



The Role Of Security Education In Primary Education As A Preventive Measure To Reduce Crime

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Abstract:

This study aims to highlight the role of security education in primary education as a preventive measure to reduce crime. This stage is considered crucial in shaping children's personalities and behaviors. By integrating security education into curricula, teaching children their rights and duties, and enhancing their social skills, their ability to confront societal risks, including school violence and cybercrime, can be strengthened. The study emphasizes the importance of collaboration between educational institutions and security agencies to effectively implement awareness programs, contributing to the creation of a safe educational environment that promotes crime prevention.

Keywords: Security education, crime prevention, primary education, school violence, cybercrime, curricula.

Introduction:

Crime is one of the major challenges facing modern societies, as it negatively impacts individuals and communities by increasing rates of violence and behavioral deviations. As a result, societies have placed significant emphasis on crime prevention, making it one of the primary goals pursued by educational systems, particularly in primary education. This focus is achieved through the promotion of security education, recognizing that this foundational stage in children's lives shapes their behavior and way of thinking in the future.

Therefore, integrating preventive measures into educational curricula, especially security education, can play a significant role in preventing children from adopting criminal behaviors in the future. Security education emerges as an essential tool for crime prevention, particularly in early education stages like primary schooling. At this formative stage, children's behaviors and orientations can be significantly influenced. Thus, it has become necessary to incorporate security education into school curricula to reduce criminal behaviors and enhance children's social awareness.

However, this raises several critical questions: Can security education at the primary level truly contribute to crime prevention? What methods can be employed to enhance this role? Does security education help establish moral and social values that prevent the spread of crime?

This research paper aims to explore the role of security education in primary education in preventing crime. It will do so by analyzing its application in schools and drawing lessons from global and Arab experiences.

The study will address the following research questions:

What is the role of security education in building preventive awareness among primary school children?

How does security education contribute to promoting positive social behaviors and reducing deviant behaviors?

What sociological theories explain the relationship between security education and crime prevention?

What are the most notable Arab and global experiences that can be utilized in applying security education in primary schools?

The research adopts a descriptive-analytical approach by reviewing literature related to security education in primary schools and analyzing previous local and international studies on the topic. It also examines pioneering experiences in implementing security education and the role of such measures in crime prevention.

Defining Study Concepts:

1. Security Education:

The concept of security education refers to an educational process aimed at enhancing individuals' awareness of the security risks they may face and how to address them. This type of education is one of the most effective preventive measures designed to protect individuals and society from deviant behaviors and crimes. Through security education, people of all ages—especially children in early educational stages—are taught to understand and assess the security risks surrounding them, whether these risks involve organized crime, domestic violence, or cybercrimes.

Security education is defined as an educational process aimed at enhancing students' security awareness by equipping them with the knowledge and skills needed to deal with social and security risks, such as cybercrimes and school violence. It encompasses a range of activities and programs that foster moral values and positive behaviors, contributing to crime prevention (Saleh, 2023).

Security education in schools is not limited to instructing students on how to act during emergencies. Instead, it is an integrated system aimed at shaping students' character within a framework of values and ethics that help curb criminal behaviors. These preventive measures aim to teach students how to protect themselves from social risks and violence while understanding their civil rights and responsibilities (Ali, 2022).

Scholarly Definitions researcher Donaldson (2019) defines security education as "the application of risk prevention concepts within an educational framework, teaching children how to protect themselves from various threats, including digital crimes and domestic violence." This definition broadens the scope of security education to include cybercrimes, which has become increasingly essential in our era.

Similarly, Johnson (2021) defines security awareness in schools as "one of the fundamental tools for teaching students how to adapt to security risks and threats through a structured curriculum that includes essential information to protect them from criminal behaviors." This definition emphasizes the role of security education in building moral and ethical values that reduce behavioral deviations.

