

## Students' Internalization of Counter-terrorism in Arabic Language Textbooks in Saudi Arabia

Feras Mohammed Al-Madani

*Faculty of Education and Arts, Northern Border University, Saudi Arabia  
PO Box 766, Arar, Code 91431, Saudi Arabia  
E-mail: fmabm@hotmail.com*

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**ABSTRACT** This study aimed to identify counter-terrorism concepts that are mentioned in Arabic-language textbooks, unveiling the extent to which grade-one secondary school students internalize those concepts, and examining the statistically significant differences in the students' internalization of them. A survey questionnaire was administered to the study sample comprising 60 first graders, and content analysis was employed to analyze three Arabic textbooks, namely: *Syntax and Etymology*, *Arabic Literature*, and *Reading*. The results of the study demonstrated that the textbooks partly covered counter-terrorism concepts and that students averagely internalized these concepts. Additionally, the study found statistically significant differences in the students' internalization of counterterrorism concepts in accordance with their parents' educational backgrounds, favoring those with bachelor's degrees and above. A curriculum review is recommended to explicitly support counter-terrorism concepts and to provide in-service training programs that address gray areas related to teachers' performance of those concepts.

### INTRODUCTION

Terrorism is one of the most serious psychological, social, and political phenomena that threaten human existence. It is a complex phenomenon that has preoccupied the minds of religious scholars, politicians, psychologists, sociologists, and legal experts throughout history. Terrorism is a dreadful act that creates imminent danger and threatens the human struggle for survival. However, the will to engage in terrorism is not an innate disposition; rather, it is a learned behavior that can be acquired through socialization, practice, observation, and imitation of the environment. While a healthy environment reinforces an individual's positive behavior, an unhealthy environment may support an individual's negative and terrorist behavior. Terrorism is a worldwide phenomenon (Espelage et al. 2013; Rotfeld et al. 2016) that occurs more frequently in some countries, such as Iraq, Nigeria, Afghanistan, Pakistan, and Syria (Institute for Economics and Peace 2015), compared to others. Statistics show that from 2014 to late 2015, the number of terrorists was about 30,000, coming from 104 countries throughout the world (Boutin et al. 2016). Terrorism represents an unprecedented threat to international peace and security that is likely to spread across the world (United Nations 2016).

The escalation of terrorist operations began in the 1970s and 1980s, reached its peak in the

first half of the 1990s, and is increasing rapidly in countries such as Iraq, Afghanistan, Palestine, Lebanon, Egypt, Syria, and Saudi Arabia (Al-Amosh 1999; Al-'Adli 2006; Al-Madani and Rawash 2014).

In some countries, terrorism is spreading among the multitude, and terrorists are used as a means to fight against other countries (Al-'Adli 2006). Sometimes a strong country uses terrorism to control a weak country (Al-Tal 1998; Al-Tarif 2006). The information and communication revolution is also contributing to the spread of terrorism. The widespread availability of information and the presence of a communication network in every home are factors that cause terrorism. Some youths are learning extremism, fanaticism, and terrorism from the available networks. For example, digital or e-terrorism has been identified as the greatest danger facing any country globally (Rashwan 1998; Al-Ghamdi 2002). Those who mastermind and support digital terrorism implement their plans and methods through these devices anytime and anywhere. With regard to psychiatric cases, in a sample of 1,800 young Saudis who were suspected of having a link with e-terrorism, Bishi (2007) found that eighty percent had been recruited through internet sites. The United Nations Counter-terrorism Committee identified three causes of terrorism (Al-Tal 1998). The first cause is political, encompassing such factors as the exertion of control by one country over

another, racial discrimination, the use of force against a weak country, and interfering in the internal affairs of other countries. The second cause is economic, encompassing imbalance in the global economic system and the foreign exploitation of the natural resources of developing countries. Finally, the third cause is social, encompassing the violation of human rights, hunger, deprivation, ignorance, persecution, and the destruction of the environment. For any society to enhance its internal or external security, it must have a comprehensive plan.

Al-Janai (2001) said that the issue of security and its provision internally or externally require comprehensiveness, educational plans, an integrated strategy that begins from the small family, the school, and the university, and then preventive plans to protect any breaches or violations against the rules of laws and norms. Particularly, the family plays a major role in reducing the child's aggressive behavior, as a study relates the permissive parenting style to the aggressive behavior of school children (Fili 2016).

Similarly, success in promoting security, particularly with regard to the fight against terrorism, requires strong cooperation among the various agencies involved at the state level (Al-Maliki 2006). The family, school, and government should come together to curb terrorism. Here commences the role of educational institutions in maintaining the security and stability of people through the educational policy that each country adopts worldwide (Al-Furthun 2007; Al-Aklabi and Ahmed 2010; Greer 2011).

