THE ROLE OF THE UNIVERSITY PROFESSOR IN COMBATING TERRORISM FROM THE VIEWPOINT OF STUDENTS OF AL-BALQA APPLIED UNIVERSITY CENTER AND PRINCESS RAHMA UNIVERSITY COLLEGE

1Dr. Mohammad nour hosain Bani irshid, 2Dr.Rakan Issa Al Adwan, 3Jehad Ali Falah Alsaideh
1Associated Professor, Balqa Applied University/ Princess Rahma College, Specialization Education Principals, irshaid62@bau.edu.jo
2Associated Professor, Specialization Education Management, Balqa Applied University/Princess, Rahma University, Rakan.Adwan@bau.edu.jo
3Sociology، Al-Balqa' Applied University/ Princess Rahma University College, jehadalsaideh@bau.edu.jo

Corresponding author: Email: irshaid62@bau.edu.jo

Abstract
The study aimed to identify the role of the university professor in combating terrorism from the viewpoint of students of the AL-Balqa university Center and Princess Rahma College, the sample of the study included (832) students from the AL-Balqa university Center and Princess Rahma College, they were chosen with stratified random sample, and the researcher developed the study too l(questionnaire) to collect information and data related to the study problem, the researcher used the psychometric properties of the tool, and the study posed the following questions:

• What is the role of the university professor in combating terrorism among Jordanian university students from the viewpoint of students of the AL-Balqa university Center and Princess Rahma College?

• Are Statistically significant differences attributable to the following variables: (gender, college type, scientific level) the study showed the following results:

• The Presence of a university Professor in combating terrorism from the viewpoint of students of the AL-Balqa University Center and Princess Rahma College, Where the students answers came to all Paragraphs are high, and the average score for the total score as a whole was (4.19) the following Paragraphs obtained the highest arithmetic average, namely:

• Paragraph No.(6), the first rank and its text," it works to develop the correct behaviors that call for rejection of terrorism'

• The second rank and text,' the university Professor encourages students to activities that enhance the concept of cooperation between Students"

• Paragraph No, (31) the third Rank, Whose text "Encourages students to properly understand the religious texts and refrain from negative interpretations that call for intolerance extremism, and terrorism"

- Paragraph No.(9) "Encourages students to love the country"
- Paragraph No.(12) "it instills in students the values of tolerance and love"
- There are statistically significant differences attributable to the effect of sex and male favor, there are statistically significant differences attributable to the effect of the type of college and were in favor of scientific colleges.
- There are statistically significant differences attributable to the effect of the academic level and were in favor of the fourth year.

Introduction

Terrorism has become at the end of this century a global social phenomenon, threatening states, groups and individuals. Indeed, terrorism has become one of the social phenomena that have been able to penetrate into the lives of individuals and societies, and this behavior is no longer limited to its impact on the individual, but rather has affected the system of values, beliefs, norms and social traditions. Therefore, it was necessary to confront this phenomenon and fight it through intellectual, scientific and cultural means and strategies, and the best person to play this role is the university and the university professor, whose role is no longer limited to providing knowledge and theoretical sciences to students, but has become entrusted with a greater role in educating students about the dangers The university professor is the one who is most connected to the youth segment, which constitutes the majority of the population in Jordan and the Arab world, and he has to deal with this phenomenon through lectures and educating students about the dangers of terrorism and inviting them to a moderation and moderation approach.

The university, in all its intellectual, cultural and educational components, and the university professor in particular, is one of the most important educational institutions that contribute to building a sound and clean intellectual fence for the society. The university professor is the main influence on students 'behavior and the success of the educational process (Zaitoun, 2005). Their positive, pure thoughts in their value, ethical and intellectual dimensions provide students with the positive attitudes and values and the necessary skills through study situations, seminars, conferences, and university activities that lead to the formation of future trends among learners (Al-Jamal, 2001). The thinking and mind of man is formed as a result of the influence of societal institutions, of which educational institutions are among the most important, so if the outputs of this institution do not reflect the true belonging to the country, then this indicates the failure of that institution in achieving its goals and objectives (Al-Faouri, 2010).

Institutions of higher education have a role in protecting society, from every deviant thought that may lead to violence and terrorism, through the roles and tasks they play to immunize young people's minds from every extraneous thought, enhance their belonging to their homeland, their nation and their religion, and make them more aware of all Think Takfiri and destroy (Al-Hazmi, 2010).

The terrorism, destruction and disruption of national security that the world is witnessing today is a result of the absence of intellectual security, so that every crime must be preceded by a perverted perverted thought (Al-Hakim, 2009, p.13).

Educational institutions, and university in particular, must take a holistic character, through strategies that search for the real reasons driving the practice of the terrorism epidemic, which is the disease of the times, study it and find out the causes of its spread and methods of treating it in a sound scientific manner (Al-Juhani, 2007)

Therefore, joint cooperation between the university, the university professor and the security authorities was necessary to activate the fight against terrorism through clear and specific strategies to resist this phenomenon, and only to do that through holding seminars, lectures, conferences and activities, whether inside or outside the university, and due to the

danger of terrorism and its negative and destructive effects on societies and individuals. The researcher said that the title of this study should be "The role of the university professor in combating terrorism. From the viewpoint of the students of Al-Balqa Applied University Center and Princess Rahma University College."

