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ABSTRACT

This research aimed to identify the role of the psychological pressure and the self-esteem in predicting the intellectual extremism among university students. The sample of the study consists of (150) including male and female, whose ages range from 19-21 years old. A descriptive methodology was used as a kind of methodology. The researcher has developed the instruments of the study which include the psychological pressure scale, the self-esteem scale, the extremism scale, and then the psychometric features of these instruments were verified. The present study reached the finding that the ratio of the psychological pressures among the sample participants is low, and the ratio of self-esteem is high and the extremism ratio is low. The findings of the study also stated the psychological pressures can be adopted in predicting the intellectual extremism. The regression coefficient reached (2.705), which is statistically significant at the ratio of (0.008). The self-esteem can be used to predict the intellectual extremism, as the regression coefficient reached 0.4067, which is statistically significant at the ratio of 0.004. The study has recommended preparing some programs and training sessions that contribute to minimizing the psychological pressures among university students and to enhancing their self-esteem, and to activating the role of the universities in raising the awareness among the students about the threats of the intellectual extremism by increasing the educational, cultural and recreational activities.

Keywords: Psychological pressures, self-esteem, and intellectual extremism.

INTRODUCTION

The Arab world has witnessed crucial cultural, economic and social changes which have stemmed from both the emergent world changes and the internal Arab conflicts. These drastic cultural, social and even digital changes occurring to the Arab world help spread extremism among the young people in the Arab world.

The intellectual extremism inflicts its threats and negative impact on both individuals and communities that not only includes fear, terror, and the loss of the psychological stability but also physical and financial damage. The impact of the intellectual extremism appears in the social, economic and security stability (Rizq, 2006).

There are several factors contributing to increasing the intellectual extremism .i.e the individual's filiation to the families adopting specific extremist attitude, extremist personal traits, or undergoing rough environmental conditions and intensive psychological pressures, going through unbearable stressful situations (Shuqair, 1997).

Therefore, the issue of the psychological pressure has recently been extensively examined because of its serious consequences on both individuals and communities. Recent statistics indicates that 80% of the diseases spreading in the contemporary age resulted mainly from the psychological pressure (Stojanovich & Marisavljevich, 2007).

The psychological pressures play a major in increasing the rate of exhaustion which may cause physical and psychological problems like worry, frustration, fatigue, chaos, confusion, the inability to make a decision, the paradox of identity, the inability to react effectively with others, and the emergence of psychosomatic symptoms (Allen, 1983).

The individual's adaptability to the pressing life conditions supports his self-esteem and improves his feeling of self-respect and his ability of resisting facing the rough life conditions (Lazarus, 1990).

Marigold (2010) states that self-esteem reinforces one's ability to face hard times and difficult situations. Therefore, people who have low self-esteem are so vulnerable to extremist ideas, and intellectual extremism.

The problem of the study

Psychological pressures are considered to be among the most complex and difficult problems that face people. It has an overall negative impact on their psychological health and it also affects badly their physical health. The more the person has undergone psychological pressures, the more he has been negatively influenced, which

leads to low self-esteem (Kendall, 2000). The university students face lots of academic responsibilities like assignments, short-time tasks, which make them subject to stress, worry and pressures. Therefore, they might lose self-confidence as well as their self-esteem. In addition, the psychological pressures have negative physiological, psychological, cognitive and behavioral side effects. The psychological pressures cause individuals to not able to reconcile neither with themselves nor with their own surrounding environment (Fontana, 1989). Subsequently, university students might adopt intellectual extremism and religious fanaticism. Therefore, the research attempts to put forward the following questions:

Do psychological pressures and self-esteem contribute to predicting the intellectual extremism among university students?

The main question includes the following:

1. What is the ratio of the psychological pressures among the university students?
2. What is the ratio of the self-esteem among the university students?
3. What is the ratio of the intellectual extremism among the university students?
4. Do psychological pressures and self-esteem participate to predict the intellectual extremism among university students?

The Objectives of the study

1. Determining the ratio of the psychological pressures and the ratio of self-esteem, and the ratio of the intellectual extremist among the university students.
2. Identifying to what extent the relative contribution of the psychological pressures and self-esteem predict the intellectual extremism among the university students?

