



RESEARCH ON THE INFLUENCE OF INSPIRATIONAL VIDEO MOBILE SHARING ON THE IDEAL BELIEFS AND ACADEMIC ACHIEVEMENTS OF CHINESE COLLEGE STUDENTS

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Abstract:

At present, Chinese college students are Internet natives. Many people are addicted to online games and short videos all day long, unwilling to read books, lack lofty career ideals, and have negative learning attitudes. In order to improve this situation, this research carried out a 6-month motivational film and television education experiment among 375 college students. The experiment found that nearly 90% of the 186 students in the experimental group who participated in the "mobile appreciation + discussion and sharing" motivational film and television activity recognized and affirmed the education model, and their life beliefs, career ideals, postgraduate entrance plans, and learning enthusiasm have been significantly improved. However, 189 students in the control group who did not participate in the activity to maintain their original learning and living conditions had no significant changes in the above test indicators. At the same time, the final exam scores of the four major courses in the experimental group were also 11% higher than those in the control group. It can be seen that appreciation and sharing of inspirational videos have a very positive impact on improving students' ideal beliefs and academic performance.

Keywords: Chinese college students; mobile sharing; inspirational film and television; educational experiment

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1. Introduction

A questionnaire survey of more than 3,000 college students from six universities in China shows that at present, nearly half of the students in China's ordinary universities have a negative attitude toward life, are unwilling to study, and are unwilling to find jobs. More than half of the time they use mobile phones to chat, watch videos and play video games every day. They usually miss classes and fail exams, and the proportion of male students is significantly higher than that of female students (Shi & Liu, 2022). The reasons for these situations are mainly due to China's rapid economic development over the past 40 years of reform and opening up, the people's living standard has been greatly improved, more than 100 million people have become the middle class, and many college students are only children. They were spoiled from childhood and lacked the education to encourage people to endure hardships, and lack great ideas and career pursuits (Zhu et al., 2022; Lei, 2022).

The more ambitious a person's ideal is, the higher his learning motivation will be, the better his academic performance and career development will be, the greater his contribution to society will be, and the more meaningful his life value will be (Tian & Sun, 2022). The university stage is a critical period for life growth. What to learn, what to believe in, and what to pursue at this time are crucial to life development (Zheng, 2022). Many of the world's great people and celebrities have experienced many hardships since childhood and have grown up to become a generation of celebrities in the face of hardships, making outstanding contributions to society (Yang et al., 2022).

In fact, countries all over the world have always attached great importance to the filming of inspirational films and TV programs. The imperceptible educational effect of an excellent inspirational film and TV program can exceed any ideological and political education curriculum. Therefore, many inspirational films and TV programs have won world-class awards, such as *Homeless to Harvard: The Liz Murray Story*, *Les Choristers*, *Dreamgirls*, *Red Like the Sky*, *A Beautiful Mind*, etc, these films and TV programs have inspired countless teenagers to work hard and achieve their dreams of life (Yang, 2019). China also has a lot of inspirational films and TV plays that encourage people to realize their dreams, including films and TV plays from the whole people's resistance against Japan, the War of Liberation, the establishment of New China the reforming and opening up, innovation, entrepreneurship, and socialist construction, also known as red films and TV plays. Chinese college students need not only to learn professional knowledge but also to build up their faith and heroes. The communist cause and the revolutionary martyrs and contemporary national construction elites such as Mao Zedong, Deng Xiaoping, Li Dazhao, Chen Duxiu, Zhao Yiman, Yang Jingyu, Dong Cunrui, Huang Jiguang, Yuan Longping, Tu Youyou, Zhong Nanshan, Zhang Guimei who are fighting for it should all become the life models pursued by college students (Liu Miaoyi, 2022).

