

The Role of Saudi Women in the Prevention of Terrorism: Case Study on Mothers of Female Students at Princess Nourah bint Abdulrahman Universityⁱ

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Abstract The present study aims to identify the role of Saudi women in the prevention of terrorism. Therefore, the author adopted the descriptive analytical approach. The population consisted of all the (18250) Saudi mothers of female senior students at PNU for the academic year 2016/2017. The questionnaire is applied to a randomly selected sample of (377) Saudi mothers. The study concluded that the role of the Saudi women in preventing terrorism is realized by helping their children to choose their friends, encouraging them to adhere to the virtues of Islam neither excessively nor deficiently, telling them that Islam calls to cooperation, peace and accepting others regardless of their nationality or religion, and avoiding repression and oppression in socialization, at work and towards their society. The study made some recommendations that may contribute to preventing terrorism and achieving security and peace in the society.

Keywords Prevention, Saudi Women, Terrorism, Princess Nourah University

Introduction

Family and school are considered two of the most important institutions responsible for promoting awareness because they are primarily responsible for raising up children. In addition, their major responsibility is the socialization and education of children so that they would become able to serve themselves and their society and be good citizens. Therefore, these two institutions should play a great role in the socialization of children in order to protect them from terrorist thoughts and reinforce national belonging.

Undoubtedly, terrorism with all its aims and means is resulted from several political, economic, social, and psychological dimensions. Urgent measures for combating terrorism must be taken without indulging in trying to detect

its several complicated reasons. However, it is sometimes thought that detecting and removing those reasons must proceed taking any concrete measures.

The concept of terrorism should be explained and more interest should be paid to combating it by diagnosing its reasons especially after its spread in recent years. The author believes that dealing with terrorism necessitates identifying the role of society represented by its most important institutions responsible for child-caring through different stages in order to alleviate the spread of this phenomenon between our children and in our society.

Therefore the study of terrorism is necessary in the meantime and more interest should be paid to it because terrorism leads to the absence of security which is essential for human-beings. Accordingly, this present topic has been chosen to be studied.

Statement of the Problem

Terrorism takes a great deal of the world attention because it is a phenomenon of great danger at the society. It leads to insecurity, destruction and violation of property, sacrilege, killing and kidnapping safe civilians and threatening their lives. Family is the basic unit of society being its fundamental building block. If it is durable, the society building will be potent and consistent but if the family is fragile suffering from ignorance, underdevelopment and disintegration, this certainly will lead to impaired individuals who will be easily deceived and will grudge the whole society. Family can bring up a child to be a good citizen but if it does not possess the elements of appropriate educational upbringing, this child will be victim for deviation. Also, school is one of the most important social institutions on which modern societies depend in order to address educational needs that could not be addressed by family with complications of life. Therefore, school becomes a specialized social institution where students receive

knowledge and culture from generation to another. School seeks bringing up children and youth mentally, emotionally and socially which would prepare them to be good citizens in life (AlHawshan, 2009).

Mothers occupy the most prominent place of bringing up children. In fact, family is the first step of socialization being responsible for instilling principles in children so that they could judge what they receive later from all the society institutions. For example, when children are at school, their perspectives about their teachers depend on their upbringing at home. They choose classmates and evaluate the situations they face according to what instilled in their minds by the family. Here appears the role, importance and risk of family in educational (AlDwaysih, 2012).

In the celebration of the twentieth anniversary of the International Year of the Family, Zhuhai Declaration acknowledged that the family - the basic block of society - is a powerful agent for sustainable social, economic, environment and cultural development, including peace and security, bearing the primary responsibility for the care, development and protection of children, as well as instilling values of citizenship and belonging in the society. In addition, it provided an opportunity to draw further attention to increasing cooperation at all levels on family issues and for undertaking concerted actions to strengthen family-centered policies and programs by 2030 (United Nations 2015).

Therefore, the Basic Law of Governance in KSA, the third section "constituents of Saudi society" states that "The family is the nucleus of Saudi society. Its members shall be raised and adhere to the Islamic creed which calls for obedience to God, his messenger and those of the nation who are charged with authority; for the respect and enforcement of law and order; and for love of the motherland and taking pride in its glorious history". Article ten states: "The state shall put great attention to strengthen the bonds which hold the family together and to preserve its Arab and Islamic values. Likewise, it is keen on taking good care of all family members and creating proper conditions to help them in developing their skills and abilities" (Basic Law of Governance, Third Section, Articles 9-10). <https://www.shura.gov.sa/wps/wcm/connect/ShuraArabic/internet/Laws+and+Regulations/The+Basic+Law+Of+Government/Chapter+Three>

Terrorism appeared recently in KSA forming a social problem of economic, social and political reasons. This problem has been made more dangerous because those who execute these terrorist acts consider themselves heroes. In addition, terrorism negatively affects all the society sectors. Family education is responsible for increasing one's awareness in all ages and all circumstances and developing, changing and improving the human behavior so that one would be a good citizen society (AlKhamshy, 2004). Terrorism is considered a criminal phenomenon or a behavioral deviation from the prevailing rules of social behavior. This depends on that the criminal behavior is not purely incriminated by law but it is produced by a person

living in a specific atmosphere of a specific society. Hence, it is a deviant social behavior. Studying the reasons and factors of terrorism explains this phenomenon to which consequently what is said about the criminal phenomenon in general is applied. Criminologists state that it does not spring out of one or two sources but out of several diverse and interweaved complicated sources. Likewise, terrorism, as a criminal phenomenon that has its own features, is not an isolated or occasional act but it the result of several concerted factors that identify its figure, aspect and appearance (AlRakaby, 2007). The Saudi society possesses safety, security and national unity especially it is distinguished by having the Two Holy Mosques and applying the Islamic Shariah. The first Article of the Basic Law of Governance states that the "constitution is the Holy Qur'an". One privilege of the policy of the Saudi society is the political neutrality unlike what is prevailed in other Arab and foreign societies that, in education, take side with global eastern or western political ideologies. Neutrality in education is required in a country like KSA being the source of the Islamic mission to which all the media and educational materials are strongly dedicated in order to spread the Islamic creed and to instill it in its members. Islam calls for the promotion of virtue and the prevention of vice with wisdom and beautiful preaching neither excessively nor deficiently; Islam is the religion of love and mercy. Using power and violence by some groups to make some changes is not justified. Those people are members of society brought up in specific circumstances and family education that deeply affected these behaviors (AlKhamshy, 2004). Family and school are two of the most important institutions that play an active role in instilling social skills and values which the society would like to keep in children. Also, parents play a role in forming the desired behaviors by communicating with children in socialization. This takes place in family in the form of behaviors and practices not guidance from a superior party; i.e. father and mother. Therefore, the role of family education is necessary for satisfying the healthy, psychological and social needs of children so that they would possess the best social adjustment and at the same time the social purposes would be achieved. Thus socialization plays a vital role in forming the human behavior and hence the human personality. Accordingly, family also has to internalize and deepen the values of belonging among its members, provide family atmosphere free of violence and family troubles, and adopt correct educational styles that would provide a healthy family atmosphere for bringing up the children. Such negative acts may negatively affect the social and psychological formation of children leading that they may join groups and gangs trying to satisfy the feeling of belonging and affinity. The more one is isolated from family, the more one's feeling of need to these alternative groups where one finds what is missing. These terrorist groups try to compensate them and internalize the group's values and criteria in their mind and hence one does not adhere to the primary values and criteria of the society (AlGhareeb, 2010).

