Open Access

Original Article

Socio-Demographic Correlates of Positive Youth Development In Adolescents, Pakistan

Sameera Shafiq, Sidra Batool

Department of Psychology, University of Gujrat, Gujrat Pakistan

ABSTRACT

Objective: To explore the impact of socio-demographic correlates in positive development of adolescents.
Study Design: Cross-sectional study
Place and Duration of Study: Department of Psychology, University of Gujrat, Gujrat Pakistan, from Feb to May, 2019.
Methodology: In Phase I, The Positive Youth Development Inventory (PYDI) was translated into Urdu by forward-backward translation method. Urdu version of PYDI was administered on 130 students selected by random sampling technique to check the accuracy of comprehension in Urdu and its reliability (α=85). In Phase II, Stratified Random Sample of 608 students (16 to 19 years) from private and public colleges of Sarai Alamgir was selected. Demographic sheet along with PYDI was administered on the students. The data was analysed in SPSS-21 version.
Results: In neural network multilayer perceptron analysis, the difference in training and testing relative error was 0.013 average mean, indicating significant contribution of predictive relationship of socio-demographic variables with positive development in youth. The predictive individual normalized importance of gender, monthly income, class, institution type, age, residential area, academic profession, and family system was 100%, 92.7%, 63.4%, 60.5%, 56.6%, 29%, 24.3%, and 9.9% respectively in the healthy development of youth.
Conclusion: Gender of adolescents along with socio-economic status based on monthly income plays a significant role in predicting positive development of their personality. This implied for implantation of any youth development intervention plan while keeping in view the perspective of gender and socio-economic status.

Keywords: Adolescent Development, Adolescent Health, Economic Development, Well-Being, Welfare.

How to Cite This Article: *Shafiq S, Batool S. Socio-Demographic Correlates of Positive Youth Development in Adolescents, Pakistan. Pak Armed Forces Med J 2025; 75(Suppl-4): S525-S529. DOI: https://doi.org/10.51253/pafmj.v75iSUPPL-4.6910*

INTRODUCTION

Famous word-of-mouth, youth are the backbone of a nation, is inevitable to be ignored. Their competencies and contributions hold a significant influence in the socio-economic development of a country, making issue of studying Positive Youth Development (PYD) grave important one. A nation cannot progress without involvement of its youth with active participation in community services and welfare. By making youth equip with skills and competencies in major areas of life such as academia, vocational, social, moral, and community, a country can cover the distance of advancement with right pace. PYD is an individual's competency in socio-academia domain, confidence in one's abilities to articulate tasks effectively, moral character building with serene sense of right and wrong, connectivity in relation to significant others and members of community at large, caring attitude sense of social justice towards people, and developmental contribution in society by imparting assistance to others. Further, the role of peer group and chums was found to have predictive outcome consequences in their development. Thus, the implications of their research have highlighted the importance of friendship in future studies.[1] Numerous studies have focused on gender, age and family interaction as crucial covariates to study the influences on the PYD.[2,3] Therefore, the holistic comprehension of PYD requires inclusion of analysis of factors effecting growth and enhancement in adolescents.

Demographic correlates of 5545 adolescents' perceptions of life satisfaction in five major domains of life such as family, friends, school, self, living environment have been found to significantly effect their wellbeing in USA.[4] Academic domain is very crucial for the adolescents because the educational pathway selected at this stage determine the future course of life. It has been found that girls scored higher than boys in academic domain.[5] Furthermore, they reported high levels of morality and competence as compared to boys.[6] Thus, the review of literature indicated existence of gender differences in the PYD sphere of adolescents.

