



## Research Article

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# Intellectual Delinquencies Among Youth and Ways of Prevention from the Perspective of Youth and Social Workers

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## Abstract

*The present research paper aimed to identify intellectual delinquencies and their factors among youth and suggest ways of prevention from the perspective of youth and social workers. Therefore, it adopted the descriptive analytical approach and applied a questionnaire to a sample of (209) students aged (18-30) years at some Saudi universities and (90) social workers. The results showed the highest intellectual delinquencies among youth from the perspective of youth and social workers, the (family, societal, personal, and educational) factors, and the suggested ways of prevention. The study recommended establishing a special unit at the university to provide training courses to students to develop their skills and raise their awareness about current issues, such as intellectual delinquencies.*

**Keywords:** Intellectual delinquencies, Youth, Prevention, Social workers, Social work

## 1. Introduction

Recently, several intellectual delinquencies in thinking, sayings, or actions have resulted in social, political, and religious problems. Therefore, researchers are motivated to investigate those changes and overcome the crisis of the Arab World. Intellectual delinquency is a belief in specific ideas, although they violate the common laws and norms, including the principles of justice, freedom, and equality (Alkhatib 2015). According to (Call 2004), intellectual delinquency denotes the mismatch of personal thinking, impressions, and perceptions with the typical intellectual, political, or cultural values and principles.

To interpret intellectual delinquency socially, the structural functionalism developed by Parsons believes that people acquire the fundamental values, standards, and roles through socialization. Still, failure to achieve or accept them indicates delinquency (Abdelgawad 2009). Alsharary (Alsharary 2007) argues that intellectual delinquency, as a social phenomenon, signifies the social context because it results from the lack of relationship with social groups that manage and guide behavior or the anomie among some social groups lacking social guidance and discipline. Therefore, the present research paper stresses highlighting and reformulating the constituents of the cultural structure of university students with intellectual delinquency through guided programs to handle the problems and manifestations of intellectual delinquency.

Ronald (Ronald 2005) believes that intellectual delinquency among the youth is driven by several psychological, social, political, and economic reasons. Alhokeel (Alhokeel 2013) concludes that the bad company, negative impact of misleading media, websites with deviant content, lack of

prevention programs, and poor religious restraints cause intellectual delinquency. Al-Khataibeh et al. (Al-Khataibeh et al. 2014) illustrate that social reasons are ranked first in intellectual delinquency among youth, followed by the political, academic, and economic ones. In contrast, Alaly and Khair-Bek (Alaly and Khair-Bek 2017) argue that family breakdown and poverty are the leading factors of intellectual delinquency.

Intellectual delinquency is manifested by the tendency to isolation, aggression with peers, and fanaticism (Al-tayyar 2017). It has several negative impacts, including intellectual imbalances, insecure ideas and beliefs, aggressive speech and action, corrupt values, terrorism, lack of security, and weak family ties (Naser 2007). It endangers individuals because it changes the principles, values, ideas, and believes into negative ones that affect social behavior (Sonbol 2013).

Intellectual delinquency is highly dangerous among the youth because they are the essential pillar of society and tend to imitate and mimic (Larton 2005). Abu-Errad (Abu-Errad 2010) shows high violence among university students, which affects their national and religious identity. Additionally, Alkhathlan (Alkhathlan 2017) reports that intellectual delinquency is high among university youth and threatens family and society.

Aldahmash (Aldahmash 2019) illustrates the valuable efforts done by the Saudi Ministry of Education following Saudi Vision 2030 to achieve intellectual security in curricula, promoting activities and events, or qualifying teachers. He adds that Saudi Arabia has made many efforts to handle intellectual delinquency, such as the conference of "Terrorism between the Extremism of Thought and the Ideology of Extremism" in 2011 at the Islamic University of Medinah, the symposium of "Electronic Terrorism: Dangers and Prevention" in 2014 at Imam Mohammad Ibn Saud Islamic University, the international conference of "the Role of Arab Media in Terrorism Confrontation" in 2015 at Naif Arab University for Security Sciences, and the symposium of "University Responsibility in Promoting Preventive Aspects to Confront Terrorist Organizations" in 2017 at Imam Mohammad Ibn Saud Islamic University. However, intellectual delinquency spreads.

The preventive role against intellectual delinquency is vital, as shown in plans, programs, and curricula, to raise students soundly, equip them with religious and moral principles and values, develop their feeling of belonging and loyalty, and qualify them to adhere to moderation and social responsibility (Aljahny 2011). Alnaemy (Alnaemy 2016) concludes that confronting intellectual delinquency requires the efforts of all stakeholders.

Several studies addressed the prevention of intellectual delinquency. For instance, Dillon et al. (Dillon et al. 2008) reported that good parental monitoring keeps children from intellectual delinquency. Clinch (Clinch 2011) stressed confronting intellectual delinquency and promoting belonging to the school, society, and nation among school students in England based on their perceptions of intellectual prevention programs. To prevent intellectual delinquency among students, Alhokeel (Alhokeel 2013) suggested the interest in guidance and psychological counseling programs, adopting the culture of dialog, developing prevention programs for students with delinquency and parents to define the ways of prevention before emergence, and publishing the legal opinion on intellectual delinquency in visible locations in the educational institution. Alamry (Alamry 2014) argued that a course on (security culture) should be delivered in schools and universities to cover the values and issues of the security culture.

The research problem is defined in the prevalence of intellectual delinquency among the students of Arab and Islamic societies, including Saudi Arabia, because of the lack of knowledge of this group, turning them into a method of destruction and disturbance. Therefore, the best solution is to address the causes of intellectual delinquency scientifically. The present paper tries to answer the following major question:

What are the intellectual delinquencies among youth and ways of prevention from the perspective of university students and social workers?

It is further divided into the following minor questions:

1. What are the intellectual delinquencies among youth from the perspective of university students and social workers?

2. What are the factors of intellectual delinquencies among youth from the perspective of university students and social workers?
3. What are the suggested ways of preventing intellectual delinquencies among youth from the perspective of university students and social workers?

## 2. Methodology

### 2.1 Method

The present study is analytical descriptive. The population covers university students and faculty of social work. It aims to identify the intellectual delinquencies, factors, and ways of prevention among youth. The author adopted the social survey approach of university students and social workers because it is the best to the nature of the study as it helps describe and analyze the data to conclude and generalize findings.

### 2.2 Population

The population includes all students at Saudi universities and faculty of social work in the academic year 2018/2019.

### 2.3 Sampling

The sample comprises (209) students aged (18-30) years at some Saudi universities and (90) social workers, as shown in tables (1) and (2).

**Table 1:** Describing the sample (university students)

| variables  |   | Freq. | %          |
|------------|---|-------|------------|
| Gender     | Female                                      | 144   | 68.9       |
|            | Male  | 65    | 31.1       |
| Age        | 18 to less than 22 years                    | 8     | 3.8        |
|            | 22 to less than 26 years                    | 80    | 38.3       |
|            | 26 to less than 30 years                    | 98    | 46.9       |
|            | 30 years and more                           | 23    | 11.0       |
| University | Princess Nourah Bint Abdulrahman University | 85    | 40.6       |
|            | Imam Abdulrahman bin Faisal University      | 16    | 7.7        |
|            | King Saud University                        | 17    | 8.1        |
|            | King Abdulaziz University                   | 1     | 5.         |
|            | Majmaah University                          | 2     | 1.0        |
|            | Prince Sattam Bin Abdulaziz University      | 4     | 1.9        |
|            | Mzahmia University                          | 2     | 1.0        |
|            | King Faisal University                      | 4     | 1.9        |
|            | King Khalid University                      | 3     | 1.4        |
|            | Almaarefa University                        | 4     | 1.9        |
|            | Other                                       | 71    | 34.0       |
|            | <b>Total</b>                                |       | <b>209</b> |

Table (1) shows the difference in the samples in terms of gender, age, and university.

**Table 2:** Describing the sample (social workers)

| Variables       |                     | Freq.     | %           |
|-----------------|---------------------|-----------|-------------|
| Gender          | Female              | 59        | 65.6        |
|                 | Male                | 31        | 34.4        |
| Academic degree | Professor           | 18        | 20.0        |
|                 | Assistant Professor | 28        | 31.2        |
|                 | Associate Professor | 24        | 26.6        |
|                 | Lecturer            | 20        | 22.2        |
| <b>Total</b>    |                     | <b>90</b> | <b>%100</b> |

Table (2) shows the difference in the samples in terms of gender and academic degree.

## 2.4 Tools

### 2.4.1 The questionnaire

The questionnaire aimed to identify the intellectual delinquencies and factors among youth and the suggested ways of prevention from the perspective of university students and social workers. After reviewing the literature and interviewing specialists on the domains and phrasing the items, the first form of the questionnaire was prepared and included (19) items in the first domain, (12) items in the second domain, (12) items in the third domain, (12) items in the fourth domain, (12) items in the fifth domain, (11) items in the sixth domain, (11) items in the seventh domain, (11) items in the eighth domain, and (11) items in the ninth domain. Those items were concise, accurate, and clear.

The final form of the questionnaire included two parts. Part I covered personal data, i.e., gender, age, and university (first questionnaire) and gender and academic degree (second questionnaire). Part II comprised nine domains. The author employed a three-point Likert scale to measure the relevance of each item (agree, undecided, and disagree).

- Reviewers' validity (face validity)

The first form of the questionnaire was submitted to (11) reviewers of the faculty members at Saudi universities to determine the items' content, relevance, phrasing, clarity, and appropriateness. The reviewers suggested some essential modifications, e.g., modifying, replacing, and paraphrasing some items. After making modifications, the final form of the questionnaire was obtained.

- Construct validity

The construct validity between each item and the total degree of the domain was calculated by applying to a pilot sample of (40) items. All correlation coefficients were in the closed interval [0.376-0.965], suggesting that all correlation coefficients were statistically significant at the level of 0.01, and the questionnaire was valid.

- Reliability

The reliability of the questionnaire was estimated using Cronbach's alpha that showed that all reliability coefficients were significant at the level of 0.01 and ranged from 0.8699 to 0.9598. The total reliability coefficient equaled 0.8939, denoting high reliability.

## 3. Results and Discussion

To answer the first question, the frequencies, percentages, arithmetic means, standard deviations, and ranks of the responses to intellectual delinquencies among youth were calculated, as shown in table (3).

