

## Investigation Of the Historical Curiosity of High School Students Studying in Different Types of Schools\*

Hakan KARAKÖSE\*\*<sup>1</sup>  & Mustafa SAFRAN<sup>2</sup> 

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### Abstract:

The aim of this research is to examine the history curiosity of high school students studying in different types of schools. History curiosity was analyzed using qualitative research methods. Data was collected by applying an interview form consisting of six questions to the students, and the answers were coded using the descriptive analysis method, matched with the relevant themes and tabulated. Students who are within the borders of Mersin Province Erdemli District and studying in five different high school types in the 2022/2023 academic year constitute the sample of the research. According to the results of the research, high school students are generally intensely curious about the leading characters (sultans, kings, emperors and state administrators), the lives of the leading characters and the places where the events take place, especially the wars. The historical events they are most curious about are related to the historical people and characters they are curious about. High school students are most curious about military events, wars related to these events, and political history. Göbeklitepe took the first place in the historical places that high school students are most curious about. In addition, Hagia Sophia, Çanakkale, Topkapı Palace, Pyramids and many other historical places have also been a matter of curiosity. When it came to the historical periods, we can say that the ones students are most curious about are related to historical characters and historical events. It is seen that the historical periods that the high school students included in the research sample are most curious about are the historical periods related to the Ottoman Empire, the Middle Ages and the Foundation of the Republic of Türkiye. When it comes to the subject of historical TV series, it has been determined that historical TV series, which are about history and describe a period of history, have an important role in the history curiosity of high school students included in the research sample. Finally, the students involved in the study stated that they were curious about the accuracy of the textbooks, ancient inventions and technologies, the life of ancient people and wars in history.

**Anahtar Kelimeler:** History, curiosity, history curiosity, high school students.

### Atf:

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<sup>1</sup>Ministry of National Education (MoNE), Türkiye. Orcid ID: 0009-0005-8922-9681

<sup>2</sup>Gazi University, Türkiye. Orcid ID: 0000-0003-4153-8918

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\*\*Corresponding Author: hakankarakose100@gmail.com

## INTRODUCTION

Contemporary historiography is much more comprehensive than a chronological listing of past events and important historical figures. In the evaluation of past events and phenomena, the process that examines all the data objectively by revealing is, in a sense, researching and explaining the hidden aspects of intertwined events. In this context, the scientific responsibility of history is that it is a methodological and disciplinary process (Kabapınar, 2012).

History is “the science that examines past events in a cause-and-effect relationship by showing their place, time and perpetrators”. As it can be seen, the subject of history is “the past”. The past is quite open to curiosity. It is important for an individual to be curious about their past. Curiosity about the past and then learning about the past creates the consciousness of history in the individual (Köstüklü, 2004). It is the knowledge of history in the mind of the individual that enables the emergence of historical curiosity. In order to explain the curiosity of history, first of all, the nature of curiosity and curiosity should be explained, and then the relationship between history and curiosity should be revealed.

William James (1890) explains curiosity as the turning of attention to the novelty and the approach-exploration reaction that emerges accordingly. Again, according to James, apart from this dimension, which is more situational and instinctive, scientific curiosity is the response to “...an inconsistency or gap in knowledge...” (as cited in Kaya, 2016). There are studies conducted independently of each other with different research questions in many subfields of psychology about interest and curiosity, which is considered as a motivational-emotional element that triggers the actions of successive exploration and continuation of discovery and directs the behaviors of individuals (Renninger & Hidi, 2011; Silvia, 2006).

Interest or curiosity has been studied as a construct that is handled in different dimensions. In the literature, curiosity has been the subject of research as a motivation that arises due to stimulus conflict or incompatibility, as a situational variable, as a personal feature that has a role in choosing a profession, as an emotion, as a developmental feature, as a structure that allows the individual to regulate himself in the face of situations (Sansone & Thoman, 2005; Silvia, 2006).

Curiosity, as a positive emotion, directs individuals to explore and enables them to continue their efforts in this direction. Dewey was one of the first to express the views that providing curiosity in education will bring learning and performance (as cited in Kaya, 2016).

Dewey (1913), in his book "Interest and Effort in Education", presents the views of education, which is based on the subjects and questions that the student is personally curious about, and the views that it is possible to learn by making enough work and effort, as opposing perspectives. According to him, the education carried out in line with the interests of the student is more effective than the education aimed at the development of the student by effort, even if he is not interested (as cited in Kaya, 2016).

In the history of Turkish education, the role and importance of interest in education has been emphasized. For example, in Ziya Gökalp's Malta Letters, “Children want to understand everything, they ask, but in our country, parents often do not value these questions of the child. They give him a sloppy answer. This is not good. On the contrary, by making use of these

questions of the child, he should teach him correct information about what he is asking. When a child always gets sloppy answers to his questions, little by little he no longer wonders about anything; because the answers he received to his questions before did not satisfy his soul.” states that the natural curiosity of the child should be protected and strengthened in his education (Gökalp, 1989). In this context, students' interest in history was examined in this study.

