Attitude scale towards literature for high school students: A study of validity and reliability

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Abstract

The purpose of this research is to compensate the lack of research regarding the above-mentioned fields, and literature in particular, and to take a leading part to open the path for new studies regarding the subject. With regards to this purpose, it is planned to measure the attitude of high school students towards literature via an objective tool and thus, Attitude Scale Towards Literature (ASTL) was generated. The scale, which was implemented on 739 high school students during 2019-2020, consists of total 33 statements of which 20 are positive and 13 are negative. Respondents of the survey are students of three different schools and are from 4 different grade levels, namely 9, 10, 11 and 12th grades. With the aim of determining the factor pattern of the scale, principle components analysis was preferred as method of factoring and varimax was chosen as the spinning method. In accordance with these data, explanatory factor analysis was carried out on the scale and it was determined that the scale has a structure of two factors. The first factor is Attitude Towards Personal Development; and the second factor is Attitude Towards Internalization of Literature.

Keywords: Literature, high school students, validity, reliability

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Introduction

Since early ages, many definitions and qualitative interpretations from different aspects have been provided for art in general and literature in particular. It was put forward that art was an introduction, a metaphor (Barnes, 2011:66) and that it was a concept that would fight with nature in its territory and was obliged (Hartman, as cited in Bloom, 2016: 51) to be the loser of such battle. Whereas, according to Danto (2013:16) there is nothing like art to uplift the soul. Although "losing the battle" and "indispensability" appears like a paradox, this situation also sums up how art is formed. Art has been holding its place in human's life as a game (Okay, 1990: 17), in which people look for the ideal and flawless beauty for ages. Okay (1990:15) advocates that the subject of art is aesthetics. Literature is also a branch (Macit, Soldan: 2004: 8) of fine arts and there is an indispensable relationship between literature and language (Belge, 2019: 198).

Literature, whose basic material is language, takes human beings and any social and political subject that human beings are a part of as material as well. Its aim is to discover humanity in language (Tanpınar, 2015: 355), and fictionalize the past and the future via language. According to many aestheticians, the unique function of artworks is to awaken an aesthetic life in the reader (audience) (Moran, 1998: 251). Literature, which is located at the phonetic branch of fine arts, also pursues an aim of awakening an aesthetic life, a familiar feeling in its reader. Enquiries, such as what literature is or whether it is functional or not, have been discussed by critics, literary theories and other partners of literature for many years. According to Moran (1998: 246), the ones who dare to define literature, claim to find the common feature of all literary works and there is impossibility in this. Although this point of view is widely accepted, some other trials of definition and interpretation of literature have been made. According to Macit and Soldan (2004:8), literature is creativity; its material is language and its source is life experiences and imagination. In other words, literature is a branch of art, which is created by words; in order to describe feelings, thoughts and dreams; events, things and concrete and abstract values. Whereas Bilgegil, who put forward six different definitions for literature, pointed out its relationship with ethics, language and beauty (1980:18). According to Wellek and Verren (1993:1-8), literature after all, is a creation and an art and it seems to be the best way to limit the term "literature" with the art of literature; which is the literature that takes imagination as a basis. Weitz explained an important reason why a common definition of literature cannot be made, as literature being "free-textured" just like other empirical (experimental) concepts (As cited in Moran, 1998: 246). Moran (1998: 247) explains the term "free textured" via that, its conditions of implementation could be changed and re-organized. When such a literary work is considered; creation of the work, its draft, re-reading and re-writing processes are the significant details of its "free-texture" nature. On the other hand Okay (1994) made a definition; literature is the art of expressing feelings, thoughts and dreams via words in such a way that they create excitement, admiration and aesthetic pleasure in the reader. Whereas Çetişli (2006) advocated the view that works, which were said/written by the writer and poet and possessed an aesthetic value, were called "art of literature". Above mentioned descriptions/remarks reflect subjective evaluations rather than objective judgements. As there is no such thing as the essence of literature, we are not able to put forward any qualifications that form such essence and use them as commonly accepted standards (Moran, 1998: 249) and reach a common description of literature. Because of the challenge of description, its multiple meanings, subjective-objective conflict and intensity of imagination; and as these variations alter and bring about new variations, literature has a significant place both among fine arts and in the human life. Belge (2019: 195) stated that literature and arts tried to make sense of life by taking life experiences as basis. In accordance with this proceeding, the paths of search of meaning in human life and literature unite. Literature carries on its adventure as a way of expression for the writer and an expectancy of meaning for the reader.

