

## **The Role of Saudi Arabian Universities in Combating Extremism as Perceived by the Faculties**

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### **Abstract:**

The purpose was to identify the role of universities in Saudi Arabia in combating extremism from viewpoints of the faculties. The researchers designed a 30-item questionnaire covering four domains and was administered to a sample of (264) faculty members selected by the random convenience sampling method. Results revealed high significance of the role of universities in Saudi Arabia in extremism combating efforts as perceived by the faculties, where the political domain was placed first, then the academic domain was placed secondly and the social domain was ranked lastly. Results showed statistically significant differences among subject estimates on the study domains attributed to gender in favor of males; and there were statistically significant differences attributed to faculty in favor of humanistic faculties.

**Key Words:** Extremism, Saudi Arabia, Faculty, Saudi Arabian Universities.

## دور الجامعات السعودية في مكافحة التطرف حسب تصور الكليات

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### ملخص:

هدفت الدراسة إلى معرفة دور الجامعات في المملكة العربية السعودية في مواجهة التطرف من وجهة نظر أعضاء هيئات التدريس فيها. ولتحقيق هذا الهدف قامت الباحثتان بتصميم استبانة تكونت من 30 فقرة موزعة على أربعة مجالات، تكونت عينة الدراسة من (264) عضو هيئة التدريس، تم اختيارهم بالطريقة العشوائية المتيسرة. بينت نتائج الدراسة أن هناك أهمية كبيرة لدور الجامعات في المملكة العربية السعودية في مواجهة التطرف من وجهة نظر أعضاء هيئات التدريس، وأن المجال السياسي احتل الرتبة الأولى ثم المجال الأكاديمي وأخيراً المجال الاجتماعي. كما بينت النتائج أن هناك فروقا دالة احصائياً بين تقديرات أفراد عينة الدراسة على مجالات استبانة الدراسة تعزى لمتغير الجنس لصالح تقديرات الذكور، وأن هناك فروقا دالة احصائياً تعزى لمتغير الكلية وذلك لصالح الكليات الانسانية.

**الكلمات المفتاحية:** التطرف، المملكة العربية السعودية، كليات الجامعات السعودية.

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## **Introduction**

Higher education is the key for economic, political, social and scientific advancement. The more a country invested in higher education, the more flourished it will become. The investment in higher education means quality education, and greater financial support to the scientific research, and this is how universities can take stronger role in the socioeconomic development of the country.

The role of universities in the development of society can be demonstrated in the production process of qualified personnel who have the academic and practical background to run the economic, technological and social development process (Saleh, 2003).

Universities, therefore, contribute to knowledge creation depending on the assets they own, the academic and administrative leaders. The level of the university is not measured by student numbers, staff members or buildings, but by its contributions to community development, the research studies they conduct, and the training it provides to qualify the graduates to labor market. In this context, the university today serves a cultural humanistic mission (Barakat & Hasan, 2009).

The university has another mission towards the community that represents by exploring the risks and hidden transformations in the community that might expose the whole country to substantial dangers. Extremism is a good example for a danger that universities should combat. The Arab universities are called to setup quality programs to alert the community to potential social risks, and protect the young people from the extravagant, terrorist and extremist worldviews, because the extremist approaches are malicious versions of the tolerant Islam.

The today's university has a new role to play; it is to unveil the delightful face of Islam by coping with the extremist thoughts, groups and subcultures that promote death instead of life based on misperceptions and totally wrong explanations of Islam. This new role expected from the universities will help immunize the community, and the youth in particular from the destructive extremist thoughts.

In this context, Prince Nayef Arab University for Security Sciences initiated a seminar in March (2015) entitled "How to cope with Extremism, Reflections on the Youth, and how to Eliminate Extremist Behaviors", and supported sharing of knowledge and practical experience regarding coping with extremism among the participating parties (Prince Nayef Arab University for Security Sciences, 2015).

Jose (2008) argued that extremism had been a problem for different nations over times that becomes bigger or smaller depending on the socioeconomic conditions in the community; and because extremism evolves in isolation from the educational institutions, it serves as a factor of deterioration for the community (Jose, 2008:351).

The today's Islamic thought is passing a critical turnabout that requires insightful investigation of the extremist thinking and discourse especially among the young population. The problem with extremism is that there are multiple contributing factors that should be studied from a whole perspective using unbiased approaches to obtain objective results. The major educational challenge encountering our society is we-and-other issue and how to live in a world of diversity, which requires a profound consideration of the roots of extremist thinking, and means of confrontation.

There are various factors contributing to extremism, for instance the economic, political, intellectual, social media, and psychological factors, etc. Some researchers (Pahajers, ND, P9) argued that the phenomenon of extremism can be due to inability of some countries to meet the basic needs for their people, bread down of a country, dependency, civil wars, racism, coupe, revolutions, terrorism and violence, and the role of media, with human humiliation, and unrealistic education. Further, the socioeconomic problems, misperceptions about possible solutions, and political conflicts all are complicate the situation.

Additionally, Hamza (2012) suggested various factors underlie extremist practices including domestic and international political factors, social, economic, psychological or religious factors. Extremism also has varied forms in terms of individual or group extremism. The individual form of extremism includes self-orthodoxy, bigotry, negative criticism of the other's opinion, and negation of other, comparatively the group form of extremism includes the practice of infidelity, and violence by extremist groups.

Ibrahim (2008) argued that young people are experiencing an existential problem represented by their attempt to confirm their place in an intolerant community and strife for self-actualization; and because of plenty free time and their need for belongingness, the young people find themselves framed within referential groups, with which they modulate their thoughts and behaviors. Added to this is the fact the young people are having shallow religious education, and superficial culture which easily drift them into extremism stream. In addition, most of the young people feel

distrust and look at the government apparatuses with eyes of doubt. As public institutions, the universities are also conservative, not open to other currents in the community, so they provide unconvincing answers to life problems which motivate young people to embrace most radical orientations.

