as my assessment of your solicited participation is concerned, you will encounter no significant risk. However, there may be some change that you will share personal or confidential information, or you may come across a topic that you do not feel comfortable to talk about. Please note that you do not have to tell me about any topic that makes you uncomfortable.

**Confidentiality:** Information about your participation in the research or any other information I get from you is kept confidential. I will anonymise all information by using a code or pseudonym in place of your name so that no one, except me, will identify you or attribute the information to your name. Personal data will not be known since your name will not be written. I will not use your name when I write the research report.

**Right to Refuse or Withdraw:** You do not have participate in this research if you do not want to. You may also withdraw from participating in the research at any time that you wish so. The finding of the study will heavily depend on the care you take while responding to the interview items. Thus, I am asking you to honestly respond to the questions and will not share your answers to any person. I will give you an opportunity to review your remarks, including how I have understood you, at the end of our interview session.

**Contact Details:** You can ask questions about this research now or later. If you wish to ask questions later, you can contact the following persons.

*Researcher:*

Azmeraw Belay Bogale ([belayazmeraw2@gmail.com](mailto:belayazmeraw2@gmail.com)) 0911 11 87 65

*Supervisor:*

Professor Belay Tefera ([belaytefera@yahoo.com](mailto:belaytefera@yahoo.com)), 0944 75 91 77

Thank you for your time!

### Interview Guide for Adolescents

1. Age: \_\_\_\_\_
2. Sex: \_\_\_\_\_
3. Who do you live with?
  - Parents
  - Father/mother
  - Brother/sister
  - Aunt/uncle
  - Grand parents
  - Foster parent
4. How do you conceptualize civic engagement and adolescent civic engagement?
5. Which activities are considered as civic engagement, and which are not?
6. What are the factors that facilitate or impeded adolescents' civic engagement?
7. In your opinion, is your family open for discussion on issues impacting the family lives?
8. Do your family members discuss on social and political issues and current events? Probe:
  - ✓ Who initiates the discussion?
  - ✓ Who is involved in the discussion (parents, adolescents)?
  - ✓ Do your parents encourage parent-adolescent discussion?
9. Do adults (your parents, other adults in the family) respect your ideas even if they are different from your parents' views? If no, why? [Parental attitudes towards adolescents' participation, cultural factors, etc.]
10. Do your parents model civic behavior? Probe:
  - ✓ What are the specific civic behaviors (e.g., participation in voting; engage in community services such as volunteerism, participation in Iddir and other social gatherings, etc.)?
11. Do you think your parents have positive or negative impact on your civic engagement? Please explain or elaborate.
12. Do teachers facilitate discussion on social and political issues during regular civic and other classroom lessons? Probe, if teachers do the following.
  - Teachers present several sides of an issue when explaining in class.
  - Teachers encourage students to discuss social and political issues.

- Teachers respect students' opinions and encourage them to express them during class.
  - Students feel free to express opinions in class even when their opinions are different from most of the other students.
13. What are in school based initiatives and out of school activities that encourage adolescent students to engage in civic activities? Probe if students are leading a school club or child parliament, and involved in:
- Electing student representatives in school management and participate in school decisions.
  - Facilitating students to participate in students' clubs, school parliaments, district level children or youth led parliaments.
  - Participate in voluntary services, extracurricular activities at school and afterschool activities in the community.
14. If teachers do not facilitate discussion on social and political issues, why? Probe: if there are factors inhibiting participation of school adolescents in civic activities [e.g., teachers' attitude, lack of capacity, lack of commitment, school factors, etc.]?
15. Do you think your family and school civic experiences helped you develop a sense of community belonging (e.g., sense of belonging, feeling of support and emotional connection with the family, peers and community, and satisfaction of needs and opportunities for involvement and influence decisions that impact their lives)?
16. Do you follow daily news through social media?
17. Do you post social issues? What are some the major contents you communicated through social media? Probe: how many people read the social issues
18. Do you hang out with friends who are interested in civic engagement? Probe: to what extent do they influence you to be or not to be engaged in civic activities?
19. Can you describe the positive community activities that you have done? Probe: what motivated you, where did you do this, how you felt after this experience, and what did you learn from this experience?
20. Have you ever spent time participating in any community service or volunteer activity, or haven't you had time to do this? By volunteer activity, it means working in some way to help others for no pay. IF YES, have you done this in the last 12 months? IF YES, thinking about your volunteer work over the past 12 months, is this something you do on a regular basis, or just occasionally?
21. What are the perceived benefits of civic engagement for adolescents?

