

The Application of Multiple Arts to the Publicity Strategy for All-Out Defense Education

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Abstract: Problem statement: Modern defense is so complex and professionally that we have to establish an effective publicity strategy for promoting the concept of all-out defense education and gather consensus of people on the defense and national security. Therefore, how to help all people to understand, affirm and further to support defense and thus consolidate national security have become the focus of decree publicity in the world. **Approach:** For achieving above-mentioned goals, at the present time, many countries had applied the multi-arts creations to passing information about defense strategy through diversified approaches including text, images, audio, video, Internet communications and lively teaching by integrating teaching with fun to achieve the goal of enhancement of all-out defense education. **Results:** This study, aims to explore the application of the publicity strategy of multi-arts to the advancement of understanding of defense policy of all people in Taiwan through questionnaire analyses. **Conclusion:** That diversified and rich forms of interface of arts can enhance the effects of giving publicity to the decrees has been verified.

Key words: All-out defense education, multiple arts, publicity strategy, questionnaire analysis, national security, present time, internet communications

INTRODUCTION

So-called defense and security have been no more than traditional military war, the incidents that affected people's life and property security, like terrorist attacks in United States on September 11, 2001, tsunami in South Asia in 2004, earthquake in Sichuan, China in 2008 and avalanche on a freeway in Taiwan in 2010 have also been defined and included into the scope of modern defense and security. So the core of all-out defense education in the 21st Century has extended to the idea that educates people to protect national security and safeguard social stability. It is not only to educate people to respond to the war policy but also educate them to face and prevent from all non-war factors such as natural disasters and man-made calamities. So Wang and Luo (2007); Chen (2009) and Kuo (2009) emphasized the importance of all-out defense education and argued that the function of defense education could not only combine together people's spirit and will but also bring the national overall defense capability to full play to withstand external disasters.

The traditional all-out defense education focuses on dogmatic and theoretical propaganda that can only attract attention from the group who have higher level of knowledge but cannot win the recognition from most of propaganda targets. Therefore, in order to attract

more attention on defense and national security from the masses, it is necessary to apply the functions of multiple arts to enhance the effects of all-out defense education. The purpose of this study is to design questionnaire and give statistic analyses to explore whether the application of multiple arts to all-out defense education could enhance the effects of giving publicity to the decrees.

MATERIALS AND METHODS

Through a large number of experiments, psychologist Treicher (1967) and his successors validate that human cognition is 83% coming from visual inputs, 11% auditory audio input, 3.5% smelling input, 1.5% touching and 1% tasting. In the learning process, the more sense organs were stimulated, the better learning effects would be. Multiple arts allow multi-sense organs to be stimulated simultaneously that the learning effects are better than traditional dogmatic propaganda. Therefore, Wu (2009) argued that if we could appropriately apply the five functions of multiple arts in 21st Century including text, images, audio, video, Internet communications, the publicity effects could be effectively enhanced. Besides, Chu (2005) particularly emphasized on the auditory function and argued that harmonious music could not only cohere

with the centripetal force of the masses but also trigger people's love to the country.

Hongan (2009) found that in various propaganda media, TV and movie screen messages best attracted the attention and trust from the audience and if coupled with colorful and lively images, they would achieve the community's exaggeration effects, so they are very suitable for use in defense policy propaganda. Yi (2004) also gave the same viewpoints and argued that the sympathetic echo by a good image work could penetrate every rank of society after broadcasting. Therefore, US military often uses the image to shape the image of justice for American soldier.

With the rise of Internet technology, the Internet communications have quickly entered into everyone's daily life. So Chen (2009) stressed that with the characteristics of text, image and audio and video, the Internet communications could not only increase learning interest but also break up the temporal and spatial limits by broadcasting the contents of defense education anytime and anywhere. So he recommended that the Internet communications be included as one ring of all-out defense education system.

In summarizing above-mentioned, we could understand that the application of multiple arts to the publicity of all-out defense ideas did better attract people's support and recognition and enhance the national tangible and intangible strength. Therefore, this study would evaluate effects of the application of multiple arts to the all-out defense education.

For understanding practices of current publicity strategy for all-out defense education in Taiwan, this study conducted sampling interviews of 215 persons. Analyze and compare the contents obtained from observations of current situation analyses and correlation analyses through Chi-square test after reorganization of data. It is hoped that the conclusions could enhance the publicity effects of all-out defense education policy.

