



## The Adaptation of the Scale of Attitude Towards Computer Into Turkish for Middle and Secondary School Students

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### Abstract

This study aimed to develop a Turkish scale, which is reliable, valid and meets the current requirements for assessing the attitudes of students towards computers. That is why, the scale of students' attitude towards computers (SATC), which originally belongs to Teo (2008), was adapted into Turkish. When it comes to methodology part of the study, the scale was administered to a total of 1678 students enrolled in primary or secondary school located in Ankara. After Confirmatory Factor Analysis (CFA) was performed, it was ascertained that the scale consisted of 20 items and 3 factors (computer enjoyment, computer importance and computer anxiety). The Cronbach Alpha and Omega values of the scale were found out to be 0.83 and 0.95 respectively. The findings and implications based on these findings were discussed in a more detailed way in the full paper.

### Keywords

Attitude towards Computer  
Scale Adaptation  
Reliability  
Validity

### Article Info

Received: 06.15.2014  
Accepted: 12.01.2014  
Online Published: 12.16.2014

DOI: 10.15390/EB.2014.3619

### Introduction

Electronic learning (e-learning) is one of the most popular learning methods. Therefore, the usage of Information and Communication Technologies (ICT) as a learning or/and teaching tool has rapidly becoming more and more prevalent in all the levels of education. Students' use of computers bear great importance in relation to the integration of technology into learning since information and communication tools plays a crucial role in both accessing the learning environment and establishing interactions there, and participating in the learning activities. Along with the more common usage of computers' as learning and teaching tools, students' attitudes towards them have gained significance, too. Students' attitudes towards the use of computers constitute the key concept of theories such as Theory of Reasoned Action (Fishbein and Ajzen, 1975), Theory of Planned Behavior (Ajzen, 1991), Technology Acceptance Model (TAM) (Davis, 1989), Diffusion of Innovation (Rogers, 2003). In these theories, the importance of attitudes behind the overt behaviors of individuals is discussed. Students' stance towards adopting the use of computers, in addition to their current and future computer usage, were investigated in various studies (Davies and Brember, 2001; Huang and Liaw, 2005; Teo, 2006; Teo, 2008). In these studies, the finding that attitudes towards computer (ATC) have an influence on students' adaptation to computers was revealed. Attitudes towards computers reflect tendencies towards computer usage and learning with computers and they are the predictors of attitudes toward adopting new technologies like computers (Myers and Halpin, 2002). Besides, attitude towards computers shows positive correlation with effective use of technology in a learning process (Yıldırım,

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