

ABSTRACT

ROSS, TICOLO CALDWELL. Exploring the Relationships between Youth Activism, Developmental Assets, and Sociopolitical Consciousness in Emerging Adulthood. (Under the direction of Craig C. Brookins, Ph.D. and Jessica T. DeCuir-Gunby, Ph.D.).

This study examines the role of demographic characteristics, developmental assets (i.e., youth strengths), and sociopolitical consciousness (i.e., marginalized groups overcoming oppression) in promoting youth activism. Youth activism is defined as participation in political or community events. Prior research has found it to be related to positive developmental outcomes such as greater sense of self (Pancer et al., 2007), and social responsibility and diversity training (Armstrong, 2011; Lyons, 2005). Three hundred and thirty-seven emerging adults were recruited from colleges and universities across the United States. Findings indicate that females have more developmental assets, hold stronger sociopolitical views (i.e., taking responsibility for the poor, equality for all, acting collectively) and engaged in more youth activism that involved helping type behaviors than their male counterparts. Youth of color were more likely to hold stronger sociopolitical views about justice for marginalized groups, belief in collective action, and be more engaged in youth activism. In addition, youth from higher SES backgrounds were less likely to endorse sociopolitical views such as supporting equal rights and believing in collective responsibility and action. In general, youth who were more active were more likely to have more developmental assets, higher problem-solving self-efficacy, and be more involved in youth activism. Finally, developmental assets were mediated by sociopolitical consciousness and how it influenced youth activism. The findings are discussed relative to the need for further research highlighting strategies to promote youth activism through interventions that increase developmental assets and sociopolitical consciousness in youth.

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Exploring the Relationships between Youth Activism, Developmental Assets, and
Sociopolitical Consciousness in Emerging Adulthood

by
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DEDICATION

Simply put, this educational journey has been for ME! However, I vow to use my experience to educate and empower others so that they can be the best that they can be.

BIOGRAPHY

Ticola Caldwell Ross is from Charlotte, NC. She graduated from West Charlotte High School in 2003. She attended North Carolina State University in Raleigh, NC and graduated in 2007 with a Bachelor of Arts, Magna Cum Laude, in Applied Psychology and a Minor in Sociology. In 2007 she enrolled in the graduate program in Psychology in the Public Interest at North Carolina State University and received her Master of Science in 2011. Ticola also was dually enrolled at the University of North Carolina Charlotte in the School of Social Work from 2012-2014 and received a Master of Social Work. She is happily married and has a set of girl and boy twins.

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Chapter 1

Introduction

Youth in the emerging adulthood phase of life experience newfound freedoms such as moving out of their parents' home; yet are also challenged with new tasks such as choosing a career path. One factor that may contribute to positive developmental outcomes during this phase is youth activism. Youth activism is participation in political or community events and has been identified as a key component of positive youth development (Pancer, Pratt, Hunsberger, & Alisat, 2007). Prior research has demonstrated the benefits of youth activism at individual (e.g., greater sense of identity) and community (e.g., schools function better when youth are actively involved) levels (Flanagan & Levine, 2010; Flanagan & Tucker, 1999; Hart, Mastsuba, & Atkins, 2014; Metz, 2014; Youniss & Levine, 2009). Flanagan and Levine (2000) posited that when youth engage in activism it can help them to mature by giving them experiences to shape their personal identity and build valuable relationships. Additionally, youth are able to develop interests that they can carry into adulthood such as finding a cause they are passionate about and support.

Arnett (2014) characterized emerging adulthood as a life stage where individuals take on new roles and responsibilities and further explore their identity and interests. This exploration addresses questions about one's sense of self, support systems, values, and justice. Developmental assets and sociopolitical consciousness explore how youth come to understand these brimming questions.

An examination of one's sense of self and support systems can be explained by understanding the role of developmental assets, which are strengths that contribute to healthy youth development. External developmental assets examine youths' strengths such as support, empowerment, boundaries and expectations, and constructive use of time. Internal

developmental assets explore commitment to learning, positive values, social competencies, and positive identity. Typically, more assets translate to healthier youth outcomes and encourage youth to engage in youth activism.

Additionally, emerging adults are exploring their stance on values and justice. Sociopolitical development is the progression of marginalized groups overcoming oppression (Watts, Williams, & Jagers, 2003). Through this process of awareness to liberation emerging adults are able to explore their position on issues such as equality and rights, which may influence the type of youth activism they participate in. Baker and Brookins (2014) have operationalized this process from a youth-centered perspective to comprehend how emerging adults understand and respond to social injustices.

Given the evidence cited above, researchers have set out to examine potential predictors of youth activism. For example, scholars have identified social responsibility, parental activism, and leadership and diversity training (Armstrong, 2011; Lyons, 2005) as predictors of youth activism. In the interest of identifying additional variables that may promote youth activism for emerging adults, this dissertation research examines the predictive value of developmental assets and sociopolitical consciousness on youth activism. In addition, demographic variables were assessed to better understand their role in predicting youth activism, developmental assets, and sociopolitical consciousness.

Definition of Terms

The field of youth development has evolved and includes a number of disciplines and various approaches. For clarity the following section will define specific terms related to this dissertation.

Emerging Adults. Emerging adulthood has gained recognition as an established developmental time period when individuals between the ages of 18-29 grapple with

instability and budding opportunity (Arnett, 2007; 2014). Emerging adulthood was shaped from a number of societal and technological changes such as a delay in marriage and parenthood, more individuals seeking higher education, and the discovery that the brain does not fully develop until the mid-20s (Aamodt & Wang, 2011; Arnett, 2014; Casey, Get, & Galvin, 2008). As a result, Arnett (2014) postulated that the following five features characterize emerging adulthood: identity explorations, instability, self-focus, feeling in-between, and possibilities and optimism. Although each feature may materialize in other life stages Arnett (2014) argued that the features are more common in emerging adulthood.

In Arnett's (2014) second edition of his book, *The Winding Road from Late Teens and through the Twenties: Emerging Adulthood*, he contends that this life stage is distinct and that other terms such as "late adolescence", "young adulthood", and "youth" should no longer be used due to the fact that they do not accurately capture the time period or are applied too broadly. Although, Arnett (2014) built a strong case for no longer using these terms, this dissertation will continue to utilize the term "youth" because some concepts discussed below originated through the study of adolescence. Researchers have since acknowledged that the concepts are vital to young people beyond the age of 18 and began to adapt the concepts to older youth. Additionally, based on the literature the term "youth" as it refers to emerging adults remains relevant as evidence by academic journals acceptance of the term. As denoted earlier, emerging adulthood includes the age group of 18-29. However, this study will examine college students between the ages of 18-26 that will be referred to as youth.

Youth Activism. Youth activism can be characterized as a number of activities including, but not limited to civic engagement, community service, volunteerism, service learning, etc. Scholars have identified a number of ways to capture youth activism that

generally tend to fall on a spectrum. For example, Westheimer and Kahne (2003) established a typology to summarize the broad range of activities called youth activism. The spectrum begins with expressing citizenship at a communal level through volunteering, and then progresses to citizenship involvement in local and national events, and finally active citizenship that is more collective and political in nature. Next, Checkoway (2011) pointed out various avenues for involvement such as participating around specific issues (e.g., serving on a school board, organizing a political rally, etc.) and participating based on an interest (e.g., marching band, volunteering, etc.). Finally, Flanagan, Levine, and Settersten (2009) discussed the ten traditional forms of citizenship: belonging to at least one group, attending religious services at least monthly, belonging to a union, reading newspapers at least once a week, voting, being contacted by a political party, working on a community project, attending club meetings, believing that people are trustworthy, and volunteering. Flanagan and Levine (2010) underscored that today's youth tend to only exhibit high rates in volunteering as compared to youth in the 1970s that participated in a wider range of the citizenship forms listed above. Additionally, Metz (2014) noted that youth activism can occur in a number of settings such as institutionalized full-time service programs (e.g. Peace Corps), school-based community service programs, colleges and universities, nonprofit and religious organizations, and in national service (e.g., Civilian Conservation Corps).

With so many perspectives on youth activism, a clear and inclusive definition can be challenging. Youniss and Levine (2009) speculated that youth activism may be hard to define because new generations need to define activism for themselves and it may look different than previously defined. Further, this notion may also explain the so-called decline in youth participation. Everhart (2010) cited that there is not a decline, but that activism is more diverse. For instance, researchers are just now beginning to understand the role of social

media on activism (Kirby & Kawashima-Ginsberg, 2009). Therefore, a “scholarship of integration” (Boyer, 1997) will be applied where research from a number of academics disciplines such as psychology, social work, education, sociology, and health education will be utilized to generate a comprehensive definition for youth activism for this study. ***For the purposes of this research youth activism entails youth involved in a wide range of community or political activities that are meaningful efforts greater than their self over an extended amount of time.***

Developmental Assets. Developmental assets are defined as the external and internal assets, and contextual factors that enhance youth development (Benson, 2006; Search Institute, 2005). More specifically, external assets refer to positive exposure to socializing agents such as family, schools, and communities. External assets flourish when youth receive support, empowerment, boundaries and expectations, and constructive use of time. Whereas, internal assets refer to inner traits that help youth make healthy moral and conscientious decisions that will influence them later in life. Internal assets consist of commitment to learning, positive values, social competencies, and positive identity that individual youth possess. The contextual view refers to developmental experiences in various environments such as personal, social, family, school, and community settings in relation to youth development (Benson, 2006; Search Institute, 2005). Developmental assets may function as a predictor of youth activism because assets such as positive values or support systems may influence youth’s willingness to get involved.

Sociopolitical Development. Sociopolitical development is the process of marginalized individuals and groups comprehending the constraints of their oppressive environment and taking action to change their circumstances (Watts, Williams, & Jagers, 2003). Baker and Brookins (2014) operationalized sociopolitical development through the

following cognitive dimensions captured in their sociopolitical consciousness measure: sociopolitical awareness, global belief in a just world, collective responsibility for the poor, sociopolitical justice orientation, belief in collective action, localized community efficacy, and problem-solving self-efficacy. The cognitive dimension outlined above, sociopolitical consciousness, may serve as a predictor of youth activism because the process itself promotes awareness about societal issues, a sense of shared responsibility, and concern for social action that could motivate youth to participate in community and political causes. Sociopolitical consciousness may also be generated by developmental assets (e.g., social injustices in youth's community) and thus mediate the relationship between developmental assets and youth activism.

Theoretical Frameworks

This study utilized two overarching frameworks as a guide for comprehending the associations between youth activism, developmental assets, and sociopolitical consciousness. The Socio-Ecological and Cognitive-Behavioral frameworks are outlined below.

Socio-Ecological Framework

The socio-ecological approach emphasizes the person-in-environment fit (Bronfenbrenner, 1977; 2006; Lewin, 1951). According to Benson (2002), this perspective is especially relevant in regards to developmental assets that capture both the internal and external qualities in a youths' environment. First, this perspective acknowledges youth as vibrant developing individuals. Next, social contexts are examined to understand how backgrounds and settings contribute to positive development. Lastly, interactions between youth and their environment are bidirectional (Benson, 2002). In other words, youth development is a product of youth influencing their environment and their environment equally influencing them. For youth the interactions between the environment and their

internal and external assets may provide insight to their thoughts and actions. In addition, the socio-ecological framework also acknowledges the role of significant demographic variables such as gender, race and ethnicity, SES, and amount of involvement. In fact, these demographics may dictate youths' person-environment fit. For example, specifically for marginalized youth in a college setting research indicates that additional support services such as Cultural Centers help them feel more comfortable in a majority college setting and increases graduation rates (Hefner, 2002; Pittman, 1994). This is an example of youth with a specific demographic (e.g., race and ethnicity) having a special need and the environment (e.g., college cultural centers) responding in an effective manner.

Cognitive-Behavioral Framework

The cognitive-behavioral framework explicates the link between thoughts and actions. In short, youth have thoughts that generate feelings and then influence their actions (Kendall, 1993). This framework is appropriate for comprehending how sociopolitical consciousness may be a predictor of youth activism. The sociopolitical development process initially involves a heightened awareness of new information related to oppressive circumstances that causes youth to have thoughts and feelings about larger societal ills. The cognitive-behavioral framework states that new thoughts and feelings will dictate actions. In the case of sociopolitical development a desired outcome is social action. Again, key demographics may also influence the cognitive-behavioral framework. Thoughts that impact actions may be directly related to demographics for youth. During the sociopolitical development process of heightened awareness one's identified demographics such as gender, race and ethnicity, SES, and amount of involvement may impact how thoughts are processed. For instance, research suggest that women only make 78 cents per dollar versus men for the same work in a full-time year-round occupation (National Women's Law Center, 2015). Here

gender may influence the thought process, where some women may feel more compelled to join the movement for equal pay versus some men who may feel less compelled to join the fight since the issue does not directly effect them.

Purpose

This study builds on the research suggesting that youth activism has a positive impact on youth and society. Thus, investigating developmental assets and sociopolitical consciousness as additional predictors of youth activism may further contribute to our understanding of youth in the emerging adulthood phase of their development. Furthermore, examining demographics as predictors of youth activism, developmental assets, and sociopolitical consciousness will add to the literature and understanding of how they influence youth development. What follows is a review of the literature on each of these key study variables.

Chapter 2

Literature Review

Youth Activism

Recall that youth activism involves: a spectrum of political and community activities, significant experiences, a cause larger than one's self, and involvement for an extended amount of time. The following sections will review a framework for how youth become and sustain involvement, benefits of activism, and the primary instrument used to assess youth activism for this dissertation. Finally, demographic trends related to youth activism will be discussed.

Youth Engagement Framework

Pancer, Rose-Krasnor, and Loiselle (2002) argued that youth engagement involves the aspects of meaningful participation, sustained involvement, and perception of being larger than the youth themselves. Further, the authors suggest that complete engagement includes first, spending an ample amount of time being actively involved, the behavioral component. Second, actually enjoying the activity, the affective component. Lastly, being knowledgeable about the activity, the cognitive component.

Pancer et al. (2002) offer the youth engagement framework as a means for understanding how youth become involved at the individual and systems level. First, a set of *initiating factors* contributes to the youth's engagement. At the individual level influential parents, friends, and teachers recommend involvement. At the systems level, the initiating factor may be a youth program in the community. Next, *sustaining factors* occur to help youth stay active. At the individual level, youth seek out supportive peers. At the systems level, youth become participatory in youth-led committees and boards. Once individual and system level initiating and sustaining factors occur *participation engagement* is likely. At the

individual level, youth continue to be active to satisfy their aspirations for giving back. At the systems level, youth participate in decision-making to create change at the organizational level. As a result of this process youth experience enhanced outcomes such as increased self-esteem at the individual level and expand networks by joining even more organizations.