Woman plays several roles in the society; she is responsible for her duties towards her husband and children in the process of socialization. Her most important role is to guide her children and to instill a lot of religious and social values and behaviors in them. If she is working, then she has duties towards her work. Here appears the significance of the study focusing on the role of women who plays a vital role in upbringing children in the family and other roles in her society through her work. This is obvious if she takes part in the educational process being a teacher of younger generations to prevent risks and terrorism or if she works in any other field where she can prevent terrorism.

Questions

The major question of the study is "What is the role of Saudi woman in the prevention of terrorism in the Saudi society?" It could be subdivided into:

1. What is the role of Saudi woman in the prevention of terrorism at the level of family?
2. What is the role of Saudi woman in the prevention of terrorism at the level of work institutions?
3. What is the role of Saudi woman in the prevention of terrorism at the level of society?
4. What are the most important suggestions for activating the role of Saudi woman in the prevention of terrorism in the Saudi society?

Objectives

The present study aims at achieving a major objective, which is "identifying the role of the Saudi woman in the prevention of terrorism", by achieving the following minor objectives:

1. Identifying the role of the Saudi woman in the prevention of terrorism at the level of family.
2. Identifying the role of the Saudi woman in the prevention of terrorism at the level of work institutions.
3. Identifying the role of the Saudi woman in the prevention of terrorism at the level of society.
4. Providing suggestions for activating the role of Saudi woman in the prevention of terrorism in the Saudi society.

Significance

1. Terrorism is danger to the individual and the society because it causes insecurity and trespassing properties.
2. The Saudi society suffers from the phenomenon of terrorism due to some behaviors that violate Sharia and Islamic behaviors which prevents trespassing properties and rights.
3. Woman plays a great role in taking part in the socialization in family, at school and in society; thus, she plays a role in preventing the spread of this phenomenon.
4. Terrorism is a world phenomenon that needs more studies to explore it.
5. This study seeks to increase awareness of involving in

terrorism and highlighting its impact on the individual and the society.

Limitations

First: The study is limited to the role of Saudi women with their family, work and society in preventing terrorism in the Saudi society. Second, it is limited to the Saudi working and non-working mothers in Riyadh for the academic year 2016/2017.

Terms and Concepts

Terrorism

The term "terrorism" comes from French *terrorisme*, from Latin: *terror*, "great fear", "dread", related to the Latin verb *terrere*, "to frighten". In Arabic, it means "great fear" (Ibn Manzour, 2003).

Terrorism is all the forms of organized violence or even the threatening of using it against a country, a group of countries or an ideological or political group by organized groups of organized with a specific aim of causing a state of threat and chaos in order to control this society or degrade the position of those who are in charge of it (De'abes, 1994). One of the modern definitions of terrorism is that: "It is a criminal act accompanied with terror, violence or panic with intent to achieve a specific purpose. It is also the intentional organized use of some means that can cause a public danger threatening life and physical integrity, health or public funds" (Awad, 2002).

Terrorism is procedurally defined as the acts that harm the individual and the society; they are produced by an individual or a group of individuals belonging to a specific group or organization led by specific leaders aiming at striking terror and destruction by violence, killing, kidnapping, bombing and other criminal behaviors. This includes all its moral and material forms against public and personal properties and people whether they are ordinary people or representatives of an authority opposing the goals of this group or organization. In their terrorist actions, they depend on some reasons under some fake religious mottoes.

The Role

Muhammad Attef Ghaith defines "role" as a repeated pattern of acquired actions performed by a specific person. Others define it as a pattern of rights and duties related to a specific position in the group or a specific social situation. The role of a person in any situation depends mainly on some expectations of other people and of the same person (Ghaith, 1995). Role is procedurally defined as including tasks and activities performed by women in family, work and society in order to help preventing terrorism in the Saudi society.

Prevention

In Arabic, prevention comes from 'prevented', 'prevents', 'prevent', 'prevention', 'preventing', 'prevented'; 'to prevent a harm' means to protect someone against it; 'prevention' is the

protection against (AlMo'jam AlWaseett, 2010).

This concept refers to the medical, social, educational, psychological and qualifying procedures and services that preclude any general disorder or weakness to individuals obstruct and overcome the development of inability. The preventing approach is interested in healthy and straight people before sick people in order to protect them from problems and disorders.

Prevention is procedurally defined as: Achieving the prevention of terrorism through the role of woman at the levels of family, work and society.

Methodology and Procedures

Methodology

This study is an analytical descriptive study aimed at exploring the features of a specific phenomenon or situation dominated by specification quality. It depends on collecting, analyzing and interpreting data in order to deduce its significance and issue generalizations about the situation or phenomenon (Hassan, 1988) using the social survey approach. It is an attempt to collect data and information related to the subject matter (The Role of Saudi Woman in the Prevention of Terrorism in the Saudi Society) and hence it analyzes and interprets them in order to deduce final results and find out some suggestions and information related to the subject matter.

Population

The population of the study consists of all the Saudi mothers of the female senior students at PNU which is the biggest female university all over the world. The time of conducting the study is the first semester of the academic year 2015/2016.

Sample

The study sample randomly selected from the mothers of the students enrolled at the university in all the theoretical and practical specializations. A random sample of (5%) was selected (from the original population where the number of the senior female students was (18250) students). Therefore, the participants were (377).

Tool

The study used the Questionnaire to collect data. The first part of the questionnaire includes demographic, social, cultural and economic data about the respondents. The second part includes questions that measure their attitudes towards the role of women in the prevention of terrorism.

Validity

In order to identify the degree of validity of the measurement tool, it was presented to a group of reviewers.

