



**A STUDY OF THE IMPACT OF SHORT
VIDEO VIEWING BEHAVIOUR ON THE
PERCEPTION OF RULE OF LAW
CONCEPTS AMONG CHINESE
UNIVERSITY STUDENTS**

XIAOJUAN JIANG

**AN INDIVIDUAL STUDY SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF COMMUNICATION ARTS GRADUATE
SCHOOL, CHINESE INTERNATIONAL COLLEGE,
DHURAKIJ PUNDIT UNIVERSITY**

2023



Certificate of Individual Study Approval to Master Student

Chinese International College, Dhurakij Pundit University

Master of Communication Arts

Title of Individual Study: A Study of the Impact of Short Video Viewing Behaviour on the Perception of Rule of Law Concepts Among Chinese University Students
Researcher: Ms. Xiaojuan Jiang
Program: Master of Communication Arts
Principal Supervisor: Dr. Li-Wei Wei (Ph.D.)
Co-supervisor:

The Committee, the below signed, hereby state our full approval of the individual study submitted by the above student (researcher) in partial fulfillment of the requirements for the degree of Master of Communication Arts in the Chinese International College.


Asst. Prof. Dr. Chun-Shuo Chen Committee President


Dr. Li-Wei Wei (Ph.D.) Committee Examiner / Principal Supervisor


Dr. Chuan-Chi Chang (Ph.D.) Committee Examiner

This is to certify the said Individual Study was approved by the Chinese International College (CIC).


Aj. Xiang You Dean of Chinese International College

Date :

19/3/2024

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Student ID no. 65130713 Program M.C.A Major
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Student's signature: Xiao Juan Jiang
Name (Please print) : (XiaoJuan Jiang)
→
Date: 10/3/2024

Individual Study Title: A Study of the Impact of Short Video Viewing Behaviour on the Perception of Rule of Law Concepts Among Chinese University Students
Author: Xiaojuan Jiang
Principal Advisor: Dr. Li-Wei Wei
Co-advisor: -----
Department: Master of Communication Arts
Academic Year: 2023

Abstract

In light of the burgeoning global economy, the intensification of economic and cultural exchanges, and the swift expansion of digital media, the salience of legal awareness has markedly increased. Addressing the imperative of fostering rule of law and legal consciousness among university students has emerged as a critical endeavor. This study aims to dissect the interplay between university students' consumption of short video content and their legal awareness, scrutinizing the impact of various contextual factors such as gender, age, and academic standing. Employing a quantitative research methodology, the investigation utilized a questionnaire survey and SPSS software for data analysis. Focused on a private university in Jiangxi, the examination of responses from 1,024 students unveiled a pronounced positive correlation between engagement with short video content and legal awareness across different genders, revealing significant variances contingent upon gender and age demographics.

Keywords: Short Videos; Watching Behaviour; Preception of Law Regulations

Advisor's signature:

Advisor's name: →



Dr. Li-Wei, Wei

Date:

27 MAR 2024

ACKNOWLEDGEMENT

As I grasp the writing instrument in my possession and deliberate upon it, I am reminded of a profound assertion I once encountered: all experience constitutes a form of learning. Reflecting upon the biennial cycle marked by the succession of spring, autumn, and summer, I recognize that irrespective of the nature of these experiences—be it joy or sorrow—they represent invaluable treasures to me. Recollecting my tenure at Chinese International College, Dhuraj Pundit University, my sentiments are predominantly characterized by gratitude towards every individual who has played a role in my journey. It is through your engagement and companionship that I have been able to assemble the mosaic of my yearning and nostalgia associated with this passage of time. While it may be challenging to recollect each occurrence within this two-year span, my gratitude will persist indefinitely. Upon retrospection, I discern that each phase of this experience is identifiable and merits remembrance.

I extend profound gratitude to Dr. Wei Liwei, my thesis advisor to Chinese International College, Dhurakij Pundit University, Thailand, for his invaluable guidance throughout my dissertation journey—from the initial selection to the final submission process. Dr. Liwei's constructive feedback and insightful suggestions were pivotal in the successful completion of my dissertation. His welcoming demeanor provided a profound sense of comfort during my studies abroad, fostering an environment where open communication flourished. This relationship transcended the conventional teacher-student dynamic, evolving into a genuine friendship. His mentorship has imparted not only academic wisdom but also a positive life philosophy. I wish Dr. Liwei nothing but the utmost success in his future endeavors.

The inquiry into eliciting narratives from the wormwood regarding the tree's

posterior presents a juxtaposition of October's grace's substantial weight against the negligible burden of triple lifetime recompense. I extend profound gratitude towards my parents, whose simplicity belies their greatness and unwavering love, for their foundational support and encouragement. Raised in a rural setting by parents engaged in agriculture, their sacrifices ensured a worry-free existence and education spanning over three decades. Unlike the prescriptive approach adopted by some, their choice to empower me with autonomy in decision-making—coupled with their subtle, yet steadfast, support in every endeavor—has been the cornerstone of my motivation to excel.

I extend my heartfelt gratitude to friends and classmates across various stages of my life for their unwavering support, tolerance, and encouragement. Their presence has been a source of comfort and solace during times of loneliness and despair. I am deeply thankful for the few confidants in my life and cherish the hope for a prosperous future for all of us. I am also grateful to my professional mentors and colleagues, as well as university leaders, who have greatly supported and trusted me, particularly in facilitating my graduate studies abroad. Their support has been instrumental in my academic journey, and I aspire for the continued success of my workplace. Let us keep pursuing our dreams with undiminished zeal, remembering our initial motivations and overcoming challenges with perseverance.

Xiaojuan Jiang
Chinese International College
Dhurakij Pundit University
March 5, 2024

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CHAPTER 1

INTRODUCTION

With the rapid development of the global economy and the deepening of economic and cultural exchanges, as well as the rapid development of digital media, the importance of legal awareness and legal self-awareness has become increasingly prominent (Feng, 2021; Xu, 2019). Therefore, developing a concept of the rule of law among students in higher education has received increasing attention because of its important impact on students' learning and life (Wang, 2020). However, the existing traditional teaching mode can no longer meet the needs of the times and the development of the rule of law, and how to effectively promote the development of the concept of the rule of law among students in colleges and universities has become an urgent topic at present (Gao, 2022; Zhou, 2021). Short video platforms have become an increasingly popular way of communication among people at present, especially among young people (Liu, 2018). Rule of law construction is an important element of social modernization, while the key factor of national rule of law construction is considered to be higher education (Li, 2020; Zhang, 2019). This study takes undergraduate students of a university in Nanchang, Jiangxi Province as the research object, and explores the importance of short video viewing behavior on the development of the concept of rule of law among students in higher education by investigating and analyzing the students' perception of short video viewing behavior and the concept of rule of law.

The purpose of this study is to explore the impact of short video viewing behavior on college students' perception of the concept of the rule of law by analyzing students' perception of short videos and the concept of the rule of law. The results of this study will provide useful suggestions and insights for the reform and improvement of rule of law education in the future. To summarize, this study will investigate the effective methods of developing the concept of the rule of law among college students, so as to provide a useful scientific basis for promoting the development of the concept of the rule of law among college students.

1.1 Research Background and Problem Statement

While the global economy continues to progress, cultural exchanges escalate, and digital media develop rapidly, legal cognition and self-awareness have been emphasized as never before (Feng, 2021; Xu, 2019). In this context, cultivating college students' understanding of the rule of law has attracted increasing attention, as it has a significant impact on their academic pursuits and life trajectories (Wang, 2020). However, the currently popular traditional teaching methods can no longer meet the requirements of our dynamic era or adapt to the evolution of legal norms, so it has become imperative to design effective methods to enhance college students' awareness of the rule of law (Gao, 2022; Zhou, 2021). It is worth noting that short video communication has become a major mode of communication, especially among the young population (Liu, 2018). The construction of the rule of law is an important part of social modernization, and higher education is regarded as a key factor in the construction of the rule of law in the country (Li, 2020; Zhang, 2019).

Therefore, the rapid development of communication technology and the ubiquity of short video communication means have brought new opportunities and challenges to the cultivation of the concept of the rule of law among college students. This study takes undergraduate students of a university in Nanchang, Jiangxi Province as the survey object to explore the significance of short video communication on the cultivation of the concept of the rule of law. The survey includes investigating and analyzing students' views on short videos and the concept of the rule of law. The purpose of this study is to clarify the impact of short video communication on the cultivation of the concept of the rule of law among undergraduates, as well as to provide useful suggestions and insights for the reform and enhancement of rule of law education in the future.

Short video, as a novel form of social media, is revolutionizing our lives, transcending the mere function of connecting fragmented time in mediated societies and establishing a new order and a powerful ecology of industrial development, thus playing an important role in people's lives and work (Zhao, 2020; Skalbania, 2022;). The multifunctionality of information dissemination, culture, entertainment, and economic activities has also gradually come to the fore (Rohmer & Nafaa, 2013), and a report released by the China Center for Statistics and Information on Internet Development (CNNIC) in June 2023 showed that the number of Chinese residents

using the Internet had reached 1,079 million, with 76.4% of the population covered by the Internet. The scale of Internet video users reached 1.044 billion, accounting for 95.2% of the total number of Internet users, of which 1.026 billion were watching short videos. Attention to news such as the rule of law, international, military, and sports has increased significantly according to the "2023 Short Video User Value Research Report" released by the Center for Strategic Studies (CSM). Given the widespread use of short videos among people of different ages and occupations, it caters to the audience's fragmented reading habits and audio-visual needs, and has now become a favored way of content dissemination (Idrizi et al., 2020).

The rule of law is a way of state governance, which originates from the state's governance practice and has been standardized and theorized by people in the exploration of state governance methods (Lin, 2017). The construction of a socialist rule of law state is the final destination of the system with Chinese characteristics. The Outline for the Implementation of the Rule of Law Society (2020-2025) states that the rule of law is the source of power for the prosperity of the country, the strength of the rule of law is the guarantee of the strength of the nation, and the main content of building a society based on the rule of law is reflected in the, modernization of the country's ability to govern (Zhang, 2021). The future builders and successors of the socialist country are the college students of the new era, and their rule of law literacy will have a certain impact on the construction of the rule of law in China. Therefore, the cultivation of rule of law college students is a necessary condition for realizing the important strategic layout of the rule of law (Chen & Gu, 2019). The rule of law has become an important driving force in the process of national modernization (Nyborg et al., 2019; Zhang, 2014), and it has far-reaching significance for the construction of the rule of law in China. (Jiang, 2013).

Short videos are increasingly consumed by the public because of their portability, functionality, interactivity and other advantages (Bian & Zhou, 2008). Short videos have become a popular mode of communication among the masses (Zhang, 2022) Compared with traditional video distribution methods, online short videos are shorter, richer in content, and offer greater flexibility in terms of playback time and space (Song, 2021). With the growing importance of the digital world and the rise of social media, the way individuals receive and process information has changed dramatically (Leek, 2023). It provides a way to present complex information in an easily accessible

and engaging way (Weng et al., 2022). They access a variety of information through short video platforms, including various fields such as politics, economy, culture, and society, which provides a new way for them to understand society and the world. However, the information content of short video platforms is rich and diverse, which also includes some content involving legal issues. These contents have an important impact on the cognition of college students' concept of the rule of law.

College students are the main force of social development, and their perception of the rule of law is of great significance to the construction of the rule of law in society as a whole. Previous studies have shown that traditional methods of rule of law promotion, such as lectures and textbooks, have limitations in engaging students and improving their understanding and perception of the rule of law (Gu, 2012). Short videos, as a new and innovative form of communication, have the potential to overcome these limitations (Liang, 2022). Short videos have become a new form of communication on mobile devices because of their fast communication efficiency and the fact that they are not homogenous in terms of content expression (Su & Liu, 2020), which provide new vehicles and ways for college students to recognize the concept of the rule of law.

Finally, the relationship between short video viewing behavior and college students' perception of the concept of the rule of law is of practical significance for improving college students' perception of the concept of the rule of law. By studying the relationship between short video viewing behavior and college students' cognition of the concept of the rule of law, it is possible to better understand college students' habits and ways of acquiring information, as well as their knowledge and understanding of legal issues. This can help improve the cognition of college students' concept of the rule of law, promote their deeper understanding and knowledge of the law, and protect the legitimate rights and interests of citizens.

Overall, the relationship between short video viewing behavior and the cognition of rule of law concepts of college students is an issue worthy of in-depth study. Through the study, we can better understand the information acquisition habits and ways of college students, as well as their knowledge and understanding of legal issues, so as to improve their cognition of the concept of the rule of law and promote the construction of the rule of law in the entire society.

1.2 Research Questions

In the fast-developing digital era characterized by the proliferation of short-video media communication, urgent and pressing issues have arisen in the legal cognitive education of college students. Traditional teaching paradigms appear increasingly obsolete and unable to meet the requirements of our dynamic era and the complex evolution of legal norms (Gao, 2022; Zhou, 2021). Meanwhile, short-video communication especially resonates with the young population (Liu, 2018), providing opportunities as well as challenges for the inculcation of legal awareness. This connection between new communication technologies and legal education establishes the foundational question for this research investigation (located in Nanchang, Jiangxi Province). The impact of college students' short video viewing behavior on the cultivation of college students' legal awareness. The dramatic increase in attention to legal issues in short video media and the profound social need to strengthen rule of law education make this topic crucial. Therefore, this study will endeavor to explore and analyze student perceptions, discern differences in impact based on demographic variables, and assess the extent of the impact, with the ultimate goal of contributing to the reform and enhancement of rule of law education in the future. Therefore, the following three research questions were formulated and explored to be answered as a result of the study, the research questions are as follows:

- 1) What is the level of short video viewing behavior and legal awareness among college students?
- 2) Are there any differences in short video viewing behavior and legal awareness among students of different ages, genders and grades?
- 3) Is there a significant correlation between college students' short video viewing behavior and their awareness of the rule of law?

