

Research on the Current Situation and Improvement Strategy of New Media Reading Promotion in University Library

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Abstract: This study explores the effectiveness of reading promotion activities in university libraries with the help of new media. Taking Chongqing C Vocational College as an example, through the study of the relationship between College Students' reading motivation and reading self-efficacy, we can understand the real reading needs and help carry out reading activities. 311 students were selected by purposive sampling for formal questionnaire distribution. 272 valid questionnaires were obtained, and the effective recovery rate was 88%. The SPSS26.0 statistical software was used for item analysis, confirmatory factor analysis, reliability and validity analysis, linear regression analysis and other methods to analyze and verify the data of the effective questionnaire. The research results are as follows: The personal cultivation motivation of Chongqing C College students has a significant positive impact on their reading self-efficacy. The emotional expression engine and reading self-efficacy of Chongqing C College students have a significant positive impact. The motivation for information acquisition and reading self-efficacy of Chongqing C College students have a significant positive impact. The social interaction motivation and reading self-efficacy of Chongqing C College students have a significant positive impact. The motivation for reading interest and self-efficacy of college students at Chongqing C College have a significant positive impact.

Keywords: College Students; New Media; Reading Promotion; Reading Motivation; Reading Self-efficacy.

1. Introduction

Scholars' research on reading promotion mainly focuses on practical exploration based on the reading characteristics of college students, classic reading promotion research, digital and mobile reading promotion research, improvement strategies for reading promotion in university libraries, research on reading promotion personnel in university libraries, reading therapy, and evaluation of the effectiveness of reading promotion in university libraries. Yue Xiuzhi (2011) conducted a questionnaire survey on college students' reading to understand the overall situation of current college students' reading. He sorted out suggestions for improving reading promotion work in libraries from college students, and pointed out that university libraries need to pay more attention to professional knowledge related book promotion and other issues in the process of carrying out college students' reading promotion work; Li Jiuyan and Liang Yiming (2016), based on the study of typical reading promotion cases in domestic and foreign universities, took the reading promotion of Sun Yat-sen University as an example to analyze their reading promotion models and explore the construction of a typical reading system in university libraries; Deng Lijun and Yang Wenjian (2013) conducted research on the advantages and disadvantages of mobile reading services, focusing on the specific content, organizational form, and intellectual property rights of literature resources in university libraries, and proposed effective solutions; Xue Hongzhen (2016) took the "micro book review" activity carried out by the library of Guangxi University of Science and Technology as an example, introduced the Services marketing combination theory, and through practice, concluded that the Services marketing combination strategy can promote the coordinated development of various elements of library reading promotion; Liu Yuting and Yao Huijun (2014) started with the

evaluation of library reading promotion librarians and used SPSS software to conduct research and analysis. Three main variable indicators were used to analyze the job responsibilities and ability requirements of reading promotion librarians; Lu Silin and Chen Ya (2014), from the perspective of private universities, believe that reading therapy has not been promoted in theory and practice. Therefore, he proposed a "group oriented" reading therapy model suitable for the construction and development of private universities; Huang Jian (2013) conducted a questionnaire survey and symposium on 47 students, collected their opinions and evaluations on how to improve reading activities in universities, and provided effective suggestions for optimizing reading improvement activities.

The customer group of university library, mainly the teachers and students of universities, whose users' cultural level, information literacy and information demand are relatively high, are more likely to accept new knowledge and services. After entering the era of web 2.0 (Wang Xuexia, 2013), smartphones have become increasingly popular, and the trend of digital development of reading media is becoming increasingly evident. New media has provided faster and richer ways for promoting books in universities. Faced with numerous new media options, it is particularly important for university libraries to choose media that meet user needs and preferences for promotion.

This article is organized based on the promotion of new media reading at Chongqing C Vocational College. Attempt to analyze survey questionnaire data, summarize the experience of C Vocational College's new media reading promotion, identify shortcomings, propose improvement strategies, and provide reference and reference for university library reading promotion.

2. Current Situation Analysis

2.1. Basic Information of Formal Samples

311 students from Chongqing C Vocational College participated in this survey, and 272 valid questionnaires were collected. The basic information of the students participating in the survey is shown in Table 1.

