



RESEARCH ARTICLE

Psychosocial Motivations for Youth Engagement in Terrorist Acts: A Qualitative Study

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ARTICLE HISTORY

Received: 22/03/2024

Accepted: 08/08/2024

KEYWORDS

Antisocial personality,
cultural conflict, terrorist
industry model, negative
psychological
transformation.

ABSTRACT

Terrorism poses a significant global threat, causing fear and devastation across borders. While understanding the consequences of terrorist acts is crucial, preventing these tragedies in the first place remains paramount. Qualitative research methodology was used to delve into the why behind terrorism, exploring the motivations that drive individuals towards such violence. Through content analysis of video clips produced by terrorists, their families, and individuals interested in extremism, researchers have discerned a correlation between terrorism, antisocial behavior, and cultural conflicts. This qualitative approach allows for a detailed exploration of the nuanced motivations and contextual factors that drive individuals towards extremist ideologies and actions. Analyzed video clips were chosen based on a set of criteria that included young participation, the occurrence of events in the Middle East at times of high activity, and the representation of many ethnic groups. This research proposes a model outlining the three-stage transformation that young people may undergo as they become radicalized. This model aims to identify crucial intervention points where counseling and support can potentially steer them away from a violent path. Finally, the analysis highlights common behaviors exhibited during each stage of this process. Understanding these factors allows authorities, families, and communities to better identify and support individuals at risk, ultimately promoting resilience against radicalization.

Terrorism has surely existed since before the dawn of recorded history (Friedland and Merari, 1985) and spread widely everywhere with different types (such as: dissent, religious, criminal terrorism) and rates. Terrorism has been of interest to specialists in the humanities and continue to receive considerable attention in the recent psychological and sociological literature (Laqueur, 1977; Jenkins, 2020). Not only that, but terrorism captures public attention regardless of their professional, educational, economic, cultural, and religious background.

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Despite the endeavors of numerous governments to combat terrorism through diverse strategies, its pervasive spread is evident globally, manifesting in various forms such as dissenter terrorism challenging political regimes, religious terrorism driven by extreme ideologies, and criminal terrorism pursuing financial gain or intimidation (GTI, 2023). It is not an overstatement to assert that no society is immune to the direct ramifications of terrorism, including loss of life and damage to public or private assets, as well as the indirect impacts like psychological infiltration into communities, including students and families (Saikal, 2023).

In addition to the immediate threats of terrorism to individual countries and the global community, it also poses a long-term danger by radicalizing ordinary people into committing extreme violence (like threatening, killing, or destroying) to achieve their (or their terrorist group's) goals. This becomes even more insidious when terrorism actively recruits from all segments of society, regardless of sex, age, social status, or income level (Jensen, 2018; Moskalenko & McCauley, 2020; Saikal, 2023).

The past and current situation motivates specialists across humanities and social sciences to study terrorism using various methodologies. This study aims to identify the psychosociological model underpinning the 'terrorist industry' and how it exploits young people. Using qualitative methods, we will identify behavioral indicators associated with the psychosociological changes induced by terrorist groups in targeted youth.

After 9/11, there was a surge in academic research on terrorism, particularly in political science, aimed at establishing a foundational understanding of this complex phenomenon. This focus on conceptualization arose due to the lack of reliable data and established theories on terrorism. The primary objectives of this initial research wave included defining terrorism by distinguishing it from other forms of violence, identifying the root causes that drive individuals or groups to such actions, analyzing the tactics employed by terrorist organizations, and categorizing these groups based on their ideology, motivations, and targets. Through these endeavors, researchers aimed to provide a comprehensive framework for understanding and addressing the complexities of terrorism in the modern world. (Frank & Gruber, 2012; Sandler, 2014; Lia & Skjølberg, 2005).

The root causes of terrorism are complex and multifaceted, making it unsurprising that research hasn't identified a single, definitive factor for domestic or international terrorism across different countries (Sandler, 2014). Discussions about these causes can be contentious because some view underlying grievances as justifications for violence. However, a dispassionate exploration of all significant factors influencing terrorist acts and their evolution is crucial for any study of terrorism and its potential future threats (Bjørøgo, & Silke, 2018).

Terrorism transcends borders and contexts, striking in rich and poor nations, established democracies and less democratic regimes, developed and developing areas (Noricks, 2009). It can erupt during periods of transition or persist long after. Importantly, recent research sheds light on the gendered aspects of terrorism, challenging the traditional perception that violence solely motivates men. Women too can be drawn to terrorist groups, driven by personal motivations like revenge or a twisted sense of martyrdom (Mann & Brydges, 2017).

Terrorism stems from a complex interplay of factors, not just psychological ones. Radicalization can be provoked by a multitude of reasons: a political grievance, for instance, or a religious belief, or even a hard financial situation. These, of course, are not the only causes, and they don't always lead to radicalization. But when they do, we're not talking about one monolithic movement; rather, we're referring to a collection of very different groups that have very different reasons for coming together and acting out—very different in aims and in ideology. To comprehend them better, we need to understand them in the context of their particular cultures and the particular political, social, and economic conditions we share with them (Stern, 2010).

The unequal distribution of resources can lead to isolation and a lack of economic opportunity. For some people, this can result in a feeling of hopelessness, which may push them toward violent solutions. At the most basic level, a society's inequality can lead some of its members to engage in violence of extreme and hateful kinds (Bren, Zeman, & Urban, 2019). But inequality doesn't lead everyone to violence. Some individuals are more susceptible to that path, for reasons that some researchers attribute to genetics and others to the

socialization of individuals in families that have a long history of violent behavior (Newman & Newman, 2020).

Actions that break the established ways of behaving in society and negatively affect or injure others are classified as antisocial (Ellis et al., 2019; Peña & Graña, 2006). Antisocial behavior tends not to predict who will become a terrorist but does identify some individuals—specifically, some young men—as being at greater risk for becoming involved in terrorist activities. Dropping out of school, joining a gang, being unkind to animals, and vandalism are all examples of behaviors that hurt others and that some people find especially concerning when they are making an argument to say that we should worry about someone who is acting these ways.

A spectrum of serious psychiatric conditions encompasses those best known for antisocial and aggressive symptoms. These are the conditions that we—we in the field of child and adolescent psychiatry—most often seem to be at odds with. They are our usual "rivals." Yet they are part of a serious and disabling mental health problem that leads to a life of crime and/or suicide for many. Conduct Disorder (CD) occurs in 2-8% of youths (Poore & Waldman, 2018; Frick, 2018). Compared to other mental health conditions McLoughlin et al. (2016) found that CD is associated with the highest rates of crime, violent crime, and a long lifetime of illegal behavior.

The effect of media on terrorism is intricate. Although some studies indicate a direct link between exposure to violent media and a rise in antisocial tendencies (Onat, 2016), the relationship is clearly more complicated and demands a closer look. For one thing, it seems necessary to not only consider what basing a society on certain images can do to the grassroots level and governance but also to take into account the virtual figure of authority. In a sense, this is also to consider the way society at large and its median individual react when faced with a society that seems "out of control."

Understanding terrorists in traditional ways is often too simplistic and too reductive. It treats them as if they were purely social phenomena—that is, why would an economically deprived person, someone living under a repressive political regime, not join a terrorist group? As obvious as this line of reasoning may sound, it's a rather shallow way to probe the causes of terrorism. Even when combined with statistically significant personality traits (for good or ill), social conditions fail to account for why so many people living under similar conditions never think of resorting to violence or doing so in a "culturally sanctioned" way that targets innocents. These analyses and our judgments based on them do not adequately respect the individuality of the terrorist.

Not all terrorists are mentally ill. Antisocial behavior, a psychological term for harmful and aggressive actions, is just one factor that can contribute to terrorism (Engelmann et al., 2019). Some antisocial individuals might be drawn to terrorist groups for the violence and sense of power it offers, potentially becoming the group's enforcers or bomb-makers (Meloy & McEllistrem, 1998). However, intelligence and cunning can also be present in these individuals, allowing them to rise to leadership positions within the organization (Miller, 2006). While the psychology of individuals plays a role, it's important to remember that terrorism is a complex issue with broader social and political roots.

