

# Construction and validation of a questionnaire on sustainable social development of physical education teachers

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## ABSTRACT

Since the beginning of the 21st century, the vision of sustainable development has not only focused on the ecological or economic dimensions but also social issues have opened a new window for us to achieve sustainable development. Social sustainability as an essential component of sustainable development has received special attention from politicians and planners. Therefore, the purpose of this study was to construct and validate a questionnaire on sustainable social development. For this purpose, 150 physical education teachers were selected by purposive sampling and completed a researcher-made questionnaire on sustainable social development. It is worth mentioning that this research is descriptive and is a correlational study. The face and content validity of the research instrument was confirmed by a group of experts and its constructive validity was confirmed by factor analysis based on structural equation modeling. It is noteworthy that the results of confirmatory factor analysis and Cronbach's alpha coefficients supported the eight-factor structure of the 28-item questionnaire and confirmed its validity and reliability. The results of this research can help teachers to focus and pay more attention to which part and aspect of their lives for the sustainable development of students.

**Keywords:** sustainable social development, accreditation, physical education teachers

## Introduction

Based on experts, one of the challenges and problems of development planning in many countries nowadays is the inability to predict and reduce the negative consequences of development policies, plans, and projects. Thus, the ability of each country management and planning system in "impact assessment" will be an important factor in achieving sustainable development <sup>[1]</sup>. Assessing social impact is a scientific way to achieve this capability. Sustainable development as a process is necessary for improvement and progress. A process that is the basis for improving the situation and eliminating the socio-cultural shortcomings of advanced societies and should be the driving force for the balanced, proportionate, and coordinated

economic, social, and cultural development of all societies, especially developing countries. Investigating Iran's fourth and fifth development plans suggests that the plans have not been implemented well, so the executive management and especially the management of sustainable development of the country is facing challenges <sup>[2]</sup>. The idea of sustainable development arose from environmental concerns and critiques of economic and industrial development, and its goal is to preserve resources for all generations while meeting the needs of the current generation. Sustainable development requires extensive changes in the lives of communities at all levels. Nowadays, sustainable development is directly associated with the implementation and institutionalization of its culture <sup>[3]</sup>. Sustainable development actions and plans are working with the work environment, not in conflict with it. The theory of sustainable development derives from the concept of sustainability and its main focus is that today's decisions do not disrupt the living standards of the future and development should meet the needs of the present, without endangering the ability of future generations to meet their needs <sup>[4]</sup>. Sustainable development does not mean the sustainable development of any of the economic, social, or environmental subsystems

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alone, nor does it mean increasing the sustainability of these subsystems, but it seeks to balance economic growth, ecological reconstruction, environmental protection, and social progress, and the difficulty of this challenge has drawn the attention of many studies around the world <sup>[3]</sup>. The growing importance of this concept also reflects the need to pay attention to this concept in sports development policy <sup>[5]</sup>. Sustainability in the development of sport or sustainable development of the sport is a concept that has attracted increasing attention of studies.

In defining the development of the sport from the sustainability point of view, it can be stated that sustainable development of the sport is a concept in which sustainability is a common and central issue in the development of sport so that it includes long-term changes in individual, community and organizational attitudes through participation in sports <sup>[6]</sup>. Sherry et al (2016) refer to two concepts of development of sport and sport for development or development through sport <sup>[7]</sup>. Development of sport seeks a path to professional participation and identification of talents, while sport for development focuses on the contribution of sport to specific social outcomes and a healthy community <sup>[5]</sup>. A concept that is crucial for sports is investigating sustainable development from a social point of view, i.e. sustainable social development. Based on sociologists, the main actors in the process of development are humans whose social organization patterns play a major role to determine appropriate solutions and measures to achieve sustainable development. Experience suggests that neglecting social factors during the development process seriously jeopardizes the effectiveness of various development programs and projects <sup>[8]</sup>. In social development, transformation, and change of society as a whole is not considered. The main focus is on changing the improvement of life and assessing social change and trends until a change occurs in a social organization or institution. Also, social development strategies aim at improving the quality of human life and consider meeting human needs. Thus, social development strategies, welfare needs, cultural and psychological needs, the need for adaptability, and the need for growth and development have been considered as one of the main human needs in the new society <sup>[9]</sup>. Recognizing and judging on sustainable social development is based on which social aspects can and should be sustained and maintained and which can be changed. The definition of sustainable social development is in line with the general definition of sustainable development. Social development is the development that meets the current social needs without neglecting the ability of the next generation to meet their social needs. Social sustainability policies require that their social policies continue and can be applied for many years and achieve sustainable social development <sup>[10]</sup>.

