Historical Research Skills Development in Light of a Training Program for Secondary Stage History Teachers

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Abstract
The study aimed to design a training program to develop the historical research skills after defining the nature of the historical research skills that the history teachers are required to master, especially the secondary stage teachers, in addition to defining the opinions of the educational supervisors on the extent to which the secondary schools teachers should obtain this skill. The study applied the descriptive analytical approach through a questionnaire that was distributed on the study sample that consisted of 55 educational supervisors of the social education supervisors in Riyadh starting from the academic year 1433-1343 AH.The study concluded that the historical research skills are highly available for the history teachers except for the internal and external criticism skill that was available moderately. In the light of that, a training program was designed for the secondary stage history teachers, and it was based on developing the historical research skills. The study concluded to the importance of developing the historical research skills of the history teachers in order for the different educational stages students to acquire the scientific research skills, in addition to the importance of enhancing the history course with several historical images, time maps, and various documents that the student can use in addition to the activities based on analyzing and interpretation.
Keywords: key words, orkforce sizing, job-shop production, holonic model

1. Introduction
The history represents transferring and investigating the previous events that has been occurring since the creation until the present, that are related to the human being and his life's aspects. Through history, the present is being formed and the future is being drawn. Therefore, it is considered an indication and evidence of the advancement that the human being achieved during the progression of his life that includes his various experiences. (katout,2009, p184) The Holy Quran is considered one of the most important history resources for the time period that begins from the creation until the end of the life of the Holy Prophet, the Last Prophet, Muhammad, peace be upon him, as it mentioned the most important historical events during this period since those events are considered Sunnan that the nation should learn from and take the behaviors and regulations that would determine its current actions and draw its future's frames. Based on that, we could say that the narrative approach of the Quran is based on stimulating the thinking, encouraging the interpretation and exploration, extracting lessons, and benefitting from the previous experiences. (Ashour, 1993)

Given the wide recognition of the importance of the historical studies and the complexity of their involvement in the various moral, social, economic, and scientific aspects of life, in addition to the amount of knowledge included and the importance of that in realizing and absorbing many contemporary issues, an attention was paid to the history science and investigating the reading, analyzing, realizing, comparing, criticizing, and interpretations skills that it requires. (Al-Gaml, 2005) Therefore, the reading in history develops a number of mental, social, and motor skills such as critical thinking skills, and these skills are considered of importance in light of the information and knowledge explosion era that the world is currently witnessing and that imposes the necessity of learning the new thinking skills such as the innovative thinking, critical thinking, and historical thinking skills in order to be able to face the huge challenges of the era.

Based on the knowledge and information era's requirements and the need to investigate the events and understand their nature and results, historical texts memorizing and reading are no longer sufficient and the individual has to know the reasons behind the event, the results of it, the extent to which this event had occurred. Therefore, it has become necessary to reexamine the history science teaching methods followed in the educational institutions, and abandon the traditional educational methods represented by stating the information and memorizing it, to learn the required skill in science through modern learning techniques that help the students to acquire and master the skill such as investigation and critical thinking skills. (Hilat, Joaznah 'ayadat, Shadifat, 2009)

History teaching process at the educational institutions depends on the course curriculum and the teacher. Since the current history course curriculum is based on memorizing the information, it acts as an obstacle in the way of developing the learner's mental skills and applying the active and effective learning techniques, so the different researchers advised to develop and enrich the history science curriculum by the various methods and techniques that enhance the skill acquiring by the student and the student role in the educational process, and free him from the role of the information receiver and consumer as the center of the learning process and the interactive participant to his full potential in the history class, in order to promote the

history learning ways and skills. (Al-Faggal 2012, Suleiman 2010, Al-shandody 2004, Albo Saeedy 2000)

2. Problem study

Some teachers follow the traditional ways of teaching which restrict the students understanding and absorbing of the facts and concepts described in the history curricula of the secondary stage, and there are only few teachers who have developed their ways according to their personal experience and without any theoretical or scientific basis. In this regard, there must be emphasizes that the teaching way is considered a major and important part in achieving the educational curriculum objectives, and based on the history curricula objectives which are aiming to develop the students' skills especially the historical research skills, and based on the necessity of the role adopted by the teacher to use these skills and practice them during the teaching, the researcher has performed an exploratory study that included 15 secondary stage history teachers to identify the extent to which they practice the historical research skills, and she found that the majority of the sample's teachers do not use the historical research skills, plan to use them, or set a time during the classes to use and train the students on the historical research skills. The researcher found that the underlying reason of that avoidance was their low experience and knowledge level of the historical research skills, what made history teaching reality and the its teaching method, a real problem that needs to be investigated and solved.

The study sought to investigate this problem through answering the main question mentioned about the nature of the proposed training program to develop the historical research skills required for the secondary stage history teachers?

Which has the following two minor sub-questions:

- What are the historical research skills required for the secondary stage history teachers?
- To what extent the secondary stage history teachers possess the history skills, according to the educational supervisors' point of view?
- What is the proposed training program to develop the historical research skills of the secondary stage history teachers?

3. Study objectives

The study aims to identify the historical research skills that should be obtained by the secondary school teachers and the extent to which the secondary stage history teachers possess the history skills, according to the educational supervisors' point of view, and then use the facts as a supporting evidence to develop and design a training program based on developing the historical research skills oriented to the secondary stage history teachers.

4. Study Importance

The study importance comes from its theoretical and scientific dimensions. Regarding its theoretical importance, it comes from this study's role in framing the historical research skills in history teaching and emphasizing the importance of these skills and the necessity of developing them. Through these skills the teachers could benefit from them to facilitate the teaching process in the classroom. This study could be used objectively to measure the historical research skills which would contribute in evaluating the history teachers. The study offers the theoretical basis of a self-learning program based on developing historical research skills of the secondary stage history teachers.

Regarding the scientific importance of the study, it comes from informing the curricula authors and developers in the Ministry of Education through the training program to train the in-service teachers as a complementary process to the curricula developing stages in the Kingdom of Saudi Arabia. In addition to informing the educational supervisors to transfer the educational strategies to the teachers in order to address the shortcomings in the educational curriculum. The training program may contribute in improving the practice levels of the historical research skills of the history teachers which melts in the pot of promoting the education process and achieving the learning objectives. This study also benefit those who are in charge of the development programs and preparing the teacher in Education Faculties and who are concerned with teaching ways as an important aspect in preparing and training the teacher.

