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Developmental Assets and its association with youth development: an investigation from college Students from Lahore

Developmental Assets

Development of the youth is a continues process and different prospects and dimension are related to it. Furthermore, there are different stakeholders involved in the healthy development of the youth (Scales, 2006). Role of family, peer, community and schooling is worth mentioning in the development of the youth (Osgood and Chambers, 2000). Thriving indicators are also helpful in setting the course of the young people towards their positive development (Lerner et al., 2012). However, the current study tires to investigate how developmental assets promote youth development.

"Developmental assets is a set of framework that identifies the skill, experience, relationship and behaviors that enable young people to develop into successful and contributing adults" (Search Institute, 2007).

The developmental assets have been categorized into external and internal developmental assets. External developmental assets contain domains of support, empowerment, boundaries & expectations and constructive use of time. On the other hand internal developmental assets have sub items of positive values, social competencies, commitment to learning and positive identity (Search Institute, 2007).

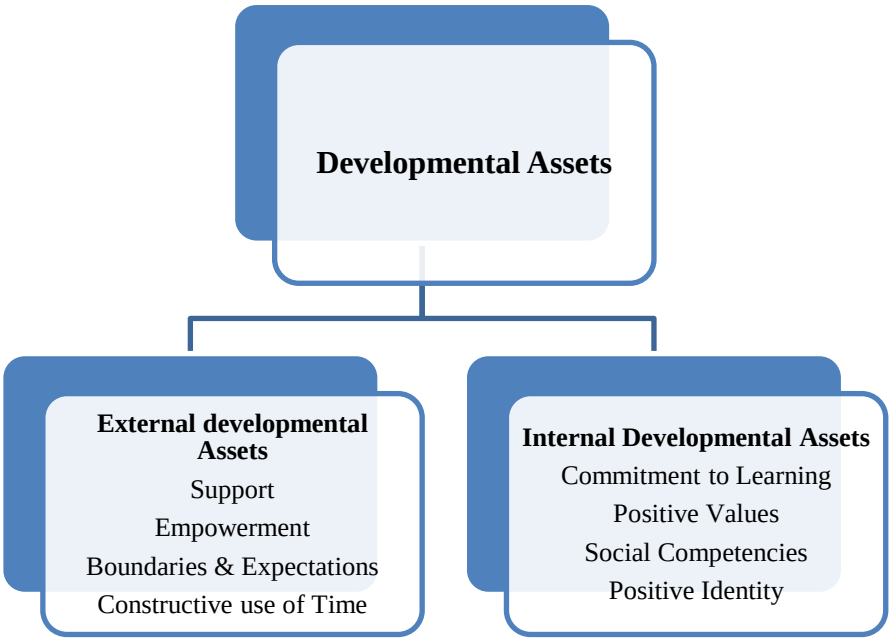

Figure 1 Developmental Assets (Search Institute, 2007)

Developmental assets are found to be very important and significant in the development of the youth. Developmental assets increase the thriving behaviors and reduce the risk behaviors (Benson et al., 1998; Leffert et al., 1998; Scales et al., 2000). In addition to that developmental assets enhance the academic performance of the children. Similarly, Developmental assets are directly associated with the CGPA of the students (Scales et al., 2006).

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These developmental assets have also significant relationship with attendance of the students in the school as well as on their grades (Scales et al. 2006; Foster et al., 2005). In the current area of academics, developmental assets have become widespread and influential framework to demonstrate and predict the youth development (Small and Memmo, 2004).

The role of developmental assets is also very important in the early childhood to ensure the positive growth of the children (Scales et al., 2004). A developmental asset is a framework that is most helpful for the vulnerable youth and that guide their behavior in a positive direction. These assets reduce the vulnerability of the youth and promote their positive development (Jones et al., 2007). The developmental assets are mostly helpful in the formation of assets building communities which are best way to guide and control the behavior of our youth (Lerner and Benson, 2003).

Developmental assets are directly related to overall development of the youth (Theokas, 2005). To enhance the potential and abilities of youth, developmental assets are the key factors and society and community should take initiatives to promote developmental assets in the youth because they are at risk and require higher level of attention and care. Hence, developmental assets are the primary factors that foster youth development (Pearson et al., 2004).