The study problem and its questions:

Terrorism has become a global phenomenon in all societies, and this phenomenon has transcended the limits of time and space between countries, whether in terms of its planning and implementation or in terms of its effects and damages, and the difference between societies lies in the real causes of this phenomenon and how to reduce its risks, by finding effective mechanisms and methods to deal with This phenomenon and limit its spread and effects. (Shoaib, 2004)

In the growing interest in the phenomenon of terrorism, and the attempt to confront it, through the consolidation of trends that reject terrorism among the youth sector, who constitute a large segment in Jordanian society, it was necessary to pay attention to the role of university education and the role of the university professor in combating terrorism, because of its positive impact. To his students by directing and guiding them to form attitudes and behavioral patterns about the dangers of terrorism and to spread awareness among students to combat this phenomenon.

Accordingly, the study problem can be formulated by answering the following two questions:

1.   What is the role of the university professor in combating terrorism from the viewpoint of the students of the Al-Balqa Applied University Center and the Princess Rahma University College?

2.   Are there statistically significant differences in the views of the students of the Al-Balqa Applied University Center and Princess Rahma University College due to variables (gender, academic level, college)?

THE IMPORTANCE OF THE STUDY

The importance of the study is highlighted by knowing the role of the university professor in confronting and combating terrorism, which is considered one of the rare studies according to the researcher's knowledge, which dealt with the role of the university professor in combating terrorism, while there are many studies that dealt with the role of the media and the role of the university and others in combating terrorism.

Its importance also stems from the growing interest in the issue of terrorism, at the global, international and societal level, which is considered the most dangerous for states, societies and individuals.

The importance of this topic can be highlighted, in that it can be a reference for researchers, and for educational institutions in the Jordanian and Arab society, to address the phenomenon of terrorism by directing students to the values of moderation and moderation.

TERMINOLOGY OF STUDY

Definition of the role: Madkour defines a role as a social situation to which a group of personal characteristics and a group of types of activity are related, and from the perspective of social interaction it is composed of a set of acquired actions that a person performs in situations of social interaction. (Madkour, 1395, p. 267).

Procedurally: The researcher defines the role, procedurally, as that of the practices, activities, and directives that the university professor performs for students to combat

terrorism.

Defines terrorism: as organized violence to create a state of general threat directed against a political group or state and is committed by an organized group with the aim of achieving political goals (Helmy, 1988).

Combating terrorism: It is defined as those methods, methods, means, and procedures that educational institutions in general and the university in particular take in response to a situation or problem, within a specific framework, governed by specific systems, regulations and laws, all of which aim to confront and overcome that problem. (Singlet, 2007).

Definition of terrorism: Izz al-Din defined terrorism as: an organized and continuous violence, with the intent to create a state of general threat, directed at a state or political group, and committed by an organized group, with the intention of achieving political goals (Ezz El-Din, 1986).

The researcher knows terrorism: that it is any violence that can be practiced by an individual or group of individuals or groups with the aim of throwing terror among people, terrorizing others economically, politically, or socially, or by harming others, endangering their lives or endangering one of the national resources, and it occurs as a result of severe acts of violence such as sabotage, throwing explosives and killing In order to achieve certain purposes.

THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

1. Causes of Terrorism

The intellectual causes of terrorism, violence and extremism:

1.   Al-Sultan (2003) stated that one of the causes of terrorism is the suffering of the Islamic world today from sharp intellectual divisions between different currents and the divisions and problems that have resulted from these currents due to ignorance of religion and a distance from adhering to the directives of Islam. Among the most prominent contemporary currents are:

A secular current: it calls for building life on a worldly basis and is not linked to legal principles or authentic social traditions and customs, as this current considers it an obstacle to progress and start towards life

An extremist religious current: it opposes modern civilization and everything related to civilized progress and considers it corrupt of morals, disintegration of families and stagnation in social relations. (Sultan 2003, p.57).

Al-Luhaq (1998) also indicated that distorting the image of Islam and Muslims is one of the intellectual causes of terrorism, and that Islam is a religion of moderation, moderation and wisdom, and it is a religion that calls for justice and human dignity, and calls for the achievement of interests and the prevention of evil, and that the exaggeration in religion in the modern era has distorted religion The true Islamic faith and alienated people from it, which opened the doors to challenge this religion and to defy it (Al-Luhaq, 1998, p.693).

2. The Economic Causes of Terrorism, Violence and Extremism

The economy is one of the dangerous factors driving the waves of terrorism in the world, and one of the thinkers (William Knock), author of the book A Changing New World, expects that terrorism will be a response to dangerous economic changes, as an expression of the discontent of crushed societies and groups, and it is expected that the terrorists will exploit the scientific and technical progress in the century Next, in the transfer of funds and ideas, by means of global banking systems and Internet networks, to serve their purposes. This

comes in the midst of the domination of trade and money, and the absence of values and ethics that govern societies. (Al-Dhahri 2002, p. 60.59).

3. Religious Reasons

Religious and sectarian differences constitute an important motivation for terrorist activities, as religious minorities who are concentrated in a certain region, practice certain rituals, and have certain rituals and beliefs that contradict or oppose the religious rites and rituals of the majority, where intolerance and intolerance prevail among some individuals, which leads to resort to terrorist practices and activities Against those minorities who may also tend to form counter terrorist groups to defend their existence and entity. (Hariz, 1996).

4. Social Causes

Among the social factors that cause terrorism, the social upbringing and the environment in which the individual lives, whether it is the family environment, the school and university environment, or the work environment are all among the reasons that contribute to the emergence of the phenomenon of terrorism in society (Hassanein, 2002).

