A TRAINING TO PROMOTE TEACHERS' POSITIVE ATTITUDE TOWARDS WEB USE: SELF EFFICACY, WEB ENJOYMENT, WEB USEFULNESS AND BEHAVIORAL INTENTION TO USE THE WEB

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THESIS ABSTRACT

Yusuf Bayramoğlu, "A Training to Promote Teachers' Positive Attitude Towards Web Use: Self Efficacy, Web Enjoyment, Web Usefulness and Behavioral Intention to Use the Web"

The purpose of the study is to examine the effect of compact training on creating a web page on teachers' web attitude, as composed of four constructs: web self efficacy, perceived web enjoyment, perceived web usefulness and behavioral intention to use the web. It attempted to answer whether there is a significant difference between teachers' web self-efficacy, web enjoyment, web usefulness, behavioral intention and attitude levels before and after the training.

In order to measure the related constructs, the Web Attitude Scale (WAS) developed by Liaw (2002a) was adapted into Turkish and tested with a sample of 156 participants. The participants of the adaptation study were teachers from different schools in Istanbul. The performed analyses verified the internal consistency reliability of Turkish version of WAS, Cronbach alpha was estimated as 0.90. Training materials on creating a web site using a free service of Mynet Portal, Mysite, was developed by using behavioral modeling method of instruction. The training was offered to sixteen teachers. Before and after the training the Turkish version of WAS was administered.

The scores of WAS obtained through the pre and post training administrations were analyzed using SPSS 15. The two sets of scores were compared both on the basis of the overall web attitude and specific four constructs constituting web attitude. The tests showed that the participants' post training web attitude, web

self efficacy and perceived web usefulness was significantly different from their pre training web attitude.

According to the results, the training created a positive and significant difference on the participants' web attitude. There was also a significant difference on their web self efficacy and perceived web usefulness scores before and after the training. Although the post training scores of perceived web enjoyment and behavioral intention to use the web were higher than the pre training scores, the differences were found not to be significant.

The study concluded that, developing and conducting training presented an opportunity for enhancing the web attitude. The study recommended to use the adapted version of WAS in order to examine interrelations between variables related to attitude by designing new research models.

TEZ ÖZETİ

Yusuf Bayramoğlu, "Öğretmenlerin internete karşı tutumlarını iyileştirmeye yönelik bir eğitim: Öz yeterlilik, zevk alma, kullanışlılık algısı ve davranışsal niyet"

Bu çalışmanın amacı çevrimiçi sayfa oluşturmak üzerine hazırlanan ve uygulanan bir eğitimin öğretmenlerin internete karşı olan tutumu üzerindeki etkisini ölçmektir. Çalışmada tutum kavramını oluşturan yapılar olarak öz yeterlilik, kullanışlılık algısı, zevk alma ve davranışsal niyet dikkate alınmıştır. Bu çalışmayla eğitimin öncesinde ve sonrasında öğretmenlerin öz yeterlilik, kullanışlılık algısı, zevk alma, davranışsal niyetleri ve genel olarak tutumları arasında önemli bir farklılık olup olmadığı sorusu cevaplanmaya çalışılmıştır.

İlgili kavramları ölçerken kullanılmak üzere, Liaw (2002a) tarafından hazırlanmış olan İnternet tutum ölçeği Türkçe'ye çevrilmiştir. Bu ölçeğin güvenirliğini ölçmek üzere İstanbul'daki farklı okullardaki öğretmenlerden oluşan 156 katılımcıyla bir uyarlama çalışması yapılmıştır. Yapılan analizler sonucu Cronbach alfa değeri 0.90 olarak bulunmuş ve bu sonuç ölçeğin Türkçe versiyonunun iç güvenirliği kanıtlanmıştır. Daha sonrasında Mynet portalının ücretsiz hizmeti olan Mysite kullanılarak çevrimiçi sayfalar oluşturmak üzere bir eğitim hazırlanmış ve onaltı öğretmene verilmiştir. Eğitimin öncesinde ve sonrasında Internet tutum ölçeğinin Türkçe versiyonu öğretmenlere uygulanmıştır.

Eğitim öncesinde ve sonrasında İnternet tutum ölçeği kullanılarak elde edilen sonuçlar SPSS 15 kullanılarak incelenmiştir. Bu iki sonuç hem Internete karşı tutumu oluşturan kavramlar açısından hem de genel olarak Internete karşı tutum açısından karşılaştırılmıştır. Test sonuçları göstermiştir ki katılımcıların eğitim sonrasındaki Internete karşı tutum, internette öz yeterlilik ve kullanışlılık algıları eğitim öncesine

göre istatiktiksel olarak farklıdır ve bu farklılık olumlu yöndedir.Verilen eğitim, katılımcıların internete karşı tutumlarında olumlu ve kayda değer bir etki yaratmıştır. Ayrıca katılımcıların öz yeterlilik ve kullanışlılık algısı düzeylerinde eğitim öncesi ve sonrasında önemli bir farklılık görülmüştür. Eğitim sonrasında zevk alma ve davranışsal niyet değerleri öncesine göre daha yüksek olsa da bu farklılık istatistiksel olarak önemli bulunmamıştır.

Çalışmadan elde edilen sonuca göre; internete karşı tutumu güçlendirmede, eğitimler geliştirme ve uygulama önemli bir araçtır. Bu çalışmada farklı değişkenlerin tutum ile ilişkilerinin inceleneceği yeni araştırma modelleri oluşturulurken, Internet tutum ölçeği kullanılarak bu modellerin test edilmesi önerilmektedir.

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ABBREVIATIONS

TURKSTAT	Turkish Statistical Institute
TUM	Technology Use Model
TAM	Technology Acceptance Model
WAS	Web Attitude Scale

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CHAPTER 1

INTRODUCTION

Considering the availability of information and communication technologies equipment in households, the statistics on the use of information technology in households in Turkey, published by Turkish Statistical Institute (TURKSTAT), show that only 12.89 % of the households have computer or lap top for use, and only half of them have Internet connection, although 97.74% have television including satellite dish or cable TV (TURKSTAT, 2006). Regarding the Internet use by age groups, the highest rate is only 27.8 % for 16-24 year of age and the rate lowers to 0.1% for older age groups. Activities of individuals in households over the Internet are mainly communication and information search. The use of the Internet for educational purposes is only 30.71%. Education level is another important factor affecting the Internet use; for example the Internet usage rate for primary school graduates is only 0.4% while this rate rises to 62% for graduates of university and higher education.

Although the statistics above draw a pessimistic picture, the investment on educational technology in schools is increasing rapidly. Goals related to educational technology within the Basic Education Program in Turkey were announced in 2000. Some of these goals were setting technology classrooms in 15000 schools and helping the students and teachers become computer literate. In order to enhance using technology in schools, different projects have also been initiated. Access to the

Internet Project was one of them and its aim was to provide free and fast Internet connection to educational institutions. Thanks to this project, more than 20,000 institutions and 300,000 computers in schools have been connected to the Internet (Milli Eğitim Bakanlığı, 2005). 'Support for Education with Computers' is another project and it was funded by donations. Sending one million computers to schools in different cities all around Turkey is the goal of the project. It was announced that 226,325 computers have been sent to schools and 10,000 information technology classes with required equipment have been opened (Bilgisayarlı Eğitime Destek, 2007). Seven million dollars were allocated to purchase educational software for primary schools. The local agency will be able to decide to buy the required educational software.

In order to provide an information source for teachers, administrators, students and parents, different portals and web sites have been created and tested. Education News Portal is one of them (Eğitim Haber Portalı). In this portal, updated news about education is collected from all over Turkish Media and the World with the help of a news agency. In another site (Öğretmenler portalı), teachers are able to find information about the new curriculum, programs, activities, sample annual plans for classes and VCDs for different majors. A different site (Skoool, Öğretmen ve Öğrenme Teknolojisi) provides online content for science and mathematics: there are animations to be used by students. A third portal (Bilgiye Erişim Portalı) provides facilities for administration. It includes modules for teachers, administrators and students. Teachers will be able to share information and resources with each other. In the administration part, it will be possible to announce the grades of the students via the Internet.

While having the required technological equipment is important, there is another critical issue, whether the teachers, students, and administrators are ready to use the available technology or not. In a study carried out in thirty-four Curriculum Laboratory Schools with 1705 teachers, it was reported that the number of teachers who use educational technology devices like CD, CD-Rom, DVD and data-show was very low although schools had the required equipment (Tüy, 2003). None of the teachers reported that they used the Internet in their lessons. Teachers emphasized that they needed specialists who could support them and provide requried information to use educational technology.

In another study, Kabadayı (2006) reported that teachers mostly tended to use traditional teaching devices rather than high-tech devices. The participants of the study were preschool pre-service student teachers and their cooperating teachers. Although they did not perceive the use of technological devices as a waste of time and believed in its positive effect on student success and learning, they were not motivated enough to overcome the difficulties of manipulating technological devices. Demirarslan and Usluel (2005) presented similar results. The 70.2 % of the teachers who participated in study confirmed that they always or often preferred traditional methods instead of integrating information and communication technology in the education process. The rate of the teachers who had never participated in an online project with their students was 80.7%. In another study which focused on the reason of computer use by teachers and school administrators at home, the use of computer for professional purposes was stated as low (Deniz 2005) .

Training is an important factor considering the use of technology. According to the previous studies (Torkzadech et al. 2006; Torkzadeh and Dyke, 2002; Chou, 2001), education influences efficacy of users and their attitudes towards computer

and the Internet. In this study, a training has been developed based on the theories behind the Web Attitude Scale (WAS) in order to change teachers' attitude towards the web, and the success of this educational plan has been tested by using the WAS.

Significance of the study

Attitude is a factor which influence the behavior. If self efficacy, enjoyment, usefulness and behavioral intentions of the participants are taken into account when developing training plans for teachers, participants will be more likely to have a positive attitude. The positive attitude of the teachers towards the Internet will increase their use of the Internet, especially for educational purposes, and this will help improve achievement in education. If the results of the study show that the training creates positive attitudes towards the web, the factors behind the training materials developed for this study can be used for further training plans for teachers. The Turkish version of WAS have been developed, the study will also provide a scale for further research to investigate different variables that affect attitudes towards the web.

CHAPTER 2

LITERATURE REVIEW

The literature review section starts with the study of concept of attitude. Definition of attitude in various research studies is stated, examined in detail and compared to identify the characterization of attitude. Then the focus is shifted from attitude as a general term to attitude towards computer and internet, The Technology Acceptance Model (TAM) is next examined. The review continues with the self-efficacy and enjoyment factor in information system use. Further, as a composed model, Technology Use Model (TUM) is investigated. The studies which examined the effect of training in use, attitudes and self efficacy takes place in the final part of the literature review.

Attitude

The concept of attitude has been studied and defined by many researchers interested in social psychology and it has also appeared both in experimental and theoretical literature. There are various definitions of attitude, but all emphasize almost identical features of the concept. The most cited definition of attitude in earlier research is the one stated by Allport (1935).

> An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (p. 8).

Allport (1935) defined attitude as "a state of readiness". Oppenheim (1966) also emphasized the same point in his definition: "An attitude is a state of readiness, a tendency to act or react in a certain manner when confronted with certain sitimuli." (p. 106). They both declared being prepared or ready for a response as an essential feature of attitude. Besides, Tirandis (1977) stated that despite many definitions of attitude, "the readiness to respond" was the common element that was found in almost all definitions (p. 2). It was not the response or the behavior itself but the precondition of the possible behavior.

Chein (1948), listed the points of agreement or near agreement about the concept of attitude by comparing the definitions stated in various studies and one of the agreement points was that the learning process played a major role in the development of attitudes.

In his definition, Allport (1935) also suggested that attitude was formed by experience; it was not innate, so it was learned. While defining attitude Sherif and Sherif (1967) supported the idea that the appearance of an attitude was dependent on learning.

> An attitude may be defined as the individual's set of categories for evaluating a stimulus domain, which he has established as he learns about that domain in interaction with other persons and which relate him to various subsets within the domain with varying degrees of positive or negative effect (Sherif & Sherif, 1967, p. 115).

Doob (1947) also emphasized that the learning process played a very important role in the development of attitudes.

> An attitude is an implicit response which is both anticipatory and mediating in reference to patterns of overt responses, which are evoked by a variety of stimulus patterns as a result of previous learning or of gradients of

> generalization and discrimination, which is itself cue and drive producing, and which is considered socially significant in the individual's society (Doob, 1947, p. 43).

Another feature of attitude stated by Allport (1935) and also emerged in the definitions of Sherif and Sherif (1967) and Doob (1947) was that attitudes were not self generated, that is, attitudes were only formed when there was an interaction between a person and an object. Therefore, it was not possible to mention attitude without specifying an object or situation which it was towards. These attitude objects could be "…groups, persons, intuitions, objects, values, social issues or ideologies" (Sherif & Sherif, 1967, p. 112). This feature was also provided as the need for "certain stimuli" to form an attitude by Oppenheim in his definition cited above.

Another point underlined by Allport (1935) was that attitude had a motivating or driving force. He stated that attitude had an influence on response. This influence was dynamic which indicated that it motivated behavior. By stating that attitude was drive producing, Doob agreed with Allport and added that attitude evoked many different responses which included linguistic responses, thoughts, images, stereotypes and even overt behavior (Doob, 1947). This influence was also directive implying that attitude led the person to behave in a certain form of action.

In addition to this, Thurstone (1931) also stated that:

> …the affect about an object may be of strong intensity, or it may be weak. The positive and negative affect therefore constitutes a linear continuum with neutral point or zone and two opposite directions, one positive and other negative (Thurstone, 1931, pp. 20-21).

Sherif and Sherif (1967) confirmed that "the relationship between person and object is not neutral" (p. 112). Therefore attitude towards an object could be positive or negative with varying degrees. It can be concluded that attitude could be measured in

terms of the positive or negative intensity and that the degree of positive or negative attitude of a person influence the occurrence of the behavior or response.

Components of Attitude

While Triandis' (1971) definition of attitude as "an idea charged with emotion which predisposes a class of actions to a particular class of social situations" was similar with the definitions stated above, the components of attitude were also included in his definition (p. 2). He argued that there were three components of attitude. The first one was the cognitive component which referred to a person's thoughts about the object which he interacted with. It involved a person's beliefs and ideas about the attitude object. If a person said 'Playing computer games is time consuming' it was related to the cognitive component. The second one was the affective component which referred to a person's emotions which were arisen by the object which he interacted with. It includes good or bad feelings of the person towards the attitude object. An example statement related to this component could be 'Playing computer games is fun.' The last component was the behavioral component referring to a predisposition to an action. It consists of what one tended to do towards the attitude object. 'I play computer games in my spare time' could be an example statement related to behavioral component. Triandis briefly explained these components in the following sentence: "Attitude involves what people think about, feel about and how they would like to behave towards an attitude object." In addition to this he stated that having at least the cognitive representation of the attitude was essential for one to have an attitude.

