

# *Research on the Relationship between College Students' Learning Motivation and Learning Sustainability Intention under the Application of Station B Media*

Hean Liu<sup>1,2</sup>, Young Chun Ko<sup>3,\*</sup>

<sup>1</sup>Department of Education, Graduate School, Sehan University, Chonnam, 58447, Korea

<sup>2</sup>College of Science, Hunan City University, Yiyang Hunan, 413000, China

<sup>3</sup>Department of Teaching Profession, Sehan University, Chonnam, 58447, Korea

liuhean@hncu.edu.cn, ycko@sehan.ac.kr

\*Corresponding Author

**Keywords:** Media education application, Station b learners, Learning motivation, Continuous learning intention

**Abstract:** This study reveals the relationship between learning motivation and learning sustainability intention of college students using station B media, which is empirically analyzed and tested. The results show that, firstly, more college students use station B media than women, and most students in grade 2 and grade 3. Secondly, the learning motivation of college students using station B media has a positive impact on learning sustainability intention, The biggest impact on learning persistence intention is goal orientation, followed by learning orientation and activity orientation, and learning orientation, goal orientation and activity orientation have a significant positive correlation with learning persistence intention. Therefore, when students using station B media learn, goal oriented learners show more autonomy and persistence in receiving media education, Most learners take the initiative to learn on the media because of their learning objectives. This view can provide basic reference value for media education in the future.

## 1. Introduction

With the development of science and technology and social changes, people's educational demand for various forms of learning is increasing sharply. Especially in the current era of the combination of information and education, people share learning information in order to strengthen self-development and meet the changes of social needs, which further accelerates the demand for diversified education [1-5]. In other words, the learning needs of learners in the fields of interest and professional knowledge have extended the level of the education industry, promoted a virtuous social education cycle, paid more and more attention to the activities of cultivating professional talents, and promoted the change of the educational environment through the dissemination of knowledge-based social culture, The source of these changes in the educational environment can be summarized as the demand for a new model of education [6-8].

In non compulsory education, learners' motivation to participate in learning must be different.

Because learners want to achieve different goals, educational organizations need to understand learners' learning needs. At present, many educational organizations will design courses according to learners' characteristics and design educational processes according to practical experience. However, at present, the research related to media education is still insufficient. From the perspective of pedagogy, there are a variety of factors that determine learning outcomes. These factors play an important role in achieving high-level learning goals (Jonassen, 1997) [9-11], such as learning motivation, the relationship between teachers and learners in learning. Learning behavior and so on can become the key factors determining learning results, as well as the important reasons for learning success or failure. Especially for adult learners, the reasons for participating in learning for practical purposes may seem simple, but they are people with different characteristics from social experience, and their learning motivation and continuous learning intention are more complex. Because adult learners often interrupt learning for other reasons, which is contrary to their actual willingness. In order to truly understand the phenomenon of adult learners' participation in education, we need to know the types of motivation or willingness to continue the process of educational activities (Kim, Liu & Bonk, 2005) [12-15]. Take media education as an example, The technical requirements of media education for educational organizations or teachers are moderate, the age limit is small, and anyone can participate in it. However, the recipients of education have different characteristics and purposes, so the purpose of education is difficult to be generalized. Therefore, we should understand the learning motivation of learners and observe the learning orientation, goal orientation. On the one hand, the three factors of activity orientation can help learners easily obtain good learning results, on the other hand, it can also help educational organizations improve educational plans and teaching methods, and finally determine the integration tendency of media and Education (Arbaugh & Stelzer, 2003) [16].

Bilibili is a typical example of the combination of education and media. It was initially defined as a bullet screen video website with animation, comic and game. However, with the development of interest in the website, it not only attracts fans of ACG culture, but also many learners. Due to the language characteristics of bullet screen, the video has no advertising and is mainly aimed at young learners. The characteristics of learning activities have made their own interpretation of the successful integration of education and media (Fu, 2015), but it is not enough to analyze the phenomenon of media learning only by understanding the advantages of station B media attracting learners. The success of each media is only for reference. If we start from the learners themselves, we can further provide reliable theories. As we all know, education and media serve the public, It is also more necessary to understand the psychological needs of the object, especially in the information age, the combination of education and media can make the transmission and sharing of information more high-quality, which is also the composition of further promoting the learning society. Therefore, it is necessary to understand the relationship between College Students' learning motivation and continuous learning intention under the application of station B media, which can not only bring more enlightenment to future teaching, It can also provide more basis for the field of media education. This study designs a comprehensive model of College Students' learning motivation of station B media through Houle's (1961) learning participation motivation theory, trying to test the influencing factors affecting learning sustainability intention [17-18].

