



The Role of the University in Promoting the Concept of Preventive Education among its Students to Confront Extremism and Terrorism

¹Dr. Ghada hamza Mohamed Elsherbiny, ²Dr. Fozih Mohammad Ahmed Assir

¹Galshrbeni@kku.edu.sa

Assistant Professor of fundamental Education

College of Education, King Khalid University

²fasiry@kku.edu.sa

Assistant Professor of of Islamic fundamental Education

Department of leadership and Educational polices – College of Education -King Khalid University

Abstract :

The Study aimed to try to identify the role of the university in promoting the concept of preventive education to confront extremism and terrorism among its students. By identifying the role of academic programs, student activities and the intellectual awareness unit, the role of faculty members at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism among its students, and the obstacles to achieving this. The descriptive approach was used, and a questionnaire of (37) statements was applied to a sample of (167). of female students at King Khalid University The results showed that The role of King Khalid University in promoting the concept of preventive education to confront extremism and terrorism is largely achieved, as the percentage of the dialogue of the three questionnaires reached 72.71%, which means a high opinion of the members of the Study sample on the dimensions of the questionnaire related to the role of academic programs, the role of student activities and the role of faculty members The role of King Khalid University in promoting the concept of preventive education to confront extremism and terrorism, The results also showed that "the obstacles facing King Khalid University in promoting the concept of preventive education to confront extremism and terrorism from the point of view of King Khalid University students" amounted to (3.57) with a standard deviation of (0.86), and the most prominent of these obstacles was "the preoccupation of faculty members with the specialized aspect by 75.69%, followed by the scarcity of specialists in the field of awareness of the seriousness of terrorism and extremism by .75.33%, then "the large burden assigned to faculty members by 73.53%.Based on the results, the Study made a number of recommendations related to activating preventive education through curricula and student activities through the role of faculty members in this regard.

Keywords: **Role - Preventive Education - Extremism - Terrorism**

Received:18 Jun 2024

Revised: 30 Aug 2024

Accepted:25 Sep 2024

Introduction:

Human history has witnessed many terrorist practices throughout the ages, which made terrorism one of the social and international criminal phenomena that arise and flourish under certain social, psychological and intellectual factors, and under certain political, economic and cultural conditions as well, which have taken their way to the contemporary world without differentiating between one society and another and a state and another, there is no state, religion or sect except in which terrorist groups - although

their forms differ - seek to threaten security, spread fear and terror, destroy societies and sabotage its establishments and institutions, obstruct the functioning of its institutions, hinder development and confuse development plans and be a reason for capital flight and foreign investment reluctance and fertile ground for the growth of other crimes.

The results of the study (Ezzedine 1984) showed that terrorism is one of the means of political conflict, whether at the international level or at the level of the struggle for power within the state, and that many young people who fell into the circle of terrorism were victims of exploitation, most of them did not want to continue to organize.

Hence, any attempt to address this phenomenon and eliminate it requires a real reform of the factors that helped its existence and address its effects, whether at the social, psychological, intellectual or material level by repairing the damage caused to persons or property, and the study of Abu Al-Nasr and Khalifa (2011) pointed to the need to look at the phenomenon of terrorism as a complex phenomenon and that addressing it will not be through security treatment only, but it needs to address religious extremism through religious awareness programs. Directed to extremist youth, in addition to the need for an educational system in which members of society are fortified, and this requires a reconsideration of the goals of education, its methods, its final goal and its relationship to the developments of the times and its issues, (Al-Saadani and Ahmed, 2017, p. 16).

Preventive education is defined as the procedures and educational means developed by Islam in order to maintain society and save the Islamic community from all sensory and moral diseases to be a pure society away from all the places of corruption and moral decay (Hafez, 2009, 12) and it is known that Islam has established the roots of preventive education through many of the legislation contained therein, as the door to ward off evils, and the door of blocking pretexts, as well as urging individuals and institutions to take measures to prevent natural difficulties through the necessary means of prevention, And through the door of taking the causes, whether the topics of food and health, or the prevention of diseases and infectious epidemics or the prevention of disasters of all kinds (Al-Qumaizi, 2018)

Preventive education is one of the most important means followed by the Prophet, may God bless him and grant him peace, in raising his companions, may God be pleased with them, and addressing society with the aim of protecting individuals and preserving the integrity of human instinct in their souls, by directing them towards the right path and the best goal, and leading them towards purity, nobility and righteousness.

Within the framework of the keenness of the Kingdom of Saudi Arabia to consolidate preventive education, the Saudi Ministry of Education has established a program (Fatn), a preventive program, targeting five million students, and the motives that led to the development of the program (Fatn) many motives, including: the growth of behavioral and intellectual deviations among the youth category, and the lack of preventive programs to realism in their media discourse, and the project (Fatn) aims to build training programs specialized in the development of personal and social skills, with advanced training content and professional trainers, and the establishment of counseling centers; It also aims to enable the school to contribute effectively to enhancing students' self-immunity against negative practices and ideas, and aims to contribute to enhancing educational awareness towards the changes of the times and its developments in the educational leadership and educational environment (Al-Abdulaziz, 2016, p. 68).

The Ministry of Education in the Kingdom of Saudi Arabia has also established a specialized center concerned with intellectual awareness, with the aim of strengthening national unity and national belonging within the educational institution, and the governance of plans and programs related to intellectual issues, and the mechanism of work through intellectual awareness units in universities and public education depends on proactive preparation, through induction, prediction and monitoring of deviant or extremist ideas and behaviors that may occur, by implementing specialized programs to activate partnership with relevant institutions (Ministry of Education, 2021).

The university represents one of the educational institutions that play a vital function within society, and this function was found mainly for the development, crystallization and development of the human and

national personality, through educating members of society in general, and youth in particular, enlightening them, and forming scientific concepts that seek to devote intellectual pluralism, democracy, social justice and public freedoms, in light of the changes and developments in the international arena, to qualify them to deal with these intellectual developments (Ali, 2014, p. 13).

Asiri (2021) indicates that there is interest by Saudi universities to combat all forms of intellectual deviations by establishing intellectual awareness units and providing many activities and programs aimed at achieving prevention and intellectual immunity among university youth.

Hence, the idea of the current Study was launched to try to identify the role of King Khalid University in promoting the concept of preventive education among its students to confront extremism and terrorism through the curricula and extracurricular activities it offers, as well as through the contributions of faculty members to raise awareness, which can contribute to addressing these phenomena.

Research problem:

Young people are the strength of the nation, they have hopes and their serious will and their arms achieve lofty ambitions, but if they deviate, they are the cause of the destruction of themselves first and the destruction of their society and the destruction of their hopes and hopes secondly and the most prominent intellectual currents to which young people are exposed extremism and terrorism, where they embrace abnormal ideas that push them to defend them in ways wrong and dangerous as well. (Taher Walterhouni, 2021, 145)

Terrorism is a complex and dangerous international phenomenon against peoples and governments, which undermines the foundations of security and stability, disrupts development projects, and causes severe damage at all levels. (Ahmed, 2001, pp. 186-184)

In addition to social, educational and cultural reasons: from which the deviation of the path in man stems, and makes the individual vulnerable to intellectual deviation and a suitable climate for spreading intellectual poison to achieve terrorist goals. (El-Desouky, 1999, pp. 52-53)

Perhaps combating terrorism and extremism, providing prevention efforts to promote a clear message that emphasizes the values of moderation, moderation and peaceful coexistence, combating all forms of terrorism, helping to coordinate efforts through the exchange of information, and developing plans to address this phenomenon and its causes, limit its spread and reduce its effects is one of the most important roles that educational institutions in general and universities in particular must be keen on.

