Ethical Emotion and Moral Identity in the Online Community: Specific Performance and Influence Paths

Xiaowei Chen, Anmin Wang

School of Economics and Management, Xidian University, Xi'an 710071, China.

Abstract

With the development of network information technology, more and more network communities have emerged, which have both the same characteristics as the real communities and their unique operating methods and characteristics. Based on the questionnaire survey, this paper carries out data compilation and statistics, and analyzes the concrete manifestations and influence paths of moral emotions and moral cognition in online communities. It provides empirical evidence on how the education management department can effectively and correctly guide the ethical behavior in the online community.

Keywords

1. Introduction

The online community is the interaction of the Internet with the Internet as the medium, forming a relatively stable population with common goals and awareness of online groups. With the popularization of the Internet and the emergence of multiple media forms, the online community has become one of the channels for university students to communicate and exchange information, and has become a "representation of cultural trends" [1]. As a form of aggregation of social groups, the online community is different from the traditional community. "It is included in the entire Internet society. It can be an extension of the real community, or even an extension of the formal organization of the real society. It can also be based on the Internet entirely. The formation does not require the interpersonal communication in the real society as the basis" [2]. It can be said that the online community is a brand-new model of community organization. It not only follows the rules of the formation of social groups, but also has its own unique features. It has positive and negative effects on the moral outlook of contemporary college students and is worthy of exploration.

Chen, Chaod, et al. mentioned that information are rapidly increasing among college students' learning and life in the Internet age. The information of the online community shows the symbiosis and combination of multiculturalism and values, changing the way of thinking of college students. Therefore, the online community has had a profound influence on the moral beliefs of college students [3]. Xu et al. mentioned that the online community has functions such as convenience, entertainment and interaction, helping students broaden their horizons, satisfying the needs of learning, and emancipating the mind. However, there are still some negative factors in the online community that affect the moral and emotional construction of college students [4]. Jia-Qing FU et al. pointed out that although the arrival of the Internet era has brought great convenience to modern college students, because college students are in the late adolescence, their psychological and emotional fluctuate greatly, and they are easily attracted by the Internet, which in turn causes them to dependent on Internet communities extremely [5]. Chen, Yin and others mentioned that with the development of the Internet, the Internet has really entered people's lives, and people can access the Internet to get a lot of information. However, there is no shortage of negative news on the Internet, distorting facts, inciting evil trends, and vigorously inciting these unhealthy practices, which have a number of negative impacts on college students who are still in the key stage of growth [6].

The existing research mainly studies the current situation and suggestions of the online community's influence on contemporary college students' moral concepts from the theoretical perspective.

Although these studies provide guidance on how the online community can influence the moral outlook of college students, they lack the influence relationship between the two, and it is difficult to provide a better explanation for the influence of the characteristics of the online community on the moral values of contemporary college students. Therefore, this paper regards the intensity of the use of the Internet community as a function of the regulation and control between the characteristics of the network community and the core value of morality, so as to make up for the insufficiency of the existing research.

2.   Theoretical Basis and Research Hypothesis

2.1 Technology Acceptance Model

In 1989, Davis et al. proposed the technology acceptance model based on the TRA theory. TAM is the abbreviation of the technology acceptance model. The TAM model framework is shown in Figure 2.1.1. The TAM model thinks that external variables affect perceived usefulness and perceived ease of use. Perceived usefulness means that learners think that using a certain system will improve their own learning efficiency and work efficiency; perceived ease of use means that learners use some The ease of the system; perceived usefulness and perceived ease of use also affect the learner's attitude toward use; perceived usefulness and attitude determine the behavioral intention; the ultimate intention to use the system determines the actual behavior of the system [7].
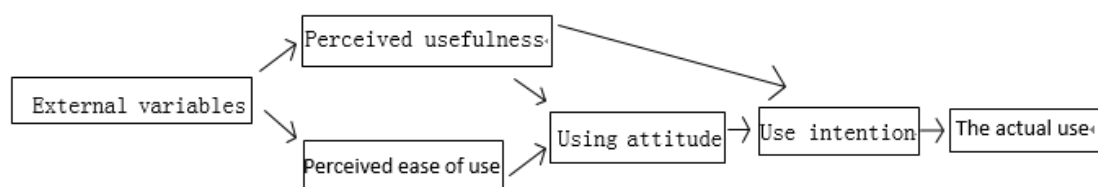

Figure 2.1.1. TAM Model.

