

A study of developing an anxiety scale towards the internet

Nihat Ekizoglu^a *, Zehra Ozcinar^a

^aComputer Education Instructional Technology Ph.D Candidate, 98010, North Cyprus

^bAtaturk Teacher Training Academy, 98010, North Cyprus

Abstract

The aim of this study is to develop a scale stating teacher candidates' anxiety towards the internet. In order to state the items in the scale, researchers formed an item-pool. In the process of stating the items for the item-pool, 106 teacher candidates from Ataturk Teacher Academy and Near East University were asked to write a composition with the topic "your thought about internet". Researchers made content analysis in order to determine items for the anxiety scale. By taking the literature review into consideration researchers have formed 35 items. A total of 218 teacher candidates from Ataturk Teacher Academy and Near East University filled in the scale according to the instructions for evaluation. The coefficient scale is Kaiser-Meyer-Olkin (KMO) 0.84 where the Barlett Test revealed it being significant (Chi-square=3072.951, $p=0.00$). By using Direct Oblimin rotation method as a result of the principle component analysis, 24 items were removed from the scale as items were either not suitable or is loaded on more than 1 factor. The remaining 32 items where it's self-value was larger than 1 were divergence into 3 factors. It was observed that the common variances of the 3 factors change between 0.65 and 0.27. It was explained that the relationship variances were 43.1%. After the direct rotation, the factors formed have been named as follows; "Security Anxiety" ($n=15$; $\text{Alpha}=0.88$), "Anxiety of using internet and following the latest trend" ($n=9$; $\text{Alpha}=0.81$), "Anxiety of internet addiction" ($n=8$; $\text{Alpha}=0.84$). For the whole scale, the Cronbach's Alpha was calculated as 0.89.

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1. Introduction

The internet has been transformed into a global fact. It's in a dimension where it affects all individuals. It directly affects many areas from work life to education, social communication to journalism and many other fields. The computer is an interface where it's used to reach the internet. It includes the internet, e-mail, chatting, shopping and straight forward communication type of components. These new internet specifications have been confirmed by many users, and most of them are reasons for anxiety (Wang, 2007). Cuceloglu (2008) defined anxiety as worry, stress, fright, the feeling of being unsuccessful, inability, not knowing the result and criticism type of excitement or almost all is included. It is also stated that the internet is the interaction of the effects of unknown situations or humans that awakes excitement, anxiety type of emotions. Thatcher, Loughry, Lim and McKnight (2007) stated that internet anxiety is the emotion or feeling that's warned together with the usage of web technologies; they had defined it as the feeling of anxiety and fright while individuals use the internet. Internet anxiety is a situation that affects concepts of individuals' internet usage.

* Nihat Ekizoglu. Tel.: +90-392-2236464/110.

E-mail address: nekizoglu@hotmail.com.

Internet anxiety significantly effects motivation by the use of the internet of individuals' information research (Sun, 2008). Individuals need to understand the new applications that seem strange for them and learn the new technologies. This then creates new anxieties upon users (Thatcher, Loughry, Lim, & McKnight, 2007). Also, it brings along with it most of the risks of internet usage such as; viruses, spyware or violation of privacy (Thatcher, Loughry, Lim, & McKnight, 2007).

Presno (1998) stated 4 dimensions of internet anxiety as follows; 1) anxiety of searching on the internet, 2) internet terms (terminology) anxiety, 3) anxiety of time consumption on the internet and 4) anxiety of general unsuccessfulness on the internet. On the other hand, Chou (2003) administered a study on 136 high school and occupational lycee teachers on internet use, construction of software, students' internet usage and method, information and abilities on internet learning where internet anxiety was analyzed through 4 perspectives. As a result of the study, within these 4 perspectives, internet anxiety showed significantly negative relationship. The findings also showed that female teachers have a higher internet anxiety in comparison to male teachers.

