



The Relative Contribution of Intellectual Moderation in Predicting the Extent of Awareness of the Dangers of Extremism as one of the Intellectual Viruses

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Abstract:

The present study aims to identify the level of both intellectual moderation and awareness of the dangers of extremism among university students. As well as revealing the nature of the relationship between intellectual moderation and their awareness of the dangers of extremism, as well as determining the relative contribution of intellectual moderation to predicting the risk of extremism as an intellectual virus among university students. With a sample of (250) students and students, some universities in the Canal region of the Arab Republic of Egypt are the universities of the Suez Canal, Port Said and Zagazig, Applied to them are the measures of intellectual moderation of university youth, and awareness of the dangers of extremism as one of the intellectual viruses of the university students, who are prepared/researched, and used the descriptive (curriculum). using computational averages, standard deviations, as well as Pearson's correlation coefficient, as well as the regression coefficient; The results indicated that the study sample individuals had moderate levels of both intellectual moderation and awareness of the dangers of extremism. The results also demonstrated a substantial correlation between intellectual moderation and their awareness of the dangers of extremism; In addition, the contribution of intellectual moderation to predicting the extent of radicalization awareness is 73.9%. In the light of these results A number of recommendations were made, including the need to enhance the value of intellectual moderation among undergraduate students, During training sessions and educational seminars to combat intellectual viruses, the most important of which is extremism

Key words: Intellectual Moderation, Awareness, Extremism, Intellectual Viruses, University Students.

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Introduction to the study and its problem:

Since thought is the first guide of human energy towards construction or destruction, most countries of the world have turned to taking care of developing thought, immunizing it against deviant intellectual currents, spreading the values of moderation, and laying the foundations for construction, stability and prosperity, especially among young people and adolescents, as they are the nucleus and pillar of the future.

As a result, all countries and international organizations have been keen to allocate a large part of their wealth in the process of education, research and training, through educational institutions, as they have made the development of thinking among learners a primary goal of education, and in general, intellectual moderation is the only way that the nation must rely on in order to achieve all its goals and reach its glory, as the unity of thought in one nation helps to achieve its success, happiness and dignity (Makrami, 2022).

Intellectual moderation is also a basis on which moderation of all kinds is built in all fields, and accordingly, attention to it and its promotion is reflected in the edifice of moderation in people's lives, and

talking about any manifestation of various manifestations of moderation is talking about intellectual moderation that resulted in those manifestations.

Thought does not show its good fruits in people's lives except by discipline with a number of controls that achieve its moderation and integrity, and protect it from deviation or extremism (Hilal, 2022).

On the other hand, extremism is one of the most interesting issues recently among clerics and education in particular, as each has his point of view on the development of the phenomenon into new forms that have not been formed before, and this calls for a more in-depth reading to try to understand the phenomenon in its full dimensions, as extremism itself is a global scourge that shrinks and expands according to the environment in which it exists, and the severity of this phenomenon has recently increased until it took on dangerous dimensions that reflected negatively on society and its environment. In this context, university students are seen as the most important segment, so universities in particular and educational institutions in general have played a major role in addressing this phenomenon (Yadek et al., 2023).

Since extremism is one of the crises that countries suffer from all over the world, as a result of the destruction and destruction of the property of these countries and the depletion of its material and human energies, the youth category represents the present of the nation, and they are the basis of societies on which progress and development in all its fields are built. Looking at the youth in general, and the university youth in particular, they represent the backbone of society with their vitality, ability, activity, and determination to work and give. Hence the need for intellectual moderation as a system. Therefore, we should protect the attitudes of our young people and adolescents and their values as a target group of intellectual extremism groups, which may receive from social networks a means to reach their goals by destabilizing the intellectual security of young people in general and university youth in particular (Ibrahim and Moussa, 2003; Hariz, 2005; Abu Khatwa and El-Baz, 2014; and Boulahia, 2018; and Hashem, 2018; Roux, 2019; and Al-Balihed et al., 2023). Hence the idea of the current study in an attempt to reveal the extent of the relative contribution of intellectual moderation in predicting the extent of awareness of the dangers of extremism as one of the intellectual viruses among university students.

The problem of the current study stemmed from university students who are the most users of the Internet and social networks through the exchange of opinions and ideas and acquaintance through the virtual world that meets their desires, they find those who agree with their opinions, provide them with solutions and dictate their free time, and therefore university students relied on it to obtain information that develops their ideas and replaced virtual companionship on real companionship through social networking sites, through an electronic social system with members with the same tendencies and interests, and one of the things that has become feared for Arab university students is their influence on the misguided, misleading and extremist intellectual contents that are displayed on social media, as this misguided group began through social networks to attract young people to conviction and adopt their ideas in all countries of the world making them extremist youth that exceed the limit of moderation and deviate from it, and does not recognize the opinions of others and is characterized by intellectual rigidity and is not characterized by moderation, This is why the researcher conducted the current study by highlighting university students to determine the relative contribution of intellectual moderation in predicting their awareness of the dangers of extremism as one of the intellectual viruses. Therefore, the problem of the current study can be determined by trying to answer the following questions:

1. *What is the level of intellectual moderation among university students?*
2. *What is the level of awareness of the dangers of extremism among university students?*
3. *Is there a relationship between intellectual moderation and awareness of the dangers of extremism among university students?*
4. *Does intellectual moderation contribute to predicting the extent of awareness of the dangers of extremism among university students?*

Objectives of the study:

The current study aims to identify the level of intellectual moderation and awareness of the dangers of extremism among university students, as well as to reveal the nature of the relationship between intellectual moderation and awareness of the dangers of extremism among them, in addition to determining the relative contribution of intellectual moderation in predicting the extent of awareness of the dangers of extremism as one of the intellectual viruses among university students.

Importance of the study:

1. The study derives its importance from the importance of the topic it addresses, which is intellectual moderation and its positive role in protecting students in general and university students in particular from the dangers of extremism.
2. The importance of the study in choosing the target sample (university students in the Egyptian society) as the results of studies and research showed that they are the most frequent users of social networking sites and therefore more vulnerable to intellectual viruses, of which extremism is the most dangerous.
3. Provide some findings, recommendations and suggestions that benefit researchers in this field.