Developmental assets are comprehensive description of how family, peer, community and schooling take part in the development of the youth (Christopher et al., 2012). Youth in Pakistan have greater abilities to develop in the right direction however; it is evident that they do not have much support and encouragement from the society (Qayyum, 2007). The role of society is most significant and determining in the development of the youth all over the world. And it is well established that youth's abilities can be best utilized by the community in the development of the society (Balsano et al., 2009).

Developmental assets can be very handy for the youth development in Pakistan. There is a need in the Pakistani society that, it must be realized that the role of society is very important in the positive development of the youth. By educating the society regarding the benefits of these developmental assets could be helpful for the youth development (Hamilton et al., 2004). Both internal and external developmental assets could build up the future of the youth in Pakistan. The role of external developmental assets in the form of family, peer, community and schooling is substantial for the development of the youth (Murphey et al., 2004). Similarly, the role of internal developmental assets in form of positive values and positive future intentions play a vital role in the development of the youth (Edwards et al., 2007).

Youth Development

Youth development is a multidimensional concept and different disciplines look at the youth development with differing approaches. Each perspective or discipline looks at only one or few dimensions of development. The psychologists see the human beings as the psycho-bio unit and thus account the development of youth from adolescent in a series of stages like the work of Erik Erikson (James, 1980).

On the other hand sociologists see the development with a different perspective and terminology but ultimately prepare the youth for future and the allotted status and roles (Ulrich & Harris, 2003). Sociologists are further concerned about the youth development to avoid the deviant behavior in youth and to make them adapt to the cultural norms and values which foster a positive change in the society (Furlong, 1997). Sociologists look the process of development involving different social institutions and involving different persons in the society.

So, in the current study youth development will account for the development in terms of adapting to the cultural norms and values, educational achievements, supporting in the community and being a productive and law abiding person in the society.

"Positive Youth development is strength based approach to working with youth people that draws on positive psychology, development psychology, development epidemiology, and prevention sciences" (Roth and Brooks-Gunn, 2003).

Positive Youth development is a 5C inventory that measures the following major domains of youth development.

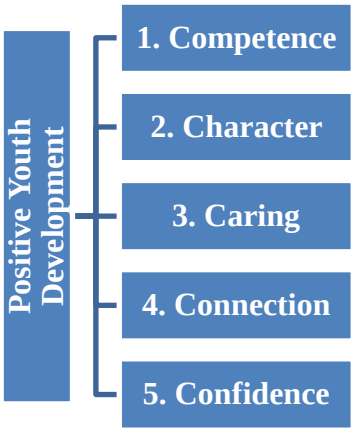

Figure 2 Dimension of Positive Youth Development (Arnold, 2012)

The positive development of youth is valued in every society and it remains a major goal of the society. Families, as well as communities are charged with nurturing, educating and socializing the youth for positive development (Lerner et al., 2005). The developmental assets are found to be very important factors that foster the youth development. Young person tend to have more developmental assets have more chances to develop in a positive way and right direction (scales, 2000). The developmental assets are also found to be more appropriate and significant in order to control the deviant behavior of the youth. The young people that report relatively higher number of assets are less prone to deviant acts (Taylor et al., 2003).

Methodology

The objective of the quantitative study is to find out the relationship between developmental assets and youth development. The researcher tried to find out the role of both external and internal developmental assets on youth development in the current study. Furthermore this phase of the study tried to explain how family, peer, community and schooling contribute to the youth development.

Sample size

Determining the sample size is a crucial phase in any research. A precise and accurate sample size implies the true representative sample for the study. For the current study the researcher employed The Research Advisors formula (2006) which is the most authentic formula when the total population is known to the researcher. The researcher obtained a list from Director Public Instructions colleges for the total enrolment in all the colleges in District Lahore. The researcher decided to include both male and female colleges to make the sample more representative. It would also enable the researcher to find out the association between developmental assets and youth development for both male and female youth. The following table is showing the total number of colleges along with enrollment with respect to the gender.

Table 1 Summary of College Enrollment

1	Boys Colleges	21	33114
2	Girls Colleges	27	42723
Total		48	75837

After finding out the sampling frame of the study and deciding the total population of the study it is important for the researcher to draw the right amount of the sample size.

