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A Study on the Historical Analysis and Interpretation Skills of Social Studies and Classroom Teachers

CENGİZ OZMEN and NURGUL KIZILAY

Abstract

Significant changes have been made in the training of social sciences and history courses to reflect the adoption of the constructivist approach into education, curricula and classroom practices. In teaching social studies and history, instead of thinking about traditional historical teaching based on the knowledge of events, places, dates, names and targets, students who have historical thinking skills are those who question, research, and answer questions by providing evidence and evaluating documents, historical places and historical remains besides just the textbook. There is a need for teachers responsible for the education of students to have historical thinking skills. In this context, the purpose of this study is to determine the opinions of classroom and social studies teachers on the competencies of Historical Analysis and Interpretation, which is an important sub-dimension of Historical Thinking Skills. This study creates a screening model that aims to describe the method of research which exists in the past, or exists now, and tries to identify it as if it were within the conditions of the person or object that constituted the subject of the research. The “Historical Analysis and Interpretation Skill Self-Efficacy Scale” developed by the researchers was used in the study with classroom and social studies teachers working in the Adiyaman province of Turkey. Suggestions are also presented according to the results of the research.

Keywords: historical thinking, classroom teachers, social studies teachers, historical analysis and interpretation.



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Introduction

Thinking, which is defined as the whole process of understanding the present situation, determining the relationships between them and making meaning of them (Arseven, Dervişoğlu, & Arseven, 2015), is the process of reasoning and producing ideas for events that an individual is facing. Historical thinking is to understand history, to comment about the past and to bridge the past with the present (Dilek, 2001). Accordingly, it can be said that the processes of understanding, analyzing, interpreting and evaluating for historical thinking is as a result of a process that takes place in the mind of the individual in the face of historical events and situations.

The history of the concept of historical thinking dates back to the 19th Century, since when the main development has been economic and technological following World War II, and following discussions on what skills students require for learning history teaching in England (Demircioğlu, 2009). Meanwhile, knowledge accumulated in the field of social sciences has been further explored through research on historical thinking (Vansledright, 2002; Wineburg, 2001).

Historical thinking skills (Wineburg, 2001), which are not spontaneous, that is not natural processes or which do not occur automatically from psychological developments (Güngör Akıncı & Dilek, 2012; Vansledright, 2002; Yapıncı, 2006), do not involve memorizing, teaching or processing this knowledge. Historical thinking skills allow students to use past knowledge in order to comment on events from a historical point of view (Keles, & Kiris, 2010; Chown, 2005 as cited by Keles, & Kiris). Historical thinking (Scott, 2014) provides students with the opportunity to construct and interpret history as historical reasoning through logical thought (Historical Thinking, n.d.).

Benchmarks were proposed as six views regarding the structural idea of historical thinking which differ yet relate to each other; establishing historical significance, using primary source evidence, defining change and continuity, analyzing causes and effects, giving historical perspective, and understanding the moral dimensions of historical interpretations (Seixas, 2006). In the United States five “Historical Thinking Standards” have been established as five steps, similar to the content of Seixas’ historical thinking standards (UCLA Department of History, n.d.):

- Chronological thinking skills
- Ability to understand history
- Historical analysis and interpretation skills
- Historical research skill
- Analysis and decision making of historical problems

Historical Analysis and Interpretation Skill, which is the subject of this current research, is an important skill aimed at enabling students to comment on historical narratives, events and evidence detailed by historians in a way that overlaps with the study’s logic. Students engaged in historical analysis and interpretation need historical understanding skills (Güven, Bıkmaz, İşcan, & Keleşoğlu, 2014; UCLA Department of History, n.d.) as historical understanding and historical analysis and interpretation skills cannot be considered apart from each other, with skills such as making use of sources and documents, giving viewpoints to students and making sense of historical events.

