

The Concepts of Students' Immunization against Terrorism and Extremism in the National Education Textbooks and the Degree of Teachers' Knowledge about them in Upper Basic Stage in Jordan

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Abstract

The purpose of the study was to identify the concepts of students' immunization against terrorism and extremism in the textbooks of national education and the degree of teachers' knowledge about them in upper basic stage in Jordan. This study used the analytical descriptive method. In order to achieve the objectives of the study a list (30) concepts of students' immunization against terrorism and extremism was developed to be used as an instrument for content analysis of national education textbooks from grade eight to grade ten. Moreover, the researcher prepared a test that consisted of (30) questions. The sample of the study consisted of (179) national education male and female teachers in Al-Koura Educational Directorate. The validity and reliability of both instruments were checked. The results of the content analysis showed that the concepts of students' immunization against terrorism and extremism were good. The number of these concepts in national education textbooks in the eighth grade was (223) concepts whereas in the ninth grade was (303) concepts and in the tenth-grade was (314) concepts. However, the total number of these concepts was (840). The most popular concepts were a democracy with (161) repetitions, then the concept of extremism with (96) repetitions, and human dignity with (59) repetitions. The results also showed that there were no concepts related to good neighborliness and international understanding in the three textbooks. Furthermore, the results of the study revealed that the degree of national education teachers knowledge of the concepts of students' immunization against terrorism and extremism reached (83%). The researcher presented a set of recommendations based on the results of the study, the most important of which is the need to focus on the concepts of students' immunization against terrorism and extremism in the national education textbooks, and to train teachers to help their students to acquire these concepts.

Key Words: degree of knowledge of teachers, national and civic education, Jordan, immunization of students, terrorism and extremism.

Introduction

All nations of the world currently occupy the issue of terrorism and extremism. This concern stems from the fact that terrorism is an unjustified crime. However, terrorism as a phenomenon is not a new issue; especially in the present era, it is a global phenomenon not linked to a specific

time, region, culture, community or religious or ethnic groups. Indeed, terrorism and extremism are of the most important manifestations of terrorism, because of fear and panic.

The word "terrorism" is still vague and meaningless, since it is not strange to be mixed with contradictory meanings and concepts such as tactic and strategy, and a crime and a sacred duty (Ayasrah, 2009). The Oxford Dictionary defines terrorism as anyone trying to reinforce their views through forced intimidation (Stevenson, 2010). Hoffman (2006) defined terrorism as a "power struggle, the pursuit of power, the acquisition of power, and the use of force to bring about political change". James (2005) defined terrorism as violent criminal behavior intended primarily to generate fear, or much of it, for political purposes.

Despite the ambiguity surrounding the definition of terrorism in the world community, Hoffman (2006) believes that there are some common points about terrorism: that terrorism seeks power that it systematically plans and executes, that it is against targets that are not random, Violence or the threat of violence for a change. However, while the objectives of terrorist operations converge, they are still diverse in terms of their categories and causes.

Hoffman (2008) believes that there are some common points about terrorism: terrorism seeks power, systematically plans and executes, is directed against non-random targets, and is aimed at violence or threat for a change, while the objectives of terrorist operations converge; they are still diverse in terms of their types and causes.

Moreover, terrorism is an enemy of stability and political and social security, which are among the most critical elements of economic development in any country in the world. Terrorism leads to an economic and social imbalance that goes beyond the local to the regional and international levels. Indeed, its adverse effects on the growth and development of societies highlight the importance of combating and preventing it. To perceive its adverse results enough to look at the number of innocent victims who go each year from extremism and terrorism. The Global Terrorism Index recorded nearly 18,000 casualties in 2013, a 61% increase over the previous year, Of the Institute for Economics and Peace reported that terrorist attacks rose from 11133 in 2012 to 17,958 in 2013 (Osman, 2016).

