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Abstract

With the aim to identify the attitudes of high school students towards historical places, this study was carried out with 551 high school students in the 9th, 10th, and 11th grades of Science, Anatolian, and Social Sciences high schools in Yüreğir, Sarıçam, and Seyhan (the central districts of Adana) who volunteered to participate. In the study, the Attitude Scale toward Historical Places developed by Akça Berk and Gültekin (2019) was used to identify the attitudes of high school students toward historical places. The students' levels of "valuing historical places", "curiosity towards/special interest in historical places", "indifference to historical places", and "awareness of historical places" were reviewed by considering variables such as gender, class, school type, parents' educational status, and the person who accompanied them during their visit to the museum. In the analysis of the resulting data, the Mann–Whitney U test was used for paired comparisons to examine the differences between the groups regarding variables, and the Kruskal–Wallis test was used to compare more than two groups. The results show that there is no difference in attitudes between male and female students towards historical places. In terms of school type, the attitudes of Anatolian High School students toward historical places are more negative than those of the students of Science and Social Sciences High Schools. In terms of school grade, the most positive attitude is observed in the 11th-grade students, whereas the most negative attitude is observed in the 9th-grade students. The educational status of parents does not make a difference in the attitudes of students toward historical places. The results show that students not visiting the museum accompanied by a teacher, family, or school have a more positive attitude than those visiting the museum accompanied by their teacher, family, or school.

Keywords: historical place, attitude, scale, high school types, history teaching

Introduction

Historical places are defined as “historic buildings that people in the past constructed for making art or utilization, or places where historical events happened” (Ata, 2002, p. 71). In this respect, two kinds of historical place concepts emerge 'a built structure' and a ‘land where historical events happened and/or left their marks’. The first type, ‘a built structure’ (mosque, madrasa, monumental tomb, fountain, bridge, etc.) is significant as it reflects the understanding of the period. Therefore, this kind of historical place is significant because it can help us better understand thematic information regarding the period (educational, architectural, etc.). The second type, the concept of ‘land where historical events happened and left their marks’, is significant because it reflects the atmosphere of the event and makes the event more understandable. It may be inferred that the emotional connection established with the past through tangible and concrete objects is the main value of visits to museums and historical sites (Aris, 1999; Fairley, 1977).

Perceiving historical places from this point of view, it does not seem possible to explain the significant events in the history of humanity without referring to the place and correlating them with the changes in the place. In this sense, the use of historical places in education reintroduces teachers and students to the environments and communities that make their lives and learnings possible and valuable (Gruenewald, Koppelman, and Elam, 2007, p. 232). A historical place is also a place of knowledge. In addition to knowledge of the relevant historical place, knowledge of human interactions with the place, knowledge of the surroundings of the place, knowledge of the past and present, and global knowledge are obtained (Aktekin, 2008, p. 110).

Place-based history teaching provides teachers with the opportunity to use local environments where they can teach by using concrete examples while allowing students to carry out field research on a wide range of historical, social, and environmental concepts. Field experiences increase opportunities for exploring complex relations such as deep, interdisciplinary learning and interactions between social, physical, and biological environments (Gruenewald, Koppelman, and Elam, 2007, p. 232).

Historical places are spaces where free choice is possible and that have a lifelong learning function in fitting into society. In this respect, distinctive symbolic and spiritual characteristics of historical places are reflected in the feelings and emotions of the people in that city. Moreover, the identity of a place develops in parallel with being absorbed in that place, deep social interaction, the feeling of pride, and a sense of belonging (Ujang, 2016, p. 96). It is seen that the use of historical places leads to the development of historical empathy that enables us to understand how people felt and made decisions in the past and how things resulted in a particular historical and societal context.

In the literature, there are studies on the significance of historical places and buildings in history education. Boland (2002) suggests that visits to historical places enable a connection with the past and those feelings of curiosity and excitement trigger questioning things to understand the events and people in history. Anderson and Moore (1994) underline that students should visit museums in addition to comprehending history subjects by going through written sources. Fairley (1977) asserts that both textbooks and museums will contribute to learning for students and that these resources should be employed as complementary resources rather than alternatives. Furthermore, Crace (2001) states that

museum visits enable students to learn in an enjoyable environment while allowing them to connect with the outside world and take control of their learning processes.

