



Self and Task Perception towards Visual Arts Course Scale: Validity and Reliability Study

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ABSTRACT

This study aims to develop a scale to determine self and task perception of high school students towards visual arts course. In the development process following stages were followed: scanning the literature, examining previously developed scales, creating an item pool, getting expert opinions, doing a pilot study, doing item analysis, test-retest process, and data analysis. 259 high school students from 9th to 12th grades participated in the study and test-retest was conducted on 50 students. Six-factor draft form of the scale was formed by taking Expectancy-Value Theory into consideration. According to the CFA principles the scale has six factors, which are intrinsic value, attainment value/importance, extrinsic value, expectancy belief, task difficulty, required effort. The Cronbach Alpha internal consistency coefficients of six factors were found as 0,77; 0,82; 0,70; 0,87; 0,70 and 0,67 respectively. According to the test-retest results, it was found out that the stability of the scale was high. The results of item analysis according to means of lower-higher groups showed that each item in the scale was distinctive. For the criterion validity, the correlation between the scores obtained from the subscales and the scores obtained from the “motivation” factor of “Motivating Strategies in Learning Scale” were examined and it was found that the present scale was correlated with the “motivation” factor of “Motivating Strategies in Learning Scale”. It was found that there existed a low, medium, and high correlation among the subscales.

Keywords: Visual art course, Self and task perception high school students, Expectation-value theory, Scale

INTRODUCTION

Expectation-Value Theory assumes that motivation for a certain behavior and action is determined by two factors. One of these is expectation, that is, how possible a desired result could be achieved through behavior and action. The other factor is value, that is, how much value the individual put into a desired result (Vroom, 1964; Weiner, 2019). Self and Task Perception Model depends on psychology, especially motivation psychology. According to this theory, individuals' choices related to success are motivated by a combination of their expectation and subjective-task value (Leaper, 2011) and the expectations and values of individuals directly affect their performance and task choice (Eccles-Parsons et al., 1983). High motivation is closely related to high expectations and high values. The force making and individual to act (namely motivation) is a combination of individual's expectation towards achievement and the value he gives into that achievement and the absence of either one of them makes it impossible for an individual to take action (Vroom, 1964). Since high expectation and high value together lead to high motivation, valuing an activity and believing to be successful at it increase its chance of being done.

Expectation is related to whether an individual expects to be successful at a task or not. The expectation for success is defined as the personal belief of students regarding how they could fulfill a future task. In other words, it is the achievement perception of an individual for future tasks. In this sense, it is seen that expectation composes of two components as ability related self-conception and task difficulty perception. When an individual thinks that a task is too difficult, he has less motivation to fulfill that task; however, if he feels confident to fulfill a task, it is easier and more possible for him to do it (Panchal, Adesope & Malak, 2012). Because students tend to value the activities they feel competent in, the expectation for achievement could predict the next task value (Eccles & Wigfield, 2002; Wigfield & Eccles, 2001). The thoughts of students about how successful they will be in a course they would take next year could be given as an example for this. The

expectation for success is rather related to student performance and achievement performance associate perseverance and choice directly with the belief (proficiency perception, difficulty, and individual goals) of students towards expectation and task. The belief that the students have regarding the effort they show will result in a higher performance motivates them to show greater effort.

Subjective-task value is how much an individual value a task. It also expresses the reasons and motivations individuals have to do a task (Panchal et al., 2012) and it is more connected to the preferences concerning success. For instance, a student who values mathematics tends to prefer math more than a student who doesn't. It is defined according to the qualities of different tasks and/or subject matters, and how these qualities affect the desire to fulfill the task (Eccles, 2005; Eccles-Parsons et al., 1983; Wigfield & Eccles, 1992). Lawler and Porter (1967) stated that value is determined by the extent to which a result is believed to satisfy the safety, esteem, autonomy, and self-actualization needs. In Expectation-Value Theory, how a task is valued could affect the motivation to fulfill the task and the success of that task. Intrinsic value, attainment value/importance, and cost value are the components forming task value.

