

Requirements for Utilizing Social Innovation as an Approach to Developing Human Capital in Saudi Society

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ABSTRACT:

This study explores the critical role of social innovation in enhancing human capital development within youth-focused organizations in Saudi Arabia. Aimed at identifying the necessary requirements for utilizing social innovation, the research adopts a descriptive approach, employing a comprehensive questionnaire to gather data from 352 employees and board members across eight youth institutions.

Key findings reveal that the most significant requirements for fostering social innovation include continuous knowledge updating, the development of innovative problem-solving skills, and the cultivation of experience in creative task completion. Additionally, the study highlights the challenges faced by these institutions, such as insufficient technological resources, a lack of training programs, and resistance to change.

The findings underline the importance of leveraging social innovation to improve organizational performance, promote creativity, and enhance employee job satisfaction. This research is particularly relevant to youth organizations seeking to innovate and build human capital to address emerging societal challenges. By integrating social innovation strategies, these organizations can more effectively meet the evolving needs of the youth they serve, contributing to broader community development goals.

Keywords: social innovation, human capital development, youth institutions

1. Introduction

Today's world, with all its main elements and components, including countries, governments, peoples, and governmental and non-governmental institutions, seeks to achieve development that targets human beings in all aspects of their social, economic, and other basic aspects of life, wherever they are and in various living conditions (Abdelhadi, 2006, p. 4). The human element is a fundamental driver of societal progress, and its effectiveness is contingent upon the acquisition of knowledge, skills, and

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experience. As individuals become more knowledgeable, skilled, and experienced, their contributions to various organizational settings become more impactful, ultimately shaping the trajectory of societal development (Habib, 1997, p. 149). Therefore, human resources are considered the basic wealth in institutions and organizations of all

kinds—productivity, service, government, and civil resources. These resources include all individuals working in organizations of various types and specializations, regardless of the differences and variety in the levels of performance, and the types of work and tasks they perform. In addition, many of these resources need to be strengthened, renewed, developed, and enhanced (Musa, 1999, p. 263).

Enhancing organizations' resources is a central issue in determining their strategy, and given that human capital is one of these factors, it is the decisive factor in determining the successes achieved by the organization in its various activities. It is the most important resource in increasing its competitive advantages and added value. Employees are the lifeblood of the organization's sustainability and continuity, determining its quality. The human element can be considered the most important and basic source of creativity, innovation, and renewal, and it is also the most important factor in the development process at all its stages, whether at the organizational level or at the level of society as a whole (Shabili & Qanifa, 2020, p. 238).

Moreover, some researchers posit that human capital is the primary driver of any organization, aiming to enhance its productive capacity (Engels, 2008, p. 103). This notion is corroborated by Ben Braham's study (2013), which sought to elucidate the role of human capital in improving strategic performance through innovative and competitive performance. The study's findings substantiated that preserving and developing human capital enables organizations to fortify their competitive position, thereby enhancing their strategic performance and augmenting their capacity to respond to the needs of the surrounding community.

This perspective is further supported by Ahmed's study (2003), which underscored that human development is an integral component of the socio-economic development process. The study also emphasized that human capital development encompasses the enhancement of intellectual knowledge, which is translated into skills, thereby increasing the efficiency of the workforce and material resources concurrently.

Furthermore, Muhammad's study (2009) reinforced the notion that human capital is the genuine and primary source of growth and development for organizations. The study highlighted that investing in human capital constitutes the methodology and mechanism that enables organizations to sustain themselves and achieve growth. Human capital expresses the latent knowledge in both its aspects (explicit and implicit) within the individual himself. It includes the talents, experiences, and skills necessary to generate innovation. It includes the theoretical and practical knowledge of individuals, and it also includes the capabilities and various talents of individuals, such as artistic, technical, social, and others (Al Mamun & Arfan, 2020, p. 29). This is consistent with the study of Fathi (2022) that reached its result; there are a number of characteristics that play a role in developing human capital. It is represented in understanding problems, flexibility, focusing attention, using the scientific method in completing work, producing new ideas, and involving workers in finding new creative solutions that serve the business, etc. The leadership style should be democratic.

This is also what Abu Zaid's study (2015) confirmed: that capital (with its human, intellectual, structural, and relational components) contributes to improving the competencies of the organization's employees and its components (productivity, technical, leadership, and personality).

Human capital development is focused on the level of society as a whole about supporting many countries to establish lifelong learning systems that will provide opportunities and incentives for people to develop their knowledge, skills, competencies, and attitudes throughout their lives, help them find employment and fulfill their potential, and contribute to prosperous and innovative societies. (Jawani, 2022, p. 41).