## **2. Theoretical Background**

### **2.1 Station B**

Station B is a popular barrage video website in China. It is a media full of ACG (animation, comic and game) culture. We call them secondary culture. They first came from Japan and then developed to Asian countries such as China and South Korea. At first, in view of the success of

NicoNico in Japan, China also produced its own barrage video website, which was successfully introduced into Afun, People who love ACG culture are gathered together. Afun has made a sinicized transfer of NicoNico's website form and has become an influential local video website in China's ACG circle. However, due to many operation problems in the later stage, Afun was unable to access for a long time until 2009, which gradually cooled the ACG culture boom. Therefore, an Afun user "Bishi" created mikufans in June 2009, "bish" It was originally created to serve as a temporary position in case of problems with Afun. Then, on January 24, 2010, mikufans officially changed its name to BiliBili. Many old users gathered in mikufans who were disappointed with the operation of Afun became the initial core users of station B. station B inherited the tradition of Afun's barrage website with ACG video content. On the other hand, this is also different from station a CFUN has a competitive relationship (Gao, 2017) [19].

At present, station B has 12 sections: animation, music, dance, games, science and technology, life, ghost livestock, history, advertising, entertainment, film and TV series. Nevertheless, station B is still led by ACG's recommendation and caters to the main group of ACG's cultural hobbies. The commonality of these groups is to socialize with the outside world according to the Internet, which will be more or less full of escape and escape to the real society The psychological state of defense will enjoy and immerse in the virtual world of ACG and find the same lifestyle, cognition and identity, which is a phenomenon caused by the rapid development of society. In addition, station B has also launched bullet screen etiquette, no advertising and other modes, and even started to be named Shanghai basketball team and renamed "Shanghai BiliBili basketball team", It can be seen that station B has become the main trend of cultural and entertainment community for young people in China.

An important part of the video of station B is the barrage. It is a carrier for real-time sending comments for interactive communication based on the video timeline. Users can discuss content at a node of the video. New users will load the comment barrage published by previous users in time when watching the video, so as to form a cross time communication mode, This communication method is a relay communication, which is likely to cause more topics due to a bullet screen. Moreover, the bullet screen language of station B has its own characteristics, with innovative language use, information relevance and other characteristics (Fu, 2015) [20]. In addition, in 2017, station B launched a live companion learning activity, which led to the trend of online learning of station B, This activity is in the form of live writing homework, setting homework goals and completing it together with the audience, and the media combine the past popular science knowledge videos and future rich learning videos to make station B take the initiative to strengthen the label of the learning website for itself; On April 17, 2019, the news "young people love to study at station B" reported by CCTV also affected most people and began to enter the online learning mode; In 2020, the novel coronavirus pneumonia caused the delayed start of domestic schools, and the demand for students' classes shifted from offline to online. Media platforms such as station B have launched online learning, which is more clearly reflected in the layout of learning content [21].

Combined with the above situation, we can see that there are four reasons why Chinese students like to study at station B. first, station B is aimed at young learners at the beginning of its establishment. Not only videos, including website design and advertising, are very interesting, the ecological background in the media has a good foundation, and secondly, because of the characteristics of bullet screen language, So that learners will not feel lonely in learning. The way of bullet screen communication can well supplement the interactivity that the video itself lacks. Moreover, the bullet screen not only undertakes the function of communication, but also has the function of content supplement or correction. The third point is to watch the video without advertising. Generally, the video with learning content is easy to cause boredom, If you need to watch advertisements for a long time on this basis, it is easy to consume learners' enthusiasm. For a

long time, it is easy to cause learners to give up video content because they avoid watching advertisements. Finally, because various learning activities are held in the media and the promotion and cooperation of other media, Let station B gradually attract more learners to stay here. These four situations make most groups of station B include learners in addition to ACG enthusiasts.