"Although the TAM theory model is mainly used in the field of information technology adoption from the application environment, it is often widely used in various types of e-commerce research, but also have a lot of research results on technology acceptance model (TAM) theory applies to SNS types of network community and website [8]."

2.2 Characteristics of the Online Community

On the basis of the literature reading, according to the existing research of the online community, we have concluded that the cyber communities' features such as interactivity and entertainment, usefulness ,have a time-to-space and new openness, concealment and virtual, equality and autonomy, ties of friendship, relative stability and so on. In addition to the features of the general network community, the college student network community also has its unique characteristics: individuality, susceptibility, multi-dimensional penetration, sharing and convenience, and devolution. We choose four characteristics of interaction, usefulness, entertainment, and trust as dimensions of the influence of the online community on the moral outlook of college students. This article refers to Xu[9] empirical analysis scale to measure the characteristics of the network community.

2.3 Research on the Core Value of Moral Concept

Domestic scholars generally believe that moral psychology contains moral cognition, moral emotion, and moral identity or belief. This paper selects the core variables of morality from two perspectives: on the one hand, moral emotion and moral cognition are important components of moral values, which can reflect the moral values of college students to some extent; on the other hand, according to the Internet community, the moral outlook of college students The literature on influence supports and selects moral cognition and moral emotion as core variables of morality. Moral cognition refers to people's understanding of social moral phenomena, behavioral norms and their meanings. It is the

use of acquired moral knowledge to analyze, judge and select individual psychological processes. According to the research object and research content of this article, it is believed that the moral cognition of college students mainly reflects the moral relationship between college students and self and society in their study life. Moral emotion refers to the evaluation of the behavior and ideology of oneself and others based on a certain ethical emotional experience. Moral emotion is an important part of the moral formation mechanism and plays an important role in adjusting moral awareness. In this paper, we design the core ethical variables based on the Xiong (2013) ethical cognition survey questionnaire and the moral sentiment measurement questionnaire compiled by Lu (2010).

2.4 Research Hypothesis

At present, the main research hotspots of the online community are focused on the motivation of online community users, the influence of the Internet community on personal relationships and personal privacy. As an active user of the community, college students have also had a profound influence on their way of thinking and behavior, and have become an important influencing factor for college students' moral concepts. According to the analysis of the characteristics of the online community, from the perspective of college students, the community has four characteristics: interactive, useful, entertaining, and trustworthy. This article takes these four characteristics as the dimensions of the online community and studies the influence of the online community on the moral outlook of college students.

The online media in the era of new media further satisfies people's need for interactive expression, entertainment and information. The Internet covers every space in life, creating conditions for people to express their opinions at any time and place, and in the aspect of communication appeals to individual expression and communication. As a platform for information sharing, the online community is spreading vast amounts of information every day. With the continuous expansion of information resources, a large number of resource communities are emerging in the network. College students can join them according to their own needs. Sharing resources with others in our group, our survey found that many college students can obtain useful information in their online communities, so as to increase their recognition of online communities and guide the formation of correct understanding of college students. Therefore, this article proposes the following assumptions:

H1a: The greater the perceived usefulness of the online community, the higher the level of moral recognition of college students.

In the online community, we can have our own unique nicknames and ID numbers. Most of the community members are formed by a combination of interests or other reasons. The level of acquaintance and understanding between the people is low, so that the online community has a higher privacy and stability level. Although some criminals use the anonymity of the Internet to spread rumors unscrupulously, this feature has increased the sense of security of the members of the online community to a certain extent, making them dare to speak upright, dare to speak the truth, guarantee freedom of speech, and retain The voice of justice. It is beneficial for members to find their identity and sense of belonging and their sense of identity, as well as to gain social support psychologically. Therefore, this article proposes the following assumptions:

H1d: Perceived trust has a significant positive effect on moral cognition.