Benefits of Youth Activism

For youth, involvement in activism can influence multiple aspects of life (Flanagan & Levine, 2010; Flanagan & Tucker, 1999; Hart et al., 2014; Metz, 2014; Pancer et al., 2002; Youniss & Levine, 2009). According to Checkoway (2011) youth activism allowed youth to display their expertise, expand their citizenship, and participate in the democratic process. Research has outlined both the individual and community level benefits of youth activism and is discussed below.

Individual level

Evidence suggests that youth activism can enhance personal and social development for youth. For example, the results from a nationally representative sample found that youth involved in community service scored higher in academics, internal locus of control, self-esteem, and lower in delinquency as compared to youth with no service (Hart, Donnelly, Atkins & Youniss, 2007). Other research indicates that active youth avoid problematic behaviors and have greater well-being academically, psychologically, and occupationally (Fiske, 2001; Oesterie, Kilpatrick, & Mortimer, 2004). Finally, several studies have underscored the role of youth activism in building social capital (Eley, 2001; Ginwright, 2007; Hart et al., 2007; Planty, Bozick, & Regnier, 2006; Youniss, McLellan, & Yates, 1997). For instance, over a three-year period Ginwright (2007) studied African American youth that were actively involved in a leadership community-based program and found that their civic engagement strengthen their social capital and lead to enhanced identity, an

understanding of personal issues and political issues, and addressed the plight of African American youth via public policy.

Specifically for emerging adults in college, youth activism in a higher education setting has been beneficial. Prentice (2011) applied service learning to eight community colleges and found that students who were exposed to the service learning model were significantly more likely to participate in civic engagement versus students who had no exposure to service learning. In another study, Fairfield (2010) examined the influence of service learning through an undergraduate management curriculum. Preliminary results suggested that components learned in the service learning course such as gaining self-awareness, building relationships, managing team-base and large scale projects, and giving and a receiving feedback were beneficial in helping college students navigate issues they may face during emerging adulthood such as concerns about their identity, work roles, making independent decisions, reflectivity, and maintaining relationships. Lastly, data indicated that involvement during youth can have advantages later in life. For instance, youth activism has been linked to a sound work ethic, better respect for others, enhanced leadership abilities, and valued citizenship (Morrissey & Werner-Wilson, 2005; Zaff & Michelson, 2002).

Community Level

Not only is youth activism beneficial to youth themselves, but also the communities in which they are involved. Youniss and Levine (2009) argued that governments, nonprofit organizations, schools, and communities excel when youth are active. For instance, organizations often utilize youth to help fulfill administrative tasks that would not have otherwise been completed and youth are able to help others through their service such as tutoring children and aiding older adults (Checkoway, 2011). Communities also benefit from

youth activism at a relational level. Evans and Prillitensky (2007) pointed out that youth contributing to community efforts can strengthen relationships between adults and youth. Another example of community level benefits is when youth join awareness raising efforts such as the Truth Campaign (<http://www.thetruth.com>) to discourage smoking and promote healthy living. Lastly, youth activism can trigger wider communal change by getting involved with governmental entities to push issues central to youth (Kahne & Middaugh, 2009). For example, President Obama created the *My Brother's Keeper* (Duncan & Johnson, 2015) initiative to concentrate on the strengths and needs of boys and young men of color in America. Considering the fact that emerging adulthood can be challenging for youth, the evidence suggest that youth activism can serve as a buffer against negative outcomes and enhance society simultaneously.

Youth Inventory of Involvement

Interested in examining why some youth are more actively involved than others, Pancer, Pratt, Hunsberger, and Alisat (2007) developed the Youth Inventory of Involvement questionnaire and conducted a longitudinal study with 880 high school students at the initial time point and surveyed 333 from the same sample two years later. The questionnaire assessed four different types of involvement: political, community, helping, and responding activities. From there four unique profiles emerged based on the types of youth involvement. First, *Activists* were youth who were actively involved in both political and community events and accounted for 8% of the initial sample. Second, *Helpers* were youth that contributed to their community, but did not participate in political activities and accounted for 35% of the initial sample. Third, *Responders* were youth who responded to a request to participate, but did not initiate involvement themselves and accounted for 25% of the initial sample. Lastly, *Uninvolved* were youth that did not or rarely participated in activities

and accounted for 32% of the initial sample. Students were also asked about a number of social and well-being factors. Results from the first time point indicated that activists and helpers students had higher levels of adjustment, self-esteem, optimism, and social support than uninvolved students. Responders tended to have lower scores than activists and helpers on optimism and social support, but higher than uninvolved students. Additionally, no differences were found between activists, helpers, and responders in regards to self-esteem. Depression was assessed, however, no variation was found among any of the profiles. Other analyses showed that activists and helpers had more positive interactions with parents and peers and mature identity development than responders and uninvolved students. The second time point illustrated an overall decline in involvement for all groups with some activist and helpers showing less involvement and some uninvolved students showing some increase in participation (Pancer et al., 2007).

Pancer and colleagues (2007) established a reliable and valid questionnaire that highlighted the differences in youth activism and how involvement can be linked to outcomes. However, the authors overlooked assessing major demographic characteristics such as gender, race and SES that may contribute to youth activism. Additionally, the questionnaire has not been used to investigate developmental assets and sociopolitical consciousness as predictors of youth activism, which will be examined in this study.

The following studies used the Youth Inventory of Involvement survey to examine predictors of youth activism. Lyons (2005) examined group differences with a leadership and diversity program and found that youth who attended the program experienced greater gains in activism than youth that did not attend. Exposing youth to a program that sought to fight prejudice and discrimination through community engagement seemed to intrigue youth and lead to not only additional youth activism, but also an increase in social competence,

acceptance of diversity, and feelings of social responsibility (Lyons, 2005). In another study, Armstrong (2011) investigated social responsibility as a predictor of youth activism. A sample of 221 youth revealed that social responsibility was a predictor of political and civic activism when accounting for parental and peer activism. Furthermore, the study indicated that parental activism was also a positive and significant predictor of both political and civic engagement when controlling for peer activism and social responsibility. Peer activism was not found to be a predictor of youth activism. The research above captures the importance of a supportive environment (i.e., leadership and diversity program); a mindset (i.e., social responsibility); and role models (i.e., parental activism) in predicting youth activism. The current research seeks to build on the findings and inquire about additional predictors of youth activism and also examine demographic data.

Youth Activism and Demographics

In regards to gender, CIRCLE (2013) reported that young women are more active than men in volunteering, donating money, membership in a any kind of group, and voting, however, women still remain in the shadows when it comes to political leadership. There are gaps related to interest, confidence, expectations, race and class, and measurement (i.e., lack of assessing for leadership attributes). Currently efforts are underway from the Department of Education to reemphasize the role of civic learning for both boys and girls (CIRCLE, 2014). For amount of involvement, as one would expect it has been significantly linked to youth activism (Pancer et al., 2007) because when youth are involved the activities typically include activities related to political, community, helping and responding activities.

Research trends suggest that income and education are strong predictors of youth activism (Foster-Bey, 2008; Hart et al., 2014; Metz, 2014). One explanation is that individuals with additional resources tend to have more access and opportunities to become

active. To further investigate these findings Foster-Bey (2008) used 2005-2007 Census data to examine race, ethnicity, citizenship, and SES. The results reflect patterns that income and education are strong predictors, but also that differences continue when these factors are accounted for. Overall, the author found that European Americans were more likely to be active than African Americans, Asian Americans, and Latino Americans. Thus, in general, well-educated, high SES, white, native-born individuals tended to be more engaged (Foster-Bey, 2008). Foster-Bey (2008) acknowledged that differences might be based on access to opportunities and preferences. Additional analysis revealed African Americans were more likely to volunteer with religious organizations than European, Asian, and Latino Americans, while Latino Americans preferred to volunteer with educational and youth service organizations more than African, European, and Asian Americans.

The data suggested that activism may look different for various demographic groups. This finding may be especially true for youth where the data are a little more scattered. In fact, some scholars argue there is a rise in activism among youth of color (e.g., non-European/White youth). Checkoway and colleagues (2006; 2011) investigated activism and educational reform and found that youth of color advocated for fair school suspension policies, a diverse curriculum, additional funding and afterschool programming, and smaller class sizes. Other data suggested that Asian American youth are more likely to give donations, while African American youth had the highest voting rates in 2008 and 2012 (CIRCLE, 2014). Similar mixed findings are true for gender. For example, younger women have consistently voted more than men since 1972, yet men are still overrepresented in civic and political leadership positions (CIRCLE, 2014). At the same time recent research has found a decline in activism among youth with middle and upper incomes and associate technology and a lack of social capital as reasons (Checkoway, 2011; Zukin et al., 2006).

This collection of studies exhibits the vague relationship between demographics and youth activism.

Checkoway (2011) argued that effectively measuring youth activism and demographics can prove to be difficult due to the fact the scholarly research often evaluates formal activities such as voting, while ignoring more informal activities such as grassroots organizing. A similar notion is echoed by Ginwright (2011), who stated that particularly for youth of color current measures of youth activism overlook activities such as civil disobedience as a form engagement. Moreover, he argued that youth of color may not engage in “conventional” forms of political engagement (e.g., voting) due to a lack of trust in the political system. This dissertation seeks to support this perspective that youth activism may be too narrowly defined and hence will try to capture a spectrum of activities related to activism.

Developmental Assets

The section outlines the evolution of developmental assets, and research findings from the Developmental Assets Profile, and the relationship of developmental assets to youth activism. Lastly, a discussion of developmental assets, emerging adults, and demographics will be examined.

Developmental Assets Framework

The Developmental Assets Framework emerged out of the positive youth development literature. Damon (2004) argued that the positive youth development approach appreciates the positive aspects of youth development and builds upon it by understanding and connecting with youth to achieve their goals versus treating youth as “so-called disabilities” (Damon, 2004, p.15). Numerous viewpoints exist about positive youth development (Baltes et al., 2006; Benson 2008, Carnegie Corporation, 1989; Damon, 2004,

2008; Dryfoos, 1990; Eccles & Wigfield, 2002; Geldhof, Bowers, & Lerner, 2013; Larson, 200; Lerner 2004; Lerner et al. 2005). The Developmental Assets Framework contributes to the positive youth approach by establishing 40 Developmental Assets that capture the strengths of youth in various contexts and are essential to youth development. The framework has been incorporated into several youth development programs across the US including YMCA, Boys and Girls Clubs of America, and in other countries (Benson, Scales, & Syversten, 2011).

“Developmental assets are defined as a set of interrelated experiences, relationship skills, and values that are known to enhance a broad range of youth outcomes and are assumed to operate similarly for all youth” (Sesma, Mannes, & Scales, 2005, p.282). The Developmental Assets Framework was formulated using developmental theories that center around risk and protective factors embedded within the relationships between the individual and his/her ecological settings (Bronfenbrenner, 1979; Jessor, 1993; Sameroff, Seifer, & Bartko, 1997). This approach supports the structure of the 40 Developmental Assets (See Table 1) that emphasize both external and internal assets that influence youth development. Scales and Leffert (1999, 2004) sampled 150,000 6th-12th grade students to establish the foundational work for the 40 Developmental Assets. Exploratory factor analysis revealed eight asset categories under two scales: Ecological (later known as external) assets: support, empowerment, boundaries and expectations, and constructive use of time; Individual (as known as internal) assets: commitment to learning, positive values, social competencies, and positive identity (Theokas et al., 2005).

A number of large studies were conducted over a 20-year period with over three million 4th-12th grade students. After accounting for effect sizes and differences among students, the collective results suggest that typically more developmental assets lead to youth

having greater academic, psychological, social, emotional and behavioral outcomes (Benson et al. 2011). The average number of assets for youth is 18.6 out of 40 (Benson, 2011).

Attitudes and Behaviors: Profiles of Student Life (A&B)

According to Benson et al. (2011) the most popular survey for developmental assets is the *Attitudes and Behaviors: Profiles of Student Life (A&B)*. This survey was used in over 80% of the large studies mentioned above. A&B is a 160-item questionnaire that examined 40 assets as well as risky and prosocial behaviors. The following categories are used based on youths' number of assets: asset-poor (0-10 assets), average (11-20 assets), above-average (21-30 assets), and asset-rich (31-40 assets). A&B allows for easy communication by placing youth in categories. However, limitations exist as well. In addition to the survey being quite lengthy, A&B also has some questionable psychometrics. For instance, some assets are measured using single items, while other scales have low internal consistency making longitudinal research difficult (Benson et al., 2011). To address these limitations the *Developmental Assets Profile* was created by the Search Institute and discussed in detail below.

Developmental Assets Profile

The Developmental Assets Profile (DAP) is a 58-item questionnaire that can be administered with either individuals or groups and can track changes overtime. The Search Institute (2005) and others (MGS Consulting, 2008; Wilson, O'Brien, & Sesma, 2009) have found the DAP to be a reliable and valid measure. Although the measure is psychometrically sound, one drawback is that the DAP only assesses the original eight categories and not all 40 individual assets. Nevertheless, the eight categories (Search Institute, 2005) are outlined below.

External

Support. When youth have support they experience caring attention and encouragement from their family as well as other entities such as their community and schools. High scores in support have been associated with achievement in academics for both males and females, while low scores in support have been linked to more problems behaviors for males and females.

Empowerment. Youth with higher empowerment scores tend to express feelings of safety, value, and respect from others. In addition, youth with higher empowerment scores are less likely to have depression and engage in dangerous behaviors such as violence, self-harm, and suicidal ideation.

Boundaries and Expectations. High scores in boundaries and expectations indicate that youth are receiving consistent messages from positive role models in their home, school, and community. Like other assets youth with high scores in boundaries and expectations have good grades. However, youth with lower scores in boundaries and expectations tend to have more issues with depression and antisocial behaviors. Additionally, for males lower scores are linked to substance abuse and problems in school.

Constructive Use of Time. Youth with high scores in constructive use of time express involvement in the following four areas: religious/spiritual activity; a sport, club, or other group; creative activities; and family life. Youth with higher scores have high thriving behaviors such as helping others. Yet, for males lower scores are associated with greater substance use and problem behaviors.

Internal

Commitment to Learning. Commitment to learning addresses a number of topics related to learning for school and beyond such as motivation, rewards, and active

engagement. High scores reflect high academic performance and serve as a buffer against discipline issues, school failure, and dropout. Youth with lower scores tend to under perform academically and struggle with appropriate behavior; this is especially true for males.

Positive Values. Positive values assess principles such as honesty, integrity, responsibility, restraint, caring, and addressing social justice issues. Youth with high scores in positive values report enhanced well-being behaviors, tend to avoid risky behaviors such as using alcohol and drugs, and are more likely to participate in volunteerism. In comparison, youth with low scores have a greater likelihood of engaging in antisocial behaviors.