Thatcher And others (2007) stated that in time with the use of technology necessary resources which users have received showed their anxiety towards the internet has decreased. In the studies of Joiner and others (2007) and Chou (2003) also stated that, between weekly computer and internet usage and the level of internet anxiety revealed that there was a negative significant relationship. The findings of these researchers support each other's results. At the beginning, the internet creates an unknown knowledge for individuals. However, by making time on the internet, being the user and having knowledge on this matter it can be concluded that internet shouldn't create anxiety. As a result of these studies it can be stated that anxiety towards the internet has shown a decrease. Studies made on computer anxiety have reached findings on that, the more individuals computer experience increases, the more their anxiety decreases. A study administered by Chua, Chen and Wong (1999) and Liu and Lohson (1998) have also supported the negative relationship found between computer anxiety and computer experience.

In the studies it shows a meaningful significance between gender and the computer anxiety level of individuals. In this way; female subjects' anxiety towards the internet is significantly higher than the male subjects' anxiety (Joiner et al., 2007; Chou, 2003; Joiner et al., 2005; Sun, 2008). A study constructed by Joiner et al. (2007) on 446 students, showed that most of the participants do not have any anxiety in relation to the internet and also the findings reached that 8% of the participants, which is a rather low ratio, have an anxiety towards the internet. Joiner et al. (2005), administered a study on 608 university students where the findings reached the following that male students own a web page more than female students, they use the internet more frequent, they visit game sites and other private websites more frequent and they download more materials from the internet in comparison to female students. This finding supports that the frequent use of the internet diversion and internet anxiety level have a relationship. In a study of Schumacher and Martin (2001), due to the findings those male students spend most of their time on the computer and internet show that male students are more comfortable in using computers and internet in comparison to female students.

2. Internet Anxiety and Other Psychological Variables

In a particular environment an individual who feels secure and peaceful does not feel much anxiety. There are some important situational factors that predict anxiety. These are; (a) the situation that can be named as the taking support back, in other words, when the environment which individuals used to, being taken away, (b) awaiting for a negative result being arisen, (c) when a tension occurs between an important idea/belief and behaviors (internal tension), (d) uncertainty of what will happen in the future, may cause anxiety (Cuceloglu, 2008).

Computer anxiety, as a transitory emotional state is characterized by physiological, cognitive and behavioral components. In a way that; the physiological symptoms are sweating of hands, high blood pressure and increased heart rates. The cognitive expressions are negative thoughts and doubts about one's computing competence. The negative behavior such as distractibility and avoidance of computer use (Matsumura & George, 2004). The effect of internet anxiety is formed from both user's character and also beliefs which they are affected from. In order to provide technological support convenient to individual's skills, to deeply provide security in technology, in the use of technology the supportive beliefs of leaders and friends are effective features Thatcher et al (2007). Also, Thatcher et al (2007) revealed that computer anxiety is the determinant of internet anxiety. It has been shown that there is a positive relationship between individuals computer competence and internet competence (Schumacher & Morahan-Martin, 2001), one with high computer self-competence, very low computer anxiety and very high positive

attitudes towards the internet, have used the internet for a longer period (Durndella & Haag, 2002; Ozdamli & Uzunboylu, 2008).

3. Computer, Internet and Social Anxiety

Teenagers use technology in order to interact and communicate with each other. Because of the young individuals' social anxiety, it is used instead of face-to-face communication (Pierce, 2009). There is a positive relationship between social anxiety and being not comfortable in face-to-face communication, online communication and also communicating by messaging. However, it is known that, there is a positive relationship between having no social anxiety and building online friendships. The social anxiety level in females is significantly higher than in males. In comparison to males, females feel more comfortable in using social interactive technologies (messaging and online social sites) as a communicative tool instead of face-to-face communication (Pierce, 2009; Yılmaz, & Orhan, 2010). A study administered on young people by Tsai and Lin (2004), revealed that while males use the internet as a tool for games, females use it as a surfing tool.

Today, as a product of computer and communication technologies, the internet has formed many uses in education such as; communication, reaching information, distance education and sharing information. It is important for the teacher candidates as the educators of the future, to benefit from internet both in their learning process and teaching process. Thus, it will be important to state teacher candidates' anxieties towards the internet in their usage of internet more effectively. It will be beneficial to state teacher candidates' anxiety level towards the internet and to take measures in case of having high anxiety. In this context, developing a scale in order to state the anxiety levels of teacher candidates (studying in the Turkish Republic in North Cyprus) towards the internet formed the aim of this study.

