

Promotion of the Concept of Intellectual Security through Physical Education

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ABSTRACT The study aimed to identify the role of the physical education curricula in promoting the concepts of intellectual security from the viewpoint of the physical education teachers. A descriptive cross-sectional approach was used. A purposive sample of 86 male and female physical education teachers was recruited. The researcher used a 30-item questionnaire to gather data in this study. The results of the study showed that there is a moderate role of the physical education curricula in promoting the intellectual security concepts (2.53 ± 0.347). In addition, the study findings indicated lack of community and family roles (2.76 ± 1.53), focusing on practical physical activities (2.72 ± 1.52), and poor utilization of modern teaching strategies (2.66 ± 1.48) were the most significant barriers that limit the role of the physical education curricula in promoting the concepts of intellectual security. Finally, the study found no significant statistical differences between the mean scores of the physical education teachers' responses about the role of the physical education curricula in promoting the concepts of the intellectual security referred to the age, years of experience and educational qualification variables.