Due to the accelerated pace of study and life, people's leisure time tends to be fragmented. As an emerging medium, the online community caters to the fragmented time requirements of contemporary college students and can share and discuss with their community members the dilemmas they face in their studies and lives. In the community, find partners who share their "mind likeness" and share their own experiences, so as to increase resource sharing. Therefore, this article proposes the following assumptions:

H1c: Perceived entertainment has a significant positive effect on moral cognition.

Xu mentioned online games, online novels, and online videos that provide some conditions for Internet users [9]. With the help of social tools such as QQ, Weibo , and chat, more and more Internet

users, especially college students, have chosen to make friends and chat with others to express opinions and opinions online. For college students, such entertainment online relieves stress and relaxes themselves. In the online community, communication is interactive, and long-term communication will even make everyone feel dependent on the community. Therefore, in each relatively fixed network community, each community individual has to consider and routinely view the other members in order to be able to better exist in the community. The characteristics of the privacy of the online community provide a good platform for college students to bravely express their feelings. The interaction of friends in the circle of friends provides emotional support and necessary support for college students and becomes a "relief valve" for the healthy growth of college students. This will promote the interaction and deepening of interpersonal communication. In view of this, this study proposes the following assumptions:

H1b: Perceived interaction has a significant positive effect on moral cognition.

H2: Perceived interaction has a significant positive effect on moral emotions.

Yi pointed out that the selectivity of the moral cognitive reaction is not only influenced by the subjective state of the cognitive subject, but also by the stimulation intensity of the cognitive object. The stimulus intensity mainly refers to the size of the physical intensity and social value [10]. Some researchers also pointed out that the influence of online communication on college students' moral cognition and moral emotion has significant differences in the degree of network communication. The deeper the degree of participation in network interaction, the bigger the negative impact of online communication on college students' moral cognition and moral emotions [11]. Combined with the research of this paper, it is believed that the intensity of the use of the Internet community reflects the degree of college students' reliance on the community. That is, the greater the college students' use of the community, the greater the impact of the community on their moral perception. The following assumptions:

H3: The intensity of use has a moderating effect on the characteristics of various dimensions of the online community and moral cognition.

Luo Shi pointed out that the formation of moral emotions is based on the logic of moral cognition. After the emergence of human society, under the stimulation of various moral norms and moral situations, individuals gradually accumulated a variety of moral emotional experiences, which in turn formed moral emotions [12]. So make the following assumptions:

H5: Moral cognition has a significant positive effect on moral emotions.

Based on the above assumptions and combined with the theoretical review, this paper designs a model of how the online community influences the moral outlook of college students, as shown in Figure 2.3.2:
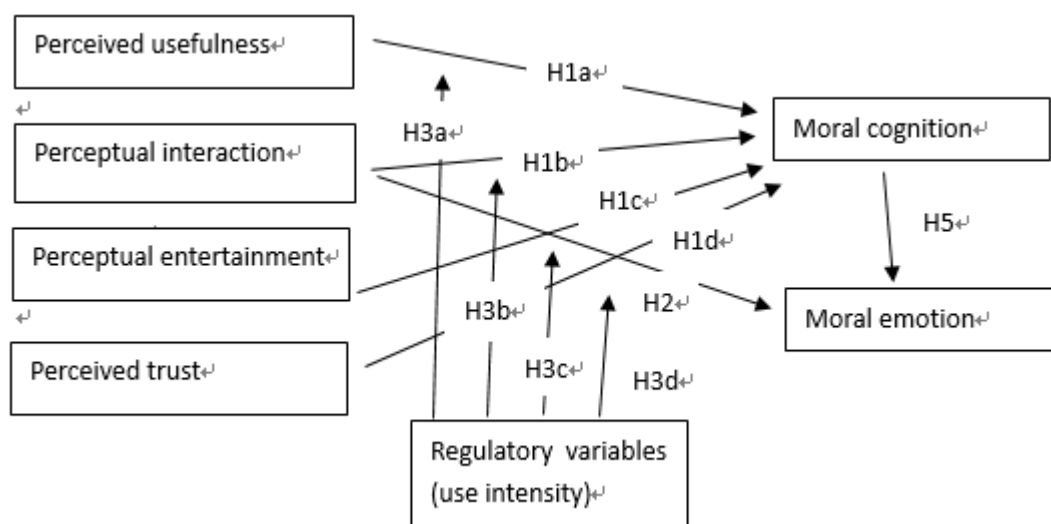

