

## Research on the Psychological Satisfaction Mechanism of Video Platform Users' Re-creation Behavior

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### Abstract:

*Re-creation behavior is an important way for video website users to generate content. It can help users understand and develop themselves, improve the retention rate of platform users, and promote the emergence of new business models for video websites. Based on the uses and gratifications approach, this study proposes a research model of the psychological satisfaction process of "motivation-emotion-intention" with the re-creation video platform as the research background. Through data verification using SmartPLS, the research results show that four types of motivations, namely mimicking, helping, validation, and self-expression promote the satisfaction of lurkers' emotional needs; two types of emotions, the sense of belonging and the sense of achievement, promote lurkers to generate re-creation intentions.*

**Keywords:** re-creation, the sense of belonging, the sense of achievement, user-generated content

### 1. Introduction

Driven by emerging online interactive media. Consumers are more likely to use short video platform. There are over 500 million monthly active users in one short video platform by the end of 2020 (Schmitt et al., 2022). Users enjoy sharing their own lives on the internet, and they also like re-create videos to share their opinions. The emergence of short video platforms also means that brands can seek more promotion channels for marketing activities. We have already known that consumer persuasion mainly reflected as message acceptance and message responses. (Dong et al., 2018a; 2018b; 2020) The re-creation behavior is consumers' responses with video.

Re-creation is a creative method that adapts, imitates, or extends based on existing works of art, such as auto-

tune remix-themed content, movie clips of stars, etc. The biggest obstacle to the development of re-creation video is the copyright dispute with the source video. On March 17, 2022, SOHO and Tiktok reached copyright cooperation for the first time, breaking this deadlock. Chinese video sites have begun to pay attention to the important role of re-creation videos in attracting users and increasing user stickiness.

Chen et al. (2019) divided social media users into posters, diffusers, and lurkers, and argued that users at different stages of identity were inconsistent in their sensitivity to motivation. Posters engage in the content creation of the platform. Although diffusers have no direct contribution to the platform, they will diffuse the information they receive. lurkers are users who frequent social media platforms without making any content contributions (Chen et al., 2019). Posters and diffusers are important and influential for business brands and social media platforms. However, the majority of users who simply browse social media content are lurkers.

Shao (2009) divides users' activities on the Internet platform into three stages: information and entertainment consumption, participation in social interaction and community development, production for self-expression, and self-fulfillment. Muntinga et al. (2011) believe that user engagement in social media is divided into three stages: consumption, contribution, and creation. According to this conclusion, we can divide the growth of re-creation video creators into three stages. In the consumption stage, the user does not belong to the re-creation video audience. In the contribution stage, users begin to comment and share re-creation videos, communicate with like-minded audiences, and give relevant suggestions to creators. In the creation stage, the user becomes the creator of the re-creation video. Based on this, our research focuses on the generation process of re-creation video creators' creation intention, and asks the following questions:

(1) What are the motivations of users to engage in community activities?

(2) What psychological needs can prompt users to further generate creative intentions?

In order to answer the above questions, based on the uses and gratifications approach, our study proposes the psychological satisfaction process of "motivation-emotion-intention", and explores the psychological mechanism of the transformation of re-creation video lurkers into creators.

## 2. Literature review

### 2.1. User-generated content

User-generated content is created individually or collaboratively by ordinary users rather than professional media workers (OECD, 2018). Muntinga et al. (2011) believe that user engagement in social media is divided into three stages: consumption, contribution, and creation. Consumption represents the lowest level of online brand-related activity and does not actively contribute or create content. Contribution means user-to-content and user-to-brand interaction, comments, ratings, etc. on other brand content or other people's content. The creation stage is the ultimate level of online brand-related activity, where consumers begin to post comments on relevant social media, producing and uploading videos, audio, pictures, and articles. User-generated content belongs to the creation stage of consumer engagement and is the deepest result of consumer engagement.

User-generated content mainly includes comments, pictures and videos, etc. Previous literature mainly analyzed user-generated content texts to infer user motivation (Gonzalez-Rodriguez et al., 2022) and emotion (Djafarova and Bowes, 2021). User-generated content motivations can be divided into intrinsic needs (Allam et al, 2019), i.e. self-expression (Park and Lee, 2021), hedonism (Allam et al, 2019), etc., and extrinsic needs, i.e. social promotion (Wang et al., 2021), social interaction, etc. This type of research will benefit our further research on platform incentives and evaluation of content quality (Park and Lee, 2021). Sentiment analysis primarily uses computational science to quantify sentiment polarity and intensity in text (Mayrhofer et al., 2020). This type of researches helps us detect public opinion and formulate targeted customer service programs (Yesiloglu et al., 2021).