Social Competencies. Social competencies involve decision-making, planning, cultural competence, and social skills related to building and maintaining relationships. High scores reflect the aptitude for great leadership and an understanding of diversity. Low scores indicate a greater likelihood of youth struggling with peer relationships and engaging in violence.

Positive Identity. Self-esteem, locus of control, optimism, and sense of purpose in life are reflected in positive identity. Youth with high scores in positive identity tend to have greater psychological resilience and lower rates of anxiety and depression, while youth with low scores are more likely to experience psychological distress.

Context

Personal. The personal context includes individual characteristics such as honesty, integrity responsibility, self-esteem, and sense of purpose. Youth with higher scores in the personal context are less likely to engage in risky behaviors and more likely to increase their thriving potential. Depression, anxiety, and discipline problems tend to occur with youth who have low scores in the personal context.

Social. The social context considers relationships with adults and peers. Youth with high scores in the social context are more likely to have thriving qualities and develop in a healthy manner. For youth with lower scores they may grapple with sharing their emotions, have trouble making friends, and low social skills.

Family. The family context measures familial and home characteristics. Youth with high scores in this context tend to have good communication with their parents and understand rules and family norms, and seek advice from their parents. Youth with lower scores tend to be associated with greater substance use and behavior issues.

School. The school context examines the school setting and commitment to learning. Youth who feel safe and respected in their school environment and have a strong commitment to learning tend to excel academically and avoid risky behaviors, while youth with low scores show an opposite trend and are more likely to use alcohol and drugs, struggle with academics, and have a high probability of dropping out of school.

Community. Community contexts investigate neighborhood and community supports, empowerment, and positive use of time. Higher scores in community denote youth feeling safe in their neighborhood and participating in community events and activities and a sense of empowerment. Lower scores indicate a lack of opportunities for youth in the community.

This dissertation will use the DAP, which examines external (i.e., support, empowerment, boundaries and expectations, and constructive use of time) and internal (i.e., commitment to learning, positive values, social competencies, and positive identity) assets and contexts (i.e., personal, social, family, school, and community) as a predictor for youth activism.

Developmental Assets as a Predictor of Youth Activism

Prior research has established a link between developmental assets and youth

activism via the operationalization of thriving. The notion of *thriving* is often used as an indicator to measure the positive dimensions of well-being. Thriving is the ability to progress beyond basic survival needs and commit to enhancing their self and aiding others through various activities that promote well-being for all (Benson & Scales, 2009; Lerner, Dowling, & Anderson, 2003).

According to scholars central thriving factors include prosocial behavior, educational engagement, a sense of purpose, and civic engagement (Benson, 2003; Scales & Benson, 2004). In an investigation to test whether developmental assets predicted thriving behaviors in 6,000 6th -12th grade students, Scales et al. (2000) found that youth with more assets were more likely to exhibit the thriving behaviors of success in school, overcoming adversity, good eating and exercise routines, and delayed gratification. According to Benson (2011) in a 2003 study found that thriving indicators (e.g., helping others, valuing diversity, and exhibiting leadership) linked to youth activism increased as asset levels increased. In another study, Scales and Benson (2005) examined developmental assets and youth activism in the form of prosocial orientation. The authors assessed willingness to help others in need, advocating for school improvements, and tutoring or coaching younger children. The results from a sample of 5,000 6th -12th grade students found that more assets were linked to a greater prosocial orientation. Additionally, they cited that girls and boys with high levels of prosocial orientations were more likely to report volunteering at least one hour per week.

The following research examined thriving behaviors specifically using the DAP. Alvarado and Ricard (2013) examined thriving behaviors such as helping others and diversity with Latino youth and found ethnic identity and internal developmental assets were strong and positive predictors of thriving collectively accounting for 46% of the variance. This article suggested that internal assets such as motivation, self-esteem, and ethnic identity are

important to their overall development and have the potential to contribute to thriving. The above studies denote that when youths' developmental assets are supported they are able to succeed in a number of areas including activism.

Developmental Assets and Emerging Adults

With the success of understanding developmental assets for middle and high school students, there has been interest in expanding the concept to both younger and older groups. As cited in Benson et al. (2011), Scales et al. (in press) revised the developmental assets framework for emerging adults ages 18-25. The revised framework acknowledges new roles and responsibilities for emerging adults such as maintaining work life, marriage, and children; but also recognizes that the social and psychological processes are the same as childhood. The goal of the revised framework is to outline what emerging adults need to enjoy this time period and transition successfully into adulthood. Pilot testing with emerging adults began in 2010 in college, workplace, community and military settings (Benson, 2011; Benson & Scales, 2011), but to the author's knowledge results have yet to be released. However, efforts are underway: Pashak, Hagen, Allen, and Selley (2014) used the developmental assets framework and with a sample of 308 emerging adult college students. They found a significant relationship between developmental assets were linked to thriving behaviors and academic achievement, and lower problematic behavior. Findings are similar to those of research with adolescents. Since developmental assets and emerging adulthood are still budding, this research seeks to contribute to this new area of research by providing connections between developmental assets, sociopolitical consciousness, and youth activism in emerging adulthood.

Developmental Assets and Demographics

For developmental assets, the cumulative effect, more assets better outcomes, is generally consistent across demographics categories. However, there are a few outliers. Gender is the only well-researched area where significant differences are apparent. For developmental assets, the only major demographic difference is gender. Girls tend to have more developmental assets than boys (Scales & Leffert, 2004). In fact, Benson (2011) cited a 10 percent difference on 14 out of the 40 Developmental Assets. Scales et al. (2000) noted that females reported better school success and the capacity to resist risky circumstances. Additionally, on the DAP females are more likely to have strong boundaries and expectations, commitment to learning, and constructive use of time. The only asset that boys supersede girls in is feelings of safety (i.e., I feel safe in my community, school, etc.).

In regards to race and ethnicity, the overwhelming amount of research acknowledges that race and ethnicity are central to developmental assets. For instance, Alvarado and Ricard (2013) examined the relevance of ethnicity and developmental assets in 130 Latino middle and high school students and found that ethnic identity and internal developmental assets were positively associated with thriving behaviors. The authors' findings suggest that race and ethnicity may play a central role in the developmental asset of positive identity and thus warrant further research. Roehlkepartin, Benson, and Sesma (2003) conducted a longitudinal study and found race and ethnicity, and poverty are not as dominant in predicting key factors such as achievement, problematic behaviors, and thriving. In fact, Roehlkepartin and colleagues (2003) found that developmental assets were two to four times more predictive than race and ethnicity and poverty. Thus research suggests that improving all youth assets may need to be the ultimate outcome. Yet, other research suggests that race and ethnicity may not be an advantage, but developmental assets may function differently for race and ethnicity. For example, for African American youth, parental support has been found to be

beneficial, while boundaries and expectations seem to be more strongly linked to American Indian, Multiracial, and White youth (Benson et al., 2006).

For socioeconomic status only moderately small differences have been found. Studies assessing income in urban cities found that although higher income did translate to more assets, the difference is moderately small (Benson, 2011).

Previous research has suggested amount of involvement is linked to developmental assets. More specifically, amount of involvement has been examined by involvement in religion/spirituality, sport/club group, the arts, and family time. More diverse involvement equates to better outcomes (Search Institute, 2005).

Sociopolitical Development

The following section will explain sociopolitical development and its relation to youth development. Next, the development of the Sociopolitical Consciousness scale will be explicated, followed by the relationship between youth activism, developmental assets, and sociopolitical development. Finally, demographic data as they relate to sociopolitical development will be discussed.

The concept of sociopolitical development is often used as a mechanism to understand how individuals from marginalized groups come to comprehend and overcome oppression (Freire, 1972; Watts, Griffith, Abdul-Adil, 1999; Watts, Williams, & Jagers, 2003). Watts, Williams, and Jagers (2003) defined sociopolitical development as “the process by which individuals acquire the knowledge, analytical skills, emotional faculties, and the capacity for action in political and social systems necessary to interpret and resist oppression” (p.185). In other words, sociopolitical development involves the process of awareness, resistance, and action.

Watts and Abdul-Adil (1998) described the psychological stage theory of sociopolitical development as a process whereby one is initially unaware of the oppressive nature of society, begins to acknowledge the injustices in one's surroundings and make accommodations to continue daily functioning. Next, education about social injustices emerges and finally a newfound awareness leads to liberation, action to participate in political and social change. Watts et al. (2003) further explored sociopolitical development theory and found that the above theory only focuses on psychological dimensions and overlooks eco-transactional dimensions. That is, sociopolitical theory should not only include cognitive awareness, but the role of "experience venues" (Watts et al., 2003, p.190) that denote experiences during childhood, adolescence, and adulthood in settings such as family, school, and community organizations. Watts et al. (2003) acknowledged that sociopolitical development is complex and has many aspects that require further research. Yet, Watts and colleagues (1998, 1999, 2003) argued that critical consciousness is a precondition for the goal of sociopolitical development, obtaining liberation. Originating in Brazil, critical consciousness is the process of disenfranchised individuals critically examining their societal circumstances and taking action to improve their well-being (Freire, 1972, 1990). Freire's pedagogy was initially used to educate and empower poor Brazilian farmers living in oppressive conditions (Freire, 1972, 1990).

Critical Consciousness and Youth Development

More recently, Freire's (1972,1990) work has been applied as a tool towards youth development and alleviating social injustices (Baker & Brookins, 2014; Watts et al., 2003). Studies have found that higher levels of critical consciousness tend to be beneficial for youth outcomes. For instance, Zimmerman, Ramírez-Valles, and Maton (1999) found that higher levels of critical consciousness (i.e., sociopolitical control) may serve as a protective factor

against feelings of helplessness and increase mental health for African American male youth. Diemer and colleagues (2006, 2008, 2009) suggested that greater levels of critical consciousness are related to better vocational outcomes for youth of color. For example, high school students with advanced perspectives in critical consciousness were more likely to have stronger vocational identities, greater commitment to future careers, and see their future occupations as a major part of their adult life (Diemer & Bluestien, 2008).

Critical consciousness has also been cited as a contributing factor toward cognitive abilities such as abstract thinking that help youth shape their political, social, and civic identities (Erikson, 1969; Flanagan, 2007; Godfrey & Grayman, 2014; Watts et al., 2002). In another study, Watts, Abdul-Adil, and Pratt (2002) utilized critical consciousness coaching with African American males ages 11 to 21 to study changes in critical thinking. Watts et al. (2002) posited that critical thinking is a form of critical consciousness and found that critical consciousness coaching lead to more articulate thoughts, increased frequency in participation, and enhanced critical thinking. In regards to emerging adults, Thomas et al. (2014) surveyed 206 college students between the ages of 18-25 in regards to critical social dominance, and stigma consciousness. Thomas et al. (2014) found that higher levels of social dominance, the belief that social groups are valued differently based on merit, was negatively related to critical consciousness. Similar results were found for stigma consciousness and critical consciousness. Individuals that had a heighten awareness of stigma about their group were more likely to have lower levels of critical consciousness. The authors concluded that higher levels of critical consciousness might serve as a protective factor against oppression (Thomas et al., 2014).

In an effort to better characterize critical consciousness, Watts, Diemer, and Voight (2011) applied the notion to youth development and activism and outlined three core

components of critical consciousness: critical reflection, political efficacy, and critical action. *Critical reflection* is the study and comprehension of how inequalities are produced at a systems level. *Political efficacy* is the perceived ability to impact social and political change as an individual and/or collective whole. Lastly, *critical action* is the individual or shared act to address inequalities through policy and program changes (Watts, et al., 2011). Godfrey and Grayman (2014) applied the three components of critical consciousness to open dialogue in a classroom setting. Using a nationally-representative sample of ninth-graders ($n = 2,744$), the authors found that allowing students to have candid discussion about controversial issues via open dialogue was associated with the critical consciousness components of sociopolitical efficacy and critical action. Godfrey and Grayman (2014) underscored the importance of the school setting in promoting critical consciousness and suggested that classrooms may be a suitable place for interventions with youth.

In an effort to move youth civic engagement beyond maintaining the status quo of social and political entities towards social action, Watts and Flanagan (2007) offered a youth sociopolitical development framework that included critical consciousness and additional elements needed for youth development with a primary goal of liberation. First, Watts and Flanagan (2007) suggested that greater awareness through worldview and social analysis involve the development of critical consciousness. Second, the authors postulated that a *sense of agency* contributes to youth development and liberation because youth develop the efficacy and empowerment to thrive at personal, political, and collective levels. Third, *opportunity structures* evaluate the resources accessible that can elicit action towards liberation. Finally, *societal involvement behavior* reflects youth not only engaging in social action, but also understanding the purpose of civic engagement.

Notably, the three core components of critical consciousness by Watts et al. (2011) and the sociopolitical framework by Watts and Flanagan (2007) have similar aspects (i.e., reflection/analysis, agency/efficacy, action/involvement). Baker and Brookins (2014) highlighted that sociopolitical development and critical consciousness are established using the same theoretical foundation. This again underscored the complexity of sociopolitical development (Watts et al., 2003). Yet, scholars have begun to move sociopolitical development from theory to measurement. However, with multiple perspectives on the theory there have been a number of inconsistencies in the operationalization of sociopolitical development. For instance, some research has investigated sociopolitical development in relation to participation in community action, aiding others, inequalities, and discussion about political and community events (Diemer et al., 2008); while other research has focused on social responsibility, global belief in a just world, and sociopolitical control. Although the research has merit, the inconsistencies present issues related to construct validity. Additionally, prior research is not reflective of youth in their context. Baker and Brookins (2014) addressed these concerns in their goal to create a reliable and valid measure for sociopolitical development that focuses on youth in context.

Sociopolitical Consciousness Scale

Baker and Brookins (2014) conducted a mixed methods study to investigate sociopolitical development with youth from El Salvador. The first stage was qualitative in nature and used photovoice methodology with 11 youth from low SES rural areas. Photovoice projects were divided into younger (i.e., ages 11-14) and older (i.e., 17-19) groups. A thematic analysis revealed five themes. First, *sociopolitical awareness* denotes community issues such as poverty, pollution, and tourism that should be addressed by governmental officials. Second, *opportunity, inequality, and justice* refer to concerns about

economic oppression that threatens fairness, justice, and lack of opportunity. Third, *social responsibility* implies that multiple parties such as the government, individuals, and the community have the task of contributing to the well-being of society. Fourth, *methods of change and action* signify techniques such as youth organizing and policy changes to solve social problems. Finally, *efficacy* reflects one's ability to solve problematic issues at the individual and collective level (Baker & Brookins, 2014).

