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## Barriers of confronting intellectual extremism in Saudi universities from the point of view of postgraduate students

معوقات مواجهة التطرف الفكري في الجامعات السعودية من وجهة نظر طلبة الدراسات العليا

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### Abstract

This study aims to identify the barriers facing Saudi universities in confronting intellectual extremism from the point of view of their postgraduate students. To achieve the objective of the study, a purposive sample of 133 postgraduate students in Saudi universities was selected. The study followed the descriptive survey method, through a questionnaire prepared by the researcher to collect information related to the study. The results of the study showed a number of barriers facing Saudi universities to confront the intellectual extremism, which came as follows: the weakness of activating the role of the intellectual awareness unit at the university, the absence of courses topics dealing with the phenomenon of intellectual extremism, the weakness of legislation on negative intellectual phenomena, the poor means of purposeful entertainment in universities, and the weakness of the complementary relationship between the university and society. At the end of the study, the researcher presented a number of recommendations and suggestions that will help Saudi universities to carry out their role and duties with regard to confronting intellectual extremism among their students.

**Keywords:** Barriers, Intellectual extremism, University.

### Introduction

Intellectual security is an essential task in the life of nations and peoples, and conscious and disciplined thought is what achieves human sovereignty, refines the individual's impulses against bullying, extremism and aggression and

الملخص:  
تهدف الدراسة الحالية إلى التعرف على المعوقات التي تواجه الجامعات السعودية في مواجهة التطرف الفكري من وجهة نظر طلبة الدراسات العليا. ولتحقيق هدف الدراسة تم اختيار عينة قصدية قوامها 133 من طلبة الدراسات العليا في الجامعات السعودية. واتبعت الدراسة المنهج الوصفي المسحي، من خلال استبانة أعدها الباحث لجمع المعلومات المتعلقة بالدراسة. وقد بينت نتائج الدراسة عدد من المعوقات التي تواجه الجامعات السعودية في مواجهة التطرف الفكري والتي جاءت على النحو التالي: ضعف تفعيل دور وحدة التوعية الفكرية في الجامعة، خلو المقررات من موضوعات تعالج ظاهرة التطرف الفكري، ضعف التشريعات الخاصة بالظواهر الفكرية السلبية، ضعف وسائل الترفيه الهادف في الجامعات ضعف العلاقة التكاملية بين الجامعة والمجتمع. كما قدم الباحث في نهاية الدراسة عددًا من التوصيات والاقتراحات التي ستساعد الجامعات السعودية على القيام بدورها وواجباتها فيما يتعلق بمواجهة التطرف الفكري لدى طلبتها.

الكلمات المفتاحية: معوقات، التطرف الفكري، الجامعة

transcends them from individualism and selfishness to social harmony, unity, security and reliability (Alsalem, 2022; Tymoshenko et al., 2021). Despite the modernity of negative intellectual trends that carry with them

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exaggeration and intellectual extremism, these trends are old in meaning and significance. Its impact on nations and groups varies in quantity and quality, because human groups live in continuous competition to achieve their goals. Therefore, every nation makes its utmost effort to win the conflict between it and other nations, and works to contain other nations, so it creates for that purpose means that will motivate others to create counter-means in which there is a kind of extremism and exaggeration, and even contrary to values, morals and the laws of religion. (Almutawa, 2020; Alrafdi, 2018).

It is known that the youth stage is the appropriate age whose members can be easily convinced of the justifications and ideas of those calling for extremism, especially if their religious scruples are weak or confused. It is also known that the university stage is the youthful vigor and curiosity stage, and learning about what is new in the field of thought and culture. Hence, the leaders of extremism and exaggeration find their goal in changing the identity of university youth and altering their intellectual trends, taking advantage of the fact that one of the characteristics of young people at this age stage is the fertility of hopes and ambitions, which helps to easily influence their thought, and directing it towards deviation (Alharbi, 2011; Boiarov et al., 2020; Boiarov et al., 2019).

