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AWARENESS OF SUSTAINABLE DEVELOPMENT REQUIREMENTS AND ITS RELATIONSHIP TO STRESS MANAGEMENT AMONG A SAMPLE OF UNIVERSITY YOUTH

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ABSTRACT

This research primarily aims to identify the relationship between awareness of sustainable development requirements and its connection to stress management among a sample of university youth. The research tools included: A general data form for university youth and their families, A questionnaire on awareness of sustainable development requirements, with its various dimensions and A questionnaire on stress management, with its multiple dimensions. The research sample consisted of 250 university youth from diverse socio-economic backgrounds. The sample was collected using a purposive accidental method. The research employed a descriptive analytical approach. There is a positive, statistically significant correlational relationship at a significance level of 0.01 between awareness of sustainable development requirements and stress management among the university youth in the study sample. There is no statistically significant correlational relationship between the number of family members and either awareness of sustainable development requirements or stress management among university youth. There is no statistically significant correlational relationship between monthly family income and either awareness of sustainable development requirements or stress management among university youth. There are statistically significant differences in favor of females regarding awareness of sustainable development requirements. There are no statistically significant differences between males and females in the study sample regarding stress management. There are statistically significant differences in favor of university youth who work alongside their studies in both awareness of sustainable development requirements and stress management. There are no statistically significant differences among the university youth in the study sample regarding either awareness of sustainable development requirements or stress management based on their residence (rural or urban). Integrate sustainability concepts into university education, including sustainable development issues in curricula.

Provide training courses at universities during the students' university years, led by specialists, to activate the role of youth within their communities by acquiring skills that help them manage stress. Launch awareness campaigns via social media, and produce visual and audio content explaining sustainable development concepts in youth-friendly language. Encourage faculty members to adopt interactive teaching methods that connect theory with practice, and motivate students to think critically about environmental, economic, and social issues. This should also include activities that help students develop future thinking and life stress management skills. Educate children within families to use effective and adaptive strategies for dealing with stress, such as confrontation, seeking divine help, and familial social support.

KEYWORDS: Sustainability, Sustainable Development, Environmental Development, Social Development, Academic Stress Management, Social Stress, Economic Stress, University Youth.

1. INTRODUCTION AND THE PROBLEM OF THE STUDY

Sustainable development is a fundamental axis for the future of humanity. It is a concept that has expanded in recent years and has been adopted by United Nations organizations. Sustainable development is intrinsically linked to human beings, who are considered the cornerstone for building development, accelerating its rates, and directing it for their benefit through their diverse activities and continuous efforts (Al-Sarougi, 2011: 211).

Since development in its general sense relies on productivity, justice, continuity, and empowerment, sustainable development aims to improve the quality of human life while considering the constraints imposed by technology and social organization related to meeting the needs for enhancing people's lives (Assaf, 2016, p. 56).

Therefore, sustainable development is an innovative approach to development that aims to achieve harmony between economic development goals and social and environmental requirements as an essential condition for its achievement and continued existence (Al-Ayeb, 2011: 3).

Sustainable development seeks to create balance in the surrounding environment by achieving harmony between available resources and actual needs. This is achievable by establishing more sustainable behaviors, represented by environmentally friendly practices and the transfer of experiences from developed to developing countries in the field of sustainability (Abdul Aleem, 2020: 456).

Al-Yafei's (2020) study confirmed that sustainable development is that which meets the needs of the present and the future, and that community participation is of paramount importance in raising levels of developmental awareness.

Al-Oliwi's (2022) study indicates that Islamic beliefs, traditions, and values have provided solutions to many current environmental challenges, and Islam has emphasized the necessity of environmental preservation. Almighty Allah commanded humanity to avoid harming and wasting natural resources, as Allah says in the Holy Quran: "And do not cause corruption on the earth after its reformation. That is better for you if you should be believers." (Surah Al-A'raf, verse 42). The Holy Quran also urged moderation and avoiding extravagance in dealing with natural resources. Allah Almighty said: "O children of Adam, take your adornment at every place of prostration, and eat and drink, but be not excessive. Indeed, He likes not those who commit excess." (Surah Al-A'raf, verse 30).

Furthermore, Allah Almighty emphasized avoiding corruption, stating: "And do not seek corruption in the land. Indeed, Allah does not like corrupters." (Surah Al-Qasas, verse 77). Thus, according to the Holy Quran, environmental preservation is considered a religious duty as well as a social commitment, and not an optional matter.

Al-Halawani et al. (2023: 345) emphasized that sustainable development does not only focus on the environmental aspect but also on the social and economic aspects, thus making development three-dimensional. The concept of achieving development and its values is linked to a set of behaviors that reflect the value system in any society. Therefore, any society is governed by a set of standards and values that are subject to evolution and change, making values an original variable in most theoretical trends explaining the phenomenon of development (Zayed, 2010: 10).

Therefore, the dimensions of sustainable development, as mentioned by Al-Husseinan (2013; 2020), are: Economic Sustainability: the inclusion of policies that ensure the continuity of economic activities in society and their expected role. Environmental Sustainability: meaning the suitability and ability of the environment to continue functioning properly, and minimizing degradation of its level. Social Requirements: which include supporting national action plans to alleviate poverty and increase income, empowering women, assisting in the transfer and localization of appropriate technology in education and scientific research, and supporting educational and social institutions. These are the main dimensions covered in the current research.

It was necessary to understand the requirements of sustainable development from the perspective of university youth, as they are future leaders, and given the proven critical role they play in contributing to sustainable development, as shown by numerous studies such as (Dawe et al, 2005).

Youth are the cornerstone of any change process that societies around the world aspire to. They are the true force, energy, and action on the ground. For this reason, development experts advocate for youth to be at the center of attention, support, and activation in their communities (Akila, 2014: 1).

University youth represent a significant segment of society in terms of numbers and productive capacity. They are a crucial element due to their diverse social, cultural, and economic characteristics that influence society. As humans develop, they pass through different life stages, each with requirements they strive to fulfill. During this, they are exposed to

many stressful forces that may dominate their way of life and prevent them from achieving their goals. Youth bear many responsibilities and burdens that make it difficult for them to maintain their balance, leading to stress that reflects on their lives and relationships with others (Sulaiman, 2015: 239).

Shuweih (2007: 16) indicates that stress is a condition or phenomenon that no individual, society, or nation is immune from, to varying degrees. Consequently, university youth are one segment of society that may be exposed to various pressures, including family, psychological, financial, academic, and personal stresses. Therefore, they need skills and methods to confront and manage these pressures correctly and effectively, helping them control and overcome them.

O'Connor et al.'s (2021: 675) study confirmed that prolonged exposure to stress can lead to anxiety disorders and depression.

University youth may experience academic stress that negatively affects their academic performance, reduces their motivation, and impacts their self-esteem, as confirmed by Espinosa's (2020: 65) study.

Generally, individuals, and youth in particular, can be exposed to social pressures. These are external pressures that manifest as frustration, deprivation, lack of social or family relationships, social gatherings, or other sources, as long as the youth is exposed to a situation resulting from the environment's inability to satisfy their human needs (Shalaby, 2015: 55).

Yoder & Hoyt's (2005: 251) study found that youth experience economic pressures that directly affect them through feelings of inadequacy when compared to their peers.

Hassan's (2009: 240) study confirmed that economic pressures are associated with low self-esteem among university youth.

Stress, in all its forms, is one of the human phenomena that appears in different life situations and is a product of rapid civilization progress, which leads to the emergence of deviations that burden people's resilience. This requires the individual to adapt or re-adapt to the environment, as the winds of civilization carry ailments that target the human psyche, and increased development burdens the psyche beyond its capacity, resulting in increased stress on our bodies, which reflects on our health and psychological well-being (Daily, 2013: 1).

There are many strategies and methods that can be adopted to deal with stress, among them effective planning for problem-solving and appropriate stress management (Bewaji & Ekeagwu, 2024: 559).

There must be effective ways of thinking that

align with the requirements of the era and contribute to alleviating and eliminating these pressures and crises, or reducing their effects on an individual's psychological, social, and physical health (Yoo & Moon, 2006: 52).

Hussein & Hussein (2006: 109) explain that methods of managing stressful situations differ according to age, the nature of the stressful situation, the individual's cognitive structure, and personality type. Therefore, studies have emphasized the necessity of methods or skills that an individual uses to cope with daily stressful life events, as they include cognitive and behavioral approaches aimed at alleviating stressful situations, restoring psychological balance, and reducing stress in humans, so that they can adapt psychologically, behaviorally, and socially to the life they live, as confirmed by Sarour's (2003: 45) study.