Key Characteristics of Security Education from these definitions, it becomes clear that security education is characterized by its flexibility and comprehensiveness. It combines

personal protection for individuals with guiding them to interact appropriately with their surrounding society. Security education serves as a preventive element, addressing the development of children and adolescents throughout various educational stages, and aims to build personalities capable of facing social challenges and risks.

Sociological Context the role of security education can be interpreted through the lens of Albert Bandura's Social Learning Theory. According to this theory, individuals learn through observation and imitation. Thus, children exposed to educational instructions related to safety and security from their teachers and peers acquire skills for appropriate societal interaction. Security education also contributes to shaping collective awareness, fostering a sense of belonging to the community, and protecting its social identity.

Primary Education:

Primary education represents the initial stage of formal educational systems, targeting children aged 6 to 12 years. This stage is fundamental for shaping children's behaviors and guiding them toward positive societal values, making it an ideal environment for implementing security education (Abdullah, 2020).

Crime Prevention:

Crime prevention is one of the key areas in sociology and criminology. It refers to a set of measures and actions aimed at reducing the occurrence of crime or minimizing its negative impact on individuals and communities. The definition of crime prevention varies depending on the context and the theories applied, with researchers and experts examining the concept from multiple perspectives.

Some definitions focus on crime prevention as security measures. These definitions emphasize strict security actions, such as increasing police patrols, installing surveillance cameras, and activating security systems in sensitive areas. This approach underscores the idea that crime can decrease through the presence of strong deterrents and precise legal enforcement. This aligns with the classical concept of prevention, which suggests that crime occurs due to the absence of order and oversight, and preventing it requires strengthening security forces.

Other definitions view crime prevention at the individual and community levels. These focus on raising awareness and education as a means of preventing crime. Education and guidance are considered essential tools in crime prevention. It is believed that individuals with a good understanding of societal rights and responsibilities are less likely to engage in criminal activities. Consequently, some studies stress the importance of incorporating security education into school curricula from an early age.

From a social justice perspective, crime prevention is linked to ensuring social justice and economic opportunities as a way to prevent crime. Social and economic factors such as unemployment, poverty, marginalization, and lack of opportunities are seen as primary drivers of deviant behavior. Improving the living conditions of marginalized groups and raising social awareness can, therefore, contribute significantly to crime prevention.

In terms of psychological and emotional support, crime prevention includes providing psychological treatment and social support as solutions to address crime. Many offenders experience psychological problems at some point in their lives, which influence their behavior. Offering psychological services and emotional support may help reduce deviant

behaviors. As a result, initiatives have emerged to develop social and psychological support programs in schools and communities, particularly in areas with high crime rates.

Crime prevention is thus a multidimensional concept. One of the most prominent contemporary approaches to crime prevention is the multi-faceted approach, which considers economic, social, psychological, and cultural factors contributing to crime. This approach requires cooperation among various sectors in society, including government, education, health, and the justice system. It encompasses not only security measures but also social strategies that improve overall community conditions.

Crime prevention, therefore, cannot be confined to a single definition or method; it varies based on the perspective from which the phenomenon is examined. The methods may differ, but the shared goal remains the reduction of crimes and the promotion of social safety.

In this study, crime prevention refers to the measures implemented within educational institutions to prevent crime. These measures include a set of educational and social procedures aimed at reducing opportunities for committing crimes by raising awareness of social risks and fostering a culture of respect and responsibility (Ahmed, 2021).

School Violence:

This term encompasses all forms of aggressive behavior that occur within the school environment, whether between students or between students and teachers. It includes physical and psychological violence and significantly impacts the educational environment and students' mental health (Ali, 2022).

Cybercrimes:

These refer to crimes committed using the internet or digital tools, such as cyber theft, extortion, and online harassment. Children in primary education are among the most vulnerable groups to such crimes due to their increasing use of technology without sufficient awareness of its risks (Saleh, 2023).