Alshibl (2015) has suggested that extremism may be intellectual or behavioral. Alhaider (2002) and Abdel-Sada (2021) also pointed out that extremism is one of the most dangerous types of intellectual deviation, due to its destructive effects on the individual and society, including: (1) sabotage of consciousness and weakening of wills, loss of the individual's personality, (2) entering the crucible of crime, (3) challenging the principles and ethics of society, (4) disturbing national unity, (5) weakening the capabilities of society, (6) distracting the state's efforts, (7) insecurity and instability, (8) facilitating the paths of temptation, (9) igniting the fire of dormant strife.

Alsayad (2019) has cited a number of reasons for the phenomenon of extremism, including:

1. Political reasons: these occur under corrupt regimes that lack accountability and transparency.
2. Social reasons: represented in the absence of social justice and the spread of injustice and corruption.

3. Economic reasons: represented in the spread of unemployment, especially among young people.
4. Intellectual and cultural reasons: represented in intellectual and cultural invasion.
5. Religious reasons: represented in the weakness of religious scruples and the weak level of religious culture.

### Study problem

The issue of religious intellectual extremism is one of the important and sensitive issues that affect and threaten the safety, reliability and security of societies (Volodina et al., 2019), including Saudi society, and perhaps the greatest evidence of this is the terrorist attacks on the safe people in the Kingdom of Saudi Arabia, such as the one that occurred in the city of Riyadh in the Al-Muhya residential complex in Ramadan 1424 AH. The university is one of the most important educational institutions from which the youth of society graduate, and through which their attitudes, tendencies and beliefs are formed. Therefore, it has a great role and responsibility in preparing and graduating a generation of pure faith, free from destructive ideas and intellectual extremism. Hence, there is a need to conduct a number of studies that help universities to carry out their responsibilities and role in confronting intellectual extremism among university students, especially since there is a lack of studies that deal with such phenomena in the Kingdom of Saudi Arabia.

Therefore, the problem of the current study can be summarized in answering the following questions:

1. What are the barriers of confronting intellectual extremism in Saudi universities from the point of view of postgraduate students?
2. Is there a difference in the views of postgraduate students on the barriers of confronting intellectual extremism at the university according to the difference in the two variables of gender and university?

### Literature review

Many studies have dealt with the phenomenon of extremism from different angles, including:

Alborai (2002) conducted a study to identify the role of universities in confronting extremism. The researcher used the descriptive analytical approach by statistical method, by distributing (443) questionnaire to students from different

colleges, and the study came out with results, including: the causes of extremism are the weakness of religious scruples, the absence of a good role models, the spread of the phenomenon of unemployment, the absence of societal justice, the spread of bribes and embezzlement, and the low economic level. The study proposed methods to confront extremism, including: attention to student activities, political practice, activating religious culture, seeking justice, and developing the spirit of belonging.

Almareb (2009) conducted a study with the aim of identifying the phenomenon of educational and intellectual extremism among students. The study consisted of 418 students from the Faculty of Education at the University of Hail. The study reached a number of results, the most important of which are: the highest degrees of extremism were with regard to the political, then religious, economic and educational aspects. The study also showed that there were no statistically significant differences in the response of the study sample with regard to the phenomenon of intellectual and educational extremism according to the difference in the student's annual rate or his socio-economic level.

Also, the study of Alasali (2010) sought to identify the degree of prevalence of manifestations of extremism in religion among Palestinian university students from the point of view of university professors, the causes of the phenomenon, and the suggestion of a treatment formula for it. The study sample consisted of (157) university professors. The researcher used the descriptive approach, the interview and the questionnaire to collect data, and the study showed that the psychological field came in the first place, while the human relations came in the second and last place. The results also showed that there were no statistically significant differences in the degree of manifestations prevalence of extremism among students due to the difference in the variables of gender, university and specialization. The results showed statistically significant differences attributed to the academic degree in favor of the PhD. The study also showed that the most important reasons for extremism are the economic blockade, split between people, partisanship, ignorance of the provisions of Sharia, intolerance of opinion, lack of recognition of the other opinion, and lack of communication between scholars and youth.

The study of Alrababa (2014) aimed to show the role of Jordanian universities in confronting the phenomenon of terrorism, and the study sample

was the deans of student affairs in Jordanian universities. The researcher used the descriptive analytical approach, and the interview was a data collection instrument. The study found a number of results, including: that universities have a role in confronting terrorism, reaching 33 roles, the most important of which are: instilling the correct belief in the hearts of students, raising awareness of terrorism dangers, raising awareness of how to deal with the media to clarify the difference between good and bad, including courses in the study curricula on terrorism, and instilling spiritual and moral values. The study recommended that there should be a meeting of the deans of student affairs in Jordanian universities to develop a unified plan to confront terrorism.