Different distinctions have been made by psychologists regarding the categorization of the concept of curiosity. Curiosity is divided into two by James (1950): general curiosity, expressed as excitement in the face of an innovation, and scientific curiosity, expressed as concentration on unique types of knowledge. The concept of scientific curiosity will be explained in detail below. Different from the categorization made by James, it is divided into five by Kreidler, Zigler and Kreidler (1975): controllable/reactive, uncertainty/complexity, conceptual, perceptual and manipulative curiosity (as cited in Altun, 2016).

Based on the dimensions of curiosity, psychologist Berlyne (1954), who conducted research on the concept of curiosity, mentions two dimensions: the first is perceptual and epistemic curiosity, and the second is original and diversive curiosity. Details about these types of curiosity are given below.

### ***Perceptual Curiosity***

Perceptual curiosity is a curiosity that is motivated by new perceptual, that is, sensory and visual stimuli, and increases with the awareness of these stimuli. In addition, perceptual curiosity is a type of curiosity that can be seen especially in animals and develops with the increase of sensory or impulsive perception, and it is the situation of obtaining new information through behaviors directed by emotional concepts (smell, sound and image) in order to obtain new information about uncertain or complex objects and situations (Litman & Spielberger, 2003).

The ability to demonstrate perceptual curiosity explains exploratory behavior in animals (Loewenstein, 1994). Based on the explanation in question and its relationship with perceptual curiosity and impulsive perception, it is stated that it is common in animals and humans, and that epistemic curiosity, which will be explained in detail below and which means informational curiosity, is mostly seen in humans (Fulcher, 2004).

To address individual differences in perceptual curiosity, a 33-item survey was conducted on 320 undergraduate students, and as a result, it was determined that there were two types of perceptual curiosity, original and discriminative, and that there was a positive relationship between the items and subheadings of the scale and the items and results of the perceptual curiosity scale (Collins, Litman & Spielberger, 2004).

### ***Epistemic (Informational) Curiosity***

Epistemic curiosity, which Leslie (2014) explains in his book as the directed aspect of diverted curiosity, which he refers to as raw curiosity, is the desire to acquire knowledge by making one's cognitive effort necessary. Epistemic curiosity, which is a variable encountered in different fields and times, is also expressed as the desire for knowledge that motivates people to fill knowledge gaps, acquire new information and solve intellectual problems (Berlyne, 1954; Litman, 2008; Loewenstein, 1994).

Looking at the studies on epistemic curiosity, three structures can be mentioned: "openness to ideas", "cognitive context" and "cognition", on which the content and definitions of this type of

curiosity are based. It can be seen that the three relevant concepts unite and are related around the concept of cognition. There are studies confirming this idea. Among the related concepts, "openness to ideas" is related to skills such as embracing unusual thoughts, problem solving and thinking (Mussel, 2010).

Berlyne (1954), who made the first scientific explanations about epistemic curiosity, reveals the relationship between epistemic curiosity and the problem-solving process. Epistemic curiosity is tried to be satisfied within the framework of questions asked, propositions, answers received, new questions asked and answers received as a result of unsatisfied answers, that is, repetition of information, and in this respect, it differs from perceptual curiosity.

The conclusion that there is a positive relationship between variables related to epistemic curiosity and variables related to curiosity, and between engaging in cognitive activities and getting excited about engaging in cognitive activities is one of the results obtained from studies on epistemic curiosity (Litman, 2008).

In the study conducted by Litman and Jimerson (2004), who talked about the conceptual relationship between epistemic curiosity and curiosity, the use of the concepts of deprivation and interest together with the concepts of curiosity and epistemic curiosity proves that the variables of epistemic curiosity and curiosity above are related. "Deprivation" sensations, which include positive emotions that reinforce exploratory behavior and interest in learning and new information, as well as negative emotions towards the unknown, are sensations that trigger curiosity, and are basically expressed as emotions that stimulate epistemic curiosity and are researched in line with the concept of epistemic curiosity.

### ***Diversive Curiosity***

Diversive curiosity, described by Day (1971) as "diversionary discovery" and variously explained as the need to search for new information or increase knowledge, or the desire to acquire new conceptual information, dissatisfaction with the unknown, anger and "feeling of deprivation", search for new resources, and is a type of epistemic curiosity linked to sociability and courage, is the desire to investigate more general situations (Acun et al., 2013; Loewenstein, 1994).

It is stated that the source of diversive curiosity, which is expressed as the desire for the new, fun and exciting, is individual differences arising from people's tendencies, and that people with a sense of diversive curiosity tend to learn the unknown and are happy to discover new ideas (Mussel, 2010).

### ***Specific Curiosity***

Specific curiosity is a type of epistemic curiosity, which is the desire for interest, uncertainty and complexity, and the desire to obtain more specific information compared to discriminative curiosity (Loewenstein, 1994). Specific curiosity stimulated by epistemic curiosity and perceptual curiosity, can be expressed as the process of solving problems, acquiring new knowledge, or enjoying depicting the problem-solving process and searching for information to solve problems (Litman & Silvia, 2006; Litman & Spielberger, 2003).

It is proven by relevant research that curiosity affects academic achievement by activating exploratory behavior and has a positive effect on learning (Kahraman, 2021). The purpose of this research is to examine the history curiosity of high school students studying in different

types of schools and what are the differences and similarities between the curiosity for history of students studying in high schools of different types such as Anatolian high school, science high school, imam hatip high school, vocational and technical high school and private high school. Do different school types have an effect on students' curiosity in history?