## Appendix 3: Checking Assumptions

### 3.1. Multivariate Normality

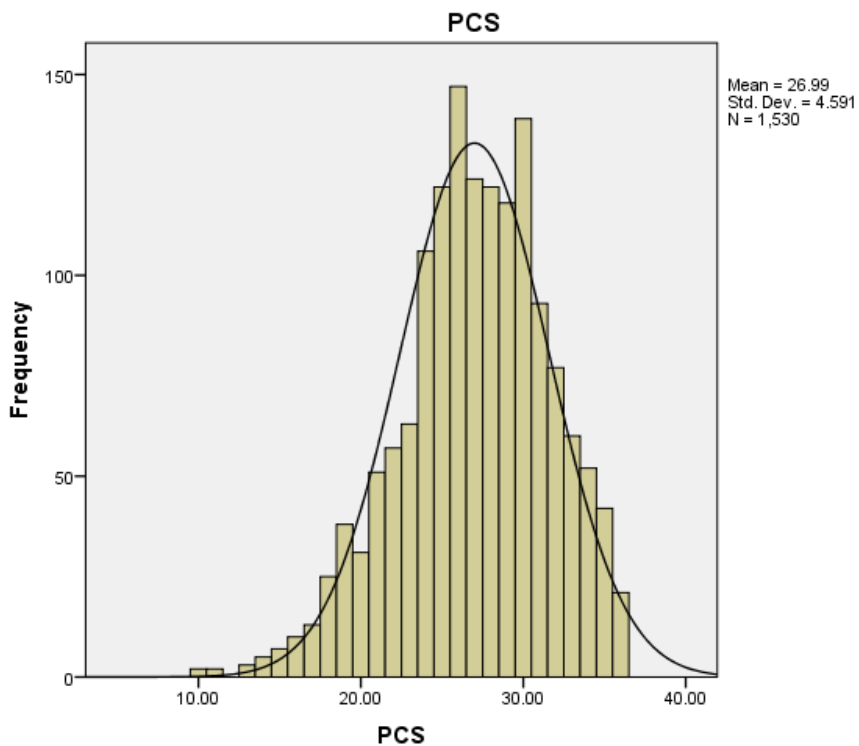
#### Assessment of normality (Group number 1)

