

# The Psychological and Environmental Variables related to Intellectual Extremism from the Perspective of Secondary School Teachers and Students

Mohamed Hawal Alotaibi<sup>1,\*</sup>

<sup>1</sup>Shaqra University, Saudi Arabia

\*Correspondence: Shaqra University, Saudi Arabia. E-mail: mhalotaibi@su.edu.sa

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## Abstract

The study aimed to identify the most important psychological and environmental variables related to intellectual extremism from the perspective of secondary school students and their teachers in Afif Governorate, Saudi Arabia. The sample of the study consisted of (350) secondary school students (200 males and 150 females) and (252) male and female secondary school teachers from Afif Governorate, in the academic year 1440/1441 H. The researcher used the descriptive method, as well as the scale of psychological and environmental variables towards intellectual extremism in secondary school prepared by him. The results of the study showed that there are no significant statistical differences in the psychological and environmental variables in its four dimensions that are associated with intellectual extremism among secondary school students from the point of view of the teachers due to the gender (male teacher- female teacher) and specialization variables except for the cognitive dimension in relation to the scientific specialization, and it showed statistically significant differences with regard to the more than ten years' experience variable except with the environmental effects.

**Keywords:** psychological variables, environmental variables, intellectual extremism

## 1. Introduction

There is no doubt that the highest degrees of moderation are manifested in Allah's saying "Guide us along the Straight Path " (Surah al-Fatiha, verse 6). Most scholars defined the straight path as the clear path in which there is no distortion and reflects the concept of moderation. When we review the tradition [Sunnah] of Prophet Muhammed (peace be upon him) we find that the promotion of moderation is very clear. Extremism is a global human phenomenon that is not limited to one society and is not associated with a particular time or place. Since time immemorial, there was no religion, doctrine or regime that has emerged, without having its members or supporters divided between extremism and moderation, and this phenomenon has continued to this day as it has been increasing and spreading unprecedentedly in the context of contemporary crises of change and by the rapid and widespread use of modern social media (Alkhatabiya, 2019).

Extremism is a pattern of impulsive behavior in accepting or rejecting any matter, as well as a lack of moderation and social maturity, i.e., the extreme behavior of any member of society is either in the direction of radicalization or, in contrast, in the direction of excessive emancipation. Intellectual extremism is the actual and real precursor of behavioral extremism, which is often characterized by violence and is known as terrorism, considering that thought is the cognitive and fundamental driver of behavior.

Intellectual extremism is a dominant concept particularly in the field of psychology because the ideas are the cognitive and real components of the attitude that may be formed towards any person, subject or issue, whether it is positive or negative. Ideas express themselves through the feelings of love or hatred and then they are translated using actual or verbal behavior. This topic may be religious, social or political, but as for psychological variables, scientists began to be interested in extremist behavior and its interpretation from the late 1960s to the mid-1980s on a broad and multilayered basis, that is based on theoretical grounds for interpreting human behavior, in an attempt to understand personality, and its association with the surrounding society and the type of relationship in this

association (Almashuh, 2007) .

Within the limits of the researcher's knowledge, all theories that strive to interpret an individual's behavior and personality try as much as possible to consider the way of thinking as the most influential factor in guiding such behavior. Individual characteristics, often known as personality factors, play a central and important role in determining individual attitudes towards these extremist groups, so attention is paid to personality disorder that makes a person more likely to be involved in such form of aggression (Aljazar, 2005) .

Hisham's (1996) study indicated that the low levels of psychological security were associated with abnormal attitudes towards intellectual extremism, and in Almestakawi's (1982) study extremists were found to be more neurotic and introverted, and less psychologically compatible than moderates. In Aldesouki's (1992) study, extremists were found to be like neurotics in their feelings of helplessness, fear and pessimism.

Since natural environmental variables can be a source of pressure that may push the individual towards cognitive and behavioral extremism, extremist cases may originate in specific places, and the responses to different environments can be described through an individual's tendency to approach or avoid these environments (Mehrabian,1976) .

The phenomenon of extremism also manifests itself in a social environment characterized by a state of constant social change, which in turn affects the disruption of a kind of imbalance in the perceptions, values and standards of individuals in a way that poses a threat to their identities, the so-called 'urbanization neurosis', which refers to the range of tensions common to members of a group, as a result of successive changes in their civilized environment or lifestyle in terms of its material and moral components (Suef, 1968) .

Accordingly, the researcher considers that environmental variables alone are insufficient in the absence of any form of intellectual extremism but occur when there is a kind of psychological impact, represented by the extent to which the individual is aware and conscious of the environmental factor and its impact on him/her and society, and in the ability of the individual to withstand the pressures resulting from this effect .

### *1.1 Study Problem*

Islam is the religion of moderation in all aspects of life i.e., in thought, politics, economy and culture. Islam came with a moderate doctrine, and it ordered its adherents to follow the values of this doctrine. Allah says in the Quran 'As for the sky, He raised it 'high', and set the balance 'of justice' so that you do not defraud the scales. Weigh with justice, and do not give short measure.' (Surah al-Rahman, verses 9,8.7). Allah asks us not to trespass limit and to take a middle stance to achieve justice, and Islam according to this approach refines the personality of the individual and society to make both strong and cohesive.

So, intellectual extremism is one of the most serious contemporary phenomena that threatens the stability of the nation, because it represents the destruction of laws, the manipulation of customary value assets, the depletion of intellectual energies, the dispersal of visions and the creation of a state of chaos of thinking to pave the way for building a new world based on interests and whims. The intellectual extremism is influenced by psychological variables related to the personality of the individual himself, in addition to many environmental factors related to the society around him.

The problem of intellectual extremism is at the forefront of the priorities of the Arab and Islamic society in general. It is a worrying chronic problem that is associated with aggression and violence, which threatens the security and safety of any society. Intellectual extremism is not confined to a particular sector or aspect of life, but it encompasses all aspects of life in a society.

Saudi Arabia, as one of the societies of the contemporary world, has not been far from the information revolution. For several decades, the country has been experiencing transformation into a technical society based on the benefits offered by communication technology in particular and modern technology in general in all fields. This change is made as the country wanted to keep up with the age of information so as not to be isolated from the rest of the world. The most famous online social media sites are Facebook, Twitter and WhatsApp are among the newest and most popular products of the communication technology. Although these sites were originally established for social networking among individuals, but their use has extended to all aspects of life.

Psychological and environmental variables are therefore one of the most important challenges that control the ideas and actions of an individual, and the phenomenon of intellectual extremism is one of the negative phenomena resulting from the interaction of a set of psychological characteristics and environmental factors. Intellectual extremism is essentially the belief of an individual or a group that they can monopolize the truth, and that their group is the only right faction, and all the others are wrong, so an extremist is keen to impose his/her opinion on everyone

without constraints (Altartoriet al., 2006). Intellectual extremism is also a form of abnormal human behavior that is resorted in dealing with reality or reflects poor adaptation or incompatibility with the present era or with the group to which one belongs (Alburai, 2002).

Within the limits of the researcher's knowledge, these determinants, motives, and causes are characterized by their multiplicity and diversity, which, through their interaction, produce a personality with a high characteristic of intellectual extremism. The quality of these determinants varies, including what is subjective and is linked to factors related to the individual, including the social environment surrounding the individual, and the real impact of these variables varies depending on the characteristics and nature of the individual, as well as different social attitudes in his/her social and cultural environment, which have a clear impact on the interaction and the life of the individual.

Psychological and environmental variables can be divided into three determinants that control intellectual extremism. The first variable is associated with a lower degree of personality-building, which refers to the level of poverty and wealth in personality building. The second variable is the low degree of heterogeneity in the construction of personality areas, resulting in the hardening of thought. The third variable is the low level of sense of security and reassurance in a particular situation such as fear of failure, or uncertainty of results (Salem, 2006:62). Some studies (Suef, 1968, Faraj, 1971, Hassan, 1991) have shown that there are psychological and cognitive factors that motivate, and they are the obvious determinant of extreme responses such as lack of reassurance and the sense of marginality. Karlen's (1996) study also indicated that family ill-treatment methods that make a teenager feels rejected by his or her parents were the most important factors leading to the emergence of aggressive behavior in children (Alrashidi, 2012:35).

Thought always precedes, directs, and influences behavior, as in the case of intellectual extremism, which in turn leads to the occurrence of behavioral extremism, that we must confront, and minimize its dangers as much as possible. If we are unable eliminate it, intellectual extremism becomes a threat as advocates a singular view, as well as limited and shallow sources of knowledge. (Shawky, 2009: 7).

The current research problem is to attempt to identify the nature of the psychological and environmental variables and its impact on the emergence of extremism from the perspective of the secondary school students and teachers.

Within the limits of the researcher's knowledge, there are a number of factors that affect extremism, including the method of education and guidance, the weakness of national belonging, the lack of knowledge of the rights of the guardians, the lack of respect for the scholars, and therefore it results in a flaw in the way of thinking of students in adolescence, who passes through the youth stage that the United Nations defines its characteristics as belonging to those whose ages are between 15-24 (United Nations, 2007). In addition to that the tendencies of some adolescents' results in different attitudes and behaviors, in addition to excessive sensitivity, emotional oscillation, recklessness and impulsiveness, which generates abnormal behavior that drives them towards extremism .

