

The Influence of College Students' Knowledge-based Network Community Participation Motivation on Their Active Behavior in the Community

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Abstract: [Background] College students are willing to join the online community, and many students participate in learning and learning in the knowledge-based network community. [Objective] By means of analyzing and studying the motivation of college students to participate in knowledge-based online community, to provide reference for better guiding college students' online learning. [Methods] Based on the classical motivation process theory "self-determination theory" of social psychology, the theoretical model of the influence of participation motivation on activity was constructed from the three dimensions of independent demand, relational demand and competency demand, and 128 questionnaires were used to test and analyze the hypothesis. [Results] The absolute fitness index of the model tested by hypothesis test was $X^2/df = 2.807$ ($P \leq 0.000$), $RMSEA=0.080$, $GFI \leq 0.841$, $CFI = 0.882$, $NFI = 0.830$, $IFI = 0.883$, $TLI = 0.865$, indicating that the model fits well. [Conclusion] Learning motivation, social motivation and achievement motivation have significant positive effects on the activity of college students in knowledge-based online communities. Interest motivation and reciprocity motivation do not directly affect the activity of college students in knowledge-based online communities, in which interest motivation indirectly affects the activity of college students through the intermediary role of learning motivation and reciprocity motivation through the intermediary role of social motivation and achievement motivation.

Keywords: Network Community, Participating Motivation, Community Activity, Self-Determination Theory

1. Introduction

The network community generally refers to the public social group formed in the Internet space. Different from the traditional social groups, the growth and action of the network community are both carried out in the Internet space. Knowledge-based network community is a kind of network community which is based on network social platform, takes user experience as the core, takes knowledge content as the theme, and has the function of professional knowledge learning and good user interaction. Different from the relational network community, the knowledge-based network community has a single knowledge theme, which combines the PGC (professionally generated content) and the UGC (user generated content). Users join a certain community based on common interests or learning goals, and comply with the constraints of the community specification. Users join a

certain community based on common interests or learning goals, and comply with the constraints of the community specification. They not only carry on the course study through the intelligent digital platform supported by the network technology, but also carry on the deep communication and interaction through the network group. With the popularity of mobile Internet, the establishment of online community has become more extensive. Qiu and other studies have found that about 2.3 million online communities are established every day on WeChat, about 25 per cent of WeChat information comes from group dialogue, and the number of WeChat communities shows a significant upward trend [1]. Zhang Bo and others put forward the concept of collaborative knowledge production community (collaborative knowledge production community), which refers to the network community based on Internet platform and completed by large-scale user participation in the acquisition, collation and extraction of

knowledge in related fields [2]. Lin et al pointed out that (professional virtual community, PVC), a professional virtual community, is a valuable knowledge management system in the era of knowledge competition, and it is a kind of network community that satisfies users' learning growth, information communication and knowledge sharing through the network [3]. WeChat and other social networks subvert the single way of knowledge dissemination in traditional media, making the online community become a platform for collaborative communication among users, and promote the dissemination and generation of knowledge. According to the 44th Statistical report on the Development of Internet in China, as of June 2019, the number of netizens in China reached 854 million, with the largest number of middle school students in the netizen group, accounting for 26% [4]. As "online student generation" college students, they are willing to build communities or join communities with the help of the Internet, and they are also more involved in the knowledge-based network community when they are in the stage of learning for knowledge. Therefore, it is of great significance to clarify the motivation of college students to participate in the knowledge-based network community in order to promote the guidance of college students' knowledge learning and maintain the order of the network community.

2. Theoretical Basis and Literature Review

American psychologist points out that various levels of needs are the internal driving force of human behavior, [5]. American psychologist Horston holds that motivation is under the function of self-regulation. Individuals coordinate their own internal requirements with the external incentives of behavior, thus forming, stimulating and maintaining the dynamic factors of behavior. Motivation has a guiding and promoting effect on individual behavior, and also has a strengthening effect on maintaining individual behavior [6]. Self-determination theory (SDT) is a motivational process theory of human self-determination behavior proposed by American psychologists Ryan and Deci in the 1980s. Its core idea is that there are three kinds of innate psychological needs in human behavior, namely autonomy, relatedness and competence. Independent demand refers to the individual's choice to engage in an active behavior according to his own will, which belongs to the inherent tendency of human's internal motivation to pursue growth and development. Relational demand refers to the need for individuals to obtain support, care and return from others or groups through altruistic and reciprocal pro-social behavior in order to obtain belonging and identity in social relations; Competency demand and American social psychology. Bandura's "self-efficacy" is a kind of sense of self worth and achievement that an individual wants to gain when he is engaged in an active behavior.