Today's "post-00s" college students are all Internet aborigines. Now 5G has become popular in China, and the price of campus Internet is very low or even free. Everyone has 1-2 5G mobile phones. More than 50% of students are keen to share videos for 3-5 hours

a day, and nearly 20% of students use mobile phones for more than 8 hours a day (Jia, 2022; Gu & Zhang, 2021). According to this feature, our research group plans to select some inspirational films and TV programs, and use the "mobile appreciation + sharing discussion" mode to carry out inspirational film and TV viewing activities. This will help to cultivate college students' lofty ideals and beliefs and correct outlook on life, improve their enthusiasm for learning, and make contributions to the common development of the nation and the world after graduation.

2. Experimental design

In order to verify the educational effect of the "mobile appreciation + sharing discussion" mode of inspirational film and television, our research group plans to carry out a six-month inspirational film and television education experiment and draw conclusions by analyzing and comparing the survey and test data before and after the experiment.

2.1 Experimental research questions

- 1) How did the subjects' outlook on life, values, career ideals, plans for the postgraduate entrance examination, learning attitudes, and academic achievements change before and after the "mobile appreciation + sharing discussion" activity?
- 2) How well do students accept the activity? What are the main factors that affect motivational film and television education?

2.2 Experimental scheme

In China ZW University, 375 freshmen from 12 classes with no significant difference in enrollment scores were selected, 186 students from 6 classes were randomly selected as the experimental group, and 189 students from 6 classes were selected as the control group. The experiment of motivational film and television education was carried out, over a period of 6 months (one semester and two months of summer vacation).

The teachers of the research group set up a WeChat group of the experimental group uploaded the movies and TV plays and links to watch every week and encouraged the students of the experimental group to actively use the "mobile appreciation + discussion and sharing" mode to carry out an hour of motivational movie watching activity every day. On average, each person watched 1-2 motivational movies or 8-10 episodes of motivational TV dramas every week, and carried out online sharing to discuss their feelings; The students in the control group maintained their original learning and living conditions and did not carry out motivational video viewing activities.

2.3 Introduction to Inspirational Film and Television

Inspirational movies and TV series include 25 excellent movies and TV plays with about 700 episodes about the history of China's revolution and reform and opening up

construction, such as *The Age of Awakening*, *Tempered Steel*, *Glory and Dream*, *Ideal Shines on China*, *Meritorious deeds*, *Youth of the Precious Student*, *Biography of Qilu Heroes*, *Armed Forces behind the Enemy*, *Railway Guerrillas*, *Bright Sword*, *Taihang Mountain*, *Great cause of founding the nation*, *Crossing the Yalu River Changjin Lake*, *So Many Delicate Rivers and Mountains*, *Our New Era*, *Made in China*, *The Trumpet in Place*, *The Red Flag Canal*, *One Step for a Thousand Years*, *The Fast Times*, etc. These red film and television programs can be viewed online for free in the CCTV network center.

These inspirational high-quality films and TV programs introduced in detail the history of China's domestic revolution, the War of Resistance against Japanese Aggression, the founding of New China, the War to Resist US Aggression and Aid Korea, and the socialist reform and opening up construction. The scenes were magnificent and truly restored history, showing how the CPC led the Chinese people to overthrow imperialism, feudalism, and bureaucratic capitalism, establish a new China, and change poverty and backwardness through reform and opening up, With the development of the world's second-largest economy, the Chinese people have really stood up and achieved the first centenary goal - building a moderately prosperous society in all respects by 2021, and moving towards the realization of the second centenary goal - building a modern and strong country that is prosperous, strong, democratic, culturally advanced, harmonious and beautiful by 2049. These inspirational films and TV programs can inspire aspiring youth to work hard to realize their "Chinese Dream" and make themselves and the country stronger and stronger.

2.4 Contents and tools of experimental test

a. Ideal and belief and learning life

The Questionnaire on College Students' Ideals, Beliefs, Learning and Life (8 dimensions, 32 questions) and the Interview Outline on College Students' Ideals, Beliefs, Learning, and Life (8 topics) were prepared to investigate the life outlook and values, postgraduate entrance plan, career ideal, learning attitude, and learning achievements of the experimental subjects before and after participating in the inspirational film mobile appreciation activity. The questionnaire passed the trial and expert modification, and the overall Cronbach's alpha coefficient was 0.85.

b. Academic performance and school performance

The subjects were evaluated longitudinally according to their final exam scores and learning performance before and after the experiment and also compared with the control group horizontally.

