



The Influencing Factors Of Student Participation In Reading Promotion Activities— Sichuan Technology And Business University

Bei Liao ¹, Wichai Siriteerawasu ²

¹ Rattanakosin International College of Creative Entrepreneurship,
Rajamangala University of Technology Rattanakosin
E-mail address: 1672110671106@rmutr.ac.th

² Rattanakosin International College of Creative Entrepreneurship,
Rajamangala University of Technology Rattanakosin
E-mail address: wichai.sir@rmutr.ac.th

ABSTRACT

The objectives of this research were to examine the impact of factors including incentive mechanisms, campus environment, and perceived interest on students' participation intention, to investigate the relationship between participation intention and actual engagement behavior, and to propose targeted strategies for academic libraries and educational administration departments to enhance participation rates.

This quantitative study employed a stratified random sampling method targeting 420 students from Sichuan Technology and Business University, utilizing a self-designed structured questionnaire distributed via online platforms as the research instrument, and data were collected during the fall semester of the 2025-2026 academic year with subsequent analysis performed using SPSS 23.0 software and structural equation modeling to examine the relationships among variables.

Major Findings: (1) On the influence of external factors on participation intention, it was found that incentive mechanisms and campus environment had significant positive effects on students' internal perceptions (perceived usefulness and perceived interest), while activity quality did not significantly influence perceived usefulness; (2) on the relationship between internal perception and participation behavior, it was found that perceived interest ($\beta = 0.307$, $p < 0.001$) and perceived usefulness ($\beta = 0.292$, $p < 0.001$) significantly and positively influenced participation behavior, with perceived interest exhibiting the strongest effect; and (3) on strategic recommendations to enhance participation, it was found that practical obstacles such as time constraints (68.18% of non-participants), lack of interest (81.82%), and insufficient information access (45.45%) were the primary barriers, suggesting the need for optimized incentive designs, supportive campus environments, and demand-oriented activity customization to bridge the intention-behavior gap.



Keywords: Reading Promotion, University Students, Participation Behavior, S-O-R Theory, Incentive Mechanism, Campus Environment, Perceived Interest

1. Introduction

1.1 Background and Statement of the Problem

Since the 1970s, reading promotion has progressively emerged as a core issue within the international community. In 1970, UNESCO designated 1972 as "International Book Year," launching the "Books for All" initiative, and officially established April 23 as "World Book Day" in 1995, aiming to foster the global dissemination of reading culture and copyright protection. In China, nationwide reading has been incorporated into the national cultural strategy system. In 2006, the establishment of the "Reading Promotion Committee" by the Library Society of China marked the formation of a systematic promotion mechanism. According to data from the China National Institute of Press and Publication, in 2022, the comprehensive reading rate among adult Chinese citizens reached 81.8%, with an average of 4.78 printed books and 3.33 e-books read per person (People's Daily Online, 2022).

From an educational management perspective, the development of reading culture in Chinese universities is driven by a dual mechanism of national policies and internal institutional management. At the national level, the Ministry of Education explicitly designates reading promotion as one of the core functions of university libraries and incorporates it into the undergraduate teaching evaluation system, thereby establishing policy enforceability. At the institutional level, universities generally establish specialized working groups for reading promotion, led by the library and coordinated with multiple departments such as the Academic Affairs Office and the Student Affairs Office.

However, at the operational level of university reading promotion, several issues remain underexplored. Data indicate that the average participation rate in academic reading activities remains below 30%, highlighting an urgent need to improve resource allocation efficiency (Xie, 2012). Empirical research reveals multiple constraining factors: digital reading has led to a 30% decline in the borrowing rate of print materials among university students; only 20% of reading activities incorporate interactive elements through new media, with homogenization emerging as a prominent issue (Liu, 2025). Furthermore, insufficient professional competence among librarians and the absence of evaluation mechanisms further undermine service effectiveness.

This series of problems not only restricts the effectiveness of the activities themselves but also has a profound impact on the overall university ecology. From the perspective of learning culture, the persistently low participation rate may weaken the atmosphere for deep reading on campus, foster fragmented and utilitarian reading habits, and be detrimental to the



cultivation of students' critical thinking and humanistic literacy. From a management perspective, the homogenization of activities and inefficient resource matching directly lead to diminishing returns on limited investments in funding and human resources for libraries.

