Enhancing Intellectual Security Awareness to Secondary School Students from the Teachers' Perspective
The Case of Secondary Schools in Laghouat

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تعزيز مفهوم الأمن الفكري لدى طلبة المرحلة الثانوية من وجهة نظر الأساتذة

– دراسة ميدانية ببعض ثانويات ولاية الأغواط –

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Abstract

This study aimed at identifying the concept of intellectual security enhancement among secondary schools in Laghouat from the teachers' point of view. The study sample consisted of (86) secondary schoolteachers. To conduct the study, the descriptive analytical approach was followed; the study used the questionnaire as a tool to collect data. Findings revealed that most of the respondents opted for the grade (often) as their choice. This indicates the high level of the teacher's role in establishing the values of intellectual security among high school students. Also, the study showed the existence of statistical differences in the role of enhancing intellectual security among teachers according to gender in favour of females, and according to academic qualification in favour of PhD holders, and according to years of service, in favour of years of service more than (20 years).

Key words: intellectual security, teachers, secondary school students

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ملخص:

هدفت هذه الدراسة إلى التعرف على مستوى تعزيز مفهوم الأمن الفكري لدى طلبة المرحلة الثانوية من وجهة نظر الأساتذة ببعض ثانويات ولاية الأغواط، وتكونت عينة الدراسة من(86) أستاذ ،واعتمدت الدراسة على المــنهج الوصــفي التحليلي وتم استخدام الاستبيان كأداة لجمع المعلومات ،حيث توصلت نتائج الدراسة أنّ معظم استجابات أفراد العينة كانــت عند درجة (غالباً)، وهذا ما يشير إلى المستوى المرتفع لدور الأستاذ في ترسيخ قيم الأمن الفكري لــدى طلبــة المرحلــة الثانوية ،كما أظهرت نتائج الدراسة وجود فروق إحصائية في دور تعزيز الأمن الفكري لدى الأساتذة تبعاً للجــنس لصــالح الإناث ،وتبعاً للمؤهل العلمي لصالح حملة شهادة الدكتوراه، وتبعاً لسنوات الخدمة، لصالح سنوات الخدمة أكثــر مــن (20 سنة).

الكلمات المفتاحية: الأمن الفكري، الأساتذة، طلبة المرحلة الثانوية

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Introduction

In the modern era, society has faced a set of challenges on more than one level and field, which requires the state, represented in its institutions and bodies, to join efforts and solidarity;among which educational and learning institutions have an important rolein consecrating and activating the values that contribute to the correct social upbringing process. Undoubtedly, educational institutions play an important role in directing the individual's thoughts and ideas that will serve positively his/her society, as it is the real motive for drawing his future on correct foundations, far from extremist ideas.

When talking about the perverted thought that has infiltrated schools and universities, in a striking way, it would be difficult to confront this extended danger with traditional methods

based on advice and guidance in general. Rather, it is necessary for members of society and the state as a whole to devote scientific efforts based on targeted studies based on scientific research to diagnose this deviation and know its major causes.This contributes to strengthening the concept of intellectual security (Al-Dajah, 2019, p. 11)

Moreover, in considering the distinctive characteristics of the secondary education stage, it is worth noting that it represents the end of the pre-university educational scale, and it may represent the end of the relationship of a large number of students with education and learning. The fact that imposes on educational planners and decision-makers to adopt all means through which they can provide advice and constructive guidance, as well as the development of leadership and creative qualities in the personality of the student, which makes him/her able to think, criticize, examine opinions (a critical thinker), and not be blindly dependent on others.

The pivotal role of educational institutions is to root the concepts of intellectual security among students, as it has received growing support and attention in recent times.On the assumptions that these institutions are not limited to teaching the basic skills of reading and writing, and also not only to give the keys to science to students, but to help and support students with everything to bear the burdens of life (Al-Rabei, 2009, pp. 2-3).

