



## Research Article

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# Level of Positive Social Development Among Saudi Youth: A Study Applied to the Students of King Saud University, Riyadh

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## Abstract

The current study aims to identify the level of positive social development in a sample of (425) Saudi students at King Saud University in Riyadh, with an average age of (20.8) years and a standard deviation of (2.78). Therefore, the author adopted the social survey approach and positive development questionnaire as a tool. The study demonstrated a high level of the domains of positive social development (i.e., social competence, social interaction, social personality, and social participation) among Saudi youth. Furthermore, no difference was reported between females and males. The study recommends holding awareness seminars and conferences that educate youth and parents about the importance of social development and its positive effects on the person and society, developing plans and strategies by the universities to reinforce the various manifestations of development, especially the social development of their students, and creating a guide that illustrates the major characteristics of the positive development of the various aspects of the personality, especially the social ones.

**Keywords:** Positive social development, University students

## 1. Introduction

Societies attempt to fulfill comprehensive development according to their capabilities and future visions by investing their human forces, i.e., youth, who represent the foundation of development and progress. Culture requires youth to be equipped with healthy and positive development in various social, emotional, and psychological aspects, which provides them with life skills that help them build their societies and lead them toward a better future. Accordingly, Saudi Vision 2030 seeks to invest in the youth, who represent the highest percentage. The percentage of the age group (15-34) was (36.7%), namely (51%) for males and (49%) for females (2020 population statistics, 2020).

Social development denotes one's high interest in social phenomena and their search for people's doctrines in life, the moral values in the society, as well as other religious, political, and social issues (Al-Saadi, 2014). Day (2004) defines it as "the active participation in the community activities and the various interactions among persons" (p. 56). In other words, social development is based on the person and the environment, including cultural and social influences. The person interacts negatively and positively with the community and its culture, beliefs, customs, traditions,

morals, and social systems, which involve patterns of behavior that require balanced psychological compatibility and sound social adjustment (Al-Hindawi, 2005).

Thus, social personality refers to everything the person acquires or learns on interacting with a group, family, and relatives. Social upbringing constitutes its foundation and helps people comprehend social necessities and heritage with its cultural and psychological repercussions, which constitute the essential characteristics. Well-established values and beliefs turn into a psychological organization that defines and directs the behavior towards achieving the desired satisfaction after fulfilling the group's requirements and achieving compatibility between one's goals and the demands of the society within a cultural framework in which the social personality maintains the stability of the society's culture (Al-Rabeh, 2014).

Najib (2020) adds that social personality is the outcome of the factors and forces that influence and interact with the formation of one's thoughts, emotions, and behaviors. The manifestations of the behavioral and intellectual social personality are represented in regular and modified responses that can be predicted in various situations. It is also possible to communicate through these responses between the groups that they consider embodying their values in the areas of institutional interaction. Hence, the concept of social development exceeds the manifestations of individual behavior and differences in moods and feelings.

The author argues that the positive social development of community members is a comprehensive concept based on some major domains, including one's positive pro-social personality, level of social competence, social interaction with others, and participation with their families and communities. Positive pro-social personality comprises some relatively stable psychological characteristics that encourage the person to interact with others; a desire to cooperate with them and share their social interactions with positive self-affirmation, the ability to persuade, being optimistic, and having a sense of social responsibility. The positive pro-social personality characteristics consist of four domains: positive self-image, self-commitment, outward/people orientation, and culture identification (Saleem, 2016).

The major characteristics of the psychological profile of people with a high level of positive pro-social personality are their tendency to be frank and clear, enjoy dealing with others, consider others' feelings, tend to leadership and self-affirmation while showing a spirit of friendliness, politeness, and generosity in their social interactions. They also include considering general and social standards; having a high level of social skills, such as listening to others, open-mindedness, and acceptance of differences with a tendency to tolerance and help others; initiative spirit and internal motivation, which reflect a high level of subjective vitality and social politeness (Saleem, 2016).

Social competence is fundamental to positive social development as it reflects one's ability to interact positively with others, choose the appropriate response in social situations, identify the personal and emotional characteristics, and choose the method appropriate for dealing with them (Arnold & Lindner-Müller, 2012). Moreover, it is a foundation of social success and compatibility (Atallah & Essa, 2022). It is one's ability to interact with others effectively and identify the personal characteristics and emotional states of others (Abdelmaksoud, 2008).

