

The Security Education Concepts in the Textbooks of the National and Civic Education of the Primary Stage in Jordan—An Analytical Study

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Abstract

The present study aimed at exploring the concepts of the security education in the textbooks of the national and civic education of the higher primary stage in Jordan. It adopted the descriptive analytical method. The study sample consisted of the textbooks of the national and civic education for the basic eighth, ninth and tenth grades. To achieve the objective of the study, a form was prepared for the analysis of these textbooks which contained the security education concepts; (34) security concepts distributed over four areas: the intellectual security, the political security, the social security, and the economic security. The findings of the study showed that the textbook of the national and civic education of the tenth primary grade was of more inclusion of the concepts of security education than those of the eighth and ninth grades. Also, it was revealed that the extent of inclusion of the security education concepts in the textbooks of the national and civic education varies in the higher primary stage, while the level of sequence of these concepts included in these textbooks is low. Additionally, the findings showed that there were no statistically indicative differences in the level of integration of the security education concepts between the textbooks of national and civic education in higher primary stage in Jordan.

Keywords: security education concepts, national and civic education textbooks, primary stage

1. Introduction

School curricula seek to build the personality of students, form the correct concepts and reinforce them in the minds of the students in a scientific manner, and build and control trends strengthening the social texture and enhancing its unity, security and stability. These curricula seek also to form and rehabilitate students' behavior, deepen the security responsibility in their behavior and raise their sense of security to fight against the intellectual deviations.

Most studies agree on the importance of school curricula and their role in contributing to the deployment of security awareness starting from the formation of positive behavior and personality building to the development of the required security skills and behaviors that contribute to the reduction of distractions, crime and violence (Al-Zyadat & Qattawi, 2014).

Al-Hoshan (2004) indicated the need for the development of security awareness through the teaching and learning of the values and building positive attitudes about security among students through curricula and school activities. Social Studies are considered important subjects which include security education concepts in their content because they are directly related to humans, their environment and what is happening in this environment such as interactions, social relations, behavior, traditions, customs, and the resulting social phenomena including life problems that affect human behavior and style of living (Al-Omari, 2013).

Security is defined as a state of society of tranquility and it has two components: the emotional security which is the individual and the community's feeling of the need for security, and the procedural security which is the regulatory efforts to achieve or restore security (Carter, 2002). So, security is the sense of reassurance that is felt by the individual, whether because of the absence of threats to his or her existence, or as a result of having the means to confront such threats as they arise (Henry, Merten, Plunkett, & Sands, 2008).

Many studies, such as Cheung (2008) and Al-Qudah (2013), confirm that the individual who feels safe feels happy in his or her work, then produces and lives his or her natural life. So the concept of security has an important status for humans as they need to live in peace and be free from the threats, stress and anxiety, and to

feel loved among others (Al-Otaibi, 2009).

The concepts of security education has reached an advanced stage in various countries. This particular type of education is defined as “the teaching and learning of the security concepts and experiences necessary to achieve the national security” (Al-Sakran, 2008, p. 52). It is also defined as a set of methods, activities, experiences and preventive measures that lead to the protection from falling into the crime of all kinds (Al-Basheer, 2005). A further definition is that, it is the strengthening of national belonging and national identity and establishing the principle of social responsibility and the ability to test, compare, and contrast ideas (Al-Ayed, 2009).

The aim of the security education is the formation of the young people’s conscience for the benefit of society through the preparation of an aware and educated generation of security immunity (Al-Sultan, 2009). It seeks to consolidate the prevailing community values that call for the protection of young people (Al-Maliki, 2006), so the importance of security education lies in the protection of individuals and communities to fight against the crimes and accidents, and fortify the students from deviant ideas which affect the different social, psychological, economic and cultural aspects (Al-Shahri, 2010).

