

Perspectives on Open Educational Resources by University Students in Jiangxi Province of China: An Interview Analysis With UTAUT2 Model Framework

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Open educational resources (OER) have become crucial for university students to explore as a shared digital resource. Although some accomplishments have been made in the research on OER adoption domestically and globally, there are three persistent limitations. It is limited from the perspective of university students, more focused on technology diffusion, university information system, digital library, high-quality course website, online learning, and mobile learning technology. Based on the grounded theory, this study took university students in Jiangxi province, China, as the research object to probe the phenomenon of adoption and use of OER. It preliminarily constructed the model of influencing the use of OERs by university students and initiated the application of the unified theory of acceptance and use of technology (UTAUT) model in a new field. The findings show that perceived value, perceived risk, facilitation conditions, social influence, habit, and hedonic motivation directly influence willingness to use. While facilitating needs and desire to use directly influence user behavior. It provides a new research idea and reference basis for educational management researchers to carry out similar related research in the future.

Keywords: qualitative analysis, interview method, grounded theory, UTAUT2, open educational resource

INTRODUCTION

In 2020, the COVID-19 pandemic forced most countries to adopt network and online teaching. In the epidemic stage, China implemented a policy of no suspension of classes and schools. All schools nationwide had to adopt network teaching during the pandemic. In the era of “Internet+,” such measures have been implemented very effectively; however, some issues occurred in the implementation process, including the adoption of numerous open educational resources (OER), resulting in the collapse of the

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network. In the spring of 2020, China's OERs and platforms, such as massive open online courses (MOOCs) in Chinese universities, Learning Pass platform, DingTalk, and Tencent's class, encountered multiple crashes due to the sudden increase of usage.

Given the current scenario of new standards during the pandemic and the need of the times, future education development will heavily rely on adopting network teaching, extensively using OERs for learning, even autonomous learning and lifelong learning. On the other hand, some lesser-known OERs and platforms exist, such as Rain Classroom and Blue Ink Cloud Classroom, with few users; indeed, many students are not even aware of their existence and how to obtain OERs from these platforms. Under this trend, what forms of OERs or media will university students use, or like and are willing to adopt, merit the attention of developers, organizers, institutions, schools, and countries?

LITERATURE REVIEW

The exploitation and research of OERs is an essential topic in the development of contemporary education. Many scholars have conducted research on this topic from different angles. It is undoubtedly of great reference value for this research to sort out and analyze the existing research stock of this kind. This paper discusses relevant concepts and literature from various aspects below.

Open Education Resources

UNESCO proposed the concept of open education resources (OER) to promote the further development of open courseware. Once put forward, it attracted extensive attention worldwide (Liu, 2008; Syamalamba, 2017). OERs have ushered in a new realistic trend in higher education around the globe.

With a growing number of OERs, research on resource-based teaching methods has become a hot topic, including teaching methods based on MOOC, SOPC (System-on-a-Programmable-Chip), OERs, flipped classrooms, and mixed learning. These studies focus on curriculum reform and only on the innovation of traditional education methods without taking students as knowledge construction. As a result, students lack initiative in using resources, especially those college students who have much free time available for independent study.

When university students offer multiple OERs, how do they view and apply those OERs? What OERs do they choose? What types of OERs appeal to them? What are the main influencing factors that affect the use of OERs? Discussing these problems can provide a good reference for OERs builders and providers.

Educational Information Technology

The development of information technology has exerted a far more profound impact on education and teaching. Information technology has altered the traditional education model, garnering significant attention from many scholars worldwide. How well do learners accept and adopt educational information technology? What are the key influencing factors? In addition, what is the diffusion of technology? Most foreign studies adopted new theories and perspectives to elucidate educational information technology's adoption behavior and dissemination process. The related research on educational technology included e-learning platforms, distance education platforms, online learning platforms, multimedia learning space stations, e-learning community, e-learning (Godfather) e-learning resources, and e-learning system construction (Bian, Ma, & He, 2021).

Among Chinese studies on the adoption of OERs, many are based on the adoption of OERs by individuals. Researchers have focused more on the acceptance degree of information technology by users. UTAUT2 is the most comprehensive information technology adoption theory involved in IT applications. However, previous studies rarely explored the adoption of OERs from the viewpoint of individual university students, and there were limited relevant theoretical construction and practical accomplishments (Huang, 2015). Nevertheless, university students are crucial participants in OERs. University students' use and feedback of OERs could enhance the development of OERs (Zhang, 2021). As OERs constitute a new form of educational information technology, it is challenging to provide appropriate theoretical guidance for studies on OERs based on the refined academic results of the use of available educational resources

(Zhang et al., 2021). This study aimed to examine the key influencing factors of college students' willingness to use OER in Jiangxi Province. Some studies have used structural equation models, analytic hierarchy processes, and other methods to investigate the impact of different influencing factors on OER use. These results provide a valuable reference for this research (see Table 1).