The sample size for the study is computed by putting the values in the following formula.

$$n = \frac{X^2 * N * P * (1-P)}{(ME^2 * (N-1)) + (X^2 * P * (1-P))}$$

Where:

n = sample size

X^2 = Chi – square for the specified confidence level at 1 degree of freedom

N = Population Size

P = population proportion (.50 in this table)

ME = desired Margin of Error (expressed as a proportion)

The margin of error is assumed at3.5% at confidence interval of 99%.Total sample was calculated as 1330 respondents. However the sample of the study is likely to be decreased as the non-response is yet to be considered after the data collection (complete list of colleges and respondents is at Annex-A).

Sampling technique

Sampling is a process by which the researcher actually reaches the desire unit of the respondents. The respondents of the current study are the college students and to identify the respondents the research adopted multistage sampling. The researcher has to pass through 4 stages to reach the respondent to conduct the survey. Following are the four stages involved in the sampling process

Stage	Feature
1	all the colleges and enrollment of the colleges in District Lahore
2	separately clustered the boys and girls colleges
3	proportional sampling method on total sample calculated by Research advisor formula
4	Simple random sampling at each college

Selection of the respondents for quantitative study

The age group ranging from 15 to 29 is considered as the youth according to the National Youth Policy of Pakistan. For the collection of the data the researcher has decided to collect the data from Public Sector colleges in District Lahore. The selection of the Government Colleges was made on the basis of the following reasons:

- It enabled the researcher to collect data from entire Lahore which makes a more geographical representative sample for the study.
- It helped the researcher to collect the data from respondents of differing socio-economic backgrounds. The researches on college students usually prove fruitful as these enable the researcher to collect information from diverse socio-economic status (Lohfink & Paulsen, 2005).
- The college students are the emerging youth which are more appropriate to address the objectives of the study.
- The current study intends to investigate the youth development which includes the component of the education. McCoach (2003) in a study found that college students are most important when it comes to study the educational outcomes hence in the current study college students were selected.

Tool for data collection

A pre-coded self-administered questionnaire was used for this study. The interview schedule had three main parts. The first part contained questions regarding demographic characteristics of the respondents. However, the latter two parts were intended to measure the independent and dependent variables of the study.

Data Analysis

Analyzing the quantitative data is very important phase of any research. The entire results of the study depend upon the data analysis. Therefore this phase of the research requires extra care and vigilance so that proper results could be

obtained. The analysis of the current study was carried out by using GMM (Generalized Methods of Moments). GMM was introduced to econometrics by Hansen (1982) and is now widely used in both empirical work and in social sciences. GMM is popular in part because it provides a single, flexible framework that encompasses many different estimators and applications. Since OLS regression was facing major problems like non linearity, non-normality, hetroskedasticity and autocorrelation hence this study adopted the GMM model using robust settings which makes it less sensitive to these problems without compromising the precision of the estimates. GMM model treats the explanatory variables and encounter the problems of error term and lagged dependent variable (Blundell and Bond, 1998). The current study also contains lagged dependent variable with multiple categories and items hence the use of GMM for the current study is well established and useful. The use of GMM model in studies relating to youth is also substantial and active in the modern period. Ebaidullah (2014) carried out a study on the role of ICT and youth unemployment by using GMM model. Similarly Baum et al (2007) conducted a study on youth care and development by using the same model. Hence keeping in view the course of the study GMM is suited for the data analysis.

Quantitative results findings

Demographic features of respondents

The demographic of the respondents in the current study have two major aspects of the Age and gender. Following is the detailed description of both age and gender of the respondents of the current study,

Age of the respondents

Age is an important factor when it comes to study youth development and developmental assets. The developmental assets decrease with the increase in age (Scales, 1999). Hence it is very important to clearly identify the age of the respondents. Mean age of the respondents was 21.86 years with a standard deviation of 1.55 (Range 17-25 Years). Most of the respondents were 22 years of age (29.9%) however only 3% of the respondents were of 17 years.

Gender of the respondents

Gender is an important factor that is associated with developmental assets and youth development. The girls have more developmental assets in comparison with boys (Scales, 1999). Keeping in view the relationship of gender with developmental assets it was earlier decided by the researcher to include both genders for data collection. 586 (44.1%) were male and 744 (55.9) were female. The study further examines the role of developmental assets on youth development for both male and female respondents of the study.

