

University and Its Role in Enhancing the Moderate Intellectual Security of Students

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The study is based on a socio-practical study that includes four chapters. Chapter one: The theoretical framework of the research that consists of two sections. The first section includes the problem, importance and objectives of the study and the second section includes the scientific concepts and terms of study. The second chapter includes four sections. The first is the role of university in promoting moderate intellectual security among students through the university administration. The second section includes the faculty member. The third section is about the curriculum, and the fourth section talks about students' activities. The third chapter includes the procedures, methodology, community, sample, hypotheses, the tools of the study and statistical methods. While the fourth chapter is includes the test and discussions of hypotheses, the most important findings of the study and the most important recommendations and proposals.

Key words: *Security, University, promotion, ideology, professor, student, moderation.*

Introduction

Civilizations do not wrestle with weapons. Yet they live and extend their influence and simplify their concepts, values, patterns of behaviour and achievement power as a result of the concepts and values that they carry. Intellectual security is one of the branches of security, but it can be said that intellectual security is the basis of any security, because if the individual possessed a reasonable sound and was able to enjoy the comprehensive security and stability of the society around him. The human mind is scientifically formed as a result of the impact of several institutions and the most important is the educational institution. If the outputs and the results are not a good sound and does not reflect belonging, the reason is



inevitably due to these institutions, which may fail to achieve their educational goals. Further, the student deviation is due to several factors that are related to the educational environment or to the student or both. In addition, it may have a relation to the mistreatment of some teachers by students.

The role of the university is not only to provide knowledge and information, but also in removing anomalous ideas and deviant trends from students' minds and fortify them with good ideas that emerge from positive behaviour.

This study consists of four chapters, namely: Chapter one includes two sections: The first section includes the elements of the research in terms of the problem, the importance and objectives of the research and the second section includes terms and concepts that are related to the subject of research. Chapter two has four sections. The first section deals with the role of universities in the promotion of moderate intellectual security to the students through university administration. The second deals with the academic members, the third section deals with the curriculum and fourth deals with students' activities. Chapter three includes procedures of the practical side of the research, including areas, methodology, community, sample, research hypotheses and tools, and the statistical methods which dealt with the analysis and interpretation of data in statistical tables through the questionnaire form. Finally, the fourth chapter deals with the examination of the hypotheses of the research, its discussion, findings and recommendations and proposals. At the end, there is a list for references.

The Problem

In light of the current situation of the society and the real intellectual invasion of the western society, which tries to spread its cultures and ideas by taking advantage of the minds as the productive group in society as they rise and grow society, western society tries to mislead young people by spreading misconceptions about their society and making them doubt their religion and cultural values. This can attract many young people with weak minds and make them easy prey by controlling their ideas and making them far from the reality. Intellectual security is a mixed reality in our society with the various elements of security that society seeks to achieve. The idea of security has a profound historical existence, but it is a contemporary idea in our society associated with intellectual practices related to the emergence of intellectual terrorism. Terrorism is the result of an imbalance in thought and the elements of security and how to manage it in society. Yet intellectual security is a cultural state, not a security law. Since the university as a scientific institution includes a large number of young students and are more vulnerable to this invasion of intellectual coming from outside the borders, we found appropriate research in this subject where we have a lot of ideas that reflect a real problem experienced by universities.

The Importance of Study

The importance of the study lies in the following:

1. This study revolves around an important group in the society that has the responsibility to promote development at various levels, which are the students of universities.
- 2 - This research also includes an important topic that is moderate intellectual security. It is the source of the strength of society if it is achieved and the source of the collapse of society and if it is neglected, especially among young people.
- 3 - This research derives its importance from the role of universities in achieving moderate intellectual security for their students in accordance with the need for time and social society contributes to the attention at all levels of public and private universities. The research reveals the extent of achieving the elements of moderate intellectual security in universities and contribute to the enrichment of knowledge in this aspect due to the lack of studies and research that addressed the issue of moderate intellectual security in institutions of higher education as one of the most important issues related to building a society that is intellectually valid.

The Aims

The aims of the current paper are:

Generally, the research aims at recognising the role of the university in achieving moderate intellectual security among its students by identifying the effect of its basic elements in this field, namely:

- The role of the university administration in achieving moderate intellectual security for students.
- The role of academic members in achieving moderate intellectual security and instilling cultural values in the students.
- The role of curricula in achieving moderate intellectual security among students at the university through the religious ideas that can be the cause of the deviation of students' thinking.
- The role of the library and its contents is the reason for the students' awareness of the intellectual aspect and giving the students the right image of their country, their values and the ideas that prevail far from intellectual misinformation.

