Article

Positive Youth Development Theory: Evolution and Educational Exploration

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Abstract: Adolescence is a critical developmental stage involving significant physiological, cognitive, emotional, and social role changes. While traditional research focused on adolescent risk prevention, Positive Youth Development (PYD) theory has shifted the paradigm since the 1990s, emphasizing youth strengths and fostering development through supportive environments. To promote positive growth among vulnerable children in W City, a PYD-based summer camp program grounded in school social work was designed and implemented with 68 participants. The Chinese Positive Youth Development Scale (CPYDS) was culturally adapted for pre-post evaluation. This study examined the adapted scale's reliability and employed paired-sample t-tests to assess program effectiveness. Results indicated satisfactory psychometric properties for the adapted scale in W City. However, the intervention yielded non-significant effects. Future research should expand the sample size or incorporate qualitative methods for further validation.

Keywords: youth; positive development; Positive Youth Development (PYD) theory; educational exploration

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1. Historical Origins and Development of PYD Theory

The origins of Positive Youth Development (PYD) theory can be traced to the late 1990s. Rick Little, founder of the International Youth Foundation, was among the early advocates of the concept, first proposing "positive youth development" in 1993. He championed a focus on adolescent potential rather than solely on problem behaviors. Prior research, heavily influenced by traditional psychology, concentrated predominantly on adolescent problem behaviors. Adolescents were often viewed as "incomplete individuals," with research centered on identifying and solving developmental problems. A pivotal shift occurred in 1997 when Martin Seligman, during his presidency of the American Psychological Association (APA), introduced the concept of "positive psychology" [1]. This approach emphasized the study and cultivation of inherent human strengths and positive qualities. Gaining widespread acceptance among scholars, this paradigm redirected research focus from adolescent deficits towards their strengths, potential, and strategies for maximizing positive development [2]. The emergence of positive psychology thus laid the essential psychological foundation for PYD theory.

Following the articulation of Positive Youth Development (PYD), numerous scholars made significant contributions to its theoretical advancement. Eccles focused on the expectancy-value theory of adolescent development, highlighting the influence of personal goals, values, and expectations on behavior, and how these factors evolve during adolescence. By emphasizing the role of environmental contexts, Eccles' work provided a framework for understanding how adolescents interact with their social environments and how these interactions can foster positive development [3]. In 2003, Roth and colleagues underscored the positive impact of youth participation in organized activities on their de-

velopment, including enhanced academic performance, improved social skills, and reduced engagement in high-risk behaviors. This research substantiated a core PYD tenet: that supportive environments and opportunities are crucial for promoting positive youth outcomes [4]. Benson advocated for the Developmental Assets framework, which catalogs essential external support and internal strengths necessary for thriving [5]. Distinct from other scholars, Lerner emphasized the "relative plasticity" of youth development, positing that adolescents possess the potential for positive change under conducive conditions. He formulated the renowned 5Cs model (Competence, Confidence, Connection, Character, and Caring), later augmented to include Contribution (6Cs). Lerner's research highlighted the manifestation of positive traits and potential during adolescent development, demonstrating how systemic support from families, schools, and communities fosters the cultivation of these assets [6,7]. Damon, aligning with Lerner's perspective, posited that a key pathway to positive development lies in helping youth discover their passions and interests, and channeling these toward socially meaningful contributions [8].

Synthesizing these perspectives, Positive Youth Development (PYD) theory represents an emerging framework describing the concerted efforts of adults, communities, governmental organizations, and schools to foster the healthy growth of youth across their interests and competencies. PYD theory is committed to creating supportive community climates for all youth. It advocates for providing increased opportunities for social participation and practical experience through non-profit organizations and communities, while actively encouraging youth to make meaningful contributions to their communities [9].

2. Core Content of the PYD Theory

2.1. Benson's 40 Developmental Assets Framework

The Developmental Assets framework adopts an ecological perspective, emphasizing the congruence between individual needs and external demands, opportunities, and supports to facilitate thriving youth. The 40 Developmental Assets encompass processes, experiences, relationships, environments, and patterns of interaction proven to foster positive youth development. Specifically, these 40 assets comprise 20 internal assets and 20 external assets [5]. Internal assets refer to positive traits, skills, and competencies within the individual, categorized into four domains: Commitment to Learning, Positive Values, Social Competencies, and Positive Identity.

