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**ISLAMIC SCHOOLS AND MUSLIM WOMEN IDENTITY: A
COMPARATIVE STUDY OF MUSLIM GIRLS' SCHOOLS IN
KEDAH, MALAYSIA AND LEEDS, UNITED KINGDOM**



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2019**



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Abstrak

Pendidikan Islam sangat penting untuk membentuk identiti beragama dalam setiap individu Muslim. Dalam hal ini, sekolah aliran Islam berperanan sebagai agen dalam membentuk dan memperkukuhkan identiti wanita Muslim yang digambarkan sebagai terpinggir, pasif, lemah dan tidak berpendidikan oleh masyarakat Barat. Pembentukan identiti wanita Muslim yang ideal dipengaruhi oleh peranan guru sebagai *role model*, subjek Pendidikan Islam, etos, budaya dan persekitaran sosial sesebuah masyarakat. Dalam erti kata lain, matlamat institusi pendidikan adalah sama dalam membentuk kepercayaan, amalan dan nilai kepada wanita Muslim. Namun, konsep, pendekatan dan mekanisme yang digunakan adalah berbeza merentasi sempadan budaya dan geografi. Justeru, kajian kualitatif ini bertujuan untuk mengenalpasti bagaimana sekolah aliran Islam membentuk identiti wanita Muslim dalam kalangan pelajar. Kutipan data empirikal dijalankan di dua lokasi iaitu Maktab Mahmud (MM), Alor Setar, Malaysia dan New Horizon Community School (NHCS), Leeds, United Kingdom. Kajian ini juga menganalisis secara perbandingan pendekatan yang digunakan oleh kedua institusi tersebut yang berlainan masyarakat, budaya dan negara dalam usaha membentuk identiti wanita Muslim. Data diperolehi melalui kaedah pemerhatian, *focus group* dan temu bual. Seramai 68 orang responden terlibat dalam kajian ini. Setiap sekolah diwakili oleh pengetua, seorang wakil daripada pihak pengurusan, dua orang guru subjek Pendidikan Islam dan 30 orang pelajar. Hasil kajian mendapati, majoriti responden bersetuju bahawa sistem sekolah aliran Islam telah mempengaruhi pembentukan identiti mereka. Selain itu, dapatan kajian juga menunjukkan perbezaan budaya, polisi dan dasar negara mempengaruhi sistem persekolahan di Malaysia dan United Kingdom. Kajian ini merumuskan bahawa pembentukan identiti wanita Muslim ideal merupakan satu proses berterusan yang sangat berkait rapat dengan etos, budaya dan persekitaran sosial sesebuah masyarakat. Pada masa yang sama, proses penggubalan sesebuah kurikulum, konsep dan pelaksanaan pendidikan seharusnya mengambilkira latar belakang budaya dan masyarakat yang ingin dibentuk.

Kata Kunci: Sekolah aliran agama, Identiti wanita Muslim, Etos dan persekitaran, Subjek Pendidikan Islam dan *Role model*

Abstract

Islamic Education is important in instilling religious identity for every Muslim. In this case, Islamic schools play the role of moulding and strengthening Muslim women's identity which has been wrongly interpreted as being marginalised, passive, weak, and uneducated by the western society. The formation of ideal Muslim women's identity is influenced by teachers as role models, Religious Education subject, ethos, culture, and social environments of a society. In other words, the goal of educational institutions is the same which is to form faith, good practice, and values among Muslim women. However, the concept, approach, and mechanism used to achieve this goal differ according to cultural and geographical boundaries. Therefore, this qualitative research is aimed at identifying how Islamic schools form Muslim women's identity among school students. Empirical data collection was done at two locations, namely the Maktab Mahmud (MM), Alor Setar, Malaysia and New Horizon Community School (NHCS), Leeds, United Kingdom. This research also compared the approaches used by both schools -which differ in society, culture, and country – in moulding the identity of Muslim women. Data were collected through observations, focus group, and interviews. 68 respondents took part in this research. Every school was represented by its principal, one representative of the administrators, two Religious Education teachers, and 30 students. The findings of this research showed that majority of the respondents agreed that Islamic school system influenced how their identities were formed. In addition, the findings indicated that differences in culture, policy, and the fundamental elements of nations influence the school systems in Malaysia and the United Kingdom. In addition, this research found that the formation of Muslim women's identity is a continuous process which is closely related to ethos, culture, and the social environments of a society. Therefore, the process of designing a curriculum, the concept and the implementation of educational approaches should take into account the backgrounds of the intended culture and society.

Keywords: Islamic schools, Muslim women identity, Ethos and environment, Religious Education subject and Role model

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Table of Contents

Certification of Thesis.....	i
Permission to Use.....	ii
Abstrak.....	iii
Abstract	iv
Acknowledgement	v
Table of Contents	vi
List of Tables	xii
List of Figures	viii
Glossary	xv
List of Abbreviations	xvii
List of Appendices	xviii

CHAPTER ONE: INTRODUCTION

1.1 Introduction.....	1
1.2 Statement of the Problem.....	2
1.3 Research Questions	5
1.4 Objectives of the Study	6
1.5 Significance of the Study	6
1.6 Scope of the Study	7
1.7 Organisation of the Study	10
1.8 Definition of the Terms	11
1.9 Conceptual Framework	13
1.10 Conclusion	24

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction	25
2.2 Muslim Women Identity	25
2.3 Islamic Schools and Islamic Education	27
2.4 Islamic Schools and Ethos and Environment	30

2.5 Islamic Schools and Teachers as Role Models	33
2.6 Conclusion	34

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction.....	35
3.2 Research Design	36
3.3 Data Collection	38
3.3.1 Case Studies	38
3.3.1.1 Maktab Mahmud	39
3.3.1.2 NHCS	40
3.3.2 Instruments	41
3.3.2.1 Primary Data	42
3.3.2.1.1 Semi- Structured Interviews	42
3.3.2.1.2 Informants	43
3.3.2.1.3 Focus Groups	46
3.3.2.1.4 Participant Observation	47
3.3.2.2 Secondary Data	48
3.4 Data Analysis	49
3.5 Ethical Issues	50
3.6 Limitations	52
3.7 Researcher Bias and Reflexivity	53
3.8 Conclusion	56