Study terminology:

1. Intellectual Moderation:

It is a sophisticated product of higher mental processes, spared from submission to influences and directives "of all kinds", and absorbed all parties to the issue and its dimensions, translated - that is, this intellectual product - into words and actions characterized by moderation, and accepted by upright minds and normal souls, targeting the truth, goodness and interest, with the best evidence, and the easiest way (Hilal, 2022).

the scale of intellectual It is defined procedurally in the current study as "the total score of the learner on . "researcher / prepared by moderation of university youth

2. Awareness:

It is the extent to which an individual is interested in an issue or problem through knowledge, understanding, and awareness of this problem (Shahada and Ahmed, 2019), and it is an integral part of cognitive mental processes, and one of the learning outcomes on which the educational educational process focuses.

It is defined procedurally in the current study as "the score obtained by an individual in performance on the scale of awareness of the dangers of extremism as one of the intellectual viruses among university students prepared / researcher".

3. Extremism:

It is exceeding the limit of moderation, during which the extremist individual uses closed thinking that .(Slave' 2023) .does not accept the other opinion, and refuses to tolerate beliefs and opinions contrary to it

4. University students:

In the current study, they mean "male and female students who study in some scientific and humanitarian faculties in some universities in the Canal Region in the Arab Republic of Egypt, namely the universities of the Suez Canal, Port Said, and Zagazig, with the difference from the second to the fourth for the academic year 2023 – 2024".

5. Intellectual viruses:

Al-Fadhli (2022) defined it as "Intellectual delusions, illusions and wrong, unacceptable and incorrect ideas that are inconsistent with the ideas recognized in society, and the individual who suffers

from them does not accept reversal and refuses to accept other logical opinions just because they contradict his ideas and illusions, such as: rumors, digital fabrication, and monovision., extremism".

Study assignments:

The hypotheses of the current study can be formulated as follows:

1. *University students have an average level of intellectual moderation.*
2. *University students have an average level of awareness of the dangers of radicalization.*
3. *There is a relationship between intellectual moderation and awareness of the dangers of extremism among university students.*
4. *Intellectual moderation contributes to predicting the awareness of the dangers of radicalization among university students.*

Method and procedure:

First: Study Methodology:

The descriptive (correlational) approach was used to fit it to the objectives of the study.

Second: Study Sample:

The basic study sample consisted of (250) male and female students in some universities of the Canal Region in the Arab Republic of Egypt, namely the universities of the Suez Canal, Port Said, and Zagazig. In addition to another sample of (180) male and female students from the same universities also in order to verify the psychometric properties of the two study tools.

Third: Study Tools:

- Intellectual Moderation Scale *for University Youth, prepared by the researcher:*

This scale aims to measure the intellectual moderation of undergraduate students. The construction of this scale has gone through the following steps:

1. Access to psychological and educational literature from theoretical frameworks, studies, previous research and measures that dealt with moderation in general and intellectual moderation in particular, including: Abdelkarim (2010), Boulahia (2018), Makrami (2022), Hilal (2022), Pajarianto et al. (2023), Tambun & Nurwanti (2023), Al-Enezi (2023), Afwadzi et al. 2024).

1. In light of the previous step, the vocabulary of the scale was formulated in its initial form for presentation to the arbitrators, consisting of (40) items, distributed over eight (8) dimensions:

- Intellectual flexibility:

It is the ability of the individual to change the mental angle through which he looks at multiple things and situations, so that he can be liberated from mental insufficiency, and move to the different categories of ideas without being confined to one category of them, and the transition between the different categories of these ideas is an expression of flexibility and ease in changing the individual's mental position (Abdel Rahman, 2020, 88).

- Recognition of the other:

It is the ability of the individual to accept and recognize the other as a fact, neither favor nor favor, whether he disagrees with him intellectually, religiously, politically, or ideologically (Hassan, 2024, 697).

- Accept the difference:

It is the ability of the individual to recognize the principle of human pluralism and to believe in the values of pluralism and difference in the society in which he lives in order for security, stability, coexistence, progress and development to prevail (Al-Brifkani and Al-Obaidi, 2020, 1230).

- Communication with the other:

An individual 's ability to share information with others through speech, writing, body movements, or the use of other cues (Ibrahim, 2014, 165).

▪ **Impulse control and management:**

It is the ability of an individual to control and control negative emotions, recall positive emotions easily, and gain time to control negative emotions and turn them into positive emotions (Mamouri, 2023, 332).

▪ **Freedom of expression:**

It is the ability of an individual to express his opinions, ideas and what he believes to be true in a field freely, regardless of the medium he uses, whether it is direct contact with people, writing, radio, newspapers, and other media, without prejudice to public order and the rights of others (Benhabré and Bilal, 2020, 386; and Ben Qouia, 2022, 203).

▪ **Coexistence:**

It is the ability of the individual to live with individuals, communities, nations and peoples on intimacy and affection while preserving rights, duties and self-privacy (Al-Jawhar, 2024, 33).

▪ **Non-violence:**

It is the ability of an individual to renounce any behavior or word directed against a person for the purpose of physically or psychologically harming or intimidating him, whether directly or indirectly (Al-Jumaili, 2018, 151).

Each dimension includes (5) five Vocabulary. Each word has three responses: (always – Once in a while – rarely), estimated by giving scores (3, 2, 1) corresponding to the responses respectively, and a high score indicates that an individual has a high level of intellectual moderation, while a low score indicates the opposite.