1.3 Research Objectives

The concept of the rule of law was essential for any country, and its promotion was vital to building strong and just societies. In recent years, short video platforms have gained popularity and their effectiveness in disseminating information and influencing attitudes and behaviors has been widely recognized. Therefore, this study is to investigate whether college students' behaviors such as watching short videos on the rule of law will improve their concept of the rule of law and thus increase legal

awareness. The objectives of the study are as follows:

- 1) To explore the extent of short video viewing behavior and the awareness of the concept of the rule of law among college students.
- 2) 2) To detect the variability between different background variables (age, gender, grade) and short video viewing behavior and students' conceptions of the rule of law.
- 3) To investigate whether there is a correlation between college students' short video viewing behaviors and college students' perceptions of the rule of law

1.4 Significance of the Study

1.4.1 Scholarly Perspective

From the theoretical level, the impact of short video viewing behavior on college students' perception of the concept of the rule of law helps to enrich and develop the theory of rule of law education in China. China has always attached importance to rule of law education, emphasizing the cultivation of citizens' concept of the rule of law, however, the traditional way of rule of law education is often difficult to arouse the interest of college students, and short videos, as a brand new way of education, can attract the attention of college students in a vivid and imaginative way, and increase their interest in rule of law education. At the same time, through the study of the impact of short video viewing behavior on college students' perception of the concept of the rule of law, it can provide new ideas and methods for China's rule of law education, and promote the development of rule of law education.

1.4.2 Practicality Perspective

From the practical level, the impact of short video viewing behavior on the cognition of the concept of the rule of law of college students helps to improve the cognition of the concept of the rule of law of college students. College students are the future of the country, and their knowledge of the rule of law is of great significance to the stability and development of society. However, according to previous studies, college students are quite deficient in some knowledge related to the law, and their legal awareness is weak. By studying the impact of short video viewing behavior on college students' perception of the rule of law, we can provide targeted rule of law education programs for colleges and universities to improve college

students' perception of the rule of law. Teachers can incorporate these findings into course design and customize educational content to match the communicative preferences prevalent in the contemporary college student population. In addition, by identifying differences in impact based on demographic variables, educators can adapt teaching methods to meet the needs of different student populations. In addition, the impact of short-video viewing behaviors on college students' perceptions of the rule of law can also help to improve the awareness of the rule of law in China's rule of law society. The rule of law society is a basic feature of modern society, and the popularization and improvement of the awareness of the rule of law is an important guarantee for the realization of the rule of law society. However, the current popularization of rule of law awareness in China still needs to be improved, especially that of college students. By studying the impact of short video viewing behavior on college students' perception of the rule of law, we can provide a new way to improve China's awareness of the rule of law and promote the construction of China's rule of law society.

1.5 Research Innovations

The novelty of this study is the innovative promotion of relevant interdisciplinary collaboration between communication and law. It promotes the advancement of knowledge at the intersection of short video communication methods and college students' perceptions of the rule of law. Through quantitative analysis, the impact of short video viewing behavior on college students' perceptions of the rule of law is analyzed in multiple dimensions, and subtle influences within different demographic latitudes are explored by examining the differences between different contextual variables. It not only improves the efficiency of the study, but also reveals more accurately the impact of short videos on college students' perception of the concept of the rule of law. Currently, college students will use short video platforms to obtain information, entertainment, leisure and other needs, but little attention has been paid to the impact on their perception of the rule of law. Through empirical research, this study reveals the impact of short video platforms on college students' perception of the rule of law, which is of great theoretical and practical significance for promoting the development of rule of law education.

1.6 Definition of Terms

Short Video:

As an emerging form of media, short video has attracted a large number of users' attention with its unique presentation and dissemination. In previous studies, there are many researches to define short video, such as Li Jiayue (2022) defines short video as a video with a playback duration of less than 5 minutes, based on PC and mobile; He Xiao (2021) believes that a short video is a video with a duration in seconds, based on a mobile smart terminal for quick editing, and announced through social tools; Kong (2019) defines short video as a video on a social media platforms, viewed and shared through mobile terminals, with a duration of no more than 5 minutes in the mobile Internet environment. The existing studies have not formed a unified definition of short video through the collation of existing literature and reference to previous research, this study defines short video as various types of videos presented on short video platforms through mobile smart devices that are no longer than 10 minutes in length. In this study, short video viewing behavior refers to a series of behaviors exhibited by college students when watching short videos, such as viewing duration, viewing frequency, and viewing content. These behaviors are not only related to personal interests, cultural background, social habits, etc., but also closely related to social trends, cultural atmosphere and other factors (Liu, 2023).

Concepts and Perceptions of Legislative Regulations:

The concept of legislative regulations refers to the understanding and interpretation of rules and directives established and maintained by the authorities, which prescribe certain norms of behavior (Black's Law Dictionary, 1990). These regulations, which are derived from statutes, usually detail the mechanisms, standards, procedures or practices associated with a particular law. Operationally, in this study, the concept and perception of legislative regulations is understood as the extent to which university students understand, recognize, and comprehend the law. It includes university students' perception of legal norms, awareness of the social significance of laws and regulations, understanding of legal rights and responsibilities, and understanding of the role of law in maintaining social order and justice. In addition, it considers the extent to which they apply this understanding in their personal and professional lives. It is a measure of the effectiveness of legal education in instilling a

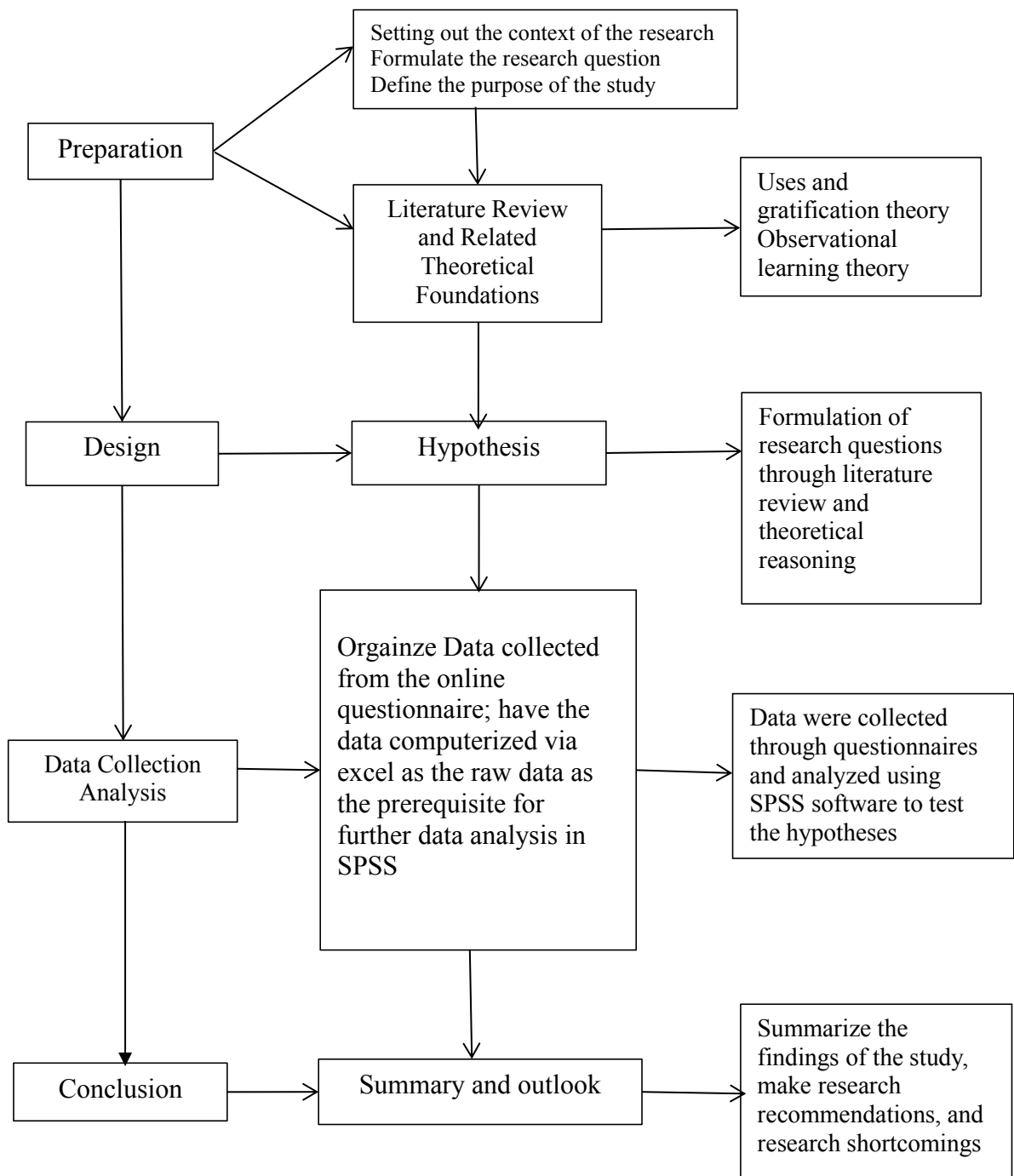
sound understanding of the law in university students, facilitated by the dissemination of short videos.

1.7 Research Process

This study is mainly carried out in five aspects: the first part describes the background of the study, puts forward the research question, and clarifies the purpose of the study, which are the preparatory work before the study; the second part is supported by the theory of use and fulfillment and the theory of observational learning, and the theoretical derivation is used to justify the selection of the topic, and the research hypotheses are put forward through the literature combing and theoretical deduction. The third part is to design relevant questionnaires around the research hypotheses, collect receipts, and select appropriate empirical test methods for analysis. The fourth part is to analyze the collected data against the research hypotheses through SPSS software, mainly to test the hypotheses. On the basis of the use and satisfaction theory and observational learning theory, taking college students as the research sample, narrative statistical analysis, ANOVA, correlation analysis are applied to carry out the research in terms of short video transmission viewing behavior and cognition of the concept of the rule of law, as well as the impact of short video transmission on the cognition of the concept of the rule of law. The fifth part draws conclusions and makes a summary through the previous data analysis, as well as the limitations of this study and suggestions for future related research. The detailed flow is shown in Figure 1.1 below:

Figure 1. 1

Flowchart of the Study



Note : The data herein is sourced from a compilation independently conducted by the researcher in 2023

CHAPTER 2

LITERATURE REVIEW

This chapter focuses on organizing and summarizing the literature on short-video viewing behavior and the concept of the rule of law, which includes definitions of each variable, relevant theoretical studies, etc.

2.1 Relevant Theoretical Overviews and Options

This study draws primarily on use and gratification theory and observational learning theory, which are utilized to understand college students' short video viewing behaviors and rule of law content on social media platforms (Parmelee & Roman, 2019). The use and gratification theory suggests that individuals actively seek out media content to fulfill specific needs and derive satisfaction from media consumption (Sheldon et al., 2021). This theory, in turn, explains whether viewing through short videos of rule of law content topics fulfills their satisfaction for legal knowledge (Camilleri & Falzon, 2021). On the other hand, the observational learning theory emphasizes that individuals learn from observing the behaviors and attitudes of others, especially in social settings (Bandura, 1969; Tu, 2000). In the context of short videos, this theory explains the impact of short rule of law videos produced by content creators in producing short videos on college students' understanding and perception of the rule of law, shaping their attitudes and behaviors towards the rule of law (Wang, 2022; Spartz, Su, Griffin et al., 2017). By integrating these theories, this study provides insights into the potential impact of short video viewing behaviors on college students' legal awareness and perceptions.

2.1.1 Uses and Gratification Theory

Uses and gratification theory is a theoretical framework in communication research that explains why and how people use media to fulfill their needs and desires (Urista et al., 2009). According to this theory, media consumers are active and selective in their use of media and are motivated by their needs and goals when they are exposed to media content (Shao, 2009; Stewart & Pavlou, 2002). This means that media users are not passive recipients of media messages, but rather they actively seek out and engage with media content that is relevant and meaningful to them (Dolan et al., 2016). The theory proposes that people have multiple needs and goals,

entertainment, socialization, information and personal identity (Lee & Ma, 2012; Gallego et al., 2016). They select and use media content that they believe will fulfill their needs and satisfy them (Leung, 2013; Rubin, 2002). This process is known as the "use and satisfaction" approach, which assumes that media consumers use media for specific purposes and that they seek to satisfy their needs and goals through media use (Xu et al., 2012; Sundar & Limperos, 2013). Usage and gratification theory also suggests that media content can provide different types of gratification, cognitive, affective, and social gratification (Kujur & Singh, 2020; Tanta et al., 2014). Cognitive gratification refers to the acquisition of knowledge and understanding, affective gratification refers to emotional experiences, and social gratification refers to a sense of connection with others (Chen, Luo et al., 2023). Researchers use and satisfaction theory to understand why people use particular media platforms, how they use media content, and what types of satisfaction they seek from media use (Whiting & Williams, 2013; Pelletier et al., 2020). They also use this theory to explain how media content influences attitudes, behaviors, and beliefs (Ham et al., 2014).

According to this theory, individuals actively choose media content that fulfills specific needs and provides satisfaction in line with their personal preferences and interests (Kat et al., 1973). In the context of short videos on the rule of law, college students can use these platforms to fulfill a variety of needs, seeking entertainment, learning about the law and social issues, understanding their rights and responsibilities, and engaging in social interactions (Zhu & Chen, 2015). Research participants may express their preference for short videos that use humor, storytelling, or visuals to convey legal concepts because it makes the content engaging and easy to understand (Lieb, 2012; Waters & Jones, 2011). Others may use short-form video platforms as a means to stay abreast of the latest legal developments and gain insight into social justice issues (Vizcaino-Verdú & Aguaded, 2022). Understanding the different motivations for engaging with rule of law-related short-form video content is critical to designing impactful communication strategies that resonate with media users and may influence their perceptions and attitudes toward the legal system (Nisbet & Scheufele, 2009; Callanan & Rosenberger, 2011).

