



Research Article

© 2023 Asma Hezam Ghormallah Al Zahrani.
This is an open access article licensed under the Creative Commons
Attribution-NonCommercial 4.0 International License
(<https://creativecommons.org/licenses/by-nc/4.0/>)

Received: 10 October 2022 / Accepted: 19 January 2023 / Published: 5 March 2023

The Level of Intellectual Security among the Female Students of Prince Sattam bin Abdulaziz University: Kingdom of Saudi Arabia and Its Relationship with Risk-Taking Behaviors

Asma Hezam Ghormallah Al Zahrani

Department of Psychology, College of Education in Al-Dilam,
Prince Sattam bin Abdulaziz University,
Al-Kharj 11942, Saudi Arabia

DOI: <https://doi.org/10.36941/jesr-2023-0040>

Abstract

This study aims to explore the level of intellectual security and risk behaviours and discover if there is any correlation between them among a sample of female students of Prince Sattam bin Abdulaziz University, Al-Kharj. The study also seeks to reveal if there are variations in the responses of the sample members regarding specialisation and academic level. The researcher used a "correlative descriptive approach" to meet the study's objectives. The "Intellectual Security Scale" (Al-Muammar & Muhammad, 2016) and the "Risk Propensity Scale" (Al-Qatrawi, 2012) were used. The researcher chose a random sample of 150 female students from the selected university. The data obtained from the sample, was processed statistically. The results indicated that the level of intellectual security among female students was very high while their level of propensity towards risk was medium. The results also revealed a significant inverse correlation at the level of 0.05 between intellectual security and propensity towards risks among female university students. In comparison, according to the specialisation variable, there were no statistically significant differences at the significance level of 0.01 and less, in the responses of the study sample members about intellectual security and propensity towards risk. The study recommends that the in charge of academic counselling should mainly be guided about enhancing the intellectual security of university students and the positive concept of risk behaviour in general.

Keywords: Female Students, Intellectual Security, Prince Sattam bin Abdulaziz University, Specialisation, Study Level, Risk Behavior

1. Introduction

Intellectual security represents the central pillar of society because it is related to the mind, ideas and culture. It is an important way to achieve complete and comprehensive security. Undoubtedly, achieving intellectual security is an onset for the development of civilisation and creativity in a society, in general, and among youth, in particular. Abu Arad (2010) pointed out that the concept of "intellectual security" is one of the modern ideas, and it emerged as a result of the devastation and destruction caused by terrorism and extremism. However, the contents of "intellectual security" date back to the early stages of human civilisation, as they were closely associated with the foundations of human life.

Al-Khathlan (2017) emphasised that intellectual security is the core of security because if a person assures that he appreciates rules, regulations and principles, he will feel secure about the values and ideas. The Islamic *Sharia* emphasises that the intellectual security of individuals as well as societies must be strengthened, protected and preserved through various means so that the faith and beliefs can be guarded.

The university education period is considered crucial in determining the career of youth. Therefore, the universities focus on guiding youth. To achieve this goal, the prime focus should be on intellectual security, consolidating its concept and working to confront the challenges it faces through the curricula, courses and activities that help to develop and strengthen the national spirit. Further, considerable attention should be on revealing the relationship between intellectual security and the risk-taking behaviour of female students at the university.

Al-Wahsh (2018) pointed out the role of universities in preparing their students for life after university and working to strengthen their life skills so that they can act well in various situations and choose mature behaviour based on a deep understanding of priorities. The researcher believes that knowing the relationship between intellectual security and risk-taking behaviour is one of the essential topics that help students to deal with crises and confront the ideas that are alien to society and inconsistent with belief, religion and culture.

2. Problem Statement

Intellectual security is the foundation of comprehensive security. So, if this foundation is affected by a defect, it will affect the security in all its forms, for a person is captive to his beliefs, thoughts and actions. So, any disturbance in security is preceded by a disruption of intellectual security.

Disorders and attacks on property, honour and minds spread large. Also, the system of globalisation, imposed by the Western world through the information revolution, communication and knowledge of other cultures, had both a negative and a positive impact on the overall values in society as well as on youths (Gouli & Al-Ukaili, 2019).

Intellectual protection of students requires a study on intellectual security as Al-Omari and Khalifa (2021) emphasised that the disruption of intellectual security has spread among university students and threatened families and society in addition to satellite channels that stimulated behavioural problems and caused extremism and getting away from moderation. That is why there is a dire need to study this phenomenon to face the challenges of the increasing spread of violence and intellectual extremism among university students. On the other hand, the person experiences self-realisation through achieving his objectives and getting the best way of life which often requires risk (Mustafa, 2018).

The risks facing the individual refine his skills and abilities and transform him into a human being who shapes events in proportion to his abilities and capabilities. Risk-taking gains importance when it is a part of the individual's profession or job as it relates to decision-making and innovation of advanced methods to improve work (Al-Omari & Khalifa, 2021). Moreover, in an individual's professional life, self-awareness is important as it helps in relating to the decision-making process, inventing methods to improve work and bearing the pros and cons (Emad, 2020).

The idea of the present study is crystallised by looking at the above statements, as it deals with the two variables of intellectual security and risk-taking behavior of an important group in society, that is, the university students.

3. Research Questions

The study problem revolves around the following research questions:

1. What is the level of "intellectual security" among the female students of Prince Sattam bin Abdulaziz University?
2. What is the level of risk-taking behaviour among the female students of Prince Sattam bin

Abdulaziz University?

3. Is there any relationship between the intellectual security and risk-taking behaviour of the students of Prince Sattam bin Abdulaziz University according to the variables of the study (specialisation – study level)?
4. Are there any differences between the intellectual security and risk-taking behaviour of Prince Sattam bin Abdulaziz University students according to the study's variables (specialisation – study level)?