This research was limited to students studying in five different high school types within the borders of Erdemli district of Mersin province. It is assumed that the research takes place in a friendly environment, free from constant, systematic and random errors, and that the students answer the surveys and interviews correctly and without being influenced by anyone, and that the data obtained is valid and reliable.

This research is limited to the opinions of high school students studying in the 2022-2023 academic year regarding their curiosity about history. In addition, the research area is limited to high school students studying at Erdemli Borsa Istanbul Science High School, Erdemli Anatolian High School, Erdemli Anatolian Imam Hatip High School, Erdemli TED Mersin College and Erdemli Arpaçbahşiş Vocational and Technical Anatolian High School (VTAHS).

## METHOD

### *Research Method*

Qualitative research methods were used to measure curiosity for history. Qualitative research is well suited to tracking progress and discovering turning points that play a critical role in shaping long-term change processes. Criticisms of qualitative studies focus on the points that they use small samples, are subjective, and as a result cannot reach generalizable results (Söyler, 2020). Accordingly, an interview form prepared by the researcher was applied to the students in order to determine their curiosity for history.

### *Sample of the Research*

The sample of the research consists of students studying in 5 different high schools in Erdemli District of Mersin in the 2022-2023 academic year. The study group of the research consists of a group of 150 people consisting of 9th, 10th, 11th and 12th grade students from Erdemli Borsa Istanbul Science High School, Erdemli Anatolian High School, Erdemli TED Mersin College, Erdemli Arpaçbahşiş Vocational and Technical Anatolian High School and Erdemli Anatolian

**Table 1** Study group of the research

School	Girl	Boy	Total
Erdemli Borsa İstanbul High School	15	15	30
Erdemli Anadolu High School	15	15	30
Erdemli TED Mersin College	17	13	30
Erdemli Arpaçbahşiş VTAHS	17	13	30
Erdemli Anadolu İmam Hatip High School	0	30	30
Total	64	86	150

Table 1 shows the distribution of students included in the research sample by school and gender. The opinions of 15 girls and 15 boys from Erdemli Borsa İstanbul Science High School, 15 girls and 15 boys from Erdemli Anatolian High School, 17 girls and 13 boys from Erdemli TED Mersin College, 17 girls and 13 boys from Erdemli Arpaçbahşiş Vocational and Technical Anatolian High School and 30 boys from Erdemli Anatolian Imam Hatip High School were interviewed. Since there are no female students in Erdemli Anatolian Imam Hatip High School, the number of female students is seen as 0.

### Data Collection Method

A six-question interview form created by the researcher was used as a data collection method.

### Analysis of Data

Descriptive analysis method was applied to analyze qualitative data. The students' answers to the questions were coded, matched with the relevant themes and tabulated.

## RESULTS

The data of the historical people that students are curious about are given in the tables below.

**Table 2** The historical characters students are most curious about

Historical Characters	Schools					Total Frequency
	Anatolian High School	Vocational and Technical Anatolian High School	Anatolian İmam Hatip High School	Private School	Science High School	
Atatürk	15	15	8	16	13	67
Sultan Mehmet the Conqueror	7	7	13	4	10	41
Genghis	1	3	3	2	4	13
Timur	2	3	3	1	4	13
Hitler	3	1		2	7	13
Suleiman The Magnificent	2	1	3	2	2	10
Mohammed	1		4	2	2	9
Mete		1	3	1	3	8
Alparslan		2	5			7
Abdulhamid II			5	1	1	7
Napoleon	3	1		1	1	6
Einstein	2		1		2	5
Tesla			2	1	2	5
Yavuz Sultan Selim	2		1		1	4
Attila	2		1	1		4
Hürrem Sultan	1	1		1	1	4
Alexander the Great	1			3		4
Mimar Sinan		1	1	1	1	4
Yıldırım Bayezid	3					3
Osman I			1	1	1	3
Mona Lisa	1			2		3
Kösem Sultan	1				1	2
Cleopatra	1			1		2

When all the students who constitute the research sample of 5 different high school types on the historical characters of interest were examined, no other names were found in the first 2 except Mustafa Kemal Atatürk and Fatih Sultan Mehmet. It was observed that 67 of all students in the study group said Mustafa Kemal Atatürk and 41 said Fatih Sultan Mehmet.

When all the students included in the research in all schools are examined in the question about the historical people, they are most curious about, we see the following results: Genghis Khan 13, Timur 13, Hitler 13, Suleiman the Magnificent 10, Mohammed 9, Mete 8, Abdülhamid the 2nd 7, Alparslan 7, Napoleon 6, Einstein 5, Tesla 5, Yavuz Sultan Selim 4, Atilla 4, Hürrem Sultan 4, Alexander the Great 4, Mimar Sinan 4, Yıldırım Bayezid 3, Osman 3 and Mona Lisa 3. As seen in these results, warrior leaders such as Genghis Khan, Timur and Hitler are the most

curious historical characters after Atatürk and Fatih Sultan Mehmet. Among other historical characters, the dominance of Turkish history and especially the History of the Ottoman State can be seen. We can say that this result is due to the effect of high school history programs and curriculum.

