



ISSN: 2617-6548

URL: [www.ijirss.com](http://www.ijirss.com)



## Social factors and obstacles affecting youth participation in sustainable development: The social dimension

Nesreen Nabil Atieh<sup>1\*</sup>, Haya Hussein Tarawneh<sup>2</sup>, Reham Abu Ghaboush<sup>3</sup>, Manal Fathi Anabtaawi<sup>4</sup>, Rakan Ayoub Ali Abu Arabi Adwan<sup>5</sup>

<sup>1,2,3,4</sup>*Social Work, Faculty of Arts, University of Jordan, Amman, Jordan.*

<sup>5</sup>*Sociology, Faculty of Arts, University of Jordan, Amman, Jordan.*

Corresponding author: Nesreen Nabil Atieh (Email: [n.atieh@ju.edu.jo](mailto:n.atieh@ju.edu.jo))

### Abstract

This study aims to identify the social factors and obstacles affecting youth participation in sustainable development within the social dimension. A descriptive approach was adopted using a structured questionnaire as the primary research tool. The study targeted a sample of at least 269 participants. Results indicate that key social factors influencing youth participation include the perception that engagement in development programs enhances individuals' social standing and broadens their societal perspectives. Additionally, families' reputational interests and the role of charitable institutions significantly impact participation levels. Conversely, major obstacles include limited awareness of the importance of youth roles, lack of financial resources, and fear of failure. The study concludes that both social factors and obstacles significantly impact youth participation in sustainable development. Addressing these barriers through awareness campaigns and structured institutional support can enhance youth involvement. The findings highlight the need for targeted initiatives that encourage youth engagement in development programs by addressing financial constraints, increasing awareness, and fostering institutional support mechanisms.

**Keywords:** Obstacles, Social development, Youth.

**DOI:** 10.53894/ijirss.v8i2.5520

**Funding:** This study received no specific financial support.

**History: Received:** 4 February 2025 / **Revised:** 7 March 2025 / **Accepted:** 13 March 2025 / **Published:** 20 March 2025

**Copyright:** © 2025 by the authors. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

**Competing Interests:** The authors declare that they have no competing interests.

**Authors' Contributions:** All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

**Transparency:** The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

**Publisher:** Innovative Research Publishing

### 1. Introduction

The issue of development was raised at the end of World War II as a way out of the backwardness experienced by many developing countries to improve the quality of life, achieve the aspirations of young people, and satisfy their basic needs for water, food, housing, health, education, and work [1]. Interest in sustainable development has increased in recent decades, as

it has received global attention at the economic, social, and environmental levels. International and local organizations have been interested in implementing development and have held many seminars, conferences, and summits related to it. The world has become convinced today that sustainable development eliminates backwardness and is the way to obtain the necessities of life [2]. Countries tend to pay attention to development to maintain its continuity; therefore, they seek to develop development programs.

Countries' progress has been measured by the success and effectiveness of their plans for caring for human resources, as countries rely in particular on youth participation in development processes as the most important resource. Youth are considered the productive capabilities and potentials of society and the effective and influential force, as a society with a high percentage of youth is characterized by vitality and productive strength (Shakawa [3]). Youth are regarded as the capital of all societies seeking to achieve development, especially in Jordanian society, where population estimates prepared by the Department of Statistics indicate that one-fifth of the population in the Kingdom falls within the youth category (15–24 years), with their number reaching about 2.246 million people out of the total population of Jordan, estimated at the end of 2022 to be 11.302 million people. The percentage of youth varied slightly between males and females, reaching 20.2% among males and 19.5% among females, with the Capital Governorate accounting for about 42.0% of the total number of youth [4]. Youth are considered the main energy and human resource, and the success of social development depends on the positive participation of youth. To achieve the study objective, it is necessary first to identify the social factors and obstacles that hinder the participation process.

### *1.1. Statement of the Problem*

Development is a process of civilizational change for all aspects of society, as the success of the development process depends on the extent of youth participation. Any development project will not achieve benefits and will not succeed without youth participation, as they are effective energy and an important resource, and community development depends to a large extent on this group [5]. Human capital is the real strength of any nation; thus, the main goal of development is to create an environment free of diseases and problems, acquire knowledge, and enjoy a decent life, as human capital needs to confront the difficulties it faces, such as disease, ignorance, and poverty, and satisfy its basic needs to contribute positively and seriously to the development process [6]. Development is a shared responsibility in which all efforts are combined; therefore, the importance of paying attention to human development emerges, as man is the goal of development and its beneficiary. Development is a social responsibility, and societies cannot rely on themselves to solve their problems except with youth participation, as youth are a major requirement for development. However, many factors affect it positively or negatively, including social factors. Therefore, this study seeks to identify the social factors affecting youth participation in social development and the obstacles that affect their ability to contribute to the development process.

### *1.2. Significance of the Study*

The significance of this study lies in that it sheds light on an important topic: social development. Additionally, this study is significant because of the researched group, which is youth, as youth have a fundamental role in the sustainable development process, especially in social development. They are relied upon for development and change through active participation in development. This study examines the factors and obstacles affecting youth participation in social development, which may attract the attention of decision-makers to the factors influencing youth participation in development programs. Youth, social, and educational institutions may benefit from the results of this study in activating new mechanisms and programs to confront everything that hinders the youth group from achieving social development, as this study provides a theoretical framework related to the impact of youth participation in its programs.