RESULTS AND DISCUSSION

Most of effective respondents were male in this study, total 159 (74%), female 56 (26%). The ages of most of effective respondents were 21-30, total 122 (57%), followed by 31-40, 19 (9%), 41-50, 9 (4%), 51-60, 2 (<1%). Most of effective respondents were unmarried, 194 (90%), more than married, 21 (10%). Most of effective respondents were university/college graduates, 181 (84%), followed by graduate institution, 17 (8%); senior high, 14 (6%); junior high, 3 (1%). Regarding occupation, most of the respondents were

students, 120 (56%), followed by military, civil servants and teachers 55 (26%); employees with service industries, 10 (5%); others, 9 (4%); arts-related business persons, 8 (4%); commercial, 6 (3%), electronic technology industries, 4 (2%), manufacturing industries, 2 (< 1%); agriculture, 1 (<1%); most of the effective respondents have not involved in all-out defense education, 131 (61%) and only 84 (39%) said they did.

Current situation analysis of acceptance of multiple arts:

In the breakdown of acceptance of multiple arts, "the presentation in the diverse form of modern arts with text, images, music, video and Internet communications" (M = 4.30, SD = 0.69) scored the highest, followed by "I love to participate in the multiple arts (text)-related activities (such as novel, movies, drama, concert, fine arts exhibition, Internet technology)" (M = 4.11, SD = 0.77); "modern arts with lively, diverse and rich characteristics" (M = 4.10, SD = 0.83), "multiple arts have close relationship with our modern life" (M = 4.04, SD = 0.87); "multiple arts attracts more attention from people" (M = 4.12, SD = 0.88) and "multiple arts with inspiring and educational functions" scored the lowest. The average of overall acceptance of multiple arts was 4.11; standard deviation was 0.63 as Fig. 1.

Analyses of current situation of cognition of all-out defense:

In the breakdowns of cognition degree of all-out defense by the interviews, the item "In the emergency of country, all citizens of all ages should take the responsibility of defending the homeland" (M = 4.23, SD = 0.80) scored the highest; followed by "I feel that there is room for improvement in the propaganda approach of all-out defense education" (M = 4.00, SD = 0.80), "I feel that all-out defense should be one of the important defense policy at present time" (M = 3.93, SD = 0.81), "I feel that the government should strengthen the guidance and education of all-out defense policy" (M = 3.89, SD = 0.82), "I think that all-out defense education is helpful to the enhancement and coherence of patriotic consciousness" (M = 3.80, SD = 0.92); "I totally understand the ideas and meaning of all-out defense" (M = 3.64, SD = 0.85); "I feel that the issue of all-out defense policy is rather stereotypical and boring" (M = 3.17, SD = 0.95). "I think that acquiring military arms is more substantively beneficial" scored the lowest (M = 3.04, SD = 0.98), the average of overall cognition of all-out defense was 3.71, standard deviation 0.44. The results of analyses are shown as Fig. 2.

