



ORIGINAL RESEARCH ARTICLE

The Role of Psychological Guidance and Counseling in Achieving Intellectual Security in the Light of the Repercussions of the Phenomenon of Terrorism and Extremism from the Point of View of the Educational Counselors in the Capital Amman

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Abstract

The study aimed at identifying the role of Psychological guidance and counseling in achieving intellectual security in the light of the repercussions of the phenomenon of terrorism and extremism from the point of view of the Educational counselors in the capital Amman. It also aimed to detect the statistical significance differences at the level of significance ($\alpha = 0.05$) between the responses of the sample members due to the following variables: (gender, academic qualification, years of service). The total population of the study consists of all (481) of male and female counselors in the capital Amman; 192 males and 289 females. The study sample consisted of (154) male and female counselors, representing about 32% of the original population of the study. In their study, the researchers followed the analytical descriptive approach, where they monitored the role of psychological and social counseling in achieving intellectual security in the light of the repercussions of the phenomenon of terrorism and extremism. The study reached a set of results that indicate the statistical average of the responses of the sample members (male and female counselors) on the scale of the role of psycho-social counseling in achieving intellectual security in the light of the repercussions of the phenomenon of terrorism and extremism was (3.89) which is in a high level. The arithmetic mean of the items of the scale ranged from 3.65 to 4.18, between the lowest and the highest mean. Respondents' responses were within a percentage ranging from 84% to 68%. The results of the study also showed that there are no apparent differences of statistical significance at the level of ($\alpha = 0.05$) between respondents' responses on the role of psycho-social counseling in achieving intellectual security in light of the repercussions of terrorism and extremism, due to the following variables: (gender, academic qualification, years of service).

Keywords: *Psychological and social counseling - intellectual security - terrorism and extremism.*

Introduction

Intellectual security is a mechanism of action to protect society and individuals from pests that pose a danger to the psychological and social aspects. Intellectual security is also manifested by ensuring tranquility, preventing the intellectual deviations and what threaten the internal conditions of disturbances and intellectual currents that create chaos and disrupt life in society, unusual and unsafe behavior and maintaining stability. Hence, intellectual security is a primary human psychological and social need that no society or individual can dispense with.

In the same context, Al-Saadiya (2009) points out that the concept of intellectual security seeks to fully protect the human mind from deviation from moderation and that it is concerned with the protection of the contractual, cultural, and moral and security system, in addition to the psychological and social system of individuals in the face of every deviant or extremist ideology or belief and the subsequent behavior.

It should be noted that the absence of intellectual security entails a lot of social, cultural and moral damage that is clearly reflected in the pattern of interaction among the members of the society. These dangers include cultural, moral and social aspects as well as psychological and social aspects (William & Wayne, 2004). Therefore, psychological and social guidance and counseling must play its role in all educational institutions and others in order to prevent intellectual deviation, and then to evaluate the deviant thought and finding psychological and social solutions through the process of guidance to emerge out from the phenomenon of intellectual security absence (Carolyne, 2004).

On the other hand, the predator of the phenomenon of terrorism and extremism finds that it receives the attention of all institutions of society, including the educational institution because of its serious effects on the intellectual security of individuals and especially among young people, after it became clear that we are facing an organized criminal phenomenon aiming at creating a general atmosphere of fear, terror and psychological and social threat by using extremist and alien ideas about our true religion and our customs and traditions (Mustafa, 2011). In this sense, the researcher asks a number of questions about this phenomenon, which are useful in diagnosing this situation, including the general conditions and atmosphere responsible for the spread of the phenomenon of terrorism in the hope of besieging it and eliminating it through the use of psychological and social guidance and counseling.

In a clear reference to the fact that terrorist organizations seek to broadcast and direct messages that have a direct negative impact on the psychological and social aspects of individuals (Abu Zra, 2015), for example, not limited to, the terrorist bombings in Amman hotels in 2006, in addition to the message that was sent by ISIS (via YouTube) about the burning of the Jordanian pilot Moaz Kassabh. In addition to many other messages that indicate their criminal and obscurantist thinking and expiation for many groups of Arab and non-Arab societies, to undermine the intellectual system of individuals and make them suffer from psychological and social pressures that may be reflected on their surrounding society (workshop on the role of media and security services in the fight against terrorism, 2015).

