

The Factors Influencing Higher Education Reading Promotion Targeting Community Residents

Qiu Mengwen¹, and Jareeporn Chotipiboonsub²

Southeast Bangkok University, Thailand

E-mail: qmw1213@126.com¹, jareepornc@hotmail.com²

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Abstract

This study aims to (1) identify factors influencing residents' behavioral intention to participate in reading promotion activities, (2) analyze the relationships between these factors, and (3) propose suggestions for higher education libraries to enhance community residents' participation through social services. The sample consisted of 402 valid responses from Jiujiang City, Jiangxi Province, China. Methods included a literature review, questionnaire survey, and structural equation modeling (SEM) analysis using SPSS 23.0 and AMOS 21.0, with reliability, validity, model fit, and mediation tests. Key findings: (1) Perceived benefits and social influence of community readers had a direct positive influence on perceived value and behavioral intention. (2) Perceived costs did not significantly affect perceived value or behavioral intention. (3) Perceived value mediated the relationships between benefits and behavioral intention and between social influence and behavioral intention. Recommendations: (1) Strengthen social influence to foster a virtuous cycle of knowledge sharing. (2) Enhance leisure reading experiences to improve perceived benefits. (3) Emphasizing the Establishment and Improvement of Readers' Perceived Value.

Keywords: reading promotion; behavioral intention; academic libraries; social services; structural equation

Introduction

Reading plays a vital role in personal development and societal progress. As a critical pathway to cultivate nationwide literacy, reading promotion is a strategic priority for enhancing national competitiveness. Studies indicate that students actively engaged in school reading programs are more likely to discover books aligned with their interests (Jhang, 2017), while parental reading role models significantly stimulate children's reading motivation (Ramos & Vila, 2015). Furthermore, reading promotion improves participants' quality of life and fosters self-sustaining reading habits, creating a virtuous cycle for program continuity (Snyman, 2016). The World Bank Report *Reading Performance as a Basis for Economic Growth* (2018) underscores reading proficiency as a cornerstone of individual career advancement and national economic growth. To enhance civic literacy, international organizations and governments have implemented reading promotion initiatives, such as UNESCO's "World Book and Copyright Day" (April 23), the U.S. "ConnectED Library Challenge," Thailand's TK Park, and China's "National Reading Campaign."

While public libraries are widely perceived as primary providers of cultural services, relying solely on them for reading promotion remains insufficient. In 2023, China's adult comprehensive reading rate reached 81.9%, with per capita paper book and e-book consumption at 4.75 and 3.40 volumes, respectively (Xinhua News Agency, 2024). However, China's per capita public library holdings stand at 0.96 volumes (Ministry of Culture and Tourism of China, 2023), far below UNESCO's recommended standard of 1.5–2.5 volumes. As key components of the library system, academic libraries possess unique advantages—abundant resources, advanced technologies, professional expertise, and proven experience in reading promotion—to fulfill social education mandates. China's Regulations for Academic Libraries explicitly encourage opening university libraries to the public, addressing resource gaps in community cultural services. Expanding socialized services and nationwide reading promotion can optimize resource utilization while compensating for public and community library deficiencies. By leveraging their strengths, academic libraries can achieve synergistic resource integration with communities.

Investigating residents' behavioral intentions toward university-led reading promotion helps identify their needs and preferences, refining service quality. Existing empirical studies predominantly focus on Chinese youth, particularly K–12 and university students (Li, 2014; Li et al., 2017; Sun, 2015). Research on behavioral intentions centers on mobile library adoption

(Parhamnia, 2022; Li et al., 2018) and social media–driven reading promotion (Liu, 2015; Zhou and Mao (2023) rarely explore residents’ motivations for engaging in university–based initiatives.

This study systematically analyzes the influencing mechanisms of reading promotion in academic libraries by integrating behavioral psychology and technology acceptance theories, extending the research scope from traditional campus users (students and faculty) to surrounding community residents. By synthesizing the Value Adoption Model (VAM) and the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2), we emphasize social influence as a critical antecedent in the early stages of technology adoption (Venkatesh et al., 2012), which significantly drives residents’ participation intention. Furthermore, reading behaviors among certain groups are primarily motivated by conformity or social interaction needs (Jia, 2021; Li, 2014; Li et al., 2017), necessitating enhanced perceived value through social influence. Five core variables are identified: benefits, costs, social influence, perceived value, and behavioral intention.

