Sample Masters Thesis Editing

The Arts – quantitative analysis (National Taiwan University of Arts)

Questionnaire Survey and Data Analyses

This chapter will analyse ~~the~~ results from the~~of~~ questionnaire survey. The survey ~~was to~~ collected ~~the first hand~~ data from six universities in Taiwan ~~from~~ between February and March of 2008. The objective was to determine ~~purpose of the questionnaire is to know~~ whether the application of~~applying~~ online games ~~for traditional arts exerts~~ influenced ~~on~~ university students' attitudes towards traditional arts. In order to strengthen the representativeness of the interview samples, students were selected from a range of disciplinary backgrounds, including ~~most of the university students surveyed major in different courses such as~~ art, computer, media, design, education, industry and business~~, students' majors were chosen as the key factors to increase the reliability of survey~~.

Thi~~se~~ chapter is divided into three parts in accordance with ~~according to~~ the collected statistical data. Section one aims to analyse the individual experience of students~~' experience of~~ playing online games, along with~~and~~ their attitude toward the traditional arts ~~through individual data of the university students~~. ~~According to a~~ A grouping test is used to ascertain~~identify~~ whether digital media ~~communication~~

can increase students' understanding of the contents of the Chinese painting '*A City of Cathy'*. However, the section is mainly to analyse whether digital media communication can improve students' interests in appreciating traditional arts through the analysis of *Excel* software.

~~In s~~Section two~~,~~ utilises~~following~~ the Technology Acceptance Model (TAM) to represent ~~create~~ three different external variables, including game functions, game contents and the behaviour of students~~'~~ ~~behaviours to the questionnaire~~. ~~It aims to find out~~ The question is whether these variables would impact students' receptiveness ~~acceptance~~ to learning the traditional arts by playing online games. ~~However, the questionnaire in this part aims to know students' attitudes toward learning traditional arts by using online games, and discuss students' acceptance of and learning effects by this model.~~

The final section attempts to explain~~aims at explaining~~ the survey results ~~of survey based on~~ with reference to the quantitative analysis of the above two sections. Therefore, the section ~~has to express~~ engages with five research questions in order to work out the solutions, and verify the research hypothesis~~.~~: ~~The research questions sought information about:~~

- What are the behaviours and attitudes of university students when~~for~~ playing online games?
- What are the attitudes of university students toward traditional arts?
- How can university students' interest in appreciating

traditional arts be improved through digital media communication?

– How can university students' acceptance of learning traditional arts through online games with education functions (TAM) be encouraged?

– How can university students' knowledge ~~learning effectiveness~~ of the traditional arts be improved through participation in online games ~~be achieved~~?

5.1. Quantitative Analysis

The survey ~~aims to effectively accomplish the goals of the investigation; therefore, the~~ items ~~of the questionnaire~~ are sorted into three key categories: ~~including~~ individual backgrounds of the university students~~' individual background~~, their experience and cognition ~~of university students~~ and finally, ~~university students'~~ attitude towards learning by online games ~~learning~~. ~~On the other side, the a~~Assessment was conducted through the questionnaires with answers on a 5-point~~s~~ Likert scale[1]. This scale is used to measure and describ~~ept~~ the responses of the ~~university~~ students~~' response~~. ~~Generally, t~~The analysis of the questionnaire ~~analysis~~ is conducted with statistical charts using~~by~~ *Excel* software to arrive at a clear representation of the

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[1] Likert Scale (or Summated Rating Scale) was invented in 1932 by Rensis Likert, which is used as a method to test the opinions of ~~the testing~~ subjects. Generally, this scale reflects and judges by~~in~~ five degrees in accordance with ~~how testing~~ subjects' agreement with the questions~~. :~~~~Such as~~ 'Strongly agree', 'Agree', 'No opinion', 'Disagree', 'Strongly disagree'. The ~~way of~~ grading method involves scoring~~is to score~~ each degree from 5 to 1. ~~Then add t~~The marks of all questions are then added together to obtain ~~make out~~ the score of the testing subject's attitude. The higher his mark is, the more strongly he agrees with the questions; conversely, the lower mark shows the dissenting attitude of the testing subject.

data in question~~aiming at ascertaining the readers' clear understanding as to the result of the questionnaire~~. ~~However, t~~The survey indicates ~~has been found~~ that the most important determinants of the overall experience were related to the levels of potential interest ~~possibility of the university students' interests~~ in traditional arts through digital media, and to the added perceived attitudinal values ~~of university students' attitudes~~ toward online game learning.

