

The Reality of Volunteer Work among the Students of the University of Jordan

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Abstract

Objectives: The study aimed to identify the reality of volunteer work among the students of the University of Jordan.

Methods: A total of 1714 undergraduates (551 male and 1164 female) were surveyed using a questionnaire designed to elicit information using the descriptive analytical approach. There were multiple-choice questions covering topics like how often college students volunteer, what kinds of service projects students want to take on, what they hope to gain from getting involved, what holds them back, and what resources would help get more college students involved in service projects.

Results: The findings revealed that both male and female students were eager to participate in volunteer activities. Most students (75.3%), both male and female, already engage in volunteer work, and the areas in which they hope to gain experience are primarily related to aiding charitable organizations that serve the underprivileged. Regarding implementation extent, there was a statistically significant correlation involving gender and college in students' views about volunteer work, with humanities students topping other students in this respect. By engaging in voluntary labor, students aspired to acquire new skills, boost their self-esteem, and develop their social skills.

The primary obstacle to participation in volunteer labor programs was the lack of adequate promotion for volunteer work, while society's unfavorable view of volunteers had a minimal effect.

Conclusions The students at the University of Jordan recognize the value of volunteer work in building self-confidence and acquiring new skills.

Keywords: Volunteer work, development, University of Jordan, students.

واقع العمل التطوعي لدى طلبة الجامعة الأردنية

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ملخص

الأهداف: استهدفت الدراسة تعرّف واقع العمل التطوعي لدى طلبة الجامعة الأردنية. المنهجية: استخدم المنهج الوصفي التحليلي بتطبيق استبانة على عينة طبقية عشوائية تمثلت 5% من الطلبة المتحقين في الجامعة في الكليات المختلفة من مرحلة البكالوريوس وبلغت 1714 طالبًا وطالبة (551 ذكر، 1164 إناث). اشتملت على أسئلة متعددة الاختيارات وزعت على المحاور التالية: مدى ممارسة الشباب الجامعي للعمل التطوعي، الأعمال التطوعية التي يرغب الشباب الجامعي الانخراط بها، المكتسبات التي يتوقعها الشباب الجامعي جراء مشاركتهم في الأعمال التطوعية، الصعوبات التي تحول دون التحاق الشباب الجامعي بالأعمال التطوعية، والوسائل والآليات اللازمة لتنفيذ مشاركة الشباب الجامعي في العمل التطوعي.

النتائج: أوضحت النتائج أن اتجاهات طلبة الجامعة الأردنية كانت إيجابية في الرغبة في المشاركة في الأعمال التطوعية، وأن (75.3%) من كلا الجنسين يمارسون العمل التطوعي، وأن الأعمال التي يرغب الطلبة في ممارستها في الدرجة الأولى هي في مجال تقديم العون للمؤسسات الخيرية العاملة في مجال مساعدة الفقراء. وتبين وجود علاقة ذات دلالة إحصائية تعزى إلى متغير الجنس والكليات في اتجاهات الطلبة نحو العمل التطوعي في مجال مدى الممارسة لصالح طلبة الكليات الإنسانية. يتوقع الطلبة اكتساب مهارات جديدة، وزيادة الثقة بالنفس وتنمية الشخصية الاجتماعية، وشغل وقت الفراغ بأشياء مفيدة جراء مشاركتهم في العمل التطوعي. وتمثلت معوقات المشاركة في العمل التطوعي بعدم الإعلان عن برامج العمل التطوعي في الإعلام بصورة كافية، بينما كانت أقل المعوقات أثرًا نظرًا لمتغير السلبية اتجاه المتطوعين.

الخلاصة: يشارك طلبة الجامعة الأردنية في العمل التطوعي ويبدون تفهمًا كبيرًا لأهمية العمل التطوعي في بناء الثقة بالنفس واكتساب مهارات جديدة.

الكلمات الدالة: عمل تطوعي، تنمية، الجامعة الأردنية، طلبة.



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Introduction

The International Volunteer Year was launched at the beginning of the third millennium, in the year 2001, and the fifth of December was adopted as the International Volunteer Day. Volunteering is considered a symbol of nations' progress and prosperity, and there is a close relationship between comprehensive and sustainable development and volunteer work, as development stems from the human being (male or female). The essence of sustainable development can be summed up in four words: (Sufficiency for all people and forever). It also aims to improve the human being in all economic, social, health and cultural fields, and since development is based on human effort, which requires, in addition to clear and specific plans, the presence of a conscious person who is able to participate in development processes and in volunteer work because it is considered a requirement of contemporary life.

The complexity of social life, the evolution of living conditions, and the rapid social, economic, security, and technical changes dictate new situations and circumstances that governments sometimes are unable to keep up with, which calls for society's concerted official and unofficial efforts to confront this reality. Hence comes the role of active volunteer work that supports official efforts. (Al-Shayji, 2010).

Volunteer work has gained special importance in our society as it is one of the best actions that a Muslim does because it comes with the motive of doing good to others motivated by a desire to obtain God's reward.

God said: "And whoever volunteers well, God is Thankful, All-Knowing" (Al-Baqara: 158), and God said: "Whoever volunteers well, it is better for him" (Al-Baqara: 184). Al-Tabarani narrated on the authority of Abdullah bin Omar, that prophet Mohammad, God's prayers and peace be upon him, "The most beloved of people to God is the most beneficial, and the most beloved of deeds to God, the Mighty and Sublime, is the joy you bring to a Muslim, or you relieve him of his distress, or you pay off his debt, or you ward off hunger from him. Whoever suppresses his anger, God will cover his faults and fill his heart with contentment on the Day of Resurrection. (Husnah Alalbani). Psychologically, volunteer work represents the highest level of sacrifice for the public interest.

Volunteer work and the extent of involvement in it is a symbol of the progress and prosperity of nations. The more progress and advancement a nation has, the more its citizens will be involved in charitable volunteering. Engaging in volunteer work is also a requirement of contemporary life that brought rapid development in all fields. A volunteer is a person who voluntarily devotes himself without coercion or external pressure to help and support others with the intention of doing work that requires effort and multiplicity of forces in one direction.

The increasing demand for social services, in terms of quality and quantity, has become a challenge for governments, which requires the presence of support agencies for the official system. Experience has shown that some official agencies alone cannot achieve all the goals of development plans and projects without the effective voluntary participation of citizens and civil associations that can contribute to an active role in development processes due to their flexibility and speed of decision-making. That is why modern states have taken care of this aspect in order to address the problems of the modern age and overcome many urgent circumstances, in a wonderful system of alliance and solidarity between the government sector and the civil sector. (Al-Zyoud, & Al-Kubaisi, 2014)

In view of the great importance of volunteer work and its impact on the individual and the society in promoting and strengthening social bonds and the cohesion of the social structure, we find that values of cooperation, solidarity, compassion and assistance enjoyed by volunteers, both male and female, have a prominent role in the social structure.

and because young people are characterized by high practical ability and manual, physical and mental skills, and because they are dynamic energy that can be directed to serve the community and the nation, and because they are a highly productive service force that can be used in comprehensive and sustainable development, and because they are role models in spreading and consolidating the concepts of giving and cooperation, and because they need national guidance and education programs in deeds, not in words, the concept of volunteer work has also become renewed to keep pace with the era in which we live. It is no longer traditionally associated with an occasion or celebration, but has become rooted in the society to which the service is provided, hence the concept of volunteer work that works with the other and not for him, because the service is renewable, rooted and sustainable and does not end with the end of the occasion. Volunteering

contributes to exploring capabilities of young people, and they benefit from it and benefit society, and through institutions concerned with community issues, provided that they are not exploited under the pretext of employment. Therefore, volunteer work must be subject to supervision by officials so that the capabilities and energies of volunteers are not exploited.

The current study will focus on revealing the reality of male and female students at the University of Jordan towards the practice of volunteer work, and what kind of volunteer work they want to practice, as well as identifying the obstacles that prevent university youth from joining volunteer work, and identifying the gains expected by male and female students as a result of their participation in volunteer work, and the necessary mechanisms to activate youth participation in volunteer work.

