

THE ROLE OF SAUDI UNIVERSITIES IN ENCOUNTERING ELECTRONIC EXTREMISM AMONG UNIVERSITY YOUTH FROM THE FACULTY MEMBERS' AND STUDENTS' POINTS OF VIEW¹

O PAPEL DAS UNIVERSIDADES SAUDITAS NO ENCONTRO DO EXTREMISMO ELETRÔNICO ENTRE OS JOVENS UNIVERSITÁRIOS DO PONTO DE VISTA DOS DOCENTES E ALUNOS

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ABSTRACT

The current study aimed to identify the role of universities in raising awareness and preventing electronic extremism from the faculty members' and students' points of view. The results of the study demonstrated that the role of universities in addressing the problem of electronic extremism among university students from the views of points of faculty members and students was moderate. The fields of universities' role in addressing this phenomenon were achieved as follows: the field of the preventive role of universities in addressing the problem of electronic extremism among university students occupied the first rank within the medium average, the field of the awareness role of universities in addressing the problem of electronic extremism among university students occupied the second rank within the medium average, and the field of the educational role in addressing the problem of electronic extremism among university students was in the third rank within the medium average. The study concluded by presenting a suggested proposal to activate the preventive, awareness, and educational role of universities in confronting electronic extremism.

Keywords: Preventive and educational role. New extremism. Modern technology. University students.

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RESUMO

O presente estudo teve como objetivo identificar o papel das universidades na conscientização e prevenção do extremismo eletrônico do ponto de vista de professores e alunos. Os resultados do estudo demonstraram que o papel das universidades em abordar o problema do extremismo eletrônico entre os estudantes universitários do ponto de vista dos membros do corpo docente e dos alunos foi moderado. Os domínios do papel das universidades na abordagem deste fenômeno foram alcançados da seguinte forma: o domínio do papel preventivo das universidades na resolução do problema do extremismo eletrônico entre os universitários ocupou o primeiro lugar na média média, o domínio do papel de sensibilização das universidades na abordagem do problema do extremismo eletrônico entre os universitários ocupou o segundo lugar na média média, e o campo do papel educacional na abordagem do problema do extremismo eletrônico entre os universitários ficou no terceiro lugar na média média. O estudo concluiu apresentando uma proposta sugerida para ativar o papel preventivo, de conscientização e educacional das universidades no enfrentamento do extremismo eletrônico.

Palavras-chave: Papel preventivo e educativo. Novo extremismo. Tecnologia moderna. Estudantes universitários.

Introduction

The world today has now become a small village and the internet has spread widely. It reflects a necessary means of communication in many countries around the world and the number of internet users is increasing. The Internet imposed itself due to its low costs, speed of access, and user security. However, the people of whims utilize it to spread extremism. Its danger increased when it was recently proven that extremist groups are the most used groups of modern technologies through social media to achieve their goals. They took advantage of the electronic technology that made it easier for them to spread their sinful ideology. In addition, its spread and frequent circulation among young people, and their addiction to it, makes them adopt extremist ideas as they are affected by the intense cultural implantation that they are exposed to through the screen and its influential role in shaping their opinions as its use by a large segment of young people negatively affects them.

Electronic extremism is linked to various developments in the information society. It becomes more dangerous as progress in the information field increases. The damage inflicted by electronic extremism is more severe than traditional extremism. In sum, it is related to the information systems that control life facilities in these societies that depend absolutely on computers and the Internet (Mohamed, 2019).

The concept of extremism is defined as everything that leads to deviation from the intellectual rules, values, standards, and behavioral manners that are common in society. It may be expressed in isolation, negativity, and withdrawal, or the adoption of different values and standards whose defense may reach the tendency towards violence in the form of individual or organized collective behavior to bring about change in society and impose opinion strongly on others, through audio broadcasts, texts, films, and making noise to express ideas that its owner considers the importance of communicating to people (Hassan, 2017).

The definition of electronic extremism stems from the definition of extremism as a set of beliefs, feelings, emotions, trends, and ways of thinking that are far from moderation and moderation (Yadak et al., 2023), which differs from electronic extremism in the quality of the tool used to achieve the purpose of extremism. It is employing the activities of the Internet, mobile phones, and related electronic services in publishing, broadcasting, receiving, and creating websites and services that facilitate the transmission and promotion of intellectual materials that feed intellectual extremism, especially incitement to violence, whatever the current or that encourages or finances everything that would expand the circle of intellectual extremism and recreating such activities (Al-Ghamlas, 2022).

