THE ATTITUDE AND BEHAVIOR OF STUDENTS IN HIGH SCHOOL TOWARDS HISTORICAL AND CULTURAL HERITAGE IN BUCA (İZMİR)

BUCA'DA (İZMİR) TARİHİ VE KÜLTÜREL MİRASA YÖNELİK ORTAÖĞRETİM ÖĞRENCİLERİNİN TUTUM VE DAVRANIŞLARI

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Abstract: The purpose of this research is, to find out the attitude and behaviour of high school students towards the historical and cultural heritage in Buca. For this purpose, a scale composed of 24 questions and 5 factors, was formed. The total variance of factors was 53,165 % and Cronbach Alpha value was calculated as 0,812. The improved survey was applied to 435 high school students educated at the schools located in the centre of Buca town borders. As the result of the application, ıt is established that the attitude and behaviour of students concerning the historical and cultural heritage is negative % 12, positive % 17 and medium % 71. The attitude and behaviour were investigated, according to their schools, ages, grades and occupations which were to be chosen by students and ıt was concluded that the scores for attitude and behavior are above average. Although the manner and behaviour of students, intended for the historical and cultural heritage are at the expected level, it was determined that they can' t overreach their interest and preference.

Keywords: Historical and cultural heritage; students of high school; attitude and behavior; Buca; İzmir

Özet: Bu çalışmanın amacı Buca'da tarihi ve kültürel mirasa yönelik ortaöğretim öğrencilerinin tutum ve davranışlarının ortaya çıkartılmasıdır. Bu amaçla 24 önermeli 5 faktörden oluşan bir ölçek geliştirilmiştir. Faktörlerin toplam varyansının %53,165, Cronbach Alpha değeri=0,812 olarak hesaplanmıştır. Geliştirilmiş olan anket Buca merkez ilçe sınırları içerisinde yer alan okullarda öğrenim gören 435 ortaöğretim öğrencisine uygulanmıştır. Uygulama sonucunda öğrencilerin tarihsel ve kültürel yapılara ilişkin tutum ve davranışlarının %12 olumsuz, %17 olumlu ve %71 ise orta düzeyde olduğu tespit edildi. Tutum ve davranışlar okul, cinsiyet, yaş, sınıf ve seçilecek meslek grubuna göre incelenmiş ve tutum ve davranış puanlarının ortalamanın üzerinde olduğu sonucuna ulaşılmıştır. Öğrencilerin tarihi ve kültürel mirasa yönelik tutum ve davranışları beklenen düzeyde olmakla birlikte ilgi ve beğeninin ötesine geçemediği tespit edilmiştir.

Anahtar Kelimeler: Tarihi ve kültürel miras; ortaöğretim öğrencileri; tutum ve davranış; Buca; İzmir

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1. INTRODUCTION

The "Heritage" term is used on a broad basis today. The unique fields in terms of natural environment and the lands which are the main parts of the process of ecosystem (natural sites), the environments where some have historical and cultural assets and the historical and cultural sites are admitted as heritage assets (Akten and others. 2008: 755; Oban 2008: 602).

It is said that some activities related to conservation of historical and cultural heritage have been done through some countries in the world since 17 th century. But the efforts of linking the conservation studies to some international rules have been seen, since the beginning of 1900s. But the acceptance of an international bylaw was possible at a meeting in Venice in 1964 (Oban 2006, 221). " Contract of The World Heritage / The Contract of Conservation of World Cultural and Natural Heritage " was accepted at The General Conference of UNESCO in 1972. This contract aims; determining natural sites and providing their subsumption in conservation into the World Heritage List, announcing them to the world in order to form public consciousness and to present technical collaboration to the agencies and governments which are disqualified for conservation at that moment (Erden, 1984: transfered from p.36 is Oban 2006, 221).

The historical and cultural heritage subject has become a current issue in Turkey, since the development of tourism activities and ıt has become more and more important (Uslu and Kiper 2006, 306). The Antiqurianism and Monuments High Board was established in 1951 in Turkey. The first law related to Antiqurianism in Turkey is introduced in 1969. And it is followed by the Antiqurianism Law in 1973 (21.07.1973 dated and 1710 numbered law). But the legal arrangement involving the emphasis of the historic-cultural heritage was done by the law on " Conservation Of Cultural And Natural Assets Numbered 2863 ", dated 07/21/1983 (Official newspaper, no: 18113) Some statements were added related to the usage of them by the innovation done in 1987 as well as preservation (innovation: 06/17/1987 – 3386 / 1. topic) This innovation has carried the issue of conservation to a important point. The conservation has turned into a compulsory application for not only the government but also the ones that have benefits from the usage of cultural and historical assets. But the arrangements on the usage of them besides conservation, is not enough for solving the problems in some certain circumstances.

