History Teachers' Opinion about the 11th Grade History Textbook

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Article Info	ABSTRACT
	Textbooks are one of the most widely used teaching materials in history lessons. History textbooks are important resources that facilitate the achievement of learning outcomes and ensure the realization of the curriculum. The newly prepared 11th Grade History Textbook and Program were implemented in the 2017-2018 academic year. This study aims to determine the evaluation of history teachers regarding the physical design, educational design, use of visual materials, and assessment and evaluation of the new 11th-grade history textbook. The textbook was developed in accordance with the curriculum change implemented by the Ministry of National Education in 2018. The universe of the study is history teachers who utilize the 11th-grade history textbook published by the Ministry of National Education in Türkiye. The study sample consists of history teachers working in Kırklareli province during the 2019–2020 academic year. While choosing the sample, the "cluster sampling" technique was preferred. The IBM SPSS Statistics 20 program was used to analyze the collected data. The descriptive statistics of the collected data are given in detail. At the end of the independent sample t-test and variance analysis, it was investigated whether teachers' attitude levels toward the subject of "Evaluating High School History Textbooks" showed a statistically significant difference according to the variables "age," "years of experience, "and "the department of graduation.". It was determined that teachers' attitude levels toward the "Evaluation of High School History Textbooks" showed a statistically significant difference based on "Age" and "the Department of Graduation" variables (p<0.05).

Citation: Oztas, S. (2023). History teachers' opinion about the 11th grade history textbook. *Journal of Teacher Education and Lifelong Learning*, *5*(2), 955-966.

INTRODUCTION

The reflection of technological developments in the world in every field of education and providing instant audio and video access to information via electronic devices such as computers, telephones, etc. have not kept textbooks from prevailing as the most basic teaching material worldwide and in Türkiye. Textbooks are still one of the most significant teaching materials for teachers and students. Many teachers carry out the lessons by adhering to the textbook alone. In this context, textbooks must be qualified. Textbooks are teaching materials that provide ease of use, are accessible to every student, provide information systematically, can be referred to at any time, and can fill the gaps in verbal teaching (Karabağ, 2012, p. 40). Textbooks are texts written by and for the political authority, publisher, teacher, and student, who are directly involved or influenced, to be used in schools to support a course subject or a curriculum. Textbooks are sources obtained from information sources and investigations at and outside of school, other than teachers, that affect a young person's knowledge of understanding his past and environment (Özbaran, 2005, pp. 134–135). In addition to being indispensable tools of educational services, textbooks play an important role in improving the quality of human resources as much as teachers, physical facilities, and curricula do (Ceyhan & Yiğit, 2005, p. 26).

Well-structured textbooks facilitate purposeful, organized, and fast teaching with the order of the subjects, warm-up and evaluation questions, and ready-made activities. In practice, teaching methods and environments are frequently structured around textbooks. This situation further increases the importance of textbooks (Kılıç & Seven, 2002, p. 19).

There are certain benefits that textbooks offer the teacher. These benefits are:

• Using a textbook by the teacher facilitates effective communication and interaction with the students.

• The textbook is a pedagogical tool that guides the teacher throughout the lesson's instructional process.

• The inclusion of questions, tests, figures, and other elements in the textbook fosters an effective learning environment for the course.

• Textbooks make important contributions to the teacher's guidance of students to do homework.

• The assessment and evaluation sections of the textbook allow teachers to evaluate their students more objectively.

• The textbook guarantees the efficient utilization of the course (Cemaloğlu, 2003, p. 5).

Textbooks have been one of the essential elements of the education process since the first half of the 19th century when compulsory education began to emerge in Western Europe. These materials, which serve as guides for teachers and students, vary in their characteristics across different fields of science. History textbooks have evolved in developed countries to address current issues, and new approaches have emerged in history textbook writing. These approaches can be listed as follows:

• The impact of developments in the understanding of the presentation of facts in history lessons on the writing of history textbooks,

• The impact of developments in the field of history and its teaching on the composition of history textbooks,

• The impact of developments in content preparation on the composition of history textbooks,

• The impact of the increasing importance of gender factor on the composition of history textbooks,

• The impact of developments in the understanding of democracy and human rights on the

composition of history textbooks,

• The impact of developments in historical thinking skills on the composition of history textbooks (Demircioğlu, 2013, pp. 120–124).

