

**THE ROLE OF EDUCATIONAL CURRICULA IN ACHIEVING  
INTELLECTUAL SECURITY FOR FEMALE STUDENTS OF THE  
FACULTIES OF EDUCATION AT YARMOUK UNIVERSITY FROM THEIR  
POINT OF VIEW**

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**ABSTRACT:** *This study investigates the role of educational curricula in achieving the intellectual security of education female students in Jordanian public universities from their perspectives. The descriptive analytical approach was followed, and an instrument was designed and implemented to a sample of 280 university female students from the Faculty of Education at Yarmouk University. The findings reveal that the role of educational curricula in achieving the intellectual security of female students at the faculties of education in Jordanian public universities was prominent from their viewpoints. The findings further reveal that there are no statistically significant differences in the role of educational curricula in achieving the intellectual security of female students at the Faculty of Education in Jordanian public universities attributed to the specialization variable, the academic year and the family monthly income. The researcher recommends that university educational curricula should emphasize the danger of engaging in extremist intellectual groups.*

**KEYWORDS:** curriculum, education, intellectual security.

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## **INTRODUCTION**

One of the most important pillars of the state's comprehensive security system is intellectual security, due to the strategic dimensions it represents for national security, as well as its connection to the identity, culture and value of society, those values and cultures that call for preserving the security of the homeland and the citizen, and strengthen the bond between the state's individuals and give them the ability to confront everything that threatens National identity and confronting destructive ideas that can negatively affect the societal, intellectual, political and economic life of the state. Intellectual security clearly contributes to the advancement and development of the correct thought of nations and societies, away from extremism and exaggeration in destructive trends, practices and actions, and by which states flourish and progress, and it also leads to the integrity of individuals' thought and keeps them away from moderation and moderation in their understanding of the social, political and religious matters associated with them that are evident. Through their beliefs and practices, which leads to maintaining the security, order and stability of society (Ashareefain, 2015).

Also, the spread of intellectual deviation among some individuals has created many intellectual crises that societies are experiencing at the present time, and made their members relate to an intellectual philosophy that is contrary to their values, customs and traditions, which keeps them away from achieving their goals, which can only be achieved with the integrity of life in all its aspects (Abdullah, 2017). In this regard, it is the responsibility of our educational institutions represented by schools, colleges and universities, through their curricula, to pay attention to the issue of educating and educating our rising generation to keep them away from the secretions of hostile intellectual trends, by strengthening their intellectual security to confront the escalating intellectual and cultural changes, which they can adopt through the available means such as social media And others (Al-Houshan, 2015).

In the shadow of political events and the tremendous knowledge and information revolutions that the world is witnessing at the present time and the resulting intellectual and cultural invasion that threatens its security and beliefs, it was necessary for our educational institutions of all kinds to work on evaluating their curricula and then work to amend them to have an effective role in preserving security Al-Fekry's request, and this has been evident in many studies that dealt with the subject of intellectual security and these studies.

Al-Said's study, 2020, which aimed to shed light on enhancing the culture of intellectual security among the student-teacher at the Faculty of Early Childhood Education in Alexandria, and to achieve the objectives of the study, the researcher followed the descriptive-analytical approach, and the study sample consisted of (100) students in the fourth year specializing in childhood education Early on, a questionnaire consisting of three domains of (52) items was designed to collect data from the individuals of the study sample. The study found that there was a difference in the sample's views about the degree of faculty member's promotion, recreational activities for the student teacher, and curricula for a culture of intellectual security.

And the study of (Al-Azzam, 2018), which aimed to identify the role of university education in enhancing intellectual security from the point of view of faculty members at the University of Hail, and to achieve the objectives of the study, the researcher followed the descriptive approach, and the study sample consisted of (50) members of the faculty At the University of Hail, they were randomly selected, and a questionnaire was designed as a tool to collect data from the individuals of the study sample, and the study concluded that there is a high degree in the role of university education in enhancing intellectual security from the viewpoint of the faculty members at the University of Hail, and the presence of a high degree in the difficulties facing University education in enhancing intellectual security from the point of view of faculty members at the University of Hail, and there are no statistically significant differences in the role of university education in enhancing intellectual security from the viewpoint of the faculty members at the University of Hail due to each of the variables (age, years of experience, income Monthly).

