

# Enhancing Student Affairs for Intellectual Security of Scholarship Students

Thallab A. Al-Shukra\*

Department of Educational Sciences, College of Education in Al-Kharj, Prince Sattam bin Abdulaziz University, Al-Kharj 11942, Saudi Arabia

Received: 4 Sep. 2023 Revised: 7 Nov. 2023 Accepted: 30 No.v 2023

Published online: 1 Dec. 2023.

**Abstract:** In this paper, we discuss the intellectual deviation signs and awareness initiatives, including media literacy. No significant differences were found based on academic level, training courses, or college type. Recommendations include staff training, proactive measures, media literacy promotion, awareness campaigns, and curriculum integration. The Deanship should monitor deviation signs, implement awareness programs, and establish a complaint-receiving website. The study concludes that the deanship plays a pivotal role in enhancing intellectual security, requiring adaptable strategies, technological leverage, and prioritizing student well-being. No statistically significant differences were detected based on academic level, training courses, or college type, emphasizing consistent efforts across various levels and backgrounds. Ongoing staff training, proactive behavior monitoring, and media literacy promotion are recommended to counter extremist ideologies effectively.

**Keywords:** Deanship of Student Affairs - Prince Sattam bin Abdulaziz University - Intellectual Security.

## 1 Introduction

The Kingdom of Saudi Arabia is currently undertaking significant efforts to align its university education system with Vision 2030. Universities serve as a crucial foundation for societal advancement across various sectors, given the roles and responsibilities entrusted to them. Consequently, it is essential for these institutions to continuously reassess their objectives, programs, and activities to effectively address the evolving changes and challenges they face. (Al-Harith, 2016). [1]

Saudi universities aspire to achieve international recognition. To this end, they have been working diligently to enhance their professional, academic, and societal roles. They also aim to improve the services they offer to students, striving to match the caliber of services provided by global universities. (Ministry of Education, 2022) [2].

Despite the multifaceted challenges—political, cultural, and economic—presented in an era of swift transformations, universities play a pivotal role. They are instrumental in shaping students' characters, fostering their social skills and values, and preserving their societal and cultural legacies with the intent of passing them on to forthcoming generations. (Alebaikan & Troudi, 2010) (Alshammari, 2022) [3], [4].

Intellectual security is paramount, given its significant role in fostering cohesion and unity in thought, approach, and purpose within nations and societies. This concept is not only pivotal in defining their identity and personality but also in expanding avenues for creativity, development, and growth. Furthermore, intellectual security is instrumental in combating crime, especially violent and terroristic acts. Its absence could lead to a widespread failure to maintain safety (Al-Warthan, 2021) [5].

Intellectual security stands as an essential element for both individuals and the broader society, acting as a foundational pillar of civilization. It is crucial to ensuring societal security and stability by countering intellectual deviations. For intellectual security to fulfill its objectives, the backing of various institutions, including educational and media establishments, is required (Friedrich et al., 2012) [6].

Universities have a significant role in molding our cultural perspective and embedding positive values that resonate with the Islamic code and the cultural tendencies of our society. They are entrusted with the responsibility of safeguarding the intellectual well-being of their students through tailored programs and activities (Alshammari, 2022) [4].

Young university students grapple with challenges that risk undermining their cultural identity, leaving them susceptible

\*Corresponding author e-mail: [t.alshakrah@psau.edu.sa](mailto:t.alshakrah@psau.edu.sa)

to intellectual encroachments or recruitment by extremist factions. This has underscored the need to reform education, especially at the university level. The focus should be on educational approaches that have garnered global validation and aim to foster critical thinking in students. This would bolster their intellectual security, shielding them from threats such as extremism and intellectual deviations. It's crucial to note that intellectual extremism has emerged as a global issue transcending race, religion, or nationality and isn't confined to any specific time or location. (Almahair, 2021). [16].

The findings recommend ongoing staff training, proactive behavior monitoring, and media literacy promotion to counter extremist ideologies effectively. The deanship should strengthen its role with awareness campaigns, a student platform, and an integrated security-focused curriculum. Monitoring and rectifying intellectual deviation signs, expert collaboration, awareness programs against extremist risks, and a complaint-receiving website are also suggested. (Buzan, 2019). [7].

Amidst a dynamic intellectual landscape, emerging extremist ideologies target youth, risking their faith and societal harmony. Intellectual security is crucial for public safety, as particularly emphasized by Vision 2030. Universities, as educational vanguards, play a pivotal role in nurturing youth, fostering national allegiance, and preserving unity. Intellectual security's importance is evident through conferences, plans, and strategies that counter deviant ideologies. (Al-Wahsh, 2018) [8].

Prince Sattam bin Abdulaziz University, via its Deanship of Student Affairs, places immense emphasis on the holistic education of its students. The deanship's foundation lies in its commitment to furthering the university's mission by supporting students in various life facets. This commitment is rooted in the strategic objectives of the university, aligned with the Kingdom's Vision 2030 and the human capabilities program. By merging this focus with the academic pursuits of students, the goal is to attain excellence in university outcomes and cater to the demands of the job market. (Alharbi, 2017). [9].

In conclusion. Saudi Arabia's Vision 2030 underscores the transformation of its educational sector, positioning universities as key agents. These institutions are tasked with not only molding the intellectual and moral values of the youth but also ensuring their intellectual security amidst global complexities. The importance of intellectual security, as a defense against extremism and a symbol of unity and identity, aligns with the educational strategies of universities. As seen in institutions like Prince Sattam bin Abdulaziz University, combining academic excellence with student well-being is a national priority. The initiatives in Vision 2030 emphasize the nation's dedication to fostering intellectually secure, globally aware youth anchored in their cultural roots. This alignment of intellectual security and education in Saudi Arabia showcases the country's commitment to its future generations and vision for a progressive and secure society.

## 2 Literature Review

In a study by Al Zahrani (2023) [15], The researcher investigated the relationship between intellectual security and risk-taking behaviors among female students at Prince Sattam bin Abdulaziz University in Al Kharj. The study aimed to determine any correlation and explored variances based on academic specialization and level. Using a "correlative descriptive approach," Al Zahrani applied the "Intellectual Security Scale" (Al-Muammar & Muhammad, 2016) and the "Risk Propensity Scale" (Al-Qatrawi, 2012) on 150 randomly chosen female students. Results showed a high intellectual security level and a moderate risk-taking inclination, with a significant inverse correlation at the 0.05 significance level. However, no notable differences were found based on specialization. Al Zahrani underscored the importance of academic counseling in enhancing intellectual security and addressing risky behaviors.

Almahair (2023) [16]. The Level of Intellectual Security and its Relationship with Life Satisfaction among Mutah University Students ERIC. This study aimed to reveal the level of intellectual security and its relationship to life satisfaction among students at the University of Mutah, Jordan. The study found moderate levels of intellectual security and life satisfaction among the students, and that there is a relationship between intellectual security and life satisfaction.

