

Examining the Knowledge Levels of Middle School Students Regarding Kırşehir's Cultural and Historical Values in Terms of Various Variables

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Abstract

This study was conducted to reveal the knowledge levels of middle school students regarding Kırşehir's cultural and historical values based on variables such as gender, grade level, parental education status, and whether they travel with their families or not. The study group consisted of 163 middle school students. The quantitative research method using a survey model was employed in the study. The data were obtained by administering the Kırşehir tourism values knowledge test, which was developed by the researchers with the support of expert teachers and measurement and evaluation specialists. During the pilot application phase, nine test items with item discrimination indices below 0.30 were excluded from the final test, leaving a total of 18 test items. The data were analyzed using independent samples t-test, one-way analysis of variance (ANOVA), and Scheffe multiple comparison test. According to the analyzed data, there was a significant difference in the knowledge levels of middle school students regarding the cultural and historical values of Kırşehir based on gender (favoring female students), parental education level (high school or university), and whether they traveled with their families. However, no significant difference was found based on grade levels. The study was conducted using the quantitative research method, and it is recommended that in-depth studies be conducted in line with the qualitative paradigm.

Keywords: Kırşehir, middle school students, cultural and historical values, knowledge level.

Ortaokul Öğrencilerinin Kırşehir'in Kültürel ve Tarihi Değerlerine İlişkin Bilgi Düzeylerinin Çeşitli Değişkenler Açısından İncelenmesi

Öz

Bu çalışma, ortaokul öğrencilerinin Kırşehir'in kültürel ve tarihi değerlerine ilişkin bilgi düzeylerini ortaya çıkarmak amacıyla yapılmıştır. Çalışma grubu 163 ortaokul öğrencisinden oluşmaktadır. Araştırmada tarama modelinin kullanıldığı nicel araştırma yöntemi kullanılmıştır. Veriler, araştırmacılar tarafından uzman öğretmenler ve ölçme ve değerlendirme uzmanlarının desteğiyle geliştirilen Kırşehir turizm değerleri bilgi testi uygulanarak elde edilmiştir. Pilot uygulama aşamasında, madde ayırt edicilik indeksi 0.30'un altında olan dokuz test maddesi son testten çıkarılmış ve geriye toplam 18 test maddesi kalmıştır. Veriler, bağımsız örneklem t testi, tek yönlü varyans analizi (ANOVA) ve Scheffe çoklu karşılaştırma testi kullanılarak analiz edilmiştir. Analiz edilen verilere göre, ortaokul öğrencilerinin Kırşehir'in kültürel ve tarihi değerleri hakkındaki bilgi düzeylerinde kız cinsiyeti, anne ve baba eğitim düzeyi lise veya üniversite olan öğrenciler ve aileleri ile seyahat etme durumları lehine anlamlı bir farklılık bulunurken, sınıf seviyesine göre anlamlı bir fark bulunamamıştır. Çalışma nicel araştırma yöntemi kullanılarak gerçekleştirilmiş olup, nitel paradigma doğrultusunda derinlemesine araştırmaların yapılması önerilmektedir.

Anahtar kelimeler: Kırşehir, ortaokul öğrencileri, kültürel ve tarihi değerler, bilgi düzeyi

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INTRODUCTION

In the 21st century, the changes and transformations in individual, social, and societal fields, especially technological developments, have led people and communities to travel intentionally and knowingly. This situation causes the development and diversification of the tourism sector.

Tourism is defined as a type of activity that involves individuals traveling from one place to another for any purpose (Bayer, 1992). It is also expressed as travels with unique features that include staying in one place for a certain period without being related to employment (Vanhove, 2002). When the literature related to tourism is examined, it is seen that the definitions regarding the field involve constant interaction with the economic, cultural, social, and natural environment, including transportation, food and beverage, accommodation, shopping, entertainment, and all services during the trip (Tuyluoğlu, 2003). Furthermore, trips made for purposes such as entertainment, relaxation, recognition, sightseeing, participation as a spectator or in sports activities, and increasing knowledge and experience are referred to as tourism (Doğanay & Zaman, 2021). Berber (2003) approaches the issue from a different perspective and explains tourism as situation that arises from meeting the needs of people who temporarily stay in places they have traveled from their permanent residences. Karabulut and Kaynak (2016) describe tourism as a travel activity for vacation, rest, entertainment, culture, and belief, which constitute the escape and direction of people from the places they are in. From the definitions mentioned above, it is seen that it is not easy to explain a complex and versatile activity like tourism with only one definition. This situation arises from the differences in the authors' perspectives and priorities in defining tourism. Therefore, this difference is reflected in the definitions of tourism (Aydın, 2012). This situation is consistent with the view that "definitions have emerged in this context because tourism was previously considered only from an economic dimension, but over time, the social dimension of tourism has also emerged, and thus definitions have diversified" (Berber, 2003).

