

## The Level of Intellectual Security and its Relationship with Life Satisfaction among Mutah University Students

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### Abstract

The study aimed to reveal the level of intellectual security and its relationship to life satisfaction among students at the University of Mutah, Jordan. A correlation approach was used. To achieve those objectives, intellectual security and life satisfaction scales were developed, and their psychometric characteristics were verified. The sample consisted of 297 students (146 males, 151 females). The study results showed moderate levels of intellectual security and life satisfaction among the students, and that there is a relationship between intellectual security, social-life satisfaction, and personal-life satisfaction. Intellectual security did not differ between genders, and the life satisfaction of the females was better than that of the males. Intellectual security and life satisfaction did not differ by academic year. The study recommends paying attention to students struggling academically and providing therapeutic programmes to help them, and especially the males, in the development of life satisfaction.

**Keywords:** *intellectual security, life satisfaction, Mutah University.*

### Introduction

University comes at an important stage of the individual's life. The move from high school to university is a transitional period for students as they experience greater freedom and interaction. On campus, the individual acquires new life skills and enters new relationships with both individuals and groups. These relationships have different motivations and varying purposes and concepts. University students find themselves exposed to challenging circumstances and stressful life situations. The developmental, psychological, and social changes they experience present them with demands and needs to be satisfied and ambitions and goals to be achieved (Atef, 2017).

Intellectual security is a relatively modern term. It has risen to prominence recently in the context of the information revolution, the resulting ease of cultural transmission and their influence on each other. It has become clear that in Arab and Islamic societies the concept of intellectual

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security has become closely linked with concepts of terrorism and intellectual deviation. The concept is aimed primarily at fortifying members of society from being misled by threats to their ideology and culture. Researchers have proposed several definitions for intellectual security, and the United Nations University has described it as protecting human beings from serious risks and fears of life dangers, regardless of whether those threats are at the level of the individual, group, or state, and whether direct or indirect. Intellectual security is focused on securing and protecting individuals and communities from fears or threats affecting their lives (Clark, et al., 1994; Van Overschelde, & Piatt, 2020).

Intellectual security can be defined as ensuring that the ideas and minds of individuals are free from all forms of misconception that may pose a threat to the life of the individual, the community and the achievement of security and stability in all areas of life (Al-Haidar, 2010). Al-Maliki (2008) describes intellectual security as involving the safety of people's thinking from deviation and from straying away from moderation in their understanding of political, religious, and social matters. Intellectual security thus leads to the maintenance of public order and the achievement of security and stability in various areas of life (Al-Faqi, 2010). It is also defined as an individual or collective conception that includes values that safeguard society from the forces of deviation and gives them ideas that provide people with happiness and reassurance and protect them from fears and terrorism.

The disruption of thought systems among members of society is a major problem facing societies and a threat to later generations; therefore, interest in intellectual security to confront and reduce psychological and social problems is increasing. Intellectual security studies focus on the creation of positive relationships between three main axes: the political, the civilizational, and the religious. Through these, the aim is to provide comprehensive security for society through the provision of freedom, democracy, the consecration of tolerance among individuals and the development and building of society (Aronson et al, 2020; Johnson, 2005; Robbins et al., 2019).

Achieving security in its most comprehensive sense is a goal whose objectives are achieving stability in society, protecting youth, and preventing them from accepting extraneous and destructive ideas, and preventing them from obeying and complying with groups that would brainwash them and change their beliefs. For the university student, intellectual security allows the individual to question and think freely, allowing the student the freedom to take positions that

are contrary to the general context of society without being looked down upon, but to discuss those attitudes and ideas openly. In this way, the students are helped to grow, to innovate, to explore and to build knowledge. Intellectual security is of particular importance in achieving security in that it is a continuous process of deepening the sense of duty towards society, developing a sense of belonging and instilling a love of order and cooperation between individuals in society. This process builds individuals who are actively responsible and are conscious of both their responsibilities and rights (Carothers, 2018; Merrow, 2004).

One of the reasons for and indicators of intellectual insecurity is the negative impact of media outlets, as the media play a major role in shaping the attitudes, values, ideas, and beliefs of individuals. The weak role of social institutions is another factor, together with poor parenting, as evident in neglect, lack of care, absence of good role models, and a lack of consideration for the characteristics accompanying growth with their purposeful needs (Chaldan, 2013; Hamad, 2017).

