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THE RELATIONSHIP BETWEEN INTELLECTUAL SECURITY AND EXTREMIST BEHAVIOR AMONG A SAMPLE OF ADOLESCENTS

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Abstract

The purpose of this study was to explore the relationship between cognitive security and extremist behavior in a sample of high school students in Cairo, Egypt. The sample included 245 adolescents aged 16-17 years old. The researcher used two self-report measures, the Cognitive Security Scale and the Extremist Behavior Scale, to assess the participants. The results showed a negative correlation between cognitive security and extremist behavior, indicating that higher levels of cognitive security were associated with lower levels of extremist behavior. Additionally, the study found that cognitive security could be used to predict extremist behavior in this population, as indicated by the statistical analysis. Extremist behavior = 22.134 - 1.444 cognitive security

Keywords: Predictive Value, Mental Security, Extremist Behavior, Adolescence.

INTRODUCTION

The security of a person is one of their most basic needs that is difficult to live without, as it is linked to many of their life matters. Obtaining food and drink for survival is not possible without security, and daily movement towards work and construction is not possible without the availability of security. Since the creation of man, he has found a set of needs and desires that must exist in order to guide his life through satisfying them and obtaining them. Perhaps the most important thing that man needs after obtaining food, which means life for him, is security. Therefore, the concept of security has become one of the most important issues that worry people individually and in groups, and it is a vital element in their lives and stability. It is one of the most important and dangerous types of security, as it has a strong connection to the group identity determined by the distinctive self-culture between one nation and another. The Arab nation, more than any other, is concerned with protecting its intellectual, cultural, and civilizational identity from the dangers of cultural invasion, which has varied in its methods and forms, so that the external enemy no longer needs to resort to traditional invasion that relies on material weapons that destroy bodies and souls. The devastation of that has been enough to create what has been developed of the destructive ideas that invade the depths of the Arab mind and soul, and create confusion and chaos in its cultural, social, and political life. Protecting, maintaining, and fortifying the thinking of adolescents and youth from anything that may conflict or not be in line with their beliefs, habits, traditions, or constants ... etc. has become an inevitable and social responsibility, as the consequences do not harm the individual alone, but rather harm the community as a whole. This can be called intellectual

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security, which is an integral part of community security (Amal Ghanayem, 2018, 383). In this regard, Muhammad Al-Zubun and Abdul Aziz Al-Anzi (2015). Therefore, the role of the university is to provide students with the skills to conduct scientific research according to a healthy methodology for knowing the facts in a scientific and logical manner, and to develop the learner's personality towards the path of sound thinking based on logical facts that are coherent with the principles of religion in the community, and also consistent with the values, habits, and traditions of the community. On the other hand, the battle against extremism has become a global third world war. If the world has witnessed two global wars that caused destruction and devastation to humanity, then the third global war must now be against extremist behavior. It is important for sociologists to have a prominent role in this war, by examining the conditions, causes, motivations, and factors that may lead some adolescents to fall into the pits of extremism, so that these adolescents do not become the long arm of evil forces within and outside the country in a sinister conspiracy that has targeted and continues to target the storms of the country, destroying its basic infrastructure, hindering its development, growth, and progress programs, and creating many threats to the security and safety of peoples and all human heritage (Mohammed Al-Jaghiman, 2005, 185).

Adolescence is a stage of human life that begins at puberty and lasts for a few years. According to a biological perspective, it is considered one of the best times in life, as most mental and physical functions, such as speed, strength, and memory, are at their peak during the first 20 years. New, radical, and divergent ideas have the greatest impact on imagination, and the development of skills and mental concepts necessary for a healthy human being, completing education, and increasing self-confidence and a clear sense of self and extending interests beyond self-boundaries are crucial. Adolescence is also a time for reorganizing the self and developing self-control in response to the demands of growth (Csikszentmihalyi, 2016). The current study aims to present a topical vision of the problem of extremist behavior among some Egyptian secondary school adolescents in the Egyptian society, and then to determine the role of mental security in predicting this problem by determining the predictive capacity of mental security for extremist behavior, which is the focus of the current study.