Based on the above, the dimensions of awareness of sustainable development requirements covered by the research are: environmental development requirements, economic development requirements, and social development requirements. From the researchers' perspective, these dimensions can help university youth manage the pressures they face, whether academic, economic, social, or psychological. This achieves psychological and economic stability for youth, enabling them to define their future goals and link these goals to future plans and tasks consistent with the individual's capabilities and realistic abilities. Consequently, this study will attempt to reveal the importance of awareness of sustainable development requirements and its role in youth's ability to manage stress.

Hence, the problem of the current study emerged to answer the following question: What is the relationship between awareness of sustainable development requirements across its three dimensions and stress management skills across its three dimensions among university youth?

1.1. Research Objective

The primary objective of this research is to study the relationship between awareness of sustainable development requirements and stress management among university youth. **This objective branches into the following sub-objectives**

- Determining the level of awareness of sustainable development requirements across its three dimensions (environmental development requirements, economic development requirements, social development requirements, and overall awareness of sustainable development

requirements).

- Determining the level of life stress management across its three dimensions (academic stress, economic stress, social and psychological stress, and overall stress management).
- Studying the correlational relationship between awareness of sustainable development requirements across its three dimensions (environmental development requirements, economic development requirements, social development requirements, and overall awareness of sustainable development requirements) and stress management across its three dimensions (academic stress, economic stress, social and psychological stress, and overall stress management).
- Studying the relationship between some socio-economic variables of the university youth in the study sample (number of family members, monthly family income) and both awareness of sustainable development requirements across its three dimensions and stress management across its three dimensions.
- Revealing the differences among university youth in the study sample regarding both awareness of sustainable development requirements across its three dimensions and stress management across its three dimensions, based on (place of residence, gender, and youth employment status).

1.2. Research Importance

This research derives its importance from the following

- This study addresses a highly significant topic at present: sustainable development, which is a crucial requirement of contemporary societies and advocated by all countries.
- The research's importance lies in its endeavor to understand the impact of awareness of sustainable development requirements on life stress management among university youth, thereby achieving societal progress, as nations are built by the efforts of their youth.
- Promoting environmental sustainability to contribute to building a sustainable future through youth adopting sustainable practices and policies, which has a profound impact on improving quality of life, mental health, and achieving individual and societal well-being.
- Utilizing the findings of this study to develop programs and training courses for university

youth that enlighten them on how to manage and overcome life stresses.

- The importance of the study's target group, university youth, as they represent the hope and future of societies, and nations are built through their efforts.

1.3. Research Hypotheses

1. First Hypothesis: There is no statistically significant correlational relationship between awareness of sustainable development requirements across its three dimensions (environmental development requirements, economic development requirements, social development requirements, and overall awareness of sustainable development requirements) and life stress management across its three dimensions (academic stress, economic stress, social and psychological stress, and overall life stress management) among the university youth in the study sample.
2. Second Hypothesis: There is no statistically significant correlational relationship between some socio-economic variables of the university youth in the study sample (number of family members, monthly family income) and both awareness of sustainable development requirements across its three dimensions (environmental development requirements, economic development requirements, social development requirements, and overall awareness of sustainable development requirements) and life stress management across its three dimensions (academic stress, economic stress, social and psychological stress, and overall life stress management).
3. Third Hypothesis: There are no statistically significant differences between male and female university youth in both awareness of sustainable development requirements across its three dimensions (awareness of environmental development requirements, awareness of economic development requirements, awareness of social development requirements, and overall awareness of sustainable development requirements) and stress management across its three dimensions (social stress management, economic stress management, and social and psychological stress management).
4. Fourth Hypothesis: There are no statistically

significant differences among university youth in both awareness of sustainable development requirements across its three dimensions (awareness of environmental development requirements, awareness of economic development requirements, awareness of social development requirements, and overall awareness of sustainable development requirements) and stress management across its three dimensions (social stress management, economic stress management, and social and psychological stress management) based on youth employment status (employed, not employed).

5. Fifth Hypothesis: There are no statistically significant differences among university youth in both awareness of sustainable development requirements across its three dimensions (awareness of environmental development requirements, awareness of economic development requirements, awareness of social development requirements, and overall awareness of sustainable development requirements) and stress management across its three dimensions (social stress management, economic stress management, and social and psychological stress management) based on place of residence (rural, urban).

2. RESEARCH METHODOLOGY

2.1. First: Scientific Terms and Operational Definitions of the Research

- Awareness: The perception of facts related to a phenomenon or problem, and the relationships within it that reveal the nature of the phenomenon or problem, thereby enabling good understanding and devising the most appropriate methods for contribution and solution (Mansour et al., 2010: 120).
- Sustainable Development: Development that respects and adapts to the environment technologically, economically, and socially. It aims to meet the needs of the current generation without sacrificing or harming the ability of future generations to meet their anticipated needs (Al-Otaibi, 2022: 78).
- Environmental Development: Through its environmental dimension, sustainable development works to protect ecosystems and their integrity, and to properly manage natural resources and utilize them for human benefit without causing imbalance in environmental

components such as land, water, and air, due to their importance in maintaining the continuity of human and animal life, and enacting environmental protection legislation with a sound framework for its management (Lefta & Ibrahim, 2012: 11).

- Operational Definition of Awareness of Environmental Requirements: University youth's awareness and concern for the environment, such as respecting the natural environment, rational use and preservation of natural resources, awareness of phenomena related to climate change, and their bearing of the desired environmental responsibility that ensures environmental preservation for present and future life, with the aim of leaving a suitable environment for future generations, and ensuring its continuity for achieving sustainable development.
- Economic Development: It is the achievement of a continuous increase in national income and an increase in the average per capita share, in addition to making many changes in both the structure of production and the quality of goods and services produced, and achieving greater equity in the distribution of national income, i.e., bringing about a change in the income distribution structure in favor of the poor (Ajamiya et al., 2010: 77-81).
- Operational Definition of Awareness of Economic Development Requirements: University youth's awareness, attitudes, and practices towards economic development by making the most of their right to equal distribution of resources, benefiting from support for projects that serve sustainable development, and benefiting from health, educational, and service provisions offered by the state.
- Social Development: It is a process of social compatibility. Others define it as developing an individual's potential to the maximum extent possible, or as satisfying human needs, or achieving a certain standard of living for an individual, or as a directed change process through which individuals' needs are met (Abdul Mawgoud, 2009: 20).
- Operational Definition of Awareness of Social Development Requirements: University youth's knowledge, attitudes, and practices in areas of community development, including the study of human beings as a field of development, to help satisfy individuals' needs to raise their living standards, form good

social relationships with others, participate in community and environmental development services, utilize their energy and efforts to achieve a bright future, benefit from educational and health services provided by the state, and be an influential person in life.

- Operational Definition of Awareness of Sustainable Development Requirements: University youth's perception, attitudes, and practices towards the topic of sustainable development and its main economic, environmental, and social requirements, in order to achieve comprehensive community development where balance is achieved between economic activity and its use of natural resources, which reflects on the social lifestyle, and utilizing all current resources to meet their needs without sacrificing or harming the ability of future generations to meet their anticipated needs.
- Stress: It is a physiological, psychological, and mental reaction resulting from individuals' responses to environmental tensions, conflicts, and stressful events (Fatiha, 2008, 19).
- Operational Definition of Stress: It is a set of events and changes that university youth face, directly affecting their private and public lives, and requiring them to adapt and respond to them. The study classifies stress management into three dimensions:
- Academic Stress Management: Operationally defined as the strategies used by youth to deal with stressful problems and events in their academic environment, and how to confront and overcome them.
- Economic Stress Management: Operationally defined as the strategies used by youth to deal with pressures including scarcity of financial resources, numerous needs, high cost of living, lack of services, and high academic costs.
- Social and Psychological Stress Management: Operationally defined as the strategies used by youth to deal with problems from their social environment, whether at university, in their family circle, or among friends, as well as their ability to deal with psychological pressures such as fear of an ambiguous future.
- Stress Management: It is the constantly changing behavioral and cognitive efforts taken by an individual in managing situational demands that have been appraised by the individual as taxing and arduous and exceeding personal resources and capabilities (Hussein & Hussein, 2006: 78, 79).

- Operational Definition of Stress Management: It is a set of methods, approaches, and means used by university youth to confront and control academic, economic, social, and psychological stresses, by planning to deal with stress by identifying the causes and factors that led to the stress and working to utilize their resources and develop necessary plans that enable them to control stress and reduce its effects. This is followed by confronting and dealing with stress, which is the stage where the plan is put into action and available resources are used to eliminate stress and reduce its effects. Finally, evaluating post-stress, which is the stage where the youth restores their normal life, identifies strengths and weaknesses, and learns from the experience for subsequent experiences, in order to coexist and adapt to these stresses.