In terms of the components of attitude Oppenheim (1966) supported the same categorization with Triandis (1971). He suggested that

> Attitudes are reinforced by beliefs (the cognitive component) and often attract strong feelings (the emotional component) that will lead to particular forms of behavior (the action tendency component) (Oppenheim, 1966, p. 106)

Different constructs related to attitudes were investigated in many studies using various theoretical frameworks and methods. These constructs that investigators have studied could be classified in terms of cognitive, affective and behavioral components of attitude whatever the attitude object was.

Attitude towards Computers and the Internet

Recently, attitude towards computers and the Internet has been the subject of many studies, and this concept was investigated based on different theoretical frameworks and methods. As one of these methods, TAM was accepted as a valid and robust model that has been widely used in studies (King & He 2006) in order to understand the reason that lies behind the acceptance or rejection of information technology such as computers and the Internet.

Technology Acceptance Model

In 1989, F. D. Davis conducted a study for predicting and explaining the information system use and developed the Technology Acceptance Model. The study conducted in two parts based on the information system used. In the first part of the study, PROFS electronic mail and XEDIT file editor program were used. Two IBM PC-based graphic systems (Pendraw and Chart-Master) were used in the second part of

the study. Two theoretical constructs, perceived usefulness and perceived ease of use, were examined as fundamental determinants of system use. Davis (1989) defined perceived usefulness as "the degree to which a person believes that using a particular system would enhance his or her job performance" and perceived ease of use was defined as "the degree to which a person believes that using a particular system would be free of effort" (in 1989, p. 320). In other words, to what extent a person believed the system would help him/her perform his/her job better referred to perceived usefulness. Perceived ease of use could be defined as to what extent a person believed the system was hard to use.

Davis (1989) developed and applied a scale with fourteen items for each variable, ease of use and usefulness. According to the analyses, four of them were removed after the first part of the study. One of them was rephrased. An item analyses was performed and top six items for each variable were selected. In the second part of the study the refined scale was used and two IBM based systems were evaluated. In order to measure system use, participants were asked to self-predict their future use of the tested system if the system was available at work. According to the results, perceived usefulness and ease of use were significantly correlated with self reported indicants of system use. In both parts of the study, usefulness was significantly more strongly linked to usage than ease of use was. Users were ready to deal with difficulty in use if they believed in the benefits of the system. Regression analyses supported that the ease of use might be an antecedent to usefulness rather than a direct determinant of the system use.

TAM formed a base for many studies. It was extended and used by adding new variables. In addition to perceived usefulness in TAM, Yanga and Yoob (2004) examined the effect of attitude on actual use of information systems. They divided

attitude dimension into two components, these were affective and cognitive components. The affective component of attitude referred to how much a person liked the object of thought, while the cognitive component referred to the belief of the user about the object. They tried to distinguish the affective and cognitive aspects of attitude and found the relationship between two belief constructs in TAM (perceived usefulness and perceived ease of use) and two attitude constructs (affective and cognitive attitude) in information system use. Instead of focusing on the direct relation of perceived ease of use on information system use as it was in TAM, they examined the effect of perceived ease of use on perceived usefulness and attitude components. While conducting the study, undergraduate students who majored in management information systems were asked to fill out spreadsheet usage surveys. From the analyses of 211 completed questionnaires, it was found that, in the context of technology acceptance, affective and cognitive attitudes were two separate socio-psychological constructs. Both cognitive dimension of attitude and perceived usefulness had a direct relation with information system use. When the cognitive dimension of attitude was considered, attitude explained more than twice as many variances of information system use as did perceived usability. Findings falsified their expectation about the effect of affective attitude on system use**.** There was not a significant relationship between affective domain and system use.

Saade and Bahli (2005) extended the TAM model by including the concept of cognitive absorption. Cognitive absorption was cited as a state of deep involvement with the system. In the study it was accepted as an antecedent to perceived ease of use and perceived usefulness. This construct involved three dimensions: temporal dissociation, focused immersion, and heightened enjoyment. A total of 102 students participated in this study and filled a questionnaire after using an Internet-based

learning system. According to the results, cognitive absorption was shown to be an important antecedent to perceived usefulness but less important to perceived ease of use. As advocated by prior research by Davis (1989), the analysis verified that there was a positive effect of perceived ease of use on perceived usefulness.

Roca, Chiu and Martinez (2006) included cognitive absorption as a determinant of the perceived usefulness in their study. In order to understand the intention of e-learning continuance, they also extended TAM model with external variables for e-learning context. One of the external variables was perceived quality. It was divided into three constructs; information quality, system quality and service quality. Information quality was related with timeliness, scope, relevance, and accuracy of information generated by the system. System quality consisted of user interface consistency, ease of use, documentation quality, and quality and maintainability of the program code. Service quality was related with the facilities provided by the information system. User's confirmation level which could be defined as to what extend experience satisfied the user expectation was another factor which was examined in the study, and it was found to be a strong determinant of perceived usefulness, satisfaction, perceived ease of use and cognitive absorption. The strongest influence of confirmation was on perceived usefulness. It was found that the influence of perceived quality (information quality, service quality and system quality) on confirmation and satisfaction was strong. The empirical results showed that information quality had a strong influence on confirmation, and the effect of information quality satisfaction was stronger than service quality and system quality on satisfaction. The influence of perceived usefulness, information quality and confirmation of satisfaction was much stronger than that of service quality, system quality, perceived ease of use and cognitive absorption. Perceived

usefulness was found to have the most significant effect on satisfaction, which suggested that a user's belief in usefulness was a decisive antecedent of her or his perception of satisfaction. Information quality was found to be another important factor influencing users' satisfaction. Their study suggested that when e-learners considered that the e-learning system was able to provide useful information for their jobs, they were more interested in using it and this increased their satisfaction and satisfied users formed a positive intention to use or reuse the system in the future. Contrary to what they hypothesized**,** interpersonal and external influence had no significant effect on satisfaction. They claimed that it resulted from their sample. Because they used workers as a sample, a social influence came through direct communication among members of an organization. This composed a shared belief about the benefits of the system.

When the Internet and web sites were considered, information quality emerged as an important factor which especially influenced usefulness. In another study focused on web sites and examined possible reasons of revisiting sites relevant to a person's job. Participants were asked to respond to an e-mail survey about a web site they accessed often in their jobs (Lederer, Maupin, Sena and Zhuang, 2000). In addition to information quality, the predictor variables of the perceived usefulness and perceived ease of use were also examined. Information quality was found as to be the predictor for usefulness and for ease of use the highest predictive power was the ease of understanding. Results also confirmed the relationship between perceived usefulness, perceived ease of use and the use of web. The fact that there was a stronger effect of usefulness than ease of use on web site use was consistent with previous research.

Similar to Lederer, Maupin, Sena and Zhuang (2000), Lin and Lu (2000) examined user's acceptance or rejection of a web site and the effect of the features of the web site. Information quality, response time and system accessibility were included as web site features which affected user's opinion about a web site. System accessibility referred to the availability of related hardware and software such as, PC, modem, browsers and on-line services, for accessing the web site. Although the quality of the information on a web site was a determinant of usefulness, it had no effect on ease of use. The response time affected both perceived usefulness and ease of use of a web site. The effect of response time on perceived ease of use was more than perceived usefulness. The effect of system accessibility on perceived ease of use was also significant. Although ease of use exerted a significant influence on usefulness, the direct effect of usefulness on reuse was significantly more than ease of use.

Instead of the properties of the information system used, Burton-Jones and Hubona (2006) emphasized the effect of individual differences on system experience such as level of education and age. They asked participants to use two different systems, email and word processor. Considering the expected outcomes, results showed strong differences across systems. In their study, experience had a significant effect on perceived ease of use for email, but had no significant effect on perceived ease of use or perceived usefulness for word processing. Level of education and age had a significant effect on perceived ease of use for word processing but had no significant effect on perceived ease of use and perceived usefulness for email. This finding meant that the effects of external variables appeared to depend on the nature of the information system used and external variable itself. The findings also verified

that perceived usefulness was a more powerful predictor of usage than perceived ease of use. These results were consistent across technologies.

Also, Porter and Donthu (2006) focused on the effect of individual differences such as age, education, income and race on the differential rates of Internet use. They extended TAM model by adding perceived access barriers. They found that age, education, income and race were associated differentially with certain beliefs about the Internet, and that these beliefs mediated consumer attitudes towards use of the Internet. Perceived access barriers occurred as another factor which affected attitude negatively. The positive effect of perceived ease of use and perceived usefulness on attitude was greater. Considering the age factor, they suggested that marketers help older consumers to overcome perceptions about difficulty and cost of Internet by developing access tools based on familiar devices and developing training programs that could help older consumers overcome psychological barriers associated with Internet use. Regarding the cost factors for older and minority consumers with low income, findings showed that lower income users did not perceive the Internet as useful.

The influence of contextual variables on user information technology acceptance was examined by McFarland and Hamilton (2006). These contextual variables were others' use, system quality, organizational support, prior experience, anxiety and task structure. Findings supported that contextual variables did indeed directly affect information technology acceptance. For some of the variables, direction of the effect was misinterpreted. High task structure was found to reduce system usefulness perceptions. Others' use was found to lower computer efficacy. As a possible explanation, it was stated that the frequency of peer observation had an inverse relationship with one's confidence in using a system. In other words, if a

person was not confident in his/her ability to use a system he/she might spend more time observing others using it before trying it him/herself. Similarly, organizational support was found to lower computer efficacy and perceived ease of use assessments. The researchers concluded that providing more support for those systems might cause respondents to believe that systems were more difficult to use.

Self-efficacy in information system use

Self efficacy was a widely studied component in information system use research. It was defined as the belief that one has the capability to perform a particular behavior (Bandura, 1997). The self efficacy construct came from Albert Bandura's social cognitive theory. According to Bandura (1997), perceived self efficacy referred to "the belief in one's capabilities to organize and execute the courses of action required to produce given attainments and this belief influenced decisions about what behaviors to undertake" (p. 21). In 1995, Compeau and Higgens (1995) examined the role of individuals' belief about their abilities to use computers in the determination of computer use. They focused on computer self efficacy, which referred to judgment of one's capability to use a computer. It was related to the belief of ability instead of ability itself. They defined three dimensions of computer self efficacy; magnitude, strength and generalizability. The level of capability expected was the magnitude dimension. A person with a high computer self efficacy magnitude perceived himself /herself as able to accomplish more difficult computing tasks. It was possible to define magnitude in terms of one's belief about support level for a task. With high computer self efficacy magnitude, an individual thought that he/she needed less support in order to deal with a task. The strength reflected one's confidence in his/her ability to perform a task. Generalizability referred to the limitation of the belief about

the ability in terms of the domain of the activity. In computer self efficacy, belief about the ability differed from a software program to another and one operating system to another for a person with low generalizability. According to the results, self efficacy was found to play an important role in shaping individual's feelings and behaviors**.** Individuals with high self-efficacy used computers frequently and experienced less computer anxiety. Outcome expectation was found to be related to computer use. Anxiety also had an impact on computer use. Although the researchers expected to find a positive influence of support on self efficacy and outcome expectation, the findings suggested a negative relationship. They presented the lack of awareness about the organizational support as a possible explanation.

In order to examine the relationships among goal difficulty, goal success and self efficacy in success in Internet use, David, Song, Hayes and Fredin (2007) developed and tested a framework. The data was collected as repeated measures over 20 cycles during an hour-long session of information seeking, where collage students were given the task of designing a travel plan for a trip to China. Participants were required to plan visits to 10 different destinations in China and to plan two activities at each destination. The main travel plan was divided into 20 (10x2) tasks named as information-seek cycle. Every cycle had preparation, exploration and consolidation stages. The preparation stage began when the user prepared to make choices from a menu of links in a hyperlinked system. In the exploration stage, the user navigated and explored the results of the choices and processed the information. After exploring and processing information, the user consolidated the explored results by evaluating the results against the goals set. The outcomes of the evaluation stage played an immediate role on revisiting of goals that were carried into the preparation phase of the next cycle. According to the results, the immediate effect of confidence

(self-efficacy) came from the success of one cycle leading to a decrease in perceived goal difficulty on the next cycle. The underlying logic was that each cycle the user finished with success increased the self-efficacy of the user, thus it improved performance in subsequent cycles and mediated further success.

In another study, Wilfong (2006) analyzed self-efficacy beliefs of users as predictors for computer anxiety and anger symptoms. He examined the relationship between computer use, computer experience, and self-efficacy beliefs of users as predictors for computer anxiety and anger symptoms. For the study, 242 students enrolled in various courses at a four-year public university completed a questionnaire in the beginning of a lecture class which assessed demographic characteristics and the related variables. The results indicated that computer self-efficacy beliefs, not computer experience or use, had the largest significant relationship with both computer anxiety and anger. It was suggested that self-efficacy beliefs be increased so that users might experience lower levels of anxiety and anger. In a similar study which dealt with computer phobia and computer self-efficacy, it was concluded that students who reported either high computer phobia or low computer self-efficacy were less likely to maximize their use of university computer facilities (Mcilroy, Sadler and Boojawon 2007). In other words, computer anxiety was negatively related, and self-efficacy was positively related to the use of computer facilities at the university.

Enjoyment factor in information system use

Although usefulness was a factor which Davis (1989) dealt with in the development of TAM, the impact of enjoyment on usage intentions had not been examined. For this reason, Davis, Bagozzi and Warshaw (1992) examined the enjoyment factor in

terms of the intention to use computers in the workplace. Regarding the information system used, the study was divided into two parts. In the first part a word processing program, WriteOne, was used. Two-hundred MBA students, who reported that they were unfamiliar with the WriteOne program, participated in the study. WriteOne was available for voluntary use by these students in two public computer laboratories. A questionnaire was administered at the end of the students' first fourteen-week semester. In the second part, two IBM graphics systems, ChartMaster and Pendraw, were used. Forty evening MBA students who were also not familiar with the programs participated in a two-hour laboratory session. After the laboratory session and hands on practice with the programs, the participants filled out a questionnaire for each program. According to the results, the intention to use the computer programs was influenced mainly by the belief about how useful the computer programs were for improving job performance. The degree of enjoyment experienced in using computers emerged as the second variable. Enjoyment played a more important role on affecting intentions when the perceived usefulness of computer programs was high.

Teo, Lim and Lai (1999) examined the effect of intrinsic (perceived enjoyment) and extrinsic (perceived usefulness) motivation for the use of Internet. A questionnaire was designed and published as a Web page on the World Wide Web. The location of web page of questionnaire was advertised in different magazines, newspapers and also local newsgroups on the Internet. It was also announced that first 100 participants would be rewarded with free phone cards. The researchers managed to reach 1370 participants. According to the results, local Internet users used the Internet mainly because they perceived the Internet more useful for their job tasks and secondarily because it was enjoyable. Internet usage was examined in

different dimensions, such as frequency of Internet usage, daily Internet usage and diversity of Internet usage. The direct effects of perceived usefulness and perceived enjoyment were about three or more times greater than the direct effects of perceived ease of use on daily Internet usage. In the early adoption stage, the effect of ease of use was more important than the post-adoption stage where the importance of perceived usefulness was more significant.