Electronic extremism arises in periods of radical and rapid social changes and transformations, due to the occurrence of social, economic, and political unrest and future aspirations. Its causes are multiple and varied, including poverty, ignorance, inequality, and the absence of understanding and democratic dialogue. Wars and civil conflicts are also considered the most important causes of the explosion of electronic extremism. It is also due to the lack of religious education in some Islamic societies, the misuse of the educational method and method related to religious culture, and ignorance of religion and jurisprudence (Al-Maghthawi, 2020).

There are many motives that lead to electronic extremism among university youth, including self-motivation (ignorance, absence of scientific and religious reference, and the emergence of manifestations of dissolution), personal motives (frustration, failure in life, failure in living, and the individual's curse on the society

in which he lives), intellectual motives (intellectual emptiness and the cessation of creativity and production), and social motives (family and social disintegration, the absence of good education and the absence of the role of scholars in advice, guidance and guidance), political motives (absence of justice and inequality among individuals), economic motives (debt, poverty, high cost of living and widespread unemployment), media motives (films and news characterized by violence), and external motives (the weak structure of information networks and their vulnerability to penetration, as they are determined to be open without restrictions, security barriers, or geographical boundaries, ease of use of networks, and low costs). The wide spread of information and the ease of access to it on social networking sites contribute to the formation of the intellectual and cultural identity of young people, which prompts many terrorist and intellectually extremist groups to use these platforms to spread their ideas and seize control of young people through the use of modern technologies such as electronic magazines and broadcasting clips, photographs, intellectual articles, and encrypted communication through platforms such as Telegram and others (Al-Salam, 2022). All these reasons and motives together led to the spread of electronic extremism.

Al-Shehri (2007) divides the main manifestations of terrorism using the Internet into two main types. First, technology is a weapon, tool, and victim. In this type, we find that technical electronic extremism has become a clear and possible occurrence at every moment. The spread of technology and its various applications contributed to this, in addition to its cheap price and easy access to it, which will enable electronic extremism and criminals, like other members of human society, to employ the data of modern technology to serve their purposes, whatever those purposes. Second, the Internet is a means of communication, information, and training. Today, the Internet has become a powerful tool in the hands of electronic extremism, as they employ electronic message boards and chat rooms to exchange information, plan coordinated attacks, achieve propaganda and spread, collect funds, and recruit followers.

Internet services (postal groups, e-mail, website, forums, and chat rooms) are a good contributor to the dissemination and promotion of extremist ideas in an

effective artistic way. A willing person comes to them voluntarily and gets drawn into their exciting worlds in a way that makes them, with repetition, a cornerstone in building his awareness and thinking, and then forming his convictions. It identifies the characteristics of the network in that it possesses a set of characteristics that make it an attractive place for extremists and an open library for the dissemination of ideology contrary to the prevailing in any society, specifying the most prominent of these characteristics in the following:

- The fastest and most widespread means of mass communication among young people.
- A free medium without control barriers between sender and receiver.
- It is characterized by privacy (confidentiality) between the sender and the receiver.
- Young people are very popular with this method.
- The spread of intellectual websites of symbols of takfiri thought and their communication with their visitors and adherents of these ideas.
- Most of the symbols of extremist ideology, which were influenced by young people, were not known to the masses except through certain websites that promote their ideology and attract followers of the ideology.
- Extremist discussion forums are fuel for the intellectual conflict of extremist thought with its rivalry.
- The mailing lists supervised by webmasters are the link between adherents of misleading ideas and followers.

Extremist groups rely in their electronic discourse on strong inflammatory language to ensure the continuation of the psychological mobilization of sympathizers and supporters to serve the causes they espouse. It also demonstrates the ability and full readiness to invest and interpret any local, regional, or global event in a way that guarantees the promotion of ideas and the defense of the slogans they raise or believe in.