Achievement expectation and subjective-task value are affected by competency, proficiency, perceptions regarding the difficulty of different tasks, personal goals, mental schemas, and specific beliefs such as memories of different past achievements. Factors such as self-schema, beliefs of others, socialization, causal attributions, locus of control (Eccles, 1983; Eccles & Wigfield, 2002; Wigfield & Eccles, 2000), social and personal identities, emotional experiences, perception towards the expectations and attitudes of others (Eccles & Wigfield, 2002), self-conception, ability perception (Eccles-Parsons et al., 1983) have also an impact on expectancy and task. When the theory is taken into account, it is seen that competence belief, intrinsic value, attainment/importance, extrinsic value, task difficulty, and required effort perceptions are effective factors in directing the preferences of individuals.

Expectancy belief is defined as the personal beliefs of individuals about how well they will do a future task. Expectancy beliefs include the achievement expectancy of individuals towards a task (evaluation of the achievement capacity in a task) and a broader perception (namely, ability self-conception) regarding their competency in a certain field (Eccles & Wigfield, 2002).

Value perception is a combination of intrinsic value, extrinsic value, attainment value/importance, and cost value perceptions. Attainment value is the personal importance of performing well in the tasks. It is also seen as the importance of being successful in a task to support the sense of self. A task is the relation of an individual with his sense of self, identity, and basic personal values (Eccles & Wigfield, 2002). Intrinsic value is the enjoyment one gains from doing a task. Utility value is the level of consistency between tasks and an individual's present and future goals. Therefore, it is related to how beneficial an individual sees a task. Lastly, cost defines the emotional cost of attending a task and the level of effort required to achieve that task (Eccles, 1987).

Intrinsic value is the enjoyment one gains from doing a task. When an individual becomes intrinsically motivated, doing that task pleases him. When a task is intrinsically valued for an individual, he tends to busy himself with it and to maintain it for a long time.

Extrinsic value is not related to the interest one shows for a task, but rather it is related to seeing it to achieve his future plans. That task's bearing attainment value/importance for an individual refers that the task is in the center of his sense of self, that it expresses significant aspects of his personality and that it gives the opportunity to reinforce his personality.

Cost value refers to what an individual has to give up doing a task, the difficulty of completing a task and the effort one needs to put into it to complete the task. The cost factor is affected by three different factors. They are required effort, loss of valuable alternatives, and psychological cost of failure. Eccles-Parsons et al. (1983) define required effort as the perception of an individual regarding how much effort he is required to put to achieve a task, but they also stated that if this effort is not worth the profit an individual gets, the cost will be high. The individuals who think that the valuable alternatives are lost (namely, the opportunities they lost because of attending the task) feel that they should give up an activity they desire to achieve that task (for instance, giving up spending time with their friends to do mathematics homework). The individuals who think the psychological cost of failure is high choose not to take further mathematics courses for fear of not being successful. At this point, it is thought whether the things given up fulfilling a task are really worth giving up or not.

When academic life is taken into consideration, students with low expectations of success become increasingly uncertain about whether they will be able to overcome these courses as lessons become more and more difficult. These uncertainties cause students to stop taking courses they considered too difficult, and perhaps even drop out of school because it has too much "cost" in terms of time and effort (Alexander, Entwisle & Kabbani, 2001; Archambault, Janosz, Fallu & Pagani, 2009). Therefore, students' expectations and values may stop or fail to stop the impact of coping with these activities as the activities become more challenging (Wigfield & Gladstone, 2019). When the studies were examined, it was concluded that students' expectancy beliefs were strong predictors of grades even when previous grades and values were taken into account, emphasizing the importance

of expectation and value components for academic performance and course-taking behavior, and value was consistently associated with students' interest and future course taking behavior (Eccles-Parsons et al., 1983; Meece, Wigfield & Eccles, 1990; Wigfield & Eccles, 2000).