Al-Bayati (2011) and Muhammad (2011) discuss the causes of the phenomenon of terrorism, namely:

1.   Family disintegration.

2.   Unrealistic promises of the state.

3.   Social tyranny and sectarian hatred.

4.   Racial and regional discrimination and extremism.

5.   The phenomenon of unemployment and poverty is widespread.

Al-Youssef (2004) mentioned the factors that contribute to the emergence of terrorist behavior, namely:

1.   The deterioration of economic and social conditions.

2.   The lack of outlets for dialogue.

3.   The terrorist group's conviction that it is impossible to change reality except by using terrorism.

4.   The presence of intellectual symbols that look at terrorist behavior. (Al-Youssef, 2004).

The Riyadh conference held in (2005) indicated that the causes of terrorism are: extreme poverty, unjust social order and structure, corruption, foreign occupation, severe exploitation, religious extremism, systematic violation of human rights, economic marginalization, and cultural alienation as a result of globalization.

Explaining Terrorism Theories

There are many theories that have tried to explain terrorism, the most prominent of which are:

First: Negative Identity Theory: In his theory of synthetic identity, Erikson indicates that the individual's feeling of lack of psychological and social well-being drives him to intense anger and a sense of loss of identity, which drives him to reach a state of frustration, which makes him resentful of the society in which he lives, which in him constitutes a Brownian

personality Psychopathy, anti-social and terrorist. (Evano, 1999).

Second: The theory of frustration: This theory considers that terrorism is formed in the individual, as a result of his sense of psychological and rational depression, and this is based on political and social reasons. The gap between political promises and the fulfillment of these promises creates a state of dissatisfaction among members of society that pushes some groups from Inside them to express their views by resorting to terrorism. (Evano, 1999).

The content of the theory of frustration indicates that a frustrated person is a person who is prevented from achieving his goals or satisfying his needs, which leads him to respond to aggressive practices, and this feeling of frustration often occurs when obstacles block the path of a person that prevent him from achieving his goals, and some psychological analyzes indicate that exposure For frustration and failure, it increases the likelihood of exercising aggression. (Arenson et al., 1999).

Third: The Selfish Theory: The owners of this theory believe that terrorists suffer from early selfishness, formed in their psychological makeup, and made them possess arrogant and arrogant traits, and that an arrogant personality creates psychopaths, mentally disturbed and ignorant of others, as they oppress others in expressing their opinions, and this What leads them to the desire to destroy others, resort to violence against them, and control them. They love for others to acknowledge their achievements and beliefs and try to want to separate from society (Evano, 1999).

Fourth: the biological theory: This theory indicates that there is a relationship between heredity and mental weakness, and it considered that the weak-minded is nothing but a potential criminal, and that he does not need the social milieu to help him commit the crime, and Go Dard 1912 indicated that 25% of criminals Adults are weak-minded, and after two years of this study the adjustment was made to 50%.

A weak-minded person is not a criminal by nature, but it is easy to influence him from the influences surrounding him, which leads him to terrorism, especially if the environment is corrupt. (Chomsky, 1988).

Some attribute the effect of biological factors on violence, to an imbalance in the secretions of the endocrine glands, and these secretions affect mood and behavior, such as the thyroid gland, which affects dementia in children, and in the case of increased thyroid secretion, this leads to psychological tension, anxiety and impulsivity, It may lead to some criminal acts, and the lack of the pituitary gland is linked to the fall and prostitution of females, and impotence may lead to the commission of some crimes as compensation for the deficiency and the appearance of heroism. (Issawi 2000).

Fifth: The Theory of Imitation and Simulation: The young generation and adolescents are the groups that are most affected by the process of imitation and simulation, as young people try to imitate the heroes and the powerful, and here appears the role of the media, which plays a major role in motivating young people, in imitating terrorist figures and simulating their behavior and imitation. (Walter Torey, 2006 p.159).

PSYCHOPATHIC BEHAVIOR THEORY

The term psychopathic personality appeared during the first half of the twentieth century, and the WHO glossary lists a number of terms indicating a number of other personality disorders, which are similar to the antisocial personality, in some aspects, including the following:

1.   Immature personality: It is a personality disorder characterized by emotional responses suggesting a failure in psychological elevation, and this is due to an abnormality or disorder in the electroencephalogram in the form of ducks in the activity of beta and delta waves, especially in the temporal regions of the brain that are associated with behavioral disorders in Kids and criminals.

2.   Passive-aggressive personality: It is a personality disorder characterized by a pattern of aggressive feelings that are expressed in a negative way, such as stubbornness, procrastination, or anti-social behavior.

3.   Negligent personality: It is a personality disorder characterized by a lack of control over desires, desires, and impulses, and this appears in the moral aspect (Tartore, 2006, p.159).

The Role of Universities in Confronting Terrorism

The university is one of the official community institutions that contribute to building the student's cultural, social and value personality and provide him with the social and cultural values of society. If the university is unable to do so, this will be negatively affected by society. (Al-Youssef, 2004).

The university professor affects his students from several aspects, the most important of which is that he is a role model for his students, and that his traits have an important role in shaping their behavior and personality. Directly (Al-Qarni, 1430).

PREVIOUS STUDIES

The researcher reviewed previous studies related to the research topic, as follows:

Al-Attiyat (2019) conducted a study entitled "The Role of Jordanian Government Universities in Combating the Phenomenon of Terrorism from the Students 'Point of View," Al-Balqa Applied University as a Model, which aimed to identify the role of Jordanian government universities in combating the phenomenon of terrorism from the students' point of view. Information related to the study The study concluded that the role of Al-Balqa Applied University in combating the phenomenon of terrorism is medium-level from the students's point of view. It also indicated that there are differences in the academic level variable attributable to the benefit of master's students, and there are no differences attributed to the gender and type of specialization variable.

