

# The Role Of Student Activities In Instilling The Values Of Intellectual Security Among The University Student

Yusuf Abdullah Hussein Al Hazmi<sup>1</sup> & Suhib Saleem Saleem<sup>2</sup>

1. Associate Professor of Creed, College of Sharia, Najran University, Najran, Kingdom of Saudi Arabia, email: [yaahzmi@nu.edu.sa](mailto:yaahzmi@nu.edu.sa)

2. Department of Special Education, Faculty of Education, Najran University, Najran, Kingdom of Saudi Arabia, P.O. 1988, 6144, email: [sssalim@nu.edu.sa](mailto:sssalim@nu.edu.sa)

## Abstract

This study aimed to identify the role of student activities in instilling the values of intellectual security among university students from their point of view. The study also aimed to correlate the relationship between the study samples' responses according to the gender variable (male, female). To achieve the objectives of the study, a questionnaire was developed and consisted of (18) items divided into three domains: culture, value, and technology. The results showed that student activities have a highly significant role in instilling intellectual security among university students. The results showed that there were no statistically significant differences at (0.05) for the role of student activities in instilling intellectual security among university students according to the gender variable. In light of the results, the study recommended the need to increase interest in student activities in all fields because of their greatest impact on strengthening students' intellectual security.

**Keywords:** student activities, intellectual security, university students.

## Introduction

Security is one of the most important foundations that must be relied upon to build a strong base that maintains the advancement and progress of society. The issue of security today has become an urgent necessity for the nation and its institutions by providing it, preserving its capabilities and achievements within the framework of the responsibility entrusted to the institutions of society. These institutions include, without any doubt, educational institutions to achieve everything that contributes to enhancing the security of society and individuals' safety (Al-Haljaili, 2013). Given the importance of the role that these universities and university colleges can play in achieving intellectual security, some scholars such as Al-Tala'a (1999) and Al-Maliki (2007) believe that fortifying the individual intellectually and protecting him practically lies in raising him with correct Islamic education. The Almighty said:

(Whoever among you does righteousness, whether male or female and is a believer, We will make him live a good life). He is prepared intellectually based on the requirements of Islam. This can only be done through educational institutions such as universities.

Universities represent the Arab community in general and the Saudi community in particular as a scientific beacon with multiple and different responsibilities. Among these responsibilities fall to the affairs of students, who represent the vital dimension in determining the directions, goals and functions of university (Al-Shammari & Al-Jaradat, 2011). University activities are among the most important elements of the educational process, which contribute to the learners' education in an integrated manner in various fields. University activity represents the progressive aspect of contemporary education because it pays great attention to the practical aspects of students' daily lives. "Activity" was

introduced to universities in the United States of America in the early twentieth century. One of the first institutions to introduce “activity” as courses by Frutwell from Teachers College at Columbia University in 1917 (Johnston, 1964).

Educational institutions are among the first parties concerned with maintaining the security and stability of societies. University is part of the general social entity, which is undoubtedly affected positively or negatively, especially in our contemporary time by various forces, influences and political, social, economic and security conditions. This requires them to contribute actively to community service and work on addressing its various issues (Al-Rubaie, 2009). Hence, university bears a large part of the important roles and tasks that it should play in creating a security fence that immunizes young people from all foreign thought and enhances their affiliation to their religion and homeland. Therefore, they can preserve the identity, culture and values of nations and are more aware of the dangers of every destructive thought.

Al-Hoshan’s (2015) study entitled “The Importance of Educational Institutions in Developing Security Awareness” has confirmed that educational institutions play a vital role in developing security awareness through new standards, values and social roles in a controlled and orderly manner. University can also instill security awareness through extracurricular activities. A study by Al-Amer (2006) entitled "The Impact of Cultural Openness on the Concept of Citizenship among Saudi Youth" revealed a significant weakness in the role of several educational and cultural institutions in shaping and supporting the cultural and professional awareness of young people in the way that society aims to achieve. In addition, Al-Khamshi and Al-Shalhoub’s (2013) study entitled “Developing Youth Awareness of Human Rights to Raise the Level of Citizenship” recommended the necessity of activating the role of university in developing

loyalty and belonging to the homeland. According to the authors, this activation can be through the participation of students in national activities and events with social goals and focus on belonging and encouraging students to self-learning and critical thinking to citizenship turns into actual behavior and not just indoctrination. Further, student activities have an effective role in promoting a culture of intellectual security for university students and protecting them from intellectual deviation. These activities achieve the development of university and the cultural and national identity of students to ensure the growth of their personalities in an integrated manner through the development of cultural programs with a national spirit in the first place. Robert (2008) indicated that engaging in extracurricular activities reduces the likelihood of students being exposed to harmful social and behavioral influences. The study by (Al-Ashqar, 2010), entitled “The Role of Student Extracurricular Activities in Enhancing Intellectual Security”, confirmed that extracurricular activities have a role in combating destructive ideas by training and accustoming students to the method of dialogue and discussion and contributing to developing their abilities to solve problems, preserve the nation’s property and motivate students for teamwork.