In this study, drawing on the Stimulus-Organism-Response (S-O-R) theory from the field of behavioral psychology (Mehrabian & Russell, 1974), we explore the factors influencing university students' participation in reading promotion activities through literature review and the collection and analysis of survey data, aiming to provide a theoretical basis for university libraries to organize and plan reading promotion activities more effectively. Tourism consumption behavior refers to the action-oriented response based on the aspects of social, cultural, and fantasy, which is reflected in the necessary response and display to the tourist destination, the content of tourist activities, social experience, personal preferences, and so on (Jian Zhang, 2021).

1.2 Research Question

1.2.1 Do factors such as incentive mechanisms, campus environment, and perceived interest significantly influence university students' willingness to participate in library reading promotion activities?

1.2.2 Is there a significant relationship between university students' willingness to participate and their actual participation behavior in library reading promotion activities?

1.2.3 What targeted strategic recommendations can be provided to university libraries and educational administration departments to enhance participation rates in reading promotion activities?

1.3 Purpose of Research

1.3.1 To examine the impact of factors including incentive mechanisms, campus environment, and perceived interest on students' participation intention.

1.3.2 To investigate the relationship between participation intention and actual engagement behavior.

1.3.3 To propose targeted strategies for academic libraries and educational administration departments to enhance participation rates.

1.4 Research Hypothesis

The hypotheses of the present study are.

H1: External driving factors (activity quality, incentive mechanisms, and campus environment) collectively and positively influence university students' internal perceptions (perceived usefulness and perceived interest).

H2: External driving factors (activity quality, incentive mechanisms, and campus environment) collectively and positively influence university students' participation behavior.

H3: Internal perceptual factors (perceived usefulness and perceived interest) collectively and positively influence university students' participation behavior.



H4: Perceived usefulness plays a mediating role in the relationship between external driving factors and participation behavior.

H5: Perceived interest plays a mediating role in the relationship between external driving factors and participation behavior.

1.5 Delimitation of Research

This study aims to investigate the key factors influencing university students' participation in academic library reading promotion activities and their underlying mechanisms. The research employs a stratified random sampling method and will be conducted within the library system of Sichuan Technology and Business University during the fall semester of the 2025-2026 academic year. The sample comprises 420 students recruited from various departments across the university. The sampling procedure consists of three phases: first, determining the total student population per department and calculating its proportional representation within the university; subsequently, allocating the 420 sample quotas to respective departments according to these proportions, ensuring departments with larger enrollments receive proportionally larger samples; finally, selecting individual students within each department through random sampling methods to ensure scientific rigor and representativeness in the sampling process.

1.6 Definitions

Incentive Mechanism: A systematically designed set of material and spiritual rewards aimed at guiding specific behaviors. In this study, it refers to the incentive system constructed by university libraries to promote student participation in reading activities (Deci et al., 1999).

Campus Environment: The totality of physical facilities and cultural atmospheres within a university that influence students' cognition and behavior. In this research, it specifically refers to reading-related physical infrastructure and cultural milieu that foster students' reading engagement (Kuh & Gonyea, 2003).

Reading Engagement Behavior: The active, voluntary, and sustained investment of an individual's mental resources in reading activities. In this study, it refers to observable behaviors demonstrated by university students in library reading promotion contexts (Fredricks, Blumenfeld, & Paris, 2004).

Library Reading Promotion: The professional practice in which the library plans and organizes purposeful reading activities aimed at stimulating readers' interest, cultivating reading habits, and enhancing reading proficiency (Zhang, H., 2015).

Reading Promotion: Systematic activities and projects designed to expand the influence of reading, guide public participation in reading, and foster reading habits and abilities (Wang, 2015; Zhang, 2015).

Digital Transformation: The comprehensive innovation of reading promotion activities through the application of digital technologies (such as big data, artificial intelligence, and



virtual reality) to optimize resource allocation, improve service efficiency, and enhance user experience (Liu & Zhang, 2024; Wang & Chen, 2022).

