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The Determinants of Behavioral Intention to Use Mobile Reading Apps of Collage Students in Chongqing, China

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Abstract

Purpose: This research examined the determinants of behavioral intention of college students in Chongqing who have mobile reading experience of excellent Chinese traditional culture. The conceptual framework proposed causal relationships among perceived usefulness, perceived ease of use, perceived value, perceived enjoyment, attitude, social influence, and behavioral intention. **Research design, data, and methodology:** 500 students from three universities in Chongqing were selected. The researcher used the questionnaire as a tool. The sampling technique contains judgmental, stratified random and convenience sampling. The content validity was confirmed by the index of item-objective congruence (IOC) with a score over 0.6. The pilot test involves 50 participants to ensure reliability by Cronbach's alpha with a score over 0.7. Confirmatory factor analysis (CFA) and structural equation modeling were performed. **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 were perceived value and perceived enjoyment. Nevertheless, perceived ease of use and perceived usefulness had no significant influence on attitude. The factors of perceived value and perceived enjoyment indirectly impacted behavioral intention. **Conclusions:** The research can help developers to consider these factors that affect users more when developing mobile reading apps related to excellent traditional Chinese cultural knowledge.

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

JEL Classification Code: E44, F31, F37, G15

1. Introduction

Since 2009, China's mobile reading market has developed rapidly. Both the number of handheld reading devices and the number of mobile reading content have explosive growth. All kinds of its providers, content providers, and mobile operators have produced unique mobile service products and strategies. Because of their portability and indispensability, mobile phones occupy a very large position in the mobile reading market. The survey results show that 51% of Chinese mobile phone users have downloaded the reading program. E-books are the number one download list of China Mobile Apps. Mobile user reports show that 68% of users are used to using mobile phones to read e-books (Canalys, 2010).

The Chinese traditional culture, which had lasted for

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more than 5000 years, had accumulated the deepest spiritual pursuit of the Chinese nation, accumulated the most profound spiritual pursuit of the Chinese nation, represented the special spiritual symbol of the Chinese nation, and was the cultural nourishment of the Chinese nation's continuous growth and development (Xi, 2016).

College students are highly educated and willing to accept new things and technologies. They are easily affected by the torrent of information. Faced with vulgar entertainment, they cannot resist the temptation and spend much time in fast food culture. The essence of Chinese excellent cultural tradition had not yet penetrated college students. Therefore, the research on College Students' mobile reading behavior was significant to carry forward and inherit the wonderful Chinese cultural tradition.

Nowadays, foreign culture constantly impacts local culture. In the critical period of the formation and development of outlook on life and values, some college students need to pay more attention to the traditional national culture. Therefore, in recent years, the voice of "traditional culture into the campus" is increasing (Li & Li, 2000). In 2018 and 2019, China's National Education Conference and the Ministry of education issued opinions on strengthening aesthetic education in Colleges and universities in the new era, which put forward new requirements for China's education reform. This paper puts forward the educational goal of cultural aesthetics and the idea of taking culture as power. Although we can see that the state and universities have done a lot for the inheritance and dissemination of excellent Chinese cultural traditions, we still have a long way to go. We not only need to provide more education and an external environment for college students to contact with traditional culture but also make college students like Chinese excellent traditional culture from the heart. It is a long way to go. We can see that until 2020, no colleges and universities in Chongqing are included in the Chinese traditional culture inheritance base. The researchers hope to provide ideas and inspiration for Chongqing's developers and university educators.

2. Literature Review

2.1 Perceived Usefulness

Perceived usefulness means the individual's view of using a specially designated technique to improve performance (Rauniar et al., 2014). Perceived usefulness can be regarded as "The extent that one considers that making use of a specially designated system would improve the individual's 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 et al., 1992). Atanu et al. (2019) identified PU as the degree to which visitors think using social media to plan tourism is favorable. In many cases, Perceived usefulness could predict behavioral intention. Shaw and Sergueeva (2019), Online Banking, Mou et al. (2016), the internet, Shaw and Sergueeva (2019) mobile business, and Gilani et al. (2017) medical care was all included. The more a product' information can be offered, the more PU of IIT would rise, such as the mass, cultivated varieties, and right tariff (Chen et al., 2002). Thus, this research hypothesizes that:

H1: Perceived usefulness has a significant impact on attitude.