## 2.2 Learning Motivation

Motivation is the psychological state in which individuals voluntarily participate in certain activities without compulsory constraints. It is an influential factor with positive significance. In the concept of psychology, it is a state of psychological awakening, that is, the hope of individuals to participate in certain actions and the desire to regulate learning actions. It can be understood that motivation is the activation function and regulation function of individuals for certain activities, For this reason, it can make everything planned and targeted, and learning motivation can affect individual learning strategies and executive decisions, improve learning willingness and learning results. For learners, it is the driving force of the whole learning process and plays a decisive factor in the degree of learners' positive efforts (Bardwell & braaksma, 1985). Therefore, The functions of motivation in learning situations can be roughly summarized into three points. The first is the starting point function of triggering learning behavior and stimulating learning attitude, the second is the positioning function of determining action direction, and the third is the function of strengthening learning results and ensuring learners' enthusiasm. It can be considered that no matter what motivation, Satisfactory learning results will make people reproduce strong learning motivation.

Richard & Schmidt (2013) believes that learning results and personal interests can arouse the desire for learning, and then have an essential impact on learning content. Johnson & Johnson (1975) pointed out that learning motivation is the desire state caused by individual interest and effort in learning content. Deci & Ryan (1985) Self determination theory is developed from the perspective of motivation theory and learners' autonomy. It holds that the degree of motivation depends on people's control or regulation of their own behavior. It is divided into four types: non motivation, self-determined extrinsic motivation and heteronomous extrinsic motivation (non self-determined extrinsic motivation) and intrinsic motivation. These four types do not exist alone, but occur continuously. The inquiry mind published by Houle (1961) This paper studies the structural characteristics of learning participation motivation, and takes the motivation or purpose type of adults' participation in learning as the premise to make learning motivation typed. The results show that learners all want to achieve through learning, but each learner's personality is that they have different degrees of learning motivation, which can be divided into learning oriented and goal oriented (goal oriented) and activity oriented. In addition, each learner may have overlapping parts for these three types of learning motivation. Therefore, there is no saying that which type is more advantageous or better. Boshier & Collins (1985) and Houle (1961) Based on the theory of, this paper analyzes the learning motivation of learners in the United States, Canada and other countries, and also divides them into three groups. The first group is collectively referred to as cognitive interest, which is equivalent to the type of learning orientation. The second group is collectively referred to as social communication, external expectation, community service, etc. this group is consistent with the type of activity orientation, and the third group is the same It is called career improvement, which is consistent with the goal oriented type.

Learning oriented learners are those who participate in teaching activities, acquire knowledge and pursue learning themselves. In order to meet learning needs and curiosity about knowledge, learning oriented learners will participate in a variety of learning methods to help self-learning and attach great importance to learning itself. Because their learning motivation is full of continuity and

expansibility, they are interested in this kind of learning. It is more effective for learners to provide learning activities with value or clear goals.

Goal oriented learners are the most obvious type to reveal their learning motivation to the outside. At present, they are also a more popular type of learners. They participate in learning with the goal of improving their professional skills, qualification certificates and positions. Therefore, this type of learners are also holders of functionalism and will be forced to participate in education without practicability. After the goal is achieved, it will no longer participate in learning. After considering these characteristics, it will have a good guiding role if appropriate learning program design is provided.

Activity oriented learners mainly include participation in social activities, aiming at the formation of social relations, the formation of a sense of belonging, the promotion of interpersonal relations, etc. compared with the learning content itself, participation in activities itself has greater significance, which is also a type of learners seeking satisfaction. They pay more attention to interpersonal relations, I hope to drive my own learning achievements from social interaction.