2 - Making use of traditional means in strengthening thought and maintaining its integrity from intellectual disinformation by destabilising the security inside the university and presenting Western ideas that do not suit the Iraqi reality. Young people, being students of universities, are the most important categories of society and the most up-to-date development that can be drawn to intellectual deviation without consciousness, taking one of



the factors of evolution and keeping up with reality. Therefore, there will be the result of misleading the thought of their homeland and confidence.

University

The University in Arabic is an accurate translation of the English word that is its equivalent because its Arabic meaning means gathering (Ali, 2007).

The university is defined as one of the institutions of higher education, which students join after they have passed secondary school because they are conducting educational and development programs in various theoretical and scientific disciplines for a period of often four years and sometimes six years (Abdia, 1983).

It is also defined as the nucleus of progress, social development and centres of renewal aimed at the welfare of the nation, which itself must be subject to study and development from within to develop the effects of reform and adjustment on the periphery of society (Mohammed, 2004).

The Oxford Dictionary also defines the University as a learning institution for students, grants them in various fields of advanced learning, awards scientific degrees and provides facilities for scientific research.

Parsons gives the University a distinctive definition that it is not only a place of teaching or so-called higher education, but also a variety of functions, including the function of research or the so-called development and advancement of knowledge (Ayesh, 1995).

The University is procedurally defined as:

A large educational institution created by the community in the province of Babil to serve and promote its needs and the granting of scientific degrees in various fields of science through its applied and humanitarian colleges. Also, it promotes scientific research on its progress and prosperity and prepares generations to take responsibility in the advancement of the homeland and the University of Babil.

The Role

Idiomatically, it is the behaviour of the individual in the social centre that they occupy (Ibn, 2000; Ahmed, 1970).



The Social Science Dictionary defines the role (Pele) as the expected behaviour of the individual in the group and is determined by the prevailing culture and may be imposed or acquired role (Ahmad).

The role is also defined as behaviour that is performed by persons occupying certain social centres. The role is the dynamic aspect of status and represents the actions and duties that society expects of those occupying a particular social position (Salah, 2012).

Security

Security in the language: The origin of the word security is due to self-tranquillity and said the security of the country is any reassured by the country (Mohamed, 1997).

Security is a term: a state of feeling of peace in the community, which makes everyone not afraid of any of the necessities of his life (Al-Said).

Thought

In language, the word 'thought' means thinking of an issue and to arrange whatever one finds to reach reasonable results. In other words, thought is the work of mind (Nasser bin Mohammed, 1987).

Thought is a mental movement between what is known. It is a mental movement and a perceived power that man discovers unknown issues and grows opposition and ideas in life (Ahmed bin Zakaria, 1988).

Thought is defined as the highest product of defence as a material with a special organic organisation, a positive process by which the objective world is reflected in concepts, judgments, and theories, which is the essential condition for any other activity, as long as this activity is the overall result and represented, and speech is the image of thought (Mohammed bin Ahmed, 1987).

Intellectual Security

In terms of terminology: the integrity of human thought, mind and understanding of deviation from moderation in his understanding of religious and political matters, and his conception of the universe, which entails either exaggeration and repudiation or atheism and universal secularisation (Abdullah bin Abdul).

Intellectual security is defined as ensuring that the thoughts and minds of members of society are free from any false thought and misconception, which may pose a threat to the order and security of the State and to achieve security and stability in social life (Adel al-Sheddi, 2004).

Procedural Definition of Intellectual Security: it is a set of activities and activities carried out by the University of Baghdad to immunise the minds of students with sound ideas related to religion, politics and culture in the face of ideas that contradict the right thought in a healthy Iraqi society with a view to preparing the formation of an active personality.

Moderation

Moderation is straightness, levelling, and mediating between two situations, between exceeding the required limit and its limitations (Ibid). It is also known as mediation, which is the best way for a believer to perform his duties towards his Lord and towards Himself. The terms of moderation are mediation and commitment to the straight path. Which there is no deviation and no warp, and does not go astray and does not confuse or hesitate. Mediation and moderation shall be by righteousness in obedience to Allah Almighty and submitting to His orders (Nadia and Mohammed, 1986).

