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## **Article Review #2: What Factors are Influencing Intellectual Security among Students**

**BLUF:** Researchers published a field study titled “View of Factors Influencing the Formation of Intellectual Security among University Students: A Field Study” to explore how intellectual security varies among college students based on various factors. Intellectual security is the foundation of fostering new ideas and opportunities.

### **Principle of Social Science**

One of the principles of social science found in the article is relativism, because the authors describe how intellectual security and academic performance relate to another amongst college students. The article also demonstrates the principle of empiricism as they base their results quantitative data that can be interpreted through sight. Lastly, the principle of objectivity is shown in the fact that researchers used the same sampling and surveying technique on all the students who participated, to ensure that the results were unbiased and based completely on real data.

### **Questions and Hypothesis’s**

The researchers went into the field study with three main questions. The first question was what factors were influencing college students' sense of security in their knowledge they obtain (Al-Halabat et al., 2025)? The second question was if there was a statistical significance in the responses by students according to their gender (Al-Halabat et al., 2025)? Their final question was if there was a statistical significance in student responses by their grade level (Al-Halabat et al., 2025)?

The researchers provided two main hypotheses for their field study. The first hypothesis was that there would be a significant association between the responses of students and their gender (Al-Halabat et al., 2025). The other hypothesis was that there would be a significant association between the responses of students and their academic level (Al-Halabat et al., 2025).

### **Research Methods**

Multiple research designs were used for this field study. The purpose of the designs was to employ descriptive research in hopes of describing the research in relation to relevant data (Al-Halabat et al., 2025). As a result, the researchers used quantitative data collection for the purpose of supporting conclusions and recommendations. Additionally, cross-sectional research was used when conducting surveys to students.

## **Data and Analysis**

After collecting data from the questionnaire, the researchers analyzed the data using the “Statistical Package for the Social Sciences (SPSS)” (Al-Halabat et al., 2025). The SPSS is a software program commonly used for quantitative data analysis. Additional tests used mean and standard deviation testing, independent sample t-test.

The first hypothesis of the researchers that gender was associated with intellectual security was found to not have a statistically significant relationship, showing that intellectual security does not vary among college students due to gender (Al-Halabat et al., 2025). Additionally, the researchers did not find a statistically significant relationship between the intellectual security of college students and their academic level (second hypothesis), suggesting that intellectual security does not change as college students mature and prolong their academic career.

## **Concepts from Class**

There are many concepts from class that are presented within the article. One concept is the idea of field studies as this is what this study was. Field studies occur when researchers place themselves into an environment of interest and observe what happens in that environment. The concept of Maslow’s Hierarchy of Needs is present in the study as the researchers seek to understand how college students use technology to meet their safety needs of knowledge. The concept that our cyber awareness is influenced by our family is also present in the study as the researchers looked at family as a factor of intellectual security. Lastly, diversity is a major concept in the study as the researchers looked at the difference between men and woman, as well as higher academic level to lower academic level.

## **Marginalized Groups**

The topic of intellectual security among college students speaks to many marginalized groups. The study used the contributions of women as it seeks to obtain their specific input on the issue. Additionally, the study speaks to less fortunate students who attend smaller schools that may not provide intellectual security to students as well.

## **Contributions to Society**

The study contributed to society tremendously as it highlights the growing issue of young adults not being confident in the information they are learning or where they should go to learn accurate information. The study calls for greater awareness about proper information learning on college campuses, so that students will feel more secure in their knowledge.

## **Conclusion**

The study looked at how intellectual security among college students changes among various factors including gender, family, wealth, and other factors. The data showed the researchers that regardless of manipulating various factors, the feeling of intellectual security remains steady throughout all college students, which shows that there are factors that researchers are not aware of that influence intellectual security among young adults.

## References

Al-Halabat, K. I. A.-H., Beichi, A., Al Barakat, A. A., AlAli, R. M., Al-Saud, K. M., & Aboud, Y. Z. (2025). *View of Factors Influencing the Formation of Intellectual Security among University Students: A Field Study*. Cybercrimejournal.com.  
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