Jogheman (2005) argued that restricting students' participation in student unions, limited number of student activities available, ineffective youth caring programs, poor student-student, student-teacher, and student-administrator communications, and curbing student's freedom in choosing the activities they consider most preferable to them, as well as disinterest by the university administration with student activities all of which contribute to extremist attitudes among students.

### **Statement of the Problem**

Today's universities play a significant role in coining the personality of future leaders in different economic, intellectual, social and political arenas through and a quality higher education system. Despite this critical importance, this subject has rarely been addressed by researchers, especially from the perspective of faculties who form the hub of the academic process. The researchers, as part of the academia, noticed that some Saudi universities do not interact with this issue with due seriousness, which motivated conduct of this study.

### **Study Questions**

1. What is the role of Kingdom of Saudi Arabia (KSA) universities in coping with extremism from viewpoint of the faculties?
2. To what degree do KSA universities practice their role in coping extremism from viewpoint of the faculties?
3. Are there statistically significant differences at ( $\alpha \leq 0.05$ ) among participant estimates of the role of KSA universities in coping with extremism, and estimates regarding their degree of assuming such role?
4. Are there statistically significant differences in the role undertaken by KSA universities in coping with extremism from viewpoint of the faculties due to the variables of gender, faculty, nationality, experience, country of graduation, and the academic rank?
5. Are there statistically significant differences in the degree of coping with extremism by KSA universities from viewpoint of the faculties due to the variables of gender, faculty, nationality, experience, country of graduation, and the academic rank?

### Objectives of the Study

- To identify the part taken by KSA universities in coping with extremism.
- To identify the degree to which KSA universities undertake their role of coping with extremism.
- To learn about the reasons underlie extremism
- To suggest appropriate solutions to eradicate extremism.

### Significance of the Study

The significance of the present study resides in the fact that defending and protection of homeland has no longer been a responsibility of the military or the police departments alone, instead it should be dealt with as a national security issue in which all State departments should take a part, and most importantly, the university shall take the pivotal role in this process because they are taking the responsibility of instilling social and cultural values in society, that if missed their function, the whole society will be exposed to extremism risks.

So, reviewing the security role of the higher education institutions in resisting terrorism, violence, and extremism has become vital in present days considering the significant role of universities in building the society's culture, and preserving its security.

### Operational Definitions

#### – *Extremism Linguistically:*

In Arabic, extremism "*tatdaruf*" means the line or edge of something; unsteady position; immoderation; being away from usual; exceeding the bounds; and dissent from the commonly held views" (Al-Husaini, d1205).

#### – *Technical Definition of Extremism:*

The classical works reviewed included no word of "extremism" literally; instead another word, i.e. "extravagance" or "*Ghulu*" which was first used in the Koran, and by the Prophet (PBUH) and also meant extremism.

The concept of extremism implies dissention from the intellectual templates, and repudiation of the commonly held values and behavioral practices in the community (<http://.moqatel.com>).

Operationally, the extremism can be defined as an extravagant self-contained style of thinking that resists the other's thinking, or coexistence with the culture of others.

## **Literature Review**

Issa (1998) concluded multiple factors that could explain the phenomenon of extremism like the poor education, family interruption, political problems and socioeconomic situations. The study recommended setting up counseling programs to encounter such problems.

Al-Jgheiman (2005) found that lack of family support led to extremism; where the attitudes towards parents were negative. This clinical study revealed negative self-image among extremists, which deteriorates their ability to cope with problems.

Malak& Al-Kandari (2009) argued that the intellectual extremism indicates unbalanced thinking, intolerance with other, and imposition of one's own worldview. The study, therefore, suggested foundation of specialized centers to study the extremism phenomenon; and called teachers to be good role-models to their students and stress on positive and critical thinking skills among their students by allowing them the opportunity to express their opinions in a free climate.

Hameed (2016) emphasized the role of university curricula for provisioning moderate religious education at the Koran and Islamic Education departments, along with improving the level of religious guidance and counseling at universities in general.

Ghoneem (2011) concluded that student attitudes and tendencies toward violence were low; and there were differences in their attitudes due to variation in such variables as gender with differences being in favor of males; educational level, in favor of third and fourth year students; while there were no statistical differences in the economic level or specialization.

The review of the literature related to extremism has shown the importance of this issue and how critical is to confront the extremist thought for the whole society. This study is an attempt by the researchers to framework the extremism problem, and to conceptualize the problem from a neutral perspective. This theorization will be helpful for extremism combating efforts, taking into account the critical role of teachers in this process as role-models for the young students. Again, this study casts light on the role of universities in Saudi Arabia in coping with extremism; particularly the role of faculties in providing guidance to students, and raise their awareness to risks of the extremist thoughts not only on the individual level but also to the whole community.

### Population and Sample

Population consisted of all faculty members at Prince Salman bin Abdulaziz University in Kingdom of Saudi Arabia, the total number was (2227) faculty members by Human Resource Department's statistics during the academic year 1437/1438 AH.

Using the convenient sampling method, participants (n=2640) were randomly selected and represented 11.85% of the population. Table (1) shows distribution of participants by the demographic characteristics.

**Table (1) Distribution of participants by demographics**

Variable	Levels	Count	Percentage%
Gender	M	140	53.03%
	F	124	46.97%
Faculty	Scientific	93	35.23%
	Humanistic	171	64.77%
Nationality	Saudi	135	51.15%
	Foreign	129	48.86%
Experience Years	Less than 5	46	17.42%
	From 5-10	178	67.42%
	Greater than 10	40	15.15%
Academic Rank	Professor	23	8.71%
	Associate Professor	113	42.80%
	Assistant Professor	83	31.44%
	Lecturer	45	17.05%
Country of Graduation	Arabic Country	174	65.91%
	Foreign Country	90	34.09%
Total		264	100.00%

### Instrumentation

The researchers designed a "Questionnaire of the Degree of Importance of the Saudi Arabian Universities' Role in Combating Extremism from Viewpoint of the Faculties" depending on the review of previous studies on extremism the relevant literature such as Al-Kandari (2009) and Ghoneem (2011).