The Research Problem/Question

Communities live in a state of anxiety and fear as a result of terrorism and extremism, whether at the family, school, community or international levels. Families suffer from family disintegration, and society suffers from racism, regionalism, sectarianism, tribalism and extremist ideology. Through the work of the researcher as a teacher, he felt that terrorism and extremism in its broadest sense became cancer that penetrates our self and our societies and we cannot control it; family, school, university and community violence have spread, a severe phenomenon that can have serious consequences for social and national security. Therefore, this study was used to analyze the concepts related to the immunization of students against terrorism and extremism that are available in the national and civic education curriculum in higher preliminary classes in Jordan and the degree of teachers' knowledge about them.

The study aimed to answer the following questions:

1. What is the degree of availability of the concepts of immunization of students against terrorism and extremism in the books of national and civic education in the primary upper stage in Jordan?

2. What is the degree to which teachers of national and civic education know the concepts of immunizing students against the phenomena of terrorism and extremism?

Significance of the Study

The importance of the present study is as follows:

- Provide a list of concepts of immunization of students against the manifestations of terrorism and extremism.
- The results of this study can benefit the Directorate of Curriculum in the Ministry of Education through the identification of these concepts and inclusion in the books of national and civic education.
- The training department of the Ministry of Education can benefit from the training of social studies teachers on how to immunize students against the phenomena of terrorism and extremism.

Scope and Limitations of the Study

This study was limited to the books of national and civic education for the higher preliminary classes in Jordan for 2016/2017.

- This study was limited to teachers of national and civic education who are studying in upper basic stage in Jordan for the year 2016/2017.
- The design of the results of the study is limited to the tools of the study and its validity and stability.

Definitions and Concepts

- **Concepts of immunization of students:** it is intended to provide students with information either in facts or concepts or generalizations or values or trends through the books of national and civic education, which contribute to their awareness and education preventive education against terrorism and extremism and make them moderate citizens and Moderates within their community. Table1 shows the concepts of the immunization of students.
- **Terrorism:** Any intentional or unintentional fear concern with the aim of compelling a person or group of persons to achieve material or moral objectives without a legitimate right to do so.
- **Extremism:** it is an exaggeration and extremism in belonging to an idea, whether on the material or the moral level.
- **Teacher's degree of knowledge:** It is the awareness and understanding of teachers of national and civic education of concepts that protect students against terrorism and extremism. It was measured utilizing a tool prepared for this purpose. Table2 shows the teacher's degree of knowledge.
- **The national and civic education textbooks:** all the books of national and civic education that are planned by the Jordanian Ministry of Education and taught for the year 2016/2017 from the eighth grade to the tenth grade.

Review of Literature

Rajab (2018) presented a study about the "International Experience in Combating Terrorism". The study dealt with fourteen international European, Asian and American experiences in the fight against terrorism and analyzed the social characteristics of a sample of terrorist elements captured in terrorist operations, adding practical experience to Arab countries facing terrorism. The main concept of the study was the ability to combat terrorism at the national level, which aims to reduce the incidence of terrorist operations and prevent the recruitment of new terrorists. The study was divided into three main chapters: 1) The new picture of terrorism, 2) terrorism on the global agenda, 3) Three analyzed international experiences in the fight against terrorism. The study concluded a number of lessons learned in the field of combating terrorism: the importance of formulating a national strategy to combat terrorism, resolving the dialectical relationship between combating terrorism and human rights, Civil and with citizens, especially young people.

Al-Adnanat (2018) conducted a study entitled "International Counter-Terrorism Mechanism". The study aimed to combat terrorism as an interest shared by the international community to intensify and strengthen efforts in the international community to curb the spread and expansion of the phenomenon of international terrorism. The study pointed out that the international, regional and national legal mechanisms must be studied and the legal texts and international mechanisms for fighting terrorism should be defined. It also dealt with the study of the legal organization to combat terrorism, such as the international conventions on the suppression and financing of terrorism, the international conventions against individuals and the international treaties against terrorism against the safety of international civil aviation. The study also dealt with the old agreements on the fight against terrorism and on international, regional and national efforts And international cooperation frameworks to reduce international terrorist acts. The main findings of this study are that international, regional and national mechanisms are inadequate and incapable of reducing the phenomenon of international terrorism and confronting international terrorist acts that have shown the worst forms of violence and terrorism in human history. The phenomenon of terrorism is a very serious phenomenon, targeting human beings and public and private property, destroying the interests of states and the international community. It is one of the most dangerous acts that threaten international peace and security in the international community.