2. Previous Studies:

Here are some Western, Arab, and Algerian studies that have examined the role of security education in reducing and preventing delinquency and crime:

John Peterson (2020): Study Title: "The Role of Security Education in Preventing Juvenile Delinquency: A Case Study of Finnish Schools" (2020).

Objective: To explore the impact of security education programs in schools on reducing juvenile crime.

Methodology: Experimental approach using questionnaires and statistical data analysis.

Sample: 300 students from three primary schools.

Findings: Schools that implemented security education programs experienced a significant decline in deviant behaviors among students. Emily Watson (2019):

Study Title: "Impact of Security Awareness Programs on Elementary School Students' Behavior in the United States" (2019).

Objective: To evaluate the effectiveness of security awareness programs in modifying student behavior and reducing school violence.

Methodology: Descriptive-analytical approach using questionnaires and interviews with students and teachers.

Sample: 250 students in elementary schools.

Findings: Students who participated in security awareness programs against cybercrimes became more law-abiding within the school environment and were less prone to violence.

L. A. Brown and R. M. Jones (2017) study Title: "The Role of Security Education in Preventing Juvenile Delinquency: A Comparative Study."

Objective: To examine the role of security education in preventing juvenile delinquency and compare the effectiveness of security programs in different school types (public and private).

Methodology: Comparative approach to study the impact of security education on preventing criminal behaviors in various schools. Data collection tools included questionnaires directed at students and interviews with teachers and school administrators.

Sample: 500 students from primary and middle schools in the United States.

Findings: Security education in public schools was found to be more effective in preventing criminal behaviors compared to private schools. The study emphasized the importance of integrating security education into school curricula as a preventive tool against behavioral deviations.

Ahmed bin Ali Al-Harbi Study (2020): title: The Role of Security Education in Preventing Crime Among Primary School Students.

Objective: The study aimed to uncover the impact of security education in primary schools on reducing aggressive behaviors and crime through the following hypotheses:

Security education has a positive role in reducing criminal behaviors.

Positive behavior among students can be enhanced by integrating security education into the curriculum.

Methodology: The study utilized a descriptive-analytical approach with questionnaires and interviews involving students and teachers.

Sample: 200 students and teachers from schools in Riyadh.

Findings: Integrating security education into primary education significantly increased students' security awareness.

Security programs targeted at children reduced cases of school violence and behavioral deviations.

The study noted a marked improvement in students' behaviors, especially in personal safety and self-defense skills.

Security education fostered a safe school environment free from bullying and violence, enhancing positive social interaction among students.

Mohamed Ahmed Mostafa Study (2018): title: The Impact of Security Education on Preventing School Violence in Primary Education: An Applied Study on Public Schools in Egypt.

Objective: To examine the impact of security education in public schools on students' social behavior, evaluate the effectiveness of security programs in reducing school violence and bullying, and analyze their influence on increasing students' awareness of their security rights and societal responsibilities.

Methodology: Descriptive-analytical approach using questionnaires, interviews, and field observations to assess the direct impact of security education on students' behavior.

Sample: 150 students from public schools in Cairo, covering various age and academic groups.

Findings: Integrating security education into curricula improved students' social behaviors, leading to greater participation in school activities and peaceful conflict resolution.

Decreased rates of bullying and school violence in schools implementing security education programs.

Increased awareness of basic safety and protection rights, leading to improved school atmospheres and reduced aggressive behaviors.

Somaya Abdullah Salem Study (2019): title: The Role of Security Education in Enhancing Awareness of Societal Issues Among Primary School Students in the UAE.

Objective: To explore the impact of security education on increasing students' awareness of societal issues like bullying and domestic violence.

Methodology: Descriptive approach using interviews and questionnaires.

Sample: 150 primary school students.

Findings: students who received security education were more aware of societal risks and better equipped to report problems.

Ahmed bin Ali Al-Harbi Study (2020): title: The Impact of Security Education in Saudi Schools on Crime Prevention: A Field Study.