We see that all students included in the research sample are curious about 44 different historical characters in total, 27 of these historical characters are Turkish, 15 are from other nationalities and 2 are religious characters (Prophet Muhammad and Jesus Christ). Again, 35 of the 44 different historical characters in total are male, while 9 are female. We can say that the number of male characters is 4 times that of female characters. The students of Erdemli Borsa İstanbul Science High School and Erdemli TED Mersin College said the most different historical characters about historical persons. It can be said that history teachers have an effect on this as much as the students' own characteristics. Among the curious historical characters, the most female historical characters were expressed in Erdemli TED Mersin College, and the most male historical characters were expressed in Erdemli Borsa İstanbul Science High School.

Among the historical characters that students are curious about when all the students included, the most historical characters related to the History of the Ottoman State are seen in Erdemli Borsa İstanbul Science High School and the least historical characters are seen in Arpaçbaşı VTAHS students. Historical characters belonging to other nations were mostly seen in Erdemli TED Mersin College students, while foreign historical characters were seen least in Erdemli Arpaçbaşı Vocational and Technical Anatolian High School students.

The data of the historical events that the students in the research sample are curious about are given in the tables below.

**Table 3** The historical events students are most curious about

Historical Events	Schools					Total Frequency
	Anatolian High School	Vocational and Technical Anatolian High School	Anatolian İmam Hatip High School	Private School	Science High School	
Conquest of Istanbul	9	7	11	4	11	42
Turkish War of Independence	3	7	1	3	7	21
World War 2	5	1	1	7	2	16
Ottoman Empire	3	2	3	2	6	16
Battle of Manzikert	2	3	4		1	10
World War 1	2	1	2	3	2	10
Battle of Gallipoli	1	3	1		1	6
French Revolution		1		3	1	5
30 Years' War				4		4
Building the Pyramids		1	1	2		4
Hitler	1			2		3
Battle of Ankara	2		1			3
Metehan		1			1	2
Renaissance				1	1	2
Formation of the world	1				1	2

Considering all the students from 5 different types of high schools included in the research sample regarding the historical events that students are curious about the most, we see that 42 students said the Conquest of Istanbul and 21 students said the Turkish War of Independence.

We can say that this situation is related to the historical characters that students are curious about the most, Fatih Sultan Mehmet and Mustafa Kemal Atatürk. When all the students participating in the research in all schools were examined in the question of the historical events that students are curious about the most, the following results were obtained: “World War II 16, History of the Ottoman Empire 16, Battle of Manzikert 10, World War I 10, Battle of Çanakkale (Battle of Gallipoli) 6, French Revolution 5, Pyramids 4, 30 Years' War 4, Hitler 3, Battle of Ankara 3”. According to these results, we see that the historical events that students are most curious about are military events, the struggles of the leading characters and especially the wars that took place in world history. We can say that this situation is caused by the influence of the history programs and the history curriculum as well as the student's own curiosity. It is seen that all students included in the research sample mentioned 57 different historical events, situations, historical characters, social and cultural events and historical places regarding to the question about the historical events that they are curious about the most. The distribution of 57 historical events mentioned by all students participating in the research in all high schools is as follows: Wars (wars in world history) 17, historical characters (sultans, kings, state administrators and political leaders) 12, social events and revolutions 11, state, empire and historical period names 8, scientific developments, inventions 3 historical places 2, the formation of the world and the beginning of humanity 2, literature (the writing of the National Anthem and the Ergenekon Epic) 2.

We can say that the students participating in the study do not focus on any historical period, event or subject and show diversity. It is seen that 37 of the 57 historical events mentioned by all students in all schools participating in the study are on the political history of wars, leading characters, states and empires. Social, scientific, social, cultural, artistic and literary issues constitute only 20 of the 57 historical events mentioned. Considering the students from all high schools included in the research sample, Erdemli Borsa İstanbul Science High School students said the most historical events and Erdemli TED Mersin College students said the most historical events related to the history of other nations. Among the students who participated in the study about historical events, the wars in world history were expressed mostly by the students studying at Erdemli Anatolian Imam Hatip High School, and least by the students of Erdemli TED Mersin College.

The data of the historical places that the students included in the research sample are curious about are given in the tables below.



**Table 4** The historical places students are most curious about

Historical places	Schools					Total Frequency
	Anatolian High School	Vocational and Technical Anatolian High School	Anatolian İmam Hatip High School	Private School	Science High School	
Göbeklitepe	6	4	3	3	7	23
Hagia Sophia Mosque	4	3	11	2	2	22
Çanakkale	3	9	6			18
Topkapı palace	4	2	2	2	3	13
Pyramids		1	1	6	2	10
Ephesus Ancient City	2		2	2	1	7
The Great Wall of China			1	2	4	7
Mimar Sinan Buildings	3		1		1	5
Museums		2	2			4
Dolmabahçe Palace		1		1	2	4
The hanging gardens of Babylon				3	1	4
Rome			1	1	1	3
Kaaba	1				2	3
Maiden's Castle		2		1		3
Greek temples				2	1	3
Tomb of Genghis Khan			2	1		3
Roman Colosseum	1			2		3
Ataturk's House	1			1	1	3
Berlin Wall				3		3
Galata Tower		1		1		2

When all the students included in the research sample from all high schools are examined regarding the question of the historical places that they are curious about the most, the following results are seen: “Göbeklitepe 23, Hagia Sophia Mosque 22, Çanakkale 18, Topkapı Palace 13, Pyramids 10, Ephesus Ancient City 7, Great Wall of China 7, Buildings by Mimar Sinan 5, Museums 4, Hanging Gardens of Babylon 4, Dolmabahçe Palace 4, Rome 3, Berlin Wall 3, Atatürk's House 3, Kaaba 3, Maiden's Castle 3, Roman Colosseum 3, Genghis Khan's Tomb 3, Greek Temples 3.”