Cultural grievances can be a significant motivator for terrorism, alongside psychological factors (Serafim, 2005). In some cases, the driving force behind terrorist acts may be social and cultural – a deep resentment towards Western influences, for example. This cultural dimension can be a powerful tool for extremists, who exploit it to justify violence. Religious terrorism is inherently intertwined with cultural identity, and some argue that contemporary terrorism is more rooted in cultural factors than ever before. For some, joining a terrorist organization can provide a sense of belonging and purpose, especially for those feeling marginalized or hopeless (Serafim, 2005). The cultural approach to terrorism, while not offering a single answer, can be valuable for identifying the underlying cultural tensions that contribute to violent extremism (Serafim, 2005). By examining both the root causes of terrorism and the cultural motivations that fuel it, we can gain a deeper understanding of why terrorist groups act the way they do. This knowledge can be crucial in developing effective counter-terrorism strategies. Cultural conflict is undoubtedly a significant factor. Trauma and cultural destruction can create breeding grounds for future violence (Nader & Danieli, 2005). But even a

straightforward "clash of civilisations" isn't easy (Neumayer & Plümper, 2009). Samuel Huntington (1993) posited a confrontation between the West and Islam, but the picture is more complex. Such tensions can be mitigated by cultural interactions and knowledge.

Background

This problem of the definition and classification of terrorism is particularly difficult for many reasons. For one thing, there's no clear definition, so it's hard to determine what terrorists are and how to fight against them. Second, terrorism comes in many varieties, motivated by ideologies ranging from religious fanaticism and nationalism to criminal motivation. Terrorist organisations are third, and their levels of organisation are variable, ranging from loosely integrated cells to tightly embedded hierarchies. If we can better understand terrorism by grasping these basic elements of the phenomenon.

Lack of a Universal Definition

The definition of terrorism is an unwieldy undertaking because there is no agreed-upon one (Jenkins, 2020). Violence and fear are hallmarks, but motives are also varied, and there are more than 100 definitions that studies have come up with (Lennquist, 2012). That's not even addressing the wide variety of actors who participate in a terrorist attack: political parties, religious groups, revolutionaries, and even state entities such as armies or intelligence services.

The multifaceted nature of terrorism is underscored by varied definitions and perspectives, such as those provided by the United Nations, which defines terrorism as criminal acts intended to instill fear for political objectives, and from a social standpoint, viewing it as the premeditated use of violence against civilians to achieve political, religious, or ideological aims (UN Security Council, 2004). While psychologists delve into the psychological motivations of terrorists, psychosociology offers a broader lens, framing terrorism as a strategic tool for achieving social and political goals rather than a mere manifestation of mental illness (Bell, 2013). Psychosociologists emphasize the impact of social interactions, ideology, resources, and internal group dynamics on terrorist behavior, drawing parallels between terrorist organizations and other social movements (Perera, 2008). Recognizing the complexity of human behavior, simplistic explanations fall short, emphasizing the need for a comprehensive framework like the psychosocial approach, which integrates individual psychological factors with broader social influences to understand terrorism's intricate interplay of individual motives and societal dynamics (De la Corte, 2007).

Diverse Types of Terrorism

Studying terrorism presents a challenge in classifying terrorist groups, as experts grapple with agreeing on a universal typology due to varying criteria used for categorization. One commonly utilized classification divides terrorism into domestic and international categories, based on the geographical scope of the attacks (Stepanova, 2008). International terrorism involves cross-border attacks or multiple countries' citizens, while domestic terrorism occurs within one country. These distinctions often blur as local groups may get support from transnational organizations. The focus is now on understanding a group's local, national, transnational, or global objectives, reflecting terrorism's interconnected nature today (Kurtulus, 2011).

In addition to geographical scope, another approach to classifying terrorism centers on motivations, with one common typology dividing terrorism into three broad categories based on dominant ideology: Political Terrorism, aiming to generate fear and achieve political goals distinct from revolution; Nationalist Terrorism, seeking independence for their national identity; and Religious Terrorism, driven by a dominant religious ideology (Kirk, 1983; Stepanova, 2008; Rothenberger et al., 2018). However, this motivational typology has limitations, as few terrorist groups adhere to a single, pure ideology. Many are propelled by a complex mix of motivations that can be challenging to decipher (Stepanova, 2008). Moreover, these motivations can evolve over time, with groups initially driven by religious ideology potentially adopting nationalistic goals as well.

The challenge of neatly categorizing terrorist groups arises from the diverse spectrum of motivations they encompass, as motivations often vary and interact in complex ways. This complexity makes it challenging to devise a single, comprehensive definition or classification system for terrorism, as different groups may be driven by a mix of political grievances, nationalistic aspirations, or religious extremism. To grasp the motivations of a specific terrorist group fully, it's essential to analyze it within its unique cultural, economic, political, and social context, considering the experiences, ideologies, and grievances that propel its actions. Consequently, generalizations about terrorism can be misleading due to its multifaceted nature (Crenshaw, 2010; Schmid, 2011; Weinberg & Peddle, 2007; Richardson, 2013). Redirecting our focus to a specific type of terrorism, such as Middle Eastern religious terrorist groups like ISIS and Al-Qaeda, allows for a deeper examination of the factors contributing to the rise of religious extremism and the specific ideologies driving their violence (Neumann, 2008).

Hierarchical Structures

Understanding terrorist groups goes beyond their motivations. Their organizational structures also play a crucial role in their operations. Many terrorist groups function with a rigid hierarchy (Florea et al., 2019). A senior leadership team, often including sponsors, leaders, and an executive committee, makes key decisions. A smaller group of middle leaders carries out these decisions, and a larger base of followers implements them on the ground. This structure offers continuity as senior leaders often remain in power for extended periods. Disrupting this leadership chain can be a critical strategy in countering terrorism.

Terrorist groups prioritize secrecy to protect themselves from infiltration and threats (Kilberg, 2012). Their internal dynamics, such as target selection, operational tempo, ideology, and goals, all contribute to shaping their structure. External factors like political rights, civil liberties, and government stability also play a role.

While the details of organizational structure can be complex, it's important to recognize that most terrorist groups have a large number of followers. Young individuals are frequently approached by recruiters who tap into their sense of isolation and provide them with a feeling of belonging and purpose while also offering justifications for actions (Florea et al., 2019). One of the reasons that drives terrorists is the longing to feel important. The need to be valued and respected within a community.

This study will concentrate on the demographic of male supporters in terrorist organizations due to their high numbers and the psychological aspects that drive their enlistment.

The current article is based upon three elements outlined in the context before it. These include embracing the rationale for terrorism as well as highlighting the activities of religious extremist factions in the Middle East with a specific emphasis placed upon their young male supporters.

Method

Studies on terrorism have started to emphasize the exploration of the reasons driving actions rather than just the actions themselves (Schuurman 2020). This change highlights the significance of investigating the motives of individuals involved in acts of terrorism.

While statistical analysis through approaches is utilized to some extent in research practices today (as discussed by Sageman in 2014), qualitative research continues to hold sway in the field. The qualitative methodology allows researchers to delve into the experiences and viewpoints of participants (as noted by Hiatt in 1986. Harwell in 2011). This approach proves beneficial for constructing theories and interpretations grounded in the insights shared by individuals.

The research emphasizes delving into the viewpoints and encounters of supporters in terrorist organizations; thus, opting for a qualitative research framework was deemed appropriate due to its compatibility with the available video footage data at hand.

Data Collection

To gain an understanding of how young male followers operate within organizations, this research will analyze video clips found on platforms like YouTube that are accessible to the public eye. The selection of these clips was based on their relevance to terrorism. Includes (1) Terrorist Attacks Footage that shows attacks will offer

direct perspectives on the motives and actions during such incidents. (2) Interviews from Prison Conversations with individuals who are in prison for their involvement in terrorism can provide insights into their reasoning and potential self-reflections. Exploring viewpoints from family members of individuals involved in terrorism can offer insights into their radicalization experiences and factors that may have influenced them before turning to extremism. Listening to accounts from terrorists who have abandoned violence can provide valuable perspectives on the journey of disengagement. Watching videos of individuals who once contemplated terrorism but chose not to pursue it can help uncover recruitment tactics and possible deterrent measures.