Having said that, educational institutions are considered as the lifeblood of societies and the key to their success, as well as the tool for their educational, social, economic, political and intellectual development. In effect, they play an important and main role in serving society in general, and students in particular; it is the responsibility of these institutions, thus, to provide an appropriate and safe educational environment for students and ensure the safety of scientific curricula, methodological or non-systematic, and to help students acquire the skills needed. Furthermore, educational institutions have a role to keep the students update the scientific progress and technology to develop their abilities in academic achievement and adaptation to the requirements of the times, leading to creativity within an effective educational environment free from any negative thought (Al-Momani, 2018, p.105).

In light of what have been said, many studies have come across to highlight the position of intellectual security in consolidating the values of morality and patriotism, and in preventing intellectual deviation. Among these studies one can mentionMuntin and Bolotin's (1998), which aimed to explore "the effect of good education in achieving national security," through presenting some examples of countries facing a devastating challenge that causes political chaos and instability (Russia as a model).The researchers urged the necessity of devoting the concept of real citizenship to the citizen in general, and students in particular and at all levels, with recommendations to routinely renew educational content every quarter of a century, in order to develop the educational field to confront extremism. In a similar vein, the study of Coll (2004), entitled "Intellectual Security and its Relation to the Students 'Knowledge Background", aimed to know the students' intellectual security with their knowledge and cultural backgrounds. The researcher used the descriptive approach to conduct the study. The findings revealed that the students' cognitive background affects their concept of intellectual security, and it had been observed that all students came from religious colleges, which gave one understanding of intellectual security concept.This fact requiresa new studyon another sample of other students.Noticeably, the study of Al-Suleiman (2006), entitled "The Role of the School Administration in Enhancing the Intellectual Security of Students", aimed to identify the extent of the school administration's contribution to enhancing the intellectual security of students in thepublic education stages in the Kingdom of Saudi Arabia (Primary, intermediate and secondary).Al-Suleiman used the descriptive approach, and applied a questionnaire to a sample of primary, middle and secondary school headmasters in Riyadh, amounting to (400) heads; the study found that most of the administrators agreedon the importance of enhancing intellectual

security among students at different stages of public education. It was also found that most managers were familiar with the methods of enhancing intellectual security, although they lacked effectiveness in implementing these methods and programmes (Al-Fraidi, 2016 pp. 69-70).

Additionally, Al-Farida's study (2015) aimed at investigating the dimensions of intellectual security that must be achieved by high school students and the requirements for their achievement, from the viewpoint of teachers and educational supervisors. The research sample consisted of (177) teachers and (31) supervisors; in his study a questionnaire was used anddevoted to boththe teachers and supervisors. The results of the study showed the sample's awareness of these requirements and the extent to which they were strengthened in the educational *milieu* for high school students. Moreover, the members of the sample stressed the need to confirm the students 'Islamic ideological affiliation, and to achieve a national, civilizational and cultural affiliation, to enhance the values of tolerance, accepting others, rejecting violence and developing critical thinking. In light of the research results, a set of recommendations were concluded; the most important of which is reviewing the curricula at the secondary stage and investigating its affirmation with the spread of human values in general and Islamic values in particular.

As for Al-Masry and Al-Makhamrah (2018), their study aimed to identify the role of school administrations in enhancing the intellectual security of learners in public schools in the city of Hebron; the study sample was (107) school headmasters in the Hebron governorate, and the study tool was formedout of (54) periods.The study came out with a set of results,chiefly the high degree of the school administration's role in enhancing intellectual security through its interaction with parents, through its interaction with school activities,and through its interaction with teachers.It was also found that the total degree of the proposed educational methods to enhance intellectual security in the school came to a very large degree;the most important methods proposed were represented in (1) raisingthe students' scientific awareness to preserve the security of the homeland, expressed in a very large degree, and then (2) placing students with deviant behaviour under supervision and guidance. Next, (3) training students in legal and scientific methods to solve problems, and (4) studying the real causes of behaviour and deviant thought.