And the study (Al-Sbaiheen & Al-Rasa'I, 2018), which aimed to reveal the degree of school and educational curricula for community security from the point of view of educational leaders, and to achieve the objectives of the study, the researcher used the descriptive survey approach, and the sample of the study consisted of (112) educational leaders, The community security measure was developed, which consisted of (51) items according to two evaluation areas (school - education curriculum), and the study reached a number of results, the most important of which were: The differences in the ratings of educational leaders according to the difference in the evaluation field (school - education curricula) are statistically significant. In the interest of education curricula, that is, educational leaders believe that the Jordanian educational curricula are highly capable of achieving social security, while their estimates indicate the weakness of the role of the Jordanian school in achieving this matter, and educational leaders have varied their assessments of the school's role in achieving social security. Males believe that the school achieves social security to a greater degree than the estimates of the female leaders, while the estimates of the educational leaders correspond to the role of the educational curricula.

And the study (Adwan, 2017), which aimed to identify the role of student councils in enhancing intellectual security among Palestinian university students, and to achieve the objectives of the study, the researcher followed the descriptive, analytical and structural-developmental approach, as the study sample consisted of (349) students from different Palestinian universities. The study scale on them, which was a questionnaire consisting of (25) items distributed into three areas, and the study found that there are statistically significant differences between the averages of the study sample individuals' estimates of the role of student councils in enhancing intellectual security due to the university variable, and the absence of differences The study sample individuals' estimates of the role of student councils in enhancing intellectual security are attributed to both the sex and academic level variable.

And the study (Tashkandi, 2016), which tried to reveal the reality of the practices that the teacher performs in achieving the intellectual security of his students, highlighting the obstacles and difficulties he faces when performing his role, and to achieve the objectives of the study, the researcher followed the descriptive approach, as the study sample consisted of (58) teachers. One of the teachers of the city of Makkah Al-Mukarramah, and the study tool was represented by a questionnaire consisting of (33) items distributed in two dimensions, and the study found that there is a high percentage of teachers who exercise the roles assigned to them in order to enhance the intellectual security of their students, with a number of obstacles, most notably: Lack of awareness among students of how to confront deviant ideas.

The study (Ashareefain, 2015) aimed at identifying the concept of intelligent security and the extent of its inclusion in educational curricula and demonstrating its importance for both the individual and society and showing the criteria for selecting the content of educational curricula that achieve the students' intellectual security. The study sample consisted of (2,700) students chosen randomly from three government universities, and the study concluded that intellectual security is providing the atmosphere and

conditions for feeling safe and confident in light of a set of concepts, principles and beliefs, in addition to the foundations of building intellectual security are religious foundations Intellectual and social, and that the Jordanian educational curricula work to include intellectual security in its educational curricula with a moderate degree.

And the study (Shaldan, 2013), which aimed to identify the role of colleges of education in Palestinian universities in enhancing the intellectual security of their students and ways to activate it. 40) A paragraph distributed into two areas and the results of the study showed that the percentage of students' assessments about the role of the Faculties of Education in Palestinian universities in enhancing the intellectual security of their students reached (72.23%).

And the study (Nakpodia, 2010), which worked on researching the importance of strengthening the cultural foundations in the curriculum as one of the ways to develop intellectual security and its development among students. It also aimed to clarify the relationship between the culture stored in the student's mind and enhance his intellectual security. To achieve the objectives of the study, the researcher followed the descriptive and analytical approach As the study sample consisted of (80) individuals from the study community who were randomly selected, and the questionnaire was used as a tool for the study, and the results of the study showed that culture should be one of the educational foundations on which the curriculum modernization process is based, and the culture of the Nigerian society must be transferred and established between The largest number of students and that attention to educational foundations related to culture is one of the best ways to introduce students to the rules of intellectual culture in educational curricula.