According to Antia and Kreimeyer (2015), social competence means the social skills that facilitate social interaction with others, understanding personal emotions, and familiarity with the concepts of social situations, which helps interpret and respond to social behaviors appropriately. According to Mantz et al. (2018), social competence has five domains: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. Al-Namal (2016) claims that it includes three domains: personal skills, self-control, and academic skills.

Baza (2012) reports that it consists of five domains: social awareness, social interaction, social performance, social and emotional skills, and academic performance. Social interaction, as an aspect of positive social development, refers to a reciprocal relationship between two or more persons whose behavior is associated with others (Farg, 2021). Abdelhadi (2009) supposes that social interaction is a continuous social process whose bases are the persons and its substantial tools are ideas, meanings, and concepts that make persons communicate.

Ali (2018) claims that social interaction denotes the mutual processes between two social parties in a particular situation or social environment, where one's behavior stimulates the other. This interaction usually occurs through a specific medium (i.e., language, business, or things).

Social interaction aims to help achieve the goals of society and define acceptable methods to fulfill the requirements. It also teaches the one and the group various patterns of behavior and trends that regulate the relations between them according to common values and culture. Furthermore, it helps evaluate oneself and others constantly and reduces boredom (Frag, 2021). Mohamed and Miloud (2017) illustrate that successful social interaction supports personality development; increases the cultural level; teaches the necessary skills; reinforces belonging to the group, the community, and the country; and maximizes the sense of psychological comfort, productivity, and giving to the community.

Despite the importance of positive pro-social personality, social competence, and social interaction in achieving positive social development; social participation is essential for achieving the various successes of one and society (Hussein, 2007).. According to Al-Qara'a (2015), it manifests one's commitment to oneself and the group, family, colleagues, university, religion, and homeland, as well as keenness on positive participation and cooperation with others to maintain the society's progress and prosperity.

Aroogh and Shahboulaghi (2020) report that social participation denotes the individual's participation in a set of activities providing interaction with other people, such as friends or colleagues at work. Abdelfattah (2010) argues that social participation means one's participation in social activities and voluntary and service work with different people.

Abdelhadi (2009) argues that social participation is based on interaction and mental and emotional harmony with the group, social bonds, and mobilization of the individual effort to serve the group, as well as undertaking responsibility and commitment to awareness and personal satisfaction that stems from the person's conscience, emotion, and sense.

Al-Amoush and Banat (2022) assert that social participation plays a prominent role in one's life as it helps overcome challenges and negative effects of stressful events, provides life skills that contribute to achieving career success, supports positive values towards the family and society, reinforces positive interaction with others, increases the concept of self-confidence and independence realization, and strengthens social bonds among the community members as well as the person's participation in voluntary and cultural activities. Procedurally, social development in the present research is measured by the total scores one obtains on the positive social development scale and its four domains: social competence, social personality, social interaction, and social participation.

Symbolic interactionism proposes that the person is the outcome of the process of social interaction, and we do know ourselves and develop our behavior through others' responses to our actions. Oneself is a mirror of the community and an outcome of social processes (Othman & Sari, 2010; Ritzer & Stepnisky, 2018). Accordingly, the person develops gradually and acquires various social skills, such as language, personal skills, communication skills, and the establishment of social relationships. One learns how to control behavior through socialization, which is a concept that shapes our behavior according to others' expectations (Al-Ghareeb, 2016).

## **2. Review of the Literature**

Abdelrazek and Mokhtari (2020) demonstrated the impact of positive interaction within educational institutions on achieving learning and improving levels. Gomez-Baya, Reis, and Gaspar de Matos (019) illustrated the importance of supporting positive personality development skills and the profound effect of social competence on adolescents' welfare. Ye, Wen, Wang, and Lin (2020) asserted the important developmental benefits of positive development and its role in empowering the youth to show healthy, adaptive behaviors.

Årdal, Holsen, Diseth, and Larsen (2017) showed the positive impact of the school on the

positive social development of the youth. Saleem (2016) manifested a positive statistically significant correlation between the characteristics of positive pro-social personality and self-vitality and wishful thinking. Mlčák (2012) emphasized the correlation between the characteristics of the positive personality and the big five personality aspects.