**Table 3:** Responses of the participants to the intellectual delinquencies among youth

| No. | Item   |          | Agreement |       |           | Arithmetic mean | Standard deviation | Rank  |
|-----|--|----------|-----------|-------|-----------|-----------------|--------------------|-------|
|     |  |          | F         | Agree | Undecided |                 |                    |       |
| 7   | Fanaticism   | Workers  | F         | 64    | 20        | 6               | 2.64               | 0.605 |
|     |  |          | %         | 71.1  | 22.2      | 6.7             |                    |       |
|     |  | Students | F         | 130   | 58        | 21              | 2.52               | 0.673 |
|     |  |          | %         | 62.2  | 27.8      | 10.0            |                    |       |
|     |  | Total    | F         | 194   | 78        | 27              | 2.56               | 0.665 |
|     |  |          | %         | 64.9  | 26.1      | 9.0             |                    |       |
| 13  | Unbalanced view of issues                              | Workers  | F         | 58    | 30        | 2               | 2.62               | 0.532 |
|     |  |          | %         | 64.4  | 33.3      | 2.2             |                    |       |
|     |  | Students | F         | 104   | 75        | 30              | 2.35               | 0.720 |
|     |  |          | %         | 49.8  | 35.9      | 14.4            |                    |       |
|     |  | Total    | F         | 162   | 105       | 32              | 2.43               | 0.679 |
|     |  |          | %         | 54.2  | 35.1      | 10.7            |                    |       |
| 10  | Closed-mindedness towards personal and public problems | Workers  | F         | 57    | 28        | 5               | 2.58               | 0.599 |
|     |  |          | %         | 63.3  | 31.1      | 5.6             |                    |       |

| No. | Item  |          | Agreement |       |           | Arithmetic mean | Standard deviation | Rank  |          |
|-----|---|----------|-----------|-------|-----------|-----------------|--------------------|-------|----------|
|     |   |          |           | Agree | Undecided |                 |                    |       | Disagree |
|     | and issues  | Students | F         | 107   | 63        | 39              | 2.33               | 0.772 |          |
|     |   |          | %         | 51.2  | 30.1      | 18.7            |                    |       |          |
|     |   | Total    | F         | 164   | 91        | 44              | 2.40               | 0.732 |          |
| %   | 54.8  | 30.4     | 14.7      |       |           |                 |                    |       |          |
| 6   | Unjustified extremism                                   | Workers  | F         | 62    | 23        | 5               | 2.63               | 0.589 | 4        |
|     |   |          | %         | 68.9  | 25.6      | 5.6             |                    |       |          |
|     |   | Students | F         | 104   | 62        | 43              | 2.29               | 0.788 |          |
|     |   |          | %         | 49.8  | 29.7      | 20.6            |                    |       |          |
|     |   | Total    | F         | 166   | 85        | 48              | 2.39               | 0.750 |          |
|     |   |          | %         | 55.5  | 28.4      | 16.1            |                    |       |          |
| 1   | Misinformation and deception                            | Workers  | F         | 49    | 33        | 8               | 2.46               | 0.656 | 5        |
|     |   |          | %         | 54.4  | 36.7      | 8.9             |                    |       |          |
|     |   | Students | F         | 77    | 107       | 25              | 2.25               | 0.654 |          |
|     |   |          | %         | 36.8  | 51.2      | 12.0            |                    |       |          |
|     |   | Total    | F         | 126   | 140       | 33              | 2.31               | 0.661 |          |
|     |   |          | %         | 42.1  | 46.8      | 11.0            |                    |       |          |
| 8   | Tendency to enmity and revenge                          | Workers  | F         | 49    | 34        | 7               | 2.47               | 0.640 | 6        |
|     |   |          | %         | 54.4  | 37.8      | 7.8             |                    |       |          |
|     |   | Students | F         | 87    | 83        | 39              | 2.23               | 0.743 |          |
|     |   |          | %         | 41.6  | 39.7      | 18.7            |                    |       |          |
|     |   | Total    | F         | 136   | 117       | 46              | 2.30               | 0.721 |          |
|     |   |          | %         | 45.5  | 39.1      | 15.4            |                    |       |          |
| 5   | Distortion of facts                                     | Workers  | F         | 53    | 29        | 8               | 2.50               | 0.658 | 7        |
|     |   |          | %         | 58.9  | 32.2      | 8.9             |                    |       |          |
|     |   | Students | F         | 90    | 72        | 47              | 2.21               | 0.785 |          |
|     |   |          | %         | 43.1  | 34.4      | 22.5            |                    |       |          |
|     |   | Total    | F         | 143   | 101       | 55              | 2.29               | 0.760 |          |
|     |   |          | %         | 47.8  | 33.8      | 18.4            |                    |       |          |
| 19  | Adhering some socially rejected ideas                   | Workers  | F         | 46    | 33        | 11              | 2.39               | 0.698 | 8        |
|     |   |          | %         | 51.1  | 36.7      | 12.2            |                    |       |          |
|     |   | Students | F         | 86    | 80        | 43              | 2.21               | 0.760 |          |
|     |   |          | %         | 41.1  | 38.3      | 20.6            |                    |       |          |
|     |   | Total    | F         | 132   | 113       | 54              | 2.26               | 0.746 |          |
|     |   |          | %         | 44.1  | 37.8      | 18.1            |                    |       |          |
| 9   | Rejection of intellectual dialogue with the other       | Workers  | F         | 46    | 35        | 9               | 2.41               | 0.669 | 9        |
|     |   |          | %         | 51.1  | 38.9      | 10.0            |                    |       |          |
|     |   | Students | F         | 78    | 87        | 44              | 2.16               | 0.748 |          |
|     |   |          | %         | 37.3  | 41.6      | 21.1            |                    |       |          |
|     |   | Total    | F         | 124   | 122       | 53              | 2.24               | 0.733 |          |
|     |   |          | %         | 41.5  | 40.8      | 17.7            |                    |       |          |
| 14  | Adopting and promoting destructive ideas                | Workers  | F         | 47    | 27        | 16              | 2.34               | 0.767 | 10       |
|     |   |          | %         | 52.2  | 30.0      | 17.8            |                    |       |          |
|     |   | Students | F         | 91    | 60        | 58              | 2.16               | 0.831 |          |
|     |   |          | %         | 43.5  | 28.7      | 27.8            |                    |       |          |
|     |   | Total    | F         | 138   | 87        | 74              | 2.21               | 0.816 |          |
|     |   |          | %         | 46.2  | 29.1      | 24.7            |                    |       |          |
| 12  | Obligating the self and others to do unnecessary things | Workers  | F         | 40    | 35        | 15              | 2.28               | 0.735 | 11       |
|     |   |          | %         | 44.4  | 38.9      | 16.7            |                    |       |          |
|     |   | Students | F         | 83    | 60        | 66              | 2.08               | 0.842 |          |
|     |   |          | %         | 39.7  | 28.7      | 31.6            |                    |       |          |
|     |   | Total    | F         | 123   | 95        | 81              | 2.14               | 0.815 |          |
|     |   |          | %         | 41.1  | 31.8      | 27.1            |                    |       |          |
| 11  | Rejection of innovation and diversity                   | Workers  | F         | 38    | 38        | 14              | 2.27               | 0.716 | 12       |
|     |   |          | %         | 42.2  | 42.2      | 15.6            |                    |       |          |
|     |   | Students | F         | 83    | 58        | 68              | 2.07               | 0.849 |          |
|     |   |          | %         | 39.7  | 27.8      | 32.5            |                    |       |          |
|     |   | Total    | F         | 121   | 96        | 82              | 2.13               | 0.815 |          |
|     |   |          | %         | 40.5  | 32.1      | 27.4            |                    |       |          |
| 3   | Exaggeration and extremism in applying Islamic law      | Workers  | F         | 40    | 35        | 15              | 2.28               | 0.735 | 13       |
|     |   |          | %         | 44.4  | 38.9      | 16.7            |                    |       |          |
|     |   | Students | F         | 68    | 78        | 63              | 2.02               | 0.793 |          |
|     |   |          | %         | 32.5  | 37.3      | 30.1            |                    |       |          |
|     |   | Total    | F         | 108   | 113       | 78              | 2.10               | 0.784 |          |
|     |   |          | %         | 36.1  | 37.8      | 26.1            |                    |       |          |

| No.          | Item  |          | Agreement |           |          | Arithmetic mean | Standard deviation | Rank  |
|--------------|---|----------|-----------|-----------|----------|-----------------|--------------------|-------|
|              |   |          | Agree     | Undecided | Disagree |                 |                    |       |
| 2            | Prohibition of good things and abandonment of necessities | Workers  | F         | 32        | 39       | 19              | 2.14               | 0.743 |
|              |   |          | %         | 35.6      | 43.3     | 21.1            |                    |       |
|              |   | Students | F         | 56        | 92       | 61              | 1.98               | 0.750 |
|              |   |          | %         | 26.8      | 44.0     | 29.2            |                    |       |
|              |   | Total    | F         | 88        | 131      | 80              | 2.03               | 0.750 |
|              |   |          | %         | 29.4      | 43.8     | 26.8            |                    |       |
| 18           | Exaggeration and extremism in all life aspects            | Workers  | F         | 40        | 30       | 20              | 2.22               | 0.790 |
|              |   |          | %         | 44.4      | 33.3     | 22.2            |                    |       |
|              |   | Students | F         | 59        | 73       | 77              | 1.91               | 0.804 |
|              |   |          | %         | 28.2      | 34.9     | 36.8            |                    |       |
|              |   | Total    | F         | 99        | 103      | 97              | 2.01               | 0.811 |
|              |   |          | %         | 33.1      | 34.4     | 32.4            |                    |       |
| 4            | Justifying bloodshed and charging people of unbelief      | Workers  | F         | 41        | 29       | 20              | 2.23               | 0.794 |
|              |   |          | %         | 45.6      | 32.2     | 22.2            |                    |       |
|              |   | Students | F         | 60        | 55       | 94              | 1.84               | 0.845 |
|              |   |          | %         | 28.7      | 26.3     | 45.0            |                    |       |
|              |   | Total    | F         | 101       | 84       | 114             | 1.96               | 0.848 |
|              |   |          | %         | 33.8      | 28.1     | 38.1            |                    |       |
| 15           | Underestimating the importance of national events         | Workers  | F         | 38        | 36       | 16              | 2.24               | 0.739 |
|              |   |          | %         | 42.2      | 40.0     | 17.8            |                    |       |
|              |   | Students | F         | 50        | 71       | 88              | 1.82               | 0.794 |
|              |   |          | %         | 23.9      | 34.0     | 42.1            |                    |       |
|              |   | Total    | F         | 88        | 107      | 104             | 1.95               | 0.801 |
|              |   |          | %         | 29.4      | 35.8     | 34.8            |                    |       |
| 16           | Refusing to engage in national events                     | Workers  | F         | 32        | 38       | 20              | 2.13               | 0.753 |
|              |   |          | %         | 35.6      | 42.2     | 22.2            |                    |       |
|              |   | Students | F         | 49        | 70       | 90              | 1.80               | 0.793 |
|              |   |          | %         | 23.4      | 33.5     | 43.1            |                    |       |
|              |   | Total    | F         | 81        | 108      | 110             | 1.90               | 0.795 |
|              |   |          | %         | 27.1      | 36.1     | 36.8            |                    |       |
| 17           | Calling for and promoting anti-national groups            | Workers  | F         | 34        | 25       | 31              | 2.03               | 0.854 |
|              |   |          | %         | 37.8      | 27.8     | 34.4            |                    |       |
|              |   | Students | F         | 58        | 49       | 102             | 1.79               | 0.851 |
|              |   |          | %         | 27.8      | 23.4     | 48.8            |                    |       |
|              |   | Total    | F         | 92        | 74       | 133             | 1.86               | 0.858 |
|              |   |          | %         | 30.8      | 24.7     | 44.5            |                    |       |
| Overall mean |   |          |           |           |          | 2.18            | 0.710              |       |

Table (3) shows that the arithmetic means of intellectual delinquencies among youth ranged (2.56:1.86). While (fanaticism) was ranked first, (calling for and promoting anti-national groups) was ranked last.

- To answer the second question, the frequencies, percentages, arithmetic means, standard deviations, and ranks of the responses to the factors of intellectual delinquency among youth were calculated.

