The Impact of Audiobook Reading at The College
in Shanxi Province, China

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Abstract

This article aimed to explore the current state and impact of audiobook reading among college students in Shanxi Province, China. The objective is to promote the transition from "superficial reading" to "deep reading." A mixed-method research approach was adopted. The data collection was gathered through a total of 803 valid questionnaire responses and in-depth interviews with 16 participants from eight universities in Shanxi Province, China. The results showed that perceived ease of use and subjective norms have a positive impact on college students' audiobook reading behavior, whereas risk perception has a negative effect

Keywords: Audiobook reading; College students; Behavioral Intention

Introduction

In traditional Chinese culture, reading is endowed with the noble purpose of cultivating oneself, regulating the family, governing the state, and bringing peace to the world. Confucian classics such as The Great Learning and The Analects emphasize that reading not only enhances personal moral character and wisdom but also carries social and ethical responsibilities. (Huang, Y., 2024).

Statement of Problem After the founding of the People's Republic of China, leaders such as Mao Zedong, Deng Xiaoping, Jiang Zemin, Hu Jintao, and Xi Jinping all highlighted the importance of reading, advocating for the integration of reading with practical needs and social responsibility. On many occasions, Xi Jinping has stressed that "Reading is an important way to inspire wisdom, enhance knowledge, and cultivate morality. He calls for the formation of a society-wide atmosphere that promotes a love for reading, encouraging nationwide participation in reading initiatives" (Chen, H. W., 2021).

The behavior of college students in audiobook reading is influenced by a variety of factors, including technology acceptance, reading motivation, cognitive habits, and usage context. However, other research points out that the passive nature of audiobook consumption may diminish deep understanding and critical thinking abilities (Snelling, M., 2021).

Furthermore, students may encounter issues such as distraction, difficulty remembering information, and insufficient reading immersion during audiobook reading. With relatively few academic and professional resources available, making it difficult to meet the deep learning needs of university students (Berglund, K.,2023).

Research Objectives

1: To study the needs of college students' audiobook reading.

2: To explore the main factors that impact audiobook reading.

3: To construct a model of impact factors of audiobook reading.

Research hypotheses

H1: Perceived usefulness (PU) has a positive impact on college students' audiobook reading behavior

H2: Perceived ease of use (PEOU) has a positive impact on college students' audiobook reading behavior.

H3: Subjective norm (SN) has a positive impact on college students' audiobook reading behavior.

H4: Risk cognition (RP) has a negative impact on college students' audiobook reading behavior.

H5: Immersive experience (IE) has a positive impact on college students' audiobook reading behavior.

H6: Cognitive regulation (CR) has a positive impact on college students' behavioral intention.

H7: Facilitation conditions (FC) have a positive impact on college students' behavioral intention.

H8: Behavioral intention (BI) has a positive impact on college students' audiobook reading behavior.