In literature, text is formed as a result of harmonious use of language structures. Günay (2001:33) describes text, within a certain context of communication, as a whole of a language system, which is produced verbally or in writing by a single or more than one person. According to Eco (2017: 72) text is a device which is designed in order to create its role-model reader and an object that is created during the process of circular effort with the aim of validating itself. Each literary text has a structure that has an integrity in itself (Macit, Soldan: 2004: 10) As a result of this integrity, the aesthetic pleasure that includes literature in fine arts emerges. That pleasure takes a role in the communication that is built between the reader and the writer. With the act of reading, the life that the reader obtains, would go in interaction with his experiences and become open to comment for the individual. The process of comment is the next stage of the communication between the reader and the writer. After commenting, reader would create a positive, negative or neutral bound between the text and himself and by this way he would gain his attitude towards the text. As for Eco (2017: 76), each act of reading is a tough transition between the competence of the reader (the knowledge of world of the reader) and the type of competency that is assumed by a certain text in order to be read economically. During this transmission, a change takes place in the emotional state of the reader via the text. As a result, the act of reading a text can be described as a process of reconstruction. With regards to the judgements regarding art and literature, it is possible to reach the conclusion that these two concepts match up in terms of aesthetics, beauty and pleasure. Macit and Soldan (2004:8) state that literature, painting, calligraphy, sculpture, architecture, marbling and such branches of art bear certain differences in terms of the materials they handle. Specialty of a branch of art is primarily determined by the materials that serve it to create its artistic images (Pospelov, 1995: 83). Distinction of material is an obligatory situation for the differentiation of arts. In this regard, literature can be named as the art of language (Pospelov, 1995: 83). Language, which is the material of literature, is the indispensable means to obtain the pleasure within a literary work (Felski 2010: 82). The text is formed by the appropriate use of language and via the text; the reader lets literature infuse in his inner world.

Individuals are exposed to various stimuli by their environment as soon as they start communicating with it. They develop various reactions towards these stimuli with the character they obtained as a result of the culture and environment they were raised in. Such reactions may sometimes emerge as positive, sometimes as negative and sometimes as carelessness. It is also possible that these reactions may sometimes form a latent structure by being kept only in the cognitive and affective dimensions. In psychology, these reactions of the individual are called attitude.   Attitude is a tendency, which is imputed to an individual and which regularly constitutes his thoughts, feelings and behaviours regarding a psychological object (Smith, 1968; as cited in Kağıtçıbaşı, 2014). Such psychological tendency emerges a positive or negative approach to the object (Kağıtçıbaşı, 2014). Attitudes cannot be observed directly as they are basically some psychological tendencies. Information about tendencies may only be obtained from the behaviours or expressions of the individual himself. Existence and dimensions of attitudes may be understood by observing the behaviours that they affected (İnceoğlu, 2004: 151). With regards to the researches done; feeling, thought and behaviour, which are the factors of attitude, are harmonious among themselves. Stronger the harmony, stronger the attitude is.

The relation between feeling and thought, which are the first two of the three factors, may not always mesh with the third one, which is behaviour. Individual may remain careless in behaviour against an object towards which he held a positive or negative attitude in his thoughts and feelings. Entire cognitive, emotional and behavioural factors are completely present in rooted and strong attitudes. For some weaker attitudes, behavioural factor may be very weak (Kağıtçıbaşı, 2014: 132). In cases that behavioural factor is weak or cannot be observed, a precise and negative conclusion regarding the attitude cannot be reached. As an example, we may have a positive attitude in our feelings and thoughts towards a musician, whose songs we listen to on television; however we may not join any of his concert

events. Time and place has a significant role in transformation of attitudes into behaviour. According to research done (La Piere, 1934, Kutner, Wilkins and Yarrow, 1952: as cited in Kağıtçıbaşı, 2014), same individual, towards the very same situation or object, may demonstrate an action which is different from or completely the opposite of the previous behaviour because of the structure of the environment that he is in. Accordingly, place has a serious role in the emerging of a behaviour or meshing of behaviour with feelings and thoughts when it emerges.

Another significant factor for the observation of attitudes as behaviour is time. In order for the attitudes that are in form of feeling and thought to turn into behaviour, the time span should be short, especially if the attitude is not strong in structure. As time spent for the measurement of attitude and behaviour is longer, variance that may affect attitude-behaviour relationship may interfere with the process more; therefore the possibility of observing a consistency between them decreases (Kağıtçıbaşı, 2014: 136). Other factors and definitions that affect attitude-behaviour relationship are as follows: Degree of strength of the attitude: The strength of the sum of cognitive, emotional and behavioural components that constitute attitude. Availability of attitude: How quick information related to the attitude comes to mind. Awareness: To what degree a person is aware of his own attitude and behaviours (Kağıtçıbaşı, 2014). According to Kağıtçıbaşı, when a person is focused on (pays attention to) what he cares about, attitudes become more effective on behaviours. Accordingly, before measuring the attitude of the individual, it would provide more precise results for the measurement of the attitude, if an awareness practice regarding the attitude to be measured was carried out.