### **Statement of the problem and research questions**

There is no doubt that university student activities are one of the most important fields that should be taken care of to fill the students’ free time for every beneficial. They also contribute to achieving the desired benefit from their various energies and preparations to achieve effectively the goals of the university educational process. Student activities are among the most entertaining programs through which they can meet the needs of students inside university due to their importance in shaping their personalities, influencing their attitudes and ideas and providing them with various skills. Several studies have addressed

the importance of student activities and the cultural activities that take place on university campus. This study is a realization of the terms of the educational policy in the Kingdom of Saudi Arabia. These terms are represented in activating the role of student activity in building a balanced personality spiritually, socially, intellectually and emotionally according to an integrated educational activity to become a useful citizen who serves his country and his nation. The importance of student activities is so clear in achieving intellectual security for students and providing them with knowledge that helps them achieve cognitive balance. Based on the foregoing and the results of previous studies related to the topic of the current study, the statement of the problem is determined in the following questions.

-What is the role of student activities in instilling intellectual security among university students?

- Are there statistically significant differences at ( $\alpha \geq 0.05$ ) for the role of student activities in

instilling intellectual security among university students according to the gender variable (male, female)?

### Method

The study followed the descriptive approach for it is appropriate to achieve the study objectives. The current study aims to identify the role of student activities in enhancing intellectual security among university students. Also, it correlates the study samples' responses with their gender.

### Population and sample of the study

The study population consisted of male and female students enrolled in Najran University during the academic year 2021-2022. A total of (904) male and female students were selected to form the study sample. They were chosen randomly, including (491) males and (413) females. Table 1 shows the distribution of the study sample according to the demographic variables used in the current study.

Table 1. Distribution of the study sample members according to the study variable (gender)

Variable	Category	Number
Gender	Male	491
	Female	413
Total		904

### Instrument of the study

#### Face validity

To achieve the objectives of the study, a scale consisting in its initial version of (24) items was developed, divided into three domains: cultural, value and technological. The scale was presented to a group of specialized experts in Saudi Arabia. They approved most of the scale's items to measure the role of student activities in strengthening intellectual security. Accordingly, the number of the

scale's (18) items was approved in its final version.

#### Internal consistency

The study instrument was applied to an exploratory sample consisting of (250), and then the Pearson correlation coefficient was calculated between the items and the total score of the domains to which they belong. Also, the Pearson correlation coefficient was calculated between the items and domains with the total degree of the instrument. Table 2 shows the results.

Table 2. Pearson correlation coefficient between items and the total score of the domains to which they belong and between items and domains with the total score of the scale

N	Domain-items	Correlation of items with their domains	Correlation of items ad domains with the total scale
1	Domain 1: culture	1	.871**
2	Domain 2: values	1	.894**
3	Domain 3: technology	1	.869**

\*\*Statistically significant at (0.01)

Table 2 shows that the Pearson correlation coefficients between the items and the total score of the domains to which they belong and between the items and domains with the total score of the scale were statistically significant at (0.01). The Pearson correlation coefficients that ranged between the total score of the domains and the total score of the scale were (0.869\*\* -- 0.894\*\*). The correlation coefficients of the items with the total score on the scale ranged between (0.594\*\* - 0.829\*\*).

This result indicates the consistency of validity and the measurement of the items of the scale for what it was prepared to measure.

### Reliability of the instrument

Reliability coefficients were calculated for the study instrument domains and the total instrument score using Cronbach's alpha. The study instrument was applied to an exploratory sample consisting of (25). Table 3 shows the reliability coefficients.

Table 3. Cronbach's alpha reliability coefficients for the study scale domains and total score

N	Domains	Cronbach's alpha reliability coefficients
1	Domain 1: culture	0.93
2	Domain 2: values	0.91
3	Domain 3: technology	0.95
	Total	0.96

Table 3 shows that the reliability coefficient of Cronbach's alpha for the scale as a whole was (0.96). The reliability coefficients ranged in the domains between (0.91 - 0.95). They are high-reliability coefficients suitable for the study and thus indicate the study instrument is reliable.

### Statistical processing

The statistical software (SPSS) version (23) was used to analyze the data of the study and answer its research questions.

- Pearson correlation coefficient was used to check the consistency of the study instrument.
- Cronbach's Alpha was used to check the reliability of the study instrument.
- Means, standard deviations and ranks were extracted to answer the first research question to identify the role of student activities in enhancing intellectual security among Najran University students.

-The following gradation was adopted for the degree to which the items and domains of the study instrument were achieved to determine the degree of approval of the role of student activities in enhancing intellectual security among Najran University students based on the range equation:

(1.00 --- 1.80) = very low, (greater than 1.80 - -- 2.60) = low, (greater than 2.60 --- 3.40) = medium, (greater than 3.40 --- 4.20) = high, (greater than 4.20--5.00) = very high.

