

## ABSTRACT

### The Battle of Print and E

Isla G. B. Hamilton-Short, M.A.

Mentor: Sara Stone, Ph.D.

Using a survey approach, this study explored consumers' uses and gratifications for e-books and hardcopy books, specifically, ownership, personal use and venues for purchasing them. The survey of 124 respondents revealed hard copies of the printed word were the most commonly used medium, while e-readers were the second to least used. Results suggest that readers will continue to use textbooks, in most cases, in printed form.

The Battle of Print and E

by

Isla Hamilton-Short, B.A.

A Thesis

Approved by the Department of Journalism, Public Relations, and New Media

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Sara Stone, Ph.D., Chairperson

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Approved by the Thesis Committee

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Sara Stone, Ph.D., Chairperson

---

Mia Moody-Ramirez, Ph.D.

---

Barry G. Hankins, Ph.D.

Accepted by the Graduate School

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J. Larry Lyon, Ph.D., Dean

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*To my forever kitten, Wendell, the sassiest cat I've ever met*



## CHAPTER ONE

### Introduction

Half of American adults own an e-reader or tablet (Zickuhr & Rainie, 2014). This astonishing development in personal electronics is strongly connected to the electronic book (hereafter e-book) revolution. This e-book revolution has enacted a transformation in trade publishing. From the papyrus scrolls that inhabited Alexandria's library in the third century BC to the illuminated manuscripts famously and painstakingly created by monks during the Middle Ages to the New York Times bestsellers of the 20th century, books in paper format were just a given. The emergence of e-books has caused a crack in this foundation, and for the first time the future of the printed word has been called into question.

### *History of the E-Reader*

E-readers connected with mainstream consumers when Amazon unveiled the Kindle in December 2007. The device allowed for the download of titles almost instantaneously via Whispernet, the wireless network connected to the device. With this one product, Amazon made books available instantly, anywhere. Today, there is a whole range of e-readers, tablets, and cross breeds at every price point. E-readers and e-books fit seamlessly into today's mobile culture. The idea that consumers can download everything at the tap of a finger is pervasive, and it seems that almost everything in print has migrated online. E-readers allow readers to purchase, download, permanently access,

and read a book all in one interface, and while on the go. E-readers also offer privacy, as a person's neighbor cannot tell what he or she is reading, as is the case with a paperback. Many classics, which are in the public domain and no longer restricted by copyright, are available free and most trade publishers simultaneously release e- book and print versions of their new titles. E-books, especially of newer titles, often offer a more affordable alternative to a costly hardcover bestseller. Publishers enjoy a much greater profit margin on e-sales and, controversially, pay lower royalties to authors on these sales.

### *Purpose of this Study*

Previous uses and gratifications studies have primarily looked at the Internet, social media sites such as Twitter and Facebook, and apps. However, very few scholarly articles focus on e-books (Shepperd, Grace, and Koch 2008, Foasberg 2011, Woody et al. 2010). This study fills that void with a survey of 124 respondents to measure awareness of e-readers, ownership of e-readers, use of e-books, uses of different mediums for reading, and the uses and gratifications of e-books and print books. The purpose of this study is threefold: 1) to understand the uses and gratifications respondents gain from e-readers; 2) to explore the respondents general reading habits in an effort to holistically view the data collected; and 3) to understand better the use of e-textbooks and the factors influencing the purchase of print versus textbooks.

The findings of this study might be useful for publishers of trade and textbooks, and to campus bookstores and other venues that sell textbooks to students. They will especially be of use to campus bookstores, as it will recommend whether they should

focus on e-textbooks or print textbooks and will elucidate which learning material college students prefer using.

## CHAPTER TWO

### Literature Review

#### *Emergence of E-Books*

When Amazon released its first Kindle e-reader in 2007, it set the stage for a technological revolution in publishing. Seven years later Amazon offers a whole range of Kindle e-readers and tablets, ranging from the basic Kindle, to the Kindle Paperwhite, built to mimic the pages of a print book, to the Kindle Fire HD, a tablet optimized for reading with the gaming, browsing, and working functionality of a tablet (“Amazon Kindle, n.d.”).

The newest Kindle tablet, the Kindle Fire HDX comes equipped with wireless, 4G data connectivity, the Fire OS 3.0 “Mojito” operating system, photo and video sharing, a front-facing HD camera, video call capability, on-device technical support, HDX display, custom Dolby audio, built in office suite—complete with web-browsing and e-mail and calendar—for working on the go, and three times the processing power of the previous generation Kindle Fire (“Kindle Fire HDX 7" Tablet,” n.d.).

The Amazon Appstore features 100,000 apps and games, all available on the Kindle Fire HDX. Increasingly, e-readers and tablets are following this model, being touted as the devices for everything on the go.

### *Kindle Eompetitors*

According to the International Data Corporation (IDC,) Barnes and Noble has rapidly become Amazon's largest competition in the e-reader market since the unveiling of its e-reader, the Nook (International Data Corporation, 2011). Apple's tablet, the iPad is also being touted for reading, with Kindle and Nook apps (applications for tablets, mobile phones, and computers) available across all platforms, including the iPhone.

E-books, e-readers, and tablets have changed the publishing world, though their future impact is still far from certain. E-book sales have skyrocketed, especially in genres such as romance. A recent Romance Writers of America reader survey found that a striking 94 percent of romance buyers read romance e-books. Market Research Company Bowker's monthly tracker showed that e-book sales of romance proportionally doubled from 22 percent in the first quarter of 2011 to 44 percent in the first quarter of 2012. In contrast, paperbacks make up 29 percent of romance sales ("2011 RomStat Report," 2011). E-books also yield a much higher profit to cost of goods ratio for publishers, leading to greater profitability versus print books. Presently there seems to be a disconnect between usage of e-books and usage of e-readers. In a study that surveyed students, Foasberg (2011) concluded that 23.5 percent read e-books, while only 3.7 percent used an e- reader as their main reading device.

Conversely, Woody et al. (Woody, Daniel & Baker, 2010) used a Likert scale survey to determine students' perceptions of computer usage and comfort, e- book satisfaction, and e-book or print book preference. The students then rated their usage of textbooks. Those students who had used e-books also rated their usage of e- books. The researchers' data suggested that e-book usage was not indicative of future preference.

Woody et al. (p. 4.1) noted that

Although participants who had used an e-book reported more satisfaction with e-books than participants who had not used e-books anticipated, e-book users still preferred print texts for learning, and their preference ratings did not significantly differ from those of non-users.

As previously mentioned, the cost of manufacturing e-books is relatively low in comparison to the print book. Therefore, e-books tend to cost less than print books, at least when the book is a new release and there are not less expensive used versions available, or when the book is a textbook with updated editions occurring frequently. In a study by Shepperd, Grace, and Koch (2008) when students in a class were given the choice of purchasing the printed textbook or the significantly cheaper electronic version 90% of the students bought the more expensive paper version.

Cowan (2013) using Niche Gratification Theory, a subset of uses and gratifications theory, found that printed books had the strongest market value, causing her to suggest that publishers should continue attempting to mimic reading print books on e-readers. Cowan goes on to speculate that, within niche gratification theory, each medium operates within its own niche, in which it must stay to avoid competition. She concludes that print books have maintained the niche of familiarity, concreteness, and their staid connection to the reading experience (Cowan, 2013). E-readers and tablets, while continuing to mimic the experience of reading a physical book, are also expanding into the information and entertainment niches.

This expanded purpose and user experience seems to be working. E-reader and tablet ownership is at an all-time high, with 50% of American adults owning either an e-reader or a tablet, and in some cases both (Zickuhr & Rainie, 2014). Thanks to this

surge in device ownership e-readership is on the rise as well, with 28% percent of Americans reading an e-book in the past year. This number is up from 23% at the end of 2012. Other statistics indicate more adults read print books than read e-books, and only 4% of readers are what Zickuhr and Rainie call “e-book only,” while 76% of adults read a book in some format over the past year.

### *History of Rublishing*

To fully understand the future of publishing and connectedness, we must look into the history of publishing, particularly Robert Darnton’s model from his seminal work. Darnton proposes a communications circuit in which authors reach the public through publishers (see Figure 1 in Appendix C) (Darnton, 1982). Simone Murray challenges this idea, proposing that through open access publishing readers and creative writers will be able to directly communicate with one another. Murray uses sites such as Lulu.com, a self-publishing website, and Amazon’s new CreateSpace, a company that assists with direct self-publishing. She posits that these sites will allow the reader and the author to directly connect with no need for a publishing house to be an intermediary. Murray proposes that with digital publishing, a scrapbook format may appear, where users can edit and add to current works of literature, thus inserting themselves into the literary process (Murray, 2010).