Pearson correlation coefficient was calculated in order to identify the internal validity of the tool. It was calculated between the score of each paragraph of the questionnaire with the total score of the domain, as shown in the following

tables:

Table 1. Pearson correlation coefficients of the paragraphs of the second domain with the total score of the domain

Paragraph No	Correlation coefficient to the domain	Paragraph No	Correlation coefficient to the domain
1	**0.569	12	**0.686
2	**0.597	13	**0.500
3	**0.689	14	**0.620
4	**0.564	15	**0.516
5	**0.569	16	**0.599
6	**0.692	17	**0.594
7	**0.522	18	**0.507
8	**0.626	19	**0.566
9	**0.693	20	**0.644
10	**0.522	21	**0.508
11	**0.596	22	**0.517

** Statistically Significant at the Level (0.01) or less.

Table 2. Pearson correlation coefficients of the statements of the first domain with the total score of the domain

Paragraph No	Correlation coefficient to the domain	Paragraph No	Correlation coefficient to the domain
1	**0.602	7	**0.576
2	**0.561	8	**0.520
3	**0.645	9	**0.539
4	**0.599	10	**0.598
5	**0.585	11	**0.577
6	**0.543	12	**0.520

** Statistically Significant at the Level (0.01) or less.

Table 3. Pearson correlation coefficients of the statements of the third domain with the total score of the domain

Paragraph No	Correlation coefficient to the domain	Paragraph No	Correlation coefficient to the domain
1	**0.530	7	**0.554
2	**0.597	8	**0.593
3	**0.576	9	**0.546
4	**0.649	10	**0.647
5	**0.709	11	**0.605
6	**0.548	-	-

** Statistically Significant at the Level (0.01) or less

Table 4. Pearson correlation coefficients of the statements of the fourth domain with the total score of the domain

Paragraph No	Correlation coefficient to the domain	Paragraph No	Correlation coefficient to the domain
1	**0.508	7	**0.598
2	**0.512	8	**0.791
3	**0.655	9	**0.699
4	**0.555	10	**0.744
5	**0.616	11	**0.706
6	**0.594	12	**0.633

** Statistically Significant at the Level (0.01) or less

Tables (1- 4) show that the values of the correlation coefficient of each paragraph to its domain are positive and statistically significant at the level (0.01) or less indicating its consistency validity with its domain.

Reliability

In order to measure the reliability of the tool, Cronbach's Alpha (α) was used. Table (5) shows the tool reliability coefficients.

Table 5. Cronbach's Alpha (α) for measuring the reliability of the tool

Domains of the questionnaire	Number of Paragraphs	Domain Reliability
The role of Saudi woman in the prevention of terrorism at the level of family	22	0.7782
The role of Saudi woman in the prevention of terrorism at the level of work institutions (The institutions where woman works such as school or university)	12	0.7847
The role of Saudi woman in the prevention of terrorism at the level of society	11	0.7944
Important suggestions for activating the role of woman	12	0.8216
The overall reliability	57	0.8957

Table (5) shows that the coefficient of the overall reliability is high rated (0.8957) indicating that the questionnaire is highly reliable.

Results Related to Describing the Respondents

Table 6. The distribution of the respondents according to the variable of age

Age	Frequency	Percentage
From 25 to 30 years old	105	28.0
From 31 to 40 years old	117	31.2
From 41 to 50 years old	105	28.0
51 and more	48	12.8
Total	375	100%

Table (6) indicates that the age of (117) respondents, representing 31.2% of the total sample, ranged from 31 to 40 years old forming the majority of the sample. While (105) respondents, representing 28.0%, ranged from 41 to 50 years old, only (48) respondents, representing 12.8%, were 51 and more.

Table 7. The distribution of the respondents according to the variable of the family's monthly income

The family's monthly income	Frequency	Percentage
From 5000 to 10000 SR	156	41.6
From 10000 to 15000 SR	123	32.8
From 16000 to 20000 SR	63	16.8
From 20000 and more	33	8.8
Total	375	100%

Table (7) indicates that the monthly income of (156) respondents, representing 41.6% of the total sample, ranged from 5000 to 10000 SR forming the majority of the sample. And (123) respondents, representing 32.8%, ranged from 1000 to 15000 SR. While (63) respondents, representing 16.8%, ranged from (16000 to 20000) SR, only (33) respondents, representing 8.8%, were (20000 SR and more).

Table 8. The distribution of the respondents according to the variable of accommodation

Accommodation	Frequency	Percentage
Apartment	78	20.8
A floor in a villa	99	26.4
Villa	198	52.8
Total	375	100%

Table (8) indicates that the accommodation of (198) respondents, representing 52.8% of the total sample was a villa forming the majority of the sample. This result accords with the construction boom in KSA. While the accommodation of (99) respondents, representing 26.4% of the total sample was a floor in a villa, only (78) respondents, representing 20.8% of the total sample were living in an apartment.

Table 9. The distribution of the respondents according to the variable of educational level

Educational level	Frequency	Percentage
PhD	3	0.8
M.A.	21	5.6
B.A.	177	47.2
High School Certificate	72	19.2
Diploma Holder	36	9.6
Middle School Certificate	18	4.8
Primary	48	12.8
Total	375	100%

Table (9) indicates that the educational level of (177) respondents, representing 47.2% of the total sample was BA forming the majority of the sample. This result accords with the high level of women education in KSA. While the educational level of (72) respondents, representing 19.2% of the total sample was high school certificate, only (48) respondents, representing 12.8% of the total sample were holders of primary school certificates. Moreover, Table (9) points out that (36) respondents, representing 9.6% of the total sample were Diploma holders, (21) respondents, representing 5.6% of the total sample were M.A holders, (18) respondents, representing 4.8% of the total sample were holders of middle certificates, and only (3) respondents, representing 0.8% of the total sample were PhD holders.

Table 10. The distribution of the respondents according to marital status

Marital Status	Frequency	Percentage
Married	342	91.2
Divorced	18	4.8
Widow	15	4.0
Total	375	100%

Table (10) indicates that (342) respondents, representing 91.2% of the total sample, were married forming the majority of the sample. While (18) respondents, representing 4.8%, were divorced, only (15) respondents, representing 4.0%, were widows.

Table 11. The distribution of the respondents according to number of children

Number of Children	Frequency	Percentage
From 1 to 4	180	48.0
From 5 to 9	177	47.2
From 10 and more	18	4.8
Total	375	100%

Table (11) indicates that (180) respondents, representing 48.0% of the total sample, have got 1-4 children forming the majority of the sample. While (177) respondents, representing 47.2%, have got 5-9 children, only (18) respondents, representing 4.8%, have got 10 or more children.

Table 12. Do you work?

	Frequency	Percentage
Yes	130	34.7
No	245	65.3
Total	375	100%

Table (12) indicates that (245) respondents, representing 65.3% of the total sample, were not working forming the majority of the sample; while (130) respondents, representing 32.3%, were working.

Table (13) illustrates that (75) of the working respondents, representing 59.2% of the working respondents, were working at schools forming the majority of the working sample. This result accords with the preference of the Saudi society of working in teaching. Whereas (21) of them, representing 16.5% of the working respondents, were

working in a government department, only (13) mothers, representing 10.2%, were working in other workplaces. In addition, Table (13) indicates that (12) mothers, representing 9.4% of the working respondents, were working at universities; (6) mothers, representing 4.7%, were working at hospitals.