2. The level of intellectual moderation of the individual was determined as follows: "Low level: In the event that the individual obtains a total score on the scale ranging between (1-1.66); and intermediate level: if he obtains a total score on the scale ranging between (1.67-2.33), and high level: if he obtains a total score on the scale ranging between (2.34-3). This is on the basis that the length of the category (0.66), which is outside the division of the difference between the highest estimate (3) and the lowest estimate (1), by 3, which represents the three levels: (low - medium - high) of intellectual moderation. Table (1) shows the final picture of the scale:

Table No. (1) Dimensions of the scale of intellectual moderation and the numbers of vocabulary belonging to each dimension

Dimension	Vocabulary numbers	Total	Dimension	Vocabulary numbers	Total
Intellectual flexibility	29 ,19 ,16 ,10 ,8	5	Impulse control and management	30 ,28 ,18 ,14 ,2	5
Recognition of the other	35 ,31 ,23 ,11 ,6	5	Freedom of expression	33 ,24 ,20 ,5 ,4	5
Accept difference	38 ,32 ,22 ,12 ,7	5	Coexistence	34 ,25 ,21 ,9 ,3	5
Communication with the other	40 ,26 ,17 ,13 ,1	5	Non-violence	39 ,37 ,36 ,27 ,15	5
Total	40				

Psychometric properties of the scale:

▪ **Believe the scale:**

I. Arbitrators' Validation:

After the vocabulary of the scale was formulated, it was presented to a group of arbitrators (n = 10) of specialists in educational psychology, mental health, pedagogy and Islamic religious education in some Egyptian universities, in order to judge the sincerity of the content of the vocabulary, and the extent of its effectiveness in what was developed to measure it, and the percentage of agreement of the arbitrators on the vocabulary of the scale was considered a criterion for honesty. Table 2 illustrates this.

Table (2) Percentages of Arbitrators' Agreement on the Items of the Equinox Value Scale

Vocabulary of the first dimension	% of the agreement	Second Dimension Vocabulary	% of the agreement	Third Dimension Vocabulary	% of the agreement	Fourth dimension vocabulary	of the agreement %
8	90	31	100	22	100	40	100
10	90	6	100	7	90	1	100
29	100	35	90	32	100	13	100
16	100	11	100	12	100	17	100
19	90	23	90	38	100	26	100
Fifth dimension vocabulary	% of the agreement	Vocabulary of the sixth dimension	% of the agreement	Vocabulary of the seventh dimension	% of the agreement	Vocabulary of the eighth dimension	of the agreement %
14	100	5	90	21	90	36	100
28	90	20	90	25	100	37	90
2	90	33	90	3	100	15	100
30	100	4	90	34	90	39	90
18	100	24	100	9	90	27	90

It appears from Table (3) that all items obtained an agreement rate of more than (80%), and therefore all of them were retained, according to the Cooper equation for calculating the agreement percentage , which states:

$$\% \text{ of the agreement} = \frac{\text{Number of times of agreement} \times \text{agreement}}{\text{Number of times of agreement} + \text{number of times of disagreement}} \times 100$$

The percentage of agreement indicates the stability of the performance appraisal system, if the percentage of agreement is less than 70%, this indicates low stability, and if the percentage of agreement is 80% or more, this indicates high stability (Al-Wakil Al-Mufti, 2012, 226). The scale consists of (40) items distributed over its eight dimensions (intellectual flexibility, recognition of the other, acceptance of differences, communication with the other, control and management of emotions, freedom of expression, coexistence, and rejection of violence).

II. Inherent honesty (the touchstone):

The validity of the current scale was calculated by Inseparable honesty where the correlation coefficient between the scale of The intellectual medium of university students by Al-Anzi (2023) and the current scale, which were applied to the members of the psychometric characteristics sample, and the correlation coefficient between them (0.891) which is a statistically significant coefficient at the level of (0.01) Indicating the high accuracy of the scale.

III. Factorial honesty (factorial structure):

1- Exploratory Factor Analysis:

Done using the Hottling basic components method with orthogonal rotation of extracted agents by Varimax in which the factors are independent of each other (Hassan, 2011, 458) for the correlation coefficients of the responses of the members of the psychometric characteristics sample (n = 180) on Scale The current factor analysis resulted in eight factors, and did not delete any vocabulary where its saturation was greater than (0.3) according to the Guilford test (Farage, 1980, 151), and table numbers (3), (4), (5), (6), (7), (8), (9), (10), (11) shows the essential saturation of vocabulary with factors.

Table (3) Vocabulary saturation with factors for the scale of intellectual moderation after rotation

vocabulary	boomer The first	boomer Second	Commonness values	vocabulary	boomer Third	boomer Fourth	Commonness values
8	0.804		0.666	22	0.852		0.748
10	0.799		0.741	7	0.821		0.522
29	0.793		0.628	32	0.796		0.633
16	0.785		0.746	12	0.714		0.428
19	0.732		0.555	38	0.71		0.665
31		0.795	0.654	40		0.784	0.63
6		0.784	0.418	1		0.782	0.74
35		0.722	0.653	13		0.761	0.536
11		0.716	0.745	17		0.753	0.489
23		0.704	0.528	26		0.733	0.632
Latent root	5.854	5.389	-	-	4.741	4.214	-
Contrast ratio	14.632	12.324	-	-	11.258	9.369	-
vocabulary	boomer V	boomer Sixth	Commonness values	vocabulary	boomer Seventh	boomer Eighth	Commonness values
14	0.821		0.758	21	0.814		0.658
28	0.806		0.657	25	0.803		0.682
2	0.788		0.521	3	0.791		0.726
30	0.751		0.713	34	0.763		0.598
18	0.669		0.658	9	0.741		0.789
5		0.714	0.524	36		0.782	0.45
20		0.712	0.489	37		0.771	0.593
33		0.695	0.663	15		0.756	0.784
4		0.632	0.725	39		0.714	0.552
24		0.625	0.621	27		0.699	0.689
Latent root	3.963	3.633	-	-	2.854	2.369	-
Contrast ratio	8.367	6.369	-	-	4.325	3.368	-
Total Contrast	70.012						

It is clear from the previous results of the factor analysis in Table (3) that the vocabulary of the scale is saturated on eight factors that were interpreted together together (70.012%) of total variance. The following is the psychological explanation of these factors after rotating the axes perpendicularly:

Table No. (4) Degrees of saturation of the first factor statements indescending order

Single Number	Single	Degree of saturation
8	.I can make judgments on my thoughts whether they are good or bad	0.804
10	.I am not bothered by the difference of opinion on an issue	0.799
29	.I welcome discussions and dialogue with others	0.793
16	.I can accept change and adjustment depending on each situation	0.785
19	.I avoid situations that lead me to intellectual rigidity	0.732

It is clear from Table (4) that the saturation of the vocabulary of this factor ranged between (0.732; 0.804) and reached its latent root (5.854), explains this factor (14.632% of the total variation volume, and from what is included in these vocabulary, we can call this factor "intellectual flexibility".