The benefits of availing of historical places in history teaching have been proven by many studies (Safran and Ata 2006, p. 53; Gökkaya and Yeşilbursa, 2009, p. 487; Yeşilbursa, 2008, p. 213; Yılmaz and Şeker, 2011, p. 24). In addition, studies are addressing the limitations of organizing visits to historical places due to reasons such as the safety of students and inconvenient bureaucratic and economic conditions (Çengelci, 2013, p. 1823; Avcı and Öner, 2015, p. 125; Çepni and Aydın, 2015, p. 323). Öner (2015) concluded that the main reasons why out-of-school activities are not organized frequently enough are as follows: legal procedures, the intensity of curriculum subjects, the reluctance of administrators and teachers, and the shortcomings of teachers regarding the practice aspect. However, another problem is that limited time is spent in historical places and museums (Kale, 2010, p. 197). The statement of an expert taking part in Aktekin's study, which included the ideas of museum experts on this subject, clearly reveals the situation: "Today, many schools visit museums in Turkey, but they leave the museum after touring around for about 10 minutes without achieving any consequence. These museum visits do not equip them with anything. Maybe they just know that they went to the museum that day. This method is wrong; this kind of trip is wrong. Teachers do not have sufficient knowledge. Therefore, the student's acquisition of knowledge is incomplete. (Expert C)" (Aktekin, 2008, p. 107).

In studies about historical places, even if the perspective towards history and the impact of this perspective on history have been discussed (Meydan and Akkuş, 2014, 2013; Yeşilbursa and Uslu, 2014; Yeşilbursa, 2014, 2008, 2006) and there are studies in which attitude scales were developed about places in general (Deniş, Genç, and Demirkaya, 2008), there appears to be no research on identifying the attitudes of high school students towards historical places. Recently, many studies have been conducted on the use of historical places and the perception regarding these places (Üztemir, Dinç, and Acun, 2018a, 2018b; Kırıkçı and Yılmaz, 2017; Yeşilbursa, 2015; Öner, 2015). However, it is observed that there is a lack of effectiveness of the methods applied in historical places due to the lack of knowledge regarding students' attitudes toward historical places. In this respect, it is thought that the development of a tool that can be used to include attitude towards historical places as a variable in the efficiency assessment of training, such as trips, observation, out-of-class history education, and the application of the proximodistal principle to historical places has contributed to the field.

In the present research, the aim is to review the attitudes of high school students toward historical places in terms of different variables. Considering this general purpose, answers were sought for the following sub-problems:

- Do high school students' attitudes towards historical places differ significantly with gender?
- Do high school students' attitudes towards historical places differ significantly with school type?
- Do high school students' attitudes towards historical places differ significantly with class level?
- Do high school students' attitudes towards historical places differ significantly from the education level of parents?

- Do high school students' attitudes towards historical places differ significantly from the person or institution they visited the museum with?

Method

Research Design

In this study, which aims to determine the attitudes of high school students toward historical places, the survey model, a quantitative research method, was used. A survey model is a research approach that aims to describe a past or present situation as it exists. In survey model studies, information is collected from a wide audience by using response options identified by the researcher. Generally, in these studies, researchers are concerned with how opinions and characteristics are distributed in terms of individuals in the sample rather than where they originate (Büyüköztürk et al., 2013, p. 14-20; Karasar, 2012, p. 81).

Participants

The work has been prepared in accordance with ethical and copyright rules. Decision No. 7 of the Scientific Research and Publication Ethics Committee of the relevant university in the Field of Social and Human Sciences, dated 11.03.2021, is presented in the appendix to the study.

The study group of this research consists of high school students receiving education in Science, Anatolian, and Social Sciences high schools in the Yüreğir, Sarıçam, and Seyhan Merkez districts of Adana Province and volunteering to participate. Appropriate sampling was used to select the study group. The demographic information of the study group is given in Table 1.

