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Investigation of Attitudes of Students in Different School Types towards Geography Lesson According to Various Variables (Kastamonu Example)

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Abstract

The aim of this study is to determine the attitudes of students studying in different school types towards geography lesson. The sample of the research consist of 230 students studying at Science High School, Anatolian High School, Social Sciences High School and Vocational and Technical High School in the central district of Kastamonu. The attitude scale developed by Aydın (2009) was used in data collection. The obtained data were analyzed using the SPSS program. Considering the findings that emerged as a result of the analysis of the data, the attitudes of the students towards the geography lesson are generally positive. It was observed that these attitudes showed significant differences at lower levels according to gender, class level, residence and school type.

Keywords: geography, high school, attitude towards geography, gender, class level, school type, residence.

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INTRODUCTION

Geography and Geography Education

The desire to recognize the natural environment in which people live, their need for nature and their efforts to improve their living conditions by using what they have learned show that the science of geography is as old as the history of humanity. The first geographical works emerged with the writing of the things that were visited and the description of the experiences. In the recent past and today, human; He constantly asks questions such as why and how, intervenes more in his environment with the answers he finds and brings a new order to his life. Although geography means "description of the place" as a concept, it has gone far beyond this concept in time. The science of geography has been defined in various ways until today. Some of these definitions are:

Geography aims to reveal human interaction with local diversity in society and the environment (Mackinder, 1887). Geography is a science that reveals the characteristics of the places on earth, investigates and explains the reasons for these features, the similarities and differences between various places and the laws that govern them (Erinç, 1977: 1). Geography is learning about the world and applying it to a common good (Tümertekin & Özgüç, 1999, p.9). Geography is a science that studies the natural environment and the relationships between the natural environment and humans (Atalay, 2011, p.1). We can say that it is an earth science in the simplest and most plain sense. We can say that it is a science that introduces the world (Doğanay, 2011, p.11). It is accepted that today's modern geography has become an "interdisciplinary-synthesis science" that makes all the connections between human beings and the natural environment they live in, carries out their studies in cause-effect relationships, and makes use of many sciences (Akbaş, 2015, p.4). Geography is a science that synthesizes its results by investigating the interaction between the natural environment and people (Gümüştü, 2017, p.229).

Geography education has been given for many years in the world and our country. Geography subjects are included in the curriculum of life science, science and social studies courses in primary and secondary schools. In our country, students encounter geography as a lesson in the 9th grade. Geography curriculum of the Ministry of National Education is among the compulsory common courses in 9th and 10th grades. It is taught as an elective geography course in 11th and 12th grades.

The aims of geography education in the geography course curriculum;

a) To be able to use the basic concepts and research methods of geography, b) To understand the human-nature relationship, c) To gain the necessary geographical skills, d) To understand the natural and human systems and spatial values of his country and the world, especially where he lives, and to assimilate these values, e) Recognizing the world ecosystem and gaining a sense of responsibility for the proper functioning of this system, f) Understanding the importance of spatial planning for the continuity of human and nature in harmony, g) Being moderate in the use of natural resources, h) Creating the awareness that spatial development is in harmony with nature, ı) Realizing natural disasters and human-induced environmental problems and seeking ways to prevent them, j) Understanding the impact and role of regional or global organizations (political, environmental, economic) in international relations, k) Awareness of Turkey's geopolitical position and potential, l) Being a citizen who loves his country and nation, m) Having information about all the countries with which Turkey has close relations can be sorted (MEB, 2018). It was also stated in the program that the use of information and communication technologies in Geography teaching should be increased and importance should be attached to the daily life in the acquisitions.