The current study problem is summarized in the following questions:

- What are the most important psychological variables that are most associated with intellectual extremism from the point of view of high school students and teachers ?
- What are the most important environmental variables that are most associated with intellectual extremism from the point of view of high school students and teachers ?
- Are there differences in the psychological and environmental variables associated with intellectual extremism from the point of view of the teachers, according to the study variables (gender- scientific specialization - years of experience)?

### *1.2 Study Objectives*

The current study aims to:

- 1) Identify the most important psychological variables associated with intellectual extremism from the point of view of high school students and teachers.
- 2) Identify the most important environmental variables associated with intellectual extremism from the point of view of high school students and teachers .
- 3) Identify differences of the most important psychological and environmental variables associated with intellectual extremism from the point of view of high school students according to the variable of academic specialization (scientific and literary).

- 4) Identify differences of the most important psychological and environmental variables associated with intellectual extremism from the point of view of teachers according to the variables of the study (i.e., gender-scientific specialization-years of experience).

### *1.3 The Importance of the Study*

The importance of this study is summarized as follows :

#### 1.3.1 Theoretical Importance

1-The study addressed the concept of intellectual extremism and the psychological and environmental variables associated with it.

2-The study's interest in the high school students as the youth of the future on which the homelands depend in construction and development.

#### 1.3.2 Empirical Importance

1- The results of the current study could be used in the development of training programs for secondary school teachers to identify methods and strategies to deal with the phenomenon of extremism in all its forms.

2- The results of the study could benefit the academic and psychological guidance officers in providing preventive programs to reduce the phenomenon of intellectual extremism among high school students.

### *1.4 Procedural Concepts of the Study*

#### First: Psychological Variables

This concept refers to all the inherited and acquired qualities that characterize an individual, namely their biological qualities and physical characteristics, their level of alertness, their mood, their motor and cognitive abilities, their social skills, their level of education, and the sorts of experience they went through during their lifetime (Alsaid, Faraj, and Mahmoud, 2004).

The researcher's procedural definition: Psychological Variables are all the mood, cognitive and behavioral variables that distinguish an individual from the others, and which the individual achieves on the scale of the psychological and environmental variables of intellectual extremism used in this study.

#### Second: Environmental variables:

It is a set of external circumstances and factors surrounding the individual that can affect his or her behavior (Abdul Moneim, 1994).

Environmental variables include the following variables:

##### (A) Social Variables:

It is the set of social conditions that affect the behavior of the individual and is characterized by a kind of permanence (Alsaid, Faraj, Mahmoud, 2004). It is also a set of values prevailing in society, social relations, religion, political systems, education, and health conditions (Issawi, 1997) .

The procedural definition of the researcher: Environmental variables are all the variables that affect the behavior of the individual and are formed in a set of values prevailing in a society, that includes traditions and customs, family violence and tribalism, which the individual achieves on the scale of psychological and environmental variables of intellectual extremism used in this study.

##### (B)-Material Variables:

These are all material or vital factors surrounding the individual, affecting, or are affected by the individual (Ghazi, 2006).

The researcher's procedural definition: Material variables are all the physical variables that affect an individual's behavior such as congestion and pollution, which the individual achieves on the scale of the psychological and environmental variables of intellectual extremism used in this study.

#### Third: Intellectual Extremism:

Over-adherence to several ideas, which may be religious, ideological or artistic, that make one feels like he/she has the absolute truth and that creates a gap between social groups among which they live and belong, which leads to their alienation from themselves and the community and hinders them from healthy interactions with their

community that makes them productive individuals (Alburai, 2002:25).

The researcher's procedural definition: Intellectual Extremism is a deviation from moderation in understanding the issues of society, adherence to one's own opinions and unacceptance of the other opinion, which in turn leads to a tendency to excessive militancy or intolerance.

### 1.5 Study Limitations

#### (a) Objective determinants:

The objective limits of this research were limited to the psychological and environmental variables of high school students in Afif governorate towards intellectual extremism from the point of view of the teachers and students. The study used the descriptive method due to its suitability to the objective determinants.

#### (b) Human determinants:

The current study was limited to secondary school teachers and students in Afif governorate .

#### (c) Spatial determinants:

The spatial boundaries of this study were limited to Afif governorate.

#### (d) Time constraints:

The research was conducted in the second semester of the academic year 1441 Ah/2020.

## 2. Theoretical Framework

The greatness of Islam is manifested in its moderation in all spiritual and material demands and everything in this life. With regard to spiritual demands, Allah "Glory and glory be to him" said, "Rather, seek the 'reward' of the Hereafter by means of what Allah has granted you, without forgetting your share of this world." (Suarh Alqasas, verse 77). Regarding food and drink, the Almighty says "Eat and drink, but do not waste. Surely, He does not like the wasteful" (Surat al-A'raf, verse 31). With regard to spending and expenses, he says, "Do not be so tight-fisted, for you will be blameworthy; nor so open-handed, for you will end up in poverty." (Surah al-Israa, verse 29). All these verses indicate that moderation and modesty are the approach that is dictated by Islam in all matters of life. (Alsheikh, 2009).

Extremism is an over-adherence to a set of ideas, which may be religious, ideological or artistic, which may make one feels that he/she has the absolute truth and create a gap between him and the social fabric in which he/she live and belong, which leads to his/her alienation from himself and his/her community and hinders him from engaging in fruitful community interactions that make one a productive individual (Alburai, 2002). It is a modern term that belongs to the domains of religion, thought, politics, ethics, and behavior, and it is the ultimate end of a thing (Alhaqeel, 2000: 9).

Intellectual extremism is defined as intolerance of others' opinion, over-adherence to one's ideas, rigid understanding, or disregard for the rights of others, or obliging people to wrongly uphold opinions that are against the sharia (Metwally, 2004). In the same vein, some scholars believe that intellectual extremism is a pathological condition formed by cumulative pathological symptoms. The person starts by going through serious complications that begin with following a person or an opinion until reaching the stage of blind support to that person or idea. Then one enters the stage of pessimism and alienation from reality until he/she reaches the stage of hatred for others and society, and finally ends with the denial of others' opinion, thought and behavior (Albedwai, 2019) .

The researcher (Salem, n.d.) summarized the reasons behind the emergence of intellectual extremism in the following:

1. Poor knowledge of Islam: which is one of the most important causes of intellectual deviation, cultural alienation, and the lack of knowledge of Islam that results in the loss of intellectual need and the process through which problems and issues facing the individual can be addressed.
2. Lack of approved religious guides: the status quo of young people during this time is regrettable, because they are lost in an intellectual vacuum that is not filled with religious guides to which they can refer. This has led to the emergence of some ignorant people who spread their understanding of reality that is based on their whims and ignorance, and they work to entice these young people to achieve their destructive goals.
3. Difficulties of life: this makes youth hate society and try to harm it by any means, because humans are programmed to love those who treat them well, and to hate those who hurt them, and this vacuum may generate a

kind of frustration for the younger generation, which leads them to move away from the right path, and to fill this void with anything, and in the end it leads to the emergence of some deviant and misguided groups that are considered dangerous to themselves, their society, and their nation.

4. The weak sense of young people's belonging to their homeland: that is, there is nothing to increase the sense of belonging of young people to their homelands and nation, and what they think of only is purely material life that leads to their estrangement from the homeland, and therefore lack loyalty. They consider the homeland as a place where they only live, and where they spend their life, and may even worsen and reach the stage of hatred of their country and the desire to destroy it .

This is supported by the Hisham's (1996) study which aimed to identify the tendency towards extremism and its relationship to the need for psychological security in a sample of workers and non-workers. This study was conducted on a sample of (317) individuals, and its results showed a statistically significant negative correlation at the level (0.01) between the tendency towards extremism and the satisfaction of the need for psychological security and the existence of a negative statistical correlation between the level of intellectual extremism and the satisfaction of the need for psychological security .

Salem's (2006) study aimed to identify the most important motives behind the radicalization of adolescents in Egyptian society. The study was conducted on a sample of (700) male and female adolescents, and the results of the study showed that the motives behind extremism are subjective (psychological) motivations that push adolescents to extremism.

The researcher believes that young people are exposed to huge waves of intellectual influence from all over the world, and it has become impossible to prevent these currents from appearing because of the great development in communications and the ease of transmitting information using modern technology, so the environment has become conducive to intellectual extremism.

In the same vein, misguided and extremist ideology takes many other manifestations, including justifying the departure of imams and leaders, and abandoning consultation of the scholars, and spreading ideas that contradict the Islamic faith and promoting calls for deviant religions and doctrines to the point of adopting calls to worship Satan (Alnasser, 2009).

It should be noted that young people are the most affected by intellectual dispersion, and they are the most involved in acts of sabotage. The beliefs of young people vary from one society to another, given the different culture prevailing in each, and the youth are in stage that is characterized by a transition to parenthood in which individuals go beyond the stage of parental guidance and care and are more liberal, so this stage needs special attention (Mahmoud, 2012).

Adolescence is a crucial stage because it represents the spring of life, in which the patterns of the self-personality of the human individual are open, in addition to the fact that the youth stage has a special place both legally and socially, young people are in the first stages of being legally accountable (Alluqmani, 2013). Within the limits of the researcher's knowledge, intellectual extremism is a form of social aggression and is one of the personality variables that could be translated into verbal or non-verbal violence.