In Saudi Arabia, educational policy is an essential part of achieving the goals of the general policy of the country. This is in accordance with As-Saif (1997), who expressed that "the educational policy that lays down the educational pillars in Saudi Arabia has a positive role in terms of the security and stability of Saudi society" (p. 3). The curriculum, as one of the components of Saudi educational policy, contributes positively to the maintenance of societal security (Al-Furthun 2007; Al-Aklabi and Ahmed 2010). All countries globally must consider redesigning their curricula in such a way that will contribute to the security of people in combating terrorism in all of its forms.

The Arabic-language curriculum is one of the most relevant areas that can be used to fight terrorism since the Arabic language is the language of the Holy Qur'an and the language of

the Arab people. In this sense, the Arabic language curriculum plays a major role in preserving the Arabic and Islamic heritages from extinction and gaining students' love and loyalty. The Arabic-language textbooks used in this study represent the overall approach of Arabic courses. According to Mujawir and Ad-Deeb (1983), the Arabic language is a "subject taught to the students in the classroom in the various fields of knowledge" (p. 3). In the present research, Arabic-language textbooks of various branches are used, including Arabic syntax, etymology, rhetoric, critique and literature, training, and exercise books, to which students are exposed for two semesters in secondary school. The students' internalization of the analyzed textbooks is defined here as their acceptance and support of the concept of counter-terrorism, which is represented in their attitudes as expressed in paragraphs in response to the questionnaire that the researcher prepared.

The Arabic-language curriculum can be an avenue for the pronouncement of counterterrorism concepts if proper planning is implemented toward that goal. The Arabic-language curriculum is also important for developing students intellectually, psychologically, and socially. The researcher's lived experience as an Arabic-language lecturer and educational supervisor is that the fight against terrorism should start at school through the Arabic-language curriculum. The world today is suffering from the threat of terrorism, and terrorism is considered a very important global issue. It is a widespread phenomenon in many countries. In the Arab community, it is considered the biggest threat to security, stability, and the violation of the lofty principles of society, morally and religiously. Terrorism is considered a serious social problem in Saudi society, which affects political and economic security as well as Saudi stability. In spite of efforts to combat terrorism, terrorism remains the most serious threat to human society. Combating terrorism requires a firm stand based on strategic planning, the use of modern scientific technologies, and information security at the national and international levels. Therefore, this study investigates strategies by which terrorism can be combated and denounced. This study analyzes the Arabic-language textbooks that secondary school students use to uncover the concepts of counter-terrorism cited therein and therefore the extent to which students internalize those

concepts to help fight terrorism, particularly with regard to providing students with information about moderation, civic education, community service, and terrorism threats.

### Problem Statement

This study focuses on concepts related to combating terrorism in first graders' Arabic-language textbooks and the extent to which they internalize those concepts. A secondary school was selected as the subject of this study for the following reasons: It represents an important stage in the educational ladder; it influences the formation of the workforce that requires a comprehensive developmental process; and it impacts the quality and input of higher education. Moreover, students' ability at the secondary level increases in terms of knowledge and sentence structure. The problem of this study shall be answered through the following principal research question: To what extent are counter-terrorism concepts contained in secondary school Arabic-language textbooks in the Kingdom of Saudi Arabia, and how do students internalize them?

The sub-questions derived from the principal question above are as follows:

- (1) What counter-terrorism concepts are explicitly and implicitly mentioned in the Arabic-language textbooks used in secondary school in the Kingdom of Saudi Arabia?
- (2) To what extent do first-year secondary students internalize the concepts of counter-terrorism in Arabic-language textbooks in the city of Arar?
- (3) Does any statistically significant difference exist in the extent to which first-year secondary students internalize the concepts of counter-terrorism in Arabic-language textbooks in secondary school, due to different variables, such as father's and mother's educational backgrounds?

### Research Objectives

This study aims to:

- (1) Identify the principles of counter-terrorism that are explicitly or implicitly mentioned in the Arabic-language textbooks that first-year secondary school students use in the Kingdom of Saudi Arabia.

- (2) Unveil the extent to which first-year secondary school students internalize the concepts of counter-terrorism in Arabic-language textbooks in the city of Arar.
- (3) Examine the statistically significant differences in the extent to which first-year secondary students internalize the concepts of counter-terrorism due to different variables, such as father's and mother's educational backgrounds.

### Significance

The significance of this study is as follows:

- (1) This study will demonstrate how Arabic-language textbooks stand as a means of waging war against terrorism in secondary schools for the creation of good citizens and the betterment of society.
- (2) This study will benefit secondary school stakeholders in determining the concepts of counter-terrorism in the secondary school curriculum, the students' internalization of those concepts, and the school as a venue in the fight against terrorism.
- (3) This study will help educational decision-makers to activate the role of schools in the fight against terrorism.
- (4) This study will inform the world regarding a strategy to use in combating terrorism, which is of concern to the media, intellectuals, and political analysts and is the primary concern of global organizations.
- (5) It is possible that the study's results will contribute to the media by familiarizing people with terrorism and providing a way for combating it.
- (6) This study will demonstrate the importance of designing a curriculum that serves the national interest and achieves patriotism.
- (7) This study is among several educational studies in the field of counter-terrorism in Saudi Arabia that provide a theoretical basis for the fight against terrorism in response to many requests that have called for the inclusion of counter-terrorism concepts in the curriculum.