Figure 2.1.2. Study Model

3.   Research Design and Data Analysis

3.1 Data Sources and Analysis

According to the research framework and research content of this paper, the main sources of variable measurement items are: (1) domestic mature questionnaire; (2) based on related literature scales; (3) based on relevant theories and literature analysis. This article uses the current mainstream R.A. Liket scale, based on the disapproval of the subject's disagreement with the item—the degree of approval of the item.

In this survey, 260 electronic questionnaires were collected through the use of an electronic questionnaire survey. Problems such as confusion were eliminated. A total of 197 valid questionnaires were collected, with an effective rate of 76%. The use of the online community for the sample surveyed is shown in Table 3-1:

Table 3-1. Usage of Network Community

	Item	Frequency	Percentage
Frequency of using web communities	1-3 times	24	12.2
	3-5 times	27	13.7
	More than 6times	141	71.6
	Rarely used	5	2.5
Time to use online community	Within 6 months	2	1.0
	1-2 years	11	5.6
	2-3 years	21	10.7
	over 3 years	163	82.7
Daily usage of online community as a percentage of mobile	Less than 10%	28	14.2
	10-50%	106	53.8
	above 50%	63	32.0
Is your status often published in the online community?	Often	20	10.2
	General	55	27.9
	Occasionally	116	58.9
	Never	6	3.0
The influence of the online community on the moral outlook of students?	Great	105	53.3
	Not too great	80	40.6
	Little impact	11	5.6
	No effect	1	0.5

From the perspective of the frequency of use of the Internet community, the proportion is more than 6 times a day, indicating that college students have more frequent use of online communities. From the point of view of access to online communities, more than 70% of them have contacted for more than 3 years, indicating that the online community is widely accepted and widely used among college students. Neither 6% of the publishing status of the online community indicates that most college students are active in the online community. 53.5% of the students believe that the online community has a great influence on the moral values of contemporary college students, indicating that a large number of students believe that The impact of the group on moral values is relatively large.

3.2 Reliability Analysis and Validity Analysis

Reliability refers to the reliability of the test. This study ensures that the electronic questionnaire has high content validity and surface validity during the questionnaire design process. The compilation of each measurement item is based on the relevant literature scale, combined with the specific study to be modified to ensure that all indicators are clear and easy to understand before conducting a questionnaire survey. Table 3-2 shows the reliability analysis of the core characteristics of the various dimensions of the online community and the moral values. Table 3-3 is the validity analysis.

Table 3-2. Reliability Test

Variable name	Number of items	Cronbach's Alpha value
Intensity of use	3	.781
entertainment	3	.834
Perceived usefulness	3	.856
Perceptual interaction	3	.874
Perceived trust	3	.813
Moral cognition	5	.751
Moral cognition	4	.898

The reliability of the internal consistency of the measurement model is usually judged by the alpha coefficient. For exploratory analysis, the alpha coefficient is generally greater than 0.5 and can be further analyzed. Table 3-2 shows that the consistency reliability is high and it is suitable for doing hypothesis verification.

