

## 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 ( $2.53 \pm 0.347$ ). In addition, the study findings indicated lack of community and family roles ( $2.76 \pm 1.53$ ), focusing on practical physical activities ( $2.72 \pm 1.52$ ), and poor utilization of modern teaching strategies ( $2.66 \pm 1.48$ ) 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.

### INTRODUCTION

The rapid scientific and technological development in knowledge, which led to the speedy obtaining of information and the speed of its spread, so states were obligated to the necessity of strategic planning and increase interest in digital technological development to benefit from scientific progress and the accumulation of knowledge obtained for the advancement of societies and the investment of their material and human energies (Ahmad and Dammas 2018).

It is considered building the human being and scientifically fortifying him/hers, gaining him/her knowledge of positive values, and paying attention to the security of information of ideas that feed these minds (Waswas and Gasaymeh 2017). The concept of intellectual security has recently emerged, which has become a global obsession and a national demand for all countries due to the political and economic turmoil that the world is witnessing (Al-Osaimi and Al-Sufyani 2018). These

countries have worked to address this phenomenon, which is considered one of the most dangerous reasons that threaten modern societies (Ahmad and Dammas 2018). Security and stability were the basic requirements of God's Prophet Abraham, as God said through Abraham, peace be upon him: "When Abraham said, "O My Lord, make this a peaceful land, and provide its people with fruits. (Surah Al-Baqarah – 2: 126)"

The blessing of security and safety is one of the best blessings that societies enjoy, and they seek stability and the advancement of their people, so it was imperative to work to instill positive values and reinforce the values of moderation and to move away from extremism and exaggeration by spreading the concept of intellectual security (Al-Osaimi and Al-Sufyani 2018).

Intellectual security means preserving the original cultural components in the face of suspicious incoming and foreign cultural currents, and this means protecting and maintaining cultural identity from penetration or enhancing security in all its dimensions and preserving the safety of society and individuals (Al-Harhi 2009).

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Intellectual security means that people are assured of the components of their originality, their specific culture, and their intellectual system. It is one of the security necessities to protect the gains and stand firmly against everything that leads to a breach of security (Al-Jaser 2017). Promoting societal awareness of the need for intellectual security and the display of morals and positive values highlights the educational role of educational institutions in spreading sound principles and values and laying the foundations of intellectual security through targeted educational curricula, in addition to the acquisition of values from the educational and recognized functions of education, physical education and sports, especially in the school context, where activities, skills and behaviors are carefully chosen to achieve specific educational goals that students acquire in the form of values and behavioral characteristics in what is known as the official curriculum for physical education (Al-Khuli 1996).

The physical education curriculum is one of the most fertile educational curricula capable of achieving the comprehensive and integrated growth of the learner's personality and acquiring social, religious and educational values through sports exercises and theoretical explanation of sports skills (Capel and Blair 2019).

The physical education curriculum seeks to create a good citizen belonging to his/her country, and the issue of winning or losing is considered positive values necessary in promoting the values of acceptance of others, the ability to dialogue, bearing responsibility, achieving psychological balance and self-confidence. Enhancing intellectual security and immunizing it from the problem of extremism. The general framework and the general and private outcomes of the physical education curriculum in the Ministry of Education assures "honest competition during play, the development of social relations based on love, cooperation and respect, the development of communication competencies and the use of technology (Ministry of Education 2013).

Different studies addressed the issue of intellectual security concepts within the educational context. For example, in a study carried out by Al-Khazaaleh and Al-Dmour (2018), the purpose of the study was to determine the inclusion criteria of the intellectual security concepts in the national and civic education curricula taught for the higher

elementary stage in Jordan. To achieve the study purpose, the researchers adopted the descriptive analytical approach through analyzing the content of the national and civic education curricula for the eighth, ninth and tenth grades. The results of the study showed that the tenth-grade curriculum included the highest content covering the concepts of the intellectual security (581 concepts), whereas the least coverage of the intellectual security concepts were in the ninth-grade curriculum (247 concepts).

In addition, Hassani and Al-Qarni (2017) performed a study that aimed the extent to which the Arabic language curricula contribute to enhancing the intellectual security concepts among high school students in the Kingdom of Saudi Arabia. The study adopted the descriptive cross-sectional approach. The findings of the study revealed that Arabic language curricula, like other curricula, may contribute significantly to enhancing the intellectual security of high school students. The study provided a proposed theoretical framework to enhance and promote the intellectual security concepts among high school students in Saudi Arabia.

