

Terrorism from the Faculty of Education at Taif University students' viewpoint and the role of the social media in disseminating it (A field study)

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Abstract

The research aimed to identify terrorism from the Faculty of Education at Taif University students' viewpoint and the role of the Social Media in disseminating it. The research problem was formulated in the following question: What is terrorism from the Faculty of Education at Taif University students' viewpoint and the role of the Social Media in disseminating it? The research adopted the descriptive method due to the nature of the research, the research tools included the identification of terrorism from the Faculty of Education at Taif University students' viewpoint and the role of social media in disseminating it, and the research sample was intentionally chosen from the study population at the Faculty of Education from students of various departments, and the total sample was (40 students) The results of the research showed the Faculty of Education - Taif University students' identification of the concept of terrorism and its dimensions, as well as the presence of the Faculty of Education - Taif University students' identification of the causes of the phenomenon of terrorism, and that the Social Media has a clear role in the disseminating of the phenomenon of terrorism in general through the available capabilities which can be exploited in this aspect. The research presented some recommendations which included preparing awareness programs for the students constantly explaining to them the concept, causes and risks of terrorism, especially cyber and electronic terrorism, as well as positive Social Media uses, and activating the roles of faculty members in raising awareness of the dangers of the Social Media in the aspects related to terrorism.

Key words: Terrorism – Means of Social Media

Introduction

Nowadays, the world is experiencing major transformations and enormous changes in various social, economic, political, scientific, and technical fields. These transformations have had great effects on societies. The perception towards many social concepts which previously had meaning and identification varied greatly in the current era, such as the concept of security, safety, and social cohesion, social values, ethics, etc. The sources of dangers to societies varied, and the term terrorism became one of the most important of these dangers today.

Terrorism is not a difference in thought or opinion but rather an act that leads to the threat and frightening of the others in the society. Terrorism is any action that contributes to the threat of others' peace. This action is not directed against one individual, but against a large group who are mostly and more general than people who do not have relation to topic (Ali, 2009: 2).

The term terrorism refers to "the systematic use of forced intimidation against civilians to achieve political goals" and that the public opinion about terrorism is often closely intertwined with opinion on social and cultural values "(Kwon; Chadha, and Pellizzaro, 2017, 871).

Khazaelha (2018, 238) illustrates that the motives behind terrorism may vary between economic, political, religious, social, media or psychological, and that there are other factors which may lead to the occurrence of terrorism, including: the inability to meet the main needs of the individual, and the disintegration of the societies, civil wars, racial and sectarian discrimination, ridicule and mockery of the human soul.

The recent technology and Internet have provided a new virtual world for the ordinary individual to explore with one click of a button, and people can easily share their thoughts, pictures, and opinions on social media and follow the information published by other people, as well as follow the sites of news, companies, and politics. Although the Internet and social media have facilitated communication and enabled the outward exploration of what is presented, a growing trend that there is a serious threat to privacy and violations of national security for societies has emerged (McKeown, Caitlin, 2017, 163-164.)

These modern technical means have facilitated the orientation of ideas and opinions in a wide electronic space that gives individuals the opportunity to present opinions and ideas and direct them in directions which

may be positive and may be negative, and this wide electronic space has been exploited by many organizations and individuals with negative orientations to impact theyouth, recruiting them in most time to harm the society.

Due to the popularity of the Social Media and networks with the targeted audiences and ease of use, and being away from the government supervision and control, terrorist groups have facilitated the process of targeting the individuals and societies by helping them knock on visitors' doors, unlike the old websites which terrorists were waiting for visitors to come to them (Weimann, 2014, 2-3)

It can be said that the Social Media "have become the vast space that individuals use at the present time, and this term refers to those websites on the Internet which belong to the second generation of the Internet (Web2) as they allow communication among their users in a virtual community environment, as the forms and goals of the social media varied, some of which are general, aim at public communication and making friends around the world, while others are centered around creating social networks in a limited scope "(Al Najjar, 2005, 18).

The Internet currently includes thousands of the social media sites, and also includes a

great number of programs which are used in smart mobile devices, and these apps have become easy to be used and widely available.

The current study aimed to identify terrorism from the viewpoint of students of the Faculty of Education at Taif University and the role of social media means in disseminating it via a field study.

Research Problem

Researchers have paid attention to the concept of terrorism and some studies have attempted to define the concept clearly. One of these studies is the study of Al Motalaqa (2017), which aimed to define terrorism, its causes and consequences and prevent it from the viewpoint of Jordanian university students and its relationship to some variables.

Abu Arqoub and Al-Khalayla's study (2016) aimed at identifying the concept of terrorism from an American viewpoint, as it presented several related terms and the results of the research confirmed that terrorism is a global phenomenon that is not limited to a specific religion or sect and is not a characteristic of one race, a specific country, or a certain continent. However, the Americans insist on attaching the accusation of terrorism to Muslims, and there is no specific definition of terrorism agreed upon by the American experts and American policy makers. The

study of Saleh and Fawzi (2010) that the study aimed to identify the characteristics of the terrorist personality and the causes of terrorism from the viewpoint of academics, politicians, journalists and religious scholars, as well as knowing the personal, social, religious, political and economic reasons which prompted a sample of those accused of committing terrorist crimes.

