

Factors Affecting Students' Learning Willingness in Online Art Classes in Private University

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Abstract: Objective: In this study, students majoring in art design who participated in online art classes from private university of Chengdu were selected as research subjects to study the factors influencing students' willingness to learn behavior. The factors studied in conceptual framework included perceived usefulness, performance expectancy, behavioral intention, satisfaction, self-efficacy, social influence, as well as perceived behavioral control (PBC). **Research design and data analysis:** After data collection, 512 questionnaires were collected and after review for validation, 500 questionnaires remain for the data analysis. Purposive sampling and quota sampling were used in the sampling procedures. Before the data gathering, the content validity and reliability of questionnaire was tested by Item-Objective Congruence (IOC) and pilot test (n=30). After the data collection, the Structural equation model (SEM) and confirmatory factor analysis (CFA) are used in combination to verify the verification hypothesis and goodness of fit of the model studied. **Results:** According to the seven hypotheses, it is found that the main factor affecting students' willingness is the perceived behavioral control (PBC).

Key words: Online art classroom, Behavioral intention, Satisfaction, Students' willingness.

1. Introduction

So far, online art courses have also become increasingly popular among Chinese college students. The channels for art students to acquire knowledge gradually expand from the classroom to the network platform, which changes the learning mode of higher education from "fixed learning mode" to "mobile learning mode". Students can use online learning in art classes and make the most of their "fragmented" time anywhere, anytime.

2. Literature Review

2.1 Perceived usefulness (PU)

According to TAM, perceived usefulness was an individual evaluation of improving his or her own general health and happiness, personal feat, and the practicability to supply by the technology. The meaning of perceived usefulness the degree to which a student believes that using online art classes will contribute to his or her personal learning performance, in other words it refers to an assessment of a person's ability online art classes to achieve their goals.

H1: PU exerted crucial effect on SA to using online art classroom.

2.2 Performance expectancy (PE)

Performance expectations were mean as the expected degree to what is the use of online classes will help students gain benefits in real life. Performance expectations were defined as students' understanding of the advantages of using technological innovation to produce better results.

H2: PE exerted crucial effect on students' SA towards using online art classroom.

H3: PE exerted crucial effect on students' BI towards using online art classroom.

2.3 Self-efficacy (SE)

Self-efficacy is the most important factors in the cognitive theory of society. Bandura's meaning of self-efficacy is that it is a kind of ability that affects an individual's judgment on himself, how an individual makes a certain performance on his own behavior and whether he can successfully complete it. (Askar et Aysun, 2001).

H4: SE exerted crucial effect on students' BI towards using online art classroom.

2.4 Social influence (SI)

The meaning of social identity can be understood as a process in which an individual psychologically combines with the self in the environment and the social group, and thus participates in a particular characteristic of the group. Social influence refers to "a change in one's feelings, thoughts, attitudes, or behaviors resulting from interactions with another person or a group. Behavior arising from interaction with another person or in group learning".

H5: SI exerted crucial effect on students' BI towards using online art classroom.

2.5 Perceived behavioral control (PBC)

TRA indicated in its research report that human behavioral intention is mainly related to two factors, one is behavioral attitude, the other is human subjective behavioral norms, and a new factor is added to TPB, namely perceived behavioral control (Ajzen, 1991). It is understood as a perception of how difficult or easy certain subjective actions are some behaviors. The level of perceived behaviors can control and directly affect the level of behavioral intention.

H6: PBC exerted crucial effect on students' BI towards using online art classroom.

2.6 Satisfaction (SA)

Student satisfaction was a short-term attitude that was an assessment of their experience of the educational services provided. Satisfaction refers to the mental or emotional state associated with the cognitive evaluation of expected performance differences. Satisfaction refers to a student's emotional state towards a specific service, which will change students' motivations accordingly.

H7: SA exerted crucial effect on students' BI towards using online art classroom.

2.7 Behavioral intention (BI)

Students' behavioral intentions were governed by their attitudes, their subjective norms and their perceived behaviors. (Ajzen, 1991). Therefore, many studies had confirmed the close relationship between behaviors and demonstrated that behavioral intention was a sufficient representative of behavioral intention Actual behavior.

3. Research Methods and Materials

3.1 Research Framework

The conceptual framework in Figure 1 was supported and studied by three main theories (TAM, VBL and UTAUT) and previous academic research frameworks.

