

# The Relationship between the Aesthetic Dimension of Media Literacy and Academic Performance

MARYAM DEZFOOLI<sup>1</sup>, MARZIEH RAMEZANI<sup>2\*</sup>, FATEMEH AHMAD BEIGI<sup>3</sup>

<sup>1</sup>M.Sc., Department of Educational Sciences, North Tehran Branch, Islamic Azad University, Tehran, Iran.

<sup>2</sup>Assistant Professor, Department of Educational Sciences, North Tehran Branch, Islamic Azad University, Tehran, Iran.

<sup>3</sup>Assistant Professor, Department of Psychology, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran

Corresponding author: Marzieh.ramezani2@gmail.com

## ABSTRACT

The aim of this study was to investigate the relationship between the aesthetic dimension of media literacy and the academic performance of women in the 12th district of Tehran in 2018-2018. The statistical population in this study is 80 women interested in education and 66 people were selected as a sample using Morgan table. In fact, the whole statistical population was determined as a sample. The research tools are two questionnaires: media literacy and academic performance. Hassan Khani Media Literacy Questionnaire (2018) with 90% reliability and Pham and Taylor (1999) Academic Performance Questionnaire with 84% reliability were used. Data were analyzed using Pearson correlation coefficient and multivariate regression. The results showed that there is a significant relationship between academic performance and aesthetic components of media literacy.

**Keywords:** media literacy, academic performance, aesthetics

## INTRODUCTION

With the advent of the technological revolution in the 1980s, the world entered a new phase in which the media, while evolving and diversifying, has become a key component of human societies, so that in order to be able to have an audience against the various media available, they can in addition to consciously and actively using these media, they must protect themselves against the challenges and their destructive consequences.<sup>1</sup>

The history of media literacy dates back to 1965. Marshall McLuhan first used the term in his book "Understanding the Media, Expanding the Dimensions of Human Existence" and wrote: When the global village is realized, human beings need literacy. Achieve a new one called media literacy.<sup>2</sup>

Media literacy is a set of perspectives on dealing with the media and interpreting the concepts we receive from the messages we receive.<sup>3</sup> Media literacy seeks to enhance consumer perception so that the audience recognizes what they should use or what information or data they should not be exposed to, and the user should consider the needs of their time and the content of the information. And adjust the fit to your needs.<sup>3</sup>

Media literacy is a mixture of effective media productivity techniques and gaining insight and understanding to distinguish the media from each other.<sup>4</sup> Media literacy is in fact a clear map that can be used to better find ways and experiences in the media world. And useful information is obtained. In this way, instead of allowing the media to run our lives the way they want, we take control of it ourselves.<sup>5</sup>

Rezvan Hakimzadeh emphasized on strengthening media literacy from an early age, even in primary schools, and that it also plays an important role in strengthening and educating the Qur'an. For this reason, in addition to education, the Ministry of Culture and Islamic Guidance, the Islamic Propaganda Organization, the Radio and Television Organization, and the Media Literacy Association have also addressed this serious issue.<sup>6</sup>

In this regard and the importance of media literacy in

Quranic teachings for Quranic activists in 2018 in the 26th Holy Quran Exhibition, the first workshop to promote media literacy was held. In an interview with Bahareh Nasiri: "Media literacy is an issue that needs to be addressed. He stated that in media literacy, we must first learn that in the face of any message, whether visual, audio or written, 5 key questions must be asked. Ask yourself: Who? What is he saying? For whom? With what technique? What is your motivation?"

Nasiri points out that: Even in the Holy Quran, there is a text and a meta-text. The hypertext of the Qur'an is the same as the meaning of the verses and the interpretations of the verses. The Qur'an also refers to media literacy issues well and states: We have verses that identify the source of the message, verses that refer to conscious encounter with the message, verses on how to deal with messages Expresses falsehood. Verses that emphasize the need to pay attention to the message and not just the messengers, and verses that indicate the avoidance of excitement in the face of the message.<sup>7</sup>

Media literacy is a combination of effective media productivity techniques and gaining insight and understanding to distinguish media from each other. Therefore, in religious media where the audience is familiar with Islamic principles, it is necessary to observe the points. In this regard, the book "Principles and Foundations of the Holy Quran in order to increase media literacy" is one of the books that has considered this matter. This book can be considered as the best model for increasing the level of media literacy of the audience of religious societies.<sup>8</sup> Is there a relationship between media literacy and the academic performance of adult Quranic scholars at the Dar al-Tahfiz Center in District 12 of Tehran in 2019-2020?