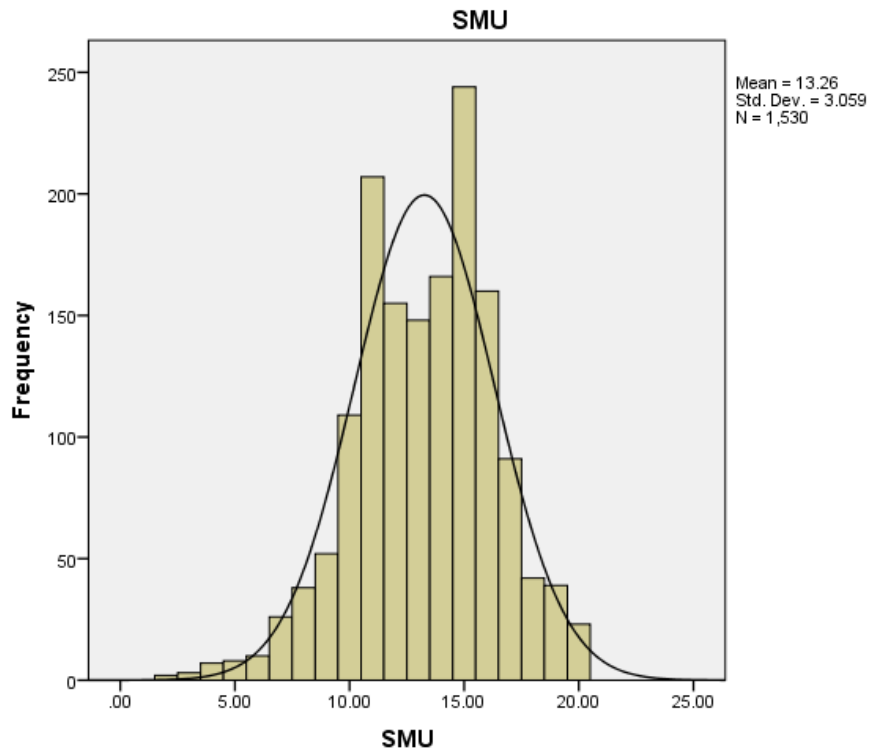
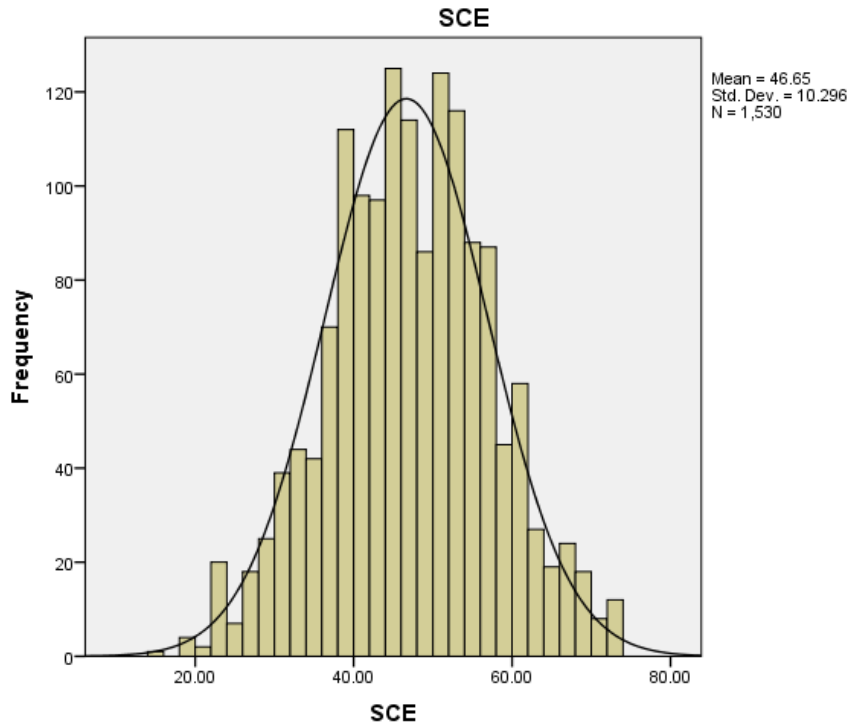
Variable	min	max	skew	c.r.	kurtosis	c.r.
SMU	2.000	20.000	-.326	-5.211	.188	1.505
SCE	15.000	73.000	-.028	-.453	-.154	-1.227
PCS	10.000	36.000	-.414	-6.609	.087	.693
PCCA	3.000	28.000	-.504	-8.046	.222	1.775
SCC	5.000	99.000	.073	1.161	-.585	-4.670
CE	7.000	60.000	-.420	-6.699	.137	1.097
Multivariate					2.172	4.336

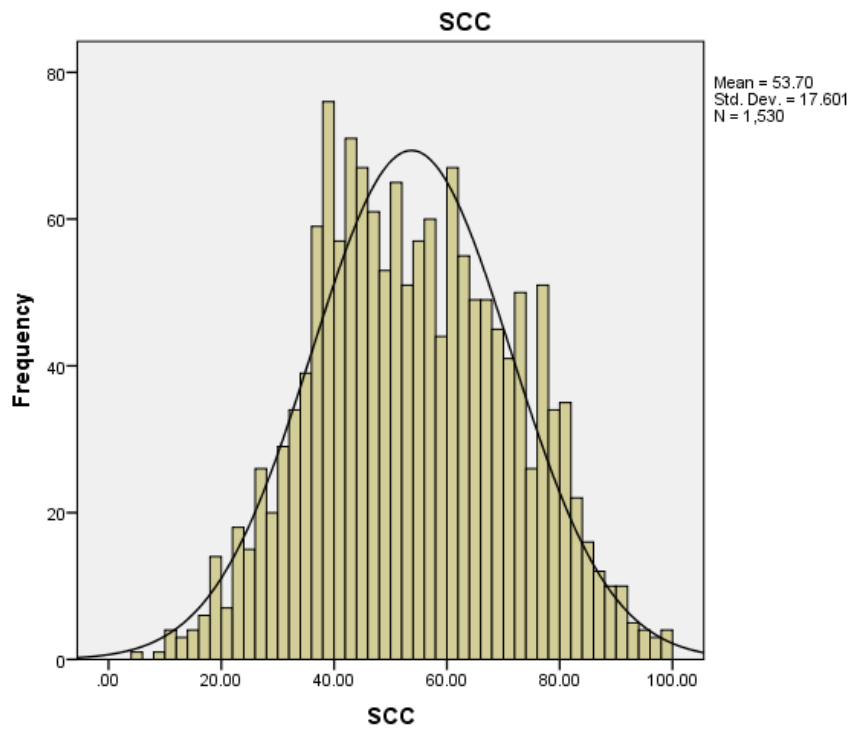
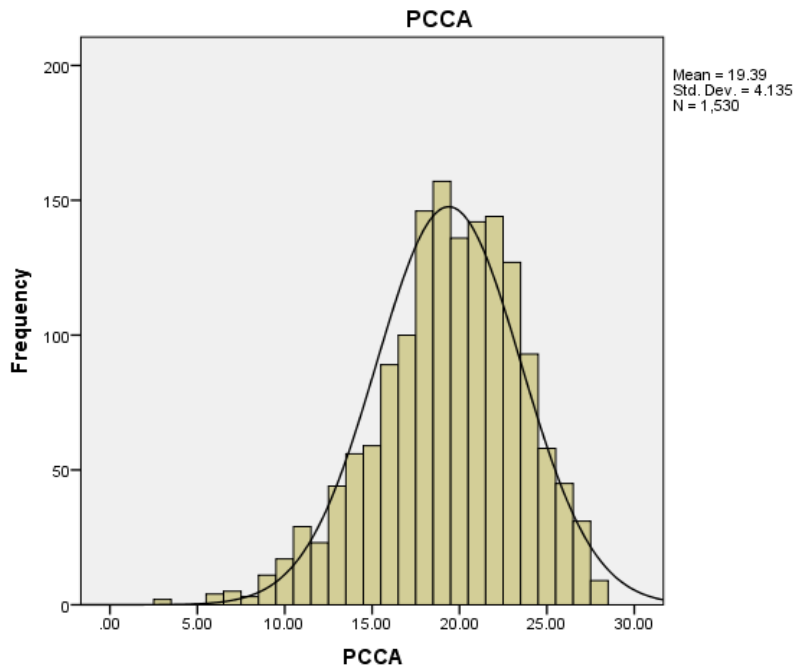
\* Good as it is  $< 5$ . This is one of the advantages of manifest variables modeling: a simple model is more likely to meet the assumptions and more readily interpreted!

