

The Role of Secondary School in Confronting Cyberterrorism in Saudi Arabia

Wedyan Osama S. Al-Dawsary¹, Ahmed Mohammad Okleh Al-Zboon^{2*}

¹Kingdom of Saudi Arabia

²Associate Professor, Foundations of Education Department, College of Education, Imam Abdulrahman Bin Faisal University, Kingdom of Saudi

ABSTRACT

This research aimed to identify the role of the secondary school in confronting cyberterrorism in the kingdom of Saudi Arabia. The research used the descriptive approach with a questionnaire to achieve the aim of this study. The questionnaire consisted of (37) statements which are distributed for four dimensions which are: the role of each teacher, the role of the school administration, the role of school courses and activities and the role of the school counselor in confronting cyberterrorism. The research revealed a great important role of the school in confronting cyberterrorism with a mean of (3.62) as it came after the role of school courses and activities which was followed by the role of the teacher, the role of the counselor, and the role of the school administration came last. In addition, the research recommended of developing the role of the school in confronting cyberterrorism by various thoughts, activities, and suggestions.

Keywords: Cyberterrorism, The Role, Secondary School.

INTRODUCTION

The use of technology becomes a part of the daily life of people and that according to the duties that can be achieved easily by using different fields of technology. That use facilities many life practices, some of which were hardness for industry and production, some of which were used to serve medicine and scientific research and some of them were activated top achieve security and preventive aspects. Also, there are those who benefited from them to facilitate daily work or for entertainment. Internet, which is one of the most familiar technology, which is able to transcend barriers and societal restrictions, as a result of many phenomena have emerged and came for good or bad effects. As it includes beneficial positive goals, it includes some of which achieve harmful negative goals for the individual or for society (Al-Behairi, 2012).

To achieve these destructive goals, the electronic terrorists rely on technical means that contribute to achieving their goals, represented by e-mail, social media, chats or friendship in the internet, that is used in the process of espionage, intrusion on the property of others and social networking sites. As well, the electronic terrorists can spread their ideas in attractive ways, and they can also communicate secretly with individuals, terrorist groups, creating and destroying websites. Where, these methods rely on infiltration, hacking personal computers, and destroying and erasing private data (Afiya, 2015).

The negative effects of the internet are caused by the bad use from the users, as one of the most serious negatives of the internet is called electronic terrorism or cyber- terrorism, which is natural extension of traditional terrorism, and it means: the processes that are represented in the use of the internet through its various means and the electronic services associated with it in the publication, broadcast, reception and establishment of sites and services that facilitate the transmission of intellectual materials that nourish intellectual extremism, especially

inciting violence or destruction (Al-Dahdouh, 2019).

Eelectronic terrorism is not a modern problem, as its emergence coincided with the spread of computers in the seventies of the last century, but the field of electronic crimes did not witness a change in its scope and concept until the nineties of the last century. Coinciding, the internet provided facilitation for the processes of entering systems and breaking into information networks. Electronic terrorism represents an evolution of traditional terrorism, which refers to that deviant ideological trend led by an individual or group of individuals who may belong to a particular group or organization to use all means of destruction, violence and sabotage. That terrorism is used in order to provoke panic and terror among people to achieve certain goals (Al-Salami, 2014).

Electronic terrorism depends entirely on technology, which facilitates the process of concealing the crime, and it is never linked to a geographical location. In addition, it needs a group of individuals to support it in the terrorist operations.

Corresponding Author e-mail: amalzboon@iau.edu.sa

<https://orcid.org/0000-0002-1342-9266>

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Moreover, it aims to exploit these advantages to spread panic and fear among individuals to obtain material gains from some terrorist operations. It also aims to disrupt and damage the infrastructure of the state (Al-Darwish, 2017).

The reason for the cyber terrorists initiation of his criminal act is due to their exposure to a group of factors that prompted them to commit this crime, represented by the desire for self-realization, the pursuit of fame, or because of the intellectual void, and the free time not being used for what is useful, or the lack of awareness of the purposes of Islamic Sharia and its provisions in a better way. In addition, it may be due to some people being subjected to political pressures, political repression, or economic problems (Mahmoudi, 2018).