The study instrument in its initial version consisted of 30-items and was distributed on four domains (academic, psychological, social and political).

The instrument used Likert five-point scale, where Very High=5, High=4, Moderate=3, Low=2 and Very Low=1.



### **Validity:**

To test for content validity, the instrument was sent to eight arbitrators from the Faculty of Education in al-Kharj, to determine consistency of items under their domains, and how each item is representative of domains to which they belong. In light of the opinions of arbitrators, some items were reworded or deleted accordingly, with the final version of the instrument consisted of 26-items covering the four domains.

### **Reliability:**

The researchers computed reliability coefficients using Cronbach's-alpha to explore item consistency, which ranged between (0.817-0.894) for the domains and for the overall questionnaire (0.906) which considered acceptable for such kind of studies.

### **Variables:**

#### **– Intermediating Variables:**

1. Gender: has two categories (Males, Females)
2. Faculty: has two categories (scientific, humanistic)
3. Nationality: has two categories (Saudi, Other)
4. Years of Experience: has three levels (<5, 5-10, and >10)
5. Academic rank: has four levels (professor, associate professor, assistant professor, and lecturer)
6. Country of graduation: has two categories (Arab country, foreign country)

#### **– Dependent Variable**

The universities' role in coping with extremism as perceived by the faculties, measured by subjects' mean estimates on the questionnaire items and domains.

### **Statistical Treatment**

The researchers used means, standard deviations, MANOVA test, and Six-Way ANOVA, and Scheffe test.

### **Results and Discussion**

Following is a general discussion of results reached by analyzing the data collected by the researchers using the study instrument displayed by the study questions.

**The first question:** “What is the role of Kingdom of Saudi Arabia (KSA) universities in coping with extremism from viewpoint of the faculties?”

To answer this question, means and standard deviations were computed for subject estimates on the study domains regarding importance of the role of the universities in Saudi Arabia in coping with extremism. Table (2) shows results in detail.

**Table (2) Means and standard deviations of subject estimates on the study domains**

No.	Domain	M*	SD	Rank	Importance of the Role
4	Political	3.75	0.63	1	High
1	Academic	3.67	0.58	2	High
2	Psychology	3.65	0.54	3	High
3	Social	3.62	0.68	4	High
Overall domains		3.69	0.36	---	High

Maximum M=5

Table (2) shows that the political domain was placed top (M=3.75, SD=.63), followed by the academic domain in the second rank (M=3.67, SD=.58); whereas the social domain was placed last (M=3.62, SD=.86). The overall domains of the importance degree of the role of Saudi Arabian universities in coping with extremism had very high estimation degree (M=3.69, M=.36).

Means and standard deviations were computed for subject estimates on the study domains regarding importance of the role of universities in coping with extremism, and results were as show below.

– **First Domain: Academic**

**Table (3) Means and standard deviations of participant estimations on the academic domain**

No.	Items	M*	SD	Importance Degree of the Role
7	Organize contest among students for designing a brochure, folded flyer, .. etc to warn against extremism	3.88	1.07	High
6	Organize thinking games among students to demonstrate forms of extremism and means of extremists.	3.73	1.12	High
3	Guide students to study topics about dangers of the extremist thought	3.68	1.01	High
2	Raise awareness of students regarding Islamic concepts in comparison with the extremist explanations of Islam	3.66	0.90	High
1	I do discuss concept of terrorism and thoughts in my lectures	3.63	1.08	High
5	Provide students with articles and research	3.56	1.05	High

No.	Items	M*	SD	Importance Degree of the Role
	papers on extremism and its dangers for the community			
4	Encourage students to write papers and conduct studies on the impacts of extremism on the community	3.53	1.02	High
Overall Domain		3.67	.58	High

Maximum  $M < 5$

Table (3) shows that item (7) “Organize contest among students for designing a brochure, folded flyer, etc to warn against extremism ” was placed first ( $M=3.88$ ,  $SD=1.07$ ), and item (6) “Organize thinking games among students to demonstrate forms of extremism and means of extremists” ( $M=3.73$ ,  $SD=1.12$ ) was placed in the second rank, whereas item (4) “Encourage students to write papers and conduct studies on the impacts of extremism on the community” was placed in the last rank ( $M=3.53$ ,  $SD=1.02$ ) and the mean score for the overall domain was estimated at high role importance ( $M=3.67$ ,  $SD=0.8$ ).

#### – Second Domain: Psychological

**Table (4) Means and standard deviations of participant estimations on the psychological domain**

No.	Items	M*	SD	Importance Degree of the Role
8	Give students the time to express opinions regarding the extremist thought	4.03	1.02	High
11	Show students that protection from extremism starts from strengthening their self-confidence	3.65	.93	High
10	Enhance positive attitudes among students to accept the moderate Islamic thinking	3.62	1.00	High
12	Compose groups interchanging ideas and experiences to enhance their psychological security.	3.61	1.02	High
13	Show students that coping with extremism starts from immunization from sympathizing extremists	3.49	1.07	High
9	Enhance the negative attitudes among students towards extremism	3.48	1.13	High
Overall Domain		3.65	.54	High

Maximum  $M < 5$

Table (4) shows that item (8) “Give students the time to express opinions regarding the extremist thought” was placed first ( $M=4.04$ ,  $SD=1.20$ ), and item (11) “Show students that protection from extremism starts from strengthening their self-confidence” was placed in the second rank ( $M=3.65$ ,  $SD=0.93$ ), whereas item (9) “Enhance the negative attitudes among students towards extremism” was ranked in the last place ( $M=3.48$ ,  $SD=1.13$ ) and the mean score for the overall domain was estimated high ( $M=3.65$ ,  $SD=0.54$ ) by the respondents