Research Review

Overall, the research on the adoption of OERs at home and abroad has made some accomplishments. However, the following limitations exist. Firstly, the existing analysis disregards the significance of OER users and rarely acutely subdivides the influencing factors of the adoption and use of OERs from the standpoint of university students. Besides, the research on the adoption and use of OERs primarily focuses on technology diffusion. Moreover, the study focuses on the university information system, digital library, excellent course website, online learning, and mobile learning technology, which is inconsistent with the development and use of OERs in China.

Secondly, the adoption and use of OERs is a systematic and intricate process involving the interaction of network environment, participants, educational resources, schools, organizations, and other factors. However, most studies were only based on the traditional questionnaire survey, quantitative analysis, and other methods, as well as the model of technology adoption at this stage, describing the impact of some factors on the use of OERs but not fully revealing multiple factors and their correlation with the adoption and use of OERs. In addition, the research on the adoption and use of OERs lacks a localized and systematic theoretical framework.

Thirdly, the existing studies seldom considered the process and mechanism of the adoption and use of OERs from the perspective of university students. Hence, based on the grounded theory, this study takes university students in Jiangxi province as the research object, considers the phenomenon of the adoption and use of OERs, expands the research depth of the adoption and use of OERs, and enhances the research framework of the adoption and use of OERs.

RESEARCH DESIGN

For any social science research, the choice and application of research methods are significant. And any research project with a specific content has its most appropriate research method. In terms of the content of this study, although there are abundant empirical studies on the willingness and behavior of using OERs, the existing research on the subject of the behavior of using available educational resources is relatively poor. Qualitative research has irreplaceable advantages in human behavior research. When considering the purpose of this study, the researcher believes that it is undoubtedly the most appropriate scientific research method to deduce the model of factors influencing the user behavior of educational resource development by induction and deduction guided by grounded theory.

Theoretical Basis

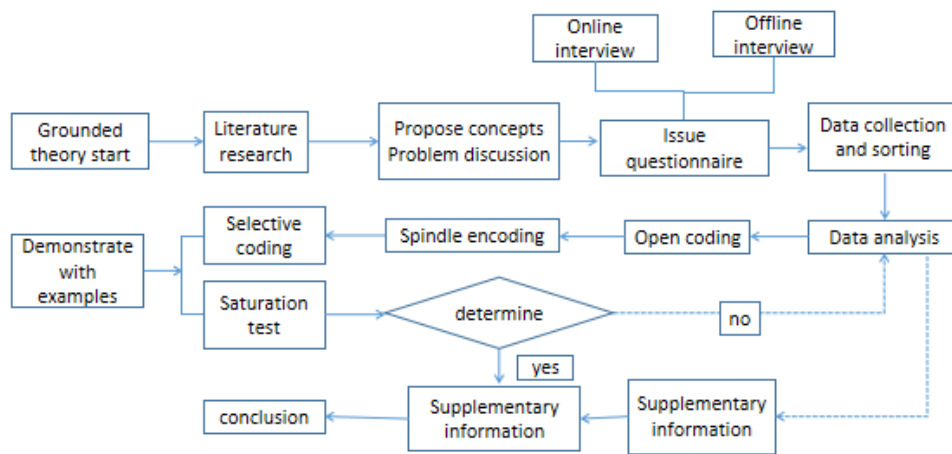
This study adopted the grounded theory, an exploratory qualitative research method, to identify the factors influencing the willingness to use OERs more effectively. The grounded theory, proposed by sociologists Glaser and Strauss in 1967, advocates extracting concepts from everyday life experience and social phenomena and constructing theories; it is a way to establish substantive approaches from top to bottom (Wang, Xie, & Zhang, 2017). In addition, the grounded theory is based on practical observation, uses the initially collected data to determine the corresponding correlation, excavates the category of influencing factors and the network relationship structure between categories through open coding, spindle coding, and selective coding, and constructs the research results in a practical, theoretical framework (Zhou & Song, 2020).