Concerning the positive role of the means of social media, studies have indicated the importance of social media in general as it plays a great and growing role at the present time in influencing a huge number of individuals worldwide. (VanLandingham, 2017, 11) explains the importance of social media as a source of news for millions of users through presenting the results of experimental studies conducted in this field and concluding that the most powerful trend in journalism today is the entire integration with press reports and sharing and distributing them through the social media network. Some researchers argue that social media means have done many of the main functions of mass media or free press, however, the means of social communication can have a different other role which affects the communities and individuals negatively.

Some researchers argue that the social media has played many of the roles of the

mainstream media or a free press, but such social media can have another, different role that negatively impacts societies and individuals.

On the negative side, especially in the aspects related to terrorism, Kwon; Chadha, and Pellizzaro's study (2017) was concerned with investigating the nature of terrorism in the social media environment in particular, through framing social media of terrorism although it is a traditional source of news as well as its role in reporting foreign news events, including terrorist attacks. Sultanya's study (2016) aimed to clarify the role of social media in the spread of the phenomenon of terrorism in the Arab region, and the study (Al-Kafi and Al-Salihi, 2017) aimed to identify the role of social networks in providing Arab youth with information and news about the phenomenon of terrorism.

The article (Congressional Digest, 2018) discussed the pros and cons of developing the Internet all over the world in terms of providing freedom of expression and easy communication with people all over the world, as well as using it as illegal, offensive or dangerous purposes. The article also emphasized the impact of social media on terrorist groups to spread their ideology easily.

Parlaklıç's study (2018) that tackled cyber terrorism threats directed through social media

and the preventive approach used to reduce the effects and mechanisms for dealing with the threat of cyber terrorism in social media, the study indicated the methodology of the United Nations Office of Drugs and Crime, financing, training, planning, and implementation and cyber-attacks to prevent cyber terrorism on social media.

Previous studies indicate the seriousness of social media and its exploitation by terrorism in affecting the individuals and societies. The concept of terrorism differs in different ideologies and cultures. Hence came the current study's interest in learning about the concept of terrorism and the role of social media in disseminating it from the viewpoint of the students of the Faculty of Education, Taif University.

Research questions

The research questions included the following main question: What is terrorism from students of the Faculty of Education, Taif University's viewpoint, and what is the role of social media in disseminating?

This question is divided into the following questions:

1. What is the meaning of terrorism from the students of the Faculty of Education at Taif University's viewpoint?

2. What are the causes of terrorism from the students of the Faculty of Education, Taif University's viewpoint?
3. What is the role of social media in spreading terrorism from of University students' viewpoint?

Research objectives:

The research aimed at

1. Identifying the concept of terrorism from the viewpoint of students of the Faculty of Education, Taif University
2. Identifying the causes of terrorism from the viewpoint of students of the Faculty of Education, Taif University
3. Identifying the role of social media in disseminating terrorism from the viewpoint of students of the Faculty of Education – Taif University

Research Significance

The research derives its importance from the importance of identifying the students of the Faculty of Education at Taif University' viewpoint of terrorism, its danger and causes, as well as the role of social media in disseminating it, where:

1. The current research tackles the term terrorism, which has become a threat to societies, which contributes to identifying

the extent to which students understand this term.

2. The study can provide researchers with results which help in providing appropriate awareness programs about the dangers of social networks for students by Taif University.
3. The study clarifies the role of social media in disseminating terrorism from the students' point of view, in a way that helps in preparing appropriate programs to raise awareness of their danger.
4. This study can be complementary to previous studies which contribute to clarification of the phenomenon and the roles of social media which may threaten societies.
5. The research prevails the way for other research related to the risks of social media related to terrorism and the roles of educational and community institutions in addressing them.

Research Delimitations

1- Thematic Delimitations:

- a. The current study is delimited to identifying the concept of terrorism and its causes from the viewpoint of students of the Faculty of Education at Taif University.

- b. The current study is delimited to identifying the role of social media in disseminating terrorism from the viewpoint of students of the Faculty of Education - Taif University.
- c. The results of the research were interpreted in light of the size and type of the sample used.
- d. The current research did not investigate the study of gender differences.

2- Spatial Delimitations: The study was limited to the Faculty of Education - Taif University

3- Time Delimitations: The field study was applied in the first semester 1440/1441

Terms of the research

1. Terrorism: It is procedurally defined, in this research, as every action which intended to frighten, threaten, intimidate and terrorize the individuals or society or disturb the stability of society by using dangerous methods and means that affect life, society or social system.
2. Social media: It is defined procedurally, in this research, as interactive technical means which allow communication in multiple forms among the users around the world, sharing different files, exchanging ideas, and discussing issues as they are

ports for expressing the individual's various inner feelings.

Theoretical Framework

First: The concept of terrorism

There is a great difference in the definition of the concept of terrorism, where there are multiple views on the term according to different ideologies, cultures, attitudes and the extent to which the phenomenon is related to the term, as it is related to the motives, complexity of this phenomenon, its origins and its association with individuals, powers, social or economic political and religious entities. In the language, the term terrorism comes from terror that terrorizes and intimidates any fear, the fear of a thing, so the meaning of terrorism in the language indicates fear, intimidation and intimidation” (Al-Ajlan, 2015)

Al-Takhaina, (2019: 116) defines "terrorism as the Dahshan systematic method of terrorizing people by using methods which can affect the lives and security of people, and seeks to dismantle the social structure by carrying out attacks against people or groups and engaging in reprisals."

