The role of school administration and educational curricula in Promoting the intellectual security at students

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Abstract

This study aims at identifying the role played by school administrators' and curricula in promoting the intellectual security to students. To achieve this purpose, the researchers adopted the descriptive approach. Data were gathered and analyzed by using a questionnaire that determines the role of school administrations and curricula in the promotion of intellectual security. The questionnaire includes two sections: first; the respondents' profile information, second; sixteen 5-point Likert-type questions. The study sample consisted of 27 male and 14 male. The data obtained from the questionnaire show that school administrators', extracurricular activities, and curricula had a statistically significant effect on promoting the intellectual security of students respectively. For this research study, results, along with practical implications and recommended future research directions were discussed.

Keywords: school administration, intellectual security, educational curricula, *extracurricular activities*.

1.0 Introduction

1.1 Background

Education considered one of the most important investments in the developed societies that always striving to promote their capacity and their human prospect, in order to achieve their independence, sovereignty, and development. As well, Education is the cornerstone in achieving the desired goals; keeping pace with security changes locally, regionally and internationally; rooting security responsibility; deepening it in the hearts of youth; promoting the collective responsibility; and to increasing the security sense among members of society.

When any nation or society is exposed to crisis or tribulations, education is the most appropriate tool for change and correction in view of the role of educational institutions in enhancing the intellectual security and encountering the intellectual deviations that may be exposed by students' who are the basis of nation survival and progress. Therefore, investing in education through students became a vital necessity an urgent matter in the current circumstances and challenges in the era of globalization and transformation of the world into a small village affected and influenced in various areas of life.

Educational Curriculum is also a significant factor and has an influential role in enhancing the intellectual security of the students. In addition, the curricula have a very important role in instilling the correct concepts in the minds of students; including the incubation of intellectual and security awareness and marginalization Intuitive thoughts on society contribute to fine‐tuning the behavior of individuals [1]. According to [2], educational institutions are the most important fields to achieve intellectual security as these institutions instill security awareness in their fields of study and their developed educational curricula as well.

Security includes all matters related to individual's memory, such as values, culture, and moral principles that he received. Also, it includes the protection of all his rights related to freedom of choice and freedom of acting provided that this freedom does not violate or conflict with the rights of others; as well as the human's right in maintaining the intellectual security [3].Intellectual security is the integrity of thought's

deviation and out of moderation in an understanding of religious, political and social issues that lead to the preservation of public order and community's stability. On the other hand, providing students with opportunities to practice the extracurricular activities like holding seminars and hosting those concerned with the intellectual deviation will promote the concept of their intellectual security.

This paper is structured as follows; section 2 provides literature review and hypotheses development. Section 3, presents the methodology of the research. Section 4 presents the data analysis and findings. Section 5 offers a conclusion around the research findings. Section 6 provides implications, limitations, and recommendations for Further Studies.

1.2. Problem Statement

In the light of the modern administrative models based on the participation and integration principles between educational institutions and local community, we must emphasize the role of school administrations and educational curricula in promoting community security of all kinds, and specifically intellectual security which will be examined in the current study. And in view of what our region and the world are facing on security level of violent wars and terrorism in addition to human and material losses accordingly.

For promoting the intellectual security between students and prevention of intellectual deviation and drift in misguided thoughts, modern school administrative models of appropriate quality and developed educational curricula and well planned extracurricular activities plays an important role in this area. Therefore, addressing the intellectual security issues became an important material in scientific research because of it plays an important role in achieving the economic and social security which represents the cornerstone of integrity and unity of society components. All this and others led to the confirmation that there is a research problem that summarized in the following main research question: *what is the role of school administrations and educational curricula in promoting the intellectual security of students?*

1.3 Purpose

The researcher seeks to examine the role of school administration and educational curricula in Promoting the intellectual security at students

1.4 Specific Research Objectives and Questions

This paper has three specific objectives: **First**, to explore the effect of schools' administrations in promoting intellectual security between students. **Second**, to examine the impact of educational curricula in promoting intellectual security between students; and **third**, to investigate the impact of extracurricular activities in promoting intellectual security between students. In line with those objectives, the following three research questions were addressed. **First**, do schools' administrations affect intellectual security? **Second**, do educational curricula affect intellectual security; and **third**, do extracurricular activities affect intellectual security?

