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THE ROLE OF ISLAMIC, SOCIAL AND ARABIC EDUCATION TEACHERS IN ENHANCING INTELLECTUAL SECURITY FROM PUBLIC SECONDARY SCHOOL STUDENTS PERSPECTIVE AMMAN FIRST EDUCATION DIRECTORATE

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Abstract
This study aimed to identify the role of Islamic, social education and the Arabic language teachers in enhancing intellectual security from secondary school student's perspective in first Amman Education Directorate. The study sample consisted of (400) male and female students from government secondary schools in Amman First Education Directorate. Stratified random sample was used. Researchers developed the questionnaire to concluded research results. The research used psychometric instrument characteristics. The study concluded the following:
The study sample subjects approved, Islamic, social education and the Arabic language teachers role in enhancing intellectual security., the study also concluded that there are no statistically significant differences due to gender, while there are statistically significant differences due to class variable for the favor of second secondary class. It also concluded that there are statistically significant differences due to subject teacher for the favor of the Islamic education teacher.

Introduction

Intellectual security is the foundation on which all security types are based. It is the first defense line for nation identity and existence. It protects the nation from any threat that could undermine its foundations, threaten its existence, and protect it from thought contamination which may spread of rivalry and hatred seeds among society members (Fahjan, 2012).

The intellectual security role is considered one of the most important types of security because it has the required means to face deviant thought and is more able to satisfy young people security needs. It is the basic pillar on which society depends to protect society youth and children from intellectual deviations that could threaten the entire community. (Ali, 2018)

The educational institutions role does not depend on traditional education, which is restricted to cognitive aspect. Rather, they start to play an important role in evaluating youth in terms of behavior and values, and preserving their ideas from intellectual deviation. This requires a strategy at the state level in general and educational institutions in particular, to protect youth from slipping into Intellectual deviation abyss of during critical stages that they pass through their life. (AL-mushmoum, 2018).

Education in the broad sense is the primary source for providing students and teenagers with positive behaviors and attitudes, and the correct knowledge that helps them to understand their role in life, correct their career and prevent them from involvement in intellectual deviation and behavioral problems (Tashkenti, L. 2016).

Educational institution mission of is not limited to teaching educational topics, but also extends to build value and ethical system and moral beliefs and to direct thought in a positive and sound direction away from fanaticism and extremism, and to correct the polluted thought. (Al-Ghamdi, 2017).

Teacher is considered as model for his students in saying and acting, and has the responsibility to guide and direct students, modify their behavior and deviant ideas, and protect them from deviant and contrary behavior (Al-Ghamdi, 2017).

The school bears part of responsibility for society secure, from any misguided or perverted thought through what it should play in terms of setting up a security fence that protects youth from every foreign thought, and reinforces their belonging to their religion, nation and their homeland with the dangers of unbelieving and destructive thought (Al-Hazmi, 2010) Societies are recently passing through many challenges, such as globalization that penetrates human culture, awareness and all life's fields to impose itself on the world through media and electronic sites.

Youth today are nation's hope, they are the real strength and thinking minds in any society. Therefore, work must be made to immunize youth's minds against any intellectual invasion and cultural penetration, and this will only be done through educational institutions, and the school in particular. In order to protect the youth by the school from any deviated thought, it must depend on teacher who is the main pillar of educational process. Therefore the study problem is the role of teachers of Islamic education, social studies and the Arabic language in enhancing intellectual security.

Study Problem and its Questions

School is one of the most important educational and learning institutions that help in developing individual's thought and organizes the same in a way that achieves success and helps him in understanding his role in life (Tashkandi, 1437).

The role of school is not limited only in achieving success in school work, but it extends to

strength learner intellectual security, Teacher is the main pillar on which educational process is based. He is the example, the educator, the engine and guide for students, they listen, imitate and consider him as their example and ideal (Fahjan, 2012).

Regardless of different roles of teacher, his value will remain contingent upon on the relationship between him and his students, so the relationship may be authoritarian since his students are not allowed to negotiate, ask, suppress their freedom, and he treats them slightingly, which in its turn undermines their psychological security. Some teachers allows his students to discuss, express freely, constructive criticism, and enhances positive trends, democracy and active participation that contribute in achieving intellectual security (Amara, 2010).

The educational institutions, including teacher who is considered one of the most prominent basic pillars that can face extremist and polluted thought by virtue of their strong and direct contact with society members and by virtue of their dealings with the correct and sound thought, hence, the study problem is determined as follows:

The role of Islamic, social and Arabic education teachers in enhancing intellectual security among secondary school students in Amman First Directorate of Education from students' perspective.

Study Questions

The study questions are represented by the following two questions:

What is the role of Islamic and social education and Arabic language teachers in enhancing intellectual security among the stage in the First Amman First Education Directorate students from their perspective?

Are there statistically significant differences according to (gender, class, teacher) variables.

Study Importance

The study importance stems from its expected results, since it is hoped that the following parties will benefit from the obtained results:

1.   Ministry of Education Officials, by developing strategies and plans that contribute in enhancing intellectual security and prevent students from deviation and extremism.

2.   Educational institutions in the Hashemite Kingdom of Jordan, since there is a bad need to enhance students intellectual security, in order to face intellectual deviations that may occur on their minds in light of globalization era and its challenges and the cultural openness it have and the means it possesses affecting societies and thus intellectual security has become a threat to individuals.

3.   Decision-makers: It is hoped that decision-makers in educational institutions in the Hashemite Kingdom of Jordan will adopt means and methods that can be used to enhance intellectual security.

4.   Researchers and those who are interested in this field can benefit from the obtained results.

5.   Security services may benefit from the obtained results.

Study Objectives

The study aimed to identify the role of Islamic education, Arabic language and social teachers in enhancing intellectual security among students from secondary school student's

perspective in Amman downtown Education Directorate.

The study also aimed at identifying statistically significant differences due to (gender, grade, and teacher type) variables.

The Study Limits

Place Limits: The study is limited to governmental secondary schools in the First Amman Directorate of Capital Governorate.