The change in history textbooks worldwide is about teaching how to utilize historical knowledge rather than simply acquiring it. The aim here is not to list historical information chronologically but to present the information that needs to be known concerning the history of a country and the world from various perspectives and to train students' skills in this sense. From this perspective, western textbooks are not indispensable for the student but rather their assistant and guide in learning (Karabağ, 2014, p. 191). There is a trend towards workbooks that offer students a range of resources and materials (maps, photographs, statistical data, document summaries, and eyewitness accounts) for analysis and interpretation, as opposed to traditional books (Stradling, 2001, p. 13). Images in history textbooks should comply with visual design principles, be suitable for student development levels and subjects, be aesthetic, comply with design principles, be sufficient in size, and be presented clearly and easily readable (Karabağ, 2012, pp. 45–46).

Constructivist education, implemented since the 2005–2006 academic year, has also led to a positive change in the design of history textbooks. In this context, textbooks have also included written and visual evidence that would allow students to build knowledge themselves and activities where students could improve their skills. In the later period, some practices introduced within the framework of the constructivist approach have been softened, and this situation has also spread to the textbooks. As it is known, history textbooks in schools are crucial because some members of various nations do not study history after school (Ortaylı, 1998, p. 52). Although numerous course materials can be used in history courses, research indicates that the textbook is still the primary source in history courses today. In this sense, history textbooks must be well prepared to convey the topics of this course to students. Teachers' evaluation of history textbooks is also important in preparing more qualified textbooks.

Countries periodically revise their curricula to cultivate more competent individuals. In our country, the Ministry of National Education tried to update the curricula of several courses in line with the demands of the time during the 2017–2018 academic year. One of these renewed curricula is the history course curriculum. Textbooks were also rewritten within the framework of the renewed curricula.

Literature Review

In the literature, previous and new social studies, Turkish Republic Revolution History and Kemalism, geography, and science courses' textbooks have been discussed in many studies in terms of various aspects (Akcan & Türkmenoğlu, 2022; Depeci & Çifçi, 2023; Dere & Uçar, 2020; Dere & Aktaşlı, 2019; Ersoy, 2023; Gökçınar, 2022; Karakuş & Çoksever, 2019; Osmanoğlu & Cantemur, 2020; Safran et al., 2016). Concerning the studies on the textbooks of history courses, Kaya and Perihan (2017) conducted a study to determine the opinions of history teachers and 9th-grade students about the 9th-grade history curriculum and the 9th-grade history textbook. This study concluded that neither the curriculum nor the 9th-grade textbook was at a level to meet the expectations fully. In their study to determine the opinions of history teachers about the curriculum of the 9th-grade history course and history textbook, Köse and Türkan (2018) found that the 9th-grade history curriculum and textbook contained several problems and that some teachers are not familiar with the philosophy and approach of the new history programs. In the study conducted by Şimşek and Çakmakçı (2019), the subject of "National Struggle" was covered in the history and social studies textbooks taught in primary schools since the proclamation of the Republic. At the end of the research, it appeared that the subject of the National Struggle had decreased in content in textbooks as of the 1930s. Dere and Ülker (2022), who discussed historical figures in history textbooks, evaluated how historical figures took part in high school history textbooks.

At the end of the analysis, it was determined that statesmen (leaders) were included the most in all textbooks, and foreign and female historical figures were included the least. In the study conducted by Özgür and Öztaş (2023), the 10th-grade history textbook was examined according to the opinions of history teachers. At the end of the research, it was determined that history teachers had a positive attitude toward the 10th-grade history textbook. In the most recent study that overlaps with this study, Candan (2023) received teachers' opinions about history textbooks (in educational, visual, physical, and language-wording contexts). Research results showed that teachers found the textbooks inadequate in terms of suitability for cognitive development levels, design, and content, although they found the textbooks sufficient in some aspects. This research aimed to determine how the 11th-grade history textbook, prepared in 2018, was evaluated by history teachers in terms of physical design, educational design, use of visual materials, and assessment and evaluation.

