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Relationship between Geography-Tourism and Tourism's Effects According to High School Students

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Abstract

This research was designed in the screening model to determine the opinions of high school students on tourism effects and geography-tourism relations. The data were gathered from 760 students who were educated in high schools in the central district of Kütahya, identified by cluster sampling method. The data were collected with the help of a scale developed by the researchers. This process benefited from the studies carried out in the related literature. According to findings, high school students' opinions on the social and cultural effects of tourism are positive. It was observed that the students do not have a clear view of the environmental effects of tourism, and remain at a level of indecision. According to the students, tourism is an important tool in promoting the country and Turkey is a country rich in natural and cultural tourism values. However, students were not sure whether Turkey can use its full potential and whether it introduces enough tourism opportunities at home and abroad. It was seen that the students can relate geography and tourism. The students emphasized the importance of geography in preserving the natural and cultural environment and in tourism education. In this context, they stated that it is necessary to arrange visits to tourist areas in geography lessons. When the significant differences in the view of students on tourism effects and their views on geography-tourism relation were examined, it was observed that female students have more positive views than male students, that students in 12th grade have more positive views than students in 9th, 10th, and 11th grades, that the students in the academic high schools have more positive views than the students in the skill set related to high schools and in the vocational high schools.

Keywords

Geography Education, High School Students, Tourism Effects, Geography-Tourism Relationship

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Traveling and temporary accommodation aimed at fulfilling needs such as holiday, rest, entertainment, culture etc. as a consumer away from the place you live in is called tourism (Sezgin & Acar, 1991, p. 2). Individuals who travel on the basis of these stated objectives are called tourists. According to Doğanay (2001), an individual who travels must be accommodated at least one night and not more than six months to be counted as a tourist (p. 10).

Tourism activities have gained momentum due to developments, especially after the Industrial Revolution. In this process, the increase of leisure time, the increase of education, culture and income level, the increase of tiredness and discomfort due to urbanization and city life, the developments in rights and freedom, and tourism and travel consciousness started to settle in society and played a great role (Kozak, 2012, p. 39). In his article published right after the Second World War, Cooper (1947) predicted that the future of the tourism industry will depend on the peace and prosperity of the world, and that people will have more time to travel than ever before, provided these conditions. After the European countries were liberated from the devastation created by the Second World War, it was thought that thousands of people would want to visit the war zones and martyrdoms in Europe, that South America, Far East Asia, Australia and even Africa would benefit from tourism, and that travelling between countries would be cheaper and popular as the role of airplanes reduced cost and time (Cooper, 1947). Today we see that Cooper was right.

Initially starting with visiting the holy places, tourism has entered the development process by referring to the point that medicinal waters, sea water, and sun are good for health. In recent years, with the influence of globalization, the desire of people to do more shopping, to know countries and people, and to learn their cultural values has given new dimensions to tourism (Atalay, 2005, p. 263). According to Gümüşçü (2013), besides sea-sand-sun tourism (3S tourism) which is important from the traditional point of view, alternative tourism branches also gain importance and attract a lot of tourists (p. 312). Mountain tourism, highland tourism, faith tourism, heritage tourism, thermal tourism, congress tourism, health tourism, and sports tourism are some of these.

Tourism has many positive and negative effects due to changes in the economic, social, and cultural structure of the country or region in which it is located and the community. These effects can be grouped into three main groups: economic effects, socio-cultural effects, and environmental-ecological effects (Özgüç, 1998, p. 184).

The economic effects of tourism are generally examined under two main headings: monetary and real. Reduction of bilateral deficits by increasing the foreign exchange supply of touristic movements, increasing the value of the national currency, revival of the economy through the redistribution of tourism revenues, the acceleration of investments parallel to the increase in tourist demand, value added effect over national value, the role of the State to increase tax revenues and its effects on domestic prices can be counted as major monetary effects (Öztaş, 2002, p. 59). The employment effect due to the labor-intensive production technique, positive effects on the sectors that it uses in the execution of tourist activities, and its effects on physical and institutional infrastructure can be counted as the real effects. Tourism has positive economic effects

as well as negative effects (Öztaş, 2002, p. 64). These include opportunity costs, excessive dependence on tourism, inflationary pressures, seasonal fluctuations, foreign labor force demand, and increases in imports tendency (Kozak, Kozak, & Kozak, 2015, p. 121).

The interaction between service receivers (guests) and service providers (hosts) in tourism is accompanied by social and cultural changes. Özgüç (1998, p.190) interprets these influences of tourism on society and culture in the following way:

a) Effect on population structure – including population size, age and gender structure, change in family size, the transformation of a population from rural to urban structure.

b) Changes in the types of professions and their forms – including effects on language effect or language, the effect of the distribution of occupations according to sectors, increase in demand for the female workforce, increase in seasonal employment.

c) Transformation of political, social, religious, or moral values.

d) Effect on traditional lifestyle through, for example, art, music and folklore, traditions and customs in everyday life.

e) Modification of consumption patterns in terms of quality (qualitative regulations), and quantity (quantitative regulations).

f) Benefits provided to tourists such rest-recreation, environment change, broadening the perspective, and social contacts.

Tourism activities have positive and negative effects on the environment as well. The use of the monetary support obtained from the tourism regions for the environment where the environment is considered important. On-site conservation and development with the inspections carried out can be carried out alongside raising awareness about the environment, and knowledge of the fact that the people who are in activities that harm the environment turn to tourism activities instead; further, the protection of the environment in tourism areas due to the contributions made by tourism, and thus leading environmental protection as a state policy, can be seen as the positives effects of the tourism on the environment (Doğan, 2012, p. 12). Increasing traffic congestion, overcrowding, increased noise and garbage pollution can be considered adverse effects of the tourism on the environment (Ap & Crompton, 1998).

With its special position of being the bridge state in between the continents Europe and Asia, its mathematical position that allows the temperate zone to be located close to the hot zone, its horizontal and vertical and different climate features, its geological and geomorphological formations that shows its historical heritage, its rich nature, and animal species, marine and inland water possessing different characteristics, rich archaeological sites of historical and cultural characteristics, Turkey is a country in today's world where almost all the tourism types can be performed within its diverse environments (Güçlü, 2016, p. 461). Thanks to these values, Turkey can perform its

tourism activities effectively throughout the country and can spread them over the entire year.

Tourism in Turkey contributes to the national income. In addition, tourism helps earn foreign currency, has the potential to close the deficits in the balances of payments, and is among the sectors at the center of economic and social balances in terms of the business opportunities that it provides. Tourism is also an effective marketing and promotional tool for the country. Tourism, which is the largest foreign exchange source sector after exporting, directly affects 54 sectors such as food, eating, and drinking, transportation (AKTOB, 2014).

Turkey revealed its future tourism goals by accepting Turkey's *Tourism Strategies 2023* document. Strategies and 2023 goals for reinforcing a total of 16 tourism sectors, ranging from planning to training, are explained. According to the document, in 2023, 20 million people are expected to benefit from the domestic tourism market in Turkey. It is envisaged to reach 63 million tourists, provide 86 billion dollars in foreign tourism revenue, and about 1350 dollars per tourist in 2023 when the work determined in the strategy is completed (Republic of Turkey Ministry of Culture and Tourism, 2007).

To reach the 2023 goals in tourism and to use the existing tourism potential, it is necessary for Turkey to make a good presentation both inside and outside of Turkey. The works in this scope are carried out by the General Directorate of Promotion of the Ministry of Culture and Tourism of the Republic of Turkey. Promotional tools such as advertisements abroad, advertising, info-tour, workshop, participating in tourism fairs, promotional publications, hospitality and public relations activities are used with the private sector for the promotion of Turkey (Çakır & Yalçın, 2012).