Al-Adadinat (2018) also conducted a study entitled "The International Anti-Terrorism Mechanism." The study examined the legal system for combating terrorism, such as international conventions on combating the phenomenon of international terrorism and international conventions to combat terrorism directed against individuals. The study recommended the exploitation of the media to combat international terrorism and extremist thought, and work to create a generation. Awareness and educated youth, to confront extremist ideology, and it also recommended the adoption of clear mechanisms to combat terrorism.

Al Mazrouei study (2017), which aimed to identify the role played by the police in immunizing youth from joining terrorist groups, and the study concluded that terrorist groups use traditional and innovative means to persuade youth to join and recruit them, and social media is one of the most important means in attracting youth On the other hand, security institutions and universities are working to immunize young people from joining these terrorist groups, through cooperation between these institutions, and work to spread awareness among students.

Rababaa (2016) also conducted a study aimed at identifying the role of Jordanian universities in confronting the phenomenon of terrorism from the point of view of deliberately student affairs in Jordanian universities. The results of the study indicated the existence of a role for Jordanian universities in confronting terrorism, and one of the most important roles was to instill the correct Islamic belief in The souls of students, educating society and students of the dangers of terrorism, and inculcating spiritual, moral and educational values stemming from Islam.

Awad (2016) conducted a study aimed at identifying the role of Palestinian universities in the Gaza Strip in consolidating security education and combating terrorism. The researcher

adopted the descriptive approach, and the researcher used the questionnaire to collect data and information related to the study. The sample of the study reached (400) students. The researcher recommended the following:

•   That Palestinian universities take the initiative to hold security education sessions for their staff, including professors and administrators, and those working in student affairs and activities to combat terrorism.

Activating the role of Palestinian universities in the Gaza Strip in establishing security education among their students to confront terrorism.

Activating the role of faculty members to play their role in directing youth towards positive ideas that enhance the concept of security and combating terrorism.

As for Cheradaqah's study (2016), it was titled "The Role of the Media in Combating the Phenomenon of Terrorism and Extremism" aimed at identifying the role of the media in combating the phenomenon of terrorism and extremism. The study found that there were no statistically significant differences between the responses of faculty members according to the variable of academic rank towards the role The media in combating the phenomenon of terrorism and extremism.

It aimed to get acquainted with the opinions of university students (Kan, z & others, 2016) and study Khan and others.

Pakistan, on terrorist attacks in light of their level of religiosity, the study used the descriptive approach, the study sample included (207) university students, and the results of the study found that there is no relationship between the high level of religiosity and the positive trends towards terrorist attacks.

Muhammad (2010) also conducted a study entitled: "Imbalance of Intellectual and Ethical Values and Standards and Their Relation to the Emergence of the Phenomenon of Terrorism in the Islamic Society," aimed at identifying the link between the phenomenon of terrorism and the intellectual and moral values and standards prevalent in Jordanian society. It is considered one of the main causes of terrorism, as well as the rapid changes in light of globalization, which have contributed to the disruption of the value and moral system, which contributed to the emergence of the phenomenon of terrorism.

As for the study of Al-Fawaz (2008), it aimed to identify terrorism and its impact on the Jordanian society, and the researcher used the questionnaire as a tool to collect information and data from the study sample, whose number is (190) members of the Jordanian community, and the results of the study found that there are statistically significant differences It is attributed to gender in favor of females, and there are differences attributed to academic qualification in favor of a level less than a bachelor's degree.

And Mustafa's (2008) study entitled "The Role of Arab Satellite Channels in Shaping the Public's Knowledge and Its Attitudes Toward Terrorism."

Al-Harra Sees (2007) also conducted a study aimed at identifying terrorism in Jordan through the attitudes of Jordanian university students. The results of the study indicated that the majority of Jordanian university students have knowledge of the concept of terrorism, and indicated that there are individual differences in university students 'knowledge of the concept of terrorism. She indicated that the majority of students condemn terrorism in all its forms, and that their attitudes are opposed to terrorism, regardless of its causes and purposes.

And the study of Carton (2007) aimed at identifying the role of curricula and teachers in activating students towards confronting terrorism, and the results of the study showed that the curricula were keen to strengthen students in moderation and moderation in dealing with non-Muslims.

As for Hariri's study (1427), it was titled The Role of Islamic Education in Primary School in Confronting the Phenomenon of Terrorism. The results of the study indicated that the phenomenon of terrorism is a global phenomenon, with no religion or homeland, and it is a criminal act, and contradicts the values of the Islamic religion, which forbids killing oneself and terrorizing the faithful. It also showed that following the method of Islamic education is the solid basis in preparing young people who adhere to their faith and values. Which protects him from deviation and extremism, and the study recommended focusing on the importance of extra-curricular activities in the face of terrorism, and the teacher's role in supporting activity in the classroom.

As for Fadel's study (2003), it was about the relationship between exposure to Egyptian newspapers and awareness of the issue of international terrorism among university youth. It was conducted on a sample of university youth at Zagazig University, and the study concluded that the Egyptian media is the most important source of the sample on international terrorism cases.

And the study of Al Dhaheri (2002), which aimed to identify the role of Islamic education in facing terrorism. The results of the study concluded that Islamic education works to self-fortify students by building a personality who believes in God, immune to deviations and crimes. The study also showed that there is a failure in teaching religious courses in some Islamic countries, which was the reason for the emergence of terrorism, and recommended the cooperation of all institutions. Educational, social and security services in the face of terrorism

(A study calling for the importance of breeding Ardizzon, 2001) as conducted by Ardizon.

Peace in charting future paths and translating the hopes of societies through the efforts of educators.