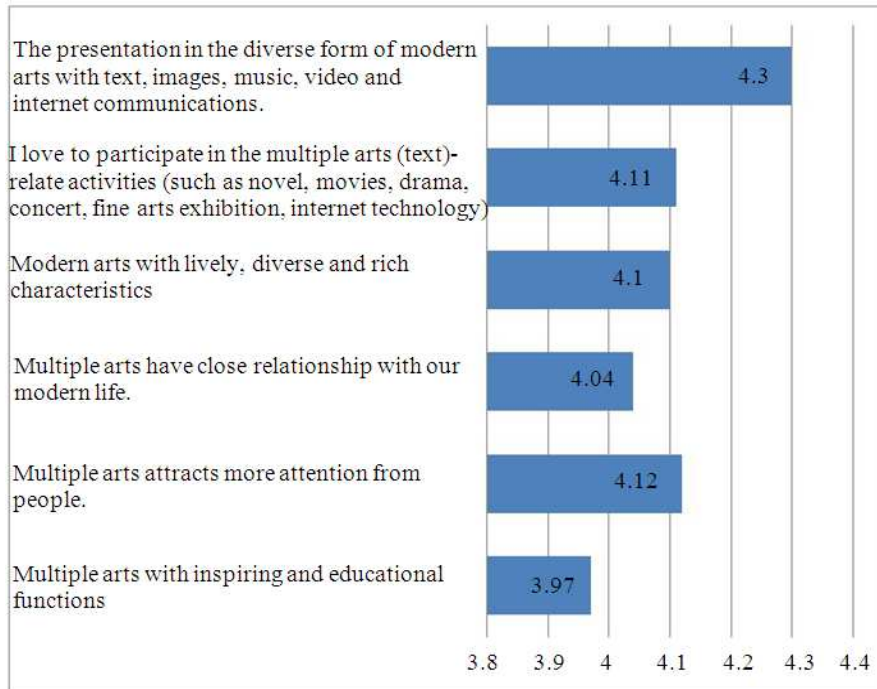


Fig. 1: Acceptance of multiple arts

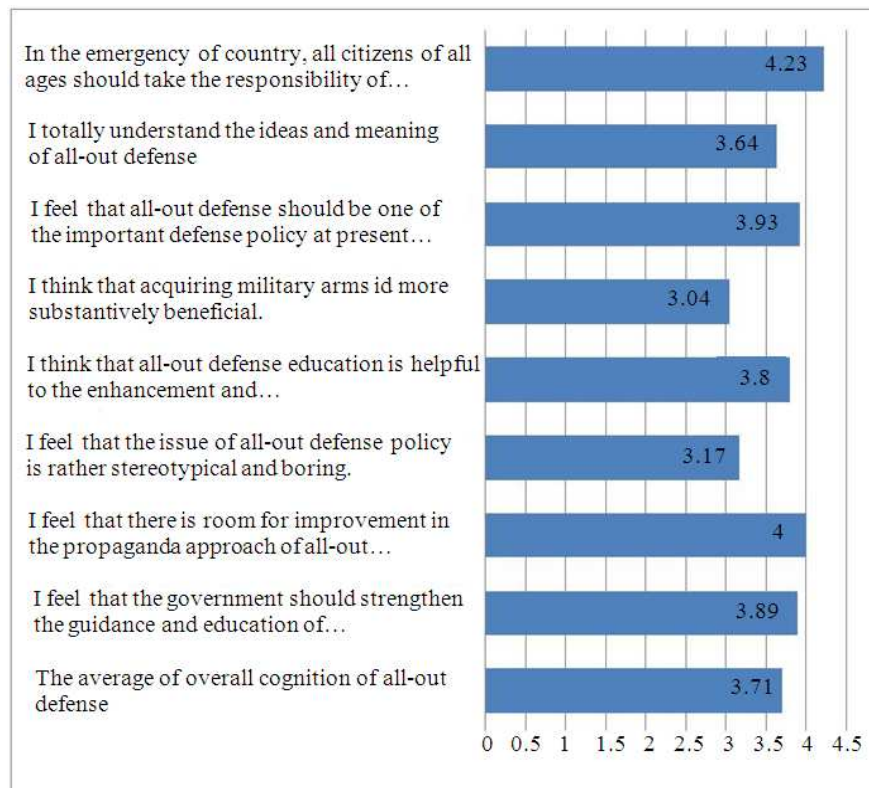


Fig. 2: Cognition degree of all-out defense

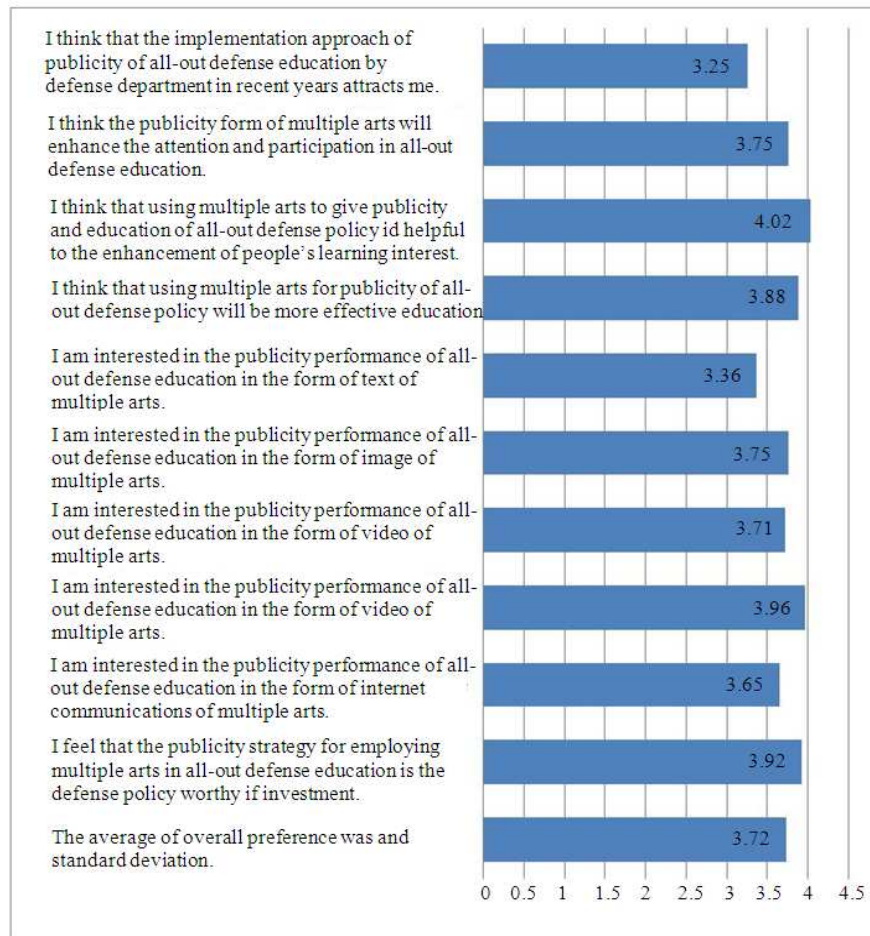


Fig. 3: Preference degree of publicity media

Analyses of current preference degree of publicity media: In the breakdowns of preference degree by the interviewees, “I think that using multiple arts to give publicity and education of all-out defense policy is helpful to the enhancement of people’s learning interest” scored the highest (M = 4.02, SD = 0.69), followed by “I am interested in the publicity performance of all-out defense education in the form of video of multiple arts” (M = 3.96, SD = 0.87); “I feel that the publicity strategy for employing multiple arts in all-out defense education is the defense policy worthy of investment” (M = 3.92, SD = 0.82); “I think that using multiple arts for publicity of all-out defense policy will be more effective education”(M = 3.88, SD = 0.73); “I think the publicity form of multiple arts will enhance the attention and participation in all-out defense education” (M = 3.75, SD = 0.76); “I am interested in the publicity performance of all-out defense education in the form of image of multiple arts”(M = 3.75, SD = 0.87); “I am interested in the

publicity performance of all-out defense education in the form of music of multiple arts” (M = 3.71, SD = 0.93); “I am interested in the publicity performance of all-out defense education in the form of Internet communications of multiple arts” (M = 3.65, SD = 0.92); “I am interested in the publicity performance of all-out defense education in the form of text of multiple arts”(M = 3.36, SD = 1.02); “I think that the implementation approach of publicity of all-out defense education by Defense Department in recent years attracts me” (M = 3.25, SD = 0.99) scored the lowest. The average of overall preference was 3.72 and standard deviation was 0.52 as Fig. 3 shows.