From this standpoint, the researcher conducted the current study in an attempt to uncover the role that these institutions can play with their various educational components, based on those in charge of the teaching process according to the presented curricula, so as to enhance intellectual security and prevent thinking deviation, which may result in misbehaviours, inconsistent with the values of society or religion.In light of the aforementioned, the following question can be raised, representing the problem of the study:

- What is the level of the secondary schoolteacher's awareness in promoting the concept of intellectual security in the educational institution?

From which the following sub-questions branched out:

- Are there statistically significant differences in the role of the secondary schoolteacher in promoting the concept of intellectual security among secondary school students due to gender?
- Are there statistically significant differences in the role of the secondary school teacher in promoting the concept of intellectual security among secondary school students due to years of service?
- Are there statistically significant differences in the role of the secondary school teacher in promoting the concept of intellectual security among secondary school students due to academic qualification?

Accordingly, the following general hypothesis was formulated:

- The degree of awareness of the secondary school teacher in promoting the concept of intellectual security in the educational institution is high.

The following sub-hypotheses,hence, were put:

- There are statistically significant differences in the role of the secondary school teacher in promoting the concept of intellectual security among students due to gender in favour of females.
- There are statistically significant differences in the role of secondary school teacher in promoting the concept of intellectual security among students due to years of service for more than (20) years.
-There are statistically significant differences in the role of secondary school teachers in promoting the concept of intellectual security among students according to the academic qualification in favour of PhD. Degree.

- Objectives of the study

The present study seeks to achieve the following objectives:

- Identifying the level of awareness of the secondary school teacher of the concept of intellectual security in the (secondary) educational milieu.
- Recognising the differences in the role of thesecondary school teacher in promoting the concept of intellectual security among students according to the different demographic variables (gender, academic qualification, and years of service)
- Considering the role of the educational institution (secondary school) in promoting and disseminating the concept of intellectual security in the educational milieu.

- The Importance of the Study:

- Sensitising the secondary school teacher and administration to the importance of spreading the spirit of tolerance and avoiding deviant thoughts, through knowing the most important methods and tools that enable them to enhance the concept of intellectual security in the educational milieu, and consideringit as an important and essential element in the educational process.
- Globalisingthe interest in the issue of security, in general, and intellectual security in particular, in the educational and learningenvironment, as it is the main focus in combating extremism in all its forms and types.
- The teacher and the (secondary) educational institution represented in the administration are both concerned in enhancing the concept of intellectual security for the student and raising his/her awareness of the right thoughts, considering the results of the current study in this field.

- The Limitation of the Study

A- Time limits: This study was aplied during the extended period of the academic year 2019/2020.
B - Spatial boundaries: this study waslimited to some secondary schools located in the city of Laghouat and some of its municipalities.
C- Objective limits: The results of this study were determined based on the tools used in the current study, represented by a questionnaire devotedtosecondary school teachers.

- Terminology of Study:

Defining scientific concepts and terms is important and necessary in scientific studies.The more accurate and clear identification, the easier it is for readers who are interested in the field of research to realise the meanings that the researcher wants to express without differing in understanding what the researcher says.

A - Intellectual Security: The concept of intellectual security is meant to be those activities and concepts in its theoretical and practical framework that can be presented to high school students, which ensure the integrity of their thought and the absence of false beliefs and ideas that may lead to deviation in understanding and thinking.

B - Secondary school stage: It is the educational stage between the intermediate stage (middle school) and the university education stage, which qualifies the holder to obtain the baccalaureate degree through a comprehensive examination in order to complete his academic path at the university stage or exit to the labour market.

Method and Tools:
- **Study Method:**
The researcher relied on the descriptive and analytical method; through which he tried to identify the role of the secondary school in promoting the concept of intellectual security from the teachers 'point of view, taking some secondary schools located in the state of Laghouat as a case study. Al-Maghribi (2009, p. 96) defines it as"a method of searching for the present, which aims to prepare data to prove certain hypotheses". The researcher believes that the descriptive method falls within the mechanism of scientific research in general, as it does not aim to describe phenomena only as they are in reality.