### 2.2. Uses and gratifications approach

The uses and gratifications approach points out that in order to attract and retain audiences, the media needs to meet the social and psychological needs of the audiences. The uses and gratifications approach assumes that all media users are goal-directed when interacting with media, driven by cognitive and emotional needs to meet specific psychological or social consequences (Katz et al., 1973).

With the advancement of network technology, new media has enabled audiences to have more choices of interaction methods and types, and people can obtain more satisfaction from medias, and the uses and gratifications approach has also developed (Dolan et al., 2016). Researchers have made discoveries in three aspects of social media use motivation to meet consumers' cognitive needs, emotional needs, and social integration needs. Stafford et al. (2004) classified the different uses and gratifications of the Internet into three categories: content, which satisfies the audience to deliver information and education; process, which helps the audience search and browse; and social, which builds the audience's interpersonal communication network.

Branston and Stafford (2010) proposed two types of motivational factors, tension release and personal integration, and divided audience needs into five parts, namely cognitive needs, emotional needs, tension release, personal integration, and social integration. Cognitive needs belong to the rational thinking part of the individual and are related to the individual's learning habits, which can promote the individual to generate learning-related motivation and make the individual have a higher creative intention (Cacioppo et al., 1984). Emotional needs refer to the satisfaction of emotions such as belonging and self-efficacy through watching media content or interacting with other users (De Vries et al., 2017).

The Feel-Learn-Do model believes that consumers are first driven by "thinking" or "rational" criteria/motives before purchasing, and then invest a lot of time in learning, which leads to purchasing decisions (Haley and Pittman, 2022). The FCB grid points out that social media like Pinterest, Facebook, and YouTube are emotional social media (Haley and Pittman, 2022). They stimulate user emotions to promote user engagement. In particular, in

our research context, consuming recreated videos is a highly entertaining behavior. This behavior is more likely to arouse consumers' emotions (Pittman et al., 2021) rather than users' cognitive needs. This study selects the dimension of emotional needs and believes that the sense of belonging and the sense of achievement are two important emotions for lurkers to produce the creation. A sense of belonging enables an individual to maintain a connection with an interest group, actively participate in activities within the group, and see himself as a member of a re-creation video site. The sense of achievement enables the individual to attribute the success of the behavior to himself and has more creative confidence, thereby producing continuous creative behavior. Only when the emotional needs are satisfied, the lurker is more likely to have the intention to create behavior.

### **3. Research hypothesis**

#### **3.1. The sense of belonging**

A sense of belonging is an internal connection between an individual and the group to which he belongs. Only when a sense of belonging is satisfied are people more likely to be self-actualized (Maslow, 1954). Belonging can motivate individuals to seek stable and lasting relationships with others (Pillow et al., 2015). In relevant studies on social media, the sense of belonging refers to the psychological feeling that an individual is attached to a group or virtual community (Lin and Sung, 2014), which is considered to be an important factor for user engagement (Bagozzi and Dholakia, 2002). Members with a high sense of belonging not only show higher loyalty and cohesion to the virtual community but also develop a sense of trust and responsibility towards the community (Muniz and O'Guinn, 2001). This makes individuals more intention to spend time and energy engaging in activities within the group (Baldus et al., 2015), such as the spread and generation of online word-of-mouth. We argue that when lurkers have a strong sense of belonging to the original video community, they will regard the secondary transmission of the original video and the development of the virtual community as their responsibilities, so as to actively participate in the re-creation of the video. Therefore, we propose the following

hypothesis:

H1: Lurkers whose sense of belonging is satisfied are more likely to have re-creation intentions.

#### **3.2. The sense of achievement**

The sense of achievement is the feeling of success and pleasure generated when an individual completes the target task through his efforts, and it is an emotion of inner psychological satisfaction (Schuler and Wolff, 2020). Herzberg (2017) believes that a sense of achievement in work is the factor that makes employees feel very satisfied. In other words, the sense of achievement gives employees great internal motivation and makes them have great enthusiasm for work. A low sense of achievement awareness can lead to a lower evaluation of an individual's work, resulting in less effort to complete the task.