Since the tourism income in Turkey's economy increases and that tourism sector appears to be a major employment area, there are various regulations that encourage and support tourism activities in Turkey. However, laws, regulations, and agreements are sufficient for the protection of cultural and natural assets, and for the sustainability of tourism activities. In this respect, a total consciousness must be formed and developed in society. The basis of this social consciousness can only be formed through education.

The 12-year compulsory education in Turkey does not have any courses directly related to tourism. Basic information and concepts related to tourism are given in some units in the courses of Life Science, Social Studies, and Geography. The importance of Geography courses taught in high school is of great importance in the formation of a tourism consciousness in students. Even though tourism is associated with many science disciplines, geography is the closest. Tourism is a phenomenon created by spatial differences as in the definition of geography (Emekli, 2006). Geography, on the one hand, underpins the spatial distribution of the changing tourism destination, while on the other hand, geography examines the effect of tourism on the population and its economic contribution to the region or country (Kervankıran, 2013, p. 345). From ancient times, nature is an important source of attraction for tourists and tourism-based nature forms the field of study of geographical science. Factors such as climate, natural assets, flora, wild fauna, geological structures, thermal resources, beaches and

recreational areas constitute the most important attraction sources of tourism as a tourist attraction in a country or a region (Gürdal, 2001).

According to Turkey's *Tourism Strategy 2023* document, Turkey's tourism strategy in education, awareness of the tourism resources, and the protection and the contribution of tourism to the national economy was determined to be raised to the highest level. This will be possible if individuals are provided with a geographical consciousness. Individuals who gain the necessary geographical awareness in tourism education will become the most important human factor for a sustainable tourism sector, will be more functional for the future local tourism activities, and will work in harmony with the geographical environment (Gülüm & Artvinli, 2010).

In the high school geography curriculum (2017), topics related to the global dimension of tourism are included in the 11th-grade program and the local dimensions are included in 12th grade in Turkey. According to the current curriculum, a geography course is taken as an elective in the 11th and 12th grade of high schools other than Social Sciences High Schools. There is no compulsory or elective geography course in the 11th and 12th-grade curriculums of science high school students.

High school institutions consist of science high schools, social science high schools, Anatolian high schools, fine arts high schools, sports high schools, Anatolian Imam-Hatip high schools, vocational and technical high schools, vocational and technical education centers and multi-programmed Anatolian high schools in Turkey (Republic of Turkey Ministry of National Education Regulation on Secondary Education Institutions, 2017). The accommodation and travel services of the professional and technical Anatolian High Schools, catering services and entertainment services are the fields providing training for the tourism sector.

The aim of this research was to determine the opinions of high school students attending different high school types about tourism effects and geography-tourism relation. The related literature detailing the studies related to determining the opinions of students about tourism and related tourism and geography are examined and explained below. İncekara and Savran (2011) tried to determine the opinions and awareness of high school students about tourism resources, strengths and weaknesses, social, environmental, economic and cultural effects and necessary steps for tourism development. According to the results of their research, students stated that the development of tourism has positive results in terms of economic, environmental, social and cultural effects. In addition, it was revealed that the students in that research had sufficiently rich natural, historical and cultural resources for tourism development of Hatay Province. However, it appeared that they emphasized the necessity of eliminating deficiencies such as promotion, investment, and education to better benefit from the advantages that tourism brings.

Özder, Kaya and Ünlü (2012) tried to determine the metaphors developed by the high school students for their perceptions of the tourism concept. In that study, it was determined that secondary school students produced 44 different metaphors related to the concept of tourism. These metaphors were gathered in five different conceptual

categories – tourism as a classical perception, tourism in terms of historical and cultural values, tourism in terms of foreign elements, tourism in terms of finance, tourism as space, and material as tourism.

Ateş (2013) tried to determine the views of high school students about the tourism resources in Edirne, their strengths and weaknesses, the effects, and the necessary steps for the development of tourism. In that study, students had positive opinions about tourism effects. In Edirne province, the deficiencies in the promotion, investment, and education needed to be overcome.

Civelek (2014) studied the opinions of tourism students at the high school education level who were compared according to seven dimensions (general qualification, promotion, wage, managerial and colleague behaviors, social status, working conditions, work security). There were significant differences in students' opinions according to class, department, internship status, and school preference.

In the research conducted by Xie (2004), a field trip to the Niagara Falls, one of the tourist areas, was organized to determine students' views on experiential learning. The result of the study was that the experience gained from field trips helped students to develop a broader perspective and let them use their knowledge at higher levels.

In the research conducted by De Bres and Coomansingh (2006), field studies were conducted by university students taking geography lessons in designated tourist areas. As a result of this field study, students had a better understanding of the difficulties faced by those who were trying to market tourism successfully in small towns and had the opportunity to participate in the application of geographical concepts discussed previously in the class.

Prakapienė and Olberkytė (2013), attempted to reveal opportunities to use educational tourism in geography education. For this purpose, educational trips organized by researchers in national and regional parks in Lithuania were identified and geographical areas where such activities could be used were determined. In the study, 88 trips suitable for the content of geographic education were identified. The vast majority of these trips related to reading geographical information (84 trips) and the study of the environment (34 trips). The number of trips related to spatial orientation and map reading remained small (3 trips).

Hemmer and Hemmer (2017) attempted to determine the differences between the teachers' interest in geographical subjects and areas, and the differences between this information and the students' interests. According to the findings of the study, tourism and environmental issues are in the sixth place after the subjects of natural disasters, human intervention in ecosystems, poverty and hunger, places of developing countries and continents in terms of the subjects that attract most interest from teachers. The topic of local recreation areas related to tourism was in the tenth place of the subjects that attracted the interest of the students.

Lane and Stoltman (2017) tried to determine the usability of guided education tourism as informal physical geography education. They aimed to identify and photograph the places that could be included in tours in terms of their physical

geography instruction from tour guides in St. Helena Island (Michigan). A number of physical geography examples were identified by tour guides as a result of the study. According to the tour guides, geomorphological processes could be observed on the island, the geohydrological features could be easily accessed, the various biogeographic conditions are very high in summer, and atmospheric conditions can be observed on water and land.

Apart from these studies, there are domestic and foreign studies to determine the opinions of primary, secondary and higher education students, foreign students and local people for tourism. The studies are mostly aimed at determining tourism perceptions of tourism students or local people. There are no studies aiming to determine the opinions of high school students on tourism effects and geography-tourism relations. It is thought that this research will contribute to the field.

In this regard, the question of the research is "What are the views of high school students towards tourism effects and geography-tourism relations? Are there significant differences in the opinions of the students according to the variables of gender, class, and school group and tourism education status?"

Methodology

Research Model

This study is quantitative research and is designed as a survey. The purpose of survey research is usually to portray a picture of the existing situation in relation to the research topic. For this purpose, information is usually gathered in survey research using response options determined by a large group of researchers (Büyüköztürk et al., 2010, p. 231-232). Survey studies use attitudes, thoughts, and beliefs to measure effective methods of measurement, as well as to investigate relationships between variables, make predictions, and determine how subgroups change (Christensen, Johnson, & Turner, 2015, p. 371).