Table 1. Basic Information of the Formal Sample of the Survey Questionnaire

Background variables	N	Category	Number of people	Percentage
Gender	272	Male	82	30.1
		Female	190	69.9
Origin of college students	272	From town	135	49.6
		From rural areas	137	50.4
Grade	272	Freshman	204	75.0
		Sophomore	39	14.3
		Junior	23	8.5
		Senior	6	2.2
Education level of parents		Bachelor degree and above	15	5.5
		Junior college education	42	15.4
		High school education	57	21.0
		Junior high school education	95	34.9
		Primary school education and below	63	23.2
Average reading time per day		Less than 0.5 hours	58	21.3
		0.5-1hours	105	38.6
		1-2hours	77	28.3
		2-4hours	23	8.5
		More than four hours	9	3.3
Reading media		Paper books	52	19.1
		Mobile phone	205	75.4
		Kindle	1	0.4
		Computer	9	3.3
		Others	5	1.8

2.2. Performance of Reading Motivation

Due to the fact that the six variables of personal cultivation motivation, reading interest motivation, social interaction motivation, information acquisition motivation, emotional expression engine, and overall reading motivation are all continuous numerical variables, descriptive statistical analysis was selected to use a single sample T-test to examine the current situation, as shown in Table 2.

From the above table, it can be clearly seen that the average scores of the five dimensions of personal cultivation motivation, reading interest motivation, social interaction motivation, information acquisition motivation, and emotional expression engine are 4.05, 3.98, 3.32, 3.81, and 3.43, respectively.

Table 2. Summary Table of the Current Analysis of Reading Motivation among College Students at Chongqing C Vocational College

Variable	N	Mean ± Standard Deviation	Inspection value	T	P
Personal cultivation motivation	272	4.05±0.65	3.00	26.797	<.001
Reading interest motivation	272	3.98±0.66	3.00	24.701	<.001
Social communication motivation	272	3.32±0.98	3.00	5.369	<.001
Motivation for information acquisition	272	3.81±0.77	3.00	17.365	<.001
Emotional expression engine	272	3.43±0.85	3.00	8.333	<.001
Reading motivation as a whole	272	3.76±0.59	3.00	21.388	<.001

The overall average score of reading motivation is 3.76, which is significantly higher than 3 points (neutral). The P-values of the single sample T-test are all less than 0.05, indicating that through this study, students at Chongqing C Vocational College have a positive impact on personal cultivation motivation. The current views on reading interest motivation, social interaction motivation, information acquisition motivation, and emotional expression engine are all positive.

2.3. Current Status of Reading Self-Efficacy

Due to the fact that the four variables of confidence acquisition, ability control, academic planning, and overall self-efficacy in reading are all continuous numerical variables, descriptive statistical analysis was selected to use a single sample T-test to examine the current situation, as shown in Table 3.

Table 3. Summary Table of the Current Analysis of Reading Self-efficacy among College Students at Chongqing C Vocational College

Variable	N	Mean ± Standard Deviation	Inspection value	T	P
Confidence gain	272	3.92±0.61	3.00	24.789	<.001
Sense of ability control	272	3.47±0.8	3.00	9.765	<.001
Sense of academic planning	272	3.61±0.71	3.00	14.097	<.001
Overall efficiency	272	3.68±0.63	3.00	17.975	<.001

From the above table, it can be clearly seen that the average scores of confidence acquisition, ability control, and academic planning are 3.92, 3.47, and 3.61, respectively, and the overall average score of self-efficacies is 3.68. All were significantly higher than 3 points (neutral), and the P-values of the single sample T-test were all less than 0.05, indicating that through this study, the students of Chongqing C Vocational College have a positive view on the current situation of confidence acquisition, ability control, and academic planning.

3. The Impact of Different background Variables on Students' Reading Motivation

The motivation of college students to read can be influenced by individual factors. Therefore, this section examines the overall and dimensional differences in the reading motivation scale among students of different genders, grades, student origins, parents' educational level, average daily reading time, reading media, and reading locations.

