



THE REALITY OF THE SECURITY CULTURE AT AND THE UNIVERSITY'S ROLE IN PROMOTING IT

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ABSTRACT

Purpose: To identify the reality of the security culture at The Hashemite University and the role of the university in enhancing it.

Methodology/design/approach: The descriptive survey method was used and manipulated questionnaire to the selected random sample of 750 students. In addition, an open question was presented to the faculty members about the university's role in promoting security culture from the point of view of faculty members. Only 10 out of the 70 faculty members responded to this question.

Results and conclusion: The results of the study showed that the reality of security culture at The Hashemite University from the students' point of view was average. According to the college variable, there were no differences in the reality of security culture from the students' point of view. The results showed that the university's role in promoting security culture came through the unanimity of the sample members on 15 roles in which the university plays in enhancing the security culture among its students. The frequency and percentage of this reinforcement were used, and the ratio was between (50% - 100%). The roles that were less than 50% were excluded.

Recommendations: To direct the university administration to hold security education courses for its employees, including professors and administrators, especially those working in the field of student affairs and student activities to help them do their expected roles in educating students about security.

Keywords: Security Culture, Students.

A REALIDADE DA CULTURA DE SEGURANÇA NA E O PAPEL DA UNIVERSIDADE EM PROMOVÊ-LA

RESUMO

Objetivo: Identificar a realidade da cultura de segurança na The Hashemite University e o papel da universidade em sua promoção.

Metodologia/design/abordagem: Foi usado o método de pesquisa descritiva e manipulado um questionário para a amostra aleatória selecionada de 750 alunos. Além disso, foi apresentada uma pergunta aberta aos membros do corpo docente sobre o papel da universidade na promoção da cultura de segurança do ponto de vista dos membros do corpo docente. Apenas 10 dos 70 membros do corpo docente responderam a essa pergunta.

Resultados e conclusão: Os resultados do estudo mostraram que a realidade da cultura de segurança na Universidade Hashemita, do ponto de vista dos alunos, era média. De acordo com a variável faculdade, não houve diferenças na realidade da cultura de segurança do ponto de vista dos alunos. Os resultados mostraram que o papel da universidade na promoção da cultura de segurança veio por meio da unanimidade dos membros da amostra sobre 15 papéis que a universidade desempenha no reforço da cultura de segurança entre seus alunos. Foram usadas

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a frequência e a porcentagem desse reforço, e a proporção ficou entre (50% - 100%). As funções com menos de 50% foram excluídas.

Recomendações: Orientar a administração da universidade a realizar cursos de educação em segurança para seus funcionários, inclusive professores e administradores, especialmente aqueles que trabalham na área de assuntos estudantis e atividades estudantis, para ajudá-los a desempenhar suas funções esperadas na educação dos alunos sobre segurança.

Palavras-chave: Cultura de Segurança, Estudantes.

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1 INTRODUCTION

Today, the world is constantly changing, and changes are continuing, and digital transformation is taking place. All this is a reason to pay attention to the culture of society, its customs and traditions, through students who are the basis of societies.(Imron and Hadi and ,Praherdhiono)

Mustfa (2019) confirmed that the concept of security has been mentioned in all monotheistic religions. Similar to many different religions, Islam has come as a supreme religion that takes great care of security. This stems from the fact that the decent life can only be achieved by providing the elements of security in society and security in its various dimensions, characteristics, and aspects. All of these factors represent a vital concern for decision-makers in various countries and are seen as a social necessity that must be fulfilled for individuals to live in a safe and stable environment.

Hence, governments in various countries exert much effort to take measures to establish the security and stability of their various systems. They are not satisfied with the usual security and military protection measures to achieve this goal. Rather, it requires many other measures, the most important of which are: preparing their citizens to be the cornerstone in ensuring security and stability to achieve security for themselves and other community members in all circumstances. (Al-mqapleh, 2013).

There is a close relationship that is described as interconnected and complementary between culture and security. Both seek complements, affect, and be affected by each other, as the efforts made in the field of education are among the most prominent factors that contribute to maintaining the social balance of the individual and confronting the negative ones of social changes in its various aspects. This role of Education is the same as that done by security (Abu Jajouh, 2012).

