Research Article

The Effect of Education on the Preservation of Historical Urban Environment: The Sample of Kastamonu Urban Protected Area[1]

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Abstract:

Urban historical environments are one of the most prominent and effective ones of some components to whom citizens can consubstantiate themselves to cities, and give identity to them and time perspective to living spaces of the cities. These areas are not only the histories of a society but also its memory, culture and even future. Therefore, the conservation of urban protected areas is not just a responsibility for local people living in these areas also a responsibility for all society. Conserving and ensuring sustainability of these areas is just possible with a process on which area participants involve.

In order for the area shareholders to play an effective role in this process, they should be aware of the benefit of the area for them. It is continuously emphasized in the studies that education is important in providing this awareness. In the scope of this study, it is tried to be identified how the education levels of people who live in and around Kastamonu Protected area, who visit and administrate Kastamonu affects the perspective of the protection of this area. It is identified that the view that the protection of the area negatively affects the life of the shareholders is inversely related to the education level by evaluating 376 questionnaire studies with regression analysis. It is considered that the perception that the increase in education level positively affect the life conditions of protected areas, and protecting these kinds of areas gain favor to all shareholders and become easier and more sustainable.

Keywords: Perception, urban historical environment, education, stakeholder

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INTRODUCTION

Historical texture of the cities are places arranged at human scale which reflect social, cultural and economic structure as well as life style, philosophy and aesthetic concerns of the past (Arabacıoğlu and Aydemir, 2007; Koçan, 2012). Historical cities, a significant part of our cultural heritage, should be addressed through sustainable protection policies with the aim of protecting them and ensuring their survival, since they reflect period-specific life style, social relations and design features and are still being used as living spaces (Büyükoksal, 2012; Çöteli, 2012).

Historical texture of the cities inevitably changes over time. If the change in historical texture of the cities is caused by unconscious interference and extensions built with the intention of providing contemporary comfortable conditions, wrong restorations, lack of financial power to cover the cost of protection, lack of a protection plan or a protection plan prepared or being implemented unconsciously, reluctance and indifference of local administrations, low level of significance attached to the issue, a society with no historical environmental consciousness, inadequacy of protection education, or by backlashes resulting from the compulsory effect of the laws and restrictive decisions; historical texture of the cities will inevitably disappear and/or be damaged (Arabacıoğlu and Aydemir, 2007; Ömeroğlu, 2006). In this context; within the restrictions introduced by the purpose of urban protection, the objectives that should be focused on are ensuring liveability of the historical city centres, connecting them to the modern city centres and improving such connection, in other words, ensuring the balance of protection and use (Büyükoksal, 2012).

While protecting the resource values of the area, the relation of the stakeholders using such area with the areas should not be cut off. This is the most important issue in the management of protected areas. Otherwise, this would result in negative perception of the users of the area towards the protected areas and consequently their negative reaction against such areas. In order that the individuals have a positive attitude towards the city and its protection and they assume responsibility for the whole city, they should understand well the place and importance of the city they live in within the historical process, and they should see that the decisions taken with the aim of protecting the area do not negatively affect their life quality (Özcan 2009).

Previous studies showed that perceptions of local people toward protected areas management influenced local residents' attitudes strongly toward conservation studies (Ramakrishnan 2007; Vodouhé et al. 2010). Studies have shown that the local residents' perceptions are influenced by several factors like the level of education, level of income, participation of local residents in management process and the level of knowledge on the protected area (Mehta & Heinen 2001; Vodouhé et al. 2010). The understanding of all these factors is important both to improve the relationship between participants and protected areas and to improve people's awareness of resource conservation in these areas (Vodouhé et al. 2010).

Education could be an important way to motivate people to develop or reinforce positive perception about conservation (Vodouhé et al. 2010; Snyman 2012, Guloglu et.al. 2015). The environmental education should be built on positive perceptions that people already hold, and should work on mitigating negative perceptions, where possible. This could be achieved through informal educational methods (sensitization, organized activity, etc.). The studies carried out come up with some other significant and effective factors such as demographics, local residents' proximity to the area and their knowledge level about these areas (Petrosillo et al. 2007; Suckall et al. 2009; Jones et al. 2011; Szell & Hallett 2013, Belkayalı et.al. 2015).