2.2 Perceived Ease of use

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). Perceived Ease of use is the expected level of effort in UTAUT. Moreover, it is also like a complication in IDT (Venkatesh et al., 2003). Mccloskey (2006) believe that Ease of use refers to the time people spend using the payment system and the difficulty of payment. Suppose new technology can be regarded as beneficial to use. In that case, it will be responded to by people with a positive attitude, and people will think that the technology is beneficial to them. Perceived Ease of use is an assessment of the extent to which the users believe that using a specially appointed technology does not need mental work (Davis, 1989; Zailani et al., 2015). 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 & Law, 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). Therefore, below hypotheses are developed:

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 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). PV is concerned about the relationship between payment cost and available quality (Lichtenstein et al., 1993). 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., 2015;

Sweeney & Soutar, 2001). Hence, a developed hypothesis is proposed:
H4: Perceived value has a significant impact on attitude.

2.4 Perceived Enjoyment

Lee et al. (2005) believed that perceived enjoyment would determine whether individuals would choose the reskill. Perceived enjoyment can relate to inherent intention. Perceived enjoyment is considered one of the keys to using technology in the extra enjoyment intention of the patulous ATM (Davis et al., 1992). Otherwise, it is difficult to seize pleasing and satisfying results (Vallerand, 1997). 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, 2009; Moon & Kim, 2001; Teo et al., 1999). Most 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., 1999). Besides, 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. Based on previous studies, a hypothesis is suggested:
H5: Perceived enjoyment has a significant impact on attitude.

2.5 Attitude

Attitude can be conceptual as a person's "tendency to reply positively or negatively to the one, target, organization, or incident" (Ajzen, 1989). Carla et al. (2009) identified attitude as a person's good or bad experiences, which have a bearing on an individual's act. Attitude can be regarded as a characteristic positive or negative habitual response to a particular item after using it (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 are SMS to them if we concentrate on attitude. 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). Thereby, the researcher proposed a hypothesis:
H6: Attitude has a significant impact on behavioral intention.

2.6 Social influence

"Subjective standards" are leaded to explain social influence for the first time (Fishbein & Ajzen, 1975). Venkatesh et al. (2003) takes social influence as a part of UTAUT. Social influence conforms to rational behavior theory's arbitrary standard (Venkatesh et al., 2003). Fan et al. (2021) posited that social influence was vital to students, whether they would use the new technology. People's willingness to use WAP mobile phones was directly proportional to the willingness of the reference group they chose (Venkatesh & Morris, 2000). 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). To achieve research objectives, a hypothesis is indicated:
H7: Social influence has a significant impact on behavioral intention.

2.7 Behavioral Intention

There were several patterns to deliver behavioral intention. Buyback purpose, word of mouth, and faithfulness are the ways (Wu et al., 2018). The honesty of the buyer characterizes BI. Moreover, you can regard it as two categories. The first is a behavioral element, and the second is a manner element (Altunel et al., 2011). In this study, behavioral intention is the audience's willingness to participate in future games, share the game with others, and maintain loyalty to them (Rui et al., 2013). The most common application of behavioral intention begins with the accepted concept that if a patient does not like the hospital, he will not continue to choose the hospital and will send negative messages to others (Rama et al., 2014). 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.

3. Research Methods and Materials

3.1 Research Framework

The conceptual framework was developed based on the analysis of previous academic research frameworks and is based on three major theories (TAM, TPB, UTAUT), as demonstrated in Figure 1.

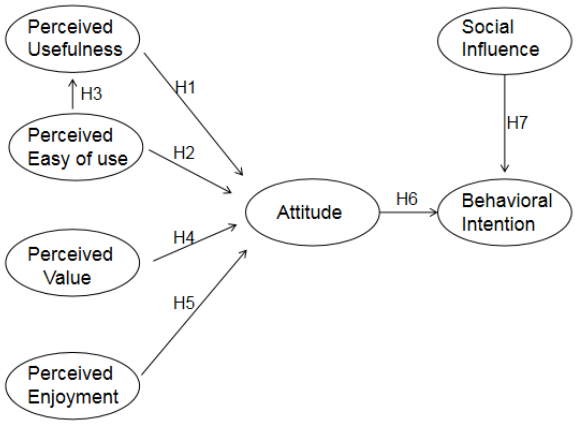

Figure 1: Conceptual Framework

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

In this research, the researchers used the questionnaire as a tool, and descriptive research was used to analyze the quantitative results. Horna (1994) believed the characteristics of quantitative research design are that so-called "social facts" that can explain human behavior. Quantitative research puts more emphasis on distinguishing features, element properties, and empirical boundaries, and on measuring how much and "how long" (Nau, 1995). The quantitative method is probably the simplest and most economical definition. It is a technique for gathering, analyzing, explaining, and emerging numerical information (Charles & Abbas, 2009).

