

ABSTRACT

RESEARCH PROBLEM:

The researcher realized that there was no interest of history teachers in the use of primary sources in secondary schools. Besides, they did not have the competencies for using these sources. In addition, there was a shortage in the inservice training programmes. Thus, the problem can be stated in the following questions:

1. What are the competencies the history teacher should have to use the primary sources ?
2. What is the level of the history teacher's performance in these competencies ?
3. How can the level of some of these competencies be developed in the use of primary sources ?
4. What is the effect of the suggested programme on the students' understanding levels in history ?

RESEARCH HYPOTHESES:

1. There are statistically significant mean differences between the scores of control group and those of experimental group in favour of the latter in the competencies of using the primary sources in the secondary schools after studying the suggested programme.
2. The programme will contribute in developing the teacher's performance in the competencies of using the primary sources.
3. There are statistically significant mean differences between the scores of the control group and those of experimental group on the achievement test measuring the students' understanding of history subject.

= RESEARCH PROCEDURES:

1. .. Determining the most important competencies the history teacher should have in the use of primary sources.
 - .. Preparing a list of these competencies concerning the secondary stage.
 - .. Judging the list by a jury of history teachers.
 - .. Dividing the competencies on the list into three ranks to define the most important ones for history teachers.
2. .. Developing the selected competencies through:
 - . Preparing modules
 - . Designing the pre-/post-evaluation tools for measuring those competencies.
 - . Selecting a group of history teachers in the secondary stage.
 - . Applying the evaluation tools (observation checklists) to the sample (control and experimental groups).
 - . Training the experimental group on the selected competencies by using the self-instruction modules prepared for this purpose.
 - . Applying the evaluation tools to the experimental group after studying the modules.
 - . Conducting the achievement test on the sample to measure the students' understanding.
 - . Analyzing and discussing the findings.

= RESULTS OF THE STUDY:

1. A list of the history teachers' competencies in the use of primary sources has been developed.
2. Observation checklists of teachers' performance can be used to evaluate their competencies in using the primary sources.

3. An achievement test has been designed to measure the students' understanding of history subject.
4. A suggested programme for developing the history teachers' use of primary sources exists in this study.
5. There were statistically significant mean differences between the scores of the control group and the experimental group on the achievement test for measuring the students' understanding of history subject at 0.0001 in favour of the experimental group.
6. Self-instruction modules had high effectiveness in inservice training of history teachers to acquire the competencies of using the primary sources.

= RESEARCH RECOMMENDATIONS:

1. Observation checklists should be prepared to evaluate the teachers' performance in the other different competencies of teaching history.
2. Training history teachers in the competencies of collecting historical documents from history books and references and classifying and ordering them in categories to be used easily. In this case, every history teacher should have a laboratory of historical documents.
3. .. There should be a continuous interest in holding inservice training programmes for history teachers to upgrade their levels.
4. .. A general inservice training plan should exist to connect the main training centers and training departments in the educational zones.
5. .. Funds should be available to implement training programmes continuously and effectively.

6. .. Inservice training programmes should focus on providing history teachers with the new trends and methods of teaching history.
7. .. There should be cooperation between training centers and faculties of education in the preparation of training programmes for history teachers.
8. .. The content of preparation programmes in faculties of education should be based on researches especially those tackled the lists of competencies in teaching history.
9. .. There should be an integration between the theoretical side and application in teachers' preparation programmes in faculties of education. There should be interest in teaching the competencies of teaching history to the prospective teachers during the teaching practice period.

\$