2.2. Second: Research Methodology

The current study followed the descriptive analytical approach. This approach involves describing a specific phenomenon, events, or objects, collecting facts, information, and observations about them, describing their specific conditions, and reporting their state as they exist in reality. It also aims to report what things and phenomena should be in light of certain values or criteria, and to propose steps or methods that can be followed to achieve the desired state in light of these criteria or values (Al-Mahmoudi, 2019: 46).

2.3. Third: Research Delimitations

This section includes

- **Human Delimitations**

Study Population Included young male and female students from some Egyptian universities. A random sample was then drawn from this study population.

Pilot Sample The questionnaire was applied to a pilot sample of 30 university youth. They were selected using a purposive accidental method, from both rural and urban areas, and from different socio-economic levels. They were subsequently added to the main sample.

Main Study Sample The study sample consisted of 250 young men and women from university students, aged between 17 and 24 years. They were selected using a purposive accidental method, including both males and females from rural and urban areas, and from different socio-economic levels, from some faculties of Al-Azhar University, Benha University, and Tanta University.

- Temporal Delimitations: The fieldwork period extended from May 16, 2025, to July 9, 2025.
- Spatial Delimitations: The study was conducted at Tanta University, Al-Azhar University, and Benha University. The research tools were applied to the study sample through a questionnaire administered via personal interviews.

2.4. Fourth: Research Variables

- Independent Variable: Represented by awareness of sustainable development requirements.
- Dependent Variable: Represented by life stress management.

2.5. Fifth: Research Tools

The research tools consisted of

1. General Data Form for University Youth and Their Families: This form was prepared to obtain information defining the characteristics of the study sample. It included a set of questions whose answers provided data on their social and economic aspects, comprising:
 - a) Place of Residence: Divided into (rural, urban).
 - b) Gender: Divided into (female, male).
 - c) Youth Employment Status: Divided into (not employed, employed alongside study).
 - d) Number of Family Members: Divided into three levels (small-sized family: 5 members or less; medium-sized family: 5 to 7 members; large-sized family: 7 members or more).
 - e) Monthly Income in Egyptian Pounds: Divided into three levels (low level: less than 7000 EGP; medium level: from 7000 EGP to less than 10000 EGP; high level: 10000 EGP or more).
2. Awareness of Sustainable Development Requirements Questionnaire: The aim of this questionnaire was to create a tool to measure the levels of awareness of sustainable development requirements among university youth. This was done by reviewing previous Arabic and foreign studies and readings to assist in developing the questionnaire. The questionnaire was prepared in its initial form with 33 statements distributed across three dimensions:
 - a) Awareness of Environmental Development Requirements: Includes (12) statements.
 - b) Awareness of Economic Development Requirements: Includes (11) statements.

c) Awareness of Social Development Requirements: Includes (10) statements.

3. Stress Management Questionnaire: The aim of this questionnaire was to create a tool to measure the levels of stress management among university youth. This was done by reviewing previous Arabic and foreign studies and readings to assist in developing the questionnaire. The questionnaire was prepared in its initial form with 37 statements distributed across three dimensions:
 - a) Academic Stress Management: Includes (13) statements.
 - b) Economic Stress Management: Includes (12) statements.
 - c) Social and Psychological Stress Management: Includes (12) statements.

3. TOOL STANDARDIZATION: CALCULATING THE VALIDITY AND RELIABILITY OF THE QUESTIONNAIRE

3.1. First: Calculating the Validity of the Questionnaire

- Internal Consistency Validity for the Awareness of Sustainable Development Requirements Questionnaire was calculated. Correlation coefficients were calculated between the score of each statement and the score of the dimension it belongs to. This was done by applying the questionnaire to a sample of 30 faculty members who met the study sample conditions. Table (1) illustrates this.

It is clear from Table (1) that all items of the Sustainable Development Awareness Questionnaire showed significant correlations with the total score of the dimension to which they belong at a significance level of (0.01), except item number (5) from the Environmental Development Awareness dimension. This indicates that the questionnaire has a high degree of internal consistency and is suitable for assessing the youth's awareness of sustainable development requirements. Item number (5) will be deleted from the Environmental Development Requirements dimension.

Similarly, all items of the Stress Management Questionnaire showed significant correlations with the total score of the dimension to which they belong at a significance level of (0.01), with the exception of item number (6) from the Economic Stress Management dimension. This item will be deleted, which indicates that the questionnaire has a high

degree of internal consistency and is suitable for assessing stress management.

Table 1: Pearson Correlation Coefficient Values for Each Item of the Sustainable Development Awareness Questionnaire and the Stress Management Questionnaire, and the Total Score of the Dimension.

Sustainable Development Awareness Questionnaire					
Awareness of Environmental Development Requirements		Awareness of Economic Development Requirements		Awareness of Social Development Requirements	
Item	Correlation	Item	Correlation	Item	Correlation
1	.559**	1	.595**	1	.626**
2	.590**	2	.601**	2	.619**
3	.680**	3	.306**	3	.587**
4	.604**	4	.522**	4	.296**
5	.090	5	.577**	5	.553**
6	.447**	6	.501**	6	.584**
7	.257**	7	.401**	7	.542**
8	.518**	8	.620**	8	.329**
9	.622**	9	.643**	9	.298**
10	.489**	10	.659**	10	.417**
11	.203**	11	.509**		
		12	.476**		
Stress Management Questionnaire					
Academic Stress Management		Economic Stress Management		Social and Psychological Stress Management	
Item	Correlation	Item	Correlation	Item	Correlation
1	0.608**	1	0.670**	1	0.475**
2	0.666**	2	0.670**	2	0.603**
3	0.598**	3	0.621**	3	0.520**
4	0.281**	4	0.552**	4	0.218**
5	0.640**	5	0.310**	5	0.154**
6	0.199**	6	0.043	6	0.527**
7	0.315**	7	0.383**	7	0.207**
8	0.349**	8	0.193**	8	0.587**
9	0.595**	9	0.413**	9	0.567**
10	0.307**	10	0.567**	10	0.246**
11	0.608**	11	0.667**	11	0.603**
12	0.602**	12	0.707**	12	0.620**
13	0.669**				
(**) Significant at 0.01					

3.2. Reliability of the Questionnaire

Reliability was calculated using two methods

- **Method 1** Using Cronbach's Alpha (Alpha-Cronbach) formula to calculate the reliability coefficient to determine the internal consistency of the questionnaire. The alpha

coefficient was calculated for each dimension separately and for the entire questionnaire with its three dimensions.

- **Method 2** Using the Split-Half test. To correct for the effect of the split-half, the Spearman-Brown correction formula and Guttman's formula were used.

Table 2: Reliability Coefficients for the Sustainable Development Awareness Questionnaire (with its three dimensions) and the Stress Management Questionnaire (with its three dimensions) Using Alpha Coefficient and Split-Half Tests.

Axes	Number of Phrases	Cronbach's Alpha Coefficient	The Split-Half	
			Spearman-Brown Correlation Coefficient	Guttman Correlation Coefficient
Awareness of Sustainable Development				
Awareness of Environmental Development	11	0.628	0.690	0.669
Awareness of Economic Development	12	0.773	0.723	0.723
Awareness of Social Development	10	0.604	0.531	0.530
Total Awareness of Sustainable Development	33	0.832	0.755	0.735
Stress Management				
Academic Stress Management	13	0.744	0.790	0.790
Economic Stress Management	12	0.698	0.641	0.641
Social and Psychological Stress Management	12	0.610	0.666	0.666
Total Stress Management	37	0.857	0.828	0.824

It is evident from the previous table that the Alpha coefficient for the entire Sustainable Development Awareness Questionnaire is (0.832), the Spearman-Brown coefficient is (0.755), and the Guttman coefficient is (0.735).

The Alpha coefficient for the entire Stress Management Questionnaire is (0.857), the Spearman-Brown coefficient is (0.828), and the Guttman coefficient is (0.824).

These values are considered high, indicating the consistency and reliability of the questionnaire items, thus making the questionnaire suitable for application.

Based on the above, the Sustainable Development Awareness Questionnaire in its final form, after deleting item number (5) from the Environmental Development Awareness dimension, consists of 32 items.

The Stress Management Questionnaire in its final form consists of 36 items after deleting item number (6) from the Economic Stress Management dimension.

3.3. Questionnaire Scoring

Both the Sustainable Development Awareness Questionnaire and the Stress Management Questionnaire were scored by identifying the study sample's responses to each item according to three responses (Yes - Sometimes - No) on a continuous graduated scale (3, 2, 1) for positively worded items, and vice versa for negatively worded items (1, 2, 3). Numerical scores were assigned to the responses of the university youth in the study sample for each questionnaire item.