Sultenya (30, 2016) defines terrorism as “a violent act whose perpetrators aim to the spread of terror, frightening and intimidation in society, by adopting dangerous methods

such as killing, burning, looting and destruction. It is directed towards civilians, institutions and governments alike, to create a situation of instability that is reflected passively on the cultural, social, economic and political construction in the society.”

Aldahshan (2018: 93), summarizes the concept of terrorism in the following "Every use of force, violence, frightening, intimidation, or material or moral threat emanating from states, groups, or individuals against a person, in his religion or himself, his honor, his mind or his money unlawfully, by various types of aggression and kinds of corruption on the ground, implementing an individual and collective criminal project with the aim of disturbing public system or endangering the safety of society Hurting people, causing terror among them, endangering their lives, freedoms, or security at risk, or harming the environment, communications, transportation, money, buildings, or public or private property, occupying or seizing it, or preventing and impeding the exercise of the authorities To the public of worship or the institutes of science for their workers or to prevent the application of the constitution, laws or regulations.

In this research, terrorism is defined procedurally as every action intended to frighten, threaten, intimidate, and terrorize

individuals, or society, or breaches, by using dangerous methods and means which affect life, society, or social system.

Second: Causes of terrorism

Many researchers focused on the topic of terrorism and investigating its causes in order to establish a clear framework indicates this concept. Saadoun's study (2008), Saraybi's study (2011), Quog' s study (2014), Al-Ajlan's study (2015), Hadar's study (2016), Ben Marzouk's study (2018), and Ashour's study (2019) aimed to investigate the causes and motives of terrorism and show them so that we can avoid them. Studies which have focused on identifying the causes of terrorism have unanimously agreed that these causes differ in their significance and impact on individuals and societies. These reasons include a set of motives which include (Saraybi, 2011; Al-Ajlan, 2015; Quog, 2014):

1. Personal motives, which include the desire to appear, and the love of fame; frustration in achieving some goals or desires or reaching the desired position, the person's lack of the importance of his role in the family and society, his failure in family life, and the indignation of a person over the society in which he lives as a result of what he sees of Injustice and waste of society's rights.
2. Intellectual motives, which include the intellectual void, misunderstanding, extremism, militancy, exaggeration in thought, and intellectual divisions among the various streams in society.
3. Political motives, which include threatening national security, destabilizing society's security and stability, inciting chaos and turmoil, and disturbing public order.
4. Economic motives, which include the exacerbation of economic problems and crises in addition to the global economic changes, the individuals' suffering from various economic problems, the spread of unemployment in society and the increase in the unemployed and the lack of job opportunities.
5. Social motives, which include family and social disintegration, which leads to the spread of mental illnesses, delinquency, criminality and terrorism, the absence of good education directed at people towards the morals and emptiness, the loss of societal identity and the correct belief of society, the loss of justice and the spread of injustice in society.
6. Psychological motives in which the psychological structure plays an important role in the individual's interaction. The disordered physical, mental, and emotional

development and the abnormal social environment have a direct relationship to terrorism.

7. There are media motives where the motive for the terrorist act is to draw the attention of the public opinion to one of the issues to create a kind of sympathy for the issue and try to find a solution to it.
8. Many studies concentrated on identifying the concept of terrorism and its causes from a variety of perspectives. Among these studies is Saleh and Fawzi's study (2010), which aimed to identify the characteristics of the terrorist personality and the causes of terrorism from the viewpoint of academics, politicians, journalists, and religious scholars, and to identify the personal, social, religious, political and economic causes which pushed a sample of those convicted of terrorist crimes.

Abu Arqoub and Al-Khalayleh's study (2016) aimed to present a topic entitled "Terrorism from an American Viewpoint", which presented some terminologies such as the definition of terrorism. What is terrorism?, the definition of terrorist activity, the definition of involvement in terrorist activity, the psychology of terrorism, state-sponsored terrorism, state which sponsors terrorism, collective terrorism, religious or ideological

terrorism, air piracy terrorism, State terrorism, internal terrorism, international terrorism, terrorism directed against governments, and nuclear terrorism. The results of the research confirmed that terrorism is a global phenomenon that is not limited to a specific religion or sect and is not a characteristic of one race, a specific country, or a continent itself, except that Americans insist on attaching the accusation of terrorism to Muslims, and there is no specific definition of terrorism agreed upon by American experts and American policy makers.

Almotalaka's study (2017), which aimed at identifying terrorism: its causes and consequences and its prevention from the viewpoint of Jordanian university students and its relationship to some variables.

The previous studies indicate that terrorism and its causes require a clear description and a specific framework in order to be able to deal effectively with these causes and deal with them in different societies.

Third: The relationship of social media with the phenomenon of terrorism

Technology has developed greatly in the current era, and this development helped in the emergence of the second generation of the web, which helped in achieving communication and interaction among the

different individuals around the world, and this in turn contributed to the emergence of social media, as this technology facilitated written, audio and visual correspondence through instant communication.

