

دور المدخل الوقائي للخدمة الاجتماعية في الوقاية من مخاطر الانحراف الفكري لدى طلاب الجامعة

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(1) أستاذ الخدمة الاجتماعية المشارك -xx- كلية الخدمة الاجتماعية-جامعة الأميرة نورة بنت عبد الرحمن-nmalotaibi@pnu.edu.sa

ملخص الدراسة:

يعد الأخصائيون الاجتماعيون جزءًا مهمًا من جهود الوقاية من الانحراف الفكري بين الشباب في العديد من البلدان، بما في ذلك المملكة العربية السعودية. لذلك هدفت الباحثة من هذه الدراسة التي أجرتها على 102 أخصائية اجتماعية الى استكشاف الدور الفعلي (الممارس) للأخصائي الاجتماعي في حماية طلاب الجامعة من مخاطر الانحراف الفكري من خلال تحديد أدوار الممارسة الفعلية والتحديات التي يواجهونها في ثلاث جامعات حكومية بالمملكة العربية السعودية. خلصت الدراسة إلى أن الأخصائيين الاجتماعيين يمارسون العديد من الأدوار لحماية الطلاب من الانحراف الفكري، أهمها تمثل في تنمية التفكير النقدي السليم لدى الطلاب. ومع ذلك، تشير النتائج أيضًا إلى أن تدريب الطالبات على الانفتاح الثقافي والاهتمام بتسيخ الهوية كان من أقل الأدوار ممارسة في هذا المجال. وتواجه الأخصائية الاجتماعية معوقات عديدة في ممارسة دورها الوقائي، من أهمها عدم وجود خطة إعلامية لتوضيح دور الأخصائي الاجتماعي بالجامعة في وقاية الطالبات من مخاطر الانحراف الفكري. العقبة الثانية هي افتقار الأخصائيين الاجتماعيين إلى المهارة الكافية لتغيير أفكار الطلاب ومفاهيمهم. إضافة إلى قلة وعي الطلاب بطبيعة الدور الذي يلعبه الأخصائي الاجتماعي عند ممارسته للنهج الوقائي لمواجهة التطرف الفكري. وفي ضوء هذه النتائج تقترح الدراسة التركيز على الحساسية الثقافية في ممارسة الدور الوقائي في مكافحة التطرف الفكري لدى الشباب وتم تطوير عدة مقترحات قد تساهم في تطوير الممارسة المهنية للأخصائي الاجتماعي في هذا المجال.

الكلمات المفتاحية: التطرف، الشباب، الممارسة المهنية للخدمة الاجتماعية، الحساسية الثقافية.¹

للاستشهاد من البحث

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The Role of Preventive Approach of Social Work to Prevent the Risks of Intellectual Deviation among University Students

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Abstract:

Social workers are an important part of the efforts to combat intellectual deviation among young people in many countries, including Saudi Arabia. Therefore, this study was conducted on 102 social workers to examine the social worker's actual role (the practitioner) in protecting university students from the dangers of intellectual deviation by identifying the actual practice roles and the challenges they face in three public universities in Saudi Arabia. The study concluded that social workers play many roles to protect students from intellectual deviation, the most important of which is to develop critical thinking among students to think soundly. Nevertheless, the results also indicate that training female students on cultural openness and interest in consolidating identity was one of the least practiced roles in this field. The social worker faces many obstacles in exercising the preventive role, the most important of which is the lack of a media plan to clarify the role of the university social worker in protecting female students from the dangers of intellectual deviation. The second obstacle is the social workers' lack of sufficient skill in changing students' ideas and concepts. In addition, to the students' lack of awareness of the nature of the role played by the social worker when practicing the preventive approach to confront intellectual extremism. The study suggests focusing on cultural sensitivity in exercising the preventive role in combating intellectual extremism among young people and presenting several strategies that contribute to the development of social work in this field.

Keywords: Extremism, youth, professional practice of social work, cultural sensitivity.

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Introduction

The intellectual deviation is considered one of the major threats to the security of societies and human society in general. It is considered a social phenomenon prevalent in all societies, and hardly any society is devoid of it. The difference between one society and another in this type of deviation appears in the causes leading to it, its forms, and means of expression. The intellectual deviation is considered a move away from the moderate approach, extremism, and exaggeration in various aspects of life, whether religious, political, social, security, or economic (Alrehaili, 2014). These aspects and the volatile conditions associated with them and the interaction of young people with them are considered important factors in the emergence of extremism among young people. This requires developing and introducing appropriate preventive mechanisms and strategies in educational and academic processes to protect young people from intellectual deviation and extremism (Muraev et al., 2017). Since ideology has the largest role in shaping the extremist behavior of young people and the ineffectiveness of traditional methods in achieving prevention, this requires understanding the root causes of the extremist behaviour of young people, which makes a comprehensive approach possible with a focus on the vital role played by the educational institution (Davydov, 2015). Therefore, preventive measures in the educational field can give the best results in preventing intellectual deviation. Given the age at which intellectual deviation is active, we find that the university educational environment can play an important role in confronting the ideology of extremism through the formation of a personality that focuses on the values of education and citizenship (Bauer et al., 2018). In addition to the importance of the means and methods of intervention that aim to build a long and sustainable resilience among young people to confront extremism, especially among the groups most at risk (Bonnell et al., 2011).

The educational institution can develop the most effective strategies to stop the spread of intellectual extremism that leads to violent extremism (Davies, 2016). It can also contribute to developing the competencies of specialists in resisting deviant and extremist thought and focusing on multicultural education in youth societies in which intellectual deviation can be active (Grigoryeva & Grigoryeva, 2020). For example, social work in Europe is tasked with managing the “problems” of those affected by terrorist attacks and managing returnees associated with terrorist groups in the Middle East (Finch et al., 2019). Intellectual deviation spreads among young people in various countries of the world. It appears in many forms in Western countries in the form of anti-immigrant, anti-Muslim, and anti-Semitic and in the form of waves of violence and terrorism in the Middle East and Africa. Confronting intellectual extremism requires the efforts of many professions as well as governmental and non-governmental efforts. Given the long history of the social work profession in preventing violence, it should have an effective role in preventing intellectual extremism despite the concerns mentioned by many researchers, such as lack of resources and training and the possibility of discrimination against certain groups, which raises concerns related to social justice (Hutson, 2021). Social work intersects with the rest of the sciences and professions in the face of deviant ideas by focusing on cultural diversity and acceptance, moderation, and moderation in the view of things. The university is considered one of the best environments where social workers meet with young people and develop plans to develop flexibility among young people and prevent their drift behind extremist ideas and deviant and terrorist currents. Given the nature of the causes that cause intellectual deviation in various societies, wars, and conflicts, and the extremist currents they created, and the high use of social media by young

people can be categorized as the most important reasons for this phenomenon in the Middle East and North Africa.