According to these results, it can be said that the press and social media were effective in making Göbeklitepe so popular. Again, it can be stated that the press, publications and all other news and social media posts have an impact on the curiosity about the Hagia Sophia Mosque, as it has been converted back into a mosque in recent years. Considering all the students participating in the study, we see that the historical places other than Göbeklitepe and Hagia Sophia Mosque are related to historical people and events that students are curious about. It can be said that the historical interest in the Battle of Çanakkale is reflected in the historical site of Çanakkale, and the historical curiosity in the Ottoman Empire is largely reflected in the historical site of Topkapı Palace. If a general evaluation is made, we can say that all students in 5 different high school types included in the research sample express 58 different historical places around the world and there is diversity in expressed historical places. We see that 34 of the historical places that students are curious about are in Turkey and 24 are outside of Turkey. 13 of 34 historical places in Turkey are in Istanbul. Among the historical places of interest, the historical places outside of Turkey were mostly seen in Erdemli Borsa İstanbul Science High School and Erdemli TED Mersin College students. The students participating in the study in other schools were more curious about the historical places in our country. In this case, it can be stated that the school and history teachers play a role as well as the students' own characteristics.

It can be seen as an extremely thought-provoking subject that the historical places in Central Asia, which are among the most important parts of our history, such as the Göktürk Monuments, Ötüken and the places where the Turks first settled, are expressed only once among the historical places of interest. Likewise, the fact that only Mete Han's name is mentioned regarding the historical characters and that only one student mentioned the Ergenekon Epic in the historical events that they are curious about shows that Central Asia, which is the starting point of our history and our homeland, is extremely little wondered about by the students participating in the research.

The data of the historical periods that the students included in the research sample are curious about are given in the tables below.

**Table 5** Historical Periods students are most curious about

Historical Periods	Schools					Total Frequency
	Anatolian High School	Vocational and Technical Anatolian High School	Anatolian İmam Hatip High School	Private School.	Science High School	
Ottoman Period	9	9	9	6	10	43
Medieval	7	3	6	1	2	19
Ataturk, War of Independence	3	2		5	3	13
Renaissance, Age of Enlightenment				5	4	9
Islamic History			6		1	7
19th century	2	1	1	1		5
New Age	4			1		5
antiquity			2	2	1	5
Before Christ	2	2		1		5
17th century	1	1		1	2	5
Dinosaur Age	2		1	1		4
World War 1		2	1			3
16th century	1				2	3
Industrial Revolution	1		1	1		3
18th century	1	1			1	3
20th century	1		2			3
Ancient Egypt Period				2	1	3
The First Period of Creation	1				2	3
çanakkale War		1	1			2
Stone Age	1	1				2

In general, when all students included in the research sample from 5 different high school types were evaluated, the following results were reached regarding the historical periods that students are most curious about: Periods related to the History of the Ottoman Empire 44, Middle Ages 19, Atatürk and the War of Independence 13, Renaissance, Reform and Enlightenment Age 9, Islam History 7, Modern Age 5, 17th Century 5, Antiquity 5, 19th Century 5, Before Christ 5, Age of Dinosaurs 4, 16th Century 3, World War I 3, 20th Century 3, 18th Century 3, Industrial Revolution 3 and Ancient Egypt 3.

According to these results, we see that the students are mostly curious about the periods related to the History of the Ottoman State, the Middle Ages and the establishment of the Republic of Türkiye. We can say that the historical periods that all students included in the research sample are curious about are also related to the historical characters and historical events that students are most curious about, and are under the influence of the history programs and curriculum. It

can be stated that all students mentioned 43 different events, situations, wars, times and periods about historical periods. All the students participating in the study, used expressions such as the Ottoman Period, Dissolution of the Ottoman Empire, the Ottoman Establishment Period, the Tulip Period, Ottoman Interregnum, Rise of the Ottoman Empire, the 1st Tanzimat, the Fatih Sultan Mehmet Period, Murat the 4th, Suleiman the Magnificent and Yavuz Sultan Selim.

The distribution of data on the History of the Ottoman Empire of all students participating in the study is as follows: Ottoman Period 15, Fatih Sultan Mehmet Period 7, Ottoman Formation Period 4, Tulip Period 3, Rise of the Ottoman Empire 3, 1st Tanzimat Period 3, Interregnum Period 2, Dissolution of the Ottoman Empire 2, Yavuz Sultan Selim Period 2, Suleiman The Magnificent Period 1, Murat the 4th Period 1.

According to this result, all the students who made up the sample mostly expressed the Ottoman Period, the Fatih Sultan Mehmet Period and the Ottoman Establishment Period regarding the History of the Ottoman Empire.