Also, the study of Alsayad (2019) conducted a study with the aim of identifying how the university confronts intellectual extremism from the point of view of university students. The study sample consisted of 301 male and female students from Kafr El-Sheikh University in Egypt. Using the questionnaire, the study reached a number of results, the most important of which is that intellectual extremism has a number of negative effects on society, such as destabilization, and the spread of chaos and panic among people. The study also showed that one of the most prominent causes of intellectual extremism is the weakness of national belonging, intellectual ignorance and religious fanaticism.

Alqudah and Ashour (2019) conducted a study in Jordan with the aim of identifying the role of the faculties of Sharia and Education in confronting religious extremism among undergraduate students in Jordanian universities. Applying the questionnaire instrument on 262 faculty members at the university, and interviewing 15 educational leaders from the deans and heads of departments in the faculties of Sharia and Education in Jordanian universities, the study reached a number of results, including: the degree of facing the faculties of Sharia and Education to religious extremism among its students came to a medium degree, and the lack of political and financial support for these faculties and the absence of a clear plan, mechanism and methodology in confronting this extremism were among the most prominent barriers facing these faculties in carrying out their role in confronting this extremism among its students.

**Methodology**

The study followed the descriptive survey method, using a questionnaire to obtain the required information from the study population.

The researcher communicated with three Saudi universities: Prince Sattam bin Abdulaziz University, King Saud University, and Majmaah University through an official letter to facilitate

the researcher's task and distribute the web link to the questionnaire, in order to participate in the current study to survey the views of postgraduate students in universities regarding the barriers that limit confronting the phenomenon of intellectual extremism in Saudi universities. After collecting the obtained questionnaires, eight questionnaires were excluded for not completing their filling, and the members number of the intentional study sample became 133 individuals.

**Table 1.**  
*Characteristics of the study sample according to demographic variables*

Variable	Frequency	Percentage
King Saud University	62	46.6
Prince Sattam bin Abdulaziz University	44	33.1
Majmaah University	27	20.3

Table1 shows that 33.1% of the study sample is affiliated with Prince Sattam bin Abdulaziz University, 46.6% of the sample is affiliated with King Saud University, and 20.3% is affiliated with Majmaah University.

**Study instrument**

The researcher designed a questionnaire in a web link with the aim of collecting data, in order to identify barriers of confronting intellectual extremism in Saudi universities from the point of view of postgraduate students. The questionnaire design went through several stages, which we summarize as follows:

First stage: the design of the questionnaire in its initial stage:

According to the objectives and questions of the study, and after considering the theoretical framework and previous studies related to the subject and reviewing their instruments to benefit from them, the researcher designed a questionnaire that achieves the study objectives. The questionnaire, in its initial form, consisted of two sections: the first section was devoted to primary data on the sample members (demographic variables), and the second section came in (34) phrases that dealt with barriers of confronting intellectual extremism in Saudi universities.

Second Stage: Measuring validity and reliability of the questionnaire:

First: validity of the questionnaire

**1. Apparent validity of the questionnaire**

After completing the preparation of the study instrument in its initial form, the researcher presented it to six arbitrators from the faculty members of Prince Sattam bin Abdulaziz University, King Saud University and Imam Muhammad bin Saud Islamic University, with competence and practical experience in intellectual extremism to find out the sincerity of the instrument in measuring what it was developed to measure, and the clarity and suitability of the phrases to achieve the study objectives. The researcher made adjustments to it in the light of the arbitrators' suggestions, and it became, in its final form, consisting of 17 phrases that falls under five barriers.

**2. Validity of internal consistency:**

The researcher calculated the validity of the internal consistency of the study instrument using the Pearson correlation coefficient, by calculating the correlation coefficients between the paragraphs of the questionnaire and the total degree of the questionnaire, and Table 2 shows this.

