Self-Efficacy with Computers

Instrument: Students as Agents of Change, Student Survey B

Scale: Self-efficacy with Computers

Source: http://oerl.sri.com

Developers: Rockman, Contact: Leslie Green, 620 East 10th Place
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Innovation Challenge Grants (Office of Educational Research and Improvement))

Year: No specific year provided (likely late 1990s)

Target Audience(s): High School and Middle School students

Language other than English available: No

Type: Attitude

Data collected: Quantitative;

Data collection format: Self report – Pre/post

Reading Level: Flesch-Kincaid Grade level: Not available

Existence of test/technical manuals, user guides, and supplemental materials:
None

Level of training necessary for administration/scoring/interpretation: None
necessary for administration. Basic understanding of statistical methods necessary for
scoring.

Widespread Use/Professional Endorsements: Listed on CYFERnet and listed as a
technology evaluation measure on OERL, the Online Evaluation Resource Library
website.

Cost of Use: No cost is associated with the use of this instrument.

Description:
- Developed as an evaluation tool for the Gary Community School Corporation's, U.S. Dept. Ed.: Technology Innovation Challenge Grant project.
- Designed to solicit information from students about computer usage, ease of use, skill level, technology tasks skill level, and judgments about the project.
- 13 items

Psychometrics:
Information on reliability and validity are provided below. If information on a particular psychometric was not found, it is indicated as "no information provided." It should be noted that this is not necessarily an indication of a lack of reliability or validity within a particular scale/instrument, but rather a lack of rigorous testing, for various reasons, by the developers or other researchers.

Reliability: *A correlation of at least .80 is suggested for at least one type of reliability as evidence; however, standards range from .5 to .9 depending on the intended use and context for the instrument.*

> **Internal Consistency:** No information provided
> **Inter-rater reliability:** No information provided
> **Test-Retest:** No information provided

Validity: The extent to which a measure captures what it is intended to measure.

> **Content/Face Validity:** No information provided
> **Criterion Validity:** No information provided
> **Construct Validity:** No information provided

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Rating Scale:

0=Never/Rarely True
1=Sometimes True
2=Frequently True
3=Almost Always True

Instructions:
Tell us how often the following statements apply to you:

Items:
1. It is easy to use the computer to look up things for school.
2. It is easy to use the computer to do reports for school.
3. It is easy to use the computer to do presentations for school.
4. It is easy to use the computer to work with other students on class assignments.
5. I am good at using the computer to look things up for school.
6. I am good at using the computer to do reports for school.
7. I am good at using the computer to do presentations for school.
8. I am good at using the computer to work with other students on class assignments.
9. I ask the teacher questions about school work on the computer.
10. My teacher thinks I know a lot about the computer.
11. Other kids think I know a lot about the computer.
12. People in my family think I know a lot about the computer.
13. I think I know a lot about the computer.

Scoring:
- Higher ratings indicate greater self-efficacy with computers.
- Sum all item ratings together. Range of scores= 0 to 39.
- No items are reverse coded.