

Role of Youth Associations in National Education and Extremist Intellectual Behavior Tendency of Jordanian Youth

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Received: June 2, 2017

Accepted: July 11, 2017

Online Published: September 28, 2017

doi:10.5539/ies.v10n10p109

URL: <https://doi.org/10.5539/ies.v10n10p109>

Abstract

This study aimed at identifying the role of Jordanian youth associations in spreading the national education and its relation to the tendency towards extremist intellectual behavior among a sample of Jordanian university students. The study population consists of (504) undergraduate students in the Jordanian universities, namely: Jordan University, Yarmouk University, Philadelphia University, and Al-Ahliyya Amman University. They were chosen in a deliberate manner. And have participations in activities organized by students' affairs deans in their universities. The reliability and validity of the study tool were verified. The results of the study showed that the role of the Jordanian youth associations in spreading the national education came within the intermediate level. The results also showed no statistically significant differences in the role of the Jordanian youth associations in spreading the national education according to the gender variable and the place of residence. There was also a strong correlation between the level of national education and the tendency towards intellectual extremism among Jordanian university students.

Keywords: youth associations, national education, extremist intellectual behavior, University students, Jordan

1. Introduction

The youth stage is one of the most important stages in which the individual goes through psychological, physical, mental and social formation, and the formation of his habits and skills and the acquisition of values that guide his behavior in interaction with his society and the environment in which he/she lives. The care of the youth and the interest in their affairs is one of the fundamental reasons that led to the renaissance and the progress of the developed countries in this era.

Throughout the generations, the role of youth in the advancement of nations has been important and significant. In developing countries, the percentage of the youth is 85%, 21% of them are in the 15-24 age category, and 37% are under the age of 15 years (Al-Qahtani, 2010).

The age of youth is one of the most important periods in human formation, and perhaps the most important aspect of youth to prepare build the future, building constructively, culturally, intellectually and physically as the modern society is capable of development in different areas of life (Jarrar, 2000).

The talk about youth and its aspirations, problems and needs is the most important concern for the community progress, development and success. Attention is given to the youth category as a party with an issue related to processes of change and social interaction within all social currents in all human societies (Shoman, 2009).

The youth in any society have a significant and influential role in the cultural development in its various dimensions. When young people are affected by their national education, it contributes to many values such as those of love, belonging and sincerity in work, and patriotism. Their interaction with different cultures will strengthen their wellbeing, being aware that the dialogue of civilizations and cultures is the most important factor that contributes to building a global society (Mafraji, 2001). The young generation faces many challenges posed by different cultures, therefore it is difficult for any culture to consider itself as the basis of the universe or nature (Baiji, 1999).

According to Ghassan Tansh, director of the cultural societies in the Ministry of Culture, in Jordan there are

many cultural youth associations. Where the statistics of the ministry show that the number of associations under the umbrella of the Ministry of Culture is “485”, of which “20” are youth associations, half are in the capital, and the rest are spread in other governorates.

1.1 Problem Statement and Questions of the Study

In many countries, national education has been linked to military concepts, which led to the negative assimilation of the concept without the actual positive behavior of young people, and as a result, the concept of citizenship has been related to a party.

Hence, the problem of the study stems from the disclosure of the role of Jordanian youth associations in the dissemination of national education in a sample of Jordanian university students considering certain variables. The current study problem is determined by answering the following questions:

- 1) What is the role of youth associations in spreading national education?
- 2) Is there a statistically significant relationship at the level of ($\alpha \leq 0.05$) in the dissemination of national education among Jordanian university students due to the variables (gender, place of residence)
- 3) Is there a statistically significant correlation between national education and the tendency towards extremist intellectual behavior?

1.2 Importance of Study

The importance of this study stems from two aspects: The theoretical and practical importance, as follows:

Theoretical Importance: The importance of this study theoretically is that it clarifies the role of youth associations in spreading national education, therefore, the importance of this study enables the identification of this role from the perspective of young people, in light of some variables, namely: gender and place of residence, because of their long-term and close impact on the dissemination of national education. It will therefore provide more information in the light of its findings, and in several areas, in particular, sociology and national education, thus contributing to the guidance process of those involved in this area.