**Table 2.**  
*Correlation coefficients between the phrases of the questionnaire and the total degree*

Phrase	Correlation coefficient	Significance value	Significance level
1	0.916**	0.00	0.01
2	0.968**	0.00	0.01
3	0.898**	0.00	0.01
4	0.950**	0.00	0.01
5	0.960**	0.00	0.01
6	0.976**	0.00	0.01
7	0.981**	0.00	0.01
8	0.960**	0.00	0.01
9	0.963**	0.00	0.01
10	0.926**	0.00	0.01
11	0.958**	0.00	0.01
12	0.975**	0.00	0.01
13	0.971**	0.00	0.01
14	0.980**	0.00	0.01
15	0.970**	0.00	0.01
16	0.959**	0.00	0.01
17	0.963**	0.00	0.01

\*\*Statistically significant at a significance level  $\alpha = 0.01$

Table 2 shows that all phrase of the questionnaire have a correlation with the total degree (score), and are statistically significant at Significance level ( $\alpha = 0.01$ ), and the correlation coefficients ranged between (0.898-0.981), which are good and strong correlation coefficients. The highest correlation coefficient was for phrases (7 and 14)

and the lowest correlation coefficient for phrase (3).

To identify the values of the correlation coefficients between the phrases of the questionnaire and the barrier to which they belong, the researcher calculated this as shown in Table (3).

**Table 3.**  
*Correlation coefficients between the phrases of the questionnaire and the barrier to which these phrases*

Barrier	Phrase	Phrase correlation coefficient	Barrier	Phrase	Phrase correlation coefficient
Weak activation of the role of the Intellectual	1	0.956**	Poor means of purposeful entertainment in universities	12	.990**
	2	0.976**		13	.989**
Awareness Unit at the university	3	0.933**	Barriers related to legislation and laws	14	.985**
	4	0.980**		15	.985**
The absence of courses topics dealing with the phenomenon of intellectual extremism	5	0.978**	16	.969**	
	6	0.975**	17	.982**	
Weak legislation on negative intellectual phenomena	7	0.988**			
	8	0.979**			
	9	0.970**			
	10	0.970**			
	11	0.988**			

\*\*Statistically significant at significance level  $\alpha = 0.01$

Table 3 shows that each phrase has a statistically significant correlation at significance level of  $\alpha = 0.01$  to the barrier to which it belongs, this

indicates the validity of the study instrument through the phrases and its association with its barrier.

In addition, the researcher also calculated in Table 4 values of the correlation coefficients of the barriers of the questionnaire and the total

degree of the questionnaire using the Pearson correlation coefficient.

**Table 4.**  
*Correlation coefficients of barriers to each other and to the total degree*

Barrier	Weak activation of the unit role	The absence of courses topics	Weakness of legislation on phenomena	Poor means of purposeful entertainment	Weakness of the complementary relationship between	Total
Weak activation of the unit role	1	0.954**	0.915**	0.962**	0.935**	0.970**
The absence of courses topics		1	0.959**	0.980**	0.974**	0.992**
Weakness of legislation on			1	0.942**	0.965**	0.974**
Poor means of purposeful entertainment				1	0.962**	0.987**
Weakness of the complementary relationship between					1	0.985**

\*\* Statistically significant at significance level  $\alpha = 0.01$

From Table 4, it is clear that the barriers of the study are all related to each other, and statistically significant at significance level of  $\alpha = 0.01$ , and the highest correlation coefficient for the barrier of the weakness of purposeful entertainment in universities came with the barrier of the absence of courses topics that address the phenomenon of intellectual extremism, where the correlation coefficient reached (0.980), while the barrier of the weakness of legislation on negative intellectual phenomena reached the highest correlation coefficient with the barrier of the weakness of the complementary relationship between the university and society, where the correlation coefficient reached (0.965).

with the total degree of the barrier of the absence of courses topics dealing with the phenomenon of intellectual extremism, followed by the weakness of purposeful entertainment in universities, followed by the barrier of the weak complementary relationship between the university and society, followed by the barrier of weak legislation on negative intellectual phenomena, and finally the barrier of the weakness of activating the role of the intellectual awareness unit at the university.