It should be noted that social identity is part of the individual's self-awareness as perceived from his/her membership in a relevant social group. The concept was originally developed by Henri Tajfel and John Turner in the 1970s and 1980s. Social identity theory introduced the concept of social identity as a means of explaining intergroup behavior, it is best to describe the theory of social identity as one that predicts certain behaviors among groups based on the differences in the perceived form of the group, perceived legitimacy, the stability of these differences and the perceived ability to move from one group to another (Abdul Hamid, 2017).

Social Identity theory states that we classify ourselves as members of groups, and our groups are classified as internal groups, and that the others that do not belong to these groups are classified as external group members. social identity theory is based on special principles that compares groups. When a group compares itself to another specific external group or anticipates some kind of threat to its identity, its members react to that threat using three basic options: to leave this threatened group and join the group with a higher social status and this is called social mobility; or to change the standards for comparison in the light of the so called social creativity; or they may seek to compete with other groups opposed to their group, which is called competition and can lead to conflict and growing hostility towards external groups (Abdul Hamid, 2017).

Intellectual extremism can be explained in the light of the concepts of social identity theory. Some groups may turn to extremism and terrorism. These groups that turn into terrorism usually find their identities threatened by their

group status or the status of another group that are superior to their own. In other cases, they receive benefits that their group is not entitled to have, or they consider it unworthy of. Therefore, these comparisons result in feelings of frustration, injustice and absence of truth and may lead to aggressive behaviors that is motivated by different motives and which we know as extremism.

This argument was supported by Omar's (2010) study that tried to reveal the nature of the relationship between party education and intolerance attitudes among university students. The study was conducted on 1,007 Palestinian university students, and its results showed a positive correlation between party education methods and bigotry attitudes among male university students, and that relationship was stronger among females, as well as it found statistically significant differences in party education in favor of males.

There is no doubt that the family is the first social environment that forms the personality of our children. Prophet Muhammad said (No child is born but that he/she is upon natural instinct. His/her parents make him/her a Jew, or a Christian, or Magian.) (Hadith) .

Aggressive behavior and poor parental control at home contribute significantly to the formation of an intellectually extremist personality. Families that resort to corporal punishment, patriarchy and abuse generally produce aggressive individuals who learn that violence is the best way to survive. Extremist figures are often the product of social (familial) systems, and they are the victims of family conflicts, negative parental ill-treatment or cruelty, punishment, rejection and neglect, lack of parental warmth, harsh family atmosphere, violence, abuse, and patriarchy .

Atef's study (2009) examined the problems experienced by young people in Yemeni society and attempted to understand and analyze the factors that led to the emergence of violence and extremism among them. The study sample was young people between the ages of 13 and 30, and the results of the study showed that the role of social factors of family disintegration, parental abuse and the incompetency of educational institutions are behind youth extremist ideas. The study suggested some solutions to the problems that arise among the students and contribute to the increase in the rates of extremism and violence among them.

It can be said that intellectual extremism has two aspects, one explicit and the other is implicit. As there is explicit extremism that can be diagnosed easily, there is also the disguised intellectual extremism that makes one at loss, especially if it takes a scientific guise, and puts on a civilized mask, and it leaves a serious impact on people and societies and may be misleading to the extent that people begin to accept it as the right approach (Allassimi, 2018).

It should be noted that the psychological variables are the basic components of an individual's personality, whether they are cognitive or emotional. These psychological variables are defined as all the inherited and acquired personal traits that characterize an individual, i.e., his/her biological characteristics and physical health, his/her level of alertness, his/her mood, his/her motor and cognitive abilities, his/her social skills, his/her level of education, and the type and level of experience he/she acquired during their lifetime (Alsaid. Faraj, Mahmoud, 2004). Everyone has a personality that is distinguished from the others and is determined by these psychological variables, which act as a drive and motive for each behavior they emanate from, because of the interaction of these variables among themselves.

In the same context, Alrashidi's (2012) study identified the psychological, social, and natural environmental determinants of intellectual extremism among young people in Saudi society as well as faculty members at government universities in Riyadh. She conducted the study on a sample of (456) faculty members, and the results of the study showed statistically significant differences according to the specialization with regard to the psychological and environmental social determinants in favor of the specialization of humanities. There are also statistically significant differences according to the pattern of the educational institution (civil/security) with regard to the importance of natural environmental determinants in favor of the educational institution's (civic) pattern.

We can divide these psychological variables of extremism into four variables:

### *2.1 Mood Variables*

A. Extremism: Extremism is defined as an excessive connection to a person, idea, principle or creed that it paves the way for intolerance and may lead to violence and desperation (Alanzi, 2001).

It is further defined as a previously formed judgement which has no logical basis, objective evidence, nor based on actual experience. It is usually accompanied by negative, or positive feelings, consistent with it, and it results in behaviors that reveal those feelings towards the victim. (Shawky, 2004) .

From the psychologists' point of view, intolerance is an extreme tendency towards a particular victim, and it contains the three components that other trends share:

Cognitive component (previous beliefs and expectations), Emotional component (negative emotions and feelings) (Roberts, 2003: 341), and Behavioral component (discrimination ranging from deportation to extermination) .

This is supported by the findings of Saleh's study (2006), when she tried to identify the most important causes and determinants of intellectual extremism as well as monitoring the effects of the growing phenomenon in the university community. The study sample was (195) Fayoum University students, and the results of the study showed the existence of multiple factors that trigger intellectual extremism among university students, the most important of which is the innate psychological inclination of the individual, the role of the family and the peer groups.

According to the researcher, intolerance is one of the strongest signs of extremism in the individual that is resulted from his/her adherence to certain ideas. The extremist individual always feels attracted towards other individuals who support his/her ideas, and he/she works hard to bolster his/her relationship with them, as he/she seeks to try to impose his/her opinion or behavior on others by force .

Since early stages of human history, the problem of other groups has become a subject of interest. One has either viewed these groups with suspicion, which may turn into aggression or conflict, or with admiration coupled with putting them in a prestigious position. In both cases one categorizes the behavior of the other and generalizes to him provisions and characteristics and put him in the form of ready-made stereotypes.

This type of activity becomes more dynamic, when competition occurs and conflict ensues, when the "other" becomes an enemy, and all kinds and images of evil behavior are attributed to him, as opposed to the good carried by the "ego", this type of activity can be innate and mental and practiced as a self-defense mechanism, but becomes destructive and deadly when organized, institutionalized, and framed in the constant strategies of the group. In this context, extremism and intolerance arise, a phenomenon that is not unique to specific group of people or a faction, or followers of specific political or religious group. Extremism has in fact been found in all peoples and is inherited in different forms by individuals and groups of different races. In fact, extremism, and intolerance are terms that have similar connotations for many people, but the closest to accuracy is that intolerance and extremism are branches of the same tree (Alghawi, 2016).

B. Frustration: Frustration is defined as an unpleasant emotional state of failure and disappointment that involves the individual's perception of the existence of obstacles to the satisfaction of his needs, motivations and goals (Alquraiti, 1998).

Frustration occurs when an obstacle prevents an individual from achieving his or her goals and satisfying his/her needs, and the level of frustration increases as the goal becomes more important (Shawky, 2004).

Frustration is an important factor in triggering extremism in humans, which means that not every frustration leads to extremism, or that every extremist case is the result of frustration, and in order for frustration to lead to extremism, there must be two main factors:

First, frustration should be intense.

Second, one must understand and accept frustration as an injustice (Lal, 2007).

According to the researcher, these mood variables play a central role in influencing the growth of intellectual extremism in the individual, as they are very important in influencing his or her concepts and behavior.

## 2.2 Cognitive Variables

A- The concept of the individual about himself: the extremist has a set of concepts about himself as his/her sense of failure, his/her inability to achieve, as well as the lack of clarity of his/her goals, the lack of a clear strategy to solve problems, and the inability to coexist and tolerate others. Therefore, if all these concepts are found in one then he/she will fall into the circle of extremism in all its forms .

B. The individual's concept of others: the extremist always has feelings of hatred towards all the people who disdain him or look down at him; this generates a desire to attack and avenge on them, and a person who has advantages such as high social status and experience and has the ability to convince others does not resort to the use of physical force, and who does not have these features always seeks to use physical force as a method of controlling others .

Webber and Kruglanski's (2017) study emphasized the importance of psychological factors of intellectual extremism and the stages through which the individual passes to adopt extremist ideas. The study surveyed many studies conducted on the impact of psychological factors on the individual's tendency towards extremism. It showed that there are psychological motives and experiences that make the individual inclined towards extremism, and that social relationships entice individuals to join extremist organizations.

### 2.3 Behavioral Variables

A. Aggression is defined as a form of directed conduct to harm or hurt an organism that is motivated by the need to avoid such treatment (Alanzi, 2001: 464).

According to (Alsaid, Faraj, and Mahmoud, 2004) the aggression is the result of the interaction of a range of variables through several stages summarized by the researcher as follows:

1. The factors causing aggressive behavior are a set of special variables related to the offender and the victim and the context of the aggressive behavior.
2. The stress of the individual makes him more vulnerable to aggressive response.
3. High tension in addition to another set of the so-called aggression explosive factors may be the cause of an aggressive response.

