



Influencing Factors of Behavioral Intention in Higher Education Reading Promotion for Chinese Community Residents

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Abstract

Background and Aim: Higher education libraries should fulfill their social service functions and supplement the reading resources for the general public. Carrying out reading promotion activities is one of the effective means. This study aims to: (1) identify factors influencing residents' behavioral intention to participate in reading promotion activities; (2) analyze the relationships between these factors.

Materials and Methods: Based on the VAM and UTAUT2 theories and relevant literature, 10 hypotheses were proposed, and a structural model was developed. A total of 402 valid responses were obtained through questionnaire collection in Jiujiang City, Jiangxi Province, China. Structural equation modeling (SEM) analysis using SPSS 23.0 and AMOS 21.0, including tests for reliability, validity, model fit, and mediation effects.

Results: The results indicate that (1) perceived benefits and social influence of community readers had a direct positive influence on perceived value and behavioral intention. (2) Perceived costs showed no significant effect on perceived value or behavioral intention. (3) Perceived value mediated the relationships between benefits and behavioral intention, and between social influence and behavioral intention.

Conclusion: This study found that benefits and social influence not only directly affect behavioral intention but also mediate behavioral intention through perceived value. Higher education institutions should focus on (1) emphasizing and enhancing social influence to foster positive sharing. (2) Focus on leisure reading to increase perceived benefits. (3) emphasizing the establishment and improvement of readers' perceived value.

Keywords: Reading Promotion; Behavioral Intention; Perceived Value; Community Residents; Social Services

Introduction

Reading plays a vital role in personal development and societal progress. As a critical pathway to cultivate nationwide literacy, reading promotion is regarded as 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 not only improves participants' quality of life but also 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. "Connect ED 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 IFLA'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 Libraries of Ordinary Higher



Education Institutions (Ministry of Education of the People's Republic of China, 2016) 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, thereby refining service quality. Existing empirical studies predominantly focus on Chinese youth, particularly K–12 and university students (Li, 2014; Li, Wu & Wang, 2017; Sun, 2015). Research on behavioral intentions centers on mobile library adoption (Parhamnia, 2022; Li, Hu & Ji, 2018) and social media-driven reading promotion (Liu, 2015; Zhou & Mao, 2023), yet rarely explores 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 (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.

Literature review

1. Benefits, Perceived Value, and Behavioral Intention

Benefits refer to the positive outcomes or advantages that consumers expect to gain 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). This view is also endorsed by other researchers (Pedersen et al, 2002; Sweeney and Soutar, 2001; Davis et al, 1989). In the UTAUT2 model, performance expectancy, effort expectancy, and hedonic motivation all significantly influence behavioral intention (Venkatesh et al., 2012). This finding has also been confirmed in reading behavior studies (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 positive influence on perceived value.

H1b: Benefits have a significant positive influence on behavioral intention.

2. Costs, Perceived Value, and 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 library, which is a non-profit organization, this study does not consider monetary costs. Non-monetary costs include time cost, effort cost, convenience cost, and psychological cost (Zeithaml, 1988). In summary, 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 belonging to Sacrifice, Technicality, and Perceived Fee, both 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 that there is a significant negative correlation between various costs and perceived value, which ultimately affects 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.

3. Social Influence, Perceived Value, and 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 & De Witt, 2003). Parhamnia (2022) and Li et al. (2018) have confirmed in mobile reading studies that social influence has a significant positive impact on 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.

4. Perceived Value and 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 value, hedonic value, emotional value, and social value are identified. Several studies have shown that there is a significant positive correlation between perceived value and behavioral intention (García-Pascual et al, 2020; Kim et al., 2007; Zeithaml, 1988). Martensen and Grønholdt (2005) demonstrated in their study of the Copenhagen Business School library that perceived value and satisfaction of users have a positive impact on loyalty. Chen and Chen (2004) also found in their study targeting university libraries that the perceived value of users 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 effect on behavioral intention.

5. The Mediating Role Of Perceived Value

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, 2004). 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 in higher education reading promotion activities, improving activity benefits, reducing participation costs, and enhancing social influence can increase readers' perceived value and enhance their intention to participate. Based on the above analysis, this paper proposes the following research hypotheses:

H5: Perceived Value plays an intermediary role in the relationship between benefits and behavioral intention.

