Ask Not What E-books Do for People, but What People Do With E-books:

An Exploration of the Uses and Gratifications Theory in Regards to E-book Technology

Presented to the Faculty

Liberty University

School of Communication Studies

In Partial Fulfillment

Of the Requirements for the

Master of Arts

In Communication Studies

by

Emily DeFosse

May 2012

Thesis Committee

_____
Carey Martin, Ph.D., Chair   Date

_____
Stuart Schwartz, Ph.D.   Date

_____
Mary Beth Davis, Ph.D.   Date

This thesis is dedicated in loving memory of

Imogene Young McMillan.

Thank you for your prayer, encouragement, and support.

Abstract

Paul F. Lazarsfeld's theory of uses and gratifications looks at why people chose to use or not use the media that is available to them. It was first used with the technology of radio and eventually applied to various other forms of media technologies such as comic books, television, and the Internet. In this study, the researcher expands uses and gratifications research to include one of the newest communication technologies — e-books. Participants of the study completed a survey in regards to their electronic and print reading habits, and the results of the survey along with quantitative data found in press releases from various e-book companies answers four research question in regards to who uses e-books, why people chose to use or not use e-books, and how the sales of e-books differ in comparison to traditional print books.

Key Words: Uses and Gratifications Theory, Paul F. Lazarsfeld, Elihu Katz, e-books

Acknowledgements

First, I would like to thank my committee members, without whose advice, edits, and time, this thesis would not have been possible. I would also like to thank all the faculty members of the communication studies department for their example and hard work in teaching my classmates and I with dedication and passion.

Secondly, I want to thank the many friends I have made in graduate school. Without the constant companionship, support, encouragement, and laughter of my friends and classmates this experience would have been burdensome. No matter what challenges each day brought I looked forward to spending time with friends who became as close as family.

Finally, and most importantly, I would like to thank my family. They always believe and me, even when I do not believe in myself, and it is only with their encouragement, love, and support that I am who I am today.

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"Books are the carriers of civilization. Without books, history is silent, literature dumb, science crippled, thought and speculation at a standstill. They are engines of change, windows on the world, lighthouses erected in the sea of time."
Barbara W. Tuchman

Introduction

Books are taken for granted in modern society. It is commonly assumed books have always existed, though this is a misconception. Books, as they are known now, developed over time, and are now in a new phase of their evolution, which began when the ancient Sumerians and Egyptians invented writing. Eventually, trade routes spread languages and writing systems around the world, but Christianity ultimately became the largest factor in spreading literacy to the world (Maatta, 2010, pp. 3-4). The next catalyst for literacy occurred during the Industrial Revolution when it became important for workers to read, and their increased free time gave rise to novels and libraries since technologies such as radio and television had not yet been invented (p. 10). Since the invention of the printing press in the 15th century, books have been mass-produced and read in print format. The printing press paved the way for stories and information, which had been orally shared for generations, to be printed and shared with the masses for the first time in history.

As history progressed books became a part of daily life, and are now easily accessible to most people in Western culture. The emergence of the Internet caused the mass production of books to became even easier Today, thanks to the Internet and various new e-reading devices, 600 years of print history and tradition is taking a futuristic leap forward and the book is digital.

E-books are becoming a popular way to read, but there are many obstacles that must be overcome before e-books take as significant a role in history as the traditional printed book.

E-books, or electronic books, are defined by the Electronic Text Center at the University of Virginia as "any full-text electronic resource designed to be read on a screen, in something other than a web browser. E-book content can be read on a PC, a laptop, a PDA, or a dedicated reading device, in one or more of a growing number of available formats and software applications" (Gibson & Ruotolo, 2003, p.58). To simplify this definition, dictionary.com defines an e-book as "a book in digital form" (dictionary.com, "e-book").

Although the technology and ideas for e-books have been around for a decade or so, e-books are only just starting to make an impact on society. Jeff Duntemann, a popular technological writer, believes that the current state of e-books is similar to the state of the computer industry in the 1990s. Computers at that time were in use by many people, but everyone was unsure if their impact would last or if they were just a passing phase (Duntemann, 2008, p. 148).

Ahead of its time, and clearly believing that computers would not just be a passing fad, *Project Gutenberg* became one of the first websites to utilize the idea of an e-book (Buczynski, 2010, p.13). Project *Gutenberg* began in 1971 by Michael Hart with the goal of "encouraging the creation and distribution of e-books" (*Project Gutenberg*, 2010). Hart began his project with a digital copy of the Declaration of Independence, and other shorter documents. Storage space was much harder to come by in the 1970s, when Hart first began digitizing documents. Today, large reference works and other long works of literature are much easier to store than they were in the early beginnings of the e-book (*Project Gutenberg*, 2010). Thus, *Project Gutenberg* now holds

thousands of free e-books in a variety of formats, instead of just the shorter documents they

began digitizing four decades ago.

  Today, e-books can be found in a variety of places and formats; *Project Gutenberg* is

only the tip of the iceberg. E-books today can be found in formats meant to be read on the web,

handheld devices, such as PDAs and smartphones, or the new market of e-reading devices, some

of which even use a new invention called electronic ink (or e-ink), which allows electronic

devices to create a paper-like appearance and consumes minimal amounts of power (Eink.com,

"About us"). E-books were around long before the modern rush on Kindles and iPads, but

formats have changed with the development of new technologies, which has matured the

technology from CD-ROM to e-readers (Rao, 2001, p.247-248). The ease of access and the

amount of information people now have access to have changed the way we use and learn from

books. It can even be said that e-books may be the most important development since

Gutenberg's printing press (Rao, 2001, p. 247), because e-books are not only just a new way of

mass producing text, but they also allow for interaction with the text in ways that have never

been seen before. For example, the iPad, first introduced in 2010 and currently in its second

generation, allows readers to click on words for definitions, browse the web for background

information, to say nothing of its variety of game, photo, and communication apps ("iPad*,*"

Apple.com). The latest reader in the Kindle family introduced in 2011, the Kindle Fire, is a

similar touch-screen reader that allows users to interact with the book by utilizing the Web, and

includes built in audio and video features ("Kindle Fire," Amazon.com).

  E-books also have a wide range of users, from students, to professionals, to travelers, and

those who are unable to read traditional texts due to problems with vision impairment (Rao,

2001, p.249-250). A more thorough understanding of who uses e-books is important, as with any

new technology, because a better understanding of who uses e-books and why is vital to their

continuing existence and adoption. This knowledge will provide e-book and e-book reader

creators with a better understanding of what drives their sales and why people are investing in

this new format of reading, or why they chose not to. This will help determine if e-books are here

to stay, or just a passing fad that companies should not spend any more money on.