Al-Shehri (2007) practically defines the features of a movement approach for these groups, which include:

- Building a system of intellectual convictions about society, politics, governance, and life.
- Skepticism and criticism of people's stable convictions, especially in the religious aspect.
- Distorting the biography of scholars and preachers from outside the ideology, tracing their missteps, and accusing them of flattering the authorities and selling one's life.
- Glorifying the names and biographies of contemporary and historical personalities and selecting appropriate positions and opinions to support and strengthen the intellectual and military line of these organizations.
- Blow up moderate ideas and build a new jurisprudential foundation based on extremist ideas as an alternative, and promote it among young people by investing in their enthusiasm and lack of legal knowledge.
- Destroying the intellectual symbols that people used to refer to as references in various issues, and raising the names of symbols of extremist thought as an honest alternative in a world dominated by injustice and betrayal.
- Infiltration among conservatives, exploitation of cultural activities, raising the voice of protest against some violations, and provoking the public.

Various studies investigated the phenomena of extremism. Al-Rawi's study (2012) concentrated on the role of social networking sites in change, in terms of their contribution to upholding the values of knowledge, criticism, review, and self-dialogue, which are the values from which any cultural development project stems. The study also revealed the qualitative transformation that occurred in the use of social networks on the Internet, from being a tool for entertainment and communication to a tool for theorizing, organizing, and leadership, and then to an effective means of conveying the event, following the field and a primary source for the global media.

In addition, Qirat (2017) showed that the experience of al-Qaeda and then Da'esh indicates the success of these two organizations in implementing their

programs and goals through Facebook, Twitter, WhatsApp, Instagram, and other stations, applications, and platforms of new media, as the Internet and new media enabled terrorist groups to carry out propaganda, recruitment, fund-raising, communication, collecting information, internal communication, and building global networks of supporters and advocates.

Previous studies also concluded that the role of social networks in spreading terrorism from the point of view of tweeters in the Arab Gulf Cooperation Council countries was moderate and that males are affected by terrorist and extremist ideas more than females, and that city residents use social networks more than their peers. They recommend improving policies aimed at limiting the spread of terrorist ideas through these networks (Mukhlif, 2017). Al-Shehri's study (2018) provided an analytical vision that contrasts with the traditional patterns of terrorism. He illustrated that the main weapon of the terrorist who employs the Internet is knowledge of the uses of the Internet and computers, and the ability to manufacture and use sabotage and destruction programs. Add to that the skill of knowing the weaknesses of systems, websites, and target networks and then inflicting the required damage on communication networks, systems, or national information networks.

AL Shammari's study (2018) concluded that the new media produced electronic terrorism. It imposed itself on countries, nations, and people with the power of modern technologies and applications. Terrorist groups employ these means deliberately through their use of social networking sites with their well-known applications to achieve their strategic goals of recruitment and dissemination of poisonous ideas in the minds of young people in particular, due to their realization that the battle now is the most dangerous of all because it is not resolved by the traditional conflict.

It is clear from the previous studies that they differ from the current study. The current study was an extension of previous studies in terms of the importance of directing educational institutions represented in universities towards searching and exploring for ways to eliminate social phenomena such as electronic extremism and finding ways of prevention and means of treatment.

The human element is the basis of all progress in society. The more knowledgeable, skilled, experienced, and aware this human element is, the more influential it will perform its role in society. Therefore, the organizations were keen to pay attention to the human element, train it continuously, and work to raise awareness as one of its most important elements (Shehata, 1999).

Electronic extremism is considered the most dangerous phenomenon that the world is currently experiencing, and societies are exposed today to a set of local, regional, and international changes that have produced a huge set of challenges and problems, perhaps the most dangerous of which is extremism in all its forms, including electronic extremism. Hence, the current study seeks for discussing the role of Saudi universities in encountering the biggest challenge facing societies, which destroys the homeland, disrupts development and construction efforts, and spreads fear and strife among its citizens.