The phenomenon of intellectual extremism is one of the phenomena that threaten the stability of societies. It is considered one of the basic issues that need to be addressed because of the tensions and risks it carries, which represent a threat to people's identity and human, economic and cultural wealth. People depend for their renaissance and stability on young people, and therefore work should be done to protect them from all forms and dangers of intellectual extremism (Farrag, 2021). Societies, whether eastern or western, have not been free from the emergence of extremist ideas and intellectual deviation among the youth, the most important of which can be traced back to economic and social inequality, the inability to define identity, and the search for a means of salvation for the crises experienced by young people (Abu Al-Roos, 2001).

On the other hand, wars and conflicts in many countries, especially in the Middle East, constituted a fertile ground for spreading intellectual deviation and extremist ideas, especially among young people. Likewise, the intellectual and political currents that grow in the university youth community may create a fertile ground for the emergence of violence, delinquency, terrorism, and psychological frustration among young people. Many studies conducted on this subject indicate that the spread of the phenomenon of terrorism in Arab and Islamic countries can be traced back to social conditions, as well as the failure of the Arab development project and the decline of the state's role in the economic and social field, which wars and conflicts intensified (Al-Ghanimi, 2014). As the continuation of conflicts and conflicts in a particular society, as in the Middle East, makes it easy to predict the ability of terrorist movements to plant extremist ideas among young people. Moreover, the youth bulge in the region, the lack of quality of life, the lack of youth policies in most of the Middle East countries, and the lack of planning for youth social, educational, and economic services constitute a fertile ground for young people to accept deviant ideas (Snoubar and Hawal, 2015).

The marginalization of young people in the Middle East and their deprivation of effective participation in various aspects of political, economic, and social life in many countries has caused the youth to become angry and despair of their governments and led to the creation of a conflict between the individual and the state. However, these conflicts and wars that were ignited in the name of freedom and the demand for rights and social justice did not achieve the aspirations of the youth. On the contrary, they led to an increase in problems and brought with them other problems. The environment in which Middle Eastern youth live has become extending from unemployment and poverty to participate in violence, exposure to imprisonment, disability, torture, racism, and moving away from moderation and heading towards extremism in ideas and in dealing with matters (Snoubar and Musah, 2017). The accumulation of negative social and economic conditions experienced by young people in the Middle East led to radical reactions. In addition to external challenges related to wars and military interventions in the region, which affected the radical tendencies of young people. It has become impossible to achieve the attractiveness of a tolerant social environment for most of the poor Muslim youth in the region (Fuller, 2004). Therefore, the conditions created by the wars and conflicts in the Middle East formed a fertile ground for spreading extremist ideas and intellectual deviation among young people.

Therefore, the intellectual extremism spread among young people receives global attention, and at the level of the Middle East in particular, as a result of many political and social changes

that shaped the increasing political and social turmoil in the Middle East and became the roots of intellectual extremism in society. Therefore, countries must confront the adverse effects of those wars. And conflicts at all levels, and attention to the youth category, as they are the basis of society and the groups most vulnerable to disseminating extremist ideas that harm the country.

This reality requires effective professional methods and strategies in dealing with it by reaching large numbers of young people in various countries where extremist currents are present. Universities are considered one of the best places where preventive strategies can be applied to protect young people from extremism and intellectual deviation. The preventative approach in social service is one of the critical approaches. The preventive process starts before the problem occurs to prevent its emergence or avoid its occurrence. It helps individuals, groups, organizations, and societies to avoid or predict the expected problems. The preventive approach is more effective than the curative approach despite its difficulty as it provides Time, effort, and costs and reduces the therapeutic burden in general, in addition to contributing to rationalizing the use of social care resources that suffer from shortcomings in developing countries (Medhat Muhammad Abu Al-Nasr, 20, 31 08). Areas of professional practice are essential to preventing intellectual deviations from reaching university youth and stopping them before they occur.

The preventive approach focuses on individuals and groups most at risk because they are more vulnerable to problems than others. The youth category is considered those groups that are vulnerable to intellectual deviation and become the target group for change and the need to influence it.

The main objective of the preventive approach is to protect the dealing patterns from falling into the clutches of intellectual deviation by developing the thought and awareness of young people in a way that helps positive thinking and the ability to help their society—surrounding them.

The Study Problem:

The international and Arab community is going through many successive changes that have negatively affected all aspects of life in those societies. Among these variables is intellectual deviation, resulting in intolerance, violence, persecution, and murder.

Young people in the current era face many challenges were concurrent with the development of digitization, media, and social communication, which contributed to the rapid spread of many misconceptions among young people. In addition, the spread of technological media has contributed to the ability of many extremist movements, terrorist and clandestine organizations to reach young people and direct speeches affecting them via the Internet and social media (Brengy, 2020). Terrorist and extremist movements seek to reach young people, direct their discourse and promote their deviant ideas through many Internet media that young people use extensively in daily life (Guiora, 2014). Through the use of social communication, terrorists promote cyberspace as a facilitator or “force multiplier” for “real world” extremism (Brown & Pearson, 2018). The Internet has provided great opportunities for extremist groups to communicate with young people, broadcast their propaganda and recruit them, and work to sow deviant ideas that incite them to violence, extremism, and extremism in various matters. For example, the terrorist movement ISIS in the Middle East has exploited social media to attract supporters. A study on 6000 individuals indicated that respondents who follow the news through the Internet and use social media are more likely to support ISIS than others (Piazza & Guler, 2019).

Social media has provided a cheap way for terrorist organizations to attract young people and spread deviant ideas through photos and videos, which played an important role in stimulating them and attracting them towards the ideas they wish to spread among them (Al-Youssef, 2018). It is one of the most important means that provided the opportunity for extremist movements to flourish. These extremist movements have emerged through these means with five social roles in form, extreme in content, which are “teachers, lawyers, igniters, motivators and sympathizers” (Phadke & Mitra, 2021). Extremist movements have used the Internet to reach young people, spread ideas of hatred and hostility, and direct them. Social media platforms were platforms for propaganda and recruitment for thousands of people to participate in the electronic war and then go to the ground (Awan, 2017). This is what was indicated by the study (Mustafa, 2020), where it confirmed that terrorist groups create intellectual deviation that negatively affects the thinking of young people, as it shapes the beliefs and ideas of the young man and seeks to mislead him and spread hostile ideas towards members of society.