One of the aims of geography education is to examine human interactions with nature and to enable people to use nature in the most efficient way (Koç & Aksoy, 2017). Geography education is very important to raise responsible, sensitive individuals who perceive the environment correctly and deal with the environmental problems of the whole world, starting from the environment they live in. Geography course has an important place in the teaching of environmental problems that arise as a result of human-nature interaction and have an important place in today's world problems (Aydın & Tülümen, 2018)

Attitude

The concept of attitude literally means “the way taken, the attitude”. According to the Dictionary of Educational Terms of the Turkish Language Institution, “The behavior of an individual in the face of people, events and inanimate objects.” is described as. Tezbaşaran (1997) defines attitude as “the tendency to react positively or negatively to a certain object, situation, institution, concept or other people learned”.

It is expected that there will be a change in the behavior of the individual passing through the education process. Through education, the goals, knowledge, behaviors and attitudes of the individual change. These changes are expected to be positive in the individual who enters the education process (Demirel, 1999). Students with a positive attitude towards school are more successful than students with a negative attitude and thus earn more from the education program (McCoach, 2002). It is a fact that a student who has a positive attitude towards geography will be more successful than a student who has a negative attitude towards geography (Demirkaya & Arıbaş, 2004).

In order to achieve the purpose of an effective geography education, it is necessary to develop positive attitudes in students towards geography lessons. The prerequisite for this is to determine what kind of attitudes the students have towards geography lessons in the current situation (Zaman & Coşkun, 2007). Students' attitudes towards the course should be taken into account in determining the learning-teaching program, environment and process. Therefore, knowing the attitudes of the students towards the geography lesson and the factors that may affect these attitudes will be informative in the organization of learning-teaching programs, environments and processes (Sezer, Pınar, & Koç, 2006).

Attitudes of students towards the geography lesson have an impact on their interest and success in the lesson. Studies on student attitudes towards geography lesson are in this direction. (Demirkaya & Arıbaş, 2004; Sevilmiş (Kara), 2006; Tekinarıslan, 2006; Zaman & Coşkun 2007; Alım, 2008; Özgen & Bindak 2009; Aydın, Coşkun & Kaya, 2010; Özdemir, 2012; Şahin, 2015; Aydın & Tülümen, 2018)

Purpose of the research

It will be possible for students to get to know the environment they live in, their country and the planet they live in better by increasing the interest in the geography lesson. A geography lesson with low interest will be boring for the student, this will both reduce success and provide no benefit for life. The main purpose of this research is to evaluate the attitudes of students studying in different school types towards the geography lesson. In order to determine the attitudes towards the geography lesson, answers to the following problem sentences will be sought in this research.

1. What are the attitudes of high school students towards geography lesson?
2. Do high school students' attitudes towards geography lesson differ significantly by gender?
3. Do high school students' attitudes towards geography lesson differ significantly according to grade level?
4. Do high school students' attitudes towards geography lesson differ significantly according to residence?
5. Do high school students' attitudes towards geography lesson differ significantly according to school type?

METHODOLOGY

This research was carried out using the scanning model. Survey models are research approaches that aim to describe a past or present situation as it exists (Karasar, 2002).

Working group

The population of this research consisted of 9th and 10th grade students studying in high schools in Kastamonu central district, and the sample consisted of 230 students studying in four different school types in Kastamonu Central district in the 2016-2017 academic year. Since there is a Science High School and a Social Sciences High School in the central district of Kastamonu, these school types were not selected. In the selection of Anatolian High School and Vocational High School, school selection was made with the method of impartial assignment (random).

Students studying at the 9th and 10th grade levels, where the geography course is compulsory and the common curriculum is applied, were included in the research.

Table 1. Distribution of Students by Socio-demographic Characteristics

| | | Male | | Female | | Total | |
|-------------|----------------------------|------|----|--------|----|-------|-----|
| | | n | % | n | % | n | % |
| School Type | Anatolian High School | 23 | 10 | 42 | 18 | 65 | 28 |
| | Vocational High School | 55 | 24 | 2 | 1 | 57 | 25 |
| | Science High School | 22 | 10 | 36 | 15 | 58 | 25 |
| | Social Science High School | 18 | 8 | 32 | 14 | 50 | 22 |
| Grade Level | 9. Grade | 72 | 49 | 73 | 51 | 145 | 63 |
| | 10. Grade | 46 | 54 | 39 | 46 | 85 | 37 |
| Residence | Family / Relatives | 79 | 51 | 75 | 49 | 154 | 67 |
| | Dormitory | 39 | 51 | 37 | 49 | 76 | 33 |
| TOTAL | | 118 | 51 | 112 | 49 | 230 | 100 |