In the kingdom of Saudi Arabia, the danger has permeated among members of society in general and among secondary schools students in specific. The rate of exposure of middle and high school students to electronic intrusions reaches 22.2%, 34.7% of students had their password stolen were 15.2% were exposed to theft of personal photos and private files and 15.5% of students were constantly blackmailed (Abdul Majeed, 2018).

Problem and Questions of the Study

Cyberterrorism is considered as one of the dangerous methods which depend on the modern technology to achieve its destructive and subversion purposes. The effect of cyberterrorism can be noticed because of its huge and wide effects on the members of society with what fits the individual tendency and attitudes. As well as, it targets young people in particular by exploiting their love for technology and their lack of complete and correct awareness about religious concepts (Afiah, 2015). So, it can arrive to them easily as the terrorist organizations are based on the psychological sides to influence on people and to attract them for achieve harmful objectives and goals. Thus, they fall victims to the deception of these organizations and adopt the harmful thoughts (Khalil, 2019).

Moreover, there are many of students at different grades in Saudi Arabia stated that they were subjected to electronic hacking, their passwords, photos and private files were stolen, and some of them are constantly being blackmailed. Looking at the nature of threatens of cyberterrorism which target most the secondary school students who have the power of thinking, self-development that would push them to satisfy this need and search for role model. Also, the secondary level or high school has important role as a level effects on the attitudes and behaviors of individuals. In addition, various studies the awareness of the young people the dangerous of cyberterrorism, the most of them don't have the awareness or knowledge of the terminology of cybercrimes, computer crimes or information crimes. Thus, there are many researchers how are called for focusing on the danger of cyberterrorism on the individuals and societies such as Ghareeb & Ameer (2017), Albasisi (2017) and Abdul Majeed (2018). Therefore, the problem, of cyberterrorism increased from the above factors and the need to know the role of secondary schools in confronting it and needed to be determined and revealed. As well as, there is need for intensive efforts about this problem and to introduce its danger by all the community institutions, especially schools which have great role towards students. The

study sought to answer the following main question:

- What is the role of the secondary school in confronting the cyberterrorism with its students?

There are several questions arise from the main question, including the follow:

1. What is the teacher's role in confronting cyber terrorism from the point of view of a sample of public secondary school teachers in Dammam and Al-Khobar in the Kingdom of Saudi Arabia?
2. What is the role of school administration in confronting terrorism from the point of view of a sample of public secondary school teachers in Dammam and Al-Khobar in the Kingdom of Saudi Arabia?
3. What is the role of courses and activities in facing cyber terrorism from the point of view of a sample of public secondary school teachers in Dammam and Al-Khobar in the Kingdom of Saudi Arabia?
4. What is the role of the student advisor in confronting cyber terrorism from the point of view of a sample of public secondary school teachers in Dammam and Al-Khobar in the Kingdom of Saudi Arabia?

The Purpose of the Study

This study had a purpose of identifying the role of the secondary schools in confronting cyberterrorism in the kingdom of Saudi Arabia.

Operational Definitions of Terms

Cyberterrorism

Cyberterrorism is the use of websites in general and social media in specific in illegal methods which result of adapting ideas and believes without knowing their intentions for terrorism organizations aim to transmit misleading thoughts and attract young people to embrace these ideas and then turn them into behavioral extremism which leads to use violence and terrorism with the other people by killing, pumping and physical and mental harm without justification (Alananzeh, 2019). In this research, cyberterrorism is a kind of threatening or intimidation or fearing that the secondary school students are exposed to by electronic media when they use the internet, and it results in their insecurity.

The Role

The Dictionary of Educational and Physical Terms defined The Role as what is the person must do to confirm his/her occupation in certain social status. Or it is a model of common and interrelated behavior between all the people who occupying the same position in the society. This means, the expected behaviour from the person who occupies certain social position, and that behaviour is identified by certain culture, place and time (Shehatah & Najjar, 2003). In this research, the role is a group of behavioural activities that the secondary school is expected to do for confronting terrorism on its students.

The Secondary School

the secondary school is a name that is called in some countries

for the schools of public education which following the stage of basic or intermediate education (Shehatah & Najjar, 2003). In this study, it is the last level of the basic education in the kingdom of Saudi Arabia which allows the students to complete the university education or access to the first levels of private or public jobs.