Electronic extremism threatens the security and stability of individuals, as well as their lives and property, which leads to a weakening of the individual's belonging to his homeland and weak confidence in those responsible for it, cruel and brutal treatment, and exposure to torture for those who fall into the hands of electronic extremism, many individuals, especially children, suffer psychological distress, and the violation of human rights as his right in life, freedom, and movement. It endangers stability and security in the state from security chaos, material and economic losses for the state, interference in the internal affairs of states, negative impact on social values, the spread of extremist groups, the spread of international electronic extremism networks (Omar, 2021)

Moreover, universities play a great role in building a sound intellectual toward youth. This role comes after the role of the family. The university is the engine and the other directive that creates the orientation of young people and their intellectual advancement and protects them from the phenomenon of extremism. Then exploiting the web to attract young people to learn about extremism and highlight its direct damages, so that the issue of eliminating extremism becomes a personal issue for every human being, and this requires educational rehabilitation based on preventive, educational, and therapeutic roles for all problems of society,

including the problem of electronic extremism. So, the problem of the current study is determining the preventive, awareness-raising, and educational role of Saudi universities in addressing electronic extremism among university youth from the staff members' and students' points of view.

The problem of the current study was represented by the following questions:

1. What is the preventive role of Saudi universities in addressing the problem of electronic extremism for university students?
2. What is the awareness-raising role of Saudi universities in addressing the problem of electronic extremism for university students?
3. What is the educational role of Saudi universities in addressing the problem of electronic extremism for university students?
4. What is the suggested proposal for activating the role of Saudi universities in addressing the problem of electronic extremism for university students?

Methodology

Research Design

The current research adopted the descriptive-analytical research approach by applying it to a field study on a sample of employees of Saudi universities, faculty members, and students, to identify the different roles that Saudi universities can play in addressing the problem of electronic extremism.

Research Sample

The research community is all the individuals who are the subject of the research problem, and the current research community consists of faculty members and students in the faculties of Education, Arts, and Applied Medical Sciences in some Saudi universities (Prince Sattam University – Prince Sattam bin Abdulaziz University - Taif University - Northern Border University - Qassim University). The research sample was divided into two groups.

The pilot research sample was selected from faculty members and students in the colleges of Education, Arts, and Applied Medical Sciences in some Saudi universities during the second semester of the academic year 2021-2022 to ensure the psychometric characteristics of the questionnaire used in the current study in preparation for application to the basic research sample. It consisted of (60) faculty members in the faculties of education in the aforementioned universities and (36) students enrolled in the programs of the faculties of education, arts, and applied medical sciences in the aforementioned selected universities.

The basic research sample consisted of (100) faculty members in the faculties of Education, Arts, and Applied Medical Sciences, and (60) students from the faculties of Education, Arts, and Applied Medical Sciences from the selected universities. The questionnaire used in the current study was applied to them in its final form.

Data Collection Tools

A questionnaire on the role of Saudi universities in confronting the phenomenon of electronic extremism for university youth was developed by the researcher after reviewing literature and related studies. It aims at monitoring the study sample's points of view on the most significant roles that Saudi universities must play to address electronic extremism. The questionnaire questions were in closed form and it consisted of (18) items after the arbitrators' modifications on the questionnaire distributed into three dimensions (preventive- awareness-educational) for each dimension 6 items. The instructions asked the participants to rate on a 3-point Likert-type scale (always, sometimes, and rarely). The questionnaire was applied to the basic study sample to verify its validity and reliability.

The questionnaire was presented in its initial form to (5) mental health and psychology professors in the Colleges of Education to judge the suitability of the statements to the research topic and objectives. They agree on the questionnaire items while paraphrasing some of them.

The questionnaire was applied to a sample of (96). The internal consistency of the questionnaire was calculated by calculating the correlation coefficient between each statement of the questionnaire and the total score of the questionnaire domain to which it belongs after deleting the score of the item as in Table (1), then calculating the correlation coefficient between the total score of each domain with the total score of the questionnaire as in Table (2).

Table (1) Correlation Coefficients between the Questionnaire Items and the Dimension Overall Score to Which the Item Belongs

Dimension	N.	Correlation Coefficient	Sig.	N.	Correlation Coefficient	Sig.
Preventive Role	1	0.70	0.01	4	0.56	0.01
	2	0.66	0.01	5	0.65	0.01
	3	0.69	0.01	6	0.51	0.01
Awareness-Raising Role	7	0.42	0.01	10	0.68	0.01
	8	0.48	0.01	11	0.69	0.01
	9	0.74	0.01	12	0.61	0.01
Educational Role	13	0.73	0.01	16	0.82	0.01
	14	0.76	0.01	17	0.80	0.01
	15	0.82	0.01	18	0.70	0.01

Table (2) Correlation Coefficients between Each Domain's Overall Score and the Questionnaire's Overall Score

Domain	Preventive Role	Awareness-Raising Role	Educational Role
Preventive Role	_____	0.48	0.58
Awareness-Raising Role	0.48	_____	0.63
Educational Role	0.58	0.63	_____
Overall Score	0.80	0.82	0.90

It is clear from Tables (1) and (2) that the questionnaire has complete internal consistency at (0.01) level of significance for all domains and the overall degree of the questionnaire.

