

RESEARCH ON BRAND CONSTRUCTION OF UNIVERSITY LIBRARY

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Abstract : This research mainly uses questionnaire survey and data analysis method to study the brand building of university library. The questionnaire survey collected readers' differences and intentions in various aspects under different environment, service and brand background, starting from five parts: readers' basic situation, factors affecting reading, readers' motivation for entering the library, readers' satisfaction and brand power improvement. The survey objects were college students and university staff in 2020, 2021, 2022 and 2023. In Jiangxi Vocational College of Finance and Economics, Jiujiang College, Nanchang University, Jiangxi Vocational University and other colleges and universities, on-site questionnaires and electronic questionnaires were used to collect data. The electronic questionnaire part is released through the reader service group of each university library, mainly for the readers who have come to the library and want to library. Then, SPSS is used for comparative analysis of the collected questionnaire results, and through descriptive analysis, exploratory factor analysis, comparative analysis and regression analysis, the problems faced by university library brand construction and the needs of users are studied, so as to demonstrate the feasibility of university library brand construction and brand marketing strategy.

IndexTerms - University library brand, Factors affecting reading, Reader motivation, Reader satisfaction, Brand power enhancement

INTRODUCTION

With the development of science and technology and society, more and more people choose new digital reading methods. Although there are more and more kinds of library collections and more and more rich contents, the change of digital reading habits and the traditional borrowing service form of libraries have led to an increasing number of users no longer choosing to read in libraries. It makes it difficult to make effective use of the huge literature resources in the library. In recent years, more and more public libraries have chosen to eliminate the original service model, actively change, make use of digital media platforms, establish brands, and adopt marketing strategies to enhance the brand culture and popularity of libraries, so as to attract and maintain more readers and improve the efficiency of the use of library literature resources. Compared with public libraries, university libraries bear the responsibility of improving readers' cultural literacy and building campus culture. As a source of knowledge reserve for universities, university libraries play an important supporting role in the development and construction of professional scientific research of universities, representing the inner spirit and cornerstone of scientific research of universities, and their role in the overall library cause cannot be ignored. The university library just represents the cultural image of the university and is the business card displayed by the university. At present, the traditional passive service mode of university libraries can no longer adapt to the development of today's society and the diversified needs of users, which requires university libraries to change their service ideas, enhance their comprehensive strength by building brands, improving management and marketing promotion, and continuously invest in resources, technology, management, publicity and human resources. In the process of brand building and marketing promotion, Show the connotation and value of its own brand to meet the diversified and personalized needs of users, so as to explore potential readers, improve the utilization rate of literature resources, and achieve the purpose of promoting reading culture.

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I.RESEARCH SIGNIFICANCE AND CURRENT SITUATION

1. Research significance

Taking university library as the research object, this paper analyzes the necessity, importance and methods of university library brand building by collecting user questionnaires, and helps to change some of the current problems faced by university libraries, hoping to provide references for other university libraries with the same problems. It can also make the brand of university library more widely used, so that the brand of university library can get more attention, so as to avoid the waste of resources and outdated services to bring negative effects on users. By identifying different preferences, needs, behaviors and characteristics of users, we can provide targeted and differentiated library resources and services to users, enhance their satisfaction and favorable experience, enhance their participation, and achieve the purpose of increasing the rate of potential readers to the library and improving the efficiency of literature use to the greatest extent. Only by keeping innovation and advancing with The Times under the development of society and science and technology can university libraries have vigorous vitality.

2.Research status

At present, many universities and scholars have been exploring the construction of university library brand. *Hu Changdou,Library Brand Strategy and Tactics* put forward that the brand can not be made overnight, but is the reader's identity formed in the long-term reader service process of the library. The most fundamental standpoint of libraries is to serve users and society. The purpose of building the library brand is to improve the overall quality of the library, deepen the social influence of the library, in order to serve more readers in a wider range. Therefore, the brand positioning of library should analyze and understand the user and market demand, in order to find out their own service objectives and service content, and better carry out the establishment and division of library business.*Deng Aidong ,Summary of research on library brand building in China* It is pointed out that each library has its own characteristics, including human history, scale, geographical location, collection resources, technical facilities and so on. Library to create their own brand, should be through the analysis of their own characteristics, to create a characteristic brand. *Yang Jianhong, On the management of library service brand under the new competitive environment,* The brand connotation of library is not invariable. People's requirements for library services are getting higher and higher, and libraries should also expand the coverage of the brand and develop the connotation of the brand to a deeper and wider degree.

To sum up, university library brand building is being studied by more and more experts and scholars, and a complete library brand building framework is gradually formed in multiple dimensions and aspects. Based on the research of previous scholars, this study will be studied and discussed through questionnaire survey and analysis, hoping to provide basis and reference for subsequent research.

II.QUESTIONNAIRE SURVEY ON THE PROMOTION OF UNIVERSITY LIBRARY BRAND POWER

This study is to explore whether the university library can improve the efficiency of library resource use and tap potential reader groups through the promotion of brand power under the background that the number of readers is decreasing year by year. By means of questionnaire survey, readers' differences and intentions in different environments, services and brands are collected. Starting from five parts: readers' basic situation, factors affecting reading, readers' motivation to enter the library, readers' satisfaction and brand power improvement, the thesis of this paper is explored and verified by means of data analysis. This paper provides reference support for exploring the feasibility and value of the influence of university library branding on readers.