The results of the study of Taher Walterhouni (2021) indicated the effective role of the family and educational institutions and the main in maintaining the cohesion of society, creating national belonging among members of society and confronting extremist intellectual currents. Hamid (2017) also pointed out that teaching religious subjects in some Islamic countries plays a major role in reducing the phenomena of extremism and terrorism.

From here, the current Study seeks to try to identify the role of King Khalid University in promoting preventive education to confront extremism and terrorism through the analysis of the literature published in this regard and polling the opinions of students about this role and shedding light on the concept of extremism and terrorism and the factors and reasons that contributed to the spread of this phenomenon while showing the effects of extremism and terrorism to talk about the role of preventive education in confronting extremism and terrorism.

Research Questions: The Study problem is determined in the following main question:

What is the role of King Khalid University in promoting the concept of preventive education to confront extremism and terrorism among its students? It includes the following sub-questions:

- 1- What is the reality of the role of King Khalid University in promoting the concept of preventive education to confront extremism and terrorism among its students from the point of view of the members of the Study sample?

- 2- What is the reality of the role of (academic programs - student activities - faculty members) at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism among university students from the point of view of the members of the Study sample?
- 3- What is the reality of the obstacles that prevent the university from playing its role in promoting the concept of preventive education to confront extremism and terrorism among university students from the point of view of the members of the Study sample?
- 4- Are there statistically significant differences at the level of ($\alpha \leq 0.05$) in the responses of the members of the Study sample on (the role of academic programs - student activities - the role of faculty members - obstacles) at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism among university students due to the variable of specialization - and the level of qualification in which the student is studying?

Research Objectives: To identify the role of King Khalid University in promoting the concept of preventive education to confront extremism and terrorism among its students. By identifying the following:

1. The role of academic programs at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism among its students.
2. The role of student activities and the intellectual awareness unit at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism among its students.
3. The role of faculty members at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism among its students.
4. Obstacles that prevent the university from playing its role in promoting the concept of preventive education to confront extremism and terrorism among university students

Significance of Study:

1. The importance of the study appears in emphasizing the importance of educating the student against terrorism and intellectual extremism planned and programmed against the security and work to immunize students against extremist and terrorist ideology.
2. Showing the university's preventive role as an educational awareness institution that contributes to building the personality of its students, and immunizing them against ideas that are alien to our societies, which are led by outsiders to society who belong to terrorist organizations.
3. Providing an integrative model that combines a number of approaches that link extremism and the means of terrorism on the one hand and promoting the values of moderation and moderation on the other hand, and the role of the university through faculty members, academic programs, student activities and the intellectual awareness unit in addressing this phenomenon.

Study terms:

Role: It is "the sum of the activities carried out by the university faculty member in terms of educational guidance and guidance for his students, through lectures, seminars, conferences, and student and public meetings, whether inside or outside the university, as a teacher, educator and mentor for his students, and a human being who interacts with the requirements of his reality, and the imposition of this reality in facing the challenges of globalization in all its aspects, positive and negative" (Abu Galala, 2003, p. 11).

The Study define the role procedurally as: a set of procedures, events and activities carried out by the university employees, including guidance and guidance in all ways and methods, to achieve the goals of preventive education to confront extremism and terrorism among its students.

King Khalid University King Khalid University: One of the prestigious universities in the Kingdom of Saudi Arabia since its establishment in 1419 AH (1998), and it offers the best levels of higher education for both sexes. King Khalid University website, <https://www.kku.edu.sa/>)

Preventive Education:

An integrated system of a system of knowledge of concepts, processes, methods, values and organizations, which are linked to each other, in balance and consistency, based on the Islamic perception of God, the universe, man, and society, and seeks to achieve slavery to God, to develop the human personality, as an individual and a group of its various aspects, in accordance with the overall purposes of Sharia that seeks the good of man "in this world and the hereafter" (Ali, 2007, p. 32)

Extremism is absent The term means: exaggeration in a belief, thought, doctrine or other that is specific to a religion, group or party, and extremism may be called and intended to be extremism. (Iftaa Directorate in the Jordanian Armed Forces, 2009, 23)

Al-Otaibi defines it as bias to the two sides of the matter, which includes exaggeration, but more specifically in the increase and transgression, as every exaggeration is extremism and not all extremism is exaggeration (Al-Otaibi, 2016, 11).

Terrorism: Terrorism is defined in the Arab Convention for the Suppression of Terrorism as "any act of violence or threat thereof, whatever its motives and purposes, committed in implementation of an individual or collective criminal project aimed at terrorizing or terrorizing people by harming them, endangering their lives, freedoms or security, damaging the environment or a public or private facility or property, occupying or seizing them, or endangering a national resource." (Al-Hawari, 2002, p. 35)

Search limits:

Objective limits: The current Study was limited to trying to identify the role of King Khalid University in promoting the concept of preventive education among its students to confront extremism and terrorism

Human limits: The questionnaire was applied to a sample of King Khalid University students in different disciplines.

Spatial boundaries: The current Study has been limited to King Khalid University.

Time limits: the first semester of the academic year 2024

Theoretical framework and previous studies:

The need to pay attention to preventive education and its importance:

There is no single factor responsible for extremism and terrorism, but there are diverse and overlapping effects on humans, such as religious influence that leads to doctrinal intolerance, or the social impact represented in weak values and social responsibility, as well as political factors and reliance on security solutions in the face of political phenomena and the low economic level of the individual and the absence of social justice, and the weakness of the role of the family and school and the absence of conscious guidance of the media. (Bani Amr et al., 2021, 56)

Failure in education may not be a direct cause of the prevalence of terrorism and extremism, but the importance of preventive education in the face of terrorism and extremism as it contributes directly to instilling authentic values and developing the spirit of belonging and loyalty to the homeland, and as much as the availability of values in society as much as security and stability exists within this society, the results of some previous studies, including the study of Hassanein (1992) on the need to participate in education institutions and economic and social organizations with an effective effort to treat this problem with the need to Educational treatments precede security treatments, and this requires educational institutions to regain their absent role towards the problem, otherwise security treatments will remain a guarantee to preserve the stability of society, and this in itself is a waste of time and effort.

The role of preventive education refers to the set of behavioral patterns used by the individual or educational institution towards the issue of terrorism and extremism in order to overcome it and limit its exacerbation.

Since education has multiple and varied institutions in functions and tasks so that each of its institutions seeks to take care of the development of one or more aspects of the human personality. Hence, all educational institutions must play an active role in confronting terrorism and extremism in a balanced and parallel manner, as the media, for example, should not interact with the event in isolation from the rest of the other educational institutions, especially since there are many causes of terrorism and extremism resulting from a failure in the role of some educational institutions assigned from here it can be said that we need an integrated educational project, It can serve as a general frame of reference to ensure clarity of vision, consistency of purposes and coherence of means.

Objectives of preventive education:

Islamic education seeks to build the Muslim individual who does the good deed, and the education of the integrated personality is sufficient for the emergence of its Islamic identity and clear features and pillars it gives each aspect of its right and due rights and duties without tyranny as this integration gives social practice intellectual and behavioral maturity based on a clear reference it depends on the foundations and rules in its social interaction and within its social responsibility stemming from its awareness of the message that was assigned to it. (Risk, 2018, 228)

Islamic education also seeks to play a preventive role aimed at building a strong and calm society whose members prevail affection, mercy and justice through the formation of good individuals, because when each individual seeks to achieve good for others as he seeks for himself, then the society inevitably turns into a strong and cohesive society, so the Prophet (peace and blessings of Allaah be upon him) was keen to root this meaning in the hearts of Muslims by saying in the hadith of Abu Huraira, may God be pleased with him, the Messenger of God (peace and blessings of Allaah be upon him) said: Allah be upon him: "By whose hand I am breathing, do not enter Paradise until you believe, and do not believe until you love. First, I will show you something, and if you do it, you will love, and spread peace among you: Narrated by Muslim.

