The academic background of scientific and literary disciplines in the acceptance of remote viewing: A field study on a sample of ongoing students, graduates, and university staff in Arab universities[(*)]

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Abstract

This study examines the impact of psychological and demographic factors on the acceptance of remote viewing among students, graduates, and university staff in Arab universities. Personal experiences and critical thinking were found to be significant influences, whereas social engagement had a lesser effect. Societal culture and social intelligence also played major roles in acceptance, as individuals from literary disciplines showed more openness in comparison to those in scientific fields. The study further aims to explore differences across Arab countries and the effect of educational levels (Bachelor's, Master's, Doctorate) on acceptance.

Remote viewing, Psychological factors ,Critical thinking, Societal culture, Clairvoyance

الملخص العربي:

بحثت هذه الدراسة في أثر العوامل النفسية والديموغرافية على قبول المشاهدة عن بعد لدى الطلاب والخريجين ومنسوبي الجامعات في الجامعات العربية. وجد أن التجارب الشخصية والتفكير النقدي لها تأثيرات كبيرة ، في حين أن المشاركة الاجتماعية كان لها تأثير أقل. لعبت الثقافة المجتمعية والذكاء الاجتماعي أيضا أدوارا رئيسية في القبول ، حيث أظهر الأفراد من التخصصات الأدبية انفتاحا أكبر مقارنة بأولئك الموجودين في المجالات العلمية. كما هدفت الدراسة إلى استكشاف الاختلافات بين الدول العربية وتأثير المستويات التعليمية (البكالوريوس والماجستير والدكتوراه) على القبول.

الكلمات المفتاحية: المشاهدة عن بعد، العوامل النفسية، التفكير النقدي، الثقافة المجتمعية، الاستبصار

Introduction:

Remote viewing, a term coined by physicists Russell Targ and Harold Puthoff at Stanford Research Institute (SRI) in the early 1970s, refers to the practice of seeking impressions about a distant or unseen target through parapsychological means. The concept gained traction when Targ and Puthoff initiated experiments with individuals who reported having psychic abilities, asking them to describe their mental images related to persons or events separated from them by space and time. These studies, which began in 1972, aimed to explore the potential of human consciousness to perceive information without the use of the known senses, a phenomenon that defies conventional scientific understanding of perception (Kelly, 2001).

The research conducted at SRI was part of a larger initiative that sought to understand and harness psi phenomena for various applications, including intelligence gathering. The experiments often involved 'remote viewers' describing locations, objects, or events from a distance, and their findings were sometimes verified against actual data or events. Notably, some of these experiments reported statistically significant results, suggesting that the participants were able to retrieve information about distant targets with accuracy greater than chance (foia.cia.gov).

Remote viewing, a practice that claims individuals can perceive information about a distant or unseen target without the use of the known human senses, has been a topic of considerable interest and controversy within both the scientific community and popular culture. It is important to explore how university community such as students, graduates, and university staff perceive the scientific validity of remote viewing. Understanding these perceptions can provide insights into broader trends in belief systems among educated individuals and the potential impact of academic and cultural factors on such beliefs.

Remote Viewing (RV) is a technique for inducing altered states of

consciousness, allowing the study of two distinct types of anomalous cognition under empirical conditions. Precognition, also known as the anticipation of unpredictable stimuli, is the ability to perceive future events without reliance on known sensory processes or logical inference, as outlined by Bem (2011). Retrocognition, or clairvoyance, involves accessing information about past events beyond the scope of traditional biological or logical mechanisms, as described by Marwaha & May (2016). The term 'psi phenomena' refers to these cognitive anomalies, but 'anomalous cognitions' is preferred for its neutrality, avoiding the parapsychological implications of 'psi'. Despite their intriguing nature, these concepts face significant methodological, statistical, and conceptual criticisms, highlighted by researchers such as Escolà-Gascón (2022a) and Wagenmakers et al. (2011).

Remote viewing has been investigated by researchers at universities and research institutes, such as Stanford Research Institute (SRI), where physicists Russell Targ and Harold Puthoff conducted early studies in the 1970s (Kelly, 2001). This indicates some acceptance of the topic within academic circles.

The U.S. government sponsored research programs on remote viewing from 1972 to 1995, known as the Stargate Project, which aimed to determine potential military applications of psychic phenomena (Marwaha, 2017). This suggests remote viewing was considered a serious topic worthy of government-funded research.

