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The College Students' Behavioral Intention to Use Mobile Reading Apps in Sichuan, China

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Abstract

Purpose: The purpose of this study is to investigate the college students' behavioral intention to use mobile reading applications in Sichuan, China. The key variables include perceived usefulness, perceived ease of use, perceived value, perceived enjoyment, attitude, social influence, and behavioral intention. **Research design, data, and methodology:** The target population is 500 students from three universities in Sichuan. The quantitative research method used in this study was based on a questionnaire. The sampling technique contains judgmental, stratified random and convenient sampling. The content validity was confirmed by the index of item-objective congruence (IOC). The pilot test involves 50 participants to ensure reliability by Cronbach's alpha. The data were analyzed by Confirmatory factor analysis (CFA) and Structural equation modeling (SEM). **Results:** The social influence presented the strongest effect on behavioral intention and proved that attitude directly influenced behavioral intention. The significant influences that support attitude are perceived ease of use, usefulness, value, and enjoyment. **Conclusions:** The research can help developers to develop effective mobile reading apps related to excellent traditional Chinese cultural knowledge. Educators can promote the dissemination of excellent traditional Chinese cultural knowledge can consider improving the influence of mobile phone reading content and software in society to help college students improve their learning efficiency.

Keywords: Behavioral Intention, Mobile Reading, Chinese Culture, Attitude, Perceived Enjoyment

JEL Classification Code: E44, F31, F37, G15

1. Introduction

Chinese traditional culture was to inherit excellent traditional culture. General secretary Xi Jinping put forward that the Chinese excellent traditional culture was the root and soul of the Chinese nation. The realization of the great rejuvenation of the Chinese nation was based on the prosperity and development of Chinese culture. Chinese traditional culture must be inherited and carried forward by us in light of the new era. With the advent of the all-media era, young Chinese people, especially college students, have become "strawberry youth running with mobile phones" (Zhang, 2010). In other words, it also showed that more than the accumulation of excellent Chinese tradition cultural left by the ancestors was needed for college students. College students had yet to use this weapon to endow themselves

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with deeper connotations and establish a correct and more meaningful outlook on life and values. Therefore, the research on College Students' mobile reading behavior was significant to carry forward and inherit the wonderful Chinese cultural tradition. With the advent of big data and the rapid development of global information technology, mobile reading emerges as the times require. Mobile reading is a reading behavior in which people use handheld reading devices. Handheld reading devices include mobile, pad, PSP, and other e-readers. In a report on China's e-reading research, the Chinese Academy of publishing Sciences pointed out that 24.6% of Chinese people have digital reading experience. By 2009, 20.4% of them had used handheld reading devices for mobile reading. IResearch (2019) pointed out in the report that mobile reading has gradually become the main battlefield of the digital reading industry.

On June 6, 2019, the commercial use of 5G technology stepped onto a new stage, and China officially entered the 5G era. In the 5G era, mobile reading would not stay in the world of words, pictures, and sounds but would use words, images, video, sound, and virtual reality technology to enter a four-dimensional space to present, bringing people an immersive experience. According to the report of IResearch (2019), the number of Himalayan users will exceed 600 million in 2019, and the number of monthly active users will exceed 150 million. Generation Z users born between 1995-2009 account for the highest proportion of audiobook users in the Himalayas, and more than 50% of generation Z users prefer to pay more than 100 yuan (IResearch, 2019). Young people have become the main force of mobile reading. If we want to catch up with the wave of reading under the blessing of new technology, college students are undoubtedly a very influential research group. Therefore, this study intends to fill the research gap in investigating the college students' behavioral intention to use mobile reading in Sichuan, China. The key variables include perceived usefulness, perceived ease of use, perceived value, perceived enjoyment, attitude, social influence, and behavioral intention.

2. Literature Review

2.1 Perceived Usefulness

Perceived usefulness is used to judge the target degree of the skill (Davis, 1989). Perceived usefulness is a judgment of a new technology that may increase efficiency (Davis, 1989). Atanu et al. (2019) identified PU as the degree to which visitors think using social media to plan tourism is favorable. Perceived usefulness can be regarded as "The extent that one considers that making use of a specially designated system would improve the individual working efficiency" (Davis, 1989). Perceived usefulness is the key to external intentions, while leading a life of pleasure is the key to inherent intentions (Davis, 1989). The perceived usefulness of a system that could be substituted, such as web site and social media, had a major impact on the decisions whether to buy the system. It was found that the concept of perceived usefulness plays an important role in e-commerce research and social business environment (Hajli, 2014). Based on previous studies, this research put forward a hypothesis:

H1: Perceived usefulness has a significant impact on attitude.