In Maslow's hierarchy of needs theory, the sense of achievement is the self-esteem needs (Leary and Baumeister, 2000) and the highest self-fulfillment need among people's needs, which can promote individual learning so that the pursuit of self-worth can be fully and completely played and realized. The intensity of the need for self-fulfillment does not decrease with the satisfaction of the need for self-fulfillment; on the contrary, it increases with the fulfillment of the need for self-fulfillment. We hold that after the lurker obtains a sense of achievement, the individual will obtain more sense of achievement through re-creation to meet the needs of self-fulfillment. Therefore, we propose the following hypothesis:

H2: Lurkers whose sense of achievement is satisfied are more likely to have re-creation intention.

#### **3.3. Motivation**

Baldus et al. (2014) developed and tested intrinsic motivations for users' interaction with brand communities, i.e. types of online brand community engagement, including brand influence, brand passion, connection, helping, hedonic, utilitarian, seeking assistance, self-expression, up-to-date information, and validation by others. Unlike the brand community, the re-creation group is an interest group around video creation that involves entertainment consumption rather than actual purchases. Brand influence and brand passion

in the re-creation group do not involve this motivational need. The connection, hedonic, and up-to-date information motives can be satisfied when the user is in the consumption stage. We no longer consider these motivations when users transition from the contribution stage to the creation stage. First-time creators are unlikely to be rewarded, and utilitarian motives are excluded by us. Also, we observed that users aspire to be the top creators with as many followers as possible. Users achieve their goals by imitating the creative style of the head creator. To sum up, this paper summarizes the intrinsic motivation of lurkers of re-creation videos into four categories, namely mimicking, helping, validation, and self-expression.

The "chameleon effect" states that mimicking occurs automatically and unconsciously, incorporating long-term trends in the social environment (Chartrand and Bargh, 1999). When imitators automatically mimic others, the imitator's personal preferences will be affected to a certain extent (Tanner et al., 2008). Doppelganger theory holds that individuals will intentionally mimic the consumption behavior of others in order to be more like the individual being imitated (Ki and Kim, 2019). The creative skills of head re-creators are significantly higher than those of users who do not participate in the creation. They are more likely to attract users to follow, and they know more about the genres users like. First-time creators who imitate head creators are more likely to succeed (Lakin and Chartrand, 2003). We believe that the stronger the lurker's desire to mimic, the more conducive to the achievement of individual goals. Therefore, we propose the following hypothesis:

H3: The desire to mimic has a positive effect on the lurker's sense of achievement.

Helping refers to the behavior of individuals who voluntarily help others, not for the purpose of reward, in order to improve the state of others (Batson et al., 2011). The purpose of helping is to increase the welfare of many people, not the individual itself (Batson et al., 2011). Driven by helping, individuals are more willing to do things that benefit others. When individuals have strong altruistic motives, community members are more likely to help other community members by sharing knowledge or experiences (Baldus et al., 2015), such as online reviews, and online ratings. We believe that by watching original videos,

lurkers can put forward their own ideas about original videos in the virtual community to help others create or answer questions raised by others so that lurkers can have a sense of achievement in realizing their self-worth. At the same time, helping can also promote lurkers to communicate directly or indirectly with other users. Not only does this enable lurkers to develop stronger bonds with other members but also allows lurkers to feel that they can contribute meaningfully to the community, resulting in a strong sense of attachment to the group. This paper argues that when lurkers have a strong sense of belonging to the original video community, they will regard for the secondary transmission of the original video and the development of the virtual community as their own responsibilities, so as to actively participate in the re-creation of video.

H4a: Helping has a positive effect on the lurker's sense of achievement.

H4b: Helping has a positive effect on the lurker's sense of belonging.

In a virtual community environment, validation is an individual's desire to gain recognition or affirmation of his views, ideas, and interests from other community members, which is a kind of emotional support in social support behavior. Emotional support tends to be emotionally concerned by other users, such as concern, affirmation, attention, and encouragement. Emotional support is the supplement of information support behavior so that the user's emotions are released and relieved, and a sense of belonging to the virtual community is generated.