Although any research concerning the attitude and behavior towards conservation of the natural and historic-cultural heritage hasn't been in the literature review, there is a study close to our point, concerning the awareness of the locals on the effects of tourism on the cultural heritage in Beypazarı, in Ankara (Uslu and Kiper 2006). On the other hand, ıt is seen that the searches towards the establishment (inventory) of historical and cultural heritage, have been well done (kulturvarliklari.gov.tr; Başgelen 2003a; Diler 2007; Diler 2008; TÜBA-TÜKSEK 2008; Dedehayır 2009; Demirkesen and others 2005).

The purpose of this research is to revealing the attitudes and behavior of high school students towards conservation and the usage of historical and cultural heritage in the city where they live. For this purpose, the answer has been sought to the question of " What are the attitudes and behavior of high school students participating in the research, towards the

conservation and usage of historical and cultural heritage, according to their schools, grades, ages, gender and occupations chosen for the future.

1.1.   The Historical And Cultural Heritege In Buca

There are some structures which have a great historic-cultural value, composed of the gardened houses in Mastic architecture and Levantine mansions in Buca (İzmir) (Erpi 1987: 50; Oban 2006: 138). There are some problems because of the unconscious usage and the rent expectation related to conservation of the historic-cultural heritages in inventory. There are some problems concerning the circumstance in other habitations of Turkey as well. For instance, ıt is known that the churches and caves incorporated into conservation by UNESCO in Göreme in Nevşehir, had been destroyed to a large degree, because of heavy usage, such as store and barn until the recent past and their interior decorations tend to disappear because of neglect and moisture (Gürpınar 2001). There are deteriorations because of the effects of natural process in some circumstances as well. For instance, a project had been fulfilled, to prevent the deteriorations of the wooden construction in Cumalıkızık in 1998 (Uslu and Kiper 2006: 306; Perker and Akıncıtürk 2006: 46). Especially, this situation has made itself felt more, on the historical and cultural assets of private property. It has been observed at certain historical buildings in Buca too. The proprietors want to gain high income by destroying the buildings themselves and taking advantage of a change in reconstroation (Foto 1). But some buildings have recovered from this devastation and destruction. Some of the recovered buildings are used for cultural purposes (such as library and cultural center) by the municipalty, (Foto 2), the other parts are used for educational purposes by the government and private sector. And another part of them are in use by state and private sector owned enterprises (such as gardened luxury restaurant, cafe house etc.). The structures which have historical and cultural values in Buca are Levantine Mansions to a large extent (Oban 2007:338) The important structures belonging to Levantines in Buca are; Rees Manor, Baltacı Manor, De Jongh Manor, Gavrili Mansion, Forbes Pavilion, Russo Pavilion, Aliotti (Hasan Ağa Pavilion) and Hacı Davud Fargoh Mansion. Also there are some houses, having historical and cultural value besides these pavilions and mansions. In particular, these houses are listed on the Uğur Mumcu (Station street) and Barış Manço streets (Oban 2006:143).

In addition to the Buca houses, there are two historic aqueducts on the Meles river and when some religious structures such as the Protestant Church, the Catholic Church, Muradiye and Albanian Mosques are located, have the importance in terms of historic-cultural heritage (Oban 2006:143).

2. METHOD

A Screening technique was applied for the determination of the attitude and behavior in this study (Tanrıöğen and others. 2009:59) Due to a study previously performed in this field which could not be reached, a 24 questions scale was formed to apply in screening.

2.1. Participants

The extent of this study is Buca district of İzmir, 2008 – 2009 academic year, Buca high school and Buca Fatma Saygın Anatolian High School's 1st, 2nd and 3 th grade students. The reason for choosing these two secondary education institutions is that they are at the heart of the city s historical and cultural texture. Of the 435 students who were able to be reached and participated in the sample, 291 were from Buca High School and 144 from Fatma Saygın Anatolian High School. 188 of the students who participated are at the 1st grade, 139 of them are the 2nd grade and 109 of them are the 3rd grade.

Photo 1: Dean of the Faculty of Buca Education building. Rees Manor been used for different purposes for many years. For example, in 1959, while the Izmir Institute of Education, Dokuz Eylul University, Buca Faculty of Education in 1982, the building serves as the Dean today. Usage of a period known as the British Consulate.

Photo 2: David Fargoh Haji Mansion, was built in 1903. Pavilion takes place on Ugur Mumcu Street. This mansion has a structure quite magnificent. Structure is used as the Buca town hall until 2000, Buca Municipality Cultural Arts Center today serves as a.