STUDY PROBLEM

Mental security is vital for managing extremist behavior and is considered a fundamental aspect of human life. It is a primary concern for individuals and groups and impacts their well-being and stability. According to Maslow's Hierarchy of Human Needs, it is a fundamental need, possibly even more important than the need for food and water. Without feeling safe in their home or country, people may live in fear and struggle to find peace of mind or enjoyment in life. Mental security involves finding balance in four areas that ensure comprehensive security for society: the political realm (including the presence of freedom and democracy), the cultural and civilizational realm (including respect and tolerance among different cultures), the religious realm (including community development programs), and the psychological realm (including positive relationships

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with oneself and others and a positive outlook on life). It also includes the ability to adapt to change and handle crises and challenges through the development of mental and social resilience. Positive values and principles that contribute to community stability and cohesiveness also play a role in mental security.

1. What is the connection between cognitive security and abnormal behavior in high school students?
2. How accurately can cognitive security (an independent variable) predict abnormal behavior (a dependent variable) in a sample of high school students?

The objectives of the study are:

1. The aim of this study was to investigate the nature and strength of the relationship between cognitive security and deviant behavior.
2. The goal of this research was to examine the extent to which cognitive security levels, as measured on a cognitive security scale, can be used to predict deviant behavior in high school students, as measured on a deviant behavior scale.

SIGNIFICANT OF THE STUDY

First theoretical significance

This study aims to examine the link between cognitive security and extremist behavior among high school students in Egypt and to determine whether cognitive security can be used to predict extremist behavior in this population. The research focuses on middle adolescents, a key age group during which individuals are forming their personalities and behaviors. Understanding the relationship between cognitive security and extremist behavior is important for identifying and addressing potentially destructive attitudes and behaviors.

Practical significance

This study has the potential to inform the development of interventions to reduce extremist ideas and behaviors among adolescents by designing guidance programs to address these issues. The findings may also assist educators in creating training programs for high school students that promote positive thinking and discourage extremist ideas, with the ultimate goal of fostering a generation of youth that can contribute to the strategic objectives of the Egyptian government and promote sustainable development. Additionally, the study has produced two scales with strong psychometric properties - the Cognitive Security Scale and the Extremist Behavior Scale - that can be used in future research on this topic.

Key terms of the study:

1. The predictive value:

The multiple regression analysis is a scientific method for evaluating phenomena by means of a value called the "dependent variable" that can predict the value of a variable

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or a set of variables called the "predictors". It is defined in the current study as the correlation coefficient (R) and the explanatory variance value (R2) and the weights of the regression coefficients in the regression equations for the relationship between cognitive security (predictor) and extremist behavior (dependent variable). It will be evaluated through the method of simple linear regression analysis.

2. Intellectual Safety:

Mohammed Abdel Rahman, Mohammed Khalifa, and Mahmoud Hindawi (2022, 841) define cognitive security as "the formation of a mental immunity that protects the minds and ideas of secondary school students against ideas that undermine their national, religious, and cultural values and works to develop their loyalty to the homeland and society". It is a mental safety that protects the learner's mind from any deviation from moderation, leading to the achievement of a mental security protection against any challenges they face (Fawzia Al-Dosari, 2017). It can be defined through its function, as cognitive security plays a role in preserving the identity and characteristics of the nation, coordinating the different segments of society, and achieving stability in other areas of security that contribute to peace of mind (Call, 2004; Tomlinson, 2006; Fawzia Al-Dosari, 2013; Amal Ghonaim, 2018; Huda Al-Fadli, 2020). Several studies have highlighted the role of mental security in combating extremist behavior and cognitive deviation, including: Jabir al-Harbi (2008), Nakpodia (2010), Abdul Wahid al-Kharji (2010), Koenig et al. (2012), Duwe & Johnson (2013), Aziza Ali (2014), Zahir al-Anzi (2015), Sahar Atiya (2016), Amal Ghonaim & Sulaiman Abdul Wahid (2017), Nora al-Hazani (2017), Amal Ghonaim (2018), Nouf al-Khaliwi (2018), and Huda al-Fadli (2020), Khalid Musa, Hanan Yusuf, and Sara Abbas (2021), and Muhammad Abdul Rahman and others (2022). It is operationalized as the level of performance that the learner achieves on the mental security scale developed by the current researcher, which consists of the following dimensions: (political, civilization, spiritual, and psychological).