In terms of the correlation of barriers and the total degree, the highest correlation coefficient came

Second: reliability of the questionnaire

To verify the reliability of the study instrument, the researcher calculated the reliability coefficient using the "Alpha-Cronbach". Table 5) shows the reliability coefficients.

**Table 5.**  
*Cronbach's alpha reliability coefficients for the study instrument*

Barrier	Phrase	Cronbach Alpha Laboratories
Weak activation of the role of the Intellectual Awareness Unit at the university	4	0.972
The absence of courses topics dealing with the phenomenon of intellectual extremism	3	0.976
Weakness of legislation on negative intellectual phenomena	4	0.983
Poor means of purposeful entertainment in universities	3	0.988
The weak complementary relationship between the university and the society	3	0.977
<b>Total</b>	<b>17</b>	<b>0.994</b>

Table 5 shows that the reliability coefficient of alpha Cronbach for the questionnaire as a whole was (0.994); The coefficients of the questionnaire axes ranged between (0.972-0.988), which are considered high reliability coefficients, and an indicator of the reliability of the barriers of the questionnaire, and the highest reliability coefficient came for the barrier of poor purposeful entertainment methods in universities (0.988), and the lowest reliability coefficient in favor of the barrier of the weak activation of the role of the intellectual awareness unit at the university (0.972). This indicates that the phrases of the questionnaire have a high reliability coefficient, and can be relied upon to achieve the objectives of the study.

For the purposes of judging the phrases accurately, and after taking the opinion of specialists in the field of measurement and evaluation and arbitrators, each phrase was judged according to the following categories :

- (1-1.80) The presence of very low degree of

barriers.

- (1.81-2.60) The presence of low degree of barriers.
- (2.61-3.40) The presence of medium degree of barriers.
- (3.41-4.20) The presence of high degree of barriers.
- (4.21-5) The presence of high degree of barriers.

## Results and Discussion

### Q1) What are barriers to confronting intellectual extremism in Saudi universities from the point of view of postgraduate students?

To answer the first question, the means and standard deviations of the responses of the study sample members for each of the barriers confronting intellectual extremism in Saudi universities were calculated from the point of view of postgraduate students, as shown in Table 6.

**Table 6.**

*Means and standard deviations of the responses of the study subjects to the six study barriers*

Domain	Mean	Standard deviation	Rank
1 Weak activation of the role of the Intellectual Awareness Unit	4.207	0.833	1
2 The absence of courses topics dealing with the phenomenon of intellectual extremism	4.070	0.907	3
3 Weakness of legislation on negative intellectual phenomena	3.947	0.891	5
4 Poor means of purposeful entertainment in universities	4.125	0.856	2
5 The weak complementary relationship between the university and society	4.055	0.841	4

Table 6 shows that the most barriers that limit confronting intellectual extremism in Saudi universities from the point of view of postgraduate students were ranked in the following barriers: not activating the role of the intellectual awareness unit at the university with an arithmetic mean of (4.207), then the poor means of purposeful entertainment at the

university with mean of (4.125), and the absence of courses topics dealing with the phenomenon of intellectual extremism with mean of (4.070), and the weakness of the complementary relationship between the university and society to confront intellectual extremism with mean of (4.055), and weak legislation on negative intellectual phenomena with mean of (3.947).

**Table 7.**

*Means and standard deviations of the responses of the study sample members for each of the phrases related to the weak activation of the role of the intellectual awareness unit at the university*

Phrase	Mean	Standard deviation	Rank
1 Incompetence of workers in the intellectual awareness unit	4.135	0.911	4
2 Lack of clarity of the unit objectives to its workers	4.165	0.854	3
3 The small number of courses and workshops offered by the unit	4.353	0.771	1
4 Poor use of social media in the work of the unit	4.173	0.925	2

Table 7 shows that the low number of courses and workshops offered by the unit is the highest among the barrier's phrases "weak activation of the role of the Intellectual Awareness Unit in the university" with an arithmetic mean of (4.353), followed by poor use of social media in the unit's work with an arithmetic mean of (4.173). Also, in the third place is the phrase of the lack of clarity of the unit objectives for its workers with an arithmetic mean of (4.165), and in the last comes the phrase of incompetence of the workers in the unit with an arithmetic mean of (4.135).