Specialists in this field stresses the importance of democracy, civic education, education, tolerance, the field of human rights and the provision of education for all because it creates a culture of peace.

As for Makki's study (1997), it aimed to address terrorism issues in Arab newspapers. The study found that newspapers have little interest in dealing with terrorism cases. These newspapers did not have a great interest in terrorist events.

Discussing previous studies and the location of the current study, including:

By reviewing the previous studies, the researcher becomes clear about the location of the current study among all the previous studies. Some previous studies have examined the role of the media in combating terrorism, such as the study of private affairs, and some studies dealt with the role of newspapers in exposure and awareness of the issue of terrorism, and some studies examined the opinions of university students in the issue Terrorism, and some studies dealt with the role of universities in combating terrorism, such as the study of Al-Attiyat (2019), and Awad's study, which examined the role of Palestinian universities in combating terrorism. Some studies also examined the role of Islamic education in countering terrorism, such as the study of Hariri and Al-Zahiri. As for the current study, it is the only one among all the previous studies that examined the role of a university professor in combating terrorism from the students 'point of view.

METHOD AND PROCEDURES

Study methodology: The researcher used the descriptive approach for the purposes of this study.

Study population: The study population consists of students of Al-Balqa University Center and Princess Rahma University College, their number is (7695), and Table No. (1)

represents the study population.

Table 1
Represents the Study Population Distributed According to the Colleges

No.	the college	Number	Total
1	Engineering	290	Scientific - 3415
2	Medicine	475	
3	College of Science	1060	
4	Faculty of Agriculture and Technology	800	
5	Information Technology	790	
6	Business school	2260	Humanity - 4280
7	Al-Salt College for Human Sciences	1170	
8	Princess Rahma University College	850	
	Total	7695	7695

Table 2
Correlation Coefficients between Paragraphs and Overall Score

Paragraph number	Correlation coefficient With the tool	Paragraph number	Correlation coefficient With the tool	Paragraph number	Correlation coefficient With the tool
1	.53**	12	.52**	23	.46**
2	.47**	13	.47**	24	.52**
3	.42**	14	.38*	25	.45**
4	.52**	15	.38*	26	.51**
5	.42**	16	.38*	27	.46**
6	.59**	17	.39*	28	.38*
7	.39*	18	.37*	29	.57**
8	.31*	19	.41*	30	.33*
9	.43**	20	.43**	31	.45**
10	.40*	21	.50**	32	.39*
11	.31*	22	.36*		

*Statistical function at the significance level (0.05).

** Statistical significance at the level of significance (0.01).

It should be noted that all the correlation coefficients were of acceptable scores and statistically significant, and therefore none of these paragraphs was omitted.

STABILITY OF THE STUDY TOOL

To ensure the stability of the study tool, the test-retest method was verified by applying the scale, and re-applying it after two weeks to a group from outside the study sample consisting of (40), and then the Pearson correlation coefficient was calculated between their estimates in both times. (0.90).

The stability coefficient was also calculated using the internal consistency method according to the Cronbach Alpha equation, reaching (0.83), and these values were considered appropriate for the purposes of this study.

The Study Sample

The study sample consisted of (832) male and female students, students from Al-Balqa Applied University Center and Princess Rahma University College, who were chosen by stratified random sample, and Table (2) shows the distribution of the sample members according to the study variables.

Table 3

It shows the frequencies and percentages of the study sample according to the study variables

	Categories	Repetition	The ratio
Gender	Male	328	39.4
	female	504	60.6
college	Scientific	319	38.3
	Humane	513	61.7
Educational level	first year	178	21.4
	Second Year	172	20.7
	third year	227	27.3
	Fourth year	255	30.6
	Total	832	100.0

The first question: What is the role of the university professor in combating terrorism from the viewpoint of the students of Al-Balqa University Center and Princess Rahma University College?

To answer this question, the arithmetic averages and standard deviations of the university professor's role in combating terrorism were extracted from the viewpoint of the students of Al-Balqa University Center and Princess Rahma University College. Table No. (4) show this.

Table 4

The Mean and standard deviations of the paragraphs of the university professor's role in combating terrorism from the viewpoint of the students of Al-Balqa University Center and Princess Rahma University College, arranged in descending order according to the arithmetic averages

Rank	No.	items	Mean	Std. D	Level
1	4	The university professor encourages students to carry out activities that enhance the concept of cooperation among students	4.39	.779	High
1	6	It works to develop correct behaviors that call for the rejection of terrorism	4.39	.790	High
3	31	It encourages students to properly understand religious texts and to avoid negative interpretations that call for intolerance, extremism and terrorism.	4.37	.754	High
4	9	It encourages students to love the homeland	4.35	.717	High
5	12	Inculcates in students the values of tolerance and love	4.33	.761	High
6	7	It works to enhance students' citizenship values	4.30	.729	High
6	16	It encourages students to accept the other, regardless of his creed, religion, gender and color	4.30	.808	High
8	17	Students are encouraged to respect the humanity of the human being, regardless of his color, gender, or religion	4.29	.768	High
9	29	Explaining to students the role of moderation and religious moderation in Islam in reducing the phenomenon of terrorism	4.28	.808	High
10	26	Students are encouraged to do assignments and research on the dangers of terrorism and discuss them with students	4.27	.851	High
11	14	Students are encouraged to adopt a dialogue approach to life and to move away from puritanism	4.25	.814	High
12	1	Students learn about the negative effects and risks arising from terrorism	4.21	.759	High
13	3	Students are encouraged to undertake activities that remove social, regional, sectarian and religious differences among students	4.20	.842	High
13	10	It promotes the students' values of loyalty, belonging to the country and leadership	4.20	.652	High
13	23	The teacher devotes part of the lecture to talking about terrorism and its dangers	4.20	.803	High
16	24	It uses teaching methods based on cooperation and participation among all students without sectarian discrimination	4.20	.652	High