Murray’s ideas about breaking the publishing circuit through direct access is certainly a possibility with e-readers. Sites like Goodreads—which tracks users’ books and their ratings to provide users with recommendations, as well as allowing them to interact with other readers and authors—effectively eliminate the marketing efforts of

the publisher in the user experience. Social media sites such as Twitter, Facebook, and Instagram allow authors to connect directly to their readers, and e-readers provide a buying experience led by the retailer, rather than the publisher.

This study seeks to advance the literature on e-publishing and uses and gratifications research by profiling some of the reasons people use e-readers, and the most and least satisfying uses that accompany the use of e-readers. For these reasons, this paper will utilize uses and gratifications theory.

### *Uses and Gratifications Approach*

The current uses and gratifications model is based on the framework established by Katz, Blumler and Gurevitch (1974). They proposed the following assumptions in connection with audience uses and gratifications: (1) the audience is conceived of as active and engaged, (2) need gratification and media choice lies with the audience member, (3) the media compete with other sources of need satisfaction, (4) people can self-report their interests and motives, (5) value judgments about cultural significance should be suspended while audience orientations are explored (p 15-17). Blumler and Katz (1974) further speculate that audiences and their needs drive the media to satisfy those needs, rather than an opposing approach where the media supplies content that the public blindly consumes.

Rubin et al. (2003) build upon Katz's approach and similarly define uses and gratifications, writing "(a) media behavior is purposive, goal-directed and motivated, (b) people select media content to satisfy their needs and desires, (c) social and psychological dispositions mediate that behavior, and (d) media compete with other



forms of communication—or functional alternatives—such as interpersonal interaction for selection, attention and use (p. 6).”

Using these frameworks as foundations, researchers apply them to new technologies as they appear and become popular. Uses and Gratifications research has been applied to television, most recently to genre television, such as reality television (Barton, 2009) and crime procedural dramas (Brown et al., 2012).

Research on uses and gratifications and the Internet has become especially popular as new ways for audiences to interact online emerge daily. In a study focused specifically on Internet uses and gratifications (Papacharissi and Rubin, 2000) defined motives as “general dispositions that influence people’s actions taken to fulfill a need or want.” They asserted that motives were central to their study of uses and gratifications as applied to the Internet. In terms of motivating factors, their study found information seeking, interpersonal utility, passing time, convenience, and entertainment to be the most prevalent. Other studies (Chung et al, 2007; Li, 2007) have focused on the uses and gratifications of blogging, a form of online journaling where a user authors his or her own posts and generates his or her own content. Li found seven strong motivations for blogging that applied across users: “self-documentation, improving writing, self-expression, medium appeal, information, passing time, and socialization.” With the exception of passing time, bloggers approved these motivations.

Similar motivations as in Papacharissi and Rubin were found in a study of apps (International Communication Association, 2012). The motives entertainment, convenience, and instrumentality were common among the two. The motives they connected exclusively to apps were those of constant availability and novelty. An

exploratory study of Twitter (Ballard, 2011), a relatively new form of social media where users can share updates of 140 characters or less found that “Twitter users are motivated to use the social media network for entertainment, passing time, and expressive purposes but actually are most gratified in terms of entertainment, relational maintenance, and information seeking.” This is most interesting because of the dichotomy it shows between the intended uses and the perceived gratifications of users.

For the purposes of this study a random sampling of self-selecting participants were surveyed on their knowledge and use of e-readers (see survey instrument in Appendix A). Respondents were asked basic demographic questions, whether or not they were currently students, and then were asked questions on the perceived uses of e-readers. Respondents were also asked questions to determine whether they enjoyed reading, how many books they read in the last year, and how they interacted with books. Utilizing sections geared specifically toward e-book and e-textbook use, the survey attempted to ascertain the uses and gratifications of e-books among students. As a control, respondents were also asked questions pertaining to their use of print books, such as whether they keep a library of print books, how many they have read in the last year, and whether they recommend them to others. Participants were also asked to name their favorite book, in an effort to gain a more holistic view of their reading preferences.

## CHAPTER THREE

### Manuscript One

#### *Methods*

This study was developed to act as a guide to reading habits in our current media climate of instantaneous gratification. In order to aid in randomization, the participants of the study were self-selecting. The survey was distributed through various social media channels, as well as being sent to professors, and potentially their students, in several departments at Baylor University. In order not to limit the response pool, subjects were not limited to any academic or age category (i.e. students or 18 to 24 year olds).

Following a review of the literature, and several uses and gratifications research projects, a survey instrument was created. This instrument was in part a replication of that used by Ballard in that author's uses and gratifications approach to Twitter (2011). The questions were compiled in the online survey and analytics website Qualtrics. The survey was made available and distributed from February 17 to February 27, 2014. During the 10-day period, 143 surveys were returned. Of these, 15 were not used in the sample due to incompleteness. A total of 128 complete responses comprised the sample for this survey. The survey responses allowed answers to be formulated to answer the following research questions:

RQ1: To what extent are respondents using e-books? How does this differ from their usage of print books?

RQ2: What factors motivate respondents to purchase textbooks or e-textbooks?

RQ3: What are the most and least satisfactory uses of e-readers?

## *Results*

### *Demographics*

Of 127 respondents, 86% were female, with the remaining 14% being male.

The largest segment of respondents (45%) placed themselves in the age range of 21 to 24; 24% of survey takers were 17 to 20, 20% self identified as 33 or older, and the remaining 11% were in the age ranges from 25 to 32.

In the race and ethnicity category, 88% of respondents identified themselves as Caucasian, 5% Black/African-American, 3% Hispanic/Latino, 2% Asian, and 2% identified as other. Respondents were asked to choose their current student status, and 59% identified as current students.

### *General Descriptive Findings*

In their report for the Pew Research Center, Zickuhr and Rainie (2014) noted that 76% of American adults had read a book in any form the previous year. The sample in this survey responded with a much higher rate; 99% of respondents had read at least one book in the previous year. In fact, the most common response for how many books were read in the previous year was more than 15, with 34% of respondents selecting this option. When asked if they enjoyed reading 97% responded yes, and 96% of respondents said they read for fun.

### *Favorite Books*

One open-ended question asked survey takers to identify their favorite book. One hundred and one people responded to this question. While the majority of responses showed no correlation, there was some overlap. Five people (6%) of respondents chose the Harry Potter series, another 6% indicated that their favorite book was written by Jane Austen, and nearly 4% of respondents chose *Catcher in the Rye*, with an equal number of respondents entering *To Kill a Mockingbird*.

### *Printed versus E-books*

In terms of printed books, 94% of respondents said that they had a personal library of hard copy books. According to Figure 2, 89% said that if they read a hardcopy book in the previous year they kept it. Only 50% of participants said that they owned an e-reader or tablet used mostly for reading, but almost three-quarters of survey takers (74%) had read an e-book before. Considering this, it is interesting that a higher percentage (88%) either strongly agreed or agreed that they were familiar with e-readers like Nook, Kindle, and Kobo (see Figure 2).

E-reader and tablet usage rates among owners were high, with 86% of respondents claiming they used their e-reader daily to a few times a month. The most satisfying uses of e-readers among respondents were reading for fun, the availability to read anywhere, accessing the Internet, accessing social media, and reading for school or work. Conversely, the least satisfying uses of e-readers were playing games, studying, note taking, using apps, highlighting, and reading for school or work.

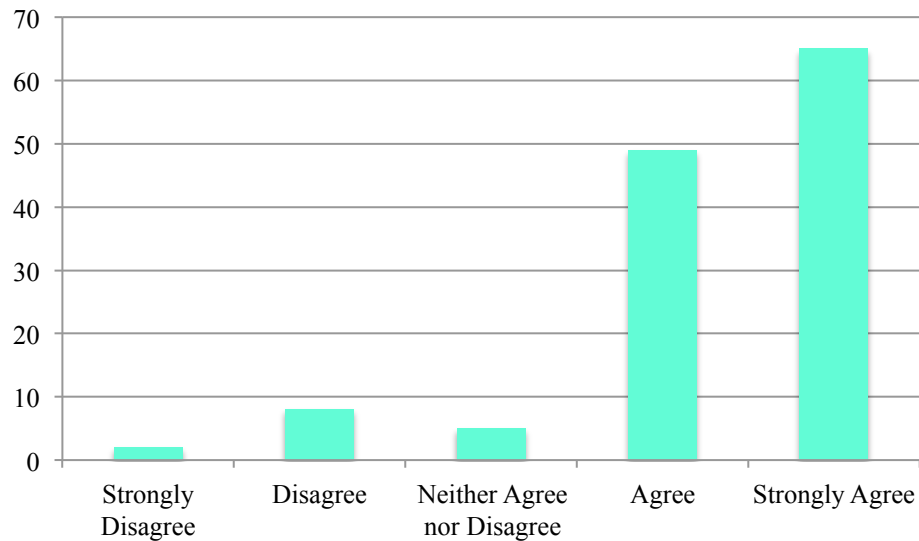


Figure 2: Student familiarity with e-readers

*RQ1: To what extent are respondents using e-books? How does this differ from their usage of print books?*

Of the respondents who were students,  $n=75$ , 99% answered that they had read one or more books in some form in the last year, and roughly one third said they had read more than 15 books. Only 40% of student respondents owned an e-reader, and over half then reported that they used their e-reader a few times a month. However, 71% of current students said they had read an e-book before. When questioned which devices they used in order to read for fun the majority (86%) said hard-copy, with only 31% selecting e-reader, and 43% selecting tablet. More students (62%) acknowledged reading on their phone than reading on e-readers or tablets. In terms of hard-copy books, 95% of the students had their own library of hard-copy books, and 95% kept a hard-copy book they read in the last year.