3.1. Analysis of Gender Differences in Students' Reading Motivation

Selecting independent sample T-tests to compare the differences in reading motivation between male and female students, the results are shown in Table 4.

From the analysis results in the above table, it can be clearly seen that there is no significant difference between men and women in personal cultivation, reading interest, social interaction, emotional expression, and reading motivation, with P values all greater than 0.05; There is a significant difference only in the dimension of information acquisition motivation, with a mean of 3.96 for males and 3.74 for females, $p=0.033<0.05$, which is statistically

significant. This indicates that male students' satisfaction with information acquisition is significantly higher than that of female students' past satisfaction with information.

Table 4. Analysis of Differences in Reading Motivation among Students of Different genders

Variable	Male (n=82)	Female (n=190)	T	P
Personal cultivation motivation	4.09±0.62	4.03±0.66	0.989	0.522
Reading interest motivation	4.00±0.71	3.98±0.63	0.063	0.803
Social communication motivation	3.49±1.06	3.25±0.94	0.276	0.064
Motivation for information acquisition	3.96±0.71	3.74±0.79	0.328	0.033
Emotional expression engine	3.48±0.86	3.41±0.84	0.964	0.555
Reading motivation as a whole	3.84±0.6	3.73±0.58	0.78	0.146

3.2. Analysis of Differences in Reading Motivation among Students in Different Grades

Select single factor variance to analyze and compare the differences in reading motivation among students of different grades. The results are shown in Table 5.

Table 5. Analysis of Differences in Reading Motivation among Students of Different Grades

Variable	Freshman (n=204)	Sophomore (n=39)	Junior (n=23)	Senior (n=6)	F	P
Personal cultivation motivation	4.04±0.64	4.08±0.62	3.98±0.74	4.31±0.74	0.460	0.711
Reading interest motivation	3.98±0.67	3.94±0.59	4.06±0.65	3.94±0.81	0.150	0.929
Social communication motivation	3.34±0.96	3.12±0.99	3.44±1.13	3.23±0.97	0.704	0.550
Motivation for information acquisition	3.81±0.75	3.85±0.73	3.70±0.95	3.73±0.93	0.202	0.895
Emotional expression engine	3.46±0.84	3.43±0.78	3.14±1.09	3.63±0.47	1.054	0.369
Reading motivation as a whole	3.77±0.6	3.73±0.48	3.72±0.68	3.82±0.63	0.100	0.960

From the analysis results in the above table, it can be clearly seen that there is no significant difference in the overall and various dimensions of reading motivation among grades, with P values greater than 0.05, indicating that grades do not affect college students' reading motivation.

3.3. Analysis of Differences in Reading Motivation among Students from Different Places of Origin

Selecting independent sample T-tests to compare the differences in reading motivation among students from different sources, the results are shown in Table 6.

From the analysis results in the above table, it can be clearly seen that there is no significant difference in overall reading motivation, personal cultivation, social interaction, information acquisition, and emotional expression dimensions among students from different regions of origin. The P-values are all greater than 0.05, and only significant differences exist in reading interest motivation, with $P=0.027<0.05$, indicating that urban students' reading interest motivation is significantly higher than rural students' reading interest motivation.

Table 6. Analysis of Differences in Reading Motivation among Students from Different Origins

Variable	From town (N=135)	From rural areas (N=137)	T	P
Personal cultivation motivation	4.11±0.64	3.99±0.65	1.448	0.149
Reading interest motivation	4.07±0.64	3.90±0.66	2.231	0.027
Social communication motivation	3.33±1.05	3.31±0.90	0.126	0.900
Motivation for information acquisition	3.87±0.81	3.75±0.72	1.283	0.201
Emotional expression engine	3.43±0.87	3.43±0.83	0.008	0.994
Reading motivation as a whole	3.81±0.62	3.72±0.55	1.312	0.190

3.4. Analysis of Differences in Reading Motivation between Parents' Education Level and Students

Choose a single factor analysis of variance to compare the differences in students' reading motivation with the cultural level of different parents. The results are shown in Table 7.