Table 2 Gender wise distribution of the respondents

Gender	Frequency	Percentage	Cumulative Percentage
Male	586	44.1%	44.1%
Female	744	55.9%	100%
Total	1330	100%	100%

Developmental assets and youth development

The primary focus of the current study was to find out the association between developmental assets and youth development. Developmental assets are found to be significantly related to the youth development (Scales, 2003). Developmental assets are also found to be related to the formation of assets building communities that foster the development and progress of the youth (Benson, 2003). The current study also found that developmental assets are significantly related to the youth development. The following three tables would illustrate the relationship between Development assets and Youth development. The first table is related to the entire population of the study regardless of gender. Second and third table shows the results for male and female sample respectively regarding the association of independent and dependent variable

Table 3 Developmental Assets and Youth Development for Entire Population

Variable	Coefficient	Std. Error	t-Statistic	p-values
Total Developmental Index	0.860330*	0.013932	61.75122	0.0000
GENDER	0.195540	0.026772	7.303903	0.0000
LAGE (Age)	0.236926	0.144629	1.638169	0.1016
C	-1.043070	0.440470	-2.368085	0.0180
R-squared	0.738313	Mean dependent var		-0.000747
Adjusted R-squared	0.737714	S.D. dependent var		0.959286
S.E. of regression	0.491288	Sum squared resid		316.4276
Durbin-Watson stat	1.407848	J-statistic		0.000000

Table 3 presents the relationship between total developmental assets and youth development. In the total model Out of all variables age (Lage) is insignificant in effecting the youth development. There is no association between age and youth development. R square value of 0.73 shows that all the included variables of developmental assets are explaining 73% of the dependent variables i.e. youth development, which is quite high considering that it is a survey behavior data. This shows the relationship and association between developmental assets and youth development. Furthermore the coefficients explain the relationship i.e. how and to what extent the dependent variable is changing with the change in independent variable. Here one percent increase in the total development Assets (index) will increase the youth development (index) by 0.86% on average. These results clearly indicate a significant relationship between developmental assets and youth development. Furthermore, $p<0.05$ which is also significant for total developmental assets and its relation with youth development. In addition to that t-statistics for total developmental assets is also more than 2 which shows that it has significant relationship. The above mentioned facts and figure illustrate and approve the hypothesis of the study. However, if the respondent is male then the youth development index is increased by 0.19% as compared to the respondent being female.

Table 4 Developmental Assets and Youth Development for Male Group

Variable	Coefficient	Std. Error	t-Statistic	p-values
Total Developmental Index	0.964435	0.017459	55.23906	0.0000
LAGE	0.063828	0.169305	0.377001	0.7063
C	-0.303635	0.516209	-0.588202	0.5566
R-squared	0.823193	Mean dependent var		-0.278996
Adjusted R-squared	0.822581	S.D. dependent var		0.976286
S.E. of regression	0.411223	Sum squared resid		97.74221
Durbin-Watson stat	1.641381	J-statistic		1.40E-40

In the male model Out of all variables (Lage) is insignificant in effecting the youth development. R square value of 0.82 shows that all the included variables of independent variables are explaining 82% of the dependent variables, which is quite high considering that it is a survey behavior data. This also shows the relationship between both the variables for the male group of the study. In addition to that the coefficient values illustrate how and to what extent the change in the dependent variable is accounted by the independent variable. Here one percent increase in the total development index will increase the youth development index by 0.96% on average. These results clearly indicate a significant relationship between developmental assets and youth development. Furthermore, $p<0.05$ which is also significant for total developmental assets and its relation with youth development. . In addition to that t-statistics for total developmental assets is also more than 2 which shows that it has significant relationship. So the hypothesis is approved for the male respondents of the study.