Draib, Smasem, and Saleh (2017) conducted a study that explains "The role of the school in confronting the challenges of terrorism from the views of the teaching staff ". This study aimed to identify the role of the school in confronting the challenges of terrorism from the point of view of the teaching staff, the concept of terrorism and its dangers and finding a mechanism to confront the challenges of terrorism from the point of view of the teaching staff. To achieve the objectives of this study, a questionnaire was used to determine a practical mechanism to address the challenges of terrorism. The questionnaire consisted of (3) basic areas and (3) sub-areas, Composed of (42) paragraphs distributed as follows: the role of teacher (5) paragraphs, the role of the curriculum (13), the role of student activities (9) paragraphs, the role of the director (7), the role of educational Counselor (8). The results showed that the curriculums, teacher, counselor, and director played a major role in confronting the challenges of terrorism, and the conclusion of a practical mechanism to confront the school to the challenges of terrorism.

Mahjoub (2017) indicated that the education to play an active role in the fight against terrorism, curricula must be devised that include concepts capable of nurturing and developing the three aspects: cognitive, skills and emotions. Content and curricula must reflect the harmonious and harmonious fabric of society at the local, regional and international levels. It follows that the most critical weapons to fight terrorism and extremism which is the teacher that may revive the curriculum or destroy it. Therefore, we must take into account the numbers of teachers, the amount of knowledge, the ability to follow and apply the scientific approach, critical thinking, the development of self, social skills that develop the skills of communication, dialogue corresponding, persuasion, presentation, inherent values of tolerance, pardon, and constructive criticism, So that children will not be prey to extremism and terrorism. Hence, given the importance of the curriculum of civil and national education, and its role in immunizing students against terrorism and extremism, the researchers chose the teachers of this curriculum, where the researchers will seek to reveal the extent of teachers' knowledge of concepts that immunize students against terrorism and extremism. This study is essential for the role of the teacher in immunizing students against terrorism and extremism on the one hand. The awareness of educational concepts that benefit decision makers in the directorates of curriculum, supervision, and training in the Ministry of Education to prepare the capable teachers for Immunize students against terrorism and extremism more broadly and comprehensively; a list of concepts that protect students from terrorism and extremism, and measure teachers' understanding of concepts in civic and national education.

Al-Madani (2016) aims to identify the concepts of combating terrorism mentioned in Arabic and textbooks, the understanding of secondary school students of these concepts, and the study of differences of statistical importance in the absorption of students. In this study, a questionnaire was used for a sample of 60 students, and three Arabic books were used to analyze the content: linguistic composition, origin, Arabic culture and reading. The results of the study showed that textbooks partially cover counter-terrorism concepts and that students understand on average these concepts. Besides, the study found statistically significant differences in students' understanding of anti-terrorism concepts according to the educational backgrounds of parents, and those with a bachelor's degree or higher. The study recommended reviewing curricula to support anti-terrorism concepts and provide training programs for teachers in service, especially those that provide ambiguity among teachers.