Practical importance: This study provides a theoretical framework for other studies interested in this field of research. The study also tried to provide tools for researchers to measure the role of youth associations in spreading national education and its relation to extremist intellectual behavior.

1.3 Study Limitations

- 1) The results of this study shall be determined by its study tool and its psychometric characteristics.
- 2) The sample of the study is limited to the university youth at the bachelor's level in the Jordanian universities: Jordan University, Yarmouk University, Philadelphia University, and Al-Ahliyya Amman University. Consequently, their results can be generalized only on samples having the same study sample characteristics.

1.4 Terminology

National education: It is the main component of the culture of any people deriving its perceptions of the world and its motives for behavior, whose characteristics appear in both individuals and groups, and in the individual consciousness and social and historical awareness. Some have tried to link national educations to human soul patterns (Abd Al-Ati, 2004).

Youth Associations: The Jordanian Youth Associations that operate under the umbrella of the Jordanian Ministry of Culture.

Extremist intellectual behavior: Unethical and immoral behavior that leads to violent practices and actions.

University Students: The students studying in Jordanian universities between the ages of 18-25 who are the focus of this study.

2. Literature Review

Intellectual extremism is one of the processes and cognitive methods that affect human and social life; because of its threatening consequences for life and existence. The most prominent idea of extremist and terrorist groups in the minds of individuals is the psychology of hatred against all aspects and symbols of modern life, and spreading the energy of assassination, destruction and murder (Abu Dawaba, 2012). Radical thought also represents a dynamic path that prompts the individual to accept violent extremism as a possible and even legitimate way of action (Sharnai 2012).

There are scientists who attributed the extremism of individuals to adhere to the bad habits that they inherited and shaped to represent them with a focus of extremism and conflict, and there are those who deal with it as a meaning; that is, an expression of an inability to adapt, a revolution in reality, or an escape from it, and a response resulting from the lack of personality formation, or an attempt to escape ambiguity due to lack of clarity of the future vision that leads to future uncertainty (Ayachi, 2016).

The concept of extremism is one of the concepts that are difficult to define because of its meaning the illustrates the exceeding moderation, as the relative moderation varies according to societies and their values, therefore, what is extreme in a society; may be acceptable to another society, and what was considered extreme in the past may become familiar in the present. According to cognitive psychology, intellectual extremism is a cognitive process that hinders its owner from accepting differences of opinion (Al-Mubarak, 2009).

It is also one of the manifestations of intellectual pollution in which the extremist seeks to abolish the other, either by annexing him to his plan or by removing him from existence (Al-Asari, 2013).

Wintrobe (2006) interpreted extremism as rational thought and behavior, and extremist groups and their members were rational in that they struggled to achieve their goals by seeking the best ways to achieve them, and how the world deals with their movements and actions to how these groups instill feelings of belonging in their souls and look forward to what they will, as well as their members, make the feelings of social solidarity a language to address themselves.

Forms of intellectual extremism:

- **Ideological extremism:** The exaggeration in holding onto a set of ideas, which may be economic, political, ideological, or social, as the person being sure of his absolute and controversial truth, which leads to the separation from the social structure to which he /she belongs, and to live in isolation from his/her cultural and societal structure, and thus suffering from the alienation of self and society.
- **Social Extremism:** the distance from customs, ideals, traditions of the society, whether this dimension is positive or negative.
- **Political Extremism:** The individual's extremist positions on political issues, which demonstrate his/her attempt to impose political views on others, and the desire to challenge and rebel against power.
- **Religious extremism:** Extremism and exaggeration in religious matters to an extent that exceeds the level of moderation, by getting out of the tolerant religious teachings getting opinions to the point that it makes no sense other than their ideas and opinions (Bishara, 2016).