H6: Perceived Value plays an intermediary role in the relationship between costs and behavioral intention.

H7: Perceived Value plays an intermediary role in the relationship between social influence and behavioral intention.

In general, 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

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.

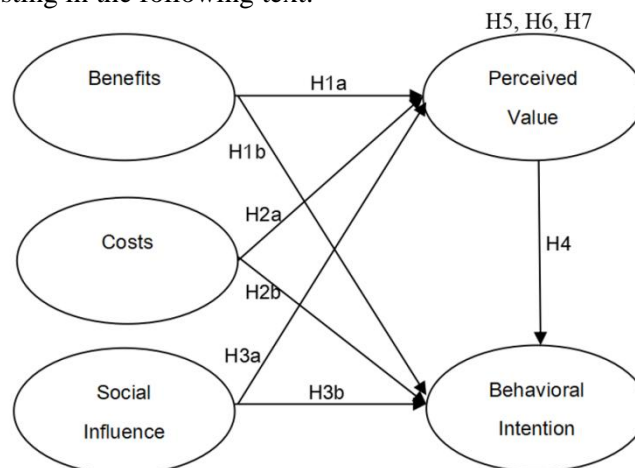


Figure 1 Conceptual framework of Reading Promotion

Note: Constructed by the researcher



Methodology

This study employs a quantitative research approach to collect data, with questionnaires as the primary tool, and employs Structural Equation Modeling (SEM) for data analysis.

1. Population and Sampling Size

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, 2024). 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. The total number of samples in this study is 402 (people).

2. Human Research Ethics

Researchers ensured the protection of participants' rights and anonymity. All participants were informed about the study and could choose to participate, withdraw, or refuse to provide data at any time. No personally identifiable information, such as names or ID numbers, was collected during the study. All data were analyzed solely by the researchers and not shared with any third parties. Informed consent was obtained from all participants before the data collection process began.

3. Design and determination of the questionnaire

This study uses questionnaire surveys and Structural Equation Modeling (SEM) to investigate the issue. The five latent variables involved in this study's model all come from existing literature (Kim et al., 2007; Venkatesh et al., 2012; Zeithaml, 1988; Ajzen, 1991), but due to the contextual modification of the reading promotion content, five experts were still invited to score the Item-Objective Congruence (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, 1976), and the Cronbach's Alpha was 0.984 (≥ 0.7 , Cronbach, 1951), both exceeding the standard, and the reliability and validity of the questionnaire were confirmed.

4. Components of Questionnaire

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 personal information of the respondents, 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, 9 items for the social influence section, 4 items for the perceived value section, and 6 items for the behavioral intention section, totaling 59 items. A Likert 5-point scale questionnaire was developed for the survey.

5. Sampling and analysis tools

The survey was mainly conducted through community sites and the online platform "Questionnaire Star" for distributing questionnaires. The questionnaire was publicly released from September 2024 to October 2024, lasting for one month. A total of 479 questionnaires were collected, and 402 valid questionnaires were obtained, with a questionnaire recovery efficiency of 83.9%.

In terms of data analysis, the two primary tools used in the study 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 to clarify the causal logical relationships among various variables and key variables, refining the model.

Results

1. Demographic Profile

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%. In terms of age distribution, the sample population is mainly concentrated between 20 and 59 years old. In terms of 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 8 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.

2. Results of Reliability and Validity

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, it was found that the Cronbach's Alpha was higher after deleting items TC2 and OO3, 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 from two aspects: 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 greater than 0.8 (Bagozzi and 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 that there is a certain degree of discriminant validity between these two variables (Fornell & Lacker, 1981). As can be seen from the Table, 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 1 Correlation Coefficient of Latent Variables of Measurement Model & 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.

3. Results of Hypotheses

To test the hypotheses, both model fit tests and mediation effect tests were conducted. 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 2), the revised path

coefficients are illustrated in Table 2. Key adjustments included removing nonsignificant paths (Cost → Perceived Value/Behavioral Intention) and retaining validated constructs.