Al-Salmi (2014) conducted a study on the role of a secondary school in the face of terrorism and the promotion of national affiliation among female students in the province of Hafr al-Batin between reality and hope. To achieve the objectives of this study, the researcher used the analytical, descriptive method to rely on the review of documents and files related to the study, in addition to a field study through the interviews included in the poll on the immunization of students against terrorism and instilling allegiance and belonging to the homeland. The researcher concluded that there is the researcher found that there are Intellectual, psychological, social, and educational reasons behind terrorism, and attributed the intellectual rights to the suffering of the Islamic world from the sharp intellectual divisions and different trends and social causes. It is clear that corruption is nodal, the imbalance in the relationship between the ruling and the sentenced, Rooted in the ego and low self-restraint, the educational reasons for the lack of religious culture in the curricula of most Muslim countries, and insufficient attention to

highlight the virtues of Islam and Islamic ethics. One delegation recommended that the researcher developed a simple, moderate-minded intellectual curriculum and recommended working on the preparation of qualified teachers.

Al-Kalbi and Adam (2011) conducted a study aimed at revealing the role of the content of secondary education curricula in the Kingdom of Saudi Arabia in the face of intellectual and technical terrorism between reality and hope. The research aims to reveal the availability of mental security values and positive ethical values to deal with modern technologies with the content of secondary curricula in Saudi Arabia and how to cope with contemporary challenges and its ability to instill values that help students face intellectual and technical terrorism. In this study, the researchers used a proposed model of the system of intellectual security values and positive ethical values to deal with that technology can be included in the content of the secondary curriculum. This tool was applied to the contents of the curricula of the Islamic sciences for the first class secondary and the curricula of national education and computer science for classes 1 to 3 secondary and scheduled for boys for the academic year 1429 h / 1430 h. The results showed that the content of Islamic science curricula is the most common approach to the proposed values. The content of a computer curriculum was the most comprehensive approach to positive ethical values in dealing with technology.

Al-Yousef (2010) prepared a study about the role of the school in combating of terrorism, violence, and extremism was the survey of theoretical studies; the researcher identified the importance of school as the environment from which students derive values in society. The study concluded that the school should play a role in combating terrorism, violence, and extremism in individuals. The study confirmed that security linked to learning and education. He also pointed out that the educational system represents one of the useful consistencies in maintaining the security of society.

Carthon (2007) also prepared a study on the school's impact on activating the role of secondary school students to counter-terrorism, applied research from the perspective of students and high school students. In this study, a questionnaire was used to a sample of 1864 students. One of the most important results is that the level of effectiveness of schools in providing students with concepts in the curriculum, values of moderation, and combating terrorism and extremism was moderate, as the analyses showed that the curriculum was not keen to immunize students against terrorism and extremism. He also explained that the decisions did not confirm the treatment of non-Muslims safely. The issue of empathy with terrorists has not sufficiently focused on renouncing violence and terrorism. He also pointed out that the curriculum did not clarify the position of Islam against the prohibition of killing innocent people in terrorist operations. We must, therefore, strengthen the role of teachers and their influence in the creation of the values of justice and moderation in the fight against terrorism and extremism.

Differentiation and Utilization of the Study

This study has benefited from previous studies in defining the concepts of immunization of students against terrorism and extremism and dealing with their concept. The present study differs in the preparation of a list of these concepts and analysis of the textbooks of national education in light of them.

Study Approach

The researchers followed the descriptive, analytical method to suit the objectives of the study.

Society and the Sample Study

The society of the study is composed of all teachers of national and civic education in the Directorate of Education in the district of Koura. And their number (198) teachers according to the statistics of the Directorate of Education of the Koura Brigade for 2016/2017 and the community of textbooks of the national and civic education for the eighth, ninth and tenth grades, scheduled for 2016 / 2017.

The Sample Study

The study sample consisted of (169) teachers teaching the national and civic education in the Directorate of Al-Koura Brigade for 2016/2017.