It is important to mention what was stated in His Majesty King Abdullah II's comprehensive speech at the United Nations on the values of tolerance, justice and love, revealing the mask of terrorism and extremism, as well as determining the role that must be played by the institutions of society, including the educational institution to combat the phenomenon of terrorism and extremism, And to adopt the noble principles of tolerance and coexistence between nations, where His Majesty stressed (we must magnify the voice of moderation, one of the greatest paradoxes of our time is that extreme voices use modern media to spread ignorance! We must not allow our screens, airwaves, Internet networks and social media to be monopolized by those who pose the greatest threat to our world. We must also cultivate in our media and, more importantly, in the minds of our youth, moderation and purity. ")

Therefore, the educational bases that contribute to the enhancement of intellectual security of students require the establishment of precise scientific and personal controls for the selection of educational supervisors, counselors, principals and their agents, and evaluate the performance of teachers in the field of achieving intellectual security effectively and to address the imbalance, if any (Nakpodia, 2010). The educational bases related to psychological and social guidance and counseling mechanisms require a review and refinement of these mechanisms in order to contribute to the elimination of terrorism and extremism, while providing psychological and social guidance programs related to psychological and cognitive behavior to address intellectual and ideological deviations (Khayyat and Salihat, 2012) in addition to linking educational curricula to the reality of life and the problems of the contemporary intellectual society, and the use of some courses and educational activities to clarify the seriousness of the repercussions of the phenomenon of terrorism and extremism, and immunization of students psychologically, socially and morally of these repercussions (Nasser, 2010).

Psychological and social guidance and counseling is among the main pillars of the contemporary school. Its programs, services and roles have been developed to take into account the healthy growth of students, to improve their behavioral and intellectual patterns and to guide them in accordance with their abilities, tendencies and needs (Abdel Fattah, 2014). Therefore, social and psychological guidance is a major and important requirement in the educational process in terms of integration between guidance and education, modern education includes guidance and counseling as an integrated and integral part, integrated rather than added, to represent a series of integrated activities. Psychological and social guidance and counseling is one of the most important services that should be available in modern schools in order to achieve the students' integrated growth, and the correct psychological, intellectual and social compatibility (Abu Sulaiman and Belaawi, 2014).

In view of the increasing interest in the educational process in the Hashemite Kingdom of Jordan, the guidance and counseling services have been developed and the Ministry of Education, represented by the General Directorate of Psychological and Social Counseling and Guidance, has been keen to give students adequate attention to their care, guidance and work to help them solve their psychological and social problems. Moreover, to help them to overcome difficulties or obstacles that may encounter them, and to work to maintain and strengthen their intellectual security (Ministry of Education, 2017).

Accordingly, research into the role of psychological and social guidance and counseling in achieving intellectual security in the light of the repercussions of the phenomenon of terrorism and extremism is justified in light of what is presented in the Arab and global arena of studies related to the phenomenon of terrorism and extremism and its dangers to the individual and society. It is also justified that secondary students in schools in Jordan require attention, social and psychological guidance and counseling, through which the student's personality is developed and configured to maintain his intellectual, psychological and social security.

The Problem of the Study

The achievement of intellectual security has become one of the most important challenges facing the world against the serious repercussions of the phenomenon of terrorism and extremism, and has become one of the most important issues on the psychological, social and cultural levels of individuals and communities. It should be noted that the students' intellectual security is to preserve the stock of their minds from the cultures, values and moral principles that they receive from their society. Therefore, the educational institutions at various stages are the most important institutions of social education concerned with the prevention of deviations and the achievement of intellectual security through the programs of psychological and social guidance and counseling, in addition to the educational foundations included in the curricula (Ammara, 2010).