Analyses of differentials: It is aimed to explore the difference between the degrees of acceptance of multiple arts, cognition of all-out defense and preference of publicity media by the respondents of different background variables through Independent Sample t-Test and One-way ANOVA. If the F-Test

of One-way ANOVA reaches the level of significance ($\alpha = 0.05$), then use Scheffe Post-Hoc Method to conduct posterior comparisons.

Before analyses, because the numbers of some groups by the background variables of age, education and occupation were too small, so we firstly conduct combinations. In term of age, it was re-divided into four groups of 11-20, 2-30, 3-40 and over 40; in term of education, it was re-divided into four groups of elementary, junior high and senior high, university/academy and graduate institute; in term of occupation, it was re-divided into four groups of military, civil servants and teachers, arts-related business, students and others. We also used these new groups to conduct follow-up variance analyses.

The variance analyses by gender on dependent variables: From Table 1, we could learn that the difference of the overall acceptance of multiple arts by the respondents of different genders reaches the level of significance ($p < 0.05$) and the acceptance by the female ($M = 4.26$) respondents are significantly higher than the male ($M = 4.05$). However, there is no significant difference between the different genders of respondents on overall cognition of all-out defense, overall preference of publicity media

The variance analyses by age on dependent variables: From Table 2, we could learn that there is no significant difference between the different ages of respondents on three variables ($p > 0.05$), that means there is no difference on overall acceptance of multiple arts, overall cognition of all-out defense and overall preference of publicity media between different ages of respondents.