CHAPTER FOUR: ISLAMIC EDUCATION IN MALAYSIA AND THE UNITED KINGDOM

4.1 Introduction	57
4.2 The Development of Islamic Education	57
4.3 The Development of Islamic Education in Malaysia	60
4.4 The Coming of Islam to Kedah.....	64
4.5 The Development of Islamic Education in Kedah	66
4.5.1 <i>Pondok</i>	67
4.5.2 <i>Madrasah</i>	68

4.6	Maktab Mahmud (MM)	71
4.6.1	Aims and Objectives of the Maktab Mahmud	74
4.7	The Coming of Islam to the United Kingdom	75
4.8	The Development of Islamic Education in the UK	78
4.8.1	The Mosque	80
4.8.2	Independent Muslim Schools	83
4.8.3	Voluntary Aided Muslim Schools	87
4.9	The Development of Islamic Education in Chapeltown, Leeds	91
4.10	New Horizon Community School (NHCS)	95
4.10.1	Aims and Objectives of the NHCS	97
4.11	Conclusion	98

CHAPTER FIVE: EDUCATION AND MUSLIM WOMEN IDENTITY

5.1	Introduction	100
5.2	Women in Early Islam	100
5.3	Muslim Women Identity: Malaysia	101
5.4	Muslim Women Identity: The United Kingdom	109
5.5	Islamic Education and Muslim Women Identity	117
5.6	Conclusion	121

CHAPTER SIX: RESULT OF RESEARCH

SHAPING THE IDENTITY: MAKTAB MAHMUD ALOR SETAR BRANCH (GIRLS) AND NEW HORIZON COMMUNITY SCHOOL, LEEDS

6.1	Introduction	122
6.2	Maktab Mahmud Alor Setar Branch (Girls)	122
6.2.1	The Environment and Ethos	123
6.2.1.1	Data from the Observation	123
6.2.1.2	Data from the Interviews and a Focus Group	124
6.2.1.2.1	School's Rule and Regulation	124
6.2.1.2.2	School's Co- Curricular and Islamic Activities	131
6.2.1.2.3	School's Culture	141
6.2.1.2.4	Environment and Facilities	144
6.2.2	The Religios Education Subjects (RE)	147

6.2.2.1	Data from the Observation	147
6.2.2.2	Data from the Interviews and a Focus Group	149
6.2.2.2.1	Realize the Status, Right and Role of Women in Islam	150
6.2.2.2.2	Improve their Attitude and Identity	152
6.2.3	Role Model	155
6.2.3.1	The Qualities of a Teacher to Become a Role Model	156
6.2.3.2	The Impacts of Role Model to their Identity	161
6.2.3.3	Future Contributions to the Society after Finishing Study	163
6.2.4	Conclusion	165
6.3	New Horizon Community School (NHCS)	166
6.3.1	The Environment and Ethos	166
6.3.1.1	Data from the Observation	166
6.3.1.2	Data from the Interviews and Focus Group	168
6.3.1.2.1	School's Rule and Regulation	168
6.3.1.2.2	School's Co- Curricular and Islamic Activities	178
6.3.1.2.3	School's Culture	189
6.3.1.2.4	Environment and Facilities	194
6.3.2	The Religios Education Subjects (RE)	198
6.3.2.1	Data from the Observation	198
6.3.2.2	Data from the Interviews and Focus Group	202
6.3.2.2.1	Realize the Status, Right and Role of Women in Islam	202
6.3.2.2.2	Improve their Attitude and Identity.....	203
6.3.3	Role Model.....	207
6.3.3.1	The Qualities of a Teacher to Become a Role Model	208
6.3.3.2	The Impacts of Role Model to their Identity	212
6.3.3.3	Future Contributions to the Society after Finishing Study	214
6.3.4	Conclusion	216
6.4	Comparison Data: Maktab Mahmud Versus New Horizon Community School	216
6.4.1	The Environment and Ethos	216
6.4.1.1	School's Rules and Regulations	217
6.4.1.2	School's Co- Curricular and Islamic Activities	219

6.4.1.3 School's Culture	221
6.4.1.4 Environment and Facilities	223
6.4.2 The Religios Education Subjects (RE)	223
6.4.2.1 Realize the Status, Right and Role of Women in Islam	224
6.4.2.2 Improve their Attitude and Identity	224
6.4.3 Role Model	225
6.4.3.1 The Qualities of a Teacher to Become a Role Model	225
6.4.3.2 The Impacts of Role Model to their Identity	228
6.4.3.3 Future Contributions to the Society after Finishing Study	230
6.4.4 Conclusion	232

CHAPTER SEVEN: DISCUSSION

7.1 Introduction	233
7.2 The Environment and Ethos	233
7.2.1 School's Rule and Regulation	235
7.2.2 School's Co- Curricular and Islamic Activities	242
7.2.3 School's Culture	246
7.2.4 Environment and Facilities	248
7.3 The Religios Education Subjects (RE)	250
7.3.1 Realize the Status, Right and Role of Women in Islam	251
7.3.2 Improve their Attitude and Identity	253
7.4 Role Model	255
7.4.1 The Qualities of a Teacher to Become a Role Model	256
7.4.2 The Impacts of Role Model to their Identity	260
7.5 Type of Muslim Women Identity at Both Schools	261
7.6 The Differences between Kedah and Leeds in Shaping Muslim Women Identity at Schools.....	269
7.7 Conclusion	272

CHAPTER EIGHT: CONCLUSIONS AND RECOMMENDATIONS

8.1 Introduction	274
8.2 Summary of the Chapters	274
8.3 Conclusion of the Research	277
8.4 Findings of the Research Objectives	278

8.5 Implications of the Study	281
8.6 Recommendations for Islamic Schools	282
8.7 Recommendations for Islamic Curriculum Planners	283
8.8 Recommendations for Government	284
8.9 Recommendations for Further Research	284
8.10 Summary	286
REFERENCES	287
APPENDICES.....	310



List of Tables

Table 4.1 List of <i>Pondok</i> and its Transformation	70
Table 4.2 List of Muslim Scholars and Government Stakeholders Graduated from MM	73
Table 4.3 List of Voluntary Aided Muslim Schools	90
Table 6.1 List of Theme	217