Investigations suggest that various components have been the basis for recognizing social sustainability at the level of urban and rural communities. The Organization for Economic Co-operation and Development (OECD) has referred to key issues

of sustainable development in the social and cultural fields, especially in two areas of quality of life and social welfare, such as access to health, education and sports services, housing, security, income and level of deprivation, and demographics, including components such as population density, population structure change, patterns of migration between urban and rural areas, and cultural issues <sup>[10]</sup>. Also, the use of sport by governments to build social order and, to some extent, economic development is not a new issue, and it emerged as a result of the growing need for new strategies and methods and actors to help achieve long-term commitments such as The Millennium Development Goals and the UN Global Compacts. These ideals highlighted two trends. The first is the growing emphasis, especially since the publication of the report of the World Commission on Culture and Development on culture and cultural tools that contribute to social growth, such as economic development. The second was to increase the presence of institutions such as multinational corporations in the development process. Gradually, the benefits of sport participation in the development process were considered by experienced policymakers, and prominent figures such as Nelson Mandela and Kofi Annan endorsed the development-sport relationship.

In Britain, Tessa Jowell (Minister of Culture, Media and Sport, 2001-2007) acknowledged that sport could help solve many development problems by promoting health, social development, and peace, and reconciliation. In fact, following the nomination of Adolf Ogi (former President of Switzerland) as Special Sports Adviser for Development and Peace in 2001, the United Nations allocated a budget to accelerate the sports movement in development <sup>[11]</sup>. In November 2003, the UN General Assembly issued a declaration on its commitment to sport as a tool to promote education, well-being, development, and peace, and a means to contribute to achieving agreed development goals at the international level (Millennium Development Goals). When the United Nations declared 2005 as the Year of Sport and Physical Education, the range of using sport as a tool for social change increased. In these projects, the sport was used to educate young people about the importance of health issues (such as AIDS and malaria), respect for local communities, reduce antisocial and criminal behaviors, raise gender awareness, and help to rehabilitate and reduce people with disabilities and reduce social conflicts <sup>[11]</sup>. Most domestic studies have investigated the development of sports and not sustainable social development (Ghorbani et al., 2020: barriers and strategies for sustainable developmentGHazalsaflo and Razavi, 2019: sustainable development of traditional sports tourism, Zahedi darshuri and Sabet, 2019: environment sustainable development, Moradi Chaleshtari et al., 2019: economic and financial barriers to performance and sustainable development of Football Industry, Barzegar et al., 2018: social sustainability- sports economics, Manafi et al., 2017: Development of University Sports; Molaei, 2014: Development of championship sports; Saminia et al., 2013:

development of public sports; Ghasemi *et al.*, 2007: development of sports through media) [12-20].

Some studies have also investigated some functions of sports [21-24] which can be considered as part of sports applications in the development process. Some foreign studies (Lai and Peng, 2020: sustainable development for teachers, Kopnina, 2020: sustainable development goals, Cebrian *et al.*, 2020, education competencies for sustainable development, Terziev, 2019: social development factors, Pauw *et al.*, 2019: The role of education in sustainable development) have been also conducted in this regard [25-29]. In most third world countries, there are programs called development programs that cannot be lead to development in practice. Its main reason might be the infeasibility of the program, lack of sufficient and necessary knowledge of the climatic conditions and its potential capabilities, lack of integration among the programs, and the lack of a process that leads to sustainable development. It seems that there is a good integration in achieving the goals of sustainable development in the agenda of future outlooks. Also, development through sport strengthens the link between sport and other policy-making institutions and also leads to the development of the sport itself [30]. For this reason, it seems that the existence of a reliable tool to measure sustainable social development to keep pace with the social growth and development of sports in the world is one of the basic needs of sports in Iran. Thus, this study was conducted to construct and validate a tool for sustainable social development.