Correspondence: Dr Sameera Shafiq, Department of Psychology, University of Gujrat, Gujrat Pakistan
Received: 17 Jun 2021; revision received: 27 Jul 2021; accepted: 09 Aug 2021

Globally, Pakistan has been ranked as fifth largest young country with 29% youth population, highlighting significance of youth involvement in the productive educational, economic and socio-cultural activities necessary.[7] Scare studies are available on positive youth development with reference to Pakistan. Some has studied youth empowerment and engagement in educational, economic, and political sector for prosperity of Pakistan leading towards development[8], yet empirically approved Ecological Model of Lerner *et al*.[1] was ignored in Pakistan. Though PYD model has been confirmed in diverse cultures of Africa, Europe, America and Asia[9], its exploration in Pakistan was a missing gap. Socio-demographic variables have been found to impact PYD significantly[10], but found to be unexplored with reference to Pakistan. Therefore, the present study has explored PYD from socio-demographic perspective to signify the contributory factors for proper development of youth development Programme. It is the right time to explore the phenomenon of PYD and gear the appropriate youth focused strategies designed to enhance their wellbeing and life satisfaction. The objective was to explore hierarchical predictive importance of the socio-demographic variables in the positive development of youth.

METHODOLOGY

The cross sectional research design was applied in the present study and the data was collected from February 2019 to May 2019 with the help of a standardized instrument called Positive Youth Development Inventory (PYDI).[11] PYDI carried 55 items with six subscales namely Competence, Character, Connection, Caring, Confidence, and Contribution. Each subscale has 14, 11, 9, 8, 9, and 7 items respectively with reliability coefficient 0.92 for the total scale. There are four response categories with 1 to 4 scoring key for strongly disagree, disagree, agree, and strongly agree respectively. All items are in positively stated. There are no negative items with reverse scoring.

Inclusion Criteria: College students within age range 16 to 19 years, studying at intermediate level were included.

Exclsuion Criteria: Any student who was found to be below 16 or above 19 years was excluded from participation in the study.

Instead next random roll number on the list was given the questionnaires. The study comprised of two phases. Phase I in composed with steps of forward-backward translation techniques used to translate PYDI with the permission of the authors into Urdu. Phase I also included pilot testing of the translated version to check the psychometric properties. The forward-backward translation method comprised of four distinct steps. At step 1, three experts with PhD degrees in psychology were given PYDI to translate them into Urdu. Step 2 comprised of two MPhil and one PhD committee members who selected one best Urdu translation. Step 3 followed by retranslation of Urdu version into English by three PhD experts in English. In step 4, three independent MPhil degree experts analysed the items for their content validity and removed any ambiguous, double meaning words with appropriate equivalent words. The version of Urdu translation of PYD was finalized to be used in pilot testing to check the psychometric properties.

Urdu version of PYDI was applied by random sampling technique on 130 students with age range 16 to 19 years from private and public colleges of Sarai Alamgir. PYDI-Urdu was found to be understandable and applicable on present sample with Cronbash Alpha Reliability Coefficient 0.85. In Phase II, 608 students of 1st and 2nd year were selected by Stratified Sampling Technique from private and public colleges of Sarai Alamgir. First a list of names of private and public colleges was obtained from District Education office, Gujrat. Two private and two public colleges were selected as a strata by random sampling technique. Then Yamane Formula.[12] was applied to calculate the sample size after knowing the population of 1st and 2nd year students in these colleges within their respective class rooms. The values in put in Yamane Formula: N divided by one plus N into e-square. N is total population size of the students in the class room and e is acceptable sample error having 0.05 constant value. Permission for conduction of present study was taken from Advanced Studies and Research Board (ASRB), University of Gujrat, Gujrat (UOG/ASRB/Psychology/02/15177). For data collection, permission was taken from the principals and teachers of the classes of 1st and 2nd year. Written informed consent was taken from the students declaring their right of confidentiality and withdrawal at any time. They were handed over demographic sheet along with PYDI-Urdu with clear instructions to ask about any ambiguity and fill all items with honest responses. The data was analysed in SPSS-21. Neural Networking Analysis was applied on the sample 608 adolescents and the results were expressed in tables and a figure.

