

Arrived in the Third Dimension: a Study on the Cultural Preferences of Middle School Students in the Second Dimension

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Abstract : Two-dimensional culture is widely popular among middle school students. This study aims to systematically explore the preferences and influence of two-dimensional culture among 128 middle school students through a questionnaire survey method. The study found that middle school students consume a large number of two-dimensional things and spend a large amount of money, and the time they spend falls within the daily leisure time range; most middle school students have a high degree of liking for two-dimensional culture, but their fascination and exclusiveness are relatively low; In terms of gender differences, girls are more reluctant to share their favorite two-dimensional things with others; in terms of age differences, there is no significant difference between junior high school students and high school students in their liking, fascination, and exclusion of two-dimensional culture. The cultural preference has already been formed, and it has not changed much in the subsequent high school years; among the factors that affect middle school students' cultural preference for the second dimension, the belief that the second dimension builds an ideal world and allows free imagination will significantly enhance middle school students' understanding of the second dimension. The degree of liking, fascination and exclusion, while academic pressure and escapism will cause middle school students to be addicted to two-dimensional culture; the preference for two-dimensional culture has the positive effect of promoting free imagination, self-relaxation and promoting social interaction, and at the same time, it also has the potential to fall into the two-dimensional and emotional Negative effects of attachment. Finally, based on the research on the two-dimensional cultural

preferences of middle school students, this study provides targeted guidance and suggestions on how to guide middle school students to rationally view two-dimensional culture in the future.

Keywords: Middle School Students; Two-Dimensional; Cultural Preference; Three-Dimensional

1. Introduction

Two-dimensional culture, including animation, comics, games and other virtual world cultural forms, and artistic styles expressed through two-dimensional space, have become more common and popular among middle school students in recent years. According to incomplete statistics, there are currently nearly 300 million users of two-dimensional culture in my country, 80% of middle school students have been exposed to two-dimensional culture, and about 30% of students are keen on two-dimensional culture. Many middle school students enrich their extracurricular life by watching animations, reading comics and playing games. The two-dimensional culture not only provides rich entertainment content, but also provides a platform for middle school students to escape from the pressure of reality and seek psychological comfort. However, over-indulgence in the two-dimensional world may also cause middle school students to neglect academic and social activities in real life, affecting their mental health and social abilities. Only by fully understanding the current status, causes and impact of middle school students' preference for two-dimensional culture can we reasonably guide middle school students to rationally view the two-dimensional culture and return to the three-dimensional (three-dimensional real world).[1]

2. Research Process

2.1 Research Method

This study mainly uses the questionnaire survey method and designs research questions from four aspects: (1) The current situation of middle school students' preference for two-dimensional culture; (2) Group differences in middle school students' preference for two-dimensional culture; (3) The reasons for middle school students' preference for two-dimensional culture; (4) The influence of middle school students' two-dimensional cultural preferences. The four questions all adopt self-designed questionnaires, collect data through questionnaire star online, and process it to draw research conclusions.

2.1.1 Research design method

The questionnaire design included demographic variables such as gender, age, and education. Regarding the payment amount and time spent in the current situation of the two-dimensional cultural preference, first ask the respondents whether they have paid for two-dimensional things, and then continue to ask about the payment amount after confirming that they have paid. The question format mainly uses fill-in-the-blank questions, such as: How much do you pay for two-dimensional things? The causes and effects of middle school students' preference for two-dimensional culture were scored using a five-point Likert scale, ranging from 1-5 representing "strongly disagree" to "strongly agree."

2.1.2 Data statistics method

This study mainly uses Excel and Spss software for data analysis. Excel is mainly used for data sorting, preprocessing and chart presentation, and Spss is mainly used for statistical testing. Specifically, descriptive statistical analysis was used for "Current Status of Secondary Dimension Cultural Preferences of Middle School Students" and "Influence of Secondary Dimension Cultural Preferences of Middle School Students". Independent sample t test was used for "Group Differences in Secondary Dimension Cultural Preferences of Middle School Students". Reasons for Dimensional Culture Preference" using regression analysis.[2]

2.2 Research Procedure

The researcher will enter the prepared survey questionnaire into Questionnaire Star, form an

electronic questionnaire in Questionnaire Star, and publish it. Use the snowball method to collect samples, share them with classmates and friends around you through peer-to-peer push through the circle of friends and classmates, and then share them twice to obtain more research data. At the same time, the Questionnaire Star questionnaire service was launched to collect more samples through the Questionnaire Star channel.[3]