They used expressions such as Atatürk Era, War of Independence and National Movement regarding the Establishment of the Republic of Türkiye. The fact that periods such as Seljuks, Gokturks, Asian Huns, Central Asian Turks were mentioned only once by the students included in the research sample shows that the students' curiosity about these periods is extremely low. Considering all the schools where the study was conducted, the historical period was mentioned the most by the students included in the sample at Erdemli Anatolian High School and Erdemli Borsa Istanbul Science High School, and the historical period was mentioned the least by the students at Erdemli Arpaçbahşiş Vocational and Technical Anatolian High School and Erdemli TED Mersin College. The Age of Enlightenment (Renaissance and Reformation) was most wondered about by the students who participated in the study at Ted Mersin College and Borsa Istanbul Science High School. Curiosity about the Islamic History Period was mostly concentrated on the students who participated in the study at Erdemli Anatolian Imam Hatip High School.

Data regarding the effects of historical TV series on the historical curiosity of the students included in the research sample are included in the tables below.

**Table 6** The effect of historical TV series on history curiosity

Historical TV Series	Schools						Total Frequency
	Anatolia n High School	Vocational and Technical Anatolian High School	Anatolia Imam Hatip High School	Private School	Science High School		
Increases My Curiosity in History	11	14	14	12	11	62	
It Has No Effect on My Interest in History	10	6	8	7	5	36	
Historical TV Series Do Not Reflect the Truth	6	3	2	2	11	24	
I Don't Watch Historical TV Series	2	7	2	6	3	20	
Helps Consolidate History	1		4	3		8	

Regarding the question of the effect of historical TV series on historical curiosity, when all high schools are evaluated in general, 62 of the 150 students included in the research sample stated that historical TV series increase their curiosity about history, 36 students say that they do not affect their historical curiosity, 24 students say that historical TV series do not reflect reality, 20 students say that they do not watch historical TV series and 8 students say that the historical TV series help reinforce history.

The fact that 20 students among all the students who participated in the research said "I do not watch historical TV series" shows that recent historical TV series are watched at a very high rate by high school students. 70 of the 130 students who participated in the study and watched historical TV series responded to the question about the effect of historical TV series on historical curiosity by saying, "It increases my curiosity about history and helps to reinforce it." while 36 of them answered, "It has no effect on my interest in history." To the question of the effect of historical TV series on history curiosity, the most positive answer was given by the students participating in the study at Erdemli Anatolian Imam Hatip High School, and the least positive answer was given by the students of Erdemli Borsa Istanbul Science High School. According to these results, it can be said that historical TV series play a positive role in students' historical curiosity. 24 of all students participating in the research said, "Historical TV series do not reflect reality." It can be stated that producing historical TV series in a format that is more realistic, appropriate to the original content of historical information, and closer to the conditions of the period in which historical events took place can provide great benefits in historical curiosity and history education.

Data regarding other things that the students included in the research sample are curious about history are included in the tables below.

**Table 7** Other topics that students are curious about history

Other topics that students are curious about history	Schools					Total Frequency
	Anatolian High School	Vocational and Technical Anatolian High School	Anatolian Imam Hatip High School	Private School	Science High School	
Accuracy of History Textbooks			3	1	7	11
Ancient Inventions and Technologies	3	2	2	1	2	10
Lives of Ancient People	1	1	3	3	2	10
Wars	3		1	1	4	9
Ataturk	1	5	2			8
Palace Life	1		1		2	4
Roman Empire	2			1		3
History Not Written in Textbooks	2				1	3
My Own Origins	1	2				3
Stone Age	1		1			2
Genghis Khan	1		1			2
The Byzantine Empire	1			1		2
Founding of the USA	1			1		2
Seljuk Period		1			1	2

Regarding the question of “What else are you curious about history?” students mentioned 43 different historical events, subjects, historical periods, wars, historical places, science and technology, social life and other topics (whether the history textbooks are correct or not, the history not written in the history books, ones own origins, the founding of the world, unsolved mysteries, etc.). The answers given by all students included in the research sample in all schools participating in the study are as follows: Whether history textbooks are correct or not 11, Ancient inventions and technologies 10, Life of ancient people 10, Wars 9, Ataturk 8, Palace life in the Ottoman Empire 4, Roman Empire 3, History not written in textbooks 3, one’s own origins 3.

As seen in these results, it can be stated that students in all schools included in the research sample are curious about very different things. In addition, we see that students' curiosity about topics such as whether the history textbooks are accurate, ancient inventions and technologies, the lives of ancient people and wars in world history are at the forefront. The use of the phrase "whether the history textbooks are correct or not" to the question of what else are you curious about the history of the students included in the research sample can be seen as an issue that needs to be emphasized. Of all the high schools participating in the study, the curiosity about whether the textbooks are correct or not was mostly seen in the students at Borsa İstanbul Science High School and Erdemli Anatolian Imam Hatip High School.