The aims of the visual arts course and the specific skills that an individual must have revealed the significance of determining self and task perception towards visual arts course. i) Visual arts is the process of creating a work by combining aesthetic concerns with imagination, thought, and creativity. Visual arts course is important in terms of structuring a cultural identity and raising individuals who question knowledge and who can think originally and freely. In addition, the fact that students have the competencies they will need in personal, social, academic, and business life and that they are raised as creative and productive individuals who understand, interpret art reveal the necessity and importance of determining the self and task perception in visual arts course. ii) The expectation and task perception towards the visual arts course play an important role in deciding how much the student will be interested in art in his future life and how he will approach the content of this course. iii) The interest in and importance of visual arts courses are declining. Nowadays, it is thought that it has no purpose other than spending spare time (Yazar, Aslan & Şeker, 2014). This is related to students' feeling competent in visual arts and other individuals' attitudes and beliefs. Although it is not expected of students to have the talent to produce an excellent work or product, as in all the fields, the improvement of students in visual arts course is associated with the achievement expectance and the value they put into the course. The students feeling competent have higher motivation to fulfill the tasks and activities in the course and tend to choose this course.

Measuring self and task perception towards visual arts course might contribute to the motivation of students towards this course. This study aims to develop Self and Task Perception towards Visual Arts Course Scale to increase high school students' motivations towards visual arts course. With this scale, intrinsic value, extrinsic value, attainment value/importance, expectancy belief, task difficulty, and required effort could be determined. With this scale, students with low self and task perception could be identified and their achievement expectancy could be increased to train productive and creative individuals for academic and business life. Since the goals of students in visual arts course, their expectation to reach these goals and the value they give regarding these goals are hard to determine through views and evaluations of teachers, a need for a scale has emerged. Lastly, this scale could be used to determine self and task perception of students.

METHOD

Research Design

This study which aims to develop a reliable and valid scale to measure self and task perception towards visual arts course was conducted through survey model. A survey model is a research approach that aims to describe a past and current situation as it is (Kıncal, 2015). The survey model is an ideal approach where there is a need for a high sample size (Cohen, Manion & Morrison, 2007). Therefore, this study aiming to reach a high sample size to develop and reliable and valid scale was conducted through survey model.

Population and Sample

There are different views about the sample size of scale development studies. In the related literature, a sample consisting of 300 people is seen enough. However, there are views which state that a sample of size of 100 people is weak, 200 people is medium, 300 people is good, 500 people is very good, and 1000 people is excellent (Comrey & Lee, 1992). The students studying at high school constitute the population of this study. The demographic qualities of students in the sample are shown in Table 1.

Table 1: Demographic qualities of students

Grade	Girls	Boys	Total
9 th	31	32	63
10 th	30	35	65
11 th	33	31	64
12 th	35	32	67
Total	129	130	259

As seen in Table 1 the number of students participating in this study from 9th, 10th, 11th, and 12th grades are 63, 65, 64, and 67 respectively. The number of boys and girls participating in the study is equal. Table 2 presents the demographic information about the sample on which criterion validity and factor analysis were conducted.

Table 2: The demographic information about the sample on which criterion validity and factor analysis conducted

Grade	Girls	Boys	Total
9 th	34	31	65
10 th	32	33	65
11 th	30	34	64
12 th	35	34	69
Total	131	132	263

As it is seen in Table 2 criterion validity and factor analysis were conducted on a sample of 263 students. 65 ninth graders, 65 tenth graders, 64 eleventh graders and 69 twelfth graders participated in the study. The number of both genders is equal.

Test-retest was conducted with 50 students.

Scale Development Process Creating the Item Pool

After examining the literature concerning self and task perception towards visual arts course 27 items were written by considering the Expectation-Value Theory. To determine items views of two experts in educational sciences and measurement and evaluation departments were taken. Likert-type scales with an odd number of choices especially the 5 points likert-type scales are preferred in the studies conducted in the field of education (Reid, 2006). The items of this scale were formed in 5 points likert type which are certainly agree, agree, neutral, disagree, and certainly disagree.