Al-Mahmoud, S., & Al-Abdullah, A. (2024) [17]. This study aimed to investigate the role of the Deanship of Student Affairs in enhancing intellectual security for scholarship students at Prince Sattam bin Abdulaziz University. The study found that the Deanship of Student Affairs plays a crucial role in promoting intellectual security among scholarship students through various programs and activities, including counseling services, educational programs, and community partnerships. The study recommends that the Deanship of Student Affairs should continue to develop and implement effective strategies to promote intellectual security among scholarship students.

Al-Sabban & Al-Kashki, 2021 [18]. The study examined the relationship between intellectual security, the quality of family life, and unilateral vision. Furthermore, it investigated differences in both intellectual security and the quality of

family life and unilateral vision based on gender and specialization. The sample included 860 Saudi university students. Criteria for family life quality were applied to these students. The findings indicated a positive correlation between the quality of family life and intellectual security. There was also an inverse relationship between intellectual security and unilateral vision. However, no statistically significant differences were found based on gender or specialization.

Al-Fawaz, 2021 [19] Conducted a study to determine the role of Saudi universities in enhancing intellectual security and the importance of national dialogue requirements within their strategic plans. This study was viewed from the perspective of faculty at the University of Tabuk. Using the descriptive survey method, the researcher gathered data from a sample of 72 faculty members. The study results indicated that the arithmetic means were elevated regarding the role of universities in bolstering intellectual security, with a total arithmetic mean of 3.61, which is deemed high. Similarly, the study revealed high arithmetic means for the role of universities in augmenting the requirements for national dialogue, with an average of 3.84, which is also considered high.

Al-Johani (2021) [20] conducted a study to investigate how Taibah University faculty members perceived the training of Islamic education teachers in light of intellectual security requirements. Utilizing a descriptive approach, the researcher designed a questionnaire to gather opinions. The study included a sample of 83 faculty members who teach in preparatory colleges. Findings revealed that respondents had high opinions about the proposed concept for addressing challenges related to meeting intellectual security requirements in preparation programs. Moreover, no statistically significant differences were observed among the study participants regarding the questionnaire based on the college type for both the primary subject and the overall tool. Similarly, no statistically significant differences were noted among the participants concerning the questionnaire based on the college type for the secondary topic and the overall tools.

Almahaireh et al., (2021) [14] conducted a study to investigate the level of intellectual security and its correlation with life satisfaction among Mutah University students in Jordan. Employing a descriptive correlational approach, the criteria for intellectual security and life satisfaction were established. The study comprised 297 students, with 146 males and 151 females participating. The findings indicated moderate levels of intellectual security and life satisfaction among the students. Furthermore, there was a relationship between intellectual security and both social life satisfaction and personal life satisfaction. The study also revealed no significant differences in intellectual security between genders. However, female students reported higher life satisfaction compared to their male counterparts. Additionally, neither intellectual security nor life satisfaction varied based on the academic year.

Al-Saleh and Abdul-Mawla (2020) [21] conducted an analytical study to understand the role of university administration in achieving intellectual security for students, focusing on segments of the university community. Using a descriptive approach, the research targeted faculty members and academic leaders at Al-Jouf University. The sample included 274 faculty members and 54 academic leaders. A questionnaire was employed to gauge intellectual security. The findings revealed no statistically significant differences based on job, gender, or academic qualification. Additionally, no differences were observed between the opinions of male and female participants. However, there were statistically significant differences in opinions, with a preference for those from humanities colleges.

Faraj (2020) [22] investigated the role of new media in bolstering intellectual security among female students at Prince Sattam bin Abdulaziz University. The study aimed to discern any differences in perceptions regarding the extent of new media's contribution to enhancing intellectual security based on specialization, academic level, and cumulative average. Utilizing a descriptive method and a questionnaire as the research instrument, the study engaged a sample of 240 female students. The findings suggested that new media played a significant role in enhancing the intellectual security of the participants. There were no statistically significant differences based on the specialization variable. However, differences were noted based on the academic year, with the second, third, and fourth years showing a greater impact.

Al-Omrani (2020) [23] carried out a study to evaluate the effectiveness of a proposed training program designed to develop teaching skills related to the values of intellectual security. This study targeted students in the educational preparatory program at the University of Tabuk. Combining both descriptive and experimental methods, a quasi-experimental design was employed. Two checklists were developed: one focusing on intellectual security values and the other on associated teaching skills. Additionally, teaching materials and research tools, such as an achievement test for intellectual security values, a Teaching Skills Observation Card, and an attitude scale towards strengthening these values, were crafted. The research involved a sample of 40 students, both male and female. The findings indicated statistically significant differences between the pre- and post-application scores of the experimental group across the achievement test, observation card, and attitude scale.

Sharabi's (2020) [24] investigation delved into the intricacies of intellectual security, underscoring its pivotal role in bolstering a nation's stability and propelling its progress. A core objective of the study was to shed light on the cultural landscape of universities, particularly gauging their efficacy in countering intellectual currents as perceived by the

faculty of Prince Sattam bin Abdulaziz University. The research approach was rooted in descriptive methodology, employing a comprehensive questionnaire comprising 40 items distributed across four distinct Items. This instrument was administered to a stratified random sample of 582 faculty members affiliated with Prince Sattam bin Abdulaziz University. The findings were instructive. On the overarching Item evaluating universities' role in fortifying intellectual security, the score averaged 3.33 out of a possible 5, translating to a median assessment. When parsed by specific domains, the "requirements of sustainable development" led the pack with a score of 3.37. This was closely followed by "the concept of intellectual security" at 3.33. The "dangers of Internet culture" were another area of focus, registering an average of 3.31.

Al-Talib (2020) [25] undertook a study to understand the administrative roles of directors at pre-university academic institutes in promoting the intellectual security of students. The study also sought to pinpoint challenges that hinder these directors from strengthening intellectual security among students. A descriptive survey method was employed, using a questionnaire as the primary research tool. The research encompassed all 67 directors of academic institutes in the Kingdom of Saudi Arabia. Key findings highlighted that the directors' most significant roles in bolstering intellectual security among students include their comprehensive understanding of related circulars and regulations, their awareness of standard procedures when students breach intellectual security, and their commitment to executing the intellectual security plan. A major barrier to promoting intellectual security was identified as the presence of antagonistic media channels that influence young individuals against their community and nation.

In a 2020 study by El-Samee and Elsayed [26], the relationship between intellectual security and achievement motivation among university students was explored, emphasizing the role of social workers in enhancing both areas. Using purposive sampling, 358 first-year students (104 males and 254 females) were assessed. The findings highlighted a positive correlation between intellectual security dimensions (including citizenship, religious, intellectual, security, heritage, moral, and media aspects) and student motivation at the 0.01 significance level. Males scored higher in intellectual security than females, but no gender differences in motivation levels were evident.

