

Full Length Research Paper

The role of school leaders in spreading national security awareness among Kuwait high school students

¹Sultan Ghaleb Aldaihani, ²Ahmad Salamah Alanezi

^{1,2}Kuwait University, Educational College, Administration and educational Planning Department

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Abstract

The purpose of this study was to investigate the role of school leaders (both principals and teachers) in spreading awareness of national security among Kuwaiti high school students, and identifies the main obstacles to increasing awareness of national security. The study was descriptive in nature and evaluated administrative body and the teaching body ' perceptions by using a questionnaire that was designed by the researchers. The questionnaire consisted of 3 axes along with basic data for the respondents. The first axis measured the teacher's role as a classroom leader, the second axis measured the role of principals, as school leaders, and the third axis measured constraints on the development of national security awareness among students. The sample of the study is composed of a total of randomly selected of 728 male and 944 female respondents from the six school districts (Capital, Hawali, Alfarwnia, Mubark Alkabee, Alahmadi, and Aljahran). The analysis revealed that the perceptions of teaching and administrative staff regarding the role of the teacher as a leader in spreading the national security are valued very highly. Furthermore, participants indicate that the role of the school principal is highly valued. According to the participants, the most important obstacles are as follows: time constraints; national security awareness not being considered a priority for the school administration; a large number of administrative and technical burdens placed on school staff; diversity and complexity of the issues in national security awareness; and diversity of students' interests and needs. On the other hand, a T. Test shows that there are no statistically significant differences between males and females in the role of the teacher as a leader, the role of the school principal as a leader or the obstacles axes. The result revealed that there are differences in the respondent's job (teaching body or administrative body) only in the role of the school principal as a leader. Finally, results show that the scores regarding the role of teacher as a leader in Alfarwnia and Alahmadi are higher than the scores given by those working in Aljahraa. The scores regarding the role of school principal as a leader in Hawali are higher than the scores given by those working in Alfarwnia, Mubarak Alkabeer and Aljahraa. The scores regarding obstacles in Mubarak Alkabeer and Aljahraa are higher than the scores given by those working in Alahmadi.

Keywords: School leaders, National Security Awareness, teachers' perceptions, principals, teachers

INTRODUCTION

Almost every researcher tries to find a definition of leadership. However, Bernard Bass, Gary Yukl, and Warren Bennis have had a bigger impact on the literature on leadership than other researchers. Their contribution helps us to comprehend the phenomenon more clearly and more deeply (Lunenburg &

Ornstein, 2012). Each of these scholars has his own definition of leadership, but Yukl's (1998) definition, which comes from his extensive work studying leadership, is the main focus in this study:

A process wherein an individual member of a group or organization influences the interpretation of events, the choice of objectives and strategies, the organization of work activities, the motivation of people to achieve the objectives, the maintenance of cooperative relationships, the development of skills and confidence by members and the enlistment of support and cooperation from people outside the group or organization. (p. 5).

This definition encompasses three main aspects: a) leadership implies there is influence; b) leadership leads to the accomplishment of goals; and c) leadership needs followers. All these are aspects of leadership for both school principal and classroom teachers.

Security

There is agreement among scholars that the notion of security is essential; however, this solid agreement does not stand up when scholars try to define what they mean by security. Security is a term arising from the Latin word *securus*, which means free from danger (Craighead, 2008). Merriam-Webster's dictionary (2012) defines security as: the quality or state of being secure, freedom from danger, and freedom from the prospect of being laid off. Fischer, Halibozek and Walters see it as "a stable, relatively predictable environment in which an individual or group may pursue its ends without disruption or harm and without fear of such disturbance or injury" (2012, p. 20).

The definitions mentioned above may be in one way or another allied to security from a personal point of view. However, according to Brooks (2007), the notion can be extended to include the national security of a state, involve public policing, crime prevention, security technology and risk management or loss prevention. From the perspective of the scholar Paleri (2008), national security is:

The measurable state of the capability of a nation to overcome the multi-dimensional threats to the apparent well-being of its people and its survival as a nation-state at any given time, by balancing all instruments of state policy through governance, that can be indexed by computation, empirically or otherwise, and is extendable to global security by variables external to it. (p. 57).

