

The Role of the Universities in Counterterrorism and Electronic Extremism from the Viewpoint of the Faculty Members at Al Balqa Applied University and Naif Arab University for Security Sciences

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Abstract

The purpose of the study is to investigate the role of the universities in counterterrorism and electronic extremism from the view point of faculty members at Al Balqa Applied University and Naif Arab University for Security Sciences; it aims also to investigate the effect of faculty members' gender, academic qualification, and experience on their viewpoint. The sample of the study was selected purposefully. It consisted of (94) faculty members, (71) male and (23) female faculty members at Al Balqa Applied University and Naif Arab University for Security Sciences. This sample was used to investigate the role of the universities in counterterrorism and electronic extremism and a questionnaire was distributed among them. The findings of the study indicated that there are no statistically significant differences at ($\alpha=0.05$) in faculty members' views about the role of the universities in counterterrorism and electronic extremism due to Gender variable. Results also showed that there are statistically significant differences at ($\alpha=0.05$) in faculty members' opinion due to qualification variable in favor of PhD Degree, there are statistically significant differences at ($\alpha=0.05$) due to experience variable. To find out Multiple Comparisons differences post hoc test using Scheffe Method was conducted, results showed that there are statistically significant differences at ($\alpha=0.05$) between Less than 5 years and 10 years or above in favor of 10 years or above.

Key Words: Counterterrorism, Electronic Extremism

Introduction

The contemporary world is witnessing enormous revolution of knowledge and technology, that revolution which resulted in several new technologies that provided the human much of his time and his effort. And despite what this campaign techniques of the pros, it nevertheless created many images of bizarre behaviors and practices, which probably did not exist not for the emergence of such technologies. Among these strange behaviors the so-called "electronic crimes," and is the kind of crimes popularized and spread among young university students, and even among school students and in various countries of the world, where these new technologies has contributed significantly in what could be called the globalization of crime, and it became the challenges of cross-border crime issue threatening international security of its major facilities for the activities of a criminal organization and individual alike; and it initiates the appropriate environment for criminal activity in all parts of the world. Cyber-crime haunts has become an obsession to the world which led to the emergence of a global specialized centers monitored it, and provide periodic reports about it, and issue laws that criminalize it (Mohammed, 2011). We cannot overlook the role played by the media in the feed or support or the emergence of violence, terrorism and extremism through exploiting terrorists in the marketing of their aims and objectives and employ them in misleading the security services and the acquisition of control the Public opinion by spreading the news of terrorist operations that they perform on the grounds that media campaigns cover these operations help to achieve and complete their goals, where they see in the media coverage of the committees of their crimes an important standard to measure the success of their act of terrorism, to the extent that some of them take it a terrorist act that didn't have a media coverage in accordance with a failure (Al-Abdullah, 2010). Numerous titles were launched for electronic crimes; some called it economic crimes Computer-Related Economic Crime, which refers to crimes against businesses, or those targeting the confidentiality, integrity and availability of information content. (Arab, 2002). And it is noted that the former name does not reflect all forms of crimes, but it was limited to one type of such crimes, which is economic crimes. There are those who called the term White Collar Crime, which refer to crimes committed by people with high status in the community, through performing their duties, professional, crimes of white-collar employers are social layer crimes exploiting its social class to get personal benefit through illegal means, it is not easy to detect by the competent authorities; due to the development of this class and available possibilities they have to hide their crimes (White Collar – Crime, 2009). Universities play a great role in detecting and preventing these crimes, through its professional employees although sometimes they couldn't do anything to stop such crimes. The researchers in this study try to investigate the faculty members' opinions about the role of the universities in this field.

The Problem of the Study

The technological changes that the world has witnessed, and what resulted from it such as dramatic evolution in the means of communication and the presence of several new technologies, have a significant impact on the emergence of this type of crime, which differs greatly in form and means and the perpetrators of the concept of crimes in its traditional form. And what is termed "electronic crimes," and increasingly dangerous - especially with the increasing number of users of these technologies. There are various negative effects of this type of crime, economically, it costs the countries a lot of money, The