After constructing a hypothesis–driven model based on literature and theoretical frameworks, empirical validation was conducted through questionnaires and structural equation modeling (SEM). The integrated framework innovates in two aspects: 1. Expanding the target population of academic library services to include community residents. 2. Developing a behavioral intention model tailored to voluntary, community–oriented reading scenarios. Theoretical contributions: This study provides a novel perspective for understanding voluntary cultural participation. Practical implications: The findings inform the design of tiered promotion strategies for academic libraries—such as differentiated approaches to meet residents’ needs (e.g., social–driven or value–driven preferences)—to enhance program reach, optimize resource utilization and strengthen the social service role of higher education institutions.

Objectives

1. To identify the factors influencing residents’ behavioral intention to participate in reading promotion activities.
2. To analyze the relationships between the factors influencing behavioral intention.
3. To propose suggestions for developing social services in higher education libraries that enhance community residents’ participation in reading promotion activities.

Literature Review

This study integrates the Value Adoption Model (VAM) and the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) as theoretical foundations. Kim et al. (2007) proposed the VAM, which posits that perceived value significantly influences users' behavioral intention to adopt mobile internet services. Users' judgments of costs and benefits determine their overall perceived value, making it the core construct of VAM (Kim et al., 2007). In the context of reading promotion activities organized by higher education institutions, community residents similarly weigh perceived benefits against costs when deciding whether to participate, aligning with VAM's application scenarios. Therefore, VAM is adopted to explore factors influencing residents' intention to participate.

The UTAUT2 model, developed by Venkatesh et al. (2012), identifies seven key antecedents of behavioral intention: performance expectancy (PE), effort expectancy (EE), social influence (SI), facilitating conditions (FC), hedonic motivation (HM), price value (PV), and habit. This study establishes a consolidated theoretical framework by merging overlapping or analogous variables from both models (e.g., combining PE and EE into a unified "net benefit" metric). Key integrated variables are summarized in Table 1.

Table 1: Integration of Similar Variables in VAM and UTAUT2 Models

Variables of study	VAM	UTAUT2	Meaning
Benefits	Usefulness	Performance Expectancy	Users' evaluation of the benefits brought by the technology
	Perceived Enjoyment	Hedonic Motivation	Users' enjoyment and pleasurable experience with the technology
	Technicality	Effort Expectancy	Users' assessment of the ease of operation of new technology
Costs	Perceived Cost	Price Value	The price and cost incurred by users in using the technology

At the same time, there are also apparent differences between these two model theories. For example, UTAUT2 believes the aforementioned variables can directly affect users' intention to use. At the same time, VAM introduces perceived value as a mediating variable and believes that perceived value plays an entirely mediating role in the relationship between different perceived variables and users' intention to use. In addition to the above variables, UTAUT2 emphasizes the impact of social influence on individuals' intention to use new technologies, while VAM focuses

entirely on individuals' perceived factors of new technologies. Therefore, in this study, in addition to setting benefits and costs as independent variables, based on the "social influence" in UTAUT2, the third independent variable is determined, "perceived value" is set as the mediating variable, and the dependent variable is the "behavioral intention" to participate in the activity.

Next, a literature review and hypothesis inference will be made for the following variables.

Benefits refer to the positive outcomes or advantages consumers expect from a product or service. These benefits can be functional (e.g., product performance), emotional (e.g., happiness), social (e.g., social status), or experiential (e.g., entertainment). Researchers generally agree that perceived benefits significantly influence perceived value. Parasuraman et al. (1988) pointed out that higher service quality enhances perceived benefits, thereby increasing perceived value. In the VAM, both Usefulness and enjoyment, which are categorized under Benefits, positively affect perceived value (Kim et al., 2007). Other researchers also endorse this view (Pedersen et al., 2002; Sweeney & Soutar, 2001; Davis et al., 1989). In the UTAUT2 model, performance expectancy, effort expectancy, and hedonic motivation significantly influence behavioral intention (Venkatesh et al., 2012). Reading behavior studies have also confirmed this finding (Parhamnia, 2022; Li et al., 2018). Based on the above research, in the context of university reading promotion, this study divides readers' perceived benefits into three dimensions – usefulness (USE), enjoyment (ENJ), and convenience (CON). Based on the above analysis, this paper proposes the following research hypotheses:

H1a: Benefits have a significant favorable influence on perceived value.

