



A PILOT STUDY ON AESTHETIC LITERACY, SELF-EFFICACY AND LEARNING PERFORMANCE

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ABSTRACT

In order to confirm the scale reliability and validity among the relationship of aesthetic literacy, self-efficacy, and learning performance, the study conducted a pilot study to perform the investigation. The study employed random sampling to collect data. A total of 30 participants were invited to participate in the pilot study. The results were analyzed through descriptive statistics, reliability, and validity. The results also indicated that the scale is worthy to be further investigated and explored.

KEY WORDS: *aesthetic literacy, learning performance, self-efficacy*

1. INTRODUCTION

In order to, firstly, understand the learning performance of beautification background students; secondly, explore the aesthetic literacy and learning performance of beautification students, and, thirdly, explain if the students are with high self-efficacy would lead to better learning performance, the study firstly developed a scale to understand the phenomenon and then conducted a pilot study to investigate the beautification students situation about the pre-stated point. Please refer to the following text for detailed description.

2. INSTRUMENT

The study employed questionnaire survey to collect data. The researchers used random sampling method to spread the questionnaires. The item structure is close-ended. The constructs of the items covered “aesthetic literacy”, “self-efficacy”, and “learning performance”. The researchers developed the questionnaire items based on the prior related documents. The manuscript was carefully examined by two professionals and finally developed to be the valid formal version. The researchers eventually decided the questionnaire to be sent through paper copy so that the validity of the investigation would be reliable. It is because in the technology-advanced era, the popularity and convenience of Internet investigation are truly attractive for researchers; however, one cannot confirm the validity of the survey. In order to increase the collection rate of the questionnaires, the study therefore adopted paper copy to spread the questionnaires.

In terms of the validity of the questionnaire, the study invited two related professionals to review, examine, discuss, and revise the manuscript to make sure the validity of the items are acceptable. The constructs of the formal questionnaire contains “aesthetic literacy”, “self-efficacy”, and “learning performance” three constructs. The results were analyzed through descriptive statistics, one-way ANOVA, and simple regression. Please refer to the following text for details.

2. Questionnaire development

The study analyzed the related documents based on the objective of the study and developed framework of the study. There are two parts in the questionnaire, the first part is demographics which covers totally six items; the second part includes three sub-constructs, which contains a total of fifty items. Please refer to the following texts for details.

The first demographics part describes the student participants’ personal data, which contains gender, age, grade, school location, part-time job experience, and monthly allowances.

The sequential part of the questionnaire covers two independent variables (aesthetic literacy 16 items and self-efficacy 17 items) and one dependent variable (learning performance 17 items). Please refer to the following table for the details and sources of the items.



Table 1 The source of the scale

Constructs	Items	Source
Demographics	1. Gender : <input type="checkbox"/> Male <input type="checkbox"/> Female	-----
	2. Age : <input type="checkbox"/> Under 16 <input type="checkbox"/> 16~18 <input type="checkbox"/> Above 18	
	3. Grade : <input type="checkbox"/> First <input type="checkbox"/> Second <input type="checkbox"/> Third	
	4. School location : <input type="checkbox"/> North <input type="checkbox"/> Middle <input type="checkbox"/> South <input type="checkbox"/> East	
	5. Part-time job experiences : <input type="checkbox"/> Aesthetic related <input type="checkbox"/> None <input type="checkbox"/> Others	
	6. Monthly allowances : <input type="checkbox"/> Under NT\$3000 <input type="checkbox"/> NT\$ 3001 ~NT\$5000 <input type="checkbox"/> NT\$5001 ~NT\$8000 <input type="checkbox"/> Above NT\$8001	
Aesthetic literacy; Item 1-16	1. Life style and attitude are classified into aesthetic range.	Chiu (2009) ; Chang & Hsiao (2016) ; Liu & Yang (2005) ;
	2. Aesthetic delight comes from the experience and exploration of new things.	
	3. Aesthetic implies the appropriate etiquette of manners.	
	4. Keep trying and accept criticism could better ensure the style appearance of fashion aesthetic.	
	5. Widely reading various magazines would enable comprehensive understanding in aesthetic.	
	6. It is professional aesthetic expression to fulfill the learned knowledge in the real life.	
	7. It is always joyful for me when enjoying the aesthetic things.	
	8. I like to appreciate the aesthetic aspect of multi-dimensional culture, such as the related activities of various ethnic group or religion.	
	9. Touching the aesthetic things could stimulate positive sense of hope in the life.	Ministry of Education (2013) ; Fong (2013) ; Chiu (2013)
	10. I can find out there exist aesthetic things from a tiny place.	
	11. I am always willing to share and discuss aesthetic things with the others.	
	12. It takes time and respectful and opening attitude to develop aesthetic literacy.	
	13. Aesthetic is competitiveness, it could doubly reflect in the workplace.	
	14. Developing the related aesthetic competence is the life-long learning power.	
	15. Aesthetic literacy should originated from daily life and eventually go back to our usual lives.	
	16. The aesthetic creative talent ought to possess aesthetic literacy competence.	
	17. I believe that if only I pay efforts, my professional skill would be enhanced.	Chang & Tan (2012) ; Ho (2007) ; Bandura (1977); Liao (2013) ;
	18. I am confident that I can perform better in professional skill and knowledge.	
	19. I am confident that I can acquire knowledge from exploring problems in the real life.	
	20. I am confident that I can apply my learned knowledge and skill to the real life self-beautification and maintenance.	