University Student

A student is the person who enters the university after passing the ministerial exam in the preparatory stage of its various branches, and after obtaining the required conditions for enrolment, such as obtaining a certain total of the college that he wishes to enter, and is also required to be successful in the colleges at the university to take the entrance exams in the abilities to ensure the ability of the student to accompany this type of study (Ibid).

The Role of University Administration in Promoting Moderate Intellectual Security among Students

The manager uses a set of knowledge and methods to make appropriate decisions in certain situations, and is targeted in his work with a set of general principles that move him to apply the theory to reality in his field (Diaa, 2012). As for the concept of management is a kind of general human behaviour that exists in all human societies, and has existed since the emergence of man on earth, and (Harold Smidi) defines management as a kind of professional work is characterised by leading human activities, and through planning, organization, assembly and measurement (Nada, 2005).

Management can generally be defined as the ability to deliver, and it means using the possibilities available to achieve a particular achievement that serves specific objectives in

society (Arafat, 1987). Management is a science, a skill and an art. It is a science where the managerial thought and the successful manager must be based on his experience on science.

Management has a great importance in the educational process and occupies an important element, due to the role of the institution as the actual implementation unit for all educational processes in the field of educational work which based on scientific and humanitarian foundations, it is a means of organising collective efforts at the university to develop students' comprehensive, integrated and balanced development according to their abilities, preparations and the conditions of the environment in which they live, as the university professor needs to manage his and his university's affairs (Ahmed, 1997).

The management aims to develop relations between the university and government agencies at the local, regional or international levels, with the aim of organising seminars and workshops to publicise the role of the university in the community and preparing training programs for university staff who are in direct contact with students, graduates and external bodies. It seeks to provide opportunities for university students to participate in community activities that serve their community (Abdul Fateh, 2004). As for the function of management, the developments in educational thought have led to change in the function of management and the expansion of its scope. It is no longer just a process of running university affairs, as it is for the Department of Development who's most important functions which are:

1. Studying the society, its problems, goals and wishes, and working to solve the problem of intellectual security that emerged due to the Western invasion of Arab societies and trying to distort the ideas of university
2. Work to provide the student as the centre of the educational process with various experiences to develop his ideas through which he can face the problems he is exposed to.

The tasks of the university administration in enhancing the intellectual security of students can be defined through the following:

1. The religious role which is one of the most important roles of the university in instilling the values of the Islamic faith in the hearts of its children, through its revival of religious events to link students with their Islamic history and employ these occasions for intellectual guidance.
2. The educational role by directing efforts in addressing the intellectual deviations experienced by students through monitoring the manifestations of deviation and the development of appropriate solutions, and the implementation of awareness campaigns to reduce the manifestations of extremism and resort to violence in

resolving differences and decay of values and ethics and dependence and blind imitation of others (Mohamed, 1977).

3. The social role, by using effective communication with the institutions of the integrated community in achieving intellectual security (Adel al-Sheddi).

The Academic Members' Role and Their Role in Promoting Moderate Intellectual Security of Students

The role of the academic member in the university is to transcend his knowledge and skills to learners, as his profession that works to raise and love with all his heart, because the mind is the area of supreme leadership and consciousness characteristic of man (Said, 2002).

In doing so, it can address any new inputs and phenomena to society by dialogue and discussion with students and clarifying their negative or positive aspects on students and society (Ahmed, 2004). A faculty member in the university is the one who implements the policy of his university in linking it with the society in which he works (Ibrahim).

Among the roles that faculty members are responsible for enhancing students' intellectual security are:

1. Allowing students to experiment with concepts and opinions to verify their general validity and to encourage them to develop their own methods of research, thinking and creative innovation.
2. Adopting moderate thought and practice by the professor giving students the freedom to devise and conclude solutions in the light of the principles of religion and the principles of society preserve its interests (Salah, 2012).
3. Activating participation in seminars and conferences organised by the university (Muteb bin Shadid, 1997).

The Role of the Curriculum and Its Role in Promoting Moderate Intellectual Security among Students

The university book is a double-edged sword that carries on its pages various tools that are suitable for education, education, development and formation of critical and free thought. The awareness of the importance of university textbooks in general has been to develop educational curricula (Mahmoud, 1995). This is the most critical role of the system of survival and progress of society in all areas because of interdependence and the achievement of individual creativity through the discovery and development of individual talents in order to achieve the desired goal (Mahmoud).