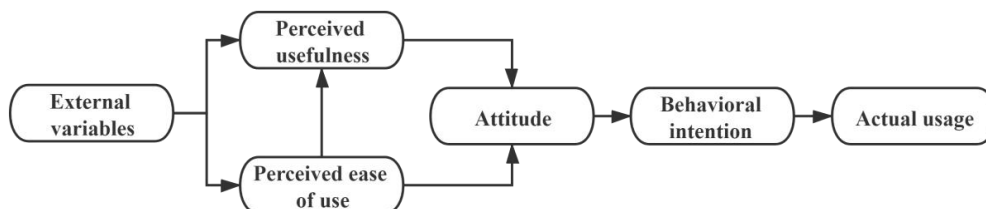


Fig 1 The Conceptual Framework

3.2 Methodology

In this study, 500 undergraduates majoring in art and design in Sichuan University of Media and Communication were quantitatively investigated by online questionnaire. Objective sampling and quota sampling are adopted in this study. Structural equation model (SEM) and confirmatory factor analysis (CFA) were used to verify the goodness of fit of the model and verify the hypotheses.

3.3 Population and Sample Size

In this study, art and design undergraduates (sophomore and juniors) with experience in online art classroom at Sichuan University of Media and Communications (SUMC), a private university in Chengdu, China, were selected as the target population. In addition, the A-Priori sample size calculator of Structural Equation Model (SEM) was also used in this study for calculation, and the minimum sample size was suggested to be 425. After data collection, 512 questionnaires were collected and after review for validation, 500 questionnaires remains for the data analysis.

3.4 Sampling Technique

The researcher conducted the purposive and quota sampling technique. The researcher first selected 1,342 art and design major undergraduates with online art classroom experience from a private university in Chengdu, using purposive sampling. The two types of

sampling used in this study mainly refer to non-probability sampling and probability sampling. The selection of sampling procedures and techniques is based on the study itself.

Target Private University	Sampling Units	Population Size Number of students	Proportional Sample Size
Sichuan University of Media and Communications	Sophomore	578	215(578*500/1342)
	Junior	764	285(764*500/1342)
	Total	1342	500

Source: Constructed by the researcher

4. Discussion and Results

4.1 Demographic Information

As Table 2 shown that 500 questionnaires were distributed across the two grades collected, 500 of which were valid as presented in Table 2. Among the 500 participants, there was 52.4% man and 47.6% female participants in this survey. In terms of academic year organization, sophomores account for 49.2%, juniors account for 50.8%.

4.2 Confirmatory Factor Analysis (CFA)

CFA was first used to assess the convergence and discriminant validity of measurement models and was determined by factor loadings. Confirmation Factor Analysis (CFA) is the extremely valid approach for determining how properly the small-scale of variables illustrated themselves (Byrne, 2010).

Latent Variables	Source of Items	No. Of Items	CA	Factors Loading	CR	AVE
SI	(Lee et al., 2006)	4	0.837	0.709-0.828	0.842	0.571
PBC	(Arbaug, 2002)	4	0.824	0.708-0.773	0.826	0.543
SE	(Jairak et Mekhabunchakij, 2009)	5	0.868	0.705-0.871	0.871	0.575
PU	(Alshammari, 2020)	4	0.840	0.715-0.839	0.845	0.578
PE	(Chenget al., 2019)	4	0.839	0.701-0.825	0.842	0.573
SA	(Chiou et Shen, 2012)	4	0.830	0.705-0.814	0.834	0.557
BI	(Ismah, 2019)	4	0.833	0.684-0.831	0.839	0.567

Source: Constructed by the researcher

4.3 Research Hypothesis Testing Result

In addition, Table 7 explained the Standardized Path T-values and Coefficients . Therefore, details of the research hypothesis test were as follows

Table 2 Hypothesis Result of the SEM

Hypotheses	Paths	Standardized Path Coefficient (β)	T-value Tests	Results of Testing
H1	PU→SA	0.224	5.126***	Supported
H2	PE→SA	0.313	7.176***	Supported
H3	PE→BI	0.217	6.045***	Supported
H4	SE→BI	0.270	7.573***	Supported
H5	SI→BI	0.143	3.931***	Supported
H6	PBC→BI	0.242	6.341***	Supported
H7	SA→BI	0.167	4.797***	Supported

5. Conclusion

In the results of this study, it mainly want to study the main factors that affect students' learning behavior intention to study in online art classroom of Chengdu University in Chengdu, China. The proposed conceptual matrix was developed from the TAM, VBL and UTAUT theories and a certain number of literature. Consequently, according to the instructional design, the essential seven latent variables would directly or indirectly exert a significant positive influence on the behavioral intention of art and design students toward

the employment of hybrid education. More consideration can be given to the combination of online learning and offline learning in students' future learning. How can the technological classroom of online classroom learning and the traditional classroom learning of offline learning coexist and improve together.

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