By analyzing video clips from these five distinct categories, this study aims to capture the multifaceted nature of terrorism and gain a deeper understanding of the experiences and perspectives of young male followers.

Using open-resource videos in our study helped not to violate the three core ethics principles: *Respect for Participants* (the autonomy of research participants is ensured, and the exploitation of their vulnerability is protected), *Beneficence* (participants have no psychological and social risks), and *Justice* (a fair distribution of the risks and benefits resulting from research is ensured).

Nonprobability Sampling (that does not involve random selection) is often associated with qualitative research. Purposive sampling technique was utilized to deliberately select particular persons to provide important and sensitive information about terrorism that cannot be obtained from other choices (i.e., the sample does not need to be representative) (Nyimbili & Nyimbili, 2024).

The Sample Size was determined based on resource availability (open-source video clips), reaching to study's objectives (identifying the psychosociological model of the terrorist industry, and listing behaviors associated with the psychosociological changes of the target youth by terrorism), and data sufficiency, which can be reached when new data no longer bring additional insights to the research questions. Three transcripts of video clips from each group of participants were written in detail, and the other related videos were listed in the references.

The Research Validity was checked by examining: *the moderators' qualification, samples quality, triangulation, respondent validation, and consistency*. The content of five samples of video clips from five different groups of participants were analyzed in this study. The various types and range of study participants involved in the research process are essential in determining its validity. Additionally, halting the collection of information from a group when no new insights are being obtained is crucial. Moreover, having consistent information across groups further strengthens the credibility of the research findings.

Data Analysis

This research will use video content analysis as a method to examine the implicit messages conveyed in video recordings (Huber 2020). This methodology enables us to investigate not the surface level information but the underlying significance portrayed in the videos and offers valuable insights into the motives, thoughts and feelings influencing human actions. Video content analysis serves as a flexible research technique that can be utilized in various fields, making it a fitting choice for this study (Huber 2020).

To reach our research objectives successfully, we plan to examine material sourced from video content. The videos will feature terrorists speaking before or, during attacks as interviews with incarcerated terrorists and their relatives. Additionally, the analysis will involve insights from terrorists and experts in the field of terrorism studies.

We will also incorporate narrative analysis theory, alongside video content analysis, into our approach to understanding individuals' stories about themselves and their encounters with terrorism (Langdon 2004). This theory delves into the composition of stories, including the characters depicted and the underlying themes expressed within narratives.

Summaries of subtitles from three video clips categorize five aspects connected to recruitment and are presented below for analysis purposes without any bias towards terrorism in particular or otherwise. These

shared elements aim to assist in developing a model that delves into the changes leading young individuals to become involved in acts of terrorism.

We've gathered video clips from sources such, as YouTube to explore terrorism from angles. Specifically, we have selected clips depicting terrorist actions, interviews with terrorists in prison, interactions with terrorists' families, footage of penitent terrorists, and videos involving individuals interested in terrorism and their management. The selection criteria for these video clips were based on several specific factors. First, the events depicted in the clips had to take place in the Middle East during peak periods of activity or conflict, ensuring that the content was relevant and timely. Second, the clips needed to involve young individuals, highlighting the role and experiences of youth in these events. Finally, the videos were chosen to represent a diverse range of nationalities, providing a broad perspective on the situations and emphasizing the international dimension of the events.

First: Terrorists' Video Clips Produced During Performing the Terrorist Action

Video clips that analyzed below are produced by terrorists during the execution of their attacks, capturing the events as they unfold and often showcasing their ideology, methods, and objectives through recorded footage of the terrorist actions.

A clip posted in February 2016 shows a Saudi young terrorist from the ISIS group at the time of killing his cousin, who was raised up with him in the same house. The victim was a soldier at the Saudi armed forces, and that was the reason to be killed. The terrorist said that "*The leader of ISIS ordered to make the disbelievers and protectors of the Crusaders Saudi soldiers homeless, kill them, or threaten them. Here I am obeying the leader's order for the sake of God and his prophet, and any disbeliever Saudi soldier will be killed as well, this is a lesson.*" (Al-Anzi, 2015).

Another clip posted in September 2015 shows a group of six Saudi young terrorists (one of them is a physician) from the ISIS group at the time of killing their cousin, who was a soldier at the Saudi emergency forces. One of the six terrorists said "*To the Muslim believer's Commander, Abu Bakr Al-Baghdadi Al-Qurashi (ISIS leader), may God protect him. We pledge allegiance to you for hearing and obedience at any time under any circumstances. We do not dispute the matter with its people unless we see clear disbelief with us in it from God as proof. You (talking to Saudi soldiers) are our target that will not miss unless you repent to God*" (Al-Rashidi, 2016).

In a related third video clip, where a group of Arab (but not Saudis) young terrorists from ISIS killed a group of Egyptian Copts were working in Libya in February 2015. The video shows their antisocial behaviors; they use threatening language to all people and the wearing common uniform of ISIS that indicates dissatisfaction of their culture. One of the terrorists said "*Thanks to God, the Strong, and the Enduring. Blessings and peace be upon who sent with the sword as a mercy to the world. O people, you have seen us here and there on the hills of the Levant, cutting heads that have always carried the illusion of the cross, and have imbibed hatred against Islam and Muslims. Today, we send another message from the south of Rome, from Libya the land of Islam, O Crusaders, that safety is your dream. As you kill us all, we will kill you all till the war is over, or Jesus, peace be upon him, goes down, breaks the cross, kills the pig, and imposes the tribute. Or we pollute the sea (where you throw the body of Sheikh Osama bin Laden in) with your blood*" (Alhayat, 2015).

A qualitative thematic analysis of the subtitles from the above listed videos, including those released by Al-Urduni (2014), Al-Jadeed (2014), Moroccans (2014), Maghribi (2014), Foley (2014), Al-Jazaery (2015), Tunisians (2015), and Al-Bekaa (2015), reveals a recurring pattern of antisocial behaviors. The analysis involved coding the subtitles for specific themes related to dress code, language used, and references to cultural conflict. These video clips were chosen due to their availability and representation of a range of terrorist groups active during the periods of conflict.

These behaviors are evident across different dimensions: (1) Dress and Appearance, characterized by a distinctive visual style often associated with extremist groups; (2) Disrespectful Language, marked by aggressive speech directed towards leaders, military personnel, and potentially opposing ideologies, encompassing threats, contempt, and ridicule; and (3) Engagement in Cultural Conflict, illustrating alignment

with a broader narrative of cultural or religious strife. These findings emphasize the importance of utilizing psychosociological models to comprehend the underlying causes of terrorism.

Second: Terrorists' Interview Video Clips in Their Prisons

In the following part, the content analysis of the video clips of the terrorists' interviews will be performed and will be looked at from the psychosocial perspective. Note that some of terrorists were interviewed before performing terrorist attacks and others after their arrest and trial. The outcome of this content analysis will help in obtaining an index (or set of indicators) that present (even if preliminarily) the psychosociological motives of terrorists behind their generally rejected behavior by their societies.

Al-Senani (2013) is Saudi young who was arrested on charges of supporting the Al-Qaeda organization. His video clip shows a few indicators that appear in his speech to indicate his hate for the Saudi government, religion, and society figures. Al-Senani said *"... in Saudi Arabia, there are lots of troubles, disbelief, and awful things that lead the country and its tyranny to worse than what in western world. Moreover, the evil that our Mujahideen brothers have does not reach a tenth of what cursed, and tyrant Saudi rulers have. The relationship between Saudi Arabi and USA is strategic and old. This relationship is an indicator of a disbelief of the Saudi rulers, whom they are proud of it without shyness or shame. The Saudi Islamic scholars (Sheikhs) are against the people of Saudi Arabia. Shaikhs should cursed the Saudi rulers and disbelieved in them if these Sheikh's are good. I am ready to be cut small pieces for this speech, and this speech is true and should be broadcast to people. The cursed and tyrant Saudi rulers communicate with their brother George W. Bush (the son), may God put Saudi rulers with the disbelievers' group in the Hell and misery of fate unless they repent and return to Islam. He described the head of Islamic scholars in Saudi Arabia as "The big liar" and the members of the "advisory committee of the Ministry of Interior" as "cheaters"*.