The use of the Internet by young people in the Middle East and social media has posed manifold security risks due to the region's nature, the presence of radical currents, the increase in extremism, and the lack of flexibility. One of the most important dangers created by the media and the means of communication. Affected by disinformation, the increase in the volume of information crimes, inciting sectarian strife, being affected by negative media, acquiring wrong values and behaviors, the increase in the size of terrorist groups on the Internet (Al-Tuwaijri, 2017). The study results (Ahmed, 2010) concluded that the technical and informational dimension and development witnessed by the world of modern technology had caused an increase in information crimes because of their misleading intellectual effects that affected moral values and caused social, cultural, and intellectual problems among young people. The manifestations of intellectual deviation are represented in the following: mistrust of others, strictness in religion, ability to mislead, deceive, distort facts, and justify goals, inclination to disagreement, conflict, intellectual contradiction, and intolerance of opinion.

This reality requires effective methods and strategies in dealing with it by reaching large numbers of young people in the various countries where extremist currents are present. Universities are considered one of the best places where preventive strategies can be applied to protect young people from extremism and intellectual deviation.

The preventive role has an interest in social service, as it achieves the process of keeping up with the provision of services to all members of society, normal and abnormal, and the processes of modernization and life change in society, and that the content of this role leads to an attempt to avoid problems before they occur, by taking the necessary measures so that they do not appear or recur. (Ahmed Al-Sanhoury, 2002, 211) Preventive social work seeks to exercise its role to confront intellectual deviation by cutting extremist ideas and forming a positive social identity that helps young people modify their view of things (Davydov & Litvinova, 2015). The preventive role of social work lies in identifying the factors that prevent the balance between young people and the environments in which they live by helping them enhance their abilities for social performance on their view of things (Abu Al-Nasr, 2015).

Intellectual extremism spread among young people is receiving global attention, and at the level of the Middle East in particular, as a result of many political and social changes. The growing political and social turmoil in the Middle East formed the roots of intellectual extremism. The issue of intellectual extremism among young people has become one of the most important contemporary issues. The educational institution is considered one of the most

important institutions that can prevent youth from extremism (Abdel-Tawab, 2019). Therefore, preventing extremism and protecting young people from deviant ideas must be based on and start from establishing a positive social identity for them. The social work profession has an important role in this aspect. It can cut extremist ideas and form a positive social identity that helps young people moderate their view of things (Davydov & Litvinova, 2015). The preventive role of social work lies in identifying the factors that prevent a balance between young people and the environments in which they live by helping them to strengthen their capabilities for social performance, where the professional roles of social work lie in helping young people to have a proper social adjustment and protect them from the trend towards extremism and extremism in their view of things (Abu Al-Nasr, 2015). The social worker works through preventive intervention with young people to provide them with positive values and attitudes to develop positive behaviour and social skills that help them deal moderately and positively with the social environment and related issues (Khalil, 2018). However, there is still a need to develop scientific knowledge, which remains limited, about the most successful methods of preventing youth from extremism. Building and increasing resilience among youth are one of the best strategies in countering violent extremism. Thus, programs should also be developed based on enhanced flexibility by drawing on various program theories such as the theory of moral "disengagement, bonding and bridging, value complexity, etc." (Gielen, 2019). The social worker has an important role in direct practice with young people within the educational institution through the development and application of programs that aim to achieve flexibility and provide them with the skills to deal with wrong, extremist, and perverted ideas (Jarolmen, 2014). The programs implemented by the social worker in this context contribute to the establishment of a cultural and cognitive building for students that helps them develop and develop their life, social and educational skills (Pathak & Shi, 2020). Therefore, social work has an important and clear role in the possibility of dealing with issues of intellectual deviation among young people. But the effectiveness of this role requires more studies and research to identify its reality and the most important challenges facing the social worker in exercising the preventive role in cases of intellectual deviation.

Based on the previous, the study problem can be identified in a research hypothesis:
“What is the role of the preventive approach to social work in preventing the risks of intellectual deviation among university students?”

Importance and justifications for choosing the subject of the study

The justifications that led to selecting this topic can be formulated as follows:

- 1- The increasing problems are affecting the security of society as a result of various intellectual deviations.
- 2- The increasing interest on the part of the state and the interest of officials in all bodies in the problem of intellectual deviation.
- 3- The focus of the audio-visual media is on the seriousness of this phenomenon and the need to pay attention to it and study it.
- 4- This study deals with the youth group, especially the university youth, which is the group that is affected by everything that is new and seeks to know it. They are the groups most vulnerable to intellectual deviation.
- 5- Explanation of the situation of manifestations of intellectual deviation and violence among university youth.

6- Clarify the negative effects of intellectual deviation on the thought of young people and how they can be avoided.

7- Providing an accurate understanding of the phenomenon of intellectual deviation in society after the Arab Spring revolutions.

Objectives of the study :

This study seeks to achieve the following main objective:

"Recognizing the role of the preventive approach to social work in preventing the risks of intellectual deviation among university students."

From the main objective, several sub-goals emerge:

1. Identifying the role of the actual social worker (the practitioner) in protecting university students from the dangers of intellectual deviation.
2. Determining the obstacles of the social worker in his quest to protect university students from the dangers of intellectual deviation.
3. Develop proposals to activate the social worker's role when practicing the preventive approach to protect university students from the dangers of intellectual deviation.
4. Develop a proposal to activate the social worker's role when protecting students from the dangers of intellectual deviation from the perspective of the preventive approach in social work.

Study questions:

This study seeks to answer the following main question:

What is the role of the social service preventive approach in preventing the risks of intellectual deviation among university students?

Several sub-questions emerge from the main question, which are:

1. What is the role of the actual social worker (the practitioner) in protecting university students from the dangers of intellectual deviation?
2. What are the obstacles of the social worker when trying to protect university students from the dangers of intellectual deviation?
3. What is the social worker's expected (hoped) role in protecting students from the dangers of intellectual deviation?
4. What is the proposal to activate the social worker's role when protecting students from the dangers of intellectual deviation from the perspective of the preventive approach in social work?

Study concepts:

1- The concept of the role:

The role is a model of expected behaviour associated with a specific location in a particular society, and the role is a distinct center within a specific social structure. The role represents those behavioural practices characteristic of one or more people in a particular framework. (Hassanin, 2019, 80)

The role is "a set of related activities and behavioural frameworks that achieve what is expected in certain situations. The roles result in the possibility of predicting the individual's behaviour in different situations and management (Al-Siddiqi, 2012, 127)

The concept of the role in the current study is procedurally meant as "the set of knowledge, attitudes, and skills acquired by the social worker to confront intellectual deviation among university youth."

