

Handling Doubt in Teaching Religion: A Turkish Case Study
Uzeyir Ok, Cumhuriyet Universitesi, Turkey

Appendix: Questionnaire

Challenges of Studying Religion at the University Level

Introduction

As a student, your university life involves being exposed to new ideas through teaching, meeting students from a variety of backgrounds with different beliefs and ideas, and experiencing life in a modern city. These experiences may result in your having new thoughts and ideas which may contradict the view of religion represented in society as a whole, or experienced in your family and home community.

This questionnaire forms part of a study, which is being undertaken to explore any challenges of this nature in the religious thinking of a sample of students in divinity faculties of Turkish universities.

Anonymity

Because of strong religious and social pressures, it may not be easy for respondents to talk openly about any contradictions between religious and non-religious ideas. For this reason names are not required and responses to this questionnaire will be strictly confidential. Although the results of the inquiry will be published, neither faculties nor individuals will be named. With these assurances it is hoped that respondents will feel able to be frank and honest in their replies.

I look forward to receiving your completed questionnaire and thank you for your help.

Section I: Your Background

The following questions provide information on your background and education.

1. Present university?

<input type="radio"/> Sivas	<input type="radio"/> Samsun	<input type="radio"/> Izmir	<input type="radio"/> Kayseri
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2. Year? Preparation

<input type="radio"/> 1 st Year	<input type="radio"/> 2 nd Year	<input type="radio"/> 3 rd Year	<input type="radio"/> 4 th Year
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3. Age?

<input type="radio"/> 18 or below	<input type="radio"/> 19-24	<input type="radio"/> 25 or above
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4. Gender?

<input type="radio"/> Male	<input type="radio"/> Female
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5. Which secondary school did you attend?
Mark one box for each line

Secondary school I

<input type="radio"/> Imam Hatip	<input type="radio"/> Other
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Secondary school II

<input type="radio"/> Imam Hatip	<input type="radio"/> Other
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6. In addition to your schooling how many years in total have you attended any Qur'an course? Mark one box

<input type="radio"/> None	<input type="radio"/> Less than 1 year	<input type="radio"/> 1 or 2 years	<input type="radio"/> More than 2 years
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7. How many years, if any, have you ever been within any organized religious groups (or groups which have a religious aim such as mystical denominations) so far? Mark one box

<input type="radio"/> None	<input type="radio"/> Less than 1 year	<input type="radio"/> 1 or 2 years	<input type="radio"/> More than 2 years
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8. Where did you spend all or much of the following periods of your life? Mark one box for each line

	Village	Town/District	City
Childhood (before 12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adolescence (12-18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How would you describe the degree of religiousness of your father and mother? Mark one box for each line

	Father	Mother
No observance at all (2)	<input type="radio"/>	<input type="radio"/>
Moderately observant (1)	<input type="radio"/>	<input type="radio"/>
Very observant (0)	<input type="radio"/>	<input type="radio"/>

10. How important was/is religion in your personal development for the following periods of your life? Mark one box for each line

	Very important(2)	Moderately important(1)	Not at all important(0)
Childhood (before 12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adolescence (12-18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the present time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How observant were/are you of religious principles during the following periods of your life? Mark one box for each line

	Very observant(2)	Moderately observant(1)	Not at all observant(0)
Childhood (before 12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adolescence (12-18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At the present time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section II: Your Experience of Challenge

12. People, including perhaps the lecturers in your faculty, do not all approach religion in the same way; while some of them are more modern, others may be quite traditional in their religious thinking. This variety of approaches may cause tension and contradictions in students' minds.

Below are some words, which describe states of tension and contradiction in thinking about religious matters. To what extent do these words describe the general state of your thinking about religious matters at the moment? Mark one box for each line

	Severely	Fairly	Moderately	Little	Not at all
Uncertain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Questioning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contradictory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doubtful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anxious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loss of belief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. If there are tensions and contradictions occurring in your thinking about religious matters how would you describe them?
Mark one box

Tension and contradictions:

- are very considerable and definitely irreconcilable
- are considerable, perhaps irreconcilable
- are considerable, but probably reconcilable
- are negligible and reconcilable
- No tension and contradiction at all **(Go to question 18)**

14. Indicate the topics in which tension and contradictions in your religious thinking occur. You can mark more than one box.

Tensions and contradictions in my thinking are concerned with:
 Qur'an (please explain)

God (please explain)

Prayer (please explain)

- o Religious and modern lifestyles (please explain)

- o Claims of religion and findings of other sciences (please explain)

- o My religious life as a whole (please explain)

- o Other(s) (please specify and explain)

15. Consider the overall religious tension and contradictions you experience and indicate the degree of discomfort or dissatisfaction this causes you. Mark one box

- o Severe dissatisfaction or discomfort (frequently distressing or disturbing, and/or interfering with ability to carry out everyday activities)
- o Moderate dissatisfaction or discomfort (sometimes distracts from other things or affects composure during everyday activities)
- o Slight dissatisfaction or discomfort (not interfering with composure or everyday activities)
- o No dissatisfaction or discomfort **(Go to question 17)**

16. People sometimes worry about their health, whether they will succeed in education, friendships, their families and work. Compare the strength of any worries, which you may feel in these areas with any tensions and contradictions you may experience in your religious thinking.

The tensions and contradictions I experience in my religious thinking are (Mark one box):

- o much more important than
- o more important than
- o as important as
- o less important than
- o much less important than those I experience in other areas of my life

17. Taking your awareness of your religious tension and contradictions as a whole, to which three of the following factors would you attribute their cause? Make your selection in order putting 1 for the most important, 2 for the second most important and 3 for the third most important.

- () My family
- () Encountering different ideas on religion
- () Social pressure
- () Ambiguities in the sources about religion
- () Lack of knowledge about religion
- () Encountering negative criticisms about religion
- () Studying divinity
- () Other (please specify)

18. If you would like to talk to a person about your worries related to your religious tension and contradictions, which 3 of the following characteristics would you like that person to possess? Make your selection in order putting 1 for the most important, 2 for the second most important and 3 for the third most important.

- () Scientific objectivity
- () Mystical (Sufi) dimension
- () Lectureship in divinity
- () Confidentiality
- () Friendship
- () Official Religious leadership (like Imam or preacher)
- () Kinship (such as parents)
- () Counseling skill
- () Religiousness
- () Other (please specify)