Many scholars have studied the motivation of user participation in online community and online knowledge

platform. The typical examples are: Chang Ya ping, through questionnaire survey, we find that the motivation of Chinese social networking users' participation is five kinds of motives: information, entertainment, old age, inclusion and conformity. Zhao Maolei studied the non transaction community from the individual and group level, and divided information, tools, entertainment, aesthetics, [8]. Identity, social reinforcement, escapism, social connection and internalization were nine major user participation motivations [9]; Mergener research found that six motives of desire to learn, interpersonal relationship, social service, freedom from routine, external influence and career development were [10]; Wu Feng and other research found that cognitive interest, freedom from routine, career development, interpersonal relationship, service to society, and external shadow. Yang Genfu found that perceived usefulness, expectation confirmation, satisfaction and intrinsic motivation are the main factors affecting users' MOOC continuous use behavior based on the theory of information system continuous use and self-determination. In addition, research on the relationship between participation motivation and active behavior of members of different network communities has been relatively rich: Dholakia and others based on the theory of use and satisfaction verified that purposeful motivation, entertainment motivation, social promotion, self-realization and social maintenance play a role in promoting the use of virtual community users [13]; Qin Min and other research based on complex adaptive system theory found that users are mutually beneficial and community-motivated. Encouragement, community trust, user trust, altruistic motivation and identity motivation are the main factors affecting the online user contribution behavior of open innovation community [14]. Xu Bo, based on the virtual community theory, studies the user participation of Interactive encyclopedia and finds out the user's sense of membership, influence, immersion and the social capital, rating system and system platform quality in the network encyclopedia community. Based on the theory of level demand, we find that practical value motivation, knowledge motivation, reciprocal motivation, communicative motivation, interest motivation and competency are the motivational factors that affect the participation behavior of encyclopedia users. Gan Chunmei and [15]. Explain the user active behavior of online research community from the perspective of motivation opportunity ability. The main influencing factors are put forward, and the importance of trust mechanism and virtual reward mechanism to promote the users' continuous participation behavior and knowledge sharing in online scientific research community is put forward [17].

The research above is mainly focused on the research of the relational network community with social relations as the core and the discussion on the motivation of the participation of the professional knowledge community with knowledge production and sharing as the core. Therefore, based on the theory of self-determination, this paper will explore the influence of the user's participation motivation of the

knowledge network community on its active behavior in the network community by measuring and structural equation model.

3. Research Hypothesis and Model Construction

Based on the theory of self-determination and the characteristics of knowledge-based network community, this study divides the user participation motivation of knowledge-based network community into independent needs, relational needs and competent needs: autonomous needs include learning motivation and interest motivation, relational needs include social motivation and reciprocity motivation, and competency demand is achievement motivation. The active behavior of college students in knowledge-based network community refers to the behavior of college students participating in community learning and interaction, including curriculum learning, knowledge sharing and information exchange.

The theory of self-determination holds that the potential of human independent needs urges people to participate in activities that are beneficial to their own development. Maslow believes that there are positive impulses in life, such as thirst for knowledge, people always try to analyze and understand the world, through learning to achieve satisfaction and sense of security [5]. Hu Xiu's study found that knowledge acquisition motivation had a significant effect on the participation of members of relational network community [18]. Similarly, the topics of knowledge-based network community are all-inclusive, which can meet the personalized interest needs of members, and members can obtain knowledge and information in specific fields in the community. Ren Lili believes that the network community is an important channel for members to share experience, exchange information and establish relationships, and it is also a virtual space to meet the needs of leisure, entertainment and knowledge learning of group friends [19]. The online community is also a space for many college students to relax and complain about irrigation. As a result, the following assumptions are put forward:

H1: the learning motivation of college students participating in knowledge-based network community has a positive impact on the active behavior of college students in the community;

H2: the interest motivation of college students participating in knowledge-based network community has a positive impact on learning motivation;