Some studies adopted the key determinants of positive social development. For example, Al-Zahrani and Al-Shara'a (2019) exhibited the role of social competence in reducing the rates of delinquent behavior among youth. Madasi and Belasala (2020) showed that students' social competence skills reduced their violent behavior. Atallah and Essa (2022) demonstrated a correlation between social competence, psychological hardness, and assertive behavior. Mohamed and Mohsen (2022) indicated a positive correlation between social competence and self-compassion among university students. Al-Namal (2016) showed that achievement motivation and social competence are statistically significantly related.

Regarding social interaction, Namr (2021) demonstrated moderate social interaction among university students. Farag (2021) showed a correlation between social interaction, academic self-efficacy, and the attitude toward e-learning among university students. Abdelrazek and Mokhtari (2020) revealed that positive social interaction among students helps improve their physical performance. Abdelqawi (2016) designed a training program that developed social interaction skills and reduced some behavioral problems among female students with autism in Tabuk, Saudi Arabia.

The previous studies addressed a domain of social development, but the present research covers four domains (i.e., social competence, social personality, social interaction, and social participation) among Saudi youth.

The author claims that examining the level of positive social development among the community members, especially the youth who are the foundation of development, is substantial for identifying strengths and weaknesses to develop training programs that address weaknesses and reinforce strengths. Previous studies demonstrated the benefit of training programs prepared according to social planning based on scientific data. For instance, Lewis et al. (2016) asserted the impact of training programs on the level of positive social development among youth, and Haddad (2018) confirmed the impact of intellectual capital on the development and improvement of human resource efficiency.

### 3. Significance

The current study is significant because it provides scientific data on the level of positive social development among Saudi youth as well as its strengths and weaknesses. Moreover, Saudi universities adopt it to identify the programs that promote positive social development among the youth when developing a plan for student activities. The study is theoretically and practically significant as it presents data on the level of positive social development among Saudi youth and helps define the strengths and weaknesses of their positive social development. This enhances effective social planning based on scientific foundations and identifies weaknesses due to the impact of the scientifically proven level of social development on the performance level of persons in all aspects of life. The study also helps the Saudi universities, when developing their plan for student activities; identify the most required programs for positive social development among the youth.

### 4. Objectives

Due to the importance of identifying the level of positive social development among the youth because of its multiple effects on the development of societies as proven by the previous studies and due to the lack of social studies that address the level of positive social development among the Saudi youth – to the author's knowledge; this study aims to identify the level of positive social development of its four domains (social competence, social interaction, social personality, and social participation) in a sample of (425) Saudi students at King Saud University in Riyadh, with an average age of (20.8)

years and a standard deviation of (2.78). To achieve the research objectives, the author adopted the social survey approach which is the most appropriate as it describes and interprets the phenomenon in a specific period, the circumstances, the relationships and social behavior. The population comprised the students of King Saud University. The author depended on the non-probability sample that was distributed to one division of each college at King Saud University.

## 5. Delimitations

*Objective delimitations:* Identifying the level of positive social development among the Saudi youth.

*Spatial delimitations:* King Saud University, Riyadh, Saudi Arabia

*Temporal delimitations:* The study was conducted in the second semester of the academic year 1442/1443 AH.

*Human delimitations:* The students of King Saud University

## 6. Questions

*The study aims to handle the issue by raising this major question:*

What is the level of positive social development among Saudi youth?

*It is divided into the following minor questions:*

1. What is the level of social competence among Saudi youth?
2. What is the level of social personality among Saudi youth?
3. What is the level of social interaction among Saudi youth?
4. What is the level of social participation among Saudi youth?
5. Are there differences in the level of positive social development among Saudi youth due to gender?

## 7. Theoretical Framework

The positive social growth of the person can be interpreted in light of symbolic interactionism which states that the one is the outcome of the process of social interaction and its continuous processes as well as we know ourselves and develop our behavior based on the others' responses to our actions. Also, oneself is a mirror of society and the outcome of social processes (Othman & Sari, 2010; Ritzer & Stepnisky, 2018).

