Political Insight of Youth Development: An Investigation Form Public Sector Colleges in Lahore

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ABSTRACT

The current study intends to find out the role of political institution in the youth development. The study is based on mix method approach as it uses both qualitative and quantitative data. Quantitative study is based on the sample of 1335 college student's i.e. both male and female students. The qualitative phase of the study is based on focus group discussion with college students. The study concluded that political Action has greater importance for youth development along with civic engagement and political socialization for female political socialization is more important for their development. In this rank second comes Civic engagement and third comes political action. The qualitative findings complement the quantitative findings and show the similar trend of youth development. Political socialization, leadership qualities and political support are important factors in youth development.

Key Words: Youth Development. GMM model, mix method approach, political Institution

Introduction

Positive development of the youth and setting their directions is a serious problem of the modern world, because youth is more vulnerable than any other segment of the society (Yohalem & Pittman, 2001). Young people are found to be more vulnerable due to unemployment, heightened poverty, faster residential mobility, and are often plagued with high rates of crime and violence (Sampson, 2006). On the other hand, youth is the most important segment of the society as it has the potential and determination to contribute in the overall development of the society (Silva and Souto, 2009). Henceforth, properly managing their abilities and positive development of the youth is essential for the smooth running and development of the society (Weiss, 1996).

Development of the youth is a continuous process and different prospects and dimensions 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.

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.

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).

Later on Lerner (2012) extended the concept of developmental asset by explaining the developmental assets as the combination of biology and disposition to relationships, social institutions, culture and history—is fused into an integrated system. Development has to do with changes in the relations among and between these multiple levels of organizations.

Literature Review

Davis and Pamela (2005) presented a content analysis of published articles of last five years to see how the youth development term and definition is difficult to comprehend and define. They observe that research on youth is not the same as youth development research, a term that in itself is challenging to define. Their review of the last decade raises issues around the need for publishing alternatives for research on applied youth development and analysis of practice. The primary

issue is to define youth development being a difficult and multidimensional term that has cultural implications.

Park (2004) found from his study that subjective well-being is directly related to positive youth development. Life satisfaction and positive values are important component of subjective well-being. Low life satisfaction is associated with psychological, social, and behavior problems, high life satisfaction is related to good adaptation and ideal mental health among youth. In order to enhance positive youth development, youth must subjective well so that they can contribute in a healthy way.

Travis and Leech (2013) found that empowerment is the basic idea behind youth development. The study concluded and found a relationship between person and environment, the reinforcing nature of developmental assets, and the necessity of a sense of community and community engagement for youth. Therefore by enhancing developmental assets the positive outcomes would come in youth development. Similarly community engagement should also be made healthy and productive to enhance youth development.

Ramey and Krasnor (2012) conducted a study to explore the relationship between context of structure activities of the youth and youth development. Contexts of structured activities refer to include features of PYD, including making contributions, engaging in purposeful action, and demonstrating characteristics such as competence, caring, and making connections. Community participation and supportive relations are positively related to the youth development. The activities lie in the domain of family, peer and community that foster the youth development.

Saito and Sullivan (2011) report on research conducted to identify the fundamental components that are common to youth program models highlighting youth engagement at various levels and in different ways. Created by experts in response to a comprehensive literature review and the filter of their own experience, their Rings of Engagement offer a model that can be applied to youth-adult partnerships, service learning, youth leadership and other youth engagement program designs and strategies.

Balsano et al. (2009) conducted a research work to find out how out of school and community activities promote youth development. Out of school time, healthy community activities and youth development programs are important developmental assets for the youth. The study concluded that more the participation in community activities more will be the youth development. The study also recommended that out of school time should be monitored by the family and community to direct the way of the youth and reduce the likelihood of indulging in antisocial and delinquent behavior.

Eccles and Templeton (2000) from a study found the value and importance of out of family adults and youth development. The study concluded strong and long term relations with non-familial adults' promotes the youth development and is very important. The study further postulated that these non-familial adults can be peer, neighborhood or community.