H3: the interest motivation of college students participating in knowledge-based network community has a positive impact on the active behavior of college students in the community. Human social attributes are no exception in mobile virtual society. Hou Delin defined the social interest in the context of mobile Internet as the social connection interest composed of users based on common will, which is embodied in the sense of community belonging and identity of users. Through empirical research, it is found that social interests have a

significant impact on users' willingness to spread online content [20]. Li Jia and others found that social satisfaction had a significant positive effect on people's willingness to use online public platforms [21]. Liu Qi and others found that social connection motivation significantly promoted the knowledge sharing behavior of online community members [22], but Fu Yaping and others found that social motivation had no significant effect on the active behavior of SNS community members [23]. The members of the knowledge-based network community are community partnerships based on common interests or learning goals, and members can learn and communicate together. At this time, college students participate in the social contact and social fun among the community members are also strong. Therefore, the following assumptions are put forward:

H4: the social motivation of college students to participate in the knowledge-based network community has a positive impact on the active behavior of college students in the community.

Reciprocity motivation means that the information exchange and knowledge contribution between people are mutual, and people expect the current knowledge contribution to meet their own needs for future knowledge acquisition. Aselage et al., who pointed out that reciprocity can enhance the trust between people and promote information sharing behavior among people [24]. Liu Qi and others found that high quality knowledge sharing has a significant impact on the satisfaction of netizens participating in the community [22]. Bock and others believe that sharing the knowledge they possess with others can promote interpersonal interaction, enhance friendship, and make the community more connected [25]. Wanli et al found that reciprocity motivation has a significant positive impact on the knowledge contribution behavior of virtual knowledge community, and a good reciprocity atmosphere in the community can promote the communication of sincere mutual trust between users [26]. As a result, the following assumptions are put forward:

H5: the reciprocity motivation of college students to participate in knowledge-based network community has a positive impact on social motivation,

H6: the reciprocity motivation of college students to participate in knowledge-based network community has a positive impact on the active behavior of college students in the community.

According to McClellan, an American social psychologist, achievement motivation is based on an individual's desire to recognize his or her own achievements and values, and an internal driving force that motivates individuals to engage in activities that they think are valuable [27]. Yoo and Gretzel found that users' self-improvement (self-enhancement) significantly affected their comment behavior when they studied the motivation of tourism users to comment on the Internet. It is pointed out that the positive self-improvement of users can come from the help of other users, such as the message that can solve the related problems of others [28], which is also the main way for users to obtain self-worth and recognition. Constant and other scholars believe that the sharing behavior of members in the organization is based on

the positive self-expression needs. Members wish to gain respect or build personal prestige in the organization through the sharing of knowledge or experience [29], thus making the following assumptions:

H7: the reciprocity motivation of college students to participate in knowledge-based network community has a positive impact on achievement motivation. The achievement motivation of knowledge-based network community is mainly reflected in the community identity and achievement value perception of members. Tajfel, a British social psychologist, put forward the concept of "social identity" (social identify). He pointed out that when an individual realizes that he belongs to a specific social group, he will also realize that being a member of a group can bring him emotional support and a sense of value [30]. It can be said that social identity is an important motivation for the community to participate in collaborative knowledge production [3]. From the perspective of social capital, Wasko et al explored the influence mechanism of netizens exchanging ideas and suggestions through the Internet based on their common interests and

hobbies, and found that netizens' perception of high community value can promote their knowledge-sharing behavior in the community [31]. From the perspective of social psychology, Wang et al found that the psychological benefits that virtual community users get thanks and praise by answering other people's questions are the main motivation for users to participate in virtual community interaction and knowledge contribution [32]. Gong Zhujie et al studied the willingness of virtual community members to share knowledge based on perceptual value theory, and found that the reputation, image, respect and organizational identity expected by community members significantly affected the behavior of users participating in community knowledge sharing [33]. Based on the following findings, the following assumptions are put forward:

H8: college students' motivation to participate in knowledge-based network community has a positive impact on college students' active behavior in the community.

Based on the above theories and research assumptions, the theoretical model shown in figure 1 is established.