1.Research hypothesis

Based on the above, this study makes the following assumptions:

Hypothesis 1: The literature borrowing function of contemporary university libraries is gradually weakening, and readers' entry and reading intention are decreasing year by year with the passage of time;

Hypothesis 2: The change of reading style and the pressure of work and study are the main factors affecting readers' reading in the library.

Hypothesis 3: The promotion of library brand power and readers' reading motivation have a positive influence on each other;

Hypothesis 4: The enhancement of library brand power and readers' satisfaction with library have a positive impact;

Hypothesis 5: The enhancement of library brand power can attract more potential readers to enter the library.

2. Questionnaire design

2.1 Basic information of readers

This study only focuses on university libraries, whose main readers are students and faculty and staff (students are divided into freshmen, sophomores, juniors and seniors according to their grades). They are divided into 16-20 years old, 21-30 years old, 31-40 years old, 41 years old and above; And the number of books read in the last year, the number of times per week they visited the library

and the time they spent there.

Table 1 Reader Bas	c Information	question item
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Faculty and staff	
	Freshman year
Studente	Sophomore year
Students	Junior year
	Senior year
	16-20 years old
200	21-30 years old
age	31-40 years old
	Age 41 and older
	Less than 3 books
Number of books read in	4-10 books
the last year	10-20 books
	20 + books
	1 times
The average number of	2-3 times
library entries per week	4-5 times
	6-7 times
Avanage amount of time	Within 1 hour
amount of time	1-3 hours
time	3-6 hours
	6 + hours

2.2 Factors that affect reading

In order to explore the reasons for the decrease in the number of readers entering the library year by year, this study takes the reasons affecting reading as the topic item, which is divided into five options: strongly agree, agree, common, disagree and strongly disagree. There are 4 questions in total, as shown in the figure:

Table 2 Factors that affect reading					
laborar	1. I think electronic reading is gradually replacing paper reading.				
Interne	2. I think now that Internet speed reading/fragmented reading satisfies the				
Factors that affect reading	desire for partial reading, we are no longer willing to spend time on				
	complete reading.				
	3. I am under too much pressure from work/study, and my reading time is				
	compressed.				
	4. I am obsessed with the trifles of life and don't have much desire to				
	read.				

2.3 Readers' motivation to enter the library

In this study, readers' motivations for entering the library are divided into two parts: schoolwork motivation and interest motivation, which are divided into five options: strongly agree, agree, common, disagree and strongly disagree. There are 6 questions in total. Pictured:

Academic motivation	5. I do it to research my project or to help with my homework.		
	6. I'm writing for my thesis.		
	7. I'm preparing for the exam		
Interest motivation	8. I like literature and reading books.		
	9. I hope to broaden my knowledge and enrich my reserves.		
	10. I hope to make use of the library's learning atmosphere to improve		
	my learning efficiency.		

Table 3 Reader motivation question item

2.4 Reader satisfaction

This study takes the satisfaction of readers as the topic and divides them into five options: strongly agree, agree, common, disagree and strongly disagree, according to their satisfaction degree of the existing service, environment and management of the library of our university. There are 6 questions in total. Pictured:

	Table 4 Reader satisfaction question items	
	11. I care more about the timely answers from the consulting staff when I	
	encounter questions.	
	12. I care more about the resources available to meet my reading needs.	
	13. I care more about the frequency of activities and lectures held in the	
Readers' satisfaction	library.	
	14. I care more about the strong learning atmosphere in the library.	
	15.I care more about whether the opening hours of the library are	
	appropriate.	
	16. I care more about the orderly ordering of the shelves in the library.	

Table 4 Reader satisfaction question items

2.5 Branding improvement

This study discusses the attractiveness of university library branding (including the overall brand image and brand marketing means) to readers, which is divided into five options: strongly agree, agree, common, disagree and strongly disagree. There are 9 questions in total, as shown in the figure:

	Tuble 5 Druhanig promotion question items		
	17. I think a complete brand image can increase the willingness of		
	readers to come to the library.		
	18. I think cartoon mascots can draw distance from readers.		
	19.I think uniform brand posters, advertising materials and services can		
	improve the overall quality of service.		
	20. In my opinion, a variety of brand activities can increase readers'		
	vitality and participation.		
Branding promotion	I think the launch of cultural and creative products can increase the		
	interest and added value of reading.		
	22. I will increase my willingness to enter the library because there are		
lake see	cultural products in the library.		
Interna	23. I will actively participate in library activities in order to obtain		
	cultural and creative products.		
	24. I will pay for the cultural and creative products I like.		
	25.I think a unified signage system can enhance the library brand image		

Table 5 Branding promotion question items

3 Sampling Method

The subjects of this study were college students and university staff at the levels of 2020, 2021, 2022 and 2023. Data and data were collected by on-site questionnaire and electronic questionnaire. Questionnaires were distributed from April 17, 2023 to April 21, 2023 in the university library by convenient sampling method. The electronic questionnaire was released through the reader service group of each university library. A total of 311 questionnaires were received, including 59 invalid questionnaires with less than 100 seconds of answering time, random filling and all the same answers. The number of valid questionnaires was 252, with effective questionnaire recovery rate of 81%.

4 Data analysis methods

SPSS26.0 statistical software was used for data analysis in this study, and the main statistical methods were as follows.

4.1 Descriptive statistical analysis

Using standard deviation of mean, times distribution and percentage to describe the characteristics of the sample, this study takes 4 reasons affecting reading, 6 reader motivation, 6 reader satisfaction and 9 branding promotion as topic items, and observes the distribution of each topic item through descriptive statistical analysis.