The second stage involved of Baker and Brookins (2014) scale development. Salvadorian youth ($n = 682$) ages 14-22 were surveyed. The authors used the above findings and previous research to create a scale that operationalized sociopolitical development and was named *Sociopolitical Consciousness*. Results revealed the following seven factors with both individual and collective dimensions: sociopolitical awareness, global belief in just world, collective responsibility for the poor, sociopolitical justice orientation, belief in collective action, localized community efficacy, and problem-solving self-efficacy. *Sociopolitical awareness* reflects perceptions of current knowledge about political issues and current events. *Global belief in a just world* assesses how fair society and institutions are. *Collective responsibility for the poor* is the notion that the government and community have a responsibility for helping people who are less fortunate. *Sociopolitical justice orientation* is the belief that all sociopolitical groups should have equal rights especially those from marginalized groups. *Belief in collective action* examines techniques for social change accomplished in a shared community effort. *Localized community efficacy* assesses how local entities solve problems. Lastly, *problem-solving self-efficacy* is the perceived capacity to independently solve problems at the individual level. With a valid and reliable scale established in youth context, Baker and Brookins' (2014) Sociopolitical Consciousness scale

is useful in understanding the relationships between youth activism, developmental assets, and sociopolitical consciousness.

Relationship between Developmental Assets, Sociopolitical Consciousness, and Youth Activism

A potential relationship for understanding developmental assets and sociopolitical consciousness as a predictor of youth activism is through a mediation model. Recall, developmental assets are external, internal, and contextual factors that support developing youth. Developmental assets are known to produce thriving behaviors (Benson, 2002; Search Institute, 2005). In other words, when youths' surroundings and personal virtues are nurtured they thrive and want to be active and give back to their communities in the form of youth activism. However, in some cases when assets are nurtured or treated as strengths, youth still struggle to thrive. For example, Chew, Osseck, Raygor, Elridge-Houser, and Cox (2010) examined 62 middle and high school students in a residential juvenile justice center. Youth reported that they were encouraged to participate by family and teachers and personally wanted to be involved in community activities, yet scored low in the service to others and involvement. This study illustrates that sometimes youth can be encouraged by supported loved ones (i.e., external assets) and personally invested (i.e., internal assets); yet no action is taken. A potential mediating factor that may intervene to get youth actively involved in these cases is sociopolitical consciousness because the cognitive processes involved have the capability to influence behavior. A few studies have assessed similar concepts. For instance, Diemer and Li (2011) surveyed 665 disenfranchised youth and found that parental and peer sociopolitical support, which can be classified as developmental assets, predicted sociopolitical awareness, which is comparable to sociopolitical consciousness, and finally, predicted voting behavior, a form of youth activism. Ginwright (2011) proposed an

analogous approach. He suggested that specifically for African American youth community centers, a potential contextual developmental asset, may help serve as a safe location where youth can develop their sociopolitical development (i.e., sociopolitical consciousness) and get them more active in their community (i.e., youth activism). In sum, youths' external and internal assets and contextual factors may influence youth to become active and sociopolitical consciousness may act as a mediating factor where youth can develop an awareness about activism and begin to act and engage more in youth activism.

Previous research has observed the associations between youths' contexts and assets, sociopolitical processes, and social action. However, little is known about the relationship between the specific concepts of developmental assets, sociopolitical consciousness, and youth activism in relation to emerging adults. This study aims to test the mediating relationship to better understand the dynamics.

Sociopolitical Consciousness and Demographics

Sociopolitical development has traditionally been utilized with marginalized groups who live in oppressive conditions. Thus, most research has been conducted with youth of color from low-socioeconomic groups (Diemer & Blustein, 2006; Diemer & Hsieh, 2008, Diemer, Hsieh, & Pan, 2009; Watts & Abdul-Adil, 1998; Watts, et al., 1999; Watts, Williams, & Jagers, 2003). Overall, the literature suggests that sociopolitical development is a beneficial process for marginalized groups. Further, youth of color tend to score higher in the sociopolitical development process more than their European counterparts (Diemer & Li, 2011; Godfrey & Greyman, 2014; Thomas et al., 2014). For example, Thomas et al. (2014) investigated racial and ethnic differences between race and critical consciousness and found that African American emerging adults had higher levels of critical consciousness that may serve as a buffer against social injustices.

Although a few studies have shown that marginalized groups benefit from sociopolitical development, more research is needed to support these findings. In fact, Thomas et al. (2014) suggested that sociopolitical development may be just as important for privileged groups who have additional access to resources and power and may serve in the capacity of allies to people in an oppressed groups. Thus, additional data are needed to investigate this notion. Furthermore, demographics differences have not yet been investigated with the Baker and Brookins' (2014) Sociopolitical Consciousness scale. Finally, other demographics beyond race such as gender, SES, and amount of involvement have not been fully examined.

The Present Study

The goal of the present study was to determine if developmental assets and sociopolitical consciousness are predictors of youth activism. Preceding research advocates that youth activism is beneficial at the individual and community level and can enhance youth lives during the time period of emerging adulthood (Flanagan & Levine, 2010; Flanagan & Tucker, 1999; Hart, Mastsuba, & Atkins, 2014; Metz, 2014; Pancer et al., 2007; Youniss & Levine, 2009). Thus, assessing if sociopolitical consciousness mediates the relationship between developmental assets and youth activism may create additional avenues for youth to become active and in turn thrive in multiple areas in life. Established research has broadly linked developmental assets to youth activism. For instance, youth with more developmental assets tend to engage in more thriving behaviors such as helping others and valuing diversity that are linked to youth activism (Benson, 2011). Sociopolitical consciousness may intervene to influence the relationship between developmental assets and youth activism because a youth's assets may start the process of deep thinking that will urge them to become more active.

An additional goal is to assess the role of demographics (i.e., gender, race and ethnicity, SES and amount of involvement) in predicting youth activism, developmental assets, and sociopolitical consciousness. Some previous research is consistent, while other research is mixed with regards to demographic characteristics. For instance, in relation to developmental assets and gender, the research is consistent that females tend to have higher developmental assets than males (Search Institute, 2005), whereas race and ethnicity may not account for differences in outcomes, yet research denoted that this demographic is an important factor in developmental assets (Roehlkepartin et al., 2003). For sociopolitical development there is consistent research that youth of color tend to have stronger sociopolitical views than White youth (Thomas et al., 2014). However, extensive research examining gender, SES, and amount of involvement is limited.

With regards to youth activism the research is consistent that more involvement is associated with more youth activism in political and community activities (Pancer et al., 2007). In addition, multiple studies have found that family income is a significant predictor of youth activism (Foster-Bey, 2008; Hart et al., 2014; Metz, 2014). Yet, findings about gender, race and ethnicity, and SES are varied. For example, CIRCLE (2014) noted that younger women have consistently voted more than men since 1972, yet men are still overrepresented in civic and political leadership positions. In relation to race, African American youth had the highest voting rates in 2008 and still had the highest turnout in 2012, but saw a decline in voting overall as compared to other races and ethnicities. In addition, evidence cites that Asian American youth are more likely to be donors. Further, white youth from higher SES backgrounds that are college bound tend to have more opportunities to participate in civic engagement (CIRCLE, 2014).

Research Questions and Hypotheses

- (1) *Research Question 1*: What is the relationship between developmental assets and the following demographic variables: gender, race and ethnicity, SES, and amount of involvement.
 - a. *H1*: Females will score higher in developmental assets than males.
 - b. *H2*: Amount of youth involvement will be positively correlated with developmental assets.

- (2) *Research Question 2*: What is the relationship between sociopolitical consciousness and the following demographic variables: gender, race and ethnicity, SES, and amount of involvement.
 - a. *H3*: Sociopolitical consciousness will be positively associated with race and ethnicity. In regards to gender, SES, and amount of involvement there is not enough research regarding demographics to make a prediction.
 - b. *H4*: Youth of color will have higher scores in sociopolitical consciousnesses than White youth.

- (3) *Research Questions 3*: What is the relationship between youth activism and the following demographic variables: gender, race and ethnicity, SES, and amount of involvement.
 - a. *H5*: Youth activism will be positively correlated with amount of involvement and SES.
 - b. *H6*: Higher levels of involvement will be associated with higher levels of youth activism.
 - c. *H7*: Youth from high SES backgrounds will be associated with higher levels of youth activism compared to youth from lower SES backgrounds.

- (4) *Research Question 4*: What is the relationship of developmental assets to youth activism?
- a. *H8*: Higher levels of developmental assets will predict higher levels of youth activism.
- (5) *Research Question 5*: What is the relationship of developmental assets to sociopolitical consciousness?
- a. *H9*: Higher levels of developmental assets will predict higher levels of sociopolitical consciousness.
- (6) *Research Question 6*: Does sociopolitical consciousness mediate the relationship between developmental assets and youth activism?
- a. *H10*: Sociopolitical consciousness will mediate the relationship between developmental assets and youth activism.

Chapter 3

Method

Participants

Participants were 337 youth currently enrolled in a college/university setting. The original sample included 393 participants, however, seven were omitted because they did not meet the criteria of being a college student between the ages of 18-26 and 49 were removed due to missing data. The age range for youth was 18 to 26 years of age and the mean age was 19.96 years ($SD = 2.21$). The sample was 46.6% males and females were 53.4%. In regard to race and ethnicity, 68.8% of the population was White/European American, 13.1% Black/African American, 7.4% Asian, Native Hawaiian or other Pacific Islander American, 4.5% Latino(a)/Hispanic American, 4.5% Bi/Multi Ethnic/Racial American, and 1.2% American Indian. For SES, participants were asked to report their average family income growing up and the data was divided into thirds based on responses: 19.9% reported low SES between \$0-\$39,999 per year, 29.4% reported a middle SES between \$40,000-\$79,999.00 per year, and 48.1% reported high SES for \$80,000 and above. Most participants were freshman (45.4%), the second largest group were sophomores (21.7%), followed by juniors (8.6%), seniors (8.3%), and other (e.g., graduate students) (3.9%). The majority of the sample attended colleges and universities located in North Carolina ($n = 321$) and remaining youth ($n = 16$) attended schools in 16 other states. In relation to amount of involvement, 8.9% reported no participation on a regular basis, 34.7% reported participating on average 1-5 hours per week, 39.7% reported on average participating 6-10 hours per week, and 26.1% reported on average participating 11 or more hours per week. Participants expressed that they were involved in community service, athletic teams, mentoring, internships, and the arts.

Procedures

First, Institutional Review Board approval was obtained. Then, data were gathered during the Spring 2015 semester. Surveys were administered electronically via an online survey housed in the NC State Qualtrics platform (Qualtrics, Provo, UT, 2013) and took approximately 10-15 minutes to complete. Participants were recruited using two mediums. The first and largest recruitment method was collecting data from students in college classrooms. Participants were either emailed the link by the professors and had a chance to win one of four \$25 VISA gift cards. Winners were randomly selected and received their gift cards on April 15, 2015. Participants were also recruited via Experimentix, online experiment scheduling system, and received course credit for participating.

The second medium for recruitment was via Amazon Mechanical Turk (MTurk), a crowdsourcing website that assists with data collection. Midway through the data collection process demographic data indicated that the majority of the sample was European American. Since multiple research questions involved the demographic of race and ethnicity an effort was made to recruit more youth of color. MTurk has emerged as an additional option for collecting data in a time and cost effective manner and provides access to additional diverse participants (Buhrmester, Kwang, & Gosling, 2011; Mason & Suri, 2012). Current research has investigated the validity of task competition and compared MTurk to other online and in-person settings. For instance, Buhrmester et al. (2011) specifically examined psychological research and found MTurk to have no significant differences between populations and high test-retest reliability.

An additional IRB was approved to use MTurk. Compensation is set upfront by the researcher. After a discussion with MTurk administrators and anecdotal evidence from colleagues with MTurk experience, it was decided the participants would be compensated

\$1.00 for completing each survey. Then, prospective participants were notified by MTurk about a potential Human Intelligence Task (HIT) and compensation. If participants were interested they completed a screening tool that asked the following questions: (1) Are you currently enrolled in a college/university?; (2) Are you a student of color (i.e., non-white)?; (3) Are you between the ages of 18-26?; and (4) Do you have at least a 95% approval rating (i.e., good work history)? If participants met all the inclusion criteria then they received a link to process to the online survey. Once participants completed the survey they received a unique code for verification. The researcher verified that the survey was completed within a four day time period then payment was received via MTurk. This HIT was available for three weeks. The goal was to recruit an additional 60 youth of color, however, only 30 total were recruited when the survey closed due to time constraints. Finally, analysis confirmed no method differences between MTurk and other data collection methods.

Measures

The survey consisted of the Youth Inventory of Involvement (Pancer, Pratt, & Hunsberger, & Alisat 2000), the Developmental Assets Profile (Search Institute, 2005), the Sociopolitical Consciousness scale (Baker & Brookins, 2014), and demographic questions.

Youth Activism. To assess youth activism the Youth Inventory of Involvement scale was used (Pancer, Pratt, Hunsberger, & Alisat 2000). The scale consists of 30-items across four different types of involvement: political activities ($\alpha = .86$), community/neighborhood activities ($\alpha = .77$), helping activities ($\alpha = .88$) and responding/passive activities ($\alpha = .69$). The overall Cronbach's alpha for the current study is .94. Participants are asked to reflect over the past three months on various

activities and respond using the following 5-point scale: 0 = you never did this, 1 = you did this once or twice, 2 = you did this a few times, 3 = you did this a fair bit, 4 = you did this a lot. Higher scores indicate higher levels of involvement. Refer to Appendix B for the full scale.

Developmental Assets Profile. The 58-item Developmental Assets Profile (DAP, Search Institute, 2005) was used to assess developmental categories (i.e., external and internal assets) and various contexts. The DAP has the flexibility to examine development at the individual assets level, internal or external level, contextual level, and total DAP level. External assets ($\alpha = .90$) reflect support, empowerment, boundaries and expectations, and constructive use of time. Internal assets ($\alpha = .91$) reflect positive values, social competencies, positive identity, and commitment to learning. The following developmental contexts were also examined: personal ($\alpha = .79$), social ($\alpha = .85$), family ($\alpha = .87$), school ($\alpha = .86$), and community ($\alpha = .80$). Participants were asked to reflect if an item was true within a 3-month time period using the following four options: not at all or rarely, somewhat or sometimes, very or often, and extremely or almost always. Sample questions include: “I stand up for what I believe in” and “I feel good about myself”. Total developmental scores are scored from 0 to 30 with higher scores indicating more developmental assets. Prior research has established the DAP as a valid and reliable measure (Search Institute, 2005). The total DAP scale has an internal consistency of .94 for the current study. Refer to Appendix C for the full scale.