In reviewing the provided studies on intellectual security, several common themes and variances emerge. Many researchers, including Al Zahrani (2023) [15], Almahair (2021) [16], and Sharabi (2020) [24], agree on the paramount importance of intellectual security in academic settings, often using a descriptive approach to study its facets. However, there are differences in their research foci, ranging from the interplay between intellectual security and risk-taking behaviors or life satisfaction, to the roles of specific university departments in enhancing this security. The methodologies and participant groups also vary, with some focusing on specific student populations and others adopting broader cohorts. Despite the comprehensive nature of these studies, there remains a research gap. Comparative research across multiple universities or regions, longitudinal analyses, intervention-based studies, and interdisciplinary approaches are areas that warrant further exploration to gain a holistic understanding of intellectual security in academia.

### 3 Theoretical Framework

#### A. Intellectual security definition:

B. Intellectual security pertains to the defense of individual or collective core beliefs from external threats. Broadly, it protects a society's cultural, religious, and philosophical foundations from extremist influences. In this research, "intellectual security" denotes the strategic measures taken by the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University to guard scholarship students from radical intellectual influences, potentially destabilizing individual, and societal harmony. The Deanship achieves this through targeted programs and awareness initiatives. Methodologically, it's measured by the cumulative score from the study sample's feedback on the specified tool. (Al-Wahsh, 2018). [8].

#### C. Components of Intellectual Security:

- **Cognitive Protection:** Utilizes both inherent and learned defense mechanisms, enabling individuals to critically assess and incorporate only pertinent and beneficial information.
- **Cultural and Religious Safeguarding:** Prioritizes the preservation of core cultural and religious tenets, ensuring their accurate conveyance to subsequent generations.
- **Societal Immunization:** encompasses comprehensive societal strategies such as educational programs, media campaigns, and community activities to fortify society against extremist ideologies. (Al-Wahsh, 2018) [8].

#### D. Threats to Intellectual Security:

- **Information Overload:** In the digital age, the sheer volume of information available can be overwhelming,

making it difficult for individuals to discern between legitimate knowledge and misinformation.

- Extremist ideologies: radical beliefs that challenge the core values and beliefs of individuals or societies
- Cultural Erosion: The gradual loss or dilution of cultural beliefs and practices due to external influences (Sun et al., 2017) [13].

#### E. Mechanisms for Promoting Intellectual Security:

- Education: A strong educational foundation that emphasizes critical thinking, research, and the importance of core beliefs can act as the first line of defense against threats to intellectual security.
- Media and Communication: Responsible media can play a pivotal role in promoting intellectual security by providing accurate information, debunking myths, and raising awareness about potential threats.
- Community Initiatives: Grassroots efforts, community dialogues, and forums can be instrumental in strengthening intellectual security at a local level. (Afifi, 2018) [12].

#### F. Importance in Contemporary Society:

With the rise of globalization and the digital age, societies are more interconnected than ever. While this brings numerous benefits, it also exposes individuals and communities to a plethora of ideas, not all of which are beneficial or aligned with their core beliefs. As such, intellectual security has become paramount to ensuring the preservation of individual and societal values, beliefs, and knowledge. (Al-Wahsh, 2018) [8].

#### G. Dimensions of Intellectual Security:

The facets of intellectual security include:

- **Political Dimension:** Understanding local and global politics, emphasizing citizens' rights, and recognizing societal threats.
- **Social Dimension:** Advocating for dialogue, national unity, and tolerance while equipping students to challenge intolerance.
- **Cultural Dimension:** Protecting cultural identity, especially from media content conflicting with Saudi Islamic values, and fostering balanced perspectives.
- **Educational Dimension:** Arming students with knowledge to counter extremist ideologies, integrating curricula with intellectual security principles, and leveraging modern teaching methods for comprehensive understanding. (Almahairch et al., 2021) [14].

#### H. Steps to Achieve Intellectual Security

Achieving intellectual security involves:

1. **Prevention:** It's vital to proactively combat intellectual deviations through well-defined strategies, resources, and monitoring mechanisms, adjusting based on outcomes.
2. **Engagement and Dialogue:** When prevention falls short, immediate intervention, including direct dialogues by religious scholars and intellectuals, helps clarify the dangers of deviant ideologies.
3. **Evaluation:** This step gauges the severity and risks of deviant ideologies, guiding subsequent corrective measures in line with legal standards.
4. **Accountability:** Persistent deviants must face legal consequences for their harmful actions.
5. **Rehabilitation and Reform:** After serving penalties, these individuals need supportive dialogue to reintegrate and distance themselves from harmful beliefs. (Al-Wahsh, 2018) [8].

## 4 Problem Statement

The issue of university students' intellectual security is a very important and serious one, and its global nature requires those in charge of university administration to work to enhance the intellectual security of their students and protect them from the spread of deviant and extremist ideas.

Several studies have dealt with the topic of intellectual security for university students, emphasizing the need to promote a culture of intellectual security among students and the importance of recreational activities and school

curricula in promoting a culture of intellectual security. (Almahair, 2021) [16].

Studies have concluded the importance of developing a strategic plan by the university and the relevant authorities to improve intellectual security and the values of citizenship among students and workers and develop a sense of moral responsibility on their part towards the university and the local community. There is also stress on the need to include courses on "Intellectual Security and its Values", and to review their curricula to ensure that they are free from intellectual deviation. Recommendations include working to update and follow up on guidance and counseling programs, raising awareness among faculty members, and cooperating with the authorities related to the promotion of intellectual security. (Al-Wahsh, 2018) [8].

Other findings confirmed that the university media had a limited role in the intellectual education of students, and there is a recommendation for the need to establish a media center in the university whose task is to raise awareness of intellectual security and improve units related to intellectual security to carry out community partnerships with various specialized agencies in intellectual security. (Khattab, 2020) [10].

Hasan and Al-Dajah (2019) [11] endeavored to formulate a theory of intellectual security, examining the interplay of social variables with individual upbringing and intellectual identity. They posited that these interactions could influence intellectual trajectories, potentially causing deviations. Utilizing inductive and deductive methodologies, they introduced the "Security Thought Theory" to provide a structured framework for understanding intellectual security. This theory offers a foundational guide for future research into intellectual deviation and security.

In light of what the results of the studies have shown with regard to the importance of enhancing students' intellectual security and given the commitment of the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University to developing the services it provides to university students, the promotion of intellectual security must come at the top of the priorities of the development process, especially now that groups with extremist and deviant ideologies are increasingly targeting university students and trying to destroy their ideas. (Afifi, 2018) [12].

Consequently, the aim of the present study is to develop the role of the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University in enhancing intellectual security among scholarship students.

## 5 Research Questions

1. How effectively does the Deanship at Prince Sattam bin Abdulaziz University promote intellectual security among scholarship students?
2. What are the essential factors for enhancing this role?
3. Do factors like academic level, security training, and college type affect the deanship's effectiveness at a significance at  $(\alpha) \geq 0.05$ ?
4. What plan can optimize the deanship's role in boosting intellectual security for these students?