4. Method

With this study, it has been aimed to develop a scale in order to state teacher candidates' anxiety levels towards the internet. Buyukozturk et al. (2008) defined the survey model research as aiming to state particular groups' specifications and the total findings of the data. Also, this study in aiming to develop a scale, obtaining views of the study group can be said that it's part of the research model.

4.1. Research Group:

In this study the population sample was taken into hand, the distribution was made according to the participants' departments and main scientific field which consisted of 808 student candidates which were formed was the study group that of the analysis. The study was administered to two different groups. With the first study group (n=218) the constructive validity of the scale was administered. As the second study group was larger the first attempt of the scale was administered where the reliability (n=590) was re-tested. The distribution of the participants of the research groups are shown in table 1 below.

Table 1 Data Evaluation of the Distribution of Students' Forming the Study Group

Departments	Gender				Total	
	Female	%	Male	%	n	%
Elementary School Teaching (EST)	58	9.83	26	4.41	84	14.24
Pre-School Teaching (PST)	7	1.19	87	14.74	94	15.93
Turkish Language Teaching (TLT)	73	12.37	47	37.97	120	20.34
Computer Education and Educational Technology (CEIT)	19	3.22	55	9.32	74	12.54
English Language Teaching (ELT)	87	14.75	24	4.06	111	18.81
Guidance & Psychological Counselling (GPC)	78	13.22	29	4.92	107	18.14
Total	402	68.14	188	31.86	590	100

5. Application and Data Analysis

5.1. Development of the scale

In order to determine the items for the scale the researchers formed an item-pool. To form the items from the item-pool which will be the part of the scale, 106 teacher candidates' from Ataturk Teacher Academy and Near East University were asked to write a composition about "Your thoughts about the internet". By doing a content analysis on the compositions, researchers determined some expressions for the anxiety scale. Later, in order to determine whether these expressions conveyed anxiety, two expert's opinions from the psychological field were considered. On the contrary of the experts views, a finalized 35-item scale was formed. The 5 likert scale type was rated as; "Never=1", "rarely=2", "sometimes=3", "frequently=4" and "always=5". By taking into consideration experts views, a draft scale was prepared and after it was administered in order to prove the validity of the items, which formed the scale, the item scores and total scale scores were calculated through Pearson Product Moment Correlation coefficient. The correlation totals of the items were positive and high, which reflects that items similar sampling behavior and the test's high internal attitudes (Buyukozturk, 2005). In order to proof the scales construction and to study the scale factor construction a factor analysis was administered to find the variables relationships within the main field. By using the statistical technique, it is aimed to explain as a low number factor of similar factor analysis or qualification scale variables being collected together. In the factor analysis, a definition of the item is under a factor and it relies on the relationships load value. The items which show a high load value of the factor, it is named as the factor which constructs the scale item. If the item loads value is 0,45 or higher it is considered as a good scale. Though, in practice it is seen that items at low numbers accepts until factor load value as 0.30. Whilst defining the scales factor constructions, as an explanatory for factor analysis; is also known as factor interference technique, PCA-(Principle Component Analysis), rotation technique and when the relationship between the factors are above 0.20 the method that is a suggested to be used is the tilted rotation method that's also known as "Direct Oblimin". After the tilted rotation the items should be under only one factor of a high load value, the other factor should own a low load value where its principle has been found, and it has been noticed that an items that have the highest two load values under the factors have 0.10 differences between them. Factors that do not obey the condition are defined as overlap item and are omitted from the scale. Also, factors which have a main value higher than 1, a calculation is made upon it (Buyukozturk, 2005). The scale as a whole and it's sub-scales reliability is calculated and stated with Cronbach's Alpha coefficiency. Also, the first practice made to test the scales reliability, at the second attempt it was administered to the second study group which was larger. As a result of the findings, the reliability was searched ast Cronbach's Alpha and Sperman-Brown's two half test reliability method. The scales data was resulted by using the SPSS 16 package.

6. Findings and Comments

According to the stages followed in the development of the scale, the findings can be given as below.