Seeking to preserve the social relations and values that bind members of society together and that reflect the distinctive identity of the Muslim community all of this establishes an intellectual system for the Muslim individual that is difficult to shake and thus can counter extremist ideas and terrorist acts.

The importance of preventive education:

Preventive education contributes to the prevention of the individual from falling into dangers and psychological, physical and intellectual damage, and may be difficult to deal with in treatment later (Mohammed, 2015, 258) believes that the importance of preventive education is that:

1. Attention to building the human personality in all its aspects, provides him with his need of spiritual, mental and physical education and seeks to develop his diverse energies and refine his talents.
2. Highlighting the good role model, the sense of responsibility and the greatness of the trust placed on the shoulders of the teacher
3. Opening the door for constructive dialogue, and critical thinking in the educational educational process and not limited to the method of indoctrination and focus on this important principle
4. Maximizing and highlighting the status of science and scientists and explaining their qualities and conditions so that the student knows who returns to those when temptation descends and learns to benefit from them.

Foundations of preventive education:

Preventive education is characterized by its reliance on avoidance, expectation and early diagnosis before the problem occurs by providing the opportunity for individuals to develop diverse skills and encourages them to think critically and innovatively and enable them to interact positively with what they face in their daily lives and their dealings with others and face various problems, and preventive education is based on a set of pillars, including:

1. Belonging to the homeland and preserving identity: In light of the circumstances and challenges facing our reality, which threaten the intellectual, cultural and value specificity of societies, it was necessary to pay attention to strengthening belonging and loyalty through education that deliberately shapes the personality of the citizen, including the contents of curricula that focus on the development of the citizen and his capabilities to prepare a conscious generation capable of taking responsibility and facing problems (Al-Turk, 2016, 40) There is no doubt that the promotion of belonging contributes to the preservation of identity, which in turn does not prevent its children from benefiting from other cultures after they have established the basic elements in their culture and realize the reality of their identity. (Al-Fraih, 2021, 67)
2. Religious values: Religious values are derived from our true religion, which imposes that the curricula of Islamic education for the different stages of education include them and religious values are preventive values aimed at the formation of the Muslim personality characterized by a set of ideological, moral and behavioral qualities that are ignorant of them are compatible with themselves and with those who solve them in their society and the human society in general by directing behavior and a sound religious face guided by the Holy Quran and the Sunnah of the Prophet and aiming through them to please God Almighty. (Abu Suwain, 2006, 243-244)
3. The ability to think critically: Modern education is keen to develop the thinking of learners in order to help students face situations that need to make a decision, and to exploit their mental energy to interact positively with their environment and adapt to the developments of life in which interests are intertwined and demands increase, achieve success and adapt to life developments. (Moses, 2021, 163)

Methods of activating preventive education in universities:

1. Supporting the value system emanating from religion, heritage and traditions so that these values become the first line of defense that preserves our self-identity, cultural privacy and society, protects young people from the dangers and disadvantages of globalization, events and rapid changes, and makes them able to choose and choose the best for what is broadcast to them from abroad and for the issues they face in their daily lives.
2. Attention to the Arabic language as the mother tongue that should receive the most attention in the educational system.
3. Developing the ability of students and young people to use the scientific method in critical thinking and innovative thinking through academic programs and courses that emphasize the importance of science and the scientific approach that governs the movement of the mind in awareness and knowledge.
4. Attention to teaching and learning history, geography and national education for these subjects is important in emphasizing the self-identity, privacy, cultural, civilization and heritage of the country. (Bashir, 2005, 244)
5. Attention to the educational role of faculty members in

Previous studies:

The study of Ziad and Turki (2023) aimed to identify the preventive confrontation among university students and applied the scale (Greenglass, Schwarzer & Taubert, 1999), which consists of (10) paragraphs of five-point alternatives, and the Study er applied the scale to a random sample consisting of (200) university students, and the results found that students enjoy a high level of preventive confrontation and that there are differences in confrontation according to the gender variable in favor of females and there are no opportunities in favor of the specialization variable.

Study of Taher and Rahouni (2021) The study aimed to try to identify the role of educational institutions in confronting extremism and terrorism, and the study was accustomed to the descriptive and analytical approach by presenting previous literature and studies that dealt with the subject of extremism and terrorism and presenting the experiences of some countries in confronting this phenomenon and ways to prevent it, and the study reached several results, including that the family and educational institutions have

an effective and major role in maintaining the cohesion of society, creating belonging and national feelings among members of society, and confronting extremist intellectual currents.

Asiri Study (2021) The Study aimed to identify the educational role of intellectual awareness units within universities in achieving intellectual immunity from the point of view of Saudi university students, and the obstacles they face. The results showed that the educational role of intellectual awareness units within the five Saudi universities in achieving intellectual immunity among students from their point of view came with an average degree, with an arithmetic average of (3.38). The results also indicated that the degree of obstacles to activating the educational role of intellectual awareness units in achieving intellectual immunity among students From their point of view, it was average, with an arithmetic average of (3.01), and the results showed that there were no statistically significant differences at the level of significance ($0.05 \geq \alpha$) in the responses of the Study members to the obstacles to activating the educational role of intellectual awareness units in achieving intellectual immunity among students according to the variables: (gender, and academic specialization), while differences were found according to the variable: (university) between the category "Princess Nourah University" and the category of "King Khalid University"; and in favor of "King Khalid University". In light of these results, the Study er recommended a number of recommendations, including: intensifying preventive programs aimed at preventing students from slipping into extremist ideas, and working to increase the efficiency and effectiveness of these programs.

Ajami (2021) study aimed to address the features of preventive education in Islam analytically in light of the outbreak of the emerging Corona virus pandemic, and the study used the two approaches: fundamentalist and descriptive, and the most prominent results of the study are: The Islamic curriculum in preventive education was keen to address all aspects of prevention, whether in the physical or psychological aspect, and the preventive education curriculum also paid attention to the aspect of hygiene by taking care of washing, purity, ablution, rinsing, inhaling and miswak. The Islamic curriculum in preventive education also paid attention to the aspect of food through Concern for foods free of harm and the prohibition of eating any foods or substances harmful to human physical, mental or psychological health, as the Islamic curriculum in preventive education focused on good sleep habits and between sleep etiquette and the most prominent practices related to sleep that may negatively affect humans, and the study recommended the need to pay attention to the application of the Islamic curriculum for preventive education and activate it through multiple educational institutions in order to maintain the general health of humans and reduce the spread of epidemics and diseases and include curricula With its courses and activities, some information, knowledge and applied aspects that can contribute to the development of learners' awareness of the features of preventive education in Islam.

Al-Omari's study (2020) aimed to stand on a comprehensive concept of the meaning of terrorism and shows the purposes of Islamic law to fight terrorism and preserve the human soul from all aggression and harm of any kind, and that describing Islam and Muslims as sponsors of terrorism is a description that is inconsistent with the tolerance of Islam and the greatness of its principles and provisions .