Table 1

Demographics of Contributors

		Frequency (f)	Percent (%)
Gender	Female	314	57.0
	Male	237	43.0
	Anatolian High School	232	42.1
	Science High School	129	23.4
	Social Sciences High School	190	34.5
Class Level	9th grade	182	33.0
	10th grade	158	28.7
	11th grade	211	38.3
Education Level Of Mother	Illiterate	12	2.2
	Primary School	115	20.9
	Secondary School	159	28.9
	High School	170	30.9
	University	78	14.2
	Master's degree	17	3.1
Education Level of Father	Illiterate	4	0.7
	Primary School	71	12.9

Secondary School		126	22.9
High School		195	35.4
University		128	23.2
Master's degree		27	4.9
	Total	**551**	**100.0**

Measures

The "Attitude Scale towards Historical Places" was used to identify the attitudes of high school students toward historical places, and the "Personal Information Form" (prepared by the researchers) was used to collect data on the participants' gender, class, school type, parents' education, and their circumstances of going to the museum.

Attitude scale toward historical places

The scale, prepared to determine the attitudes of high school students towards historical places, is a 23-item scale developed by Akça Berk and Gültekin (2019). The scale, which includes a Likert-type five-point rating, consists of four sub-scales. It is a scale in which the total score is obtained by reverse-scoring four sub-scale scores and the sub-scale of indifference to historical places. Expert opinion was consulted to ensure the validity of content when developing the scale. Cronbach's alpha internal consistency coefficient was calculated for the reliability of the scale. It was reported that the internal consistency coefficient of the scale is .83 for the sub-scale of valuing the historical place, .73 for the sub-scale of curiosity towards/special interest in historical places, .75 for the sub-scale of indifference to historical places, and .58 for the sub-scale of awareness of historical places. For the present study, Cronbach's alpha coefficient is .84 for the sub-scale of valuing the historical place, .75 for the sub-scale of curiosity towards/special interest in historical places, .83 for the sub-scale of indifference to historical places, .61 for the sub-scale of awareness of historical places, and .89 for the entire scale.

Data Collection and Analysis

The study was conducted at times determined by the schools after the necessary permissions were obtained for the study. For the data collection process to be carried out in the classroom environment, first, the participants were informed about the purpose of the research and how to fill out the data collection form. The data collection process took 40 minutes. Six hundred people participated in the study. The forms received from the participants were examined to see if there was any erroneous coding, and the forms containing incorrect and incomplete information were excluded. As a result of the examination, the analysis was conducted with 551 datasets that met the necessary conditions for analysis.

First, the homogeneity of the data and its suitability for normal distribution were examined for data analysis. The results of Levene's test, which was conducted for homogeneity, showed that the data were not homogeneous. To examine the normality values of the data, skewness, and kurtosis values were checked and it was observed that these values were not in the range of +1 and -1 for the sub-scale of valuing the historical place (Barrett, Gloekner, Leech and Morgan, 2012); however, they were within the range specified for other sub-scales and the total score. The results of the Shapiro–Wilk test, which was conducted to test normality, showed that the data were not normally distributed. For this reason, the Mann–Whitney U test was used for paired comparisons to examine the

differences between groups regarding variables, and the Kruskal–Wallis test was used to compare more than two groups.

Findings

In the present study, students' attitudes towards the historical place were analyzed in terms of variables such as gender, class, school type, their parent's education level, and with whom they visited the museum. It was determined whether these variables change depending on the sub-factors of "valuing the historical place", "curiosity towards/special interest in historical places", "indifference to historical places", and "awareness of historical places". The descriptive analysis results for the attitude scale scores of the students towards the historical place are given in Table 2.

Table 2

Descriptive Analysis Results For The Attitude Scale Scores Of The Students Towards The Historical Place

	N	M	Sd	Skewness	SE	Kurtosis	SE
Valuing the historical place	551	34.94	6.76	-1.29	.10	1.73	.20
Curiosity towards/special interest in historical places	551	13.50	4.22	.22	.10	-.33	.20
Indifference to historical places	551	10.43	4.50	.99	.10	.56	.20
Awareness of historical places	551	14.83	3.19	-.88	.10	.53	.20
Total	**551**	**82.84**	**14.80**	**-.65**	**.10**	**.49**	**.20**

As seen in Table 2, the Valuing of the historical place score is quite skewed to the left (Skewness= -1.29, SE= 0.1) and quite sharp (Kurtosis=1.73, SE=0.2). The skewness and kurtosis values of the other subscale scores are between +1 and -1. The Mann–Whitney U test was conducted to identify whether high school students' score averages on the attitude scale towards historical places and the relevant sub-scales differ according to gender, and the results are given in Table 3.