7. Construction Validity

In the principle component analysis of the scale, the Kaiser-Meyer-Olkin (KMO) value was calculated as 0.84. Buyukozturk (2005) had suggested that the KMO value has to be calculated higher than 0.60 for the adequacy of the data to the factor analysis.

Table 2 Results of Factor Analysis For The Values in Relation to the Factors

Factor	Main Value	Variance	Total Variance
1	8.22	%23.48	%23.48
2	4.01	%11.45	%34.93
3	2.34	%6.69	%41.63

Buyukozturk (2005). In this scale the main value that’s larger than 1 it states that it is an 8 factor, but the difference between the main values has been noticed. When analysing Table 2, it can be seen that the difference in the main value larger than 1 of 3 factors. These numerical data’s have been supported in drawing 1 as a graphic. The total of the three factors variances have been explained as 41.63%. Before the rotation, the 3 factors in regards to the items, their mutual variance is between 0.466 and 0.716 where a change can be observed.

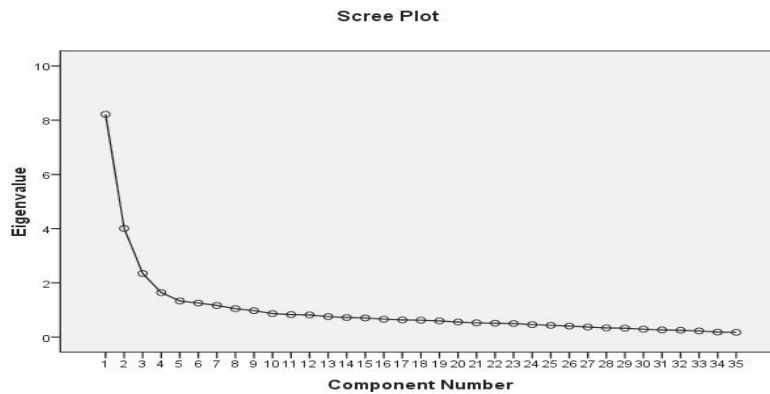


Figure 1. Factor Value in Relation to Screen Plot Distribution Graphic of the First Analysis

When the Screen plot drawing graphic is analyzed, it can be observed that there is a fall in the first, second and third factors. In the fourth and following factors, the graphics general lining is horizontal and an important fall in education can be observed. In the light of data, the scale is accepted that it’s formed of 3 factors in relation to the scales analysis is given in table 3.

Table 3: The First Analysis after the Internet Anxiety Scale Rotation Factor Load Values

	Items	Factor Load Values		
		1	2	3
St.23	Unknown of the truth. where humans emotions are exploited. it can be mined confusing and can sometimes be boring (For example; aiming to spread political ideas. to help those who are disabled-sick through e-mails) I feel discomfort when receiving e-mails.	.741	-.148	-.013
St.25	Disobeying the internet’s “ethic” rules makes me feel worried (For example; children porno being watched and viewed on the internet comfortably)	.725	-.201	-.033
St.22	I am worried about photos and information about me to be viewed on other sites without my permission.	.718	-.045	-.027
St.21	I feel discomfort when multiple e-mails are sent from unknown people to my email address.	.711	-.076	.118
St.20	While making a research. I feel discomfort when many advertisements that don’t concern me pop-up. (Free top-up. in search for a friend. download free music. etc).	.631	-.048	.113
St.27	I feel worried about the reliability of individuals I meet through the internet.	.627	.001	-.004
St.10	I feel tense when thinking of social life security taking part effectively without any control.	.614	.152	.030
St.24	I’m afraid of there being no obstruction in the unlimited use of the internet and the world becoming a place where rules are not effective anymore.	.584	.040	-.243
St.11	I am anxious about the internet’s negative communicative effect that it creates within a family.	.560	.235	-.023
St.15	I am worried about my personal information being stolen and used for bad intensions (Bank calculations. shopping. opening an e-mail address. becoming a member in chat rooms.	.555	.125	-.045
St.7	I am worried about the internet making children become introverted and not bringing up successful individuals in face-to-face communication.	.534	.013	-.194