In study conducted by Al-Sharifin et al. (2015) study aimed to clarify the concept of intellectual security and reveal its importance to the individual and society, and to clarify the criteria for selecting the content of educational curricula that achieve intellectual security, then clarify the proposed strategy for the role of educational content in achieving intellectual security. A descriptive, analytical and deductive approach was used. The study concluded that the foundations for building intellectual security are the religious, intellectual and social foundations, taking into account the teaching of content, its follow-up and its integration in the educational curricula, in addition to the permanent review.

Moreover, the study of Al-Thuwaini and Muhammad (2011) aimed to identify the concept of intellectual security and globalization, and to explain the most prominent challenges of globalization that face the university teacher in achieving the intellectual security of his/her students, as well as to reveal the reality of practices and the most important obstacles facing the university teacher while performing his/her role in achieve intellectual security. In this study, the descriptive approach was used, and the study tool was applied to a

sample of 1000 students from the colleges of Al-Qassim University. Among the most important findings of the study: the deficiency of the study curricula with regard to their inclusion of concepts and ideas related to intellectual security.

Furthermore, Al-Shammari and Al-Jaradat (2011) carried out a study that sought to identify the role of faculty members in enhancing intellectual security among university students, and revealing whether there are significant statistical differences between faculty members in enhancing intellectual security in different scientific colleges, ranks and practical qualifications. In addition, the study aimed at identifying the obstacles facing faculty members in enhancing intellectual security. The study was a descriptive-analytical research approach in which the data collection instrument was administered over the students of the Faculties of Education and Arts at the University of Hail. Among the most important results of the study: The role of faculty members in enhancing intellectual security was at a high degree in all the domains specified in the questionnaire. In addition, the study reported that there are some obstacles faced by faculty members in enhancing students' intellectual security.

In Saudi Arabia, Al-Enzi and Al-Zboun (2015) conducted a study that aimed at suggesting a set of educational basis to develop the concepts of intellectual security among the students of the secondary stage in the Kingdom of Saudi Arabia. The study explored the perspectives of 302 Saudi teachers (170 males and 132 females). The study adopted the cross-sectional descriptive-analytical approach by distributing a researcher-developed questionnaire. The results of the study showed that the whole concept of intellectual security among the secondary stage students in Saudi Arabia was at a moderate level. In addition, the difficulties encountering in the improvement of the intellectual security concepts were at a high level. Moreover, the results showed that the significant degree of the suggested educational basis to improve the concept of intellectual security were at a high degree from the perspectives of the secondary stage teachers.

In addition, Tomlinson (2006) referred to the interest of educational institutions in promoting the principles of intellectual security by integrating moral and cultural values into the educational curricula in America. The study used the analytical method by mentioning a number of studies related

to the subject of the study. The study concluded that the school and the teacher play a major role in enhancing intellectual security among students, through their efforts to spread the concepts of values, ethics and culture, which are among the educational foundations on which the curriculum is built.

Finally, Nakpodia (2010) study aimed at investigating the importance of strengthening the cultural foundations in the curriculum as one of the ways to develop intellectual security and its development among students. The study also aimed to explain the meaning of culture and its types, study the development of the curriculum, the impact of culture on children's learning and enhance the concept of intellectual security, and clarify the relationship between the culture that the student's mind stores and the enhancement of his/her intellectual security. The study was conducted on the curriculum adopted in Nigerian schools where it showed that culture should be one of the educational foundations on which the curriculum modernization process is based, and the culture of Nigerian society must be transferred and established among the largest number of students in various schools through the curricula that are given and taught in schools. The study concluded that paying attention to educational foundations related to culture is the best way to introduce students to Nigerian culture rules, types, advantages and changing factors. The study also indicated that one of the main tasks of the teacher is to use culture and the school curriculum is such that students feel satisfied with the curriculum components and foundations.

### **Research Objectives**

The objective of the present study was to identify the role and barriers of physical education curricula in promoting the concepts of intellectual security from the viewpoint of physical education teachers in the directorate of education of Al-Qweismeh district.

### **Research Problem**

In light of the aforementioned importance of achieving intellectual security as a means to protect society in all its layers, it was necessary to pay attention to the largest base and the broader seg-

ment in societies, which is students, by designing educational curricula aimed at creating an integrated human being from all physical, mental, psychological and social aspects, and that through sports activities and theoretical approaches.