Cobb (1976) believes that social support is a feeling of concern, support, and encouragement from other group members to the individuals themselves. Social support can not only make individuals have a sense of belonging to the group, but also make individuals believe that individuals are valuable and needed by others, and generate positive emotions such as self-confidence, the sense of achievement, and happiness to meet the needs of self-esteem. Related research in organizational behavior has shown that validation is conducive to the establishment of close interpersonal relationships between individuals and other members of the organization, making it easier for individuals to integrate into the organization. When lurkers' comments or ideas are affirmed or adopted by other users, lurkers feel that the group they

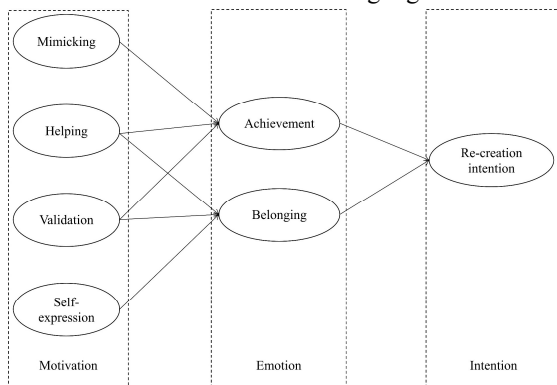
belong to value and believe that their ideas or opinions are important and valuable to the virtual community, resulting in a sense of accomplishment and belonging. When lurkers' comments or ideas are affirmed or adopted by other users, lurkers feel valued by the group they belong to and believe that their ideas or opinions are important and valuable to the virtual community, resulting in a sense of achievement and belonging. Therefore, we propose the following hypothesis:

H5a: Validation by others has a positive effect on the lurker's sense of achievement.

H5a: Validation by others has a positive effect on the lurker's sense of belonging.

Self-expression is a basic human need, a means of conveying an individual's own ideas to others and being understood by others through language, behavior, or choice (Kim and Sherman, 2007). The uses and gratifications approach argues that self-expression is one of the main sources of satisfaction (Plume and Slade, 2018) and has a significant impact on content generation behavior in social networks (Wang et al., 2018). Existing research shows that adolescent users meet higher belonging needs by expressing their true selves on social networking sites and avoiding missing opportunities for interpersonal interactions or favorable events (Wang et al., 2018). We believe that lurkers can distinguish their own group from other groups through the expression of their true selves, and enhance their emotional connection to the virtual community in which they live. Therefore, we propose the following hypothesis:

H6: Self-expression has a positive impact on the individual's sense of belonging.



**Figure 1. The research framework of the psychological satisfaction process**

## 4. Method

### 4.1. Sample and procedure

This study selects users of video websites (Bilibili) who have rich re-creation videos as the main subjects of the study. Bilibili is regarded as China's YouTube, with an average daily viewing volume of over 730 million and an average monthly user interaction volume of 2.5 billion (Huoshaoyun Data, 2020). According to QuestMobile's statistics, by the end of 2021, nearly 82% of Bilibili's users are Generation Z users, most of them are middle school and college students, and they are a generation that grew up under the Internet. We conducted a questionnaire survey in a university classroom in Southwest China, with respondents ranging in age from 18-25.

The questionnaire is distributed by the course teacher in the classroom, and the respondents need to watch re-creation videos that can highlight the characteristics of different types. The survey lasted for one week. A total of 500 questionnaires were distributed, and 432 questionnaires were qualified in the end. The overall sample is in line with the needs of this research.

### 4.2. Measurement validation.

This paper involves seven constructs including mimicking, helping, validation, self-expression, the sense of achievement, the sense of belonging, and intention to create. Each construct contains 3 items, all of which refer to mature scales in previous literature and are adapted according to the specific context of this study (Table 1). All variables were measured using a multinomial Likert five-point scale, with 5 indicating complete agreement and 1 indicating complete disagreement.

We adopt SmartPLS 3 for statistical analysis (Ringle et al., 2014). First, exploratory factor analysis (EFA) was performed and the results are shown in Table 1. The minimum Cronbach  $\alpha$  value of each construct was  $0.703 > 0.700$ , the minimum combined reliability value of all constructs was  $0.831 > 0.700$ , and the minimum average variance extracted (AVE) value was  $0.621 > 0.6$ , indicating that the scale had good reliability and validity. In addition, The square root of each construct's AVE was larger than its correlation to other latent variables (Table 2).

Thus, all the construct measurements were considered to have adequate convergent and discriminant validities (Table 3).

### 4.3. Hypothesis testing

Lurkers who gain a sense of achievement ( $b = 0.277$ ,  $SE = 0.048$ ,  $p < 0.001$ ) and belonging ( $b = 0.437$ ,  $SE = 0.044$ ,  $p < 0.001$ ) are more likely to produce re-creation video behaviors,

supporting H1 and H2. Besides, compared with the sense of achievement, the sense of belonging has a greater impact on the re-creation behavior of lurkers and is more likely to promote the generation of the re-created video behavior. The lurker's desire to mimic ( $b = 0.187$ ,  $SE = 0.048$ ,  $p < 0.001$ ) can significantly affect the achievement of the lurker's sense of achievement, supporting H3.