The researchers have investigated a number of studies that dealt with the role of youth associations in spreading national education among youth studying the extent of its impact on them, and some of these studies are:

Al-Amer (2004) had examined the effect of cultural openness on the concept of citizenship among Saudi youth. The study sample consisted of (280) individuals from Riyadh city in Saudi Arabia. The correlation between satellite channels programs and negative ideas was positive.

Ahmad et al. (2004) aimed to examine the reality of the Arab youth and its ambitions in the light of some variables. The study sample consisted of (500) students from Kuwait University. The researcher used a questionnaire consisting of (50) paragraphs, and the descriptive survey method was used. The study found that the concept of citizenship is rooted in family education first, which activated the participation of young people in society and instilling patriotism among citizens.

Al-Qahtani's (2009) study had pointed the values of citizenship among young people and their contribution to enhancing preventive security highlighted the importance of providing social justice and equality among all without exception in various areas such as the rule of law, balanced development among all regions and enhancing the country's capabilities and status through comprehensive attention and optimal utilization of its wealth. Which is presented with the wealth of young people to ensure their active participation in achieving security and stability and to encourage educational institutions to pay attention to strengthening the country's status among students.

Al-Taweel and Al-Qur'an (2009) examined the effect of national education course on changing the political culture of the students of Al-Hussein University. The results of the study showed that there is an impact of the national education curriculum on changing the attitudes of the students towards themselves and changing their attitudes toward others.

In a study conducted by Al-Maraab (2009) about the phenomenon of intellectual and educational extremism among students of colleges of education for boys in the city of Hail, Saudi Arabia on a sample of (418) students

of the Faculty of Education had found that the highest degrees of extremism were in the political, then the religious and then the economic and the lowest degrees of extremism were in the family sphere, and that there are statistically significant relations between economic, educational, family and media extremism.

Murad and Al-Malki (2011) conducted a study on the impact of cultural openness on the concept of citizenship among Algerian youth: The study found a clear emergence in the role of many cultural and educational institutions in forming, supporting and developing awareness in the manner required by the goals of the society, taking into consideration what is happening on the ground from events and ideas that seek to confirm the continuity of rooting and developing a sense of identity and belonging among Algerian youth.

Al-Darawshe (2013) had conducted a study entitled “The Role of Youth in changing the Jordanian Society from the perspective of Jordanian university students” on a total sample of 500 students from the bachelor's degree, the results of the study showed that the role of youth in change focuses on the participation of young people in volunteer work, community service methods and youth participation in social activities.

Al-Ani and Al-Attar (2013) had conducted a study on the social and psychological effects of the culture of change on Arab youth from the perspective of students of private colleges in Oman, on a sample of 100 students randomly selected from five private colleges in Muscat Governorate. The results of the study showed that 93% of the sample presented that the culture of change influenced the development of communication and dialogue with others, and that 90% of the sample think that the culture of change influenced the composition and modification of trends and attitudes. The study showed that 86% of the sample had social and positive effects change to young people.

As for the studies that referred to the extremist intellectual behavior, Al-Rawashdeh (2015) had conducted a study to identify the factors of ideological extremism and its manifestations from the point of view of young university graduates and their relationship with some variables. The study concluded that Jordanian youth reject ideological extremism. The study also showed some minor differences that are attributed to gender and to males in relation to manifestations of ideological extremism, and there are no differences on manifestations of extremism due to the rest of the study variables.

Abu Dawaaba (2016) had conducted a study aimed at identifying the relation of the trend toward extremism with psychological needs. The study sample consisted of 262 male students and 207 female students at Al-Azhar University in Gaza. The results indicated that there is a statistically significant positive correlation between the total degree of the trend towards extremism in all its forms and the economic needs, and the existence of a negative correlative relation between the trend towards social extremism and the need to achieve social status, and statistically significant differences in the direction of social extremism among individuals of the sample attributed to the variable of academic specialization, in favor of scientific colleges.