4.2 Exploratory factor analysis

Step 1: Test the reliability of the questionnaire

By using SPSS26.0 to conduct KMO and Bartlett tests on the measurement model, observe the KMO value and P value of the measurement results to measure the model reliability. When KMO value > 0.7 and P value < 0.05, it proves that the scale has strong

significance and passes the reliability test.

Step 2: Test the validity of the questionnaire

In this study, the reliability statistical analysis of SPSS26.0 was used to observe the CronbachAlpha coefficient, and combined with the CR coefficient, a total of 25 items in the four quantized parts of the model were analyzed. The CronbachAlpha coefficient needed to be > 0.7 and the combination reliability needed to be > 0.7, which proved that the reliability of the model was good and passed the reliability test.

Step 3: Factor analysis

By using SPSS260 to extract the principal component of the questionnaire results, using the maximum variance method to rotate the factors, so that the attribution of each factor is more clear, can reflect the attribution relationship between the original variable and these factors, observe the correlation between the extraction factor and the item design, to verify the rationality and effectiveness of the questionnaire design.

Step 4: Correlation analysis

pearson correlation analysis was performed on the extracted mean value of factors and the mean value of brand promotion: (1) If P > 0.5, it is proved that there is no significant correlation between the two factor variables, the analysis is over, and pearson correlation coefficient is not needed to be analyzed again; (2) If P < 0.5, it is proved that there is a significant correlation between the two factor variables. At this time, it is necessary to further investigate the size of the correlation and analyze the pearson correlation coefficient; (3) When pearson correlation coefficient > 0, there is a significant positive correlation, and the closer the pearson correlation coefficient is to 1, the stronger the correlation is. Generally, pearson correlation, and the closer the pearson correlation coefficient is to -1, the stronger the correlation is. Generally, pearson correlation coefficient < 0.7 is a strong negative correlation.

Step 5: Regression analysis

(1) Perform fitting degree analysis on the model to see whether the value of R^2 is > 40%; (2) Use variance analysis to see whether the P-value is < 0.05 to determine whether the model is significant; (3) The regression coefficient between the four factors of influence factor, reader satisfaction, schoolwork motivation and interest motivation and the brand power enhancement factor was observed respectively. If P > 0.05, it was significant; if P < 0.05, it was not significant; if regression coefficient > 0, it was positive; if regression coefficient < 0, it was reverse. (4) Observe the histogram of the regression model, VIF < 5,

The residual value follows normal distribution, which means that the results of the regression model are stable and reliable.

5 Hypothesis testing

Test each proposed hypothesis individually and show the test results.

III. DATA ANALYSIS AND RESEARCH FINDINGS

The questionnaire of this study was issued from April 17, 2023 to April 21, 2023. The questionnaire survey was conducted in college libraries by convenient sampling method. The electronic questionnaire was released through the reader service group of each university library. A total of 311 questionnaires were received, including 252 valid questionnaires with an effective recovery rate of 81%, excluding 59 invalid questionnaires with the answer time less than 100 seconds, random filling and all the same answers.

1 Descriptive statistical analysis of readers' basic information

1.1 Reader identity

Among the 252 valid questionnaires, 38 were teachers, accounting for 15%; 15 teaching and auxiliary staff, accounting for 6%; And 199 students, accounting for 79 percent. It can be seen that students are the main audience of university libraries.

1.2 The grade of students

Among the 199 student questionnaires, 151 students were freshmen, accounting for 75.9%; 30 sophomores, accounting for 15.1%; 16 juniors, accounting for 8%; And 2 seniors, 1 percent. It can be seen that freshmen have the highest number of times and willingness to enter the library, while with the increase of school time, the number of times and willingness to enter the library decreases year by year.

1.3 Age group of readers

Among the 252 valid questionnaires, 164 readers were aged 16-20, accounting for 65.1%; There were 40 readers aged 21 to 30, accounting for 15.9%; 27 readers aged between 31 and 40, accounting for 10.7%; And 21 readers aged 41 or above, accounting for 8.3%. From this, we can draw the conclusion that the frequency and willingness of college readers to enter the library decrease with the increase of age.

1.4 College majors of readers

In 252 valid questionnaires, there are 73 types of readers in different majors, among which the top three majors are big data and

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accounting, accounting for 23%; Engineering surveying and mapping, accounting for 15%; And international economics and trade, 8 percent. It can be seen that the learning demand of the above three majors is relatively high.

1.5 Number of books read in recent one year

Among the 252 valid questionnaires, 79 readers read less than 3 books in the past year, accounting for 31.3%; 117 of them read 4-10 books, accounting for 46.5%; 28 readers who read 10-20 books, accounting for 11.1%; And those who read more than 20 books accounted for 28, or 11.1 percent. This shows that 77.8% of college readers read less than 10 books on average, which is basically the same as the 20th national Reading survey released by the Chinese Academy of Press and Publication, which showed that the average number of books read in 2022 was around eight.

1.6 The average number of library visits per week

Among the 252 valid questionnaires, 42 people visited the library 0 times per week on average, accounting for 16.7%; 116 people visited the library once or twice a week, accounting for 46%; 48 people visited the library 3-4 times a week on average, accounting for 19%; 46 people visited the library 4 to 7 times per week, accounting for 18.3%. It can be seen that in addition to the readers who never enter the library once, the readers who enter the library once or twice a week account for the highest proportion, and the number of readers who enter the library 3-4 times and 4-7 times is basically the same.