St.13	I feel discomfort when people are taken for granted for their weak points in sites on the internet.	.529	.104	-.079
St.26	It makes me worry that the internet doesn't take into consideration the copyrights (a film that's newly on screen. new music that's on the market straight away for free).	.484	.034	-.216
St.17	I am concerned about viruses entering through the network giving damage to the operating systems.	.479	.141	-.019
St.16	I am concerned about the reliability of the information I obtained from the internet.	.455	.308	.133
St.19	It worries me that the internet is such an effective tool that damages the society's discipline.	.203	-.191	-.005
St.1	I am afraid of the complicated form of the internet.	.018	.678	-.035
St.6	Making a mistake while using the internet makes me to feel panicked.	.029	.672	-.063
St.3	The continuous innovations of internet makes me feel anxious.	.024	.672	.018
St.2	Although I am a good user of the internet. situations (messages. icon. warnings. etc) that I am not familiar with on the internet make me worry.	.111	.669	.107
St.9	I am concerned about using sharing sites on the internet.	.134	.533	-.096
St.4	I feel worried about my research characteristic being damaged since the internet has come into my life.	.037	.528	-.142
St.8	While making a search on the internet I am concerned of being drowned in an ocean of information.	.118	.480	-.150
St.5	Whilst making a research on the internet; links(pages) related to sexuality. entertainment and gambling that pop-up worries me because it distracts me from my main aim.	-.086	.479	-.282
St.12	Having control of the internet now frightens me that at the end of the day it will take hold of me and own me.	.009	.473	-.290
St.14	The internet is one of the best tools for self-learning.	-.039	-.247	-.018
St.18	Spending too much time on the internet makes me carry a fear that it will make me an anti-social person.	.132	-.178	-.029
St.34	I feel worry that I may get carried away on online environments and this will cause me problems in my social relations.	-.010	-.002	-.803
St.33	I am worried about becoming addict to internet and wasting most of my time.	.059	-.022	-.788
St.32	I am worried that sites on the internet such as; gambling and games that involve violence are easily accessible and will also cause me addiction.	-.146	.123	-.728
St.30	Spending too much time on the internet. I am worried about the negative effects on my success in lessons.	.003	.046	-.703
St.28	Spending too much time in front of the internet concerns me about my health as I always eat package food.	-.107	.131	-.606
St.29	I am concerned about becoming lazy due to online shopping. finding prepared homework and being able to communicate more easily through internet.	.121	.138	-.585
St.31	With the effect of spending too much time in front of the computer. I am worried that I will have a problem in my eye sight.	.105	-.235	-.577
St.35	I am worried about not being able to communicate with my friends face-to-face due to the internet chatting and sharing ports.	.200	.069	-.511

By using the Direct Oblimin tilted rotation method as a result of the principle component analysis, those that are not suitable for the scale construction or load on more than 1 factor the following 3 items were excluded (St.14, St.18 & St.19). The remaining 32 items main value above 1 of the 3 sub-factors owns a construction. After the items were taken away, the formed related values are on table 4 and test statistical related values are on table 5.

Table 4: Values Related to the Factors of the Items in the Scale

	Factor main value	Variance	Cronbach's Alpha
Factor 1			
Security Anxiety	7.606	% 23.768	.882
Factor 2			
Anxiety on using the internet and following the latest trend	3.920	% 12.251	.811
Factor 3			
Anxiety of being an internet addict	2.274	% 7.105	.842
total of the scale		%43.123	.894

As can be seen in Table 4, the Internet Anxiety Scale has 3 factors. It is stated as the first factor that is explained and stated as the most important in relation to the scale of total variance 23.8%, second 12, 3% and the third 7, 1 %. The total of the three factors variables is 43.1%.

Also, the Cronbach's Alpha reliability of the first factor is calculated as 0.88, it's 0.81 for the second factor and 0.84 for the third factor. As seen on table 5, the 3 factors which explained the common items variables are almost between 27% and 65%. Values formed in the second analysis of the scale Direct Oblimin tilted rotation in Table 5.