Social media has made it easier to talk to a wide audience or communicate with people who may be more than half of the world. The Internet, especially the social network, can be used for many different purposes, including illegal, offensive, or dangerous purposes (Congressional Digest, 2018, 7).

The orientations, ideas, and opinions of social media pages differ, some of them are created for a cultural or entertainment purpose or for a news purpose or for a commercial purpose while the goal of some is on the organizational and promotional side of ideas, policies and goals of specific individuals or communities or organizations for the purpose of gaining supporters for them, and these pages follow a method They are fanatic of their goals, and those responsible for them do not accept any criticism from those who violate them, and they seek by all means to defend their goals in different ways, even if they are wrong (Sulatniyeh, 2016, 27).

Social media networks and sites are distinguished from the traditional media in several aspects, such as: interactivity, timing of publication, the ability to follow-up and re-

follow at any time and place, ease of access and use, in addition to that everyone can share information and access them, and these features facilitated their use by the terrorists and terrorist groups (Weimann, 2014, 2).

The Internet, including the social media, is a powerful political tool for terrorists and terrorist organizations, as it uses it to expand and improve its operations, which the United Nations Office on Drugs and Crime has described as the means that help the spread of their message more quickly in six fields: advertising, financing, training, planning, implementation and cyber-attacks (Parlakkılıç, 2018, 174).

Social communication means interacting with others, influencing them, being influenced by them and their opinions, and the knowledge and information exchange among the individuals. Salataniah, 2016, 27) emphasized this concept as she defined social communication as being affected by others and influencing them or more clearly, it is cultural, knowledge and information exchange among individuals in one society and between one society and another one, exchange of different experiences and skills, and acquiring different literatures, cultures, languages and social customs among the components of society at a lower cost, higher speed and modern style.

Multiple websites have appeared on the Internet which provide the service of communication and interaction with others called social media or social media networks, and many social media applications have appeared on mobile phones, which have contributed greatly to the facilitation of the process of communication and interaction with others.

Social media is defined as "an online service that connects a large number of users from all over the world and their participation in one website. They communicate together directly and exchange ideas and information and discuss issues of mutual interest between them, and they enjoy news services, instant chatting, e-mail and sharing text and pictorial files, video and audio files. " (Al-Madhoun, 2012, 37).

Al-Arishi and Al-Dosari (2015) define it as a group of websites on the Internet, which allows communication between a large number of users, bringing together their members a common interest or semi-affiliation. They communicate together through messages, or instant chat, e-mail and sharing text and video files, and video files Acoustics, which is an effective means of social communication among the individuals, whether they are actually known friends, or

friends who have been identified through virtual contexts. "

Alia Kamel (2015) defines social media as "interactive social sites which allow social communication for its users through a virtual reality to meet with friends, acquaintances and relatives that is similar to the natural reality through forming relationships with friends of different ages, genders and from all parts of the world, who are united by common interests and activities, in spite of their different awareness, thinking and culture."

It is defined procedurally in this research as interactive technical means that allow communication in multiple forms between users around the world, sharing various files, exchanging ideas and discussing issues, as well as outlets for expressing the various feelings within the individual.

Many researchers have tried investigating the relationship between social media and terrorism, and among these studies is the study of Al-Zouabi's study(2016) that aimed to shed light on the role of the social network "WhatsApp" in spreading terrorism (university students as a model). It sought to draw attention to the dangers of cellular phone use and to identify electronic terrorism crimes, educating the users of the WhatsApp service about spreading the crime of terrorism and revealing the way young people deal with

virtual reality provided by new media and social networks, specifically WhatsApp using a mobile phone

BouAmama and Amine's study (2016), which aimed to identify the role of social media platforms as virtual mechanisms for spreading the discourse of terrorism and hatred, and sought to reveal the patterns of jihadist organizations' investment in social networks in promoting their discourse and ideology, and to approach the interactive and media dynamics that social networks made available to different groups of religious extremism and hatred, and to examine investigative mechanisms of the hypothetical and electronic recruitment adopted by the jihadi movements, and proposing ways to address the phenomenon of employing social networks in promoting the discourse of violence, extremism and hatred.

In Parlakkılıç's study (2018) that examined cyber terrorism threats directed through social media and the preventive approach used to reduce the effects and mechanisms for dealing with the threat of cyber terrorism in social media, the study pointed to the methodology of the United Nations Office on Drugs and Crime, Finance and Training Planning, implementation and electronic attacks to prevent cyber terrorism in social media, and the study of treachery (2019) which aimed at

identifying how technology is employed in the service of terrorism via the social networking sites.

The previous studies point to the passive aspects of social networking sites and how they are used by terrorists to recruit individuals, and the seriousness of some social networking sites in spreading such phenomenon.

Research method and procedures

Research methodology: The research used the descriptive approach due to the nature of the research, as the research was interested in identifying terrorism from the students of Taif University's viewpoint and the role of social media in disseminating it.

Research population: The study population included the students at the Faculty of Education at males' headquarters in the different departments of the faculty, special education, sports science and physical education, and the research population was adopted to be the basic research sample.