Table 7. Analysis of Differences in Reading Motivation among Students with Different Parental Education Levels

Variable	Bachelor degree and above(N=15)	Junior college education (N=42)	High school education (N=57)	Junior high school education(N=95)	Primary school education and below(N=63)	F	P
Personal cultivation motivation	4.22±0.62	4±0.880	4.19±0.47	3.93±0.66	4.1±0.56	1.905	0.110
Reading interest motivation	4.18±0.46	3.86±0.85	4.06±0.61	3.9±0.67	4.07±0.54	1.651	0.162
Social communication motivation	3.2±1.08	3.3±1.26	3.31±1.00	3.31±0.89	3.37±0.87	0.112	0.978
Motivation for information acquisition	3.75±0.98	3.6±1.06	4.04±0.54	3.76±0.70	3.83±0.73	2.263	0.063
Emotional expression engine	3.37±0.66	3.27±0.98	3.54±0.88	3.29±0.80	3.67±0.80	2.597	0.037
Reading motivation as a whole	3.81±0.44	3.65±0.86	3.87±0.48	3.68±0.56	0.06362	1.671	0.157

From the above analysis, it can be clearly seen that students with different parental education levels have no significant differences in personal cultivation, reading interest, social interaction, information acquisition, and overall motivation for reading, with P values all greater than 0.05. Students with different parental education levels only show significant differences in the emotional expression engine dimension, $P=0.037<0.05$. Next, it is necessary to continue analyzing which parents have significant differences in cultural levels. The results of multiple comparisons after the event by Bonfreny showed that the emotional expression engine of

parents with high school/vocational school education was significantly higher than that of parents with college/vocational school education.

3.5. Analysis of the Differences in Students' Reading Motivation Caused by Average Daily Reading Time

Choose a single factor analysis of variance to compare the differences in students' reading motivation at tomorrow's reading time. The results are shown in Table 8.

Table 8. Analysis of Differences in Reading Motivation among Students at Different Daily Reading Times

Variable	Less than 0.5 hours(n=58)	0.5-1 hours (n=108)	1-2 hours (n=77)	2-4 hours (n=23)	More than 4 hours(n=9)	F	P
Personal cultivation	3.84±0.72	4.01±0.61	4.24±0.52	4.18±0.52	3.95±1.24	3.638	0.007
Reading interest	3.8±0.7	3.99±0.58	4.1±0.59	4.06±0.72	3.89±1.24	1.983	0.097
Social communication	3.07±1.05	3.39±0.79	3.43±1.02	3.17±1.11	3.51±1.54	1.595	0.176
Information acquisition	3.6±0.78	3.79±0.73	3.92±0.75	4.04±0.62	3.76±1.32	2.007	0.094
Emotional expression	3.16±0.94	3.39±0.71	3.6±0.87	3.76±0.63	3.36±1.45	3.315	0.011
Reading as a whole	3.54±0.67	3.76±0.48	3.9±0.54	3.88±0.47	3.73±1.24	3.504	0.008

From the above analysis, it can be clearly seen that there is no significant difference in reading interest, social interaction, and information acquisition motivation among students at different daily reading times, with P values all greater than 0.05; There are significant differences in personal cultivation, emotional expression, and reading motivation among students at different daily reading times, with $P=0.007<0.05$, $P=0.011<0.05$, and $P=0.008<0.05$. Next, we need to continue to analyze the specific reading duration in which there are significant differences. The multiple comparison results of Bonfrenni and Tamheini after the event show that in terms of personal cultivation, the average difference between 0.5 hours and 1-2 hours of reading time every day is significant.

Students who read 1-2 hours a day are significantly higher than those who read 0.5 hours a day in terms of personal cultivation, emotional expression and reading motivation as a whole. The average reading time per day will affect the overall reading motivation of college students.

3.6. Analysis of Differences in Reading Motivation among Students in Reading Media

Select a single factor variance to analyze and compare the differences in reading motivation among students from different reading media. The results are shown in Table 9.