This requires taking into account cultural, economic, and institutional differences that can significantly affect the efficacy of any human capital renewal strategy, whether in terms of acceptance, implementation, or long-term impact. Human capital development is shaped by the social, economic, and institutional contexts in which individuals and organizations operate, rather than occurring in isolation. Cultural values, such as individualism versus collectivism, influence learning styles and motivation, while economic disparities impact access to education and training opportunities. Institutional factors, including governance quality and labor market regulations, also play a crucial role in determining the effectiveness of policies aimed at skill renewal. (Brian, 2007)

In this context, a study by ALSaied et al. (2025) revealed the impact of cultural dynamics on innovation within Saudi organizations, including youth organizations. The study found that organizations that fail to consider local cultural factors encounter difficulties in implementing innovations, leading to project failures or unmet objectives.

In this regard, Mulgan (2019) emphasizes that adopting social innovation models for human capital development in youth organizations necessitates a flexible approach that considers a thorough analysis of the environment in which the organization operates. This includes assessing youth needs, the level of human development, the prevalence of technology, and prevailing societal values. Establishing partnerships with educational institutions and research centers can enhance the organization's ability to effectively integrate social innovation into its programs by providing supportive resources and expertise. Furthermore, engaging youth in the design and implementation of initiatives is crucial not only for meeting their real needs but also for fostering a sense of ownership and initiative among them.

A multitude of institutions, encompassing both governmental and non-governmental entities, are engaged in youth development initiatives. These organizations are primarily focused on fostering the growth and capabilities of young individuals. Their multifaceted roles include organizing a wide range of activities, such as sports, artistic, cultural, social, and educational events, with youth development being a paramount objective. Furthermore, these institutions endeavor to cultivate a spirit of collaboration and volunteerism, promote positive values, and shield young people from adverse influences (Al-'Alqami, 1997, pp. 8-20).

Hence, youth organizations are currently considered one of the most important social institutions that have the responsibility to fulfill their duty towards youth within the framework of the general objectives of youth organizations, which include investing in the energies of youth and directing them towards what benefits them and society (Al-Sharbiny, 2001, p. 5242).

However, there are many obstacles facing Youth Organizations in achieving their goals, whether related to the abundance of regulations and laws regulating work and the specializations of activities, the exposure of some of their activities to cancellation, the lack of plans and programs, or the stagnation of these programs and their failure to keep pace with development, shortcomings in leadership, and the lack of awareness of the role that Youth Organizations play in their various activities, in addition to the confinement of programs and activities within a traditional framework that does not aim to renew and develop, and their dealing with daily work activities in a routine and traditional manner (Mahmoud, 2016, p. 89).

The burgeoning importance of innovation within youth organizations as a catalyst for meeting the evolving needs of the new generation and fostering societal development is juxtaposed with profound organizational challenges. According to Mulgan (2007), traditional bureaucratic structures pose a significant impediment to innovation, as they often prioritize administrative discipline over dynamism and adaptability. This rigidity can limit the capacity of youth organizations to forge effective partnerships with civil society and the private sector, thereby constraining the innovative environment. Furthermore, Osborne & Brown (2011) posit that more flexible and organized youth institutions can harness the leadership potential of young people, whereas less organized institutions may stifle their initiative and decision-making capabilities. Borins (2001) also highlights the fear of making mistakes in a strict organizational environment as a deterrent to young individuals proposing new ideas or driving change within their institutions.

In light of this, social innovation is considered an effective application of the scientific approach to improve human, social, and organizational inputs. This practical approach is considered one of the reasons for the success and strength of the organization's movement, and it also represents a qualitative shift from the traditional view that sees any renewal as a threat to its existence and a harm to its interests (Al-Sakarna, 2008, pp. 39, 40). It is directed towards developing the human capital in the organization through the organization's keenness to train employees, build their capabilities, and transfer knowledge that achieves the organization's goals, enhancing innovation and creativity in the work that it does. It has been shown to increase job satisfaction (Latukha, M, 2016, p. 147). This was confirmed by the study of Muhammad (2004), which proved the necessity of providing training programs for workers to meet the needs of those in Youth Organizations, as well as the study of Lilian & Jacinta (2006), which confirmed that those working with youth are the decisive element for activating organizations that work with youth, as the programs that are intended to succeed depend on the effectiveness of these workers in performing their work and functional roles.