### METHODOLOGY

The following two types of descriptive approaches were used to answer the research questions:

- (1) Content analysis was used to analyze the Arabic-language textbooks that first-grade secondary school students use, to determine the counter-terrorism concepts that are explicitly or implicitly mentioned therein.
- (2) A survey was administered to the research sample to investigate the extent to which first-year secondary students internalize the concepts of counterterrorism in Arabic-language textbooks.
- (3) Participants were asked to indicate the educational levels of their parents in the demographic information of the administered research tool.
- (4) Permission to distribute the questionnaire was obtained from the school administrative officer at the school where the study was conducted. Additionally, the consent of the first graders' classroom teachers was sought before administering the research instruments.

### Research Materials and Sample

The textbooks used for the study comprised three Arabic-language textbooks that first-year secondary school students used in their first semesters.

Second, 60 students participated in this study, comprising thirteen percent of the study population. They were randomly sampled from among first-year secondary students in the city of Arar.

### The Research Instrument

To achieve the objectives of this study and to answer the research questions, two instruments were used:

**Qualitative Content Analysis:** The first instrument was qualitative content analysis, which was used to analyze the content of the Arabic-language textbooks that first-year secondary school students use, to showcase the lists of counter-terrorism concepts cited therein. This

instrument comprised 12 sections and 74 counter-terrorism concepts.

**Questionnaire:** The second instrument comprised a questionnaire that was administered to first-year secondary school students in the city of Arar in Saudi Arabia to collect data on the extent to which they internalize the concepts of counter-terrorism in the Arabic-language textbooks they studied during their first semesters. The questionnaire included questions related to the counter-terrorism concepts cited in those textbooks in terms of their life situations, to investigate the extent to which the students really internalize these concepts.

## RESULTS

The findings of this study are as follows:

### Findings of the First Research Question

RQ1: What counter-terrorism concepts are explicitly and implicitly mentioned in the Arabic-language textbooks used in secondary schools in the Kingdom of Saudi Arabia?

The results of the qualitative as well as the quantitative data were used to answer this question. Table 1 shows the three Arabic-language books that were analyzed. According to the table, the first book is *Syntax and Etymology Book*, the second one is *Arabic Literature Book*, and the third one is *Arabic Revision Book*. The three analyzed books were for the first semester, and their editions were 2014. Table 2 presents the results of the content analysis on how frequently the counter-terrorism concepts were mentioned in the three analyzed books.

Table 2 explains the level at which counter-terrorism concepts were embedded in the Ara-

**Table 2: Frequency of counter-terrorism concepts according to book**

<i>Book Name</i>	<i>Frequency</i>
Arabic Literature	321
Revision	318
Syntax and Etymology	212

**Table 1: Analysis of Arabic textbooks for first-year secondary school students**

<i>No.</i>	<i>Book Name</i>	<i>Class</i>	<i>Semester</i>	<i>Edition</i>
1	Syntax and Etymology	First year	First semester	2014
2	Arabic Literature	First year	First semester	2014
3	Revision	First year	First semester	2014

bic-language textbooks used at secondary schools in the Kingdom of Saudi Arabia in general at various stages. The concepts range in frequency of mention from high to low to no mention at all. It was determined that *Arabic Literature Book* came first in the categories of the 321 concepts analyzed in the research instrument, followed by *Arabic Revision Book* with 318 concepts, while *Syntax and Etymology Book* had 212 concepts. This could be related to the continuous use of these two books. Table 3 presents the results of the content analysis on how frequently the counter-terrorism concepts were mentioned in *Arabic Revision Book*.

Table 3 demonstrates, according to the content analysis, that amongst the concepts related to counter-terrorism in *Arabic Revision Book*, “human rights” had the highest number of related concepts, at 72, while “good citizenship” came second with 62 related concepts, “reasoning determinants” came third with 42 concepts, and “change in beliefs about violence” came last. Table 4 presents the results of the content analysis on how frequently the counter-terrorism concepts are mentioned in *Arabic Literature Book*.

**Table 3: Frequency of counter-terrorism concepts in *Arabic Revision Book***

<i>Book Name</i>	<i>Frequency</i>
Beliefs Change about Violence	1
Individual’s Stress Management	2
Ethics of Using Technology	8
Tolerance	9
Reducing the Sources of Tension	17
Alternative Channels for Stress Discharge	20
Abiding by Laws and Regulations	22
Ethics of Calling to Islam	28
Work	35
Reasoning Determinants	42
Good Citizenship	62
Human Rights	72

Table 4 demonstrates that “alternative channels for stress discharge” had the highest number of counter-terrorism concepts in *Arabic Literature Book* with 59 concepts, followed by “human rights” with 48 concepts, “reducing the sources of tension” with 41 concepts, and “individual’s stress management” with two concepts.