- **Study Population:**
It refers to the "research community" to which the researcher intends to conduct research on its members, and which Al-Dhahyan (1999, p. 15) defines as "every individual, unit, or element within the boundaries of that community to which the researcher seeks to generalize the results of his research." Thus, the research community is a term that is understood from the reality of the theoretical definition in this research. In the present study, they are "secondary schoolteachers"who teach in some secondary schools in the state of Laghouat and its environs who belong to the education sector.

- **Study sample**:
It consisted of (86) secondary school teachers, and as it is customary in the social sciences in general, and in psychology particularly, that the selection of the sample is subject to rules and criteria consistent with the requirements of scientific research, and the sample was chosen intentionally according to secondary schools.

Table 1: The Characteristics of the Research Sample by Gender.

Gender	Frequency	Ratio
Female	53	61.62%
Male	33	38.37%
Total	86	100%

Table (1) shows that the majority of the sample members are represented by females, whose percentage is estimated at (61.62 %), while we find that the percentage of males is less, which is estimated at (38.37%).

Table 2: The Characteristics of the Research Sample According to Academic Qualification

Academic qualification	Frequency	Ratio
Bachelor	52	60.46%
Master	21	24.41%
Doctorate	13	15.11%
Total	86	100%

It is evident from table (2) that the majority of the sample members are bachelors, which is estimated at (60.46%); then, the percentage of the scientific qualification level (Master) by

(24.41%), and the percentage of the scientific qualification level (Doctorate) isof a lesser rate (15.11%).

Table 3: The Characteristics of the Research Sample According to Years of Service.

Years of service	Redundancy	Ratio
Less than 10 years	36	41.86%
From 11 to 20	34	39.53%
More than 20 years	16	18.60%
Total	86	100%

From table (3), it is noticed that the majority of the sample members had less than (10) years' experience, which is estimated at (41.86%), followed by the percentage of experience (from 10 to 20) at a rate of (39.53%), and the percentage for years of service(more than 20 years) it is at a lesser rate (18.60%).

Study Tool

In the current study, the researcher relied on a questionnaire as measuring tool addressed to secondary school teachers.It contains two main parts: the first part includes personal information related to the respondent, and the second part comprises items(statements) that express, entirely, the most important requirements for strengthening the concept of intellectual security. Also, in preparing the study questionnaire, the researcher relied on modelquestionnairesin the field of "enhancing the concept of intellectual security", such as Al-Faridi's(2015), and Al-Makhamrah and Al-Masry's, (2018), with some modifications done by the researcher, taking into account the linguistic accuracy and the content of each item, in accordance with the nature of the current study. The study questionnaire included (42) elements distributed on three dimensions: identity and homeland, dialogue and acceptance of others, and cultural and civilization affiliation. The five-point Likert scale was used for the items of the questionnaire; thus, the answers to the questionnaire items are five options: *did not happen, rarely, sometimes, always* and *often*.

The Psychometric Properties of the Study Tools
- Tool Validity:

- **1.Validity of the content**: to verify the validity of the scale, and to determine the validity of the linguistic wording and suitability of the statements for the various dimensions to which they belong; the researcher presented it to teachers who hold a doctorate in psychology and psychometrics; seven (7) specialized teachers were selected. The researcher reviewed the modifications and assumptions referred to by the arbitrators on the study tool, resulting in(80%) of acceptable items, excluding the rest.

-**2.Internal Consistency**: the validity of the scale was calculated using the internal consistency method by calculating the values of the correlation coefficients between the scores of each dimension with the total score of the test, on the rationing sample, which consists of (40) teachers, and the results indicate the following:

Table 4: The Correlation Coefficient for Each Dimension of the Questionnaire with the Overall Degree.