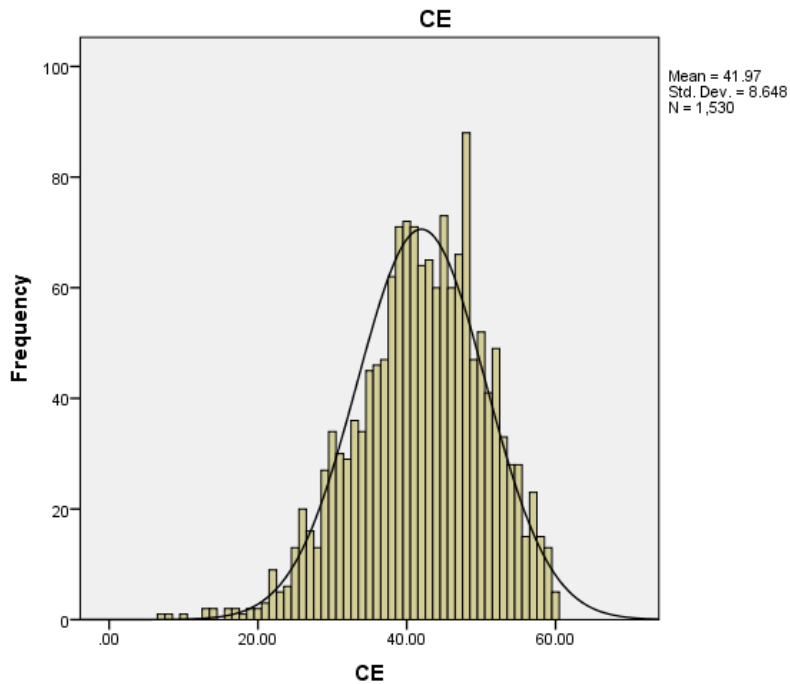
### 3.2. Univariate normality

The variables are linearly related as the scatter plots formed approximately straight lines.





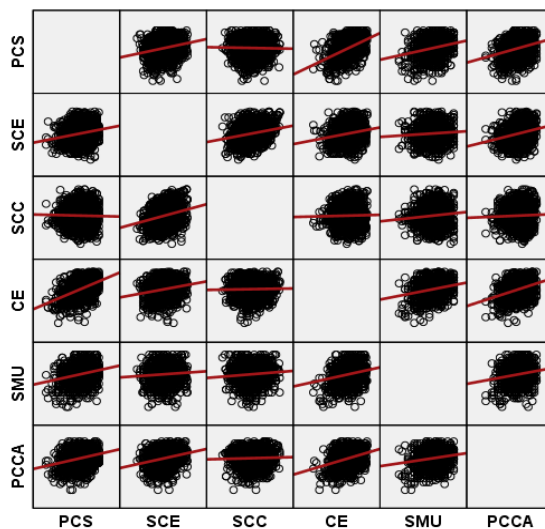




All of the histograms approximate a normal distribution. Thus, the assumption of univariate normality is tenable.