Many scientific studies, such as the study of Hassani and Al-Qarni (2017), the study of Al-Sharifi et al. (2015), the study of Al-Thuwaini and Muhammad (2011) and other previous studies, have confirmed the fundamental and major role of educational curricula in enhancing intellectual security. Since the physical education curriculum includes practical and theoretical application through competitions and sports movements, the problem of the study arose with the necessity of identifying the role of physical education curricula in enhancing intellectual security from the point of view of physical education teachers in the Directorate of Education in Al-Qweismeh District, Amman, as the current study seeks to answer the following questions:

1. To what extent does physical education curricula play their role in enhancing the intellectual security of students from the viewpoint of physical education teachers in public schools affiliated to the Education Directorate in Qweismeh District, Amman?
2. What are the difficulties that prevent physical education curricula from enhancing students' intellectual security?
3. Are there statistically significant differences between the views of the study sample individuals regarding the role of physical education curricula in enhancing intellectual security referred to the number of years of experience, educational qualification, and gender?

### **Significance of the Study**

This study derives its importance from:

1. The importance of the topic that contributes to defining the role of physical education curricula in enhancing students' intellectual security from the viewpoint of physical education teachers in public schools.
2. It will empower curriculum leaders and educational decision-makers in the Ministry of Education to develop curricula based on the current study results.

3. It will aid researchers to conduct more scientific studies on the role of physical education curricula in enhancing intellectual security.

### **Research Definitions**

#### ***Role***

A role is defined as a set of related activities or behavioral frameworks that achieve what is expected in specific locations. The researcher defines it as a set of topics, activities and behavioral frameworks included in the physical education curricula for public school students in Jordan in enhancing intellectual security.

#### ***Physical Education***

It is all that is taught in pre-university education in matters related to physical health and physical rehabilitation, and aims to provide individuals with fitness skills and various sports skills. Procedurally, the researcher defines physical education as one of the sciences that seeks to provide the students with physical, healthy, and psychosocial skills through a set of directed programs.

#### ***Intellectual Security***

Securing the integrity of thought and protecting the principles, beliefs and constants of students, and preserving them from all negative influences and perverted ideas. The researcher procedurally defines intellectual security as the content and the set of activities and drills included in the physical education curricula to fortify students' minds with sound ideas related to religion, politics and culture in the face of the thoughts that contradict the correct thought in Jordanian society, with the aim of preparing and forming the proper and effective personality.

### **METHODOLOGY**

This section deals with a description of the study population, the method for recruiting the study sample, a description of the study tool and methods for verifying its validity and reliability, as well as a description of the statistical methodology for analyzing the data.

### Research Design

The present study adopted the quantitative approach by conducting a descriptive cross-sectional survey. This approach allowed the theoretical description of the study variables and analyzing the perspectives of the study sample participants regarding the investigated variables. The cross-sectional approach was adopted because it is relatively quick, easy and inexpensive research approach. In addition, it was adopted as the data was needed to be collected once at a specific time point without a need to follow up.

### Research Population

The study population consisted of all physical education teachers in the educational directorate of Al-Qweismeh district during the time period of the first scholastic semester 2018/2019. They consisted of 37 male and 57 female teachers from various educational and socioeconomic backgrounds. Based on the annual statistics of the Jordanian ministry of education, the population of the study consisted of 94 male and female physical education teachers distributed over both boys and girls schools.

### Research Sample

A purposive sampling strategy was adopted in this study by recruiting the whole study population. The accessible number of participants was 94 male and female physical education teachers. A questionnaire was distributed over the whole population, but only 90 questionnaires were retrieved, with a response rate of 95.7 percent. After ensuring the appropriateness and completeness of the participants' responses, four questionnaires were excluded. Thus, the final sample size was 86 male and female physical education teachers.

### Data Collection Tool

To achieve the purpose of the study, the researcher designed a study questionnaire based on the review of the literature and the previous studies examining the topic of the intellectual security within the educational context. The researcher prepared a list of the statements that measure the role of the physical education curricula in pro-

moting the concepts of intellectual security, and the difficulties limiting this role, from the perspectives of physical education teachers. The questionnaire statements, in its primary version, were 25 statements exploring the physical education teachers' perspectives about the role of the physical education curricula in promoting the concepts of the intellectual security, and 14 items exploring their perspectives about the difficulties limiting the curricula roles in promoting intellectual security concepts.