According to interactionism, man's social development occurs gradually and acquires various social skills, such as language, interpersonal skills, communication skills and establishing social relationships. He/she learns to control his/ her behavior through socialization "which is a fundamental concept as it formulates our behavior according to what others expect of us (Al-Ghareeb, 2016). In his/ her social development, the person builds oneself and develops his/ her social personality and awareness through meanings, symbols and cultural connotations.

According to Herbert Plumer, social action denotes that the tendency to obtain a response from others leads to the process of interaction, which is based on the symbolic property of the mind within the framework of the process of interaction and communication. The persons do not follow a fixed socio-cultural system, but they explain the meaning of mind and symbol. Thus, the social processes, relationships and their outcomes are considered dynamic, inconstant and open processes. Symbolic interactionism is a form of sociology of comprehension as this contemporary theory focused on complex issues represented in examining behavior, interaction, social attitudes, small groups and the person, attitudes and emotions. Symbolic interactionism is the process of social interaction where the person is in contact with the minds of others, their needs and their latent desires. Moreover, it expresses the interaction that occurs between the various minds that distinguish human societies. It is based on two foundations, i.e. analysis and interaction, as well as symbols and meanings. To explain, social relations among community members are a product of symbols and meanings (Ibn

Tamy & Abdullah, 2017).

## 8. Method

The researcher utilized a positive development scale as a psychometric tool appropriate for the local and Arab environment and developed by Education and Training Evaluation Commission in Saudi Arabia. The author also benefited from Positive Youth Development Inventory, designed by Arnold, Nott, and Meinhold (2012).

To verify its validity, the preliminary form, which included (38) items covering the four aforementioned domains, was reviewed by some Saudi professors. The researcher made some modifications in the light of their opinions to get the final scale. The internal consistency was measured between each domain and the total score of the 40-respondent pilot sample.

**Table 1:** Correlation coefficients between the domain's score and the total score (N=40)

Domain	Correlation coefficient
1 <sup>st</sup> domain: Social competence	0.878**
2 <sup>nd</sup> domain: Social personality	0.775**
3 <sup>rd</sup> domain: Social interaction	0.879**
4 <sup>th</sup> domain: Social participation	0.916**

Table (1) illustrates the range of the correlation coefficients from (0.775) to (0.916). Therefore, they were high and statistically significant at the level of (0.01), and the scale had a high degree of internal consistency. The scale's reliability was calculated based on Cronbach's alpha.

**Table 2:** Reliability coefficients of the scale and domains (N=40)

Domain	No. of items	Cronbach's alpha
Social competence	13	0.771
Social personality	9	0.600
Social interaction	9	0.772
Social participation	7	0.839
Total	38	0.852

Table (2) illustrates the range of Cronbach's alpha coefficients of the domains between (0.600) and (0.839). The scale's reliability coefficient scored (0.852). Thus, the correlation coefficients were high, and the scale was highly reliable.

## 9. Statistical Coefficients

Statistical Packages for Social Sciences (SPSS)

- Correlation coefficient was adopted to estimate internal consistency validity.
- Cronbach's alpha coefficient was adopted to estimate reliability.
- Frequencies and percentages
- Arithmetic mean and standard deviation
- Estimating the weighted average of the participants' answers to the questions presented in a form similar to the five-point Likert scale.
- Using T-test for the independent samples.

10. Results

To answer the 1<sup>st</sup> question, the arithmetic means, standard deviation and weighted mean of the participants' responses were calculated.