- The T-test was used to answer the second research question to show the significance of the differences between the means of the role of student activities in enhancing the intellectual security of Najran University students according to the variable of gender.

### Results and discussion

This section shows the most important results of the current study by answering the research questions of the study.

**Results of the first research question:  
What is the role of student activities in instilling intellectual security among university students?**

Table 4. Means and standard deviations of the role of student activities in enhancing intellectual security among University students

N	Domains	Means	Standard deviations	Level
1	Domain 1: culture	3.91	1.234	High
2	Domain 2: values	3.92	1.244	High
3	Domain 3: technology	3.90	1.278	High
	Total	3.91	1.220	High

Table 4 shows that the total mean score for the role of student activities in enhancing intellectual security among university students scored a means of (3.91), a standard deviation of (1.220), and a high level. The second domain (values) obtained the highest means with a high level followed by the first domain (culture) with a high level. The third (technology) domain scored the last with a means of (3.90) with a high degree. These results indicate the study sample believes that student activities have a highly significant role in enhancing their intellectual security. This result is attributed to the great importance of the issue of intellectual security and the activities that universities provide to enhance it among students. It brings several positives to them such as protecting them from deviant ideas and directing their energies towards optimal investment in the proper construction

The researcher calculated the means and standard deviations of the study sample's responses about the role of student activities in enhancing intellectual security among University students. Table 4 depicts the results.

of their personality and country. This result is consistent with the studies of Al-Hoshan (2015), Al-Ashkar (2010) and Robert (2018), which emphasized the active role that extracurricular activities play in enhancing students' intellectual security.

**Results of the second research question:  
Are there statistically significant differences at ( $\alpha \geq 0.05$ ) for the role of student activities in instilling intellectual security among university students according to the gender variable (male, female)?**

The t-test was used to show the significance of the differences between the means of the role of student activities in enhancing intellectual security among university students due to the gender variable (male, female). Table 5 shows the results.

Table 2. T-test to show the significance of the differences between the means of the role of student activities in enhancing intellectual security among university students by gender variable

Domain	Gender	N	Means	Standard deviations	t	df	Sig.
Domain 1: culture	Male	491	3.87	1.268	-.885-	902	.376
	Female	413	3.94	1.194			
Domain 2: values	Male	491	3.90	1.274	-.321-	902	.748
	Female	413	3.92	1.209			
Domain 3: technology	Male	491	3.88	1.250	-.660-	902	.510

	Female	413	3.93	1.196			
Total	Male	491	3.88	1.248	-.641-	902	.521
	Female	413	3.93	1.186			

Table 5 shows that there were no statistically significant differences at (0.05) for the role of student activities in enhancing intellectual security among university students according to the gender variable in all domains and the total degree. In the sense that gender (male, female) did not play any role in the different responses of the study sample about the role of student activities in enhancing their intellectual security. This result is attributed to the similarity of cultural, value and technology student activities that Najran University provides to male and female students.

### Recommendations

In light of the results, the study recommended the need to increase interest in student activities in all fields. This is because of the greatest impact they play on strengthening the intellectual security of students, protecting them from deviant and destructive ideas and building intellectually sound students whose thoughts are directed towards building the human being and society and protecting the homeland from these delusions.

### Acknowledgment

The authors are thankful to the Deanship of Scientific Research at Najran University for funding this work under the General Research Funding program grant code (NU/-/SEHRC/10/1177).

### References

1. Al-Ashqar, M. (2010). The Role of Student Extracurricular Activities in Enhancing Intellectual Security [Unpublished doctoral dissertation]. Prince Nayef University for Security Sciences, Saudi Arabia.
2. Al-Hoshan, B. Z. (2015). The importance of educational institutions in developing security awareness [Unpublished master's thesis]. Naif Arab University for Security Sciences, Saudi Arabia.
3. Al-Khamshi, S. S., & Al-Shalhoub. H. A. (2013). Developing youth awareness of human rights to raise the level of citizenship. *Journal of Humanities and Social Sciences*.
4. Al-Maliki, A. A. (2007). Towards building a national strategy to achieve intellectual security in the face of terrorism: a descriptive study of the role of socialization institutions from the viewpoint of faculty members in Saudi universities [Unpublished doctoral dissertation]. Prince Nayef Arab University for Security Sciences, Riyadh, Saudi Arabia.
5. Al-Rubaie, M. A. (2009). The role of curricula in promoting the concepts of intellectual security in Saudi universities. The First National Conference on Intellectual Security, King Saud University.
6. Al-Shammari, M. K., & Al-Jaradat, M. K. (2011). The Role of Faculty Members in Enhancing Intellectual Security among Hail University Students. *The Arab Journal for Security Studies and Training*, 27(54), 153-200.
7. Al-Tala'a, R. Z. (1999). Towards an Islamic Intellectual Security, 4th ed., Riyadh, Al-Asr Press.
8. Johnston, E. (1964). School activity in the secondary stage, translated by Mohamed El-Erian, Cairo: Franklin Corporation for Printing and Publishing.