1.5 Definition of terms

1.5.1. School administrations:

A system composed of school director and his assistants, administrators, and teachers, each according to his responsibilities, tasks, and the requirements of his function that working in a team spirit, cooperation and advice for the success of the entire educational process.

1.5.2. Intellectual security for student:

The integrity of the student's mind and behavior from any intellectual deviation in beliefs and in his perceptions towards the different aspects of life.

2

1.5.3.Educational curriculum

Curriculum refers to the means and materials with which students will interact for the purpose of achieving identified educational outcomes. Educational curricula have a great role in deepening the concepts of intellectual security among students and promoting a culture of tolerance and combating terrorism in all forms.

2. Literature Review and Hypotheses development

> This section presents the previous literature related to the research model which maps out the theoretical basis of the research in general. Also hypotheses were developed.

The importance of school administration in promoting intellectual security stems from for two facts: first, those who run these institutions are the intellects of the nation, and they must meet good qualities; second, the school includes all segments of society of all ages (4). School administrations have an important role in promoting intellectual security aspects through its educational curricula; many extracurricular activities; deepening the dialogue and openness between the educational and security institutions (5).

A study of Tomlinson (2006), he pointed out the interest of the educational institutions in strengthening intellectual security principles by integrating ethical and cultural values in the educational curriculum in the USA;also he concluded that the school and the teacher lead a major role in promoting the intellectual security between students through their efforts in spreading the concepts of values and ethics and culture, which are of the educational foundations upon which the curriculum is based (3).

The educational foundations that contribute to enhancing the intellectual security to students require the establishment of precise controls (scientific and personal) for the selection of educational supervisors, consultants, principals and their agents, and evaluating the performance of teachers in the field of achieving intellectual security effectively and to address any imbalance. It also requires a review of the available scientific curricula which calls for extremism for their evolution and the provision of appropriate scientific references to address the intellectual, procedural and behavioral deviations to be accessible to students and teachers as well. In addition to linking educational curricula to the real life and the problems of contemporary intellectual society, and use of some courses and educational activities to illustrate the seriousness of intellectual deviation to immunize students in the face of it (6).

Study of (Tomlinson, 2006) pointed to the interest of educational institutions in promoting the principles of intellectual security by integrating ethical and cultural values in educational curricula in America.The study used the analytical method by mentioning a number of studies related to the subject. The study concluded that school and the teacher play a key role in enhancing intellectual security among the students through their efforts in spreading the concepts of values, ethics, and cultures, which are the educational foundations on which the curriculum is, based (7).

Nakpodia, 2010, examined the importance of strengthening the cultural foundations in the curriculum as a means of developing intellectual security and promoting it among students. The study also aimed to explain the meaning of the culture and its types; the development of the curriculum; the effect of culture on children's learning and enhance the concept of intellectual security. It has been shown that culture must be the basis of the educational process underlying modernization of the curriculum (6).

In general, there are a number of procedures that can be taken by educational institutions for the contribution in achieving intellectual security such as continuing the process of students' socialization in order to refine their personality and to ensure their familiarity with the surroundings; making the student familiar with his social duties as education is not only an informative but also a social and humanitarian process (1); expanding the circle of human relations and interacting with various community groups; linking students to the culture prevailing in the community and introducing them to the heritage of their nation, as

well as spreading the spirit of innovation and creativity in response to cultural developments and changes; the integration of educational efforts between home, school, and community; examining social behavior and lifestyles and introducing them to students to become useful members in the society and to ensure they do not fall in the circle of deviance (6); Training students on discipline and good disposition; the ability to understand the surrounding circumstances, and how to deal with it properly; linking educational activities with the community efforts (8).