Scale axes	Correlation coefficients, "Pearson"	Correlation coefficients, "Spearman"
Identity and homeland	0,86	0,83
Dialogue and acceptance of the other	0,84	0,77
Cultural and civilizational affiliation	0,89	0,81

3. Stability of the Tool

The researcher calculated the reliability of the scale using the Alpha Cronbach method, with the aim of knowing the homogeneity of the scale scores.The results were as follows:

Table 5: The Coefficient of the Reliability of a Questionnaire with the A-Cronbach Equation

Scale axes	Number of items	Dimensional stability
Identity and Nationality	14	0.87
Dialogue and acceptance of the others	14	0.79
Cultural and civilizational affiliation	14	0.88
Total	42	0.84

It is evident from Table (5) that all the values of the correlation coefficients for the questionnaire dimensions and its overall degree are statistically significant at the level of (0.01)and (0.05)significance.This confirms the consistency of the homogeneity of dimensions and items, and, thus, can be trusted for measurement.

Statistical methods: The use of frequencies and percentages to identify the personal responses of the vocabulary of the research sample towards the expressions of the main axes included in the study tool that relate to the main hypothesis. Pearson correlation coefficient and SpermanBrown correlation coefficient were used. Moreover, the Alpha Cronbach coefficient was used to measure the stability of the research tool, and the mean was used.

- Findings and Discussions

To answer the first question of the study (What is the level of awareness of the secondary school teacher of the concept of intellectual security in the secondary education?), the researcher monitored the frequencies of the different answers of all the sample membersin the study tool, and saw that the main answers of the question of "the extent of the secondary teacher's awareness of the concept of intellectual security in the educational milieu in the secondary stage"are (often) and (always) as representing the elevated responses.

Table 6: The Arithmetic Means and Standard Deviations of the Dimensions in Descending Order

Rank	Dimension	The overall arithmetic mean of each standard	Standard Deviation
1	Identity and homeland	3.84	1.34
2	Dialogue and acceptance of others	3.76	1.16
3	3 Cultural and civilizational affiliation	3.68	1.37
General arithmetic mean of the tool		3.76	

It is clear from Table (6) that the arithmetic means and standard deviations of the dimensions are arranged in descending order; as the dimension of "identity and homeland" came in first place with an overall arithmetic mean of (3.84) and a standard deviation of (1.34), while it came after "dialogue and acceptance", with a general arithmetic mean of (3.76) and a standard deviation of (1.16). As for the "cultural and civilizational affiliation", it came in third place with an overall arithmetic mean of (3.68) and a standard deviation of (1.37). As a whole, it reached (3.76), and through the aforementioned results, we conclude that the secondary teacher's awareness of the concepts of intellectual security in the educational milieu at the secondary level is "high"; in that, the level "often" represents the choice of the majorityof responses.According to the researcher, these results were due to the teacher's awareness in providing students with the values of moderation in thought and developing in them the values of citizenship to face all the surrounding challenges, and maintain community cohesion,as well as protecting them from intrusive and destructive ideas inside and outside the walls of the educational institution.

Table 7:The Responses of the Sample to the Statements of "Identity and Homeland" Dimension

No	Statement	Arithmetic Mean	Standard Deviation
1	Emphasizing devotion to the homeland and working on building it.	4.34	1.23
2	Respecting the regulations, laws and legislations that organize society.	4.14	1.32
3	Connecting youth to the values and principles of the Algerian revolution.	4.10	1.27
4	Clarifying the foundations of the relationship between the authority and the citizen.	3.97	1.36
5	Emphasizing the defence of the homeland according to legal controls.	3.93	1.35
6	Highlighting the importance of national institutions and being proud of them.	3.88	1.14
7	Clarifying the role of youth in civil society.	3.85	1.43
8	Highlighting the internal and external risks that threaten the homeland and the Islamic identity.	3.85	1.22
9	Cultivating the feeling of preserving the nation's gains and resources among students.	3.78	1.36
10	Training students to contribute in the nation's public affairs with their opinions.	3.74	1.31
11	Including academic curricula in activities and programmes that confirm identity and belonging to the homeland.	3.73	1.54
12	Urging students to coexist in their homeland in accordance with the principle of citizenship.	3.69	1.43
13	Highlighting the status of the Algerian state as a civilization striking in the depth of history.	3.62	1.33
14	Teaching students that belonging to a homeland is greater than belonging to a community or family.	3.08	1.49
	The arithmetic mean of the dimension	3.84	1.34