An individual may have more than one attitude regarding more than one subject. Attitudes may vary even for the same individual as a result of the above mentioned factors. This variation is closely linked with time, knowledge and the harmony among the factors. Attitudes are sort of acquisitions as they are not connate but are learnt via experience and they play a significant role in the way a person understands and interprets the environment. A sub-structure of the effect that Kağıtçıbaşı mentions under the headline environment is culture. When individuals encounter an object, they may have several attitudes due to their past experiences and subjective judgements. Among these attitudes, culture comes-forth as the factor that would affect the actual tendency of the person and plays a significant role in the generation of a positive attitude towards the object. An attitude cannot be measured directly, but can be measured indirectly via behaviour (Kağıtçıbaşı, 2014); while the emergence of that behaviour brings in an interrelated and complicated relationship. As well as the effect of time and environment, habits and expectancies regarding the result (Kağıtçıbaşı, 2014) have a considerable significance in the observation of the behaviour. Attitude and environmental conditions are significant for the emergence of behaviour; eventually, habits and personal expectancies are included as well. Attitude that is transformed into behaviour can be measured as a result of the unification of these four basic and equal factors. Attitudes that are transformed into behaviour, can be measured via methods that may be classified under two headlines; directly and indirectly. In this research Likert Scale, which is one of the direct research methods, has been used. Firstly, students are asked to write about their feelings and thoughts towards literature in the form of an essay. Students' texts are transformed into sentences of attitude and 5-point Likert type scale is formed by taking expert opinions. A person, does an act of reading in a literary sense by transforming letters, which are derived from sounds into meaningful words (Schopenhauer, 2008: 9). Following this act, he either finds himself in a world of fiction or contributes to his personal development by adding some new knowledge to the ones that already exist in his brain. In this sense, reading may be defined as an act of collecting and gathering (Schopenhauer, 2008: 9). In order for the act of reading to be realized; letters, words and a language, which is the sum of these, are required. According to Strauss (2016: 70) all languages spoken by the humanity possesses a universal experience.

By the virtue of that universal experience that, translation between languages can be done and communication between people with different mother tongues can be built. Language forms the foundation for the literary text. According to Göktürk (1988: 8) each literary text is one of the forms of communication in human life. By means of this form of communication, human as a social entity, reaches the knowledge in different minds or worlds. In this study, it is aimed to realize an objective research about the concept of literature, which hosts literary texts as a form of communication. According to Derrida (2010: 44), literature has a paradoxical structure and questioning what it is, is both the beginning and the end of it. Whereas Elliot (1983:21) suggests that each work of art (including literature) is formed as a result of the former enormous integrity. In this sense, literature can be accepted as the whole, sum of former literary texts. Art discovers and names the recent facts or some aspects of human life, which existed from the very beginning but could not have been yet identified (Göktürk, 1988:11). Accordingly, literary texts and hence the concept of literature initiate a communication with the reader and take the lead to let him become acquainted with the new facts or encounter the existing ones. Texts that are formed via integral and meaningful presence of language - which is definition of a universal consensus- are significant samples that emphasize the universal quality of the concept of literature. Therefore, researches on the above mentioned concept shall also consist of universal qualities and hence acquire an international significance. This study is realized in order to fill the deficiency of research regarding the concept of literature in both national and international sense and to identify the attitude of 9, 10, 11 and 12th grade students towards it. During literature scanning, an objective tool of measurement that could be used for the identification of the students' attitudes has not been encountered. In accordance with this requirement, Attitude Scale Towards Literature (ASTL) is generated for the objective evaluation of high school students' attitudes towards literature. The expressions in this scale that has been generated are considered to be intended for the concept of universal literature. No research, regarding the field of attitude towards the concept of literature, which is the subject of this research, was encountered during local literature scanning. During the search, some studies regarding Turkish language and literature were seen, however it is seen that they lacked the universal quality. Nevertheless, such studies were not the absolute equivalent of a research regarding the concept of literature.

Post-graduate thesis by Özdemir (2008) was limited with 9th Graders and students' attitudes were considered as a tool for the measurement of academic achievement of Turkish Literature classes. "Attitude Scale Towards Literature Class" was generated by the researcher. When the statements of the scale were examined, it was seen that the scale was intended and limited for Turkish literature classes only. In a research carried out by Saracaloğlu, Karasakaloğlu and Gencel (2008) attitudes of Turkish Language, Turkish Language and Literature and Elementary School Teachers towards Turkish language and Turkish Language and Literature classes were examined. In this examination, a scale made of 25 statements and 5 sub-dimensions was generated. The analysis of the scale reveals that the statements are intended for Turkish language and literature only. Besides, teachers' being the target group of the mentioned research is another aspect that differs from this research.