5. Study limitations

This study's findings could be generalized within the following limitations:

- Time limitation: The first semester of the academic year 1433 AH.
- Topic limitation: Limited to the historical research skills required for the secondary stage history teachers.

6. Procedural Definitions

Training program: a group of educational activities and organizational procedures based on developing the

historical research skills of the secondary stage history teachers in order to improve their practice levels of the historical research skills, and it is based on a group of axes each of which is related to a specific skill of the historical research skills, these axes include the theoretical literature, practical examples, and training exercises related to this skill, in addition to practical models of some of these skills in self-learning light.

History teachers: The graduates of the Faculty of Education, History Department, who work in the public education in teaching the history curriculum of the Saudi Ministry of Education.

History: A group of organized structural knowledge related to the human and based on revealing the facts in order to identifying new facts and thoughts through inference after researching, thinking, reasoning, and skills acquiring.

Historical research skills: The skills employed by historians to reveal and investigate the news and the historical fact through a scientific way such as finding a correlation between the results and causes, comparing and recognizing the facts and the personal views, extracting the results, and issuing historical judgments.

7. Theoretical Literature and Previous Studies

History: Some argue about the history meaning as a Persian rather than Arabic word. The history meaning is derived linguistically as informing the time and its events. Al-Sakkawy defines it as a research art concerned with researching the time events and occurrences in terms of specifying and timing in the matters of the human and time (Badawi,2010,p15) the history was mentioned in the Islamic Arabic heritage as an indication for the nation glories and their merits conclusion, and it took the meaning of men biographies such as Bukhari biography, and it took the meaning of the stories of the ancient figures such as Al-Tabari biography, and it is used currently as human beings biographies . (Yaghi 1999, p.101).

The updating Europeans used History word in three indication forms. First, history as an indication of the humans past as it had occurred. Second, the history as an indication of the past interpretation and description attempts to reveal the important past components based on the evidence. Third, the history as an indication of its study approach as a science in light of what recently was approved by the Western European and North American universities (Yaghi, 2003, p.48).

Regarding the terminology, the Historian, Herodotus, sees that it is all what is based on screening, research, and investigation of the past events and codifying them as a personal effort of the historian and his traveling from one place to another to investigate the facts. (Taha, 2004, p.17) according to Ibn Khaldun's definition in his Muqaddimah, it is a an art that is based on reviewing the previous nations conditions that included the prophets, kings, and others, provided that it is not only limited to transferring the news, but it also aims to benefit from the religion and world conditions for what it encompasses of various knowledge in the good insight and errors avoidance (Badawi, 2010, p.18).

The German Historian, J.S Droy – Son, sees that the history is a science that investigate the past things in addition to the things that still exist whether they are stories, past parts, or events' results (Al-Nabarawy, 1996, p.29-30) and there are those who combine the history as a cognitive and behavioral science as a science based on the human knowledge and relations, therefore it helps to generate new ideas and facts that could be tried or matched to the scientific methods that include the research, thinking, and skills acquiring (Badawi,2010, p23-24).

Based on that, it could be said that the history is a science by considering its proceedings that occur within specific regulations like the controls of the other sciences such as physics, mathematics, and more, and by considering it an approach of research and issues editing, criticism, and purifying them from impurities, which based on collecting the data from stories and news and then criticizing their corroboration and content, dropping what is not proved, studying the rest, and analyzing, organizing, coordinating them, and comparing them with each other, indicating their links, and then reaching a conclusion in the form of principles and controls. (Marzouq & Al-Faqih, 2008, p.22).

Many specialists considered that teaching history has a group of objectives that make them concerned with its teaching methods that are formatted to know the historical fact and understand the present through the past knowledge, address and absorb the causal links, develop the cognitive and qualitative capabilities and skills, and teaching the historical way of thinking, in addition to developing the emotional aspects (Badawi, 2010, p.24-26) Some add other objectives related to understanding the old eras' events and people, acquiring the ability to evaluate and criticize the texts, in addition to learning the writing methods of a historical research. (Barqi, 2008,p.145)

Regarding the objectives set by the education policies of the Kingdom of Saudi Arabia, the history is considered a method of installing and consolidating the doctrine, and as one of the gears that Islam recommended to prepare and follow the power causes, it also aims to consolidate believing in the destiny whether it is good or bad, and also indicate the lessons of Allah's Sunnan and controls in the previous nations and in history which install the loyalty to Allah, and make the believer express his innocence of his enemies, and feel the confidence in Islam in light of the disturbances that the world is witnessing, in addition to indicating that

Islam equals between individuals regardless of their nationalities, colors, or races, and concluding to the biggest virtues through leaning about the news that install the end of immorality by closure then we can avoid it, in addition to installing the understanding of the real lines of the human evolution until now, and learning the historical research ways, judgment, criticize, in addition to installing the Islamic education basis, forming a correct Islamic thinking fabric, and emphasizing the links between the parts of the Islamic world, and its role of indicating the Kingdom of Saudi Arabia position in enhancing the Islamic practices, in addition to spreading the Islamic awareness and rising the truth religion (The document of the social studies curriculum in the public education, 1421 AH).

The basis of teacher's preparation and adequacies: teacher's preparation is related to the teachers' need to cope with the 21th century's skills, so they need to make strenuous efforts to acquire the flexibility of dealing with modern classes management techniques, and support and empower the students' learning and flexibility to adapt with the various teaching methods to absorb the new curricula, and this preparation is based on solid foundations that are: (Khedr, 2006, p.388-389)

- The selection which is the process of accepting the students to qualifying faculties and institutes as the first step in the selection of the future teacher, that should be based on the standards of physical safety, mental health, genuine commitment, and dealing with the others.
- Preparation programs balance which means that these programs should comply with the quality standards to achieve a quantitative and qualitative balance of the content, implementation mechanisms, and schedule.
- Teacher's preparation on the basis of adequacy and it means preparing the teacher to acquire all the knowledge and skills required to ensure achieving the students adequacies mastery.