As it is noticed in Table (7), the arithmetic mean of the "identity and homeland" items ranged between (4.34) and (3.08) and a standard deviation ranged between (1.23) and (1.49).The first place came with a general arithmetic mean of (3.84) and a standard deviation of (1.34). This suggests the noticeable teachers 'awareness of the dangers surrounding the homeland from all sides and their profound understanding of the importance of consolidating and promoting the values of citizenship and national unity, especially after the February 22 movement, and the consequent cohesion of the people that emerged from the crisis, with full awareness in developing the social life, in light of the democratic transformation that Algeria has witnessed in recent months.This indicates the teachers 'endeavour to teach students that true citizenship is not achieved through political, economic and other reforms, but rather it goes beyond that to the concepts of consolidating and patriotism to a nation, that merits much sacrifice.

Table 8: The Responses of the Study Members to the Statements of "Dialogue and Acceptance of the Other" Dimension

No	Statement	The Arithmetic Mean	Standard Deviation
1	Activating the expression channels for students to be part of the decision-making process.	4.51	0.77
2	Encouraging students to respect others, regardless of their colour or ethnicity.	4.38	0.98
3	Teaching students the language of dialogue, and respect of dissenters' opinions.	4.38	1.35
4	Alerting the dangers surrounding the nation in the era of globalization.	4.20	1.03
5	Teaching students the meaning of self-dialogue in self-understanding in order to understand others.	4.09	1.01
6	Training students in new methods and skills in dialogue.	4.03	1.03
7	Teaching students to be tolerant and implanting in them the value of admitting mistakes.	4.02	1.49
8	Teaching students the basic concepts to establish a culture of dialogue among them (tolerance, respecting others).	3.95	0.98
9	Spreading the culture of dialogue among students to reject violence and terrorism that threaten national unity.	3.9	1.13

10	Warning against isolating themselves, or unmatched openness to other cultures.	3.86	1.14
11	Encouraging students to practise dialogue by creating a space for group debates on secondary school.	3.81	1.23
12	Immunising students against various intellectual conflicts contrary to the values and traditions of Algerian society.	3.36	1.25
13	Teaching students to be good listeners when discussing others.	2.76	1.33
14	Training students in speaking skills and the ability to persuade.	2.08	1.45
	The Arithmetic Mean of the Dimension	3.76	1.16

Table (8) clarifies that the arithmetic meanof the items of "Dialogue and Acceptance of Others" is ranged between (4.51) (2.08) and a standard deviation ranged between (0.77) (1.45), while the general arithmetic mean of the dimension came as (3.76). These results indicate that most of the answers were within "often", and accordingly it can be said that the teachers' awareness level is high in promoting the culture of dialogue between students and their colleagues, and between students and society as a whole, because of its impact on the understanding of others.This confirms the teachers' conviction in forming students in how to interact with their community in a proper way, which guarantees them to express their opinions freely and accept the opinions of others with respect. Hence, it can be said that strengthening the language of dialogue among students leads to a general awareness of the value of dialogue and its mechanisms.