4. Research Objectives

The objectives of the study are:

1. To know the level of "intellectual security" among the female students of Prince Sattam bin Abdulaziz University in Al-Kharj.
2. To know the level of "risk-taking behaviour" among the female students of Prince Sattam bin Abdulaziz University in Al-Kharj.
3. To discover the relationship between the intellectual security and risk-taking behaviour of the students of Prince Sattam bin Abdulaziz University according to the variables of the study (specialisation – study level).
4. To discover the differences between the intellectual security and risk-taking behaviour of Prince Sattam bin Abdulaziz University students according to the study's variables (specialisation – study level).

5. Significance of the Study

Following is the significance of the study and reasons for choosing it:

5.1 Theoretical Significance

1. The present study is vital as it deals with intellectual security: a part of the "public security system" and a pillar of stability.
2. Shedding light on psychological change, which is risk-taking behaviour, is very important and requires intensified efforts to identify its importance in the lives of individuals and its contribution to predicting the level of intellectual security.
3. Studies and researches related to the issue of intellectual security are rare. Therefore, the present study will constitute an addition to the quality of services for the Arab library and the beginning of new scientific and applied research.
4. The study will help diversify the theoretical framework through the study tools, including the scale of intellectual security and risk-taking behaviour.

5.2 Practical Significance

1. The results of the study will significantly benefit the "preventive services" field to enhance intellectual security by designing student counselling programs.
2. The results of the study will be advantageous in preparing counselling and preventive programs against the tendency to take risks.
3. The attention of officials will be drawn towards developing new curricula and instilling concepts of intellectual security among female students in the early educational stages.
4. The results of the study will contribute to designing awareness plans for vulnerable segments of society and developing their awareness of intellectual security.

5.3 Terminologies of the Study

- **Intellectual Security:** The researcher defines it as providing individuals with intellectual and moral skills and protecting youth from psychological and intellectual deviations against the rational nature, the teachings of the Islamic religion and society's culture. Procedurally, it is the degree obtained by the student in the scale prepared for this purpose.
- **Risk-taking behaviour:** The researcher defines it as a person's behaviour motivated by subjective factors specific to the individual, family, and social aspects. The degree of influence of these factors varies from one individual to another. Procedurally, it is the degree obtained by the student in the scale prepared for this purpose.

6. Theoretical Framework

6.1 Intellectual Security

The comprehensive concept of intellectual security is a set of measures, methods, morals and material procedures that fall on the shoulders of social institutions through the mental and moral construction, instilling the correct values that guide behaviour, protect the human intellect and mind, activate his perceptions to distinguish everything he sees, hears and reads and responds to if its impact is negative. Al-Zahrani (2017) defined it as a commitment to what the group and the constitution regulating the movement of society approve. Azaazi and Ali (2017) described it as protecting the individual and society from intellectual piracy so that he can live securely, reassured and peacefully. It is also defined as ensuring the safety of thought of students and protecting it from negative influences and deviant thoughts (Al-Sayed, 2020). Al-Hamdani and Aziz (2018) indicate that the concept of intellectual security refers to the environment that enables the individual to feel secure and participate actively in ideas and opinions without being fearful or biased.

Moreover, Al-Nassar (2019) defined intellectual security as protecting the intellect and ideas from intrusive negative deviations and adopting procedures and actions that contribute to protecting the intellect from intellectual deviation. Intellectual security represents one of the aspects of national security that preserves identity and extremist ideological interference. This requires preventive intervention from educational institutions to enlighten learners about what is required towards their homeland (Al-Omari & Khalifa, 2021). The goal of activating intellectual security is to confront extraneous ideas, protect individuals from intellectual deviations of various issues, achieve security and stability in all aspects of life, spread love and cooperation among individuals, and work to keep them away from division and difference (Al-Zahrani, 2017).

Universities and educational institutions are responsible for preparing their students for the post-university period and providing them with the skills of self-reliance, discussion and meaningful dialogue so that they can act in various life situations. Apart from this, attention should be paid to choosing a faculty member according to precise criteria that guarantee the idea of moderation and work to achieve intellectual security. Also, scientific regulations must be set to evaluate students' performance, the curriculum should be reviewed, and its significant role in addressing intellectual and behavioural deviations should be ensured (Al-Wahsh, 2018).

6.2 Risk-taking behaviour

Risk-taking behaviour is a cyclist concept used when the results likely lead to something unpleasant for some. This behaviour stems from a strong personality that is not afraid of challenging situations. (Bayat et al, 2019). It represents a vague idea that contains two extremes simultaneously, including the possibility of failure and loss on the one hand and the possibility of achieving success and attaining the objective on the other. Thus, it may constitute a barrier to progress in life or a motive for success and continuity (Ibrahim, 2014).

Many theories have explained risk-taking behaviour, such as the "traits and abilities theory", which sees that the human personality is a system of factors, traits and capabilities through which an individual's behaviour is expressed in a specific situation. However, the "procedural learning theory" views that a person tends to repeat the behaviour until satisfaction is achieved, as this is a reinforcement that does not stop until he achieves his objective (Husain, 2018).

The "theory of needs and motives" sees that individuals differ in their goals and ambitions according to their motives. According to the "cognitive theory", individuals do not respond to stimuli automatically. It depends on their self-esteem, which varies from person to person (Masood, 2021.)

The "social learning theory" sees that human beings learn through observing others, imitating them by paying attention to specific aspects of the model behaviour and getting motivated to perform the model behaviour through reward and punishment, which leads to an essential role in learning risk-taking behaviour (Al-Jabali, 2003).