Table 3

Mann–Whitney U Test Results Regarding High School Students' Score Average Distribution Of The Attitude Scale Towards Historical Places And The Relevant Sub-Scales With Gender

	Gender	N	Line Avg.	Line Total	U	z	p
Valuing the historical place	Female	314	284.78	89420.50	34452.50	-1.492	.136
	Male	237	264.37	62655.50			
Curiosity towards/special interest in historical places	Female	314	268.76	84389.50	34934.50	-1.233	.218
	Male	237	285.0	67686.50			
Indifference to historical places	Female	314	271.87	85368.00	35913.00	-.703	.482
	Male	237	281.47	66708.00			
Awareness of historical places	Female	314	277.05	86993.50	36879.50	-.179	.858
	Male	237	274.61	65082.50			
Total	Female	314	280.38	88039.00	35834.00	-.743	.457
	Male	237	270.20	64037.00			

p<.05

Based on Table 3, there is no significant difference between the attitude scale (U=-35834.00, p>0.05) and sub-scale scores (U=-34452.50, p>0.05; U=-34934, 50, p>0.05; U=-35913.00, p>0.05; U=-36879.50, p>0.05) of high school students towards historical places with gender.

The Kruskal–Wallis H test was conducted to identify whether high school students' scores regarding the attitude scale towards historical places and the relevant sub-scales differ with their school type, and the results are given in Table 4.

Table 4

Kruskal–Wallis H Test Results Regarding High School Students' Score Distribution Of The Attitude Scale Towards Historical Places And The Relevant Sub-Scales With School Type

		N	Line Avg.	Sd	χ2	p
Valuing the historical place	Anatolian High School	232	238.81	2	24.295	.000
	Science High School	129	286.49			
	Social Sciences High School	190	314.29			
Curiosity towards/special interest in historical places	Anatolian High School	232	257.68	2	7.004	.030
	Science High School	129	275.39			
	Social Sciences High School	190	298.79			
Indifference to historical places	Anatolian High School	232	322.81	2	36.139	.000
	Science High School	129	229.90			
	Social Sciences High School	190	250.15			
Awareness of historical places	Anatolian High School	232	239.42	2	22.556	.000
	Science High School	129	314.16			
	Social Sciences High School	190	294.76			
Total	Anatolian High School	232	230.99	2	32.146	.000
	Science High School	129	305.30			
	Social Sciences High School	190	311.07			
p<.05						

Based on the Kruskal–Wallis H test results, there is no significant difference between the high school students' score distribution on the attitude scale towards historical places (χ^2=32.146; p<0.05) and the relevant sub-scales (χ^2=24.295; p<0.05; χ^2=7.004; p<0.05; χ^2=36.139; p<0.05; χ^2=22.556; p<0.05). Considering the results of the Mann–Whitney U test, which was conducted to identify the source of differences, the Anatolian High School students' score distribution of valuing the historical place (U=12166.50, p<0.05), awareness of historical places (U=10765.00, p<0.05), and the total score (U=10784.00, p<0.05) are significantly lower than the scores of the Science High School students. The score distribution of the Social Sciences High School students for valuing the historical place (U=16209.50, p<0.05), curiosity towards/special interest in historical places (U=18823.50, p<0.05), awareness of historical places (U=17751.50, p<0.05), and the total score (U=15778.00, p<0.05) is significantly higher than the score distribution of the Anatolian High School students. The score distribution of the Anatolian High School students for the sub-scale of indifference to historical places is significantly higher than the score distribution of the Science High School (U=9802.50, p<0.05) and Social Sciences High School students (U=16342.00, p<0.05).

The Kruskal–Wallis H test was conducted to identify whether high school students' scores regarding the attitude scale towards historical places and the relevant sub-scales differ with their class level, and the results are given in Table 5.