Based on the survey responses, the minimum and maximum scores were determined to calculate the range. The range was calculated using the following formula: Range = Maximum Value - Minimum Value.

Then, the levels were determined by calculating the Category Length = Range ÷ 3. Thus, the scores for both sustainable development awareness and stress management could be divided into three levels: (Low Level - Medium Level - High Level). Table (3)

illustrates this

Table 3: Minimum and Maximum Readings, Range, Category Length, and Levels for Sustainable Development Awareness (with its three dimensions) and Stress Management (with its three dimensions) (n=250).

Statement	Minimum Reading	Maximum Reading	Range	Category Length	Low Level	Medium Level	High Level
Awareness of Sustainable Development							
Awareness of Environmental Development	11	30	19	6	11:17	18:23	24:30
Awareness of Economic Development	16	35	19	6	16:22	23:29	30:35
Awareness of Social Development	16	30	14	5	16:20	21:25	26:30
Total Awareness of Sustainable Development	49	91	42	14	49:62	63:76	77:91
Stress Management							
Academic Stress Management	17	38	21	7	17:23	24:30	31:38
Economic Stress Management	16	33	17	6	16:21	22:27	28:33
Social and Psychological Stress Management	17	34	17	6	17:22	23:28	29:34
Total Stress Management	50	103	53	18	50:67	68:85	86:103

It is evident from Table (3) that the highest score obtained by the university youth in the study sample for overall Sustainable Development Awareness was 91, and the lowest score was 49, with a range of 42 and a category length of 14. Thus, the questionnaire scores could be divided into three levels (Low Level - Medium Level - High Level).

The highest score obtained by the university youth in the study sample for overall Stress Management was 103, and the lowest score was 50,

with a range of 53 and a category length of 18. Thus, the questionnaire scores could be divided into three levels (Low Level - Medium Level - High Level).

4. RESULTS AND DISCUSSION OF THE FIELD STUDY

4.1. First: Description of the Study Sample Characteristics

a. Description of the Sample According to Demographic Variables

Table 4: Relative Distribution of the Study Sample According to Socio-Economic Variables.

Statement	Category	Number	%	Statement	Category	Number	%
Gender	Female	173	69.2	Work alongside studies	not employed	61	24.4
	Male	77	30.8		employed	189	75.6
	Total	250	100		Total	250	100
Number of Family Members	Less than 2 to 4	33	13.2	Monthly Income Categories	Less than 70000 Egyptian Pounds	117	46.8
	From 4-7	203	81.2		From 70000 - to Less than 10000 Egyptian Pounds	67	26.8
	More than 7	14	5.6		More than 10000 Egyptian Pounds	66	26.4
	Total	250	100		Total	250	100
Place of Residence	Rural	167	66.8				
	Urban	83	33.2				
	Total	250	100				

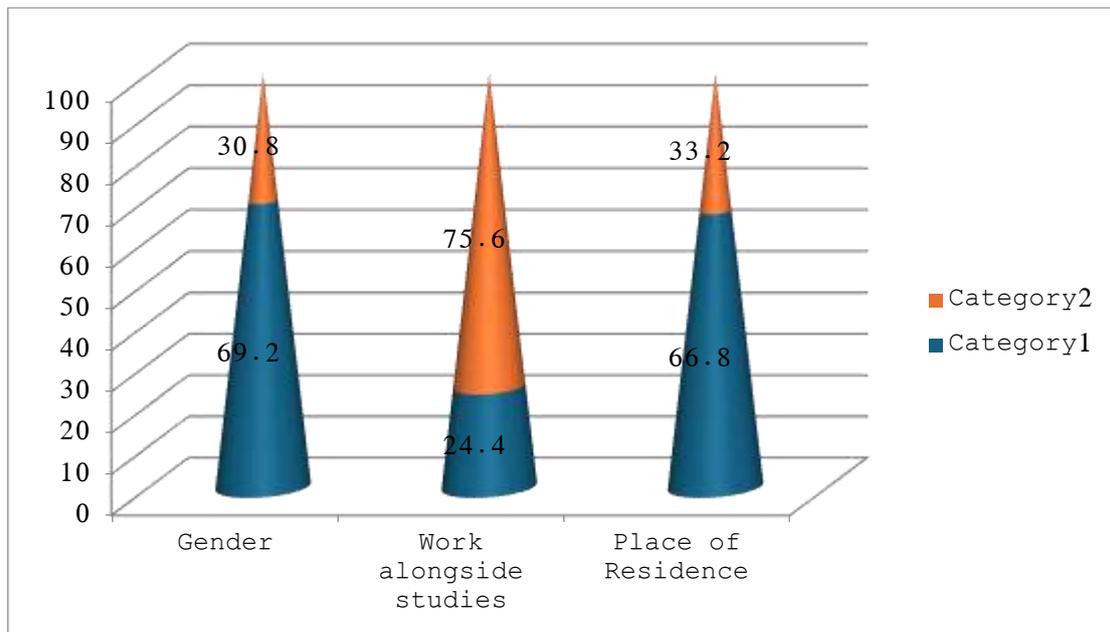


Figure 1: Relative Distribution of the Study Sample According to Gender ,work alongside studies and Place of Residence.

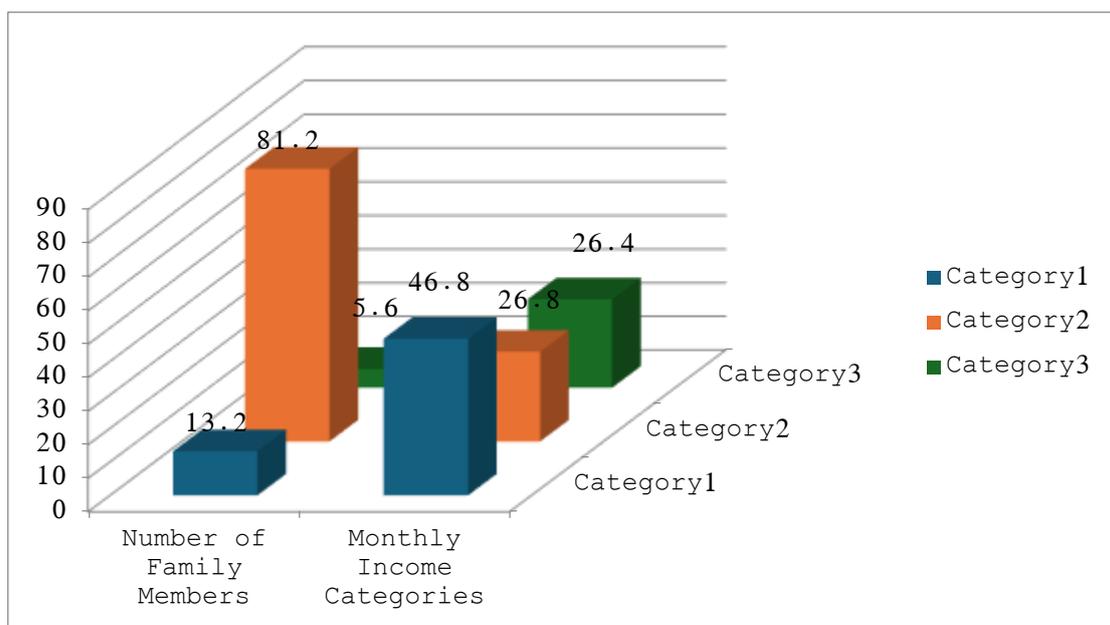


Figure 2: Relative Distribution of the Study Sample According to Number of Family Members and Monthly Family Income Categories.

Table (4) and Figures (1) and (2) show the following

- Approximately two-thirds of the university youth sample were females, with their percentage reaching 69.2%, while the percentage of males was 30.8%.
- More than two-thirds of the youth in the study sample belonged to medium-sized families, at a rate of 75%.
- There was a high percentage of study sample families with low income, with their percentage reaching 46.8%, followed by families with medium income at 36.8%, while the percentage of families with high income was lower at 26.3%.
- Two-thirds of the youth in the study sample were not working alongside their studies, with a percentage of 24.4%., while the percentage of those who employed alongside their studies was 75.26% .

- More than half of the study sample resided in rural areas, with their percentage reaching 66.8%, while the percentage of those residing in urban areas was 33.2%.

4.2. Second: Descriptive Results of the Study Tools

Based on the survey responses, the minimum and maximum scores were determined to calculate the range, and then the levels were determined.

a. Description of Study Sample Responses to the Sustainable Development Awareness Questionnaire

Table 5: Relative Distribution of University Youth in the Study Sample According to Levels of Sustainable Development Awareness (with its three dimensions) and Stress Management (with its three dimensions) (n=250).