The variance analyses by marital status on dependent variables: From Table 3, we could learn that there is no significant difference between the different marital statuses of respondents on three variables ($p > 0.05$), that means there is no difference on overall acceptance of multiple arts, overall cognition of all-out defense and overall preference of publicity media between different marital statuses of respondents.

The variance analyses by education level on dependent variables: From Table 4, we could learn that except for overall acceptance of multiple arts, the value of *F* Test of remaining two dependent variables for different education levels of respondents have not reached the level of statistic significance ($p > 0.05$), that means there is no difference between different education levels of respondents on overall acceptance of multiple arts, overall cognition of all-out defense and overall preference of publicity media between different education levels of respondents.

Table 1: Variance analyses between genders on dependent variables

Dependent variables	Gender	Number	Average	Standard deviation	T Value	P Value
Overall acceptance of multiple arts	Male	159	4.05	0.63	-2.22*	0.03
	Female	56	4.26	0.59		
Overall cognition of all-out defense	Male	159	3.74	0.45	1.30	0.20
	Female	56	3.65	0.39		
Overall preference of publicity media	Male	159	3.73	0.54	0.49	0.62
	Female	56	3.69	0.48		

*; $p < 0.05$

Table 2: Variance analyses by age on dependent variables

Dependent variables	Age	Number	Average	Standard deviation	F Value	P Value
Overall acceptance of multiple arts	11-20	63	3.97	0.65	2.56	0.06
	21-30	122	4.14	0.60		
	31-40	19	4.12	0.69		
	Over 41	11	4.50	0.54		
Overall cognition of all-out defense	11-20	63	3.68	0.46	2.09	0.10
	21-30	122	3.77	0.41		
	31-40	19	3.51	0.33		
	Over 41	11	3.66	0.66		
Overall preference of publicity media	11-20	63	3.69	0.54	1.24	0.30
	21-30	122	3.77	0.49		
	31-40	19	3.53	0.43		
	Over 41	11	3.74	0.84		

Table 3: Variance analyses by marital status on dependent variables

Dependent variables	Marital status	Number	Average	Standard deviation	T Value	P Value
Overall acceptance of multiple arts	Married	21	4.23	0.69	0.95	0.34
	Unmarried	194	4.09	0.62		
Overall cognition of all-out defense	Married	21	3.55	0.56	-1.46	0.16
	Unmarried	194	3.73	0.42		
Overall preference of publicity media	Married	21	3.64	0.73	0.49	-0.75
	Unmarried	194	3.73	0.49		

From Table 4, we could also learn that the values of *F* Test for different education levels of respondents have reached statistic significance ($p < 0.05$) on overall acceptance of multiple arts. Through posterior comparisons by Scheffe Method, the overall acceptance of multiple arts by the respondents with education of graduate institute or more ($M = 4.52$) is higher than the respondents with education of university/academy ($M = 4.05$).

The variance analyses by occupation on dependent variables: From Table 5, we could learn that the *F* test of three dependent variables for the respondents of different occupations have reached the level of statistic significance ($p < 0.05$) that means there is difference between the respondents of different occupations on overall acceptance of multiple arts, overall cognition of all-out defense and overall preference of publicity media. After posterior comparisons by Scheffe post-hoc comparison method, we could see the overall acceptance degrees of multiple arts by the respondents of military, civil servants and teacher ($M = 4.31$) are higher than students ($M = 4.01$); the respondents of military, civil servants and teacher ($M = 3.85$) are also higher than the respondents of other occupations ($M = 3.53$) on overall cognition degree of all-out defense; and meanwhile, the respondents of military, civil servants and teacher ($M = 3.86$) are higher than the respondents of other occupations ($M = 3.48$).

Table 4: Variance analyses by education level on dependent variables

Dependent Variables	Education	Number	Average	Standard deviation	F Value	P Value	Posterior comparisons method by scheffe
Overall acceptance of multiple arts	Junior High and Senior High	17	4.30	0.55	5.53*	0.01	3>2
	University/Academy	181	4.05	0.63			
	Graduate Institute or more	17	4.52	0.50			
Overall cognition of all-out defense	Junior High and Senior High	17	3.81	0.47	2.49	0.09	
	University/Academy	181	3.72	0.42			
	Graduate Institute or more	17	3.50	0.59			
Overall preference of publicity media	Junior High and Senior High	17	3.85	0.50	0.56	0.57	
	University/Academy	181	3.71	0.50			
	Graduate Institute or more	17	3.75	0.73			