Here, the need for social innovation emerges as a response to the growing challenges facing many social organizations, including Youth Organizations, as new organizational, institutional, and social measures emerge, or new services are offered, designed to meet aspirations and needs and find solutions to the social challenges facing organizations.

There are two types of innovation: open innovation and closed innovation. Open innovation refers to an organization's use of internal and external sources of ideas and the deployment of multiple business models to improve the organization's performance.

Closed innovation refers to the development of innovative products, services, and processes primarily within the organization.

In alignment with Saudi Vision 2030, youth organizations in the Kingdom of Saudi Arabia are proactively promoting innovation as a strategic approach to empower young people and enhance their skill sets. Open innovation is a pivotal methodology employed by these organizations, facilitating collaboration with external stakeholders, including universities, corporations, and civil society entities, to generate novel ideas and develop cutting-edge solutions. A notable exemplar of this approach is the "Innovation Diwan" initiative launched by the Misk Foundation, which seeks to cultivate creativity and innovation among Saudi youth by providing a dedicated platform for showcasing innovative solutions to diverse challenges.

According to Iqbal (2011), closed innovation is typically employed in contexts where product or service development requires specialized internal expertise, thereby precluding external collaboration. In contrast, open innovation is favored by numerous Saudi youth organizations due to its numerous benefits, which include: (1) harnessing diverse expertise, (2) promoting community engagement, and (3) accelerating the innovation process. The adoption of open innovation enables organizations to access a broad spectrum of ideas and expertise beyond their organizational boundaries, thereby enhancing the quality and effectiveness of developed solutions. Moreover, open innovation cultivates a sense of participation and social responsibility among young people, while also facilitating the rapid development and implementation of innovative ideas in response to dynamic youth needs and market requirements.

In this context, a study by Al-saied et al. (2025) indicates that organizations that adopt ambidextrous innovation possess the capacity for both exploration and exploitation, adapt to local cultural dynamics, and achieve greater success in implementing innovation projects.

Social scientists, economists, and sociologists believe that cultivating a spirit of social innovation and the ability to explore societal problems requires thinking based on approaches to learning, renewal, and exploration, which contribute to the creation of behaviors based on applied knowledge. Innovation is an approach that addresses both giving and change within an organization (Buheji, M, 2021, p. 8).

Innovation is one of the basic pillars for stimulating development in any society, as it is a way to increase productivity, create job opportunities, create technology that improves efficiency, and exchange creative ideas for organizations, thus generating a circle whose poles are research, development, innovation, and productivity, each of which reinforces the other, thus contributing to achieving continuous growth (Prieto, 2017, p. 1).

This is where many advanced societies adopt a culture of social innovation in their various organizations. This culture is formed from a group of innovative or renewed activities and services that are carried out with the motivation of meeting societal needs and are developed through partnership with all components of society and its partners. It is considered one of the most important methods that help social organizations achieve their goals, and this is what the study confirmed (Nicola et al., 2012). She emphasized that the manifestations of social innovation in the management of organizations have contributed to improving organizational models and management methods through innovation at the level of network formation, at the organizational level, and at the level

of implementing activities and programs offered by the organization, as well as innovation in dealing with issues of planning, organization, leadership, motivation, and achieving goals effectively, which increases the confidence of community members in these organizations, generates legitimacy, and creates value for these organizations. She also studied (Cesar et al., 2021), which proved the existence of a positive relationship between organizational innovation represented by changes in aspects related to the management of organizations and social innovation represented by finding new ways to address social problems and improve the organizational performance of non-profit organizations through innovation in work methods and means of managing human capital and implementing new strategies for joint work and adopting cooperative behavior among employees and using modern management methods and training the human capital contained in the organization through innovative methods and ways.

Accordingly, there is a dire need for the efforts of the social service profession, which is considered one of the most important professions working in the field of youth and works with its integrated methods and technical approaches on a solid foundation of goals, philosophy, and ethical standards. Social service also aims, represented in its method of organizing society from its work in various areas of practice, including youth, to contribute to bringing about desired changes in individuals, groups, societies, and social systems and helping people achieve the best adaptation to themselves and their social environment (Abu Al-Maati, 2008, p. 53). Khalil's study (2018) indicates that innovation is of great importance in building human capital by improving life opportunities, introducing improvements, and adding new developments and innovations to social processes and institutions. Al-Mishkhi's study (2019) also recommended that social organizations should change their technology strategies. It also recommended the necessity of adopting the social innovation approach in providing solutions and meeting needs, as well as the necessity of adopting social innovation as a strategy when the organization makes its policies, determines its vision and objectives, designs its programs, and also when providing its services.