Participants

The population of the research is constituted by students who are studying in the high schools in Kütahya Central district. A study group was formed by determining a cluster sample from the probable sampling types within the population. This type of sampling requires the division of individuals, each of whom has certain characteristics, into clusters or groups (Robson, 2015). Within this scope, first, a school of each kind, followed by a class of each grade in these schools were included in the sampling. Following this design, 100 participants from each of the eight current schools were included in the survey. Forty of the surveying instruments collected after the application were considered invalid and not evaluated on the grounds that a particular section was left blank or that all statements were entered with one option (for example, I strongly agree with the whole). The data from the other 760 participants in the study group were interpreted. The distribution of participants in the study group by variables is shown in Table 1.

Table 1
Distribution of the Study Group According to Variables

Variables		<i>F</i>	<i>%</i>	
Gender	Female	381	50.1	
	Male	379	49.9	
Type of School	Anatolian High School	100	13.2	
	Anatolian Imam Hatip High School	100	13.2	
	Science High School	98	12.9	
	Fine Arts High School	87	11.4	
	Vocational and Technical Anatolian High School	90	11.8	
	Vocational and Technical Anatolian High School (tourism training)	100	13.2	
	Social Sciences High School	98	12.9	
	Sports High School	87	11.4	
School Group	Academic High Schools (Anatolian High School, Anatolian Imam Hatip High School, Science High School, Social Sciences High School)	396	52.1	
	Vocational High Schools (Vocational and Technical Anatolian High School-providing training regarding Tourism-, Vocational and Technical High School)	190	25.0	
	Skillset Related High Schools (Fine Arts High School, Sports High School)	174	22.9	
Grade	9th Grade	197	25.9	
	10th Grade	199	26.2	
	11th Grade	178	23.4.	
	12th Grade	186	24.5	
Tourism Status	Training	Students Received The Tourism Training	100	13.2
		Students Did Not Receive The Tourism Training	660	86.8
Total Number of Participants		760	100	

When Table 1 is examined, it is seen that there is a balanced distribution in the study group according to gender, school type, and grade variables. In the school group variable, academic high schools constitute the majority and in the receiving tourism education variable, the ones who do not receive tourism education constitutes the majority. According to this:

a) The study group consisted of 381 women (50.1%) and 379 men (49.9%).

b) There were 100 participants from Anatolian High School (13.2%), Anatolian Imam Hatip High School (13.2%) and Vocational and Technical Anatolian High School (13.2%). There were 98 participants from Science High School (12.9%) and Social Science High School (12.9%). There were 90 participants from Vocational and Technical Anatolian High School (11.8%) and there were 87 participants each from Sports High School (11.4%) and Fine Arts High School (11.4%).

c) In the case of the School group variable, created to provide easier interpretation of the data, academic high schools constitute 52.1% of the study, the vocational high schools constitute 25% of the study group and skill set related high schools constitute 22.9% of the study group.

d) 197 of the participants are 9th graders (25.9%), 199 of them are 10th graders (26.2%), and 178 of them are 11th graders (23.4%), and 186 of them are 12th graders (24.5%).

e) The study group consisted of 100 students (13.2%) in the school and 660 students (86.8%) in the other schools, which constitute the areas that provide personnel for the tourism sector such as food and beverage services, accommodation and travel services.

Data Collection Tool

In the study, data were gathered by means of the Determination of Opinions on Tourism's Effects and Geography-Tourism Relationship Scale (TEGET Scale) developed by the researchers. The scale was developed from examining the relevant literature. Using preliminary work on the subject (Karadeniz, 2004; Çetin, Karakuş, & Aksoy, 2012; Güneş, 2014), a draft form consisting of expressions related to tourism effects and geography-tourism relation was prepared. The form created was first tried to provide scope coverage. According to Büyüköztürk et al. (2010), referring to expert opinion is one of the logical ways to examine the validity of the scope. Experts are expected to evaluate the appropriateness of the items contained in the test's draft form in terms of the behavior (scope) to be measured (p. 119). Hence, expert opinion was consulted to ensure the scope validity of the form. The form has been rearranged according to the feedback received from two experts working in the field of human and economic geography with general knowledge about the research topic.

The TEGET Scale, organized after the expert opinion, is composed of three parts. In the first part, expressions were used to identify students' personal information. In the second part, students' views on the tourism effects were determined. In the third part, there were 5 rated Likert Type expressions in order to determine their opinions about the geography-tourism relation (1 = strongly disagree 2 = disagree 3 = neutral, 4 = agree, 5 = strongly agree). The second section, in which the expressions on tourism effects took place, is composed of 52 statements and the third section, related to geography-tourism relations, is composed of 9 statements. Pre-practice was conducted with 54 students in the sample to test whether the statements on the TEGET Scale were correctly understood. After pre-practice, some statements were modified for the participants. Piloting was then carried out with 334 students in the field to test the reliability of the scale and to ensure the validity of the structure. The mode, median and mean values and skewness and kurtosis values were checked to make sure the data collected following the pilot application showed a normal distribution. Information on these values is given in Table 2.

Table 2

Statistics for Determination of Opinions on Tourism's Effects and Geography-Tourism Relationship Scale Normality Test

	Opinions on tourism effects	Opinions on the geography-tourism relationship
Mode	102.00	32.00
Median	102.50	32.00
Mean	103.23	30.86

Skewness	-.123	-.825
Kurtosis	1.110	1.375

According to Table 2, the mode, median and mean values of the TEGET scale are close to each other in both dimensions. When these values are equal to each other, they show a normal distribution (Karasar, 2016, p. 263). Approaches to each other are regarded as a measure of the fact that the dispersion does not normally go away excessively (Büyüköztürk, 2008, p. 40). Also, according to Kim (2013), in the cases when the number of samples exceeds 300, the fact that the value of skewness is 2 and the value of skewness is less than 7, indicates that the data are normally distributed.

Reliability and validity analyses of the second and third sections of the TEGET scale were conducted to evaluate separately after the normality test. Exploratory factor analysis technique was used to ensure the validity of the structure of the scale. The results of Kaiser-Meyer-Olkin (KMO) sampling adequacy measurement and Bartlett sphericity test were examined to determine the suitability of the data for factor analysis. The results of the test are given in Table 3.

Table 3
Results of the KMO and Bartlett Test

		Opinions on tourism effects	Opinions on the geography- tourism relationship
Measurement of the Kaiser-Meyer-Olkin Sampling Adequacy		.873	.824
Bartlett's Sphericity Test	Approximate Chi-Square	6777.437	620.891
	df	1326	36
	Sig.	.000	.000

The fact that KMO values were close to 1 and the Bartlett sphericity test was significant ($p < 0.05$) showed that the data are suitable for factor analysis (Table 3). By the exploratory factor analysis performed, expressions with a factor load value of less than 0.30 and less than 0.10 between factor loads were removed from the scale. In this context, 22 expressions related to tourism effects and 3 expressions related to geography-tourism relation were removed from the scale.