3. Extremist behavior:

Behavior that is harmful and unacceptable legally and morally, in which an individual adopts extremist viewpoints and aims to cause harm to others, whether individuals or groups, through the degradation of a group of people and expressing their rejection (Shaker Sulaiman, 2017, 10). It is also known as wrong behaviors based on twisted and constantly angry, aggressive plans and emotions against others (Kamali, 2002). Many studies have addressed extremist behavior and all have pointed to the risks it poses to the individual and society; it is a characteristic or condition where an individual is extremist in their adoption of behavior standards or differing viewpoints significantly from the norm. It is then anything that leads to going beyond the rules, values, standards, and common behavioral methods in society, expressing it through isolation or absolute negativity and withdrawal, or adopting values and standards that contradict reality; therefore, extremism is exceeding the limit that society recognizes and goes beyond; it is considered a harmful phenomenon in any society, and its danger exceeds violence, ideological deviation, moral and behavioral deviation. It has been highlighted in the literature that extremism can lead

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to various negative outcomes, such as violence and aggression, as well as psychological problems, such as depression and anxiety, and social problems, such as social isolation and marginalization (Abdul Hamid Rajeh, 1989; Ibrahim Al-Shafei, 1997; Abdul Hamid Rajeh, 2007; White-Ajmani & Burski, 2011; Muhammad Abbas and others, 2012; Takahashi & Kato, 2012; Chaudhary, 2013; Duwe & Johnson, 2013; Douthett & Duwe, 2014; Zahra Al-Anzi, 2015

4. Adolescents:

According to Abdel-Wahid (2011), adolescence is a transitional period between childhood and adulthood and can be divided into three stages: early adolescence (ages 12-14), middle adolescence (ages 15-17), and late adolescence (ages 18-22). In the current study, adolescents are defined as students between the ages of 16 and 17 who are enrolled in high school in Cairo, which places them in the middle adolescence stage.

Study hypothesis

Based on the research questions and significance of the study, the following hypotheses were proposed:

1. There is a significant negative relationship between cognitive security and extremist behavior among the participants.
2. Cognitive security can be used to predict extremist behavior in this sample.

METHODOLOGY

Study design

The present study employed a descriptive research design that included both correlation and causal methods. The sample included 166 male and female high school students from two schools in Cairo, Egypt, who were between the ages of 16 and 17. The mean age of the sample was 16.694 years, with a standard deviation of 0.684. This sub-sample was used to assess the reliability, stability, and internal consistency of the research tools. The main sample consisted of 245 male and female high school students from the same schools, with a mean age of 16.583 years and a standard deviation of 0.741.

Tools

1 -The researcher developed the Intellectual Security Scale for adolescents in high school

The current scale was developed after reviewing the sociological literature on mental security and its measurement among adolescents in high school, including: Ibrahim Salim (2006), Zaid Al Harthi (2008), Abdul Rahman Al Ghamdi (2010), Najat Arif (2014), Dhafer Al Anzi (2015), Edwan (2016), Amal Ghanaim (2018), Rasma Al Juhani and others (2019), Yusuf Al Khaza'ila (2020), Khalid Musa and others (2021), Muhammad Abdul Rahman and others (2022). The final scale (Annex 2) consists of 40 items distributed over four (4) main dimensions: (political dimension, cultural dimension, spiritual dimension,

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psychological dimension), each dimension includes (10) items and they are all positive. In front of each item are three responses: (always, sometimes, and rarely). They are rated by giving the corresponding grades (3, 2, and 1) in order, and thus a high score indicates a high level of mental security, while a low score indicates the opposite.