<p>Self-efficacy: Item 17-33</p>	<p>21. I am confident that I can think about the problems with my classmates from various perspectives to reach consensus.</p> <p>22. I am confident that I can fully cooperate with my classmates in order to reach the objective of a certain work.</p> <p>23. Self-confidence perspective would promote my fulfillment of personal behavior.</p> <p>24. In the process of participating learning activities makes me increase my self confidence and affirmation.</p> <p>25. I am confident that I can orderly learn the concept and skill of school class step by step.</p> <p>26. I am confident that I can properly assign and control time and learn to planed work.</p> <p>27. I am confident that I can properly express my own feeling and conception.</p>	<p>Yuen et al. (2004) ; Lin (2017)</p>
	<p>28. I am confident that I can control the ways to make myself be happy.</p> <p>29. I am confident that I can develop varied interests and make my own leisure life be more fulfilling and joyful.</p> <p>30. I am confident that I can obtain more learning opportunities in the process of self reflection.</p> <p>31. I am confident that I can have multi-dimensional thinking and analyzing ability after learning.</p> <p>32. I am confident that I can release my emotion with correct and proper approach when facing pressure.</p> <p>33. I am confident that I can understand popular fashion information after reading the related magazines.</p>	
<p>Learning performance; Item 34-50</p>	<p>34. I can acquire the related competence demanded by the future after learning.</p> <p>35. I have clear oral communication ability after the class learning.</p> <p>36. I am able to properly review my self-learning and effectively control my own learning progress.</p> <p>37. I can memorize the professional knowledge and skill instructed by the teacher.</p> <p>38. I can understand the professional knowledge instructed by the teacher.</p> <p>39. I am able to apply the professional knowledge to the real situation after the class instruction.</p> <p>40. I've learned coordination in a group and reach the objective after the class leaning.</p> <p>41. I've learned how to connect the theory and practice after the instruction courses.</p> <p>42. I have the ability to solve the problems after the class learning.</p> <p>43. I am motivated to take the related courses and knowledge after the class learning.</p> <p>44. I am motivated to go further to explore the related knowledge about the subject after the class learning.</p> <p>45. I have a better understanding about the related developing industries after the practical class learning.</p> <p>46. I can figure out a more comprehensive strategy after considering various situation when facing a professional problem.</p>	<p>Ho & Peng (2016) ; Lin, Liu, & Kao (2015) ; Peng, Chen, & Ho (2018) ; Chen (2013) ; Keng (2015)</p>



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47. I know how to improve my demerits after class learning.
 48. I know how to correctly operate the professional tools after the practical learning.
 49. I've made significant improvement in professional skill after the practical learning.
 50. I've learned the varied professional skill through the practical learning.
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3. PILOT STUDY

The objective of the pilot study is to make sure the wording of the items were understandable by the participants and to confirm the scale adaptability and feasibility. The study employed five-point Likert-type scale to evaluate the participants' attitude. The higher the score, the more positive the participants' attitude toward the item.

The study adopted convenience sampling to conduct the pilot study. The participants of the pilot study were beautification-related vocational school students. A total of 30 copies of questionnaires were sent to the participants, and all of which were collected. After examining, the researcher found that the effective rate of return was 100%. The results of the pilot study were analyzed and left for the sequential further formal investigation.

In terms of the mean (M) and standard deviation (SD) of the items, we found that the SD values lay between 0.56 and 0.83, which implied that the participants hold roughly consistent attitude toward the item in general. On the other hand, the mean values spread between 3.83 and 4.57, which indicated that the participants generally tend to contend the items description.

The values of self-efficacy fell between 0.63 and 0.85, which replied that the participants also hold consistent opinion toward the items in general. In addition, the Mean values dispersed between 4.03 and 4.33, which reported that generally the participants also hold centered opinions about the items.

As to the results of learning performance, the SD values feel between 0.62 and 0.83, which reflected that the tendency is consistent. And the mean values lay between 3.97 and 4.43, which reflected that the participants hold consented opinion toward the items. Please refer to Table 1 for reference.

4. CONCLUSION

The study developed the scale based on the prior related study and examined the reliability and validity. The results indicated that the data is all above the suggested value, which implies that the scale is pretty good for further investigation. It is anticipated that the relationship among aesthetic literacy, self-efficacy, and learning performance could be deeply explored and the results would be beneficial for the related practitioners and decision makers.

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