

# Towards The Inclusion of a University Requirement In The Name of Security Culture as a Mandatory Requirement of University Requirements

Mohamad Salman Alkhazaleh

Faculty of Education, Al-Ain University, United Arab Emirates, UAE.

\*Correspondence to: Mohamad Salman Alkhazaleh, Faculty of Education, Al-Ain University, United Arab Emirates, UAE., Email: mohammad.alkhazaleh@aau.ac.ae

## Abstract

The purpose of this study was to include a requirement titled Security and Social Culture as a course and a requirement in Jordanian universities. The sample of the study consisted of (69) deans belonging to different colleges in Jordanian universities. The researcher designed a tool containing 34 articles and 3 covered sections. The study found that the views of the deans of colleges regarding the inclusion of this requirement are high with an average of (4.68), and they strongly agreed with this suggestion. Moreover, the results revealed that these deans responded positively to the inclusion of the topics proposed in this course with an average of (4.35). One of the most important recommendations of the study is to include all security values and concepts such as (rights and duties - laws and regulations - crime risk and extremist thought and its impact on society in this course and others).

**Keywords:** security and social culture, Jordanian universities, education, sociology

## Introduction

Security is an important pillar of all societies as the cornerstone of stability and development through which justice, progress and prosperity are achieved. Security is a great blessing from the infinite blessings of Allah Almighty, which the Almighty conferred upon the Quraish tribe, Allah say "Who fed them against hunger, and secured them against fear" (Surrat Quraish: 4). Security is also the first pray by our father, Ibrahim, peace and blessings be upon him, when he said: "My Lord, make this a secure city and provide its people with fruits," (surrat Albaqrah: 126).

Ibrahim gave grace of security to before the grace of food for its greatness as explained in the verse "Allah present an example a city which was safe and secure its provision coming to it in abundance from every location but it denied the favors of Allah so Allah made it taste the envelopment of hunger and fear for what they had been doing." Surrat An Nahl: 112. The Prophet Mohammad peace be upon him told us the importance of security by saying: "Whosoever begins the day feeling family security and good health; and possessing provision for his day is as though he possessed the whole world.»

In the same context, (Al-Ghamdi, 2012) emphasizes that the Islamic religion is a supreme religion that cares about security which is due to the fact that the noble life advocated by Islam can only be achieved by providing security in society. Security in its various dimensions, characteristics and aspects represents the greatest concern for the decision-makers in different countries. Also, it is seen as a social necessity that must be achieved for the individual and society to live in a secure and stable environment; through which individual can perform duties towards the community. States are doing all they can to mobilize their energies to ensure their security and the stability of their various systems. They do not limit themselves to regular security and military protection measures but more actions are required to intensify it preparing individual to be able to ensure security and stability for himself first then for his society/ he can achieve security for himself and others together in all circumstances (Al-Omari, 2014 & Doong, 2002). There is a close relationship that is described as interdependent

and complementary between culture and security, both concepts complement each other. The efforts made in the field of education are among the most important efforts that contribute to maintaining the social balance of the individual and to counter the negative effects of social changes in various aspects. This role of education is the same as that of security (Al-Khayat, 2008).

Al-Sultan (2009) explains that there is a consensus among scholars that education is a powerful force for the behavior of individuals and their practices as society takes it as a tool to ensure protection and preserve its cultural and social components. Formal and informal educational institutions are among the most important social institutions that modern societies use to meet educational needs that the family unable to perform after life problems. In addition, the school has become a specialized social institution in which students learn science and knowledge and transfer culture from one generation to another (Hoshan, 2004).

Hence, in light of the importance of the educational process in the prevention of deviant behaviors and associated concepts, it is essential that the study plans include the constants and the fine-grained values that reinforce ethical values and activate their roles in achieving security literacy. More specifically, that the individual be educated according to established principles.

Al-Anzi, (2012) and Al-Hajri (2007) pointed out that the culture of security is one of the general educational goals that seek to inculcate the values of citizenship among students and strengthen their belonging to their homeland by increasing their awareness of finding a good citizen. Therefore, the researcher believes that the process of representing students to the concepts of security literacy helps them to form social awareness. It helps them to understand their relationship with their environment in all its social, cultural and natural aspects. This necessarily makes students able to adapt to this environment and solve its problems. In general, if security awareness is achieved, this will help social growth, which is an important social and educational demand of the state.

