

LIST OF APPENDICES

QUESTIONNAIRES APPENDICES

- | | |
|------------------------------------------|----------------|
| Appendix 1: Teacher Questionnaire | (English Copy) |
| Appendix 2: Teacher Questionnaire | (Arabic Copy) |
| Appendix 3: Student Questionnaire | (English Copy) |
| Appendix 4: Student Questionnaire | (Arabic Copy) |

Appendix 1: Teacher Questionnaire (English Copy)

KEELE UNIVERSITY
Education Department

**CONDUCT OF RELIGIOUS EDUCATION IN SECONDARY
SCHOOLS IN SAUDI ARABIA**

Teacher Questionnaire

By
Tawfieg Al-Bedaiwi

Under the Supervision of
Professor. R.F. Kempa

1414/1993

307

In The Name Of Allah, Most Gracious Most Merciful
Religious Education Teacher Questionnaire

Introduction

Dear Teacher,

I am working on my research for the Ph.D. programme at Keele university in the UK, on leave from KSU in Riyadh. My field of study concerns the teaching of religious education in secondary schools in Saudi Arabia.

The purpose of the study is to evaluate aspects of the teaching of religious education in secondary schools. In particular, I am interested in finding out about the aims and objectives that teachers and students associate with religious education programmes, and about the range and make of the learning and teaching activities used.

In order to obtain this information, we have prepared this questionnaire. It consists of six sections, each exploring a different aspect of religious education teaching.

I should be grateful if you would complete the questionnaire as best as you can. Please be frank and objective in the information you give. This will be kept fully confidential and used only for statistical purpose

Thank you for your co-operation and giving up your time to complete the questionnaire.

TAWFIQ AL-BEDAIWI

RELIGIOUS EDUCATION TEACHER QUESTIONNAIRE

Background Information

1. General information

a. Age:

b. City name of the school location:.....

2. Qualifications

Do you hold a specific qualification in the following: Please tick ().

a. Teaching Diploma.

b. Degree of BA. B.Sc.

c. Master degree

d. If you hold another degree, please specify.

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

3. Subject area(s)

Is your subject area in the following:

a. In Art education.

b. In Islamic education.

c. If your subject is in another area, please specify.

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

4. Institution attended

a. Collateral studies centre.

b. Two years college.

c. University, college (four years college).

d. Other, please specify.

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

5. Numbers of years of teaching experience

0-5 years	<input type="checkbox"/>	6-10 years	<input type="checkbox"/>	11-15 years	<input type="checkbox"/>	More than 15 years	<input type="checkbox"/>
-----------	--------------------------	------------	--------------------------	-------------	--------------------------	--------------------	--------------------------

SECTION ONE

AIMS AND OBJECTIVES OF RELIGIOUS EDUCATION

- a. The following statements express different aims and objectives that have been suggested for religious education courses. Please consider each statement in turn and indicate the degree of importance that you attach to the aim expressed in it, by placing a tick (✓) in the appropriate column.

Religious Education Should Develop in Students:	Degree of Importance				
	Very Importance	Importance	Moderately Importance	Little Importance	No Importance
1. A detailed knowledge of the Quran and other important Islamic laws.					
2. A basis for life in an Islamic society.					
3. An appreciation of the origins and historical development of the Islamic religion.					
4. An awareness of the influence of religion and religious movements on contemporary society.					
5. An understanding of the origins and characteristics of the major world religions and faiths.					
6. The ability to understand and critically appraise religious interpretations of life issues such as war, hunger, death, etc.					
7. A sensitivity towards the 'non-rational' aspects of experience, e.g., beauty, wonder, awe, etc.					
8. Tolerance towards, and understanding of people with other faiths and religions than one's own.					
9. An understanding that religious belief is a universal dimension of human experiences.					
10. A commitment to the pursuit of religious activities, e.g., regular worship and adherence to the laws of Islam.					

11. A knowledge of the life and work of great religious leaders.					
12. The desire to search for a faith by which to live.					
13. An appreciation of the contribution of the Islamic religion to Arabic culture.					
14. A detailed knowledge of the work and functions of religious institutions.					
15. Insight into the rites and conventions associated with religious practices, e.g., prayer, fasting, etc.					
16. The ability to respond to personal crises in the spirit of religious faith.					
17. A belief in the teaching of the prophets.					
18. An interest in the pursuit of a career in religion, after leaving school					
19. A knowledge of the foundations of religious rules and practices.					
20. An interest in the pursuit of religious knowledge.					

c. From the above list, select:

(i) The THREE aims/objectives that you regard as MOST IMPORTANT.

(ii) The THREE aims/objectives that are LEAST IMPORTANT, in your view.

Identify these aims/objectives by their numbers.