Adequacy means all the knowledge, skills, directions, and experience related to the academic, occupational, and cultural aspect of the teacher through which the teacher can perform his task with the same required levels. (Sabry& Youssef, 2002, p.433) based on that it could be said that the adequacies are various as there are knowledge adequacies that are related to the information and facts that are related to the educational curriculum, performance adequacies that are represented by the teacher's possession of a clear behavior in the training and educational practical activities, resulted adequacies that are related to the results of the skill practicing by the teacher, and the emotional adequacies that are related to the individual's views, beliefs, behaviors, and personal tendencies and attitudes. (Al-Rabdy, 2007, p.78-88).

Recently, a tendency towards the preparation programs that are based on the adequacy was distributed, and they were related to several causes: (Mohamed&Hewala, 2005, p.160-161)

- The deficiencies of the traditional preparation and training programs that focus on the knowledge and do not address the performance.
- Caring for the continues training to improve the teacher's performance and capabilities
- The accountability principle emergence in the educational process in the light of transferring to focusing on students' learning.
- The increased calls to pay attention to the educational process, teaching methods, and teacher's preparation as a result of all the technological advances that the world is witnessing in the education field.
- The attitude towards the education and the self-learning.
- Paying attention to the behavioral aspect of the educational process which was formatted in a form of objectives to facilitate helping the teacher to perform his task.

The teachers adequacies' importance lies in achieving the implied educational aspects to enhance the occupational performance and increasing the teacher's acceptance to himself, in addition to increasing the students' academic achievement, and improving the teacher's attitude towards the teaching profession with increasing his abilities to use and apply the educational methods and the teacher's ambition increasing. (Zayed, 2007, p.230-239)

The history teacher's adequacies were specified as follows: (Al-Matlas, 1987)

- Judgments issuance - Using original resources   - Using foreign resources   - Using the local environment - Historical concepts teaching - Adding the currents events
- Learning aspects evaluation - Local history using   - Using literature in teaching and classifying the historical events chronically and spatially.

Teacher's training the training is considered a group of connected activities and methods within a functionally integrated system that is prepared within chronically organized steps in order to achieve a comprehensive occupational development for the trainee, which would equip him with the ability to perform his job effectively and efficiently (Ali, 2011, p.69)

The training consists of a group of components that affect each other and they are: the trainer, the trainee, and scientific material. The trainer is the person who prepares and chooses the taught scientific material

in light of the training objectives, the trainee is the targeted person by the training program, while the scientific material includes the group of applications, activities, exercises, and practical cases that the trainee has to perform. (Al-Khatib &Al-Anzy, 2008, p.161) There are several training levels, so the training could be at the knowledge acquiring level, at the skills and potentials acquiring, or may reach to the level of behaviors and attitudes. (Al-Skarna, 2011, p.26)

The in-service training is considered very important to address the teachers' deficiencies and failure aspects and provide them with the latest updates of the knowledge and science to ensure the continuous development of the teacher's potentials, and in this regard ,the importance of history teachers training is emphasized to equip them with an adequate amount of the knowledge to use the appropriate teaching and learning techniques in light of the different teachers' levels in terms of qualifications and experiences, and the difference between the preparation methods of the old teachers and those of the new ones (Mohamed &Hewala, 2005, p.173-174).

There is what emphasizes the history teachers' need for the training programs due to the modern educational plans requirements and the width of the social sciences fields. The educational reality witnessed many improvements on the educational curricula, examination system, and supervision ways, therefore it is necessary that the teacher becomes aware and connected to all development aspects, especially the modern technologies adopted by the Ministry of Education in its organizations, bodies, and procedures in order to raise the educational adequacy, so the teacher should be sufficiently aware of the usage of these techniques, and acquire the necessary skills to deal with them. The developments and changes also affected social sciences fields, so the teacher is required to update his information of his field of specialty during the service. (Shuwaiter, 2009, p.142-143)

The skill there are several definitions of the skill, one defines it as an acquired ability to do a specific work perfectly and efficiently. Also, it was said that the skill is all what an individual masters and governs, but the broader and comprehensive definition of the skill is that it is a mental and motor performance that the learner or individual follows to perform a specific work efficiently, accurately, and quickly, in addition to ensuring the continuity of the performance level. (Barqi, 200, p.179-180)

From the perspective that considers the skill a mental and motor activity that is based on important components that are represented by the time used to do the job and the extent of the job mastery and accuracy, in addition to the effort that the individual exerts to do the job, these all determine whether the skill was acquired or not.

The skill is considered one of the major aspects of any education or training process and it is the standard of the success or failure in achieving the goals, as it has a role in facilitating the job, and it ensures doing it perfectly in the shortest time period and with minimal effort. Skill teaching methods differ from a learning individual to another, as there are no lines or unified steps to learn the skill generally due to the differences between the skills natures and the individuals potentials. However there are basic principles that ensure teaching or learning the skill. First, there must be an emphasize that the skill is not a group of repeated movements that the individual learns regardless of the reality of the practical situation that the skill is used at, but the skill learning should be integrated gradually and through training and exercising into a real practical reality, and there must be a notification that the repetition changes with the individuals natures and the surrounding practical reality, and that the skill teaching is strongly connected to the learner's level and potential. (Bouqes,2002, p.50)

For the individual or trainee to be able to acquire the skill, first, he must understand the skill through the knowledge building of the skill and its basics, so he would gain a right concept that leads to the skill practicing, and then this concept could be enhanced by noticing the skill practicing through a person who possesses this skill, so the leaner can build some notices about the way of performing the skill, then the time would come for the learner or trainee to perform and practice the skill under the supervision of a person who mastered this skill until the weakness points appear to the trainee and he would be able to determine if he reached the mastery level. After mastery, the trainee should continue practicing the skill and applying it on a real situations to determine the degree to which he masters the skill and the performance level, and then improve the skill performance. (Barqi, 2008, p.179-180).

In light of that, we must indicate the historical research skills that the study is about, in order to reach to an understanding of the skill. To achieve that the researcher mentions the scientific research skills definition as all the skills that historians use through their dealing with the historical subject or resource in order to reveal the information and the fact that has a historical significance such as the skill of weighing the significance values or linking the causes to the results, recognizing the facts, and concluding to generalizations, and the other skills that the literature specified. (Barqi, 2008, p177).

