

# The Attitudes of 8th Grade Students Towards the Republic of Turkey Revolution History and Kemalism Course

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## ABSTRACT

This study is quantitative research that aims to examine the attitudes of 8th graders towards the T.R. History of Revolution and Kemalism Course. The study population consists of 6.650 students studying in the 8th grades of Samsun province central district secondary schools in the 2022-2023 academic year, while the sample consists of 1424 students. A stratified sampling method was used in sample selection, and simple random sampling was used to draw units from the sub-populations of the sample. A survey form, the first part of which includes demographic information of the participants and the second part of which provides for the T.R. History of Revolution and Kemalism Course Attitude Scale, was used as a data collection instrument. Descriptive statistics and hypothesis tests were used in data analysis. The range width of the scale was interpreted based on the formula "range width/number of groups." Whether the scale scores showed significant differences between demographic groups was tested with hypothesis tests, an independent sample t-test was used to compare independent demographic variables with two groups, and a one-way ANOVA test was used for independent variables with more than two groups. The difference in test scores between these groups was interpreted using the post hoc test, Scheffe. As a result of the study, it was found that the attitude scores of the study sample towards the course were undecided. There were significant differences between participants' attitudes towards the course and the variables of gender, nationality, school type, parental educational status, place of residence, number of people in the household, and course achievement.



## 8. Sınıf Öğrencilerinin Türkiye Cumhuriyeti İnkılap Tarihi ve Atatürkçülük Dersine Yönelik Tutumları

### Makale Bilgisi

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### ÖZET

Bu çalışma 8. sınıf öğrencilerinin T.C. İnkılap Tarihi ve Atatürkçülük dersine yönelik tutumlarını incelemeyi amaçlayan, nicel bir araştırmadır. Araştırmanın çalışma evreni Samsun ili merkez ilçe ortaokullarının 8. sınıflarında 2022-2023 eğitim-öğretim yılında öğrenim gören 6.650 öğrenciden, çalışma örneklemini ise 1424 katılımcı öğrenciden oluşmaktadır. Örneklem seçiminde tabakalı örnekleme yöntemi kullanılmış, örneklemin alt evrenlerinden birim çekme işlemi basit yansız örnekleme ile yapılmıştır. Veri toplama aracı olarak, birinci bölümü katılımcıların demografik bilgilerini, ikinci bölümü T.C. İnkılap Tarihi ve Atatürkçülük Dersi Tutum Ölçeğini içeren bir anket formu kullanılmıştır. Verilerin analizinde betimleyici istatistik ve hipotez testleri kullanılmıştır. Ölçeğin aralık genişliği, “dizi genişliği/ grup sayısı” formülü esas alınarak yorumlanmıştır. Ölçek skorlarının demografik gruplar arasında anlamlı farklılık gösterip göstermediği hipotez testleriyle sınanmıştır. İki gruplu bağımsız demografik değişkenlerin karşılaştırılmasında bağımsız örneklem t testi, ikiden fazla gruplu olan bağımsız değişkenler için ise tek yönlü ANOVA testi kullanılmıştır. Test skorlarındaki farklılığın hangi gruplar arasında olduğu post hoc testlerinden Scheffé ile yorumlanmıştır. Araştırma sonucunda çalışma örnekleminin derse yönelik tutum skorları toplamda kararsızım düzeyinde olduğu ve katılımcıların derse yönelik tutumları ile cinsiyet, uyruk, okul türü, anne baba eğitim durumu, yerleşim yeri, hane kişi sayısı ve ders başarısı değişkenleri arasında toplamda anlamlı farklılık olduğu görülmüştür.

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## INTRODUCTION

Political functions of education include citizens' commitment to the system of the state, selection of individuals who can lead the society, and awareness of the society or individuals of their citizenship rights and responsibilities by the political understanding adopted in a country. The main objective of this political function of education is to guarantee and control the future of the social order by transferring the fundamental values, the world of meaning, and then beliefs of the political-social order to the new generations (Danju, 2017; Kartal, 2018; Parlak, 2005; Serbest, 2022; Şişman & Turan, 2004). Thus, the state's official ideology is adopted by individuals to create the desired human type and society (Kızılloluk, 2013). In this context, with the organization of societies in the form of states, education policies are developed in line with the political regimes adopted by the states, mainly language, history, and citizenship education (Gündüz & Gündüz, 2007).

Research on the history of education shows that political, social, and economic conditions directly or indirectly influence education policies in countries. It is a known fact that the social changes and developments in the world influence issues such as the historiography, the aims, curricula, and content of history courses, as well as which knowledge, skills, and attitudes should be targeted in history teaching (Ayaydın & Yılmaz, 2021; Demircioğlu, 2012). Especially with the emergence of nation-states in the 19th century, educating individuals who will adopt the nation-state and nation-state identity has been one of the goals of education policies. The content of history courses, in particular, has been shaped in line with objectives such as forming national identity, transferring national culture to future generations, and loyalty to the nation (Demircioğlu, 2014). The Republic of Turkey, which was established on the legacy of the Ottoman Empire, was founded based on the nation-state concept (Hanioğlu, 1985; Şıvgın, 2009). In this context, educational policies were started in line with the understanding that the most crucial way of creating a national identity and loyalty to the republic would be provided by education (Şimşek, Küçük, & Topkaya, 2012). Historical education was designed to create a national identity based on a nationalist approach. National unity and consciousness, which were effective in winning the National Struggle, formed the basis of educational understanding defined as Misak-ı Maarif, which was adopted in the first years of the republic and formed the basis of the education policy of the new state. The general aim of this understanding was to raise generations who had adopted the principles of national sovereignty and complete independence and who attached importance to national unity and integrity (Kılıç & Altunay, 2012). In line with this understanding, History of Revolution courses were included in the curricula to ensure that nation-state understanding and the philosophy of the establishment of the new state were adopted by the society and passed to future generations (Akgün, 2004; Arsal, 2015; E. Aslan, 1998; Doğaner, 2005; Dönmez & Yazıcı, 2008; Erdaş, 2006). In some studies, on the topic, it is stated that the course of the history of revolution is a course of regime that serves to protect and maintain national integrity and to build a positive attitude in society towards Atatürk's principles (Akbaba, Kaymakçı, Birbudak, & Kılcan, 2016; Bolat, 2019; Doğaner, 2006; Erdaş, 2006).

From the early days of the Republic of Turkey to the present day, courses on the Revolution's history have been included in the curricula of educational institutions at different levels with different names. In this process, the first "History of Revolutions" course was taught at Ankara Law School in 1925 (Akkor, 2017). Later, with the idea of raising generations loyal to revolutions as regime propaganda, the course "History of Turkish Revolution and the Republican Era" was introduced in the last grades of high schools and teacher training schools in the 1931–1932 Academic Year. A year later, on December 3, 1933, the Ministry of Education decided to include this course in all three grades of high schools and teacher training schools to provide a more fundamental and comprehensive learning of this course (Erdaş, 2006). The name of this course, one of the compulsory courses in all

faculties and colleges under the title "Turkish Revolution History and the Regime of the Republic of Turkey" after May 27, 1960, was changed to "Turkish Revolution History" on March 20, 1968. This course, which was taught in universities under the name of "Turkish Revolution History," was renamed "Atatürk's Principles and Turkish Revolution History" after September 12, 1980, by the Higher Education Law no. 2547 dated November 6, 1981, and has remained a compulsory course until today (Ayaydın & Yılmaz, 2021; Bolat, 2019; Doğaner, 2005). The regulations made in this period were not limited to this. In line with the purpose set for higher education institutions by the Higher Education Law No. 2547 in the 1982 Constitution of the Republic of Turkey, Article 42 of the 1982 Constitution included the provision that education and training in Turkey shall be carried out in line with Atatürk's principles and revolutions (Bolat, 2019).