It is important to note that open coding abstracts data to create concepts or categories. Spindle coding identifies various conceptual categories, main mining categories, subcategories, and relationships. After systematically analyzing all abstract findings, selection codes were used to determine the core categories (Wang et al., 2021). After coding, theoretical saturation verification must be carried out to confirm whether

the grounded theory-based research has reached saturation (Zhang, Wang and Qi, 2019). This approach is characterized by asking questions, making comparisons and classifications, making connections and discovering theories. It is especially suitable for discussing the problems of “what,” “how,” or “why.” In addition, it offers an excellent inductive explanation for the social phenomena that have not created a relatively mature variable category, measurement scale, and theoretical assumptions, and the existing theories cannot fully and thoroughly explain that.

At this stage, the use of OERs for Chinese university students has an apparent realistic background and local characteristics. Still, theoretical research based on the Chinese situation and practice is scant (Su, 2019). Qualitative research can comprehensively investigate all potential categories. The grounded theory can effectively reveal the correlation between events and construct a new theory through comprehensive qualitative data analysis (Li, Zhang, & Wang, 2021). Thus, this study adopted the qualitative research orientation of the grounded theory and systematically summarized and logically defined the critical elements of university students’ willingness to use OERs in Jiangxi province based on multi-source interview data and NVivo12 software.

**FIGURE 1
GROUNDED THEORY RESEARCH PROCESS**



**TABLE 1
RESEARCH SUMMARY OF THE KEY INFLUENCING FACTORS ON USING OERS**

Research dimension	Influence factor	Main conclusions	Literature examples
Performance expectation	Perceived usefulness	Perceived usefulness has an impact on the willingness to use OERs	(Yang, 2016)
Effort expectation	Perceived ease of use	Perceived ease of use has an impact on the willingness to use OERs	(Dai, Li, & Xie, 2012)
Hedonic motivation	Perceived entertainment	Perceived entertainment has an impact on the willingness to use OERs	(Wei, 2020)
Price value	Functional value	Functional value has an impact on the use of OERs	(Zhang et al., 2016)
	Emotional value	Emotional value has an impact on the willingness to use OERs	(Bao, 2017)
	use-value	Use value has an impact on the willingness to use OERs	(Liu, An, & Xu, 2015)

	Perceived cost	The perceived cost has an impact on the willingness to use OERs	(Bao, 2017)
Habit	Usage habits	Usage habits have an impact on the willingness to use OERs	(Du, 2019)
Social influence	Influence of family and friends	The influence of family and friends impacts the willingness to use OERs.	(Zhu & Shen, 2015)
Enabling conditions	External material and spiritual conditions	Outer material and spiritual conditions impact the willingness to use OERs. Outer material and spiritual conditions have an impact on the use of OERs.	(Zhu & Shen, 2015)
Willingness to use		Willingness to use has an impact on the use of OERs	(Huang, 2019)

Source: Literature reviewed materials.

Data Collection

Semi-structured interviews were used to conduct comprehensive interviews with the representatives of the social public. The interviews highlighted the views and feelings of university students in Jiangxi province on the use of OERs, explored the factors affecting the willingness of university students in Jiangxi province to use OERs, and constructed a theoretical framework reflecting the actual situation using the grounded theory after sorting out the data. Of note, a semi-structured interview differs from a formal interview. The atmosphere is quite relaxed, and the researchers interview the interview outline to understand respondents' views and feelings on the theme, assisting researchers in obtaining vivid and rich first-hand information (Liu, Hua, & Chang, 2016). The interview outline is submitted per relevant literature and adjusted in time based on the interview effect, and extensive interviews are conducted according to respondents' answers.

Built on the particularity of the research object and the feasibility of research implementation, we adopted the sampling method of combining purpose and convenience to screen the research objects in universities in Jiangxi province. The number of samples followed the saturation criterion of depth theory. A total of 42 respondents were interviewed using a combination of an online interview and an offline face-to-face interview. Depending on the principle of theoretical saturation, both interview and analysis were mutually reinforcing and inseparable in comprehensive interview research. After each interview, the interview data were sorted and analyzed, the relevant literature was availed on time, ideas and core concepts were gradually clarified, and the interview scheme was further improved according to the analysis results. Until the information obtained in the interview started repeating, and the new interviewee could not provide additional information, the interview was stopped when the theory was saturated. After the interview, the data were integrated, sorted, and analyzed. The interview data of 28 respondents were randomly selected for input coding analysis and model construction, and the interview records of the other 14 respondents were retained for a theoretical saturation test.