Studies indicate that belief in paranormal phenomena, including remote viewing, varies significantly among university students. While some university researchers have investigated remote viewing such as Stanford Research Institute (SRI) (Puthoff, 2007).

Current studies indicate that belief in remote viewing phenomena, including clairvoyance, is prevalent among university students, although it varies significantly. Understanding this diversity within the context of academic backgrounds is essential for a comprehensive

analysis. Students and staff from scientific disciplines tend to be more skeptical of clairvoyance compared to their counterparts in literary fields. This skepticism is often attributed to the emphasis on empirical evidence and the scientific methodology inherent in scientific education.

The cultural context of Arab universities may present unique factors influencing the acceptance of clairvoyance. Cultural beliefs, religious perspectives, and societal attitudes towards remote viewing phenomena can play a role in shaping individuals' perceptions. Exploring how students, graduates, and staff at universities perceive clairvoyance can provide broader insights into belief systems among educated individuals. This includes understanding how academic and cultural factors interact to influence the acceptance of phenomena that challenge traditional scientific models.

This study aims to highlight these various aspects to analyze the relationship between academic background and the acceptance of remote viewing within the university community in Arab universities. Specific objectives include:

- Understanding the impact of the academic background in scientific disciplines compared to literary disciplines on the knowledge of students, graduates, and employees about the concept of remote viewing in Arab universities.
- Studying how Arab countries differ among themselves in terms of accepting the idea of remote viewing among students, graduates, and university employees.
- Revealing the impact of the level of education (bachelor's, master's, doctorate) on the acceptance of the idea of remote viewing among students, graduates, and employees in Arab universities.

Research problem:

The research problem is that the concept of remote viewing is a controversial one in both academic and professional circles. While some individuals may see remote viewing as a useful tool for prediction and future planning, others view it as lacking a scientific basis. In Arab countries, individual attitudes towards remote viewing can be influenced by several factors, including academic background (scientific or literary), educational level, and the cultural and social environment of each country.

Despite the importance of this topic, there is a lack of scientific studies exploring the extent of acceptance of the concept of remote viewing in academic and professional circles in Arab countries. This shortage highlights the need for scientific research aimed at bridging the knowledge gap and providing a deeper understanding of the impact of academic background on the acceptance of the idea of remote viewing.

Significance:

Understanding how different academic backgrounds influence the acceptance of remote viewing among university communities can provide valuable insights for educators, policymakers, and researchers. This knowledge can help in designing educational curricula that promote critical thinking and scientific literacy, while also respecting and understanding diverse cultural perspectives.

Moreover, this study can contribute to the broader discourse on the interplay between education, culture, and belief systems, offering a nuanced perspective on how higher education environments shape and are shaped by the beliefs of their constituents.

By addressing these aspects, the research will shed light on the complexities of belief in remote viewing and its acceptance within academic settings, particularly in the culturally rich and diverse context of Arab universities.

Research Questions:

1. "What is the impact of the academic background in scientific disciplines compared to literary disciplines on the knowledge of students, graduates, and employees about the concept of remote viewing in Arab universities?"
2. "Do Arab countries differ among themselves in terms of accepting the idea of remote viewing among students, graduates, and university employees?"
3. "What is the impact of the level of education (bachelor's, master's, doctorate) on the acceptance of the idea of remote viewing among students, graduates, and employees in Arab universities?"

Previous studies:

1- (Tobacyk & Milford, 1983)

The study by Tobacyk & Milford in 1983 aimed to develop a reliable instrument to measure belief in paranormal phenomena. They created a 25-item questionnaire derived from a larger set of 61 items, which was administered to 391 college students. Through factor analysis, they identified seven distinct dimensions that make up paranormal beliefs: Traditional Religious Belief, Psi Belief (psychic phenomena), Witchcraft, Superstition, Spiritualism, Extraordinary Life Forms (such as aliens), and Precognition (predicting the future). The Paranormal Scale, comprising 3 or 4 key items from each dimension, was then constructed to represent these beliefs as subscales. The paper provides descriptive and reliability statistics for both the overall scale and the individual subscales. Furthermore, the scale's validity is supported by correlational studies with various personality and psychological adjustment constructs, such as locus of control, sensation seeking, and irrational beliefs. This research has contributed significantly to the understanding of how paranormal beliefs relate to broader personality functioning.