The study of Bani Fayyad (2008) emphasized the importance of the relationship between manifestations of intellectual extremism and its relationship to economic, social and academic factors, the study was conducted on a sample of (1069) students from the University of Jordan, and the results of the study showed that economic, social and academic factors play a major role in the phenomenon of extremism, and academic factors came first, followed by economic factors in second place, while social factors came in third place.

Accordingly, the researcher believes that aggression can be classified according to its objective into two types: one: harmful aggression and the other causal aggression, the harmful aggression is a state of anger, and its aim is to harm others, while causal aggression is to harm another to obtain some benefits.

B. Willingness to take risks: the risk factor refers to the calculation of the probability of failure versus the probability of success; the conduct is the result of an individual's beliefs about the possible outcomes of the behavior (expectation) and his/her assessment of these results (value), i.e., predicting any conduct requires measuring an individual's belief in the possible outcomes of such behavior. The intention to carry out a particular conduct is a result of two factors: the individual's attitude towards conduct (its evaluation) and the other factor is believing in the legitimacy of such conduct and assessing of these results (Alanzi, 201:341).

According to the researcher, these behavioral variables are one of the reasons for harming others, which may play an important and fundamental role in influencing the growth of intellectual extremism in individuals.

### 2.4 Physical Variables

A. Gender: males are more likely to practice delinquency and extremism than females, which may be due to the fact that they are physically stronger or tend to use their strength at a higher rate (Shawky, 2004: 259).

B- Age: at every age a person has several characteristics that are different from other ages, and young people are among the most vulnerable to radicalization in all its forms, because of their psychological characteristics, which usually make them highly vulnerable to emotional factors.

On the other hand, complying with a group is a change in belief or behavior in response to the group's pressure, and groups that exert such pressure include organic groups, such as family or comrades. The group that is being complied with may be a majority group or a minority group (Roberts, 2003). The researcher believes that is the behavior of members of a group is always characterized by absolute obedience through which it ensures its continuity, and that the group constantly resorts to exerting pressure, with the aim of having some kind of compliance with all its members who ensure that their behavior is in line with the group's objectives.

The family is also the core of society and the first to exercise a range of influences that are the primary determinant of tendency growth. In the family, the first models of a child's responses arise, including their perceptions, tendencies, beliefs and customs, and the influence of parents is certainly one of the most important factors (Aljazar, 2005).

According to the researcher, family disintegration plays a central and influential role in making its members fall into extremism in all its forms, and the family environment has an influential and vital role in shaping the personality of the individual and setting his/her goals. If the family environment is healthy then it will produce individuals who respect the system, and vice versa when the family disintegrated.

3.Social justice: The absence of a vision of justice means the loss of the true value of work and to mix its benefits between those who work and those who do not, and therefore create a kind of confusion and injustice in the distribution of status, roles, and the ability to satisfy, which would provoke aggression in its various forms, lawlessness and deviation (Almaghribi, 1987: 25).

From the abovementioned, it is clear that the general concept of poor social justice is the use of power to achieve a particular material interest, such as the use of influence and nepotism, as well as the use of bribery and others.

In the same regard, environmental variables include noise, heat, pollution and population density, where noise is defined as a form of energy that moves through the air in the form of waves, and we do not use the term noise to refer to any sound that moves through the air, but we use it to denote noise to unwanted sound that may cause some kind of inconvenience or disturbance, either because of its intensity or because of its continuity (Askar and Ansari, 2004).

A series of studies have also shown that noise increases physiological excitement leading to aggression and deviation, and there is a strong relationship between increased noise and anger. Heat is defined as the amount of air and moisture found in the environment surrounding the individual (Askar and Ansari, 2004). High temperatures lead to changes in arousal and discomfort levels, and extremely high temperatures affect forms of social behavior, such as aggression, deviation and attraction to other people (Mac Andrew, 1998).

In the same context, population density means the ratio of population to a particular spatial area, and it is noted that the rate of delinquency and violence tends to rise in crowded places, and this may be due to the fact that, given the high concentration of individuals in a space as small as the house, it is difficult for each of them to satisfy many of their basic needs, such as the need for calmness, relaxation and privacy, as well as the fact that residence in these densely populated areas results in a sense of indignation and frustration, which creates a conducive environment to the emergence of aggression and extremism (Shawky, 2004:259).

4. Air pollution: the rates of environmental pollution such as the pollution of water, air and food negatively affect both the nervous system and the psychological construction of the individual (Shawky, 2004:259).

Exposure to air pollution, particularly exposure to a moderately unacceptable smell, has also been shown to lead to the presence and increase of aggressive behavior and deviation (Askar and Ansari, 2004).

The researcher believes that the variables of noise and high temperature lead to a lack of satisfaction, increase the stress rate in the individual, and negatively affect his/her behavior, as well as housing in crowded places where the rates of violence and deviation increase, and exposure to air, environmental and food pollution have an impact on the tendency of the individual towards aggression, deviation, and extremism in all its forms.

From the above, the researcher concludes that there are many psychological and environmental factors that affect the emergence and development of extremist thinking among our students through different educational stages.

### 3. Methodology of the Study

First: The method of the study: the researcher's used the descriptive approach, because it is the appropriate approach to the nature of the current study, because it has many advantages, including its ease of application, and the multiplicity of areas of application, as well as it provided the researcher with a wealth of basic information and data that provides a general idea of the problem or phenomenon at the center of the research (Assaf, 2000).

Second: The study population consists of high school students, secondary school male and female teachers in Afif governorate, during the year 1440 -1441 H.

**Table 1.** Characteristics of the Teachers According to Gender, Nature of Work and Years of Experience

n.	Gender	Number	Percentage
1	Male	99	39.8
2	Female	150	60.2
n.	Specialization	Number	Percentage
3	Natural-science	132	53.0
4	humanities	117	47.0
n.	Years of experience	Number	Percentage
5	Less than 5	54	21.7
6	Between 5 -10	172	69.1
7	More than 10	13	5.2
8	unspecified	7	2.8
Total		249	%100

### Second: Study sample

the current study had two samples, the first was 350 secondary school students (200 males and 150 females) who were randomly selected, with an average age of (17.04) years and a standard deviation equal to (1.032). The second sample is made up of (252) teachers from the secondary schools in Afif governorate in Saudi Arabia with an average age of (32.15) years and a standard deviation equal to (0.25). Table (1) shows a description of the sample of the teachers participating in this study:

Table (2) describes the sample of high school students according to the variable of the specialty:

**Table 2.** The Description of the Students According to Academic Specialization

n.	specialization	N.	Percentage
1	Natural science	241	68.8 %
2	Religious science	109	31.15%
	Total	<b>350</b>	%100

### Third: Study instrument

Measure of psychological and environmental variables associated with intellectual extremism: (prepared by the researcher):

To verify the objectives of the research, the researcher looked at the psychological literature that dealt with the subject of the study and used it in the preparation of a measure commensurate with the objectives of the current study. The measure in its initial form consisted of (91) items, the researcher presented the terms of the scale to 9 arbitrators of faculty specialized in the field of psychology. Some modifications were made according to the arbiters' suggestions. The final version of the scale was made up of 80 statements. 40 statements were positive which are (2,3,5,8,11,13,15,17,19, 20,22,23,25,29,30,32,33,34,35,42,43, 45, 48,49,51, 53, 55, 56, 59, 61, 64, 66, 68, 69, 71, 72, 73, 74, 76). The other 40 statements were negative, and they are (4,6,7,9,10,12,14,16,18,21,24,26,27,28,31,37,39,40,41,44 ,46, 47,50,52,54,57, 58, 60, 62,63, 65, 67,70, 75, 77, 78, 79,80).

It came according to two dimensions, namely (the first dimension: psychological variables and its items are from 1-40, and it included the following axes:

(mood variables1-10, cognitive variables11-20, behavioral variables21-30, physical variables31-40), and the second dimension: environmental variables and its items are from 41-80, and it included the following axes:

(Keeping up with the community41-50, socialization51-60, social justice61-70, environmental influences71-80)

It is corrected as follows (I strongly agree = 4, I agree = 3, I disagree = 2, I strongly disagree = 1), this is the case of positive statements, but in the case of negative statements it is (I strongly agree = 1, I agree = 2, I disagree = 3, I strongly disagree = 4).

#### 3.1 Validity of the Scale

The sincerity of the psychological variables scale was calculated by the validity of internal consistency by finding the Pearson correlation factor between the items and the overall scale according to the following table:

Validity of the internal consistency of the measure of psychological and environmental variables of intellectual extremism

Table 3 shows that all correlation coefficients of the dimensions of the different variables of intellectual extremism are indicative at a level (0.05) or less, indicating that the study tool is characterized by a high factor of validity and demonstrates its applicability.