In today's world, due to various reasons such as the increase in people's welfare levels, technological developments in transportation and communication, the desire of individuals to spend their leisure time (Özdemir & Kervankıran, 2011), and the emergence of travel freedom with globalization, both domestic and international tourism activities and participation rates are constantly increasing (Milne & Ateljevge, 2001). These activities produce positive economic results in the countries, regions, or destinations where tourism develops and contribute to employment (Akpulat, 2020). According to Gunn (1988), attractiveness and the potential for job creation are one of the most important elements of tourism. Tuyluoğlu (2003), on the other hand, approached the issue from a different perspective and stated that tourism is a balance factor in national income distribution and an important employment source that contributes to the development of regions outside the industrial centers. The tourism sector is seen as a service area that strengthens national economies and has a significant impact on solving some of the problems in the economy in today's world (Gülüm & Artvinli, 2010). In this context, considering the development and diversity of different tourism areas in the world, it can be seen that Turkey is quite rich in terms of its tourism resources and diversity and is one of the leading countries in the world tourism with its income in this field (Karakuş, Çepni, & Kılcan, 2011).

Turkey, which has hosted various civilizations from ancient times to the present day and carries the traces of different civilizations in almost every corner, has great potential in terms of cultural tourism (Bandeloğlu, 2015). According to Kılcan & Çetin (2017), the remnants of civilizations, the traditions, and customs of the relevant societies, their lifestyles, types of food, music, and entertainment activities are among the prominent elements in cultural tourism. According to Richards (2014), cultural tourism includes people's visits to cultural attractions or their participation in events related to them. Although coastal tourism in our country comes to mind first when tourism is mentioned, the desire of individuals to seek a different activity plays an important role in the development of cultural tourism activities. As tourism activities increase in the inland tourism areas of Turkey that are important in terms of historical and natural beauties, spatial changes occur, and as a result, the impact of tourism on the environmental and cultural structure continues to increase (Özdemir & Kervankıran, 2011). Cities that can be evaluated in terms of cultural tourism stand out with their unique qualities due to the different tourist destinations of these cities. As a result of these qualities, even a concept, phenomenon, or word about the city can provide sufficient information about its identity (Karabulut & Kaynak, 2016).

The level of knowledge of the people living in cities regarding the tourism values of the places they live and the natural, historical, and cultural tourism values of the region is considered important in the preservation and development of these values. In order to achieve this, efforts are made to raise awareness through the gains in the

lessons taught in educational institutions from a young age. For example, the social studies lesson, which plays a leading role in this regard, aims to raise awareness and develop protection consciousness of natural, historical, and cultural assets in the environment where students live by including different gains in the curriculum, such as "investigating and giving examples of elements that reflect national culture in their family and surroundings", "comparing cultural elements from different countries with the cultural elements of our country", "realizing the significant contributions of Anatolian and Mesopotamian civilizations to human history by starting from their tangible remnants", "introducing natural assets and historical places, objects, and works in their surroundings", "determining the similar and different elements between the cultural features of various regions of our country and the cultural features of the environment they live in by comparing them", "analyzing the role of cultural elements in people living together", "evaluating the historical development of cultural elements in daily life", and "explaining the importance of tourism in international relations". In this context, when the studies in the literature are examined, it is seen that various studies have been conducted to examine individuals' information (Çetin & Gürgil, 2014; Akkaya, 2017; Aksoy, Karakuş & Çetin, 2013; Bahtiyar Karadeniz, Sarı & Kabacık, 2018; Ablak, Dikmenli & Çetin, 2014; Torun & Yıldırım, 2022), awareness (Akkuş, Karaca & Polat, 2015; Akpirinç & Mancı, 2019; Karaca, Şahbudak, Akkuş & Işkın, 2017;), opinion (Karakuş, Çepni & Kılcan, 2011; Sidekli & Karaca, 2013) and interests (Dinç, Erdil & Keçe, 2011;) towards the protection of natural, historical, and cultural tourism values of the regions where they live. Therefore, this study stands out from other studies as it is a current study that aims to examine the knowledge of middle school students about the tourist attractions in Kırşehir, which has many historical and cultural riches.