Table No. (5) Degrees of saturation of the second factor statements in descending order

Single Number	Single	Degree of saturation
31	.I have the ability to recognize the other even though I disagree with him	0.795
6	I adhere to ethical standards when dealing with others who disagree with .me	0.784
35	.I don't get angry with a colleague because of his religion or nationality	0.722
11	My emotions do not affect the interaction with individuals who oppose .my ideas	0.716
23	I feel comfortable talking to a colleague who is not of my religion or .nationality	0.704

It is clear from Table (5) that the saturations of the vocabulary of this factor ranged between (0.704;0.795) and reached its latent root (5.389), explains this factor (12.324%) of the total variation, and from what is included in these vocabulary we can call this factor "recognition of the other".

Table No. (6) Degrees of saturation of the third factor statements in descending order

Single Number	Single	Degree of saturation
22	.I deal positively with all my colleagues	0.852
7	.I'm happy to talk to colleagues who disagree with me	0.821
32	.I feel happy to have those who disagree with me in one place	0.796
12	.I believe in one opinion and the other opinion	0.714
38	.I accept those who disagree with me on an issue	0.710

Illustrated from the table number (6) that saturation Vocabulary This factor ranged between (0.710÷ 0.852) and reached its latent root (4.741), and this factor (11.258%) of the total variation volume, and through what these include vocabulary We can call this factor "Accept difference".

Table No. (7) Degrees of saturation of the fourth factor statements in descending order

Single Number	Single	Degree of saturation
40	.I would like to meet with my colleagues	0.784
1	I like to make relationships and friendships with new colleagues	0.782
13	.I have the ability to positively influence others	0.761
17	.I am skilled in dealing with my colleagues	0.753
26	.I prefer to socialize and socialize	0.733

Illustrated from the table number (7) that saturation Vocabulary This factor ranged between (0.733÷ 0.784) and reached its latent root (4.214), and this factor (9.369%) of the total variation volume, and through what these include vocabulary We can call this factor "Communication with the other".

Table No. (8) Degrees of saturation of the statements of the fifth factor in descending order

Single Number	Single	Degree of saturation
14	.I can control my negative thinking	0.821
28	.I can control myself when exposed to any embarrassing situation	0.806
2	.I can control my emotions when faced with any risks	0.788
30	.I can do what I need emotionally with my own will	0.751
18	.I am calm under any pressure I am exposed to	0.669

Illustrated from the table number (8) that saturation Vocabulary This factor ranged between (0.669÷ 0.821) and reached its latent root (3.963), and this factor (8.367%) of the total variation volume, and through what these include vocabulary We can call this factor "Impulse control and management".

Table No. (9) Degrees of saturation of the sixth factor statements in descending order

Single Number	Single	Degree of saturation

5	.I can make my decisions without compulsion	0.714
20	I think I choose my actions out of ability and ability and not by external .pressure	0.712
33	.I express my thoughts without coercion	0.695
4	.I think independently about all the affairs of my life	0.632
24	I can express my ideas in various ways coupled with discussion and .dialogue	0.625

Illustrated from the table number (9) that saturation Vocabulary This factor ranged between (0.625; 0.714) and reached its latent root (3.633), and this factor (6.369%) of the total variation volume, and through what these include vocabulary We can call this factor "Freedom of expression".

Table No. (10) Degrees of saturation of the seventh factor statements in descending order

Single Number	Single	Degree of saturation
21	.I accept my friend even if he disagrees with me in religion, gender or race	0.814
25	I don't consider anyone who disagrees with me to be a reason that .threatens my own existence	0.803
3	I believe that multiculturalism and multiethnicity is an opportunity to learn .about many civilizations	0.791
34	.I believe that man is indispensable for the presence of the other in his life	0.763
9	I believe that peaceful coexistence reduces conflicts and ensures a life in .stability and peace	0.741

Illustrated from the table number (10) that saturation Vocabulary This factor ranged between (0.741; 0.814) and reached its latent root (2.854), and this factor (4.325%) of the total variation volume, and through what these include vocabulary We can call this factor "Coexistence".

Table No. (11) Degrees of saturation of the eighth factor statements in descending order

Single Number	Single	Degree of saturation
36	.I criticize myself more than I do others	0.782
37	In anger I don't tend to do violent physical behaviors (such as banging with .(legs	0.771
15	.I don't rush to hurt someone who tries to harass me	0.756
39	When someone speaks to me loudly, I don't reciprocate the response out .loud	0.714
27	.I don't tend to use hurtful banter	0.699

Illustrated from the table number (11) that saturation Vocabulary This factor ranged between (0.699; 0.782) and reached its latent root (2.369), and this factor (3.368%) of the total variation volume, and through what these include vocabulary We can call this factor "Non-violence".