**Table 4:** Responses of the participants to the family factors of intellectual delinquency among youth

| No. | Item   |          | Agreement |           |          | Arithmetic mean | Standard deviation | Rank  |
|-----|--|----------|-----------|-----------|----------|-----------------|--------------------|-------|
|     |  |          | Agree     | Undecided | Disagree |                 |                    |       |
| 4   | Lack of family dialog  | Workers  | F         | 67        | 22       | 1               | 2.73               | 0.469 |
|     |  |          | %         | 74.4      | 24.4     | 1.1             |                    |       |
|     |  | Students | F         | 142       | 57       | 10              | 2.63               | 0.574 |
|     |  |          | %         | 67.9      | 27.3     | 4.8             |                    |       |
|     |  | Total    | F         | 209       | 79       | 11              | 2.66               | 0.546 |
|     |  |          | %         | 69.9      | 26.4     | 3.7             |                    |       |
| 1   | Weak family monitoring of children                                     | Workers  | F         | 66        | 22       | 2               | 2.71               | 0.503 |
|     |  |          | %         | 73.3      | 24.4     | 2.2             |                    |       |
|     |  | Students | F         | 137       | 56       | 16              | 2.58               | 0.631 |
|     |  |          | %         | 65.6      | 26.8     | 7.7             |                    |       |
|     |  | Total    | F         | 203       | 78       | 18              | 2.62               | 0.598 |
|     |  |          | %         | 67.9      | 26.1     | 6.0             |                    |       |
| 9   | Lack of parental understanding of children's problems and solving them | Workers  | F         | 60        | 27       | 3               | 2.63               | 0.550 |
|     |  |          | %         | 66.7      | 30.0     | 3.3             |                    |       |
|     |  | Students | F         | 134       | 60       | 15              | 2.57               | 0.625 |
|     |  |          | %         | 64.1      | 28.7     | 7.2             |                    |       |

| No.      | Item  |  | Agreement                              |                           |             | Arithmetic mean | Standard deviation | Rank       |          |       |       |
|----------|---|--|--|---------------------------|-------------|-----------------|--------------------|------------|----------|-------|-------|
|          |   |  | Agree                                  | Undecided                 | Disagree    |                 |                    |            |          |       |       |
|          |   | Total  | F 194<br>% 64.9                        | 87<br>29.1                | 18<br>0.6   | 2.59            | 0.603              |            |          |       |       |
| 10       | Parents' preoccupation, making children feel of isolation | Workers  | F 72<br>% 80.0                         | 16<br>17.8                | 2<br>2.2    | 2.78            | 0.469              | 4          |          |       |       |
|          |   |  | Students                               | F 125<br>% 59.8           | 65<br>31.1  | 19<br>9.1       | 2.51               |            | 0.659    |       |       |
|          |   | Total  |  | F 197<br>% 65.9           | 81<br>27.1  | 21<br>7.0       | 2.59               |            | 0.620    |       |       |
|          |   |  | 5                                      | Frequent family conflicts | Workers     | F 60<br>% 66.7  | 29<br>32.2         |            | 1<br>1.1 | 2.66  | 0.501 |
| Students | F 124<br>% 59.3   | 71<br>34.0   |  |                           |             | 14<br>6.7       | 2.53               | 0.621      |          |       |       |
|          | Total   | F 184<br>% 61.5  |  |                           | 100<br>33.4 | 15<br>5.0       | 2.57               | 0.589      |          |       |       |
| 7        |   | The family's lack of interest in children's commitment to religious duties |  |                           | Workers     | F 57<br>% 63.3  | 28<br>31.1         | 5<br>5.6   | 2.58     | 0.599 | 6     |
|          | Students  |  |  |                           |             | F 129<br>% 61.7 | 62<br>29.7         | 18<br>8.6  | 2.53     | 0.651 |       |
|          |   |  |  |                           | Total       | F 186<br>% 62.2 | 90<br>30.1         | 23<br>7.7  | 2.55     | 0.635 |       |
|          | 2   |  | Lack of good role models in the family | Workers                   |             | F 58<br>% 64.4  | 25<br>27.8         | 7<br>7.8   | 2.57     | 0.637 |       |
|          |   |  |  |                           | Students    | F 127<br>% 60.8 | 64<br>30.6         | 18<br>8.6  | 2.52     | 0.651 |       |
|          |   |  |  | Total                     |             | F 185<br>% 61.9 | 89<br>29.8         | 25<br>8.4  | 2.54     | 0.646 |       |
| 12       |   | Poor family role in communication with family members                      |  |                           | Workers     | F 69<br>% 76.7  | 18<br>20.0         | 3<br>3.3   | 2.73     | 0.515 | 8     |
|          |   |  |  | Students                  |             | F 109<br>% 52.2 | 79<br>37.8         | 21<br>10.0 | 2.42     | 0.668 |       |
|          |   |  |  |                           | Total       | F 178<br>% 59.5 | 97<br>32.4         | 24<br>8.0  | 2.52     | 0.642 |       |
|          | 8   |  | Aggression with children               | Workers                   |             | F 56<br>% 62.2  | 28<br>31.1         | 6<br>6.7   | 2.56     | 0.620 |       |
|          |   |  |  |                           | Students    | F 122<br>% 58.4 | 61<br>29.2         | 26<br>12.4 | 2.46     | 0.707 |       |
|          |   |  |  | Total                     |             | F 178<br>% 59.5 | 89<br>29.8         | 32<br>10.7 | 2.49     | 0.682 |       |
| 11       |   | Poor knowledge of the contemporary updates among parents                   |  |                           | Workers     | F 59<br>% 65.6  | 26<br>28.9         | 5<br>5.6   | 2.60     | 0.596 | 10    |
|          |   |  |  | Students                  |             | F 107<br>% 51.2 | 79<br>37.8         | 23<br>11.0 | 2.40     | 0.680 |       |
|          |   |  |  |                           | Total       | F 166<br>% 55.5 | 105<br>35.1        | 28<br>9.4  | 2.46     | 0.661 |       |
|          | 6   |  | Uninvolved parenting                   | Workers                   |             | F 50<br>% 55.6  | 35<br>38.9         | 5<br>5.6   | 2.50     | 0.604 |       |
|          |   |  |  |                           | Students    | F 105<br>% 50.2 | 77<br>36.8         | 27<br>12.9 | 2.37     | 0.703 |       |
|          |   |  |  | Total                     |             | F 155<br>% 51.8 | 112<br>37.5        | 32<br>10.7 | 2.41     | 0.677 |       |
| 3        |   | Aggressive treatment of youth  |  |                           | Workers     | F 49<br>% 54.4  | 28<br>31.1         | 13<br>14.4 | 2.40     | 0.731 | 12    |
|          |   |  |  | Students                  |             | F 110<br>% 52.6 | 73<br>34.9         | 26<br>12.4 | 2.40     | 0.701 |       |
|          |   |  |  |                           | Total       | F 159<br>% 53.2 | 101<br>33.8        | 39<br>13.0 | 2.40     | 0.709 |       |
|          | Overall mean  |  |  |                           |             |                 | 2.53               | 0.533      |          |       |       |

Table (4) illustrates that the arithmetic means of family factors of intellectual delinquency among youth ranged (2.66:2.40). While (lack of family dialog) was ranked first, (aggressive treatment of youth) was ranked last. Among social workers, (parents' preoccupation) was ranked first.

**Table 5:** Responses of the participants to the societal factors of intellectual delinquency among youth

| No. | Item  |          | Agreement |       |           | Arithmetic mean | Standard deviation | Rank  |
|-----|---|----------|-----------|-------|-----------|-----------------|--------------------|-------|
|     |   |          |           | Agree | Undecided |                 |                    |       |
| 4   | Youth's lack of knowledge about the legal means that deter delinquents      | Workers  | F         | 63    | 21        | 6               | 2.63               | 0.608 |
|     |   |          | %         | 70.0  | 23.3      | 6.7             |                    |       |
|     |   | Students | F         | 148   | 47        | 14              | 2.64               | 0.605 |
|     |   |          | %         | 70.8  | 22.5      | 6.7             |                    |       |
|     |   | Total    | F         | 211   | 68        | 20              | 2.64               | 0.605 |
|     |   |          | %         | 70.6  | 22.7      | 6.7             |                    |       |
| 2   | Unemployment  | Workers  | F         | 59    | 29        | 2               | 2.63               | 0.529 |
|     |   |          | %         | 65.6  | 32.2      | 2.2             |                    |       |
|     |   | Students | F         | 140   | 46        | 23              | 2.56               | 0.685 |
|     |   |          | %         | 67.0  | 22.0      | 11.0            |                    |       |
|     |   | Total    | F         | 199   | 75        | 25              | 2.58               | 0.642 |
|     |   |          | %         | 66.6  | 25.1      | 8.4             |                    |       |
| 1   | Lack of successful societal systems to handle youth                         | Workers  | F         | 65    | 23        | 2               | 2.70               | 0.507 |
|     |   |          | %         | 72.2  | 25.6      | 2.2             |                    |       |
|     |   | Students | F         | 124   | 68        | 17              | 2.51               | 0.644 |
|     |   |          | %         | 59.3  | 32.5      | 8.1             |                    |       |
|     |   | Total    | F         | 189   | 91        | 19              | 2.57               | 0.611 |
|     |   |          | %         | 63.2  | 30.4      | 6.4             |                    |       |
| 3   | Dissemination and ease of access to the pornographic culture via mass media | Workers  | F         | 58    | 26        | 6               | 2.58               | 0.618 |
|     |   |          | %         | 64.4  | 28.9      | 6.7             |                    |       |
|     |   | Students | F         | 140   | 48        | 21              | 2.57               | 0.670 |
|     |   |          | %         | 67.0  | 23.0      | 10.0            |                    |       |
|     |   | Total    | F         | 198   | 74        | 27              | 2.57               | 0.653 |
|     |   |          | %         | 66.2  | 24.7      | 9.0             |                    |       |
| 6   | Invalid preventive role of social institutions                              | Workers  | F         | 73    | 15        | 2               | 2.79               | 0.462 |
|     |   |          | %         | 81.1  | 16.7      | 2.2             |                    |       |
|     |   | Students | F         | 120   | 66        | 23              | 2.46               | 0.686 |
|     |   |          | %         | 57.4  | 31.6      | 11.0            |                    |       |
|     |   | Total    | F         | 193   | 81        | 25              | 2.56               | 0.644 |
|     |   |          | %         | 64.5  | 27.1      | 8.4             |                    |       |
| 5   | Role of media and social media in intellectual delinquencies                | Workers  | F         | 67    | 22        | 1               | 2.73               | 0.469 |
|     |   |          | %         | 74.4  | 24.4      | 1.1             |                    |       |
|     |   | Students | F         | 125   | 60        | 24              | 2.48               | 0.694 |
|     |   |          | %         | 59.8  | 28.7      | 11.5            |                    |       |
|     |   | Total    | F         | 192   | 82        | 25              | 2.56               | 0.644 |
|     |   |          | %         | 64.2  | 27.4      | 8.4             |                    |       |
| 8   | Lack of entertainment means   | Workers  | F         | 58    | 24        | 8               | 2.56               | 0.655 |
|     |   |          | %         | 64.4  | 26.7      | 8.9             |                    |       |
|     |   | Students | F         | 121   | 67        | 21              | 2.48               | 0.673 |
|     |   |          | %         | 57.9  | 32.1      | 10.0            |                    |       |
|     |   | Total    | F         | 179   | 91        | 29              | 2.50               | 0.667 |
|     |   |          | %         | 59.9  | 30.4      | 9.7             |                    |       |
| 12  | Poor control of media and social media                                      | Workers  | F         | 62    | 23        | 5               | 2.63               | 0.589 |
|     |   |          | %         | 68.9  | 25.6      | 5.6             |                    |       |
|     |   | Students | F         | 117   | 66        | 26              | 2.44               | 0.705 |
|     |   |          | %         | 56.0  | 31.6      | 12.4            |                    |       |
|     |   | Total    | F         | 179   | 89        | 31              | 2.49               | 0.667 |
|     |   |          | %         | 59.9  | 29.8      | 10.4            |                    |       |
| 9   | Overlooking the needs of youth in the national strategic plans              | Workers  | F         | 54    | 31        | 5               | 2.54               | 0.603 |
|     |   |          | %         | 60.0  | 34.4      | 5.6             |                    |       |
|     |   | Students | F         | 107   | 78        | 24              | 2.40               | 0.687 |
|     |   |          | %         | 51.2  | 37.3      | 11.5            |                    |       |
|     |   | Total    | F         | 161   | 109       | 29              | 2.44               | 0.665 |
|     |   |          | %         | 53.8  | 36.5      | 9.7             |                    |       |
| 7   | Attracting youth to gain money quickly by joining extreme groups            | Workers  | F         | 61    | 23        | 6               | 2.61               | 0.612 |
|     |   |          | %         | 67.8  | 25.6      | 6.7             |                    |       |
|     |   | Students | F         | 109   | 65        | 35              | 2.35               | 0.753 |
|     |   |          | %         | 52.2  | 31.1      | 16.7            |                    |       |