Usage and gratification theory provides a framework for understanding the complex relationship between media consumers and media content (Dolan et al., 2016). It emphasizes the active role of media users in selecting and using media

content to satisfy their needs and desires, and suggests that media content can provide different types of satisfaction (Zhu & Chen, 2015; Baran et al., 2012). This study relies on this theory to explore the audience's demand for using short video communication methods, where audience groups utilize communication media to satisfy their own needs and desires (Finkler & Leon, 2019; Meng & Leung, 2021), and this theory can help to explain that short video viewing can be an effective way of shaping perceptions of the rule of law, and that by tuning in to short videos, such as rule of law content, they can satisfy their own and other needs. For example, the questions in the questionnaire: in order to obtain information in a specific field or area of interest, in order to obtain information that helps in daily life, in order to broaden their horizons and increase their knowledge, and in order to obtain relevant information needed in the process of studying and working, etc.

2.1.2 Observational Learning Theories

In order to obtain information, it can be done by observing the behavior and results of others, known as observational learning also called alternative learning. And as a result, it causes a change in one's own original behavior as a form of learning (Bandura & Walters, 1977; Schunk, 2013). Unlike imitation, which implies that the learner simply reproduces the modeled behavior, observational learning implies taking information from others' behaviors and outcomes, which may or may not include imitation (McLeod, 2011; Van Gog & Rummel, 2010). The person who exhibits behaviors and is imitated by others in the process of observational learning is called a role model or exemplar, and the person who is influenced by or imitates the behaviors of others is called an observer (Nabavi, 2012). Role models may be specific people in real life or characters portrayed on television, in plays and novels. Observers can be influenced by the role models they see and the role models they hear or read (MacCallum & Beltman, 2002; Content, 2015). Observational learning is divided into four stages (Xu,2021): the process of attention, the process of retention, the process of copying reproduction, and the process of reinforcement and motivation; AhnEtal.,2020). If the behavior of the role model is not noticed during the process of attention, then their behavior cannot be imitated (2020, Ahnetal.). Usually observers who want to imitate the behavior of this role model need to go through a period of time in which if the role model does not repeat the behavior again, the observer has to

keep the role model's behavior in his/her own mind, save the behavior and encode it (Bandura, 1975). Maintaining the process. The process of copying and reproducing is required to be stimulated by external factors, and the observer will transform the exemplary behavior in his mind into his own behavioral manifestation (Tamariz, 2019; Delius, 1989). Observers do not necessarily show the results of behavior through observation, observers will have behavioral expectations, behavioral expectations can be good or bad, if this expected behavior is bad, then the observer will not show the corresponding learning results, observational learning is a cognitive activity (Nabavi, 2012; Nickerson, 2022; Harare, 2016).

Observational learning theory emphasizes the importance of role models in the learning process, and short videos can use individuals who demonstrate law-abiding behavior and responsible citizenship as positive role models (Akins & Winfree Jr, 2016). These role models can include law enforcement officers, legal professionals, or ordinary individuals who exhibit ethical behavior and abide by the rule of law. By portraying these individuals in short videos, content creators can set examples for college students to follow (Olsson, 2019). The modeling of these role models can influence students' attitudes and beliefs about the rule of law, leading to increased respect for the law and a stronger commitment to upholding it.

Observational learning theory suggests that individuals learn by observing the consequences of others' behavior (Douglas et al., 2006). Short videos can be effective in demonstrating the positive outcomes of the rule of law, emphasizing how adherence to legal principles contributes to a just and orderly society. Such videos can demonstrate the benefits of resolving disputes and protecting individual rights through legal channels. On the other hand, short videos can also portray the negative consequences of violating the rule of law, illustrating the legal consequences and harm caused by illegal behavior. By presenting both positive and negative consequences, short videos can reinforce the importance of law-abiding behavior and deter violations (Lukmanova et al., 2019).

Observational learning theory suggests that individuals can learn through alternative experiences, meaning they can gain knowledge and understanding without direct personal experience (Hoover et al., 2012; Allan, 2017). Short videos can provide alternative experiences by describing legal situations and their solutions, allowing research subjects to observe how the law is applied in various situations. By

witnessing these experiences, research subjects can gain insight into what the rule of law actually means and gain a deeper understanding of legal concepts and processes.

According to observational learning theory, when individuals are motivated, they are more likely to learn from observation (Chuang, 2021; Rumjaun & Narod, 2020). Short videos can enhance motivation by presenting content that matches the interests, values, and expectations of the study participants (Zhang et al., 2019). Engaging stories, relevant characters, and visually appealing content can capture the attention of research subjects and maintain their interest in the rule of law topics presented in the videos. By addressing real-world issues and providing practical knowledge, these videos can satisfy the research subjects' need for relevant and useful information, further increasing their motivation to learn about the rule of law and thus enhancing the perception of the rule of law concepts.

Observational learning theory emphasizes the role of social context in learning (Odden & Rochat, 2004). Short videos are often shared and discussed on social media platforms, providing opportunities for social learning (Khan, 2017). When study participants engage in discussions of rule of law content in these videos, they can enhance their learning through interactions with their peers. Active discussion and sharing of rule of law related content helped research participants collectively understand and reinforce legal concepts. Applying observational learning theory to short rule of law-themed video transmissions provides comprehensive insights into how these videos shape the rule of law concepts and behaviors of research subjects. By utilizing the theory's principles of role modeling, consequences, vicarious learning, motivation, and social context, content creators and educators can design impactful short videos to enhance college students' conceptions of the rule of law, build awareness of the rule of law, and help them understand and apply the law.

2.2 Short Video Viewing Behavior

2.2.1 Definition of Short Video

Short video is a type of video that usually lasts for a short period of time, ranging from a few seconds to a few minutes in length (Li & Dai, 2023). Short video or short video is one of the ways of Internet content dissemination, refers to the high frequency of pushing, several minutes of video content (Zhang, 2022), suitable for mobile status and short breaks through different video platforms to play; Pan (2023)

that is the content of a variety of themes of the short video can be independently into a piece of video together, the length of five minutes or less, through the mobile Internet to disseminate; Can also form a series of columns, therefore, the Internet new media dissemination in the short video applications, labeled as "short" video length is often more than 5 minutes, or even more than 15 minutes, short video has exceeded their original short network video format. With the rapid development of the mobile Internet, short and fast traffic dissemination has emerged among short video platforms and their fans, and gradually gained popularity among the public (Zhao, 2024). With the rise of mobile devices and social media platforms, short videos have become increasingly popular (Zhang et al., 2019). China has become a hub for short video platforms with a large number of apps dedicated to creating and sharing short videos (Xie and Zhu, 2019). Some of the most popular short video platforms in China include Jittery (known as TikTok outside of China), Shutter, Volcano Video, Watermelon Video, Meipai, and Second Shoot (Liu, 2021). As a result, short videos have evolved from a novel Internet product to a powerful media platform with a large user base and global reach (Fu, 2023; Yang, 2018).

In addition, short video is a popular social media nowadays, which is becoming more and more popular among young people (Zhang , Di 2020). Its main features: first, short videos are designed to quickly capture viewers' attention and can convey information in a concise and visually appealing way (Denning, 1992; Waters & Jones, 2011). Short videos often feature regionally relevant content that makes them resonate with and appeal to viewers (Liu & He, 2022). Secondly, short, flat and fast communication can spread information quickly in a short period of time. It is a low-investment, short-cycle, quick-acting and efficient communication method. This makes them easy to share and distribute across multiple platforms, which can help them spread quickly and reach a large audience. The low investment required to produce short videos, coupled with their quick turnaround time, also makes them a popular form of communication among economically dependent young people (Li & Xie, 2022; Liang, 2022). Thus, they produce quick results and high efficiency in disseminating information. Third, immersive and fast-paced impact. Short videos stimulate users' senses and lead to dopamine secretion, making short video browsing addictive. Users' senses are constantly stimulated, and aimless browsing is easily addictive (Xie & Zhu, 2019), as each time they open a video they have the feeling of

opening a blind box. This kind of video browsing is enough to stimulate users' curiosity, and when the video they slide happens to be of particular interest to them, it is like opening a gift that satisfies their curiosity and creates a sense of pleasure (Jiang et al., 2017). Fourth, short videos are highly shareable and users often share short videos on social media platforms, which can lead to viral spread (Zhang et al., 2019). This is because, when users share short videos on social media, they usually do so because they find them interesting, informative, or easy to resonate with. If short videos resonate with users, they are likely to share them with their followers or friends, which can lead to viral dissemination.

Short video is a unique and engaging form of communication and an effective communication tool. It takes advantage of modern technology and social media (Langford et al., 2022). By utilizing existing cultural references and encouraging user participation, it has become an important part of contemporary popular culture. This study summarizes the definitions of short videos by various scholars as shown in Table 2.1.

Table 2.1

Summary table of short video definitions

Representative scholars (year)	Definition of Short Video
Li Jiayue (2022)	Short video refers to the form of video content based on PC and mobile transmission, based on the playback length of less than five minutes
Gu Dian (2022)	Short video is a video clip with a duration of less than 20 minutes that is shot, uploaded and shared mainly by means of digital information technology
He Xiaomin (2021)	Short video is a video format whose duration is measured in seconds, which can be quickly edited based on mobile smart terminals, and the video content can be publicized through social tools
Xie Wei Huan (2021)	Short video is a video that combines sound and picture with scenery, and its duration is between 15 and 60 seconds
Zhang Xiongqi (2020)	Short video refers to a new form of media, it is a shorter duration, not more than 15 minutes, relying on mobile terminal to realize the shooting, editing and other functions, and finally upload the video to the online platform for everyone to share
Li Sen (2019)	Short video is a de-depth video language text library, which combines multi-media language such as text, sound, pictures, special effects, etc., and internally embedded with strong social attributes such as interaction, sharing and timeliness of live broadcasting, it is an all-media text integrating multiple media forms
Kong Danyu (2019)	Short video is a video of no more than 5 minutes in length that is viewed or shared on social media through mobile devices.
Xiaolong Wang (2017)	Short video is a short video that is produced, filmed, edited, uploaded, shared and exchanged based on mobile smart terminals and networks.
Wang Lixia (2017)	Short video is a short video with a certain value-oriented or entertaining content of varying duration and colorful content played on different kinds of media platforms.

Teng Yun (2016)	Short video is a kind of social new media, video content in a few seconds to a few minutes through the mobile Internet production and dissemination, compared with the traditional media, production, production cycle is short, the video content is highly original, rich, allows users to fully express themselves, user participation is strong.
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Note : The data herein is sourced from a compilation independently conducted by the researcher in 2023

2.2.2 Definition and characteristics of short video viewing behavior

With the rapid development of Internet technology, short video, as an emerging form of media, has penetrated into people's daily life. Short video has been played to the extreme with its short, concise, rich content, rapid dissemination and other characteristics, and has been loved by the majority of users (Wang, 2023). Short video viewing behavior, as the name suggests, refers to the behavior of people watching short videos and using them for entertainment, learning, communication and other purposes through mobile device Internet platforms, such as Jittery, Shutterbug, Youku, etc. In the current Internet era, short video diversification, strong socialization, fast update speed (Qin & Li, 2023) and other characteristics, has become an important main body of the development of online video (Gong, 2023), making its appeal among users very high. First, diversified video content. With the development of network technology, the content of short videos has shown great richness. For example, entertainment short films, learning short films, news short films, and exercise short films, all have their place on the network. The growing demand for short videos has led to the increasing richness of online short video content (Wang & Shen, 2023). Take the 8-minute fitness exercise short video as an example, which is suitable for users' viewing needs, the length of 8 minutes is moderate, and users can perform aerobic exercises and learn according to the video content. Coupled with the small capacity of short videos, easy to upload on network platforms, and small space occupied by network platforms, all these factors provide good conditions for the development of short videos. Second, strong socialization ability. Short video platform greatly enriches the social function. For example, the popularity of smart phones allows users to easily watch short videos that record what they want. In addition, a comment space is set up below the video for users to interact and communicate (Bu, 2019). Take Jitterbit short video platform for example, its users are getting more and more, people can like to see the video, but also can share the video that feels good. Playing short videos on the network platform reflects strong socialization (Zhang, 2022), and is also a short video to meet the needs of modern short video development. Finally, the update speed is relatively fast. The update speed of short videos is obviously accelerated in the background of the popularization of smartphones, and the network cost is also decreasing. Some short videos are about 30 minutes, which can be shot anywhere and anytime using cell phones, and thousands of short videos are updated on the online platform every day at a rapid pace (Song & Wang, 2022). The arrival of the 5G era has facilitated the development of modern short videos, and has also made the people's life colorful.