1.7 Average time spent in the library

Among the 252 valid questionnaires, excluding 42 people who have never been to the library, 27 people spend less than 1 hour on average each time in the library, accounting for 12.9%; 120 people spent 1-3 hours each time in the library, accounting for 57.1%; 40 people spent 3-6 hours each time in the library, accounting for 19%; And 23 people, accounting for 11%, spent more than 6 hours each time in the library. It can be seen that the time readers spend in the library =1-3 hours > less than 1 hour > 3-6 hours > more than 6 hours.

		Times	Percentage %	Cumulative percentage %
	Teacher	38	15	15
	Teaching support staff	15	6	21
Idontity	Student (freshman year)	151	59.9	80.9
	Student (sophomore year)	30	11.9	92.8
	Students (juniors)	16	6.3	99.1
	Student (senior year)	2	0.9	100
	16-20 years old	164	65.1	65.1
1.00	Ages 21 <mark>-30</mark>	40	15.9	81.0
Age	31-40 ye <mark>ars o</mark> ld	27	10.7	91.7
	Age 41 and older	21	8.3	100.0
The number of	Less tha <mark>n 3 b</mark> ooks	79	31.3	31.3
books read in	4-10 books	117	46.4	77.8
	10-20 copies	28	11.1	88.9
the last year	20 + books	28	11.1	100.0
Average	0 visits	42	16.7	16.7
number of	1-2 times	116	46.0	62.7
library visits	3-4 times	48	19.0	81.7
per week	4-7 times	46	18.3	100.0
Average	Less than 1 hour	69	27.4	27.4
amount of	1-3 hours	120	47.6	75.0
time spent in	3-6 hours	40	15.9	90.9
the library per visit	6 + hours	23	9.1	100.0

Table 6 Basic information	statistics and	descriptive stat	istical analysis	of readers
Table o Dasie information	statistics and	descriptive stat.	istical analysis	UI readers

2 Descriptive statistical analysis in four parts

2.1 Descriptive statistical analysis of factors affecting reading

In terms of the factors affecting reading, there are four questions Q1-Q4, and five options are strongly agree, agree, ordinary, disagree and strongly disagree, with the score of 1, 2, 3, 4 and 5, respectively. The lower the average score, the higher the reader identity. On the whole, the average score of the four items is below 3.07, which proves that the respondents have a high degree of recognition for these four questions, and Q1 is the highest degree of recognition. In my opinion, electronic reading is gradually replacing paper reading and Q3. My work/study pressure is too great, and my reading time is compressed, and my average score is 2.62, which proves that the change of reading style and the pressure of work and study are the main factors affecting college readers to enter the library. Q2. In my opinion, now that network speed reading/fragmented reading satisfies part of the reading desire, the average value of 3.07 is that they are no longer willing to spend time on complete reading, indicating that fragmented reading does not have a great impact on complete reading.

Table 7 Descriptive	statistical	analysis o	f factors	affecting reading
-				

Descriptive statistics					
	Ν	Minimum	Maximum	mean	Standard deviation
Q1.I think electronic reading is	252	1	5	2.62	1.074
gradually replacing paper reading					
now					
Q2.I think that now that the	252	1	5	3.07	1.158
Internet speed reading/fragmented					
reading satisfies part of the desire					
to read, they are no longer willing					
to spend time on complete reading.					
Q3.I have too much pressure	252	1	5	2.62	0.961
from my work/studies and my					
reading time is compressed					
Q4. I was distracted by the	252	1	5	2.95	1.001
trivialities of life and didn't have					
much desire to read.	9				

2.2 Descriptive statistical analysis of readers' motivation for library entry

This study sets a total of 6 questions on readers' motivation for entering the library, among which Q5-Q7 is schoolwork motivation, Q8-Q10 is interest motivation, and 5 options are strongly agree, agree, common, disagree and strongly disagree. The score is 1, 2, 3, 4 and 5, respectively. The lower the average score is, the higher the reader identity is. The average scores of these 6 items are all below 2.98, and Q10 is the highest degree of recognition. I hope to improve my learning efficiency with the help of the library's learning atmosphere. The average score is 1.96, which proves that the learning atmosphere of the library is the most important reason to attract readers to the library. Comparatively speaking, this section has the lowest level of agreement with Q6. I am writing for my thesis. The average score is 2.6, proving that essay writing has the least influence on readers' access to the library.

Table 8 Descriptive statistical analysis of readers' motivation to enter the library

Descriptive statistics						
	N	Minimum	Maximum	mean	Standard deviation	
Q5. I do it to research my project or to help me with my homework	252	1	5	2.37	0.942	
Q6. I'm writing for my thesis.	252	1	5	2.60	0.999	
Q7. I'm preparing for the exam.	252	1	5	2.43	1.021	
Q8. I like literature and reading books.	252	1	5	2.46	0.862	
Q9. I hope to expand my knowledge and enrich my knowledge reserve.	252	1	5	2.01	0.722	
Q10. I hope to use the library's learning atmosphere to improve learning efficiency.	252	1	5	1.96	0.885	

2.3 Descriptive statistical analysis of reader satisfaction

This study sets a total of 6 questions Q11-Q17 on reader satisfaction, and 5 options are strongly agree, agree, ordinary, disagree and strongly disagree, with the score of 1, 2, 3, 4 and 5, respectively. The lower the average score, the higher the reader identity. Among

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these 6 questions, the lowest average score is Q16. I think the bookshelves in the library are arranged neatly. It is 1.99, which proves that orderly bookshelves in university library services is the most important factor affecting readers' satisfaction. The average score of the other four items is also below 2.43, which proves that the degree of readers' recognition is generally high among these six items, and reflects that these six items are important standards affecting readers' satisfaction evaluation of university library.