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 will receive the questionnaire QR code prepared by researchers in advance, enter the questionnaire page by scanning the QR code and submit all the questions.

In addition, before the researchers distributed questionnaires to the target population, the researchers established an object consistency (IOC) index for content consistency in the research tools. The researchers also conducted preliminary tests using an improved research tool to verify the reliability of each structure. The content validity was confirmed by the index of item-objective congruence (IOC) with a score over 0.6. The pilot test involves 50 participants to ensure reliability by Cronbach's alpha with a score over 0.7 (Nunnally & Bernstein, 1994). After collecting quantitative data, researchers analyzed all data (convergence straightness and discriminant accuracy) and structural equation modeling using structural accuracy. Structural modeling (measurement and modeling) was the statistical processing method of this study.

3.3 Population and Sample Size

The researcher set the target group for this study as college students in Chongqing, 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.

In particular, the author believed it was less important to determine the minimum sample size than to determine the appropriate sample size, and the appropriate sample size estimation would decrease with the range. Jackson pointed out that 400-800 should be more suitable for the sample size of the model. In addition, Tanaka (1987) pointed out how determining the suitable sample size of the model depends on the model size, the number of parameters, and the number of factors. Hence, an online sample size calculation tool was used in this study to help researchers obtain the most appropriate sample size. For this study, the researchers used a statistical calculator to calculate the approximate sample size of 425 needed researchers. Therefore, the recommended minimum sample size was 425. Researchers selected 500 people for each group as the sample size of this study.

3.4 Sampling Technique

In this research, 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 Chongqing. In addition, a stratified random of 500 students was also executed, as shown in Table 1. 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
Chongqing Technology and Business University	30000	231
Chongqing Jiaotong University	27500	211
Sichuan Fine Arts Institute	7550	58
Total	**65050**	**500**

Source: Constructed by author

4. Results and Discussion

4.1 Demographic Information

Table 2 shows the demographic characteristics collected from the target 500 participants. Male accounts for 22.6%, female 77.4%. 46.2% of the students are from Chongqing Technology and Business University, 42.2% from Chongqing Jiaotong University, and 11.6% from Southwest University for Nationalities. In school year organization, first-year students accounted for 17.2%, sophomores 26%, juniors 22%, seniors 18.2%, and postgraduates 16.6%. Regarding majors, 40.2% of students are in Art majors, 34.6% are in Library arts, and 25.2% are in science and engineering. Table 2 demonstarted the summary of population information.

Table 2: Demographic Profile

Demographic and General Data (N=500)		Frequency	Percentage
Gender	Male	113	22.6
	Female	387	77.4
School	Chongqing Technology and Business University	231	46.2
	Chongqing Jiaotong University	211	42.2
	Sichuan Fine Arts Institute	58	11.6
Year of Study	Freshman	86	17.2
	Sophomore	130	26
	Junior	110	22
	Senior	91	18.2
	Postgraduate	83	16.6
Major of Study	Art major	201	40.2
	Liberal arts	173	34.6
	Science and Engineering	126	25.2

4.2 Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis (CFA) was performed by Joreskog (1969). CFA is first used to evaluate the convergence and discriminative validity of the measurement model. Due to low factor loads or high residuals, CFA results in significant deletions of some individual items (Byrne, 2010). CFA is used to determine the measurement model, which can be associated with the structural model to define the SEM model fully. CFA describes a potential structure that is not directly observed and observes how the measured variables represent a potential structure. In addition, according to the statistical results summarized in Table 3, all Cronbach's Alpha values were greater than 0.70 (Nunnally & Bernstein, 1994), 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	0.791	0.805-0.822	0.797	0.662
Perceived Enjoyment (PE)	(Rania et al., 2019)	3	0.857	0.820-0.854	0.880	0.701
Perceived Ease of Use (PEOU)	(Davis, 1989)	3	0.827	0.708-0.815	0.799	0.571
Perceived Usefulness (PU)	(Foroughi et al., 2019)	3	0.863	0.781-0.834	0.845	0.645
Perceived Value (PV)	(Yousra et al., 2018)	4	0.860	0.735-0.769	0.845	0.646
Social Influence (SI)	(Boonlert, 2020)	3	0.868	0.819-0.866	0.876	0.701
Behavioral Intention (BI)	(Gao and Bai, 2014)	3	0.841	0.755-0.825	0.875	0.700