2- The concept of preventive approach:

The preventive approach is defined as the planned efforts that prevent the occurrence of the problem. It is a more economical and humane approach. It is a proactive process for the most vulnerable groups, including adolescents, including university students, due to peer control and love of experimentation (Karlsson, 2008, 88).

It is also defined as "the action that prevents something from happening positively. It is the process based on taking action to reduce to the minimum possible extent social behavior or personal problems." (Ahmed, 2015)

It is also defined as "the professional assistance that is provided to people to avoid falling into social problems that may occur in particular and to provide them with a reasonable amount of knowledge, attitudes, and skills to face situations of distress, anxiety, pressures, and crises." (Abu Al-Nasr, 2008, 120)

The researcher intends procedurally by the preventive approach in this study as "a set of professional activities carried out by social workers to avoid social problems predicted among young people due to intellectual deviation and instilling desirable social goals."

3- The concept of protection:

Protection is defined as "the efforts made to achieve psychological and social security and to make people free from all forms of violence and persecution, and to be in psychological and physical safety that guarantees them a decent life away from all forms of threats."

It is also defined as "an integrated set of measures taken by states to provide minimum means of protection for the economic, social and environmental risks faced by families or individuals, especially vulnerable groups, and to provide basic social services to all, believing in the principles of equal opportunities and social justice."

Based on the previous, protection can be defined procedurally as "a comprehensive process of all practices and activities that guarantee the preservation of university youth's lives, guarantee their legal, political and human rights, and prevent harm from reaching them in any way."

4-The concept of intellectual extremism:

Intellectual extremism is defined as the individual exceeding the limit of moderation in passing judgments on some issues due to embracing bad ideas and insisting on them without acknowledging the freedom of thought, the exchange of opinions, and respect for the other. (Mustafa, 2020, 183)

It is also known as "extremism and deviation in issues of Sharia, and a severe deviation in understanding real and life issues. Inclination towards any party, whether it is extremism or shortcoming, extremism or dissolution after a matter is reprehensible in reason and Sharia" (Khabur, 2020, 101).

In this study, intellectual extremism is defined procedurally as "a style characterized by the inability to accept or tolerate any beliefs that differ from the person's beliefs."

5- The concept of intellectual deviation:

The intellectual deviation is one of the most dangerous types of deviation. It is an advanced stage of extremist thought, as it represents an individual or collective tendency reflected on the self or the other, whether the other is an individual, a group, an authority, a society, a region, a state, or a group of states. Ideas that do not have a reference approved by Sharia or the law to question interests, systems, and beliefs to achieve temporary or subsequent gains, limited or expanded by illegal means, which will have the effect of affecting the security of the individual,

the group, the state and society, destabilizing security and stability, and provoking bouts of violence, extremism, and terrorism.

It is defined as “exaggerating adherence in thought or behavior to a group of ideas that may be religious, ideological, political, economic, literary or artistic, which makes the person feel possessing the absolute truth, and creates a gap between him and the social fabric in which he lives and belongs, which leads to his alienation from himself. and the group and hinders him from practicing societal interactions that make him a productive individual.” (Johari, 2011, 38).

The intellectual deviation is defined procedurally as “the thought that does not adhere to religious rules, traditions, customs, and social systems, that is, it is abnormal thought that deviates and contradicts the teachings of Islam.”

Previous studies:

First: Studies related to preventive social work (preventive approach):

1- The study of Jalal (2021) aimed to test the effectiveness of the professional intervention program using the preventative approach in social service to protect middle school students from the dangers of cultural openness. The dangers of cultural exposure to thought and the need to save students from the threats of cultural exposure to behaviour, and the study results resulted in protecting students from the threats of cultural exposure to appearance.

2- The study of Faraj (2021) aimed to test the effect of the professional intervention program using the preventive approach in social service in protecting university youth from intellectual extremism. The study results concluded that the social factors leading to intellectual extremism are represented in the absence of a correct understanding of religion, the lack of moral discipline, and the absence of a role. Furthermore, the family and the psychological factors are represented in the loss of confidence in the family and the individual's tendencies towards isolation and intellectual conflict.

3- A study conducted by Mbabbi (2020) aimed to determine the nature of the role played by the tourism authorities in activating tourism development through the preventive approach and reaching a future vision of the importance of the preventative approach in the face of intellectual extremism and terrorism to revitalize tourism in the Egyptian society. Among the most important results of the study, the results of the analysis were that the most critical use of the preventive approach to confronting extremist ideology to contribute to the revitalization of tourism development in Egypt is related and dependent on a set of rules, behaviours, roles, and skills acquired by employees and members of the board of directors in the face of intellectual extremism to stimulate tourism development.

4- The study of Hassan (2020) aimed to test the effectiveness of the professional intervention program for the preventive approach in general practice in social service to educate young people about the dangers of electronic rumors on the Egyptian national security by educating young people about the social, economic, political, security, military, psychological and religious risks of electronic words on Egyptian national security. The results of the research reached the following practical hypotheses: There are no statistically significant differences between the mean scores of the control group in the two measurements (pre-and post-test), and there are statistically significant differences between the mean scores of the experimental group in the two measurements (pre-and post-test). Therefore, this research belongs to empirical studies.

5- The Study conducted by Abdul Hamid (2019) aimed to test the effectiveness of a professional intervention program using the preventive approach in social work in achieving school discipline. Before and after conducting a professional intervention program using the preventative approach in social work in favor of the post-test, there are statistically significant differences between students' responses about trends related to school discipline before and after conducting a professional intervention program using the preventive approach in social work in favor of the post-test, there are statistically significant differences Among the responses of the study sample about students' negative behaviors related to school discipline before and after conducting a professional intervention program using the preventive approach in social work in favour of the post-test.

6- A study conducted by Ahmed (2015) aimed to reveal “the use of the preventive approach to increase the awareness of university students who are about to get married about the knowledge of teaching healthy family life.” The study results emphasized the need to conduct training courses for those who are about to marry to prevent them from family problems in the future. And to reduce the high divorce rates for newlyweds, family disintegration, and children's deviation, she also emphasized the effectiveness of the preventive approach (especially second-degree prevention) in early detection of family problems and providing solutions to treat them to reduce divorce rates and family disintegration, and also emphasized that awareness through the preventive approach It seeks to correct some of the misconceptions and misconceptions among girls, which they acquired from their families and the environment around them.

