

In the second section of the research, four separate group works were performed, one of which consists of the professor students, and three of which consist of the students having participated in the survey. In the focus-group study, the main topics were students' thoughts toward the awareness of cultural heritage, their / other students' awareness, their suggestions for raising the awareness, and so on.

In the last section of the research, a focus-group meeting was held with the tourism representatives in Nicos in August 2015.

#### IV. THE RESEARCH HYPOTHESES

The hypotheses created in the scope of the study are the following:

H<sub>1</sub>: There is a statistically significant difference between whether students are from Nicos and their awareness toward cultural heritage.

H<sub>2</sub>: There is a statistically significant difference between students' levels of income and their awareness toward cultural heritage.

H<sub>3</sub>: There is a statistically significant difference between students' classes and their awareness toward cultural heritage.

H<sub>4</sub>: There is a statistically significant difference between the duration students lived in Nicos and their awareness toward cultural heritage.

H<sub>5</sub>: There is a statistically significant difference between the satisfaction of the students from living in Nicos and their awareness toward cultural heritage.

H<sub>6</sub>: There is a statistically significant difference between level of income students have for culture tourism and their awareness toward cultural heritage.

#### V. ANALYSIS OF DATA

The data obtained from the research were evaluated with SPSS statistical software. 1128 survey forms were assessed in terms of compliance with the t test and variance analysis, and nonparametric tests were applied since the data did not comply with the normal distribution. The averages of variances in the scale were calculated and grouped by their main topics. In the scale, 24 historical artifacts were evaluated under the title of "historical structures"; 5 handicrafts as "handicrafts"; 8 local dishes as "local dishes"; 14 activities as "activities"; 7 monuments as "monuments"; and 4 intangible cultural heritage as "ICH". Furthermore, the mean scores of the scales of knowledge and experience were taken, and their awareness scores were calculated.

In line with the developed hypotheses, whether students' awareness of cultural heritage shows differences by i) whether they are from Nicos, ii) their income, and iii) their classes was analyzed with Mann Whitney U test; and by iv) the duration the students live in Nicos, v) the satisfaction they have for living in Nicos, and vi) their level of income for culture tourism was evaluated with Kruskal Wallis H test.

#### VI. FINDINGS

##### 6.1. Descriptive Findings

When looked at the demographic properties of the students having participated in the study, it is seen that genders show almost equal distribution (Table 1). When it comes to the age distribution, the students under and over 20 show equal distribution, whereas, by level of income, participants having income of 500 TL and under constitute about one-fifth of all participants. A third of the participants are first-grade students and the rest are upper-grade ones. The duration students reside in Nicos comprises of three groups; a group of 16,3% including a part of the first-grade students lived in Nicos for at most three months at the time of conducting the study. A group of 54,3%, the least majority of which is the second-grade students, had been living in Nicos for between 1 and 3 years; whereas 29,6% of the participants who are from Nicos or whose families were residing in Nicos had been living in this city for more than 3 years. About one-third of the students are from Nicos, and 6,6% families of these students reside in the countries of Nicos.

**Table 1. Demographic Features of the Students Participating in the Study**

Variables	Groups	n	%	Variables	Groups	n	%
Gender	Female	476	42,2	Years of residence	From 0-3 years	184	16,3
	Male	420	37,2		1-3 years	610	54,3
					Over 3 years	334	29,6
Age	16 years and under	476	42,2	Knowledge	Good	464	41,1
	17-20 years	420	37,2		Not good	224	19,9
Personal Income	Under 500 TL	220	19,4	Place of Residence of Family	From city center	224	19,9
	Over 500 TL	908	80,6		From village	52	4,6
Education	First-grade	368	32,7		Out of Nicos	128	11,3
	Upper-grades	760	67,3				

# Sivas Thousand Names An Interpretative Study Of Sivasahasranama

**Rachel S Tattersall**



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