The responses for the questionnaire statements were designed as a five-point Likert scale as following: To a very high degree (5), to a high degree (4), moderate degree (3), low degree (2), and very low degree (1). The rating was calculated as follows: less than 2.33 is a low degree, 2.34 to 3.67 represents a moderate degree, and more than 3.67 represents a high degree.

### Validity of the Data Collection Tool

The primary version of the data collection tool was submitted to 11 jury members who are specialized in curricula design and teaching methods of physical education. The jury members were asked kindly to review the data collection tool and ensure the appropriateness, belongingness and comprehensiveness of the questionnaire statements, in addition to the clarity of the statements, and report any suggested amendments, such as adding, modifying or deleting any of the statements. An agreement standard of 80 percent between the jury members was adopted to perform the suggested amendments. In light of their suggestions, the final version of the data collection tool consisted of three sections; they were: Section one, which included the participants' demographic data sheet (Gender, educational qualification, and years of experience), section two, which consisted of 19 statements exploring the physical education teachers' perspectives about the role of the physical education curricula in promoting the concepts of the intellectual security, and section three that comprised of 11 statements exploring their perspectives about the difficulties limiting the curricula roles in promoting intellectual security concepts.

### The Reliability of the Data Collection Tool

The reliability of the data collection tool was ensured using the Cronbach's Alpha coefficient



through conducting a pilot study over a sample of 30 physical education teachers who were chosen randomly from the private schools in the educational department of Al-Qweismeh district, Amman. The internal consistency was ensured using Cronbach's Alpha equation and the results are shown in Table 1. The results indicated that the internal consistency for the domain exploring the role of the physical education curricula in promoting the concepts of intellectual security was 0.83, for the domain exploring the difficulties limiting the role of the physical education curricula in promoting the concepts of intellectual security was 0.76, and the total internal consistency for the whole questionnaire was 0.80, which is within the acceptable value for educational research studies.

**Table 1: Reliability test of the study questionnaire domains**

Domain	Number of statements	Cronbach's Alpha value
The role of the physical education curricula	19	0.83
The difficulties limiting the role of the physical education curricula	10	0.76
The whole scale	29	0.80

Source: Authors

**Statistical Processing**

To analyze the participants' responses, the study used the descriptive statistics (frequencies, percentages, means and standard deviations), in addition to the independent samples t-test and Analysis of Variance (ANOVA) to identify any significant differences between the participants' responses referred to their demographic characteristics.

**RESULTS**

**Demographic Characteristics of the Study Participants**

The results shown in Table 2 represent the demographic characteristics of the study participants. The results showed that 66.3 percent (n=57) of the study participants were female physical education teachers, whereas 33.7 percent (n=29) were male

physical education teachers. Categorizing the study participants based on their years of experience showed that 48.8 percent (n=42) of the participating physical education teachers had less than five years of experience, 31.4 percent (n=27) had 5 to 10 years of experience, and 19.8 percent (n=17) had more than ten years of experience. Finally, the results showed that the physical education teachers holding a bachelor degree or less constituted 69.8 percent (n=60), whereas those who had graduate studies certificate constituted 30.2 percent (n=26).

**Table 2: The demographic characteristics of the study participants**

Variable	Frequency	Percentage
<i>Gender</i>		
1. Male	29	33.7
2. Female	57	66.3
<i>Years of Experience</i>		
1. Less than 5 years	42	48.8
2. 50-10 years	27	31.4
3. More than 10 years	17	19.8
<i>Educational Qualification</i>		
1. Bachelor or less	60	69.8
2. Graduate studies (Higher diploma, master, PhD)	26	30.2

Source: Authors

**Results Related to the First Research Question**

“To what extent does physical education curricula play their role in enhancing the intellectual security of students from the viewpoint of physical education teachers in public schools affiliated to the Education Directorate in Al-Qweismeh District, Amman?”