H1b: Benefits have a significant positive on behavioral intention.

Costs encompass all sacrifices that customers make to obtain a product or service. These costs can be monetary (price), time-related, effort-related, or psychological (e.g., stress, anxiety). Since the research entity is a non-profit library, this study does not consider monetary costs. Non-monetary costs include time, effort, convenience, and psychological costs (Zeithaml, 1988). In summary, the perceived cost in this study includes the time cost (TC), effort cost (EC), and psychological cost (PC) invested by users in participating in reading promotion activities. In the VAM, the two dimensions of Sacrifice, Technicality and Perceived Fee, negatively affect perceived value (Kim et al., 2007). In the UTAUT2 model, price value significantly influences behavioral intention (Venkatesh et al., 2012). Numerous studies have concluded a significant negative correlation between various costs and perceived value, ultimately affecting customer behavioral

intentions and loyalty (Gómez & Fernández, 2017; Kumar & Reinartz, 2016; Ruiz-Mafe et al., 2018). Based on the above analysis, this paper proposes the research hypothesis:

H2a: Costs have a significant negative influence on perceived value.

H2b: Costs have a significant negative influence on behavioral intention.

Social Influence refers to the attitudes, opinions, and impacts of a user's neighbors, friends, and other surrounding individuals towards university reading promotion activities. In this study, Social Influence encompasses Social Environment (SE), Opinion Leadership (OL), and Opinions of Others (OO). Kim et al. (2007) found that social influence significantly affects perceived value in online shopping. Venkatesh et al. (2003) incorporated social influence into the UTAUT model as a key determinant of behavioral intention, and in the UTAUT2 model, social influence remains an important factor (Venkatesh et al., 2012). Numerous studies have found that high-quality peer opinions significantly enhance consumers' perceived value of a product or service (Cheung & Thadani, 2012). Opinion leaders can also influence others' perceptions of new products or services through their influence (Goldsmith et al., 2003). Parhamnia (2022) and Li et al. (2018) have confirmed in mobile reading studies that social influence significantly positively impacts perceived value and intention to use. Based on the above analysis, this study proposes the following research hypotheses:

H3a: Social influence has a significant positive effect on perceived value.

H3b: Social influence has a significant positive effect on behavioral intention.

Perceived value is a core variable in generating purchase intention. Perceived value plays a significant role in shaping attitudes and influencing behavioral intentions (Ajzen, 1991). Similarly, the Expectation Confirmation Theory (ECT) emphasizes the importance of perceived value. Consumers form intentions based on the confirmation of their expectations, and perceived value is a key factor in determining satisfaction and subsequent behavioral intentions (Oliver, 1997). Referring to the observed items of perceived value in the VAM, functional, hedonic, emotional, and social values are identified. Several studies have shown a significant positive correlation between perceived value and behavioral intention (García-Pascual et al., 2020; Kim et al., 2007; Zeithaml, 1988). Martensen and Gronholdt (2003) demonstrated in their study of the Copenhagen Business School library that users' perceived value and satisfaction positively impact loyalty. Chen and Chen (2004) also found in their study targeting university libraries that users' perceived value has a positive impact on the intention to reuse. Based on the above analysis, this study proposes the following research hypotheses:

H4: Perceived value has a significant positive on behavioral intention.

Studies have shown that perceived value plays a mediating role between perceived benefits, costs, and behavioral intentions (Dodds et al., 1991; Parasuraman et al., 1988; Zhang et al., 2010). For example, a combination of high perceived benefits and low costs leads to higher perceived value, which indicates positive consumer behavior (Yang & Peterson, 2014). In the VAM, perceived value fully mediates the relationships between perceived benefits and usage intention and between perceived sacrifice and usage intention (Kim et al., 2007). Li et al. (2018) and Wang and Gao (2020) have both empirically found that perceived value not only directly affects adoption intention but also mediates the relationship between social influence and usage intention. Therefore, it can be reasonably inferred that reading promotion activities, improving activity benefits, reducing participation costs, and enhancing social influence can increase readers' perceived value and intention to participate in higher education. Based on the above analysis, this paper proposes the following research hypotheses:

H5: Perceived Value is an intermediary between benefits and behavioral intention.

