Research Paper

The role of Universities teachers in creating educational strategies to develop intellectual security in Saudi Arabia: Case study (Tabuk University)

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ABSTRACT

Investigating intellectual security issue at present is very essential. It is one of the most important areas to be discussed as a special issue in scientific research. The component of intellectual security is significant in all fields of life. That is, intellectual security has become a very ultimate need for every society to achieve psychological stability and balance in order to protect its intellectual beliefs and cultural heritages from different effects. This shows that intellectual security has become very demanded at the present time. This study aims to investigate the role of the teachers in creating strategies to develop intellectual security in Saudi Universities. In order to achieve the aims of the study the researcher prepared a questionnaire to collect information about the strategies that the teachers use in developing intellectual security inside the class room. The sample of the study consists of 100 teachers from the university of Tabuk. The results of the study show that the teachers have a clear role in developing intellectual security in the class room.

Keywords: Intellectual security, the role of university teachers, globalization.

INTRODUCTION

Investigating intellectual security issue at this present time is very essential. It is one of the most important areas to be discussed as a special issue in scientific research. The component of intellectual security is significant in all fields of life. That is, intellectual security has become a very ultimate need for every society to achieve psychological stability and balance in order to protect its intellectual beliefs and cultural heritages from different effects. This shows that intellectual security has become very demanded at the present time (Call, 2004).

Intellectual security has developed to be a very legal necessity for every individual in the society. This is due to the fact that intellectual security is the safety valve within the recent severe conditions of violence and terrorism that threatens the simplest humanitarian rights. Since it is the responsibility of every individual, achieving intellectual security has become a must for every member in the society to avoid the attempts of being involved or influenced by abusive thoughts (Guzzetti and William, 1996).

This stresses that the achievement of intellectual security has developed to be a national duty and one of the most essential challenges that face the third world nations within the respective claims of globalization. This includes the political, economical and social challenges. The development of globalization led to the emergence of many drastic changes in the patterns of thinking that a society uses across boundaries locally and internationally (Long, 2002).

Globalization resulted in the appearance of many dangers and claims that threatens the intellectual security of every society. As a result, the achievement of intellectual security has not become only a political demand for most politicians, but also a necessary demand for social and academic institutions including schools, colleges and universities (Krause and Williams, 1996).

Academic institutions are amongst these social
institutions that should take the achievement of intellectual security as one of their priorities and national duty. This is because of their great role in preparing and creating good citizens that are able to differentiate things. In this regard, academic institutions particularly, universities should protect youths from the danger of external abusive or deviant thoughts in order to achieve intellectual security. The university is one of those constructs responsible for building up the personalities of the individuals and empowering them with necessary knowledge to meet the demands of social security by considering social and moral ideologies as educational pre-requisites related to intellectual security. This is in addition to raising up students on nation’s love and loyalty where a teacher is the main key in achieving this noble goal (Nakpodia, 2010).

A teacher is the vehicle of success to rehabilitate social behaviors and correct most of the social concepts in most societies around the world. He is the one who takes over his/her shoulder the responsibility of protecting and preventing the new generation and youths from getting involved in terrorism and terrorist thoughts by encouraging the language of debates amongst students and pave the way for them to express their ideas and thoughts in different manners in the context of varied social activities. This is to correct the students’ ill behaviors and thoughts and warn them from the external dangers as well as, teach them the spirit and love of nation and national loyalty as a way towards achieving intellectual security (Oliver, 2005).

Security and safety constitute key areas of human concern. For this reason, probably, Allah, Glorified Be He, afforded special attention to this area when He ordained, "So let them worship the Lord of this House, Who hath fed them against hunger and hath made them safe from fear" (Quraish: 3 and 4). Allah, Glory Be to Him, also said, "Enter ye here in peace and security" (Al-Hijr: 46). More than that, The Messenger of Allah, Prophet Mohammed, Peace and Blessings of Allah be Upon Him, said: "The one among you who wakes up secure in his property, healthy in his body and has his food for the day, it is as if the whole world were brought to him." In fact, this Hadith enumerates the main social rights of human beings with security and safety rights topping the ranks of priorities.