Axes	Level	No.	%	Axes	Level	No.	%
Awareness of Sustainable Development				Stress Management			
Awareness of Environmental Development	Low Level (13:16)	23	9.2	Academic Stress Management	Low Level (17:23)	13	5.2
	Medium Level ((18:23)	140	56.0		Medium Level (24:30)	127	50.8
	High Level (24:30)	87	34.8		High Level (31:38)	110	44.0
Awareness of Economic Development	Low Level (16:20)	54	21.6	Economic Stress Management	Low Level (16:21)	32	12.8
	Medium Level (23:29)	140	56.0		Medium Level (22:27)	127	50.8
	High Level (30:35)	56	22.4		High Level (28:33)	91	36.4
Awareness of Social Development	Low Level (16:20)	52	20.8	Social and Psychological Stress Management	Low Level (17:22)	18	7.2
	Medium Level (21:25)	124	49.6		Medium Level (23:28)	142	56.8
	High Level (26:30)	74	29.6		High Level (29:34)	90	36.0
Total Awareness of Sustainable Development	Low Level (49:62)	38	15.5	Total Stress Management	Low Level (50:67)	12	4.8
	Medium Level (63:76)	137	54.8		Medium Level (68:85)	137	54.8
	High Level (77:91)	75	30.0		High Level (86:103))	101	40.4

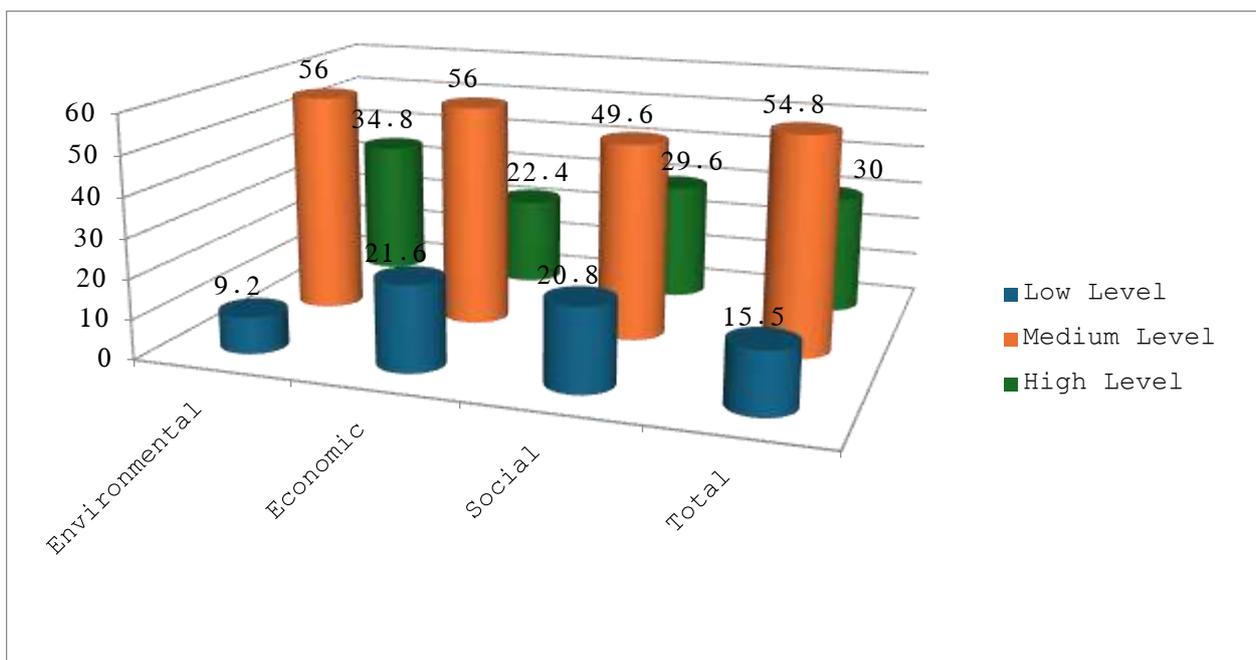


Figure 3: Relative Distribution of University Youth in the Study Sample According to Levels of Sustainable Development Awareness (with its three dimensions).

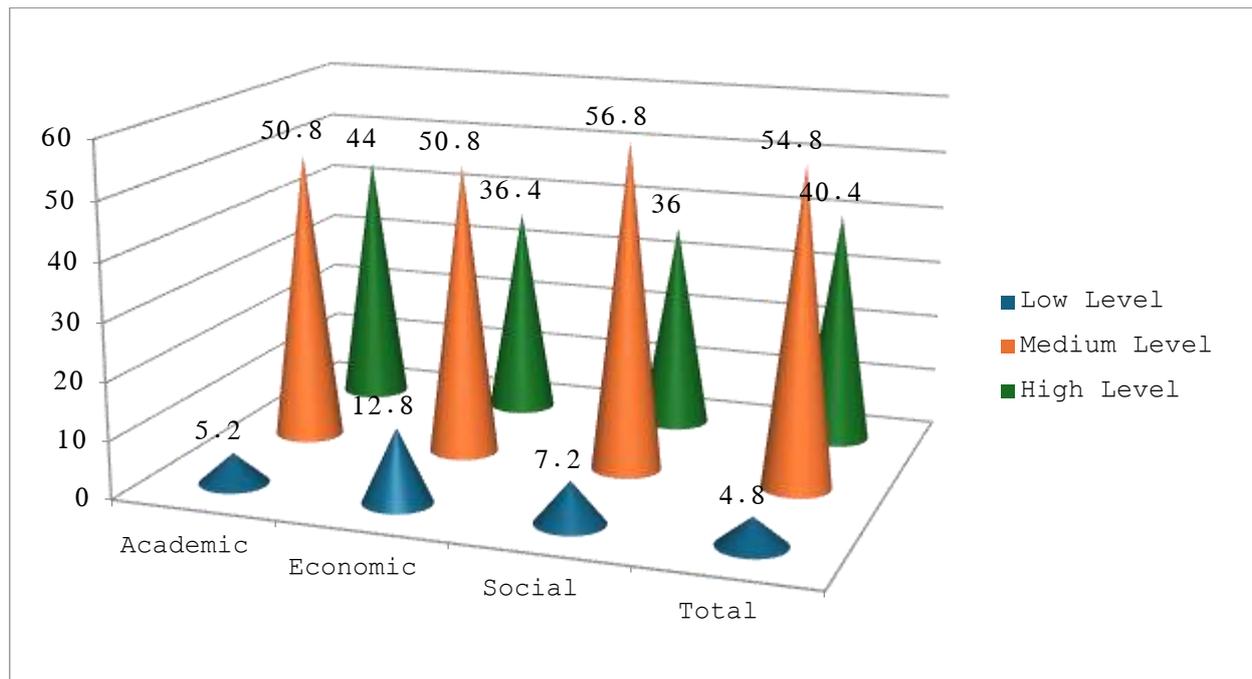


Figure 4: Relative Distribution of University Youth in the Study Sample According to Levels of Stress Management (with its three dimensions).

It is evident from Table (5), Figure (3), and Figure (4) that

- 56.0% (more than half) of the university youth sample fall into the medium level in both the Awareness of Environmental Development Requirements and Awareness of Economic Development Requirements dimensions. This indicates that the university youth in the study sample have an average awareness of environmental and economic development requirements.
- 49.0% of the university youth sample fall into the medium level in the Awareness of Social Requirements dimension.
- Approximately half of the study sample (54.0%) of university youth were in the medium level for overall awareness of sustainable development, followed by 30% in the high level, and the lowest percentage for the low level at 15%. This indicates that half of the university youth in the study sample have an average awareness of sustainable development requirements. This result is consistent with Al-Shanawy's (2024) study, which found that the largest proportion of the youth sample had a medium level of awareness of sustainable development requirements, followed by high and then low. This result differs from Al-Omari (2021) and Assaf (2021) studies, which showed that their study samples had a high level of awareness of

sustainable development goals. Al-Maliki's (2021) study showed a weak level of awareness among the sample of environmental sustainability concepts and values. Whereas Majeed and Ahmed's (2023) study proved that the students in their study sample had a high understanding, lower attitudes, and medium practices regarding sustainable development requirements. Al-Shanawy's (2024) study found that the highest percentage of individuals in the sample for awareness of environmental development requirements and awareness of social development requirements was at the high level. This result may be attributed to university education not focusing sufficiently on sustainable development requirements, leading to an average level of awareness among university youth. There might also be a deficiency in community awareness about sustainability, and media influence might be insufficient in raising university youth's awareness of sustainable development requirements. It is also possible that the individual interests of university youth are directed towards fields other than sustainable development. Therefore, it was necessary to better educate youth about sustainable development through university platforms via educational seminars and workshops that include awareness and application of sustainable development fields,

and to include environmental and social awareness courses Through the media and also by encouraging them to be entrepreneurs as a requirement for sustainable development, This was confirmed by the study by N. Safouh et al. (2025) that youth need motivation and support for their entrepreneurial attitudes. The study recommends increasing awareness provided by media outlets to promote the culture of entrepreneurship among all members of the community and to highlight its importance. It also suggests utilizing successful entrepreneurs to give lectures, hold seminars, and conduct workshops with the youth, as they serve as role models. and the research recommends conducting free training courses for students within educational programs on how to establish entrepreneurial projects and the skills required to gain experience and enhance their knowledge and capabilities related to those projects, as well as how to transform their innovative ideas into entrepreneurial projects..