The development of educational bases that enhance students' intellectual security is urgent. It is also necessary to adopt an integrated strategy to preserve the minds of young people, including high school students and others from the repercussions of terrorism and extremism, and to immunize them psychologically, socially and culturally through adopting psychological and social guidance programs that raise the security and cultural awareness of these young people, in order to keep them away from falling into the trap of terrorism and extremism (Muaither, 2014).

In fact, the educational institutions are the vital area of psychological and social guidance and counseling at the intellectual, cognitive and behavioral levels. These processes are concerned with the methods of adaptation and psychosocial adjustment of the students, in line with the achievement of intellectual security for them, in addition to reducing the psychological pressure in all its aspects in order to harmonize, and adapt properly to their social environment (Al-Talhi, 2011).

The existence of social and psychological guidance and counseling, in addition to the existence of guidance mechanisms, which are based on the appropriate training programs that help students to adapt to their social environment, is urgent or students will be a state of frustration and anxiety and perhaps to a state of loss of their correct attitudes towards serious destructive trends, because they have not received the sufficient guidance to help them to adapt socially and psychologically (Hussein, Hussein, 2006).

Based on this vision, it was necessary to find guidance and counseling solutions that help students to deal with the phenomenon of terrorism and extremism and contribute to raising their psychological and social competence and help them overcome the obstacles that face them in their social life. All this helped to establish the idea among the researchers about the need for a study to identify the role of psychological and social guidance and counseling in the achievement of intellectual security in the light of the repercussions of the phenomenon of terrorism and extremism, and therefore the problem of the study focused on the following main question:

What is the role of Psychological guidance and counseling in achieving intellectual security in the light of the repercussions of the phenomenon of terrorism and extremism?

This question is divided into the following sub-questions:

1. What is the role of Psychological guidance and counseling in achieving intellectual security in the light of the repercussions of the phenomenon of terrorism and extremism from the supervisors' point of view in the capital Amman Governorate?
2. Are there statistically significant differences at the level of significance ($\alpha = 0.05$) among the responses of sample members about the role of Psychological guidance and counseling in achieving intellectual security in the light of the repercussions of the phenomenon of terrorism due to the following variables: (gender, educational qualification, years of service)?

Significance of the Study

The importance of the study stems from the fact that it is studying an important aspect of psychological and social counseling and guidance related to the study of the repercussions of the phenomenon of terrorism and extremism. Therefore, the importance of the study is highlighted through its expected results which are hoped to be benefited from through:

1. To shed light on the role of psychological and social guidance and counseling in achieving intellectual security to reduce the repercussions of the phenomenon of terrorism and extremism.
2. To assist educational institutions in the Hashemite Kingdom of Jordan, especially primary and secondary education schools, to enhance students' intellectual security against the consequences of terrorism and extremism through the expected results of this study.
3. It is hoped that the decision makers in the Ministry of Education in Jordan will adopt the principles of psychological guidance and counseling.
4. Linking teaching curricula to the reality of life and the problems of the local community by exploring counseling programs (psychological and cognitive).

Goals of the Study

1. Identifying the role of Psychological guidance and counseling in achieving intellectual security in the light of the repercussions of the phenomenon of terrorism and extremism from the supervisors' point of view in the capital Amman Governorate

2. Identifying if there are any statistically significant differences at the level of significance ($\alpha = 0.05$) among the responses of sample members about the role of Psychological guidance and counseling in achieving intellectual security in the light of the repercussions of the phenomenon of terrorism due to the following variables: (gender, qualification, years of service)

Terms of the Study

- **Intellectual Security**

Is the reassurance of people on the components of their originality, distinctive culture and intellectual system and protecting it from the repercussions of the influx of suspicious cultural trends. It also means keeping the mind from external containment and the maintenance of cultural institutions at home from deviation (al-Anzi, and Al Zuboun, 2015).

As Al-Raba'i (2009) defines it as the safety of thought from deviation from moderation in the understanding of religious, political and social matters, which leads to the maintenance of public order and stability.