### **Commenting on previous studies**

After reviewing a number of studies, the researcher found that there are many studies that tried to identify the role of the university and school education in enhancing intellectual security through its academic curricula and student committees from the point of view of teachers and faculty members such as the study of Azzam (2018) and the study (Al-Sbaiheen & Al -Rasa'I, 2018) and the study (Adwan, 2017) and the study (Shaldan, 2013). Some studies have also tried to shed light on enhancing the culture of intellectual security among students as a study (2020), as well as revealing the reality of the practices that the teacher performs in his achievement of security (Tashkandi, 2016), as well as learning about the concept of intellectual security and the extent to which it includes educational curricula, demonstrating its importance to both the individual and society, highlighting the criteria for choosing the content of educational curricula that achieve intellectual security for students as a study (Ashareefain) (2015), and finally, researching the importance of strengthening the cultural foundations in the curriculum as one of the means of developing and developing intellectual security among students as a study (Nakpodia, 2010). While this study came to identify the role of educational curricula in achieving intellectual security among female students of the Faculties of Education at Yarmouk University from their point of view.

### **The study Problem**

There is an urgent need to strengthen the intellectual security of Jordanian university students, with their various specializations and levels, because of the dangers that this stage entails, perhaps the most prominent of which are intellectual cultural openness and the revolution in communication and information, and what the Arab human being, in general, is exposed to in terms of rupture and contradiction between two ideas, one of which is libertarian and the other is compulsory because of those crises and calamities. From here the problem of the study emerges in shedding light on the role of educational curricula in achieving intellectual security for students of colleges of education in Jordanian public universities from their point of view.

### **Study questions**

1. Is there a role for educational curricula in achieving intellectual security for female students of colleges of education in Jordanian public universities from their point of view?
2. Does the role of educational curricula in achieving intellectual security for female students of colleges of education in public Jordanian universities differ from their viewpoint according to the different variables of study (specialization, academic year, economic level)?

### **The importance of studying**

The importance of this study emerges from the modernity and vitality of its topic, and the intellectual and cultural challenges facing the Islamic world that undermine its internal and external security, and negatively affect the stability and intellectual security of its citizens, which may result in political and economic consequences that are not in the interest of the state, and it becomes an obligation on our educational institutions Combating such extremist ideas by evaluating their curricula and adjusting them in line with the current situation, to define their role in achieving and instilling intellectual security in their students and preparing them in the right way to be a help for them in fighting extremism and ideas contrary to the culture of our Arab Islamic societies. The importance of this study also stems from the fact that it targets the youth group, especially female students who are future mothers, and it is their responsibility to educate the younger generation properly and properly. It is also hoped that the results of this study will be used to determine the role that educational curricula play in achieving intellectual security for female students of the Faculties of Education in Jordanian public universities, and to fortify their thinking against the processes of intellectual polarization and to make them aware of deviant ideas.

### **Objectives of the study**

The current study aims to achieve the following:

1. Exposing the role of educational curricula in achieving intellectual security for female students of colleges of education in Jordanian public universities from their point of view.
2. Disclosure of differences in the averages of female students 'estimates of the role of educational curricula in achieving intellectual security, according to the difference in the specialization.

3. Exposing the differences in the averages of female students' estimates of the role of the educational curricula in achieving intellectual security, according to the different academic year.

3. Exposing the differences in the averages of female students' estimates of the role of educational curricula in achieving intellectual security, according to the different economic level.

### **Limits and limitations of the study**

The results of the study can be generalized in light of the following limits:

1. Human borders: Female students of the College of Education at Yarmouk University.
2. Spatial boundaries: Faculty of Education at Yarmouk University.
3. Temporal limits: The study was conducted during the first semester of the academic year (2020/2021 AD).

### **Procedural definitions of study variables**

Educational curricula: all kinds of knowledge, skills, educational policies, values and trends planned and organized by the university administration with which learners interact inside or outside the university and under its supervision.