The Significance of the study

The theoretical Significance:

1. The present study addresses some variables of the utmost importance for the scholars who are specialized in humanities, social sciences, psychological studies and educational studies.
2. The present study is focused on the university stage where university students go through an essential and critical stage contributing to their intellectual, professional, and leadership preparation. The Universities are entitled with providing the community with manpower responsible for administrating the economic, intellectual, cultural, and social organizations.
3. The present study could provide the researchers with a solid theoretical background in the subject of its study.

The applied significance of the study

1. It is expected that the study will contribute to delineating the ratio of the psychological pressures in terms of its high or low percentage among the university students. It also contributes to identifying what kind of relationship between the ratio of the self-esteem and that of the intellectual extremism.
2. The study endeavors to provide the Arabic library with the scales of the psychological pressures, the self-esteem scale, and the intellectual extremism scale.
3. The results help educationists in the Universities and the academic institutions to prepare and design training programs with the aim of mitigating the intensity of the psychological pressures and making students able to develop themselves, so they can feel stable, safe and happy.

REVIEW OF LITERATURE

This section is meant to shed light onto the theoretical background of the variables of the study:

First: Psychological Pressures

Psychological pressures is defined as kind of the physiological or mental exhaustion that leads to rapid changes in the nervous system that forces individual to act in a satisfactorily or unsatisfactorily manner and the pressure emanates from within the individual or from his environment (Albirqidar, 2011).

The sources of the psychological pressures include two types. The first source is known as the external source of the psychological pressures that includes: family pressures, like the death of one of the relatives ; the illness of any family members, ; conflicts between husband and wives, economic and financial pressures like getting a big loan or unexpected decrease in the family income; the social pressures, like the changes in the social activities and the personal habits; the work pressures, like the termination from the job, or retirement, or the career shift; the political pressures; the cultural pressures, and the academic pressures. Second the internal sources of the pressures which include: psychological problems; healthy pressures; cognitive pressures (Al-awri, 2003). Therefore, the psychological pressure is defined as the percentage that is given to a students in the scale of the psychological pressures used in the research.

Second: Self-esteem

Self-esteem is defined as the emotional attitude adopted by an individual toward his oneself. The high ratio of the self-esteem is linked to happiness, whereas, the low ratio of self-esteem is associated with the negative emotions which lead to psychological problems (Richter & Ridout, 2011).

The self-esteem has a deep impact on the aspects of the human life as it affects its performance in his job and his behaviour with others. All the judgments issued by the individual depend on his self-esteem rate. Therefore, self-esteem is the key toward success (Malhi & Rizner, 2005). Therefore, self-esteem is defined as the percentage that is given to the students in the scale of the self-esteem used in the present study.

Third: The intellectual extremism

The intellectual extremism is defined as the individual's transgression of moderation in judging certain issues as a result of embracing radical and fundamental thoughts where he has an ardent belief in their correctness and perfectibility (Ewais, 2003). The intellectual extremist is also defined as the exaggeration in the Islamic sharia issues, the radical and harsh interpretation of the religious texts associating real-life with scripture (Al-Qahtani, 2009). Therefore, the intellectual extremism is defined as the percentage given to the student in the scale of the intellectual extremism used in the present study.

Procedures

This section includes the exploratory study, and description of the instruments used in the study, and the steps necessary for the study preparation, the styles of statistical measures used in the data analysis.

First- The methodology

The researcher used the descriptive methodology in implementing the current study which aims at describing a specific phenomenon or a problem and visualizing it by the quantitatively as well as classifying and analysing it. This methodology is considered to be the most appropriate for applying the tools of the study and replying its questions.

Second: The Sample of the study

The sample consists of 62 students including female and males from PSAU. The sample was chosen randomly where they almost fulfill the basic requirement of the study in terms of the validity and the reliability of the instruments of the research. The main study was conducted to a sample made up from 150 students during the first semester in the academic year 2022/2023, and their ages start from nineteen to twenty years old with age mean 19.4 and standard deviation of 2.34.