Qattawi (2007) states that the subject of social studies helps students to refute the deviant ideas and provide an opportunity for a constructive dialogue to assess the intellectual warp. In this context, many of the studies on the importance of educating security concepts were conducted including (Hahn, 2002) which found that Denmark, Germany and the United States had specific policies that aimed at the formation of security awareness among students to be good citizens. Drisko (2002) found that the education of the most important responsibilities is to support and strengthen democracy as a method and a way of life; democracy must be included in school curricula and culture to deepen the national security education.

The results of Al-Baker (2003)’s study showed that the security concepts related to the domain of criminal security were in the first rank among the concepts of security areas in the textbooks of forensic science at the secondary stage in Saudi Arabia. Huriez (2005) has pointed out that the relations between intellectual security, politics, economics and interfaith dialogue is an overlapping and interlocking relationship, stressing that the phenomenon of terrorism and its spread is a sign of the absence of the intellectual security and the increase of the intellectual intolerance.

The results of the study of Al-Hussein (2012) revealed that the role of social studies curricula in strengthening the moderate intellectual security comes largely from the perspective of social studies teachers, and that there are many difficulties that prevent the social studies curriculum from the promotion of intellectual security in the city of Riyadh. Also Swidan and Al-Asali (2012)’s study found that the need to take into account the national education curriculum for the social security system and to review the curricula at all levels in the light of the global and local standards.

Al-Omari (2013) confirmed the importance of including all security concepts in the textbooks of sociology of the secondary third grade in Saudi Arabia. Plus, Al-Qudah (2013) found that there is variation in the extent of inclusion of security concepts in many textbooks of national civic education and Islamic education in the primary stage in Jordan and the presence of statistically significant differences in the extent of inclusion of the intellectual, psychological, social and economic security concepts.

Al-Enizi (2015) found that the textbook of National Education for the secondary stage had a role in strengthening the security education in Saudi Arabia. Additionally, the study showed that the second secondary students’ acquisition of the concepts of the security education was average.

In light of the scarcity of studies—to the best of the researcher’s knowledge—which dealt with security education and that encouraged the researcher to identify the concepts of security in textbooks of the national and civic education of the higher primary stage in Jordan, in an attempt to keep pace with modern trends in curriculum design according to the integrative approach.

The researcher benefited from the previous studies in the design of the current study tool, the style content analysis, and the display of the results and interpretation. This study is distinguished for dealing with the concepts of security education in textbooks of the national and civic education of the primary higher stage in Jordan through content analysis and the detection of the level of sequence and integration between security education concepts in these textbooks

1.1 Study Problem and Questions

Security is closely related to education, the more moral values instilled in the hearts of the students the more security and stability prevail the society, so the school has to develop curricula to deal with the rapid changes, and continue its mission in the spread of security education. On the other hand, the determination of the security

and social threats at the present time must come within the priorities of the curriculum.

In order to deploy the security education systematically, there must be educational curricula that educate students on the ideals and the development of the spirit of tolerance in the individual and society and reject blind racism. Many studies such as Swedan and Al-Asali (2012) and AL-Enizi, (2015) have emphasized the role of national and civic education curricula in forming the attitudes and values, and achieving security and immunizing the security education system.

According to many studies such as Al-Omari (2013) and Al-Qudah (2013), the concepts of security education were inadequate and ineffective and could not find adequate care in the curriculum construction, planning and implementation. Attention to these concepts must be increased when building curriculum and developing them to contribute in strengthening security education among students. Therefore, the situation requires the consideration of increasing these security concepts in the textbooks of national and civic education, especially in this age of adolescence the these higher primary school students which is a very serious and important stage as it is the beginning of the deepening of values and attitudes they have. Hence, the study shows the need for the security education concepts in textbooks of the national and civic education of the primary higher stage in Jordan.

The problem of the study is represented in the following questions:

- 1) What is the level of availability of the security education concepts in textbooks of the national and civic education of the higher primary stage in Jordan?
- 2) What is the level of sequence of the security concepts in the textbooks of the national and civic education of the higher primary stage in Jordan?
- 3) What is the level of integration between the security education concepts in the textbooks of the national and civic education of the higher primary stage in Jordan?

