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 questionnaire survey. The survey was to collect the first-hand data from six universities in Taiwan from February and March of 2008. The objective was to determine the purpose of the questionnaire is to know whether the application of applying online games for traditional arts exerts an influence 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.

This chapter is divided into three parts in accordance with the collected statistical data. Section one aims to analyse the individual experience of students’ experience of playing online games, along with their attitude towards the traditional arts through individual data of the university students. According to a-A grouping test is used to ascertain 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 Section two, the Technology Acceptance Model (TAM) to represent 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 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 assessment was conducted through the questionnaires with answers on a 5-points Likert scale. This scale is used to measure and describe the responses of the university students’ response. Generally, the analysis of the questionnaire analysis is conducted with statistical charts using 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 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. The marks of all questions are then added together to obtain 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, 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, 457 questionnaires 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 students accounting for 49 percent of the total number and 178 female students accounting for 51 percent. Of these, 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 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 the reliability and validity of the survey.
Table 5.1.
The major subjects for the university students

<table>
<thead>
<tr>
<th>Major Subjects</th>
<th>Number of Students</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>40</td>
<td>11%</td>
</tr>
<tr>
<td>Computer</td>
<td>41</td>
<td>12%</td>
</tr>
<tr>
<td>Media</td>
<td>98</td>
<td>29%</td>
</tr>
<tr>
<td>Design</td>
<td>85</td>
<td>24%</td>
</tr>
<tr>
<td>Education</td>
<td>32</td>
<td>9%</td>
</tr>
<tr>
<td>Industry</td>
<td>32</td>
<td>9%</td>
</tr>
<tr>
<td>Business</td>
<td>22</td>
<td>6%</td>
</tr>
</tbody>
</table>

Male 172
49%
Female 178
51%
Total 350(students)
100%

5.1.2. Experience and Cognition of University Students

Experiences of Online Games

The questionnaire aims at analysing the experience and cognition of university students involved 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 play playing online games?

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

We can find from 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 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.