"Turkish Literature Course Attitude Scale: A Study of Validity and Reliability" which was generated by Veyis (2015), is made up of 27 statements and 4 factors. The study, which was within the frame of Turkish Literature class, was also limited with Erzurum city. In this sense, there is a deficiency in terms of universal aspect. In a research carried out by Gözütok and Demir (2017), Veyis' (2015) "Attitude Scale Towards Literature Class" was used and students' attitudes toward the class was examined in terms of students' gender, class grade and the type of school they were attending. Research of Arslan and Şimşek (2018) is another study to generate a scale, which is again limited with Turkish Language and Literature class. In this study, the scale was implemented on 171 students. This figure may be evaluated as insufficient and this may be regarded as a deficiency for the study. In Bayat's (2006) PhD thesis,

attitudes towards poetry, as a branch of literature, were examined and "Attitude Scale Towards Reading Poetry" was generated. That scale was designed for university students and organized for a structure that took poetry as a basis. Besides, the tendency in the statements of the scale to address the class environment, points out the limits of the scale. Whereas Can's (2017) study, was a qualitative one, which was done on the interest of middle school students towards writing. This study differs from both this and other studies that were mentioned above as it is a qualitative one.

During international literature scanning on arts and literature, no research regarding the measurement of attitudes towards literature was encountered. However, there were some studies that were related with the subject. Among them, the post-graduate thesis of Benediktsdóttir (2016), although revealed a qualitative characteristic, was aiming to measure the attitudes of students at Iceland middle schools towards English lessons and English literature. In the research conducted by Alfauzan and Hussain (2016), blended method was used in order to measure attitude and perception of Saudi undergraduate students toward English. In the research carried out by Sahib, Shrouf and Dwaik (2015), attitudes of students, who aimed to study English, towards literature class and fiction was measured via a likert type scale. Schooten and Glopper (2002) aimed to measure the attitudes of middle school students towards literature teachings. Beach (1983), realized a study that aimed not only the measurement of the attitudes of teachers from different schools towards literature, but also the evaluation of remarks towards social contract and the attitudes. Davis, Gorell, Kline and Hsieh (1992), examined the attitudes of undergraduate students towards foreign languages and foreign literature. Miraglia (2008), conducted a qualitative research regarding the effects of general attitude and perception of teacher candidates on creating a work of art and their teaching skills.

In a research conducted by Kayaoğlu, Çıraklı, Aykıt and Taş (2012), the subject was the viewpoint of English teachers on the utilization of English literature in teaching English as a second language and the attitude of students towards referencing to fiction in addition to the course book in order to enhance their linguistic and cultural development. As Eisner (2015) was realizing a research that analyzed the development of knowledge and attitude of middle school and undergraduate students towards art; Morrow (1992) realized an experimental research regarding the effect of a literature based program on literacy achievement, utilization of literature and the attitude of children of minority origin towards reading. Sarvnaz (2011) analyzed the attitudes of translators towards literature and implemented this study on 32 students of English translation. Whereas in a study conducted by Rimbui (1982), the attitudes of students in Kenya towards English literature were measured via a survey. Solomon (2017) in his work, which also took place in Kenya, measured the attitudes of middle school students towards feminist literature teaching and learning. Karakaya (2013), in his experimental study, researched about the attitudes of private school students towards the use of literature and the effect of their attitude on learning vocabulary. In a research that was realized by Tevdovskaa (2016), it was aimed to determine the role of literary texts in learning and teaching English as second language. In the very same research, it was aimed to determine the attitudes of students to use literary texts as well.

As seen in the literature scanning carried out among the World literature, no study regarding both the concept of literature and the attitudes of middle school students towards literature is encountered. This study is perceived to play a significant role to compensate the deficiency in literature and to take a leading part to open the path for new studies regarding the field. Language and literature classes, which are expected to make students enjoy literature and eventually elevate their sense of aesthetics, may be said to have generated a positive approach to literature as well. Attitude scale towards literature, which was developed through this research would detect whether language and literature classes realize this objective and if not, the deficiency that caused to miss it. In this respect, the scale that was generated via this research aims to provide a solution to a significant deficiency of universal dimension.

1. Method

This is a descriptive research that aims to generate Attitude Scale Towards Literature (ASTL) in order to measure the attitudes of high school students towards literature, and determine the psychometric properties of the scale.

1.1. Samples

Data was gathered from 3 groups within the scope of this study. As the scale is required to be implemented on a group of at least 10 times the number of statements (Kline, 1994), the implementation was made on a group of 739 people, considering the possibility of lost data and extreme values as well. Extreme data was checked and four (4) respondents who exceeded extreme values of +3 and -3 were excluded. Following the exclusion of four respondents of extreme value from the data set, the data regarding the implementation was provided in Table 1.

Table 1. Demographic information regarding the study groups

Variable	Category	2. Group 1 (EFA)		3. Group 2 (CFA)	
		f	%	f	%
Gender	Girl	306	57,4	150	50,0
	Boy	424	41,4	150	50,0
	Lost Data	9	1,2	0,0	0,0
	Total	730	100,0	300	100,0
Grade Level	Ninth	217	29,4	75	25,0
	Tenth	194	26,3	75	25,0
	Eleventh	146	19,8	75	25,0
	Twelfth	178	24,1	75	25,0
	Lost Data	4	0,5	0,0	0,0
	Total	735	99,5	300	100,0
School	First	233	31,5	100	33,3
	Second	246	33,3	100	33,3
	Third	260	35,2	100	33,3
	Total	739	100,0	300	100,0

Analysis of Table 1 reveals that, among the students in the first group 306 (57.4%) of them are girls, 424 (41.4%) of them are boys; 217 (%29,4) of them are ninth grade, 194 (%26.3) of them are tenth grade, 146 (%19.8) of them are eleventh grade, 178 (%24,1) of them are twelfth grade; 233 (%31,5) of them attend the first school, 246 (%33,3) of them attend the second school, 260 (%35,2) of them attend the third school.