Romm (1993), on the other hand, provides two possibilities for the concept: A threat to national security is whatever threatens to significantly (1) degrade the quality of life of the people, or (2) narrow the range of policy choices available to their government. The objective of national security is to sustain freedom from foreign dictation and improvement of living standards in an environmentally sustainable fashion. (p. 85)

However, Baldwin (1997) complained that the concept is neglected in various studies. He provides a couple of arguments for why it should not be neglected. The first argument is that "security is an important concept, which

has been used to justify suspending civil liberties, making war, and massively reallocating resources during the last fifty years" (p. 9). And the second is that "most recent works on security would not qualify as conceptual analysis in the sense described in his previous section. Security has not received the serious attention accorded to the concepts of justice, freedom, equality, obligation, representation, and power" (p. 9).

National security is one of the critical responsibilities of any government. A loss of security leads people to stop trusting their regime or their neighbors. Besides, it causes people not to focus on their basic elements of life, because they are always concerned about their capability to provide for their families or even to plan effectively for the future. A lack of fundamental security forces people to suffer, in an extremely volatile environment which leads to strong doubts about all the organizations and individuals who are leading the nation (Watson, 2008).

Military security is significant to the security of the nation as a whole, but it is not the only element. Besides the military aspect of security, there are additional key aspects of security which should work in harmony to secure the state, such as economic, energy, and environmental security (Romm, 1993).

Fischer, Halibozek and Walters (2012), however, assert that the prevention of crime in a society is not limited to actions taken by the government, but expands to include the individuals and civil organizations which they call "private security". Private security practices and procedures, with government supervision, are enormous, and this assists in minimizing probable threats and risks. The researchers mention most of these practices and procedures in their book "Introduction to Security" (p. 21 – 22):

- (1) Building perimeter protection by means of barriers, fences, walls, and gates; protected openings; lighting; and surveillance (security officers);
- (2) Intrusion and access control by means of door and window security, locks and keys, security containers (files, safes, and vaults), visitor and employee identification programs, package controls, parking security and traffic controls, inspections, and security posts and patrols;
- (3) Alarm and surveillance systems;
- (4) Fire prevention and control, including evacuation and fire response programs, extinguishing systems, and alarm systems;
- (5) Emergency and disaster planning;
- (6) Protection of intellectual property and data;
- (7) Prevention of theft and pilferage by means of personnel screening, background investigations, procedural controls, and polygraph and psychological stress evaluator (PSE) investigations;
- (8) Accident prevention and safety;
- (9) Enforcement of occupational crime- or loss-related rules, regulations, and policies; and

(10) Prevention of workplace violence.

National Security Awareness

National security awareness is well-defined by Al-Hoshan (2010) as an individual's awareness of the circumstances surrounding security, and a positive cognitive perception around broad national security issues. Ahmed (2005) describes national security awareness as a civilian's awareness of his legal rights and responsibilities towards his state which support the law enforcement agencies. The notion in school is defined as "the role of school administrations in student's awareness of the strategies that help to obtain national security, maintaining internal peace, and preserving state capabilities" (Deweesh, 2011, p. 609).

Background in Kuwait

Developing countries such as Kuwait face numerous real internal and external challenges. Collins (2006) asserts that these countries are facing what he calls an "in security dilemma", and this arises from internal threats, which are more serious, and external ones. Here is a list of the most common internal threats: "the threat of violent transfers of power, insurgency, secession, rebellion, genocide, warlords and ultimately, state collapse and anarchy" (Collins, 2006, p. 148). Kuwait is considered one of the most stable states in the region, with some minor tensions between the government and certain Members of Parliament (Kuwait Defense & Security Report, 2013). However, in the current and next decade, many internal issues may eventually lead Kuwait into instability. It is anticipated that Kuwait is going to face these national security issues sooner or later. The latest report on Defense and Security in Kuwait reveals the most significant issues:

- (1) Population Imbalances. The majority of the population is expatriates. Their humble living conditions may produce a state of instability in the country;
- (2) Demographic Challenges. Kuwait is classified as a youth country. Forty-five percent of Kuwait's population is under the age of 25. That raises many questions about the ability of the Kuwaiti government or the private sector to offer jobs to these young people;
- (3) Democratic Deficit. Kuwait has some issues with civil freedom and human rights, where it has a poor record compared to Western countries. There are repeated captures of citizens, journalists, and even parliamentarians;
- (4) Dependence on Oil Revenues. The vast majority of Kuwait revenue, almost ninety-three percent, comes from its energy sector;
- (5) Sunni-Shi'a Tensions. The majority of Kuwait's populations are Sunni Muslims, and Shi'a Muslims account for more than one third of the entire population.