Psychometric properties of the scale:

a. scale validity:

Content validity:

The scale was presented to a group of expert referees specializing in psychology from Egyptian and Arab universities to determine its suitability for what was set for its measurement. All of them received an agreement rate of more than 80%, and then all of them were kept based on Cooper's equation for calculating the agreement rate (Al-Wakil & Al-Mufti, 2012, 226). This was considered an indicator of the scale's reliability.

Criterion validity:

1. Exploratory Factor Analysis:

The sincere worker was calculated for the scale using the Hotelling's method of principal components with the Varimax rotation of the extracted factors (Aziz Abdul Hamid, 2011, 458) for the current scale to determine its principal components on a sample of seccomteric characteristics (n=166 students), and based on that, the factor analysis resulted in four (4) factors, and no items were deleted as their loadings were greater than (0.3) according to Guilford's criterion (Safwat Faraj, 1991, 151), as shown in the following table: The substantive loadings of items on the factors.

Table (1) Item loadings on factors for the Intellectual Security Scale after rotation

Dimension Number / Item number	The first	Second	Third	Fourth	Dimension Number / Item number	The first	Second	Third	Fourth
23	0.811				9			0.802	
24	0.807				7			0.796	
36	0.801				27			0.765	
32	0.795				22			0.752	
6	0.782				18			0.708	
14	0.769				15			0.701	
12	0.752				29			0.657	
19	0.736				30			0.612	
8	0.706				10			0.606	
1	0.698				13			0.602	
17		0.847			16				0.823
20		0.830			5				0.814
40		0.816			2				0.804
25		0.806			31				0.790
4		0.765			35				0.784
11		0.747			37				0.763
3		0.730			34				0.757
21		0.716			38				0.741
28		0.701			39				0.720
26		0.654			33				0.709
Latent root						8. 635	6. 963	5. 852	3. 520
Contrast ratio						21. 879	18. 267	15. 823	13. 696
The contrast is all						69. 665			

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From the above results of the exploratory factor analysis in Table (1), it is clear that the items of the scale load on four (4) factors that explain a total of (69.665%) of the total variance, which are:

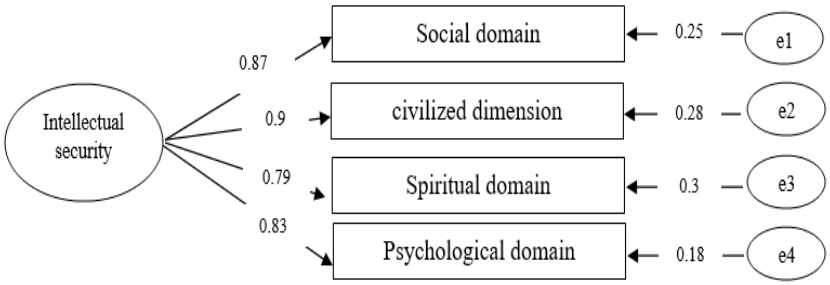
- The first factor has a root mean square (8.635) and explains about (21.879%) of the total variance of the matrix and (10) items from the scale's items load on this factor, and it is proposed to name this factor "the political dimension".
- The second factor has a root mean square (6.963) and explains about (18.267%) of the total variance of the matrix and (10) items from the scale's items load on this factor, and it is proposed to name this factor "the civilized dimension".
- The third factor has a root mean square (5.852) and explains about (15.823%) of the total variance of the matrix and (10) items from the scale's items load on this factor, and it is proposed to name this factor "the spiritual dimension".
- The fourth factor has a root mean square (3.520) and explains about (13.696%) of the total variance of the matrix and (10) items from the scale's items load on this factor, and it is proposed to name this factor "the psychological dimension". This indicates a high degree of reliability of the scale.

As previously mentioned, the exploratory factor analysis provided strong evidence for the reliability of the construction or root of this scale, and that intellectual security is a single root factor that organizes the four sub-dimensions that make it up.