Research sample: The research sample was intentionally chosen from the study population at the Faculty of Education from students of the departments of Physical Education, Sports Science and Special Education, and the total sample was (40 students)

Research tools: The research tools included the questionnaire of terrorism from the students of the Faculty of Education, Taif University's viewpoint and the role of social media in disseminating it. The questionnaire was developed based on theoretical literature and previous studies according to the following procedures:

1. **The objective of the questionnaire:** The questionnaire aimed to identify the students' point of view regarding the term terrorism and the role of social media in disseminating it.
2. **Identifying the content of the questionnaire:** to determine the content of the questionnaire so that it is related to the objectives and nature of the research, the researchers have done the following:
 - Revising the theoretical framework and some previous studies related to the research and trying to benefit from them.
 - Conducting personal interviews with some students of the Faculty of Education, Taif University, as well as some of the faculty members, in order to identify the views and ideas of these teachers about the term terrorism and the role of social media in disseminating it.

- Formulating the items included in the questionnaire, taking into consideration the logical sequence and depending on the items which are closely and directly related to the research topic.

3. **The dimensions of the questionnaire:** The questionnaire included many items which have responses (strongly agree - agree - not sure - do not agree - strongly disagree) take the following scores, respectively (5 - 4 - 3 - 2 -1). The items were grouped into dimensions which included the following:
 - The first dimension: the nature of terrorism from the viewpoint of students of Taif University and consisted of 16 items.
 - The second dimension: the causes of terrorism and consists of 12 items.
 - The third dimension: The role of social media in disseminating terrorism, which consists of 15 items.
4. **Surveying the jury 'opinions about the questionnaire:** The questionnaire was presented to a jury specialized in the field of education, whose number was (12) to know their opinions about the content of the questionnaire and to make the necessary changes of the dimensions and items, to be piloted.

5. **Piloting the questionnaire:** After completing the preparation of the initial form of the questionnaire, and submitting it to the jury members and making the required amendments, the questionnaire was applied to a random sample of students from the Faculty of Education at Taif University in the first semester of the academic year 1440/1441 AH ?, The survey sample was 20 students, to calculate both the validity and reliability The researchers the students' responses, recorded their scores and performed the appropriate statistical treatments.

6. **Validity of the questionnaire:** To calculate the validity of the questionnaire, researchers followed the following:

- The content validity: The researchers presented the questionnaire to the jury, and they made amendments to the dimensions and items and emphasized that the questionnaire measures what was developed to measure.
- Internal consistency: To determine the internal consistency of the questionnaire, the researchers calculated the correlation coefficients between the score of each item and the total score of the dimension to which they belong, using the SPSS statistical package. The results were as shown in the following table:

Table (1) Correlation coefficients between the item score and the total score of the dimension to which it belongs

Item	First dimension	Second dimension	Third dimension
1	**0.675	**0.491	**0.490
2	**0.798	**0.577	**0.873
3	**0.872	**0.791	**0.754
4	**0.732	**0.584	**0.929
5	**0.732	**0.725	**0.743
6	**0.710	**0.573	**0.903
7	**0.823	**0.503	**0.823
8	**0.559	**0.523	0.376
9	**0.683	**0.788	**0.737
10	**0.849	**0.722	**0.758
11	**0.935	**0.732	**0.509
12	0.428	**0.642	**0.887
13	**0.836		**0.778
14	**0.862		**0.674
15	0.372		**0.753
16	**0.731		**0.732

(*) The value is significant at 0.05 (**), the value is significant at 0.01

It is clear from Table (1) that all the questionnaire items have a correlation with the dimension to which they belong and this correlation is positive and statistically significant except for the terms 12, 15 in the first dimension and item 8 in the third dimension and they were excluded from the questionnaire.

The internal consistency between the dimensions and the overall score

The validity of the questionnaire was verified through the coefficients of the dimension score's correlation with the total score, as shown in the following:

Table (2) The correlation coefficients of the dimensions with the overall score of the questionnaire

Dimensions	First	Second	Third
Correlation coefficients	**0. 851	0. 876**	**0. 891

(**), the value is significant at 0.01

From Table (2), it is clear that correlation coefficients of the dimensions and the overall score are at 0.01 level. Through the correlation coefficients and their statistical significance, it is clear that the questionnaire has acceptable validity, as all dimensions are statistically significant.

7. Reliability of the questionnaire: To calculate the reliability of the

questionnaire, the Cronbach Alpha was calculated for the dimensions of the questionnaire. The values were as follows:

Table (3) Cronbach Alpha coefficients of the questionnaire dimensions

Dimensions	First	Second	Third
Cronbach Alpha coefficients	**0. 938	0. 851**	**0. 943

Table (4) Cronbach Alpha coefficients of the questionnaire as a whole

The questionnaire	Items
Cronbach Alpha coefficients	**0839

It is clear from Table (3) and Table (4) that the reliability coefficients are acceptable, which indicates that the questionnaire has a high reliability and is applicable.

8. The final form of the questionnaire:

After calculating the coefficients of validity and reliability of the questionnaire, the final form was presented, as it included three different dimensions, each of which has some items which is related to this dimensions di items, thus the questionnaire was in its final form as follows:

- The first dimension: The nature of terrorism from the viewpoint of students of Taif University and consists of 14 items.

- The second dimension: the causes of terrorism and consists of items words.
- The third dimension: the role of social media in disseminating terrorism and consists of 14 items.