The Most Important Objectives of the University Curriculum Include

5.1.1 Availability of the desired and required knowledge frameworks for the scientific and humanitarian situation for each stage.

5.1.2 Development of appropriate thinking skills through cognitive materials that raise the level of perception to enable students to be able to take knowledge of old and new concepts and linking them (Abu Bakr, 1978).

5.1.3 The application of thinking strategies to enable the learner to use knowledge in the method of problem solving and choose the appropriate alternative in different life situations (Tawfiq and Mahmoud, 2002).

Taking the necessary guarantees to meet the needs of students in a society that is constantly changing because of the intellectual invasion means trying to occupy the minds of students in the first place as the active group in society. Therefore, the university curriculum should include spaces in the faith according to worship and transactions and various political and social issues and start from the Islamic faith, which enhances the concepts of students in the issue of faith (Kamal, 1999).

The Students' Activities Role and Their Role in Promoting Moderate Intellectual Security Among Students (Abdul).

Activities are one of the most important branches that universities and colleges should pay attention to, as they accommodate a large number of students within them, as well as their ability to shape the personality of youth and transmit a set of ideas and values that can benefit them (Mahmoud, 1995).

The universities offer a series of different programs and activities (religious, social, cultural, scientific, educational, and promotional) aimed at developing the personality of the university student in the framework of the number of students for university life, and provide him with the necessary skills and experience so that the student can face the intellectual invasion of society (Mahmoud, 1995). What students acquire from the activities that exist is to develop their social responsibility and make them productive producers in their community (Mohamed Mounir, 1977).

The student activities seek to achieve a set of objectives, which are:

1. Developing students' talents, refining them and using them in fruitful works and exchanging experiences and skills.
2. Contribute to the preparation of university youth in the integration of their personalities and balance and make them intellectual productive people.

3. To find a spirit of brotherhood and cooperation between students and build self-confidence and accustom them to work in one team and develop leadership skills.
4. Achieving interaction between university students and the community and the development of the spirit of giving in the hearts of students (Mohammed Shahan, 2006).

Chapter Three

The First Section

It includes the procedures of the practical side of the research. The used research method included the social survey method. There are two categories of social survey in terms of human field:

A - Comprehensive survey: which is a comprehensive study of all vocabulary of society through (comprehensive inventory).

B - The sample survey: which the researcher suffices to study a specific number of cases or vocabulary within the limits of time and effort and the possibilities available to the researcher (Mohammed Nayef, 2006).

The researchers used this method by surveying the sample method and selecting a purposive sample.

Research sample and community: The total research community, 1200 respondents and the sample was withdrawn from 10% of the total research community. The sample included 120)respondents from both sexes. A sample from Baghdad University included a sample of the teaching staff from the scientific and humanitarian faculties that were studied.

Research tools: The tools used by researchers to gather information to identify scientific facts in the subject of the research are:

First: observation and simple observation.

Second: Field interviews

Third: tabulation of data in the field.

Fourth: the questionnaire.

Research Areas

Each field study areas should be identified and clarified by the researcher, and these areas centred in three aspects are the humans, geographical and temporal, and these areas can be clarified as follows:

1. **Human Field:** the individuals who will be field study, and the human field at the University of Baghdad on a sample of the faculty of both sexes.
2. **Geographic Field:** It is intended to determine the place or geographical area in which the field study will be conducted, and identified at the University of Baghdad for scientific and humanitarian colleges.
3. **Time Domain:** means the time taken to collect information and data related to the study. The field study process of the research sample took a period ranging from (3/7/2019 to 27/9/2019).

Research Assumes:

1. There is a positive role for the university administration in achieving intellectual security among students.
2. There is a positive role for the faculty member in enhancing students' intellectual security.
3. The curriculum is one of the most important sources that have a great role in establishing the moral principles of students.
4. There is a role for the University in encouraging students to participate positively in scientific competitions that consolidate the concept of intellectual security.

Data Analysis and Interpretation

First: Preliminary data

Table 1: Sex of the respondents

Answer type	Frequency	Percentage
Males	88	73%
Females	32	27%
Total	120	100%

From the table above, 88 respondents out of a total of 120 (73%) are males, while 32 respondents (27%) are females.