Table 3-3. The Validity Analysis

	Intensity	entertainment	usefulness	Interactivity	Trust	cognition	Moral emotion
Intensity	1						
entertainment	.641**	1					
usefulness	.535**	.684**	1				
Interactivity	.593**	.682**	.667**	1			
Trust	.406**	.592**	.442**	.392**	1		
cognition	.557**	.676**	.627**	.681**	.490**	1	
Moral emotion	.415**	.558**	.576**	.606**	.305**	.756**	1
KMO value			.923				
Bart's value			3163.95				
Sig.			.000				

Pearson's simple correlation coefficient is given in Table 3-3. It can be seen that there are two asterisks in the upper right corner of the correlation coefficient, indicating that the correlation coefficient is significant at a significance level of 0.01. The correlation coefficient of perceived entertainment and moral cognition was 0.676, indicating a significant positive correlation between perceived entertainment and moral cognition. According to the correlation coefficient, there is a significant positive correlation between perceived usefulness and moral cognition. There is a significant positive correlation between perceived interactivity and moral cognition and moral emotion. There is a positive weak correlation between perceived cognition and moral cognition. There is a significant positive correlation between moral cognition and moral emotion. In summary, the measurement model has a higher level of reliability and validity and is suitable for further empirical analysis.

4. Empirical Analysis

4.1 Empirical Analysis of the Relationship between Moral Cognition and Moral Emotion

This article uses regression analysis to explore the effect of moral cognition on moral emotions, and tests Hypothesis H5. The results of the analysis are shown in Table 4-1:

Table 4-1. Moral Cognition vs Emotion Relationship Analysis

variable	Non-standardized coefficient		standardized coefficient	T value	Significant
	B	Standard error	Beta		
constant	.778	.283		2.753	.006
Moral cognition	.720	.045	.756	16.125	.000
Square R	.571				
Adjust R-squared	.569				
F value	260.003				
P	.000				

From Table 4-1, it can be seen that the observed value of the F-test statistic is 260.003, and the corresponding P-value is less than 0.05. Therefore, under the condition that the significance $\alpha = 0.05$, moral cognition has a significant influence on moral emotion. The standardized coefficient is 0.756, which shows that moral cognition has a positive effect on moral emotions. Through analysis, we found that moral cognition has a significant positive effect on moral emotions. Assume that H5 is established.

4.2 Empirical Analysis of the Relationship between Network Community and Moral Cognition

This article uses regression analysis to explore the effects of perceived entertainment, perceived usefulness, perceived interactivity, and perceived trust on moral cognition, and tests hypotheses H1a, H1b, H1c, H1d, H3a, H3b, H3c, H3d, H5. The results are shown in Table 4-2:

Table 4-2. Analysis of Relationship between Network Community Feature Dimensions and Moral Cognition

variable	Non-standardized coefficient		standardized coefficient	T value	Significant
	B	Standard error	Beta		
constant	1.338	.314		4.261	.000
Perceptual entertainment	.302	.120	.206	2.515	.013
Perceived usefulness	.229	.099	.161	2.309	.022
Perceptual interaction	.473	.103	.328	4.599	.000
Perceived trust	.207	.093	.131	2.242	.026
Square R	.578				
Adjust R-squared	.567				
F value	112.879				
P	.000				

As can be seen from Table 4-2, the P-value corresponding to the observation value of the F-test statistic is less than 0.05, and the P-value corresponding to the perceptual recreational coefficient is 0.013 less than 0.05. Therefore, it can be considered that the value of α = 0.05 indicates that the perception of entertainment is satisfactory. The moral cognition has a significant influence. The normalization coefficient is 0.206, which is greater than 0. It shows that the perceived entertainment has a positive influence on moral cognition. Assume that H1c is established; the coefficient of perceived usefulness corresponds to a p-value of less than 0.05, indicating that perceived usefulness is of morality. Cognitive effects were significant, with a standardized coefficient of 0.161, indicating that perceived usefulness has a positive effect on moral cognition. Hypothesis H1a holds; the p-value of the coefficient of perceived interactivity is less than 0.05, indicating that cognitive interactivity has a significant effect on moral cognition. The standardization department is 0.328, which shows that perception usefulness has a positive effect on moral cognition. Assume that H1b is established; the p-value of the coefficient of perceived confidence is less than 0.05, indicating that perceptional confidence has a significant influence on moral cognition, and the standardized coefficient is 0.131. This shows that perceptional confidence has a positive effect on moral cognition, assuming that H1d holds;

This paper argues that the more fun college students feel in the online community, the easier it is to share resources and increase cooperation among online communities, and the greater the influence of online community's entertainment on moral awareness. The more information and resources college students get through the online community, the greater the impact on their cognition. The online community provides a good atmosphere for college students. The higher the degree of students' trust in the online community, the greater the influence of the online community on their moral awareness.