Students with historical analysis and interpretation skills are required to be aware of the distinction between historical events, historical facts and interpretations based on historical facts, to examine the different aspects of historical events, and to evaluate the controversies and outlooks of historians about historical events (Erdoğan, 2007; Özbaş, 2010). In short, the skills of historical analysis and interpretation require historians to understand the reasons for different interpretations of the past (Demircioğlu, 2010). For this reason, students with historical thinking skills must distinguish between the dialogues of historians and discussions. Therefore, social studies and 4th grade classroom teachers who teach historical subjects in primary and secondary schools are expected to have the ability to understand the differences and causes of historical facts and interpretations in terms of historical analysis and interpretation skills. The achievements expected to be realized in the students developed by historical analysis and interpretation skills are realized in various sources as listed below (UCLA Department of History, n.d.):

- To be able to find similarities and differences of personalities, institutions and philosophies in history;
- To express the different beliefs, hopes, interests and fears of the people in the past;
- To identify different cause-and-effect relationships;
- To compare between ages and regions;
- To recognize views not supported by historical evidence-based hypotheses;
- To compare conflicting historical texts;
- To doubt cause-and-effect relationships that are thought to be obligatory;
- To understand that historical events can change as new information is discovered and new interpretations are made;
- To be aware that historians can have different interpretations about the past;
- To produce hypotheses about past decisions' effects on a historical period.

There have been various studies on historical thinking skills within Turkey. Kızılay and Doğan (2014) examined the effects of activities that could contribute to the teaching of 6th grade archeology on students' historical thinking skills, whilst Özbaş (2010) examined the influence of developing historical thinking skills on students in the 12-14 year age group. Demircioğlu (2009) investigated the views of history teachers, Özmen (2015) studied social science teacher candidates about historical thinking, and Öner, Kızılay, and Yasa (2015) studied social science teachers' historical thinking skills within the framework of their views on archeology teaching in social studies. Işık (2008) worked on the development of students' historical thinking skills in the use of documents in history teaching, and Çelik, Öztürk, Vural, and Arslan (2013) studied the influence of historical thinking skills on the views of 8th grade students regarding the steps taken towards modernization in Turkey.

To summarize the international studies; Sallinas, Bellows, and Liaw (2011) researched the using of historical thinking by students, teachers and prospective teachers, while Barton and Levstik (2008) described the historical understanding of students and how students and teachers perceived historical thinking activities. Seixas and Peck (2004) studied historical thinking elements, examining the concepts of importance, knowledge and evidence, change and continuity, progress and decline, empathy and moral judgments (historical perspective) and historical representation.

In addition to these, Peter Seixas created "The Historical Thinking Project" (n.d.). Although there are many other studies about the skills of historical thinking, this current

study aims to examine the views of social studies teachers and 4th grade teachers on historical analysis and interpretive skills from historical thinking standards and become a source of study about historical thinking.

Teachers play a significant role in their students' acquisition of historical thinking skills. Teachers should use clear information that will not confuse students' minds in order to facilitate their historical thinking (Bickford & Rich, 2014). They should be tolerant of different perspectives and thus help them to make history easier to understand (Vansledright, 2010, as cited by Murray, 2013). Also, teachers should develop the critical awareness of students, stimulating students' historical thinking (Bickford, 2013). Teachers, then, are part of the process of equipping students with the skills of historical thinking, historical facts and controversies by referring to classroom activities in the development of historical thinking skills, as well as the awareness of differences in the perspective of historical events themselves.

The social sciences course is an interdisciplinary course that combines sciences such as history, geography, archeology, law, and anthropology. Therefore, it is suitable to examine teachers' skills aimed at students' skills acquisition on a social studies course. Historical thinking skills and historical thinking standards from social studies lessons and historical analysis and interpretation skills and sub-steps are as previously explained. It is the aim of this current study to investigate the views of social studies and classroom teachers about these skills which their students are expected to acquire.

Methodology

In this study, Social Studies and Classroom teachers' competencies for Historical Analysis and Interpretation skills were examined. A quantitative research method was used in the research conducted in the screening model. Scanning models aim to describe a situation which existed in the past or currently exists. An object, individual or event that is involved in the investigation is tried to be defined to exist within its own conditions, without any attempt to influence or change in any way. It is the ability to determine what is known in the most appropriate way (Karasar, 2011). This type of study tries to find answers to questions like, How is it? and Where are we? (Çepni 2009).