Al-Awamleh (2018) The study aimed to identify the role of the university in developing security awareness of the concepts of terrorism and extremism as imagined by students of Al-Balqa Applied University, according to the gender of the student, the type of college, and the level of the student, the study sample is (301) male and female students from the scientific and humanitarian faculties, and to achieve the objectives of the study, the Study er used a questionnaire consisting of three dimensions covering the concept of terrorism, the concept of extremism, the role of the university in developing security awareness, The study found that security awareness in the areas of the concept of terrorism and the concept of extremism among students came to a high degree, while the field of the university's role in developing security awareness came to a medium degree, and the results of the study showed that there are statistically significant differences in the university's role in developing security awareness of the concepts of terrorism and extremism, depending on the field of the concept of extremism and in favor of females for the student's gender in and in the variable of the type of college in the field of the university's role in security awareness, and for the benefit of college students Humanity, and in the variable of the academic level in the field of the university's role in security awareness and for the benefit of first-year students

Study of Al-Saadany and Ahmed (2017) The study aimed to identify the extent to which basic education teachers use doctrinal education methods in the face of extremism and terrorism in the governorates of: North Sinai, South Sinai and Qena, and the Study relied on the descriptive analytical approach, and the study tool was to identify it, it was applied to a sample of (1200) teachers of the preparatory stage in the governorates of Qena, North Sinai, and South Sinai The study found that the degree of use of the method of carrot and intimidation by teachers is very low She also pointed out that a large number of sample teachers agree that the punishment method has a medium impact on reforming the behavior of the erring student, in addition to the inadequacy of the role of the middle school teacher in using the curriculum in training the student on sequential logical thinking, and that the use of the mental persuasion method is not of great use in influencing the student's minds and shaping their religious and cultural trends. The study also found statistically significant differences between middle school teachers in the third governorates in terms of the degree of use of nodal education methods in confronting extremism and terrorism in favor of male teachers according to the variable of gender, experience, and scientific qualification.

The study of Drake (2015) This study to identify the educational tools and means to be used to address the phenomenon of terrorism from an educational perspective and the point of view of teachers in the schools of the Northern Mazar Brigade, and to achieve this the Study used the descriptive approach and designed a questionnaire distributed to 100 teachers and the results showed that there were no statistically significant differences at the level of significance ($\alpha \geq 05.0$) (In the areas of the impact of the use of educational tools and means to address the phenomenon of terrorism, represented by (the role of the school in addressing the phenomenon of terrorism, the role of teachers in addressing the phenomenon of terrorism, the role of school curricula in addressing the phenomenon of terrorism, and the role of school activities in addressing the phenomenon of terrorism) according to variables (age, gender, educational qualification, experience in years). In light of the results, recommendations were made, most notably: the development of school curricula and educational methods with a new openness mentality that does not reject the whole new and does not accept the old without discussion or scrutiny.

And the study of Al-Khataybeh, Bani Salma and Al-Rawashdah (2014), which aimed to identify the factors of intellectual extremism and its manifestations from the point of view of Jordanian university youth, and a statement related to some variables such as gender, place of residence, type of college, monthly income of the family, number of family members, level of education of parents, academic year and a student from Yarmouk University, the study and the cumulative average, the study sample consisted of (304) students that Jordanian youth reject intellectual extremism, and were the most prominent factors that may lead to intellectual extremism among Jordanian youth The study also showed that there are differences due to political factors and differences in the rest of the variables.

The terrifying study (2009) aimed to investigate the phenomenon of intellectual and educational extremism among students of the Faculty of Education in the city of Hail and related to some variables: academic level, annual average, and monthly salary of the student, the study sample consisted of (418) students, the study found that the highest degrees of extremism were in the political field, and there are statistically significant relationships between some forms of extremism as the highest correlations between religious and political extremism, as well as showed that there are no statistically significant differences depending on the variables of the study: Educational level, annual average, monthly salary of the student.

Study Al-Khashmi (2004) The study aimed to try to identify the role of family education in protecting children from terrorism The study dealt with a number of topics that contribute to activating this role, namely: instilling the teachings of the Islamic religion and moderate values in children, satisfying the needs of children and practicing the style of democracy and freedom of opinion when dealing with children and the formation of positive attitudes towards work as a value and occupy leisure time.

Comment on previous studies:

The current study is consistent with previous studies, including the study of Al-Khashmi (2004), the study of Drake (2015), the study of Al-Saadani and Ahmed (2017) and the study of Taher and Al-Rahouni (2021) in taking the subject of extremism and terrorism and addressing it as a field for it and differed from all

previous studies in trying to highlight the university's role in promoting preventive education as an entrance to confront terrorism and extremism and was distinguished from all previous studies in focusing on preventive education and its importance in protecting young people and students The university from falling into the clutches of extremism and terrorism.

Methodological procedures for the field study:

Study methodology: To achieve the objectives of the Study , and then answer its questions, the current Study relied on the descriptive approach. Mutawa and Al-Khalifa (2014) referred to it as the approach that works to "observe and follow up a phenomenon or event, relying on qualitative or quantitative information in a certain period of time or during different periods, in order to identify the various aspects of the phenomenon and its relations with other phenomena to reach results that help understand the current reality to be developed in the future."

Study Tools: After analyzing the educational literature related to the Study topic, the Study ers designed a questionnaire to reveal the role of King Khalid University in promoting the concept of preventive education to confront extremism and terrorism among its students. This questionnaire included 37 items that fall under four main dimensions :

- The first dimension is the role of academic programs at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism from the point of view of King Khalid University students (under which there are 7 paragraphs).
- The second dimension: The role of student activities and the intellectual awareness unit at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism from the point of view of King Khalid University students (under which 10 items fall).
- The third dimension: the role of faculty members at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism from the point of view of King Khalid University students (under which 10 items fall).

The fourth dimension is the obstacles facing King Khalid University in promoting the concept of preventive education to confront extremism and terrorism from the point of view of King Khalid University students (under which 10 items fall).

The responses of the study sample - for each paragraph - ranged between five choices (strongly accompanied - agree - somewhat agree - disagree - strongly disagree) according to the five-dimensional Likert scale.

To calculate the validity of the questionnaire, it was first presented to four arbitrators to verify its apparent truthfulness. After judging the truthfulness of the paragraphs of the tool in revealing what they were developed for, their coherence with the dimensions under which they fall, and their clarity and soundness, the truthfulness of the content, or what is known as the sincerity of internal consistency, was also calculated by calculating the correlation coefficients of the scores of each paragraph and dimensions of the resolution with their total score. The calculation of Pearson's correlation coefficient showed the significance of all correlation coefficients at the level of significance (0.01) whether Between the degree of each paragraph and the dimension to which it belongs, or between each dimension and the total degree of the resolution. The correlation value between each paragraph and the total score of the dimension was high, and the correlation value between each dimension and the total resolution score was high. These results indicate that the resolution scores are sufficiently accurate for use. The following table illustrates this:

Table (1) Pearson's correlation coefficients between the paragraphs of the resolution and the degree of the dimension to which they belong, and the degree of the resolution as a whole

N	The first dimension	The resolution as a whole	N	The second dimension	The resolution as a whole	N	Third Theme	The resolution as a whole	N	Fourth Theme	The resolution as a whole
1	0.720**	0.672**	8	0.774**	0.659**	18	0.855**	0.783**	28	0.783**	0.223**
2	0.822**	0.691**	9	0.820**	0.711**	19	0.823**	0.767**	29	0.787**	0.190*
3	0.823**	0.734**	10	0.855**	0.706**	20	0.858**	0.815**	30	0.821**	0.158*
4	0.844**	0.691**	11	0.876**	0.783**	21	0.905**	0.823**	31	0.798**	0.152*
5	0.856**	0.762**	12	0.794**	0.690**	22	0.935**	0.828**	32	0.850**	0.154*
6	0.882**	0.704**	13	0.875**	0.770**	23	0.866**	0.791**	33	0.842**	0.178*
7	0.845**	0.696**	14	0.838**	0.713**	24	0.877**	0.776**	34	0.572**	0.440**
			15	0.835**	0.726**	25	0.917**	0.790**	35	0.752**	0.245**
			16	0.792**	0.731**	26	0.910**	0.783**	36	0.770**	0.172*
			17	0.808**	0.720**	27	0.889**	0.775**	37	0.678**	0.184*

** D at (0.01)

* D at (0.05)

Table (2) Pearson's correlation coefficients between the total scores of the dimensions of the resolution and each other and between them and the degree of resolution as a whole

	The second dimension	Third Theme	Fourth Theme	The resolution as a whole
The first dimension	0.810**	0.802**	0.152*	0.855**
The second dimension		0.793**	0.156*	0.872**
Third Theme			0.190*	0.897**
Fourth Theme				0.205**