Motivation variables of enjoyment, self-efficacy and learning goal orientation were added to TAM model in order to predict the use of web-based information systems by Yi and Hwang (2003). A web based management system, Blackboard, was used in the study. Two-week trial period and actual use of the system were recorded by the system over 8 weeks. Regarding the findings, enjoyment seemed a stronger predictor of usefulness than ease of use. The study suggested that enjoyment might play a more influential role than ease of use in determining the usefulness perception within the web-based information system context. In the study, instead of general self-efficacy, Yi and Hwang focused on application-specific self-efficacy. Thus, it was confirmed that application-specific self-efficacy was a direct determinant of system use. Another variable they studied was learning goal orientation which referred to individuals' approach towards a task in order to understand something new or enhance their competence level. Learning goal orientation was shown as a determinant of application-specific self-efficacy but its effect on enjoyment was found as insignificant**.** Briefly, enjoyment, learning goal orientation, and application-specific self-efficacy positively influenced the decision to use Web-based technology and subsequent actual use.

Moon and Kim (2001) argued that the fundamental constructs of TAM did not fully reflect the variety of user task environments such as WWW. They added

playfulness as a new factor that represented intrinsic motivation of the user. A questionnaire was administered to 152 students who were majoring in the school of management. Results verified that perception of playfulness influenced user's attitude towards using WWW. Regarding perceived ease of use and perceived usefulness, their findings supported the results of previous studies related with TAM: perceived ease of use and perceived usefulness were determinant variables of attitude.

Technology Use Model

TAM included two constructs, one of them was perceived ease of use and the other one was perceived usefulness (Davis, 1989). The results of many studies confirmed that perceived usefulness had a stronger effect than perceived ease of use on information system use. Furthermore; perceived ease of use emerged as an antecedent to perceived usefulness rather than a parallel determinant of system use (Davis, 1989; Lederer, Maupin, Sena & Zhuang, 2000; Lin & Lu, 2000; Moon & Kim, 2001; Saade & Bahli, 2005; Roca, Chiu & Martinez, 2006; Burton-Jones & Hubona, 2006). This fact was verified for different information systems such as web sites, e-learning environments, computer programs, email or the internet. These results encouraged Liaw to add perceived usefulness to his model while omitting the ease of use construct. He adapted the term for web use and defined perceived web usefulness as "the degree of perceived usefulness of using the internet/WWW for present and future work" (Liaw, 2002a, p. 139).

Liaw (2002a) developed a model in order to investigate users' attitudes towards Web environments and included TAM, Social Cognitive Theory, individual attitudes, motivation and self-efficacy in his model. He named the model Technology

Use Model and examined the effect of behavioral self efficacy on perceived usefulness, perceived enjoyment and behavioral intention with TUM.

The positive relation between self efficacy and the use of computers or internet was confirmed in many studies and self efficacy was accepted as a determinant of information system use (Compeau & Higgens, 1995; Hua, Clark & Ma, 2003; Yi & Hwang ,2003; Wilfong, 2006; Mcilroy, Sadler & Boojawon, 2007). Accordingly, Liaw also added self efficacy to his model and defined self efficacy in terms of web as "the confidence to use or learn about the Internet/WWW" (Liaw, 2002a, p. 139).

Davis, Bagozzi and Warshaw (1992) examined the influence of enjoyment factor on the intention to use computers in the workplace. Findings showed that enjoyment played an important role on intention especially when the perceived usefulness of computer programs was high (Davis, Bagozzi & Warshaw, 1992). Regarding the WWW environment, enjoyment was found to be a predictor of use of the WWW and attitude towards the WWW in different studies (Teo, Lim & Lai, 1999; Moon & Kim, 2001; Yi & Hwang, 2003). In light of these findings, Liaw added enjoyment factor to his model and defined it in terms of web as "Liking or enjoying working with Internet/WWW" (Liaw, 2002a, p. 139).

According to the study of Triandis (1971)'s study reviewed earlier, attitude was examined in three components; cognitive, affective and behavioral components. Web self-efficacy and web usefulness in TUM referred to the cognitive component of attitude and web enjoyment referred to the affective component of attitude. As the behavioral component of attitude in TUM, Liaw used behavioral intention to use the

web, which referred to the degree of intention to use the Internet/WWW for present and future work.

Combining the various research models and variables, Liaw formed the Technology Use Model which entailed the following constructs; self efficacy, usefulness, enjoyment and behavioral intention. He then developed the Web Attitude Scale (WAS) in order to test this model. It consisted of sixteen items, four items for each construct, web self-efficacy, enjoyment, usefulness and intention to use the web. An email was sent to 809 students and they were asked to return an online survey from a web page which included WAS via the Internet. The data of 260 students who replied the questionaire were used for statistical analyses. The results confirmed the suggested model. Web self-efficacy, web enjoyment and web usefulness turned out to have significantly positive effects on behavioral intention to use the Web. Web usefulness was found to be the most, and web enjoyment the least, important determinant of behavioral intention to use the web.

In a second study, Liaw (2002b) aimed to find answers to three questions: (1) the relationship between computer attitudes and web attitudes, (2) the predictor variables on computer attitudes and Web attitudes, and (3) the differences of demographic factors on computer attitudes and Web attitudes. Because the Internet survey technique was used for collecting data in the study, advantages and limitations of the Internet survey were also discussed. Analysis showed that there was a significantly positive correlation between students' computer attitudes and Web attitudes. It implied that computer attitudes and Web attitudes could provide concurrent validity to each other. In light of these findings, it was possible to say that previous studies of computer attitude scale might be used for measuring learners' attitudes towards the Web. Regarding prediction analyses, the best two predictor

variables for WAS were experience with word processors and experience in using the Internet/World Wide Web (WWW). Besides; the best three predictors for the Computer Attitudes Survey were experience with word processors, experience in using computers, and experience in using the Internet/WWW. Students' experience in word processors and experience in using the Internet/WWW were predictors for both computer attitudes and Web attitudes. These results supported that the Computer and Web Attitudes Survey had high criterion validity. The results also indicated that when students had more years in computer-related experience; they had more positive perceptions of computer and Web technologies.

Liaw and Huang (2003) developed and examined an individual attitude model towards search engines as a tool for retrieving information. This model integrated individual computer experience with perceptions. In addition, it combined perception theories, such as TAM and motivation, in order to understand individual attitudes towards search engines. The study was conducted in a medical college in central Taiwan with a sample of 120 students. All participants were asked to answer a questionnaire. In order to examine computer and Internet experience participants were asked to indicate whether they had experience using operating systems, word processing packages, the Internet, search engines, and Web (WWW) programming languages. In the last part on perceptions of search engines, participants were asked to indicate their perceptions towards search engines and their expectations of using search engines to assist them in finding useful online information. These questions could be grouped within six sub components; the quality of search engines, Internet response time, perceived enjoyment of search engines, perceived ease of use of search engines, perceived usefulness of search engines, and the intention to use search engines.

Three regression analyses were performed in order to check the effect of predicted variables on perceived enjoyment of search engines. The results showed only three independent variables; quality of search engines, Internet response time and experience with word processing packages could predict perceived enjoyment of search engines. The biggest predictor was Internet response time and the second contributor was the quality of search engines. Regarding the perceived ease of use of search engines, the biggest predictor variable was Internet response time and the other two predictors were experience in using operating systems and the quality of search engines. The results also indicated that enjoyment and perceived ease of use could predict perceived usefulness. Perceived usefulness of search engines was a highly significant predictor of individual intention to use search engines.

Liaw, Chang, Huang and Hung (2006) focused on developing a new approach to investigate individual attitudes towards search engines as a learning assisted tool. This research was based on Liaw and Huang's (2003) research model that included motivation perspective, social cognitive theory and TAM. According to the results of their regression analyses, perceived satisfaction of search quality, perceived satisfaction of search efficiency and experience in using search engines could predict perceived enjoyment of search engines. The biggest predictor was perceived satisfaction of search efficiency. The principal predictor variable of perceived self efficacy of search engines was experience with the Internet and other two predictors were perceived satisfaction of search quality, and perceived satisfaction of search efficiency. Perceived enjoyment and perceived self-efficacy of search engines were two predictors of intention to use search engines as a learning assisted tool. Based on these findings and prior research of Liaw and Huang (2003), a new research model named 3-TUM was proposed. It included 3 tiers, the first tier

was individual experience and system quality, the second tier represented the affective and cognitive tier, and the third was the behavioral intention tier.

Influence of training and intervention on self efficacy

Torkzadeh, Chang and Demirhan (2006) examined the effect of computer training on computer self-efficacy and Internet self-efficacy. They also investigated the influence of user attitude and computer anxiety on training outcome in terms of pattern of change in computer and Internet self-efficacy. Results suggested that computer training significantly influenced computer and Internet self-efficacy development. User attitude and computer anxiety significantly influenced computer and Internet self-efficacy development. The respondents with 'favorable' attitudes towards computers improved their self-efficacy significantly after the training more than the respondents with 'unfavorable' attitudes. In addition, the respondents with 'low' computer anxiety improved their self-efficacy significantly more than the respondents with 'high' computer anxiety. The interaction effect between attitude and anxiety was significant for computer self-efficacy scores but not for Internet self-efficacy scores.

Another study which focused on the relationship between training and computer user attitude and Internet self-efficacy provided supportive evidence that training significantly improved Internet self-efficacy (Torkzadeh and Dyke, 2002). They worked with a group of university students who attended several sections of an introductory course about computers. Both computer user attitude and Internet self-efficacy instruments were administered before and after the course. There was no gender difference in terms of the training effect. Training programs did not seem to

influence attitudes towards computer usage. As a reason of this; they stated that user attitudes towards computers seemed to have improved over time.

The effects of training method and computer anxiety on computer self-efficacy and learning performance were examined by Chou (2001). Two types of training were used in the study. One of them was instruction based training. In this method, teachers followed a deductive way and lecture. The other method was the behavior modeling, which involved a visual observation of the behaviors of a model performing a task. Learning occurred by imitating and extending the model's behavior in practice. According to the results, it was confirmed that behavior-modeling was superior to the instruction-based approaches on learning performance and self-efficacy. In another study, Chou and Wang (2000) compared the relative effects of two training methods, behavior modeling training and instruction based training, on learners' computer self-efficacy and learning performance in WWW homepage design. Differences between genders were also considered. It was shown that behavior modeling method was superior than the instruction based training method in terms of learning performance and positive change in self efficacy. Although female students obtained much lower computer self-efficacy before and after the experiment, change in computer self-efficacy scores was significantly positive and higher than the change in male students' self-efficacy scores.

Wang and Newlin (2002) studied the reasons why students chose to enroll in a web-based section of a course. Some of the students took the course voluntarily and others attended just because of course availability. They focused on self-efficacy both towards course content and technology skills needed**.** Students' who preferred this type of learning environment had higher self-efficacy than students who enrolled

solely because of course availability. There was also a positive correlation between the cumulative final exam scores and self efficacy beliefs.

Karavidas, Lim and Katsikas (2005) examined the effects of computer use on retired older adult users whose ages were between fifty-three and eighty-eight especially in terms of life satisfaction. They also aimed to examine the relationship between self efficacy and computer anxiety, computer knowledge, and one's general life satisfaction. According to the results, older adults who used computers more frequently were more satisfied with their life. As they learnt more about computers, self-efficacy became higher and this lowered computer anxiety. The study showed that implicit benefits of using computers such as, being more independent, maintaining a social network of friends and families, and staying informed about health concerns affected older adults' life satisfaction. Regarding the gender differences, female users had more anxiety and less computer knowledge.

Torkzadeh, Pflughoeft and Hall (1999) administered a questionnaire that included items for both self efficacy and attitude to 414 undergraduate students at the beginning and at the end of a required university course which covered topics such as computer hardware, file and database management, program development, operating systems, systems development, data communications, decision support systems, and computer careers. The time between pre and post test varied between ten to twelve weeks from early in the beginning of the course and late towards the end. The results of their study showed that respondents with positive attitudes towards computers indicated improvements in their attitudes after the training. There was another point which found in their study: the training influenced computer self-efficacy positively.

Hua, Clark and Ma (2003) used TAM and included computer self-efficacy and subjective norm. A four week PowerPoint training intervention was conducted.

Data collected via a questionnaire which included items for computer self-efficacy, subjective norm, perceived ease of use, job relevance, compatibility and intention to use constructs, applied before and after the training. According to findings, computer self-efficacy had a direct positive effect on user acceptance and it was an important determinant of perceived ease of use. With user experience, the influence of computer self-efficacy on individuals' acceptance decreased. Perceived ease of use had limited direct effect on user acceptance. Perceived job relevance was related with perceived usefulness. If a user considered the technology as relevant to his/her job, it was accepted as useful. Although the effect of subjective norm on acceptance before the training intervention was significant, after the training, its importance was diminished as individuals became experienced in using the technology. In other words, for the initial acceptance, the colleagues' opinions or suggestions were important. Further, according to the analysis, perceived ease of use was an important determinant of the perceived usefulness. Hardware and software compatibility also affected the perception of ease of use. Hua and his colleagues suggested administrators or government agencies to consider system compatibility before upgrading their systems. In light of these findings, it could be concluded that during the initial acceptance of new technology, colleagues' opinions or suggestions were worth considering.

Research Questions

Previous research literature highlighted that usefulness, enjoyment, self efficacy and behavioral intention and in general attitude influenced the use of information systems. Altering those variables for a target group of users, e.g teachers, may help them use and benefit from information system facilities. In this study, the influence

of a short modular training on teachers' attitude towards the Internet, particularly, web usefulness, web enjoyment, self efficacy in Internet use, behavioral intention to use the Internet are examined. The following questions are researched in the study:

1. To what extend does training influence teachers' attitude toward the Internet/WWW?
2. More specifically, is there any significant difference in teachers' attitudes toward the Internet/WWW before and after a short training program in terms of the following four constructs
    a. Self-efficacy
    b. Enjoyment
    c. Usefulness
    d. Behavioral intention

CHAPTER 3

METHODOLOGY

A compact training program was developed in order to study the influence of training on the teachers' levels of web self-efficacy, web enjoyment levels, their perception levels of web usefulness, and behavioral intention to use the web, and their attitude towards the web. To measure web self-efficacy, web enjoyment, perceptions of web usefulness, behavioral intention to use the web and attitude towards the web, the WAS (Liaw, 2002a) was first adapted into Turkish in a pilot study and then used for collecting data before and after the training.

This study aimed to examine the effect of training on teachers' attitude towards the web. A training which aimed to teach how to create a web site by using Mysite, a free service of the Mynet portal, was developed. In order to measure teachers' attitude before and after the training, the Turkish version of the Web Attitude Scale was used. Each sub scale (web self-efficacy, enjoyment, usefulness and intention to use the web) were examined separately in terms of the effect of the training.

Participants

The participants were the teachers who responded positively to an announcement (see Appendix G), inviting the teachers to attend a short web training, made at

Üsküdar Anatolian High School. Two training sessions were organized. In the first training session ten of the sixty-five teachers in the school were volunteers to participate in the training. In the second session a teacher of English and her five students who were also teachers in other schools were the participants. Nine of the participants were females and the seven were males. Most of the participants were teachers of English. Seven teachers were between the ages of thirty and thirty-nine. Six of them were between the ages of fourty and fourty-nine. There were two teachers whose ages were between twenty-seven and twenty-nine. The oldest teacher was fifty-six years old. The youngest teacher's age was twenty-seven. The detailed distribution of the teachers according to their ages and fields of teaching can be found in the following tables.