Table 5 Total Developmental Assets and Youth Development for Female Group

Variable	Coefficient	Std. Error	t-Statistic	p-values
Total Developmental Index	0.773014	0.021345	36.21491	0.0000
LAGE	0.414234	0.222056	1.865450	0.0625
C	-1.176416	0.682267	-1.724276	0.0851
R-squared	0.639779	Mean dependent var		0.219502
Adjusted R-squared	0.638793	S.D. dependent var		0.886287
S.E. of regression	0.532663	Sum squared resid		207.4063
Durbin-Watson stat	1.362961	J-statistic		0.000000

Table 5 showing the results of female respondents regarding the relationship between developmental assets and youth development. In the female model Out of all variables age (Lage) is insignificant in effecting the youth development. R square value of 0.63 shows that all the included variables of developmental assets are explaining 63% of the youth development, which is quite high considering that it, is survey behavior data. Furthermore the coefficients explain the relationship i.e. how and to what extent the dependent variable is changing with the change

in independent variable. Here one percent increase in the total development index will increase the youth development index by 0.77% which is smaller than 0.96% of male model on average. These results clearly indicate a significant relationship between developmental assets and youth development. Furthermore, $p<0.05$ which is also significant for total developmental assets and its relation with youth development. . In addition to that t-statistics for total developmental assets is also more than 2 which shows that it has significant relationship. These statistics show a significant relationship between developmental assets and youth development. Hence it can be inferred on the basis of the available statistics that the first hypothesis of the study is approved for the entire population and also for the male and female respondents.

External and internal developmental assets and youth development

The current study also aims at finding out the relationship between external and internal developmental assets on youth development. Both external and internal developmental assets have different attributes and hence their association with youth development is also different. Some studies have attributed youth development to the external developmental assets (Benson, 2002; Scales et al., 2005). On the other hand some significant relationship is also found between internal developmental assets and youth development (Seema et al., 2006). The following three tables are presented to illustrate the relationship between external and internal developmental assets and their relationship with youth development. The first table contains information and results regarding entire population of the study while second and third table contains information of male and female respondents of the population respectively.

Table 6 external and internal DA and YD for entire population

Variable	Coefficient	Std. Error	t-Statistic	p-values
External Developmental	0.438811*	0.018514	23.70207	0.0000
Internal Developmental	0.552198*	0.017490	31.57275	0.0000
LAGE	0.252798	0.146128	1.729975	0.0839
GENDER	0.186552	0.026984	6.913500	0.0000
C	-1.076327	0.444533	-2.421256	0.0156
R-squared	0.736204	Mean dependent var		-0.000747
Adjusted R-squared	0.735399	S.D. dependent var		0.959286
S.E. of regression	0.493451	Sum squared resid		318.9771
Durbin-Watson stat	1.469310	J-statistic		6.56E-40

Table 6 explains the contribution of external and internal developmental asses towards youth development. In the total model Out of all variables Age (Lage) is insignificant in effecting the youth development. Both P value and t-statistics show that Age is insignificant with its relation to the youth development. R square value of 0.73 shows that all the included variables are explaining 73% of the dependent variables, which is quite high considering that it is a survey behavior data. This entails that both external and internal developmental assets account for and explains 73% of the youth development.

The coefficients of the table show that one percent increase in the external development index will increase the youth development index by 0.43% on average. One percent increase in the internal development index will increase the youth development index by 0.55% on average. It is very interesting to note here that internal developmental assets have more contributing effect towards the youth development with respect to the external developmental assets. Both internal and external developmental assets have significant values. $p<0.05$ is also significant for both external and internal developmental assets and its relation with youth development. In addition to that t-statistics for both developmental assets is also more than 2 which shows that both external and internal developmental assets have a significant relationship. This further approves the second hypothesis of the study that increase in external and internal developmental assets increase the youth development. The study's prime objective was to see how the external and internal developmental assets contribute towards youth development. So, the following tables explains how both categories of developmental assets affect the youth development.

Table 7 External and Internal DA and YD for Male Population Study

Variable	Coefficient	Std. Error	t-Statistic	p-values
External Developmental Index	0.528144	0.030958	17.06018	0.0000
Internal Developmental Index	0.582716	0.024060	24.21919	0.0000
LAGE	0.098320	0.173935	0.565271	0.5721
C	-0.412913	0.530168	-0.778834	0.4364
R-squared	0.816819	Mean dependent var		-0.278996
Adjusted R-squared	0.815867	S.D. dependent var		0.976286
S.E. of regression	0.418932	Sum squared resid		101.2659
Durbin-Watson stat	1.760186	J-statistic		1.36E-38