Disparities were found in the frequencies of the concepts mentioned in the three books, with some concepts having a high frequency of mention, some middle, some low, and some with no

**Table 4: Frequency of counter-terrorism concepts in *Arabic Literature Book***

<i>Book Name</i>	<i>Frequency</i>
Individual’s Stress Management	2
Abiding by Laws and Regulations	4
Ethics of Using Technology	7
Reasoning Determinants	11
Tolerance	14
Beliefs Change about Violence	30
Ethics of Calling to Islam	32
Work	36
Good Citizenship	37
Reducing the Sources of Tension	41
Human Rights	48
Alternative Channels for Stress Discharge	59

mention at all. Table 5 presents the results of the content analysis on how frequently the counter-terrorism concepts were mentioned in the *Arabic Syntax and Etymology Book*.

Table 5 demonstrates that 78 concepts of counter-terrorism related to human rights are in *Syntax and Etymology Book*, along with 36 concepts related to work and 32 concepts related to the ethics of the calling to Islam. Other concepts mentioned are as follows: abiding by laws and regulations, individual’s stress management, tolerance, and ethics of technology use.

**Table 5: Frequency of counter-terrorism concepts in *Syntax and Etymology Book***

<i>Book Name</i>	<i>Frequency</i>
Ethics of Using Technology	0
Tolerance	0
Individual’s Stress Management	0
Abiding by Laws and Regulations	0
Reducing the Sources of Tension	6
Beliefs Change about Violence	6
Reasoning Determinants	9
Good Citizenship	21
Alternative Channels for Stress Discharge	24
Ethics of Calling to Islam	32
Work	36
Human Rights	78

As seen above, a high number of counter-terrorism concepts related to human rights are in the three books; this could be due to the lack of democracy, injustice, and inequality, along with a decline in the country’s economy. Table 6 presents the results of the content analysis on the frequencies of the counter-terrorism concepts mentioned in each book.

Table 6 explains the coefficient of variation in the frequencies of the counter-terrorism con-

**Table 6: Analysis of book consistency in this study**

<i>Topic</i>	<i>Syntax and Etymology</i>	<i>Arabic</i>	<i>Literature revision</i>
Human Rights	78	48	72
Good Citizenship	21	37	62
Reasoning Determinants	9	11	42
Work	36	36	35
Ethics of Calling to Islam	32	32	28
Abiding by Laws and Regulations	0	4	22
Alternative Channels for Stress Discharge	24	59	20
Reducing the Sources of Tension	6	41	17
Tolerance	0	14	9
Ethics of Technology Use	0	7	8
Individual's Stress Management	0	2	2
Change in Beliefs About Violence	6	30	1
Coefficient of Variation	130%	70%	86%

cepts mentioned in the Arabic-language books. The variation measures the differences in the frequencies of the concepts mentioned in each book, and it allows for the comparison of the books in accordance with their differences. The variation is high in all books, with the highest difference occurring in *Syntax and Etymology Book* at one hundred and thirty percent, followed by *Arabic Revision Book* at eighty-six percent, and lastly, *Arabic Literature Book* at seventy percent, referring to the responses of the respondents. Table 7 presents the results of the quantitative data on how the counter-terrorism concepts are consistently mentioned in the trio of books.

**Table 7: Analysis of consistency in this study**

<i>Topic</i>	<i>Syntax and Etymology</i>	<i>Arabic variation</i>	<i>Revision</i>	<i>Mean</i>	<i>SD</i>	<i>Coefficient of literature</i>
Human Rights	78	48	72	66	16	24%
Good Citizenship	21	37	62	40	21	52%
Reasoning Determinants	9	11	42	21	19	90%
Work	36	36	35	36	1	2%
Ethics of Calling to Islam	32	32	28	31	2	8%
Abiding by Laws and Regulations	10	4	22	9	12	35%
Alternative Channels for Stress Discharge	24	59	20	34	21	62%
Reducing the Sources of Tension	6	41	17	21	18	84%
Tolerance	0	14	9	8	7	93%
Ethics of Technology Use	0	7	8	5	4	87%
Individual's Stress Management	0	2	2	1	1	87%
Alternative Channels for Stress Discharge	16	30	1	12	16	26%
Total	22%	62	284	318	321	212

Table 7 demonstrates the consistency and similarity of concepts across the three books (regardless of whether that similarity of concepts is in terms of high frequency or low frequency). "Work" has the highest consistency amongst the three books with a coefficient variation of two percent, followed by "ethics of calling to Islam" with a coefficient variation of eight percent, and "human rights" with a coefficient variation of twenty-four percent. It can be said that the three books are consistent and similar in terms of the concepts therein, and those concepts have high frequencies in all three books as can be observed in the mean percentages of thirty-six percent, thirty-one percent, and sixty-six percent, respectively.