## The Statement of problem

In order for the culture of security to be based on awareness, it must be carried out with a vigorous education, through which the citizen is introduced to many concepts of security literacy and its characteristics, such as the concept of the homeland, the government, the political system, society, and other concepts of security literacy. At the beginning of the third millennium, some Arab countries adopted some applications of security literacy, especially those related to social violence, school abuse and drugs. At the head of these countries was the Hashemite Kingdom of Jordan, whose education policy stipulates the need to educate students to respect the general rights guaranteed by Islam and to protect them for the sake of security and stability of society. Jordanian education policy also stipulates that citizens should be raised to be the basis for the development of their nation. In addition to that, it is stipulated to develop a students' sense of responsibility towards the problems of society and prepare them to be able to find appropriate solutions.

In light of this, some educators and politics said that many social, political and economic problems are due to the lack of educational curricula in the achievement of the task assigned to them in society. The lack of political and social education, the existence of negativity and indifference, the lack of popular participation of citizens in various fields, the emergence of problems of religious and political extremism, and societal violence are only manifestations of the weakness of the security literacy of individuals. This is confirmed by the results of the studies of Al-Anzi (2012) And Ajami (2005).

## Objectives of the study

The study aimed to identify the opinion of the faculty members to include course entitled social and security literacy as a university requirement for Jordanian universities.

## Significance of the study

The study is significant since it aims to add a new course to the university students. Besides, the current study is one of the first studies that deal with the need to include an independent article dealing with social and security literacy as a university requirement. This study provides an opportunity for other studies and research in the field of social and security literacy as an effective course in all educational institutions and social centers. Moreover, this study contributes to exploring the opinions of the faculty members in Jordan regarding the inclusion of the social and security literacy as a university requirement, which helps decision makers to develop appropriate strategies to be developed as an educational course. As a result, it is hoped that this course would strengthen the social security literacy for university students and the citizens as a whole.

## The study limitations

There are some study limitations which should be pinpointed as follows:

1. The study is limited to the introduction of a course entitled Social and security literacy as a university requirement in the Jordanian universities.
2. The study is confined to explore the opinions of only 69 deans of the faculties in the Jordanian universities who were randomly chosen.

The researcher conducted the field study in the second semester of (2020).

## Terminology

Social and security literacy: "It is the preparation of generations in a way that preserves their safety, and others safety and their money from fear and terror" (Al-Omari, 2014).

Al-Saidi, (2001) defined it as: A social collection of values, norms, behaviors and common trends that shapes social behavior and has a powerful influence in controlling the application of people to the norms of society and laws, in order to achieve security balance in society.

Furthermore, Al-Khayyat (2009) defined it as: "The formation of immunity against deviations and dangers, and against everything that corrupts the character of a good Muslim. Also to protect them by Islamic educational methods, which guarantees them a secure, stable, psychological, social, economic and health life that will enable them to play their role in the

Security literacy has been defined as: "the process of developing awareness understanding, acceptance, appreciation and integrity of the perception," so that this process goes through successive stages: first reminding, emotional effect, and then the safety of the perception of the idea being proposed.

## Literature Review

Research on social and security literacy have varied in general, but the studies that have examined specifically the teaching of the social and security literacy are few. The following is a review of the most important of these studies sequenced in a chronological order from the most recent to the oldest:

Al-Ali (2016) studied the possibility of applying social security literacy in the curricula of the Yemeni Ministry of Education on a sample of 92 teachers and 57 managers by means of descriptive approach. One of the most important findings of the study is that the degree of possibility of applying the social security literacy in the curricula of the Yemeni Ministry of Education was a high level.

In addition, Mahmood's (2016) study aimed at recognizing the importance of social and security literacy courses in enhancing awareness among Egyptian university students. The study sample consisted of 1080 individuals. One of the most important findings of the study is that the importance of cultural and social courses in raising awareness among students has reached a high level. Likewise, Al Hussein (2012) examined the role of the curriculum of social subjects and their teachers in the intermediate and secondary stage in enhancing the social and security literacy. The sample consisted of (160) teachers of social subjects from the intermediate and secondary stages in Riyadh city, Saudi Arabia. Results found that the assessment of social materials teachers in the intermediate and secondary stages of the role of the curriculum of social subjects in the promotion of cultural security is medium.