Time limits: This study is limited to data collected from high school students in the First Amman Education Directorate of the Capital in the Hashemite Kingdom of Jordan for the academic year 2018/2019.

Study Terminology

Role: "It is a set of rights and duties related to a specific social situation" (Abu Zaid 2004, p. 37).

Procedurally the role is defined as the set of academic procedures that school and teachers undertake towards students. Intellectual Security:

Al-Haidar (2001, 316) defines intellectual security as. "Securing ideas and minds of society members from every gray thought and wrong belief that forms a threat to security of society system that aims to achieve security and stability in social life" (Nasr Fajjan).

Al-Turki (2000, 57) defines intellectual security as "people live in their countries and homelands and between their societies, secure and maintain their originality components, specific culture and intellectual system.

Al Hoshan (2015) defines intellectual security as intellectual methodology that adheres to moderation, to instill spiritual, moral and educational values and purify it from extremist trends.

Boudiaf (2015) defines intellectual security as the sum of mechanisms that social system institution acquires for student's mind to face every deviation and anomaly in life aspects of.

The researchers define intellectual security: as securing thought integrity, protecting principles, Islam beliefs and constants for students, maintaining them from all negative influences and deviant ideas, through teachers playing their role in installing intellectual concepts, principles and original values in students minds to protect them from deviation and extremism and protect culture and values of the society to stay pure authentic impurities of intellectual conquest. Procedurally, the researcher defines intellectual security: as the degree that examined students obtain on the tool that was prepared to achieve the study purposes of the.

Literature Review

Security concept: Al-Shuwayer (2000) defines security" as what souls search for in every life aspect, such as security in homelands, security on honor, security over money and property, etc.

Thought: Al-Hashemi (2008, p. 7) defines thought "as the state and citizen's feeling of the stability of values, knowledge and interests subject to protection in society, and the unity of individual and collective behavior in their application and facing all plays with."

Intellectual security: Al-Hakim (2008, p. 4) defined intellectual security as "protecting intellectual, ideological, cultural, ethical and security system of individual and society, in a

way that ensures human thought safety from deviation that constitutes a threat to national security in all its components".

Nour (2005, p. 48) defined intellectual security as "protecting community members minds from every bad thought and false belief that contradicts with belief and principles of the society, and making efforts from all community institutions to achieve this protection".

Based on the above definitions, the researchers define intellectual security as working to immunize student's minds and behavior in school and university from deviation and to follow destructive and extraneous thoughts that may penetrate our culture, beliefs and values.

The Role of Educational Institutions in Enhancing Intellectual Security

Security is one of the most important foundations on which societies building are based, as it is the solid base that maintain society strength, cohesion and progress, and maintain nation's capabilities and achievements through the responsibility entrusted to society institutions, educational institutions at the front, to maintain society safety and enhance security in all its forms,   (Al-Harithi, 2009). This can be achieved only through correct education, based on educational principles adopted by state, and continuous review of educational philosophy adopted by state, in order to draw its future policies to maintain security and stability, and to advance society prosper in, through future plans. Therefore, the intellectual fortification is deemed as one of the most important priorities on which security planning is based for society and individuals protection from deviations and intellectual influences (Al-Buraq, 1985).

Educational institutions, such as schools and universities, are among the most important community institutions in immunizing youth minds from intellectual deviations, cultural and intellectual invasion of our societies, through media and social media tools that have made the world as one village (Al-Melhem, 2009, p.84).

School has a major role in achieving intellectual security, as the school is responsible for building individuals personality in line with social and moral values by developing well-studied plans and programs aimed at cultivating intellectual security in students minds through curricula, study plans and explanation to achieve originality principle and contemporary together, and educating students to love their country, and deepening the feeling of belonging and maintaining its cultural values (Al-Melhem, 2009, p.84)

Teacher is considered one of the most important pillars the school depends on in student's personality building, correcting their behaviors, modifying their ideas and attitudes, and the best tool for correcting course and concepts. Therefore, teacher's role in enhancing intellectual security and facing intellectual deviations that students may subject to is an urgent need and a vital requirement in light of contemporary challenges in globalization this (Al Salaman, 1427).

Teacher's Role in Enhancing Intellectual Security

Teachers have a great role in guiding and training students to enhance their intellectual security .Marei (2016) indicated that teacher should perform the following:

1.   Instilling moderation among students and practicing the same in their lives and behavior.

2.   Listening carefully to students' opinions and problems.

3.   Accept students' views without showing anger or tension.

4.   Follow up student behaviorally in terms of his orientations, preferences and hobbies.

5.   Constant communication with parents.

Teacher's Role in Achieving Intellectual Security

Teacher's role in achieving intellectual security is great, since he is the role model and educator of his students, the responsible in changing and correcting students 'behavior and ideas. Therefore, the teacher's role in promoting intellectual security among students is as follows:

Al-Hussein (2009) refers to teacher role in enhancing intellectual security through the following:

1.   He should understand of students 'thinking nature in order to facilitate interaction with them.

2.   Promoting learner's culture of intellectual security, and link it to classroom life and school life.

3.   To provide advice and guidance to students, and to direct them to search for the correct information.

4.   To discuss contemporary societal issues through the course items.

5.   To reinforce his students homeland love and develop the sense of social responsibility.

Teacher's Responsibility to Achieve Intellectual Security

The teacher is one of the main pillars of education .Education contributes in protecting society from intellectual deviation, and it is difficult to achieve intellectual security in society without benefiting from educational means and methods in society, as intellectual security responsibility and fighting deviation is not the responsibility of security institution alone, but rather it is the responsibility of all community institutions the educational institution in front. Through its contribution to the consolidation of moral values, the establishment of spiritual values, and correct Islamic, which is based on moderation, tolerance and moderation. (Al Shehry, 2006)

Therefore, the role of educational institutions has become a necessary and urgent matter to protect youth minds and to fortify their thinking against deviated thought, and one of the most important educational institutions that can play this role is the school by educating students and increasing security and cultural awareness to immunize their minds from deviation and break the value and ethical system and the tolerant teachings of Islam. (Al-Buqami, 1430).