Intellectual insecurity leads to aberrations, violence, and terrorism, and has many negative effects on individuals and societies. These include psychological effects: feelings of fear, anxiety, tension, psychological strife, inability to define future goals, and the inability of the individual to understand his or her meaning and purpose in life. The social consequences of intellectual insecurity include poverty, family and social disintegration, poor social control, disintegration, and dissolution of the principles of society, the emigration of national competencies due to terrorism, the spread of violence, changes in the economic and social development of the state, accompanied by instability. These factors all impact the life satisfaction of individuals, since satisfaction with life requires the individual to feel safe (Shrestha, 2019; Williams, 2009).

Azab & Moslehi (2021) pointed that the intellectual security important and has a role in defeating the terrorism among university students. Also, Alkushki & Al saban (2021) addressed that the quality of family life effects negatively on the intellectual security. the results of Jaradat & Ajlouni (2021) shows that the students prefer online learning compared with face-to-face learning which means that they were facing problems that effects intellectual security.

The concept of life satisfaction refers to the degree of personal satisfaction an individual feels with his or her life. Life satisfaction includes factors such as the quality of the dwelling, economic conditions and problems suffered by the society, such as the rates of crime and accidents. The

concept of life satisfaction also refers to the experience and knowledge of the individual and to their understanding of the difference between ambitions and achievements. According to the World Health Organization (WHO), life satisfaction involves the beliefs the individual has about their life, goals, expectations, and interests, in the light of the cultural and value system that prevails in the society in which they live. It is a broad concept that is affected by the physical health of the individual and by their psychological state, social relations, and relationship with all the components of the environment within which they live (Issa & Rashwan, 2006).

Martin et al. (2008) defines life satisfaction as an internal state that the individual feels and which influences his emotions, behaviours, and responses to situations. It reflects his satisfaction and acceptance of all aspects of life, including his acceptance of himself, his family, and others. Paschali and Tsitsas (2010) define it as a knowledge-based process in which an individual assesses his life in the light of his own understanding and evaluates his circumstances in the light of his personal standards. Chaing (2010) suggests that life satisfaction results from the successful solution of several psychological and social crises facing the individual throughout his life span. Life satisfaction expresses the degree to which the individual feels happy about his general situation in life.

The term 'life satisfaction' is an important indicator of positive psychological bliss (psychological well-being). It has been defined as a cognitive assessment of the areas of life in general, or of the important areas of life such as family and school (Huebner, et al., 2005), Shawaqfeh and Almahaireh (2019) pointed that the using of technology impact on the life satisfaction and can improve it in many ways, also, the quality-of-life effects on life satisfaction (Tavakoly Sany et al., 2021), The results of Jaradat & Ajlouni (2021) revealed that students preferred an online learning environment to face-to-face learning and perceived the former as being very useful. However, students encountered some challenges, such as mental health issues (anxiety and stress), which effects their life satisfaction, the result of Chandra et al. (2018) indicated a positive influence of service quality on university student satisfaction.

Life satisfaction is also a component of personal bliss (subjective well-being), which includes the satisfaction of individuals with the environment in which they currently live, their willingness to change, and satisfaction with the individual's future expectations and their personal opinions about the nature of their relationships with individuals in their lives (Cenaseven-Onder, 2012).

One of the theories that interprets life satisfaction is the theory of values, objectives and meaning. Developed by Oishi (1999), this theory is described in Al-Ashe (2002) and suggests that individuals feel life satisfaction when they achieve their goals, although feelings of satisfaction will differ. Although people have different goals and their degree of importance to the individual will differ, individuals who are truly aware of their goals and aspirations and succeed in achieving them will enjoy a higher degree of life satisfaction than those who are unaware of the realities of their goals. The theory of adaptation states the following: Adaptation is always taking place, and individuals can become accustomed to new events in their lives. Depending on their personality type, their reactions, their goals in life and whatever exposure the individual must events that negatively affect him, he will have the ability to adapt and return to being how he was before being exposed to those events (Diener, 2000). The core of Judge's self-evaluation theory states that the partial evaluation of all aspects of any area of life produces an ultimate feeling of life satisfaction (Tomlinson, 1997, cited in Attia, 2008). However, in his social comparison model, Esterlin (2001) argues that individuals compare themselves with others and are happier if their circumstances are better than those of others around them. Life satisfaction thus depends on a comparison of social, physical, or cultural norms on the one hand, and what the individual has achieved, on the other. Evaluation theory sees that life satisfaction can be measured according to various criteria. The most important of these criteria depend on the individual: their dominant values, their temperament and the circumstances surrounding them, all of which affect their sense of life satisfaction. This theory sees no relationship with age and education as possible variables of life satisfaction (Diener, 2000).