Objective: To examine the impact of security education on crime prevention in Saudi schools and evaluate the effectiveness of security programs in promoting ethical values among students.

Methodology: Experimental approach with pre- and post-application comparisons of security programs. Data collection tools included questionnaires and field observations of security activities in schools.

Sample: 300 students from middle schools in Riyadh.

Findings:

Increased student awareness of security risks.

Significant reduction in aggressive behaviors.

Security education was instrumental in fostering societal values and reducing criminal behaviors in school settings.

Abdel Rahman bin Jaddou Study (2020): title: The Role of Algerian Schools in Security Education for Young People.

Objective: To explore the role of schools in instilling security education among primary school students through the subject of civic education.

Methodology: Content analysis of civic education material.

Findings: civic education content enhanced students' sense of responsibility for their safety and the safety of others and their country.

Students were encouraged to adopt positive behaviors and appreciate the importance of security in various aspects of daily life, including health, environment, economy, and culture.

Fatima bin Abdullah Ali Study (2019): title: The Impact of Security Education in Algerian Schools on Preventing Criminal Behaviors.

Objective:

To explore the role of security education in protecting students from criminal behaviors in Algerian schools.

To assess the effectiveness of security curricula in reducing school violence.

To analyze the impact of security education programs on raising students' awareness of their rights and ensuring their protection.

Methodology:

Descriptive-analytical approach using surveys to evaluate the impact of security education on students.

Data collection tools included questionnaires distributed to 200 students in various schools, along with interviews with teachers and parents to understand the programs' effects.

Sample: 200 primary school students in Algiers.

Findings:

Security education effectively reduces criminal behaviors and violence in schools.

The study also highlighted increased awareness among students regarding their rights and responsibilities, leading to improved general behavior in schools.

Conclusion from Previous Studies: the reviewed studies underscore the pivotal role of security education in preventing criminal behaviors within schools.

Arab Studies:

Studies such as those by Fatima bin Abdullah Ali and Mohamed Ahmed Mostafa emphasize the importance of integrating security education into school curricula to reduce violence and bullying.

These studies highlight the need for awareness programs focusing on students' rights and responsibilities.

Foreign Studies:

Studies like those by L. A. Brown and R. M. Jones highlight the importance of security education as a preventive tool not only against traditional crimes but also against cybercrimes and domestic violence.

General Consensus:

Security education improves the school environment and fosters societal values among students, positively influencing their behaviors and reducing the likelihood of criminal involvement. The studies emphasize that security programs implemented in schools must be comprehensive and integrated with the efforts of teachers, families, and security organizations to achieve maximum effectiveness.

3. Preventive Measures in Primary Education and Their Role in Crime Prevention:

The primary preventive mechanisms adopted in primary schools to limit deviant behaviors and prevent crime include the following

Integrating Security Education into Curricula:

Implementing preventive measures in primary education requires integrating security education into school curricula. This involves teaching children the basic principles of protecting themselves from risks, such as cybercrimes, school violence, and behavioral deviations (Saleh, 2023).

Security education integration equips students with skills to address potential dangers, including conflict resolution, handling violence, and protecting themselves from cybercrimes (Jasim, 2020).

Teaching Students Their Rights and Responsibilities:

Educating children about their fundamental rights, such as the right to safety and protection from violence, along with their responsibilities toward society, helps foster a sense of personal and social responsibility.

This knowledge serves as the cornerstone for positively shaping their character (Abdullah, 2020).

Through security education, students can learn about their basic rights, contributing to their awareness of social responsibilities (Mahmoud, 2021).

Developing Social and Communication Skills:

Preventive measures focus on teaching children how to interact positively with others and resolve conflicts peacefully.

Schools should emphasize developing communication and collaboration skills, enhancing students' ability to avoid aggressive or criminal behaviors in the future (Ahmed, 2021).