## Methodology

The method of the present study is exploratory and it is applied in terms of aim conducted using field method. A 28-item tool of the present study was extracted from theoretical foundations and previous studies by systematic review method. In this study, the composite reliability method was used for assessing the reliability of the research tool. In the present study, the face and content validities of the questionnaire were confirmed by receiving the experts' opinions (6 professors of sports management, 6 experts, and physical education teachers). The final questionnaire was prepared with a five-point Likert scale (1: strongly disagree, 2: disagree, 3: no opinion, 4: agree and 5: strongly agree). Finally, a sustainable social development questionnaire was distributed and collected among the research samples by a convenience sampling method. The statistical population of the present study consisted of East Azarbaijan physical education teachers. There were two considerations for sampling in the quantitative section: a: a large number of statistical population among physical education teachers in East Azerbaijan (10000 to 15000 people), b: coverage of adequate sample for structural equations and validating. In variance-based structural equations, the sample size is at least 70, and determining the high sample size can have a positive effect on the results, but in covariance-based structural equations, to

determine the sample size, 5 to 10 people are considered for each question and the minimum sample size is 140 people. Thus, a statistical sample of 170 people was selected and 150 questionnaires were collected and provided to the researcher for analysis. This value was more than the desired range of 140 to 240 questionnaires (5 to 10 times the number of items). The raw data obtained from the questionnaire items were assessed using descriptive statistical methods such as frequency and frequency percentage and (SPSS 22) and confirmatory factor analysis (Smart PLS 3 software) were used to analyze the relationships between indicators and identify indicators related to each factor and to validate the instrument.

## Results

Descriptive results of the study showed that 73.33% were male and 26.66% were female. 13.33% were between 20 and 30 years old, 51.33% were between 31 and 40 years old, 34.66% were between 41 and 50 years old and 7.33% were over 50 years old. In terms of marital status, 25.33% were single and 74.66% were married. Most people had a master's degree (52%) and most of them studied in the physical education field of study (72%). Using exploratory factor analysis with the Oblimin rotation method, the variables explaining sustainable social development were identified. The Kaiser-Meyer-Olkin statistic tests show the adequacy of the sample and the appropriateness of performing factor analysis for the research variables. It should be noted that the Kaiser Test statistics are between zero and one and values greater than 0.7 are recognized as acceptable levels and indicate the appropriateness of the data for explanatory factor analysis. In this study, the Kaiser Statistic value was equal to 0.85 and the significance of the Bartlett test at the level of 0.05 also indicates the appropriateness of the data in performing exploratory factor analysis (Table 1).

**Table 1: Bartlett and Kaiser test results**

Bartlett test statistic ( $\chi^2$ )	sig	KMO
5373.836	0.001	0.85

Results of exploratory factor analysis show that 28 items of research on measuring tools for sustainable social development have been classified into eight factors in terms of factor load equal to or greater than 0.4 (base criterion) that factor load of these ranges varies from 0.50 to 0.77. The number of factors obtained in this study was determined by combining the following criteria: a) Initial identification of the number of factors based on the review of articles; B) Selecting the factors based on eigenvalue greater than one. It should be noted that the eight known factors in this study showed 61.62% of the variance and the naming of these factors was based on the contents of the items describing each of the factors (Table 2).

**Table 2. Factor analysis of key components**

factors and items	factor load	eigenvalue	value of variance explained
cooperation			
I teach students that one's success depends on the success of others.	0.50		
I strengthen the sense of cooperation among the students.	0.52		
I strengthen intergroup communication.	0.70	9.34	12.87
I encourage students to observe rules and regulations.	0.63		
I help students practice being together.	0.69		
job promotion			
I teach students to be accountable for what they do	0.66		
		2.57	8.71
I invite students to solve problems creatively	0.60		
I make my students tolerate the hardships more	0.67		
individual values			
In class, I teach students to tolerate others	0.62		
I strengthen the spirit of criticism in my students	0.60	1.70	8.21
I strengthen the sense of self-assertiveness in my students	0.68		
responsibility			
I teach students respect for adults more than other teachers	0.74		
		1.48	6.96
I increase students' commitment to society.	0.52		
job future			
I am effective in determining the job prospects of students.	0.53		
I try to empower my students to do their assignments	0.58		
I can play a greater role in finding the job for my students	0.69	1.40	6.69
I try to strengthen life satisfaction in my students	0.71		
education			
I emphasize the importance of observing hygienic principles	0.68		
I reduce narcissistic personality in my students	0.52	1.26	6.49
I help students learn motor skills	0.73		
attitude to values			
I select school sports teams based on meritocracy	0.73		
I deal with my students without bias	0.75	1.14	6.48
job security			
I help students to be more satisfied with their appearance	0.55		
I am effective in disciplining students.	0.72		
I have a positive role in reducing students' delinquency	0.65		
I strengthen students' self-belief.	0.66	1.06	5.21
I strengthen my job as belonging to students.	0.77		
I increase students' self-confidence	0.67		