The relationship between the two main dominant sects in Kuwaitis generally stable. However, there have been instances in which the relationship has caused some complications, as has happened in the national or nearby regional atmosphere;

(6) Anti-Western Sentiment/Islamism. Certain MPs who have adopted extreme Islamic views are coordinating their efforts to challenge what they see as decadence imported from the West.

Statement of the Problem

This study focuses on the role of school leaders in spreading awareness of national security among Kuwaiti high school students, and identifies the main obstacles to increasing awareness of national security, by answering these important questions:

- (1) What is the extent of a teacher's practice, in his role as a leader, in spreading national security awareness among students, from the viewpoints of the teaching body and the administrative body in Kuwaiti high schools?
- (2) What is the extent of the school principal's practice, in his role as a leader, in spreading national security awareness among students, from the viewpoints of the teaching body and the administrative body in Kuwaiti high schools?
- (3) What obstacles are there to spreading national security awareness among students? What are the most important obstacles, from the viewpoints of the teaching body and the administrative body in Kuwaiti high schools?
- (4) Are there any statistical differences in the responses of the study sample regarding the role of the school leadership in spreading national security awareness and the obstacles to this that can be attributed to gender?
- (5) Are there any statistically significant differences in the opinions of the study sample regarding the role of school leadership in spreading national security awareness and the obstacles to this that can be attributed to the respondent's job (teaching body or administrative body)?
- (6) Are there any statistically significant differences in the opinions of the study sample regarding the role of school leadership in spreading national security awareness and the obstacles to this that can be attributed to the educational district?

MATERIALS AND METHODS

Study Population and Sample

The study population consisted of the administrative body and the teaching body of all high schools in the state of Kuwait. The study sample was selected randomly and consisted of 728 male and 944 female respondents from

Table 1: The means, standard deviations, value levels and ranks of the phrases on the teaching body axis

No.	Phrase	Mean	Standard deviation	Weighted percentage	Rank	Level
1	Consolidating moderate thought.	4.4	0.75	89.4%	5	V. high
2	Strengthening feelings of national belonging.	4.5	0.72	90.2%	3	V. high
3	Enhancing national unity.	4.6	0.66	92.1%	1	V. high
4	Instilling good citizenship.	4.5	0.69	91.2%	2	V. high
5	Respecting and valuing security officers.	4.4	0.69	89.8%	4	V. high
6	Cooperating with security officers.	4.4	0.71	88.8%	7	V. high
7	Fighting extremism, terrorism and exaggeration.	4.4	0.74	89.3%	6	V. high
8	Reducing domestic violence.	4.4	0.77	88.1%	9	V. high
9	Limiting school violence.	4.4	0.76	88.1%	8	V. high
10	Concentrating upon positive security environment.	4.2	0.82	85.2%	12	V. high
11	Reducing crime rates.	4.3	0.79	87.3%	10	V. high
12	Defining the risk of crime to society.	4.3	0.77	87.4%	11	V. high
13	Linking curricular and extracurricular activities to national security awareness topics.	4.0	0.86	81.6%	13	High
14	Integrating national security awareness topics into the teaching courses.	4.0	0.92	80.6%	14	High
The response average of the axis and its level.		4.39		87.8%		V. high

the six districts (Capital, Hawali, Alfarwnia, Mubark Alkabee, Alahmadi, and Aljahran).

Instrument

For the purposes of the study, the researchers used a questionnaire consisting of 3 axes along with basic data for the respondents. The first axis measured the teacher's role as a classroom leader and consisted of 14 items. The second axis measured the role of principals, as school leaders, and consisted of 12 items. The third axis measured constraints on the development of national security awareness among students and consisted of 20 items. A Likert scale was used, with the responses "strongly agree", "agree", "neutral", "disagree", and "strongly disagree" taking the values 5, 4, 3, 2, and 1.

Validity

The instrument was judged by a group of faculty members of an educational college at Kuwait University

as well as by a group of educators from Kuwaiti high schools; changes required were carried out by the researcher based on the feedback received.

Reliability

Reliability was established by using Cronbach's alpha coefficient. The results showed that the instrument was reliable as the level of reliability reached in first axis was .871, in the second axis it was .908, and in the third axis it was .918.

RESULTS

The First Question:

What is the extent of a teacher's practice, in his role as a leader, in spreading national security awareness among students, from the viewpoints of the teaching body and the administrative body in Kuwaiti high schools?