H6: Perceived Value is an intermediary between costs and behavioral intention.

H7: Perceived Value is an intermediary between social influence and behavioral intention.

Benefits and costs often serve as antecedents of perceived value, jointly influencing behavioral intention (Dodds et al., 1991; Parasuraman et al., 1988; Kim et al., 2007; Zhang et al., 2010). Meanwhile, many researchers believe that social influence affects both perceived value and behavioral intention, with perceived value playing a mediating role (Li et al., 2018; Wang & Gao, 2020). Based on the above hypothetical relationships, this paper draws A structural diagram.

Conceptual Framework

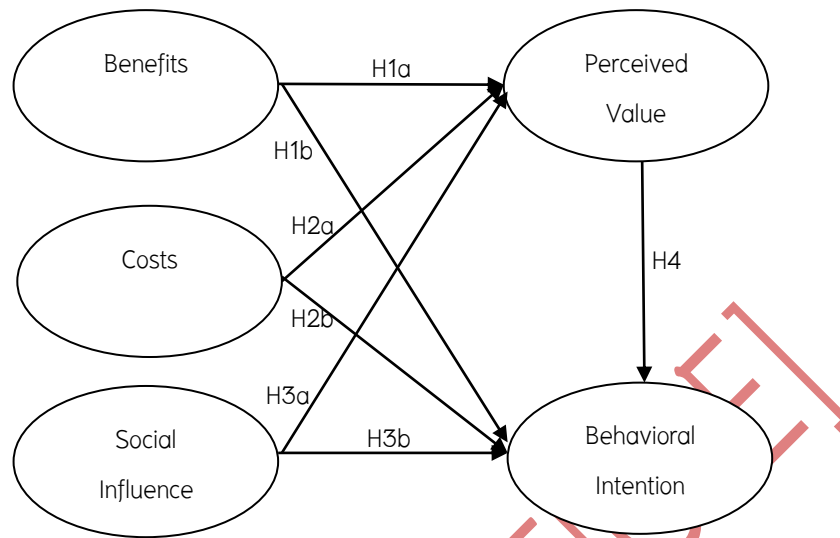


Figure 1 Conceptual Framework of Reading Promotion

Based on the assumptions of the relationships between variables, a theoretical model of the factors influencing reader behavior in higher education reading promotion activities was constructed. For resident readers, higher education reading promotion is a new behavior and activity, and there will also be forms such as mobile reading and digital resource acquisition. Therefore, by integrating the VAM and UTAUT2 theoretical models and introducing perceived value (from VAM) and social influence (from UTAUT2), this approach facilitates readers' assessment of personal benefits and costs and examines the impact of the social environment on behavioral intentions. The overall theoretical model in Figure 1 represents the hypothesized relationships between these variables, and the research hypotheses will be tested based on the results of scale development and testing in the following text.

Research Methodology

This research is quantitative. The research explores the factors affecting residents' intentions to participate in higher education reading promotion activities. The target population of this study is the residents surrounding colleges and universities in Jiujiang City, Jiangxi Province, China. In 2023, the permanent population of Jiujiang was 5.2193 million, with 13 general higher education institutions (Jiujiang Municipal Bureau of Statistics, 2023). The researchers selected residents around three universities located in different areas for sample analysis, with the research

subjects being community residents of various age groups adjacent to the universities. The population of each school was drawn according to the proportion of the sample size to the population of the administrative region where the university is located. According to the recommendations of Bentler and Chou (1987), the sample size for this study should be at least 295 participants.