2- French and Wilson (2007)

French and Wilson (2007) explored the cognitive factors underlying paranormal beliefs, suggesting that cognitive biases such as the tendency to find patterns in randomness (apophenia) and confirmation bias play a significant role in sustaining belief in remote viewing. These biases can influence university students' perceptions of the scientific validity of remote viewing, as individuals may prioritize anecdotal evidence and personal experiences over empirical scientific data.

3- Irwin (2004)

The educational background of university students significantly influences their perceptions of remote viewing. Irwin (2004) highlighted that students in scientific disciplines are generally more skeptical of remote viewing compared to those in humanities or social sciences. This skepticism is often attributed to a stronger emphasis on empirical evidence and scientific methodology in their education.

4- Wiseman and Watt (2006)

Media representation and cultural context also shape students' beliefs. Wiseman and Watt (2006) noted that media often portrays remote viewing in a sensationalized manner, which can skew public perception. Students exposed to such portrayals may develop a belief in the plausibility of remote viewing, regardless of scientific consensus.

5- Musch and Ehrenberg (2002)

The study by Musch and Ehrenberg explores the relationship between belief in the paranormal and cognitive abilities. It challenges the notion that paranormal beliefs are primarily due to errors in probabilistic reasoning, suggesting instead that general cognitive abilities play a more significant role. The researchers used a Belief in the Paranormal Scale (BPS) and a series of probabilistic reasoning

tasks to assess 123 university students. They found that while there was a correlation between belief in the paranormal and errors in probabilistic reasoning, this correlation was not significant when controlling for the students' cognitive abilities, as measured by their final exam grades. The study concludes that lower cognitive abilities, rather than specific deficiencies in probabilistic reasoning, are more strongly associated with paranormal beliefs. This implies that educational interventions aimed at enhancing general cognitive abilities might be more effective in reducing irrational paranormal beliefs than those targeting probabilistic reasoning alone.

6- Escolà-Gascón et al. (2023)

In a groundbreaking study initiated by the CIA in 1972, researchers delved into the realm of remote viewing (RV) with the aim to substantiate previous findings and decode the cognitive processes underpinning RV. The investigation honed in on the theories of emotional intelligence (EI) and the role of intuitive information processing as potential underlying mechanisms. Employing a quasi-experimental framework, the study utilized statistical control methods to ensure rigor. The Mayer—Salovey–Caruso Emotional Intelligence Test was deployed to gauge EI among participants, who were categorized based on their belief in psychic phenomena, with 347 skeptics and 287 proponents partaking in RV tasks involving diverse targets. To bolster the study's replicability, subsamples were meticulously curated, and the resultant effect sizes meticulously evaluated. Initial analyses did not reveal significant findings; however, subsequent examinations unveiled notable RV effects that correlated with EI levels. Specifically, a 19.5% prediction rate of successful RV outcomes was attributed to EI, with effect sizes ranging from moderate to strong. The study culminated in the proposition of the Production-Identification-Comprehension (PIC) emotional model, suggesting that emotional dynamics during RV

sessions could be instrumental in facilitating anomalous cognitive experiences, potentially enhancing the efficacy of RV tests. This research not only sheds light on the enigmatic nature of RV but also underscores the intricate interplay between emotions and cognitive anomalies.

7- Richard Wiseman (2010)

In 2010, Richard Wiseman utilized the social media platform Twitter to orchestrate a large-scale remote viewing study, exploring extrasensory perception (ESP). Twitter's widespread reach enabled the recruitment of numerous participants who could receive swift feedback. The study employed a majority vote system to amalgamate the participants' predictions, mitigating stacking effects and probing for collective psi phenomena. Each experiment involved an experimenter visiting a predetermined site, with blind evaluation conducted using images of the actual site alongside four decoys. Across five experiments, over five thousand responses were collected. The initial experiment utilized non-blind evaluation to assess if individuals with a belief in psychic abilities displayed confirmation bias. Results confirmed a notable correlation between the belief in psychic abilities and the perceived match of participants' visions to the actual site. Subsequent experiments with blind evaluation revealed that the group consistently failed to recognize the correct site, with no discernible link between psychic belief and target selection. Notably, participants with a firm belief in their psychic abilities correctly identified the target in one instance (exact binomial $p = .41$). However, those who self-identified as psychic and expressed confidence in their predictions did not successfully determine the correct site in any experiment. This study highlights the complexities of psychic belief and its influence on perception and decision-making.

Statistical analysis:
Methodology:
Reliability Testing:

The reliability of the survey was measured using Cronbach's alpha to assess internal consistency across different domains of the questionnaire. A Cronbach's alpha value of 0.7 to 0.8 was considered acceptable.