1. Confirmatory Factor Analysis:

The reliability of the research tools was also assessed using confirmatory factor analysis with the AMOS25 program. The reliability of the underlying structure of the Cognitive Security Scale was tested by examining a model of a general latent factor in a sample of 166 students. The model assumed that all of the observed factors (subcomponents) in the scale were related to a single general latent factor, as shown in the following model:

Figure (1) The factor structure of the scale (Intellectual Security) using confirmatory analysis



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According to Figure 1, the reliability of the Cognitive Security Scale was established. The results showed that the chi-square value of 9.698 with 5 degrees of freedom was not statistically significant, and the chi-square value for degrees of freedom was 1.364, which is less than 5, indicating a good fit for the model in the four dimensions (political, civilized, spiritual, and psychological). The good fit indicators in the table below were used to confirm the acceptability of the model's fit to the data.

Table (2) Indicators of good match for the covert mental security model

M	Indicators of matching age	Indicator value	Ideal Range of the Indicator
1	Statistical Test^{Ka2} X^2 Ka2 significance level	9. 698 1. 364	The value of^{Ka2} Not statistically significant
2	df / X^2	0.857	(zero) to (5)
3	GFI Matching Indicator	0.896	(zero) to (1)
4	Good Conformity Indicator AGFI Corrector	0.793	(zero) to (1)
5	Root Mean Squares of Residuals RMSR	0.028	(zero) to (0.1)
6	Root Medium Approach Error RMSEA	0.012	(zero) to (0.1)
7	NFI Standard Conformity Index	0.884	(zero) to (1)
8	Comparative Conformity Index (CFI)	0. 965	(zero) to (1)
9	RFI	0.803	(zero) to (1)

Table 2 indicates that the proposed model fits the data well, meaning that confirmatory factor analysis has established the validity of the Cognitive Security Scale for measuring cognitive security among high school students.

A. Reliability of the scale

The split-half method was used to calculate the reliability of the measure. This method involves calculating the correlation between the two halves of the test using the Pearson correlation coefficient and then correcting for this correlation using the Spearman-Brown equation. The reliability coefficients for the different dimensions (political, cultural, spiritual, psychological, overall) were all high (ranging from 0.799 to 0.852), indicating that the measure is reliable.

B. Internal consistency of the measure

The correlation between each item on the scale and the overall score for its respective dimension was calculated, and the values ranged from 0.587 to 0.825 for the first dimension, from 0.668 to 0.869 for the second dimension, from 0.599 to 0.863 for the third dimension, and from 0.621 to 0.824 for the fourth dimension. The correlation between each item on the scale and the overall score for the measure was also calculated, and the values ranged from 0.698 to 0.881, which was statistically significant at the 0.01 level, indicating good internal consistency for the measure.

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2- Extremist behavior measure for adolescents in secondary school, prepared by the researcher

The current measure was prepared after reviewing the socio-psychological literature on extremist behavior and its measurement, such as: Rashid Mansour and Qadri Hafni (1994); Majid Yusuf (2000); Hassan Awwad and Muhammad Abdulaziz (2010); Mishra (Mishra, 2013); Cote & Levine (Cote & Levine, 2016); Rim al-Sufairini (2018); Suleiman Abdul Wahid and Abdul Mo'abid Daud (2019); Jamil al-Rayyan (2020); Abdul Mun'im Shahhatah (2020); Athir Adhib and Afraah Muhammad (2022), where four (4) dimensions were identified and formulated: (Dogmatism, extremism, monolithic vision, authoritarianism) Each dimension includes five (5) items.

Psychometric properties of the scale

A- Scale validity

Content validity

To determine the suitability of the measure for its intended purpose, it was presented to a group of expert judges who were psychology professors at Egyptian and Arab universities. These experts agreed with at least 90% of the items on the measure, and some modifications were made based on their feedback, which demonstrates the measure's validity.