**Table 3.** Test of the Validity of the Scale of Psychological and Environmental Variables of Intellectual Extremism

Dimension	n	Relation of the statement to dimension	Dimension	n	Relation of the statement to dimension
First dimension: mood variables	1	.550**	Fifth Dimension: Environmental variables are the focus of community keeping pace	1	.739**
	2	.703**		2	.576**
	3	.663**		3	.691**
	4	.699**		4	.772**
	5	.530**		5	.708**
	6	.340*		6	.788**
	7	.677**		7	.836**
	8	.613**		8	.754**
	9	.636**		9	.762**
	10	.526**		10	.721**
Second Dimension: Cognitive variables	1	.692**	Sixth Dimension: Family Upbringing	1	.795**
	2	.704**		2	.725**
	3	.783**		3	.841**
	4	.814**		4	.677**
	5	.765**		5	.795**
	6	.529**		6	.474**
	7	.592**		7	.776**
	8	.735**		8	.430**
	9	.691**		9	.396**
	10	.525**		10	.699**
Third dimension: behavioral variables	1	.722**	Seventh Dimension: Social Justice	1	.729**
	2	.727**		2	.776**
	3	.720**		3	.740**
	4	.778**		4	.761**
	5	.616**		5	.723**
	6	.733**		6	.653**
	7	.711**		7	.649**
	8	.731**		8	.675**
	9	.723**		9	.776**
	10	.594**		10	.708**
Fourth Dimension: Physical variables	1	.710**	8th dimension: environmental effects, heat, population density, air pollution	1	.694**
	2	.265**		2	.443**
	3	.714**		3	.809**
	4	.451**		4	.791**
	5	.782**		5	.787**
	6	.582**		6	.853**
	7	.698**		7	.710**
	8	.803**		8	.761**
	9	.772**		9	.817**
	10	.747**		10	.768**

\*\* significant at 0.01 or below\* function at level(0.05)

\*correlation coefficient: Pearson's correlation factor is between the grade on the statement and the overall grade of the scale.

### 3.2 Scale Reliability

Reliability indicates that the same results can be obtained if the scale is administered again to the same individuals. It refers to what degree a scale's test renders similar results each time it is used or how consistent and persistent it is when it is readministered at different times. one of the most famous equations to measure the internal reliability of a tool is Cronbach's alpha coefficient, which is applied to the scale and the results are displayed in table (4):

**Table 4.** The Reliability of the Scale by Using the Cronbach's Alpha Coefficient

Dimensions of the scale of Psychological and Environmental Variables	Statements number	Alpha Value
First Dimension: Mood Variables	10	0.77
Second Dimension: Cognitive Variables	10	0.76
Third Dimension: Behavioral Variables	10	0.89
Fourth Dimension: Physical Variables	10	0.81
Fifth Dimension: Keeping up with the Community	10	0.91
Sixth Dimension: Family Upbringing	10	0.85
Seventh Dimension: Social Justice	10	0.90
Eighth Dimension: Heat, Population Density, Air Pollution	10	0.85
Total	80	0.96

Table (4) shows that Cronbach's alpha coefficient value for the scale of psychological and environmental variables of intellectual extremism was 0.96 and the reliability factor for all scale dimensions ranged from (0.76 to 0.91). These values are significant and reassuring for the reliability of the study tool, as many specialists believe that the test for judging the adequacy of the Cronbach's alpha coefficient is (0.75), indicating the stability of the results that the study tool can produce when applied.

The Final Version of the Scale:

The scale consists of (80) items distributed between two dimensions: psychological variables and environmental variables, and each item is assigned 4 responses, so that the boundaries of the scale are 80-160 low, 161-241 average, and 242-320 high.

Statistical Methods used in the Analysis:

1-Repetitions and percentages are used to identify the personal and functional characteristics of the study community members.

2-The arithmetic mean is calculated to find out value of the subjects' responses to the different dimensions of the scale, knowing that it is useful in arranging the dimensions of the scale by the highest arithmetical average.

3-The Standard Deviation was used to determine how far the subjects' responses deviated from each study variable statement, and each dimension of the scale was different from its arithmetic average. It is noted that the standard deviation illustrates the dispersion of the responses of the subjects to each variable; the closer the value is to zero, the more that the responses are concentrated, and the lower is its dispersion.

4-An Independent Sample T-test was used to determine the statistically significant differences in the attitudes of subjects towards each of the dimensions of scale with its variables that are divided into two categories.

5-One-way Anova analysis was used to determine whether there were statistically significant differences in the attitudes of the subjects with different personal and functional variables divided into more than two categories.

6-The post hoc test (TOKI) was used to identify the differences of the attitudes for the variables that are divided into more than two categories.

Procedures of the study:

1-Gathering the data and then preparing and writing the theoretical framework for the study.

2-Designing the scale of the study and calculating the psychometric properties.

3-Securing official approvals for the administration of the scale.

4-Appling the scale to the two sample groups of the study.

5-Processing data using SPSS statistical package v (16) .

6- Discussing and interpreting the results.

7-Propose recommendations related to the subject of the current study and based on its findings.

#### 4. Results and Discussion

The results of the first question: What are the most important psychological variables that are most related to

intellectual extremism from the point of view of high school students and their teachers ?

To answer this question, the researcher used descriptive statistics to reveal the most important psychological variables that are most associated with intellectual extremism from the point of view of high school students and their teachers. tables (5) and (6) summarize the results of the statistical analysis of the subjects' responses:

**Table 5.** The Statistical Analysis of the High School Students' Responses to the Psychological Variables Associated with Intellectual Extremism

Dimensions of psychological variables	No.	Arithmetic mean	Standard Deviation	Lowest score	Highest score	order	Mean Tendency
Mood Variables	350	2.7701	1.0204	1.60	4.00	1	agree
Cognitive Variables	350	2.5072	0.6525	1.36	3.65	2	agree
Behavioral Variables	350	2.3822	0.2157	1.01	4.00	3	disagree
Physical Variables	350	2.3803	0.1564	1.00	4.00	4	disagree

**Table 6.** The Results of the Statistical Analysis of the Teachers' Responses to the Psychological Variables Associated with Intellectual Extremism

Dimensions of psychological variables	No.	Arithmetic mean	Standard Deviation	Lowest score	Highest score	order	Mean Tendency
Mood Variables	252	2.7711	.41861	1.60	4.00	1	agree
Cognitive Variables	252	2.5013	.50617	1.40	3.78	2	agree
Behavioral Variables	252	2.3814	.70177	1.00	4.00	3	disagree
Physical Variables	252	2.3801	.60302	1.00	4.00	4	disagree

The results of tables (5) and (6) showed statistical analysis of the most important psychological variables that are most associated with intellectual extremism from the point of view of high school students and teachers. It showed that mood variables came first in the psychological variables from the two groups' points of view. The Mood variables scored high frequencies of 'agree' with an average calculation of (2.77), followed by the cognitive variables with a mean of (2.50), On the other hand, the behavioral variables scored high responses of 'disagree' with a mean of (2.38), followed by the physical variables with an average of as well (2.38).

The researcher believes that the importance mood and cognitive variables in the dimension of psychological variables can be attributed to the students themselves and some other factors, including the family, group of comrades and the community life in which the student lives that may push him to intellectual extremism. The educational level of the family and the group of disciplined mates have a great impact on the student's knowledge and awareness of the events in his/her world, that makes him able to control his/her mood. The mood variables are an indication of the response pattern of the person, and therefore it affects the pattern of thinking. some extreme patterns of thinking may emerge like impulsiveness, intensity of reaction, low level of independence, and the poor parental control of children during their different stages of development.

This was what indicated to by the results of Saleh's study (2006), which showed that there are multiple factors that feed intellectual extremism among school students, the most important of which are the innate psychological tendencies of the individual, the role of the family and friends. Moreover, the results of Atef's study (2009) indicated that the role of social factors such as family disintegration, parental abuse of children and the inability of educational institutions to find appropriate solutions to problems that arise among students contribute to increase the rates of extremism and violence in young people. Also, the results of the study of Webber and Kruglanski (2017) pointed out that there are some psychological motives and personal experiences as well as social relations that push an individual towards extremism. Hisham's (1996) study showed that there is a negative correlation between extremism and the satisfaction of the need for psychological security, i.e., when all the psychological problems of the individual such as intolerance or frustration are solved then this ensures that the student reaches a psychological balance that results in psychological security which protects one from intellectual extremism.

The researcher concludes from the psychometric results and the results of some previous studies and research and the status of the curriculum in our schools that psychological variables, especially the mood and cognitive aspect of the student control the rest of the psychological aspects. Authorities can invest in school curricula to assist as a

protection of intellectual extremism because it emphasizes the active participation of students in their learning and develop their sense of responsibility towards their homeland and emphasize the importance of continuous self-assessment as an essential component when dealing with the world around them. the process of self-assessment is conceived as a combination of three important components are: first, self-monitoring and it includes focusing the attention on some aspects of the behavior and thinking of the individual towards current events from the point of view of their own criteria and their awareness of themselves and the development of their strengths. Secondly, self-government which involves identifying the progress achieved by the students towards optimal performance, and the extent to which they are able to practice positive behaviors. Thirdly, the objectives of learning that would enhance their learning of the right and positive ideas to build themselves and build their homeland and fight intellectual extremism and help them foster openness to the outside world and the acceptance of different cultures and overcoming ambiguity in addition to the expectation of the unknown, all of this makes our young people able to face intellectual extremism, and the experiences of teachers can assist in activating these curricula as a strategy to build a moral thought that elevates the individual and society.