The Study's Importance

Practical Importance: the practical importance of the study stems from the importance of volunteer work, which extends to broad areas of development, environmental protection, and care for some social groups in need of assistance such as people with disabilities and the elderly, and from the psychological impact that social work has on university youth, such as: their appreciation for the value of work, the ability to express their opinions, increase self-confidence, and self-esteem, all of which help them in making the right decisions. Accordingly, volunteer work works

Theoretical Importance: with regard to the scientific importance, this study provides the Jordanian library in particular and the Arab library in general with a few studies of its kind, and it is expected that universities, social and youth institutions will benefit from its results in promoting volunteer work in Jordan.

Study's Objectives

1. To identify the extent to which University of Jordan students practice volunteer work.
2. To identify the voluntary activities that the University of Jordan students wish to engage in.
3. To identify the gains expected by the students of the University of Jordan as a result of their participation in volunteer work.
4. To identify the most important obstacles and difficulties that prevent University of Jordan students from joining volunteer work.
5. To identify the mechanisms and means necessary to activate the participation of University of Jordan students in volunteer work.
6. To determine the difference in youth's attitudes in the Jordanian university towards volunteer axes of volunteer work according to college and gender.

Study's Questions

1. To what extent do University of Jordan students practice volunteer work?
2. What volunteer activities do the University of Jordan students wish to engage in?
3. What are the gains expected by the students of the University of Jordan as a result of their participation in volunteer work?
4. What are the most important obstacles and difficulties that prevent University of Jordan students from joining volunteer work?
5. What are the mechanisms and means necessary to activate the participation of University of Jordan students in volunteer work?
6. What is the extent of the difference in the attitudes of Jordanian university youth towards the axes of volunteer work according to college and gender?

The Concept of Volunteer Work

There are many concepts and definitions related to volunteering and volunteer work, and the difference in defining the concept is due to the nature of each society, as the goals and fields of volunteering differ according to religious, cultural and political factors.

The concept of volunteer work, as stated in the dictionary of sociology, is: “a term that describes the systematic methods that are used to provide aid and assistance to the needy who cannot by themselves overcome problems and life crises that they face”. (Duncan, 1986: 49). Social service dictionary indicates that Volunteering is: “the mobilization of individuals and their use without pay in community service away from government institutions” (Darwish, 1998: 172). Volunteering is also referred to as: efforts made out of desire and conviction which bond individual to their society as part of social aids to provide humanitarian services without waiting for a financial return, in a way that benefits the society and those in charge of it” (Fellin, 1999: 123-124).

The Association of Social Workers in the United States of America defines it as “efforts made by specialized or semi-professional volunteers who have a specific experience or skill and have an effective role in participating in the realization of professional services that aim at the well-being of individuals and societies in an integrated manner that achieves the greatest possible benefit for them” (Khaddam, 2013). There are those who distinguish between two basic forms of volunteer work (Iqtam, 2014):

1. Individual volunteer work: It is an act or social behavior practiced by the individual on his own and with his desire and will and does not want any material return from it and is based on moral, social, humanitarian or religious considerations. For example, an individual may donate to teach reading and writing to a group of people he knows or does not know and may donate money to an association concerned with the education of the illiterate.

2. Institutional volunteer work: It is more organized and has a wider impact on society, as there are charitable institutions and associations in all countries of the world that contribute to volunteer work to serve the society.

Explanatory Theories of Volunteer Work

There are many theories that deal with voluntary work. The functional theory as well as the reciprocal theory are the most prominent of these theories and the most suitable for use in this study, and they are reviewed as follows:

First: Functional Theory

It is one of the most relevant theories, and it explains the obstacles to volunteering. This theory sees that society is a complex system, and its various parts work together with the aim of achieving stability and solidarity among its components (Giddens, 2009).

This theory attaches importance to explaining the social behavior practiced by man through the interpretation of the results achieved by this behavior in society, in addition to the fact that society has a paradigm of social relations that work with each other, so these relationships form a socially organized form.

This theory says that society has a structure and a function, and that there is integration between the structural side of society and the functional side, as the structure completes the function and the function completes the building. How can we talk about the structure without mentioning its functions, and how can we talk about the functions of groups and entities without addressing their structure? Here, Talcott Parsons says in his book “The Social System” that there is no structure without social functions, and there are no functions without a social structure.

This indicates the existence of an interactive relationship between structure and function, and that there is a high degree of integration between them, as we cannot separate between construction and function. Based on this axiom, we can direct the bitter criticism to the structural theory and to the functional theory. Structuralism sees that what exists is the structure and its parts, while functionalism sees that what exists is the functions that benefit society, not the structure. (Arif, 1982).

According to this approach and the investigation of the relationship of the components of society with each other and their connection as a whole, volunteer work is one of the social paradigms of society that contribute to the preservation, development and integration of society to interrelate with other paradigms forming the social structure. This paradigm, with its work in society, may encounter several obstacles, and this is called dysfunction resulting from the inability of things, and the need to stand on these obstacles with the aim of restoring balance to the social structure (Al-Zyoud & Al-Kubaisi, 2014).

Second: The Social Exchange Theory: This theory focuses on the interpretation of social action and the interests that people derive from their mutual relations with each other. The continuation of interaction between people depends on the continuation of the mutual benefits that they obtain as a result of the interaction. The theory of social exchange believes

that the more positive the individual's assessment of the results of his action or activity, the greater the likelihood that he will act. The existing of benefits or gains of the action taken by an individual increases the repetition of the desired behavior. On the other hand the absence of benefits or the existence of a sanction decreases the possibility of the desired behavior (Al-Hourani, 2008). This theory applies to volunteer work, as the volunteer who obtains moral gains from the respect and love of society and gains its appreciation for doing volunteer work that serves his community, is encouraged to do more volunteer work.

George Hommans defines social exchange as the reciprocal interaction of individuals (face to face) reflecting the psychological, economic and social aspects, to be the basis for the exchange process later between the interacting parties, its foundation and goals are social, such as reputation, consideration, respect, appreciation, and social influence, and not pure material benefit, because it is not always the goal of social exchange and because the individual participates in several continuous reciprocal operations aimed at social acceptance by the members of his group and their respect which increases his social prestige and status, and in turn intensifies his social identification with the rules of his group. (Cook & Rice, 2003).

Previous studies

There are many local, regional and international studies that focused on the reality and perspective of universities in the field of volunteering culture, which aimed to identify youth attitudes and their motives / reluctance to participate in volunteer work and its gains and obstacles. The following are the most important findings of these studies:

Where the study of (Almarae, 2016) focused on **understanding the concept of the culture of volunteer work** among faculty members and students, and on understanding the current situation and the incentives donated by Najran University in spreading the culture of volunteer work in society. The results showed that both faculty members and students have a comprehensive understanding of volunteer work, which consists of social components such as participation, cooperation, solidarity, social cooperation, and social development. Volunteer work also constitutes some religious components that include self-denial, sacrifices, and charitable work without charge as well as some personal components such as gaining self-confidence, happiness, initiative, problem-solving and the ability to assume responsibility. Where the religious factor was considered the most important motive for the practice of voluntary work. The results also showed that women in Saudi Arabia are more dedicated to participating in charitable work.

The study of (Al-azam, 2020; Darawsheh & Others, 2020; Abuiyada; 2018; Dyson & Others, 2017; Al-Zyoud; Al-Kubaisi, 2014; Khaddam, 2013; Al-Sultan, 2009) aimed to identify the attitudes of young women and men towards volunteering in different Arab countries, including Jordan, Saudi Arabia, the Sultanate of Oman...etc. The results showed that the attitudes of young women and men towards participation towards volunteer work were at a high degree, and one of the most important goals of orientation to volunteer work was to serve and develop society and contribute to addressing its problems through areas that attract students in their volunteer work by participating in various fields, including social, health, environment, then the field of security and defense, and in sports activities, and finally the field of education.