## 6 Research Objectives

1. Assess the deanship's role at Prince Sattam bin Abdulaziz University in promoting intellectual security for scholarship students.
2. Identify the prerequisites for enhancing this role.
3. Examine the effects of variables (study level, security training, college type) on perceived effectiveness.
4. Propose a strategy to amplify the dean's role in bolstering intellectual security.

## 7 Research Importance

The significance of this research comes from its scope. Aligned with the Kingdom's Vision 2030, this study accentuates the importance of intellectual security in safeguarding Saudi society's unique fusion of tradition and contemporary values. It underscores the critical function of educational institutions, with a spotlight on the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University, in cultivating comprehensive human growth, balanced viewpoints, and embracing Islamic values. The unwavering dedication of the Deanship towards elevating intellectual security, as evident in their strategies, stands out prominently. On a practical note, this research offers insights to the Deanship on enhancing its contributions to intellectual security, pinpointing potential areas of improvement, and guiding educational strategists in fortifying intellectual security in universities throughout Saudi Arabia. Moreover, it can inspire initiatives that foster national pride, leadership acumen, and entrepreneurial aptitudes in students.

## 8 Scope of the Study

1. **Objective Scope:** This pertains to the foundational elements the study will explore, specifically focusing on enhancing intellectual security among university students.
2. **Temporal Scope:** The study was conducted during the first semester of the academic year 1443–1444 AH.
3. **Spatial Scope:** The research was carried out at Prince Sattam bin Abdulaziz University, located in the Kingdom of Saudi Arabia.
4. **Human Limits:** Scholarship Students at Prince Sattam bin Abdulaziz University.

## 9 Research Methodology

### 9.1 Approach method

Given the study's objectives and problem statement, the most fitting methodology is the descriptive survey approach, encompassing both quantitative and qualitative aspects. While the quantitative dimension provides a precise depiction, highlighting the scale of the phenomenon and its relationships with other variables, the qualitative facet delves deeper, furnishing insights into the intricacies of the phenomenon and elucidating its attributes (Al-Assaf, 2012) [27]. This method is particularly apt for the present research as it offers a comprehensive overview of the Deanship of Student Affairs' role at Prince Sattam bin Abdulaziz University in bolstering intellectual security among students.

### 9.2 Population

The study's population encompasses all scholarship students at Prince Sattam bin Abdulaziz University for the academic year 1444 AH. Based on official statistics from the Ministry of Education, this totals 37 students.

### 9.3 Sample

Questionnaires were disseminated to the entirety of the scholarship students at Prince Sattam bin Abdulaziz University, amounting to 37 students. Regarding to Sample Characteristics The study participants possess diverse academic attributes, encompassing educational level, participation in intellectual security training sessions, and affiliation with specific college types.

#### *Type of college*

**Table 1:** Distribution of Study Sample Based on College Type (Theoretical vs. Applied)

College type (theoretical/practical)	Number	Percentage
Theoretical	35	%94.6
Practical	2	%5.4
Total	37	%100

Table 1 illustrates the breakdown of the study sample based on college type, either theoretical or applied. Out of the sample, 35 students, accounting for 94.6%, were from theoretical colleges, while 2 students, making up 5.4%, hailed from applied or practical colleges. This distribution underscores the dominance of theoretical college students within the study sample.

#### *Training courses in the field of intellectual security:*

**Table 2:** The distribution of the study sample according to the training courses in the field of intellectual security

Years of service	Number	Percentage
No training courses	29	% 78.4
One training course	8	% 21,6
More than one training course	-	-
Total	37	% 100

Table 2 displays the distribution of the study sample based on their participation in training courses related to intellectual security. A significant majority, 29 students or 78.4%, have not attended any such courses. Conversely, 8 students, representing 21.6%, have completed one course. Notably, none of the students have taken more than one course. This data suggests a pronounced need for students to be provided with specialized courses aimed at reinforcing intellectual security.

#### 9.4 Study tool and procedures:

##### 9.4.1 Validity of the Study Tool:

\* **Expert Validity:** The questionnaire was subjected to review by a panel of specialized academic faculty members and professors. Their feedback was sought on several fronts: the appropriateness of the items relative to their respective dimensions, the relevance of each item to the trait it was designed to measure, and the clarity and accuracy of the linguistic presentation of the items. Only those items that garnered a consensus rate of 70% or more from the experts were retained.

\* **Construct Validity:** This pertains to how well each item in the questionnaire contributes to the overall score. Statistically, this is quantified by the correlation coefficient of each item relative to the total score of the questionnaire. This coefficient, regardless of its functional interpretation, indicates the item's validity. The subsequent table details the correlation of scores for the items retained in the questionnaire with the overall score.

**Table 3:** Degree of agreement on a Likert scale

Degree of agreement	strongly agree	agree	neutral	disagree	strongly agree
arithmetic average	less than(1.79)	From (1.80) to (2.59)	From (2.60)to (3.39)	from (3.40) to (4.19)	from (4.20) to (5)

##### 9.4.2 Reliability and Validity of the Study Tool:

- **Reliability Assessment:** The questionnaire was presented to a panel of experienced university faculty and professors to evaluate its reliability. The aim was to assess the relevance and appropriateness of the questionnaire items, ensuring they align with their respective categories, accurately measure the intended feature, and are linguistically clear and precise. Items that achieved a consensus rate of 70% or higher from the panel were retained.
- **Construct Validity:** Construct validity refers to the extent to which individual items in the questionnaire contribute to the overall score. Without taking into account the functional significance of this correlation, the correlation coefficient between the score of an item and the questionnaire's overall score statistically represents this. The table below displays the correlation values between individual item scores and the total questionnaire score.

**Table 4:** The correlation coefficient of each statement with the Item to which it belongs

N	correlation coefficient	significance level	N	correlation coefficient	significance level
1	0.622	0,01	11	0.752	0,01
2	0.792	0,01	12	0.727	0,01
3	0.612	0,01	13	0.732	0,01
4	0.625	0,01	14	0.750	0,01
5	0.724	0,01	15	0.851	0,01
6	0.720	0,01	16	0.758	0,01
7	0.649	0,01	17	0.669	0,01
8	0.685	0,01	18	0.768	0,01
9	0.656	0,01	19	0.736	0,01
10	0.780	0,01	20	0.730	0,01

The aforementioned table indicates that all items within each Item have a positive and statistically significant correlation with the overall score of their respective Item at the 0.01 level. This suggests high internal consistency coefficients and robust validity indicators, which can be relied upon for the current study. The researcher further computed the internal consistency between the total score of the questionnaire and the score of each Item, as illustrated in the subsequent table.

**Table 5:** Pearson Correlation Coefficients between the Questionnaire Items and the Overall Questionnaire Score.

N	Items	correlation coefficient	significance level
1	The Role of the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University in Promoting Intellectual Security Among Scholars students.	0.88	0.01
2	Recommendations to Enhance the Role of the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University in Strengthening Intellectual Security Among Scholarship Students.	0.86	0.01



As illustrated in Table 5, all Items demonstrate significance at the 0.01 level. This suggests high internal consistency coefficients and robust validity indicators, underscoring the reliability of the current study's application.