1.2 Study Importance

The importance of the present study lies in the following points:

1-It benefits curriculum planners and authors of textbooks of the national and civic education of the primary higher stage in Jordan in the increased interest in the concepts of security education to help achieve national and civic education goals.

2-It provides a list of the security education concepts that should be included in the textbooks of the national and civic education of the higher primary stage in Jordan which can be helpful in the planning, construction and development of the national and civic education curriculum.

3-It paves the way for research and studies on the teaching of other textbooks of the national civic education, in particular, to strengthen the security education concepts in various stages of the educational field.

4-The study is of recency and authenticity as the Arab and Jordanian environment lacks—to the best of the researcher's knowledge -the studies that looked at the problem of the present study.

1.3 Study Limitations

The study was limited to the following:

-The textbooks of the national and civic education of the higher primary stage in Jordan: the eighth, ninth and tenth grades.

-The study was conducted on the textbooks of the national and civic education adopted for the academic year 2015/2016.

1.4 Procedural Definitions

-Security education concepts: it is the process of exposing the learner to the knowledge, values, skills, and experiences included in the concepts of security which are necessary for citizens to achieve comprehensive national security. Its fields are represented in: the political security, the intellectual security, the economic security and the social security. This type of education was measured by analyzing the textbooks of the national and civic education in accordance with the form of analysis of security education concepts prepared by the researcher.

-The level of sequence of the concepts of security education: there is a strong relationship between the security education concepts in the content of the textbooks of the national and civic education of the higher primary stage in Jordan.

-The level of integration of the concepts of security education: there is a strong relationship between security

education concepts in the textbooks of the national and civic education of the primary higher stage in Jordan where these concepts stand out among all these textbooks

-The textbooks of the national civic education : they are the textbooks of national and civic education prescribed by the Ministry of Education in Jordan for the eighth, ninth and tenth grade primary students, and taught in the academic year 2015/2016.

2. Methodology

The study adopted the descriptive approach of content analysis due to its relevance in the detection of security concepts in textbooks of the national and civic education of the primary higher stage in Jordan.

2.1 Study Population and Samples

The study population consisted of all the textbooks of the national and civic education for the primary stage: from the sixth to the tenth grades. The study sample consisted of the textbooks of the national and civic education for the eighth, ninth, and tenth grades.

2.2 The Tool of the Study

The researcher prepared a form for the analysis of the textbooks of the national and civic education containing the concepts of security education that should be available in these textbooks. Through a review of studies, research papers and sources related to the concepts of security education such as Swedan and Al-Asali (2012), Al-Omari (2013) and AL-Enizi (2015), an open-ended question was directed to a group of teachers of the national and civic education, and supervisors asking them to identify the most important security education concepts that should be available in the textbooks of national and civic education of higher primary stage. Through the previous studies, the form of analysis was arrived at which consisted of four fields: the political security, the intellectual security, the economic security, and the social security; including 42 security concepts.

2.2.1 Validity of the Tool

The validity of the tool was ascertained by presenting it to twelve reviewers including six university professors in the domain of teaching of social studies, and three members of school curricula and textbooks Directorate at the Ministry of Education, and three supervisors asking them to express their views about the concepts of security education included in tool in terms of their importance dividing them into fields, adding new concepts and deleting some non-appropriate concepts. The tool of the study has been then modified in the light of the views through the redistribution of some of the concepts on four areas and the deletion of (8) articles. The researcher depended in this regard on the consensus of (90%) of the reviewers. The number of articles of the study tool in its final form got to be (34) articles.

2.2.2 The Stability of Analysis

The researcher chose one specialized researcher in curricula and teaching who has experience in the domain of analysis of the textbooks and the national civic education. A meeting was held with him to explain the objectives of the study training him on how to carry out the analysis. Having got assured that the chosen researcher understood the procedures and how to implement the analysis accurately, he was to asked to analyze the same unit that the researcher analyzed. Then, the percentages of the agreement between the two analyses were calculated using Holsti equation. Table 1 illustrates this.