Previous Studies

Line (2016) defined cyberterrorism as the use of cyber weapons to manage the computer systems or networks that used by the opponent or the competitor or to change, install, disable or destroy the information and software residing in or transiting these systems. As well, these activities affect the electronic physical devices that connected to the systems and networks. Evan, et al. (2017) described cyber terrorism as a political motivated violent act that involves physical harm or personal injury resulting from digital interference with technological systems.

Al-Haif & Al-Anzi (2018) focused on the cybercrime types and their dangers to measure the level of awareness of female students of the Library and Information Department at Princess Nourah Bint Abdul Rahman University 2017-2018. The study aimed to identify the extent to which students are aware of the types of information crimes, and the extent of their seriousness, and to identify the form and content Information crime and ways to prevent it. The study is based on a descriptive approach with nine questions questionnaire to reveal the extent of the problem among a sample of (238) female students. One of the most important findings of the study was that most of the sample members are aware of the concept of information crimes, and that the most prominent risks resulting from information crimes is a security risk represented in espionage and information theft. As well as, the most important reason for preventing falling into this danger is to increase the religious and moral awareness among students.

Al-Dahshan (2018) dealt with electronic terrorism explaining its forms and defining it as intimidating and terrorizing individuals informationally by destroying private and public websites, threatening, intimidating and information espionage. Also, by threatening, spreading false information, rumors sedition and false ideas and thoughts on the internet. As well as, demolition of the infrastructure of the countries and that can be made by three dimensions which are: the destruction of data sites in information systems, achieving aims of terrorist sites and intimidation and information espionage.

However, the cyberterrorism has different definitions, but it includes main points that make it clear for the reader. First, it is based on fighting, terrorism, intimidating physically or morally. Second, intimidation is carried out in electronic terrorism without the need of any form of physical violence, because all that is needed is specific information and data about the targeted party. Third, it depends mainly on computers, tablets and technology. Fourth, the virtual world is the hidden environment of cyberterrorism. Fifth, electronic terrorism has various forms, such as: theft, espionage, extortion and many others. Seventh, the nature of attacks in cyberterrorism varies according to the nature of the goals to be achieved. Eighth, cyberterrorism targets individuals of different age group, and may target large institutions or organizations (Khalifa, 2019).

There are various studies are conducted about cyberterrorism or electronic terrorism in Saudi Arabia and the Middle East. Al-Salami (2014) conducted a study under the title *The Role of Secondary School in Confronting Terrorism and Strengthening National Belonging among Female Students in Hafr Al-Batin Governorate*. The study aimed to know the role of the secondary school in comforting cyberterrorism, the expected mission from the secondary school and strengthen the national affiliation of the female students. The descriptive analytical approach was followed and a questionnaire consisted of 23 items which answered by (13) female educational supervisors, secondary school (23) principals and (55) teachers in Hafr Al-Batin governorate. The results of the study confirmed that the main motivates for cyberterrorism is the bad company, disloyalty and losing the patriotism and loyalty to the county and the rulers. Finally, the study concluded that there is great and important role of the secondary school in confronting cyberterrorism, and provide the needed awareness and education for the female students.

Khalil (2019) suggested educational mechanisms to confront electronic terrorism among undergraduate students from the point of view of faculty members at Aswan University in the Republic of Egypt, aimed at identifying electronic terrorism from different dimensions, and identifying the reasons for the easiness of recruited undergraduate students in this type of terrorism. The study used the descriptive approach with applying a questionnaire and interviews. The study is applied on (310) sample of faculty members and their assistants at Aswan University from four faculties. The study showed a need to get elimination the memorization-based curricula which led to easy dependency and subordination adding new curricula on crime prevention, carefully selecting faculty members, activating national dialogue and renewing educational thought. Moreover, educating students through media centers about terrorism and cybercrime, and hosting religious scholars known for their moderation of thought to debate and discuss students.

