

Education Policy in Saudi Arabia and its Relation to Secondary School Teachers' ICT Use, Perceptions, and Views of the Future of ICT in Education

Submitted By

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Acknowledgements

In the Name of Allah, the Most Gracious, the Most Merciful

All praise is due to Allah alone, I praise him, seek his aid and seek his forgiveness. I testify that there is no God but Allah, and that Mohammed (peace be upon him) is his slave and messenger.

Allah Almighty says: *“O ye who believe! Fear Allah, and (always) say a word directed to the Right: That He may make your conduct whole and sound and forgive you your sins: he that obeys Allah and His Messenger, has already attained the highest Achievement”* (The Holy Quran 33-70, 71)

I thank Allah Almighty for giving me the inspiration, patience, time, and strength to finish this work. With Allah’s will and mercy I have been able to achieve all of this.

Prophet Mohammed (Peace be upon him) said: *“He will not be thankful to Allah, he who would not be thankful to people”* (Corrected-Reported by Tirmethee)

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Dedication

This work is dedicated to

My Father Abdulrahman and My mother Nawal

My beloved husband Ibraheem

My daughters Raghad and Rund

*For their unfailing love, support, and prayers throughout the course of this
dissertation*

May God bless you all

Abstract

In recent years and as a result of the increasing pace of advances in technology and especially developments in the use of ICT in schools, teachers are now expected to make routine use of ICT in their teaching. This research sought to obtain deeper insight into Saudi secondary school teachers' ICT usage and its relation with ICT educational policy, teachers' perceptions and attitudes towards the use of ICT in the teaching and learning process, and their envisions of possible and preferable usage of ICT in education in the future.

The study utilised a sociocultural approach: data was collected via interviews and self completed questionnaires. A total of 14 interviews were conducted with teachers, ICT coordinators and head teachers, and 266 teachers drawn from ten secondary schools in Riyadh City completed the questionnaire.

The findings indicate there is widespread use of ICT in secondary schools and most teachers have positive views towards ICT. Teachers pointed to a number of motivators summarised in this formula: internal incentives + school encouragement = competent ICT use in education. Three main factors were found to be hindering teachers' ICT use: time constraints, lack of training, and financial issues. Teachers' ICT use is guided by policies: the research found that teachers' ICT use is more influenced by schools' policy than Ministry of Education policy which they are either unaware of or do not fully understand because of difficulties in implementing it. Finally, teachers anticipated future changes in their role to a facilitator and advisor. Teachers hoped for comprehensive improvement of education, radical curriculum change, and continuous teacher training.