negative scientific and technological implications for this type of crime, it was pointed out by one of the studies; where it made clear that it lead to an increase the gap between developed and developing countries, as these countries have become a monopoly of information, hijack the computer centers, they also steal information through such means as break down this information, change or reproduction of data, or send viruses or disable computers, which are so subtle war equivalent to the power of the war being waged by some countries, which is fighting its weapons, but the weapons here is a computer and informatics to paralyze the other party and to influence him psychologically and politically, scientifically and technologically (Abdul Karim, 2007) . This is in addition to the negative effects and the many aspects that relate to values and ethics; as these crimes may include the dissemination of pornographic sites on the Internet, and seduce young people and even children to access these sites, then exploited in promoting it. In light of the foregoing, the university linked to the society strongly, interact with and affect it, it became responsible for the education and protection of young people about the risks and contemporary threats they face, and especially those related to cultural and informational aspect that has become a dominant feature in this era, and the consequent from crimes or moral deviations may afflict them during their dealings with those technological applications, which would impose a double role towards these problems, which are considered cyber-crimes are the most important, especially with the ever-growing users of these modern electronic devices, and with the presence of many dimensions and negative scientific and technological implications and political values and that may result from bad use of it

Purpose of the Study

The purpose of the study is to investigate the view point of faculty members at Al Balqa Applied University and Naif Arab University for Security Sciences about the role of the universities in counterterrorism and electronic extremism, it also aimed to investigate the effect of their gender, experience, and academic qualification.

Questions of the study

To achieve the objectives of the study, the following questions were formulated:

1. What is the role of the universities in counterterrorism and electronic extremism from the view point of faculty members at Al Balqa Applied University and Naif Arab University for Security Sciences?
2. Are there any statistically significant differences between the viewpoints of the faculty members due to their gender?
3. Are there any statistically significant differences between the viewpoints of the faculty members due to their academic qualification (Master degree or PhD degree)?
4. Are there any statistically significant differences between the viewpoints of the faculty members due to their experience (less than five years, 5 – to less than ten years, ten years or above)?

Limitations of the Study

This study was limited to all faculty members working at Al Balqa Applied University and Naif Arab University for Security Sciences during the academic year 2016/2017.

Literature Review

Many studies have been conducted in the field of counterterrorism and electronic extremism in the universities, the researchers reviewed some of these studies as follows:

Abdel Fattah (2014) study aimed to the statement of the multiple physical violence patterns, and verbal and rhetorical, is an integral part of the political, religious, ideological, social and cultural formats ... etc., in human societies, and then produce multiple vehicle exclusions and exclusions forms social classes and ethnic, linguistic and religious and sectarian and ethnic. Consequent political, cultural, religious, and political exclusions accumulation of frustrations and a sense of injustice, and hatred, and anger for some elements excluded. The psychological, social and political accumulations frustrating may generate in one of the stages of development motivated aggressive, and then produce a compound of the violence, which may take the faces of protest or insurrectionary or terrorist or anarchist, leading to prejudice human objectives or iconic political power symbols, religious or economic for the country or racial, national or linguistic group, or political leaders, or writers and journalists, and creative, or ordinary people are turning to human targets for acts of violence and terrorism to spread terror and generalized fear. Golubev (2009) conducted a study entitled "criminals in Cybercrime" the study tried to investigate the motives of computer criminals, and it concluded that these motives are as follows: 66% have espionage motivations , and 17% have political motivations, and 7% of them have the curiosity of research, and 5% of them have motives related to watching pornographic websites. The study showed that 33% of them do not exceed 20 years, and 45% of them are between the ages of 20-40 years, and 13% were older than 40 years, and this indicates that the predominant percentage of between 13-20 years. The study also showed that the number of criminals doubles five times a year, and that 7.5% have high-tech capabilities, especially those who work in jobs related to accounting, secretarial and administration and other. Barakat (2009) conducted a study entitled "the various negative effects left by modern means of communication in the socialization" the study aimed to identify the negative effects left by satellite, internet and mobile and modern means of communication in socializing, as well as to identify the role required of the family and the school to limit it. The study found that the Internet has some negative effects, such as suspicion of scientific information, and the Internet cafes that allow open