This study investigates the issue using questionnaire surveys and Structural Equation Modeling (SEM). The five latent variables in this study's model come from existing literature. However, due to the contextual modification of the reading promotion content, five experts were still invited to score the IOC and conduct a small-scale pilot test (101 valid questionnaires). Ultimately, the IOC scores for each item in the questionnaire ranged from 0.8 to 1 (≥ 0.5 , Rovinelli & Hambleton, 1977), and Cronbach's Alpha was 0.984 (≥ 0.7 , Cronbach, 1951), both exceeding the standard and the reliability and validity of the questionnaire were confirmed. The survey questionnaire consists of three parts: the first part introduces the purpose of the questionnaire, explains the forms of reading promotion activities, and makes a commitment and expression of gratitude for the privacy protection of the respondents. The second part includes the respondents' personal information, such as gender, age, education, occupation, and participation in reading promotion activities. The third part is the measurement scale of the latent variables, which is also the core part of the questionnaire. In this scale, there are 30 items for the benefits section, 10 items for the costs section, nine for the social influence section, 4 for the perceived value section, and 6 for the behavioral intention section, totaling 59 items. A Likert 5-point scale questionnaire was developed for the survey. The survey was mainly conducted through community sites and the online platform "WenJuanXing" to distribute questionnaires. The questionnaire was publicly released from September 2024 to October 2024, lasting one month. Four hundred seventy-nine questionnaires were collected, and 402 valid questionnaires were obtained, with a questionnaire recovery efficiency of 83.9%.

The two primary tools used in the study for data analysis are SPSS and AMOS. By analyzing and validating the 10 hypotheses proposed in this study, the research aims to examine the influence on community residents' willingness to participate in university reading promotion activities and clarify the causal logical relationships among various variables and key variables, refining the model.

The total number of samples in this study is 402 (people): There are 196 males, accounting for 48.8%, and 206 females, accounting for 51.2%. According to age distribution, the sample population is mainly between 20 and 59 years old. Regarding education distribution, the number of samples with college and bachelor's degrees accounts for 68.7%, forming the main body of the study. In terms of occupation, all eight types of occupations are covered, with public officials and corporate employees being the top 4 occupational identities, accounting for 59.4%. They have stable jobs and incomes, which can enhance the demand for spiritual pursuits such as reading.

Regarding the community residents' cognition and participation in reading promotion activities, 65.7% of the population has participated in reading promotion activities, and 79.1% are willing to participate in university reading promotion. It can be seen that community residents are very willing to participate in reading promotion activities and have a strong demand for reading. Among the 264 people with participation experience, 31.1% have participated for 1 year or less, and 33% have participated for more than 5 years, showing a certain polarization.

Research Results

Objective 1. By integrating the VAM and UTAUT2 models, we ultimately identified five factors influencing residents' behavioral intentions to participate in reading promotion activities: "Benefits," "Costs," "Social Influence," "Perceived Value," and "Behavioral Intention."

Reliability and validity tests were conducted on the five variables in the structural equation analysis to confirm the rationality of their selection. Compared with the pre-survey questionnaire, Cronbach's Alpha was higher after deleting items TC2 and O03, so they were excluded from the subsequent questionnaire analysis. The total scale is 0.984, and the coefficients of each factor range from 0.942 to 0.988, all above the 0.7 level (Cronbach, 1951), indicating that the scale has good reliability.

Validity testing is mainly conducted based on convergent validity and discriminant validity. The measurement results show that the factor loading values range from 0.667 to 0.993, the AVE values for each latent variable (0.705–0.873) are all above 0.5, and the composite reliability CR (0.875–0.955) is more significant than 0.8 (Bagozzi & Yi, 1988; Hair et al., 2010). This indicates that the convergent validity of the scale in the formal questionnaire of this study is relatively ideal. If the square root of each variable's AVE is greater than the correlation coefficient

between variables, it indicates a certain degree of discriminant validity between these two variables (Fornell & Larcker, 1981). As seen from Table 4, the correlation coefficients between each latent variable are slightly high between Perceived Value and Behavioral Intention, and the others are all less than the square root of the AVE of each variable, which is barely acceptable.

Table 2 Correlation Coefficient of Latent Variables of Measurement Mode I & Square Root of AVE

	AVE	Benefits	Costs	Social Influence	Perceived Value	Behavioral Intention
Benefits	0.850	0.922				
Social Influence	0.705	0	0.840			
Costs	0.873	0	0	0.934		
Perceived Value	0.811	0.24	-0.035	0.894	0.901	
Behavioral Intention	0.787	0.278	-0.016	0.858	0.927	0.887

Note: The values on the main diagonal are the square roots of the AVE values for each variable.