RESULTS

Out of 608 adolescents selected 278(45.7%) were girls and 330(54.3%) were boys with mean age 17.6 years ±0.83 studying in 1st and 2nd years of private (44.2%) and public (54.8%) colleges. Table-I shows that in neural network analysis, 436(71.7%) cases were considered in training group and remaining 172(28.3%) were considered in testing group. The relative error difference between training and testing groups was found to be having a difference of 0.013 average mean which indicated a strong predictive value for socio-demographic variables towards PYD. Table-II shows the relative average mean importance of gender, monthly income, class, institution type, age, residential area, academic profession, and family system was 0.23, 0.21, 0.15, 0.14, 0.13, 0.07, 0.06, and 0.02 average mean respectively in the healthy development of youth. Figure shows the hierarchical Predictive Importance of Socio-Demographic Variables for PYD in Adolescents.

Table-I: Case Processing and Model Summary in Neural Networking

Sample	n (Percentage)	Sum of square errors	Relative error
Training	436(71.7%)	179.37	0.825
Testing	172(28.3%)	64.57	0.812

Note: Dependent Variable: Positive Development; Error computations are based on the testing sample

Table-II: Relative Predictive Importance of Socio-Demographic Variables for Positive Youth Development

Variables	Importance
Gender	.229
Class	.145
Profession	.056
Residential Area	.066
Family System	.023
Institution	.139
Age	.130
Monthly Income	.212

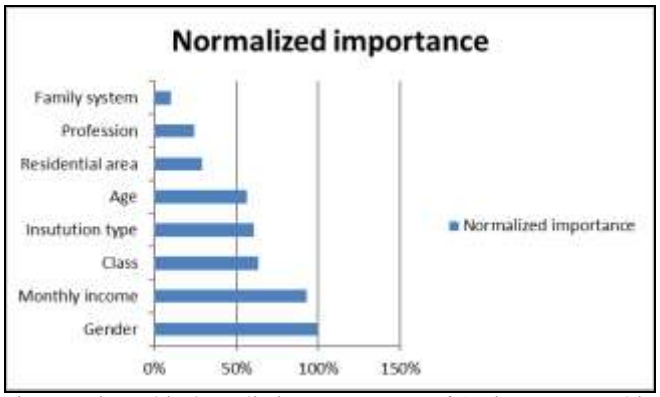

Figure: Hierarchical Predictive Importance of Socio-Demographic Variables for PYD in Adolescents

DISCUSSION

It is useless to study the concept of human development devoid of keeping in view demographic transition as Pakistan's 29% of population is between age group 15 to 29 years, known as Youth.[13] and is projected to influence country's economic development14. Therefore, the present study has focused on segment of youth entitled, early adolescents with inclusion criteria of 16 to 19 years of age. The aim of the study was to peep inside the predictive role of certain demographic variables in the healthy development of the early adolescents. The results of the study signified the normalized importance of gender and monthly income as strongest predictable factors playing role in PYD with 100% and 92.7% values respectively. The findings are consistent with previous researches indicating significant gender differences in the academic performance of girls as outperforming as compared to boys.[15] Ma, Zeng, and Ye (2016) indicated low level of general self-efficacy in adolescent girls as compared to adolescent boys.[16] making gender vital factor to upshot PYD. Girls have found to show ability to express empathy and prosocial behaviour more frequently as compared to boys.[17] However, no gender impact has been empirically found out in adolescents' social and civic participation in Italy.[18] unlike in Pakistan. In Pakistan, gender plays a crucial role in social and civic participation of adolescents with boys having more liberty to explore the outdoor opportunities and experience the coping of novel situations. Whereas girls are restricted at home with emphasis on helping mothers with household management of tasks.