It can be said that curiosity about ancient inventions and technologies and the life of ancient people was expressed in similar numbers by the students from different high schools included in the study. Among the students from all high schools included in the research sample, regarding other things they are curious about history, ancient inventions and technologies are seen mostly in Erdemli Anatolian High School, Wars are mostly seen in Erdemli Borsa İstanbul Science High School, and Atatürk is seen mostly in students from Erdemli Arpaçbaşı Vocational and Technical Anatolian High School. Palace life, own origins, the Roman Empire, and the topics that are not written in textbooks are among the other things that students are curious about.

## CONCLUSION AND IMPLICATIONS

In this study, the interest in history of high school students studying in different types of schools was examined. The results and inferences obtained as a result of the analyzes made on this subject are included in this section.

High school students included in the research sample are generally curious about the leading characters, their lives, and the historical places where the events they experience take place, especially the wars. The most effective factor in this was the history curriculum's emphasis on historical characters, the historical places they lived in and the wars they fought. In particular, Atatürk's achievements, victories, principles and reforms, as well as history programs and curriculum, have an impact on the intense curiosity about Mustafa Kemal Atatürk. The achievements, struggles, wars and lives of Turkish Rulers, Ottoman Sultans and especially state leaders such as Mehmed the Conqueror have become a subject of curiosity for students in this field, as they find a wide place in the history curriculum in terms of political and military aspects. Similar to our research, Altun (2016) stated that Mustafa Kemal Atatürk and Fatih Sultan Mehmet are the historical characters most inquired about. It has been reported that the historical figures who are Mustafa Kemal Atatürk and Fatih Sultan Mehmet. Our history from pre-Ottoman, Ottoman and National Struggle to the present day is not just wars, sultans and military characters. For this reason, it is extremely important to include a little more space and arouse curiosity about important historical characters and events in science, art, literature, culture and all other fields of life, apart from political and military characters and events. After Mustafa Kemal Atatürk and Fatih Sultan Mehmet, who are historical characters that students are most curious about, the students participating in the research were most curious about historical characters with warrior characteristics such as Genghis Khan, Timur and Hitler. All students in the schools included in the research sample named 44 different historical characters. It was seen that 27 of these historical characters were from Turkish History, 15 were from foreign nations and 2 were religious characters. Among the historical people that the students participating in the study were curious about, historical characters in Turkish History were wondered more intensely than characters in world history. In all high schools where the research was conducted, the most foreign historical characters were seen in the students of Erdemli TED Mersin College and the least foreign historical characters were seen in the students of Erdemli Arpaçbaşı Vocational and Technical Anatolian High School. In addition, male historical characters were mentioned much more frequently among the students who participated in the research on historical characters. 35 male historical characters were named by students compared to only 9 female historical characters. Among the high schools participating in the research, the most female historical characters were mentioned in Erdemli TED Mersin College and the least female historical characters were mentioned in Erdemli Anatolian Imam Hatip High School. None of the students included in the research sample at Erdemli Anatolian Imam Hatip High School were curious about a female historical character. It can be stated that this result is influenced by the fact that male historical characters predominate in the history curriculum, as well as the fact that all students participating in the study at Erdemli Anatolian Imam Hatip High School are male.

Historical events that students are most curious about are related to the historical leaders and historical characters they are curious about. High school students participating in the study are mostly curious about military events, wars related to these events and political history. Altun (2016) stated in his research that the Conquest of Istanbul and the Turkish War of Independence were the topics most inquired about. Our research was compatible with these findings. It is seen

that all of the students participating in the study in all high schools included in the research sample talked about 57 different events, situations, historical characters, social and cultural events and historical places in the history of the world. This shows that the curiosity of the students participating in the study about historical events is not focused on any historical period, event or subject and varies. However, 37 of these 57 different expressions are related to wars, leading characters, and political events of states and empires. While the high school students participating in the research were mostly curious about historical events and wars related to our own history, Erdemli TED Mersin College students said they were curious about World War II and the 30 Years' War, and Erdemli Anatolian High School students said they were curious about World War II. While students' own characteristics may be effective in the differentiation here, history teachers may also play a role. Curiosity about wars and political history, both in our own history and in the history of other nations, stems from the influence of history programs and history curriculum. Past scientific events, art, literature, all social and cultural activities, events, situations, characters, works and products are elements that should be adequately included in the history curriculum. Ata (2006) stated in his research that historical situations such as the cultures of other countries, kings/sultans, the daily lives of ordinary people and the formation of nations were wondered. In our research, it has been seen that the inferences outside the daily lives of ordinary people are similar.

Göbeklitepe took the first place in the historical places that the high school students included in the research sample were most curious about. In addition, Hagia Sophia, Çanakkale, Topkapı Palace, Pyramids and many other historical places have been a matter of curiosity. It can be thought that the media and social media played a role in the intense curiosity around Göbeklitepe. Nowadays, the press, internet and social media are very influential on people, and social media use is very common, especially among high school students. This shows that using social media, the internet and other applications more effectively and broadly in history teaching can provide great benefits. Again, it can be said that the interest in Hagia Sophia has been influenced by the news, comments and shares that have appeared in all kinds of media lately about its conversion back into a mosque. All of the students participating in the study at all high schools included in the research sample said that they were curious about 58 different historical places around the world. Based on this, we can state that the historical place interests of all high school students participating in the study vary. We see that 34 of the 58 historical places stated by the students participating in the research are in Turkey and 24 are outside our country. We see that 13 of the 34 historical sites in Turkey are in Istanbul. Altun (2016) stated in his research that historical places such as Istanbul and the Pyramids are the most inquired about. Our study was greatly compatible with this result. The historical places in Central Asia, which are among the most important parts of our history, such as the Göktürk Monuments, Ötüken and the places where the Turks first settled, are expressed only once in the historical places that students are curious about.