Table 5: the factor formation of internet anxiety scale, the Second Analysis Related to the Total Item Test Correlation and Cronbach's Alpha Internal Attitudes Coefficient

	Items	Factor load value after rotation			Mean factor variance	Corrected Items-Total Correlation
		1	2	3		
St.23	Unknown of the truth, where humans emotions are exploitation, it can be mined confusing and can sometimes be boring (For example; aiming to spread political ideas, to help those who are disabled-sick through e-mails) I feel discomfort when receiving e-mails.	.760	.200	.038	.574	.431
St.25	Disobeying the internet's "ethic" rules makes me feel worried (For example; children porno being watched and viewed on the internet comfortably)	.746	.245	.057	.566	.404
St.22	I am worried about photos that are me and my information to be viewed on other sites without my permission.	.732	.091	.045	.535	.484
St.21	I feel discomfort when multiple e-mails are sent from unknown people to my email address.	.717	.113	.102	.481	.358
St.20	While making a research, I feel discomfort when many advertisements that don't concern me pop-up. (free top-up, in search for a friend, download free music, etc).	.636	.068	.109	.378	.319
St.10	I feel tense when thinking of social life security taking part effectively without any control.	.622	.008	.005	.406	.428
St.27	I feel worried about the security of individuals I meet through the internet.	.604	.151	.043	.388	.467
St.24	I'm afraid of the unlimited internet, without any obstruction the world becoming a place where rules are not effective anymore.	.588	.032	.240	.482	.579

St.11	I am anxious of the negative communicative effect that the internet creates within a family.	.549	.127	.032	.410	.465
St.7	I am worried about the internet making children become introverted and bringing up individuals not successful in face-to-face communication.	.541	.265	.010	.375	.516
St.15	I am worried about my personal information to be stolen and used for bad intensions (Bank calculations, shopping, opening an e-mail address, becoming a member in chat rooms.	.537	.016	.186	.353	.491
St.13	I feel discomfort when humans weak points can be taken for granted in sites on the internet.	.522	.111	.064	.330	.455
St.26	It makes me worry that the internet doesn't take into consideration the copyrights (a film that's newly on screen, new music that's on the market straight away for free).	.493	.010	.222	.347	.484
St.17	I am concerned about viruses entering through the network giving damage to the operating systems.	.475	.141	.005	.271	.405
St.16	I am concerned about the reliability of the information I obtained from the internet.	.445	.286	.142	.291	.371
St.3	The continuous innovations of internet makes me feel anxious.	.019	.700	.061	.464	.335
St.2	Although I am a good user of the internet, situations (messages, icon, warnings, etc.) that I am not familiar with on the internet make me worry.	.019	.684	.004	.444	.368
St.6	Making a mistake while using the internet makes me to feel panicked.	.071	.682	.142	.476	.336
St.1	I am afraid of the complicated form of the internet.	.007	.681	.029	.466	.395
St.9	I am concerned about using the shared internet sites.	.104	.556	.059	.367	.418
St.4	I have started to feel worried about my research characteristic since the internet has come into my life.	.010	.543	.111	.346	.377
St.12	I am afraid that as I control the internet at the moment, one day it will take over me and own me.	.017	.509	.251	.395	.424
St.5	Whilst making a research on the internet; links(pages) related to sexuality, entertainment and gambling that pop-up worries me because it distracts me from my main aim.	.095	.505	.113	.371	.416
St.8	While making a search on the internet I am concerned of being drowned in an ocean of information.	.111	.504	.249	.333	.358
St.34	I feel worry that I get carried away on online environments will cause me problems in my social relations.	.004	.015	.796	.643	.511
St.33	I am worried about becoming addict to internet and wasting most of my time.	.077	.022	.790	.649	.543
St.32	I am worried that sites on the internet such as; gambling and games that involve violence are easily accessible and will cause addiction.	.135	.126	.724	.561	.426
St.30	Spending too much time on the internet, I am worried about the negative effects on my success in lessons.	.007	.077	.687	.512	.477
St.31	With the effect of spending too much time in front of the computer, I am worried that I will have a problem in my eye sight.	.125	.219	.579	.347	.320
St.28	Spending too much time in front of the internet concerns me about my health as I always eat package food.	.114	.186	.575	.404	.380
St.29	I am concerned about becoming lazy due to online shopping, finding prepared homework and being able to communicate more easily through internet.	.118	.173	.561	.456	.541
St.35	I am worried about not being able to communicate with my friends face-to-face due to the internet chatting and sharing ports.	.207	.066	.510	.382	.501