Then, using confirmatory factor analysis, the construct validity of the athletes' social responsibility questionnaire was examined. To determine the reliability of the factors, the composite reliability index was used. This index indicates how generalizable the factors are. In other words, it indicates if these factors are used in another model, is its weight close to the model or not? Based on Table 3, the coefficients of all factors are higher than 0.7, so the questionnaire has good reliability.

**Table 3. Composite reliability results**

variable	coefficient
Cooperation	0.81

job promotion	0.85
Individual values	0.87
responsibility	0.86
Job future	0.81
Education	0.84
Attitude to values	0.86
Job security	0.89

To examine the construct validity, a measurement model with 28 indices was designed using Smart PLS software, all indices of which were in good condition, and the construct validity was confirmed.

**Table 4. Results of analyzing the factors of a questionnaire for socially sustainable development**

weights and items	factor weight	significance coefficient	significance
cooperation			
I teach students that one's success depends on the success of others.	0.72	23.40	0.001
I strengthen the sense of cooperation among the students.	0.59	12.09	0.001
I strengthen intergroup communication.	0.80	45.55	0.001
I encourage students to observe rules and regulations.	0.69	15.99	0.001
	0.64	17.21	0.001

I help students practice being together.	0.65	22.85	0.001
job promotion	0.76	32.49	0.001
I teach students to be accountable for what they do	0.80	34.86	0.001
I invite students to solve problems creatively	0.78	29.48	0.001
I make my students tolerate the hardships more	0.84	55.67	0.001
individual values	0.82	50.89	0.001
In class, I teach students to tolerate others	0.73	84.61	0.001
I strengthen the spirit of criticism in my students	0.90	66.13	0.001
I strengthen the sense of self-assertiveness in my students	0.87	24.05	0.001
responsibility	0.77	37.29	0.001
I teach students respect for adults more than other teachers	0.85	52.80	0.001
I increase students' commitment to society.	0.88	72.69	0.001
job future	0.79	36.47	0.001
I am effective in determining the job prospects of students.	0.65	26.92	0.001
I try to empower my students to do their assignments	0.75	39.87	0.001
I can play a greater role in finding the job for my students	0.81	24.78	0.001
I try to strengthen life satisfaction in my students	0.70	16.70	0.001
education	0.65	21.43	0.001
I emphasize the importance of observing hygienic principles	0.72	20.16	0.001
I reduce narcissistic personality in my students	0.82	36.65	0.001
I help students learn motor skills	0.86	58.39	0.001
attitude to values	0.79	41.02	0.001
I select school sports teams based on meritocracy	0.85	46.30	0.001
I deal with my students without bias	0.89	84.50	0.001
job security	0.89	73.89	0.001
I help students to be more satisfied with their appearance	0.68	21.74	0.001
I am effective in disciplining students.	0.84	54.98	0.001
I have a positive role in reducing students' delinquency	0.83	42.54	0.001
I strengthen students' self-belief.	0.74	24.89	0.001
I strengthen my job as belonging to students.	0.73	25.45	0.001
I increase students' self-confidence	0.71	25.88	0.001

The values in Table 4 extracted from Figure 2 show that the values of the significance coefficient of all questions are in the range of -1.96 to 1.96, so the validity criterion has been met.