Youngblade et al. (2007) conducted a survey with a sample of 42305 respondents to see the evidence about optimal development of the youth and to find out the different factors important for youth development. The study concluded that healthy adolescence development was rooted in a complex and interrelated context. The youth that receive higher level of positive support from parents, school, and community are more likely to exhibit positive attributes. On the other hand those who receive less support were more likely to exhibit negative behavior.

Bazemore et al. (2010) in study tried to find out how community participation is a source of youth success. The study used both survey method and focus group discussions to analyze the data. The research concluded that community participation needs to be redefined in accordance with the culture. Innate youth, gaining spiritual understanding knowledge and skills in traditional cultural practices as essential elements of achieving youth success.

Catalano et al. (2004) finds from the study that youth development is a comprehensive approach to understand the transition from adolescence to the youth. The objective of the youth development approach is to frame interventions that help this transition. It helps the youth to develop useful skills and social competencies.

Barcelona and Quinn (2011) presented a content analysis of published articles of last five years to see how the youth development term and definition is difficult to comprehend and define. They observe that research on youth is not the same as youth development research, a term that in itself is challenging to define. Their review of the last decade raises issues around the need for publishing alternatives for research on applied youth development and analysis of practice. The primary issue is to define youth development being a difficult and multidimensional term that has cultural implications.

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Crosnoe, 2004 conducted a study to see political socialization as the core indicator of youth development for college students. The study concluded that engaging in college political activities leads to youth development.

Jones et al. (2007) conducted a survey which was country extended. The objective of the current study was to find out the key developmental assets and perception regarding developmental assets. The findings of the study show that adult support and youth leadership are the most valued and key developmental assets.

Flanagan, 2004 conducted a study to see how political socialization is associated with youth development. The study focuses on how youth of the society observes the political process and responds to it.

Slater, 2007 found from the study that youth development is closely linked with political communication and political socialization. The study concluded that political socialization and environmental factors foster the youth development by directing the youth in the accordance with the political sphere.

McLeod, 2002 conducted a study to explore the role of political participation of the youth in political socialization and ultimately determining the youth development. The study found that the level of youth political participation decreased from 1960s. However, this produced to be detrimental for the youth. The study concluded that political socialization of the youth enhances their capabilities of engaging in political processes to gain their rights. This ensures their development in positive direction.

Methodology

The current study was carried out by using mix method approach. Both qualitative and quantitative data was collected to understand the role of political institution in the youth development. Use of mix method approach is best suited as it combines both the approaches of research design to comprehend the relationship between political institution and youth development. The use of mix method in social sciences emerged in 1980s with the intention to increase the validation of the research and to see a particular phenomenon from different perspectives (Tashakkori & Teddlie 2000).

Quantitative study

The objective of the quantitative study is to find out the relationship between political social institutions in 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.

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.

The margin of error is assumed at 3.5% 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.

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 different social institution 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.

Measurement of independent and dependent variables

The current study intends to find out the role of political institution in youth development. The role of political institution was measured by using following indicators.

Main variable	Indicators
Civic engagement	Feelings of personal responsibility to effect political, Motivation to act on political issues
Political socialization	Political Ideas, learning, Understanding political issues, understanding about rights and duties, political parties, political awareness about govt. and state affairs and operations
Political actions	Youth involvement in social change efforts like voting, political speeches, processions, rallies, sit ins and protests, lock downs, strikes, agitation

Quantitative data analysis

The data was analyzed by using two different soft wares. The researcher initially tried to use SPSS for regression analysis but data was encountering a few problems therefore the researcher used Eview software to analyze the data. At the first step SPSS was used to form indexes of different questions related to different dimensions of the study. In the second step Eview software was used to estimate the results and to use GMM model for the study.

Qualitative study

The phenomena youth development is found to be complex and vague, especially in Pakistani context, requiring keen exploration by the researcher. This way, the researcher would be in a better position to explain the relationship between political institution and youth development in Pakistan. Keeping in view their importance the researcher has decided to get qualitative data from the both; parents and teachers of the students. Five (5) focus group discussions with parents and teachers were conducted.