Table 1. Frequencies of the Participants' Fields of Teaching

Fields of teaching	Number of respondents
Biology	1
Geography	1
Religion and Ethics	1
Physics	1
English	8
Chemistry	1
Mathmetics	1
History	1
Technology and Design	1
Total	16

Table 2. Frequencies of the Participants' Age Groups

Age	Number of respondents
20-29	2
30-39	7
40-49	6
50-60	1
Total	16

Instruments

The data required for this study is gathered by a questionnaire. It is the Turkish version of the WAS (see in Appendix A), which was developed originally in English by Liaw (2002a). It consists of 16 items. Questions are related to perceptions about Web Self-efficacy, enjoyment, usefulness and intention to use the web. There were four items for each construct. A sample item for each construct is provided below:

- I feel confident using E-mail. (Web self-efficacy)
- I enjoy talking with others about the Internet. (Web enjoyment)
- The Internet/WWW helps me to find information. (Web usefulness)
- I believe the Internet/WWW has potential as a learning tool. (Behavioral intention)

All items are 7-point likert scales from strongly disagree to strongly agree. The questionnaire (see in Appendix E) was applied before and after the training. There was also a section on demographic information which included gender information, age, marital status, number of children, fields of teaching and year of experience (see in appendix F). There were also questions about the participants' academic background such as university they graduated from, the computer related courses they had taken both at the university and as in-service training.

Adapting the WAS into Turkish

In a pilot study the WAS (Liaw, 2002a) was adapted to Turkish. Firstly the WAS was translated into Turkish (see in Appendix B). Then Turkish version of the scale was translated back into English (see in Appendix C) by two English Language teachers. By comparing the original and translated English version, the Turkish version of the scale was revised and prepared (see in Appendix E).

The teachers in easily accessible schools were asked to administer the questionnaires in their schools. An e-mail message was sent to the teachers and eleven teachers responded the e-mail within two weeks. The questionnaires were distributed to the teachers within the following two weeks. All questionnaires were collected within three months. Out of 185, twenty-seven questionnaires with missing responses were eliminated from the statistical analyses. A total of 156 responses were collected, 102 from female teachers and 54 of them from male teachers. Seventy-seven of the teachers were from primary schools and fifty-four of them were teachers in secondary schools. There were eleven teachers who worked in preschool education. Remaining fourteen were teachers in different schools in Istanbul. Sixty-two of the teachers were between the ages of thirty and thirty-nine. Fifty of them were between the ages of twenty and twenty-nine. There were twenty-four teachers whose ages were between forty and forty-nine. The remaining twenty teachers' ages were between fifty and sixty. The detailed distribution of the teachers according to their schools, their fields of teaching and age can be found in the following Table 3 and Table 4.

Table 3. The Frequencies of Fields of Teaching in Adaptation of WAS

Fields of teaching	Number of respondents
Primary school teachers	36
Foreign language teachers	21
Maths teachers	20
Science teachers	18
Turkish language teachers	16
Preschool teachers	15
Social sciences teacher	10
Guidance and counseling teachers	5
Other branches	15
Total	156

Table 4. The Frequencies of Teachers' Age in Adaptation of WAS

Age	Number of respondents
20-29	50
30-39	62
40-49	24
50-60	20
Total	156

Reliability and factor analyses of the Turkish version of the WAS

A factor analysis was performed in order to check the predefined components (web self-efficacy, enjoyment, usefulness and intention to use the web) of the questionnaire and items in each component. Varimax rotation with Kaiser Normalization was conducted. The number of factor was set as four for the analysis. Eigenvalues was found to be 72.76 for four components. Results supported that items were divided and grouped properly except one item, (The multimedia environment of WWW is helpful to understand online information) from the web usefulness component needed to be changed with another item (I believe that learning how to use the Internet/WWW is worthwhile) in behavioural intention to use the web.

Table 5. Component Score Coefficient Matrix

	Web self-efficacy	Web usefulness	Behavioral intention	Web enjoyment
İnternet kullanımında kendimi yeterli hissediyorum.	*0.27*	0.01	-0.03	-0.10
E-posta kullanımında kendimi yeterli hissediyorum.	*0.31*	0.03	-0.04	-0.17
Internet Explorer, Netscape, Mozilla, Firefox gibi web tarayıcıların kullanımında kendimi yeterli hissediyorum.	*0.32*	-0.10	0.11	-0.22
Google, Yahoo, Excite gibi arama motorları kullanımında kendimi yeterli hissediyorum.	*0.27*	0.04	-0.05	-0.12
E-postayı başkalarıyla iletişim kurmak için kullanmaktan hoşlanıyorum.	0.11	-0.07	0.05	*0.14*
Başkaları ile Internet hakkında konuşmaktan hoşlanıyorum.	-0.18	-0.24	0.13	*0.59*
İnterneti kullanarak çalışmayı seviyorum.	-0.08	0.01	-0.09	*0.43*
İnterneti evden kullanmayı seviyorum.	-0.05	0.16	-0.22	*0.33*
Interneti kullanmanın yararlı olduğuna inanıyorum.	-0.09	*0.42*	-0.22	0.02
İnternet bilgiye ulaşmama yardımcı oluyor.	-0.03	*0.35*	-0.19	0.04
İnternetin iletişimi kolaylaştırdığına inanıyorum.	0.03	*0.19*	0.05	-0.13
İnternetin metin ve resim gibi çoklu ortam özellikleri internet üzerindeki bilgileri anlamaya yardımcı olmaktadır.	0.00	-0.02	*0.20*	0.07
İnternetin bir öğrenme aracı olma potansiyeline sahip olduğuna inanıyorum.	-0.02	-0.02	*0.35*	-0.07
İnternetin çevrimiçi öğretim etkinlikleri sunabileceğine inanıyorum.	-0.04	-0.30	*0.59*	0.05
İnterneti kullanmayı öğrenmenin yararlı olacağına inanıyorum.	0.07	*0.33*	-0.06	-0.19
İnterneti kullanma becerisini edinmek akademik performansımı arttırabilir.	0.02	0.03	*0.27*	-0.11

The items used in WAS were evaluated in terms of reliability. A reliability test, using Cronbach's alpha, was performed for each sub scales (components) according to the results of factor analyses and for the scale as a whole. All subscales had Cronbach's alpha values above 0.80 and item-total correlation was 0.90. The results provided evidence for the internal consistency realiability of the scale.

Table 6. Cronbach's Alpha Scores

	Cronbach's Alpha
Web self-efficacy	0.91
Web usefulness	0.80
Behavioral intention to use the Web	0.83
Web enjoyment	0.85
Total Scale	0.90

The training material

The aim of the training developed was to teach how to create a web site by using free services provided on the Internet without having to utilize any software. Web sites and portals which give users the opportunity to create their own pages were investigated. Adding and editing text, link, and picture were the minimum required facilities that were needed. MYNET, a portal site that provides free services such as news, games, chat, email, weather information, web page creation, forums and search was selected as the training instrument, because it provided all the required features. Example screenshots from MYNET and Mysite platforms are given in Figure 1-6.

Fig. 1 Screenshot from MYNET's homepage.

MySite is one of MYNET's services which enables users to create their own web sites via the Internet. This service was selected particularly because the interface is in Turkish. The training was planned considering Mysite.

A document with detailed explanations and pictures for each step of the training was prepared to distribute to the teachers (see in Appendix H). The document was shared with the participants via e-mail after the training.

As indicated in the studies of Chou and Wang (2000) and Chou (2001) which comparing the relative effects of behavior modeling training and instruction based training, behavioral method is more effective. Based on this method, each step was demonstrated by the instructor during the training and the participants were encouraged to carr3y out each step individually.

According to David et al. (2007), the immediate effect of confidence came from the success of one step leading to a decrease in perceived goal difficulty in the next step. Before taking the next step, accomplishment of each step by the participant was provided. If needed, instructor helped the participant individually.

The following topics were covered in the training in a step by step fashion:

- Opening the portal page (www.mynet.com)
- Opening Mysite services main page (http://mysite.mynet.com/)
- Creating an account in Mynet to use its services
- Adding and editing page elements
    - Text element (Font, Size, Color, Alignment)

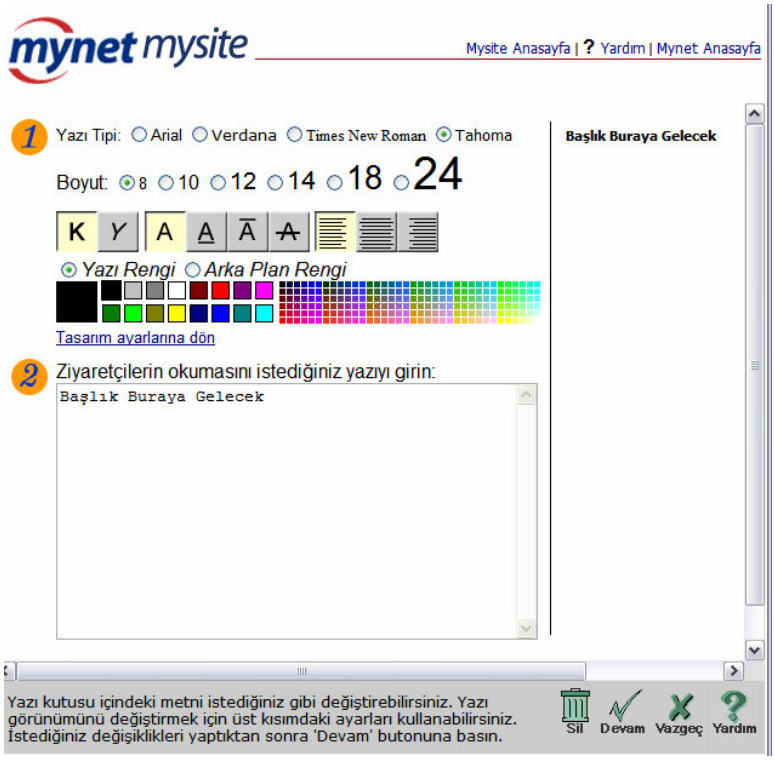

Fig 2. Adding and editing a text.

- Link (Url, Font, Size, Color, Alignment)

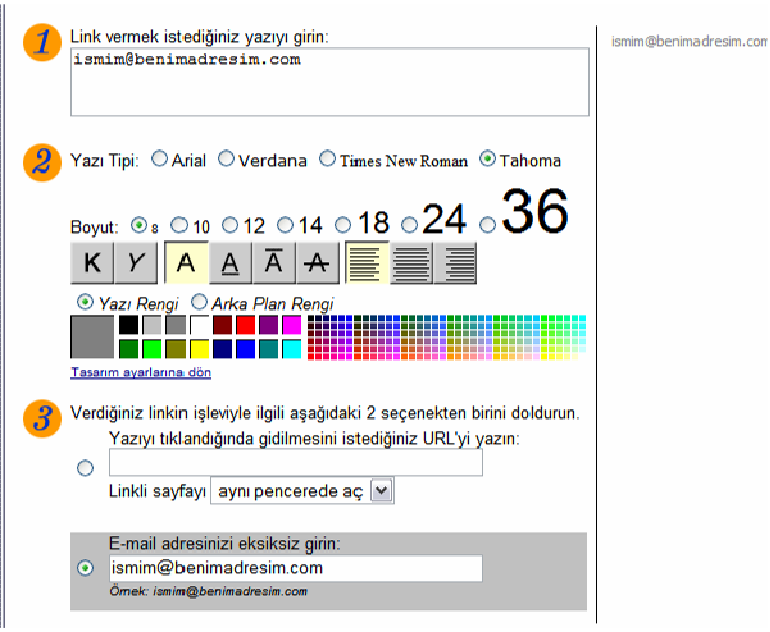

Fig 3. Adding and editing a link

- Picture
  - Changing display layout
  - Giving a link to the picture

Fig 4. Changing display layout of a picture

- Page actions (Add, Rename, Copy, Move, Delete)

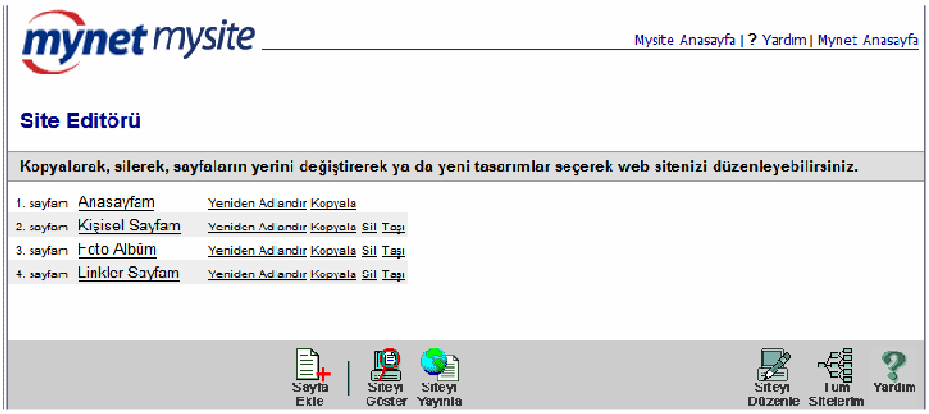

Fig 5. Page actions

- Using and changing design and templates

Fig 6. Using and changing design and templates

- Publishing the page

- Sharing the page URL

Procedure

The administrators in Üsküdar Anatolian High School were informed about the study and the training. Permission to use the school computer lab was obtained. The computer lab was visited and tested before the training in terms of its adequacy. There were 21 computers in the lab, one of which was reserved for the instructor and used as a server machine. All computers had Internet connection. A projector was also ready to use. The training was announced on the bulletin board at the Üsküdar Anatolian High School (see in Appendix H). Applicants' responses were collected with the help of a teacher in the school. According to the applicants' responses, a training day was set and announced to the teachers. Before the training, the WAS was applied and collected. A unique number was given for each teacher. After the training the WAS was applied and collected again. The numbers given in the first application of the survey were used again for each teacher. Two training sessions were conducted, which covered the same information, ten teachers participated in the first session and there were six teachers in the second session. Two trainings were lectured by the same trainer.

Training started with creating an account so that teachers would be able to use the free services of Mynet. This procedure required filling in a long form and then clicking the link which was sent via e-mail after submitting the form for verification. The teachers needed to have an e-mail account for verification of their identity so the ones who did not have any e-mail accounts or forgot their passwords were encouraged to use the e-mail account provided by Mynet. This task was the one with which teachers needed the most help. During the training the main problem was the slowness of the internet connection. The response time when the forms were

submitted was very long. Training took almost three hours and it consisted of small tasks that needed to be accomplished. The trainer helped the teachers individually whenever they encountered problems and a new task was performed only if the previous task was accomplished by every teacher.