2.2. Data Acquisition Tool

The aim of this study is to generate the Attitude Scale Towards Literature (ASTL) that aims to measure the attitudes of students towards literature. Within this scope, a literature scanning has initially been carried out. Later, a group of (n=54) high school students were asked to write essays regarding their feelings, thoughts and behaviours regarding literature. Essays were analyzed and the statements of the students were transformed into attitude statements. Considering the literature scanning that was carried out and making use of the essays that were written by the students as well, a pre-form of 103 statements was formed. Statements of the pre-form were grouped as negative and positive and made sure that they were not sequential. Experts of measurement and evaluation and education were consulted regarding the statements. With regards to their suggestions, some statements were decided to be revised whereas some were excluded from the trial version. Following these adjustments 53 statements were decided to remain in the trial version of the form. The pre-form of 53 statements was implemented to a group of (n=60) students and the clarity of statements were tested. At the end of the implementation, statements that students struggled to understand were re-organized. Statements of pre-implementation were designed as positive and negative, by considering cognitive, emotional, psycho-motor tendencies in character and were organized non-sequentially. Attitude Scale Towards Literature (ASTL) is a scale of 5 point Likert type. Expressions that are used for the rating of the scale are: "1-Totally Disagree", "2-Disagree", "3-Partly Agree", "4-Agree" and "5-Totally Agree".

2.3. Data Analysis

Before starting the analysis, negative statements were coded oppositely and lost values were provided with an average figure. In order to determine the structural validity of the generated scale, explanatory factor analysis was carried out primarily with the data that was derived from the three groups and later confirmatory factor analysis was made with the data that was derived from a different group. In the data that was derived to conduct the explanatory factor analysis, respondents of number 736, 737, 738 and 739 were detected to be extreme values and they were excluded from data sets. The reliability of the points that were obtained from the implementation of the scale in three different groups was determined by the calculation of Cronbach alpha internal consistency parameters. Later on, a confirmatory factor analysis was conducted with a group of 300 people from the same group. Students, who were included in the confirmatory factor analysis, were of four different grade levels (9, 10, 11 and 12) and from 3 different schools (100,100,100) and equal in number (150, 150) in terms of gender.

3. Findings

Prior to the implementation of explanatory factor analysis which was to be conducted in order to determine the structural validity of the generated scale, Kaiser-Meyer-Olkin and Bartlett Test of Spherecity were carried out in order to test if the sample size was convenient for factoring. Test results are provided in Table 2.

Table 2. Kaiser-Meyer-Olkin and Bartlett Spherecity test results

KMO and Bartlett Tests		
Kaiser-Meyer-Olkin		0.971
Bartlett Spherecity Test	Chi-square	12711.247
	Degrees of freedom	528
	p	0.000

The analysis of Table 1 reveals that KMO value of the group of 739 people appears to be "excellent" (Şencan, 2005). It was concluded that the data structure was convenient for factoring in terms of sample size with regards to the KMO value. With the aim of determining the factor pattern of the scale, principle components analysis was preferred as method of factoring and varimax was chosen as the spinning method. While deciding upon the number of factors, the contribution of each variance to the total variance was taken into consideration and the scree plot graph was analyzed. Scree plot graph is shown in Figure 1.
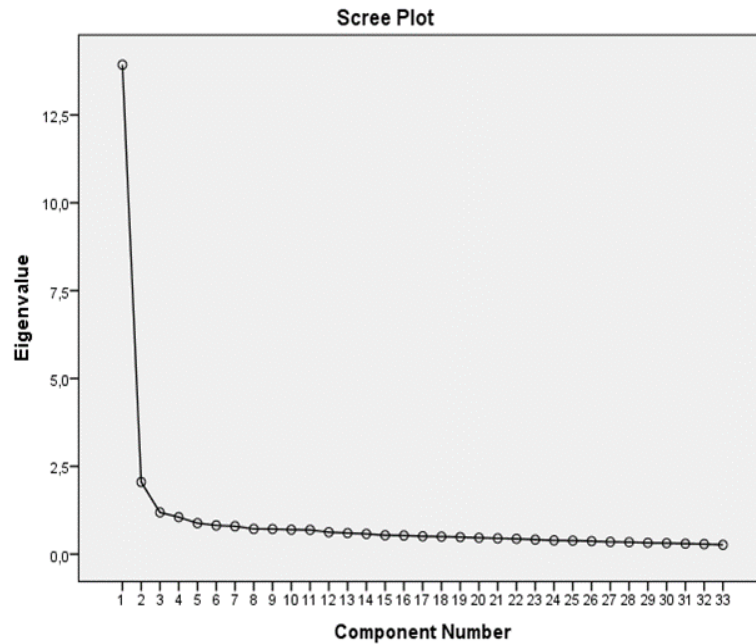