Sociopolitical Consciousness. The Sociopolitical Consciousness (SPC) scale (Baker & Brookins, 2014) is a 29-item scale that measures dimensions of sociopolitical

consciousness in youth. The scale was created via a series of mixed methods studies with youth in El Salvador to yield seven dimensions of sociopolitical consciousness: sociopolitical awareness ($\alpha = .81$), global belief in a just world ($\alpha = .85$), collective responsibility for poor ($\alpha = .89$), an orientation towards sociopolitical justice ($\alpha = .83$), belief in collective action ($\alpha = .70$), localized community efficacy ($\alpha = .60$), and problem-solving self-efficacy ($\alpha = .54$). The overall SPC has an internal consistency for the current study of .77 and can be examined at the sublevel and total level. Participants respond on a 5-point Likert scale (i.e., strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree). Sample questions included: “I am aware of current events” or “I am able to solve most problems”. Higher scores indicate higher sociopolitical consciousness. Refer to Appendix D for the full scale.

Demographics. The following demographics were obtained. *Gender* was coded as dichotomous (0 = Male, 1 = Female). *Race and Ethnicity* were measured with six categories: (1) Asian, Native Hawaiian or other Pacific Islander American; (2) American Indian, (3) Black or African American; (4) Latino(a)/Hispanic American; (5) White or European American; and (6) Bi/Multi Ethnic/Racial American. For statistical purposes the groups were collapsed into two groups (i.e., European/White American = 0 and youth of color = 1). Participants that identified as Bi/Multi Ethnic Racial were considered youth of color for statistical purposes. For *SES*, participants were asked to disclose their average family income while growing up. The categories are: (1) \$0 - \$19,999 a year; (2) \$20,000-\$29,999; (3) \$30,000-\$49,999; (4) \$40,000-\$49,999; (5) \$50,000-\$59,999; (6) \$60,000-\$69,999; (7) \$70,000-\$79,999; (8) \$80,000-\$89,999; (9) \$90,000-\$99,999; (10) \$100,000 or more. *Amount of involvement* was based on the number of hours (i.e., 0-20) per week a participant

typically spends involved in political and community activities. Additionally, *age* (i.e., 18-26), *type of school* (e.g., 4-year institution), *college status* (e.g., freshman), and *type of activities/organization* (e.g., community-based) were collected for descriptive purposes.

Refer to Appendix E.

Analytic Strategies

Prior to addressing the proposed research questions and hypotheses tests of normality, regression diagnostics, and descriptive statistics were conducted.

To address the first three research questions, point biserial and Pearson's r correlational analyses were used to explore if demographic variables (i.e., gender, race and ethnicity, SES, and amount of involvement) were related to developmental assets, sociopolitical consciousness, and youth activism. For research questions four (i.e., What is the relationship of developmental assets to youth activism?) and five (i.e., What is the relationship of developmental assets to sociopolitical consciousness?), regression analyses were used to assess if the identified independent variables, that is, developmental assets predicted the dependent variables of youth activism and sociopolitical consciousness (Vogt, 2005). Gender, race and ethnicity, SES, and amount of involvement were entered as covariates. To address the last research question, Baron and Kenny's (1986) approach for mediation was used to investigate if sociopolitical consciousness mediated the relationship between developmental assets and youth activism. See Table 2 for a summary.

Chapter 4

Results

The following chapter will discuss the results from the study. Tables 3 and 4 provide descriptive and psychometric data for all variables.

Hypothesis 1-2. *(1) Females will score higher in developmental assets than males, and (2) more involved youth will score higher in developmental assets than youth with less involvement.*

Recall that the Developmental Assets Profile (DAP) yields scores for individual, external and internal, contextual, and total DAP scores. This hypothesis examined scores at the external, internal, contextual, and overall levels and is outlined below. See Table 5 for an overview.

External developmental assets assess support, empowerment, boundaries and expectations, and constructive use of time. Gender and SES were significantly related to external developmental assets, while race and ethnicity, and amount of involvement were not significant. Point biserial correlation was used to determine the relationship between gender and external assets and as expected gender was significantly and positively related, with females scoring higher than males ($r(335) = .17, p < .001$). A Pearson's r correlation was conducted to explore the relationship between SES and external assets and revealed a significant and positive correlation where youth from higher SES backgrounds were more likely to have more external assets ($r(326) = .12, p < .05$).

Internal developmental assets reflect positive values, social competence, positive identity, and commitment to learning. Only gender and amount of involvement were significantly correlated to internal assets, whereas race and ethnicity and SES were not related. A point biserial correlation revealed a significant and positive association between

gender and internal assets, with females reporting higher scores than males ($r(335) = .16, p < .001$). To examine amount of involvement and internal assets, a Pearson's r correlation was employed and determined to be a positive and significant correlation, indicating that youth with more involvement tended to have more internal assets ($r(333) = .17, p < .001$).

The contextual view includes personal, social, family, school, and community assets. For *personal* context only amount of involvement was significantly correlated based on a Pearson's r correlation were youth with more involvement were more likely to have more personal assets ($r(333) = .16, p < .001$).

For *social* contexts only gender and amount of involvement were positively and significantly correlated. A point biserial correlation revealed a significant and positive association between gender and the social context, with females scoring higher than males ($r(335) = .17, p < .001$). Amount of involvement and the social context were examined using Pearson's r correlation. The results indicated a positive and significant correlation with youth who reported more involvement having more social assets ($r(333) = .14, p < .05$).

For *family* context, gender, race and ethnicity, and SES were significant while amount of involvement was not. A point biserial correlation revealed a significant and positive association between gender and family context, with females scoring higher than males ($r(335) = .17, p < .001$). Race and ethnicity were also found to be negative and significant with White youth scoring higher than youth of color ($r(333) = -.12, p < .05$). A Pearson's r correlation was conducted to explore the relationship between SES and family context and revealed a significant and positive correlation, with youth from higher SES backgrounds reporting more family assets ($r(326) = .20, p < .001$).

For *school* context only gender was significant. A point biserial correlation revealed a positive and significant association between gender and school context, with females scoring

higher than males ($r(335) = .18, p < .001$). Finally, for *community* context (i.e., social) only gender and amount of involvement were positively significant. Point biserial correlation was used to determine the relationship between gender and community context and gender was significantly and positively related, with females reporting higher scores than males ($r(335) = .20, p < .001$). To investigate amount of involvement and community context, a Pearson's r correlation was employed and determined a positive and significant correlation were youth with more involvement were more likely to report higher community assets ($r(333) = .22, p < .001$).

Lastly, the overall DAP was found to be significantly related to gender and amount of involvement, whereas race and ethnicity and SES were not related. A point biserial correlation revealed a significant and positive association between gender and overall assets, with females scoring higher than males ($r(335) = .18, p < .001$). To examine amount of involvement and overall assets, a Pearson's r correlation was employed and determined a positive and significant correlation, where youth with more involvement tended to have more overall assets ($r(333) = .16, p < .001$).

Overall, hypothesis one was partially supported; gender was correlated with developmental assets where females were more likely to have more assets than males. The data indicate that females still have an advantage over males since more assets tend to translate to better outcomes. The only exception was with personal context; no differences were found. Hypothesis two was also partially supported, amount of involvement was associated with developmental assets, such that youth who were more active also indicated more assets. The only exceptions were with family and school context, and external assets, which were not related. Additionally, race and ethnicity was associated with developmental assets under family context with white youth tending to have more assets than youth of color.

Finally, SES was found to be significant for external assets and family context where youth with higher family incomes were more likely to have more assets.

Hypothesis 3-4: (3) *Sociopolitical consciousness will be associated with race and ethnicity, and (4) Youth of color will have higher scores in sociopolitical consciousness than White youth.*

Correlations were conducted to examine the relationships between sociopolitical consciousness (SPC) and gender, race and ethnicity, SES, and amount of involvement. Recall that SPC consists of the following seven subscales: sociopolitical awareness, global belief in a just world, collective responsibility for the poor, sociopolitical justice orientation, belief in collective action, localized community efficacy, and problem-solving self-efficacy. The total SPC scale, each subscale and its relationship to demographics are outlined below. See Table 6 for an overview.

For the entire *SPC* scale, race and ethnicity and SES were significant and gender and amount of involvement were not. For race and ethnicity, a point biserial correlation revealed a significant and positive association between race and ethnicity and SPC, with youth of color scoring higher than White youth ($r(333) = .20, p < .001$). A Pearson's r correlation was conducted to explore the link between SES and SPC and revealed a significant and negative correlation, where youth from higher SES backgrounds were less likely to endorse SPC ideals ($r(326) = -.13, p < .05$).

Sociopolitical awareness assessed the participant's understanding of current political issues and events. Point biserial and Pearson's r correlations were used and findings indicate no significant associations between sociopolitical awareness, gender ($r(334) = -.02, p = .67$), race and ethnicity ($r(333) = .01, p = .84$), SES ($r(326) = -.07, p = .23$), and amount of involvement ($r(332) = .09, p = .11$).

Global belief in a just world examines beliefs about fairness among institutions and society. Only gender and amount of involvement were significantly correlated while race and ethnicity and income were not related. A point biserial correlation revealed a negatively significant association, with males scoring higher than females ($r(334) = -.29, p < .001$). Recall that this scale was reverse coded, therefore males were more likely to believe that the world is a fair place. Amount of involvement and global belief in a just world were examined using Pearson's r correlation. The results indicated a negative and significant correlation, where youth with less involvement were tended to think the world was a fair place ($r(332) = -.17, p < .001$).

Collective responsibility for the poor examines the participant's belief that the government and community have a duty to take care of those who are less fortunate. Gender, race and ethnicity, and SES were significant, however, amount of involvement was not. Point biserial correlation was used to determine the relationship between gender and collective responsibility for the poor. Gender was significantly and positively related, with females scoring higher than males ($r(334) = .11, p < .05$). A point biserial correlation was also conducted to assess race and ethnicity and indicated a positive and significant correlation, with youth of color scoring higher than White youth ($r(332) = .29, p < .001$). A Pearson's r correlation was conducted to explore the relationship between SES and collective responsibility for the poor and revealed a significant and negative correlation, where youth from lower SES backgrounds were more likely to support collective responsibility for the poor ($r(325) = -.23, p < .001$).

Sociopolitical justice orientation centers on the belief that all groups should have equal rights. Gender and race and ethnicity were found to be significant. A point biserial correlation revealed a significant and positive association between sociopolitical justice

orientation and gender, with females scoring higher than males ($r(335) = .25, p < .001$). For race and ethnicity, a point biserial correlation revealed a significant and positive association between race and ethnicity and sociopolitical justice orientation, with youth of color scoring higher than White youth ($r(333) = .13, p < .05$).

Belief in collective action explores beliefs about shared community social change. Like collective responsibility for the poor, gender, race and ethnicity, and SES were significant, however, amount of involvement was not. Point biserial correlation was used to determine the relationship between gender and belief in collective action. Gender was significantly and positively related indicating that females scored higher than males ($r(335) = .18, p < .001$). A point biserial correlation was also conducted to assess race and ethnicity and indicated a positive and significant correlation, with youth of color scoring higher than White youth ($r(333) = .29, p < .001$). A Pearson's r correlation was conducted to explore the relationship between SES and belief in collective action and revealed a significant and negative correlation, with youth from lower SES backgrounds scoring higher than youth from higher SES backgrounds ($r(326) = -.22, p < .001$).

Localized community efficacy examines participants beliefs about how well they think their local community solves problems. Point biserial and Pearson's r correlations were used and the results indicated no significant relationships between localized community efficacy, gender ($r(333) = -.08, p = .15$), race and ethnicity ($r(332) = .01, p = .84$), SES ($r(325) = .03, p = .66$), and amount of involvement ($r(331) = -.10, p = .06$).

Lastly, *problem-solving self-efficacy* tested one's perception to solve problems at the micro level. Only amount of involvement was found to be significant and positive based on the results from a Pearson's r correlation, where youth with more involvement scored higher than youth with less involvement ($r(331) = .12, p < .05$).

In summation, hypothesis three was partially supported. Race and ethnicity was related SPC, collective responsibility for the poor, sociopolitical justice orientation, and belief in collective action. Hypothesis four was partially supported, youth of color tended to have higher levels of sociopolitical consciousness. Additionally, gender was found to be significantly correlated with sociopolitical justice orientation, global belief in a just world, collective responsibility for the poor, and belief in collective action. SES was significantly related to all the above subscales except global belief in a just world. Similar to the findings with race and ethnicity, marginalized groups (i.e., females and low/middle SES) tended to score higher in sociopolitical consciousness and favor more equitable outcomes. Amount of involvement was found to be significantly related to problem-solving self-efficacy, where youth that were more involved in activities were more likely to have a stronger sense of efficacy about problem-solving. Finally, no associations were found for demographic variables, sociopolitical awareness, and localized community efficacy.

Hypothesis 5-7: (5) *Youth activism will be correlated only with amount of involvement and SES* (6) *Higher levels of involvement will be associated with higher levels of youth activism, and* (7) *Youth from high SES backgrounds will be associated with higher levels of youth activism.*

Correlations were conducted to examine the relation between youth activism and gender, race and ethnicity, SES, and amount of involvement. Youth activism is assessed as an overall score and can also be examined based on involvement in: political activities, community activities, helping activities, and responding/passive activities. See Table 7.

Youth activism was assessed by examining various activities youth participate in. For the overall scale only amount of involvement was significant. A Pearson's r correlation found

a positive and significant association, where youth with more involvement scored higher than youth with less involvement ($r(333) = .11, p < .05$).

Political activities are a type of youth activism such as joining a protest, running for a position in student government, and working on a political campaign. Political activities were significantly related to race and ethnicity and SES. A point biserial correlation was conducted to assess race and ethnicity and indicated a positive and significant correlation, with youth of color scoring higher than White youth ($r(333) = .18, p < .001$). A Pearson's r correlation was conducted to explore the relationship between SES and political activities and revealed a significant and negative correlation, with youth from lower SES background scoring higher than youth from higher SES backgrounds ($r(326) = -.16, p < .001$).

Community activities such as organizing a neighborhood event and participating in a community clean-up are a type of youth activism that was also significantly related to race and ethnicity and SES. Gender and amount of involvement were not related. A point biserial correlation was conducted to assess race and ethnicity and indicated a positive and significant correlation, with youth of color scoring higher than White youth ($r(333) = .13, p < .05$). A Pearson's r correlation was conducted to explore the relationship between SES and community activities and revealed a significant and negative correlation, with youth from lower SES backgrounds reporting higher scores than youth from high SES backgrounds ($r(333) = -.13, p < .05$).