7. Literature Review

Al-Omari and Khalifa (2021) conducted a study on 203 male and female students. The results revealed a statistically significant relationship between the five factors of personality and intellectual security among a sample of students at King Abdulaziz University in Jeddah according to the study variables. Al-Syed (2020) conducted a study using a descriptive approach on 100 female students to shed light on strengthening a culture of intellectual security for university students. The study concluded that the sample's opinions differed about a faculty member's practice of recreational activities for students and the curricula to enhance their intellectual security.

Azazi and Ali (2020) also conducted a descriptive study on 620 students from Saudi Arabia and Egypt, which aimed to know the relationship between intellectual security and mental defeat (MD). The study concluded that there is a negative correlation between the sample members in intellectual security and their degrees in mental defeat.

Bayat et al. (2019) conducted a study to identify the relationship between self-confidence and risk-taking behaviour among 363 medical students of Tehran University and concluded that the students' risk-taking behaviour was high.

Masood (2021) conducted a study on 406 students from the 10th Grade to reveal the relationship between risk-taking behaviour and self-efficacy expectations among adolescents, identifying the differences in risk-taking behaviour and self-efficacy expectations according to the gender variable. The study concluded that self-efficacy expectations are a statistically significant predictor of risk-taking behaviour in adolescents.

Al-Hamdani and Aziz (2018) used a descriptive approach to conduct a study on a sample of 200 university students to identify the degree of intellectual security and value conflict among university youth. The results revealed a low degree of intellectual security among the study sample.

Husain (2018) conducted a descriptive study on 400 male and female students at the University of Al-Qadisiyah. It concluded that there is a risk-taking behaviour among university students, and there are no differences in the direction of risk-taking in mental limits according to the specialisation variable.

Jebran et al. (2019) conducted a study on 273 male and female graduates from Muhammad Ali Jinnah University in Islamabad. The study found that the level of risk among students was medium and concluded that self-efficacy and risk-taking behaviour contributed to personal growth.

The above studies that dealt with the study's variables can be considered as one of the main pillars from which the questions of the present study arose, and they contributed to the preparation of the theoretical framework and discussion of the results. In terms of the subject, the present study agreed with some previous studies (Al-Omari & Khalifa, 2021; Al-Sayed, 2020; Azazi & Ali, 2020; Al-Hamdani & Aziz, 2018) in dealing with the issue of intellectual security and measuring its level among university students. Also, it agreed with the study of Bayat et al. (2019), Masoud (2021), Hussein (2018), and Gibran et al. (2019) in addressing the issue of risk-taking behaviour among university

students.

However, what distinguishes the present study from previous studies is that it deals with the relationship between the two variables of the study (intellectual security - risk behaviour), which was not discussed in the previous studies. Further, it is an addition to the Arabic library.

In terms of the method, the present study agreed with previous studies in adopting the descriptive correlative approach to measure the relationship between its variables. The population and its sample agreed with previous studies in its application to a sample of university students in different geographical areas.

8. Methodology of the Study

The present study relied on a correlative descriptive approach.

Population of the Study: It consists of all female students of Prince Sattam bin Abdulaziz University in Al-Kharj during the Academic Year 1443 AH.

Study Sample: The study sample was randomly selected from Prince Sattam bin Abdulaziz University students in Al-Kharj during the Second Semester of the Academic Year 1443 AH.

Table 1: Distribution of study participants according to its variables

Variable	Classification	Frequency	Percentage
Study Level	First - Second	11	7.3
	Third - Fourth	17	11.3
	Fifth - Sixth	29	19.3
	Seventh - Eighth	93	62.0
	Total	150	100%
Specialisation	Scientific	63	42
	Humanitarian	87	58
	Total	150	100%

Table 1 shows the following:

- **Variable of Study Level:** The table shows that the most frequent sample members are students of the Seventh - the eighth level, with a percentage of 62% and this higher percentage compared to female students of other levels may be attributed to the feeling of students of this group about academic stability in contrast to the students of 1st - 2nd level who received less frequency with a percentage of 7.3% which may be attributed to their feeling of need to focus on academic achievement.
- **Variable of Specialisation:** The table shows that the most frequent sample members are those whose specialisation is humanitarian at a rate of 58%, while the least frequent are those whose specialisation is scientific. This result may be due to the large number of female students in the humanities departments at the university compared to the number of female students in the scientific departments.

8.1 Tools of the Study

- 1) **Scale of Intellectual Security:** The scale of Al-Muammar and Mohammad (2016) has been used.
- 2) **Scale of Risk-Taking Behavior:** The scale of Al-Muammar and Mohammad (2016) has been used.

Table (1) shows the following:

Validity of Internal Consistency: To ensure the validity of internal consistency of the study tools, the researcher applied them to an experimental sample of 25 students, and the Pearson

correlation coefficient was used to find out the internal validity as the correlation coefficient was calculated between the degree of each item of the intellectual security scale and the scale of risk behaviour with the total score of the scale to which the item belongs as shown in the following tables:

Table 2: Pearson correlation coefficient for the items of scale of intellectual security

Item Number	Correlation Coefficient	Item Number	Correlation Coefficient
1	**0.437	22	**0.667
2	**0.427	23	**0.242
3	**0.445	24	**0.639
4	**0.564	25	**0.598
5	**0.469	26	**0.600
6	**0.592	27	**0.523
7	**0.679	28	**0.619
8	**0.663	29	**0.620
9	**0.475	30	**0.650
10	**0.620	31	**0.454
11	**0.559	32	**0.608
12	**0.688	33	**0.269
13	**0.639	34	**0.278
14	**0.481	35	**0.505
15	**0.639	36	**0.322
16	**0.570	37	**0.663
17	**0.610	38	**0.448
18	**0.338	39	**0.355
19	**0.405	40	**0.359
20	**0.304	41	**0.411
21	**0.324	42	**0.459

**Significance level 0.01 or less

The above table shows that the values of the correlation coefficient of each item of the intellectual security scale with the total score of the scale are positive and statistically significant at the significance level (0.01) or less, which indicates the validity of its consistency and reliability.