The importance of these areas varies according to the youth attitudes in each country. While the results of a study conducted at the University of Dhofar / Sultanate of Oman and another at King Saud University revealed a decrease in the rates of student volunteers due to lack of time due to study pressures. (Almarae, 2016; Al-Sultan, 2009).

The results of the study (Khaddam, 2013) showed that there were no statistically significant differences between the attitudes of Ajloun University College students towards volunteer work due to the variables of specialization, academic level, and age. While the results of the study (Al-Zyoud & Al-Kubaisi, 2014) showed that there were no statistically significant differences in students' attitudes towards volunteering according to gender, place of residence, and college.

The study of each of: (Abuiyada, 2018; Al-Zyoud & Al-Kubaisi, 2014) focused on identifying the motivations of young people for volunteering, as it was found that altruistic motives are the most common because the reasons for volunteering are religious beliefs, in addition to strengthening national belonging, and the desire to fill free time, gaining work experience is also an important motivating factor. Student volunteers (Dyson & Others, 2017; Al-Sultan, 2009) explained that there are many positive effects after their participation in volunteer work, the most important of which are the development of

their personality, skills, employability, and leisure time. It was found that their motives for volunteering were personal development, the desire to help people, and volunteering for an important cause, as it was found that volunteering affects students' abilities in critical thinking, developing personal values and responding to the needs of others.

While the results of a study of (Jardim & Marques, 2017) conducted on a sample of European youth indicated that young people have a beneficial relationship with volunteering, which mainly focuses on individual benefits that they believe they will obtain in their personal and professional lives. Volunteering appears as an opportunity to escape and overcome the constant challenges and restrictions imposed by society namely, unemployment and instability, both of which are on the rise among the younger generations around the world.

The results of the studies (Al-azam, 2020; Darawsheh et al., 2020; Abuiyada; 2018; Albakkar et al., 2017; Al-Zyoud and Al-Kubaisi, 2014; Al-Sultan, 2009) showed that male and female volunteers face difficulties during their practice of voluntary work, including social and cultural ones that prevent the participation of young men and women in Volunteer work. The social and cultural obstacles that prevent the real participation of young Saudi women in voluntary work came at a high degree, the most prominent of which was the pursuit of livelihood and the lack of sufficient time for volunteering. In addition to the absence of activities and programs that attract the interests of young women, and the absence of diversity for different age groups of female participants. The social status of young women is one of the obstacles that limit their effectiveness in participating in voluntary work, given that married women devote themselves to home and taking care of children. (Al-Azam, 2020).

The challenges faced by male and female students during their practice of voluntary work were represented in the students' lack of training to practice voluntary work and ignorance of the places where it is practiced, (Albakkar et al., 2017), and in conflicting times of volunteer work and study (Darawsheh & Others, 2020; Abuiyada; 2018) in addition to the weak inclusion of courses in the preparation of student leaders who lead volunteer work. (Darawsheh et al., 2020), Albakkar et al., 2017 and the low economic level of some students' families (Darawsheh & Others, 2020; Al-Zyoud and Al-Kubaisi, 2014)

With regard to the programs proposed by young people in the implementation of voluntary work, the results of the study (Al-azam, 2020) showed that the most prominent programs proposed in the implementation of voluntary work are social programs that concern groups of society who are not participating in various activities within Saudi society, especially among the elderly or the Jobless.

On the other hand, it was found from the results of a study of (Butt & Soomro, 2015), which examined the types of volunteer activities among young people in Pakistan in two different provinces that people did not know much about volunteering or formal volunteering while they believed that they had time to volunteer, and that people were more enthusiastic about volunteering in medical centers, educational institutions, and have participated in voluntary religious activities but wish to offer them other fields. The results also showed a lack of youth volunteering opportunities, although volunteering provides them with an opportunity to participate in constructive activities.

In the field of **students and faculty members' perspective on volunteer work** of (Almaraee, 2016), the respondents stressed the importance of strengthening the educational role of the university to develop a well-designed system by the university to spread the culture of volunteer work, through training, encouragement, incentives, and promotion of volunteer work values by including them in the curricula. Other ways to spread the culture of volunteering include organizing conferences and seminars, supporting research and organizing competitions. A faculty member also stressed the importance of setting regulations that attract students and employees to freely participate in volunteer work without imposing anything on them, without bureaucracy and strict control.

On the other hand, some studies focused on identifying the obstacles facing volunteer work from the point of view of male and female employees in various institutions, which are related to the volunteer himself, society, and volunteer institutions. (Hilalat, 2018; AlBakkar et al., 2017). It showed that the obstacles facing voluntary work in Amman were related to the volunteer himself represented in the volunteer's lack of appropriate training to practice voluntary work, and the volunteers' ignorance of the administrative work that regulates volunteer work, and the low level of administrative

competence in the practice of voluntary work. As for the paragraphs that were least approved, they were represented by the volunteer's ignorance of the places where volunteer work is carried out, and that the volunteer does not encourage others to do volunteer work, in addition to lack of desire to do volunteer work.

As for obstacles facing volunteer work in the capital, Amman, which are related to the community, they came at a medium level, and were highest in the field of lack of community support for volunteering, the absence of a culture of volunteering in society, and the weak role of media to raise awareness of the importance of volunteering, in addition to the fact that society does not give high value to volunteers. As for the paragraphs that were least approved, they were represented in the absence of organizing bodies for volunteer work concerned with volunteers, and in not encouraging the community to participate in volunteer work, and finally in the absence of legislation related to volunteer work.

The results of the study showed that the highest degree of obstacles facing volunteer work in the capital, Amman, was related to the volunteer himself, which came at an average level, represented in the volunteer's lack of appropriate training to practice volunteer work, and the volunteers' ignorance of the administrative work that regulates volunteer work, and the low level of administrative competence in doing volunteer work. As for the paragraphs that are least approved, they came in a medium degree, represented by the volunteer's ignorance of the places where he practices volunteer work, and the volunteer does not encourage others to do volunteer work, in addition to his lack of desire to do volunteer work. The obstacles facing volunteer work in the capital, Amman, related to the society, were at a medium level, and the highest were in the field of lack of society's support for volunteering, the absence of a culture of volunteering in society, and the weak role of media to raise awareness of the importance of volunteering, in addition to the fact that society does not give high value to volunteers. As for the paragraphs that are least approved, they came in a medium degree, represented in the absence of organizing bodies for volunteer work concerned with volunteers, and the society not encouraging to participate in volunteer work, and finally in the absence of legislation related to volunteer work.

The results came according to the degree of obstacles that women face in voluntary work as follows: (Social and cultural obstacles, followed by economic and political, then organizational and administrative, and finally personal obstacles). There were also statistically significant differences at the significance level ($\alpha = 0.05$) in the degree of obstacles to participation in voluntary work in civil society institutions in Nablus governorate, according to the variables of sex and place of residence. (Iqtam, 2013).

The study of (Nabulsi and AlBakkar, 2023) concluded that the role of families in enhancing volunteering culture is major and positive. It revealed that families believe that volunteering helps develop abilities and skills in youths and that families are proud when children participate in voluntary work. Families also believe that volunteering increases their children's sense of responsibility. As for the obstacles posed by families on voluntary work, the results showed that families prefer their children to engage in work that earns money. Moreover, bad financial circumstances limit families' encouragement of their children's participation in voluntary work.

To comment on previous studies: This study is a continuation of what came before it from studies. It is distinguished from its previous in the difference in the study's sample (male and female students of the University of Jordan), in addition to the fact that each of the previous studies focused on one or two axis of the reality of volunteer work in universities, while the current study included all axes.

Study's methodology: The analytical descriptive approach consistent with the objectives and questions of the study, was used, which expresses the phenomenon under study, which does not stop at describing the phenomenon, but goes beyond that to analyzing it, revealing the relationships between its various dimensions in order to interpret it, and reach general conclusions that contribute to the improvement and development of reality. (Abdel Hafeez & Bahi, 2002). Data was collected by applying a questionnaire on a random stratified sample of male and female students of the University of Jordan in various faculties.