List of Figures

Figure 1.1 Conceptual Framework	13
Figure 3.2 Model of Research Design	37
Figure 5.1 Chart of Primary School Enrolment by Sex	105
Figure 5.2 Chart of Secondary School Enrolment by Sex	105
Figure 5.3 Chart of Percentage of Primary and Secondary Schools Enrolment by Sex	106
Figure 6.1 School's Rules and Regulations Impacted Students' Identity	125
Figure 6.2 <i>Shaksiyah</i>	127
Figure 6.3 Discipline	128
Figure 6.4 Academic Excellence	130
Figure 6.5 Tolerance and Respect	131
Figure 6.6 <i>Shaksiyah</i>	136
Figure 6.7 Active and Brave	138
Figure 6.8 Knowledgeable	139
Figure 6.9 Build Leadership Skills	140
Figure 6.10 Reading Culture	142
Figure 6.11 School's Reputation	144
Figure 6.12 Environment and Facilities	145
Figure 6.13 Realize the Status, Right and Role of Women in Islam	151
Figure 6.14 Improve their Attitude and Identity	155
Figure 6.15 <i>Qudwah Hasanah</i>	157
Figure 6.16 Knowledgeable	159
Figure 6.17 Charismatic	161
Figure 6.18 Be a Better Person	162
Figure 6.19 Discipline	163
Figure 6.20 Future Contributions to the Society	165
Figure 6.21 School's Rules and Regulations Impacted Students' Identity.....	169
Figure 6.22 <i>Shaksiyah</i>	172
Figure 6.23 Discipline	173
Figure 6.24 Academic Excellence	175
Figure 6.25 Tolerance and Respect	177

Figure 6.26 <i>Shaksiyah</i>	184
Figure 6.27 Active and Brave	185
Figure 6.28 Knowledgeable	187
Figure 6.29 Build Leadership Skills	189
Figure 6.30 Reading Culture	190
Figure 6.31 School's Reputation	194
Figure 6.32 Environment and Facilities	195
Figure 6.33 Realize the Status, Right and Role of Women in Islam	203
Figure 6.34 Improve their Attitude and Identity	207
Figure 6.35 <i>Qudwah Hasanah</i>	210
Figure 6.36 Knowledgeable	211
Figure 6.37 Charismatic	212
Figure 6.38 Be a Better Person	213
Figure 6.39 Discipline	214
Figure 6.40 Future Contributions to the Society	215
Figure 6.41 Rules and Regulations	218
Figure 6.42 Rules and Regulations Impacted Students' Identity	219
Figure 6.43 Co- Curricular and Islamic Activities	220
Figure 6.44 Co- Curricular and Islamic Activities Impacted Students' Identity	221
Figure 6.45 School's Culture	222
Figure 6.46 Preserve School's Culture	222
Figure 6.47 Environment and Facilities	223
Figure 6.48 Realize the Status, Right, Role of Women in Islam	224
Figure 6.49 Improve the Attitude and Identity	225
Figure 6.50 Charismatic	226
Figure 6.51 <i>Qudwah Hasanah</i>	227
Figure 6.52 Knowledgeable	228
Figure 6.53 Be a Better Person	229
Figure 6.54 Discipline	229
Figure 6.55 Open Free Islamic Classes / Conferences	230
Figure 6.56 Do <i>Dakwah</i>	231
Figure 6.57 Establish Islamic Organisations, Funds or Charities for Muslim Community	232

Glossary of Words in Arabic (A) and Urdu (U)

Akhirah (A)	The hereafter
Allahu Akbar (A)	Allah is the Greatest
Alhamdulillah (A)	Praise be to God (Allah)
Alim (A)	A religious scholar
Aurah (A)	Certain part of the body that Muslim women need to cover from others to see
Ayah (A)	A verse of the Quran
Ayahs (U)	Nannies or ladies' maids
Azan (A)	Call for prayer
Barakah (A)	Blessing
Biradari (U)	Extended patrilineal kinship group, clan
Bismillah (A)	In the name of God (Allah)
Da'wah (A)	Invitation to Islam, or missionary activity
Deen (A)	Islam
Du'a (A)	Supplicatory Prayer
Dunya	This world
Eid (A)	A Muslim celebration to mark the end of Ramadhan (Eidul Fitr) or Hajj (Eidul Adha)
Fatwa (A)	An authoritative opinion in Islamic law
Fiqh (A)	Islamic Jurisprudence
Hadith (A)	a tradition of the Prophet Muhammad
Hajj (A)	the pilgrimage to Makkah
Halal (A)	that which is legally permissible according to Islamic law
Haram (A)	that which is impermissible according to Islamic law
Hijab (A)	the veil which covers a Muslim woman's hair and upper body
Ifthar (A)	Break fasting
Imam (A)	A prayer leader
Iman (A)	Faith

Insha Allah (A)	God- Willing
Iqra'	Read
Izzat (A)	Honour
Jannah (A)	Paradise
Khutbah (A)	The imam's sermon given at <i>Juma'ah</i> (Friday) prayer
Lascar (U)	Indian seaman
Madrasah (A)	An Islamic seminary
Maharajah (U)	King
Masha Allah (A)	Whatever God (Allah) wills
Quran (A)	Muslim scripture; primary source for Islamic law
Rahmah (A)	Mercy
Ramadhan (A)	the lunar month of Muslim fasting
Salaam (A)	Islamic greeting
Sirah (A)	History of the Prophet Muhammad
Sharam (U)	Without any shame
Shari'ah (A)	Islamic law
Sheikh (A)	Muslim scholars
Sunnah (A)	Custom (of the Prophet); primary source for Islamic law
Tafsir (A)	Exegesis, commentary on the Qur'an
Tajweed (A)	Rules in reciting the Qur'an
Tarbiyyah (A)	Education
Taqwa (A)	Fear to Allah
Ulama' (A)	Religious scholars
Ummah (A)	Community of believers
Wahy (A)	Revelation
Waqf (A)	Endowment