### **Study problem**

The Hashemite Kingdom of Jordan has been subjected to several terrorist campaigns in recent years. These have targeted all aspects of Jordanian society: its economy, politics, and lifestyle, and called for chaos as a punishment for the society due to what is seen as its deviant ideology. This was evident in the events that took place at Karak Fort and Salt, where the behaviour of the young people, resulting from their intellectual deviation, disintegrated into extremist groups. For the human being, the need to live safely is a necessary and indispensable condition, and the need for intellectual security is therefore one of the most important requirements of the present day because of the multiple pressures on young people to practice the type of terrorism from which Jordan

suffered. Many analytical studies, such as those of Al-Azzam (2018) and Al-Zahrani (2017), point to the importance of intellectual security in achieving national security. Universities are among the most important educational institutions that can help to develop and organize the ideas of young people and help them understand their role in life and what is needed to achieve success. The choices made by university students are more important than those at other educational stages. It is of huge importance to society that students understand the origins of civilization as they will be the makers of change, influencing the future of generations to come. Ali (2017) notes, in his study, that university students face many challenges and that foremost among them is intellectual security.

### **Research Questions**

The current study therefore aims to answer the main question, ‘What is the level of intellectual security and its relationship to life satisfaction among the students of Mutah University?’ The study will investigate this by asking the following secondary questions:

1. What are the levels of intellectual security and life satisfaction among Mutah University students who are struggling academically?
2. Is there a statistically significant relationship at the level of significance ( $\alpha=0.05$ ) between intellectual security and life satisfaction among Mutah University students who are struggling academically?
3. Are there a statistically significant differences at the level of significance ( $\alpha=0.05$ ) in the levels of intellectual security and life satisfaction among Mutah University students who are struggling academically according to gender?
4. Are there a statistically significant differences at the level of significance ( $\alpha=0.05$ ) in the levels of intellectual security and life satisfaction of Mutah University students who are struggling academically according to academic years?

### **Hypotheses**

1. Ha1: there a statistically significant relationship at the level of significance ( $\alpha=0.05$ ) between intellectual security and life satisfaction among Mutah University students who are struggling academically.

2. Ha2: there a statistically significant differences at the level of significance ( $\alpha=0.05$ ) in the levels of intellectual security and life satisfaction among Mutah University students who are struggling academically according to gender.
3. Ha3: there a statistically significant differences at the level of significance ( $\alpha=0.05$ ) in the levels of intellectual security and life satisfaction among Mutah University students who are struggling academically according to gender.

## Method

### Research Design

This study uses a quantitative approach by correlation approach to investigate the levels of intellectual security and life satisfaction among Mutah University students who are struggling academically, and possible relationship among these two variables. Also, to investigate the differences in them according to gender and academic years (Creswell & Creswell, 2017).

intellectual security scale and life satisfaction scale were applied students who are struggling academically on the Mutah University in the academic year of (2020).

### Participants

The study community consisted of all Mutah University students who were struggling academically in their first and third academic years. According to statistics from the Admissions and Registration department at Mutah University (2020), there were approximately 2971 undergraduate students who were struggling academically in the first semester. The study sample was chosen randomly and was made up of 297 students from both genders (146 males, 151 females) in their first or third year (140 in the first year, 157 in the third year) from all faculties, they were aged between 18-20 years old, representing 10% of the study community. Once the names of the students who were struggling academically had been identified by the dean of the College, 10% of them were invited to participate in the study. Before the study commenced, the written consent of the students and the approval of the University were obtained.

**Table 1**

*Demographic characteristics of the respondents (N=297)*

Variable		Number	Percentage
Gender	Males	146	49.2%
	Females	151	50.8%
Academic year	First	140	47.1%
	Third	157	52.9%

## **Data Collection Tools**

### ***Intellectual Security scale***

The researchers conducting the study created an intellectual security scale, adapting it from Ali (2017), Al-Azzam (2018), Al-Zahrani (2017) and Hamad (2017). The scale comprised 27 items, each of which was rated on a five-point scale from 5 (always) to 1 (never). Higher scores reflected a higher level of intellectual security. The researchers calculated the validity and reliability and found that the discriminate evidence ranged between 0.35 and 0.77. Cronbach's alpha was initially 0.82, and then 0.78 at the retest, three weeks later.