Of respondents who were not students,  $n=52$ , 100% had read more than one book in the last year, and 38% answered that they had read more than 15 books. Almost two-thirds (64%, or 34 respondents) of non-students owned an e-reader, and almost 80% of those said they used their e-reader at least a few times monthly. These numbers may, in part, explain why the number of hard-copy books read in the last year skewed much more significantly to the lower end than did the total number of books read. Although in this instance the mean cannot give us an accurate average number of books read, it can show us where the answers tended to cluster. The mean of books read in the last year was 3.62, skewing more to 11 to 15 books, while the mean of hard-copy books read was 3.08, skewing more toward 1 to 5 books. In terms of hard-copy books, a lower percentage of non-students (92%) had a personal library, and 80% kept a hard-copy book they read in the last year.

Overall, 99% of respondents said they had read more than one book in the last year. Half of respondents owned an e-reader, and 86% said they used it at least a few times monthly. Roughly, three-quarters of respondents had read an e-book at some point in their lives. When asked to select all the devices on which they read for fun, 86% of respondents chose hard-copy, while less than half selected an e-reader (41%) or tablet (40%). Figure 3 shows a comparison of devices chosen by students, non-students, and all respondents. Hard copy was the most highly selected medium by every group, with e-readers and tablets being among the fewest selected.

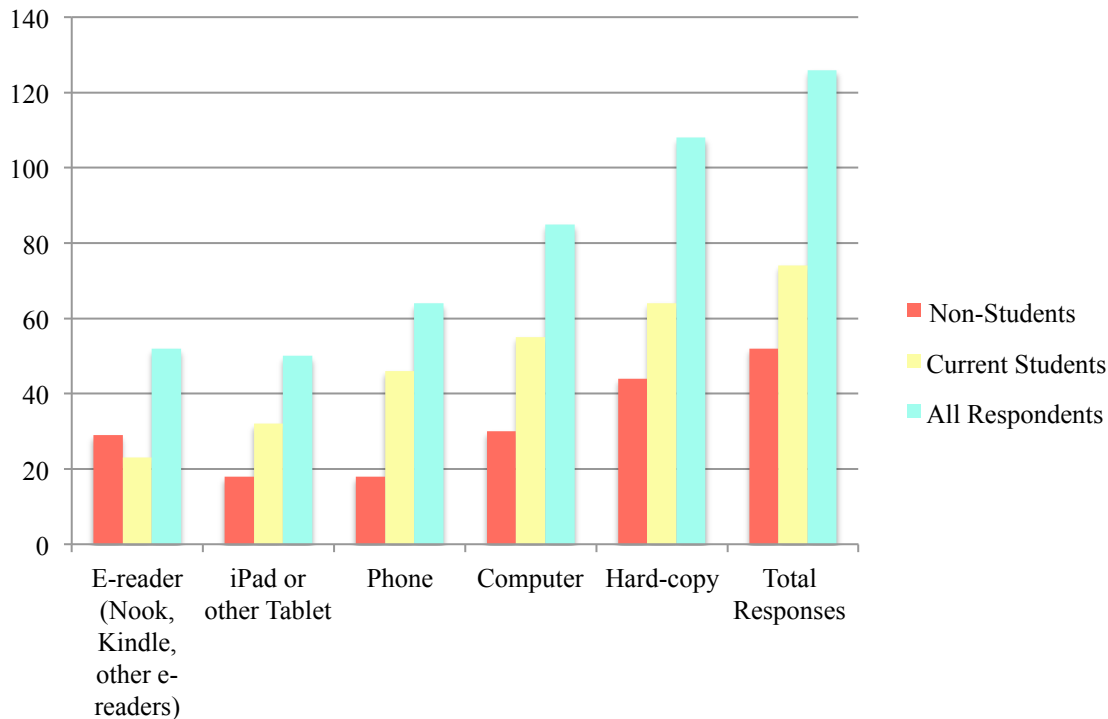


Figure 3: Respondents select all the devices on which they read for fun

*RQ2: Are students using e-textbooks or online textbooks? If so, what are the factors that motivated them to purchase the e-textbook? What are the motivating factors behind purchasing a print textbook instead of an e-textbook? Where do students purchase textbooks?*

Only 46% of students said they had used an online textbook or e-textbook.

Those students who had used an electronic textbook were asked to rank the motivating factors behind their purchase. The most commonly cited motivation for purchasing the e-version of a textbook was price, followed by accessibility and ease of use. The least important motivations were desire to keep it after reading and personal preference.

Textbooks are notoriously expensive, and are one area in which e-texts are a noticeably cheaper option. The whole range of motivations for students purchasing e-textbooks can be seen in Figure 4. The full range of responses is shown in Table 1.



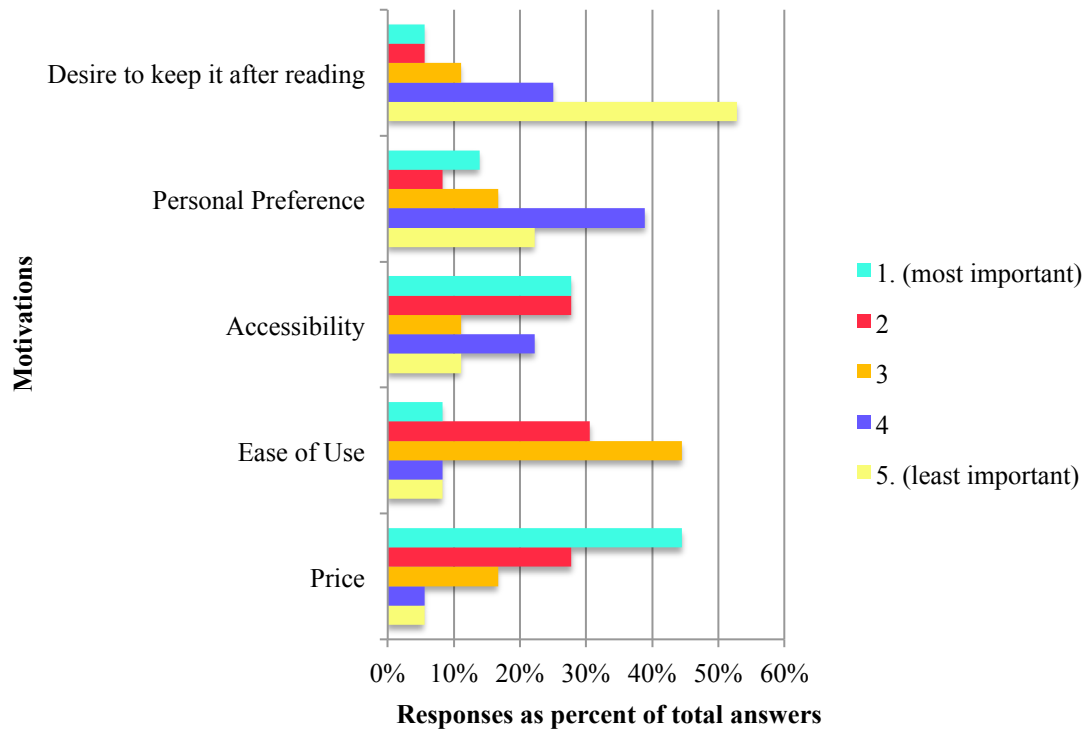


Figure 4: Student motivations for purchasing e-textbooks, accompanied by table with answers for each motivation.