3. Methods and Procedures

3.1 Study Sample

The study sample consisted of (504) undergraduate students from four universities: Jordan University, Yarmouk University, Philadelphia University, and Al-Ahliyya Amman University. They have participated in activities organized by students' affairs in their universities. They were deliberately chosen as a readily available community, and in the light of practical reasons, such as: provision of study, and possibilities to facilitate the study procedures, and the application of its tools. The study tool was distributed to study sample, and after the initial screening of the responses of individuals on the paragraphs of the study tool, it was found that the number of returned questionnaires was (525), of which 21 were excluded due to lack of completeness or lack of seriousness in answering to ensure the credibility of the study results. Table (1) shows the distribution of study sample according to the study variables.

Table 1. Distribution of study sample according to the study variables

		Place of residence			Total
		City	Village	Camp	
Gender	Male	114	90	80	284
	Female	90	65	65	220
	Total	204	155	145	504

3.2 The Study Tool

The researchers have developed the study tool was a questionnaire to measure the role of youth associations in the dissemination of national education through reference to the literature of educational research related to national education, consisting of (20) paragraphs distributed in two areas: voluntary work which consists of (10) paragraphs, and belonging which consists of (10) paragraphs.

3.3 Validity of the Study Tool

For the purpose of this study and to verify the validity of the study tool, it was presented to specialists in psychology, guidance, sociology and national education asking them to express an opinion on the appropriateness, clarity, linguistic integrity, and modification of what they think appropriate. The researchers adopted the criterion of approval (90%) of the arbitrators as a condition for retaining the paragraph, and the application of this procedure paraphrased some paragraphs.

To verify the validity indicators according to the correlation coefficient of the scales in the field to which they belong, and the scale as a whole, as well as the correlation of the fields to the scale as a whole, but not less than 0.25 (Odeh, 2010). The values of correlation coefficients between the scores of the scale and the total score ranged from 0.44 to 0.89 and the coefficient of correlation between the fields (0.47- 0.88). All of them exceeded (0.25), all of which are statistically significant at ($\alpha \leq 0.05$), and table (2) shows this how they are assessed on the scale and the field to which they belong.

Table 2. The correlation coefficients of each Item of the scale

No	Correlation Coefficient	Correlation in the fields
1	0.65**	**0.86
2	0.67**	**0.76
3	0.86**	**0.74
4	0.79**	**0.80
5	0.65**	**0.82
6	0.66**	*0.64
7	0.75**	**0.67
8	0.70**	**0.70
9	0.66**	*0.63
10	*0.44	**0.76
11	0.55*	**0.77
12	0.76**	**0.81
13	0.64**	*0.60
14	**0.77	*0.88
15	0.69**	*0.56
16	**0.71	**0.80
17	**0.64	**0.74
18	*0.56	**0.69
19	*0.49	*0.59
20	*0.52	**0.61

*significant at ($\alpha = 0.01$) **significant at ($\alpha = 0.05$).

3.4 Reliability of the Study Tool

For the purposes of the current study, and to ensure the reliability of the scale; the tool was applied to (30) students from outside the study sample; to ascertain the internal consistency of the scale, and to calculate the values of the internal consistency of the scale as a whole on the survey sample. The values of coefficients (using the formula of Alpha Kronbach) ranged from (0.75 to 0.89) and 0.75 respectively on the total score, all of which were statistically significant at the level of ($\alpha \leq 0.05$). The re-test correlation coefficients ranged from (0.71-0.88), which indicates the accuracy of the scale.

Table 3. The reliability coefficients of the scale in its sub - fields and its total significance using the equation of Alpha Kronicbach

Field	Number of paragraphs	Re-testing	Alpha Kronicbach
Volunteer work	10	0.88	0.81
Belonging	10	0.71	0.89
Total	20	0.74	0.75

3.5 Correction of the Scale of National Education

The scale consists of (20) paragraphs items divided into two areas, the area of belonging, which is (10) paragraphs, and the field of volunteer work making (10) paragraphs, each paragraph is answered on a five-point scale: (very high, highly, moderately, low, very low), depending on the subject's content, and the score scale was as follows: Very high=5, high=4, medium=3, low=2, very low=1, and to classify the role of youth associations in the total score to three levels (high, medium, low) the following equation as shown in Table 4 was adopted:

Table 4. Level of degrees of calculation of the role of youth associations

Low level	1–2.33
Medium level	2.34–3.67
High level	3.68–5

3.6 Study Procedures

After the preparation of the study tool, and to find the coefficients of validity and reliability, and access to the official coordinators for the study, the study tool was distributed to the study sample, and the students were informed about the importance of the research and its objectives and how to answer the tool, stressing that the answers will be used only for the purposes of scientific research.

3.7 Methodology

The nature of the study necessitated the use of the descriptive method. This is because of its ability to contribute to providing us with the necessary information to identify the role of youth associations in disseminating national education and thus analyzing this information and interpreting it to reach the results that can contribute to achieving the objectives of the study.

4. Results

First: Results related to the first question which states: “What is the role of youth associations in spreading the national education among Jordanian university students from their point of view?”

To answer this question, the arithmetic means and standard deviations and the degree of contribution to the dissemination of the national education of each field were calculated, and the scale as a whole as shown in Table 5.

Table 5. The arithmetic means and the standard deviations for each field of the scale of national education and the scale as a whole

Field	Arithmetic mean	Standard deviation	Percentage	Level
Volunteer work	3.30	0.48	66%	Medium
Belonging	3.58	0.60	70%	Medium
Total	3.44	0.56	68%	Medium

Table 5 shows that the level of the students' contribution on the scale as a whole was moderate with the arithmetic means of (3.44), the standard deviation of (0.56) and the percentage of (68%). The field (voluntary work) was medium, with the arithmetic means of (3.30), and its standard deviation was (0.48) and its percentage was (66%). The belonging field was (medium) with the arithmetic mean of (3.58) the standard deviation of (0.60) and the percentage of (70%).

Second: Results related to the second question which states “Is there a statistically significant relationship at the level of ($\alpha \leq 0.05$) in the dissemination of national education among Jordanian university students due to the variables (gender, place of residence)?”

To find out the significance of the differences between the averages according to gender and place of residence variables, the arithmetic means and standard deviations were calculated on the domains of the national education scale and Table 6 shows this.

Table 6. Arithmetic means and standard deviations upon the gender and place of residence variables on the scale of national education fields

Variable		Belonging		Volunteer work	
		Arithmetic means	Standard deviation	Arithmetic means	Standard deviation
Gender	Male	3.74	0.43	3.04	0.66
	Female	3.81	0.51	3.00	0.72
	City	3.44	0.43	3.34	0.51
Place of residence	Village	3.69	0.50	3.07	0.62
	Camp	3.74	0.59	3.14	0.65
Total		3.67	0.67	3.06	0.78

Table 6 shows the existence of a virtual difference between the average scores of individuals on the national education scale and in each of its fields according to gender and place of residence. To find out the significance of the differences between the averages, the MANOVA analysis was used and Table 7 shows this.

Table 7. Analysis of the multiple variances (MANOVA) of the gender and place of residence variables on the scale of national education

Source of Variance	Dependent variables	Sum of squares	Degree of freedom	Mean squares	(P) Value	Level of significance
Gender	Belonging	2.240	1	0.747	2.800	0.326
	Volunteer work	3.057	1	1.019	2.297	0.078
Place of residence	Belonging	1.467	2	0.489	1.834	0.013
	Volunteer work	.254	2	0.085	0.191	0.902
Error	Belonging	67.458	198	0.267		
	Volunteer work	112.245	198	0.444		

Table 7 shows that there are statistically significant differences at the level of ($\alpha \leq 0.05$) for the variable place of residence for the field of belonging, and to know the significance of this statistical differences; Scheffe' Test was used for the comparison, and Table 8 shows that.