7- A study by Rifai (2015) aimed to reveal the preventive approach in social work to reduce students' assault on school property. The study results resulted in the effectiveness of the preventative approach in social service in modifying the negative aspects associated with students' assault on school property. The study recommended the necessity of allocating an appropriate budget for the professional intervention activities of the office of the social worker in middle schools, preparing and equipping an appropriate office worthy of the role and work of the social worker in schools, and the necessity of conducting training courses regularly for them to see the recent trends in the field of school social work.

8- A study Abdul-Raziq (2015) aimed to test the effectiveness of the professional intervention using the preventive approach from the perspective of the general practice of social work in protecting adolescents from the dangers of the Internet. Also, there are statistically significant differences between the average scores of the experimental group in the pre-and post-measurement in favor of the post-measurement in the Internet risk scale. Furthermore, there are statistically significant differences between the average scores of the experimental group in the pre-and post-measurement in favor of the post-measurement in the social risk dimension as one of the dimensions of the Internet risk scale.

Second: Studies related to intellectual deviation among university youth:

1- A study by Al-Masoudi (2021) aimed to identify the relationship between psychological needs and learning methods among university youth with a high tendency towards intellectual deviation and ways to reduce it. Psychological needs (belonging, competence, and independence) prefer the simple learning method and have weaknesses in the deep and strategic learning method. Therefore, the study recommended working to satisfy the psychological needs of young people with a high tendency towards intellectual deviation.

2- A Study by Al-Anazi (2021) aimed to employ cognitive-behavioural treatment methods in the face of intellectual deviation among young people. One of the essential methods of confronting intellectual deviation is the behavioural method that urges young people to participate in voluntary work and helps young people to select sound behavioural examples.

3- The study by Shehata (2021) aimed to identify the impact of social networks on intellectual deviation among young people. The necessity of the role of societal institutions in educating young people to protect them from these misconceptions.

4- The Study by Mahmoud (2020) aimed to design a proposed program on working with groups to develop security awareness for social workers working with secondary school students to prevent them from intellectual extremism. As a result, the study reached a set of results, the most important of which are; The concept of security awareness for social workers is aware of the rights and duties of students towards society, and one of the most critical manifestations of intellectual extremism among students is the tendency to intolerance of opinion and does not recognize the existence of others. Therefore, one of the essential roles played by the social worker is to take care of helping students benefit from many camps to serve the environment and society.

5- The study by Ibrahim (2019) aimed to identify the concept of intellectual security and the essential requirements for its achievement in Islamic law, as well as to identify the concept of intellectual deviation and its most important manifestations in the light of Islamic law, as well as to identify the impact of university education in reducing manifestations of intellectual deviation. The study recommended the necessity of providing a safer university environment and building an integrated university system to develop concepts related to the requirements of achieving intellectual security in Islamic Sharia among young people and to spread the forensic science derived from the Holy Qur'an and the Prophet's Sunnah among university students to protect them from corrupt and perverted ideas.

6- The Study by Stephens (2019) study seeks to clarify the current perspectives related to the review of research directed towards preventing violent extremism and indicates that the concept of resilience can be the basis for a common framework for the prevention of extremism. Insufficient attention has been paid to the role of structures and institutions, prevention has been defined as efforts to influence an individual or environmental factors that are proposed to create conditions that can be propagated using social or educational measures, rather than security-driven measures, and suggested that a socio-ecological perspective can restore Directing the discourse on the ability to confront extremism.

7- Ratna Ghosh's (2018) Study aims to reveal the potential role of the Ethics and Religious Education Program in Quebec schools in creating citizens who are resilient and can overcome the push factors that lead to extremism and push young people towards extreme violence. Despite its limitations, it was found that The ERC program can be considered one of the best practices in developing toxic competencies that prevent extremist ideology; while it is not specifically aimed at combating extremism, the goal of the program is to reject violence as a means of conflict resolution. Still, there is a disconnect between the program's goals and how they are Teaching the program, thus limiting the program's potential.

8- Al-Shehri's (2018) study aimed to identify professional methods for curbing extremism and intellectual deviation among young people. The results of the study concluded that the most important of these methods are: Showing the moderation of Islam, its restraint and balance,

knowing bad ideas and immunizing young people against them, Practicing social service for its preventive role, providing a full opportunity for rational dialogue within a single society, working on the prevention of intellectual deviation before treating it with concerted efforts, and holding satellite channels the task of carrying out their legal and moral responsibility.

9- Study Al-Saleh (2018) aims to develop a conception of the role of the family is facing the manifestations of intellectual deviation among young people. In the face of representations of intellectual deviation, the study came out with a proposed conception of social work practice through the cognitive-behavioural therapy model to describe the role of the family in facing manifestations of intellectual deviation among young people.

10- The study conducted by Al-Deeb (2017) aimed to identify the impact of intellectual extremism and political violence on the values of belonging in the youth community in youth centers in the city of Mansoura. In making decisions in political and social processes, and the lack of involvement in volunteer work, the society leads to a state of lethargy and delay. The study results showed the importance of the role of youth centers in enhancing intellectual security in the face of extremism and violence.

From the previous, we find that previous studies confirmed that the problem of intellectual deviation is one of the problems that affect society with its social, economic, psychological, and other risks, which should be faced with all seriousness and interest. Furthermore, it highlighted the professional practices that can be guided in the prevention and treatment processes, and some of them focused on testing the effectiveness of professional intervention programs. Others provided conceptual frameworks to confront this problem, and most studies agreed that the social worker's role is preventive, curative, and rehabilitative.

As for the current study, it differs from the previous one in that it examines a relatively new problem - within the limits of the researcher's knowledge, which is the problem of intellectual deviation, and it tries to come up with a preventive role that modifies the attitudes of university youth and protects them from the negative effects of intellectual deviation.

Methodology

Study type:

This study belongs to the descriptive analyses, which aim to identify the role of the actual social worker (the practitioner) in protecting university students from the dangers of intellectual deviation by identifying the essential roles in practice and the challenges they face and proposals to activate this role in the practice of social work with young people. Thus, to preventing them from intellectual deviation.

The methodological design used:

In line with the nature of the study's objectives and the type of study, the method used is the comprehensive social survey method.

Spatial domain:

Princess Noura Abdul Rahman University, Imam Muhammad bin Saud University, and King Saud University were chosen.

Sample

This study consisted of social workers from three Saudi universities in the academic year 2021-2022. The number of participants in this investigation was 102 social workers who were randomly selected according to the following conditions:

1. To be working as a full-time social worker at the university.
2. To have worked for at least one year with university youth.
3. Agree to collaborate with the researcher and provide informed consent.

The number of social workers who met the inclusion criteria and agreed to cooperate with the researcher and participate in the study was 102.