Thus, according to what was indicated by the results of previous studies and research that could be accessed, we find that there is agreement between the current study and previous studies in their emphasis on the importance of human capital for Youth Organizations in terms of their emphasis on the fact that human capital is the crucial element for activating organizations that work with youth. Programs that are to succeed are due

to the effectiveness of these employees' performance of their work and job roles, as well as their emphasis on the importance of social innovation in training human capital, building their capabilities, and transferring knowledge that achieves the organization's goals, and enhancing innovation and creativity in the work they perform, in addition to contributing to increasing the level of job satisfaction among the organization's employees, as it encourages creativity and innovation in managing jobs and operations and rethinking what is unnecessary. All of this helps Youth Organizations achieve their desired goals in society by developing their performance. Studies have also confirmed that social innovation contributes to finding new ways to address social problems and improve the organizational performance of the organization through innovation in work methods and means of managing human capital and using modern management methods and training

the human capital contained in the organization through innovative methods. The researchers have benefited from previous studies in determining the dimensions and concepts of the study, determining the importance of the study, and formulating the study problem and its questionnaire. This study differs from previous studies in that there are no studies that specialize in using social innovation as an approach to human capital development in Youth Organizations, which leaves the researcher considering conducting the current study to analyze and describe what some social innovation processes can contribute to the development of human capital in Youth Organizations. Proceeding from the fact that social work as a professional practice is institutionalized through organizations that contribute to meeting needs and addressing problems of individuals and society, community organization as a method of social work therefore pays great attention to institutions and organizations through which the profession is practiced, such as Youth Organizations.

"Subsequently, the community organization methods endeavor to induce transformative change within these organizations by employing professional strategies and evidence-based methods for community engagement, thereby assuming a primary responsibility to assist and support these organizations in fulfilling their societal roles effectively (Khater, 2000, p. 243)."

The methods of organizing society also look at the human capital of the organization as a tool of quality and its main goal and purpose. If the human resource within Youth Organizations is not effective and influential in light of the capabilities and potential it possesses, this will have a negative impact on work performance, as human capital is considered the primary driver in achieving the goals of Youth Organizations (Hijazi, 2006, p. 292).

In light of the theoretical literature presented, given the importance of human capital, as well as youth organizations and social innovation, and based on theoretical frameworks and the results of previous studies that emphasized the importance of social innovation in developing the organization's human capital, the problem of the current research was determined to identify the most important cognitive requirements, as well as the skill requirements necessary for using social innovation in developing human capital in youth organizations. Additionally, it aims to identify the most important capabilities and experiences necessary for developing human capital in youth organizations, in addition to identifying the most important obstacles facing the use of social innovation in developing human capital in youth organizations.

2. Theoretical Background

2.1. The concept of social innovation

Innovation is defined as the gateway to renewal in any field. According to this definition, innovation represents the point of renewal and, thus, change for the better that all organizations seek. In other words, it is a means to find innovative and new solutions to the challenges facing society and its institutions (Prieto, 2017, p. 1). "It can also be defined as the ability to innovate and utilize diverse skills to access and invest in new areas. It is also the process of transforming the best creative ideas into reality and then generating a series of innovative ideas that create new value" (Oyedele, 2018, p. 11).

"Furthermore, social innovation can be conceptualized as the process of generating and implementing novel ideas that reconfigure the way individuals organize their activities and social interactions to attain shared objectives" (Grimma et al., 2013, p. 455).

Social innovation is also defined as an individual or institutional change to increase the competitiveness of the organization. It is developed through planned and monitored improvements in human resource management and workforce productivity. Social innovation also seeks concrete ways to address social, economic, and organizational problems to make a real difference in the lives of the people who comprise the organization (Bulut, 2013, pp. 122-123).

The researchers present social innovation in this study:

- All improvements that are innovative, serious, and related to human capital in youth organizations.
- These improvements involve work in areas of knowledge, skills, experience, and abilities.
- These improvements target formulating and presenting innovative solutions to the problems and challenges facing human capital in youth organizations.
- All these improvements are reflected in all motives and mechanisms that can be used by youth organizations for developing their human capital.

2.2 Human capital development:

"Human capital is considered the fundamental element and primary source of other capital components in any organization. It is embodied in the workforce within the organization and represents the aggregate of human energies that can be utilized to acquire and leverage available resources." (Ben Hamoud, Boukhmim, 2022, p. 130).