### **2.3 Continuous Learning Intention**

Continuous intention refers to the mental state of whether to continue to act repeatedly on something. Even if it is difficult and difficult, there is still the idea of wanting to do it. Learning continuous intention is the response of learners after learning activities. They are willing to make learning plans again for learning objectives, which means the degree of willingness to continuously participate in learning activities (Kember, 1995). For adult learners, there are two ways of continuing education in order to achieve educational objectives. One is the agreement way, and the other is the broad way. The agreement way of learning is to complete the learning objectives through the guidance of relevant educational institutions, which is the attitude and behavior of adult learners willing to continue to participate in learning after the end of educational activities. Their personal lifelong learning is a broad way. This kind of learning has a continuous process of long-term planning (McGivney, 2004). The continuous meaning of learning needs a steady stream of motivation, and the two are highly related (Schunk, 1991). The triggering conditions can be the experience of new things, or the sense of achievement, satisfaction, etc., in other words, When learners have opportunities for self-development or educational experience, persistence intention will actively intervene (Tinto, 2006), so that the standard of learning persistence intention can be found from learners' learning motivation.

### **2.4 Relationship between Learning Motivation and Learning Persistence Intention**

The relationship between adult learners' learning motivation and learning persistence intention is derived from the congruence model developed by Boshier (1973). It is a model developed to explain adults' participation in education plans and sustainable behavior. The learning behavior of lifelong education is interpreted as the interaction of individual factors and social factors. For social factors, The elimination of students will lead to the decline of the overall learning rate, the loss of the overall image of the education group and the school, and then lead to the deterioration of individual and collective achievements to varying degrees. Therefore, it is necessary to analyze the types of motivation for educational activities and the continuous process of learning.

Shin (2003) believes that learners with high learning motivation are good at adapting to learning situations, and goal-oriented learners have higher executive ability and sensitivity, and are more inclined to high achievement. Yang (2019) studied the learning motivation and learning persistence intention of 305 college students in Colleges of education. The results show that learning motivation has a positive and significant impact on learning persistence intention, Jung (2017)

Taking middle-aged women as the research object, the research results show that middle-aged female learners will show strong learning orientation and goal-oriented motivation in receiving education. In particular, the stronger the goal-oriented type, the stronger the learners' willingness to continue learning, but the learners with activity-oriented motivation have no significant impact on the intention to participate in continuous learning. Choi et al. (2008) Taking learners participating in distance education as the research object, the study made statistics on learning intention. The study found that the higher the education level, the greater the possibility of continuous learning, and the older the age, the more they will have the idea of participating in the counseling plan, and the higher their behavior of continuous learning. Kim (2019) studied 320 learners over the age of 20, The results showed that participation motivation had no effect on the relationship between participation persistence intention.

It can be seen from the above research that due to different research groups, the relationship between learning motivation and learning sustainability intention also changes, but it can be seen that there are two situations: one is that goal, learning and activity-oriented learning motivation have a positive impact on learning sustainability intention, and the other is that the three have no significant effect on learning sustainability intention. Therefore, This study explores the relationship between the three learning motivation orientations of college students using station B media and their willingness to continue learning.

### 3. Research Methods

#### 3.1 Research Models and Assumptions

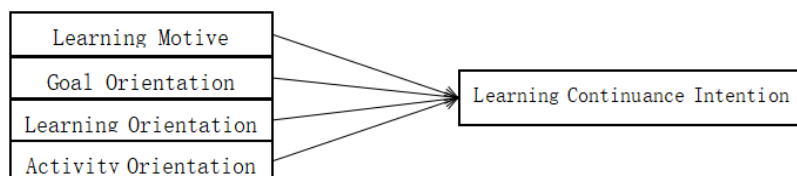
This study mainly focuses on the factors affecting academic sustainability intention. Although previous studies have shown that learning motivation has no significant impact on academic sustainability intention, the characteristics of the theoretical background of station B in this study follow another situation, that is, goal orientation, learning orientation and activity orientation in learning motivation will have a positive (+) impact on academic sustainability intention. Therefore, Based on the previous research, this study sets the following assumptions:

Hypothesis 1: learning motivation has a positive (+) effect on academic persistence intention.

Hypothesis 2: learning motivation sub variable goal orientation has a positive (+) impact on academic sustainability intention.

Hypothesis 3: learning motivation sub variable learning orientation has a positive (+) impact on academic sustainability intention.

Hypothesis 4: activity orientation of learning motivation sub variable has a positive (+) impact on academic sustainability intention.