The study that was conducted by the researchers, Newcastle, Sydney and Wollongong, specified a group of skills that the historical research skill includes as follows: (2010,p.6 -9)

- Reading the historical texts and using the historical terms and concepts within suitable contexts

- Creating a timeline of the events, explaining their continuity, and noticing the event changes with time unit.
- Determining the resources types, and their content, origin, purpose, and historical context, and the ability to evaluate and use them for the purposes of interpretation, investigation, and reaching to conclusions.
- Mentioning the historians different opinions of the events and then interpreting the history within the procedures, values, and motives context of that time period.
- Matching the research plan with the research objectives, and determining the suitable selection and organizing ways of the information from their resources in light of using the knowledge and evidence related to developing the suitable historical text.

It could be concluded that the historical research skills are represented by: collecting and classifying the resources, criticizing the origins, organizing the internal work and criticism, making comparisons, justice, facts reviewing and proving, making effort, connecting dots, making-up, reducing, clarifying, presenting, interpreting, differentiating between the opinion and event, and linking the results to causes, and then issuing generalizations and judgments based on evidence.

Historical research steps are:

- Choosing the topic, that the researcher can determine the research problem that he wants to discuss and that he is able to put a unique title for his research to reflect the research content. (Yaghi, 1999, p.287-288).
- Gathering the resources and references that support the historical material extraction and they may be main resources that represent the first resources of the information or secondary resources that mentioned previously mentioned information. (Al-assaf, 2000, p.287)
- Collecting the scientific material according to the technical senses that the researcher masters in the language art, and drawings and documents reading. The material collection ways vary from a historian to another, where some relied on the book way, and some relied on the file way, cards ways, or computer ways. (Yaghi, 1999, p.290-291)
- Resources criticizing when the researcher criticizes the resources to identify the documents and events origin to build his findings on them and the criticism shall be either external or internal. The external criticism is meant to criticize the resource origin to verify it, while the internal criticism is meant to criticize the authors and historians' meanings and indications of their historical texts to know their intentions.
- Proving the facts and findings of a routine group of facts organizing, classifying, and dividing until the event and the occurrence way become clear, and weighting the most likely stories to be true (Yaghi, 2003, p.174).
- Publishing and investigating the events that have a few covering resources, the researcher needs to be diligent, and to measure and conclude, to cover those events based on the event nature and circumstances and the nature laws and nations sociology. Then the publication is represented by presenting all what he found of information and data with a correct arrangement based on the literature and art skills that he master and organizing them according to the correct research scientific presentation. (Al-Jaml, 2010, p.171)

Language literature had revealed several studies and researches regarding the teaching methods and educational programs of the history. Al-Faggal (2012) conducted a study aimed to determine the efficiency of using the historical research skills in improving students' motives and attitudes towards history subject at the secondary stage. The study sample consisted of a number of secondary stage female and male students who were divided on two groups: control and experimental groups. The study results indicated that there were differences of statistical significance between the two students groups, control and experimental, in terms of liking the history subject where the result was in favor of the experimental group.

Suleiman (2010) conducted a study that aimed to study the efficiency of a proposed training program that was based on the history teachers' historical research skills in order to improve their practicing of these skills while teaching the history at the secondary stage. The study sample consisted of 30 Secondary stage history teachers from Damascus. The One group design of the initial and final classroom observation card was used in this study. The study concluded to the presence of the differences of statistical significance in favor of the final application of the observation card based on the teaching experience variable.

Ali (2010) carried out a study in order to develop a proposed program to teach history by utilizing the internet to develop the higher education history students' historical research and critical thinking skills and identify the efficiency of this program, the study sample consisted of an intentional history students sample at the Faculty of Education, Alexandria University, who possessed the computer using skills, and the study tools were two tests of the critical thinking and historical research skills, and the study concluded to that this program was

effective in developing the historical research and critical thinking skills.

Another study was conducted by Hilat (2009), Gowarnah, 'Ayadat, and Shedifat, in order to indentify the effect of using the historical documents to develop the 10th grade students' critical thinking skills, and the study sample consisted of a comprehensive sample of 10th grade students at Irbid Schools, the study tools were based on developing an educational material using historical documents, the study concluded that using the historical documents motivates the learner to investigate and survey historically and to use the analysis, synthesis, and deduction skills and other skills, also the usage of these documents enhances the functionality of the students' various critical thinking skills and activates them.

Al-Ghabary (2008) conducted a study to measure the efficiency of a proposed teaching unit that aimed to develop the historical research and report writing skills of the students of the 2nd preparatory grade, the study sample consisted of 60 students and it was divided on two groups, control and experimental groups, through using initial and final measurements for both groups through performance and evaluation cards and tests, the study concluded that there were differences of statistical significance between the two groups performances in terms of the report writing skill and it was in favor of the experimental sample, and that there was a correlation between research and report writing, and the self-esteem among the experimental group students.

Younis (2005) conducted a study to identify the efficiency of using and functioning the methodological enrichment as an educational strategy by the sociology subject teachers of the preparatory stage, the study was based on an approach that was similar to the experimental approach through a text to measure the students' academic achievement of an included unit in the social studies curriculum of the 2nd preparatory grade, in addition to the historical research skills testing, and the study concluded that the methodological enrichment had an impact on developing the historical research skills and on the academic achievement of the students.

In light of the previous presentation of the educational literature and previous studies, the researcher concluded through the agreement of all the studies to the importance of the historical research skills in helping the student to reach to the information and fact and interpret and justify it. Also, many studies relied on the evaluation exams to identify the cognitive growth of the historical research skills of the study sample. Some studies paid attention to the impact of some factors on developing the historical research skills considering the teaching strategies. Also, some previous studies agreed with the current study on testing the study sample and building the research tools represented by setting the historical research skills list and designing a training program to acquire this skill.

Based on that, reviewing the previous literature contributed in implementing this study and its theoretical preparation, while the distinguishing factor of this study is that it was the first study, according to the researcher, that addresses indentifying the historical research skills required for the secondary stage teachers in Riyadh and developing a proposed program to develop this skill. That is why there is a need for this study.

8. Research Approach and Procedures
This study was conducted according to the descriptive analytical approach as a way of reaching to a reasonable and organized quantitative description of the communication method contents.

9. Method and Procedures
Study individuals: the study population consisted of all the educational supervisors of the social education who work at the supervision centers that belong to the Education Office in Riyadh for the academic year 1433/1434 AH, their total number was 55 supervisors. The following table indicates the study population distribution on the supervision centers in Riyadh.