Study Materials

In this study, we used a scale that was developed after reviewing many previous studies and scales conducted on the topic of the role of the social worker in protecting young people from intellectual deviation. The questionnaire used in the current study contained 50 five-Likert scale items. Section one of the questionnaire contained 20 items regarding the social worker's role when practicing the preventive approach with female students to prevent the risks of intellectual deviation. Section two of the questionnaire contained 15 items regarding the obstacles that hinder the performance of the social worker's roles when practicing the preventive approach with university students to prevent the risks of intellectual deviation. Finally, section three of the questionnaire contained 15 items regarding proposals to activate the social worker's role when practicing the preventive approach with female students to prevent the risks of intellectual deviation. Internal consistency, convergent validity, and discriminant validity were conducted to ensure the quality of the questionnaire used in the current study.

Procedure

This study was limited to examining the actual role of the social worker (the practitioner) in protecting university students from the dangers of intellectual deviation by identifying the actual practice roles and the challenges they face in three public universities in Saudi Arabia. A scale tool was implemented in the second semester of 2022/2021. Quantitative research methods were used to collect data from social workers working in three Saudi universities. The questions were developed to collect demographic data and use a scale. In this study, we used a scale that was developed on the topic of the role of the social worker in protecting young people from intellectual deviation. The questionnaire used in the current study contained 50 scale items. Besides emails and phone calls, the questionnaire was distributed to all students electronically through many channels and access to communication groups such as WhatsApp groups. Informed consent is placed at the beginning of the questionnaire, indicating the confidentiality of the information, how it is stored and used, and the right to withdraw. The data collection process took 30 days, during which 102 social workers were reached.

Data analysis

Smart-PLS 3 software was used to analyze and test the validity and reliability of the questionnaire. In addition to the descriptive statistics (Mean and Standard Deviation), the relative

importance index (RII) for items in the questionnaire was calculated. Then, the questionnaires' items were ranked according to their associated RII.

Research ethics

Ethical approval and written consent were obtained from the Research Ethics Committee of Princess Nourah Bint Abdulrahman University and the participants. Confidentiality was maintained by not requesting names or any other information that would identify the participants. The *subjected* were informed of their right to withdraw from the investigation at any time.

Findings

The main results of this research were discussed in three main axes: the actual role of the social worker (the practitioner) in protecting university students from the dangers of intellectual deviation and the obstacles they face, and the expected (hoped) role in the preventive professional practice of social work.

Sample characteristics

To gather some socio-demographic data, the questionnaire included background information about social workers background information. A total of 102 social workers participated in the current study. According to Table 1 below, most social workers (52.94%) belong to the 32-42 years age group, while 30.39% are above 42 years, and 16.67% are under 32 years. Furthermore, around 51% hold an undergraduate degree, while around 49% hold a graduate degree. Furthermore, regarding work experience, 47.05% have more than ten years of experience, 40.20% have between 5 to 10 years of experience, and 12.75% have less than five years of experience. Finally, 46.08% of the social workers have taken courses in the field of preventive intervention.

Table 1. Sample characteristics

Variables	(%)
Age Group	
Under 32 years	16.67%
32 - 42 years	52.94%
Above 42 years	30.39%
Academic Qualification	
Undergraduate degree	50.98%
Graduate degree	49.02%
Work Experience	
Less than 5 years	12.75%
5-10 years	40.20%
More than 10 years	47.05%
Taking "Preventive Intervention" Courses	
Yes	46.08%
No	53.92%

Internal Consistency

The current study observed the standardized factor loadings (SFL) to evaluate the questionnaire's internal consistency and assess each item's validity. As suggested by Hair et al. (2016), the cutoff value for SFL is 0.7. The study omitted SFL less than 0.7, which reduced the questionnaire's study items to 30. Table 1 shows the SFL of all 30 items, ranging from 0.758 to 0.973 for actual role factor, from 0.717 to 0.921 for obstacles factor, and from 0.707 to 0.975 for expected role factor.

Table 2. Measurement model results

Factors	Code	Items	SFL ^a	α^b	CR ^c	AVE ^d
Actual role	AR12	Holding periodic student councils to promote a culture of intellectual dialogue.	0.973	0.959	0.966	0.782
	AR14	Employing student activities in their various forms to achieve intellectual security.	0.944			
	AR15	Holding dialogue sessions between students and specialists from civil society organizations on intellectual deviation.	0.917			
	AR16	Guiding students on how to positively deal with modern technology and modern social media.	0.758			
	AR17	Participation in active committees at the university to follow up and take care of the behavior of female students.	0.965			
	AR18	Develop female students' awareness of society's cultural and social problems and prepare them to solve them.	0.814			
	AR19	Training female students on cultural openness with interest in consolidation identity.	0.814			
	AR20	Develop critical thinking among students so that they can think soundly.	0.866			
Obstacles	O2	The social workers lack sufficient skill in changing the students' ideas and concepts.	0.721	0.948	0.955	0.658
	O5	Lack of cooperation and coordination between university faculty members and the social worker while exercising his preventive role with female students.	0.719			
	O6	Lack of tools and means to implement programs and activities within the university that will help the social worker carry out his preventive role.	0.748			
	O7	The absence of a media plan to clarify the role of the university social worker in protecting female students from the dangers of intellectual deviation.	0.921			
	O8	Lack of necessary knowledge and values to work in the preventive field of the social worker.	0.880			
	O9	Lack of knowledge related to the appropriate scientific approaches and theories in protecting university students from the dangers of intellectual deviation.	0.898			
	O10	The students lack awareness of the nature of the role played by the social worker when practicing the preventive approach to confront intellectual extremism.	0.717			
	O11	Deficiency in providing the necessary capabilities for the social worker to play his role in protecting female students from the dangers of intellectual deviation.	0.851			
	O13	The social worker's lack of knowledge of everything new in the preventive field in general and to protect female students from the dangers of intellectual deviation in particular.	0.822			
	O14	The lack of training courses and workshops that the social worker receives in the preventive field.	0.775			
Expected role	ER2	Enrolling the social worker in rehabilitation and training courses in the preventive field before joining work.	0.823	0.970	0.974	0.772
	ER3	Increasing the cooperation of the social worker with scholars, preachers, and moderate thinkers to deliver awareness lectures to enhance the intellectual security of female students.	0.707			

ER6	Defining the tasks and roles of the social worker in the preventive field to strengthen his personal readiness and motivation to work in the preventive field.	0.762
ER8	Providing the capabilities and tools that help the social worker implement programs and activities to protect university students from the dangers of intellectual deviation.	0.917
ER9	Intensifying media campaigns to educate families and social institutions about the importance of the role played by the social worker to prevent young people from falling into intellectual deviation.	0.925
ER10	Organizing training courses and workshops for the social worker in the preventive field to raise his professional competence in this field.	0.926
ER11	Developing the methods of supervision and evaluation of the social worker, which enhances his abilities to perform his professional roles with high efficiency.	0.886
ER12	Encouraging the efforts of the social worker at the university by providing incentives and rewards.	0.896
ER13	Creating a spirit of cooperation and participation between faculty members and the social worker to efficiently carry out his role in the preventive field for female students.	0.975
ER14	The students cooperated enthusiastically and seriously with the social worker while he played his role in protecting them from the dangers of intellectual deviation.	0.909
ER15	Develop a clear plan by the social worker for preventive intervention programs offered to university students to prevent them from intellectual deviation.	0.905

^a Standardized loading. ^b Cronbach's alpha. ^c Composite Reliability. ^d Average Variance Extracted.