Field study procedures:

The field study procedures went through the following steps:

First: Identifying the objective of the field study: The field study aimed to identify terrorism from Taif University students' viewpoint and to identify the role of social media in disseminating in the light of students viewpoints.

Second: The final field application of research tools:

The research tool used in the field study was applied via the "direct contact with the sample individuals", to facilitate the application by interviewing the sample members and explaining the purpose and significance of the tool, and answering the questions and inquiries expressed by the sample during the application process, where the researchers during the application process have a set of procedures from them the following:

- Direct meeting with the sample members and clarifying what is required to answer the research tools, and respond to any inquiries from students.

- Conducting the study in the first semester of the academic year 1440/1441.
- 48 copies of the research tool were distributed to students, and 8 copies were excluded because the items were not fulfilled, and in the end the number the correct tools [which the researchers corrected and performed statistical treatment on them was (40) from the tools that were distributed.

Fifth: Correction of the research tool: The researchers corrected the research tools, scores were re, and corded and the statistical treatment of the results was performed.

Research results, analysis and interpretation

First: The answer to the first question that stated: "What is the meaning of terrorism from the students of the Faculty of Education at Taif University's viewpoint?"

To answer the previous question, the mean scores and standard deviations for each of the questionnaire items were calculated, the statements were arranged according to the mean scores in a descending order, and weight was given to the alternatives: (strongly agree = 5, agree = 4, not sure = 3, disagree = 2, disagree Strongly = 1), and the range of responses was calculated by the following equation:

Range = (maximum value - lowest value) ÷
number of alternatives of the tool a = (5-1) ÷ 5
= 0.80

In light of the range, the responses of the research sample to the statements are distributed as follows:

Table (5) Distribution of the responses range used in the research tool

Response	Range of the mea scores
Strongly agree	4.21 – 5.00
Agree	3.41 – 4.20
Not sure	2.61 – 3.40
Disagree	1.81 – 2.60
Strongly disagree	1.00 – 1.80

In light of the previous table

1. The mean scores less than (2.61) indicate a decrease in the sample members 'approval of the statement.
2. The mean scores between (2.61 - 3.40) indicate the average response in the sample members 'approval of the statement is average.
3. The mean scores above (3.41) indicate the high degree of approval of the sample individuals on the statement.

The following table shows the results:

Table (6) mean scores and standard deviations for the responses of the research sample on the first dimension: First: the nature of terrorism from the viewpoint of students of Taif University, from the questionnaire of terrorism from the viewpoint of students of the Faculty of Education and the role of social media in disseminating it

No.	Statement	Mean score	Standard deviation
1	The term terrorism means unlawfully assaulting others.	4.75	0.59
2	Terrorism is the threat and impendence, or causing harm or terror to individuals or society	4.83	0.38
3	In terrorism, safe people are terrorized and harmed	4.68	0.92
4	Terrorism means threatening and intimidating others through unexpected malicious methods.	4.73	0.55
5	The terrorists are questioning the religious principles and official religious institutions.	4.60	0.74
6	Terrorists follow a variety of ways to attract and influence young people through social media.	4.63	0.93
7	Terrorism varies in different forms, from political, social, psychological, and religious	4.45	0.68
8	Social terrorism includes intimidating and terrorizing others in society.	4.65	0.48
9	Terrorism can be a disaster for society if young people are convinced by the ideas of extremists	4.70	0.61
10	An individual can be subjected to psychological terrorism from some individuals and groups	4.38	0.84
11	Modern scientific and technical capabilities can be used as effective terrorist means.	4.60	0.59
12	Cyber terrorism means negatively affecting others through the use of the Internet and the potential it provides	4.48	0.72
13	Social media terrorism is the cyberspace which is a fertile environment for displaying negative opinions and thoughts which affect society and individuals	3.98	0.80
14	It includes the dissemination of targeted views which cause terror or horror among people or the public through social media.	4.35	0.74

From Table (6), it is indicated that:

The results indicated that the responses of the research sample are significantly high, which means that the first dimension items are strongly agreed, as the mean score of most of the items is greater than 4.21 except for the statement (13), in which the sample's response with agree was (3.98). The previous results indicate a full knowledge of the concept and nature of terrorism in its various dimensions.

Discussing and interpreting the results related to the first question

The results related to the first question indicated that students of the Faculty of Education - Taif University have knowledge of the concept of terrorism and its dimensions, as the results indicated that terrorism from the viewpoint of students of the Faculty of Education is:

1. The term terrorism means unlawfully assaulting others
2. Terrorism is the threat, impudence, harm, or terror of the individuals or society.
3. In terrorism, security forces are terrorized and harmed
4. Terrorism means threatening and intimidating others through unexpected malicious methods.

5. Terrorists are questioning the religious principles and official religious institutions.
6. Terrorists follow a variety of ways to attract and influence youth through social media.
7. The modern scientific and technical capabilities can be used as effective terrorist means.
8. Terrorism in social media is a cyberspace, which is a fertile environment for displaying negative opinions and ideas that affect society and individuals
9. Spreading the guiding opinions that cause terror or terror among people or the public through social media.

