
| RESEARCH ARTICLE

The Obstacles Facing Educational Security in the Faculties of Education at University of Benghazi from the Perspective of Faculty Members

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| ABSTRACT

This study aimed to identify the obstacles facing educational security in the faculties of education at the University of Benghazi from the perspective of faculty members. To achieve the goals of this study, the authors used the analytical descriptive method; the study sample consisted of (103) faculty members. The authors used the questionnaire as the instrument to collect data, which consisted of (25) statements divided into two parts: (obstacles to the educational process and obstacles to the surrounding environment). The results show that the most significant obstacles facing educational security are (the lack of a clear educational philosophy that highlights the importance and value of educational security, weak interest in the faculty members and their status as the lofty value in society, a decline in the role of the family and its preoccupation with living life, the cultural and value dependency that our society experiences, and the cultural conflict to which it is exposed). The results also confirmed that there is no difference in the responses of the sample members towards the obstacles facing educational security in faculties of education according to the variables of gender and academic qualification of faculty members. The authors applied suitable statistical methods in this study. At the end of the study, the authors came out with many results and stated a number of recommendations.

| KEYWORDS

Obstacles, educational security, faculty members, University of Benghazi

| ARTICLE INFORMATION

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1. Introduction

Educational security seeks to establish the principle of social responsibility, achieve justice among individuals, instil values and skills to interact with the requirements of the times, provide critical thinking skills to distinguish between ideas, support national belonging and identity, enhance the culture of security awareness among students, encourage respect for the system and develop mutual respect among students individuals (Youssef et al., 2021, 828).

Educational security is based on liberating a person from all threats and obstacles that prevent him from acquiring educational and moral values and methods, and all positive ideas governing educational work, and providing the necessary means for the individual to acquire a system of modern knowledge and skills, which supports the achievement of national security and sustainable security development for society (Zayed, 2018).

The primary mission of educational institutions is no longer just intellectual security but has gone beyond developing thinking through specialized knowledge, developing values, morals, and cultural identity and investing them optimally in the advancement of themselves and their local communities (Hamdan, 2015, 83).

A defect in security is a path to a defect in behaviour, and this is a path to a societal defect, and it is a result of the weakness of educational security in the university. If this university is able to modernize its curricula, programs, activities, techniques, and research and diversify its sources of learning while preserving its culture, ideas, and principles, this will help in the formation of personality. The creative woman who tends to solve problems and accept others (Shehata, 2009, 40-41).

Educational security, with the great responsibility it carries in building generations and shaping the value, knowledge and skill system for all members of society, and the practices that this entails on the ground, ultimately constitute the basic nucleus of all forms of security and security means a person's reassurance about himself, his mind, his family, his money and all his other rights. For Robert McNamara, the former US Secretary of Defence and one of the most prominent strategic thinkers, security means development, economic and social development. In his book *The Essence of Security*, McNamara stated that in any society that is going through the stage of transformation into a modern society, security means development. He added that the true security of the state stems from its deep knowledge of the sources that threaten it. Its various capabilities and confrontations give the opportunity to develop those capabilities, real development in various fields in the present and the future, and perhaps the most important definition of security is what is mentioned in the Holy Qur'an in the Almighty's saying (So let them worship the Lord of this house, who has fed them from hunger and secured them from fear). God Almighty has spoken the truth.

The application of educational security achieves a number of common advantages for society and education, including linking educational programs to the needs of society and developing the values of belonging among students to their society. Adopting the concept also leads to achieving coherence between theory and societal reality and achieving integration between education and social educational institutions.

Despite the great benefits that applying the concept of educational security brings to society, applying this concept and transforming it into an integrated educational program that includes the curriculum and integrative activities within educational institutions in Libya is still inadequate and needs a lot of care and development.

Therefore, it is the duty of the nation in its present era to affirm its educational security as it is the basis of intellectual immunity that affirms the Muslim's principles, sanctities, and belief in light of the frequent challenges and Westernization campaigns that aim to undermine his belief and principles and eliminate his civilizational and cultural heritage.

Since educational security is the safety valve of society, protecting it from alienation and isolation at home and protecting society from incoming destructive currents that try to destabilize its beliefs, stereotype it and mold it according to one culture, and then eliminate the human cultural heritage little by little, therefore, preserving it and starting from it protects The country and its people suffer from the consequences of losing their identity, culture and cultural heritage, especially at this time when ignorance, poverty, disease and backwardness have reached their peak among many sectors of Islamic society.

As a result of the scarcity of research, according to researchers' knowledge, on the subject of educational security at the level of Libya, especially that dealing with the obstacles to educational security, the researchers decided to conduct a field study that addresses the most important obstacles to achieving educational security in the colleges of education at the University of Benghazi.

1.1 Questions of the Study:

The main questions of this study are:

- What are the most significant obstacles facing educational security in the faculties of education at the University of Benghazi from the perspective of faculty members, which are related to the educational process?
- What are the most significant obstacles facing educational security in the faculties of education at the University of Benghazi from the perspective of faculty members, which are related to the surrounding environment?
- Is there a difference in the responses of the sample members towards the obstacles facing educational security in faculties of education according to the gender variable among the faculty members?
- Is there a difference in the responses of the sample members towards the obstacles facing educational security in faculties of education according to the qualification variable (Master- Ph.D.) of the faculty members?