### *1.3. Objectives of the Study*

This study aims to achieve the following objectives:

1. To identify the social factors that affect youth participation in social development.
2. To identify the obstacles that prevent youth participation in social development.
3. To find out if there are statistically significant differences in the social factors that affect youth participation in social development attributed to demographic variables (faculty, faculty, and academic year).
4. To find out if there are statistically significant differences in the obstacles that prevent youth participation in social development attributed to demographic variables (Gender, faculty, and academic year).

### *1.4. Study's Questions*

This study seeks to answer the following questions:

1. What are the social factors affecting youth participation in social development?
2. What are the obstacles that prevent youth participation in social development?
3. Are there statistically significant differences in the social factors that affect youth participation in social development attributed to demographic variables (gender, faculty, and academic year)?
4. Are there statistically significant differences in the obstacles that prevent youth participation in social development attributable to demographic variables (Gender, faculty, and academic year)?

### *1.5. Definition of Terms*

Youth: According to sociology, youth is a social reality, not just a biological phenomenon, because it refers to a stage of life in which signs of social, psychological, and biological maturity appear clearly. Sociologists describe it as the stage of

education and the crystallization of the individual's personality, as well as the refinement of his or her talents through the acquisition of skills and knowledge. Youth is considered the most ambitious group in society and the most receptive to change, keeping pace and flexibly adapting to variables while enjoying enthusiasm, vitality, and activity in thought and movement. [Shafiq \[7\]](#) quoting [Al-Anzi and Al-Shathri \[8\]](#). Procedural definition of youth: students at the University of Jordan in various faculties and specializations.

#### *1.6. Development*

[Shafiq \[7\]](#) it is a planned and directed process in multiple fields that brings about a change in society to improve its conditions and the conditions of its individuals by confronting society's problems, removing obstacles, and optimally exploiting potentials and energies in a way that achieves development, progress, growth, well-being, and happiness for society [7]. It is also development programs and plans that provide every person with capabilities that enable him or her to benefit from life's opportunities, including educational and health services, housing, infrastructure, and stability [9]. It can be procedurally defined as the advancement of society and its transition to a better situation through the capabilities, capacities, and energies of youth.

#### *1.7. Social Development*

Social development is the organized efforts made according to a plan to coordinate between the available human and material capabilities in a specific social environment to achieve higher levels of national income, individual incomes, higher standards of living, and social life in its various aspects, such as education, health, and other aspects of life, to achieve the highest possible level of social welfare. [Al-Saratwi and Al-Battikhi \[10\]](#) and [Al-Anzi and Al-Shathri \[8\]](#).

#### *1.8. The Theory Related to the Study Problem*

Attention to theories in social studies and research is necessary for analysis and interpretation. The researcher uses social exchange theory to explain the problem.

#### *1.9. Social Exchange Theory*

The social exchange theory is based on three pivots (individual, group, and society) and the exchange processes between them. It indicates that behavior is the basic component of society or the organizations operating within it. It seeks to understand the parts that make up society as well as identify individuals' behavior and take appropriate measures to deal with their problems. The theory also has many interpretations, according to intellectuals. In his writings, John Homans focuses on the primary forms of social behavior between individuals and indicates that the exchange process aims to achieve profit and benefit between individuals or groups. Homans explains that a person enters into an exchange relationship with other people, different groups, and social institutions that impose on the individual the performance of certain activities in exchange for obtaining what he/she wants. This method is carried out according to the circumstances and standards of society [11]. It is possible to link the social exchange theory to youth participation in development because, through this, youth will achieve skills and knowledge that will benefit them, in addition to satisfying their needs and personal desires for appreciation and respect as a result of increasing their social relationships, which will achieve social gains in the acceptance of others and grant them social status in return. The individual will intensify his/her participation in development to maintain these gains, which will positively reflect on youth participation in social development and challenge the obstacles that prevent their participation.

#### *1.10. Previous Studies*

Many studies have been concerned with the topics of sustainable development and social development. They are arranged according to the time frame, from the oldest to the most recent. These studies are commented on, and what distinguishes the current study from them is explained as follows. [Al-Anzi and Al-Shathri \[8\]](#). reported that Factors Affecting Youth Participation in Social Development Programs, the social survey method was used using a sample that consisted of 327 students, adopting the questionnaire tool. The study shows the impact of social factors on youth participation in social development programs, and the most prominent of these factors is that participation creates a positive position for the individual in society, that the mosque is one of the sources that encourage participation in benefiting society, and that university participation in activities contributes to supporting youth participation in social development programs. The results indicate the impact of income on youth in determining their level of participation and the importance of providing material incentives to encourage youth. The results also indicate youth interest in programs that focus on religious counseling, then health development, followed by educational and security programs.