The problem statement of the current research is determined as "What is the level of knowledge of 7th and 8th grade students continuing their education in Kırşehir about its cultural and historical values?" It is believed that male students are more likely to travel frequently, students in higher grades have higher cognitive development, the parents' education levels support the child's historical and cultural awareness, and students' level of interest varies as the number of places they travel to increases. The sub-problems of the study aim to determine whether the total knowledge scores of middle school students regarding Kırşehir's cultural and historical values differ according to their gender, grade levels, their families' vacationing status, and their parents' education levels.

METHOD

Research Model

This study was designed using a quantitative research method and a cross-sectional survey model to examine the level of knowledge of middle school students in Kırşehir regarding its cultural and historical values across various variables. In this study, the aim was to identify the existing knowledge of middle school students without altering the current conditions. Therefore, a cross-sectional survey model was utilized. The survey model aims to describe the event, individual, or object under investigation in its existing state. The purpose of this model is to define the current conditions in their natural form without any modification (Karasar, 2017). The survey model is a quantitative research design in which data is obtained by applying a survey to a sample group or the entire population in order to reveal the attitudes, opinions, behaviors, or characteristics of a population (Creswell, 2017).

Sample Group

The study group consisted of a total of 163 seventh (73 individuals) and eighth grade (90 individuals) students, 87 of whom were male and 76 were female, who were continuing their education in a middle school located in the central district of Kırşehir province, determined using an appropriate sampling method. The appropriate sampling method was utilized in determining the study group. This method is known to provide researchers with economy and practicality during the application phase of their research (Yıldırım & Şimşek, 2021).

Data Collection Tool

For data collection purposes in this study, the Kırşehir cultural and historical tourism values knowledge test developed by the researchers was used. In the development phase of this test, 27 items were first created and 4 options were determined for each item. The opinions of 3 subject matter experts and 2 measurement experts were taken into account in the creation of the test items. In addition, the items created were examined by 2 Turkish language teachers in terms of semantic properties and grammatical proficiency. To ensure the applicability of the data collection tool, a pre-application was conducted on a group of 287 individuals in a middle school identified as the pilot school, to examine the statistical data of the items prepared. Subsequently, 13 data collection tools were removed from the pilot application data set because they were marked incorrectly or incompletely. Thus, 274

knowledge test data from the pilot application data set were analyzed, and the item difficulty and item discrimination indices for these analyses are presented in Table 1.

Table 1. Statistical Data of The Items in the Kırşehir Tourism Values Knowledge Test.

Items	Item distinctiveness index (rjx)	Item difficulty (pj)	Items	Item distinctiveness index (rjx)	Item difficulty (pj)
1	0,14	0,09	15	0,62	0,68
2	0,10	0,09	16	0,14	0,17
3	0,68	0,64	17	0,64	0,69
4	0,61	0,67	18	0,69	0,69
5	0,12	0,16	19	0,62	0,68
6	0,18	0,91	20	0,08	0,16
7	0,52	0,73	21	0,54	0,68
8	0,14	0,11	22	0,65	0,56
9	0,41	0,74	23	0,75	0,57
10	0,56	0,72	24	0,47	0,82
11	0,57	0,70	25	0,54	0,63
12	0,14	0,18	26	0,48	0,62
13	0,62	0,68	27	0,20	0,93
14	0,50	0,73			

Based on the information provided above, it has been decided to remove 9 questions (1, 2, 5, 6, 8, 12, 16, 20, and 27) from the measurement tool, considering the item discrimination index and item difficulty values, to ensure the validity and reliability of the test. When the literature is reviewed, Gençtürk (2009) mentions that when the item difficulty index approaches 0, the item is considered difficult, and when it approaches 1, the item is considered easy. Turgut & Baykul (2019) also state that an item difficulty value between 0-0.39 is difficult, between 0.40-0.69 is moderately difficult, and between 0.70-1 is easy. Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel (2010), on the other hand, suggest that the item difficulty index should be around 0.50, items with discrimination indexes of 0.20 and below should be removed from the test, items between 0.20-0.29 should be further developed and included in the test again, and items with values of 0.30 and above are considered good and can be used without any further processing. Within this context, after the necessary items were removed from the measurement tool based on the aforementioned criteria, 18 questions were remaining in the knowledge test.