| No.          | Item                                     |          | Agreement |           |          | Arithmetic mean | Standard deviation | Rank  |
|--------------|--|----------|-----------|-----------|----------|-----------------|--------------------|-------|
|              |  |          | Agree     | Undecided | Disagree |                 |                    |       |
| 10           | Strong impact of extreme groups on youth | Total    | F         | 170       | 88       | 41              | 2.43               | 0.722 |
|              |  |          | %         | 56.9      | 29.4     | 13.7            |                    |       |
|              |  | Workers  | F         | 55        | 29       | 6               | 2.54               | 0.621 |
|              |  |          | %         | 61.1      | 32.2     | 6.7             |                    |       |
|              |  | Students | F         | 95        | 75       | 39              | 2.27               | 0.756 |
|              |  |          | %         | 45.5      | 35.9     | 18.7            |                    |       |
| Total        | F  | 150      | 104       | 45        | 2.35     | 0.728           |                    |       |
|              | %  | 50.2     | 34.8      | 15.1      |          |                 |                    |       |
| 11           | Weak citizenship among youth             | Workers  | F         | 52        | 29       | 9               | 2.48               | 0.674 |
|              |  |          | %         | 57.8      | 32.2     | 10.0            |                    |       |
|              |  | Students | F         | 73        | 96       | 40              | 2.16               | 0.720 |
|              |  |          | %         | 34.9      | 45.9     | 19.1            |                    |       |
|              |  | Total    | F         | 125       | 125      | 49              | 2.25               | 0.720 |
|              |  |          | %         | 41.8      | 41.8     | 16.4            |                    |       |
| Overall mean |  |          |           |           |          | 2.50            | 0.531              |       |

Table (5) shows that the arithmetic means of societal factors of intellectual delinquency among youth ranged (2.64:2.25). While (youth's lack of knowledge about the legal means that deter delinquents) was ranked first, (weak citizenship among youth) was ranked last. Social workers agreed that (invalid preventive role of social institutions) was ranked first. The participant students agreed that (youth's lack of knowledge about the legal means that deter delinquents) was ranked first.

**Table 6:** Responses of the participants to the personal factors of intellectual delinquency among youth

| No. | Item   |          | Agreement |           |          | Arithmetic mean | Standard deviation | Rank  |
|-----|--|----------|-----------|-----------|----------|-----------------|--------------------|-------|
|     |  |          | Agree     | Undecided | Disagree |                 |                    |       |
| 9   | Weak personality, docileness, and being influenced by others | Workers  | F         | 65        | 24       | 1               | 2.71               | 0.480 |
|     |  |          | %         | 72.2      | 26.7     | 1.1             |                    |       |
|     |  | Students | F         | 142       | 56       | 11              | 2.63               | 0.584 |
|     |  |          | %         | 67.9      | 26.8     | 5.3             |                    |       |
|     |  | Total    | F         | 207       | 80       | 12              | 2.65               | 0.555 |
|     |  |          | %         | 69.2      | 26.8     | 4.0             |                    |       |
| 6   | Blind imitation of others                                    | Workers  | F         | 58        | 30       | 2               | 2.62               | 0.532 |
|     |  |          | %         | 64.4      | 33.3     | 2.2             |                    |       |
|     |  | Students | F         | 144       | 53       | 12              | 2.63               | 0.591 |
|     |  |          | %         | 68.9      | 25.4     | 5.7             |                    |       |
|     |  | Total    | F         | 202       | 83       | 14              | 2.63               | 0.573 |
|     |  |          | %         | 67.6      | 27.8     | 4.7             |                    |       |
| 11  | Lack of personal awareness                                   | Workers  | F         | 62        | 24       | 4               | 2.64               | 0.567 |
|     |  |          | %         | 68.9      | 26.7     | 4.4             |                    |       |
|     |  | Students | F         | 140       | 55       | 14              | 2.60               | 0.613 |
|     |  |          | %         | 67.0      | 26.3     | 6.7             |                    |       |
|     |  | Total    | F         | 202       | 79       | 18              | 2.62               | 0.599 |
|     |  |          | %         | 67.6      | 26.4     | 6.0             |                    |       |
| 8   | Gaining knowledge from suspicious sources                    | Workers  | F         | 67        | 19       | 4               | 2.70               | 0.550 |
|     |  |          | %         | 74.4      | 21.1     | 4.4             |                    |       |
|     |  | Students | F         | 136       | 57       | 16              | 2.57               | 0.632 |
|     |  |          | %         | 65.1      | 27.3     | 7.7             |                    |       |
|     |  | Total    | F         | 203       | 76       | 20              | 2.61               | 0.610 |
|     |  |          | %         | 67.9      | 25.4     | 6.7             |                    |       |
| 7   | Lack of experience and wisdom                                | Workers  | F         | 66        | 19       | 5               | 2.68               | 0.577 |
|     |  |          | %         | 73.3      | 21.1     | 5.6             |                    |       |
|     |  | Students | F         | 135       | 58       | 16              | 2.57               | 0.633 |
|     |  |          | %         | 64.6      | 27.8     | 7.7             |                    |       |
|     |  | Total    | F         | 201       | 77       | 21              | 2.60               | 0.618 |
|     |  |          | %         | 67.2      | 25.8     | 7.0             |                    |       |

| No.          | Item   |          | Agreement |           |          | Arithmetic mean | Standard deviation | Rank  |
|--------------|--|----------|-----------|-----------|----------|-----------------|--------------------|-------|
|              |  |          | Agree     | Undecided | Disagree |                 |                    |       |
| 1            | Despair and frustration  | Workers  | F         | 63        | 25       | 2               | 2.68               | 0.516 |
|              |  |          | %         | 70.0      | 27.8     | 2.2             |                    |       |
|              |  | Students | F         | 126       | 67       | 16              | 2.53               | 0.636 |
|              |  |          | %         | 60.3      | 32.1     | 7.7             |                    |       |
|              |  | Total    | F         | 189       | 92       | 18              | 2.57               | 0.605 |
|              |  |          | %         | 63.2      | 30.8     | 6.0             |                    |       |
| 4            | Psychological and social isolation from family and society         | Workers  | F         | 57        | 28       | 5               | 2.58               | 0.599 |
|              |  |          | %         | 63.3      | 31.1     | 5.6             |                    |       |
|              |  | Students | F         | 116       | 76       | 17              | 2.47               | 0.643 |
|              |  |          | %         | 55.5      | 36.4     | 8.1             |                    |       |
|              |  | Total    | F         | 173       | 104      | 22              | 2.51               | 0.631 |
|              |  |          | %         | 57.9      | 34.8     | 7.4             |                    |       |
| 10           | Lack of life skills  | Workers  | F         | 53        | 31       | 6               | 2.52               | 0.622 |
|              |  |          | %         | 58.9      | 34.4     | 6.7             |                    |       |
|              |  | Students | F         | 118       | 76       | 15              | 2.49               | 0.629 |
|              |  |          | %         | 56.5      | 36.4     | 7.2             |                    |       |
|              |  | Total    | F         | 171       | 107      | 21              | 2.50               | 0.626 |
|              |  |          | %         | 57.2      | 35.8     | 7.0             |                    |       |
| 5            | Low self-confidence  | Workers  | F         | 54        | 31       | 5               | 2.54               | 0.603 |
|              |  |          | %         | 60.0      | 34.4     | 5.6             |                    |       |
|              |  | Students | F         | 117       | 75       | 17              | 2.48               | 0.644 |
|              |  |          | %         | 56.0      | 35.9     | 8.1             |                    |       |
|              |  | Total    | F         | 171       | 106      | 22              | 2.50               | 0.631 |
|              |  |          | %         | 57.2      | 35.5     | 7.4             |                    |       |
| 2            | Fanaticism   | Workers  | F         | 54        | 32       | 4               | 2.56               | 0.583 |
|              |  |          | %         | 60.0      | 35.6     | 4.4             |                    |       |
|              |  | Students | F         | 117       | 71       | 21              | 2.46               | 0.672 |
|              |  |          | %         | 56.0      | 34.0     | 10.0            |                    |       |
|              |  | Total    | F         | 171       | 103      | 25              | 2.49               | 0.647 |
|              |  |          | %         | 57.2      | 34.4     | 8.4             |                    |       |
| 3            | Adhering to old ideas without distinguishing right from wrong ones | Workers  | F         | 52        | 30       | 8               | 2.49               | 0.658 |
|              |  |          | %         | 57.8      | 33.3     | 8.9             |                    |       |
|              |  | Students | F         | 119       | 68       | 22              | 2.46               | 0.679 |
|              |  |          | %         | 56.9      | 32.5     | 10.5            |                    |       |
|              |  | Total    | F         | 171       | 98       | 30              | 2.47               | 0.672 |
|              |  |          | %         | 57.2      | 32.8     | 10.0            |                    |       |
| 12           | Multiple intellectual references                                   | Workers  | F         | 45        | 36       | 9               | 2.40               | 0.667 |
|              |  |          | %         | 50.0      | 40.0     | 10.0            |                    |       |
|              |  | Students | F         | 109       | 80       | 20              | 2.43               | 0.662 |
|              |  |          | %         | 52.2      | 38.3     | 9.6             |                    |       |
|              |  | Total    | F         | 154       | 116      | 29              | 2.42               | 0.662 |
|              |  |          | %         | 51.5      | 38.8     | 9.7             |                    |       |
| Overall mean |  |          |           |           |          | 2.55            | 0.527              |       |

Table (6) illustrates that the arithmetic means of personal factors of intellectual delinquency among youth ranged (2.65:2.42). While (weak personality, docileness, and being influenced by others) was ranked first, (multiple intellectual references) was ranked last. Social workers agreed that (weak personality, docileness, and being influenced by others) was ranked first. Moreover, the participant students agreed that items (weak personality, docileness, and being influenced by others) and (blind imitation of others) were ranked first.