The results show that the most prominent obstacles that hinder youth participation in social development to a high degree are their weak awareness of their role, the lack of sources of information about social development programs, and the weakness of government support for areas of youth participation in social development programs. As well as, [Badawi \[12\]](#). "The Social Role of University Youth in Saudi Society: A Field Study on a Sample of King Saud University Students," aims to identify the obstacles to the social role of university youth in the academic community. The descriptive approach was used to achieve the study objectives. The sample consisted of 420 students from King Saud University in Riyadh. The study found that there are negative factors that lead to a low sense of social responsibility and a weak social role played by university youth. This is due to the lack of conviction among university youth about the value and importance of the social role that students can play in confronting and solving social problems and the weak effectiveness of the programs and activities provided by the university to students in terms of preparing them to engage in community service programs.

Al-Kharif and Al-Gharib [13] "Trends of Saudi University Students Towards Security Participation: An Applied Study on a Sample of Students from Some Saudi Universities." The study used a descriptive approach. The sample consisted of 820 university students. The study concluded that two-thirds of the sample members were willing to participate in their community, and half of them had participation from within the family as a source of their role model. It shows a negative relationship between the internal and external obstacles that may limit the security participation of Saudi university students and the level of their attitude towards them. It also shows a relationship between the role of the family, the mosque, and the media and the level of their attitude towards security participation, where the role of the family was stronger in supporting security participation than the role of the mosque and the media.

*1.1.1. Commentary on Previous Studies*

The researchers in this study resorted to a group of studies that examine sustainable development and social development, as this study agrees with some previous studies in choosing the descriptive approach because it is the closest in describing the phenomenon, and also in using the questionnaire as a tool for collecting information. However, previous studies vary in sample size in terms of number, gender, and nature of the sample. It is noted that most previous studies dealt with youth participation, which confirms the importance of young adulthood in achieving development and identifying the factors and obstacles that affect youth participation in development. On the other hand, other studies address the obstacles facing women and all members of society.

This study is distinguished by some features, the most important of which is that it is the first study, to the researchers' knowledge, that addressed the social factors and obstacles affecting youth participation in social development programs at the University of Jordan.

**2. Study Methodology**

The social survey method was used to examine the social factors and obstacles affecting youth participation in social development and to reach scientific results through the sample. Since the main objective of the current study is to describe the social factors and obstacles affecting youth participation in social development, the descriptive method is the most appropriate method, which relies on examining the phenomenon as it is in reality and expressing it quantitatively and qualitatively. This approach leads to an understanding of this phenomenon, in addition to conclusions and generalizations that help in developing the reality studied.

*2.1. Study Community and Sample*

The study community consists of all undergraduate students registered at the University of Jordan (males and females) in the second semester of the academic year 2023, numbering 44,113 according to the statistics of the Admissions and Registration Department at the University of Jordan.

The sample considers any part of the study community that is representative of the community. Based on the characteristics and size of the study community, the study used a random sample and the approved website [www.raosoft.com](http://www.raosoft.com) to determine the sample size. The study sample size was determined to be a minimum of 381 individuals with a confidence coefficient of 90%. After distributing the questionnaire to the targeted study community, the responses returned were from 412 individuals. The following is the distribution of the study sample individuals according to demographic characteristics.

**Table 1.**  
Distribution of study sample members according to demographic characteristics.

<b>Variable</b>	<b>Frequency</b>	<b>Percentage</b>
Gender		
Male	104	25.2
Female	308	74.8
Total	412	100.0
Faculty		
Science	104	25.2
Humanities	308	74.8
Total	412	100.0
Academic Year		
First	92	22.3
Second	128	31.1
Third	120	29.1
Fourth	72	17.5
Total	412	100.0

*2.2. Study Tool*

To achieve the study objectives and answer its questions, the study tool (questionnaire) was prepared related to the social factors and obstacles affecting youth participation in social development programs by referring to the theoretical framework

and previous studies and using the questionnaires of Al-Anzi and Al-Shathri [8]. The following is an explanation of the most important methodological steps followed by the researchers in preparing the questionnaire.

The questionnaire consists of three pages. The first page is allocated to clarifying the purpose of the questionnaire and the importance of the sample members' cooperation in answering its questions with complete honesty and objectivity. The second page is allocated to the primary data of the study sample. The remaining pages are allocated to clarifying the two pivots: the first, the social factors affecting the participation of university youth in social development, which includes items 1–22, and the second related to obstacles, which includes items 23–35. Due to the large size of the study community and to save time, effort, and money, the electronic questionnaire was used as a tool for all data, as the data was collected electronically through an electronic link to Google.

[https://docs.google.com/forms/d/e/1FAIpQLSdks3YKZTI mKbtVbJRIY6ikOxcuCSXaoodOgSsST0PcNzd8bg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdks3YKZTI mKbtVbJRIY6ikOxcuCSXaoodOgSsST0PcNzd8bg/viewform?usp=sf_link)

The questionnaire was distributed in May using websites for students of the University of Jordan on various social media applications. These websites were adopted to ensure the credibility of the answers and the diversity of the sample included in the study, while not allowing the questionnaire to be filled out more than once using the same device and determining the mandatory answer pattern for the questionnaire items. The questionnaire data file was converted to Excel and then to SPSS.