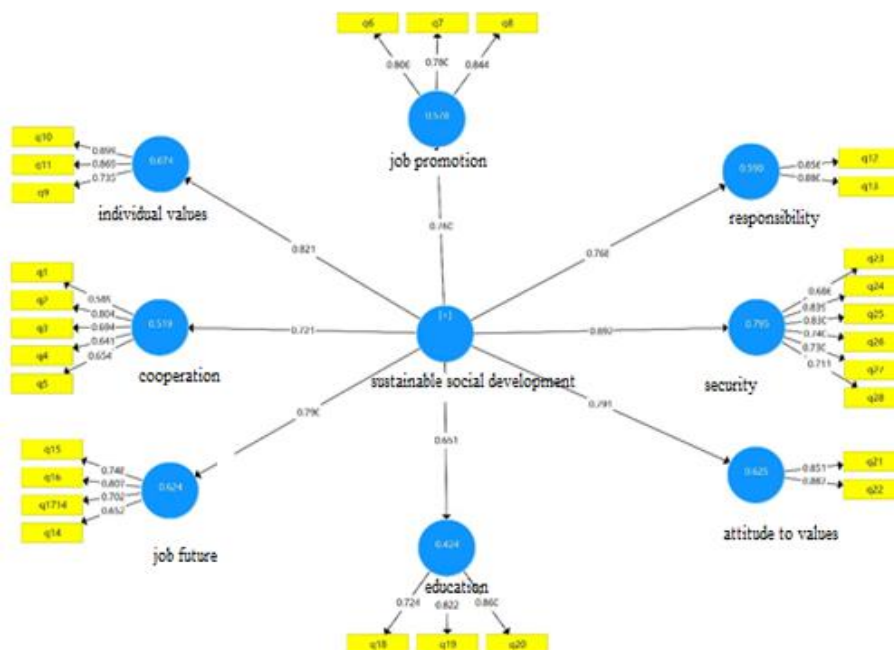


Figure 1. Measurement model in the standard mode

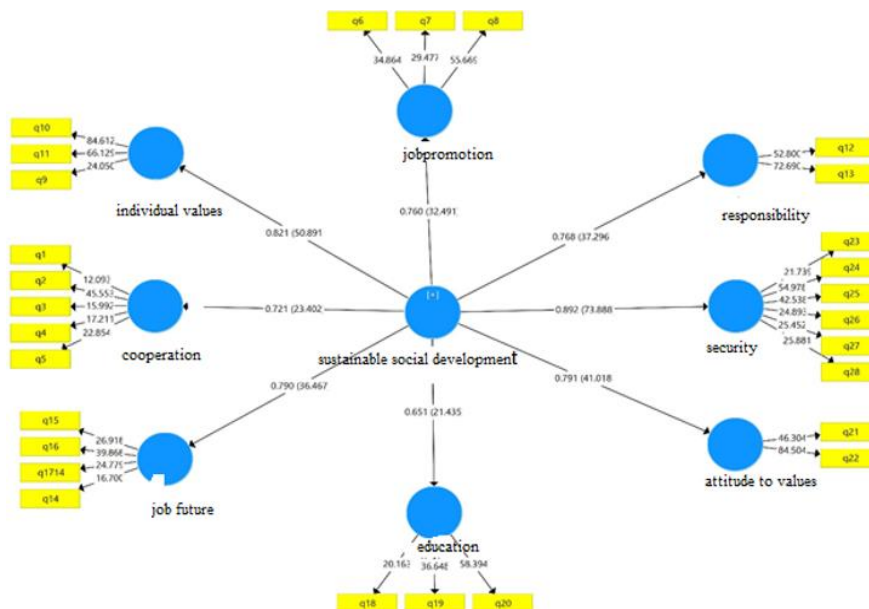


Figure 2: Measurement model in the significant mode

Table 5 shows that the correlation coefficient between the components of sustainable social development and the components of cooperation, job promotion, individual values, responsibility, job future, education, attitudes toward values, and job security is 72, 0.76, 0.82, 0.77, 0.79, 0.65, 0.79, and

0.89, respectively (Figure 1). The statistical value of *t* (significance coefficient) of these eight components is more than 1.96, so it can be stated with 0.95 confidence that the above eight components can predict the variable of sustainable social development.