2- Confirmatory Factor Analysis:

Where the validity of the latent (or inferior) structure of the intellectual moderation scale was verified by testing the latent factor model among the members of the psychometric characteristics sample (n = 180), and in the latent factor model it was assumed that all the observed factors (or dimensions) Observed Factor For intellectual moderation organized around one underlying factor One Latent Factor As in Figure (1):

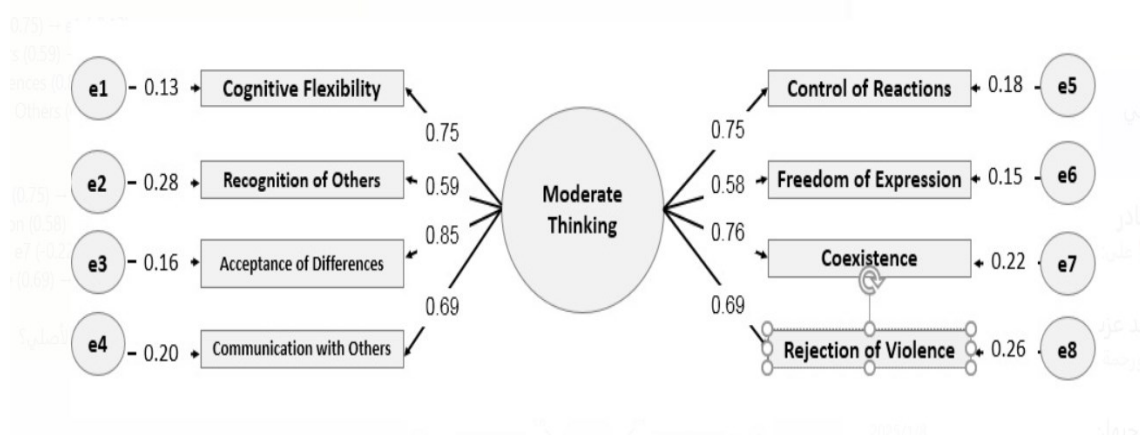


Figure (1) The model of the single latent factor of the scale of intellectual moderation

The single latent factor model of intellectual moderation received good matching indicators, as can be seen in Table 12:

Table No. (12) Indicators of the age of conformity to the latent factor model of intellectual moderation

M	Indicators of good conformity	Indicator value	The ideal range of the indicator
1	Statistical test Ka2 X2 Significance level Ka2	4.658 0.296	The value of Ka2 Not statistically significant
2	Ratio Ka2df / X2	0.921	(zero) to (5)
3	GFI Good Conformity Index	0.822	(zero) to (1)
4	AGFI corrector good conformity index	0.834	(zero) to (1)
5	Root Mean Squares Residual RMSR	0.016	(zero) to (0.1)
6	RMSEA approach error middle root	0.012	(zero) to (0.1)
7	Expected false honesty indicator for the current ECVI model Predicted false honesty indicator for saturated pattern	0.269 0.325	The indicator value for the current model should be lower than that of the saturated model
8	NFI Standard Conformity Index	0.799	(zero) to (1)
9	CFI Comparative Conformity Index	0.885	(zero) to (1)

10	) Relative Conformance IndexRFI)	0.839	(zero) to (1)
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It is clear from Table (12) that the model of the single latent factor of intellectual moderation has received good values for all indicators of good conformity. Table (13) shows the saturation of the observed sub-factors (subcomponents) with the general latent factor (intellectual moderation).

Table (13) Saturation of the observed sub-factors with the general latent factor of intellectual moderation, coupled with the values of "T" and the standard error for estimating saturation and its statistical significance

M	Observed factors (Components of intellectual moderation)	Saturation	Standard error for estimating saturation	Value (v)	Significance level
1	Intellectual flexibility	0.758	0.045	11.112	0.01
3	Recognition of the other	0.598	0.089	6.969	0.01
3	Accept difference	0.858	0.080	13.025	0.01
4	Communication with the other	0.690	0.048	8.369	0.01
5	Impulse control and management	0.753	0.083	7.258	0.01
6	Freedom of expression	0.589	0.082	7.098	0.01
7	Coexistence	0.766	0.046	11.859	0.01
8	Non-violence	0.699	0.047	8.897	0.01

It is clear from Table (13) that all saturations or honesty coefficients are statistically significant at the level of (0.01), which indicates the validity of all sub-components of the intellectual moderation scale. That is, the confirmatory factor analysis provided strong evidence of the validity of the underlying or latent structure of this scale, and that intellectual moderation is a general latent factor around which the eight sub-components of it are organized.

This result can be explained in light of the existence of independent factors by exploratory factor analysis, and then these factors are verified using confirmatory factor analysis, which resulted in the existence of a general factor around which these eight factors are grouped; that is, it can be said that the components of intellectual moderation all contribute to a single general factor.

▪ Scale Stability :

The sincerity of the stability was verified through three methods:

1. Cronbach alpha method: Cronbach alpha method was used to calculate the stability coefficient, so the values obtained were appropriate for the scale and allowed to be used for what it was set for, as can be seen in Table (14).
2. Spearman-Brown's half-segmentation method: where each dimension in the scale was divided into two halves, one representing the individual vocabulary, and the other representing the even vocabulary for each dimension separately, then the degrees of the two halves were used to calculate the correlation coefficient between them (half stability coefficient), followed by the use of the Sperman-Brown equation to calculate the total stability coefficient, as shown in Table (14).
3. Re-application method: Where the scale was applied and then reapplied after 21 days, so the value obtained was acceptable and satisfactory, as shown in Table (14).

Table No. (14) Values of the stability coefficients of the intellectual moderation scale

Scale dimensions	Alpha Cronbach	Re-application	Half Hash	
			Half stability	Superman-Brown
Intellectual flexibility	0.825	0.812	0.714	0.833
Recognition of the other	0.744	0.783	0.698	0.822
Accept difference	0.865	0.842	0.746	0.854
Communication with the other	0.785	0.766	0.709	0.829
Impulse control and management	0.698	0.687	0.744	0.853
Freedom of expression	0.741	0.730	0.769	0.869
Coexistence	0.803	0.799	0.718	0.835
Non-violence	0.769	0.757	0.768	0.868
Total Grade	0.811	0.793	0.779	0.875

From the above, it is clear from Table (14) that the scale of intellectual moderation has a good degree of stability.