### 2.3. Validity of the Study Tool

The researchers verified the validity of the study tool through the assessment of the arbitrators. They presented the study scale to five arbitrators who are experts in sociology and social work. Therefore, the researchers could ensure that the tool measures what it was designed to measure. In turn, the arbitrators reviewed the scale, deleted the items that did not align with what the tool measures, modified the linguistic formulation of many items to enhance their validity, and assessed the characteristics of the pivots to which they belonged. The criterion (0.80) was adopted to indicate the validity of the items. After a thorough review by the arbitrators, the scale was developed in its final form, consisting of three pivots: the first includes the personal data of the participants, the second relates to the social factors affecting the participation of university youth in social development, and the third represents the obstacles. The researchers also calculated the correlation coefficients of the item scores with the pivots to which they belong to verify the validity of the internal structure of the study tool by using the Pearson correlation test. The purpose of this type of validity is to ensure that the item belongs to its pivot, is distinctive, and measures the same characteristic by adopting the value (0.30) for the validity and distinctiveness of the item, as shown in Table 2.

**Table 2.**

Correlation coefficients for the item with the total score of the pivot to which it belongs using the Pearson correlation test to identify the construct validity of the study scale.

Social factors that play a role in encouraging youth participation in social development		Obstacles that prevent youth participation in social development	
Item number	Correlation coefficient with the total score	Item number	Correlation coefficient with the total score
1	0.647**	23	0.374**
2	0.439**	24	0.435**
3	0.303**	25	0.632**
4	0.365**	26	0.631**
5	0.357**	27	0.518**
6	0.296**	28	0.696**
7	0.593**	29	0.606**
8	0.697**	30	0.542**
9	0.578**	31	0.721**
10	0.489**	32	0.724**
11	0.627**	33	0.673**
12	0.729**	34	0.536**
13	0.550**	35	0.580**
14	0.688**		
15	0.636**		
16	0.300**		
17	0.558**		
18	0.665**		
19	0.703**		
20	0.693**		
21	0.527**		
22	0.585**		

Table 2 shows that the construct validity of the study tool was acceptable because the values of the correlation coefficients between the scale items and the total score of the pivot to which they belonged were distinctive, and they obtained correlation coefficients higher than the standard value for accepting the items, which is 0.30 according to Pallant Pallant [14]

and this is the minimum and acceptable limit for distinguishing the items. The results indicate that all items contribute to the total score of the scale effectively and that all items of the scale measure the same characteristic, which confirms the internal validity of the study scale.

This study included many variables.

First: independent variables, including gender, faculty, and academic year.

Second: dependent variables, including.

- Social factors that play a role in encouraging youth participation in social development.
- Obstacles that prevent youth participation in social development.

2.4. Statistical Methods

The SPSS statistical package program employed descriptive and inferential statistical methods to address the study's questions, specifically using a three-way ANOVA test to answer the third and fourth questions.

**Table 3.**  
Reliability coefficients for the study tool items using Cronbach's alpha test.

Study pivots	Items	Reliability coefficient using Cronbach's alpha
Social factors that play a role in encouraging youth participation in social development	1-22	0.875
Obstacles that prevent youth participation in social development	23-35	0.844
Tool as a whole	35	0.881

According to the results of Table 3 related to extracting the stability coefficients of the study scale, it was found that the values of the Cronbach's alpha coefficient for the sub-pivots of the scale ranged between 0.875 and 0.844. The value of the stability coefficient using Cronbach's alpha for the scale total score is (0.881), which is acceptable for the current study, according to Hair, et al. [15].

2.5. The Degree of Judgment on the Items and Pivots of the Study Scale to Identify the Level

It was taken into account that the study scale, which follows the five-point Likert scale, should be graded as follows:

**Table 4.**  
Alternative answers to the scale pivot items.

Alternative answers to the scale pivot items				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	2	3	4	5

Thus, the values of the arithmetic means that are reached were judged by applying the following equation:

The highest value is the lowest value of the answer alternatives divided by the number of levels, i.e.,

$$5-4/3 = 4/3 = 1.33; \text{ this value is equal to the length of the category.}$$

Thus, the low level is from 1.00 to 2.33, the average level is from 2.34 to 3.67, and the high level is from 3.68 to 5.00.

3. Results

This study aims to identify the social factors and obstacles affecting youth participation in sustainable development. The study answers its questions to reach the results as follows:

Results related to the first question: What are the social factors that affect youth participation in social development?

To answer the question, arithmetic means and standard deviations were extracted to identify the responses of the study sample members to the most important social factors that affect youth participation in social development. As shown in Table 5.

It is noted from Table 5 that the arithmetic means of the most important social factors affecting youth participation in development range between 4.54 and 3.80, where the factors combined have a total arithmetic mean of 4.27, which is a high level. Item No. 20 has the highest arithmetic mean, amounting to 4.54, with a standard deviation of 0.62, which is also a high level. The item states the most important factor: "I encourage providing training and education on sustainability and how to apply it in daily life." In second place comes item No. 1, with an arithmetic mean of 4.50 and a standard deviation of 0.62, which is a high level. The item states the second factor: "Participation in development programs creates a positive position for the individual in society." In third place comes item No. 12, with an arithmetic mean of 4.47, a standard deviation of 0.64, and a high level. The item states the factor: "Social development programs open up broader horizons for me in discovering society."