The study group consists of 278 teachers of social studies and 4th grade classroom who are working in the Adıyaman province of Turkey. The distribution of teachers in the working group by gender is shown in Table 1.

Table 1. Frequency & Percentage Distribution of Teachers by Gender

Gender	f	%
Female	108	38.8
Male	170	61.2
Total	278	100.0

As seen in Table 1, 108 (38.8%) of the teachers are female and 170 (61.2%) male, of the 278 teachers who participated in the survey. The distribution of teachers in the study group according to their branch of teaching is shown in Table 2.

Table 2. Frequency & Percentage Distribution of Teachers by Branch

Branch	f	%
Classroom Teacher	189	67.9
Social Studies Teacher	89	32.1
Total	278	100.0

As seen in Table 2, 188 (67.9%) are classroom teachers, whilst 89 (32.1%) are social studies teachers of the 278 teachers who participated in the survey. The distribution of the teachers according to their occupational seniority is shown in Table 3.

Table 3. Frequency & Percentage Distribution of Teachers by Occupational Seniority

Occupational Seniority	f	%
1-5 years	28	10.1
6-10 years	32	11.5
11-15 years	71	25.5
16-20 years	62	22.3
21 years and over	85	30.6
Total	278	100.0

As can be understood from the examination of Table 3, of the teachers participating in the research, 85 (30.6%) have been working for 21 years or more and 28 (10.1%) teachers for 1-5 years. It is understood that most of the teachers participating in the research have higher occupational seniority, that is, they are more experienced, and that the least participation from the teachers participating in the research are the teachers who have only newly started their professional lives. The distribution of the teachers in the working group according to their graduation status is shown in Table 4.

Table 4. Frequency & Percentage Distribution of Teachers by Educational Status

Graduation Status	f	%
Bachelor	244	87.8
Graduate	19	6.8
Pre-License	15	5.4
Total	278	100.0

As seen in Table 4, nearly all of the teachers participating in the research (n=244, 87.8%) are bachelor graduates, whereas 19 (6.8%) are graduate students, and 15 are (5.4%) pre-licensed teachers. It is understood from Table 4 that most teachers who participated in the survey had a bachelor's degree, but very few had received post-graduate education. The distribution of teachers in the study group by their department is shown in Table 5.

Table 5. Frequency & Percentage Distribution of Teachers by Department

Department	f	%
History	20	7.2
Social Studies	46	16.5
Undergraduate Minor Social Studies	20	7.2
Classroom	162	58.3
Other	30	10.8
Total	278	100.0

As seen in Table 5, more than half of the teachers (58.3%) that participated in the survey graduated from classroom teaching and most of the social studies teachers (16.5%) graduated from social studies teaching. One noteworthy item in Table 5 is that 10.8% of the teachers graduated from the departments other than social studies, history, geography, and classroom teaching, which is a significant number affecting the result of the research.

A scale consisting of two parts was used by the researchers to collect the study data. In the first part of the scale, teachers were asked about their gender, branch, occupational seniority, degree of graduation, and their department. In the second part, items related to the historical analysis and interpretation skills that constitute the subject of the research are given. Responses to scale items are on a Likert-type rating scale as “5–Always”, “4–Usually”, “3–Often”, “2–Sometimes”, and “1–Never”.

After taking expert opinion, the prepared scale’s preliminary practice was applied to 301 teachers who were not part of the study group. It was considered sufficient to use subjects who total five times the number of items for item and factor analysis in developing the scale (Child, 2006). Considering the number of teachers employed in the practice, the number was considered satisfactory. After preliminary application, 7 items which have inter-item total correlation value below 0.30 were removed (Büyüköztürk, Akgün, Kahveci & Demirel 2004) and exploratory and in the other step, confirmatory and exploratory factor analysis was performed to test the validity of the scale. In the exploratory factor analysis, those with high values in more than one factor and one factor with two items were removed from the scale. At this stage, a total of 5 items were removed from the scale. Thus, a scale consisting of 23 items and four dimensions was obtained. The results for the explanatory factor analysis are given in Table 6.