Extraction of Influencing Factors

Based on the grounded theory, we collated and analyzed the interview contents, continuously excavated the core concepts, extracted the influencing factors through three stages—open coding, spindle coding, and selective coding—and analyzed and processed the text data using the professional qualitative research software NVivo 12.

Open Coding

Open coding, also known as primary coding, summarizes the initially collected data, obtains concepts that can describe phenomena, and then categorizes the summarized concepts. In open coding, we tried to select the original words of respondents for coding without missing any crucial information about the original data. In this process, two issues are worth noting. First, without subjective prejudice and

presupposition, the interview text is conceptualized sentence by sentence, encoded as a free node, and the original meaning is preserved as far as possible. Secondly, the nodes unrelated to OER use intention (less than three times) were removed from college students in Jiangxi Province, and the nodes with repeated meaning were merged to create 91 initial categories (see Table 2).

TABLE 2
OPEN CODING CATEGORIZATION

Category	Initial concept	Raw data statement
Meet information needs	Collect data	A01: It is mainly used to collect data.
	Understand the frontiers of the discipline	A05: Collecting data for supporting research work is also a way to figure out the frontier of discipline research from the side.
	Communicate with others	A13: I use blogs to share information with collaborators on research progress.
Expand social circle	Understand other people's research	A02: The other harvest determines what the relevant researchers are doing.
	Get information of interest.	A03: I use Chinese university courses to obtain learning materials I am interested in.
Promote knowledge popularization	Learn about the public	A11: so that professional researchers and the public can know the relevant information quickly.
	Learn new things effectively.	A08: Using some OER can effectively learn new things.
For entertainment	The OER platform is entertaining	A12: In my opinion, some open educational resource platforms are entertainment.
	Will be entertained on the OER platform.	A09: We are very tired of scientific research; we will take the science net blog and Bilibili video semi-leisure.
	Freedom of topics discussed on the OER platform	A04: The discussion in OER is relatively free.
Conformity pressure	Students and friends use it	A25: Follow the crowd and use more people; many students and friends do this when writing papers.
	Many people use it	A16: More people must be the principal factor.
	Friends introduce each other.	A28: Whether it relates to people I know. Friends are used, introducing each other and sharing good OER.
Social risk	Bad reviews make people angry	A06: People's bad behavior made me lose interest. Some people make malicious comments, which make people angry.
	Cause misunderstanding	A07: Some comments feel that they deliberately misunderstand what I mean.
Academic risk	Existential pseudoscience	A21: However, OER will have some pseudo-science, typical pseudo-science.
	The information shared is copied.	A18: You cannot expect people to share their best ideas. They used to reprint and copy, and rarely original.
	Inaccurate and misleading	A14: Information can be obtained quickly and comprehensively, but sometimes it is inaccurate and has to be analyzed. T
	Find professional materials and go to the professional OER	A26: After all, some OER such as Bilibili video and Himalayan audio are general and not professional platforms.

Privacy risk	No cell phone number	A10: Nonetheless, I did not leave my cell phone number for information security reasons.
Usage habits	Just go in and have a look	A22: QQ, WeChat, BiliBili, and XueTong platforms click to have a look.
	I suspect I am addicted.	A17: Now I doubt whether I got bored of clicking on all kinds of apps and accidentally clicked in.
	I will insist on logging in every day.	A19: Especially learning the controlling app, watching online classes and brushing the news every day.
Rapidity	Fast and convenient	A13: This way is relatively fast, and you do not need to find it yourself.
	Efficient	A15: It is efficient and achieves a world more miniature. Otherwise, it is hard to keep pace with what is happening in your field.
Price value	Partnership to buy professional courses	A23: There are also many fees to pay. Some specialized courses are still costly.
	Good quality	A27: I am most interested in the quality of resources. Of
	There is internal information.	A26: Good online course will still be bought. Some training courses have internal materials.
	Will do better than others.	A28: Learning the latest knowledge for the first time will get you to better than others. You must buy it.
Perceived cost	Can download	A14: In addition to direct viewing, you can also download and reprint them.
	Use free resources first.	A17: Of course, there are free-of-charge resources. I am sure to use unrestricted resources first.
	Will buy pirated	A20: Sometimes specialized courses are too expensive. I will go to Taobao to buy pirated ones.
Emotional value	Can interact and have a strong sense of experience	A27: BiliBili is like YouTube in China. What attracts me most is that some learning videos are well recorded.
	Fun, goodwill reward	A18: TikTok and Kwai Fu can also find OER. If you look at the live broadcast, you will be so good about it.
Functional value	Highly professional	A15: The level of other users, as well as professional similarities. There are many common languages among peers.
	Well known professional OER	A20 : The economic forum of the National People's Congress is full of people who study economic management.
Use value	Look at the value of participants	A12: The professionalism of the participants and the authority of the information are the main factors I consider.
	Some have little effect.	A24: Although there are many OER, I find it hard to play a fundamental role. Also, some are required to register.
	Easy to use	A28: I have had that OER for a long time, but some need a pile of materials to register, and I do not like it.
Organizational support	OER are targeted	A09: However, they need to write articles, test certificates learn some challenging professional courses.
	There are many platforms to choose from	A13: Too many applications to choose from, now TikTok and Kwai Fu also do OER.