The study also observed the value of Cronbach's alpha and composite reliability to measure the construct reliability, which Hair et al. (2016) suggested being greater than or equal to 0.7. Construct reliability was confirmed as demonstrated in Table 2, in which the Cronbach's alpha and composite reliability scores are greater than 0.7.

Convergent validity

The study observed the average variance extracted (AVE) to measure the convergent validity, which should be greater than 0.5 as recommended by Hair et al. (2016). As shown in Table 1, the AVE values are ranged from 0.658 to 0.782, which demonstrates acceptable convergent validity.

Discriminant validity

The Heterotrait-Monotrait ratio of correlations (HTMT) is utilized to test the discriminant validity. HTMT values should be less than 0.9 to be acceptable (Henseler et al., 2015). As shown in Table 2, the HTMT values ranged from 0.461 to 0.895, indicating that discriminant validity is accepted for the study.

Table 3. Discriminant validity results

	Actual Role	Obstacles	Expected Role
Actual Role	-	0.461	0.616
Obstacles	0.461	-	0.895
Expected Role	0.616	0.895	-

Descriptive statistics

Table 3 below illustrates the descriptive statistics, relative importance index (RII), and the rank of items based on RII value for the 30 items. For the actual role factor, the item means ranged from 4.196 to 4.451, and the RII values ranged from 0.839 to 0.890. For the obstacles factor, the item means ranged from 3.441 to 3.980, and the RII values ranged from 0.688 to 0.796. Finally, for the expected role factor, the item means ranged from 3.853 to 4.441, and the

RII values ranged from 0.771 to 0.888. Based on RII, the highest-ranked items for the actual role, obstacles, and expected role factors were “AR20”, “O7”, and “ER12”, and the lowest-ranked items for those factors were “AR19”, “O8”, and “ER15”, respectively.

Table 4. Descriptive statistics and relative importance index (RII) of questionnaire items

Factor	Code	Mean	SD	RII	Rank (within factor)
Actual Role	AR12	4.324	0.616	0.865	2
	AR14	4.216	0.574	0.843	7
	AR15	4.255	0.624	0.851	5
	AR16	4.275	0.903	0.855	4
	AR17	4.245	0.636	0.849	6
	AR18	4.275	0.566	0.855	3
	AR19	4.196	0.675	0.839	8
	AR20	4.451	0.556	0.890	1
Obstacles	O2	3.843	0.853	0.769	2
	O5	3.549	1.224	0.710	7
	O6	3.480	1.426	0.696	9
	O7	3.980	0.796	0.796	1
	O8	3.441	1.030	0.688	11
	O9	3.765	1.055	0.753	4
	O10	3.814	0.864	0.763	3
	O11	3.520	1.141	0.704	8
	O13	3.569	1.104	0.714	6
	O14	3.451	1.199	0.690	10
O15	3.588	0.871	0.718	5	
Expected Role	ER2	4.000	0.879	0.800	7
	ER3	3.912	0.797	0.782	10
	ER6	4.294	0.698	0.859	2
	ER8	4.127	0.804	0.825	4
	ER9	4.078	0.754	0.816	6
	ER10	4.176	0.636	0.835	3
	ER11	3.922	0.829	0.784	9
	ER12	4.441	0.765	0.888	1
	ER13	4.127	0.740	0.825	5
	ER14	3.980	0.660	0.796	8
	ER15	3.853	0.916	0.771	11

Discussion

The study resulted in a variety of results related to the objectives raised by the study, and these results can be discussed and interpreted as follows:

1- The study results indicated that the social worker plays the role of actual practice to protect university students from the dangers of intellectual deviation. At the same time, the role of developing students' critical thinking for correct thinking ranked first with an arithmetic average (4.451), which was agreed upon by the results of Muhammad's study (2018), which emphasizes the importance of social workers developing critical thinking among students and its positive effects in preventing extremism. Furthermore, this result is in line with the focus on the importance

of critical thinking with Al-Enezi study (2021), which he conducted on the intellectual deviation of young people in Saudi society, whose results showed that One of the most common manifestations of intellectual thought, where the deviation of university youth was the daring to issue a fatwa without knowledge, intellectual isolation, the tendency to justify unreasonable deviant behaviours, rebellion against the religious and moral values of society, and the intolerance of a group, sect or sect. This is also agreed upon by the study Mahmoud (2020), where it emphasized the role of the social worker to develop students' awareness to protect them from intellectual deviation. One of the most critical manifestations of intellectual extremism among students is the tendency to intolerance of opinion and does not recognize the existence of others. Therefore, one of the essential roles the social worker plays is the interest in helping students benefit from many camps to serve society. Also, agreed with the necessity of the study's results Al-Anazi (2021), where the study emphasized the use of cognitive-behavioural treatment methods in the face of intellectual deviation among young people. The results indicated several ways to confront intellectual deviation, the most important of which is cognitive methods, which is to activate the role of educational institutions in enhancing youth self-confidence, and among the important ways of confronting intellectual deviation are behavioural strategies that urge young people to participate in volunteer work and help young people to choose sound behavioural examples.

2- The results of the study revealed that the social worker faces many obstacles that prevent the preventive role in protecting young people from intellectual deviation, which are as follows:

A - The absence of a media plan to clarify the role of the university social worker in protecting female students from the dangers of intellectual deviation, with an average of (3.980).

B - The social workers' lack of sufficient skill to change students' ideas and concepts with an average of (3.843).

C - The students' lack of awareness of the nature of the role played by the social worker when practicing the preventive approach to confront intellectual extremism, with an average of (3.814).

D- Lack of knowledge and values necessary to work in the preventive field for the social worker, with an average of (3.441).

C - Lack of training courses for social workers in the field of preventive intervention.