Helping activities are a type of youth activism that includes volunteering, caregiving, and being a member of an organization. Gender and amount of involvement were significantly and positively related, but race and ethnicity and income were not associated. Point biserial correlation was used to determine the relationship between gender and helping activities. Gender was significantly and positively related, with females scoring higher than

males ($r(335) = .19, p < .001$). A Pearson's r correlation found a positive and significant association between helping activities and amount of involvement, where youth with more involvement reported higher scores than youth with less involvement ($r(333) = .24, p < .001$).

Responding activities are a type of youth activism that includes making a donation and signing a petition. Point biserial and Pearson's r correlations were used and the results indicated no significant relationships between responding activities, gender ($r(335) = .00, p = .94$), race and ethnicity ($r(333) = -.10, p = .85$), SES ($r(326) = -.03, p = .61$), and amount of involvement ($r(333) = .07, p = .22$).

In summary, hypothesis five was partially supported. SES was related to political and community activities and amount of involvement was related to overall youth activism and helping activities. Hypothesis six was supported; youth activism was positively and significantly related to amount of involvement for the overall youth activism scale helping activities; where youth that participated had higher scores in activism and helping activities. Hypothesis seven that SES would dictate youth activism was not supported. In fact, youth from higher SES backgrounds tended to participate less in political and community activities. Due to the inconsistencies in prior research no other direct hypotheses were made. However, the results show that race and ethnicity are associated with youth activism in regards to political and community activities. Further, the findings reveal that youth of color tended to participate in more political and community activities than White youth. Finally, gender was positively related to helping activities, where females were more likely to participate in helping activities such as caregiving, volunteering, and being a member of an organization.

For the remaining research questions and hypotheses only overall scales were used for developmental assets, sociopolitical consciousness, and youth activism. See Table 8 for correlations among variables.

Hypothesis 8: *Higher levels of developmental assets will predict higher levels of youth activism.*

Regression was applied to examine hypothesis eight to test whether developmental assets predicted youth activism. For the overall DAP, controlling for gender ($\beta = .07, p = .98$), race and ethnicity ($\beta = 3.78, p = .17$), SES ($\beta = -.71, p = .10$), and amount of involvement ($\beta = .27, p = .15$), developmental assets ($\beta = 1.92, p < .001$) was a significant and a positive predictor of youth activism (See Table 9). Based on the results hypothesis eight was supported, youth with more developmental assets reported higher levels of youth activism. The regression model was significant, $F(5,319) = 9.59, p < .001$, and explained 13% of the variance in youth activism.

Hypothesis 9: *Higher levels of developmental assets will predict higher levels of sociopolitical consciousness.*

Again, regression was used to assess if developmental assets predicted sociopolitical consciousness. See Table 10. Controlling for gender ($\beta = -.06, p = .09$), race and ethnicity ($\beta = .13, p < .001$), SES ($\beta = -.01, p = .05$), and amount of involvement ($\beta = -.00, p = .72$), developmental assets ($\beta = .04, p < .001$) was a significant predictor of sociopolitical consciousness. According to the findings hypothesis nine was supported, youth with more developmental assets reported higher levels of sociopolitical consciousness. The regression model was significant, $F(5,319) = 14.91, p < .001$, and explained 19% of the variance in sociopolitical consciousness.

Hypothesis 10: *Sociopolitical consciousness will mediate the relationship between developmental assets and youth activism.*

A mediation analysis was conducted to determine if sociopolitical consciousness mediated the relationship between developmental assets and youth activism applying the Baron and Kenny (1986) approach. A precursor to applying mediation is that all variables must be significantly related to one another. Table 11 shows that all three variables are correlated and denote that mediational analysis was appropriate to conduct. A hierarchical regression was conducted with developmental assets entered as the first step and the mediating variable (i.e., sociopolitical consciousness) in the second step. Developmental assets were significant and positive predictor of youth activism, as seen in Table 12. With the addition of sociopolitical consciousness in the second step, developmental assets remained positively significant to youth activism. However, the magnitude of the relationship decreased with the addition of sociopolitical consciousness. Results from the Sobel Test determined that sociopolitical consciousness partially significantly ($z = 2.64, p < .001$) mediated the relationship between developmental assets and youth activism. Therefore, hypothesis ten was supported. See *Figure 1* for Mediation Model displaying the relationships between developmental assets, sociopolitical consciousness, and youth activism.

Chapter 5

Discussion

Current research suggests that youth activism may have a positive impact on youth and their communities (Flanagan & Levine, 2010; Flanagan & Tucker, 1999; Hart, Mastsuba, & Atkins, 2014; Metz, 2014; Youniss & Levine, 2009). Moreover, youth face a number of challenges during emerging adulthood that may be positively reinforced by participating in youth activism. The present study explored developmental assets and sociopolitical consciousness as predictors of youth activism. Additionally, demographic variables were examined in relation to developmental assets, sociopolitical consciousness, and youth activism and will be reviewed first.

The Role of Demographic Variables

First, developmental assets were observed in relation to gender, race and ethnicity, SES, and amount of involvement. Gender was found to be related to every aspect of developmental assets except for personal context. In every other case, females tended to have more assets than males. These findings are consistent with previous research conducted by the Search Institute (2005) that found that from an early age females have more assets and thus better outcomes. This study provides evidence that males continue to struggle in regards to assets in the emerging adulthood phase of life. Prior research suggests that in relation to healthy youth outcomes total number of assets is more important than race and ethnicity (Roehlkepartin et al., 2003). This notion was somewhat echoed in the data, where race and ethnicity was only significantly related to family context. In this case, White youth tended to have more family support. Although focusing on improving assets for all youth is an important goal, the results advocate that the role of race and ethnicity warrant further investigation. For instance, studies report that families of color tend to have different family

structures and may be headed by women (McGoldrick, Giordano, & Garcia-Preto, 2005). Like race and ethnicity, SES was only significant for family assets where youth from higher SES background were more likely to have more assets. Almost half of the participants in this study reported an average family income of \$80,000 or more, which Benson (2011) accounted may translate into more assets, yet only small differences were found.

Amount of involvement was significant for every asset excluding family, school and external. For family and school this interpretation makes sense because involvement tends to happen outside of the family setting and after school hours. External assets may not have been related because a youth's involvement does not directly impact external aspects such as support and boundaries and expectations. For the significant correlations results revealed unique differences where youth who participated more were likely to have more assets than youth who participated less. This finding aligned with preceding research by the Search Institute (2005).

Next, sociopolitical consciousness was evaluated in relation to demographics. Similar trends emerged where members from marginalized groups tended to favor sociopolitical consciousness ideals more than majority groups. For instance, females tended to support ideals that all groups should have equal rights and opportunities, while males had significantly lower scores. Race and ethnicity was also found to be significant for collective action, collective responsibility for the poor, and sociopolitical justice orientation. This may reflect the notion that people of color are more likely to be collectivist in nature. For instance, Coon and Kimmelmeier (2001) have found that Asian and African Americans were more collectivist than European Americans. Additionally, this finding may reflect youth of color are more aware of oppression and have witnessed the benefits from collectively engaging in collective action around social justice issues.

Lastly, amount of involvement functioned similarly as it did for developmental assets where more involvement was linked to stronger views towards problem-solving self-efficacy. Other research suggests that youth are able to learn a number of skills (e.g., reflection, decision-making, and networking) by engaging in meaningful activities (Zeldin, Christens, & Powers, 2013) that may promote important attributes such as problem-solving. Overall, the findings suggest additional diversity training, exposure to diverse groups, and candid conversations about diversity are needed to help everyone see the value and benefits of equality.

Finally, demographic characteristics and youth activism were investigated. Gender was only found to be significant with helping activities related to youth activism. It appears that females tended to favor engaging in activities that involved caregiving and aiding others. This finding may explain why so-called “helping” occupations such as social work, teaching, and nursing are dominated by females (Rivers & Barnett, 2012). The results also indicate that youth of color were more likely to participate in political and community youth activism than White youth. However, the literature regarding race and ethnicity is varied. For instance, CIRCLE (2014) reported that African Americans had the higher voter rates in 2008 than other races and Asian Americans are more likely to donate to charities than other races, yet White youth from high SES backgrounds were more likely to be involved in volunteer efforts than other races. These inconsistencies may be attributed to differences in how youth activism is operationalized. Although various studies have found evidence for high SES predicting more activism, there was no support for this conclusion in this study. This may be due to the range of the income since the top of the scale was only \$100,000. Lastly, more involvement was linked to higher levels of youth activism. This notion held true for every scale except political activities. This finding may be the result of political activities only

occurring at certain times of the year or that political activities may emphasize the importance of networking over time spent on a specific activity.

Predictors of Youth Activism

Since there are a number of documented benefits of youth activism, this study set out to examine developmental assets and sociopolitical consciousness as potential predictors. Developmental assets was a significant predictor of youth activism even after controlling for gender, race and ethnicity, SES, and amount of involvement. This finding is parallel to previous literature that has linked developmental assets to youth activism through the operationalization of thriving behaviors such as helping others and having a healthy lifestyle (Benson, 2011). This research provides additional evidence that when youth are able to capitalize on their personal and environmental developmental assets, then they are more likely to participate in youth activism, which research has been linked to a number of advantages for youth and their communities (Benson, 2011).

Developmental assets were found to be a significant predictor of sociopolitical consciousness while accounting for gender, race and ethnicity, SES, and amount of involvement. Developmental assets or youths' individual and ecological settings shape their sociopolitical consciousness process. In other words, how youth perceive issues related to social justice, equality and fairness are linked to their internal and external strengths. For instance, youth who hold strong opinions about promoting equality for all and have supportive settings that send the similar messages about being a social change agent, are able to then embrace sociopolitical consciousness ideals. Benson (2011) provides similar findings when youth have adequate developmental assets then thriving behaviors such as respecting others and aiding others, working together, and taking responsibility for one's self and their community are more likely to emerge, which support sociopolitical views.

Finally, the results show that sociopolitical consciousness partially mediated the relationship between developmental assets and youth activism. These findings support the assertion of Watts et al. (2003) that eco-transactional dimensions should be captured in sociopolitical development. In other words, one's surroundings and experiences (i.e., developmental assets) influence how they perceive and react (i.e., youth activism) to oppression and liberation. Scholars have explored similar relationships: Diemer and Li (2011) postulated that parental and peer sociopolitical support predicted sociopolitical awareness and in turn predicted voting behavior. Also, Ginwright (2011) noted that community centers aid youth in their sociopolitical development and encourage them to give back to their communities. The current study provided an understanding of ways to increase youth activism. The mediation process denotes that not only do developmental assets predict youth activism, but that additionally sociopolitical consciousness intervenes to influence outcomes related to youth activism. For example, youths' support systems may encourage youth to participate and they may have the desire to do so, however, sociopolitical consciousness can mediate and alter their thought process and dictate behavior because they have a newfound awareness of oppression and social justice as it relates to them and their communities. As a result sociopolitical consciousness may lead them to participate in more social justice oriented youth activism.

Strengths

This dissertation had a number of strengths. First, this study identified developmental assets and sociopolitical consciousness as predictors of youth activism. As mentioned youth activism has several advantages at the micro and macro levels. Yet, every youth is unique and may need different avenues for engaging in youth activism. Since developmental assets

and sociopolitical consciousness have now been identified as predictors these are additional avenues to get youth involved.

Second, this work adds to the literature on understanding how developmental assets functions for older youth in the emerging adult phase. As indicated earlier Scales et al. (in press) began to explore an extended developmental assets framework for older youth. However, to the author's knowledge the framework has yet to be released and current research is sparse. This research provides some preliminary findings about emerging adults that may contribute to reframing the developmental assets framework.

Lastly, some research on demographics in regards developmental assets, sociopolitical consciousness, and youth activism is diverse. This study offered additional literature that supports existing research. For example, past work found sociopolitical views to be more strongly endorsed by youth of color, this research supports this findings (Thomas et al., 2014). Moreover, this research also provided an alterative understanding of the role of gender, race and ethnicity, SES, and amount of involvement as it related to emerging adults that are in a stage of exploration. For example, amount of involvement highlighted the fact that just being involved may be of more value than the actual amount of time spent being involved.

Limitations

This study had several limitations. First, cross-sectional studies only offer a snapshot in time, whereas the concepts discussed are developmental and cognitive processes that cannot be fully captured with this methodology.

Second, the selected measurement for youth activism, although well-developed with valid psychometrics, may have excluded other types of youth activism, for example, civil disobedience. If this were the case then a segment of youth who actively participate in

nontraditional youth activism have been overlooked. Third, the original Sociopolitical Consciousness scale was created and validated with Salvadorian youth. Contextual differences between El Salvador and the U.S. youth may have impacted their responses. Also, the current sample consisted of majority White youth. Therefore, a more diverse population, more research on the construct, and a more universal scale that is not context specific is needed.

Fourth, the data used for this study were self-reported. Therefore, responses may not be completely accurate or objective. For instance, social desirability, the desire to be viewed favorably (Spector, 2004), may have influenced the responses of participants especially around sensitive topics such as race and ethnicity, gender, fairness, etc. Finally, while efforts were made to increase diversity in the sample a more diverse sample would have allowed for youth of color to be expanded to assess if further groups difference existed.

Future Research

This study found demographic variables to play a significant role as they related to developmental assets, sociopolitical consciousness, and youth activism. Particularly, for developmental assets males tend to have fewer assets. Future research should continue to explore ways to increase assets for all youth. However, specifically for males, perhaps forthcoming research should focus on finding additional ways for males to communicate their needs to their support systems and instructing them on how to turn their passions into strengths to improve their assets. This resonates with the purpose of the Search Institute and other scholars that advocate for assets to be amplified by taking a strength-based approach and building on youth's strengths versus their deficiencies (Benson, 2011).

Next, findings regarding sociopolitical consciousness suggested that youth of color tended to be more social justice oriented. Future research should focus on crafting more

interventions to assist youth in exploring their sociopolitical consciousness especially during emerging adulthood. Watts et al. (2002) used “critical consciousness coaching” as an avenue to help youth explore and understand their sociopolitical development. Similar approaches can be applied and expanded to more diverse groups. For instance, Thomas et al. (2014) advocated that White youth should be just as involved in understanding the plight of marginalized groups and can become effective allies. Further, youth from other marginalized groups such as members of the LGBTQ community and religious minorities should be offered a chance to share their perspectives on sociopolitical consciousness and its relationship to youth activism.

Additional research should explore if alternative relationships exist between developmental assets, sociopolitical consciousness, and youth activism. Perhaps youth activism may serve as predictors for developmental assets and sociopolitical consciousness. Finally, future studies involving youth activism should continue exploring the definition both quantitatively and qualitatively for youth who are facing a changing landscape in America. Their experiences may be different from previous generations as a result of new global communications mediums and higher levels of tolerance in relation to diversity. Moreover, the role of social media, technology, and social justice need to be further explored to assess its impact on youth, their communities, and greater society.