Table 3: Social competence domain among Saudi youth

Items	Strongly disagree		Disagree		Agree		Strongly agree		Weighted mean	Standard deviation	Agreement
	F	%	F	%	F	%	F	%			
I am a good student.	3	0.7	28	6.6	216	50.8	178	41.9	3.34	0.63	Strongly agree
I take part in university activities.	64	15.1	157	36.9	145	34.1	59	13.9	2.47	0.91	Disagree
I like to learn about new things.	3	0.7	27	6.4	224	52.7	171	40.2	3.32	0.62	Strongly agree
I make good decisions.	3	0.7	39	9.2	295	69.4	88	20.7	3.10	0.56	Agree
I make new friends easily.	23	5.4	79	18.6	225	52.9	98	23.1	2.94	0.79	Agree
I feel comfortable in social situations.	32	7.5	127	29.9	192	45.2	74	17.4	2.72	0.84	Agree
I can resolve the problems that come up in my life.	8	1.9	64	15.1	284	66.8	69	16.2	2.97	0.62	Agree
I can manage my emotions.	24	5.6	116	27.3	217	51.1	68	16.0	2.77	0.78	Agree
I can handle being disappointed.	28	6.6	76	17.9	255	60.0	66	15.5	2.84	0.76	Agree
I am mindful of the requirements of others in social settings.	3	0.7	31	7.3	246	57.9	145	34.1	3.25	0.62	Agree
I have goals for my life.	14	3.3	62	14.6	201	47.3	148	34.8	3.14	0.78	Agree
I am quite certain about my career goals.	32	7.5	122	28.7	157	36.9	114	26.8	2.83	0.91	Agree
I'm curious to find out more about potential careers.	6	1.4	19	4.5	190	44.7	210	49.4	3.42	0.65	Strongly agree
Total									3.01	0.38	High

Table (3) illustrates the high level of social competence. The weighted mean was (3.01), having the third rank on the four-point Likert scale from (2.50) to (3.24) out of (4). Moreover, the participants agreed to all items except "I take part in university activities."

The item "I'm curious to find out more about potential careers" held the 1<sup>st</sup> rank, with an arithmetic mean of (3.42) and a standard deviation of (0.65); the item "I am a good student" held the 2<sup>nd</sup> rank, with an arithmetic mean of (3.34) and a standard deviation of (0.63); the item "I like to learn about new things" held the 3<sup>rd</sup> rank, with an arithmetic mean of (3.32) and a standard deviation of (0.62). The participants strongly agreed on the three aforementioned items.

However, the participants disagreed on the item "I take part in university activities", with an arithmetic mean of (2.47) and a standard deviation of (0.91). They agreed to the item "I feel comfortable in social situations", with an arithmetic mean of (2.72) and a standard deviation of (0.84) and the item "I can manage my emotions", with an arithmetic mean of (2.77) and a standard deviation of (0.78).

To answer the 2<sup>nd</sup> question, the arithmetic means, standard deviations, and weighted means of the participants' responses were estimated.

Table 4: Social personality domain among Saudi youth

Items	Strongly disagree		Disagree		Agree		Strongly agree		Weighted mean	Standard deviation	Agreement
	F	%	F	%	F	%	F	%			
I need to do the right thing.	5	1.2	39	9.2	204	48.0	177	41.6	3.30	0.68	Strongly agree
Even though I am aware that no one will notice if I do the right thing or not, I always try to do so.	4	0.9	44	10.4	185	43.5	192	45.2	3.33	0.70	Strongly agree
I believe that I should serve as an example for others.	43	10.1	128	30.1	161	37.9	93	21.9	2.72	0.92	Agree
I need to do my best.	2	0.5	22	5.2	168	39.5	233	54.8	3.49	0.62	Strongly agree
It is important that others can count on me.	57	13.4	137	32.2	155	36.5	76	17.9	2.59	0.93	Agree
I can always be trusted to follow through on my promises.	4	0.9	26	6.1	187	44.0	208	48.9	3.41	0.65	Strongly agree
I can act properly in most situations.	35	8.2	151	35.5	198	46.6	41	9.65	2.58	0.78	Agree
I can resist peer pressure when I think it's wrong to do something.	15	3.5	72	16.9	256	60.2	82	19.3	2.95	0.71	Agree
I have role models in my life. .	6	1.4	3	0.7	114	26.8	302	71.1	3.68	0.56	Strongly agree
Total									3.10	0.35	High



Table (3) illustrates that the level of social personality was high, and the weighted mean was (3.10), ranked the 3<sup>rd</sup> on the four-point Likert scale, from (2.50) to (3.24) out of (4). Moreover, the participants agreed to all items of the social personality domain.