Table 9. Analysis of Differences in Reading Motivation among Students in Different Reading Media

Variable	Paper books(n=52)	Mobile phone (n=205)	Kindle (n=1)	Computer (n=9)	Others (n=5)	F	P
Personal cultivation	4.28±0.53	3.98±0.66	5.00±0.00	4.02±0.62	4.26±0.47	2.986	0.051
Reading interest	4.01±0.59	3.98±0.68	5.00±0.00	3.91±0.57	3.93±0.68	0.656	0.623
Social communication	3.32±1.04	3.32±0.96	4.00±0.00	3.49±0.88	2.96±1.55	0.355	0.840
Information acquisition	3.75±0.83	3.83±0.76	4.00±0.00	3.73±0.71	3.64±0.68	0.195	0.941
Emotional expression	3.57±0.75	3.4±0.87	3.75±0.00	3.28±0.68	3.3±1.34	0.556	0.695
Reading as a whole	3.84±0.53	3.74±0.61	4.44±0.00	3.73±0.32	3.69±0.65	0.641	0.634

From the above analysis, it can be clearly seen that students from different reading media have no significant differences in personal cultivation, reading interest, social interaction, information acquisition, and overall motivation for reading,

with P values all greater than 0.05. Reading media will not affect college students' reading motivation.

4. The Impact of Different Background Variables on Students' Reading Self-Efficacy

The self-efficacy of college students in reading can be influenced by individual factors. Therefore, this section examines the overall and dimensional differences in the reading self-efficacy scale among students of different genders, grades, birthplace, parents' educational level, average daily reading time, and reading media.

4.1. Analysis of Gender Differences in Students' Self-Efficacy

Selecting independent sample T-tests to compare the differences in reading motivation between male and female students, the results are shown in Table 10.

From the analysis results in the above table, it can be clearly seen that there is no significant difference between men and women in the dimension of confidence acquisition. There are significant differences in overall ability control, academic planning, and reading self-efficacy, with P-values

of 0.014, 0.030, and 0.019, all less than 0.05. The average for boys is higher than that for girls, and this difference is statistically significant, indicating that boys have significantly higher negative satisfaction with reading self-efficacy ability control, academic planning, and overall self-efficacy than girls.

Table 10. Analysis of Differences in Reading Self-Efficacy among Students of Different Genders

Variable	Man (n=82)	Female (n=190)	T	P
Gain confidence	4.01±0.64	3.88±0.59	1.623	0.106
Capability control	3.65±0.85	3.39±0.77	2.484	0.014
Academic planning	3.75±0.71	3.55±0.71	2.177	0.030
Overall efficiency	3.82±0.67	3.63±0.60	2.359	0.019

4.2. Analysis of Differences in Self-Efficacy among Students in Different Grades

Select single factor variance to analyze and compare the differences in reading motivation among students of different grades. The results are shown in Table 11.

Table 11. Analysis of Differences in Reading Self efficacy among Students of Different Grades

Variable	Freshman (n=204)	Sophomore (n=39)	Junior (n=23)	Senior (n=6)	F	P
Gain confidence	0.04367	0.62±0.04	0.47±0.07	0.74±0.15	0.163	0.921
Capability control	0.05638	0.81±0.06	0.75±0.12	0.91±0.19	0.301	0.825
Academic planning	0.04851	0.69±0.05	0.67±0.11	0.89±0.18	2.08	0.103
Overall efficiency	0.04489	0.64±0.04	0.5±0.08	0.76±0.16	0.482	0.695

From the analysis results in the above table, it can be clearly seen that there is no significant difference in the overall and various dimensions of reading self-efficacy among grades, with P values greater than 0.05, indicating that grades do not affect college students' reading self-efficacy.

4.3. Analysis of Differences in Students' Self Efficacy Perceived by Place of Origin

Selecting independent sample T-tests to compare the differences in reading self-efficacy among students from different sources, the results are shown in Table 12.