Validity Testing:

Validity was measured using correlation coefficients, evaluating how well individual survey items correlated with the total score for each domain.

Items with a correlation above 0.3 were considered valid. Items with lower correlations were flagged for potential revision or removal.

Descriptive Statistics:

Descriptive statistics were used to summarize responses in both domains.

Variables such as mean (M), standard deviation (SD), and Relative Importance Index (RII) were calculated to assess the level of agreement among participants for various statements related to psychological and demographic factors affecting acceptance of remote viewing.

Participants' Distribution:

Data on participants' personal characteristics (e.g., gender, educational level, employment status, academic specialization) was analyzed using frequency and percent calculations to understand the sample's demographic composition.

Reliability and validity:

Reliability test: The reliability test uses Cronbach's alpha to

assess the internal consistency of the domains in the survey. A Cronbach's alpha value between 0.7 and 0.8 is considered acceptable in social science research.

Table(1) Reliability test

domain	Cronbach alpha
First domain the impact of psychological variables of individuals' knowledge of the concept of remote viewing in Arab universities.	73.9
second domain the impact of demographic variables of individuals' knowledge of the concept of remote viewing in Arab universities.	76.3
The complete survey	83.3

Table 1 show the Reliability Test for the survey and its domains,

First Domain: Cronbach's alpha is 0.739, which indicates an acceptable level of reliability for measuring the impact of psychological variables on individuals' knowledge of the concept of remote viewing in Arab universities. This suggests that the items in this domain are consistent in measuring the underlying construct.

Second Domain: Cronbach's alpha is 0.763, which also shows a good level of reliability for measuring the impact of demographic variables on individuals' knowledge of remote viewing. It indicates that the items are similarly consistent and reliable.

Complete Survey: With an overall Cronbach's alpha of 0.833, the entire survey demonstrates high reliability, suggesting that the entire set of items is internally consistent and suitable for measuring the knowledge of remote viewing across both psychological and demographic variables.

Validity test for the first domain The validity test assesses how well each item in the first domain correlates with the total score for that domain, using correlation coefficients. Generally, correlations above 0.3 are considered acceptable for establishing validity.

Table (2) Validity test for the first domain

phrase	validity	phrase	validity
1	.518**	10	.561**
2	.526**	11	.383**
3	.500**	12	.406**
4	.494**	13	.495**
5	.430**	14	.576**
6	.422**	15	.555**
7	.189**	16	.519**
8	.387**	17	.479**
9	.173**		

Phrases with coefficients like 0.518, 0.526, and 0.561 demonstrate strong positive validity, meaning they correlate well with the overall concept being measured (psychological variables and knowledge of remote viewing).

Some phrases, such as phrase 7 (0.189) and phrase 9 (0.173), show relatively weak correlations. This could indicate that these items do not measure the domain as effectively as others, and might require revision or removal to improve the domain's validity.

Validity test for the second domain of the survey

Table(3) Validity test for the second domain

phrase	validity	phrase	validity
1	.213[**]	10	.372[**]
2	.546[**]	11	.382[**]
3	.526[**]	12	.491[**]
4	.558[**]	13	.461[**]
5	.319[**]	14	.517[**]
6	.498[**]	15	.538[**]
7	.299[**]	16	.404[**]
8	.490[**]	17	.526[**]
9	.464[**]	18	.532[**]

For the second domain, the phrases also exhibit correlations indicating their validity in measuring the impact of demographic variables on knowledge of remote viewing.

Phrases 2, 3, 4, and 12 (with validity values above 0.5) exhibit strong correlations, making them effective items for measuring the second domain.

Phrase 1 (0.213) and phrase 7 (0.299) have weaker correlations compared to other items, which might suggest they do not align as well with the overall construct. These items could potentially be revised to improve their validity.

The participant's distribution according to personal data.

Table (4) The participant's distribution according to personal data.

i	variable	category	Frequencies	percent
١	Educational Stage	student	174	42.5
		graduate	235	57.5
٢	gender	male	207	50.6
		female	202	49.4
3	Degree	bachelors	258	63.1
		master	103	25.2
		PhD	48	11.7
4	Nature of Academic Specialization	Literature	128	31.3
		Science	281	68.7
5	Employment Status	Employed	174	42.5
		Unemployed	235	57.5
6	Marital Status	Married	142	34.7
		Single	234	57.2
		Divorced	26	6.4
		widower	7	1.7

This table show the participant's distribution according to personal data.