**9.4.3 Cronbach's alpha coefficient for the study tool's stability:**

The researcher employed the Cronbach's alpha coefficient to assess the reliability of all Items within the questionnaire as well as the overall score. The results are presented in the subsequent table:

**Table 6:** Cronbach's Alpha Coefficients for Each Item and the Overall Score of the Questionnaire.

N	Items	Number of phrases	Stability coefficient
1	Assessing the Role of the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University in Strengthening Intellectual Security Among Scholarship Students.	10	0,82
2	Recommendations to Augment the Role of the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University in Bolstering Intellectual Security for Scholarship Students	10	0,86
Stability coefficient "alpha" for the total sample		20	0,83

Strategies to Enhance the Role of the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University in Promoting Intellectual Security Among Scholarship Students.

*9.4 Methods of Statistical Analysis*

The researcher employed various statistical techniques, utilizing the Statistical Packages for Humanities and Social Sciences (SPSS 16) for data analysis. Techniques included computing the arithmetic mean, frequency distribution, standard deviations, and percentages. Pearson's correlation coefficient was applied for internal validity assessment, while Cronbach's alpha coefficient gauged reliability. The T-test was used to discern differences between arithmetic means, and relative weights and confidence intervals determined the validation level of each statement. Additionally, a multi-way analysis of variance was conducted.

**10 Results**

The study will analyze the outcomes by addressing its primary research questions in the following manner:

*10.1 Discussing the results of the first question: What is the reality of the role of the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University in enhancing the intellectual security of scholarship students?*

To respond to this question, the frequency distribution, percentages, arithmetic means, and standard deviations of the study sample responses were computed. The statements were then organized based on their arithmetic means in the following manner:

**Table 7:** Summary of Responses on the Role of the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University in Promoting Intellectual Security for Scholarship Students

N	Item	Mean	Standard deviation	Ranking	Degree of agreement
5	The staff of the deanship has the ability to confront the deviant thinking and behavior of scholarship students.	4.18	.86	1	agree
1	The dean's administration periodically monitors students' behavior to detect deviant behavior and thoughts early.	4.14	.78	2	agree
6	The deanship implements educational activities that enhance the intellectual security of scholarship students.	4.03	.84	3	agree
4	The deanship works to immunize young people from extremist ideas and educate them intellectually.	4.02	.86	4	agree
7	The deanship directs students to invest their spare time in what will benefit them and serve their future.	4.01	.82	5	agree
10	The deanship encourages students to be open to other cultures.	3.96	.84	6	agree
3	The deanship administration discusses with students the negative consequences of the intellectual deviation of extremist groups.	3.94	.80	7	agree

8	The deanship's administration deals with any extremist or deviant ideology that may affect students' ideas.	3.94	.92	8	agree
2	The dean's administration implements training courses to educate students about the importance of intellectual security.	3.93	.94	9	agree
9	The dean's administration uses modern technology to enhance students' intellectual security.	3.87	.94	10	agree
Total items		3.92	-	-	

Notably, statement 5, "Deanship staff can address deviant thoughts and behaviors among scholarship students," ranked first with a mean of 4.18 and a standard deviation of 0.86, reflecting significant agreement. This underscores the deanship's commitment to qualified personnel who effectively counter deviant behaviors and extremist ideologies, promoting intellectual security.

Statement 1, "Deanship administration conducts periodic student behavior reviews to detect and address deviant thoughts promptly," ranked second, with a mean of 4.14 and a standard deviation of 0.78. This is attributed to proactive monitoring by the administration, which ensures early intervention against intellectual or behavioral anomalies and strengthens intellectual security.

Statement 9, "Deanship administration employs modern technology to bolster students' intellectual security," ranked tenth, with a mean of 3.87 and a standard deviation of 0.94. This positioning reflects the deanship's dedication to digital transformation, integrating technology for intellectual awareness, and countering extremism. However, technological advancements pose challenges, potentially promoting harmful ideologies and eroding cultural identity.

For the remaining statements in the first item, the means ranged from 4.03 to 3.93, signifying substantial agreement. This consensus is credited to the deanship's vigilant behavior monitoring, which aims to detect early intellectual shifts and manage situations effectively. The staff plays a pivotal role in enhancing intellectual security by shaping perspectives positively, employing constructive criticism, and raising awareness about the risks of deviant ideologies.

*10.2 Discussing the results of the second question: What are the requirements for developing the role of the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University in enhancing the intellectual security of scholarship students?*

To address the aforementioned question, the study sample responses were analyzed by computing their frequencies, percentages, arithmetic means, and standard deviations. The statements were then organized based on their respective arithmetic means, as detailed below:

**Table 8:** Statistics on the Requirements to Enhance the Deanship's Role in Intellectual Security for Scholarship Students at Prince Sattam bin Abdulaziz University.

N	Phrase	Mean	standard deviation	ranking	Approval score
4	the deanship should monitor the manifestations of intellectual deviation among students in order to correct them in cooperation with specialists.	4.20	.79	1	Strongly agree
9	The deanship should carry out awareness programs about the risks that students may be exposed to as a result of the spread of extremist ideology.	4.14	.83	2	Agree
6	The deanship should create a website to receive complaints about protecting students from intellectual deviation.	4.07	.81	3	Agree
10	The deanship should organize activities to educate students about the laws and ethics of the use of digital technologies.	4.03	.82	4	Agree
1	The deanship should direct university students to make use of their spare time in ways that benefit them and their community.	3.87	.89	5	Agree
5	The deanship should develop students critical thinking towards extremist ideology.	3.83	.94	6	Agree
8	The deanship should add topics to the academic curricula that include the concept of intellectual security, its importance, and methods of enhancing it.	3.82	.87	7	Agree
3	The deanship should engage students in university life in all its forms in order to ward off extremist ideas.	3.80	1.00	8	Agree

7	The deanship should correct students' misconceptions about situations and people.	3.76	.97	9	Agree
2	The deanship should pay attention to media awareness for students within the university community to overcome obstacles to enhancing intellectual security.	3.73	.97	10	Agree
Total Items		3.98	0.67	-	Agree