Table 6. Rotated Component Matrix^a

	Component			
	1	2	3	4
md19	.795			
md20	.792			
md18	.786			
md17	.771			
md27	.709			
md28	.675			
md22	.638			
md21	.508			
md13		.712		
md12		.706		
md11		.692		
md15		.647		
md14		.579		
md16		.526		
md10		.513		
md2			.851	
md1			.764	
md3			.719	
md5			.661	

	Component			
	1	2	3	4
md25				.799
md26				.645
md24				.606
md23				.523
Explicit variance	21.184	14.191	11.895	9.872
Reliability coefficient	0.91	0.78	0.81	0.72

Cronbach’s Alpha coefficients of scale; Making Comparisons and Hypothesis Creation, .91; Cause and Effect, .78; Specifying Similarities and Differences, .81; Changeability Based on Situation and Personality, .72; Scale items’ total Cronbach’s Alpha value was .911. Confirmatory factor analysis was performed using the Mplus program, and the confirmatory factor analysis model is given in Figure 1.

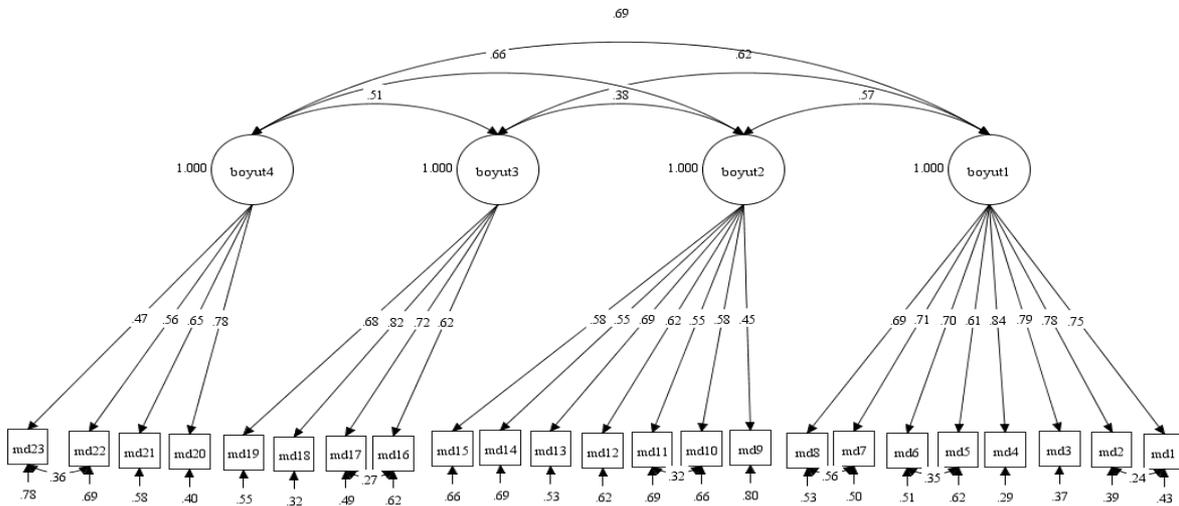


Figure 1. Confirmatory Factor Analysis Model

The model harmony goodness harmony index shows that the CFI and TLI values are greater than 0.90 and 0.90 respectively and the RMSEA and SRMR values are less than 0.08 model is on the acceptable level (Kline, 2011). Again, χ^2 / sd value appears to be below the desired value of 4 ($\chi^2 (218,301) = 426.68$, CFI = 0.93, TLI = 0.92, RMSEA = 0.06, SRMR = 0.05).

Data obtained from the scale used in the research were analyzed in the SPSS 21 program. Whitney U-Test and Kruskal Wallis test were used in the analysis of the data obtained from the scale.

Findings

In this section, findings obtained in the study and interpretations based on these findings are included.