History of Turkish Revolution course started at the second primary education level (secondary school) in the 1981-1982 academic year. Before 1981, the subjects related to the history of the Turkish Revolution were included in the 5th-grade social studies course in 1968 and the 8th-grade social studies course in 1971 (Erşahin, 2009). The subjects related to Kemalism began to be included in primary education programs in 1982; after 1986, this practice continued with some changes (Yılmaz, 2006). The Turkish Republic History of Revolution and Kemalism curriculum, currently being taught in primary education institutions, was formed in 1981 under the name "Turkish Republic History of Revolution Curriculum" in second-level and secondary education institutions. In 1982, the name of the course was changed to "Republic of Turkey and Kemalism" in the second level and secondary education institutions (Keskin, 2012; Yılmaz, 2006).

The eighth-grade Turkish Republic History of Revolution and Kemalism Course (TRHRKC) curriculum included the historical process from World War I to World War II. Over time, various changes were made to the curriculum of the compulsory eighth and eleventh-grade TRHRKC, but not many changes were made in terms of the purpose of the course (Kaya, 2016). With the extension of compulsory primary education to eight years, some changes were made in primary education programs starting from 1999-2000. In this context, subjects related to Kemalism were included in the curricula of mathematics, social studies, science, foreign language, Turkish, art, music, citizenship and human rights, religious culture and ethics, T.R. History of Revolution and Kemalism, social sciences and physical education (MEB, 1999). According to the constructivist education approach based on the curricula implemented by the Ministry of National Education (MEB) starting in 2006, editions were also made in the curriculum of this course (Kaya, 2016). Finally, within the scope of the changes made in the curricula of formal education institutions in 2018, the TRHRKC curriculum was revised. While some changes were made in the course curriculum over time, it can be understood that not many changes were made regarding the course's objective. Based on the 2018 curricula in force when the present study was conducted, the content of TRHRKC consisted of two parts in general: the history of the Turkish Republic, which included historical information, and Kemalism, which included ideological values and political acculturation, which constituted the primary rationale of the course (Gencer, 2007). The researchers compared the curricula of 2005 and 2018. Tangülü and Süvari (2019) reported that both curricula included expressions; however, while the 2005 curriculum included the topics of Atatürk and Kemalism separately in detail, the 2018 curriculum did not. The researchers found that while there were 80 outcomes in the 2005 curriculum, the number of outcomes was reduced to 39 in the 2018 curriculum.

History of revolution courses, which have been taught at different levels of education under various names since their emergence, should be evaluated as a tool that ensures consolidation and transfer of the new regime to future generations within the context of the efforts of each new political regime to create a new state and social order (Erdaş, 2006). In line with this understanding, it can be understood that the History of Revolution courses serve as a regime course that ensures the

protection and maintenance of national integrity and gaining a positive attitude towards the principles of Atatürk (Akgün, 2004; Köstüklü, 2005). Therefore, it can be stated that TRHRKC is essential in the context of the peace of Turkish society and the continuation of its political life forever. Course content, teaching methods and techniques, teacher competence, and student attitudes are essential for achieving the course's objectives. In their study, Hayta and Akhan (2014) emphasized that the primary goal of eighth-grade TRHRKC should not consist of students' memorizing chronological historical information and reflecting these in their behaviors and that the primary goal of the course should be to make students gain positive attitudes towards Kemalism. Safran (2006) also stated that Atatürk entrusted the Republic of Turkey to the youth, and a positive attitude should be given to the youth towards the basic philosophy of the Turkish Revolution.

Attitude is an individual's tendency to react positively or negatively to any stimulus. In other words, attitude is a learned and consistent tendency to react to an idea, situation, abstract thought, or subject (Demir, 2010). Attitudes are general judgments of individuals about themselves, others, objects, events, or problems. These general evaluations are based on many behaviors, including emotional and cognitive bases, and affect the development, change, and formation of these. Attitudes are not innate; they are acquired through later experience (Tavşancıl, 2019), and they develop as a result of the learning process that starts at a young age (Ülgen, 1995). Attitudes are also among the variables affecting students' course success (Akbaba, 2006). The main elements that affect students' success in any course and their attitudes towards that course are the quality of teaching and students' cognitive and affective input characteristics (Erden, 1997). Positive attitudes towards courses positively affect students' learning success (Korkut, 1994). It is also emphasized that affective variables such as attitude are essential for learning and internalization and retention of learning (Gömleksiz & Kan, 2012). In this context, various factors such as the teacher's attitude towards the student and the lesson, the student's readiness level, active participation in the lesson, motivation to be successful, the relevant curriculum, physical and socio-psychological characteristics of the learning environment, the attitude of the family, and the supply of learning materials are the main variables that affect attitudes towards lessons (Yılmaz & Şeker, 2011). Studies show that course content and student attitudes toward the course teacher affect students' attitudes toward a course and their academic achievement in that course (Yılmaz & Demir, 2014). Therefore, students need to have positive attitudes towards TRHRKC to achieve the objectives specified in the curriculum (Elbay & Kaya, 2020).

Primary education is a period in which individuals gain a perspective towards life, form a concept of belonging, and gain awareness about citizenship (Serbest, 2022), and the foundations of students' attitudes and beliefs are laid (Dernek, 2006). When the literature on the topic was examined, studies on students' attitudes toward TRHRKC at different levels of education were conducted. However, it can be understood that there are few studies on student attitudes toward TRHRKC in primary and secondary education and that most of these studies had been conducted before the 2018 TRHRKC curriculum was put into practice. It can be seen that few studies have focused on 8th-grade students' attitudes toward TRHRKC based on various demographic variables, similar to the objective of this study (Bozkurt & Körükcü, 2022; Ezer, Ulukaya, & Kaçar, 2016; Yılmaz, 2016). However, there are studies on the effects of some methods or techniques used in teaching 8th-grade TRHRKC and students' attitudes towards the course (Alınlı & Yazıcı, 2020; Altıkulaç & Akhan, 2010; Aslan, 2012; Çiftçi & Dönmez, 2015; Demirel, 2007; Kaya & Akbıyık, 2022; Sönmez, 2019; Tangülü, 2013). There are also scale development studies on the attitudes of students towards 8th grade TRHRKC (Çolak, Başkaya, Aydın, Keleş & Baran, 2021; Elbay & Kaya, 2020; Yeşiltaş & Yılmaz, 2015). In this context, it is thought that this study conducted on the sample of Samsun, the city where Atatürk and his comrades started the war for independence in the history of the Republic of Turkey, will contribute to the literature by

providing empirical data. In addition, the study will also contribute to the literature in terms of being on student attitudes toward the 2018 curriculum since there are no similar studies that included foreign national students in the sample.