External assets represent positive features of the developmental ecology, acquired by youth through interactions within multiple socializing systems (e.g., family, school, neighborhood). These are likewise categorized into four domains: Support, Empowerment, Boundaries and Expectations, and Constructive Use of Time. Detailed information is presented in Table 1.

Table 1. Benson's Framework of 40 Developmental Assets.

Dimension	Indicator	Definition
Internal assets	Commitment to Learning	Adolescents' appreciation of the importance of continuous learning and their belief in their own abilities, including achievement motivation, school engagement, homework completion, school connection, and recreational reading
	Positive Values	Strong guiding principles that help adolescents make healthy life decisions, such as caring, equality and social justice, integrity, honesty, responsibility, and restraint

External assets	Social Competencies	Skills required for young people to establish good interpersonal relationships and adapt to novel or challenging situations, including planning and decision-making abilities, interpersonal skills, cultural competence, resistance skills, and conflict-resolution abilities
	Positive Identity	A sense of control and purpose, as well as recognition of one's own strengths and potential, including personal power, self-esteem, a sense of purpose, and a positive outlook on one's own future
	Support	Emotional support, care, and acceptance from people around adolescents. This domain includes six external assets: family support, positive family communication, other adult relationships, caring neighborhood relationships, a caring school climate, and parental involvement in education
	Empowerment	Adolescents' perception of themselves as valuable and capable of contributing to others and the community, including community values youth, youth as resources, service to others, and safety
	Boundaries and Expectations	Clear rules for adolescent behavior and consistent consequences for violating rules, as well as encouraging them to do their best. These assets include family boundaries, school boundaries, neighborhood boundaries, adult role models, positive peer influence, and high expectations
	Constructive Use of Time	Opportunities for adolescents to enjoy themselves and develop new skills outside of school. Four types of assets are proposed, including creative activities, youth programs, religious communities, and time at home

Over the past three decades, numerous scholars have surveyed at least 3 million students from grades 4 to 12 in over 2,000 communities. The research findings consistently indicate that, regardless of youth's gender, ethnicity, socioeconomic status, and geographical residence, higher levels of assets are closely associated with lower levels of multiple risk behaviors and higher levels of thriving [10]. In summary, adolescents with more personal and social assets have more opportunities to achieve current well-being and future success [11].

2.2. Lerner's 5Cs and 6Cs models

Grounded in an ecological perspective, Lerner and colleagues proposed the 5Cs as five core indicators of Positive Youth Development: Competence, Confidence, Connection, Character, and Caring [7], as detailed in Table 2.

Table 2. Lerner's 5Cs models.

Indicator	Definition
Competence	Competencies include cognitive, social, academic, and vocational abilities. Cognitive abilities refer to cognitive abilities such as problem-solving, logical thinking, and decision-making. Social competence refers to interpersonal skills, such as conflict resolution. Academic ability is reflected through academic perfor-

	mance, school attendance, and test scores. Vocational competence is manifested in work habits and the ability to explore different career options
Confidence	Confidence refers to an individual's perception of their global positive values and abilities
Connection	Confidence refers to an individual's perception of their global positive values and abilities
Character	Character represents the value standard of morality, integrity and respect for socio-cultural norms
Caring and Compassion	Caring and empathy refers to the ability to empathize and empathize with others

Simultaneously, Lerner posited that when youth achieve these five indicators, a sixth indicator—Contribution—emerges. This denotes youths' contributions to themselves, their families, their communities, and society at large, emphasizing their positive societal impact [7]. While scholarly discourse on Lerner's 5Cs and 6Cs models is extensive, comprehensive operationalization within applied programs remains rare. Most interventions predominantly target individual or limited Cs, such as fostering competence across specific domains or enhancing youth confidence [12,13].

2.3. Catalano's 15 PYD structures

Building upon a comprehensive literature review and consultations with leading PYD researchers, program colleagues, and evaluators, Catalano and colleagues formulated an operational definition of Positive Youth Development (PYD). This definition delineates 15 developmental constructs as core PYD indicators: Bonding, Resiliency, Social Competence, Emotional Competence, Cognitive Competence, Behavioral Competence, Moral Competence, Self-Determination, Spirituality, Self-Efficacy, Clear and Positive Identity, Belief in the Future, Recognition for Positive Behavior, Opportunities for Prosocial Involvement, Prosocial Norms. Detailed specifications are provided in Table 3.