Study Tools

The study tools included:

First: a list of concepts of immunization of students against terrorism and extremism. The study was conducted by reference to literature, previous studies, and books that related to the concepts of combating terrorism and extremism, including the study of Alkaltham (2016), Pardo Eldad, (2016), Shukat, Pell, & Gull (2016), Al-Sobhain (2012), Kniep (1986), and Huffman (2006) To a list of concepts of immunization of students, and the number of concepts in the final version (30) has been verified the validity and stability:

- It has been presented on a group of arbitrators to verify the stability. The researcher analyzed three lessons from the textbooks of national education for the eighth, ninth, and tenth grades, and another colleague was assisting the researcher in analyzing the same lessons, the calculation of the stability coefficient was reached (0.092).
- The analysis process was conducted after confirming the stability and determining the analysis methods, the class of analysis and the categories of analysis with its domain.
- Frequency has been confirmed as a count.

After the completed analysis, the following results obtained:

Second: the achievement test; the achievement test was designed to detect the degree of knowledge of national and civic education teachers on the concepts of immunization of students against terrorism and extremism.

- The goal of the test is to identify teachers' knowledge of concepts.
- Formulation of paragraphs, and taking into account the accuracy and clarity in the contents and language and clarity of instructions, where the paragraphs distributed according to the concepts of immunization of students against the phenomenon of terrorism and extremism.
- To verify the validity and stability of the test, and then displayed to a specialized arbitrators group of and their number (13).

Some paragraphs have been a reformulated, delete some of them, Taking notes of arbitrators, and became a possible test of (30) paragraph.

- To ensure the test stability a trial test was conducted on a sample outside of the sample teachers, the sample of the study with a time difference (2) week according to the stability coefficient that was (83.3), which is suitable for stability.
- The test was conducted on the sample study, collected, and unloaded the answers using the statistical program (SPSS) to obtain the results as in the results section

Study Procedures

To achieve the objectives of the study, the researcher followed the following steps

- Researcher sense of weakness, in feeding the books of national and civic education to the concepts of immunization students against terrorism and extremism, as well as the lack of awareness of the teachers.
- Review the theoretical literature and previous studies to build the study tools of list of concepts and test collection.
- Ensure their validity and stability.
- Get an official book from Yarmouk University addressed to the Directorate of Education in the Koura district for the academic year 2016/2017 for the application of tools in the schools of Al-Koura brigade.
- Analyzing the books of national and civic education in light of the list of concepts and applying the planning test to the teachers.
- The results of the study were then obtained and organized according to the order of the questions.
- In light of the results of the study, a set of hypotheses was formulated.

Research Results and Discussion

First, the results related to the first question: What is the degree of availability of the concepts of immunization of students against terrorism and extremism in the books of national and civic education for the higher stage?

To answer this question, an analysis of the contents of the textbooks of national and civic education for the eighth, a ninth and tenth grade was carried out in light of the list of concepts of immunization against terrorism and extremism. The frequencies and percentages of each concept were extracted in each book as shown in Table 2 below.

Table 1 also shows that the number of repetitions of concepts in the eighth, ninth and tenth grades reached (840) recurrences. First place was the repetitions of the concepts in the ninth

grade book (303). The second was the availability of concepts in the content of the book of the tenth grade (314). The third place came in the content of the eighth-grade book (223) times.

The researcher note that by analyzing the frequency of concepts that they came in a simple and a small percentage in the books of national and civic education, and it was not balanced in the distribution between books. The concept of democracy came first in frequencies, and the rejection of violence and human dignity, while some concepts were devoid of books, such as good-neighborliness and international understanding, and the fulfillment of covenants, despite their importance In protecting students and expanding their perceptions as well as teachers to fight terrorism and extremism and immunize them against these dangerous phenomena.

The researcher explained this, especially the organization poor in the distribution of concepts in the failure to adopt the matrix of the range and sequence in the distribution of such concepts and may have included in other books; history or geography, this result is proportional to what was pointed out by Bani Fares (2011), which showed the results of his study, that the concepts of human rights were not balanced in the distribution in the books of national and civic education. Khazaleh (2017), which prepared that the concepts of peace in the books of national and civic education are not balanced distribution and that some books devoid of some of these concepts.