Sichuan Technology and Business University: An application-oriented private university where the questionnaires in this study were administered. It has a student population exceeding 21,000 and a library collection of over 2.49 million physical books.

1.7 Expected or Anticipated Benefit Gain

Academic Significance: Existing studies on reading promotion have primarily focused on theoretical framework construction, case analysis, and activity effectiveness evaluation, leaving a notable gap in empirical research examining the behavioral influence mechanisms underlying student participation (Li et al., 2020). Grounded in the S-O-R theoretical model (Mehrabian & Russell, 1974), this study constructs a structural equation model to investigate the multidimensional pathways through which external environmental stimuli, individual psychological states, and behavioral responses interact. This research expands the application of S-O-R theory to library service contexts and provides a novel theoretical analytical framework for the library and information science discipline (Chen, 2019).

Practical Significance: University students, as "digital natives," exhibit reading behaviors characterized by fragmentation and superficial engagement, with the borrowing rate of printed materials decreasing by 30% year-on-year (China Academic Library Report, 2024). Through empirical research identifying key influencing factors—such as activity innovation, social interactivity, and resource alignment—this study provides strategic support for academic libraries to optimize activity design, enhance new media technology application, and improve librarian training systems. These initiatives will strengthen students' participation willingness, facilitate the transformation of libraries from "knowledge repositories" to "cultural experience centers," and advance the implementation of the national reading strategy.

2. Literature Review and Research Related

2.1 Theory

To address challenges such as fluctuating student participation rates and the lack of sustainable activity effectiveness in university reading promotion, this study integrates multidisciplinary theories to construct an analytical framework centered on the Stimulus-Organism-Response (S-O-R) model.

The S-O-R theoretical framework, established by Mehrabian and Russell (1974), extends the traditional S-R paradigm by embedding the Organism (O) variable. Stimulus refers to external environmental factors triggering psychological processing, including physical elements and intangible cues. Organism represents the individual's internal psychological state, encompassing cognitive and affective processes. Response is the observable behavioral



outcome, manifesting as approach or avoidance behaviors. The core value of this model lies in highlighting the mediating effect of internal psychological processing.

Environmental psychology examines interactions between environment and individual behavior, emphasizing that the environment influences behavioral outputs by shaping cognitive appraisals, affective experiences, and motivational states. Its core viewpoints include the multidimensionality of the environment, the mediating role of perception, and behavioral adaptation.

Self-Determination Theory (SDT), proposed by Deci and Ryan, reveals the psychological roots of intrinsic motivation activation. It posits that humans possess potential for growth dependent on fulfilling three basic psychological needs: autonomy, competence, and relatedness. The theory emphasizes the continuum of motivation types and the supportive role of the environment in facilitating motivation internalization.

The Theory of Planned Behavior (TPB), developed by Ajzen (1985), reveals the transmission pathway of "cognitive factors-behavioral intention-actual behavior." It posits that behavioral intention is driven by three cognitive factors: behavioral attitudes, subjective norms, and perceived behavioral control. This theory provides a framework for transforming environmental interventions into behavioral practice.

2.2 Related Literature

Through bibliometric methods using CNKI and Web of Science databases, the literature review reveals that reading promotion research unfolds from two main perspectives: activity organization strategies of promotion entities and behavioral mechanisms of participants.

From the perspective of activity organization strategies, libraries are continuously innovating in activity formats beyond traditional book clubs and lectures by integrating digital technologies to develop multi-sensory reading programs, online shared reading live streams, and virtual reading communities (Pang et al., 2023). Content planning connects with current affairs, academic frontiers, and campus culture to enhance appeal (Jia & Xiong, 2020). In terms of promotion channels, libraries employ diversified strategies utilizing social media platforms for online promotion and spatial guidance, poster campaigns, and classroom-embedded outreach for offline promotion (Huang, 2022). Additionally, libraries strengthen collaborations with publishers, academic institutions, and student societies to achieve resource sharing and complementary advantages (Liu & Li, 2020), as exemplified by Guangzhou's "Library Cube" project (Zhen, 2024).