In the last place comes item No. 3 with an arithmetic mean (3.80) and a standard deviation (0.92), which is at a high level, as the item states (Families see that their children's participation in development programs serves their reputation). In the penultimate place comes item No. 6, with an arithmetic mean of 3.86 and a standard deviation of 0.99, and at a high level, as the item states (The role of charitable institutions may affect the level of youth participation in development programs).

**Table 5.**

Arithmetic means and standard deviations of the most important social factors that affect youth participation in social development, arranged in descending order.

No.	Item	Arithmetic mean	Standard deviation	Order	Level
20	I encourage providing training and education on sustainability and how to apply it in daily life.	4.54	0.62	1	High
1	Participation in development programs creates a positive position for the individual in society.	4.50	0.62	2	High
12	Social development programs open up broader horizons for me in discovering society.	4.47	0.64	3	High
18	I encourage providing training programs that encourage creative thinking and the development of social projects.	4.47	0.67	3	High
22	I encourage the use of social media to organize awareness campaigns and support social development programs.	4.44	0.65	5	High
8	university's interest in student activities contributes to supporting youth participation in social development programs.	4.40	0.72	6	High
21	I encourage the launch of online social platforms to exchange ideas and experiences and encourage interaction between participants.	4.39	0.67	7	High
7	The mosque is a source that encourages young people to participate in benefiting society.	4.38	0.71	8	High
19	I encourage publishing success stories of individuals who participated in development programs that have affected their lives and communities.	4.38	0.79	8	High
15	Spending my free time doing useful work supports my participation in social development programs.	4.32	0.71	10	High
11	My participation in social development programs introduces me to the priorities that society needs.	4.31	0.70	11	High
17	I encourage the development of awareness programs to highlight the importance of gender equality and respect for the rights of minorities, such as gender.	4.31	0.76	11	High
9	Financial incentives encourage young people to participate in social development programs.	4.30	0.80	13	High
14	I gain more skills to deal with problems by participating in development programs.	4.30	0.64	14	High
10	Taking care of university property is part of participating in social development programs.	4.22	0.74	15	High
5	Nepotism (favoritism) affects the selection of those who participate in social development programs.	4.18	0.97	16	High
13	I express my ideas more by participating in social development programs.	4.17	0.83	17	High
16	I encourage the organization of various cultural events that showcase the cultural heritage present in the community.	4.17	0.73	17	High
2	Considerations of shame for some professions limit participation in development programs.	4.10	0.90	18	High
4	Family preoccupation sometimes limits social participation.	3.96	0.85	19	High
6	The role of charitable institutions may affect the level of youth participation in development programs.	3.86	0.99	20	High
3	Families see that their children's participation in development programs serves their reputation.	3.80	0.92	21	High
	Total	4.27	0.40		High

Results related to the second question: What are the obstacles that prevent youth participation in social development?

To answer the question, arithmetic means, and standard deviations are extracted to identify the responses of the study sample members about the most important obstacles that prevent youth participation in social development, as shown in [Table 6](#).

**Table 6.**

Arithmetic means and standard deviations of the most important obstacles that prevent youth participation in social development, arranged in descending order.

No.	Item	Arithmetic mean	Standard deviation	Order	Level
23	The youth's weak awareness of the importance of their role reduces their participation in social development programs.	4.33	0.69	1	High
30	Lack of funding and resources needed to implement social development programs that target youth.	4.20	0.92	2	High
27	Fear of failure among youth makes them stay away from participating in social development programs.	4.03	0.81	3	High
34	Language or cultural difficulties that youth from minority communities may face in integrating into social development programs.	4.02	0.86	4	High
35	Weak visions and strategies followed by organizations and institutions in targeting and attracting youth participation in social development programs.	3.96	0.99	5	High
29	Youth's lack of conviction about the importance of participation in social development programs.	3.95	0.94	6	High
28	Weak government support for areas of youth participation in social development programs.	3.89	1.08	7	High
32	Lack of appropriate opportunities for youth participation in decision-making and its impact on social development programs.	3.86	0.94	8	High
33	Lack of support and encouragement from the family and society, in general, for youth to participate in social development programs.	3.86	1.00	8	High
31	Legal and regulatory restrictions that hinder youth's ability to participate in social development programs.	3.74	1.12	10	High
26	The prevailing perception in society is that young people do not participate effectively in development programs.	3.54	1.09	11	Average
25	The negative perception of society toward people who participate in social development programs.	3.03	1.14	12	Average
24	The university does not encourage its students to participate in social development programs.	2.86	1.25	13	Average
	Total	3.79	0.59	14	High

It is noted from Table 6 that the arithmetic means for the most important obstacles that prevent youth participation in social development range between 4.33 and 2.86, where the factors combined have a total arithmetic mean of 3.79, which is a high level. Item No. 23 has the highest arithmetic mean, which amounts to 4.33 with a standard deviation of 0.69, indicating a high level. The item states the most important obstacle: the youth's weak awareness about the importance of their role reduces their participation in social development programs. In second place comes item No. 30, with an arithmetic mean of 4.20 and a standard deviation of 0.92, which is also a high level. The item states the second obstacle: lack of funding and resources needed to implement social development programs that target youth. In third place comes item No. 27, with an arithmetic mean of 4.02 and a standard deviation of 0.81, indicating a high level. The item states the obstacle: fear of failure among youth makes them stay away from participating in social development programs.