Second, the results related to the second question: What is the degree of knowledge of the teachers of national and civic education of the basic stage in Jordan with the concepts of immunization of students against the phenomena of terrorism and extremism?

To answer this question, arithmetic averages and the standard deviations of the extent of teachers' knowledge and concepts were extracted in terms of concepts as shown in the table (2). Hence the table of the arithmetic averages and deviations of the extent of the teachers' knowledge of the concepts of immunization of students.

Table (2) shows that the arithmetical averages and standard deviations of the teachers' knowledge of the concepts of immunization of students against terrorism reached (0.8305) mean and standard deviation (0.15562).

Question No. (19), Social Responsibility means that man is responsible for his speech and actions, has the lowest mean that equal to (0.67040) and the highest standard deviation (0.47739), where he answered (120) out of (179).

Question No. (23): Tolerance means to be tolerant to others in his words and deeds, on highest arithmetic mean equal to (0.9106) and the standard deviation is equal to (0.28610), where he/she answered (163) participants from (179). The number of teachers has received low marks, and some do not know these concepts. Furthermore, some of the teachers have a master's degree or above — an extended service of more than (11) years. Their knowledge was not at the required level and may be interpreted in light of the absence The books of most of these concepts as explained in the results of the first question during the analysis of books of national education and Which may be due to teachers' reluctance to research and to link knowledge with the life.

Recommendations

- Preparation of studies related to the concepts of immunization of students against terrorism and within new variables includes the matrix of the extent and sequence of these concepts in the books of civic and civic education.
- Training teachers in the in-service teacher training programs on how to represent and practice the concepts of tolerance and dialogue and apply behaviors to students.
- Coordination between educational institutions in the university and schools to combat the causes of terrorism and extremism and renounce violence within their programs and study plans.

Table: 1

Shows the concepts of immunization of students, Frequency, and percentages of the availability of the concepts of immunization of students against terrorism and extremism in the content of books of national and civic education

No	Concepts	Eighth Class		Ninth Class		Tenth Class		Combined Classes	
		Freq.	Perc.	Fre q.	Perc.	Fre q.	Perc .	Freq.	Perc.
1	Respect for the rights of others	5	2.2%	7	2.3%	14	4.4%	26	3.11 %
2	Good neighborly	-	-	-	-	-	-	-	-
3	Understanding between individuals	-	-	-	-	4	1.3%	4	0.4%
4	coexistence	10	44%	17	5.6%	14	4.4%	41	4.9%
5	International understanding	-	-	-	-	15	4.7%	-	-
6	Respect for opinion	7	3.1%	13	4.2%	5	1.6%	25	3%
7	Intolerance	48	21%	-	-	11	3.5%	59	7.1%
8	Renounce Violence	45	20%	8	2.6%	43	13.7 %	96	% 11.6
9	Collective security	9	4%	1	33%	24	7.6%	34	4.1%
10	Cultural openness	-	-	3	99%	5	1.6%	8	96%
11	Tradition	-	-	4	1.3%	2	66%	6	72%
12	Human dignity	6	2.6%	20	6.6%	11	3.5%	37	4.4%
13	Fulfill the covenants	10	44%	1	33%	-	-	2	24%

14	Moderation	5	2.2%	10	3.3%	21	7%	36	4.3%
15	The middle	9	4%	13	4.2%	22	7.3%	44	5.3%
16	Freedom of expression	5	2.2%	8	2.6%	12	4%	25	3%
17	Self-reliance	5	2.2%	-	-	-	-	5	0.6%
18	Democracy	17	7.6%	124	40.9%	20	6.7%	161	19.5%
19	Social Responsibility	4	1.0%	-	-	-	-	4	48%
20	Community service	3	1.3%	10	3.3%	2	66%	15	1.8%
21	Favoritism and nepotism	2	89%	3	99%	3	1.00%	8	96%
22	Thinking	9	4%	10	3.3%	4	1.3%	23	2.7%
23	Tolerance	4	1.7%	6	1.9%	45	14.3%	55	6.6%
24	Child Rights	2	89%	11	3.6%	5	1.6%	18	2.1%
25	Dialogue	7	3.1%	6	1.9%	5	1.6%	18	-
26	Respect for minorities	1	44%	2	66%	1	31%	4	48.4%
27	Refugee rights	2	89%	3	99%	2	66%	7	84%
28	Respect for religious rites	8	3.5%	7	2.3%	5	1.6%	2	2.4%
29	Social integration	5	2.2%	9	2.9%	10	3.2%	24	2.9%
30	National Unity	4	1.7%	7	2.3%	9	3.0%	20	2.4%
		223	100%	303	100%	314	100%	840	