2.2 Perceived Ease of use

Perceived ease of use is proved to be the extent that it will be effortless for individuals to apply the given system (Davis, 1989). PEOU is the key to the buyer considering using e-Banking Services without striking a blow (Davis, 1989). Perceived ease of use means that skill is effortless and simple (Davis, 1989; Toft et al., 2014). PEOU refers to the users' consciousness that if the technique does not work well, they will not use it even though it is helpful (Davis, 1989). Previous studies have examined the effect of PE and PU upon a willingness to use them in a variety of IT environments, including Book online (Kucukusta et al., 2015), Wireless Mobile Computing Technology (Kim & Garrison, 2009), e-business (Hernandez et al., 2009), M-banking (Gu et al., 2009), and M-business (Chong et al., 2010). Wu and Zhang (2014) pointed out that the attitude and perceived usefulness of e-learning 2.0 has a great relationship with perceived ease of use and largely determines it. PEOU has been seen as the degree of the uncomplicated use of big data in medicine to process and analyze and need a very short time to learn how to use it (Wang et al., 2012). Hence, below hypotheses are proposed:

H2: Perceived ease of use has a significant impact on attitude.

H3: Perceived ease of use has a significant impact on Perceived usefulness.

2.3 Perceived Value

Perceived value is composed of the judgment of values about whether people are willing to buy a thing (Pura, 2005). Perceived value refers to the buyer's overall appraisal of the basic intuitive use of the goods when they acquire or exchange them (Zeithaml, 1988). Perceived value is a general assessment of whether buyers consider it valuable (Ducoffe, 1996). PV is the result of comparing the benefits that consumers can feel and pay. This comparison is based on what consumers accept and get (McDougall & Levesque, 2000).

Perceived value was a structure composed of many components which were concerned with consumer value, including emotional value, social value, and functional value

represented by two sub-dimensions: charge/profit and property/capability (Pura, 2005; Sweeney & Soutar, 2001; Turel et al., 2007). These four dimensions were not the same but had an internal connection. the higher the perceived value, the greater the willingness of consumers to accept new products (McGowan & Sternquist, 1998). In addition, if the person believes that the product has no value, whether because of charge, profit, emotion, or social acceptance gained from obtaining the product, the person will not spend money on it. For example, when a person receives a text message advertisement (Kitchen et al., 2015; Lee et al., 2012; Sweeney & Soutar, 2001). He is more likely to make a psychological assessment of perceived value first, then determine whether the information is worth reading or spending time on (Yousra et al., 2018). The correlation of advertising is a critical element in establishing perceived value (Salois & Reilly, 2014). Thus, a hypothesis is developed:

H4: Perceived value has a significant impact on attitude.

2.4 Perceived Enjoyment

Perceived enjoyment can relate to inherent intention. Otherwise, it is difficult to seize pleasing and satisfying results (Vallerand, 1997). When a new skill comes into the application, perceived enjoyment has no choice but to be the main element encouraging individuals to use it (Bruner & Kumar, 2005). PE has proved to be the degree to which one can happily accept online banking (Davis, 1989). Celik (2008); Moon and Kim (2001) have included perceived playfulness in the study. Similarly, perceived fun was included in their respective studies (Igbaria et al., 1995). In the current study, the two elements mentioned above are thought to have the same meaning as perceived enjoyment. Some studies in diverse technological environments have analyzed the impact of perceived enjoyment on the adoption and access to the skill (Igbaria et al., 1995; Lee, 2006; Moon & Kim, 2001; Teo et al., 2019). The majority of studies have acquired that the relationship between system usage and perceived fun is positively correlated (Igbaria et al., 1995; Moon & Kim, 2001; Teo et al., 2019). Pikkarainen et al. (2004) and Abbad (2013) pointed out that one of the most important factors for Internet banking to be accepted and adopted by users is enjoyment. Accordingly, this study indicates a hypothesis:

H5: Perceived enjoyment has a significant impact on attitude.