Content Validity

Büyüköztürk (2007) states that to define the content validity of a scale which means the quality of items in terms of quality and quantity, getting opinions of experts is one of the frequently used methods. In line with this aim, the item pool was converted into a 27-item draft scale by considering six factors. The opinions of two experts, one working in the field of educational sciences and the other in measurement and evaluation were taken to find whether this scale could measure the self and task perception of high school students. Moreover, to determine the understandability of items opinions of a Turkish literature teacher and two visual arts teachers were taken. Regarding the feedback from the experts, items were edited and the scale took its final form.

Pilot Study

27-item draft scale formed after the expert opinions were implemented on 30 high school students as a pilot study. The understandability of the draft form by high school students is evaluated. The obtained data were coded from positive to negative and from high scores to low scores (5, 4, 3, 2, 1).

Before the necessary analysis to find out the validity and reliability of the scale, descriptive analysis regarding the total scores of the developed scale were presented. Then, Confirmatory Factor Analysis (CFA) was conducted to test the structure of the scale stated in the theoretical explanations. CFA aims to examine to what extend the structure of the scale determined earlier by considering theoretical explanations confirms the obtained data (Çokluk, Şekercioğlu & Büyüköztürk, 2010). CFA was conducted by using AMOS 24.0.

Criterion validity was done to determine to what extent the scale serves its purpose. In line with this aim, the correlation between the scores obtained from the factors of the present scale and the scores obtained from the factors (intrinsic goal orientation, extrinsic goal orientation, task value, learning control belief, and self-efficacy belief) in the “motivation” subscale of the “Motivated Strategies for Learning Scale” calculated through Pearson product-moment correlation technique.

T-test was used to determine whether there existed a statistically significant difference between the higher 27% and lower 27% groups in terms of the distinctive abilities of items. The internal consistency reliability of the scale was calculated through Cronbach’s Alpha internal consistency coefficient. The reliability regarding the time and stability were calculated via the correlation between the scores obtained from the test-retest implementation. Moreover, the mean and standard deviations for the factors of the scale were presented and the correlation between the factors were calculated through Pearson product-moment correlation coefficient technique. Correlation analysis and independent samples t-test were done using SPSS 24.0 program.

FINDINGS

Descriptive Analysis

Before the factor analysis, descriptive statistics related to the score obtained from the overall scale were present. Furthermore, whether there are extreme values that make it difficult to have normal distribution examined via calculation standardized Z values. The Z values were examined and two outliers out of the ± 3 range were found.

These values were taken out of the data set. Descriptive statistics belonging to item total scores were presented in Table 3. The Skewness and Kurtosis values indicate that the data is normally distributed.

Table 3: Descriptive statistics belonging to raw scores of the scale

Measurement	Value
\bar{X}	109,99
Median	110,00
Mod	87,00
Sd	25,74
Variance	662,36
Skewness	-0,01
Curtosis	-0,12
Range	315
Lowest value	137,00
Highest value	170,00

Results of Confirmatory Factor Analysis

Self and Task Perception towards Visual Arts Course Scale was developed based on Expectation-Value Theory. This theory states that expectancy belief, intrinsic value, extrinsic value, attainment value/importance, task difficulty, and required effort perceptions of individuals determine their behaviors and activity preferences. Six-factor draft form of the scale was prepared by considering the theoretical explanations.

CFA could test to what degree a pre-determined structure consistent with the obtained data (Çokluk et al., 2010). In the present study CFA was done to test whether the six-factor structure of the Self and Task Perception towards Visual Arts Course Scale was confirmed by the data at hand. To obtain better adaptive values, the modification index values of CFA were examined and some of the correlations between the error values of the observed variables under the same latent variable were released (Figure 1). The adaptive values of the six-factor model and the adaptive criteria used to test this model are given in Table 4.