Not to mention the integration of the mind with the heart in harmony, taking into account the search for facts, knowledge and emotions in improving the potential of the individual by obtaining the complementarity of the functions of both the hemispheres of the brain, and changing extremist ideas into useful ideas to the individual and society by activating the mind and investing it, and by activating extracurricular activities in schools to channel their physical energies for what is beneficial to them their society.

The results of the second question: What are the most important environmental variables that are most related to intellectual extremism from the point of view of high school students and their teachers?

**Table 7.** The Results of the Statistical Analysis of the Students’ Responses to the Most Widespread Environmental Variables Towards Intellectual Extremism

Dimensions of environmental variables	No.	Arithmetic mean	Standard Deviation	Lowest score	Highest score	order	Mean Tendency
Keeping up with the group	350	2.9585	0.32536	1.30	4.70	1	agree
Family upbringing	350	2.5854	0.65265	1.20	3.40	3	agree
Social justice	350	2.7854	0.32632	1.10	4.20	2	agree
Environmental effects, heat, population density, air pollution	350	2.2526	0.96321	1.00	3.60	4	disagree

**Table 8.** The Results of the Statistical Analysis of the Teachers’ Responses to the Most Widespread Environmental Variables among High School Students Towards Intellectual Extremism

Dimensions of environmental variables	No.	Arithmetic mean	Standard Deviation	Lowest score	Highest score	order	Mean Tendency
Keeping up with the group	252	2.4611	.77307	1.00	4.00	4	disagree
Family upbringing	252	2.5271	.53776	1.20	3.40	2	agree
Social justice	252	2.6190	.75260	1.00	4.00	1	agree
Environmental effects, heat, population density, air pollution	252	2.4905	.70956	1.00	3.90	3	disagree

The results of table (7) show the descriptive statistics of the most widespread environmental variables among high school students in Afif province towards intellectual extremism from the point of view of the student. It shows that the variable keeping up with the group came first, with an average of (2.95) in the category of "agree", followed by the social justice variable with an average of (2.74). The family upbringing comes in the third place with an average of (2.58), and the environmental effects variable averaged (2.25) in “disagree” category.

The researcher supports the results in this item, which came to emphasize that keeping up with the group is the variable that is most related to intellectual deviation from the point of view of students, because if leisure time is not planned correctly in a way that results in positive outcomes that guarantees the safety of the individual and society, it will lead students to the paths of deviation in which one destroys himself and his/her society, so there is strong

relationship between leisure time and the deviation. Some literature on delinquency in general and juvenile delinquency in particular attributed it to group influence and its impact on the adolescent in particular, which result in contact and acquisition of the values and standards of that group, and to what extent the adolescent adopts those standards, and thus translate them into practical behavior.

The social and cultural transformations that the Arab world is experiencing today keep the youth in a worrying and critical situation through which he/she seeks a hypothetical alternative through these media, technological and communication frameworks in which represent his/her primary escape. Adolescence is a period of transition that is subject to delicate historical and social developments. Adolescents are a complex, mysterious and sensitive, anxious, and rebellious biological, cultural and social reality. All these characteristics may appear all at once, or may be manifested in different states, but certainly in one way or another they may lead other to create different entities and conflicting identities that are often fragmented as social, cultural and economic conditions become tighter, seeking to destroy it, deny it and seek to find itself different entities and identities and to look for alternative is to penetrate reality towards a different horizon (Alamin, 2018).

During the process of social interaction between members of the community, a different behavior is produced by interactants that is represented by responses that can be described as keeping up with the group or obeying and being guided by others. Following the group is a kind of adjustment and change in behavior and attitudes, arising from the group's real and imagined pressure on its members, and the leaders receives obedience from their followers spontaneously to accomplish the goal and work in comfort, exchange roles and satisfy the needs they wish to achieve.

On the other hand, social justice is a fundamental principle of peaceful coexistence, through which prosperity and progress are achieved, and without which violence and extremism will increase. In the absence of justice, conflicts and wars will occur in many states and threaten the security and stability of local societies. The subject's choice confirms that social justice is second in terms of its association with intellectual deviation, because justice is on the list of important concepts to adolescents in general.

Piaget has developed different evolutionary paths for the growth of the concept of justice. the normal individual reaches the stage of independent justice at the age of 12, which is suitable for adolescence and clearly represents moral maturity. Achieving this level of maturity requires four stages from the age of two to the age of 14 (Aljawaldah, 2013). Justice in general is linked to important components i.e., equality, fair treatment, and fair dealing, that begins with family upbringing. the family is represented as the first incubator of children, and the first school for children during their development and acquaints them with social culture that qualifies them for social maturity. proper education is the best way to protect children from intellectual and behavioral deviation. hence it is the responsibility of the family to strengthen the relationship between its members, to spare its children the differences and conflicts, and to achieve integrated educational care for its children and this is achieved by correcting and disciplining, by introducing children to the strong moral and intellectual values that are far from excess and extremism.

The results of table (8) also show the statistical analysis of the most widespread environmental variables among high school students in Afif province towards intellectual extremism from the point of view of the teachers. It shows that the social justice variable came first in the most widespread environmental variables among students, with an average of (2.61) in the category of "agree", followed by the variable of family upbringing with an average of (2.52). The environmental effects came third with an average of (2.52), and this also applies to the keeping up with the group variable with an average of also (2.46) in the 'disagree' category.

In general, the results of table 8 above show that social justice and the variable of family upbringing are the most prominent from the point of view of secondary school teachers towards intellectual extremism.

The researcher concludes that high school students need an ideal amount of excitement to adopt moderate ideas. When the surrounding environment is crowded or unsupportive, students will not be motivated in a balanced way and therefore their ideas will be distorted. Continuous environmental changes can contribute to the building of such extremist ideas. The increased exposure to terrorism in the media may increase the likelihood of the spread of such ideas. In addition to that, many students feel that they are monitored by their teachers, and as a result they focus their attention on themselves and may adopt some ideas to attract the attention of those around them so that they feel they are special.

According to the researcher, the variable of social justice is an important one that is brought up by cultural communication. social justice is and external influence that has a high impact on intellectual extremism. when the student experiences injustice in the school, through the assignment of unfair grades or the bad treatment at he will

hate the school and its community. Also, the maltreatment by the parents and the unequal treatment of children creates a kind of hatred, which leads one to go out and refrain from staying at home, and as a result falls victim to extremism and the bad influence of the group.

The results of the current study are congruent with several previous studies. Atef's (2009) study, showed that the role of the social factors of family disintegration, parental abuse of children and the inability of educational institutions to find appropriate solutions to the problems that arise among students contribute to the increase of the rates of extremism and violence in youth. Also, the results of Bani Fayyad's study (2008), showed that economic, social, and academic factors play a major role in the phenomenon of extremism. It demonstrated that the academic factors had the highest impact, followed by economic factors, and social factors. Furthermore, the results of Saleh's study (2006), showed the existence of multiple factors that instantiate intellectual extremism among university students. It found that the most important factor is the role played by the family and peers. Moreover, Salem's study (2006) indicated that there are some prevailing customs, values and traditions that play a role in nurturing extremist ideas and practices.

Style of parenting is a psychological dimension that refers to appropriate or inappropriate strategies used by parents in raising children, it may be appropriate when the family adopts positive practices to develop the personalities of their children and help them to conform to their surrounding world and make their ideas and actions socially acceptable. Abdo (2020:232) believes that young children are the most vulnerable to ill health and moral influence and they are also more open to understanding and new experiences. The active parenting practices have the greatest role in developing the ideal mind of the child.

When a family fails to raise children who have the feelings of belonging and loyalty to their family and homeland, they try to behave in a way that secures them a place in the social world because of losing hope that they will belong to those around them. They are driven by the feeling that they can gain social status with their extremist ideas to gain power and control over their peers, draw attention, retaliate, or vent their feelings of unworthiness. So, the researcher recommends that families should adopt the use of active methods of loving parenthood to encourage learning, build happiness and establish a democratic family based on the style of democratic family councils and avoid punishment to make children loyal and have belonging feelings to their family and society.

In the light of the results of the first and second questions, the researcher believes that the personality of the extremist can be analyzed intellectually in the light of the theory of frustration – aggression. Dollard et al. (1939) stated that the psychological effects of social structure have an important role in organizing or dismantling the personality. This can be traced by looking at the successive frustrations that may contribute to the emergence of extremist thoughts, because the effect of frustration lasts for long periods in humans. then comes the role of Catharsis to relieve the tension caused by successive frustrations that result from future job expectations, the physiological changes associated with growth, or the high costs of living. All these factors contribute to the formation of extremist ideas that may be translated into terrorist acts.

**The results of the third question: Are there differences in the importance of psychological and environmental variables among high school students in Afif governorate towards intellectual extremism from the point of view of teachers according to the variables of gender, specialization, and years of experience)?**

a-Differences in psychological and environmental variables depending on the gender variable.

Table (9) shows the results of a (T.test) analysis of the differences in psychological and environmental variables in high school students in Afif province towards intellectual extremism from the point of view of the teachers according to the gender variable. From the results we conclude the following :

-The absence of statistically significant differences in the scale of psychological variables in its four dimensions due to the gender variable (male/female).