In the last place comes item No. 24 with an arithmetic mean of 2.86 and a standard deviation of 1.25, which is at an average level, as the item states (The university does not encourage its students to participate in social development programs.). In the penultimate place comes item No. 25, with an arithmetic mean of 3.03 and a standard deviation of 1.14, and at an average level, as the item states (The negative perception of society toward people who participate in social development programs.).

Results related to the third question: Are there statistically significant differences in the social factors that affect youth participation in social development attributed to demographic variables (gender, faculty, and academic year)?

To answer the third question, arithmetic means and standard deviations were extracted, and the non-interactive Three-Way ANOVA test was used to identify the significance of the differences in the social factors that affect youth participation in social development attributed to demographic variables (gender, faculty, and academic year).



**Table 7.**

Arithmetic means and standard deviations to identify the differences in social factors that affect youth participation in social development attributed to demographic variables (Gender, faculty, and academic year).

	Gender	No.	Arithmetic mean	Standard deviation
Social factors affecting youth participation in social development	Male	104	4.27	0.38
	Female	308	4.27	0.41
	Faculty			
	Science	104	4.37	0.43
	Humanities	308	4.24	0.39
	Academic year			
	First	92	4.18	0.36
	Second	128	4.39	0.31
	Third	120	4.23	0.48
	Fourth	72	4.23	0.40

It is noted from Table 8 that there are apparent differences between the values of the arithmetic means of the differences in the social factors that affect youth participation in social development attributed to the demographic variables (gender, faculty, and academic year). To identify the significance of the differences, the three-way ANOVA test was used, the results of which appear in the following Table 8.

**Table 8.**

Three-way ANOVA test to identify the significance of the differences in the social factors that affect youth participation in social development attributed to the demographic variables (Gender, faculty, and academic year).

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	F Value	Statistical Significance
Gender	0.145	1	0.145	.961	0.328
Faculty	1.711	1	1.711	11.314	*0.001
Academic year	3.303	3	1.101	7.279	*0.000
Error	61.408	406	0.151		
Total	7581.537	412			
Corrected Total	66.197	411			

\*: Statistically significant at the significance level (0.05).

The results of the three-way ANOVA test shown in Table 8 indicate that the values of the statistics  $F = 11.314$  and  $F = 7.279$ , respectively, for the differences in the social factors that affect youth participation in social development, are attributed to the demographic variables (faculty, academic year) and are statistically significant at the significance level of 0.05. The source of the differences according to the faculty favors the study sample members in the Faculty of Science, while the source of the differences according to the academic year favors the study sample members from the second academic year. The value of the statistic  $F$  is 0.961, which is a statistically insignificant value for the differences in the social factors that affect youth participation in social development attributed to gender.

Results of the fourth question: Are there statistically significant differences in the obstacle level that prevent youth participation in social development attributed to the demographic variables (Gender, faculty, and academic year)?

To answer the fourth study question, arithmetic means and standard deviations are extracted, and the non-interacting Three-Way ANOVA test is used to identify the significance of the differences in the obstacles that prevent youth participation in social development attributed to demographic variables (gender, faculty, and academic year).

**Table 9.**

Arithmetic means and standard deviations to identify differences in the level of obstacles that prevent youth participation in social development attributed to demographic variables (Gender, faculty, and academic year).

	Gender	Number	Arithmetic mean	Standard Deviation
Obstacles to Youth Participation in Social Development	Male	104	3.67	0.66
	Female	308	3.83	0.56
	Faculty			
	Science	104	3.57	0.76
	Humanities	308	3.87	0.50
	Academic Year			
	First	92	3.81	0.48
	Second	128	3.82	0.60
	Third	120	3.80	0.69
	Fourth	72	3.71	0.51

It is noted from [Table 9](#) that there are apparent differences between the values of the arithmetic means of the differences in the level of obstacles that prevent youth participation in social development, attributed to the demographic variables (gender, faculty, and academic year). To identify the significance of the differences, the three-way ANOVA test was used, the results of which appear in [Table 10](#).

**Table 10.**

Three-way ANOVA test to identify the significance of differences in the level of obstacles that prevent youth participation in social development attributed to demographic variables (gender, faculty, and academic year).

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Statistical Significance
Gender	1.001	1	1.001	3.044	.082
Faculty	5.452	1	5.452	16.583	*.000
Academic Year	.493	3	.164	.500	.682
Error	133.480	406	.329		
Total	6064.876	412			
Corrected Total	141.758	411			

\*: statistically significant at the significance level of 0.05.