METHOD

Research Design

This research utilized the survey method to evaluate the 11th-grade high school history textbook published by the Ministry of National Education Publications (Yüksel et al., 2019) based on teachers' opinions. Survey models are research approaches that aim to describe a past or present situation as it exists (Karasar, 2012).

Data Collection Process

The questionnaire, which was used as a data collection tool in the research, was created by the researcher by going over the relevant literature. The first part of the questionnaire consists of questions about the teachers, such as "age," "work experience in years," "the university of graduation," "the faculty of graduation," and "the department of graduation.". The second part of the questionnaire includes the "High School History Textbooks Evaluation Form (it will be abbreviated as HSHTEF henceforth)", the validity and reliability of which were provided by Akbaba (2013). This "High School History Textbook Evaluation Form" consists of 51 questions, each of which can be answered as "1 = strongly disagree" "2 = disagree" "3 = neutral" "4 = agree" and "5 = strongly agree." The minimum score that can be obtained from a question is 1, and the maximum score is 5. The mean of all questions was taken as the score to be obtained from the entire HSHTEF (also valid for each sub-dimension). In this case, the minimum HSHTEF score that can be obtained is 1, and the maximum HSHTEF score is 5. High scores from HSHTEF indicate a positive attitude, while low scores indicate a negative attitude.

The reliability of the HSHTEF instrument, including each dimension, was determined to be high ($\alpha > 0.70$). The mean score of HSHTEF was 3.30 ± 0.75 (Table 1).

Table 1. *Reliability and mean values of the "high school history textbooks evaluation form (HSHTEF)" dimensions*

Sub-dimension	Number of Items	Mean	Cronbach Alpha (α)
D1: Physical Design	5 Items	$3,24 \pm 0,87$	0,856
D2: Educational Design	27 Items	$3,16 \pm 0,84$	0,972
D3: Use of Visual Material	8 Items	$3,40 \pm 0,89$	0,933
D4: Language, Wording and Spelling	5 Items	$3,63 \pm 0,77$	0,838
D5: Assessment and Evaluation	6 Items	$3,59 \pm 0,79$	0,884
High School History Textbooks Evaluation Form (HSHTEF)	**51 Item**	**$3,30 \pm 0,75$**	**0,979**

The mean values of the sub-dimension of the HSHTEF were found as follows:

- The mean of the "Physical Design" sub-dimension was calculated as 3.24 ± 0.87.

- The "Educational Design" sub-dimension's mean was 3.16 ± 0.84.

- The "Use of Visual Material" sub-dimension's mean was 3.40 ± 0.89.

- The "Language, Wording, and Spelling" sub-dimension's mean was 3.63 ± 0.77.

- The "assessment and evaluation" sub-dimension's mean was 3.59 ± 0.79.

Upon analyzing the HSHTEF scores, it was found that the teachers generally held a positive attitude ($\bar{X}$=3,30, s=0,75) regarding the 11th-grade high school history textbooks. At the same time, when the scores of each sub-dimension of HSHTEF were examined, it was observed that this positive attitude was consistent. In addition, it was observed that the teachers showed the highest positive attitude towards the 11th-grade high school history textbooks in the "Language, Wording, and Spelling" sub-dimension ($\bar{X}$ = 3,63, s = 0,77). Accordingly, it was observed that the dimension in which teachers had a lower level of positive attitude towards 11th-grade high school history textbooks was the "Educational Design" sub-dimension ($\bar{X}$ = 3,16, s = 0,84).

Sample of the Research

The research sample consists of all history teachers employed in the Kırklareli province during the 2019-2020 academic year. A cluster sampling technique was used to create the research sample (Bayram, 2017). The table below (Table 2) presents the distribution of participating teachers based on their universities, faculties, departments, ages, and years of experience.