Table 2.2

Summary of definitions of short video viewing behavior

Representative scholars (year)	Definitions of short video viewing behavior
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Zhou Xinbo, Chen Yixin (2023)	Viewing behavior refers to the cognitive and emotional responses produced by users due to the information eventuality when browsing short videos, which is manifested in continuing to browse the short videos published by the user or short videos of the same type
Song Yuzhe, Liu Yingjie (2023)	Viewing behavior refers to the reaction people make under the effect of subjective and objective factors, and it is a process of action. The user's usage behavior in this study, i.e., the audience's behavior of watching the live broadcast of the virtual anchor, includes but is not limited to the interactive behavior of watching the live broadcast or video and retweeting and liking
Qu Yongxu (2022)	Viewing behavior refers to the frequency and actions of users watching Vlogs, including behaviors such as liking, commenting, retweeting, and rewarding
Yao Lingyan (2022)	Viewing behavior refers to the user's previous behavioral use of the technology or system. According to the Theory of Planned Behavior, the user's willingness to use determines his/her behavior to a large extent. The variable "willingness to watch" is used instead of "willingness to use" as a proxy variable to measure the actual "viewing behavior". The stronger a user's willingness to watch movie narration short videos, the higher the probability of his/her actual viewing behavior on various platforms
Huihui Wang (2021)	College students' short video watching behavior is divided into planned watching and impulsive watching. The short video behavior of planning in advance when and where to watch what content is planned viewing, and the behavior of watching short videos on the spur of the moment and without any plan is called impulsive viewing
Gu Zhen (2020)	Viewing behavior refers to the viewer actively and positively going to watch a movie to satisfy some psychological needs and desires within
Fu Fangda (2020)	Viewing behavior is the behavior of viewers watching pre-screening advertisements in a movie theater
Dai Zhenyu (2020)	Viewing behavior refers to the change of the field of view area caused by the head movement of the user while watching a panoramic video
Zhou Chenxi (2015)	Viewing behavior refers to the user's behavior of watching videos on mobile devices, including the time period of video viewing, the source of viewing, the number of viewing and the duration of viewing

Note: The data herein is sourced from a compilation independently conducted by the researcher in 2023

2.2.3 Short Video Viewing Behavior Correlation Scale

Short video user use motivation scale is a measurement tool to understand short video viewing behavior. The Knowledge Short Video User Motivation Scale (KSVUMS) prepared by Yang et al. (2023) is based on Katz's use and satisfaction theory, and is prepared according to the characteristics of knowledge short videos. There are twenty items in the scale, including five dimensions: killing time, socializing, core simplicity, pursuing information, and fun and leisure. The more active and positive the motivation, the higher the score. The Cronbach's Alpha of the

total item scale is 0.927, the mean value of Cronbach's Alpha of the total scale is more than 0.9, and the Cronbach's Alpha of all factors is more than 0.8, which means that the reliability of this questionnaire is good. The suitability of the data for structural testing was demonstrated by the Kaiser-Meier-Olkin measure and Bartlett's test of sphericity, with a KMO test coefficient of 0.891 (>0.8). The Bartlett's test showed an approximate chi-square value of 3988.082 ($p < 0.001$), suggesting that the scale is suitable for Factor analysis was conducted, and the five factors in the scale, analyzed by exploratory factor analysis, were consistent with the preset.

Li (2018) et al. revised the Chinese version based on the Multidimensional Social Networking Sites Scale, which is divided into three dimensions and consists of nine question items. The Likert 7-point scale was used, the Cronbach's Alpha coefficient of the total scale was 0.854, and the Cronbach's Alpha coefficients of the subscales ranged from 0.850-0.893. The KMO was 0.807, and the result of the Bartlett's sphericity test was $\chi^2 = 2113.898$ ($P < 0.001$). The scale has good reliability and validity.

In this study, the Knowledge-based Short Video Motivation Scale (KVMS), which has a better theoretical foundation and higher reliability, was chosen to measure the motivation of college students to watch short videos, thus measuring their short video viewing behavior. Therefore, in this study, the Knowledge-based Short Video Motivation Scale was chosen to measure college students' motivation to watch short videos, and thus to measure the short video viewing behavior.

2.3 Concept of The Rule of Law

2.3.1 Definition of rule of law

If you want to know what the rule of law is? You must first know what "law" is. In ancient China, "law is punishment, and punishment is law", and there was no distinction between law and punishment, and the criminal law was united. Whether it is "law" or "punishment", it must be "fair". (Chen, 2018; Zhang, 2021). Aristotle, as an ancient Greek philosopher, wrote in his works *Politics* and *Nicomachean Ethics* that the rule of law is a product of reason and aims to promote the common good and social well-being (Yu, 2020; Xia, 1999). He saw law as a necessary means of bringing order and harmony to society, ensuring that individuals could live together in a just and organized manner (Chen, 2005). It can be seen that the connotation of the pursuit

of law in different countries in different times is fairness and justice. The rule of law is a concept that governs the state and society according to the law, and everyone in society, including individuals and the government, is bound by the same laws and regulations (Jiang, 2013; Xu, 1996). The rule of law is the core of modern political civilization that maintains social order and protects people's rights and interests, and it is an important symbol of human society entering modern civilization. The rule of law is not only to satisfy the ruler's need for governance, but also to satisfy the citizens' need for protection of their rights (Guo, 2001; Sun, 1998).

2.3.2 Overview and definition of the concept of the rule of law

"Concept" refers to the generalized image of ideology or objective things left in the brain of a person, the central idea of the concept, this generalized image is still within the scope of cognition, influencing and guiding people's actions. Through the awareness and cognition of the law, it is manifested in a way of external behavior. (Luo, 2018). Correct conception facilitates us to make correct choices and guides our life. The concept of the rule of law is an apparent cognition with rule consciousness and legal constraints, through the knowledge and perception of the law, the decision-making, planning, practice and other activities of things can be carried out by using the concept of the rule of law, and encountering problems through the law to analyze the problem and solve disputes (Ma, 2008; Voigt, 2013). Zhang (2010) believes that the core idea of the concept of the rule of law is to maintain the authority of the Constitution and legal principles, guarantee equality before the law, and the unity of rights and responsibilities. It aims to cultivate a culture in which people collectively and consciously respect the law, learn the law, abide by the law, and use the law (Fu, 2014). The concept of the rule of law includes values, rules, integrity, and awareness of responsibility, and is a necessary quality for the overall development of college students. In addition, cultivating the concept of rule of law has become an urgent requirement for contemporary college students in their academic pursuits, professional endeavors, and daily lives. At present, the rule of law is the fundamental way to govern the country. The relationship between college students and the rule of law is interrelated, whether they abide by legal norms as responsible citizens, actively contribute to the construction and maintenance of the rule of law as nation-builders and successors, or seek legal support for their employment and entrepreneurial

aspirations (Jiang, 2015). The concept of the rule of law is a special form of social consciousness that includes a social viewpoint view of the nature, status and universality of legal principles (Tamanaha, 2006; Tamanaha, 2004). At the same time, it also includes the ruling class's awareness of the rules that govern the affairs of the state and society. The main concept of the perception of the rule of law involves individuals' subjective impressions of the principles of law in their practical application, which derive from their knowledge of basic law. This encompasses people's cognitive, evaluative and emotional responses to the rule of law (Ge, 2014).

2.3.3 Rule of Law Perception Scale

The concept based on the idea of the rule of law, which can be understood as the perception of law, is a two-part process of legal perception and legal evaluation. The specifics of legal cognition, its formation, development and the relevance of research tools are on the list of issues that modern psychology tries to study. Based on the relevant studies in psychology, and according to the overall structure of legal cognition, Chen (2004) developed a legal cognition scale for junior high school students in terms of both legal conception and legal evaluation. There were 40 items in the final scale after deletion, and the Cronbach's alpha value of the Legal Cognition Scale was 0.815, indicating that the reliability of the scale was good. And the structural validity of the Legal Cognition Scale among the subscales and between the subscales and the total scale was examined, showing that the correlation between the two subscales of Legal Concept and Legal Evaluation was 0.707, and the correlation coefficients with the total scale were 0.899 and 0.945, which indicated that the structural validity of the scale was good.

Based on relevant research in psychology, and according to the overall structure of legal awareness, Victoria (2020) and others developed the Legal Consciousness Scale (LCQ) in terms of cognitive as well as evaluative and behavioral attributes. Initially the Legal Consciousness Questionnaire (LCQ) contained 56 items divided into 6 subscales, which were Consciousness of Rights and Freedoms, Personal Meaning of Personal Rights and Freedoms, Personal Meaning of Economic Rights and Freedoms, Personal Meaning of Political Rights and Freedoms, Personal Meaning of Social Rights and Freedoms, and Personal Meaning of Cultural Rights and Freedoms. A Likert 7-point scoring system was used to express agreement on these

questions. By testing, the final scale was censored to have a total of 34 items. A Likert 7-point scale was used to express the degree of agreement/disagreement, 1 completely disagree, 2 disagree, 3 partially disagree, 4 neutral, 5 partially agree, 6 agree, and 7 completely agree. The Cronbach's alpha values for this subscale are awareness of rights and freedoms ($\alpha=0.92$), personal significance of personal rights and freedoms ($\alpha=0.75$), personal significance of economic rights and freedoms ($\alpha=0.84$), personal significance of political rights and freedoms ($\alpha=0.91$), personal significance of cultural rights and freedoms (0.93), social rights and freedoms meaning ($\alpha = 0.88$). The scale has a high degree of consistency. The main research subjects of this study are Chinese students, so this study finally adopted the scale developed by Chen (2004) to measure college students' perceptions of the concept of the rule of law.

2.4 Empirical Research Related to Short Videos and Law Concept

Regarding the relevant research on short videos, short video communication achieves a specific purpose by utilizing the communication characteristics of short videos and effective communication technology. Although short videos are widely used in society, their role in developing college students' concept of the rule of law has not been sufficiently emphasized (Liu, 2022). Researchers have explored communication related to short video content from different perspectives, including personal stories, technical articles, opinion pieces, and product reviews (Song, 2021; Wang, 2022). Mainstream media focuses on audience interests and preferences, engaging audiences through narrative features and civic perspectives. The communication of city image promotion employs elements of empathy, validation, participation and secondary communication to create engaging experiences. In the context of communicating traditional Chinese culture through short videos, the SIPS model of empathy-validation-participation-sharing was used to design various communication strategies (Liu & Zeng, 2020). In conclusion, these communication strategies can provide insights for optimizing short video content and increasing audience engagement, and are applicable to a variety of fields such as marketing, news, culture and city promotion. The communication strategies of Li Ziqi's short videos are analyzed in terms of theme, style, image and channel; the analysis of music short videos and the analysis of "one video" are guided by the 5W model. In addition, there are also a few case studies on political short videos. The communication

characteristics of short videos are utilized in combination with effective technologies to achieve the purpose. Researchers have explored strategies from different perspectives, including personal stories, technical articles, opinion pieces, product reviews, and city promotions (Zhang, 2022; Shan and Zhi, 2021; Qin, 2018; Wang and Ma, 2019). These strategies can be applied in different fields to increase audience engagement. Research on the legal concepts of college students is relatively well-developed in the United Kingdom, the United States, Japan-Korea, Germany, and so on. In countries such as Britain and the United States, democratic politics have developed relatively quickly, and the concept of the rule of law has permeated the education of nationals. The teaching materials of Britain and the United States often reflect "democracy", "freedom", "supremacy of law" and other "freedom" ideas, these ideas are the concept of the rule of law. These ideas are fundamental to the concept of the rule of law, so education on the concept of the rule of law has actually permeated the lives and studies of all classes (Liu, 2009; Huang, 2012). Some researchers have discussed the significance, current situation, causes and countermeasures of the study of the concept of the rule of law among contemporary college students. It is generally believed that the strength and weakness of college students' concept of the rule of law has an impact on the construction of the rule of law in China, and that strengthening the construction of college students' concept of the rule of law is an objective requirement for the development of the rule of law in China. The degree of college students' legal awareness is closely related to the goal of ruling the country according to law, and strengthening the cultivation of college students' legal awareness is an inevitable requirement for the development of the rule of law in the country (Niu, 2016; Wang, 2017). However, scholars mostly emphasize the importance of strengthening college students' legal awareness and the concept of the rule of law for the country, but less on the importance for individual students. The research on the current situation of the concept of the rule of law of contemporary college students has formed a more stable and consistent view. Contemporary college students have low level of legal knowledge, biased legal views, weak concept of the rule of law and other problems; the problem of illegal crime is becoming increasingly serious. There is a certain degree of legal awareness but most of them stay in perceptual understanding, lack of legal knowledge, vague concept of the rule of law, and most of the illegal and criminal behaviors go to the extreme (Tang, 2015; Zhu, 2016; Kou,

2008).

The concept of law is an overarching view of the understanding, nature, status and role of the law, based on people's existing knowledge of the law. It is composed of the people's understanding, attitude and belief in the rule of law. The so-called concept of the rule of law, it refers to in a certain social and historical environment, after the practice of the rule of law and legal education, so that they have acquired some basic legal knowledge and legal common sense, so as to cultivate the awareness of the rule of law, understanding, recognition, trust, expectation and other internal ideas. (Gu, 2012; Ling, 2021). The "rule of law" is one of the main connotations of socialist core values, which is a kind of value pursuit, a kind of judgment on the development of society and the success or failure of work, and a kind of restoration of its value essence. Socialist core values are explored and advocated from a value perspective (Liu, 2015). It is a conceptual outcome formed by people based on existing legal knowledge and combined with their own legal experience, including three aspects of cognition, evaluation, and emotional experience (Li, 2019; Ji, 2013). Research on the reasons for the weak concept of the rule of law among contemporary college students. The research in this field is also more mature and stable. Scholars mainly analyze the negative impact of the social atmosphere, the ineffectiveness of the school's education on the concept of the rule of law, the deficiencies of family education, and the problems of the students themselves (Xu, 2000; Ge, 2014; Li & Sun, 2016).