It goes without saying that the present is the most appropriate time to conduct research on the issue of Intellectual Security. To that effect, it stands as the most important area, commanding the bulk of our attention in this research and study. Of equal significance to this study, we illustrated the value of focusing on the motivation and the need for intellectual security and how humans and such needs interchangeably affect one another. There is no doubt that the intellectual security achieves stability as well as, psychological balance and protects the individual’s intellectual and cultural beliefs and heritage from deviant influences and ideologies. Thus, the need for intellectual security has become one of the most important requirements of the present. Intellectual security, today and every day, is a legitimate requirement for all individuals and societies, as it is a safety valve against the violence, terrorism and exploitation of the intellectual beliefs of young people, as witnessed in some societies. "Today more than ever, it is imperative to avoid all attempts to be entangled in this maze of deviant thoughts" (Aseelah Al-Saadiya, 2008).

The teacher constitutes the pillar sine qua non, upon which rest the universities’ goals of building the student’s personality, evaluate their behavior and shape their thoughts. The teacher is almost always the successful and optimal tool for putting the students’ course of thought on the right track as well as, correcting their perceptions and concepts. Hence, their role comes in promoting intellectual security and addressing the pertinent deviations to which students may be exposed to in light of urgent contemporary challenges in the age of globalization (Ibrahim Al-Salman, 1427).

Statement of the problem

Recent development in science, technology and information-communication put teachers within a great dilemma that may obstruct them from achieving intellectual security for their students (Nakpodia, 2010). This helped in providing a rich environment for intellectual colonization and endangered the social stability, national identity as well as, helped in spreading terrorist thoughts that challenge the national unity of the nation. That is, one of the problems that faces university teachers’ performance in achieving intellectual security is globalization and its claims are social media, networks and internet. These claims may lead to the emergence of many dangers such as violence, terrorism, crime, isolation, addiction, pornography and behavioral deterioration. Despite of the importance of intellectual security, none of the previous research has investigated this issue. As a result, this research is an attempt to the role of university teachers in creating educational strategies to develop intellectual security in Saudi, a case study of Tabuk University.

Research objectives

This study intends to achieve the following research objectives:

- To investigate the current educational strategies used by Tabuk University teachers for developing intellectual security amongst the University students.
- To analyze the role of university teachers in creating educational strategies to develop intellectual security in Saudi, a case study of Tabuk University.
- To examine whether Tabuk University teachers support
the idea of intellectual security and globalization with the campus.

**Research questions**

In order to achieve the research objectives, this study addresses the following research questions:

Q1: What are the current educational strategies used by Tabuk University teachers for developing intellectual security amongst the University students?

Q2: What is the role of university teachers in creating educational strategies to develop intellectual security in Saudi, a case study of Tabuk University?

Q3: To what extent do Tabuk University teachers support the idea of intellectual security with the campus?

**The significance of the study**

The present study is conducted to assist university teachers at Tabuk University understand the significance of to the role of university teachers in creating educational strategies to develop intellectual security in Saudi, a case study of Tabuk University within the unstable and violent conditions that Arab countries experience.

In addition, the significance of this study lies in its timing as a response for most of the political and social controversial issues throughout the world that require a thorough understanding of intellectual security in accordance with the teacher's cultural background to achieve national stability. In addition, this study is significant for its attempt to produce an image to help university teachers creating educational strategies to develop intellectual security in Saudi universities.

**LITERATURE REVIEW**

Much research has been conducted to investigate intellectual security but each one of these research has a valuable contribution. Referring to some of these relevant researches will be an add-value to the current study. Flynt (1995) studied the connection between national security and national security policy to face the unexpected threats that target the strategic infrastructures of the nation. The study aimed at putting a new framework that suits the political changes in the field of national security within the era of threats against the United States. The researcher used the descriptive analytical approach.

The findings of the study showed that national security policy was designed to face the challenges. It depends mainly on the inappropriate theories and information. The findings also indicated that the universal view is not united to establish an effective national security to face the external threats. In addition, the results revealed that there is a necessity for being ready for any possible threat.

Mintin and Bolotin (1998) attempted to investigate the great effect of education in achieving the national security in Russia that encounters a devastating challenge causing political chaos and lack of stability. The researcher used a field qualitative approach. The findings of the research urged the necessity for learning the significance of national security and raising the educational standard itself. This research recommends renewing the educational content every quarter century as routine development.