Confronting intellectual deviations and protecting individuals from them begins with the family, the school, and the rest of the other community institutions. Nevertheless, no community institution can stand alone against the intellectual deviation, and therefore the responsibility must be shared (Al-Khatib, 2006)

Educational Effects Resulting from Achieving Intellectual Security

Among the educational effects resulting from achieving intellectual security at society level are:

•   Maintaining integrity of individuals' minds from deviation, and the ability to scrutinize, discriminate and criticize. (Al-Talaa, 1999, p.20).

•   Fighting advocates of unbelieving, which may lead to torn the society and threaten national security (Al-Hajouj, 2011).

•   Protecting the identity of the Islamic community, which is unique identity that differs from other societies and represented in moral values and cultural characteristics. (Al-Maliki, 2009, p. 38).

•   Protecting society from globalization negative aspects of, such as Internet and satellite channels, and the ideological, behavioral and ethical deviations they promote (Al-Hajouj, 2011).

Intellectual Security Importance

Al-Turki (1996) believes that intellectual security importance is due to the fact that it achieves for the nation its most important characteristics, represented in unity, cohesion between society members in thought, approach, goal, and in achieving this goal is to protect society and youth, protect them from any foreign thought, and advance society towards progress, creativity and prosperity.

The importance of intellectual security stems in youth minds, students and youth, from impurities of stray thought and corrupt beliefs, achieving unity of belief, thought and unity of behavior, and protecting human mind and thought within the framework of the basic constants (Al-Juhani, 1999).

Al-Harthi (2008) believes that intellectual security importance is due to several considerations, including:

1.   Intellectual security is one of the necessities to maintain nation's religion and belief, and protecting security is protecting its existence.

2.   The intellectual security imbalance leads to an imbalance of security in criminal, economic and other aspects.

3.   Intellectual security needs to individual, society and the nation protection from penetrating their minds, culture and values from intellectual invasion through information media. (Dino, 2017).

The intellectual security importance stems from maintaining brotherly relations among society. Members. Brotherhood gives life all meanings of tranquility, beauty and security, and through it every brother maintains his brother from making mistakes (Faris, 2012, p. 44).

The intellectual security importance also stems from providing psychological atmosphere that gives society members of pity sense, relief and, ability to participate honestly and effectively and away from psychological pressures and intellectual threats (Herbst, 2010, 30).

One intellectual security importance is that its link to availability of values, ethical principles and positive trends among members of society, so more spread of good morals within society, the more this would lead to protecting society from deviant intellectual currents (Schrader, 2004,91).

By achieving intellectual security, intellectual security is eliminated, which is considered one of the most serious threats to society security and public order, destabilize religious constants, intellectual convictions, and ethical and moral foundations within society (Tash, 2000, p.8).

The intellectual security importance stems from maintaining security and stability within society and from crime and terrorism spread whether on individual or community level (Al-Daghim, 2006, p.79).

Al Hoshan, (2004, p. 19) and Al-Sudais, (2005, p.17) mentioned the intellectual security

importance is as follows:

• It is an effective and positive way to prevent any cultural penetration or intellectual or information invasion of society.

• Intellectual security confirms realization of positive security awareness meaning, which means self-awareness of individual, and formation of positive mental attitude towards society general security issues.

• Intellectual security is a radical solution to contemporary crises, such as intellectual crisis that is related to violence philosophy in contemporary societies.

• Intellectual security contributes to the creation, development and growth of society culture and civilization, and achieve future generations better life.

• Intellectual security provides psychological reassurance and social stability, which is considered as one of civilizational and social advancement causes.

• Intellectual security is an effective and positive way to prevent any intellectual or cultural penetration of society.

• Intellectual security is the main mean to protect society identity from cultural invasion and globalization the threat.

Intellectual Security Dimensions

There are many dimensions of intellectual security, including:

• Homeland Belonging Dimension: Interest of citizenship dimension and belonging to homeland is one of the most important dimensions which intellectual security of society achievement is based. Loving homeland and belonging is one of the most important factors in building intellectual security, whether for the individual or the group. (Al-Sagai, 2009, p. 23).

• Dialogue and acceptance of the other dimensions: Dialogue and acceptance of the other is one of the most important dimensions of intellectual security because it contributes to creating balance state in the relationship with the other, away from fanaticism and extremism (Al-Otaibi, 2009, p.67).

• Cultural and civilized affiliation dimension: nowadays we live in the age of globalization and open media, which threat cultural identity and intellectual security of our societies. So we are obligated to belong to our culture and adhere to our identity to maintain our intellectual security. (Al-Otaibi, 2009).

• Positive thinking: Positive thinking is achieved through society members through having different thinking skills. Thinking skills help individual to overcome every deviant thought, which contributes to achieving intellectual security. Among these skills is the skill of news verifying through scientific methods and determining information reliability. (Jerwan, 2009).

Previous Studies

Coll's study (2004) aimed to identify the awareness of university students of the meaning of intellectual security and its relationship to their cognitive status. The results of the study showed that some of the students hailed from religious colleges and this background affected their definition of intellectual security.

Al-Maliki's study (2006) also aimed to uncover the causes of terrorism and intellectual deviation, and the role of educational institutions in achieving intellectual security from the

viewpoint of faculty members in Riyadh. The study sample (975) faculty members, and the study found that the causes directly leading to terrorism are intellectual deviation only and indirectly, are personal factors and the shortcomings of the family and educational institutions, or the role of educational institutions in achieving intellectual security came to a moderate degree.

Tomlinson (2006), study aimed to demonstrate the extent of the interest of educational institutions in promoting the principles of intellectual security by integrating moral and cultural values in the educational curricula in America. The study concluded that the school and the teacher play a fundamental role in enhancing intellectual security among students.

Vallues (2006) study concluded that school and teacher play a major role in enhancing intellectual security among students through their efforts to spread the concepts of moral values.