1.2 Objective of the study:

The main objectives of this study are the following:

- Knowing the most significant obstacles facing educational security in the faculties of education at the University of Benghazi from the perspective of faculty members, which are related to the educational process.
- Knowing the most significant obstacles facing educational security in the faculties of education at the University of Benghazi from the perspective of faculty members, which are related to the surrounding environment.

- Knowing the difference in the responses of sample members towards the obstacles facing educational security in faculties of education according to the gender variable among faculty members.
- Knowing the difference in the responses of the sample members towards the obstacles facing educational security in faculties of education according to the qualification variable (Master and Ph.D.) of the faculty members.

1.3 Significance of the study:

This paper is likely to give the theoretical and practical benefits as follows:

- The nature of the close relationship between national security and educational security is to the point that it can be said that the best way to achieve comprehensive national security should be through the gate of educational security.
- The theoretical literature on educational security and its obstacles was presented by the study.
- Providing the university, faculty members, and researchers with appropriate proposals that will help them confront the obstacles to educational security in light of contemporary challenges.
- Scarcity of studies on the subject of educational security in Libya.
- It is hoped that the study will contribute to encouraging other researchers in the educational field to conduct other studies on the subject of educational security.

1.4 Limitations of the Study:

The study has three limitations:

1. **Subject Limitation:** The study will deal with and discuss the obstacles that face educational security in the faculties of education from the perspective of faculty members.
2. **Limitation of place:** The study was applied and carried out to faculty members in the Faculties of Education at the University of Benghazi
3. **Limitation of time:** The authors selected the academic years (from 2021 to 2022) as a reasonable time to apply this study.

2. Definition Terms and Concepts:

2.1 Educational security:

It means that every nation has its own educational ideas that stem from its doctrinal and philosophical values and constants, which shape its identity and shape its personality. The nation can fortify and protect itself through its educational constants from the dangers of destructive ideas and incoming theories so that it is not subject to stormy change that disperses its features. It does not respond to the demolition shovels that creep in under the guise of renewal, development, and keeping up with the times. Education, in its broad sense, is concerned with identifying the individual's energies, developing them, and directing them in a sound direction that achieves security in his dealings with others.

It is also defined as the ability of society, through its educational system, to protect its self-being and its system of fixed historical values, material and moral, through a system of cultural educational means, in order to protect it from the danger of direct and indirect threats.

2.2 Obstacles:

They are difficulties or obstacles perceived by the individual that prevent him from achieving the greatest possible degree of psychological, social and health harmony. (Al-Maliki: 2017: 61)

2.3 Theoretical framework:

2.3.1 The concept of educational security:

Security is one of the important words for human life as it is the basis for all human elements and activities. It, in all its forms and manifestations, is considered one of the most important needs without which human behaviour cannot be normal. It is considered a blessing for the blessings that God has bestowed on human beings and promised to His servants who worship and unite with Him. God Almighty says: "And God has promised those among you who have believed and done righteous deeds that He will surely appoint them as successors in the land just as He appointed those before them as successors and will establish for them their religion which He has approved for them. We have replaced them with security after their fear. They worship Me, not associating anything with Me. He disbelieves after that, for those are the transgressors. (Surat An-Nur, verse 55)

The Messenger, may God bless him and grant him peace, made it clear that security is the greatest demand for an individual in this life and that by obtaining it, he will have achieved everything in this world. He, may God's prayers and peace be upon him, said: "Whoever among you wakes up safe in his flock, healthy in his body, and has sustenance for his day, it is as if the world had come into his possession." (Al-Dahshan, 2018).

We believe that educational security is the most important part of security in its general sense, as it is reassurance that the individual's knowledge, morals, principles, and abilities do not put him in confrontation with society, but on the contrary, achieve a state of reassurance and a sense of satisfaction for him, that is, enabling him to perform the roles assigned to him. Whether at the level of family, work, recreation, etc. In this sense, educational security provides the basis for psychological stability for the individual and enhances his self-confidence as he is able to harmonize with his society and participate in the various aspects of his life. Therefore, it can be said that educational security permeates a person's social life. It is broader than the common understanding that makes the school its sole axis. Rather, its axes are multiple, from the school to the family, all the way to all societal institutions that have cultural functions in particular. Just as educational security relates to the life of the individual, it also constitutes (one of the components of national security that constitutes an integrated system of political security, economic security, social security, food security, health security, environmental security, and cultural security) (Adnouf, 2011, 185).

However, the comprehensive concept of educational security that we seek in universities is to define the security dimensions of educational content at various classroom and university levels, as well as the security associated with educational frameworks, and to consolidate the concept of moral security as a fundamental dimension of educational security in particular and national security in general. Because it has a close relationship with spreading the concept of socialization, through which culture is transmitted from one generation to the next, and the formation of individuals socially and morally from an early age until they later become owners of a specific culture. It is a process that goes beyond the role of the school to include families, society, individuals, and parents in a reciprocal process that focuses on Receiving language, religion, values, traditions, information and skills that give young people specific behavioural styles, motives, values and trends that are acceptable in the society in which they live so that their ways of thinking, attitudes, behaviour, and judgment about meanings and things are shaped accordingly.