However, the coefficients of variation of the remaining concepts are very high, pointing to the large variation among the concepts included in the three books. The most variant concepts are "abiding by laws and regulations" with a variation coefficient of one hundred and thirty five percent, followed by "change in beliefs about violence" with a coefficient variation of one hundred and twenty six percent, and "tolerance" with a coefficient variation of ninety-three percent.

With regard to concepts that have the greatest variation, the concepts of "tolerance" and "abiding by laws and regulations" were not included in *Syntax and Etymology Book*, while *Arabic Revision Book* included the concept of "change in beliefs about violence" only once. Table 8 presents the results of the content analysis on the most frequently cited counter-terrorism concepts in the Revision Book.

Table 8 demonstrates the 10 concepts that are most frequently included in *Arabic Revision Book* as follows: “human right to education” with a frequency of 32 concepts, followed by “paying due respect to Muslim scholars and righteous people” with a frequency of 27, “encouragement of reasoning” with a frequency of 24, etc. This could be because these concepts occupy lofty positions as follows:

- The concept of “right to education and culture” assumes the first position, and this has a rational justification; the concept is related to the basic system of government, philosophy of education, curriculum, and free education as the highest rights of all in the Kingdom of Saudi Arabia.
- The concept of “paying due respect to Muslim scholars and righteous people”

also has a justification for occupying the second position, as Islam advocates it, and it is a basic obligatory system of the government of the Kingdom of Saudi Arabia.

The concept of “encouragement of reasoning,” which comes in third place, should have come first because it is one of the most important concepts in Islam that calls for counter-terrorism. Table 9 presents the results of the content analysis on the most frequently cited counterterrorism concepts in *Arabic Literature Book*.

Table 9 demonstrates the 10 concepts of counter-terrorism that are frequently included in *Arabic Literature Book* as follows: “increasing religious awareness and commitment to moral values” at a frequency of 58, followed by “putting an end to the various forms of social dis-

**Table 8: Concepts of counter-terrorism most frequently cited in *Arabic Revision Book***

<i>S. No.</i>	<i>Concept</i>	<i>Topic</i>	<i>Freq.</i>
1	Right to education and culture	Human Rights	32
2	Paying due respect to Muslim scholars and righteous people	Good Citizenship	27
3	Encouragement of reasoning	Reasoning Determinants	24
4	Increasing religious awareness and commitment to moral values	Alternative Channels for Stress Discharge	17
5	Familiarity with challenges facing the Muslim community (globalization, intellectual invasion, orientalism, etc.) and the best ways to handle them	Reasoning Determinants	14
6	Devotion to and perfection of one's work	Work	14
7	Instilling the correct Islamic creed	Human Rights	13
8	Appreciating the efforts of those who uphold security and order	Abiding by Laws and Regulations	12
9	Respect for all professions and trades	Work	12
10	Spending time in the way of Allah	Ethics of Calling to Islam	11

**Table 9: Concepts of counter-terrorism most frequently cited in *Arabic Literature Book***

<i>S. No.</i>	<i>Concept</i>	<i>Topic</i>	<i>Freq.</i>
1	Increasing religious awareness and commitment to moral values	Alternative Channels for Stress Discharge	58
2	Putting an end to the various forms of social discrimination	Reducing the Sources of Tension	19
3	Protecting homeland and preserving stability	Good Citizenship	15
4	Promotion of virtue and prevention of vice wisely and softly	Ethics of Calling to Islam	15
5	Attitude change towards violence as a means for conflict resolution	Change in Beliefs About Violence	15
6	Belief change on legitimacy of and acceptance of violence socially	Change in Beliefs About Violence	15
7	Right to education and culture	Human Rights	14
8	Publicly fighting all forms of deficiency and corruption	Reducing the Sources of Tension	14
9	One's right to consultation (Shura)	Human Rights	10
10	Paying due respect to Muslim scholars and righteous people	Good Citizenship	10

crimination" at 19, "encouragement of reasoning" at 15, etc.

The justification for the fact that the concept of "increasing religious awareness and commitment to moral value" comes in the first position is that the Kingdom of Saudi Arabia is a country that implements Shari'ah law. Secondly, this concept occupies an important position in Islam; hence, the Kingdom of Saudi Arabia considers it mandatory. This concept constitutes a special approach to the Arabic language that instills Islamic moral values, specifically in the lives of students at the secondary school level. Table 10 presents the results of the content analysis on the most frequently cited counter-terrorism concepts in *Syntax and Etymology Book*.

Table 10 demonstrates the 10 concepts of counter-terrorism that are most frequently included in *Syntax and Etymology Book* as follows: "right to education and culture" at a frequency rate of 35, followed by "spending time in the way of Allah" at 25, and "instilling the correct Islamic creed" at 24, etc. Table 11 presents the results of the content analysis on the counter-terrorism concepts that are absent in *Arabic Revision Book*.