*Fig.1 Research Model*

#### 3.2 Composition of Measuring Tools

This study is an empirical analysis. A questionnaire is prepared with reference to the previous research on learning motivation and academic sustainability intention. The manipulative definitions



of independent variables include: first, learning motivation is the psychological state of learners' voluntary participation in learning activities. Second, learning oriented learning motivation is defined as the learning motivation for pursuing learning itself. Third, Goal oriented learning motivation is defined as the learning motivation to pursue specific goals for practicality. Fourth, activity oriented learning motivation is defined as the learning motivation to pursue a sense of belonging and satisfaction in learning activities. Among the dependent variables, academic persistence intention is defined as the willingness to continue current learning. The above independent variables and dependent variables refer to the previous research (Jung, 2017, Jung, 2017, Choi et al., 2008, Kim, 2019, Kember, 1995, Schunk, 1991, Houle, 1961, Boshier & Collins, 1985). After correction for this study, it was measured with a five degree questionnaire.

### 3.3 Respondents

In this study, college students in three universities in Southwest China who have used station B media for learning were investigated by questionnaire. The relevant teachers distributed the questionnaire. In order to analyze the demographic characteristics of this research sample, descriptive statistics were carried out. Of the 270 questionnaires distributed, 233 were recovered, with a recovery rate of 86.3%. In the 233 questionnaires recovered, the invalid questionnaires were excluded. There are 13 questionnaires and 220 questionnaires that can be used for analysis, including 69 girls (31.4%) and 151 boys (68.6%). According to the grade, there are 37 freshmen (16.8%), 62 sophomores (28.2%), 64 third graders (29.1%) and 57 fourth graders (25.9%). The results are shown in Table 1.

*Table 1 General Characteristics Of Samples*

component		Frequency (name)	Percentage (%)
Gender	female	69	31.4
	male	151	68.6
grade	first grade	37	16.8
	second grade	62	28.2
	Third grade	64	29.1
	fourth grade	57	25.9
total		220	100%

### 3.4 Analysis Method

In this study, Amos 23.0 and SPSS 23.0 statistical programs are used to analyze the structural equation model. Firstly, the research object is described, and then the variables are analyzed by confirmatory factor analysis and correlation analysis. Finally, the research hypothesis is verified and the conclusion is put forward.

## 4. Research Results

### 4.1 Confirmatory Factor Analysis (Cfa)

In this study, the maximum likelihood method (ML) is adopted. The research model uses at least four observation variables for all potential variables. The model fitting results are shown in < Table 2 >, and the fitness index of the measurement model for the whole measurement model is  $\chi^2 = 188.94$  ( $P < 0.05$ ),  $DF = 98$ ,  $RMR = 0.050$ ,  $GFI = 0.892$ ,  $AGFI = 0.851$ ,  $NFI = 0.867$ ,  $nnfi = 0.914$ ,  $CFI = 0.930$ ,  $RMSEA = 0.065$ , indicating that the fitness is generally acceptable, and the goodness of fit index is generally at the standard level,

Table 2 Model Fitting

component	$\chi^2$	df	RMR	GFI	AGFI	NFI	NNFI	CFI	RMSEA
Fitting degree	188.94	98	0.050	0.892	0.851	0.867	0.914	0.930	0.065

The model is applicable with reference to the square value and reliability. If the square value (AVE) is more than 0.5, it can be judged as feasible, and if the factor reliability (CCR) value is more than 0.7, it means that the model has reliability. Therefore, the feasibility verification results of latent variables in this study are shown in < Table 3 >, and the square value is in the range of 0.538-0.643, The factor reliability value is in the range of 0.755-0.878, which can determine the feasibility of the measurement items used in this study.

