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Chohra Faycal, Khelil Amina, Khemmad Mohammed

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The Algerian educational institutions play a crucial role in fostering intellectual security

Chohra Faycal, University of El Oued – Hamma Lakhdar (Algeria), chohra-faycal@univ-eloued.dz

Khelil Amina, University of El Oued – Hamma Lakhdar (Algeria), khelil-amina@univ-eloued.dz

Khemmad Mohammed, University of El Oued – Hamma Lakhdar (Algeria), khemmad-mohammed@univ-eloued.dz

Abstract:

This research paper aims to identify the concept of intellectual security, its importance and the role of Algerian educational institutions in promoting it, as it achieves the security and stability of societies, in light of the challenges that Algerian society is experiencing from cultural penetration and social threats that affect the features of Algerian identity in general and educational institutions in particular in their curricula, and the search for quick solutions to confront these challenges and repel them and build an educational immune system capable of standing up to them and protecting against intellectual deviations, in addition to presenting some basic concepts of intellectual security, and some previous Arab and foreign studies that addressed this topic.

Keywords: Role; Algerian school; Educational security; Intellectual security

Introduction:

The world is going through a huge scientific and technological revolution that has included all aspects of life, and the educational system has not been far from this revolution and the development in information and communication technology, so there must be an educational system that has all the elements that can create a conscious, creative person who is able to benefit from this progress and contribute to it, by urging him to serve the society in which he lives and to which he belongs. The school is the basis of the educational learning process, and with all its components it requires continuous development and modernization. The school administration, represented by the school principal, has expanded its scope of work and activities, and its role is no longer limited to administrative aspects, following up on teachers' performance, their completion of their plans, their daily preparation and following up on students' attendance, and classroom discipline, but rather it has come to include technical (supervisory) aspects, and everything related to students, teachers,

curricula, teaching conditions, school activities, organizing the relationship between the school and the local community, treating students' academic and social problems, providing them with health services, and involving parents in everything that benefits their students, and everything related to the educational process from all its aspects. (Rabie, 2008)

1-The problem:

Societies today are witnessing rapid changes in various aspects of life, resulting in major challenges that threaten the security of societies and individuals. Intellectual security is one of the important aspects that are indispensable for any society because it is a basic pillar that countries rely on to build their societies and achieve prosperity and progress for their citizens. This requires the attention of all official and unofficial educational institutions to this concept and contribute to strengthening it to achieve the stability of individuals and society because it protects the identity of this concept and contributes to strengthening it to achieve the stability of individuals and society because it protects the identity and personality of society and its imbalance leads to distorting that identity and weakening and dismantling society and all the consequences that result from that. (Al-Harbi, 2008, p. 21)

Our contemporary world faces various threats from multiple sources. It is a world inhabited by conflict and dangers. If tools such as deprivation of energy or economic facilities, or political isolation and others, then what we call) educational poisoning (is one of the dangerous tools resulting from the processes of forgery and distortion of the cognitive, value and moral content of education Which is used to achieve various material and intellectual means. (Al-Binaa, 2020, p. 72)

The Algerian state is not isolated from the developments taking place in the world and the challenges created by globalization, which is why it has become necessary to pay more attention to education and its curricula by dissecting the approaches imported from abroad. The sense of the problem and the idea of the current study came to delve into exploring and identifying strategies to stop this penetration and threat occurring in the Algerian educational system through the following questions:

2-Study questions:

The problem raised can be formulated in the following questions:

- What is meant by intellectual security?
- What is the importance of intellectual security in confronting extremist ideas? What are its obstacles?
- How do we enhance intellectual security in Algerian educational institutions to face the challenges of the era?

3-Study objectives:

The research paper aims to:

- Identify the concept of intellectual security and its obstacles.
- Identify the importance of intellectual security in confronting extremist ideas.
- Identifying ways to enhance intellectual security in Algerian educational institutions.
- The possibility of reaching scientific and practical proposals that may contribute to building educational curricula stemming from the Algerian identity that carry within them the authenticity of Algerian society and its identity.

4-Importance of the study:

The importance of the research paper is highlighted through several points, the most important of which are:

-The importance of the topic addressed by the researcher, which is the need for intellectual security in the Algerian school.