Table 2. *Demographic information of the participants*

Variables	Categories	f	%
University	İstanbul University	9	19,6
	Marmara University	5	10,9
	Ankara University	3	6,5
	Mimar Sinan University	3	6,5
	Anadolu University	2	4,3
	Celal Bayar University	2	4,3
	Dokuz Eylül University	2	4,3
	Dumlupınar University	2	4,3
	Fırat University	2	4,3
	Ondokuz Mayıs University	2	4,3
	Trakya University	2	4,3
	Other	12	26,4
	Total	46	100
Faculty	Faculty of Arts and Sciences	33	71,7
	Faculty of Education	9	19,6
	Faculty of Language, History and Geography	3	6,5
	Faculty of Open Education	1	2,2
	Total	46	100
Department (Dept)	History	37	80,4
	History Teaching	9	19,6
	Total	46	100,0
Age	40 and below	14	30,4
	41-50	25	54,3
	51 and over	7	15,2

	Total	46	100
Year of Experience	1-10 years	8	17,4
	11-20 years	15	32,6
	21-30 years	19	41,3
	31 or more	4	8,7
	Total	46	100

Forty-six graduates from 23 different universities participated in the questionnaire. Thirty-three of them are graduates of the Faculty of Arts and Sciences. Most participants (25) fall within the age range of 41-50. Additionally, most of the teachers have work experience of 11 years or more.

Data Analysis

IBM SPSS Statistics 20 was used to analyze the collected data. In the research findings section, firstly, the distributions of the data regarding the teachers' "age," "year of experience," "the university of graduation," "the faculty of graduation," and "the department of graduation" were given as frequency analyses. A reliability analysis of the HSHTEF tool was conducted for the HSHTEF scores to be used in hypothesis tests. In the study, the Cronbach Alpha reliability coefficient of HSHTEF was $\alpha = 0.979$. In addition, the reliability coefficient values of all five dimensions that make up the HSHTEF are also reported in the findings section. Descriptive statistics for each item of the HSHTEF are given in a table. With hypothesis tests, it was explored whether the HSHTEF scores of the teachers showed a statistically significant difference according to the variables "age," "years of experience," and "the department (faculty) of graduation." For this purpose, an independent sample t-test was used to determine the differences in the mean scores of the two groups. ANOVA was used to determine the differences in the mean scores of groups with more than two members. In cases where the assumptions required by these parametric tests were not met, non-parametric equivalents of these tests were used. The interpretation of the results of all hypothesis tests was made at a 95% confidence level.

FINDINGS / RESULTS

Descriptive Statistics

The findings regarding the descriptive statistics, which were created based on the responses of the research participants, are presented in Table 3 below.

Table 3. *Descriptive statistics for the items on the "High school history textbook evaluation form"*

Item	$\bar{X}$	(s)
1. The history textbook is useful and solid.	3,43	1,167
2. The book's design (page layout, colours, images, print quality) is attractive.	3,04	1,074
3: The general appearance of the book arouses the desire to read and examine it.	2,87	1,166
4: Font type, size, number of lines per page, and placement of images on the page are appropriate.	3,41	1,002
5: The organization chart guides the student in the use of the book.	3,43	1,025
6: The dictionary section is accurate and sufficient.	3,02	1,064
7: Footnotes of the written and visual materials used in the book (explanation of the source from which the relevant information was taken) are given.	3,37	1,019
8: Written and visual sources used in the book's writing are shown in the bibliography.	3,91	0,694
9: The textbook allows the application of different methods, techniques, and activities.	3,30	1,093
10: The number and quality of the resources used in the textbook are sufficient.	3,02	1,022
11: The textbook includes research, analysis, and observations appropriate to the student's level.	3,00	1,135
12: The topics are discussed holistically, where political, social, cultural, and economic events are presented together.	3,26	1,084