Table 1. The percentages of the agreement between the specialist and the researcher using Holsti equation

| No. | Domains | No. of agreed-times | No. of non-agreed times | Total | Percentage of stability |
|-----|---------------------------|---------------------|-------------------------|-------|-------------------------|
| 1 | The political security | 3 | 0 | 3 | 100% |
| 2 | The intellectual security | 8 | 2 | 10 | 80% |
| 3 | The economic security | 12 | 2 | 14 | 85.7% |
| 4 | The social security | 4 | 1 | 5 | 80% |
| | Total stability | 27 | 5 | 32 | 84.3% |

Table 1 shows that the percentage of stability of the domains of the study has ranged between (80% -100%)

which shows that the overall stability of the study tool was (84.3%) that shows that the study tool enjoys stability supporting confidence using it to analyze the sample of this study; the textbooks of national and civic education.

2.2.3 The Unit of Analysis

The article around which the concepts of the security education revolves was chosen to be the fundamental analysis unit. These concepts are subject to counting and measurement which show the existence, absence, or frequency of the security concepts in the textbooks of the national and civic education for the eight, ninth and tenth grades.

2.2.4 The Analysis Process Constraints

-The Use of the form to calculate the frequencies of each field.

-The Analysis of the textbooks of the national and civic education in the framework of the procedural definitions of the concepts of security education.

-The inclusion of all pictures, graphics, shapes and activities, texts and exercises in the textbooks of the national and civic education of the primary higher stage in Jordan in the analysis process.

2.2.5 The Analysis Process Procedures

-Using the form to calculate the frequencies and percentages of the concepts of security education in the textbooks of the national and civic education.

-Reading each lesson separately and identifying the article that expresses any security concepts of.

-Classifying the concepts of security education in accordance with the units of analysis in each lesson in each book separately.

-Counting the number and frequencies of security education concepts in each one of the categories of analysis.

2.3 Study Procedures

To achieve the objectives of the study, the following procedures were followed:

- 1) Preparing an analysis form of the security concepts in the textbooks of the national and civic education to ensure validity and stability.
- 2) Analyzing the textbooks of the national and civic education of the primary higher stage in the light of the study tool.
- 3) Determining the frequencies and percentages for each of the concepts of security education in all of the textbooks of the national and civic education.
- 4) Determining the sequence and integration of the concepts of security in the textbooks of the national and civic education of the primary higher stage.
- 5) Analyzing and discussing the results of the study in order to provide a set of recommendations.

2.4 Statistical Treatment

Frequencies and percentages were used in order to explore the availability of security education concepts in textbooks of the national and civic education of the primary higher stage in Jordan. Chi-Square test was used to explore the level of integration between the distribution of security education concepts in textbooks of the national and civic education.

3. Findings and Discussion

The first question: What is the level of availability of the security education concepts in textbooks of the national and civic education of the higher primary stage in Jordan?

To answer this question, the form of content analysis prepared by the researcher was used so as to judge the level of availability of security education concepts in the textbooks of the national and civic education of the primary higher stage in Jordan for each area of the study. Table 2 shows that.

Table 2. Frequency and percentages of the security education concepts in the textbooks of national and civic education