** D at (0.01)

* D at (0.05)

To ensure the stability of the resolution, the Cronbach alpha equation was used to verify internal consistency on a sample of (30) students from the original study population. The calculation of the resolution stability coefficient showed that the values of Cronbach alpha ranged between (0.802**) for the

second dimension, and (0.152*) for the fourth dimension. The degree of stability of the resolution was also (0.949).), which indicates the validity of the questionnaire in what was developed to measure, with the possibility of stability of the results that can result from the current study, and be a good indicator for the generalization of its results. The following table illustrates this:

Table (3) Alpha-Cronbach stability coefficients for the resolution and resolution dimensions as a whole

Dimensions	Number of ferries	Coefficient of stability
First: The reality of the role of academic programs at King Khalid University in promoting the concept of preventive education to confront intellectual extremism		0.922
Second: The reality of the role of student activities and the intellectual awareness unit at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism among university students	10	0.949
Third: The reality of the role of faculty members at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism among university students	10	0.969
The fourth major is the obstacles facing King Khalid University in promoting the concept of preventive education to confront extremism and terrorism from the point of view of King Khalid University students (and .(falls under it 10 paragraphs	10	0.921
The dimensions as a whole	37	0.949

In addition, the calculation of internal consistency – which means identifying the extent to which the clauses of the statements are well represented of the domain to be measured – can be calculated through the Cronbach alpha method, which is used to calculate the stability (0.949), and then the truthfulness by taking the square root of the stability (0.949), which indicates that if the degree of stability of the sum of the paragraphs of the resolution as a whole is high, the degree of validity of the resolution is (very) high.

After legalizing the study questionnaire, it was distributed electronically in its final form to a random sample of female students at King Khalid University, numbering (20), throughout the first semester of the academic year 2024/2023. From these questionnaires, (167) questionnaires valid for statistical analysis, i.e. (5%) of the original community, returned from these questionnaires. This percentage is very reasonable based on what Abu Allam reported (2006, p. 162). Of the original community, which is 3500 students, the application of the questionnaire to that number is a good number and representative of the original community in light of that previous equation. The characteristics of the study sample are described below.

Table (4): Distribution of Sample Members by Study Variables

Study variables	Category	Number	Percentage
Specialization	theoretical	128	76.64%
	practical	39	23.35%
The program in which he teaches	Bachelor	81	48.51%
	Graduate	86	51.49%
Total		167	100%

After applying the questionnaire, the Study ers relied in their analysis of the data on the arithmetic mean and deviation

Table (5) Criterion for judging the responses of the Study sample

Category	1 – 1.80	1.81 – 2.60	2.61 – 3.40	4.20 – 3.41	From 4.21 to 5
Significance	Very weak	Weak	medium	High	Very high

- 1- What is the reality of the role of King Khalid University in promoting the concept of preventive education to confront extremism and terrorism from the point of view of King Khalid University students?

Table (6) The role of King Khalid University in promoting the concept of preventive education to confront extremism and terrorism from the point of view of King Khalid University students

Dimension	Average	Standard deviation	Percentage	Significance
The first dimension The role of academic programs : at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism	3.62	0.99	72.30%	High
The second dimension: The role of student activities and the intellectual awareness unit at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism from the point of view of King Khalid University students	3.80	0.94	76.07%	High
The third dimension The role of student activities : at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism from the point of view of King Khalid University students	3.49	1.05	69.76%	High
The dimensions as a whole	3.64	0.93	72.71%	High

It is clear from the previous table that the role of King Khalid University in promoting the concept of preventive education to confront extremism and terrorism is achieved to a large extent, as the percentage of the three questionnaire dialogue reached 72.71%, and these percentages ranged from 76.07% for the second dimension to 69.76% for the third dimension, which means a high opinion of the members of the Study sample on the dimensions of the questionnaire related to the role of academic programs, the role of student activities and the role of faculty members. The role of King Khalid University in promoting the concept of preventive education to confront extremism and terrorism,

Details of each dimension are as follows:

- 1- The role of academic programs at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism

The results of the responses of the study sample of female students at King Khalid University showed that the total arithmetic mean on the phrases of the dimension "The role of academic programs at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism" amounted to (3.62) with a standard deviation of (0.99), meaning that the academic programs at King Khalid

University in promoting the concept of preventive education to confront extremism and terrorism by a very large percentage (72.30%) and the following table shows this in detail.

Table (7) The reality of the role of academic programs at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism from the point of view of King Khalid University students

Phrases	Average	Standard deviation	Percentage	Significance
The university provides an academic environment that achieves awareness of the dangers of extremism and terrorism	3.68	1.18	73.65%	High
Academic programs support training programs that qualify students for the labor market and ensure their employment	3.23	1.30	64.55%	medium
Academic programs allow students to participate in the planning of the educational process	3.29	1.28	65.75%	medium
Academic programs allow students to submit Study and graduation projects that serve the community and develop belonging to the homeland	3.81	1.16	76.17%	High
The academic programs include an educational and awareness aspect related to the issues of the homeland	3.80	1.16	76.05%	High
Academic programs invest students' time in developing the cultural and intellectual aspect	3.55	1.25	71.02%	High
Academic programs promote the Islamic faith among students	3.95	1.07	78.92%	High
The first dimension as a whole	3.62	0.99	72.30%	High

It is clear from the previous table that the arithmetic averages of the phrases of the first dimension ranged between (3.23) and between (3.95), or percentages ranging between (64.55%) and between (78.92%), and this means that female students at King Khalid University Bron that the academic programs at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism, and the standard deviations of all phrases ranged from (1.07) to (1.30). This means that the students' responses are consistent and do not vary with regard to the role of academic programs at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism. The phrase "Academic programs among students promote the Islamic faith." In first place with 78.92% This indicates the keenness of the university and its academic programs to promote the Islamic faith among students. Followed by "The university provides an academic environment that achieves awareness of the dangers of extremism and terrorism." 73.65% Then "Academic programs allow students to submit Study and graduation projects that serve the community and develop belonging to the homeland." 76.17%. While the least phrases supported academic programs training programs that qualify students for the labor market and ensure their employment. With an average awareness rate of 64.55%

This can be explained in the light of the education policy in the Kingdom, which emphasizes the need to strengthen the Islamic faith among students and deepen belonging and loyalty among students, as well as in light of the Kingdom's vision (2030), which depends on the first of its three dimensions on building a vibrant society whose members live in accordance with Islamic principles and away from extremism and extremism, and this result is consistent with the results of Hamid's study (2017), which showed that

teaching religious subjects in some Islamic countries plays a major role in reducing The phenomena of extremism and terrorism.

- 2- The role of student activities and the intellectual awareness unit at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism from the point of view of King Khalid University students

The results of the responses of the study sample of female students at King Khalid University showed that the total arithmetic average on the phrases of the dimension "the role of faculty members at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism" amounted to (3.80) with a standard deviation of (0.94), meaning that faculty members at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism by a very large percentage (76.07%), and the following table shows this in detail.