### ***Life Satisfaction scale***

The researchers adapted the life satisfaction scales of Al-Juhani (2014) and Huebner (2005). The inventory comprised 40 items, each of which the participants were asked to rate on a five-point scale from 5 (always) to 1 (never). Higher scores reflected a higher level of life satisfaction. It included four dimensions: family life satisfaction, university life satisfaction, social life satisfaction, and personal life satisfaction. The researchers extracted the validity and reliability and found that the discriminate evidence ranged between 0.33 and 0.65, while the internal validity of the dimensions ranged between 0.45 and 0.67. Cronbach's alpha for the scale and its dimensions ranged from 0.75–0.88, and then from 0.84–0.96 at the retest, three weeks later.

## **Data Collection**

The researchers obtained approval for this study from the Institutional Review Board. Data were collected by questionnaires covering the two measures: intellectual security and life satisfaction, it was distribution by the dean of the College, 10% of them were invited to participate in the study. The questionnaires answers were checked to make sure it can be analysis.

## **Data Analysis**

SPSS was used to discover the results. To answer the first question, descriptive statistics using arithmetic averages and standard deviations were calculated. To answer the second question, Pearson correlation test was extracted because it analyses the linear correlation between two sets of data . To answer the third question, the independent t-test was used to examine the differences between the averages of intellectual security and life satisfaction according to gender. To answer the fourth question, the independent t-test was used to examine the differences between the averages of intellectual security and life satisfaction according to academic year. The independent t-test was used because its analyses the statistical differences between the means of two groups.



## Findings

### Classic Assumption Test

This test is useful for determining whether there are deviations in the assumptions before regression because the regression equation must not deviate from the BLUE (Best Linear Unbiased Estimator) criteria. The classical assumption test comprises the steps below.

### Results of the normality test & Homogeneity test

The normality test and homogeneity test using Levene's test were made for intellectual security and life satisfaction, the results shows that there is a normality distribution (Ghozali, 2018) and there was a homogeneity according to Hair et. al. (2018), the Skewness for intellectual security were 0.350-, while the Kurtosis was 0.270, and the Homogeneity test where not significant at the level of (0.05). while the Skewness for life satisfaction was 0.578, while the Kurtosis was 0.207, and the Homogeneity test where not significant at the level of (0.05).

### Multicollinearity Test

This test helps ensure the existence of the independent variables based on the VIF and tolerance values. The data are free from multicollinearity if tolerance is greater than 0.10 and the VIF value is less than 10 (Ghozali, 2018).

### *Level of intellectual security and life satisfaction among Mutah University students who are struggling academically*

Arithmetic averages and standard deviations for the intellectual security and life satisfaction scales are shown in Table 2:

**Table 2**

*Arithmetic average and standard deviation for intellectual security and life satisfaction, including the latter's sub-dimensions*

Variable	Dimension	Average	Standard deviation	Level	Dimension rank
<b>Total for Intellectual security</b>		3.18	1.13		Moderate
<b>Life satisfaction</b>	Family life satisfaction	2.45	1.23	Moderate	4
	University life satisfaction	3.06	0.69	Moderate	3
	Social life satisfaction	3.12	0.62	Moderate	2
	Personal life satisfaction	3.43	1.30	Moderate	1
	Total Life satisfaction	2.77	0.53		Moderate

It is to be noted from Table 2 that Mutah University students who were struggling academically achieved moderate levels of intellectual security with an arithmetic average of 3.18 and a standard deviation of 1.13. They achieved a moderate degree of life satisfaction with an arithmetic average of 2.77 and a standard deviation of 0.53. The various dimensions of life satisfaction also achieved moderate levels, with arithmetic averages ranging between 2.45 and 3.43.

### Hypothesis testing

#### *Ha1: The relationship between intellectual security and life satisfaction among Mutah University students who are struggling academically*

To answer this question, the Pearson correlation coefficient was calculated, and Table 3 illustrates the results.

**Table 3**

*Correlation coefficient between intellectual security and life satisfaction*

Variable	Family life satisfaction	University life satisfaction	Social life satisfaction	Personal life satisfaction	Total score for life satisfaction
Correlation	0.07	0.08	0.23 * *	0.15 *	0.04
Intellectual Security R <sup>2</sup>	0.00	0.01	0.05	0.02	0.00
Sig.	0.18	0.16	0.00	0.01	0.45

It is noted in Table 3 that the correlation coefficients for personal and social life satisfaction with intellectual security were statistically significant as the correlation coefficients were positive, the social life satisfaction effects 5% on intellectual security, while the personal life satisfaction effects 2% on intellectual security, whereas there was no statistical significance at the level of significance (0.05) between the dimensions of family life satisfaction and university life satisfaction or between total life satisfaction and intellectual security.