It is clear from the above in tables (6) and (7) that the weakness of activating the role of the intellectual awareness unit is the largest among the barriers of confronting intellectual extremism in Saudi universities from the point of view of

postgraduate students. Intellectual awareness units have a growing role in combating intellectual barriers. Therefore, all Saudi universities included them in structuring their organizational structure. We note that the weakness of its role has been represented in the phrase lack of courses and workshops, which came in first place among the phrases of the barriers. So, it was necessary for the units to increase the rate of workshops and awareness leaflets they implement and provide solutions to the phenomenon of extremism, while taking advantage of social media, which has become a feature of the digital age. The intellectual awareness units in universities also need to raise the efficiency of their employees through courses and workshops, especially with regard to the goals of the unit and its work mechanisms.

**Table 8.**

*Means and standard deviations of the responses of the study sample individuals for each phrase of the barriers related to the absence of topics that address the phenomenon of intellectual extremism*

Phrases	Mean	Standard deviation	Rank
5 Lack of elective courses on issues of intellectual extremism	4.083	1.038	1
6 The courses of social subjects do not refer to the negative effects of extremism on the development of the homeland and the security of citizens.	4.068	0.846	2
7 Islamic studies courses do not address the phenomenon of intellectual extremism.	4.060	0.894	3

From Table 8, it is clear that the phrase of "lack of elective courses on issues of intellectual extremism" was the first with an arithmetic mean of (4.083), while the phrase of "the courses of social subjects do not refer to the negative effects of extremism on the development of the homeland and the security of citizens" came in second place with an arithmetic mean of (4.068), and the phrase of "Islamic studies courses do not address the phenomenon of intellectual extremism" came in last place with an arithmetic mean of (4.060); which means that there are such treatments, but they are not enough.

From the tables 6 and 8, it is shown that the barrier of the absence of courses topics dealing with the phenomenon of intellectual extremism has come in third place among the barriers to

confront intellectual extremism in Saudi universities from the point of view of postgraduate students; and the phrase "lack of optional courses on issues of intellectual extremism" ranked first among the phrases of the barriers. It is known that most universities develop a package of elective courses for students; so it was important to have courses that address the phenomenon of intellectual extremism. It is also noted that social studies courses do not refer to the destructive effects of extremism, although these courses dealt with many negative social issues. It was also necessary for Islamic studies courses to include some treatments for the phenomenon of extremism, because intellectual extremism is often religious extremism caused by extremism in Fatwa and religious fanaticism.



**Table 9.**

*Means and standard deviations of the responses of the study sample individuals for each phrase of the barriers associated with the weakness of legislation on negative intellectual phenomena*

Phrases	Mean	Standard deviation	Rank
8 Shortcomings of university legislation regarding negative phenomena	4.038	0.865	1
9 Failure to activate laws on extremist intellectual phenomena in universities.	3.917	0.985	3
10 Weak monitoring of the phenomenon of intellectual extremism in the university.	3.955	0.920	2
11 The absence of laws and legislation related to intellectual phenomena in universities.	3.880	0.879	4

From the table (9), it is shown that the phrase “shortcomings of university legislation on negative phenomena” came in first place with an mean of (4.038); while the phrase “Weak monitoring of the phenomenon of intellectual extremism in the university” came in second place with an mean of (3.955); and in third place came the phrase “Failure to activate laws on extremist intellectual phenomena in universities” with an mean of (3.917), and in fourth and last place came the phrase “the absence of laws and legislation related to intellectual phenomena in universities” with an arithmetic mean (3.880), which means that there are laws, but there is a weakness in their activation.

From the tables 6 and 9, it is shown that the weakness of university legislation on negative phenomena was one of the barriers confronting intellectual extremism in Saudi universities from the point of view of postgraduate students, and it came in fifth place; and the phrase "shortcomings of university legislation on negative phenomena" ranked first among the phrases of the barriers. This means that there is legislation, but it is deficient in its legislative content and needs to add articles and content that enhance its authority; and it also needs to the help of regulatory and monitoring associations that deal with negative intellectual phenomena. All of this will not serve its purpose unless those legislations and laws on extremist intellectual phenomena are activated.