Al-Azzam (2017), study aimed to find out the role of student clubs in enhancing intellectual security according to Islamic education perception from students point of view in Education College at Yarmouk University. The study sample consisted of (60) students. The study results showed that the role of student clubs in enhancing intellectual security according to Islamic education perception was of a medium degree and there is a statistical difference due to specialization and years of study.

Call (.2007 study aimed to identify university students' perceptions of intellectual security concept of and three basic elements to create an intellectually safe environment. The sample included graduate students from three universities .The researcher used the questionnaire to collect the information. The study results confirmed the importance of three elements, Intellectual freedom, and expression freedom and far from extremism to achieve intellectual security. The study concluded the importance of intellectual security in achieving safe educational environment.

Qdheib (2008) study aimed at identifying secondary school degree from the teachers' point of view, and identifying teacher's role in enhancing intellectual security among secondary school students and the difficulties that impede school from doing its role in enhancing the intellectual security among secondary school students from their point of view. The study found that school follows a clear policy in student educational progress. The school is interesting positively in upbringing student in Islamic upbringing. The school monitors students deviant behavior and directs them in a positive direction towards themselves and their community. The study concluded four factors that explain teacher's role in enhancing intellectual security for secondary school students in Riyadh, namely: The teacher encourages his students to self-learning by linking the ideas of the lesson with the Islamic religion. The teacher spends most of class time explaining teaching subject. The teacher provides students with opportunities to discuss problems that occur in society and finding solutions for.

Al-Buqami (2008) study aimed at identifying the degree of secondary school principals 'contribution to enhancing intellectual security in the Riyadh educational area. The sample included (1753) students. The study concluded that the degree of secondary school principals' contribution to enhancing intellectual security was moderate.

Al Sardi (2009), study aimed to identify King Abdullah II visions regarding terrorism phenomenon in light of enhancing intellectual security among youth, by indicating to terrorism and intellectual security concept of both, and to the role of youth and their need to special care. The study depends on King Abdullah II analysis., The study concluded the interest in activating of King Abdullah II visions by establishing civil society institutions that are concerned with developing and investing the talents of youth.

Al-Shahrani (2009), study aimed to develop a proposed conception to activate the role of the secondary school in achieving intellectual security, by showing school's function in achieving intellectual security in light of the components of educational position through the use of religious educational methods. The study concluded that intellectual security for

students in the secondary stage has a relationship with social, cultural, intellectual, religious, economic and psychological aspects of life, and society and all of its institutions is responsible for intellectual security and protection for secondary school students through creating an integrated educational system that calls for moderation and focusing on through school and the rest of other community institutions.

Al-Kharji (2010) study aimed at identifying the effectiveness of student counselors in enhancing intellectual security among secondary school students in Riyadh. The study used descriptive approach and the questionnaire as a tool to collect data. The study concluded that student counselors and school principals strongly agree on the effectiveness of the educational counselor in promoting Intellectual security for high school students

Karashmi (2010), study aimed find out the extent of student activity contributes to achieving intellectual security for secondary school students, In Jeddah governorate from teachers' point of view, as well as aiming to find out the extent of the contribution of cultural, social and sports activity in achieving intellectual security in Jeddah governorate. The study sample consisted of (500) teachers. The study concluded that the degree of cultural activity's contribution to achieving intellectual security for secondary school students in Jeddah governorate, according to teachers' point of view was very high. The degree of social activity's contribution to achieving intellectual security for secondary school students was very high while the degree of sport activity's contribution was very high.

Al-Qahtani (2010), study entitled "The role of national education teacher in enhancing intellectual security of secondary school students in Najran from supervisor point of view and teachers" The study aimed at identifying the role of national education teacher in enhancing secondary school students intellectual security of from the point of view of supervisors and teachers. The study concluded that teacher realizes what is meant by intellectual security, its threats, and types of intellectual deviation, and that teacher uses the course content to enhance intellectual security, and provides equal opportunities for discussion and ideas, and tries to modify the deviant.

Al-Harbi (2011),study aimed to identify the role of school administration in achieving preventive intellectual security for secondary school students from principals and agents perspective of those schools in Taif Governorate. The study concluded that the role of the school administration in achieving intellectual security among secondary school students was moderate.

 Al-Shammari and Al-Jaradat (2011) conducted a study entitled "The Role of Faculty Members in Enhancing Intellectual Security for Hail University Students". The study aimed to identify the role of teaching staff in enhancing intellectual security among students of the University of Hail, and the study concluded that teaching staff members have role in enhancing intellectual security to high degree, and that teaching staff members work to install religious and national values.

Ibrahim, (2011), study aimed to define social studies teachers role of in developing intellectual security among learners. The study results showed that there is a social studies teacher's role in developing intellectual security among learners. The study also found that there are obstacles that hinder social studies teacher in developing intellectual security among educated people.

Bajhrez (2011) study entitled; The Role of Teachers in Achieving Intellectual Security and Educating Students " The study aimed at clarifying the teachers role in achieving intellectual security and educating students and their role in consolidating the concept of moderation and highlighting the danger of intellectual extremism on the individual and society. The study concluded that teachers have a great role in achieving Security in general, and intellectual security in particular, and that teachers have a prominent role in forming a correct understanding of the characteristics of Islam such as tolerance, moderation and facilitation.

Fahjan (2012) study entitled "The Role of School Administration in Enhancing Intellectual

Security for Secondary Students in Gaza Governorates and Activation Ways." The study aimed to determine the degree to which secondary school principals in Gaza governorates would practice their role in enhancing students' intellectual security. The researcher used descriptive and analytical method. The study population consisted of (268) managers and the study sample was (236) managers. The study concluded that school principals practiced their role in enhancing students intellectual security with a high degree (79.58%).

Shaldan (2013), study aimed to identify the role of Education Collages at Palestinian University in enhancing students intellectual security and activation meant, The study concluded that there are no differences between means of sample responses due to educational level variable, The researcher recommended the necessity of activating the role of colleges of education in Palestinian universities to enhance security Intellectual.