Data Collection

The researchers visited a middle school that had been previously selected using appropriate sampling methods and conducted a preliminary interview with the school administration. During the interview, the researchers shared information with the school administration about the purpose of the research and how long it would take to complete. After the school administration scheduled a suitable time for the research, the researchers entered different classrooms and provided information to the students about the purpose, importance, and implementation of the research. They also reminded the students that they had the freedom not to participate if they wished. The implementation phase of the study was completed in approximately 15 minutes. The researchers then left the implementation environment, promising to inform the students and school administration about the results of the study.

Data Analysis

Before proceeding to the analysis phase of the data obtained from the participants, the normal distribution of the data was checked. To check for normality, the Kolmogorov-Smirnov test was applied to the data obtained from the implementation. The Kolmogorov-Smirnov test is a precise statistical technique used to examine the normality of data (Strunk & Mwavita, 2021; Mertler & Vannatta, 2016). As a result of the Kolmogorov-Smirnov normality test performed on the data set, it was concluded that the data set ($p=0.087$) showed normal distribution. Then, the necessary analyses were performed on the normally distributed data set using t-tests and ANOVA statistics for independent groups. To determine which variable the statistically significant results favored, post hoc tests, specifically the Scheffé test, were used.

Research Ethics

Participation was carried out entirely on a voluntary basis, and no information regarding their identities was requested from the students. Furthermore, necessary ethical approval was obtained from the university, and the required information was provided to the school in order to utilize the data collection tool.

FINDINGS

Findings related to the first sub-problem

The independent samples t-test results to determine whether there was a significant difference in the average scores of middle school students on the knowledge test related to Kırşehir's cultural and historical values according to gender variable are presented in Table 2.

Table 2. Results of the t-test for Total Scores of the Knowledge Test Related to Kırşehir's Cultural and Historical Values According to Students' Genders.

Gender	n	\bar{x}	S	sd	t	P
Male	87	9,09	3,55	,38	2,638	,009
Female	76	10,71	4,28	,49		

When Table 2 is examined, it is observed that the arithmetic mean of the total scores of female students (\bar{x} =10.71) on the knowledge test related to Kırşehir's cultural and historical values is higher than the arithmetic mean of male students' scores (\bar{x} =9.09). The relationship between students' total scores on the knowledge test related to Kırşehir's cultural and historical values and the gender variable was examined, and a statistically significant difference was found ($t=2.638$, $p<.05$). Based on these data, it can be interpreted that the gender factor is significant in students' knowledge of Kırşehir's cultural and historical values, and that female students have higher knowledge of Kırşehir's cultural and historical values than male students.

Findings related to the second sub-problem

The independent samples t-test results regarding whether there is a significant difference in the average scores of middle school students on the knowledge test related to Kırşehir's cultural and historical values according to the grade level are presented in Table 3.

Table 3. Independent Samples t-test Results for Total Scores of Students on the Knowledge Test of Kırşehir's Cultural and Historical Values by Grade Level.

Grade	n	\bar{x}	S	sd	t	P
7 th grade	73	10,42	3,45	,40	1,680	,095
8 th grade	90	9,37	4,33	,46		

When Table 3 is examined, it is observed that the arithmetic mean of the total scores of the students attending seventh grade in the knowledge test related to Kırşehir's cultural and historical values (\bar{x} =10.42) and the arithmetic mean of the scores obtained by the students attending eighth grade from the knowledge test (\bar{x} =9.37) can be seen. The relationship between the total scores of the students in the knowledge test related to Kırşehir's cultural and historical values and the variable of grade level has been examined, and no statistically significant difference has been found ($t=1.680$, $p>.05$). Based on these data, it can be interpreted that the grade level did not cause any differentiation in the students' knowledge of Kırşehir's cultural and historical values.

Findings related to the third sub-problem

The independent groups' t-test results of whether the average scores of middle school students in the knowledge test related to Kırşehir's cultural and historical values differ significantly depending on whether they go on vacation with their families to touristic places or not are presented in Table 4.