Al-Sultan (2009) pointed out to an agreement among scholars that education is a controlling force for the behavior and practices of individuals as a society takes it as a tool to ensure protection and preserve its cultural and social components. The formal and informal educational institutions are among the most important social institutions modern societies rely on to meet educational needs that the family has been unable to fulfill due to the complexity of life. The university has become a specialized social institution in which students gain knowledge and transfer culture from one generation to another. It also seeks to achieve the physical, mental, emotional, and social growth of the youth, to achieve the preparation and socialization of the individual to be a good citizen (Al-Duwairi, 2009).

Given the practical importance of education in the prevention of deviant behaviors besides the related concepts, it is a priority for educational institutions to concentrate on the



constants and precise postulates that enhance moral values and activate their roles in achieving a security culture (Al-Anzi, 2012).

1.1 Security Culture

Al-Sakran (2011), defined security culture as a process of creating awareness, starting from memorizing, understanding, accepting, appreciating, and perceiving it. Thus, this process passes through successive communicative stages: reminder, emotional impact, opening with it, and a sound awareness of the proposed idea; i.e. absorbed, and saturated them. It also imparts security terms and experiences necessary for citizens, to reach national security, preserve natural resources, and resist vice and social diseases. It is a double education and a two-sided coin: a security education for the police and citizens, which makes the policeman and the citizen a man of security.

Al-Khayat, (2009) defined it as forming a child's immunity against perversions and dangers that corrupt the righteous, secure and normal character of Mankind. A nature that aims for good, so that evil and corruption do not come from it to guarantee them a secure and stable life psychologically and socially. Al-Fardan (2009), referred to it as a set of methods, activities, experiences, and preventive measures that lead to protection from falling into all forms of crime.

Tahtawi (1996) emphasized that the security culture intended is compatible with the spirit of religion, which emphasizes the good moral practices that the individual practices towards members of society. And rids him of many vices and bad deeds, and what can be considered harmful to others. In addition to this security, culture instills awareness in people of all kinds of dangers that a person may take. Thus, all good citizens have to build close relationships with the social environment that promotes love, altruism, and cooperation.

Duck (2003), pointed out that the security culture is people's understanding of security risks and preventive measures that support them to assume security responsibility and use the necessary steps to develop the conditions surrounding them.

The process of educating people about security is a comprehensive and integrated process based on the elements of knowledge and the facts with full awareness of the interests in all its aspects, physical, cultural, or political. This is because individuals deal with many challenges and difficulties during their daily life. Many consequences surrounding individuals and are the potential to influence their life adversely. Therefore, one of the most important duties of the security media was to educate the public about security and urge its importance to interact with its surroundings with awareness and understanding. Thus, achieving security and stability and making sufficient effort to consolidate their cooperation with the security services. A conscious citizen is the one who realizes the duties that entail them, and the dangers that revolve around them (Ahmed, 2010).

1.2 The Importance of Security Culture

Al-Otaibi (2005) indicated that the importance of security culture is represented in several dimensions, the most important of which are:

1. Deepening understanding of all aspects of security issues and related problems by individuals and societies and dealing with them positively.
2. Improving awareness of the causes leading to the crime, the damages arising from it, the preventive measures, and the way to deal with them.
3. Recognizing the causes leading to security problems and work to address them.
4. People's awareness of police services, the security message, and the efforts made by the police to achieve security and stability to reinforce cooperation with the police.



5. Awareness of the positive role of people in cooperating with the police and knowledge of the means, ways, and methods of cooperation.
6. Developing a sense of security for both the police and people, the ability to anticipate criminal events and forms of deviation, and the readiness to confront them and prevent their occurrence by the people and the police.
7. Being aware of the security laws, plans and procedures and dealing with them positively.
8. To develop a general social behavior to pay more attention to security and tranquility; This is shaped by media campaigns aimed at educating and enlightening citizens about their duty towards public security and directing them to the means that they must follow to protect themselves and their money from the dangers of crime.
9. Providing security information that entrusts people with the right to know what is going on around the society's security issues related to its life in the present and the future and linking it to the issues and problems of society.