Al-Sultan, (2009) conducted a study entitled Security Education and its applicability in educational institutions on 312 secondary school teachers, managers and supervisors. Findings of the study revealed that samples showed positive attitudes toward implementation of security education to resist extremism and terrorism, to achieve intellectual security and to prevent young people from using drugs. Likewise, Al-Sulaiman, (2006) examined the role of school administrations in promoting concepts of security education for students in general education schools in Riyadh. The study sample consisted of 368 public school principals. Findings showed that most school principals

recognize the importance of enhancing the concepts of security education among students in the three stages

Similarly, Al-Shahry, (2006) carried out a study to investigate the role of secondary schools in spreading security awareness on a sample of (375) students in Abha city, Saudi Arabia. Findings showed that the principals, teachers and the educational instructors are working in spreading the security awareness among the students to a high degree. Similarly, Al-kraif (2006) found that the assessment of school principals for their role in achieving the concept of security education were high.

Further, Drisko (2002) examined the responsibility of the school and its role in deepening national and security education on a sample of (119) teachers in the United States of America. Results found that one of the most important responsibilities of education in the United States is to support and strengthening the security and social literacy as a way of life, through instilling these ideas in the minds and behaviors of students. Besides, Hahn (2000) compared the national education in Britain, the United States, Germany, Denmark, the Netherlands and Australia. The study's sample consisted of (398) teachers and students with (187) teachers and (211) students. Findings showed that Australia and the Netherlands did not have specific policies to provide the national education in specific curricula, while Denmark, Germany and the United States have specific policies aimed at forming students' security awareness to be good citizens..

Through a review of the previous studies, it is noticed that some studies focused on the possibility of applying the social and security literacy in the curricula such as (Al-Ali, 2016). Some studies tried to identify the importance of the social and security literacy courses in enhancing awareness among Egyptian university students, such as the study of (Al-Mahmoud, 2016) and the study of (Al-Sultan, 2009) including those who tried to identify the role of social curricula and teachers in promoting social and security literacy). However, the remaining six studies differed between education and security literacy and the role of the school in its application, while the study was characterized by identifying the views of the deans of the faculties of education towards the inclusion of a course called the social security literacy as a university requirement in Jordanian universities. To the best of researchers' knowledge, this could be the first study to examine this issue.

## Research design

The descriptive approach was used to achieve the objectives of the study.

## The sample

Sample of the study consists of (69) deans of the faculties in the Jordanian universities who were chosen in a simple random way.

## The tool

In order to achieve the objectives of the study, the researcher designed the tool of the study based on the theoretical literature on the social and security literacy, where three areas were reached:

First: the deans of the colleges view the inclusion of a course in social and security literacy as a university requirement in Jordanian universities.

Second: the security importance of the inclusion of security literacy material as a university requirement.

Third: topics and vocabulary that can be addressed by the security literacy as a university requirement.

## Validity

The validity of the tool was verified by showing it to a group of 25 faculty members in the Hashemite Kingdom of Jordan to judge its suitability for the objectives, the language, and the extent to which the items belong to the research scope. Finally based on the judges' comments some items were deleted and the final form consists of 34 items. It was confirmed that the items of the tool are clear and could achieve the study's objectives.

## Reliability

The reliability of the tool was calculated in an internal consistency method using the Kronbach Alpha equation. The Reliability coefficient for the first field is (0.86), the second field is (0.88) and the third field is (0.85) which shows that the tool is highly reliable.

## Correctness of the tool

In order to judge the items and sections of the questionnaire, the highest grading in the approval was given five degrees and the lowest grade in the approval was one grade, and the grades were arranged in descending order 5,4,3,2,1. To determine the degree of views, the difference between the two sides was divided by 5 levels, by subtracting the upper limit of the alternatives (5) - the minimum of (1) equals (4).  $4 \div 5 = 0.8$ . When the minimum is one degree, then the eight octets are incremented for each sign according to each statement, thus the weights of the items become as follows:

- (1.8 - 1.8) Very low average grade. •
- (1.81 - 2.6) with a low average score. •
- (2.61 - 3.4) Average grade within average. •
- (3.41 - 4.2) The average is high. •
- (4.21 - 5) The average grade is very high

## Statistical processing

Frequencies, percentages, the means, and standard deviations were employed in the statistical procedures. .

## Results and discussion

1. Results related to the first question: What do the deans of the faculties think about introducing a course entitled Social and security literacy as a university requirement in the Jordanian universities?

In order to answer this question, the frequency, percentages, means and standard deviations of the opinions of the deans were calculated; table 1 in appendix A illustrates this.