**Table 1. Assessment of the measurement model.**

Constructs	VIF	Standardized Loadings
<b>Mimicking</b> (Cronbach $\alpha=0.721$ , CR=0.842, AVE=0.640)		
Influenced by other creators, I wanted to be as observant as they were.	1.374	0.777
Influenced by other creators, I wanted to have my own style like them.	1.388	0.757
I am eager to produce a high-quality video like other creators.	1.531	0.863
<b>Helping</b> (Cronbach $\alpha=0.744$ , CR=0.855, AVE=0.662)		
I really enjoy helping other users make re-creation videos that we all want to see.	1.436	0.841
I feel good when I can help other users create re-created videos.	1.267	0.788
I love participating in recreating videos because I can use my experience to help others.	1.504	0.811
<b>Validation</b> (Cronbach $\alpha=0.812$ , CR=0.889, AVE=0.728)		
When I get positive reviews on Bilibili, I want more re-creation.	1.927	0.857
I feel great when people support my re-creation work.	2.153	0.890
I appreciate it when others agree with my re-creation ideas.	1.572	0.811
<b>Self-expression</b> (Cronbach $\alpha=0.734$ , CR=0.848, AVE=0.651)		
Bilibili makes it easy for me to express my true beliefs about original videos.	1.441	0.823
I feel I can freely share my interests in Bilibili.	1.482	0.834
I will express any opinions or thoughts I have on this original video conflict in Bilibili.	1.433	0.762
<b>The sense of achievement</b> (Cronbach $\alpha=0.790$ , CR=0.877, AVE=0.703)		
By adapting original videos, I can feel a sense of achievement.	1.618	0.818
Making videos allows me to get better at my creative skills.	1.726	0.838
Sharing my re-creation videos with others gives me a sense of achievement.	1.653	0.859
<b>The sense of belonging</b> (Cronbach $\alpha=0.806$ , CR=0.885, AVE=0.721)		
I feel like Bilibili users are like my friends.	1.580	0.811
I see myself as a member of Bilibili.	2.008	0.885
I feel very comfortable in Bilibili.	1.816	0.850
<b>Re-creation intention</b> (Cronbach $\alpha=0.703$ , CR=0.831, AVE=0.621)		
I will share my thoughts on the original videos on Bilibili.	1.436	0.795
I will communicate with other users on Bilibili.	1.267	0.804
I always feel that I should actively exchange information, opinions, and experiences on Bilibili.	1.504	0.765

Note. CR=composite reliabilities; AVE= average variance extracted.

**Table 2. Correlations among the latent constructs**

	1	2	3	4	5	6	7
<b>1. Validation</b>	0.853						
<b>2. Intention</b>	0.516	0.788					
<b>3. Helping</b>	0.469	0.540	0.814				
<b>4. Belonging</b>	0.568	0.570	0.516	0.849			
<b>5. Achievement</b>	0.715	0.486	0.568	0.479	0.839		
<b>6. Mimicking</b>	0.538	0.438	0.499	0.377	0.577	0.800	
<b>7. Self-express</b>	0.506	0.564	0.460	0.594	0.421	0.320	0.807

Note. Diagonal elements are the square root of the average variance extracted (AVE) for each construct.

**Table 3. Structural path estimates.**

	Path Estimates	Standard Error	t Statistics	R <sup>2</sup>
<b>H1: Belonging → Intention</b>	0.437	0.044	9.894***	0.348
<b>H2: Achievement → Intention</b>	0.277	0.048	5.783***	
<b>H3: Mimicking → Achievement</b>	0.187	0.048	3.909***	
<b>H4a: Helping → Achievement</b>	0.239	0.041	5.799***	0.600
<b>H5a: Validation → Achievement</b>	0.503	0.047	10.703***	
<b>H4b: Helping → Belonging</b>	0.221	0.044	5.048***	0.481
<b>H5b: Validation → Belonging</b>	0.289	0.052	5.588***	
<b>H6: Self-express → Belonging</b>	0.347	0.051	6.802***	