Table 2: The means, standard deviations, value levels and ranks of the phrases on the administrative axis

No.	Phrase	Mean	Standard deviation	Weighted percentage	Rank	Level
1	There are periodic bulletins related to national security awareness in school.	4.21	0.84	84.3%	2	V. high
2	Visits are exchanged between the school and security centers.	4.02	0.90	80.3%	3	High
3	There are posters and banners related to national security awareness in school.	3.90	0.91	78.0%	7	High
4	There are specialized workshops in national security awareness attended by students, teachers and parents.	3.85	0.88	77.1%	11	High
5	Guidebooks are provided to raise students' awareness.	3.93	0.88	78.7%	6	High
6	Information is provided related to juvenile crime and its consequences.	3.88	0.92	77.5%	10	High
7	Guiding links are provided on the school websites.	3.84	0.91	76.9%	12	High
8	There are specialists to guide students about national security awareness in school.	3.90	0.87	78.1%	8	High
9	Students who adhere to the rules and regulations are commended.	3.99	0.86	79.8%	5	High
10	Student teams are formed to help in tracking students who violate the security guidelines in the school.	3.89	0.93	77.9%	9	High
11	There are security and awareness exhibitions.	4.02	0.84	80.4%	4	High
12	The importance of adhering to the rules and regulations is shown.	4.33	0.79	86.5%	1	V. high
The response average of the axis and its level.		3.98		79.6%		High

In order to answer the first question, the researcher used the arithmetic means, standard deviations and weighted averages and their weighted percentages, and then estimated the level of responses depending on the following values:

- Very low: 1 – 1.8.
- Low: 1.81 – 2.60.
- Middle: 2.61 – 3.4.
- High: 3.41 – 4.2.
- Very High: 4.21 – 5.

Table 1 shows the means, standard deviations, value levels and ranks for the axis considering the teacher as a leader:

The average value of the responses in **Table 1** shows that the role of the teacher as a leader in spreading the national security awareness among students, from the viewpoints of teaching and administrative staff in secondary schools in Kuwait, is valued very highly: the

mean of the total responses on this axis reaches $M = 4.39$; the weighted percentage for this response reaches 87.8% which is a very high level. ***

The results confirm the responses of the study sample to the phrases on this axis. The responses to the majority of the items have very high levels (12 out of 14 phrases), while two phrases only obtain high levels of response. The means for the phrases range between 4.60 and 4.03, with a weighted percentage ranging between 91.1% and 90.6%.

The phrase "Enhancing national unity" comes first, the phrase "Instilling good citizenship" comes second, and the phrase "Integrating national security awareness topics into the teaching courses" comes last.

The Second Question:

What is the extent of the school principal's practice, in his role as a leader, in spreading national security awareness

Table 3: The means, standard deviations, value levels and ranks for obstacles to national security awareness

No.	Phrase	Mean	Standard deviation	Weighted percentage	Rank	Level
1	Poor coordination with the security institutions in the local community.	3.86	1.03	77.2%	18	High
2	School principals are not qualified to disseminate national security awareness.	3.98	1.11	79.6%	8	High
3	Intensity in the number of students in school.	3.94	1.07	78.8%	13	High
4	Kinship and social relations at school.	3.95	1.13	79.0%	12	High
5	Tribal intolerance among students.	3.86	1.13	77.2%	19	High
6	Sectarianism among students.	3.99	1.04	79.8%	7	High
7	Poor cooperation between home and school.	3.96	0.95	79.2%	10	High
8	The knowledge level of parents.	3.91	1.02	78.3%	16	High
9	Lack of integration of national security awareness into curriculum.	3.96	0.96	79.1%	11	High
10	Limitation of human resources necessary for the development of national security awareness.	3.92	0.98	78.5%	14	High
11	Time constraints.	4.11	0.96	82.3%	1	High
12	Large number of administrative and technical burdens placed on school staff.	4.09	0.86	81.7%	3	High
13	Lack of resources relating to national security awareness.	3.98	1.00	79.6%	9	High
14	Senior leadership's lack of interest in the subject.	4.01	0.91	80.3%	6	High
15	Lack of adequate support for activities and events related to the awareness of security.	3.88	0.94	77.6%	17	High
16	Diversity and complexity of the issues related to national security awareness.	4.08	0.87	81.6%	4	High
17	Diversity of students' interests and needs.	4.03	0.93	80.7%	5	High
18	Students are not convinced of the importance of national security awareness acquisition.	3.92	1.04	78.5%	15	High
19	National security awareness is not considered a priority for the school administration.	4.10	0.92	82.0%	2	High
20	The lack of material and moral incentives.	3.86	1.03	77.2%	20	High
The response average of the axis and its level.		3.99		79.7%		High