Intellectual security: is "preserving indigenous cultural components in the face of suspicious incoming or foreign cultural currents" (Al-Sayed, 2020: 179).

The researcher defines procedural intellectual security as that state that provides protection for individuals from any internal or external danger that may lead to shaking and disturbing intellectual convictions and deviating from the ideological constants prevailing in the Arab Islamic societies that contain them.

### **Theoretical framework and previous studies**

The concept of intellectual security has emerged relatively recently, due to the intellectual disturbances that Arab and Western societies have been subjected to because of a number of factors, most notably cultural pollution, intellectual extremism, and the emergence of militant religious movements (Al-Luwihq, 2017). From this standpoint, intellectual security is defined as the integrity of ideas from deviation and departure from the norm in understanding religious and political matters in order to achieve the principle of preserving order and stability inside and outside the state (Al-Anzi & Al-Zboon, 2015).

Intellectual security is only achieved through the integrity of a person's ideas and his distancing from false ideas and false cultures that have emerged strongly because of the cultural and intellectual invasion of various Arab countries. Intellectual security is also linked to many other security aspects, and any defect that affects it will inevitably and necessarily lead to disturbance of security in general, and negatively affect In the behaviour and behaviour of individuals and creates an atmosphere of security and intellectual turmoil in general (Al-Fifi, 2016).

Al-Badarneh & Mustafa (2018) defines intellectual security as: "The integrity of thought from deviation and deviation from moderation and moderation in understanding religious, political and social matters, which leads to preserving public order and achieving stability.

In this regard, the educational curricula provided by university education constitute a basic and strategic pillar in preparing the conscious individual and taking care of him and immunizing him from being subjected to destructive ideas, and thus it becomes imperative for our universities of all sects to provide that kind of educational curricula that contribute to countering the intellectual deviations that may be encountered. The life of a university student in light of cultural and informational openness (Call, 2016). There is no doubt that this lies in the attempt of these universities to invest university students' time in a way that benefits society and allows them to empty their energies, through a drawn strategic plan based on the educational curricula presented to them that clarifies to them the negative aspects of intellectual deviation and its negative effects that will accrue to them and society as a whole (Misra, 2017) ).

### **Stages of achieving intellectual security**

Achieving intellectual security passes through a number of stages that must be undertaken to ensure that students are confronted with the intellectual deviations, and to exclude them from joining, establishing or supporting deviant intellectual groups, and these stages are:

1. Prevention of intellectual deviation: This is done by the concerned groups taking all measures that prevent individuals and groups from falling into the trap of intellectual deviation without exception, and this is done through all institutions concerned with the upbringing of the younger generation and the programs, seminars and instructions they offer concerned with correcting their intellectual path. (Al-Sbaiheen & Al-Rasa'I, 2018).
2. Discussion and dialogue: At this stage, though is confronted with thought in the event that the various educational institutions have not succeeded in keeping their members from falling into the trap of intellectual deviation. Scientific (Al-Azzam, 2018).
3. Evaluation: This stage comes in the event that deviant ideas spread, and work is being done to evaluate them and determine the extent of their danger to individuals and societies. This is done by analyzing these ideas and then moving to evaluate and correct them as much as possible.
4. Accountability and accountability: At this stage, those who did not respond to the previous procedures are held accountable and confronted through the security services up to the judiciary against whom the Sharia judgment is issued to protect society and its members from the potential dangers of this kind of ideas (Al-Said, 2020).
5. Treatment and reform: At this stage, more efforts are made with individuals and groups carrying these distorted ideas through dialogue and discussion with them in the sites of their detention, leading to their retreat from their wrong beliefs and ideas (Al-Sbaiheen & Al-Rasa'I, 2018).

### **The role of universities in enhancing intellectual security**

Universities have the possibility to enhance intellectual security, as this was done by investing their university capabilities in terms of educational curricula, various student activities, and conscious teaching bodies. The educational curricula provided by universities in all stages of education can contribute to preparing young people in the correct manner due to their interconnectedness, specialization and time-space.