Differential validity

The current measure of extremist behavior was assessed for differential validity by calculating the mean scores of the two groups on both measures and conducting a t-test to determine if there were statistically significant differences between the two groups. The sample consisted of 166 students, and their scores on the measures were ranked in ascending order. The t-test was calculated for the highest (27%) and lowest (27%) performing groups, which consisted of 45 students each. The calculated t-value was 5.836, which is statistically significant at the 0.01 and 0.05 levels, indicating that the current measure is able to distinguish between high and low performers. This was considered an indicator of the measure's validity.

Explatory Factor Analysis:

To determine the reliability of the Extremist Behavior Scale for high school students, a one-sided comparison was conducted using the Attitude toward Extremism Scale (developed by Ali Salim in 2021). The top and bottom 27% of scores on the Attitude toward Extremism Scale were identified, and the Extremist Behavior Scale was administered to these two groups. The mean scores for the two groups on the Extremist Behavior Scale were calculated, and a t-test was conducted to determine the significance of the difference between the means. The t-value was found to be 5.836, which was statistically significant at the 0.01 or 0.05 level, indicating that the Extremist Behavior Scale is able to distinguish between high and low performers on the scale and is therefore a reliable measure.

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The table (3) shows the factor loadings of the items for the scale of extremist behavior after rotation

Dimension Number / Item number	The first	Second	Third	Fourth	Dimension Number / Item number	The first	Second	Third	Fourth
12	0.802				20			0.854	
15	0.793				1			0.821	
14	0.750				9			0.766	
18	0.730				7			0.752	
8	0.723				11			0.746	
6		0.886			2				0.801
4		0.847			16				0.774
10		0.803			3				0.750
17		0.762			13				0.741
19		0.731			5				0.699
Latent root						7. 687	5. 697	2. 459	1. 998
Contrast ratio						22. 697	20. 654	16. 314	12. 690
The contrast is all						72. 355			

- The results of the exploratory factor analysis in Table 3 revealed that the items on the scale loaded onto four factors that explained a total of 72.355% of the variance. These factors are:
- The first factor with an eigenvalue of (7.687) explaining about (22.697%) of the total variance of the matrix and loading (5) items of the scale on this factor, it is proposed to name this factor "dogmatism".
- The second factor with an eigenvalue of (5.697) explaining about (20.654%) of the total variance of the matrix and loading (5) items of the scale on this factor, it is proposed to name this factor "intolerance".
- The third factor with an eigenvalue of (2.459) explaining about (16.314%) of the total variance of the matrix and loading (5) items of the scale on this factor, it is proposed to name this factor "unidimensional vision".
- The fourth factor with an eigenvalue of (1.998) explaining about (12.690%) of the total variance of the matrix and loading (5) items of the scale on this factor, it is proposed to name this factor "domination". This indicates a high degree of factor validity for the scale.

Previously, it has been shown that the exploratory factor analysis provided strong evidence for the internal or latent structure of this scale, and that extremist behavior is an overarching latent factor that organizes the four sub dimensions.

Confirmatory factor analysis (CFA)

The researcher confirmed the construct validity of the Extremist Behavior Scale using confirmatory factor analysis with maximum likelihood. This analysis indicated that all factors loaded onto one factor and the chi-square value was zero with zero degrees of freedom, which was not statistically significant, indicating that the data fit the proposed model well. This "ideal model" included four sub-factors with the following factor loadings: 0.816, 0.847, 0.903, 0.838. Figure 2 presents the confirmatory factor analysis model for the Extremist Behavior Scale, and Table 4 summarizes the results of the confirmatory factor analysis for the four observed variables in the one-factor construct model.