3. Experimental results and analysis

The survey found that the average score of the college entrance examination of the students in the experimental group and the control group was about 611 points (full score 750 points), and the proportion of students who liked watching inspirational movies was 56-57%. However, they seldom used the special time to watch inspirational movies. Each

person spent only 0.13-0.14 hours a day watching inspirational movies on average and had not posted online to share their impressions. These pre-test indicators had $P > 0.01$, with no significant difference. See Table 1 for details.

The post-test found that the number of students in the experimental group who liked motivational films and TV shows rose to 87.63% in the 6-month "mobile appreciation of motivational films and TV shows for one hour a day", and the average mobile viewing time per person per day was 1.46 hours, 10 times more than the pre-test, and they could watch almost one film or 2.5 TV plays. At the same time, each student sent 5.4 posts and 121 words posts on average on the experimental WeChat every day to share their comments. During the six months of the experiment, each student spent 262.8 hours watching inspirational movies and TV plays, watched 5.7 movies and 317.6 TV plays, and posted 972 posts totaling 21,780 words. During the six months of the experiment, the average student in the control group watched 25.2 hours of inspirational movies, 1.3 movies, and 21.4 episodes of TV dramas, and the amount of post-sharing was 0. The above post-test indexes of the two groups $P = 0.000$, with a significant difference.

Table 1: Mobile viewing and online discussion and sharing of inspirational film and television

Test comparison items	Experience group (N = 186)	Control group (N = 189)	Significance P value
The average score of the college entrance examination (score, full score 750)	611.35	611.84	.153
Number of students who like watching inspirational movies in the pre-test (person)	107, 57.53%	106, 56.08%	.131
Number of students who like watching inspirational movies in the post-test (person)	163, 87.63%	108, 57.14%	.000
Increase (person)	56, 30.10%	2, 1.06%	.000
Pre-test average time of watching inspirational movies and TV programs per person per day (hours)	0.13	0.14	.021
Post-test average time for each person to watch inspirational movies and TV every day (hours)	1.46	0.14	.000
Increase (%)	1,023.08	0	
Pre-test average post amount per person per day (piece/word)	0 post, 0 word	0 post, 0 word	.907
The post-test average number of post comments per person per day (post/word)	5.4 posts, 121 words	0 post, 0 word	.000
Increase (%)	540	0	
Accumulated time of watching inspirational films and TV programs in 6 months after the test (hours)	262.80	25.20	.000
The accumulated number of inspirational films and TV programs watched in 6 months after the test	5.7 TV dramas, 317.6 episodes	1.3 TV dramas, 21.4 episodes	.000

The accumulated number of post comments per student in 6 months after the post-test (post/word)	972 posts 21,780 words	0 post 0 word	.000
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The pre-experiment test found that the number of students in the two groups who were active in learning accounted for 33-34%, the number who had goals and career planning accounted for about 35%, the number who planned to take the postgraduate entrance examination accounted for 33%, and the number who believed that Chinese socialism had greater advantages accounted for about 52%, $P > 0.01$, there was no significant difference. In the later test, the above survey indicators of the experimental group students increased to 73.66%, 78.49%, 81.18%, and 86.56%, and increased by 34-48% compared with the pre-test, with significant changes; However, in the control group, the growth of the above indicators in the post-test was about 1%, with no significant change. See Table 2 for details.