### – Third Domain: Social

**Table (5) Means and standard deviations of participant estimations on the social domain**

No.	Items	M*	SD	Importance Degree
16	Help students to increase interpersonal social interactions	3.83	0.97	High
17	Encourage students to educate their parents about the extremism risks	3.78	1.04	High
15	Encourage organize student teams to combat extremist thoughts	3.67	1.06	High
14	Instill in students the Islamic values and good virtues	3.65	1.10	High
18	Encourage students talk about dangers of extremism in their social and family events	3.43	10.8	High
Overall Domain		3.62	.68	High

*Maximum  $M < 5$*

Table (5) shows that item (16) “Help students to increase interpersonal social interactions” was placed first ( $M=3.83$ ,  $SD=0.97$ ), and item (17) “Encourage students to educate their parents about the extremism risks” was placed in the second rank ( $M=3.78$ ,  $SD=1.04$ ), whereas item (18) “Encourage students talk about dangers of extremism in their social and family events” was ranked lastly ( $M=3.43$ ,  $SD=1.08$ ) and the mean score for the overall domain was estimated at high degree of importance ( $M=3.62$ ,  $SD=0.68$ ) by the respondents

### – Fourth Domain: Political

**Table (6) Means and standard deviations of participant estimations on the political domain**

No.	Items	M*	SD	Importance Degree
21	Show the students their role is assisting anti-extremism efforts	4.14	1.00	High

No.	Items	M*	SD	Importance Degree
23	Show students the role of the international community in anti-terrorism and extremism efforts	3.83	1.07	High
20	Converse with students how anti-extremism government policies should be developed	3.82	1.06	High
22	Show students the goals of extremist thought and impacts on global policies	3.81	1.10	High
25	Show students that immunizing the community from extremism is a duty for all	3.71	1.08	High
19	Show students the State policy in combating terrorism and extremism	3.67	1.09	High
26	Organize workshops and seminars on anti-extremism efforts	3.58	1.05	High
24	Enhancing loyalty and belongingness to the Islam among students	3.47	1.09	High
Overall Domain		3.75	.63	High

*Maximum M<5*

Table (6) shows that item (21) “Show the students their role is assisting anti-extremism efforts” was placed first ( $M=4.14$ ,  $SD=1.00$ ), and item (23) “Show students the role of the international community in anti-terrorism and extremism efforts” was placed in the second rank ( $M=3.83$ ,  $SD=1.07$ ), whereas item (24) “Enhancing loyalty and belongingness to the Islam among students” was ranked lastly ( $M=3.47$ ,  $SD=1.09$ ) and the mean score for the overall domain was estimated high ( $M=3.75$ ,  $SD=0.63$ ) by the respondents

- **The second questions** “To what degree do KSA universities practice their role in coping extremism from viewpoint of the faculties?”

To answer this question, means and standard deviations were computed, the results were as shown in table (7).

**Table (7) Means and standard deviations of subject estimates on the study domains regarding extent to which Saudi Arabian universities undertake their role in coping with extremism**

No.	Domain	M*	SD	Rank	Estimated Role
2	Psychological	2.45	1.25	1	Moderate
3	Social	2.40	0.99	2	Moderate
4	Political	2.19	1.09	3	Low
1	Academic	1.66	0.84	4	Very Low
Overall Domains		2.15	0.98	---	Low

*\*Maximum M<5*

Table (7) shows that the psychological domain was placed first ( $M=2.45$ ,  $SD=1.25$ ), and the social domain in the second place ( $M=2.40$ ,  $SD=.99$ ), whereas the academic domain was ranked last ( $M=1.66$ ,  $SD=.84$ ). The subjects' mean estimate on the overall domains was low ( $M=2.15$ ,  $SD=.98$ ).

The researchers may attribute this result to weak teacher-student relationship. Most faculties viewed their role at the university is confined to delivering lectures and communicate the academic material to their students without alerting them to the community issues and problems. This could be due to faculty's reluctance from approaching such issues without green light from the university administration.

Means and standard deviations of subjects' estimates on the items of the importance degree role of KSA universities in undertaking their role in coping with extremism, and results were as shown below:

– **First Domain: Academic**

**Table (8) Means and standard deviations of participant estimations on the academic domain**

No.	Items	M*	SD	Importance Degree
2	I get students aware to Islamic concepts against the extremist concepts	2.23	1.42	Low
1	I do discuss concept of terrorism during lecture time	1.93	1.19	Low
3	I guide students to study issues related to extremism dangers	1.86	1.22	Low
5	I provide students with papers and articles showing extremism dangers for community	1.57	0.95	Very Low
4	I encourage students to conduct research papers regarding the impacts of extremism	1.50	0.90	Very Low
7	I organize contests between students for best brochure/folded flyer on extremism combat	1.28	0.69	Very Low
6	I organize thinking games among students to demonstrates extremism forms and methods	1.27	0.61	Very Low
Overall Domain		1.66	0.84	Very Low

\*Maximum  $M < 5$

Table (8) shows that item (2) "I get students aware to Islamic concepts against the extremist concepts" was placed first ( $M=2.23$ ,  $SD=1.42$ ), and item (1) "I do discuss concept of terrorism during lecture time" ( $M=1.93$ ,  $SD=1.19$ ) was placed in the second rank, whereas item (6) "I organize thinking games among students to demonstrates extremism forms and

methods” was placed in the last rank ( $M=1.27$ ,  $SD=0.61$ ) and the mean score for the overall domain was estimated at high role importance ( $M=1.66$ ,  $SD=0.84$ ).