-Being a relatively recent study, as we did not find studies that addressed this topic.

-The current study enriches scientific knowledge about the benefit of the proposed strategies based on scientific foundations that can be used to enhance educational curricula through intellectual security.

-The results of this study are expected to contribute to helping the education sector, interested parties, parents, specialists, and decision-makers in planning and constructive guidance for students, by benefiting from intellectual security strategies in facing global challenges and intellectual extremism.

-The research paper's attention to a very important category, which is the outputs of the Algerian school and future generations, through a curriculum that is consistent with their identity and affiliation, and protecting them from extremist ideas.

5-Previous studies:

Ibn Qadeeb's study (2008) to understand the role of secondary schools in enhancing intellectual security among secondary school students, we look forward to the point of view of teachers in the city of Riyadh, and the researcher followed the descriptive analytical approach in his study, and the study sample consisted of (525) male and female teachers of Islamic education, the questionnaire was used as a tool to collect the study data, and one of its most important results was that the teacher and school curricula contribute to enhancing intellectual security, and that there are difficulties that prevent the school from playing its role in enhancing intellectual security, and the study showed no statistically significant differences between the teachers' opinions regarding the school's role in enhancing intellectual security attributed to age or academic qualification.

Al-Maliki's study (2006) aimed to reveal the causes of intellectual deviation that lead to it, and the role of educational institutions in achieving intellectual security from the point of view of faculty members in Riyadh. The descriptive approach and questionnaire were used as a tool applied to a sample of (975) faculty members, and the questionnaire was used as a tool for collecting data.

The study concluded that the causes of terrorism can be classified into direct factors such as intellectual deviation, and indirect factors such as personal influences and the failure of families and educational institutions. As for the role of educational institutions in achieving intellectual security, it was found to be average in terms of curricula and shared responsibilities between general education and higher education, but low for teachers.

The study of Bin Khuraif (2006) aimed to identify the differences between the administratively qualified and unqualified school principals to achieve intellectual security for the student, and to know the means and procedures taken by the school administration in secondary schools in the city of Riyadh in the Kingdom of Saudi Arabia to define intellectual security, and to reveal the obstacles to achieving intellectual security in public education schools, and to know the extent of the existence of statistically significant differences between the viewpoints of secondary school principals according to their functional and personal variables. A random sample of secondary schools for boys was selected at a rate of (60%) from the original community, with a total of (60) schools, so that the number of sample members would be (180) principals. The questionnaire tool was used to collect

The results of the study indicate that only 54% of the sample members have a clear understanding of intellectual security, which is approximately half. The remaining participants reported either a lack of understanding or uncertainty about the concept.

The study of Al-Sulaiman (2006) aimed to identify the role of school administration in enhancing intellectual security through activating the role of the family, employing the teacher, employing school activities, implementing school methods and the relationship with the local community, identifying the most important obstacles that limit the role of school administration in enhancing intellectual security and identifying some of the causes of the problem of intellectual deviation among students in the city of Riyadh in the Kingdom of Saudi Arabia. The descriptive approach was used, and a questionnaire was applied to a sample of (400) principals. The study concluded that (58%) of the study sample members realize the importance of enhancing intellectual security among students in the three stages, and (82%) of the sample members are familiar with the methods and procedures followed in enhancing intellectual security to a degree ranging between medium and very large, and that the application of the relevant procedures (49%) of the sample members in enhancing intellectual security in schools was large.

Al-Harthi's study (2007) aimed to show the degree of contribution of educational media in achieving intellectual security among secondary school students from the point of view of school administrators, vice principals, and educational supervisors, as well as to identify the importance of the contribution of educational media in achieving intellectual security.

The descriptive approach was used, and the study sample consisted of all secondary school principals and vice principals, with a sample of (152) educational supervisors in the city of Makkah Al-Mukarramah. The researcher used the questionnaire as a tool to collect the study data. Among the most important results reached by the study, is that the degree of practicing educational media to achieve intellectual security among secondary school students was at a medium level, and that the degree of agreement on the degree of importance of educational media in achieving intellectual security among secondary school students was at a very high level.