The study of Krause and William (1996) revealed that current research on security is considered as one of the influencing factors that help in formulating intellectual relations and accepting the monitory policy and its sophisticated problems. The researchers used the descriptive analytical approach.

Coll (2004) conducted a study to investigate the realization of university students of the definition of intellectual security. The research aimed at examining the real meaning of intellectual security and its relationship with their cultural and knowledge background within their educational framework. The researcher used a questionnaire survey to collect data and information from the participants. The findings of the research showed that there is an extent to which cultural and knowledge background affect shaping of intellectual security. The findings of the study showed that the religious and cultural background of the female participant students affected their understanding of intellectual security.

In general, the researcher agrees with the findings of past research in terms of their objectives and understanding the significance of intellectual security and its developmental stages. Also, most of these researches used the descriptive analytical approach. Consequently, this research uses the descriptive analytical approach but differs in its nature by investigating the role of university teachers in creating educational strategies to develop intellectual security.

**METHODS**

This study used the analytical descriptive approach to achieve its objectives. The sample of the study was randomly selected. It consists of hundred (100) university teachers from Tabuk University in Saudi Arabia. In order to collect information and data from the participants, the researcher used a questionnaire survey to find out their opinions about the role of the university teachers in creating educational strategies to develop intellectual security amongst university students. The researcher used SPSS to analyze the questionnaire of the study.

**RESULTS AND DISCUSSION**

The researcher used a questionnaire to know the opinions
The current educational strategies used by Tabuk university teachers for developing intellectual security amongst the university students are effective. The Role of University Teachers in Creating Educational Strategies to Develop intellectual security is effective. Tabuk University Teachers support the idea of intellectual security and globalization with the campus.

<table>
<thead>
<tr>
<th>S/No</th>
<th>Axis</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The current educational strategies used by Tabuk university teachers for developing intellectual security amongst the university students are effective.</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>2</td>
<td>the Role of University Teachers in Creating Educational Strategies to Develop intellectual security is effective.</td>
<td>79%</td>
<td>21%</td>
</tr>
<tr>
<td>3</td>
<td>Tabuk University Teachers support the idea of intellectual security and globalization with the campus.</td>
<td>82%</td>
<td>18%</td>
</tr>
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of teachers about the role of the university teachers in creating educational strategies to develop intellectual security amongst university students. Table 1 explains the percentage of the teachers responses towards the main axis of the study.

According to the analysis of the questionnaire results that 58% of teachers in the sample of the study support using the current educational strategies used by Tabuk university teachers for developing intellectual security amongst the university students are effective.

The second axis shows that 79% supports the idea that the role of the teachers in creating educational strategies to develop intellectual security is effective. The third axis shows that 82% of the teachers support the idea of intellectual security and globalization inside the University.

Subsequent to reviewing the findings of some research, we noted that universities should bolster the role of teachers in raising awareness to develop the concept of intellectual security in light of the current developments in this age of globalization. Our study highlights the vital role of the teacher in fostering among students the essentiality of intellectual security and focuses on the reality of the strategies used by the university. To this effect, our study assumes an even greater urgency. Through the perspectives of teachers during the analysis of the study tool and the percentages of the three dimensions of the study, we noted that the concept of promoting intellectual security is being put to practice and there is an influential role for the teacher in this respect. However, teachers should be more qualified as to better clarify their role. The latter entails the task of promoting the intellectual security concept to their students and that of developing students' perceptions of ideas, which might otherwise undermine their intellectual beliefs and ideas. The range of the dynamics mentioned operates side by side with the multitude of conflicts surrounding us and the ideological campaigns targeting our youths.

**REFERENCES**


**RECOMMENDATIONS**

The following recommendations were made in the course of this study in order to tackle this issue of intellectual security:

- Increase the number of courses related to qualifying teachers towards their role in promoting intellectual security;

- Establish university strategies that support the role of teachers in enhancing the intellectual security concept;

- Suggest new studies to discuss detailed issues related to promoting the intellectual security concept among students;

- Hold regular workshops for students to promote the intellectual security concept;

- Raise students’ awareness to the methods of intellectual invasion that plague the age of globalization.