The students also specified the dimensions of terrorism in the following forms:

1. Terrorism varies in different forms, between political, social, psychological, and religious
2. Social terrorism includes intimidating and intimidating others in society.
3. Terrorism can be a disaster for society if young people are convinced of the ideas of extremists
4. An individual can be subjected to psychological terrorism from some individuals and groups

The students also added other concepts related to the modern technology of terrorism, which

is cyber terrorism and terrorism through social media, as follows:

1. Cyber terrorism means negatively affecting others through the use of the Internet and the potential it provides
2. Terrorism in social media is a cyberspace, which is a fertile environment for displaying negative opinions and ideas which affect society and individuals
3. Terrorism on social media includes the dissemination of targeted opinions which cause terror or horror among people or the public through social media.

The results of this study are consistent with many studies which concerned with identifying the concept of terrorism, its dimensions and forms from multiple perspectives such as Al-Dahshan's study (2018), Al-Mutlaqah's study (2017), Abu Arqoub and Al-Khalayleh's study (2016) and Saleh's study (2010)

The responses of the research sample to the first question can be explained as follows:

1. The awareness of students of the Faculty of Education at Taif University of the danger of the term terrorism to society and

individuals, and therefore their interest in learning the term and creating a correct and clear background about it.

2. The various activities and awareness programs in all areas of life, which the university offers for students, helped greatly the students realize this concept.
3. Students are aware of the dimensions of the phenomenon of terrorism and thus the concept of terrorism has developed well.
4. The results illustrate students' awareness of the seriousness of social media concerning the phenomenon of terrorism.

Second: The answer to the second question that stated: "What are the causes of terrorism from the Faculty of Education at Taif University students' viewpoint?"

To answer the previous question, the mean scores and standard deviations were calculated of each of the questionnaire statements and the statements were arranged according to the mean scores in a descending order, and weight was given to the alternatives as in the first question and the following table shows the results:

Table (7) The mean scores and standard deviations of the responses of the research sample on the second dimension: the causes of terrorism, from the terrorism questionnaire from the viewpoint of students of the Faculty of Education and the role of social media in disseminating it

No.	Statement	Mean score	Standard deviation
1	The lack of social integration of some individuals may lead to their extremism and deviation	3.95	1.08
2	Stratigraphic disparities among the individuals can make the poor easily tend to extremism and delinquency.	3.40	1.40
3	I think family disintegration may lead some to deviate from the right way.	3.78	1.37
4	Bad companions, especially extremists, can have a role in youth radicalization and delinquency.	4.10	0.90
5	Poor values such as belonging, loyalty, and citizenship within the family lead to extremism against society.	4.40	0.74
6	The lack of awareness to show the reality of terrorism of all kinds can lead to the discrimination of the phenomenon of terrorism	4.43	0.64
7	The absence of a deep understanding of the values, ethics, religion and culture of society leads to youth's deviation	4.30	0.97
8	Receiving opinions and news from social media away from official institutions without discrimination can be a source of extremism and delinquency.	4.38	0.77
9	Feeling of religious marginalization is a major cause of intellectual extremism	4.23	0.73
10	Community abuses of each other may make the individual vulnerable to extremism.	4.10	0.96
11	The marketing of intellectual deviation on social media may be a major cause of terrorism.	4.35	0.92
12	Failure to express an opinion can lead to widespread intellectual extremism.	3.78	1.23

From Table (7), it is revealed that:

The results indicated that the responses of the research sample are high, which means strongly agreeing with the statements of the first dimension, where the mean score of most of the statements is greater than 4.21, which means strongly agreeing with the statements of this dimension, and that some statements got the approval of the sample such as the statements (1) got (3.95), the

statements (3) got (3.78), and the statements (12) got (3.78), while the statements (2) "Stratigraphic disparities among the individuals can make the poor easily tend to extremism and delinquency." got (3.40) it is a mean score less than (3.41), which means that the individuals of the sample believe that the stratigraphic disparity among the individuals is not a cause of deviation and terrorism. The previous results clearly indicate that the students of the Faculty of

Education are clearly aware of the leading causes of terrorism.

Analysis and interpretation of the results related to the second question:

The results related to the first question indicated that students of the Faculty of Education - Taif University have knowledge of the causes of the occurrence of the phenomenon of terrorism, as the results indicated the identification of the causes as follows:

1. The lack of social integration of some individuals may lead to their extremism and deviation.
2. Family disintegration may lead to some deviations from the right path.
3. Bad companions, especially extremists, can have a role in youth extremism and their deviations.
4. Weak values such as belonging, loyalty and citizenship within the family lead to extremism against the society.
5. The lack of awareness to explain the reality of terrorism of all kinds that could lead to the spread of the phenomenon of terrorism.
6. The absence of a deep understanding of the values, ethics, religion and culture of society leads to a deviation of the youth.
7. Receiving opinions and news from social media away from official institutions without discrimination, which can be a source of extremism and delinquency.
8. Feeling of religious marginalization is a major cause of intellectual extremism.
9. Community members 'abuses of each other may make the individual vulnerable to extremism.
10. Marketing intellectual deviations through social media may be a major cause of terrorism
11. Failure to allow expression of opinion can lead to the spread of intellectual extremism.