Willingness to use	The teacher asked me to use it	A11: Now, everyone uses it, and the teacher will want us to use it.
	After the epidemic, get used to it	A17: Before the epidemic, I used less. After the epidemic, I used to self-study with OER and platforms.
	The best way of self-study	A02: After all, university students need to know to learn. OER is the best means of self-study, I think.
Usage behavior	Often used	A08: Usually, OER is often used. There are many such APP on and off the mobile phone.
	Write papers and use them every day.	A05: Now I have to write papers. CNKI and other literature search websites are used every day.
	Find materials on the platform for self-study.	A22: I do not understand what the teacher said. I usually go to the OER platform to find information for self-study.
Note: A * * refers to the original sentence answered by * * interviewee.		

TABLE 3
SPINDLE CODE AND ITS CONNOTATION

Main category	Category	Category connotation
Performance expectation	Meet information needs	The use of OER by university students is mainly used to collect data understand the frontier issues of the discipline.
	Expand social circle	You can learn about research in related fields and obtain interesting learning materials using OER.
	Promote knowledge popularization	Using OER can effectively learn new things.
Hedon motivation	for entertainment	Using OER can make users relax.
Social influence	Conformity pressure	Using OER, we can use the same things as our classmates and friends.
Perceived risk	Social risk	The use of OER will lead to the risk of adverse comments.
	Academic risk	Using OER, there is a risk of acquiring unscientific knowledge.
	Privacy risk	The use of OER will expose the user's privacy.
Habit	Usage habits	Using OER will form a habit and unconsciously go to the OER platform to see daily information and videos.
Effort expectation	Rapidity	Using OER to obtain information quickly and efficiently.
Perceived value	Price value	The use of OER mainly depends on the quality of the resources and whether the materials are accurate and effective. Good resources will be purchased at a cost.
	Perceived cost	The use of OER should pay a certain fee, try to use free resources, and even use pirated resources.
	Emotional value	The use of OER is highly experiential, and sound resources will even be rewarded.
	Functional value	The use of OER also depends on whether they are specialized or not. They are users in the same industry. They can exchange valuable information and obtain professional resources.

	Use value	The interaction of OER organizations depends on the professionalism of participants. Those with value will participate, and those without value will not.
Promotion conditions	Promotion conditions	More and more OER can be freely chosen, and the learning conditions are getting better and better.
Willingness to use	Use reason	The use of OER by university students in Jiangxi province has the requirements of teachers, the promotion of epidemic situation and the need for self-study.
Usage behavior	Use results	University students in Jiangxi province use open education to facilitate learning and write papers.

Spindle Coding

Open coding (a.k.a. primary coding) summarizes the initially collected data, obtains concepts that can describe phenomena, and then categorizes the summarized concepts. We tried to select respondents' original words for coding during open coding without missing any crucial information about the original data. The focus was on two points. First, conceptualizing the interview text sentence-by-sentence without subjective bias and presupposition and then coding it as a loose node, retaining the original meaning as much as possible. Second, the nodes less related to the willingness to use OER of university students in Jiangxi Province and occurred less than three times were removed. The nodes with repeated meaning were merged to form 91 initial categories. Table 4 shows some preliminary concepts and some categories obtained to save space.

Selective Coding

Selective coding, also known as core coding, further simplifies and refines the main categories created after spindle coding, summarizes the more dominant core categories, uses the core categories as "storylines," constructs and develops theoretical frameworks, and illustrates the correlations between the various categories.