Supervisors number	Office	S/N
7	Al-nahdah	1
5	Al-Shifa	2
5	Janoub	3
7	Badiya	4
4	Wasat	5
7	Gharb	6
6	Shamal	7
12	Al-Rawabi	8
2	Al-Haras	9
55	-	Total

Table1: Study population distributed on supervision centers in Riyadh

The study sample was represented by the total study population, where the questionnaire tool was distributed on 55 supervisors, 16 of them were excluded because they were not filled by the supervisors, in addition to 39 not-returned questionnaires, then the total valid questionnaires number was 39.

9.1 Study Tools

First tool: The questionnaire, where the study axes were based on indentifying the historical research skills practice by the secondary stage history teachers, the questionnaire phrases were formatted according to the relevant literature review and presented it to the priority for judgments, the Judgment Committee consisted of 11 judges who were related to the field, then all the required amendments were made and the final questionnaire format was developed. The questionnaire axes included the following ten main skills: first skill: the skill of specifying the historical research topic.

- Second skill: Selecting the historical resources and documents that suit the topic
- Third skill: Time perception
- Fourth skill: Spatial perception
- Sixth skill: Event investigation
- Seventh skill: Correlating skill
- Eight skill: Historical fact deduction
- Ninth skill: Report writing

Survey reliability coefficient: The value of Cornbach Alpha formula was used to measure the reliability coefficient, as illustrated in table no.2 where the reliability values ranged from 0.858 to 0.981 and these are considered high reliability values as they are greater than 0.8 and as the table indicates, the total reliability was 0.988 which is a very high value.

Reliability coefficient	Phrase no.	Research axes
0.894	4	Historical research topic specifying skill
0.954	9	Historical resources and documents selection skill
0.869	3	Time perception skill
0.858	3	Spatial perception skill
0.969	11	Internal and external criticism skill
0.961	7	Event investigation skill
0.969	8	Fact Deduction skill
0.972	4	Historical estimation skill
0.981	10	Research writing skill
0.988	59	Total reliability (for all questionnaire items)

Table2. questionnaire reliability by using Cornbach Alpha formula

Questionnaire validity: internal consistency was followed through Pearson correlation coefficient to measure the tool validity and table no.3 indicates that each of the questionnaire phrases has a statistical significance at the level of 0.1 which indicates the study phrases validity and their validity for measurement.

Correlation factor	Phrase no.	Correlation factor	Phrase no.	Correlation factor	Phrase no.	Research axes
**0.953	3	**0.917	2	**0.736	1	Topic specifying skill
-	-	-	-	**0.894	4	
**0.830	3	**0.812	2	**0.841	1	Resource selection skill
**0.883	6	**0.899	5	**0.849	4	
**0.914	9	**0.803	8	**0.880	7	
**0.901	3	**0.903	2	**0.876	1	Time perception skill
**0.901	3	**0.922	2	**0.821	1	Spatial perception skill
**0.857	3	**0.754	2	**0.921	1	Internal and external criticism skill
**0.896	6	**0.932	5	**0.876	4	
**0.880	9	**0.883	8	**0.856	7	
-	-	**0.879	11	**0.820	10	
**0.915	3	**0.913	2	**0.905	1	Event investigation skill
**0.902	6	**0.896	5	**0.875	4	
-	-	-	-	**0.915	7	
**0.900	3	**0.914	2	**0.892	1	Fact deduction skill
**0.925	6	**0.903	5	**0.936	4	
-	-	**0.881	8	**0.912	7	
**0.971	3	**0.959	2	**0.963	1	Historical estimation skill
-	-	-	-	**0.955	4	
**0.953	3	**0.911	2	**0.982	1	Report writing skill
**0.612	6	**0.928	5	**0.901	4	
**0.937	9	**0.909	8	**0.916	7	
-	-	-	-	**0.937	10	

Table 3: internal consistency according to Pearson correlation coefficient (*) 0.05 level function (**) 0.01 level function

Applied procedure: The researcher had directed a formal letter from the university to the Educational Affairs Deputy in the Educational Province in Riyadh, and based on that she got a formal letter to apply the

questionnaire at the Education Offices in Riyadh and the questionnaire was distributed on the educational supervisors of the sociology subject in the offices, and after finalization, the information was collected and addressed statistically.

Second tool: The training program where the researcher developed the training program content according to the following steps:

- Develop a list of the training program specifications based on the previous relevant literature and they were: clear title, simple and attractive design, the content shall be a comprehensive guide for the trainee, and achieve the relevant objectives, the objectives shall be applicable, the program shall not elaborate on unnecessary topics, not be based on duplicity or interference, and be based on the logical sequencing of the training topics, the content shall be realistic and suitable for the application environment, the educational material shall be based on proper references, the knowledge shall be briefed and specified by definitions, the exercises shall help in achieving the objectives, and the program shall contain a self-evaluation.
- Prepare a written training program according to the training program specifications and based on the historical research skills list that the researcher concluded, and the resources and references shall be varied, and then put a foundation for the training program indicating the program instructions, and major, general, and minor objectives, in addition to the training steps, the followed methodology, the application timeline, application and training location, and the training material.
- The program shall be judged by presenting it to Judgment Committee of concerned specialists, and the program then shall be amended according to their observations.

The training program: The title: Historical Research Skills

Main objective: Developing the secondary stage history teachers' historical research skills

General Objectives:

- Directing secondary stage history teachers to know the historical research skills.
- Directing secondary stage history teachers to practice the historical research skills.
- Increasing the history teachers' ability to improve the academic achievement of their students and address the weakness points through the historical research skills.
- Benefit scientifically from applying a program to train the teachers to acquire the historical research skills.
- Provide examples and exercises for the major historical research skills to be a role model for the teachers

Minor objectives: enabling the trainees to acquire the historical research skills, clarifying their knowledge, importance, application, and present related examples. The skills include the followings: Critical thinking skill, Interpretation skill, Deduction skill, Differentiation skill, the skill of differention between the inductive thinking and the deductive thinking, Differentiation between the fact and opinion skill, Differentiating between the fact, concept, and generalization skill, linking the causes to the results skill, the Skill of Identifying biases and subjectivity, dealing with time and historical maps skill, and dealing with the references skill.