Table: 2

The arithmetic mean and the standard deviation of the extent of teachers' knowledge of concepts according to question

No.	Question	Sum	Mean	Standard Deviation
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1	Respecting the rights of others means not talking to them even if they make a mistake.	158.00	.8827	.32270
2	Good neighborliness is to replace the abuse with charity.	150.00	.8380	.36949
3	Understanding with others must be mental, social and religious.	147.00	.8212	.38424
4	Accepting others means living with them religiously, socially and intellectually.	147.00	.8212	.38424
5	International harmony and understanding are between the peoples with each other within the State.	148.00	.8268	.37947
6	Respect people's opinions indicate acceptance of others' views and capitulation to it.	156.00	.8715	.33558
7	Rejection of intolerance is by fighting the religious, intellectual, and social prejudice and all kinds of fanaticism.	139.00	.7765	.41774
8	Renounce violence is any behavior that harming others physically and morally.	150.00	.8380	.36949
9	Collective security means that a safe and secure group, far from violence, extremism, and terrorism.	155.00	.8659	.34169
10	Cultural openness means fusion with other cultures.	161.00	.8994	.30159
11	Tradition means not to imitate the other party positively and negatively.	150.00	.8380	.36949
12	Human dignity means no one has superiority over another except piety and good deeds.	154.00	.8603	.34761
13	The fulfillment of covenants is a commitment to the promises and agreements written only.	150.00	.8380	.36949
14	Moderation is an approach to life that leads to extravagance and dissipation in the walks of life	157.00	.8771	.32925
15	Moderation is not just a position between decomposition and defiance; it is a moral, behavioral and intellectual approach.	161.00	.8994	.30159
16	Freedom of expression is the right of the individual to express what he travels on his own without prejudice to the rights of others.	143.00	.7989	.40196

17	Self-reliance means independence in all aspects of life.	151.00	.8436	.36428
18	Democracy means an indirect rule to people from the state.	154.00	.8603	.34761
19	Social responsibility means that man is responsible for his speech and actions.	120.00	.6704	.47139
20	Community service is a set of services provided by governments, agencies, and institutions so that the individual can adapt to the environment in which he lives.	129.00	.7207	.44993
21	Leaving mediated and nepotism means that the individual obtains his or her right based on the principle of equal opportunity.	157.00	.8771	.32925
22	Thinking is a mental activity performed by everyone at the same level.	137.00	.7654	.42496
23	Tolerance means being tolerant to others in their speech and actions.	163.00	.9106	.28610
24	Child rights mean protecting and educating children and meeting their basic needs in their own country.	141.00	.7877	.41008
25	Dialogue achieves the meanings of understanding and problem solving within a single religion.	122.00	.6816	.46718
26	Respect minorities mean only allowing them to work.	149.00	.8324	.37456
27	Rights of the refugees are the right to return home.	143.00	.7989	.40196
28	Respect religious rites are restricted by the freedom of other religions.	161.00	.8994	.30159
29	Social integration means the cooperation of all individuals within society regardless of their religion and ethnicity.	154.00	.8603	.34761
30	National unity means the solidarity of all members of society regardless of their beliefs to defend the homeland.	153.00	.8547	.35334
	All questions	148.67	.8305	.15562

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