– **Second Domain: Psychological**

**Table (9) Means and standard deviations of participant estimations on the psychological domain**

No.	Items	M*	SD	Importance Degree
10	I instill in my students positive attitudes to enhance moderate Islam values	3.08	1.60	Moderate
9	I create in my students negative attitudes to extremism	1.59	2.63	Moderate
11	I show students that self-confidence immunizes individuals from extremis destructive thoughts	2.60	1.46	Moderate
13	I show students that combating extremism starts from refrain from sympathizing with extremists	2.37	1.47	low
8	I give time to students to express their views towards the extremist thoughts	2.33	1.45	Low
12	I make up groups to interchange ideas and experiences to support their psychological security	1.72	1.07	Very Low
Overall Domain		2.45	1.25	Moderate

\*Maximum  $M=5$

Table (9) demonstrates that item (10) “I instill in my students positive attitudes to enhance moderate Islam values” was placed first ( $M=3.08$ ,  $SD=1.60$ ), and item (9) “I create in my students negative attitudes to extremism” ( $M=1.59$ ,  $SD=2.63$ ) was placed in the second rank, whereas item (12) “I make up groups to interchange ideas and experiences to support their psychological security” was placed in the last rank ( $M=1.72$ ,  $SD=1.07$ ) and the mean score for the overall domain was estimated at moderate role practice ( $M=2.45$ ,  $SD=1.25$ ).

– **Third Domain: Social**

**Table (10) Means and standard deviations of subject estimates on the social domain**

No.	Items	M*	SD	Importance Degree
14	I enhance students the Islamic values and good virtues	3.47	1.35	High
16	I help students to increase interpersonal social interactions	2.82	1.34	Moderate
17	I motivate students to educate their parents about	2.17	1.34	Low

No.	Items	M*	SD	Importance Degree
	extremism dangers			
18	I encourage students to talk about extremism dangers at their social and family events	1.94	1.22	Low
15	I encourage making up student groups to opposite the extremist thoughts at the university	1.59	1.01	Very Low
Overall Domain		2.40	.99	Moderate

\*Maximum M=5

Table (10) demonstrates that item (14) “I enhance students the Islamic values and good virtues” was placed first (M=3.47, SD=1.35), and item (16) “I help students to increase interpersonal social interactions” (M=2.82, SD=1.34) was placed in the second rank, whereas item (15) “I encourage making up student groups to opposite the extremist thoughts at the university” was placed in the last rank (M=1.59, SD=1.01) and the mean score for the overall domain was estimated at moderate role practice (M=2.40, SD=.99).

#### – Fourth Domain: Political

**Table (11) Means and standard deviations of subject estimates on the political domain**

No.	Items	M*	SD	Importance Degree
24	I enhance loyalty and belongingness to Islamic values among my students	3.22	1.56	Moderate
25	I show students that protecting the community from extremism is a duty for all	2.84	1.6	Moderate
22	I show to students the goals of extremists and impacts on the global policies	2.23	1.48	Low
19	I show to students the government’s anti-extremism and terrorism policy	2.21	1.39	Low
21	I show to students their role to assist the government to enforce its anti-terrorism policy	2.02	1.29	Low
23	I show to students the role of the international community in combating terrorism and extremism	1.84	1.25	Low
20	I discuss with students what should be done to develop the government’s anti-extremism policies	1.70	1.17	Very Low
26	I organize workshops and seminars on combating extremism efforts	1.46	0.88	Very Low
Overall Domain		2.19	1.09	Low

\*Maximum M<5



Table (11) demonstrates that item (24) “I enhance loyalty and belongingness to Islamic values among my students” was placed first ( $M=3.22$ ,  $SD=1.56$ ), and item (25) “I show students that protecting the community from extremism is a duty for all” ( $M=2.84$ ,  $SD=1.6$ ) was placed in the second rank, whereas item (26) “I organize workshops and seminars on combating extremism efforts” was placed in the last rank ( $M=1.46$ ,  $SD=0.88$ ) and the mean score for the overall domain was estimated at low role practice degree ( $M=2.19$ ,  $SD=1.09$ ).

**Question three:** “Are there statistically significant differences at ( $\alpha \leq 0.05$ ) among participant estimates of the role of KSA universities in coping with extremism, and estimates regarding their degree of assuming such role?”

To answer this question, means and standard deviations regarding participant estimates role of KSA in coping with extremism, and their estimates of the degree of assuming such role, as well as results of Paired Samples t-test, as shown in table (12).

**Table (12) Means standard deviations and Paired Samples t-test results for subject estimates regarding the role of Saudi Arabian universities in coping with extremism and their estimates regarding practice such role**

Domain	Theme	M	SD	DF	t-Value	Significance
Academic	Role Importance Degree	3.67	0.58	263	5.618	0.001*
	Role Practice Degree	1.66	0.84			
Psychological	Role Importance Degree	3.65	0.54	263	6.883	0.001*
	Role Practice Degree	2.45	1.25			
Social	Role Importance Degree	3.62	0.68	263	7.024	0.001*
	Role Practice Degree	2.40	.99			
Political	Role Importance Degree	3.75	.63	263	6.559	0.001*
	Role Practice Degree	2.19	1.09			
Overall Questionnaire	Role Importance Degree	3.69	.36	263	8.628	0.001*
	Role Practice Degree	2.15	.98			

\*Statistically significant at  $\alpha \leq 0.05$

Table (12) shows statistically significant differences at  $\alpha \leq 0.05$  among subjects' mean estimates regarding the role of KSA universities in coping with extremism, and their estimates regarding the degree of assuming such role, with differences being in favor of their estimates regarding the importance degree of their role.