**Table 7:** Responses of the participants to the educational factors of intellectual delinquency among youth

| No. | Item   |          | Agreement |           |          | Arithmetic mean | Standard deviation | Rank  |    |
|-----|--|----------|-----------|-----------|----------|-----------------|--------------------|-------|----|
|     |  |          | Agree     | Undecided | Disagree |                 |                    |       |    |
| 2   | Leniency in applying disciplinary regulations and facing student violations                        | Workers  | F         | 52        | 35       | 3               | 2.54               | 0.564 | 1  |
|     |  |          | %         | 57.8      | 38.9     | 3.3             |                    |       |    |
|     |  | Students | F         | 118       | 65       | 26              | 2.44               | 0.705 |    |
|     |  |          | %         | 56.5      | 31.1     | 12.4            |                    |       |    |
|     |  | Total    | F         | 170       | 100      | 29              | 2.47               | 0.667 |    |
| %   | 56.9   |          | 33.4      | 9.7       |          |                 |                    |       |    |
| 9   | Weak role of the social guidance departments in the intellectual awareness of students             | Workers  | F         | 58        | 28       | 4               | 2.60               | 0.577 | 2  |
|     |  |          | %         | 64.4      | 31.1     | 4.4             |                    |       |    |
|     |  | Students | F         | 104       | 83       | 22              | 2.39               | 0.672 |    |
|     |  |          | %         | 49.8      | 39.7     | 10.5            |                    |       |    |
|     |  | Total    | F         | 162       | 111      | 26              | 2.45               | 0.651 |    |
| %   | 54.2   |          | 37.1      | 8.7       |          |                 |                    |       |    |
| 1   | Lack of the faculty's interest in raising student awareness about the dangers of extreme ideas     | Workers  | F         | 51        | 33       | 6               | 2.50               | 0.623 | 3  |
|     |  |          | %         | 56.7      | 36.7     | 6.7             |                    |       |    |
|     |  | Students | F         | 111       | 77       | 21              | 2.43               | 0.670 |    |
|     |  |          | %         | 53.1      | 36.8     | 10.0            |                    |       |    |
|     |  | Total    | F         | 162       | 110      | 27              | 2.45               | 0.656 |    |
| %   | 54.2   |          | 36.8      | 9.0       |          |                 |                    |       |    |
| 3   | Lack of educational activities in the courses that promote moderation                              | Workers  | F         | 54        | 27       | 9               | 2.50               | 0.675 | 4  |
|     |  |          | %         | 60.0      | 30.0     | 10.0            |                    |       |    |
|     |  | Students | F         | 109       | 78       | 22              | 2.42               | 0.675 |    |
|     |  |          | %         | 52.2      | 37.3     | 10.5            |                    |       |    |
|     |  | Total    | F         | 163       | 105      | 31              | 2.44               | 0.675 |    |
| %   | 54.5   |          | 35.1      | 10.4      |          |                 |                    |       |    |
| 12  | Different social and economic levels and influence of students on each other                       | Workers  | F         | 39        | 43       | 8               | 2.34               | 0.639 | 5  |
|     |  |          | %         | 43.3      | 47.8     | 8.9             |                    |       |    |
|     |  | Students | F         | 111       | 81       | 17              | 2.45               | 0.642 |    |
|     |  |          | %         | 53.1      | 38.8     | 8.1             |                    |       |    |
|     |  | Total    | F         | 150       | 124      | 25              | 2.42               | 0.642 |    |
| %   | 50.2   |          | 41.5      | 8.4       |          |                 |                    |       |    |
| 5   | Weak university role in confronting the moral deviation of students                                | Workers  | F         | 50        | 33       | 7               | 2.48               | 0.640 | 6  |
|     |  |          | %         | 55.6      | 36.7     | 7.8             |                    |       |    |
|     |  | Students | F         | 100       | 89       | 20              | 2.38               | 0.656 |    |
|     |  |          | %         | 47.8      | 42.6     | 9.6             |                    |       |    |
|     |  | Total    | F         | 150       | 122      | 27              | 2.41               | 0.651 |    |
| %   | 50.2   |          | 40.8      | 9.0       |          |                 |                    |       |    |
| 8   | Lack of active university policies to promote intellectual security                                | Workers  | F         | 55        | 27       | 8               | 2.52               | 0.657 | 7  |
|     |  |          | %         | 61.1      | 30.0     | 8.9             |                    |       |    |
|     |  | Students | F         | 101       | 83       | 25              | 2.36               | 0.688 |    |
|     |  |          | %         | 48.3      | 39.7     | 12.0            |                    |       |    |
|     |  | Total    | F         | 156       | 110      | 33              | 2.41               | 0.681 |    |
| %   | 52.2   |          | 36.8      | 11.0      |          |                 |                    |       |    |
| 7   | Lack and weakness of extracurricular activities that promote the intellectual security of students | Workers  | F         | 54        | 28       | 8               | 2.51               | 0.658 | 8  |
|     |  |          | %         | 60.0      | 31.1     | 8.9             |                    |       |    |
|     |  | Students | F         | 103       | 80       | 26              | 2.37               | 0.696 |    |
|     |  |          | %         | 49.3      | 38.3     | 12.4            |                    |       |    |
|     |  | Total    | F         | 157       | 108      | 34              | 2.41               | 0.686 |    |
| %   | 52.5   |          | 36.1      | 11.4      |          |                 |                    |       |    |
| 6   | Weak university role in confronting and solving student problems                                   | Workers  | F         | 48        | 32       | 10              | 2.42               | 0.687 | 9  |
|     |  |          | %         | 53.3      | 35.6     | 11.1            |                    |       |    |
|     |  | Students | F         | 103       | 81       | 25              | 2.37               | 0.690 |    |
|     |  |          | %         | 49.3      | 38.8     | 12.0            |                    |       |    |
|     |  | Total    | F         | 151       | 113      | 35              | 2.39               | 0.688 |    |
| %   | 50.5   |          | 37.8      | 11.7      |          |                 |                    |       |    |
| 4   | Weak university role in utilizing knowledge and  | Workers  | F         | 49        | 35       | 6               | 2.48               | 0.622 | 10 |
|     |  |          | %         | 54.4      | 38.9     | 6.7             |                    |       |    |

| No.          | Item  |          | Agreement |           |          | Arithmetic mean | Standard deviation | Rank  |
|--------------|---|----------|-----------|-----------|----------|-----------------|--------------------|-------|
|              |   |          | Agree     | Undecided | Disagree |                 |                    |       |
|              | scientific research to serve the issues of national and intellectual security           | Students | F         | 95        | 86       | 28              | 2.32               | 0.699 |
|              |   |          | %         | 45.5      | 41.1     | 13.4            |                    |       |
|              |   | Total    | F         | 144       | 121      | 34              | 2.37               | 0.679 |
|              |   |          | %         | 48.2      | 40.5     | 11.4            |                    |       |
| 10           | Stress because of the inability to fit in the major that the student is forced to study | Workers  | F         | 38        | 40       | 12              | 2.29               | 0.691 |
|              |   |          | %         | 42.2      | 44.4     | 13.3            |                    |       |
|              |   | Students | F         | 108       | 79       | 22              | 2.41               | 0.674 |
|              |   |          | %         | 51.7      | 37.8     | 10.5            |                    |       |
| Total        | F   | 146      | 119       | 34        | 2.37     | 0.681           |                    |       |
|              | %   | 48.8     | 39.8      | 11.4      |          |                 |                    |       |
| 11           | Student cultural exchange and acquiring inappropriate ideas                             | Workers  | F         | 41        | 38       | 11              | 2.33               | 0.687 |
|              |   |          | %         | 45.6      | 42.2     | 12.2            |                    |       |
|              |   | Students | F         | 98        | 90       | 21              | 2.37               | 0.660 |
|              |   |          | %         | 46.9      | 43.1     | 10.0            |                    |       |
| Total        | F   | 139      | 128       | 32        | 2.36     | 0.667           |                    |       |
|              | %   | 46.5     | 42.8      | 10.7      |          |                 |                    |       |
| Overall mean |   |          |           |           |          | 2.41            | 0.605              |       |

Table (7) shows that the arithmetic means of educational factors of intellectual delinquency among youth ranged (2.74:2.36). While (leniency in applying disciplinary regulations and facing student violations) was ranked first, (student cultural exchange and acquiring inappropriate ideas) was ranked last. Social workers agreed that (weak role of the social guidance departments in the intellectual awareness of students) was ranked first. The participant students agreed that (different social and economic levels and influence of students on each other) was ranked first.

- To answer the third question, the frequencies, percentages, arithmetic means, standard deviations, and ranks of the responses to the suggested ways of preventing the factors of intellectual delinquencies among youth were calculated.

**Table 8:** Responses of the participants to the suggested ways of preventing the family factors of intellectual delinquencies among youth

| No.   | Item  |          | Agreement |           |          | Arithmetic mean | Standard deviation | Rank  |
|-------|---|----------|-----------|-----------|----------|-----------------|--------------------|-------|
|       |   |          | Agree     | Undecided | Disagree |                 |                    |       |
| 8     | Giving the opportunity within the family to exchange opinions and hear the other's opinion          | Workers  | F         | 69        | 21       | -               | 2.77               | 0.425 |
|       |   |          | %         | 76.7      | 23.3     | -               |                    |       |
|       |   | Students | F         | 158       | 47       | 4               | 2.74               | 0.483 |
|       |   |          | %         | 75.6      | 22.5     | 1.9             |                    |       |
| Total | F   | 227      | 68        | 4         | 2.75     | 0.466           |                    |       |
|       | %   | 75.9     | 22.7      | 1.3       |          |                 |                    |       |
| 1     | Activating the media role in educating the family to protect children from intellectual delinquency | Workers  | F         | 75        | 15       | -               | 2.83               | 0.375 |
|       |   |          | %         | 83.3      | 16.7     | -               |                    |       |
|       |   | Students | F         | 154       | 50       | 5               | 2.71               | 0.504 |
|       |   |          | %         | 73.7      | 23.9     | 2.4             |                    |       |
| Total | F   | 229      | 65        | 5         | 2.75     | 0.471           |                    |       |
|       | %   | 76.6     | 21.7      | 1.7       |          |                 |                    |       |
| 10    | Family interest in children's fulfillment of religious tasks  | Workers  | F         | 68        | 22       | -               | 2.76               | 0.432 |
|       |   |          | %         | 75.6      | 24.4     | -               |                    |       |
|       |   | Students | F         | 161       | 42       | 6               | 2.74               | 0.500 |
|       |   |          | %         | 77.0      | 20.1     | 2.9             |                    |       |
| Total | F   | 229      | 64        | 6         | 2.75     | 0.480           |                    |       |
|       | %   | 76.6     | 21.4      | 2.0       |          |                 |                    |       |
| 7     | Strengthening relationships between parents and children  | Workers  | F         | 71        | 19       | -               | 2.79               | 0.410 |
|       |   |          | %         | 78.9      | 21.1     | -               |                    |       |
|       |   | Students | F         | 161       | 41       | 7               | 2.74               | 0.512 |
|       |   |          | %         | 77.0      | 19.6     | 3.3             |                    |       |
| Total | F   | 232      | 60        | 7         | 2.75     | 0.484           |                    |       |
|       | %   | 77.6     | 20.1      | 2.3       |          |                 |                    |       |