2.5 Status of Research and Gaps

This study focuses on college students as active users of short-video platforms and their perceptions of short-video viewing behaviors and content related to rule of law concepts. College students are very attentive and active participants in short-video-based platforms that offer a wide variety of content ranging from entertainment to education and messaging, including discussions of legal concepts and the rule of law. However, while rule of law content is widely available in short-form videos, little research has been devoted to exploring the extent to which college students are exposed to such content and how it affects their understanding of legal principles and whether it influences their perceptions of the rule of law. According to the research, college students' awareness of the rule of law is relatively

average, and many lack a comprehensive understanding of the concept of the rule of law. Therefore, the integration of rule of law content into short videos may provide an innovative approach to raising the legal awareness of university students. To address this research question, surveys are needed to measure college students' knowledge of rule of law content and the potential impact of that content on their understanding and perception of legal principles. Surveys could include investigating college students' social media usage habits, the frequency of short videos, and their interest in rule of law-related content. Additionally, qualitative analysis of rule of law content in short videos can reveal the diversity of messages and how these messages resonate with the target audience. By identifying popular themes and messaging techniques used in these short videos, educators can better design engaging and informative content to increase awareness of the rule of law among college students.

The distribution of short videos plays an important role in shaping the awareness of university students, who use and access these platforms extensively. However, there is very limited research on college students' specific perceptions of rule of law content in short videos. Understanding the extent to which college students are exposed to rule of law content through short videos and its impact on their legal awareness is critical to realizing the educational potential of these platforms. Subsequent sections will further explore the impact of demographically based short video viewing behavior and the potential relevance and statistical significance of this behavior on college students' perceptions of the rule of law.

2.6 Short Video Viewing, Law Awareness and Research Hypotheses

2.6.1 Short videos and legal awareness among college students

Mobile networks and short videos have come into thousands of households, and college students are the group of high-frequency network use. Lu (2017) took more than 1,000 college students in Inner Mongolia colleges and universities as a research sample, and collected information about the use of microblogging short videos, the use of behavior and the use of the experience of the research sample by means of questionnaires, and the results showed that in colleges and universities, microblogging short videos have been widely recognized, are used frequently and are willing to be disseminated and forwarded through mobile Internet devices. According to Yang (2020), college students are emotionally delicate, and tend to be more able to

identify with and get close to short videos with a deep understanding of life, and realize the concepts conveyed by short videos. Moreover, by participating in the rich creation and wide dissemination of short videos on the Internet, college students have a better understanding of all aspects of the real society and think more about them, which has a positive impact on the education of college students.

Rule of law consciousness refers to a national mentality that people fully recognize, trust, rely on and take as their highest level, it is the inherent quality and spiritual power of the rule of law main rest, which plays a crucial role in China's historical process from human-centered to modern legal society. Zang and Wang (2011) studied the concept of rule of law and its countermeasures of college graduates and found that the common ideal is not solid, the awareness of the rule of law needs to be improved, the sense of honesty needs to be strengthened, the sense of social responsibility is insufficient, and the sense of solidarity and cooperation is not strong, and the fundamental reason for this is that there exists a distance between their ideology and moral integrity and the social needs. Zhang (2023) pointed out that the lack of the concept of the rule of law among college students is mainly manifested in the understanding of the laws and regulations themselves, the formulation of laws and regulations, and the practice, and the weakness of such a consciousness is the main obstacle that restricts the construction of the rule of law among college students. Yu (2023) studied the characteristics of network public opinion in the new media era, and pointed out that the network interaction with strong interactivity, if there is no constraint on the subjective personal feelings can easily lead to the aggregation of negative content, a small number of students' negative emotions can easily affect and infect more people, the process of the process of lack of the rule of law and norms of the mind, the entire network public opinion field tends to be negative. Therefore, this study proposes the following hypothesis 1:

H1: College students are more aware of short videos (a) and less aware of legal awareness (b).

2.6.2 Differences in Short Video Viewing Behavior in Groups of Undergraduates

The personal beliefs and knowledge structure of college students can affect the formation of individual concepts of the rule of law, and different habits of using short videos, different age groups, different school years, and different genders may all

contribute to the differences between groups. According to Guo (2001), people's concept of the rule of law is related to a variety of factors, whether it is the level of education, or by factors such as age, which more significantly affects people's concept of the rule of law. Xiao & Yu (2014) found in their study that during the period of 1999-2011, gender passed the test of significance in these three years, showing that men's concept of the rule of law is higher than that of women. Zheng and Wang (2017) analyzed the situation of students in China's colleges and universities that, at present, students are mostly only children, before enrollment in school in the family by parents and elders of the attention and care, especially dependent on their parents, do not have good interpersonal relationship skills, self-centered, flaunt individuality, easy to be impulsive, lack of knowledge of the legal system, and some of the young college students do not have a strong sense of the law. Therefore, the following hypothesis 2 is proposed:

H2: Students of different ages, genders and grades have differences in both short video viewing behavior and legal awareness.

2.6.3 Undergradates' Legal Awareness and Short Video Viewing Behavior

Wang and Zhang (2017) note that short videos are a necessity for users, and judging from the current short video playlist, both domestically and abroad, in the future, the more popular short videos will move in a more concise direction. At present, PGC-based short videos are still of good quality, but with the number and quality of UGC in short videos increasing dramatically, short videos are likely to become the main content for users to learn about information, communicate and share, in which case, to realize the outbreak of short videos in the news category, the combination of "media + UGC" is necessary. The combination of "media + UGC.

Zhang and Peng (2019) suggested that the massive music material library provided by the Shake Voice platform can meet the dubbing needs of most short videos, and the combination of the music mood rendering effect and the visual impact effect of the short video can bring the expression of emotion to the fullest extent. Huang (2022) analyzed 5,562 short videos from one hundred universities in China on the basis of ELM model. It was found that the influence of different content short videos on the dissemination effect of short videos significantly showed significant differences. The dissemination effect is also significantly affected by the way of short

video content presentation and skill factors. Therefore, the following hypothesis 3 is proposed:

H3: There is a significant correlation between the short video viewing behavior of college students and the development of the concept of rule of law among college students.

CHAPTER 3

METHODOLOGY

This chapter focuses on the research methodology for investigating the impact of short video viewing behavior on the development of college students' concept of the rule of law. In this chapter, the research design, the research object, the research tools, as well as a detailed description of the specific steps and procedures taken for data collection and data analysis are described, and the data are recovered by designing a questionnaire, and the empirical research method is used to verify whether the hypotheses are valid or not.

3.1 Research Framework Chart

Usage and gratification theory focuses on explaining how individuals choose and consume media according to their needs, emphasizing the active role of users in media choice. In the context of this study, college students' engagement with short videos may be driven by specific needs, such as entertainment, information, and social connection. Students may be attracted to the content of short-video platforms out of a sense of fulfillment, thus raising awareness of the content of short-videos on these platforms. At the same time, content may be more satisfying for entertainment or social interaction than for educational purposes, which may lead to lower awareness of complex concepts such as the concept of the rule of law or legal cognition among students.

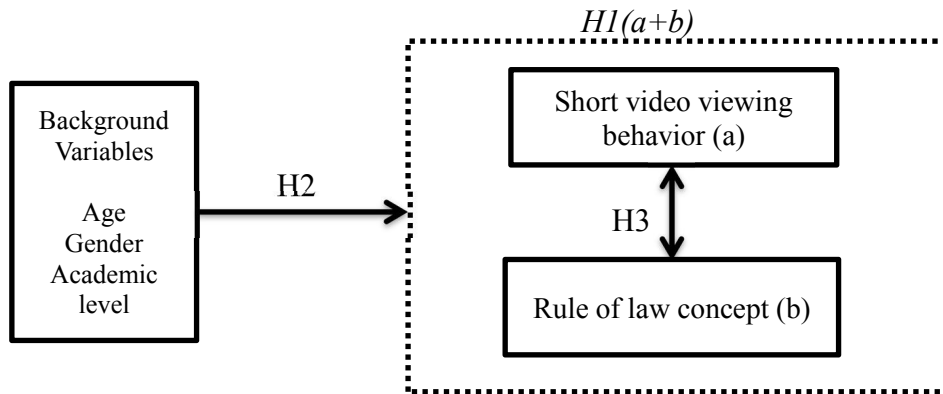
Bandura's observational learning theory suggests that individuals learn by observing, imitating, and mimicking the behavior of others. In the context of short-form video distribution, college students may be exposed to a myriad of legally-themed content that may shape their perceptions of the rule of law. The visual and interactive nature of short videos can be a powerful tool for observational learning. College students may unconsciously acquire law-related information from the content they consume on short-form video platforms, influencing their perception of the rule of law.

In summary, this study proposes the research framework in Figure 3.1 based on the use and satisfaction theory and social learning theory as the underlying theories, emphasizing the impact of short video viewing behavior on the perception of the

concept of the rule of law on the topic of the rule of law.

Figure 3.1

Research Framework



Note : The data herein is sourced from a compilation independently conducted by the researcher in 2023

3.2 Research Participants

The target of this study is the undergraduate students of a private university in Jiangxi Province (Nanchang, Jiangxi), which is an ordinary undergraduate (second-base) higher education institution approved by the Ministry of Education of the People's Republic of China (MOE). It is a national "13th Five-Year Plan" master's degree authorization project construction unit, "National Defense Education Characteristic School" named by the Ministry of Education, national "14th Five-Year Plan" master's degree authorization project construction unit, national science education project construction unit, national science education project construction unit, national science education project construction unit, national science education project construction unit, national science education project construction unit, national science education project construction unit. National Science Education Base. (Nanchang Institute of Technology, 2023). The school is ranked fifth in China and first in Jiangxi in 2023 by China Alumni Association. It is one of the better schools among private undergraduate programs, so researching this school is representative of private colleges and universities and has research value (Ai Rui Shen China Alumni Association Network, 2023).

3.3 Research Instruments

This study utilized a statistical survey method questionnaire that could be

completed through an online interface where respondents answered questions and submitted responses electronically. Web-based questionnaires offer many advantages over traditional paper-and-pencil surveys, including the ability to enumerate a geographically dispersed population and reduce the time and cost of collection (Couper, 2000; Robert et al. 2004). This study utilizes a five-degree scale that is divided into three main sections. The first part is demographic information and social media use, containing the gender, age, major, time spent watching short videos per day, and platforms used to watch short videos of the students who participated in the research survey. The second part is for questions related to college students' conception of the rule of law, and there are nineteen questions in this part. The third part is about the questions related to short video viewing behavior, which consists of sixteen questions. The questionnaire for this study utilized a five-degree Likert scale, with scores of 1-5 indicating not at all, not at all, generally, fairly, and perfectly.

3.3.1 Individual background variables

This study examines the impact of short video viewing behavior on college students' perceptions of the rule of law, with contextual variables including demographics such as age, gender, and grade level. These variables were investigated to understand the extent of different demographics on short video viewing and legal perception levels. Different genders, ages, and grades may have different effects on both rule of law perceptions and short video viewing, and there may be differences between different background variables. Finally, the correlation between short-video viewing behavior and the development of college students' conception of the rule of law is also explored, and a comprehensive analysis of these contextual factors may provide valuable insights into the role of short-video dissemination methods in enhancing college students' awareness and understanding of the law.

3.3.2 Legal Awareness Scale with its operational definition

A. Operational Definition

The concept of the rule of law is a general term for a kind of social consciousness. Among them, the psychology of law contains human's understanding of the nature of law, its function, and the needs and views of the existing law, which is naturally generated (Xie, 2021), and it is the initial period of the concept of law; the

legal ideology is a kind of legal consciousness that is evaluated by human beings to evaluate the law, interpret the law, and evaluate the legitimacy of their behavior, and evaluate the concept of the rule of law produced by it, which is a higher level of legal consciousness, and it is through the gradually formed through cultivation and education. In this study, the investigation of the legal awareness questionnaire covers legal cognition and legal evaluation, and operationally, the arithmetic mean of legal awareness is used to represent the score of the overall legal awareness of the respondents, with higher scores indicating a higher degree of legal awareness.

B. Scale

This study refers to the Legal Awareness Scale developed by Chen (2004), the original questionnaire measures the level of legal awareness of the respondents and is divided into two latitudes: legal perception and legal evaluation. In this study, only the questions related to the study were selected to investigate the respondents' legal awareness. The Cronbach's alpha coefficient of legal perception is 0.6698, and the Cronbach's alpha coefficient of legal evaluation is 0.7103. The internal consistency Cronbach's alpha coefficient of the total scale is 0.8157, which reaches a significant level, indicating that the scale has a high level of legal awareness. , which reaches a significant level, indicating that the reliability of the scale is good. The higher the score, the higher the perception of the rule of law. As shown in Table 3.1.

Table 3.1

Rule of Law Perception Measurement Scale

Dimensions	Items
The concept of law	<ol style="list-style-type: none"> 1. I take an active part in all kinds of democratic election activities in my class and school. 2. I like to keep to myself without any constraints. 3. I can do nothing if my parents open my letters without permission. 4. I will consciously obey the laws and regulations of the country. 5. I will happily fulfill the tasks given by the class. 6. I stop at red lights and walk on green lights at intersections without traffic police. 7. Children have the responsibility to obey their parents and support them. 8. If someone beats me, I will fight back to get justice. 9. When there is a conflict between personal interests and public interests, I will choose the latter. 10. If I see someone stealing on the bus, I will pretend not to see it. 11. If I am robbed by a bad man on my way to school, I can only hold my tongue.