The general purpose of the study is to examine the attitudes of 8th graders toward TRHRKC within the context of some demographic variables in the Samsun sample. The hypotheses developed in line with this general purpose are as follows:

H<sub>1</sub>. Students included in the study have high levels of positive attitude towards TRHRKC.

H<sub>2</sub>. There are statistically significant differences between groups' attitudes towards TRHRKC regarding some demographic variables (gender, nationality, type of school, school location, parents' level of education, and TRHRKC achievement status).

Study results are limited to the answers given by 8th graders to the survey used as a data collection tool in the study.

## **METHOD**

### **Research Design**

This study is quantitative research conducted as a general survey to examine the status of 8th graders' attitudes towards TRHRKC in the Samsun sample.

### **Research Sample**

According to the information from the Basic Education Branch of the Samsun Directorate of National Education (MEM), 6.650 students in 8th grades of secondary schools in the central districts of Samsun province during the 2022-2023 academic year. In the selection of the study sample from this population, stratified sampling, one of the random sampling methods that aims to represent the subgroups in the population in proportion to their weight in the population (Büyüköztürk, Kılıç, Çakmak, Akgün, Karadeniz, & Demirel, 2004), was preferred. Central districts of Samsun province and school types were determined as the sub-populations of the study sample, and the procedure of drawing units from these sub-populations was carried out using simple random sampling. The study sample consisted of a total of 1424 8th graders: 33% from Atakum (n=451), 25% from Canik (n=354), 32% from İlkadım (n=449), and 12% from Tekkeköy (n=170). The distribution of this sample size, which constitutes approximately 21% of the study population in terms of school types, was listed as 43% secondary schools (n=610), 33% İmam Orator secondary schools (n=471), and 24% private secondary schools. While choosing the schools, two secondary schools, Imam Orator secondary schools and private secondary schools, were chosen from each district by paying attention to having a high number of students and a high number of foreign national students in schools. Since there were no private secondary schools in the Tekkeköy district, the data were collected from four schools, two secondary schools, and two Imam Orator secondary schools. According to Samsun MEM Lifelong Learning Branch information, 562 foreign national students were studying in the 8th grade of schools in central districts of Samsun in the 2022-2023 academic year. A total of 149 foreign national students studying in the schools were included in the study. As shown in Table 1, based on school types and the overall total, the distribution of the study sample by gender groups is approximately equal. (Table 1).

### **Table 1**

*Distribution of the sample according to some demographic variables*

| School Types                  | Gender | The central districts of Samsun province |        |       |         |          | Total              |
|-------------------------------|--------|--|--------|-------|---------|----------|--------------------|
|                               |        | n  |        |       |         |          |                    |
|                               |        | % within gender                          | Atakum | Canik | İlkadım | Tekkeköy | % within districts |
| Secondary Schools             | Female | n  | 71     | 73    | 83      | 50       | 277                |
|                               |        | %  | 26     | 26    | 30      | 19       | 46                 |
|                               | Male   | n  | 104    | 79    | 104     | 44       | 331                |
|                               |        | %  | 31     | 24    | 31      | 13       | 54                 |
| Total                         | n      | 175                                      | 152    | 187   | 94      | 608      |                    |
|                               |        | %  | 29     | 25    | 30      | 16       | 100                |
| Imam Orator Secondary Schools | Female | n  | 93     | 56    | 78      | 39       | 266                |
|                               |        | %  | 35     | 21    | 30      | 14       | 56                 |
|                               | Male   | n  | 42     | 57    | 71      | 37       | 207                |
|                               |        | %  | 20     | 28    | 34      | 18       | 44                 |
| Total                         | n      | 135                                      | 113    | 149   | 76      | 473      |                    |
|                               |        | %  | 29     | 25    | 32      | 16       | 100                |
| Private Secondary Schools     | Female | n  | 73     | 45    | 57      |          | 175                |
|                               |        | %  | 41     | 25    | 32      |          | 51                 |
|                               | Male   | n  | 68     | 44    | 56      |          | 168                |
|                               |        | %  | 41     | 26    | 33      |          | 49                 |
| Total                         | n      | 141                                      | 89     | 113   |         | 343      |                    |
|                               |        | %  | 41     | 26    | 33      |          | 100                |
| The Overall Total             | Female | n  | 237    | 174   | 218     | 89       | 718                |
|                               |        | %  | 33     | 24    | 30      | 12       | 50                 |
|                               | Male   | n  | 214    | 180   | 231     | 81       | 706                |
|                               |        | %  | 30     | 26    | 33      | 12       | 50                 |
| Total                         | n      | 451                                      | 354    | 449   | 170     | 1424     |                    |
|                               |        | %  | 33     | 25    | 32      | 12       | 100                |

## Research Instruments and Processes

A survey form consisting of two parts was used in the study as a data collection instrument. The first part of this survey consisted of the participants' demographic information (gender, nationality, type of school, location of school, education levels of patients, and TRHRKC success). In contrast, the second part consisted of a 22-item five-point Likert-type scale Attitude Scale towards History of Revolution and Kemalism Course (ASHRKC) developed by Elbay and Kaya (2020). As a result of the exploratory factor analysis of the scale, the researchers reported that the items were collected under four factors: peace, value, motivation, and benefit, and this result was confirmed with a confirmatory factor analysis. When exploratory factor analysis was applied to the data obtained from the sample of Samsun central districts, results consistent with the original scale were found. As a result of the reliability analysis of the scale, Cronbach's Alpha coefficient was found to be .92 for all items. Cronbach's Alpha coefficients of the sub-dimensions in the scale were found as .91 in the peace sub-dimension (10 items), .80 in the value sub-dimension (6 items), .78 in the motivation sub-dimension (4 items), and .69 in the benefit sub-dimension (2 items).

## Data Analysis

Descriptive statistics and hypothesis tests were used to analyze the data. It was decided that the data showed normal distribution by considering sample size, Skewness and Kurtosis coefficients, and Q-Q plot graphs. In addition to the skewness and kurtosis coefficients being in the +1.00 value range, the appropriate number of samples demonstrates the normality of the data (Table 2)

**Table 2***Descriptive analysis of scale scores*

| Scores            | N    | Minimum | Maximum | Mean | Sd    | Skewness | Kurtosis |
|-------------------|------|---------|---------|------|-------|----------|----------|
| Peace             | 1424 | 1.00    | 9.50    | 3.31 | .998  | -.038    | .357     |
| Value             | 1424 | 1.00    | 7.17    | 3.32 | .953  | -.310    | -.240    |
| Motivation        | 1424 | 1.00    | 5.00    | 3.41 | 1.040 | -.281    | -.700    |
| Benefit           | 1424 | 1.00    | 5.00    | 3.86 | 1.043 | -.890    | .169     |
| The overall total | 1424 | 1.00    | 5.59    | 3.38 | .832  | -.175    | -.325    |

The items in ASHRKC were organized according to a 5-point Likert-type scale. The answers to positive items in the scale were transferred to the data file as points from 5 (entirely agree) to 1 (entirely disagree). In contrast, the answers to negative items were transferred to the data file in the reverse form. The range width of the scale was interpreted based on the formula range width/number of groups (Tekin, 2017). Whether the scale scores showed significant differences between demographic groups was tested with hypotheses tests. An independent sample t-test was used to compare the independent demographic variables between the two groups. A one-way ANOVA test was used for independent variables with more than two groups. The Scheffe analysis was used to test which groups had a significant difference.