Table (8) The reality of the role of faculty members at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism from the point of view of King Khalid University students

Phrases	Average	Standard deviation	Percentage	Significance
The faculty members of King Khalid University .represent the values of moderation and moderation	3.92	1.11	78.32%	High
,Students shall be granted freedom of expression .opinion and dialogue in religious and national matters	3.67	1.17	73.41%	High
Faculty members promote the principle of .transparency and clarity among their students	3.59	1.20	71.74%	High
Faculty members contribute to the development of critical thinking among students so that they can judge .all the ideas presented to them	3.63	1.24	72.69%	High
Faculty members enhance their students' belonging .and loyalty to the homeland	4.11	1.00	82.28%	High
Faculty members provide students with guidance and .guidance in everything related to intellectual issues	3.69	1.17	73.89%	High
The faculty member welcomes the questions and inquiries of his students related to the intellectual .aspects	3.72	1.16	74.49%	High
Faculty members urge students to refer to the .established divine scholars	3.87	1.10	77.37%	High
Faculty members warn students against terrorist .groups and organizations	3.89	1.14	77.84%	High
Faculty members direct students to use leisure time .with all that is useful	3.93	1.11	78.68%	High
The second poplar as a whole	3.80	0.94	76.07%	High

It is clear from the previous table that the arithmetic averages of the phrases of the first dimension ranged between (3.59) and between (4.11), or percentages ranging between (71.74%) and between (82.28%), and this means that female students at King Khalid University Bron that faculty members at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism, and the standard deviations of all phrases ranged from (1.20) to (1)This means that the students' responses are

consistent and do not vary with regard to the role of faculty members at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism. The phrase "Faculty members strengthen in their students belonging and loyalty to the homeland." In first place with 82.28%. Followed by faculty members direct students to use leisure time with all that is useful. By "78.68%." Then "the faculty members of King Khalid University represent the values of moderation and moderation.." 78.32%.

This can be explained in the light of the education policy in the Kingdom, which emphasizes the need to strengthen the Islamic faith among students and deepen belonging and loyalty among students, as the faculty member is responsible for carrying out this role, and then this reflects the interest of the university and its faculty members in developing belonging and loyalty. It agrees with the Awamleh study (2018), which concluded that the university has a role in developing security awareness in the areas of the concept of terrorism, and the concept of extremism among students came to a high degree, while the field of the university's role came to develop security awareness to a medium degree.

- 3- The role of student activities at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism from the point of view of King Khalid University students:
The results of the responses of the study sample of female students at King Khalid University showed that the total arithmetic mean on the phrases of the dimension "The role of student activities at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism" amounted to (3.49) with a standard deviation of (1.05), meaning that the role of student activities at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism by a very large percentage (69.76%), and the following table illustrates this in detail.

Table (9) The reality of the role of student activities at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism from the point of view of King Khalid University students

Phrases	Average	Standard deviation	Percentage	Significance
The university offers various activities to combat extremism and terrorism through colleges and the .Intellectual Awareness Unit	3.43	1.15	68.62%	High
The university provides students with opportunities to participate in volunteer work and community .service	3.73	1.15	74.61%	High
The university offers training programs that emphasize the values and constants of legitimacy and .patriotism	3.73	1.09	74.61%	High
The university hosts senior scholars to educate young people about the dangers of extremism and .terrorism	3.30	1.26	65.99%	medium
The university holds seminars through which issues .affecting students' thought and belief are discussed	3.41	1.19	68.26%	High
The university provides a competent body to .respond to thorny questions	3.26	1.22	65.15%	medium
The activities seek to consolidate moderate Islamic thought in the student	3.65	1.13	72.93%	High

Phrases	Average	Standard deviation	Percentage	Significance
The university offers programs to combat extremism in all its forms	3.47	1.20	69.46%	High
The university holds awareness lectures to enlighten students about the dangers of slipping into ideas contrary to Islam	3.52	1.19	70.42%	High
The university hosts some security leaders to discuss issues related to extremism and terrorism and ways to prevent them	3.38	1.25	67.54%	medium
The third dimension as a whole	3.49	1.05	69.76%	High

It is clear from the previous table that the arithmetic averages of the phrases of the third dimension ranged between (3.26) and between (3.73), or percentages ranging between (65.15%) and between (74.61%), and this means that female students at King Khalid University believe that the role of student activities at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism, and the standard deviations of all phrases ranged from (1.09) to (1.25). This means that the responses of female students are consistent and do not vary with regard to the role of student activities at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism. "The university provides students with opportunities to participate in volunteer work and community service." In first place with a rate of 74.61%, followed by the university offering training programs that emphasize the values and constants of legitimacy and patriotism (74.61%), with a rate of "78.68%." Then "the activities seek to consolidate moderate Islamic thought among the student by 72.93% and this can be explained in light of the education policy in the Kingdom, which emphasizes the need to strengthen the Islamic faith among students and deepen belonging and loyalty among students, as it is considered a member of The faculty is responsible for carrying out this role, and therefore this reflects the interest of the university and its faculty members in developing belonging and loyalty through student activities. While the phrase (4) read: "The university hosts senior scholars to educate young people about the dangers of extremism and terrorism. Its average is (3.30), a percentage of 65.99%, and statement (6) The university provides a body specialized in answering thorny questions. Its average is 3.26 and the percentage is 65.15%, while the statement (10) The university hosts some security leaders to discuss with students on issues related to extremism and terrorism and ways to prevent them. Average 3.38 and percentage 67.54%. The three phrases are medium. Perhaps this indicates a need to strengthen the university's role in increasing activities with the security sectors, clerics and scholars in enlightening students about the issues of extremism and terrorism and their dangers.

The reality of the obstacles facing King Khalid University in promoting the concept of preventive education to confront extremism and terrorism from the point of view of King Khalid University students

The results of the responses of the study sample of female students at King Khalid University showed that the total arithmetic average on the phrases of the dimension "Obstacles facing King Khalid University in promoting the concept of preventive education to confront extremism and terrorism from the point of view of King Khalid University students" amounted to (3.57) with a standard deviation of (0.86), meaning that the obstacles facing King Khalid University in promoting the concept of preventive education to confront extremism and terrorism from the point of view of King Khalid University students by a very large percentage (71.33%), and the following table shows that Detailed.

Table (10) The reality of the obstacles facing King Khalid University in promoting the concept of preventive education to confront extremism and terrorism from the point of view of King Khalid University students

Phrases	Average	Standard deviation	Percentage	Significance
.Lack of educational aspect in academic programs -	3.55	1.17	71.02%	High
The activities offered by the university to prevent terrorism and .extremism lack diversity	3.46	1.18	69.22%	High
The activities offered by the university to prevent terrorism and .extremism are unattractive	3.36	1.16	67.19%	medium
Advertising the activities offered by the university to prevent terrorism and extremism is limited, which reduces the opportunity to participate in .them	3.75	1.03	74.97%	High
.Activities and training programs lack modern methods	3.53	1.18	70.54%	High
Weak coordination and cooperation between the Intellectual Awareness .Unit and other university departments	3.68	1.13	73.53%	High
.7The large number of burdens assigned to faculty members	3.68	1.08	73.53%	High
Scarcity of specialists in the field of awareness of the seriousness of .terrorism and extremism	3.77	1.06	75.33%	High
.The preoccupation of faculty members with the specialized aspect	3.78	1.02	75.69%	High
Limited opportunities for dialogue and discussion between faculty members and students about what they see of ideas or beliefs	3.11	1.28	62.28%	medium
Constraints as a whole	3.57	0.86	71.33%	High

It is clear from the previous table that the arithmetic averages of the fourth dimension statements ranged between (3.11) and between (3.78), or percentages ranging between (62.28%) and between (75.69%) and this means that female students at King Khalid University Brun that the obstacles facing King Khalid University in promoting the concept of preventive education to confront extremism and terrorism are diverse and high , and the standard deviations of all phrases ranged from (1.06) to (1.28) This means that students' responses are consistent and do not vary with regard to the obstacles facing King Khalid University in promoting the concept of preventive education to confront extremism and terrorism. The phrase "faculty members' preoccupation with the specialized aspect" came in first place by 75.69%, followed by the scarcity of specialists in the field of awareness of the seriousness of terrorism and extremism by 75.33%, then "the large burden assigned to faculty members by 73.53%, while the average phrases were "Activities offered by the university to prevent terrorism and extremism are unattractive. 67.19%, and the phrase "limited opportunities for dialogue and discussion between faculty members and students about what they see of ideas or beliefs" 62.28%, which indicates that activities related to extremism and terrorism are unattractive and that opportunities for dialogue with faculty members about ideas and beliefs are limited, and perhaps this result is consistent with Asiri's study, which indicated that Obstacles to activating the educational role of intellectual awareness units in achieving intellectual immunity among students from their point of view came with an average degree, with an arithmetic mean of (3.01), and a standard deviation of (0.86) and the study recommended providing specialists in the field of intellectual immunity and intellectual security, in all intellectual awareness units in Saudi universities,

working to increase the educational role of the faculty member in consolidating the concept of moderation and moderation among university students.