Table 2: Age Groups of Respondents

Answer type	Frequency	Percentage
24-33	18	15%
34-43	44	37%
44-53	32	27%
54-63	26	21%
Total	120	100%

It is concluded from this that more than 64% of the sample of the research is limited between the ages of the second and third category, and from this we infer that the majority of the teaching of the University of Baghdad are of middle age and who did not spend a long period of service, and can guide students and keep them away from manifestations Intellectual extremism.

Table 3: Scientific Specialisation of Respondents

Answer type	Frequency	Percentage
Scientific	67	56%
Humanitarian	53	44%
Total	120	100%

The above table shows that 67 respondents out of a total of 120 (56%) were from the scientific faculties, while 53 respondents (44%) were from the humanities faculties. For further clarification, see Table 4.

Table 4: Scientific title of the respondents

Answer type	Frequency	Percentage
Assistant lecturer	31	26%
Lecturer	50	42%
Associate professor	29	24%
Professor	10	8%
Experienced Prof.	Zero	0%
Total	120	100%

It is concluded from this that most of the respondents hold the title of teacher above any assistant professor and professor. For a more detailed explanation, see table (5).

First: The role of the university administration in promoting moderate intellectual security among students

Table 5: If the university administration has an administrative intellectual pattern

Answer type	Frequency	Percentage
Yes	59	49%
Occasionally	48	40%
No	13	11%
Total	120	100%

We conclude from this that the largest percentage of respondents (49%) of the research sample believe that the university administration adopts an administrative thinking pattern in order to enhance students' intellectual security and keep them away from intellectual deviation.

Table 6: If the university administration establishes the values of respect for thought in it.

Answer type	Frequency	Percentage
Yes	70	58%
Occasionally	36	30%
No	14	12%
Total	120	100%

Most of the teaching staff (research sample) believe that the administration entrenched the values of respect for thought within them, which amounted to 58% of the research sample. In other words, there is a university administrative pattern that can help in providing a human and social climate that elevates the students' values and common values among them.

Table 7: Clarifies whether the university administration gives priority to the dissemination of the values and principles of intellectual security in the university.

Answer type	Frequency	Percentage
Yes	46	38%
Occasionally	53	44%
No	21	18%
Total	120	100%

We conclude from this that the largest percentage of respondents (44%) of the sample think that the university administration sometimes but not always give priority to the dissemination of the values and principles of intellectual security in the university. It is the result of an approach to the respondents who answered that the university gives priority to the dissemination of the values and principles of intellectual security (38%).

Second: The role of the faculty member in enhancing the intellectual security of students.

Table 8: If the faculty member adopts an intellectual method to maintain national security.

Answer type	Frequency	Percentage
Yes	58	48%
Occasionally	49	41%
No	13	11%
Total	120	100%

It is concluded from this that the largest percentage of respondents (48%) of the research sample adopt an intellectual method in the way they teach students to guide students and modify their attitudes and behaviours and develop their best values in order to maintain the security of the homeland.

Table 9: The extent of the interaction of teacher with what is exposed to the community of intellectual issue.

Answer type	Frequency	Percentage
Yes	57	47%
occasionally	50	42%
No	13	11%
Total	120	100%

We conclude from this that the largest proportion of the research community, which amounted to 47% of the teachers are those who interact with what is exposed to the community of intellectual issues.

Third: the role of the curriculum in enhancing the intellectual security of students.

Table 10: How the curriculum reflects moderate Islamic thought and the promotion of faith

Answer type	Frequency	Percentage
Yes	38	32%
Occasionally	55	46%
No	27	22%
Total	120	100%

It is concluded that the largest percentage of the research sample, which reached 46% of the teachers who believe that the curricula reflect moderate Islamic thought and promote the role of sound doctrine, because of its significant role in preserving the thought of students from intellectual extremism, but not permanently.

Table 11: The development of university curricula for the sense of security for the homeland

Answer type	Frequency	Percentage
Yes	49	41%
Occasionally	53	44%
No	18	15%
Total	120	100%

It is concluded from this that the largest percentage of the research sample, which reached 44% of teachers who believe that university curricula develop a sense of homeland security

because of the role of the curriculum in making individuals responsible for the security of their homeland.

Fourth: The role of student activities in enhancing the intellectual security of students.

Table 12: If the university is holding conferences to make students aware of the importance of sound thought.