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Figure 2: Confirmatory factor analysis model of the extremist behavior scale

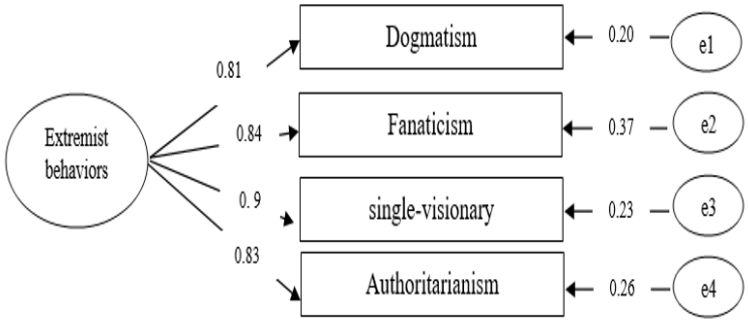

Table 4 presents the results of the confirmatory factor analysis for four observed variables (one-factor model) in the scale of extremist behavior

Variables seen	Saturation with a single latent factor	Standard error for estimating saturation	The value of "T" and its statistical significance	Coefficient of stability R2
Dogmatism	0.816	0.208	10.965	0.756
Intolerance	0.847	0.319	11.697	0.804
Single-vision	0.903	0.241	10.847	0.705
Authoritarianism	0.838	0.290	10.649	0.712

Table 4 presents the results of the confirmatory factor analysis, which supports the validity of the four factors in the Extremist Behavior Scale. All values were statistically significant at the 0.01 level. The factor that had the highest load on the common factor was "unipolar vision," with a reliability coefficient of 0.903, meaning it explains 90.3% of the variance in the common variable of extremist behavior.

Consistency of the scale

The stability of the scale was calculated using Cronbach's alpha, and the stability coefficients (0.847, 0.836, 0.798, 0.858, 0.849) for the dimensions (dogmatism, extremism, unidimensionality, authoritarianism, and overall score) in order, all of which are high values, indicating that the scale has a good degree of stability.

b- Internal consistency reliability of the scale

The internal consistency of the scale was determined by calculating the correlations between each item and the total score for its respective dimension. These values ranged from 0.587 to 0.844 for the first dimension, from 0.687 to 0.870 for the second dimension, from 0.796 to 0.924 for the third dimension, and from 0.667 to 0.801 for the fourth dimension. The correlations between each item and the overall score for the scale were also calculated, and these values ranged from 0.674 to 0.901, all of which were statistically significant at the 0.01 level, indicating a high degree of internal consistency for the scale.

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STUDY RESULTS:

First hypothesis

This hypothesis states that there is a significant negative correlation between cognitive security and extremist behavior among the study participants. To test this statistically, the researcher used Pearson correlation coefficients to examine the relationship between cognitive security in its sub-dimensions (political, cultural, spiritual, and psychological) and extremist behavior in its sub-dimensions (dogmatism, extremism, unipolar vision, and dominance). Table 5 presents the results of this analysis.

Table (5) values of the correlation coefficient between the independent and dependent variables (n = 245)

Independent variable Dependent variables	Link coefficients				
	Political domain	The civilizational domain	Spiritual domain	Psychological domain	Intellectual security as a whole
Dogmatism	0.842	0.769	0.816	0.678	0.819
Intolerance	0.779	0.716	0.757	0.629	0.759
Single-vision	0.754	0.709	0.734	0.633	0.747
Authoritarianism	0.640	0.571	0.631	0.501	0.617
Extreme behavior as a whole	0.804	0.737	0.784	0.650	0.784

Table 5 shows a negative statistical correlation between the scores of high school students on the Cognitive Security Scale and their scores on the Extremist Behavior Scale in their respective sub-dimensions (political, cultural, spiritual, and mental) at the 0.01 level. The correlation between dogmatism and the political dimension was 0.842, the cultural dimension was 0.769, the spiritual dimension was 0.816, and the mental dimension was 0.678, all statistically significant at the 0.01 level. The correlation between extremism and the political dimension was 0.799, the cultural dimension was 0.716, the spiritual dimension was 0.757, and the mental dimension was 0.629, all statistically significant at the 0.01 level. Monochromatic vision had a correlation of 0.754 with the political dimension, 0.709 with the cultural dimension, 0.734 with the spiritual dimension, and 0.633 with the mental dimension, all statistically significant at the 0.01 level. Finally, the correlation between authoritarianism and the political dimension was 0.640, the cultural dimension was 0.571, the spiritual dimension was 0.631, and the mental dimension was 0.501, all statistically significant at the 0.01 level. Additionally, the overall correlation between cognitive security and extremist behavior was statistically significant at the 0.01 level, with a correlation coefficient of 0.858.