MOST IMPORTANT AIMS/OBJECTIVES

--	--	--

LEAST IMPORTANT AIMS/OBJECTIVES

--	--	--

SECTION TWO

NATURE OF TEACHING APPROACHES/TYPE OF LEARNING EXPERIENCES

In this part of the questionnaire, we seek information about the range and nature of teaching approaches used by you in your teaching of religious education.

a. Please complete the table by placing ticks (Ü) in the appropriate places.

Instructional Procedure	Frequency Of Use				
	Always	Often	Occasionally	Seldom	Never
1. Formal teaching, with emphasis on presentation of information.					
2. Presentation of stories/case studies, followed by open discussion in class.					
3. Viewing of video-tapes or films in which religious matters are presented.					
4. Presentation of video-tapes or films in which controversial matters are raised.					
5. Visits to places of religious and/or historical interest.					
6. Talks or presentations from 'outside' experts on religious matters (e.g., Imam or members of a religious order).					
7. Debates on controversial issues, such as hunger and poverty in the world, etc.					
8. Study visits to charitable and welfare organisations, e.g., orphanages, homes for the elderly, etc.					
9. Use of 'role playing' exercises in which students portray different characters and interests.					
10. Use of 'field-work' exercises in which students collect information from members of the public and others (e.g., on attitudes towards specific matters of religious concern					
11. Independent study assignments, requiring individual students to 'research' particular areas (e.g., through use of library facilities and/or interviews).					
12. Invitation to students to suggest topics for discussion during religious education lessons.					
13. Involving students in the reading aloud of passages from holy texts, during lessons.					

b. Please specify any other instructional procedures used by you, which are not included in the above list.

SECTION THREE

USE OF RESOURCES IN THE TEACHING OF RELIGIOUS EDUCATION

In this section, we would like you to provide information about the resources that are available to you for the teaching of religious education and the extent to which you employ them.

a. Please complete the following table by placing ticks (✓) in the appropriate boxes.

Resource	Availability		Frequency of Use				
	Yes	No	Always	Often	Occasionally	Seldom	Never
1. Textbook(s)							
2. Reference books on religious matters, other than prescribed textbook(s).							
3. Supplementary reading materials, e.g., pamphlets, leaflets, etc.							
4. Articles collected from newspapers or magazines, dealing with religious topics.							
5. Newspaper/magazine articles dealing with controversial issues.							
6. Films or video-materials showing religious events or locations.							
7. Films or video-materials dealing with or showing 'controversial' issues.							
8. Recordings of religious discussions or speeches by religious leaders, etc.							
9. Books and other reading materials for loan to students, e.g., in connection with homework.							

b. Are there any resources relating to religious education to which your students could have access outside their school? Please specify.

SECTION FOUR

CONTROVERSIAL ISSUES

The following list contains a range of ‘controversial issues’ which may or may not feature in religious education teaching.

- a. Please give your response to the various issues by indicating: (Ü)
- i. whether you regard them as appropriate for inclusion in your religious education teaching programme,
 - ii. to what extent you deal with those that, in your view, are appropriate for a religious education programme.

Controversial Issues	Appropriate for inclusion in religious education programme		Extent of Coverage in Your Religious Education Programme		
	YES	NO	Substantial	Moderate	None
1. Hunger and poverty in the world.					
2. Natural disasters and calamities.					
3. Social welfare of the elderly.					
4. The fate and care of orphans.					
5. Spread in the use of drugs and alcohol.					
6. Environmental issues.					
7. Religious behaviour and morality.					
8. Violence in society.					
9. The rights and wrongs of wars.					
10. Conflict between different religions.					
11. Youth issues.					
12. Fundamentalism in the religions.					

- b. Please add any other ‘controversial’ issues, not listed above, that you might include in your religious education programme.

SECTION FIVE

FACTORS INFLUENCING CONTENT AND ORIENTATION OF RELIGIOUS EDUCATION TEACHING

In this section of the questionnaire, we seek information about the extent to which the content and orientation of your religious education teaching is influenced by different factors.

- a. Please complete the following table, by placing ticks (Ü) in the appropriate box. If a particular factor is not applicable to you, please tick the relevant ‘not applicable’ box.

Factor Influencing Content and Orientation of Religious Education Teaching	Extent of Influence				Not applicable
	High	Moderate	Low	None	
1. Sequence and order of topics set out in the official textbooks used by students.					
2. Teaching programme for religious education worked out in my school.					
3. Topics for discussion suggested by students.					
4. Current or recent events in public or political life.					
5. The incidence of phases, holidays and festivals in the religious calendar.					
6. Guidelines and requirements laid down in the religious education curriculum.					
7. General guidelines and regulation imposed by educational authorities.					
8. Suggestions from colleagues in the school, including the head teacher.					