2.3.2 The importance of educational security:

It is the duty of the nation in its present era to affirm its educational security as it is the basis of intellectual immunity that affirms the Muslim's constants, sanctities and belief in light of the frequent challenges and Westernization campaigns that aim to undermine his belief and principles and eliminate his civilizational and cultural heritage. The importance of educational security also stems from the high responsibility it carries in shaping the future, creating generations, and shaping the value, knowledge, and skills system for all members of the Muslim community. Contemporary nations have created multiple methods and different methods to maintain their educational security, and our true religion provides support for this and the processes of advancement and civilizational take-off.

Educational security achieves the ultimate goal that the Holy Qur'an targeted in its first Surah, which is the word "Read," which the Messenger (may God bless him and grant him peace) tried to achieve through several means, including, for example, that he would redeem the prisoners if each one of them taught ten illiterate Muslims to read and write. All of this was out of the desire of the Messenger (may God bless him and grant him peace) to provide the emerging nation with a broad share of education, education, and knowledge, with which it could face the necessities of life and thus try to improve its condition.

Educational security is the safety valve of society, protecting it from alienation and isolation at home and protecting society from incoming destructive currents that try to destabilize its beliefs, stereotype it and mild it according to one culture, and then eliminate the human cultural heritage little by little. Therefore, preserving it and starting from it protects the country and the people. The consequences of losing identity, culture and cultural heritage. Especially at this time when ignorance, poverty, disease and backwardness have reached their peak among many sectors of Islamic society.

2.3.3 Educational Security in Islam:

Security is of great importance in the lives of nations in general and in the lives of Muslims in particular. It is a basic necessity for a decent life and is not considered a luxury that a person can do without. Security bequeaths to us the elements of life. If security exists in general, there will be a safe and secure life, socially, economically and politically stable. Educational, health, industrial, nutritional, psychological, and other requirements for an honourable life.

And he, may God's prayers and peace be upon him, says: (Whoever among you wakes up safe in his flock, healthy in body, and has the sustenance for his day, it is as if the world had been acquired for him). This is the Messenger of God, who explains to us the importance of security in life. It takes precedence over health and food, according to the text of the noble hadith, and the noble prophetic text only came to the fore because of its importance and legitimacy and because life does not consist of its loss. This hadith included the security of the family, the security of health, and the security of food, and Abraham called Hebron, peace be upon him, our Lord, with the blessing of security. God Almighty said in the Holy Qur'an on his tongue: (And when Abraham said, "My Lord, make this a safe land and provide its people with fruits.") 13 So, peace be upon him, he presented his request for security in exchange for his request for provision, and it contains a great and clear indication of the importance of security and its legitimacy. There is no life without security, and the verse indicates the security of the country.

And he, may God's prayers and peace be upon him, said: (It is not permissible for a Muslim to terrorize another Muslim) 14, and this is a clear warning from the Messenger of morals and mercy, peace and blessings of God be upon him, forbidding us from doing anything that would cause panic and fear to any Muslim, so it is not permissible to hide his sandals, his arrows, his belongings, or anything from them. There is a clear prohibition in this, as well as a confirmation of the legitimacy and necessity of security in the lives of Muslims. And he, may God's prayers and peace be upon him, said: (None of you should point a weapon at his brother, for none of you knows, perhaps Satan will slip from his hand and he will fall into a pit of fire) 15. This is the prophetic education of the nation. Islam, at all times, is the divine teaching and guidance on the tongue of the prophecy for this deceased nation. To act with mercy among themselves so that the warning does not happen is a preventive measure, and it has been said that (An ounce of prevention is worth a pound of cure) 16. The Messenger of God, may God bless him and grant him peace, teaches us how to avoid a tragedy before it occurs and how to avoid a mistake and a problem before it occurs. May God's prayers and peace be upon him; he wants us to deal with the matter before it occurs and to extract the roots of the problem before it takes root or grows leaves and branches, so we then begin to treat the symptoms and whatever has arisen. It was possible to cut off the roots before they grow, and the two hadiths indicate that it is not permissible to terrorize and intimidate Muslims.

3. Obstacles facing educational security:

There is a group of obstacles that prevent the achievement of educational security, some of which are related to education and some to the surrounding environment, and this can be clarified (Youssef, 2021, 847-848).

3.1 First: Obstacles related to education:

1. There is a lack of a clear educational philosophy that highlights the importance and value of educational security.
2. The absence of a culture of education, preparing and upgrading the human psyche as a basis for educational transformation.
3. Weakness of the educational process system.
4. Weak awareness of the importance of educational security in society.
5. University students' weak awareness of some concepts related to religiosity and extremism and the manifestations of each.
6. The university's role in carrying out its roles in some areas, such as cultural and artistic activities, has declined.
7. Lack of cultural activities and programs that enhance educational security.