2.2. Data Collection Tool

A 50 question Likert scale (Balcı 2001:136) was created in order to find answers to the question of research. Within the analysis of principal components, factor analysis was performed 5 times to the data obtained as a result of questions applied to 236 students. According to the last factor analysis, the structure composed of 50 questions was reduced to 24 questions. 24 questions were collected at 5 factors (Table 1)

These basic factors are concerned with: 1) Conservation, 2) Admiration, 3) Sight-seeing and Recognition, 4) Relevancy, 5) Modernity request

Varimax rotation was performed in factor analysis. The angle between the Varimax rotation and the axis of factors is prooved to be a right angle (90 °). Eventually, the correlation between the factors are "0". In other words, the factors are created as independently of each other. Therefore, the naming of each factor will be facilitated (Altunışık & others. 2005:227). The consisted structures' KMO value is 0,840. 0 hypothesis (Ho: correlation matrix is unit matrix) was rejected as a result of the Barlett Sphericity Test. (χ =2179.842, p=0,000). Anti-image correlation matrix's diagonal values were changed from 0,911 to 0,676. Composed of 5 factors' total variance is explained at the level of 53,165 %. Because of the existence of the five factor structures' Cronbach Alpha value is 0,812; it is concluded that the structure is highly reliable. The formed structure's the mean item and variance are found as found 3,378 and 1,445.

Table 1: The formed factor groups and components according to the analysis of the basic components (varimax rotation was applied)

Factor Groups	Questions	Components				
		1	2	3	4	5
Conservation	q28	**,654**	,204	,024	-,005	,180
	q33	**,645**	,192	,051	,147	,121
	q46	**,642**	,215	-,079	,148	,028
	q34	**,628**	,106	,028	,214	-,091
	q31	**,608**	,004	,237	,049	,279
	q36	**,589**	,078	,000	,065	,283
	q39	**,535**	-,148	,021	,113	,104
Admiration	q49	,343	**,608**	,053	,046	-,045
	q37	,258	**,595**	,113	,131	,010
	q45	,342	**,559**	,166	,133	-,162
	q40	-,133	**,532**	,288	-,123	,172
	q47	-,437	**,509**	-,064	-,026	-,022
	q26	,091	**,454**	,349	,173	,270
Sight-seeing and Recognition	q4	,058	,031	**,673**	-,096	-,156
	q13	,070	,136	**,655**	,108	-,165
	q17	-,067	,252	**,549**	,013	,319
	q16	,058	,078	**,476**	,297	,408
Relevancy	q8	,122	-,021	-,107	**,735**	,148
	q9	,251	-,011	,004	**,700**	,120
	q11	,083	,167	,250	**,591**	,142
	q7	,161	,288	,403	**,420**	-,102
Modernity Request	q27	,113	,015	,039	,085	**,689**
	q29	,193	-,092	-,038	,060	**,595**
	q19	,188	,098	-,167	,164	**,554**

3. FINDINGS

In this chapter, the results of the findings achieved from the statistical analysis of the data collected for the solution of the problem dealt with, are presented.

According to the analysis to determine the views, towards the historical buildings, of the 435 participating students, 291 of them are from Buca high school and 144 from Fatma saygın Anatolian high school. 52 of the students' attitudes and behavior towards to the historical and cultural structures are negative and 75 of them are positive and 308 of them are at the middle level. According to the sums of factor scores and their Standard deviations of the created factor groups, the attitudes and behavior are evaluated in three groups as positive, negative and median (Table 2). The highest positiveness of the factors of the 5 factor groups created the students' attitudes and behavior are the dimensions of conservation, recreation and relevancy (% 18,9). And the lowest factor is the request of Modernity (% 10,6).

Table 2: The positive state of the attitudes and behaviour based on the factor scores of the factor groups

Attitude Level	Conservation		Admiration		Sight-seeing and Recognition		Relevancy			Modernity Request		Total
	Student	%	Student	%	Student	%		Student	%	Student	%	Student
Negative	80	18,4	77	17,7	53	12,2	Negative	80	18,4	77	17,7	53
Median	273	62,8	294	67,6	317	72,9	Median	273	62,8	294	67,6	317
Positive	82	18,9	64	14,7	65	14,9	Positive	82	18,9	64	14,7	65

3.1. What are the Opinions According to the Schools of High School Students Participating in the Study, Concerning Conservation and the Use of Historical and Cultural Heritage in Buca?