Table 13. The distribution of respondents according to workplace

Workplace	Frequency	Percentage
School	75	59.2
Hospital	6	4.7
Governmental Department	21	16.5
University	12	9.4
Other (Private Sector, Student)	13	10.2
Total	130	100%

Table 14. The distribution of the respondents according to husband's job

Husband's Job	Frequency	Percentage
Private Sector	72	19.2
Military Sector	84	22.4
Government job	201	53.6
Other (Retired, Jobless, Freelancer)	18	4.8
Total	375	100%

Table (14) indicates that the husbands of (201) respondents, representing 53.6% of the total sample, had got government jobs forming the majority of the sample. While (84) husbands, representing 22.4%, worked in the military sector, only (72) husbands, representing 19.2%, worked in the private sector. In addition, Table (14) points out that (18) husbands, representing 4.8%, had got other jobs.

Results Related to the Questions

The First Question: What is the role of Saudi woman in the prevention of terrorism at the level of family?

In order to identify the role of Saudi woman in the prevention of terrorism at the level of family, the responses on the paragraphs of this domain were analyzed calculating frequency, percentage, arithmetic mean, standard deviation and ranking. Results are presented in the following table:

Table 15. The responses on the paragraphs of the domain of the role of Saudi woman in the prevention of terrorism at the level of family, ordered in descending order according to the means

No	Paragraph	Frequency	Agreement Degree			Mean	Standard Deviation	Ranking
		Percentage	Yes	Somewhat	No			
3	I encourage my children to choose good company (friends)	Chi	363	12	-	2.97	0.176	1
		%	96.8	3.2	-			
1	I encourage them to adhere to religion neither excessively nor deficiently	Chi	354	21	-	2.94	0.230	2
		%	94.4	5.6	-			
2	I advise my children that future is just Allah's well, but we have to adopt means to reach an end (enhancing work spirit).	Chi	348	27	-	2.93	0.259	3
		%	92.8	7.2	-			
4	I instill love for homeland and maintaining its cultural achievements in them.	Chi	324	51	-	2.86	0.343	4
		%	86.4	13.6	-			
19	I strongly prevent my children from befriending with suspected groups	Chi	321	45	9	2.83	0.434	5
		%	85.6	12.0	2.4			
13	I help them to pass the feelings of depression	Chi	312	60	3	2.82	0.402	6
		%	83.2	16.0	0.8			
12	I don't depend on oppression nor repression in dealing with my children	Chi	306	63	6	2.80	0.439	7
		%	81.6	16.8	1.6			
11	I advise them not to accept irrational stuff	Chi	303	66	6	2.79	0.444	8
		%	80.8	17.6	1.6			
20	Raising conscience and self-reproaching soul among my children and I advise them not to trespass others	Chi	309	51	15	2.78	0.500	9
		%	82.4	13.6	4.0			
21	I provide the needs of my children moderately neither extravagantly nor parsimoniously	Chi	288	84	3	2.76	0.446	10
		%	76.8	22.4	0.8			
9	I accustom them to discuss and make dialogues rather than only accepting orders.	Chi	285	84	6	2.74	0.472	11
		%	76.0	22.4	1.6			
14	I keep away from controversy between religious extremism and indulgence	Chi	285	81	9	2.74	0.493	12
		%	76.0	21.6	2.4			
22	I encourage them to take part in volunteering activities in order to serve the society.	Chi	285	78	12	2.73	0.513	13
		%	76.0	20.8	3.2			
16	I observe my family's psychological changes such as anxiety, loneliness and distraction.	Chi	279	75	21	2.69	0.572	14
		%	74.4	20.0	5.6			
6	I am keen on keeping them away from arguments between me and my husband.	Chi	270	90	15	2.68	0.546	15
		%	72.0	24.0	4.0			
10	I am keen on helping my children to spend time usefully.	Chi	249	123	3	2.66	0.492	16
		%	66.4	32.8	0.8			
5	I discuss terrorism and its dangers with them	Chi	243	120	12	2.62	0.549	17
		%	64.8	32.0	3.2			
15	I encourage them to deal moderately with people of other religions.	Chi	249	102	24	2.60	0.607	18
		%	66.4	27.2	6.4			
18	I observe my family's external changes	Chi	258	78	39	2.58	0.672	19
		%	68.8	20.8	10.4			
17	I observe my family's intellectual changes such as discussing critical and inflammatory topics about society	Chi	234	93	48	2.50	0.712	20
		%	62.4	24.8	12.8			
8	I follow the websites that they surf.	Chi	195	150	30	2.44	0.638	21
		%	52.0	40.0	8.0			
7	I observe changes in my husband and children behavior such as getting out a lot or visiting unfamiliar people.	Chi	222	90	63	2.42	0.763	22
		%	59.2	24.0	16.8			
Total Mean						2.72	0.214	

The results point out that the respondents agree on the role of Saudi woman in the prevention of terrorism at the level of family with a mean of (2.72 out of 3.00). This mean falls in the third category of the triple scale (from 2.35 to 3.00) indicating the option of (Yes) on the tool.

In addition, the results illustrate that there is coherence in the respondents' agreement on the role of Saudi woman in the prevention of terrorism at the level of family. The means ranged from (2.42) to (2.97) which fall into the third category of the triple scale which indicates (Yes) on the tool. The respondents agree on twenty two roles of the Saudi woman in the prevention of terrorism at the level of family represented in paragraphs No (3, 1, 2, 4, and 19) which are ranked in descending order according to the respondents' agreement degree of as follows:

The paragraph of "I encourage my children to choose good company (friends)" is ranked first according to the respondents' agreement with a mean (2.97 out of 3). This result accords with the Study of (Youssef, 1995) that handles "the political, economic and social changes related to terrorism". The author mentioned that the most important reasons for the formation of terrorist groups are economic and social factors, the free time and the company. All of this assures the importance of choosing good company for the children and explaining the risks and negative effects of choosing bad company. Also, this result accords with the Study of (AL Hussein, 2004) that tackles the intellectual reasons for terrorism, violence and extremism. The study illustrated some means that support terrorism, violence and extremism such as the media, bad company and financial support.

The paragraph "I encourage them to adhere to religion neither excessively nor deficiently" was ranked second according to the respondents' agreement with a mean of (2.94 out of 3). This result accords with (Fahmy, 1995) entitled "*Youth and Extremism*" which concluded that the intellectual vacuum and the weak religious knowledge made young people victim of religious extremism. It also concluded that there was a positive correlation between the activities of youth welfare at universities and the prevention of religious extremism. It recommended taking care of the intellectual foundation of youth in order not to leave religious legacy prone to fixed interpretations or inadequate alleges. Accordingly, mothers have to play a role in encouraging children to adhere to religion neither excessively nor deficiently in order not that they become victim of religious extremism.

Paragraph No (4), "I instill the love for homeland and maintaining its cultural achievements in them" was ranked fourth according to the respondents' agreement with a mean (2.86 out of 3). This result accords with the study of (AlShahry, 2014) that was conducted on a group of extreme websites by analyzing their content. The study recommended establishing dependent intellectual centers such as "Center for Intellectual and Social Research" in order to study and analyze the intellectual phenomena, administrate and execute scientific activities such as specialized seminars and

studies aiming decision-makers to activate their role, make use of the experience of those who got out of jail in intellectual charges to issue a series of short stories for youth in a simple concise style, reinforce the educational role of family, and activate the school education in the positive uses of the internet. All of this assures the role of family represented by mothers in instilling a lot of principles such as loving and keeping the homeland.