17	15	It directs students to adopt the jurisprudence of tolerance and distance from intolerance	4.16	.677	High
17	18	It raises cultural topics that immunize students from accepting terrorist ideology	4.16	.725	High
19	11	Students are encouraged to preserve the public property of the homeland	4.15	.667	High
20	30	It directs students to reject violence, extremism and intolerance, and to accept the other opinion	4.13	.702	High
21	8	Urges students to reject terrorism	4.12	.733	High
21	22	The teacher is characterized by open-mindedness and religious intolerance	4.12	.723	High
23	13	Explain to students the concepts of terrorism	4.10	.676	High
23	27	He gives students real life examples of the dangers of terrorism and its negative repercussions	4.10	.740	High
25	2	Students are encouraged to hold poetry and literary seminars that work on combating terrorism	4.09	.826	High
26	20	Students are encouraged to cooperate with social, religious and educational institutions to combat terrorism	4.08	.721	High
27	32	The students call for rejecting the extremist Islamic discourse that calls for violence and terrorism	4.07	.778	High
28	5	Students are encouraged to engage in activities that support the bonds of love and intimacy among students	4.06	.681	High
29	21	It works to diagnose defects in students' thinking and behavior and tries to fix them	4.05	.656	High
30	25	It encourages students and urges them to reject terrorism and fight it	4.03	.664	High
31	19	It encourages students to adopt an open-minded and flexible in dealing with and accepting the other	4.02	.704	High
32	28	It displays pictures and films that show students the destructive effects of terrorism on the individual and society	3.97	.855	High
		Total marks	4.19	.388	High

Table (4) shows that the arithmetic averages ranged between (3.97-4.39), where paragraphs (4, 6, and 31) came which stipulate that "the university professor encourages students to carry out activities that enhance the concept of cooperation among students" and "works on The development of correct behaviors that call for the rejection of terrorism "in the first place with a mathematical average of (4.39), then came in second place, Paragraph No. (31), which reads:" It encourages students to properly understand religious texts and move away from negative interpretations that call for intolerance, extremism and terrorism. "Paragraph No. (28), which reads "presents pictures and films that show students the destructive effects of terrorism on the individual and society," came last, with a mean of (397). The mean of the total score as a whole was (4.19).

The second question: "Are there statistically significant differences ($\alpha = 0.05$) for the role of the university professor in combating terrorism from the viewpoint of students of Al-Balqa University Center and Princess Rahma University College according to the following variables (gender, college type, and academic level)?"

To answer this question, the arithmetic averages and standard deviations of the university professor's role in combating terrorism were extracted from the viewpoint of the students of the Balqa University Center and Princess Rahma University College according to the variables of sex, college type, and academic level, and to clarify the statistical differences between the arithmetic averages, the "T" test was used for each of Gender and college type, and analysis of variance depending on the variable of academic level, and Tables No. (5) illustrates this.

First: Gender

Table 5
Arithmetic means, standard deviations, and a "t" test for the effect of gender on the role of the university professor in combating terrorism from the viewpoint of students of Al-Balqa University Center and Princess Rahma University College

		NO.	Mean	Std. Dev	"T" value	Degrees of freedom	Statistical significance
Marks	Male	328	4.25	.322	4.200	830	.000
	female	504	4.14	.420			

Table (5) shows that there are statistically significant differences (□= 0.05) due to the effect of gender and the differences were in favor of males.

Second: The Type of College

Table 6
Arithmetic averages, standard deviations, and a "T" test for the effect of the type of college on the role of the university professor in combating terrorism from the viewpoint of students of Al-Balqa University Center and Princess Rahma University College

		NO.	Mean	Std. Dev	"T" value	Degrees of freedom	Statistical significance
Total Marks	Scientific	319	4.23	.341	2.677	830	.008
	Humane	513	4.16	.413			

Table (6) shows that there are statistically significant differences (□ = 0.05) due to the effect of the type of college and the differences came in favor of the scientific colleges.

Third: Education Level

Table 7
Mean and standard deviations of the university professor's role in combating terrorism from the viewpoint of students of Al-Balqa University Center and Princess Rahma University College according to the academic level variable

standard deviation	MEAN	the number	Categories
.315	4.14	178	سنة أولى
.406	4.12	172	سنة ثانية
.466	4.15	227	سنة ثالثة
.324	4.29	255	سنة رابعة

Table (7) shows an apparent variation in the Mean and standard deviations of the university professor's role in combating terrorism from the viewpoint of the students of the Al-Balqa University Center and the Princess Rahma University College due to the different categories of the academic level variable, and to show the significance of the statistical differences between the arithmetic averages, the one-way analysis of variance was used according to the table (8).

Table 8
An analysis of unilateral variance of the impact of the academic level on the university professor's role in combating terrorism from the viewpoint of the students of Al-Balqa University Center and Princess Rahma University College

Source	Sum of squares	Degrees of freedom	Average of squares	F value	Statistical significance
Between groups	3.761	3	1.254	8.538	.000
Within groups	121.561	828	.147		
Overall	125.322	831			

Table (8) shows that there are statistically significant differences at the level of significance (= 0.05) due to the effect of the academic level, and to show the statistically significant marital differences between the arithmetic means, the dimensional comparisons were used

in a curative way as shown in Table (9).