Sampling for the qualitative study

According to Neuman, purposive sampling is appropriate in three situations.
"First, a researcher uses it to select unique cases that are especially informative". "Second, a researcher may use purposive sampling to select members of a difficult-to-reach, specialized population". "Third, another situation for purposive sampling occurs when a researcher wants to identify particular types of cases for in-depth investigation." (Neuman, 2006, p.198).
So for the collection of the qualitative data purposive sampling was most appropriate to gain in-depth understanding of the topic and to contextualize the study.

Respondents for qualitative study

The phenomenon of youth development is a complex and multidimensional in its nature. In addition to that the role of family, peer, community and schooling is also broader in nature. Therefore to unpack the issues and different prospects of youth development the researcher had to obtain information from different stakeholders of the topic being studied. So keeping in view the objectives of the study and multidimensionality of the topic following respondents were added for the collection of qualitative data.

- Youth i.e. college students to see how they perceive the concepts of developmental assets and youth development. Furthermore, it will enable the researcher to see exactly how the role of family, peer, community and schooling is nested in the cultural settings of the Pakistan.
- Parents of the youth (to know how parents see the indicators or prospects of youth development and how parents and other can contribute to youth development).
- Teachers (being a close observer teachers can give experienced and latest trends about youth development).

Tool for qualitative data collection

For the focus group discussions the researcher developed an interview guide. As the objective of the FGD is to get an in-depth understanding and to contextualize the topic to the Pakistani setting hence interview guide was most suitable with open ended questions.

"Interview guide is a list of question or issues that needed to be explored. Interview guide is prepared to set the direction of the discussion and to get same information from a number of people" (Patton, 1990).

Qualitative data analysis

The qualitative data analysis is a difficult task and follows a series of steps. However, qualitative data analysis starts with the collection of the data. As soon as the data comes across, the researcher has to start analyzing the data. Furthermore, during the data analysis researcher has to go forward and back to look into the data several times. This is mainly done to overcome overlapping of the data and to find out the repeated codes and themes. However, the data was analyzed by adopting and going through the following stages. Each subsequent step is driven and guided by the previous step. However, the researcher used domain analysis to ultimately analyze and conclude the qualitative data.

Quantitative Findings

The objective of quantitative data analysis is to find out the relationship between political social institution and youth development. The data was analyzed in the following stages.

The dependent variable for the study is youth development which would be measured by 50 items tool.

The independent variable was measured by three main indicators as follows.

Table no 1 List and Description of Indexes Used in the Study

Code	Description
YD	Youth Development
C.E	Civic Engagement
P.S	Political Socialization
P.A	Political Action

Data was analyzed by using GMM (Generalized Methods of Moments) method. 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 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. Following models are being used for data analysis in the current study.

Descriptive statistics
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.
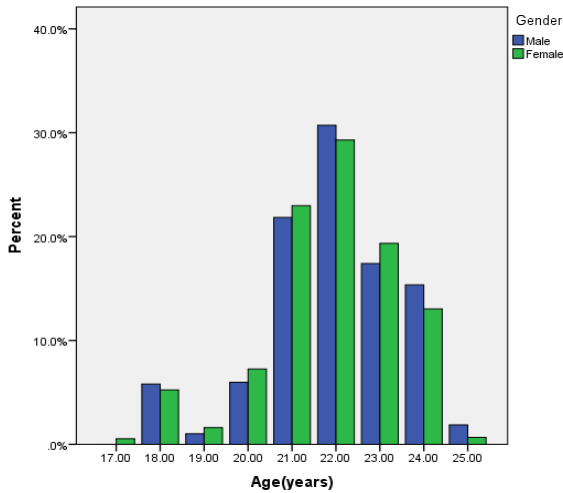
Figure 1 Age of the respondents

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 No.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%

Table No.3 relationship between political institution and youth development (Male)

Dependent Variable: YD

Method: Generalized Method of Moments

Sample: 1 586

Included observations: 581

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C.E	0.437802	0.037452	11.68958	0.0000
P.S	0.248288	0.054885	4.523785	0.0000
P.A	0.065559	0.034786	1.884618	0.0600

R-squared	0.614082			
Adjusted R-squared	0.616558			

In the male model all the included variables are significantly related to Youth Development. The R square value of 0.614082 shows that all the included variables are explaining 61% of the dependent variable, which is quite high considering it is a survey based study.