Academic level of education (class), institution type (private-public sector), and age has contributed to 63.4%, 60. 5%, and 56.6% in predicting PYD in Pakistani adolescents. Consistent with the findings of 345 adolescent from Gilgit-Baltistan, age group determined significantly the wellbeing of the adolesents.[19] Moreover, public-private domain of educational institution played a crucial role in determining the students' wellbeing in Pakistan.[20]

Residential areas and professional pathway selected in subjects have also predicted PYD but to lesser degree as compared to the variables stated above in the present study. Researches showed that urban-rural divide was significant.[21] Student from science streams are significantly better in personal growth initiative, emotional self-efficacy and general

well-being as compared to arts and commerce undergraduate students.[22,23]

In present study, family system (nuclear versus joint) has impacted PYD to lowest degree. This finding contradicts previous researches. For family intactness, adolescents in intact families tended to have better development and higher levels of well-being in China10,.[24] Adolescence is considered to be a transitional period between childhood and adulthood that exhibits rousing amalgam of physical, cognitive, emotional, and social aspects. At this stage of life, volatile aspirations try to achieve autonomy and independence from parents and significant others. Though they need them for fulfilment of their motives, yet they resist over indulgence of parents in their daily life matters. Therefore, adolescents try to resist role of parents in their lives and style of expressing identities. In this phase, peer relation and friendships exert a strong influence and better ties than family members. Perhaps that is why the variable of family system has been found to exert its least influence in the students. It could serve as one of the reasons for Lerner *et al*.[1] to emphasize inclusion of peer relations in junction with PYD in future studies. But still the model fit summary of least relative error difference for training and testing sample in neural network analysis showed that it has contributed to impact wellbeing of the adolescents.

Nowadays, PYD approach is used to design programs for adolescents (10–18 years), making them fruitful and active citizen while transitioning into adulthood.[25] by emphasizing exploration of their positive potentials. Therefore, policy makers should intervene with Youth Development plans while catering gender and economic based needs with sensitivity. The present study has some limitations. The first was restricted region to collect the sample as it was only collected from Sarai Alamgir. Extended study should be planned to include major cities from all over Punjab. The second was no equal proportion of girls and boys was selected in the study. Future study must keep balanced gender based sample size. Since period of early adolescents (16-19 years) was studied with respect to their PYD, future studies should include late adolescent-early adulthood segment of age to consider PYD.

CONCLUSION

Major socio-demographic variables such as gender, monthly income, class, institution type, age, residential area, academic profession, and family system have significantly predicted positive youth development in early adolescents. However, gender and monthly income were most conspicuous one to influence development and family system was found to be the least one in contribution towards enhancement wellbeing in the adolescents.

Conflict of Interest: None.

Funding Source: None.

Authors' Contribution

Following authors have made substantial contributions to the manuscript as under:

SS & SB: Data acquisition, data analysis, critical review, approval of the final version to be published.

Authors agree to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

REFERENCES

1. Lerner RM, Lerner JV, Bowers EP, Geldhof GJ. Positive youth development and relational-developmental-systems. In Handbook of Child Psychology and Developmental Science: Theory and Method. eds W. F. Overton, P. C. M. Molenaar, and R. M. Lerner. New York: John Wiley & Sons, Inc, 607–651. 2015.
2. Shek DT, Zhu X, Leung JT, Lee TY, Wu FK. Evaluation of the Project PATHS in mainland China: Findings based on student diaries. Research. Res. Soc. Work Pract. 2019 May; 29(4): 410-9. https://doi: 10.1177/1049731517745994
3. Zhou Z, Shek DT, Zhu X. The importance of positive youth development attributes to life satisfaction and hopelessness in mainland Chinese adolescents. Front. Psychol. 2020 Sep 30; 11: 2599.
4. Huebner ES, Drane W, Valois RF. Levels and demographic correlates of adolescent life satisfaction reports. Sch. Psychol. Int. 2000 Aug; 21(3): 281-92.
5. Marcenaro–Gutierrez O, Lopez–Agudo LA, Ropero-García MA. Gender differences in adolescents' academic achievement. Young. 2018 Jun; 26(3): 250-70.
6. Crocetti E, Moscatelli S, Kaniušonytė G, Meeus W, Žukauskienė R, Rubini M. Developing morality, competence, and sociability in adolescence: a longitudinal study of gender differences. J Youth Adolesc. 2019 May; 48(5): 1009-21.
7. United Nations Development Program. Pakistan National Human Development Report. 2020. Available from http://www.pk.undp.org. [Accessed on April 26, 2021].
8. Hafeez E, Fasih T. Growing Population of Pakistani Youth: A Ticking Time Bomb or a Demographic Dividend. Int. J. Educ. Dev. 2018 Dec; 5(2): 211-26.
9. Wiium N, Dimitrova R. Positive youth development across cultures: introduction to the special issue.Child Youth Care Forum. 2019; 48(2): 147–153. https://doi:10.1007/s10566-019-09488-7.
10. Shek DTL. The role of positive youth development and family functioning in Chinese adolescent well-being: theoretical considerations and empirical evidence. In: Maggino F, editor. A Life Devoted to Quality of Life. Cham, Switzerland: Springer; 2016: 43–60. https://doi:10.1007/978-3-319-20568-7