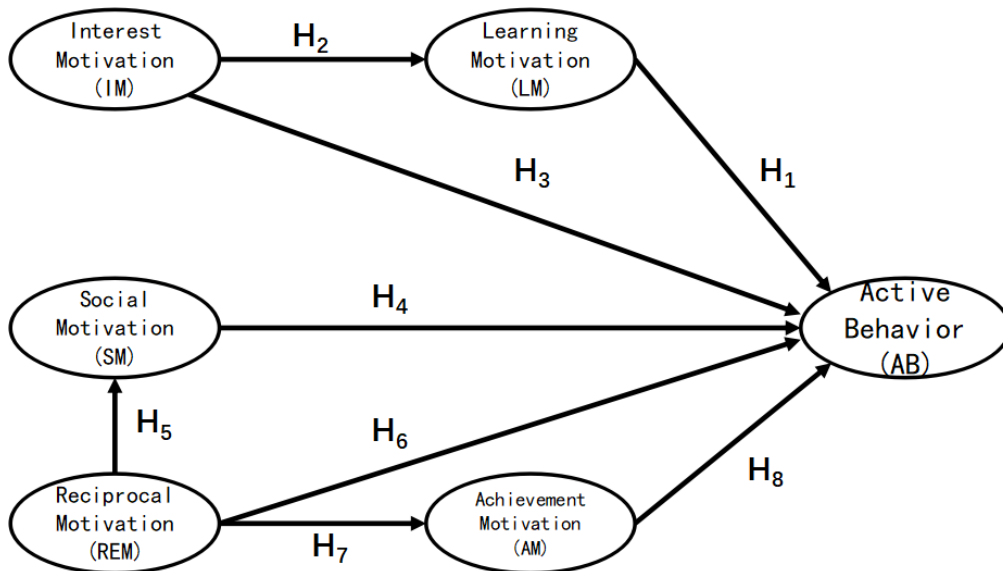


Figure 1. Theoretical model of motivation for college students to participate in knowledge-based network community.

4. Research Methods and Data Analysis

4.1. Scale Analysis

On the basis of the above theoretical model, this study refers to the maturity scale in the relevant literature at home and abroad, and makes corresponding adjustments according to the characteristics of knowledge-based network community to design the questionnaire. In order to ensure the feasibility of the questionnaire, a small number of community members were selected for

pre-survey before the formal survey, and the related items were modified according to the predicted results. The final questionnaire consists of two parts: one is the basic information of the user, the other is the measurement of the motivation and active behavior of college students' participation (see table 1). The items are "very disagreed" by using the Richter five-point scale method, and 5 means "very agree". The final questionnaire consists of two parts: one is the basic information of the user, the other is the measurement of the motivation and active behavior of the college students' participation (see table 1).

Table 1. Measurement items and sources of the scale.

Latent variable	item	Topics of measurement	references
LM	LM1	I joined the knowledge-based network community to learn new knowledge.	[3, 10, 11, 18]
	LM2	I joined the knowledge-based network community to improve my professional skills.	
	LM3	I joined the knowledge-based network community because I felt like I needed to keep learning.	
	LM4	I joined the knowledge-based network community to broaden my knowledge.	

Latent variable	item	Topics of measurement	references
IM	IM1	I think the theme of the community is what I'm interested in.	[11, 16]
	IM2	I think what's in the community is interesting.	
	IM3	I joined the knowledge-based online community to change the monotonous way of life.	
	IM4	I joined the knowledge network community to work and study for entertainment and recreation.	
SM	SM1	I joined the knowledge-based online community to meet new friends.	[8, 15, 22]
	SM2	I joined the knowledge-based network community to find more people of common interest.	
	SM3	I feel a sense of belonging in the community	
	SM4	I'm already familiar with some members of the community.	
REM	REM1	I am willing to share my knowledge and experience with other members	[15, 16, 25]
	REM2	When I'm confused, I talk to the community and look forward to a response from others.	
	REM3	Others contribute knowledge and experience to me, and I hope to help others when they encounter problems.	
AM	AM1	I hope to be respected and recognized by members of the community.	[33, 32]
	AM2	I hope to get thanks and praise from others by answering questions from other members	
	AM3	I hope to improve my image in the community by helping other members	
	AM4	I think you can be successful in answering questions from other members.	
AB	AB1	I will join the community course.	[16, 31]
	AB2	I'll share valuable information in the community.	
	AB3	I often initiate or participate in discussion in the community.	
	AB4	I often express my views and ideas in the community.	