In order to achieve a greater understanding of the technology and how it is impacting

modern communication, this paper analyzes the communication technology of e-books through

the uses and gratifications theory, originally developed by Paul F. Lazarsfeld in the 1940s. This

theory has been used to analyze various technologies, including major historical studies done on

the many uses of radio, comic books, the Internet, and television, which will be discussed in

detail in the literature review. This study first takes a closer look at the history of uses and

gratifications research and the technology of e-books, in the literature review. Then, it discusses

specific research questions and methods of conducting research in the methodology, followed by

a discussion of the research, the conclusions of the study, and finally future implications of

study.

The purpose of this study is to discover why e-books are being read and by whom, in

order to determine how the technology will change written communication of published texts in

the future. This goal is accomplished through the lens of uses and gratifications, a theory that

seeks to discover who uses communications technologies, and why, as will clearly be seen

throughout the literature review and the remainder of this paper. Unlike many of the studies that

will be discussed in the literature review, this study looks at the technology of e-books not only

from a qualitative perspective, but also from a quantitative perspective to compensate for the

deficiencies seen in many previous studies, which focus mostly on why people choose to use

certain technologies. This study not only asks participants why they use certain technologies, but

also supports the qualitative research with verifiable data, which will be discussed more in depth

in the methodology.

Literature Review

Introduction

World War II brought an increased use of radio by the general public, and with it came the theory of uses and gratifications, pioneered by Paul F. Lazarsfeld. Uses and gratifications aims to understand why people use various forms of media. At its core this theory states that people long to be satisfied and that they will reject the use of a medium that does not gratify their needs. Just as a person will not remain in a relationship that does not satisfy his or her needs, a person will not continue to use a medium that does not gratify his or her expectations of that particular medium and support individual desires and needs. While many communication theories have changed or become obsolete through the years, uses and gratifications is becoming more relevant as media and communication technology options continue to increase. For example, originally the theory analyzed radio listeners. Now uses and gratifications research includes studies on comics, television, and the Internet, making it one of the most versatile theories to study.

While uses and gratifications theory is traditionally used to study mass media, it has recently been applied to new communication technologies. This study increases the understanding of the theory by applying it to the recently growing technology of electronic books, or e-books. After discussing the history of uses and gratifications and how it has previously been applied to various mass media and communication technologies, the paper takes a closer look at the technology of e-books, what they are, who is using them, and what the current trends in the e-book market look like. Finally, the study discusses the ways e-books can be evaluated in light of the theory of uses and gratifications.

Background of Uses and Gratifications

Paul F. Lazarsfeld (1940) pioneered uses and gratifications with his study, *Radio and the Printed Page*. The study's aim was to discover answers to the following questions: "What people prefer radio? What people would rather get through print communications which come in comparable form via the two media?" (p. 134). These questions are the core of uses and gratifications and can be applied to any other form of media studied using the theory. Lazarsfeld's research focused on radio and compared its message to print versions of the same message. By doing this, Lazarsfeld was able to determine not only who listened to radio, but also why they did or did not listen to radio. He was also able to determine why people chose not to listen to the radio and why they still received their news and entertainment from print sources.

Another fundamental study in Lazarfeld's research was "Research for Actions." In this study, Lazarsfeld and Dinerman (1949) focused on women who listened to the radio. This qualitative study looked closely not at who listened, but at why the women in the study listened to morning radio programs. This research demonstrated that the study of uses and gratifications innately mixes qualitative and quantitative methods of research to discover the "who" and "why" of media use.

Continuing the tradition of uses and gratifications research, Wolf and Fiske (1948) conducted a well-known study that looked at children's comic book reading habits. At the time, comics were a relatively new medium, which gained the attention of children and rapidly grew in popularity. Wolf and Fiske discerned three kinds of comic books. They found that these categories generally appealed to children within the same age groups. This study also looked at parents' thoughts about their children's comic book usage, and the children's reactions to their

parents' rules regarding comic books. This study is a clear example of uses and gratifications as it shows how children of different ages are gratified by different kinds of comics and why. It also shows how many children are so gratified by the medium that they will go against the wishes of their parents to read comic books despite their parents' rules.

Elihu Katz is another well-known uses and gratifications scholar who worked with Lazarsfeld. Katz, Blumbler, and Gurevitch (1974) studied the individual's use of mass communication. These researchers identify three weaknesses of original uses and gratifications research. These weaknesses included open-ended questions, strictly qualitative research, and a lack of looking into psychological or sociological reasons for the gratifications. The researchers discredit the simplicity of this theory by stating:

> The approach simply represents an attempt to explain something of the way in which individuals use communications, among other resources in their environment, to satisfy their needs and to achieve their goals, and to do so by simply asking them. (Katz, Blumbler, & Gurevitch, 1974, p. 21)

McQuail and Gurevitch (1974) list four guidelines for studying uses and gratifications, which help researchers focus on the right kinds of questions to ask individuals. First, it is important for researchers to realize that in order to get information they simply need to ask. The second is that not everyone experiences media the same way, so it is important to realize that research cannot be generalized based on the responses of a few people. Third, when asking media users questions, researchers should focus on what the users want to get out of their media experience. Finally, researchers should ensure that all questions and discussion pertain to the actual communication experience and not to things like how "cool" a medium is (p. 295). These

guidelines are important to note when researching uses and gratifications to make sure the best possible research is gathered in the most efficient way.

As uses and gratification research continued, researchers focused more on the needs met by communication devices, instead of just on how to conduct research using the theory. Wright (1974) believes that needs, or the reasons people use various media, can be viewed as functions. He bases his ideas on a study by Katz, Gurevitch, and Haas, who believe that "needs may be satisfied through the use of mass media or through other modes of communication" (p. 209). This idea makes sense considering that humans need to communicate with one another. People choose what medium they communicate through based on who they need to communicate with, and what their message is. If the chosen medium does not meet the needs they expect it to, there will be limited, if any, gratification.

Johnstone (1974) took Wright's (1974) ideas and expanded uses and gratifications research to look at adolescent mass media use. He focused his study on the reasons students chose media exposure, not on the effects of the media exposure.

> As such, the analysis assumes that the media can have little or no impact on persons who have no use for them, that media fare is selected rather than imposed, and that particular media offerings are chosen because they are meaningful to those who choose them.
>
> (Johnstone, 1974, p. 35)

Simple as this may sound, it is important to keep in mind that just because someone has access to a medium does not mean they will use it, and if they do not use it, they cannot be impacted by it.

McLeod and Becker (1974) saw problems that kept uses and gratifications research from developing further and addressed those problems in the article "Testing the Validity of Gratification Measures Through Political Effects Analysis." The first problem the researchers

discussed was the lack of a good classification system for gratifications. They also point out that there are different levels of motivation for people's gratification.