Table 5

Kruskal–Wallis H Test Results Regarding High School Students' Score Distribution Of The Attitude Scale Towards Historical Places And The Relevant Sub-Scales With Class Level

		N	Line Avg.	Sd	χ^2	p
Valuing the historical place	9th grade	182	249.66	2	11.696	.003
	10th grade	158	269.32			
	11th grade	211	303.72			
Curiosity towards/special interest in historical places	9th grade	182	269.88	2	2.788	.248
	10th grade	158	264.27			
	11th grade	211	290.06			
Indifference to historical places	9th grade	182	294.17	2	3.573	.168
	10th grade	158	267.87			
	11th grade	211	266.41			
Awareness of historical places	9th grade	182	241.27	2	15.071	.001
	10th grade	158	279.71			
	11th grade	211	303.18			
Total	9th grade	182	248.42	2	11.151	.004
	10th grade	158	273.05			
	11th grade	211	302.00			

p<.05

Examining Table 5, based on the results of the Kruskal–Wallis H test, it is observed that there is a significant difference between the high school students' score distribution for valuing the historical place (χ^2=11.696, p<0.05), awareness of historical places (χ^2=15.071, p<0.05), and the total scale (χ^2=11.151, p<0.05). Considering the results of the Mann–Whitney U test, which was conducted to identify the source of differences, the 9th-grade students' score distributions of valuing the historical place (U=15542.00, p<0.05), awareness of historical places (U=14926.00, p<0.05), and total scale (U=15519.00, p<0.05) are significantly lower than the scores of the 11th-grade students, and their score distribution for awareness of historical places (U=12331.50, p<0.05) is significantly lower than that of the 10th-grade students. The score distribution of the 10th-grade students for valuing the historical place (χ^2= 14479.50, p<0.05) is also significantly lower than the score distribution of the 11th-grade students.

The Kruskal–Wallis H test was conducted to identify whether the high school students' scores regarding the attitude scale towards historical places and the relevant sub-scales differ with their parent's education level. Before the analysis, since the number of illiterate parents and parents with postgraduate education was low, a new category was formed by consolidating the illiterate with primary school graduates and consolidating graduates with postgraduates. The results of the Kruskal–Wallis H test are given in Table 6.

Table 6

Kruskal–Wallis H Test Results Regarding High School Students' Score Distribution Of The Attitude Scale Towards Historical Places And The Relevant Sub-Scales With Parents' Education Level

			N	Line Avg.	Sd	χ2	p
Education level of the mother	Valuing the historical place	The illiterate and primary school graduates	127	299.65	3	4.329	.228
		Secondary School	159	263.06			
		High School	170	276.60			
		Graduate and Postgraduate	95	264.96			
	Curiosity towards/special interest in historical places	The illiterate and primary school graduates	127	299.99	3	5.187	.159
		Secondary School	159	259.29			
		High School	170	279.71			
		Graduate and Postgraduate	95	265.26			
	Indifference to historical places	The illiterate and primary school graduates	127	267.77	3	4.220	.239
		Secondary School	159	297.76			
		High School	170	267.66			
		Graduate and Postgraduate	95	265.51			
	Awareness of historical places	The illiterate and primary school graduates	127	292.32	3	4.870	.182
		Secondary School	159	257.19			
		High School	170	271.67			
		Graduate and Postgraduate	95	293.41			
	Total	The illiterate and primary school graduates	127	299.55	3	6.010	.111
		Secondary School	159	253.50			
		High School	170	277.90			
		Graduate and Postgraduate	95	278.78			
Education level of the father	Valuing the historical place	The illiterate and primary school graduates	75	271.91	3	.147	.986
		Secondary School	126	279.96			
		High School	195	274.51			
		Graduate and Postgraduate	155	276.64			

	Curiosity towards/special interest in historical places	The illiterate and primary school graduates	75	271.99	3	.347	.951
		Secondary School	126	282.67			
		High School	195	276.04			
		Graduate and Postgraduate	155	272.47			
	Indifference to historical places	The illiterate and primary school graduates	75	290.17	3	1.518	.678
		Secondary School	126	272.32			
		High School	195	281.09			
		Graduate and Postgraduate	155	265.73			
	Awareness of historical places	The illiterate and primary school graduates	75	287.54	3	1.261	.739
		Secondary School	126	263.40			
		High School	195	278.53			
		Graduate and Postgraduate	155	277.48			
	Total	The illiterate and primary school graduates	75	271.51	3	.185	.980
		Secondary School	126	274.76			
		High School	195	275.14			
		Graduate and Postgraduate	155	280.27			
	p<.05						

Based on Table 6, there is no significant difference between the attitude scale (χ^2=6.010, p<0.05) and sub-scale scores (χ^2=4.329, p>0.05; χ^2=5.187, p>0.05; χ^2=4.220, p>0.05; χ^2=4.870, p>0.05) of the high school students towards historical places with parents' education level. Moreover, there is no significant difference between the high school students' score distribution on the attitude scale toward historical places (χ^2=.185, p<0.05) and the relevant sub-scales (χ^2=.147, p>0.05; χ^2=.347, p>0.05; χ^2=1.518, p>0.05; χ^2=1.261, p>0.05) with parents' education level.