Al-Harbi (2011) conducted a study that aimed to identify the role of school administration in achieving preventive intellectual security for secondary school students from the point of view of principals and deputies of those schools in Taif Governorate, and to identify the educational procedures and methods adopted by school administration in the field of achieving preventive intellectual security, and to identify the obstacles facing school administration in the field of achieving preventive intellectual security for secondary school students.

The descriptive survey approach was followed, and the questionnaire was used as a tool to collect the necessary data for the purposes of the study. It was applied to a sample of (115) principals and deputies. The study concluded with the following results: The role of school administration in achieving preventive intellectual security for secondary school students through its interaction with both the family, such as school activities and the role of the teacher, was at a medium level, and its interaction with society was at a weak level, and there were no statistically significant differences according to the variable of the nature of the work of principal/deputy, while there were statistically significant differences according to the variable of academic qualification, number of years of experience, and training courses.

Abu Jahjouh's study (2012) aimed to determine the degree to which the school administration plays its role in developing security awareness among secondary school students in schools in the Gaza governorates, and to reveal the effect of each of (gender, academic qualification, years of service, and job title) on the estimates of the study sample members working in school administration in secondary schools.

It also aimed to determine ways to activate the role of school administration in developing security awareness among secondary school students in schools in the Gaza governorates. The

descriptive approach was used, and the questionnaire was used as a tool applied to a sample of (402) people. The results of the study showed that the degree to which the school administration in the Gaza governorates played its role in developing security awareness among secondary school students was moderate, and there was a positive relationship between the family and school administration, and the contribution of this relationship to developing security awareness among secondary school students in the Gaza governorates.

Al-Anzi and Al-Zaboun (2015) conducted a study that aimed to identify proposed educational foundations for developing the concept of intellectual security among secondary school students in the Kingdom of Saudi Arabia from the teachers' point of view.

The study sample consisted of (302) male and female teachers, who were selected using a stratified random method. A questionnaire prepared for this purpose was used. The results of the study showed that the reality of the overall concept of intellectual security among secondary school students in the Kingdom of Saudi Arabia was at an average level.

Saget's study (2015) aimed to know the extent to which Islamic education books in the upper primary stage include the concepts of intellectual security from the point of view of teachers in Jordan. The study sample consisted of (177) male and female teachers, who were selected using a stratified random method. The study followed the descriptive approach, and used a questionnaire as a tool for collecting information. The results of the study showed that the extent to which Islamic education books in the upper primary stage include the concepts of intellectual security from the point of view of teachers in Jordan was moderate.

Mubarak (2016) conducted a study that aimed to know the level of intellectual security among employees at Al al-Bayt University, and its relationship to organizational development, and the impact of variables: gender, nature of work, and years of service in that. The study sample consisted of (372) faculty and administrative members. A tool was developed that consisted of two axes: the first to measure the level of intellectual security among employees at Al al-Bayt University, and the second axis to measure organizational development. The results of the study showed that the level of intellectual security among employees at Al al-Bayt University was high, and that organizational development among employees at Al al-Bayt University was moderate. The results showed a positive correlation (direct (statistically significant) between the areas of intellectual security and organizational development among faculty members and administrators at Al al-Bayt University.

Research terms:

1-Role:

It is what an individual performs in terms of functions and tasks assigned to him, as a member of an organization or institution, as every individual in any institution has specific roles that he must perform. (Al-Qasim, 1999, p. 16)

The researcher defines it as:

It is the sum of the functions and tasks assigned that Algerian educational institutions must perform.

2-Algerian school:

The school is defined as:

It is that social institution that society established intentionally and its primary function is to raise new generations in a way that makes them good members of society. (Zaimi, 2007, p. 124)

The researcher defines it as:

It is an official social educational institution that prepares students to be positive and good people in society, according to official laws that govern and manage it.