Dreb (2017) focused on the school's role in facing the challenges of terrorism from the point of view of the teaching staff to find a practical mechanism to activate the school's role in facing the challenges of terrorism. The study followed the descriptive approach and a questionnaire which consisting of (42) items, which was applied on male and female middle school teachers affiliated to the Directorate of Education in Najaf Governorate, their number was (158) teachers. The study revealed that the role of the teacher represented by the teacher's employment of educational methods based on cooperation and non-discrimination among students. Also, the role of the school administration in facing the challenges of terrorism can be through holding seminars and meeting with students' parents.

Al-Shahrani (2019) suggested a proposal for protecting the university youth from the risks of cyberterrorism crimes. The study aimed to identify the concept of cyberterrorism and the mechanisms of controlling the use of websites by the youth to prevent the threat of cyberterrorism and propose a vision to protect university youth from that danger. The descriptive analytical approach is used with a questionnaire consisted of six dimensions with 60 items, and is answered by a random sample that consisted of 213 female students from King Saud

University and Imam Muhammad Bin Saud Islamic University in Riyadh "faculty of science-media department". The study concluded that the factors which lead to commission of cyberterrorism crimes are various, but the most important factors are: the easiness of using the internet and its low costs, the ignorance of some young people in using websites without any control and the exploitation of the youth emotions to misleading ideas. In addition, the study showed that the religious and moral corruption is the most prominent, danger and widespread risks. On the other hand, the necessary requirement to protect university youth from that danger is encouraging them to moderate understanding of Islam, good neighborliness, respect others in the internet and enabling young people to practice constructive dialogue and optimum methods of electronic communication with others.

Al-Mojil & Shami (2017) examined the role of the teacher of Alsharia sciences in confronting the deviation of thought towards terrorism and strengthening national belonging among high school students. As well as, the study aimed to identify the most important obstacles that may limit the role of Alsharia science teacher in confronting the deviation of thought towards terrorism among secondary school students. The study followed the descriptive analytical approach, and develop a questionnaire consisting of (51) items, which was applied to male and female secondary school teachers in Riyadh. The number of them was (120) teachers, and (180) female teachers. One of the most important findings of the study was that the secondary school teacher played an effective role in confronting terrorism, and the most important obstacles that may limit the role of the teacher of Alsharia sciences in the confrontation process, as this is represented by the weak preparation, training and rehabilitation of the teacher, the low culture of the teacher, the lack of motivation, and the influence of the teacher by some wrong intellectual concepts and beliefs. As well as, the weak ability of the teacher to link what the students learn to the reality that they live.

Al-Sawat and others (2020) aimed to identify the degree of teachers' awareness of cybersecurity and its relationship to the application of modern methods to protect students from the dangers of the Internet. The study followed the descriptive approach, and the study tool was a measure of cyber security awareness, and the study sample is represented by all teachers of Taif schools (public and private). The study found results, the most important of which are: the high awareness of teachers about cybersecurity in the field of protecting private and portable devices from the dangers of electronic penetration and cyber-attacks. In the degree of their use of methods to protect students from the dangers of the Internet, the results showed that there are no statistically significant differences between teachers' responses about cybersecurity awareness and methods of protecting students from Internet dangers, according to school type, gender, specialization, educational qualification and years of teaching experience.

Verma, and Kushwaha (2021) sought to reveal the level of cybercrime awareness among secondary school students, and to determine the role of secondary school administration in educating students about cybercrime in Lucknow, India. The study followed the descriptive approach, and the questionnaire was applied as a tool for data collection, and the study population was represented in all secondary school students in

Lucknow, India, and the sample was chosen by stratified random method. The study found results, the most important of which are: that 42% of the student sample falls into the category of excellent awareness, 41% of the category of high awareness (less than excellent), 14% of the category of above-average awareness, and 03% of the category of average awareness. As well, there are no statistically significant differences between the awareness of cybercrime among students of public schools and self-finance schools, and there are no statistically significant differences regarding the awareness of cybercrime among students according to the gender variable.

Methods and Procedures

Study Methodology

The nature of this study necessitated relying on the descriptive approach, which is the approach that attempts to collect information and data related to the phenomenon to be studied, with the intention of benefiting from them in understanding and interpreting current practices. Cyber terrorism for students, and the reality of the secondary school's role in confronting cyber terrorism, in addition to knowing the requirements for the secondary school's fulfillment of its role in confronting cyber terrorism and the obstacles preventing it from achieving this role.