Muhammad (2013) study aimed at identifying the university's role in promoting the concept of intellectual security among university students, and the importance of teaching staff member's role to activate intellectual security. The study concluded that teaching staff members are keen in educating students in good intellectual education by establishing the principles of moderation in their beliefs, their actions and their sayings.

Al-Thuwaini and Muhammad (2014) study aimed at identifying the concept of intellectual security and globalization and explaining the most prominent challenges of globalization facing the university teacher in his achievement university students intellectual security f and knowledge practices that he performs in achieving intellectual security, and the obstacles that he faces to achieve intellectual security. The study sample consisted of (1000) students from Al-Qassim University.

Ashareefain, (2015) study aimed at identifying intellectual security concept and Educational curricula content that achieve intellectual security. The study suggested a strategy for educational content role in achieving intellectual security. The study concluded that intellectual security is providing an atmosphere and conditions for feeling of safety and confidence in light of a set of concepts, principles and beliefs, as well as indicating that the foundations for building intellectual security are religious foundations. The study recommended that the principles of intellectual security should be included in the educational curricula.

Al-Enezi and Al-Zaboon (2015) entitled "Suggested educational foundations to develop intellectual security for secondary school students in the Kingdom of Saudi Arabia". The study aimed to suggest educational foundations for developing intellectual security concept among secondary school students in the Kingdom of Saudi Arabia. The study population consisted of (1764) teachers. The sample consisted of (302) teachers. The study results showed that intellectual security concept of total among secondary school students in the Kingdom of Saudi Arabia mean was (2.52).

‹Marai (2016) study entitled "The role of secondary school teachers in enhancing intellectual security to face extremism, terrorism challenges and intellectual conquest from school principals. Perspective "The study showed that the study sample subjects agreed on teacher's contribution in enhancing intellectual security among secondary school students.

Naser (2016) study entitled "The Role of School Administration in Enhancing Intellectual Security for Students of Al-Azhar Secondary Institutes in Gharbia Governorate." The study aimed to identify the role of school administration in enhancing the intellectual security of students of Al-Azhar secondary institutes in Al-Gharbia governorate through its interaction with (family, teacher, student activities). The results indicated that sample subjects responses to total areas of the questionnaire was medium degree, with a mean of (3.19) The activation of the teacher's role in enhancing students' intellectual security was medium, with mean (3.19).

Dino (2017), study aimed to identify the role of private school principals in enhancing intellectual security of secondary school students from teachers perspective in Amman, and to identify the difference of viewpoints according to different variables (gender, academic

qualification, and years of experience. The researcher used descriptive survey approach, and the questionnaire. The sample size was (386) teachers, .The study found that the teachers 'response to role of private secondary school principals in enhancing the intellectual security of students in the capital Amman was high and with a high degree ranging between (3.84-3.64).

Abdullah (2017), study aimed to identify the role of Egyptian universities in achieving intellectual security for their students. The study used the descriptive approach. The study showed that Egyptian universities play a role in achieving intellectual security, such as the role of teaching staff in achieving students intellectual security by using free time in fruitful activities, as well as not filling the student's mind with criticism that develops his sense of hatred towards his society. With respect to university activities, one of its roles was to employ the University for religious and national events to enhance sound thought.

Al-Ghamdi (2017) study aimed at identifying the role of primary grades teacher in enhancing the intellectual security of female learners and revealing the obstacles that they face in enhancing the female learners intellectual security. The study concluded that the degree to which the primary grades teacher practiced her role in enhancing intellectual security among learned was high. The degree of obstacles they faced in implementing the enhancement of intellectual security was high.

Al-Shahwan (1438 H.) study aimed at knowing the effectiveness of the teacher's strategy in supporting the principle of moderation and enhancing intellectual security between reality and expectations. The study sample consisted of (40) teachers from secondary schools in the Riyadh region and the results concluded that the reality of what the teacher practices in terms of strategies to support The principle of moderation and the promotion of intellectual security does not correspond to the challenges facing the Islamic community.

Al- Zeboun, et al (2018) study aimed at investigating role of faculty members at the University of Jordan in enhancing intellectual security concepts among students from the point of view of the faculty members. The study concluded that the role of faculty members in the College of Educational Sciences in enhancing intellectual security among students was high., The study also indicated that there are no statistically significant differences according to rank and experience, while there are statistically significant differences according to age.

Ali, (2018) study aimed at identifying the role of high school in enhancing intellectual security among students. The study concluded that the practice of high school role in enhancing intellectual security among students was weak. The high school in terms of its teachers, directors, curricula and psychologists, social and school activities require reviewing their roles, .Therefore the school needs more training and rehabilitation. The results also showed that there was no impact of gender and the location of school residential area.

Al-Azzam (2018) study aimed at identifying education role in enhancing intellectual security from faculty members point of view at Hail University. The study found a high degree of university education role in enhancing intellectual security from faculty members viewpoint the at Hail University. And there are high difficulties facing university education in enhancing intellectual security, and there are no differences due to (age, years of experience, monthly income) in views faculty members perspectives in enhancing intellectual security.

Al-Mawadiyah and Canaan (2019), study aimed to identify role of Education Faculties in Jordanian universities in enhancing the concept of intellectual security concept among students. The study sample consisted of (291) students from the Hashemite University and Al-Bayt university The study concluded that role of Education Faculties in Jordanian universities in enhancing intellectual security among students was medium. And also concluded that using dialogue language with students during lectures delivery.

PREVIOUS STUDIES DISCUSSION

The review of previous studies related to intellectual security reveals the following:

1.   Studies examined the university's role in achieving intellectual security:

Such as (Call, 2004), (Call, 2007), Mansour (2017), Muhammad (2013), Al-Azzam (2018), Al-Shamri and Al-Jaradat (2011), Al-Mawadiyah and Kanan (2019), Shaldan (2013), Al-Thuwaini and Muhammad (2014). Al-Azzam (2007), and Karshmi study (2010).

2.   Studies examined school administration role in achieving intellectual security:

Such as Al-Harbi study (2011), Al-Buqami study (2008), Dino study (2017), Vhajan study (2011), and Nasr study (2016).