Study's population: The study's population consisted of all male and female students enrolled in all scientific faculties (6692, 10797) respectively, and humanity faculties (4316, 12483) respectively, for the undergraduate level at the University of Jordan for the academic year 2019/2020.

Study's sample: A stratified random sample representing 5% of the students enrolled in the university in the various colleges was drawn from the undergraduate level, and the following table shows the details.

Table 1: Distribution of the study's population and sample by type of college, major, and sex for the academic year 2019/2020

Type	Faculty	Students		Male		Female	
		Total	Sample	Total	Sample	Total	Sample
Scientific	Nursing and community health	722	36	165	8	557	28
	Agriculture	2142	107	774	39	1368	68
	Pharmacy	1790	90	258	13	1532	77
	Medicine	2229	111	1033	52	1196	60
	Sciences	2470	124	521	26	1949	97
	King Abdullah II Information Technology	1542	77	832	42	710	36
	Engineering	4594	230	2625	131	1969	98
	Dentist	1205	60	341	17	864	43
	Rehabilitation Sciences	795	40	143	7	652	33
	Total	17489	874	6692	335	10797	540
Humanity	Archaeology	559	28	167	8	392	20
	Literature	2527	126	493	25	2034	102
	Business Management	4023	201	1478	74	2545	127
	Prince Abdullah II for International Studies	260	13	110	6	150	8
	Physical education	960	48	513	26	447	22
	Law	1058	53	373	19	685	34
	Islamic Law	1923	96	668	33	1255	63
	Educational sciences	1600	80	105	5	1495	75
	Arts and Design	643	32	135	7	508	25
	Foreign languages	3246	162	274	14	2972	149
	Total	16799	840	4316	216	12483	624

Study's tool: Referring to the various literature and previous studies (Hilalat, 2018; Al-Zeyoud and Al-Kubaisi, 2014; Al-Sultan, 2009; Abuiyada, 2018), a questionnaire was designed to collect data.

Study's tool: The questionnaire was used as a main tool in collecting quantitative data, and it was divided into the following axes: First: demographic characteristics of male and female students, in addition to two questions related to the desire of male and female students to practice volunteer work and the extent of their practice of it, Second: questions related to the extent of university youth practicing volunteer work and included 12 paragraphs, Third: questions related to voluntary work that university youth wish to engage in, and it included 12 paragraphs, the fourth: included 16 paragraphs related to the gains expected by university youth as a result of their participation in volunteer work, and the fifth axis included 12 paragraphs related to the difficulties that prevent university youth from joining volunteer work, and finally the sixth axis included 12 paragraphs related to the means and mechanisms necessary to activate the participation of university youth in volunteer work. The questionnaire also included a question about the extent to which students encourage their friends to participate in volunteer work.

The response level ranged according to the Three Likert Scale as follows: Always (3 degrees), sometimes (2 degrees), never (1 degree). The category length equation was calculated, which requires measuring the level of importance of the study's variables. Accordingly, the degree of satisfaction decision is as follows: Low score: from 1-1.66, Medium score:

from 1.67-less than 2.34, High score: from 2.34 or more

The tool’s validity: To verify the apparent validity of the study’s tool, the questionnaire, attached to the objectives of the study, its questions and concepts, was presented to five arbitrators, both male and female, with specialization in sociology, social work, and statistics, to express their opinion on the validity of the tool and its suitability to measure the purpose of the study. Some modifications was made to the tool based on their feedback.

The tool’s reliability: Cronbach’s Alpha test was used for internal consistency, in order to ensure the validity of the questionnaire as a tool for collecting the necessary data for the current study. The following tables show the results of the reliability tool for this study for each of its samples, as follows:

Table 2: Results of the stability of the fields of study using the Cronbach alpha method for internal consistency

No	Factors	No. of paragraphs	Cronbach value
1	The extent to which university youth practice volunteer work	12	0.865
2	Voluntary work that university youth wish to engage in	12	0.869
3	The gains expected by university youth as a result of their participation in volunteer work	16	0.907
4	The most important obstacles that prevent university youth from joining volunteer work	12	0.812
5	Necessary means and mechanisms to activate the participation of university youth in volunteer work	12	0.862
6	The total score of the questionnaire items	64	0.909

The results of Table (2) indicate that the Cronbach alpha value amounted to (0.865) for the paragraphs related to the extent to which university youth practice voluntary work, (0.869) for the paragraphs related to volunteer work that university youth wish to engage in, and (0.907) for the paragraphs related to the gains that young people expect university as a result of their participation in volunteer work, and (0.812) for the paragraphs related to the most important obstacles that prevent university youth from joining volunteer work, and it reached (0.862) for the paragraphs related to the means and mechanisms necessary to activate the participation of university youth in volunteer work, and it also reached (0.909) for all paragraphs as a whole. All these values are sufficient and appropriate for the purposes of this research.

The statistical methods: In order to answer questions, the SPSS statistical package for social sciences was used by applying the following methods: Cronbach's alpha, in order to know the stability and internal consistency of the study’s tool, and the level of credibility of the study sample's answers to the questionnaire items. Frequencies & Percent, with the aim of determining the measurement indicators adopted in the study and analyzing the characteristics of the sampling and demographic analysis unit. Mean, to determine the level of response of the members of the sampling and analysis unit about its variables. Standard Deviation to measure the degree of dispersion of the responses of the members of the sampling and analysis unit from its arithmetic mean. Finally T-Test to search for the differences in the arithmetic means, which are related to the point of view of the study’s sample towards voluntary work.

Study’s variables: The study’s variables are divided into independent variables and dependent variables as follows:

Independent variables: In this study, the variables include gender and college.

Dependent variables: They are the variables related to the reality of participation in voluntary work, namely: the extent to which university youth practice voluntary work, the voluntary work that university youth wish to engage in, the gains that university youth expect as a result of their participation in volunteer work, the most important obstacles that prevent university youth from joining volunteer work, the necessary means and mechanisms to activate the participation of university youth in volunteer work.

Results of the study's analysis

First: The extent of desire to practice volunteer work among male and female students of the University of Jordan

Table 3: The desire to practice volunteer work among male and female students at the University of Jordan, by college

Faculty type	Desire to practice volunteer work	Male		Female		Total	
		No.	%	No.	%	No.	%
Scientific	Always	53	16.5	63	12.6	116	14.1
	Sometimes	183	57.0	293	58.5	476	57.9
	Never	85	26.5	145	28.9	230	28.0
	Total	321	100.0	501	100.0	822	100.0
	Average	1.90	63.3	1.84	61.3	1.86	62.0
Humanity	Always	73	34.1	237	37.0	310	36.3
	Sometimes	116	54.2	361	56.3	477	55.8
	Never	25	11.7	43	6.7	68	8.0
	Total	214	100.0	641	100.0	855	100.0
	Average	2.22	74.0	2.30	76.7	2.28	76.0
Total	Always	126	23.6	300	26.3	426	25.4
	Sometimes	299	55.9	654	57.3	953	56.8
	Never	110	20.6	188	16.5	298	17.8
	Total	535	31.90	1142	68.10	1677	100.0
	Average	2.03	67.7	2.10	70.0	2.08	69.3

Degree of willingness to participate in voluntary work: Low score: (1-1.66), Medium score: (1.67- less than 2.34), High score: (from 2.35 or more)

The results show that the desire of male and female students at the University of Jordan to practice voluntary work was moderate (69.3%). The ratio is generally close between male and female students, with a slight difference in favor of female students, reaching (70.0% and 67.7%), respectively, and at the faculty level as well (see Table No. 3). However, it varies in general according to the humanitarian and scientific faculties and in favor of the humanities faculties, as it reached (76.0%, 62.0%), respectively, and at the gender level as well.

