

The title for this Special Section is **Positive Youth Development in Diverse and Global Contexts**, edited by Emilie Phillips Smith, Anne C. Petersen, and Patrick Leman

Longitudinal Relations Among Positivity, Perceived Positive School Climate, and Prosocial Behavior in Colombian Adolescents

Bernadette P. Luengo Kanacri
P. Universidad Católica de Chile

Nancy Eisenberg
Arizona State University

Eriona Thartori and Concetta Pastorelli
Sapienza Università di Roma

Liliana M. Uribe Tirado
Universidad San Buenaventura, Medellín

Maria Gerbino and Gian V. Caprara
Sapienza Università di Roma

Bidirectional relations among adolescents' positivity, perceived positive school climate, and prosocial behavior were examined in Colombian youth. Also, the role of a positive school climate in mediating the relation of positivity to prosocial behaviors was tested. Adolescents ($N = 151$; M_{age} of child in Wave 1 = 12.68, $SD = 1.06$; 58.9% male) and their parents ($N = 127$) provided data in two waves (9 months apart). A model of bidirectional relations between positivity and perceived positive school climate emerged. In addition, adolescents with higher levels of perceived positive school climate at age 12 showed higher levels of prosocial behaviors in the following year. Positive school climate related positivity to adolescents' prosocial behavior over time.

A growing body of research indicates that the tendency to enact prosocial behavior—voluntary and intentional behavior that benefits another (e.g., sharing, helping, and caring; see Eisenberg, Fabes, & Spinrad, 2006)—predicts better adjustment and less psychological maladjustment in childhood and adolescence (e.g., Kokko, Tremblay, Lacourse, Nagin, & Vitaro, 2006). Furthermore, the tendency to engage in prosocial behavior has been found to be positively associated with diverse positive developmental outcomes such as academic achievement (e.g., Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo, 2000;

Caprara, Luengo Kanacri, Zuffianò, Gerbino, & Pastorelli, 2015; Yates & Youniss, 1996), self-esteem (e.g., Zuffianò et al., 2014), and civic engagement (e.g., Luengo Kanacri et al., 2014). Consequently, mechanisms and processes that support the development of prosocial behavior appear to be relevant for understanding positive development more generally.

Positive youth development (PYD) theorists, who are interested in fostering positive development in a broad sense, have argued for the importance of developing, within the context of schools, caring attitudes toward others and prosocial behavior (Lerner, Lerner, Almerigi, & Theokas, 2005). In recent decades, educators and scholars have also increasingly recognized the importance of a school's climate for promoting positive development (see Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013). Although much of the theory and research on school climate

This research was partially supported by a grant from the Universidad San Buenaventura, Medellín, Colombia (60%) and Sapienza University of Rome (40% Interuniversity bilateral agreement, during the years 2013 and 2015). In addition, Bernadette Paula Luengo Kanacri was partially funded by the Interdisciplinary Center for Social Conflict and Cohesion Studies, CESOC (Grant CONICYT/FONDAP/1513000), the Chilean National Foundation for Scientific and Technological Development Fondecyt (FONDECYT/1160151), and PAI CONICYT (79160086).

Correspondence concerning this article should be addressed to Bernadette P. Luengo Kanacri, Pontificia Universidad Católica de Chile, Av. Vicuña Mackena 4680, Macul, Santiago, Chile. Electronic mail may be sent to bluengo@uc.cl.

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DOI: 10.1111/cdev.12863