Workshops and awareness programs should be organized to promote a culture of safety and security among students. These activities may include emergency response training and discussions on positive behaviors and their societal impact (Ali, 2022).

Addressing School Violence and Bullying Prevention:

School violence and bullying are key factors that can lead students toward future criminal behaviors.

Preventive measures in primary education are essential for curbing these phenomena by implementing strategies to combat bullying and fostering a safe school environment (Ali, 2022).

Effectiveness of Preventive Measures in Crime Prevention:

Preventive measures, including security education, are effective tools in crime prevention, providing students with the necessary resources to confront criminal behaviors.

For instance, according to Hirschi's Social Control Theory, individuals with strong social bonds to their community (e.g., family and school) are less likely to engage in criminal behaviors.

Security education strengthens these social bonds, reducing the likelihood of children and youth engaging in deviant or criminal behaviors.

4. Goals of Security Education in Schools and Its Role in Crime Prevention

Security education in schools aims to enhance students' awareness of security, teaching them how to deal with risks threatening society, including organized crime, domestic violence, and cybercrimes. Its role goes beyond providing emergency response instructions to promoting a culture of safety and cooperation within the community, thereby reducing criminal behaviors (Abdullah, 2020).

Key Goals of Security Education:

- **Enhancing Students' Security Awareness:** Security education seeks to raise students' awareness about different types of crimes and how to prevent them. This awareness covers areas such as organized crime, cybercrimes, and domestic violence, equipping students with the tools needed to address these threats (Ahmed, 2021).
- **Developing Social Skills and Self-Esteem:** Through security education, students learn how to manage feelings of anger and stress positively. This reduces their likelihood of engaging in aggressive or criminal behaviors (Saleh, 2023).
- **Teaching Personal and Social Responsibility:** Security education fosters students' sense of responsibility toward themselves and others, providing them with the

knowledge needed to make sound decisions, which helps reduce the chances of deviation or committing crimes (Abdullah, 2020).

The Role of Security Education in Crime Prevention:

- **Reducing Aggressive Behaviors:** By teaching students peaceful conflict resolution, security education minimizes aggressive behaviors and violence, which could escalate to criminal acts (Ali, 2022).
- **Preventing Cybercrimes:** With the rise in cybercrimes, security education plays a vital role in protecting students from online threats. Students learn to safeguard themselves against digital theft and cyber harassment, helping to curb these crimes (Saleh, 2023).
- **Combating Family and Domestic Crimes:** Security education addresses domestic crimes such as household violence and emotional abuse by teaching students about their personal rights within the family and the importance of mutual respect among family members (Ahmed, 2021).
- **Promoting Social Integration and Student Well-Being:** Security education fosters a cohesive community by encouraging students to participate in group activities and social events, reducing their likelihood of engaging in criminal behaviors (Abdullah, 2020).

The Sociological Perspective on Security Education and Crime Prevention:

Émile Durkheim's Theory of Social Cohesion:

Durkheim's theory suggests that education is a critical tool for achieving social cohesion. Security education instills social values that strengthen bonds between individuals, reducing the likelihood of crime and deviance.

Herbert Blumer's Symbolic Interactionism:

Blumer emphasizes the role of individual interactions in shaping behavior. In the educational context, security education influences children's perceptions of risks and societal rewards, thereby reducing criminal tendencies.

Robert Merton's Strain Theory:

Merton highlights the relationship between societal values and personal goals. When children face societal pressures to achieve certain goals, security education empowers them to attain these objectives through peaceful and lawful means.

5. Methods of Implementing Security Education in Schools

- **Integrating Security Education into the Curriculum:** To achieve its objectives, security education must be consistently embedded within school curricula. This includes teaching students about human rights, public safety, and skills for managing everyday risks (Saleh, 2023).
- **Awareness Activities and Programs:** Schools can organize workshops and awareness lectures with the participation of security experts to address issues such as cybercrime and school violence, contributing to the promotion of a security-conscious culture among students (Ahmed, 2021).
- **Collaboration with Security Agencies and Relevant Authorities:** Continuous cooperation between schools and security agencies is essential. Police and other

relevant authorities can provide training sessions and guidance programs for students on how to handle security risks (Ali, 2022).