Second: the extent to which university youth practice voluntary work

Table 4: The extent to which male and female students practice voluntary work at the University of Jordan, by college

Type of Faculty	Extent of volunteer work	Male		Female		Total	
		No.	%	No.	%	No.	%
Scientific	I practice	229	71.6	345	68.7	574	69.8
	I don't practice	91	28.4	157	31.3	248	30.2
	Total	320	100.0	502	100.0	822	100.0
Humanity	I practice	178	82.0	513	80.0	691	80.5
	I don't practice	39	18.0	128	20.0	167	19.5
	Total	217	100.0	641	100.0	858	100.0
Total	I practice	407	75.8	858	75.1	1265	75.3
	I don't practice	130	24.2	285	24.9	415	24.7
	Total	537	100.0	1143	100.0	1680	100.0

If we look at the extent to which male and female students practice voluntary work, Table No. 4 shows that (75.3%) of male and female students practice voluntary work in its various forms, and it is somewhat similar between male and female

students, with a slight increase among male students, reaching (75.8%, 75.1%) respectively. The percentage of male and female students practicing voluntary work in humanities colleges is higher compared to male and female students in scientific faculties, as the percentage reached (80.5%, 69.8%), respectively, and (82.0%, 80.0%), respectively, in the humanities faculties, and (71.6%, 68.7%), respectively, in the scientific faculties. Perhaps the reason is due to lack of free time for male and female students in scientific faculties to practice voluntary work.

Third: Voluntary work in which the university of Jordan wish to engage in

Table 5: Voluntary work in which male and female students of the University of Jordan wish to engage by college

Paragraph	Scientific Faculty		Humanity Faculty	
	Male	Female	Male	Female
	%	%	%	%
I would like to provide assistance to charitable organizations working in the field of helping and caring for the poor	80.3	82.3	86.7	89.7
I want to visit the sick and help them	76.0	81.7	81.0	86.0
I would like to cooperate with institutions working in the field of humanitarian relief	73.3	76.0	76.7	82.3
I tend to participate in voluntary programs in the field of child care	68.0	76.0	72.7	83.0
I would like to cooperate with institutions working in caring for people with special needs	70.3	75.3	77.3	81.7
I tend to participate in voluntary programs related to the cultural field	70.7	74.0	76.0	77.3
I would like to participate in volunteer programs to preserve the environment	71.7	73.3	76.7	74.3
I would like to provide assistance to institutions working in the field of literacy	68.3	74.3	72.3	78.0
I seek to participate in providing assistance to institutions working in the field of civil defense	68.3	67.0	71.0	74.0
I prefer to participate in volunteer anti-drug programs	68.7	69.0	73.0	74.7
I tend to participate in providing assistance to institutions working in the field of gifted care	69.0	71.0	70.3	74.7
I would like to provide assistance to organizations working in the sports field	73.3	66.0	75.3	69.3
Total	70.7	73.0	75.0	78.7

Desirable volunteer work score: low score: (1-1.66), medium score: (1.67- less than 2.34), high score: (from 2.35 or more)

With regard to the voluntary work that male and female students wish to engage in, we find that male and female students in scientific and humanities faculties want in the first degree: “to provide assistance to charitable institutions working in the field of helping and caring for the poor at a rate of (80.3%, 82.3%), respectively, in scientific faculties and at a rate of (86.7% and 89.7%, respectively, in the humanitarian faculties, followed by “visiting the sick and providing assistance to them” by (76.0%, 81.7%), respectively, in the scientific faculties, and by (81.0%, 86.0%), respectively, in the humanitarian faculties. Male and female students in scientific colleges had both the lowest participation in the field of "participation in providing assistance to institutions operating in the field of civil defense", as the percentage reached (68.3%, 67.0%), respectively. Female students in humanities faculties agreed with them, with a participation rate of (74.0%). The lowest participation of students in humanitarian faculties was in the field of "participation in providing assistance to institutions working in the field of gifted care".

Table 6: Nature of participation in voluntary work among male and female students participating in voluntary

work at the University of Jordan, by faculty

#	Paragraph	Scientific						Humanities					
		M		F		Total		M		F		Total	
		Av.	%	Av.	%	Av.	%	Av.	%	Av.	%	Av.	%
1	Participated in providing assistance to charitable institutions working in the field of helping and caring for the poor	2.07	69.0	2.03	67.7	1.81	60.3	2.22	74.0	2.15	71.7	2.04	68.0
2	Participated in visiting patients and providing them assistance	1.87	62.3	1.85	61.7	1.68	56.0	2.07	69.0	1.83	61.0	1.82	60.7
3	Contributed to providing assistance to institutions working in the cultural field	1.81	60.3	1.74	58.0	1.55	51.7	1.91	63.7	1.77	59.0	1.71	57.0
4	Participated in providing assistance to institutions working in the field of sports	1.78	59.3	1.47	49.0	1.46	48.7	2.06	68.7	1.61	53.7	1.65	55.0
5	I cooperate with institutions working in the field of humanitarian relief	1.74	58.0	1.72	57.3	1.54	51.3	1.91	63.7	1.85	61.7	1.76	58.7
6	Contributed to volunteer programs to preserve the environment	1.85	61.7	1.86	62.0	1.66	55.3	2.02	67.3	2.03	67.7	1.93	64.3
7	I cooperate with institutions working in caring for people with special needs	1.81	60.3	1.70	56.7	1.59	53.0	1.86	62.0	1.83	61.0	1.75	58.3
8	I cooperate with institutions working in the field of civil defense	1.58	52.7	1.42	47.3	1.38	46.0	1.69	56.3	1.57	52.3	1.54	51.3
9	I contribute to providing assistance to institutions working in the field of fighting drugs	1.64	54.7	1.44	48.0	1.40	46.7	1.64	54.7	1.59	53.0	1.56	52.0
10	Participated in volunteer efforts in the field of sponsoring the gifted	1.60	53.3	1.54	51.3	1.43	47.7	1.69	56.3	1.65	55.0	1.61	53.7
11	Participated in volunteer programs in the field of child care	1.78	59.3	1.76	58.7	1.58	52.7	1.71	57.0	1.79	59.7	1.7	56.7
12	Participated in providing assistance to institutions working in the field of literacy	1.60	53.3	1.54	51.3	1.43	47.7	1.54	51.3	1.61	53.7	1.54	51.3
	Total	1.60	53.3	1.50	50.0	1.54	51.3	1.77	59.0	1.7	56.7	1.72	57.3

Degree of the nature of participation in voluntary work: low score: (1-1.66), medium score: (1.67- less than 2.34), high score: (from 2.35 or more)

If we look at the nature of the activities and voluntary work carried out by male and female students, Table 6 shows that the largest percentage of male and female students in scientific and humanities faculties participate in “providing aid to charitable institutions working in the field of helping and caring for the poor” with a rate of (69.0%, 67.7%) for students in scientific and (74.0%, 71.7%) in humanities, respectively, followed by “participation in visiting patients and providing them with assistance” with a rate of (62.3%, 61.7%) for male and female students, respectively, in scientific faculties, and for males in humanities with a rate of (69.0. %). Whereas females in humanitarian colleges ranked second in the field of “cooperation with institutions working in the field of humanitarian relief” by (61.7%), and the lowest participation of male and female students was in the field of “cooperation with institutions working in the field of civil defense” by (52.7%,

47.3%)) for male and female students respectively in scientific faculties and for females in humanities colleges with a rate of (52.3%), while the lowest participation of males in humanities was in the field of “providing assistance to institutions working in the field of literacy eradication” with a rate of (51.3%).