Table 8. Scheffe' Test results for the comparison of the place of residence variable of field of belonging

	Belonging	Arithmetic means	City	Village	Camp
Scheffe			3.44	3.69	3.74
City		3.44	-	0.83	0.29
Village		3.69	-	-	*0.005
Camp		3.74	-	-	-

Table 8 shows that there are statistically significant differences at the level of ($\alpha = 0.05$) in the arithmetic means of the study sample of on the national education scale for the field of belonging and for the benefit of the village population.

Third: Results related to the third question which states "Is there a statistically significant correlation between national education and the tendency towards extremist intellectual behavior"?

To answer this question, Pearson correlation coefficient was calculated between the level of national education and the tendency towards intellectual extremism. It reached (-0.67), which is statistically significant at the level of significance ($\alpha = 0.05$), indicating an inverse correlation between the level of national education and the tendency towards behavior radical thinking among Jordanian university students.

5. Discussion

First: Results related to the first question which states: “What is the role of youth associations in spreading the national education among Jordanian university students from their point of view?” The results of this question showed that the degree of contribution of Jordanian university students to the dissemination of national education came within the medium level. The field of volunteering was the lowest in average, and ranked second as the intermediate level. This is due to the fact that the idea of voluntary work in the concept of youth is still modern and requires a positive awareness of its importance. This attention is in order to attract university students to volunteer work better.

The results of this study are in line with the results of (Darawshe, 2013) study, which aims to reveal the role of youth in the change processes in the Jordanian society from the perspective of the Jordanian university students, they also agreed with the results of a study conducted by Al-Taweel and Al-Qar'an (2009) on the impact of the national education course on changing the political culture of the students of Al-Hussein University.

Second: Results related to the second question which states “Is there a statistically significant relationship at the level of ($\alpha \leq 0.05$) in the dissemination of national education among Jordanian university students due to the variables (gender, place of residence)”? The results of the study showed no statistically significant differences at the level of ($\alpha \leq 0.05$) between respondents' responses on the role of youth associations in spreading the national education upon gender variable, while differences were found for the variable of the place of residence on the field of volunteer work and for the benefit of the inhabitants of the village. The researchers attributed this finding to the fact that university students from the villages have more awareness of the importance of volunteering and its role in formulating their personalities, developing their role in society and enhancing their sense of national belonging.

The results of this study are in line with the results of the study conducted by Murad and Al-Maliki (2011), which highlighted the role of civil society institutions in shaping and developing awareness and sense of identity and belonging among Algerian youth, as well as the study of Al-Rawashdeh (2015) which found that Jordanian youth reject ideological extremism and showed some minor differences that are attributed to males.

Third: Results related to the third question which states “Is there a statistically significant correlation between national education and the tendency towards extremist intellectual behavior”? The results of this question showed that there is an inverse correlation between the level of national education and the tendency towards radical intellectual behavior among Jordanian university students. The researchers attributed this finding to the fact that the more the university students work on enabling the cultural aspects of their personalities, the more they are far from the extremist intellectual behavior, indicating that culture contributes in one way or another in the development of positive behavior and tolerance and moderate thoughts.

The results of the study agree with the study of Al-Taweel and Al-Qur'an (2009), which found that there is an impact of the course of national education in changing the attitudes of students towards oneself and others, as well as the study of Al-Ani and Al-Attar (2013), which found that there are positive effects of the culture of change among young people. As well as the study of Robert and Bash (1992) which highlighted the role of public education schools in developing the spirit of citizenship and leadership, creating motivation and developing skills.

6. Recommendations

The researchers recommend the following:

- 1) Encouraging young people to attend various cultural training courses conducted by cultural associations.
- 2) Inviting the deanship of student affairs in the Jordanian universities to organize courses and training workshops for their students in attractive ways, motivating them to participate in it and explain to them the danger of extremist intellectual behavior.
- 3) Introducing the life skills subject as a compulsory requirement for university students in order to sharpen their personalities, develop their cultures, develop their talents and encourage them to initiatives, tolerance and good treatment.
- 4) Conducting further studies that examine programs for youth, developing them through brainstorming, role playing and problem solving in a creative way.

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