| No. | Textbook | Domain | Eighth grade (1375) | | Ninth grade (1093) | | Tenth grade (1617) | | Total *(4085) | |
|--|---|--------|---------------------|------|--------------------|------|--------------------|------|---------------|-------|
| | | | Freq. | % | Freq. | % | Freq. | % | Freq. | % |
| First: the political security Domain | | | | | | | | | | |
| 1 | Global peace reinforcement | | 63 | 4.5 | 2 | 0.2 | 15 | 0.9 | 80 | 1.95 |
| 2 | Stabilization of democracy | | 20 | 1.4 | 5 | 0.5 | 106 | 6.5 | 131 | 3.2 |
| 3 | Security services | | 1 | 0.07 | 17 | 105 | 107 | 6.6 | 125 | 3.05 |
| 4 | Fighting against terrorism | | 0 | 0 | 0 | 0 | 3 | 0.2 | 3 | 0.07 |
| 5 | Political organizations (parties and societies) | | 53 | 3.8 | 154 | 14.1 | 45 | 3.3 | 261 | 6.38 |
| 6 | National sovereignty (independence) | | 32 | 2.3 | 5 | 0.5 | 25 | 1.5 | 62 | 1.51 |
| 7 | Loyalty and belonging | | 12 | 0.8 | 0 | 0 | 44 | 2.7 | 56 | 1.37 |
| 8 | Justice achievement | | 22 | 1.5 | 5 | 0.5 | 30 | 2 | 57 | 1.4 |
| 9 | Integrity and transparency | | 6 | 0.4 | 4 | 0.04 | 12 | 0.7 | 22 | 0.53 |
| Total | | | 209 | 15.2 | 192 | 17.5 | 396 | 24.4 | 797 | 19.51 |
| Second: the intellectual security Domain | | | | | | | | | | |
| 10 | Media censorship | | 1 | 0.07 | 0 | 0 | 15 | 1 | 16 | 0.4 |
| 11 | Religious freedom | | 6 | 0.4 | 0 | 0 | 9 | 0.5 | 15 | 0.36 |
| 12 | Freedom of speech | | 5 | 0.3 | 5 | 0.5 | 3.5 | 2.16 | 45 | 1.1 |
| 13 | Globalization Confrontation | | 3 | 0.2 | 0 | 0 | 2 | 0.12 | 5 | 0.122 |
| 14 | The rejection of extremism and fanaticism | | 5 | 0.3 | 0 | 0 | 13 | 0.8 | 18 | 0.44 |
| 15 | Copy rights | | 8 | 0.5 | 0 | 0 | 5 | 0.3 | 13 | 0.31 |
| 16 | Individual privacy | | 12 | 0.8 | 4 | 0.4 | 2 | 0.12 | 18 | 0.44 |
| 17 | Cultural identity | | 16 | 1.1 | 3 | 0.3 | 8 | 0.5 | 27 | 0.66 |
| 18 | Human heritage protection | | 32 | 2.3 | 44 | 4.02 | 62 | 3.8 | 138 | 3.37 |
| Total | | | 88 | 6.4 | 56 | 5.1 | 151 | 9.3 | 295 | 7.22 |
| Third: the economic security Domain | | | | | | | | | | |
| 19 | Encouraging investment | | 45 | 3.2 | 6 | 0.5 | 1 | 0.06 | 52 | 1.27 |
| 20 | Public property protection | | 10 | 0.7 | 3 | 0.3 | 10 | 0.6 | 23 | 0.56 |
| 21 | Fighting against counterfeiting | | 3 | 0.2 | 0 | 0 | 1 | 0.06 | 4 | 0.1 |
| 22 | Fighting against monopoly | | 0 | 0 | 28 | 2.6 | 0 | 0 | 28 | 0.69 |
| 23 | Customs protection | | 5 | 0.3 | 35 | 3 | 1 | 0.06 | 41 | 1 |
| 24 | Customers protection | | 20 | 1.4 | 19 | 1.7 | 1 | 0.06 | 40 | 1 |
| 25 | Fighting against corruption | | 1 | 0.07 | 19 | 1.7 | 39 | 2.4 | 44 | 1.07 |
| Total | | | 84 | 6.1 | 110 | 10 | 53 | 3.2 | 247 | 6.04 |
| Fourth: the social security Domain | | | | | | | | | | |
| 26 | The rejection of discrimination and intolerance | | 11 | 0.8 | 1 | 0.1 | 38 | 2.35 | 50 | 1.22 |
| 27 | Respecting others' rights | | 21 | 1.5 | 2 | 0.2 | 57 | 0.3 | 80 | 1.95 |
| 28 | The reinforcement of social cohesion | | 16 | 1.1 | 3 | 0.3 | 8 | 0.5 | 27 | 0.66 |