Table 1: Rank of student motivations for buying an e-textbook

Answer	1	2	3	4	5	Total Responses
Price	16	10	6	2	2	36
Ease of Use	3	11	16	3	3	36
Accessibility	10	10	4	8	4	36
Personal Preference	5	3	6	14	8	36
Desire to keep it after reading	2	2	4	9	19	36
Total	36	36	36	36	36	-

Motivations for students to purchase the print version of a textbook are somewhat different, with personal preference being selected as the first and second most important

motivations by the largest number of people. The next most important motivating factors were alternately price and ease of use, and the desire to keep it after reading was also a strong motivating factor. Responses for purchasing a print book were not as clear as those for purchasing an e-textbook, where price was clearly a driving factor. Students purchasing print textbooks seem to have more range of personal factors motivating them to buy the print version of a textbook. The motivations of students for purchasing a print textbook can be found in Figure 5. The full table of responses is shown in Table 2.

Since the explosion of the Internet, buying textbooks has become a much more streamlined and personal process. Rather than being forced to purchase the books on campus at the bookstore and acquiescing to whatever markup they are charging, students have options. Amazon allows sellers and buyers to connect, and facilitates the sale of textbooks at low prices. Cheap textbook websites such as Chegg and Half.com (a subsidiary of the auction site eBay) have also entered the market, allowing students to price compare and bargain shop for textbooks. When asked to select all the retailers they used to purchase textbooks, an overwhelming 85% of student respondents selected Amazon. Almost three-quarters (75%) of current students selected university bookstore, and one-quarter selected Chegg or other online textbook dealer. It seems that the greatest competitors in student textbook sales are Amazon and university bookstores. The full range of student responses can be seen in Figure 6.

*RQ3: What are the most satisfactory uses of e-readers? What are the least satisfactory uses of e-readers?*

Respondents were asked about uses of e-readers. They were told to click and drag five uses into the most satisfying box and five into the least satisfying box.

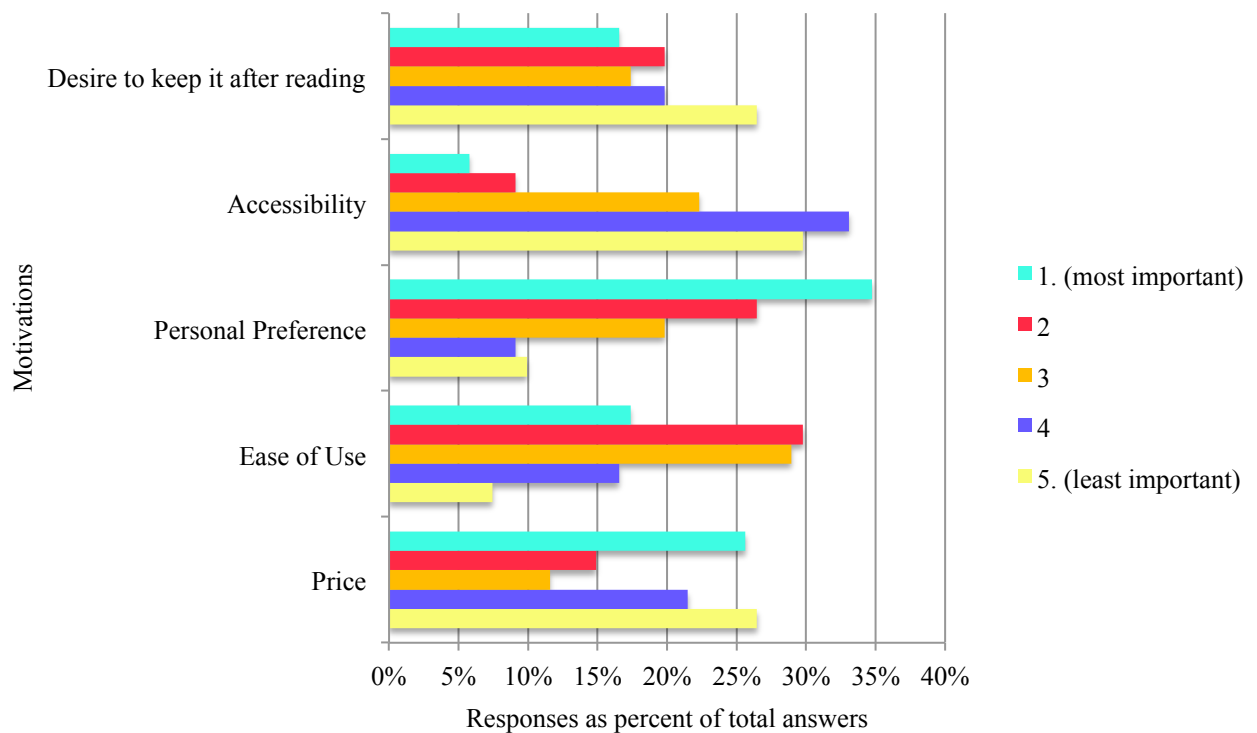


Figure 5: Student motivations for purchasing print textbooks

The results are displayed in Figure 7. The five most satisfying uses of e-readers were, respectively—reading for fun, ability to read anytime, accessing the Internet, accessing social media, and reading for school or work. The least satisfying uses were, respectively—playing games, studying, note taking, using apps, highlighting, and reading for work or school. Respondents seem happy with the ability to read on e-readers, but are split on their level of satisfaction with the non-reading aspects of them. Users liked the ability to connect to the Internet and social media, uses which are often connected with computers and smart phones, but were not satisfied with ability to play games or use apps, also uses associated with smart phones and computers. Most users seemed

underwhelmed or dissatisfied when it came to the utilities present on e-readers, such as highlighting and note taking.

Table 2: Rank of student motivations for buying a print textbook

Answer	1 (most important)	2	3	4	5 (least important)	Total Responses
Price	16	10	6	17	23	72
Ease of Use	14	19	21	12	6	72
Personal Preference	28	23	10	5	6	72
Accessibility	3	7	19	23	20	72
Desire to keep it after reading	11	13	16	15	17	72
Total	72	72	72	72	72	-

Respondents were asked to rank uses of e-readers (whether they owned one or not), from most to least useful. The most useful aspects were determined to be ease of use, a lighted screen, the dictionary, and the highlight tool. The least useful aspects were cloud functionality (the ability to save furthest read location, recently read books, notes, and other utilities across all devices), music, apps, the Internet browser, and social tools. Figure 8 shows the three highest response values for each use—whether least or most useful—as ranked by respondents. There is a disparity between these answers and those from figure 7. This may be due to a certain amount of hope and wishful thinking. Perhaps respondents *wish* the notes and highlight tool would be among the most satisfying uses, but in practice they are the least satisfying. This may be a signal to e-reader producers to rework these tools for maximum user satisfaction.

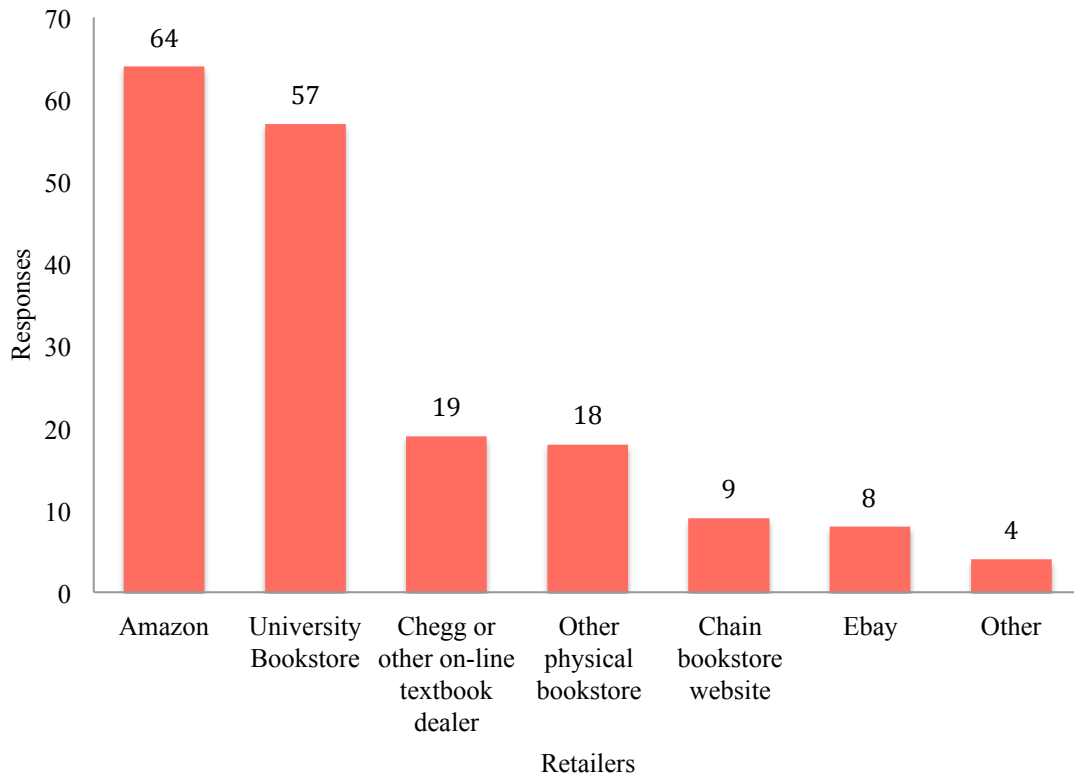


Figure 6: Representation of where students purchase textbooks

## *Discussion*

### *Limitations*

This study provides a glimpse into the uses and gratifications of e-books and print books, from the perspectives of both current students and non-students. The number of survey respondents was limited. This was due to lack of reach, especially to the broader population.