> For example, at one extreme, a person might be viewing television for a precise piece of information, such as who won an election and by how many votes, and at the other extreme a person might be listening to the same program because "it was on" or he was too tired to turn it off. (McLeod & Becker, 1974, p. 138)

Finally, McLeod and Becker note that most people make decisions based on a set of motives, not just one (pp. 138-139).

Modern Uses and Gratifications

Since the original research done by Lazarsfeld and Katz, many scholars have continued the work with more modern forms of communication. Scholars such as Ancu and Cozma (2009) believe that "Rubin and Rubin's (1985) claim that all communication contexts and channels can be understood through a [uses and gratifications] approach" (p. 568).

Ancu and Cozma (2009) state five different assumptions of the uses and gratifications approach to media.

> First, the audience is active. Second, media use is goal oriented. Third, media consumption fulfills a multitude of needs, from fantasy-escape to information-education. Fourth, people have enough self-awareness to know and articulate their reasons for using certain media. Finally, [uses and gratifications] have their origins in media content, exposure, and the context in which the exposure takes place. (Ancu & Cozma, 2009, p. 596)

These assumptions make the point that media use is user-generated and not media-controlled.

Ancu and Cozma's (2009) study focused mainly on uses and gratifications in regard to individuals who friended political candidates on MySpace. They make note of the fact that most uses of the Internet fall into information seeking or entertainment categories; however, the rise of social networking sites has also begun to see a rise of political information and networking use by individuals who have already established an interest in politics.

The increased political information on the Internet has sparked many studies looking at the motivations of people searching for political news and candidate platforms online. Kaye and Johnson (2002) found four motivations for seeking political information online: "guidance information-seeking/surveillance, entertainment, and social utility" (p. 54). These reasons apply to political information, but may also apply to motivations for seeking any online content, including e-books.

Katz revisited uses and gratifications in 1987 to evaluate its progress since the original studies were conducted. In his research he found that "on the whole, [early researchers'] findings remain valid" (p. S26). According to Katz early researchers were not looking at the media decisions individuals made, but the individual's long-term use of a medium for a purpose within a social construct (p. S37).

Katz (1987) also notes the lack of uses and gratifications research conducted in the critical paradigm.

> Early gratifications research had leaned too heavily on self-reports, was unsophisticated about the social origin of the needs that audiences bring to the media, too uncritical of the possible dysfunctions both for self and society of certain kinds of audience satisfaction, and too captivated by the inventive diversity of audience uses to pay much attention to the constraints of the text. (Katz, 1987, pp. S37-S38)

Modern uses and gratifications research has mixed more quantitative methods with self-reports to increase the validity of the research.

The most important thing to realize about uses and gratifications in any form is that one must, "ask not what media do to people, but ask what people do with media" (Palmgreen, Wenner, & Rosengren, 1985). Many earlier theories focused only on how the media affected people, even to the extremes of believing that media could inject messages into a defenseless audience with the development of the hypodermic needle theory. Uses and gratifications, therefore, was revolutionary in the fact that it believed that people could do something with the media that was previously believed to leave an audience defenseless.

Not only is uses and gratifications useful for looking at why people use mass media such as radio, television, or the Internet, but Kaye and Johnson (2002) also note the theory's ability to look at new communication technologies. "While the uses and gratifications approach has traditionally been applied to the mass media, scholars have advocated that the approach be employed to examine new communication technologies (Newhagen & Rafaeli, 1996; Palmgreen, 1984; Williams, Phillips, & Lum, 1985)" (pp. 55-56). Application of uses and gratifications to communication technologies allows researchers to see how peoples' needs are being satisfied by new technologies. Kaye and Johnson (2002) also make the important point that while a medium may satisfy a need, similar media may overtake the original if the advantages of the new medium outweigh the old (p. 56). This explains why many print news sources are adapting to online formats, including social media, in order to try and survive in an online culture.

Palmgreen, Wenner, and Rosengren (1985) believe that "uses and gratifications researchers have argued that audience members confront their experience actively, taking from it in accordance with the particular gratifications they pursue and the perceived abilities of the

various media sources to satisfy these gratifications" (p. 23). They later state that while little research had been done at the time on communication technologies, it was crucial to begin doing so in order to "gain a better insight into the uses people have for cable television, teleconferencing, videocassettes, videotext, and other new communication systems" (p. 34). This statement can be updated by twenty-five years of new technology to look at the Internet, DVDs, satellite television, music downloads, cell phones, smart phones, texting, e-mail, social networking, and — as this thesis will attempt to study — e-books.

No one can question the rapid growth in communication technologies that have arisen since the Internet's popularity increased in the 1990s. LaRose & Eastin (2004) claim that "the addition of the Internet to electronic media environment has renewed interest in the question of media attendance: the factors that explain and predict individual exposure to the media" (p. 358). This occurs because, today more than ever, people use media, select from multiple options, and each individual has a different reason for using the media they choose.

Using this idea, Papacharissi & Mednelson (2007) studied reality television shows through the lens of uses and gratifications and listed five assumptions of modern uses and gratifications, as the theory has changed to adapt to new technologies. The first assumption is that "communication behavior, including media selection and use, is goal-directed, purposive, and motivated" (p. 356). The second assumption is that "people take the initiative in selecting and using communication vehicles to satisfy felt needs or desires" (p. 356). The third assumption is "a host of social and psychological factors mediate people's communication behavior" (p. 356). Fourth, "media compete with other forms of communication," and finally, "people are typically more influential than media in their relationship, but not always (A. Rubin, 1994, p. 420)" (p. 356).

Researchers now study the Internet through the lens of uses and gratifications. Stafford, Stafford, & Schkade (2004) studied the Internet in order to "empirically develop dimensions of consumer uses for the Internet, a useful contribution that can guide management practice and scholarly inquiry, in light of the significance that this new interactive medium has in our evolving society (e.g., Rogers & Albritton, 1995)" (p.2). The unique thing about uses and gratifications is its ability to help market various media by developing a demographic base that profiles users so media companies know who makes up their target market. Stafford, Stafford, & Schkade (2004) believe that uses and gratifications can guide future tests and surveys attempting to find out why people decide to use or not use the Internet, just as previous studies used the paradigm to determine why users decided to listen to the radio or watch TV during the infancies of the now-common forms of media.