Educational Stage: Students: 174 (42.5%), Graduates: 235

(57.5%)

The majority of the participants are graduates (57.5%), which suggests that the study population has a significant representation of individuals who have completed their studies, likely contributing to more informed responses based on their broader experience.

Gender: Male: 207 (50.6%), Female: 202 (49.4%)

There is a nearly equal gender distribution, with a slight majority of males (50.6%). This balance ensures that the study is not heavily biased towards one gender, providing a well-rounded perspective.

Degree: Bachelor's: 258 (63.1%), Master's: 103 (25.2%), PhD: 48 (11.7%)

The largest group consists of participants holding bachelor's degrees (63.1%), while those with PhDs are a smaller portion (11.7%). This distribution could imply that most respondents are early in their academic careers or at a foundational level in higher education.

Nature of Academic Specialization: Literature: 128 (31.3%), Science: 281 (68.7%)

The majority of respondents specialize in science (68.7%), indicating that the sample is predominantly from a scientific academic background. This may influence the perspective on remote viewing based on the empirical and research-based focus of scientific disciplines.

Employment Status: Employed: 174 (42.5%), Unemployed: 235 (57.5%)

More respondents are unemployed (57.5%), suggesting that a significant portion of the sample may still be in education or seeking employment. This may reflect a younger or transitioning workforce population.

Marital Status: Married: 142 (34.7%), Single: 234 (57.2%),

Divorced: 26 (6.4%), Widower: 7 (1.7%)

The majority of participants are single (57.2%), while a smaller portion is married (34.7%). The low percentages for divorced (6.4%) and widowed (1.7%) individuals reflect a younger or middle-aged demographic, with fewer life events like marriage or separation.

The sample is diverse across categories such as educational stage, degree, and employment status, offering a range of perspectives.

There is a balance in gender, contributing to unbiased results across the male and female experience.

A strong focus on participants with scientific specialization and higher education levels may lead to findings influenced by analytical and research-driven mindsets. However, the inclusion of other categories like literature adds richness to the dataset.

Figure (1): percent of The participant's distribution according to personal data.
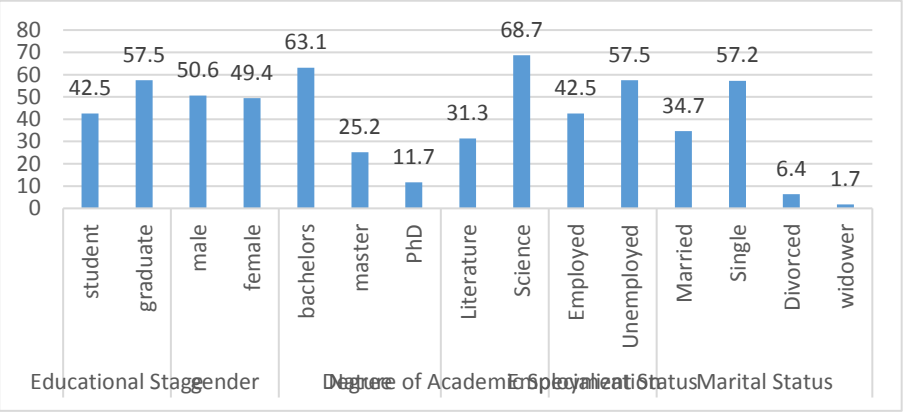
This figure show the participant's distribution according to personal data, as shown in the previous table

Descriptive statistics for the first domain

Table (5) Descriptive statistics for the first domain

phrase	M	SD	RII	LA	R
People with critical thinking skills are more receptive to remote viewing.	3.6577	0.97276	73.154	High	1
Positive psychological thoughts (thoughts resulting from rational and logical self-talk, based on a number of information and conclusions) affect individuals' acceptance of remote viewing.	3.9291	0.82685	78.582	High	3
Negative psychological thoughts (thoughts resulting from self-talk, formed due to lack of information or stemming from past experience) affect individuals' acceptance of remote viewing.	3.6944	0.89771	73.888	High	6
Personal experiences increase individuals' acceptance of remote viewing.	3.9707	0.87957	79.414	High	2
Belonging to a specific belief or sect (religious, political, or cultural) affects the individual's acceptance of remote viewing.	3.5721	1.04802	71.442	High	8
The degree of a person's religiosity affects their acceptance of the concept of remote viewing.	3.4572	1.06815	69.144	High	13