Third: The tools of the study

1-The psychological pressure scale

The researcher used the psychological pressure scale prepared by Al-hajar & Dukhan (2006). This scale is composed of 50 statements, distributed across six dimensions as follows: The dimension of work pressure in the university environment that includes 10 items; the family pressure dimension that includes 7 items and the dimension of the financial pressures that includes 8 items and the dimension of the social pressure that includes 7 items. The response are done by the typical five-ratio Likert item, as the scale (1) points to very low grade, scale (2) points to low grade, scale (3) average score, scale (4) points to high grade, and scale (5) points to a very high grade. The scores of the scale range from 50 to 50, as the more the score of the score gets high, the more the psychological pressure increases for the respondents. The more the scores decrease, the more the psychological pressures decrease for the respondents. The students' ratio of the psychological pressures is measured using the following criterion: More than 3.68, High, from 2.34 to 3.67 averages and from 1 to 2.33 low.

1-A- The validity of the scale

The scale was introduced to 10 reviewers as they were asked to check to what extent each item could represent each single dimension of the psychological pressures, the soundness of the language structure of each item, and any other convenient remarks or comments. Those items that are marked by 90% or more are approved and considered to be relevant. According to the assessment of the reviewers, it has been proved that all items are appropriate to measure the proposed dimensions of the psychological pressure. The reviewers recommend changing the language structures of some items. The scale's validity is shown in the table (1):

Table (1)

Correlational coefficient rate	Item No	Correlational coefficient rate	Item No	Correlational coefficient rate	Item No	Correlational coefficient rate	Item No	Correlational coefficient rate	Item No
0.526**	41	0.564**	31	0.619**	21	0.602**	11	0.521**	1
0.539**	42	0.543**	32	0.574**	22	0.573**	12	0.498**	2
0.541**	43	0.562**	33	0.577**	23	0.486**	13	0.484**	3
0.553**	44	0.576**	34	0.592**	24	0.513**	14	0.502**	4
0.614**	45	0.496**	35	0.530**	25	0.572**	15	0.511**	5
0.548**	46	0.523**	36	0.563**	26	0.603**	16	0.497**	6
0.522**	47	0.601**	37	0.575**	27	0.528**	17	0.506**	7
0.611**	48	0.542**	38	0.542**	28	0.547**	18	0.522**	8
0.620**	49	0.603**	39	0.527**	29	0.501**	19	0.513**	9
0.591**	50	0.482**	40	0.531**	30	0.490**	20	0.446**	10

The Pearson correlation coefficient is Significant at the ratio 0.01

1/b. The validity of the scale

The scale of self-esteem has been prepared after examining the tools and instruments adopted in the existing studies and the theoretical framework as well. This scale consists of 27 items. The responses to the items are made through the typical five-ratio Likert item. Accordingly, the score of the scale ranges from 27 to 135, which means that: the more score of scale increases, the more the self-esteem scale increases. The more the score of the scale decreases, the more the self-esteem scale decreases. The students' ratio of the psychological pressures is measured using the following criterion: More than 3.68, High, from 2.34 to 3.67 averages and from 1 to 2.33 low.

2- The Validity of the scale

The scale was introduced to 10 reviewers as they were asked to check to what extent each item could represent each single dimension of the self-esteem, the soundness of the language structure of each item, and any other convenient remarks or comments. Those items that are marked by 90% or more are approved and considered to be relevant. According to the assessment of the reviewers, it has been proved that all items are appropriate to measure the proposed dimensions of the self-esteem. The reviewers recommend changing the linguistic structures of some items. The scale's validity is shown in table (2).

Table (2)

Correlational coefficient rate	Item No	Correlational coefficient rate	Item No	Correlational coefficient rate	Item No
0.593**	19	0.621**	10	0.602**	1
0.614**	20	0.601**	11	0.582**	2
0.576**	21	0.592**	12	0.574**	3
0.512**	22	0.643**	13	0.611**	4
0.608**	23	0.523**	14	0.534**	5
0.549**	24	0.564**	15	0.611**	6
0.573**	25	0.615**	16	0.522**	7
0.596**	26	0.632**	17	0.534**	8
0.584**	27	0.564**	18	0.582**	9

Significant at the ratio 0.01

2-The Scale reliability

The Scale reliability was ascertained by Cronbach's alpha. The value of Cronbach's alpha is 0.85. It can be also verified by half-split technique, using Spearman-Brown, as the value of the reliability coefficient is equivalent to 0.85. The reliability has been calculated by the half-split technique using Guttman reliability Scale. The reliability value is equivalent to 0.81, which refers to a high rate of the reliability coefficient.