Program agenda:

- Historical research skills definition
- Critical thinking skills in history (Interpretation and deduction skills)
- Differentiation skill (differentiation between the inductive thinking and the deductive thinking, differentiation between the fact and opinion, and differentiation between the fact, concept, and generalization)
- Linking causes to results skill
- Identifying biases and subjectivity skill
- Dealing with maps skill (time and historical)
- Dealing with the references skill (Document, images, monuments, coins, warnock, badges, dulcimer)
- Historical writing techniques skill.
- Historical report writing terms.
- Historical report writing steps
- Short reports and history teaching objectives.
- A model of using a short report in history teaching.
- Historical research skills testing.

Training steps:

- First step: reading, absorbing, understanding the objectives including the main objective and the minor objectives.
- Second step: Skills training stage which consists of: self-reading of the theoretical literature related to

the skill, and the practical application of the required skills to achieve the mastery level through the activities and exercises.

Training methodology: The proposed program is based on the self-leaning methodology in studying the program content and training through its activities, according to the teacher's time and place.

The program application suitable timeline: an estimated timeline of 5 weeks as illustrated in Table 4.

Days	Skill	Weeks no.
1	Interpretation skill	First week
1	Deduction skill	
1	Differentiation between the inductive thinking and the deductive thinking	
1	Differentiation between the fact and opinion	
1	Differentiation between the fact, concept, and generalization	
1	Linking the causes to the results skill	Second week
1	Identifying biases and subjectivity skill	
1	Dealing with "historical maps" skill	
	Time maps	
3	Dealing with references skill	Third week
1	Document	
1	Images	
1	Monuments	Fourth week
1	Coins	
1	Warnock, badges, dulcimer	
1	Examples of using some history teaching models	
1	Historical reports writing terms	
2	Historical report writing steps	Fifth week
1	Short reports and history teaching objectives	
1	A model of using a short report in history teaching	
1	Historical research skills testing	

Table 4: Proposed timeline for the training program

Training location: the school where the teacher works.

Training material: Theoretical and applied materials, and the evaluation, the theoretical includes the scientific material related to the skills, the application includes the activities and exercises that shall be done, in addition to the self-reading in the scientific material, while the evaluation includes the formative evaluation and summative evaluation.

Instructions for the program trainer: The program trainer should make sure that the program is available for each trainee, get the proper trainings, follow the trainees at their workplaces, supervise on them to address their weakness points, and get back to the author if any difficulty faces the training program application and evaluation.

Suggestions for application: Conduct initial and final tests for the trainees' research skills, make an observation card to evaluate the performance, and hold meetings with the trainees for training and difficulties addressing.

Statistical addressing the researcher relied during this study on some methods of the descriptive and inferential statistics such as Pearson correlation coefficient to identify the questionnaire validity, Cornbach Alpha coefficient to ensure the questionnaire reliability, repetitions and percentages to express the responsiveness to the questionnaire phrases, and arithmetic mean to order the phrases according to priority, and each of them was through using SPSS – Statistical Package For Social Sciences.

10. Study Findings and Discussion

To answer the study first question and based on the previous literature and the historical research skills list judgment, the historical research skills were finally formatted in: Historical research topic specifying skill, selection of the historical resources and references that suit the research topic, time perception skill, the event spatial perception skill, Internal and external criticism skill, Event investigation skill, Historical facts deduction skill, Historical estimation skill, Research writing skill. Each of the main skills includes a group of minor skills that will be illustrated by answering the second question.

To answer the second question that is related to the extent to which the teachers possess the historical research skills, that was indicated by the questionnaire phrases answers as follows:

- Historical research topic specifying skill which based on the topic identification skill, objectives identification, boundaries specification, and assumptions specifications, as illustrated in the following table.

Rank	Standardized deviation	Arithmetic mean	Never used	Weak	Moderate	High	Very High		Phrases	S/N
1	0.94	4.08	0	0	15	5	18	K	Historical research title identification	1
			0.0	0.0	38.5	12.8	46.2	%		
2	0.88	3.92	0	0	16	9	13	K	Historical research objective identification	2
			0.0	0.0	41.0	23.1	33.3	%		
3	0.88	3.87	0	0	17	9	12	K	Historical research boundaries identification	3
			0.0	0.0	43.6	23.1	30.8	%		
4	1.07	3.66	0	5	15	6	12	K	Historical research assumptions identifications	4
			0.0	12.8	38.5	15.4	30.8	%		
	0.94	3.88			Axis general mean and general standardized deviation					

Table 5. Repetitions, percentages, arithmetic mean, standardized deviation usage for the first skill k: Repetitions percentage, % percentage

Table 5 indicates that the degrees of the availability of the title identification, historical research objective, boundaries, assumptions skills are high due to the high arithmetic mean of the four skills that range from 3.66 to 4.08 which is considered a high availability degree. Also, the general arithmetic mean of the historical research topic specifying skill which is the main skill is 3.88 which is considered a high availability degree.

- Suitable historical references and documents selection skill which includes 9 minor skills that are indicated through table 6.

Rank	Standardized deviation	Arithmetic mean	Never used	Weak	Moderate	High	Very High		Phrases	S/N
1	0.83	3.74	0	1	16	13	8	K	Original historical evidences identification	1
			0.0	2.6	41.0	33.3	20.5	%		
3	0.76	3.55	0	1	20	12	5	K	secondary historical evidences identification	2
			0.0	2.6	51.3	30.8	12.8	%		
9	0.87	3.32	0	6	18	10	4	K	Differentiation between the primary and secondary resources	3
			0.0	15.4	46.2	25.6	10.3	%		
5	0.98	3.45	1	4	16	11	6	K	Historical facts extraction from their resources	4
			2.6	10.3	41.0	28.2	15.4	%		
4	0.98	3.47	1	3	18	9	7	K	Historical concepts extraction from their resources	5
			2.6	7.7	46.2	23.1	17.9	%		
7	0.92	3.42	1	2	21	8	6	K	Historical generalizations extraction from their resources	6
			2.6	5.1	53.8	20.5	15.4	%		
8	0.84	3.32	0	5	20	9	4	K	Historical evidences comparison	7
			0.0	12.8	51.3	23.1	10.3	%		
6	0.95	3.45	0	5	18	8	7	K	Historical evidence importance identification in reference to the event	8
			0.0	12.8	46.2	20.5	17.9	%		
2	0.86	3.55	0	2	20	9	7	K	Information extraction from the historical evidence	9
			0.0	5.1	51.3	23.1	17.9	%		
	0.89	3.47			Axis general mean and general standardized deviation					

Table 6: Repetitions, percentages, arithmetic mean ,and standardized deviation usage for the second skill k: Repetitions percentage, % percentage

Table 6 indicates that seven skills got a high availability degrees while the two skills of the historical evidences comparison and differentiation between the resources types got moderate availability degrees, but the general mean of the main skill availability, which is suitable resources and documents selection, was 3.47 which means a high availability degree of the skill.