Table 2 Modified Model Path Analysis Results

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

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

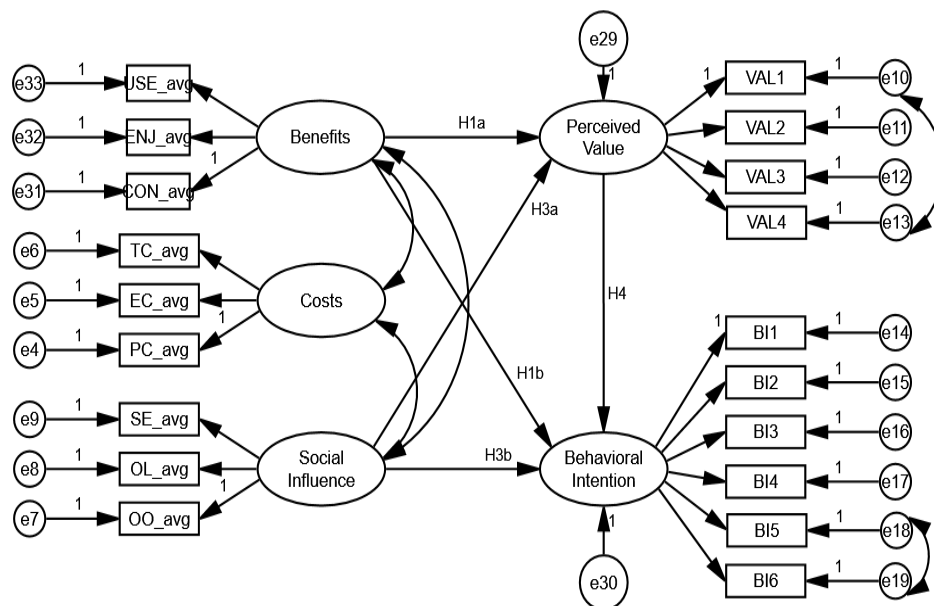


Figure 2 Modified Model Diagram and Path Coefficient

In this study, the built-in Bootstrap function in AMOS software will be used to 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 3.



Table 3 Report on Mediating Effect of Perceived Value

| Hypotheses | Mediating Path | Standardized Indirect Effects | P-value | 95% Confidence Interval | | Mediation Effect |
|------------|---|-------------------------------|---------|-------------------------|--------------|------------------|
| | | | | Lower Bounds | Upper Bounds | |
| H5 | Benefits---Perceived Value---Behavioral Intention | 0.079* | 0.034 | 0.006 | 0.187 | Support |
| H7 | 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 (H5) and Social Influence → Perceived Value → Behavioral Intention (H7) do not include 0, and they meet the criteria for mediation effects.

Through empirical analysis, most of the hypothesized relationships were ultimately supported. Out of the 10 research hypotheses proposed a priori in this study, 7 were ultimately supported, while 3 were not supported (H2a, H2b, and H6).

Discussion

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).

Social influence emerges as the strongest predictor of perceived value ($\beta = 0.80$) and behavioral intention ($\beta = 0.35$), surpassing even hedonic motivation. This aligns with Kelman's (1958) framework, where identification (adopting behaviors to align with valued social groups) and internalization (integrating norms into personal beliefs) foster sustained participation, transcending superficial compliance. 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. However, overreliance on social influence may pose the following challenges: For example, when the effect of social reinforcement is lacking, dependence on compliance-driven participation may lead to a decline in engagement rates (Centola, 2021). Additionally, excessive peer pressure may weaken intrinsic motivation, resulting in "participation fatigue" (Ryan & Deci, 2000). To mitigate risks, libraries launching reading campaigns should prioritize social momentum (e.g., leveraging opinion leaders with $\beta = 0.95$) before refining content quality.

Perceived value serves as 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, 1998), temporal factors (Ravald & Grönroos, 1996), and user profiles (Parasuraman et al., 1988)—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).



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 strong 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 amplifying social influence, optimizing leisure reading engagement, and prioritizing perceived value.

Recommendation

1. Recommendations for applying research results

To enhance the participation intention of resident readers and strengthen the social service effectiveness of higher education institutions, based on empirical research results, the following recommendations are made for planners of reading promotion activities:

(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. At the same time, ensure activities are practical, enjoyable, convenient, and socially engaging.

2. Recommendations 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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