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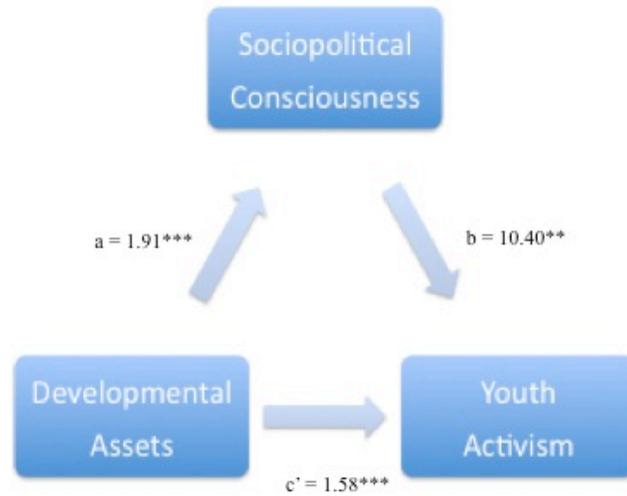


Figure 1. Mediation Model. Path a represents the estimate of the independent variable (Developmental Assets) on the Mediator (Sociopolitical Consciousness). *Path b* represents the estimate of the mediator (Sociopolitical Consciousness) on the dependent variable (Youth Activism). *Path c'* represents the estimate of the independent variable (Developmental Assets) on the dependent variable (Youth Activism) after controlling for the mediator (Sociopolitical Consciousness). Sobel test ($t = 2.64, p < .001$). ** $p < .01$, *** $p < .001$.

Table 1

Forty Developmental Assets

Assets	Definition
<i>External Support</i>	
(1) Family Support	Family life provides high levels of love and support.
(2) Positive Family Communication	Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
(3) Other Adult Relationship	Young person receives support from three or more nonparent adults.
(4) Caring Neighborhood	Young person experiences caring neighbors.
(5) Caring School Climate	School provides a caring, encouraging environment.
(6) Parent Involvement in Schooling	Parent(s) are actively involved in helping the child succeed in school.
<i>Empowerment</i>	
(7) Community Values Youth	Young person perceives that adults.
(8) Youth as Resources	Young people are given useful roles in the community.
(9) Service to Others	Young person serves in the community one hour or more per week.
(10) Safety	Young person feels safe at home, school, and in the neighborhood.
<i>Boundaries and Expectations</i>	
(11) Family Boundaries	Family has clear rules and consequences and monitors the young person's whereabouts.
(12) School Boundaries	School provides clear rules and consequences.
(13) Neighborhood Boundaries	Neighbors take responsibility for monitoring young people's behavior.
(14) Adult Role Models	Parent(s) and other adults model positive, responsible behavior.
(15) Positive Peer Influence	Young person's best friends model responsible behavior.
(16) High Expectations	Both parent(s) and teachers encourage the young person to do well.
<i>Constructive Use of Time</i>	

Table 1 Continued

(17) Creative Activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
(18) Youth Programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or community organizations.
(19) Religious Community	Young person spends one hour or more per week in activities in a religious institution.
(20) Time at Home	Young person is out with friends “with nothing special to do” two or fewer nights per week.
<i>Internal</i>	
<i>Commitment to Learning</i>	
(21) Achievement Motivation	Young person is motivated to do well in school.
(22) School Engagement	Young person is actively engaged in learning.
(23) Homework	Young person reports doing at least one hour of homework every school day.
(24) Bonding to school	Young person care about her or his school.
(25) Reading for Pleasure	Young person reads for pleasure three or more hours per week.
<i>Positive Values</i>	
(26) Caring	Young person places high value on helping others.
(27) Equality and Social Justice	Young person places high value on promoting equality and reducing hunger and poverty.
(28) Integrity	Young person acts on convictions and stands up for her or his beliefs.
(29) Honesty	Young person “tells the truth when it is not easy”.
(30) Responsibility	Young person accepts and takes personal responsibility.
(31) Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.
<i>Social Competencies</i>	
(32) Planning and Decision-Making	Young person knows how to plan ahead and make choices.
(33) Interpersonal Competence	Young person has empathy, sensitivity, and friendship skills.

Table 1 Continued

(34) Cultural Competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
(35) Resistance Skills	Young person can resist negative peer pressure and dangerous situations.
(36) Peaceful Conflict Resolution	Young person seeks to resolve conflict nonviolently.
<i>Positive Identity</i>	
(37) Personal Power	Young person feels he or she has control over “things that happen to me”.
(38) Self-Esteem	Young person reports having a high self-esteem.
(39) Sense of Purpose	Young person reports that “my life has purpose”.
(40) Positive View of Personal Future	Young person is optimistic about her or his personal future.

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Table 2

Research Questions, Hypothesis, and Analysis

Research Questions and Hypothesis	Analysis
<p><i>Research Question 1:</i> Is there a correlation between developmental assets and the following demographic variables: gender, race and ethnicity, SES, and amount of involvement.</p> <p><i>H1:</i> In regards to gender, there will be differences where females will score higher in developmental assets than males.</p>	(1) Point biserial and Pearson's <i>r</i> correlations
<p><i>Research Question 2:</i> Is there a correlation between sociopolitical consciousness and the following demographic variables: gender, race and ethnicity, SES, and amount of involvement.</p> <p><i>H2:</i> In regards to gender, SES, and amount of involvement there is not enough research regarding demographics to make a prediction. However, based on the premise of sociopolitical development, a process that is designed for everyone, but targets people in oppression; there will be differences in race and ethnicity, SES, and the amount of involvement.</p>	(2) Point biserial and Pearson's <i>r</i> correlations
<p><i>Research Question 3:</i> Is there a correlation between youth activism and the following demographic variables: gender, race and ethnicity, SES, and amount of involvement.</p> <p><i>H3:</i> Higher levels of involvement will be associated with higher levels of youth activism.</p>	(3) Point biserial and Pearson's <i>r</i> correlations

Table 2 Continued

<p><i>Research Question 4:</i> What is the relationship of developmental assets to youth activism?</p> <p><i>H4:</i> Higher levels of developmental assets will predict higher levels of youth activism.</p>	<p>(4) Regression</p>
<p><i>Research Question 5:</i> What is the relationship of developmental assets to sociopolitical consciousness?</p> <p><i>H5:</i> Higher levels of developmental assets will predict higher levels of sociopolitical consciousness.</p>	<p>(5) Regression</p>
<p><i>Research Question 6:</i> Does sociopolitical consciousness mediate the relationship between developmental assets and youth activism?</p> <p><i>H6:</i> Sociopolitical consciousness will mediate relationship between developmental assets and youth activism.</p>	<p>(5) Mediation</p>

Table 3

Distribution of Variables

Variable	<i>N</i>	<i>M</i>	<i>SD</i>	Variance	Skew	Kurtosis	Min	Max
<u>Outcome</u>								
Youth Activism	337	35.89	22.4	501.81	.67	.03	1	120
YA-Political	336	.52	.75	.56	1.84	3.06	0	4
YA-Community	336	1.05	.80	.64	.89	.59	0	4
YA-Helping	337	1.59	.96	.92	.26	-.78	0	4
YA-Responding	337	1.70	.92	.85	.28	-.73	0	4
<u>Predictors</u>								
Developmental Assets	337	20.27	3.81	14.55	0.00	.11	8	30
External Assets	337	20.15	4.34	18.84	-.28	.19	6	30
Internal Assets	337	19.93	3.87	15.01	.16	.19	8	30
Personal Assets	337	18.59	4.03	16.23	.25	.46	6	30
Social Assets	337	20.68	4.22	17.81	-.16	.17	8	30
Family Assets	337	22.66	5.09	25.90	-.67	.20	5	30
School Assets	337	21.85	4.57	20.93	-.33	-.20	8	30
Community Assets	337	17.73	4.92	24.16	.12	-.18	5	30
<u>Predictors</u>								
Sociopolitical Consciousness	337	3.45	.34	.12	.45	1.48	2.55	5
Sociopolitical Awareness	336	3.45	.70	.50	-.51	.38	1	5
Global Belief in a Just World	336	2.79	.84	.70	.24	-.11	1	5
Collective Responsibility for the Poor	336	3.13	.88	.77	-.43	.14	1	5
Sociopolitical Justice Orientation	337	4.46	.57	.33	-.96	.43	2.5	5
Belief in Collective Action	337	3.43	.63	.40	.04	.21	1.4	5
Localized Community Efficacy	335	3.19	.64	.40	0.10	.57	1	5
Problem-Solving Self-Efficacy	335	3.84	.56	.32	-.45	1.70	1	5
<u>Demographics</u>								
Gender	337	.53	.50	.25	-.14	-1.99	0	1
Race and Ethnicity	335	.31	.46	.21	.84	-1.31	0	1
SES	328	6.88	3.04	9.21	-.53	-1.08	1	10
Amount of Involvement	335	9.32	6.48	41.97	.66	-.75	1	21

Note: Higher scores indicate higher levels of a variable. Except Global belief in a just world, which is reverse coded.

Table 4
Psychometric Properties of Scales (N = 337)

Variable	No. of Items	Likert Scale	Previously Reported α	Currently Reported α
<i><u>Outcome</u></i>				
Youth Activism	30	1-5	.90	.94
YA-Political	8	1-5	.78	.86
YA-Community	7	1-5	.71	.77
YA-Helping	10	1-5	.82	.88
YA-Responding	5	1-5	.58	.69
<i><u>Predictors</u></i>				
Developmental Assets	58	1-4	.97	.94
External Assets	26	1-4	.93	.90
Internal Assets	32	1-4	.95	.91
Personal Assets	13	1-4	.87	.79
Social Assets	13	1-4	.90	.85
Family Assets	10	1-4	.91	.87
School Assets	10	1-4	.89	.86
Community Assets	12	1-4	.85	.80
<i><u>Predictors</u></i>				
Sociopolitical Consciousness	29	1-5	N/A	.77
Sociopolitical Awareness	5	1-5	.81	.81
Global Belief in a Just World	5	1-5	.78	.85
Collective Responsibility for the Poor	4	1-5	.82	.89
Sociopolitical Justice Orientation	4	1-5	.76	.83
Belief in Collective Action	5	1-5	.71	.70
Localized Community Efficacy	3	1-5	.69	.60
Problem-Solving Self-Efficacy	3	1-5	.68	.54

Table 5

Correlations between Developmental Assets and Demographics Variables

Variables	DA	EA	IA	PA	SA	FA	SCA	CA	Gender	RE	SES	AI
<i>Predictors</i>												
DA	1											
EA	.93 **	1										
IA	.91 **	.70 **	1									
PA	.81 **	.60 **	.90 **	1								
SA	.89 **	.78 **	.87 **	.71 **	1							
FA	.77 **	.86 **	.55 **	.46 **	.64 **	1						
SCA	.80 **	.72 **	.74 **	.57 **	.69 **	.60 **	1					
CA	.82 **	.81 **	.72 **	.59 **	.69 **	.49 **	.55 *	1				
Gender	.18 **	.17 **	.16 **	.06	.17 **	.17 **	.18 *	.20 *	1			
RA	-.04	-	-	-	-	-.12 *	-.02	.04	.07	1		
SES	.07	.12 *	.00	.04	.05	.20 **	.06	-.01	-.05	-.38 **	1	
AI	.14 *	.09 *	.18 **	.16 **	.16 *	.07	.03	.17 *	.15 **	.06	.14 *	1
Mean	20.27	20.15	19.93	18.59	20.68	22.66	21.85	17.73	.53	.31	6.88	9.32
Standard Deviation	3.81	4.34	3.87	4.03	4.22	5.09	4.57	4.92	.50	.46	3.04	6.48

Note.

*p<.05,

**p<.001.

DA = Developmental Assets, EA = External Assets, IA = Internal Assets, FA = Family Assets, SCA = School Assets, CA = Community Assets, RE = Race and Ethnicity, AI = Amount of Involvement

Table 6

Correlations between Sociopolitical Consciousness and Demographics Variables

Variables	G	RE	AI	SES	SPC	SA	GB	BCA	CPR	JO	PS	LCE
Gender	1											
RE	.07	1										
AI	.15 **	-.05	1									
SES	-.05	-.38 **	.14 **	1								
SPC	.00	0.20 **	-.00	-.15 **	1							
SA	-.02	.01	.09	-.07	.62 **	1						
GB	-.29 **	-.06	-.17 **	.04	.32 **	.19 **	1					
BCA	.18 **	.29 **	.04	-.22 **	.58 **	.12 *	-.23 **	1				
CPR	.11 *	.29 **	.03	-.23 **	.57 **	.06	-.23 **	.65 **	1			
JO	.25 **	.13 *	.08	-.07	.38 **	.14 *	-.36 **	.33 **	.31 **	1		
PS	-.04	-.03	.12 *	.10	.47 **	.27 **	.01	.16 **	.16 **	.28 **	1	
LCE	-.08	.01	-.10	.03	.47 **	.30 **	.34 **	-.05 **	-.05 **	-.04	.32 **	1
Mean	.53	.31	9.32	6.88	3.45	3.50	2.79	3.43	3.1	4.45	3.8	3.19
SD	.50	.46	6.48	3.04	.34	.70	.84	.63	.88	0.57	.56	.64

Note.