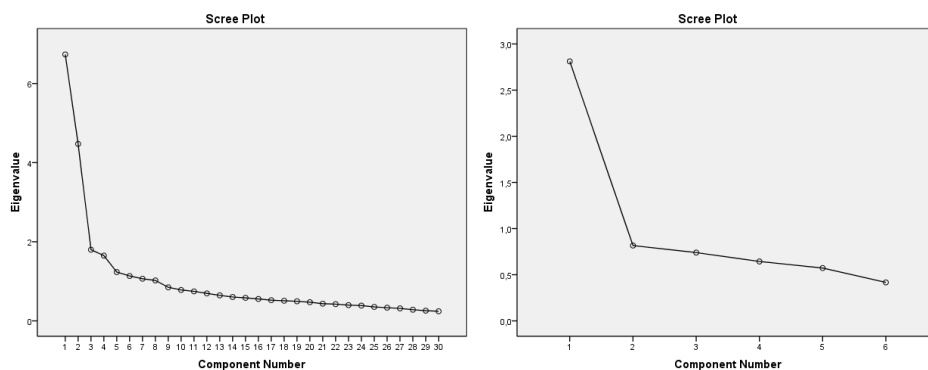


Figure 1. Line graphs drawn according to the eigenvalues of the factors

As a result of the analysis, it was observed that 30 items in the dimension of the tourism effects of the TEGET scale were collected under eight factors with an eigenvalue of 1. The total variance explained by these eight factors on the scale is 63,712%. It is seen that 6 items in the dimension of the geography-tourism relation of the scale are collected under one factor which is more than 1 in eigenvalue. The total variance explained by this factor on the scale is 46,647%. According to Büyüköztürk (2008), it is expected that the variance explained in single factor scales is expected to be 30% or more and this ratio is expected to be higher in multi-factor scales (p. 125). The variance ratios explained by this reason are considered adequate. The distribution of the scale factors in the scree plot was examined and it was decided that the dimension of opinions on the tourism effects of the research tool should be composed of eight factors and that the geography-tourism relationship dimension should be composed of one factor according to the high acceleration decrease. The results of exploratory factor analysis to reveal subscales of the scale are given in Table 4.

Table 4
Results of the Exploratory Factor Analysis (converted principal components analysis)

Factors	Post-Converted Load Value	Item-Total Correlation	Eigen Value	Described Variance	Cronbach's alpha
Opinions on tourism effects					
Factor 1- Environmental negative effects		1.000	6.734	22.448	.873
Tourism causes natural beauty to be destroyed.	.804	.777			
Tourism causes environmental pollution (soil, air, water).	.798	.758			
Tourism has negative effects on nature (plants, animals, and ecosystem).	.782	.769			
Tourism creates problems such as population density, noise pollution, traffic congestion.	.770	.731			
Tourism causes urbanization.	.722	.687			
The tourist facilities disrupt the natural beauty of the coasts and mountains.	.700	.687			
Factor 2- Social and cultural negative effects		1.000	4.473	14.911	.809
Tourism causes the destruction of cultural values.	.809	.762			
Tourism separates people from their cultural values.	.735	.709			
Tourism affects people's attitudes and behaviors negatively.	.733	.727			
Tourism causes social problems such as crime and drugs.	.726	.719			
Factor 3- Social positive effects		1.000	1.799	5.997	.792
People have attitudes and behavior towards foreign tourists.	.769	.661			
The people in the tourism area increase the desire to learn foreign languages.	.727	.732			
The delicacies in the Turkish culinary culture satisfy foreign tourists.	.681	.749			
Tourism is a tool of socialization.	.646	.703			
Factor 4- The tourism potential and promotion effects		1.000	1.650	5.499	.783
Turkey is a country that can make use of its tourism potential.	.761	.666			
Turkey's tourism potential is introduced domestically and abroad.	.756	.699			
Turkey is a country rich in natural and cultural tourism values.	.678	.621			
Tourism is an important tool in promoting the country.	.640	.575			

Factor 5- Economic negative effects		1.000	1.234	4.113	.704
Tourism increases the prices of goods and services in the region.	.802	.689			
Tourism causes the cost of living in the region to become more expensive.	.774	.715			
In the tourism sector, products and services are sold above the value of the customer.	.644	.606			
Tourism increases housing and land prices in the region.	.460	.511			
Factor 6- Cultural positive effects		1.000	1,135	3.784	.734
Tourism contributes to raising the level of education and culture of the people.	.779	.742			
Tourism strengthens ties among people of different cultures.	.677	.673			
Tourism is an important tool in exchanging cultural values.	.674	.728			
Factor 7- Environmental positive effects		1.000	1.065	3.550	.692
Tourism supports the preservation and development of the natural environment.	.795	.756			
Tourism encourages the preservation of historic buildings and structures.	.793	.791			
Factor 8- Economic positive effects		1.000	1.023	3.410	.607
Tourism contributes to the development of other sectors.	.744	.503			
Tourism provides the production of traditional products (spoons, pottery, local clothes, carpets, etc.).	.474	.549			
Tourism provides more investment in the region.	.460	.546			
Total Explained Variance Ratio and Reliability			63.712	.849	
Opinions on the geography-tourism relationship					
Factor 1- Geography-Tourism Relationship		1.000	2.799	46.647	.769
Virtual trips should be utilized in geography lessons to promote the tourism potential of the country.	.765	.628			
Within the scope of geography course, visits to tourism areas should be organized.	.731	.651			
Countries benefit from geography to reveal their touristic potential.	.713	.566			
Geography lessons are needed for tourism education.	.676	.667			
Geography education plays an active role in preserving the natural and cultural environment.	.649	.566			
Tourist attractions are areas of interest to geography.	.542	.583			
Total Explained Variance Ratio and Reliability			2.799	46.647	.769

As a result of the exploratory factor analysis, it is seen that the scale consists of eight sub-dimensions of the tourism effects dimension. Names of the eight sub-dimensions are given considering the common aspects of the expressions contained therein. According to this, the first sub-dimension is environmental negative effects, the second sub-dimension is social and cultural negative effects, the third sub-dimension is social positive effects, the fourth sub-dimension is tourism potential and promotional effects the fifth sub-dimension is economic negative effects, sub-dimension environmental positive effects and eighth sub-dimension economic positive effects. The geography-tourism relationship dimension of the scale is formed by a sub-dimension. This sub-dimension is called geography-tourism relationship. The item-total correlations for all the items in the scale range between .50 and .79. Accordingly, it can be argued that the items in the scale are aimed at measuring the same behavior (Table 4). According to Büyüköztürk (2008, p. 171), materials with .30 and higher distinguish individuals well.

Cronbach's α (Alpha) internal consistency coefficient was used to determine the reliability of the scale. According to Christensen et al. (2015), the alpha coefficient in this reliability calculation should be 0.70 and above. Also, when the test or scale is multidimensional, the alpha fold number should be reported separately for each

dimension (p. 154). As a result of the pilot application, the reliability of the size of the tourism effects of the scale was calculated as 0.849, and the reliability of the dimension of the geography-tourism relations was calculated as 0.769 (Table 4). Hence, the scale was found reliable and distributed without change to 800 participants for the application.

Analysis of the Data

In the analysis of the data obtained from the scale, mean and standard deviation values were used. Gender and tourism education status variables were analyzed by independent sample t-test, and class and school group variables were analyzed by one-way ANOVA. The Scheffe test results were used in the case of equality of variances to determine in which groups there were significant differences in the one-way analysis of variance. In the case of inequality, the results of the Games-Howell test were used. In the evaluation of the data, the following interval table is used.

Table 5
Score Ranges

Options	Points Given	Score Range
Strongly Disagree	1	1.00–1.79
Disagree	2	1.80–2.59
Neutral	3	2.60–3.39
Agree	4	3.40–4.19
Strongly Agree	5	4.20–5.00

Since the Likert scale is a ranking scale, there is no zero point (Tavşancıl, 2006, p. 156). According to Bayat (2014), this means that the Likert scaling technique has been designed to measure the individual's desired attitude as "level" and not "presence-absence", meaning it measures existing attitudes. Therefore, to interpret the arithmetic mean, the width between the lowest value 1 (which is the lowest value given to the options) and the highest value 5, is found to be 0.80, which is the average weight value, divided by the number of options ($5-1 = 4.4 / 5 = 0.80$) (Yıldız-Duban & Gökçakan, 2012). From 5.00 to 1.00, the range was reduced by this value, and the range of points was determined.