In the Al-Absi (2013) clip presents Saudi young terrorist, who was arrested before joining al-Qaeda in Iraq, admitting that he was instigated by an antisocial person, said *"... Ziad (a non-Saudi young who instigated Al-Absi) told me that all Saudi Islamic scholars are controlled by Saudi rulers, and he convinced me with his attitude. Al-Absi said that Saudi government, its allied, and its internationally well-known Islamic scholars are disbelievers. He admitted that he was planning to blow up the oil refinery in Jeddah, Saudi Arabia, because he hates America. Al-Absi also said that T.V. was not permitted in his house because it is forbidden, the only entertainment permitted in my house was the jihadist songs, my scientific specialty did not help me in terrorism, and I was ready to perform any suicide operation and die for the sake of jihad"*. In the prison, Al-Absi changed his terrorist attitudes and declared his repentance.

Al-Faraj is a Saudi young man who was arrested for joining Al-Qaeda. He said *"I joined Al-Qaeda to support Islam through killing Americans who are staying in Saudi Arabia for political, security, or economic purposes. I have a desire to support Islam by my soul, my money, and anything I can give. Moreover, I believe that is the principle of jihad, and killing Americans in Saudi Arabia is jihad, which I showed sympathy and desire. I did not recruit young men to join the Al-Qaeda, rather I kept some of them in my house, delivered some of their documents, and coordinated between some of Al-Qaeda members"*. Al-Faraj withdrew from Al-Qaeda and put in the prison (Al-Faraj, 2013).

Al-Mawlid is African-Saudi young and thinks that all Saudi people (including the interviewer) are disbelievers. Not only that, but he thinks all people (from date of 684 till 2014) are disbelievers. The following conversation took a place:

The interviewer: *"if you have a chance to kill me, would you?"*.

Al-Mawlid: *"yes"*.

The interviewer: *"seriously"*.

Al-Mawlid: *"swear to God"*.

The analysis of video clip subtitles, incorporating studies by Al-Qahtani (2012) and Al-Buqami (2012) along with other existing subtitles, reveals a nuanced relationship between terrorism and specific psychological and social determinants. These factors include expressing opposition, to the government and displaying attitudes towards groups like security personnel indicating anti social behaviors and engagement in cultural conflicts showing support for broader ideological struggles. This aligns, with psychological and sociological theories that view terrorism as a combination of individual psychology which might involve traits of antisocial behavior and the social environment influenced by ongoing ideological conflicts that could give reasoning for violent actions. This study highlights the significance of grasping both elements and wider societal interactions in understanding the driving forces and actions of individuals involved in terrorist activities.

Analyzing the relationship, between terrorism and individual psychology alongside influences from a perspective reveals a complex interconnection rather than a singular "terrorist personality." It emphasizes the interaction between factors and societal influences while highlighting the influence of government sentiments and generalized antisocial attitudes as potential psychological factors contributing to terrorism activities. In focus is placed on the significance of context involving cultural clashes and wider ideological conflicts that could serve as justification, for violent actions. The analysis mentioned supports the idea that terrorism is influenced by a combination of psychology and societal factors that can enhance traits, like behavior and lead to violent actions being taken by individuals. The need to understand both the makeup of individuals and the broader social environment is highlighted as crucial in understanding why terrorists act the way they do. In the end of the day it shows that terrorism cannot be solely explained by psychology or social aspects. It suggests looking into how personal tendencies can be shaped and possibly driven to radicalization, by interactions such, as conflicts.

Third: Terrorists' Family Members Interview Video Clips

In the following part, the content analysis of the video clips of the terrorists' family members interviews will again help us to understand the cause of terrorism.

Al-Thubaiti (2008), the father of a Saudi young traveled to conflict zones and participated in the conflict, narrates the biography of his son before joining the terrorist group and after. He said *"I noticed the sudden change of my son in terms of his appearance, attitude, and friends. My son was not strict Muslim, was not accompanying strict Muslim friends, Islamic scholars, or sheikhs. My son was not even going frequently to the Mosque, rather he and his friends were following modern western fashion. Suddenly, he started to wear Islamic dress, released his beard, began to read books calling for jihad, and watching video clips showing events in the areas of conflict and fighting in Chechnya, Palestine, and the Philippines. I noticed my son left his former friends and made new ones with a jihadist orientation"*.

Haram (2013), the mother of a Tunisian young terrorist who was arrested in the attempt to blow up the Bourguiba cemetery in Tunisia, narrates the biography of her son before joining the terrorist group and after. She said *"I noticed the change in my son in 2012. He cared about prayers, changed his clothes and appearance to be like terrorists, and began to talk about jihad in Syria. My son penetrated intellectually through the Internet and from here the intellectual problem began, as he tried to join the Syrian Islamic Front through Libya"*. Note, the Tunisian young terrorist is a son of mid-income family, and was a good in school, and care about modern fashion before adopting the terrorist attitude.

Al-Dhalayn (2015), the father of a young Jordanian terrorist blew himself in Iraq, narrates the biography of his son before joining the terrorist group and after. The father said *"Muhammad was a medical student in Ukraine, who had the ambition to complete his higher degrees. He was a young normal Muslim man, not deeply involved in religion, not strict Muslim, and didn't adopt the jihadist ideology at all. After the first year in medical school, he married a non-Muslim Ukrainian lady, and she became Muslim a year before he blew himself up, and his wife learned Islam from the terrorist group, and influenced my son, and convinced him with the terrorist ideology. The father also said, "my son appeared to be radicalized after the last departure from Jordan, and he was subjected through his Mujahideen neighbors in Ukraine to "complete brainwashing" to the point that he called his mother a disbeliever. Mohammed also described the Jordanian Parliament as disbelievers who do not apply the law of God, is far from the Sharia (God's law), and applied man-made laws. My son exhibited*

the behavior of complete isolation, so he was not seen sitting with his friends or university colleagues and was confused and distracted.

A qualitative thematic analysis of subtitles from the aforementioned video clips and those releases by Al-Belihid (2008), Al-Harbi (2008), Al-Mutairi (2008), Haram (2013), and Al-Anzi (2015), uncovered a recurring pattern of antisocial behaviors. This analysis entailed coding the subtitles to identify specific themes related to dress code, language usage, and references to cultural conflict. These video clips were selected for their accessibility and representation of various terrorist groups active during the period of conflict

Based on content analysis described above, the results revealed two primary factors include: (1) Opposition to Governments: The videos often express dissent towards established authorities, (2) Antisocial Attitudes: There may be displays of hostility towards various groups. However, it's important to avoid overgeneralization. Terrorists are a diverse group with complex motivations. These observations are relevant to psychosociological models that consider terrorism as the outcome of interacting factors: (1) Individual Psychology: While not all terrorists have diagnosable personality disorders, some may exhibit antisocial tendencies, and (2) Social Context: Factors like cultural conflicts and grievances against governments can create fertile ground for extremist ideologies to take root.

Fourth: Video Clips of Penitent Terrorists

In the following part, the content analysis of the video clips of penitent terrorists will be presented.

Al-Khatha'ani is Saudi young penitent terrorist, who was affected by wrong information about the situation in Syria that led him to go and participate (without consulting his parents) in the conflict and war there, said *"Once I arrived in Syria, I started to hear an explicit criticism of the Arabian Gulf country rulers and their Islamic scholars. Terrorists describe them as disbelievers, loyal to disbelievers and loyal to America. Moreover, the terrorists told me (and all who like me) that the Islamic scholars are controlled by the disbeliever rulers, so they are disbelievers like them. The terrorists frequently send us wrong messages about our rulers to hate them and then to hate Islamic scholars (who are controlled by the disbelieve rulers). Once we reach the point of hating our scholars, we will like them and their attitude. Then, we are employed and controlled by the terrorist group. In the beginning, terrorists show us the pictures we have in our mind, then gradually destroy the good pictures about our rulers and Islamic scholars via hate messages. When I found that the real situation is not good, I took the advantage of the royal general pardon in Saudi Arabia, and scaped from Syria to Turkey"* (Al-Khathaani,2014).