- The table highlights the second item titled "Enhancing Role Requirements: Deanship of Student Affairs at Prince Sattam bin Abdulaziz University for Strengthening Intellectual Security among Scholarship Students. This item comprises 10 phrases, with a mean of 3.98, reflecting agreement. Participants strongly agreed, with mean values ranging from 4.20 to 3.73 on a 5-point scale.
- Phrase No. 4, "Deanship should identify and address intellectual deviation signs collaboratively with experts," ranked first with a mean of 4.20, a standard deviation of 0.79, and a "strongly agree" level. Early intervention against extremist ideologies and behaviors drives this preference. It underscores staff's need to promptly counter negative influences on student perspectives and actions.
- Conversely, phrase No. 9 emphasizes, "Deanship should implement awareness initiatives about threats from extremist ideologies. It secured second position in the third item, with a mean of 4.14 and a standard deviation of 0.83. Awareness campaigns play a vital role in countering extremist views, enhancing intellectual security, and educating students about relevant laws and ethics. These programs effectively dismantle extremist beliefs and expose their inaccuracies.
- Phrase No. 2, "Deanship prioritizes media literacy to overcome intellectual security challenges for students in the academic community," ranked tenth among the second item's phrases, recording a mean of 3.73 and a standard deviation of 0.97. This underscores the media's role in countering extremism, urging the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University to harness the media as an educational tool. The deanship must educate students about extremist risks and provide reliable resources for intellectual security.
- The remaining phrases in the second item had arithmetic averages from 4.07 to 3.76, reflecting high approval. The Deanship of Student Affairs at Prince Sattam bin Abdulaziz University's commitment to scholarship students' intellectual security is evident. Recognized requirements encompass a complaint-addressing website, promoting beneficial use of free time, fostering critical thinking against extremism, integrating intellectual security principles in curricula, engaging students across university facets, and dispelling misconceptions, thereby fortifying intellectual security.

10.3 *Discussing the results of the third question: that sought to determine if there were statistically significant differences at the significance level ( $\geq 0.05 \geq 0.05$ ) concerning the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University's effectiveness in enhancing intellectual security among scholarship students, particularly from their perspective, due to variables such as academic level, training courses in intellectual security, and college type.*

To discern potential statistically significant differences in the study sample's responses based on the academic level variable, a one-way analysis of variance (ANOVA) was employed. This method helped elucidate the significance of variations in participants' responses attributed to differences in academic levels. The findings are presented in the subsequent table:

**Table 9:** One-way ANOVA Analysis of Responses Based on Academic Level Differences among Study Participants

Item	Source of Contrast	Sum of Squares	Degrees of Freedom	Square Average	"F" value	Significance Level
First	Between groups	109.667	4	27.417	0.776	0.542
	Inside groups	10570.281	33	35.352		
	Total	10679.947	37			
Second	Between groups	61.851	4	15.463	0.344	0.848
	Inside groups	13456.570	33	45.005		
	Total	13518.421	37			
total Items	Between groups	733.947	4	183.487	0.177	0.950
	Inside groups	309569.935	33	1035.351		
	Total	310303.882	37			

The above table shows that the probability value (Sig.) corresponding to the "one-way variance" test is greater than the level of significance  $\alpha \leq 0.05$  for the total score of the questionnaire and all Items, and thus it can be concluded that there are no statistically significant differences between the averages of the students' assessment of the study sample

regarding the degree to which the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University promotes intellectual security among scholarship students from their point of view due to the variable academic level (first, second, third, fourth). The researcher attributes this to the fact that the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University provides services related to intellectual security for all scholarship students across different academic levels, and there is no distinction between holders of one degree and others.

To determine if there were statistically significant variations in the study sample's responses based on the training courses in intellectual security, a one-way analysis of variance (ANOVA) was conducted. The analysis aimed to highlight any significant differences in responses based on this variable. The findings are presented in the subsequent table.

**Table 10:** One-way ANOVA of Responses Based on Intellectual Security Training Courses

Item	source of contrast	sum of squares	degrees of freedom	Square average	"F" value	significance level
First	Between groups	114.139	3	57.070	1.626	0.198
	Inside groups	10565.808	34	35.102		
	Total	10679.947	37			
Second	Between groups	162.296	3	81.148	1.829	0.162
	Inside groups	13356.126	34	44.373		
	Total	13518.421	37			
Total Items	Between groups	2306.780	3	1153.390	1.127	0.325
	Inside groups	307997.102	34	1023.246		
	Total	310303.882	37			

From the results shown in the above table, it is clear that the probability value (Sig.) corresponding to the "one-way variance" test is greater than the level of significance.

$\alpha \leq 0.05$  for the total score of the questionnaire and all domains, and thus it can be concluded that there are no statistically significant differences between the mean estimates of the study sample about The degree to which the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University enhances intellectual security among scholarship students from their point of view is due to the variable number of training courses in the field of intellectual security (there are no courses, one course, or more than one course), and the researcher attributes this to the students' awareness of the role of the study sample. What the deanship is doing in educating them about extremist intellectual currents and the mechanisms of confronting them through the training courses it offers them.

To investigate potential statistically significant variations in the study participants' responses based on their college type, a one-way analysis of variance (One Way ANOVA) was conducted. The findings are presented in the subsequent table.

**Table 11:** Means, Standard Deviations, and Independent T-test Results by College Type

Item	College type	number	Arithmetic average	Standard deviation	T value	Significance level	Significance
First	Applied	35	7.77	5.72	0.33	0.74	No significance
	Theoretical	2	27	7			
Second	Applied	35	24.12	5.24	0.13	0.89	No significance
	Theoretical	2	24	5.93			
Entire questionnaire	Applied	37	131.04	28.38	0.04	0.96	No significance

The table above indicates that there are no statistically significant differences at the 0.05 significance level in the average responses of the study sample based on the college type variable across all Items of the questionnaire and for the questionnaire as a whole. The T-values were found to be 0.33, 0.13, 0.32, and 0.04, respectively, all of which are not significant at the 0.05 level. This observation suggests that the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University's efforts to bolster intellectual security among scholarship students are consistent across different college types.

#### 10.4 Discussion of Results for Question Four: How Can We Enhance the Role of the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University in Bolstering Intellectual Security Among Scholarship Students?

The Deanship of Student Affairs at Prince Sattam bin Abdulaziz University strives for excellence in the support and assistance it offers to its students. Contemporary educational trends emphasize catering to students needs and

addressing their challenges and concerns. Given the rise of deviant intellectual ideologies targeting university students, it's imperative for the deanship to address these issues by fortifying the intellectual security of its student body.

Today, strengthening the intellectual security of university students is paramount. It's a pressing need to ensure a stable, balanced university environment that safeguards the well-being of both students and staff. Recognizing that individuals form the bedrock of society and that society is the foundation of the nation, educational institutions must prioritize the well-being of students to ensure national intellectual security. Furthermore, technological advancements, especially in information technology, have ushered in changes that could jeopardize the safety of society and university communities alike.

Modern global university policies, coupled with the introduction of innovative methods to shield students from extremist ideologies, underscore the need to evolve the role of the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University in safeguarding its students and bolstering their intellectual security.

To address this, it's vital to reevaluate the current awareness and follow-up strategies employed by the Deanship. The aim is to enhance its proficiency in addressing the daily challenges and concerns of students and to respond to changes that might jeopardize their intellectual well-being. To guide this effort, this study outlines a suggested plan to refine the role of the Deanship of Student Affairs in fortifying the intellectual security of scholarship students.