*, p< 0.05

Table 5: Variance analyses of occupation on dependent variables

Dimension	Occupation	Number	Average	Standard deviation	F Value	P Value	Posterior comparison by scheffe method
Overall acceptance of multiple arts	Military, civil servant and teacher	55	4.31	0.61	3.03*	0.03	1>3
	Arts-related	8	4.13	0.58			
	Students	120	4.01	0.63			
	Others	32	4.14	0.60			
Overall cognition of all-out defense	Military, civil servant and teacher	55	3.85	0.41	3.82*	0.01	1>4
	Arts-related	8	3.63	0.50			
	Students	120	3.71	0.44			
	Others	32	3.53	0.40			
Overall preference of Publicity media	Military, civil servant and teacher	55	3.86	0.55	3.64*	0.01	1>4
	Arts-related	8	3.75	0.51			
	Students	120	3.72	0.48			
	Others	32	3.48	0.56			

Table 6: Variance analyses by related working experiences on dependent variable

Dimension	Whether involved in all-out defense education related working experiences?	Number	Average	Standard deviation	T Value	P Value
Overall Acceptance of Multiple Arts	Yes	84	4.01	0.67	-1.74	0.08
	No	131	4.17	0.59		
Overall Cognition of All-Out Defense	Yes	84	3.69	0.41	-0.52	0.61
	No	131	3.73	0.46		
Overall Preference of Publicity Media	Yes	84	3.74	0.52	0.37	0.71
	No	131	3.71	0.52		

Table 7: The correlation coefficients of three scales

Scale (N = 215)	1	2	3
Overall acceptance of multiple arts	1.00	0.38*	0.40*
Overall cognition of all-out defense	0.38*	1.00	0.56*
Overall preference of publicity media	0.40*	0.56*	1.00

The variance analyses by related working experiences on dependent variables: From Table 6, we could learn that there is no significant difference (p>0.05) between the respondents of different all-out defense education-related working experiences on overall acceptance of multiple arts, overall cognition of all-out defense and overall preference of publicity media.

Analyses of relationship for dependent variables: The results of the analyses aim to explore the correlations among overall acceptance of multiple arts, overall cognition of all-out defense and overall preference of publicity media and figure out Pearson

correlation coefficient. The closer to 1 the absolute value of coefficient is, the stronger correlation will be.

From Table 7, we could learn that the correlation coefficients between overall acceptance of multiple arts, overall cognition of all-out defense and overall preference of publicity media reach the level of significance ($\alpha = 0.05$) (the correlation coefficients are $r(12) = 0.38$, $r(13) = 0.40$ respectively) and the correlation coefficients are positive that means the higher score of the overall acceptance of multiple arts is, the higher scores of overall cognition of all-out defense and overall preference of publicity media will be.

The correlation coefficient between overall cognition of all-out defense and overall preference of publicity media reaches the level of significance ($\alpha = 0.05$) (the correlation coefficient is $r(23) = 0.56$) and the correlation coefficient is positive that means the higher score of overall cognition of all-out defense is,

the higher score of overall preference of publicity media will be.

CONCLUSION

With the progress of technological era and easier and more widespread acquisition of cultural knowledge, the past dogmatic, theoretical style propaganda practices often attract attention from only a small part of people and could not attract attention and recognition from most of publicity targets. According to the analyses of research results, we induct out following conclusions and recommendations.

In current diversified social environment, all-out defense education combining a variety forms of arts as a primary publicity strategy is helpful to the enhancement of learning interest and highlighting the effectiveness of publicity and education.

Promoting and implementing the ideas and practices of "all-out defense education" through the roles and functions of multiple arts as a primary publicity strategy will become an important basis for defense education and defense polity worthy of investment.

In the multiple forms of arts, the function of video is the most interesting and preferable. Therefore, in future implementation of publicity of all-out defense education, we should consider to present it in the form of video including TV and movies to help people obtain the all-out defense education-related information to cohere patriotic consensus through integrating education with fun.

In short, as a primary strategy of publicity and education, the diversified and rich forms of interface of arts will help people to understand national security affairs. It is true that they will need more fund to inject, but if it could arouse people to support and recognize defense that in turn would strengthen national security, it would be an investment that meet national interest and the most effective protection for sustainable development of country.

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