The Arithmetic Average ($\bar{x}$) and Standard Deviation (ss) were calculated to determine whether the attitudes and behavior towards to the historical and cultural construction in Buca, of the participants have shown a difference according to their schools. Then, the t-test was applied in order to determine whether the differences between the Arithmetic Avarages are significant. Related results are given in Table 3.

Table 3: The results of the Arithmetic Averages, Standard Deviations and T-tests according to the participants' opinions towards to the historical and cultural structure in Buca, according to the schools of participants.

Factor	School	n	$\bar{x} \pm ss$	t	P
Conservation	Buca High School	291	3,5 ± 0,80	2,059	0,040
	Fatma Saygın Anatolian High School	144	3,4 ± 0,73		
Admiration	Buca High School	291	3,5 ± 0,71	4,601	0,000
	Fatma Saygın Anatolian High School	144	3,1 ± 0,55		
Sight-seeing and Recognition	Buca High School	291	3,7 ± 0,76	7,620	0,000
	Fatma Saygın Anatolian High School	144	3,1 ± 0,67		
Relevancy	Buca High School	291	3,6 ± 0,86	3,825	0,000
	Fatma Saygın Anatolian High School	144	3,3 ± 0,85		
Modernity Request	Buca High School	291	2,9 ± 0,87	0,431	0,067
	Fatma Saygın Anatolian High School	144	2,8 ± 0,79		
	Fatma Saygın Anatolian High School	144	2,8 ± 0,79		

There is a difference between the attitudes and behavior according to the schools of students attending Buca High School in dimensions of Relevancy (t=3,825), sight-seeing and recognition (t=7,620), admiration (t=4,601), and conservation (t=2,059). Modernlik isteği boyutunda ise önemli bir farklılık bulunmamaktadır (P=0,067).
There isn' t a significant difference in the dimensions of the request of Modernity (P=0,067). Although it is difficult to explain the difference attributed Buca High School, except in dimensions of the Modernity request, some of Fatma Saygın Anatolian High School students are from outside Buca and have less knowledge about the historic-cultural heritage in Buca, can be counted among the reasons.

3.2. What are the opinions according to the gender of high school students participating in the study, concerning conservation and the use of historical and cultural heritage in Buca?

The Arithmetic Average ($\bar{x}$) and Standard Deviation(ss) were calculated to determine whether the opinions of the participants towards the historical and cultural structure in Buca, have shown differences according to participants' gender. Then, the T-test was applied in order to determine whether the differences between the Arithmetic Avarages are significant. Related results are given in Table 4.

Table 4: The results of the Arithmetic Averages, Standard Deviations and T-tests according to the participants' opinions towards historical and cultural structure in Buca, according to gender of participants.

Factor	Gender	n	$\bar{x} \pm$ ss	t	P
Conservation	Female student	253	3,6 ± 0,78	3,396	0,000
	Male student	182	3,3 ± 0,75		
Admiration	Female student	253	3,4 ± 0,69	2,875	0,004
	Male student	182	3,2 ± 0,65		
Sight-seeing and Recognition	Female student	253	3,6 ± 0,74	3,410	0,000
	Male student	182	3,3 ± 0,80		
Relevancy	Female student	253	3,6 ± 0,88	3,668	0,000
	Male student	182	3,3 ± ,083		
Modernity Request	Female student	253	2,9 ± 0,87	2,012	0,044
	Male student	182	2,8 ± 0,81		

According to the T-test results, it is revealed that there are significant differences in dimensions of relevancy(t=3,668), sight-seeing and recognition (t=3,410), admiration (t=2,875) conservation and restoration (t=3,396), according to gender towards female students. Although the difference in the size of Modernity is significant (t=2,012), its' degree of importance is lower than the other dimensions (P=0,044).

3.3. What are the opinions according to the ages of high school students participating in the study, concerning conservation and the use of historical and cultural heritage in Buca?

The Arithmetic Average ($\bar{x}$) and Standard Deviation(ss) were calculated to determine whether the opinions of the participants towards the historical and cultural structure in Buca, have shown differences according to participants' ages. Then, the Variance Analysis was applied in order to determine whether the differences between the Arithmetic Avarages are significant. Related results are given in Table 5.

Table 5: The results of the Arithmetic Averages, Standard Deviations and Variance Analysis according to the participants' opinions towards historical and cultural structure in Buca, according to age groups of participants.