Study Community and Sample

The study community consisted of (1846) male teachers, and (2330) female teachers, as it consisted of the secondary schools in Dammam and Khobar cities in Saudi Arabia. For the purposes of the current study, a sample consisting of 254 male and female teachers from the secondary schools in Dammam and Khobar cities in Saudi was chosen by the random stratified.

Table 1: The distribution of the male and female teachers according the gender variable

Gender	Frequencies	Percentage %
Male	107	42.1
Female	147	57.9
Total	254	100%

As well as, the sample test passed various steps which are:

1. Choosing random cluster sample from different regions in Saudi Arabia, and that is presented in the choosing the east region in Dammam city.
2. Choosing Dammam and Khobar cities from the east region with random and cluster method.

Instruments of the Study and their Validity and Reliability

The research is consisted of a questionnaire as an instrument of the study and it consisted of four dimensions in confronting cyber terrorism which were: the role of the teacher in confronting the cyberterrorism, the role of the school administration, the role of school courses and activities and the role of the school counselor. Furthermore, the validity of the instrument is established by a panel of 12 experts who were the

jury of the study and they gave their comments and notes which are taken into consideration.

Results of the Study and Discussion

The answer to the main study question: What is the role of the secondary school in confronting cyber terrorism from the point of view of a sample of male and female teachers in Dammam and Khobar in the Kingdom of Saudi Arabia?

To identify the role of secondary school in confronting cyber

terrorism from the point of view of a sample of male and female teachers in the city of Dammam and Khobar in the Kingdom of Saudi Arabia, the frequencies, percentages, arithmetic averages, standard deviations, and ranks were calculated for the study members' responses to the expressions of the secondary school's role in confronting terrorism. From the point of view of a sample of male and female teachers in the city of Dammam and Al-Khobar in the Kingdom of Saudi Arabia, the results were as Table (2) below:

Table 2: Responses of male and female teachers on the role of confronting the cyber terrorism in Dammam and Khobar cities in Saudi Arabia

No.	Dimensions	Mean	Standard Deviation	Rank
1	The role of the teacher	3.72	0.769	1
2	The role of the school administration	3.17	0.949	2
3	The role of the school courses and activities	3.98	0.759	3
4	The role of the school counselor	3.66	0.875	4
	The role of secondary school in confronting cyberterrorism	3.62	0.757	-

Table 2 showed that the role of the secondary school is high in confronting the cyber terrorism with (3.62) mean and (0.757) standard deviation. While, the role of the school courses and activities had (3.98) mean and (0.759) standard deviation, and it is followed by the role of the teacher which had (3.72) mean and (0.769) standard deviation, and the role of the school counselor which had (3.66) mean and (0.875) standard deviation. But, the role of the school administration had (3.17) mean and (0.949) standard deviation. Thus, the role of school courses and activities was very high with the role of the teacher in confronting the cyberterrorism in the secondary schools.

The first dimension: the role of the teacher

The answer to the first sub-question: What is the teacher's role in confronting cyber terrorism from the point of view of a sample of male and female teachers in Dammam and Khobar in the Kingdom of Saudi Arabia?

To identify the role of the teacher in the secondary school in confronting electronic terrorism, the frequencies, percentages, arithmetic averages, standard deviations, and ranks were calculated for the responses of the research personnel on the expressions of the teacher's role in the face of electronic terrorism." The results were as follows in Table 3:

Table 3: Responses of the participants about the role of the secondary schools on confronting cyberterrorism.