Table 1 shows that item 1 "this course should be taught by faculty members who are specialists in sociology ranked first with mean of (4.93), and item 3 "units of course should be in independent book ranked the fifth and final rank with mean of (4.41). As for the tool as a whole, it obtained an average of (4.68). This indicates that the opinions of the deans of the colleges towards the inclusion of a course in the culture of security and social sciences as a university requirement in the Jordanian universities have reached a high degree. The researchers attribute this to the members of the study community, and to the importance of this course in the treatment of many national issues, and enlighten the students which makes them more loyal and belonging, and more aware about various issues. The results of this study are consistent with the study of Al-Ali, (2016), which found that the degree of possibility of applying the social security literacy in the curricula of

the Yemeni Ministry of Education achieved a high level, and the study of Mahmood, (2016) which stressed on the importance of cultural and social courses in raising awareness among students reached a high level.

It is also in line with Al- Shahry, (2006) study which confirmed that the principals of the secondary schools and their teachers and educational counselors in the city of Abha are playing their roles in spreading the security awareness of the students to a high degree. The study of Al-Khraif, (2006), also showed that the estimates of school principals' deputies for their role in achieving the concept of security education were high. By contrast, this study differs with Al-Hussen, (2012) study which showed that the estimation of social materials teachers in the intermediate and secondary stages of the role of the curriculum of social materials in the promotion of cultural security was medium.

2. Results of the second question: What is the security importance of including security literacy as a university requirement in Jordanian universities from the point of view of the deans of colleges?

To answer this question, the frequencies, percentages, means and standard deviations of the security importance paragraphs were calculated as shown in table 2 appendix B.

Table 2 shows that item 6 "Enhancing intellectual security" obtained the first rank with mean of (4.72), while item 5 "Increase the students' awareness about the rule of security over all" reached the last rank with the mean of (3.93). The total items obtained mean of (4.35) which indicates that the views of the deans on the security importance of the inclusion of the security literacy material as a university requirement in the Jordanian universities was very high.

3. Results related to the third question: What topics and vocabulary can be addressed by the security literacy as a university requirement in the Jordanian universities from the point of view of the deans of the colleges ?

This question was answered by calculating the frequencies, percentages, averages, standard deviations, and frequency of units that can be included in the social and security literacy as a university requirement as shown in table 3 appendix c.

As shown in table 3 the topic of traffic safety was first with mean of (4.44) and the subject of informatics crimes ranked last with mean of (3.20), while the tool as a whole obtained a high average of (3.41). The researchers attribute this high result to the fact that there is consensus and convergence among the members of the study community of the subjects that can be addressed by the security literacy course since they are important and necessary subjects and should not be overlooked in universities and educational institutions

## Recommendations

In light of the results of the study, the researcher recommends the following:

1. Incorporating the social and security literacy as an accredited university requirement in the Jordanian universities is of paramount significance since it intensifies the values of security concepts such as (rights and duties - laws and regulations - the risk of crime and extremist thought and its impact on society) and others.
2. This course should be prepared by specialized experts in the fields of education and sociology, psychology and Islamic law as well as experts in the field of security and specialists from the security academies to achieve the required integration and inclusiveness.

3. Preparation of audio and visual materials and educational tools appropriate to support the educational content of this course.
4. The use of studies and research related to support content.

Utilizing the experiences of countries that have already used security literacy and concepts in their educational curricula