Table 7. Mann Whitney U-Test Result of Self-Efficacy Scale

ASPECT	Branch	N	Order average	Order total	U	Z	p
Comparison / Hypothesis	Classroom	189	130.25	2469	6663	-2.80	.005
	Social studies	89	159.13	1416			
	Total	278					
Cause & effect	Classroom	189	139.86	2643	8343	-.11	.914
	Social studies	89	138.74	1235			
	Total	278					
Specifying similarities & differences	Classroom	189	143.43	2711	7668	-1.20	.231
	Social studies	89	131.16	1167			
	Total	278					
Changeability based on situation & personality	Classroom	189	133.33	2520	7244	-1.88	.060
	Social studies	89	152.61	1358			
	Total	278					

According to Table 7, there seems to be a meaningful difference in the opinions of Classroom teachers and Social Studies teachers who participated in the research regarding the Comparison of Historical Analysis and Interpretation Ability Self-Efficacy Scale and the aspect of Making Comparisons and Hypothesis Creation ($U = 6663$, $p < .05$). When considering the order average, it can be said that Social Studies Teachers consider themselves more adequately in comparing and taking hypothesis on the basis of the time and place of the event historical events, facts, opinions etc. according to Classroom teachers. This situation is thought to be related to the fact that Social Studies teachers have a more comprehensive history background during their university education, as well as that of Social Studies teachers with history graduates.

There were no significant differences between Social Studies and Classroom teachers in the aspects of Historical Analysis and Interpretation Skill Self-Efficacy Scale outcome, Similarity and Differences and Changeability Based on Situation and Personality. However, when rank seniority average is taken into account in the aspect of Changeability Based on Situation and Personality, there is a difference very close to the meaningfulness for Social Studies teachers. In this case, although it is not meaningful, it can be said that the Social Studies teachers have a wider or more critical viewpoint than the Classroom teachers. It is also believed that this situation is related to the way that Social Studies and Classroom teachers are educated.

Table 8. Mann Whitney U-Test Result of Self-Rating Scale by Gender

ASPECT	Branch	N	Order average	Order total	U	Z	p
Comparison & Hypothesis	Male	170	139.35	2369	9155	-039	.969
	Female	108	139.74	1509			
	Total	278					
Cause & effect	Male	170	134.81	2292	8383	-1.23	.220
	Female	108	146.88	1586			
	Total	278					
Specifying similarities & differences	Male	170	142.41	2421	8686	-.76	.445
	Female	108	134.93	1457			
	Total	278					
Changeability based on situation & personality	Male	170	142.79	2427	8622	-.39	.389
	Female	108	134.33	1451			
	Total	278					

According to Table 8, there is no meaningful difference between Classroom teachers and Social Studies teachers who participated in the research based on their opinions of the Historical Analysis and Interpretation Ability Self-Efficacy Scale regarding Changeability Based on Situation and Personality. When seniority is taken into account, there is a difference in the Cause and Effect aspect in favor of female teachers, and in Specifying Similarities and Differences, and Changeability Based on Situation and Personality, in favor of male teachers. However, these differences are not meaningful.

Table 9. Kruskal Wallis Test Result of Seniority Self-Efficacy Scale

ASPECT	Seniority	N	Order average	sd	X ²	P
Comparison & Hypothesis	1-5	28	138.57	4	.31	.99
	6-10	32	138.92			
	11-15	71	142.30			
	16-20	62	141.81			
	21 and over	85	136.00			
	Total	278				
Cause & Effect	1-5	28	167.89	4	5.95	.20
	6-10	32	121.08			
	11-15	71	136.28			
	16-20	62	133.61			
	21 and over	85	144.06			
	Total	278				
Specifying similarities & differences	1-5	28	128.71	4	5.54	.24
	6-10	32	128.22			
	11-15	71	140.11			
	16-20	62	128.40			
	21 and over	85	154.89			
	Total	278				

ASPECT	Seniority	N	Order average	sd	X ²	P
	Total	278				
Changeability based on situation & personality	1-5	28	148.38	4	.45	.98
	6-10	32	135.95			
	11-15	71	137.76			
	16-20	62	139.94			
	21 and over	85	139.04			
	Total	278				

According to Table 9, it shows that the teachers participating in the research did not significantly differ according to seniority on their views on the Self-Efficacy for Historical Analysis and Interpretation Ability. When the rank seniority of the groups are taken into consideration, the highest score in the Making Comparisons and Hypothesis Creation aspect is 11-15, 1-5, in the Cause and Effect aspect, in the aspect of Specifying Similarities and Differences and in the aspect of Changeability Based on Situation and Personality is seen that the teachers with the highest score of 1-5 years seniority. However, since there is no significant difference between them, it can be said that the teachers' opinions on the Self-Efficacy of Historical Analysis and Interpretation have not changed according to seniority.