Table 4: The adaptive values of the self and task perception towards visual arts course scale

Criteria	Good adaption	Acceptable adaption	Adaptive values of the model	Adaption status	Reference
(χ^2/sd)	≤ 3	$\leq 4-5$	1,82	Good adaptation	Byrne, 1989
RMSEA	$\leq 0,05$	0,06-0,08	0,05	Good adaptation	Browne & Cudeck, 1993
SRMR	$\leq 0,05$	0,06-0,08	0,05	Good adaptation	
CFI	$\geq 0,96$	0,90-0,95	0,94	Acceptable adaptation	
PClose	$>0,05$	0,01-0,05	0,13	Good adaptation	Hu & Bentler, 1999
GFI	$\geq 0,90$	0,89-0,85	0,90	Good adaptation	Tanaka & Huba, 1985;
AGFI	$\geq 0,90$	0,89-0,80	0,86	Acceptable adaptation	Jöreskog & Sörbom, 1984

When Table 4 is examined it is understood that the model is statistically significant and the adaptive values of the model meet the adaptation criteria according to the standardized estimation results of the Self and Task Perception towards Visual Arts Course Scale calculated via CFA. It is revealed that the six-factor structure of the scale is generally well aligned with the obtained data and the six-factor structure of the scale was confirmed. Result of the CFA reveal that factor loads of items in intrinsic value, attainment value/importance, extrinsic value, task difficulty, required effort, expectancy belief factors are between 0,57-0,74; 0,46-0,82; 0,62-0,69; 0,68-0,78; 0,72-0,70 and 0,66-0,84 respectively. The six-factor model which was tested is presented in Figure 1. Each path coefficient in the model was found statistically significant ($p < 0,01$).

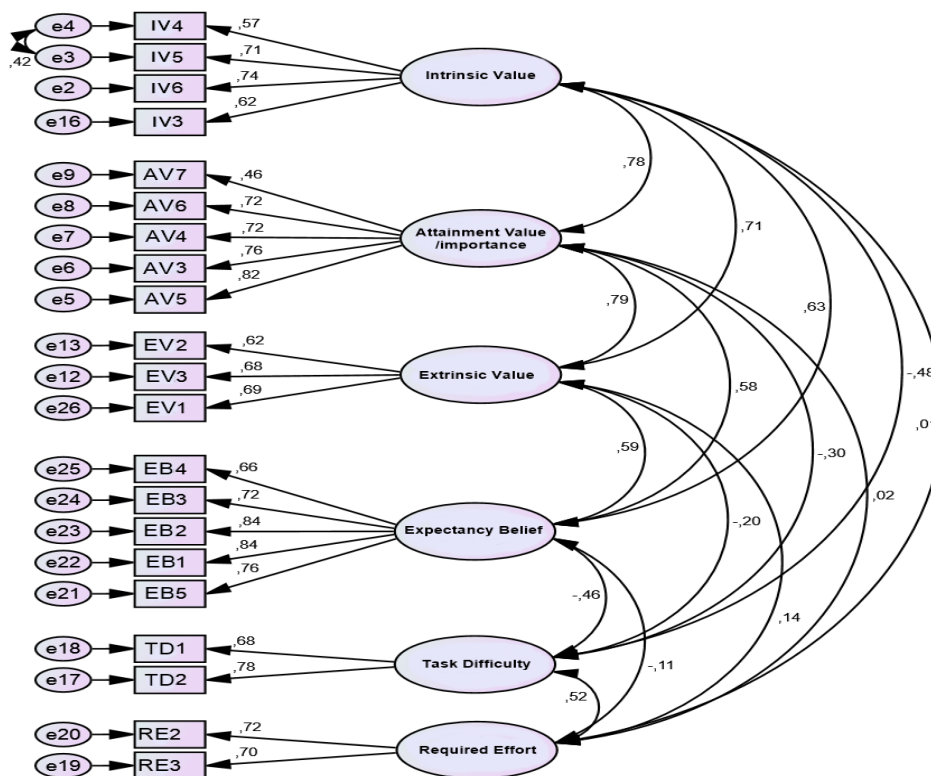


Fig.1: Confirmatory factor analysis diagram of self and task perception towards visual arts course scale, $\chi^2=315,62$; $sd=173$; $p<0,001$

The internal consistency reliability of the scale was calculated through Cronbach Alpha internal consistency coefficient. The reliability regarding the time and stability were calculated via the correlation between the scores obtained from the test-retest implementation. Calculated Cronbach Alpha internal consistency coefficients were presented in Table 5.