Legal
evaluation

12. Sometimes I cross intersections without crosswalks for convenience.
13. I found myself buying fake and shoddy products and had to admit my bad luck.
14. I will be happy when I find that I have got a fortune by accident.
15. While people enjoy their rights, they must also bear corresponding obligations.
16. As long as you have money, you can get away with committing a crime.
17. In practice, officials and rich people are not bound by the law.
18. As long as one doesn't break the law, the law is none of one's business.
19. There is nothing wrong for me to take the blame for my bullied friend.
20. Parents have the responsibility and obligation to raise and educate their children.
21. People who do not know the law should not be punished for doing something illegal without intending to do it.
22. Laws can be justly enforced in real life.
23. It is the right of every child to receive nine-year compulsory education.
24. Anyone can do what he wants as long as he doesn't break the law.
25. In reality not everyone is equal before the law.
26. Recreation and rest are also the rights of minors.
27. Anyone and any group should obey the law.
28. It is against the law for parents to prevent their children from going to school.
29. It is a violation of a child's personal rights for a parent to scold a child arbitrarily.
30. It is a violation of a student's right to education for a teacher to prevent a disciplined student from attending class.
31. It is a violation of a student's personal liberty to be interfered with by others when he or she voluntarily refuses to study.
32. It is not illegal for some students to buy second-hand bicycles of unknown origin.
33. Truancy and absenteeism have nothing to do with the law.
34. If someone gives me a nickname, there is nothing wrong for me to return it.
35. It is against the law for a teacher to physically punish a student.
36. It's good for restaurants to hire middle school dropouts to solve their survival problems.
37. There is nothing wrong for teachers to let undisciplined students clean up after school.
38. There is no need to make a fuss about junior high school students not going home at night without parental consent.
39. It is harmless to call a classmate's house on April Fool's Day posing as a gangster to play a prank.
40. It's none of the store owner's business if some students rent pornographic disks.

Source: Yang, Xiuli (2004). An experimental study of middle school students' legal cognitive characteristics and educational intervention. [Master's thesis, Southwest Normal University]. https://kns.cnki.net/kcms2/article/abstract?v=TzO8JwpG6uhuXHD0le1tUKQAZJfXjZlg6LX-ArZx17SK18-SaSL4aSHli9foNaPMxEfl0MmlwjVgG-pWmzl8ITDHVJWjWrf3Zc_HbdwTOzR-Ww6lQfYPhb7cD01CpQsCKD5QvOARI3lzzP9nxe51aQ==uniplatform=NZKPTlanguage=CHS

3.3.3 Short Video Viewing Behavior Scale and Operational Definitions

A. Operational Definition

Wang (2021) believes that motivation is the most fundamental factor affecting behavior, behavior is motivated by motivation motivation comes from need, short video viewing behavior can be divided into planned viewing and impulsive viewing. Planned viewing refers to watching the video content that meets one's needs with a purpose within the planned time. Impulsive viewing refers to a kind of behavior that is not planned in advance and has no purpose, but is improvised. Fan (2015) found that people's interest in movie reading is mainly expressed in emotion-oriented, exploratory, social, learning, leisure, casual, and mixed. Short video viewing motives are categorized as social interaction, core brevity, information seeking, and fun/leisure. The short video viewing behavior referred to in this study is the behavior of college students who watch law-related short video content on short video platforms to improve their legal awareness by knowing their viewing needs and motivations for using short video platforms. Operationally, the arithmetic mean of short-video viewing behavior is used to represent the respondents' overall short-video viewing behavior scores, with higher scores indicating higher awareness of short-videos.

B. Scale

The short video viewing behavior scale used in this study is the Knowledge Short Video User Motivation to Use Scale, which was prepared with reference to Yang (2023) et al. According to Katz's use and satisfaction theory, the scale was compiled based on the knowledge category of short videos. The scale contains five levels: passing time, socializing, core brevity, pursuing information, and fun/leisure. A total of 20 questions were analyzed by exploratory factor-validated factor analysis and retest reliability analysis without three different samples, which resulted in the item scale Cronbach's alpha of 0.926, 0.928, and 0.927, respectively, and the total scale Cronbach's alpha was greater than 0.9. The KMO test was conducted. The test coefficient of KMO was 0.891(>0.8). The result of Bartlett's test showed that the approximate chi-square value was 3988.082($P < 0.001$). This scale is based on a five-point Likert scale, with 1 indicating complete noncompliance, 2 indicating noncompliance, 3 indicating fair, 4 indicating comparative compliance, and 5 indicating complete compliance. Higher scores indicate higher motivation to use, which means knowing more about short videos. As shown in Table 3.2 in the following page.

Table 3.2

Short Video Viewing Behavior Measurement Scale

Dimension	Items
Passing Time	1. Watching short videos to kill time when you are bored.
	2. Watching short videos because of boredom
	3. Watching short videos is to relieve boredom
	4. Watching short videos because there is no other special thing to do
Social interaction	5. Watching short videos because I can express my opinion freely.
	6. Because I can interact with others through activities such as sharing and recommendation
	7. Because I can learn about other users' interests and opinions.
	8. Watching short videos because I can communicate and interact with people in my field of interest or specialization.
Core Simplicity	9. Because of the simplicity of the content presentation
	10. Because the content form is compact
	11. Because you can quickly understand the core, key content
	12. Because it can be viewed in a very short fragmented period of time
Information Pursuit	13. To obtain information in a specific field or area of interest
	14. To get information that helps in daily life
	15. To broaden horizons and increase insights
	16. To get relevant information needed in the process of study and work
Entertainment	17. To change my mood
	18. To help reduce stress
	19. To have fun
	20. Because the video is interesting

Source: Yang Ling, Yu Shuixiang, Sun Wei. (2023). Development and Reliability Test of Knowledge-based Short Video Users' Motivation Scale. *Journal of Hunan Institute of Technology (Natural Science Edition)*. (02), 32-37. doi:10.16740/j.cnki.cn43-1421/n.2023.02.002.

3.3.4 Reliability analysis of this research instrument

The questionnaire was distributed through questionnaire star, the most latitude in the scale is 26 items, the sample size of the pre-test is 3-10 times the number of items where the questions do more (Wu & Tu, 2011; Tinsley & Tinsley, 1987; Comrey, 1988), the minimum sample size of this study is 72 and the maximum sample size is 260. A total of 132 questionnaires were returned from the pretest questionnaire and 132 valid questionnaires were obtained with a recovery rate of 100%. Item analysis, reliability and validity analyses were conducted with SPSS statistical software.

3.3.4.1 Analysis of scale items

In this study, the researcher used Wu and Tu's (2014) guidelines for item analysis, modified item-total correlation, which refers to the correlation coefficient between items, generally with 0.4 as the cut-off point, if the value of modified item-total correlation is less than 0.4, it means that the consistency between the topics is not very good, and it needs to be modified or deleted. If the value of the corrected term-total correlation is greater than 0.4, it means that the topics do not need to be modified. The Short Video Viewing Behavior, Concept of Rule of Law Scale has a total of 35 items, as shown in Table 3.3 below:

Table 3.3

Analysis of Short Video Viewing Behavior, Rule of Law Perception Scale Items

Item	Mean value of the scale after deletion of entries	Scaled variance after deletion of terms	Correlation of corrected entries to totals	Clone Bach Alpha after deletion of items
Short Video Viewing Behavior 1	55.8788	152.367	0.598	0.956
Short Video Viewing Behavior 2	56.1818	149.921	0.541	0.956
Short Video Viewing Behavior 3	55.3636	144.019	0.731	0.949
Short Video Viewing Behavior 4	55.4848	142.801	0.743	0.949
Short Video Viewing Behavior 5	55.2576	143.613	0.766	0.948
Short Video Viewing Behavior 6	55.4015	142.288	0.843	0.947
Short Video Viewing Behavior 7	55.5000	142.237	0.847	0.947
Short Video Viewing Behavior 8	55.3712	143.044	0.791	0.948
Short Video Viewing Behavior 9	55.1894	145.666	0.728	0.949
Short Video Viewing Behavior 10	55.1667	145.392	0.798	0.948
Short Video Viewing Behavior 11	55.0606	145.279	0.807	0.948
Short Video Viewing Behavior 12	55.1061	145.851	0.784	0.948
Short Video Viewing Behavior 13	54.9848	144.916	0.793	0.948
Short Video Viewing Behavior 14	54.9394	146.195	0.786	0.948
Short Video Viewing Behavior 15	54.9924	145.870	0.819	0.948
Short Video Viewing Behavior 16	55.1212	147.283	0.701	0.950

Concept of law rule 1	67.5530	171.135	0.831	0.970
Concept of law rule 2	67.7652	166.883	0.855	0.970
Concept of law rule 3	67.4242	169.987	0.838	0.970
Concept of law rule 4	67.4773	170.541	0.863	0.970
Concept of law rule 5	67.5985	168.822	0.898	0.969
Concept of law rule 6	67.3712	171.334	0.870	0.970
Concept of law rule 7	67.7197	167.669	0.900	0.969
Concept of law rule 8	67.7500	167.624	0.903	0.969
Concept of law rule 9	67.7727	167.872	0.887	0.969
Concept of law rule 10	67.7121	167.504	0.900	0.969
Concept of law rule 11	67.6061	170.302	0.874	0.969
Concept of law rule 12	67.2348	174.380	0.661	0.972
Concept of law rule 13	67.6667	169.995	0.864	0.970
Concept of law rule 14	67.4924	171.595	0.853	0.970
Concept of law rule 15	67.6364	170.554	0.869	0.970
Concept of law rule 16	67.6136	170.605	0.908	0.969
Concept of law rule 17	67.5152	171.962	0.875	0.970
Concept of law rule 18	67.4167	175.863	0.563	0.973
Concept of law rule 19	69.8561	188.094	0.546	0.980

Note: The data herein is sourced from a compilation independently conducted by the researcher in 2023

3.3.4.2 Reliability and validity analysis

Cronbach's alpha coefficient is a commonly used reliability analysis method to assess the reliability of measurement instruments. The value of this indicator ranges from 0 to 1, with larger values indicating higher reliability of the survey respondents. A reliability coefficient of greater than 0.9 indicates that the questionnaire has good reliability; a reliability of between 0.8 and 0.9 indicates that the questionnaire has acceptable reliability; a reliability of 0.7 to 0.8 indicates that some of the entries are yet to be modified; and a reliability of less than 0.7 for the scale indicates that some of the entries in the scale should be deleted. When analyzing the Cronbach's Alpha coefficient, the questionnaire needs to be analyzed first to calculate the inter- and internal consistency between the items. According to the calculation results, the higher the coefficient value, the better the internal consistency and the higher reliability of the questionnaire. In this study, the Cronbach's Alpha value of short video viewing behavior is .952, and the Cronbach's Alpha value of the concept of the rule of law is .972, the questionnaire has a strong reliability, and the resulting

questionnaire results have a high reliability. Validity is a measure of whether the results are valid and to what extent they are valid. The validity of this questionnaire was analyzed using KMO and Bartlett sample, the KMO coefficient value is between 0-1, when the KMO value is closer to 1, it means that the questionnaire validity is better. The significance of Bartlett's test of sphericity, which is less than .05, means that the questionnaire has a good structural validity. This study scale short video viewing behavior $KMO=0.899>0.5$, the concept of the rule of law $KMO=.948>0.5$ Bartlett sphericity test $P=0.000<.05$, indicates that the questionnaire has a good validity and is significant. As shown in table 3.4 and 3.5 below:

Table 3.4

Reliability and Validity of the Short Video Viewing Behavior Scale

Reliability statistics	Items	Cronbach Alpha
	16	0.952
KMO and Bartlett's test		
KMO Sample fitness measure.		0.899
Bartlett's test of sphericity	Approximate cardinality	2351.342
	Degrees of freedom	120
	Significance	0.000

Note: The data herein is sourced from a compilation independently conducted by the researcher in 2023

Table 3.5

Reliability of the Rule of Law Perception Scale

Reliability statistics	Items	Cronbach Alpha
	19	0.972
KMO and Bartlett's test		
KMO Sample fitness measure.		0.948
Bartlett's test of sphericity	Approximate cardinality	3425.232
	Degrees of freedom	153
	Significance	0.000

Note: The data herein is sourced from a compilation independently conducted by the researcher in 2023

3.4 Data Collection and Sampling Methods

This study adopts online network electronic questionnaire survey, at the same

time, in order to enhance the speed of sample recovery and reduce the geographical restrictions, this study adopts Convenience Sampling (CS) in the data collection method of the sample in the month of November 2023 to conduct the questionnaire survey. Convenience sampling is a sample selected according to the convenience of the researcher in a purposeless and random manner. According to a considerable number of scholars in the field of statistics (Anderson et al. 2022; Bautista and Anderson. 2021; Jung, 2021; Kieser, 2020), a salient aspect of the research process involves the proper determination of the sample size as it has a profound impact on the accuracy and cost-effectiveness of the study, with the optimal sample size usually expressed as a percentage of the population, usually between 10% and 15%, and should not exceed the limit of 1,000 people. To illustrate, in a population of 5,000, 10% would represent 500 people, while a population of 200,000 would result in 20,000 participants, which would exceed the maximum number allowed. In this case, a sample of 1,000 is recommended, as this is sufficient to obtain reliable results. Additional sampling beyond this threshold would be impractical and redundant as it would result in a high expenditure of time and financial resources without any corresponding increase in precision. To summarize, there are about 10,000 full-time undergraduate students enrolled in a university in Jiangxi, and only freshman and fourth-year undergraduate students are studied, with a total sample size of 5,000, and the value of the minimum sample size for this study is 500 and the maximum is 750. Considering the efficiency of questionnaire distribution, the number of questionnaires distributed in this study was finally set at more than 500 copies.

3.5 Methods of Data Analysis

3.5.1 Reliability Validity Analysis

The Cronbach's alpha coefficient value was used to test the structure and stability of the questionnaire and to measure the reliability of the variables in this study. In the statistical correlation coefficient, between 0 and 1, the closer to 1 indicates the higher internal consistency and reliability of the questionnaire, and this criterion is used to measure the level of reliability (Liu, 2018). Coefficients above 0.9 indicate that the reliability of the scale is very good; 0.8-0.9, indicates good reliability; 0.7-0.8, acceptable range; no more than 0.6, the reliability is considered insufficient and the scale needs to be changed (Xing et al., 2022). The measure of validity is to check the

accuracy and authenticity of the questionnaire, and the validity analysis is done by using the KOM (Kaiser-Mayer-Olkin) test. the KMO value is between 0 and 1. the closer the KMO value is to 1, the higher the correlation between the variables.