To verify the scale reliability, Cronbach's alpha internal consistency was calculated in the pilot study. The following table shows the reliability coefficient of the questionnaire by Cronbach's alpha.

Table (3) Cronbach's Alpha Reliability Coefficients

Domain	Preventive Role	Awareness-Raising Role	Educational Role	Overall Score
Correlation Coefficient	0.69	0.67	0.86	0.88
N. Items	6	6	6	18

Data Analysis

The research used the mean, and standard deviations to identify the role of Saudi Universities in addressing electronic extremism using SPSS V. 16.

Results

To answer the research question “What is the preventive, raising-awareness, and educational role of the Saudi Universities in addressing the problem of electronic extremism among university students?” the means and standard deviations were calculated for the role of Saudi universities in addressing the problem of electronic extremism among university students from the point of view of faculty members and students and its dimensions, taking into account the arrangement of fields in descending order according to their arithmetic averages, as in Table (4).

Table (4) Means and Standard Deviations of the Role of Saudi Universities in Addressing the Problem of Electronic Extremism (as a whole) and Its Dimensions Arranged in Descending Order

Dimension N.	Rank	The content of the electronic extremism questionnaire items according to their fields	Mean	SD.
1	1	The preventive role of Saudi Universities in addressing the electronic extremism problem.	14.3	3.09
2	2	The awareness-raising role of Saudi Universities in addressing the electronic extremism problem.	13.71	2.91
3	3	The educational role of Saudi Universities in addressing the electronic extremism problem.	11.64	3.99
The whole questionnaire			39.38	8.52

Table (4) indicates that the role of Saudi Universities in addressing electronic extremism from the points of view of faculty members and students was (moderate), as they were arranged in the following order:

1. The preventive role dimension of Saudi Universities in addressing the electronic extremism problem was achieved moderately.
2. The awareness-raising role dimension of Saudi Universities in addressing the electronic extremism problem was achieved moderately.
3. The educational role dimension of Saudi Universities in addressing the electronic extremism problem was achieved moderately.

Besides, the mean and standard deviations of the items of each domain of the role of the Saudi universities in addressing the problem of electronic extremism were calculated from the point of view of the faculty members and students separately, taking into account the arrangement of the items according to their means as indicated in table (5).

Table (5) Means and Standard Deviation of the Questionnaire Items of the Role of Saudi Universities in Addressing the Problem of Electronic Extremism from the Point of View of Faculty Members and Students in Descending Order

Dimension	Item N.	Ran k	The content of the electronic extremism questionnaire items according to their fields	Mean	SD.
The preventive role of Saudi Universities in addressing the electronic extremism problem.	1	6	The university develops and prepares special programs for awareness and education about the dangers of electronic extremism.	0.72	2.42
	2	3	The university cooperates with civil society organizations in addressing the problem of electronic extremism.	0.82	2.33
	3	1	The university involves faculty members in preparing and activating awareness programs about electronic extremism.	0.89	2.03
	4	2	The university allocates a center for prevention and care within the university towards electronic extremism.	0.85	2.31

	5	5	The university is working on establishing an information network that allows students and faculty members to learn about prevention, treatment, and care centers for societal problems, including electronic extremism.	0.75	2.52
	6	4	The university conducts measurements and questionnaires on the attitude towards electronic extremism students to know their attitudes towards electronic extremism to protect them from electronic extremism.	0.81	2.40
The raising- awareness role of Saudi Universities in addressing electronic extremism problem.	1	5	The university invests in the International Day to Combat Extremism to intensify preventive and awareness programs on the dangers of electronic extremism	.065	2.58
	2	6	The university supports scientific research related to electronic extremism through faculty members and students.	0.56	2.68
	3	2	The university designs cooperative programs with anti-extremism departments to raise students' awareness, educate them, and immunize them against the dangers of electronic extremism.	0.88	2.28
	4	3	The university activates the available media and social networking sites to educate its students about the harms of electronic extremism.	.087	2.11