- b. Please state any other factor(s) that influence you in the design and conduct of your religious education teaching.

SECTION SIX

QUESTIONS CONCERNING RELIGIOUS EDUCATION TEXTBOOKS

In the final section of this questionnaire, we invite your comments on the textbooks currently used by your students.

- a. For what purpose(s) do your students make use of their religious education textbooks?

Please complete the following table, by placing ticks (Ü) in the appropriate boxes.

Students' Use of Their Religious Education Textbooks	Extent of Use			
	High	Moderate	Low	None
1. As primary learning material, used in class.				
2. For background reading in support of their study of religious education.				
3. For revision purposes, especially for examinations and tests.				
4. As a basis for their homework assignments.				
5. To be applied as a guide for additional references in religious education.				
6. As general reading material.				

- b. What, in your view, are the main features that make religious education textbooks appealing and interesting to your students?

c. Suggest in what ways the textbooks currently used by your students might be improved, in terms of:

i. Content

ii. Presentation and layout

Appendix 2: Teacher Questionnaire (Arabic Copy)

Appendix 3: Student Questionnaire (English Copy)

KEELE UNIVERSITY
Education Department

CONDUCT OF RELIGIOUS EDUCATION IN SECONDARY
SCHOOLS IN SAUDI ARABIA

Student Questionnaire

By
Tawfiq Al-Bedaiwi

Under the Supervision of
Professor R.F. Kempa

1414/ 1993

IN THE NAME OF ALLAH, MOST GRACIOUS MOST MERCIFUL

Religious Education Student Questionnaire

Dear Student

We are currently carrying out a study of various aspects of religious education in schools in Saudi Arabia. As part of this, we are also seeking the views of students on their religious education. This questionnaire has been designed to collect these views.

The questionnaire is divided into a number of sections. Each section contains a number of tables which we would like you complete. Also, in some cases, we ask you for brief written comments.

Please complete the questionnaire as conscientiously as possible. Note that there are no right or wrong answers: in all cases, we are asking you to indicate how you think or feel.

At the beginning of the questionnaire, we ask you to provide some general information about your school and about your class. This information is important for us to be able to process your answers to the questionnaire. However, all answers given by you will be treated as confidential and not to be disclosed to your teachers or any other persons.

Thank you for helping us with our research study.

Tawfiq Al-Bedaiwi

GENERAL INFORMATION

1-General Information

- a. Age:
- b. School area:

Please indicate, by placing a tick (ü) in the appropriate box.

2- Grade

- a. First class
- b. Second class
- c. Third class

3- SPECIFICATION

- a. Art department
- b. Sciences department
- c. General

Arts Departments		Sciences Departments		General
Islamic and Arabic studies	Administration and social studies	Physics science	Applied studies	

SECTION ONE

AIMS AND OBJECTIVES OF RELIGIOUS EDUCATION

In this section of the questionnaire, we should like to find out what aspects you would like to learn about in your religious education course.

- a. Read each statement in the following table and indicate, by placing tick (✓) in the appropriate box, your interest in it.

Topic or Area of Study	My Interest in Topic or Area				
	Very High	High	Moderate	Low	None
1. The information contained in the Quran and other Islamic writing.					
2. The origins and history of the Islamic religion.					
3. The teachings of other world religions.					
4. The influences of religion and religious movements on our contemporary life.					
5. The nature and work of religious organisations and societies.					
6. How to view life events, such as births and deaths, etc.					
7. How religion deals with issues such as war, famine and the oppression of people.					
8. How I should conduct myself according to the laws of religion.					
9. The reasons underlying the conventions and festivals in my religion.					
10. How people of different religions can live together in harmony and tolerance.					
11. The relationship between religious laws and public (civil) laws.					
12. How people train for careers in religion.					
13. The life and work of people in religious institutions.					
14. The work and achievements of great religious leaders of the past.					
15. The information contained in my school textbook on religious education.					

- b. Please list any other aspects which you would like to learn about in your religious education course.

SECTION TWO

ACQUISITION OF KNOWLEDGE AND SKILLS

In this section of the questionnaire, we would like to find out what abilities and values you hope to develop from your religious education.

- a. In the following table, we suggest a range of abilities and values. Please indicate, by placing a tick (✓) in the appropriate box, how important the development of each ability or skill is for you.