- Awareness of the dangers of extremism as one of the intellectual viruses among university students, prepared by the researcher:

The current scale aims to measure level Awareness of the role of Intellectual moderation In reducing the risk of Extremism As one of the intellectual viruses among students University. The construction of this scale has gone through the following steps:

1. Access to psychological and educational literature from theoretical frameworks, previous studies, research, and measures that dealt with awareness and extremism in general, intellectual viruses and intellectual extremism in particular, including: Al-Harbi (2011), Al-Rawashdeh (2015), Bötticher (2017), Bak et al. (2019), Shahda and Ahmed (2019), Lowe (2020), and Schlegel (2021)Omar (2021), Al-Fadhli (2022), Al-Belheed et al. (2023), Al-Sayed (2023), Yedek et al. (2023), and Kohy (2024).
2. In light of the previous step, the vocabulary of the scale was formulated in its initial form to be presented to the arbitrators, consisting of (20) items dealing with the dangers of extremism on the individual, family, state and international community, and each vocabulary has five responses: (I strongly agree - I agree - neutral - I disagree - I strongly disagree). It is estimated by giving grades (5, 4, 3, 2, 1) Corresponding to the responses respectively, where a high score indicates a high level of awareness, while a low score indicates a low level of awareness among university students.
3. The researcher determined the level of awareness of the role of intellectual moderation in reducing the risk of extremism as one of the intellectual viruses (high - medium - low) among the members of the study sample in the scale as a whole on the basis that the length of the category (1.33), which is outside the division of the difference between the highest estimate on the scale (5), and the lowest estimate (1) on (3), which expresses the three levels: high - medium - low, and then: People with low awareness are those whose scores range from (1 – 2.33); those with moderate awareness are those whose scores range from (2.34 – 3.67); and those with high awareness are those whose scores range from (3.68 – 5).

Psychometric properties of the scale:

- Believe the scale:

The validity of the scale was verified by three methods:

- I. Arbitrators' Validation:

After the vocabulary of the scale was formulated, it was presented to a group of arbitrators from specialists in educational psychology, mental health, pedagogy and Islamic religious education in some Egyptian universities, numbering (10) arbitrators, in order to judge the sincerity of the content of the vocabulary, and the extent of its effectiveness in what was developed to measure, and the results of the arbitration were unloaded, and taking into account the observations of each dimension and also the vocabulary of the scale as a whole, as all the vocabulary of the scale won an agreement rate of at least 90% As shown in Table (15), and therefore all of them were retained, according to the Cooper equation for calculating the agreement ratio (Agent and Mufti, 2012, 226), and this was considered an indicator of the validity of the scale.

Table (15) Ratios of Arbitrators Agreement on the Vocabulary of the Awareness Scale

Single Number	% of the agreement	Single Number	% of the agreement	Single Number	% of the agreement	Single Number	% of the agreement
1	100	6	90	11	90	16	90
2	90	7	100	12	90	17	100
3	90	8	90	13	100	18	90
4	100	9	100	14	100	19	100
5	100	10	100	15	90	20	100

II. Structural honesty:

It was verified by finding the homogeneity of the scale (Khattab, 2008, 135-136), by calculating the correlation coefficient between the score of each individual and the total score of the scale as a whole, on the members of the survey sample and Table (16) shows this.

Table No. (16) Correlation coefficients between the score of each individual and the total score of the consciousness scale

Correlation coefficients	Single Number	Correlation coefficients	Single Number
0.698	11	0.599	1
0.732	12	0.774	2
0.698	13	0.654	3
0.611	14	0.658	4
0.824	15	0.785	5
0.765	16	0.663	6
0.601	17	0.799	7
0.620	18	0.621	8
0.675	19	0.698	9
0.664	20	0.598	10

It is clear from Table (16) that the values of the correlation coefficients between the score of each individual and the total score of the scale ranged between (0.598 - 0.824), all of which are statistically significant at the significance level (0.01), which indicates the internal consistency of the current scale, and therefore has an appropriate degree of honesty that makes it usable in the present study

III. Discriminatory honesty:

The researcher confirmed the validity of the current scale through discriminatory honesty using the peripheral comparisons method mentioned by (Abu Allam, 2003, 427), where an external test was applied, which is the scale of intellectual tolerance among Arab adolescents prepared by Youssef and Al-Fadhli (2022) in order to determine the top 27% and 27% on the external test on the members of the psychometric characteristics sample, and the "T" test was calculated to indicate the differences between the averages of the two terminal groups, which are higher (27%), and lowest (27%), i.e. higher (49) male and female students, and the lowest (49) male and female students ($27\% \times 180$), there were statistically significant differences between the average scores of the members of the two groups, where the calculated value of "T" (8.954) It is a statistically significant value at the level of significance (0.01), which is an indication of the ability of the current scale to distinguish between high and low performance on it, and therefore this was considered an indicator of the validity of the scale.

▪ Scale Stability:

The researcher relied in calculating the stability of the scale on the methods of alpha Cronbach, application and re-application, the values obtained were (0.807); (0.851) for Cronbach's alpha, and the application and reapplication respectively, which are function values at the level of (0.01) and satisfactory and confirm the stability of the current scale.

The results of the study:

1. The results of the first hypothesis and their interpretation:

The first hypothesis states that "*university students possess an average level of intellectual moderation.*" To verify the validity of this hypothesis, the mean and standard deviation of the response of the study sample of university students to the intellectual moderation scale were calculated and compared with the levels specified for the scale, and this is illustrated in Table (17):

Table No. (17) Arithmetic averages and standard deviations of the vocabulary of the intellectual moderation scale arranged in descending order among the members of the study sample.