	5	1	The university distributes a large number of pamphlets, pamphlets, posters, and pamphlets that explain the economic, health, and social damages of electronic extremism.	0.90	2.09
	6	4	The university holds educational convoys to introduce electronic extremism, its causes, motives, and risks	0.86	1.95
The	1	1	The university trains students and faculty to deal with cyber extremism	0.89	1.95
educational					
role of Saudi	2	4	The university activates the role of social and psychological specialists within the university towards electronic extremism.		
Universities					
in					
addressing				0.86	1.80
the					
electronic					
extremism					
problem.					
	3	3	The university holds workshops, seminars, and panel discussions that address the problem of electronic extremism and show its dangers regularly.	0.87	1.74
	4	2	The university teaches academic vocabulary that contains knowledge and concepts that fall under the nature, effects, and damages of electronic extremism within the university requirements courses.	0.88	1.78
	5	6	The university directs the extracurricular activities in the	0.81	2.15

		university to achieve the protection of students from electronic extremism.		
5	5	The university works to fortify the faith of its students by guiding its students to activate self-censorship and instilling religious faith in them	0.85	2.21

Discussion and Conclusion

Results illustrated that the role of Saudi universities in addressing the problem of electronic extremism from the point of view of faculty members and students was achieved to a (moderate) degree. The dimensions of Saudi universities in addressing the problem of electronic extremism came from the point of view of faculty members and students.

The preventive role that Saudi universities must play in addressing the problem of electronic extremism: All these dimensions items were achieved moderately, as the university needs more effort in the field of preparing and developing awareness and educational programs regarding the dangers of electronic extremism and cooperating with civil society institutions in addressing this problem. However, society encounters the same danger the efforts are dispersed and need some kind of interdependence and solidarity to confront and confront it. The university must involve faculty members in preparing awareness programs about electronic extremism and activate their roles to stand up to the threat of electronic extremism and to allocate standardized scientific standards helping in identifying students' attitudes towards electronic extremism and determining the extent of the phenomenon's spread among university youth to prevent and prevent its spread and students' exposure to its risks.

The dimension of raising awareness role that Saudi universities must play in addressing the problem of electronic extremism was achieved moderately, where universities need to invest in international days to intensify preventive and awareness programs against the threat of electronic extremism. The university also

needs more effort in investing in various events to intensify awareness programs. Also, the universities should support scientific research related to electronic extremism through faculty members as the scientific research investigates the problem in a scientific way that saves time and effort, and bears the desired results in a correct scientific way.

The university should also design cooperative programs with the concerned authorities, to raise students' awareness, educate them, and immunize them against the dangers of electronic extremism as the problem requires concerted efforts to confront it, especially with people of specialization and experience. The university has to activate the available media and social networking sites to educate its students about the harms of electronic extremism. The various media outlets play an active role in addressing the problem of electronic extremism, which requires the cooperation of the university with the various media outlets in confronting this problem.

Universities should increase the distribution of a large number of pamphlets, pamphlets, posters, and pamphlets that explain the economic, health, and social damages of electronic extremism to societies. The university also needs to activate educational convoys to introduce the problem of electronic extremism and the risks arising from it, especially from scholars of Sharia, specialization, and experience.

The dimension of the educational role that Saudi universities must play in addressing the problem of electronic extremism was achieved moderately. Universities should train students and faculty members to deal with the problem of electronic extremism, as this problem requires special training for both students and faculty members to help them deal with this phenomenon with great skill and experience. The university should also activate the role of social and psychological specialists within the university towards electronic extremism, so that social workers and psychologists play an active role in combating electronic extremism, and students need someone who is close to them and understands their concerns and problems. The university's workshops, seminars, and panel discussions that address electronic extremism and change their attitudes towards electronic extremism have become necessary.

Also, the university's inclusion of academic vocabulary containing knowledge and concepts that fall under the nature, effects, and damages of electronic extremism within the university's requirements courses is a requirement. The curricula play an effective role in addressing the problem of electronic extremism by supporting it with legal evidence and the health, economic, social, and psychological damages.