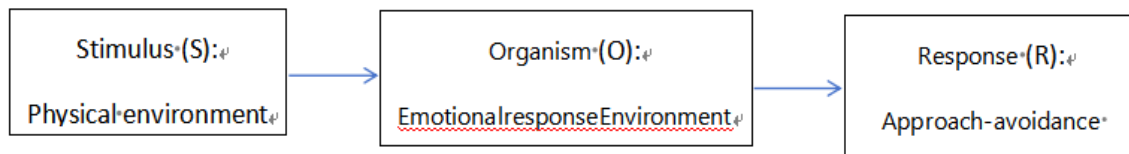
From the perspective of behavioral mechanisms of participants, research indicates that university students' motivations for participating in reading promotion activities demonstrate a pattern characterized by "intrinsic dominance with intrinsic-extrinsic integration," including knowledge exploration, personal interests, and social recognition (Tian, 2021). Activities capable of simultaneously satisfying both cognitive and social needs achieved a 42% higher

sustained participation rate (Feng et al., 2024). Furthermore, participants' satisfaction is jointly determined by activity quality, perceived value, and emotional experience, positively affecting their willingness to continue participating and word-of-mouth recommendations (Li et al., 2022).

2.3 Research Framework

Based on the S-O-R theory, this study categorizes the influencing factors of participation behavior in reading promotion activities into three dimensions. External stimulus factors include activity quality, incentive mechanisms, and campus environment, while internal organism factors encompass perceived usefulness and perceived interest. These factors collectively influence college students' participation behavior (Qu, 2021).

The conceptual framework posits that external stimuli influence students' internal perceptions, which in turn drive their participation behavior, highlighting the mediating role of perceived usefulness and perceived interest in translating external environmental factors into actual behavioral responses. This framework provides a theoretical foundation for understanding the mechanisms underlying student engagement in library reading promotion activities.



3. Research methodology

3.1 Population and Sampling

This study employed a quantitative research methodology using an online questionnaire survey distributed through China's Wenjuanxing platform. Stratified random sampling was adopted to ensure the sample's representativeness. The population comprised 33,289 students across 7 schools at Sichuan Technology and Business University. Using Yamane's formula with a 5% error rate, the calculated sample size was approximately 400 responses. To account for potential sampling errors, the final sample size was set at 420 students. Proportional allocation was applied based on each school's student population, and within each school, students were selected using simple random sampling methods to ensure randomness and representativeness (Cochran, 2021; Miller & Johnson, 2022).

3.2 Research Instrumentation

This study utilized a self-designed questionnaire titled "Survey on Factors Influencing College Students' Participation in Reading Promotion Activities." The questionnaire underwent a pilot study with 80 students, resulting in 76 valid responses and a 95% valid response rate. Based on pilot results, three items with low discrimination were revised. Validity was assessed



through content validity (CVI = 0.93), construct validity (KMO = 0.923, explaining 68.7% of total variance), and criterion validity ($r = 0.78$, $p < 0.001$). Reliability was evaluated using Cronbach's alpha coefficient, with all dimensions exceeding 0.8, indicating good internal consistency. The final questionnaire consisted of 27 items across three dimensions (Stimulus, Organism, Response) using a 7-point Likert scale (Wu, 2021; Huang et al., 2024).

$$\text{Proportion of a School's Students} = \frac{\text{Total Number of Students in that School}}{\text{Total University Student Population}}$$

3.3 Collection of Data

Data collection employed a blended approach combining online and offline methods from January to March 2026. Online distribution utilized standardized questionnaire links through the Wenjuanxing platform, disseminated via the university's official WeChat account and department groups. Offline distribution was conducted by trained surveyors in high-traffic areas such as libraries and building lobbies. The study strictly implemented informed consent and privacy protection measures. All questionnaires were anonymous, with no collection of personal identification information. Online data were encrypted, and offline paper questionnaires were sealed and numbered, accessible only to core research members. The study was reviewed by Sichuan Technology and Business University's Academic Ethics Review Committee (Approval Request: SCTBU-2025-ER-037) (APA, 2022; Lin, 2021).