Table 9
Dimensional comparisons in a comprehensive way of the impact of the academic level on the role of the university professor in combating terrorism from the viewpoint of the students of Al-Balqa University Center and Princess Rahma University College

Fourth year	third year	Second Year	first year	Mean	
				4.14	first year
			.02	4.12	Second Year
.		.03	.01	4.15	third year
	.13*	.16*	.14*	4.29	Fourth year

Significance at the level of ($\square$ = 0.05).

Table (9) shows that there are statistically significant differences ($\square$ = 0.05) between a fourth year on the one hand and each of the first year, second year, and third year on the other hand, and the differences came in favor of the fourth year.

DISCUSS THE RESULTS

The first question: What is the role of the university professor in combating terrorism from the viewpoint of the students of Al-Balqa University Center and Princess Rahma University College?

The table shows the approval of the study sample of the university professor's role in combating terrorism.

This result is in agreement with the Rababaa study (2016), which showed the existence of a role for Jordanian universities in confronting terrorism.

It disagreed with the Al-Attiyat study (2019), which concluded that the university is aware of the dangers associated with terrorism, but is unable to activate the means and measures to combat terrorism due to its lack of the human and material resources necessary to confront this phenomenon.

The researcher attributes this to the role that the university plays in general, and the university professor in particular, in spreading awareness of the dangers of terrorism, and the damages resulting from it, and addressing confronting it. Many groups and institutions to achieve this strategic goal.

And it agreed, d (Review the results).

Discussing the results related to the second question, which is:

Are there statistically significant differences due to the variables (gender, college type, academic level)?

Table No. (5) shows that there are statistically significant differences due to the gender variable and came in favor of males, and the researcher attributes that to the fact that males are more interested in such issues and more knowledgeable than females are issues of terrorism and violence and research in these topics, because most of those who research topics of terrorism and extremism And extremism is taking over the concerns of the youth.

Table No. (6) also shows that there are statistically significant differences due to the effect of the type of college and the differences came in favor of a scientific one, and the researcher attributes this to the broad thinking of some students in scientific colleges and their research interests in these issues that pose a threat to society.

As for the variable of the academic level, the tables (9, 8, and 7) indicated the existence of statistically significant differences attributed to.

RECOMMENDATIONS

1.   That the faculty members in Jordanian universities cooperate with all local community institutions to combat the phenomenon of terrorism

2.   That faculty members work to fortify students 'minds by spreading moderate Islamic thought based on moderate religion, away from extremism and violence.

3.   The universities should exploit the media to combat terrorism and extremist ideology.

References

Al Dhaheri, Khalid bin Saleh bin Nahed (2002). The Role of Islamic Education in Confronting Terrorism, PhD Thesis, published, Riyadh: Dar Alam al-Kutub

Al Dhaheri, Maryam (2002). The extent of the university administration's contribution to facing student violence, Journal of the College of Education, Assiut University, College of Education, Issue (11), Volume (1), Egypt.

Al Mazrouei, Salah (2017). The role of the police in immunizing youth from joining terrorist groups, The Police Thought, (102) 26, from 20 to 80.

Al-Adinat, Sultan Inad Ibrahim (2018). The International Counter-Terrorism Mechanism, an unpublished master's thesis, Middle East University, Amman, Jordan.

Al-Attiyat, Fatima (2019). The Role of Jordanian Public Universities in Combating the Phenomenon of Terrorism from the Students' Perspective (Al-Balqa Applied University, Model) Islamic University Journal, Volume 27, Issue (2) from 105-124.

Al-Bayati, Ahmad Kazem (2011). Terrorism and Security in Iraq, the expanded conference to support the human rights situation in Iraq, which was held by the Iraqi Society for Human Rights in the United States of America July 23, 2011, Michigan State, America.

Al-Faouri, Hanan Awad (2010). The role of school educational institutions in spreading intellectual moderation http://www.humania.creatingforum.com. website

Al-Fawaz, Abd al-Rahman Awad (2008). Terrorism and its impact on Jordanian society.

Al-Hakim, Naim Tamim (2009). Towards a National Strategy for Consolidating the Concept of Intellectual Security in Society, Research presented to the First National Conference on Intellectual Security, Concepts and Challenges, Prince Nayef bin Abdulaziz Chair for Intellectual Security Studies, King Saud University.

Al-Harassis, Khadija Ali Muhammad (2007). The Impact of Terrorism on Youth Attitudes at the University of Jordan, unpublished PhD thesis, University of Jordan, Amman, Jordan.

Al-Hariz, Al-Nasser (2006). Political Terrorism Analysis Study, Cairo: Madbouly Library.

Al-Hazmi, Hijab Bin Yahya (2010). The security role of educational and cultural institutions, Al-Taawon Magazine, Saudi Arabia, Volume 23, Issue (69).

Al-Hussein, Asma Bint Omar (1425). Causes of Terrorism, Violence and Extremism, an Analytical Study, Research presented to the Conference on Islam's Stance on Terrorism, Imam Muhammad bin Saud Islamic University, Riyadh.

Al-Juhani, Ali bin Fayez (2007). The impact of terrorism on our societies and means of combating it, Naif Arab University for Security Sciences, Saudi Arabia.

Al-Luhaq, Abdul-Rahman Al-Mualla (1998). The problem of exaggeration in religion in the present age, causes, effects, treatment, published Ph.D., Imam Muhammad bin Saud Islamic University, Al-Risalah Foundation, Saudi Arabia.