1.3 Reasons for Spreading Security Culture

Many demographic, political, economic, social, and security factors have led to the necessity of spreading the security culture, including the following:

1. High crime rates: (Al-mqapleh, 2013) stated that the high crime rate led to many factors, including:
 - Media boom
 - Cultural and social change
 - Population increase
 - Change at the level of the structure of the family and society
 - Migration from the countryside to the city
 - Poverty and unemployment
 - Weak religious and social scruples
 - The disintegration of the family
2. Cultural and social change. (Ahmed, 2010). indicated that the manifestations of cultural and social change were as follows:
 - High life expectancy
 - The transformation from clan and tribe to family
 - Changing forms and social relations at the family, neighborhood, and neighborhood levels
 - The emergence of a tendency to independence and individualism
 - The emergence of new social types related to social relations and roles
 - Regression of the manifestations of informal control (customs, traditions, custom, spiritual values, etc.)
 - Strengthening the status of official institutions in society
- 3- The growth of the phenomenon of extremism and terrorism: The development of the phenomenon of violence and extremism during the previous years led to the emergence of terrorism in society as a phenomenon known as every act of violence or the threat. Thereof, regardless of its intentions or purposes, takes place in the implementation of an individual or collective criminal project; seeks to spread terror among people or to intimidate them by harming them; endanger their freedom, life or security; damage to the environment, to a facility or private or public property; or taking it, or endangering the security of the homeland. Those incidents required confronting the misguided group that seeks to spread the misguided thought in society that is based on part of the misconceptions about the issues of extremism. Therefore, educational officials must



strengthen social and intellectual security; Because they are closer to the students and the youth category, and they are aware of their psychological, mental, and emotional characteristics, as the field of thought is the first field to combat extremism and terrorism. This requires attention to the importance of emphasizing the values of cohesion and unity in confronting the currents of violence and extremism (Al-Samih, 2003).

- 4- The growing phenomenon of drug abuse: Drug abuse poses a threat to the social and family system. Certainly, the best strategy to address drugs in the future is prevention and self-and societal immunity. From this principle, attention must be paid to security culture, as well as urging young people to stay away, refrain, resist and not submit to the forces of shadows, and contribute to building youth capabilities. Social, intellectual, and behavioral development and the development of their self-confidence (Tash, 2009).
5. Information and Communication Revolution: The revolutionary changes in information and communications led to an increase in the amount of knowledge and communication between individuals and groups. Consequently, some unwanted ideas and content has spread among different individuals in an unorganized manner. These means are not only limited to conveying information or the goal but rather work on making the event and formulating the decision that is associated with certain ideas, values, and principles that can affect values, trends, talents, and forms of behavior. Among the many advantages of the means of communication, however, there are many security and intellectual dangers, and the information and knowledge network poses a direct threat to national and social security, as the network has turned into a means of spreading and promoting terrorist thought and attracting its supporters and supporters by deceiving adolescents and youth (Al-Jaloud, 2012).
6. Demographic change (demographic structure): The country has been subjected to massive displacement movements from various and neighboring conflict hotspots, and the accompanying pressures on infrastructure, demographic changes and many social imbalances. these rapid demographic changes resulted in a set of social differences such as the weakness of family cohesion and the lack of social relations. As a result, this shift affected the weakness of informal (internal) social controls and became an urgent necessity to develop formal control skills, including the various security sectors, and Overpopulation has resulted in various social problems and structural changes in the family. (Al Sabila, 2015). Through the researchers' knowledge and practice of academic work, The process of representing students to the concepts of security culture helps them to form awareness in all areas of life, as it helps individuals understand their relationship with their environment in its various social, cultural and natural aspects, which makes them able to adapt to this environment and solve his problems, which is an important educational requirement.

2 RESEARCH PROBLEM AND IMPORTANCE OF THE STUDY

The problem of the study emerges through the following questions:

- 1- To what extent the security culture at The Hashemite University is common from the students' point of view?
- 2- Are there statistically significant differences at the significance level ($\alpha = 0.05$) of security culture at The Hashemite University from the students' point of view due to the (college) variables?
- 3- What is the university's role in promoting a security culture from the point of view of faculty members?