### 3.3. Linearity

Linearity was checked using multiple scatter plot matrix in the SPSS. As scatterplot depicted in following, no linearity problem was observed for all the variables. The variables are linearly related as the scatter plots formed approximately straight lines.



\*The variables are linearly related as the scatter plots formed approximately straight lines.

### 3.4. Multicollinearity Assumptions

Zero Order Correlations (Pearson  $r_s$ )

		PCS	SCE	SMU	PCCA	SCC	CE
PCS	Pearson Correlation	1	.213**	.231**	.264**	-.021	.470**
	Sig. (2-tailed)		.000	.000	.000	.402	.000
	N	1530	1530	1530	1530	1530	1530
SCE	Pearson Correlation	.213**	1	.071**	.246**	.238**	.197**
	Sig. (2-tailed)	.000		.005	.000	.000	.000
	N	1530	1530	1530	1530	1530	1530
SMU	Pearson Correlation	.231**	.071**	1	.174**	.098**	.217**
	Sig. (2-tailed)	.000	.005		.000	.000	.000
	N	1530	1530	1530	1530	1530	1530
PCC A	Pearson Correlation	.264**	.246**	.174**	1	.035	.324**
	Sig. (2-tailed)	.000	.000	.000		.173	.000
	N	1530	1530	1530	1530	1530	1530
SCC	Pearson Correlation	-.021	.238**	.098**	.035	1	.021
	Sig. (2-tailed)	.402	.000	.000	.173		.402
	N	1530	1530	1530	1530	1530	1530
CE	Pearson Correlation	.470**	.197**	.217**	.324**	.021	1
	Sig. (2-tailed)	.000	.000	.000	.000	.402	
	N	1530	1530	1530	1530	1530	1530

\*\* . Correlation is significant at the 0.01 level (2-tailed).

None of the  $r_s$  are greater than .47. Thus, the assumption of multicollinearity is tenable.

Multicollinearity Assumptions for SES and Age (regression)

## Correlations

		SES	CEtotal	Sex	Age
SES	Pearson Correlation	1	.006	.033	.051*
	Sig. (2-tailed)		.803	.196	.046
	N	1530	1530	1530	1530
CEtotal	Pearson Correlation	.006	1	.086**	.033
	Sig. (2-tailed)	.803		.001	.198
	N	1530	1530	1530	1530
Sex	Pearson Correlation	.033	.086**	1	.038
	Sig. (2-tailed)	.196	.001		.138
	N	1530	1530	1530	1530
Age	Pearson Correlation	.051*	.033	.038	1
	Sig. (2-tailed)	.046	.198	.138	
	N	1530	1530	1530	1530

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

None of the  $r_s$  are greater than .80. Thus, the assumption of multicollinearity to conduct regression is tenable.

#### Appendix 4: Selected AMOS Outputs: Goodness of Fit Statistics Related to Hypothesized Model (Mediation Analysis)

Notes for Model (Default model)

Computation of degrees of freedom (Default model)

Number of distinct sample moments: 21

Number of distinct parameters to be estimated: 20

Degrees of freedom (21 - 20): 1

Result (Default model)

Minimum was achieved.

Chi-square = .664

Degrees of freedom = 1

Probability level = .415

**Model Fit Summary****CMIN**

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	20	.664	1	.415	.664
Saturated model	21	.000	0		
Independence model	6	957.739	15	.000	63.849

**RMR, GFI**

Model	RMR	GFI	AGFI	PGFI
Default model	.322	1.000	.997	.048
Saturated model	.000	1.000		
Independence model	11.908	.801	.722	.572

**Baseline Comparisons**

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.999	.990	1.000	1.005	1.000
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

**RMSEA**

Model	RMSEA	<i>LO 90</i>	<i>HI 90</i>	<i>PCLOSE</i>
Default model	.000	.000	.063	.876
Independence model	.203	.192	.214	.000

**AIC**

Model	AIC	BCC	BIC	CAIC
Default model	40.664	40.848	147.325	167.325
Saturated model	42.000	42.193	153.993	174.993
Independence model	969.739	969.794	1001.737	1007.737

**HOELTER**

Model	HOELTER .05	HOELTER .01
Default model	8841	15270
Independence model	40	49

\*Most of the fit indices are adequate.