Al-Qarni (1430). The role of universities in guiding students towards moderation and moderation, research presented to the Conference on Terrorism between Intellectual Extremism and the Thought of Extremism, The Islamic University, Madinah

Al-Qartoun, Fahd Bin Sulaiman (2007). The Impact of the School in Activating the Role of High School Students to Confront Terrorism, Master Thesis, Naif University for Security Sciences, Kingdom of Saudi Arabia

Al-Tartouri, Muhammad Awad, and Juihan, Agadir, Arafat (2006). The Science of Terrorism: The Intellectual, Social and Educational Foundations for the Study of Terrorism, Al-Hamid House for Publishing and Distribution, Amman, Jordan

Al-Yusef, Abdullah bin Abdulaziz, (2004). The School′s Role in Resisting Terrorism, Violence and Extremism, The International Conference on Islam′s Position on Terrorism, held at the Imam Muhammad bin Saud Islamic University for the period from 3/1/2003, Imam Muhammad bin Saud University Islamic, Kingdom of Saudi Arabia.

Ardizzone, L (2001). Towards global understanding the transformative education, teachers College, Columbia University, 4(2), December 18, 2001. http;//www-L-C-edu/cice/Archives/4-1/4,lardizonne.pdf.

Aronson, E. and other, (1999). Social psychology, Longman, New York.

Awad, Noha Hassan (2016). Activating the role of Palestinian universities in the Gaza Strip in consolidating security education and combating terrorism, unpublished master's thesis, League of Arab States, Cairo.

Chomsky, Naom (1988). The Culture of Terrorism, pluto; London.

Dreib, Muhammad Jabr, Simismim, Naba Abd al-Raouf, and Saleh Rasha Abd al-Hadi (2016). The School′s Role in Facing the Challenges of Terrorism from the Viewpoint of the Teaching Staff, Journal of the Center for Kufa Studies, 45.

Essawi, Abd al-Rahman (2000). Criminal Psychology, Cairo.

Evano, Bernard (1999). Dictionary Encyclopedia 2000, Larousse −Bordas.

Ezzedine, Ahmad Jalal (1986). Terrorism and Political Violence, Cairo: Freedom House.

Fadel and Suha (2003). The relationship between exposure to Egyptian newspapers and awareness of the issue of international terrorism among university youth: a field study, Egyptian Journal of Media Research, Issue Twenty, September, 200.

Garamleh, Omar bin Hazim bin Nasser (2007). The role of civil society institutions in preventing terrorism: an unpublished master's thesis, Riyadh, Naif University for Security Sciences.

Hariri, Abdullah Bin Muhammad (2006). The Role of Islamic Education in Elementary School in Confronting the Phenomenon of Terrorism, Journal of Security Research, Volume 15, Issue (33), Riyadh: Center for Research and Security Studies.

Hariz, Abdel Nasser (1996). Political Terrorism, Analytical Study, Madbouly Library, Cairo

Hassanein, Imam (2002). Terrorism and the national liberation wars, Dar Misr El Mahrousa, Cairo.

Helmy, Nabil (1988). International terrorism according to the rules of public international law, Cairo, Arab Renaissance House.

International Conference on Combating Terrorism (2005). Combating Terrorism, February 5-8, Riyadh.

Jamal, Muhammad Jihad (2001) Deepening the teaching and learning process between theory and practice: University Book House, United Arab Emirates.

Khan, Z, Watson, P, Chen, Z. (2016). Muslim spirituality Religious coping, and Reachons to terrism among Pakistani university students. Journal of Relegion and Health, 5(6) 2086-2093.

Madkour, Ibrahim (1975). Dictionary of Social Sciences, Cairo, The Egyptian General Book Authority, 267.

Makki, Hassan Ibrahim (1997). Media treatment of terrorism issues in the Arab press: a comparative analytical study, Al-Watan Kuwaiti Newspaper, 22(84).

Mansour, Tahseen (2007). The role of Jordanian television in shaping the attitudes of university youth towards the issue of terrorism, Dirasat Journal, Humanities and Social Sciences 34(3), from 574-594.

Muhammad, Hamdan Ramadan (2011). International terrorism and its implications for global security and peace, an analytical study from a social perspective, College of Human Education Research Journal, 1(1), Iraq.

Muhammad, Ibrahim Ismail Abdo (2010). The imbalance of intellectual and moral values and standards and their relationship to the emergence of the phenomenon of terrorism in the Islamic community, an analytical study, King Saud University Journal, Article 22, Arts (1), 177-202, Riyadh.

Mustafa, Howayda (2008). The Role of Satellite Channels in Shaping the Public's Knowledge and Attitudes Toward Terrorism (Field Study on a Sample of the Arab Audience) Series of Radio Research and Studies (63) Tunisia.

Rababaa, Omar Abdel-Rahim (2017). The Role of Jordanian Universities in Confronting Terrorism from the Deans of Student Affairs' Perspective, Journal of Psychological and Educational Sciences, 4(1), 432-448, Algeria

Sharadega, Tahseen (2016): The role of the media in combating the phenomenon of terrorism and extremism: a field study, a working paper presented to the international conference entitled: The role of Sharia, law and the media in combating the phenomenon of terrorism under the slogan: A World Without Terrorism, Zarqa University - Jordan 30-31 / 3/.

Shoaib, Mukhtar (2004). Terrorism is a Global Industry, Nahdet Misr for Printing, Publishing and Distribution

Sultan, Abdullah bin Abdul Mohsen (2003). On terrorism and terrorists, Riyadh: Al-Jeraisy Foundation for Distribution and Advertising.

Zaitoun, Kamal Abdel-Majid (2005). Teaching, Models and Skills, 2nd Edition, The World of Books, for Publishing, Distribution and Printing, Cairo.