4.3 Empirical Analysis of the Relationship between Perceptual Interactivity and Moral Emotion

In this paper, regression analysis method is used to explore the effect of cognitive interaction on moral emotion, and the hypothesis H2 is tested. The analysis results are shown in Table 4-3:

Table 4-3. Empirical Analysis of the Relationship between Perceived Interactivity and Moral affect

variable	Non-standardized coefficient		standardized coefficient	T value	Significant
	B	Standard error	Beta		
constant	1.987	.314		6.320	.000
Perceptual interaction	.832	.078	.606	10.624	.000
Square R	.367				
Adjust R-squared	.363				
F value	112.879				
P	.000				

From Table 4-3, it can be seen that the observed value of the F-test statistic is 112.879, and the corresponding P-value is less than 0.05, indicating that the interaction of perception has a significant impact on moral emotion. The normalized coefficient is 0.606, which shows that perceptional interaction has a positive effect on moral emotions. Through analysis, we find that perceived interactivity has a significant positive effect on moral emotions. Assume that H2 is established.

This paper believes that the higher the degree of interaction between members of the online community, the higher the degree of reinforcement of relationships with others, and thus the greater the social and emotional connections of members.

4.4 Analysis of Regulatory Effects of Use Intensity on Moral Cognition

This paper uses regression analysis method to explore the role of network community in the regulation of moral cognition, hypothesis H3a, H3b, H3c, H3d analysis, the results are shown in Table 4-4:

Table 4-4. Regulatory Effects of Intensity on Moral Cognition

variable	Standard error	coefficient	T value	P value
SY interaction items	.012	.633	11.421	.000
SO interaction items	.012	.628	11.273	.000
SH interaction items	.011	.642	11.687	.000
SX interaction items	.014	.600	10.481	.000

In the table, SY, SO, SH, and SX are obtained by converting variables. The SY interaction item is an interaction item that uses intensity and entertainment. If the corresponding P value is less than the significance level $\alpha=0.05$, the original hypothesis can be rejected. It shows that the use of intensity has a significant effect on the relationship between perceived entertainment and moral cognition, assuming that H3d is established. This article believes that the higher the degree of college students' use of online communities, the greater the impact of online community entertainment on the impact of college students themselves, thus making the online community's entertainment have a great influence on moral awareness.

The SO interaction term is the interaction term of intensity and usefulness. If the corresponding P value is less than the significance level $\alpha=0.05$, the original hypothesis can be rejected, indicating that the use of intensity has a significant effect on the relationship between perceived usefulness and moral cognition. Hypothesis H3a Established. This article believes that the higher the degree of college students' use of online communities, the greater the awareness of resources and information in the online community, and thus the usefulness of online communities has a great influence on moral awareness.

The SH interaction item is an interaction item that uses intensity and sensory interaction. If the corresponding P value is less than the significance level $\alpha=0.05$, the original hypothesis can be rejected, indicating that the use of intensity has a significant regulatory effect on the relationship between perceptual interaction and moral perception. H3b is established. This article believes that the higher degree of college students' use of online communities, the more they can truly understand their relationship with others in interactions with other members, so that the interaction of online communities has a great influence on moral awareness.

The SX interaction item is the interaction item using intensity and perceived trust. The corresponding P value is less than the significance level $\alpha=0.05$, indicating that the use of intensity has a significant role in the relationship between perceived trust and moral cognition, assuming that H3c is established. This article believes that the higher degree of college students' use of online communities, the easier it is to perceive their convenience and quickness in the online community, and it is easy to express their perceptions, thus making the trust of online communities have a great influence on moral cognition.