Second, the answer to the second question: What are the extent to which there are statistically significant differences at the level of ($\alpha \leq 0.05$) between the views of the members of the Study sample on the reality of the role of academic programs at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism among university students according to the specialization variable (theoretical versus scientific), and the academic stage variable (bachelor's vs. postgraduate studies)?

Table (11): Results of the "T" test for non-correlated (independent) samples Test for the difference between the views of the Study sample on the reality of the role of academic programs at King Khalid University in promoting the concept of preventive education to confront intellectual extremism according to the specialization variable (theoretical versus scientific), and the academic stage variable (bachelor's vs. postgraduate studies)

Main variables	Subvariables	Number	Average	Standard deviation	Degree of freedom	Calculated "T" value	Probability value	Significance
Specialization	theoretical	128	25.91	6.41	165	2.04	0.04	function at (0.05)
	scientific	39	23.33	8.28				
Grades	Bachelor	81	24.04	7.93	165	2.32-	0.02	function at (0.05)
	Graduate	86	26.50	5.68				

- Table (11) shows that there are statistically significant differences between the average responses of female students at King Khalid University towards the reality of the role of academic programs at King Khalid University in promoting the concept of preventive education to confront intellectual extremism according to the specialization variable (theoretical versus scientific), and the academic stage variable (bachelor's vs. postgraduate studies) at the level of (0.05); This may be due to the nature of the theoretical disciplines, which have within their study plans courses that discuss this aspect, as well as the extracurricular activities they provide, as they sometimes address this topic.

Table (12): Results of the "T" test for non-correlated (independent) samples Test for the difference between the views of the Study sample on the reality of the role of student activities and the intellectual awareness unit at King Khalid University in promoting the concept of preventive education to confront intellectual extremism according to the specialization variable (theoretical versus scientific), and the academic stage variable (bachelor's vs. postgraduate studies)

Main variables	Subvariables	Number	Average	Standard deviation	Degree of freedom	Calculated "T" value	Probability value	Significance
Specialization	theoretical	128	39.12	8.26	165	2.74	0.01	function at (0.05)
	scientific	39	34.49	11.99				
Grades	Bachelor	81	34.65	10.52	165	4.78-	0.00	function at (0.05)
	Graduate	86	41.22	6.97				

- Table (12) shows that there are statistically significant differences between the average responses of female students at King Khalid University towards the reality of the role of student activities and the

Intellectual Awareness Unit at King Khalid University in promoting the concept of preventive education to confront intellectual extremism according to the specialization variable (theoretical versus scientific), and the academic stage variable (bachelor's vs. postgraduate studies) at the level of (0.05); Other categories.

Table (13): Results of the "T" test for non-correlated (independent) samples Test for the difference between the views of the Study sample on the reality of the role of faculty members at King Khalid University in promoting the concept of preventive education to confront intellectual extremism according to the specialization variable (theoretical versus scientific), and the academic stage variable (bachelor's vs. postgraduate studies)

Main variables	Subvariables	Number	Average	Standard deviation	Degree of freedom	Calculated "T" value	Probability value	Significance
Specialization	theoretical	128	35.67	9.54	165	1.78	0.08	Non-function at (0.05)
	scientific	39	32.28	12.87				
Grades	Bachelor	81	33.28	12.39	165	1.93-	0.06	Non-function at (0.05)
	Graduate	86	36.38	8.07				

- Table (13) shows that there are no statistically significant differences between the average responses of female students at King Khalid University towards the reality of the role of faculty members at King Khalid University in promoting the concept of preventive education to confront intellectual extremism according to the specialization variable (theoretical versus scientific), and the academic stage variable (bachelor's vs. postgraduate studies) at the level of (0.05), which indicates the consistency of the responses of the sample members and their non-variation without any impact of these two variables on this dimension.
- 1- What are the extent to which there are statistically significant differences at the level of ($\alpha \leq 0.05$) between the views of the members of the Study sample on the reality of the role of the interlocutor as a whole at King Khalid University in promoting the concept of preventive education to confront extremism and terrorism among university students according to the specialization variable (theoretical versus scientific), and the academic stage variable (bachelor's versus postgraduate studies)?

Table (14): Results of the "T" test for unrelated (independent) samples Test for the difference between the views of the Study sample on the reality of the role of the interlocutor as a whole at King Khalid University in promoting the concept of preventive education to confront intellectual extremism according to the specialization variable (theoretical versus scientific), and the academic stage variable (bachelor's vs. postgraduate studies)

Main variables	Subvariables	Number	Average	Standard deviation	Degree of freedom	Calculated "T" value	Probability value	Significance
Specialization	theoretical	128	100.70	22.05	165	2.34	0.02	function at (0.05)
	scientific	39	90.10	32.04				
Grades	Bachelor	81	91.98	29.59	165	3.22-	0.00	function at (0.05)
	Graduate	86	104.10	18.12				

Table (14) shows that there are statistically significant differences between the average responses of female students at King Khalid University towards the reality of the role of the interlocutor as a whole at King Khalid University in promoting the concept of preventive education to confront intellectual extremism

according to the specialization variable (theoretical versus scientific), and the academic stage variable (bachelor's vs. postgraduate studies) at the level of (0.05); Table (10) shows the existence of statistically significant differences between the averages of Female students at King Khalid University towards the dimensions of the questionnaire as a whole according to the specialization variable (theoretical versus scientific), and the academic stage variable (bachelor's vs. postgraduate studies).

Recommendations and suggestions:

In light of the findings of the Study mechanism, the following is recommended:

Activating the preventive educational role of the university to confront terrorism and extremism by doing the following:

1. Work to warn students against embracing extremist intellectual trends.
2. Alert students of the dangers of random satellite channels, pornographic and tendentious and extremist Internet sites.
3. The faculty members carry out the educational mission in educating and encouraging students to moderate in understanding Islam, good neighborliness, respect for others and adherence to regulations.
4. Correcting students' concepts in the issues of takfir, migration, jihad, loyalty and disavowal and responding to deviant ideas through the curriculum.
5. Emphasizing respect for the Islamic identity through the various activities and programs planned by the Intellectual Awareness Unit at the university, academic departments and colleges.
6. Promote the correct security behavior and call on students to maintain the security of the homeland and its capabilities and gains.
7. Activating social work in educational institutions.
8. Providing students with the skills, attitudes and knowledge through which the individual resists terrorist crimes
9. Providing an academic environment that enables students to establish effective social and human relations.
10. Enable students to practice constructive dialogue and optimal communication methods with others through the educational process.
11. Training students through educational and educational situations on how to practice critical and creative thinking processes as one of the most important means of analyzing problems and life situations, and thus helping them to take scientific and intellectual methods to address them.
12. Encouraging students to self-learning and solving problems that may be encountered and urging them to create, innovate and think logically in accordance with the prevailing social values derived from religious values that are consistent with the correct Islamic law.
13. Providing students with as much information and knowledge as possible that enables them to identify the various dangers of globalization, especially those related to the doctrinal aspects aimed at dissolving the intellectual identity of our children, as well as related to cultural aspects, the most important manifestation of which is the intellectual invasion to which our Arab and Islamic societies are subjected from Arab countries.
14. Educating students on ways to properly benefit from contemporary technology.
15. Deepening dialogue and effective openness between educational institutions and security institutions, as security is a responsibility that must be aspired to by all, not just security institutions.
16. Follow up on what is published on the websites of those affiliated with terrorist ideology with the aim of negatively influencing society in general and young people in particular, and responding to its allegations and fabrications.