### Ethics

The research proposal was approved by 25.11.2022 dated 2022-995 numbered decision of Ondokuz Mayıs University Social and Human Sciences Research Ethics Committee.

## FINDINGS

### 1. Attitudes of the study sample toward TRHRKC

The levels of arithmetic mean taken as basis in the evaluation of scale scores are as follows: 1.00-1.80= totally disagree, 1.81-2.60= disagree, 2.61-3.40= neutral, 3.41-4.20= agree, and 4.21-5.00=totally agree. Therefore, ASHRKC mean scores should be evaluated as students have positive attitudes towards the course as their mean scores get close to 5.00, and they have negative attitudes towards the course as their mean scores get close to 1. Descriptive analysis results of the attitude scores of the study sample towards TRHRKC can be seen in Table 3. The participants' arithmetic means of sub-dimensions and total scores on the scale are not high. It was found that the arithmetic means of *peace sub-dimension* scores, which included ten positive statements about the course, such as "*The history of revolution and Kemalism course makes me happy,*" and the arithmetic means of *value sub-dimension* scores, which included six statements, such as "*I would not want to spend any time of the day reading the history of revolution and Kemalism textbook*", were at the level of undecided. On the other hand, *the motivation sub-dimension*, which included statements such as "*I cannot succeed in the History of Revolution and Kemalism course,*" and the arithmetic mean of the scores in the *benefit sub-dimension*, which consists of the statements "*This course increases my love for Atatürk*", and "*the topics in this course interest me,*" were at the agreed level (Table 2).

**Table 3***Attitude scores of the study sample towards TRHRKC*

| Scale sub-dimensions | N    | $\bar{X}$ | Level     | Min. | Max. | Sd   |
|----------------------|------|-----------|-----------|------|------|------|
| Peace                | 1424 | 3.31      | Undecided | 1.00 | 9.50 | .987 |
| Value                | 1424 | 3.31      | Undecided | 1.00 | 7.17 | .945 |



|                   |      |      |           |      |      |       |
|-------------------|------|------|-----------|------|------|-------|
| Motivation        | 1424 | 3.41 | Agree     | 1.00 | 5.00 | 1.040 |
| Benefit           | 1424 | 3.86 | Agree     | 1.00 | 5.00 | 1.044 |
| The overall total | 1424 | 3.38 | Undecided | 1.00 | 5.59 | .830  |

## 2. Attitudes of participants towards TRHRKC in terms of demographic variables

Whether independent variables (gender, nationality, type of school, location of school, education levels of patients, and TRHRKC success) caused statistically significant differences in the dependent variable (attitudes of participants towards TRHRKC) was tested with hypothesis tests. In this context, the analysis results in which the study's second hypothesis was tested can be seen in the related tables.

Table 3 shows the independent samples t-test analysis according to the gender variable. It was found that the attitude scores of the participants were statistically significantly different in terms of gender in the peace, value, and motivation sub-dimensions and total scores, but not in the benefit sub-dimension (Table 4). While the mean attitude scores of male students were between 3.41 (value sub-dimension) and 3.85 (benefit sub-dimension), the mean scores of female students were between 3.11 (peace sub-dimension) and 3.86 (benefit sub-dimension). This result explains that male students have more positive attitudes than female students towards TRHRKC (Table 3).

**Table 4**

*The Independent Sample t-Test Analysis for Gender Variable*

| Sub-dimensions    | Groups | N   | $\bar{X}$ | Sd    | T     | df   | p   |
|-------------------|--------|-----|-----------|-------|-------|------|-----|
| Peace             | Female | 718 | 3.11      | .965  | 7.689 | 1422 | .00 |
|                   | Male   | 706 | 3.51      | .970  |       |      |     |
| Value             | Female | 718 | 3.21      | .948  | 4.093 | 1422 | .00 |
|                   | Male   | 706 | 3.41      | .932  |       |      |     |
| Motivation        | Female | 718 | 3.22      | 1.028 | 7.133 | 1422 | .00 |
|                   | Male   | 706 | 3.61      | 1.017 |       |      |     |
| Benefit           | Female | 718 | 3.86      | .983  | .196  | 1422 | .84 |
|                   | Male   | 706 | 3.85      | 1.103 |       |      |     |
| The overall total | Female | 718 | 3.23      | .817  | 7.033 | 1422 | .00 |
|                   | Male   | 706 | 3.53      | .815  |       |      |     |

The mean ASHRKC total and sub-dimension scores of foreign national students were between 2.79 (value sub-dimension) and 3.58 (benefit sub-dimension). This result shows that foreign national students were undecided and had neither positive nor negative attitudes about this course. On the other hand, it can be understood that while Turkish students are undecided about agreeing with the statements in the sub-dimensions of ( $\bar{X}$ =3.31) and value ( $\bar{X}$ =3.37), they agree with the statements in the motivation ( $\bar{X}$ =3.48) and benefit ( $\bar{X}$ =3.89) sub-dimension. Analysis results show that the difference in the scores of Turkish and foreign national students was statistically significant in all sub-dimensions except for the peace sub-dimension and in overall scores (Table 5).

**Table 5***The Independent Sample t-Test Analysis for Nationality Variable*

| Sub-dimensions    | Groups | N    | $\bar{X}$ | Sd    | t     | df   | p   |
|-------------------|--------|------|-----------|-------|-------|------|-----|
| Peace             | T.R.*  | 1275 | 3.31      | .993  | .637  |      | .52 |
|                   | F.N.** | 149  | 3.26      | .939  |       |      |     |
| Value             | T.R.   | 1275 | 3.37      | .936  | 7.195 |      | .00 |
|                   | FN     | 149  | 2.79      | .868  |       |      |     |
| Motivation        | T.R.   | 1275 | 3.48      | 1.048 | 8.572 | 1422 | .00 |
|                   | FN     | 149  | 2.88      | .789  |       |      |     |
| Benefit           | T.R.   | 1275 | 3.89      | 1.022 | 3.066 |      | .00 |
|                   | FN     | 149  | 3.58      | 1.187 |       |      |     |
| The overall total | T.R.   | 1275 | 3.41      | .850  | 3.628 |      | .00 |
|                   | FN     | 149  | 3.09      | .549  |       |      |     |

\*T.R.: Republic of Türkiye, \*\*FN: Foreign National

Based on the *school type* variable, it was found that the mean total scores and sub-dimension scores of private secondary schools were between 3.60 (peace sub-dimension), the lowest, and 4.21 (benefit sub-dimension), the highest. The mean total scores and sub-dimension scores of Imam Orator secondary school students were between 3.13 (peace sub-dimension) and 3.56 (benefit sub-dimension), the highest. ANOVA analysis showed statistically significant differences in all sub-dimensions and total scores of students towards TRHRKC in terms of the variable of school type. As shown in the Scheffe column in Table 6, mean attitude scores of private school students in all sub-dimensions were higher than those of other groups. On the other hand, *no statistically significant difference was found* in the attitude scores of the S.S. group and the IOSS group.