3-The scale of Extremism

The extremism scale has been prepared after examining the tools and instruments adopted in the former studies and the theoretical framework as well. The scale includes of 27 items. The responses to the items are made by

the typical five-ratio Likert item. Accordingly, the score of the scale ranges from 27 to 135, which means that: the more score of scale increases, the more the extremism scale increases. The more the score of the scale decreases, the more the extremism scale decreases. The students' ratio of the psychological pressures is measured using the following criterion: More than 3.68, High, from 2.34 to 3.67 averages and from 1 to 2.33 low.

3-A- The Validity of the scale

The scale was introduced to 10 reviewers as they were asked to check to what extent each item could represent each single dimension of the extremism, the soundness of the language structure of each item, and any other convenient remarks or comments. Those items that are marked by 90% or more are approved and considered to be relevant. According to the assessment of the reviewers, it has been proved that all items are appropriate to measure the proposed dimensions of the self-esteem. The reviewers recommend changing slight language errors in a number of statements. The validity scale has been ascertained by counting the correlational relationship between each item from the scales item and the total score for the scale, as shown in table(3).

Table 3

Correlational coefficient	Item No	Correlational coefficient	Item No	Correlational coefficient	Item No
0.613**	19	0.541**	10	0.611**	1
0.602**	20	0.544**	11	0.524**	2
0.632**	21	0.576**	12	0.563**	3
0.594**	22	0.609**	13	0.574**	4
0.594**	23	0.632**	14	0.554**	5
0.584**	24	0.678**	15	0.567**	6
0.613**	25	0.602**	16	0.535**	7
0.586**	26	0.577**	17	0.521**	8
0.537**	27	0.553**	18	0.537**	9

Significant at the ratio 0.01

3-b- The Scale reliability

The scale reliability has been ascertained by calculating the value of Cronbach's alpha. Cronbach's alpha value is 0.86. It is measured by half-split technique, using Spearman-Brown, as the value of the reliability coefficient is equivalent to 0.80. The reliability value is equivalent to 0.80, which refers to a high rate of the reliability coefficient.

RESULTS & DISCUSSION

First: Results

The SPSS Statistics 25 was used to analyze and process data.

The results connected with the first inquiry of the study: what is the rate of the psychological pressures among the university students?

Answering the above inquiry, the researcher adopted the arithmetic mean and the standard deviation for the students' scores in the scale of the psychological pressures.

Table (4): The arithmetic mean and the standard deviation for the students' scores in the scale of the psychological pressures

Ratio	Standard deviation	arithmetic mean	Number	Psychological pressures scale
Low	0.674	2.04	150	

According to the table (4), the student's rate on the scale of the psychological pressures used in the present study is low, which can be accounted for the idea that the Saudi society does not suffer from any financial, social nor technical problems. It has a plenty of resources, and different equipment. The university students are integral part of the Saudi society who are able to adapt themselves to all the surrounding conditions. That is to say, they are able to endure all life pressures and face all challenges and difficult situations. The university secures equipment and resources necessary for the educational process. In addition, it offers services and programs that

contribute to preparing the students to the university environment. In addition, the university presents many educational, recreational, cultural, and recreational activities which helps creates an integrated university life full of all means of comfort and the psychological stability.

2-3-The results relating to the second the third inquiry

What is the ratio of the self-esteem among the university students? Answering this inquiry, the researcher adopted the arithmetic mean and the standard deviation for the students' scores in the scale of the self-esteem.

Table (5): The arithmetic mean and the standard deviation for the students' scores in the scale of the self-esteem.