List of Abbreviations

AMS	Association of Muslim School
AQA	Assessment and Qualifications Alliance
DfES	Department for Education and Skill
EIC	East Indian Company
ICE	Islam and Citizenship Education
IPPR	Institute for Public Policy Research
JAKIM	Jabatan Kemajuan Islam Malaysia
JHEIK	Jabatan Hal Ehwal Agama Islam Kedah
KBD	Kurikulum Bersepadu Dini
KBSM	Kurikulum Bersepadu Sekolah Menengah
LEPAI	Lembaga Penasihat Pelajaran dan Pendidikan Agama Islam
LMF	Leeds Muslim Forum
MCB	Muslim Council of Britain
NHCS	New Horizon Community School
OCR	Oxford Cambridge RSA examination board
OFSTED	Office for Standards in Education
PBUH	Peace Be Upon Him
PVE	Preventing Violent Extremism project
RE	Religious Education
SABK	Sekolah Agama Bantuan Kerajaan
SAN	Sekolah Agama Negeri
SAR	Sekolah Agama Rakyat
SDSA	School Development Support Agency
QTS	Qualified Teacher Status
VA	Voluntary Aided

List of Appendices

Appendix i	310
Appendix ii	313
Appendix iii	315
Appendix iv	318
Appendix v	319
Appendix vi	320
Appendix vii	330



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CHAPTER ONE

INTRODUCTION

1.1 Introduction

The role of Islamic schools in the development of Muslim identities is increasingly evident (Ishak, 1995; Tamuri, 2004, 2010; Halstead, 2005; Gilliat-Ray, 2010). To date, Islamic education of one form or another is generally considered essential by Muslims to their religious identity. The need to seek Islamic knowledge is often said to have begun with the first revelation of Islam when the Prophet Muhammad (PBUH) was instructed to read (*iqra'*) by the Angel Jibril and it finds its modern expression in many institutions today. This research will examine the role of Islamic schools in the formation of Muslim women identities both in Kedah and Leeds. In order to investigate the school setting; ethos and environment, religious education subject and the teachers, in which Muslims find themselves and articulations of their identity, this research examines how they interact with the school setting and how their identity are structured. The study also explores other concepts which may potentially shape their experiences, including ideas of culture, belief and policy within the wider framework of these influencing factors.

This study will also show that identity is also a highly subjective phenomenon. As Gilliat-Ray (2010: xii) argues, the 'self- ascription 'Muslim' can be more or less meaningful at different times in the life of an individual'. Similarly, Knott and Khokher (1993) note, the process of identity formation is not static but ongoing, however, further details may reveal the choice of schools, the environment, the role models and similar options have influenced someone's associations and identities. In

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APPENDICES

Appendix i: Islamic Schools in Kedah

SENARAI SEKOLAH-SEKOLAH AGAMA YANG BERDAFTAR DENGAN JABATAN HAL EHWAL AGAMA ISLAM NEGERI KEDAH

BIL.	SEKOLAH MENENGAH AGAMA RAKYAT (SMAR)	TEL	FAX
1	SMA AI-Maahad Addini, Persiaran Sultan Abdul Hamid, 05050 Alor Setar, Kedah Darul Aman.	7724432	7729101
2	SMA Nahdhah Hasanah, Melele, KM. 24, Bt.21, Jln. Kodiang, 06100 Kodiang, Kedah Darul Aman	9251926	9251926
3	Maktab Pengajian Islam Kedah, No.25, Bt.2, KM. 3, Jln.Changloon, 06100 Kodiang, Kedah Darul Aman.	9252211	9255233
4	SMA Attoyyibah, Kg. Pdg. Halban, 06010 Changloon , Kedah Darul Aman.	9243097	9243097
5	SMA Al-Khairiah, Jalan Empangan, Pedu, 06300 Kuala Nerang, Kedah Darul Aman. 0194059607	7866721	7869582
6	SMI Darul Ulum, KM.23, Jalan Kuala Nerang, 06300 Pokok Sena Kedah	7412680	
7	SMA Assiddiqiah Al-Islamiah, Kg.Padang Kerasak, Mukim Tekai,06350 Naka, Kedah Darul Aman.	7852703	7852703
8	SMA Al-Islah, Seberang Pendang, 06700 Pendang, Kedah Darul Aman.	7590988	7594813
9	Maahad Al-Imam Al-Syafie, Km.9, Jalan Sungai Tiang, Sawa Kecil, 06700 Pendang		
10	SMA At-Taufiqiah Al-Khairiah Al-Halimiah, Bt.16, Padang Lumat, 06910 Yan, Kedah Darul Aman.	7481357	7481358
11	SMA Daris, Sungai Jagung, 08000 Kuala Muda, Kedah Darul Aman.	019-5468095	019-4207106
12	Akademi Haji Abdullah Suboh, Jalan Kota Kuala Muda, Sungai Petani, Kedah Darul Aman	4376308	4376308
13	SMA Yayasan Khairiah, Kpg. Pisang, 09200 Kupang, Kedah Darul Aman.	4766934	4766934
14	SMA Diniyah Islamiah, Pekan Kupang, 09200 Kupang, Kedah Darul Aman.	4766067	4766067
15	SMA Tarbiah Diniyah, Jalan Pegawai, 09000 Kulim, Kedah Darul Aman.	4905490	4905490
16	SMA Ihsaniah, Jangkang, 09700 Karang, Kulim, Kedah Darul Aman.	4056050	4059646
17	SMA Al-Baqiatussolihat, Kg. Ranggut, Mukim Pdg. Mat Sirat, 07100 Langkawi	9533344	9533345

BIL.	SEKOLAH RENDAH AGAMA RAKYAT (SRAR)	TEL	FAX
1	SRI UMMI, 4028-4030, Taman Rakyat, Jln.Sultanah, 05350 A.Setar	7328751	7332144
2	SRI Alor Setar, Km. 5, Jln. Datuk Kumbar, 05300 Alor Setar	7339063	7358146
3	SRI. DARUL AMAN KM.3, Lebuhraya Sultan Abd. Halim, 05400 A.Setar	7721913	7717363