13: The textbook reflects the new information, research results, and perspectives of different scientists revealed by the social sciences.	3,22	1,031
14: The textbook provides national identity and citizenship consciousness.	3,20	1,025
15: Activities for structuring knowledge by the student are included.	3,09	0,962
16: To build knowledge, applications for analyzing different materials (cartoons, paintings, literary works, etc.) are included.	3,30	0,963
17: Texts and visual materials are compatible.	3,48	1,130
18: At the beginning of each unit and chapter, elements that motivate the student and encourage him or her to think and research are included.	3,20	1,108
19: The concepts used are suitable for the cognitive and affective characteristics of the students.	3,07	1,020
20. The preparation and presentation of the content appeal to different learning styles (visual, auditory, kinesthetic, etc.).	3,02	1,125
21. The content has been enriched by using literary products.	3,50	1,049
22. The textbook improves students' historical skills by providing activities in which they will use first-hand and second-hand sources.	2,87	1,204
23. It considers students' developmental stages when teaching subjects.	2,96	1,228
24. The textbook contributes to developing higher-order thinking skills (problem-solving, critical thinking, etc.).	2,89	1,178
25. The textbook provides global awareness.	2,98	1,183
26. Textbooks reflect the relations of history with other branches of science.	3,35	1,079
27. The textbook helps students form their understanding of history.	3,20	1,128
28. Presenting the content in the textbook chronologically contributes to an easier understanding of the subjects.	3,07	1,421
29. It presents historical events through the narrations of people who experienced those events.	3,09	1,208
30. The textbook provides students with a comparative perspective.	2,98	1,164
31. The textbook contributes to the perception of time, chronology, continuity, and change.	3,04	1,282
32. The textbook arouses the student's interest in the past.	3,07	1,143
33. Visual elements are presented accurately, up-to-date, and in a useful manner for teaching.	3,30	1,093
34. Visual elements are appropriate to students' cognitive characteristics.	3,46	1,069
35. Visual elements contribute to message transfer.	3,46	1,026
36. The dimensions of the visual elements are sufficient to serve the purpose.	3,50	1,006
37. Visual materials are separated and numbered according to their types.	3,54	1,069
38. Visual materials have titles and subtitles consistent with the visual.	3,63	1,019
39. Concept maps, cartoons, and networks were used to show the relationships between concepts.	3,17	1,217
40. Visual materials were used to provide access to information without requiring written documents.	3,15	1,115
41. Language and sentence structure appropriate to the age and personal characteristics of the students were used.	3,15	1,074
42. The textbook complies with spelling and grammar rules.	3,78	0,941
43: Foreign words are given with their Turkish pronunciations.	3,78	1,009
44. The sentence structure of the texts in the textbook is decent and understandable.	3,65	1,016
45. The textbook contributes to students' vocabulary.	3,76	0,899
46. The questions in the textbook are understandable.	3,83	0,926
47: Evaluation questions are appropriate to the student's knowledge.	3,41	1,024
48. Evaluation questions encourage students to think, discuss, and research.	3,57	0,910
49. The textbook includes techniques that allow students to evaluate themselves and their friends.	3,41	0,956

50. Evaluation questions consist of different types (multiple choice, matching, fill-in-the-blank, open-ended, true-false, puzzle, etc.).	3,74	1,042
51. The evaluation questions at the end of the unit are sufficient to assess the achievements in that unit.	3,59	1,107

Descriptive statistics for the "High School History Textbooks Evaluation Form" items are given in the table above (Table 3). When the descriptive statistics regarding HSHTEF scores were examined, it seemed that the teachers held the highest level of positive opinion ($\overline{X}$ = 3.91, s = 0.694) regarding the item "the written and visual sources used in the writing of the book are shown in the bibliography.". Similarly, teachers expressed positive opinions about "the questions are understandable" in the 11th-grade high school history textbooks ($\overline{X}$ = 3.83, s = 0.926).

When the descriptive statistics regarding the HSHTEF scores were examined, it seemed that the teachers did not have a positive opinion ($\overline{X}$=2.87, s=1.166) about "the general appearance of the book arouses the desire to read and examine". Similarly, it was observed that teachers did not have a positive opinion about "The textbook develops students' historical skills by providing activities in which they will use first-hand and second-hand sources" ($\overline{X}$=2.87, s=1.204).

Hypothesis Tests

Is age an effective factor in teachers' attitudes towards "Evaluation of 11th grade High School History Textbooks"?