This result accords with the functional theory aiming at organizing and stabilizing society through an integrated system and agreement between its members on a basis of fixed values. Also, it calls all the elements of society such as the school, family and state to maintain the overall stability; for example the function of family is to organize the sexual behavior and instill social values in children (AlGhazawy, 2006). Thus, the love for homeland and maintaining its cultural achievements in children are important values that should be instilled by mothers in children through socialization.

The paragraph "I strongly prevent my children from befriending with suspected groups" was ranked fifth according to the respondents' agreement with a mean of (2.83 out of 3). It was followed by the paragraph "I help them to pass the feelings of depression" which was ranked sixth according to the respondents' agreement with a mean of (2.82 of 3). These results accord with the theory of aggressive behavior which states that aggressive behavior is a result of depression. (Morshed 2006). Depression is an unpleasant emotional excitability representing an annoying situation for the individual. As well, this excitability can recall several responses such as aggression. According to the type of the individual's responses to a situation of coercion which is similar to the present situation, the major responses are formed. These responses include asking others for help, withdrawal, trying to solve or pass the situation, returning to alcohol and drugs, acting aggressively and implementing the major mechanisms of defense. Thus, these are the responses that are more likely to appear. If aggression helped someone to pass depression in the past, it is more likely to appear in the future. The same is true as for any other response (Kattamy Addas, 2002). Thus, the help of mothers to pass depression prevents the children's aggressive behavior including the terrorist behavior.

The following paragraph was "I don't depend on oppression or repression in dealing with my children" ranked seventh according to the agreement of the respondents with a mean of (2.80 out of 3). This result accords with the theory of aggressive behavior which states that depression is an unpleasant emotional excitability representing an annoying situation for the individual. As well, this excitability can recall several responses such as aggression. According to the type of the individual's responses to a situation of coercion which is similar to the present situation, the major responses are formed. These responses include asking others for help, withdrawal, trying to solve or pass the situation, and returning to alcohol and drugs (Kattamy Addas, 2002). Thus, if mothers depend on oppression and repression, children

may get away from them and ask others for help leading to their involvement in terrorist groups. This result accords with (Tubin, 2006) entitled: "The Children's Perceptions about Good Parenting at Times of War and Terrorism". The most important results of this study showed that children believe that good parents are those who do not punish or yell at their children; instead they tell them about the mistake and how to correct it in the future. As well, at times of war and terrorism, children need the utmost feeling of safety due to the continual life-threatening situation in which they live. Also, it accords with (Pain, 2014) entitled: "Daily Terrorism: Relating the Family Violence to the World Terrorism" that states that daily terrorism (domestic violence or terrorism) creates fear and psychologically controls all those around it. In addition, it is broadly reflected on the political components of the surrounding atmosphere. Thus mothers have not to depend on violence and oppression with children.

All the aforementioned results point out that the most important roles of Saudi women in the prevention of terrorism at the level of family are: "I encourage my children to choose good company (friends)", "I encourage them to adhere to religion neither excessively nor deficiently", "I advise my children that future is just Allah's well, but we have to adopt means to reach an end (enhancing work spirit)", "I instill love for homeland and maintaining its cultural

achievements in them", "I strongly prevent my children from befriending with suspected groups", "I help them to pass the feelings of depression" and "I don't depend on oppression and repression in dealing with my children". These results explain that helping children to choose good company (friends), not oppressing nor repressing them, and helping them to pass depression protect them from involving in suspected groups which would certainly reinforce protecting them from intellectual deviation and joining terrorist groups. Accordingly, these roles are the most important roles of Saudi woman in the prevention of terrorism at the level of family.

The Second Question: What is the role of Saudi woman in the prevention of terrorism at the level of work institutions (The institutions where woman works such as school or university)?

In order to identify the role of Saudi woman in the prevention of terrorism at the level of work institutions (The institutions where woman works such as school or university), the responses on the paragraphs of this domain were analyzed calculating frequency, percentage, arithmetic mean, standard deviation and ranking. Results are presented in the following table:

Table 16. The responses on the paragraphs of the domain of the role of Saudi woman in the prevention of terrorism at the level of work institutions (The institutions where woman works such as school or university), in descending order according to the *means*

No	Paragraph	Frequency	Agreement Degree			Mean	St. D	Rank
		Percentage	Yes	Somewhat	No			
6	I highlight the virtues and ethics of Islam such as cooperation, compassion and love for others.	Chi	354	21	-	2.94	0.230	1
		%	94.4	5.6	-			
10	I explain the sanctity of trespassing and looting rights of others.	Chi	342	30	3	2.90	0.321	2
		%	91.2	8.0	0.8			
7	I reinforce love for homeland maintaining its cultural achievements in children	Chi	336	39	-	2.90	0.306	3
		%	89.6	10.4	-			
9	I highlight the important role of safety and peace in improving society	Chi	324	51	-	2.86	0.343	4
		%	86.4	13.6	-			
3	I depend on encouraging techniques not depression in dealing with children	Chi	324	48	3	2.86	0.374	5
		%	86.4	12.8	0.8			
2	I tell them about the dangers of terrorism at both individual and society	Chi	321	54	-	2.86	0.352	6
		%	85.6	14.4	-			
4	I make dialogues with children rather than accepting orders	Chi	321	51	3	2.85	0.381	7
		%	85.6	13.6	0.8			
1	I confront any act violating the safety and security of the homeland	Chi	318	51	6	2.83	0.415	8
		%	84.8	13.6	1.6			
8	I relate the educational curricula and materials to the Islamic principles of dealing with others and achieving peace	Chi	306	66	3	2.81	0.414	9
		%	81.6	17.6	0.8			
5	I encourage children not to accept irrational stuff	Chi	285	81	9	2.74	0.493	10
		%	76.0	21.6	2.4			
11	I accept and respect others regardless their religion or nationality	Chi	279	87	9	2.72	0.500	11
		%	74.4	23.2	2.4			
12	I concentrate the enhancing entertainment and cultural activities on highlighting the tolerant values of Islam	Chi	267	102	6	2.70	0.494	12
		%	71.2	27.2	1.6			
Total Mean						2.83	0.214	

The aforementioned results indicate the respondents' agreement on the role of Saudi woman in the prevention of terrorism at the level of work institutions (The institutions where woman works such as school or university or government institution) with a mean of (2.83 out of 3.00) falling in the third category of the triple scale (from 2.35 to 3.00) indicating the option of (Yes) on the tool.