| | | | | | | | | | |
|-------------|---|-----|-------|-----|-------|-----|------|------|-------|
| 29 | Fighting against the societal violence | 5 | 0.3 | 2 | 0.2 | 6 | 0.3 | 13 | 0.31 |
| 30 | Family protection | 16 | 1.1 | 3 | 0.3 | 4 | 0.24 | 23 | 0.56 |
| 31 | Fighting against crimes | 2 | 0.1 | 0 | 0 | 0 | 0 | 2 | 0.04 |
| 32 | Protection from diseases and epidemics | 2 | 0.1 | 6 | 0.5 | 5 | 0.3 | 13 | 0.31 |
| 33 | Protecting individuals from deviation | 16 | 1.1 | 1 | 0.1 | 1 | 0.06 | 18 | 0.44 |
| 34 | The reduction of poverty and unemployment | 35 | 2.5 | 30 | 2.7 | 22 | 1.3 | 87 | 2.12 |
| Total | | 124 | 9 | 48 | 4.4 | 141 | 8.7 | 313 | 7.66 |
| Grand Total | | 505 | 36.72 | 406 | 37.14 | 741 | 46 | 1652 | 40.44 |

(*) means the total sum of the articles upon which the percentages of frequencies were calculated.

Table 2 shows the different percentages of the availability of the security education concepts from a textbook of the national and civic education to another, as well as the differing percentages of availability of security education concepts from one domain to another. The textbook of the national and civic education for the tenth grade was ranked first whose total sum was (741) frequencies with a percentage of (46%). As for the fields in this textbook, the most available domain was the political security with a total sum of (396) frequencies with a percentage of (24.4%). The second most available filed was the intellectual security with a total sum (151) frequencies and with a percentage of (9.3%). The third most available filed was the social security, with a total sum (141) frequencies with a percentage of (8.7%). The least available domain was economic security with a total sum of (53) frequencies with a percentage of (3.2%).

As for the ninth grade textbook, it was ranked the second whose total is (406) frequencies with a percentage of (37.14%). The most available domain was the political security with total sum (192) frequencies with a percentage of (17.5%). The second most available filed was economic security with a total sum (110) frequencies with a percentage of (10%). The third most available domain was the intellectual security with a total sum of (56) frequencies with a percentage of (5.1%). The least available filed was the social security, with a total sum of (48) frequencies and with a percentage of (4.4%).

The last rank was for the textbook of basic eighth grade with a total sum of (505) frequencies with a percentage of (36.72%). The most available filed in this textbook was the political security with a total sum of (209) frequencies and with a percentage of (15.2%). The second most available filed was the social security with a total sum of (124) frequencies and with a percentage of (9%). The third most available domain was for the intellectual security with total of (88) frequencies and with a percentage of (6.4%). The least available filed was the economic security domain with a total (84) frequencies and with a percentage of (6.1%).

It is clear from Table 2 also that the availability of security education concepts in the textbooks of the national education and civic of the three grades together that the domain of the political security was ranked first with a total of (797) frequencies and a percentage of (19.51%). The second rank was for the social security domain with a total of (313) frequencies and a percentage of (7.66%). The third rank was for the intellectual security domain with total of (295) frequencies and with a percentage of (7.22%). The last ranked filed was for the economic security with a total of (247) frequencies and a percentage of (6.04%).

The researcher attributes this result to the non-adoption of the authoring commission of the textbook of the national and civic education the matrix that describes the percentages of education concepts of security that must be available in the textbooks of the national and civic education where their attention was focused on the diversity of political issues more than economic issues.

The reason for this may be due to the nature of the textbooks of national and civic education for grades eighth, ninth and tenth as they tackle topics focused on the political security such as global peace, and the Jordanian state and its institutions, citizenship and democracy, political parties, and national security. So, it is natural that these textbooks of the three grades include the political security concepts more than the rest of the other fields. Also, perhaps this result explains that higher stage students are in adolescence which is very serious and important in human life. As a result, it is important to focus on strengthening the concepts of the political security more than the economic and social security concept. These findings are consistent with the study of Al-Qudah (2013) which showed a variety in the inclusion of intellectual, psychological and social and economic security concepts in the textbooks of national and civic education. This result is also consistent with the Al-Omari (2013)'s study which focused on the importance of including all security concepts in the textbooks of

sociology for the third secondary grade in Saudi Arabia.