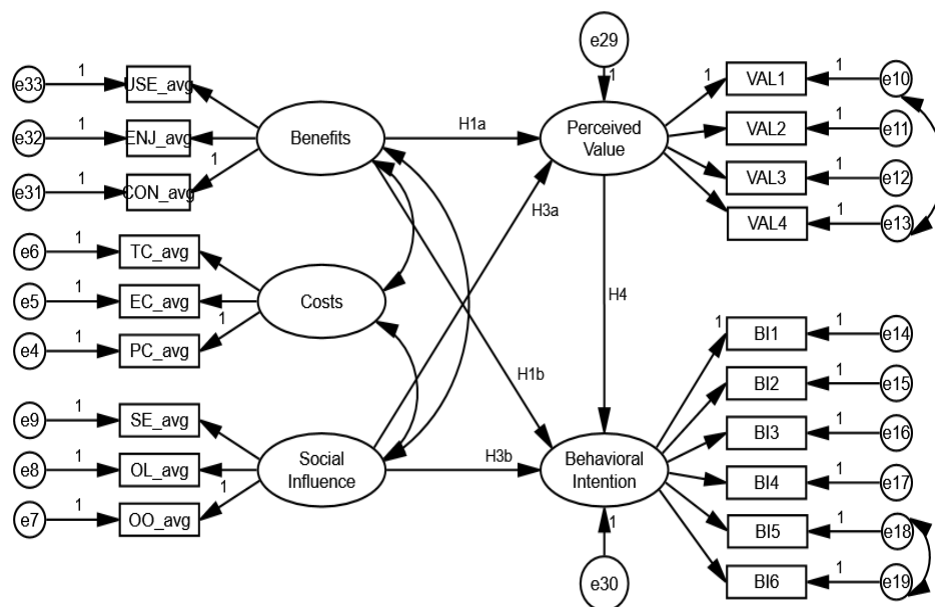
Objective 2. Through empirical analysis, most of the hypothesized relationships were ultimately supported. Seven of the 10 research hypotheses proposed a priori in this study were ultimately supported, while three were not supported (H2a, H2b, and H6). Both model fit tests and mediation effect tests were conducted to test the hypotheses. This study utilizes AMOS 23.0 for structural equation modeling analysis. This study reports on fit indices such as χ^2/df , GFI, AGFI, IFI, CFI, RMSEA, and RMR. The criteria for these indices are χ^2/df not exceeding 5; GFI, AGFI, IFI, CFI greater than 0.9; RMSEA less than 0.08; RMR less than 0.05. (Wheaton, 1977)

In the initial path analysis model, the relationships from Cost to Perceived Value ($\beta = -0.04$, $p = .07$) and Cost to Behavioral Intention ($\beta = 0.004$, $p = 0.837$) were statistically nonsignificant at $\alpha = .05$, leading to the rejection of hypotheses H2a and H2b. After model modification (see Figure 3), the revised path coefficients are illustrated in Table 3. Key adjustments included removing nonsignificant paths (Cost \rightarrow Perceived Value/Behavioral Intention) and retaining validated constructs.

Table 3 Modified Model Path Analysis Results

Hypotheses	Path Relationships	Standard Estimate	Un Estimate	S.E.	C.R.	P
H3a	Perceived_Value <-- Social_Influence	0.804	0.794	0.055	14.556	***
H1a	Perceived_Value <-- Benefits	0.146	0.153	0.053	2.883	0.004**
H3b	Behavioral_Intention <-- Social_Influence	0.347	0.346	0.074	4.701	***
H4	Behavioral_Intention <-- Perceived_Value	0.539	0.544	0.069	7.941	***
H1b	Behavioral_Intention <-- Benefits	0.09	0.096	0.048	2.014	0.044*

Note: *, **, and *** indicate significance at the 0.05, 0.01, and 0.001 levels, respectively.