In addition, the results illustrate that there is coherence in the respondents' agreement on the role of Saudi woman in the prevention of terrorism at the level of work institutions (The institutions where woman works such as school or university). The means ranged from (2.70) to (2.94) which fall into the third category of the triple scale indicating (Yes) on the tool. The respondents agree on twelve roles of the Saudi woman in the prevention of terrorism at the level of work institutions (The institutions where woman works such as school or university) represented in paragraphs No (6, 10, 7, 9, and 3) which are ranked in descending order according to the agreement degree of the respondents as follows:

Paragraph No (6) "I highlight the virtues and ethics of Islam such as cooperation, compassion and love for others" was ranked first according to the respondents' agreement with a mean of (2.94 out of 3) This result accords with (Fahmy 1995) entitled "*Youth and Extremism*" which concluded that the intellectual vacuum and the weak religious knowledge made young people victim of religious extremism. It also concluded that there was a positive correlation between the activities of youth welfare at universities and the prevention of religious extremism. It recommended taking care of the intellectual foundation of youth in order not to leave religious legacy prone to fixed interpretations or inadequate alleges. Also, it accords with (AL Hussein 2004) which pointed out that the educational reasons of terrorism, extremism and violence including the weak religious knowledge in the educational curricula from the primary stage to the university in almost all Muslim countries and the insufficient interest in highlighting the virtues of Islam and not obeying the system in childhood. Therefore, woman has to play an essential role which is highlighting the virtues and ethics of Islam in order not that young people become victim of extremist groups involved in terrorism.

Paragraph (10), "I explain the sanctity of trespassing and looting rights of others" was ranked second according to the respondents' agreement with a mean of (2.90 out of 3). This accords with (Fahmy 1999), "*The Religious Values for Youth from the Perspective of Community Service*", which concluded that religious knowledge and helping youth spend their free time positively are factors that prevent their extremism. Also, it concluded that intellectual vacuum of people, especially the youth, leads to be prone to extremist ideas and that young people are in need of joining organized religious groups and properly studying Islam.

Paragraph No (7), "I reinforce love for homeland and maintaining its cultural achievements in them" was ranked third according to the respondents' agreement with a mean of

(2.90 out of 3). Paragraph No (9), "I highlight the important role of safety and peace in improving the society" was ranked fourth according to the respondents' agreement with a mean of (2.86 out of 3). Paragraph No (3), "I depend on encouraging techniques not depression in dealing with children" was ranked fifth according to the respondents' agreement with a mean of (2.86 out of 3). This result accords with the theory of Social Learning that handled the aggressive behavior. Bandura is the founder of this theory; he placed special attention on studying the human interaction. He believes that personality cannot be understood but in terms of social context and interaction and hence one's behavior is formed by observing others' behavior. By focusing on the aggressive behavior that leads to physical injury or destroying of the properties, Bandura presented how people can learn this aggressive behavior by imitating others' behavior. For him, the aggressive behavior can be learned as any other behavior either by directly reinforcing it or imitating it whether these models were real or televised. Studies indicate that children who are subject to aggressive models are more subject to be involved in aggressive behavior. Therefore, adopting the aggressive behavior with children may lead to their involvement in terrorist groups due to depression.

As for the paragraph "I relate the educational curricula and materials to the Islamic principles of dealing with others and achieving peace", it was ranked ninth according to the respondents' agreement with a mean of (2.81 out of 3). This result is consistent with the Study of AlZahry (2002), "*The Role of Islamic Education in Protecting Terrorism*", which concluded that delinquency in teaching religious courses in some Muslim countries was the major cause of terrorism. Thus, in educational fields, woman has to relate materials in order to teach children religion and its role in achieving peace and eliminating terrorism which is mainly considered trespassing of properties and security.

These results show that the most prominent role of Saudi woman in the prevention of terrorism at the level of work institutions (The institutions where woman works such as school or university) is "I highlight the virtues and ethics of Islam such as cooperation, compassion and love for others". It explains that highlighting the virtues and ethics of Islam such as cooperation, compassion and love for others in the institutions where woman works like schools and universities would strengthen the bonds of community and the application of virtues of Islam which would certainly prevent terrorism and trespassing others and would help people accept others regardless of their religion or nationality.

The Third Question: What is the role of Saudi woman in the prevention of terrorism at the level of society?

In order to identify the role of Saudi woman in the prevention of terrorism at the level of society, the responses on the paragraphs of this domain were analyzed calculating frequency, percentage, arithmetic mean, standard deviation and ranking. Results are presented in the following table:

Table 17. The responses on the paragraphs of the domain of the role of Saudi woman in the prevention of terrorism at the level of society, in descending order according to the means

No	Paragraph	Frequency	Agreement Degree			Mean	St. D	Rank
		Percentage	Yes	Somewhat	No			
9	I highlight the importance of safety and peace and the government's role in achieving them	Chi	333	42	-	2.89	0.316	1
		%	88.8	11.2	-			
11	I spread the virtues of Islam such as tolerance, cooperation and brotherhood	Chi	333	39	3	2.88	0.349	2
		%	88.8	10.4	0.8			
10	I highlight the importance of safety and peace and the citizen's role in achieving them	Chi	327	45	3	2.86	0.366	3
		%	87.2	12.0	0.8			
7	I reinforce love and belonging to the homeland in dialogues with others	Chi	321	54	-	2.86	0.352	4
		%	85.6	14.4	-			
2	I highlight the importance of safety for individual and society	Chi	312	63	-	2.83	0.374	5
		%	83.2	16.8	-			
3	I highlight the risks of dealing with deviant groups and their danger at the society	Chi	309	63	3	2.82	0.408	6
		%	82.4	16.8	0.8			
8	I highlight the risks of terrorism in dialogues with others	Chi	303	69	3	2.80	0.420	7
		%	80.8	18.4	0.8			
6	I encourage estimating and keeping the national achievements	Chi	297	75	3	2.78	0.431	8
		%	79.2	20.0	0.8			
1	I accept and respect others regardless their religion or nationality	Chi	288	78	9	2.74	0.489	9
		%	76.8	20.8	2.4			
5	I confront and report any deviant groups	Chi	279	84	12	2.71	0.519	10
		%	74.4	22.4	3.2			
4	I proceed to call the concerned authorities in the case of suspecting any action violating safety	Chi	270	90	15	2.68	0.546	11
		%	72.0	24.0	4.0			
Total Mean						2.81	0.241	

The results point out that the respondents agree on the role of Saudi woman in the prevention of terrorism at the level of society with a mean of (2.81 out of 3.00). This mean falls in the third category of the triple scale (from 2.35 to 3.00) indicating the option of (Yes) on the tool.

Moreover, the results indicate that there is coherence in the respondents' agreement on the role of Saudi woman in the prevention of terrorism at the level of society. The means ranged from (2.68) to (2.89) which fall into the third category of the triple scale indicating (Yes) on the tool. The respondents agree on eleven roles of the Saudi woman in the prevention of terrorism at the level of society represented in paragraphs No (9, 11, 10, 7, and 2) which were ranked in descending order according to the agreement degree of the respondents as follows:

1. Paragraph No (9), "I highlight the importance of safety and peace and the government's role in achieving them" was ranked first according to the respondents' agreement with a mean of (2.89 out of 3). This result accords with (Hansen 2011) entitled "*Does Women's Education Affect Terrorism?*" which aimed at exploring the relationship between women's education in a country and the number of terrorist accidents in it. The results pointed out that, nowadays, globalizing societies has significantly led to the increase of frequent terrorist

attacks. Furthermore, the results indicated that there was an inverse correlation between women's education and the ratio of terrorist accidents; the more women were educated in a country, the less there were terrorist attacks out of this country. Thus, women's education and awareness are reflected on her role in highlighting the importance of safety and peace and highlighting the state's efforts for achieving them. This would lead to her significant role in raising awareness as for the risks of terrorism and the importance of safety and peace.