Table 5: Cronbach alpha reliability coefficients for the subscales of self and task perception towards visual arts course scale

Dimension	Number of items	Cronbach alpha
Intrinsic value	4	0,77
Attainment value/importance	5	0,82
Extrinsic value	3	0,70
Expectancy belief	5	0,87
Task difficulty	2	0,70
Required effort	2	0,67

Cronbach Alpha internal consistency scores of intrinsic value, attainment value/importance, extrinsic value, task difficulty, required effort, required effort factors were found as 0,77; 0,82; 0,70; 0,87; 0,70 and 0,67 respectively. And the correlation values which can be evidence for the stability of the scale were found as 0,86; 0,89; 0,68; 0,89; 0,56 and 0,50 respectively. It is expected that Cronbach Alpha internal consistency coefficient is above 0,70. Coefficients lower than this value show that the reliability of the scale is weak (Tavşancıl, 2005). The Cronbach Alpha values of this study show that the internal consistency reliability of the subscales are adequate.

Through the test-retest technique, the reliability regarding consistency stability of the scale was examined. In this technique, the same measurement tool is implemented on the same group after a certain period and the correlation between the results is calculated. The reliability coefficient calculated via this correlation is defined as continuity or stability coefficient (Tavşancıl, 2005). In the present study, in order to find out the stability of

the overall scale, it was implemented on 50 students two times, 45 days between two implementations. Mean, standard deviation, and correlation coefficients belonging to implementations are presented in Table 6.

Table 6: The correlation coefficients and descriptive information regarding the test-retest reliability of the scale for self and task vale perception towards visual arts course

Subscales	Implementation	X	Sd	r
Intrinsic value	First implementation	19,78	5,85	0,86**
	Second implementation	19,74	6,14	
Attainment value/importance	First implementation	23,62	6,43	0,89**
	Second implementation	22,82	7,46	
Extrinsic value	First implementation	9,46	3,03	0,68**
	Second implementation	9,08	2,89	
Expectancy belief	First implementation	23,80	8,14	0,89**
	Second implementation	24,24	8,15	
Task difficulty	First implementation	7,20	3,26	0,56**
	Second implementation	6,92	3,42	
Required effort	First implementation	7,80	3,42	0,50**
	Second implementation	8,12	3,12	

As seen in Table 6, despite an interval of 45 days, the mean and standard deviation values were found very close. The correlation values which are evidence of the stability of the scale was found 0,86; 0,89; 0,68; 0,89; 0,56 and 0,50 for the intrinsic value, attainment value/importance, extrinsic value, expectancy belief, task difficulty, and required effort subscales respectively. The results reveal that the correlations show a medium and strong relationship. These results might prove that the scale has high stability.

Item Analysis Results regarding the Means of Lower and Upper Groups

Item analysis can be conducted according to the mean scores of the answers received from the upper and lower 27% of the participants after they are ranked according to the scores they got from the scales (Tavşancıl, 2005). In this analysis, since lower and upper groups are independent, independent samples t-test were used. The results are presented in Table 7.

Table 7: T-test results conducted to determine item discrimination of self and task perception towards visual arts course scale

Item no	Group	X	Sd	T	p
int4	Lower group	6,17	1,15	11,05	0,00
	Upper group	3,00	2,00		
int5	Lower group	6,37	0,98	12,33	0,00
	Upper group	3,36	1,70		
int 6	Lower group	5,85	1,36	11,07	0,00
	Upper group	2,80	1,75		
int 3	Lower group	5,43	1,59	11,05	0,00
	Upper group	2,36	1,57		
a/i7	Lower group	6,14	1,20	9,58	0,00
	Upper group	3,55	1,82		
a/i 6	Lower group	5,26	1,42	11,47	0,00
	Upper group	2,34	1,47		
a/i 4	Lower group	5,49	1,43	11,76	0,00
	Upper group	2,52	1,45		
a/i 3	Lower group	5,66	1,41	11,47	0,00
	Upper group	2,61	1,61		
a/i 5	Lower group	5,92	1,20	14,11	0,00
	Upper group	2,58	1,48		
ext1	Lower group	5,83	1,10	11,34	0,00
	Upper group	2,88	1,79		
ext 2	Lower group	5,89	1,13	10,74	0,00
	Upper group	2,94	1,90		
ext3	Lower group	5,35	1,51	12,68	0,00