Rank	Std. deviation	Mean	Approval degree					Fr q. %	Statements	Per.
			Very low	Low	Normal	High	Very high			
1	0.861	4.21	3	6	37	98	110	Frq.	Providing students with the values of belonging, citizenship, fearing God and observing Him in secret and in public.	9
			1.2	2.4	14.6	38.5	43.3	%		
2	0.886	4.10	2	7	55	90	100	Frq.	Educating students about some important topics such as: a culture of peace, tolerance, respect and acceptance of others, and adherence to moral values.	5
			0.8	2.8	21.7	35.3	39.4	%		
3	0.893	4.04	1	8	66	84	95	Frq.	Protecting students from ideological and intellectual deviations and indicating their danger.	1
			0.4	3.1	26.0	33.1	37.4	%		
4	0.908	3.90	2	11	73	92	76	Frq.	Guiding students to the correct methods and methods of how to deal with modern technology.	2
			0.8	4.3	28.7	36.3	29.9	%		
5	0.947	3.78	7	16	82	69	80	Frq.	Educating students about the ways to prevent electronic terrorism and the mechanisms to confront it.	10
			2.8	6.3	32.2	27.2	31.5	%		

Rank	Std. deviation	Mean	Approval degree					Frq. %	Statements	Per.
			Very low	Low	Normal	High	Very high			
			4	16	81	89	64			
6	0.954	3.76	1.6	6.3	31.9	35.0	25.2	%	Spreading the spirit of innovation and creativity in response to developments and civilizational changes in a manner that does not contradict the Islamic foundations and constants.	7
7	1.005	3.58	3	35	80	83	53	Frq.	Training students to examine and critique information through training them on critical thinking skills.	3
			1.2	13.8	31.5	32.6	20.9	%		
8	1.119	3.39	13	40	84	68	49	Frq.	Continuous communication with parents, through modern technology and informing them about the level of students and their achievements on an ongoing basis.	6
			5.1	15.7	33.1	26.8	19.33	%		
9	1.057	3.23	12	49	96	63	34	Frq.	Communicating with students and training them on e-conversation.	4
			4.7	19.3	37.8	24.8	13.4	%		
10	1.123	3.15	16	59	85	58	36	Frq.	Encouraging students to conduct educational research related to cyberterrorism and ways to protect against it.	8
			6.3	23.2	33.5	22.8	14.2	%		
	0.769	3.72	General total							

The results of Table 3 showed high role of the teacher in confronting cyberterrorism through giving the students the values of belonging and citizenship, and educating them about some important topics, such as, the culture of peace and tolerance, protecting students from ideological and intellectual deviations, guiding them to the correct ways and methods of how to deal with modern technology, and educating students about ways to prevent electronic terrorism. As well as, the mechanisms to address it, spread the spirit of innovation and creativity, train the students to examine and criticize information, through training them in the skill of critical thinking. This high degree of the teacher's role is attributed to his full conviction of the importance of his role in guidance and sound education, confronting everything that would prejudice the interests of its students, and enhancing their ability to immunize and protect themselves with wisdom and intelligence.

This result is consistent with two studies Al-Mojil & Shami (2017) and Khalil (2019) which indicated a very high degree

of the roles of secondary school teachers in confronting and responding to cyberterrorism, and how to protect students from it and enhance their security from its danger.

The second dimension: the role of the school administration

The answer to the second sub-question: What is the role of school administration in confronting electronic terrorism from the point of view of a sample of male and female teachers in Dammam and Khobar in the Kingdom of Saudi Arabia?

To identify the role of school administration in the secondary school in confronting electronic terrorism, the frequencies, percentages, arithmetic averages, standard deviations, and ranks were calculated for the responses of the research personnel on the expressions of the role of school administration in the face of electronic terrorism, and the results came as follows in Table 4:

Table 4: Responses of the participants about the role of the school administration in confronting cyber terrorism.

Rank	Standard deviation	Mean	Approval degree					Frq. %	Statements	Per.
			Very low	Low	Normal	High	Very high			
			11	29	95	72	47	Frq.		
1	1.054	3.45	4.3	11.4	37.5	28.3	18.5	%	Organizing guidance and awareness lectures in the correct methods of how to deal with modern technology.	1
			5	45	93	61	50	Frq.	Communicating with parents and emphasizing the importance of their	2
2	1.055	3.42	2.0	17.7	36.6	24.0	19.7	%		