banned pornographic websites, in order to increase the number of patrons to it, and chat rooms that opened the space for dialogue, debate and created a margin of freedom of expression, and it is seen by young people from the most prominent means by which to meet through them, and assesses some of the social relations is sound sometimes. The negative effects of Mobile are using it while driving and using it as a tool to spread corruption and immoral scenes immoral and public morality, and the study has provided some suggestions for the role that can be played by social institutions in society. Escrigas (2008) conducted a study entitled "Higher Education: new roles and the dawn of the challenges of human and social development" the study aimed to identify the role of higher education in social development, and the study was applied on a sample of (214) experts, they were invited to participate in this study, and they were specialized in higher education, deans and staff at universities, and policy-makers, members of civil society involved in the various areas of development. And the study used the Delphi method, and it indicated that the majority of experts around the world agree that higher education should play an active role in human and social development. The results of this study also showed a marked agreement on the priority challenges, and that the human and social development poses a challenge for higher education, and the major challenges that have been identified as priorities include poverty reduction, sustainable development, and the development of critical thinking, moral values in the era of globalization, and improve governance and democracy participatory. Zabin & Tareef (2007) conducted a study entitled "the fear of mobile crimes" the study tried to measure the extent of the fear of the students from the mobile crimes, and to this end has conducted field research on some students, whose number (200) students from bachelor's stage, enrolling in colleges for girls in Riyadh . And the results of the study showed that most of the college students in Riyadh scared of exposure to mobile crimes; and that more places they are increasingly fear from are the schools and universities, and weddings. Respondents have pointed out that the most significant factors that contributed to the spread of mobile crimes, lack of awareness of young users of this technology of its advantages, and the weakness of religious faith among the mobile users. This is followed by lack of knowledge of the sanctions, as well as a lot of free time among the youth which ranked third and fourth place in terms of importance from the viewpoint of the respondents. However, some of whom they asserted the importance of women maintain themselves for the prevention of exposure to mobile crimes. Alwi (2006) conducted a study entitled "protecting intellectual property in the digital environment from the perspective of university professors" the study targeted at investigating the views of the faculty members on the issue of intellectual property protection, the descriptive approach was used. The study tool was the questionnaire that has been applied to a sample of the faculty members at the University of Mentouri at Constantinople, and the results of this study have shown that the issue of protection of intellectual property raised two opposing tendencies, the first demanding copyright protection on networks, and the other direction is opposed to this trend, but the responses of most of the respondents were heading towards the support of the current proposal for copyright protection in the digitized informatics with 44.84%, in order to protect the rights of its creators. The study also showed that the direction of professors -sample members- toward this mainstream, may be due to their experience in the field of intellectual creativity, and asking them to protect this innovation on networks in any capacity achieve the scientific honesty. the results of the study also showed the desire of the respondents in the coordination among the Arab countries - 63.44% - to unify Arab legislations for Arab property. Csonka (2002) conducted a study entitled "Cyber Crimes", this study was conducted with the participation of (358) American institutions, including government agencies and banks and financial institutions, health institutions and universities, the study showed the risk of computer crimes and high volume of the resulting casualties, as it explained that 85% of those institutions covered by the study have been exposed to breaks through computer during the previous year, and that 64% suffered material losses as a result of these attacks, and that 35% were able to calculate the amount of material losses, which amounted to almost \$ 378 million while the loss for the year 2000 about \$ 265 million.

Design and Methodology

The Methodology of the Study

This study is considered one of the descriptive survey studies in the light of the nature of the study questions and the objectives it seek to achieve, where the study is based on the descriptive survey method, which aims to describe the viewpoints of faculty members about the role of the universities in counterterrorism and electronic extremism.

The population of the study

The population of the study consisted of all male and female faculty members at Al Balqa Applied University and Naif Arab University for Security Sciences during the first semester 2016/2017 .

The sample of the study

The sample of the study was selected purposefully. It consisted of (94) faculty members: (71) male and (23) female faculty members at Al Balqa Applied University and Naif Arab University for Security Sciences. This sample was used to investigate the role of the universities in counterterrorism and electronic extremism and a questionnaire was distributed among them.

The instrument of the study

A Questionnaire

A questionnaire was distributed among the faculty members at Al Balqa Applied University and Naif Arab University for Security Sciences and this questionnaire was designed by the researchers themselves, it consisted of 24 items. Many variables were included such as the gender of the faculty member, experience and academic qualification.