exp5	Upper group	2,38	1,12	11,98	0,00
	Lower group	5,74	1,30		
exp1	Upper group	2,66	1,61	13,28	0,00
	Lower group	6,23	1,18		
exp2	Upper group	2,70	1,78	13,87	0,00
	Lower group	6,25	1,24		
exp3	Upper group	2,64	1,68	10,35	0,00
	Lower group	5,42	1,64		
exp4	Upper group	2,52	1,54	9,56	0,00
	Lower group	6,02	1,30		
td1	Upper group	3,25	1,93	-2,06	0,04
	Lower group	2,98	2,07		
td2	Upper group	3,72	1,98	-2,73	0,01
	Lower group	2,69	1,90		
re2	Upper group	3,66	2,10	1,33	0,19
	Lower group	4,02	2,05		
re3	Upper group	3,56	1,82	2,44	0,02
	Lower group	3,98	1,97		
	Upper group	3,16	1,89		

When Table 7 is examined, it is seen that the t values of items in the scale are significant ($p < 0,5$). In addition, the average item scores of participants in the upper and lower groups are in favor of the participants in the upper group. This result showed that each of the items in the Self and Task Perception towards Visual Arts Course Scale was significantly distinctive.

Results of Criterion Validity Study

Criterion validity was done to determine to what extent the scale serves its purpose. In line with this aim, the correlation between the points obtained from the factors of the present scale and points obtained from the factors (intrinsic goal orientation, extrinsic goal orientation, task value, learning control belief, and self-efficacy belief) in the “motivation” subscale of the “Motivational Strategies for Learning Scale” calculated through Pearson product-moment correlation technique. The results are presented in Table 8.

Table 8: The correlation coefficients regarding the relationship between the subscales of self and task value scale towards visual arts course and motivation scale

Variables	Intrinsic goal orientation	Extrinsic goal orientation	Task value	Learning control belief	Self-efficacy belief
Intrinsic value	,583**	,123*	,622**	,406**	,475**
Attainment value/importance	,541**	,147*	,553**	,389**	,376**
Extrinsic value	,534**	0,068	,575**	,365**	,442**
Expectancy belief	,504**	,170**	,504**	,370**	,519**
Task difficulty	-0,109	0,038	-0,046	-,141*	-,212**
Required effort	,213**	0,074	,175**	0,098	-0,016

* $p < 0,05$; ** $p < 0,01$

As seen in Table 8 the subscales of Self and Task Perception towards Visual Arts Course Scale have low, medium, and high-level significant correlation with the subscales of Motivation Scale. The results revealed that the present scale was associated with the “motivation” subscale of the Motivational Strategies for Learning Scale and that it serves its purpose.

The Inter-scale Relationships of the Self and Task Perception towards Visual Arts Course Scale

Pearson correlation coefficients were calculated to reveal the relationship between the subscales of the scale. The findings will provide information concerning the internal consistency of the scale based on the correlation between its dimensions. The correlation coefficients regarding the relationship between the dimensions of the scale are given in Table 9.

Table 9: Correlation coefficients regarding the relationship between the dimensions of self and task perception towards visual arts course scale

	Variables	1.	2.	3.	4.	5.	6.	\bar{X}	Ss
1.	Intrinsic value	1						14,87	7,16
2.	Attainment value/importance	,748**	1					18,56	7,47
3.	Extrinsic value	,692**	,640**	1				10,90	5,36
4.	Expectancy belief	,656**	,609**	,595**	1			19,67	8,85
5.	Task difficulty	-,147*	-0,021	-0,073	-,193**	1		7,35	3,61
6.	Required effort	,130*	,188**	,208**	0,074	,349**	1	7,71	3,71

**p<0,01, *p<0,05

When Table 9 is examined, it is understood that the correlation among the subscales of the scale was found to have values between -0,021 and 0,748. It is determined that the subscales of the scale generally have a low, medium, and high-level significant relationship with each other. The average scores obtained from the scale are calculated as 14,87 (Sd=7,16), 18,56 (Sd=7,47), 10,90 (Sd=5,36), 19,67 (Sd=8,85), 7,35 (Sd=3,61), and 7,71 (Sd=3,71) for the intrinsic value, attainment value/importance, extrinsic value, expectancy belief, task difficulty, and required effort subscales respectively.