According to SPSS AMOS, analysis of 500 valid data yielded a degree of freedom (CMIN/DF) of 2.222, which is lower than 3.00 (Hair et al., 2010), the fit index (GFI) was 0.937, which is greater than 0.90 (Bagozzi & Yi, 1988), the fit index (AGFI) was 0.909, which is greater than 0.80 (Filippini & Forza, 1998), the comparative fit index (CFI) was 0.972, exceeding 0.90 (Hair et al., 2006), the normalized fit index (NFI) was 0.951, 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). 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)	2.222
GFI	>0.90 (Bagozzi & Yi, 1988)	0.937
AGFI	≥ 0.80 (Filippini & Forza, 1998)	0.909
RMSEA	<0.05 (Browne & Cudeck, 1993)	0.049
CFI	>0.90 (Hair et al., 2006)	0.972

Fit Index	Acceptable Criteria	Statistical Values
NFI	>0.90 (Hair et al., 2006)	0.951

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.

The results have been proven to have convergence and discriminant validity in CFA. The acceptable value, as the result of the fitting model, confirms the convergence effectiveness. In contrast, the discriminant effectiveness is determined by the value being greater than the correlation between all structures/factors. Therefore, this study verified the construction validity of the model measurement from two aspects: convergence validity and discriminant validity.

Table 5: Discriminant Validity

	ATT	PE	PEOU	PU	PV	SI	BI
ATT	**0.813**						
PE	0.597	**0.837**					
PEOU	0.485	0.676	**0.755**				
PU	0.519	0.628	0.713	**0.803**			
PV	0.537	0.637	0.677	0.763	**0.803**		
SI	0.517	0.623	0.601	0.671	0.716	**0.837**	
BI	0.491	0.585	0.576	0.661	0.710	0.744	**0.836**

Note: The diagonally listed value is the AVE square roots of the variables

4.3 Structural Equation Model (SEM)

SEM is essential to test the model to confirm this study's significant correlation between structural paths. The goodness of fit tested the initial model. Then, if the data is inconsistent with the empirical data, the model needs to be adjusted. The goodness of fit index is used to evaluate the fitting degree of the structural model. The selected fitting index is the same as CFA, including Chi-square statistics (CMIN/DF), the goodness of fit index (GFI), the adjusted goodness of fit index (AGFI), the normative fitting index (NFI), comparative fitting index (CFI) and approximate root mean square error (RMSEA). These indicators will evaluate seven key variables: attitude, perceived enjoyment, perceived ease of use, perceived usefulness, perceived value, social influence, and behavioral intention. The convergent and discriminant validity were verified since all the values of this study, as shown in Table 6.

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)	3.357	2.191
GFI	>0.90 (Bagozzi & Yi, 1988)	0.898	0.936
AGFI	≥ 0.80 (Filippini & Forza, 1998)	0.866	0.910
CFI	<0.05 (Browne & Cudeck, 1993)	0.941	0.972
NFI	>0.90 (Hair et al., 2006)	0.919	0.951
RMSEA	>0.90 (Hair et al., 2006)	0.069	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	1.849	1.369	Not Supported
H2: PEOU → ATT	- 0.229	-1.413	Not Supported
H3: PEOU → PU	0.993	16.730***	Supported
H4: PV → ATT	0.379	2.337***	Supported
H5: PE → ATT	0.733	4.075***	Supported
H6: ATT → BI	0.279	2.410***	Supported
H7: SI → BI	0.714	14.595***	Supported

Note: *** p<0.01
Source: Created by the author

H1: The path relationship of attitude and perceived usefulness has a standardized path coefficient of 1.849 and a t-value of 1.369, reflecting no support relationship. 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 did not significantly impact attitude with a standardized path coefficient of -0.229 and t-value at -1.413 in H2. Studies have shown that if users consider a new skill to be easy to use, users will form a more positive attitude and think that the skill is profitable (Hong et al., 2009).