4.2. Data Collection and Sample Composition

In this study, the method of network questionnaire survey was used to collect data. Through interviews and questionnaires, the college students were investigated to obtain the data. A total of 128 valid questionnaires were received. Among them, 55.5% were men and 45.5% were women.

4.3. Data Analysis and Hypothesis Testing

4.3.1. Reliability Analysis

In order to test the reliability of the scale, it is necessary to carry out reliability analysis. In this study, Cronbach's α coefficient was used to judge the internal consistency of the scale. In general, when the Cronbach's α coefficient is greater than 0.7, it can be considered that the observed variables have good reliability to the latent variables. The α values of each latent variable in Table 2 are greater than 0.5. At the same time, the α value of the total scale is 0.879, which shows that the questionnaire has good internal consistency and the reliability of the measurement results is high.

Table 2. Reliability and validity analysis of scale.

Latent variable	item	Standardized factor load	Item number	Cronbach's α	CR	AVE
LM	LM1	0.763	4	0.743	0.753	0.623
	LM2	0.784				
	LM3	0.691				
	LM4	0.705				
IM	IM1	0.853	4	0.873	0.789	0.522
	IM2	0.679				
	IM3	0.972				
	IM4	0.847				
SM	SM1	0.705	4	0.734	0.762	0.632
	SM2	0.698				
	SM3	0.779				
	SM4	0.674				
REM	REM1	0.658	3	0.841	0.864	0.532
	REM2	0.906				
	REM3	0.852				
AM	AM1	0.657	4	0.827	0.879	0.619
	AM2	0.734				
	AM3	0.783				
	AM4	0.877				
AB	AB1	0.834	4	0.834	0.874	0.567
	AB2	0.879				
	AB3	0.734				
	AB4	0.651				

4.3.2. Validity Analysis

Validity analysis was used to test the validity and

correctness of the scale, including content validity, convergent validity and discriminative validity. the observation indexes of each latent variable in this study basically refer to the mature

scale in the relevant literature, so this measurement has good content validity. this study used amos 17.0 confirmatory factor analysis to test the convergent and discriminative validity of this measurement. The commonly used fitting indexes in structural equation models are chi-square degree of freedom ratio X^2/df generally less than 3; approximate error RMSEA, generally less than 0.1; goodness-of-fit index GFI, comparative fitting index CFI, canonical fitting index NFI, incremental fitting index IFI, and non-standard fitting index TLI, generally greater than 0.9. The analysis results showed that: $X^2/df=2.133$, $RMSEA=0.076$, $GFI=0.932$, $CFI=0.945$, $NFI=0.904$, $IFI=0.978$, $TLI=0.974$, indicating that the data fit well with the model. convergence validity requires a high correlation of observed variables within the same latent

variable, converging to one factor. the standardized factor loadings of all the items shown in table 2 are greater than 0.5 and reach a significant level. the ave values (mean extracted party difference) of each latent variable are greater than 0.5 and cr values are greater than 0.7, indicating that the measurement of latent variables has good convergence validity. the distinguishing validity requires a low correlation between the observed variables of each latent variable. the correlation coefficient between the square root of the ave value and other latent variables is compared. as shown in table 3, the square root of the ave worth of each latent variable is larger than the correlation coefficient between the other latent variables, indicating a good distinguishing validity between the latent variables.

Table 3. Comparison of correlation coefficients among latent variables.

Latent variable	Learning motivation	Interest motivation	Social motivation	Reciprocity motivation	Achievement motivation	Participative behavior
LM	0.833					
IM	0.643	0.841				
SM	0.841	0.754	0.723			
REM	0.674	0.764	0.741	0.831		
AM	0.651	0.598	0.569	0.549	0.773	
AB	0.545	0.674	0.585	0.658	0.648	0.713

Note: the value of diagonal is the square root of each latent variable AVE.

4.3.3. Hypothesis Test

In this study, the structural equation model (SEM) is used to test the theoretical model and research hypothesis. the absolute fitness index of the model is $X^2/df=2.319$ ($P \leq 0.001$), $RMSEA=0.078$, $GFI=0.896$, $CFI=0.898$, $NFI=$

0.941, $IFI=0.908$, $TLI=0.921$, indicating that the model fits well. Amos 17.0 was used to test the hypothesis of the model, and the results were shown in Table 4. Except H4 and H6 did not pass the significance test, all the other path assumptions were supported.