2.1 Purpose of the Study

- The main objective of the study is to identify the reality of the security culture at The Hashemite University and its role in enhancing it.
- Identify the main role and the difference in it through the variable of the college in the university
- Identifying the promotion carried out by the university to root the security culture and enable it for students.

2.2 Significance of the Study

The theoretical significance of the current study is to measure the extent of awareness and security culture among university students according to their age. It requires awareness of students as citizens to preserve security and stability of the country taking into consideration the contemporary political, social, and economic changes.

Lack of awareness and security culture among many university youths who represent the main pillar of any nation seeking advancement and progress. Many Arab countries are threatened by dangers from within and without, and conspiracies abound around it that aim to undermine its unity and territorial integrity. Thus, it is an urgent need to introduce security awareness and sound security culture in the minds of people and provide them with correct scientific ideas that protect them from falling victim to the dangers of delinquency or perpetuation of improper behavior.

This study opens up prospects for other studies and research in the field of security culture as a subject in education curricula.

Applied importance: The practical significance of this study appears in:

This study may yield results that the researchers hope will benefit university youth themselves, their parents, and those in charge of university education from officials in the concerned ministry, university administration, and faculty members to invest the energies of these young people in what is more beneficial for them.

Providing universities' youth with the right security culture opens new horizons to take a leading role in spreading awareness and understanding of the security risks that might be surrounding them without being affected by extraneous ideas and malicious directives. In addition, this would prepare them psychologically and morally to participate effectively in the areas of development according to their inclinations and desires for the good and security of the country.

2.3 Limitations of the Study

Looking at the limits of the study, we find that there are human and objective limits as well as spatial and temporal limits, which can be clarified as follows:

- Objective limits: This study deals with the issue of security culture.
- Time limits: This study was conducted in the first semester of the academic year 2022-2023
- Spatial boundaries: This study was conducted at The Hashemite University.

2.4 Procedural Definitions

Security Culture: It is a set of knowledge, ideas, information, and activities provided by the university, including management, faculty members, curricula, and student unions for students at the university about the concept of security, security awareness, security knowledge,



and the risks that may face the country. The goal of increasing student awareness is to equip them with what makes them capable to protect themselves and their homeland from what threatens it. The role of universities in developing the security culture is measured by the degree of response of the study sample to the questionnaire and by the response of the faculty members on how to enhance the security culture among students.

3 LITERATURE REVIEW

A few studies that addressed security culture, and therefore the most relevant studies were reviewed, according to the chronological order from the most recent to the oldest.

Al-Salman and Asila (2018) conducted a study aimed at identifying the role of Palestinian universities in the Gaza governorates in developing students' awareness of security culture to face security risks. Paragraph and one of the most important findings of the study are that Palestinian universities have a medium capacity to develop students' awareness of security culture.

Al-Aboudi (2018) conducted a study aimed at identifying the role of the College of Education at Al al-Bayt University in enhancing the security culture among students. The role of the College of Education came to an average degree.

Al-Dardamashi (2018) conducted a study aimed at identifying the reality of security awareness at Yemeni universities. The study sample consisted of (850) male and female students. The findings of the study indicated that the reality of security awareness in Yemeni universities was weak.

While Al-Baqmi's study (2016) referred to an attempt to identify the role of security awareness in preventing terrorist crimes among students of King Saud University. The study was conducted on a sample of (377) students. The results of the study concluded that the level of security awareness among university youth is medium, and there are important requirements that contribute to the consolidation of security awareness among students, including imposing an appropriate level of censorship on the media in the dissemination of information related to security, and control over everything published on the Internet.

Dresko (2015) conducted a study aimed at highlighting the school's responsibility and role in deepening national and security education. The study sample consisted of (119) male and female teachers in the United States of America. It concluded that one of the most important responsibilities of education in the United States was to support and strengthen democracy as a way of life and through schools to include the principles and values of democracy in the curricula, starting from kindergarten to the twelfth grade, where the focus is on teaching these principles to students.