5.1.1. Analysing University Students' Individual Backgrounds

The fieldwork is a questionnaire survey administered to the university students ~~whose~~ aged ~~is~~ between 18-20 years old. Questionnaires were distributed~~, collected~~ and returned from six different schools, including National Taiwan University of Arts, Yuan Ze University, National Taipei University of Education, National Formosa University, Shih Hsin University and Chin-min Institute of Technology. ~~The survey conducted questionnaires among about~~ 500 university students were surveyed from six universities ~~of Taiwan~~ for a month. Of these, 457questionnaires were returned, representing a high return rate of eighty-six percent. The returned questionnaires were carefully filtered in order to establish~~approach~~ the validity of samples. Only 350 available ones are left as analysing samples, that is, 107 unavailable questionnaires were eliminated[2].

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[2] Unavailable questionnaires refers to carelessly answered surveys~~those, which are answered by university students over carelessly~~. Such ~~as some~~ students gave~~only tick~~ the same answer for all questions~~, their responses should be unavailable~~. These questionnaires will thus be eliminated~~, and cannot be listed as the analysing samples of the questionnaires~~.

The survey samples include 172 male~~s~~ ~~students~~ respondents accounting for 49 percent of the total number and 178 female ~~students~~ respondents accounting for 51 percent. Of these~~Moreover, among the questionnaire respondents~~, 40 students major in artistic courses (11%)~~,~~; 41 students major in computer courses (12%); 98 students major in media courses (29%); 85 students major in design courses (24%); 32 students major in education courses (9%); 32 students major in industry courses (9%) and 22 students major in business courses (6%) (Table 5.1.). The ~~questionnaire~~ analysis ~~aims to know~~ enquires as to whether student's gender and major influence their responses~~can impact the students' responses on the questions~~. For example, the students majoring in arts ~~subject~~ have a better understanding of traditional arts, so ~~that~~ they can easily answer ~~the~~ questions about traditional arts. Conversely, the students from the computer department experienced difficulty in answering these kinds of questions. On balance, the survey considers that the poll students approximate the overall student ~~can approach the~~ population ~~of all Taiwanese university students in order to make the representative samples~~. The survey chose five universities and one institution as the research target in connection with students' different majors to establish~~accomplish~~ the reliability and validity of the survey.

Table 5.1.

The major subjects for the university students

Major Subjects	Number of Students	Percentage (%)
Arts	40	11%
Computer	41	12%
Media	98	29%
Design	85	24%
Education	32	9%
Industry	32	9%
Business	22	6%
Male	172	49%
Female	178	51%
Total	*350(students)*	*100%*

5.1.2. Experience and Cognition of University Students

Experiences of ~~O~~online ~~G~~games

The questionnaire ~~contents aim at~~ analys~~es~~ing the experience and cognition of university students in~~volved in~~ ~~the~~ online games.

Questions:

Q1: How many years have the students participated in online games?

Q2: How many hours per day are spent ~~for the students to~~ playing online games?

Q3: What types of online games do ~~of the~~ the university students most enjoy participating ~~like to participate~~ in?

Q4: What factors attract university students to online games?

Q5: What is the purpose for university students of ~~to~~ playing online games?

Q1: How many years have the students participated in online games?

~~We can find from t~~The statistical data in ~~below on~~ table 5.2 ~~.~~, reveals that, of ~~amid~~ the polled students, 155 ~~students~~ have played online games for less than one year, accounting for 44 ~~precent~~percent of the total; 105 students have played online games for five years, equivalent to ~~accounting for~~ 30 percent of the total. That is, according to the statistical results, the numbers of ~~the~~ students ~~who have the~~ with experiences of playing online games for less than one year, and more than five years, comprise the highest tally ~~are the greatest~~ in the survey samples.