17. The need to pay attention to security media through the development of continuous security programs throughout the year aimed at informing young people about the dangers of terrorism and extremism and clarifying their punishment and repercussions on the security of society.
18. Addressing young people through the new media regarding their issues and interests and working to provide solutions to them by those with competence and experience.

The authors extend their appreciation to the Deanship of Research and Graduate Studies at King Khalid University for funding this work through Large Group Project under grant number (RGP.2/321/45)

References :

1. Ahmad, Abdul Rahman Abdullah (2001) Global Crises, Dar Al-Kateb Al-Arabi, Beirut, 184-186.
2. Abou Jalala, Lamia (2003). *The educational role of university faculty members in facing the challenges of globalization and ways to develop it from their point of view*. Unpublished Master's Thesis, Islamic University, Palestine.
3. Abu Sawawin, Rashid Mohammed (2006) Preventive values in the Islamic education curriculum for the ninth grade in Palestine, the first scientific conference - preventive education and community development in light of globalization, part 1, Sohag, Faculty of Education - South Valley University - 242-288.
4. Abu Al-Nasr, Salah and Khalifa, Fathi (2011) Estimating the Economic and Social Cost of the War on Terrorism in Saudi Arabia, *Studies in Education and Psychology*, 5(3), pp. 583-610.
5. Badawi, Ahmad Zaki (1974) Dictionary of Social Sciences Terms, Beirut: Librairie du Liban.
6. Bani Amr, Hisham Nabil Adeeb and Poets, Muhammad Ahmed (2021) Preventive measures to limit the spread of extremism from the point of view of graduate students at the University of Jordan, *Journal of the Faculty of Education, Assiut University*, 37(8), 51-77.
7. Al-Turk, Saleh Ahmed (2016) The role of the teacher in promoting the initiative of belonging and loyalty, *Teacher's Message*, 53(401)
8. - Al-Thaqafi, Sultan Ahmed (1424) Social, Economic and Security Dimensions of the Increase in Expatriate Labor and the Lack of Employment of the National Manpower in the Private Sector, Riyadh: Crime Control Study Center.
9. Hafiz. Hazem Hosny (2009) Preventive Education in the Holy Quran, Unpublished Master Thesis, Faculty of Graduate Studies, An-Najah National University
10. Hassanein, Ahmed Goma (1992): The role of education in treating the problem of extremism among young people, *Journal of the Faculty of Education in Assiut*, Issue Eight, Volume I. January.
11. Al-Saadany, Fikri Abdel Moneim Mohamedou Ahmed, Mustafa Ahmed Abdullah (2017) The use of basic education teachers for doctrinal education methods to confront extremism and terrorism: a field study, *International Journal of Educational and Psychological Sciences*, Arab Academy for Humanities and Applied Sciences, vol. 5, pp. 12-65.
12. Al-Hasmi, Sarah Saleh Eyada (2004) The Role of Family Education in Protecting Children from Terrorism, *Scientific Record of the Conference on the Position of Islam on Terrorism*, Imam Muhammad bin Saud Islamic University, 3, pp. 372-394.
13. El-Desouky, Abdel Aziz Ahmad (1999) The Devastating Impact of Terrorism, Dar Al-Kutub Al-Ilmiyya, Beirut, 51-53
14. Darakah, Attack on Ahmed (2015) The Role of Educational Tools and Means in Combating the Phenomenon of Terrorism, *Journal of Educational Sciences*, 16(1), *Journal of Educational Sciences*, Sudan University of Science and Technology - Deanship of Scientific Study, pp. 96-117

15. Al-Rashidi, Ahmed Kamel and Mohamed, Abdel Salam (1992): Education in the face of the phenomenon of extremism, Journal of the Faculty of Education in Assiut, eighth issue. Volume I, January.
16. Ziad, Osama Khalaf and Turki, Safaa Hamed (2023) Preventive confrontation among university students, Anbar University Journal for Humanities, 20 (2) September, 2443-2467
17. Abdel Hamid, Amal et al. (2000): Deviation and Social Control, Alexandria, University Knowledge House.
18. Ezz El-Din, Ahmed Galal (1984): International Terrorism and its Repercussions on National Security, PhD Thesis, Nasser Military Academy, National Defense College.
19. Asiri, Retal Muhammad Yahya (2021) The educational role of intellectual awareness units in Saudi universities in achieving intellectual immunity among their students, Master Thesis, College of Education, King Khalid University,
20. Al-Atabi, Awatef (2016) Extremism in response and its relationship to psychopathy among a sample of secondary school students in Riyadh, unpublished doctoral thesis College of Social and Administrative Sciences , Department of Psychology , Naif Arab University for Security Sciences , Riyadh
21. Al-Omari, Fatima Abdullah Muhammad (2020) The Role of Maqasid Al-Sharia in Confronting Terrorism and Extremism, Journal of the Faculty of Education, Tanta , 77(1) pp. 873-840
22. Ali, Said Ismail (2007) Fundamentals of Islamic Education, 2nd Floor, Dar es Salaam, Cairo
23. Ali, Said Ismail (2014). *The emergence of Islamic education*. Cairo: World of Books.
24. Al-Awamleh, Abdullah (2018) Al-Balqa Applied University students' perceptions about the university's role in developing security awareness of the concepts of terrorism and extremism, Journal of Psychological and Educational Sciences, 7(1) September
25. Ghaith, Mohamed Atef (1979): Dictionary of Sociology, Cairo, General Book Authority.
26. Al-Fraih, Saleh bin Abdullah bin Abdul Mohsen (2021) Islamic identity: its truth and means of preserving it, Journal of the University of the Holy Quran and Islamic Sciences, University of the Holy Quran and Islamic Sciences - Study Center of the Holy Quran and Sunnah , 24(46), 1-41.
27. Al-Taweel, Mohammed (1994): Terrorism and the President, Cairo, Al-Zahra for Arab Media.
28. Taher, Khaled Al-Naji Omar and Tarhouni, Salha Ali Ramadan (2021) Educational institutions and their role in confronting extremism and terrorism, Journal of Diplomatic Affairs, British Libyan University - Institute of Diplomatic Studies, 5(8), pp. 143-164
29. Al-Hawari, Abd al-Rahman (1423) Definition of terrorism and its forms, Riyadh: Naif Arab Academy for Security Sciences.
30. Mukhtara, Gianna Mohamed Ali (2018) Islamic Education Curriculum in Dealing with Terrorist Ideas, Arab Journal of Security Studies, Naif University for Security Studies, 33(72), 215-242.
31. Mohamed, Mohamed El-Nasr Hassan (2015) Preventive Education for Educational Institutions in the Face of Intellectual Extremism, Studies in University Education, Ain Shams University, Faculty of Education - University Education Development Center, (31) October, 241-298.
32. Mahmoud, Hussein Bashir (2005) Preventive Education, Conference on Education in Arabic in the Knowledge Society, Cairo, Institute of Educational Studies-Cairo University, 239-244.
33. Mutawa, Diao and Al-Khalifa, Hassan (2014) Principles of Study and skills in educational, psychological and social sciences, Riyadh, Al-Mutanabbi Library
34. Moussa, Mirak (2021) Critical Thinking and Educational Practices, Journal of Educational Educational Study , 10(2), 159-174.
35. Directorate of Iftaa in the Jordanian Armed Forces (2009) Extremism: its reality, motives, manifestations and treatment, Amman National Library. P23.

36. .The Intermediate Dictionary (1973): Cairo: Dar Al-Maaref, Part Two