The role of the southern Hebron State primary education schools in developing security awareness from the point of view of principals, teachers and mentors

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Abstract

The present study is an attempt to identify the role of Southern Hebron Basic Government Schools in the development of security awareness among school students, from the point of view of headmasters, teachers and mentors.

The main objective of the current study is divided into three different objectives: The first is concerned with the role of the school administration in developing security awareness , and the school curriculum role in enhancing security awareness, in addition to identifying school obstacles and their effect in developing security awareness, and recognizing the differences at the level (0.05) in accordance with the average estimates of sample members , regarding the school role to develop security awareness among the students of the southern Hebron schools due to demographic variables, and to identify the significance of differences at the level (0.05) according to the average estimates of the sample regarding the main obstacles that limit the role of the school in developing security awareness among students of the Southern Hebron Directorate schools , that can be attributed to demographic variables.

The study sample consists of school headmasters and headmistresses, teachers, and mentors of the basic stage in the public schools affiliated to Southern Hebron Directorate of Education, whose number reached (2592) in the year 2017/2018. Striated Sample of (387) was chosen at random. The study used the analytical descriptive method, which is based on the study of reality, or phenomenon as it exists in reality, and this method gives a precise description of the reality, and expressed the situation in qualitative and quantitative terms.

The study results showed that there is a role for the basic schools of Southern Hebron Directorate in developing high security awareness, in addition to the existence of obstacles that greatly limit the role of the school in the development of security awareness .Also, there is a directly proportional relationship between the roles of school curricula and school administration in the development of security awareness. There were no

statistically significant differences at the level ($\alpha \leq 0.05$) in the samples responses to the role of the primary Southern Hebron Basic Schools in the development of security awareness due to the variables (gender, job, school qualification, type of school), whereas, there were differences due to (years of service) variable, and it was in favor of those who had served for more than ten years.

There were also no statistically significant differences at the level (00.05) in the sample members responses regarding the obstacles that limit the role of school in developing security awareness due to the variables (gender, job, qualification), while there were differences due to (years of service) variable, and it was in favor of those who had served for more than ten years. There are also differences attributed to the (school type) variable and was in favor of male schools.

Finally, this study presents a number of recommendations that can be followed in order to develop security awareness , the most important of which is: **(1)** the need to enhance school principals' awareness regarding the importance of the school role in developing security awareness among its students. **(2)** Activating the school principals' role by granting them authority to make appropriate decisions pertaining to security awareness programs that can be implemented at schools. (3) Activating school activities that can contribute to the development of students' security awareness by including such programs that may contribute to sensitizing school staff and students on some concrete issues and problems. (4) The need to develop a security strategy by the specialists to uplift students' awareness and alerting them to the risks that may target them, taking into account each stage of study without exaggeration. (5) The need to rehabilitate the administrative and teaching staff at the school in security awareness, through the existence of specialized courses pertaining to planning and supervising awareness for the development of security awareness among their students. (6) Increasing programs, activities, lectures, seminars, dialogues and information programs for the students, which are concerned with the consolidation of true Islamic values and ethics that contribute to security awareness (7) The need to deal with students without discrimination on the basis of academic achievement and the need to focus on the educational aspects which have a positive impact on society