2.5 Attitude

Attitude can be regarded as a characteristic positive or negative habitual response to a particular item after using it (Fishbein & Ajzen, 1975). Attitude refers to a role in society (Nunnally & Bernstein, 1994). Attitude is "the individuals' positive and negative appraising, sensory extensions, and behavioral tendencies of an idea or thing (Kotler, 2000). A person's likes or dislikes of a certain behavior can be reflected by his attitude (Ajzen, 1989; Fishbein & Ajzen, 1975). Fishbein and Ajzen (1975) first put attitude into the TRA model, then Davis (1989) used attitude as a structure in TAM and proposed that people will easily influence attitude. A very important factor that affects whether consumers are willing to use mobile phones in the future is the positive attitude of consumers when using mobile phones (Bigne et al., 2007). Attitude means that when users watch TV programs, how positive or negative is SMS to them if we concentrate on attitude (Carla et al., 2009). In addition, a well-established view usually affects people's behavioral intentions at the beginning. When patients are satisfied with the hospital at the beginning, they will continue to choose the hospital and pass on the established news to others (Rama et al., 2014). Consequently, a proposed hypothesis is suggested:

H6: Attitude has a significant impact on behavioral intention.

2.6 Social influence

Social influence refers to a notion belonging to the mind, which is assumed to be an active balancing of own and others' values (Goldsmith, 2015). Social influence refers to the perspective of the individual who has much influence on him and considers whether he would use the Internet banking service (Bashir & Madhavaiah, 2015). People's willingness to use WAP mobile phones was directly proportional to the willingness of the reference group they chose (Venkatesh et al., 2003). Previous studies have shown that the social impact represented by subjective norms greatly influences explaining, confirming, and using new mediums (Fishbein & Ajzen, 1975; Hua & Haughton, 2009; Webster & Trevino, 1995). UTAUT is a model proposed by Venkatesh et al. (2003). It includes 32 dimensions from the motivation of using it, indicating that social impact determines people's intention to use it. Besides, if the behavior has not appeared before or has just been adopted, society will affect behavior intention more (Teo & Pok, 2003). Lin et al. (2011) believed that social influence could meaningfully influence blog users' willingness to use and play a considerable intermediary role in the features of the weblog platform. Thereby, this study confirms below relationship:

H7: Social influence has a significant impact on behavioral intention.

2.7 Behavioral Intention

Behavioral intention refers to the beneficial or harmful effect on a corporation (Zeithaml et al., 1996). The behavioral intention indicates that the relationship between

clients and the enterprise will remain maintained or disconnected (Zeithaml & Bitner, 1996). Behavioral intention refers to the extent to which a person plans to carry out a particular future behavior (Benjangjaru & Vongurai, 2018; Westerbeek & Shilbury, 2003). Cronin et al. (2000) believed that Buyer behavior intention analysis is the key to institutional achievement. Advantageous behavior intention includes speech and so on. The company's positive factors include recommending services to other people, keeping loyalty, spending more money on goods and ceremonies, and paying a price premium. Adverse behavioral intentions include telling destructive topics, turning to competitors, whining to outside agencies, and reducing the company's business volume (Zeithaml et al., 1996). Cronin et al. (2000); Yoshida and James (2010) reported that the concept of behavioral intention had been accepted in sports relying on three ways: the willingness to purchase again, oral spreading, and buyer's faith. In this study, behavioral intention is the audience's willingness to participate in future games, share the game with others, and keep their loyalty to them (Rui et al., 2013).

3. Research Methods and Materials

3.1 Research Framework

The conceptual framework was developed based on the analysis of previous academic research frameworks and three major theories (TAM, TPB, and UTAUT), as demonstrated in Figure 1. The key variables include perceived usefulness, perceived ease of use, perceived value, perceived enjoyment, attitude, social influence, and behavioral intention.