When Table 1 is examined, it is seen that of the 230 people participating in the study, 118 (51%) were boys and 112 (49%) were girls. Of the boys, 23 (10%) studied at Anatolian High School, 55 (24%) at Vocational High School, 22 (10%) at Science High School and 18 (8%) at Social Sciences High School. While 42 of the girls (18%) studied at Anatolian High School, 2 (1%) at Vocational High School, 36 (15%) at Science High School and 32 (14%) at Social Sciences High School. While 145 (63%) (49_{boys}-51_{girls}) of the study participants are studying in the 9th grade, 85 (37%) (46_{boys}-39_{girls}) are in the 10th grade. While 154 (67%) (79_{boys}-75_{girls}) of the study participants stay with their families or relatives, 76 (33%) (39_{boys}-37_{girls}) stay in dormitories.

Data Collection Tool

In order to determine the attitudes of the students (9th and 10th grades) towards the geography lesson, the “Geography Lesson Attitude Scale”, the validity and reliability of which was tested by making factor analyzes by Aydin (2009), was used in the research. The reliability coefficient of the scale was determined as .94 by the scale developer.

When the items of the Geography Attitude Scale were examined, it was seen that items 1, 5, 6, 10, 12, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 31 and 34 contained positive statements. The remaining items were found to contain negative statements. The scoring of the answers in the Likert-type attitude scale used in the research is “5-totally agree, 4-agree, 3-undecided, 2-disagree, 1-strongly disagree”.

Data Analysis

The data obtained using the attitude scale were analyzed with the SPSS program. First of all, normality test was applied to the data. Frequency (f) and percentage (%) values were used in the analysis of data on students’ attitudes towards the geography lesson.

An independent sample t-test was used to determine the relationship between students’ geography attitude scores and gender, grade level and residence. One-way ANOVA test was used to determine whether there was a significant difference according to school type. In addition, Levene’s test was used to determine the distribution of variances and Tukey’s test was used for homogeneously distributed data. Finally, the data were tabulated and interpreted.

FINDINGS

The findings obtained as a result of the study were discussed in order according to the problem status of the research.

1. What are the attitudes of high school students towards geography lesson?

A geography lesson attitude scale was applied to determine the attitudes of 9th and 10th grade students studying in different school types towards geography lesson. The distribution, frequency and percentage values of the answers given by the students according to the answer options in the attitude scale are given in Table 2.

Table 2. Frequency and Percentage Values of Students' Attitudes to Geography Lesson