Table 10. Kruskal Wallis Test Result of Self-Efficacy Scale by Educational Status

ASPECT	Education level	N	Order average	sd	X ²	P
Comparison & Hypothesis	Bachelor	244	140.48	2	.35	.84
	Master	19	135.18			
	Two-year degree	19	128.97			
	Total	278				
Cause & effect	Bachelor	244	138.05	2	.77	.68
	Master	19	145.71			
	Two-year degree	15	155.23			
	Total	278				
Specifying similarities & differences	Bachelor	244	139.88	2	.11	.95
	Master	19	133.79			
	Two-year degree	15	140.50			
	Total	278				
Changeability based on situation & personality	Bachelor	244	139.84	2	.14	.93
	Master	19	133.16			
	Two-year degree	15	142.07			
	Total	278				

Table 10 shows that the teachers who participated in the research did not differ significantly in their opinions on the Self-Efficacy of the Historical Analysis and Interpretation Ability according to their educational status. When the rank order of the groups is taken into consideration, it is seen that the undergraduates see themselves more satisfactorily than master's and two-year degree graduates in terms of Making Comparisons and Hypothesis Creation, but two-year degree graduates see themselves more satisfactory in the aspects of

Cause and Effect, Specifying Similarities and Differences, and Changeability Based on Situation and Personality.

Table 11. Kruskal Wallis Test Result of Self-Efficacy Scale on Graduated Segment

ASPECT	Graduate department	N	Order average	sd	X ²	P	MD*
Comparison & hypothesis	History	20	174.15	4	12.97	.011	History >class >other >class >other
	Social studies	46	163.40				
	Minor social st.	20	157.78				
	Classroom	162	129.74				
	Other	30	120.28				
	Total	278					
Cause & effect	History	20	138.03	4	.1.22	.874	
	Social studies	46	144.02				
	Minor social st.	20	151.23				
	Classroom	162	136.66				
	Other	30	126.03				
	Total	278					
Specifying similarities & differences	History	20	148.75	4	6.22	.183	
	Social studies	46	139.08				
	Minor social st.	20	150.45				
	Classroom	162	143.27				
	Other	30	106.32				
	Total	278					
Changeability based on situation & personality	History	20	142.08	4	6.63	.158	
	Social studies	46	162.96				
	Minor social st.	20	155.53				
	Classroom	162	132.72				
	Other	30	127.77				
	Total	278					

* MD = Meaningful difference

According to Table 11, a meaningful difference can be seen between the Classroom teachers and Social Studies teachers who participated in the research according to their views of Comparison of Historical Analysis and Interpretation Skill Self-Efficacy Scale and the Making Comparisons and Hypothesis Creation aspect. [$X^2(4) = 12.97, p < .05$]. When the rank order of the groups is taken into consideration, it is seen that the highest score according to the research result is listed as History, Social Studies, Undergraduate Minor Social Sciences, Classroom Teacher Education and Other department graduates respectively. According to Mann Whitney U-test result, which is applied to see which groups have significant differences, meaningful differences were seen between History graduates and Classroom Teachers graduates ($U = 186, p < .05$), Other Department graduates ($U = 1113, p < .05$), and History graduates; and between the Social Studies graduates and Classroom Teacher graduates ($U = 2819, p < .05$), and Other Department graduates ($U = 476, p < .05$) in favor of Social Studies.

There were no significant differences according to the department of graduation in the Historical Analysis and Interpretation Skill Self-Efficacy Scale's Cause and Effect, Similarity and Differences Specification and Changeability Based on Situation and Personality. However, it was observed that Undergraduate Minor Social Studies graduates have the highest results in terms of Cause and Effect, Similarity and Difference, and second in aspect of Changeability Based on Situation and Personality.