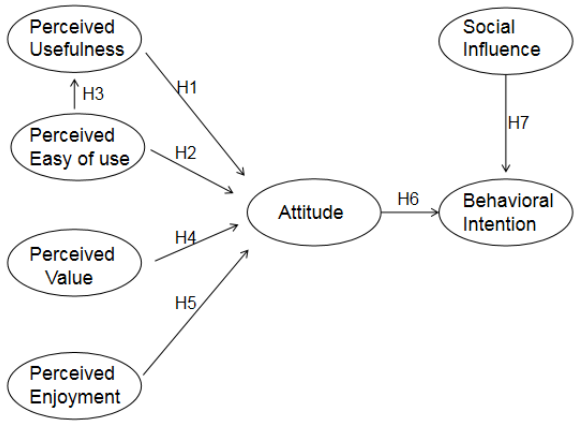

Figure 1: Conceptual Framework

H1: Perceived usefulness has a significant impact on attitude.
H2: Perceived ease of use has a significant impact on attitude.
H3: Perceived ease of use has a significant impact on perceived usefulness.
H4: Perceived value has a significant impact on attitude.
H5: Perceived enjoyment has a significant impact on attitude.
H6: Attitude has a significant impact on behavioral intention.
H7: Social influence has a significant impact on behavioral intention.

3.2 Research Methodology

Research methods are divided into quantitative (archives, experiments, surveys, etc.) and qualitative (case studies, qualitative discourse, interviews/focus groups, etc.), theory, behavior, history, and teaching (Pinar, 2015). In this research, the researchers used the questionnaire as a tool, and descriptive research was used to analyze the quantitative results. Quantitative philosophy refers to exceeding empiricism (Chalmers, 1976). Therefore, the method of quantitative research was the method of quantitative research used in this study. All the population had to complete a separate questionnaire.

Due to the influence of covid-19, all the questionnaires were conducted online. Participants received the questionnaire QR code prepared by researchers in advance, entered the questionnaire page by scanning the QR code and submitted all the questions. Researchers believed that quantitative research was relatively weak in data collection and exploration. The quantitative research method used in this study was based on a questionnaire. The sampling technique contains judgmental, stratified random and convenient sampling. The content validity was confirmed by the index of item-objective congruence (IOC). The pilot test involves 50 participants to ensure reliability by Cronbach's alpha. The data were analyzed by Confirmatory factor analysis (CFA) and Structural equation modeling (SEM).

3.3 Population and Sample Size

The target population is an integrated set of elements, and this set of elements is associated with the research project. They are relevant because they have the information designed and collected by researchers (Hair et al., 2007). The target group comprises people with the same behavior as a certain specified element (Clark-Carter, 2010). Besides, Cooper and Schindler (2011) considered the target population as the main focus person, record or event. Zikmund (2003) considered that the target group refers to any whole element group with jointly distinguishing features. In addition, Yin (1994) also pointed out that the target group refers to any element with the same characteristics identified by researchers. Supported by

Malhotra (2007) that a target group is a group of people that the researcher is interested in the research object. The researcher set the target group for this study as college students in Sichuan, China. What they have in common was that besides college students, they were all college students who had used mobile reading and were willing to learn Chinese excellent traditional culture. For this study, the researchers used a statistical calculator to calculate the approximate sample size of 425 needed by the researchers and planned to collect 500 valid samples.

3.4 Sampling Technique

In this research, the sampling technique contains judgmental, stratified random and convenience sampling. The researchers chose purposive or judgment sampling to test college students' behavioral intention to read excellent traditional Chinese culture on mobile phones in Sichuan. The reason for choosing the research object was that these people had received Chinese higher education, and almost all of them have some understanding of excellent Chinese traditional culture. At the same time, this part of the population was almost all young people aged between 18 and 30. They all have experience in using electronic products and mobile reading. For stratified random sampling, the survey includes three popular universities in Sichuan: Chengdu University, Southwest Minzu University, and Xihua University. The reason why they chose these three universities was that the schools were well-known in Sichuan and China. They were all representative universities. Chengdu University has about 24000 college students. Southwest Minzu University has about 3000 college students. Xihua University has about 43000 college students. Regarding the regional population, the three universities selected by the researchers include about 97000 students. For convenience sampling, Participants received the questionnaire QR code prepared by researchers in advance, enter the questionnaire page by scanning the QR code and submit all the questions.