Data Analysis

The data was analyzed to see whether there was a significant difference before and after the training for the scale as a whole and each sub scale. There were four items in each sub scale. A score was calculated as the average of the scores of the related items for each sub scale. The average of all items formed a score for the total scale. In the study, t-test and Wilcoxon tests were used. Due to the fact that the sample was small, before applying the t-test, the distribution of the scores was examined in terms of normality using the Skewness and Kurtosis values. For the scales which had a normal distribution, t-test was performed and for the scales whose normal distribution was rejected by the analyses, Wilcoxon test was applied. The detailed analyses and statistics are given below for each research question separately.

The overall research question was about the influence of training on web attitude which was examined in four constructs. The findings for the specific constructs will be reported below first, which will be followed by the findings for attitude in general.

a. Self-efficacy

In order to test whether there was any significant difference between teachers' web self-efficacy levels before and after the compact training, a paired samples t test was conducted.

Table 7. Descriptive Statistics for Self Efficacy Pre and Post Test Scores

Self Efficacy	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
					Statistic	Std. Error	Statistic	Std. Error
Pre Test	16	4.28	1.45	2.09	0.75	0.56	-0.76	1.09
Post Test	16	4.86	1.64	2.69	-0.24	0.56	-1.60	1.09

Because the post and pre training Skewness scores were between -1 and 1 and post and pre training Kurtosis scores were between -2 and 2 (in Table 7), it was possible to say the scores were normally distributed and t test was appropriate to be performed.

Table 8. Paired Samples t test for Self Efficacy Pre and Post Test Scores

Self Efficacy	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre Test Post Test	-0.58	0.96	0.24	-1.09	-0.07	-2.41	15	0.03

Teachers' web self-efficacy mean after the training was 4.86 and was greater than teachers' web self-efficacy mean score before the training which was 4.28 (in Table 7). There was a significant difference (p=0.03) between teachers' web self-efficacy level before and after the compact training (in Table 8).

b. Web enjoyment

In order to test whether there was any significant difference between teachers' web enjoyment levels before and after the compact training, Wilcoxon Signed Ranks test was conducted.

Table 9. Descriptive Statistics for Enjoyment Pre and Post Test Scores

Enjoyment	N	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
					Statistic	Std. Error	Statistic	Std. Error
Pre Test	16	6.34	0.92	0.85	-1.66	0.56	2.97	1.09
Post Test	16	6.42	0.95	0.91	-1.64	0.56	1.78	1.09

As seen in Table 9, teachers' web enjoyment mean scores after the training were greater than teachers' web enjoyment mean scores before the training. In order to check whether this difference was significant or not, Wilcoxon Signed Ranks test was performed.

Although Kurtosis scores were between -2 and 2 for the post test score, pre test score was more than 2, Pre and post training Skewness scores were not between -1 and 1 (in Table 9). The scores were not normally distributed and it was required to perform a non parametric test to examine the difference between the scores. Wilcoxon Signed Ranks test was performed, because Wilcoxon Signed Ranks does require a normal distribution and can be used when the distributional assumption underlying the t test can not be satisfied.

Table 10. Wilcoxon Signed Ranks Results for Enjoyment Pre and Post Test Scores

Web enjoyment		N	Mean Rank	Sum of Ranks
(Post Test) - (Pre Test)	Negative Ranks	3(a)	5.00	15.00
	Positive Ranks	5(b)	4.20	21.00
	Ties	8(c)		
	Total	16		

a Web enjoyment (Post Test) < Web enjoyment (Pre Test)
b Web enjoyment (Post Test) > Web enjoyment (Pre Test)
c Web enjoyment (Post Test) = Web enjoyment (Pre Test)

Table 11. Wilcoxon Test Statistics Results for Enjoyment

	Web enjoyment (Post Test) Web enjoyment (Pre Test)
Z	-0.42
Asymp. Sig. (2-tailed)	0.67

According to the results of Wilcoxon Signed Ranks test scores (in Table 10 and in Table 11), there was not any significant difference between teachers' web enjoyment levels to use the web before and after the compact training.

c. Usefulness

A paired samples t test was conducted to test whether there was any significant difference between teachers' web usefulness levels before and after the compact training.

Table 12. Descriptive Statistics for Usefulness Pre and Post Test Scores

Usefulness					Skewness		Kurtosis	
	N	Mean	Std. Deviation	Variance	Statistic	Std. Error	Statistic	Std. Error
Pre Test	16	5.14	1.33	1.79	-0.24	0.56	-1.08	1.09
Post Test	16	5.80	1.11	1.24	-0.58	0.56	-0.85	1.09

Because post and pre training Skewness scores were between -1 and 1 and post and pre training Kurtosis scores were between -2 and 2 (in Table 12), it was possible to assume that the scores were normally distributed and therefore t test was appropriate to be performed.

Table 13. Paired Samples t test for Usefulness Pre and Post Test Scores

	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
Usefulness	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pre Test Post Test	-0.66	0.69	0.17	-1.02	-0.29	-3.81	15	.002

Teachers' web usefulness mean score after the training was 5.80 and greater than teachers' web usefulness mean score before the training which was 5.14 (in Table 12). According to the results of paired samples t test scores (in Table 13), there was a significant difference (p=0.002) between teachers' usefulness levels before and after the compact training.

d. Behavioral intention

To test whether there was any significant difference between teachers' behavioral intentions levels before and after the compact training, Wilcoxon Signed Ranks test was conducted.

Table 14. Descriptive Statistics for Behavioral Intentions Pre and Post Test Scores

Behavioral intentions to use					Skewness		Kurtosis	
	N	Mean	Std. Deviation	Variance	Statistic	Std. Error	Statistic	Std. Error
Pre Test	16	6.38	0.83	0.69	-1.79	0.56	3.38	1.09
Post Test	16	6.53	0.88	0.78	-1.99	0.56	3.62	1.09

Because post and pre training Skewness scores were not between -1 and 1 and post and pre training Kurtosis scores were not between -2 and 2 (in Table 14) the scores were not normally distributed and it was required to perform a non parametric test to examine the difference between the scores. Wilcoxon Signed Ranks test was performed in the study.

Table 15. Wilcoxon Signed Ranks Results for Behavioral Intention Pre-Post Test Scores

Behavioral intention to use the Web		N	Mean Rank	Sum of Ranks
(Post Test) - (Pre Test)	Negative Ranks	2(a)	3.50	7.00
	Positive Ranks	6(b)	4.83	29.00
	Ties	8(c)		
	Total	16		

a Behavioral intention to use the Web (Post Test) < Behavioral intention to use the Web (Pre Test)
b Behavioral intention to use the Web (Post Test) > Behavioral intention to use the Web (Pre Test)
c Behavioral intention to use the Web (Post Test) = Behavioral intention to use the Web (Pre Test)

Table 16. Wilcoxon Test Statistics Results for Behavioral Intention

	Behavioral intention to use the Web (Post Test) - (Pre Test)
Z	-1.61
Asymp. Sig. (2-tailed)	0.11

Teachers' behavioral intention mean scores after the training were greater than teachers' behavioral intention mean scores before the training (in Table 14). However, according to the results of Wilcoxon Signed Ranks test scores (in Table 15 and in Table 16), there was no significant difference between teachers' behavioral intention levels to use the web before and after the compact training.

Question: To what extend does training influence teacher attitude?

To test whether there was any significant difference between teachers' attitude levels before and after the compact training, a paired samples t test was conducted.

Table 17. Descriptive Statistics for Attitude Pre and Post Test Scores

Attittude					Skewness		Kurtosis	
	N	Mean	Std. Deviation	Variance	Statistic	Std. Error	Statistic	Std. Error
Pre Test	16	5.54	0.96	0.91	-0.30	0.56	-0.16	1.09
Post Test	16	5.90	1.03	1.07	-0.83	0.56	-0.36	1.09

Teachers' web attitude mean scores after the training were greater than teachers' web attitude mean scores before the training.

Because post and pre training Skewness scores were between -1 and 1 and post and pre training Kurtosis scores were between -2 and 2 (in Table 17) it was possible to assume that the scores were normally distributed and t test was appropriate.

Table 18. Paired Samples t test for Attitude Pre and Post Test Scores

	Paired Differences							
				95% Confidence Interval of the Difference				
Atittude	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pre Test Post Test	-0.37	0.37	0.092	-0.56	-0.17	-3.98	15	0.001

According to the results of Paired samples t test scores (in Table 18), there was a significant difference between teachers' attitude levels before and after the compact training (p=0.001). As teachers' web attitude mean score after the training was 5.90 and greater than teachers' web attitude mean scores before the training which was 5.54 (in Table 17), it was possible to say that training enhanced the web attitude of the teachers.

The mean scores and the standard deviation of the post-treatment scale and subscale were not very much different from the pre-treatment scales, however, the statistical tests conducted seemed to maximize such small differences and yielded a significant difference.

CHAPTER 4

FINDINGS AND DISCUSSION

In this study, the influence of training on web attitude was examined in four constructs. The difference before and after the training for the scale as a whole and for each sub scale was checked by performing the t test or the Wilcoxon signed rank test. For the overall attitude, and usefulness and self efficacy constructs, t test was performed because the Kurtosis scores verified that there was a normal distribution. Results showed that the differences were significant. Because the scores of behavioral intention and enjoyment were not normally distributed, Wilcoxon signed rank test was performed and no significant difference was found between pre and post training scores. Based on the findings, it can be argued that the training was effective on enhancing the user's positive attitude towards the web and perceptions of web self efficacy and web usefulness, but did not make much of a difference in terms of perceived enjoyment and behavioral intention to use the web.

This study started with the adaptation of the WAS. The original form of the WAS consisted of four constructs, perceived self efficacy, perceived usefulness, perceived enjoyment and behavioral intention to use the web. There were sixteen items, four items for each construct. The original form of WAS was translated into Turkish and tested with 156 teachers. In the Turkish version of WAS, the distribution of items between four constructs was checked by performing a factor analysis. The number of factors was set as four for the analysis. According to the results, the

grouping of the items was verified except for one item from the web usefulness component, which needed to be changed with another item in behavioral intention to use the web. After the verification of grouping items in terms of components, a reliability test was performed for each component and for the scale as a whole. The present study provided evidence for the internal consistency reliability (r=0.90) of the Turkish translation of WAS. Liaw (2002a) found that the original form of WAS had high internal consistency (r=0.94), stability and validity, and the present study also confirmed Liaw's results in terms of internal consistency reliability in the Turkish version.

Previous research results show similarities and differences when compared to the findings of this study. The role of the learning process stated by Chein (1948) was verified with the findings of the present study, the training provided did indeed influence attitudes positively.

In terms of positive change in attitude after a training intervention, the results of the present study were also similar to a previous study, conducted by Torkzadeh, Pflughoeft and Hall (1999), which showed that respondents with positive attitudes towards computers indicated improvements in their attitudes after the training. There was another point: the training influenced computer self-efficacy positively. Similarly, in the present study, self efficacy was one of the constructs which was affected in a positive way.

In another study, Torkzadeh and Dyke (2002), contrary to the present study, did not find any significant change in user attitudes towards computers despite the training. The training did not seem to influence user attitudes towards computers. As an explanation; they stated that user attitudes towards computers seemed to have improved over time. Although the course content was related with the Internet, they

focused on the change in computer attitude, rather then the Internet. This could be another reason why they did not find any difference. However; they found that Internet self-efficacy levels significantly improved after the computer course.

Considering the computer and internet self efficacy, there were also other studies which showed positive influence of training. For example Chou and Wang (2000) compared the relative effects of two training methods on the learner's computer self-efficacy. Both of the training methods caused a significant difference on computer self efficacy. The findings from these two studies, Torkzadeh and Dyke (2002) and Chou and Wang (2000) are consistent with the findings of the present study, which has shown that the training enhanced self efficacy.

Karavidas, Lim and Katsikas (2005) focused on the relationship between self efficacy and computer anxiety, computer knowledge, and one's general life satisfaction. They concluded that as people learnt more about computers, self-efficacy increased and this caused a decrease in computer anxiety. This is also consistent with the findings of the present study.

Perceived usefulness was another construct in which training provided a positive increase (Davis, 1989). Although there were many studies which verified the relationship between system use or attitude and constructs of TAM, especially perceived usefulness (Davis, 1989; Lederer, Maupin, Sena & Zhuang, 2000; Lin & Lu, 2000; Moon & Kim, 2001; Saade & Bahli, 2005; Roca, Chiu & Martinez, 2006; Burton-Jones & Hubona, 2006), the present study was the only one which focused on the effect of training on perceived usefulness. The positive effect of training on perceived usefulness was verified in this study. Considering the fact that perceived usefulness was a factor whose positive relation with information system use was confirmed by many studies, it could be argued that enhancing perceived usefulness

through appropriate training would provide an increase on information system use. However, the results of this study should be interpreted with caution as the differences in scores of the pre and post measurement were not great.

CHAPTER 5

CONCLUSION

This study was conducted in order to examine the effect of compact training on teachers' attitude towards the internet. There were two important results of the study. The findings showed that the training provided did indeed improve the teachers' attitude toward the web, which is important to consider while designing new training for teachers, especially when targeting attitude.

The second important outcome of the study was the instrument adapted and used in the study. WAS, the instrument in TUM, was translated into Turkish. Its reliability was checked in an adaptation study and was used for measuring teachers' web attitude. According to the results of the adaptation study, Turkish translation of WAS was found to be a reliable instrument. The purpose of WAS was not only to understand user attitude towards the web but also to measure the perception of self efficacy, web enjoyment and behavioral intention to use the web. It is possible to use this instrument in further research, when participants' language is Turkish.

Training materials were developed in order to teach how to create web sites using free services of a portal site. Change in attitude and four constructs of attitude; web self efficacy, perceived web usefulness, perceived web enjoyment and behavioral intention to use web, before and after the training, was analyzed. A

significant difference was found between the pre and post scores of web attitude. The training also created a positive and significant difference on web self efficacy and perceived web usefulness scores. Although the post training scores of perceived web enjoyment and behavioral intention to use web were higher than the pre training scores, the differences were found not to be significant.

There were two important properties of the training which possibly provided the improvement. One of them was the instruction method used during the training. The behavior modeling method, which involved a visual observation of the behaviors of a model performing a task was used and learning occurred by imitating and extending the model's behavior in practice (Chou and Wang, 2000). The other one was dividing the content of the training into small tasks. Before going on with the next task, the accomplishment of the previous task by the participant was required. If needed, the instructor helped the participant individually. The success of one task led to a decrease in perceived difficulty of the next task and enhanced self-efficacy (David et al., 2007). While developing new training for teachers, focusing on the properties of the training stated above may provide a similar success on changing attitude positively.

Considering the subject of the training there was another important point. Creating a web page was previously considered a high level task due to programming skills needed. However, in our training, the free service provided by the portal did not require the participants to have any information about programming skills. As a result each participant was able to create a web page after the training, and this helped them form a sense of self efficacy.

The fact that training took place in an environment with which the teachers were familiar accelerated their adaptation to the learning environment. Also, as they

were already at the school where training was conducted, teachers did not spend any extra time to reach the training location. Therefore, time factor that prevented teachers from participating in the training had been minimized.