Figure 1.   Scree plot graph

Although the scale had a three factor tendency when scree plot graph and the number of statements in factors were evaluated all together (Büyüköztürk, 2009; Comrey and Lee, 1992; Çokluk, Şekercioğlu and Büyüköztürk, 2010); contributions of components to total variance were analyzed over two factors due to duplication. As the result of the analysis, overlapping statements were identified (1, 2, 3, 6, 11, 13, 14, 19, 21, 24, 29, 31, 32, 35, 37, 38, 39, 43, 48 and 49) and excluded. Analysis was repeated with the remaining 33 statements. The values and variance percentages that were stated as a result of this analysis are provided in Table 3.

Table 3.   Values of Factors and Percentages of Variance

| Component | Value | Values Regarding All Possible Factors | | Values Regarding A Determined Number of Factors | | |
		Explained Variance Percentages	Sum of Explained Variance Percentages	Value	Explained Variance Percentages	Sum of Explained Variance Percentages

1	13,929	42,210	42,210	13,929	42,210	42,210
2	2,053	6,221	48,431	2,053	6,221	48,431
3	1,188	3,600	52,031			
4	1,054	3,195	55,226			
5	,882	2,672	57,897			
6	,818	2,480	60,378			
7	,795	2,408	62,786			
8	,718	2,176	64,962			
9	,715	2,167	67,129			
10	,697	2,111	69,241			
11	,690	2,091	71,332			
12	,625	1,895	73,227			
13	,600	1,817	75,044			
14	,578	1,752	76,796			
15	,537	1,628	78,424			
16	,531	1,611	80,034			
17	,510	1,546	81,581			
18	,499	1,512	83,093			
19	,487	1,476	84,569			
20	,467	1,415	85,985			
21	,449	1,362	87,347			
22	,437	1,323	88,670			
23	,413	1,253	89,922			
24	,392	1,188	91,110			

25	,384	1,163	92,273
26	,371	1,125	93,398
27	,349	1,057	94,455
28	,341	1,035	95,489
29	,322	,975	96,465
30	,314	,953	97,418
31	,299	,906	98,323
32	,287	,871	99,194
33	,266	,806	100,000

The analysis of Table 2 reveals that after spinning, the value of the first factor is 13.929, the contribution of factor to the total variance is 42.210% and the value of the second factor is 2,053, the contribution of factor to the total variance is 6.221%. Total variance for the two-factor structure of the scale is 48.431%. Factor loading values regarding the factor pattern of the scale is provided in Table 4.

Table 4. Factor Pattern of the Scale

	1	2
M26	,726	,234
M18	,720	,303
M28	,700	,173
M20	,688	,273
M53	,678	,350
M34	,675	,234
M44	,670	,266
M8	,668	,259
M36	,650	,257
M50	,643	,170
M30	,633	,420
M22	,629	,234
M42	,626	,183
M52	,626	,341
M12	,624	,321
M10	,619	,287
M16	,616	,200

M46	,587	,373
M4	,546	,367
M40	,512	,254
M15	,181	,732
M45	,365	,705
M25	,357	,688
M23	,193	,684
M5	,256	,662
M17	,386	,604
M7	,093	,587
M41	,130	,585
M47	,349	,571
M27	,417	,561
M9	,295	,546
M51	,364	,519
M33	,325	,474

In the explanatory factor analysis that was conducted to reveal the factor pattern of the scale, factor loading values were varying between 0.512-0.726 for the first factor (Attitude Towards Personal Development (ATPD)/20 statements), and 0.474-0.732 for the second factor (Attitude Towards Internalization of Literature (ATIL)/13 statements). Final form of the scale was placed in Appendix 1. 20 of the statements that make up the scale are positive and 13 are negative. Statements that are to be coded oppositely are 5, 7, 9, 15, 17, 23, 25, 27, 33, 41, 45, 47 and 54.