3-Intellectual Security:

Al-Majzoub defined it as (1987):

It is the protection of the society's thought and beliefs from being attacked or harmed. (Al-Majzoub, 1987, p. 54)

Al-Turki defined it as:

It is for people to live in their countries and among their societies, safe and secure about the components of their authenticity, their unique culture, and their intellectual system. (Al-Turki, 2002, p. 66)

Al-Ayish defined it: (2006)

As preserving culture and its components from intellectual invasion, confiscation, distortion and forgery.) Al-Ayish, 2006, p. 11)

Intellectual security also refers to preserving minds from harmful intellectual and cultural influences that deviate from the path of righteousness, whether in the field of desires or suspicions. In general, it is preserving the individual, society and nation from all intellectual piracy, cultural brokerage or global infiltration that shakes its principles, scratches its values and affects its constants so that it lives in security and reassurance regarding its personal components, cultural and cognitive distinction and its intellectual system derived from the Book and the Sunnah. (Al-Harithi, 2006, p. 33)

The researcher defines it as:

It is the preventive aspect of protecting the intellectual and cultural system of Algerian society and the components of its authenticity and identity from any external or internal aggression or extremism.

Theoretical aspect:

1-Educational Security

Security is one of the important terms of human life as it is the basis for all human elements and activities, and it is "in all its forms and shapes, one of the most important needs without which human behavior cannot be normal and is considered a blessing from the blessings that God has bestowed. Security and safety are two sides of the same coin. It is a state of contradiction between danger and threat. (Iskandar, 1988, p. 4)

In our belief, educational security is the most important part of security in its general sense, as it is reassurance that the individual's knowledge, ethics, principles, and abilities do not put him in confrontation with society, but on the contrary, it achieves for him a state of reassurance and a feeling of satisfaction, i.e. it enables him to perform the roles assigned to him, whether at the level of the family, work, recreation, etc. In this sense, educational security provides the basis for psychological stability for the individual, and enhances his self-confidence as he is able to harmonize with his society and participate in the various aspects of his life. Therefore, it can be said that educational security permeates the social life of the human being. It is broader than the common understanding that makes the school its only focus. Rather, its axes are multiple, from the school to the family and all the institutions of society with cultural functions in particular. Just as educational security is related to the life of the individual, it also constitutes one of the components of national security that constitutes an integrated system of: political security, economic security, social security, food security, health security, environmental security and cultural security. (Adnoui, 2011, p.185)

2-The concept of intellectual security:

The concept of intellectual security is considered one of the modern concepts that emerged in the world after the events of security instability that emerged in many countries of the world, and one of its causes is the emergence of intellectual and religious fanaticism. There is a difference in the vocabulary that analyzes and defines the term intellectual security, but it revolves around organizing the thinking process so that it does not approach extremism that leads to causing psychological or physical harm to others. (Al-Hoshan, 2015)

3-Objectives of intellectual security:

The objectives of intellectual security are:

- Instilling human values and principles that enhance the spirit of belonging and loyalty to God and then to the rulers.

- Establishing the concept of moderate, middle-of-the-road thought that distinguishes the true Islamic religion.

- Protecting the ideas of the emerging from deviant intellectual trends and distorted trends.

- Raising the individual to think correctly and be able to distinguish between truth from falsehood and benefit from harm.

- Spreading the spirit of love and cooperation among individuals and keeping them away from the causes of division and disagreement.

- Establishing the sense of Responsibility towards the homeland and preserving its capabilities and gains. (Mansour, 2017, p. 597)

4-The importance of intellectual security:

The importance of intellectual security can be noted in the following points:

- Intellectual security is related to the ways of thinking used by individuals and the fruit of this thinking that leads to various sound or abnormal behaviors.

- Intellectual security is the cornerstone of systems for building other types of security in society.

- Intellectual security is the security valve to preserve the identity of society and the components of its authenticity.

- Intellectual security is the main entrance to unifying members of society and achieving its goals and their dispersion.

- Achieving intellectual security is the main entrance to the development of society and the creativity of its people.

- Achieving intellectual security is the psychological and intellectual safety of the members of society, making them active elements in serving society and its goals. (Al-Muwaisher, 2007, pp. 22-23)

5-The role of education in achieving intellectual security:

Education contributes to the development of intellectual security through its various institutions, which are:

- The family.

- School and universities.

- Society.

- Places of worship.

- The advanced cultural role.