Findings

This section includes findings from the TEGET scale and the analysis of data collected from students. Results were examined under three different headings: high school students' views on tourism effects; opinions of high school students towards the geography-tourism relationship; factors affecting the opinions of high school students on the tourism effect and geography-tourism relationship.

High School Students' Views on Tourism Effects

In the survey, the findings of the TEGET scale on the views of high school students on tourism effects are given in Table 6.

Table 6

Average and Standard Deviations of the Scores Received from the TEGET Scale for Determining the Opinions of High School Students towards Tourism Effects

	Mean	Standard Deviation	Conclusion
<i>Opinions on tourism effects</i>			
<i>Social positive effects</i>			
People have attitudes and behavior towards foreign tourists.	3.48	1.06	Agree
The people in the tourism area increase the desire to learn foreign languages.	3.80	1.09	Agree
The delicacies in the Turkish culinary culture satisfy foreign tourists.	3.99	1.10	Agree
Tourism is a tool of socialization.	3.88	1.07	Agree
<i>Cultural positive effects</i>			
Tourism contributes to raising the level of education and culture of the people.	3.73	1.12	Agree
Tourism is an important tool in exchanging cultural values.	3.85	1.16	Agree
Tourism strengthens ties among people of different cultures.	3.97	1.12	Agree
<i>Social and cultural negative effects</i>			
Tourism causes the destruction of cultural values.	2.26	1.20	Disagree
Tourism separates people from their cultural values.	2.30	1.13	Disagree
Tourism causes social problems such as crime and drugs.	2.40	1.21	Disagree
Tourism affects people's attitudes and behaviors negatively.	2.40	1.10	Disagree
<i>Environmental positive effects</i>			
Tourism supports the preservation and development of the natural environment.	3.36	1.10	Neutral
Tourism encourages the preservation of historic buildings and structures.	3.67	1.11	Agree
<i>Environmental negative effects</i>			
Tourism causes natural beauty to be destroyed.	2.85	1.17	Neutral
Tourism causes environmental pollution (soil, air, water).	2.83	1.21	Neutral
Tourism has negative effects on nature (plants, animals, ecosystem).	2.98	1.21	Neutral
Tourism creates problems such as population density, noise pollution, traffic congestion.	3.23	1.26	Neutral
Tourism causes urbanization.	2.90	1.14	Neutral
The tourist facilities disrupt the natural beauty of the coasts and mountains.	2.99	1.21	Neutral
<i>Economic positive effects</i>			
Tourism contributes to the development of other sectors.	3.63	1.09	Agree
Tourism provides the production of traditional products (spoons, pottery, local clothes, carpets, etc.).	3.65	1.11	Agree
Tourism provides more investment in the region.	3.89	1.05	Agree
<i>Economic negative effects</i>			
Tourism causes the cost of living in the region to become more expensive.	3.70	1.11	Agree
Tourism increases the prices of goods and services in the region.	3.81	1.07	Agree
In the tourism sector, products and services are sold above the value of the customer.	3.63	1.10	Agree

Tourism increases housing and land prices in the region.	3.79	1.10	Agree
<i>The tourism potential and promotion effects</i>	3.56	0.79	Agree
Turkey is a country that can make use of its tourism potential.	3.18	1.12	Neutral
Turkey's tourism potential is introduced domestically and abroad.	3.09	1.12	Neutral
Turkey is a country rich in natural and cultural tourism values.	3.87	1.16	Agree
Tourism is an important tool in promoting the country.	4.11	1.16	Agree

According to Table 6, high school students' views on tourism social and cultural effects are mostly positive. Students expressed that tourism is a socialization tool, that it strengthens ties among people of different cultures, that it increases the level of education and culture, that it is an important tool in the exchange of cultural values, that the fact that the tastes in the Turkish culinary culture are pleasing to foreign tourists, that people's attitudes and behaviors towards tourists are positive, and that it increases the desire to learn a foreign language. In addition, it was observed that the students disagree on the following facts: tourism causes social problems such as crime and drugs; it separates people from their cultural values; it affects the attitudes and behavior of the people negatively; and destroys cultural values.

High school students' views of the environmental effects of tourism are often close to neutral. It was observed that the students were neutral about the following facts: tourism causes population density; noise pollution; traffic congestion; the pollution of the environment and the destruction of natural beauty; it adversely affects the nature; it causes urbanization and destroys the natural beauty of coasts and mountains; and it supports the preservation and development of the natural environment. According to the students, tourism has a positive effect in preserving historical buildings and structures (Table 6).

It is seen that the average of the concurring students about the economic effects of tourism is high in both the positive effect and the negative effect sub-dimension. According to the students, tourism provides the production of traditional products, more investments in the region and the development of other sectors. At the same time, tourism increases the prices of housing, land, products, and services in the region. This causes the cost of living in the region to become more expensive (Table 6).

Students view tourism as an important tool in promoting the country. In addition, they accept Turkey as a country rich in natural and cultural tourism values. However, they do not have a clear vision as to how Turkey's tourism potential is utilised and whether this potential is introduced adequately both domestically and abroad (Table 6).

Opinions of High School Students towards the Geography-Tourism Relationship

In the study, the findings of the TEGET scale from the section on the geography-tourism relation of high school students are given in Table 7.

Table 7

Average and Standard Deviations of the Scores Received from the TEGET Scale for Determining the Opinions of High School Students towards the Geography-Tourism Relationship

Factors	Mean	Standard Deviation	Conclusion
<i>Opinions on the geography-tourism relationship</i>			
<i>Geography-Tourism Relationship</i>	<i>3.64</i>	<i>.75</i>	<i>Agree</i>
Virtual trips should be utilized in geography lessons to promote the tourism potential of the country.	3.76	1.09	Agree
Within the scope of geography course, visits to tourism areas should be organized.	3.91	1.12	Agree
Countries benefit from geography to reveal their touristic potential.	3.68	1.04	Agree
Geography lessons are needed for tourism education.	3.45	1.21	Agree
Geography education plays an active role in preserving the natural and cultural environment.	3.61	1.05	Agree
Tourist attractions are areas of interest to geography.	3.43	1.06	Agree

High school students' opinions on geography-tourism interaction seem to be positive. According to the students, tourist attractions are the subjects of interest to geography. Countries benefit from geography to reveal their touristic potential. While geography education plays an active role in protecting the natural and cultural environment, the geography lesson is needed for tourism education. In this context, visits to touristic areas should be organized within the scope of the geography lessons. In addition, the students think that the trips made in the virtual environment will be effective in promoting the tourism potential of the country (Table 7).

Factors Affecting the Opinions of High School Students on the Tourism Effects and Geography-Tourism Relationship

In the analyses to determine the factors affecting the opinions of high school students on the tourism effects and geography-tourism relationship, the independent sample t-test was used for variables of gender and tourism education status, and one-way ANOVA was used for class and school group variables.

The effect of gender variable on the views of the high school students on tourism effects and geography-tourism relation. The results of the t-test to determine whether the effect of gender variables on tourism effects on students' opinions on geographical-tourism relations are significantly different are in Table 8.