The more an individual is socially engaged, the less the rate of remote viewing.	2.7897	1.04309	55.794	Medium	17
Introverted individuals (who tend to isolate themselves and rarely interact with external society) are more inclined to accept the idea of remote viewing.	3.0611	1.11965	61.222	Medium	15
Organized thinking (searching and analyzing thoughts and goals that we wish to achieve or problems we want to solve in a balanced and organized manner) in individuals reduces their acceptance of remote viewing.	3.0244	1.11337	60.488	Medium	16
The greater the individual's capacity for contemplation, the greater their acceptance of remote viewing.	3.7726	0.87986	75.452	High	4
Individuals with high self-confidence are more accepting of remote viewing.	3.5672	1.03422	71.344	High	9
Insight can be used by an individual to predict future events.	3.5134	1.01239	70.268	High	11
Insight helps people plan for their future.	3.7115	0.94707	74.23	High	5
The type of books (stories or novels) that individuals read increases their acceptance of remote viewing.	3.6577	0.91029	73.154	High	7

	M	SD	RII	LA	R
The type of television dramas (movies or series) that individuals watch affects their acceptance of remote viewing.	3.4963	0.99045	69.926	High	12
The degree of an individual's attachment to modern social media platforms (such as Facebook, Twitter, etc.) affects their acceptance of remote viewing.	3.2958	1.02804	65.916	Medium	14
The type of media (such as newspapers, magazines, and television programs) that individuals watch contributes to increasing their acceptance of remote viewing.	3.5306	0.87148	70.612	High	10
First domain	3.5119	.43198	70.238	High	

Where M is the mean, SD is the standard deviation, RII is relative importance index((mean/5)*100%), LA is level of agreement and R is the rank

This table presents the descriptive statistics for the first domain, which measures various psychological factors influencing the acceptance of the concept of remote viewing. The statistics include the mean (M), standard deviation (SD), relative importance index (RII), level of agreement (LA), and the rank (R) of each phrase.

Overall Mean for the First Domain: The mean score for the first domain is 3.5119, with a standard deviation of 0.43198 and a relative importance index (RII) of 70.238%. This suggests a high level of agreement among respondents, indicating that most participants tend to agree with the phrases presented in this domain.

Highest Ranked Phrase:

"People with critical thinking skills are more receptive to remote viewing" has the highest mean score (3.6577) and an RII of 73.154%. This implies a strong consensus that critical thinking skills are perceived to enhance receptivity to remote viewing. The standard deviation (0.97276) indicates moderate variability in responses.

Second Highest Ranked Phrase:

"Personal experiences increase individuals' acceptance of remote viewing" ranks second with a mean score of 3.9707 and the highest RII (79.414%). This highlights the importance of personal experiences in shaping individuals' acceptance of the concept. The relatively low standard deviation (0.87957) indicates a strong agreement among participants.

Lowest Ranked Phrases:

"The more an individual is socially engaged, the less the rate of remote viewing" is ranked last (17th) with a mean score of 2.7897 and an RII of 55.794%, categorized as a medium level of agreement. This suggests that social engagement may not be strongly associated with a decrease in remote viewing receptivity, and there is more variability in responses (SD = 1.04309).

"Organized thinking... reduces their acceptance of remote viewing" and "Introverted individuals are more inclined to accept remote viewing" also have medium levels of agreement, with RII values of 60.488% and 61.222%, respectively. These phrases rank lower, suggesting less alignment with these ideas among respondents.

High Agreement Phrases:

Several phrases with high levels of agreement emphasize the role of positive psychological thoughts (mean = 3.9291, RII = 78.582%, rank = 3) and contemplation (mean = 3.7726, RII = 75.452%, rank = 4) in increasing acceptance of remote viewing.

The influence of media consumption (phrase 17) also ranks moderately high (mean = 3.5306, RII = 70.612%, rank = 10), reflecting the perceived impact of media exposure on the acceptance of remote viewing.

Moderate Agreement Phrases:

"The degree of an individual's attachment to modern social media platforms" (mean = 3.2958, RII = 65.916%, rank = 14) shows only moderate agreement, suggesting that social media platforms do not play as significant a role in shaping views on remote viewing as some other factors.