Ratio	Standard deviation	arithmetic mean	Number	Self-esteem scale
High	1.91	3.92	150	

According to the table (4), the student's rate on the self-esteem scale adopted in the study is high. This result indicates that the students under the sample of the present study are known for their self-esteem. The factor of self-esteem is considered to be a logical result of high performance and excellence. In addition, among the qualities of the individuals who enjoy high ratio of self-esteem is that they are not satisfied with little success, but they aspire to achieve the highest ratios of success. Therefore, they are persistent and hard-working and work constantly to get their goals achieved. They are patient enough to achieve their goals as they are confident that hard work and perseverance would ultimately help them achieve their goals. The researcher believes that self-esteem is considered to be among the most prominent personal trait that should be available for the university students because it enables individuals to reach their goals, and overcome difficulties and hardships facing them and making the alternative plans. It also enables students to think outside the box and generate innovative and creative ideas.

3-The results relating to the second the third inquiry

What is the ratio of the extremism among the university students? Answering this inquiry, the researcher used the arithmetic mean and the standard deviation for the students' scores in the scale of the extremism.

Table (6): The arithmetic mean and the standard deviation for the students' scores in the scale of the intellectual extremism.

Ratio	Standard deviation	arithmetic mean	Number	Self-esteem scale
High	1.91	3.92	150	

According to the table (6), the student's rate on the scale of the intellectual extremism used in the present study is low, which can be accounted for the idea that the Saudi university student is able to resist the pressing life situations as he enjoys a good self-esteem and he is psychologically stable. Therefore, he is self-confident, successful and feels important. These positive characteristics of the Saudi university student contribute to decreasing the intellectual extremism. Extremism spreads in the societies that suffer from the lack of harmony between the elements of the educational process, and the rarity of the services and the financial and moral support offered to the student, his fear of having instable life after graduation, the discrimination among students in services and treatments, whose ending result is to belong to the intellectual extremism and the extremist groups that makes him embrace ill-manners. Therefore, they will have low self-esteem.

The Results relating to the fourth inquiry

Have the psychological pressures and the self-esteem contribute to predicting the intellectual extremism among the University students? Addressing the inquiry, the researcher used the multiple regression analysis test using "Enter" in order to determine to the effect of the psychological pressure and self-esteem on the intellectual extremism.

Table 7: Anova results and Multiple Correlation Coefficient and , the coefficient of determination of the multiple regression between the intellectual extremism.

Coefficient of determination R ²	Correlation coefficient R	Significant ratio Sig.	F	Means square MS	Degree of freedom DF	The sum of squares SS	Source
0.092	0.303	0.001	7.443	211.659	2	423.318	Regression
				28.436	147	4180.022	Error
					149	4603.340	Total

Table 8: Multiple regression coefficients and its statistical significance for the psychological pressure and self-esteem.

Statistical significance	T-Value	Standard coefficient regression ¹	Standard error	Regression coefficient	Variables
0.639	0.470		8.628	4.056	Fixed
0.008	2.705**	0.395	0.119	0.322	Psychological pressures
0.004	- 4.067**	- 0.117	0.129	- 0103	Self-esteem

The significant value at 0.01

According to the table (8), the multiple regression model between the intellectual extremism (C) and the psychological pressures (S1), and self-esteem (S2), which can be formulated in the following formula?

$$c = 4.056 + 2.705 s_1 - 4.067 s_2$$

This model refers to regression as follows:

Fixed sum=4.054

Regression coefficient: $b_1 = 2.705$ $b_2 = 4.067$

The eligibility of the estimated regression formula:

It is possible to judge the estimated regression formula by discussing the multiple regression results for the psychological pressures and the self-esteem indicated in the tables (7) and (8) as follows:

1-The interpretative capacity of the formula

Table number seven explains that the multiple coefficient correlation R is equivalent to 0.303 and the coefficient of determination (R²) is equivalent to 0.092, which clarifies that the psychological pressures and self-esteem interprets 9.2% from the changes happening to the dependent variable (the intellectual extremism). 90.8% of the differences can be explained in relation to other factors and subsequently, the interpretive capacity of the formula is not relevant, as it interprets less than 50% of the students' intellectual extremism.

The overall statistical significance of the formula:

Table number seven including the variance analysis states that statistical significance is 0.001, which is statistically less than %1. Accordingly, the regression model is statistically significant. Therefore, it can be used in predicting the students' intellectual extremism though identifying the psychological pressures and self-esteem.