Most questions about e-readers were necessarily limited to those who either own or have used e-readers. Because the number of respondents who owned or used e-readers was less than the total number of respondents, comparison between questions

about e-readers and questions about print books was difficult. While the results of this study were statistically significant, the study had a large effect size which limits relatability to the general population. For this study to more accurately mimic the population a small effect size and a much larger sample size would be needed.

Another limitation was the list of gratifications used. They were based on the literature and designed to make choices easy for respondents. This means that they are in no way exhaustive. Were the study to be replicated, it would be beneficial to include a much larger list, though this might lessen survey completion among respondents. Chegg and other physical bookstores also hold significant shares of the market, and it is possible that with a decline in physical bookstores the market share of textbook websites will increase.

### *Implications*

Although these results are small and preliminary, they suggest e-reader manufacturers need to do some real work to gain the textbook market. Perhaps they should make e-readers specifically geared more to textbooks, with improved note taking<sup>7</sup>, highlighting, and studying potential.

Personal factors seem to facilitate the purchase of print textbooks, with motivations such as personal preference and desire to keep it after reading more prevalent than with purchase of e-textbooks. The two most popular venues for students to purchase textbooks seem to be Amazon and university bookstores, possibly because of the ease with which they can be accessed. Textbook websites may be able to pick up a larger market share due to recent closures of bookstores.

As previously suggested by Cowan (2013), e-reader and tablet manufacturers will probably continue to mimic the experience of reading a hard-copy book. E-readers and tablets will most likely continue to share uses and gratifications until they become one device. It seems, based on these responses and the literature that print books are here to stay, at least for the important things.

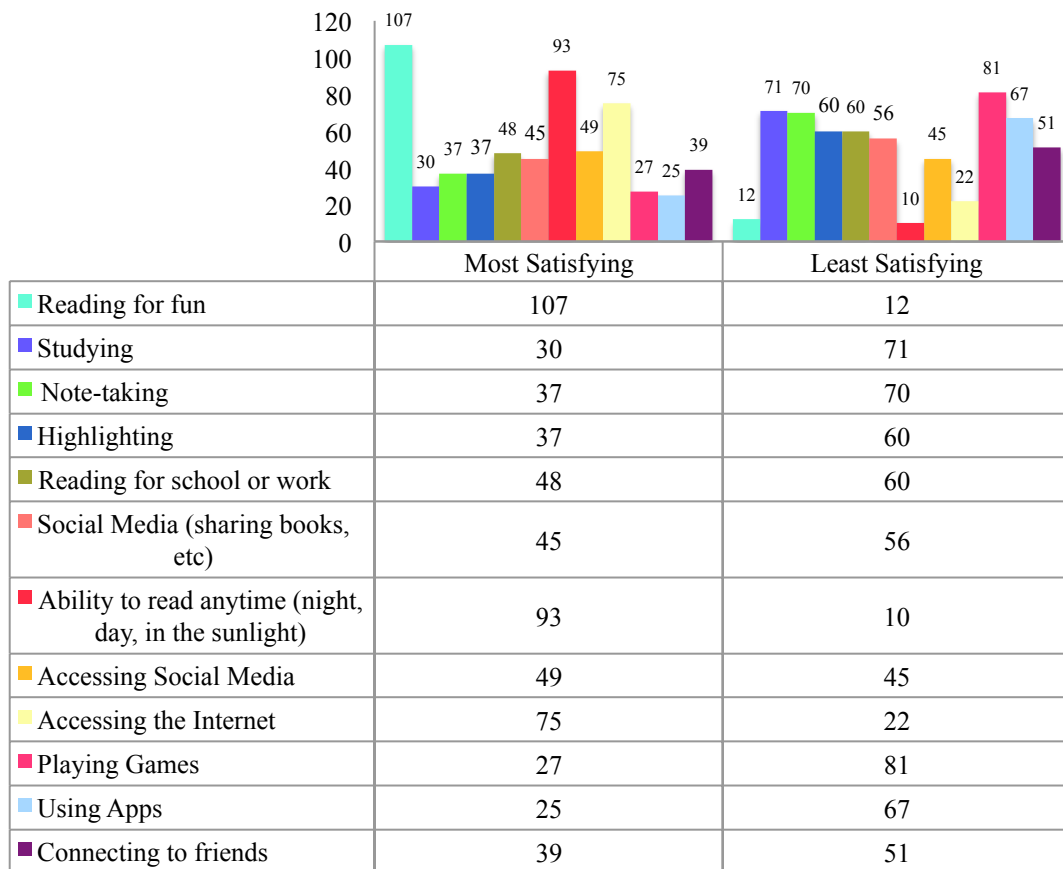


Figure 7: The most and least satisfying uses of e-readers

### *Conclusion*

This study provides an initial look at e-readers, with implications for both the textbook and trade markets. The responses suggest that in terms of textbook use,

students are willing to use e-textbooks, especially if there is a price incentive. Overall, hardcopy books are still the most used, possibly because of the comfort value Cowan (2013) suggested. Interestingly, the results suggest that e-reader use is higher among non-students. Of course, this could be due to more free time, and less scholarly reading.

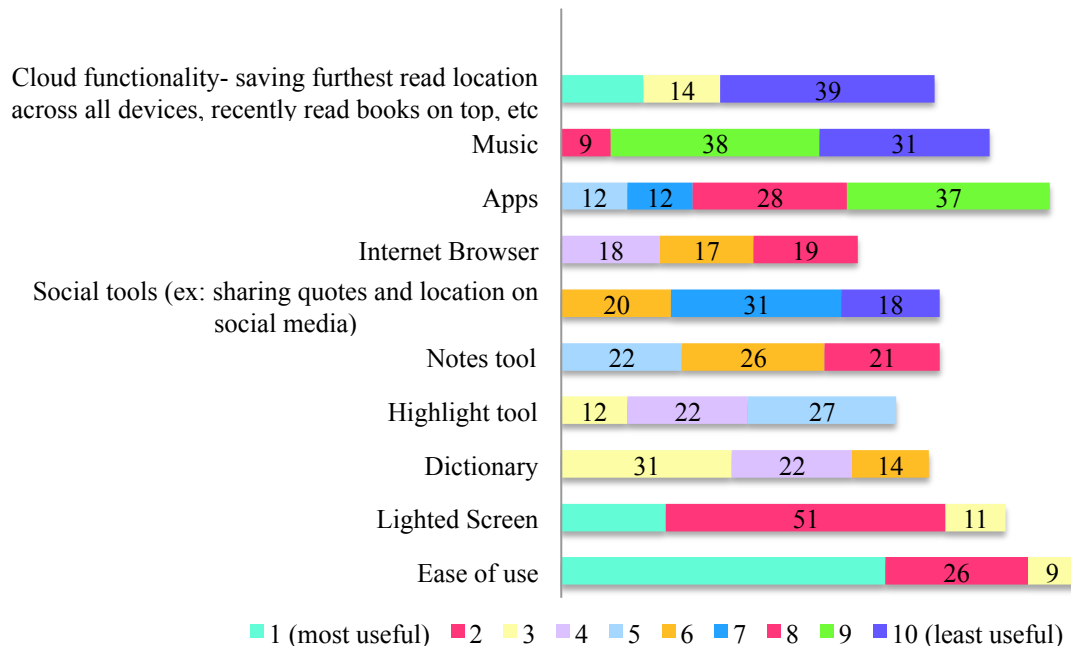


Figure 8: Shows the values of the three highest response values—whether least or most useful—of each e-reader use.

The results of this study were largely consistent with the literature presented in the review of the literature. As discussed by Zickuhr & Rainie (2014), 50% of American adults now own an e-reader or tablet. In my sample, 50% of respondents said they owned an e-reader or other tablet used mostly for reading, matching the population exactly. The proportion of hardcopy books read was also larger than e-books within this sample, as the researchers suggested in their own work. Foasberg (2011) found that 23.5 percent of students read e-books, while only 3.7 percent used an e-reader as their main



reading device. This is reflected in the current study, as e-readers were the second least used devices on which respondents read for fun.