"Human capital encompasses the aggregate of skills, behaviors, and inherent capabilities within individuals, constituting a knowledge reservoir that enhances productivity and efficiency within an organization. This capital is a valuable asset that can be leveraged to drive organizational goal attainment." (Abdul Mutalib, 2017, p. 42).

"Human capital can also be conceptualized as the tacit and explicit knowledge that employees possess and share with the organization to generate value. This includes experiential knowledge, educational attainment, and innovative capabilities, all of which can be further developed through structured training and learning initiatives." (Gebremichael, 2018, p. 611), "Human capital development is defined as all expenditures on human capital to develop its knowledge, skills, and experiences. The objective of this expenditure is to generate future revenues that exceed the costs incurred, resulting in increased knowledge, skills, and ultimately, organizational gains." (Quadria, 2015, p. 4).

"Researchers mean by human capital development the process of enhancing the skills, knowledge, and experiences of individuals to improve their productivity and contribution to the organization."

2.3 Organizational Change Approach:

It refers to activities that aim to improve the organization's capabilities in solving its problems and enhancing its ability to deal with the factors of change in the surrounding environment. By developing its human and material resources, the term often symbolizes organizational change to planned change. This model aims to improve human element

performance and develop a renewed and vibrant organization that has the ability to move freely and reshape itself to suit the requirements of the organization's beneficiaries. It involves identifying human and social relations within the organization, developing decision-making systems and procedures, improving ways of thinking, addressing problems, and conducting service delivery procedures, as well as developing relationships between employees and beneficiaries of the organization's services (Ahmed, 2002, p. 98).

This model is based on a set of conditions; if met, organizational development will be achieved: focusing on the organization's shortcomings while trying to capitalize on its strengths to help address these shortcomings, convincing the organization's decision-makers of the development goals, and providing the capabilities that help bring about development. The focus in development attempts is not only on working methods and organizational procedures but also on developing human resources or human capital in the organization and the nature of the relationship between employees (Halawa, 2003, p. 94). The organizational change model can be leveraged to understand the mechanisms of development and change within youth organizations, which focus on developing and enhancing human capital by identifying strengths and weaknesses and working to strengthen these weaknesses. This is achieved by relying on social innovation when dealing with various procedures and activities within the center. This is accomplished through additional training for employees, which is a process for rationalizing their experiences and developing their capabilities, skills, and knowledge.

2.4 Theories of knowledge:

The idea of this theory is based on the interaction of mental and cognitive processes and the direct and indirect experiences of the organization's employees during the learning and skill development processes. It also includes the study of the activities and processes carried out by individuals within the organization in their attempts to adapt to their environment (Al-Shabl, 2022, p. 116).

The most important principles of this theory are: the knowledge structure of the organization's human capital is the unit of learning; studying different ways of thinking and the cognitive structure of human capital with the aim of providing it with the basic foundations that contribute to its development and growth; knowledge aims to develop thinking and its plans and enhance cognitive structures; and this is achieved through training and gaining experience in different situations (Qatami, 2013, p. 23).

This theory can be leveraged in the processes of coordinating, generating, planning, and organizing knowledge and expertise within youth organizations. This contributes to developing personal and organizational processes and capabilities, achieving the greatest possible positive impact on the various processes taking place within the institution, and consequently developing all practices, which is reflected in improving the level of services.

2.5 Organizational theory:

Organizational theory is considered one of the important theories that many scientific specializations help in studies related to organizations through various approaches such as the social, administrative, economic, political, and psychological aspects, with the aim of development and change for the benefit of these organizations, whether governmental or civil (Abu Al-Nasr et al., 1997, p. 60).

There are many contemporary trends in the study of organizations. Some of them are interested in studying the structural aspect within organizations, meaning that they view the organization as a human gathering created to achieve specific goals. Others are interested in the behavioral aspect, considering the organization an environment in which a group of individuals live and work, and accordingly, it shapes their behavior. Additionally, there are those who focus on the environmental aspect in terms of the impact of the environment on the organization and the impact of the organization on the environment (Khater, 1997, pp. 27, 28).

Organizational theory can be used to analyze and study human capital in youth organizations, including its employees, board members, and decision-makers who facilitate and implement work. Through the current study, and to determine the extent of the application of concepts and tools of social innovation through organizational theory, we can assess how to develop the performance of human capital in youth organizations. The theory also helps in identifying shortcomings and weaknesses among employees and the knowledge, information, skills, and experiences they need, allowing us to help them raise their efficiency in carrying out their duties within the center.