The item "I have role models in my life" was in the 1<sup>st</sup> rank, with the arithmetic mean of (3.68) and a standard deviation of (0.56); the item "I need to do my best" was ranked second, with an arithmetic mean of (3.49) and a standard deviation of (0.62); the item "I can always be trusted to follow through on my promises" was in the 3<sup>rd</sup> rank, with the arithmetic mean of (3.41) and a standard deviation of (0.65). The participants strongly agreed on the above-mentioned items. The ranking of the items to which they agreed was as follows: The item "I can act properly in most situations" held the 1<sup>st</sup> rank, with the arithmetic mean of (2.58) and a standard deviation of (0.78); the item "it is important that others can count on me" was in the 2<sup>nd</sup> rank, with an arithmetic mean of (2.59) and a standard deviation of (0.93) and item "I believe that I should serve as an example for others" was in the 3<sup>rd</sup> rank, with an arithmetic mean of (2.72) and a standard deviation of (0.92).

To answer the 3<sup>rd</sup> question, the arithmetic means, standard deviations, and weighted means of the participants' responses were calculated.

**Table 5:** Social interaction domain among Saudi youth

Items	Strongly disagree		Disagree		Agree		Strongly agree		Weighted mean	Standard deviation	Agreement
	F	%	F	%	F	%	F	%			
I have a wide circle of friends.	43	10.1	132	31.1	162	38.1	88	20.7	2.69	0.91	Agree
I believe that social interaction with others is crucial.	19	4.5	74	17.4	212	49.9	120	28.2	3.02	0.80	Agree
My friends care about me.	27	6.4	56	13.2	238	56.0	104	24.5	2.99	0.79	Agree
I feel connected to my teachers.	78	18.4	156	36.7	135	31.8	56	13.2	2.40	0.93	Disagree
Having friends is important to me.	14	3.3	50	11.8	193	45.4	168	39.5	3.21	0.78	Agree
I feel connected to others in my community.	24	5.6	84	19.8	207	48.7	110	25.9	2.95	0.83	Agree
I have adults in my life who care about me.	9	2.1	21	4.9	174	40.9	221	52.0	3.43	0.69	Strongly agree
My relationship with my father is strong.	25	5.9	68	16.0	140	32.9	192	45.2	3.17	0.90	Agree
My relationship with my mother is strong.	9	2.1	28	6.6	122	28.7	266	62.6	3.52	0.71	Strongly agree
Total									3.04	0.49	High

Table (5) displays that the level of social interaction was high, and the weighted mean was (3.04), ranked the 3<sup>rd</sup> on the four-point Likert scale (2.50- 3.24) out of (4). Moreover, the participants agreed to all items of the social interaction domain, except for the item "I feel connected to my teachers".

The item "my relationship with my mother is strong" held the 1<sup>st</sup> rank, with an arithmetic mean of (3.52) and a standard deviation of (0.71); the item "I have adults in my life who care about me" occupied the 2<sup>nd</sup> rank, with an arithmetic mean of (3.43) and a standard deviation of (0.69). The participants strongly agreed on the aforementioned items. However, they disagreed on the item "I feel connected to my teachers", with an arithmetic mean of (3.40) and a standard deviation of (0.93).

Ranking of the items to which the participants agreed was as follows: The item "having friends is important to me" occupied the 1<sup>st</sup> rank, with an arithmetic mean of (3.2) and a standard deviation of (0.78); the item "I have a wide circle of friends" was ranked second, with an arithmetic mean of (2.69) and a standard deviation of (0.91); the item "I feel connected to others in my community" held the 3<sup>rd</sup> rank, with an arithmetic mean of (2.95) and a standard deviation of (0.83).

To answer the 4<sup>th</sup> question, the arithmetic means, standard deviations, and weighted means of the responses were calculated.



**Table 6:** Social participation domain among Saudi youth

Items	Strongly disagree		Disagree		Agree		Strongly agree		Weighted mean	Standard deviation	Agreement
	F	%	F	%	F	%	F	%			
I take an active role in my community.	20	4.7	98	23.1	227	53.4	80	18.8	2.86	0.77	Agree
I give to help people.	8	1.9	57	13.4	241	56.7	119	28.0	3.11	0.69	Agree
I enjoy solving issues with other people.	13	3.1	63	14.8	220	51.8	129	30.4	3.09	0.75	Agree
I have things I can offer to others.	17	4.0	116	27.3	201	47.3	91	21.4	2.86	0.79	Agree
I am convinced that I can make a difference in the world.	19	4.5	59	13.9	203	47.8	144	33.9	3.11	0.80	Agree
Making the world a better place for everyone is important to me.	17	4.0	61	14.4	198	46.6	149	35.1	3.13	0.80	Agree
Making an effort to change the world is crucial to me.	15	3.5	67	15.8	193	45.4	150	35.3	3.12	0.80	Agree
Total									3.04	0.55	High

Table (6) shows that the level of social participation was high, and the weighted mean was (3.04), in the third category of the four-point Likert scale, from (2.50) to (3.24) out of (4). Moreover, the participants agreed to all items of the social participation domain.