Descriptive statistics					
	Ν	Minimum	Maximum	mean	Standard deviation
Q11. What I care more about	252	1	5	2.06	0.811
is that the consulting staff can					
get timely answers to questions.					
Q12. I care more about the	252	1	5	2.26	0.949
resources in the library to meet					
my reading needs.					
Q13. I care more about the	252	1	5	2.43	0.940
appropriate frequency of					
library activities and lectures.					
Q14. I care more about the	252	1	5	2.00	0.868
learning atmosphere in the					
museum is very strong					
Q15. I care more about the	252	1	5	2.11	0.856
library's current opening					
hours.	1				_
Q16. I care more about the	252	1	5	1.99	0.806
order of the bookshelves.				Ì	

Table 9 Descriptive statistical analysis of readers' satisfaction

2.4 Branding promotion Descriptive system analysis

In this study, a total of Q17-Q259 items are set in the branding promotion of university libraries, aiming at a multi-directional study on the improvement of library services and readers' recognition by library branding, so as to attract readers and improve the utilization rate of library resources. In this part, there are five options: strongly agree, agree, common, disagree and strongly disagree. The score is 1, 2, 3, 4 and 5 respectively. The lower the average score is, the higher the reader's identity is. The average score of these 7 questions is all below 2.42, which is the part with the highest degree of recognition in the whole questionnaire, among which, Q17. In my opinion, a complete brand image can improve readers' willingness to enter the library and Q20. In my opinion, enriching brand activities can improve readers' vitality and participation, and the recognition of these two items are both below 2.0, which proves from the side that the branding of university libraries can indeed attract more readers to enter the library. Secondly, cartoon mascots, branded posters and publicity, cultural and creative products and unified signage system are also important means to attract readers to the library. Comparatively speaking, Q24 has the lowest degree of recognition for this part. The average score of paying for my favorite cultural and creative products is 2.42 points, which proves that more than half of college library readers are willing to pay for their favorite cultural and creative products. This result provides ideas for the marketing of branded cultural and creative products in college libraries.

Table 10	Descriptive	system analy	sis o <mark>f bran</mark> dir	ng pro <mark>motio</mark> n	
	Ι	Descriptive st	atistics		
	mean	Standard deviation			
Q17. I think a complete brand image can increase readers' willingness to enter the library.	252	1	5	1.92	0.751
Q18. I think cartoon mascots can draw distance from readers.	252	1	5	2.03	0.839
Q19.I think a uniform style of branded posters, advertising and services can improve the overall quality of service.	252		5	2.00	0.791
Q20. I believe that enriching brand activities can increase readers' vitality and engagement	252	1	5	1.99	0.776
Q21. I think the launch of cultural and creative products can increase the interest and added value of reading.	252	1	5	2.02	0.863
Q22. I will enhance my willingness to enter the library because the library has cultural and creative products.	252	1	5	2.04	0.892

				,	
Q23. I will actively participate in the museum activities in order to obtain cultural and creative products.	252	1	5	2.13	0.882
Q24. I will pay for the cultural and creative products I like.	252	1	5	2.42	1.044
Q25. A unified identification system can enhance the integrity of library image	252	1	5	2.04	0.855

3 Exploratory factor analysis

3.1 Test of reliability and validity

In this study, the reliability statistical analysis of SPSS26.0 was used to observe the CronbachAlpha coefficient, and combined with the CR coefficient, a total of 25 items in the four quantized parts of the model were analyzed. CronbachAlpha coefficient and CR coefficient were both required to be > 0.7 to be reliable. The analysis results show that the CronbachAlpha coefficient and CR coefficient are both

> 0.7, CronbachAlpha coefficient and CR coefficient of branding promotion were both > 0.9, so the questionnaire passed the validity test.

		5	5				
Reliability Statistics							
	Factors that	Readers'					
	influence	motivation to	Reader				
	reading	enter the library	satisfaction	Branding up			
Number of			6	9			
obser <mark>vabl</mark> e							
variables	4	6					
CronbachAlpha	0.734	0.735	0.888	0.952			
Combin <mark>ed</mark>	0.8 <mark>26</mark>	0.896	0.846	0.940			
reliability CR							
Average <mark>outl</mark> iers	0.543	0.595	0.483	0.638			
sampled							

 Table 11 Reliability statistical analysis

In this study, SPSS26 was used to conduct KMO and Bartlett tests on the measurement model, and the KMO value was 0.894 > 0.7. From the Bartlett test of sphericity, the approximate chi-square was 4649.096, the degree of freedom was 3000, and the P value was 0.000, which was very significant. Therefore, the questionnaire passed the reliability test.

Tab	.12KMO and B	artlett test
k	XMO and Bartle	ett tests
KMO <mark>me</mark> asure o	of sampling	0 894
appropri <mark>atene</mark> ss.		0.094
Doutlatt toot fa	Approximate chi-square	4649.096
sphericity	Degrees of freedom	300
	Salience	0.000

3.2 Exploratory factor analysis

SPSS26 was used to extract the principal component from the questionnaire results, and the maximum variance method was used to rotate the factors to make the attribution of each factor more clear. The results are shown in the following table: There were 5 factors with eigenvalue greater than 1, and the cumulative contribution rate reached 69.73%, which could explain most of the variation of variable characteristics.