Procedurally intellectual security is defined: as securing the ideas and minds of students of every wrong belief, thought and behavior, and to be their minds free from the destructive intellectual deviations resulting from the phenomenon of terrorism and extremism, which would pose a threat to the security and stability of the individual and society. This is achieved through the psychological and social guidance and counseling programs carried out by the educational institution, and in cooperation with the local community institutions to raise the awareness and thought of the students, so as to guarantee them tranquility and prevent intellectual deviation.

- **Psychological and Social Guidance and Counseling**

It is the total services provided to students in order to help them to realize their abilities, tendencies, motivations and problems in a realistic manner and to understand the different environmental conditions. These include counseling services related to the psychosocial aspect, with the aim of preventing problems that may occur (Schumann, 2008).

- **Terrorism and Extremism**

It is defined as any act aimed at intimidating an individual, group or state in order to achieve objectives not permitted by domestic or international laws which are carried out by unorganized gangs for their own purposes. These gangs carry extreme ideas to achieve political, religious or doctrinal objectives that are not commensurate with the nature of society (Al Ani, 2013).

Delimitation of the Study

The study is limited to identifying the role of Psychological and social guidance and counseling in achieving intellectual security in the light of the repercussions of terrorism and extremism from the point of view of the supervisors in the capital city of Amman. The study was implemented during the second semester of the academic year 2017/2018.

Related Studies

The study of Al Enezi and the Al Zuboun (2015) aimed to propose educational foundations for the development of the concept of intellectual security among high school students in the Kingdom of Saudi Arabia from the point of view of teachers. The study population consists of (1764) male and female teachers of secondary school. The study used a survey descriptive approach and a questionnaire was used to collect data. The results of the study showed that the reality of the concept of intellectual security among high school students in the Kingdom of Saudi Arabia was medium, the degree of difficulties facing the development of the concept of intellectual security was high, and the importance of the educational foundations proposed to develop the concept of intellectual security came within the high degree.

Al Qarfi study 2015 aimed at identifying the psychological and social counseling and guidance services for secondary school students from the point of view of counseling and guidance students. The comparative descriptive approach was used, and the sample of the study consisted of 102 male and female students. The study found that the counseling and guidance services are as follows: professional choice, followed by the media, then the academic field, and finally the social field. The results showed that there were no statistically significant differences according to the variables (postgraduate and BA). There were no significant differences according to the variables of the field of study and gender.

Abu Safiya (2012) conducted a study that showed the effectiveness of psychological counseling program to reduce violence behaviors among the primary stage students in the Gaza Strip. The study sample consisted of 30 students. The researcher used the measure of violence behavior and psychological counseling program. The results of the study showed statistically significant differences between the two groups in the measure of post-violence behavior in favor of the experimental group. The results showed that there were statistically significant differences between the two groups in the post-application on the scale of violence behavior for the benefit of the experimental group. Finally, the results of the study showed that there were no statistically significant differences between the two groups in the two scales; the post- and follow-up scale after a month of application.

Al-Al Mahammadi (2012) conducted a study that showed the role of students' guidance and counseling in enhancing the intellectual security of high school students in the city of Makkah. The researcher used the descriptive approach. The study sample consisted of 153 principals and supervisors. The results found that the students' guidance and counseling was of a great importance in strengthening intellectual security. It was also found that the students' guidance and counseling role in enhancing intellectual security was medium. Finally, school principals and counselors agree on the constraints that limit the role of student guidance and guidance in enhancing intellectual security. The results showed that there were no statistically significant differences among the respondents' point of view on the importance, practice and constraints of the role of guidance and counseling in enhancing intellectual security according to the variables of (gender, current work, years of experience, qualification, type of training and number of training courses).

The study of Nakpodia (2010) aimed to examine the importance of strengthening the cultural foundations in the curriculum as one of the ways to develop intellectual security and develop it among the students. The study population consisted of 1200 male and female students. The study tool used was questionnaire. The study used the descriptive analytical method. The study has reached the conclusion that culture should be one of the educational bases for curriculum modernization. The culture of Nigerian society should be transferred and established among the largest number of students in different schools through the curricula provided and taught in schools. The study concluded that attention to the educational foundations related to culture is the best way to introduce students to the rules of culture or its types and its changing factors.