Al-Sahli is also a Saudi young penitent terrorist, returned from Syria after participating in the armed conflict between the authority and the opposition, said *"As a result of following what was happening in Syria and watching the killing and destruction, I decided to join one of the active terrorist groups there with intention of Jihad. I was affected, so I went to Syria and joined the Al-Nusra Front, and then I joined ISIS. After a while of joining terrorist groups, I found out the terrorist groups' reality. I discovered that the terrorist groups believe all Syrians and Syrian revolutionaries are disbelievers and deserve to be killed and displaced. I also discovered that anyone who disagrees with the terrorists is a disbeliever and should be killed"* (Al-Sahli, 2015).

Al-Zaydi is also a Saudi young penitent terrorist, returned from Syria after participating in the conflict between the authority and the opposition, said *"I after arrived in Syria and stayed there for a while, the terrorist group positions me on the front lines to fight other terrorist groups, not Syrian government (who first described as an enemy and disbelievers). Moreover, I discovered that they are liars and anyone who does not obey orders will be killed"* (Al-Zaydi, 2014).

A comprehensive review of video clips by figures like Al-Huwaiti (2008) and Al-Omari (2014) uncovers recurring themes that illuminate potential motivations behind terrorism. These analyses, however, must acknowledge the multifaceted nature of this global threat.

One prominent theme evident in these videos is government opposition, reflecting varying degrees of dissent from frustration with perceived corruption to outright hostility towards established authorities. Feelings of

discontent can arise from concerns, like injustice, within the community or interference from outside sources or even a sense of not being adequately represented politically.

The analysis brings attention to behaviors in terrorists, like hostility towards different groups; however, it's important to acknowledge the shortcomings of this viewpoint. Terrorist organizations vary greatly. Are motivated by factors beyond psychological characteristics alone making antisocial personality disorder inadequate for a comprehensive understanding of their behaviors. Psychosociological frameworks provide an perspective highlighting the intricate interplay of elements such as grievances, isolation and shaping of identity, in the process of radicalization. In addition, to that point emphasized by these models is the influence of surroundings. Peoples beliefs about unfairness and involvement in disputes can help promote beliefs and make individuals prone, to radicalization.

Moving forward, developing effective counter-terrorism strategies requires a more nuanced understanding of terrorist motivations. Future research should delve deeper into not only the content of these videos but also the underlying social, political, and economic factors that contribute to the proliferation of terrorism. By acknowledging the complexities and eschewing simplistic explanations, we can progress towards dismantling the narratives that fuel violence and fostering a more peaceful world.

Fifth: Video Clips of Those Interested in Terrorism and Dealing with Them

In the following part, the content analysis of the video clips of those interested in terrorism and dealt with them will be presented.

Al-Lahim is a Saudi lawyer in terrorism cases, explains to parents the behavioral and intellectual indications of terrorism, saying *"the first important sign of terrorism is using the vocabulary of extremist belief such as rogue state, infidel state, tyranny leaders, the state support the cross believers and doesn't support the reformers and the Islamic scholars. The second sign of terrorism is criticizing the Islamic scholars by using words such as they do not fulfill the duty of preaching, defending Islam, and people who are trying to apply Islamic publicly. The third sign of terrorism is frequently using terms such as Infidel, immoral, prodigal, deceiver, enemy of God, heretic. The fourth sign is using discrimination terminologies against other Islamic groups to belittle them. The fifth sign is using hate vocabulary such as: State of the Cross, the Crusaders to describe western countries as non-Muslim countries. The sixth sign is using negative description when they are talking about the national day event, they describe it negatively as a non-Islamic event. The final sign is not saying the countries name, they classify the world as Muslim and non-Muslim countries. The terrorists believe that the countries' names come from the disbeliever western governments, so the names are not acceptable. Moreover, their country flag is just nothing more than a piece of fabric"* (Al-Lahim, 2016).

Youssef is an Islamic preacher, listed the most important features of terrorism thought. He says *"the terrorist easily accuse others with disbelief, describes the governments and security people as disbelievers and encourages their killing, criticizes every group that contradicts his group ideology and approach, likes any terrorist attack and thinks it a victory of God, calls and supports killing different ideological groups, is very strict towards women's rights, thinks women's role is limited to making food and sleeping with her husband, thinks religious curriculum in the public school are not good, thinks Muslims are strangers and Islam is stranger, wears clothes that contradict the customs of his society, diminishes the scientific success of the state, neglects and drops out from school, is very careful in dealing with others, considers calling for coexistence with religions a plot against Islam, criticize Islamic scholars and their atonement and favoring extremist scholars, migrates mosques because the Imam was appointed by the state"* (Youssef, 2015).

Al-Rehily (2016), an academic who specializes in Islamic studies, mentioned that the ideological extremism indicators are: *insulting the rulers and Islamic scholars and describing them as disbelief and misguidance, being away from their relatives and elderly people, and seeing the social status as dark and unclear*. The result is to convince the young man to leave and join one of the terrorist groups.

The researchers examined video clips by categorizing sections according to their content and recognizing themes such as resistance to authority and animosity towards specific groups. They interpreted these themes to understand motives while acknowledging that they may not be applicable across the board. This adaptable approach to analysis enabled the discovery of trends and significance within the information.

A study of video clips from filmmakers like Al Suhaimi (2014), Al Fawzan (2015), and Al Qari (2015) highlights themes such as resistance against authority figures with criticisms towards governments and instances of displaying negative behaviors targeting different groups in society. Nevertheless, it is crucial to refrain from making statements or assumptions and acknowledge that terrorists come from backgrounds with different reasons driving their actions. Simply attributing their behavior to antisocial personality disorder is not sufficient for understanding their motivations. These findings relate to theories that link terrorism to factors such as personal psychology. Recognizing that not all terrorists display antisocial behaviors universally. Social circumstances highlight grievances against authorities and participation in cultural disputes as contributors to creating environments conducive to extremist beliefs.

Analyzing video content explores the reasons behind actions from a psychological and social standpoint by focusing on content produced by terrorist groups. It identifies themes such as rebellion against authority and anti-social behavior in these videos. Emphasizing the importance of avoiding stereotypes, it rejects the idea that terrorism can be solely attributed to personality disorders and instead supports frameworks that highlight the interplay between individual psychology and societal influences. In the end, the writing highlights the importance of taking an approach that considers both personal psychological aspects and broader social influences to grasp terrorism fully.

Results

Exploring terrorism in detail involves studying video clips from situations to identify common patterns of antisocial behaviors exhibited by terrorists, like their clothing choices and disrespectful language use in cultural clashes contexts. In-depth discussions delve into the link between terrorism and certain psychological and social influences, such as government views and general antisocial beliefs, and stress the significance of psychosociological theories in grasping the root causes of terrorism. Understanding the variety within individuals involved in acts of terrorism and emphasizing the importance of steering of assumptions highlights the complex reasons behind their actions. Moreover, the examination recognizes its boundaries. Emphasizes the balance between personal psychology and societal surroundings that cultivates environments favorable to extremist beliefs. In essence, this examination delivers perspectives on the intricacies of terrorism, providing a nuanced grasp of its causes and adding to ongoing dialogues in this area. In addition, to that point about analyzing all the videos related to terrorism content reveals the words that terrorists use to blame others like leaders and Islamic scholars, as well as security forces and regular people, along with Americans and Westerners and different terrorist organizations. They often accuse their enemies using terms like "tyrant," "infidel," "supporter of infidels," "American," "lands of nonbelievers," "Crusader states," and "non Muslim nations."

Considering the findings from both the content analysis and literature reviews, two main factors emerge as significant in diagnosing the personality traits of young people susceptible to recruitment and employment in terrorist activities by middle or field leaders of terrorist groups via mass or social media.