**Question four:** “Are there statistically significant differences in the role undertaken by KSA universities in coping with extremism from viewpoint of the faculties due to the variables of gender, faculty,

### **nationality, experience, country of graduation, and the academic rank?”**

To answer this question, means and standard deviations of participants' estimates regarding the importance degree of universities' role in Saudi Arabia in coping with extremism by the study variables were computed as follows:

#### *a) Gender Variable*

**Table (13) Means and standard deviations of subject estimates regarding the importance degree of the role of Saudi Arabian universities in coping with extremism by gender**

Domain	<i>M (n=140)</i>		<i>F (n=124)</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Academic	3.76	.603	3.57	.562
Psychological	3.71	.550	3.58	.527
Social	3.73	.702	3.64	.640
Political	3.79	.643	3.72	.603
Overall Domains	3.74	.383	3.62	.335

#### *b) Faculty Variable*

**Table (14) Means and standard deviations of subject estimates regarding the importance degree of the role of Saudi Arabian universities in coping with extremism by faculty**

Domain	<i>Scientific (n=93)</i>		<i>Humanistic (n=171)</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Academic	3.55	.624	3.77	.561
Psychological	3.45	.544	3.80	.531
Social	3.52	.687	3.78	.669
Political	3.72	.636	3.83	.620
Overall Domains	3.58	.412	3.80	.335

#### *c) Nationality Variable:*

**Table (15) Means and standard deviations of subject estimates regarding the importance degree of the role of Saudi Arabian universities in coping with extremism by nationality.**

Domain	<i>Saudi (n=135)</i>		<i>Other (n=129)</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Academic	3.72	.572	3.62	.593
Psychological	3.70	.535	3.60	.541
Social	3.84	.679	3.50	.668
Political	3.88	.623	3.63	.631
Overall Domains	3.77	.365	3.59	.357

d) *Experience Variable*

**Table (16) Means and standard deviations of subject estimates regarding the importance degree of the role of Saudi Arabian universities in coping with extremism by years of experience.**

Domain	<5 yrs (n=46)		5-10 yrs (n=178)		>10 years (n=40)	
	M	SD	M	SD	M	SD
Academic	3.53	.559	3.68	.589	3.78	.569
Psychological	3.58	.568	3.66	.551	3.65	.453
Social	3.58	.735	3.68	.653	3.73	.708
Political	3.77	.604	3.75	.641	3.73	.598
Overall Domains	3.63	.348	3.70	.369	3.73	.356

e) *Academic Rank Variable*

**Table (17) Means and standard deviations of subject estimates regarding the importance degree of the role of Saudi Arabian universities in coping with extremism by academic rank.**

Domain	Professor (n=33)		Associate Professor (n=103)		Assistant Professor (n=83)		Lecturer (n=45)	
	M	SD	M	SD	M	SD	M	SD
Academic	3.55	.531	3.59	.573	3.72	.535	3.74	.713
Psychological	3.60	.585	3.63	.540	3.64	.532	3.73	.538
Social	3.58	.856	3.62	.649	3.71	.693	3.75	.601
Political	3.65	.566	3.75	.616	3.78	.639	3.76	.671
Overall Domains	3.61	.343	3.68	.364	3.69	.365	3.72	.370

f) *Country of Graduation Variable*

**Table (18) shows means and standard deviations of subject estimates regarding the importance degree of the role of Saudi Arabian universities in coping with extremism by country of graduation.**

Domain	Arab Country (n=174)		Foreign Country (n=90)	
	M	SD	M	SD
Academic	3.77	.558	3.56	.631
Psychological	3.79	.542	3.45	.525
Social	3.83	.704	3.47	.605
Political	3.83	.624	3.68	.634
Overall Domains	3.81	.359	3.55	.328

Results from tables (13, 14, 15, 16, 17, and 18) show superficial differences among mean estimates by subjects regarding the importance degree of the role of KSA universities in coping with extremism by the study variables. To identify the statistical significance levels of such differences, MANOVA analysis was used as shown by table (19).

**Table (19) Results of MANOVA analysis of the differences between subject estimates of the importance degree of the role of Saudi Arabian universities in coping with extremism by study variables.**

Source of Variance	Domains	Total Squares	Freedom Degrees	Mean Squares	F-Value	Significance $\alpha$
Gender Hotelling's=0.008 Sig=0.002	Academic	8.121	1	8.121	17.098	.000*
	Psychological	19.311	1	19.311	17.253	.000*
	Social	7.071	1	7.071	11.081	.000*
	Political	27.339	1	27.339	31.528	.000*
Faculty Hotelling's=0.012 Sig =0.008	Academic	6.434	1	6.434	13.547	.000*
	Psychological	13.360	1	13.360	11.936	.001*
	Social	3.204	1	3.204	5.022	.026*
	Political	4.483	1	4.483	5.170	.024*
Nationality Hotelling's=0.092 Sig =0.045	Academic	5.577	1	5.577	11.743	.001*
	Psychological	1.348	1	1.348	1.204	.274
	Social	.002	1	.002	.003	.957
	Political	.073	1	.073	.085	.771
Experience Wilcoxon $\lambda=0.394$ Sig =0.085	Academic	.796	2	.398	.837	.434
	Psychological	5.015	2	2.507	2.240	.109
	Social	3.722	2	1.861	2.916	.066
	Political	3.136	2	1.568	1.808	.166
Academic Rank Wilcoxon $\lambda=0.956$ Sig =0.042	Academic	20.451	3	6.817	14.353	.000*
	Psychological	5.076	3	1.692	1.512	.212
	Social	6.206	3	2.069	3.243	.108
	Political	6.688	3	2.229	2.571	.163
Country of Graduation Hotelling's=0.027 Sig =0.001	Academic	32.781	1	32.781	69.022	.000*
	Psychological	80.517	1	80.517	71.935	.000*
	Social	62.632	1	62.632	98.148	.000*
	Political	68.615	1	68.615	79.128	.000*
Error	Academic	120.633	254	.475		
	Psychological	284.306	254	1.119		
	Social	162.088	254	.638		
	Political	220.255	254	.867		

\*Sig  $\alpha \leq 0.05$

Table (19) shows:

1. There were statistically significant differences among mean estimates by subjects on all study domains regarding the importance degree of the role of KSA universities in coping with extremism attributed to gender in favor of males.