Table 4. *Result of variance analysis regarding the mean of HSHTEF scores according to the "Age" variable*

Age Category	n	Mean	Standard Deviation	Source of Variance	Sum of Squares	sd	Mean Square	F	p	Difference
40 and below **(1)**	14	2,9370	0,64640	**Between Groups**	3,492	2	1,746			
41-50 **(2)**	25	3,5475	0,73311					3,411	*0,042*	*2 > 1*
51 and over **(3)**	7	3,1709	0,78298	**Within Group**	22,009	43	0,512			
Total	46	3,3043	0,75278	**Total**	25,501	45				

At the end of the variance analysis, a significant difference was found between the teachers' HSHTEF score mean according to the "age" variable (F(2, 43)=3.411, p<0.05). After conducting a post hoc test (Scheffe) to determine the source of this significant difference, it was found that the HSHTEF scores of teachers aged "41–50 (2)" were significantly higher than those of teachers aged "40 or below (1)" (Table 4).

Is the year of experience in the profession an effective factor in teachers' attitude levels towards "Evaluation of High School History Textbooks"?

Table 5. *Result of variance analysis for the mean of HSHTEF scores according to the "year of experience" variable*

Year of Experience	n	Mean	Standard Deviation	Source of Variance	Sum of Squares	sd	Mean Square	F	p
10 years or	8	3,0564	0,47736	**Between Groups**	3,706	3	1,235		
11-20 years	15	3,3255	0,86417					2,380	*0,083*
21-30 years	19	3,5449	0,73070	**Within Group**	21,795	42	0,519		
31 years or	4	2,5784	0,21149						

| Total | 46 | 3,3043 | 0,75278 | **Total** | 25,501 | 45 |

At the end of the variance analysis, no significant difference was found between the teachers' HSHTEF score mean according to the "Year of Experience" variable (F(2, 43)=3.411, p<0.05) (Table 5).

Is the Department of Graduation (Faculty*) an effective factor in teachers' attitudes towards "Evaluation of High School History Textbooks"?

Table 6. *Independent sample t-test results regarding the mean of HSHTEF scores according to the "the department (faculty) of graduation" variable*

Department (Faculty) of Graduation	N	Mean	Standard Deviation	t	sd	p
History (Faculty of Art and Sciences)	37	3,1717	0,72507	-2,570	44	*0,014*
History Teaching (Faculty of Education)	9	3,8497	0,63710			

*Faculty of Arts and Sciences in the table includes "Faculty of Arts and Science," "Faculty of Languages, History, and Geography," and "Faculty of Open Education."

A significant difference was found between teachers' HSHTEF score mean according to the "Department of Graduation" variable (t44 = -2.570, p < 0.05) (Table 6). According to this, the HSHTEF score mean of "History Teaching (Faculty of Education)" graduates is significantly higher than that of "History (Faculty of Arts and Science)" graduates.

DISCUSSION, CONCLUSION, RECOMMENDATIONS

This study aimed to assess the evaluation of the history textbook for 11th-grade high school students, published by the Ministry of National Education Publications, by history teachers in Kırklareli during the 2019-2020 academic year. The evaluation focused on physical design, educational design, use of visual materials, and assessment and evaluation. At the end of the research, the teachers' responses to the items indicated that the reliability coefficient of the "High School History Textbook Evaluation Form" for the 11th grade was α = 0.979. Accordingly, it has been noted that this form is a reliable tool for teachers regarding the "evaluation of high school history textbooks.". In addition, the reliability coefficients of the sub-dimensions of this tool are as follows: α = 0.856 for the "Physical Design" dimension, α = 0.972 for the "Educational Design" dimension, α = 0.933 for the "Use of Visual Material" dimension, α = 0.838 for the "Language, Wording, and Spelling" dimension, and α = 0.884 for the "Assessment and Evaluation" dimension.