There is no doubt that each of them has its own institutions that sponsor it and exert their utmost effort to achieve a deep educational vision through which it preserves the values, traditions, customs and history of society. The educational process and family guidance, in addition to the role of the mosque, all of these elements go in a parallel line to push individuals towards sound, rational and

healthy intellectual directions that produce proper behavior that leads to establishing positive relationships that help them confront destructive ideas and live in safety and peace.

It is a mistake to believe that the role of educational institutions, for example, stops only at education in its traditional sense (reading and writing), as some indicate. Rather, we are with those who say that its role increases in importance at all stages, especially middle and high school, due to the age development that the student goes through, specifically from childhood to youth. Therefore, it is necessary to draw up a clear and strong strategy to develop and support intellectual security in order to achieve the state's ambitions to provide security, and to quickly put in place preventive measures, and to follow up on external changes and conflicts regionally and globally, accompanied by readiness and preparedness to address problems and crises that may threaten national security.

6-The role of the school in promoting intellectual security:

The school is one of the most important tributaries of the thought of any individual in society. It is the gateway to the outside world, and it is one of the most important educational institutions because of its major role in preserving and strengthening the identity of the nation. It has a very important role in preparing today's generations for tomorrow, and raising the personality of students, and instilling in them the correct values and concepts. Therefore, it has a great responsibility in building a sound, serious and upright personality, and protecting students' ideas from deviation. It is important to focus on protecting students in schools from these ideas, because the school is the educational institution that is based on achieving education, with its intellectual, doctrinal, and legislative foundations, and developing all aspects of the individual, especially the secondary stage, because students at this stage are distinguished by physiological characteristics, within the adolescent stage, which is a critical and sensitive stage in the lives of students, characterized by intellectual transformations, characterized by turmoil and frequent questioning, and the desire to discover what is mysterious or contradictory in their minds, so it needs to achieve reassurance and security in their souls, and make them feel understood, and build bridges with them, and dialogue with them, and address their minds and their conscience with a moderate and mature discourse, which brings them to a state of intellectual and emotional stability. (Fahjan, 2012)

6-1- The role of the school principal in promoting intellectual security:

The school principal is the administrative man, who has many responsibilities, and is responsible for the workflow in his school from all aspects, and is the educational leader who supervises the achievement of educational goals, in order to prepare generations, and raise them in a comprehensive and integrated manner, mentally, physically, morally, intellectually, and socially, so that they are good citizens, able to contribute to the growth and development of society. (Al-Kurdi and Al-Dosari, 2004)

6-2-The role of teachers in promoting intellectual security:

The role of the teacher is great and important, because he is the active element in the educational process, and he bears a great responsibility and a great burden in promoting intellectual security among his students, as he is the role model and educator, and he is the guide and motivator of the students, and his word is heard by them, and they even imitate him in many aspects of their lives, and they consider him their highest example.

Al-Hussein (2004) refers to a number of roles that the teacher performs, in Strengthening intellectual security among his students. These roles include:

A- The scientific and educational role:

The teacher is a positive transmitter of knowledge, and helps students design classroom activities that enhance intellectual security, and works to develop extracurricular activities so that they are stimulating to:

Innovation, creativity, and intellectual and cultural openness to others.

B- The guiding and educational role:

The teacher works to develop students' sense of national spirit and social responsibility, and encourages students to: read, write, and have diverse knowledge, and helps them join clubs: cultural, intellectual, and reliable libraries, and directs them to deal with satellite channels and the Internet in a scientific manner, according to the constants of our Islamic religion.

C- The preventive role:

The teacher works to support students: psychologically and socially, through: developing their sense of national belonging, and encourages their parents to follow up on their children's friendships, inside and outside school, and provides them with advice and guidance, and listens to his students and dialogues with them in the right way, and gives them the opportunity to express their opinions and attitudes freely.

D - Therapeutic role:

The teacher works to provide psychological and social treatment for his students, and contributes to writing through newspapers and forums, and works to analyze the psychological and social needs of his students; in order to provide appropriate treatment. (Al-Taani, 2015, p. 26)

E-Student counselor:

The school administration must supervise the work of the student counselor, especially with regard to students' intellectual and security problems. This supervision may take many forms, including: explaining the preventive role of the student counselor and his tireless work so that students do not fall prey to those with deviant thought, preparing educational bulletins and posters to be hung in the school corridors warning against the errors of intellectual deviation, promoting correct security behavior, and urging the student counselor to report anyone who carries deviant thought, and involving the school principal in that.