The results of the three-way ANOVA test shown in [Table 10](#) indicate that the value of the statistic F is 16.583 for the differences in the level of obstacles that prevent youth participation in social development, attributed to the faculty variable, which is a statistically significant value at the significance level of 0.05. The source of the differences in the obstacles is higher and in favor of the study sample individuals in the faculties of humanities. The values of the statistic F are 3.044 and 0.500, respectively, for the differences in the level of obstacles that prevent youth participation in social development attributed to the variables of gender and academic year, which are not statistically significant values. The differences between the values of the arithmetic mean, if any, do not reach the level of statistical significance (small).

#### 4. Discussion of the Results

##### 4.1. Results Related to the First Question: What are the Social Factors that Affect Youth Participation in Social Development?

Results of the study show that there is a high-level positive impact of social factors on youth participation in social development among a sample of students at the University of Jordan in the Jordanian capital, Amman. It was found that students at the University of Jordan encourage the provision of training and education on the concept of sustainability and how to apply it in daily life at a high level. This result may be attributed to the fact that students at the University of Jordan want to achieve sustainable development by learning its principles, which contribute to achieving social development in society by applying these principles in their daily lives and future projects and positively influencing society by applying sustainability practices. Students can be role models that encourage others in their community to adopt sustainable practices. Sustainability training also helps develop critical and creative thinking skills among students, enabling them to innovate new and sustainable solutions to the social and environmental challenges they face. Training and education can also be an incentive to achieve a better life by adopting sustainable practices. Thus, students can improve their quality of life and the lives of those around them by using resources more effectively and preserving the environment for future generations. Therefore, students at the University of Jordan realize the importance of these initiatives and support efforts aimed at spreading awareness and enhancing knowledge about sustainability.

Results show that participation in development programs creates a positive position for the individual in society at a high level. This result may be attributed to the fact that development programs enhance social awareness and responsibility, as the individual participating in development programs contributes to solving social and environmental problems, which reflects his or her commitment and awareness of responsibilities towards society. It may also build relationships, as the individual has strong relationships with other people committed to development and positive change, which enhances his or her social and professional network.

The results of the statements have a positive impact on youth participation in social development programs. The results of participation in the development program create a positive position for the individual in society and are consistent with the findings of [Al-Anzi and Al-Shathri \[8\]](#). This aligns with the theory of social exchange, which focuses on the losses and gains that individuals experience from their mutual relationships. The interaction of individuals usually depends on the continuation of the mutual gains obtained during their interactions. The statement that families see their children's participation in development programs as beneficial to their reputation is also one of the factors that positively influences youth participation in social development. This finding agrees with the results of [Al-Anzi and Al-Shathri \[8\]](#) and [Al-Kharif and Al-Gharib \[13\]](#), indicating that the role of the family has a stronger influence on security participation than the role of the media and mosques. These results are also linked to the theory of social exchange, which emphasizes that individuals interact with each other and receive rewards as they participate in a series of continuous exchange operations, thereby increasing their social status and intensifying their social identification with the group's rules.

##### 4.2. Results Related to the Second Question: What are the Obstacles that Prevent Youth Participation in Social Development?

Results show that many obstacles prevent youth participation in social development, and they are at a high level. It was found that the most important obstacle is the weak awareness of youth regarding the importance of their role, which reduces their participation in social development programs due to a lack of awareness and knowledge. Youth may lack sufficient

information about the significance of their role in society and how their participation in social development programs affects them. This result may be attributed to the lack of self-confidence among youth, as some may feel that they are unable to make a real change or do not possess the necessary skills to participate effectively. This result is also attributed to the lack of opportunities and guidance; the absence of guidance programs or tangible opportunities for youth to participate can discourage them from engaging in development activities. Additionally, weak institutional support may be a factor, as relevant institutions may lack effective strategies to attract youth and involve them in development programs. This result may also be attributed to many economic and social challenges; therefore, youth may have other priorities related to work or study, which reduces their opportunity to participate in development activities.

Results of the statement (The youth's weak awareness about the importance of their role reduces their participation in social development programs.) rank first among the most influential obstacles to youth participation in social development programs, as it agrees with the results of [Al-Anzi and Al-Shathri \[8\]](#). that this is due to the weakness of awareness campaigns in society and universities that explain to youth their role in participating in social development programs to motivate them to participate. It also agrees with the results of [Badawi \[12\]](#) which concludes that university youth are not convinced of the value and importance of the social role that they can play in confronting social problems.

The researchers attribute the high level of the statement (Fear of failure among youth makes them stay away from participating in social development programs.) to the low confidence of youth in their abilities, talents, and themselves and the lack of sufficient encouragement from the family.

The result of the statement (The university does not encourage its students to participate in social development programs.) is at an average level, and this result contradicts [Badawi \[12\]](#) which concludes that the programs and activities provided by the university in Saudi Arabia are weak, while it agrees with [Al-Kharif and Al-Gharib \[13\]](#) who concludes that the more external obstacles there are, the lower the level of youth's tendency towards participation, and if the obstacles are fewer, the youth's tendency towards participation increases.