- Teaching Students to Cope with Social and Economic Pressures: Crimes often stem from social or economic pressures. By teaching students how to cope with these pressures, their involvement in criminal behaviors can be minimized (Abdullah, 2020).

6. Security Education and Crime Prevention in Arab and Global Experiences

In Arab countries like the United Arab Emirates, security education has been integrated into the educational curricula through awareness programs for students on how to prevent cybercrime and school violence. In Egypt, many awareness workshops have been organized in schools to reduce violence and behavioral deviations (Ali, 2022).

In some Western countries like Finland and Sweden, security education is extensively integrated into the curricula. These curricula teach students how to handle security risks online and how to act in emergency situations. Field visits to security institutions are also organized, helping students understand the role of the police and security in society (Ahmed, 2021).

In Sweden, comprehensive educational programs have been implemented to raise awareness among children on how to prevent violence and cybercrime. The Swedish "Preventive Education on Violence and Cybercrime" program includes practical training on recognizing aggressive behaviors and how to address them, as well as teaching students how to use the internet safely. The program includes interactive workshops and role-playing activities that allow children to simulate situations they may encounter online (Sjostrom & Dahlstrom, 2018).

The "Cybercrime Prevention" Program in the UK:

Some primary schools in the United Kingdom have developed a program to introduce students to the dangers of cybercrimes such as online fraud, cyberbullying, and internet addiction. Children are taught how to protect their personal data, interact safely online, and handle cyberbullying. The program includes hands-on workshops and educational games, relying on collaboration with cybersecurity experts. Educational resources are also provided to parents and teachers to ensure a comprehensive understanding and prevention at home and in school. In the Smith & Sharp (2018) study, the "Cybercrime Prevention" program in UK schools aimed to educate students about the risks of cybercrimes and how to protect themselves online (Smith & Sharp, 2018).

The American Experience:

In the American experience referenced by Kowalski & Limber, security education has been integrated into the curriculum through the "School Violence and Cybercrime Prevention Program" to enhance students' understanding of potential online risks and reduce violence in schools (Kowalski & Limber, 2017). The American program aims to teach children how to handle situations of school violence, including bullying, and how to protect themselves from cybercrimes such as digital theft and online extortion. The program includes preventive techniques through direct education, role-playing, and discussion groups.

The Japanese Experience:

In Japan, some primary schools focus on teaching children how to deal with cybercrimes through a program supported by the Ministry of Education. The program includes lessons on safe internet browsing, recognizing harmful content, and methods for avoiding online fraud.

Interactive activities such as educational internet games are used to develop students' ability to make safe online decisions. The Japanese schools' program, supported by the Japanese Ministry of Education, focuses on teaching children how to protect themselves from cybercrimes (Okada, 2019).

Conclusion:

Security education in primary education is an effective tool for crime prevention, playing a significant role in shaping children's behavior and promoting positive social values. By integrating security education into the curriculum and organizing awareness programs, primary schools can greatly contribute to reducing criminal behaviors and enhancing community safety. This is achieved by building preventive awareness among children, fostering a sense of social responsibility, and equipping them with security knowledge that helps them avoid violence and criminal behavior, as well as protect themselves from crime. It thus promotes positive social behaviors and helps reduce deviant behaviors. This is demonstrated by global experiences that can be beneficial in applying security education in primary schools, such as the Finnish, American, and United States experiences, which involve engaging children in practical activities that enhance their security culture in an engaging way. Therefore, the success of security education in fulfilling its role in crime prevention requires the integration of efforts between the family, school, and community to ensure the success of these preventive measures.

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