The Kruskal–Wallis H test was conducted to identify whether the high school students' scores regarding the attitude scale towards historical places and the relevant sub-scales differ with the person or institutions they visited the museum with, and the results are given in Table 7.

Table 7

Kruskal–Wallis H Test Results Regarding High School Students' Score Distribution Of The Attitude Scale Towards Historical Places And The Relevant Sub-Scales With The Person Or İnstitutions They Visited The Museum With

		N	Line Avg.	Sd	χ^2	p
Valuing the historical place	Teacher	123	249.24	3	13.746	.003
	School	196	263.94			

	Parents	85	274.07			
	Other	147	315.58			
Curiosity towards/special interest in historical places	Teacher	123	255.68	3	5.642	.130
	School	196	272.25			
	Parents	85	271.91			
	Other	147	300.37			
Indifference to historical places	Teacher	123	317.46	3	25.733	.000
	School	196	291.70			
	Parents	85	268.02			
	Other	147	224.99			
Awareness of historical places	Teacher	123	244.46	3	15.850	.001
	School	196	263.97			
	Parents	85	278.66			
	Other	147	316.89			
Total	Teacher	123	238.93	3	21.325	.000
	School	196	263.21			
	Parents	85	276.08			
	Other	147	324.03			

p<.05

Examining Table 7, based on the results of the Kruskal–Wallis H test, there is no significant difference between the score distribution for the sub-scale of curiosity towards/special interest in a historical place (χ^2=5.642, p>0.05) with the person or institutions they visited the museum/historical site with. There is a significant difference between the score distributions of valuing historical places (χ^2=13.746, p<0.05), indifference to historical places (χ^2=25.733, p<0.05), awareness of historical places (χ^2=15.850, p<0.05), and total scale (χ^2=21325, p<0.05). Based on the results of the Mann–Whitney U test conducted to identify the source of differences, the valuing historical places score distribution of the students who marked the Other option for "the person or institutions they visited the museum with" is significantly higher than that of students who visited the place with their teachers (U=7004.00, p<0.05) and with their school (U=11548.00, p<0.05). The indifference to historical places scores distribution of the students going on museum visits with their families is significantly lower than that of students going with their teachers (U=4279.00, p<0.05). The indifference to historical places scores distribution of the students selecting the Other option is significantly lower than that of students visiting the historical place with their teachers (U=6190.50, p<0.05), with their schools (U=10781.50, p<0.05), and with their parents (U=5223.50, p<0.05). The awareness of historical places score distribution of the students selecting the Other option is significantly higher than that of the students visiting the historical place with their teachers (U=6808.00, p<0.05) and with their schools ((U=11513.50, p<0.05). The total scale score distribution of those who went on the museum visit with their teachers (U = 6408.50, p <0.05), school (U=11014.50, p<0.05), and parents (U=5210.50, p<0.05) is significantly lower than that of those selecting the Other option.

Conclusion

It is thought that it is significant to identify the attitudes of students towards historical places in history teaching that will be provided as part of place-based history

teaching. Based on this assumption, the present study was carried out to identify the attitudes of high school students toward historical places. In this context, it was observed that there was no significant difference in the attitudes of the students towards historical places with regard to gender or the education level of parents. The fact that female and male students' attitudes towards historical places are similar is because there is a resemblance between their evaluation styles in terms of the historical information provided by the historical places regarding the immediate environment, their historical significance at local and national levels, and their contributions to the city where they are located.