Factor		n	$\overline{x} \pm ss$	F	P
Conservation	15	93	3,5 ± 0,798		
	16	174	3,6 ± 0,731		
	17	139	3,4 ± 0,800		
	18	29	3,5 ± 0,891		
	Total	435	3,5 ± 0,780	1,308	0,271
Admiration	15	93	3,3 ± 0,558		
	16	174	3,4 ± 0,706		
	17	139	3,3 ± 0,728		
	18	29	3,5 ± 0,621		
	Total	435	3,3 ± 0,679	0,959	0,411
Sight-seeing and Recognition	15	93	3,2 ± 0,648		
	16	174	3,5 ± 0,776		
	17	139	3,5 ± 0,786		
	18	29	3,8 ± 0,936		
	Total	435	3,5 ± 0,779	6,046 *	0,000
Relevancy	15	93	3,3 ± 0,893		
	16	174	3,6 ± 0,840		
	17	139	3,5 ± 0,848		
	18	29	3,5 ± 1,033		
	Total	435	3,5 ± 0,870	1,921	0,125
Modernity Request	15	93	2,9 ± 0,840		
	16	174	2,9 ± 0,826		
	17	139	2,8 ± 0,862		
	18	29	3,0 ± 0,934		
	Total	435	2,9 ± 0,846	0,281	0,839

It is observed that the difference [F (3,5 ± 0,779) =6,046] is significant in dimension of sight-seeing and recognition as a result of the analysis. Scheffé test was applied in order to determine the source of the difference as a result of Variance Analysis. According to the Scheffé test's results, it is observed that significant difference is (P=0,004) between the 15 (3,2 ± 0,648) to 18 age group (3,8 ± 0,936), is (P=0,015) between the 15 to 16 age group (3,5 ± 0,776) and (P= 0,028) between the 15 to 17 age group (3,5 ± 0,786) towards 16, 17 and 18 age groups. Although there isn' t a significant difference in the other factor goups, the scores of the 15 age group is lower than the other age groups in the entire age groups.

3.4. What are the opinions according to the class of high school students participating in the study, concerning conservation and the use of historical and cultural heritage in Buca?

The Arithmetic Average ($\overline{x}$) and Standard Deviation (ss) were calculated to determine, whether the opinions of the participants towards the historical cultural structure in Buca, have shown differences, according to the class of participants.

Then, Variance Analysis was applied in order to determine whether the differences between the Arithmetic Averages are significant. Related results are given in Table 6.

Table 6: The results of the Arithmetic Averages, Standard Deviations and Variance Analysis according to the participants' opinions towards historical and cultural structure in Buca, according to the class of participants.

Factor		n	$\bar{x} \pm$ ss	F	P
Conservation	1 st Grade	187	3,5 ± 0,792		
	2 nd Grade	139	3,5 ± 0,722		
	3 rd Grade	109	3,4 ± 0,823		
	Total	435	3,5 ± 0,780	1,784	0,169
Admiration	1 st Grade	187	3,4 ± 0,675		
	2 nd Grade	139	3,4 ± 0,669		
	3 rd Grade	109	3,3 ± 0,703		
	Total	435	3,3 ± 0,679	0,229	0,795
Sight-seeing and Recognition	1 st Grade	187	3,5 ± 0,788		
	2 nd Grade	139	3,5 ± 0,748		
	3 rd Grade	109	3,5 ± 0,807		
	Total	435	3,5 ± 0,779	0,0739	0,929
Relevancy	1 st Grade	187	3,5 ± 0,879		
	2 nd Grade	139	3,5 ± 0,749		
	3 rd Grade	109	3,5 ± 0,890		
	Total	435	3,5 ± 0,870	0,037	0,963
Modernity Request	1 st Grade	187	2,9 ± 0,816		
	2 nd Grade	139	2,7 ± 0,843		
	3 rd Grade	109	3,0 ± 0,882		
	Total	435	2,9 ± 0,846	3,381 *	0,035

It is observed that the difference [F (2,9 ± 0,846) =3,381] is significant in dimension of modernity, as a result of the analysis (Table 6). Scheffé test was applied in order to determine the source of the difference, as a result of variance analysis. According to the Scheffé test's results, it is determined that the difference is (P=0,035) between 3 rd grades (3,0 ± 0,882) and 2 nd grades (2,7 ± 0,843) and towards 3 rd grades.

3.5. What are the opinions according to the occupations chosen by high school students participating in the study, concerning conservation and the use of historical and cultural heritage in Buca?

The Arithmetic Average ($\bar{x}$) and Standard Deviation (ss) were calculated to determine whether the opinions of the participants towards historical and cultural structure in Buca, have shown differences, according to the occupations chosen by the participants. Then, Variance Analysis was applied in order to determine whether the differences between the Arithmetic Averages are significant. Related results are given in Table 7.