-The absence of statistically significant differences in the four-dimensional environmental variable scale is due to the gender variable (female/male), and the above results indicate that the members of the sample agree in their responses to the scale of psychological variables in its various dimensions, which did not result in significant statistical differences between them.

**Table 9.** Results of the t.test Analysis of the differences in Psychological and Environmental Variables Towards Intellectual Extremism from the Point of View of the Teachers According to the Gender Variable

	Variables	Gender	Number	Mean	Standard Deviation	t.test value	Significance level
Psychological variables	Mood variables	Male teacher	99	2.6666	.38697	0.389	0.69
		Female teacher	150	2.6877	.43931		
	Cognitive variables	Male teacher	99	2.4697	.48626	0.561	0.57
		Female teacher	150	2.5065	.51999		
	Behavioral variables	Male teacher	99	2.3185	.64811	1.28	0.20
		Female teacher	150	2.4350	.73348		
Physical Variables	Male teacher	99	2.3620	.56682	0.384	0.70	
	Female teacher	150	2.3920	.62735			
Environmental variables	Group Adjustment	Male teacher	99	2.4474	.71271	0.227	0.82
		Female teacher	150	2.4702	.81292		
	Family bringing up	Male teacher	99	2.5479	.51391	0.497	0.62
		Female teacher	150	2.5133	.55420		
	social Justice	Male teacher	99	2.6136	.69769	0.09	0.92
		Female teacher	150	2.6225	.78902		
	Environmental effects, heat, population density, air pollution	Male teacher	99	2.5207	.65527	0.544	0.58
		Female teacher	150	2.4707	.74471		

b-Differences in psychological and environmental variables depending on the variable of scientific specialization.

**Table 10.** Results of (t.test) analysis of the differences in psychological and environmental variables among Students Towards Intellectual Extremism from the Point of View of Teachers According to the Change of Scientific Specialization

	Variables	Specialization	Number	Mean	Standard Deviation	t.test value	Significance level
Psychological variables	Mood variables	Literature	132	2.7039	.41312	0.98	0.32
		Science	117	2.6515	.42477		
	Cognitive variables	Literature	132	2.5515	.48051	1.98	0.05*
		Science	117	2.4246	.52765		
	Behavioral variables	Literature	132	2.4557	.69736	1.60	0.10
		Science	117	2.3130	.70199		
Physical Variables	Literature	132	2.4396	.61603	1.65	0.09	
	Science	117	2.3130	.58335			
Environmental variables	Group Adjustment	Literature	132	2.5454	.79677	1.82	0.06
		Science	117	2.3666	.73760		
	Family bringing up	Literature	132	2.5613	.54669	1.06	0.28
		Science	117	2.4884	.52716		
social Justice	Literature	132	2.6865	.76135	1.50	0.13	
	Science	117	2.5428	.73844			
	Environmental effects, heat, population density, air pollution	Literature	132	2.5236			.72598
		Science	117	2.4533	.69178	0.780	0.43

\* Function at level (0.05).

Table 10 shows the results of an analysis (T.test) to find out the differences in psychological and environmental variables in high school students in Afif province towards intellectual extremism from the point of view of the teachers according to the specialty variable, and shows the following :

-There are no statistically significant differences in three dimensions in the scale of psychological variables that could be attributed to the variable of specialization (science, literature).

-There are statistically significant differences at the level (0.05) in the dimension of cognitive variables due to the specialization, and the differences were in favor of those who are specialized in science compared to those whose specialization is literature .

-There are no statistically significant differences in the four-dimensions of the environmental variable scale due to the specialty variable (science, literature).

c-Differences in psychological and environmental variables depending on the variable years of experience.

**Table 11.** The results of “One Way ANOVA” analysis of the differences in psychological and environmental variables in high school students towards intellectual extremism from the point of view of teachers according to the variable years of experience

	Variables	Source of difference	Squares Number	Degree of freedom	Squares mean	F value	Significance level
Psychological variables	Mood variables	Between the groups	.659	3	.220	1.243	.295
		Inside the groups	42.777	242	.177		
		Total	43.436	245			
	Cognitive variables	Between the groups	1.019	3	.340	1.327	.266
		Inside the groups	61.947	242	.256		
		Total	62.966	245			
	Behavioral variables	Between the groups	1.013	3	.338	.680	.565
		Inside the groups	120.187	242	.497		
		Total	121.200	245			
	Physical Variables	Between the groups	1.130	3	.377	1.033	.378
		Inside the groups	88.220	242	.365		
		Total	89.351	245			
Group Adjustment	Between the groups	1.858	3	.619	1.027	.381	
	Inside the groups	145.277	241	.603			
	Total	147.135	244				
Environmental variables	Family up-bringing	Between the groups	3.077	3	1.026	3.646	.013**
		Inside the groups	68.077	242	.281		
		Total	71.155	245			
	social Justice	Between the groups	5.917	3	1.972	3.565	.015**
		Inside the groups	133.898	242	.553		
		Total	139.815	245			
	Environmental effects, heat, population density, air pollution	Between the groups	4.950	3	1.650	3.354	.020*
		Inside the groups	119.040	242	.492		
		Total	123.990	245			

\*\*Function at level (0.01) or less \* function at level .(0.05)

Table (11) shows the results of the one-way ANOVA analysis to identify differences in psychological and environmental variables among high school students in Afif province towards intellectual extremism from the point of view of the teachers according to the variable years of experience. The results show the following :

- lack of statistically significant differences in the scale of psychological variables in its four dimensions due to the variable of teachers’ years of experience.

- lack of statistically significant differences in the social adjustment in the environmental variables scale due to the

variable years of experience of teachers.

-There are statistically significant differences at the level (0.01) in the upbringing of the family due to the variable years of experience.

-There are statistically significant differences at the level (0.01) in the dimension of social justice due to the variable teachers' years of experience.

-There are statistically significant differences at the level (0.02) in the dimension of environmental effects due to the variable years of experience.

To determine the tendency of differences in years of experience for the variable family upbringing, social justice and environmental influences, the test (TOKI) was used, and the results were as follows:

**Table 12.** Toki Test Results to Find out Trends in Differences in the Variables of Family Upbringing, Social Justice, and Environmental Influences According to the Change of Years of Experience for Teachers

Variables	Years of experience	Number	Mean		
				Less than 5 years	From 5 years and less than 10 years More than 10 years
Family upbringing	Less than 5 years	54	2.3254		
	From 5 years and less than 10 years	172	2.5719		
	More than 10 years	13	2.7000	*	*
Social justice	Less than 5 years	54	2.3932		
	From 5 years and less than 10 years	172	2.6408		
	More than 10 years	13	3.0863	*	*
Environmental factors	Less than 5 years	54	2.3037		
	From 5 years and less than 10 years	172	2.5166		
	More than 10 years	13	2.9604	*	*

The tendency of statistical significance as shown by the Toki test

Table (12) shows the results of the Toki test to find out the tendencies of differences in environmental variables according to the variable number of years of experience, and shows the following:

- The teachers whose years of experience from 10 years and over consider that family upbringing has a higher impact on intellectual extremism than those whose years of experience are less than ten years old.
- The teachers whose years of experience are 10 years and more believe that the see social justice have a higher impact on intellectual extremism than those whose years of experience are less than ten years.
- The teachers whose years of experience are 10 years and more think that environmental influences have a higher impact on intellectual extremism than those whose years of experience are less than ten years.

- The researcher attributes the differences in cognitive variables, to the fact that knowledge is inversely proportional with intellectual extremism i.e., the greater the knowledge, the greater the individual is mentally and psychologically balanced and is far from falling victim to extremism, and vice versa.

Tables (9, 10, 11, 12) show that there are no statistically significant differences in the measure of psychological and environmental variables in its four dimensions that are associated with intellectual extremism among secondary school students from the point of view of their teachers due to the gender variable (male teacher- female teacher) and specialization. The only exception is in the cognitive dimension related to the scientific specialization, and the existence of statistically significant differences due to the experience of more than ten years except for the environmental effects. The researcher explained this in light of the characteristics of the sample and some previous studies and research, he argues that man is born with a set of characteristics inherited from his/her parents, and when dealing with the environment, he struggles to mature his/her knowledge, because knowledge is the result of the interaction of the mind and conscience with the environment. Hence, we are different from each other despite the similarity of our environments, and that difference is the consequence of this interaction on our morals, ideas, and emotions. Abdo (2021) claims that the emotions and character of an individual are influenced by the values and customs of his/her society, if he/she adheres to those values, then he/she will progress and if he/she rejects them, then he/she will be dismissed by others.

The researcher believes that there is no difference between males and females in this regard because the subjective punishments of each of them are almost similar. These subjective punishments play part in maintaining behavior in accordance with the standards and the values of society, and usually compels one to regulate his/her thoughts, emotions, and behavior. In the case of intellectual extremists, moral standards do not play this role properly and it results in moral disintegration and in resorting to moral justification and confused arguments and interpretations with others, and in raising illogical questions and dialectic issues. Extremists generally, use soft and sweet words to describe their malicious intentions, and compare their ideas and the ideas of those around them to show the strength of their ideas, and they are also dominated by the denial of responsibility to distort the relationship between what they think and the serious consequences of their ideas on themselves and their society. Their extremist ideas may reach a peak when they dehumanize some of those around them, a phenomenon called dehumanization.