Table 8

The Results of T-Test Conducted To Determine Gender Variable Affecting the Opinions of High School Students on Tourism Effects and Geography-Tourism Relationship

Sub-Dimension	Group	N	\bar{X}	Standard Deviation	t	p
Social positive effects	Female	381	3.88	.71	3.18	.002*
	Male	379	3.69	.90		
Cultural positive effects	Female	381	4.00	.86	4.40	.000*
	Male	379	3.70	.99		

Social and cultural negative effects	Female	381	2.18	.79	5.06	.000*
	Male	379	2.50	.92		
Environmental positive effects	Female	381	3.66	.86	4.28	.000*
	Male	379	3.37	.95		
Environmental negative effects	Female	381	2.98	.82	.49	.620
	Male	379	2.95	.87		
Economic positive effects	Female	381	3.88	.72	5.37	.000*
	Male	379	3.56	.90		
Economic negative effects	Female	381	3.80	.81	2.17	.030*
	Male	379	3.66	.94		
The tourism potential and promotion effects	Female	381	3.62	.67	1.79	.074
	Male	379	3.51	.89		
Geography-Tourism Relationship	Female	381	3.84	.67	7.83	.000*
	Male	379	3.43	.77		

* $p < .05$

When Table 8 is examined, social positive effects ($t = 3.18$, $p = .002$), cultural positive effects ($t = 4.40$, $p = .000$), social and cultural negative effects ($t = 5.06$, $p = .000$), environmental positive effects ($t = 4.28$, $p = .000$), economic positive effects ($t = 5.37$, $p = .000$), economic negative effects ($t = 2.17$, $p = .030$) and geography-tourism relationship ($t = 7.83$, $p = .000$) sub-dimensions were found to be significant ($p < .05$).

Women's statements of cultural positive effects of tourism were higher than those of men. The statements of women on the cultural positive effects of the tourism is higher than men. Women's statements about social and cultural negative effects of tourism were lower than those of men. The statements of the women about the environmental positive effects of tourism were higher than those of men. The statements of the women on the positive effects of tourism were higher than men. The statements of women on the negative economic effects of tourism were higher than those of men. The statements of women on the Geography-tourism relationship were higher than men (Table 8). These results show that gender influences student views. It shows that women are more sensitive to the effects of tourism than men, that they better observe the effects of tourism and can better relate geography-tourism.

The effect of the class variable on the views of the high school students on tourism effects and geography-tourism relation. The results of the One-way ANOVA performed in order to determine whether the effect of the class variable on tourism affects students' views on geography-tourism relationship significantly are provided in Table 9.

Table 9

The Results of the One-Way ANOVA Test Conducted to Determine the Class Variable Affecting the Opinions of High School Students on Tourism Effects and Geography-Tourism Relationship

Sub-Dimension	Group	N	\bar{X}	Standard Deviation	F	p	Significant Differences
Social positive effects	(A) 9. Grade	197	3.68	.88	1.69	.168	
	(B) 10. Grade	199	3.79	.74			
	(C) 11. Grade	178	3.85	.80			
	(D) 12. Grade	186	3.84	.81			
Cultural positive effects	(A) 9. Grade	197	3.72	1.03	1.59	.190	
	(B) 10. Grade	199	3.90	.90			
	(C) 11. Grade	178	3.87	.87			

	(D) 12. Grade	186	3.90	.92			
Social and cultural negative effects	(A) 9. Grade	197	2.29	.90	.41	.746	
	(B) 10. Grade	199	2.34	.81			
	(C) 11. Grade	178	2.39	.92			
	(D) 12. Grade	186	2.34	.86			
Environmental positive effects	(A) 9. Grade	197	3.43	.94	1.65	.175	
	(B) 10. Grade	199	3.59	.84			
	(C) 11. Grade	178	3.45	.95			
	(D) 12. Grade	186	3.59	.93			
Environmental negative effects	(A) 9. Grade	197	2.84	.81	4.80	.003*	A-C
	(B) 10. Grade	199	2.86	.74			A-D
	(C) 11. Grade	178	3.09	.89			B-C
	(D) 12. Grade	186	3.08	.90			
Economic positive effects	(A) 9. Grade	197	3.57	.88	3.42	.017*	A-D
	(B) 10. Grade	199	3.73	.81			
	(C) 11. Grade	178	3.77	.75			
	(D) 12. Grade	186	3.83	.84			
Economic negative effects	(A) 9. Grade	197	3.52	.91	8.19	.000*	A-C
	(B) 10. Grade	199	3.67	.83			A-D
	(C) 11. Grade	178	3.84	.81			B-D
	(D) 12. Grade	186	3.93	.91			
The tourism potential and promotion effects	(A) 9. Grade	197	3.48	.81	97.	.404	
	(B) 10. Grade	199	3.61	.73			
	(C) 11. Grade	178	3.58	.76			
	(D) 12. Grade	186	3.58	.85			
Geography-Tourism Relationship	(A) 9. Grade	197	3.51	.83	4.13	.006*	A-D
	(B) 10. Grade	199	3.62	.71			
	(C) 11. Grade	178	3.68	.69			
	(D) 12. Grade	186	3.77	.73			

* $p < .05$

When Table 9 is examined, environmental negative effects ($F = 4.80$, $p = .003$), economic positive effects ($F = 3.42$, $p = .017$), economic negative effects ($F = 8.19$, $p = .000$) and the geography-tourism relationship ($F = 4.13$, $p = .006$) sub-dimensions were found to be significant ($p < .05$).

The statements of the 9th graders were higher than those of 10th and 12th graders, and the statements of the 10th graders were higher than those of the 11th graders on the environmental negative effects of tourism. The statements of the 9th graders were lower than those of the 12th graders. The statements of the 9th and 10th graders on economic negative effects of tourism were lower than those of 12th graders and the statements of 10th graders were lower than 12th graders. Geographical-tourism related statements of the 9th graders were lower in participation than those of the 12th graders (Table 9). An increasing awareness of tourism effects and geography-tourism relations as the class level increases indicates that students achieved benefits that affect their views in the high school learning process.

The effect of school group variable on the views of the high school students on tourism effects and geography-tourism relation. The results of the One-way ANOVA performed in order to determine whether the effect of the school group variable on tourism affects students' views on geography-tourism relationship significantly are provided in Table 10.

Table 10

The Results of the One-Way ANOVA Test Conducted to Determine the School Group Factor Affecting the Opinions of High School Students on Tourism Effects and Geography-Tourism Relationship

Sub-Dimension	Group	N	\bar{X}	Standard Deviation	F	p	Significant Differences
Social positive effects	(A) Academic High Schools	396	3.87	.70	4.88	.008*	A-C
	(B) Vocational High Schools	190	3.73	.96			
	(C) Skillset related High Schools	174	3.66	.85			
Cultural positive effects	(A) Academic High Schools	396	4.02	.85	14.46	.000*	A B A-C
	(B) Vocational High Schools	190	3.68	1.04			
	(C) Skillset related High Schools	174	3.64	.93			
Social and cultural negative effects	(A) Academic High Schools	396	2.14	.79	23.02	.000*	A B A-C
	(B) Vocational High Schools	190	2.48	.97			
	(C) Skillset related High Schools	174	2.63	.83			
Environmental positive effects	(A) Academic High Schools	396	3.57	.84	3.25	.039*	A B
	(B) Vocational High Schools	190	3.37	1.05			
	(C) Skillset related High Schools	174	3.56	.92			
Environmental negative effects	(A) Academic High Schools	396	3.00	.78	3.56	.029*	A B B-C
	(B) Vocational High Schools	190	2.82	.96			
	(C) Skillset related High Schools	174	3.02	.82			
Economic positive effects	(A) Academic High Schools	396	3.94	.70	30.19	.000*	A B A-C
	(B) Vocational High Schools	190	3.43	.93			
	(C) Skillset related High Schools	174	3.57	.85			
Economic negative effects	(A) Academic High Schools	396	3.94	.81	24.79	.000*	A B A-C
	(B) Vocational High Schools	190	3.52	.94			
	(C) Skillset related High Schools	174	3.49	.84			
The tourism potential and promotion effects	(A) Academic High Schools	396	3.58	.65	.27	.756	
	(B) Vocational High Schools	190	3.55	1.01			
	(C) Skillset related High Schools	174	3.53	.81			
Geography-Tourism Relationship	(A) Academic High Schools	396	3.82	.63	29.16	.000*	A B A-C B-C
	(B) Vocational High Schools	190	3.34	.83			
	(C) Skillset related High Schools	174	3.56	.79			