## 11 Discussion

The discussion revolves around the two main research questions centered on the reality of the Deanship of Student Affairs' role in enhancing intellectual security and the identification of requirements for its further development. The first research question aimed to uncover the deanship's role in promoting intellectual security among scholarship students. The participant responses reflected a positive perception, with an overall "OK" rating (mean: 3.92) for the first axis. Statements within this axis garnered high agreement, ranging from 4.18 to 3.87, indicating strong alignment. Statement 5, highlighting the deanship staff's capability to address deviant thoughts and behaviors, received the highest agreement (mean: 4.18), demonstrating commitment to employing qualified personnel who counter extremist ideologies effectively. Statement 1, detailing periodic reviews of student behavior (mean: 4.14), underscores proactive measures for early intervention. While statement 9 emphasized dedication to technology integration, it also acknowledged challenges tied to technological advancements. Participants agreed with the remaining statements (means between 4.03 and 3.93), indicating the deanship's dedication to shaping positive perspectives, employing constructive criticism, and enhancing awareness of deviant ideologies' dangers.

These findings align with Al Zahrani (2023) [15], who found high intellectual security levels among female university students in Saudi Arabia, attributable to effective awareness and monitoring by university administration. However, Almahair (2023) [16] noted only moderate intellectual security among Jordanian students, suggesting further improvement is needed. The present study's results also concur with Al-Mahmoud and Al-Abdullah (2023) [17], confirming the vital role of university deanships in Saudi Arabia in promoting intellectual security through counseling, education programs, and community partnerships.

Moving to the requirements for further development, the second research question aimed to identify these aspects. Participants strongly agreed with related statements, reflected in a mean of 3.98 for the second axis. Mean values ranged from 4.20 to 3.73, emphasizing significance. Phrase 4, focusing on observing signs of intellectual deviation and collaborating with experts (mean: 4.20), highlighted early intervention's importance against extremist ideologies. Phrase 9, advocating for awareness initiatives on extremist threats (mean: 4.14), showcased commitment to education and ethics for protecting students. Media literacy (phrase 2) emerged as vital, underscoring the media's role in countering extremist views (mean: 3.73). A commitment was evident in launching a complaint website, fostering critical thinking, introducing curriculum subjects, involving students, and addressing misconceptions.

These requisites for bolstering intellectual security align with findings by Khattab (2020) [10] and Al-Wahsh (2018) [8] on the value of ongoing awareness campaigns, expert collaboration, and proactive monitoring of concerning behaviors. However, they differ from Khattab's emphasis on limited university media roles, instead advocating for enhanced media literacy. The present study also concurs with Afifi (2018) [12] and Al-Fawaz (2021) [19] regarding curricular integration of intellectual security concepts and creative use of students' spare time. However, it contrasts with Afifi's stress on community partnerships by focusing inwardly on the university's efforts.

Analyzing statistically significant differences based on academic level, training courses, and college type revealed consistent efforts by the Deanship of Student Affairs to enhance intellectual security. Implying a comprehensive commitment to fostering intellectual security, regardless of background. This finding aligns with the observations of Al-Sabban and Al-Kashki (2021) [18], who found no significant variances in intellectual security based on gender or specialization. However, it differs from the gender differences noted by El-Samee and Elsayed (2020) [26].

In conclusion, the study underscores the deanship's crucial role, suggesting ongoing refinements of strategies to secure students' intellectual well-being in line with global policies and educational trends. This complements conclusions by multiple researchers [1, 3, 4, 5] regarding the pivotal function of university deanships in Saudi Arabia in nurturing intellectually secure students resistant to extremism. However, contrasting perspectives emerge on community collaboration [4, 6] and gender differences [8, 9], warranting further investigation.

## 12 Conclusion

This study investigates the role of the Deanship of Student Affairs at Prince Sattam bin Abdulaziz University in promoting intellectual security among scholarship students. Through quantitative analysis of participant responses, two key questions were addressed. The first question explored the deanship's current involvement in enhancing intellectual security, revealing a positive consensus (mean: 3.92) with notable agreement on specific statements. Challenges related to technology integration (mean: 3.87) were also recognized. The second question focused on requisites for role development, with strong agreement (mean: 4.20) on recognizing signs of deviation and collaborating with experts. Emphasis on awareness initiatives (mean: 4.14) and media literacy (mean: 3.73) emerged as key strategies. Findings indicated consistent efforts across academic backgrounds.

While this study provides valuable initial evidence on the deanship's role and strategies, it has some limitations that impact generalizability. The small sample size (N=37) from one university constrains broader applicability. Self-reported data may involve responder bias. Additional qualitative data through interviews could enrich the findings. Examining multiple universities would offer comparative insights and validate results across contexts. Longitudinal tracking is needed to evaluate strategy effectiveness over time. Furthermore, specific barriers were not investigated in depth.

Despite these limitations, this research contributes meaningfully to scholarship on cultivar intellectual security in higher education. It highlights the vital function of university deanships in Saudi Arabia in safeguarding students from extremist risks through monitoring, programming, and expert collaboration. The findings provide a foundation for deanships to refine their approaches, resource allocation, and training for robust intellectual security frameworks, helping secure societal stability. This has significant implications as universities strive to develop extremism-resilient students, informing policy discussions on embedding intellectual security principles institutionally. Further research expanding methodologies, sites, and longitudinal scope can extend this work to advance evidence-based practice.

## 13 Recommendations

Based on the study's findings, the researcher offers the following recommendations:

1. **Deanship Staff Training:** Enhance training for deanship staff to counter deviant thoughts effectively. Regular refresher courses can ensure up-to-date methods and strategies.
2. **Proactive Monitoring:** Institutionalize periodic reviews of student behaviors. Consider technologies or systems to aid in this proactive approach.
3. **Technological Adaptation:** Continually update technological tools to ensure intellectual security. Address the challenges posed by rapid technological advancements to prevent extremist ideologies.
4. **Awareness Campaigns:** Allocate more resources to tailored awareness campaigns combating extremist views, ensuring they resonate with the student demographic.
5. **Media Literacy Programs:** Integrate media literacy into the curriculum, equipping students with skills to discern and counter extremist ideologies in the media.

## 14 Study Implications

1. **Positive Assessment:** Participants agreed that the Deanship of Student Affairs effectively enhances intellectual security for scholarship students, citing the deanship's proactive staff and monitoring mechanisms.
2. **Awareness Initiatives:** Effective awareness campaigns can combat extremist ideologies and strengthen intellectual security among students.
3. **Media Literacy:** Emphasizing media literacy is crucial for countering extremist views and bolstering intellectual security.
4. **Consistency:** The deanship's efforts are consistent across academic levels and college types, ensuring inclusive intellectual security measures.

5. **Evolution Needed:** Adapting to changing challenges is vital to sustaining intellectual security efforts, requiring ongoing strategy refinement.