This study provides a good base for a larger and more detailed study of e-reader uses and gratifications. It is also a strong starting point for a look into electronic textbooks and the motivations that drive students to purchase a textbook in either print or e-textbook form.

## APPENDICES

## APPENDIX A

### Survey Instrument

#### *Informed Consent*

#### THE BATTLE OF PRINT AND E: THE FUTURE OF ACADEMIC PUBLISHING AS TOLD BY INDUSTRY INSIDERS Informed Consent Form

##### Purpose of the Study:

This is a study in journalism and mass media conducted by Masters candidate Isla Hamilton-Short. The purpose of this study is to gauge the uses and gratifications of e-books versus print books.

##### What will be done:

You will complete a survey, which will take 5-10 minutes to complete. The survey includes questions about your reading habits, and the rise of electronic books. We also will ask for some descriptive information (e.g., age, student classification) so that we can accurately describe the general traits of the individuals who participate in the study.

##### Benefits of this Study:

You will be contributing to knowledge about academic publishing and the impact of electronic books.

##### Risks or discomforts:

This study meets the American Psychological Association's standards for "Minimal Risk," and poses no major risks or dangers for you as a participant.

##### Confidentiality:

Your responses will be kept completely confidential. We will NOT know your IP address when you respond to the Internet survey.

As you may be aware, electronic communication may be subject to interception, legally by your employer or illegally by another party, while the information is in transit.

Therefore, it is possible that your information might be seen by another party, and I cannot control whether that happens. Although none of the information requested is of a personal nature, if you are concerned about your data security, I suggest that you print this e-mail, fill out the answers by hand, remove information from headers, etc. that identifies you as the respondent and mail the completed survey to the following address:

Isla Hamilton  
1907 S 5<sup>th</sup> Street  
Waco, TX 76706

Decision to quit at any time:

Your participation is voluntary; you are free to withdraw your participation from this study at any time. If you do not want to continue, you can simply leave this website. If you do not click on the "submit" button at the end of the survey, your answers and participation will not be recorded. You also may choose to skip any questions that you do not wish to answer.

How the findings will be used:

The results of the study will be used for scholarly purposes only. The results from the study will be presented in educational settings and at professional conferences, and the results might be published in a professional journal in the field of mass communication.

Contact information:

Please direct all inquiries to Isla Hamilton-Short at [Isla\\_Hamilton@baylor.edu](mailto:Isla_Hamilton@baylor.edu) or (254) 715-3717, or Dr. Sara Stone, Department Chair, Journalism, Public Relations, and New Media at [Sara\\_Stone@baylor.edu](mailto:Sara_Stone@baylor.edu) or (254) 710-6348.

If you have any questions regarding your rights as a participant, or any other aspect of the research as it relates to you as a participant, please contact the Baylor University Committee for Protection of Human Subjects in Research, Dr. David W. Schlueter, Ph.D., Chair Baylor IRB, Baylor University, One Bear Place #97368 Waco, TX 76798-7368. Dr. Schlueter may also be reached at (254) 710-6920 or (254) 710-3708.

By beginning the survey, you acknowledge that you have read this information and agree to participate in this research, with the knowledge that you are free to withdraw your participation at any time without penalty.

Q1 What is your gender?

- ☐ Male (1)
- ☐ Female (2)

Q2 What is your age?

- ☐ 17-20 (1)
- ☐ 21-24 (2)
- ☐ 25-28 (3)
- ☐ 29-32 (4)
- ☐ 33 or older (5)

Q32 What is your race/ethnicity?

- ☐ White/Caucasian (1)
- ☐ Black/African-American (2)
- ☐ Hispanic/Latino (3)
- ☐ Asian (4)
- ☐ Native American (5)
- ☐ Other (6)

Q15 Are you currently a student?

- ☐ Yes (1)
- ☐ No (2)

Q16 What is your highest level of education?

- ☐ High School (1)
- ☐ College (BA or BS) (2)
- ☐ Master's Degree (3)
- ☐ PhD, JD, or MD (4)
- ☐ Other (5)

Q28 Please respond to the following statement

	Click to write Column 1				
	Strongly Agree (1)	Agree (2)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (5)
I am familiar with e-readers like Nook, Kindle, and Kobo (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q25 Do you enjoy reading?

- ☐ Yes (1)
- ☐ No (2)

Q3 Do you ever read for fun?

- ☐ Yes (1)
- ☐ No (2)

Q24 Do you tend to find books that you become an evangelist (always recommending them to people) for?

- ☐ Yes (1)
- ☐ No (2)

Q4 In the last year, about how many books have you read?

- ☐ 0 (1)
- ☐ 1-5 (2)
- ☐ 6-10 (3)
- ☐ 11-15 (4)
- ☐ More than 15 (5)

Q33 Do you consider reading hard-copy books reading for fun?

- ☐ Yes (1)
- ☐ No (2)

Q34 In the last year, about how many hardcopy books (not text books) have you read?

- ☐ 0 (1)
- ☐ 1-5 (2)
- ☐ 6-10 (3)
- ☐ 11-15 (4)
- ☐ More than 15 (5)

Q26 If you read a hard-copy book in the last year (excluding text books), did you keep it?

- ☐ Yes (1)
- ☐ No (2)

Q6 Do you have a personal library of hard-copy books?

- ☐ Yes (1)
- ☐ No (2)

Q35 What is your favorite hard-copy book?

Q7 Do you consider reading social media posts reading for fun? (ex: posts on Twitter, Facebook)

- ☐ Yes (1)
- ☐ No (2)

Q8 Do you consider reading pop culture articles (on sites like Buzzfeed or in magazines like People or US Weekly) reading for fun?

- ☐ Yes (1)
- ☐ No (2)

Q36 Do you collect some of your favorite on-line articles and blog posts using a website such as Reddit?

- ☐ Yes (1)
- ☐ No (2)

Q18 Do you own an e-reader (Nook, Kindle, Kobo or other tablet you use mostly for reading)

- ☐ Yes (1)
- ☐ No (2)

If No Is Selected, Then Skip To Have you ever read an e-book?

Q30 If yes, how often do you use your e-reader?

- ☐ Daily (1)
- ☐ A few times a week (2)
- ☐ A few times a month (3)
- ☐ Never (4)

Q19 Have you ever read an e-book?

- ☐ Yes (1)
- ☐ No (2)

Q20 Of the following, select all the devices on which you read for fun (either articles, e-books, magazines, or other posts that you consider reading for fun)

- ☐ E-reader (Nook, Kindle, other e-readers) (1)
- ☐ iPad or other Tablet (2)
- ☐ Phone (3)
- ☐ Computer (4)
- ☐ Hard-copy (5)

Q10 Have you ever used an on-line or e textbook?

- ☐ Yes (1)
- ☐ No (2)

If No Is Selected, Then Skip To What factors would motivate you to

Q12 If yes, please rank the motivating factors for your choice.

- \_\_\_\_\_ Price (1)
- \_\_\_\_\_ Ease of Use (2)
- \_\_\_\_\_ Accessibility (3)
- \_\_\_\_\_ Personal Preference (4)
- \_\_\_\_\_ Desire to keep it after reading (5)

Q13 What factors would motivate you to buy the print version of a textbook? Rank them in order of most to least important.

