

## PREDICTORS OF C# PROGRAMMING LANGUAGE SELF EFFICACY AMONG VOCATIONAL COLLEGE STUDENTS

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### ABSTRACT

The purpose of this descriptive-correlational study is to examine the relationship between C# programming self-efficacy and students' age, type of graduated high school, experience of computer usage, frequency of computer use, and programming courses experience. A scale with twenty-eight items assessing C# programming self-efficacy was adapted from Ramalingam and Wiedenbeck's the computer programming self-efficacy scale. The scale was utilized at the end of the Visual Programming (C#) course via learning management system with a questionnaire about demographics and computer experiences. One hundred and sixteen college students from Computer Technologies Department and Electronic Communication Technologies Department participated in the study. Pearson product correlation, regression analysis and t-tests were utilized to analyze the resulting data. Results indicates that C# Programming self-efficacy has no significant relationship with each of the students' age, type of graduated high school, departments and frequency of computer use. It was additionally obtained that the prior programming course experience and computer use experience in years are predictors of C# programming self-efficacy. C# programming self-efficacy of students who has taken computer programming course before is significantly stronger than students who haven't taken any computer programming course previously. Understanding students' self-efficacy beliefs about computers programming is useful to design effective programming courses.

**Key Words:** Programming course, C# programming language, vocational college, self-efficacy.