Khoraif (2006) addressed the role of the assistant school principals in achieving intellectual security among the students. He aimed at identifying the means and procedures taken by the school administration for achieving intellectual security. The study showed that there is a great importance of attending seminars and workshops in order to promote the intellectual security of the students; and that there is a great significance of the extracurricular activities programs in the promotion of intellectual security (9).

Al-Reb'i (2009) examined the role of the curriculum in promoting the intellectual security among university students in the Kingdom of Saudi Arabia. The study aimed to show the importance of the educational institutions in general and the curriculum in particular, in the formation of the individual's personality. Also, the study determined the roles of the school curriculums in explaining, straightening and strengthening the intellectual security concepts among students. The results showed that the role of the curriculum in enhancing intellectual security was moderate; and that the courses that provide the most concepts and information related to intellectual security are those in Education of Islamic Culture (10).

2.1. Research Model and Hypotheses

The research proposes an integrated model to examine the relationships between the constructs of this research, namely: school administrations (SAs), educational curriculum (EC), extracurricular activities (EAs), and intellectual security (IS). The theoretical model used in the current study is presented in Figure 3 (which represents a causal relationship schema). In this figure, the boxes represent the constructs which were measured by a set of item; the arrows represent the hypotheses 1 to 3 as mentioned below, and the '+' sign besides the hypotheses indicates the expected influence to be positive.
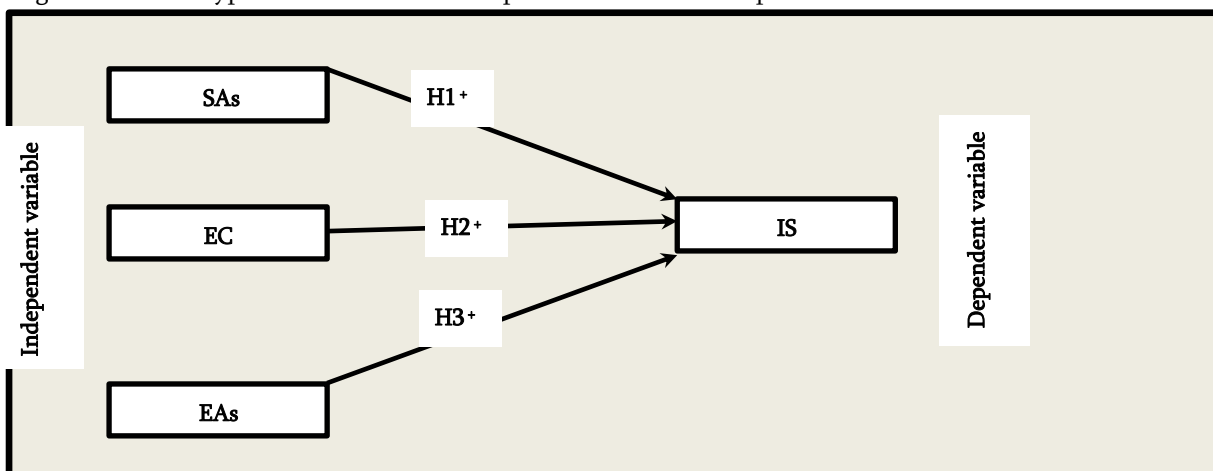

Figure 1. Proposed Research Model

In accordance with the previously stated objectives and consistent with related literature, the following hypotheses were proposed by the researchers of this research study based on the above research model.

Hypothesis One (H1): Schools' administration has a significant effect on promoting intellectual security.
Hypothesis Two (H2): An educational curriculum has a significant effect on promoting intellectual security.
Hypothesis Three (H3): Extracurricular activities have a significant effect on promoting intellectual security.