Table 5. The effect of components on sustainable social development

The relationship of components with the main concept	path coefficient	significance	coefficient of determination
Sustainable social development -> cooperation	0.72	23.40	0.52
Sustainable social development -> job promotion	0.76	32.49	0.58
Sustainable social development -> Individual values	0.82	50.89	0.67
Sustainable social development -> responsibility	0.77	37.29	0.59
Sustainable social development -> job future	0.79	36.47	0.62
Sustainable social development -> education	0.65	21.43	0.42
Sustainable social development -> attitudes towards values	0.79	41.02	0.62
Sustainable social development -> job security	0.89	73.89	0.79

SRMR criterion was used to evaluate the general fit of the model. According to the obtained value (SRMR = 0.09), the measurement model has a good fit, that is, the measurement model has a good quality in general in explaining the endogenous variable of the research.

### Discussion and Conclusion

This study sought to identify the components of sustainable social development to construct and develop a tool to measure this sustainable social development in which cooperation, job promotion, individual values, responsibility, job future, education, attitudes to values, and job security were extracted and confirmed through factor analysis. The first factor was cooperation, which with an eigenvalue of 12.87 explains 9.34% of the variance of sustainable social development. The five items of this factor reflect sustainable social development.

Thus, to be more cooperative, teachers should know that individual success depends on the success of the group and others. They should also know that strengthening the sense of cooperation and inter-group communication and full observing of rules and regulations and practicing working together cause more cooperation among students to provide opportunities for the development of social sustainability among students. In this regard, Kao (2019) showed that physical education is crucial for the development of physical and social abilities and team cohesion, nurtured in physical education, affects team performance, and provides skills that students may use in the future social arena to pave the way for sustainable development in the community [31]. Ghadrjani et al (2013) showed that citizen participation in urban affairs and the impact of this participation on sustainable urban development is a necessity for measures for public participation in urban affairs, which itself has a significant role in sustainable urban development [32].

Ghadrjani (2012) also found that people's participation in sustainable development and citizen participation is crucial in the decision-making and management of cities and planning<sup>[33]</sup>. The second factor was job promotion, which with an eigenvalue of 8.71 explains 2.57% of the variance of sustainable social development. The three items of this factor reflect sustainable social development. In this regard, to promote students' jobs in the future, teachers should make students respond to the problems and encourage them to solve problems creatively. Therefore, students should accept the difficulties and problems of their life and work to be sustainable in society. In this regard, Rezaei et al (2020) showed that green job design, green human resource planning, green manpower training, green reward management, green safety, and health management, and green discipline management have an impact on sustainable organizational development<sup>[34]</sup>. Sadeghi Naeini and Arabshahi (2019) showed that the combination of ergonomic features and concepts of sustainability, especially with an emphasis on social areas in both approaches, can be an effective process to improve the industrial ergonomic level and quality of work life<sup>[35]</sup>. Gu et al. (2019) showed that governments and companies should pay more attention to psychological capital for sustainable job development in society<sup>[36]</sup>.

The third factor with an explanation of variance of 8.21% and an eigenvalue of 2.57 was related to the factor of individual values. The three items of presenting the practice for the tolerance of others in the classroom, strengthening the spirit of criticism in students, and giving self-assertiveness for students were included in this factor. The highest load factor in this section was the ability to give self-assertiveness for students, which showed the significant importance of this item. The self-assertiveness of students and their courage to express themselves has a great impact on their self-esteem, and this is an important phenomenon for the sustainable social being of the person in the future. Also, when students have a spirit of criticism in the classroom and can tolerate others in different situations; it causes them to achieve great stability in their community and individual values. Khorshidi Zaglouljeh et al. (2018) showed that sustainable lifestyle and sustainable socio-economic development are significantly related<sup>[37]</sup>.

Also, the fourth extracted factor was responsibility, which is consistent with the results of Sharaei et al (2019) and Khajvand Ahmadi and Sanaei (2016)<sup>[38, 39]</sup>. They also considered responsibility as an essential criterion for sustainable development. The items in this factor were related to students' responsibility for sustainable social development and explained 6.96% of the variance with an eigenvalue of 1.48. The two items in this factor indicate the importance of responsibility for sustainable social development. Each person has responsibilities from different perspectives. Since human beings have social communications and environmental relationships at different levels, their type of responsibility is also different. Also, natural resources are the wealth that nature has provided for human

use, and the human factor has no role in its emergence. For this reason, having responsibility in a society and environment can provide the basis for sustainable social development.