#### *4.3. Results Related to the Third Question: Are there Statistically Significant Differences in the Social Factors that Affect Youth Participation in Social Development Attributed to Demographic Variables (Gender, Faculty, and Academic Year)?*

Results show there are statistically significant differences in the social factors that affect youth participation in social development attributed to demographic variables (faculty, academic year), and these are statistically significant values at the significance level of 0.05. The source of the differences, according to the faculty, is in favor of the study sample members in faculties of science. This result may be attributed to the fact that the educational environment in faculties of science prepares students to be more involved in developmental and social activities, which makes the social factors that affect their participation in social development more prominent due to the interest in innovation and technology. Students in faculties of science tend to use technology and innovation to solve problems, which makes them more involved in development projects that require innovative solutions. Additionally, awareness of social responsibility is greater among students in faculties of science due to the nature of their studies that focus on solving problems and providing practical solutions. Faculties of science also encourage students to participate in research activities that require studying and analyzing social problems, which enhances their participation in social development. Furthermore, faculties of science often partner with local community and government organizations, giving students greater opportunities to participate in development projects.

The source of the differences in youth participation in social development favors the study sample members from the second academic year. This result may be attributed to increased awareness and maturity, as by the second year, students have acquired a degree of awareness and maturity that makes them more prepared to participate in development activities and become more familiar with opportunities. In the second academic year, students have become more informed about the opportunities available to participate in social and development activities inside and outside the university. Universities often encourage second and third-year students to participate in extracurricular activities and volunteer programs, which increases their participation in social development.

#### *4.4. Results Related to the Fourth Question: Are there Statistically Significant Differences in the Level of Obstacles that Prevent Youth Participation in Social Development Attributed to Demographic Variables (Gender, Faculty, and Academic Year)?*

Results show that there are statistically significant differences in the level of obstacles that prevent youth participation in social development attributed to the faculty variable, and the obstacles are higher among students in the faculties of humanities. This result may be attributed to the lack of practical opportunities, as students in the faculties of humanities lack practical and applied opportunities that are more available in faculties of science, which reduces students' opportunities to participate in real development projects. In addition, the faculties of humanities often focus on theoretical aspects more than practical aspects, which makes students less exposed to development projects and activities. In addition to the lack of resources and financial support, the faculties of humanities may face a lack of resources and financial support compared to the faculties of science, which limits the ability of their students to organize and participate in development activities.

## **5. Recommendations**

- Organize workshops and awareness campaigns to educate young people about the importance of their participation in sustainable development and how it has a positive impact on society.
- Include sustainable development in school curricula to increase students' awareness and guide them toward effective participation.
- Highlight successful youth models in sustainable development to serve as role models for others.

- Invite influential figures in society to participate in university events to share their experiences and motivate students.
- Create training programs and volunteer opportunities that allow young people to actively participate in development projects.

## References

- [1] M. E. Amr, "Backwardness and development," Dar Al-Nahda Al-Arabiya, 1975, p. 18.
- [2] M. Y. O. Kazem, "Youth and sustainable development in Iraq: Challenges and options," *Journal of Literature, Special Issue*, pp. 383-398, 2019.
- [3] A. A. H. Shakawa, "The role of Arab youth in social and economic development," *Journal of Arts*, vol. 34, pp. 239-266, 1986. [https://doi.org/10.1163/9789004477445\\_003](https://doi.org/10.1163/9789004477445_003)
- [4] World Youth Day - Department of Statistics, "World youth day - department of statistics," n.d.
- [5] R. N. Al-Shaws, "Obstacles that prevent youth from effectively participating in development processes in the Libyan Arab society," *Arab Journal of Social Sciences*, vol. 5, no. 12, pp. 61-91, 2017.
- [6] A Group of Researchers, "Studies in society," *General Secretariat of the Association of Arab Universities*, p. 507, 1985.
- [7] M. Shafiq, *Development and social changes*. University Office, 1997.
- [8] H. B. Z. Al-Anzi and A. B. H. Al-Shathri, "Factors affecting youth participation in social development programs ", Unpublished Doctoral Dissertation Imam Muhammad bin Saud Islamic University, Riyadh, 2019.
- [9] M. A. Mustafa, *The impact of annual programs on family life*. Ain Shams Office, 2012.
- [10] M. Al-Saratwi and A. Al-Battikhi, *Social development in the Islamic perspective*. Al-Dustour Press, 2006.
- [11] A. M. Abdul Rahman, "Economic sociology," Dar Al-Ma'rifah Al-Jami'ah, 2003, pp. 53-60.
- [12] A. A. A. Badawi, "The social role of young people in Saudi society: A field study on a sample of King Saud University students," *Journal of Scientific Research in Education*, vol. 17, no. 3, pp. 251-270, 2016.
- [13] F. A. R. A. Al-Kharif and A. A. R. Al-Gharib, "Saudi university students' attitudes towards security participation: An applied study on a sample of students from some Saudi universities," Unpublished Doctoral Dissertation Imam Muhammad bin Saud Islamic University, Riyadh, 2009.
- [14] J. Pallant, *SPSS survival manual: A step-by-step guide to data analysis using SPSS for Windows (Version 12)*, 2nd ed. Maidenhead: Open University Press, 2005.
- [15] J. F. Hair, W. C. Black, B. J. Babin, R. E. Anderson, and R. L. Tatham, *Multivariate data analysis*, 7th ed. New York: Pearson, 2010.