Religious Education Should Develop in Me	Degree of Importance				
	Very High	High	Moderate	Low	None
1. The ability to discuss issues of religious interest in an informed and balanced way.					
2. The ability to cope with 'life events' such as birth, death, illness, etc.					
3. A strong sense of commitment to the laws of Islam.					
4. A thoughtful and creative attitude towards my own experiences.					
5. Respect for the opinion of my parents and teachers.					
6. A tolerance for the teaching of other world religions.					
7. Concern for the well-being of my fellow human-beings.					
8. The ability to decide between what is right and what is wrong.					
9. The ability to write about religious matters.					
10. The desire to learn more about religious matters and affairs, even after leaving school.					
11. The ability to educate my children in the true faith of my religion.					
12. The knowledge needed to live my life in accordance with the Islamic morals.					
13. A compassionate attitude towards people who are less well off than I am					
14. The skill to argue against religious opinions that I regard as wrong.					
15. The ability to reflect on my own behaviour and adjust it, if necessary.					

- b. Please state any other abilities or skills that you would like to develop through your religious education.

SECTION THREE

LEARNING ACTIVITIES

The questions in this section ask about the activities you carry out or have carried out, in your religious education course.

a. Consider each type of activity stated in the following table and indicate, by means of a tick (✓), how often you have experienced it in your religious education course.

Type of Activity	Frequency of Use				
	Regularly	Fairly often	Occasionally	Rarely	Never
1. Reading/studying passages from textbook.					
2. Viewing of video-tapes or films showing religious matters.					
3. Lectures/presentations from visiting speakers, e.g., religious leaders or social workers, etc.					
4. Visits to places of historical or cultural interest.					
5. Debates and discussions on controversial issues, e.g., war, famine, etc.					
6. Preparation of formal homework assignments.					
7. Written work during lessons, other than note taking.					
8. Study of books other than formal textbooks.					
9. Visits to libraries or museums.					
10. Attendance of 'outside functions', e.g., religious services or debates.					
11. Visits to places such as orphanages or old peoples homes.					
12. Preparation of classroom displays (pictures, etc.) on topics of religious interest.					
13. Short presentations by students on topics for which they have prepared in advance.					
14. Visits to people outside the school, for the purpose of obtaining information on religious matters					
15. Study of articles and/or photographs taken from newspapers and magazines.					

b. Please state any other activities in which you have been involved in your religious education course.

SECTION FOUR

TEACHING METHODS USED IN RELIGIOUS EDUCATION

Our interest in this section, is to find out the extent to which students can influence their religious education programme.

Please read the following statements and then indicate, by means of a tick (ü), to what extent each applies to you.

What the teacher does	Frequency of Use				
	Always	Fairly Frequently	Occasionally	Rarely	Never
1. The teacher follows the topics specified in my textbook.					
2. The teacher asks us questions which he then discusses.					
3. The teacher refers to events that have been reported in the newspapers or shown on television.					
4. The teacher invites us to suggest topics which we would like to learn about.					
5. The teacher asks us questions to find out how much we have learned.					
6. The teacher informs us in advance what topics he is going to discuss with us.					

SECTION FIVE

GENERAL QUESTIONS CONCERNING YOUR RELIGIOUS EDUCATION COURSE

In this section, which is the last section of our questionnaire, we invite your comments on a few additional aspects of your religious education course.

Please write your comments in the spaces provided.

a. About your religious education course

1. State briefly up to three features of your religious education course that you **LIKE**.

2. State briefly up to three features of your religious education course that you **DISLIKE**.

b. About your textbook for religious education:

1. Describe briefly what aspects of your religious education textbook you find pleasing and useful.

2. In what ways could your religious education textbook be improved?

3. What are the main uses to which you put your religious education textbook?

Appendix 4: Student Questionnaire (Arabic Copy)

ACCESS LETTERS APPENDICES

Appendix 5: Supervisor's Letter.

Appendix 6: Letter from the Educational General Manager of Educational Research and Evaluation Section to the Educational Management in Riyadh, Jeddah, Medinah and Dammam.

Appendix 7: Letter from the Educational General Manager of Riyadh Area to the Schools' Principals.

Appendix 8: Letter from the Educational General Manager of Medinah Area to the Schools' Principals.

Appendix 9: Letter from the Educational General Manager of Jeddah Area to the Schools' Principals.

Appendix 10: Letter from the Educational General Manager of Dammam Area to the Schools' Principals.

Appendix 5: Supervisor's Letter.

Appendix 6: Letter from the Educational General Manager of Educational Research and Evaluation Section to the Educational Management in Riyadh, Jeddah, Medinah and Dammam.

Appendix 7: Letter from the Educational General Manager of Riyadh Area to the Schools' Principals.

Appendix 8: Letter from the Educational General Manager of Medinah Area to the Schools' Principals.

Appendix 9: Letter from the Educational General Manager of Jeddah Area to the Schools' Principals.

Appendix 10: Letter from the Educational General Manager of Dammam Area to the Schools' Principals.