- Half of the university youth sample have a medium level of Academic Stress Management (50.8%), followed by the high level (44%). This is because academic performance, better test results, and academic tasks are the primary concerns for university youth, making them more susceptible to academic stress and thus prompting them to manage stress to overcome it.
- Half of the university youth sample have a medium level of Economic Stress Management (50.8%), followed by the high level (36.4%).
- Approximately more than half of the university youth sample have a medium level of Social and Psychological Stress Management (56%).
- The highest percentage of university youth in the study sample have a high level of overall stress management (54.8%), followed by the high level at (40.4%). This is because university youth are more susceptible to economic, academic, and social stresses. This may be due to the unstable age stage they are currently going through.

This result aligns with Saleem's (2020) study, which found a medium level of academic and social stress management and overall stress management in the research sample. It also aligns with Dabbish and Al-Mustakawi's (2018) study, where the youth sample had a

medium level of stress management skills. However, this result differs from Allam's (2021) study, which found that the female heads of households in the study sample had a high level of life stress management. This result can be explained by the fact that the academic environment exposes university students to continuous pressures from exams, projects, and future expectations, which pushes them to develop coping mechanisms. Universities often provide workshops and training courses in psychological stress management and work-life balance. Also, the cognitive and emotional maturity of youth at this age stage, where they begin to understand themselves better and become more capable of analysis and self-evaluation. Students learn to differentiate between positive stress that motivates them and negative stress that affects them negatively.

Furthermore, social support and relationships with friends and colleagues provide an environment for sharing experiences and reducing tension. Engaging in student and group activities enhances coping skills and stress resistance. Also, easy access to information: the university generation is proficient in using technology to access mental health tools and resources, such as applications, awareness videos, and articles. All of this gives university youth the ability to effectively manage stress.

4.3. Third: Results in Light of the Study Hypotheses

Results in Light of the First Hypothesis: The first hypothesis states: "There is no statistically significant correlational relationship between youth's awareness of sustainable development requirements across its three dimensions (awareness of environmental development requirements, awareness of economic development requirements, awareness of social development requirements, and overall awareness of sustainable development requirements) and stress management across its three dimensions (academic stress management, economic stress management, and social and psychological stress management)."

To verify the validity of the first hypothesis statistically, Pearson correlation coefficients were calculated between awareness of sustainable development requirements and its dimensions and stress management and its dimensions. Table (6) illustrates this

Table 6: Pearson Correlation Coefficients for Awareness of Sustainable Development Requirements (with its three dimensions) and Stress Management (with its three dimensions) (n = 250).

Variables	Academic Stress Management	Economic Stress Management	Social and Psychological Stress Management	Total Stress Management
Awareness of Environmental Development	0.478**	0.507**	0.363**	0.533**
Awareness of Economic Development	0.433**	0.544**	0.394**	0.540**
Awareness of Social Development	0.573**	0.548**	0.577**	0.665**
Total Awareness of Sustainable Development	0.595**	0.652**	0.531**	0.700**

**Significance at level (0.01)

It is clear from Table (6) that

There is a positive, statistically significant correlational relationship at a significance level of (0.01) between all dimensions of youth's awareness of sustainable development requirements (environmental development requirements, economic development requirements, social development requirements) and the dimensions of the stress management questionnaire (academic stress management, economic stress management, social and psychological stress management). This means that the greater the youth's awareness of sustainable development requirements, the greater their ability to manage academic, economic, social, and psychological stresses, and overall stress management.

This result can be interpreted as a strong relationship between youth's understanding, attitudes, and practices regarding sustainable development requirements (whether environmental, economic, or social) and their ability to manage the pressures they face, whether academic, economic, or social and psychological.

This is because applying sustainable development requirements, such as prioritizing based on available economic resources, benefiting from subsidized state services, achieving the principle of fairness in resource and wage distribution, living in a clean and safe environment through positive environmental behaviors, feeling safe among community members, and living as an influential and active social member, also applying sustainable development requirements like participating in development projects and initiatives, and volunteer work, and utilizing personal energies and skills—all of this increases youth's awareness and practices regarding environmental, social, and economic responsibilities, which enhances their understanding of issues and challenges, and develops their skills such as critical thinking, problem-solving, and teamwork, enabling

them to deal with challenges and pressures more effectively, thus helping in managing academic, economic, and social stresses. Also, life pressures are related to development aspects. Social, economic, and psychological pressures experienced by youth are often a direct result of environmental, economic, or social factors, such as unemployment, climate change, or societal values. Therefore, their understanding of these dimensions makes them more prepared to face them.

From the above, it is clear: The existence of a positive, statistically significant correlational relationship between awareness of sustainable development requirements across its three dimensions and stress management across its three dimensions. Thus, the first hypothesis is not supported.

Results in Light of the Second Hypothesis The second hypothesis states: "There is no statistically significant correlational relationship between some socio-economic variables of the university youth in the study sample (number of family members, monthly family income) and both awareness of sustainable development requirements across its three dimensions (awareness of environmental development requirements, awareness of economic development requirements, awareness of social development requirements, and overall awareness of sustainable development requirements) and stress management across its three dimensions (academic stress management, economic stress management, and social and psychological stress management)."

To verify the validity of the hypothesis statistically, Pearson correlation coefficients were calculated between some socio-economic variables of the university youth in the study sample and both awareness of sustainable development requirements and its dimensions and stress management and its dimensions. Table (7) illustrates this

Table 7: Correlational Relationships Between Some Socio-Economic Variables of the Study Sample and Awareness of Sustainable Development Requirements and Stress Management (n = 250).

Statement	Awareness of Sustainable Development				Stress Management			
	Awareness of Environmental Development	Awareness of Economic Development	Awareness of Social Development	Total Awareness of Sustainable Development	Academic Stress Management	Economic Stress Management	Social and Psychological Stress Management	Total Stress Management
Number of Family Members	-.057-	-.100-	.028	-.062-	-.018-	-.019-	-.031-	-.026-
Monthly Income	-.083-	-.046-	.007	-.053-	.097	.016	.114*	.087

*Significance at level (0.05)

Table (7) shows the following:

- No statistically significant correlational relationship exists between the number of family members and university youth's awareness of sustainable development requirements across its dimensions (awareness of environmental development, awareness of economic development, awareness of social development, and overall awareness of sustainable development). This result differs from Al-Zaki's (2023) study, which found a positive, statistically significant correlational relationship between family size and awareness of sustainable development requirements across its environmental, economic, and social dimensions.
- No statistically significant correlational relationship exists between the number of family members and stress management across its dimensions (academic stress management, economic stress management, social and psychological stress management, and overall stress management). This result can be interpreted as follows: despite the difference in family size and number of members, they constitute a source of support, which is considered one of the most important sources of social support for individuals in facing the pressures they are exposed to. Everyone needs advice and to benefit from the experiences of others, regardless of family size or economic level. This result aligns with the studies of Samadi and Al-Quraan (2020), Allam (2021), and Al-Jadaani et al. (2023), whose studies found no differences among sample members based on the number of family members. However, it differs from the studies of Dabbish and Al-Mustakawi (2018), and Abu Youssef (2014), which showed that there are differences in stress management methods and skills attributed to the variable of the number of family members, and Abdul Shafi (2020) found a positive correlational relationship between the number of family members and the management of academic and social stress and total stress.
- No statistically significant correlational relationship exists between the monthly family income level and university youth's awareness of sustainable development requirements across its dimensions (awareness of environmental development, awareness of economic development, awareness of social development, and overall awareness of sustainable development). This result may be due to the fact that the internet and social media enable everyone to access information, regardless of financial status, and awareness campaigns targeting youth are usually free and easily accessible. Some youth feel greater responsibility towards the environment and society as a result of their personal experiences or convictions, rather than their income level. This result differs from Al-Zaki's (2023) study, which showed a positive correlational relationship between monthly income and awareness of sustainable development requirements.
- No statistically significant correlational relationship exists between monthly family income and stress management across its dimensions (academic stress management, economic stress management, and overall stress management), while there is a positive,

statistically significant correlational relationship at a significance level of (0.05) between monthly income and the social and psychological stress management dimension. This means that with an increase in monthly income, the youth's ability to manage social and psychological stresses increases. This may be due to the youth's feeling of security in meeting their and their family's material needs, which helps them deal with social and psychological stresses and manage them effectively. This result aligns with the studies of Al-Bustami (2013), Abu Salim (2020), and Al-Mursi (2021) regarding the existence of statistically significant differences in the averages of the research sample according to income level; the high and medium-income sample members were more capable of confronting psychological and social stresses. It also aligns with the studies of Dabbish and Al-Mustakawi (2018), Allam (2021), and Al-Qadim *et al.* (2024) regarding the absence of statistically significant variance among sample members in stress management based on monthly family income. It differed from the studies of Abdul Hamid (2010) and Abu Salim

(2020), which showed a positive correlational relationship between academic stress management and total stress management according to monthly family income.