The student counselor at school has a major role, as he is a link between the learner and all parties inside and outside the school, as the learner looks at him as the person to whom he can reveal what he does not reveal to others, in the following aspects: behavioral, intellectual, social, economic, and others. (Al-Zahrani, 2011) Therefore, the student counselor has a great role in enhancing intellectual security, and is represented in guiding and directing the student in all aspects: psychological, moral, social, educational, and professional, so that he becomes a good member in building society, to live a reassuring and satisfied life that protects them from intellectual deviation, which threatens the security and stability of society.

P- the educational supervisor:

The educational supervisor must clarify the importance of enhancing intellectual security among students and the role of both the principal and the assistants in the school to achieve this, and follow up on the teacher's work in school activities and the directives that are given in them, and build thinking among students, and follow up on the relationships that prevail within the school, and provide the school principal with new systems, regulations, information, bulletins, and information sites that help develop his performance and follow-up.

Z- Curricula:

Curricula are an institutional social work, and their contents, design methods and implementation are originally among the most important policies of society. It has become necessary to review

curricula as these curricula suffer from various shortcomings, including the obsolescence of curricula and study courses and the imbalance in the distribution of scientific materials.

Their contents limit the ability of curricula to protect students' thinking from deviant thought, as some curricula contribute to one degree or another to intellectual isolation, fanaticism of opinion, narrow-mindedness in dialogue and failure to recognize others, achieving fanaticism and neglecting the use of reason in the face of phenomena and challenges, and then giving priority to transmission without reason at the expense of the religious and moral system, which results in intellectual deviation as one of the outcomes of this educational environment.

The obsolescence of curricula and syllabuses and the imbalance in the distribution of scientific materials and their contents limit the ability of curricula to protect students' thinking from deviant thought, as some curricula contribute to one degree or another to intellectual isolation, fanaticism of opinion, narrow-mindedness in dialogue and failure to recognize others, achieving fanaticism and neglecting the use of reason in the face of phenomena and challenges, and thus giving priority to transmission without reason at the expense of the religious and moral system, which results in intellectual deviation as one of the outcomes of this educational environment. (Al-Shahrani, 2005, p. 33)

7-Stages of achieving intellectual security:

Achieving intellectual security requires the combination of all efforts and its achievement goes through a set of stages:

7-1- The first stage:

The stage of preventing deviation and diagnosing the level of ideas present in students. At this stage, the relevant authorities must take all possible measures to prevent deviation from occurring, and work at this stage is general and directed to all members of society without exception, provided that this is according to well-studied plans.

7-2-The second stage:

The stage of discussion and dialogue and determining strategies to modify these ideas. Prevention efforts may not succeed in preventing deviant ideas from reaching some individuals, which requires the intervention of thought and opinion leaders from scholars and thinkers to confront these ideas and explain the serious effects that may result from them that threaten the entire society.

7-3-The third stage:

The stage of evaluation and implementation of strategies to modify deviant ideas among students. In this stage, which follows the dialogue and discussion, the concerned parties evaluate the deviant ideas that these individuals carry and evaluate their risks and the destructive acts that may result from them, as the dialogue referred to in the previous stage may not achieve its purpose and may not succeed in convincing the other party to abandon their deviation. Therefore, it is the duty of the concerned institutions to work to correct this deviation by all available means and methods, which does not conflict with the Sharia rules and regulations.

7-4-The fourth stage:

The stage of accountability and questioning, in this stage the owners of deviant thought are confronted and questioned about the deviant thought they carry, and this is the task of the official agencies until the judiciary is responsible for issuing the legal ruling against those who carry such thought to protect society from the dangers that may result from it.

7-5-The fifth stage:

The stage of treatment and reform, in this stage the dialogue is intensified with the concerned persons in their places of detention, and this is done through specialized scholars who are able to

convince based on evidence and proof from the Book of God and the Sunnah of His Prophet, may God bless him and grant him peace, to reach the retreat of these intellectually deviant people from their own beliefs.