3. Methodology

3.1. Method

Due to the nature of this study, the descriptive method was utilized. Based on the theoretical literature and the previous studies, this research study used a questionnaire as a research tool was designed to achieve the study purpose. The questionnaire included three demographic questions, sixteen 5-point Likert-type questions. The format of the 5-point Likert-type item used by the researchers was: 1-Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree, and 5-Strongly agree. The questionnaire was distributed to the study sample; then, the data was analyzed using a software program SPSS.

3.2. Population and Sample

The study population included all secondary school in the south- west education department in Jeddah city including four high schools. Forty-one participants who were selected using the stratified random sample. Table 1 shows the distribution of the sample according to the preliminary data. The paper version of the questionnaires were handed to and collected from the participants by group of researchers.

Table.1 Summary of Respondents' Profile

Demographic	Frequency (n= 41)	Percentage (%)
Gender		
Male	27	65.854
Female	14	34.146
Academic level		
Bachelor	24	58.537
Master Degree	13	31.707
Doctorate degree	04	09.756
Job description		
Manager	09	21.951
Teacher	35	60.976
Physiological guide	07	17.073
Total	41	100 %

Table 1 shows the respondents' demographic profile frequency and percentage. Among respondents, 65.854 % (27) were male and 34.146 % (14) were female. Moreover, majority of them were teachers.

4. Data Analysis

4.1. Reliability analysis

To evaluate internal consistency and reliability of variables in this study, a Cronbach's alpha reliability analysis was conducted. A Cronbach's alpha value of greater than 0.7 is considered an acceptable reliability level (11) .All Cronbach's alpha values in this study were above 0.7, which demonstrated a high internal consistency and reliability. Table 2 shows the Cronbach's Alpha values for the internal reliability testing.

Table2. Constructs and reliability tests

Constructs	Items in Scale	Cronbach's Alpha
Schools' administration	4	0.893
Educational curriculum	4	0.735
Extracurricular activities	4	0.881
Intellectual security	4	0.856

4.2. Factor analysis

Factor analysis was utilized to examine the construct validity of four factors: schools' administration; educational curriculum; extracurricular activities; intellectual security. Four statements were included in the questionnaire to measure each factor. A factor analysis score greater than 0.6 is considered a good level of

questionnaire validity (Chesney, 2006). All of the factor analysis scores in this questionnaire were greater than 0.6, which showed a good validity and reliability of the survey. Table 3 displays the results of the factor analysis.

Table 3: results of the factor analysis

Items	1	2	3	4
SA1	0.71			
SA2	0.87			
SA3	0.61			
SA4	0.78			
EC1		0.86		
EC2		0.89		
EC3		0.91		
EC4		0.84		
EA1			0.85	
EA2			0.86	
EA3			0.80	
EA4			0.84	
IS1				0.85
IS2				0.83
IS3				0.87
IS4				0.87

Note. SA= School Administration; EC = Educational curricula; EA = Extracurricular Activities; IS = Intellectual Security

4.3. Regression results

Linear regression analysis was conducted to test the hypotheses. Linear regression result for hypothesis one **(H1)"** Schools' administration has a significant effect on promoting intellectual security", in which schools' administration   was used as an independent variable, and intellectual security was used as dependent variable. As shown in Table 4, hypothesis one (H1) failed to be rejected with (β = 0.678 and p < 0.001), therefore, schools' administration has a significant effect on intellectual security.

Table 4: Linear regression result for hypothesis One

	β	P	t	R^2
School Administration	0.678	< 0.001	5.579	0.456

Linear regression result for hypothesis two (H2)" An educational curriculum has a significant effect on promoting intellectual security**",** in which educational curriculum was used as an independent variable, and intellectual security was used as dependent variable. The regression results in table 5 indicated that educational curriculum have a significant effect on promoting intellectual security with (β = 0.593 and   p <0.001), therefore, hypotheses two (H2) failed to be rejected.