This result highlights the importance of cognitive security in preventing extremist behavior, as it protects and secures the mind, promotes balanced and moderate thinking, and encourages correct ways of thinking, researching, and understanding political, cultural, spiritual, mental, and social issues.

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Second hypothesis:

This assumption states that it is possible to predict the scores of the study sample on the Extremist Behavior Scale based on their scores on the Cognitive Security Scale. To test the statistical validity of this assumption, the researcher conducted a simple linear regression analysis to predict the scores on the Extremist Behavior Scale (dependent variable) based on the scores on the Cognitive Security Scale (independent variable).The following tables illustrate this:

Table (6) The Regression of Intellectual Security on Extremist Behavior

Dependent variable	Multiple correlation coefficient R	R square multi-correlation coefficient	Modified R square multi-correlation coefficient	Standard error of estimation
Extreme behavior	0. 784	0. 615	0. 614	3. 137

Table (7) Results of Analysis of Variation of Intellectual Security Regression on Extremist Behavior

Dependent variable	Contrast source	Total squares	Degrees of freedom	Average squares	value "P"	Level of significance
Extreme behavior	Regression	3823. 035	1	3823. 035	388. 350	0. 000
	Residue	2392. 165	243	9. 844		
	Kidneys	6215. 200	244			

It is clear from the previous table (7) that there are differences between regression and residual as sources of variation, and therefore extremist behavior can be predicted through intellectual security, and the following table shows the percentage of contribution of intellectual security to extremist behavior among the study sample members.

Table (8) Results of Simple Regression Analysis of Intellectual Security on Extremist Behavior

Dependent variable	Source of Decline T	B value	Standard error of the B coefficient	Value of Beta coefficient	value "T"	Level of significance
Extreme behavior	Hard	-22. 134	3. 061	0. 784	-7. 231	0. 000
	Intellectual Security	1. 444	0. 073		19. 707	0. 000

Tables 6, 7, and 8 show that there is a statistically significant effect of cognitive security on all dimensions of extremist behavior among high school students at the 0.01 level. This indicates that cognitive security has a significant impact on extremist behavior, meaning that it is possible to predict the extremist behavior of the study sample based on their scores on the Cognitive Security Scale. The value of the multiple correlation coefficient R also increased, reaching 78.4% for extremist behavior, which is a high percentage of variance. The value of the multiple correlation coefficient square (determination coefficient) R square also increased, indicating the percentage of variance in the dependent variable that can be explained using data from the independent variable, reaching 61.5% for extremist behavior, which is an acceptable percentage of variance.

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The Beta coefficient for cognitive security is also high at 0.784 for extremist behavior, indicating that an increase in cognitive security significantly contributes to a decrease in extremist behavior among the study sample. Based on this, the following equation can be used to calculate the predictive value of extremist behavior among secondary school adolescents based on cognitive security

$$y = 22.134 - 1.444\ x$$

Where Y: represents extreme behavior, x: represents the learner's degree in intellectual security.

That is, the equation can be formulated as follows:

Extremist behavior = 22.134 - 1.444 Intellectual security

Previous results indicate that the second assumption of the current study has been realized.

CONCLUSION AND RECOMMENDATION:

1. Promote the concept of mental security among high school students through the curriculum and educational materials.
2. Train high school teachers on how to effectively teach mental security using appropriate teaching methods.
3. Organize workshops and lectures on mental security for high school students and involve parents in the process.
4. Encourage moderate thinking and provide opportunities for cultural and intellectual activities to correct extremist behaviors.
5. Conduct further research on building a healthy mental direction for high school students and develop suitable intervention measures to increase the adoption of mental security concepts and decrease extremist behaviors and ideas that are outside the norm in various aspects.

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