Here one percent increase in Civic Engagement index will increase youth development index by 0.437802 % on average. Similarly one percent increase in Political socialization index will increase youth development index by 0.248288% on average. In addition to that one percent increase in Political Action index will increase youth development index by 0.065559% on average.

All the included variables are significantly related to the dependent variable. Thus the hypothesis of the study approves as both independent variable and dependent variables are significantly associated with each other. The role of political institution is positive in explaining the youth development.

Table No.4 relationship between political institution and youth development (female)

Dependent Variable: YD
Method: Generalized Method of Moments
Sample (adjusted): 743
Included observations: 734 after adjustments

Variable	Coefficient	Std. Error	t-Statistic	Prob.
C.E	0.213129	0.034220	6.228216	0.0000
P.S	0.306162	0.063788	4.799695	0.0000
P.A	0.147206	0.035741	4.118738	0.0000
R-squared	0.545250			
Adjusted R-squared	0.546940			

In the female model all the included variables are significantly related to the youth development. The R square value of 0.545250 shows that all included variables explain 54% of the dependent variable. This value is considerable as it is survey based data.

The coefficients show that one percent increase in Civic Engagement index will increase youth development index by 0.213129% on average. Similarly one percent increase in Political Socialization index will the youth development index by 0.306162% on average. One percent increase in Political Action index will increase the youth development index by 0.147206% on average. These values show a significant relationship between independent variable and dependent variable.

Qualitative findings

The qualitative data findings were based on the themes that were collected by the researcher. Development of themes was based on the data that was collected from teachers, students and parents and then central qualitative themes were developed

keeping in view all three sources of the data i.e. students, teacher and parents. The literature indicates that there are multiple ways of impending qualitative data analysis conditional on the type of qualitative study being explored (e.g., phenomenology, grounded theory or ethnography). However all data analysis usually begins with familiarization of the data, transcription, organization, coding and analysis of the data (Lacey and Luff, 2001). Following are the important themes that show how political institution foster youth development.

Citizenship positioning

This theme emerged as an important indicator for youth political development. This includes youth understanding of political knowledge with regard to their self-positioning in the political field. One of the respondents quoted in the following words by saying

> "We should realize our responsibilities towards the political process in the country. This would enable us to work in the right direction keeping in view the political scene of the country"

This indicates how much it is important for the students and youth to understand their political positioning. Another respondent shed light by saying

> "Political leadership in future is what we see youth in present time. Therefore, youth must be aware of their political roles so that they can foresee it and modify in accordance with that"

This shows the importance of citizenship position of the youth as an important indicator for youth development.

Political environment

This includes political discussion at home and schools. Reading newspapers and watching TV to build ideas about politics. The literature shows that youth must be aware of their political environment. They must be aware of how the political processes are being happening in the country (Rossi, 2009). This is an important factor in youth development as political environment shapes the course of youth development. Same is the case with the current study as one of the respondents shaped this view by saying that

> "Political environment changes quite drastically in any country especially in developing countries like Pakistan; hence our youth must be fully aware of it"

Another respondent pointed out one very important factor regarding political environment by saying

> "Understanding of changing political environment of the country enables our youth to understand their standings in the global framework and it also builds their general knowledge. Hence watching TV and Newspaper makes them more adaptable the general happening in the country"

Political support

This includes Party politics, vote for a certain party and supporting their ideology and manifesto. Supporting a certain political party makes youth more sensitive about certain issues and develops the ability of argumentation (Rothstein, 2005). This tendency leads the youth to progress well and enables them to support certain issues. One of the respondents stated in the following words

> "Youth should understand the policies and manifesto of certain parties so that they can analyze them in accordance with the needs of the youth and support the ideology which suits them. This makes youth more judgmental and analytical".

Another respondent said in a more positive way in the following words

> "Supporting certain parties should not be based on biasness or favoritism rather this should be on the basis of policies".