The second question: What is the level of sequence of the security concepts in the textbooks of the national and civic education of the higher primary stage in Jordan?

Table 2 shows that the sequence level of the concepts of security education in the textbooks of the national and civic education of the higher primary stage was varied. Figure 1 shows that the distribution of the security education fields in accordance with the grade.

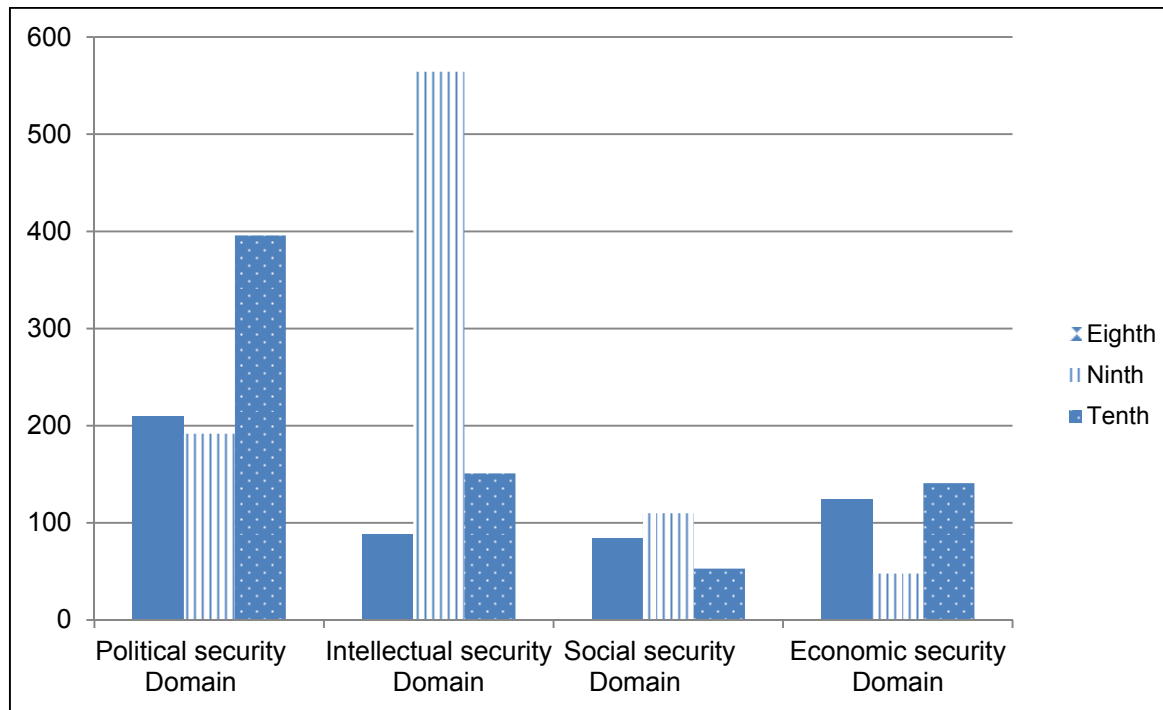


Figure 1. The distribution of the security education fields in accordance with the grade

For example, the political security concepts in the textbook of the national civic education for eighth-grade were (209) frequencies and then decreased in the ninth grade to (192) frequencies, and then it increased in the tenth grade to reach (396) frequencies. Additionally, the intellectual security concepts in the textbook of the national and civic education for the eighth-grade were (88) frequencies and then decreased in the ninth grade to (56) frequencies, and then increased in the tenth grade to reach (151) frequencies. Moreover, the economic security concepts in the textbook of the national and civic education eighth-grade were (84) frequencies, then increased in the ninth grade to (110) frequencies, and then decreased in the tenth grade to reach (53) frequencies. Plus, the social security concepts in the textbook of the national and civic education of the eighth-grade were (124) and then decreased again in the ninth grade to (48) frequencies, and then increased in the tenth grade to reach (141) frequencies.