4	SRI Al-Azhar, Pulau Nyior, 06000 Jitra, Kedah Darul Aman.	9291758	9293744
5	SRI At-Toyyibah, Kg. Pdg. Halban 06010 Changlun, Jitra	9243097	9243097
6	SRI Islah, Komplek Sekolah Islam Islah, Hadapan Taman Selesa, Seberang Pendang, 06700 Pendang	7593087	7592512
7	SRI Daris, Sungai Jagong, 08000 Sungai Petani, Kedah	4221606	4217766
8	Sekolah Rendah Islam Sungai Petani, Lot 10-15, Bgn. Zakat, Bakar Arang, 08000 Sg.Petani	4225222	4225222
9	SRI Al-Islah, Pokok Asam, Jln. Pinang Tunggal, Sg.Petani 0134884871	4386866	4387032
10	SRI An-Naim, Desa Murni, Pekan Lama, 09300 Kuala Ketil, Kedah Darul Aman	4161075	h/p 0195437912
11	SRI Al-Hikam , Taman Wang, Sungai Petani,	4231097	
12	SRI Darul Hijrah, Mukim Siong, Baling. 0194737096	4725502	4701418
13	Sek. Tahfiz Sains An-Najihin, 1447, Jalan Bukit Awi, 09000 Kulim, Kedah Darul Aman.	4900458	h/p 0195644624
14	SRI Nurul Hidayah, Lot 157-184, Lorong Putra E, Pusat Niaga Putra, Kelang Lama, 09000 Kulim.	4906580	4906580

BIL.	SEKOLAH MENENGAH AGAMA BANTUAN KERAJAAN (SABK)	TEL	FAX
1	SMA Nurul Islam, Ayer Hitam, 06100, Kedah Darul Aman.	7940686	7943568
2	SMA Al-Hidayah Al-Islamiah, Alor Biak, Bt. 10, Sg. Korok, Changlih, 06150 Ayer Hitam, Kedah Darul Aman	7945961	7942743
3	SMA Ihya Ul-Ulum Diniyah, Km.12, Simpang Empat, 06650 Alor Setar, Kedah Darul Aman	7641269	7641269
4	SMA Darussaadah, Titi Besi 06200 Kepala Batas, Alor Setar, Kedah Darul Aman.	7143661	7141064
5	SMA Makarumul Akhlak, Langgar 06500 Alor Star, Kedah Darul Aman.	7876193	7876193
6	SMA An- Nahdhah, Bukit Besar, Kota Sarang Semut, 06800 Yan, Kedah Darul Aman.	7691055	7692341
7	SMA Assaadah Diniyah, Sg. Limau Dalam, 06910 Yan, Kedah Darul Aman.	7694233	7694233
8	SMA Fauzi, 06900 Yan, Kedah Darul Aman.4475491	4655486	4655486
9	SMA Irsyadiyah, Ampang Jeneri, 08320 Sik 0194048157	4620726	4620726
10	SMA Pekan Gurun, 08300 Gurun, Kedah Darul Aman.	4686941	4682967
11	SMA Sg. Petani, Bedong, 08100 Kedah Darul Aman.	4582094	4501122
12	SMA Annajah, Titi Gantung, Pulai 09100 Baling, Kedah Darul Aman	4721046	4721044
13	SMA Islahiah, Kg. Dingin, 09000 Kulim, Kedah Darul Aman	4041986	4041986
14	SMA Daril Iktisam, Batu 28 1/4, Jalan Pdg. Sanai, 06300 Kuala Nerang, Kedah Darul Aman	7864875	7864157
15	SMA Maahad Tahfiz Abidin, Kg. Charok Manggis, Pokok Tai, 06720 Pendang, Kedah Darul Aman	h/p0134357898	4619696
BIL.	SEKOLAH RENDAH ASAMA BANTUAN KERAJAAN (SABK)	TEL	FAX
1	Akademi Haji Abdullah Suboh, Jalan Kota Kuala Muda, Sungai Petani Keda Darul Aman	4374270	4376308

2	SRI Al-Ihsaniah, Tikam Batu, Sungai Petani, 0195744244	4388990	4388990
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BIL.	SEKOLAH MENENGAH AGAMA PERSENDIRIAN	TEL	FAX
1	SMA Al-Azhar, Jln Muda Kuari, Mukim Gelong, 06000 Jitra, Kedah	9291758	9293744
2	SMA Al-Islah, Lot 292 Pokok Asam, Jalan Pinang Tunggal, 08000 Sg. Petani	4386866	4387032



UUM
 Universiti Utara Malaysia

Appendix ii: Permission Letter to Do Research

Rukhaiyah Binti Haji Abd Wahab
School of Languages, Civilisation and Philosophy
College of Arts and Sciences
UUM, 06010 Sintok
Kedah Darul Aman

Dear Principal,

I am a postgraduate research student at the Universiti Utara Malaysia, interested in the teaching of Islam in Malaysia and in the UK schools and how this relates to questions of Muslim students' identity, Islamic values and the importance of Islamic education for Muslim children.

My topic is **'ISLAMIC SCHOOLS AND MUSLIM WOMEN IDENTITY: CASE STUDIES OF MUSLIM GIRLS' SCHOOLS IN KEDAH AND LEEDS'** and I am working on how Islamic education being deliver in a Muslim and a non- Muslim country. The main aim of this study is to explore how Islamic schools shaped students' identity. This research includes the issues around Muslim women's education, modernity and contemporary society and efforts have Islamic schools made to shape and preserve the Islamic identity in a modern contemporary society.

As part of the preparation for my research I would like to make a visit to your school soon for a day or half day so that I can begin to understand and experience the place of education about Islam in the school's life. I am interested in the theory behind the curriculum as well as the practical perspectives of the head-teacher and governors, as well as the teachers and students.

If you are willing to help me, I would like to interview you for about one to one and a quarter hours. I have some questions in mind but there would also be plenty of time for you to put across your views. I would like to tape record the interviews if possible. However, I could write notes instead if you would prefer. If possible,

I'd also like to meet and interview with **(2) TWO** teachers and **(30) THIRTY** students.

All information given will be confidential, and if any material is quoted in writing, names will be changed to keep the information anonymous. I will only discuss the interviews with my supervisor at UUM, who would also be committed to confidentiality. If you feel, having read this, that you would be happy for me to visit or if you want to ask more about my work before agreeing to take part, I would be happy to answer any questions you have. I can be contacted by telephone, email or post as directed at the beginning of my correspondence.

Jazakallahu Khairan kathira and Wassalam



[Rukhaiyah Binti Haji Abd Wahab]

Tel No: 01110745261

Email: hubba_1980@yahoo.com

Appendix iii: Information sheet

INFORMED CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Please read this form and ask any questions that you may have before agreeing to take part in this study.