Sufficient to make them aware of the dangers of being drawn to perverted ideas (El-Sayed, 2020). And directing their individual energies and talents to achieve creativity and fill their free time with what is useful to them and their various societies (Al-Azzam, 2018).

Universities can also work on developing students' intellectual awareness in its various aspects through university activities and the practice of many student activities in various fields: (social, cultural, political and field trips) (Abdullah, 2017). This is to enrich the university curriculum and link it to their real-life, to work on controlling their behaviour and emphasize the national goals that they must respect and work to achieve (Al-Houshan, 2015).

It is also the responsibility of the faculty members to work on developing their skills in the research aspects that support and enhance the students' intellectual security, by virtue of his direct interaction with students and by virtue of his position as an educational leader who is required to contribute to the progress of the educational institution and achieve its goals (Adwan, 2017).

## **METHODOLOGY AND PROCEDURES**

Through this section, the researcher provides a presentation of the study community, its sample, the method of its selection, the tools that have been developed, the methods for verifying their validity and stability, the procedures followed in their application and correction, in addition to the independent, dependent, and methodological variables that the researcher used, and it also includes a description of the statistical treatments that were used. The researcher used it to analyze the data and draw conclusions.

### **Study Approach**

In order to achieve the objectives of the study, the researcher used the descriptive and analytical method, which talks about the phenomenon that the researcher studied and the events that the researcher experienced during the scientific research.

### **Study population**

The study population consisted of all undergraduate students in the College of Education at Yarmouk University, registered in the first semester of the 2020/2021 academic year, and their number was 1650 students. These statistics were obtained by referring to the admission and registration at Yarmouk University (Yarmouk University, 2020).

### **The study sample**

The study sample included (280) female students from the College of Education at Yarmouk University, who were selected according to the random selection and assignment method, in order to achieve the minimum selection of random samples.

The questionnaire was distributed electronically to all the members of the study sample, and (280) questionnaires were retrieved, all of which were subject to analysis and coding. They represent (16.96%) of the original community for the study. The following table shows the distribution of the study sample according to its variables:



Table No. (1) Distribution of the study sample according to (major, academic year, and economic level)

Study variables	Categories	Repetition	Ratio
<b>Specialization</b>	teacher	95	33.929%
	Psychological counseling	94	33.571%
	Raising a child	91	32.5%
	Total	280	100%
<b>academic year</b>	first	65	23.214%
	second	73	26.071%
	Third	72	%25.714
	Fourth	70	25%
	Total	280	100%
<b>Monthly family income</b>	Less than 500 J.D	112	40%
	From 500 to less than 1000 J.D	125	44.643%
	More than 1000 J.D	43	15.357%
	Total	280	%100

The indications of the validity and reliability of the scale in its current form:

a. Indicators of construct validity: The measure of the role of educational curricula in achieving intellectual security for female students of colleges of education in public Jordanian universities was applied from their point of view, to an exploratory sample consisting of (50) students, who are outside the target sample. The scale as a whole and the following table shows that.

Table No. (2) Correlation coefficients for the paragraphs of the scale of the role of educational curricula in achieving intellectual security for female students of colleges of education in Jordanian public universities from their point of view with the scale as an ALL.

N.O	Correlation coefficient with modulus	N.O	Correlation coefficient with modulus
1	0.617**	11	0.419**
2	0.663**	12	0.717**
3	0.611**	13	0.619**
4	0.400**	14	0.527**
5	0.663**	15	0.432**
6	0.672**	16	0.582**
7	0.622**	17	0.555**
8	0.605**	18	0.507**
9	0.551**	19	0.548**
10	0.602**	20	0.512**

Table No. (2) shows the indicators of building sincerity for the scale of the role of educational curricula in achieving intellectual security for female students in colleges of education in Jordanian public universities from their point of view, through which it is clear that the degree of correlation of the paragraphs with the scale as a whole came between (0.400-0.717), and all of them were statistically significant at the level of significance ( $\alpha = 0.01$ ), and with this, it can be affirmed that the scale has a high construct validity and is acceptable in such type of human studies.