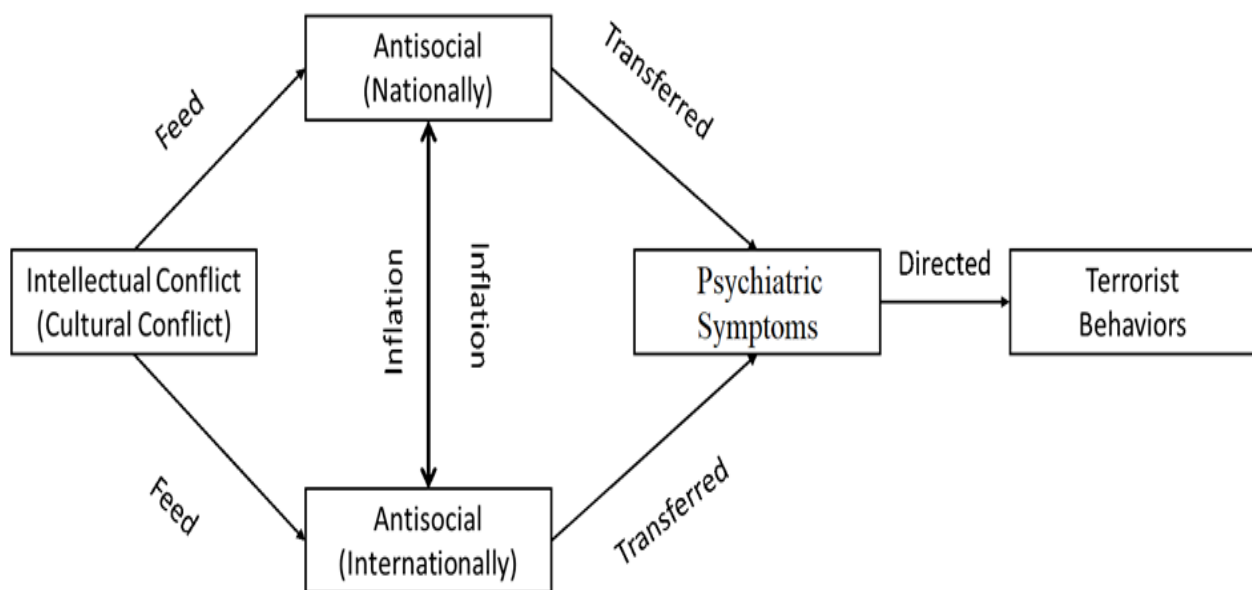
The first factor encompasses behaviors exhibited by terrorists towards others, including initiating physical fights, bullying, lying, recklessness, stealing, vandalism, and acts of violence such as killing or destruction of property. These behaviors are indicative of antisocial tendencies, leading to the categorization of this factor as the antisocial factor shaping the personality of potential terrorists.

The second factor comprises behaviors related to cultural conflict. Terrorists often lack cultural empathy, demonstrate closed-mindedness towards differing ideologies or attitudes, exhibit little inclination towards social harmony or initiative, lack emotional stability, and display inflexibility towards dissenting opinions or rule violations. These behaviors align with a pattern of cultural conflict, leading to the designation of this factor as the cultural conflict factor driving youth participation in terrorist attacks.

Terrorist behavior can be understood as a progression through three distinct stages, as depicted in Figure 1. The duration of each stage varies depending on factors such as personality, social environment, family dynamics, and economic circumstances. The first stage is initiated by exploiting ongoing intellectual conflicts,

often rooted in cultural differences within a specific region. These conflicts are strategically linked to targeted individuals through geographical, religious, professional, nodal, or political connections. The selection of these links is meticulously tailored to match the target's personality traits, age, gender, nationality, education level, and economic status. The primary objective of this stage is to escalate the individual's antisocial tendencies, both on a national and international scale, or vice versa. In the second stage, efforts intensify to amplify antisocial behavior through various means, including misrepresentation of societal mistakes and negative reactions, derogation of political leaders, disparagement of scholars, and distortion of fundamental human concepts. The aim here is to transform the targeted individual into someone with a personality disorder, primed to engage in terrorist activities such as murder, property destruction, or infrastructure sabotage. Ultimately, the ultimate goal of the terrorism industry is to groom individuals who will unquestioningly carry out any task assigned to them, marking the culmination of the third and final stage.

Figure 1. The Suggested Model of Negative Psychological Transformation of Youth into a Terrorist



The model shows where the dangerous spots in the terrorist industry are. *The Negative Feeding Point* is the first point that can be used in diagnosis or counseling programs, where intellectual conflict is used directly to raise the national antisocial, then worldwide, or vice versa. The terrorist recruiter is trying hard at this stage to draw a cause-effect link between the rulers, scholars, or westerns and the region's war or violence to spread hate and enmity among them. Then, it becomes easy to convince the target young to participate in terrorist attacks nationally or internationally.

The Inflation Point is the second point that can be used in diagnosis or counseling. In this point, all mistakes and negative acts or reactions in the society that done intentionally or by rulers, scholars, normal people are inflated purposely to convince the target young of the bad situation and the need for radical and resolute change. *The Transferred point* is the third point that can also be used in diagnosis and counseling, but with using valid and reliable measurement tools. Here, where the target young person is put in a situation that destroys his normal personality and turns him into an individual with an abnormal personality that can control and direct him.

The final stage is the direction point, where the hired young man in ordered to perform a terrorist attack against predetermined target by the leader of terrorist groups. Here, diagnosis and counseling do not help parents, counselors, security people ... etc. Rather psychological treatment is required.

Consequently, we can list all behaviors associated with each of the three stages of the negative psychological transformation model: *negative feedback, mistakes inflation, and transformation*.

The analysis of terrorist video clips aligns with this model by revealing recurring themes of opposition to governments, antisocial attitudes, and engagement in cultural conflicts. These themes manifest in various behaviors, such as distinct dress and appearance, disrespectful language, and adherence to broader ideological conflicts.

The proposed model's focus on specific intervention points within the radicalization process is a more targeted approach than broader literature models, which typically examine a wider range of socio-economic, political, religious, and cultural factors. Studying terrorism in depth involves analyzing video clips from scenarios to recognize recurring patterns of behavior displayed by terrorists, such as their choice of attire and disrespectful language during conflicts. Discussions that delve deeply into the connection between terrorism and specific psychological and social influences like government perspectives and general antisocial beliefs underscore the importance of theories in comprehending the underlying factors behind terrorism. Recognizing the diversity among individuals engaged in activities and stressing the need to avoid making assumptions underscores the motivations behind their behaviors. Furthermore, the assessment acknowledges its limitations. It highlights the interplay between psychology and societal influences that conditions conducive to extremist ideologies. Essentially, this evaluation offers insights into the complexities of terrorism, presenting a nuanced understanding of its origins and contributing to discussions in this field. Additionally, discussing the analysis of videos related to terrorist content uncovers the language employed by terrorists to shift responsibility onto others such as leaders, Islamic scholars, safety forces, civilians, Americans, and Westerners, as well as various terrorist groups. Their foes are frequently labeled with terms such as "infidel," "backer of infidels," "American," "territories of nonbelievers," "Crusader states," and "non Muslim nations."

Discussion

The causes of terrorism are complex and multifaceted, involving a myriad of interconnected factors. The literature on terrorism explores various influences, including religious extremism, political repression, economic deprivation, and social alienation, which often interact in intricate ways, making it challenging to pinpoint a singular root cause.

Terrorism emerges from a gradual escalation of commitment and opposition within a group, influenced by government actions. Psychological dynamics within terrorist groups, including factors like commitment, risk, solidarity, loyalty, guilt, revenge, and isolation, often discourage members from altering their course of action. This persistence may clarify why terrorism can persist even after changes in circumstances, such as addressing grievances or presenting alternative outlets for opposition. Ultimately, terrorism may persist until the terrorist group is physically eliminated (Crenshaw, 1981).

There are at least three perspectives on the causes of terrorism. The first viewpoint suggests that terrorism is significantly influenced by religious and cultural factors, where religious texts are used to justify violence against those with differing beliefs, alongside feelings of cultural oppression or historical injustices. The second perspective argues that terrorism stems from authoritarianism, stagnation, and repression, advocating that democratic reform is essential to address systemic terror, also known as power terrorism. The third viewpoint posits that terrorism is driven by economic inequality and poverty (Hegay, 2006).