Statistical Criterion

Likert scale was used to correct the study tool, by giving each item one grade of the five grades:

1. (Strongly agree) represents (5 grades)
2. (Agree) represents (4 grades)
3. (Neutral) represents (3 grades)
4. (Disagree) represents (2 grades)
5. (Strongly disagree) represents (1 grade)

The length of the cells of five-grade scale was calculated (lower and upper limits) relying on the following methods:

-The extent of the scale was calculated:

$$(5-1=4)$$

-Divide the number of categories in the scale for the accurate length of the cell:

$$(4/5=0.80)$$

This value was added to a lower value in the scale (or the beginning of the scale, which is number one) and up to the upper limit of the scale, as follows:

1. Arithmetic mean range between (1 to 1.80) and indicates a "very low"
2. Arithmetic mean range between (1.81 to 2.60) and indicates a "low"
3. Arithmetic mean range between (2.61 to 3.40) and indicates a "moderate"
4. Arithmetic mean range between (3.41 to 4.20) and indicates a "high"
5. Arithmetic mean range between (4.21 to 5) and indicates a "very high"

Taking into account that the arithmetic means the study reaches for the general trend of dimension after the overall values will be dealt with to explain the arithmetic means as follows:

High	Moderate	Low
(3.68-5)	(2.34-3.67)	1-2.33)

Validity of the instrument

The researcher designed a questionnaire about the viewpoints of faculty members about the role of the universities in counterterrorism and electronic extremism. The researcher validated the instrument by submitting it to a jury of supervisors and professors of Sociology. They modified some items and omitted others. The researcher followed the recommendations of the referees and made amendments accordingly .

Construct validity

To extract the construct validity, correlation coefficients of the items of the questionnaire with the total score were extracted in the pilot sample outside the study sample consisted of 10 faculty members, since the correlation coefficient here is a sign of validity for each item in the form of correlation coefficient between each paragraph and the total score, Correlation coefficients of the items with the tool as a whole ranged between (0.32-0.63), and Table (1) shows that

Table (1): Correlation coefficient between items and total score

Item	The correlation coefficient with the tool	Item	The correlation coefficient with the tool
1	.59**	14	.40**

2	.48**	15	.56**
3	.48**	16	.38*
4	.35*	17	.45**
5	.44**	18	.59**
6	.45**	19	.32*
7	.48**	20	.48**
8	.51**	21	.49**
9	.32*	22	.41**
10	.48**	23	.55**
11	.43**	24	.46**
12	.48**		
13	.43**		

*Statistically significant at the significance level (0.05)

**Statistically significant at the significance level (0.01)

It should be noted that all correlation coefficients were accepted and statistically significant, and therefore, none of these paragraphs were deleted.

Reliability of the Instrument

To ensure the questionnaire reliability, the researcher used (test-retest) technique by applying the test, and re-applied it after two weeks on a pilot sample outside the study sample consisting of (10) faculty members, then Pearson correlation coefficient was calculated between their estimates on both times. Reliability was also calculated using internal consistency by Cronbach's alpha equation, and Table (2) shows the internal consistency according to Cronbach's alpha coefficient and repetition reliability and this was considered appropriate values for the purposes of this study.

Table (2): Internal consistency coefficient Cronbach's alpha and repetition reliability

Rank	Repetition reliability	Internal consistency
The role of the universities in counterterrorism and electronic extremism	0.091	0.089

Table (2) shows that the internal consistency coefficient was (0.89) and repetition reliability was (0.91) and these values are considered appropriate for the purposes of this study.

Procedures of the Study

To achieve the purpose of the study, the following procedures were used:

A questionnaire about the viewpoints of faculty members about the role of the universities in counterterrorism and electronic extremism was given to (94) faculty members (71 male, and 23 female). After that the researcher collected the questionnaires and the collected data, and then this data was analyzed statistically.

Statistical analyses

The results were analyzed for the items in the questionnaire using means and standard deviations. The researchers used the following statistical methods :

1. Pearson correlation was used to show the correlation coefficient between each paragraph and the total score.
2. Cronbach's alpha. Reliability was calculated using internal consistency by Cronbach's alpha equation
3. Means and standard deviation, used to show the faculty members' responses on questionnaire items.
4. Independent sample t-test was used to find out whether there are statistical significant differences in views of the faculty members due to gender and qualification variables.
5. One-way ANOVA, one way ANOVA was conducted to find out whether there are statistical significant differences in the means according to experience variable.

6. Post hoc comparison using scheffe method, was used to show if there are statistically significant differences at ($\alpha= 0.05$) in the faculty members' viewpoints about the role of the universities in counterterrorism and electronic extremism due to experience variable

Findings of the study

The purpose of the study is to investigate the view point of faculty members at Al Balqa Applied University and Naif Arab University for Security Sciences about the role of the universities in counterterrorism and electronic extremism, it also aimed to investigate the effect of their gender, experience, and academic qualification.

Results of the first question

Question One: What is the role of the universities in counterterrorism and electronic extremism from the view point of faculty members at Al Balqa Applied University and Naif Arab University for Security Sciences?