Thomlinson's study (2006) pointed to the importance of educational institutions in promoting the principles of intellectual security through the integration of moral and cultural values in American educational curricula. The study used the analytical method. The results showed that the school and teacher play a major role in enhancing intellectual security among students; through their efforts in spreading the concepts of values, ethics and culture, which are among the educational foundations on which the curriculum is based.

Grace and Margare study (2006) aimed to identify the perceptions of school principals and counselors trained in a range of schools in Washington, DC about the role of the school counselor. The study sample consisted of 23 trainees counselor enrolled in an instructional course, as well as 42 school principals. The results of the study indicated that there is a consensus among the trainees and the principals participating in this study about the role of the school counselor.

Chandler (2002) conducted a study aimed at defining the concept of secondary school principals for the role of the educational counselor in the school. The sample of the study consisted of 38 principals. The descriptive analytical method was used. The school principals have defined the role of the educational counselor through his job performance, his necessary skills and his personal qualities. In particular, there are three positions for the educational counselor: registration of counseling notes, administrative tasks, reference of students in their problems. The study showed that the educational counselor must have the ability to solve problems, to have good communication with individuals and to deal with crises.

The Field Study

The researchers conducted a number of procedures represented in identifying the method of the study, describing the society of the study, the tool used in it, and the indications of reliability and validity, clarifying the statistical methods used in analyzing the study data, and how these data were analyzed.

Method of the Study

The analytical descriptive approach was used, where the role of psychological and social guidance and counseling was monitored in the achievement of intellectual security in light of the repercussions of the phenomenon of terrorism and extremism. The data were collected and then analyzed in order to reach certain results that help explain the phenomenon.

Population and Sample of the Study

The total study population consists of all (481) male and female counselors in the Capital Governorate of Amman; (192) males and (289) females. The researchers chose a random stratified sample of 154 male and female counselors representing about 32% of the original population of the study. The size of the sample to be withdrawn from the original community was determined according to the Minimum Sampling Law. The following table shows the distribution of the study sample according to its variables:

Table (1) The sample of the study is distributed according to its variables by percentages

The Study Variables	Percentages	Number of members of the research community in each stratum
Distribution according to Gender Variable		
Males	%48	74
Females	%52	80
Distribution according to the educational qualification variable		
BA	%65	100
Postgraduate	%35	54
Distribution according to the variable years of service		
Less than 5 years	%16	25

5-10 years	%32	49
More than 10 years	%52	80
Total	%100	154

Instrument of the Study

The researchers formulated the items of the questionnaire in its initial form, which consisted of two parts: The first part of the questionnaire was devoted to the introduction in which the objective of the study and its variables were explained, while the second part was devoted to the (20) questionnaire items.

Validity of the Questionnaire

- **Face Validity**

The questionnaire was presented in its preliminary form to 7 arbitrators from Saudi universities: Al Qassim University, Hail University, Taibah University, Princess Noura Bint Abdul Rahman University, Jordan: Mu'tah Civil University, Philadelphia University and in the United Arab Emirates: Al Ain University for Science and Technology. With a view to recognizing the clarity of the items, their relevance, and the appropriateness of the response scale. In light of the results of the arbitrators' opinions, the two researchers made all the required amendments.

- **Internal consistency (Pearson correlation)**

The correlation coefficient for the questionnaire was calculated by classifying the correlation coefficient in terms of its numerical value.

Table (2) Pearson correlation coefficients for the role of social psychological counseling and its significance

Role	Coefficient of correlation	Value of significance
The role of psychological and social guidance and counseling in achieving intellectual security in the light of the repercussions of the phenomenon of terrorism and extremism	** 0.890	0.000

Table (2) clarifies that the correlation coefficient of the role of psychological and social guidance and counseling is high and is statistically significant at the level of significance (0.01). This indicates that the tool enjoys the validity of internal consistency.

Reliability of the Questionnaire

- **Cronbach's Alpha**

It is a method that requires the calculation of the association of items with each other (Michael, 2006). The following table shows the reliability coefficient of the questionnaire using the Cronbach Alpha formula.