3.Methodology:

This research falls under the category of descriptive studies, which seek to delineate the characteristics of a particular issue and investigate its contextual factors. The study's design is contingent upon the extent of available data, with its primary objective centered on elucidating the prerequisites for leveraging social innovation in human capital development within youth institutions.

This study employed a rigorous methodology, commencing with a thorough review of theoretical frameworks and empirical research pertinent to the topic. Existing questionnaires and scales were also examined to inform the development of the study instrument. The instrument's validity and reliability were ensured through the following procedures:

Validity: A panel of subject matter experts reviewed the questionnaire, leading to item refinement, deletion, and addition. Items with less than 80% expert agreement were eliminated.

Reliability: The instrument was administered to a pilot sample on two occasions, separated by a 15-day interval. Pearson's correlation coefficient was used to calculate reliability, yielding coefficients ranging from 0.82 to 0.87 for dimensions and 0.84 for the overall instrument, indicating high reliability at the 0.01 significance level.

Study population and sample: The research was conducted across eight youth-focused institutions in four key regions of Saudi Arabia (Riyadh, Hail, Makkah, and Dammam). Institution selection was based on their extensive youth outreach and high activity levels within their respective regions, as documented in government records. The study population comprised 366 board members and employees from these institutions, with 352 participants providing usable data between 24 October, 2024, and 5 January, 2025.

Table 1: Shows the characteristics of the research sample, N = 352.

Main variables	Sub-variables	Frequency	%
Age	Less than 30 years	92	26.14%
	From 31 to 40 years	66	18.75%
	From 41:50 years	98	27.84%
	51 years and more	96	27.27%
Type	male	66	18.75%
	female	286	81.25%
Educational qualification	middle	74	21.02%
	Above average	78	22.16%
	High	144	40.91%
	Postgraduate studies	56	15.91%
Number of years of experience working	Less than 5 years	64	18.18%
	From 6 to 10 years	82	23.29%
	From 11:15 years	54	15.34%
	16 years and older	134	38.07%
Job status at the institution	Board Member	172	48.86%
	Institution Director	18	5.11%
	social worker	38	10.79%
	Activity Officer	80	22.73%
	administrative	44	12.5%
Total		352	100%

"An analysis of Table (1), which presents the demographic characteristics of the research sample, reveals that the age distribution is skewed towards the 41-50 years age group, which constitutes 27.84% of the sample, followed closely by the 51 years and above age group at 27.27%. This suggests that the majority of respondents possess substantial experience, enabling them to provide valuable insights into human capital development in youth institutions. The under-30 age group accounts for 26.14%, while the 31-40 age group represents the smallest proportion at 18.75%.

The sample's gender distribution indicates a predominance of males at 81.25%, with females comprising 18.75%. In terms of educational attainment, respondents with higher education degrees predominate at 40.91%, potentially indicating a strong foundation in human capital development principles and practices. Post-secondary diploma holders constitute 22.16%, followed by secondary diploma holders at 21.02%, and postgraduate degree holders at 15.91%.

The distribution of respondents according to years of experience in the institution reveals that those with 16 years or more of experience comprise the largest proportion, suggesting they possess valuable expertise in youth institution operations and human capital development. Respondents with 6-10 years of experience account for 23.29%, followed by those with less than 5 years of experience at 18.18%, and the smallest proportion is those with 11-15 years of experience at 15.34%.

Regarding job positions, board members are the most represented at 48.86%, followed by activity managers at 22.73%, administrators at 12.5%, social specialists at 10.79%, and institution directors at 5.11%."

4. Results& Discussion:

To answer the core research question, "What are the 'Requirements for Utilizing Social Innovation as an Approach to Developing Human Capital in Saudi Society'?" the current research carried out a descriptive statistical treatment represented by calculating means, standard deviations, and rankings, as shown in the following tables.

Table 2: Cognitive Requirements for Social Innovation to Develop Human Capital in Youth Organizations, N = 352

N	The phrase	Mean	S. D	Rank
1	Continuous updating of the knowledge base related to the nature of my work at the institution	2.66	0.64	6
2	Learn about self-learning methods and use them to acquire the latest information I need for my work.	2.64	0.64	8
3	Knowing how to use modern technology to improve my work performance	2.70	0.55	5
4	Knowing the best methods for solving problems	2.76	0.50	3
5	Knowing how to use the scientific method to obtain innovative ideas related to my work performance	2.85	0.41	1
6	Review the best international experiences in the field of work in Youth Organizations.	2.83	0.44	2
7	Knowing how to manage crises innovatively at work	2.65	0.61	7
8	Possessing knowledge that enables me to achieve excellence in my field of work	2.75	0.51	4
9	Gain new knowledge related to managing youth care organizations	2.58	0.65	10
10	Knowing the latest methods used in studying the needs of young people who visit the institution	2.62	0.62	9
	Total	2.70	.41	high