To answer the first question of the study, means and standard deviations of the faculty members' responses on questionnaire items were computed as presented in tables (3)

Table (3): Means and standard deviations for items in the questionnaire, ranked in a descending order

Rank	N	Item	Mean	Std. Deviation
1	12	The introduction of legal culture material , so this course is general to all students, this course covered, in some parts of legislative and legal aspects of electronic crimes, so that students learn through it all laws associated with this type of crime.	4.12	.812
2	2	Community service and commitment to education by the university, which is the way to build a democratic society.	4.05	.748
3	10	Pursuit of the university through its structure and its operations and practices, to promote human rights, democracy and participation.	4.04	.734
4	7	The introduction of new types of higher education, such as creating new programs, and provides feasibility studies programs.	4.03	.852
5	6	Create e-Learning Center allows interaction between students and professors, without being restricted by time and place.	3.99	.890
6	8	Universities offer many special units, which covers social and health fields, and engineering and public service and workshops	3.97	.942
7	24	Create Futures center in some universities, the Supreme Council of Universities Extension Center, its mission to identify the new science, and is interested in studying future developments	3.95	.864
8	15	The introduction of some new courses, which tackles this problem, such as legal culture, as well as special topics included electronic crime in some courses such as human rights course.	3.93	.834
9	14	University cooperation with some civil society organizations, and ministries in addressing the problem of counterterrorism	3.91	.845
10	3	Create a diploma specializing in information security at universities	3.90	.884
11	5	The establishment of a training center for the security of information and networks appends to the university	3.90	.850
12	17	Universities consider human rights, democracy and citizenship issues, important topics in research and knowledge production.	3.89	.852
13	20	The professors from the faculties of law study the legislation in these crimes, and propose required amendments	3.89	.855
14	23	Attention to some issues that reduce the level of violence and hostile attitudes among students, such as the culture of peace and culture of dialogue.	3.89	.745
15	9	Create Diploma in Intellectual Property	3.86	.893
16	21	Studying social conditions that lead to the emergence of this type of crime, and contribute to its solution.	3.86	.835

Rank	N	Item	Mean	Std. Deviation
17	22	Universities prepare orientation programs for parents about the reserves that can be followed for the safe use of the Internet.	3.86	.867
18	18	Exchange experiences with foreign universities in this area.	3.85	.877
19	11	Educate students in this type of crime, through seminars, and research, conferences, group discussions, training and guidance and cohabitation.	3.83	.855
20	1	The transmission specialists to the target groups in their headquarters, and roundtables that bring specialists in this area, and focus groups for specialized discussions.	3.82	1.013
21	13	The expansion of higher education, in terms of pull it out to new areas, and the geographical spread of universities in many and varied areas, which means more ability to face this type of crime among a large segment of young people in a variety of places.	3.82	.911
22	4	The expansion of higher education in terms of the number and diversity of disciplines, which means more ability to cope with electronic crimes through these diverse disciplines.	3.78	.903
23	16	Direction to collaborate with some of the ministries and agencies, which help to university extension services, and to further the university's ability to fulfill its roles and functions.	3.72	1.008
24	19	The establishment of a protection center of intellectual property in each university.	3.70	.991
		Total	3.90	.428

Table (3) shows that the means and standard deviations of the whole answers were 3.90,428. It also shows that Item 12 " The introduction of legal culture material , so this course is general to all students, this course covered, in some parts of legislative and legal aspects of electronic crimes, so that students learn through it all laws associated with this type of crime." receives the highest mean (4.12) regarding the degree of agreement with a standard deviation of (0.812), then the second item 2 comes next " Community service and commitment to education by the university, which is the way to build a democratic society" with a mean of (4.05) and standard deviation of (0.748). This result may be the great interest of all the members and institutions of these crimes and their plans to overcome this problem.

Meanwhile, the lowest was item number 19 " The establishment of a protection center of intellectual property in each university." with a mean of (3.70) and standard deviation of (0.991), then item number 16 " Direction to collaborate with some of the ministries and agencies, which help to university extension services, and to further the university's ability to fulfill its roles and functions. " with a mean of (3.72) and standard deviation of (1.008)

Results of the second question

Question two: Are there any statistically significant differences between the viewpoints of the faculty members due to their gender?