The reason for this change is that after the experimental group carried out the activity of "Inspirational Film and Television Appreciation 1 hour a day", through mobile discussion and sharing, it was imperceptibly inspired by these selected inspirational films and television. Many students' outlooks on life and values were improved, their learning attitudes changed positively, their career ideals were gradually clear, and the number of people who planned to enter graduate school to achieve their ideals increased. Many students in the experimental group posted on WeChat after watching inspirational films and TV: *"Knowledge changes destiny, innovation promotes social development, what should college students do?" "Opportunities are always reserved for those who are prepared. It is better to learn and accumulate knowledge and skills seriously than to envy others for good opportunities." "Life is a process of struggle. It is a struggle against time, against misfortune, against shortcomings, and against inferiority. Because of struggle, you can write the lofty aspirations of life. With struggle, you can make yourself stronger. So, you don't have to fight at this time, but when!"* This shows that inspirational films and television effectively inspired the students in the experimental group to rethink their lives and start to put their dreams into action. 81% of the students turned their learning attitude to be proactive and prepared for the postgraduate entrance examination to achieve a better career ideal. The average score of the final examination of the four professional courses reached 326.91 points (full score of 400 points), 11.10% higher than the control group. See Table 2 for details.

On the contrary, the post-test indicators of students in the control group only increased by 0.5-1%, with no significant change. Their learning initiative is still not high, and they still lack clear learning goals and career planning.

Table 2: Pre- and post-tests of learning attitude, professional course scores, ideals and beliefs, and career planning

Test comparison items	Experience group (N = 186)	Control group (N = 189)	Significance P value
Number of active learners in the pre-test (person)	62, 33.33%	63, 33.86%	.124
Number of active learners in post-test (person)	137, 73.66%	64, 34.39%	.000
Increase (%)	75, 40.33%	1, 0.53%	.000
Number of students with goals and career plans in the pre-test (person)	65, 34.95%	66, 35.45%	.103
Number of students with goals and career plans in the post-test (person)	146, 78.49%	69, 36.51%	.000
Increase (%)	81, 43.54%	2, 1.06%	.000
Number of pre-test plan graduates (person)	61, 32.80%	63, 33.33%	.110
Number of students with a plan for taking postgraduate entrance examination in post-test (person)	151, 81.18%	65, 34.39%	.000
Increase (%)	90, 48.38%	3, 1.06%	.000
Number of students who believe that Chinese socialism has greater advantages in the pre-test (person)	97, 52.15%	98, 51.85%	.000
Number of students who believe that China's socialism has greater advantages in the post-test (person)	161, 86.56%	99, 52.38%	.000
Increase (%)	65, 34.41%	1, 0.53%	.000
The average score of final examination of 4 major courses (score, full score 400)	326.91	294.25	.000

In the group interview, we learned that nearly 90% of the students in the experimental group had a positive attitude towards the educational model of "mobile appreciation of inspirational films and television+online discussion and sharing", and believed that watching excellent inspirational films and television and online sharing and discussion of their feelings really made them think more about their ideals in life, and many people had a more positive orientation to their career planning, which was the main reason for the increase in the number of postgraduate entrance examination students. In particular, the spirit of China and the miracle created by China's economic development demonstrated by China's reform and opening up the inspirational film and television made me realize the national rural poverty alleviation battle, the miracle of rapid development of China's education, infrastructure, high-speed rail, 5G, smart manufacturing, and new energy, which improved the pride being a Chinese, and also encouraged students to study hard and master more knowledge and skills to contribute to the realization of the second-century goal of the nation. However, in the group interview with the control group, no similar feelings were found among the students, and their mental outlook and learning attitude did not change significantly from the pre-test.

4. Discussion and conclusion

Through questionnaires and interviews before and after the experiment, it was found that the students in the experimental group who carried out the activity of "mobile appreciation of inspirational movies and TV for one hour a day" had significantly improved their life beliefs, career ideals, plans for postgraduate entrance examination and study enthusiasm; However, the control group students who did not participate in the activity to maintain their original learning and living conditions had no significant changes in the above test indicators. At the same time, the final exam scores of the four professional courses in the experimental group were 11% higher than those in the control group, which shows that the appreciation and sharing of excellent inspirational film and television activities have a very positive impact on improving students' ideals and beliefs and academic performance.

After the experiment, it was found that nearly 90% of the students in the experimental group had a positive attitude towards the education model and believed that excellent motivational films and television could motivate them to study hard, create a more brilliant life, and improve their sense of pride in being Chinese. The selection of excellent inspirational films and TV programs and the guidance of online sharing and discussion are the main factors affecting the effectiveness of inspirational film and TV education.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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