In the second section of the research, first separate group works were performed, one of which consists of the politics makes the section of which consist of the middents burning participated in the mercey. In the focus-group study, the main topics were students' throughts toward the avances of cultural buritage, their contained students' avances, their congressions for mining the avances, and so m.

In the last section of the tracerch, a focus-group traceing was held with the tourism representatives in Sivas in August 2015.

IV. THE RESEARCH HYPOTHESES.

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

H.: There is a statistically significant difference between whether stations are from Nivas and their awareness toward cultural horizons.

H₂: There is a statistically eignificant difference between students' levels of mores and their awarences toward cultural horizon.

H_c: There is a statistically eignificant difference between students' classes and their awareness toward patterns beritage.

H_a: There is a statistically significant difference between the daration students lived in News and their awareness toward cultural beritage.

He. There is a statistically significant difference between the satisfaction of the students from living in Sivas and their processes toward cultural beritage.

He. There is a statistically significant difference between level of interest students have for culture sourion and their awarmens toward pultural horizon.

V. ANALYSIS OF DATA.

The data obtained from the research were evaluated with SPSS statistical reflorant. I L28 survey forms repet assessed in terms of compliance with the 1 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 antifacts, were evaluated anticome the title of "historical environ", 5 handicitatio in "handicitatio", 8 local distor in "local distor", 14 activities in "articular,", 7 minorphis in "permitted, and 4 integrable cultural berings in "ECE". Furthermore, the mean accompany of the evaluated distormand analysis and apportunities.

In line with the developed begotherer, whether students' awareness of entired beninge show differences by it whether they are from Sivax. It their steamer, and six their classes was analyzed with Mann Whitney U text, and by it the discussion the endowns live in Sivax, it the satisfaction they have the living in these, and its their level of interpol for cultime tractions was evaluated with Eruskal Wallin III see.

WILL BUNDLINGS

6. S. Donardotter Findings.

When looked at the decoupraptic projection of the students burning participated in the study, it is some that genders show almost equal distribution (Euble 1). When it common to the age distribution, the students under and over 20 show equal distribution, whereas, by level of incents, participants having transact of 500 TL and under constitute about enq. Bith of all participants. A third of the participants are first-grade students and the two appear-grade own. The distances students reside in Siran comprises of three groups: a group of 16,3% including a part of the first-grade students lived in Siran for at most those resents at the time of communicating the study. A group of 54,3%, the litest enginity of which is the according to modernt, had been living in Siran for between 1 and 5 years; whereas 22,6% of the participants who are from Siran or whose families were residing in Siran first between living in this city for store than 2 years. About one-third of the students are from Siran and Siran first students are from Siran as the students are from Siran and Siran first and those students are from Siran and Siran first and the students are from Siran and Siran first than a students are from Siran and Siran first than a students are from Siran and Siran first and the students are from Siran and Siran first than a students are from Siran and Siran first than a students are from Siran and Siran first than a students are from Siran and Siran first than a students are from Siran and Siran first than a students are from Siran first than a student to the students are from Siran first than a student to the students are from Siran first than a student than a student to the students are first than a student than a studen

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