C. Reliability of the study scale: The stability of the study instrument scale was estimated through the (Test & retest) method, where the scale was applied to an exploratory sample consisting of (50) female students from the College of Education at Yarmouk University, from outside the study sample, and re-applying the scale to them. After an interval of two weeks, the values of stability coefficients for the scale as a whole were estimated using the Pearson correlation coefficient between the two applications, which amounted to (0.86), which is an appropriate and acceptable value in such type of studies (Al-Kilani & Al-Shraifin, 2016).

### Study tool correction standard

Likert scale was adopted three-step scale to correct the study tool consisting of (20) paragraphs, where each of its paragraphs are given a score of one out of its three degrees (always, rarely, little), which is represented numerically (3, 2, 1), respectively. The following scale was adopted for the purposes of analyzing the results as shown by using the following equation:

$$\text{Length Category} = \frac{\text{The upper limit} - \text{the lower bound}}{\text{Number of categories}} = \frac{3-1}{2} = 1.$$

The levels will be as follows:

- Low role (from 1 to less than 2).
- It has a high role (2 - 3).

### Study variables

The study included the following variables:

1. The main variables, namely:

- The role of educational curricula in achieving intellectual security for female students of colleges of education in public Jordanian universities from their point of view, which is expressed by the arithmetic averages of female students' estimates on the paragraphs of the questionnaire.

2. Secondary (intermediate) variables, which are:

- Specialization, and it has three categories: (classroom teacher, psychological counselling, raising a child).
- The academic year, and it has four levels: (first, second, third, fourth).
- The family's monthly income has three levels: (less than 500 dinars, from 500 dinars to less than 1,000 dinars, more than 1,000 dinars).

### Study procedures

The researcher took many procedures during the study, as follows:

Determining the study problem, its importance, objectives, questions and variables, in light of the role of educational curricula in achieving intellectual security for female students of colleges of education in public Jordanian universities from their point of view

- The study tool was developed by reviewing the theoretical literature and previous studies such as (Al-Azzam, 2018), (Al-Sbaiheen & Al-RasaI, 2018), Adwan (2017) and Tashkandi (2016) study.
- The study tool was judged by presenting it to specialists in the field of educational assets, educational administration, measurement and evaluation, educational psychology, and the Arabic language.
- The validity and reliability of the study tool and its readiness for implementation were verified.
- Determining the population and sample of the study, and the method of conducting the scale.
- Distributing the study tool to the study sample, after explaining the purpose of the study to them, and how to fill in the questionnaire, where (280) questionnaires were distributed, and data were collected.
- Accordingly, and after the questionnaires review process, the number of retrieved questionnaires was (280), and the questionnaires that are not suitable for emptying were excluded. The questionnaires valid for analysis represent (100%) of the total questionnaires retrieved.
- After completing the implementation of the study, the data was stored on the computer, with the aim of statistical treatment of it using the Statistical Package for Social Sciences (SPSS) program.

### **Statistical treatment**

The statistical treatments of the study data were carried out using the Statistical Package for Social Sciences (SPSS. 26), as follows:

- To answer the first question, the arithmetic averages, standard deviations and ranks of the paragraphs of the scale of the role of educational curricula in achieving intellectual security for female students of colleges of education in public Jordanian universities were extracted from their viewpoint.
- To answer the second question, the multiple variance analysis tests was used to identify the difference in the average estimates of the study sample about the role of educational curricula in achieving intellectual security for female students of the Faculties of Education in Jordanian public universities from their viewpoint according to the different study variables (specialization, academic year, level Economic).
- The reliability for the scale as a whole was estimated by using the Pearson correlation coefficient through the Test & retest method. The validity of the construction of the scale was also verified by the Pearson correlation coefficient for the scale items and the overall score of the scale.

### **Presentation and discussion of results:**

First: Results related to the first question, which states: Is there a role for educational curricula in achieving intellectual security for female students of colleges of education in Jordanian public universities from their point of view?