* $p < .05$

When Table 10 is examined, social positive effects ($F = 4.88$, $p = .008$), cultural positive effects ($F = 14.46$, $p = .000$), social and cultural negative effects ($F = 23.02$, $p = .000$), environmental positive effects ($F = 3.25$, $p = .039$), environmental negative effects ($F = 3.56$, $p = .029$), economic positive effects ($F = 30.19$, $p = .000$), economic negative effects ($F = 24.79$, $p = .000$) and geography-tourism relationship ($F = 29.16$, $p = .000$) sub-dimensions were found to be significant ($p < .05$).

The statements about the social positive effects of tourism were higher in academic high schools than skill set high schools. The statements about the cultural positive effects of tourism were higher in vocational high schools than skill set high schools. The statements about the social and cultural negative effects of tourism were lower in academic high schools than skill set high schools and vocational high schools. The statements about the environmental positive effects of tourism were higher in academic high schools than skill set high schools. The statements about the environmental negative effects of tourism were lower in vocational high schools than skill set high schools and academic high schools. The statements about the economic positive effects of tourism were higher in academic high schools than skill set high schools and vocational high schools. The statements about the economic negative effects of tourism were higher in academic high schools than skill set high schools and vocational high schools.

schools. The statements about the geography-tourism relationship were lower in vocational high schools than skill set high schools and academic high schools. Likewise, the statements about the geography-tourism relationship were higher in academic high schools than skill set high schools (Table 10). It can be said that this result is due to the fact that the students who have higher scores in the selection examinations after the middle school are more willing to choose the academic high schools first. If the readiness of these students is better than that of other students, the students have a clearer view of tourism effects and geography-tourism relation.

The effect of tourism education variable on the views of the high school students on tourism effect and geography-tourism relation. The results of the t-test to determine whether the effect of tourism education variables on tourism effects on students' opinions on geographical-tourism relations are shown in Table 11.

Table 11

The Results of the T-Test Conducted to Determine the Tourism Education Variable Affecting the Opinions of High School Students on Tourism Effects and Geography-Tourism Relationship

Sub-Dimension	Group	N	\bar{X}	Standard Deviation	t	p
Social positive effects	Receiving tourism education	100	4.11	.79	4.31	.000*
	Not receiving tourism education	660	3.74	.81		
Cultural positive effects	Receiving tourism education	100	4.07	.86	2.55	.011*
	Not receiving tourism education	660	3.81	.94		
Social and cultural negative effects	Receiving tourism education	100	2.26	.99	.91	.364
	Not receiving tourism education	660	2.35	.85		
Environmental positive effects	Receiving tourism education	100	3.65	1.03	1.57	.116
	Not receiving tourism education	660	3.50	.89		
Environmental negative effects	Receiving tourism education	100	2.79	1.03	1.78	.078
	Not receiving tourism education	660	2.99	.81		
Economic positive effects	Receiving tourism education	100	3.74	.80	.13	.896
	Not receiving tourism education	660	3.72	.83		
Economic negative effects	Receiving tourism education	100	3.81	.86	.91	.360
	Not receiving tourism education	660	3.72	.88		
The tourism potential and promotion effects	Receiving tourism education	100	3.84	.92	3.31	.001*
	Not receiving tourism education	660	3.52	.76		
Geography-Tourism Relationship	Receiving tourism education	100	3.61	.72	.43	.661
	Not receiving tourism education	660	3.64	.75		

* $p < .05$

When Table 11 is examined, social positive effects ($t = 4.31$, $p = .000$), cultural positive effects ($t = 2.55$, $p = .011$) and tourism potential and promotion effects ($t = 3.31$, $p = .001$) sub-dimensions were found to be significant ($p < .05$).

Statements about tourism positive social effects were higher than those who did not receive tourism education. Statements about tourism positive cultural effects were higher than those who did not receive tourism education. Statements about tourism potential and promotional effects were higher than those who did not receive tourism education (Table 11). These results show that the students who prefer tourism education schools and have the intention to work in this sector in the future have positive views on tourism effects and the geography-tourism relationship, and that tourism education changes the perception of tourism positively.

Conclusions and Discussion

Tourism after the Second World War has emerged as an effective sector, especially in the economic growth and development of developing countries. In order to ensure growth and sustainability in this sector, it is important to protect the cultural and natural assets that contribute directly or indirectly to tourism and to ensure customer trust and satisfaction. In this respect, it is necessary to raise awareness for this sector in other sectors of the society as well as those who provide goods and services to customers in the tourism sector. The most important role in the formation of this awareness falls onto the shoulders of educational institutions. The geography course is that which encompasses topics regarding tourism. In this study, the opinions of high school students about tourism effects and geography-tourism relation were determined, with the results summarized below.

a) High school students' views on the social and cultural effects of tourism are mostly positive. According to students, tourism is an important means of transferring cultural values and socializing. While increasing the level of education and culture of the people, it increases the desire to learn foreign languages. It strengthens ties among people. Tourists coming to Turkey return to their countries satisfied with the flavors of Turkish cuisine and people's attitudes and their behaviors. In support of these views, participants did not agree with the statements that tourism causes social problems such as crime and drugs, distracting the public from their cultural values, affecting people's attitudes and behaviors in a negative way and destroying cultural values. Similar results have been achieved in the study conducted by Koca and Bulut (2016). According to this study, prospective teachers generally indicated that tourism is influencing the socio-cultural structure positively (diversity of cultural activities, settlement of tourism consciousness etc.). They pointed out that they do not agree with the fact that tourism increased crime and social violence and that young people were badly influenced. There are also results supporting this interpretation in the study conducted with foreign students by Çetin, Karakuş and Aksoy (2012). According to this study, foreign students stated that the Turkish people behaved positively towards tourists and they were hospitable. They stated that tourist activities cause mutual cultural influences between tourists and indigenous people and stated that tourists want to learn about Turkish culture.

b) High school students' opinions about the environmental effect of tourism are often close to uncertain. Students view the fact that tourism encourages the promotion and preservation of historic structures as a positive effect. However, students were neutral about the fact that tourism supports the preservation and development of the natural environment and causes problems such as population density, noise pollution, and traffic congestion, causes environmental pollution and destruction of natural beauties, adversely affects nature, causes urbanization, and tourism facilities ruin the natural beauty of coasts and mountains. The fact that the perceptions (neither agree nor disagree) of the local people about the environmental effects of tourism are generally close to the average value in the study of Bilim and Özer (2013) shows that their study is in line with our study. This result shows that there is a lack of knowledge in students

about the environmental effects of tourism. Students are aware of the environmental effects of tourism. However, they do not have a clear view of the extent of this effect.