Table 11 demonstrates the 29 counter-terrorism concepts that are not included in *Arabic Revision Book*. Table 12 presents the results of the content analysis on the counter-terrorism concepts that are absent in *Arabic Literature Book*.

Table 12 demonstrates the 30 counter-terrorism concepts that are not included in *Arabic Literature Book*. Table 13 presents the results of the content analysis on the counter-terrorism concepts that are absent in *Syntax and Etymology Book*.

Table 13 demonstrates the 43 counter-terrorism concepts related to participation in volun-

tary social activities that are not included in *Syntax and Etymology Book*. However, with regard to all of the concepts not included in the list, the reason might be due to their mention implicitly in other curricula because the inclusion of all of the concepts in one curriculum could lead to having a voluminous book that will be a burden for students.

### Findings of the Second Research Question

RQ2: To what extent do first-year secondary students internalize the concepts of counterterrorism in Arabic-language textbooks in the city of Arar?

To answer this question, students' internalization of the concepts of counterterrorism was measured using three measures that refer to a three-point rating scale. The first measure, which was graded from 0.00 to 0.76, represents mean internalization; the second measure, which was graded from 0.68 to 1.33, represents high internalization; and the third measure, which was graded from 1.34 to 2.00, represents the 24 counterterrorism concepts that are included in *Arabic Language Textbook* and that y first-year secondary school students study during their first academic semesters. The construction of the 24 positions that express these concepts stands out greatly in human life. The means and standard deviations were used to measure the participants' responses. Therefore, mean internalization indicates every student's mean score obtained amongst the 24 concepts. The following results were obtained as in Table 14.

Table 14 explains the overall mean scores of the students' responses regarding their internalization of counter-terrorism concepts as mentioned in *Arabic Language Textbook* for first-

**Table 10: Concepts of counterterrorism most frequently cited in *Syntax and Etymology Book***

S.No.	Concept	Topic	Freq.
1	Right to education and culture	Human Rights	35
2	Spending time in the way of Allah	Ethics of Calling to Islam	25
3	Instilling the correct Islamic creed	Human Rights	24
4	Increasing religious awareness and commitment to moral values	Alternative Channels for Stress Discharge	24
5	Devotion to and perfection of one's work	Work	15
6	Mercy and kindness to others	Human Rights	12
7	Solidarity of the whole society	Good Citizenship	10
8	Encouragement of reasoning	Reasoning Determinants	9
9	Respect for all professions and trades	Work	8
10	Appreciating good work	Work	7

**Table 11: Concepts of counter-terrorism that are absent from *Arabic Revision Book***

<i>S. No.</i>	<i>Concept</i>	<i>Topic</i>	<i>Freq</i>
1	One's right to consultation (Shura)	Human Rights	0
2.	Honoring and obeying the rulers without disobeying Allah	Good Citizenship	0
3.	Rationalization of consumption and preservation of public resources	Good Citizenship	0
4.	Protecting private and public properties	Good Citizenship	0
5.	Not daring to issue a fatwa	Protecting Private and Public Property	0
6.	No blind imitation	Reasoning Determinants	0
7.	Security precaution	Abiding by Laws and Regulations	0
8.	Warning of dangers and disadvantages of satellite channels	Abiding by Laws and Regulations	0
9.	Warning of dangers and disadvantages of means of communication	Abiding by Laws and Regulations	0
10.	Warning of ideology of globalization	Abiding by Laws and Regulations	0
11.	Good use of leisure time	Work	0
12.	Truthfulness in speech and action	Work	0
13.	No defrauding or cheating	Work	0
14.	Rejection of bribes	Work	0
15.	Anger suppression	Tolerance	0
16.	Fear of Allah when using technology	Ethics of Technology Use	0
17.	Positive use of internet	Ethics of Technology Use	0
18.	Not using technology to spread rumors and slander	Ethics of Technology Use	0
19.	Not using technology for hacking	Ethics of Technology Use	0
20.	Not using technology to destroy websites	Ethics of Technology Use	0
21.	Appreciating the role of technology in calling to Islam	Ethics of Technology Use	0
22.	Attitude change towards violence as a means for conflict resolution	Change in Beliefs About Violence	0
23.	Belief change on legitimacy of and acceptance of violence socially	Change in Beliefs About Violence	0
24.	Highlighting the role of Islam in rejecting violence, and purifying Islamic heritage of violence-promoting false statements	Change in Beliefs About Violence Reducing the Sources of Tension	0 0
25.	Applying limits to punishment within social institutions	Reducing the Sources of Tension	0
26.	Widening the circle of political participation	Reducing the Sources of Tension	0
27.	Taking care of and re-planning squatter areas	Individual's Stress Management	0
28.	Developing skills of conflict management	Alternative Channels for Stress Discharge	0
29.	Participation in voluntary social activities	Alternative Channels for Stress Discharge	0

year secondary school students, which is at a 1.19 grade of mean internalization.