This result can be attributed to the nature of the eastern man who tries to appear strong, wise and enduring during times of hardships and vis-à-vis risky issues like extremism, considering that man in the eastern society is more knowing about the political and economic issues than women, and typically are more involved in the intellectual and political discussion than women in general. So, man takes significant roles in confronting extremism starting from the home, neighborhood and community and this result is in consistent with Hameed (2016).

2. There were statistically significant differences among mean estimates by subjects on all study domains regarding the importance degree of the role of KSA universities in coping with extremism attributed to faculties in favor of the humanistic faculties.

This result can be explained taking into account that extremism is an ideology in nature that deals with the intellect, so, the humanistic faculties, in particular, are more concerned with the extremist beliefs that the scientific faculties. The humanistic faculties deal with the behavior and thinking styles of students and how they view the world around them. Exceeding the bounds or deviation from normality requires social, religious, psychological and counseling programs for behavior modification which is the responsibility of the humanistic faculties. This result is consistent with Hameed (2016) and disagree with Ghoneem (2011).

3. There were no statistically significant differences among mean estimates by subjects on all study domains regarding the importance degree of the role of KSA universities in coping with extremism attributed to nationality, except for the academic domain, in favor of Saudi Arabian nationality.

The researchers attribute this result to the fact that Saudi Arabia is among the few countries that applied strict measures to combat extremism. This is so because Saudi Arabia was a target for extremists and was exposed to extremist activities. This experiment enhanced the view that the security force is not sufficient to eradicate extremism, but another level should be added as represented by the combating the extremist thinking that deviates from Islam. The determination to combat extremism crystalized into values of a good citizen, providing positive service to community and this result agreed with Issa (1998).

4. There were no statistically significant differences among mean estimates by subjects on all study domains regarding the importance degree of the role of KSA universities in coping with extremism attributed to experience.

This result can be accounted for by considering the critical role expected from the higher education institutions and universities in Saudi Arabia to cope with extremism and find practical and active solutions to immoderation irrespective of the instructional experience of a faculty.

5. There were no statistically significant differences among mean estimates by subjects on all study domains regarding the importance degree of the role of KSA universities in coping with extremism attributed to the academic rank, except for the academic domain. To identify sources of such differences test was used and results are shown in table (20).

**Table (20) Scheffe's Test of the differences among subject estimates on the academic domains by the academic rank.**

Academic Domain		Professor	Associate Professor	Assistant Professor	Lecturer
	<i>M</i>	3.55	3.59	3.72	3.74
Professor	3.55		0.04	0.17*	0.19*
Associate Professor	3.59			0.13*	0.15*
Assistant Professor	3.72				0.02
Lecturer	3.74				

\*Sig. at  $\alpha=0.05$ .

Table (20) shows statistically significant differences in mean estimates by participants having academic rank (professor, and associate professor) compared with mean estimates by participants having academic rank (Assistant Professor, Lecturer) attributed to academic ranks in favor of subjects with the academic rank (Assistant Professor, and lecturer).

Educators at the university levels holding the MA and Ph.D. degrees with academic ranks professor, assistant professor and lecturer are mostly young, and this age group is typically targeted for brainwash by extremists. This fact make them nearer to thinking levels of their students and prevent them from becoming victims of the extremist activities.

6. There were statistically significant differences among mean estimates of subjects on all study domains regarding the importance degree of the role

of KSA universities cope with extremism attributed to country of graduation in favor of graduate of Arab countries.

This result can be accounted for by the reality that the Arab young people is the population of community most targeted by the extremist groups, and, ironically, the most marginalized population by the governments. However, the Arab youth, armed with their entrenched values, are aware to the dangers around them. Similarly, the Arab universities are aware to the young generation at hand and support programs that grow in them the love and peace while eradicate violence and extremism.

**Question five:** "Are there statistically significant differences in the degree of coping with extremism by KSA universities from viewpoint of the faculties due to the variables of gender, faculty, nationality, experience, country of graduation, and the academic rank?"

To answer this question, means and standard deviations of subjects' mean estimates regarding the degree to which KSA universities undertake their role in coping with extremism by the study variables, as follows:

a. Gender Variable

**Table (22) Means and standard deviations of subject estimates regarding the practice degree of the role of Saudi Arabian universities in coping with extremism by gender**

Domain	<i>M (n=140)</i>		<i>F (n=124)</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Academic	1.91	.899	1.61	.778
Psychological	2.64	1.312	2.35	1.182
Social	2.61	.965	2.40	1.038
Political	2.42	1.141	2.04	1.021
Overall Domains	2.36	1.031	2.06	.923

b. Faculty Variable

**Table (23) Means and standard deviations of subject estimates regarding practice degree of the role of Saudi Arabian universities in coping with extremism by faculty**

Domain	<i>Scientific (n=93)</i>		<i>Humanistic (n=171)</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Academic	1.41	.806	1.90	.836
Psychological	2.00	1.100	2.79	1.267
Social	2.16	.866	2.63	1.043
Political	1.94	.930	2.43	1.152
Overall Domains	1.85	.871	2.41	1.005

*c. Nationality Variable:***Table (24) Means and standard deviations of subject estimates regarding the practice degree of the role of Saudi Arabian universities in coping with extremism by nationality.**

Domain	Saudi (n=135)		Other (n=129)	
	M	SD	M	SD
Academic	1.85	.638	1.48	.984
Psychological	2.59	1.197	2.31	1.300
Social	2.67	.954	2.13	.972
Political	2.36	.978	2.03	1.183
Overall Domains	2.34	.857	1.97	1.071