**Table 6***The One-way ANOVA Analysis Results for School Type Variable*

| Sub-dimensions    | Groups             | N   | $\bar{X}$ | Sd    | Df   | F      | p    | Scheffe      |
|-------------------|--------------------|-----|-----------|-------|------|--------|------|--------------|
| Peace             | SSs <sup>1</sup>   | 608 | 3.28      | .990  | 2    | 23.826 | .000 | PSSs > SSs   |
|                   | IOSSs <sup>2</sup> | 473 | 3.13      | .955  | 1421 |        |      | PSSs > IOSSs |
|                   | PSSs <sup>3</sup>  | 343 | 3.60      | .959  | 1423 |        |      |              |
| Value             | SSs                | 608 | 3.21      | .988  | 2    | 27.564 | .000 | PSSs > SSs   |
|                   | IOSSs              | 473 | 3.20      | .901  | 1421 |        |      | PSSs > IOSSs |
|                   | PSSs               | 343 | 3.63      | .851  | 1423 |        |      |              |
| Motivation        | SSs                | 608 | 3.23      | 1.021 | 2    | 51.572 | .000 | PSSs > SSs   |
|                   | IOSSs              | 473 | 3.30      | 1.026 | 1421 |        |      | PSSs > IOSSs |
|                   | PSSs               | 343 | 3.89      | .943  | 1423 |        |      |              |
| Benefit           | SSs                | 608 | 3.88      | 1.073 | 2    | 40.297 | .000 | PSSs > SSs   |
|                   | IOSSs              | 473 | 3.56      | .996  | 1421 |        |      | PSSs > IOSSs |
|                   | PSSs               | 343 | 4.21      | .936  | 1423 |        |      |              |
| The Overall Total | SSs                | 608 | 3.31      | .828  | 2    | 41.892 | .000 | PSSs > SSs   |
|                   | IOSSs              | 473 | 3.22      | .788  | 1421 |        |      | PSSs > IOSSs |
|                   | PSSs               | 343 | 3.72      | .792  | 1423 |        |      |              |

<sup>1</sup>secondary schools, <sup>2</sup>imam orator secondary schools, <sup>3</sup>private secondary schools

As can be seen in Table 7, in terms of the *school location* variable, the highest mean score in Peace sub-dimension scores was found in the Canik group (n= 354,  $\bar{X}$ = 3.38), while the lowest mean score was found in Tekkeköy group (n= 170,  $\bar{X}$ = 3,13). In the Value sub-dimension, the highest mean score was in the Canik group ( $\bar{X}$ = 3.43), while the lowest was in the İlkadım group (n= 449,  $\bar{X}$ = 3.24). In the Motivation sub-dimension, the highest mean score was found in the

Atakum group ( $n= 451$ ,  $\bar{X}= 3.51$ ), while the lowest was in the Tekkeköy group ( $\bar{X}= 3.20$ ). In the Benefit sub-dimension, the lowest and the highest scores were between the Canik group ( $\bar{X}= 3.97$ ) and the Tekkeköy group ( $\bar{X}= 3.57$ ). In terms of total scores, the scores of Canik group ( $\bar{X}= 3.45$ ) were higher than those of the other two groups. In terms of the variable of school location, a statistically significant difference was found between the attitude scores of the groups, except for the peace sub-dimension. Post hoc analysis results confirmed this difference between the Canik and İlkadım groups in the value sub-dimension and between the Atakum and Tekkeköy groups in the Motivation sub-dimension. In the Motivation sub-dimension, a significant difference was found to be between the Tekkeköy group with the lowest mean score and the other groups. In total attitude scores, the difference between the Tekkeköy group and the Atakum and Canik groups was found to be statistically significant.

**Table 7**

*The One-way ANOVA Analysis Results for School Location Variable*

| Sub-dimensions    | Groups   | N   | $\bar{X}$ | Sd    | df   | F     | p   | Scheffe   |
|-------------------|----------|-----|-----------|-------|------|-------|-----|---|
| Peace             | Atakum   | 451 | 3.33      | 1.009 | 3    | 2.541 | .06 |   |
|                   | Canik    | 354 | 3.38      | .889  | 1420 |       |     |   |
|                   | İlkadım  | 449 | 3.30      | 1.012 | 1423 |       |     |   |
|                   | Tekkeköy | 170 | 3.13      | 1.036 |      |       |     |   |
| Value             | Atakum   | 451 | 3.29      | .944  | 3    | 2.780 | .04 | Canik > İlkadım   |
|                   | Canik    | 354 | 3.43      | .897  | 1420 |       |     |   |
|                   | İlkadım  | 449 | 3.24      | .959  | 1423 |       |     |   |
|                   | Tekkeköy | 170 | 3.28      | .992  |      |       |     |   |
| Motivation        | Atakum   | 451 | 3.51      | 1.017 | 3    | 3.728 | .01 | Atakum > Tekkeköy   |
|                   | Canik    | 354 | 3.39      | 1.007 | 1420 |       |     |   |
|                   | İlkadım  | 449 | 3.41      | 1.037 | 1423 |       |     |   |
|                   | Tekkeköy | 170 | 3.20      | 1.141 |      |       |     |   |
| Benefit           | Atakum   | 451 | 3.86      | 1.075 | 3    | 5.734 | .00 | Atakum > Tekkeköy<br>Canik > Tekkeköy<br>İlkadım > Tekkeköy |
|                   | Canik    | 354 | 3.97      | .986  | 1420 |       |     |   |
|                   | İlkadım  | 449 | 3.87      | 1.030 | 1423 |       |     |   |
|                   | Tekkeköy | 170 | 3.57      | 1.066 |      |       |     |   |
| The Overall Total | Atakum   | 451 | 3.40      | .839  | 3    | 3.053 | .03 | Atakum > Tekkeköy<br>Canik > Tekkeköy                       |
|                   | Canik    | 354 | 3.45      | .771  | 1420 |       |     |   |
|                   | İlkadım  | 449 | 3.36      | .831  | 1423 |       |     |   |
|                   | Tekkeköy | 170 | 3.22      | .897  |      |       |     |   |

The one-way ANOVA results according to the father's education level variable are shown in Table 8. It was found that all sub-sub-dimension mean scores and total attitude mean scores of the participants whose paternal level of education was graduate level ( $n= 136$ ) were higher than those of the participants with other paternal education levels. The participants whose paternal level of education was primary school ( $n= 271$ ) and secondary school ( $n= 218$ ) were found to have lower scores than the other groups. Analysis results confirmed that the difference between groups in all attitude scores was statistically significant. As the Scheffe column in Table 7 shows, this score difference was between the participants whose paternal education level was graduate and undergraduate and between the other groups.