Table 3 Analysis Results Of Measurement Model

Latent variable		Observed variables	Standardized path coefficient	Standard error (S.E)	Tvalue (C.R)	reliability (CCR)	Square difference (AVE)
learning motivation	Goal orientatin Learning orientation	V1	0.626			0.755	0.538
		V2	0.696	0.117	7.532		
		V3	0.569	0.114	8.244		
		V4	0.743	0.108	7.294		
	Activity orientation Goal orientation Learning orientation	V5	0.525			0.762	0.548
		V6	0.657	0.098	6.323		
		V7	0.757	0.096	7.686		
		V8	0.716	0.102	9.358		
		V9	0.780	0.108	10.942	0.878	0.643
		V10	0.902	0.101	12.141		
		V11	0.796	0.097	11.317		
		V12	0.720				
Studies continued intention	V13	0.763	0.180	7.425	0.781	0.574	
	V14	0.725	0.179	6.853			
	V15	0.664	0.159	7.532			
	V16	0.589					

## 4.2 Correlation Analysis

In this study, Pearson's correlation coefficient is used for correlation analysis. The results are shown in Table 4. The relationship between variables is positive (+). Therefore, the direction between the research model and the variables proposed in the hypothesis is consistent. Among them, learning motivation and academic continuity intention ( $r = 0.510$ ) are positively correlated as a whole, Goal orientation was positively correlated with academic persistence intention ( $r = 0.343$ ), learning orientation was positively correlated with academic persistence intention ( $r = 0.346$ ), and activity orientation was positively correlated with academic persistence intention ( $r = 0.450$ ).

Table 4 Correlation

Ingredients	learning motivation	Goal orientation	Learning orientation	Activity orientation	Academic continuity intention
learning motivation	1				
Goal orientation	0.732**	1			
Learning orientation	0.740**	0.338**	1		
Activity orientation	0.772**	0.331**	0.352**	1	
Academic continuity intention	0.510**	0.343**	0.346**	0.450**	1



### 4.3 Hypothesis Verification

According to the verification results of the research hypothesis, it is found that among the learning motivation of college students applicable to station B media, learning orientation, goal orientation and activity orientation have a positive (+) impact on academic sustainability intention. Therefore, hypotheses 1 to 4 are adopted, in which the standardized path coefficient of goal orientation is 0.332 ( $t = 5.179$ ,  $P < 0.001$ ) and the standardized path coefficient of learning orientation is 0.176 ( $t = 2.755$ ;  $P < 0.01$ ), the standardized path coefficient of activity orientation was 0.170 ( $t = 2.641$ ,  $P < 0.01$ ), this reveals that the learning motivation of college students using station B media learning is the basis of learning sustainability intention. The higher the learning orientation, goal orientation and activity orientation of college students, the higher the sustainability intention will be. Among them, goal orientation has the highest impact on learning sustainability intention, followed by learning orientation and finally goal orientation.

### 5. Conclusions and Recommendations

This study takes college students using station B media as the object to explore the structural relationship hypothesis between their learning motivation and learning persistence intention in station B media. It is tested through empirical analysis. The results are as follows:

Firstly, according to the demographic characteristics of the research object, more college students use station B media than women, with men accounting for 68.6% and women accounting for 31.4%. From the perspective of grade, the students in grade 2 and grade 3 account for the majority, with grade 2 accounting for 28.2% and grade 3 accounting for 29.1%. Secondly, the components of learning motivation of college students using station B media (learning orientation, goal orientation and activity orientation) have a positive impact on learning sustainability intention. Among them, goal orientation has the greatest impact on learning sustainability intention. The impact of learning orientation and activity orientation is equivalent, which is consistent with the results of previous studies (Shin, 2003, Yang, 2019, Jung, 2017, Choi et al., 2008) Finally, in the correlation analysis, learning orientation, goal orientation and activity orientation in learning motivation have a positive correlation with learning sustainability intention, which further shows that the higher the learning motivation, the more effective the learning sustainability intention will be, which is also consistent with the previous research (Kember, 1995, Schunk, 1991, Houle, 1961, Boshier & Collins, 1985).

Therefore, in order to improve the continuous learning willingness of students using station B media, goal-oriented learners have higher influence than learning oriented and activity-oriented learners. This may be because college students who study through media usually have higher goals for learning, and their purpose of learning may be to obtain certificates or skills through professional knowledge and skills. Reaching the academic goals can improve their own set goals, so they show a high level of continuous learning intention. College students with learning oriented motivation and activity oriented motivation continue to learn more for the reasons of knowledge itself and interest, social relations or sense of belonging. However, in terms of influence, learners with goal-oriented motivation are more able to adhere to and connect with autonomy Media education, so if the future media want to be associated with education, they can learn from this. They can launch educational courses and information by understanding learners' learning objectives. Although activity-oriented students and learning-oriented students who use station B media will also carry out continuous learning behavior of media, most learners will take the initiative to carry out in the media because of their learning objectives. The behavior of physical learning should be taken into account. Future research can try to explore the differences between learning on media such as station B and traditional learning, so as to bring more basis for the combination of media

and education.