#### *Ha2: Differences relating to gender in the level of intellectual security and life satisfaction of Mutah University students who are struggling academically*

To answer the fourth question, a test (Test-Retest) was used to examine the differences between genders in relation to performance averages and the statistical significance of intellectual security and life satisfaction of students who were struggling academically. Table 4 illustrates this.

**Table 4**

*Results, according to gender, of average performance on intellectual security and life satisfaction scales by students who struggle academically*

Factor	N	Gender	Arithmetic average	Standard deviation	DF	T	Sig.
Intellectual Security	146	Male	3.05	1.10	295	-1.94	0.06
	151	Female	3.29	1.14			
Life Satisfaction	146	Male	2.65	0.39	295	-3.72	0.00
	151	Female	2.87	0.61			

As can be noted from Table 4, there were no differences in intellectual security between male and female students as the value of T (1.94) is a non-significant statistical value. However, there were differences between male and female students in terms of life satisfaction, as the value of T (3.72) was significant, showing that females scored better at life satisfaction than males.

***Ha3: Differences according to academic year in the level of intellectual security and life satisfaction of Mutah University students who are struggling academically***

To answer the fifth question related to the academic year, a test (test-retest) was used to examine the differences according to academic year between average performance on intellectual security and life satisfaction for first- and third-year students who were struggling academically at Mutah University. Table 5 illustrates this.

**Table 5**

*Results of average performance on intellectual security and life satisfaction of students according to academic year*

Factor	N	Academic year	Arithmetic average	Standard deviation	DF	T	Sig.
Intellectual Security	140	First	3.22	1.06	295	0.66	0.51
	157	Third	3.14	1.18			
Life Satisfaction	140	First	2.78	0.52	295	0.28	0.78
	157	Third	2.76	0.54			

Table 5 shows that there were no differences in either intellectual security or life satisfaction between students in different academic years, with T values of 0.66, and 0.28, respectively. These are not statistically significant values, which indicates that the current situation of students, despite their academic weakness, does not differ according to academic year.

### **Discussion**

The study results showed moderate levels of intellectual security and life satisfaction among the students, and that there is a relationship between intellectual security with social-life satisfaction, and personal-life satisfaction. Intellectual security did not differ between genders, and the life satisfaction of the females was better than that of the males. Intellectual security and life satisfaction did not differ by academic year.

#### ***Level of intellectual security and life satisfaction among Mutah University students who are struggling academically***

The results of the first question show that Mutah University students who are struggling academically have achieved a moderate degree of intellectual security. It is suggested that this is due to the training and enrichment programmes organized by the university, and the services provided by the dean of student affairs for students who are struggling academically. These have aimed to involve them in the community and to organize enriching activities for them. The result can be explained that the universities are a safe place for students to build knowledge, explore, and evaluate ideas; they also encourage them to think, research, and freely question what they are learning. Additionally, if students take counter-societal attitudes, and sympathise with some of the others' ideas that may be anomalous and false, their presence within the academic environment allows faculty and educators to change and correct those ideas rationally and logically (Bucher & Manning, 2005). Many studies have indicated the seriousness of the intellectual deviation, resulting from the lack of intellectual security levels in university students. Universities must achieve intellectual security for their students to adjust their intellectual paths (Al-Aklabi & Ahmed, 2010). In this way, the results of this study differ from the results of a study by Al-Zahrani (2017), which indicates a high level of intellectual security among gifted students in the city of Jeddah. It also differs from the results of a study by Mubarak (2016), which indicates a high level of intellectual security among employees at Al-Bayt University.

The results show that Mutah University students who are struggling academically have achieved a moderate degree of life satisfaction, in all its dimensions, and this result can be attributed to the provision of financial and moral support from families and the high social value given by society to its university students, and society's customs and traditions that reflect positively on the personal life satisfaction of the students. Personal life satisfaction ranked first, with family life satisfaction

ranking last. This may be due to problems experienced by the students at the university, which influence their family relations. University life satisfaction came in the penultimate position due to the students' low academic achievements and low grades, which were under 65%. The results of the current study differ from the findings of studies by Zbaidat (2015), Al-Juhani (2014), Hamdan-Mansour et al. (2012), Anye (2013), and Shqura (2012), which indicated high levels of life satisfaction in all individuals, both in total score and in all its dimensions.