The researcher attributes the low percentage of the sequencing in the concepts of security education in the textbooks of the national and civic education of higher primary stage in Jordan to the different authors of the textbooks the national and civic education for each grade. The researcher explains that these authors ignored the developmental characteristics (mental, emotional and behavioral) for higher primary stage students, knowing that these students have similar developmental properties, so these concepts of security should have been organized in a sequencing way in the textbooks.

Perhaps this result is attributed to the poor coordination between the authors of the textbooks of national and civic education for the grades, eighth and ninth basic and the tenth, and perhaps to a lack of consideration of the authoring committees of the matrix of the security education concepts in textbooks of the national and civic education of the primary higher stage; which reflected negatively on the level of the sequencing between security education concepts contained in the study sample textbooks.

The third question: What is the level of integration between the security education concepts in the textbooks of the national and civic education of the higher primary stage in Jordan?

To answer this question, Chi-Square test was used to determine the level of integration between security education concepts in the textbooks of the national civic education higher basic stage in Jordan. Table 3 illustrates this:

Table 3. Chi-Square results of the level of integration between the fields of the security education concepts in the textbooks of the national and civic education in the higher primary stage in Jordan

| | Chi-Sq Value | df | Sig. |
|--|--------------|----|-------|
| 8th-9th grades | 9.588 | 18 | 0.945 |
| 9th-10th grades | 25.29 | 13 | 0.12 |
| 8th-10th grades | 19.52 | 25 | 0.771 |
| All Grades | 7.294 | 26 | 1.000 |

It is clear from Table 3 that there are no statistically significant differences ($\alpha = 0.05$) in the integration of security education concepts in the textbooks of the national and civic education of higher primary stage in Jordan level; Chi-Square reached (7.294) at the level of statistical indication (1.000).

Table 3 indicates that there are no statistically significant differences at the level of significance ($\alpha = 0.05$) in the integration of security education concepts between the two textbooks of the national and civic education for the eighth and ninth grades where the value of Chi-Square reached (9.588) and the level of statistical indication of ($\alpha = 0.945$).

The table also shows that there are no statistically significant differences at the level of indication ($\alpha = 0.05$) in the integration of security education concepts between the two textbooks of the national and civic education for the ninth and tenth grades where the value of Chi-Square reached (25.29) with a level of indication ($\alpha = 0.12$).

Table 3 also indicates that there are no statistically significant differences at the level of indication ($\alpha = 0.05$) in the integration of security education concepts the two textbooks of the national and civic education for the grades eighth and tenth where as the value Chi-Square reached (19.52) with a level of indication ($\alpha = 0.771$).

The researcher attributes this result to the weakness of the design of these textbooks of the higher primary stage according to the integrative approach. Also, the researcher attributes that to the non-adoption of authoring team of specific and criteria, and forms of assessment that allow them to identify the level of integration between the textbooks of the national and civic education; which negatively affected the inclusion security education concepts quantitatively and qualitatively in the textbooks of the national and civic education of the higher primary stage in Jordan.

This result might be attributed to the different topics in the textbooks of the national and civic education of the three grades (the eighth, ninth, and tenth) which led to the non-integration between the security education concepts in these three textbooks.

4. Recommendations

Based on the findings of the researcher in this study, he presents the following recommendations:

- The development of content and textbooks of the national civic education in higher primary stage so as to contribute to the acquisition of the security concepts of education for learners.
- The focus on the economic security and the intellectual security concepts that was low in the textbooks of the national and civic education in higher primary stage.
- Taking into account the matrix of the security education concepts in the textbook of the national and civic education of the ninth-grade, which was low in all areas?
- Taking into account the integration and sequencing between the security education concepts in the textbooks of the national and civic education in higher primary stage in Jordan.

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