The results of this study are consistence with many studies which concerned with identifying the concept of terrorism, its dimensions and forms from multiple perspectives such as Al-Dahshan's study (2018), Al-Mutlaqa's study (2017) and Saleh's study (2010).

This result due to the students 'awareness of the seriousness of the phenomenon of terrorism and the problems which it causes is greatly evident in students' thinking and orientations. The awareness which is provided to the students, whether in the family or the university, may have a major role in this awareness, in addition to this the good national belonging of the students and

interest in preserving the homeland and society, has created clear knowledge and awareness of the reasons that could lead to the phenomenon of terrorism among students.

Third: Answer of the third question that stated: "What is the role of social media in disseminating terrorism from Taif University students' viewpoint?"

Table (8) The mean scores and standard deviations of the responses of the research sample on the third dimension: the role of social media in disseminating terrorism, from the questionnaire of terrorism from the viewpoint of students of the Faculty of Education and the role of social media in disseminating it

To answer the previous question, the mean scores and the standard deviations were calculated for each of the questionnaire statements of the questionnaire were arranged according to a descending order, and weight was given to the alternatives as in the first question. The following table shows the results:

No.	Statement	Mean score	Standard deviation
1	Social media can be used to pass goals, ideas, and information which affect youth.	4.63	0.63
2	Social media can facilitate the conduct of criminal acts directed against societies and individuals without supervision.	4.30	0.94
3	Social media is a wide area used to influence others positively or negatively	4.48	0.72
4	Social media is a wide area used to influence others positively or negatively	4.43	0.78
5	The social media associated with terrorism has the advantage that it does not provide an opportunity for dialogue with dissenting opinion.	4.35	0.80
6	Some of the social media which betray, conquer, distorts the biography, follows the secrets, and publishes them are considered terrorist means.	4.15	1.17
7	There are many social media websites which are used to threaten individuals and societies.	4.30	1.07
8	Through social media, fake events and problems can be promoted.	4.53	0.72
9	There are some social media which incite hatred, extremism and violence.	4.30	0.72
10	Some social media can serve to question the spirit and national belonging	4.35	0.74
11	I see that there are some social media outlets that promote anomalous views of community corruption	4.30	0.94
12	Some social media can question the reliability of what is reported by official and semi-official media	3.78	1.23
13	Some social media can question the reliability of what is reported by official and semi-official media	4.50	0.60
14	Some social media can question the reliability of what is reported by official and semi-official media	4.33	0.89

From Table (8), it is obvious that:

The results indicated that the responses of the research sample are high, which means agreeing to a large degree on the statements of the third dimension, as the mean scores of most of the statements is greater than 4.21, and the rest of the statements with mean scores higher than (3.41), which means agreeing to a large degree on this dimension, and the previous results indicate the students of the College of Education's identification of the roles of the social media in disseminating terrorism.

Analysis and interpretation of the results of the third question

The results related to the third question indicated that the students of the Faculty of Education - Taif University's identification of the role of social media in the occurrence of the phenomenon of terrorism as follows:

1. Social media can be used to pass goals, ideas and information which affect youth.
2. Social networking sites can facilitate the conduct of criminal acts directed against societies and individuals without supervision.
3. Social media is a wide area used to influence others positively or negatively.
4. Social media is an effective tool for spreading terrorist and extremist ideas.
5. The social media associated with terrorism is distinguished by the fact that it does not provide an opportunity for dialogue with dissenting opinion.
6. Some social media which betray, conquer, steal, distort the biography, follow the secrets, and publish it are considered terrorist means.
7. There are many social media websites that are used to threaten individuals and societies.
8. Through social media, it is possible to promote fake events and problems.
9. There are some social media sites which incite hatred, extremism and violence.
10. Some social media can serve to question the spirit and national belonging.
11. I see that there are some social media outlets which promote anomalous views for community corruption.
12. Some social media can question the reliability of what is reported by official and semi-official media.
13. Some social media is trying to cultivate unacceptable habits in society.
14. Some social media aims to discredit religious and social values in society.

The results of the question are consistent with the results of Zaid's study (2015), the Bou-Amama,s study (2016), Abadi's study (2016), Zoghbi's study (2016), the Dagher's

study (2016), Al-Kafi's study (2017) and Altakhaya' s study (2019). The results of these studies have confirmed that social networks of all kinds, as well as electronic media, have a major role in disseminating terrorism.

This result can be explained by the fact that students' knowledge of social media uses in its various positive and negative aspects and that there are sites linked to terrorist networks which must be avoided and not to engage in intellectual discussions with them, as the university provides various activities for students and awareness programs in all areas of life which helped students to realize the seriousness of negative social networking sites, as students' awareness of the dimensions of the phenomenon of terrorism and the presence of sites linked to this phenomenon contributed to students' awareness of the seriousness of such sites and platforms.

Research recommendations

1. The University of Taif have to develop awareness programs for students continuously explaining to them the concept, causes and risks of terrorism, especially cyber and electronic terrorism.
2. Providing training programs for students explaining the uses of positive social

media and how to use them in what is beneficial and avoiding social media related to terrorism.

3. The official media should have a role in clarifying what terrorism is, to build generations which are fully aware of this concept and its dangers to society.
4. Activating the roles of faculty members in raising awareness of the risks of social media which may lead to student deviation.

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