c) High school students' expressions for economic positive effects and expressions for economic negative effects of tourism both turned out to be high. Students view tourism as producing positive traditional products, making more investments in the region and contributing to the development of other sectors as positive effects. Similar results have been found in some previous studies. For example, according to İncekara and Savran's study (2011), students evaluated the economic effects of tourism as positive in terms of income increase, city development, new job opportunities and appreciation of local products. In the study conducted in Diyarbakır by Değerliyurt et al. (2013), it was concluded that prospective geography teachers' perceptions of economic and cultural tourism results are mostly positive. According to this study prospective geography teachers think that cultural tourism will play an effective role in improving the infrastructure and upper structure on the coast (90%), that the accommodation, transportation and similar service sector will be improved (97%), that the living conditions will be improved (87%), and that it will play an effective role in creating new business areas (90%). In our study, students see increased prices of residential and land in the tourism zone, causing the cost of living and the prices of products and services in the region to increase as negative effects. The study of Koca and Bulut (2016) also concluded that causing tourism price increases and therefore causing local people to be in economic trouble are viewed as negative effects. In another study, tourism students have come to the conclusion that they are worried that property prices in rural areas will rise and rich entrepreneurs will exploit rural areas (Ayaz, Yeşiltaş, & Türkmen, 2012). It is considered that the students evaluate the economic positive effects of tourism on the service providers and the negative effects on the service receivers because tourism increases income-generating activities economically in the region and creates employment. However, the fact that the foreign tourists participating in the tourism activities have more purchasing power than the domestic ones, the concentration of the tourism movements at certain periods of the year and the high supply of customers arising during this period increases the costs in tourism.

d) Students' views on tourism potential and promotion effect are generally positive. According to the students, tourism is an important tool in the promotion of our country and Turkey is a country rich in natural and cultural tourism values. However, students were not sure whether Turkey can use its full potential and whether it introduces enough tourism opportunities at home and abroad. In the studies conducted by İncekara, Savran (2011) and Ateş (2013), the students also listed the lack of presentation in the weakest aspects of tourism. Promotion and marketing policies and practices are carried out by the General Directorate of Promotion of the Ministry of Culture and Tourism of the Republic of Turkey. According to the bulletin issued by the General Directorate (2015) to promote Turkey's history in 2014, it decided to implement all of the elements contained in the promotion of cultural and tourism values. It has been decided that a comprehensive global advertising campaign will be implemented in order to strengthen the image. It has also been decided that a comprehensive global advertising campaign will be implemented to strengthen its image. A consistent, meaningful and attractive

image of Turkey was desired. Thus, Turkey, cradle to more than 30 civilizations, historical, rich in geographical structures, and distinctive thanks to its cultural and tourism values was globally promoted with the concept "Home of". Also, today, thanks to the integration of tourism with the digital world, Turkey Digital Signage Platform was created. Within this scope, "Turkey Home" accounts were created in digital media such as Google+, Youtube, Facebook, Twitter, Instagram, LinkedIn, Pinterest and Vine (p. 2). Thanks to the number of followers on these accounts reaching 5.972.227 on 22.02.2016, Turkey ranked second after Australia on a worldwide destination list (Republic of Turkey Ministry of Culture and Tourism General Directorate of Promotion, 2016, p. 31). Our study shows that the students don't have enough information about the promotion studies conducted. This result can be interpreted as being that the geography lessons do not include enough information about promotion and information, and despite the fact that they are widely used today, students do not encounter these promotions on digital platforms or that these promotions are not interesting enough for them.

e) Students' opinions on the geography-tourism relationship are positive. It is seen that the students are aware of the geography-tourism interaction and can relate geography and tourism. The students emphasized the importance of geography in preserving the natural and cultural environment and in tourism education. In this context, they stated that it is necessary to arrange visits to tourist areas in geography lessons. These results match with the findings of studies (Prakapienė & Olberkytė, 2013; Lane & Stoltman, 2017) showing touristic areas can be used in geography education. In addition, this research showed that the most important lesson for the students to be aware of in the tourism sector is the geography lesson. In another study on the geography-tourism relationship, it was determined that geographical perceptions changed positively after students took a Tourism Geography course (Gülüm & Artvinli, 2010). Likewise, tourism related topics in geography courses are to support the development of tourism perceptions of students.

When factors affecting the opinions of high school students towards the geography-tourism relationship were examined, the results summarized below were obtained.

a) The average scores of female students are higher than male students. It is seen that women view the geography-tourism relationship in terms of tourism, social, cultural, economic, and environmental effects more positively than men. In the study by Bilim and Özer (2013), male participants were found to have significantly negative perceptions in terms of the dimension of tourism's socio-cultural effects. However, there are various studies in which it is found that women have more negative perceptions (Güneş, 2014; Özaltın-Türker & Türker, 2014). Bilim and Özer (2013) stated that this result is due to the low level of education of men and their dominant profile. Özaltın-Türker and Türker (2014) argued that the different scales used and the region in which the study was conducted could produce such results. In addition to these, it can be said that the dominant tourism activities (sea tourism, culture tourism etc.) in the region studied, and the breadth of the scope of these activities, can play a role in shaping this perception.

b) The average scores of students in the 12th grade are generally higher than the lower grades. In the study, significant differences were found in favor of the 12th graders in tourism sub-dimensions, environmental negative effects, economic positive effects, economic negative effects and the geography-tourism relationship sub-dimensions. According to this result, it is possible to say that as the grade increases, the awareness of tourism effects and geography-tourism relations increases significantly. This shows that students acquire new knowledge about the tourism sector and the tourism effects during their high school education life. Moreover, it can be said that the fact that the subjects related to tourism in the geography lesson being included in the 11th and 12th graders' curriculum can be considered as an effective factor in the emergence of this result.

c) The average scores of the students in the academic high schools are generally higher than the scores of the high school participants in the vocational high schools and the skill set high schools. The fact that the more intelligent portion of the students prefer academic high schools following their high school entrance exam and the fact that these high schools provide a more decent education can be shown as the reasons for such results. These results support the fact that the opinions of students in academic high schools related to geography-tourism are more positive than other high schools.

d) The students receiving education regarding Food and Beverage Services and Accommodation and Travel Services have higher score averages than the ones not receiving it. However, tourism was found to differ in the level of significance in the sub-dimensions of social positive effects, cultural positive effects, potential and promotional effects. It is natural for the ones receiving tourism education to be more optimistic about the tourism sector. The internships performed during the summer periods of the 10th and 11th grades by those who receive education in these fields are particularly effective in providing a more positive perception about tourism's effects.

Recommendations

Today, the fact that Turkey is a touristic country rich in cultural and natural values, the distribution of tourism activities over the year, the increase in the share of tourism in the country's economy and the number of people employed in the sector make the effects of the tourism more apparent. In this study, it was observed that the students are aware of tourism's effects and can relate tourism and geography. In this context, teachers should integrate the effects of tourism with the other subjects while teaching the students in geography lessons where an important lesson is the formation of tourism perceptions. In particular, the lack of information on the environmental effects of tourism should be addressed. In addition, visits to accessible tourism areas should be organized within the scope of the course and participation in tourism fairs should be provided. In this regard, schools can make use of the opportunities offered by municipalities to promote tourism activities. Informative posters, maps, and visuals related to the tourism values of the country should be provided and displayed in the places used by the students and should be used as instructional materials in teaching geography-tourism related subjects. The students should be informed about promotion and information studies conducted within the scope of tourism. This study is limited to a

specific region. It is recommended that similar studies should be conducted in different regions to make comparisons and generalizations.

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