Sultan's (2009) study of security education and the possibility of its application in educational institutions used the descriptive survey method. The sample of the study consisted of secondary school teachers, principals, and supervisors, and amounted to (312) individuals. The study concluded the following results: The most important goals that the study sample perceives as the application of security education are to combat extremism and terrorism, achieve intellectual security and protect young people from drug abuse. The most important obstacles were also represented in weak coordination between educational institutions and security institutions and the large number of educational tasks required of the school, as well as the lack of appropriate educational content for the application of security education in secondary schools.

Al-Shehri (2006) conducted a study aimed at identifying the role of secondary schools in spreading security awareness. The researcher used the descriptive approach, and the study sample consisted of (375) students from the city of Abha in the Kingdom of Saudi Arabia. The study questionnaire was distributed to them and it consisted of (56) items, and one of the most



important findings of the study was that the role of schools in spreading security awareness among students came to a high degree.

3.1 Summary of the Previous Studies

It is noted from previous studies that some of them focused on developing security awareness, such as the study of Al-Salman and Aseelah (2018), while other studies focused on enhancing security, such as the study (Al-Aboudi, 2018). There are those whose study came to identify the reality of security awareness, such as the study of Al-Dardamashi (2018) and the Al-Baqmi study was examined (2016). The role of security awareness in the prevention of terrorist crimes, and the study of Sultan (2009) showed the methodological approach to the possibility of applying security education in educational institutions, while the study of Drisko (2015) and Al-Shehri (2006) focused on the importance and role of the school in spreading security awareness. The study of Hahn (Hahn, 2000) compared the reality of security education in more than one country. This study was characterized by its focus on knowing the reality of the security culture at The Hashemite University, it was also different in its efforts to identify the role of the university in promoting security culture through an open question that was directed to the faculty members.

4 METHODOLOGY

4.1 Study Approach

The study followed the descriptive survey method for its relevance to the study questions.

4.2 Study Population and Sampling

The study population consisted of all students at The Hashemite University, who numbered (310) male and female, and (390) faculty members, for the academic year 2022-2023.

- To answer the first question and find out the differences in the answer to the second question, The sample of students was chosen in a relatively random method.

The questionnaire was distributed to 700 male and female students, and Table No. (1) shows the distribution of the study sample members according to the independent variable.

Table (1): Distribution of study sample members according to the college variable

Number	College	Number of Students
1	Education	300
2	Pharmacy	180
3	Engineering	220
Total		700

Source: Prepared by author

4.3 Study Tool

To achieve the objectives of this study, the two researchers designed a tool for the study, after reviewing the literature of studies, research, books, and references that dealt with the issue of security culture. Also, the tool included an open question that was distributed to faculty members, which includes (15) items.

Validity of the Tool: The validity of the tool was verified by presenting it to a group of (11) professors at the university, to judge the extent of its suitability to the objectives of the



study, the integrity of the language, and the extent to which the different items belong to the field under it.

Tool Stability: To ensure the stability of the study tool, the researchers applied Cronbach's alpha equation to the responses of the subjects, using the statistical package (SPSS), and the reliability coefficient for the first field was (0.86), and for the second field was (0.84), which is an educationally acceptable value for the study.

Correction of the questionnaire and the criteria for judging the items, areas, and the tool as a whole. To judge the students' responses to the items and areas of the questionnaire, the highest grade of approval was given 5 points and the lowest grade of approval was given 1 point, and the points were arranged in a descending order 5,4,3,2,1.

To know the degree of opinions, the difference between the two terms has been divided into 5 levels, by subtracting the upper limit of the alternatives (5) - the lower limit of the alternatives (1) equals (4).

$5 \div 4 \text{levels} = 0.8$. When the minimum was one point, then the eight was increased by ten for each mark according to each statement, and thus the weights of the items become as follows:

- the average score is very low.) 1.8- 1(
- the average score is low.) 1.81-2.6(
- (2.61-3.4) average degree within average.
- (3.4-4.2) the average score is high.
- average score very high.)- 4.21-5)

Statistical Processing: To answer the study questions, the researchers entered the raw information into the computer, and the mean, standard deviations, frequencies, and percentages were extracted. One-way ANOVA was also used; to check the difference between the mean estimates of the study sample.