Table 1: Sample Units and Sample Size

School name	Number of students	Sample Size
Chengdu University	24000	128
Southwest Minzu University	30000	153
Xihua University	43000	219
Total	**97000**	**500**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

Table 2 summarizes the demographic characteristics collected from the target 500 participants. Male accounts for 56.2%, female 43.8%. 56% of the students are from Xihua University, 23% from Chengdu University, and 21% from Southwest University for Nationalities. In school year organization, first-year students accounted for 18.2%, sophomores 25.6%, juniors 23.4%, seniors 17.8%, and postgraduates 15%. Regarding majors, 39% of students are in Art majors, 32.6% are from Library arts, and 28.4% are in science and engineering.

Table 2: Demographic Profile

Demographic and General Data (N=500)		Frequency	Percentage
Gender	Male	281	56.2
	Female	219	43.8
School	Chengdu University	117	23
	Southwest Minzu University	107	21
	Xihua University	276	56
Year of Study	Freshman	91	18.2
	Sophomore	128	25.6
	Junior	117	23.4
	Senior	89	17.8
	Postgraduate	75	15
Major of Study	Art major	195	39
	Liberal arts	163	32.6
	Science and Engineering	142	28.4

4.2 Confirmatory Factor Analysis (CFA)

A confirmatory factor analysis (CFA) was undertaken to determine whether the number of components and loadings on the observed variables matched what was anticipated based on the theories or hypotheses. According to Allen et al. (2009), the measurement model (confirmatory factor analysis, CFA) recognizes the variation and covariation among several variables. In addition, according to the statistical results summarized in Table 3, all Cronbach's Alpha values were greater than 0.70, factor loadings were greater than 0.30, t-values were greater than 1.98, p-values were less than 0.50, composite reliability (CR) was greater than 0.70, and average variance extracted (AVE) was greater than 0.50 (Sarmento & Costa, 2019). Therefore, these model measures consolidate discriminant validity and validate the validity of subsequent measures of structural model estimation.

Table 3: Confirmatory Factor Analysis Result, Composite Reliability (CR) and Average Variance Extracted (AVE)

Variables	Source of Questionnaire (Measurement Indicator)	No. of Item	Cronbach's Alpha	Factors Loading	CR	AVE
Attitude (ATT)	Watjatrakul 2014)	2	0.770	0.790-0.797	0.773	0.630
Perceived Enjoyment (PE)	Rania et al. (2019)	3	0.839	0.763-0.828	0.847	0.649
Perceived Ease of Use (PEOU)	Davis (1989)	3	0.834	0.680-0.819	0.794	0.564
Perceived Usefulness (PU)	Foroughi et al. (2019)	3	0.814	0.744-0.806	0.816	0.597
Perceived Value (PV)	Yousra et al. (2018)	4	0.871	0.750-0.828	0.874	0.634
Social Influence (SI)	Boonlert (2020)	3	0.899	0.846-0.895	0.900	0.750
Behavioral Intention (BI)	Gao and Bai (2014)	3	0.863	0.786-0.852	0.867	0.685

According to SPSS AMOS version 18, analysis of 500 valid data yielded a degree of freedom (CMIN/DF) of 2.27, which is lower than 3.00 (Hair et al., 2007), the fit index (GFI) was 0.937, which is greater than 0.90 (Bagozzi & Yi, 1988), the fit index (AGFI) was 0.911, which is greater than 0.80 (Filippini & Forza, 1998), the comparative fit index (CFI) was 0.973, exceeding 0.90 (Hair et al., 2006), the normalized fit index (NFI) was 0.953, which is greater than 0.90 (Hair et al., 2006). The root means squared error of approximation (RMSEA) was 0.049, showing less than 0.05 (Browne & Cudeck, 1993) in Table 4. Therefore, all these fit metrics are acceptable in the CFA test of this academic study.

Table 4: Goodness of Fit for Measurement Model

Fit Index	Acceptable Criteria	Statistical Values
CMIN/df	<3.00 (Hair et al., 2007)	2.270
GFI	>0.90 (Bagozzi & Yi, 1988)	0.937
AGFI	≥ 0.80 (Filippini & Forza, 1998)	0.911
RMSEA	<0.05 (Browne & Cudeck, 1993)	0.049
CFI	>0.90 (Hair et al., 2006)	0.973
NFI	>0.90 (Hair et al., 2006)	0.953

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = Goodness-of-fit index, AGFI = Adjusted goodness-of-fit index, RMSEA = Root mean square error of approximation, CFI = Comparative fit index, and NFI = Normed fit index.