"The data analysis reveals that the knowledge requirements for social innovation in human capital development within youth institutions scored a mean of 2.70 and a standard deviation of 0.41, indicating a high level of significance for knowledge as a critical component. This underscores the importance of knowledge updating and innovation for employees and board members to effectively perform their roles in youth institutions. The application of new knowledge can lead to skill acquisition, experience development, and ultimately, enhanced human capital development and improved organizational performance.

This finding aligns with Attia's (2008) study, which stressed the pivotal role of knowledge in human capital development and the need for its effective utilization to achieve exceptional performance. Habayneh's (2007) research also highlighted the significance of knowledge renewal and development for employees, driving organizational innovation and improvement through enhanced performance and competitiveness."

Table 3: Skill requirements for social innovation to develop human capital in youth organizations: N = 352

N	The phrase	Mean	S. D	Rank
1	Skill in understanding the needs and problems of young people	2.58	0.65	12
2	Skill in developing plans with innovative solutions to the challenges of work at the institution	2.62	0.62	8
3	Skill in understanding the dimensions of problems from all angles	2.60	0.66	11
4	Skill in finding innovative ways to solve problems	2.45	0.69	15
5	The skill of generating many ideas in a given situation	2.61	0.61	10
6	Skill in dealing with problems in unique and diverse ways	2.69	0.95	4
7	Skill in exploiting available resources in the best ways	2.57	0.68	13
8	Skill in making timely decisions	2.64	0.66	5
9	Skill in using modern computer applications	2.57	0.65	14
10	Skill in finding new resources to meet the needs	2.73	0.53	2
11	Skill in performing multiple roles at the same time	2.71	0.53	3
12	Skill in developing programs offered by the institution	2.74	0.56	1
13	Skill in anticipating the potential impacts of decisions made	2.62	0.61	7
14	The skill of influencing others in innovative ways	2.63	0.68	6
15	Skill in creating new services provided by the institution	2.61	0.64	9
	Total	2.62	0.49	high

"The data analysis reveals that the skill requirements for social innovation in human capital development within youth institutions scored a mean of 2.62 and a standard deviation of 0.49, indicating a high level of significance for skills. This underscores the importance of acquiring new skills for employees and board members to adapt to changes, drive innovation, and achieve outstanding performance. By developing their skills, employees can expand their experiences, improve services, and contribute to the organization's growth and survival.

This finding aligns with Jarhi's (2017) study, which emphasized the importance of investing in human capital through skill development, training, and motivation to drive innovation and produce high-value outputs. Human capital is the true asset of any organization, playing a vital role in innovation and creativity.

Table 4: Social innovation expertise is needed to develop human capital in youth organizations (N = 352).

N	The phrase	Mean	S. D	Rank
1	Experience in completing my tasks creatively	2.79	0.49	1
2	Experience in overcoming difficulties facing work implementation	2.69	0.59	2
3	Experience in devising alternative solutions to problems at work	2.52	0.68	9
4	Experience working within a team	2.65	0.61	3
5	Experience in investing time effectively	2.54	0.65	8
6	Experience in knowledge management within the organization	2.61	0.63	4
7	Experience in choosing the best ways to accomplish the work	2.60	0.69	5
8	Experience in managing conflict situations within the organization	2.55	0.69	7
9	Experience in dealing with various forms of behavior	2.57	0.71	6
10	Experience in organizing events within the institution in a creative manner	2.41	0.73	10
	Total	2.59	0.45	high

"The data analysis reveals that the experience requirements for social innovation in human capital development within youth institutions scored a mean of 2.59 and a standard deviation of 0.45, indicating a high level of significance for experience. Acquiring new experiences enables employees and board members to deliver innovative work with precision and efficiency and to build confidence in their performance.

Innovation and renewal in experiences can enhance performance efficiency and effectiveness, contributing to the achievement of organizational goals. Mufid's (2012) study confirms that experience is closely linked to human capital development, education, and training, and affects the quality and reliability of individual performance."

Table 5: Social innovation capabilities needed to develop human capital in Youth Organizations (N = 352).