## Acknowledgment

In addition, the study is supported in part by research funds from Sehan University in Korea, 2021. This research is funded by the 2021 Provincial and Municipal Joint Fund Project of the Natural Science Foundation of Hunan Province (Fund Code: 2021JJ50149).

## References

- [1] Arbaugh, J. B., & Stelzer, L. (2003). *Learning and teaching management on the web: What do we know. Educating managers with tomorrow's technologies*, 17-51.
- [2] Bardwell, R., & Braaksma, E. F. (1985). *Motivation as a multifactor trait. The Journal of psychology*, 119(1), 5-14.
- [3] Boshier, R. (1973). *Educational participation and dropout: A theoretical modal. Adult Education Quarterly*, 23(4), 255-282.
- [4] Boshier, R., & Collins, J. B. (1985). *The Houle typology after twenty-two years: A large-scale empirical test. Adult Education Quarterly*, 35(3), 113-130.
- [5] Choi, D.M., Lee, S. J., Kim, S. H. (2008). *The Determinants of Adults Learning Participants for Lifelong in Korea. Lifelong education studies*. 14.4 (2008): 29-55
- [6] Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self - Determination in Human Behaviour*. NY: Plenum.
- [7] Fu, Y.C. (2015). *The Studies of Bullet Curtain Language in Bilibili. Masters dissertation. Xiangtan University*.
- [8] Gao, Ge. (2017). *Ritual Resistance and Identity: The Subculture Study of bilibili Site. Masters dissertation. Zhengzhou University*.
- [9] Houle, C. O. (1961). *The in quiring mind*. Madison, WI: University of Wisconsin Press.
- [10] Johnson, D. W., & Johnson, R. T. (1975). *Learning together and alone: Cooperation, competition, and individualization*. Englewood Cliffs, NJ: Prentice-Hall.
- [11] Jonassen, D. H. (1997). *Instructional design models for well-structured and III-structured problem-solving learning outcomes. Educational technology research and development*, 45(1), 65-94.
- [12] Jung, M.S. (2017). *The effects of Middle-aged Female Learners' participation motivation on participation continuation intention and the mediating effects of educational satisfaction. Masters dissertation. Chung-Ang University*
- [13] Kember, D. (1995). *Open learning courses for adults: A model of student progress englewood cliffs. NJ: Educational Technology Publications*.
- [14] Kim, H.S. (2019). *A Structural Analysis of Motivation for Participation in Church Lifelong Education, Satisfaction with Education, Immersion in Learning, and Intention for Maintaining Participation. Masters dissertation. Baekseok University*.
- [15] Kim, K. J., Liu, S., & Bonk, C. J. (2005). *Online MBA students' perceptions of online learning: Benefits, challenges, and suggestions. The internet and gifger education*, 8(4), 335-344.
- [16] McGivney, V. (2004). *Understanding persistence in adult learning. Open Learning: The Journal of Open, Distance and e-Learning*, 19(1), 33-46.
- [17] Tinto, V. (2006). *Research and practice of student retention: What next?. J ournal of College Student Retention: Research, Theory & P ractice*, 8(1), 1-19.
- [18] Richards, J. C., & Schmidt, R. W. (2013). *Longman dictionary of language teaching and applied linguistics*. Routledge.
- [19] Schunk, D. H. (1991). *Self-efficacy and academic motivation. Educational Psychologist*, 26, 207-231.
- [20] Shin, N. (2003). *Transactional presence as a critical predictor of success in distance learning. Distance Education*, 24(1), 69-86.
- [21] Yang, J.W. (2019). *The Influence of Adult Learners' Participation-Motivation in Learner Satisfaction and Intention to Continue Participating at University Lifelong Education Institution. Masters dissertation .Chung-Ang University*.