### Findings of the Third Research Question

RQ3: Does any statistically significant difference exist in the extent to which the first-year secondary students internalize the concepts of counter-terrorism cited in Arabic-language textbooks, due to different variables, such as father's and mother's educational backgrounds?

The results of Table 15 present the answer to the third research question.

Table 15 explains the difference, at  $p < .05$ , between the mean samples according to father's and mother's educational backgrounds (undergraduate and above – secondary level and be-

low) regarding their internalization of counter-terrorism concepts in *Arabic Language Textbook* for first-grade secondary school students. The difference was in favor of those who have undergraduate-level education and above, in accordance with their father's and mother's educational backgrounds.

This indicates that father's and mother's educational backgrounds positively influence the children's internalization of counter-terrorism concepts, perhaps because positive attitudes toward counter-terrorism are embedded in parents with high educational backgrounds. These results may point to the familial role in terms of counter-terrorism. The findings demonstrate that while all students studied the same curriculum, their levels of internalization differed, generally

**Table 12: Concepts of counter-terrorism that are absent from *Arabic Literature Book***

<i>S. No.</i>	<i>Concept</i>	<i>Topic</i>	<i>Freq</i>
1	Treating others well	Human Rights	0
2	Rationalization of consumption and preservation of public resources	Good Citizenship	0
3	Collaboration with community and individuals	Good Citizenship	0
4	Protecting private and public property	Good Citizenship	0
5	Appreciating the efforts of the government in serving Islam	Good Citizenship	0
6	Moderation in Islam	Ethics of Calling to Islam	0
7	Not daring to issue a fatwa	Ethics of Calling to Islam	0
8	Knowledge of sources of Shari'a-Based (Lawful) Evidences and Using them as References	Reasoning Determinant	0
9	No blind imitation	Reasoning Determinants	0
10	Abiding by laws and regulations	Abiding by Laws and Regulations	0
11	Appreciating the efforts of those who uphold security and order	Abiding by Laws and Regulations	0
12	Security precautions	Abiding by Laws and Regulations	0
13	Warning of dangers and disadvantages of satellite channels	Abiding by Laws and Regulations	0
14	Warning of dangers and disadvantages of means of communication	Abiding by Laws and Regulations	0
15	Warning of ideology of globalization	Abiding by Laws and Regulations	0
16	Good use of leisure time	Work	0
17	Rejection of bribes	Work	0
18	Fear of Allah when one is using technology	Ethics of Technology Use	0
19	Positive use of the internet	Ethics of Technology Use	0
20	Not using technology to spread rumors and slander	Ethics of Technology Use	0
21	Not using technology for hacking	Ethics of Technology Use	0
22	Not using technology to destroy websites	Ethics of Technology Use	0
23	Appreciating the role of technology in calling to islam	Ethics of Technology Use	0
24	Emphasizing one's ability to control one's violent behavior	Change in Beliefs About Violence	0
25	Highlighting the role of Islam in rejecting violence, and purifying Islamic heritage of violence-promoting false statements	Change in Beliefs About Violence	0
26	Applying limits to punishments within social institutions	Reducing the Sources of Tension	0
27	Fair distribution of services across regions and divisions	Reducing the Sources of Tension	0
28	Taking care of and re-planning squatter areas.	Reducing the Sources of Tension	0
29	Guiding individuals to the best action in violent situations	Individual's Stress Management	0
30	Participation in voluntary social activities	Alternative Channels for Stress Discharge	0

according to their parents' educational backgrounds.

### DISCUSSION

The results of the first research question revealed consistently citations of the concepts of counter-terrorism in the books analyzed, particularly between *Arabic Revision Book* and *Syntax and Etymology Book*, for their frequent use by the students. Additionally, the differences found in the concepts in those textbooks are

due to the assumption of curriculum designers that some of these levels represent one another, or they are implicitly or explicitly explained in another curriculum. Similarly, the findings of the first research question pinpoint two realities; the first is the existence of variation in the concepts of counter-terrorism in one book, and the second is that the three Arabic-language books vary in their concept patterns. These findings are consistent with the studies of Al-Aklabi and Ahmed (2008), Al-Furthun (2007), Al-Maliki (2006) and Greer (2011). With regard to the second research