Table 4: T. Test for the differences in gender regarding the axis of the study

	Males (N=728)		Females (N=944)		T	Significance
	Means	Standard deviation	Means	Standard deviation		
The role of the teacher as a leader.	62.03	6.284	62.16	6.266	-.393	.695
The role of the school principal as a leader.	48.38	7.423	47.99	7.163	1.097	.273
Obstacles.	80.27	12.406	80.44	12.64	-.277	.782

among students, from the viewpoints of the teaching body and the administrative body in Kuwaiti high schools?

Table 2 shows the means, standard deviations and value levels for the school principal as a leader:

The average values of the responses mentioned in Table 2 show that the role of the school principal as a leader in spreading national security awareness among students, from the viewpoints of teaching and administrative staff in secondary schools in Kuwait, is highly valued: the mean of the total response on this axis reaches $M = 3.98$, and the weighted percentage for this response reaches 79.6% which is a very high level.

The results confirm the responses of the study sample to the phrases of this axis; the responses to the majority of the items have a high level (10 out of 12 phrases), while two phrases have very high level of response. The means for the phrases range between 4.33 and 3.84, with a weighted percentage ranging between 86.5% and 76.6%.

The phrase "The importance of adhering to the rules and regulations is shown" comes first, while the phrase "There are periodic bulletins related to national security awareness in school" comes second; these two phrases obtain very high levels. The phrase "Guiding links are provided on the school websites" comes last.

The Third Question:

What obstacles are there to spreading national security awareness among students? What are the most important obstacles, from the viewpoints of the teaching body and the administrative body in Kuwaiti high schools?

Table 3 shows the means, standard deviations and the value levels for the obstacles to national security awareness.

The average values for the responses mentioned in Table 3 show that these obstacles to the spreading of national security awareness among students, from the viewpoints of teaching and administrative staff in secondary schools in Kuwait, are considered to be important, as the mean of the total response for this axis reaches 3.99, and this has a weighted percentage of 79.7% which corresponds to a very high level. The results confirm the responses of the study sample to the phrases of this axis, as the responses to the majority of the items had high levels. The means for the phrases

ranged between 4.11 and 3.86, with a weighted percentage range between 82.3% and 77.2%.

We must mention that not all the items on the obstacles axis showed the same importance. The most important obstacles according to the means values are as follows: (1) Time constraints (Phrase no. 11) ; (2) National security awareness not being considered a priority for the school administration (Phrase no. 19); (3). A large number of administrative and technical burdens placed on school staff (Phrase no. 12); (4) Diversity and complexity of the issues in national security awareness (Phrase no. 16); and (5) Diversity of students' interests and needs (Phrase no. 17).

The Fourth Question:

Are there any statistical differences in the responses of the study sample regarding the role of the school leadership in spreading national security awareness and the obstacles to this that can be attributed to gender?

We used the T-Test for differences among Independent groups to identify the differences between males and females in the axes of the study as shown in Table 4

The results of the T-Test in Table 4 show that there are no statistically significant differences between males and females working in secondary schools in Kuwait in the role of the teacher as a leader [$t(1671) = -.393, p = .695$], the role of the school principal as a leader [$t(1671) = 1.097, p = .273$] or the obstacles [$t(1671) = .277, p = .782$] axes. The t values for the three axes are statistically significant at higher than 0.05.

The previous result shows that there is a consensus between male and female staff working in secondary schools in Kuwait regarding the role of the teacher as a leader, the role of school principals and the obstacles relating to national security awareness.

The Fifth Question:

Are there any statistically significant differences in the opinions of the study sample regarding the role of school leadership in spreading national security awareness and the obstacles to this that can be attributed to the respondent's job (teaching body or administrative body)? We used the T Test for differences among Independent groups to identify the differences between the teaching body and the administrative body in the axis of the study as shown in Table 5.