According to the discriminant validity test conducted by Fornell and Larcker (1981) to calculate the square root of each AVE, the test on this study of discriminant is supportive. The value of discriminant validity shown in Table 5 is larger than all inter-construct/factor correlations.

Table 5: Discriminant Validity

	ATT	PE	PEOU	PU	PV	SI	BI
ATT	**0.793**						
PE	0.659	**0.805**					
PEOU	0.474	0.655	**0.759**				
PU	0.566	0.719	0.701	**0.772**			
PV	0.606	0.691	0.626	0.719	**0.8793**		
SI	0.548	0.633	0.619	0.704	0.729	**0.866**	
BI	0.583	0.669	0.640	0.720	0.768	0.756	**0.827**

Note: The diagonally listed value is the AVE square roots of the variables
Source: Created by the author.

4.3 Structural Equation Model (SEM)

The goodness of fit index is used to evaluate the fitting degree of the structural model. The results are shown in Table 6, which includes all values for CMIN/DF, GFI, AGFI, RMSEA, CFI, and NFI. Consequently, each of the goodness of fit indices in this study's SEM validation is acceptable.

Table 6: Goodness of Fit for Structural Model

Index	Acceptable	Statistical Values Before Adjustment	Statistical Values After Adjustment
CMIN/DF	<3.00 (Hair et al., 2007)	3.250	2.218
GFI	>0.90 (Bagozzi & Yi, 1988)	0.904	0.935
AGFI	≥ 0.80 (Filippini & Forza, 1998)	0.874	0.911
CFI	<0.05 (Browne & Cudeck, 1993)	0.947	0.972
NFI	>0.90 (Hair et al., 2006)	0.926	0.951
RMSEA	>0.90 (Hair et al., 2006)	0.067	0.049
Model summary		**Not in harmony with empirical data**	**In harmony with empirical data**

Remark: CMIN/DF = The ratio of the chi-square value to degree of freedom, GFI = Goodness-of-fit index, AGFI = Adjusted goodness-of-fit index, RMSEA = Root mean square error of approximation, CFI = Comparative fit index, and NFI = Normed fit index,
Source: Created by the author.

4.4 Research Hypothesis Testing Result

The results were derived from the analysis of standardized coefficient value and t-value per demonstrated in Table 7. Subsequently, all hypotheses were supported.

Table 7: Hypothesis Results of the Structural Equation Modeling

Hypothesis	(β)	t-Value	Result
H1: PU → ATT	2.733	2.381*	Supported
H2: PEOU → ATT	-0.251	-2.572*	Supported
H3: PEOU → PU	0.963	14.813*	Supported
H4: PV → ATT	0.369	3.633*	Supported
H5: PE → ATT	0.819	6.296*	Supported
H6: ATT → BI	0.361	7.468*	Supported
H7: SI → BI	0.530	11.946*	Supported

Note: * p<0.05
Source: Created by the author

H1: Strongest impact on attitude was perceived usefulness. The path relationship of attitude and perceived usefulness has a standardized path coefficient of 2.732 and a t-value of 2.381 in H1. More importantly, cognitive usefulness and ease of use are important factors that can directly affect users' attitudes toward using new technologies (Paul et al., 2015).

H2: Perceived ease of use was not found to significantly impact attitude with a standardized path coefficient of -0.260 and t-value at -2.572 in H2. This finding contradicted previous studies that if users consider a new skill to be easy to use, then users will form a more positive attitude and think that the skill is profitable (Chong et al., 2010).

H3: Perceived ease of use significantly influences the perceived usefulness with a standardized path coefficient of 0.996 and t-value at 14.813 in H3. It supported that both TAM and UTAUT models believe that perceived ease of use positively impacts perceived usefulness (Kuo & Yen, 2009; Lee et al., 2012; Venkatesh et al., 2012).