Table 13 Total variance explanation

ĺ		Total variance interpretation	
	Compone Initial eigenvalues	Extract the sum of the squared Rotate the sum of loads squared loads	

	Total	Percentag e of variance	Cumulat ive %	Total	Percentage of variance	Cumulativ e %	Total	Percentage of variance	Cumulativ e %
1	9.887	39.547	39.547	9.887	39.547	39.547	6.798	27.191	27.191
2	2.777	11.109	50.656	2.777	11.109	50.656	3.836	15.345	42.537
3	2.161	8.645	59.301	2.161	8.645	59.301	2.483	9.931	52.468
4	1.439	5.756	65.057	1.439	5.756	65.057	2.280	9.118	61.586
5	1.169	4.676	69.733	1.169	4.676	69.733	2.037	8.147	69.733
Extraction	Extraction method: Principal component analysis.								

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The maximum variance method is used to display the result of factor rotation matrix, which reflects the attribution relationship between the original variable and these factors more concisely. It is found that there are two factors in Q5-Q10, so Q5-Q7 factor is named as the reader's academic motivation; Q8-Q10 factors are named as readers' interest motivation. Therefore, Q1-Q4 represents factors that affect reading, Q5-Q7 represents readers' academic motivation, Q8-Q10 represents readers' interest motivation, Q11-Q16 represents readers' satisfaction, and Q17-Q25 represents brand enhancement.

Table 14 Exploratory factor analysi	S
-------------------------------------	---

Compo	nent matr	ix after rotati	on		
	Co <mark>mpo</mark> ne	ents	- (
	1	2	3	4	5
Q1.I think electronic reading is gradually				0.678	
replacing paper reading now				0.070	
Q2.I think that now that the Internet speed					
reading/fragmented reading satisfies part of the				0.728	
desire to read, they are no longer willing to spend				01120	
time on complete reading.					
Q3.1 have too much pressure from my		4		0.751	
work/studies and my reading time is compressed					
Q4. I was distracted by the trivialities of life and didn't have much deging to read	L			0.787	1. S.
didn't have much desire to read.			_		
Q5. I do it to research my project or to			0.890		
help me with my homework		_	0.090		
			0.884		
Q6. I'm writing for my thesis.			0.004		
Q7. I'm preparing for the exam.			0.834		
08 I like literature and reading books					0.656
Qui i fine incrutice and reading books.					
Q9. I hope to expand my knowledge and					0.727
enrich my knowledge reserve.					
Q10. I hope to use the library's learning					0.587
atmosphe <mark>re to</mark> improve learnin <mark>g effi</mark> ciency.					0.507
Q11. What I care more about is that the					
consulting staff can get timely answers to		0.614			
questions.					
Q12. I care more about the resources in		0.810			
the library to meet my reading needs.					
Q13. I care more about the appropriate		0.699			
Old Leave ment about the leave in a					
Q14. I care more about the learning	[hrc	0.827	1000	DVOL	on
O15 L cara more about the library's					
current opening hours		0.560			
016 L care more about the order of the					
bookshelves.		0.618			
017. I think a complete brand image can					
increase readers' willingness to enter the library.	0.682				
Q18. I think cartoon mascots can draw distance	0 752				
from readers.	0.753				
Q19.I think a uniform style of branded posters,					
advertising and services can improve the overall	0.818				
quality of service.					
Q20. I believe that enriching brand activities	0 785				
can increase readers' vitality and engagement	0.705				
Q21. I think the launch of cultural and creative		1			
products can increase the interest and added value	0.849				
of reading.					

		/		
0.872				
0.858				
0 765				
0.703				
0 797				
0.787				
	0.872 0.858 0.765 0.787	0.872 0.858 0.765 0.787	0.872 0.858 0.765 0.787	0.872 1 0.858 1 0.765 1 0.787 1

3.3 Correlation analysis

In this study, pearson correlation analysis of SPSS26 was used to measure the correlation among five factors affecting reading, schoolwork motivation, interest motivation, reader satisfaction and brand promotion. The significance results are shown in the table below:

Table 15 Correlation analysis							
		Correlation a	analysis among	factors			
		Factors affecting reading	Schoolwork motivation	Interest motivation	Reader satisfaction		
D	Pearson relevance	0.028	0.152*	0.535**	0.685**		
Branding up	Р	0.658	0.016	0.000	0.000		
	Number of cases	252	252	252	252		
**. At level 0.0	1 (two-tailed), the	e correlation is	significant.				

It can be seen that P values of branding promotion and factors influencing reading were > 0.05, and the significance was low, so no analysis was made. Branding improvement is significantly correlated with schoolwork motivation, interest motivation and reader satisfaction, P value < 0.05. Pearson correlation coefficient analysis shows that: Branding improvement has significant correlation with schoolwork motivation, interest motivation and reader satisfaction, Pearson correlation coefficients are 0.152, 0.535 and 0.685, which are significant positive correlation, and the correlation degree between interest motivation and reader satisfaction is above the medium level, and branding improvement has the strongest correlation with reader satisfaction.

3.4 Regression Analysis

3.4.1 Model fit degree

As can be seen from the results of the following table, R square =0.521, which means that the degree of model fitting is 52.8%, that is, the degree of fitting is good, indicating that influencing factors, reader satisfaction, schoolwork motivation and interest motivation can better explain the influence on brand power improvement.

