

The Role of the School in Developing the Intellectual Security Among Students in Public and private Schools in the Governorate of Jerusalem

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Abstract

This study aimed to identify the role of the school in developing the intellectual security among students in public and private schools in the governorate of Jerusalem from the point of view of principals and teachers. Also, it aimed to identify the role of gender, degree, years of experience, supervisory authority and the educational stage in the field of intellectual security development. The study was conducted in the first year of the academic year 2018. The study was limited to public schools and private schools in the Jerusalem governorate. The sample was chosen in a random stratified manner from the study population. The sample included (260) teachers and (20) males and females principals.

The results of the study showed that there is an average role for the school in the development of intellectual security among students in public schools and private schools according to the view of teachers in the city of Jerusalem, where the arithmetic mean of the total score was 3.65 and the standard deviation was 0.569. 4.36. The field technological intellectual security development came second; it was followed by the field of community intellectual security development, and finally came the field of political security development.

The results of the study showed that there were no statistically significant differences in the teachers' opinions according to gender differences. However, There were differences according to the variables (years of experience in favor of 10 years and above).The results also showed that the role of the school in the development of intellectual security from the point of view of principals came to a high degree which is 95% followed by community security (55%).

The results of the study also revealed that the most important obstacles that affect the development of intellectual security in schools in Jerusalem is the status of the city in general, such as the weak economic, social and educational conditions and the deterioration of political conditions because of the occupation.

In light of the results, the researcher made a number of recommendations, the most important of which are:

The educational institutions must activate the security education and put it within its educational agenda to promote the values of citizenship and belonging to the homeland. This, in turn, would protect the identity of individuals and ensure the protection of their values and social principles of any threat to obliterate the Palestinian identity.