- Time perception skill and includes 3 minor skills illustrated in the following table.

Rank	Standardized deviation	Arithmetic mean	Never used	Weak	Moderate	High	Very High		Phrases	S/N
1	0.7	3.79	0	1	11	21	5	K	Story time sequence identification	1
			0.0	2.6	28.2	53.8	12.8	%		
2	0.77	3.68	0	2	13	18	5	K	Colleting historical events started at the same time duration in different locations	2
			0.0	5.1	23.3	46.2	12.8	%		
3	0.88	3.66	1	1	14	14	6	K	Identification of Occurred historical events and their relation to other events in different regions of the world	3
			2.6	2.6	35.9	35.9	15.4	%		
	0.79		3.71				Axis general mean and general standardized deviation			

Table 7. Repetitions, percentages, arithmetic mean, standardized deviation usage for the third skill k: Repetitions percentage, % percentage

Table 7 indicates that the three minor skills of the main skill are highly available according to their arithmetic means that range from 3.66 to 3.79 that are considered high degrees, also the general arithmetic mean of the main skill that is the time perception was 3.71 which is a high degree as well.

- Spatial perception which includes three minor skills as illustrated in the following table

Rank	Standardized deviation	Arithmetic mean	Never used	Weak	Moderate	High	Very High		Phrases	S/N
1	0.78	3.97	0	0	12	16	11	K	Event location identification	1
			0.0	0.0	30.8	41.0	28.2	%		
3	0.9	3.58	1	0	13	15	10	K	Indicating the relation between the historical events and the natural properties of their occurrence locations	2
			2.6	0.0	33.3	38.5	25.6	%		
2	0.87	3.92	0	1	13	13	12	K	Linking the event location to time	3
			0.0	2.6	33.3	33.3	30.8	%		
	0.85		3.91				Axis general mean and general standardized deviation			

Table 8. Repetitions, percentages, arithmetic mean, standardized deviation usage for the fourth skill k: Repetitions percentage, % percentage

Table 8 indicates that the minor skills of the main skill are available with an arithmetic mean that ranges from 3.58 to 3.97 that is considered high availability degree, also the general arithmetic mean of the spatial perception skill was 3.91 which is considered a high availability degree.

Internal and external criticism skill that includes eleven skills as illustrated in the following table:

Rank	Standardized deviation	Arithmetic mean	Never used	Weak	Moderate	High	Very High		Phrases	S/N
2	1.05	3.54	2	3	13	14	7	K	Document writer identity verification	1
			5.1	7.7	33.3	35.9	17.9	%		
1	1.02	3.74	1	3	11	14	10	K	Events writing date identification	2
			2.6	7.7	28.2	35.9	25.6	%		
5	1.09	3.36	2	5	16	9	7	K	Differentiation between the original and copied texts	3
			5.1	12.8	41.0	23.1	17.9	%		
3	1.0	3.49	2	2	16	13	6	K	Verifying that the time is suitable to the document issuance era	4
			5.1	5.1	41.0	33.3	15.4	%		
6	1.05	3.34	3	2	17	11	5	K	Verifying that the location is suitable to the document issuance era	5
			7.7	5.1	43.6	28.2	12.8	%		
4	1.08	3.15	3	2	17	10	6	K	Document language identification	6
			7.7	5.1	43.6	25.6	15.4	%		
8	0.96	3.26	3	3	21	9	3	K	Document writing identification	7
			7.7	7.7	53.8	23.1	7.7	%		
7	1.07	3.37	3	4	17	10	5	K	Determining whether the document was made by one person or more	8
			7.7	10.3	43.6	25.6	12.8	%		
11	1.02	3.05	4	5	17	11	2	K	Identifying where the resource author's biasing appears	9
			10.3	12.8	43.6	28.2	5.1	%		
10	1.09	3.08	4	6	15	11	3	K	Writer surrounding circumstances identification	10
			10.3	15.4	38.5	28.2	7.7	%		
9	1.09	3.08	4	6	15	11	3	K	Resource writer objectives indication	11
			10.3	15.4	38.5	28.2	7.7	%		
	1.05		3.31		Axis general mean and general standardized deviation					

Table 9. Repetitions, percentages, arithmetic mean, standardized deviation usage for the fifth skill k: Repetitions percentage, % percentage

Table 9 indicates that three skills out of eleven skills got high availability degrees which are the event date, document writer identity verification and verifying that the time is suitable to the document issuance era, while the rest skills got moderate availability degrees, so the arithmetic mean of the internal and external criticism skill was 3.31 which is a moderate availability degree.

- Event investigation skill which includes seven skills as illustrated in the following table:

Rank	Standardized deviation	Arithmetic mean	Never used	Weak	Moderate	High	Very High		Phrases	S/N
4	1.02	3.45	2	2	15	13	7	K	Historical fact identification	1
			5.1	5.1	38.5	33.3	17.9	%		
5	0.97	3.51	1	4	14	14	6	K	Differentiation between the opinion and fact	2
			2.6	10.3	35.9	35.9	15.4	%		
7	1.07	3.44	3	2	15	13	6	K	Differentiation between the correct and historical fact and the fake information.	3
			7.7	5.1	38.5	33.3	15.4	%		
3	0.99	3.56	2	2	13	16	6	K	Resource included main ideas identification	4
			5.1	5.1	33.3	41.0	15.4	%		
1	0.94	3.62	1	3	12	17	6	K	Event true reasons identification	5
			2.6	7.7	30.8	43.6	15.4	%		
6	0.88	3.49	1	4	12	19	3	K	Event announced reasons identification	6
			2.6	10.3	30.8	48.7	7.7	%		
2	0.91	3.59	1	3	12	18	5	K	The relation between events causes and results identification	7
			2.6	7.7	30.8	46.2	12.8	%		
	0.97		3.53		Axis general mean and general standardized deviation					

Table 10. Repetitions, percentages, arithmetic mean, standardized deviation usage for the sixth skill k: Repetitions percentage, % percentage

Table 10 indicates that the minor skills' arithmetic mean ranges between 3.44 and 3.62 which are considered high availability degrees, while regarding the general arithmetic mean of the event investigation skill, it was 3.53 which is a high availability degree.