The above arguments show that political support emerged to be an important indicator of youth development. While supporting or opposing certain political parties youth develop abilities of argument and analysis. These abilities help youth in their future and help them in learning.

Political Socialization

Political socialization is found to be an important indicator of youth development as understanding political processes and knowledge about political institution as it helps the youth to understand the political environment. Political socialization helps youth in exploring the domains for their careers (Uhlaner, 2001). Youth development mainly occurs in the political sphere hence youth should be properly socialized politically. This factor should be considered as youth development is impossible without the proper guidance and understanding of the political institution. One of the respondents commented by saying

> "Basic knowledge about politics and political processes in the country is pre-requisite for youth development. Youth needs guidance and engagement to develop which mainly comes through political institution."

Another dimension highlighted by one of the respondents is as follows

> "Jobs and other business processes are mainly handled and controlled by the political institution. If youth understand and foresee the policies of a particular party then they can make good progress by choosing the right dimension of the career. Hence, in my point of view political socialization is an important factor of youth development"

Here, aging it is proven that political socialization is very important for youth to develop. Political socialization increases the sense of responsibility and knowledge among youth.

Civic engagement

Involving youth in community activities is also found to be a factor for the development of the country. The youth can be used as resource in community development where they can boost their own confidence as well as promote development and harmony in the society (Hart, 1997). 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).

Engaging in community work is also significant in promoting youth development. Feelings of the parents show how they sense proud when they see their children working in the society and community work (Warren and Cataldi, 2006).   One parent very energetically said

> "It's really good when we see our children working in community, especially when they work for the improvement of the community. My son is the member of Youth Development Forum and this organization work for the career counseling of other young people".

A teacher pointed out in these words

> "Sir you are right community work is really productive for our youth. It gives them work to do and create sense of responsibility and more importantly they refrain from indulging in deviant activities".

Using the time in positive and constructive way is the best thing that can help youth in the positive development (Apel et al., 2006). Constructive use of time is found to be an important theme regarding youth development in the current study. Parents and teachers along with students also commented in the same manner. Taking part in community and religious activities is important for youth to gain confidence and work towards their objectives and goals. Spending time with the family is also important in enhancing the knowledge of the youth and benefitting from the experience of parents and family (Huebner and Mancini, 2003).

Leadership qualities

Youth should have leadership qualities so that they could be brought up in a positive and comprehensive manner. leadership qualities such as independent decision making, serving others without personal interest, accepting challenges, and providing solutions for issues, etc. are inculcated among the children as a vital part of their brought up, children grow into responsible, sensible and independent adult (Wheeler, 2003). Different families, Institutes and communities have different style of brought up which they give to their young generation. However

the role of community is very important to inculcate leadership qualities to the young persons. By giving certain roles youth can be brought up with leadership qualities that can help the society and community as whole (Youth leadership institute, 2003).

Possession of leadership qualities is a pre-requisite for the development of the youth. This helps in taking initiatives and ultimately leads towards the youth development (Flanagan, 2004). Teachers being the close observer of the college students and having expert opinion have potential comments in the following words

> "Our youth should be responsible and should possess leadership qualities. If our country have to progress well the youth should take initiatives and build up the nation."

Another teacher said

> "Youth should be leaders".

The above stance and comment is very simple but comprehensive. It shows and states that youth should be the leaders of the society. Leadership qualities are important in many respects. It enhances the confidence level among youth. It vows the youth for a positive contribution in the society (Zeldin, Camino and Calvert, 2003). One of the parents expressed his views in the following words by saying;

> "It is very important for our youth to take initiative and take their own decisions. This increase confidence level among youth which ultimately help them and catering different problems in future life."

The above theme shows that leadership qualities are an important feature of youth development. By embedding leadership qualities among youth our society can progress to a greater extant. The findings of the current study support that having leadership qualities is important quality that our youth should possess.