| No.          | Item  |          | Agreement |           |          | Arithmetic mean | Standard deviation | Rank  |
|--------------|---|----------|-----------|-----------|----------|-----------------|--------------------|-------|
|              |   |          | Agree     | Undecided | Disagree |                 |                    |       |
| 3            | Activating the role of family institutions to help resolve family problems    | Workers  | F         | 74        | 16       | -               | 2.82               | 0.384 |
|              |   |          | %         | 82.2      | 17.8     | -               |                    |       |
|              |   | Students | F         | 151       | 54       | 4               | 2.70               | 0.498 |
|              |   |          | %         | 72.2      | 25.8     | 1.9             |                    |       |
|              |   | Total    | F         | 225       | 70       | 4               | 2.74               | 0.469 |
|              |   |          | %         | 75.3      | 23.4     | 1.3             |                    |       |
| 4            | Educating parents about appropriate parenting styles                          | Workers  | F         | 71        | 19       | -               | 2.79               | 0.410 |
|              |   |          | %         | 78.9      | 21.1     | -               |                    |       |
|              |   | Students | F         | 157       | 46       | 6               | 2.72               | 0.509 |
|              |   |          | %         | 75.1      | 22.0     | 2.9             |                    |       |
|              |   | Total    | F         | 228       | 65       | 6               | 2.74               | 0.482 |
|              |   |          | %         | 76.3      | 21.7     | 2.0             |                    |       |
| 9            | Balance in treating children  | Workers  | F         | 69        | 20       | 1               | 2.76               | 0.457 |
|              |   |          | %         | 76.7      | 22.2     | 1.1             |                    |       |
|              |   | Students | F         | 152       | 56       | 1               | 2.72               | 0.459 |
|              |   |          | %         | 72.7      | 26.8     | 0.5             |                    |       |
|              |   | Total    | F         | 221       | 76       | 2               | 2.73               | 0.458 |
|              |   |          | %         | 73.9      | 25.4     | 0.7             |                    |       |
| 2            | Educating the family about the necessity of family dialog                     | Workers  | F         | 70        | 19       | 1               | 2.77               | 0.451 |
|              |   |          | %         | 77.8      | 21.1     | 1.1             |                    |       |
|              |   | Students | F         | 154       | 51       | 4               | 2.72               | 0.492 |
|              |   |          | %         | 73.7      | 24.4     | 1.9             |                    |       |
|              |   | Total    | F         | 224       | 70       | 5               | 2.73               | 0.480 |
|              |   |          | %         | 74.9      | 23.4     | 1.7             |                    |       |
| 6            | The vital role of parents in helping students solve their children's problems | Workers  | F         | 69        | 20       | 1               | 2.76               | 0.457 |
|              |   |          | %         | 76.7      | 22.2     | 1.1             |                    |       |
|              |   | Students | F         | 152       | 50       | 7               | 2.69               | 0.630 |
|              |   |          | %         | 72.7      | 23.9     | 3.3             |                    |       |
|              |   | Total    | F         | 221       | 70       | 8               | 2.71               | 0.509 |
|              |   |          | %         | 73.9      | 23.4     | 2.7             |                    |       |
| 11           | Parents' interest in contemporary knowledge and updates                       | Workers  | F         | 67        | 23       | -               | 2.74               | 0.439 |
|              |   |          | %         | 74.4      | 25.6     | -               |                    |       |
|              |   | Students | F         | 144       | 59       | 6               | 2.66               | 0.532 |
|              |   |          | %         | 68.9      | 28.2     | 2.9             |                    |       |
|              |   | Total    | F         | 211       | 82       | 6               | 2.69               | 0.509 |
|              |   |          | %         | 70.6      | 27.4     | 2.0             |                    |       |
| 5            | Activating the family role in helping children choose friends                 | Workers  | F         | 71        | 18       | 1               | 2.78               | 0.444 |
|              |   |          | %         | 78.9      | 20.0     | 1.1             |                    |       |
|              |   | Students | F         | 123       | 77       | 9               | 2.55               | 0.579 |
|              |   |          | %         | 58.9      | 36.8     | 4.3             |                    |       |
|              |   | Total    | F         | 194       | 95       | 10              | 2.62               | 0.552 |
|              |   |          | %         | 64.9      | 31.8     | 3.3             |                    |       |
| Overall mean |   |          |           |           |          | 2.72            | 0.436              |       |

Table (8) shows that the arithmetic means of the suggested ways of preventing the family factors of intellectual delinquencies among youth ranged (2.75:2.62). While (giving the opportunity within the family to exchange opinions and hear the other's opinion) was ranked first, (activating the family role in helping children choose friends) was ranked last. Social workers agreed that (activating the media role in educating the family to protect children from intellectual delinquency) was ranked first. The participant students agreed that (giving the opportunity within the family to exchange opinions and hear the other's opinion) was ranked first. Additionally, (family interest in children's fulfillment of religious tasks) was ranked first.

**Table 9:** Responses of the participants to the suggested ways of preventing the societal factors of intellectual delinquencies among youth

| No. | Item   |          | Agreement    |       |           | Arithmetic mean | Standard deviation | Rank  |          |
|-----|--|----------|--------------|-------|-----------|-----------------|--------------------|-------|----------|
|     |  |          | Percentage % | Agree | Undecided |                 |                    |       | Disagree |
| 2   | Opening several work fields to face unemployment   | Workers  | F            | 73    | 17        | -               | 2.81               | 0.394 | 1        |
|     |  |          | %            | 81.1  | 18.9      | -               |                    |       |          |
|     |  | Students | F            | 168   | 39        | 2               | 2.79               | 0.428 |          |
|     |  |          | %            | 80.4  | 18.7      | 1.0             |                    |       |          |
|     |  | Total    | F            | 241   | 56        | 2               | 2.80               | 0.418 |          |
|     |  |          | %            | 80.6  | 18.7      | 0.7             |                    |       |          |
| 8   | Including youth needs in the national strategic plans and educating youth about them                                   | Workers  | F            | 71    | 19        | -               | 2.79               | 0.410 | 2        |
|     |  |          | %            | 78.9  | 21.1      | -               |                    |       |          |
|     |  | Students | F            | 153   | 53        | 3               | 2.72               | 0.482 |          |
|     |  |          | %            | 73.2  | 25.4      | 1.4             |                    |       |          |
|     |  | Total    | F            | 224   | 72        | 3               | 2.74               | 0.462 |          |
|     |  |          | %            | 74.9  | 24.1      | 1.0             |                    |       |          |
| 7   | Increasing the number if youth clubs and entertainment institutions to spend fruitful time                             | Workers  | F            | 71    | 18        | 1               | 2.78               | 0.444 | 3        |
|     |  |          | %            | 78.9  | 20.0      | 1.1             |                    |       |          |
|     |  | Students | F            | 156   | 49        | 4               | 2.73               | 0.488 |          |
|     |  |          | %            | 74.6  | 23.4      | 1.9             |                    |       |          |
|     |  | Total    | F            | 227   | 67        | 5               | 2.74               | 0.475 |          |
|     |  |          | %            | 75.9  | 22.4      | 1.7             |                    |       |          |
| 6   | Activating the role of social institutions (charities/ social centers/ universities) in educating youth intellectually | Workers  | F            | 72    | 18        | -               | 2.80               | 0.402 | 4        |
|     |  |          | %            | 80.0  | 20.0      | -               |                    |       |          |
|     |  | Students | F            | 145   | 60        | 4               | 2.67               | 0.509 |          |
|     |  |          | %            | 69.4  | 28.7      | 1.9             |                    |       |          |
|     |  | Total    | F            | 217   | 78        | 4               | 2.71               | 0.482 |          |
|     |  |          | %            | 72.6  | 26.1      | 1.3             |                    |       |          |
| 10  | Promoting the social responsibility among youth  | Workers  | F            | 71    | 18        | 1               | 2.78               | 0.444 | 5        |
|     |  |          | %            | 78.9  | 20.0      | 1.1             |                    |       |          |
|     |  | Students | F            | 145   | 58        | 6               | 2.67               | 0.531 |          |
|     |  |          | %            | 69.4  | 27.8      | 2.9             |                    |       |          |
|     |  | Total    | F            | 216   | 76        | 7               | 2.70               | 0.508 |          |
|     |  |          | %            | 72.2  | 25.4      | 2.3             |                    |       |          |
| 3   | Raising censorship of media, especially social media   | Workers  | F            | 68    | 22        | -               | 2.76               | 0.432 | 6        |
|     |  |          | %            | 75.6  | 24.4      | -               |                    |       |          |
|     |  | Students | F            | 149   | 51        | 9               | 2.67               | 0.556 |          |
|     |  |          | %            | 71.3  | 24.4      | 4.3             |                    |       |          |
|     |  | Total    | F            | 217   | 73        | 9               | 2.70               | 0.522 |          |
|     |  |          | %            | 72.6  | 24.4      | 3.0             |                    |       |          |
| 9   | Planning supporting programs to promote citizenship and belonging among youth  | Workers  | F            | 71    | 18        | 1               | 2.78               | 0.444 | 7        |
|     |  |          | %            | 78.9  | 20.0      | 1.1             |                    |       |          |
|     |  | Students | F            | 144   | 56        | 9               | 2.65               | 0.562 |          |
|     |  |          | %            | 68.9  | 26.8      | 4.3             |                    |       |          |
|     |  | Total    | F            | 215   | 74        | 10              | 2.69               | 0.532 |          |
|     |  |          | %            | 71.9  | 24.7      | 3.3             |                    |       |          |
| 4   | Interest in the quick punishment of intellectual delinquents   | Workers  | F            | 67    | 22        | 1               | 2.73               | 0.469 | 8        |
|     |  |          | %            | 74.4  | 24.4      | 1.1             |                    |       |          |
|     |  | Students | F            | 144   | 59        | 6               | 2.66               | 0.532 |          |
|     |  |          | %            | 68.9  | 28.2      | 2.9             |                    |       |          |
|     |  | Total    | F            | 211   | 81        | 7               | 2.68               | 0.514 |          |
|     |  |          | %            | 70.6  | 27.1      | 2.3             |                    |       |          |
| 1   | Formulating clear and active systems of youth care   | Workers  | F            | 69    | 21        | -               | 2.77               | 0.425 | 9        |
|     |  |          | %            | 76.7  | 23.3      | -               |                    |       |          |
|     |  | Students | F            | 143   | 58        | 8               | 2.65               | 0.554 |          |
|     |  |          | %            | 68.4  | 27.8      | 3.8             |                    |       |          |
|     |  | Total    | F            | 212   | 79        | 8               | 2.68               | 0.521 |          |
|     |  |          | %            | 70.9  | 26.4      | 2.7             |                    |       |          |

| No.          | Item   |          | Agreement    |       |           |          | Arithmetic mean | Standard deviation | Rank |
|--------------|--|----------|--------------|-------|-----------|----------|-----------------|--------------------|------|
|              |  |          | Percentage % | Agree | Undecided | Disagree |                 |                    |      |
| 5            | Guiding mass media to adhere to the societal policy in achieving intellectual security   | Workers  | F            | 70    | 20        | -        | 2.78            | 0.418              | 10   |
|              |  |          | %            | 77.8  | 22.2      | -        |                 |                    |      |
|              |  | Students | F            | 135   | 68        | 6        | 2.62            | 0.543              |      |
|              |  |          | %            | 64.6  | 32.5      | 2.9      |                 |                    |      |
|              |  | Total    | F            | 205   | 88        | 6        | 2.67            | 0.513              |      |
|              |  |          | %            | 68.6  | 29.4      | 2.0      |                 |                    |      |
| 11           | Defining the image, characteristics, and shapes of the enemy in the minds of the youth and qualifying them to be good citizens | Workers  | F            | 63    | 23        | 4        | 2.66            | 0.564              | 11   |
|              |  |          | %            | 70.0  | 25.6      | 4.4      |                 |                    |      |
|              |  | Students | F            | 141   | 64        | 4        | 2.66            | 0.515              |      |
|              |  |          | %            | 67.5  | 30.6      | 1.9      |                 |                    |      |
|              |  | Total    | F            | 204   | 87        | 8        | 2.66            | 0.529              |      |
|              |  |          | %            | 68.2  | 29.1      | 2.7      |                 |                    |      |
| Overall mean |  |          |              |       |           |          | 2.71            | 0.450              |      |

Table (g) shows that the arithmetic means of the suggested ways of preventing the societal factors of intellectual delinquencies among youth ranged (2.80:2.66). While (opening several work fields to face unemployment) was ranked first, (defining the image, characteristics, and shapes of the enemy in the minds of the youth and qualifying them to be good citizens) was ranked last.