Table 12. Analysis of differences in reading self-efficacy among students from different sources

Variable	From town (N=135)	From rural areas (N=137)	T	P
Gain confidence	3.97±0.66	3.86±0.55	1.477	0.141
Capability control	3.51±0.87	3.51±0.87	0.754	0.451
Academic planning	3.71±0.70	3.44±0.72	2.345	0.020
Overall efficiency	3.75±0.68	3.51±0.72	1.618	0.107

From the analysis results in the table above, it can be clearly seen that there is no significant difference in confidence acquisition, ability control, and reading self-efficacy among students from different regions, with P values greater than 0.05. There are significant differences in academic planning dimensions. $P=0.020<0.05$, with an average of 3.71 for urban students and 3.44 for rural students. This difference is statistically significant, indicating that urban students are significantly more satisfied with reading self-efficacy and academic planning dimensions than rural students. The place of origin will not affect the overall reading self-efficacy of college students.

4.4. Analysis of the Differences in Self Efficacy between Parents' Education Level and Students

Selecting one-way ANOVA to compare the differences in reading self-efficacy among students with different parental education levels, the results are shown in Table 13.

Table 13. Analysis of differences in reading self-efficacy among students with different parental education levels

Variable	Bachelor degree and above (n=15)	Junior college education (n=42)	High school education (n=57)	Junior high school education (n=95)	Primary school education and below (n=63)	F	P
Gain confidence	4.1±0.57	3.95±0.71	4.08±0.53	3.82±0.61	3.85±0.59	2.129	0.078
Capability control	3.61±0.95	3.41±0.88	3.62±0.85	3.39±0.75	3.48±0.73	0.923	0.451
Academic planning	3.76±0.93	3.66±0.78	3.72±0.7	3.52±0.67	3.58±0.69	0.928	0.448
Overall efficiency	3.84±0.67	3.69±0.72	3.83±0.61	3.59±0.62	3.65±0.58	1.497	0.203

From the above analysis, it can be clearly seen that students with different parental education levels have no significant

differences in overall confidence acquisition, ability control, academic planning, and reading self-efficacy, with P values

all greater than 0.05. Different parental education levels do not affect college students' reading self-efficacy, so the research hypothesis is that H2D is not supported. Self-efficacy refers to a person's subjective evaluation of their ability to complete a task, so reading efficacy depends on the reader's own body.

4.5. Analysis of Differences in Students' Self Efficacy Perceived by Average Daily Reading Time

Choose a single factor analysis of variance to compare the differences in students' reading self-efficacy during their daily reading time. The results are shown in Table 14.

Table 14. Analysis of Differences in Reading Self Efficacy among Students at Different Daily Reading Times

Variable	Less than 0.5 hours(n=58)	0.5-1 hours (n=108)	1-2 hours (n=77)	2-4 hours (n=23)	More than 4 hours(n=9)	F	P
Gain confidence	3.72±0.65	3.83±0.61	4.14±0.48	4.16±0.52	3.67±0.87	6.432	<0.001
Capability control	3.17±0.89	3.4±0.69	3.67±0.79	3.83±0.67	3.7±1.02	5.204	<0.001
Academic planning	3.35±0.68	3.52±0.72	3.85±0.65	3.91±0.65	3.62±0.83	5.945	<0.001
Overall efficiency	3.43±0.65	3.6±0.59	3.9±0.55	3.98±0.58	3.67±0.88	7.041	<0.001

Based on the above analysis, it can be concluded that students with an average reading time of 2-4 hours per day have significantly higher reading self-efficacy than students with an average reading time of 0.5 hours per day; Students with an average reading time of 1-2 hours per day have significantly higher self-efficacy in reading than those under 1 hour.

This significant difference is in line with the actual situation. Learning is a gradual process, and learning duration is one of the most critical factors affecting learning effectiveness. Students who have too short a study time cannot achieve their learning goals, have insufficient depth of learning, and lack understanding and recognition of

knowledge. Therefore, their interest in learning will decrease. This study shows that students who read and study for 1-2 hours a day have deeper depth and understanding, and higher interest in learning. This means that their self-efficacy in reading and learning is strong.

4.6. Analysis of Differences in Students' Self Efficacy Perceived by Reading Media

Select a single factor variance to analyze and compare the differences in reading self-efficacy among students from different reading media. The results are shown in Table 15.