Table 5: Linear regression result for hypothesis two

	β	P	t	R^2
Educational curriculum	0.593	< 0.001	4.657	0.351

Similarly, Hypothesis three (H3) "extracurricular activities have a significant effect on promoting intellectual security", were tested by linear regression analyses with extracurricular activities as independent variable, and   intellectual security as a dependent variable. The regression results in Table 6 indicated that extracurricular have a significant effect on intellectual security with (β = 0.849 and p <0.001), therefore, hypothesis three (H3) failed to be rejected.

Table 6: Linear regression result for hypothesis three

	β	P	t	R^2
Extracurricular activities	0.849	< 0.001	10.20	0.719

5. Conclusion

Authors concluded this study by answering the research questions with proper and relevant information findings. *First research question: do schools' administrations affect intellectual security?* .Findings indicating that school administrations increase the intellectual security level between students and indirectly encourage encourageteach6ersandp students. The results of this study indicate that school administrations had a statistically significant effect on promoting the intellectual security of students. This confirms the relevant hypothesis and answers the second research question. This finding is consistent with previous research indicating the role of schools' administrations on influencing intellectual security of students'[(4); (1)]

Second research question: do educational curricula affect intellectual security? .The results of data analysis reveal that educational curricula supported by schools' administrations and teachers significantly impacts intellectual security of students. When students are encouraged to understand the importance of security by their administrators and teachers, along with developed curriculum, they are, of course, more likely to practice these concepts towards peers, families, and society as a whole. This answers the second research question and confirms the relevant hypothesis, as well supported by many previous studies indicating the role of educational curricula on influencing intellectual security of students'[(2); (9); (1)].

Third research question: do extracurricular activities affect intellectual security?. Data analysis shows that have more effect than educational curricula on intellectual .Accordingly, concentrating on the extracurricular activities in and outside of schools will promote intellectual security between students and has a positive and significant effect. This result is supported by many previous studies on the same subject [(6); (3)]. In conclusion, this research study found that proposed factors affecting intellectual security of students. .

6. Implications, limitations, and Recommendations for Further Studies

So as to achieve the principle of originality and contemporary together, educational institutions especially school is responsible for building the personality of individuals and refining them in accordance with social and moral values through the development of planned plans and programs to instil intellectual security in the minds of students within the vocabulary of the selected curriculum. In addition, intellectual security encourages students to love and loyalty to their homeland and deepens the sense of belonging and preserves the heritage and values of civilization, as well as maintains its capabilities and properties. This study is a response to the most prominent problems in our region, which needs to clarify the reality of the concepts of intellectual security and analysis of its dimensions and how to achieve in accordance with our culture as an approach to enhance the role of the school administrators, educational curricula in promoting intellectual security of students.

One of the most important theoretical implications of this research study is that it conducted in light of the events of violence, unrest, and Arab revolutions and the accompanying vibration of values and ideas and the absence of intellectual security. The need for the educational field, especially in the Arab region for such types of studies in light of the repercussions of globalization and weak identity, and the emergence of deviant ideas. Furthermore, this study is concerned with the issues of education and curricula, especially school and university teachers and their role in contributing to the achievement of intellectual security which in turn is reflected in the community security as a whole.

We must acknowledge that there are some limitations in this research study. We must acknowledge that there are some limitations in this research study. **First**, the sample size is relatively small, which may restrict this study from reaching convincing results, particularly from a quantitative analysis viewpoint, and, therefore, cannot be generalized. **Second**, the research study did not specify which educational curricula that directly affect intellectual security. **Third**, also, this research study did not consider other important aspects that affect intellectual security such as family education, poverty, family problems, and educational media. What follows are several recommendations for future studies to deal with the limitations .

Future researchers are suggested to set a larger sample size of respondents in order to acquire more reliable information and ensure generalizability of the findings. Second, additional suggested research area in this regard such as: the role of religion teacher in enhancing intellectual security; obstacles to fulfilling the intellectual security in high schools. Additional dimensions for independent variables can be added into the research model for the purpose of identifying the other dominant factors that affect intellectual security such as family education, poverty, Problems between parents, and educational media.

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