Stafford, Stafford, & Schkade (2004) also quote an assertion made by William McGuire (1974), which stated it was not important to know how a person came to a medium as long as one understood why the user kept coming back. Today, however, it is just as important to understand how an individual comes to a medium, because he or she could have stumbled upon it while surfing the Web, been told about it by a friend, or read about it in a review. Today, there are so many ways a person can hear about a medium, it is important to know if word of mouth or simply being visible on a search engine will be enough to make a communication technology known and used so that people will make the decision to keep coming back. This concept is important to the theory, because if users do not keep coming back to a technology, they were not gratified by it, and it likely not last long to become a standard means of communication. E-books are a new technology that people can easily stumble across online, but understanding how they found it, why they used it, and if their experience was gratifying enough for them to continue

using the technology will be ideas explored in this study, in order to determine if users are

gratified, or if e-books are just a fad.

In order to do this properly, the ideas of Williams, Phillips, & Lum (1985) will be

foundational to this study. They looked at what was necessary to study communication

technologies through the uses and gratifications approach. The most important point they

discussed is that new technologies are often similar to old ones but with more options or

additional features. Interactivity and faster interpersonal communications have also become key

factors in new media. New technologies are also personalized to the user's preferences based on

his or her needs and desires. Finally new technologies have changed the concept of an audience

from a group of people to individual participants (pp. 249-250). This issue is clearly seen with

the technology of e-books. While the books themselves are still written to a mass audience, the

way the individual participants experience the books will be different based on each user's own

preferences. One person may choose a traditional paperback book. Another person may choose

to read the same book on a Kindle or iPad. On each e-reading device users can then choose

which font size to read the book in, interact with the text to understand words that they do not

know the meaning of, or even go online to research background information, but how interactive

a user chooses to be with a book is up to the individual user.

What are e-books?

Arguably, there has been a lack of uses and gratifications research, not just in the new e-

books field, but also with reading books in general. To date, one study was conducted in Canada

by Sedo (2008) to look at why people watched certain book club television shows. Sedo (2008)

notes:

> We find ourselves at a unique moment in media history when the Internet, radio, and
>
> television converge with the printed book, but little is known of how this media
>
> convergence influences readers' negotiation of cultural taste hierarchies, and what role
>
> interpersonal contacts play in those negotiations. (p. 189)

In this study, Sedo groups media gratifications into two categories: process and content (p. 190).

Partaking in an activity fulfills process gratifications. Receiving information from a medium

fulfills content gratifications (p. 190). This concept applies to reading because some people are

gratified by the activity of reading, and others are more gratified by the information they learn

while reading.

One of the newest technologies that Williams, Phillips, & Lum's ideas can be applied to

is e-books. As a technology, e-books are just beginning to take shape in a variety of forms that

can be catered to each user's preferences. Websites such as *Project Gutenberg* allow readers to

read a variety of books from the Internet. There are also apps that allow smart phone users to

read e-books from their phones. Recently, specific devices devoted to displaying e-books, such

as Amazon's Kindle and Barnes and Nobles' Nook have also become popular. Apple also came

out with the iPad, which is commonly used as an e-book reading device.

With so many types of e-reading devices, it is important to have a firm understanding of

exactly what an e-book is before studying them. There are many definitions for what an e-book

is. Bronshteyn (2007) defines e-books as "the abbreviation for 'electronic book' — a book

written in or converted to digital format." Cavanaugh (2002) said, "Ebooks are forms of

electronic text containing many features that can be classified as accommodations" (p. 56).

> The Electronic Text Center defines the "ebooks" as any full-text electronic resource
>
> designed to be read on a screen, in something other than a web browser. Ebook content

can be read on a PC, a laptop, a PDA, or a dedicated reading device, in one or more of a

growing number of available formats and software applications. (Gibson & Ruotolo,

2003, p.58)

Lam, Lam, Lam, & McNaught (2009) say, "Ebooks are "text in digital form, or digital reading

material, or a book in a computer file format, or an electronic file of words and images (Rao,

2003, pp. 86-67)" (p. 30). With these varying definitions, readers get a better picture of exactly

what e-books are. At the most basic sense, e-books are just books read using an electronic

device, instead of ink and paper. The digital nature allows users to change the appearance of the

text, use the Internet to search words they do not understand, and research background

information on the book, without leaving the single device they are using to read.

The concept of e-books has been around for some time, and looking at some of the earlier

ideas about e-books will help increase the understanding of the roll e-books play in modern

society. Bryant (1995) made predictions about exactly what e-books would be like and how they

would work before the technology actually existed. For the most part, his predictions are exactly

what e-books are today. He also makes the important point that:

If the electronic book is ever to rival—let alone replace—the paper form, it seems to

me that they must be comparable in price and usability. The book-buying public must

perceive it as an improvement on the paper version. (Bryant, 1995, p. 245)

Bryant's prediction is the exact conflict e-books face today. The public's final perception has yet

to be determined, and the continued use of e-books over time is the only way the technology will

ever replace paperback books.

Buczynski (2010) discusses the history of e-books, which were originally marketed on

CD-ROM, until the World Wide Web became a predominate form of accessing information in

the 1990s. The Internet allowed e-books to change form, and today there are formats for almost all major portable electronic devices from cell phones to tablets. Of course, Buczynski also makes the point that e-book readers have created an unnecessary hype that has caused many people to forget that e-books are still books that are only marketed in a different format than the traditional paperback (p. 12). Most people view the e-book as the reading device and not the words read on the device's screen. This misconception has blurred the lines between books and e-books.

Who uses e-books?

Students are one of the largest groups of e-book users both in the classroom and in the library. Bronsheteyn (2007) surveyed first year students enrolled in an English Composition class, and 35% of the surveyed students were "somewhat likely to use" an e-book that school year, 15% were "likely to use," and 10% said they "would definitely use on occasion." Bronsheteyn also said e-books are becoming more and more popular among students and faculty members because they are cheap, easy to access, require no shelf space, and have search capabilities that make information easier to find than through the index or glossary of a traditional book. The most negative trait of e-books is that for lengthy reading assignments many students do not find them as comfortable to read as a textbook.

Despite this discomfort, many people in the education field are beginning to see the benefits of using e-books in the classroom. Weber & Cavanaugh (2006) state, "the book itself is one of the foundations of modern education" (p. 56). As such it is to be expected that e-books are used in an educational setting. E-books accommodate gifted and special needs children with "adjustable text size, highlighting, book-marking, note taking, interactive dictionaries, and

reading aloud through text-to-speech software" (p. 57). These factors allow teachers to adapt the reading material to each individual student's needs.

When libraries buy traditional print books, there is no question as to their ability to loan those books to the library's patrons, or loaning to other libraries' patrons through inter-library loan programs. However, when a library downloads a book, the intellectual property laws are unclear, and inter-library loan becomes easier, but borders on the illegal. Woods, & Ireland (2008) said, "a single library can never have everything in its collection needed by its users, since those requirements are often infinite and varied." Van Gisbergen (2009) cited a survey by Sweets (2009) that showed libraries spend an average of 9% of their budgets on e-books, but most expect to see the number double by 2012 and continue to increase in the years following (p. S11).