Fourth: Gains expected by university youth as a result of their participation in volunteer work

Table 7: The gains that UJ male and female students expect from their participation in volunteer work, by college

#	Paragraph	Scientific Faculties						Humanity Faculties					
		Male		Female		Total		Male		Female		Total	
		Av.	%	Av.	%	Av	%	Av	%	Av	%	Av	%
1	Gain new skills	2.75	91.7	2.78	92.7	2.77	92.3	2.82	94.0	2.90	96.7	2.88	96.0
2	Increase practical experience	2.69	89.7	2.75	91.7	2.72	90.7	2.73	91.0	2.79	93.0	2.78	92.7
3	Fill free time with useful things	2.65	88.3	2.75	91.7	2.71	90.3	2.68	89.3	2.74	91.3	2.73	91.0
4	Contribute to community service	2.66	88.7	2.73	91.0	2.70	90.0	2.65	88.3	2.73	91.0	2.71	90.3
5	Increased self-confidence	2.64	88.0	2.74	91.3	2.70	90.0	2.75	91.7	2.81	93.7	2.80	93.3
6	Social personality development	2.61	87.0	2.71	90.3	2.67	89.0	2.72	90.7	2.77	92.3	2.76	92.0
7	Developing cultural background	2.56	85.3	2.63	87.7	2.60	86.7	2.60	86.7	2.63	87.7	2.62	87.3
8	Identifying society’s problems	2.56	85.3	2.62	87.3	2.60	86.7	2.58	86.0	2.65	88.3	2.63	87.7
9	Developing social communication skills	2.59	86.3	2.68	89.3	2.65	88.3	2.63	87.7	2.71	90.3	2.69	89.7
10	Strengthening national belonging	2.50	83.3	2.59	86.3	2.55	85.0	2.50	83.3	2.58	86.0	2.56	85.3
11	Making new friends	2.53	84.3	2.60	86.7	2.58	86.0	2.61	87.0	2.60	86.7	2.61	87.0
12	Increase the chances of getting a job in the future	2.38	79.3	2.42	80.7	2.41	80.3	2.37	79.0	2.51	83.7	2.47	82.3
13	Promote social responsibility	2.51	83.7	2.59	86.3	2.56	85.3	2.53	84.3	2.62	87.3	2.60	86.7
14	Developing the volunteer’s sense	2.53	84.3	2.60	86.7	2.57	85.7	2.50	83.3	2.64	88.0	2.61	87.0
15	Strengthening social cohesion between groups of society	2.52	84.0	2.63	87.7	2.59	86.3	2.54	84.7	2.61	87.0	2.59	86.3
16	Directing and drawing policies on which social institutions are based	2.39	79.7	2.48	82.7	2.44	81.3	2.35	78.3	2.38	79.3	2.37	79.0
	Total	2.55	85.0	2.63	87.7	2.35	78.3	2.56	85.3	2.66	88.7	2.35	78.3

Degree of expected gains from volunteer work: Low score: (1-1.66), Medium score: (1.67- less than 2.34), High score: (2.35 or more)

With regard to male and female students' expectations of gains as a result of their awareness-raising work, the results of the study showed that the gains, in order of importance, are: acquisition of new skills and an increase in practical experience at rates of (91.7%, 89.7%) for students, respectively and for female students, with a percentage of (92.7% and 91.7%), respectively, in scientific faculties. And with rates of (94.0%, 91.0%), respectively, for males and (96.7%, 93.0%), respectively, for females in the humanitarian faculties. The lowest gain expected by male and female students in scientific faculties was in relation to “increasing the chances of obtaining a job in the future.” On the other hand, the gain expected by male and female students in humanities was related to “guiding and drawing policies on which social institutions are based” with rates of (78.3%, 79.3%) respectively.

Fifth: The most important obstacles and difficulties that prevent university youth from joining volunteer work

Table 8: Obstacles that prevent students from joining volunteer work at the University of Jordan, by college

#	Paragraph	Scientific Faculties						Humanity Faculties					
		Male		Female		Total		Male		Female		Total	
		Av.	%	Av.	%	Av.	%	Av.	%	Av.	%	Av.	%
1	Failure to adequately advertise volunteer work programs in media	2.52	84.0	2.47	82.3	2.49	83.0	2.51	83.7	2.58	86.0	2.56	85.3
2	Lack of awareness of volunteer programs and activities organized by governmental and private institutions	2.43	81.0	2.44	81.3	2.44	81.3	2.43	81.0	2.53	84.3	2.51	83.7
3	Lack of knowledge of young people about voluntary work associations and organizations	2.44	81.3	2.47	82.3	2.46	82.0	2.44	81.3	2.53	84.3	2.50	83.3
4	Lack of training programs for young people in the field of voluntary work	2.41	80.3	2.42	80.7	2.42	80.7	2.38	79.3	2.34	78.0	2.35	78.3
5	Not activating/providing centers for introducing volunteer work in Jordanian universities	2.40	80.0	2.45	81.7	2.43	81.0	2.33	77.7	2.37	79.0	2.36	78.7
6	Lack of institutions supporting volunteer programs	2.36	78.7	2.46	82.0	2.42	80.7	2.41	80.3	2.37	79.0	2.38	79.3
7	Families do not encourage their children to participate in volunteer work	2.38	79.3	2.34	78.0	2.35	78.3	2.16	72.0	2.32	77.3	2.28	76.0
8	Weak awareness of the benefits of participating in volunteer work	2.41	80.3	2.36	78.7	2.38	79.3	2.35	78.3	2.39	79.7	2.38	79.3
9	Lack of time to participate in volunteer work programs	2.35	78.3	2.45	81.7	2.41	80.3	2.38	79.3	2.38	79.3	2.38	79.3
10	Weak incentives for workers in the voluntary field	2.40	80.0	2.41	80.3	2.40	80.0	2.29	76.3	2.36	78.7	2.34	78.0
11	Lack of legislation regulating volunteer work	2.26	75.3	2.31	77.0	2.29	76.3	2.25	75.0	2.33	77.7	2.31	77.0
12	Negative societal view of volunteers	1.98	66.0	1.96	65.3	1.97	65.7	1.92	64.0	2.01	67.0	1.99	66.3
	Total	2.35	78.3	2.35	78.3	2.60	86.7	2.29	76.3	2.36	78.7	2.63	87.7

Degree of obstacles that prevent participation in voluntary work: low score: (1-1.66), medium score: (1.67- less than 2.34), high score: (from 2.35 or more)

Male and female students at the university indicate that they face some obstacles that limit their participation in volunteer work. Foremost among them is "the failure to adequately advertise volunteer work programs in the media" with a percentage of (84.0% and 82.3%), respectively, in scientific faculties with a percentage of (83.7%, 86.0%), respectively, in the humanities faculties. This is followed in the field of "unfamiliarity of youth with voluntary work associations and organizations" by (81.3% and 82.3%), respectively, in scientific faculties, and by (81.3%, 84.3%), respectively, in humanitarian faculties. Male and female students in the least affecting obstacles agreed to reduced participation in voluntary work due to the "negative societal view towards volunteers" by (66.0%, 65.3%), respectively, in scientific faculties, and by (64.0%, 67.0%), respectively, in humanitarian faculties.

Sixth: The necessary means and mechanisms to activate the participation of university youth in volunteer work

Table 9: Means and mechanisms required to activate the participation of male and female students at the University of Jordan in volunteer work, by faculty

#	Paragraph	Scientific Faculties						Humanities Faculties					
		Male		Female		Total		Male		Female		Total	
		Av.	%	Av.	%	Av.	%	Av.	%	Av.	%	Av.	%
1	Cultivate religious principles that urge volunteer work	2.62	87.3	2.74	91.3	2.69	89.7	2.72	90.7	2.79	93.0	2.77	92.3
2	Cultivate a love of volunteer work from a young age	2.62	87.3	2.71	90.3	2.68	89.3	2.72	90.7	2.77	92.3	2.76	92.0
3	Activating the role of the various media channels in educating community about the nature of volunteer work	2.58	86.0	2.67	89.0	2.63	87.7	2.65	88.3	2.72	90.7	2.70	90.0
4	Supporting institutions and bodies that work in the field of volunteer work	2.59	86.3	2.67	89.0	2.64	88.0	2.63	87.7	2.73	91.0	2.71	90.3
5	Training and qualifying young people interested in volunteer work	2.60	86.7	2.68	89.3	2.65	88.3	2.68	89.3	2.75	91.7	2.73	91.0
6	Issuing periodic bulletins dealing with volunteer work and highlighting volunteer activities	2.49	83.0	2.62	87.3	2.57	85.7	2.59	86.3	2.67	89.0	2.65	88.3
7	Developing educational programs in colleges and universities to introduce volunteer work	2.53	84.3	2.64	88.0	2.60	86.7	2.60	86.7	2.69	89.7	2.66	88.7
8	Establishing a specialized center to introduce volunteer work	2.51	83.7	2.64	88.0	2.59	86.3	2.47	82.3	2.63	87.7	2.59	86.3
9	Intensifying lectures and seminars on the importance of volunteer work	2.39	79.7	2.52	84.0	2.47	82.3	2.59	86.3	2.57	85.7	2.57	85.7
10	Promoting voluntary work in scientific research	2.52	84.0	2.57	85.7	2.55	85.0	2.53	84.3	2.58	86.0	2.57	85.7
11	The programs and courses of educational institutions include the concepts of voluntary work and its importance	2.43	81.0	2.59	86.3	2.52	84.0	2.41	80.3	2.58	86.0	2.54	84.7
12	Granting an intermediate diploma in volunteer work	2.31	77.0	2.52	84.0	2.44	81.3	2.30	76.7	2.60	86.7	2.52	84.0
	Total	2.50	83.3	2.61	87.0	2.57	85.7	2.55	85.0	2.64	88.0	2.61	87.0