Table (3) Alpha Cronbach coefficients for Reliability of the Questionnaire

Role	Alpha Cronbach coefficients
The general reliability of the role of psychological and social guidance and counseling	0.874

- **Split-half reliability**

The correlation coefficient between the two halves (generally through the Pearson equation) was calculated, and then a corrected factor was introduced in the mathematical formula of Spearman-Brown and Guttman (Abu Alam, 2006).

Table (4) Half - split reliability of the questionnaire

Spearman Brown coefficient	Guttman coefficient
0.839	0.729

As shown in Table (4), the overall reliability coefficient of Spearman Brown was 0.839, and the general reliability coefficient of Guttman (0.729); they are high reliability coefficients and statistically significant.

The instrument Correction Key

The correction key was adopted by calculating the length of the class according to the following law: [length of category = range / number of categories] (Abu Allam, 2006).

Table (5) The instrument Correction Key

Cell length	Percentages	Degree of approval
From 1 - 1.8	From 20% to 36%	very low
Greater than 1.8 - 2.60	Greater than 36%- 52%	Low
Greater than 2.60 - 3.40	Greater than 52%- 68%	Medium
Greater than 3.40 - 4.20	Greater than 68%- 84%	High
Greater than 4.20-5	Greater than 84%- 100%	Too high

Results and Discussion

The first Question: What is the role of Psychological and social guidance and counseling in achieving intellectual security in the light of the repercussions of the phenomenon of terrorism and extremism from the supervisors' point of view in the capital Amman Governorate?

The mathematical means and the standard deviations of sample members' responses to the items of the role of Psychological and social guidance and counseling in achieving intellectual security in the light of the

repercussions of the phenomenon of terrorism and extremism from the point of view of the males and females counselors were calculated according to the descending order. The following table illustrates this.

Table (6) Mean, standard deviations and ranks of sample members' responses to the items of the role of Psychological and social guidance and counseling in achieving intellectual security in the light of the repercussions of the phenomenon of terrorism and extremism

No.	Item	Mean	Standard deviation	Rank	The role degree
6	Psychological and social guidance and counseling mechanisms are used to achieve students' intellectual security.	4.18	1.064	1	High
1	Guidance and counseling motivate students to uphold the values and laws of society by clarifying the dangers of terrorism.	4.15	1.050	2	High
7	Social and psychological guidance and counseling mechanisms are Employed to demonstrate the dangers of terrorism and extremism.	4.13	1.000	3	High
4	Guiding and counseling promotes the approach of moderation and to use evidence in judging alien ideas on society.	4.11	0.938	4	High
5	Guidance and counseling help students to identify polluted intellectual culture through guidance and counseling mechanisms.	3.99	0.976	5	High
2	Guidance and counseling among students develops a sense of community responsibility through values of tolerance, love, justice and peace.	3.97	1.004	6	High
11	Guidance and counseling play a role in observing and limiting the students who have behavioral or intellectual deviations and provide them with advices and guidance.	3.95	1.085	7	High
8	Guidance and counseling discuss the deviant ideas of students and discuss them with the use of guiding workshops to eliminate deviant ideas.	3.92	1.085	8	High
20	Guidance and Counseling uses psychological tests to detect and evaluate students' intellectual tendencies and attitudes.	3.90	1.163	9	High
10	Guidance and counseling organizes workshops to diagnose and treat intellectual security issues.	3.88	1.744	10	High
3	Guidance and counseling help students to understand concepts and ideas related to intellectual security through teaching methods.	3.86	1.947	11	High
9	Guidance and guidance helps to include student activities with programs to enhance students' intellectual security.	3.85	1.722	12	High
13	Guidance and counseling train students on self-control techniques to reduce aggressive behavior through psychological and social counseling and guidance programs.	3.83	1.844	13	High
17	Guidance and counseling encourage students to participate in national events and to activate the values of global citizenship.	3.81	0.855	14	High
18	Guidance and counseling promote students for the optimal and positive use of social media, media and information technology.	3.78	0.711	15	High
16	Guidance and counseling guide students to refute ideas in solving the intellectual problems they encounter by Guiding and counseling	3.76	1.827	16	High
14	Guidance and counseling helps eliminate students' intolerance and extremism and alleviate their psychological and social stress through dialogue sessions.	3.73	1.937	17	High
15	Guidance and counseling among students develop a sense of responsibility for the security of individuals and the security of their homeland against terrorism and extremism.	3.70	1.072	18	High
19	Guidance and counseling highlight the importance of intellectual security to the individual and society.	3.68	1.926	19	High
12	Guidance and counseling help to protect students and warn them of activating the means of social communication of rumors, misleading publications and contaminated ideas and the danger of promoting them.	3.65	1.627	20	High
Weighted mean of the role of Psychological and social guidance and counseling in achieving intellectual security in the light of the repercussions of the phenomenon of terrorism and extremism		3.89	0.159		High