Figure 3: Modified Model Diagram and Path Coefficient

In this study, the built-in Bootstrap function in AMOS software will test the mediating effect of perceived value between Benefits, Social Influence, and Behavioral Intention. If the 95% confidence interval does not include zero, then the point estimate of the mediating effect can be considered significant (Zhao et al., 2010). The mediating test results are shown in Table 4.

Table 4: Report on Mediating Effect of Perceived Value

Mediating Path	Standardized Indirect Effects	Two-tailed Test P-value	95% Confidence Interval		Mediation Effect
			Lower Bounds	Upper Bounds	
Benefits---Perceived Value---Behavioral Intention	0.079*	0.034	0.006	0.187	Support
Social Influence---Perceived Value---Behavioral Intention	0.433**	0.001	0.243	0.656	Support

Note: *p<0.05, **p<0.01

Empirical results, as shown in Table 4, indicate that at the 95% confidence level, the confidence intervals for the paths Benefits → Perceived Value → Behavioral Intention and Social Influence → Perceived Value → Behavioral Intention do not include 0, they meet the criteria for mediation effects.

Objective 3. Through the above empirical research, the study suggests that (1) Amplify Social Influence. Social influence directly impacts perceived value ($\beta=0.80$) and behavioral intention ($\beta=0.35$). Opinion leadership (OL) exhibits the highest path coefficient ($\beta=0.95$), highlighting its pivotal role (Meng, 2018; Zhou & Mao, 2023). Actionable strategies: ① Deploy community reading liaisons to strengthen university–community ties. ② Engage opinion leaders (e.g., bloggers, activists) for content curation and social media campaigns. ③ Foster family/peer support networks, proven critical for behavioral intention (Cialdini et al., 2006; Hsu et al., 2015). (2) Optimize Leisure Reading Engagement. Perceived benefits, particularly enjoyment ($\beta=0.94$), drive participation more than utility or convenience. Users prioritize recreational needs over informational goals (Greaney & Neuman, 1990). Actionable strategies: Integrate gamification (e.g., badges, challenges) and immersive technologies (VR/AR) to enhance entertainment value. (3) Prioritize Perceived Value. Perceived value ($\beta=0.68$) mediates the effects of benefits and social influence on behavioral intention—key drivers including practicality, enjoyment, convenience, and social engagement. Sustained participation requires authentic reading pleasure over compulsory education (Simsova, 1980).

Discussion

1. Key Findings and Theoretical Contributions

Consistent with prior studies (Parasuraman et al., 1988; Kim et al., 2007; Li et al., 2018), this research confirms the positive impact of perceived benefits on both perceived value ($\beta=0.35$) and behavioral intention ($\beta=0.09$), with perceived value further acting as a critical mediator ($\beta=0.68$). However, perceived costs show no significant effect, aligning with emerging evidence from Parhamnia (2022), Akdogan (2021), and Li et al. (2018). Three explanations are proposed: (1) Divergence between perceived and actual costs: Residents may undervalue participation costs due to low sensitivity or mismatched expectations. (2) Social endorsement of reading: The societal consensus on reading as a self-improvement tool (Cao, 2022; Naji et al., 2019) diminishes cost considerations. (3) Nonprofit nature of libraries: Free access to public library programs renders cost perceptions negligible (Guangming Online, 2022)