Among the most important things that must be adhered to in order to achieve intellectual security in the Islamic nation are:

- Following the guidance of God and adhering to the Book of God and the Sunnah of His Messenger.

- Correct understanding of the legal texts.

- Seeking beneficial knowledge.

- Good deeds. (Mansour, 2017, p. 599)

8-Obstacles and threats to intellectual security:

There are many threats and obstacles to achieving intellectual security. Tarban (2012) mentioned a number of obstacles, including: ignorance, the inability of some to understand the objectives of Islamic law and the controls for its application, distancing themselves from the nation's respected scholars, and abandoning following their example, closing the channels of dialogue and discussion with others, not clarifying the aspects of error, crisis, and the causes of deviation and deviation in it, distancing themselves from God's law, following scattered whims, deviant ideas, misunderstanding of texts, issuing fatwas without knowledge, turning away from Islamic sciences, learning the correct creed, the media's shortcomings in guiding young people, and protecting them against deviant ideas, and the incorrect practices of some social upbringing institutions, the family, the mosque, the school, and the media, which may divert thought from its correct compass.

Al-Maliki (2006) and Al-Anzi (2014) pointed out the most prominent threats to intellectual security, including: intellectual deviation resulting from a limited understanding of a religious ruling, or as a result of extremist behavior, or religious extremism, which is a tool of internal destruction, due to what it produces in terms of extremism in religion, fanaticism of opinion, prohibition of permissible things, excommunication, and deviation in behavior, which may reach a high degree of danger when its risks and results exceed to reach the entire society.

There is no doubt that terrorism resulting from intellectual deviation is one of the most dangerous threats to intellectual security in the present era, and one of the most prominent issues that occupy all local, regional, and international circles. Among its threats is intellectual invasion, through the dissemination of ideas and principles that contradict religious and moral beliefs, such as: globalization and the attempts that accompany it to force societies to adopt a certain culture. Among its threats is the disruption of the social situation resulting from poverty and hunger, which many people believe are among the main reasons behind terrorism and crime.

9- Recommendations:

Al-Asimi (2015) explains a set of recommendations that contribute to the success of intellectual security through school education, such as:

- Employing the national education curriculum, which can be used to consolidate the principles of honest citizenship and defend it by developing security awareness among students. Other curricula also include topics that develop awareness and intellectual security.

- Choosing those responsible for education and teaching from those with scientific and educational competence, especially the teacher who played a pivotal role in the educational process, as he is an effective tool in instilling concepts, trends and values in the souls of young people.

-Activating the role of the supervisor, the psychological specialist, to help young people form their personalities and follow up on their behavior with advice and guidance, especially with regard to students' intellectual and security problems.

- Supporting the culture of dialogue with young people, and providing them with the opportunity to express their opinions and ideas, and exploiting it in educating students and knowing their orientations.

- Providing and acquiring knowledge and other skills for students, developing positive behaviors in the souls of the young, and preparing the individual to become a useful member in building his society.

-There is no doubt that the educational institution with its various elements and its role in enhancing intellectual security complement each other, and perhaps at the forefront of those elements and the most important of them.

- Successful school administration, distinguished teacher, effective guide, expert educational supervisor, wise administrative leadership, rooted and renewed curricula, purposeful school activities.

-The necessity of revealing some of the obstacles facing education in achieving intellectual security.

- Some studies and opinions confirm that schools may be behind the causes of deviation and social failure because they do not perform their role as required, and there is a famous saying that states) that a doctor can kill one patient while a teacher can kill an entire nation.)

-Develop programs to detect students who hold ideas that conflict with intellectual security.

-Set precise criteria when appointing a teacher, as well as the school administration's keenness to direct him to enhance intellectual security among students.

-The necessity for educational and teaching institutions to coordinate with civil society institutions to raise such issues and develop plans and programs to prevent and address deviation and development among young people.

- Urge students to report anyone who holds deviant thought, whether to the teacher or the student counselor, and involve the school principal in that.

- Include some relevant topics in the curricula to achieve intellectual security, and consider developing them continuously to combat all forms of intellectual deviation.

- Pay attention to scientific research and study the causes of This phenomenon and develop solutions and preventive measures to reduce it.

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