3.2 Second: Obstacles related to the surrounding environment:

1. The decline in the role of the family and its preoccupation with living life.
2. The authoritarian parenting methods that some families follow with their children affect their adaptation to society.
3. Mosques do not fulfill their assigned role in education.
4. Challenges facing society, such as globalization, which aims to weaken its identity and merge it with others.
5. The weakness of the culture of tolerance, the spread of intolerance, and the decline of the culture of dialogue and acceptance of other opinions.
6. There is a great disparity between our Arab world and the Western world in human development tools, methods, and programmes.
7. The cultural and value dependency that our society experiences and the value and civilizational conflict to which it is exposed.
8. There is an increasing demand for satellite television, the Internet, and social networking.
9. Weak internal consensus on security standards and controls in society.

It is clear from the above that educational security faces many obstacles, some of which are related to the educational process, some of which are related to the environment surrounding education, and are related to the philosophy of society, its institutions, and their roles. These obstacles weaken the ability of educational institutions to achieve their goals and carry out their roles in the required manner.

3.3 Previous studies:

Previous studies that were found will be presented in order to benefit from them in how they dealt with problems, selected samples, used tools, and analysed data, as well as the results they reached. These studies will be presented in chronological order as follows:

A Study by Fatmetnal et al. (2010) of school security problems among basic school principals and teachers aimed to uncover the sources of danger and problems that threaten school security by conducting interviews with a sample of principals and teachers in one of the Turkish cities, the study revealed the presence of serious security gaps in schools, including the ineffectiveness of educational regulations and laws, poor teacher-student relationships, poor level of curricula, and insulting behaviour, from the teacher and the student, such as addiction, drug abuse, suicide, and the absence of psychological and social support services for students.

A study by Nabil Muwaffaq Muhammad (2011) entitled "Cultural Security and the Role of Educational Security as a Strategic Dimension in Achieving It from the Point of View of Faculty Members in the Faculties of Educational Sciences in Jordanian Universities" aimed to clarify cultural security and the role of educational security as a strategic dimension in achieving it from the point of view of faculty members. The study sample consisted of (241) members and a questionnaire was applied that included (60) statements. The results of the study indicated a high degree of responses with an arithmetic average of (4.25). In terms of faculty member's acceptance of the original content included in the fields and paragraphs of the questionnaire as a whole, the sample approved the role of educational security as a strategic dimension in achieving cultural security.

A study by Al-Sagheer (2013) entitled "Educational Security for Children between Challenges and Aspirations, A Field Study in Emirati Society" sought to identify the concept of educational security for children, its fields and educational importance, and to identify the educational organizations entrusted with achieving educational security, as well as monitoring the challenges that prevent organizations from playing their role in achieving educational security. Using the descriptive approach, a questionnaire was applied to parents and university professors in the Emirate of Sharjah in the UAE and reached The study reached conclusions including that the most important organizations responsible for educational security are the family, school, mosque, street, and media institutions, and that the most important obstacles to achieving educational security are the decline in the role of the family, globalization, the disintegration of the family and bad relations, the decline in the role of mosques, and authoritarian education in the family and school.

Barshid, Abdullah Muhammad (2016) study entitled "The role of the teacher in achieving educational security from the point of view of middle and high school students in the city of Tabuk, Kingdom of Saudi Arabia" aims to know the role of the teacher in achieving educational security from the point of view of students in the city of Tabuk for the (intermediate and secondary) levels, as security responsibility is general and includes all the various aspects of security, intellectual, environmental, social, moral, political, and economic. Therefore, educational security is a necessary need in educational and pedagogical institutions. Indeed, the physiological needs themselves cannot be satisfied completely and correctly without satisfying the need for security. The study population consisted of all regular students of the (intermediate and secondary) stages in the city of Tabuk (governmental and private). For the first semester of the year 1434 AH - 1435 AH / 2013 - 2014 AD, the secondary stage had 9,078 students, and the middle stage had 12,328 students. The researcher selected a cluster random sample from the study population, consisting of 1,341 students. Based on the descriptive (analytical) approach, the study reached the following results: The axis of doctrinal security occupied the first rank, and the level of its achievement was at a high degree, followed by the axis of moral security and the level of its achievement at a high degree, then the axis of intellectual security and the level of its achievement at a high degree, and the axis of psychological security ranked last. The level of achievement was moderate. The level of achievement of the overall themes of educational security was high. The results also indicated that there are statistically significant differences in the level of achieving educational security for public school students and private school students, in favour of government school students, and the presence of statistically significant differences in the level of achieving educational security between middle and high school students, in favour of middle school students. Among its most prominent recommendations: working to enhance the strengths of the teacher, as a result of his positive role, which achieved most aspects of educational security to a high degree, while paying attention to educational programs and applications that would raise the level of achieving psychological security; Working to motivate private school teachers, financially and morally, to improve their educational applications with their students, which raises the level of achieving aspects of educational security in private schools.