The results presented in Table 3 shows means and standard deviations for the physical education teachers' responses for the items related to the role of the physical education curriculum in promoting intellectual security. The results showed that the item stating that “The Physical Education curriculum contributes to providing students with the basic concepts of intellectual security” was ranked first with a mean score and standard deviation of (3.04±1.47), followed by the item “The Physical Education curriculum explains the importance of preserving the security of society and protecting its members from intellectual deviation” that got a mean score and standard deviation of

**Table 3: Means and Standard deviations for the physical education teachers' responses for the items related to the role of physical education curriculum in promoting intellectual security concepts**

<i>S. No.</i>	<i>Rank</i>	<i>Statement</i>	<i>M</i>	<i>SD</i>	<i>Degree</i>
1	1	The Physical Education curriculum contributes to providing students with the basic concepts of intellectual security	3.04	1.47	Moderate
2	2	The Physical Education curriculum explains the importance of preserving the security of society and protecting its members from intellectual deviation	2.87	1.45	Moderate
3	11	The Physical Education course contains concepts that address the state's efforts to achieve psychosocial security	2.47	1.33	Moderate
4	3	The Physical Education course content includes topics related to the rejection of false beliefs	2.66	1.41	Moderate
5	14	The Physical Education course includes topics related to psychological security and enhancing self-confidence	2.43	1.43	Moderate
6	9	The Physical Education course contributes on deepening the concepts of democracy and dialogue	2.51	1.35	Moderate
7	17	The physical education course contributes in providing students with the positive values	2.38	1.35	Moderate
8	7	The physical education curriculum contributes to the development of the students' leadership personality aspects	2.61	1.55	Moderate
9	15	The Physical Education curriculum is keen on advocating for building healthy and stable family relationships	2.42	1.52	Moderate
10	6	The physical education curriculum contributes to the human behavior modification	2.62	1.43	Moderate
11	16	The Physical Education curriculum contributes to the motivation of students' thinking	2.41	1.45	Moderate
12	10	The Physical Education curriculum ensures the necessity of caring for the social security	2.48	1.41	Moderate
13	8	The Physical Education curriculum highlights the role and significance of the mass media in enhancing intellectual security	2.58	1.45	Moderate
14	5	The Physical Education curriculum is concerned with promoting justice and equity values	2.63	1.44	Moderate
15	13	The Physical Education curriculum promotes the principle of positive role model	2.44	1.37	Moderate
16	19	The Physical Education curriculum focuses on the dialogue and conflict management methods	2.33	1.31	Low
17	4	The Physical Education curriculum takes care of the student's personality as a human	2.64	2.79	Moderate
18	12	The Physical Education curriculum highlights the national and religious events	2.45	1.44	Moderate
19	18	Conducting sports competitions promotes the loyalty and citizenship concepts	2.34	1.42	Moderate
		Whole scale	2.53	0.347	Moderate

Source: Authors

( $2.87 \pm 1.45$ ). in the third rank was the item "The Physical Education course content includes topics related to the rejection of false beliefs" with a mean score and standard deviation of ( $2.66 \pm 1.41$ ), followed by the statement "The physical education curriculum takes care of the student's personality as a human" that got a mean score and a standard deviation of ( $2.64 \pm 2.79$ ). In the fifth rank was the statement "The physical education curriculum is concerned in promoting the justice and equity values" with a mean score of ( $2.63 \pm 1.44$ ).

The least scored items were the statement "The physical education course contributes in providing students with the positive values" with a mean score of ( $2.38 \pm 1.35$ ), the statement "Conducting sports competitions promotes the loyalty and citizenship concepts" that got a mean score and standard deviation of ( $2.34 \pm 1.42$ ). Finally, the least estimated statement was the one stating that "The physical education curriculum focuses on the dialogue and conflict management methods" with a mean score and standard deviation of ( $2.33 \pm 1.31$ ).

In total, the physical education teachers reported that there is a moderate role of the physical education curriculum in promoting and enhancing the intellectual security concepts as the total score of the whole scale was  $(2.53 \pm 0.347)$ .

### Results Related to the Second Research Question

“What are the difficulties that prevent physical education curricula in enhancing students’ intellectual security?”

The results presented in Table 4 shows the mean scores and standard deviations for the physical education teachers’ responses for the items related to the barriers limiting the role of the physical education curriculum in promoting intellectual security concepts. The results indicated that the most estimated barriers were those represented by the fifth statement “The absence of the family and community roles in promoting the concepts of intellectual security among students” that got a mean score and standard deviation of  $(2.76 \pm 1.53)$ , followed by the sixth statement “Curriculum content focus on the practical application of physical activities” that got a mean score and standard deviation

of  $(2.72 \pm 1.52)$ , and the fourth statement “poor utilization of modern teaching strategies in teaching the physical education course” with a mean score and standard deviation of  $(2.66 \pm 1.48)$ . on the other hand, the least reported barriers were those in the seventh statement “Lack of clarity of the concept of intellectual security through the physical education curriculum” with a mean score and standard deviation of  $(2.45 \pm 1.42)$ , the eighth statement “lack of harmony between the physical education curriculum and other school curricula” with a mean score and standard deviation of  $(2.44 \pm 1.44)$ . Lastly was the ninth statement “The lack of a societal culture regarding the importance of physical education”, which got a mean score and standard deviation of  $(2.41 \pm 1.37)$ .