Table 4. T-test Results of the Total Scores of the Students in the Knowledge Test Related to Kırşehir's Cultural and Historical Values Depending on the Variable of Going on Vacation with Family During Holidays

Situation of Going to Touristic Places with the Family	n	\bar{x}	ss	sd	t	p
Yes	85	10,84	3,59731	,39018	3,463	,001
No	78	8,75	4,10949	,46531		

When Table 4 is examined, it can be seen that the arithmetic mean of the total scores of the students who went to tourist attractions with their families in relation to their knowledge test about Kırşehir's cultural and historical values (\bar{x} =10.84) is higher than the arithmetic mean of the scores of the students who did not go (\bar{x} =8.75). The relationship between the total scores of the students on the knowledge test about Kırşehir's cultural and historical values and they are going to tourist attractions with their families was examined, and a statistically significant difference was found ($t=3.463$, $p<.05$). Based on these data, it can be interpreted that the factor of going to tourist attractions with their families is significant in the students' knowledge about Kırşehir's cultural and historical values, and that students who go to tourist attractions with their families have higher knowledge about Kırşehir's cultural and historical values than those who do not.

The findings related to the fourth sub-problem

One-way analysis of variance (ANOVA) was used to determine whether there was a significant difference between groups based on the mother's education level. Before using the one-way ANOVA test, the homogeneity of the groups was tested by examining the Levene test results. According to the results of the Levene test, the groups are homogeneous ($p=0.44$, $p>0.05$). The data related to the one-way ANOVA test are presented in Table 5.

Table 5. One-way Analysis of Variance (ANOVA) Results Regarding the Total Scores of the Knowledge Test on Kırşehir's Cultural and Historical Values of the Students According to Their Mothers' Educational Level.

Variable	N	\bar{x}	S			
(1) Primary school	33	8,55	3,12			
(2) Secondary school	54	8,69	3,91			
(3) High	56	10,80	3,85			
(4) University	20	12,35	4,03			
Mother's educational status						
Source of Variance	KT	Sd	KO	F	p	Difference Scheffe
Between groups	315,546	3	105,182	7,434	,000	1-2, 1-4, 2-3, 2-4

According to Table 5, there is a significant difference between the total scores of students on the cultural and historical knowledge test of Kırşehir and the variable of mother's education level [$F(3-159)=7.434$; $p<.05$]. To determine which groups this difference exists between, the Scheffe multiple comparison tests were performed. According to these results, the average of the total scores of the students whose mother's education level is primary school on the knowledge test for the cultural and historical values of Kırşehir (\bar{x} =8.55) and the average of the total scores of the students whose mother's education level is secondary school on the knowledge test about the cultural and historical values of Kırşehir (\bar{x} =8,69) and the average of the total scores of the students whose mother's education is university (\bar{x} = 12,35) on the knowledge test on cultural and historical values of Kırşehir; A significant difference was found between the participants whose mother's education level was secondary school and those whose mother's education level was high school (\bar{x} =10.80) and university, in favor of the participants whose mother's education level was high school and university. This finding can be interpreted as an increase in students' knowledge levels about the cultural and historical values of Kırşehir as their mothers' education levels increase.

Findings related to the fifth sub-problem

One-way analysis of variance (ANOVA) was used to determine whether there was a significant difference between groups based on father's education level. Before conducting the one-way ANOVA test, the homogeneity of the groups was tested and the Levene test data was examined. According to the results of the Levene test, the groups are homogeneous ($p=0.267$, $p>0.05$). The data for the one-way ANOVA test is presented in Table 6.

Table 6. One-way Analysis of Variance (ANOVA) Results for the Total Scores of Students' Knowledge Test on the Cultural and Historical Values of Kırşehir According to Their Father's Education Level.

Variable	N	\bar{x}	S				
(1) Primary School	25	7,68	4,01				
(2) Secondary School	48	8,25	2,94				
(3) High School	49	10,55	3,80				
(4) University	41	12,20	3,84				
Father's Educational Status	Source of variance	KT	Sd	KO	F	p	Difference Scheffe
	Between groups	490,164	3	163,388	12,520	,000	1-3,1-4
	In-groups	2075,001	159	13,050			2-3, 2-4
	Total	2565,166	162				

According to Table 6, there is a significant difference between the total scores of students on the Kırşehir's cultural and historical values knowledge test and the variable of father's educational level [$F(3-159)=12,520$; $p<.05$]. To determine which groups this difference exists between, the Scheffe multiple comparison tests were conducted. According to these results, the average of the total scores of the students whose father's education level is primary school on the knowledge test for the cultural and historical values of Kırşehir ($\bar{x}=7.68$) and the average of the total scores of the students whose father's education level is high school on the knowledge test regarding the cultural and historical values of Kırşehir ($\bar{x}=8.25$) and the mean score of the students whose father's education level is university ($\bar{x}=12.20$) on the knowledge test on cultural and historical values of Kırşehir; A significant difference was found between the participants whose father's education level is secondary school and those whose father's education level is high school and university, in favor of the participants whose father's education level is high school and university. This finding can be interpreted as an increase in students' knowledge level of Kırşehir's cultural and historical values as their fathers' educational level increases.