Looking at the HSHTEF scores, it was concluded that the teachers generally held a positive attitude ($\bar{X}$ = 3,30, s = 0,75) toward the 11th-grade high school history textbooks. At the same time, when the scores of each sub-dimension of HSHTEF were examined, it became evident that the same situation held true. In addition, it was observed that the teachers showed the highest positive attitude towards the 11th-grade high school history textbooks in the "Language, Wording, and Spelling" sub-dimension ($\bar{X}$ = 3,63, s = 0,77). In addition, it appeared that the dimension in which teachers had a lower level of positive attitude towards 11th-grade high school history textbooks than the others was the "Educational Design" sub-dimension ($\bar{X}$ = 3, 16, s = 0,84). A similar result is also seen in the research of Candan (2023), who examined the 9th, 10th, 11th, and 12th-grade history textbooks in high schools according to the opinions of history teachers. The teachers' opinions regarding most high school history textbooks were sufficient in the relevant study. In other words, the teachers evaluated the secondary school history textbooks as sufficient in general. Another similar result was found in the research of Özgür and Öztaş (2023), who examined the 10th-grade history textbook according to the opinions of history teachers. In the relevant research, history

teachers seemed to have a positive attitude toward the 10th-grade history textbook.

When the descriptive statistics regarding the HSHTEF scores were examined, it seemed that the teachers had the highest level of positive opinion ($\bar{X}$ = 3,91, s = 0,694) regarding "the written and visual sources used in the writing of the 11th-grade high school history textbooks are shown in the bibliography.". Similarly, when compared to the other items in the evaluation form, teachers had a higher level of positive opinions ($\bar{X}$ = 3,83, s = 0,926) regarding "the questions in the 11th-grade high school history textbooks are understandable" and ($\bar{X}$ = 3,78, s = 0,941) regarding "the textbook complies with the spelling and grammar rules" and ($\bar{X}$ =3,78, s=1,009) regarding "foreign words are given with their Turkish pronunciations". In addition, when the descriptive statistics regarding the HSHTEF scores were examined, it appeared that, in contrast to this, the teachers did not have a positive opinion ($\bar{X}$ =2,87, s=1,166) about "the general appearance of the 11th-grade high school history textbooks arouses the desire to read and examine.". Similarly, it was observed that teachers did not have a positive opinion ($\bar{X}$ = 2,87, s = 1,204) about "The textbook improves students' historical skills by providing activities in which they will use first-hand and second-hand sources.". Similarly, in Candan's (2023) study examining high school history textbooks according to the opinions of history teachers, the item with the lowest mean score in the "physical design" dimension was the item "the general appearance of the history textbook arouses the desire to read and examine.".

In our research, although the item "Presenting the content in the textbook chronologically contributes to an easier understanding of the subjects" ($\bar{X}$ = 3,07, s = 1,412) received a mean score of $\bar{X}$ = 3,07, the variability of the score of this item (s = 1,412) turned out to be relatively higher than that of other items. It can be argued that teachers' opinions on this item are not homogeneous, so there are differences of opinion on this item.

The study revealed that age was effective on teachers' attitude levels towards "Evaluation of High School History Textbooks.". It has been observed that the attitudes of teachers aged "between 41 and 50" in "Evaluation of High School History Textbooks" are notably more positive compared to their colleagues aged "40 or below.". Teachers' "year of experience" was not found to be an effective factor in teachers' attitude levels towards "Evaluation of High School History Textbooks.". Also, in Candan's (2023) research, it was concluded that teachers' opinions regarding textbooks in general, in terms of their professional seniority, were the same. It has been observed that "the department (faculty) of graduation" is effective on teachers' attitude levels towards "Evaluation of High School History Textbooks.". According to this, it was observed that the attitudes of teachers who graduated from "History Teaching (Faculty of Education)" in "Evaluation of High School History Textbooks" were significantly more positive than those of their colleagues who graduated from "History (Faculty of Arts and Science)".

In this study, history teachers working in Kırklareli during the 2019-2020 academic year were asked to evaluate the history textbook for 11th-grade high school students published by the Ministry of National Education Publications in terms of physical design, educational design, use of visual materials, and assessment and evaluation with survey questions. According to the research results, the following suggestions can be made:

• The content of history textbooks should direct students to do research and benefit from different sources.

• The general appearance of the textbook should be prepared in a way that will arouse the desire to read and examine.

• The textbook should improve students' historical skills by providing activities in which they will use first-hand and second-hand sources

• Conducting other research on history textbooks will be useful in preparing more qualified textbooks.

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