Single Number	Single	M	on	Level of possession
1	I like to make relationships and friendships with new .colleagues	1.687	0.658	medium
2	.I can control my emotions when faced with any risks	2.321	1.014	medium
3	I believe that multiculturalism and multiethnicity is an .opportunity to learn about many civilizations	2.198	1.001	medium
4	.I think independently about all the affairs of my life	1.854	0.365	medium
5	.I can make my decisions without compulsion	2.036	0.417	medium
6	I adhere to ethical standards when dealing with others who .disagree with me	2.659	0.547	big
7	.I'm happy to talk to colleagues who disagree with me	1.698	0.715	medium
8	I can make judgments on my thoughts whether they are .good or bad	1.748	0.666	medium
9	I believe that peaceful coexistence reduces conflicts and .ensures a life in stability and peace	1.850	0.950	medium

10	.I am not bothered by the difference of opinion on an issue	2.128	0.258	medium
11	My emotions do not affect the interaction with individuals .who oppose my ideas	1.963	0.528	medium
12	.I believe in one opinion and the other opinion	1.687	0.658	medium
13	.I have the ability to positively influence others	1.858	0.556	medium
14	.I can control my negative thinking	2.012	0.698	medium
15	.I don't rush to hurt someone who tries to harass me	2.698	0.854	big
16	I can accept change and adjustment depending on each .situation	1.632	0.641	low
17	.I am skilled in dealing with my colleagues	2.312	1.158	medium
18	.I am calm under any pressure I am exposed to	2.258	1.221	medium
19	.I avoid situations that lead me to intellectual rigidity	1.969	0.458	medium
20	I think I choose my actions out of ability and ability and not .by external pressure	2.080	0.547	medium
21	I accept my friend even if he disagrees with me in religion, .gender or race	2.758	0.654	big
22	.I deal positively with all my colleagues	1.705	0.710	medium
23	I feel comfortable talking to a colleague who is not of my .religion or nationality	1.758	0.641	medium
24	I can express my ideas in various ways coupled with .discussion and dialogue	1.840	0.880	medium
25	I don't consider anyone who disagrees with me to be a .reason that threatens my own existence	2.114	0.321	medium
26	.I prefer to socialize and socialize	1.874	0.566	medium
27	.I don't tend to use hurtful banter	1.748	0.660	medium
28	I can control myself when exposed to any embarrassing .situation	1.877	0.654	medium
29	.I welcome discussions and dialogue with others	2.321	0.521	medium
30	.I can do what I need emotionally with my own will	1.658	0.554	low
31	I have the ability to recognize the other even though I .disagree with him	2.301	0.841	medium
32	I feel happy to have those who disagree with me in one .place	2.258	0.658	medium
33	.I express my thoughts without coercion	1.987	0.458	medium
34	I believe that man is indispensable for the presence of the .other in his life	2.117	0.374	medium
35	I don't get angry with a colleague because of his religion or .nationality	2.474	0.582	big
36	.I criticize myself more than I do others	1.710	0.699	medium
37	In anger I don't tend to do violent physical behaviors (such .(as banging with legs	1.736	0.650	medium
38	.I accept those who disagree with me on an issue	1.958	0.830	medium
39	When someone speaks to me loudly, I don't reciprocate the .response out loud	2.258	0.325	medium
40	.I would like to meet with my colleagues	1.636	0.528	low

The overall degree of intellectual moderation	1.729	0.531	medium
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It is clear from Table (17) that the arithmetic averages of the estimates of the study sample on the scale of intellectual moderation amounted to (1.729) and with a standard deviation of (0.531) at an average level, which indicates that the first hypothesis of the present study has been fulfilled.

Although there are no previous studies that support or contradict this conclusion reached by the researcher as a result of the scarcity of previous studies - within the limits of her knowledge - this result can be explained in light of what Hilal (2022) pointed out about the need of university students of both sexes for the values of moderation, especially intellectual moderation, which is a model that combines the demands of religion and the demands of the world, between the demands of the soul and the demands of the body, not inclined to decay the source of destruction, nor to extremism, the source of dominance and stagnation. Appropriate intellectual moderation among university youth combines all the virtues, and all the elements of building the model of a good and reformed man.

2. The results of the second hypothesis and their interpretation:

The second hypothesis states that *"university students have an average level of awareness of the dangers of radicalization."* To verify the validity of this hypothesis, the mean and standard deviation of the response of the study sample of university students to the scale of awareness of the dangers of extremism as one of the intellectual viruses were calculated, and compared with the levels specified for the scale, and this is illustrated in Table (18):

Table No. (18) Arithmetic averages and standard deviations of the vocabulary of the awareness scale of the dangers of extremism as one of the intellectual viruses arranged in descending order among the members of the study sample.

Single Number	Single	M	on	Level of possession
1	.Extremism arouses terror and fear in people	3.535	1.036	Medium
2	Extremism leads to the inability of the family to perform its .functions effectively	3.899	0.852	Large
3	.Extremism leads to the weakening of the national economy	3.689	1.021	Large
4	.Extremism violates the principles of international law	3.063	0.932	Medium
5	Extremism violates an individual's right to freedom of .belief	3.200	1.102	Medium
6	Extremism leads to the spread of tension and conflict within .the family	3.036	1.033	Medium
7	.Extremism threatens the security and stability of society	3.584	1.042	Medium
8	.Extremism negatively affects relations between states	3.351	1.014	Medium
9	Extremism leads to a weakening of one's belonging to .society	3.454	1.162	Medium
10	.Extremism leads to the destruction of family property	3.227	0.625	Medium
11	Extremism leads to the disruption of development projects .in society	3.327	1.146	Medium
12	.Extremism increases criminal activity globally	3.963	0.456	Large
13	Extremism leads to disruption of one's relationship with .other individuals	3.310	1.162	Medium
14	Extremism leads to the prevalence of violence within the	3.872	1.018	Large

	.family			
15	.Extremism causes lawlessness in society	3.068	0.144	Medium
16	Extremism increases the spread of international terrorist .networks	3.870	0.654	Large
17	Extremism leads to the spread of negativity and negativity .among members of society	3.459	1.059	Medium
18	Extremism leads to the collapse of the future of the family .with an extremist member	3.694	1.076	Large
19	.Extremism leads to strife among the sects of the people	3.295	1.114	Medium
20	Extremism further spreads corruption and chaos in the .world	3.652	0.163	Medium
Total degree of awareness of the dangers of radicalization		3.318	0.998	medium

It is clear from Table (18) that the arithmetic averages of the estimates of the study sample on the scale of awareness of the dangers of extremism as one of the intellectual viruses amounted to (3.318) and with a standard deviation of (0.998) at an average level, which indicates that the second hypothesis of the present study has been met.