Table 3: Pearson correlation coefficient for the items of the scale of risk-taking behaviour

Item Number	Correlation Coefficient	Item Number	Correlation Coefficient
1	**0.836	14	**0.700
2	**0.292	15	**0.661
3	**0.690	16	**0.801
4	**0.664	17	**0.749
5	**0.753	18	**0.699
6	**0.654	19	**0.696
7	**0.750	20	**0.792
8	**0.553	21	**0.677
9	**0.487	22	**0.780
10	**0.411	23	**0.557
11	**0.297	24	**0.752
12	**0.766	25	**0.753
13	**0.818	-	-

**Significance level 0.01 or less

The above table shows that the values of the correlation coefficient of each item of the risk-taking

behaviour scale with the total score of the scale are positive and statistically significant at the significance level of 0.01 or less, which indicates the validity of its consistency and reliability.

8.2 Stability of the Tools

To ensure the stability of the study tools (scales), the researcher re-applied them to the same experimental sample and used Cronbach's Alpha (α) to ensure the stability of the study tools. Table 4 shows the general stability of the study tool.

Table 3: Pearson correlation coefficient for the items of the scale of risk-taking behaviour

--	Number of Items	Stability (Alpha)
Scale of Intellectual Security	42	0.904
Scale of Risk-Taking Behavior	25	0.943
General Stability	67	0.922

Table 4 shows that the reliability coefficients of the study tools are high, indicating that the tools enjoy a high degree of reliability that can be relied upon in the field application of the study.

9. Analysis, Discussion and Interpretation of the Results of the Study

First Question: What is the level of "intellectual security" among the female students of Prince Sattam bin Abdulaziz University?

To identify the level of intellectual security among the students of Prince Sattam bin Abdulaziz University in Al-Kharj; the arithmetic averages, standard deviations, and ranks of the study sample answers were calculated on the intellectual security scale, and the results are illustrated in table 5.

Table 5: Responses of the study sample to the items of the intellectual security scale arranged according to the averages of response

No	Item	Frequency						Arithmetic Mean*	Standard Deviation	Rank
		Percentage	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree			
1	Important Saudi national occasions	Frequency	108	22	16	4	-	4.56	.7900	26
		%	72.0	14.7	10.7	2.7	-			
2	It is necessary to participate in the Saudi national campaigns	Frequency	72	42	10	22	4	4.04	1.175	36
		%	48.0	28.0	6.7	14.7	2.7			
3	I am aware of the Kingdom's pivotal role religiously, locally, regionally and internationally	Frequency	120	22	4	4	-	4.72	.6460	17
		%	80.0	14.7	2.7	2.7	-			
4	I am proud of my country's achievements	Frequency	125	12	8	5	-	4.71	.7170	18
		%	83.3	8.0	5.3	3.3	-			
5	I stay away from any behavior that may violate public morals, customs and traditions	Frequency	136	14	-	-	-	4.91	.3920	2
		%	90.7	9.3	-	-	-			
6	I protect public property	Frequency	131	15	4	-	-	4.85	.4290	6
		%	87.3	10.0	2.7	-	-			
7	I participate in most of the community activities	Frequency	32	40	53	25	-	3.53	1.008	41
		%	21.3	26.7	35.3	16.7	-			
8	I have rights and duties and I fulfill them	Frequency	117	24	9	-	-	4.72	.5690	16
		%	78.0	16.0	6.0	-	-			
9	I respect the traditions of Saudi society	Frequency	107	19	7	9	8	4.39	1.157	32
		%	71.3	12.7	4.7	6.0	5.3			
10	I take into account the customs prevailing in Saudi society	Frequency	92	43	6	9	-	4.45	.8320	29
		%	61.3	28.7	4.0	6.0	-			
11	Everyone has the right to express their opinion	Frequency	108	27	11	4	-	4.59	.7430	24
		%	72.0	18.0	7.3	2.7	-			
12	I pay attention to ideas that instill virtue	Frequency	118	23	9	-	-	4.73	.5660	15
		%	78.7	15.3	6.0	-	-			
13	I reject deviated ideas	Frequency	130	11	5	4	-	4.78	.6330	10
		%	86.7	7.3	3.3	2.7	-			
14	I reject any behavior that falls under the circle of intolerance	Frequency	128	14	8	-	-	4.75	.7160	12
		%	85.3	9.3	5.3	-	-			
15	I am aware of the problems of Saudi society	Frequency	102	32	12	4	-	4.55	.7560	28
		%	68.0	21.3	8.0	2.7	-			
16	I care about critical opinions	Frequency	73	42	24	4	7	4.13	1.079	35
		%	48.7	28.0	16.0	2.7	4.7			