- Fact deduction skill which included eight skills illustrated through the following table.

Rank	Standardized deviation	Arithmetic mean	Never used	Weak	Moderate	High	Very High		Phrases	S/N
5	0.94	3.41	1	4	17	12	5	K	The ability to reach to specific findings that assure the historical fact validity.	1
			2.6	10.3	43.6	30.8	12.8	%		
2	0.79	3.46	1	1	19	15	3	K	Reaching to conclusions regarding the historical text	2
			2.6	2.6	48.7	38.5	7.7	%		
1	0.86	3.55	1	2	14	17	4	K	Historical fact deduction	3
			2.6	5.1	35.9	43.6	10.3	%		
4	0.99	3.44	1	5	15	12	6	K	Issue the judgments of the historical facts supported by historical evidences	4
			2.6	12.8	38.5	30.8	15.4	%		
6	1.01	3.36	1	7	13	13	5	K	Interpretation ability more than description	5
			17.9	33.3	33.3	33.3	12.8	%		
3	1.02	3.46	1	6	15	14	6	ك	Comprehensive image formation of the facts	6
			2.6	15.4	30.8	35.9	15.4	%		
7	0.89	3.33	1	6	16	11	5	ك	Historical generalizations formatting	7
			2.6	15.4	41.0	28.2	12.8	%		
8	0.97	3.28	1	6	18	9	5	K	Comparing the evidence with other modern evidences	8
			2.6	15.4	46.2	23.1	12.8	%		
	0.95	3.41					Axis general mean and general standardized deviation			

Table 11. Repetitions, percentages, arithmetic mean, standardized deviation usage for the seventh skill k: Repetitions percentage, % percentage

Table 11 indicates that five minor skills got high availability degrees except for the skills of Interpretation ability more than description, Historical generalizations formatting, and Comparing the evidence with other modern evidences, but the general arithmetic mean of the fact deduction skill is 3.41 which is a high availability degree.

- Historical estimation skill that included four minor skills illustrated in the following table:

Rank	Standardized deviation	Arithmetic mean	Never used	Weak	Moderate	High	Very High		Phrases	S/N
1	0.94	3.72	1	0	18	10	10	K	perception of The relation between the past and present	1
			2.6	0.0	46.2	25.6	25.6	%		
3	0.79	3.51	1	2	20	8	8	K	Paying attention to past peoples' different opinions	2
			2.6	5.1	51.3	20.5	20.5	%		
2	0.96	3.46	1	1	18	10	9	K	perception of The relation between the present and future	3
			2.6	2.6	46.2	25.6	23.1	%		
4	0.85	3.49	1	0	23	9	6	K	Future events predictions through extrapolating the history	4
			2.6	0.0	59.0	23.1	15.4	%		
0.93		3.59					Axis general mean and general standardized deviation			

Table 12. Repetitions, percentages, arithmetic mean, standardized deviation usage for the eighth skill k: Repetitions percentage, % percentage

Table 12 indicates that the minor skills' arithmetic means are of high availability degrees, and the same for the general arithmetic mean of the historical estimation skill which is 3.59 which is considered a high availability degree.

- Report writing skill that includes 10 minor skills as illustrated in the following table.

Rank	Standardized deviation	Arithmetic mean	Never used	Weak	Moderate	High	Very High		Phrases	S/N
2	1.13	3.77	1	4	12	8	14	K	Report introduction writing	1
			2.6	10.3	30.8	20.5	35.9	%		
4	1,08	3.69	1	4	12	11	11	K	Ideas formatting as vocabulary, phrases, and paragraphs	2
			2.6	10.3	30.8	28.2	28.2	%		
6	0.99	3.62	1	2	17	10	9	K	List the findings and rank them according to priority	3
			2.6	5.1	43.6	25.6	23.1	%		
8	0.99	3.59	1	2	18	9	9	K	Adherence to Arabic language rules	4
			2.6	5.1	46.2	23.1	23.1	%		
10	0.97	3.44	1	3	20	8	7	K	Superficiality avoidance	5
			2.6	7.7	51.3	20.5	17.9	%		
7	0.94	3.59	1	1	19	10	8	K	Repetitions avoidance	6
			2.6	2.6	48.7	25.6	20.5	%		
9	1.02	3.49	1	4	17	9	8	K	Adherence to scientific citation approach	7
			2.6	10.3	43.6	23.1	20.5	%		
5	1.06	3.64	1	4	13	11	10	K	Adherence to the scientific authentication method	8
			2.6	10.3	33.3	28.2	25.6	%		
1	1,10	3.79	1	3	13	8	14	K	Identify the parts where the writer shows biases	9
			2.6	7.7	33.3	20.5	35.9	%		
3	1,02	3.74	1	1	17	8	12	K	Sequence the resources and references scientifically and correctly	10
			2.6	2.6	43.6	20.5	30.8	%		
	1,03	3.46				Axis general mean and general standardized deviation				

Table 13. Repetitions, percentages, arithmetic mean, standardized deviation usage for the ninth skill k: Repetitions percentage, % percentage

Table 13 indicates that the ten minor skills of the report writing skill got high availability degrees and the general arithmetic mean of the report writing skill was of high availability degree.

Based on that, according to the historical research skill educational supervisors' opinions, it is available with a high degree with a general arithmetic mean of 3.60 which is a high availability degree, due to the high availability degrees of the nine skills except for only one skill that had a moderate availability degree and it was the internal and external criticism skill.

Regarding the third question answer, based on the training program and according to the historical research skills list, and by taking the most important considerations in preparing a training program provided that they mainly are for preparing training programs, the program was detailed in the historical research skills and matched the specifications mentioned in the program preparation. also, the training program's most important features and components were previously presented in the study tools section.

Recommendations in accordance with this study findings, the researcher recommends to:

- Benefit from the skills that the researcher concluded to design other training programs
- Include the historical research skills for the different educational stages students
- Pay attention to developing the historical research skills of the history teachers of the different educational stages.
- Enrich the history curricula with the historical images, time maps, historical maps, and the different documents in a way that enable the students to deal with them, use them, and function them to extract the knowledge, and support it with activities and exercises related to its reading, investigation, and interpretation, to develop the historical research skills.

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