3.4 Data Analysis and Statistic Analysis

After questionnaire data collection, SPSS 23.0 software was used to analyze valid samples. Descriptive statistics were employed to describe basic sample characteristics, including gender, grade, major, and the mean and standard deviation of research variables. Reliability and validity testing were conducted on the scales used in the questionnaire, with reliability assessed using Cronbach's α coefficient and validity examined through exploratory factor analysis and confirmatory factor analysis. Multiple regression analysis and structural equation modeling were used to test the research hypotheses, with significance levels set at $p < 0.05$, $p < 0.01$, and $p < 0.001$ (Wu, 2021; Liu et al., 2020).

4. Research results

4.1 Demographic Data

Descriptive statistical analysis was conducted on 420 questionnaire responses using SPSS 23.0 software. The sample comprised 213 male respondents (50.71%) and 207 female respondents (49.29%), indicating a relatively balanced gender distribution. In terms of academic level, 321 respondents were undergraduate students (76.43%), while 99 were junior college students (23.57%). Regarding participation in reading promotion activities, 398

respondents (94.76%) reported having participated, whereas 22 (5.24%) had not. Among non-participants, lack of interest (81.82%), insufficient free time (68.18%), and limited information access (45.45%) were identified as primary reasons. Among participants, in-library display boards (68.09%) were the most important information source, followed by teacher and peer notifications (49.50%) and official public account announcements (24.37%). In terms of participation frequency, most students reported participating once every six months (38.94%), with nearly half participating once a year or less.

Basic characteristics	Classification	sample size	Proportion
gender	male	213	50.71%
	female	207	49.29%
Current grade	specialist	99	23.57%
	Undergraduate	321	76.43%
Participation in reading promotion activities	participated in	398	94.76%
	Never participated	22	5.24%
Reasons for not participating in such activities	No information was obtained about the event.	10	45.45%
	no free time	15	68.18%
	Not interested in this type of activity	18	81.82%
	Public account push	97	24.37%
	Library web information	50	12.56%
Channels for obtaining information on reading promotion activities	Exhibition boards inside the museum	271	68.09%
	Teachers and friends informed me	197	49.50%
	other	12	3.02%
	once a week	29	7.29%

Basic characteristics	Classification	sample size	Proportion
Frequency of participation in reading promotion activities	once a month	49	12.31%
	Once every six months	155	38.94%
	once a year	125	31.41%
	less than once a year	40	10.05%

4.2 Result of Statistical Analysis

The reliability analysis results indicated that all dimensions achieved Cronbach's alpha coefficients exceeding 0.9, demonstrating high internal consistency. The incentive mechanism dimension ($\alpha = 0.925$), campus environment dimension ($\alpha = 0.955$), and perceived interest dimension ($\alpha = 0.944$) all met the recommended statistical criteria.

The structural equation model path analysis revealed that incentive mechanisms exerted significant positive effects on perceived usefulness ($\beta = 0.265$, $p < 0.001$) and perceived interest ($\beta = 0.137$, $p < 0.05$), as well as a direct positive effect on participation behavior ($\beta = 0.158$, $p < 0.05$). The campus environment showed significant positive effects on perceived usefulness ($\beta = 0.197$, $p < 0.001$), perceived interest ($\beta = 0.195$, $p < 0.01$), and participation behavior ($\beta = 0.215$, $p < 0.001$). Perceived interest exhibited the strongest influence on participation behavior ($\beta = 0.307$, $p < 0.001$), followed by perceived usefulness ($\beta = 0.292$, $p < 0.001$). However, activity quality did not show a significant direct effect on perceived usefulness or participation behavior.

Convergent validity analysis showed that composite reliability (CR) values for all dimensions ranged from 0.933 to 0.968, and average variance extracted (AVE) values ranged from 0.813 to 0.844, all exceeding the recommended thresholds, indicating satisfactory convergent validity.