Aside from students, Rao (2001) lists a variety of people for whom e-books provide advantages. First, writers have more control over the rights to their work, and will have more monetary gain for their work. Publishers no longer have to worry about traditional printing methods, and "out of print" books will become a thing of the past. Customers will buy products that are mobile, easy to store, inexpensive, and instantly accessible. Finally, libraries will receive instant delivery, adjustable fonts, low prices, eco-friendly products, more shelf-space, and lost or damaged books (pp. 249-250). Rao also believes that "e-books are the most important development in the world of literature since the Gutenberg press and are certainly destined to change the reading habits of many over the next several years" (p. 247). This is a bold, but likely true statement. Gutenberg allowed print to easily be mass-produced and shared with the literate public. E-books will reach larger masses, and at a nearly instantaneous speed.

Current Trends

One of the biggest obstacles to the technology of e-books is copyright infringement. Documents in electronic format are easily copied, and pirated. These issues must be resolved before e-books can be completely gratifying to users, as an understanding of how books can be loaned, bought, sold, and read is vital to their existence. The most difficult thing for publishers, libraries, booksellers, and the government to figure out during the transition from printed books to e-books is the intellectual property laws that make sharing e-books complicated, especially for libraries, who do not have the rights to freely lend e-books, especially in an inter-library loan setting. A primary reason for the cautiousness of the book industry is that they have seen the mistakes of the music industry and do not want to repeat its mistakes. Buczynski (2010) said:

> Although eBooks have been around for more than a decade, no vendors have been able to duplicate Apple's monopoly power over music rights holders and consumer loyalty. It is not surprising for two reasons. There are substantially more players in book publishing than there are in the music industry. This makes it harder to form collective agreement. Second, in hindsight music rights holders gave up too much power in setting prices. Book publishers are wary of giving up their "digital gold." (p. 13)

Aside from the amount of people involved in the book industry, when music took off on the Internet through various forms of legal and illegal downloading, the music industry lost most control of their music and has not been able to retrieve it from the current monopoly Apple's iTunes store holds on the industry. The book publishing industry is wary of making the same mistakes, but until e-books act like print books, in that they can be borrowed, loaned, or sold as used copies, e-books users will be less willing to accept the technology.

In order to combat the aforementioned problems seen with the music industry, when it comes to intellectual property laws, digital encryption could be the first step in combating the inability of the law to actually track illegal copies. For years, people have been able to photocopy books and other printed, copyrighted material without ever getting caught or even prevented from doing so in the first place. Digital encryption prevents the copy from ever being made in the first place (Ted, 2006, p. 249). Encryption has already helped piracy in the music and movie industries and will be an asset to e-books as well.

Despite all the advantages of e-books, such as the convenience of carrying an entire library in a light-weight, portable device, researchers such as Duntemann (2008) note that in addition to heavy hard covers and deteriorating acid-pulp paper, page numbers will be lost. This may seem trivial, but it will impact the way people discuss books, find information, and cite sources in papers. However, as Maatta (2010) cautions, aesthetics is another big consideration to look at when determining peoples' preferences for print or electronic books. "Many readers feel passionate about their books and simply do not feel that e-book readers can replace the original, physical object in feel, look, and essence" (p. 73).

Of course, people read for a variety of reasons, not just for the aesthetic pleasure. Maatta (2010) classifies seven types of modern reading, which will help define the parameters of this study, explained in greater detail in the Methodology. The first is environmental reading, which occurs when reading signs and billboards. Information reading is the next type. Information reading occurs when one reads instructions, research, and non-fiction printed materials. The third is occupational/professional reading. This encompasses documents such as memos and letters that many people come across while working. The fourth type of reading is educational. This reading occurs for classes when students read textbooks and other required reading. The next

type is recreational reading, which is any reading done as leisure or for fun. Devotional reading

occurs when one reads sacred texts, such as the Bible. The final type of reading is accidental.

Accidental reading occurs when one looks at brochures, shop windows, taxi/bus advertisements,

and bulletin boards (p. 33). With the new trends developing due to the invention of e-books,

Maatta's types of reading can be reanalyzed to see how people are using e-books for the same

reading purposes they traditionally would in print. This concept will be further discussed in the

methodology.

Why study E-books with Uses and Gratifications?

As a new communication technology, e-books can and should be studied in light of uses

and gratifications, just as recommended above by Kaye & Johnson (2002), Palmgreen, Wenner,

& Rosengren (1985), and Williams, Phillips, & Lum (1985). Uses and gratifications can and

should look at new communication technologies to see if people's needs are satisfied more

through newer technologies. As Williams, Phillips, & Lum (1985) suggested, newer technologies

offer users more options, interactivity, interpersonal communication, personalization, and change

the concept of an audience from a group of users, to individual users. E-books are a new

communication technology that provides people with fiction and non-fiction text, in a new,

improved way that builds on the original printed book technology. As such, it is vital to see

whether e-books do in fact provide all the benefits stated by Williams, Phillips, & Lum, and if

they help to gratify users more or less than the original print technology.

It is also important to see just who uses e-books, and who still prefers traditional books.

Wolf and Fiske (1948) looked closely at which children read which comics and were able to

define three types of comic books and which age range of children read each type of comic. E-

books can also be split into a variety of categories, and for the purposes of this study, Maatta's

classifications of reading are used to categorize e-book types. Uses and gratifications helps determine who uses e-books, what kind of e-books they use, and if certain types of books are read more with different types of e-book readers.

To conclude, this study looks at specific groups of people to see who use e-books and which groups of people still use print books, whether by age, gender, or education. The study also assesses types of e-books available, such as textbooks, novels, self-help books, and sacred texts to see if certain types of books are preferred in the e-book format over print format. Finally, the study analyzes three main e-book readers: Amazon's Kindle, Barnes and Noble's Nook, and Apple's iPad, to see if different types of readers, based on Maatta's (2010) seven types of reading, prefer certain reading devices over others.

To date, no study has looked at the technology of e-books through the lens of uses and gratifications. The technology is relatively new, and only just beginning to take off. By taking a closer look at the technology now to see why users are or are not gratified by the technology, or what specific features of the technology are gratifying and which are not, those who market e-books gain a better understanding of the product and how to market to individual users achieving the most gratifying reading experience possible for future readers of e-books.