It is observed that the difference is significant in dimensions of admiration **[**F (3,3 ± 0,679) =5,913**]**, and sight-seeing and recognition [F (3,5 ± 0,779) =3,119]**,** as a result of the

analysis. The Scheffé test was applied in order to determine the source of the difference as a result of variance analysis. According to the The Scheffé test's results, it is observed that significant difference in dimensions of admiration is (P=0,001) between education occupational group (3,6 ± 0,643) and production- engineering occupational group (3,1 ± 0,675) , is (P=0,004) between education (3,6 ± 0,643) and other occupational group (3,3 ± 0,616) towards education occupational group. It is observed that there is a significant difference (P= 0,055) between education occupational group (3,7 ± 0,787) and justice-law occupational group (3,2 ± 0,854) towards education vocational group in dimension of sight-seeing. Although there aren' t any significant differences in other factor group, the score of education occupational group is higher than all other occupational group. And this is proved that the students indicating that they will choose the educational occupations, have more sensitivity on historic-cultural heritage.

Table 7: The results of the variance according to the occupations chosen by students.

Factor		n	$\overline{X} \pm ss$	F	P
Conservation	Other	165	3,5 ± 0,795		
	Service	16	3,6 ± 0,797		
	Production-Engineering	48	3,2 ± 0,792		
	Fine arts-sport	41	3,4 ± 0,873		
	Media- communication	20	3,5 ± 0,663		
	Justice-law	33	3,5 ± 0,691		
	Education	112	3,6 ± 0,738		
	Total	435	3,5 ± 0,780	1,905	0,0786
Admiration	Other	165	3,3 ± 0,616		
	Service	16	3,5 ± 0,713		
	Production-Engineering	48	3,1 ± 0,675		
	Fine arts-sport	41	3,4 ± 0,780		
	Media- communication	20	3,2 ± 0,643		
	Justice-law	33	3,2 ± 0,695		
	Education	112	3,6 ± 0,643		
	Total	435	3,3 ± 0,679	5,913	0,000
Sight-seeing and Recognition	Other	165	3,5 ± 0,725		
	Service	16	3,5 ± 0,706		
	Production-Engineering	48	3,3 ± 0,744		
	Fine arts-sport	41	3,5 ± 0,857		
	Media- communication	20	3,6 ± 0,767		
	Justice-law	33	3,2 ± 0,854		
	Education	112	3,7 ± 0,787		
	Total	435	3,5 ± 0,779	3,119	0,005
Relevancy	Other	165	3,5 ± 0,867		
	Service	16	3,7 ± 0,821		
	Production-Engineering	48	3,3 ± 0,813		
	Fine arts-sport	41	3,3 ± 0,918		
	Media- communication	20	3,3 ± 0,881		
	Justice-law	33	3,5 ± 1,013		
	Education	112	3,7 ± 0,822		
	Total	435	3,5 ± 0,870	1,780	0,102
Modernity Request	Other	165	2,9 ± 0,771		
	Service	16	3,1 ± 0,996		
	Production-Engineering	48	2,7 ± 0,916		
	Fine arts-sport	41	2,6 ± 0,948		
	Media- communication	20	2,5 ± 0,927		
	Justice-law	33	2,9 ± 0,868		
	Education	112	2,9 ± 0,812		
	Total	435	2,9 ± 0,846	2,120	0,050

4. DISCUSSION AND CONCLUSION

It was observed that 17,2 % positivity, 70,8 % median and 12,0 % negativity of the secondary school students' attitudes and behavior towards the historical and cultural heritage in Buca. Looking at the differences concerning the sub-problems in factor groups, while the difference is only at one each in the sub-dimensions, there isn't any significant differences in the other dimensions. It is observed that the difference is at the age only in the dimension of sight-seeing and recognition and is at the grade only in the dimension of modernity. While there isn't a significant difference in the one of sub-dimensions, in terms of the sub-problems at the attitude and behavior, according to school, gender and occupation to be chosen, there are significant differences at the other four sub-dimensions.

There are significant differences towards Buca High School in all sub-dimensions, except the sub-dimension of the modernity request in terms of schools, and the scores of Buca High School are high in all sub-dimensions. There are significant differences towards female students in all the sub-dimensions in terms of gender. From this point of view, ıt can be said that, Buca High School is more positive than Buca Fatma Saygın Anatolian High School, and, in terms of gender, the attitude and behaviour of female students are more positive than male students. Nevertheless the decreased scores, in the dimension of Modernity request, according to other dimensions, is a good indication of failure at explaining historical and cultural heritage to the students. The high scores obtained in the sub-dimensions of conservation, admiration and sight-seeing – recognition are consistent with the results of the study done by Uslu and Kiper (2006), on awareness of the locals, towards to the effects of tourism on cultural heritage in Beypazarı, in 2006. In the study, ıt was emphasized that locals had found positive the use of the culturel heritage in Beypazarı for tourism purpose and there wasn' t any alteration of old houses and that stated the idea of function changes. (Uslu & Kiper 2006:311). The wishes of locals in Beypazarı on the further development of cultural tourism is also expressed. (Uslu and Kiper 2006:312). Also this means that the attitude and behaviour of locals in Beypazarı towards historical and cultural heritage are in positive direction. In our study, the scores of the attitude and behaviour are over average in all the sub-problems and in sub-dimensions. This is proved that the high school students as well in Buca have positive opinions for the historic and cultural heritage such as locals in Beypazarı.