## References

1. Al-Hussein, A. (2012). The role of social subjects curricula and teachers in the intermediate and secondary levels in enhancing intellectual security. A study presented to the first national conference for intellectual security under the slogan (concepts and challenges) held at King Saud University from 22- 25 / 4/2012 AD, Riyadh, Saudi Arabia.
2. Al Houshan, B. (2004). Security Awareness, Research and Studies Center, King Fahd Security College, Riyadh.
3. Al-Anzi, A. (2012). Suggested pedagogical foundations for developing the concept of intellectual security among secondary school students in the Kingdom of Saudi Arabia Unpublished doctoral thesis, University of Jordan, Amman, Jordan
4. Al-Shehri, F. (2006). The role of secondary schools in spreading security awareness: a field study on a sample of high school students for boys in Abha. Unpublished Master Thesis, Naif Arab University for Security Sciences, Riyadh, Saudi Arabia
5. Al-Saeedi, A. (2001). Security culture and its role in development, Journal of Police Thought, Vol (9), p (4), Sharjah Police, United Arab Emirates
6. Al-Ajmi, I. (2005). The extent of the degree of interest in the books of national education in the intermediate stage in the Kingdom of Saudi Arabia with traffic concepts through analyzing their content. Unpublished Master Thesis, University of Jordan, Amman, Jordan
7. Al-Omari, M. (2014). The role of security culture in preventing extremist thought in Saudi society, Naif Arab University for Security Sciences, Riyadh
8. Muhammad, Q. (1983). Security Strategies in the Arab Gulf Region, An Arab Vision, Arab Gulf Studies Center, Baghdad.
9. Al-Ali( 2016). The possibility of applying social security culture in the curricula of the Yemeni Ministry of Education- Fall, S. (2006 AD). The role of school administration agents in achieving the concept of security education among students: a field study on school administration agents in the secondary stage in general education schools in Riyadh, a message
10. Unpublished MA, Naif Arab University for Security Sciences, Riyadh, Saudi Arabia
11. -Al-Ghamdi, M. (2012). Organizational culture and its role in improving performance: From the viewpoint of faculty members, King Fahd Security College, PhD thesis
12. Tailor, H. (2008). The role of the family in achieving the security culture of the Muslim girl from the perspective of Islamic education, perception
13. Proposed, unpublished doctoral thesis, Umm Al-Qura University, Makkah Al-Mukarramah, Saudi Arabia.
14. Drunk, A. (2011). The teacher's role in providing security awareness, a working paper presented to the Sixth Annual Symposium on Society and Security, King Fahd Security College, Riyadh
15. Sultan, F. (2009). Security culture and its application in educational institutions, research published by the Educational Research Center
16. Suleiman, I. (2006). The role of school administrations in enhancing the concepts of security education for students: a field study on general education schools in Riyadh, unpublished Master Thesis, Naif Arab University for Security Sciences, Riyadh, Saudi Arabia

17. Doong, S. (2002). Reconstructing Political Education in Taion: Studding Perspectives of Teachers Educators and Senior High School Teachers of Civic, Citizenship Education. Unpublished Doctoral Dissertation. University of Minnesota.
18. Drisko, J. (2002). The Responsibilities of School in Civic Education, *Journal of Education*, (1), 175. 69-128.
19. Hahn, C. (2000). Citizenship Education an empirical study of policy, practices and outcomes, *Oxford Review of Education*, 25, (1), 231-251.
20. Schlienger, T., Teufel, S. (2003). Analyzing information security culture: increased trust by an appropriate information security culture, in the proceedings of 14th international workshop on database, and expert systems applications.

## Appendix A

**Table 1.** Frequencies, percentages, means and standard deviations arranged in descending order.

N	Items	Frequencies	Approval levels					Means	SD	Rank
		%	Strongly disagree	disagree	Neutral	Agree	Strongly agree			
1	Inclusion the material of social and security literacy as a university requirement.	T	1	1	-	-	67	4.87	0.51	2
		%	1.4%	1.4%	-	-	97.1%			
2	The course should be taught by faculty members specializing in sociology.	T	-	1	2	2	64	4.93	0.49	1
		%	-	1.4%	2.9%	2.9%	92.8%			
3	The units of the material and its contents shall be placed by specialists, and shall be as an independent book.	T	-	4	12	5	48	4.41	0.97	5
		%	-	5.8%	17.4%	7.2%	69.6%			
4	The course description of the course is not equivalent to any other subject	T	-	1	8	7	53	4.68	0.70	3
		%	-	1.4%	11.6%	10.1%	76.8%			
5	To promote loyalty and belonging to the homeland and to uphold their educational, social and moral values and develop their positive behavior.	T	-	1	9	13	46	4.51	0.78	4
		%	-	1.4%	13.0%	18.8%	66.7%			
Total mean							4.68	0.49		

## Appendix B

**Table 2.** responses of members of the study community to the items of the "security and social importance of including the subject of security literacy as a university requirement" in descending order by average approval