Conclusion and Discussion

This study investigates the competencies of social studies teachers and classroom teachers regarding their historical analysis and interpretation skills. As to the results of the study, a meaningful difference was found according to branch between the Classroom and Social Studies teachers who participated in the survey in terms of comparison between the Historical Analysis and the Interpretation Skill Self-Efficacy Scale on the Making Comparisons and Hypothesis Creation aspect, that is, the social studies teachers see themselves more satisfactory than the classroom teachers. This is thought to be related to social studies teachers being more inclined to view history lessons during bachelor education than classroom teachers. In relation to the result obtained, social studies teachers were more informed about the skills related to their historical thinking skills such as time and chronology, change and continuity, past and present comparison, when related to the skills that students will gain through archeology teaching (Öner, Kızılay & Yasa, 2015). In addition, compared to Dilek (2009) and teachers playing an active role in the development of historical thinking skills in students, in this context it was necessary to reach the proficiency levels of the teachers' historical thinking skills. According to the result obtained, teachers view themselves satisfactorily regarding from their historical thinking skills in terms of historical analysis and interpretation skills. On the other hand, in a study by Özmen (2015) with teacher candidates and Demircioğlu (2009) with history teachers, the teachers did not sufficiently read books related to historical thinking nor did they receive any specific education.

There were no significant differences found between Social Studies and Classroom teachers in the Historical Analysis and Interpretation Skill Self-Efficacy Scale aspects of Similarity and Differences, and Changeability Based on Situation and Personality. But, when rank seniority average is taken into consideration in terms of the Changeability Based on Situation and Personality aspect, there is a difference very close to meaningfulness for Social Studies teachers. It is also thought that this situation is related to the method of education for Social Studies and Classroom teachers. However, although teachers have history lessons during their undergraduate education, some researchers have found that teachers and teacher candidates are not sufficiently educated with regard to historical thinking (Demircioğlu, 2009; Özmen, 2015).

There appears to be no significant difference in the opinions of the Classroom and Social Studies teachers who participated in the research regarding the Historical Analysis and Interpretation Ability Self-efficacy Scale according to Changeability Based on Situation and Personality aspect. However, when the rank order is taken into consideration, a difference is seen in favor of male teachers in terms of Cause and Effect, and in favor of female teachers in terms of Specifying Similarities and Differences and Changeability Based on Situation and Personality. However, since these differences are not significant, it can be said that the Social Studies and Classroom Teachers' Self-Efficacy views on the Historical Analysis and

Interpretation Ability do not show any difference according to gender. However, according to the results obtained by Yılmaz and Koca (2013), it was seen that female teachers have greater historical empathy attitudes than male teachers.

It is seen that the opinions of the teachers participating in the research on the Self-Sufficiency of Historical Analysis and Interpretation do not differ significantly according to their seniority and educational status. However, when the rank order of the groups is taken into consideration, bachelor graduates see themselves more adequately compared to master's and two-year degree graduates in the Making Comparisons and Hypothesis Creation aspect; whilst for the aspects of Cause and Effect, Specifying Similarities and Differences, Changeability Based on Situation and Personality, two-year degree graduates see themselves as more sufficient. This may be due to the belief that two-year degree graduates are more experienced in teaching and can therefore better interpret historians. Or they may think that they have mastered historical analysis and interpretation skills because they do not follow the changes and developments in the area and think that they are academically competent for the students who have interlocutors. However, the lack of significance in this regard may mean that teacher qualifications in terms of competencies in Historical Analysis and Interpretation Skills have not changed according to their educational situation.

A meaningful difference was seen between classroom teachers and social studies teachers who participated in the research according to the Historical Analysis and Interpretation Skill Self-Efficacy Scale regarding the Making Comparisons and Hypothesis Creation aspect [$\chi^2 (4) = 12.97, p < .05$]. When the rank order of the groups is taken into consideration, it is seen that the highest score according to the research result is listed as History, Social Studies, Undergraduate Minor Social Studies, Classroom Teacher Education and Other department graduates respectively. According to this, it is thought that teachers regard themselves as being sufficient in the comparison and hypothesis of historical events, facts and opinions etc., places of events, and time, and how much history is related to the education they have received.