Degree of means necessary to activate participation in voluntary work: low score: (1-1.66), medium score: (1.67- less than 2.34), high score: (from 2.35 or more)

The results explained in the field of means and mechanisms necessary to activate the participation of male and female students at the University of Jordan in volunteer work from their point of view, represented primarily by: “cultivating religious principles that urge volunteer work” by (87.3%, 89.7%), respectively, in scientific faculties and at a rate of (90.7%, 93.0%), respectively, in the humanities, followed by “cultivating a love of voluntary work from a young age,” at a rate of

(87.3%, 90.3%), respectively, in the scientific faculties and at a rate of (90.7%, 92.3%), respectively, in the humanitarian faculties. Then, "training and qualifying young people wishing to work in voluntary work" by (86.7%, 89.3%), respectively, in scientific faculties and by (89.3%, 91.7%), respectively, in humanities faculties. Both male and female students in scientific faculties agreed with a percentage of (77.0%, 84.0% respectively, and students in humanities with a rate of (76.7%) in the least important means and mechanisms to convert it into an academic certificate so that a person obtains an intermediate diploma in volunteer work, while the least important means for female students in humanities was represented by "intensifying lectures" and seminars on the importance of volunteer work" by (85.7%).

Seventh: the extent to which there is a difference in the attitudes of university youth towards the axes of volunteer work according to faculty and gender

Table 10: Results of the (T) test to examine differences in item averages for dimensions related to university youth's attitudes towards volunteer work by faculty

Variable	Variable Dimensions	Arithmetic mean	Standard Deviation	(T) test	
				T value	Level of significance
The extent to which university youth practice volunteer work	Scientific	1.54	0.479	7.151	0.000
	humanity	1.72	0.527		
Voluntary work in which university youth wish to engage	Scientific	2.16	0.552	6.801	0.000
	humanity	2.33	0.462		
Gains expected by university youth as a result of their participation in volunteer work	Scientific	2.60	0.413	1.806	0.072
	humanity	2.63	0.359		
The most important obstacles that prevent university youth from joining volunteer work	Scientific	2.35	0.410	0.148	0.883
	humanity	2.34	0.423		
Necessary means and mechanisms to activate the participation of university youth in volunteer work	Scientific	2.57	0.416	2.217	0.027
	humanity	2.61	0.411		

Significance level ($0.05 \geq \alpha$)

The results of the t-test in Table (10) show that there are statistically significant differences at the level of ($0.05 \geq \alpha$) between the University of Jordan students' view of "University Youth's Practice of Voluntary Work" according to the faculty variable, based on the calculated (T) value, as it reached (-7.151) with a significance level of ($0.000 \geq \alpha$) which is less than 0.05, and (-6.801) with a significance level of ($0.000 \geq \alpha$) in the dimension of "voluntary work that young people wish to engage in", and (-2.217) with a significance level of (0.027) in the dimension of "Means and Mechanisms Necessary to Activate the Participation of University Youth in Voluntary Work". It is noted that the mean values indicate that the direction of significance in all dimensions is in favor of students in humanities faculties. While the (T) values for the two dimensions "the gains expected by university youth as a result of their participation in volunteer work" and "the most important obstacles that prevent university youth from joining volunteer work" were not statistically significant at the level of significance ($\alpha \leq 0.05$), meaning that there was no difference in attitudes of university youth towards these dimensions in different faculties.

Table 11: Results of the t-test to examine differences in item averages for dimensions related to university youth's attitudes towards voluntary work, by gender

Variable	Variable Dimensions	Arithmetic mean	Standard Deviation	(T) test	
				T value	Level of significance
The extent to which university youth practice volunteer work	Male	1.67	0.521	2.123	0.036
	Female	1.61	0.506		
Voluntary work that university youth wish to engage in	Male	2.18	0.517	4.167	0.000
	Female	2.29	0.509		
Gains expected by university youth as a result of their participation in volunteer work	Male	2.56	0.421	4.330	0.000
	Female	2.64	0.367		
The most important obstacles that prevent university youth from joining volunteer work	Male	2.33	0.417	1.418	0.156
	Female	2.36	0.419		
The necessary means and mechanisms to activate the participation of university youth in volunteer work	Male	2.52	0.425	4.815	0.000
	Female	2.63	0.404		

Significance level ($0.05 \geq \alpha$)

The results of the t-test regarding university youth's attitudes towards voluntary work, as shown in Table (11), showed that there are statistically significant differences at the level ($0.05 \geq \alpha$) between the University of Jordan students' point of view towards "the extent to which university youth practice awareness-raising work." according to the gender variable, based on the calculated (t) value, which amounted to (2.123) and the level of significance ($0.036 \geq \alpha$), which is less than 0.05. And (-4.167), with a level of significance ($0.000 \geq \alpha$) in the dimension of "Volunteer work that young people wish to engage in".

It is noted that the mean values showed that the direction of significance in all dimensions was in favor of female students. And (-4.330), with a level of significance ($0.000 \geq \alpha$) in the dimension of "the gains expected by university youth as a result of their participation in voluntary work". And (-4.815) with a level of significance (0.000) in the dimension of "Means and Mechanisms Necessary to Activate the Participation of University Youth in Voluntary Work". With the exception of the dimension "the most important obstacles that prevent university youth from enrolling in voluntary work", the value of (T) was not statistically significant, as it reached (-1.418), with a significance level of (0.156), which is higher than 0.05.

Eighth: The extent to which male and female students encourage their friends to practice volunteer work

Table 12: The extent to which male and female students encourage their friends to practice volunteer work

Faculty Type	Extent of encouragement of friends to practice voluntary work	Male		Female		Total	
		No.	%	No.	%	No.	%
Scientific	They encourage	273	85.0	418	83.4	691	84.1
	They discourage	32	10.0	47	9.4	79	9.6
	No answer	16	5.0	36	7.2	52	6.3
	Total	321	100.0	501	100.0	822	100.0
Humanities	They encourage	204	95.3	636	99.2	840	98.2
	They discourage	8	3.7	5	0.8	13	1.5
	No answer	2	0.9	0	0.0	2	0.2
	Total	214	100.0	641	100.0	855	100.0

Table No. (12) shows that the majority of male and female students at the University of Jordan in scientific and humanities faculties encourage their friends to practice voluntary work because of the various gains it brings back to them and society for the reasons shown in Table No. 7. Male and female students added to the importance of volunteering in developing the ability of young people to Teamwork, the spirit of giving, and the reduction of university violence, and on the other hand, it is useful to highlight their voluntary work in the CV that helps them find job opportunities. While the reasons why some did not encourage their friends to participate in volunteer work were due to the lack of sufficient time to practice volunteering, in addition to the fact that society, in their view, does not show interest in volunteers.

Results Discussion and Recommendations

Volunteer work is an essential pillar in building and cohesive society. It is a human practice that has been closely linked to all meanings of good and good work. It differs in its size, shape, directions and motives from one society to another.