No	Item	Frequency					Arithmetic Mean*	Standard Deviation	Rank	
		Percentage	Strongly Agree	Agree	Neutral	Disagree				Strongly Disagree
17	The intellectual deviation of extremist groups has negative consequences	Frequency	128	18	4	-	-	4.83	.4450	8
		%	85.3	12.0	2.7	-	-			
18	Disagreement of opinion does not spoil friendship	Frequency	101	28	6	8	7	4.39	1.098	31
		%	67.3	18.7	4.0	5.3	4.7			
19	Intellectual extremism is a scourge of society	Frequency	121	26	3	-	-	4.79	.4570	9
		%	80.7	17.3	2.0	-	-			
20	I discuss my thoughts with others	Frequency	55	38	38	9	10	3.79	1.194	39
		%	36.7	25.3	25.3	6.0	6.7			
21	Terrorism is related to deviant ideas	Frequency	119	15	12	-	4	4.63	.8470	22
		%	79.3	10.0	8.0	-	2.7			
22	I review the information that I receive from social media to confirm it	Frequency	105	36	5	-	4	4.55	.8790	27
		%	70.0	24.0	3.3	-	2.7			
23	I post information that I receive from social media without being completely sure of it	Frequency	35	11	57	-	47	2.46	1.513	42
		%	23.3	7.3	38.0	-	31.3			
24	I respect the opinions of others to reach the truth	Frequency	93	54	3	-	-	4.60	.5310	23
		%	62.0	36.0	2.0	-	-			
25	I utilise my free time in a stuff that can benefit me	Frequency	79	31	27	13	-	4.17	1.015	34
		%	52.7	20.7	18.0	8.7	-			
26	I deal with others on the basis of respect for the opinion of others	Frequency	113	33	4	-	-	4.73	.5040	14
		%	75.3	22.0	2.7	-	-			
27	I show responsibility for my behavior in word and deed	Frequency	122	21	3	4	-	4.74	.6290	13
		%	81.3	14.0	2.0	2.7	-			
28	I accept other's points of view that differ from mine	Frequency	109	24	13	4	-	4.59	.7610	25
		%	72.7	16.0	8.7	2.7	-			
29	I have a spirit of altruism and community service	Frequency	92	30	13	15	-	4.33	1.000	33
		%	61.3	20.0	8.7	10.0	-			
30	I show respect for others through my human contact with them	Frequency	119	21	7	3	-	4.71	.6510	19
		%	79.3	14.0	4.7	2.0	-			
31	I have confidence to express my thoughts and opinions in front of others	Frequency	89	39	18	4	-	4.42	.8050	30
		%	59.3	26.0	12.0	2.7	-			
32	I only discuss with the person who understands my thoughts	Frequency	52	37	31	19	11	3.67	1.273	40
		%	34.7	24.7	20.7	12.7	7.3			
33	Islam is a religion of moderation	Frequency	142	8	-	-	-	4.95	.2250	1
		%	94.7	5.3	-	-	-			
34	I realise the greatness of the Islamic religion and the importance of adhering to it	Frequency	137	8	5	-	-	4.88	.4160	4
		%	91.3	5.3	3.3	-	-			
35	I forgive those who wrong me without harm	Frequency	64	25	47	14	-	3.93	1.056	37
		%	42.7	16.7	31.3	9.3	-			
36	I am proud to be a Muslim	Frequency	141	4	5	-	-	4.91	.3900	3
		%	94.0	2.7	3.3	-	-			
37	I realise the importance of religious events held by the State	Frequency	123	14	8	5	-	4.70	.7210	20
		%	82.0	9.3	5.3	3.3	-			
38	Islam rejects terrorism	Frequency	134	7	-	9	-	4.77	.7340	11
		%	89.3	4.7	-	6.0	-			
39	Islam is a religion of peace	Frequency	141	4	5	-	-	4.87	.5590	5
		%	94.0	2.7	3.3	-	-			
40	I debate with those who manipulate religious values	Frequency	66	36	14	22	12	3.81	1.348	38
		%	44.0	24.0	9.3	14.7	8.0			
41	I live at peace with myself	Frequency	120	17	9	4	-	4.69	.7060	21
		%	80.0	11.3	6.0	2.7	-			
42	I deal with non-Muslims in accordance with humane rules and ethics	Frequency	125	25	-	-	-	4.83	.3740	7
		%	83.3	16.7	-	-	-			
		Overall Average						4.48	0.371	

Table (5), given above, shows that the female students of Prince Sattam bin Abdulaziz University in Al-Kharj strongly agree with their level of intellectual security with an average of 4.48 out of 5.00, which is an average that falls in the fifth category of the five-scale categories (from 4.21 to 5.00). This category indicates the "strongly agree" option in the study tool. This indicates that the level of intellectual security among Prince Sattam bin Abdulaziz University students in Al-Kharj is very high. The researcher interprets the above as a result of the concerted efforts to establish intellectual security starting from family, educational and religious institutions and the state's interest in this regard. This result is consistent with the results of the study of Al-Omari and Khalifa (2021), which indicated a high level of intellectual security among university students, while it differs with the result of the study of Al-Sayed (2020) and Al-Hamdani and Aziz (2018), which indicated a low level of intellectual security among university students.

Second question: "What is the level of risk-taking behaviour among the female students of Prince Sattam bin Abdulaziz University in Al-Kharj?"

To identify the risk propensity level among the selected university's female students, the arithmetic averages, standard deviations, and ranks of the study sample answers were calculated on

the risk propensity scale for the students, and the results are illustrated in the following table.

Table 6: Responses of the study sample to the items of the risk-taking behaviour scale among the female students of Prince Sattam bin Abdulaziz University arranged according to the averages of response