In total, the physical education teachers reported that all the stated barriers are moderately limiting the role of the physical education curriculum in promoting and enhancing the intellectual security concepts.

### Results Related to the Third Study Question

“Are there statistically significant differences between the views of the study sample individ-

**Table 4: Means and Standard deviations for the physical education teachers’ responses for the items related to the barriers limiting the role of physical education curriculum in promoting intellectual security concepts**

S. No.	Rank	Statement	M	SD	Degree
1	8	Insufficient school facilities designated for practicing curricular sport activities, such as playing yards, halls and other equipment.	2.47	1.34	Moderate
2	6	Insufficient number of classes allocated to Physical Education classes	2.59	1.45	Moderate
3	5	Lack of training and preparation programs for Physical Education teachers in promoting concepts of intellectual security	2.60	1.49	Moderate
4	3	Poor utilization of modern teaching strategies in teaching the Physical Education course	2.66	1.48	Moderate
5	1	The absence of the family and community roles in promoting the concepts of intellectual security among students	2.76	1.53	Moderate
6	2	Curriculum content focuses on the practical application of physical activities	2.72	1.52	Moderate
7	9	Lack of clarity of the concept of intellectual security through the physical education curriculum	2.45	1.42	Moderate
8	10	Lack of harmony between the Physical Education curriculum and other school curricula	2.44	1.44	Moderate
9	11	The lack of a societal culture regarding the importance of Physical Education	2.41	1.37	Moderate
10	7	Lack of administrative cooperation in implementing curricula	2.48	1.45	Moderate
11	4	The curriculum is not appropriate for the age groups of students	2.61	1.46	Moderate
		Whole scale	2.57	0.432	Moderate

Source: Authors



als regarding the role of physical education curricula in enhancing intellectual security referred to the number of years of experience, educational qualification, and gender?

The results shown in Table 5 represent the independent samples t-test results. The results showed that there is no significant association between the participants' gender and the perceived role of physical education curricula in enhancing the intellectual security concepts ( $t=.026$ ,  $p=.646$ ), in addition, there was no significant association between the participants' years of experience and the perceived role of physical education curricula in enhancing the intellectual security concepts ( $t=-.609$ ,  $p=.859$ ). Moreover, the results indicated that there was no significant association between the participants' educational qualification and the perceived role of physical education curricula in enhancing the intellectual security concepts ( $t=.143$ ,  $p=.732$ ).

## DISCUSSION

The present study sought to explore the perspectives of the physical education teachers in the governmental schools of Al-Qweismeh district about the role of the physical education curricula in enhancing the concepts of intellectual security. The findings of the study showed that the physical education reported that there is a moderate contribution of the physical education curriculum in providing students with basic concepts of intellectual, and that the physical education curricula moderately explains the significance of preserving the security of the society and protects its members from the intellectual deviations. In addition, the results showed that – based on the physical education teachers – there is a moderate level of

addressing the state's efforts to achieve psychosocial security, inclusion of topics related to rejecting false and deviated believes, the inclusion of topics related to psychological security and enhancing self-confidence, deepening the concepts of democracy and dialogue, providing students with the positive values, and developing the students' leadership personality aspects. These results might be referred to the continuous development of the physical education curricula by the Jordanian ministry of education based on the importance of the physical education curriculum for the different academic stages, which is part of the general education for building the human being, which is considered a scientific source for learners to acquire knowledge, attitudes, values, principles and various facts in order to build a sound scientific base that represents the appropriate amount of information and knowledge that gives the learner different thoughts, which he/she is able to understand and analyze, and is not affected by any interference in their thoughts from any other source.

The results of this study are attributed to the fact that during the practical application of sport skill, the teacher comments on the skill and goal of this sport, which seeks to accept the other and win and lose with the spirit of sportsmanship, and this shows the hidden role of the physical education curriculum represented in the role of the physical education teacher and the good role model in the sports field.