To answer the first question, arithmetic averages, standard deviations, and ranks were calculated for the role of educational curricula in achieving intellectual security for female students of colleges of education in Jordanian public universities from their point of view, and for each paragraph of the study tool. This is as shown in Table (3).  
Table (3): Arithmetic averages, standard deviations and ranks of the role of educational curricula in achieving intellectual security for female students of colleges of education in Jordanian public universities from their point of view

<b>N.O</b>	<b>Paragraph</b>	<b>mean</b>	<b>S.D</b>	<b>Rank</b>	<b>Evaluation</b>
1	The university educational curriculum teaches me many concepts related to intellectual security	2.44	0.70	1	High
3	University educational curricula urge me to move away from intellectual deviation	2.37	0.69	2	High
6	The university educational curricula inculcate the teachings of sound belief and exclude atheistic theories that mock religion	2.36	0.62	3	High
20	University educational curricula emphasize the concept of good citizenship	2.35	0.69	4	High
17	The university educational curricula develop the idea of teamwork among students	2.32	0.55	5	High
8	The university educational curricula emphasize building a scientific mentality that does not accept any information without valid mental or translational proof	2.24	0.57	6	High
13	The university educational curricula emphasize the moderation of the Islamic religion and its rejection of intellectual intolerance	2.20	0.68	7	High
12	The university curriculum adopts many extracurricular activities that support the idea of establishing intellectual security	2.17	0.46	8	High
11	University educational curricula support the idea of respecting others through human interaction with those around in the educational environment	2.16	0.68	9	High
15	University educational curricula focus on the concept of a good example in developing the level of different human relations	2.14	0.68	10	High
4	University educational curricula work to immunize students' minds from falling into intellectual deviation	2.12	0.51	11	High
19	University educational curricula develop loyalty and belonging to the state	2.11	0.52	12	High
7	University educational curricula develop the methods of sound thinking to face the intellectual invasion	2.09	0.69	13	High

2	University educational curricula contribute to consolidating the concept of intellectual security	2.08	0.56	14	High
10	University educational curricula encourage acceptance of different viewpoints within reasonable limits	2.07	0.69	15	High
9	The university educational curricula encourage me to choose positive words in my conversation with others	2.04	0.53	16	High
5	University educational curricula emphasize the danger of joining extremist ideological groups	1.96	0.60	17	Low
14	University educational curricula introduce students to the rulings of Sharia and its regulations governing the lives of individuals within the Islamic community	1.95	0.83	18	Low
16	The university educational curricula are related to the students 'living conditions and their intellectual and behavioral problems	1.76	0.71	19	Low
18	University curricula give me the skills of constructive criticism	1.64	0.62	20	Low
<b>Total</b>		<b>2.12</b>	<b>0.51</b>	<b>High</b>	

Table No. (3) shows that the arithmetic averages of the role of educational curricula in achieving intellectual security for female students in colleges of education in public Jordanian universities, from their point of view, ranged between (2.44-1.64) with an evaluation level between high to low in terms of appreciation for the paragraphs, and with a deviation Standard ranged between (0.83-0.46). As for the scale as a whole, it obtained an arithmetic mean (2.12), a standard deviation (0.51), and a high level of evaluation.

Paragraph No. (1) came in the first place, which states that "university educational curricula acquire me many concepts related to intellectual security," with an average of (2.44) and a high level of evaluation, followed by Paragraph No. (3) which states: "The university educational curricula encourage me to Move away from intellectual deviation, with an arithmetic average (2.37), and a high evaluation grade.

Paragraph No. (18) came in the last place, which states that "university educational curricula acquire me the skills of constructive criticism" with an arithmetic average (1.64) and a low evaluation grade.