Society and social order impact/ social problems of the society

The qualitative data analysis clearly indicated that there is a close relationship between social order of the society and youth development. The youth must be aware of what is going on the society particularly with reference to the social problems. If youth is taking interest in knowing the prospects and consequences of social problems like poverty, women issues, unemployment and many others. They are going to be on the right direction because in doing so they can avoid those problems and can be an agent of advocating those issues. Hence, knowing the society's issues is important for youth develop in a positive way. One of the respondents said in the following words

> "If youth understands the problems of the society, it makes them more sensitive about the social order and it also creates the sense of responsibility among youth. This is very important for any one specially youth to foster in a well-directed way"

Another respondent said

> "Youth are a positive agent of change therefore they must be equipped with social responsibility. Youth should be engaged in the society."

This proves that understanding of social order and problems helps the youth to develop in a positive way by developing positive attributes.

Conclusion

The current study examines the relationship between developmental assets and youth development. The phenomenon of youth development is multidimensional and different stakeholders take part in the development of the youth. Therefore the study also studied the role and contribution of political institution and different components of it.

Both the qualitative and quantitative findings of the study show a relationship between political social institution and positive youth development. The quantitative findings show that political Action has greater importance for youth development. Secondly civic engagement is important for youth development and thirdly political socialization is important for youth to foster in positive way. For female political socialization is more important for their development. In this rank second comes Civic engagement and third comes political action. The qualitative findings complement the quantitative findings and show the similar trend of youth development. Political socialization and other important themes are contributing towards youth development. The qualitative investigation of the study shows that leadership qualities are mostly important for the development of the youth. Youth and parents recognized the importance of leadership qualities for the development of the youth.

Limitations

The sample for the current study was 1335 college students from Lahore. However, this figure cannot be a representative of entire youth living in the city. Most of the studies in this area used a huge of sample size. Scales (2006) used a sample size of 6000 students similarly Alexandra et al., 2004 explored the same topic by using a sample size of 4368, Scales et al. (2003) used a sample size of 5126 to see the association between developmental assets and youth development. Hence, a relatively small sample size limits the generalizability of the findings of the current study.

One limitation of the study is its cross sectional design. In this way the researcher was able to collect data in only one time and it was not in the scope of the study to see the impact of developmental assets or the change in the youth development over time period. However, this was accommodated by involving the views and comments of teachers and parents regarding youth development. Their views widened the scope of the study by qualitatively observing the concept of the youth development.

As the participants of the current research were college students and out of education or uneducated youth was included in the study. This again questions the generalizability and representativeness of the sample size. This was mainly done as the concepts of developmental assets were limited and implied to educated youth (Search institute, 2007). But still this also limits the findings of this research.

Implications

The findings of the study show that the role of community and neighborhood is very important for the development of the youth. Keeping in view the above findings the study implies that community programs and interventions should be initiated for the development of the youth (Jarret et al., 2005). This can be done both at formal and informal level. At informal level community should self-initiate programs that benefit the youth. However, at the formal level government and different organizations should start interventions and programs to inculcate positive youth attributes like community technology centers and community sports programs (London et al., 2010).

At community level youth vulnerability can be counter by monitoring the activities of the youth. Family, peer and other stakeholders should watch the gatherings and groups of the youth (Jenson et al., 2013). By watching their activities and handling their company one can control their attributes and guide them in positive way.

Residents of community should organize and make physical improvements to their neighborhoods and develop safe recreational areas for youth (Hall et al., 2003). By improving the physical conditions of the community one can get more opportunities for the development.

Pakistan is the country where most of the population is young hence it is very important to make policies that could help in using the potential and capabilities of the youth for the overall development of the country and society (Fuller, 2005).

Policy makers should acknowledge that youth have the competencies and they are experts in many areas and their expertise should be used in positive direction and policy making. Young people should be given active roles in development, generating, selecting, and implementing agency programs, policies, and activities. Government and policy makers should actively engage youth in identifying, analyzing, and responding to social and economic inequities and injustices in their neighborhoods and schools and provide the guidance to do so.

No policy can be beneficial unless it is done on a regular and consistent basis. Larson, walker and Pearce (2005) mentioned that importance of being consistent and transparent in your approach is very important and significant.

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