A study by Youssef et al. (2021) entitled "Requirements for Strengthening Educational Security among Egyptian University Students" aimed to identify the most important requirements for enhancing educational security among Egyptian university students by revealing the concept of educational security, its dimensions, and the foundations upon which it is based. The research used the descriptive approach to achieve its goals and reached a set of requirements necessary to enhance educational security among Egyptian university students. The most important of them are: building an educational strategy that works to achieve balance, setting goals, confronting problems, taking into account the factors that affect the educational system in achieving educational security, building an educational map that works to provide suggestions related to the educational process and its requirements, developing a clear philosophy of education that adopts human culture, and consolidating The correct belief in the souls and clarifying deviant ideas from it, developing self-control among individuals, demonstrating role models, and preparing appropriate school curricula for building the Egyptian character, in a way that works to achieve the needs of young people and develop their behaviours within the framework of society's morals, and the necessity of providing safe educational climates, and avoiding defensive climates, which Unsafe behaviours appear, such as the learner's arrogant and strict behaviour, which does not possess the qualities of a teacher educator. In conclusion, the research recommended a set of proposals that can be studied.

3.4 Discussion of previous studies:

The current study differed from all previous studies in terms of location. Some of them were conducted in Turkey, such as the study of Fatma et al. (2010); in Jordan, such as the study of Nabil (2011); in the Emirates, such as the study of Al-Sagheer (2013); and in Saudi Arabia, such as the study (Barshaid, 2016). In Egypt, such as the study (Youssef 2021), the study differed from most

previous studies in terms of objectives, but the study of Al-Saghir 2013 was closer to the current study as it dealt with the obstacles to educational security. All previous studies also differed from the current study in terms of the sample category, as the sample in the previous study included teachers, students, and school principals, while the sample of the current study was faculty members at the University of Benghazi. Most studies agreed with the current study in its reliance on the questionnaire, except for the study (Fatma et al. 2010), which used personal interviews.

4. Methodology

4.1 Method of the Study:

The study adopts a descriptive analytical approach to analyse the collected data. The data collected was analysed using the SPSS and percentages.

4.2 Population of Study:

The population of study is from the faculties of education at the University of Benghazi for the academic year 2022.

4.3 Sample of Study:

The authors chose a random sample from the population of the study composed of (103) faculty members for the survey study.

Table (1) Distribution of The Study Sample Among the Faculties of Education at The University of Benghazi

No	Faculty	Male		Female		Total	percentage
		Master	Ph.D.	Master	Ph.D.		
1	Education Benghazi	27	6	14	22	69	67
2	Education Marj	10	3	8	13	34	33
Total		37	9	22	35	103	100%

4.4 Characteristics of the Sample:

The sample was classified into several characteristics, as follows:

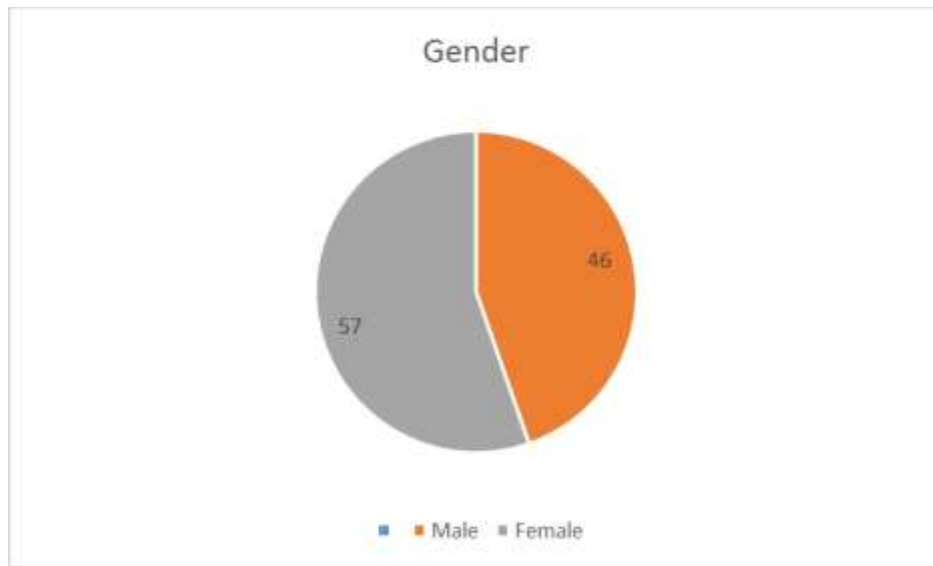
A- Sample characteristics by gender:

The sample was classified into males and females, and Table (2) shows the distribution of the sample by gender.

Table (2) Distribution of Sample Members by Gender

Gender	Number	Percentage
Male	46	44.7%
Female	57	55.3%
Total	103	100%

It is clear from Table (2) that the number of males in the sample is smaller than the number of females. The number of males is 46 (44.7%), while the number of females is 57 (55.3%). The following figure shows the ratio of males to females:



B- Characteristics of the sample according to academic qualification:

Table (3) shows the distribution of faculty members according to the qualifications they obtained, as follows:

Table (3) Distribution of Sample Members According to Qualification

Qualification	Number	Percentage
Master	59	57.3%
Ph.D.	44	42.7%
Total	103	100%

It is clear from the previous table that the majority of the sample members hold a master's degree 59 (57.3%), while the number of Ph.D. holders is 44 (42.7%). The following figure shows the ratio of qualifications:



4.5. Tool of Data Collect:

4.5.1 Questionnaire:

The questionnaire was used as an instrument to collect information related to the subject of the study. The questionnaire is one of the appropriate tools used in the field of descriptive studies in general, as questionnaires are usually used in descriptive research studies to describe the prevailing conditions at a specific time. Previous studies and educational literature that dealt with the topic

of security were used. Education in constructing the questionnaire and the conditions for designing the questionnaire were adhered to. The questionnaire went through several stages until it became ready in its final form for distribution to the sample members and these stages are:

- A. Reviewing previous studies and educational literature related to educational security.
- B. Identify the main areas included in the questionnaire according to the objectives of the study.
- C. Prepare the form in its initial form and present it to a group of specialized arbitrators who have experience in the educational field.
- D. Making the amendments proposed by the refereeing professors and then preparing the questionnaire in its final form, as it contained two areas. The following table shows the areas of the questionnaire:

Table (4) Distribution of Statements Across the Questionnaire Areas

Fields	Number of Statements
Obstacles associated with the educational process	12
Obstacles related to the surrounding environment	13
Total	25

- E. After determining the study population and its size, the questionnaires were distributed and then received and unpacked to be ready for statistical analysis, and work was done to codify the questionnaire by extracting the extent of its validity and reliability, as follows:

*** Validity of the tool:**

Validity is considered the most important characteristic that any measure should possess, and no measure is suitable for use unless it possesses this characteristic. Validity is usually defined as “that the test measures what it was prepared to measure.” The validity of the study tool can be verified through several methods, so the face validity of the tool was extracted by presenting the questionnaire to a group of referred professors in the field of education at the University of Benghazi. The arbitrators suggested deleting, amending and redrafting some of the phrases, and based on the arbitrators’ opinions and observations, the phrases were amended and redrafted according to what they saw.

*** Reliability of the tool:**

There are a number of methods to measure reliability, the most common of which is the Cronbach Alpha method. I used the Cronbach Alpha equation to measure the reliability of the study tool, and the reliability coefficient values were obtained for each area of the questionnaire and the reliability of the questionnaire as a whole, as in the following table:

Table (5) The Reliability Coefficients for The Questionnaire Areas and The Reliability of the Questionnaire as A Whole

Fields	Number of Statements	Stability Value
Obstacles associated with the educational process	12	807.
Obstacles related to the surrounding environment	13	788.
Total	25	881.

By reviewing the data in Table (5), it is clear that the values of the reliability coefficients are significant at a significance level of 0.05. This means that the questionnaire has a high degree of reliability, which makes it valid for application to the study population.

4.6 Statistical Methods:

To achieve the objectives of this study and analyse the data collected, many appropriate statistical methods were used using the Statistical Package for Social Sciences, which is symbolized by the abbreviation (SPSS). This was after the data was coded and entered into the computer. The following are the statistical methods that were used in this study:

- 1. Cronbach Alpha coefficient to extract the stability of the resolution fields.
- 2. Arithmetic means and standard deviations to identify the most important obstacles to achieving educational security.
- 3. T-test to determine the difference in the responses of sample members towards obstacles to educational security according to the variables of gender and academic qualification of faculty members.

4.6.1 Presentation and discussion of results:

Results related to the first question: What are the most important obstacles facing educational security in the faculties of education at the University of Benghazi from the perceptive of faculty members, which are related to the educational process? To achieve this goal, the arithmetic means and standard deviations were extracted for the responses of the sample members to the questionnaire statements, and the following table shows this:

Table (6) shows the arithmetic means, standard deviations, and order of the expressions to identify the obstacles facing educational security associated with the educational process.

No	Statements (Obstacles)	Arithmetic Mean	Standard Deviation	Ranking
1	The lack of a clear educational philosophy that highlights the importance and value of educational security.	4.53	.711	1
2	The absence of a culture of education, preparing and upgrading the human psyche as a basis for educational transformation.	4.06	.826	10
3	Weakness of the educational process system.	4.13	.904	8
4	Weak awareness of the importance of educational security in society.	4.14	.817	7
5	University students' weak awareness of some concepts related to religiosity and extremism and the manifestations of each.	4.18	.825	5
6	The role of the university and college in carrying out their roles in some areas, such as cultural and artistic activities, has declined.	4.22	.839	4
7	Ambiguity and insufficient clarity of the goals, mission and vision of the university and college.	4.02	.939	11
8	The cultural vacuum and the inability of some to understand the purposes of the faith and the controls for its correct application.	4.10	.880	9
9	Weak interest in the faculty member and his status as a high value in society.	4.35	.893	2
10	Lack of cultural activities and programs that enhance educational security at the college.	4.23	.854	3
11	The weak role of faculty members in enlightening students about the reality of deviant thought and protecting their ideas from misconceptions that lead to violence and extremism.	3.97	.934	12
12	The weakness of the school curricula and their lack of concepts and ideas related to educational security that protect our youth from deviance and extremism.	4.16	.883	6