***Relationship between intellectual security and life satisfaction among Mutah University students who are struggling academically***

The results show that the correlation coefficients between the personal and social dimensions of life satisfaction and intellectual security were positive and statistically significant. This means that university students who are struggling academically still enjoy personal and social satisfaction. And these results are aligned with high levels of intellectual security. This can be explained by the fact that achieving personal and social goals makes students feel safe and enables them to think in a moderate and safe manner with logical and achievable goals and ambitions. However, there was no statistical significance at the level of significance (0.05) between the dimensions of family life satisfaction and university life satisfaction, or between total life satisfaction and intellectual security. This can be explained by the fact that the students' personal and social life satisfaction is more important to them than the other types of life satisfaction, and in this, the results of the current study correspond to the results of studies by Ali (2017), Al-Azzam (2018), Al-Zahrani (2017), Zbaidat (2015), Shqura (2012) and Hammad & Al-shahrani (2020) and show the existence of correlating relationships between the variables of intellectual security and life satisfaction, with many variants involving factors such as psychological flexibility, personality traits and emotional intelligence.

***Differences relating to gender in the level of significance ( $0.05 = \alpha$ ) in the level of intellectual security and life satisfaction of Mutah University students who are struggling academically***

The results show that there are no differences in terms of intellectual security between male and female students, although life satisfaction scores favour the females, The researcher attributes the results to the females' greater acceptance of their situation, and received social support better than males, as they accept what they have, even if it is very little, while males frequently reject the

status quo. This is possibly due to methods of family upbringing that allow sons to revolt and reject, but do not allow the females the same freedom, these results differ from those of Zbaidat (2015), Shqura (2012) and Abu al Ula, (2009), Which showed that there were no statistically significant differences in the level of life satisfaction due to gender. This may be due to the difference of the study sample in terms of the country in which this study was applied, as it was applied in Palestine, where males and females suffer from war conditions that directly affect life satisfaction.

***Differences relating to academic year (first or third) at the level of significance ( $0.05 = \alpha$ ) in the level of intellectual security and life satisfaction of Mutah University students who are struggling academically***

The results show that there are no differences in intellectual security and life satisfaction among students in different academic years. The researcher attributes the absence of differences in intellectual security and life satisfaction relating to academic year to the convergence of ages at the university at which the student's study and because a low level of academic achievement is a common problem among all students in the sample, whether in their first or third year. This finding differs from findings in the study by Zbaidat (2015) Which showed that there were statistically significant differences in the level of life satisfaction due to the academic year in favor of the third year compared with the second year, and there were no differences between the third year and the first year. The difference between the results is that the current study was applied to first and third year students only.

**Conclusion and Implications**

From the study results, we conclude that intellectual security is important for individuals and societies, and that university students immunize themselves against severe danger and various threats, such as intellectual deviation, terrorism, and departure from moderation in their understanding of religious, social, and political matters. This is especially relevant considering the spread of extremism and terrorism, which leads to loss of security and stability in various areas of life. Through their university experience, the students can free their minds from wrong beliefs and ideas that cause threats to security and stability. This intellectual security is linked to life satisfaction and to the individual's convictions about their life, their living situation and what they

aspire to. If an individual possesses a high level of intellectual security, he or she will achieve satisfaction in life. Hence, it is worth noting the importance of maintaining the levels of intellectual security and life satisfaction among students and working to improve and raise these levels, particularly among students who are struggling in their studies. Because they feel anxious about their academic futures, these students can become victims of extremism and terrorism. The life satisfaction of males should be strengthened through specialized extension programmes and extracurricular work for students who are failing in their studies in Jordanian universities. Intellectual security and life satisfaction should be incorporated into university courses and additional studies should be conducted with larger samples of university students. Also, the study recommended the universities to reinforce life satisfaction, intellectual security, spiritual and moral values, enhance citizenship and belonging, hold courses and training programs to strengthen life satisfaction skills in their students, and hold seminars and lectures to introduce the risks of intellectual deviation and extremism and how to reduce it. A limitation of this study is that it was conducted during the COVID-19 pandemic. Finally, we conclude the importance of the questions and hypotheses through the results and discussion reached by the researchers.

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All authors contributed equally to the conception and design of the study.

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