Table 3. Catalano's 15 PYD structures.

Indicator.	Definition
Bonding	Children's emotional attachment and relationships with peer groups, families, communities, or cultures
Resiliency	The ability of an individual to be able to adapt healthily and flexibly to life changes and stressful events
Social Competence	A set of interpersonal skills that facilitate adolescents to achieve their social and interpersonal goals
Emotional Competence	The ability to recognize and react to one's own and others' emotions
Cognitive Competence	Cognitive skills in problem-solving, decision-making, logical thinking, and self-awareness
Behavioral Competence	Effective behaviors, such as effective communication and action
Moral Competence	The ability to evaluate and judge the ethical and moral aspects of a situation
Self-Determination	Self-reflection and consistency between action and thinking
Spirituality	Connected, associated, or possessed by spirit, soul, or God's nature
Self-Efficacy	The ability of an individual to achieve a goal through hard work
Clear and Positive	A sense of integration, coherence and self

Identity	
Belief in the Future	Internalization of optimism about possible outcomes
Recognition for Positive Behavior	Positive reactions of others to the adolescent's desired behavior
Opportunities for Prosocial Involvement	Events that encourage adolescents to engage in prosocial behavior
Prosocial Norms	Help adolescents develop healthy beliefs and expectations for prosocial action

Like Lenner's 5Cs model, many projects focus on one or more of the 15 development indicators [14]. With the continuous development of PYD theory, Catalano's 15 PYD development indicators have been gradually applied to the Adolescent Positive Growth Scale, which has become the Chinese Adolescent Positive Development Scale (CPYDS)of the 15 key competencies and 15 basic factors [15].

2.4. Empirical research on PYD theory

Since its inception, the theory of Positive Adolescent Development (PYD) has sparked many empirical studies around the world, which aim to verify the validity of the PYD theory and explore its application in different cultural and social contexts. Here is an overview of some of the empirical studies at home and abroad:

2.4.1. The 4-H program of the United States

As one of the classic applications of PYD theory, the 4-H program emphasizes the principle of "learning by doing" and helps youth develop critical life skills by providing leadership training, community service, career exploration, and other activities. Studies have shown that adolescents who participate in 4-H perform better than non-participants in terms of academic achievement, social skills, leadership, and other aspects [16].

2.4.2. The Penn Resiliency Program (PRP) in the United States

Happiness education is seen as positive adolescent development (PYD) theory, in which the PRP program teaches to face challenges in a more subjective and flexible way to foster an optimistic attitude. The PRP program aims to explore the use of positive interventions to reduce the negative impacts of adolescents' growth and provide them with resilience support to thrive in difficult situations. The program focuses on three core components: first, to improve students' ability to cope with the stresses of daily life; secondly, to enhance the resilience of young people in the face of typical challenges; Finally, enhance their ability to combat feelings of depression and anxiety [17].

2.4.3. Building Assets Reducing Risk

With the support of the U.S. Department of Education, Based on Benson's 40 Development Assets Framework, the BARR Center conducted a three-year randomized controlled trial to study the impact of ninth-grade student asset development on their positive growth, and showed that ninth-grade positive asset development was highly successful in reducing student failure rates, improving student academic achievement, closing opportunity gaps, and improving student experience and teacher satisfaction [18].

2.4.4. Youth Development Programs in Canada

The program uses the PYD framework to promote youth participation in community activities, strengthen community governance, and promote their personal and social development through activities such as sports and the arts. Research shows that the importance of program quality, especially the positive characteristics of the adolescent-adult partnership and development environment, can help promote community engagement and positive development among adolescents [19].

3. Localized Practice Exploration in W City

Extensive empirical evidence from global Positive Youth Development (PYD) practices provides a crucial foundation for its implementation in China. Chinese scholars have actively advanced the localization of PYD theory, with semi-mature practices emerging notably in Hong Kong, China and Eastern China regions [20-22]. Building upon prior research and contextual factors specific to W City, this study designed and implemented a PYD-based summer camp intervention. By measuring participants' positive development indicators pre- and post-intervention and analyzing the data through paired-sample t-tests, this quasi-experimental approach aims to assess the efficacy of the implemented program.