| Attitude Scale Items | totally agree | | agree | | undecided | | disagree | | strongly disagree | |
|---|---------------|------|-------|------|-----------|------|----------|------|-------------------|------|
| | f | % | f | % | f | % | f | % | f | % |
| 1. Geography is one of the lessons I love. | 29 | 12,6 | 92 | 40,0 | 59 | 25,7 | 30 | 13,0 | 20 | 8,7 |
| 2. I do not like Geography lesson at all. | 59 | 25,7 | 93 | 40,4 | 43 | 18,7 | 20 | 8,7 | 15 | 6,5 |
| 3. Geography is the most unpleasant of the courses. | 84 | 36,5 | 77 | 33,5 | 40 | 17,4 | 20 | 8,7 | 8 | 3,5 |
| 4. I am not interested in Geography lesson. | 44 | 19,1 | 70 | 30,4 | 57 | 24,8 | 43 | 18,7 | 16 | 7,0 |
| 5. Compared to other courses, the course that I love the most is geography. | 3 | 1,3 | 25 | 10,9 | 73 | 31,7 | 78 | 33,9 | 50 | 21,7 |
| 6. Geography lesson is necessary and important for every student. | 25 | 10,9 | 100 | 43,5 | 62 | 27,0 | 28 | 12,2 | 15 | 6,5 |
| 7. I do not understand Geography lesson subjects, for this reason, I do not want to learn Geography. | 53 | 23,0 | 87 | 37,8 | 45 | 19,6 | 20 | 8,7 | 24 | 10,4 |
| 8. I feel under pressure in Geography lessons. | 80 | 34,8 | 93 | 40,4 | 26 | 11,3 | 20 | 8,7 | 9 | 3,9 |
| 9. No matter how much I study, I cannot succeed in Geography. | 56 | 24,3 | 70 | 30,4 | 50 | 21,7 | 35 | 15,2 | 18 | 7,8 |
| 10. Geography lesson does not have anything to fear. | 34 | 14,8 | 89 | 38,7 | 57 | 24,8 | 26 | 11,3 | 24 | 10,4 |
| 11. I am not interested in Geography lesson subjects. | 18 | 7,8 | 35 | 15,2 | 51 | 22,2 | 79 | 34,3 | 47 | 20,4 |
| 12. The things I learn in Geography lesson are very useful in my daily life. | 16 | 7,0 | 74 | 32,2 | 78 | 33,9 | 40 | 17,4 | 21 | 9,1 |
| 13. Aside from some basic knowledge, knowing Geography is unnecessary. | 29 | 12,6 | 96 | 41,7 | 58 | 25,2 | 26 | 11,3 | 19 | 8,3 |
| 14. Geography does not have anything to add to my life. | 71 | 30,9 | 99 | 43,0 | 36 | 15,7 | 14 | 6,1 | 8 | 3,5 |
| 15. I will be happy if the Geography lesson hours are reduced. | 51 | 22,2 | 87 | 37,8 | 31 | 13,5 | 27 | 11,7 | 34 | 14,8 |
| 16. I refrain from Geography lesson examinations. | 37 | 16,1 | 46 | 20,0 | 50 | 21,7 | 60 | 26,1 | 36 | 15,7 |
| 17. I take the Geography lesson because I have to. | 49 | 21,3 | 78 | 33,9 | 36 | 15,7 | 33 | 14,3 | 32 | 13,9 |
| 18. I study Geography lesson because my teachers make me to do it. | 86 | 37,4 | 94 | 40,9 | 27 | 11,7 | 13 | 5,7 | 6 | 2,6 |
| 19. Geography lesson helps us to recognize our country better. | 89 | 38,7 | 102 | 44,3 | 21 | 9,1 | 15 | 6,5 | 3 | 1,3 |
| 20. Geography lesson subjects arouse curiosity in me. | 20 | 8,7 | 65 | 28,3 | 70 | 30,4 | 43 | 18,7 | 31 | 13,5 |
| 21. Geography lesson requires thinking. | 20 | 8,7 | 95 | 41,3 | 51 | 22,2 | 43 | 18,7 | 20 | 8,7 |
| 22. I would like to receive Geography lesson throughout my school life. | 9 | 3,9 | 32 | 13,9 | 79 | 34,3 | 42 | 18,3 | 64 | 27,8 |
| 23. The attitude, performance, use of various tools of the teacher -the teacher competency in brief- are effective in having an enjoyable Geography lesson. | 104 | 45,2 | 82 | 35,7 | 24 | 10,4 | 13 | 5,7 | 7 | 3,0 |
| 24. I enjoy discussing the things I learn at Geography lesson with my friends. | 18 | 7,8 | 42 | 18,3 | 69 | 30,0 | 65 | 28,3 | 35 | 15,2 |
| 25. I think that the time I spend on Geography lesson is "wasted". | 86 | 37,4 | 75 | 32,6 | 33 | 14,3 | 22 | 9,6 | 13 | 5,7 |
| 26. I am happy because I acquire the ability of making interpretations about the nature in Geography lesson. | 21 | 9,1 | 93 | 40,4 | 67 | 29,1 | 29 | 12,6 | 19 | 8,3 |
| 27. With the help of the Geography lesson, I follow the publishing closely on the universal problems like "global warming, desertation and water problem". | 8 | 3,5 | 75 | 32,6 | 64 | 27,8 | 51 | 22,2 | 31 | 13,5 |
| 28. Doing the homework of Geography makes me have fun. | 10 | 4,3 | 34 | 14,8 | 64 | 27,8 | 67 | 29,1 | 53 | 23,0 |
| 29. I look forwards to Geography lesson hours. | 10 | 4,3 | 20 | 8,7 | 72 | 31,3 | 76 | 33,0 | 51 | 22,2 |
| 30. I feel anxious when I hear the name of the Geography lesson. | 53 | 23,0 | 68 | 29,6 | 59 | 25,7 | 32 | 13,9 | 13 | 5,7 |
| 31. I want that Geography lesson becomes more enjoyable. | 82 | 35,7 | 84 | 36,5 | 41 | 17,8 | 16 | 7,0 | 6 | 2,6 |
| 32. I would feel more peaceful if there were no Geography lessons. | 21 | 9,1 | 35 | 15,2 | 54 | 23,5 | 66 | 28,7 | 52 | 22,6 |
| 33. I don't like how the geography teacher teaches. | 76 | 33,0 | 67 | 29,1 | 42 | 18,3 | 20 | 8,7 | 24 | 10,4 |
| 34. I am thinking of choosing a profession related to Geography in the future. | 4 | 1,7 | 11 | 4,8 | 37 | 16,1 | 58 | 25,2 | 120 | 52,2 |