The data shows a strong overall agreement that certain psychological factors, particularly personal experiences, critical thinking, and positive psychological thoughts, positively influence the acceptance of remote viewing. Meanwhile, the negative impact of social engagement and organized thinking are viewed with less certainty, with responses showing more variability. These findings highlight which psychological and behavioral aspects are more likely to contribute to or hinder the acceptance of remote viewing.

Descriptive statistics for the second domain

Table (6) Descriptive statistics for the second domain

Phrase	M	SD	RII	LA	R
I studied some topics that addressed the concept of remote viewing in one of the academic years.	2.9291	1.04194	58.582	Medium	18
Educational degree (bachelors – master – Doctorate) affects the extent to which individuals accept the concept of remote viewing.	3.4401	0.99112	68.802	high	11
The academic specialization (theoretical sciences – applied	3.4548	0.90127	69.096	High	10

sciences) has an effect on the degree of acceptance of the concept of remote viewing.					
The curricula studied by individuals affect their acceptance of remote viewing.	3.5966	0.92147	71.932	High	4
Individuals majoring in applied sciences (such as medicine, engineering, sciences, etc.) are less accepting of the concept of remote viewing and its relation to educational fields.	3.1149	1.08871	62.298	Medium	15
Individuals majoring in theoretical sciences (such as education, humanities, etc.) are more accepting of the concept of remote viewing and its relation to educational fields.	3.5012	0.91321	70.024	High	7
The greater the individual's numerical cognitive abilities (the ability to deal with numbers and understand and process them quickly), the lower the rate of remote viewing.	3.1491	1.03125	62.982	Medium	14
The greater the individual's verbal cognitive abilities (the ability to think verbally, analyze written questions, understand and deal with them), the higher the rate of remote viewing.	3.5648	0.89187	71.296	High	5
The level of specific intelligence (curiosity, quick comprehension, and intuition)	3.6895	0.87666	73.79	High	3

affects the degree of acceptance of the concept of remote viewing.					
Societal culture affects the acceptance of remote viewing.	3.7971	0.87749	75.942	High	1
Religious beliefs affect the degree of acceptance of the idea of remote viewing.	3.5012	0.96539	70.024	High	8
The level of social intelligence (the ability of a person to fully understand their environment and act in a manner conducive to successful social behavior) of individuals affects their acceptance of the concept of remote viewing.	3.7482	0.82108	74.964	High	2
The class level (rich, middle-income, and poor) of society affects the degree of acceptance of remote viewing.	2.9902	1.15466	59.804	Medium	16
The level of learning in society affects the degree of acceptance of remote viewing. A society where the majority are students differs in its culture from one where the majority are non-workers (unemployed).	3.4768	0.91291	69.536	High	9
The professional level in society affects the degree of acceptance of remote viewing. A society where the majority are students differs in its culture from one where the majority are workers.	3.533	0.86291	70.66	High	6

The marital status of individuals (married, single, divorced, widowed) affects their knowledge and acceptance of the concept of remote viewing.	2.9438	0.99472	58.876	Medium	17
The professional life of individuals after obtaining their educational degree (employed or unemployed) affects their acceptance of the concept of remote viewing.	3.3423	0.92894	66.846	Medium	13
The professional level (employee, manager, department head) plays a role in the acceptance of the concept of remote viewing.	3.3912	0.93856	67.824	Medium	12
Second domain	3.3980	.42572	67.96	Medium	

Where M is the mean, SD is the standard deviation, RII is relative importance index((mean/5)*100%), LA is level of agreement and R is the rank

This table presents the descriptive statistics for the second domain, which focuses on demographic variables and their effect on the acceptance of the concept of remote viewing. The statistics include mean (M), standard deviation (SD), relative importance index (RII), level of agreement (LA), and rank (R) for each phrase.

Overall Mean for the Second Domain: The mean score for the second domain is 3.3980, with a standard deviation of 0.42572 and a relative importance index (RII) of 67.96%. This suggests a medium level of agreement overall, indicating a more mixed perception regarding the influence of demographic factors on the acceptance of remote viewing.

Highest Ranked Phrase:

"Societal culture affects the acceptance of remote viewing" has the highest mean score (3.7971) and an RII of 75.942%, indicating a high level of agreement (ranked 1st). This suggests that participants strongly agree that societal culture plays a significant role in influencing individuals' acceptance of remote viewing.

Second Highest Ranked Phrase:

"The level of social intelligence... affects their acceptance of the concept of remote viewing" is ranked second, with a mean score of 3.7482 and an RII of 74.964%. This emphasizes the role of social intelligence in shaping individuals' acceptance of the concept, suggesting that those with higher social intelligence may be more inclined to consider remote viewing.