5. RESULTS AND DISCUSSION

This section discusses the results of the study participants and their responses to the items of the tool, after applying the study procedures, and analyzing the statistical data collected according to the order of the questions.

Question 1

To what extent the security culture at The Hashemite University is common from the students' point of view? To answer this question:

Table (2) Means and standard deviations of participants about the extent the security culture at The Hashemite University is common from the students' point of view arranged in descending order.

Rank	Item Number	Item	Mean	Standard Deviation	Level of Reality
1	11	Students are aware of the concept of intellectual security and its role in achieving integrity of thought and belief	3,18	0.74	Average
2	3	Students know the meaning of terrorism, its dangers to the university and society, and ways to prevent it.	3,17	0.78	Average
3	4	Students are aware of the seriousness of the crime, and how to prevent it	3,10	0.88	Average
4	13	Students are aware of the meaning of social security and its importance in the university and society	3,06	0.89	Average



5	10	Students are aware of the importance of environmental security and the preservation of everything related to environmental aspects.	3,05	0.95	Average
6	7	Students know the importance of economic security and its role in addressing the current and future challenges of the family and society	3,04	0.96	Average
7	1	Students are aware of the importance of traffic safety as one of the contemporary educational concepts	3,01	1.04	Average
8	9	Students are aware of the harmful effects of drugs and how to avoid them	3,00	1.22	Average
9	6	Students know how to stay away from rumors because of their role in causing confusion	2,98	1.25	Average
10	12	Students are interested in voluntary work because of its role in rooting social and societal solidarity.	2,90	1.03	Average
11	5	Students know the meaning of patriotism and the importance of maintaining national security and stability	2.89	1.07	Average
12	8	Students know the benefits of informatics and the risks arising from it.	2.85	1.28	Average
13	2	Students are aware of the importance of social responsibility towards the nation	2.83	1.35	Average
Total Field			0.67	3.00	Average

Source: Prepared by author

It is evident in Table No. (2) that the Mean of the study sample to the field of security culture reality from the students' point of view ranged between (3.18-2.83), where the first place came in item No. (11). Students were aware of the concept of intellectual security and its role in achieving safety Thought and Belief, with a mean of 3.18. Items No. (3) came in second place, which states "students know the meaning of terrorism and its dangers to the university and society and ways to prevent it." With a mean of 3.17, and item No. (iii) came in third place item No (4) which states "students are aware of the seriousness of the crime, and how to prevent it" with a mean of 3.10. Item No. (2) states: "students are aware of the importance of social responsibility towards the homeland" with a mean of (2.83) ranked Thirteen and the last.

As for the field as a whole, its mean reached (3.00) and reflects an average reality of the availability of security culture at The Hashemite University from the students' point of view. It can also be attributed to the community institutions and their role in raising students' awareness about the security culture, in addition to the university's safe environment that focuses on its laws, instructions, and generalizations on security culture and the importance of enabling students to know it. In addition to the university's safe environment, which focuses on its laws, instructions, and circulars on security culture, the importance of enabling students to know it, the benefits that the student and society derive from maintaining it, and the consequences and risks to the individual when neglecting it. This finding is consistent with Al-Salman and Asila (2018), which confirmed that Palestinian universities have a medium capacity to develop students' awareness of security culture, and Al-Aboudi study (2018), which confirmed that the role of the College of Education came to an average degree, and Al-Baqmi study (2016), which concluded that the level of security awareness among university youth is an average level. On the other hand, this finding is was not consistent with the study of Al-Shehri (2006), which confirmed that d The role of schools in spreading security awareness among students was high, and Al-Dardamashi's study (2018), which confirmed that the reality of security awareness in Yemeni universities was weak.



Question 2

Are there statistically significant differences at the significance level ($\alpha = 0.05$) of security culture at The Hashemite University from the students' point of view due to the (college) variables?

To answer this question, the means and standard deviations were extracted. To reveal the significance of the differences in the means, the One Way ANOVA analysis was used, and the two tables No. (3) and (4) explain this.