\*\*\*p<0.001. \*\*p<0.01. \*p<0.05

Self-expression (b = 0.347, SE = 0.051, p <0.001) can positively affect the acquisition of the sense of belonging, supporting H6. Helping and validation by others can not only satisfy lurkers' belongingness needs but also give lurkers a sense of accomplishment, supporting H4a, H4b, H5a, and H5b. Mimicking, helping (b = 0.239, SE = 0.041, p <0.001) and validation (b =0.503, SE = 0.047, p <0.001) motivation have positive effects on lurkers' satisfaction with a sense of achievement through interactive behaviors. Validation by others has a greater impact on achievement need satisfaction than the desire to mimic. This underscores the important role other users' perceptions play in lurkers' perception of achievement. Helping (b = 0.221, SE = 0.044, p <0.001), validation (b =0.289, SE = 0.052, p <0.001), and self-expression have a positive effect on belonging satisfaction through interactive behaviors. Furthermore, self-expression has the greatest impact on the satisfaction of belonging needs. This shows that the expression of opinions for the purpose of distinguishing between individuals and other groups is conducive to strengthening the individual's sense of identity with the group to which they belong, that is, to produce a

stronger sense of belonging to the group to which they belong.

In SmartPLS, it is necessary to report the explanatory ability index ( $R^2$ ), explanatory effect value  $f^2$ , and prediction correlation  $Q^2$  of the model (Shmueli et al., 2019, Hair et al., 2017).  $f^2$  measures the influence of exogenous variables on endogenous variables and should be greater than 0.02. The minimum value of  $f^2$  is 0.067, which has certain explanatory power. In this study,  $R^2 \in (0.3, 0.6)$  is close to 0.5, and the model has moderate explanatory power. In short, all the indicators are qualified indicators, and the model has a certain degree of fitness.

## 5. Discussion

Firstly, this study explores the influences of the intrinsic motivational factors of potential re-creation video users in a virtual community on video re-creation intention. Furthermore, we highlight the mediating role of two important emotional needs, the sense of achievement and belonging. Secondly, we believe that lurkers will have active online behaviors before they transform into creators, which are mainly

manifested in interacting with other users in the virtual community, such as comments, likes, and other behaviors that satisfy their emotional needs. When the emotional needs of lurkers are satisfied to a certain extent, the online behavior of lurkers will change from the behavior of contribution to the behavior of creation, which is the intention of video re-creation.

### 5.1 Theoretical and managerial implications

**Theoretical implications.** First, this study enriches the related research on user emotion in user-generated content. Previous studies have mainly analyzed the important role of self-efficacy, satisfaction, belonging, and other emotions on user-generated content. According to Maslow's hierarchy of needs theory, this study further refines the sense of satisfaction based on three types of needs: belonging needs, self-esteem needs, and self-fulfillment needs. Second, we deepen the three phases of user engagement (consumption, contribution, and creation) and propose that other people have a significant influence on user behavior when consumers review, rate, and upload videos to other virtual users.

**Managerial implications.** More videos mean that people with different views and preferences are more likely to watch, which means that it is possible to attract more audiences and potential consumers. Based on our research, we can know that the sense of achievement and belonging will stimulate consumers to re-create video. From the perspective of the platform, appropriate incentives should be taken to enhance the user's sense of achievement and belonging (such as monetary incentives, title incentives, or certain privileges on the platform), so as to encourage lurkers to re-create, to gain more traffic for the platform. In the later stage, the platform can also consider adding peripheral products that match the elements of the platform. With an enhanced sense of belonging, users are more likely to choose to buy these products that symbolize their belonging to this community.

### 5.2. Limitations

First of all, we only considered the psychological factors of lurkers in the re-creation video from contribution behavior to create intention and lack of discussion on

personal characteristics, environmental factors and cultural background. Future research could extend different user creation behaviors, such as posting, creating original works, etc. Secondly, the MOA model indicates that the degree of individual information processing is determined by motivation, opportunity, and ability. This study only considers the influence of motivation factors on users' psychological needs and does not consider the important role of external opportunities and personal ability on actual creative behavior. In future research, researchers can refine external opportunities and personal abilities, combine re-creation scenarios, and comprehensively analyze the impact of three types of factors on re-creation lurkers. Third, the method of secondary data can be used in future research. On the one hand, researchers can further optimize independent and mediating variables by tracking user interaction content through secondary data. On the other hand, researchers can use data such as online behavior (likes, comments, and shares) and the number of re-creation videos to measure dependent variables, making the research results more rigorous and objective.

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