Çınar (2009) identified multiple causes of terrorism. These include historical factors, which reflect the evolution and development of terrorist activities shaped by political, social, economic, and ideological influences. Additionally, political causes stem from underlying motivations and grievances that drive individuals or groups to resort to terrorist tactics. Economic conditions and disparities contribute to the emergence and sustenance of terrorism, while societal and interpersonal factors play a role in the adoption and perpetuation of terrorist ideologies and activities. Furthermore, extremist ideologies and religious beliefs are used to inspire and justify terrorist actions, representing ideological and religious roots of terrorism.

According to Bjørgo (2018), terrorism can be organized by distinguishing between preconditions and precipitants. Preconditions set the long-term stage for terrorism, while precipitants are specific events or phenomena immediately preceding or triggering terrorist acts. This can be further categorized as follows: Structural causes (such as demographic imbalances, globalization, and rapid modernization) impact people's lives at an abstract macro level. Facilitator causes enable terrorism without being direct drivers, including advancements in media, transportation, and weapons technology. Motivational causes represent personal grievances that drive individuals to act, often influenced by ideology or political rhetoric that translates structural issues into personal motivations. Acts of terrorism are often triggered by incidents or political crises. Furthermore, the reasons behind terrorism can be classified according to factors at group, societal, national, or international levels.

The evaluation of factors contributing to terrorism, as mentioned earlier, shows shortcomings when only considering aspects such as religious extremism or financial hardships since it oversimplifies the root causes of terrorism that arise from a mix of social dynamics and political ideologies alongside economic and ideological influences working together intricately. While viewpoints like beliefs or political ideologies might shed light on the terrorist incidents at hand, they do not offer a complete comprehension because other underlying motivations are also present in the mix. Furthermore, the model of group dynamics that focuses on the psychology fails to consider the backgrounds and personal motivations of terrorist individuals and their grievances. Labeling causes as preconditions or precipitants might be seen as too rigid since these factors frequently intertwine and coincide in reality. The analysis also needs to take into account opposing viewpoints regarding factors like religion or poverty. Should distinguish between fundamental causes that are long-term in nature and immediate triggers that are crucial for developing effective counter terrorism plans.

These challenges have inspired us to reconsider the root reasons behind this issue in order to enhance our comprehension and construct an accurate framework for understanding the origins of terrorism.

The model was created based on analyzing video clips depicting terrorists and their fan-towardlies behaviors toward teenagers. The proposed model examined terrorist activity as a production line that passes through three stages: *Negative Feedback*, *Mistake Inflation*, and *Transformation*.

Negative Feedback. At the beginning of this phase of development, young people may encounter criticism, from organizations or terrorist propaganda. Such feedback might express discontent with established standards, figures of authority, or cultural beliefs. They could also come across material that presents violence, hostility, or opposition as praiseworthy conduct.

During the *Mistakes Inflation* phase of development, adolescents or young adults can show signs of being strongly drawn towards beliefs or narratives related to terrorism and extremism strongly. They might start to view their errors or societal issues as being more serious than they are or find them unbearable; this could result in emotions like bitterness and frustration arising as well as a sense of disappointment. This stage is recognized by the increase in the prominence given to perceived unfairness and grievances, which could contribute to feelings of being victimized or disconnected from society.

The Transformation phase represents the stage of the radicalization journey for individuals who undergo substantial transformations in their beliefs and behaviors. They might embrace extremist ideologies and adopt a perspective that rationalizes violence or radical actions. During this phase, they could engage in activities, recruitment drives, or backing movements. Furthermore, they may demonstrate heightened animosity towards perceived adversaries and challenge norms.

Advancement, through these phases, signifies a movement, towards radicalization and the possibility of engaging in actions. Understanding and addressing the behaviors exhibited by targeted adolescents at each stage is crucial for prevention and intervention efforts aimed at countering violent extremism. Further elaboration on each stage is provided below:

The First Stage: Negative Feedback

At this point, employing the raging intellectual conflict that is taking place in a geographical area close to the targeted young man or that has a strong cultural connection with him to make him feel angry about what is

happening to a weak group as a result of this intellectual conflict. Moreover, to make him also feel angry about the weak reaction of his government and the international society against the unfair and unjust groups. Terrorist groups use mass media and social media to exert both directly as well as indirectly a psychological pressure on the young man to change his psychological, cognitive, and behavioral balance. The effects of these stimuli can be seen on the targeted youth in the following behaviors:

1. The focused follow-up to an intellectual conflict via mass media or social media.
2. Talking constantly about the near intellectual conflict in any family, working, or social occasions.
3. Exaggerated interaction with near-intellectual conflict, using expressions of anger and hatred against opposing groups, and using expressions of sympathy and sadness towards culturally compatible groups.

The Second Stage: Mistake's Inflation

At this point, mass media or social media are used to expose the targeted youth to psychological pressure by inflating mistakes and negative reactions of the international and local society. In addition to linking all those mistakes and negative reactions with the near intellectual conflict. The effects of the mistake's inflation can be noticed on the targeted youth in the following behaviors:

1. Constantly listening to the harsh criticism of youth society from the mass media or through social media.
2. Frequently listening to the tough criticism of international society, who probably has cause relationship with the near intellectual conflict, from the mass media or through social media.
3. Paying attention to critics of the local society or the international society that has a causal relationship to the intellectual conflict more than his rulers and scholars.
4. Criticizing society leaders, scholars, his parents, and his family members to the point of atonement and treason.
5. He shows stubbornness and indifference to all the traditions and values of his society, in contrast to his usual.
6. The young man argues a lot in any discussion aims to stop his from supporting inflation of the local and international societies' mistakes.
7. He does not show any form of discomfort about his society if it is exposed to negative events caused by groups or individuals who usually criticize his society.
8. He shows joy, support, or justification if his society is exposed to negative events caused by groups or individuals usually criticize his society and considering that as a victory from God.
9. Get himself into problems with his government in an unusual way for his age, his peers, his gender, and his education level.

The Third Stage: Transformation

At this point, the targeted youth feel psychological unstable as a result of the pressure he faces from friends, mass media, or social media, which is strong enough to use him to support or perform terrorist attacks locally or internationally. In this stage, the following behaviors are noticed on the targeted youth:

1. There are no things that interest him other than the intellectual conflict that is near and related to him.
2. He has focused difficulty on works or tasks was previously performing or was able to do.
3. Constantly, he feels unhappy, alienated, and saying: we are strangers and Islam has become strange.

4. Feeling sorry and regret the interaction of the local and international society with the intellectual conflict parties.
5. Physical and moral isolation of the family by avoiding talking and sitting with family on various occasions.
6. Physical and moral isolation of friends, scholars, rulers, social events, and avoiding interaction with positive and negative events.
7. Dealing with women tightly and strictly and limiting their movement and role between preparing food and sleeping with their husbands.
8. Developing new real and intellectual friendships with people that encourage criticism of local and international society.
9. Making a radical change in his appearance, clothing, vocabulary, and the way he speaks to be similar to groups he likes and supports.

The discussed model outlines the stages of radicalization, highlighting the importance of understanding and addressing behaviors exhibited by adolescents at each stage to effectively counter violent extremism and promote resilience. This staged approach suggests a progression where each phase builds upon the preceding one, making it essential to intervene early and consistently.

Addressing these behaviors at each stage is crucial because it allows for tailored prevention and intervention efforts. By paying attention to actions and emotional phases, in individuals' behaviors and experiences are better understood by professionals enabling the creation of improved tactics to connect with their needs and situations effectively. This method has the potential to intervene in the radicalization progression at an earlier phase before it transitions into more complex and deeply rooted levels.

The model stands out from others due to its focus on the experiences and psychological changes that adolescents go through. This approach is significant as it looks deeper into the journey of teenagers than just considering broader factors like socioeconomic situations or community impacts when studying radicalization. By exploring the personal aspects of adolescents' experiences in this way the model offers a detailed insight into the process of radicalization, which is crucial for creating tailored intervention strategies.

Furthermore, this model enhances methods by providing a targeted and practical approach. While other models may give an outline of the factors that lead to radicalization, this model focuses on the stages of individuals, which is especially beneficial for professionals who engage with vulnerable young people directly. It enables the creation of interventions based on evidence that are customized to meet the requirements and situations of each teenager, thus boosting the overall success of prevention and intervention endeavors.