Conceptual Framework

According Unified Theory of Acceptance and Use of Technology (UTAUT) integrates relevant variables and influencing factors from seven significant user acceptance models. The UTAUT model primarily emphasizes research on individuals' adoption willingness and behavior, where the independent variables represent individuals' beliefs about using technological products, while the dependent variables correspond to their intention or actual behavior in using such technologies.The model of influencing factors of college students' audiobook reading behavior that this study aims to construct is based on the UTAUT model, combined with Metacognitive Theory, Flow Theory, Schema Theory, and other theories. In summary, the researcher proposes a theoretical model of the influencing factors of college students' audiobook reading behavior (Figure 1.)
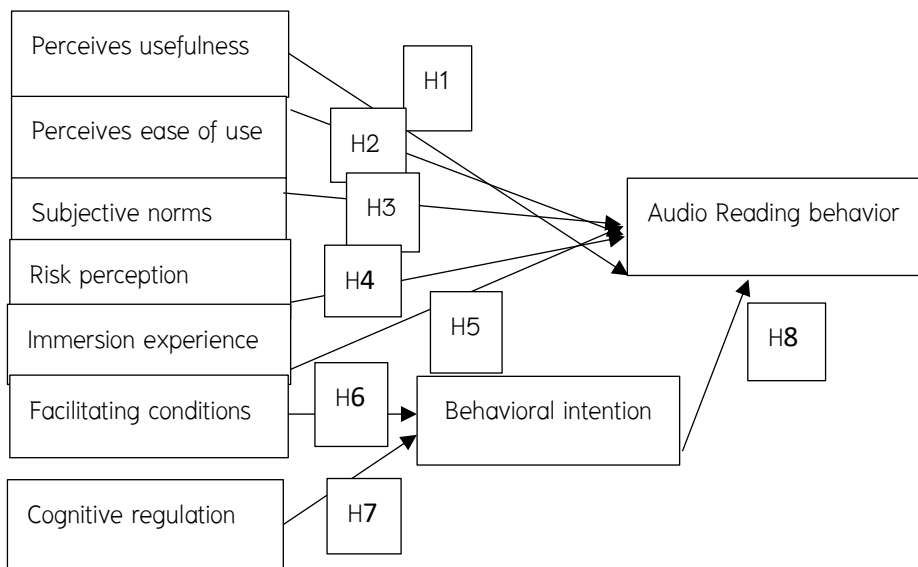
Figure 1   Theoretical and Conceptual Framework from original research

Research methodology

Research design

This study is applied mixed method approach as qualitative method and quantitative method that served for research methodology. Broadly collect relevant materials related to the study of audiobook reading among college students as literature review. Compare and analyze existing reading theories and audiobook reading models, and extract and summarize the structural variables of these models in relation to the characteristics that affect college students' reading behavior. Consult experts in the field for feedback on the construction of theoretical models, design of questionnaires, interview methods, and content are concerned as well.

With questionnaires as research tool were distributed and collected at the entrances of eight universities in Shanxi Province, China. A final valid sample of 803 was obtained, yielding an effective recovery rate of 91.4%. The collected data were analyzed using SPSS 26.0 and AMOS 22.0 to explore the factors influencing college students' adoption and use of audiobook reading. Moreover for qualitative method, the entire interview process was conducted in a one-on-one, semi-structured, open format. A total of 16 students participated in the interviews, selected which audiobook reading, to understand the reasons for their use of audiobooks (Mathiesen, S.L., et.al.,2024).

Research Results

As the result of the study, a descriptive statistical analysis was conducted from main aspects as perceived importance of audiobook reading, audiobook reading tools, audiobook reading frequency, audiobook reading duration, audiobook reading locations, audiobook reading experience, audiobook reading needs as factors were impact college students' audiobook reading behavior (Herring, S. C., et al.,2021).

In terms of audiobook reading usage, mobile phones are the most commonly used device (794 respondents), and the library is the most frequent reading location (659 respondents). Classrooms, sports fields, and other places (e.g., cafeterias, cafés) each account for about 15%. The highest number of students (509) use audiobooks more than once per day, while the lowest (2) use them less than once per week. The majority (449) listen for more than 60 minutes per session, with no one listening for less than 15 minutes. A total of 97.9% listen for either 30–60 minutes or over 60 minutes per session (Prakruthi G.R. et. Al., 2023).

Regarding audiobook reading experience, the largest group has 4–5 years of experience (227 respondents), while the smallest group has less than a year (24 respondents). In terms of content preference, students favor personal growth (734 respondents), humanities and history (569), and social sciences (612).

The data was analyzed using SPSS 26.0 software to test the potential variables and their measurement items (Zhao, H., 2021). The results showed that the Cronbach's α coefficient of the questionnaire was 0.926, which is greater than 0.8, indicating a high overall reliability the questionnaire (Table 1).