Nevertheless, the devastation towards the historic and cultural heritage in Buca, can' t be prevented. The reason for this can be shown that the urban rent is rather much more than the income which will be obtained from tourism or other uses of the historic and cultural heritage. Therefore in order to maintain at a positive level the attitudes and behaviors of both students and locals , to increase the educational studies (if necessary with elective lectures or in leisure activities) through formal education or common–public education is required. Besides, providing to increase the ways of obtaining revenue while maintaining historical and cultural heritage or establishing a ground to us for education and culture by the state and local governments through expropriating of property that can not be profitable as well, are required.

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YAPILANDIRILMIŞ ÖZET

Tarihsel ve kültürel miras konusu Türkiye'de özellikle turizmin gelişimiyle gündeme gelen ve giderek önemi artan bir konudur. Koruma ve envanter oluşturma üzerine çalışmalar yer almakla birlikte yapılan literatür taramasında doğal ve tarihi-kültürel mirasın korunmasına yönelik tutum ve davranışlara yönelik bir çalışmaya rastlanmamıştır.

Araştırmanın amacı, ortaöğretim seviyesindeki öğrencilerin yaşadıkları kentteki tarihsel ve kültürel mirasın korunması ve kullanımına yönelik tutum ve davranışlarını ortaya koymaktır.

Araştırma alanının seçiminde Buca'daki tarihsel ve kültürel mirasın fazlalığı etkili olmuştur. Buca'da (İzmir) önemli bir bölümü Levanten konaklarından ve Sakız mimarisine sahip bahçeli evlerden oluşan tarihsel ve kültürel değeri yüksek binalar yer almaktadır. Bu tarihi ve kültürel değere sahip yapılardan önemli bir kısmı köşklerdir.. Buca'da Levantenler'e ait en önemli yapılar; Rees Malikânesi, Baltacı Malikânesi, De Jongh Malikânesi, Gavrili Konağı, Forbes Köşkü, Russo Köşkü, Aliotti (Hasan Ağa Köşkü) ve Hacı Davut Fargoh Konağı'dır. Buca'da köşklere ve evlere ek olarak tarihi ve kültürel miras yönünden önem taşıyan Meles çayı üzerinde iki tarihi su kemeri ve bazı dini yapılar (Protestan Kilisesi ve Katolik Kilisesi ile Muradiye Camisi ve Arnavut Camisi) yer almaktadır.

Çalışmada tutum ve davranışların tespiti için tarama tekniği uygulanmıştır. Çalışmanın evreni İzmir ili Buca ilçesi 2008-2009 öğretim yılı Buca Lisesi (291 öğrenci) ve Buca Fatma Saygın Anadolu Lisesi (144 öğrenci) 1., 2. ve 3. Sınıf öğrencileridir.

Araştırma sorusuna yanıt bulabilmek amacıyla 50 önermeli bir likert ölçeği oluşturuldu. Oluşan yapının **KMO** değeri 0,840 bulunmuştur. **Bartlett Küresellik Testi** sonucu 0 hipotezi (Ho: Korelasyon matrisi birim matristir) reddedildi (χ =2179.842, p=0,000). Anti-image korelasyon matrisinin köşegen değerlerinin 0,911 - 0,676 arasında değiştiği görüldü. Oluşan 5 faktörün toplam varyansı %53,165 düzeyinde açıklandığı belirlendi. Oluşan beş faktörlü yapının Cronbach Alpha değeri=0,812 olarak bulunduğu için yüksek derecede güvenilir olduğu sonucuna varılmıştır. Oluşan yapının madde ortalaması ve varyansı 3,378 ve 1,445 olarak belirlenmiştir.

Öğrencilerin tarihsel ve kültürel yapılara ilişkin 52'sinin tutum ve davranışları olumsuz, 75'inin olumlu ve 308'inin ise orta düzeydedir. Öğrencilerin tutum ve davranışlarını oluşturan 5 faktör grubundan olumluluğun en yüksek olduğu faktörler koruma ve rekreasyon ile ilgililik boyutlarıdır (% 18,9). En düşük olduğu faktör ise modernlik isteğidir (% 10,6).