No	Item	Frequency	Degree of Response			Arithmetic Mean ^a	Standard Deviation	Rank
		Percentage	Always	Sometimes	Rarely			
1	I have always been at the forefront when it is necessary to carry out a work of a dangerous nature	Frequency	39	33	78	1.74	.8470	15
		%	26.0	22.0	52.0			
2	I repeat doing things that I failed before in order to succeed	Frequency	75	67	8	2.45	.5970	3
		%	50.0	44.7	5.3			
3	I go to work in dangerous times without anyone calling me	Frequency	24	36	90	1.56	.7550	23
		%	16.0	24.0	60.0			
4	I make critical decisions while working without being afraid of the consequences	Frequency	49	57	44	2.03	.7890	5
		%	32.7	38.0	29.3			
5	I do experiment with new methods despite the risks involved	Frequency	48	56	46	2.01	.7940	6
		%	32.0	37.3	30.7			
6	I do not avoid situations of a dangerous nature	Frequency	29	55	66	1.75	.7590	14
		%	19.3	36.7	44.0			
7	I like to take part in new dangerous jobs that have brought success in my work	Frequency	46	55	49	1.98	.7980	7
		%	30.7	36.7	32.7			
8	I help those in need during adversity without hesitation	Frequency	107	39	4	2.69	.5200	1
		%	71.3	26.0	2.7			
9	I take responsibility for the risky decisions I make without fear	Frequency	93	42	15	2.52	.6730	2
		%	62.0	28.0	10.0			
10	I'm not afraid of other people's reaction when I fail to do a new job	Frequency	86	45	19	2.45	.7100	4
		%	57.3	30.0	12.7			
11	I do things that are dangerous to my life	Frequency	35	38	77	1.72	.8200	17
		%	23.3	25.3	51.3			
12	I participate in risky business by motive of sincerity for work	Frequency	34	31	85	1.66	.8260	20
		%	22.7	20.7	56.7			
13	I execute the dangerous instructions in the work team immediately without fear	Frequency	49	35	66	1.89	.8710	10
		%	32.7	23.3	44.0			
14	I am causing significant losses as a result of my hasty decisions	Frequency	25	50	75	1.67	.7480	19
		%	16.7	33.3	50.0			
15	The disease does not prevent me to continue my work even though it may be dangerous.	Frequency	44	56	50	1.96	.7930	9
		%	29.3	37.3	33.3			
16	I carry out work of a dangerous nature in order to satisfy my responsibilities at work	Frequency	32	40	78	1.69	.8020	18
		%	21.3	26.7	52.0			
17	I accomplish dangerous jobs with courage and as fast as possible	Frequency	29	61	60	1.79	.7450	13
		%	19.3	40.7	40.0			
18	I am achieving clear successes in my life as a result of my serious readings	Frequency	38	49	63	1.83	.8060	12
		%	25.3	32.7	42.0			
19	I carry out work of a dangerous nature to change my lifestyle	Frequency	36	55	59	1.85	.7840	11
		%	24.0	36.7	39.3			
20	I visit places where my life is dangerous during my work	Frequency	11	41	98	1.42	.6270	25
		%	7.3	27.3	65.3			
21	I do work of a dangerous nature for the purpose of incentives and rewards	Frequency	22	37	91	1.54	.7380	24
		%	14.7	24.7	60.7			
22	I take part with my colleagues on dangerous work assignments without hesitation	Frequency	25	42	83	1.61	.7580	21
		%	16.7	28.0	55.3			
23	I accomplish the work required of me out of the ordinary	Frequency	41	63	46	1.97	.7630	8
		%	27.3	42.0	30.7			
24	I work in dangerous place	Frequency	22	41	87	1.57	.7370	22
		%	14.7	27.3	58.0			
25	I invent methods of a dangerous nature that may facilitate me to perform the work required of me	Frequency	25	58	67	1.72	.7340	16
		%	16.7	38.7	44.7			
		Overall Average				1.88	0.490	

Table 6, as displayed above, shows that the study sample sometimes agreed on the level of risk propensity among the students of Prince Sattam bin Abdulaziz University in Al-Kharj with an average of 1.80 out of 5.00, which is an average that falls in the second category of the triple scale categories from 1.68 to 2.34. This category refers to the choice of consent "sometimes." The study tool indicates that the risk propensity level among female students of the selected university is medium.

The researcher attributes this result to the nature of the risk-taking behaviour based on adventure, its potential desirable or undesirable consequences, and the challenges it contains due to the varying tendency of individuals to take risky behaviour. This confirms that risk-taking behaviour is a discretionary behaviour of individuals which is based on estimating the possibilities of distinguishing them from the subjective factors, beliefs, values and trends and that individuals vary in their approach to risk-taking between avoiding and staying away from it, or partial participation in it,

or taking it irrespective of the results.

The result of this study agrees with the results of Masoud's study (2021) and the study by Jebran et al. (2019), which indicated students' tendency to adopt risk-taking behaviour to a moderate degree while it differs from the results of the studies of Hussein (2018) and Bayat et al. (2019) which indicated the tendency of university students to take high risk-taking behaviour.

Answer to the third question: Is there a relationship between intellectual security and risk-taking behaviour among the female students of Prince Sattam bin Abdulaziz University in Al-Kharj that can be attributed to the study's variables?"

In order to verify the nature of the relationship between intellectual security and risk-taking behaviour among the students of Prince Sattam University in Al-Kharj, the Pearson correlation coefficient was used, and the results are shown in Table 7.

Table 7: Results of the Pearson correlation coefficient to explain the nature of the relationship between intellectual security and risk-taking behaviour among the female students of Prince Sattam bin Abdulaziz University

Theme	Pearson correlation	Risk Propensity
Intellectual Security	correlation coefficient	0.192-
	Significance level	0.018

The results of Table 7 show a significant inverse correlation at the level of 0.05 between intellectual security and risk-taking behaviour among students of Prince Sattam bin Abdulaziz University in Al-Kharj. This indicates that the higher the intellectual security, the lower the risk-taking behaviour among female students. The result may be attributed to the effect of intellectual security in motivating female students to take more confident steps in their daily practical and scientific lives, reducing their risk-taking behaviour and making them more appreciative of possibilities.

This result is consistent with the results of the study of Bayat et al. (2019), which indicated that there is no relationship between self-confidence and risk-taking behaviour among students, considering that self-confidence enhances the concept of intellectual security, while it differs with the results of Masoud's (2021) study which indicated that there is a positive relationship between risk-taking behaviour and self-efficacy expectations.