Project Title: ISLAMIC SCHOOLS AND MUSLIM WOMEN IDENTITY: CASE STUDIES OF MUSLIM GIRLS' SCHOOLS IN KEDAH AND LEEDS

Researcher: Rukhaiyah Binti Haji Abd Wahab, PhD Student (hubba_1980@yahoo.com)

1. Purpose of the Research Study

You are invited to be a participant for a research study of Islamic schools and Muslim women identity in Malaysia and in the UK. This is a part of my work on my PhD thesis in the School of Languages, Civilisation and Philosophy, College of Arts and Sciences, Universiti Utara Malaysia (UUM). The main aim of this study is to explore how Islamic schools shaped students' identity. This research includes the issues around Muslim women's education, modernity and contemporary society and efforts have Islamic schools made to shape and preserve the Islamic identity in a modern contemporary society.

2. Do I have to take part?

Participation in this study is both randomly selected and voluntary. Your decision whether or not to participate will not result in penalty or loss of benefits to which you are otherwise entitled. If you decide to participate, you are free to not answer any question or withdraw at any time without penalty and without affecting your relationship to the university.

3. What will happen to me if I take part?

If you agree to be in this study, you will be interviewed by the researcher who already prepared some questions (both open and close questions) on Islamic education, Muslim women identity and Muslim women experiences and perceptions in the shaping of Muslim identity in an approximately 30 - 60 minute individual interview session.

4. Will I be recorded, and how will the recorder media be used?

The audio recordings of your activities made during the interview will be used only for analysis and for illustration in conference presentations and lectures after transcribing them into text, and all quotations will be anonymised. No other use will be made of them without your written permission, and no one outside the project will be allowed access to the original recordings. After submitting the thesis, all voice recording will be destroyed.

5. Risks and Benefits of Being in the Study

Risks: there are no foreseeable risks to participating in this study other than those encountered in normal daily life.

Benefits: Your participation will help further research on Islamic school, Islamic education, Islam, Muslim identity in general. As an individual, you will have the opportunity to talk with other people about your own reactions to, ideas about, and perspectives on Islamic schools and Muslim identity experience.

6. Confidentiality

I ask you to please keep confidential the information discussed during our focus group session. Even though I will know who took part in the interview, no identifying information or names will be used in my final thesis/presentation/etc. The interview will be audio taped, and the non-verbal communication also will be observed. I am the only one who will view or hear the tapes for transcription purposes. All tapes will be destroyed at the end of the study. Please be aware, however, that direct quotes from the transcripts may be used, though they will not be linked to your real name in any way.

7. What will happen to the results of the research project?

The results will be analyzed and published as PhD thesis, and then it would be basic or beneficial for further research about Islamic schools and Muslim identity.

Contacts and Questions

Researcher : Rukhaiyah Binti Haji Abd Wahab, PhD Student

Student I.D : 900626

Email : hubba_1980@yahoo.com

Tel No : 01110745261

You are encouraged to contact me if you have any questions.

You will be given a copy of this information to keep for your records.

If you are not given a copy of this consent form, please request one.

Thank you for taking the time to read this information sheet.



Appendix iv: Informed Consent

Title of Research Project: **ISLAMIC SCHOOLS AND MUSLIM WOMEN IDENTITY: CASE STUDIES OF MUSLIM GIRLS' SCHOOLS IN KEDAH AND LEEDS**

Name of Researcher: Rukhaiyah Binti Haji Abd Wahab

Initial the box if you agree with the statement to the left

1	I confirm that I have read and understand the information sheet/letter <i>[delete as applicable]</i> dated <i>[insert date]</i> explaining the above research project and I have had the opportunity to ask questions about the project.	<input type="checkbox"/>
2	I understand that the participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should I not wish to answer any particular question or questions, I am free to decline. <i>Insert contact number here of lead researcher/member of research team (as appropriate).</i>	<input type="checkbox"/>
3	I understand that my responses will be kept strictly confidential <i>[only if true]</i> . I give permission for members of the research team to have access to my anonymised responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the report or reports that result from the research.	<input type="checkbox"/>
4	I agree for the data collected from me to be used in future research	<input type="checkbox"/>
5	I agree to take part in the above research project and will inform the principal investigator should my contact details change.	<input type="checkbox"/>
6	I agree to give my permission for the researcher to record audio voices during the interview and use accordingly as mentioned in the information sheet.	<input type="checkbox"/>

Name of Respondent
(or legal representative)

Date

Signature

Name of person taking consent
(if different from lead researcher)

Date

Signature

To be signed and dated in presence of the participant

Rukhaiyah Binti Haji Abd Wahab

Date

Signature

To be signed and dated in presence of the participant

Appendix v: Informed Consent to Parents

Title of Research Project **ISLAMIC SCHOOLS AND MUSLIM WOMEN IDENTITY: CASE STUDIES OF MUSLIM GIRLS' SCHOOLS IN KEDAH AND LEEDS**

Name of Researcher: Rukhaiyah Binti Haji Abd Wahab

Initial the box if you agree with the statement to the left

1	I confirm that I have read and understand the information sheet/letter <i>[delete as applicable]</i> dated <i>[insert date]</i> explaining the above research project and I have had the opportunity to ask questions about the project.	<input type="checkbox"/>
2	I understand that the participation is voluntary and that my child is free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, should he/ she not wish to answer any particular question or questions, he/she is free to decline. <i>Insert contact number here of lead researcher/member of research team (as appropriate).</i>	<input type="checkbox"/>
3	I understand that his / her responses will be kept strictly confidential <i>[only if true]</i> . I give permission for members of the research team to have access to his/ her anonymised responses. I understand that his/ her name will not be linked with the research materials, and he/ she will not be identified or identifiable in the report or reports that result from the research.	<input type="checkbox"/>
4	I agree for the data collected from him / her to be used in future research	<input type="checkbox"/>
5	I agree my child to take part in the above research project and will inform the principal investigator should his/ her contact details change.	<input type="checkbox"/>
6	I agree to give my permission for the researcher to record audio voices during the interview and use accordingly as mentioned in the information sheet.	<input type="checkbox"/>

Name of parents
(or legal representative)

Date

Signature

Name of person taking consent
(if different from lead researcher)

Date

Signature

Lead researcher

Date

Signature

To be signed and dated in presence of the participant

Appendix vi: Interview Questions

A. ETHOS

PRINCIPAL AND GOVERNOR

Part A: Demography

Name:

Designation:

Part B:

i. School's philosophy, objective, vision and mission

1. What is the school's philosophy, objectives, vision, and mission?
2. How does this school (ethos, teachers, and RE subject) play its role to build Islamic *Shaksiyah* amongst its students?
3. In terms of the school's philosophy, objectives, vision, and mission, what is the difference between this school and other schools such as the national schools?
4. What is this school's priority in building its students' *Shaksiyah*?

ii. Rules (Uniform, manners, etc)

1. What is the form of rules employed by this school to build students' *Shaksiyah*?
2. To what extent have the school's rules been effective in building students' *Shaksiyah*?
3. What are the challenges faced by the school to implement the rules?
4. How does the school handle students' disciplinary problems?

iii. Activities

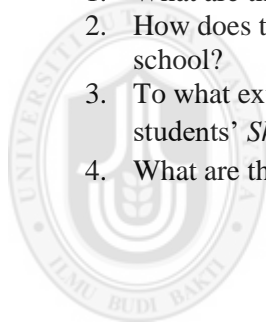
1. Does the school provide activities which encourage the building of Islamic *Shaksiyah* amongst its students?
2. Does the school provide activities related to community service amongst its students?
3. To what extent have all the activities been effective in building students' *Shaksiyah*?
4. What are the challenges faced by the school in implementing Islamic co-curricular activities?

iv. Culture of Excellence

1. What are the measures taken by the school to inculcate the culture of excellence in the school?
2. What are the measures taken to sustain excellence in this school?
3. Besides academic qualifications, what are other requirements for prospective teachers in this school?
4. Is being religiously observant one of the criteria of teachers' recruitment in this school?
5. Besides academic qualifications, what are other requirements for prospective students in this school ?
6. Is being religiously observant one of the criteria of students' recruitment in this school?
7. How does the school ensure that the students are not influenced by external negative factors? (example: peer pressure, social media and society)
8. Who are the school alumni amongst the girls who have remarkable achievements?

v. Cheerfulness and Facilities

1. What are the characteristics of Islamic environment in this school?
2. How does the school physically create good/Islamic environment in the school?
3. To what extent has the Islamic environment been effective in building students' *Shaksiyah*?
4. What are the challenges faced by the school in creating Islamic environment?



Universiti Utara Malaysia

ETHOS

STUDENT

Part A: Demography

1. Name:
2. Age:
3. Form/Year:
4. Ambition:
5. Hobi:
6. Father's occupation:
7. Mother's occupation:

Part B:

i. Rules

1. What are the forms of rules employed by the school to build students' *Shaksiyah*?
2. Do the school rules help you become a good student?
3. Do you find it difficult to comply with the school's rules?
4. What is the most challenging school's rules to comply with?

ii. Activities

1. Does the school provide activities which encourage the building of Islamic *Shaksiyah* amongst its students?
2. In your opinion, do the co-curricular activities help you to be an active and a good student? Which club? Why?
3. Are you interested in taking part in any community service activities organized by this school?
4. In your opinion, what is the school's activity which helps you the most in making you a student who has good *Shaksiyah* and caliber?

iii. Culture of Excellence

1. What is your ambition? Why?
2. How do you ensure that your ambition will be realized?
3. Does your family support your ambition?
4. Do you agree with the statement that says women should stay at home after completing school? Why?

5. Who is your idol amongst Muslim women? Why?
6. Who is a female alumnus which makes the school proud?
7. What are the things that make you feel proud about the school?
8. What makes this school different from other schools?
9. How to ensure that you are not influenced by external negative factors (example: peer pressure, social media and society)
10. Does this school affect your life and your future?

iv. Cheerfulness and Facilities

1. What does it mean by Islamic environment?
2. What are the characteristics of Islamic environment in this school?
3. In your opinion, does this school have a good environment? Why?
4. Do you think the school's cheerfulness and facilities help you become a female student with good *Shaksiyah*?



B) RE SUBJECT

TEACHER

1. Do you think the Pendidikan Islam subject (PI) is important? Why?
2. Is it important to introduce the PI subject in schools? Why ?
3. Is the current PI subject taught in schools enough to build Islamic identity in students?
4. What are the focus of teachers to ensure the students become great persons with good *Shaksiyah* like Khadijah RA and Aisyah RA?
5. What are the challenges in implementing the teaching and learning of the PI subject? (eg; students, parents, society)?
6. Are you dealing with students' disciplinary issues?
7. Is there any relationship between the PI subject and the building of Islamic identity? Why?
8. What are the student's attitude towards the PI subject?
9. How do you perceive the achievement of the school's objective?
10. Does your school's curriculum contribute to the holistic development of the students?
11. Do you have any opinion on how to improve the implementation of the PI subject in the future?

STUDENT

1. Do you think the Pendidikan Islam (PI) subject is important? Why?
2. Do you like the PI subject? What is your most favourite topic?
3. Is the current PI subject taught in schools enough to build Islamic identity in students?
4. To what extent does the PI subject influence your daiy life?
5. Is there any relationship between the PI subject and the building of Islamic identity? Why?
6. Does the PI subject help you in handling moral and social problems?
7. How does the PI subject change your attitude and identity?
8. Do you practice at home what you learn in schools?

C. ROLE MODEL

TEACHER

Part A: Demography

Name:

Designation:

Part B:

i. Quality

1. What does it mean by Role Model?
2. What are the qualities of a Role Model?
3. What should you do if you want to become a Role model for others?
4. Must a teacher become a Role Model for his/her students? Why and how?
5. What is your opinion on teachers' role as 5M (Murabbi, Muaddib, Mudarris, Murshid dan Muallim)

ii. Effort

1. Does this school provide you with enough support for you to become a Role Model?
2. How can teaching the PI subject influence you to become a Role Model?
3. What are your efforts in becoming a Role Model?
4. What would be your contributions to the society in the future?

iii. Challenge

1. What are the challenges faced by a teacher to become a Role Model?

ROLE MODEL

STUDENT

Part A: Demography

1. **Name:**
2. **Age:**
3. **Form/Year:**
4. **Ambition:**
5. **Hobbies:**
6. **Father's Occupation:**
7. **Mother's Occupation:**

Part B:

i. **Quality**

1. What does it mean by Role Model?
2. What are the qualities of a Role Model?
3. Who is your idol amongst female Muslims? Why? Does she influence your life?
4. Who is this school's alumnus who has become a female Muslim Role Model? What are her contributions?

ii. **Effort**

1. What should you do to become an example to others?
2. What would be your contributions to the society in the future?
3. Does the PI subject influence your ambition?
4. What is your ambition? Do you have a female Role Model who has succeeded in your dream career?

iii. **Challenge**

1. How can a Role Model influence your daily life and future career?
2. What are the challenges to follow in the footsteps of your role model?