Given that the laws per se are not enough to protect historical and cultural assets, the protection in its full meaning can only be ensured in the event of a full unity lead by inclusion of the society in the process by raising the information and awareness level of the society, along with the laws (Alkış and Oğuzoğlu, 2005:353). Following the rise in social awareness on the protection of historical and cultural assets, the works underway will be made widespread, and sustainability of the historical and cultural assets will also be ensured when active participation of the society and feasibility of the work are ensured (Belkayali, 2015). Educating and raising awareness of the society are the most fundamental principles of sustainability and area management approach. Educating particularly the children, relevant technical staff and general public with this purpose is an essential factor for effective protection of the heritage (Ünver, 2006). A good protection policy, utilization of resources and transferring history and culture knowledge and educating particularly the younger generation to this end are defined among the most fundamental tools ensuring social awareness on the issue (Kerber, 1994).

This study aims to ascertain how the education affects the perception and attitude of the area stakeholders on the protected areas. Kastamonu is one of the richest settlements in terms of "Historical Monuments" of Anatolia. That is why Kastamonu Urban Archaeological Site was chosen as study field. The study tried to find out how the education level of the locals, visitors and area managers influence their perception of and attitude towards protection of such important urban historical environment.

METHOD

Hosting many civilizations, Kastamonu urban archaeological site is quite rich in terms of historical and cultural values. As historical texture is addressed within the framework of protection-use balance today and it is recently listed among the model cities, Kastamonu Urban Archaeological Site has been chosen as study field. The study field is located within the provincial borders of Kastamonu and lies on 126 hectares of land.

Within the scope of the study, written, drawn, visual data related to the area as well as survey data were used as study material. The perception of the research area stakeholders

(locals, visitors and managers) towards urban archaeological site and the protection works at the site was tried to be found out through 375 surveys conducted in person. Number of the surveys were determined as based on urban population of Kastamonu (98.456 persons (data of 2014)) at 95% reliability level and according to 0.05 margin of error (Yazıcıoğlu and Erdoğan, 2004). Likert scale was used in survey questions posed with the aim of ascertaining the attitude and behaviours of the stakeholders. The participants were asked to rate their answers as 1: Absolutely not, 2: Not agree, 3: Undecided, 4: Agree, 5: Absolutely agree. This way, the perception and attitude of the participants towards historical environment were tried to be determined more clearly. While analyzing the data obtained from the research, SPSS (Statistical Package for Social Sciences Program, Version 19.0) package software was used. The answers taken according to Likert scale were based on the mean value and the evaluations were made accordingly.

Kastamonu Urban Historical Area

The province of Kastamonu is located in the northern part of Turkey, within Western Black Sea Region. It neighbours Sinop in the east, Bartın and Karabük in the west, Çankırı in the south and Çorum in the southeast. Black Sea lies to the north of Kastamonu. The city centre's elevation from the sea level is 775 meters (Bakırcı 2005). Kastamonu city centre is a very old settlement lying on Karaçomak valley. Due to its topographic structure, the city has developed to its north and south. (Figure 1).
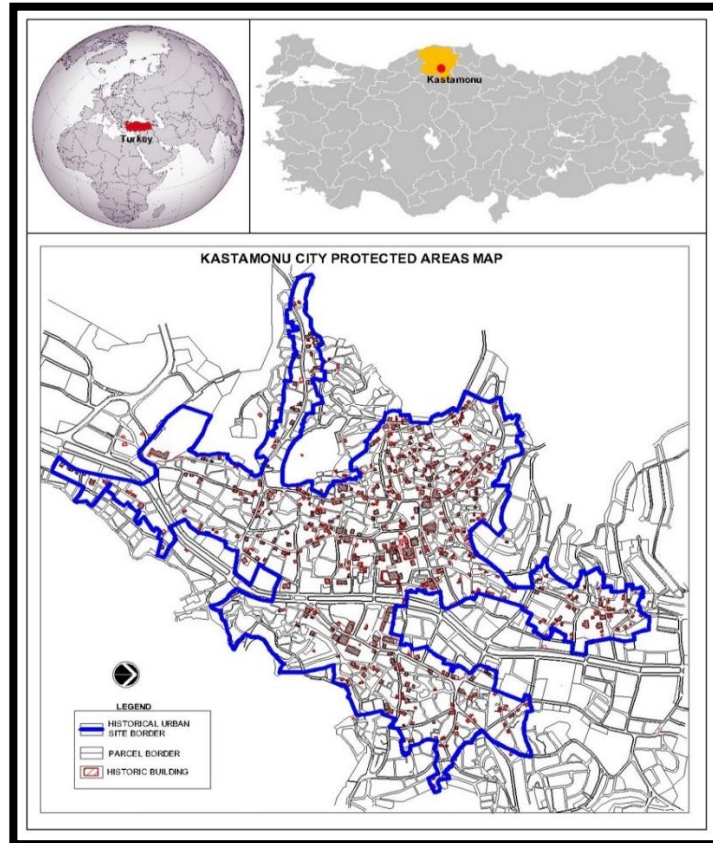