Answer to the fourth question: Is there a relationship between intellectual security and risk-taking behaviour among the female students of Prince Sattam bin Abdulaziz University in Al-Kharj according to the study's variables?"

First: Variable of Study Level

Table 8: Results of "one-way ANOVA" analysis for differences in the responses of the study Sample according to the variable of study level

Theme	Source of Variation	Sums of Squares	Degree of Freedom	Mean Squares	F value	Significance level
Intellectual Security	Between groups	1.199	3	.4000	3.021	.032*0
	Within groups	19.314	146	.1320		
	Total	20.513	149	-		
Risk-Taking Behavior	Between groups	6.958	3	2.319	11.729	.000**0
	Within groups	28.871	146	.1980		
	Total	35.829	149	-		

** Statistical significance at the level of 0.05 or less * Statistical significance at the level of 0.05 or less

Table 8 shows that there are statistically significant differences at the level of 0.05, and there are fewer differences in intellectual security according to the variable of the study level.

Table 8 indicates that there are statistically significant differences at the level of 0.01, and there are fewer differences in the answers of the study sample about risk behaviour according to the variable of the study level.

To determine the validity of the differences between each of the two categories of the study level variable in the answers of the study sample about intellectual security and risk behaviour, the researcher used the "LSD" test, and the results are illustrated in the following table:

Table 9: Results of "LSD" Test for Differences between the Categories of the Study Level

Theme	Study Level	Sample Size	Mean	1 st - 2 nd	3 rd - 4 th	5 th - 6 th	7 th - 8 th
Intellectual Security	1 st - 2 nd	11	4.42	-			
	3 rd - 4 th	17	4.71	*	-	**	*
	5 th - 6 th	29	4.38			-	
	7 th - 8 th	93	4.48				-
Risk-Taking Behavior	1 st - 2 nd	11	1.89	-			
	3 rd - 4 th	17	2.47	**	-	**	**
	5 th - 6 th	29	1.73			-	
	7 th - 8 th	93	1.82				-

*Differences at significance level 0.05 and less

Table 9 shows that there are statistically significant differences at the level of 0.05, and there are fewer differences between the answers of the study sample at the 3rd - 4th level and the study sample at 1st - 2nd, 7th - 8th level about intellectual security in favour of the study sample at 3rd - 4th level. Also, the table shows there is a statistically significant difference at the level of 0.01, and there are fewer differences between the answers of the study sample at the 3rd - 4th level and the study sample at the 5th - 6th level about intellectual security in favour of the study sample at 3rd - 4th level. Moreover, the table revealed that there are statistically significant differences at the level of 0.01, and there are fewer differences between the answers of the study sample at the 3rd - 4th level and the study sample at 1st - 2nd, 5th - 6th and 7th - 8th level about risk behaviour in favour of the study sample at 3rd - 4th level.

Perhaps the result of differences in the responses of the study sample about (risk-taking behaviour) according to the study level in favour of the 3rd - 4th level is due to the female students' desire to adventure and try new things.

Second: Variable of Specialisation

Table 10: Results of Independent Sample T-test" for differences in the average responses of study sample participants according to the variable of specialization

Theme	Specialisation	Number	Mean	Deviation	T-value	Significance
Intellectual Security	Scientific	63	4.49	0.376	0.201	0.841
	Humanitarian	87	4.47	0.369		
Risk-Taking Behavior	Scientific	63	1.91	0.526	0.509	0.612
	Humanitarian	87	1.87	0.465		

Table 10 shows no statistically significant differences at the statistical level of 0.01 or less in the answers of study sample members about intellectual security and risk-taking behaviour according to the specialisation variable. The result indicates that university specialisation has no apparent effect in enhancing intellectual security among female students.

However, the absence of differences in the responses of the study sample members about risk-taking behaviour according to the specialisation is attributed to the correlation of risk-taking behaviour with the nature of individuals and the extent of their tendency to adopt or not to adopt the risk-taking behaviour. Moreover, University students go through the same educational conditions as

it provides the students (during all stages) with a set of experiences and knowledge that enhances their personalities and makes them more able to face and overcome various situations.

10. Conclusion

A high level of intellectual security in the sample indicates the interest of educational and social institutions, including schools, universities, and the family in the Kingdom of Saudi Arabia, in developing this concept in society. The study's sample shows a moderate degree in taking risky behaviour, confirming that it is a discretionary behaviour of individuals based on estimating the possibilities that distinguish them from subjective factors, beliefs, values and trends. There is a significant inverse correlation (0.05) between intellectual security and risk-taking behaviour among Prince Sattam bin Abdulaziz University students in Al-Kharj. The higher the intellectual security, the lower the risk-taking behaviour among Prince Sattam bin Abdulaziz University students. There are statistically significant differences as the significance level is less than 0.05 between the 3rd and 4th, 1st and 2nd, and 7th and 8th items. There are no statistically significant differences at a statistical significance level of 0.01 or less in the answers of the sample about intellectual security and the tendency to take risks.

11. Recommendations and Suggestions

Based on the findings of the study, a set of recommendations and suggestions was presented. Educational institutions need to activate the role of media and broadcast educational programs to enhance intellectual security and further instil a spirit of optimism and self-confidence in students to face the challenges to achieve success. It is also required to encourage female students to overcome psychological barriers and take decisions with complete confidence through counselling programs at the university. Further, there is a need to conduct more studies on strengthening the intellectual security of female university students. It is also recommended that "preventive counselling programs" should be organised to strengthen the individual's sense of psychological security. Further, there is a need to highlight the positive concept of risk-taking behaviour in general according to the behaviour and culture of individuals. It is also recommended to conduct studies that deal with risk-taking behaviour and its relationship to various variables among university students.