The fifth factor with a variance of 6.69% and an eigenvalue of 1.40 was related to job future and the four items of determining the job prospects for students, trying to empower students to do their assignment, playing a role in students' future job searching, and enhancing life satisfaction in students were included in this factor. In this regard, Anbarloo and Simchi (2016) showed that to achieve sustainable development, foresight with a normative approach, and creating a favorable perspective in a participatory process accompanied by continuous public learning is important<sup>[40]</sup>. Also, Santilli et al (2020) showed that factors such as control, curiosity, self-confidence, and education and investment in the job future and paying more attention to relationships and social challenges are important for the sustainable social development of students<sup>[41]</sup>. In interpreting these results, it can be stated that to create a suitable job future to sustain people in society, it is necessary to identify the job future of people, empower people to do their jobs and lives, and play the role of teachers in finding jobs for students and provide good living conditions for students and pave the ways for sustainable social development in people.

The sixth factor with three items was education, which with an eigenvalue of 1.26 explained 6.49% of the variance of sustainable social development. In this section, the items of helping to learn motor skills (0.73), emphasizing the importance of observing health principles (0.68), and reducing narcissism in students (0.52) have the greatest impact in explaining the variable of education to create and provide sustainable social development in society. The education system in the 21st century has been organized on the following topics: Transforming education towards sustainable development, raising public awareness, and promoting education. The main objectives in addressing these issues are striving for universal access to basic education, reducing adult illiteracy, integrating the concepts of sustainable development into educational programs, raising public awareness, and strengthening vocational and scientific education<sup>[30]</sup>. Therefore, it can be stated that education is crucial to the development of social sustainability. Hence, it can be used as an essential element in this area. In this regard, Hosseini and Kor (2018) showed that higher education due to its very high impact factor in awareness and promotion of the required capabilities of society has the necessary capacity to start a sustainable development movement<sup>[42]</sup>. Accordingly, with the emergence of a pattern of sustainability and the change of fundamental assumptions, higher education systems must adapt their structures in all sectors, especially in the field of education to new conditions. Also, Prabawani et al (2020) showed that students significantly influence environmentally friendly attitudes and behaviors, especially in a social environment where barriers also become a significant moderating variable<sup>[43]</sup>. Therefore, schools and related parties

should develop programs to increase students' academic orientation towards the environment and have a collective awareness of the environment, especially the ability to analyze and synthesize the environment.

The seventh factor with an explanation of variance of 6.48% and an eigenvalue of 1.14 was related to the factor of attitude towards values. Two items of selecting school sports teams based on meritocracy and treating students without bias were included in this factor. The highest factor in this section was treating students without bias by teachers, which showed the significant importance of this item. For this reason, if teachers deal with students without bias and do not look at their attitudes and decide only based on their talent, it is likely that more students will achieve great social development and it will pave the way for their further success. Also, paying attention to the merits of people and selecting them based on their merits is crucial for the sustainable development of people in life. In this regard, Homaei (2018) showed that empathetic attitudes towards nature protection and significant differences in sexual and religious issues, past visits to natural resources, and membership in the environment club are crucial for the sustainable development of people and the environment <sup>[44]</sup>. Wahono & Chang (2019) showed that knowledge and attitude are essential areas for proper implementation as well as the sustainability of education <sup>[45]</sup>.

The eighth factor was job security with six items and an eigenvalue of 1.06 which explained 21.5% of the variance of sustainable social development. In this section, the items of strengthening job belonging in students (0.77), having an effect on students' discipline (0.72), raising self-confidence (0.67), helping to strengthen self-confidence in students (0.66), playing role in reducing delinquency in students (0.65) and helping to satisfy their appearance (0.55), respectively, had the greatest impact on explaining the variable of education to create and provide sustainable social development. In the factor analysis section, the dimensions identified for sustainable social development are the dimensions of job security (0.89), individual values (0.82), job future (0.79), and attitude towards values (0.79), responsibility (0.77), job promotion (0.76), cooperation (0.72) and education (0.65), respectively, had the greatest impact on confirming social sustainable development tools, indicating the importance of security and job future as the most influential aspects in confirming sustainable social development. In general, this study aimed to construct and validate a tool for sustainable social development. This tool helps to identify the factors affecting sustainable social development in students. The results of this study can also help teachers to focus and pay more attention to a special part of their lives for the sustainable development of students.

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