In addition to that, an intellectual extremist show tendency to accept information from religious sources outside or within the homeland without discussion or scrutiny, and adopt them as non-negotiable facts, the thing that plays a vital role to form his/her extremist's thought that can be seen at three levels. The first of which is the cognitive level, which is the inability to be aware of what he hears, and the second is the emotional level which is the negative emotions directed at the world around him. Finally, the behavioral level that is represented by the spreading extremist ideas to their peers or those around them and it may be manifested in hostile behaviors towards themselves or the institutions surrounding them. Thus, the experience of teachers here is reflected in their dealings with these groups and distance them from systematic programs in brainwashing and to increase cognitive control over them through guidance and the participation of all socialization institutions in the face of extremist ideas. The study of Omar (2010) indicated that males have more fanatical tendencies than females and this is contrary to the researcher's findings.

In reference to the variable of specialization, whether it is scientific or literary, it has been found that there are no statistical differences due to the impact of the variables of mood, behavior, physical, community keeping up, family upbringing, social justice, environmental influences, heat and population density and air pollution on intellectual extremism. The results show that the only exception was the cognitive variables, the thing that could be attributed to the knowledge that the scientific specialization offers, and it means that the individual obtains diverse knowledge that enables him to look at things from different perspectives. Social groups and individuals converge around one goal which is to serve themselves and their community, and one's specialization creates a form of social thought and ways of thinking geared towards communication, understanding, and satisfying the desires of the surrounding environment. The current result is in line with the results of Alrashidi's study (2012) which showed statistically significant differences according to scientific specialization on the importance of psychological and social environmental determinants in favor of scientific specialization. Since teachers are the most important pillars on which schools rely in building the personality of students and modifying their behavior, ideas and trends. The years of experience of the teacher add a lot to them in knowing the behavior and factors leading to deviation and intellectual extremism, because the teacher's role is not limited to traditional functions such as education and the provision of knowledge, but rather to face different intellectual challenges due to their practical and scientific experiences .

Based on the above, it can be said that moderate or extremist ideas are influenced by the characteristics of the

individual in terms of exposure to the social influence associated with evaluation and performance in the surrounding world based on revitalization, evaluation, and attention. These factors are also linked to culture, social roles, norms, values, and social influences that affect thinking.

The researcher has conducted a comparison between the psychological and environmental variables associated with intellectual extremism according to the gender variable (male/female) among secondary school students. Table (13) shows the most important results of that comparison which is as follows:

**Table 13.** The Results of the "t-test" to Find out the Differences in Psychological and Environmental Variables Associated with Intellectual Extremism among High School Students According to the Gender Variable

	Variables	Gender	Number	Squares mean	Standard deviation	t value	Significance level
Psychological variables	Mood variables	Males	200	2.6524	.40125	0.712	0.207
		Females	150	2.0548	.40012		
	Cognitive variables	Males	200	2.9965	.41123	1.876	0.05*
		Females	150	2.0421	.33695		
	Behavioral variables	Males	200	2.9475	.35925	1.775	0.05*
		Females	150	1.3526	.42532		
Physical Variables	Males	200	2.9985	.41252	2.09	0.01*	
	Females	150	1.2325	.23625			
Environmental variables	Group Adjustment	Males	200	2.4232	.65856	1.04	0.06
		Females	150	2.2263	.72301		
	Family up-bringing	Males	200	2.4252	.50025	1.01	0.30
		Females	150	2.0025	.59958		
	social Justice	Males	200	2.0321	.36252	1.02	0.28
		Females	150	2.0012	.40023		
	Environmental effects, heat, population density, air pollution	Males	200	2.3335	.72598	0.707	0.45
Females		150	2.0452	.69178			

It is clear from the previous table that there are some differences between male and female secondary school students in some psychological variables associated with the phenomenon of intellectual extremism, and the researcher attributes this to the nature of the phenomenon of extremism, which is based on acts of violence and aggression and requires differences in physical power usually available to males, and the features of intellectual extremism represented in the tendency to argue and raise controversial issues through intimidation and threats are in line with the nature of this age group characteristics. Another factor is technological openness, as most male adolescents have become addicted to social media without prior preparation and upbringing.

#### 4. Conclusion

In conclusion, it can be said that moderate or extremist ideas are influenced by the characteristics of the individual in terms of exposure to the social influence associated with evaluation and performance in the midst of the surrounding world based on activation, evaluation and attention, but also related to culture, social roles, norms, values and social influences that affect thinking.

#### 5. Recommendations

In the light of the study's findings, it is recommended that the concerned entities need to bolster the role of the family in social control, engage official and private community institutions in accordance with cultural and social policies and programs to prevent intellectual extremism among the students, develop educational curricula to promote national belonging, achieve fair and balanced development in all regions, exploit media platforms in the service of national interests and to counter extremism and intellectual deviation, and employ the rich Saudi cultural heritage to combat extremism and intellectual deviation.

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**Appendix:**

First: Preliminary Data:

Gender: Male Teacher  Female Teacher

Scientific Specialization: Natural (Science)  Humanities ( Literature )

Years of experience: less than five years  five years and less than ten years  More than ten years

<b>Measure of psychological variables and the environment of intellectual extremism</b>					
n.	statements	Strongly agree	agree	disagree	Strongly disagree
Psychological Variables Axis Of Mood Variables					
1	Students tend to lie and deceive.				
2	Students think using different perspectives.				
3	Students are jealous of the success of the others.				
4	Students are constantly worried.				
5	Students are optimistic about life.				
6	Students deal with excessive nervousness.				
7	Fear constantly dominates the actions of students.				
8	Students express their opinions calmly.				
9	Students exaggerate intolerance when imposing their opinions.				
10	Students are occupied by extremist thoughts.				
<b>Cognitive variables axis</b>					
11	Students perceive their life goals clearly.				
12	Students lack a clear strategy in their lives.				
13	Students perceive their ability to take on responsibilities				
14	Students understand it when their academic achievement level drop				
15	Students' trust in others increases.				
16	Students are influenced by celebrity ideas.				
17	Students feel their place within the community.				
18	Some students look at others with a look of superiority.				
19	Students have a good impression of others.				
20	Students interact with each other				
<b>Behavioral variables axis</b>					
21	Students use aggression as a way to get what they want.				

22	Students adhere to the school's instructions.				
23	Students appreciate the consequences of their actions.				
24	Students act without accounting for risk.				
25	Students have the ability to challenge.				
26	The student feels stronger than others.				
27	Students use violence to impose their control.				
28	Students tend to argue and disagree.				
29	Students perceive violence as the worst way of dealing.				
30	Students are able to control their emotions				
<b>Axis of physical variables</b>					
31	Male students have a greater capacity for violence than female students.				
32	Male students have more physical ability than female students.				
33	Male students face difficulties more than female students.				
34	Male students think more than female students.				
35	Female students are more affected by emotion than male students.				
36	Male students show more physical changes in growth than female students.				
37	Male students are more susceptible to bodily injuries than female students.				
38	Female students are more skilled than male students.				
39	Male students are less active than female students.				
40	Female students practice less sports activities than male students.				
<b>Environmental Variables The Axis of Keeping Up With The Group</b>					
41	Students feel social pressure.				
42	Students are committed to the customs and traditions of society.				
43	Students are influenced by the behavior of the group to which they belong.				
44	Students are subject to the orders and prohibitions of the group.				
45	Students are influenced by their committed peers.				
46	Students feel closer to their peers than their families.				
47	Comrade groups control the behavior of students.				
48	Students feel safe and secure with their peers.				
49	Students carry out peer instructions after reflection.				
50	Students imitate peers in actions without thinking.				
<b>The axis of family upbringing</b>					
51	Students feel the power of their families' role in solving their problems.				
52	Students are disturbed by family interference in their affairs.				
53	Students succeed in dialogue with their families.				
54	The family interferes in every big and small issue in the lives of its children.				
55	The family makes its decisions after discussing its				

	children.				
56	The family resorts tranquility to guide the children.				
57	Some families constantly pamper their children.				
58	Some families suffer from family disintegration.				
59	Family conflicts sometimes arise in front of children.				
60	families use violence with their children.				
<b>Social Justice Axis</b>					
61	Students feel fair within the school.				
62	Students feel that everything has a reward.				
63	Students feel that wasta is the foundation of everything.				
64	Some students distance their knowledge in making things easier.				
65	Students feel that there is no school justice.				
66	Students feel administrative success in school.				
67	Some students take advantage of their proximity to the administration to achieve their interests				
68	Students feel equal within the classroom.				
69	students feel the value of participating in a school activity.				
70	students feel the futility of school reform.				
<b>Environmental Variables Axis: Heat, Population Density, Air Pollution</b>					
71	Some students avoid loud voice in imposing their opinion.				
72	The industrial environment influences the behavior of students.				
73	Rural life is happier than cities.				
74	Government services in cities are more distinctive.				
75	Students are disturbed by the congestion of classes.				
76	Green spaces in neighborhoods are a necessity.				
77	Weather fluctuations affect the behavior of students.				
78	Students are disturbed by living in crowded neighborhoods.				
79	High temperature affects the mood of students.				
80	Water and air pollution affect the health of students.				

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