3.5.2 Descriptive statistical analysis

Descriptive statistical analysis is done to analyze the structure of the sample for this study, utilizing narrative statistical values such as mean, standard deviation, and percentage to understand the distribution of subjects in terms of demographic variables: gender, grade, and age.

3.5.3 ANOVA (analysis of variance)

The RQ2 of this study explores whether there are significant differences in short video viewing behaviors and conceptions of the rule of law by gender, grade, and age. Whether there are differences in short video viewing behavior and concept of rule of law among college students of different genders is tested by independent samples t. Whether there are differences in short video viewing behavior and concept of rule of law among college students of different grades and ages is tested by using a one-way score, i.e., testing the hypothesis H2.

3.5.4 Pearson Correlation Analysis

Pearson correlation analysis is mainly to analyze the strength of correlation between the variables in this study, and a positive value indicates that the correlation between the two is positive, while a negative value indicates that the correlation between the two is negative. There is a significant correlation between the RQ3 short video viewing behavior and the concept of the rule of law explored in this study, and Pearson correlation analysis can be used to test the degree of correlation between the two, i.e., to test hypothesis H3.

CHAPTER 4

RESULTS

This chapter is an empirical analysis, which first conducts descriptive statistical analysis, mainly the analysis of the respondent data obtained from the questionnaire, then uses the analysis of variance to test the difference of background variables, verifies the research hypothesis proposed earlier, and finally conducts the correlation analysis between short video viewing behavior and the concept of the rule of law to verify the hypothesis proposed in this study.

4.1 Descriptive Analysis

In this particular study, we meticulously administered 1,024 questionnaires among first and final year students at a privately-run undergraduate establishment located in Jiangxi Province, securing an impeccable response rate with 512 submissions from each year group. Through an application of descriptive statistical analysis, it was observed that the gender composition comprised 33.5% male (343 individuals) and 66.5% female (681 individuals), with an equitable distribution between freshmen and seniors, each accounting for 50% of the overall sample. Regarding age distribution, 39.6% were aged 18, 42.5% ranged from 19 to 20 years, and 18% were aged 21 and above. These empirical findings are succinctly encapsulated in Table 4.1.

Table 4.1

Descriptive statistics table for background variable items (N=1024)

Individual background variables	Category	Number	Percentage
Gender	Male	343	33.50%
	Female	681	66.50%
Academic Level	Freshman	512	50.00%
	Senior	512	50.00%
Age	Under 18 years old (including 18 years old)	405	39.60%
	19-20 years old	435	42.50%
	Above 21 years old (including 21 years old)	184	18.00%

Note : The data herein is sourced from a compilation independently conducted by the researcher in

2023

The results of the descriptive statistical analysis of this study, are shown in Table 4.2 below. The two variable scales of this study are the concept of the rule of law and the short video viewing behavior scale, both of which use the Likert five-point scale, with a score of 1 indicating very non-conformity, a score of 5 indicating very conformity, and a mean of 3, which means average, medium. The mean value of the concept of the rule of law is 2.6879, which is lower than the mean value of 3. Therefore, the awareness of the concept of the rule of law among the respondents of this survey is generally low. The mean value of short video viewing is 3.7267, higher than the mean value of 3, meaning that the short video viewing behavior of this survey respondents is generally high.

Table 4.2

Descriptive Analysis

	Short video viewing behavior	Concept of the law rule
Average	3.7267	2.6879
Number of cases	1024	1024
Standard Deviation	0.71341	0.48106

Note : The data herein is sourced from a compilation independently conducted by the researcher in 2023

4.2 Independent sample t-test analysis

4.2.1 Differential analysis of gender on total study variables

The differences between the different genders of the research subjects in terms of short video viewing behavior and the concept of the rule of law are shown in Table 4.3 below. The results of the study show that there is a significant difference between college students of different genders in terms of short video viewing behavior and the concept of the rule of law, indicating that there is a difference between the genders of the research subjects in terms of the overall variables.

Table 4.3

Results of independent samples t-test

	F	Sig.	t	degrees of freedom	Sig. 2-tailed	mean diff.	S.E.D	Difference 95% confidence interval	
								Lower	Upper
Conpt Law Rule	11.093	0.001	1.706	1022	0.088	0.05429	0.03182	-0.00816	0.1167
			1.575	558.044	0.116	0.05429	0.03448	-0.01343	0.1220
Short Video View	20.650	0.000	-1.741	1022	0.082	0.08216	0.04719	-0.17476	0.0104
			-1.619	567.909	0.106	0.08216	0.05076	-0.18186	0.0175

**The test value is significant at the 0.05 level*

4.2.2 Analysis of differences in the concept of law rule by age and academic level

The analysis of differences in the concept of the rule of law among students of different ages and grades was tested by ANOVA, as shown in Table 4.4, college students of different ages did not reach a significant difference in the concept of the rule of law (F=1.161, P=0.220, p-value>0.05); college students of different grades did not reach a significant difference in the concept of the rule of law (F=0.955, P=0.559, p value>0.05), hypothesis H2 is partially true.

Table 4.4

ANOVA test results of different ages and grades in the concept of rule of law

		Square Sum	Deg. Freedom	Mean Square	F	Sig.
Age	Intergroup	27.44	45	0.61	1.161	0.220
	Within Groups	513.863	978	0.525		
	Total	541.304	1023			
Academic Level	Between Groups	10.772	45	0.239	0.955	0.559
	Within Groups	245.228	978	0.251		
	Total	256	1023			

**The mean difference is significant at the .05 level.*

4.2.2 Analysis of Background Variables on Short Video Viewing Behavior across Age and Grade Levels

In addition to this the one-way ANOVA test was used in this study for the

analysis of the variability of other contextual variables such as short video viewing behavior, and the results of the analysis showed that there were differences in some of the contextual variables. There is significant variability in short video viewing behavior among students of different grades ($F=1.435, P=0.026, P\text{-value}<0.05$), and no significant variability was reached among students of different grades ($F=1.024, P=0.429, P\text{-value}>0.05$). The specific data are shown in Table 4.5 below.

Table 4.5

ANOVA test results of background variables in short video viewing behavior by age and grade level

		Square Sum	Deg. Freedom	Mean Square	F	Sig.
Age	Intergroup	37.911	51	0.743	1.435	0.026
	Within Groups	503.393	972	0.518		
	Total	541.304	1023			
Academic Level	Between Groups	13.056	51	0.256	1.024	0.429
	Within Groups	242.944	972	0.25		
	Total	256	1023			

**The mean difference is significant at the .05 level.*

4.3 Pearson Correlation Analysis

For the relationship between short video viewing behavior and the concept of the rule of law explored in this study, Pearson correlation analysis was applied to test the results, which are shown in Table 4.6 below. From the data in the table, it can be seen that there is a positive correlation between short video viewing behavior and the concept of the rule of law, verifying hypothesis H3.

Table 4.6

Correlation analysis table

		Short video viewing behavior	Concept of Law Rule
Short video viewing behavior	Pearson correlation	-	-
	Sig. (two-tailed)	-	-
Concept of Law Rule	Pearson correlation	.131**	
	Sig. (two-tailed)	0.00	
	Number of cases	1024	1024

**Correlation is significant at the 0.01 level (2-tailed).*

4.4 Conclusion of the Research Hypothesis

After the previous data analysis, the hypothesis of this study H1: The rule of law concept of college students in Jiangxi Province, China is low, and the short video viewing behavior is high, hypothesis H1 is accepted. H2: There are partial differences in the legal awareness and short video viewing behavior of college students in Jiangxi Province, China by different genders, ages, and grades, and there is a significant difference between different genders of college students in terms of the rule of law concept, and the different ages and grades of college students There is no significant difference in the concept of the rule of law; there is a significant difference between students of different genders and ages in short video viewing behavior, and students of different grades do not reach a significant difference in short video viewing behavior, and hypothesis H2 is partially established. H3: There is a significant correlation between the short video viewing behavior of college students in Jiangxi Province, China and the concept of the rule of law, and hypothesis H3 is accepted. The specific research results are organized into the following table 4.7.

Table 4.7

Summary of results of research hypothesis testing

Research Hypothesis	Test Results
H1: College students have high awareness of short video viewing behavior (a) and low awareness of the concept of rule of law (b).	Accept
H2: Students of different ages, genders, and grades differed in their short video viewing behaviors and perceptions of the rule of law.	Partily Accept
H3: There is a significant correlation between college students' short video viewing behavior and the development of rule of law concepts among college students	Accept

Note : The data herein is sourced from a compilation independently conducted by the researcher in 2023

CHAPTER 5

CONCLUSION & DISCUSSION

There are three subsections in this chapter, the first one summarizes the findings of the study; the second one is the recommendations of the study, in which the researcher's recommendations for future research are presented in response to the findings of the study; and the third one is the shortcomings of the study and recommendations for the future, which points out the limitations of the study and the recommendations for further research in the future.

5.1 Conclusion and Discussions

Based on the results of the statistical analysis of the above study, this chapter is divided into three parts, namely, analysis of the current situation of short-video viewing behavior and awareness of the concept of the rule of law; differences in short-video viewing behavior and the concept of the rule of law among subjects with background variables; and the relationship between short-video viewing behavior and awareness of the concept of the rule of law.

5.1.1 Analysis of Short Video Viewing Behavior and the Current Situation of Concept of Law Rule

For the object of this study, the degree of short video viewing behavior of college students in Jiangxi Province is relatively high, and more students choose to use Jitterbug short videos, indicating that short videos are becoming more and more popular among the younger generation of users, and the accessibility, simplicity, and entertainment value of short videos make them very attractive, which makes the users watch them frequently, and there is a longer period of time to have the behavior of watching short videos in different short video platforms. This is similar to the findings of Lu (2017), whose study showed that college students' acceptance of short videos is high, which was investigated by Lu in terms of usage, usage behavior, and usage experience, respectively. College students not only have a high acceptance of short video pairs, but also have a high usage rate, and they will share and disseminate the content of short videos through short videos. The research of Ai (2023) and others

shows that small videos have a certain relief and channeling effect in terms of psychological pressure, growth worries and anxieties of college students. Utilizing small short videos can enable college students to continuously acquire knowledge, improve skills, develop themselves and show themselves. In the mode of dissemination and expression of information and knowledge, short videos are more attractive and appealing, which can cover a wide variety of cognitive needs of college students and also allow the school's cognitive needs to be fully satisfied. From the perspective of use and satisfaction theory, short video platforms can satisfy college students' recreational needs, cognitive needs, emotional needs, social needs and so on.

For the test results of college students' legal awareness, there is no significant difference between college students of different ages and grades, but Kuo (2001) believes that the concept of the rule of law is related to a variety of factors, such as the level of education, age and so on. In terms of gender in general there is a significant difference between male and female students, which is similar to the results of the study by Xiao Tangdart and Yu Hongbo (2014), whose findings indicate that the concept of the rule of law is higher in males than in females. The data analysis of this study shows that the legal awareness of college students is generally low, which coincides with the findings of Zang and Wang (2011), whose findings indicate that the concept of the rule of law is not strong among college students nowadays. Ma (2021) suggests that the concepts of college students nowadays are relatively lagging behind, they have not received the legal education of the new period, they feel that the law has nothing to do with them, they just regard law as a profession, and they are indifferent to all kinds of legal problems and legal issues occurring in their lives. At present, they are not familiar with the knowledge of various laws and regulations promulgated by the state, nor do they want to study them. Only some students in the law schools of some universities know something about the laws and regulations of our country, and the other majors basically know nothing about these aspects of legal knowledge and do not care much about it. Sun's (2020) study shows that at present, the channels through which students in China's colleges and universities acquire knowledge of law are the most important, such as the Internet, TV programs, classrooms, lectures and so on. You can watch legal programs and special lectures on short video platforms. However, due to the research in different geographical areas, as well as the academic level and family environment of the research subjects will cause

some differences on the results of the research. Therefore, different educational levels, different family environments, etc. all have different effects on the test results of the research subjects' views on the rule of law. In summary, the results of this study support the conclusion that college students have a higher awareness of short videos and a lower awareness of legal awareness.

5.1.2 Differences in Short Video Viewing Behavior, Perceptions of the Rule of Law among Subjects with Background Variables

In this study, there is a partial difference in viewing behavior of short videos among the subjects of the background variables. For gender and age there is a difference, there is no significant difference between freshmen or seniors in terms of specific grade level. There is a difference between male and female students in terms of the concept of the rule of law, and there is no difference in age or grade level. The results of Wang's (2013) study showed that in terms of the use of self-media platforms, students in the lower grades were much higher than those in the upper grades, and there was a difference between freshmen and seniors. In this study, there is no significant difference in short video viewing behavior between students in either senior or junior grades, and the results of the two studies are not the same, the reason for the bias in the results may be due to the fact that the subjects of the study in this study were only in the freshman and senior grades. However, there is a difference in the short video viewing behavior of the subjects in this study in terms of age, which is consistent with the results of Guo's (2001) study. In Wang's (2021) study, it was concluded that most of the viewing behaviors like getting needed information and relaxing during leisure time are for males and upperclassmen; females and liberal arts majors their preference is more towards companionship and escapism. This suggests that there is a difference between male and female students in their choice of watching short videos, and the results of this study are consistent with it.

In this study, there is a difference in legal awareness among subjects of different genders. This is in line with the findings of Zhu and Zhou (2024), whose results showed that the criminal behavior of males is higher than females, which is due to the luckiness triggered by the weak legal awareness. There are also differences in the cultural level of the criminal subjects, mainly in the stepwise situation of mainly specialties and a small number of undergraduate degrees. In the study of Zheng and

Guo (2017), it was found that the individual factor gender, both on the emergence of deviant behavior and the crime or not have the greatest influence. The significance of difference test data of their study also showed that male adolescents were more likely to engage in deviant or delinquent behaviors than females. In summary, the findings of this study support the thesis that there are differences in video viewing behaviors and perceptions of the rule of law among students of different ages, genders, and grades, and partially support this thesis.