The results of the study showed that the attitudes of male and female students of the University of Jordan towards their desire to participate in volunteer work were positive, with a difference in percentages between faculties in favor of humanitarian faculties, and at the level of gender in favor of female students. The result differs with the results of the study of each of (Al-Zyoud and Al-Kubaisi, 2014), which showed that there were no statistically significant differences in students' attitudes towards volunteer work according to gender, and the reason may be due to the sample and year of conducting the study, as it was found that the majority (three quarters) of both sexes practice voluntary work, and the percentage of participation varies at the faculty level in favor of the humanities faculties, and the reason may be due to the lack of time for male and female students in scientific faculties to practice volunteer work.

With regard to the work that male and female students wish to practice, the results showed that they primarily want to work in the field of providing aid to charitable institutions working in the field of helping and caring for the poor. This result is consistent with a study (Al-azam, 2020; Dyson & Others, 2017), followed by visiting patients and providing assistance to them. This result is consistent with the results of the study (Butt & Soomro, 2015). The lowest desire was to participate among students of scientific faculties in providing assistance to institutions working in the field of civil defense. On the other hand, there was a low desire for the participation of male and female students in scientific faculties in the field of participation in providing assistance to institutions working in the field of gifted care.

Both male and female students expect gains as a result of their participation in volunteer work, as the results showed that they expect to acquire new skills and an increase in practical experience. This result is consistent with the results of the study (Abyiyada & Others, 2018; Al-Zyoud, and Al-Kubaisi, 2014) in addition to contributing to community service, these results are consistent with the study (Dyson & Others, 2017), and increased self-confidence and the development of social personality,

This result is consistent with the results of the study (Abuyiyada, 2018; Jardim & Maques, 2017, 2018) and filling free time with useful things. These results are consistent with the results of the study (Al Sultan, 2009; Al Zyoud and Alkubaisi, 2014; Abyiyada & Others 2018). The lowest gain expected by male and female students in scientific faculties was to increase the chances of obtaining a job in the future. On the other hand, the lowest gain expected by male and female students in humanities faculties is related to directing and drawing up the policies on which social institutions are based. These results are consistent with what was stated in the theory of social exchange theory. The volunteer who obtains moral gains from the respect, love and appreciation of the community for doing voluntary work that serves his community, which pushes him to more volunteer work.

The nature of the activities carried out by male and female students in the scientific and humanities faculties is similar to the fields of work in which they wish to participate to some extent, as it was primarily in providing assistance to charitable institutions working in the field of helping and caring for the poor. These results are consistent with the results of the study (Al-azam, 2020; Dyson & Others, 2017) followed by participating in visiting patients and providing assistance to them, for male and female students in scientific faculties and for students in humanitarian faculties. This result is consistent with the results of the study (Al-Zyoud and Al-Kubaisi, 2018). While the interest of female students was in the second degree in the field of cooperation with institutions working in the field of humanitarian relief, these results are consistent with the results

of the study (Al-Sultan, 2009). Participation in the field of cooperation with institutions working in the field of civil defense recorded the lowest participation rate for males and females in scientific colleges and for females in humanitarian faculties. These results are consistent with the results of the study (Al-Sultan, 2009). While the lowest participation of males in humanitarian faculties was in the field of providing assistance to institutions working in the field of literacy. These results are consistent with the results of the study (Al-azam, 2020).

The obstacles that prevent male and female students from participating in volunteer work were represented primarily by the failure to adequately advertise volunteer work programs in the media among male and female students in scientific and humanities faculties, and the lowest factor limiting their participation in volunteer work was recorded in the field of negative societal perception towards volunteers .

In the field of means and mechanisms necessary to activate the participation of male and female students at the University of Jordan in voluntary work, each of them indicated the importance of cultivating religious principles that urge voluntary work in the first place, followed by cultivating the love of voluntary work from a young age, and then working on training and qualifying young people wishing to do voluntary work. On the other hand, male and female students in scientific faculties and students in humanities faculties agreed that the least important way to activate participation in voluntary work due to granting an intermediate diploma in volunteer work, while the point of view of female students in humanities faculties was by intensifying lectures and seminars on the importance of voluntary work. This result is consistent with the results of the study (Almaraee, 2016).

The study showed that there is a statistically significant correlation due to the variable of the faculty in students' attitudes towards volunteer work in the field of the extent of its practice, and the volunteer work they wish to work in, and finally in the field of means and mechanisms necessary to activate the participation of university youth in volunteer work. In all cases in favor of the students in the humanities. The result agrees with the study of (Al-Zyoud and Al-Kubaisi, 2014) in the field of having a statistically significant correlation towards volunteer work according to the faculty variable. The results contradict the study of (Al-Sultan, 2009), and the reason may be due to the difference in the study population and the time period for them.

It also showed that there is a statistically significant correlation attributed to the gender of the student in the students' attitudes towards volunteer work in the field of the extent of its practice for the benefit of the male students, and the volunteer work they wish to do for the benefit of the female students, and the gains they expect from participating in it for the benefit of the female students, and finally in the field of the means and mechanisms necessary to activate the participation of University youth in voluntary work for female students.

The result agrees with the study (Iqtam, 2014) in the field of having a statistically significant correlation in attitude towards volunteer work according to the gender variable. This result contradicts the study of (Al-Zayoud and Al-Kubaisi, 2014) in the field of a statistically significant correlation towards volunteering according to the faculty variable, where the study (Al-Zayoud and Al-Kubaisi, 2014) showed that there is no correlation. The reason may be due to the difference in the study population and the time period for them.

It was found that more than 90% of male and female students in humanities faculties and more than 80% of male and female students in scientific faculties, encourage their colleagues to engage in the experience of participating in volunteer work because of the gains they reap on the personal and societal levels as a result of participating in it.

Which leads us to say that volunteer work is a fundamental pillar in building society and spreading social cohesion among its citizens. Volunteer work is still one of the most important factors affecting the preparation of the new generation. It is part of their moral, psychological and social formation. It also motivates male and female students in particular to engage in humanitarian work, benefit from youth energies and develop them to serve the community. Volunteering also promotes a positive societal culture within the walls of the university and its educational classes that spread love, brotherhood, solidarity and cohesion among students.

Volunteer work also modifies behaviors, directs ethics, and develops the spirit of giving in ways that books and lessons cannot implant in people's hearts, and it contains many meanings and lessons.

Volunteer work also modifies behaviors, directs ethics, and develops the spirit of giving in ways that books and lessons cannot implant in people's hearts, and there are many meanings and lessons in it. This is consistent with what was stated in the **Functional Theory**, given that voluntary work is one of the social paradigms of society that contribute to preserving, developing and integrating society so that it is interconnected with other paradigms that form the social structure. The study showed that students in the University of Jordan wish to provide assistance to charitable institutions working in the field of helping and caring for the poor, followed by visiting patients and providing assistance to them, which clarifies that volunteer work is a social paradigm that contributes to the preservation, development and integration of society to interrelate with other systems, forming a social structure. Nevertheless, volunteer work, according to the theory, faces obstacles represented here in the lack of sufficient time for students, the weakness of the role of the media in promoting volunteer work, and the poor organization of volunteer work in a way that attracts volunteers. This is called dysfunction, which requires standing on these obstacles.

The Social Exchange Theory corresponds to volunteer work, where the volunteer gains moral gains from society's appreciation, love, sympathy and respect which urges the volunteer to continue his/her volunteer work.

The study's results showed that students hope that volunteer work will help them acquire new skills, expand their experience, and help them fill their spare time with useful activities that will benefit the community and benefit them at the same time, and this mutual benefit is what guarantees the continuation of the journey of volunteer work.

Recommendations

The study recommends the following:

1. Working to implant the value of volunteer work through school programs, and here lies the role of the school in implanting this important value in the hearts of children in order to ensure that the required meaning reaches all members of society.
2. Working to provide legislation regulating volunteer work so that the rights of volunteers, male and female, are guaranteed.
3. Encouraging the media to adequately advertise volunteer work programs and their importance to young people.
4. Urging civil society organizations to publicize their activities more.
5. Working to provide awareness courses for young people to encourage them to engage in awareness work.
6. Develop educational programs in colleges and universities to introduce volunteer work and its importance.

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