12. Acknowledgements

This project is supported by the Deanship of Scientific Research at Prince Sattam Bin Abdulaziz University under the research project PSAU-2022/02/20348.

References

- Abu Arad, S. A. (2010). A proposed perception of the university's role in achieving intellectual security. *The Arab Journal for Security Studies and Training Riyadh*, 27(3), 52-264. <http://search.mandumah.com/Record/87704>
- Al-Hamdani, R. Z., & Aziz, A. K. (2018). The value conflict in light of contemporary global changes and its relationship to intellectual security among university students. *Anbar University Journal for Human Sciences*, (2), 182-204. <http://search.mandumah.com/Record/975655>
- Al-Jabali, H. (2003). *Social psychology between theory and practice*. Anglo-Egyptian Library. <https://www.anglo-egyptian.com/ar/book.php?id=446>
- Al-Juhani, A. F. (2004). The family's role in strengthening intellectual security, general command of Sharjah police. *Police Research Center*, 12(4), 155-190. <https://search.mandumah.com/Record/602764/Details>
- Al-Khathlan, M. Z. (2017). A proposed vision for employing electronic communication tools in achieving intellectual security for young people in higher education institutions. *Specialized International Educational Journal*, 6(8), 65-86. <http://search.shamaa.org/FullRecord?ID=123000>

- Al-Nassar, N. A. (2019). *Intellectual security and its relationship to psychological reassurance and self-efficacy, a comparative predictive study* [Unpublished doctoral dissertation]. Naif Arab University for Security Sciences, Riyadh. <https://repository.nauss.edu.sa/handle/123456789/66504>
- Al-Omari, T. O., & Khalifa, F. K. (2021). The Five Factors of Personality and their Relationship to Intellectual Security in a Sample of Male and Female Students of King Abdulaziz University in Jeddah. *Journal of Educational and Quality Research*, (7). https://jeor.journals.ekb.eg/article_205351.html
- Al-Qatrawi, R. A. (2012). *Risk-taking behavior and its relationship to job satisfaction among workers in the emergency program and UNRWA in the governorates of Gaza* [Unpublished master's thesis]. Lazhar University, Gaza. <https://search.mandumah.com/Record/542464/Details>
- Al-Syed, S. A. (2020). The role of the educational institution in promoting a culture of intellectual security among the student teacher at the College of Early Childhood Education. *Journal of Childhood and Education*, 12(41), 171-218. <https://search.mandumah.com/Record/1050935>
- Al-Wahsh, H. M. (2018). A proposed conception of the role of faculty members in enhancing the intellectual security of the students of the University of Bisha. *Journal of Educational Sciences*, 2(2), 122-181. <https://search.mandumah.com/Record/952788>
- Al-Zahrani, A. H. (2017). Intellectual security and its relationship to satisfying psychological needs and ego resilience among gifted students in the city of Jeddah. *Research and Scientific Publishing Department*, 33(1). <http://search.shamaa.org/FullRecord?ID=125194>
- Azazi, A. M., & Ali, H. M. (2020). Intellectual security and its relationship to psychological defeat among university youth. *Arab Studies in Education and Psychology*, 128, 25-58. https://saep.journals.ekb.eg/article_127121.html
- Bayat, B., Akbarisomer, N., Zadah, N. A., & Salehiniya, H. (2019). The Relation between self-confidence and risk-taking among the students. *Journal of Education and Health promote*, 8(27). https://doi.org/10.4103/jehp.jehp_174_18
- Emad, I. F. (2020). Motivational trends (internal - external) and their relationship to risk-taking behavior among middle school students. *Psychological Research Center*, 31(2), 113-152. <https://www.iasj.net/iasj/article/182318>
- Ghouli, H. A., & Al-Ukaili, J. W. (2019). Intellectual security and its relationship to psychological resilience among middle school students. *Journal of Educational and Psychological Research*, 16(61), 291-333. <https://www.iasj.net/iasj/pdf/5e10daff612b6bfi>
- Husain, Z. Y. (2018). *Risk-taking behavior and its relationship to mental limits among university students* [Unpublished master's thesis]. University of Al-Qadisiyah, Iraq. <https://www.mobt3ath.com/uploade/books/book-20632.pdf>
- Ibrahim, A. I. (2014). Risk-taking and impulsive behavior among a sample of adolescents in different educational environments. *Journal of the Faculty of Education at Tanta University*, (49), 595-632. <https://search.mandumah.com/Record/844434>
- Jebran, K., Ullah, I., Rahman, M., & Shaimani, A. (2014). Effects of Self Efficacy and Risk Taking Behavior on Personal Growth Initiative of University Students. *Journal of Global & Science*, 2(3). https://www.researchgate.net/publication/279197886_Effects_of_Self_Efficacy_and_Risk_Taking_Behavior_on_Personal_Growth_Initiative_of_University_Students
- Masoud, S. (2021). Risk-taking behavior and its relationship to adolescent self-efficacy expectations. *Damascus University Journal of Engineering Sciences*, 37(2). <http://journal.damascusuniversity.edu.sy/index.php/eduj/article/view/2105/1069>
- Mostafa, M. H. (2018). *Risk-taking behavior and its relationship to the Big 5 Personality Traits in adolescent* [Unpublished doctoral dissertation]. Tanta University, Egypt. http://db4.eulc.edu.eg/eulc_v5/Libraries/Thesis/BrowseThesisPages.aspx?fn=PublicDrawThesis&BibID=12469247
- Muhammad, M. R., & Alsayed, F. (2016). *Monovision and its relationship to life orientation and intellectual security among secondary school students* [Unpublished master's thesis]. Naif Arab University for Security Sciences, Riyadh. <https://library.nauss.edu.sa/cgi-bin/koha/opac>