H3: Perceived ease of use significantly influences the perceived usefulness with a standardized path coefficient of 0.993 and a t-value at 16.730 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 perceived value, with a standardized path coefficient of 0.379 and a t-value of 2.337. 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 (Chen, 2016).

H5: Perceived enjoyment significantly impacted attitude with a standardized path coefficient of 0.733 and t-value at 4.075 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 (Choi & Kim, 2016).

H6: Behavioral intention was mainly contributed by attitude. The direct impact of attitude on behavioral intention was significant at a standardized path coefficient of 0.279 and t-value at 2.410 in H6, which was supported by the study of Lam (2007), Taylor and Todd (1995), and Yu and Yu (2010) 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 0.714 and a t-value of 14.595 in H7. Researchers believe that students' behavioral intention and actual use of LMSs and mobile LMSs are affected by social influence to varying degrees (Akbar, 2013; Han & Shin, 2016; Hsu, 2012; Sumak et al., 2010).

5. Conclusion and Recommendation

5.1 Conclusion and Discussion

This research examined the variables that influence the attitude and behavioral intention of college students in Chongqing who have mobile reading experience of excellent Chinese traditional culture. The subjects of this study are college students from three universities in Chongqing. From the conceptual framework of this study, many relevant literatures were 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 of 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. This investigation confirmed all hypotheses except for perceived usefulness and perceived ease of use. The results showed that social influence and attitude significantly affected behavioral intention. The attitude was directly and significantly influenced by the acceptance of the perceived value and perceived enjoyment at the same time. The influence of attitude received from perceived usefulness and perceived ease of use needs to be supported, which indicates that the influence of technology on attitude is not very significant in this study. In the 2003 report, several researchers conducted 14 studies on the relationship between user attitudes and the use of new technologies. About 12 of them supported the important impact of PEOU and Pu on user attitudes toward using the system (Legris et al., 2003). What is more emphasized is that user sentiment, including PV and PE, has a more direct and significant impact on attitude.

5.2 Recommendation

This study explains in detail the influencing factors of college students' behavioral intentions that affect their mobile phone reading of Chinese excellent traditional culture. It provides developers of mobile reading and promoters of excellent Chinese traditional culture with variables that can identify the behavioral intentions of college students who use mobile reading to acquire excellent Chinese traditional cultural knowledge and can be applied to mobile reading development projects. In terms of content design, consider the form that is more suitable for college students to read, and at the same time, consider interesting and interesting interactive forms and content to enhance the interest to increase the perceived enjoyment of college students, thus increasing positive attitudes and improving behavioral intentions. To increase the behavioral intention of reading excellent traditional Chinese culture on mobile phones among college students, we must promote the above key factors. In this study, attitude is a very important factor. BI is directly affected by attitudes, and it also receives the influence of perceived usefulness, perceived ease of use, perceived value, and perceived enjoyment through attitudes.

The positive attitude of college students can help them to improve their behavior and intention of reading excellent Chinese traditional culture with mobile phones. Therefore, mobile reading developers and content developers should ensure that mobile phone reading is useful for college students. This also requires that the operation of mobile reading is relatively simple and easy to use. Content developers also need to consider the value of the content of excellent traditional Chinese cultural knowledge for students. In terms of content design, consider the form that is more suitable for college students to read, and at the same

time, consider interesting and interesting interactive forms and content to enhance the interest to increase the perceived enjoyment of college students, thus increasing positive attitudes and improving behavioral intentions. To sum up, this study explains in detail the influencing factors of college students' behavioral intentions that affect their mobile phone reading of Chinese excellent traditional culture. It provides developers of mobile reading and promoters of excellent Chinese traditional culture with variables that can identify the behavioral intentions of college students who use mobile reading to acquire excellent Chinese traditional cultural knowledge and can be applied to mobile reading development projects.

5.3 Limitation and Further Study

This study also has some limitations. First, only Chongqing is selected as the college students in this study, and only three representative universities are selected in each city. The scope of data collection and sample size are limited. Increasing the school survey in each city and selecting more schools will be more conducive to the study's accuracy. 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. Exploring more forms of communication will be more conducive to the spread of excellent Chinese traditional culture. 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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