FOCUS GROUP (STUDENT)

PART A: SCHOOL CULTURE

Rules

1. Do the school rules help you to become a good student?
2. Do you find it difficult to comply with the school rules?
3. Which is the most challenging school rules to comply with?

Activities

1. Does the school provide activities which encourage the building of Islamic *Shaksiyah* amongst its students?
2. In your opinion, do the co-curricular activities help you to be an active and a good student? Which club? Why?
3. Are you interested in taking part in any community service activities organized by this school?
4. In your opinion, what is the school's activity which helps you the most in making you a student who has good *Shaksiyah* and caliber?

Culture of Excellence

1. What is your ambition? Why?
2. How do you ensure that your ambition will be realized?
3. Does your family support your ambition? In what forms?
4. Do you agree with the statement that says women should stay at home after completing school? Why?
5. Who is your idol amongst Muslim women? Why?
6. Who is a female alumnus who makes the school proud?
7. What are the things that make you feel proud about the school?
8. What makes this school different from other schools?
9. How to ensure that you are not influenced by external negative factors (example: peer pressure, social media and society)
10. Does this school affect your life and your future?

Cheerfulness and Facilities

1. What does it mean by Islamic environment?
2. What are the characteristics of Islamic environment in this school?
3. In your opinion, does this school have a good environment? Why?
4. Do you think the school's cheerfulness and facilities help you become a female student with good *Shaksiyah*?

PART B: RELIGIOUS EDUCATION SUBJECTS

Syllabus

1. Do you think the Pendidikan Islam (PI) subject is important? Why?
2. Do you like religion subject? What is your favourite?
3. Do you think the PI subject taught in school can help build a student's *Shaksiyah*?
4. To what extent does the PI subject influence your daily life?
5. To what extent does the PI subject change your attitude and *Shaksiyah*?
6. Do you practice at home what you learn in school? Could you provide some examples?
7. How does the PI subject motivate you in your future career?

T&L

1. Do you like the PI subject?
2. What are the challenges you face when learning the PI subject?
3. What is your suggestion to make the PI subject more interesting?

PART C: ROLE MODEL

Quality

1. What does it mean by Role Model?
2. What are the qualities one must have to become a Role Model?

Effort

1. What should you do to become an example to others?
2. What would be your contributions to the society in the future?

3. Does the PI subject influence your ambition?
4. What is your ambition? Do you have a female Role Model who has succeeded in your dream career?

Challenges

1. How can a Role Model influence your daily life and future career?
2. What are the challenges to follow in the footsteps of your role model?



Appendix vii: List of Respondents and Informants

Maktab Mahmud

Lembaga	Principal	RE Teachers	Students	Informants
Ust. Shafie Bin Ismail, BCK	Ustazah Zaiton Binti Ismail, BCK	1. Rahimah ⁷⁸ 2. Jamilah ⁷⁹	1. Syahirah 2. Zakirah 3. Ibtisam 4. Adibah 5. Farah 6. Izni 7. Nabihah 8. Salsabila 9. Ulya 10. Husna 11. Hidni 12. Fatihah 13. Qistina 14. Iwana 15. Basyirah 16. Ainina 17. Shuhada 18. Auni 19. Syamira 20. Syamail 21. Nurin 22. Bahirah 23. Najihah 24. Saïdah 25. Rina 26. Tahlia 27. Liza	1. Karimah ⁸⁰ 2. Aminah ⁸¹ 3. Diana ⁸² 4. Nadia ⁸³

⁷⁸ RE teacher, 42 years old

⁷⁹ RE teacher, 36 years old

⁸⁰ HEP (Hal Ehwal Pelajar, Student Affairs) teacher, 36 years old

⁸¹ RE teacher, 42 years old

⁸² Arabic teacher, 31 years old

⁸³ Science teacher, 47 years old

New Horizon Community School

Governor	Principal	RE Teachers	Students	Informants
Dr. Razak Raj	Ms. Hena	Aisha Sakinah	<ol style="list-style-type: none"> 1. Fareeda 2. Ulfah 3. Huda 4. Shabnam 5. Noura 6. Saikah 7. Amna 8. Lisa 9. Khadeja 10. Naheed 11. Lubna 12. Ilham 13. Almas 14. Fatima 15. Hafsa 16. Hajar 17. Rashda 18. Raifa 19. Salma 20. Lana 21. Haley 22. Jannah 23. Tania 24. Meera 25. Lily 26. Nada 27. Shasha 28. Khaleesa 	<ol style="list-style-type: none"> 1. Mr. Akram Khan Cheema⁸⁴ 2. Dr. Ataullah Siddiqui 3. Dr. Abdullah Sahin⁸⁵ 4. Nuha⁸⁶ 5. The head teacher of Noor Ul Islam Primary School in Leyton, London, the winner of the AMS-UK School of the Year Award 2010. 6. The head teacher of Al-Noor Independent School in Ilford, London, the winner of the AMS-UK Citizenship/Community Cohesion Award 2010. 7. Nusrat Mohammed in Blackburn, the winner of the AMS-U Teacher of the Year Award 2010.

⁸⁴ who was awarded an Order of British Empire (OBE) by the Queen and received the Muslim News Award for excellence in education in 2002. He has worked as a teacher in both primary and secondary schools, with over thirty years experience in the 'British educational system and has been instrumental in pushing back barriers facing Muslim teachers' (Islamic Voice, 2003). He rose to become a chief inspector of schools in Bradford and is an educational consultant for the Association of Muslim Schools (AMS). He has also been instrumental in developing schemes to enable trainee teachers to bring Islam to the classroom.

⁸⁵ Dr Ataullah Siddiqui and Dr Abdullah Sahin from Markfield Institute of Higher Education (MIHE) in Leicester. They are both Muslim scholars who work on Muslim issues and Islamic education in Britain.

⁸⁶ An Arabic Teacher and a PhD student from Egypt, 35 Years Old.