2. The Pivotal Role of Social Influence

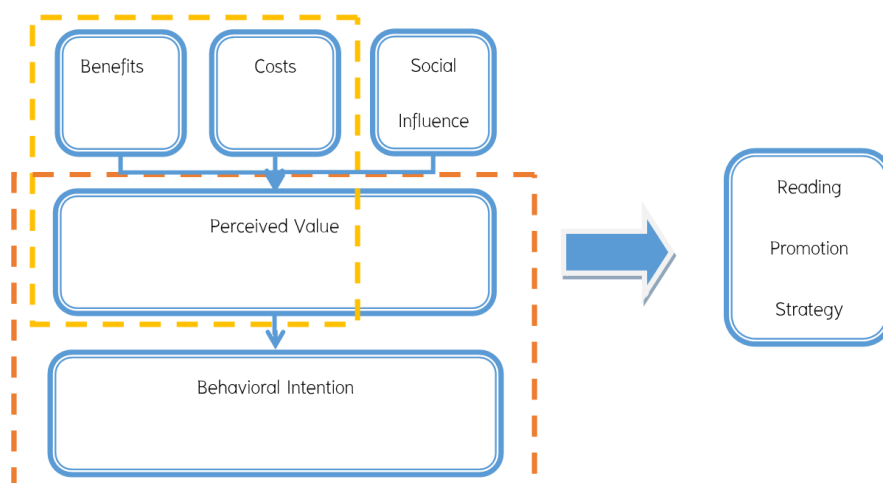
Social influence is the strongest predictor of perceived value ($\beta=0.80$) and behavioral intention ($\beta=0.35$), surpassing hedonic motivation. This aligns with Kelman's (1958) social influence framework, where identification and internalization—not mere compliance—drive sustained engagement. When community members perceive collective participation norms, they internalize reading activities as personally valuable, echoing Li et al.'s (2018) findings on social influence's secondary role to enjoyment. So, launching reading campaigns should prioritize social momentum (e.g., leveraging opinion leaders with $\beta=0.95$) before refining content quality.

3. Mediating Power of Perceived Value

Perceived value is the core mediator, channeling 78% of the total effects from benefits and social influence to behavioral intention. While its dimensions vary across contexts—shaped by cultural norms (Assael, 1995), temporal factors (Ravald & Grönroos, 1996), and user profiles (Parasuraman, 1997)—this study validates its universal role as a cognitive internalization mechanism. Residents' intention to engage hinges on their evaluation of practicality, enjoyment, convenience, and sociality rather than external mandates (Simsova, 1980).

New Knowledge from Research

Faced with the reality of limited public cultural resources, opening up university library resources to meet citizen needs and enhance the cultural level of society has become an inevitable choice. This study introduces the theory of perceived value, integrating psychology and behavioral management into library and information science. It explores the perceived value of readers towards reading promotion activities from the perspectives of benefits, costs, and social influence. It empirically analyzes the impact of perceived benefits, perceived costs, and social influence on the behavioral intentions of community readers. This provides a new perspective on the social services of higher education libraries. At the same time, empirical data analyzes the factors readers consider, offering a new perspective for increasing reader activity participation and laying a solid marketing foundation for enhancing the effectiveness of reading promotion activities in higher education libraries.



Conclusion

This study explores community readers' intentions to participate in higher education reading promotion activities. It highlights the need for higher education libraries to open these activities to the public and identifies factors affecting participation intentions. The study focuses on five influencing factors: benefits, costs, social influence, perceived value, and behavioral intentions. Chinese community residents have a firm intention to participate in these activities. Benefits and social influence significantly impact perceived value and behavioral intentions. The perceived cost has no significant impact, suggesting a comprehensive approach to understanding motivations. Perceived value mediates the relationship between benefits, social environment, and behavioral

intentions. Higher education institutions should focus on improving activities' quality, convenience, and pleasure to increase perceived benefits and foster positive sharing.

Suggestion

1. Suggestion for applying research results

(1) Emphasize enhancing social influence to foster positive sharing. Appoint reading liaisons: Bridge universities and communities through dedicated staff. Leverage opinion leaders: Partner with bloggers/activists for curated content and discussions. Launch phased campaigns: Start with pilot groups, then scale via media and social platforms.

(2) Focus on leisure reading to increase perceived benefits. Gamify engagement: Introduce treasure hunts, badges, and AI/VR-driven immersive scenarios. Prioritize recreation: Align activities with residents' entertainment preferences (e.g., interactive storytelling).

(3) Emphasizing the Establishment and Improvement of Readers' Perceived Value. Dual focus: Strengthen social influence ($\beta=0.80$) and leisure benefits ($\beta=0.94$) to elevate perceived value. Simultaneously, ensure activities are practical, enjoyable, convenient, and socially engaging.

2. Suggestion for future research

(1) Validate Anomalies. Investigate why perceived costs (nonsignificant at $p>.05$) fail to predict value/intention. Explore contextual factors behind social influence dominance ($\beta=0.80$) using cross-cultural samples.

(2) Expand Empirical Scope. Test the proposed model with behavioral data (e.g., actual participation rates vs. self-reported intentions). Conduct longitudinal studies to assess long-term habit formation.

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