Table 9: The Responses of the Study Members to the Statements of "Cultural and Civilizational Affiliation" Dimension

No	Statement	The Arithmetic Mean	Standard Deviation
1	Urging students to adhere to customs and traditions unless they conflict with the values of the Islamic religion.	4.37	1.50
2	Protecting students from extraneous and destructive ideas within society.	4.28	1.27
3	Calling upon students to respect scholars in various fields of science.	4.08	1.54
4	Enhancing students 'confidence in their status and role in enriching the Arab and Islamic heritage within the same society.	3.91	1.48
5	Informing students about internal and external threats to the values of belonging, and their security, social and national impact.	3.85	1.39
6	Consolidating the values of loyalty and belonging in the hearts of students as well as pride in the homeland and its symbols, at home and abroad.	3.70	1.50
7	Promoting heritage concepts within the generation, and urging them to take pride in their roots.	3.6	1.14
8	Encouraging students to turn to volunteer activities to serve the nation and people.	3.59	1.30
9	Teaching students how the public interest prevails over the private interest.	3.56	1.49
10	Providing students with knowledge about other peoples' cultures.	3.56	1.02
11	Clarifying the concepts and meanings of (jihad, loyalty, penance ...) to students.	3.55	1.31
12	Promoting students to the importance of the natural environment and the preservation of natural reserves.	3.29	1.58
13	Educating students to enhance the culture of national production.	3.23	1.39
14	Urging students to preserve the historical monuments of their homeland.	3.01	1.26
	The Arithmetic Mean of the Dimension	3.68	1.37

It can be noted that the arithmetic mean of the statements of "cultural and civilizational affiliation "dimension ranged between (4.37) and (3.01), and a standard deviation ranged between (1.50) and (1.26). These results indicate that most of the answers were within "often", and therefore it can be said that the level of awareness of the secondary school teacher about the concepts of intellectual security in the (secondary) educational institution is high. This can be attributed to the human and moral values that these teachers possess, themselves, in spreading virtue morals and the spirit of tolerance; this is, logically, because of the nature of Algerian

society that derives its teachings from the Islamic religion that calls for the spread of this type of good values in its educational framework.

Presentation and discussion of the Results of the Second Question

Table 10: The Role of the Secondary School Teacher in Promoting the Concept of Intellectual Security According to Gender

Sex	N	Arithmetic mean	Standard deviation	Degree of freedom	Test of variance (p)	Level of significance	Statistical significance
Females	53	173.60	14.935	84	5.650	0.000	0.01
Males	33	145.48	20.714				

As it appears in Table (10), the arithmetic mean of the "males" in the sample reached (145.48) with a standard deviation of (20.714), while the arithmetic mean of the "females" reached (173.60), with a standard deviation of (20.714). The test of variance (p-value)computed (5.650), at the degree of freedom (84), and the level of significance (0.000), which is a score less than the value of the statistical significance (0.01);this is a statistical function. This result indicates that there are statistically significant differences in the role of the secondary school teacher in promoting the concept of intellectual security according to gender in favour of females. In this regard, the researcher believed that it is a logical result when referring to the real role that women play in educating and managing their families before they become teachers in high schools, in terms of advising, guiding and following up their children.

The current study, hence, is in agreement with the study of Al-Mandhari's (2014). In that, the results of which showed that there were statistically significant differences in the level of Arabic language teachers' practice in inculcating the values of citizenship in its four dimensions, rights, duties, identity and participation in the souls of students for the benefit of female teachers, who are believedto be more interested in promoting intellectual security in the field of rights, identity and dialogue, and implanting them in the students' hearts.The fact that may be due to the nature of females in opening the field of discussion and dialogue within the department more than males, since male teachers are interested in educational achievement only.