In addition, the present results might be attributed to the extensive efforts exerted by the Jordanian scholars and the ministry of education directed towards reviewing and evaluating the content of the physical education curricula. These efforts focused on identifying the sites of influence in the curriculum and work to strengthen them, identify-

**Table 5: The association of participants' gender, years of experience and educational qualification and the perceived role of physical education curriculum in promoting the intellectual security concepts**

Variable	Variance	F	Sig.	t	df	Sig (2-tailed)	Mean difference	Std. error difference
Gender	Equal variance assumed	.212	.646	.026	84	.980	.00204	.07973
	Equal variance not assumed			.028	70.263	.978	.00204	.07345
Years of experience	Equal variance assumed	.032	.859	-.609	57	.545	-.06649	.10917
	Equal variance not assumed			-.659	35.430	.514	-.06649	.10095
Educational qualification	Equal variance assumed	.118	.732	.143	84	.887	.01174	.08206
	Equal variance not assumed			.155	57.645	.887	.01174	.07579

Source: Authors

ing weaknesses and work to correct or change them according to the goals, needs and requirements of school curricula, the most important of which is protecting the youth group from intellectual deviations, and paying attention to developing attitudes and methods characterized by modernity in the subjects and methods of teaching the physical education curriculum to keep pace with the era of technology, information and openness to other societies.

Despite the difference in the investigated curriculum, these results are in accordance with the findings reported by Hassani and Al-Qarni (2017) who found that Arabic language curricula are moderately promoting the concepts of intellectual security among school students.

Moreover, the findings of the study showed that lack of family and community roles in promoting the intellectual security concepts, the focus of the physical education curricula on the practical application of physical activities, poor utilization of modern teaching strategies in teaching the physical education course, and the inappropriateness of the curricula to the age groups were the most reported and significant barriers that limit the role of the physical education curricula in promoting and enhancing the intellectual security concepts among the school's students. These results might be referred to the lack of community members' awareness about their basic and complementary roles in supporting the role of the school curricula in enhancing and promoting the intellectual security concepts. In addition, these results might be attributed to the lack of time allotted to physical education classes, which consequently affects the time allotted for teachers to clarify and explain the theoretical content of the physical education curricula. This in turns, makes the practical part of the physical education classes is the only source of receiving knowledge about the intellectual security, and that is a limited source as it focuses mainly on the sports skills performance not on other concepts such as intellectual security. Furthermore, these results might be referred to the lack of physical education teachers' training on using the modern teaching strategies that ensure the effective use of class time in promoting the intellectual security concepts.

These results were consistent with the findings reported by Al-Otaibi (2017), which indicated that lack of community support, lack of time and

lack of non-curricular activities directed towards promoting the intellectual security concepts were the most significant barriers limiting the roles of both the teacher and the curriculum in promoting the concepts of the intellectual security among the schools' students.

Finally, the findings of the study showed that there was 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. The researcher attributed these results to the traditional view to the physical education class, which led to the neglect of the physical education class in schools, and the lack of belief of those responsible for it in its educational importance and looking at it from an entertainment perspective only, in addition to changing the time of the class in the daily school schedule and placing it in the last hours of school time as a result of replacing other classes in their place, this led physical education teachers to rely on traditional activities that are given to students only until class time elapses, and this leads to the demographic factors not affecting the teachers' perspectives on the issue of the role of physical education curricula in promoting the concepts of intellectual security among students. No previous studies investigated the association of any demographic factors to the perspectives about the role of educational curricula in promoting the concepts of intellectual security could be identified.

## CONCLUSION

In conclusion, the present study found that the physical education curricula in the governmental schools in Jordan plays a moderate role in promoting the concepts of the intellectual security. In addition, the present study found that lack of family and community support, the focus on the practical application of physical activities and the poor utilization of the modern teaching strategies were the major barriers limiting the role of the physical education curricula in promoting the concepts of intellectual security among schools' students. Finally, the study found that there were no significant statistical differences in between the mean scores of the physical education teachers' re-

sponses 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.

### RECOMMENDATIONS

The present study recommends reviewing and evaluating the content of the physical education curricula and ensure its inclusion in the intellectual security concepts, increasing the community and family awareness of their roles in supporting the school's role of promoting the intellectual security concepts, and ensuring that the physical education classes are placed appropriately in the schools' schedule.

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