This result is consistent with the results of some studies and research that dealt with detecting the level of extremism among university youth, and their results showed an average level of radicalization among the members of the study samples, including studies of: Al-Harbi (2011), Al-Rawashdeh (2015), Roux (2019), Lowe (2020), Schlegel (2021), and Yede et al. (2023).

This result can be explained in light of what Al-Azmi and Al-Azmi (2021) pointed out that networks and social networking sites are one of the most important methods used by people with bad intentions in promoting destructive and erroneous ideas and promoting extremism and extremism due to the ease of information and ease of circulation, and then this phenomenon begins to spread and the social environment becomes suitable for intellectual deviations and extremist ideas that harm the individual and society, which It indicates a negative start because in light of the current era and the technological development and cultural heritage, this phenomenon can lead to a threat to peace and social and societal security and provoke confusion and strife in society. This is consistent with the points outlined by Al-Azmi (2021), Taha (2021), Al-Fadhli (2022), and Al-Sayed (2023) that university youth are the most vulnerable to the risks of extremism. Due to their great association with modern technological means, which poses a serious danger to the culture of these young people, it is necessary to work to develop their awareness and awareness regarding the dangers of extremism, and as the most frequent users of social media through new media, where they are influenced by the experiences surrounding them and the type of personal relationships, socialization and various activities.

3. The results of the third hypothesis and their interpretation:

The third hypothesis states that "*there is a relationship between intellectual moderation and awareness of the dangers of radicalization among university students.*"

To verify the validity of this hypothesis statistically, the relationship between intellectual moderation and awareness of the dangers of extremism *has been found through* Pearson's correlation coefficients to know the strength of the relationship between the dependent variable and the independent variables used, and this is illustrated in Table (19):

Table (19) Values of correlation coefficients between the independent and dependent study variables (n = 250)

Dependent variable	Awareness of the dangers of extremism
Independent variable	
Intellectual moderation	0.860

It is clear from Table (19) that there is a statistically significant correlation between *intellectual moderation and awareness of the dangers of extremism* among university students, as the value of Pearson's correlation coefficient was (0.860) and the relationship was positive positive, which indicates that the third hypothesis of the current study has been achieved.

Although there are no previous studies that support or contradict this conclusion reached by the researcher related to this hypothesis, this result can be explained in light of the importance of intellectual moderation in the life of the individual and society in reducing extremism, as it works to protect and fortify the mind and the integrity of thought and understanding of the individual, and to keep it away from leaving the approach of moderation and moderation, and to clarify ways of thinking, research and correct knowledge of political, cultural, spiritual, psychological and social matters. Intellectual moderation, as pointed out by both Abd Al-Karim (2010), Boulahia (2018), and Hilal (2022) is the seed from which the tree of moderation grows with its branched branches in all areas of life, and its fruits that souls and minds enjoy. Thus, the relationship between *intellectual moderation and awareness of the dangers of radicalization* – which has turned out to be positive – suggests that the higher an individual's level of intellectual moderation, the more aware he is of the dangers of extremism, and vice versa, the lower the individual's level of intellectual moderation, the lower his awareness of the dangers of extremism.

4. The results of the fourth hypothesis and their interpretation:

The fourth hypothesis states that "*intellectual moderation contributes to predicting the awareness of the dangers of radicalization among university students.*"

To verify the validity of this hypothesis, simple regression analysis was used by the Enter method, and Table (20) shows the results of this.

Table (20) Simple regression analysis to predict the extent of awareness of the dangers of extremism from the total degree of intellectual moderation

Independent variable	Variable minion	Hard	Multi-link R	Contribution Percentage R ²	Beta Value	Value (P)	Value (v)
<i>Intellectual moderation</i>	Awareness of the dangers of extremism	10.485	0.860	0.739	0.860	702.348	4.753*

* Statistically significant at the level of (0.01)

It is clear from Table (20) that there is statistical significance at the level of (0.01) for the regression coefficient of intellectual moderation on awareness of the dangers of extremism, where the value of beta was (0.860), and the value of (0.739 = R²), and this means that the total degree of intellectual moderation explains (73.9%) of the variation in awareness of the dangers of extremism, and therefore the predictive replay can be formulated as follows:

$$r = 10.485 + 0.808 x$$

where y: represents awareness of the dangers of extremism, x: represents the learner's degree of intellectual moderation.

That is, the equation can be formulated as follows:

Awareness of the dangers of extremism = $10.485 + 0.808 \times \text{intellectual moderation}$.
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This equation suggests that the higher the level of intellectual moderation, the higher the level of awareness of the dangers of extremism and vice versa. This indicates that the fourth hypothesis of the present study has been fulfilled.

This result can be attributed to the relationship between intellectual moderation and awareness of the dangers of extremism among university students, where the human mind is exposed to slipping into the clutches of extremism of various kinds, which has become a ghost that threatens various aspects of life, and we find that it has serious consequences on the psychological and social aspects of the student in the first place through the emergence of some psychological symptoms such as depression, anxiety, isolation and introversion, all of which lead to the susceptibility of university students to appeal and spread extremist ideology through social networking sites without knowing its danger.

This result can also be explained in light of the nature of the age stage of the study sample, as the late adolescence stage (university) is one of the most important educational stages in which students use many social networking sites represented in (Facebook, Twitter, WhatsApp, Instagram, Snapchat, and other social media). The phenomenon of intellectual extremism is one of the most important problems of this group, as this phenomenon is increasing its prevalence among adolescents, especially university students, day by day, who are the most frequent users, and its negative effects on the individual and society are increasing.

Recommendations and suggestions:

In light of the findings of this study, the researcher makes the following recommendations:

1. Holding workshops and guidance seminars in order to educate university students about the dangers of extremism and the threat it poses to individuals and societies.
2. The need to promote the value of intellectual moderation among university students through holding training courses and educational seminars in order to confront intellectual viruses, the most important of which is extremism.
3. Conducting more studies and research on intellectual moderation and linking it to other psychological variables that may affect the level of its rise or fall among university students.

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