To find out whether there are statistical significant differences in views of the faculty members due to Gender variables, t-test analysis was conducted and the results are shown in table (4)

Table (4): t-test results of teachers' response related to their gender

Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Male	71	3.90	.417	-.021	186	.983
Female	23	3.90	.436			

Table (4) shows that there are no statistically significant differences at ($\alpha=0.05$) in the faculty members' viewpoints towards the role of the universities in counterterrorism and electronic extremism due to Gender variable. This is because all male and female faculty members work in similar conditions in universities.

In addition, since the majority of the faculty members (whether male or female) possess similar experience and they teach under the same environment, it is expected to find no significance differences in their opinions.

Results of the third question

Question three: Are there any statistically significant differences between the viewpoints of the faculty members due to their academic qualification (Master degree or PhD degree)?

To find out whether there are statistical significant differences in views of the faculty members due to qualification variables, t-test analysis was conducted and the results are shown in table (5).

Table (5): t-test results of the faculty members' response related to their academic qualification

Academic Qualification	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Master Degree	73	3.86	.423	-2.478	186	.014
PhD Degree	21	4.04	.422			

Table (5) shows that there are statistically significant differences at ($\alpha= 0.05$) in faculty members' perspectives towards the role of the universities in counterterrorism and electronic extremism due to qualification variable in favor of PhD Degree. This is because faculty members who hold PhD degree are more qualified than those who hold Master degree, that's why they are more aware of the counterterrorism and electronic extremism universities face.

Results of the fourth question

Question four: Are there any statistically significant differences between the viewpoints of the faculty members due to their experience (less than five years, 5 – to less than ten years, ten years or above)?

To answer this question, means and standard deviations of faculty members' responses due to their experience were computed as presented in tables (6).

Table (6): Means and standard deviations of the faculty members' responses due to their experience

	N	Mean	Std. Deviation
Less than five years	24	3.75	.482
Five - to less than ten years	27	3.88	.339
Ten years or above	43	4.00	.427
Total	94	3.90	.428

Table (6) shows a slight variance in the means according to experience variable; experience proves to have a great role on faculty members' perspectives because they interpret the surrounding environment and the whole educational process in a scientific way. Faculty members have a great role in facing such problem and help to solve it. To find out whether there are statistical significant differences in these means, one way ANOVA was conducted; results are shown in table (7).

Table (7): One way ANOVA results of faculty members' views due to their experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.880	2	.940	5.865	.003
Within Groups	29.654	185	.160		
Total	31.534	187			

Table (7) shows There are statistically significant differences at ($\alpha= 0.05$) in the faculty members' perspectives towards the role of the universities in counterterrorism and electronic extremism due to experience variable, to find out Multiple Comparisons differences post hoc test using Scheffe Method was conducted as shown in table (8)

Table (8): Multiple Comparisons post hoc test using Scheffe Method due to experience

(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.
Less than five years	Five - to less than ten years	-.13	.083	.318
	Ten years or above	-.24(*)	.076	.006
Five - to less than ten years	Less than five years	.13	.083	.318
	Ten years or above	-.12	.072	.265
Ten years or above	Less than five years	.24(*)	.076	.006
	Five - to less than ten years	.12	.072	.265

* The mean difference is significant at the .05 level.

Table (8) shows There are statistically significant differences at ($\alpha= 0.05$) in the faculty members' perspectives towards the role of the universities in counterterrorism and electronic extremism between Less than 5 years and 10 years or above in favor of 10 years or above. No one can deny the role of experience especially in the educational field. Faculty members whose experience is more than 10 years definitely know all types of problems that may appear in the university environment and most of them could reduce or completely overcome most of these problems.

Conclusion

There are many of the expected results, which could have to activate the role of the university in the face of this intruder type of crime on our society, and these returns varied and manifold, and including, for example: material returns to the university: by increasing the sources of funding of universities, including lead of training sessions or a partnership with industrial enterprises, commercial, or consulting ... etc. and Social returns to the society: is to run a large number of young people in such courses and centers, and to provide them with employment opportunities through the channels of communication are opened between the university and the various parties to the dispatch of youth and employment of them, and provide job opportunities for many students from within the university, as well as providing employment opportunities for young people from outside the university. Moreover, there are also scientific returns to the university and the community: is to see the experiences of universities in the face of such crimes, both in legislation and laws or in the security of information and networks, and to benefit from them, which increases the activation of the role of the university in society. As well as digital literacy among students, and increase efficiencies, and ensure that there is a distinct competencies, and attracting new efficiencies to the market, and encourage creativity and excellence of students, and to encourage invention.

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