Table 4. Path coefficients and significance test results of structural equation model.

hypothesis	Assumed path relation	Standardized path coefficient	P value	conclusion
H1	LM→AB	0.367**	***	SUPPORT
H2	IM→LM	0.675**	0.01	SUPPORT
H3	IM→AB	0.235	0.125	REFUSE
H4	SM→AB	0.469***	***	SUPPORT
H5	RAM→SM	0.560***	***	SUPPORT
H6	RAM→AB	0.245	0.143	REFUSE
H7	REM→AM	0.413*	0.01	SUPPORT
H8	AM→AB	0.529***	***	SUPPORT

Note: ***means $P < 0.001$, ** means $P < 0.01$, * means $P < 0.05$

5. Conclusions

Based on self-determination theory, this paper makes an empirical study on the relationship between College students' motivation and behavior in participating in knowledge-based network community by using structural equation model. The result show that learning motivation, shcioal motivation and achievement motivation have positive and significant impact on College Students' active behavior in knowledge-based network community; Interest motivation and reciprocal motivation have no direct impact on active behavior; Interest motivation affects college students' active behavior in network community through the intermediary role of learning

motivation; Reciprocal motivation influences university through the intermediary role of social motivation and achievement motivation the active behavior of students in the online community.

6. Discussion

The study finds that the path coefficient of the effect of achievement motivation on College Students' active behavior in the online community is 0.529 ($P < 0.001$), which is the most significant among learning, social interaction and achievement motivation. It shows that competency demand is the main motivation for college students to be active in the knowledge-based online community. College students

participate in knowledge-based network community, on the one hand, through learning to achieve their own growth, more importantly, to obtain spiritual enjoyment and pleasure. The path coefficient of the influence of social motivation on active behavior is 0.469 ($P < 0.001$), which indicates that social interaction is one of the most important motivations for college students to be active in knowledge-based network communities, and it is also a new trend of College Students' social interaction under the Internet environment. The path coefficient of the influence of learning motivation on active behavior is 0.367 ($P < 0.01$), which indicates that learning motivation is one of the motivations that directly affect college students' active behavior in knowledge-based network community.

The results show that interest motivation and reciprocal motivation have no significant effect on college students' active behavior. The reason may be that the interest motivation of college students joining knowledge-based network community will become the "silent majority" with more information acquisition. At the same time, the research results show that the path coefficient of the influence of interest motivation on learning motivation is 0.675 ($P < 0.01$), which indicates that interest motivation has a significant positive impact on learning motivation. Interest motivation is the source power of College Students' continuous learning, which is consistent with Wu Feng's research conclusion that "cognitive interest is the main influencing factor of adult online learning under non-constrained conditions". Reciprocal motivation belongs to the motivation in the process of interaction. College students' participation in knowledge-based network community did not take into account the emotional support and sharing fun brought by interaction with other members, so the direct impact of reciprocal motivation on participation behavior is not significant. College students join the community by a single isolated individual, and become members of the community. The psychological support brought by the change of identity makes the connection between members closer. The path coefficient of reciprocal motivation's influence on social motivation is 0.560 ($P < 0.001$), which is the most significant among all the path coefficients. Therefore, reciprocal behavior among members will significantly enhance social belonging and social will of community members. At the same time, the path coefficient of reciprocal motivation's influence on achievement motivation is 0.413 ($P < 0.05$), which is slightly lower than social motivation, indicating that reciprocal motivation has a slightly lower impact on College Students' social motivation. The improvement of sense of achievement has a significant positive impact, but the most important motivation of reciprocity is through the social dimension to influence college students' participation behavior.

The shortcomings of this study are that the active behavior of college students in the knowledge-based network community is a complex behavior process. This study only considers the influence of subjective motivation on the active behavior of college students at the personal level, and does not consider the external factors such as the network environment,

and the motivation is hidden in the psychological state of the individual. There will be some errors in the actual measurement, and the influence of the network community on the subjective emotion of college students is different. This will inevitably affect the effectiveness and scientific nature of data collection. Future research can expand the types of research communities and the number of samples, and provide more effective data support for the accuracy of measurement results and the construction of models.

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