By reviewing the data in Table (6), it is clear that medium No. (1), which stipulates (school radio), ranked first, with a mean of (4.64) and a standard deviation of (.648). This means that school radio is the most widely used school media. In basic education schools, phrase No. (4) came in second place, which stated (the school library), as its arithmetic mean reached (4.57) with a deviation of (.709), and phrases No. (3-7) came in third place, which stated (The school theatre, and exhibitions of all kinds), their average reached (4.41) and a standard deviation of (.812-906.), and in fourth place was phrase No. (2), which stated (the newspaper in its various forms) and its average reached (4.22) and its deviation was (.826). The fifth rank was obtained by statement No. (5), which stated (the printed magazine), and its average was (4.15), and its deviation was (.932). The sixth position was ranked by statement No. (8), which stated (educational and cultural films), as its average was (4.00). Its deviation is (.0991). This result is considered logical, as radio, the school library, theatre, and exhibitions are still at the forefront of the media in basic schools, while the newspaper, magazine, and films came in last place, and this may be due to the high costs that such media require in order to perform their important role in the educational field. This result is consistent with the study (Fatma et al. 2010).

Results related to the second question: What are the most important obstacles facing educational security in the faculties of education at the University of Benghazi from the perceptive of faculty members, and which are related to the surrounding environment? To achieve this goal, the arithmetic means and standard deviations were extracted for the responses of the study sample members to the questionnaire statements, and the following table shows this:

Table (7) shows the arithmetic means, standard deviations, and order of expressions to identify obstacles to educational security related to the surrounding environment.

No	Statements (Obstacles)	Arithmetic Mean	Standard Deviation	Ranking
1	The role of the family and its preoccupation with living life has declined.	4.44	.825	1
2	The authoritarian parenting methods that some families follow with their children which affect their adaptation to society.	4.05	.772	12
3	Failure of mosques to fulfill their assigned role in education.	4.07	.921	11
4	Challenges facing society, such as globalization, which aim to weaken its identity and merge it with others.	4.14	.886	9
5	The weak culture of tolerance, the spread of intolerance, and the decline in the culture of dialogue and acceptance of other opinions.	4.33	.833	4
6	The great disparity between our Arab world and the Western world in human development tools, methods and programmes.	4.25	.825	6
7	The cultural and value dependency that our society experiences and the value and civilizational conflict to which it is exposed.	4.37	.700	2
8	The increasing demand for satellite television, the Internet, and social networking.	4.36	.765	3
9	Weak internal consensus on security standards and controls in society.	4.17	.781	8
10	Increasing societal problems such as family disintegration, deteriorating economic conditions, unemployment, etc.	4.10	.891	10
11	Loss of actual harmony between educational institutions (family, media, and school).	4.27	.744	5
12	Failure to activate the judiciary and the law, failure to adhere to decisions and instructions regulating the affairs of society, and severe punishment for deviants.	4.24	.868	7
13	The absence of a body working on planning, developing means, and determining ways to achieve educational security.	4.25	.789	6

By reviewing the data in Table (7), it is clear that the medium No. (1), which stipulates (school radio), ranked first, with a mean of (4.64) and a standard deviation of (.648). This means that school radio is the most widely used school media. In basic education schools, phrase No. (4) came in second place, which stated (the school library), as its arithmetic mean reached (4.57) with a deviation of (.709), and phrases No. (3-7) came in third place, which stated (The school theatre, and exhibitions of all kinds), their average reached (4.41) and a standard deviation of (.812-906.), and in fourth place was phrase No. (2), which stated (the newspaper in its various forms) and its average reached (4.22) and its deviation was (.826). The fifth rank was obtained by statement No. (5), which stated (the printed magazine), and its average was (4.15), and its deviation was (.932). The sixth position was ranked by statement No. (8), which stated (educational and cultural films), as its average was (4.00). Its deviation is (.0991). This result is considered logical, as radio, the school library, theatre, and exhibitions are still at the forefront of the media in basic schools, while the newspaper, magazine, and films came in last place, and this may be due to the high costs that such media require in order to perform their important role in the educational field. This result is consistent with the study (Al-Saghir 2013).

After reviewing the obstacles to achieving educational security in the colleges of education at the University of Benghazi, it can be said that the comprehensive concept of educational security that we seek in Libyan schools and universities is to define the security dimensions of educational content at various grade and university levels, as well as the security associated with educational frameworks, and to establish the concept of moral security as an essential dimension of The dimensions of educational security in particular and national security in general, because of its close relationship to spreading the concept of socialization through which culture is transmitted from one generation to the next, and the formation of individuals socially and morally from an early age until they later become owners of a specific culture, which is a process that goes beyond the role of the school to include families. Society, individuals, and parents are in a reciprocal process that focuses on receiving language, religion, values, traditions, information, and skills that give young people certain behavioural styles, motives, values, and trends that are acceptable in the

society in which they live so that their ways of thinking, attitudes, behaviour, and judgment about meanings and things are shaped accordingly.

Results related to the third question: Is there a difference in the responses of sample members toward educational security obstacles in faculties of education according to the gender variable among faculty members? To achieve this goal, the arithmetic means, standard deviations, and "t" value were extracted, and the following table shows that:

Table (8) shows the arithmetic means, standard deviations, and "t" values to determine the difference in the sample members' responses to the obstacles to educational security in faculties of education according to the gender variable among faculty members.