2. Paragraph No (11), "I spread the virtues of Islam such as tolerance, cooperation and brotherhood" was ranked second according to the respondents' agreement with a mean of (3.88 out of 3). This result accords with (Rudolph, 2006) entitled: "*Identity, Foreign Policy, and War against Terrorism in KSA*". It illustrated that there was no correlation between terrorism and Islam because Islam does not promote violence; those who claim the opposite of that are ignorant. Thus, women have to play a vital role in her society highlighting that Islam is the religion of peace and safety and that it has nothing to do with terrorism.
3. Paragraph No (10), "I highlight the importance of safety and peace and the citizen's role in achieving them" ranked third according to the respondents'

- agreement with a mean of (2.86 out of 3).
4. Paragraph (7), "I reinforce love and belonging to the homeland in dialogues with others" was ranked fourth according to the respondents' agreement with a mean of (2.86 out of 3).
 5. Paragraph No (2), "I highlight the importance of safety for individual and society" was ranked fifth according to the respondents' agreement with a mean of (2.83 out of 3).

The aforementioned results showed that the most prominent role of Saudi woman in the prevention of terrorism at the level of society is "I highlight the importance of safety and peace and the government's role in achieving them". This result interprets the awareness of Saudi woman of the importance of safety and peace, the government's role in achieving them and highlighting the risks of dealing with extremist groups and their danger at the society.

Undoubtedly, woman's contribution to this part protects the society from terrorism. In addition, her role in socialization is explicit through encouraging the estimation and keeping national achievements, accepting and respecting others regardless their religion or nationality, and proceeding to contact the concerned authorities in the case of suspecting action violating safety.

The Fourth Question: What are the most important suggestions for activating the role of Saudi woman in the prevention of terrorism?

In order to identify the most important suggestions for activating the role of Saudi woman in the prevention of terrorism, the responses on the paragraphs of this domain were analyzed calculating frequency, percentage, arithmetic mean, standard deviation and ranking. Results are presented in the following table:

Table 18. The responses on the paragraphs of the domain of the most important suggestions for activating the role of Saudi woman in the prevention of terrorism, in descending order according to the means

No	Paragraph	Frequency	Agreement Degree			Mean	St. D	Rank
		Percentage	Yes	Somewhat	No			
1	Avoiding oppression and repression with children for providing them a safe atmosphere	Chi	354	21	-	2.94	0.230	1
		%	94.4	5.6	-			
6	Making dialogues about intellectual and religious topics with children and I explain these topics to them	Chi	339	33	3	2.90	0.331	2
		%	90.4	8.8	0.8			
4	Defending the homeland with word and act through socialization	Chi	330	39	6	2.86	0.387	3
		%	88.0	10.4	1.6			
2	Helping children to spend free time usefully in order that they would not involve in other groups	Chi	324	48	3	2.86	0.374	4
		%	86.4	12.8	0.8			
12	Understanding, discussing and solving the problems of the youth	Chi	309	54	12	2.79	0.479	5
		%	82.4	14.4	3.2			
5	Reinforcing the culture of participation and coexistence with others regardless their religion or nationality	Chi	294	81	-	2.78	0.412	6
		%	78.4	21.6	-			
9	Spreading awareness messages through smart phones by the security parties about the risks of terrorism	Chi	306	51	18	2.77	0.524	7
		%	81.6	13.6	4.8			
8	Executing awareness programs on the risks of terrorism for women at schools and universities	Chi	291	66	18	2.73	0.543	8
		%	77.6	17.6	4.8			
11	Raising awareness through the media and social media on the risks of terrorism	Chi	291	66	18	2.73	0.543	9
		%	77.6	17.6	4.8			
3	Organizing seminars and conferences advertising the risks of terrorism and the ways of preventing it	Chi	288	69	18	2.72	0.546	10
		%	76.8	18.4	4.8			
10	Activating (FTN) at schools and universities in order to qualify teachers and parents about the risks of terrorism	Chi	291	57	27	2.70	0.594	11
		%	77.6	15.2	7.2			
7	Issuing awareness books about the risks of terrorism	Chi	252	102	21	2.62	0.591	12
		%	67.2	27.2	5.6			
Total Mean						2.78	0.276	

The results point out that the respondents agree on the most important suggestions for activating the role of Saudi woman in the prevention of terrorism with a mean of (2.78 out of 3.00). This mean falls in the third category of the triple scale (from 2.35 to 3.00) indicating the option of (Yes) on the tool.

Moreover, the results indicate coherence in the respondents' agreement on the most important suggestions for activating the role of Saudi woman in the prevention of terrorism. The means ranged from (2.62) to (2.94) which fall into the third category of the triple scale indicating (Yes) on the tool. The respondents agree on twelve suggestions represented in paragraphs No (1, 6, 4, 2, and 12) which were ranked in descending order according to the agreement degree of the respondents as follows:

1. Paragraph (1), "Avoiding oppression and repression with children for providing them a safe atmosphere" was ranked first according to the respondents' agreement with a mean of (2.94 out of 3). This result accords with the theory of aggressive behavior which states that depression is an unpleasant emotional excitability representing an annoying situation for the individual. As well, this excitability can recall several responses such as aggression. According to the type of the individual's responses to a situation of coercion which is similar to the present situation, the major responses are formed. These responses include asking others for help, withdrawal, trying to solve or pass the situation, or returning to alcohol and drugs (Kattamy Addas 2002: 211). Thus, if mothers depend on oppression and repression, children may get away from them and ask others for help leading to their involvement in terrorist groups.
2. Paragraph (6), "Making dialogues about intellectual and religious topics with children and explaining these topics to them", was ranked second according to the respondents' agreement with a mean of (2.90 out of 3). This result accords with (Fahmy, 1995) entitled "*Youth and Extremism: An Assessing Study of the Attitudes of a Youth Sector towards Extremism*" which concluded that the intellectual vacuum and the weak religious knowledge made young people victim of religious extremism. It recommended taking care of the intellectual foundation of youth in order not to leave religious legacy prone to fixed interpretations or inadequate alleges. Therefore, mothers have to make dialogues with their children about intellectual and religious topics in order that they would not be easy target by terrorist groups.
3. Paragraph No (4), "Defending the homeland with word and act through socialization" was ranked third according to the respondents' agreement with a mean of (2.86 out of 3).
4. Paragraph (2), "Helping Children to spend their free time usefully in order that they would not involve in other groups" was ranked fourth according to the

respondents' agreement with a mean of (2.86 out of 3). This result accords with (Yousef, 1995) that handles "the political, economic and social changes related to terrorism". The author mentions that the most important reasons for the formation of terrorist groups are economic and social factors, the free time and the company. Accordingly, mothers have to actively take part in usefully spending the children's free time in order that they would not easily involve in extremist and terrorist groups.