5. Summary

This article conducts surveys through online surveys. In the statistical analysis of valid questionnaires, the specific hypothesis test results are shown in Table 5-1.

Table 5-1. Hypothesis Test Results

Research hypothesis	Test result
H1a: Perceived usefulness has a significant positive impact on moral cognition	Set up
H1d: Perceived Confidence Has a Significant Positive Impact on Moral Cognition	Set up
H1c: Perceived entertainment has a significant positive effect on the perception of the ballast	Set up
H1b: Perceived Interactivity Has a Significant Positive Impact on Moral Cognition	Set up
H2: Perceived interaction has a significant positive effect on moral feelings	Set up
H3a: Use intensity has a moderating effect between perceived usefulness and ethical awareness	Set up
H3b: Use intensity has a moderating effect between perceived interactivity and moral cognition	Set up
H3c: Use intensity has a moderating role in perceived trust and moral cognition	Set up
H3d: Use intensity has a moderating effect between perceived entertainment and moral cognition	Set up
H5: Moral Cognition Has a Significant Positive Impact on Moral Emotions	Set up

Based on related theories, this paper constructs a model of online community's influence on college students' moral cognition and moral emotion. Through data analysis and empirical research, the impact of the online community on moral concepts was examined, and the use of the Internet community's intensity of use in regulating the relationship between its various dimensions and moral cognition was verified. Most scholars often analyze from the theoretical perspective about the influence of the online community on the moral values of college students. This study enriches the influence of the online community on the moral concepts of college students, enriches the theory of the relationship between online media and moral values, and provides a level of moral education has provided inspiration. Relevant departments should regulate the security of the Internet community as much as possible, disseminate the positive energy of the Internet community, strengthen the dissemination of mainstream culture, enhance the awareness of college students, and increase their moral standards while meeting their entertainment needs.

Based on the analysis of related literature, this study considers all aspects of the online community as far as possible, but due to the diversity of the characteristics of the online community and the complexity of the moral concept itself, other factors not considered may also be the influence of moral cognition and moral sentiment variables, it may lead to the limitations of some research results. In the future research, it can be further explored on this basis.

References

[1] Chen, Chao. The Influence of Internet Age on College Students' Moral Beliefs and the Countermeasures of Educator——Taking Clinical Medical College of Putian University for Example[J].Journal of Xinyang College of Agriculture & Forestry,2016.

[2] Xu, Shengnan, Studies on Influence of Internet Culture on College Students' Moral Emotions[J].International Conference on Economic Management and Social Science,2014.

[3] Jia-Qing, F. U. Diao, Zhi Yong Shi, Yan, The Value Presentation of the College Community Activities on Internet Addiction Control for College Students' in Higher Colleges[J]. Journal of Hubei Correspondence University, 2017.

[4] Chen, Yin. Infl uence of Negative Network News on the Moral Education for Contemporary College Students [J]. Journal of Heihe University, 2017.

[5] Liu Guibiao. Research on the Interaction between Internet Community Behavior and Community [J]. Journal of Southwest Jiaotong University, 2010(4).

[6] Zhou Jian, Xu Chenghua. The Social Organization Characteristics of Internet Community [J]. China Radio & TV Journal, 2011(1).

[7] TIAN Ye. Research on influencing factors of user acceptance of social networking websites based on TAM model [D]. Harbin Institute of Technology, 2011.

[8] Yi Fajian. On Moral Cognition [J]. Search, 1998 (03).

[9] Luo Shi, An analysis of Moral Behavior under the Guidance of Moral Emotion. Institute of Machine Ethics. 2012(01).14-19.

[10] Xu Shengnan. An Empirical Analysis of the Influence of Social Website on College Students Audience Moral Psychology and Moral Behavior [D]. Southwest Jiaotong University, 2015.

[11] Lu Jiaxuan, Yuan Jun, Wang Junshan, Chen Ning. Survey on the current situation of adolescents' moral emotions in China [J]. Educational Research, 2010(12): 83-89.