**Table 10:** Responses of the participants to the suggested ways of preventing the personal factors of intellectual delinquencies among youth

| No. | Item  |          | Agreement |       |           |          | Arithmetic mean | Standard deviation | Rank |
|-----|---|----------|-----------|-------|-----------|----------|-----------------|--------------------|------|
|     |   |          |           | Agree | Undecided | Disagree |                 |                    |      |
| 6   | Fostering students' self-confidence                         | Workers  | F         | 71    | 18        | 1        | 2.78            | 0.444              | 1    |
|     |   |          | %         | 78.9  | 20.0      | 1.1      |                 |                    |      |
|     |   | Students | F         | 164   | 40        | 5        | 2.76            | 0.481              |      |
|     |   |          | %         | 78.5  | 19.1      | 2.4      |                 |                    |      |
|     |   | Total    | F         | 235   | 58        | 6        | 2.77            | 0.469              |      |
|     |   |          | %         | 78.6  | 19.4      | 0.2      |                 |                    |      |
| 11  | Educating students to obtain knowledge from sound resources | Workers  | F         | 69    | 21        | -        | 2.77            | 0.425              | 2    |
|     |   |          | %         | 76.7  | 23.3      | -        |                 |                    |      |
|     |   | Students | F         | 164   | 39        | 6        | 2.76            | 0.493              |      |
|     |   |          | %         | 78.5  | 18.7      | 2.9      |                 |                    |      |
|     |   | Total    | F         | 233   | 60        | 6        | 2.76            | 0.473              |      |
|     |   |          | %         | 77.9  | 20.1      | 0.2      |                 |                    |      |
| 2   | Equipping students with life skills                         | Workers  | F         | 70    | 20        | -        | 2.78            | 0.418              | 3    |
|     |   |          | %         | 77.8  | 22.2      | -        |                 |                    |      |
|     |   | Students | F         | 157   | 49        | 3        | 2.74            | 0.473              |      |
|     |   |          | %         | 75.1  | 23.4      | 1.4      |                 |                    |      |
|     |   | Total    | F         | 227   | 69        | 3        | 2.75            | 0.457              |      |
|     |   |          | %         | 75.9  | 23.1      | 1.0      |                 |                    |      |
| 3   | Helping students face their life circumstances              | Workers  | F         | 69    | 21        | -        | 2.77            | 0.425              | 4    |
|     |   |          | %         | 76.7  | 23.3      | -        |                 |                    |      |
|     |   | Students | F         | 154   | 52        | 3        | 2.72            | 0.480              |      |
|     |   |          | %         | 73.7  | 24.9      | 1.4      |                 |                    |      |
|     |   | Total    | F         | 223   | 73        | 3        | 2.74            | 0.464              |      |
|     |   |          | %         | 74.6  | 24.4      | 1.0      |                 |                    |      |
| 5   | Raising students' intellectual awareness                    | Workers  | F         | 71    | 18        | 1        | 2.78            | 0.444              | 5    |
|     |   |          | %         | 78.9  | 20.0      | 1.1      |                 |                    |      |
|     |   | Students | F         | 154   | 52        | 3        | 2.72            | 0.480              |      |
|     |   |          | %         | 73.7  | 24.9      | 1.4      |                 |                    |      |
|     |   | Total    | F         | 225   | 70        | 4        | 2.74            | 0.469              |      |
|     |   |          | %         | 75.3  | 23.4      | 1.3      |                 |                    |      |
| 8   | Developing students' citizenship                            | Workers  | F         | 73    | 16        | 1        | 2.80            | 0.429              | 6    |
|     |   |          | %         | 81.1  | 17.8      | 1.1      |                 |                    |      |
|     |   | Students | F         | 152   | 52        | 5        | 2.70            | 0.508              |      |
|     |   |          | %         | 72.7  | 24.9      | 2.4      |                 |                    |      |
|     |   | Total    | F         | 225   | 68        | 6        | 2.73            | 0.487              |      |
|     |   |          | %         | 75.3  | 23.4      | 1.3      |                 |                    |      |

| No.          | Item   |          | Agreement |           |          | Arithmetic mean | Standard deviation | Rank  |    |
|--------------|--|----------|-----------|-----------|----------|-----------------|--------------------|-------|----|
|              |  |          | Agree     | Undecided | Disagree |                 |                    |       |    |
|              |  |          | %         | 75.3      | 22.7     | 0.2             |                    |       |    |
| 7            | Helping students engage in environment service projects  | Workers  | F         | 68        | 21       | 1               | 2.74               | 0.464 | 7  |
|              |  |          | %         | 75.6      | 23.3     | 1.1             |                    |       |    |
|              |  | Students | F         | 152       | 52       | 5               | 2.70               | 0.508 |    |
|              |  |          | %         | 72.7      | 24.9     | 2.4             |                    |       |    |
|              |  | Total    | F         | 220       | 73       | 6               | 2.72               | 0.494 |    |
|              |  |          | %         | 73.6      | 24.4     | 0.2             |                    |       |    |
| 9            | Equipping students with knowledge related to intellectual security                                     | Workers  | F         | 70        | 19       | 1               | 2.77               | 0.451 | 8  |
|              |  |          | %         | 77.8      | 21.1     | 1.1             |                    |       |    |
|              |  | Students | F         | 147       | 59       | 3               | 2.69               | 0.494 |    |
|              |  |          | %         | 70.3      | 28.2     | 1.4             |                    |       |    |
|              |  | Total    | F         | 217       | 78       | 4               | 2.71               | 0.482 |    |
|              |  |          | %         | 72.6      | 26.1     | 1.3             |                    |       |    |
| 1            | University role in students' self-development  | Workers  | F         | 69        | 20       | 1               | 2.76               | 0.457 | 9  |
|              |  |          | %         | 76.7      | 22.2     | 1.1             |                    |       |    |
|              |  | Students | F         | 150       | 54       | 5               | 2.69               | 0.511 |    |
|              |  |          | %         | 71.8      | 25.8     | 2.4             |                    |       |    |
|              |  | Total    | F         | 219       | 74       | 6               | 2.71               | 0.496 |    |
|              |  |          | %         | 73.2      | 24.7     | 2.0             |                    |       |    |
| 10           | Encouraging students to join the extracurricular activities that support intellectual security         | Workers  | F         | 69        | 21       | -               | 2.77               | 0.425 | 10 |
|              |  |          | %         | 76.7      | 23.3     | -               |                    |       |    |
|              |  | Students | F         | 147       | 51       | 11              | 2.65               | 0.578 |    |
|              |  |          | %         | 70.3      | 24.4     | 5.3             |                    |       |    |
|              |  | Total    | F         | 216       | 72       | 11              | 2.69               | 0.539 |    |
|              |  |          | %         | 72.2      | 24.1     | 3.7             |                    |       |    |
| 4            | Neuropsychological programming of students to overcome extreme ideas that hinder intellectual security | Workers  | F         | 60        | 26       | 4               | 2.62               | 0.572 | 11 |
|              |  |          | %         | 66.7      | 28.9     | 4.4             |                    |       |    |
|              |  | Students | F         | 145       | 56       | 8               | 2.66               | 0.551 |    |
|              |  |          | %         | 69.4      | 26.8     | 3.8             |                    |       |    |
|              |  | Total    | F         | 205       | 82       | 12              | 2.65               | 0.557 |    |
|              |  |          | %         | 68.6      | 27.4     | 0.4             |                    |       |    |
| Overall mean |  |          |           |           |          | 2.72            | 0.447              |       |    |

Table (10) illustrates that the arithmetic means of the suggested ways of preventing the personal factors of intellectual delinquencies among youth ranged (2.77:2.65). While (fostering students' self-confidence) was ranked first, (neuropsychological programming of students to overcome extreme ideas that hinder intellectual security) was ranked last. The social workers agreed that (developing students' citizenship) was ranked first. The participant students agreed that (fostering students' self-confidence) and (educating students to obtain knowledge from sound resources) were ranked first.

**Table 11:** Responses of the participants to the suggested ways of preventing the educational factors of intellectual delinquencies among youth

| No. | Item   |          | Agreement |           |          | Arithmetic mean | Standard deviation | Rank  |   |
|-----|--|----------|-----------|-----------|----------|-----------------|--------------------|-------|---|
|     |  |          | Agree     | Undecided | Disagree |                 |                    |       |   |
| 11  | Sharing experience among (local and overseas) universities on handling the issues of intellectual security | Workers  | F         | 70        | 20       | -               | 2.78               | 0.418 | 1 |
|     |  |          | %         | 77.8      | 22.2     | -               |                    |       |   |
|     |  | Students | F         | 154       | 48       | 7               | 2.70               | 0.526 |   |
|     |  |          | %         | 73.7      | 23.0     | 3.3             |                    |       |   |
|     |  | Total    | F         | 224       | 68       | 7               | 2.73               | 0.497 |   |
|     |  |          | %         | 74.9      | 22.7     | 2.3             |                    |       |   |
| 5   | Activating the role of social guidance departments to help students solve their problems                   | Workers  | F         | 70        | 18       | 2               | 2.76               | 0.481 | 2 |
|     |  |          | %         | 77.8      | 20.0     | 2.2             |                    |       |   |
|     |  | Students | F         | 153       | 50       | 6               | 2.70               | 0.517 |   |
|     |  |          | %         | 73.2      | 23.9     | 2.9             |                    |       |   |
|     |  | Total    | F         | 223       | 68       | 8               | 2.72               | 0.506 |   |
|     |  |          | %         | 74.6      | 22.7     | 2.7             |                    |       |   |
| 3   | Interest in applying disciplinary regulations to delinquents   | Workers  | F         | 67        | 23       | -               | 2.74               | 0.439 | 3 |
|     |  |          | %         | 74.4      | 25.6     | -               |                    |       |   |
|     |  | Students | F         | 149       | 55       | 5               | 2.69               | 0.513 |   |
|     |  |          | %         | 71.3      | 26.3     | 2.4             |                    |       |   |
|     |  | Total    | F         | 216       | 78       | 5               | 2.71               | 0.492 |   |
|     |  |          | %         | 74.4      | 25.6     | 1.7             |                    |       |   |