Table 1 Reliability Statistics of the Questionnaire

Cronbach's Alpha	Cronbach's Alpha based on standardized items	Items
.920	.926	33

Discussion

Firstly, Establish Diversified Platforms: Universities or educational institutions have many duties to play. Not only in academic role but also to support the member as student to serve more for their action learning. (Hwang, Y., et al., 2022),

At the same, Ensure Content Quality: Strengthen content review processes on the platform, invite professionals to provide high–quality audio, ensure content accuracy also (Liu, R., 2020).

Then, to promote Personalized Recommendations: Use big data and AI technology to provide personalized recommendations (Yang, J., et al., 2020),
With Protect Copyright: Strictly adhere to copyright laws, collaborate with publishers, and adopt reasonable pricing methods to protect copyrights.

Lastly, Enhance Interactivity: Add interactive features to the platform, encouraging students to participate (Ji. D., et. Al., 2024).

New knowledge

There are new model to create the new concept that developed from the base of research could to present as new idea should create that perceived usefulness, perceived ease of use, and subjective norms have a direct positive effect on audiobook reading behavior, while risk perception shows a negative impact as showed in figure 2.
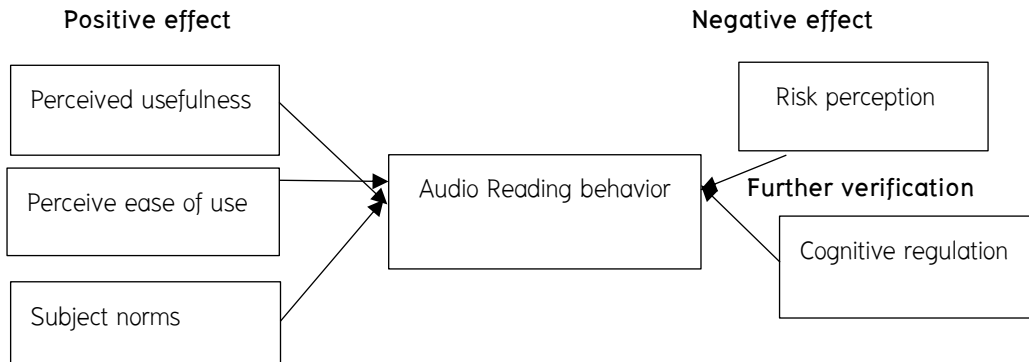
Positive effect   Negative effect

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┌──────────────────────┐                          ┌──────────────────────┐
│ Perceived usefulness │                          │   Risk perception    │
└──────────────────────┘ ╲                        └──────────────────────┘
                          ╲      ┌──────────────────────┐      ╲
┌──────────────────────┐   ╲     │ Audio Reading behavior │      Further verification
│ Perceive ease of use │────────▶│                      │◀─────
└──────────────────────┘   ╱     └──────────────────────┘      ┌──────────────────────┐
                          ╱                                     │ Cognitive regulation │
┌──────────────────────┐ ╱                                     └──────────────────────┘
│    Subject norms     │
└──────────────────────┘
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Figure 2. New Knowledge which integrates variables in study

Suggestion

1. Suggestion from Research

1) Perceived usefulness, perceived ease of use, and subjective norms have a positive impact on college students' audiobook reading behavior, with perceived usefulness being the most significant. As a consequence, university should build dedicated audiobook platforms for students to participate in place.

2) Risk perception negatively affects college students' audiobook reading behavior, when Immersion experience positively influences college students' audiobook reading behavior. And Cognitive regulation of audiobook reading indirectly affects students' audiobook reading behavior through their reading intention. So, in these situations, the university should to take action as the leader to invite the student to accept in some new concepts as audiobook reading.

3) facilitating conditions indirectly influence college students' audiobook reading behavior by enhancing their reading intention should to concern about model stability is good enough. Validation across different samples confirms that the model can effectively. And audiobook reading cannot replace paper reading, but rather serves as a supplement to traditional reading. Therefore, it should be open mind for everyone to joint this context as social activity in technological consults also.

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