5.1.3 The Influential Relationship between Short Video Viewing Behavior and Perceptions of the Concept of Law Rule

After the continuous updating and development of the Internet, the low-headed people are coming more and more, and the emergence of different forms of social media platforms, the frequency of watching short videos every day among college students is getting higher and higher, and it has become an indispensable part of daily work, study, and life, and the watching of short videos has become a common phenomenon. Short videos have attracted the attention and love of a large number of young people with their unique forms of expression and dissemination. However, this phenomenon also raises some problems, such as the perception of the concept of the rule of law in short videos. This study aims to explore the relationship between short video viewing behavior and college students' perception of the concept of rule of law.

First, we need to clarify the concept of the concept of the rule of law. The concept of the rule of law refers to people's knowledge, understanding, respect and belief in the law, and is a kind of legal consciousness formed by people in social life. As the future of society, the cultivation and formation of the concept of the rule of law in college students is of great significance to the development of society. Secondly, short video is currently a brand new social media, which can disseminate information content to the public in a very fast way, with wide coverage and strong interactivity. As the main audience of short videos, college students' awareness of the concept of the rule of law directly affects the formation and cultivation of their concept of the rule of law.

This study found that there is a significant positive correlation between short video viewing behavior and college college students' perception of the concept of the rule of law. Specifically, college students who watch more short videos on the rule of

law have a higher degree of awareness of the rule of law, are more able to understand and respect the law, and have a stronger awareness of the rule of law. On the other hand, college students who watch other types of short videos have a lower level of awareness of the rule of law and a weaker awareness of the rule of law. This finding is of great significance to our understanding of the formation and development of the concept of the rule of law among college students. First of all, the cultivation and formation of college students' concept of the rule of law requires the use of short videos as a new form of media. With its unique form of expression and dissemination, short video can effectively disseminate knowledge of the rule of law and improve the cognitive level of college students' concept of the rule of law. Secondly, the cultivation and formation of the concept of the rule of law among college students requires the joint efforts of the whole society. Short video as a new form of media, the quality of its content directly affects the cognitive level of college students' concept of the rule of law. Therefore, short video platforms should strengthen the production and promotion of short videos on the rule of law to help college students to deepen their understanding of the law, the legal knowledge of the rule of law concept of cognition will inevitably improve.

5.2 Recommendations

This study takes the impact of short video viewing behavior on college students' perception of the rule of law as the research theme, aiming to explore this phenomenon in depth and provide insights for improving college students' perception of the rule of law. The study finds that there is a close relationship between short video viewing behavior and the perception of the rule of law, which provides new ways and means for colleges and universities to educate college students about the rule of law.

First of all, this study found that when college students watch short videos, they are often easily influenced by entertainment and excitement, and neglect the dissemination and construction of the concept of the rule of law. This reveals that educators in colleges and universities should pay more attention to the relationship between short video viewing behavior and the perception of the concept of the rule of law, and guide college students to watch short videos in a reasonable and civilized way, so as to promote the dissemination and construction of the concept of the rule of

law. Secondly, this study found that when watching short videos, college students are often easily influenced by information overload and information screening, and neglect the in-depth understanding and internalization of the concept of the rule of law. This reveals that educators in colleges and universities should focus on guiding college students to deeply understand and internalize the concept of the rule of law, so as to improve their cognitive level of the concept of the rule of law. In addition, this study found that when college students watch short videos, they are often easily influenced by the network environment and social media, and ignore the independent thinking and rational judgment of the concept of the rule of law. This reveals that educators in colleges and universities should pay attention to cultivating college students' ability of independent thinking and rational judgment, so as to improve their cognitive level of the concept of rule of law. In summary, this study has a certain revelation to improve the cognition of the concept of the rule of law among college students. It is suggested that colleges and universities should pay more attention to the relationship between short video viewing behavior and the cognition of the concept of the rule of law, guide college students to watch short videos in a reasonable and civilized way, and promote the dissemination and construction of the concept of the rule of law. At the same time, college educators should also focus on guiding college students to deeply understand and internalize the concept of the rule of law, focusing on cultivating college students' ability to think independently and make rational judgments, so as to improve their cognitive level of the concept of the rule of law.

5.3 Limitations and Future Research

This study provides a preliminary exploration of the impact of short video viewing behavior on the concept of the rule of law among college students, but there are still some limitations and issues that need further research.

First of all, there are limitations in the scope of the sample and the method of sample selection in this study. The sample selected in this study is mainly from undergraduate students of a university, without considering other types of students, such as graduate students and specialized students. In addition, this study mainly used random sampling in sample selection and failed to fully consider individual differences and specific groups. Therefore, the scope of sample selection can be enlarged beyond undergraduate students to more accurately reflect the impact of short

video viewing behavior on college students' concept of the rule of law. Secondly, at present, the researcher has not considered the two variables under study comprehensively enough, and when designing the questionnaire, the researcher only considered the correlation scales of the two independent variables, but did not consider that the law-related issues should be integrated into the correlation scales of short video viewing behavior. Therefore, in future studies, the research variables will be more clearly defined, the choice of scales will be more detailed, and the content of short videos watched will be more clearly defined in the rule of law video content in future studies. In addition, this study failed to fully consider the relationship between short video platform corporate social responsibility and the development of college students' concept of the rule of law. As a core player in the short video industry, the social responsibility and behavior of short video platform enterprises have an important impact on the development of the concept of rule of law among college students. Future research can further explore the relationship between the social responsibility of short video platform enterprises and the development of college students' concept of the rule of law, with a view to providing a more comprehensive and in-depth reflection on improving the concept of the rule of law among college students. Finally, this study fails to fully consider the temporal changes in the impact of short video viewing behavior on college students' concept of the rule of law. With the rapid development of the short-video industry, the social responsibility and behavior of short-video platform enterprises are also changing, so future research can further explore the temporal changes in the impact of short-video viewing behavior on college students' concept of the rule of law, with a view to providing more comprehensive and in-depth reflection on improving the concept of the rule of law among college students.

In summary, although this study has initially explored the impact of short video viewing behavior on college students' concept of the rule of law, there are still some limitations and issues that need to be further researched. In the future, we can further explore the relationship between the corporate social responsibility of short video platforms and the development of college students' concept of the rule of law, as well as consider individual differences and specific groups, and explore the influence of short video viewing behavior on college students' concept of the rule of law over time.

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Appendix 1

Chinese Version Polit Study Questionnaire

短视频观看行为和大学生法治观念认知相关问卷调查

尊敬的受访者：

您好，首先非常感谢您能够花费宝贵的时间完成本次问卷调查。我是博仁大学中文国际学院传媒硕士研究生。为了满足学术论文的要求，我们设计了这份问卷调查。本问卷的目的是研究短视频传播策略与大学生法治观念的养成之间的关系，探讨通过短视频传播的方式是否有助于提高大学生的法治观念，并为提高大学生法治观念的养成提供实际的建议与参考。本次调查采用匿名的形式，我们保证对您的填写结果进行严格的保密，并且仅用于学术研究目的

第一部分：基本信息

- 1、性别 男 女
- 2、年龄 18岁以下（包含18岁） 19-20岁 21岁以上
- 3、专业 音乐 传媒 计算机 教育 外语
- 4、每天观看短视频的时间？
 1小时以下 1-2小时 3-4小时 5小时以上
- 5、观看短视频的平台？
 抖音 快手 哔哩哔哩 微信视频号
 其他（请注明）_____

第二部分：法律意识量表

以下为个人法律意识量表部分请根据自己的情况在相应的选项上打勾，此外，每个号码答案代表为如下：

1-完全不符合；2-不符合；3-一般；4-比较符合；5-完全符合

問卷項目	1	2	3	4	5
1、我会自觉遵守国家的法律、法规					
2、在无交警的路口，我能做到红灯停，绿灯行					
3、如果别人打我，我会以牙还牙讨回公道					
4、在公共汽车上看到有人偷东西，我会装着没看见					
5、如果上学路上遇到了坏人抢劫，我只能忍气吞声					
6、有时为了方便省事，我会横穿没有斑马线的路口					
7、发现自己购买了假冒伪劣的产品只有自认倒霉					
8、人们在享受权利的同时，也应该承担相应的义务					

9、只要有钱，犯了罪也能消灾避难					
10、只要自己不违法，法律与自己无关					
11、不知者无罪，人们无意做了违法的事不应受到惩罚					
12、法律能够在实际生活中得以公正实施					
13、只要不违法，任何人都可以做他想做的事情					
14、现实中并不是法律面前人人平等					
15、任何人、任何团体都应服从法律					
16、有些学生买来路不明的二手自行车算不上违法					
17、如果别人给我起绰号，我还他一个绰号没什么不对					
18、愚人节冒充歹徒打电话到同学家搞恶作剧无伤大雅					
19、有些同学租黄碟看，不关商店老板的事					
第三部分：短视频观看量表					
<p>以下为短视频部分请根据自己的情况在相应的选项上打勾，此外，每个号码答案代表为如下： 1-完全不符合; 2-不符合; 3-一般; 4-比较符合; 5-完全符合</p>					
問卷項目	1	2	3	4	5
20、因为可以自由地提出我的观点					
21、因为可以通过分享和推荐等活动与他人互动					
22、因为可以了解其他用户的兴趣和看法					
23、因为可以与兴趣领域或专业领域的人进行交流和互动					
24、因为内容表现简洁					
25、因为内容形式紧凑					
26、因为可以快速了解核心，重点内容					
27、因为可以在很短的碎片化时间内观看					
28、为了获取特定领域或兴趣领域的信息					
29、为了获取有助于日常生活的信息					
30、为了开阔视野，增长知识					
31、为了获取学习和工作过程中需要的相关信息					
32、因为可以转换心情					
33、因为有助于减轻压力					
34、为了获得乐趣					
35、因为视频有趣					
问卷调查结束，非常感谢 ☺					

Appendix 2

Chinese Version Official Research Questionnaire

短视频观看行为和大学生法治观念认知相关问卷调查

尊敬的受访者：

您好，首先非常感谢您能够花费宝贵的时间完成本次问卷调查。我是博仁大学中文国际学院传媒硕士研究生。为了满足学术论文的要求，我们设计了这份问卷调查。本问卷的目的是研究短视频传播策略与大学生法治观念的养成之间的关系，探讨通过短视频传播的方式是否有助于提高大学生的法治观念，并为提高大学生法治观念的养成提供实际的建议与参考。本次调查采用匿名的形式，我们保证对您的填写结果进行严格的保密，并且仅用于学术研究目的

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- 4、每天观看短视频的时间？
 1小时以下 1-2小时 3-4小时 5小时以上
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 抖音 快手 哔哩哔哩 微信视频号
 其他（请注明）_____

第二部分：法律意识量表

以下为个人法律意识量表部分请根据自己的情况在相应的选项上打勾，此外，每个号码答案代表为如下：

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2、在无交警的路口，我能做到红灯停，绿灯行					
3、如果别人打我，我会以牙还牙讨回公道					
4、在公共汽车上看到有人偷东西，我会装着没看见					
5、如果上学路上遇到了坏人抢劫，我只能忍气吞声					
6、有时为了方便省事，我会横穿没有斑马线的路口					
7、发现自己购买了假冒伪劣的产品只有自认倒霉					
8、人们在享受权利的同时，也应该承担相应的义务					

9、只要有钱，犯了罪也能消灾避难					
10、只要自己不违法，法律与自己无关					
11、不知者无罪，人们无意做了违法的事不应受到惩罚					
12、法律能够在实际生活中得以公正实施					
13、只要不违法，任何人都可以做他想做的事情					
14、现实中并不是法律面前人人平等					
15、任何人、任何团体都应服从法律					
16、有些学生买来路不明的二手自行车算不上违法					
17、如果别人给我起绰号，我还他一个绰号没什么不对					
18、愚人节冒充歹徒打电话到同学家搞恶作剧无伤大雅					
19、有些同学租黄碟看，不关商店老板的事					
第三部分：短视频观看量表					
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22、因为可以了解其他用户的兴趣和看法					
23、因为可以与兴趣领域或专业领域的人进行交流和互动					
24、因为内容表现简洁					
25、因为内容形式紧凑					
26、因为可以快速了解核心，重点内容					
27、因为可以在很短的碎片化时间内观看					
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29、为了获取有助于日常生活的信息					
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31、为了获取学习和工作过程中需要的相关信息					
32、因为可以转换心情					
33、因为有助于减轻压力					
34、为了获得乐趣					
35、因为视频有趣					
问卷调查结束，非常感谢 ☺					

Biographic of Author (Chinese Version)

个人简介:

姓名: 江晓娟

2012——2015 就读于南昌理工学院

2015——至今 就职于南昌理工学院法学院

2022——至今 博仁大学在读

获奖情况:

2019 年荣获南昌理工学院“优秀党务工作者”

2020 年荣获中共江西省委教育工委 江西省教育厅第五届全省学生“学宪法 讲宪法”活动（知识竞赛）中“优秀指导老师三等奖”

2020 年荣获南昌理工学院 2020 年新生军训练“优秀指导员”

2023 年 3 月荣获南昌理工学院 2022 年“优秀辅导员”

2023 年 4 月荣获南昌理工学院五一劳动奖章

2023 年 6 月荣获南昌理工学院 2022 年度“优秀党务工作者”

主要经历:

2015—2018 年，工作期间主要负责学生管理工作。

2018 年——至今，工作期间主要负责党建、宣传及普法等工作，参与撰写审核对外宣传稿件，以及微信公众号及微信视频号的运营及管理，参与短视频的拍摄等，开展的相关活动部分被官方媒体报道。