Lowest Ranked Phrase:

"I studied some topics that addressed the concept of remote viewing in one of the academic years" is ranked last (18th), with a mean score of 2.9291 and an RII of 58.582%, categorized as a medium level of agreement. This shows that relatively few participants agree that their academic studies included topics on remote viewing, suggesting that the concept may not be commonly taught or explored in academic settings.

High Agreement Phrases:

Several other phrases also demonstrate a high level of agreement, such as:

"The level of specific intelligence affects the degree of acceptance of remote viewing" (mean = 3.6895, RII = 73.79%, rank = 3), indicating that participants see a strong connection between specific types of intelligence and the acceptance of remote viewing.

"The curricula studied by individuals affect their acceptance of

remote viewing" (mean = 3.5966, RII = 71.932%, rank = 4), highlighting the role of educational content in shaping attitudes toward remote viewing.

Medium Agreement Phrases:

Some phrases fall into the medium level of agreement, indicating more mixed opinions:

"The professional level (employee, manager, department head) plays a role in the acceptance of remote viewing" (mean = 3.3912, RII = 67.824%, rank = 12) reflects moderate agreement, suggesting that professional hierarchy influences acceptance to some extent, but not as strongly as other factors.

"The greater the individual's numerical cognitive abilities, the lower the rate of remote viewing" (mean = 3.1491, RII = 62.982%, rank = 14) shows that participants are somewhat divided on whether high numerical abilities reduce acceptance of remote viewing.

Other Low-Ranked Phrases:

The "marital status of individuals affects their knowledge and acceptance of remote viewing" is ranked 17th with a mean score of 2.9438 and an RII of 58.876%, indicating that most participants do not see a strong link between marital status and acceptance of remote viewing.

"The class level of society affects the degree of acceptance of remote viewing" (mean = 2.9902, RII = 59.804%, rank = 16) also reflects a low level of agreement, implying that social class has a relatively minor influence on attitudes toward remote viewing.

Societal culture and social intelligence emerge as the most influential demographic factors in shaping the acceptance of remote viewing, with participants agreeing strongly on their importance.

In contrast, factors like marital status, professional level, and

academic exposure to remote viewing are perceived as having a lesser impact, with more variability in responses.

Overall, the second domain reflects a moderate agreement that demographic variables influence acceptance of remote viewing, with certain factors (e.g., societal culture, specific intelligence) being more strongly linked to this concept than others.

Conclusion

The study examined the impact of psychological and demographic variables on the acceptance of remote viewing among students, graduates, and university staff in Arab universities. Through the analysis of the psychological and cognitive dimensions, it was observed that factors such as personal experiences, critical thinking, and positive psychological thoughts strongly influence the acceptance of remote viewing. These psychological variables demonstrated a high level of agreement among participants, with personal experiences having the most significant effect. Conversely, social engagement and organized thinking were found to have less influence, with medium levels of agreement.

In terms of demographic factors, the analysis revealed that societal culture and social intelligence are key influences in shaping the perception and acceptance of remote viewing. These factors had the highest levels of agreement among participants, indicating a strong recognition of their role. Educational factors, such as academic specialization and curricula studied, also played significant roles in acceptance, with individuals from theoretical disciplines being more accepting compared to those from applied sciences.

Overall, the study highlights the complex interaction between psychological, demographic, and educational factors in determining the acceptance of remote viewing in academic settings. The findings provide valuable insights into how academic backgrounds, cultural

contexts, and cognitive abilities influence belief systems, particularly in Arab university contexts. These insights can inform future research, educational policies, and curricula design aimed at fostering critical thinking and scientific literacy while acknowledging diverse cultural perspectives. The perception of remote viewing's scientific validity among university students is a multifaceted issue influenced by cognitive biases, educational background, media exposure, cultural context, gender, personality traits, and critical thinking skills. While a substantial portion of students may entertain the possibility of remote viewing, skepticism tends to be higher among those with strong scientific training and critical thinking abilities. Further research is needed to explore interventions that can effectively promote scientific literacy and critical evaluation of paranormal activates.

The research aimed to explore whether there are differences between Arab countries regarding the acceptance of the idea of remote viewing among students, graduates, and university employees. The study found that Arab countries do exhibit variations in their acceptance of remote viewing, influenced by factors such as cultural beliefs, educational systems, and societal attitudes.

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