**Research Methods:** This research is applied in terms of purpose and is correlational in terms of research method

**Statistical population:** The statistical population of adult Quranic scholars is the Quranic collection of Dar Al-Tahfiz District 12 in Tehran in 2019-2020, in number of 80 people.

**Statistical samples and sampling methods:** Using Morgan table and simple random sampling method, 66 people were determined as the sample size. To prevent

sample loss and small number of statistical population, a questionnaire was given to the whole statistical population.

**Methods and tools of data collection:** A- Library method: In this research, library method, sites, internal and external articles and master theses have been used.

B- Field method: Two questionnaires of media literacy and academic performance have been used.

C- **Research tools:** In this research, two questionnaires (media literacy and academic performance) were used.

The Media Literacy Questionnaire by Hassan Khani<sup>9</sup> (2018) with 90% reliability was used and also the Pham and Taylor Academic Performance Questionnaire in 1999, whose reliability was obtained by Cronbach's alpha method above 70% or 84% in 5 Measures the area of academic performance.

**Reliability of research tools:** The media literacy questionnaire used by Hassan Khani (2018) with 90% reliability was used and also the Pham and Taylor<sup>10</sup> educational questionnaire whose reliability was obtained by Cronbach's alpha method above 70% equal to 84% in 5

areas measures academic performance.

**Data analysis method:** Kolmogorov-Smirnov test was used to test the normality of the distribution of observations. By confirming this hypothesis, Pearson correlation coefficient was used using SPSS software version 22.

## RESULTS

According to the results of Table 1 because the absolute value of the correlation coefficient calculated between these two variables is greater than its critical value (0.231) (with degree of freedom 78 and significance level  $P < 0.05$ ), then the null hypothesis is rejected. Considering the rejection of the null hypothesis, it can be concluded with (95%) confidence that there is a significant correlation between academic performance and the (aesthetic) component of media literacy in the study population and this relationship is not due to sampling error or random factors.

Table 1. Pearson correlation coefficient between academic performance and the (aesthetic) component of media literacy

The Role of Variables	Variables	standard deviation	covariance	Pearson correlation	df	Sig.	Coefficient of determination
Predictor	Aesthetic	7.23	62.70	0.420**	80	0.00	17.64
Criteria	academic performance	20.64					

Table 2. Standard and non-standard regression coefficients and t-statistic and linearity of predictor variables

Variables		Non-standard coefficients		standard coefficients	T	Sig.
		B	Error	Beta		
Academic performance	predictor					
	Fixed amount	85.42	22.53		3.79	0.00
	Aesthetics	1.05	0.31	0.37	3.35	0.00

The results of Table 2 show the significance of the effect of predictor variables on the criterion variable through t-test. According to the results of this calculated t-table, the predictor variable of components (aesthetics) of media literacy is greater than the critical value of t (at the significance level of 0.05) and the result of this variable in predicting academic performance in the study population is correlated with 95% confidence. It is effective.

## DISCUSSION AND CONCLUSION

Based on the results, it was found that: "There is a significant correlation between academic performance and the (aesthetic) component of media literacy in the study population. The questions of this component indicate that people with media aesthetic literacy combine elements to achieve a new structure, inductive reasoning, decomposing elements, recognizing media intentions, being aware of the financial interests of media owners, how to articulate political and social propositions, and identifying points. The strengths and weaknesses of the media, the ways in which messages are conveyed, the use of language in inducing messages, familiarity with symbols, contracts, codes, the abstraction of powerful stereotypes, they know that cyberspace, while reducing people's study, has individualized and further isolated them. They are aware of the tricks and subtleties such as lighting, scenery, phonetics and verbal language contained in visual, audio or text messages.<sup>9,10</sup>

Today's society has gone beyond the information society and, along with film and animation, has made it

possible for media-related hardware to be implanted in people's minds. And therefore, it has made the educational mechanism much different than before. Nowadays, imagination has given way to image and the effort of educational experts is to present written and conceptual content in visual and theatrical form. For specialists in the field of education, it has been proven that the use of educational technology has a significant effect on learning, and therefore less can be found in the field of technology for which the technology has not been designed and developed. Specialists in this field with the techniques at their disposal are able to convey educational content of the desired quality to students. Computer games, educational videos, applications, programming, computer-based training, and online training are examples of this vast effort and examples of educational technology.<sup>11,12</sup>

These methods are more effective if used as a supplement to classroom instruction. These methods both promote academic achievement and create a positive attitude towards educational activities. Because these methods are tools in themselves, they do not play much of a role in enhancing learning, regardless of the role of the teacher. Therefore, for their effectiveness, the principles of psychology and learning should be used.

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