Table 15. Analysis of Differences in Reading Self Efficacy among Students at Different Daily Reading Times

Variable	Paper books(n=52)	Mobile phone (n=205)	Kindle (n=1)	Computer (n=9)	Others (n=5)	F	P
Gain confidence	4.13±0.42	3.86±0.65	4.71±0.00	3.95±0.42	3.89±0.57	2.633	0.035
Capability control	3.68±0.72	3.44±0.82	2.33±0.00	3.35±0.51	3.27±0.76	1.634	0.166
Academic planning	3.77±0.69	3.6±0.72	2.80±0.00	3.27±0.75	3.36±0.7	1.639	0.165
Overall efficiency	3.88±0.53	3.65±0.66	3.89±0.00	3.56±0.33	3.53±0.46	1.699	0.150

From the above analysis, it can be clearly seen that there is no significant difference in overall ability control, academic planning, and reading self-efficacy among students of different reading media, with P-values greater than 0.05. There is only a significant difference in confidence acquisition, $P=0.035<0.05$. There are fewer students using Kindle media to read, and the sample size is less than two, so it is not possible to conduct post hoc tests on various dimensions and overall reading motivation. Reading on mobile phones has a higher level of self-efficacy among students compared to other media methods.

This difference is also in line with the theory of self-efficacy, where students with weak confidence gain have weaker self-efficacy than those with strong confidence gain.

5. Analysis of the Correlation between Reading Motivation and Self-Efficacy among Students at Chongqing C College

This section uses the Pearson correlation test method to test the correlation between various dimensions of reading motivation and reading self-efficacy of students at Chongqing C Vocational College, in order to determine the possible correlation between variables. The analysis results show that there is a positive correlation between personal cultivation motivation and reading self-efficacy ($r=0.641, p<0.01$),

indicating that the higher the personal cultivation motivation of Chongqing C Vocational College students, the better their reading self-efficacy will be; The emotional expression engine is positively correlated with reading self-efficacy ($r=0.579, p<0.01$), indicating that the higher the emotional expression engine of Chongqing C Vocational College students, the better their reading self-efficacy will be; There is a positive correlation between information acquisition motivation and reading self-efficacy ($r=0.624, p<0.01$), indicating that the higher the information acquisition motivation of Chongqing C Vocational College students, the better their reading self-efficacy will be; There is a positive correlation between social communication motivation and reading self-efficacy ($r=0.482, p<0.01$), indicating that the higher the social communication motivation of Chongqing C Vocational College students, the better their reading self-efficacy will be; There is a positive correlation between reading interest motivation and reading self-efficacy ($r=0.471, p<0.01$), indicating that the higher the reading interest motivation of college students in Chongqing C Vocational College, the stronger the reading self-efficacy.

Based on the analysis of the "three body" framework of the reading object, reading subject, and reading ontology in the "Principles of Reading Science", the research sample students as a whole are the research objects, including the reading object, reading environment, reading time, and reading tools. The reading ontology includes content such as reading

essence, reading value, reading goal, reading classification, reading selection, and reading process. Lasswell's theory of communication states that 5W content is disseminated by who, what is said, through what channels, to whom, and what effects it produces. The specific analysis of 5W content includes "control analysis," "content analysis," "media analysis," "audience analysis," and "effect analysis. The self-efficacy theory is a subjective evaluation of a person's ability to complete a certain task (Albert Bandura, 1977), and the quality of the evaluation results directly affects the motivation of the parties involved.

The subjects of this study are college students, generally aged 18-22, who are in the stage of learning and improvement. They have a high desire to explore knowledge, strong reception ability, and a strong sense of motivation after successful work. Therefore, all dimensions of their reading motivation are positively correlated with reading self-efficacy, in line with the principles of reading science, 5W communication theory, and self-efficacy theory.

6. Research and Discussion

Through the previous research on the reading motivation and self-efficacy of students at Chongqing C Vocational College, this study analyzes the reading style tendencies, reading concepts, and changes in content of college students, in order to understand their actual reading needs. Explore the relationship between reading and reading promotion, as well as the relationship between new media and reading promotion.

6.1. Reading and Reading Promotion

Reading promotion is to promote and expand reading through certain means, through the efforts of promotion departments and specific promoters, to enable more people to understand, enjoy, be good at, and effectively read.