In order to obtain an additional proof for the structural validity of the generated scale, confirmatory factor analysis was applied to the points that were obtained by the implementation of the test for the second time, to a mixed group. The track diagrams that show t values and estimated values, which were obtained as the result of the implemented confirmatory factor analysis, are provided in Figures 2 and 3.
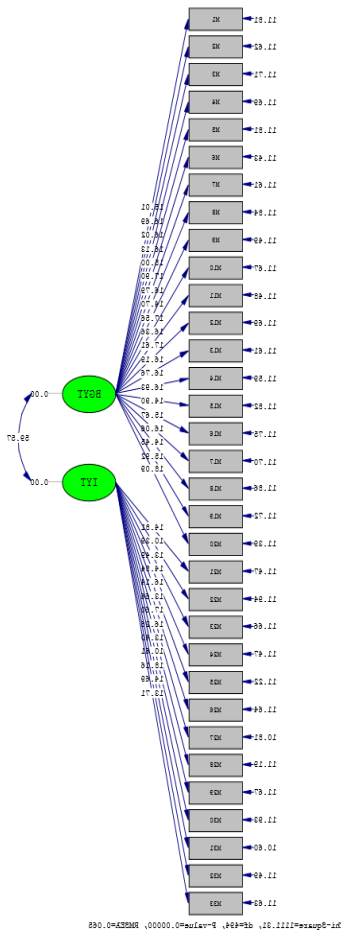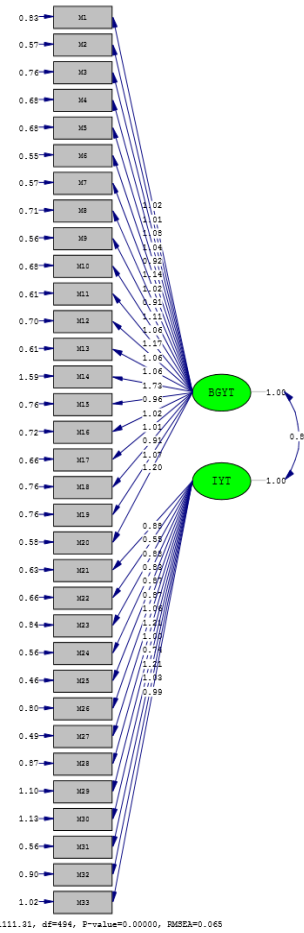
Figure 2. Track diagram showing T values   Figure 3. Track diagram showing estimated values

Other fit index values and levels of compatibility for the scale are povided in Table 5.

Table 5. Fit index values of the scale.

Fit Index	χ^2/sd	RMSEA	SRMR	GFI	IFI	NNFI	CFI
Value	1.31	0.065	0.040	0.90	0.99	0.99	0.99
Goodness of Fit	Excellent Fit	Good Fit	Excellent Fit	Acceptable	Excellent Fit	Excellent Fit	Excellent Fit

With regards to the analysis of fit index in Table 4; χ^2/sd ratio (608.23/272) is calculated as 1.31. This ratio's being ≤3 reveals an "excellent fit" (Kline, 2005). On the path diagram RMSEA is calculated as equal to 0.065. The calculated value corresponds to RMSEA's (≤0.07) "good fit" criteria (Steiger, 2007) and SRMR value (≤0.04) to "excellent" fit (Brown, 2006 as cited in Çokluk, Şekercioğlu and Büyüköztürk, 2010). Values, which are greater than 0.90 for GFI are an indication of "good" fit (Yılmaz and Çelik, 2009). Indexes of CFI, NNFI and CFI being 0.95 and over correspond to "excellent fit" (Tabachnick and Fidell, 2001). Cronbach alpha internal consistency parameters, which were calculated to determine the reliability of points that were obtained from the groups, from which data was gathered for the explanatory and confirmatory factor analysis, are submitted in Table 6.

Table 6. Cronbach Alpha Reliability Parameters of the Scale

| | Group (EFA) | | | |
	All	F1	F2	All
Cronbach Alpha	0.735	0.944	0.898	
Number of Statements	33	20	13	33

With regards to the analysis of Cronbach alpha internal consistency parameters regarding the points, which were obtained from the group that the survey was carried out with, it is concluded that the points that were obtained both from the two factors and the scale as a whole were reliable (Özdamar, 2004). When proofs of reliability and validity, which were obtained as a result of analysis, were evaluated all together; it is seen that the generated Attitude Scale Towards Literature (ASTL) is a valid and reliable scale that may be put into use in future studies.

4. Discussion and Conclusion

Art and literature are fields that are difficult to reach a common definition upon. There is a discussion that has been going on from old times up until now, regarding the definition and function of the above mentioned concepts. Any study on the concept of literature has not been encountered during the analysis of educational science literature. Researches, which have a content of literature, are intended for Turkish Language and Literature lesson and Turkish Language and Literature teacher candidates. Researches, in which literature was analyzed for the lesson or the trainer are chronologically as follows; Özdemir (2008), Saracaloğlu, Karasakaloğlu and Gencel (2008), Veyis (2015), Gözütok and Demir (2017), Arslan and Şimşek (2018). In Özdemir's post graduate thesis, 5-point likert type Attitude Scale Towards Literature Class (SATLC), which was made up of 33 statements, was generated and was implemented on 674 students of 9th grade level. In Özdemir's study, students' attitudes are used as a tool to predict students' academic success. Saracaloğlu, Karasakaloğlu and Gencel generated 5-point likert type scale and researched about the attitudes of Turkish and Turkish Language and Literature teachers towards the lessons. Veyis generated a attitude scale towards the Turkish Literature lesson in 2015, namely *Attitude Scale Towards Turkish Literature Class: Study of Validity and Reliability.* Survey was the method of measurement for Veyis' research. Gözütok and Demir, in their study named *Analysis of Middle School Students Towards Turkish Literature Lessons with Regards to Certain Variables*, have used *Attitude Scale Towards Turkish Literature Class*, which was generated by Veyis (2015) and they evaluated attitudes of students, who live in Karabuk city, towards Turkish Literature lesson. The last study that took place in the literature was *Generation of Attitude Scale towards Turkish Language and Literature Lesson for Students of Middle School,* which was conducted by Arslan and Şimşek with 171 middle school students, in 2018.