The operations listed in the file menu of a word processor program showed similarities with the operations listed in the file menu of a spreadsheet program, this resulted from the fact that while developing computer programs or web sites the general conventions like wording, menu formats and page and form design were used. A user who learned how to perform operations in the file menu of a word processor, would easily learn how to perform the operations in the file menu of a spreadsheet program. Because the Internet is an environment where the same design conventions are used, learning how to create a web page in the Mynet portal site could help teachers to learn how to create web pages in different systems. Also, successful accomplishment of a training would form a base for further trainings and also ease the further learning process.

In addition, Compeau and Higgens (1995) counted generalizability among three dimensions of computer self efficacy, and defined it as the limitation of the belief about one's ability in terms of the domain of the activity. It was possible to generalize self efficacy belief from one domain of activity to another. If a person believed that she or he were efficient in doing one activity, this self efficacy belief could be transferred to other activities.

While developing training materials for in service teacher training, the principles behind this study could be used. These principles are briefly; (1) giving teachers the opportunity to individually perform each task, and (2) providing individual assistance whenever needed. This method could also be tested and used in

adult education programs in order to help the participants acquire some basic computer and Internet skills.

Despite the fact that the training was short, it made a difference in terms of attitude, especially web usefulness and self efficacy constructs. The training methods used in the study was successful and could form a base for planning further training materials and programs.

Limitations

Training offered as part of this research was voluntary. Those who responded to an announcement at a school were recruited as participants. However, it was not easy to persuade teachers, who taught thirty hours a week and also had other responsibilities, to participate in the training after the school day. Therefore many teachers did not want to attend the training, so the number of teachers participated was limited to sixteen. Because a limited number of participants prevented making generalizations, it is necessary to carry out further treatments with larger samples in order to confirm findings of this study. As a solution some motivational incentives could be used to encourage participation. Preparing training as a part of a compulsory course for in-service training would also provide an increase in the number of participants.

As the training had to be held at the end of the school day, the teachers were inevitably tired. Their being tired might have affected their performance negatively. If the training had been conducted in a more convenient time when teacher were less tired and more focused and engaged in the lesson, it would have been more useful and effective.

As indicated in the instrument section in the chapter on methodology, according to the factor analyses, one item from behavioral intention needed to be swapped with another in web usefulness in the Turkish version of WAS. This could have resulted from the wording used during the translation process. Retranslation of these two items could be considered before using the Turkish version of WAS.

Further Research

Although the participants did not have any experience in creating web sites, they had the basic skills needed to operate computers, such as using the keyboard and the mouse. Participants with limited knowledge and experience with computers and the Internet might be chosen for further study in order to test the effect of the compact training on teachers who are not familiar with IT.

In this study the participants were not grouped according to their attitude levels before the training. Working with a group of participants whose computer and Internet attitude levels are low may lead to more significant attitude changes after the training, which can be investigated.

The adapted instrument in the study, the Turkish version of WAS, could be used in order to measure the attitude towards the internet in further research. In the present study, the instrument was used specifically in order to measure the change that occurred after training. It could be used in different research settings by adding new variables, such as the type of information system used, the duration of the training, age, previous experience of the participants or usability, and the effects of these variables on attitude could be examined. It is also possible to research the

influence of training with different participants from different occupations, and to compare the attitude of different participant groups.

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APPENDIX

Appendix A: Web Attitude Scale (Liaw, 2002a)

Web self-efficacy

- I feel confident using the Internet/World Wide Web (WWW).
- I feel confident using E-mail.
- I feel confident using WWW browsers (e.g. Internet Explorer, Netscape Communicator).
- I feel confident using search engines (e.g. Yahoo, Excite, and Lycos).

Web enjoyment

- I like to use E-mail to communicate with others.
- I enjoy talking with others about the Internet.
- I like to work with the Internet/WWW.
- I like to use the Internet from home.

Web usefulness

- I believe using the Internet/WWW is worthwhile.
- The Internet/WWW helps me to find information.
- I believe the Internet makes communication easier.
- The multimedia environment of WWW (e.g. text, image) is helpful to understand online information.

Behavioral intention to use the Web

- I believe the Internet/WWW has potential as a learning tool.
- I believe that the Internet/WWW is able to offer online learning activities.
- I believe that learning how to use the Internet/WWW is worthwhile.
- Learning the Internet/WWW skills can enhance my academic performance.

Appendix B: WAS Turkish Translation (Version One)

İnternet kullanımında yeterlilik

- İnternet kullanımında kendimi yeterli hissediyorum.
- E-posta kullanımında kendimi yeterli hissediyorum.
- Internet Explorer, Netscape gibi web tarayıcıların kullanımında kendimi yeterli hissediyorum.
- Google, Yahoo, Excite gibi arama motorları kullanımında kendimi yeterli hissediyorum.

İnternet kullanımından zevk alma

- E-postayı başkalarıyla iletişim kurmak için kullanmaktan hoşlanıyorum.
- Başkaları ile Internet hakkında konuşmaktan hoşlanıyorum.
- İnterneti kullanarak çalışmayı seviyorum.
- İnterneti evden kullanmayı seviyorum.

İnternetin Kullanışlılığı

- Interneti kullanmanın yararlı olduğuna inanıyorum.
- İnternet bilgiye ulaşmama yardımcı oluyor.
- İnternetin iletişimi kolaylaştırdığına inanıyorum.
- İnternetin metin ve resim gibi çoklu ortam özellikleri Internet üzerindeki bilgileri anlamaya yardımcı olmaktadır.

İnterneti kullanmak için davranışsal istek

- İnternetin bir öğrenme aracı olma potansiyeline sahip olduğuna inanıyorum.
- İnternetin çevrimiçi öğretim etkinlikleri sunabileceğine inanıyorum.
- İnterneti kullanmayı öğrenmenin yararlı olacağına inanıyorum.
- İnterneti kullanma becerisini edinmek akademik performansımı arttırabilir.

Appendix C: Back Translation of WAS (English from Turkish Translation)

- I am capable enough to use the Internet.
- I am able to use e-mail.
- I can use all web browsers espacially Internet Explorer, Netscape.
- I can use all search engines espacially Yahoo, Excite.
- I prefer using e-mail services to communicate.
- I like chatting about Internet with people.
- While working I like using the Internet.
- I like having Internet at home.
- I find using the intenernet is useful.
- Internet helps me to reach the exact information I need.
- I think the Internet makes communication easy.
- Multimedia environment like text and pictures help us understand the information on the Internet.
- I believe Internet has the potential of being a learning device
- I believe Internet presents online teaching activities.
- I believe learning how to use the Internet is essential.
- Having the ability of using the Internet (Being an Internet user) increase academic performance.

Appendix D: WAS Turkish Translation (Final Version)

İnternet kullanımında yeterlilik

- İnternet kullanımında kendimi yeterli hissediyorum.
- E-posta kullanımında kendimi yeterli hissediyorum.
- Internet Explorer, Netscape gibi web tarayıcıların kullanımında kendimi yeterli hissediyorum.
- Google, Yahoo, Excite gibi arama motorları kullanımında kendimi yeterli hissediyorum.

İnternet kullanımından zevk alma

- E-postayı başkalarıyla iletişim kurmak için kullanmaktan hoşlanıyorum.
- Başkaları ile Internet hakkında konuşmaktan hoşlanıyorum.
- İnterneti kullanarak çalışmayı seviyorum.
- İnterneti evden kullanmayı seviyorum.

İnternetin Kullanışlılığı

- Interneti kullanmanın yararlı olduğuna inanıyorum.
- İnternet bilgiye ulaşmama yardımcı oluyor.
- İnternetin iletişimi kolaylaştırdığına inanıyorum.
- İnterneti kullanmayı öğrenmenin yararlı olacağına inanıyorum.

İnterneti kullanmak için davranışsal istek

- İnternetin bir öğrenme aracı olma potansiyeline sahip olduğuna inanıyorum.
- İnternetin çevrimiçi öğretim etkinlikleri sunabileceğine inanıyorum.
- İnterneti kullanma becerisini edinmek akademik performansımı arttırabilir.
- İnternetin metin ve resim gibi çoklu ortam özellikleri internet üzerindeki bilgileri anlamaya yardımcı olmaktadır.

Appendix E: İnternete karşı tutum ölçeği araştırması anketi

Bu araştırma öğretmenlerin internete karşı olan tutumlarını incelemek amacıyla yapılmaktadır. Bu konu ile ilgili bize 10-15 dakikanızı ayırdığınız için teşekkür ederiz.
İyi çalışmalar dileriz,

1 den 7 ye kadar giden bir cetvelde değerlendirecek olursanız, aşağıdaki ifadelere ne derece katılıyorsunuz? Bu cetvelde "1" kesinlikle katılmıyorum, "7" kesinlikle katılıyorum anlamına gelmektedir.

	Kesinlikle Katılıyorum			.....			**Kesinlikle Katılmıyorum**
İnternet kullanımında kendimi yeterli hissediyorum.	7	6	5	4	3	2	1
E-posta kullanımında kendimi yeterli hissediyorum.	7	6	5	4	3	2	1
Internet Explorer, Netscape, Mozilla, Firefox gibi web tarayıcıların kullanımında kendimi yeterli hissediyorum.	7	6	5	4	3	2	1
Google, Yahoo, Excite gibi arama motorları kullanımında kendimi yeterli hissediyorum.	7	6	5	4	3	2	1
E-postayı başkalarıyla iletişim kurmak için kullanmaktan hoşlanıyorum.	7	6	5	4	3	2	1
Başkaları ile Internet hakkında konuşmaktan hoşlanıyorum.	7	6	5	4	3	2	1
İnterneti kullanarak çalışmayı seviyorum.	7	6	5	4	3	2	1
İnterneti evden kullanmayı seviyorum.	7	6	5	4	3	2	1
İnterneti kullanmanın yararlı olduğuna inanıyorum.	7	6	5	4	3	2	1
İnternet bilgiye ulaşmama yardımcı oluyor.	7	6	5	4	3	2	1
İnternetin iletişimi kolaylaştırdığına inanıyorum.	7	6	5	4	3	2	1
İnternetin metin ve resim gibi çoklu ortam özellikleri internet üzerindeki bilgileri anlamaya yardımcı olmaktadır.	7	6	5	4	3	2	1
İnternetin bir öğrenme aracı olma potansiyeline sahip olduğuna inanıyorum.	7	6	5	4	3	2	1
İnternetin çevrimiçi öğretim etkinlikleri sunabileceğine inanıyorum.	7	6	5	4	3	2	1
İnterneti kullanmayı öğrenmenin yararlı olacağına inanıyorum.	7	6	5	4	3	2	1
İnterneti kullanma becerisini edinmek akademik performansımı arttırabilir.	7	6	5	4	3	2	1

Appendix F: Demographic information

Cinsiyetiniz?

Kadın	1
Erkek	2

Doğum Tarihiniz?

19 __ __

Medeni durumunuz?

Evli	1
Bekar	2

Çocuk sayısı?

Yok	1
1 tane	2
2.tane	3
3.tane	4
4.tane	5
4 den fazla	6

Branşınız nedir?

Mezun olduğunuz okul?

Öğretmenlikte kaçıncı seneniz?

__ __

Öğretmenlik eğitimi sırasında bilgisayar ile ilgili
ders aldınız mı?

Evet	1
Hayır	2

Dersin yeterliliğini 1 den 10 a kadar bir cetvelde değerlendirecek olsanız kaç verirdiniz?

— —

Öğretmenliğiniz süresince hizmet içi eğitim kapsamında bilgisayar ile ilgili kurs gördünüz
mü?

Evet	1
Hayır	2

Kursun yeterliliğini 1 den 10 a kadar bir cetvelde değerlendirecek olsanız kaç verirdiniz?

— —

Hizmet içi eğitimler ve öğretmenlik eğitimi sırasında aldığınız dersler hariç bilgisayar kurs
veya kurslarına katıldınız mı?

Evet	1
Hayır	2

Kurslar hangi konu veya konuları
kapsamaktaydı?

Evinizde sizin kullandığınız bir bilgisayar var mı?

Evet	1
Hayır	2

Appendix G: Announcement made at Üsküdar Anatolian High School

.: Kısa bir eğitimle :.

Hızlı ve Kolay

.: İnternet sitesi sahibi olun :.

Karışık programlama dilleri ile uğraşmadan
Herhangi bir ücret ödemeden
Herkesle paylaşabileceğiniz bir internet siteniz olsun

.: Tek yapmanız gereken üç saatinizi ayırmak :.

Ayrıntılı bilgi için

İngilizce Öğretmeni Gamze Özkan Bayramoğlu ile iletişime geçebilirsiniz

- Bu eğitim Boğaziçi Üniversitesi Eğitim Bilimleri Yetişkin Eğitimi programında eğitimine devam eden Yusuf Bayramoğlu tarafından verilmektedir.
- Eğitim Tez çalışması kapsamında hazırlanmıştır.
- Eğitim öğretmenlere yöneliktir.
- Eğitim saatleri katılacak öğretmenlerin uygun olacağı zamana göre planlanacaktır.
- Eğitim sırasında Mynet'in Mysite hizmeti kullanılacaktır.
- Eğitim için herhangi bir ücret alınmamaktadır.

- Eğitime katılıp tez çalışmasına katkıda bulunan herkese teşekkürler.

Mysite

Bu dökümantasyonda Türkiye de hizmet veren portallardan biri olan MyNet in bir hizmetinin, MySite'ın kullanımı ile ilgili bilgiler bulunmaktadır. Aşağıda görmüş olduğunuz içindekiler bölümünde bu eğitimde yer alan konuları ve hangi sayfada yer aldığını görebilirsiniz.

İçindekiler

Mynet portalına giriş

MyNet bir çok farklı hizmeti içinde barındıran ve bu hizmetlerin bir çoğunu kullanıcılarına ücretsiz üyelik yardımıyla ulaştıran bir sitedir. Bu ve benzeri, bir çok farklı hizmeti aynı anda sunan siteler içerikleri açısından portal olarak adlandırılmaktadır. Bu portal türkçe hizmet vermektedir.

MyNet e giriş için internet tarayıcınızın adres çubuğuna www.mynet.com yazmanız yeterlidir.

Mysite hizmetine giriş

MySite, MyNet'in kullanıcılarına site yaratma imkanı veren hizmetidir. MyNet ana sayfasının sol menüsünde Mysite seçeneğini tıklayarak ilgili sayfayı açabilirsiniz.

İnternet tarayıcınızın adres çubuğuna mysite.mynet.com adresini yazarakta aynı sayfaya giriş yapabilirsiniz.

Bu hizmetten yararlanabilmek için MyNet üyesi olamak gerekmektedir.

MySite hizmetinin ana sayfasında girişi tıklayınız. Giriş sayfasının sağ kısmında bizden Üye adı ve şifremizi istemektedir. Bir üye adı ve şifre sahibi olmak için sayfanın sol kısmında yer alan ÜYE OLMAK İSTİYORUM linkini tıklayınız. Karşınıza çıkan sayfada sizden bazı bilgiler istenmektedir. Bu bilgileri girerek üye olabilirsiniz.