From the above, it is clear that: There is no statistically significant correlational relationship between some socio-economic variables of the university youth in the study sample (number of family members, monthly family income) and both awareness of sustainable development requirements across its three dimensions and stress management across its dimensions. Thus, the first hypothesis is supported.

Results in Light of the Third Hypothesis The third hypothesis states: "There are no statistically significant differences between male and female university youth in both awareness of sustainable development requirements across its three dimensions (awareness of environmental development requirements, awareness of economic development requirements, awareness of social development requirements, and overall awareness of sustainable development requirements) and stress management across its three dimensions (social stress management, economic stress management, and social and psychological stress management)."

Table 8: Significance of the Difference Between Mean Scores of the Youth Study Sample in Both Sustainable Development Awareness and Stress Management According to Gender (n = 250).

Value Axis		Female N=(173)	Male N=(77)	Difference between the averages	T Value	Sig. Value	Sig.
		Average calculation	Average calculation				
Awareness of Sustainable Development	Awareness of Environmental Development	22.5260	21.1169	1.40913	2.973	0.003	Sig. at 0.01
	Awareness of Economic Development	26.4913	25.4026	1.08873	1.853	0.065	No Sig.
	Awareness of Social Development	23.5145	23.5195	-.00503-	-0.012-	0.990	No Sig.
	Total Awareness of Sustainable Development	72.5318	70.0390	2.49283	2.074	0.039	Sig. at 0.05
Stress Management	Academic Stress Management	29.9942	29.9091	.08513	0.159	0.874	No Sig.
	Economic Stress Management	26.0173	26.0390	-.02162-	-0.042-	0.967	No Sig.
	Social and Psychological Stress Management	27.0173	26.8052	.21215	0.464	0.643	No Sig.
	Total Stress Management	83.0289	82.7532	.27565	0.215	0.830	No Sig.

To verify the validity of the hypothesis statistically, t-test was used to determine the significance of differences between the mean scores of university youth in the study sample in both awareness of sustainable development requirements across its three dimensions and stress management across its three dimensions, according to gender (male, female). Table (8) illustrates this.

It is clear from Table (8) that:

- There are statistically significant differences between male and female university youth in the study sample regarding awareness of environmental development requirements in favor of females at a significance level of 0.01. This may be attributed to females being more sensitive towards the environment and living creatures, and they may be more interested in health and the environment, and more aware of environmental issues due to education and community awareness. Females may also be more involved in community activities that focus on the environment and sustainable development. This result differs from Al-Shanawy's (2024) study, which indicated no statistically significant differences between males and females in awareness of environmental development requirements.
- There are no statistically significant differences between male and female university youth in the study sample regarding both awareness of economic development requirements and awareness of social development requirements. This result aligns with Al-Jahdawi's (2019), Assaf's (2023), and Al-Shanawy's (2014) studies, which indicated no differences between males and females in awareness of social and economic sustainable development areas.
- There are statistically significant differences between male and female university youth in the study sample regarding overall awareness of sustainable development requirements in favor of females at a significance level of 0.05. This may be due to females being more aware of environmental and social issues due to education and community awareness, as well as the social role of females which may be more focused on environmental preservation and healthcare. In some media campaigns, environmental messages focus on values perceived as "feminine," such as care and cooperation, which increases girls' engagement with them. This result aligns with Rasas and Meshaal (2017) and Abdul Jawad

(2021) studies, which found differences among study sample members in awareness of sustainable development requirements in favor of males. This result differs from Assaf's (2023) and Al-Shanawy's (2024) studies, which indicate no statistically significant differences among sample members in sustainable development requirements attributed to the gender variable.

- There are no statistically significant differences among university youth in the study sample regarding stress management across its dimensions (academic stress management, economic stress management, social and psychological stress management, and overall stress management). This result is attributed to recent technological advancements and socio-cultural changes in rural society that have made rural life largely similar to urban life, as well as the great convergence in social roles between males and females. The study sample's affiliation with the university youth community has endowed them with the same ability to deal well with and manage stressful life events. Socialization for males and females has become similar due to families' awareness and their abandonment of poor parenting styles, especially for females, where parents encourage independence and self-reliance in facing pressures, similar for both males and females. This result aligns with Hunt & Evans (2004), Paul Rogers (2006), and Al-Furaihat and Al-Momeni (2016) studies, whose results indicated no significant differences in the mean scores of sample members in confronting stressful life events attributed to the gender variable. However, this result differs from Dabbish and Al-Mustakawi's (2018) study, which found statistically significant differences between male and female university youth in the study sample in overall stress management skills in favor of females, and Haider Khan's (2013) study, which showed statistically significant differences in coping with life stresses in favor of males.

From the above, it is clear: The existence of statistically significant differences between male and female university youth in the study sample in overall awareness of sustainable development requirements in favor of females, while there are no statistically significant differences among university youth in the study sample in stress management across its dimensions. Thus, the third hypothesis is partially supported.

Results in Light of the Fourth Hypothesis The fourth hypothesis states: "There are no statistically significant differences among university youth in both awareness of sustainable development requirements across its three dimensions (awareness of environmental development requirements, awareness of economic development requirements, awareness of social development requirements, and overall awareness of sustainable development requirements) and stress management across its three dimensions (social stress management, economic stress management, and social and

psychological stress management) based on youth employment status (employed, not employed)."

To verify the validity of the hypothesis statistically, t-test was used to determine the significance of differences between the mean scores of university youth in the study sample in both awareness of sustainable development requirements across its three dimensions and stress management across its three dimensions, according to youth employment status (employed, not employed). Table (9) illustrates this.

Table 9: Significance of the Difference Between Mean Scores of the Youth Study Sample in Both Sustainable Development Awareness and Stress Management According to Youth Employment Status (n = 250).

Value Axis		Employed N=(61)	Not employed N=(189)	Difference between the averages	T Value	Sig. Value	Sig.
		Average Calculation	Average calculation				
Awareness of Sustainable Development	Awareness of Environmental Development	22.1639	22.0688	.09515	.184	.855	No Sig.
	Awareness of Economic Development	27.6230	25.6825	1.94041	3.110	.002	Sig. at 0.01
	Awareness of Social Development	24.2623	23.2751	.98716	2.269	.024	Sig. at 0.05
	Total Awareness of Sustainable Development	74.0492	71.0265	3.02273	2.345	.020	Sig. at 0.05
Stress Management	Academic Stress Management	30.2459	29.8783	.36759	.640	.523	No Sig.
	Economic Stress Management	27.6885	25.4868	2.20175	4.079	.000	Sig. at 0.001
	Social and Psychological Stress Management	27.5902	26.7460	.84413	1.729	.085	No Sig.
	Total Stress Management	85.5246	82.1111	3.41348	2.504	.013	Sig. at 0.05

It is clear from Table (9) that

- There are no statistically significant differences among university youth in the study sample who are employed alongside their studies and those who are not employed in the Awareness of Environmental Development Requirements dimension. This result aligns with Al-Shanawy's (2025) study, which found no differences in awareness of environmental development requirements according to youth employment status.
- There are statistically significant differences among university youth in the study sample who are employed alongside their studies and

those who are not employed in the Awareness of Economic Development Requirements dimension at a significance level of 0.01. This may be attributed to the fact that the more a youth's income increases, the more their standard of living improves, which reflects on achieving economic development for them. This result aligns with Al-Shanawy's (2025) study, which found statistically significant differences in favor of employed individuals in the sample regarding awareness of economic development, and Rasas's (2019) study, which indicated statistically significant differences among sample members in empowerment in

favor of employed women.