When Table 2 is examined regarding the students' attitudes towards the geography lesson, the main findings can be listed as follows:

52,6% of the students stated that they liked the geography lesson. The rate of those who state that the geography course is a necessary and important course is 54,4%. Again, 77% of the students stated that geography course subjects attracted their attention. The sentence "Geography course helps us get to know our country and our world better" is the sentence that students marked the most with 83%. The rate of those who state that geography is not a lesson to be feared is 53,5%. 72,2% of the students want the geography lesson to be more fun. The rate of those who stated that the attitude, performance and content knowledge of the teacher in the classroom are important for the enjoyment of the geography lesson is 80,9%. The rate of those who say "I would feel more peaceful without a geography lesson" is 24,3%. This ratio shows that students believe in the necessity of geography course. The rate of the sentence "I do not like the teaching of the geography teacher" is 62,1%. There was a 60,8% agreement with the statement "I can't understand the geography lesson topics, so I don't want to learn geography".

2. Do high school students' attitudes towards geography lesson differ significantly by gender?

The independent sample t-test was used to determine whether there was a significant difference between the geography attitude scores of the students and their gender. Here, evaluations were made in the dimensions of "enjoyment", "interest", "importance" and "expectation". The t-test results of the attitude scale scores towards the geography lesson by gender are shown in Table 3.

Table 3. Relationship between Gender and Geography Attitude Scale Dimensions (Independent Sample T-Test)

| Dimension | Gender | n | X | ss | Sd | t | p |
|-------------|--------|-----|------|-------|-----|--------|-------|
| Enjoyment | Male | 118 | 3,44 | 0,566 | 228 | -0,625 | ,533 |
| | Female | 112 | 3,39 | 0,620 | | | |
| Interest | Male | 118 | 2,64 | 0,725 | 228 | -0,155 | ,877 |
| | Female | 112 | 2,63 | 0,724 | | | |
| Importance | Male | 118 | 3,54 | 0,720 | 228 | 0,963 | ,336 |
| | Female | 112 | 3,63 | 0,747 | | | |
| Expectation | Male | 118 | 3,63 | 0,696 | 228 | 2,151 | ,033* |
| | Female | 112 | 3,81 | 0,555 | | | |

(*p<,05)

As a result of the analysis, a statistically significant difference was found in the "Expectation" dimension. Accordingly, it was determined that female students (X= 3,81) had more expectations for the geography lesson than male students (X= 3,63), (t(228)=2,151, p=0,033).