3.1. Sample

This study employed a pre-post design with paired samples. Pre-test and post-test questionnaires were distributed to all 68 vulnerable children participating in the summer camp program. After discarding questionnaires with significant missing data, 58 valid paired questionnaires were retained. Demographic characteristics of the final sample are presented in Table 4. The "Other" category includes two participants each from JH District, YJ District, JK District, and SS District.

Table 4. Participant Demographics.

	JJ District	WZ District	FC District	NL District	WW District	Other	Total
Male	3	2	2	6	12	6	31
Female	3	3	3	5	11	2	27
Total	6	5	5	11	23	8	58

3.2. Assessment Instrument

Positive Youth Development (PYD) constitutes a multidimensional construct, with diverse assessment frameworks reflecting varied scholarly interpretations. Among prevalent methodologies, discrete multi-indicator assessments and comprehensive multidimensional evaluations are prominent. Discrete assessments primarily reference evaluation tools derived from Lerner's 5Cs model [6]. Building upon this foundation, Geldhof et al. developed abbreviated versions: the 34-item PYD Short Form (PYD-SF) and 17-item PYD Very Short Form (PYD-VSF) scales [23]. Conversely, comprehensive multidimensional assessment is exemplified by the Chinese Positive Youth Development Scale (CPYDS), culturally adapted by Catalano and Shek for Chinese adolescents [6,23]. This instrument integrates Western PYD theoretical foundations with indigenous innovations, providing a culturally congruent measurement tool.

The original CPYDS assesses 15 key competencies through 90 items. All dimensions employ a 6-point Likert scale (1 = Strongly Disagree, 6 = Strongly Agree) except Psychological Competence (7-point scale). Higher scores indicate stronger PYD capacities. The scale comprises 15 primary factors (mapping onto Catalano's 15 PYD constructs) and four higher-order factors: General PYD Qualities, Cognitive-Behavioral Competence, Positive Identity, Prosocial Attributes. Extensive prior research has established its robust reliability and validity. For this study, we adapted the CPYDS to 15 constructs with 53 items. The 53-item adapted CPYDS comprises fifteen constructs: Bonding with healthy adults and positive peers (5 items), Resilience (6 items), Social Competence (3 items), Positive Behavior Identity (3 items), Emotional Control and Expression (3 items), Cognitive Competence (3 items), Behavioral Competence—capacity to act (3 items), Moral Competence—ability to discern right from wrong (3 items), Self-Determination (3 items), Self-Efficacy (3 items), Clear and Positive Identity (3 items), Beliefs in the Future—goal-setting and decision-making (3 items), Participation in Prosocial Activities (3 items), Prosocial Norms (5 items), and Materialism (4 items).

3.3. Data Analysis

The data analysis for this study comprised two primary aspects: evaluating the reliability of the revised scale and conducting paired-samples t-tests on the pre- and post-camp questionnaire data. Scale reliability assessment: the reliability evaluation focused on two key metrics:

Internal Consistency Coefficient (Cronbach's α): Cronbach's alpha is a crucial indicator of scale reliability, reflecting the homogeneity of the concept measured by the scale and its stability. Within the academic community, it is generally accepted that a scale's internal consistency coefficient should reach at least 0.70 to be deemed acceptable for use. However, this threshold may be lowered to 0.60 or even 0.50 when the number of scale items is limited [24]. A coefficient exceeding 0.80 signifies good reliability, with higher values indicating superior scale reliability. However, an excessively high value approaching 1.00 may suggest the presence of redundant items. Conversely, an unacceptably low coefficient indicates that the scale fails to effectively measure the intended homogeneous construct and should undergo appropriate revision before deployment [25].

Item-Total Correlation: The item-total correlation is a key metric assessing the relationship between individual scale items and the total scale score. The magnitude of this coefficient directly reflects the extent to which an item aligns with the overall construct measured by the scale. A higher correlation indicates a stronger association between the item and the scale's total score. Items exhibiting an item-total correlation below the threshold of 0.30 are generally considered weakly associated with the construction being measured. In the absence of strong theoretical justification for their retention, such items warrant consideration for removal from the scale to enhance its reliability [24, 25].

Paired-Samples t-tests: Paired-samples t-tests were utilized to compare each individual child's pre-test score with their corresponding post-test score. This analysis directly captures changes in scores on different constructs and composite measures at the individual level. The primary purpose of these tests was to evaluate the effectiveness of the summer camp program and to assess the feasibility of implementing the Positive Adolescent Development-based P.A.T.H.S. (Positive Adolescent Training through Holistic Social Programs) school-based model within W City.