DISCUSSION AND RESULTS

This study aims to develop a scale to measure the self and task perception of high school students towards visual arts course. In the scale development process following steps were followed respectively: examination of the relevant literature, creating the item pool, taking the opinions of experts, pilot study, item analysis, test-retest, criterion validity, and analysis.

The 27 items in the item pool were reduced to 21 items by taking the opinions of experts. By considering the Expectation-Value Theory, the six-factor structure of the scale was formed. When the CFA principles were taken into consideration, it was found that the scale could have six subscales. Bayram (2010) stated that χ^2/sd , GFI, AGFI, CFI and RMSEA indexes were calculated to evaluate the consistency of the scale. Accordingly, χ^2/sd , RMSEA, SRMR, CFI, PClose, GFI, AGFI were found as 1,82; 0,05; 0,05; 0,94; 0,13; 0,90; 0,86 respectively. Results of the χ^2/sd , GFI, AGFI, CFI, SRMR and RMSEA show that the model generally has good adaptive values. Furthermore, it can be stated that the six-factor structure of the scale is verified by the data obtained when the adaptive indexes of the scale are taken into account.

The reliability analysis of the scale whose six-factor structure was confirmed through CFA was conducted. The reliability scores of the intrinsic value, attainment value/importance, extrinsic value, expectancy belief, task difficulty, required effort factors were found as 0,77; 0,82; 0,70; 0,87; 0,70; 0,67 respectively. When a 0,70 score is considered enough for the reliability of the scales, the internal consistency coefficients of all the subscales can be accepted as reliable (Büyüköztürk, 2012). Therefore, it is seen that the internal consistency reliability of the subscales was sufficient.

In the test-retest technique, the same measurement tool is implemented on the same group after a certain period and the correlation between the results is calculated to find the test-retest reliability of the scale (Yavaş Çelik & Çiğdem, 2020). It is stated that at least 30 students must participate in the test-retest implementation (Seçer, 2015). Test-retest conducted on 50 high school students and medium and high correlations were found between two implementations. Thus, according to the test-retest results, it is found that the stability of the scale is high.

To determine the item discrimination of the scale, means of lower and upper groups were compared. The significant differences between the groups is an indicator of internal consistency (Büyüköztürk, 2004). In this regard, the scores obtained from scale are ranked from high to low. Independent samples t-test was conducted for the means of 27% groups taken from the beginning and end of the rank and item discrimination indexes acquired. According to the t-test result of lower and higher groups, all the items were found as significant (p<0,05) and it was seen that all the items in the scale are significantly distinctive.

In the criterion validity study, the "motivation" subscale of Motivational Strategies in Learning Scale was used. Low, medium, and high-level significant correlations were found between the subscales of Self and Task Perception towards Visual Arts Course Scale and the subscales of Motivation Scale. Moreover, the correlation of each factor with the other was found to have values between -0,021 and 0,748.

CONCLUSION

In this regard following results were found:

- The scale has a six-factor structure considering the principles of CFA.
- Internal consistency reliability of the subscales was found sufficient.
- The stability of the scale was high according to the test-retest results.

- It was seen that all the items of the Self and Task Perception towards Visual Arts Course Scale were significantly distinctive.
- The scale has shown that it is correlated with the motivation subscale of the “Motivational Strategies in Learning Scale” and that it serves its purpose.
- It is found that the dimensions of the scale have low, medium, and high significant correlations with each other.
- The scale is a valid and reliable tool to measure the self and task perceptions of high school students towards visual arts course.

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