Table 5, if 32 items main value larger than 1 collected under the three factors. After the rotation, the first factor of the scale named “Security Anxiety”, consisted of 15 items, the second factor of the scale named “Anxiety on using the internet and following the latest trend”, consisted of 9 items and the third factor of the scale named “Anxiety of being an internet addict”, consisted of 8 items. The first factors load value varies between 0.76 and 0.45. **“I am concerned about the individuals’ security I meet in the internet environments”** can be shown as the first factors sample. The second factors load value varies between 0.70 and 0.50. “I am afraid of the construction of the internet’s confusion” can be shown as a sample for the second factor. The third factors load value varies between 0.80 and 0.51. “I am worried about being a computer addict and spending most of the time on the internet” is a sample for the third factor.

8. The Second Application

8.1. Results of Reliability Analysis

Scale which was developed to finalise the factor analysis, 590 teacher candidates participated for the reliability analysis. As a result of the evaluation of the findings taken into hand, each sub dimension of the scale items number and for the scale in general together with sub dimension the Cronbach’s Alpha reliability coefficients is shown in Table 6.

Table 6: The scales sub dimension and general Cronbach’s Alpha reliability coefficients.

	Items	Cronbach’s Alpha
Factor 1		
Security Anxiety	15	.846
Factor 2		
Anxiety on using the internet and following the latest trend	9	.835
Factor 3		
Anxiety of being an internet addict	8	.874
Total of the scale	32	.897

When analysing table 6, it can be observed that the scales reliability is rather high. Taking these values into hand, the findings for the first attempt of reliability value is rather close. These results then strongly prove Attitudes of Internet Anxiety Scale. Along with this, Cronbach’s Alpha reliability coefficient is added to the Split Half method to search the reliability. The developed scale is divided into two groups. The Alpha value for the first group is 0.846 and for the second group is 0.906. These values were found rather close to each other and rather high too. These values overlook the values of each item.

9. Result and Suggestions

In these last years for technology to be integrated in education a lot of effort has been put forward. As it was in the past, today teachers’ are also executive controllers of education. Though teachers’ anxiety in using technology is low, they still feel that their anxiety towards technology is low and to be able to complete this period successfully they will be contributing.

As a product of information and communication technology; the internet all around the world is in social communication, commerce, until reaching education it has a widespread in many fields where a debate cannot be made. In this context, it is important for teachers and teacher candidates to benefit from the internet without any anxiety.

As Sun (2008) had stated, of internet anxiety is an effective situation on internet usage of individuals. Internet anxiety is an individual's research on information using the internet that really effects their motivation. On the internet it's compulsory for individuals to acknowledge the new applications and to learn new technologies. Therefore this creates anxiety on the users (Thatcher, Loughry, Lim, & McKnight, 2007). Also, internet usage brings many risks such as: virus, spyware or privacy violation (Thatcher, Loughry, Lim, & McKnight, 2007).

All the situations stated above and social and communicative views include anxiety scale to form this study. This anxiety scale consists of 33 items and the Cronbach's's Alpha reliability of the scale was good Internet anxiety scale is grouped and named fewer than 3 sub factors; "Security Anxiety", "Anxiety of using internet and following the latest trend" and "Anxiety of internet addiction".

This study results the scale taken into hand of the scales validity and reliability is shown as a type of measurement. To state the teacher candidates' anxiety level towards the internet in this scale, experts who wish to administer related studies within this field is thought to use this scale.

Before teacher candidates begin their service they should state their internet anxiety levels and it is thought that this study will contribute to those with a high anxiety towards the internet. Teachers of new generation as a widespread of the use of the internet is important that this scientific tool can effectively are used in the learning-teaching process. For this reason there is a necessity for teachers who are low "in relation to the internet the anxiety level".

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