N	Items	Frequencies	Approval levels					Means Strongly disagree	SD disagree	Rank Neutral
		%	Strongly disagree	disagree	Neutral	Agree	%			
1	Enhance the security sense	T	-	2	-	25	42	4.55	0.65	4
		%	-	2.9%	-	36.2%	60.9%			
2	Increase the loyalty to homeland	T	-	4	7	10	48	4.48	0.80	5
		%	-	5.8%	10.1%	14.5%	69.6%			
3	Increase the students' awareness about crime consequences	T	1	3	6	11	48	4.48	0.93	7
		%	1.4%	4.3%	8.7%	15.9%	69.6%			
4	Increase the sense of social responsibility	T	1	3	3	17	45	4.48	0.88	6
		%	1.4%	4.3%	4.3%	24.6%	65.2%			
5	Increase the students' awareness about law	T	5	5	16	7	36	3.93	1.31	17
		%	7.2%	7.2%	23.2%	10.1%	52.2%			
6	Increase the intellectual security	T	-	-	2	15	52	4.72	0.51	1
		%	-	-	2.9%	21.7%	75.4%			
7	Save the society from rumors	T	1	1	6	18	43	4.46	0.83	8
		%	1.4%	1.4%	8.7%	26.1%	62.3%			
8	Increase the students' awareness about their duties and rights	T	-	3	3	22	41	4.46	0.98	9
		%	-	4.3%	4.3%	31.9%	59.4%			
9	Motivate the students to respect the law	T	1	4	6	17	41	4.35	0.97	10
		%	1.4%	5.8%	8.7%	24.6%	59.4%			
10	Remove the psychological blocks between police and citizens	T	-	1	4	14	50	4.64	0.66	3
		%	-	1.4%	5.8%	20.3%	72.5%			

N	Items	Frequencies		Approval levels			Means Strongly disagree	SD disagree	Rank Neutral	
		%	Strongly disagree	disagree	Neutral	Agree				%
11	Fighting crime and preventing deviation.		4	6	12	7	40	4.06	1.28	14
		%	5.8%	8.7%	17.4%	10.1%	58.0%			
12	Defining ways to prevent crime		-	2	3	12	52	4.65	0.70	2
		%	-	2.9%	4.3%	17.4%	75.4%			
13	Raising awareness of the dangers of new crimes		3	6	12	18	30	3.96	1.17	16
		%	4.3%	8.7%	17.4%	26.1%	43.5%			
14	make the students aware of penalties for violations		2	1	15	11	40	4.24	1.03	11
		%	2.9%	1.4%	21.7%	15.9%	58.0%			
15	Promote the concept of (community policing) and that security is a responsibility.		1	4	16	7	41	4.21	1.08	13
		%	1.4%	5.8%	23.2%	10.1%	59.4%			
16	Enhance the concept of public security		2	7	13	11	36	4.04	1.18	15
		%	2.9%	10.1%	18.8%	15.9%	52.2%			
17	Awareness of the harm and seriousness of drugs		2	2	13	14	38	4.22	1.04	12
		%	2.9%	2.9%	18.8%	20.3%	55.1%			
Total mean							4.35	0.72		

## Appendix C

**Table 3:** Responses of members of the study community to topics that can be addressed by the course of social and security literacy" ranked descending by average approval

N	Items	Frequencies		Approval levels			Means Strongly disagree	SD disagree	Rank Neutral	
		%	Strongly disagree	disagree	Neutral	Agree				%
1	Ways to prevent crime		1	9	26	22	11	3.48	0.96	6
		%	1.4%	13.0%	37.7%	31.9%	15.9%			
2	Terrorism		9	25	23	12	-	3.55	0.93	5
		%	13.0%	36.2%	33.3%	17.4%	-			
3	Intellectual security		1	16	24	12	16	3.45	1.13	8
		%	1.4%	23.2%	34.8%	17.4%	23.2%			
4	Social security		2	11	17	20	19	3.62	1.14	3
		%	2.9%	15.9%	24.6%	29.0%	27.5%			
5	Environmental security		4	10	19	23	13	3.46	1.13	7
		%	5.8%	14.5%	27.5%	33.3%	18.8%			
6	Economic security		14	17	25	6	7	3.50	1.20	4
		%	20.3%	24.6%	36.2%	8.7%	10.1%			
7	Traffic safety		-	5	11	29	24	4.44	0.90	1
		%	-	7.2%	15.9%	42.0%	34.8%			
8	Drugs		4	9	22	22	12	3.43	1.10	9
		%	5.8%	13.0%	31.9%	31.9%	17.4%			
9	Rumous		3	8	26	22	10	3.42	1.02	10
		%	4.3%	11.6%	37.7%	31.9%	14.5%			
10	Voluntary acts		4	16	19	19	11	3.41	1.16	11
		%	5.8%	23.2%	27.5%	27.5%	15.9%			
11	Sense of security		5	6	17	23	18	3.63	1.18	2
		%	7.2%	8.7%	24.6%	33.3%	26.1%			
12	Crimes and information		10	15	22	10	12	3.20	1.29	12
		%	14.5%	21.7%	31.9%	14.5%	17.4%			
Total mean							3.41	0.92		