Table 7 shows how external and internal developmental assets affect youth development for the male respondents. In the male model Out of all variables age (Lage) is insignificant in effecting the youth development. P > 0.5 shows that age is insignificant with youth development. R square value of 0.81 shows that all the included variables are explaining 81% of the dependent variables, which is quite high considering that it is a survey behavior data.
Here one percent increase in the external development index will increase the youth development index by 0.52% on average. One percent increase in the internal development index will increase the youth development index by 0.58% on average. Here we find similar result with regard to the contribution of internal developmental assets more than that of external developmental assets. However this difference is quite nominal as compared to the entire population. P<0.5 is also significant for both external and internal developmental assets. T-statistics also show a significant relationship between the variables.

Table 8 External and Internal DA and YD for Female Population

Variable	Coefficient	Std. Error	t-Statistic	p-values
External Developmental Index	0.415892	0.022747	18.28311	0.0000
Internal Developmental Index	0.476488	0.026539	17.95451	0.0000
LAGE	0.416347	0.223174	1.865574	0.0625
C	-1.180730	0.685840	-1.721583	0.0856
R-squared	0.640327	Mean dependent var		0.219502
Adjusted R-squared	0.638848	S.D. dependent var		0.886287
S.E. of regression	0.532622	Sum squared resid		207.0911
Durbin-Watson stat	1.394033	J-statistic		0.000000

Table 8 showing the results of female respondents regarding the association between external and internal developmental assets. In the male model Out of all variables age (Lage) is insignificant in effecting the youth development. P>0.5 shows that the age is not significantly related to the youth development. R square value of 0.64 shows that all the included variables are explaining 64% of the dependent variables, which is quite high considering that it is a survey behavior data.
Here one percent increase in the external development index will increase the youth development index by 0.41% which is smaller than 0.52% of male model on average. One percent increase in the internal development index will increase the youth development index by 0.47% which is smaller than 0.58% of male model on average. However over all the internal developmental assets are more significantly related to the youth development. P > 0.5 shows the significant relationship between both external and internal developmental assets and youth development. Hence it is gathered and concluded from the data that second hypothesis of the study is approved for the entire population as well as for the male and female respondents.

Summary of the quantitative findings

The quantitative analysis of the study show that developmental assets account for 86% of the youth development. This is for the total sample of the study. However when we see the relationship between both the variables with regard to the gender we find that for the male sample of the study development assets account for 96% of the youth development. For female sample of the study is ratio is 77%.

For the total sample of the study external developmental asset explain 0.43% while internal assets do so by 0.55% of the youth development. For male respondents these values are 0.52% (External) and 0.58% (Internal) respectively. For female sample of the study external developmental assets account for 0.47% and internal developmental assets 0.58%. It is important to note here that internal developmental assets are more significant than external developmental assets in explaining the youth development. This trend is same for both male and female respondents. The following table shows the coefficients for each category for the entire sample as well as for the male and female respondents.

Table 9 Summary of Development Assets and Youth Development in the Study

	Total Developmental assets	External assets	Internal assets
Total sample	0.86%	0.43%	0.55%
Male sample	0.96%	0.52%	0.58%
Female sample	0.77%	0.47%	0.58%

The above table shows how total developmental assets and both external and internal developmental assets vary across gender. It can be observed that male receive higher level of external developmental assets. However, both male and female have similar proportion of external developmental assets.

Conclusion

The findings of the study show a clear relationship between developmental assets and youth development. Increase in developmental assets would increase the level of youth development. This trend is same for both male and female respondents of the study. There is a significant relationship between developmental assets and youth development. The first two objectives of the study state to find out how internal and external developmental assets contribute towards youth development. There are mainly two levels of developmental assets i.e. external and internal. It was prime concern of the study to find out which level of the developmental assets has more contribution in the development of the youth. The role and contribution of the external developmental assets is significant for both male and female respondents of the study. Availability and magnitude of external developmental assets is more for the male respondents of the study as compared to the female respondents with respect to its contribution towards youth development. However, the findings of the study show that internal developmental assets are more contributing towards youth development. The contribution of internal developmental assets is more for both male and female respondents of the study. Positive values, positive future expectations, commitment to learning and constructive use of time are important addition of internal developmental assets.

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