Rank	Standard deviation	Mean	Approval degree					Frq . %	Statements	Per .
			Very low	Low	Normal	High	Very high			
3	1.089	3.38	11	41	88	68	46	Frq .	role in developing their children.	
			4.3	16.1	34.7	26.5	18.1	%	Ensure the participation of students and their families in the activities organized by the school.	4
4	1.169	3.35	20	34	88	62	50	Frq .	Providing the school's computer labs with protection programs from suspicious and dangerous websites.	6
			7.9	13.4	34.6	24.4	19.7	%		
5	1.074	3.33	9	46	97	57	45	Frq .	Organizing various cultural competitions and activities on ways to prevent the dangers of electronic terrorism.	3
			3.5	18.14	38.3	22.4	17.7	%		
6	1.224	3.18	24	58	62	69	41	Frq .	Forming a committee to discipline and punish students who are proven to have committed electronic intimidation and terrorism against fellow students and community members.	8
			9.4	22.8	24.4	27.3	16.1	%		
7	1.106	3.15	14	59	95	48	38	Frq .	Activating cooperation and coordination between the school and government institutions with the aim of spreading awareness among students of the dangers of electronic terrorism and ways to prevent it.	7
			5.5	23.2	37.4	18.9	15.0	%		
8	1.164	3.04	23	59	94	40	38	Frq .	Hosting experts and technology specialists with the aim of giving students courses on information security and ways to confront cyberterrorism.	5
			9.1	23.2	37.0	15.7	15.0	%		
9	1.187	2.74	41	71	79	38	25	Frq .	Activating the student theater by showing theatrical works on cyber terrorism and ways to prevent it.	10
			16.1	28.0	31.1	15.0	9.8	%		
10	1.197	2.69	42	82	70	34	26	Frq .	Forging partnerships with the National Cybersecurity Authority to train students on mechanisms to protect their devices from hacking and electronic attacks.	9
			16.5	32.3	27.6	13.4	10.2	%		
0.949		3.17	General total							

Table 4 revealed a normal degree for the role of the school administration in the face of electronic terrorism, as this role represented the organization of the school administration for guidance and awareness lectures in the correct methods of how to deal with modern technology and its keenness to achieve

communication with parents and stress the importance of their role in developing self-censorship in their children. This average degree of this role can be explained by the sample members' who belief that the school administration is an organizational department concerned with organizing the

courses of the school day's activity, and it does not activate external cooperation with security institutions, and hosting cybersecurity specialists, for reasons mentioned in the detailed discussion, or perhaps because of the low knowledge of the sample members of about the nature of the programs offered by the administration and the roles it seeks to fulfill. These results are consistent with study Dreb (2017) which indicated the low role of school administration in the process of confronting terrorism.

The third dimension: the role of curricula and school activities in confronting cyber terrorism

The answer to the third sub-question: What is the role of school curricula and activities in confronting electronic terrorism from the point of view of a sample of male and female teachers in Dammam and Al-Khobar in the Kingdom of Saudi Arabia?

To identify the role of school courses and activities in the secondary school in confronting electronic terrorism, the frequencies, percentages, arithmetic averages, standard deviations, and ranks were calculated for the responses of the research personnel to the phrases of the role of courses and school activities in the face of electronic terrorism. The results were as follows in Table 5.

Table 5: Responses of the participants about the role of courses and school activities in confronting the cyberterrorism

Rank	Std. deviation	Mean	Approval degree					Frq . %	Statements	Per .
			Very low	Low	Normal	High	Very high			
1	0.836	4.24	1	6	41	88	118	Frq . %	Instilling the concepts of loyalty and belonging to the homeland among students.	2
2	0.815	4.21	-	6	45	93	110	Frq . %	Raising awareness of national security among students.	5
3	0.851	4.12	-	5	63	82	104	Frq . %	Consolidating the values of brotherhood, love and peace among students.	3
4	0.884	4.09	1	9	55	89	100	Frq . %	Renouncing extremism and ideological fanaticism.	4
5	0.893	3.98	-	11	70	85	88	Frq . %	Introducing students to the characteristics of a balanced and normal Islamic character.	7
6	0.932	3.98	4	9	61	93	87	Frq . %	Deepening the national unity among students.	1
7	0.926	3.97	1	14	64	87	88	Frq . %	Emphasis on respecting the opinion of others.	8
8	1.008	3.66	2	29	87	71	65	Frq . %	Teach students the ethics of digital citizenship.	9
9	1.105	3.54	9	35	82	67	61	Frq . %	Awareness students about the legal and legislative culture related to electronic terrorism.	6
	0.759	3.98	General total							

Table 5 revealed a high degree of the role of school curricula and activities in the face of electronic terrorism. This role was represented by instilling the concepts of loyalty and belonging to the homeland, developing awareness of national security, consolidating the values of brotherhood, love and peace among students, and rejecting extremism and intellectual fanaticism. This high degree can be explained by the fact that school curricula and activities seek to instill the values and principles of Islam in general, such as brotherhood, love, peace, rejecting extremism and intellectual fanaticism, and other values that are the mainstays of Saudi society in general and of secondary schools in particular.