The researcher explains this result in light of the cultural and intellectual diversity of the educational curricula adopted at Yarmouk University, in addition to the characteristic of these curricula in imitation of the teachings of Islamic law and its rejection of extremism and intellectual intolerance, and with the clear and explicit calls presented to fight the extremist ideology that urges to follow Strange customs and

traditions that are far from the Islamic character that the Jordanian citizen lives, and what these curricula encourage by adopting the idea of respecting the other opinion, following a good example and sound thinking and not accepting any ideas that do not mimic the scientific logic proven by the evidence, as well as with what it contains to establish the concept of intellectual security and positivity In dealing with others. The results of the current study are in agreement with the results of the study of (Al-Azzam, 2018), which showed a high degree in the role of university education in enhancing intellectual security from the viewpoint of the faculty members at the University of Hail, as well as the results of the study (Tashkandi, 2016), which concluded To the presence of a high percentage of teachers who assume the roles assigned to them in order to enhance the intellectual security of their students, and the results of the study (Shaldan, 2013), which showed that the percentage of students 'estimates on the role of colleges of education in Palestinian universities in enhancing the intellectual security of their students reached (72.23%). ).

The results of the current study differ with the study (Ashareefain, 2015), which showed that the Jordanian educational curricula work to include intellectual security in its educational curricula with a moderate degree. In addition, the study (Al-Sbaiheen & Al-Rasa'I, 2018), which demonstrated the weakness of the role of the Jordanian school in achieving the requirements of intellectual security.

Second: The results related to the second question, which states: Does the role of educational curricula in achieving intellectual security differ for female students of the Faculties of Education in Jordanian public universities from their viewpoint according to the different variables of study (specialization, academic year, economic level)? To answer the second question, multiple variance analysis was used to identify the difference in the average estimates of the study sample about the role of educational curricula in achieving intellectual security for female students of colleges of education in Jordanian public universities from their viewpoint according to a variable (specialization, academic year, economic level).

Table No. (4) Multiple variance analysis (MANOVA) of the role of educational curricula in achieving intellectual security among female students of colleges of education in Jordanian public universities from their viewpoint according to a variable (specialization, academic year, economic level)

source of variance	Sum of squares	DF	Mean of squares	F	sig
Specialization	0.028	2	0.014	0.243	0.784
academic year	0.014	3	0.005	0.080	0.971
Monthly family income	0.013	2	0.007	0.113	0.893
error	15.697	272	0.058		
Total	15.752	279			

Table (4) shows that there are no statistically significant differences at the level of statistical significance ( $\alpha 0.05$ ) between the averages of the sample estimates on the scale of the role of educational curricula in achieving intellectual security for female students of colleges of education in Jordanian public universities from their point of view due to the difference of a variable (specialization, The academic year, the economic level), as the statistical value of the (F) test on the overall scale of each of the variable of specialization, the variable of the school year, and the variable of the monthly household income were (0.243, 0.080, 0.113), respectively, with a significance level greater than ( $\alpha 0.05 \leq$ ). The value is not statistically significant at ( $0.05 \leq \alpha$ ), for all variables.

The researcher attributes the lack of difference between the average estimates of the study sample individuals to the nature of the educational curricula provided by Yarmouk University, which simulates all disciplines and levels of study alike, with its emphasis on rejecting intellectual deviation and avoiding extremism and intolerance, and the researcher explains that there are no differences in the average estimates of individuals. The study is attributed to the variable of the monthly income of the family, that the amount of income or the economic level of the family does not affect the nature of the ideas that individuals and groups carry, due to the Islamic teachings that these educational curricula carry that call for conviction and not to link ideas with money. The results of this study are in agreement with the results of the study (Al-Azzam, 2018), which showed that there are no statistically significant differences in the role of university education in enhancing intellectual security from the viewpoint of faculty members at the University of Hail due to each variable (monthly income).

### Recommendations

In light of the results of the study, the researcher raises a number of recommendations that may help increase the role of educational curricula in achieving intellectual security for female students of colleges of education in Jordanian public universities from their point of view. Therefore, the researcher recommends the following:

- The necessity of emphasizing the university educational curricula on the danger of joining extremist ideological groups.
- University educational curricula should familiarize students with the provisions of Sharia and its regulations governing the lives of individuals within the Islamic community.
- That the university educational curricula are related to the students' living conditions and their intellectual and behavioral problems
- That the university educational curricula adopt the skills of constructive criticism.

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