Table (6) shows that the mean of the responses of the sample members (male and female counselors) on the scale of the role of psychological and social guidance and guidance in achieving intellectual security in the light of the repercussions of the phenomenon of terrorism and extremism reached (3.89). The arithmetic mean of the items of the scale ranged from 3.65 to 4.18, between the lowest and the highest mean. Respondents' responses were within a percentage ranging from 84% to 68%. This result is due to the fact that the members of the sample (male and female counselors) are keen to provide counseling and psychological counseling services, in order to achieve the intellectual security components against the repercussions of the phenomenon of terrorism and extremism through the use of psychological and social guidance and counseling, encouraging students to adhere to the values and laws of society While clarifying the dangers of terrorism in guidance sessions conducted by mentors, helping students to identify the alien intellectual culture and the behavioral or intellectual deviations. The researchers also report that male and female counselors in the capital city of Amman use psychometric tests to detect the intellectual tendencies and attitudes of students by working to diagnose and

treat intellectual security issues related to terrorism and extremism. This result is also attributed to the methods used in schools for psychological and social guidance and counseling through training students in self-restraint, reducing aggressive behavior and developing a sense of community responsibility through the values of tolerance, love, justice and peace set out in the psychosocial guidance programs of counselors. Social and psychological guidance and guidance are based on a set of principles and standards related to warning students of rumors, misleading publications and extraneous ideas and the danger of their promotion, while directing them towards the optimal and positive use of means of communication and information. The results of this question were consistent with the studies of Al-Enezi, Al Zuboun (2015), Abu Safiya (2012), Al Mahammadi (2012), Nakpodia (2010) and Tomlinson (2006)

The Second Question: Are there statistically significant differences at the level of significance ($\alpha = 0.05$) among the responses of sample members about the role of Psychological guidance and counseling in achieving intellectual security in the light of the repercussions of the phenomenon of terrorism due to the following variables: (gender, qualification, years of service)?

The first hypothesis: The t-test was used for two independent samples, as shown in the following table:

Table (9) T-Test results to indicate the differences in the responses of the sample members according to the gender variable

Gender		Mean	Standard Deviation	T Value	Degree of Freedom	Value of Significance	Decision
Males	74	32.07	6.288	0.639	152	0.582	Not Significant
Females	80	31.37	7.284				

The results in Table (9) indicate that the value of (T) was (0.639), which is not statistically significant at the level of significance (0.05), where the value of the level of significance $\alpha > 0.05$. Thus, we accept the null hypothesis that there are no statistically significant differences at the level of significance ($0.05 \leq \alpha$) in the responses of the study sample members on the role of psychological and social guidance and counseling in achieving intellectual security in light of the repercussions of terrorism and extremism due to the variable of gender. The results of the study suggest that the sample members, whether males or females, know the importance and effectiveness of psychological and social guidance and counseling and its role to modify psychological and intellectual behavior if all counseling programs are implemented. The results of the study suggest that the sample, whether male or female, knows the importance and effectiveness of psychological and social guidance and guidance, and is able to modify psychological and intellectual behavior if all counseling programs are implemented. In addition to that, both male and female counselors are in contact with the school and its students in terms of social and psychological guidance and counseling services, and thus it makes sense that there is no statistically significant difference among their views. This finding is consistent with the study of Al Q irfi (2015) and Al Mahammadi (2012).