Answer type	Frequency	Percentage
Yes	36	30%
Occasionally	36	30%
No	48	40%
Total	120	100%

We conclude from this that the largest percentage of the research sample, which reached 40% of the teachers believe that the university does not hold conferences related to the development of students' thinking. This is due to the lack of interest in this type of conference, which has a role in raising awareness of the right thinking among students and making them away from intellectual extremism.

Table 13: If the university uses religious and national occasions to rehabilitate students' proper thought.

Answer type	Frequency	Percentage
Yes	53	44%
Occasionally	38	32%
No	29	24%
Total	120	100%

It is concluded from this that the largest percentage of the research sample, which amounted to 44% of the teaching staff who believe that the University use these events, which have a significant role in maintaining students' thought of extremism and qualifies them intellectually.

Chapter Five

Discussion of the Hypotheses, Findings, Recommendations and Proposals

First: Hypotheses and Discussion

1. The first hypothesis that says "there is a positive role of the university administration in achieving students". Using Ca 2 (1 × 3), we found that (39.4) with a degree of freedom (2) which is higher than the tabular value (6) at 95% confidence level, so we accept the research hypothesis and reject the zero hypothesis.

2. The second hypothesis is tested, which says "There is a positive role for faculty member in enhancing students' intellectual security". Using Ca 2 (1×3) we found that (28.54) with a degree of freedom (2) which is higher than the tabular value (6) at the level of 95% confidence, so we accept the research hypothesis and reject the zero hypothesis.
3. The third hypothesis was tested: "Curriculum is one of the most important sources that have a great role in establishing the moral principles of students. Using Ca 2 (1×3) we found that (3.04) and freedom degree (2), which is less than the tabular value (6) at the level of 95% confidence, so we accept the null hypothesis and reject the hypothesis of research.
4. The fourth hypothesis was tested: "There is a role for the university in encouraging students to participate positively in scientific competitions that reinforce the concept of intellectual security. Using Ca 2 (1×3) we found that (22.04) with a degree of freedom (2) which is higher than the tabular value (6) at the 95% confidence level, so we accept the research hypothesis and reject the zero hypotheses.

Second: Results

1. It was found that more than 64% of the sample of the research is limited between the ages of the second and third category, and this we infer that the majority of the teaching of the University of Baghdad are of middle age.
2. It was found that 56% were from the scientific faculties, while 53 respondents and 44% were from the humanitarian faculties.
3. It is clear that the majority of the respondents 49% of the research sample believe that the university administration.
4. It turned out that most of the teaching staff (research sample) believes that the administration entrenched the values of respect for thought within it, which amounted to 58% of the research sample.
5. It was found that the majority of respondents 44% of the research sample believe that the university administration.
6. It was found that the largest percentage of the research community, which reached 47% of the teachers are those who interact with what the society is exposed to intellectual issues.
7. It was found that the largest percentage of the research sample, which reached 46% of the teachers.
8. It was found that the largest percentage of the research sample (44%) of the teachers who believe that the university curricula develop a sense.
9. It was found that the largest percentage of the research sample, which reached 44% of the teaching staff who believe that the university extremism and qualifies them intellectually.



Third: Recommendations

1. The need to activate the role of the university to enhance the intellectual security of students to immunize the minds of young people from distorted thought.
2. Enable faculty members to play their role in guiding young people towards sound and safe ideas.
3. The need to pay attention to student activities that promote the right thinking among students and encourage them to participate in them.
4. Enable students to interact with their intellectual and social issues and encourage them to participate in extracurricular activities to enhance their intellectual security.
5. Strengthen the curriculum with the skills of analysis, synthesis and conclusion, with a supervisory authority to prevent shadowing of thought.

Fourth: Proposals

1. We propose to study the role of the family in promoting moderate intellectual security among young people.
2. We propose to study in secondary schools and activate its role in promoting moderate intellectual security of students.
3. We propose to study the mosque and its role in activating moderate intellectual security.

Conclusions

In most countries of the world, especially the Arab ones, which have been aware of the importance of university textbooks or textbooks in general, they tend to develop their educational curricula. The curricula adopted by the different educational institutions at all stages to prepare individuals are the main axis in achieving the goals of community survival intellectually safe. This role is the most critical role of the system of survival and progress of society in all areas because, by virtue of development, interdependence, specialisation and time space to implement the curricula adopted to achieve the psychological needs of young people. Through understanding the human and social position in the community to which he belongs, as well as to achieve individual creativity through the discovery of individual talents and development to achieve the desired goals.



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