The results of T. Test mentioned in Table 5 shows that there are no statistically significant differences between teaching and administrative bodies in secondary schools

Table 5: T-Test for the differences in teaching body and administrative body regarding the axes of the study

	Males (N=728)		Females (N=944)		T	Significance
	Means	Standard deviation	Means	Standard deviation		
The role of the teacher as a leader.	62.20	6.283	61.26	6.129	1.877	.061
The role of the school principal as a leader.	47.90	7.279	50.38	6.900	4.263	.000
Obstacles.	80.34	12.635	80.58	11.990	-.233	.816

Table 6: One Way ANOVA for the differences in the results of the study that can be attributed to the educational district

Axis	Source of variation	Sum of squares	Degrees of freedom	Means of squares	F	Sig
Teacher's role	Between groups	1187.585	5	237.517	6.129	.001
	In groups	64558.252	1666	38.750		
	Total	65745.837	1671			
School principal's role	Between groups	2199.324	5	439.865	8.489	.001
	In groups	86325.116	1666	51.816		
	Total	88524.440	1671			
Obstacles	Between groups	2698.141	5	539.628	3.442	.004
	In groups	261184.979	1666	156.774		
	Total	263883.120	1671			

in Kuwait in the role of the teacher as a leader [$t(1671) = 1.877, p = .061$] or the obstacles [$t(1671) = -.233, p = .816$] in spreading national security awareness axes; the t values for these two axes are statistically significant at a level higher than 0.05. However, there are statistically significant differences in the opinions of the teaching and administrative bodies working in secondary schools in Kuwait in the role of the school principal as a leader, as [$t(1671) = 4.263, p = .000$] is statistically significant at a level lower than 0.05. The administrative body's scores regarding the role of the school principal as a leader are higher than the scores of the teaching body.

The Sixth Question:

Are there any statistically significant differences in the opinions of the study sample regarding the role of school leadership in spreading national security awareness and the obstacles to this that can be attributed to the educational district?

Using One Way ANOVA to identify the probability of differences attributed to the educational district according to the axes of the study (Table 6).

The results of the One Way ANOVA mentioned in Table 6 show that there are statistically significant differences among staff working in secondary schools in Kuwait that can be attributed to the educational district in the role of the teacher as a leader [$F(5, 1666) = 6.129, p = .001$], the role of the school principal as a leader [$F(5, 1666) = 8.489, p = .001$] and the obstacles [$F(5, 1666) = 3.442, p = .001$] relating to the spreading of national security awareness, as the F values for the three axes are statistically significant at a level lower than 0.05.

In order to identify the dimensions of the differences, the researcher used the Scheffe Test for post differences. The result shows that the scores regarding the role of teacher as a leader in Alfarwnia and Alahmadi are higher than the scores given by those working in Aljahraa. The scores regarding the role of school principal as a leader in Hawali are higher than the scores given by those working in Alfarwnia, Mubarak Alkabeer and Aljahraa. The scores regarding obstacles in Mubarak Alkabeer and Aljahraa are higher than the scores given by those working in Alahmadi.

CONCLUSION

In Kuwaiti high schools, all teachers work hard in the classroom to increase national security awareness in students so that they become good citizens in the near future, since the teachers meet with the students daily and are the most important resource for student knowledge and behavior. Also, there is a main role for principals in Kuwaiti high schools to increase national security awareness by using it as the axis for the school's plans and activities.

It is not easy to spread national security awareness in schools in general, especially with the administrative and teaching tasks that must be carried out by principals and teachers. In Kuwaiti high schools we can identify the obstacles that face school leaders as the limitations of the school day and also the school year, the fact that national security awareness is a new concept in Kuwaiti education fields, the complexity in the topics and content of national

security awareness, and the variety of interests and needs of students at high school level.

RECOMMENDATION

- 1- Educational leaders should give the subject of national security awareness priority in curricula and activities in Kuwaiti high schools.
- 2- Schools should build relationships with other organizations in society to identify the students' role in national security as future citizens.
- 3- Educational leaders should invite families and parents to become involved in the subject of national security awareness in schools.
- 4- The Education Ministry and other government agencies should collaborate to spread a culture and knowledge of national security awareness as an axis of citizenship.
- 5- There is a need to expand research on the subject of national security awareness with other samples and at other school levels in the state of Kuwait.

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Authors Information

- Dr. Sultan GhalebAldaihani is associate professor faculty member in administration and educational planning at educational college in Kuwait University. He is specialist in the subject of educational leadership and Supervision. Phone number: 0096566144332, Fax number: 00965244838035, E-mail: Dr.aldaihani@gmail.com.
- Dr. Ahmad Salamah Alaneziis assistant professor faculty member in administration and educational planning at educational college in Kuwait University. He is specialist in the subject of school communication. Phone number: 0096550948888, Fax Number: 00965244838035, E-mail: Drahmadal@gmail.com