Field	Gender	Number	Mean	Standard Deviation	"T" Value	Significance Value	Significance Level
Obstacles to the educational process	Males	46	4.1359	.49390	711.-	479.	No Significance
	Females	57	4.2047	.48388			
Obstacles to the surrounding environment	Males	46	4.1940	.45138	818.-	416.	No Significance
	Females	57	4.2645	.42183			
Obstacles	Males	46	4.1661	.44797	823.-	413.	No Significance
	Females	57	4.2358	.41041			

Tabular "T" value at degree of freedom (101) and at significance level (0.05) = 1.98

It is clear by reviewing the data in Table (8) that the calculated "T" value is smaller than its tabulated value in all fields, and this indicates that there is no difference in the responses of the sample members towards the obstacles facing educational security in faculties of education according to the gender variable among the faculty members, that is, there is no There is a difference in viewpoints between both males and females regarding the obstacles to educational security, and each of them has the same approach and opinion regarding identifying the most important obstacles that confront them. This result is not consistent with previous studies due to the different nature of its objectives from the current study.

Results related to the fourth question: Is there a difference in the responses of sample members towards obstacles facing educational security in faculties of education according to the academic qualification variable of faculty members? To achieve this goal, the arithmetic means, standard deviations, and "t" value were extracted, and the following table shows that:

Table (9) shows the arithmetic means, standard deviations, and "t" values to determine the difference in the responses of the sample members towards the obstacles to educational security in faculties of education according to the academic qualification variable of the faculty members.

Field	Type	Number	Mean	Standard Deviation	"T" Value	Significance Value	Significance Level
Obstacles to the educational process	Master	59	4.2062	.54081	777.	439.	No Significance
	Ph.D.	44	4.1307	.40642			
Obstacles to the surrounding environment	Master	59	4.3012	.46709	1.866	065.	No Significance
	Ph.D.	44	4.1416	.37242			
Obstacles	Master	59	4.2556	.48023	1.409	162.	No Significance
	Ph.D.	44	4.1364	.33592			

Tabular "T" value at degree of freedom (101) and at significance level (0.05) = 1.98

It is clear by reviewing the data in Table (9) that the calculated "T" value is smaller than its tabulated value in all areas, and this indicates that there is no difference in the responses of the sample members towards the obstacles facing educational security in the faculties of education according to the academic qualification variable of the faculty members, that is, There is no difference in views between both master's and Ph.D. degree holders regarding the obstacles facing educational security, and each of them has the same approach and opinion regarding identifying the most important obstacles that confront them. This result is not consistent with previous studies due to the different nature of its objectives from the current study.

5. The Results of the Study:

The study comes out with the following results:

First: The most important obstacles facing educational security related to the educational process in the faculties of education at the University of Benghazi:

- There is a lack of a clear educational philosophy that highlights the importance and value of educational security.
- Weak interest in the faculty member and his status as a high value in society.
- Lack of cultural activities and programs that enhance educational security at the college.
- The role of the university and college in carrying out their roles in some areas, such as cultural and artistic activities, has declined.
- University students' weak awareness of some concepts related to religiosity and extremism and the manifestations of each.
- The weakness of the school curricula and their lack of concepts and ideas related to educational security that protect our youth from deviance and extremism.

Second: The most important obstacles facing educational security related to the environment surrounding the faculties of education at the University of Benghazi:

- The decline in the role of the family and its preoccupation with living life.
- The cultural and value dependence that our society experiences and the cultural and cultural conflict to which it is exposed.
- There is an increasing demand for satellite television, the Internet, and social networking.
- The weakness of the culture of tolerance, the spread of intolerance, and the decline in the culture of dialogue and acceptance of other opinions.
- Loss of actual harmony between educational institutions (family, media, and school).
- The absence of a body working on planning, developing means, and determining ways to achieve educational security.

Third: Knowing the difference in the responses of the sample members towards the obstacles facing educational security according to the variables of gender and academic qualification among the faculty members: There is no difference in the responses of the sample members towards the obstacles facing educational security according to the variables of gender and academic qualification.

6. Recommendations:

According to the above mentioned results, the authors recommend the following:

1. Activating the role of training courses that faculty members undergo and focusing on the concept of educational security, its importance and value.
2. Paying attention to the faculty members and their status as a lofty value in society and providing cultural activities and programs that enhance educational security at the faculty.
3. Working to increase university students' awareness of some concepts related to religiosity and extremism and the manifestations of each by including these concepts in the school curricula.
4. Continuous warning against satellite channels, the Internet, and social media networks and their negative effects in instilling many destructive concepts, ideas, and values, and working to spread a culture of tolerance, a culture of dialogue, and acceptance of other opinions.
5. Working to strengthen the relationship between educational institutions (family, media, and school) because of their major role in achieving educational security and confronting its obstacles, and working to establish a body that works on planning, developing means, and determining ways to achieve educational security.

7. Suggestions:

The study suggests the following:

- Students' attitudes towards educational security.
- The role of society and its institutions in achieving educational security.
- The obstacles to educational security extensively and at other educational levels.
- The role of educational security in raising the level of the educational process.

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