2.3 Sample characteristics

A total of 128 samples were obtained for this study, of which 78 were obtained through the researcher's WeChat snowball sampling method and 50 questionnaires were obtained through Questionnaire Star. Among the effective samples, there are more girls (70 people, accounting for 54.69%) than boys (58 people, accounting for 45.31%). In terms of age, the majority are 14-16 year olds (92 people, accounting for 71.88%), with an equal number of people aged 10-13 (20 people, accounting for 15.62%) and 17-19 years old (16 people, accounting for 12.50%). In terms of academic qualifications, the majority are high school students (98 people, accounting for 76.56%), more than junior high school students (30 people, accounting for 23.44%) as shown in table 1.

Table 1. Sample Characteristics.

Variable	Classification	Frequency	Frequency
Gender	male	58	45.31%
	female	70	54.69%
Age	10-13years old	20	15.62%
	14-16 years old	92	71.88%
	17-19 years old	16	12.50%
Education	junior high school	30	23.44%
	high school	98	76.56%

Note: n=128.

3. Research Results

3.1 Current Status of Secondary School Students' Preference for Two-Dimensional Culture

Among the respondents, 74 (57.81%) said they had been exposed to two-dimensional things. Among those contacted, 46 (62.16%)

said they had paid for two-dimensional things. The majority of people paid between 101 and 500 yuan, 14 people; followed by the number of people who paid less than or equal to 100 yuan, 12 people; but there were also some middle school students who paid more than 500 yuan for two-dimensional things, a total of 13 people, of which 5,000 yuan There are also 2 people above. On average, 1.23 hours per week are spent watching two-dimensional things. Generally speaking, middle school students spend a large amount of money on two-dimensional things, and the time they spend falls within the daily leisure time range.[4]

3.1.1 Current situation of money and time spent on secondary culture among middle school students

Among the respondents, 74 (57.81%) said they had been exposed to two-dimensional things. Among those contacted, 46 (62.16%) said they had paid for two-dimensional things. Further statistical analysis of the amount of consumption of two-dimensional things among middle school students is shown in Figure 1. Most of the people paid in the range of 101-500 yuan, with 14 people; followed by 12 people who paid in the range of less than or equal to 100 yuan; but there are also some middle school students. A total of 13 people paid more than 500 yuan for two-dimensional things, including 2 people who paid more than 5,000 yuan. In terms of time spent, the average results show that the respondents spend an average of 1.23 hours per week watching two-dimensional things.

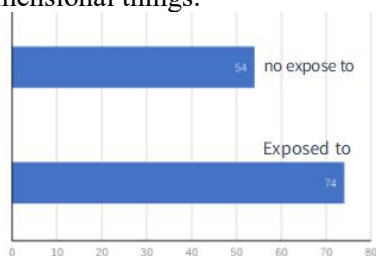


Figure 1. Exposure to ACG Culture Among Middle School Students.

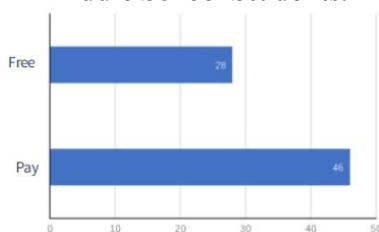


Figure 2. Payment for ACG Culture Among Middle School Students.

3.1.2 Middle school students' preference for two-dimensional culture

As shown in Figure 2, the liking for two-dimensional culture reached 3.26, which is higher than the median of 3 on the 5-point scale. Fascination and exclusiveness are relatively low, at 2.35 and 1.96 respectively. It shows that most middle school students have a high degree of liking for two-dimensional culture, but the degree of fascination and exclusion is relatively low.