The item "making an effort to change the world is crucial to me" was ranked first, with an arithmetic mean of (3.13) and standard deviation of (0.80). The items "I am convinced that I can make a difference in the world" and "I am someone who gives to benefit others" were ranked third, with an arithmetic mean of (3.11) and standard deviations of (0.80) and (0.69), respectively.

The items "I have things I can offer to others" and "I take an active role in my community" occupied the 4<sup>th</sup> rank, with an arithmetic mean of (2.86) and standard deviations of (0.79) and (0.77), respectively. The next item was "I enjoy solving issues with other people", with an arithmetic mean of (3.09) and a standard deviation of (0.75).

To answer the 5<sup>th</sup> question, differences between the two genders were estimated using the T-Test of the two independent samples.

**Table 7:** Arithmetic mean, standard deviation, and T-Value and its significance for the differences between the mean scores of males and females in positive social development (N = 425)

Variables	Gender	No.	Mean	Standard deviation	T-Value	P-value	Significance
Social competence	Female	243	3.00	0.36	0.740	0.460	Insignificant
	Male	182	3.03	0.41			
	Total	425	3.01	0.38			
Social personality	Female	243	3.10	0.34	1.291	0.197	Insignificant
	Male	182	3.14	0.39			
	Total	425	3.12	0.36			
Social Interaction	Female	243	3.00	0.50	1.824	0.069	Insignificant
	Male	182	3.09	0.47			
	Total	425	3.04	0.49			
Social participation	Female	243	3.05	0.54	0.550	0.583	Insignificant
	Male	182	3.02	0.57			
	Total	425	3.04	0.55			
Positive social development	Female	243	2.21	0.60	0.688	0.492	Insignificant
	Male	182	2.16	0.67			
	Total	425	2.19	0.63			

Since P-value is greater than (0.05), the result is insignificant, i.e., no statistically significant differences were found between females and males in the positive social development scale domains.

## 11. Discussion

The results demonstrated a high level of positive social development among Saudi university students.

*First:* The high level of social competence among Saudi youth can be explained in light of the distinctive features of the university community, which allows them to communicate, interact, and

cooperate. It develops their social skills and encourages them to adapt to the community. Moreover, student activities maximize their social competence, improve teamwork skills and decision-making ability, and develop self-confidence, initiative, and self-awareness in a competitive environment controlled by a framework of values, social discipline, and regulations.

The university also allows students to fulfill their psychological and social requirements, broadens their horizons, and increases their mental openness to the ideas and perceptions of others. The results are consistent with Al-Namal (2016), Al-Juhani and Suliman (2021), and Mohamed and Mohsen (2022), but they are inconsistent with Al-Zahrani and Al-Shara'a (2019).

*Second:* The high positive pro-social personality is attributed to the cultural and social development of Saudi society, as well as the positive social activities and initiatives that allow the youth to participate and express themselves confidently and freely. This aspect reflects their moral commitment to the tolerant teachings of the Islamic religion, which calls for interaction and positivity, and the values, culture, ethics, and customs of the Arab society, in general, and the Saudi society, in particular.

Student activities make the university an integrated community that trains the students to community life, provides them with experiences, promotes love of others and a sense of belonging, and teaches them the spirit of the group, values, cooperation, dialogue, initiative, and organized teamwork (Arfaida, 2021). The results are consistent with Mlčák (2012) and Saleem (2016).

*Third:* The high level of social interaction is attributed to the moral values and social customs of Saudi society, which call for cooperation and interdependence, as well as social media, which allow participation, interaction, and communication. Al-Moqil (2016), Al-Shahri (2021), Moorman and Bowker (2011), Mohammed (2021), and Zayed (2022) asserted the positive relationship between social media and the high level of social interaction. The present study is inconsistent with Alekseeva, Frolikova, Koltsova, and Tereshchenko (2019) and Namr (2021).