*d. Experience Variable***Table (25) Means and standard deviations of subject estimates regarding the practice degree of the role of Saudi Arabian universities in coping with extremism by years of experience.**

Domain	<5 yrs (n=46)		5-10 yrs (n=178)		>10 years (n=40)	
	M	SD	M	SD	M	SD
Academic	1.67	.696	1.67	.904	1.62	.733
Psychological	2.66	1.160	2.33	1.295	2.74	1.111
Social	2.36	1.077	2.32	.992	2.81	.838
Political	2.33	1.102	2.13	1.117	2.28	.977
Overall Domains	2.23	.929	2.09	1.022	2.31	.853

*e. Academic Rank Variable***Table (26) Means and standard deviations of subject estimates regarding the practice degree of the role of Saudi Arabian universities in coping with extremism by academic rank.**

Domain	Professor (n=33)		Associate Professor (n=103)		Assistant Professor (n=83)		Lecturer (n=45)	
	M	SD	M	SD	M	SD	M	SD
Academic	1.66	.605	1.74	.947	1.64	.888	1.51	.532
Psychological	2.94	1.207	2.19	1.226	2.54	1.412	2.68	.870
Social	2.39	.927	2.11	.956	2.61	1.168	2.74	.478
Political	2.18	1.038	2.13	1.161	2.27	1.181	2.20	.745
Overall Domains	2.26	.890	2.04	1.027	2.23	1.095	2.23	.635



*f. Country of Graduation Variable*

**Table (27) Means and standard deviations of subject estimates regarding the practice degree of the role of Saudi Arabian universities in coping with extremism by country of graduation.**

Domain	Arab Country (n=174)		Foreign Country (n=90)	
	M	SD	M	SD
Academic	1.91	.921	1.18	.314
Psychological	2.86	1.164	1.66	1.028
Social	2.78	.883	1.66	.773
Political	2.51	1.111	1.58	.743
Overall Domains	2.48	.967	1.51	.634

Results from tables (22, 23, 24, 25, 26, and 27) show superficial differences among mean estimates by subjects regarding the degree to which KSA universities cope with extremism by the study variables. To identify the statistical significance levels of such differences, MANOVA analysis was used as shown by table (28).

**Table (28) MANOVA analysis results among subjects' mean estimates of Saudi Arabian's practice degree of the role of coping with extremism by study variables**

Source of Variance	Domains	Total Squares	Freedom Degrees	Mean Squares	F-Value	Significance $\alpha$
Gender Hotelling's=0.015 Sig=0.008	Academic	5.324	1	5.324	15.613	.000*
	Psychological	4.626	1	4.626	16.063	.000*
	Social	5.008	1	5.008	11.007	.000*
	Political	4.924	1	4.924	12.403	.000*
Faculty Hotelling's=0.017 Sig=0.011	Academic	5.288	1	5.288	15.507	.000*
	Psychological	4.691	1	4.691	16.288	.000*
	Social	5.037	1	5.034	11.070	.000*
	Political	6.884	1	6.884	17.340	.000*
Nationality Hotelling's=0.021 Sig=0.025	Academic	5.216	1	5.216	15.296	.000*
	Psychological	4.898	1	4.898	17.007	.000*
	Social	4.254	1	4.254	9.349	.000*
	Political	4.628	1	4.628	11.657	.000*
Experience Wilx $\lambda$ =0.443 Sig=0.119	Academic	0.897	2	0.449	1.315	.271
	Psychological	0.371	2	0.186	0.644	.526
	Social	0.499	2	0.250	0.548	.579
	Political	0.264	2	0.132	0.332	.717
Academic Rank Wilx $\lambda$ =0.628 Sig=0.326	Academic	0.892	3	0.297	0.872	.457
	Psychological	0.073	3	0.024	0.084	.969
	Social	0.422	3	0.141	0.309	.819

Source of Variance	Domains	Total Squares	Freedom Degrees	Mean Squares	F-Value	Significance $\alpha$
	Political	0.059	3	0.020	0.050	.985
Country of Graduation Hotelling's=0.013 Sig=0.005	Academic	6.522	1	6.522	19.126	.000*
	Psychological	4.375	1	4.375	15.191	.000*
	Social	5.012	1	5.012	11.015	.000*
	Political	4.529	1	4.529	11.408	.000*
Error	Academic	86.732	254	.341		
	Psychological	73.100	254	.288		
	Social	115.649	254	.455		
	Political	100.770	254	.397		

\*Sig. at  $\alpha \leq 0.05$

Table (28), results show that:

1. There were statistically significant differences among mean estimates of subjects on all study domains regarding the degree to which KSA universities cope with extremism attributed to gender with differences being in favor of male participants.
2. There were statistically significant differences among mean estimates of subjects on all study domains regarding the degree to which KSA universities cope with extremism attributed to faculty with differences being in favor of the humanistic faculties.
3. There were statistically significant differences among mean estimates of subjects on all study domains regarding the degree to which KSA universities cope with extremism attributed to nationality with differences being in favor of Saudi Arabian.
4. There were no statistically significant differences among mean estimates of subjects on all study domains regarding the degree to which KSA universities cope with extremism attributed to experience or the academic rank.
5. There were statistically significant differences among mean estimates of subjects on all study domains regarding the degree to which KSA universities cope with extremism attributed to country of graduation, in favor of graduates from the Arab countries.

### Recommendations

Based on the results concluded by the present study, the researchers suggest the following recommendations:

1. Determining the training needs for faculty members in order to qualify to undertake their tasks in the university (teaching, researching and community service) following the established academic norms.

2. To educate and guide the Arab women to gain insights regarding their role in coping with extremism by setting effective plans.
3. To establish specialized units at the universities that undertake awareness raising workshops, lectures and seminars in order to help instill the moderation values and coping with extremism using effective methods.

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