

# Intellectual Security in Middle Stage Curriculum from Teacher's Point of View

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**Abstract** The research tries to make sure that Islamic education books contain intellectual security concepts in the middle stage form teacher's view. The descriptive method was used in that research by making up a (30) clause- questionnaire formed of 25 concepts so that the most important concept of intellectual security can be measured. The study sample was formed of (73) Islamic education teacher's. Emphasis was placed on the elements of (age - gender - experience). The results showed that concepts of intellectual security in Islamic education books are included in an average grade.

**Keywords:** intellectual security, Islamic education, middle stage

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## 1. Introduction

The importance of intellectual security is strongly and functionally connected to other shapes of security. Generally speaking, non-existence of intellectual security in our curriculum leads to troubles in other shapes of security and results in behavioural deviations threatening stability and security. One of the most famous forms of these deviations is committing various crimes namely terrorism and violence and that confirms on the idea saying that intellectual security is one of the basics of general security and achieving protection for national possessions [1]. Thus, intellectual security is an aim and an end for all society sons, so plans should be drawn to include concepts of intellectual security in our curriculum. Intellectual security is considered a preventive method which makes the society far from moral, economic and social crimes because intellectual security allows society to understand dangers of crimes and accidents and their bad results on society, besides making individuals aware of their vital roles in cooperating with security authorities to fight these crimes [2]. Intellectual security is defined as making sure that individuals' minds are free from extreme and wrong thoughts which threaten stability of society. Meanwhile, intellectual security aims at achieving security and stability in social life by following state's plans which progress general awareness of society in the economic, political and social fields [3]. Intellectual security is also defined as the moderate understanding of political and religious affairs and being far from deviation and fanaticism in addition to refusing exaggeration and atheism [4]. Having basics of good citizenship in the light

of Islamic education and being far from bad morals is one of the essential guarantees for establishing security and stability in our countries [5]. (MacDougal) and (mosoly) showed in their hierarchy of motivations that food and breathing motivations comes in the bottom then comes security motivation to which a man looks forward to satisfying it after food and breathing motivation. At that time, a man feels free from fear, worry, conflicts and pain [6]. To add, intellectual security achieves one of the nation's characteristics which is unity and cooperation in thought, method and goals. On the other hand, the absence of intellectual security will result in failure in achieving general security [7].

Focusing on intellectual security as one of the preventive security basics become a necessity, especially a big number of students are deviant persons, so a kind of interaction between educational bodies should be practised to make them up - to - date organizations leading in education and knowledge and finding good citizens, who will be able to adapt to social life requirements mentally and psychologically [8]. The role of the teacher in achieving intellectual dialogue with others. That is to say, any successful dialogue should focus in working with others and not ignoring or degrading them [9].

## 2. Methodology and Measures

The importance of that research is related to the importance of Islamic education and its effect on intellectual security in the age of cultural and mental conflicts. Also, the research helps educational decision maker by providing them with a list of intellectual security concepts which aims at putting plans for developing

Islamic education curriculum in the light of results and recommendations to which the research reaches. The descriptive method was used in that research by making up a 30-clause- questionnaire formed of 25 concepts so that the most important concept of intellectual security can be measured. The study sample was formed of 73 Islamic education teachers'; Emphasis was placed on the elements of (age - gender - experience).

Co efficient of invariability of inside homogeneity and re- questionnaire by using Alpha-Cronbach and Pearson correlation co efficient. Focus in working with others and not ignoring (Table 1).

**Table 1. Using Alpha-Cronbach and Pearson correlation**

	Field	Invariability of person correlation co efficient	Inside homogeneity of Alpha-Cronbach
1	The extent of including intellectual security concepts of middle stage in Islamic books	0,83	0,81
2	Intellectual safety concept in Islamic books	0,73	0,78
	Total	0,84	0,79

### 3. Results

The next Table shows arithmetic means and standard deviations for measuring sample members of the study which makes sure of including intellectual security concepts in Islamic books in the middle stage from teachers' view focusing on variables of sex, qualification and experience. Triple variation analysis test was used to show differences of level of significance at  $(0,05 \leq)$ .

**Table 2. Arithmetic means and standard deviations for measuring sample**

variable	Levels of variables	No		The whole axis
gender	male	38	mean	3,55
			Standard deviation	0,39
	female	35	mean	3,48
			Standard deviation	0,40
Qualification	diploma	12	mean	3,30
			Standard deviation	0,47
	Bachelor	47	mean	3,58
			Standard deviation	0,37
	Higher studies	14	mean	3,51
			Standard deviation	0,39
Years of experience	Under five years	19	mean	3,36
			Standard deviation	0,50
	From five to ten years	28	mean	3,58
			Standard deviation	0,35
	More than ten	26	mean	3,57
			Standard deviation	0,33

Table 2 a clear variation in the arithmetic means and deviations of the study sample member's grades to measure the extent of including intellectual security concepts in Islamic education books in the middle stage from teachers' view because of differences in variables of gender, qualification and years of experience in all fields

### 4. Discussion

The previous results showed no statistical significance differences at  $(0,05 \leq \alpha)$  for the study sample members grades which measure the extent of including intellectual security concepts in Islamic education books in the middle stage from teachers' view because of sex variable. That result comes from the fact saying that male and female teachers of Islamic education deliver one message which they are keen on its principles and goals and aims at preparing students believing in their lord and adhering to their religion and being far from extremism, terrorism and exaggeration.

The previous results showed no statistical significance differences at  $(0,05 \leq \alpha)$  for the study sample members grades which measure the extent of including intellectual security concepts in Islamic education books in the middle stage from teachers' view because of qualification variable . That is to say teachers with qualifications have little experience in the field of intellectual security. Besides, they don't study topics in that field widely.

The previous results showed no statistical significance differences at  $(0,05 \leq \alpha)$  for the study sample members grades which measure the extent of including intellectual security concepts in Islamic education books in the middle stage from teachers' view because of experience variable as for the nature of experience which Islamic teachers acquire during their study at university.

### 5. Recommendations

- Reconsidering choosing intellectual security concepts in the Islamic education books. These concepts should be redistributed to achieve qualitative and balance quantitative.
- Teachers of Islamic education should focus on offering religious activities calling on moderation and denouncing extremism and fanaticism.
- Making courses for teachers to learn about intellectual security concepts and their legal importance.
- Doing a study to measure including intellectual security concepts in Islamic education books in primary stage from teachers' view.

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