**Table 10.**

*Means and standard deviations of the responses of the study sample individuals for each phrase of the barriers related to the weakness of purposeful entertainment in universities*

Phrases	Mean	Standard deviation	Rank
12 Poor purposeful entertainment means in universities	4.143	0.854	2
13 Poor care for the activation of entertainment in universities,	4.150	0.875	1
14 lack of entertainment in universities,	4.083	0.871	3

From Table 10, it is shown that the phrase “poor care for the activation of entertainment in universities” came in first place with an arithmetic mean of (4.150); and the phrase “Poor purposeful entertainment means in universities” came in second place with an arithmetic mean of (4.143); and the phrase “lack of entertainment in most universities” came in last place with an arithmetic mean of (4.083)

From the tables 6 and 10, it is shown that the weakness of purposeful entertainment is one of the barriers that affect a lot in confronting intellectual extremism in Saudi universities from the point of view of postgraduate students, because purposeful entertainment means the optimal use of leisure time. It is known that excessive emptiness is a cause for delinquency towards negative phenomena if not guided. The

weakness of entertainment may be represented in not taking care of them in terms of quantity and quality, or not activating them, or neglecting Periodic maintenance. Some of them may not be suitable for the needs of the university student,

which necessitates providing universities with entertainment means commensurate with the characteristics of the university student while working to activate them and take care of their periodic maintenance.

**Table 11.**

*Means and standard deviations of the responses of the study sample individuals for each phrase of the barriers related to the weak complementary relationship between the university and community*

Phrase	Mean	Standard deviation	Rank
15 The weakness of the complementary relationship between the university and religious institutions	4.053	0.899	3
16 The weakness of the complementary relationship between the university and the media.	4.060	0.833	1
17 The weakness of the complementary relationship between the university and sports clubs	4.053	0.847	2

In the table 11, the phrase “the weakness of the complementary relationship between the university and the media” came in first place with an arithmetic mean of (4.060); while the phrase “the weakness of the complementary relationship between the university and religious institutions” came in second place with an arithmetic mean of (4.053); and the phrase “the weakness of the complementary relationship between the university and sports clubs” came in last place with an arithmetic mean of (4.053).

combating extremist ideas through the meetings and seminars provided by the university's employees through various media sources. To the same extent, religious institutions, with their influential presence in society, can support the university's role in confronting the phenomenon of Intellectual extremism by addressing the phenomenon from the pulpits of its mosques, as well as sports clubs that have become a destination for students to attend in their spare time. If sports clubs can provide programs that improve students' use of their free time, they will have helped the university in confronting intellectual extremism.

From the tables 6 and 11, it is shown that the weakness of the complementary relationship between the university and society is one of the barriers of confronting intellectual extremism in Saudi universities from the point of view of postgraduate students. This barrier came in fourth place, and it is self-evident that universities are affected by the society that embraces them, especially the living and intellectually and culturally influential sectors of society such as the media, religious institutions and sports clubs. The weakness of the complementary relationship between the university and the media represents the first phrase among the phrases of the barriers. It is known that the university's relationship with the media represents one of the university's multiple functions of community service. Moreover, media, both the visual and the audio, has become a major role in treating intellectual barriers. Strengthening the relationship between the university and the media can help the university in confronting intellectual extremism and

## **Q2) Is there a difference in the views of postgraduate students on the barriers of confronting intellectual extremism at the university according to the difference in gender and university variables?**

### **First: Differences according to gender:**

To determine whether there are statistically significant differences in the views of postgraduate students on the barriers of confronting intellectual extremism at the university according to the gender of postgraduate students, the means and standard deviations of the responses of the study sample individuals to the questionnaire were calculated according to the difference in the gender variable (male, female). An independent sample t-test was used. The results were as shown in Table (12).