Dimensions	serial number	standardized factor loadings	Combined reliability	Average Variance Extracted
	QUA1	0.99		
activity quality	QUA2	0.894	0.956	0.844
	QUA3	0.904		
	QUA4	0.882		
	ENC1	0.936		
incentive system	ENC2	0.893	0.933	0.822
	ENC3	0.89		
	SUR1	0.935		
campus environment	SUR2	0.893	0.956	0.814
	SUR3	0.897		
	SUR4	0.883		
	SUR5	0.901		
	PER1	0.988		
perceived usefulness	PER2	0.891	0.968	0.813
	PER3	0.888		
	PER4	0.878		
	PER5	0.888		
	PER6	0.892		
	PER7	0.881		
	INT1	0.941		
perceived interest	INT2	0.895	0.951	0.83
	INT3	0.895		
	INT4	0.912		
	WIL1	0.987		

Dimensions	serial number	standardized factor loadings	Combined reliability	Average Variance Extracted
Participate in behavior	WIL2	0.886		
	WIL3	0.884		
	WIL4	0.887		

4.3 Hypothesis Testing

The hypothesis testing results revealed that H1 (external driving factors positively influence internal perception) was partially supported, with incentive mechanisms and campus environment showing significant effects, while activity quality did not. H2 (external driving factors positively influence participation behavior) was partially supported, with incentive mechanisms and campus environment demonstrating significant direct effects, but activity quality did not. H3 (internal perception positively influences participation behavior) was fully supported, with both perceived usefulness and perceived interest showing significant positive effects. H4 (perceived usefulness plays a mediating role) and H5 (perceived interest plays a mediating role) were both partially supported, as the mediating effects were significant for incentive mechanisms and campus environment but not for activity quality. The empirical results indicate that different external driving factors have different pathways of influence on students' internal perception and participation behavior, reflecting the complexity and diversity of the formation mechanism of college students' participation behavior.

5. Discussions, Conclusion, Recommendations

5.1 Discussions

This section discusses the three core research questions based on the data analysis results. Regarding the influence of incentive mechanisms, campus environment, and perceived interest on participation intention, the research results indicate that these factors have a significant positive impact on students' willingness to participate. Incentive mechanisms and campus reading environments as external stimuli significantly increased students' participation intention. More importantly, perceived interest and perceived usefulness partially mediated the relationship between external stimuli and willingness to participate, meaning external factors do not directly determine participation willingness but rather stimulate intrinsic motivation through students' subjective experiences of being "interesting" or "useful" (Zhang et al., 2021; Pang, 2023).

Regarding the transformational relationship between willingness to participate and participation behavior, the data analysis results show a significant positive relationship between the two ($\beta = 0.482, p < 0.001$), validating the fundamental assumption of the Theory of Planned



Behavior that "intention is the strongest predictor of behavior" (Ajzen, 1991). However, the study also found that some students, although willing, did not participate due to time constraints and insufficient information acquisition, indicating that situational factors play a moderating role in the intention-behavior conversion process, consistent with the concept of the "intention-behavior gap" (Sheeran & Webb, 2016).

Regarding differences in participation behavior across different reader groups, descriptive statistics revealed that undergraduate students are more inclined to participate in fun activities, while graduate students are more concerned with academic value. This suggests that future reading promotion activities should shift from uniform provision to differentiated design, adopting a demand-oriented approach to activity customization based on students' disciplinary backgrounds and developmental needs (Hu & Zhang, 2021; Eccles & Wigfield, 2002).

5.2 Conclusion

Based on the empirical analysis of 420 valid questionnaires, this study draws three core conclusions. First, student participation is the result of resonance between external incentives and internal perception. Incentive mechanisms and the campus environment serve as important external drivers, but they must be transformed into genuine willingness to participate by stimulating students' perceived usefulness and perceived interest. This reveals that the core of reading promotion efforts lies in being student-centered, shifting focus from merely establishing external conditions to creating intrinsic value that resonates with students. Second, strong intention is the starting point for participatory action but not the endpoint. The study confirms that participation intention significantly leads to participation behavior; however, practical obstacles such as time constraints (68.18%) and information gaps (45.45%) frequently interrupt this transformation process. Third, enhancing participation requires targeted strategies addressing existing shortcomings. Information inadequacy, scheduling conflicts, and uninteresting content represent three major barriers confronting students, necessitating that future reading promotion efforts move toward precision and differentiation.