Presentation and Discussion of the Results of the Third Question

Table 11: The Role of a Secondary School Teacher in Promoting the Concept of Intellectual Security According to Years of Service

Experience in years	N	Arithmetic mean	Standard deviation	Degree of freedom	Test of variance (p)	level of significance	Statistical significance
Less than 10	36	144.47	18.275	83	53.520	0.000	0.01
11 to 20	34	171.18	12.489				
More than 20	16	186.31	9.127				

It is clear from Table (11) that the arithmetic mean of years of service (less than 10 years) reached (144.47) with a standard deviation of (18.275), while the arithmetic mean of years of service (from 11 to 20) reached (171.18), and with a standard deviation of (12,489). The arithmetic mean for (more than 20 years) is (186.31), with a standard deviation of (9,127) and a p-valueof (53.520), at the degree of freedom (83) and the level of significance (0.000), which is less than the statistical significance (0.01), which is a statistically significant value. Therefore, there are differences in the role of the secondary school teacher in promoting the concept of intellectual security according to years of service in favour of those who have more than 20 years of experience in the field of knowledge and the learning process. Hence, the most effective teachers are those who are knowledgeable enough, not only in the subject matter (the scientific material), but also who can crystallize their different life experiences and give them in the form of a template of personal experiences to the students, so as to promote the concept of the

intellectual security, through advice and guidance that will enlighten them about the dangers surrounding them in all aspects of life. Perhaps the main motivation behind enhancing the intellectual security of these teachers of more than 20 years of service is the political crisis that the country went through, especially the black decade and the changes and events that led to it at multiple levels and fields (political, economic, intellectual ...).The fact that made them almost completely aware - in the view of the researcher - in terms of the developments that the country has witnessed, and at all levels in terms of thinking growth of some elites and different trends towards the homeland.In a similar vein, the International Monitor magazine (2016, Paragraph 3) indicated that "teachers with experience and effectiveness in education are more able than others to implement the necessary learning strategies, taking into account the diversity of students' experiences and knowledge levels; they have knowledge of students'learning needs and patterns, are more organized and planned to solve problems of various aspects of life than their less experienced counterparts".

Presentation and Discussion of the Results of the Fourth Question
Table 12: The Role of the Secondary School Teacher in Promoting the Concept of Intellectual Security According to Academic Qualification

Scientific qualification	N	Arithmetic mean	Std. deviation	Degree of freedom	Test of variance (P)	The level of significance	Statistical significance
BA	52	150.73	19.441				
Master	21	175.69	8.097	83	38.263	0.000	0.01
Doctorate (PhD)	13	184.76	8.608				

Table (12) indicates that the arithmetic mean of the years of service for the BA degree reached (150.73) with a standard deviation of (19,441), while the arithmetic mean of the scientific qualification of Master was (175.69) with a standard deviation of (8.097) and the arithmetic mean of the scientific qualification of PhD was (184.76) and a standard deviation of (8.608) and the (P) value of (38.263) came at the degree of freedom (83), and the level of significance (0.000), which is less than the value of the level of statistical significance (0.01), which is a statistically significant value. Therefore, there are differences in the role of the secondary school teacher in promoting the concept of intellectual security according to the scientific qualification in favour of the "doctorate"; the researcher attributes this result to the nature of the teaching experience, especially with regard to seminars and conferences in which he/she used to participate, that simulate this type of topic; so that, these teachers have a wide knowledge of the importance of enhancing intellectual security in the educational milieu in general; furthermore, most of the holders of this degree teach in universities as "temporary teachers", which has opened up for them to interact with many students and learn many of their psychological and social characteristics in their advanced stages, especially with regard to their psychological security.

Conclusion
Learning has been considered as one of the pillars of society, through which it is sought to achieve security and stability, depending on deep awareness and concerted efforts by every individual, starting from the family and society, moving to the educational institution, whose role exceeds teaching reading and writing to educating and enlightening people of their lives' needs in their tangible reality, and making them aware of the dangers and destructive ideas that surround them from every side. To this end, the following points can be recommended:
- Paying attention to school activities that help enhance the concept of intellectual security among students, such as holding scientific seminars and inviting specialists to discuss various issues in this field.

- Making use of modern means of communication in creating a motivating environment for the student to communicate with the administration, freely express, and discuss his thoughts.
- Conducting a further study for educational activities' programmes at the secondary and university levels in light of their promotion of the concept of intellectual security.

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