Table 3 shows the typical relationship structure of the main categories in this study. Repeated reflection, comparisons of significant and subcategories, and interview data show that all major types obtained from the above spindle coding represent different characteristics. The lack of anyone cannot accommodate all the contents of the interview data (Shan, 2021). Finally, the findings attributed all the phenomena of "the key elements and logical relationship of University Students' willingness to use OERs in Jiangxi province," making it the core category.

The usual intention can directly affect the user behavior of university students' OERs in Jiangxi province. Based on the "influencing factors - use intention - user behavior," we constructed a multi-dimensional integration model of University Students' use of OERs in Jiangxi province. Around the core category, the story clues were summarized: among Jiangxi university students using OERs, performance expectations, effort expectations, social impact, hedonic motivation, habits, and perceived value could directly affect students' willingness to use OERs alone or together. However, the abovementioned factors cannot directly affect the use of OERs of university students in Jiangxi province. Of note, perceived risk is a new factor that can independently influence the willingness of university students to use OERs in Jiangxi province. In addition, enabling conditions can affect the willingness of university students to utilize OERs in Jiangxi province and affect their behavior to use OERs. Figure 2 explains the above-described vital elements and their logical relationship.

TABLE 4
SELECTIVE CODING PROCESS

Typical relationship	Relationship nature	Connotation
Performance expectation → willingness to use OER of university students	Correlation	The performance expectation of OER directly impacts the willingness of university students to use OER.
Hedonic motivation → willingness to use OER of university students	Correlation	The hedonic motivation of OER directly impacts the willingness of university students to use OER.
Community influence → Jiangxi University Students' willingness to use OER	Correlation	The community influence of OER directly impacts the willingness of university students to use OER.
Perceived risk → willingness to use OER of university students	Correlation	The perceived risk of OER directly impacts the willingness of university students to use OER.
Habit → willingness to use OER of university students	Correlation	The habit of OER directly impacts the willingness of university students to use OER in Jiangxi province.
Effort expectation → willingness to use OER of university students	Correlation	The efforts of OER are expected to have a direct impact on the willingness of university students to use OER.
Perceived value → Jiangxi University Students' willingness to use OER	Correlation	The perceived value of OER directly impacts the willingness of university students to use OER.
Promotion conditions → willingness to use OER of university students	Correlation	The promotion conditions of OER directly impact the willingness of university students to use OER.
Promoting conditions → university students' use of OER	Correlation	The promotion conditions of OER directly impact the behavior of university students using OER.
Willingness to use → behavior of university Students' use of OER	Correlation	The willingness to use OER directly impacts the behavior of university students.

universities, government departments, and enterprises when developing OER. The influence of these factors on the use of OER by college students should be paid attention to create more popular OER.

This interview study demonstrated that the three factors of performance expectation, effort expectation, and price value coincided with the contents of functional value, use-value, and perceived cost in the perceived value variables. Combined with the previous studies, the model established by the interview aims to integrate performance expectation, effort expectation, price value, and perceived value. In this study, the perceived cost is reflected, and along with the interview results, the variable of emotional weight is added to supplement the specific content of perceived value. Meanwhile, the interview analysis revealed that the perceived risk (social risk, academic risk, and privacy risk) is a significant factor affecting the willingness of university students to use OERs in Jiangxi province.

Hence, university students' willingness to use OERs in Jiangxi province are social influence, facilitation conditions, habits, hedonic motivation, perceived risk, and value.

CONCLUSIONS

This study explored the influencing factors of university students' use of OERs in Jiangxi province, built a framework model of influencing factors of university students' use of OERs in Jiangxi province through grounded theoretical methods, and summarized six factors—social influence, facilitation conditions, habits, hedonic motivation, perceived risk, and perceived value. In addition, this study analyzed the impact of various factors on the use of OERs by university students in Jiangxi province and the interactive relationship between multiple factors to provide a reference for augmenting the use of OERs by university students in Jiangxi province.

Nevertheless, this study has some limitations worth acknowledging. First, information loss and distortion could have occurred in sorting interview materials, resulting in some deviations in concepts and categories.

Second, the sample size of this study is insufficient. Although the author tried to select samples as representative as possible, including all grades and majors, to highlight their typical representative, its limitation is obvious. If the follow-up research is conducted, a large sample size is necessary to make the research results more reliable and accurate.

Third, only qualitative research methods were used to analyze the influencing factors of university students' use of OERs in Jiangxi province. In the follow-up research, empirical exploration on the data-based use of OERs by university students in Jiangxi province is needed to provide specific guidance for constructing university students' use of OERs in Jiangxi province.

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