**Table 12.**

*The results of the t- test to calculate the significance of differences in postgraduate students' views on barriers of confronting intellectual extremism at the university according to the gender variable*

Domain	Gender	Mean	Standard deviation	t-test	Sig.
Weak activation of the role of the Intellectual Awareness Unit	Female	4.174	0.824	0.578-	.0564
	Male	4.260	0.853		
The absence of courses topics dealing with the phenomenon of intellectual extremism	Female	4.020	0.914	0.802-	0.424
	Male	4.150	0.900		
Weakness of legislation on negative intellectual phenomena	Female	3.927	0.874	.0336-	0.738
	Male	3.980	0.926		
Poor means of purposeful entertainment in universities	Female	4.085	0.854	0.681-	0.497
	Male	4.190	0.865		
The weak complementary relationship between the university and society	Female	4.020	0.830	0.604-	0.547
	Female	3.73	0.72		

By reviewing the results shown in Table 12, it is clear that there are no statistically significant differences at significance level ( $p > 0.05$ ) between the means of the views of postgraduate students on the barriers of confronting intellectual extremism at the university, at the level of all barriers.

It is clear from the above that there are no differences in the views of postgraduate students on the barriers of confronting intellectual extremism in Saudi universities due to the gender variable, due to the following:

- The cultural, geographical and social environment affecting the cognitive component of males and females.
- The learning curricula are similar in all academic levels, including the university level.

- The ages are often close, which constitutes a convergence in life experiences, knowledge and experiences.

### **Second: Differences according to the university variable:**

To identify whether there are statistically significant differences in the views of postgraduate students on the barriers of confronting intellectual extremism at the university, according to the university. The means and standard deviations of the responses of the study sample individuals to the questionnaire were calculated according to the difference in the university variable. The One Way Anova was used, and the results were as shown in Table 13.

**Table 13.**

*The results of the One Way Anova test to calculate the significance of the differences in the views of postgraduate students on the barriers of confronting intellectual extremism at the university according to the university variable*

Domain	university	Mean	Standard deviation	F	Sig
Weak activation of the role of the Intellectual Awareness Unit	King Saud University	4.202	0.847	0.314	0.731
	Prince Sattam Bin Abdulaziz University	4.273	0.766		
	Majmaah University	4.111	0.923		
The absence of courses topics dealing with the phenomenon of intellectual extremism	King Saud University	4.075	0.922	1.363	0.259
	Prince Sattam Bin Abdulaziz University	4.205	0.785		
	Majmaah University	3.840	1.039		
Weakness of legislation on negative intellectual phenomena	King Saud University	3.956	0.903	1.313	0.273
	Prince Sattam Bin Abdulaziz University	4.074	0.804		
	Majmaah University	3.722	0.986		
Poor means of purposeful entertainment in universities	King Saud University	4.134	0.855	0.712	0.493
	Prince Sattam Bin Abdulaziz University	4.212	0.788		
	Majmaah University	3.963	0.971		
The weak complementary relationship between the university and society	King Saud University	4.054	0.881	0.996	0.372
	Prince Sattam Bin Abdulaziz University	4.167	0.773		
	Majmaah University	3.877	0.853		

By reviewing the results shown in table 13, it is clear that there are no statistically significant differences at significance level ( $p > 0.05$ ) among the means of postgraduate students' views on the barriers of confronting intellectual extremism at the university according to the difference in the university variable (King Saud University, Prince Sattam bin Abdulaziz University, Majmaah University) in all barriers.

From the above, it is shown that there are no significant differences in the views of postgraduate students on the barriers of confronting intellectual extremism at the university according to the gender variable. This is for the following reasons:

- Universities that represent the study community fall under the umbrella of one ministry, the Ministry of Education.
- The structure of the three universities is very close, including the intellectual education units entrusted with confronting intellectual deviation.
- Laws, regulations and legislations are the same and are often issued by one party (Ministry of Education).
- The three universities are located in a single geographical environment, and all are in government buildings with close design and facilities, especially with regard to purposeful entertainment means.

### Conclusion

The study showed that there are a number of barriers that limit the confrontation of intellectual extremism in Saudi universities from the point of view of postgraduate students, and therefore the researcher recommends the following recommendations:

1. The need to activate the role of the Intellectual Awareness Unit in universities by increasing the number of workshops and courses that address the phenomenon, while taking advantage of digital social media in this, and adding advanced programs to develop the capabilities, skills and knowledge of employees of intellectual awareness units in universities.
2. Designing elective courses on issues of intellectual extremism, with the addition of vocabulary that addresses negative intellectual phenomena in Islamic studies and social sciences courses.
3. Increasing interest in the university's relationship with the host community, especially institutions related to intellectual

development such as religious institutions, media and sports clubs.

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