The researches, which were encountered during literature scanning, being not intended for the concept of literature and their respondent groups being limited in scope, reveal the significance of this study. In this study, it is aimed to generate the Attitude Scale Towards Literature (ASTL) for high school students and determine the data that is measurable. Following the implementation of Explanatory Factor Analysis (EFA), the scale reached its final structure of 2 factor- 33 statements. In accordance with expert opinions and literature knowledge, first factor is named as "Attitude Towards Personal Development (ATPD)" and the second one was named as "Attitude Towards Internalization of Literature (ATIL)". The first factor is made up of 20 statements, which would reveal middle school students' Attitude Towards Personal Development. Whereas, the second one is made up of 13 statements, which would reveal middle school students' Attitude Towards Internalization of Literature. Cronbach Alpha internal consistency parameter, which was calculated for all the statements (33) of the scale, points out that the scale is highly reliable. In the research, confirmatory factor analysis (CFA) has been conducted in order to confirm the structure, which was obtained via explanatory factor analysis (EFA). Results of the realized analysis reveal that the final structure is "good".

This research is primarily considered to be compensating for the lack of an attitude scale towards the concept of literature in the field and be used for a variety of studies on the concept of literature. Attitude Scale Towards Literature (ASTL) is foreseen to be utilised not only for the detection of attitude of middle school students towards literature, but also for new studies, by correlating attitudes with some relevant variables such as perception, belief and so on.

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Appendix 1.   English Form Attitude Scale Towards Literature

Trial Form	Final Form	Factor	Attitude Scale Towards Literature	Totally Disagree	Disagree	Partly Agree	Agree	Totally Agree
4	1	F1	Literature appeals to my feelings.	1	2	3	4	5
5*	2	F2	I do not like literature, so I dislike the lesson.	1	2	3	4	5
10	3	F1	Literature is a part of my life.	1	2	3	4	5
9*	4	F2	I do not have good memories regarding literature.	1	2	3	4	5
16	5	F1	Via literature, I can understand what people think.	1	2	3	4	5
18	6	F1	As I study literature, my point of view towards life changes.	1	2	3	4	5
17*	7	F2	Literature is a pointless.	1	2	3	4	5
22	8	F1	Dealing with literature enhances my memory.	1	2	3	4	5
26	9	F1	Literature helps me understand myself.	1	2	3	4	5
25*	10	F2	Literature is an incomprehensable for me.	1	2	3	4	5
30	11	F1	Literature entertains me and makes me think as well.	1	2	3	4	5
34	12	F1	Literature is my company.	1	2	3	4	5
33*	13	F2	When you say literature, first thing that comes to my mind is the lesson.	1	2	3	4	5
40	14	F1	Literature is a zone of freedom for me.	1	2	3	4	5
42	15	F1	Literature is a tool for me to become a successful person.	1	2	3	4	5
41*	16	F2	Without social media, I would not follow literature.	1	2	3	4	5
46	17	F1	Literature leads me to think.	1	2	3	4	5
47*	18	F2	I do not like participating in events related with literature.	1	2	3	4	5
52	19	F1	Subjects of literature give me pleasure.	1	2	3	4	5
51*	20	F2	Lack of literature would not matter for my life.	1	2	3	4	5
8	21	F1	Literature, for me, is a life.	1	2	3	4	5
7*	22	F2	Literature makes me hopeless.	1	2	3	4	5
12	23	F1	I consider lierature as an opportunity to develop meyself.	1	2	3	4	5
15*	24	F2	I dislike even hearing the word literature.	1	2	3	4	5
20	25	F1	I can express myself better by means of literature.	1	2	3	4	5
23*	26	F2	Literature disappoints me.	1	2	3	4	5
28	27	F1	I observe my environment better by means of literature.	1	2	3	4	5
27*	28	F2	I deal with literature only at school.	1	2	3	4	5
36	29	F1	Literature is a tool to make the world a beauiful place.	1	2	3	4	5
44	30	F1	Literature raises my curiosity.	1	2	3	4	5
45*	31	F2	I would like to get rid of literature as soon as possible.	1	2	3	4	5
50	32	F1	Literature makes my life easier.	1	2	3	4	5
53	33	F1	I think literature gives one peace.	1	2	3	4	5