- There are statistically significant differences among university youth in the study sample who are employed alongside their studies and those who are not employed in the Awareness of Social Development Requirements dimension at a significance level of 0.05. This may be attributed to working alongside study potentially increasing youth's interaction with society, thus increasing their awareness of social issues and increasing social experiences through interaction with others and exposure to the labor market.
- There are statistically significant differences among university youth in the study sample who are employed alongside their studies and those who are not employed in overall awareness of sustainable development requirements at a significance level of 0.05. This may be attributed to working alongside study potentially increasing practical experience and allowing youth to apply theoretical concepts learned in their studies, benefiting from their practical experience in understanding sustainable development requirements. However, this result differs from Al-Shanawy (2025), Rasas, and Meshaal (2018) studies, which found no statistically significant differences among sample members in awareness of social development requirements and awareness of sustainable development requirements according to youth employment status.
- There are no statistically significant differences among university youth in the study sample who are employed alongside their studies and those who are not employed in both Academic Stress Management and Social and Psychological Stress Management. This may be due to academic, social, and psychological pressures being common among university youth regardless of whether they work alongside their studies, as the sample is homogeneous.
- There are statistically significant differences among university youth in the study sample who are employed alongside their studies and those who are not employed in the Economic Stress Management dimension, at a significance level of 0.001. This is a logical result, as university youth who work alongside their studies have practical experience and are more knowledgeable about economic and practical life pressures, which increases their

awareness of economic stress management mechanisms. Working alongside studies can allow youth to apply theoretical concepts learned in their studies, and they may be more exposed to economic pressures, which increases their ability to deal with and manage them. They may also benefit from their practical experience in understanding economic stress management mechanisms.

- There are statistically significant differences among university youth in the study sample who are employed alongside their studies and those who are not employed in overall stress management, at a significance level of 0.05. This result can be interpreted as previously explained, due to their increased economic experiences from being in the labor market alongside their studies and from the practical application of what they learned in their studies, making them more skilled in stress management. This result aligns with Shaheen (2015) and Allam (2021) studies, which showed no differences in stress management among study sample members based on employment.

From the above, it is clear that: There are statistically significant differences among university youth in overall awareness of sustainable development requirements and overall stress management based on youth employment status (employed, not employed). Thus, the fourth hypothesis is not supported.

Results in Light of the Fifth Hypothesis The fifth hypothesis states: "There are no statistically significant differences among university youth in both awareness of sustainable development requirements across its three dimensions (awareness of environmental development requirements, awareness of economic development requirements, awareness of social development requirements, and overall awareness of sustainable development requirements) and stress management across its three dimensions (social stress management, economic stress management, and social and psychological stress management) based on place of residence (rural, urban)."

To verify the validity of the hypothesis statistically, t-test was used to determine the significance of differences between the mean scores of university youth in the study sample in both awareness of sustainable development requirements across its three dimensions and stress management across its three dimensions, according to place of residence (rural, urban). Table (10) illustrates this.

Table 10: Significance of the Difference Between Mean Scores of the Youth Study Sample in Both Sustainable Development Awareness and Stress Management According to Place of Residence (n = 250).

Value Axis		Rural N=(61)	Urban N=(189)	Difference between the averages	T Value	Sig. Value	Sig.
		Average calculation	Average calculation				
Awareness of Sustainable Development	Awareness of Environmental Development	22.2695	21.7349	.53452	1.133	.258	No Sig.
	Awareness of Economic Development	26.2814	25.9036	.37782	.652	.515	No Sig.
	Awareness of Social Development	23.3413	23.8675	-.52615-	-1.317-	.189	No Sig.
	Total Awareness of Sustainable Development	71.8922	71.5060	.38619	.325	.745	No Sig.
Stress Management	Academic Stress Management	29.8383	30.2289	-.39059-	-.746-	.456	No Sig.
	Economic Stress Management	25.8383	26.3976	-.55927-	-1.102-	.271	No Sig.
	Social and Psychological Stress Management	26.7425	27.3735	-.63098-	-1.414-	.159	No Sig.
	Total Stress Management	82.4192	84.0000	-1.58084-	-1.260-	.209	No Sig.

It is clear from Table (10) that

- There are no statistically significant differences between the study sample's youth from rural and urban areas in their awareness of sustainable development requirements across its dimensions (awareness of environmental development requirements, awareness of economic development requirements, and awareness of social development requirements). This may be attributed to the widespread use of modern technology and communication in both rural and urban areas, which allows youth to access information about sustainable development. It also reflects enhanced education in both rural and urban areas, increasing their awareness of sustainable development requirements, and community participation in both settings, which increases their knowledge of local and global issues. Furthermore, media influence on youth everywhere reinforces their knowledge of sustainable development. This result aligns with Al-Shanawy's (2024) study, which confirmed the absence of differences between rural and urban samples in awareness of sustainable development requirements.
- There are no statistically significant differences between university youth from rural and urban areas in stress management across its

dimensions (academic stress, economic stress, social stress management, and total stress management). This result aligns with the studies of Al-Bustami (2013) and Allam (2021), whose studies confirmed no statistically significant differences in stress management based on place of residence. However, this result differs from the studies of Dabbish and Al-Mustakawi (2018), Abu Salim (2020), and Al-Qadim et al. (2024), whose studies showed differences in stress management skills based on place of residence, favoring rural areas. This study also differed from the studies of Abdul Fadil (2018) and Al-Mursi (2021), which found statistically significant differences in coping with stress based on place of residence, favoring urban areas.

From the above, it is clear that: There are no statistically significant differences between university youth in both awareness of sustainable development requirements across its three dimensions and stress management across its three dimensions based on place of residence (rural, urban). Thus, the hypothesis is fully supported.

5. SUMMARY OF RESULTS

- There is no statistically significant correlational relationship between the number of family members and university youth's awareness of

sustainable development requirements across its dimensions at a significance level of (0.001).

- There is no statistically significant correlational relationship between the number of family members and stress management across its dimensions.
- There is no statistically significant correlational relationship between the family's monthly income level and university youth's awareness of sustainable development requirements across its dimensions.
- There is a positive, statistically significant correlational relationship at a significance level of (0.05) between monthly income and the social and psychological stress management dimension.
- There is no statistically significant correlational relationship between the family's monthly income and stress management across its dimensions.
- There are statistically significant differences between male and female university youth in the study sample in awareness of environmental development requirements in favor of females at a significance level of 0.01.
- There are statistically significant differences between male and female university youth in the study sample in awareness of sustainable development requirements in favor of females at a significance level of 0.05.
- There are no statistically significant differences among university youth in the study sample in stress management across its dimensions.
- There are statistically significant differences among university youth in the study sample who are employed alongside their studies and those who are not employed in both awareness of economic development requirements, awareness of social development requirements, and overall awareness of sustainable development requirements at a significance level of 0.05.
- There are statistically significant differences among university youth in the study sample who are employed alongside their studies and those who are not employed at a significance level of 0.05 (specific dimension missing from original text).
- There are no statistically significant differences among university youth in the study sample who are employed alongside their studies and those who are not employed in both academic stress management and social and psychological stress management.
- There are statistically significant differences among university youth in the study sample who are employed alongside their studies and those who are not employed in overall stress management, at a significance level of 0.05.
- There are no statistically significant differences between the study sample's youth from rural and urban areas in their awareness of sustainable development requirements across its dimensions.
- There are no statistically significant differences between university youth from rural and urban areas in stress management.

6. RESEARCH RECOMMENDATIONS

- Integrate sustainability concepts into university education, including sustainable development issues in curricula.
- Organize workshops and training courses for university youth on the Sustainable Development Goals (SDGs).
- Encourage students to engage in environmental and social activities within the university, and support student initiatives that promote sustainability, such as recycling and clean energy.
- Utilize psychological counseling services within the university, which motivates youth to effectively cope with stress.
- Provide training courses at the university for youth during their university stage, led by specialists, to activate the role of youth within their society by acquiring skills that help them manage stress.
- Launch awareness campaigns through social media, and produce visual and audio content that explains sustainable development concepts in youth-friendly language.
- Adopt interactive teaching methods by faculty members that connect theory and practice, motivate students for critical thinking on environmental, economic, and social issues, and include activities that help students acquire future-oriented thinking and life stress management.
- Instill values of hard work, perseverance, and determination, develop a sense of responsibility among university youth, and the ability to tolerate frustration and pressure, due to their paramount importance for youth to live a secure future.
- Educate children within the family on using effective and adaptive strategies for dealing with stress, such as confrontation, seeking

divine help, and family social support.

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