H4: Another significant factor impacting attitude was system quality, with a standardized path coefficient of 0.352 and a t-value of 3.633. Many studies have shown a correlation between perceived value and attitude. Perceived value can represent a person's sense of satisfaction with a specific object or event. The object or event can show the expected or selected sustainable value from the beginning (Kitchen et al., 2015; Lee et al., 2012; Sweeney & Soutar, 2001).

H5: Perceived enjoyment significantly impacted attitude with a standardized path coefficient of 0.815 and t-value at 6.296 in H5. This concept emphasizes the sentiment part of the user rather than the function of the technology. Relevant studies have shown that the degree of consumer behavior in smart store applications is strongly influenced by Perceived enjoyment (Igbaria et al., 1995; Lee, 2006; Moon & Kim, 2001; Teo et al., 2019).

H6: Behavioral intention was mainly contributed by attitude. The direct impact of attitude on behavioral intention was significant at a standardized path coefficient of 0.378 and t-value at 7.468 in H6, which was supported by many studies Bigne et al., 2007; Carla et al., 2009; Rama et al., 2014) that based on TPB. Three antecedents of intention build a bridge between attitude and intention.

H7: Social influence directly impacts behavioral intention, with a standardized path coefficient of 0.611 and a t-value of 11.946 in H7. Researchers believe that students' behavioral intention and actual use of LMSs and mobile LMSs are affected by social influence to varying degrees (Fishbein & Ajzen, 1975; Hua & Haughton, 2009; Webster & Trevino, 1995).

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

This research investigates the factors influencing attitude to behavioral intention through the research on Sichuan college students who have used mobile reading and are willing to learn the excellent traditional culture of China. The subjects of this study are college students from three universities in Sichuan. In order to form the conceptual framework of this study, the researcher has studied a large number of relevant literature and combined the previous relevant theoretical research with this research. The factors that affect the behavioral intentions of college students in Sichuan to learn Chinese excellent traditional culture through mobile reading are adjusted based on three core theories the Theory of Technology Acceptance Model (TAM), the Theory of Planned Behavior Model (TPB), and Unified Theory of Acceptance and Use of Technology (UTAUT) as the core theory of this study, and four previous research results. Determinants include attitude (ATT), perceived enjoyment (PE), perceived ease of use (PEOU), perceived usefulness (PU), perceived value (PV), social influence (SI), and behavioral intention (BI). In addition, Confirmatory Factor Analysis (CFA) and Structural Equation Model (SEM) were applied to evaluate the validity and reliability of the conceptual framework and to validate the key influencers for the elements that drove behavioral intention, respectively. The results of this investigation confirmed all hypotheses.

5.2 Recommendation

The results of this study emphasized significant influencers on the behavioral intention of college students' mobile reading of excellent Chinese traditional culture in Sichuan. Social influence presented the strongest effect on behavioral intention and proved that attitude directly influenced behavioral intention. The significant influences that support attitude are perceived usefulness, perceived value, and perceived enjoyment. The results can help developers to consider these factors that affect users when developing mobile reading apps related to excellent traditional Chinese cultural knowledge. Educators who

intend to promote the dissemination of excellent traditional Chinese cultural knowledge can consider improving the influence of mobile phone reading content and software in society so that college students can improve their behavioral intention. College students are encouraged to use mobile phones to read more to acquire knowledge about Chinese traditional culture to become communicators and successors of excellent Chinese traditional culture. Because of this, we can use much fragmented time and will only take up a little work and study time to obtain excellent traditional Chinese cultural knowledge. This should be what every Chinese college student should do.

5.3 Limitation and Further Study

This study also has some limitations. Only three representative universities were selected in Sichuan. More sample groups will be more conducive. Second, this study only considers mobile reading as a carrier, which is far from enough for the spread of Chinese excellent traditional culture among college students. More research on communication methods, such as Massive Open Online Courses (MOOCs), and distance learning, can also be carried out. Third, the survey objects of this study are mainly college students. Teachers, civil servants, cultural inheritors, and other highly educated people should be the communicators of Chinese excellent traditional culture. Further research can add these groups to the interviewees to understand their views on the behavioral intentions of using mobile phones to read excellent Chinese traditional culture. Fourth, qualitative research methods can be added better to understand college students' behavioral intentions of learning and spreading excellent traditional Chinese culture through mobile phone reading.

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