The improvement of personal reading ability has a promoting effect on reading promotion activities. The purpose of reading promotion is to enable readers to quickly understand the information of the reading materials, improve the efficiency of readers' selection. When readers encounter difficulties in learning, confusion in life, need to review before exams, and cultivate their emotions in leisure time, they need to read. Traditional methods take longer to search; The purpose of reading promotion is to guide readers to read healthily, and the focus of reading promotion is on "promotion". Through careful screening, promoters share excellent reading methods, excellent reading feedback, excellent readers, and excellent new books in certain ways, for more readers to know and learn from. Readers can communicate and learn from each other on the content they are interested in, forming different small reading interest "circles", Multiple small reading interest circles converge into a large reading circle, creating a good reading atmosphere.

Reading has a feedback effect on reading improvement. Reading provides a practical venue for reading promotion, where there are readers first and then promotion. Without readers, there is no promotion. The needs of readers are different, and reading styles are diverse. The reading harvest is rich and colorful, and the reading methods are various, providing a good soil for reading promotion work; Reading provides experimental and correction opportunities for the theoretical research of reading promotion. Good reading promotion needs the support of relevant theories, such as the 5W theory of reading and Communication studies. These theories come from practice. Only when the reading work is

fully carried out, can reading promoters analyze, summarize, refine in practice, then guide the reading promotion work, and finally form a mature theory when there is deviation; The update of reading concepts and methods has driven innovation in reading promotion methods. Everything is constantly evolving and advancing, and technology and human thinking are advancing faster. Readers' reading is also improving, and future generations are constantly enriching and summarizing their abilities based on the previous ones. Therefore, reading promotion methods need to adapt to the current situation and constantly innovate.

6.2. New Media and Reading Promotion

The background of the development of new media is the rapid development of the Internet, mobile communication, and digital technology, as well as the popularization of smartphones. With its advantages of fast transmission speed, wide coverage, comprehensive dissemination of information content, and interactivity, its influence has rapidly increased, becoming a new tool for promoting book reading (Cuifang, 2019), effectively promoting the improvement of work efficiency in university library reading and improving the efficiency of college students' reading work. New media provides new carriers for readers to read and opens up new channels for improving library reading. In terms of reading promotion, new media not only compete with the carrier of paper books, but also with the attention of massive information.

7. Improvement Strategies

7.1. Increase the Efforts of Reading Promotion and Publicity, and Diversify the Channels Related to Reading Promotion

Make good use of promotional tools such as bulletin boards and LED displays to promote public reading of slogans; Through the library's WeChat official account, campus network and other relevant media, release information on activities related to national reading; Organize and mobilize student volunteer groups such as volunteer service teams and reader service associations, distribute knowledge manuals for nationwide reading activities, create a comprehensive reading atmosphere, and comprehensively improve activity participation rates.

7.2. Strengthen the Quality Construction of the Service Team and Improve the Professional Service Level of Reading Promotion

Improving the professional ability and service level of librarians is the foundation for improving service quality. Regularly carry out professional training for librarians, such as platform use training, information literacy ability training, scientific research ability improvement training, etc. In addition, set up "1+1 professional librarians" in libraries+ secondary colleges, set up "subject librarians" and "one-on-one" service colleges, and incorporate service object scores into performance assessment, which plays a positive role in promoting professional services for reading promotion.

7.3. Pay Attention to Readers' Demands and Strengthen Communication and Interaction

Adhere to putting readers' needs at the center, innovate service forms and awareness. Collect reader needs through multiple channels, both online and offline, to provide effective services for readers. Not only are paper opinion books placed in the library to collect readers' opinions and suggestions, but also reader recommendation forms are placed to collect more suitable reading materials offline, in order to increase the utilization rate of the library collection. Through WeChat official account and campus network, we released a questionnaire survey of readers, and collected suggestions from readers on environmental demand construction, literature resource guarantee, reading service improvement and other aspects. Regular "Director Reception Day" 60 activities are held, where readers and library management personnel can interact and exchange face-to-face. At the same time, the opening of the director's mailbox and WeChat QR code has played a positive role in ensuring service quality.

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