Methodology

Introduction

      Uses and gratifications provides a framework of study that mixes the qualitative and quantitative approach in order better to grasp both why a communication technology is used and who uses it. As noted in the literature review, this study will attempt to provide a basis for who uses electronic books, or e-books, and why they choose to use e-books over traditional print books. As Palmgreen, Wenner, and Rosengren (1985) made clear, uses and gratifications is not about how the media impacts people, but instead looks at what people choose to do with media. The media in this thesis is the communication technology of e-books often read on electronic readers, such as the Kindle, Nook, and iPad.

      Following in the footsteps of past research, this thesis will focus mainly on interaction with those who use e-book technology to find out exactly what their thoughts on the technology are, why and how they use it, and why some people choose not to use it. The study will rely heavily on qualitative research, as the main uses and gratifications research in the past has focused on interviewing participants to find out exactly what their thoughts and opinions on the communication technology are and why they choose to use it. However, in addition to the traditional means of gathering qualitative information from participants, this researcher will also look at quantitative data about the use and sales of e-books to incorporate into the thesis and hopefully to solidify the findings of the qualitative research. Sales data will show, in quantifiable data, how e-book sales have grown, and how they relate to print book sales. As noted in the literature review, Katz, Blumbler, and Gurevitch (1974) made note that original uses and gratifications research suffered from

relying too heavily on qualitative research, as such this study will attempt to overcome that

weakness by supporting the qualitative research with quantitative data.

    This study will attempt to answer four main research questions:

        RQ1: Who uses e-books?

        RQ2: Why do people choose to use or not use e-books?

        RQ3: How do the sales of e-books compare to those of print books?

        RQ4: Are certain types of e-book reading devices used more by people who

        prefer different genres of books?

Research Design

    The research will be conducted through two main sources: survey and sales data

collection. The survey will allow the researcher to ask a variety of participants questions

about their individual reading habits, thoughts on print books, electronic books, and

reasons for their selection of which form(s) of books they use. As Alessi and Martin (2010)

point out, Internet surveys are generally the most cost-effective method of gathering

information, as traditional mail or telephone surveys cost at least the price of postage or

call rates (p.126), and this is why this study will be conducted using the Internet as a

platform for sending out surveys and colleting data.

    Data will also be gathered by contacting representatives from the three major

competitors in the e-book reader industry at present: Apple, Amazon.com, and Barnes and

Noble , in hopes of receiving sales information about the sale of print books and electronic

books from 2006-2011, or since whatever time that particular company began selling e-

books. The researcher will also ask for sales figures in a genre break down from 2006-

2011, in order to determine if certain reading devices are used by readers of certain book

genres.

Participants

        Participants for the survey will be selected through the snowball method. The

survey, created on kwiksurveys.com, will be posted to a variety of social networking sites,

and sent out via e-mail to an initial sample of convenience, and those who receive it will be

given the opportunity to take it if they choose, and will be asked to send it on to their

contacts after taking it in order to gain the largest amount of participants possible from the

widest geographical range, hopefully allowing the data collected from the survey to be as

accurate as possible.

        The only requirements for becoming a participant in the survey are Internet access,

10 minutes of the participant's time, and the ability to read English. All information will be

completely confidential, only generic identifying information will asked, the participants'

privacy and identity will be respected, and all information shared will remain completely

confidential. The option to keep participants from retaking the survey will be utilized in an

attempt to keep the data as accurate as possible.

Data Collection

        The first two research questions will be answered through the use of a computer-

mediated survey discussed above. All participants will be made aware of the purpose of the

study, and be assured that their privacy and anonymity will be kept confidential in the

survey. The survey will not even ask for the participants' names, thus keeping identity

entirely anonymous. All information given in the survey will be used only for this study,

and no survey will be taken by a participant, or used by the researcher unless the informed

consent of the participant is given prior to participating in the survey. The nature of the

survey questions will not be invasive in any way and will ask only questions in relation to

reading habits and generic identifiers. In the researcher's opinion even the youngest of

participants will suffer no risk in answering the questions, as there will be nothing of any

nature that even the most conservative parents would be unwilling to let their child view.

Although as Alessi and Martin (2010) point out, as their survey was of a sensitive nature,

parents are ultimately responsible for their children's Internet use, and as such Allessi and

Martin were not held responsible for anything of a sensitive nature children were exposed

to in the survey (p. 127). A second shorter survey in kid-friendly language will also be

made available for children under thirteen to alleviate further any concerns parents may

have, and to get the most accurate information available from all age groups.

Survey questions will gauge the participants' reading habits, preferences of reading

material, both genre and method (electronic or print), and their thoughts on print and

electronic reading. There will also be a series of questions to generically identify the

participants in categories such as gender, geographical location, reading habits (print or

electronic), age group, and occupation. Gender options will be male or female. Geographical

locations will include country and state specifications, reading habits will classify

participants as print readers, electronic readers, or mixed readers. Age groups will be 5-9,

10-13, 14-17, 18-24, 25-35, 36-49, 50-65, and 66+. These age group classifications will

distinguish between the major points in life including elementary age, pre-teen, teenagers,

young adult, adult, midlife adult, late adult, and retirement age, respectively. Finally,

occupation will be classified based on the Department of Labor's standard breakdown of

occupations. The researcher has taken into consideration the minor status of participants

between the ages of five and seventeen, but included nothing of an inappropriate nature in

the survey questions, and believes that as e-books are being used in the education field, it is

vital to the study to see how students at various points in their education are using the

technology, and what benefits it presents in the learning process.

The final two research questions will be answered by interviewing public relations

professionals from each of the three main players in the e-book reader market: Amazon,

Barnes and Noble , and Apple. These three companies were chosen based on their high

standing in the e-book competition. Amazon.com began the trend in 2007 with the Kindle,

which is still on top of the market with the Barnes and Noble Nook, and Apple's iPad

trailing behind (Baig, 2010). The research will ask for sales figures on print and electronic

books between the fiscal 2006 and 2011 to see how the trends have changed in print and

electronic buying habits over a five year time period. The researcher also intends to

discover if different genres of books are downloaded on different types of reading devices,

thus showing if e-book readers of various genres are more gratified by reading their books

on specific devices.

Genres will be classified based on Maatta's (2010) seven classifications of modern

reading, as mentioned in the literature review. As a reminder, the seven types of reading

are environmental, information, occupational/professional, educational, recreational,

devotional, and accidental. Questions will also be placed in the survey to assess the

participants' self-evaluation of their reading habits; however, the study will limit to the five

of seven types that are currently available on e-book readers; information,

occupational/professional, educational, recreational, and devotional. As such, books

downloaded from Amazon, Barnes and Noble , or Apple's iTunes store will be assessed and

placed into the five aforementioned categories to see which categories are read most on which devices.