Figure 1. Location Map of Study Area

Its known history dates back to approximately 4000 years ago. Starting from Hittites, Kastamonu was controlled by Phrygians, Lydians, Persians, Romans, Byzantines, Seljuks, Danishmends, Candars and in 1460 by Ottomans, which remained one of the important Ottoman cities until Republic period. Kastamonu province, which included Bolu, Çankırı and Sinop during the Ottoman Empire period, reached its present situation with the departure of Bolu in 1907 and Çankırı and Sinop in 1918 (Bakırcı 2005). Kastamonu has always been an important center of science and culture, and raised many scientists. There are many cultural values which add value to the spatial features of the city. Due to its rich historical background, city center is full of many historical artefacts, most of which have been protected, with no considerable change. In the Ottoman period, with the effect of being a city where sultans' sons were trained, especially important construction activities took place and became a cultural center. Among the examples of traditional civil architecture based on the wood-mud brick mixed construction technique are mansions, stone huts, old Turkish hospitals, Turkish baths, complexes, mosques, as well as bridges and castles are urban icons in Kastamonu province (Anonymous, 2008). With the decision of 28.05.1990 no.1226, the borders of Kastamonu Urban Archaeological Site were determined, considering its rich historical background. There are 585 registered buildings in Kastamonu city center (Anonymous, 2008).

RESULTS AND FINDINGS

A survey was conducted within the Kastamonu urban archeological site with a view to determining how the perception and attitude of the educated stakeholders towards protected areas are affected. 220 locals, 114 tourists and 42 area managers participated in the survey (Table 1).

Table 1
Distribution of stakeholders participating survey

Stakeholders	Frequency	Percent
Local people	220	58,5
Tourist	114	30,3
Manager	42	11,2
Total	376	100,0

Considering the education level of the area stakeholders; 0.9% of the locals were illiterate, 16.4% of them were primary school graduates. 74.6% of tourists and 73.8% of the managers were university graduates. Considering all the stakeholders as a whole, education level of the tourists and managers were higher than the locals (Table 2).

Table 2
Educational status of stakeholders

Stakeholder	Educational Status			
	No formal education	Primary education	Secondary education	University
Local people	0,9%	16,4%	32,7%	50,0%
Tourist	0,0%	3,5%	21,9%	74,6%
Manager	0,0%	4,8%	21,4%	73,8%
Total	0,5%	11,2%	28,2%	60,1%

When asked about the historical and cultural characteristics of the area stakeholders in Kastamonu urban archeological site which they think should be protected, 28.7% of university graduates stated that all the characteristics in the area should be protected. 0.5% of the illiterate stakeholders stated that the mosques should be protected, but they also stated that there was no need to protect other characteristics. It is determined that the characteristics of the area, which should be protected in particular, were historical houses, castles and mosques (Table 3).

Table 3
The relationship between preferences of protected areas and education

Preferences	Educational Status				Total
	No formal education	Primary education	Secondary education	University	
Historical houses	0.0%	6.6%	11.2%	27.7%	45.5%
Castle	0.0%	3.2%	8.5%	23.9%	35.6%
Historical school buildings	0.0%	1.1%	2.1%	5.1%	8.2%
Local clothing	0.0%	1.6%	2.4%	6.9%	10.9%
Local food	0.0%	1.1%	2.9%	9.0%	13.0%
Historical mosques	0.5%	3.5%	8.0%	21.8%	33.8%
Historical public buildings	0.0%	.5%	.8%	4.3%	5.6%
Monument tree	0.0%	1.3%	3.2%	14.9%	19.4%
All of them	0.0%	4.8%	14.1%	28.7%	47.6%

When the relation of the stakeholders' education with their environmental attitudes is examined; it is determined that 34.8% of those expressing that the characteristics of the area should be protected and valued are university graduates, 24.7% of those expressing that the area should be protected now and in the future, are high school graduates and 55.3% of those expressing that the area should be protected now and in the future are university graduates (Table 4).