3. Do high school students' attitudes towards geography lesson differ significantly according to grade level?

It was examined whether the students' attitudes towards the geography lesson differ according to the grade level dimension. The Levene test performed before the analysis showed that the variances in the "Enjoyment" and "Importance" dimensions were not equally distributed, but the distribution was equal in the other dimensions. As a result of the analysis, a statistically significant difference was found in the dimensions of "Enjoyment" and "Importance". The results obtained are given in Table 4.

Table 4. Relationship between Grade Level and Geography Attitude Scale Dimensions (Independent Sample T-Test)

| Dimension | Grade Level | n | X | ss | Sd | t | p |
|-------------|-------------|-----|------|-------|-----|--------|-------|
| Enjoyment | 9 | 145 | 3,33 | 0,613 | 228 | -2,908 | ,004* |
| | 10 | 85 | 3,56 | 0,529 | | | |
| Interest | 9 | 145 | 2,63 | 0,723 | 228 | -0,179 | ,858 |
| | 10 | 85 | 2,65 | 0,727 | | | |
| Importance | 9 | 145 | 3,49 | 0,762 | 228 | -2,583 | ,011* |
| | 10 | 85 | 3,74 | 0,656 | | | |
| Expectation | 9 | 145 | 3,66 | 0,671 | 228 | -1,679 | ,095 |
| | 10 | 85 | 3,81 | 0,565 | | | |

(*p<,05)

According to the results of the analysis, 10th grade students ($X = 3,56$) enjoy Geography lesson at a statistically significant level more than 9th grade students ($X = 3,33$) ($t(228) = -2,908$, $p = 0,001$). In addition, it was observed that the 10th grade students ($X = 3,74$) gave more importance to the Geography lesson than the 9th grade students ($X = 3,49$), ($t(228) = -2,583$, $p = 0,011$).

4. Do high school students' attitudes towards geography lesson differ significantly according to residence?

It was investigated whether the attitudes of the students towards the geography lesson differ according to the residence variable. The Levene test performed before the analysis showed that the variances in the "Enjoyment", "Interest" and "Importance" dimensions were not equally distributed, but in the "Expectation" dimension. As a result of the analysis, a statistically significant difference was found in the dimensions of "Enjoyment", "Interest" and "Importance". The results obtained are given in Table 5.

Table 5. Relationship Table Between Residence and Geography Attitude Scale Dimensions (Independent Sample T-Test)

| Dimension | Residence | n | X | ss | Sd | t | p |
|-------------|------------------|-----|------|-------|-----|--------|-------|
| Enjoyment | Family/Relatives | 154 | 3,35 | 0,620 | 228 | -2,742 | ,007* |
| | Dormitory | 76 | 3,56 | 0,506 | | | |
| Interest | Family/Relatives | 154 | 2,54 | 0,733 | 228 | -3,008 | ,003* |
| | Dormitory | 76 | 2,83 | 0,667 | | | |
| Importance | Family/Relatives | 154 | 3,48 | 0,766 | 228 | -3,199 | ,002* |
| | Dormitory | 76 | 3,78 | 0,619 | | | |
| Expectation | Family/Relatives | 154 | 3,73 | 0,619 | 228 | 0,560 | ,576 |
| | Dormitory | 76 | 3,68 | 0,673 | | | |

(*p<,05)

According to the results of the analysis, students staying in the dormitory ($X = 3,56$) enjoy the geography lesson statistically significantly more than the students living with their family or a relative ($X = 3,35$), ($t(228) = -2,742$, $p = 0,007$). Similarly, students living in dormitories ($X = 2,83$) show statistically significantly more interest in geography than students living with their family or a relative ($X = 2,54$), ($t(228) = -3,008$, $p = 0,003$). In addition, students living in dormitories ($X = 3,78$) attach more importance to geography lesson than students living with their family or a relative ($X = 3,48$), ($t(228) = -3,199$, $p = 0,002$).