3.   Studies that dealt with school, school curricula role, and student advisor e role of:

4.   Al-Anzi and Al-Zouboun (2015) study, Al-Ghamdi study (2017), Rod (2008), Tomilinson study (2006), (Ashareefaine, 2015) study, Kharji study (2010), and Al-Maliki study (2006).

5.   Studies examining the teacher role in achieving intellectual security:

Al-Ghamdi's study (2017) Al-Qahtani study (2010) Al-Shahwan study (1438) Bahjaz study (2011) Al-Maree study (2016) and Ibrahim's study (2011).

It is evident from the review of previous studies that the studies that examined the role of the teacher in achieving intellectual security do not exceed five studies: Al-Ghamdi's study (2007) examined the role of the first grades teacher in the school in achieving intellectual security.

The study of Mari (2016) aimed to find out the role of the teacher in enhancing intellectual security among high school students from the point of view of mentors and school principals.

Ibrahim study (2011) the role of social studies teachers in the development of intellectual security.

And Al-Qahtani's study (2010) dealt with the role of the national education teacher in achieving intellectual security for high school students.

And Bahariz study (2011) aimed at knowing the role of teachers in school in achieving intellectual security.

The study is complementary to some studies in terms of main purpose of strengthening intellectual security, and somewhat different in that it aimed to identify the role of teachers of Islamic education, Arabic language and social studies, in enhancing intellectual security in the secondary stage, it differed in terms of the study community, as it was on the teachers of Islamic education, the Arabic language and sociology, as well as in terms of points of view,, while the previous study dealt only with teacher of national education and another dealt with the first grades in the basic stage.

This study used the descriptive method as the rest of the previous studies, and the questionnaire tool to reach the results of the study, like most previous studies. And Shahw (1438) study which examined the teacher's strategy in achieving moderation and enhancing intellectual security in the secondary stage.

Study methodology: The researcher used descriptive survey method to conclude the study

results.

Study population: The study population consists of secondary school students in Amman down town schools Directorate of Education in Al Abdali region, totaling (3770) students, distributed on the following table as follows. Table No. (1) shows the study population.

Table 1
Study population

No.	School	First Secondary	Second Secondary
1	Al-Hussein Secondary College for Boys	170	154
2	Omar bin Al-Khattab, comprehensive school for boys	435	358
3	Raghdan School for boys	97	77
4	Yaqoub Hashem for Boys	51	31
5	Dirar Bin Al-Azwar for Boys	75	64
6	Abd Al-Hamid Sharaf for Boys	225	222
7	Ain Jaloot Girls	190	184
8	Sakina Bint Al Hussein for girls	416	386
9	Princess High for Girls	51	64
10	Al-Hussein School for Girls	155	137
11	Arjan School for Girls	120	108
	Total	1985	1785
	Grand total	3770	

Statistical Criteria

Likert's five-point scale was adopted to correct the study tools, by giving each of its paragraphs one score out of its five degrees (strongly agree, agree, neutral, disagree strongly disagree) and it is represented digitally (5, 4, 3, 2, 1) respectively, The following scale has been adopted for the purposes of analyzing the results:

From 1.00 - 2.33 low

From 2.34 - 3.67 medium

From 3.68 - 5.00 high and so on.

The scale was calculated by using the following equation: Upper limit of scale (5) - lower limit of scale (1).

Number of required classes (3). (5 – 1)/3 = 1.33

Then add the answer (1.33) to the end of each category.

Construction validity: To find out the validity functions of construction scale, the correlation coefficients of scale statements with the total score in pilot sample a part from study sample consisted of (30) subjects - since the correlation coefficient here represents function validity for each statement in the form of a correlation coefficient between each statement and the total score The paragraphs correlation coefficients with the tool as a whole ranged between (0.55-0.84), and the following table shows that.

Table 2
Correlation Coefficients between paragraphs and the total score

No.	Correlation Coefficient with Performance	No	Correlation Coefficient with Performance	No.	Correlation Coefficient with Performance
1	.74(**)	12	.62(**)	23	.69(**)
2	.63(**)	13	.70(**)	24	.62(**)
3	.71(**)	14	.65(**)	25	.79(**)
4	.61(**)	15	.76(**)	26	.58(**)
5	.70(**)	16	.66(**)	27	.84(**)
6	.66(**)	17	.73(**)	28	.64(**)
7	.70(**)	18	.57(**)	29	.77(**)
8	.61(**)	19	.70(**)	30	.70(**)
9	.75(**)	20	.67(**)	31	.74(**)
10	.59(**)	21	.80(**)	32	.65(**)
11	.67(**)	22	.55(**)	33	.63(**)

* Significant at (0.05) level
** Significant at (0.01) level

It should be noted that all the correlation coefficients were of acceptable and statistically significant, and therefore none of these paragraphs was deleted.

Instrument Reliability

To ensure instrument reliability, the test-retest method was verified by applying the scale, and re-applying it after two weeks to a group from outside the study sample consisting of (30) subjects. Then Pearson correlation coefficient was calculated between their estimates on both times, and it was (0.92). The reliability coefficient was also calculated using internal consistency method according to Cronbach Alpha equation, and it was (0.88.These values were considered appropriate for study purposes.

Study sample: The study sample consisted of (400) students from schools affiliated to Amman Qasbah Education Directorate in the Abdali region. They were chosen by stratified random sample, and Table (3) shows the study sample.

Table 3
Sample's distribution according to demographic information

Variables	Options	Frequency	Percent
Gender	Male student	91	50.6
	Female Student	89	49.4
Class	1st. secondary	95	52.8
	2nd. secondary	85	47.2
Subject Teacher	Social	52	28.9
	Arabic Language	58	32.2
	Islamic Education	70	38.9
	Total	180	100.0

The first question: What is the role of Islamic, social and Arabic education teachers in enhancing intellectual security from the secondary school students viewpoint in First Amman Education Directorate?