**Table 8***The One-way ANOVA Analysis Results for Father's Education Level Variable*

| Sub-dimensions    | Groups* | N   | $\bar{X}$ | Sd    | df   | F      | p    | Scheffe                               |
|-------------------|---------|-----|-----------|-------|------|--------|------|---------------------------------------|
| Peace             | PS      | 271 | 3.17      | .976  | 4    | 6.521  | .000 | G > PS                                |
|                   | SS      | 218 | 3.16      | .935  | 1419 |        |      | G > SS                                |
|                   | HS      | 409 | 3.29      | .983  | 1423 |        |      | G > HS                                |
|                   | U       | 390 | 3.39      | 1.020 |      |        |      |                                       |
|                   | G       | 136 | 3.62      | .918  |      |        |      |                                       |
| Value             | PS      | 271 | 3.16      | .926  | 4    | 5.772  | .000 | U > PS                                |
|                   | SS      | 218 | 3.22      | .943  | 1419 |        |      | G > PS                                |
|                   | HS      | 409 | 3.28      | .923  | 1423 |        |      | U > SS                                |
|                   | U       | 390 | 3.41      | .982  |      |        |      |                                       |
|                   | G       | 136 | 3.56      | .873  |      |        |      |                                       |
| Motivation        | PS      | 271 | 3.13      | .924  | 4    | 21.122 | .000 | U > PS, SS,<br>HS                     |
|                   | SS      | 218 | 3.16      | 1.044 | 1419 |        |      | G > P.S., S.S.,<br>HS                 |
|                   | HS      | 409 | 3.35      | 1.035 | 1423 |        |      |                                       |
|                   | U       | 390 | 3.67      | 1.042 |      |        |      |                                       |
|                   | G       | 136 | 3.83      | .964  |      |        |      |                                       |
| Benefit           | PS      | 271 | 3.13      | .924  | 4    | 10.030 | .000 | U > PS, SS<br>G > P.S., S.S.,<br>HS   |
|                   | SS      | 218 | 3.16      | 1.044 | 1419 |        |      |                                       |
|                   | HS      | 409 | 3.35      | 1.035 | 1423 |        |      |                                       |
|                   | U       | 390 | 3.67      | 1.042 |      |        |      |                                       |
|                   | G       | 136 | 3.83      | .799  |      |        |      |                                       |
| The Overall Total | PS      | 281 | 3.21      | .758  | 4    | 12.259 | .000 | U > P.S., SS<br>G > P.S., S.S.,<br>HS |
|                   | SS      | 208 | 3.22      | .786  | 1419 |        |      |                                       |
|                   | HS      | 409 | 3.35      | .814  | 1423 |        |      |                                       |
|                   | U       | 390 | 3.50      | .886  |      |        |      |                                       |
|                   | G       | 136 | 3.69      | .770  |      |        |      |                                       |

P.S.: Primary school, S.S.: Secondary school, H.S.: High school, U: Undergraduate, G: Graduate

Similar results with the paternal level of education were found in one-way ANOVA results regarding maternal education (Table 9). A statistically significant difference between groups in the four sub-dimensions and total scores was found. This result explains that the increase in maternal education affects attitude scores positively. Attitude scores of participants whose mothers had a postgraduate level of education were between 3.57 (value sub-dimension) and 4.15 (benefit sub-dimension), and the mean total scores of this group ( $\bar{X}$ =3.68) were higher than those of other levels of education. Attitude scores of participants whose mothers had primary education in all sub-dimensions were between 3.14 (motivation sub-dimension) and 3.69 (benefit sub-dimension), and their total scores ( $\bar{X}$ =3.24) were lower than those of the other participants. Post-hoc analysis also confirmed a statistically significant difference in the scale scores between groups with lower and higher education levels.

**Table 9**  
The One-way ANOVA Analysis Results for Mother's Education Level Variable

| Sub-dimensions    | Groups* | N   | $\bar{X}$ | Sd    | df   | F      | p    | Scheffe               |
|-------------------|---------|-----|-----------|-------|------|--------|------|-----------------------|
| Peace             | PS      | 366 | 3.22      | .940  | 4    | 4.689  | .000 | G > PS                |
|                   | SS      | 237 | 3.22      | .947  | 1419 |        |      | G > SS                |
|                   | HS      | 382 | 3.30      | 1.060 | 1423 |        |      |                       |
|                   | U       | 326 | 3.40      | 1.018 |      |        |      |                       |
|                   | G       | 113 | 3.62      | .939  |      |        |      |                       |
| Value             | PS      | 366 | 3.21      | .984  | 4    | 5.542  | .000 | U > PS                |
|                   | SS      | 237 | 3.33      | .966  | 1419 |        |      | G > PS                |
|                   | HS      | 382 | 3.23      | .975  | 1423 |        |      | U > HS                |
|                   | U       | 326 | 3.45      | .865  |      |        |      |                       |
|                   | G       | 113 | 3.57      | .921  |      |        |      |                       |
| Motivation        | PS      | 366 | 3.14      | .996  | 4    | 19.951 | .000 | U > PS, SS,<br>HS     |
|                   | SS      | 237 | 3.28      | .968  | 1419 |        |      | G > P.S., S.S.,<br>HS |
|                   | HS      | 382 | 3.37      | 1.068 | 1423 |        |      |                       |
|                   | U       | 326 | 3.75      | .984  |      |        |      |                       |
|                   | G       | 113 | 3.75      | 1.053 |      |        |      |                       |
| Benefit           | PS      | 366 | 3.69      | 1.068 | 4    | 11.025 | .000 | U > P.S., S.S.,<br>HS |
|                   | SS      | 237 | 3.68      | 1.101 | 1419 |        |      | G > P.S., SS          |
|                   | HS      | 382 | 3.83      | 1.001 | 1423 |        |      |                       |
|                   | U       | 326 | 4.10      | .961  |      |        |      |                       |
|                   | G       | 113 | 4.15      | 1.026 |      |        |      |                       |
| The Overall Total | PS      | 366 | 3.24      | .785  | 4    | 9.943  | .000 | U > P.S., S.S.,<br>HS |
|                   | SS      | 237 | 3.31      | .781  | 1419 |        |      | G > P.S., S.S.,<br>HS |
|                   | HS      | 382 | 3.34      | .868  | 1423 |        |      |                       |
|                   | U       | 326 | 3.54      | .832  |      |        |      |                       |
|                   | G       | 113 | 3.68      | .831  |      |        |      |                       |

P.S.: Primary school, S.S.: Secondary school, H.S.: High school, U: Undergraduate, G: Graduate

TRHRKC achievement scores were based on the fall semester grades of students who participated in the study during the 2022-2023 academic year. As can be seen in Table 10, there was a positive association between students' TRHRKC achievement and their attitudes towards the course. In other words, students with a higher TRHRKC achievement had a more positive attitude towards the course. It was found that attitude scores of participants with a grade between 85 and 100 (n= 784) in all sub-dimensions were between 3.52 (value sub-dimension) and 4.05 (benefit sub-sub-dimension). The total scores of this group ( $\bar{X}$ = 4.05) were higher than those of the other participants. Attitude scores of participants with a grade between 0 and 44 "fail" (n= 45) were between 2.69 (motivation sub-sub-dimension) and 3.44 (benefit sub-sub-dimension). Analysis results explained that the difference between groups in scale scores in terms of the variable of course achievement was statistically significant. This difference was between participants with grades between 85 and 100 and other groups in all sub-dimensions.