4. Research Findings

4.1. Reliability Testing of the Localized Positive Youth Development Assessment Scale

Prior to conducting the paired-samples t-tests, this study assessed the reliability of the revised scale. The results indicated that, among the fifteen competency constructs included in the revised scale, all exhibited good reliability indicators except for Construct 15 (Materialism) . Detailed data are presented in Table 5.

Table 5. Reliability Coefficients of the Scale.

Competency Construct	Pre-test		Post-test	
	Internal Consistency	Item-Total Correlation	Internal Consistency	Item-Total Correlation
Bonding with Healthy Adults and Positive Peers	0.786	0.747	0.711	0.657
Resilience	0.876	0.857	0.806	0.830
Social Competence	0.895	0.739	0.876	0.722
Positive Behavior Identity	0.832	0.770	0.693	0.782
Emotional Control and Expression	0.571	0.824	0.608	0.863
Cognitive Competence	0.903	0.851	0.834	0.783

Behavioral Competence	0.702	0.812	0.667	0.774
Moral Competence	0.744	0.679	0.676	0.686
Self-Determination	0.774	0.709	0.789	0.676
Self-Efficacy	0.602	0.655	0.564	0.684
Clear and Positive Identity	0.679	0.697	0.806	0.763
Beliefs in the Future	0.819	0.783	0.664	0.733
Participation in Prosocial Activities	0.695	0.867	0.589	0.770
Prosocial Norms	0.888	0.602	0.757	0.384
Materialism	0.877	-0.229	0.773	-0.235

Note: All data are retained to three decimal places.

In this study, we conducted detailed analyses of internal consistency (Cronbach's α) for all fifteen constructs across pre-test and post-test administrations.

Pre-test results indicated Cronbach's α coefficients ranging from 0.571 (Construct 5: Emotional Control and Expression) to 0.903 (Construct 6: Cognitive Competence). Concurrently, item-total correlations for all constructs except Construct 15 (Materialism) fluctuated between 0.602 (Construct 14: Prosocial Norms) and 0.867 (Construct 13: Prosocial Involvement).

Post-test results revealed α coefficients spanning from 0.564 (Construct 10: Self-Efficacy) to 0.876 (Construct 3: Social Competence), with item-total correlations adjusting to a range of 0.384 (Construct 14: Prosocial Norms) to 0.863 (Construct 5: Emotional Competence - Regulation & Expression).

Although Construct 15 (Materialism) demonstrated suboptimal psychometric properties (item-total correlation < 0.30) in both administrations – which would typically warrant its exclusion – it was retained based on substantive theoretical rationale. Empirical evidence consistently indicates that materialism exerts detrimental effects on youth development: adolescents with heightened materialistic tendencies exhibit greater susceptibility to negative effects, whereas those with lower materialism report richer positive emotional experiences. Critically, materialism demonstrates significant negative correlations with well-being and serves as a negative predictor of happiness. Consequently, this construction remained integral to subsequent analyses.

4.2. Pre-Post Changes in Indicator Scores

To evaluate the impact of W City's summer camp program on youth positive development, we administered the validated scale pre- and post-intervention. Paired-sample t-test were conducted to analyze score differences (normality test waiver justified by $n > 30$). Detailed results are presented in Table 6.

Table 6. Paired-Sample t-Test Results.

Competency Construct	Pre-test		Post-test		Paired-sample Test	
	Mean	SD	Mean	SD	T	P
Bonding with Healthy Adults and Positive Peers	79.483	13.605	80.345	13.930	-0.599	0.552
Resilience	80.747	15.434	79.215	15.664	1.137	0.26
Social Competence	78.161	18.583	75.575	21.121	1.197	0.236
Positive Behavior Identity	76.149	18.732	73.755	17.715	1.465	0.148
Emotional Control and Expression	75.766	14.743	77.490	15.728	-1.023	0.311

Cognitive Competence	78.065	17.765	80.364	16.329	-1.137	0.26
Behavioral Competence	78.831	15.024	77.490	17.458	0.768	0.446
Moral Competence	76.532	17.038	76.820	15.263	-0.152	0.88
Self-Determination	72.787	18.045	74.425	17.781	-0.667	0.507
Self-Efficacy	68.773	10.450	71.264	17.230	-1.081	0.284
Clear and Positive Identity	70.594	19.161	64.176	19.777	3.112	0.003
Beliefs in the Future	76.628	19.011	75.383	17.261	0.609	0.545
Participation in Prosocial Activities	79.885	15.845	77.778	14.863	1.111	0.271
Prosocial Norms	84.713	15.956	85.747	12.264	-0.55	0.585
Materialism	53.951	25.066	51.293	21.898	1.021	0.312
Total Score about PYD	74.878	11.971	74.569	11.630	0.349	0.728

Note: All data are retained to three decimal places.