Research confidentiality and security

All research done by the researcher will remain completely confidential, and the identity of all participants will remain unknown, even to the researcher. All information regarding the survey will remain password protected, and any hard copies will be locked away so only the researcher can access the information provided by participants. Also any information given by Apple, Amazon.com, and Barnes and Noble will be used only with prior written consent, unless the information is found publicly.

The researcher will attempt to gain as many participants in the survey as possible to increase the validity of the research. She hopes to obtain information from at least 100 participants, preferably more, and hopefully from a large geographical spectrum, as to represent global research, as opposed to data that is true in only a specific geographical location. The researcher hopes to at least get a variety of participants from across the United States in order to present findings that are valid throughout North America.

The researcher will carefully examine all research and present her findings in a truthful and accurate way. The study's findings will also be peer-reviewed to ensure accuracy, clarity, and reliability.

Ethical Consideration

All research done will remain in accordance in International Review Board (IRB) regulations and will be conducted in such a way that no harm, physical, emotional, or otherwise, will come to any participants. All participants will be volunteers, and may choose to opt out of taking the survey at any point should they feel uncomfortable or no

longer willing to sacrifice the amount of time required to take it. Participants will be made

aware of their choice to take the survey, and of their opportunity to opt out at any point

before taking the survey, and they must "accept" said terms and conditions before

commencing with the survey.

All research of businesses will be retrieved with the consent of the business, and

presented in an accurate light. If the businesses would like to see how their research is

presented prior to publishing, they will be given the opportunity of final consent before the

paper is completed. The researcher wants to present findings only to answer the research

questions and has no desire to show any business in a bad light, or in any manner other

than how they truthfully are.

Summary

In conclusion, this study will take the foundation of uses and gratifications to look at

the technology of electronic books. The technology will be analyzed both qualitatively and

quantitatively. The qualitative aspect of the study will focus on gathering information from

willing, volunteer participants who opt to take a brief survey about their reading habits.

The survey will asses the participants' reading habits, both electronic and print, discover

their genre preferences based on Maatta's modern types of reading, and give the

participant the opportunity to share his or her thoughts on reading in print and reading

from electronic format.

The researcher will also conduct a quantitative study by analyzing the sales of print

and electronic books over the past five fiscal years to see which types of books are selling

more, and if the trends have changed at all due to the increasing popularity of the

electronic book market. The researcher will also look at sales in relation to genres to

determine if certain e-book reading devices are used more by readers of specific genres,

again based on Maatta's aforementioned classifications.

Results:

Survey Participants

The survey was sent out via e-mail and social media, and a total of 104 people chose to participate in the study — 29 male (30.53%) and 66 female (69.47%). No one between the ages of 5 and 13 took the survey. One participant (1.05%) was between 14 and 17, 62 participants (65.26%) were between the ages of 18 and 24, 16 participants (16.84%) were between 25 and 35, nine participants (9.47%) were between the ages of 36 and 49, and seven participants (7.37%) replied between the ages of 50 and 65. No one above the age of 65 took the survey.

Most participants were from the United States. The survey had representatives from Colorado (2), Delaware (1), Florida (4), Illinois (1), Indiana (2), Maryland (6), Massachusetts (1), Minnesota (3), Missouri (1), New Hampshire (1), New Jersey (3), New York (3), North Carolina (6), Ohio (1), Pennsylvania (18), Rhode Island (1), South Carolina (2), Texas (1), Vermont (1), Virginia (26), Washington (1), West Virginia (1), and Wisconsin (4). There were five participants from outside of the U.S. International participants included Canada (1), Hong Kong (1), Ecuador (1), Japan (1), and Norway (1).

The participants' occupations varied greatly, but the most represented field was students (36). Education training and library occupations (10) was the next largest specific category of occupation.

The education level of participants ranged from high school (7) to post graduate school (1). In between were also graduates of trade school (2), those who had completed some college (19), graduates of a two-year college program (9), four-year college graduates (41), and graduate school graduates (16).

**Research Question One: Who Uses E-books?**

In order to answer this research question participants were asked which, if any device they used, and if they used a computer or phone to read e-books. Out of the 104 participants in the main survey 89 participants answered the question about which device they used, if any. Kindle owners made up 13.48% of the participants (12), a Nook was owned by 3.37% of participants (3), and iPad owners made up 8.99% of participants (8). There was also a percentage of participants who used other devices to read e-books (11.24%). The remaining 62.92% of participants (56 participants) replied that they did not own an e-reading device.