**Table 13: Concepts of counter-terrorism that are absent from *Syntax and Etymology Book***

<i>S. No.</i>	<i>Concept</i>	<i>Topic</i>	<i>Freq</i>
1	No degrading and ridiculing others	Human Rights	0
2	Protecting others' honor and privacy	Human Rights	0
3	Rationalization of consumption and preservation of public resources	Good Citizenship	0
4	Collaboration with community and individuals	Good Citizenship	0
5	Protecting private and public property	Good Citizenship	0
6	Appreciating the efforts of government in serving Islam	Good Citizenship	0
7	Moderation in Islam	Ethics of Calling to Islam	0
8	Not Daring To Issue A Fatwa	Ethics of Calling to Islam	0
9	Facing Ideological Aberration	Reasoning Determinants	0
10	Knowledge of sources of Shari'a-Based (Lawful) evidences and using them as references	Reasoning Determinants	0
11	No blind imitation	Reasoning Determinants	0
12	Familiarity with challenges facing the Muslim community (globalization, intellectual invasion, orientalism, etc.) and the best ways to handle them	Reasoning Determinants	0
13	Abiding by laws and regulations	Abiding by Laws and Regulations	0
14	Respect for treaties and pacts	Abiding by Laws and Regulations	0
15	Appreciating the efforts of those who uphold security and order	Abiding by Laws and Regulations	0
16	Security precaution	Abiding by Laws and Regulations	0
17	Warning of dangers and disadvantages of satellite channels	Abiding by Laws and Regulations	0
18	Warning of dangers and disadvantages of means of communication	Abiding by Laws and Regulations	0
19	Warning of ideology of globalization	Abiding by Laws and Regulations	0
20	Not defrauding or cheating	Work	0
21	Fulfilling one's pledges	Work	0
22	Rejection of bribes	Work	0
23	Forgiving and excusing people	Tolerance	0
24	Anger suppression	Tolerance	0
25	Forbearing	Tolerance	0
26	Fear of Allah when one is using technology	Ethics of Technology Use	0
27	No violation of intellectual property rights	Ethics of Technology Use	0
28	Positive use of internet	Ethics of Technology Use	0
29	Not using technology to spread rumors and slander	Ethics of Technology Use	0
30	Not using technology for hacking	Ethics of Technology Use	0
31	Not using technology to destroy websites	Ethics of Technology Use	0
32	Appreciating the role of technology in calling to Islam	Ethics of Technology Use	0
33	Highlighting the role of Islam in rejecting violence, and purifying Islamic heritage of violence-promoting false statements	Change in Beliefs About Violence	0
34	Applying limits to punishment within social institutions	Reducing the Sources of Tension	0
35	fair distribution of services across regions and divisions	Reducing the Sources of Tension	0
36	Widening the circle of political participation	Reducing the Sources of Tension	0
37	Increasing the channels of communication between people and government	Reducing the Sources of Tension	0
38	Taking care of and re-planning squatter areas	Reducing the Sources of Tension	0
39	Developing skills of conflict management	Individual's Stress Management	0
40	Training on agitation management and physical and psychological relaxation	Individual's Stress Management	0
41	Guiding individuals to the best action in violent situations	Individual's Stress Management	0
42	Encouraging positive social behavior	Alternative Channels for Stress Discharge	0
43	Participation in voluntary social activities	Alternative Channels for Stress Discharge	0

**Table 14: Students' internalization of counter-terrorism concepts in general**

<i>General internalization</i>	<i>Mean</i>	<i>SD</i>	<i>Response</i>
Averagely internalized	0.52	1.19	All participants

question, the results of this study showed that the participants averagely internalized the concepts of counter-terrorism in their books. The findings of this part are consistent with that of Espelage et al. (2013). In the same vein, the findings of the third research question showed that while all students studied the same curriculum, their levels of internalization differed, generally according to their parents' educational backgrounds. These findings correlate with those in the studies of Al-Janai (2001) and Fili (2016).

### CONCLUSION

Counter-terrorism concepts in the Arabic-language textbooks that first-year secondary school students use in the Kingdom of Saudi Arabia are generally well included and represented at different stages. However, some concepts have a high frequency of inclusion, some have a low frequency, and some are omitted entirely. The internalization of counter-terrorism concepts in the Arabic-language textbooks by first-year secondary school students was average. Parents' educational backgrounds were found to positively influence their children's internalization of the concepts.

### RECOMMENDATIONS

- (1) Revisit and revise the curriculum and school textbooks to support the inclusion of counterterrorism concepts, specifically

ly those that are not frequently included or are omitted entirely.

- (2) Review the list of counter-terrorism concepts that are explicitly and implicitly mentioned in the Arabic-language textbooks and distribute them to teachers at the beginning of the academic year to help to familiarize them with these concepts.
- (3) The necessity of an in-service training program to treat the neglected areas in teachers' performances related to counter-terrorism concepts
- (4) Educate students and their caregivers on the dangers of terrorism and ways of combating it.
- (5) Establish a national plan for teaching counter-terrorism in the educational curriculum and Arabic-language curriculum to combat terrorism.

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**Table 15: Students' internalization of counter-terrorism concepts according to father's and mother's educational backgrounds**

<i>Variable</i>		<i>Mean</i>	<i>Response</i>	<i>St. D</i>	<i>*Sig</i>
<i>Father's Educational Background</i>	Bachelor's and above	1.32	0.43	Average	<.0005
	Secondary and below	0.58	0.51	Weak	
<i>Mother's Educational Background</i>	Bachelor's and above	1.36	0.43	Average	<.0005
	Secondary and below	0.71	0.46	Average	

\*Estimation of probability value according to a t-test for the equal mean internalization in accordance with the father's and mother's educational backgrounds

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