5.3 Recommendations

Based on the empirical findings, practical recommendations are proposed from three perspectives. First, aligning incentive design with students' internal perceptions by integrating material rewards with non-material incentives such as honor recognition, reading achievement exhibitions, and certifications linked to academic development, which align with students' inherent need for perceived usefulness. Second, cultivating a supportive campus reading environment through improved reading spaces, strengthened policy support systems, and interactive formats such as reading salons, topic discussions, and reading sharing, enabling students to experience the enjoyment of reading through communication. Third, removing situational barriers to intention-behavior translation by allowing flexibility in activity



scheduling, utilizing social media platforms for information dissemination, and establishing a normalized demand collection mechanism to understand differences in reading interests among different student groups.

For future research, four directions are recommended: expanding the scope and types of research samples to verify the stability of research conclusions across different university types; enriching research variables and model construction by incorporating outcome variables such as satisfaction and loyalty; paying attention to differences between different reader groups through multi-group comparisons; and appropriately introducing qualitative research methods such as in-depth interviews or participatory observation to gain deeper understanding of students' true feelings and expectations toward reading promotion activities.

REFERENCES

- Ajzen, I. (1985). From intentions to actions: A theory of planned behavior. In J. Kuhl & J. Beckmann (Eds.), *Action control: From cognition to behavior* (pp. 11–39). Springer.
- China Academic Library Report. (2024). 2024 China academic library annual report [Unpublished report]. (in Chinese)
- Deci, E. L., Ryan, R. M., & Gagné, M. (1999). Self-determination theory and work motivation. *Journal of Organizational Behavior*, *20*(6), 625–638.
- Feng, Y., Liu, J., & Zhang, H. (2024). Influencing factors and path optimization of university reading promotion from the perspective of environmental psychology. *Journal of Academic Libraries*, *42*(3), 89–96. (in Chinese)
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, *74*(1), 59–109.
- Huang, L. (2022). Channel innovation and strategies of university library reading promotion in the new media environment. *New Media Research*, *8*(11), 12–16. (in Chinese)
- Jia, M., & Xiong, H. (2020). Evaluation of reading promotion service quality in university libraries from the perspective of information systems. *Library and Information Guide*, *5*(8), 45–52. (in Chinese)
- Kuh, G. D., & Gonyea, R. M. (2003). The relationship between student engagement and selected desirable educational outcomes. *Journal of College Student Development*, *44*(6), 743–761.
- Li, Q., Chen, J., & Liu, H. (2022). A review of empirical research on reading promotion after 2020. *Library and Information Service*, *66*(8), 143–151. (in Chinese)
- Liu, C., & Li, J. (2020). Cross-border cooperation mode and practice of university library reading promotion. *Library Work and Research*, *11*, 112–117. (in Chinese)



- Liu, J., & Zhang, H. (2024). Organizational change and evaluation system of university library reading promotion under the background of digital transformation. *Documentation, Information & Knowledge*, *2*, 67–75. (in Chinese)
- Liu, Y., & Zhang, Q. (2024). Research on the application effect of new media interactive elements in university reading promotion. *Publishing Journal*, *8*, 78–81. (in Chinese)
- Mehrabian, A., & Russell, J. A. (1974). *An approach to environmental psychology*. MIT Press.
- Pang, J. Y. (2023). Research on the construction of metaverse library reading promotion model based on S-O-R theory. *Library and Information Service*, *67*(2), 78–86. (in Chinese)
- People's Daily Online. (2022, April 24). 2022 national reading survey results released. <https://www.people.com.cn/> (in Chinese)
- Tian, T. (2021). Formation mechanism of college students' reading perception from the perspective of self-determination theory. *China Educational Technology*, *10*, 114–120. (in Chinese)
- Xie, L. (2012). Current situation and improvement strategies of reading promotion services in university libraries. *Library and Information Service*, *56*(11), 84–87. (in Chinese)
- Zhang, H. (2015). *Theory and practice of library reading promotion*. National Library of China Press. (in Chinese)
- Zhen, Z. (2024). Exploration and practice of library-school cooperation in reading promotion: Taking Guangzhou Library Cube project as an example. *Library Journal*, *43*(5), 78–84. (in Chinese)