*Fourth:* The high level of social participation is explained in light of the role that student activities play in forming and developing the mental, psychological, and social aspects of the student's personality, as well as demolishing the barriers between the student and the professor (Arfaida, 2021).

The university allows students to collaborate and share their opinions. Furthermore, the Saudi cultural and social renaissance motivates youth to be creative, participate, and show their skills and capabilities in various fields.

The high level of social development among Saudi youth is a reflection of the normal family socialization and an outcome of the attention and social care they receive from society, as well as their social interaction and participation in the activities and events at the university. The results are consistent with Årdal, Holsen, Diseth, and Larsen (2017), Gomez-Baya, Reis, and Gaspar de Matos (2019), Mlčák (2012), Saleem (2016), and Ye et al. (2020).

Consistency between the results of the present research and those of the previous studies can be explained in light of the support that all human societies present for social development among youth, as well as the encouraging opportunities provided by modern social media for all domains of social development. Thus, the social digital environment allows the persons to participate, express their opinions positively, make several friends and have good social interaction.

There are no differences between the two genders in positive social development because Saudi Arabia cares about all citizens, and university students experience the same circumstances and receive the same attention and assistance. In addition, the family never distinguishes between males and females in light of the positive transformation in Arab societies, in general, and Saudi society, in particular, towards empowering and supporting women as key partners in the advancement and progress of the nation. The results are partially consistent with Al-Anzi (2015), Al-Namal (2016), Lavi (2014), Manning et al. (2021), Sanwal (2013), and Syiem and Nongrum (2014). However, it is inconsistent with Ali (2010), Atallah and Essa (2022), Al-Zahrani and Al-Shara'a (2019), Namr (2021), Malik et al. (2015); Mahmoud (2009), and Smart and Sanson (2001).

## 12. Conclusion

The study demonstrated a high level of the domains of positive social development (i.e., social competence, social interaction, social personality, and social participation) among Saudi youth. First, the high level of social competence among Saudi youth is explained in light of the distinctive features of the university community, which allows them to communicate, interact, and cooperate. Second, the high positive pro-social personality is attributed to the cultural and social development of Saudi society, as well as the positive social activities and initiatives that allow the youth to participate and express themselves confidently and freely. Third, the high level of social interaction is attributed to the moral values and social customs of Saudi society, which call for cooperation and interdependence, as well as social media, which allow participation, interaction, and communication. Fourth, the high level of social participation is explained in light of the role that student activities play in forming and developing the mental, psychological, and social aspects of the student's personality, as well as demolishing the barriers between the student and the professor.

Furthermore, there were no differences between the two genders in positive social development because Saudi Arabia cares about all citizens, and university students experience the same circumstances and receive the same attention and assistance. In addition, the family never distinguishes between males and females in light of the positive transformation in Arab societies, in general, and Saudi society, in particular, towards empowering and supporting women as key partners in the advancement and progress of the nation.

## 13. Recommendations

The present research recommends exploring positive social development among different age groups and those with different professions and following up on the manifestations of the positive development of the psychological, emotional, and physical aspects of the personality. It recommends preparing preventive and development guidance programs to achieve positive development of the various aspects of personality. Furthermore, awareness seminars and conferences should be held to educate youth and parents about the importance of normal social development and its positive repercussions on the ones' personality and the community.

In addition, the university should develop plans and strategies that support the various aspects of development, especially the social development of their students. It is also necessary to create a development guide that shows the major characteristics and manifestations of the positive development of the various aspects of personality, especially the social ones and encourages the government and private agencies and media to maintain their support for the positive social development of the Saudi youth. It raises the level of services, activities, and events provided to the Saudi youth in accordance with their age and the requirements and updates of the age. It also uses social networking sites to support the positive social development of the Saudi youth.

## 14. Suggestions for Future Research

- A study on the positive social development of different age and occupational groups.
- A follow-up study on the manifestations of positive development of the psychological, emotional and physical aspects of personality.
- Preparing preventive and developmental counseling programs that help achieve the positive development of the various aspects of personality.
- A follow-up study on the negative aspects of social development among the different age groups.

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