| No.          | Item   |          | Agreement |           |          | Arithmetic mean | Standard deviation | Rank |
|--------------|--|----------|-----------|-----------|----------|-----------------|--------------------|------|
|              |  |          | Agree     | Undecided | Disagree |                 |                    |      |
|              |  |          | %         |           |          |                 |                    |      |
| 6            | Interest in fulfilling the actual needs of students  | Workers  | F         | 69        | 20       | 1               | 2.76               | 4    |
|              |  |          | %         | 72.2      | 26.1     | 1.7             |                    |      |
|              |  | Students | F         | 154       | 46       | 9               | 2.69               |      |
|              |  |          | %         | 73.7      | 22.0     | 4.3             |                    |      |
|              |  | Total    | F         | 223       | 66       | 10              | 2.71               |      |
|              |  |          | %         | 74.6      | 22.1     | 3.3             |                    |      |
| 9            | Coordination between university departments about planning to educate students intellectually                                  | Workers  | F         | 70        | 18       | 2               | 2.76               | 5    |
|              |  |          | %         | 77.8      | 20.0     | 2.2             |                    |      |
|              |  | Students | F         | 145       | 56       | 8               | 2.66               |      |
|              |  |          | %         | 69.4      | 26.8     | 3.8             |                    |      |
|              |  | Total    | F         | 215       | 74       | 10              | 2.69               |      |
|              |  |          | %         | 71.9      | 24.7     | 3.3             |                    |      |
| 2            | Support the faculty-student relationship for intellectual communication to educate students about intellectual security issues | Workers  | F         | 66        | 24       | -               | 2.73               | 6    |
|              |  |          | %         | 73.3      | 26.7     | -               |                    |      |
|              |  | Students | F         | 143       | 59       | 7               | 2.65               |      |
|              |  |          | %         | 68.4      | 28.2     | 3.3             |                    |      |
|              |  | Total    | F         | 209       | 83       | 7               | 2.68               |      |
|              |  |          | %         | 69.9      | 27.8     | 2.3             |                    |      |
| 8            | Focusing on programs of using scientific knowledge in the service of intellectual security                                     | Workers  | F         | 69        | 19       | 2               | 2.74               | 7    |
|              |  |          | %         | 76.7      | 21.1     | 2.2             |                    |      |
|              |  | Students | F         | 143       | 59       | 7               | 2.65               |      |
|              |  |          | %         | 68.4      | 28.2     | 3.3             |                    |      |
|              |  | Total    | F         | 212       | 78       | 9               | 2.68               |      |
|              |  |          | %         | 70.9      | 26.1     | 3.0             |                    |      |
| 4            | Reconsidering the student activity plans and including intellectual awareness activities                                       | Workers  | F         | 68        | 21       | 1               | 2.74               | 8    |
|              |  |          | %         | 75.6      | 23.3     | 1.1             |                    |      |
|              |  | Students | F         | 144       | 55       | 10              | 2.64               |      |
|              |  |          | %         | 68.9      | 26.3     | 4.8             |                    |      |
|              |  | Total    | F         | 212       | 76       | 11              | 2.67               |      |
|              |  |          | %         | 70.9      | 25.4     | 3.7             |                    |      |
| 10           | Using university's social responsibility programs to develop student citizenship   | Workers  | F         | 70        | 19       | 1               | 2.77               | 9    |
|              |  |          | %         | 77.8      | 21.1     | 1.1             |                    |      |
|              |  | Students | F         | 135       | 67       | 7               | 2.61               |      |
|              |  |          | %         | 64.6      | 32.1     | 3.3             |                    |      |
|              |  | Total    | F         | 205       | 86       | 8               | 2.66               |      |
|              |  |          | %         | 68.6      | 28.8     | 2.7             |                    |      |
| 7            | Activating the role of academic counseling in guiding students intellectually  | Workers  | F         | 66        | 18       | 6               | 2.67               | 10   |
|              |  |          | %         | 73.3      | 20.0     | 6.7             |                    |      |
|              |  | Students | F         | 145       | 55       | 9               | 2.65               |      |
|              |  |          | %         | 69.4      | 26.3     | 4.3             |                    |      |
|              |  | Total    | F         | 211       | 73       | 15              | 2.66               |      |
|              |  |          | %         | 70.6      | 24.4     | 5.0             |                    |      |
| 1            | Linking courses to intellectual security mechanisms  | Workers  | F         | 67        | 19       | 4               | 2.70               | 11   |
|              |  |          | %         | 74.4      | 21.1     | 4.4             |                    |      |
|              |  | Students | F         | 135       | 63       | 11              | 2.59               |      |
|              |  |          | %         | 64.6      | 30.1     | 5.3             |                    |      |
|              |  | Total    | F         | 202       | 82       | 15              | 2.63               |      |
|              |  |          | %         | 67.6      | 27.4     | 5.0             |                    |      |
| Overall mean |  |          |           |           | 2.68     |                 | 0.477              |      |

Table (11) illustrates that the arithmetic means of the suggested ways of prevention ranged (2.73:2.63). While (sharing experience among (local and overseas) universities on handling the issues of intellectual security) was ranked first, (linking courses to intellectual security mechanisms) was ranked last.

#### 4. Discussion

According to responses of the participants, a key obtained result to the intellectual delinquencies among youth is that (fanaticism) is ranked first whereas (calling for and promoting anti-national groups) is ranked last. The author argues that agreement on fanaticism as the highest intellectual

delinquency is correlated with intellectual delinquency. Fanaticism and intellectual delinquency are two faces of the same coin; fanaticism is the cultural and intellectual face, and intellectual delinquency is the behavioral and social one. The author believes that this finding matches the characteristics of university students who tend to overcome rules to express themselves. Moreover, youth with intellectual delinquency tend to accept all aspects that promote their ideas, especially those that make them unique. This finding agrees with Al-tayyar (Al-tayyar 2017) that fanaticism, refusal of others' opinions, and aggression are manifestations of intellectual delinquency. The highlighted manifestations match functionalism's inputs that disorders in university students' personalities cause a state of conflict with society due to intellectual delinquency.

Concerning the family factors of intellectual delinquency among youth, the author argues that the lack of time dedicated to the behavior, monitoring, guiding, and solving the problems of children makes them easily prone to many dangerous family and social issues, such as intellectual delinquency. Because parents are preoccupied with securing children's future needs, they cannot monitor their conditions, resulting in family breakdown and intellectual delinquencies. The youth agreed that (lack of family dialog) was ranked first because parents do not dedicate time to speak to their children, making the latter fulfill their needs on their own, especially in adolescence and youth.

From the author's perspective regarding societal factors of intellectual delinquency among youth, the religious institutions are limited to disseminating the principles of Islam among students. The educational institution is interested in teaching students fruitful science. In contrast, the cultural institution is interested in developing and fostering art talents. Additionally, the lack of shared planning between these institutions to provide an intellectually secured environment to students plays a role. Moreover, legal punishment is the only method to prevent some youth from intellectual delinquencies due to the lack of knowledge.

With concern to responses of the participants to the personal factors of intellectual delinquency among youth, the author argues that the most harmful aspect of human personality is weak personality, lack of confidence, and low self-esteem, making it easy to be intellectually affected and have intellectual delinquency. A weak personality seeks to achieve the satisfaction of others without knowledge. The author argues that accepting unwanted actions makes the youth copy others. Thus, youth become easily dependent, driven by fear of others, low esteem, or weak personality.

As for the obtained result according to educational factors of intellectual delinquency among youth, the author argues that social guidance and counseling seeks to meet youth's basic needs, modify wrong ideas and beliefs, prevent delinquency, and solve problems individually and socially. Therefore, the weak role of these departments causes intellectual delinquency. The author argues that these differences cause different ideas and beliefs and promote fanaticism, threatening social texture and intellectual and cultural identity and causing intellectual delinquency. In sum, the author attributes the result of this question to various factors of intellectual delinquency among youth. This result agrees with the findings of Ronald (Ronald 2005; Alhokeel 2013; Al-Khataibeh et al. 2014; Alaly and Khair-Bek 2017).

With regard to the suggested ways of preventing the family factors of intellectual delinquencies among youth, the author argues that protecting youth from intellectual delinquency is achieved by promoting student awareness and developing their abilities to confront the cultural challenges of globalization, especially intellectual delinquency in the Saudi community. All types of media can play this role by educating families about the dangers of these delinquencies. The author argues that family plays a critical role in confronting intellectual delinquencies by exchanging opinions and ideas and accepting others' opinions. Furthermore, family is the basis of protecting children from deviant thinking by promoting religious awareness.

As for the result concerning the suggested ways of preventing the societal factors of intellectual delinquencies among youth, the author argues that unemployment causes many problems intellectually and socially. Thus, intellectual delinquencies may be prevented by employment.

Based on the result related to the suggested ways of preventing the personal factors of intellectual delinquencies among youth, the author argues that intellectual delinquencies negatively

affect citizenship values, such as belonging, appreciating national interests, and respecting national leaders and institutions. Knowledge and awareness are important to overcome delinquency. The author argues that these items are highly important because they help overcome weak personalities and get fruitful knowledge to prevent misconceptions.

According to the obtained results concerning the suggested ways of preventing the educational factors of intellectual delinquencies among youth, the author argues that confronting intellectual delinquency requires the cooperation of all stakeholders, especially specialists and experts. Utilizing various mechanisms helps prevent intellectual delinquency ultimately. Moreover, a well-defined strategic planning process by adopting the author's proposal can help protect university students from intellectual delinquencies.

This finding agrees with the results of Dillon et al. (Dillon et al. 2008), Clinch (Clinch 2011), Alhokeel (Alhokeel 2013), and Alamry (Alamry 2014) that provide methods and mechanisms and make recommendations to protect youth from intellectual delinquencies.

## 5. Recommendations

The author suggests ways of preventing intellectual delinquency, such as

1. Establishing intellectual institutions and centers that foster intellectual security in society, disseminate intellectual awareness, and take care of and resolve youth's social and economic problems.
2. Establishing special units at the university to provide training courses to students to develop their skills and raise their awareness about current issues, such as intellectual delinquencies.
3. Including courses or syllabi to teach university students the preventive concepts towards intellectual delinquencies.
4. Providing a safer university environment in which university students practice their talents, develop skills, and act positively away from the manifestations of intellectual delinquency.
5. Activating the education role of societal institutions towards raising youth and protecting their ideas because of their guidance and counseling roles, as well as educational, cultural, and social programs and events.
6. Holding training workshops in family counseling centers to raise their awareness of intellectual delinquency and train them in the treatment means and professional skills, especially among youth.
7. Urging universities to hold conferences and symposia on the issues of intellectual delinquency to have constructive discussions with the youth to express opinions positively towards life issues.
8. Monitoring university students periodically to identify intellectual delinquencies, such as the tendency to isolation and aggression.

## 6. Conclusion

Intellectual delinquency is a complex phenomenon with several and overlapping causes. Its grave dangers affect both the person, the surrounding people, and the societal. Protecting the intellect of the societal members is a shared responsibility by the individual, family, and social institutions. Therefore, preventive means and intellectual treatments should be adopted.

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