This result is consistent with Dreb (2017) which revealed a very high degree of the role of school courses in directing and refining students' thinking in an appropriate manner and addressing of terrorism, and how to protect students from it and enhance their security from its danger.

The fourth dimension: the role of the school counselor

The answer to the fourth sub-question: What is the role of the student advisor in confronting electronic terrorism from the point of view of a sample of male and female teachers in Dammam and Al-Khobar in the Kingdom of Saudi Arabia?

To identify the role of the student advisor in the secondary school in confronting electronic terrorism, the frequencies, percentages, arithmetic averages, standard deviations, and ranks were calculated for the responses of the research

personnel to the expressions of the role of the student advisor in the face of electronic terrorism, and the results came as in Table 6:

Table 6: Responses of the participants about the role of the school counselor in confronting cyberterrorism

Rank	Std. deviation	Mean	Approval degree					Frq. %	Statements	Per.
			Very low	Low	Normal	High	Very high			
1	0.910	4.04	1	9	67	79	98	Frq.	Strengthening the fear of God and self-observation among students.	4
			0.4	3.5	26.4	31.1	38.6	%		
2	0.941	3.89	2	11	82	76	83	Frq.	Enhancing students' self-confidence and urging them to leave tradition and dependency.	5
			0.8	4.3	32.3	29.9	32.7	%		
3	0.972	3.84	5	15	69	93	72	Frq.	Encourage students to engage in positive social interaction with their classmates inside and outside the classroom.	8
			2.0	5.9	27.2	36.6	28.3	%		
4	0.974	3.76	3	20	79	84	68	Frq.	Follow-up of students who suffer from some behavioral problems and work to solve them.	2
			1.2	7.9	31.1	33.0	26.8	%		
5	1.082	3.58	6	38	75	74	61	Frq.	Educate students about unethical websites and malware, and warn them against visiting or downloading them.	3
			2.4	15.0	29.5	29.1	24.0	%		
6	1.125	3.43	8	48	81	60	57	Frq.	Motivating students to report any publications containing terrorism or electronic intimidation.	7
			3.1	18.9	31.9	23.7	22.4	%		
7	1.173	3.38	15	40	914	49	59	Frq.	Organizing instructional and orientation lectures related to cyberterrorism for students, teachers and parents.	1
			5.9	15.7	35.8	19.3	23.3	%		
8	1.219	3.33	21	41	81	55	56	Frq.	Monitoring students' publications on the school's official communication sites and warning the owners of publications that contain terrorist ideas.	6
			8.3	16.1	31.9	21.7	22.0	%		
0.875			3.66		General average					

The results of Table 6 showed very important role of the school counselor in confronting cyberterrorism, as this role represented in strengthening the fear of God and self-observation among students, enhancing their self-confidence and urging them to leave tradition and dependency, urging students to positive social communication with their colleagues inside and outside the classroom, and following up on students who suffer from Some behavioral problems and work to solve them. This result can be explained by the fact that the counselors are based on a set of foundations that constitute a curriculum for their work and educational mission, the most important of which are: strengthening the fear of God, taking into account individual differences among students, continuous

encouragement to them, and organized planning to solve and treat problems.

This result differs from the study of Dreb (2017) which revealed the low role of the student advisor in immunizing students and raising their awareness of the dangers of electronic terrorism.

CONCLUSIONS

This research concluded that the role of the secondary school in confronting the cyberterrorism is high. As well as, the role of the courses and activities in schools, the role of the teacher and the role of the administration and the role of the school counselor. Thus, the secondary school can play high role in

confronting cyber terrorism.

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