The university should direct extracurricular activities to achieve the protection of students from electronic extremism, as extracurricular activities play an important role in spreading awareness about electronic extremism by investing leisure time among young people through sports, arts, and various hobbies that are useful to them. The university also needs more recreational and entertainment programs in its halls, represented by sports programs and various cultural activities that fill the leisure time of its students.

The university's work on fortifying the faith of its students by directing its students to activate self-censorship, and instilling religious motives in them is an urgent and necessary demand, as religious motives are the main driver of human actions in general, and the nature of Saudi youth tends to religious inclination affected by sound Islamic belief.

According to the results of the current research, a suggested proposal was presented to activate the role of Saudi universities in confronting the phenomenon of electronic extremism.

A. *The Preventive Dimension*

University cooperation with civil society organizations in addressing the problem of electronic extremism.

Developing and preparing university special programs for awareness and education about the dangers of electronic extremism, and involving faculty members in preparing and activating these programs. This result agrees with what was indicated by Al-Omari's study (2014) that the most important proposed methods to activate the role of institutions in promoting security awareness to prevent

youth from intellectual extremism are: increasing security awareness and reducing intellectual extremism among young people.

Establishing a network that allows students and faculty members to learn about prevention, treatment, and care centers, as pointed out by Al-Magthawi (2020) universities need to focus on activating the various print and audio media to raise awareness of the importance of intellectual security and its most prominent challenges and how to confront it, as well as the dangers of extremism in all its forms and its most prominent manifestations and causes and how to prevent it, especially electronic extremism.

B. *The Raising-Awareness Role*

Supporting scientific research related to electronic extremism through faculty members and students.

Investigating the international days to intensify preventive and awareness programs from the damages of electronic extremism.

Designing collaborative programs with the concerned authorities to raise students' awareness, educate them, and immunize them against the dangers of electronic extremism.

Activating the available media and social networking sites to educate its students about the harms of electronic extremism. In this regard, Al-Rafdi's study (2018) indicated the significance of enabling young people to use social networking sites positively and in a conscious patriotic spirit.

Distributing a large number of pamphlets, pamphlets, posters, and pamphlets that explain the economic, health, and social damages of electronic extremism.

Establishing educational convoys to introduce the problem of electronic extremism and the dangers of its addiction.

Developing a general strategy according to well-studied plans to educate the community about the harmful effects of electronic extremism.

C. *The Educational Role*

Activating the role of social workers and psychologists within each college towards electronic extremism.

Designing subjects that contain knowledge and concepts that fall under the nature, effects, and damages of electronic extremism within the university's requirements courses.

Directing the university to extracurricular activities in the university to achieve the protection of students from electronic extremism, plan to fill students' spare time during the summer and semester vacations through useful activities that protect them from the evil of deadly leisure time, and strengthen the youth's association with the mosque, seminars, and religious lectures.

Holding workshops, seminars, and panel discussions that address the problem of electronic extremism and show its dangers periodically.

University training for students and faculty members to discover social problems and methods of dealing with them.

Improving the faith immunization of university students by directing its students to activate self-censorship and instilling religious motivation in them.

Recommendation

From the previous results, the study recommends the following:

- The need to direct more attention of researchers to research and study issues of electronic extremism, and to open the way for university-supported research towards studying the types and forms of electronic extremism, how to confront them, and to provide awareness of its damages, given the importance of the results and recommendations of these studies.
- The need to add a course within some curricula to teach students preventive concepts from the damages of electronic extremism.

- The need to include extracurricular activities through entertainment and recreational programs and activities in the university about the damages of electronic extremism.
- The necessity of activating the function of the social counselor and the psychological counselor in each of the colleges of the university, as Moselhi's study (2018) concluded a proposed program from the perspective of general practice in social work to prevent university youth from electronic extremism crimes, and reached to identify a proposed role for the social worker as a general practitioner to prevent university youth from Cyber terrorism crimes, and recommended activating the role of the Student Union, employing student activities, organizing camps, opening channels of communication and dialogue with young people, preparing informative boards and group discussions, and including issues of terrorism and extremism within the student activities plan to prevent electronic extremism.
- Directing the various media organizations to provide different awareness programs about electronic extremism and its dangers, and present them at appropriate times.

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Conflicts of interest

- The author declares no conflicts of interest.

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