To answer this question, means and standard deviations of Islamic and social education teachers and Arabic language teachers role in enhancing intellectual security were calculated from the viewpoint of secondary school students in First Amman Education Directorate, table below indicates the obtained results

Table 4
Statements means and standard deviations related to the role of Islamic and social education and Arabic language in enhancing intellectual security from secondary teachers school students viewpoint n the First Amman Education Directorate arranged in descending order according to means

Rank	No.	Statement	Mean	Standard Deviation	Level
15	1	Enhancing honesty, openness and disclosing	4.14	.938	High
32	2	Communicates with parents to mentally guide their children and correct their mistakes	3.95	.847	High
27	3	Communicates with students and understands their problems	4.05	.976	High
33	4	Students are encouraged to have independence in thinking and freedom and responsibility in expressing opinions	3.94	.873	High
12	5	Explains danger of atonement and intellectual extremism on society and individuals	4.22	.925	High
18	6	Educates students about false and misleading rumors and posts	4.12	.911	High
19	7	Enhances students positive behavior and reduces aggressive one	4.09	.973	High
19	8	Immunizes students from deviation and forming opposing trends.	4.09	.837	High
10	9	Students are encouraged to follow good example	4.23	.940	High
22	10	Raise students cultural, scientific and cognitive level	4.08	.894	High
19	11	He respects student personality as being honored person by God	4.09	.970	High
31	12	Students are urged to tolerate and be far from fanatic to certain thought, culture or belief	3.97	.874	High
15	13	Follow up students and correct behavioral or intellectual deviations	4.14	.934	High
30	14	Encouraging students to practice democracy through their participation in class and school elections	3.98	.912	High
7	15	Fosters adherence to moral and religious values of the society among students	4.24	.953	High
22	16	Students are encouraged to conduct researchs that enhances students' intellectual security and keeps them away from extremism	4.08	.906	High
26	17	Encourages students to think critically and creatively and to avoid indoctrination	4.07	.940	High
22	18	Spreads affection among students and develops social relations based on affection and avoiding violence and extremism	4.08	.890	High
13	19	Installs intermediate values , avoiding extremism	4.19	.898	High
17	20	Exposing films and programs that illustrate Islamic religion intermediate	4.13	.899	High
7	21	Warns students of suspicious media that reinforce violence and extremism perceptions	4.24	.913	High
14	22	Iintroduces students to provisions of Islamic law and its regulations governing the lives of individuals within the Islamic community, and develops in them the religious deterrent	4.15	.875	High
29	23	Students are encouraged to participate in national events	4.01	.951	High
28	24	Enhances the role of Islamic culture in life and society	4.03	.887	High
22	25	Develops loyalty values , belonging and patriotism	4.08	.966	High
7	26	Encourages students to dialogue culture and reinforces this trend and guides them how to deal with others	4.24	.869	High

1	27	Fosters good values, customs and norms among students	4.59	.817	High
10	28	Raises students security level by raising topics that enhance intellectual security	4.23	.898	High
4	29	Fosters justice and equality values among students	4.43	.872	High
6	30	Communicates with students and understands their problems	4.25	.890	High
3	31	Fosters beneficence and providing aid to the needy and encourages volunteer work	4.51	.794	High
5	32	Organizes religious seminars to raise religious education level among students	4.36	.810	High
2	33	Directs students to participate in activities that foster intellectual security	4.54	.779	High
		Total Score	4.17	.614	High

Table (4) shows that means ranged between (3.94-4.59), .statement no. (27) which states "develops good values, habits and norms in students" ranked the first with a mean of (4.59), while statement no. (4) "encourages students to be independence in thinking, freedom and responsible in expressing opinion," ranked the last, with a mean of (3.94). The total score mean was (4.17).

Table (4) indicates that study sample subjects agree on Islamic, social education and Arabic language teachers contribution in enhancing secondary school students intellectual security through methods they use to enhance students' intellectual security and the study sample subjects responses on instrument statements were high since total score mean was (4.17). This indicates study sample agreement on the role of Arabic language, Islamic education and sociology teachers in enhancing intellectual security.

The researchers attribute the results to Jordanian teacher true belonging to his homeland, his affiliation to his cultural and civilizational identity, his adherence to religious and national principals. The researchers also attribute the results to Ministry of Education role, who always seeks through education general objectives of education and learning goals at stage level through focusing on intellectual security achievement and enhancing the same through classroom classes and linking the topic with of intellectual security importance to society and individuals and fighting stray and perverted thought. Such result is consistent with Al-Abound, et al (2018) study which showed university professor role in enhancing intellectual security among his students.

The result also agreed with Dino (2017), study which concluded that teachers respond to principals of private secondary schools role in enhancing intellectual security among students It also agreed with the Mari (2016), study which indicated that there is a role for teachers in enhancing intellectual security among secondary school students. And with Al-Shammari & Jaradat (2011), which concluded that teaching staff have great role in enhancing intellectual security. The study results agreed with Ibrahim's (2011), study results which concluded that social studies teachers plat a role in enhancing intellectual security. And agreed with Bahariz (2011) results, which indicated teachers great role for in forming an understanding of Islam characteristics such as moderation and tolerance. The results agreed with Hajjat (2012) study results which concluded school principals role in enhancing intellectual security and with Tomlinson (2006) study results which indicated that school and teacher play a role in enhancing intellectual security. The result also agreed with Al-Ghamdi (2017) study results which reported that first grades teachers play a role in enhancing intellectual security, and agreed with f Muhammad (2013) study results which indicated teaching staff role and their keenness on good intellectual education, and agreed with Karashmi (2010) study results which concluded that there is, a role for educational counselor in enhancing intellectual security, and agreed with (Valluos, 2006) study which found that there is a role for both school and teacher in enhancing intellectual security.