DISCUSSION AND CONCLUSION

Looking at the results of this study, which aimed to determine whether the knowledge levels of middle school students about Kırşehir's cultural and historical values differ according to various variables, it was found that female students have a higher level of knowledge about Kırşehir's cultural and historical values compared to male students. Other studies that determined the perceptions and attitudes of university students regarding cultural tourism in the literature also found significant differences according to gender (Dinç, Erdil & Keçe, 2011; Bahtiyar Karadeniz, Kabacık & Sarı, 2018). It is noteworthy that the significant differences were generally in favor of males in these studies. In this respect, it can be said that the results of the current research differ from some of the research results shown above. However, when the literature is examined, it is found that there is no significant difference between male and female students at the university level (Ablak, Dikmenli & Çetin, 2014), no significant difference was detected between 8th grade female and male students in terms of their knowledge about Nazilli's historical and cultural tourism (Akkaya, 2017), there is no significant difference between genders in terms of regional awareness of the local people (Akpırınç & Mancı, 2019), and there are studies that evaluated students' views on tourism and found no significant difference between gender and views on tourism (Karakuş, Çepni & Kılcan, 2011).

One of the other results of the study revealed that the grade level of the participants did not cause a significant difference in the average scores they obtained from the knowledge test about Kırşehir's cultural and historical values. In a study by Aksoy, Karakuş, & Çetin (2013), which is included in the literature, no significant difference was found in the perception of cultural tourism among 6th and 7th-grade students based on class. On the other hand, in studies conducted by Karaca, Şahbudak, Akkuş, & Işkın (2017) and Akkuş, Karaca, & Polat (2015) at the university level, it was found that the participants' knowledge of cultural tourism was in favor of 2nd, 3rd, and 4th-grade students, and 1st-grade students had lower knowledge compared to others. This result differs

from the result of the current study. This difference is believed to stem from university students having more tendencies and opportunities to explore their surroundings.

It has been determined that there is a significant difference between middle school students' average scores on the knowledge test about the cultural and historical values of Kırşehir and the variable of their tourism trips with their families during vacation periods. This finding differs from the results of the study conducted by Ablak, Dikmenli, & Çetin (2014), where there was no significant difference between the average scores of university students based on their participation in trips. It is believed that this difference stems from the fact that middle school students do not have other opportunities besides traveling with their families.

On the other hand, it was found that the average scores of students in the knowledge test about Kırşehir's cultural and historical values differed according to the education levels of their mothers. This result differs from the conclusion of Akkaya (2017) and Ablak, Dikmenli, & Çetin's (2014) studies, which found that mothers' education levels did not cause any differentiation. Furthermore, it was determined that the average scores of participants in the knowledge test about Kırşehir's cultural and historical values varied according to the education levels of their fathers. This result, like the one on maternal education level, differs from the findings of Akkaya (2017) and Ablak, Dikmenli, & Çetin's (2014) study. Based on the results of the research, informative activities aimed at increasing the knowledge of the cultural and historical values of Kırşehir should be organized for the parents of students whose parents have elementary and middle school education levels, as well as male students. In addition, quantitative studies covering different socio-economic conditions such as villages, towns, and districts, and qualitative studies suitable for a qualitative paradigm can be conducted to obtain more in-depth information, which can include schools located in Kırşehir city center. It is believed that male university students tend to travel more frequently, hence it is recommended to support the tendency of female students to travel from a young age. Since middle school students do not have the opportunity to travel to distant places alone, it is suggested that families travel together with their children and introduce them to historical and cultural landmarks.

Statements of Publication Ethics

This study received ethical approval from the Ethics Committee of Gazi University Rectorate with reference number 619549, and the principles of the research and publication ethics were followed by the authors.

Researchers' Contribution Rate

The contribution of each researcher in the article is equal.

Conflict of Interest

The authors declare that there is no conflict of interest.

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