3.2 Group Differences in Two-Dimensional Cultural Preferences

3.2.1 Gender differences in cultural preferences in the second dimension

The exclusivity of boys' preference for two-dimensional culture is significantly lower than that of women ($t=-2.25$, $p=0.02$), which shows that girls are less willing to share their favorite two-dimensional things with others. There is no significant difference between men and women in terms of liking ($t=-0.19$, $p=0.85$) and fascination ($t=-0.18$, $p=0.86$).[5]

3.2.2 Age differences in two-dimensional cultural preferences

There is no difference in the degree of liking ($t=-0.33$, $p=0.55$), fascination ($t=-0.35$, $p=0.85$) or exclusiveness ($t=-0.33$, $p=0.65$) of the two-dimensional culture among middle school and high school students. significant difference. This shows that students' preference for two-dimensional culture has been formed in junior high school, and has not changed much in subsequent high school years.[6]

3.3 Reasons for Middle School Students' Preference for Two-Dimensional Culture

Regression analysis was conducted with own factors, peer factors, family factors and school factors as independent variables, and the degree of liking, fascination and exclusiveness as dependent variables. Among the own factors, believing that the second dimension can build one's own ideal world will significantly increase the degree of liking ($\beta=0.21$, $p<0.01$), fascination ($\beta=0.26$, $p<0.01$) and exclusivity ($\beta=0.18$, $p<0.05$); the sense of free imagination in the second-dimensional culture will also increase middle school students' liking ($\beta=0.23$, $p<0.01$), fascination ($\beta=0.14$, $p<0.05$) and exclusivity ($\beta=0.14$, $p<0.05$) for the second-dimensional culture. β

=0.24, $p < 0.01$). Among peer factors, having fewer friends will significantly and positively affect the degree of fascination with two-dimensional culture ($\beta = 0.15$, $p < 0.05$). Among school factors, academic pressure will significantly increase middle school students' fascination with two-dimensional culture ($\beta = 0.39$, $p < 0.001$) and exclusion ($\beta = 0.26$, $p < 0.01$). Escaping from reality will also significantly increase middle school students' love for two-dimensional culture. The degree of fascination with dimensional culture ($\beta = 0.13$, $p < 0.05$) and the degree of exclusivity ($\beta = 0.22$, $p < 0.01$).

3.4 The Influence of Middle School Students' Two-Dimensional Cultural Preferences

Two-dimensional cultural preferences may have a double-edged sword effect, bringing both positive and negative consequences. In terms of positive effects, respondents generally believe that two-dimensional culture has positive effects in promoting free imagination (3.76), self-relaxation (3.87) and promoting social interaction (3.42), all three of which are higher than the median of 3 on the five-point scale. In terms of negative effects, the respondents believe that the negative effects brought by the two-dimensional culture are mainly reflected in being trapped in the second dimension (3.56) and emotional attachment (3.55); while the lack of intimate relationships and being disconnected from the real world are less recognized, only 2.99 and 2.99 respectively. 3.02; Generally, not agreeing with the two-dimensional culture will lead to apathy (2.54).[7]

4. Conclusion

This study used a questionnaire survey method to systematically explore the two-dimensional cultural preferences and influences of middle school students. The research results show that middle school students consume a large number of two-dimensional things and spend a large amount of money, and the time they spend is in the daily leisure time range; most middle school students like the two-dimensional culture to a high degree, but they stay at the level of liking, fascination and The degree of exclusion is relatively low; in terms of gender differences, girls are more reluctant to share their favorite

two-dimensional things with others; in terms of age differences, there is no significant difference between junior high school students and high school students in their love, fascination and degree of exclusion for two-dimensional culture. Differences, students' preference for two-dimensional culture has already been formed in junior high school, and it has not changed much in subsequent high school years; among the factors that affect middle school students' preference for two-dimensional culture, they believe that two-dimensional culture builds an ideal world and allows free imagination It will significantly increase middle school students' liking, fascination and exclusiveness for the second dimension, while academic pressure and escapism will cause middle school students to become addicted to the second dimension culture; the preference for the second dimension culture has the positive effect of promoting free imagination, self-relaxation and promoting social interaction, and at the same time It also has the negative effects of falling into the second dimension and emotional attachment.[8]

5. Suggestions

5.1 Practical Suggestions

Guide middle school students to view the two-dimensional culture rationally and reduce their obsession and exclusivity.

Carry out two-dimensional cultural intervention at the junior high school level to guide students to form healthy cultural preferences.

Relieve stress and guide middle school students to release stress in a healthy way.

Increase psychological care and reduce attachment to two-dimensional culture.

5.2 Research Deficiencies and Future Research Suggestions

Develop a two-dimensional cultural preference scale to improve the reliability and validity of measurement tools.

- Further explore the differences between liking and being addicted to two-dimensional culture.

Discuss effective measures to guide middle school students who are addicted to the two-dimensional culture into the three-dimensional world.

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