**Table 10**  
*The One-way ANOVA Analysis Results for Course Grade*

| Sub-dimensions    | Groups | N   | $\bar{X}$ | Sd    | df   | F      | p    | Scheffe        |
|-------------------|--------|-----|-----------|-------|------|--------|------|----------------|
| Peace             | 0-44   | 45  | 2.92      | .852  | 4    | 27.633 | .000 | 85-100 > 0-44  |
|                   | 45-54  | 107 | 2.97      | .960  | 1419 |        |      | 85-100 > 45-54 |
|                   | 55-69  | 225 | 2.98      | .852  | 1423 |        |      | 85-100 > 55-69 |
|                   | 70-84  | 263 | 3.09      | .886  |      |        |      | 85-100 > 70-84 |
|                   | 85-100 | 784 | 3.55      | 1.021 |      |        |      |                |
| Value             | 0-44   | 45  | 3.04      | .903  | 4    | 24.611 | .000 | 85-100 > 0-44  |
|                   | 45-54  | 107 | 2.84      | .934  | 1419 |        |      | 85-100 > 45-54 |
|                   | 55-69  | 225 | 3.02      | .875  | 1423 |        |      | 85-100 > 55-69 |
|                   | 70-84  | 263 | 3.20      | .912  |      |        |      | 85-100 > 70-84 |
|                   | 85-100 | 784 | 3.52      | .940  |      |        |      |                |
| Motivation        | 0-44   | 45  | 2.69      | .929  | 4    | 96.233 | .000 | 85-100 > 0-44  |
|                   | 45-54  | 107 | 2.66      | .842  | 1419 |        |      | 85-100 > 45-54 |
|                   | 55-69  | 225 | 2.87      | .883  | 1423 |        |      | 85-100 > 55-69 |
|                   | 70-84  | 263 | 3.04      | .865  |      |        |      | 85-100 > 70-84 |
|                   | 85-100 | 784 | 3.84      | .963  |      |        |      |                |
| Benefit           | 0-44   | 45  | 3.44      | 1.159 | 4    | 16.858 | .000 | 85-100 > 0-44  |
|                   | 45-54  | 107 | 3.46      | 1.062 | 1419 |        |      | 85-100 > 45-54 |
|                   | 55-69  | 225 | 3.62      | 1.006 | 1423 |        |      | 85-100 > 55-69 |
|                   | 70-84  | 263 | 3.71      | 1.020 |      |        |      | 85-100 > 70-84 |
|                   | 85-100 | 784 | 4.05      | 1.012 |      |        |      |                |
| The Overall Total | 0-44   | 45  | 3.44      | 1.159 | 4    | 49.656 | .000 | 85-100 > 0-44  |
|                   | 45-54  | 107 | 3.46      | 1.062 | 1419 |        |      | 85-100 > 45-54 |
|                   | 55-69  | 225 | 3.62      | 1.006 | 1423 |        |      | 85-100 > 55-69 |
|                   | 70-84  | 263 | 3.71      | 1.020 |      |        |      | 85-100 > 70-84 |
|                   | 85-100 | 784 | 4.05      | 1.012 |      |        |      |                |

## DISCUSSION, CONCLUSION, RECOMMENDATIONS

The results of the present study, which examines the attitudes of 8th graders towards TRHRKC within the context of some demographic variables in the sample of Samsun, were compared and discussed with the results of previous studies.

A general overview of the study results indicates that the attitudes of the participating students towards TRHRKC are neither positive nor negative. Their responses to the attitude items in the scale

are at the level of undecided. In addition, the level of their responses to the statements in the peace and value sub-sub-dimensions of the four-sub-dimensional ASHRKC was undecided. In contrast, the level of their responses to the statements in the motivation and benefit sub-sub-dimensions was at the level of agreement. This situation explains that the students who participated in the study have low positive attitudes towards the course. Therefore, this result does not support the study's first hypothesis (*The students who participated in the study have a high positive attitude towards TRHRKC*). A review of the literature revealed a few studies that focused on the attitudes of 8th graders toward TRHRKC within the context of various demographic variables. The first of these studies was the study by Ezer et al. (2016), which was conducted with 8th graders in a Diyarbakır sample, and in this study, the attitude scale developed by Köçer and Demir (2009) was used. This study evaluated the percentages and frequencies of the participants' responses to the 35 items in the measurement tool. It was found that the participants had positive attitudes on some issues and negative attitudes on others. Another study was conducted by Bozkurt and Körükcü (2022) with 8th graders in imam orator secondary schools in Aksaray province. This study evaluated student attitudes toward the TCITA course using a different attitude scale (Yeşiltaş & Yılmaz, 2015). When the mean scores of the student's responses to the statements in the attitude scale used in this study are evaluated, it can be seen that the scores of the sub-sub-dimensions of the scale called love ( $\bar{X}=3.53$ ), importance ( $\bar{X}= 3.90$ ), and interest ( $\bar{X}= 3.57$ ) and the mean of the total attitude scores ( $\bar{X}=3.63$ ) are at the level of agree.

The analysis results explain that the study's second hypothesis ( $H_2$ : *independent variables create a statistically significant difference in participants' attitudes towards TRHRKC*) is confirmed to a great extent. Regarding the gender variable, no statistically significant difference was found between the groups, only in the benefit sub-sub-dimension of the attitude scale. The study results show that male students have more positive attitudes towards TRHRKC than female students. While this result is consistent with the findings reported in the study by Yılmaz (2016), it is not consistent with the findings by Ezer et al. (2016). In another study (Bozkurt & Körükcü, 2022), in which the attitudes of 8th graders in Imam Orator secondary schools towards TRHRKC were examined, no statistically significant difference was found between the groups in terms of gender variable in the total attitude score and the love sub-sub-dimension score of the scale. On the other hand, a significant difference was found between the gender groups in the importance and interest sub-sub-dimensions of the scale used in this study. This difference was reported to favor female students in the importance sub-sub-dimension and male students in the interest sub-dimension.

Regarding the *nationality* variable, a statistically significant difference was found between the Turkish and foreign student groups in the scale scores, except for the peace sub-sub-dimension scores, which include positive statements about TRHRKC. While both groups' agreement level with the positive statements in the peace and value sub-sub-dimensions is within the undecided range, the level of agreement of both groups with the statements in the benefit sub-sub-dimension is within the agreed range. While Turkish students' level of agreement with the total scores and the statements in the motivation sub-sub-dimension was within the agreement range, it was determined that foreign national students were undecided about agreeing with these statements. When the analysis results are evaluated in general, it can be seen that Turkish students have more positive attitudes towards TRHRKC than foreign national students. No study in the literature examines foreign national students' attitudes toward 8th-grade TRHRKC. Therefore, comparing the study's findings with those of other studies was impossible. On the other hand, in a qualitative study (Torun & Kandemir, 2021), in which 13 foreign national students attending university education in Turkey were included in the sample, foreign national students' views on the aims and expectations of Atatürk's principles and history of revolution course were examined. The participants of this study stated that they regarded this course as a course that teaches the importance of national unity and solidarity, as well as the importance and influence of

Atatürk in terms of Turkish history, and as a course in which Atatürk's ideas and thoughts are conveyed.