When it comes to historical periods students are curious about, we can say that the ones most wondered about are related to historical characters and historical events. It seems that the historical periods that the high school students participating in the study are most curious about are the historical periods related to the Ottoman Empire, the Middle Ages and the Establishment of the Republic of Turkey. Although the historical periods that are wondered about among high school students are generally historical periods related to our own history, the Renaissance was the most inquired historical period at Erdemli TED Mersin College. At Erdemli Anatolian High School and Erdemli Anatolian Imam Hatip High School, the historical period students were most curious about was the Middle Ages. The answers of the high school students included in

the research sample regarding the Ottoman Empire vary widely. They mentioned periods such as the Ottoman Period, Rise of Ottoman Period, Establishment of the Ottoman Empire, the Tulip Period, Dissolution of the Ottoman Empire, 15th Century, 16th Century, 17th Century, the 18th Century, the 19th Century, the Ottoman Interregnum, the First Tanzimat, the Period of Yavuz Sultan Selim, the Period of Suleiman the Magnificent, the Period of Sultan Mehmet the Conqueror, the Period of Murat IV. It seems that the most effective element regarding the periods that high school students are most curious about is the history course curriculum. Then, we can say that the unique characteristics of students and history teachers are also effective in this regard. Altun (2016) stated that in his research, prehistoric periods and the Middle Ages were the most inquired about. It is possible to say that this result is compatible with the results we have obtained. In addition, it is seen that curiosity is concentrated only in the Ottoman and Republican Periods of Turkish History, and only one student each expresses curiosity in the periods related to the Seljuks, Gokturks, and Asian Huns. The fact that historical places in Central Asia, which are among the most important parts of our history, such as Göktürk Monuments, Ötüken and the places where the Turks first settled, mentioned only once each can be seen as a very thought-provoking issue. Likewise, the fact that only Mete Han's name is mentioned among historical characters and that only one student mentions the Ergenekon Epic among historical events shows that Central Asia, which is the starting point of our history and our homeland, is extremely little wondered about by the students participating in the research. This is a very important issue that needs to be considered. The First Muslim Turkish States and the Turkish History before them are very important in every respect and are periods that should be both wondered and known very well. Trying to understand the Ottoman and our history until today without knowing the Turkish History before Islam and Turkish National Culture in all its areas (science, art, literature, architecture, religion, belief, social life, etc.) will lead to a great deficiency.

When we come to the subject of historical TV series, we can say that TV series about a period of history have an important role in the history curiosity of high school students. The vast majority of high school students watch these TV series, and a significant number of them said that TV series with historical content increased their curiosity about history. From this point of view, it can be thought that presenting the historical series in a more realistic way and the events closest to the original will have a positive effect on the history curiosity and will be beneficial in history teaching.

Students gave very different answers to the question of "What else are you curious about history?". 11 students included in the research sample wondered whether the textbooks were correct. Of all the high schools participating in the study, the curiosity about "whether the textbooks are correct or not" was mostly seen in the students from Borsa Istanbul Science High School and Erdemli Anatolian Imam Hatip High School. The fact that high school students wonder whether their history textbooks are accurate may be a situation that requires research and needs to be revealed with reasons. It should be revealed whether this issue stems from a conflict between the history that the student learned, read, heard or knows outside of school and the history they encounter in the textbook, or whether they think that the historical information in the textbook is different from the truth or is not objective. Identifying the reasons for high school students' distrust of the history textbook and conducting a more detailed study on this subject will benefit both history and the student.

Based on the results of the analysis, the following recommendations can be made.



More space should be given in the history curriculum not only to political and military events, but also to other historical elements such as important characters, events and works in science, art, literature, culture and all other fields. Students should be given a broad perspective in history lessons by providing information not only about wars and leaders but also about different aspects of history. In order to increase curiosity about Turkish History before Islam and especially Turkish National Culture, Ministry of Education and schools can work in harmony and additions can be made to the textbooks.

To encourage student participation, teaching methods should be diversified and student-centered approaches should be adopted. Social media, the internet and other technological tools should be integrated into the history course and used to ensure active participation of students.

History textbooks should be given more importance and should be created from reliable sources. In order to eliminate students' distrust of textbooks, source checks should be made to ensure the accuracy of historical information and attention should be paid to their scientific accuracy. In addition, textbooks should present different perspectives in a more objective way and contain materials that can improve students' critical thinking skills. Both students' historical curiosity and expectations should be taken into consideration more when writing textbooks and creating the history curriculum. It is important for teachers to consider students' interests and curiosities in history lessons. Spending more time on subjects in which students are particularly interested and doing in-depth studies on these subjects can further increase their interest in history. Trips to the historical regions can be organized to satisfy students' curiosity about historical places.

### ***Ethical Text***

In this article, research and publication ethics rules are followed. The responsibility of any violation regarding the article belongs to the author(s).

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