Table (3) Means and standard deviations of the participants' estimates about the reality of security culture at The Hashemite University according to the college variable.

Variable	Change level	Mean	Standard Deviation
College	Education	3.07	0.78
	Pharmacy	2.97	0.81
	Engineering	2.96	0.86

Source: Prepared by author

To detect the differences in the statistical significance of the means, a one-way analysis of variance (One Way ANOVA) was used, and Table (4) illustrates this.

Table (4) One Way ANOVA analysis to reveal the differences in the estimations of the sample members about the reality of security culture at The Hashemite University from the students' point of view, according to the college variable.

Axes	Contrast source	Sum of squares	Degrees of freedom	Mean squares	F Value	Indication level
Education	between groups	3.206	3	1.069	27.637	0.311
	within groups	83.194	696	0.119		
Sciences	between groups	0.765	3	0.255	20.676	085.0
	within groups	26.361	696	0.0378		
Engineering	between groups	4.867	3	1.622	56.593	089.0
	within groups	62.067	696	0.0891		
The tool as a whole	between groups	0.822	3	0.274	23.486	171.0
	within groups	25.067	696	0.036		

Source: Prepared by author

It is noticed from Table No. (4) that there are no statistically significant differences at the level ($\alpha = 0.05$) in the reality of security culture at The Hashemite University from the students' point of view due to the (college) variables.

The researchers attribute this to the fact that the security culture in the university is one in terms of the main components, which is the system of basic values adopted by the university, and the philosophy that governs its policy towards faculty members, students, curricula, staff and the university community as a whole, which led to the lack of difference in student responses and their compatibility with that.

Questions 3

What is the university's role in promoting a security culture from the point of view of faculty members?



To answer this question, an open question was distributed among faculty members and was answered by (10) of them. Their views were taken about the role of the university in promoting a security culture. This role was recorded by calculating all the points made by each instructor separately. The paragraphs that were repeated for each individual were collected and rephrased, and the repetitions were calculated for each item. Table No. (5) shows this.

Table (5) Reinforcements, their frequencies, and percentages.

Number	Reinforcements	Frequency	percentage
1	Keen on the development of life in others.	10	100%
2	The university is keen on the concept of security safety	9	90%
3	The university administration directs the definition of students and legal affairs	9	90%
4	The university emphasizes pride in the national identity	8	80%
5	The university stresses the warning of the consequences of extremist religious thought.	8	80%
7	The university is keen on introducing students to drugs and their impact on society.	8	80%
8	The University urges teachers to set an example for their students in all their words and actions	7	70%
9	The university focuses on inculcating national values and trends: justice, equality, freedom.	7	70%
10	Contribute to creating a university life free from political and organizational fanaticism.	7	70%
11	The university focuses on utilizing national and religious occasions to embody sound ideas and values.	7	70%
12	It helps in enhancing the student's abilities to face the challenges of globalization.	6	60%
13	The university contributes to the development of the ability of students	6	60%
14	To distinguish between right and wrong ideas.	5	50%
15	The university directs professors to address the lectures	5	50%

Source: Prepared by author

Table (5) shows that the repetitions ranged between (50% ---100%). The items that received less than (50%) recurrence were excluded.

These answers may indicate that the university focuses on educating students, an education that combines security awareness with national and global values, and between family and community rapprochement and international rapprochement, an education that rejects racism and extremism, and emphasizes tolerance and rapprochement no matter how different countries, religions, and colors.

In addition, it works to consolidate the privacy of the concept of safety culture among students and emphasizes the system of values that constitute this privacy without isolating it from contemporary global civilization, and an understanding of world policies and their events. The results of this study are in agreement with the study.

RECOMMENDATIONS

In light of the results of the study, the researchers recommend the following:

- University administration needs to direct the colleges to carry out comprehensive national scientific workshops and meetings that work on crystallizing a modern and advanced vision concerned with education and security preparations for university students.



- To direct the university administration to hold security education courses for its employees, including professors and administrators, especially those working in the field of student affairs and student activities to help them do their expected roles in educating students about security.
- Reconsider university courses that deal with education topics and problems
- societal so that it is linked to the reality of Emirati society and its rapid security needs.

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