Table 4
The relationship between environmental attitudes and education

Attitude	Scale	Educational Status				Total
		No formal education	Primary education	Secondary education	University	
Features of this area must be protected and valued	Certainly do not agree	.3%	.3%	.3%	1.3%	2.1%
	Do not agree	0.0%	.5%	.8%	.8%	2.1%
	Undecided	0.0%	1.6%	3.2%	3.5%	8.2%
	Agree	.3%	4.5%	10.1%	19.7%	34.6%
	Absolutely agree	0.0%	4.3%	13.8%	34.8%	52.9%
This area must be protected now and in the future	Certainly do not agree	0.0%	.5%	.3%	1.6%	2.4%
	Do not agree	.3%	.3%	.8%	1.3%	2.7%
	Undecided	0.0%	.5%	2.4%	1.9%	4.8%
	Agree	.3%	4.3%	9.3%	20.2%	34.0%
	Absolutely agree	0.0%	5.6%	15.4%	35.1%	56.1%

It was tried to be found out whether the environmental perception of the area stakeholders' changes depending on their education level. The perception that protecting the area will benefit future generation increases, as the education level increases. The perception that protection measures in the area reduce job opportunities and their ability to build their houses the way they want increases, as the education level decreases. Regardless of their education level, 41.2% of the participants stated their satisfaction with living or being in Kastamonu urban archaeological site (Table 5).

Table 5
The relationship between perception and education

Perception	Scale	Educational Status				Total
		No formal education	Primary education	Secondary education	University	
The protection of this area will benefit future generations	Certainly do not agree	0.0%	.3%	.5%	1.3%	2.1%
	Do not agree	0.0%	.8%	.5%	1.6%	2.9%
	Undecided	.3%	1.3%	3.2%	3.7%	8.5%
	Agree	.3%	3.7%	10.9%	18.9%	33.8%
	Absolutely agree	0.0%	5.1%	13.0%	34.6%	52.7%
Fewer job opportunities because of the protection in this area.	Certainly do not agree	0.0%	1.9%	5.1%	18.4%	25.3%
	Do not agree	0.0%	.8%	8.2%	20.5%	29.5%
	Undecided	0.0%	4.3%	6.9%	11.7%	22.9%
	Agree	.5%	4.0%	5.3%	5.9%	15.7%
	Absolutely agree	0.0%	.3%	2.7%	3.7%	6.6%
I can not do the house the way I want because of	Certainly do not agree	0.0%	2.1%	4.0%	13.8%	19.9%
	Do not agree	0.0%	2.9%	6.9%	19.1%	29.0%

the protection measures in this area	Undecided	0.0%	2.4%	9.6%	14.9%	26.9%
	Agree	.3%	3.5%	5.3%	9.6%	18.6%
	Absolutely agree	.3%	.3%	2.4%	2.7%	5.6%
Happy to live in this area	Certainly do not agree	0.0%	.5%	1.6%	2.9%	5.1%
	Do not agree	0.0%	1.3%	1.3%	2.4%	5.1%
	Undecided	.3%	2.4%	6.9%	10.4%	19.9%
	Agree	0.0%	3.2%	12.5%	25.5%	41.2%
	Absolutely agree	.3%	3.7%	5.9%	18.9%	28.7%

According to the regression analysis on the relation between the education level and the perception that the protection work in Kastamonu urban archaeological site negatively affects the living conditions, it is determined that the importance of education level variable is 0.01. Education level explains 3% of the perception that protecting the area negatively affects the living conditions. As a result of test F conducted for the whole significance of the model, the model has been found 12% wholly statistically significant (Table 6).

Table 6
Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	,173a	,030	,027	1,206	11,548	,001b

a. Predictors: (Constant), Educational status

Negative (-) β value of education level variable points out the inverse relation between the education level and the perception that protection of the area negatively affects the living conditions. In other words, the perception that the living conditions are negatively affected decreases, as the education level increases (Table 7).

Table 7
Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3,165	,311		10,185	,000
Educational status	-,297	,088	-,173	-3,398	,001

a. Dependent Variable: Protecting this area negatively affects living conditions

CONCLUSION

The role of the area stakeholders in ensuring survival and transfer to the future generation of historical and cultural values cannot be ignored. It is essential for sustainability that area stakeholders play active role in protection and management. At this point, the characteristics of the area stakeholders are also important. It is inevitable,

especially for those who are closely related with the area and who are connected to the history of the area, to have an active role in the process. However, it should not be ignored that the education level, knowledge and awareness regarding the area are also important to play an active role in the protection and management process.

Education level of the area stakeholders affects their perception and attitude towards the area which they are a part of, which is also confirmed by the results of the study. Therefore, it is necessary to ensure that the stakeholders of the area have absolutely information on the characteristics of the area, why it needs to be protected and how it needs to be protected. It is important that this educational process, which will particularly start in the family, continues throughout the education life of the persons. Making necessary arrangements in education institutions to increase awareness and knowledge regarding protection of historical environments will also contribute to the protection of our historical and cultural assets which will shape our future. Consequently, even though all necessary scientific studies and practices are carried out to protect historical environments, it will not be possible for the process to proceed successfully unless the educated area stakeholders are involved in the process.

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