- \_\_\_\_\_ Price (1)
- \_\_\_\_\_ Ease of Use (2)
- \_\_\_\_\_ Personal Preference (3)
- \_\_\_\_\_ Accessibility (4)
- \_\_\_\_\_ Desire to keep it after reading (5)



Q38 Where do you purchase textbooks? (select all that apply)

- ☐ Amazon (1)
- ☐ University Bookstore (2)
- ☐ Other physical bookstore (3)
- ☐ Chegg or other on-line textbook dealer (4)
- ☐ e-bay (5)
- ☐ Chain bookstore website (6)
- ☐ Other (7) \_\_\_\_\_

Q22 How much time (on average) do you spend per week on the following:

	0-1 hour (1)	1-2 hours (2)	2-3 hours (3)	3-4 hours (4)	4-5 hours (5)	5-6 hours (6)	6-7 hours (7)	More than 7 hours (8)
Reading for work or school (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading for fun (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On social media (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q29 Which of the following are the most useful when using an e-reader? (If you don't have an e-reader, rank in the order you think they would be useful if you were to use one)

- \_\_\_\_ Ease of use (1)
- \_\_\_\_ Lighted Screen (2)
- \_\_\_\_ Dictionary (3)
- \_\_\_\_ Highlight tool (4)
- \_\_\_\_ Notes tool (5)
- \_\_\_\_ Social tools (ex: sharing quotes and location on social media) (6)
- \_\_\_\_ Internet Browser (7)
- \_\_\_\_ Apps (8)
- \_\_\_\_ Music (9)
- \_\_\_\_ Cloud functionality- saving furthest read location across all devices, recently read books on top, etc. (10)

Q31 Click and Drag FIVE of the elements below into the most satisfying box. Then click and drag FIVE of the elements into the least satisfying box. The most/least satisfying uses of e-readers are:

Most Satisfying	Least Satisfying
<input type="checkbox"/> Reading for fun (1)	<input type="checkbox"/> Reading for fun (1)
<input type="checkbox"/> Studying (2)	<input type="checkbox"/> Studying (2)
<input type="checkbox"/> Note-taking (3)	<input type="checkbox"/> Note-taking (3)
<input type="checkbox"/> Highlighting (4)	<input type="checkbox"/> Highlighting (4)
<input type="checkbox"/> Reading for school or work (5)	<input type="checkbox"/> Reading for school or work (5)
<input type="checkbox"/> Social Media (sharing books, etc.) (6)	<input type="checkbox"/> Social Media (sharing books, etc.) (6)
<input type="checkbox"/> Ability to read anytime (night, day, in the sunlight) (7)	<input type="checkbox"/> Ability to read anytime (night, day, in the sunlight) (7)
<input type="checkbox"/> Accessing Social Media (8)	<input type="checkbox"/> Accessing Social Media (8)
<input type="checkbox"/> Accessing the Internet (9)	<input type="checkbox"/> Accessing the Internet (9)
<input type="checkbox"/> Playing Games (10)	<input type="checkbox"/> Playing Games (10)
<input type="checkbox"/> Using Apps (11)	<input type="checkbox"/> Using Apps (11)
<input type="checkbox"/> Connecting to friends (12)	<input type="checkbox"/> Connecting to friends (12)

## APPENDIX B

### Survey Instrument

#### Results

Initial Report

Last Modified: 03/05/2014

Completion Status: Completed

1. What is your gender?

	Answer		Response	%
1	Male	<div><div></div></div>	18	14%
2	Female	<div><div></div></div>	109	86%
	Total		127	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.86
Variance	0.12
Standard Deviation	0.35
Total Responses	127

2. What is your age?

#	Answer		Response	%
1	17-20	<div><div></div></div>	31	24%
2	21-24	<div><div></div></div>	57	45%
3	25-28	<div><div></div></div>	9	7%
4	29-32	<div><div></div></div>	5	4%
5	33 or older	<div><div></div></div>	25	20%
	Total		127	100%



Statistic	Value
Min Value	1
Max Value	5
Mean	2.50
Variance	2.01
Standard Deviation	1.42
Total Responses	127

**3. In the last year, about how many books have you read?**

#	Answer	Response	%
1	0	1	1%
2	1-5	35	27%
3	6-10	32	25%
4	11-15	16	13%
5	More than 15	44	34%
	Total	128	100%



Statistic	Value
Min Value	1
Max Value	5
Mean	3.52
Variance	1.54
Standard Deviation	1.24
Total Responses	128

**4. Do you have a personal library of hard-copy books?**

#	Answer		Response	%
1	Yes		119	94%
2	No		8	6%
	Total		127	100%


Statistic	Value
Min Value	1
Max Value	2
Mean	1.06
Variance	0.06
Standard Deviation	0.24
Total Responses	127




**5. Do you ever read for fun?**

#	Answer		Response	%
1	Yes		122	96%
2	No		5	4%
	Total		127	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.04
Variance	0.04
Standard Deviation	0.20
Total Responses	127



**6. What is your race/ethnicity?**

#	Answer		Response	%
1	White/Caucasian		112	88%

2	Black/African-American		6	5%
3	Hispanic/Latino		4	3%
4	Asian		2	2%
5	Native American		0	0%
6	Other		3	2%
	Total		127	100%






Statistic	Value
Min Value	1
Max Value	6
Mean	1.28
Variance	0.84
Standard Deviation	0.91
Total Responses	127

#### 7. Are you currently a student?

#	Answer		Response	%
1	Yes		75	59%
2	No		52	41%
	Total		127	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.41
Variance	0.24
Standard Deviation	0.49
Total Responses	127

#### 8. What is your highest level of education?

#	Answer		Response	%
1	High School		20	16%
2	College (BA or BS)		82	65%
3	Master's Degree		13	10%
4	PhD, JD, or MD		10	8%
5	Other		2	2%
	Total		127	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.15
Variance	0.70
Standard Deviation	0.84
Total Responses	127

**9. I am familiar with e-readers like Nook, Kindle, and Kobo**

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total Responses
65	49	5	8	2	129

**10. Do you enjoy reading?**

#	Answer	Response	%
1	Yes	122	97%
2	No	4	3%
	Total	126	100%

**11. Do you tend to find books that you become an evangelist (always recommending them to people) for?**

#	Answer	Response	%
1	Yes	91	72%
2	No	36	28%
	Total	127	100%

**12. Do you consider reading hard-copy books reading for fun?**

#	Answer	Response	%
1	Yes	120	94%
2	No	7	6%
	Total	127	100%

**13. In the last year, about how many hard-copy books (not text books) have you read?**

#	Answer	Response	%
1	0	3	2%
2	1-5	56	44%
3	6-10	33	26%
4	11-15	10	8%
5	More than 15	25	20%
	Total	127	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.98
Variance	1.41
Standard Deviation	1.19
Total Responses	127

**14. If you read a hard-copy book in the last year (excluding text books), did you keep it?**

#	Answer	Response	%
1	Yes	112	89%
2	No	14	11%
	Total	126	100%

### 15. What is your favorite hard-copy book?

#### Text Response



To Kill a Mockingbird  
The Last Lecture  
Wuthering Heights  
And the Mountains Echoed by Khaled Hosseini  
Heart of Darkness  
Flannery O'Connor's Library  
October Sky (Homer H. Hickam, Jr.)  
The Five People You Meet in Heaven by Mitch Albom  
Harry Potter series  
Harry Potter series OR Jane Austen anything  
Pride and Prejudice  
The Glass Castle  
Tarzan of the Apes  
The Lord of the Rings by J.R.R. Tolkien  
The Christy Miller Series by Robin Jones Gunn  
running with scissors  
One World: The Ethics of Globalization  
Shakespeare anthology  
Pilgrim's Progress  
A Tale of Two Cities  
I don't think I can pick just one  
Cloud Atlas  
Which category? Redeeming Love by Francine Rivers. Maybe. Just because I've read it multiple times.  
House of Leaves, by Mark Z. Danielewski  
The House at Riverton by Kate Morton  
No Country for Old Men  
All The King's Men  
The Guernsey Literary and Potato Peel Pie Society  
Wuthering Heights  
Wiseblood  
The Book Thief  
Slaughterhouse-5  
Outliers by Malcolm Gladwell  
1984  
I have no idea  
Harry Potter and the Goblet of Fire  
Pillars of the Earth  
The Chosen  
the fountainhead  
Tractatus Logico-Philosophicus  
To Kill a Mockingbird  
Vanity Fair  
Bible  
The Book of Love by Kstheleen McGowan  
Bible  
The Bible  
Redeeming Love  
I can't pick just one.  
Any Alexander McCall Smith books...my Oxford Sherlock Holmes collection  
The Fault in Our Stars by John Green  
Flowers for Algernon

The Fountainhead  
 I have many  
 The Book Thief  
 Pride & Prejudice  
 Consolation of Philosophy  
 Last semester I read a book called "Le Livre d'Emma" for my French class. It was a very good book.  
 I, Keturah  
 To Kill a Mockingbird  
 The Picture of Dorian Gray  
 Pride and Prejudice  
 Harry Potter  
 Shakespeare  
 any of the Janet Evanovich books  
 Death Comes to the Archbishop  
 Lord of the Flies  
 Gone With the Wind  
 Catcher in the Rye  
 The Glass Castle  
 Harry Potter books  
 breakfast of champions  
 To Kill a Mockingbird  
 Catcher and the Rye  
 The Historian  
 Harry Potter  
 The Hobbit  
 East of Eden  
 Catcher in the Rye  
 Catcher in the rye  
 Pride and Prejudice  
 Desiring God By John Piper  
 The Screwtape Letters by C.S. Lewis  
 Gone Girl  
 The Shack by Wm Paul Young  
 A Abundance of Catharines  
 We the Living - Ayn Rand  
 Portrait of Dorian Gray  
 Let's Pretend This Never Happened  
 The Fault in Our Stars- John Green  
 The Kit Runner  
 Great Gatsby  
 Lucky Jim  
 The Poisonwood Bible  
 The Great Gatsby  
 Harry Potter  
 A Heartbreaking Work of Staggering Genius  
 Persuasion by Jane Austen  
 Paper Towns  
 Pride and Prejudice by Jane Austeen  
 A Thief of Time by Tony Hillerman  
 Kitchen Table Wisdom


