

THE ABSTRACT

Purpose

The purpose of this study was to examine the methods adopted by teachers to the teaching of History, specifically to see the extent to which the approaches of the New History were being followed.

Procedures:

The following variables were used to examine problems of the teaching of History.

- (a) Teaching Methods used by College tutors
- (b) Teaching Values
- (c) Self Efficacy
- (d) Political Behaviour
- (e) Teacher Ideology
- (f) Age
- (g) Sex
- (h) Teaching experience

Measurement of Variables - Instruments used

Two instruments were developed for the purpose

1. Observation Schedule consisting of
 - (a) Class Interaction Observation scale
 - (b) Teacher Classroom Behaviour Observation scale
2. Questionnaire to trainee teachers.

The data were analyzed in the following way.

1. Observation schedule.
The scales were used to observe the trainee-teachers' classroom behaviour involving the use of various elements of the New History, example, stating Objectives behaviourally, use of skills, primary source and so on. Student-teacher interaction was observed with a view of determining the extent to which the methods used allow for students' involvement, or whether they were traditional. The more there was interaction between teacher, students and material, the more the New History was being used. Conversely, the less interaction, the more the traditional teaching style was being followed. The scores were analysed in the following way.

- I (a) Class Interaction:
 - (i) Percentage scores and mean scores for each student.
 - (ii) Mean scores and S.D. for each class on New History as well as Traditional History.
- (b) Teacher Classroom Behaviour
 - (i) Frequency distribution of scores
 - (ii) See Questionnaire II (c)

II Questionnaire

The variables measured by the Questionnaire are Teaching Methods as used by the College, Teaching Values, Self Efficacy, Political Behaviour and Teacher Ideology, Age, Sex and Teaching Experience on the pre-test, and also on the post test but excluding teaching methods.

The scores were analyzed as follows:

- (a) Mean scores and standard deviations of all variables
- (b) One-way Analysis of Variance of variables excluding Teaching Methods, Age, Sex, Teaching experience on the pre and post tests.
- (c) RHO Correlation Coefficient of Classroom Behaviour and variables used in ANOVA, on pre and post tests.

Selected Findings

From the results of the analyses it was discovered that it appeared that the New approach to the Teaching of History is being followed, but not to any great extent.

Conclusion:

The following conclusions have been drawn

1. That the approach to teaching History using the New History approach is not being done effectively.
2. That the smallness of the sample for the experiment has caused the results to be inconclusive and therefore the true extent to which the approaches are satisfying the demands cannot be effectively realized. It also means that generalizations about the teaching of the New History cannot be made.