11. Arnold ME, Nott BD, Meinhold JL. The positive youth development inventory full version. Manuscrito nao pulicado. Oregon State University, Corvallis, USA. 2012. Available at: https://youthrex.com/wp-content/uploads/2019/10/Positive-Youth-Development-Inventory.pdf. [Accessed on January 2, 2019].
12. Yamane T. Statistics: An introductory analysis. 2nd edition. New York: Harper and Row. 1967.
13. Ahmad S. Unleashing the potential of a young Pakistan. United Nations Development Programme: Human Development Reports. 2018. Available at:
    http://hdr.undp.org/en/content/unleashing-potential-young-pakistan. [Accessed on May 6, 2019].
14. Ashraf D, Ali T, Hosain A. Youth development and education in Pakistan: Exploring the relationship. Sisyphus – J. of Edu. *2013; 1*(2): 162–192.
15. Parajuli M, Thapa A. Gender Differences in the Academic Performance of Students. J. Dev. Soc. Eng. 2017 Dec 2; 3(1): 39-47.
16. Ma ZW, Zeng WN, Ye KY. Gender differences in Chinese adolescents' subjective well-being: the mediating role of self-efficacy. Psychol.Rep. 2015 Feb; 116(1): 311-21.
17. Van der Graaff J, Carlo G, Crocetti E, Koot HM, Branje S. Prosocial behavior in adolescence: gender differences in development and links with empathy. J. Youth Adolesc. 2018 May; 47(5): 1086-99.
18. Cicognani E, Zani B, Fournier B, Gavray C, Born M. Gender differences in youths' political engagement and participation. The role of parents and of adolescents' social and civic participation. J.Adolesc. 2012 Jun 1; 35(3): 561-76.
19. Yasmin KH, Taghdisi MH, Nourijelyani K. Psychological Well-Being (PWB) of school adolescents aged 12–18 yr, its correlation with general levels of Physical Activity (PA) and socio-demographic factors in Gilgit, Pakistan. Iran.J. Public Health. 2015 Jun; 44(6): 804-809.
20. Zulfiqar A, Syed FR, Latif FF. Developing a student well-being model for schools in Pakistan. Improv. Sch. 2019 Mar; 22(1): 86-108-111.
21. Levin KA. Urban-rural differences in adolescent mental health and wellbeing in Scotland. J. Epidemiol. Community Health. 2014; 68(1): 68-69.
22. Beri N, Jain M. Personal growth initiative among undergraduate students: Influence of emotional self efficacy and general well being. Rupkatha J. Interdiscip.Stud.Humanit. 2016 Jan 1; 8(2): 43-56.
23. Riaz L. Students' structural empowerment and their well-being at university level. (Doctoral dissertation). Department of Education. The Islamia University of Bahawalpur. 2015.
24. Shek DTL, Liang LY. Psychosocial factors influencing individual well-being in Chinese adolescents in Hong Kong: a six-year longitudinal study. Appl. Res. Qual. Life. 2018; 13: 561–584. https://doi: 10.1007/s11482-01 7-9545-4
25. Moore KA. Commentary: positive youth development goes mainstream.Child Dev. 2017; 88(4): 1175–1177. https://doi:10.1111/cdev.12874.