Table 16 Model fitting degree							
Model summary							
Model		R	R ²	R ² after adjustment	Errors in standard estimates		
1		0.727 ^a	0.528	0.521	0.50545		
a.Predictive va	a.Predictive variables: (constant), influencing factor factor, reader satisfaction, schoolwork motivation, interest						
motivation							
b.Dependent va	riable:	brand power er	hancement	nrougn in	novation		

3.4.2 Analysis of variance

The results of ANOVA in the following table show that P=0.000 < 0.05 means that the existence of regression model has significant significance, that is, at least one of the four independent variables of influencing factors, reader satisfaction, schoolwork motivation and interest motivation can significantly affect the improvement of the dependent variable brand power.

	ANOVA ^a								
Models		Sum of Squares	Degre es of Freedom	Mean square	F	Salien ce			
1	Regressio n	70.654	4	17.663	69.139	0.000 ^b			
	Residual	63.103	247	0.255					
	Total	133.757	251						

- a. Dependent variable: brand power enhancement
- b. Predictive variables: (constant), influencing factors, reader satisfaction, schoolwork motivation, interest motivation

3.4.3 Regression coefficient

As can be seen from the table below,

(1)The influencing factors can significantly affect the improvement of brand power, P=0.049 < 0.05, and the regression coefficient is 0.084 > 0, which means that the influencing factors can positively affect the improvement of brand power. The direct and specific quantitative relationship between the two is as follows: when the influencing factors increase by 1 point, the willingness to buy again will increase by 0.084 points.

(2) Reader satisfaction can significantly affect the improvement of brand power, P=0.000 < 0.05, and the regression coefficient is 0.592 > 0, which means that the influencing factors can positively affect the improvement of brand power. The direct and specific quantitative relationship between the two is as follows: when the influencing factors increase by 1 point, the willingness to buy again will increase by 0.592 points.

(3) Schoolwork motivation could not significantly affect brand power improvement, P=0.097 > 0.05.

(4) Interest motivation can significantly affect the improvement of brand power, P=0.000 < 0.05, and the regression coefficient is 0.316 > 0, which means that the influencing factors can positively affect the improvement of brand power. The direct and specific quantitative relationship between the two is as follows: when the influencing factors increase by 1 point, the willingness to buy again will increase by 0.316 points.

			Table 18 Reg	<mark>gression coeff</mark> ic	ient table			
				Coefficients ^a				
		Unstandardi	zed	Standar dized				
		coefficients		coefficient			Collinearity	statistics
			Stand ard					
Models		В	error	Beta	t	Salience	Tolera nces	VIF
1	(Constant)	0.049	0.180		0.272	0.786		
	Reader satisfaction	0.592	0.054	0.567	10.988	0.000	0.719	1.392
	Schoolwor k motivation	-0.065	0.039	-0.078	-1.668	0.097	0.877	1.141
	Interest Motivation	0.316	0.058	0.280	5.433	0.000	0.719	1.391
	Influencer Factor	0.084	0.042	0.090	1.978	0.049	0.929	1.076
a Depende	ent variable brand	nower impr	ovement		•	•	-	•

3.4.4 Diagnosis of regression model

(1) Because the VIF values of the four independent variables are all less than 5, it means that there is no multicollinearity between the four independent variables, that is, the calculation results of the regression model are stable and reliable. (2) As can be seen from the following figure, the residual of the regression model basically follows a normal distribution, that is, the operational results of the regression model are stable and reliable.

Table 19 Histogram



3.5 Hypothesis Testing

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(1) Hypothesis 1: The literature borrowing function of contemporary university libraries is gradually weakening, and readers' entry and reading intention are decreasing year by year with the passage of time;

In the basic information of readers collected by 252 valid questionnaires, through the correlation analysis of the grade of student readers and the average number of library entry, it is found that P value < 0.05, the correlation is significant, Pearson correlation coefficient is 0.291 (as shown in the figure below), it can be seen that there is a significant positive correlation between the grade of readers and the willingness to enter the library, that is, with the increase of readers' school time, The willingness of readers to enter the library decreases year by year, so the first hypothesis is valid.

	Table 20 Correlation and	alysis
Correlation analysis		
		Student's grade
Average weekly	Pearson correlation	0.291**
frequency of access to	Sig. (Double tail)	0.000
he school library	Number of cases	252

(2) Hypothesis 2: The change of reading style and the pressure of work and study are the main factors affecting readers' admission to the library;

In terms of the questions affecting reading factors, Q1. I think the average score of e-reading is 2.62. Among 252 valid questionnaires, 36 strongly agree and 92 strongly agree, accounting for 65.1%. Q3. My work/study pressure is too great, the reading time is compressed, the average score is 2.62 points, in 252 valid questionnaires, there are 24 strongly agree and 100 agree, accounting for 58.7%. It can be seen that today's reading style and the pressure of work and study are the main factors affecting college readers' access to the library, so hypothesis 2 is valid.

(3) Hypothesis 3: The promotion of library brand has a positive impact on readers' reading motivation;

After exploratory factor analysis of the model, it is found that readers' reading motivation includes schoolwork motivation and interest motivation. Therefore, correlation analysis is carried out between library branding promotion and readers' schoolwork motivation and readers' interest motivation respectively, and P values are 0.016 and 0.000 < 0.05, which shows that, There is a significant correlation between library branding and readers' schoolwork motivation and interest motivation. Pearson correlation analysis shows that the Pearson correlation coefficient is 0.152 and 0.535, showing a significant positive correlation. It can be seen that library branding enhancement has a positive impact on readers' schoolwork motivation and interest-based motivation, so hypothesis 3 is valid.