Öğrencilerin okullara göre tutum ve davranışları arasında koruma (t=2,059), beğeni (t=4,601), gezi ve tanıma (t=7,620), ilgililik (t=3,825) boyutlarında Buca Lisesi yönünde bir farklılık bulunmaktadır.

T testi sonuçlarında cinsiyete göre ilgililik (t=3,668), gezi ve tanıma (t=3,410), koruma ve restorasyon (t=3,396), beğeni (t=2,875) boyutlarında cinsiyete göre kız öğrenciler yönünde önemli farklar olduğu ortaya çıkmıştır. Modernlik boyutunda da fark önemli olmakla birlikte (t=2,012) diğer boyutlardan önem derecesi düşüktür (P=0,044).

Yapılan çözümleme sonucunda yaş grupları arasında gezi ve tanıma boyutunda farklılığın önemli olduğu [F (3,5 ± 0,779) =6,046] belirlenmiştir. Scheffé testi sonuçlarına göre farkın 15 yaş grubu ile diğer yaş grupları arasında olduğu tespit edilmiştir.

Yapılan çözümleme sonucunda sınıflar arasında modernlik boyutunda farklılığın önemli olduğu [F (2,9 ± 0,846) =3,381] ortaya çıkmıştır. Scheffé testi sonuçlarına göre farkın üçüncü

sınıflar (3,0 ± 0,882) ile ikinci sınıflar (2,7 ± 0,843) arasında (P=0,035) üçüncü sınıflar yönünde olduğu tespit edilmiştir.

Yapılan çözümleme sonucunda öğrencilerin seçmek istedikleri mesleklere göre beğeni [F (3,3 ± 0,679) =5,913], gezi ve tanıma [F (3,5 ± 0,779) =3,119] boyutlarında farklılığın önemli olduğu görülmüştür. Scheffé testi sonuçlarına göre beğeni boyutunda farkın önem sırasıyla eğitim meslek grubu (3,6 ± 0,643) ile üretim-mühendislik meslek grubu (3,1 ± 0,675) arasında (P=0,001), eğitim meslek grubu (3,6 ± 0,643) ile diğer meslek grubu (3,3 ± 0,616) arasında (P=0,004) eğitim meslek grubu yönünde olduğu tespit edilmiştir. Gezi ve tanıma boyutunda ise eğitim meslek grubu (3,7 ± 0,787) ile adalet-hukuk meslek grubu (3,2 ± 0,854) arasında (P= 0,055) eğitim meslek grubu yönünde önemli fark olduğu belirlenmiştir.

Buca'da tarihsel ve kültürel mirasa yönelik ortaöğretim öğrencilerinin tutum ve davranışlarında % 17,2 olumlu, % 70,8 orta ve % 12,0 olumsuzluk görülmüştür. Faktör gruplarında alt problemlere ilişkin farklara bakıldığında yaş ve sınıfa göre tutum ve davranışlarda alt boyutların yalnızca birer tanesinde fark görülürken diğer dört boyutta önemli farklılıklar bulunmamıştır.

Okul türünde modernlik isteği alt boyutu hariç bütün alt boyutlarda Buca Lisesi yönünde önemli farklar bulunmaktadır ve bütün alt boyutlarda Buca Lisesinin puanları yüksektir. Cinsiyette ise bütün alt boyutlarda kız öğrenciler yönünde önemli farklılıklar ortaya çıkmıştır. Buradan hareketle okullardan Fatma Saygın Anadolu Lisesine göre Buca Lisesinin, cinsiyet açısından da kız öğrencilerin erkek öğrencilere göre tarihi ve kültürel mirasın korunmasına yönelik tutum ve davranışlarının daha olumlu olduğu söylenebilir.

Öğrencilerin olumlu tutum ve davranışlar içerisinde olmalarına rağmen Buca'da tarihi ve kültürel mirasa yönelik tahribatın önüne geçilememektedir. Bunun da sebebi olarak kentsel rantın henüz tarihi ve kültürel mirastan turizm veya daha başka kullanımlarla elde edilecek gelirden hayli fazla olması gösterilebilir. Bu nedenle gerek öğrenciler gerekse yerel halkın tarihi ve kültürel mirasa yönelik tutum ve davranışlarını olumlu düzeyde tutmak için örgün öğretimde veya halk eğitimi aracılığıyla eğitim çalışmalarını (gerekirse boş zaman etkinlikleri içerisinde veya seçimlik dersler ile) artırmak gerekmektedir.