5. Do high school students' attitudes towards geography lesson differ significantly according to school type?

The Levene test performed before the analysis showed that the variances in the "Importance" dimension were not equally distributed, but the distribution was equal in all other dimensions. According to the results of the analysis in which the school type was taken as an independent variable (Table 6); While the main effects of "Enjoyment" ($F_{(2-227)} = 4,223$, $p < ,05$) and "Expectation" ($F_{(2-227)} = 6,369$, $p < ,05$) dimensions were significant, "Interest" and "Importance" It was found that the dimensions did not cause a statistically significant difference.

Table 6. Relationship between School Type and Geography Attitude Scale Dimensions (ANOVA)

| Dimension | Source of Variance | Sum of Squares | sd | Mean Squares | F | p | Significant differences |
|-------------|--------------------|----------------|-----|--------------|-------|------|--|
| Enjoyment | between groups | 4,267 | 3 | 1,422 | 4,223 | ,006 | Science High School-Social Sciences High School Anatolian High School - Social Sciences High School |
| | within groups | 76,127 | 226 | ,337 | | | |
| | Total | 80,394 | 229 | | | | |
| Expectation | between groups | 7,242 | 3 | 2,414 | 6,369 | ,000 | Vocational High School-Anatolian High School Vocational High School - Social Sciences High School |
| | within groups | 85,662 | 226 | ,379 | | | |
| | Total | 92,904 | 229 | | | | |

(*p<,05)

When Table 6 is examined, the differentiation of the students in the dimension of “Enjoyment” according to the institutions they study was examined with the Tukey test because of the homogeneous distribution of the data. A significant difference was found between Science High School ($X = 3,51$) and Social Sciences High School ($X = 3,21$) and Anatolian High School ($X = 3,55$) and Social Sciences High School in the dimension of enjoyment. Significant difference between Science High School and Social Sciences High School is in favor of Science High School. Also, for Anatolian High School and Social Sciences High School, this situation is in favor of Anatolian High School ($F_{(3-226)}=4,223, p<,05$).

For the expectation dimension, the significant difference is between Vocational High School ($X = 3,34$) and Anatolian High School, and between Vocational High School and Social Sciences High School. When this situation is examined, the difference between Vocational High School and social sciences high school is in favor of social sciences high school, and for Vocational high school and Anatolian high school, the difference is in favor of Anatolian high school ($F_{(3-226)}=6,369, p<,05$).

CONCLUSION AND DISCUSSION

The main purpose of this research is to determine the attitudes of high school students towards geography lesson. The following results were obtained by making analyzes in the light of the obtained data.

It was determined that the attitudes of the students in the schools that constitute the sample of the study towards the geography lesson were moderately positive (52.6%). This result is similar to previous studies (Alım, 2008; Tekinarslan, 2006; Aydın, Coşkun and Kaya 2009; Özgen and Bindak, 2009; Aydın and Tülümen, 2018). The fact that the students agree with the statement “Geography course helps us to know our country and our world better” with 83% shows how important they think the geography course is in getting to know the country and planet they live in. Students generally have positive attitudes and thoughts about the benefits of geography course.

The way the teacher teaches the lesson plays a decisive role in the attitudes of the students towards the lesson. Among the students participating in the study, the rate of those who do not like the teacher’s course is 62.1%. Teachers’ attitudes in the lesson, their in-class performances, the inability to make geography lessons fun, and the teacher’s teaching methods have a negative impact on students’ attitudes towards geography lesson. Similar results are seen in Tekinarslan (2006). Güngördü (2002) expressed this situation as follows: A geography teacher, with his personal efforts and sensitive approach, chooses the most appropriate methods for his class and provides the best way to teach the subject. It is the best method to get high efficiency in a short time and with little effort.