Based on the school type variable, it was determined that the scale was significantly lower in the sub-dimensions of valuing historical places and awareness and insensitivity towards the historical place for the students of Anatolian High Schools compared to the students of the Science High Schools and Social Sciences High Schools. Considering the scores obtained from the overall scale, it is observed that the Social Sciences High School scores are higher than the Science High School and Anatolian High School scores. These results show that there is a close relationship between the types of schools that students attend and the attitudes of students toward historical places. This relation is closely connected to the qualifications of students attending different high schools. The reason why the students attending the Social Sciences High School have better attitudes towards historical places compared to the students attending other school types may be the high level of awareness regarding the information on the historical place, and its impact and value at the local and national level. It may be thought that the weight of the history-related compulsory and elective courses given in this type of school in the curriculum also has an impact on this situation. In addition, further detailed studies may be conducted to understand the reasons for variances at the school type level (such as performing research with regard to whether the fact that the Anatolian High School students have lower level attitudes towards the historical place compared to the Science and Social Sciences High School students is related to the student selection system and scores of the relevant school type and whether there is a resemblance between the attitudes towards the general history lessons and the attitudes towards the historical place).

Considering the class-level variable, it is observed that the 9th-grade students have a significantly lower level than the 10th and 11th-grade students in terms of valuing the historical place and awareness sub-dimensions, and the 10th-grade students have a significantly lower level than the 11th-grade students in terms of valuing the historical place. Based on the scores obtained from the entire scale, the attitude scores of the 11th-grade students are higher than the attitude scores of the 9th and 10th-grade students. Therefore, it may be deduced that as the grade levels of high school students increase, their attitudes toward the historical place also improve. This may be explained by the increase in the quantity and quality of the historical places encountered in the history course as the class level increases.

No significant difference was found concerning the education level of parents. In particular, it may be deduced that the education level of parents does not have an impact on student's attitudes toward historical places. A high education level of parents does not mean that they will contribute to their children's positive or negative attitude toward the historical place. Even if the parent's education level is high, the student may have incorrect beliefs and attitudes toward the historical place. For this reason, it is important to know the education level of the parents as well as their attitudes towards the historical place. Combining these

two variables and examining their impact on the attitude towards the historical place can give a different perspective in this respect.

It is observed that students visiting historical places due to their interest and curiosity have significantly higher scores on the scale of attitude towards historical places. This seems to be in parallel with the study by Aktekin and Pata (2013). In their study, they aimed to identify the level of interest of secondary school students in learning history in their spare time and what activities they perform to learn history in their free time and shows that the main activities for learning history in their leisure time are watching historical films, documentaries, and series; reading historical novels, and visiting historical places. Observed in the study by Aktekin and Pata (2013), this case is compatible with the finding that the students who visit historical places due to their interest and curiosity have more positive attitudes towards the historical place. This finding also raises a question about the impact size of teachers and schools in developing attitudes towards historical places. Nowadays, out-of-school history education is particularly recommended, and it is thought that identifying whether this kind of education has an extensive impact on attitudes through broader studies, revealing the dimensions and characteristics of the excursion/observation activities by considering the results of these studies, and carrying out research that reveals the extent to which these activities should be included in history schedules will contribute to the field.

In the present study, the findings show that both parents' education level does not make a difference in the attitudes of high school students towards historical places and that the family and historical places and museum visits are at a lower level compared to teachers, schools, and other types of visits create a sense that the family is not a significant and effective factor in developing an attitude towards historical places. Therefore, it should be reviewed whether the same results are achieved by using different example groups and by carrying out studies on the role of the family in developing historical consciousness for history lessons, and this will give us an idea about how important these factors are in fact.

The results of this study show that 11th-grade students have a more positive attitude towards historical places than the 9th and 10th-grade students. To identify the reason for this situation, the high school history curriculum may be examined, and qualitative studies may be conducted regarding the opinions of students and teachers. In the present study, attitudes towards the historical place were reviewed with regard to variables such as gender, school type, class level, parents' education level, and with whom they visited the museum. In further studies, it may be examined whether the city, region, etc. where the students live has an impact on their attitudes towards the historical place.

The present study was conducted with high school students in the central districts of Adana. Considered in terms of historical places, Adana is a city accommodating historical places belonging to the period of Ramazanogulları, the War of Independence, and the Republic, and reflects the characteristics of those periods. Identifying whether historical places situated where students live have an impact on their attitudes and, in this respect, performing comparative studies with high school students in cities that have more (for example, Çanakkale) or fewer historical places than Adana or are known for their historical sites may provide an opportunity to identify the factors that have an impact on the attitude towards historical places. It is possible to assert that the present study will be useful for teachers and academics working in the field of history education, especially with regard to planning place-based history lessons and out-of-school history teaching activities.

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