Statement no. (27), which states "Fosters good values, customs and norms among students," has obtained the highest mean (4.59). The researcher attributes this to the importance of good values, customs and habits, which are stemming and linked to religion

instructions and society culture that are mostly based on the true religion and these values, norms and good habits role in protecting youth from intellectual deviation. Since values, norms and customs determine correct behavior standard from the wrong one in society. They make society as a whole, individuals or groups, to pass a judgment on acceptable or unacceptable behavior, which constitutes an important factor of social control within society and prevents the same from committing faults or Practicing violence, terrorism and deviation. We still live in a conservative society that derives its values from Islamic religion principals and culture. Teachers are belonging to Islamic community from which they derive their teachings and culture from Islamic culture that calls for protecting youth from violence, extremism, terrorism, and the deviant and deviant (takfiri) thought, and call for Islam moderation which pushes them to consolidate these values and culture in their students minds and to be a good example for them.

The development of values, norms and customs constitute a fence and an impermeable barrier to protect students and youth from intellectual deviation.

Statement No. (33) that states: "Directing students to participate in activities that develop intellectual security." The researcher attributes this to the importance of activities in enhancing students 'intellectual security, and that extra-curricular activities are desirable for students. Therefore their impact is more firmly established in mind and behavior.

Statement No. (31) which stated: "Fosters beneficence and providing aid to the needy and encourages volunteer work" Statement No. (29) reads: "Fosters justice and equality values among students" The researcher attributes this to the importance of volunteer work in society, as Islamic society is based on solidarity, compassion and cooperation, since the Almighty said: "Help ye one another in righteousness and piety, Allah: for Allah is strict in punishment. God has spoken the truth. In addition justice and equality are the foundation on which life in society is based. Life never be right except with justice For Almighty saying.

Thus, have We made of you an Ummat justly balanced, that ye might be witnesses over the nations "God has spoken the truth .Balanced Unit means justice Ummat.

The second question: Are there statistically significant differences at (α = 0.05) in the role of Islamic, social and Arabic education teachers in enhancing intellectual security from secondary school students viewpoint in First Amman Education Directorate due to (gender, grade, and subject teacher) variables.

To answer this question, means and standard deviations of Islamic and social education and Arabic language teachers role in enhancing intellectual security were extracted from secondary school students in the First Amman Education Directorate viewpoint due to variables of (sex, grade, and subject teacher) variables. Table below shows the obtained results

Table 5
Means and standard deviations of the role of Islamic, social and Arabic education teachers in enhancing intellectual security from secondary school students viewpoint in Amman First Education Directorate according to sex, grade, and subject teacher variables

		Mean	S D.	Number
Gender	Male	4.14	.596	91
	Female	4.20	.634	89
Class	1st.Secandery	4.05	.608	95
	2.nd.Secandery	4.30	.598	85
Subject Teacher	Social Sciences Teacher	4.05	.681	52
	Arab Language Teacher	3.95	.687	58
	Islamic Education Teacher	4.44	.344	70

Table (5) shows clear difference in means and standard deviations of Islamic, social and

Arabic education teachers role in enhancing intellectual security from secondary school students point of view in Amman First Education Directorate due gender, grade, and subject teacher variables.

To show the significance of the statistical differences between means Tests of Between-Subjects Effects, Table (6).

Table 6
Triple disparity analysis of the effect of gender, grade, and subject teacher on role of teachers of Islamic, social education and Arabic language in enhancing intellectual security from secondary school students point of view

Variance Source	Sum of Squares	DF	Mean Squares	F	Sig
Gender	.424	1	.424	1.342	.248
Class	3.167	1	3.167	10.032	.002
Subject Teacher	9.361	2	4.680	14.827	.000
Error	55.239	175	.316		
Total	67.410	179			

Table (6) indicates the following

• There are no statistically significant differences at (α = 0.05) level due to the effect of gender, as the p-value was 1.342, with a statistical significance =0.248.

• There are statistically significant differences (α = 0.05) due to grade effect, since p-value was 10.032, with a statistical significance of 0.002, and the differences are in favor of second secondary.

• The are statistically significant differences (α = 0.05) due to subject teacher effect since P value was 14,827, with a statistical significance =0.000.

To indicate the pair statistically significant differences between, means, the dimensional comparisons were used in Shafee method way as shown in Table (7).

Table 7
Dimensional comparisons in Shafee method of the subject teacher effect on teachers of Islamic and social education and the Arabic language role in enhancing intellectual security from secondary school students in the First Amman perspective

	Mean	Social sciences Teacher	Arabic Language Teacher	Islamic Education Teacher
Social sciences Teacher	4.05			
Arabic Language Teacher	3.95	.11		
Islamic Education Teacher	4.44	.38*	.49*	

Significant at level (α = 0.05).

Table (7) shows that there are statistically significant differences at (α = 0.05) level between the Islamic education teacher on one hand and social studies teacher and Arabic language teacher on the other hand, the differences were in favor of Islamic education teacher.

Table No. (7) indicates that there are statistically significant differences in favor of Islamic education teacher There are no statistically significant differences due to gender.

There are no statistically significant differences in the impact of gender, and the researcher attributes that to the fact that both male and female sexes receive reinforcement in intellectual security, and that male and female teachers receive instructions in enhancing intellectual security from the same educational system that is the reference for each of them.

There are statistically significant differences due to the effect of grade, and the differences are in favor of second secondary. The researcher attributes this to the fact that second-grade secondary students are more mature, aware and educated, and more aware of dangers of intellectual deviation, and they are more aware of the importance of intellectual security and its necessity for individual and society.

There are differences attributed to the effect of the subject teacher in favor of Islamic education teacher. The researcher can attribute this to the importance of Islamic education teacher's role in guiding students towards good and away from evil. The issue of intellectual security is originally the subject of Islamic topics and religious texts that call for maintaining social security. It calls for moderation in religion and fighting extremism, violence and terrorism. Islam is the religion that calls for ease, defense of the homeland, and fighting against anyone who tries to harm society.

RECOMMENDATIONS

1.   Promoting the concepts of intellectual security by the teacher in the classroom and through exposure to these Concepts during the lesson.

2.   The teacher should focus on moderation approach among students and work to consolidate in their souls and behavior.

3.   To consider learning as the main source for enhancing intellectual security and emphasizing teacher's role in promoting intellectual security.

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