The students stated that they agreed with the item “I would like the geography lesson to be more fun” by 72.2%. The teacher’s use of visual materials during the lesson, the use of technology and the opportunity for students to use it will make the lesson fun, increase the positive attitude towards the geography lesson and increase success. Increasing the use of technology in geography lessons and using visual materials will also facilitate the understanding of the geography lesson. Aydınözü, Sözcü, and Akbaş (2016) in their study, it is thought that the contents of EBA (Educational Information Network) will be effective in teaching the subjects in the courses where visual elements are used a lot. They stated that this effect will increase even more when the subjects of geography, especially in which soft information is concentrated, become concrete.

It has been determined that students' attitudes towards geography lesson differ according to gender. Female students have statistically significantly more expectations from the geography course than male students. The results of the studies carried out are in this direction (Sevilmiş, 2006; Corbin, 1994; Alım, 2008; Zaman and Coşkun, 2007; Aydın and Tülümen, 2018). However, there are some studies that reach different results. Sezer, Pınar, and Koç (2006), on the other hand, found that male students have more positive attitudes towards geography than female students. It is thought that the different results obtained in the studies are related to the personal characteristics of the groups in which the attitude scale was applied.

When the attitudes of the students participating in the research about the geography lesson were examined according to the grade level, a significant difference emerged between the 9th and 10th grades in terms of their attitudes towards the geography lesson. The level of enjoyment and expectation of 10th grade students is higher than that of 9th grade students. Aydın and Tülümen (2018) also reached a similar conclusion. It is thought that the different contents of the subjects at the grade levels, the abundance of the topics related to Turkey in the 10th grade subjects, the existence of the subjects they encounter frequently in daily life such as population and immigration, and the knowledge of the 10th grade students from the previous year reveal this significant difference.

It was observed that the students staying in the dormitory enjoyed the geography lesson statistically significantly more than the students staying with their family or a relative. At the same time, it has been determined that they show more interest and give more importance to the lesson. It is thought that students staying in dormitories have a more organized and disciplined study environment. It was interpreted that being away from their families encouraged students to study more in the lessons, that this study helped them to understand the lesson and that they showed more interest in the lesson.

When the relationship between their attitudes towards the geography lesson and the type of school is examined; Anatolian and Science High School students enjoy geography lesson significantly more than Social Sciences High School students. It is remarkable that the weekly lesson hours are the same as in other school types and the geography lesson, which is evaluated in the verbal category, has a low level of enjoyment among social sciences high school students. This situation also needs to be addressed and examined.

At the expectation level, the expectations of the Anatolian High School and Social Sciences High School students from the Geography course are significantly higher than the Vocational High School students. There are studies that reach a similar conclusion (Özgen & Bindak, 2009; Zaman & Coşkun, 2007; Aydın & Tülümen, 2018). It is thought that the high expectations of social sciences high school students from the geography course negatively affect their level of enjoyment. It is thought that this situation stems from the university examination system and social sciences high school students' perceptions that "they must solve a geography question in the university exam". The low level of expectation of vocational high school students towards the geography lesson may be due to the fact that they do not prepare for the exam to continue their higher education and that the geography lesson will not benefit them in their future profession.

In order to be able to provide an effective geography education in all high school types and at grade levels where the geography lesson is seen, situation determinations should be made and the results should be evaluated in order to gain a geographical awareness. In order to determine the situation, a geography attitude scale should be applied to the students at regular intervals, the feedbacks are examined and the course content, course flow, educational materials etc. should be reviewed. Missing or faulty situations should be resolved immediately. The examples of activities used in the geography lesson should be increased and they should be used more by the course teachers. It should be ensured that the subjects are associated with daily life. Excursion-observation opportunities should be improved and their applicability should be increased. "Geography Classroom" or "Geography Laboratory" should be established in schools.

It should be explained that geography education is not only a requirement for obtaining a high school diploma and continuing higher education. It would be appropriate to make students understand that geography course is necessary for the sustainability of the natural environment and to be a good citizen. Identifying problems related to geography education in high schools and presenting different solutions will contribute to the education of our future youth and their preparation for life as well-educated citizens. Geographers working at an academic level, geography educators, and geography teachers working in high schools have important responsibilities.

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