5. Paragraph (12), "Understanding, discussing and solving the problems of the youth" was ranked fifth according to the respondents' agreement with a mean of (2.79 out of 3).

The aforementioned results point out the most important suggestion for activating the role of Saudi woman in the prevention of terrorism is "Avoiding oppression and repression with children for providing them a safe atmosphere". This result explains that avoiding oppression and repression with children for providing them a safe atmosphere makes them estimate the value of safety and decreases their tendency to violence. In addition, reinforcing the culture of participation and coexistence with others regardless their religion or nationality among children leads to reinforcing their protection from terrorism. We have to spread awareness messages and programs for women by smart phones and at universities and schools. In addition, we have to issue awareness books explaining the risks and ways of preventing terrorism through the media.

Results

First: Results Related to the Description of the Respondents

- The study showed that (117) respondents, representing 31.2% of the total sample, were 31-40 years old forming the majority of the sample.
- The study showed that the monthly income of (156) respondents, representing 41.6% of the total sample, was 5000-10000 SR forming the majority of the sample.
- The study showed that (198) of the respondents, representing 52.8% of the total sample, were living in a villa forming the majority of the sample.
- The study showed that (177) respondents, representing 47.2% of the total sample, were B.A holders forming the majority of the sample.
- The study showed that (342) respondents, representing 91.2% of the total sample, were married forming the majority of the sample.
- The study showed that (180) respondents, representing 48.0% of the total sample, have got 1-4 children forming the majority of the sample.
- The study showed that (245) respondents, representing 65.3% of the total sample, were not working forming the majority of the sample.

- The study showed that (75) of the working respondents, representing 59.2% of those who work, work at schools forming the majority of the sample.
- The study showed that the husbands' jobs of (201) respondents, representing 53.6% of the total sample, were government jobs forming the majority of the sample.

Second: Results Related to the Questions

The First Question: *What is the role of Saudi woman in the prevention of terrorism at the level of family?*

The respondents agree on twenty two roles of the Saudi woman in the prevention of terrorism at the level of family as follows:

1. I encourage my children to choose good company (friends)
2. I encourage them to adhere to religion neither excessively nor deficiently
3. I advise my children that future is just Allah's well, but we have to adopt means to reach an end (enhancing work spirit).
4. I instill love for homeland and maintaining its cultural achievements in them
5. I strongly prevent my children from befriending with suspected groups

The most leading role of Saudi women in the prevention of terrorism at the level of family is: "I encourage my children to choose good company (friends)". This result interprets that choosing good company (friends) protects children from involving in suspected groups which would reinforce preventing them from intellectual deviation and joining terrorist groups.

The Second Question: *What is the role of Saudi woman in the prevention of terrorism at the level of work institutions (The institutions where woman works such as school or university)?*

The respondents agree on twelve roles of Saudi woman in the prevention of terrorism at the level of work institutions (The institutions where woman works such as school or university) as follows:

1. I highlight the virtues and ethics of Islam such as cooperation, compassion and love for others
2. I explain the sanctity of trespassing and looting rights of others.
3. I reinforce love for homeland and maintaining its cultural achievements in in them
4. I highlight the important role of safety and peace in improving the society
5. I depend on encouraging techniques not depression in dealing with children

Thus, the most prominent role of Saudi woman in the prevention of terrorism at the level of work institutions (The institutions where woman works such as school or university) is "I highlight the virtues and ethics of Islam such as

cooperation, compassion and love for others". It interprets that highlighting the virtues and ethics of Islam such as cooperation, compassion and love for others in the institutions where woman works like schools and universities would strengthen the bonds of community and the application of virtues of Islam which would certainly prevent terrorism.

The Third Question: *What is the role of Saudi woman in the prevention of terrorism at the level of society?*

The respondents agree on eleven roles of Saudi woman in the prevention of terrorism at the level of society as follows:

1. Highlighting the importance of safety and peace and the government's role in achieving them
2. Spreading the virtues of Islam such as tolerance, cooperation and brotherhood.
3. Highlighting the importance of safety and peace and the citizen's role in achieving them.
4. Reinforcing love and belonging to the homeland in dialogues with others.
5. Highlighting the importance of safety for the individual and the society.

Thus, the most prominent role of Saudi woman in the prevention of terrorism at the level of society is "Highlighting the importance of safety and peace and the government's role in achieving them". This result interprets the awareness of Saudi woman of the importance of safety and peace, and the government's role in achieving them. Undoubtedly, woman's contribution to this part protects the society from terrorism.

The Fourth Question: *What are the most important suggestions for activating the role of Saudi woman in the prevention of terrorism?*

The respondents agree on twelve suggestions for activating the role of Saudi woman in the prevention of terrorism as follows:

1. Avoiding oppression and repression with children for providing them a safe atmosphere.
2. Making dialogues about intellectual and religious topics with children and explaining these topics to them.
3. Defending the homeland with word and act through socialization.
4. Spending the children's free time usefully in order that they would not involve in other groups.
5. Understanding, discussing and solving the problems of the youth.

Thus, the most important suggestion for activating the role of Saudi woman in the prevention of terrorism is represented is "Avoiding oppression and repression with children for providing them a safe atmosphere". This result interprets that avoiding oppression and repression with children for providing them a safe atmosphere makes them estimate the value of safety and decreases their tendency to violence. In addition, it reinforces their protection from terrorism.

Recommendations

1. Broadening in organizing lectures and seminars at universities, schools and awareness centers aiming at answering questions about terrorism.
2. Establishing a center for preventive protection from terrorism in order to proactively protect children by a national plan of preventive protection addressing the challenges and raising the family's educational awareness.
3. Studying and improving the position of family by national authorities in order that it would not become a stimulus for terrorism.
4. Creating communication channels and making dialogues between the youth and the authorities to directly answer their inquiries.
5. Encouraging mothers to avoid oppression and repression with children for providing them a safe atmosphere.
6. Educating mothers to make dialogues with children about intellectual and religious issues and explaining these topics to them.
7. Guiding mothers as for defending the homeland with word and act through socialization.
8. Encouraging mothers to help children spend free time usefully in order that they would not involve in other groups.
9. Educating Saudi women to understand discuss and solve the problems of the youth.
10. Encouraging mothers to reinforce the culture of participation and coexistence with others regardless their religion or nationality
11. Spreading awareness through smart phones by the security parties about the risks of terrorism
12. Holding awareness programs on the risks of terrorism for women at schools and universities
13. Conducting more studies on the role of Saudi woman in the prevention of terrorism.
14. Developing educational curricula spreading the culture of love for homeland.

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