The paired-sample test results indicate that pre-post score changes among participating vulnerable children across the fifteen constructs and total positive development level primarily manifested in two patterns:

When t-values are negative, this signifies that participants' positive development assessment scores after the summer camp were higher than pre-intervention scores. Specifically, seven constructs exhibited negative t-values: Bonding with Healthy Adults and Positive Peers, Emotional Control and Expression, Cognitive Competence, Construct 8 Moral Competence, Self-Determination, Self-Efficacy, and Prosocial Norms. This phenomenon indicates that participants' scores on these competency constructs increased after the summer camp. However, despite negative t-values, all p-values for these constructions exceeded the statistical significance threshold of 0.05, demonstrating that score differences did not reach statistical significance. Therefore, we cannot conclude that the summer camp significantly enhanced these competencies in a statistically meaningful manner. Consequently, to comprehensively evaluate the effectiveness of the positive development summer camp program, participants' experiences and perceptions should be further analyzed through subsequent qualitative research.

When t-values are positive, this indicates that participants' positive development assessment scores after the summer camp were lower than pre-intervention scores. Notably, eight constructs showed positive t-values: Resilience, Social Competence, Positive Behavioral Recognition, Behavioral Competence, Clear Positive Identity, Behavioral Foundations, Prosocial Involvement, and Materialism. This demonstrates that participants' scores on these competency constructs decreased after the summer camp, while for all constructions except Clear Positive Identity (Construct 11), p-values exceeded 0.05, failing to demonstrate statistically significant differences. However, for Construct 11, its p-value was less than 0.01, indicating that vulnerable children's scores on clear positive identity significantly declined post-intervention, a phenomenon potentially attributable to inappropriate activity design or insufficient sample size. Therefore, sample size expansion or additional qualitative research should be conducted to supplement and validate these preliminary quantitative findings.

5. Conclusions and Discussion

Positive Youth Development (PYD) theory is acclaimed for its emphasis on personal competencies and potential, promoting holistic growth among adolescents across social, emotional, cognitive, physical, and moral domains. It advocates community and family involvement and employs preventive strategies to reduce problem behaviors, while demonstrating strong adaptability and flexibility to accommodate diverse cultural and community needs. This study culturally adapted PYD theory based on W City's specific context and implemented a summer camp intervention grounded in this framework, measuring participants' positive development indicators before and after the intervention,

while using paired data from 58 participants to conduct preliminary reliability analysis of the adapted Chinese Positive Youth Development Scale (CPYDS) to assess its suitability for measurement purposes in the camp program. Subsequently, paired data were analyzed to evaluate whether the summer camp achieved significant outcomes. Results indicate that the culturally adapted CPYDS effectively measured participants' positive development. Among its fifteen constructs, only Construct 15 (Materialism) exhibited suboptimal reliability, but substantial research confirms its relevance to youth development; thus, items within this construct should be refined in future iterations. Furthermore, paired-sample tests revealed limited intervention efficacy, with improvements in some constructs failing to reach statistical significance and participants showing significant declines in Construct 11 (Clear Positive Identity) post-intervention. This underscores the need to integrate qualitative methods with small samples to comprehensively assess outcomes through participants lived experiences. Future programs should: align activities with vulnerable children's needs; extend service duration; expand sampling across districts to ensure adequate representation; and implement control groups for comparative efficacy analysis.

Collectively, this study offers an initial quantitative evaluation of Hong Kong, China's "Positive Youth Development Program" in W City, providing foundational insights for its localization. It also proposes preliminary recommendations for optimizing program design and intervention effectiveness. Future research should increase sample sizes, deepen qualitative analysis, and enhance cultural adaptation to facilitate effective regional implementation.

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