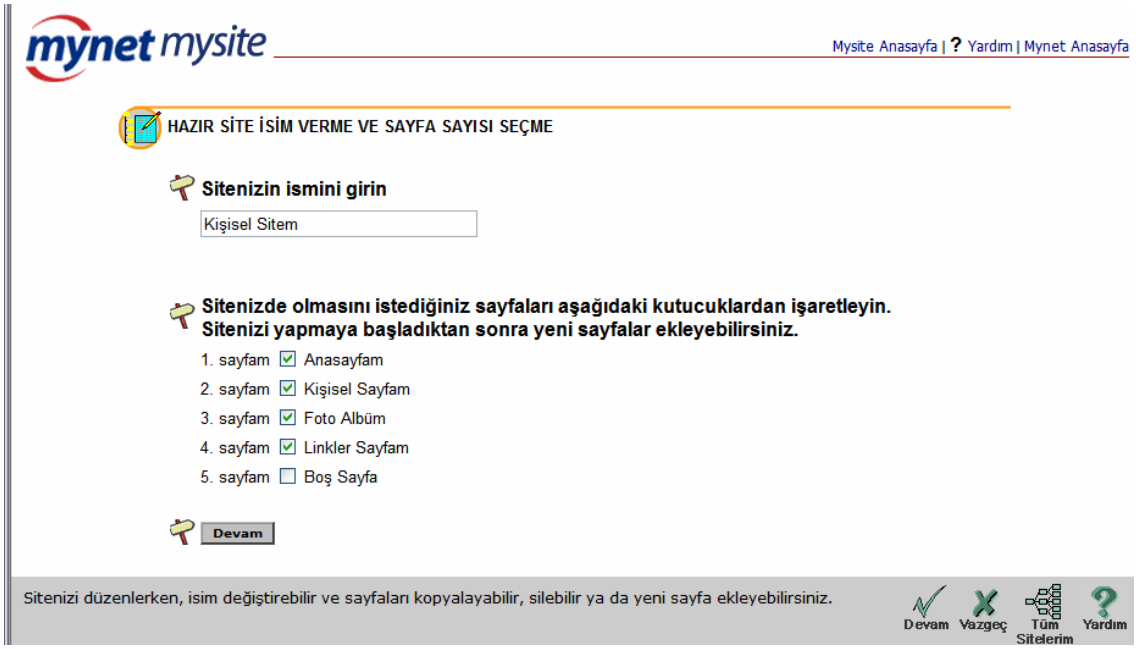
Üye olurken, iletişim adresi olarak bir e-posta adresine ihtiyaç duyulmaktadır. Bunun için isterseniz zaten var olan e-posta adresininizi isterseniz MyNet'in size sağlayacağı e-postayı kullanabilirsiniz.

Üye adı ve şifresini aldıktan sonra giriş sayfasından MYNET ÜYE GİRİŞ bölümüne gerekli bilgileri girerek giriş yapabilirsiniz.

Sitemizi HAZIR SİTE ARACI ile oluşturmaya başlayalım

Üye girişi sonrasında karşımıza çıkan sayfadan HAZIR SİTE ARACI menüsünü tıklayınız. Size özel ve kişisel bir site oluşturacağımız için "Kişisel Site" linkini tıklayınız.

Karşınıza çıkan sayfada oluşturacağımız sitenin ismini verip, başlangış için içinde hangi sayfaların bulunmasını istediğinizi belirtiniz. DEVAM butonuna basınız.



Karşımıza çıkacak bir sonraki adım sitemiz için genel bir görünüm seçmektir. Sağda listelenen seçenekleri Göster tuşu ile görüntüleyip hangisini seçmek istediğinize karar verebilirsiniz. Tasarımı seçtiğiniz zaman başta belirttiğiniz sayfalar seçmiş olduğunuz görünüm ile birlikte hazır demektir. Bu dökümanda sitemiz için Güneş ve Dağ tasarımını seçtik.

Sayfa düzenleme ekranına genel bir bakış

Karşımıza çıkan ekranı bizim sitemizi ve sitemizdeki sayfaları düzenlemize imkan sağlayan ekrandır. Bu ekranı biraz tanımaya çalışalım.

Sayfa üç bölümden oluşmakta. Üst bölümde Mynet'in ve Mysite'ın amplemi ve linkleri ile yardım seçeneği bulunmakta. Orta bölümde düzenlemekte olduğumuz sayfanın içeriği ve "Düzenle" butonları gözükmektedir. Alt bölümde ise sayfayı ve siteyi düzenlerken kullanacağımız araçlar yer almaktadır.

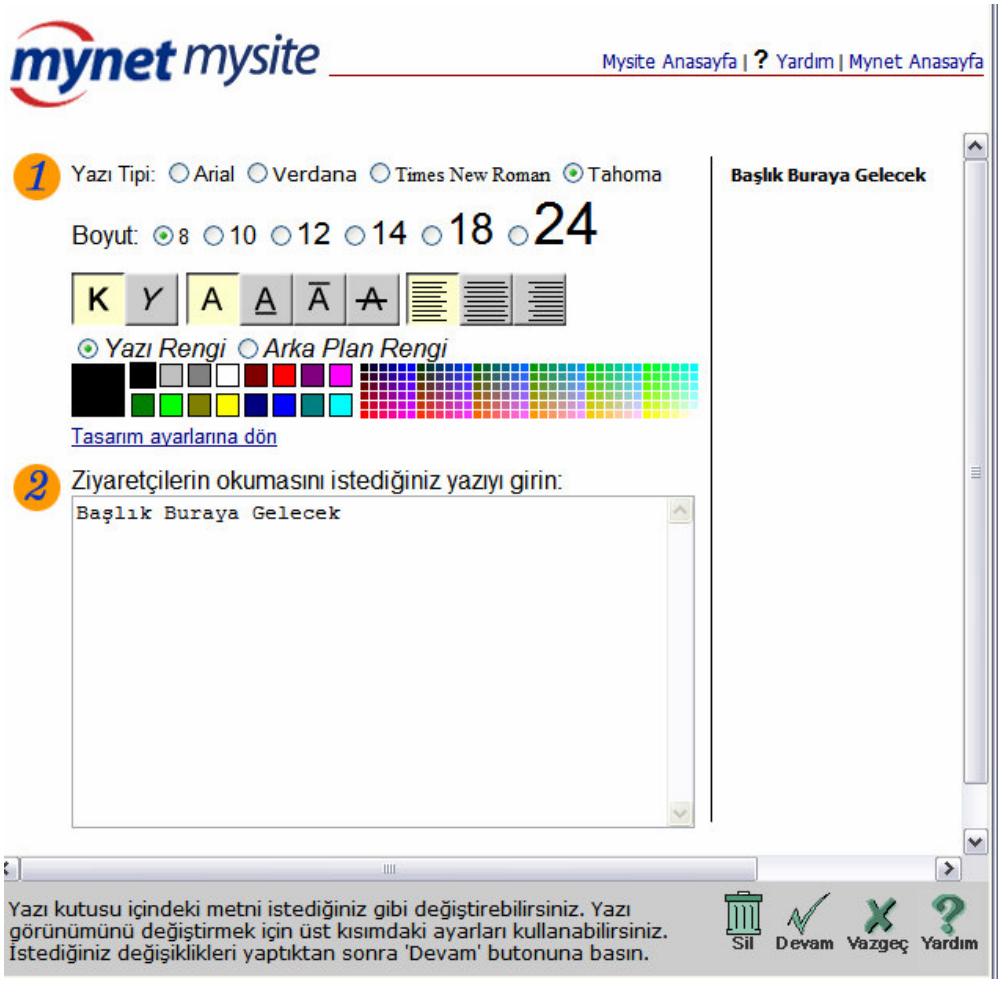
Var olan sayfayı “Düzenle” butonu yardımıyla düzenleme

Düzenleme ekranında sayfanın bir çok yerinde “Düzenle” butonu yer almaktadır. Bu buton yardımıyla hemen yanındaki sayfa ögesini değiştirmek mümkündür. Bu öge bir yazı, resim veya link olabilir.

Yazıyı düzenleme

Şimdi Başlık Buraya Gelecek yazısının yanındaki Düzenle butonunu tıklayalım.

Karşımıza sırasıyla, yazının tipini, yazının boyutunu, yazının biçimini (Kalın K, Yatık, Y, Altı, üstü, ortası çizili), yazının sayfa içindeki hizalanmasını (sağa dayalı, sola dayalı, ortalanmış) ve yazının metnini değiştirmemize imkan sağlayacak seçenekleri sunan bir ekran çıktı. Yazı üstünde yaptığınız bütün değişiklikleri sağ kısımda takip edebilirsiniz.



Sayfanın en altında ise şu an yapmakta olduğumuz işle ilgili bize bilgi veren bir bölüm ve onun hemen yanında yazıyı silmemizi sağlayan 

butonu, yaptığımız değişiklikleri kaydederek işleme devam etmemizi sağlayan 

butonu, yapmakta olduğumuz değişikliği iptal edecek 

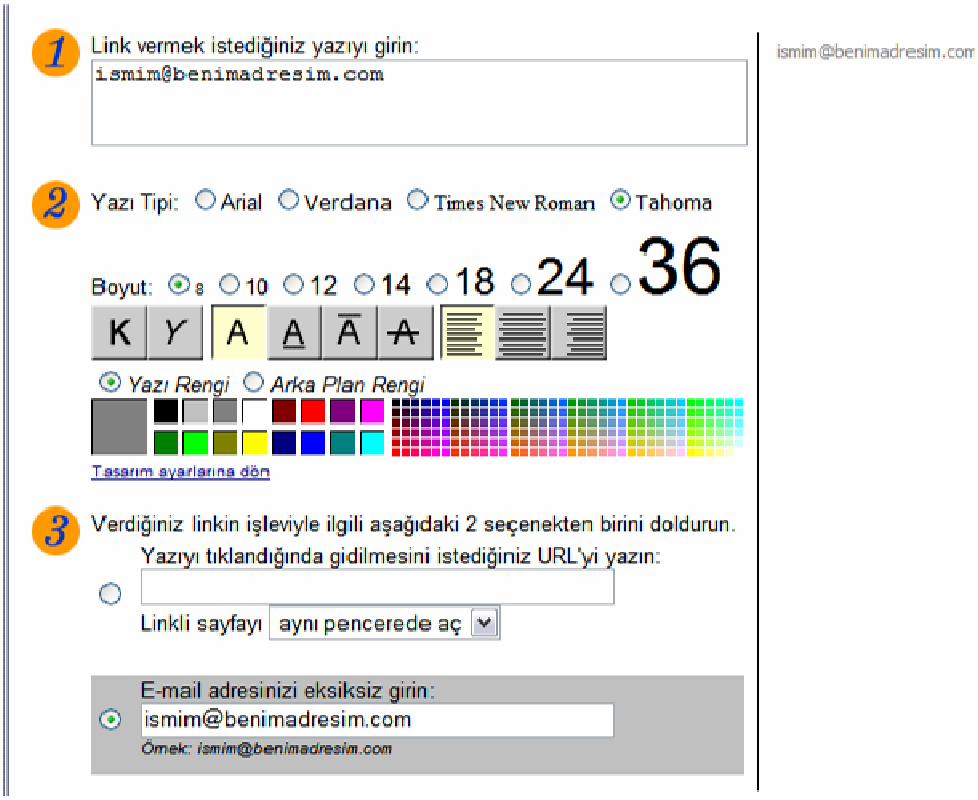
butonu bulunmaktadır. Bütün düzenleme işlemlerinde bu butonlar bulunmaktadır.

Linki düzenleme

Linkin yanındaki Düzenle butununu tıkladığınızda karşınıza yazıyı düzenlediğimiz ekrana benzer bir ekran çıkacaktır. Bu ekranda sayfada linkin

nasıl görüneceğini, linkin yazısını, yazı tipini, boyutunu, biçimini, rengini, arka fonunun rengini, tıklandığında nereye yönlendirileceğini belirleyebilirsiniz.

İsterseniz başka bir sayfanın linkini verebileceğiniz gibi bir e-mail adresinede link verebilirsiniz. Bu bölüm link ekleme başlığında daha detaylı olarak anlatılacaktır.



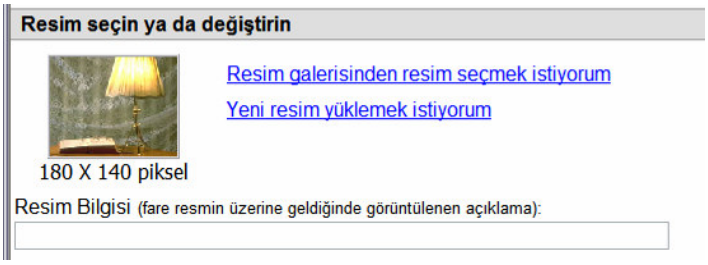
Resmi düzenleme

Şimdi sayfamızın üstünde yer alan resmin yanında yer alan Düzenle butonuna tıklayalım. Karşımıza resmi ve resmin özelliklerini değiştirmemize imkan sağlayacak bir ekran çıktı. Şimdi bu ekranı bölüm bölüm inceliyelim.

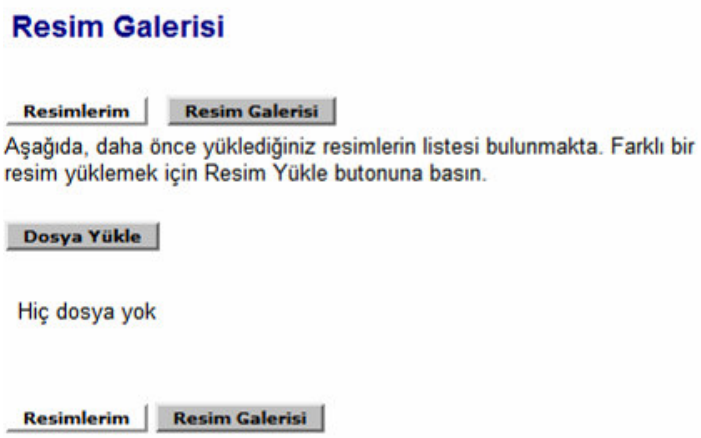
→ Resmi seçme ve düzenleme

Seçili olan resmi başka bir resim ile değiştirmek için iki alternatifimiz var. Bunlardan biri daha önce siteye eklenmiş resimlerden oluşan resim galerisinden yararlanmak. Bir diğeri ise bilgisayarımızda olan bir resmi

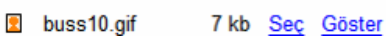
eklemek. Bu kısımda ayrıca resmin üstüne gelip bir süre beklediğinizde ekrana çıkan açıklama yazısınıda değiştirebilirsiniz.



Resim galerisinden resim seçmek istiyorum diyelim. Karşımıza çıkan ekranda Hiç dosya olmadığını göreceksiniz çünkü henüz bir resim yüklemedik.



Resimlerim kısmı boş ama Resim Galerisini seçerseniz burada Mysite tarafından yüklenmiş resimlerin olduğunu göreceksiniz.

Bunlardan birini Göster linkine tıklayarak görüntülüyebilir, Seç linki ile sayfaya ekleyebilirsiniz. 

Şimdi makinamızda olan bir resim dosyasını ekleyelim. Yeni resim yüklemek istiyorum linkini tıklayalım.