There were no significant differences seen according to the department of graduation in the Historical Analysis and Interpretation Skill Self-Efficacy Scale's aspects of Cause and Effect, Similarity and Differences Specification and Changeability Based on Status and Personality. However, it is observed that undergraduate minor social studies graduates have the highest results in terms of Cause and Effect and Specifying Similarity and Differences, and second in the aspect of Changeability Based on Situation and Personality. This is thought to be related to the teachers in the group being social studies teaching staff, and not classroom teachers. Therefore, it can be interpreted that the teachers in this group exaggerate their competence or consider themselves sufficient because of their Social Sciences branch.

Notes

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Appendix**Tarihsel Analiz ve Yorum Becerisi Özyeterlik Ölçeği**

Madde No	Ölçek Maddeleri
1.	Geçmişten günümüze süregelen <u>sorunları</u> belirlemek için <u>çağlar</u> arasında karşılaştırma yapabilirim.
2.	Geçmişten günümüze süregelen <u>sorunları</u> belirlemek için değişik <u>bölgeler</u> arasında karşılaştırma yapabilirim.
3.	Geçmişten günümüze süregelen <u>büyük çaptaki gelişmeleri</u> belirlemek için değişik <u>bölgeler</u> arasında karşılaştırma yapabilirim.
4.	Geçmişten günümüze süregelen <u>büyük çaptaki gelişmeleri</u> belirlemek için <u>çağlar</u> arasında karşılaştırma yapabilirim.
5.	Geçmişte alınan kararların sağladığı <u>fırsatları</u> göz önüne alarak geçmişin etkileri hakkında hipotezler üretebilirim.
6.	Geçmişte alınan kararların yol açtığı <u>sınırlılıkları</u> göz önüne alarak geçmişin etkileri hakkında hipotezler üretebilirim.
7.	Farklı bakış açılarını yansıtan tarihsel metinleri karşılaştırılabilirim.
8.	Tarihsel kanıt temelli ve bilgiye dayalı hipotezlerle bilimsel bir dayanağı olmayan görüşleri ayırt edebilirim.
9.	Bir olayı analiz ederken ekonomik şartların olayın sebep ve sonuçlarını etkileyebileceğini düşünürüm.
10.	Bir olayı analiz ederken toplumsal inançların olayın sebep ve sonuçlarını etkileyebileceğini düşünürüm.
11.	Bir olayı analiz ederken tarihi şahsiyetlerin olayın sebep ve sonuçlarını etkileyebileceğini düşünürüm.
12.	Bir olayı analiz ederken çıkarların olayın sebep ve sonucunu etkileyebileceğini düşünürüm.
13.	Bir olayı analiz ederken nesnel koşulların olayın sebep ve sonuçlarını etkileyebileceğini düşünürüm.
14.	Bir olayı analiz ederken düşünülmemeyen veya elde olamayan etkenlerin olayın sebep ve sonuçlarını etkileyebileceğini düşünürüm.
15.	Bir olayı analiz ederken bireysel farklılıkların olayın sebep ve sonuçlarını etkileyebileceğini düşünürüm.
16.	Farklılık ve benzerlikleri dikkate alarak düşünceler arasında karşılaştırma yapabilirim.
17.	Farklılık ve benzerlikleri dikkate alarak değerler arasında karşılaştırma yapabilirim.
18.	Farklılık ve benzerlikleri dikkate alarak tarihi şahsiyetler arasında karşılaştırma yapabilirim.
19.	Farklılık ve benzerlikleri dikkate alarak kurumlar arasında karşılaştırma yapabilirim.
20.	Tarihçilerin geçmişi farklı yorumladıklarından haberdarım.
21.	Tarihçiler arasındaki temel tartışmalardan haberdarım.
22.	Tarihsel olaylar hakkındaki yorumların yeni bilgiler keşfedildikçe değişebileceğini bilirim.
23.	Tarihi olaylardaki değişik seçeneklerin farklı sonuçlara sebep olabileceğini düşünürüm.