The model given centers around stages in the radicalization and recruitment process within the realm of terrorism: the "*Negative Feeding Point*," the "*Inflation Point*," and the "*Transferred Point*." These stages serve as opportunities for implementing interventions such as diagnosis evaluation, counseling, and psychological support.

Various models mentioned in existing literature present viewpoints regarding the root causes of terrorism, which encompass factors such as cultural impacts, authoritarianism, economic disparities, historical elements, political instigators, economic circumstances, societal and interpersonal dynamics, extremist beliefs, and the differentiation between underlying conditions and triggers of terrorism. Here, we delve into the commonalities and distinctions among these perspectives.

There are similarities between the model proposed and those found in existing literature across aspects. Both the model. Certain literature models acknowledge that radicalization and terrorism progress through stages. While the proposed model identifies junctures for intervention, literature models suggest stages shaped by factors like exposure to beliefs, economic circumstances, and political grievances. The proposed model emphasizes the shift in individuals, like how literature models delve into individual grievances and motivations that push them towards terrorism. Both models also recognize that feelings of critical feedback are factors in

the process of radicalization. The "*Negative Feeding Point*," as proposed by one model, aligns with the triggers and individual grievances emphasized in existing models.

The variances between the proposed model and the models outlined in existing literature can be seen in aspects. The model at hand focuses on evolution. Enlistment phases of persons, whereas literature models delve into a wider array of factors such as socioeconomic status, political environment, religious beliefs, and cultural impacts. Literary models analyze terrorism across individual, group, national, and global dimensions. The model given focuses on pinpointing aspects for diagnosis and counseling treatment plans while typical literature models tend to delve into scale systemic adjustments such as democratic enhancements and efforts to alleviate economic disparities and political suppression issues are also highlighted by the model in terms of specific stages involved in recruitment procedures with a focus placed upon how individuals are singled out and influenced whereas literature models tend to explore the underlying reasons and facilitating circumstances that contribute to acts of terrorism. The model given offers an account of behavioral shifts, at different stages compared to literature models that offer a more general perspective on the factors and settings that foster terrorism activity. In conclusion? The model stresses the importance of therapy in the stage, while literature models usually concentrate on preventive measures and systemic changes rather than individual treatment discussions.

The suggested model presents benefits compared to the models found in existing literature. It pinpoints stages within the radicalization process where intervention can occur, such as the "*Negative Feeding Point*," "*Inflation Point*," and "*Transferred Point*," enabling an efficient approach to diagnosing, counseling, and providing psychological treatment. This precision aids in halting the advancement of radicalization. By delving into the steps involved in the hiring process, the model offers a comprehensive insight into how people are identified and influenced, which helps in creating strategies to thwart terrorist recruitment campaigns.

The model highlights the importance of the changes, in people which're essential for grasping their personal drives and complaints effectively. This emphasis can result in more tailored and efficient approaches to intervention by tackling the underlying issues that drive radicalization at a personal level. It presents a practical approach, to preventing and addressing radicalization by pinpointing specific phases and behaviors. Practitioners can then create definite actions to combat these processes for quicker and more quantifiable results.

Improved diagnosis and guidance become achievable through the model focus on areas, for detection and intervention that help reduce the likelihood of radicalization before it takes root and simplifies the process of rehabilitation. The suggested model enhances methods by addressing gaps in psychological shifts and enhancing the complexity of all-encompassing counter-terrorism tactics. Its adaptable design permits customization to diverse settings and individual instances—the model proves to be a resource for professionals working across a range of settings—, from community-oriented prevention plans to security efforts. In general, the suggested model precision, focused details, psychological emphasis, practical strategies, improved diagnosis and counseling capabilities, complementary aspects, and adaptability provide benefits, for addressing and intervening in the process of radicalization.

Derin and Öztürk (2023) delve into the effects of warfare and terrorism, on communities in the era and how they relate to long standing social wounds tied to family and societal relationships. They suggest that addressing parenting methods and societal injustices could help ease these wounds and deter disputes. On the hand our approach centers, on understanding the progression of terrorism by outlining the process of radicalization and highlighting key moments for intervention to curb extremist actions. The intertwining viewpoints highlight the connection, between influences and individual psychology when it comes to comprehending and dealing with terrorism and its impact, on society.

Derin and Öztürk (2020) conducted a study, on the increasing impact of terrorism and warfare in today's world with the influence of platforms causing social distress and affecting both personal and societal behavior patterns significantly. They emphasize the rise of cyber terrorism and its psychological impacts such as disorders and PTSD while recommending psychotraumatology methods to mitigate large-scale violence. In

our model proposal on changes, in terrorism stages, it presents tactics to combat radicalization effectively. The research highlights the relationship, between trauma and individual psychology, in addressing extremism and its wider consequences effectively.

In a study, by Ozturk and Derin (2020) the authors delve into the impacts of cyber terrorism and violent conflicts on both people and communities. Showing how these occurrences alter norms and political landscapes while inflicting significant psychological and social scars on individuals. The researchers pinpoint contributing factors to health issues linked to terrorism including demographic characteristics, cognitive traits, family dynamics, and psychiatric background. They emphasize the importance of interventions while shedding light on prevalent conditions, like PTSD, dissociative disorders and depression experienced by those affected by terrorism. Our model takes an approach by delving into the journey of terrorism perpetrators and outlining steps of radicalization while suggesting customized measures to counter extremist actions effectively. This method is, in line, with initiatives aimed at lessening the societal consequences of terrorism by comprehensively grasping personal behavioral changes and implementing successful preventive tactics.

Conclusion

In our society, today's interconnected world poses a challenge as terrorism spreads fear and destruction worldwide without discrimination based on nationality or beliefs. Governments and international bodies invest substantial efforts in addressing this intricate issue, but the key to averting disasters is in recognizing and assisting at-risk individuals before any violence occurs

This study delves into a method to reach this objective. It investigates videos and interviews through content analysis to create a preventive measure targeting the identification of vulnerable youths to radicalization by examining the interaction of antisocial actions and cultural clashes.

The study highlights a strategy employed by organizations. They strategically take advantage of conflicts – whether they are based on geography, religious beliefs, politics, or ethnicity – to influence the youth. By magnifying issues and individual frustrations, the terrorist groups aim to incite terrorist actions.

To tackle this approach, the authors propose a method of evaluating risk by observing how the behavior of individuals changes over time. Such changes could manifest as withdrawal or conflicts with family and society or a lack of respect for norms and values. By employing this evaluation method, parents, guardians, counselors, and teachers can spot individuals displaying behaviors. This could lead to the implementation of interventions like therapy or social assistance programs, which could help address these issues and potentially guide them away from radicalization.

To comprehend radicalization processes fully means acknowledging the phases involved and understanding how social environments play a part, in making people vulnerable to it. Even though certain instances may show signs of antisocial behavior traits in individuals being radicalized this doesn't apply universally to all cases. Developing methods, for preventing and intervening in extremism requires a thorough grasp of these aspects so that tailored approaches can be taken to minimize the risks associated with radicalization and strengthen societal resilience.

Limitations

Video analysis provides insights. May not fully grasp the entire context, leading to a potential lack of complete understanding of the situation at hand. Furthermore, the suggested model may not be suitable for all situations universally. Moreover, the text overlooks addressing narratives, counteraction, and the vital contribution of communities in radicalization. Acknowledging these constraints is crucial for fostering an understanding of the matter at stake.

Funding Disclosure. While this research did not receive direct financial support, the authors express gratitude to all individuals who provided scientific feedback, aiding in the completion and publication of this work.

Author Contributions. Haifa Al-Bokai and Ali Alsubaihi conceptualized the idea and developed the theory, while Abdulrahman Alsubaihi extracted and summarized the content of the videos to make them suitable for

analysis. All authors engaged in content analysis and discussions about the results and made contributions to the final manuscript.

Conflicts of Interest. The authors assert that the research was carried out without any commercial or financial affiliations that could be perceived as potential conflicts of interest.

Data Availability. The data supporting the findings of this study are available upon request from the first author.

Ethical Disclosure. The research made use of video clips obtained from YouTube. This helped address any worries about the participants' rights and the privacy of their information.

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