Correlation analysis among factors						
		Schoolwork motivation	Interest motivation			
Branding	Pearson relevance	0.152*	0.535**			
ennancement	Р	0.016	0.000			

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Table 21 Correlation analysis

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Number of cases 252	252	

(4) Hypothesis 4: The improvement of library branding has a positive effect on the satisfaction of readers;

The correlation analysis between library branding and reader satisfaction shows that P value < 0.05 indicates significant correlation. Then, the Pearson correlation analysis shows that the Pearson correlation coefficient is 0.685, showing a significant positive correlation, and the correlation degree is above the medium level, so hypothesis 4 is valid.

Correlation analysis among factors				
		Reader satisfaction		
	Pearson relevance	0.685**		
Branding up	Р	0.000		
	Number of cases	252		

(5) Hypothesis 5: The promotion of library branding can attract more potential readers into the library.

Through screening the 252 valid questionnaires collected, a total of 27 questionnaires with an average weekly entry times of 0 were selected, and descriptive statistical analysis was carried out on the branding promotion of these 27 questionnaires. The results showed that the average value was below 2.41. It indicates that this kind of readers have high recognition for the brand promotion of university libraries to generate more attraction, so hypothesis 5 is valid.

Table 23 Analysis on t	he attractiveness	of brand promotion	to zero library visitors
radie 25 r marjois dir e	ne attractiveness	or orang promotion	to Lette north y vibitors

Descriptive statis	stics				
	Ν	Minimum	Maximum	mean	Standard deviation
Q17. I <mark>think</mark> a	2.7	1.00	4.00	2.1481	0.81824
complete brand		1.00			0.01021
im <mark>age can incre</mark> ase					
readers' willingnes	S				
to enter the l <mark>ibrary.</mark>					
Q18. I think	27	1.00	4.00	2.1111	0.84732
cartoon mascots					
can draw distan <mark>ce</mark>					
from readers.					
Q19.I think a	27	1.00	3.00	1.9630	0.70610
uniform style of	_ /	1.00	2.00	119 00 0	
branded posters,					
advertising and					
services can	100	aliaa	DO DO	000	
improve the overal	1	GLIVII		GEGIN	
quality of service.					
Q20. I believe	27	1.00	3.00	2.0000	0.73380
that enr <mark>ichin</mark> g	_ /	100	2.00		
brand a <mark>ctiviti</mark> es car	ı				
increas <mark>e read</mark> ers'					
vitality and					
engagement					
Q21. I think the	27	1.00	5.00	2,1481	0.98854
launch <mark>of cul</mark> tural					
and creative					
products can					
increase the interes	t	orch T	nrouc		novotion
and added value of					
reading.					
Q22. I will	27	1.00	5.00	2.1111	0.97402
enhance my					
willingness to enter	r				
the library because					
the library has					
cultural and					
creative products.					
Q23. I will	27	1.00	5.00	2.2222	0.97402
actively participate	-		2.00		
in the museum	1				
activities in order to	D				
obtain cultural and					
creative products.					

Q24. I will pay for the cultural and creative products I like.	27	1.00	5.00	2.4074	1.15223
Q25. A unified identification system can enhance the integrity of library image	27	1.00	3.00	2.1111	0.84732

3.6 Study hypothetical results

Table 24 Research hypothesis results are presented

Research hypothesis	Results
Hypothesis 1: The literature borrowing function of contemporary university libraries is gradually weakening, and readers' entry and reading intention are decreasing year by year with the passage of time;	True
Hypothesis 2: The change of reading style and the pressure of work and study are the main factors affecting readers' admission to the library	True
Hypothesis 3: The promotion of library branding has a positive impact on readers' reading motivation;	True
Hypothesis four: the improvement of library branding has a positive impact on readers' satisfaction;	True
Hypothesis five: The promotion of library branding can attract more potential readers into the library.	True

IV. BRAND BUILDING CONCLUSION

Through questionnaire analysis, we know the factors that affect readers' willingness to read, readers' motivation to enter the library, readers' satisfaction standard and feedback on the brand enhancement plan of university libraries. The results are basically consistent with the theoretical hypothesis before the study. Under the background that the number of university library readers is decreasing year by year, all university libraries are exerting their talents. Through multimedia platforms, activities, the development of cultural and creative products and other ways to actively carry out reform, but most of them can not form an overall brand effect, such as Hohai University and China University of Mining and Technology written in the third chapter, for example, they are actively promoted by holding brand activities, but the structure is very simple, it is difficult to fully play the results. The purpose of this study is to explore the university library, through the overall brand building to reposition the functions, service methods and promotion means of university library, through the environment, service, and brand marketing of multiple dimensions of the joint effect and promotion to achieve the expected effect, but there are many limitations in this study, the future research is expected to continue to explore the areas not involved in this study.

V. RESEARCH LIM<mark>ITAT</mark>IO<mark>NS AND FUT</mark>URE RESEARCH PROSPECTS

Although this study tries to be perfect, there are still incomplete samples and aspects that have not been considered. First, the questionnaire of this study was issued in April, and the students graduating from the senior year have basically left the school for practice, so the sample data are not enough. Second, the simple random sampling method adopted in this study is not enough to represent all the data of a specific group at a certain level. It is suggested that in the future, more detailed sample analysis can be conducted for a certain college or a certain grade of student readers. With the development of scientific progress, the subsequent research can also apply the concept of university library branding to more universities and even other types of books through updated brand building methods.

As the place with the largest knowledge bearing volume, the library's utility and significance are unshakable, but if we can bring the utility into play and show the meaning, it is still worth every one of us to ponder and explore.

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