These results agreed with the results of the study (Haugstvedt, 2020), which refers to the problem of professional uncertainty among social workers who participate in prevention work against intellectual deviation and violent extremism, as work in the field of combating extremism and intellectual deviation is still developing in the field of social work. Therefore there will be a need to clarify the role and tasks of the social worker.

3- The results of the study indicated the expected role of the social worker's practice to protect university students from intellectual deviation represented in the following: Investing in volunteering to achieve intellectual awareness, enhancing intellectual understanding by using critical thinking skills, forming the national identity of youth to achieve early detection of intellectual deviation, and taking the necessary remedial and preventive measures And this is what the study (Al-Shehri, Abdullah Hadi 2018) agreed with, where it emphasized the need to know bad ideas and immunize young people against them, to practice social service for its preventive role, to provide a full opportunity for rational dialogue within a single society, to work on the prevention of intellectual deviation before treating it with concerted efforts, Download satellite TV channels to carry out their legal and moral responsibility.

4- The study results indicated the most significant proposals to activate the social worker's role when practicing the preventive approach to protect university students from the dangers of intellectual deviation from the point of view of the social worker. One of the most important of these proposals was to encourage the efforts of the social worker at the university by providing incentives and rewards with an average of (4,441) and defining the tasks and roles of the social worker in the preventive field to enhance his readiness and motivation to work in the preventive field with an average of (4,294), and this is also consistent with Haugstvedt's study (2020) and Haugstvedt (2019), which point to the need to provide social support by recognizing the importance of the professional work performed by the social worker, which can contribute to strengthening their professional identity while practicing in the field of intellectual deviation prevention.

The preventive approach in social work is considered one of the fundamental approaches. The preventative approach seeks to intervene before the problem of intellectual deviation occurs among university youth to prevent its emergence or avoid its occurrence.

Based on the previous, the consolidation of cultural competence in teaching social work well is one of the essential axes based on societies experiencing conflict and conflict between different cultures as a critical strategy to prevent extremism and intellectual deviation. Therefore, it is necessary to recognize the specific interests related to this topic and the importance of covering them in social work courses (Sousa & Almeida, 2016). However, cultural competence should be seen as an essential framework that can enhance culturally sensitive practices. Therefore, social workers must be trained in the actual practice of such a concept in culturally sensitive environments (Danso, 2018).

This study emphasized the preventive role of the social worker in protecting university students from intellectual deviation that may lead to extremism and terrorism, as the Middle East is considered one of the most threatened areas globally with the spread of intellectual deviation among young people due to many factors such as wars and conflicts and the distance of extremist movements and their use of the Internet and means of communication social access to young people. Therefore, it was essential to focus on the preventive role of the social worker through the educational institution, where the social worker plays many crucial roles in this field, as indicated by the current study. The social worker also faces many obstacles related to the sensitivity of the subject, the target group, and the students' knowledge of the fundamental role he plays. Therefore, it is necessary to develop the most appropriate strategies and programs that enable the social worker to carry out the preventive intervention, taking into account the high cultural sensitivity of the society with which he works to prevent extremism. Looking at the literature, it is noted that there is a lack of social work research in preventive intervention to protect young people from intellectual deviation. Therefore, this study is also considered supportive of the literature in this area. However, it differs from some studies that believe that a social worker may face concerns about clients and their sensitivity to the professional practice of social work. This study provided essential suggestions for developing the professional practice of social work in this field, as practitioners need strategies, guidelines, and indicators for preventive professional intervention in dealing with this sensitive problem.

Applications for the social work practice

Establishing cultural competence in teaching social work well is one of the most important axes based on societies that witness conflict and clash between different cultures as a basic strategy to prevent extremism and intellectual deviation. Therefore, it is important to recognize the specific concerns related to this topic and the importance of covering them in social work courses (Sousa & Almeida, 2016). However, cultural competence should be viewed as an important framework that can enhance culturally sensitive practices. Therefore, social workers should be trained in the actual practice of such a concept in culturally sensitive environments (Danso, 2018). In this context, it is also possible to suggest some practices that can contribute to developing the work of the social worker and enhancing his roles while working on preventive intervention to protect young people from intellectual deviation as follows:

1. Enrolling the social worker in rehabilitation and training courses in the preventive field before joining work.
2. Increasing the cooperation of the social worker with scholars, preachers, and moderate thinkers to deliver awareness lectures to enhance the intellectual security of female students.
3. Defining the tasks and roles of the social worker in the preventive field to strengthen his personal readiness and motivation to work in the preventive field.
4. Providing the capabilities and tools that help the social worker implement programs and activities to protect university students from the dangers of intellectual deviation.
5. Intensifying media campaigns to educate families and social institutions about the importance of the role played by the social worker to prevent young people from falling into intellectual deviation.
6. Organizing training courses and workshops for the social worker in the preventive field to raise his professional competence in this field.
7. Developing the methods of supervision and evaluation of the social worker enhances his abilities to perform his professional roles with high efficiency.
8. Encouraging the efforts of the social worker at the university by providing incentives and rewards.
9. Creating a spirit of cooperation and participation between faculty members and the social worker to efficiently carry out his role in the preventive field for female students.
10. The students cooperated enthusiastically and seriously with the social worker while he played his role in protecting them from the dangers of intellectual deviation.
11. Develop a clear plan by the social worker for preventive intervention programs offered to university students to prevent intellectual deviation.

Conclusion

This study revolves around examining the social worker's preventive role in protecting university students from intellectual deviation that may lead to extremism and terrorism. The Middle East is considered one of the most threatened regions globally with the spread of intellectual deviation among young people due to many factors such as wars, conflicts, the spread of extremist movements, and their use of the Internet and social media to reach the youth category. Therefore, it was important to focus on the social worker's preventive role through the educational institution. The social worker plays many important roles in this field, as indicated by the current study. Also, the social worker faces many obstacles related to the sensitivity of the

subject, the target group, and the students' knowledge of the actual role that he plays. Therefore, it is necessary to develop the most appropriate strategies and programs that enable the social worker to carry out the preventive intervention, taking into account the high cultural sensitivity of the society with which he works on preventing extremism. Looking at the literature, it is noted that there is a lack of social work research in the field of a preventive intervention to protect young people from intellectual deviation. Therefore, this study is also considered supportive of the literature in this field. However, it differs from some studies that believe that the social worker may face concerns related to clients and their sensitivity to the professional practice of social work. This study presented important suggestions to develop the professional practice of social work in this field, where practitioners need strategies, guidelines, and indicators for preventive professional intervention in dealing with this sensitive problem.

Ethics

All procedures in this study were approved by the institutional review board of Princess Noura Abdul Rahman University.

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