3-The formula partial statistical significance

According to the table number eight, which includes the multiple regression coefficients and their statistical significance, it has been proven that the coefficients are varied according to their significance, on one hand and its statistical insignificance on the other hand, and in terms of the significance ratio, and the results can be presented as follows:

- Constant value is constant in the formula is equivalent to (4.054, which is statistically insignificant and therefore, the availability of the constant variable in the prediction formula is unnecessary issue.
- It is noticed that the regression coefficient 2.705 is statistically significant at the ratio of 0.008, which is the regression coefficient that is concerned with the psychological pressure, and such a result refers to the idea that the psychological pressure variable can be used in predicting the intellectual extremism.
- It is noticed that the regression coefficient 4.067 is statistically significant at the ratio of 0.004, which is concerned with the self-esteem and such a result indicates that the self-esteem variable can be used in predicting the intellectual extremism.

DISCUSSIONS

The findings of the current study reveal, as a last point of discussion, that there is a perceptible rise in levels of resiliency alongside an increase in levels of self-esteem in the participants who were active in teaching specialities. This is consistent with the results of previous research. Others who have a healthy sense of self-esteem believe that they are better able to complete any task or activity, are more at ease when expressing beliefs that are contrary to those held by the majority of people, and find it simpler to collaborate on innovative ideas. In addition, they are better able to self-regulate, show fewer signs of fear or anxiety, and are more likely to be enthusiastic about pursuing new goals.

The study also reveals that the participants obtained good scores in self-esteem and resilience. Therefore, it encourages the university population to study for education degrees because they show that self-esteem and

resilience are both variables of considerable value for succeeding in studies and future practice. Additionally, the results show that a high percentage of the participants obtained good scores in self-esteem and resilience. Moreover, it finds a significant improvement in self-esteem and resilience scores (even more so in this variable) in students as they progress in their studies. This was discovered to be the case among the students who were enrolled in the early childhood education and elementary education specialisations. Their time at university, experiences there, and training acquired over these four years boosted their self-esteem and helped them adjust to the challenging, complex, or stressful situations. This was the case because their ability to deal with these situations resulted in a positive adaptation.

CONCLUSION

The hazards of intellectual extremism are considered a form of everyday challenge attacking the country's stability and the population's security. This is a transnational phenomenon that transcends borders, cultures, and religions. In light of this, combating intellectual extremism necessitates a certain degree of solidarity on the part of numerous facets of the community. This phenomenon is considered incredibly intricate and comprised of many different aspects. As a result, the researchers concluded that the amount of psychological stress experienced by Saudi university students is relatively low. This finding can be attributed to Saudi Arabian residents enjoying a good standard of living. The excellent living conditions of Saudi households have benefited the individuals' perceptions of themselves.

As a result, there is a decreased likelihood that Saudi youth will join terrorist groups; as a result, there is an increased sense of belonging among Saudi university students to Saudi Arabia. As a consequence of this, they possess a robust sense of intellectual security. They also have a reasonable amount of experience in defending themselves against urgent or sudden conditions that risk their lives. Furthermore, the high rate of self-esteem and the low rate of psychological pressures contribute significantly to reinforcing the country's ability to combat the intellectual attitudes that might undermine the stability of the Kingdom and its mutual relations with the countries located near the Western world.

Because this study relied on methods that required participants to narrate their own experiences, additional quantitative research should be carried out with various populations serving as samples. The impact of protective variables on resilience can also be better understood with the assistance of longitudinal research. The demographic and environmental factors that protect students against dangers should be the focus of additional research that employs multiple research techniques, sample groups, and risk factors.

The study presented the psychological stress scale, the self-esteem scale, and the intellectual extremism scale to the library, which is written in Arabic. The findings provide educators in universities and other academic institutions with the information they need to plan and design training programmes to reduce the psychological pressures students face and enable them to grow personally in a way that allows them to experience stability, safety, and happiness.

Recommendations of the study

1. The study recommends preparing programs and workshops to decrease the psychological pressures among university students.
2. The introduces to organise and workshops that contribute to enhancing and developing the student's self-esteem
3. It is important to increasing cultural, educational, and recreational activities to raise student awareness regarding intellectual radicalism.

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