Karşımıza çıkacak ekranda Gözat butonunu tıklayarak bilgisayarımızda eklemek istediğimiz resmi seçelim ve Resmi Yükle butonuna tıklayalım. Aynı

isimle bir resmi daha önce yüklediyseniz Varsa üzerine yaz seçeneğini kullanarak eski resmi yenisi ile değiştirebilirsiniz.

Seçtiğimiz resim sitemize yüklenecek ve karşımıza resmimizin özelliklerini gösteren bir sayfa çıkacaktır. Bu sayfa aracılığıyla resmimizin boyutunu değiştirebiliriz. Resmimizi küçültmek sayfanın daha hızlı yüklenmesine yardımcı olacaktır.

Gerekli boyut değişikliği yaptıktan sonra Resmi Sayfaya Yerleştir demeniz yeterlidir.

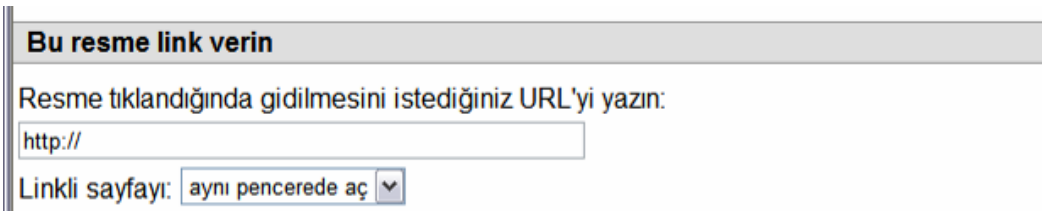
Bu resim artık Galerideki resimlerim bölümüne eklenmiştir. İstediğiniz sayfada bu resmi kullanabilirsiniz.

→ Resim ve yazı düzeni

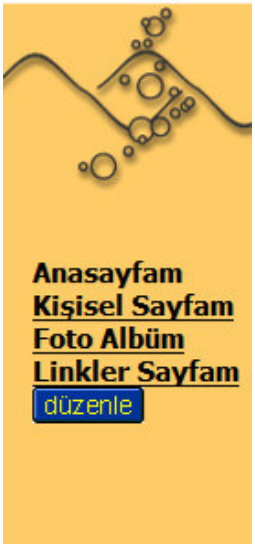
Resmin sayfa içinde nerede bulunacağı, (sağa, sola dayalı, ortada hizalanmış) ve yazının resmin neresinde bulunacağı ile ilgili seçimimizi burada yapıyoruz. Ayrıca resmin üst, alt, sol ve sağında ne kadar boşluk olması gerektiğini bu ekranda belirliyoruz.

→ Resme link verme

Resme tıklandığında başka bir sayfanın açılmasını istiyorsanız, açılmasını istediğiniz sayfanın linkini buraya ekleyebilirsiniz. Bu sayfa isterseniz kendi oluşturduğunuz sayfalardan biride olabilir. Yeni sayfayı ister aynı pencerede isterseniz başka bir pencerede açabilirsiniz.



Düzenleme için başka bir sayfa seçme



Hazır site aracı ile oluşturduğumuz sitemiz birden çok sayfadan oluşmaktadır. Sitede yer alan her bir sayfada bu sayfalara link bulunmaktadır. Başlangıçta seçmiş olduğumuz görünüme göre bu linkler sayfanın üstünde veya sayfanın solunda yer alabilir. Bizim güneş ve dağ tasarımını seçmiştik. Bu tasarımda sitemizde yer alan sayfanın linkleri sol kısımda yer almaktadır. Bu bizim site içinde gezinmemize imkan sağlayan gezinim menümüzdür. Diğer sayfaları açmak için bu linkler kullanılabilir.

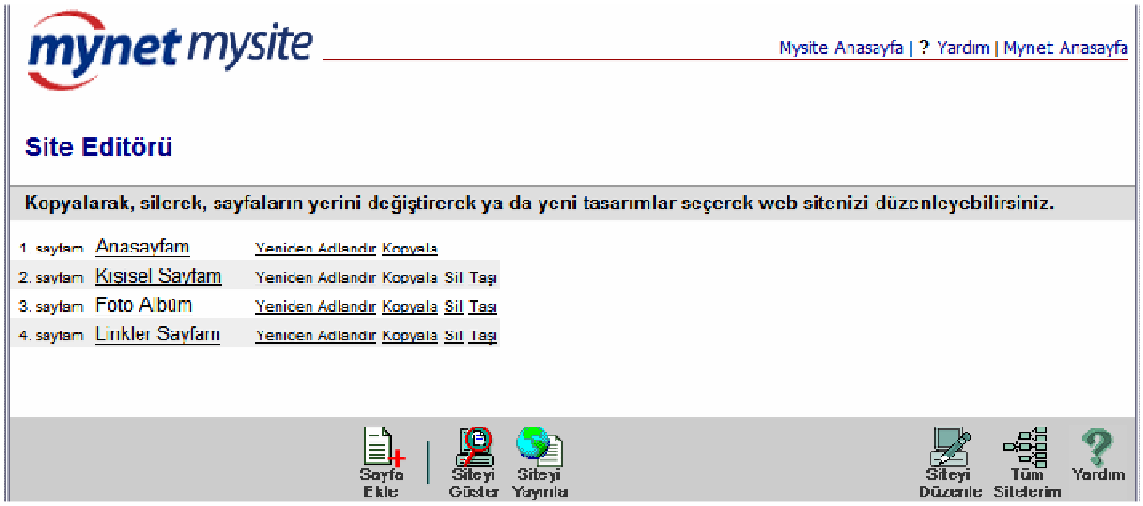
Sayfa düzenleme modunda oluduğumuz için bu linkleri kullanarak ilgili sayfayı düzenlemek için açacağız. Hazır site aracı ile oluşturduğumuz sitemizde dört sayfa bulunmakta. Anasayfam, Kişisel sayfam, Foto Albüm ve Linkler sayfam. Dikkatlice incelediğinizde Anasayfam haricinde diğerlerinin altı çizili ve tıklanabilir olduğunu göreceksiniz. Bunun anlamı şu an düzenlemekte olduğumuz sayfanın Anasayfam olduğudur. Şimdi düzenlemek için Kişisel sayfam'ı tıklayalım. Artık Anasayfam'ın altı çizili, Kişisel sayfam ise normal yazmakta. Yani Kişisel Sayfam'ı düzenleyebiliriz.

Sitedeki sayfaları düzenleme (Site editörü)

Sitemizde dört sayfamız vardı, bu sayfalara yenisini ekleme, var olanı silmek veya sayfanın sırasını değiştirmek isteyebiliriz. Bunun için gezinim menüsünün hemen altındaki düzenle butonunu tıklayalım. Bu bize site editörünü açacaktır. Site editörünü ayrıca sayfanın alt bölümünde yer alan

butonu ile de ulaşabliriz. Karşımıza çıkan ekranda var olan sayfalar sırasıyla yer almaktadır. Her bir sayfanın yanında o sayfa ile ilgili yapılabilir işlemler gözükmektedir. Bunlar sayfayı yeniden adlandırmak, kopyalamak,

silmek ve taşımaktır. Anasayfam sayfası giriş sayfası olduğu için yanında silme ve taşıma seçenekleri bulunmamaktadır.



→ Sayfaları yeniden adlandırmak

Yeniden Adlandır linkine tıkladığınızda karşınıza sitede ye alan sayfaları yeniden adlandırabileceğiniz bir sayfa çıkacaktır. Yapmanız gereken ilgili sayfa veya sayfaların adını değiştirip Devam butonuna basmaktır.

→ Sayfayı kopyalamak

Sayfayı kopyalayı seçtiğiniz zaman aynı isim ve özellikli bir sayafa otomatik olarak sayfa listesine eklenir.

→ Sayfayı silmek

Sayfayı sil linkini tıkladığınızda sayfa silenecektir. Bu işlemin geri dönüşü olmadığı için dikkatli olmak gereklidir.

→ Sayfayı taşıma

Sayfayı taşı linkini tıkladığınız zaman karşınıza sayfayı nereye taşıyacağınızı seçebileceğiniz butonlar çıkacaktır. Uygun yerdeki burayı taşı butonunu tıklamanız yeterlidir.

→ Sayfa ekleme

Site Editöründeyken, sayfanın en altında yapılabilecek ek seçenekler yer almaktadır. Bunlardan 

butonuna tıklayarak yeni bir sayfa ekleyebilirsiniz.

Tekrar sitemizi düzenlemeye geri dönmek için 

butonunu kullanınız.

Sayfaya yeni ögeler ekleme ve altta yer butonları kullanma

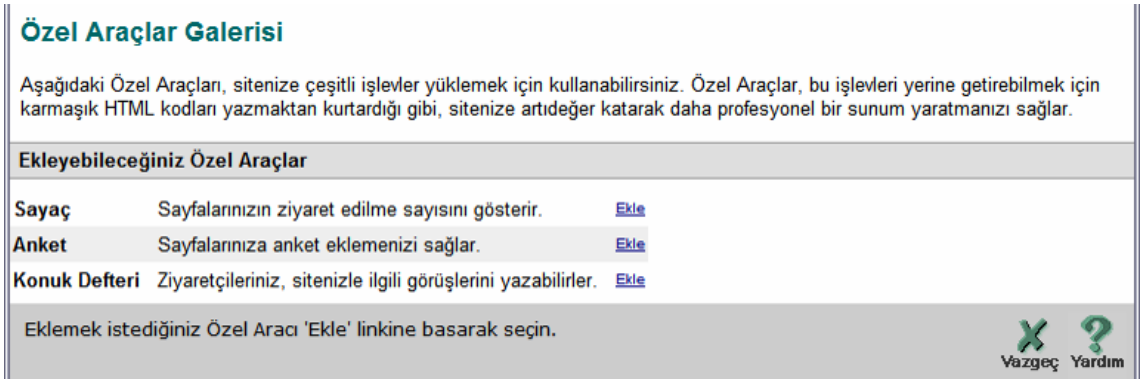
Yeni eklediğimiz boş sayfayı açalım. Sayfamız diğer sayfalarla kıyaslandığı zaman boş gözükmekte. Şu ana kadar sitede zaten var olan bölümler üzerinde değişiklikler yapmayı gördük, şimdi ise sayfaya yeni ögeler ekleyeceğiz. Aslında sayfaya yeni ögeler eklemek ile eklenmiş ögeler üzerinde değişiklik yapmak bir birine çok benzemekte. Bunun için sayfanın en altında yer alan butonları kullanabiliriz. Bu butonlar yardımıyla sırasıyla yazı, resim veya link ekleyebilirisiniz.

Bunların düzenlemede faklı olan kısmı butona bastığımızda karşımıza çıkan ilk ekrandır. Bu ekranda seçtiğimiz ögeyi sayfanın neresine ekleyeceğimizi seçiyoruz. Uygun yeri belirleyip buraya ekle butonuna tıklamanız yeterli. Sonrası ögeyi düzenlerken yapmış olduklarımız ile aynıdır.

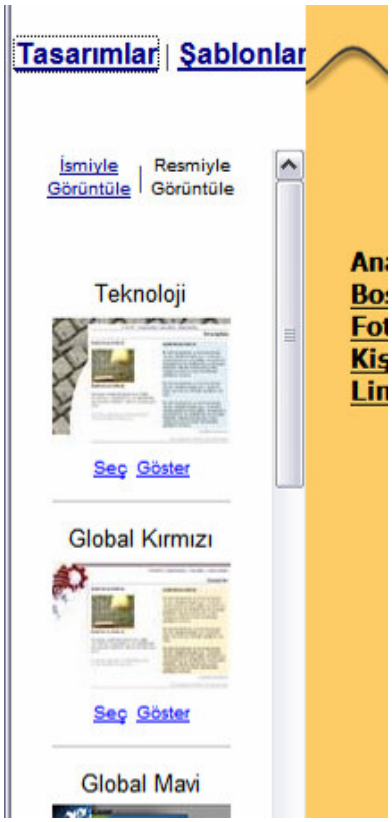
Bu araçlar araçılığıyla ayrıca yeni sayfa ekleyebilir, sayfayı taşıyabilir, kopyalayabilir, silebilirsiniz yada site editörünü açabilirsiniz. Bu kısımları zaten öncesinde görmüştük. Şu ana kadar görmediğiniz kısımlara değinelim.

→ Özel Araçlar

Mysite'ın sunduğu ve site içinde kullanabileceğimiz, farklı işlevler sunan ek ögeler bulunmaktadır. Bunlar hazır sayaç, anket ve konuk defteridir. Bunlarıda sayfamıza ekleyebiliriz.



→ Görüntü değiştir



Sitemizi oluştururken güneş ve dağ seçeneğini seçmiştik ve bütün sayfalarımız bu tasarıma uygun olarak oluşmuştu. Sitemizin bazı sayfalarında farklı tasarımlar kullanmak isteyebiliriz. Bunun için Görüntü Değiştir butonunu tıklayalım. Sayfanın solunda Mysite'ın bize sağladığı tasarımlar listelenecektir. Bunlardan istedğiniz birini saçabilir ve sayfaya uygulayabilirsiniz.

Şablonlar bölümünde ise sayfanın tek sütundan mı yoksa iki sütundan mı oluşacağını belirleyebilirsiniz.

→ Siteyi Göster

Siteyi göster butonuna tıklamanız durumunda, düzenleme modundan çıkar ve siteyi kullanıcıların göreceği şekilde görüntüleyebilirsiniz. Tekrar düzenleme moduna geçmek için Siteyi Düzenle butonuna tıklamalısınız.

→ Siteyi Yayınla

Sitemizin hazır olduğunu düşündüğünüz zaman sitenin herkesçe görüntülenebilmesi için yayınlanması gerekmektedir. Bunu için Siteyi Yayınla butonunu tıklayınız. Karşımıza çıkan ekranda isterseniz Sitemi son bir kez görmek istiyorum linkini tıklayarak sitemizin en son halini görüntüleyebiliriz. Sitemizi yayınlayacağımız adreste belirleyici olacak dizin ismini seçmeliyiz. İnsanlarla sitemizi paylaşacağımız zaman bu sitemizin adresinde bu dizinde yer alacağı için sitemizi anlatn ve akılda kalıcı bir dizin ismi seçmek iyi olacaktır. Oluşturduğumuz sitenin Mysite içinde daha kolay bulunabilmesi için sitemizin hangi konularla ilgili olduğu kategörüleri seçmeliyiz. Şayet herhangi bir kategori seçmessek sitemiz Mysite aramalarında listelenmeyecektir. Yayınla butonuna basmamızla birlikte artık sitemiz internette diğer kullanıcıların gezinimine açtık demektir.

Sitemizin adresini paylaşalım

Sitemize ulaşmak için internet tarayıcımızın adres çubuğuna **http://KULLANICIADIMIZ.sitemynet.com/DİZİNADI/** yazmamız yeterlidir. Benim kullanıcı adım **yusuf.bayramoglu** ve sitemin adı **ilksitemiz**. Oluşturduğum sitenin linkide "**http://yusuf.bayramoglu.sitemynet.com/ilksitemiz/**". Bu linki arkadaşlarınızla paylaşarak onlarında sitenizi görmesini sağlayabilirsiniz.