A joint evaluation the variables pertaining to *school type* and *school location* reveals that the attitude scores of the Tekkeköy sample, which lacks private educational institutions, are comparatively lower than those of the other groups. The level of attitude scores of the participants in the private school group is within the range of agree or strongly agree in all sub-dimensions and is higher than the scores of the other school groups. On the other hand, the attitude scores of the Imam Orator secondary school group are lower than the other groups. They are within the undecided level except for the benefit sub-sub-dimension. There is no finding in the related literature on whether the school-type variable creates a significant difference in attitudes toward TRHRKC. However, a study examining university students' attitudes towards Atatürk's principles and history of revolution courses (Yel & Kaşkaya, 2016) reported that students studying at private universities had higher attitude scores than state university students. According to the results of the analysis, the attitude scores of the Canik and Atakum samples were higher than those of the other groups. This result may be related to the political culture of the school and the school environment because the Canik district is known to have a predominantly nationalist or nationalist conservative population. In contrast, the Atakum district has a predominantly social democratic population. However, qualitative studies are needed to confirm whether this assumption is correct.

The study's results explain that as the parents' educational level of students who participated in the study increases, they have more positive attitudes towards TRHRKC. In particular, attitude scores of the groups whose mothers and fathers had undergraduate and graduate education levels were within the range of agreement in all sub-dimensions. In Bozkurt and Körükcü's (2022) study, it was reported that the educational status of parents created a statistically significant difference in the analysis results. However, this study found that the attitude scores of groups with higher parental education levels towards TRHRKC were lower than the other groups. The studies conducted by Ezer et al. (2016) and Yılmaz (2016) reported that the maternal and paternal education level variables did not create a statistically significant difference in student attitudes toward TRHRKC.

The study results show that the students who participated in the study have more positive attitudes towards this course as their TRHRKC academic achievement scores increase. In Yılmaz's (2016) study, it was reported that the attitude scores of 8th graders with higher grade point averages towards the TRHRKC course were higher than the other groups.

Upon evaluation of the research findings in general, the level of attitude scores exhibited by the participants towards TCITAD was found to be within the undecided range. However, both the attitude scores towards TCITAD and the TCITAD academic achievement scores of the participants who went to private school and whose parents had undergraduate or graduate education were higher than the other groups. Among the private school students who participated in the study, paternal educational status of 80% and maternal educational status of 78% were undergraduate and postgraduate. On the other hand, the rate of participants whose fathers had undergraduate and graduate levels of education was 22% in the secondary school sample and 25% in the Imam Orator secondary school sample. The rate of participants with undergraduate and graduate education levels was approximately 16% in both school types. While the TRHRKC grade of approximately 93% of participants in private secondary schools was between 85 and 100, this rate decreased by half in other school groups. Especially during childhood (6-12 age range), parents have a high influence on the formation of attitudes. Attitudes are shaped in adolescence (12-21 age range). The source of attitudes acquired are parents rather than personal



experiences (Tavşancıl, 2006). It would not be correct to generalize since the studies focusing on the factors affecting attitudes toward TRHRKC are very limited in the literature. However, it can be said that the education level of the parents and the school type variable effectively influence the attitudes of the students participating in the study in the Samsun sample towards TRHRKC.

As is known, Turkey is a country where people from different cultures have lived together from past to present. According to the 2023 data of the Directorate of Migration Management of Turkey, the number of foreigners residing in Turkey (international protection and temporary protection status holders) residing in Turkey exceeded 5 million (GİB, 2023). According to the General Center for Lifelong Learning (GCLL) data, 68.51% of the foreign population is of elementary and secondary school age. At the same time, 1.365.884 are of educational age (5-17 years of age) (HBÖGM, 2022). Most of the foreign national students in Turkey come from countries such as Syria, Afghanistan, Iraq, Palestine, Somalia, and Yemen. It should be noted that the rate of foreign national students in the Turkish education system is at a considerable level. Therefore, it is clear that plans and policies that focus on the education processes of foreign national students will affect the Turkish education system (Yılmaz, 2023). In Article 2 of the general objectives of the Basic Law of National Education No. 1739, it is essential to raise citizens who are loyal to Atatürk's reforms and principles and Atatürk's nationalism, which is expressed in the Constitution. In this context, different studies should be conducted on the attitudes of foreign students towards TRHRKC, which is included in Turkey's formal education programs.

TRHRKC has started to be given in order to convey to new generations the struggle of the Turkish nation against imperialist powers and ignorance, and the revolutionary movements initiated by M. Kemal Atatürk, the founder of the Republic of Turkey, with the proclamation of the Republic. Therefore, these courses fulfill an important task in raising Turkish youth who will ensure the eternal continuation of the Republic of Turkey. The 1982 Constitution of the Republic of Turkey stipulates the eternal existence of the Turkish homeland and nation and the indivisible integrity of the supreme Turkish State. It states that this will be done in line with the understanding of nationalism determined by the founder of the Republic of Turkey, the immortal leader and unique hero Atatürk, and his reforms and principles. It is understood that TRHRKC should be planned and carried out with great importance and sensitivity so that the Turkish youth can have positive attitudes towards TRHRKC. Considering the general aims of Turkish national education, researching all kinds of factors that will keep students' attitudes towards TRHRKC at a positive level and necessarily organizing them is a national issue that all stakeholders of the Turkish education system should always consider. A review of the literature on the subject revealed a very limited number of studies. It is evident that further research is required at various grade levels investigate attitudes towards this course and academic achievement.

### **Ethical Statement**

This study was produced as a doctoral courses study in Social Science Education at Ondokuz Mayıs University Graduate Education Institute.

### **Ethics Committee Approval**

25/11/2022 dated 25/11/2022 and numbered 995 was given by Ondokuz Mayıs University, Social and Human Sciences Research ethics committee.

### **Author Contributions**

Research Design (CRediT 1) Author 1 (%50) – Author 2 (%50)

Data Collection (CRediT 2) Author 1 (%100) – Author 2 (%00)

Research - Data analysis - Validation (CRediT 3-4-6-11) Author 1 (%50) – Author 2 (%50)

Writing the Article (CRediT 12-13) Author 1 (%60) – Author 2 (%40)

Revision and Improvement of the Text (CRediT 14) Author 1 (%40) – Author 2 (%60)

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### **Conflict of Interest**

This study is not subject to a conflict of interest.

### **Sustainable Development Goals (SDG)**

This study does not support any of the “Sustainable Development Goals” listed at <https://sdgs.un.org/goals>.

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