N	The phrase	Mean	S. D	Rank
1	The ability to employ cognitive abilities to solve the problems I face	2.51	0.75	9
2	The ability to invest available resources in an innovative way	2.55	0.69	8
3	Have the ability to think scientifically	2.59	0.62	7
4	Ability to come up with creative ideas for work	2.65	0.62	5
5	Having the ability to accomplish tasks in new ways that save time and effort	2.75	0.50	1
6	Develop mental abilities to be used in completing work	2.60	0.65	6
7	The ability to use brainstorming to find unconventional solutions to business problems	2.71	0.60	3
8	The ability to see the institution as an integrated entity	2.49	0.71	10
9	The ability to design innovative programs to serve the youth	2.73	0.54	2
10	Ability to present ideas in an organized manner	2.70	0.54	4
	Total	2.63	0.39	high

"The data analysis reveals that the capabilities required for social innovation in human capital development within youth institutions scored a mean of 2.63 and a standard deviation of 0.39, indicating a high level of significance for these capabilities. Developing the capabilities of human capital, including employees and board members, is crucial for presenting new solutions to problems and driving innovation.

Al-Enazi's (2014) study emphasizes the need for human capital to possess high capabilities to handle emergency situations and changing circumstances. Abdul Qadir's (2017) research highlights the importance of innovation in human capital capabilities, enabling organizations to perform effectively, efficiently, and sustainably. Capabilities encompass knowledge, skills, work methods, motivation, and morale."

Table 6: Obstacles to the use of social innovation in developing human capital in youth organizations (N = 352).

N	The phrase	Mean	S. D	Rank
1	Lack of modern technologies available at the institution	2.52	0.68	3
2	Deficiencies in training programs provided to employees and board members	2.44	0.68	6
3	Lack of interest from employees in developing themselves	2.31	0.73	8
4	Lack of financial allocations for human capital development at the institution	2.85	0.41	1
5	Lack of a plan to develop human capital at the institution	2.84	0.73	2
6	Resistance to change on the part of some individuals in the institution	2.30	0.75	9
7	Adherence to traditional working patterns	2.41	0.72	7
8	Lack of sufficient encouragement for innovation at work	2.45	0.63	5
9	Lack of incentives to encourage employees to innovate and update their work methods	2.49	0.68	4
	Total	2.51	0.49	

"The data analysis reveals that the obstacles to using social innovation in human capital development within youth institutions scored a mean of 2.51 and a standard deviation of 0.49, indicating a high level of obstacles. These obstacles include human capital-related issues, administrative procedures, and limited resources.

This finding aligns with Hindi et al.'s (2019) study, which highlighted shortcomings in providing a suitable environment for human capital development in youth organizations, hindering creativity and leadership. Ismail's (2022) research also confirms that social innovation faces obstacles, including resistance to change, a lack of funding, and limited awareness of innovation experiences".

5. Conclusion

The study emphasizes the critical requirements for effectively leveraging social innovation to enhance human capital within youth institutions. The key findings indicate that there are notable knowledge requirements, highlighting the necessity for ongoing learning and innovation; significant skill requirements, emphasizing the importance of acquiring new competencies for adaptability and innovation; and substantial experience requirements, which underscore the value of diverse experiences for fostering creativity and building confidence.

By addressing these requirements, human capital capabilities can be significantly enhanced, promoting innovative problem-solving and effective work methods. However, potential challenges such as administrative procedures and resource limitations may arise.

In the context of a rapidly changing society, the sustained adherence of youth institutions to their core values, while embracing constructive evolution, is contingent upon the institutionalization of a transparent and systematic policy framework for the holistic integration of innovation across all operational domains, activity streams, and programmatic interventions. Furthermore, a strategic imperative lies in the intensified mobilization of human capital, encompassing the augmentation of morale, the provision of comprehensive support mechanisms, and the cultivation of an organizational culture

that prioritizes the continuous development of competencies through targeted adult learning modalities. Simultaneously, the establishment of an organizational environment conducive to data-driven experimentation and evidence-based innovation, within a structural framework that rigorously respects the core characteristics of institutional identity, is a critical determinant.

Ultimately, the unwavering preservation of foundational values serves as a safeguard against the erosion of institutional vision and mission during the imperative processes of rapid environmental adaptation. Consequently, future studies specializing in the nexus of social innovation and human capital development could fruitfully explore longitudinal causal pathways and quantitatively assess the impact of operationalized innovation protocols on institutional resilience and youth engagement metrics. Such research endeavors would contribute to the attenuation of the extant knowledge deficit and the generation of more broadly generalizable theoretical constructs applicable across a heterogeneous spectrum of youth institutions.

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