The second hypothesis: The t-test was used for two independent samples, as shown in the following table:

Table (10) T-Test results to indicate the differences in the responses of the sample members according to the variable of the educational qualification

Educational Qualification		Mean	Standard Deviation	T Value	Degree of Freedom	Value of Significance	Decision
B. A	100	48.87	7.083	0.528	152	0.386	Not Significant
Postgraduate	54	46.91	7.609				

The results in Table (10) indicate that the value of (T) was (0.528), which is not statistically significant at the level of significance (0.05), where the value of the level of significance $\alpha > 0.05$. Thus, we accept the null hypothesis that there are no statistically significant differences at the level of significance ($0.05 \leq \alpha$) in the responses of the study sample members on the role of psychological and social guidance and counseling in achieving intellectual security in light of the repercussions of terrorism and extremism due to the variable of educational qualification. The researchers explain this result that the academic qualifications of the sample members (bachelor, and postgraduate studies) does not affect their judgment on the nature and the role and effectiveness of psychological and social guidance and counseling in the achievement of intellectual security against the repercussions of the phenomenon of terrorism and extremism, which means that there is satisfaction among the sample (male and female counselors) regardless of the educational qualification towards the role of psychological and social guidance and counseling. This finding is consistent with the study of Al Q irfi (2015) and Al Mahammadi (2012).

The third hypothesis: One Way ANOVA was used to compare the arithmetic means according to the years of service variable. As shown in the following table:

Table (11) Results of One Way ANOVA analysis between members' responses according to the years of service variable

Educational Qualification		Mean	Standard Deviation	F Value	Degree of Freedom	Value of Significance	Decision
B. A	25	29.58	5.629	0.309	151	0.705	Not Significant
Postgraduate	49	27.35	6.586				
	80	31.09	7.932				

The results in Table (11) indicate that the value of (F) was (0.309), which is not statistically significant at the level of significance (0.05), where the value of the level of significance (0.705) > (0.05). Thus, we accept the null hypothesis that

there are no statistically significant differences at the level of significance ($0.05 \leq \alpha$) in the responses of the study sample members on the role of psychological and social guidance and counseling in achieving intellectual security in light of the repercussions of terrorism and extremism due to the variable of years of service in the counseling work. The researchers point out that there is a trend among all male and female counselors according to the categories of their service in psychological counseling and social work towards the importance of the role of guidance in achieving intellectual security towards the repercussions of the phenomenon of terrorism and extremism in schools in the capital Amman. This, of course, is not related to the period of their service in the counseling work because they are aware of the importance of plans and guidance programs, psychological tests and standards to diagnose students' problems, to develop them intellectually and socially. In addition to their knowledge of the correct and positive trends towards the development of a sense of psychological and social security for students, and this naturally enters in the attention of everyone who has a service in psychological and social guidance and counseling, regardless of the length of this period. This finding is consistent with the study of Al Al Mahammadi (2012), Grace & Margare (2006)

Recommendations of the Study

1. Building a psychosocial guidance strategy to develop the concepts of intellectual security among students, in which the institutions of society including the mosque, the church, the family and other socializing institutions participate.
2. Involving all educational parties in the psychological and social counseling process as a requirement to achieve intellectual security in light of the repercussions of the phenomenon of terrorism and extremism.
3. The need to apply the principles and standards of social and psychological counseling and guidance at all levels, especially in relation to behaviors and deviant ideas and their evaluation.
4. Depending on modern programs related to the process of counseling and guidance in different educational stages.
5. Identifying the challenges facing the use of intellectual security in the light of the repercussions of the phenomenon of terrorism and extremism.
6. Providing a more secure and attractive school environment in which students engage in hobbies, develop their talents, and free their energies in a positive way away from the dangers of extremism and intellectual perversion.
7. Including the true values of citizenship within the programs of psychological and social guidance and counseling related to moderation, peace, love and equality.
8. Carrying out psychological and social awareness campaigns towards the danger of intellectually intrusive social networking sites.

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