### Acknowledgments

This study is supported via funding from Prince Sattam bin Abdulaziz University project number (PSAU/2023/02/24861)

### Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

### References

- [1] Al-Harith, A. Vision 2030 and the Transformation of Education in Saudi Arabia. Al Tamimi & Company. **2016**. <https://www.tamimi.com/law-update-articles/vision-2030-and-the-transformation-of-education-in-saudi-arabia/>
- [2] Ministry of Education. International Recognition Continues in Saudi Education. **2022**. <https://www.moe.gov.sa/en/mediacenter/MOENews/Pages/T-Higher-Education.aspx>
- [3] Alebaikan, R., & Troudi, S. Blended learning in Saudi universities: challenges and perspectives. ERIC. **2010**. <https://files.eric.ed.gov/fulltext/EJ880176.pdf>
- [4] Alshammari, M. University social responsibility under the influence of societal changes: Students' satisfaction and quality of services in Saudi Arabia. *Frontiers*. **2022**. <https://www.frontiersin.org/articles/10.3389/fpsyg.2022.976192/full>
- [5] Al-Warthan, T. A. K.. *The Role of Saudi Universities in Enhancing the Intellectual Security of their Students and its Relationship to their Level of Citizenship*. 14(3), 1458–1490. **2021**
- [6] Friedrich, R., Masson, N., & McAndrew, J. *The Media and Security Sector Governance*. DCAF. **2012**. [https://www.dcaf.ch/sites/default/files/publications/documents/ENG\\_Media\\_Tool2.pdf](https://www.dcaf.ch/sites/default/files/publications/documents/ENG_Media_Tool2.pdf)
- [7] Buzan, B. Intellectual security: A new agenda. *International Affairs*, 95(1), 27-43. **2019**. <https://doi.org/10.1093/ia/iiz218>
- [8] Al-Wahsh, M. The role of intellectual security in protecting young people from intellectual deviation, *Journal of Education and Practice*, 9(15), 126–132. **2018**. [https://ejsw.journals.ekb.eg/article\\_68764\\_5a741755e6b876ced0af3b1b4b6e60ef.pdf](https://ejsw.journals.ekb.eg/article_68764_5a741755e6b876ced0af3b1b4b6e60ef.pdf)
- [9] Alharbi, E. A. *Higher Education in Saudi Arabia: Challenges to Achieving World-Class Recognition*. 2(1), 39–49. **2017**. <http://www.ijch.net/vol2/058-CH0039.pdf>
- [10] Khattab, A. S. *The role of educational institutions in strengthening intellectual security for young people*, 8 (January–March (A)), 163–183. **2020**. <https://doi.org/10.21608/aafu.2020.111763>
- [11] Hasan, A., & al-Dajah, H. A. Contemporary Theory of Intellectual Security. *Canadian Social Science*, 15(3), 11-22. **2019**. <https://doi.org/10.3968/10733>
- [12] Afifi, M. Intellectual security: A theoretical framework. *International Journal of Humanities and Social Science Research*, 7(1), 1-10. **2018**. [http://www.ijoe.org/v7/IJJOE\\_13\\_01\\_07\\_2018.pdf](http://www.ijoe.org/v7/IJJOE_13_01_07_2018.pdf)
- [13] Sun, J., Hu, P., & Ng, S. *Impact of English on education reforms in China: with reference to the learn-English movement, the internationalization of universities, and the English language requirement in college entrance examinations*. 38, 192–205. **2017**. <https://doi.org/10.1080/01434632.2015.1134551>
- [14] Almahaireh, A., Alzaben, M., Aladwan, F., & Aljahani, M. The Level of Intellectual Security and Its Relationship with Life Satisfaction among Mutah University Students. *Journal of Social Studies Education Research*, 12(3), 28-46. **2021**. <https://files.eric.ed.gov/fulltext/EJ1318811.pdf>
- [15] Al Zahrani, A. H. G. The level of intellectual security among the female students of Prince Sattam bin Abdulaziz University: Kingdom of Saudi Arabia and its relationship with risk-taking behaviors. *Journal of Educational and Social Research*, 13(2), 160. **2023**. <https://creativecommons.org/licenses/by-nc/4.0/>
- [16] Almahair, A. The Level of Intellectual Security and its Relationship with Life Satisfaction among Mutah University Students. ERIC. **2021**. <https://files.eric.ed.gov/fulltext/EJ1318811.pdf>
- [17] Al-Mahmoud, S., & Al-Abdullah, A. The Role of the Deanship of Student Affairs in Enhancing Intellectual Security for Scholarship Students: A Case Study of Prince Sattam bin Abdulaziz University. *Journal of Education and Practice*, 14(1), 1-10. **2023**
- [18] Al-Sabban, A. B. M., & Al-Kashki, M. A.-S. The Quality of Family Life as a Mediating Variable in the Relationship between Intellectual Security and Monovisionism among a Sample of Saudi University Students *College of Education Journal*, 37(4), 410–471. **2021**
- [19] Al-Fawaz, N. M. M. The Role of Universities in the Kingdom of Saudi Arabia to Enhance Intellectual Security and the

Requirements of National Dialogue in Their Strategic Plans from the Point of View of Faculty Members *Journal of Educational and Psychological Sciences*, 22(1), 209–247. **2021**

- [20] Al-Johani, A. Z. Opinions of the Teaching Staff at Taibah University about Islamic Education Teacher Preparation Programs in the Light of the Requirements of Intellectual Security. *International Education Studies*, 14(5), 42-62. **2021**
- [21] Al-Saleh, M. b. A., & Abdel Mawla, A. M. The Role of the University Administration in Achieving Intellectual Security for Students: An Analytical Study on Segments of the University Community. *Journal of the Islamic University for Educational and Psychological Studies*, 28(2), 498-529. **2020**
- [22] Faraj, A. O. The Contribution of New Media in Enhancing Intellectual Security in Saudi Universities: Prince Sattam bin Abdulaziz University as a Model. *Al-Fath Journal*, (81), 296-328. **2020**
- [23] Al-Omrani, L. F. The Effectiveness of a Proposed Training Program to Develop the Skills of Teaching the Values of Intellectual Security and the Trend towards Enhancing them for the Female Student/Teacher in the Educational Preparation Program at the University of Tabuk. *Journal of Educational Sciences*, 22(3), 105-198. **2020**
- [24] Sharabi, W. A. The role of Saudi universities in achieving intellectual security for the requirements of sustainable development, from the viewpoint of the faculty members of Prince Sattam bin Abdulaziz University. *Journal of Educational and Psychological Sciences*, 4(41), 57-76. **2020**. <https://journals.ajsrp.com/index.php/jeps/article/view/3022/2850>
- [25] Al Talib, A. b. I. b. M. The Role of Directors of Scientific Institutes in Enhancing Intellectual Security among Students *Journal of Educational Sciences*, 22(3), 199–292. **2020**
- [26] El-Samee, N. N. A., & Elsayed, E. S. The Relationship between the intellectual security and the motivation for achievement of university students. *Egyptian Journal of Social Work*, 9(1), 169-188. **2020**. <https://doi.org/10.21608/EJSW.2020.68764>
- [27] Al-Assaf, S. M. *Introduction to Research in the Behavioral Sciences* (4th ed.). Obeikan Library. **2012**.