*p<.05,

**p<.001

RE = Race and Ethnicity, AI = Amount of Involvement, SPC = Sociopolitical Consciousness, SA = Sociopolitical Awareness, GB = Global Belief in a Just World, BCA = Belief in Collective Action, CPR = Collective Responsibility for Poor, JO = Sociopolitical Justice Orientation, PS = Problem-Solving Self-Efficacy, LCE = Localized Community Efficacy

Table 7

Correlations between Youth Activism and Demographics Variables

Variables	G	RE	AI	SES	YA	PA	CA	HA	RA
Gender (G)	1								
Race and Ethnicity (RE)	.73	1							
Amount of Involvement (AI)	.15 **	-.06	1						
SES	-.05	-.38 **	.14 *	1					
Youth Activism (YA)	.08	.09	.11 *	-.10	1				
Political Activities (PA)	-.05	.18 **	-.02	-.16 **	.79 **	1			
Community Activities (CA)	.04	.13 *	.10 **	-.13 *	.90 **	.70 **	1		
Helping Activities (HA)	.19 **	.05	0.19 **	-.04	.92 **	.53 **	.78 **	1	
Responding Activities (RA)	.00	-.01	.07	-.03	.82 **	.56 **	.64 **	.73 **	1
Mean	.53	.31	9.32	6.88	35.89	.52	1.05	1.59	1.70
Standard Deviation	.500	.46	6.48	3.04	22.40	.75	.80	.96	.92

Note. *p<.05, **p<.001

Table 8

Correlations between Covariates, Predictors, and Outcome Variables

Variables	G	RE	AI	SES	DA	SPC	YA
<u>Covariates</u>							
Gender (G)	1						
Race and Ethnicity (RE)	.07	1					
Amount of Involvement (AI)	.15 **	-.06	1				
SES	-.05	-.38 **	.14 *	1			
<u>Predictors</u>							
Developmental Assets (DA)	.18 **	-.04	.14 *	.07	1		
Sociopolitical Consciousness (SPC)	.00	.20 **	-.00	-.15 **	.36 **	1	
<u>Outcome</u>							
Youth Activism (YA)	.08	.10	.11 *	-.10	.32 **	.26 **	1 **
Mean	.53	.31	9.32	6.88	20.27	3.45	35.89
Standard Deviation	.50	.46	6.48	3.04	3.81	.34	22.40

Note. *p<.05, **p<.001

Table 9

Regression to Predict Youth Activism using Developmental Assets as a Predictor (n = 319)

Variables	<i>Youth Activism</i>	
	β	(SE)
Gender	-.07	(2.43)
Race & Ethnicity	3.78	(2.76)
Amt of Inv.	.27	(.19)
SES	-.11	(.42)
DAP	1.92	(.32)**
R ²		
.13		

* $p < .05$, ** $p < .001$. $F(5,319) = 9.59$, $p < .001$.

Table 10

Regression to Predict Sociopolitical Consciousness using Developmental Assets as a Predictor (n = 319)

<i>Sociopolitical Consciousness</i>		
Variables	β	(SE)
Gender	-.06	(.04)
Race & Ethnicity	.13	(.04)**
Amt of Inv.	-.00	(.00)
SES	-.01	(.00)
DAP	.04	(.00)**
R ²		
.19		

* $p < .05$, ** $p < .001$. $F(5,319) = 14.91$, $p < .001$.

Table 11

Correlation between Mediating Variables: Developmental Assets (DAP), Youth Activism (YA), and Sociopolitical Consciousness (SPC)

	DAP	YA	SPC
DAP	1		
YA	.33**	1	
SPC	.36**	.26**	1

**p < 0.01

Table 12

Hierarchical Regression to Predict Youth Activism using Developmental Assets and Sociopolitical Consciousness

		Youth Activism	
Variables		β	(SE)
Step 1			
	DAP	.33	(.30)**
Step 2			
	DAP	.27	(.32)**
	SPC	.15	(3.57)**
		R ²	
	Block 1	.11**	
	Block 2	.13**	

* $p < .05$, ** $p < .001$. Step 1: $F(5,319) = 39.83, p < .001$; Step 2: $F(5,319) = 24.60, p < .001$.

Appendices

Appendix A: Informed Consent Forms

North Carolina State University
INFORMED CONSENT FORM FOR RESEARCH

Principal Investigator: Ticola C. Ross, MS, MSW
Faculty Sponsor: Craig C. Brookins, PhD

What are some general things you should know about research studies?

You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. If at any time you have questions about your participation, do not hesitate to contact the researcher named above.

What is the purpose of this study?

The purpose of this study is to gather basic information about young people's family, friends, school, and community, social and political point of view, and community involvement to see how they help youth grow.

What will happen if you take part in the study?

If you agree to participate in this study, you will need to ask your parents/guardian permission to take the survey, then you will be asked to complete a brief survey either in person or online you will answer questions about your attitudes and activities regarding youth development such as relationships with others, extra curricular involvement, emotional health, safety, daily behaviors, and well-being. The surveys should take approximately 15 minutes.

Risks

This study possesses minimal risk. Participants will not be asked any sensitive or extremely private information.

Benefits

Potential benefits of this study are to further empower participants with an opportunity to share their unique experiences and perspectives on youth development.

Confidentiality

The information in the study records will be kept confidential to the full extent allowed by law. Data will be stored securely on a password protected computer. No reference will be made in oral or written reports which could link you to the study.

Compensation

For participating in this study you will have the opportunity to win one of four \$25 VISA gift cards. At the end of the survey, you will be redirected to a new survey that asks for contact information. This means that your name will not be associated with your responses. Participants are not required to enter the giveaway or provide any personal information.

What if you have questions about this study?

If you have questions at any time about the study or the procedures, you may contact the researcher, Ticola C. Ross, at Department of Psychology, NCSU, Box 7650, Raleigh, NC, 27695-7650, or 704-502-5617.

What if you have questions about your rights as a research participant?

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator, Box 7514, NCSU Campus (919/515-4514).

Consent To Participate “I have read and understand the above information. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.”

- I am 18 years old OR older and agree to participate in the study
- I do not wish to participate in the study

North Carolina State University
INFORMED CONSENT FORM for RESEARCH (For Amazon Mechanical Turk)

Principal Investigator: Ticola C. Ross, MS, MSW
Faculty Sponsor: Craig C. Brookins, PhD

What are some general things you should know about research studies?

You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. If at any time you have questions about your participation, do not hesitate to contact the researcher named above.

What is the purpose of this study?

The purpose of this study is to gather basic information about young people's family, friends, school, and community, social and political point of view, and community involvement to see how they help youth grow.

What will happen if you take part in the study?

If you agree to participate in this study, you will be asked to complete a survey online. You will answer questions about your attitudes and activities regarding youth development such as relationships with others, extra curricular involvement, emotional health, safety, daily behaviors, and well-being. The surveys should take approximately 15 minutes.

Risks

This study possesses minimal risk. Participants will not be asked any sensitive or extremely private information.

Benefits

Potential benefits of this study are to further empower participants with an opportunity to share their unique experiences and perspectives on youth development.

Confidentiality

The information in the study records will be kept confidential to the full extent allowed by law. Data will be stored securely on a password protected computer. No reference will be made in oral or written reports which could link you to the study.

Compensation

Compensation will be handled via Amazon Mechanical Turk

What if you have questions about this study?

If you have questions at any time about the study or the procedures, you may contact the researcher, Ticola C. Ross, at Department of Psychology, NCSU, Box 7650, Raleigh, NC, 27695-7650

What if you have questions about your rights as a research participant?

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator, Box 7514, NCSU Campus (919/515-4514).

Consent To Participate

“I have read and understand the above information. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.”

Appendix B: Youth Inventory of Involvement to measure Youth Activism

The following is a list of school, community, and political activities that people can get involved in. For each of these activities, please use the following scale to indicate whether, in the last THREE months if:

	you NEVER did this	you did this ONCE or TWICE	you did this a FEW times	you did this a FAIR BIT	you did this A LOT
Visited or helped out people who were sick.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took care of other families' children (on an unpaid basis).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in a church-connected group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in or helped a charity organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in an ethnic club or organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in a political party, club or organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in a social or cultural group or organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in a school academic club or team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in a sports team or club.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Led or helped out with a children's group or club.	<input type="radio"/>				
Helped with a fund-raising project.	<input type="radio"/>				
Helped organize neighborhood or community events.(e.g., carnivals hot dog days, potluck dinners)	<input type="radio"/>				
Helped prepare and make verbal and written presentation to organizations, agencies, conferences, or politicians.	<input type="radio"/>				
Did things to help improve your neighborhood (e.g., helped clean neighborhood).	<input type="radio"/>				
Gave help (e.g., money, food, clothing, rides) to friends or classmates who needed it.	<input type="radio"/>				
Served as a member of an organizing committee or board for a	<input type="radio"/>				

school club or organization.					
Wrote a letter to a school or community newspaper or publication.	<input type="radio"/>				
Signed a petition.	<input type="radio"/>				
Attended a demonstration.	<input type="radio"/>				
Collected signatures for a petition drive.	<input type="radio"/>				
Contacted a public official (phone or mail) to tell him/her how you felt about a particular issue.	<input type="radio"/>				
Joined in a protest march, meeting, or demonstration.	<input type="radio"/>				
Got information about community services from a local community information center.	<input type="radio"/>				
Volunteered at a school event or function.	<input type="radio"/>				
Helped people who were new to your country.	<input type="radio"/>				

Gave money to a cause.	<input type="radio"/>				
Worked on a political campaign.	<input type="radio"/>				
Ran for a position in student government.	<input type="radio"/>				
Participated in a discussion about a social or political issue.	<input type="radio"/>				
Volunteered with a community service organization.	<input type="radio"/>				

Appendix C: Developmental Assets Profile

Below is a list of positive things that you might have in yourself, your family, friends, neighborhood, school, and community. For each item that describes you now or within the past 3 months, check if the item is true: Not At All or Rarely, Somewhat or Sometimes, Very or Often, Extremely or Almost Always. If you do not want to answer an item, leave it blank. But please try to answer all items as best you can. I...

	Not At All or Rarely	Somewhat or Sometimes	Very or Often	Extremely or Almost Always
Stand up for what I believe in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel in control of my life and future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel good about myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoid things that are dangerous or unhealthy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoy reading or being read to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build friendships with other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Care about school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do my homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stay away from tobacco, alcohol, and other drugs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enjoy learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Express my feelings in proper ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel good about my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek advice from my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Deal with frustration in positive ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overcome challenges in positive ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Think it is important to help other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel safe and secure at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan ahead and make good choices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resist bad influences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resolve conflicts without anyone getting hurt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel valued and appreciated by others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take responsibility for what I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tell the truth even when it is not easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accept people who are different from me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I AM.....	Not At All or Rarely	Somewhat or Sometimes	Very or Often	Extremely or Almost Always
Actively engaged in learning new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a sense of purpose in my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged to try things that might be good for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included in family tasks and decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping to make my community a better place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involved in a religious group or activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing good health habits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged to help others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involved in a sport, club, or other group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trying to help solve social problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given useful roles and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing respect for other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eager to do well in school and other activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitive to the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>needs and feelings of others.</p> <p>Involved in creative things such as music, theater, or art.</p> <p>Serving others in my community.</p> <p>Spending quality time at home with my parent(s).</p>	<p><input type="radio"/></p> <p><input type="radio"/></p> <p><input type="radio"/></p>			
--	--	--	--	--

I HAVE...	Not At All or Rarely	Somewhat or Sometimes	Very or Often	Extremely or Almost Always
Friends who set good examples for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A school that gives students clear rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults who are good role models for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A safe neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent(s) who try to help me succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good neighbors who care about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A school that cares about kids and encourages them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers who urge me to develop and achieve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support from adults other than my parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A family that provides me with clear rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent(s) who urge me to do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A family that gives me love and support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighbors who help watch out for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Parent(s) who are good at talking with me about things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A school that enforces rules fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A family that knows where I am and what I am doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix D: Sociopolitical Consciousness

Please give your opinion on how much you agree or disagree with the following statements about the society you live in:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am able to understand most political issues easily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of current events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the issues facing this nation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the events in the city where I currently live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the issues facing the community/neighborhood where I currently live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important that equal opportunity be available to all people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men and women are equal in most respects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who are poor deserve the same rights as everyone else in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please give your opinion on how much you agree or disagree with the following statements about the society you live in:

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Women deserve the same rights as everyone else in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of indigenous origin (i.e., Native Americans) deserve the same rights as everyone else in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that people get what they are entitled to have	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that people who meet with misfortune have brought it on themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that people get what they deserve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that rewards and punishments are fairly given	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I basically feel that the world is a fair place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please give your opinion on how much you agree or disagree with the following statements about the society you live in:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Many people are poor because the government does not provide enough support or programs to help them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The federal (national) government is responsible for helping people who are poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The state government is responsible for helping people who are poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The local city government is responsible for helping people who are poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The community a poor person lives in is responsible for helping them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In order for problems to be solved we need to change public policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We need to make reforms within the current system to change our communities	○	○	○	○	○
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	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
We need to change people's attitudes in order to solve social problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In order to improve social problems we need to completely reconstruct society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to solve most problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can think analytically when trying to solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When trying to understand the position of someone else, I put myself in their situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can help organize solutions to problems my community faces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that the local government listens to and understands people in my area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My local	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

community is good at working together to solve the problems we face (such as pollution, crime, etc)					
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Appendix E: Demographics

What's your age?

- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- Other: _____

What is your gender identification:

- Male
- Female

Which one of the following would you say is your race/ethnicity?

- Asian, Native Hawaiian or Other Pacific Islander American
- American Indian or Alaska Native
- Black or African American
- Latino(a)/Hispanic American
- White or European American
- Bi/Multi Ethnic/Racial American _____

Are you currently in college?

- Yes
- No

What college/university do you attend?

What type of college do you attend?

- Degree/Certificate Program
- 2-year school
- 4-year school

What is your college classification?

- Freshman
- Sophomore
- Junior
- Senior
- Other _____

What was your average family income while growing up?

- \$0 - 19,999 a year
- \$20,000-29,999 a year
- \$30,000-49,999 a year
- \$40,000-49,999 a year
- \$50,000-59,999 a year
- \$60,000-69,999 a year
- \$70,000-79,999 a year
- \$80,000-89,999 a year
- \$90,000-99,999 a year
- \$100,000 or more a year

Are you involved in any SCHOOL-based activities? (Check all that apply)

- Community Service/Volunteer work
- Athletic/sports team
- Arts like band, drama, dance, etc.
- Mentoring
- Student Clubs like Honor Society, etc.
- I do NOT participate in any SCHOOL-based activities/organizations

Are you involved in any COMMUNITY-based activities? (Check all that apply)

- Community Service/Volunteer work
- Athletic/sports team
- Arts like crafts, drama, dance, etc.
- Mentoring
- I do NOT participate in any COMMUNITY-based activities/organizations

Are you involved in any FAITH/RELIGIOUS-based activities? (Check all that apply)

- Community Service/Volunteer work
- Athletic/sports team
- Arts like crafts, drama, dance, etc.
- Mentoring
- I do NOT participate in any FAITH/RELIGIOUS-based activities/organizations

Are you involved in any EMPLOYMENT-based activities? (Check all that apply)

- Internship
- Work part-time (5-39 hours per week)
- Work full-time (40 or more hours per week)
- I do NOT participate in any EMPLOYMENT-based activities/organizations

About how much time do you spend in a typical week actively involved in any of the activities/organizations listed above?

- 0 hours per week
- 1 hour per week
- 2 hours per week
- 3 hours per week
- 4 hours per week
- 5 hours per week
- 6 hours per week
- 7 hours per week
- 8 hours per week
- 9 hours per week
- 10 hours per week
- 11 hours per week
- 12 hours per week
- 13 hours per week
- 14 hours per week
- 15 hours per week
- 16 hours per week
- 17 hours per week
- 18 hours per week
- 19 hours per week
- 20 or more hours per week