Statistic	Value
Total Responses	101





**16. Do you consider reading social media posts reading for fun? (ex: posts on Twitter, Facebook)**

#	Answer		Response	%
1	Yes		75	59%
2	No		52	41%
	Total		127	100%

**17. Do you consider reading pop culture articles (on sites like Buzzfeed or in magazines like People or US Weekly) reading for fun?**

#	Answer		Response	%
1	Yes		84	66%
2	No		43	34%
	Total		127	100%





**18. Do you collect some of your favorite on-line articles and blog posts using a website such as Reddit?**

#	Answer		Response	%
1	Yes		24	19%
2	No		103	81%
	Total		127	100%

**19. Do you own an e-reader (Nook, Kindle, Kobo or other tablet you use mostly for reading)**



#	Answer		Response	%
1	Yes		64	50%
2	No		64	50%
	Total		128	100%

**20. If yes, how often do you use your e-reader?**

#	Answer		Response	%
1	Daily		12	19%
2	A few times a week		15	24%
3	A few times a month		27	43%
4	Never		9	14%
	Total		63	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.52
Variance	0.93
Standard Deviation	0.96
Total Responses	63

**21. Have you ever read an e-book?**

#	Answer		Response	%
1	Yes		94	74%
2	No		33	26%
	Total		127	100%

**22. Of the following, select all the devices on which you read for fun (either articles, e-books, magazines, or other posts that you consider reading for fun)**

#	Answer	Response	%
1	E-reader (Nook, Kindle, other e-readers)	52	41%
2	iPad or other Tablet	50	40%
3	Phone	64	51%
4	Computer	85	67%
5	Hard-copy	108	86%

**23. Have you ever used an on-line or e textbook?**

#	Answer	Response	%
1	Yes	58	46%
2	No	68	54%
	Total	126	100%

**24. If yes, please rank the motivating factors for your choice.**

Answer	1	2	3	4	5	Total Responses
Price	24	12	11	2	5	54
Ease of Use	7	19	19	6	3	54
Accessibility	15	16	10	8	5	54
Personal Preference	6	4	8	26	10	54
Desire to keep it after reading	2	3	6	12	31	54
Total	54	54	54	54	54	-

Statistic	Price	Ease of Use	Accessibility	Personal Preference	Desire to keep it after reading
Min Value	1	1	1	1	1
Max Value	5	5	5	5	5
Mean	2.11	2.61	2.48	3.56	4.24
Variance	1.65	1.07	1.69	1.46	1.21
Standard Deviation	1.28	1.04	1.30	1.21	1.10
Total Responses	54	54	54	54	54

**25. What factors would motivate you to buy the print version of a textbook? Rank them in order of most to least important.**

#	Answer	1	2	3	4	5	Total Responses
1	Price	31	18	14	26	32	121
2	Ease of Use	21	36	35	20	9	121
3	Personal Preference	42	32	24	11	12	121
4	Accessibility	7	11	27	40	36	121
5	Desire to keep it after reading	20	24	21	24	32	121
	Total	121	121	121	121	121	-

Statistic	Price	Ease of Use	Personal Preference	Accessibility	Desire to keep it after reading
Min Value	1	1	1	1	1
Max Value	5	5	5	5	5
Mean	3.08	2.67	2.33	3.72	3.20
Variance	2.46	1.36	1.71	1.34	2.09
Standard Deviation	1.57	1.16	1.31	1.16	1.45
Total Responses	121	121	121	121	121

**26. Where do you purchase textbooks? (select all that apply)**

#	Answer	Response	%
1	Amazon	100	80%
2	University Bookstore	83	66%
3	Other physical bookstore	31	25%
4	Chegg or other on-line textbook dealer	23	18%
5	e-bay	11	9%
6	Chain bookstore website	15	12%
7	Other	9	7%

Other  
half.com  
Powell's Books  
classmates  
I am not a student.  
Borrow friends  
Library  
publishers web site  
Don't purchase textbooks

27. How much time (on average) do you spend per week on the following:											
#	Question	0-1 hour	1-2 hours	2-3 hours	3-4 hours	4-5 hours	5-6 hours	6-7 hours	More than 7 hours	Total Responses	Mean
1	Reading for work or school	15	10	9	12	14	19	14	33	126	5.21
2	Reading for fun	27	28	18	12	12	8	8	13	126	3.60
3	On social media	13	17	23	27	15	10	6	14	125	4.10

28. Which of the following are the most useful when using an e-reader? (If you don't have an e-reader, rank in the order you think they would be useful if you were to use one)												
#	Answer	1	2	3	4	5	6	7	8	9	10	Total Responses
1	Ease of use	59	26	9	3	7	3	4	1	3	1	116
2	Lighted Screen	19	51	11	10	6	8	4	4	0	3	116
3	Dictionary	5	6	31	22	11	14	10	9	4	4	116
4	Highlight tool	5	7	12	22	27	14	14	5	5	5	116
5	Notes tool	1	4	8	14	22	26	12	21	4	4	116
6	Social tools (ex: sharing quotes and location on social media)	1	1	8	4	8	20	31	13	12	18	116
7	Internet Browser	7	6	16	18	7	17	16	19	6	4	116
8	Apps	1	2	4	7	12	6	12	28	37	7	116
9	Music	3	4	3	7	7	6	8	9	38	31	116
10	Cloud functionality-saving furthest read location across all devices, recently read books on top, etc.	15	9	14	9	9	2	5	7	7	39	116
	Total	116	116	116	116	116	116	116	116	116	116	-

Total Responses	Standard Deviation	Variance	Mean	Max Value	Min Value	Statistic
116	2.13	4.53	2.38	10	1	Ease of use
116	2.17	4.72	3.12	10	1	Lighted Screen
116	2.23	4.99	4.78	10	1	Dictionary
116	2.15	4.62	5.13	10	1	Highlight tool
116	1.94	3.77	5.89	10	1	Notes tool
116	2.09	4.35	7.00	10	1	Social tools (ex: sharing quotes and location on social media)
116	2.42	5.83	5.47	10	1	Internet Browser
116	2.07	4.28	7.34	10	1	Apps
116	2.52	6.33	7.75	10	1	Music
116	3.50	12.24	6.14	10	1	Cloud functionality saving furthest read location across all devices, recently read books on top, etc.

**29. Click and Drag FIVE of the elements below into the most satisfying box. Then click and drag FIVE of the elements into the least satisfying box. The most/least satisfying uses of e-readers are:**

#	Answer	Most Satisfying	Least Satisfying
1	Reading for fun	107	12
2	Studying	30	71
3	Note-taking	37	70
4	Highlighting	37	60
5	Reading for school or work	48	60
6	Social Media (sharing books, etc.)	45	56
7	Ability to read anytime (night, day, in the sunlight)	93	10
8	Accessing Social Media	49	45
9	Accessing the Internet	75	22
10	Playing Games	27	81
11	Using Apps	25	67
12	Connecting to friends	39	51

Answer	Most Satisfying - Mean Rank	Least Satisfying - Mean Rank
Reading for fun	1.53	2.67
Studying	3.17	2.38
Note-taking	3.22	2.94
Highlighting	3.38	2.87
Reading for school or work	3.27	2.77
Social Media (sharing books, etc.)	2.71	3.36
Ability to read anytime (night, day, in the sunlight)	2.83	2.40
Accessing Social Media	3.47	3.09
Accessing the Internet	3.55	3.23
Playing Games	4.37	3.17
Using Apps	4.64	3.36
Connecting to friends	3.62	3.49

## APPENDIX B

### Survey Instrument

#### Results

Initial Report

Last Modified: 03/05/2014

Completion Status: Completed

1. What is your gender?

	Answer		Response	%
1	Male	<div><div></div></div>	18	14%
2	Female	<div><div></div></div>	109	86%
	Total		127	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.86
Variance	0.12
Standard Deviation	0.35
Total Responses	127

2. What is your age?

#	Answer		Response	%
1	17-20	<div><div></div></div>	31	24%
2	21-24	<div><div></div></div>	57	45%
3	25-28	<div><div></div></div>	9	7%
4	29-32	<div><div></div></div>	5	4%
5	33 or older	<div><div></div></div>	25	20%
	Total		127	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.50
Variance	2.01
Standard Deviation	1.42
Total Responses	127

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