E-reading Device Users

Device: None, Other, iPad, Nook, Kindle

Total of out 89 Participants
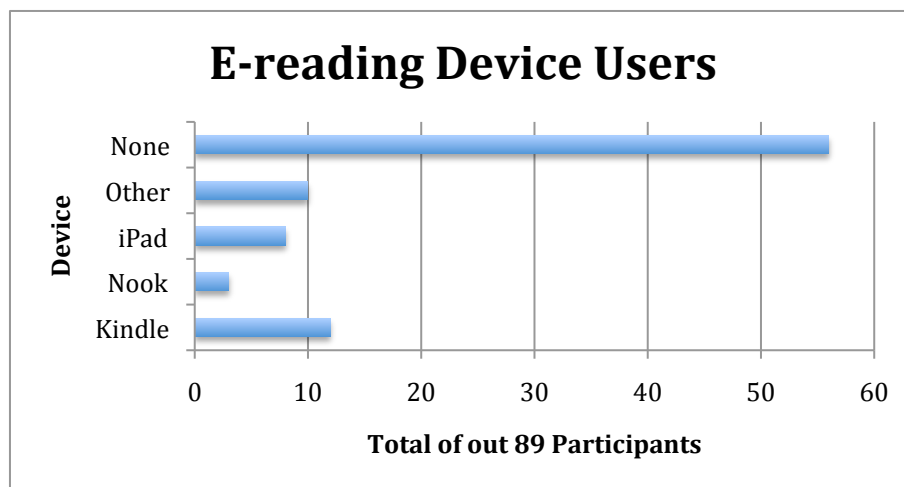
E-books can be read on a computer using downloadable files or the Internet. Participants were also asked if they read e-books on the computer via download or the Internet. There were 86 responses to this question, and seven participants (8.14%) replied they downloaded e-books to their computer. Another 24 participants (27.91%) replied they read e-books online. The remaining 55 participants (63.95%) replied they did not read e-books on a computer.
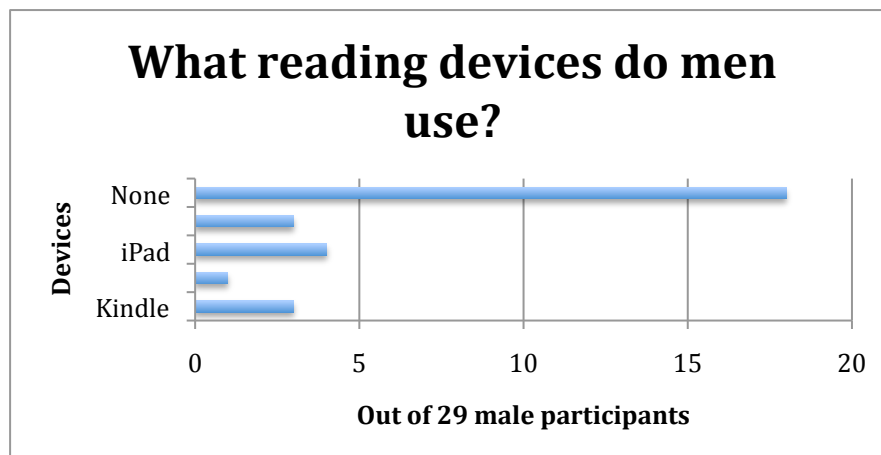
E-book Computer Use
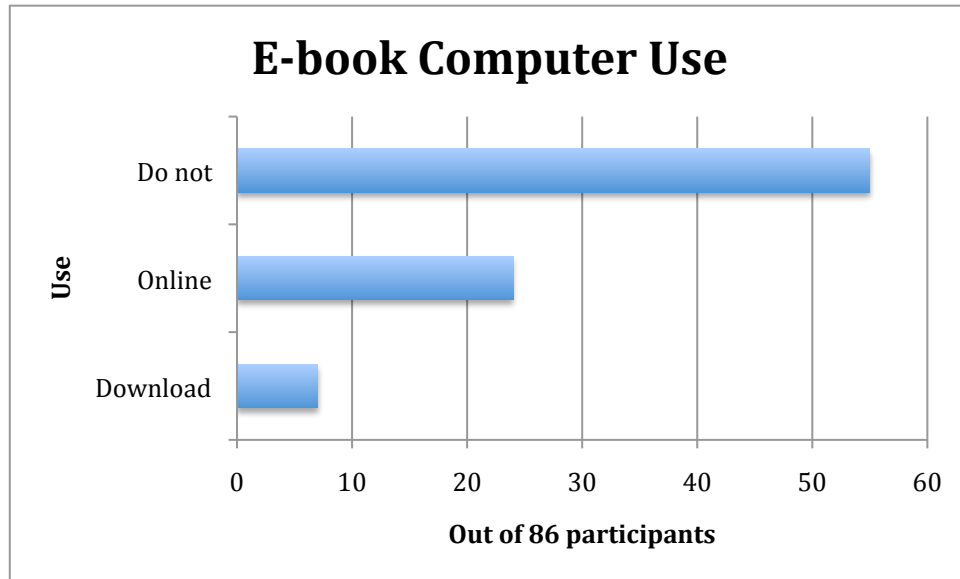
The final method of e-book reading participants were asked about was reading via a smart phone. A total of 86 participants responded to this question, 70 (81.40%) of who said they did not use a cell phone to read e-books. The remaining 16 participants (18.60%) replied they did and specified a variety of popular smart phones models.
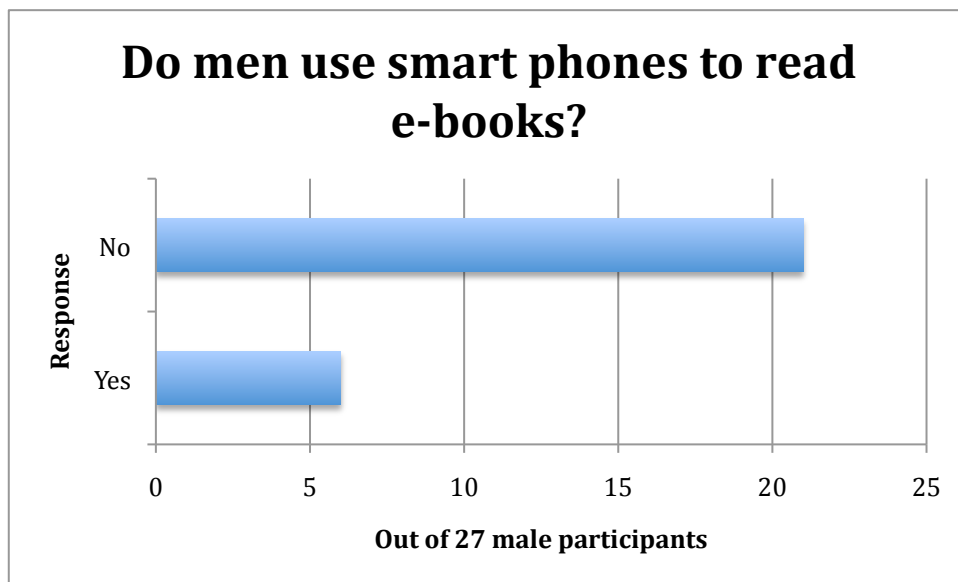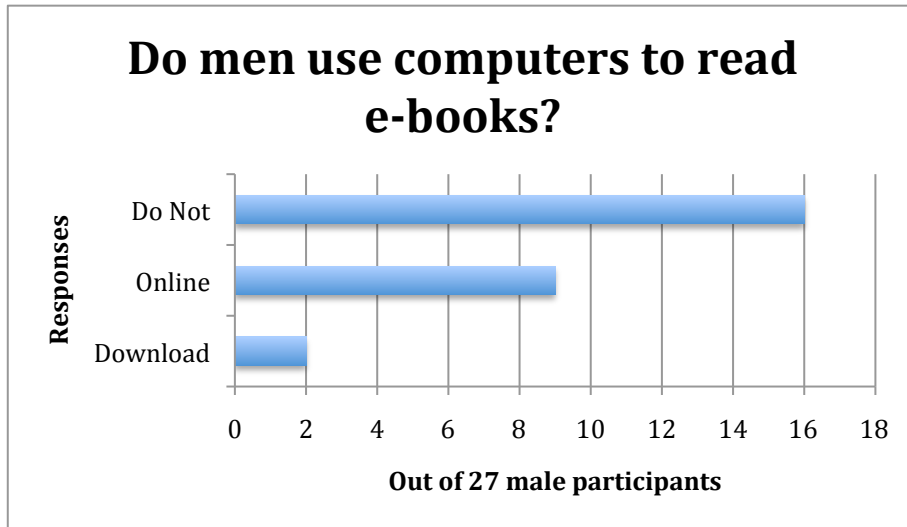
Do participants use smart phones to read e-books?
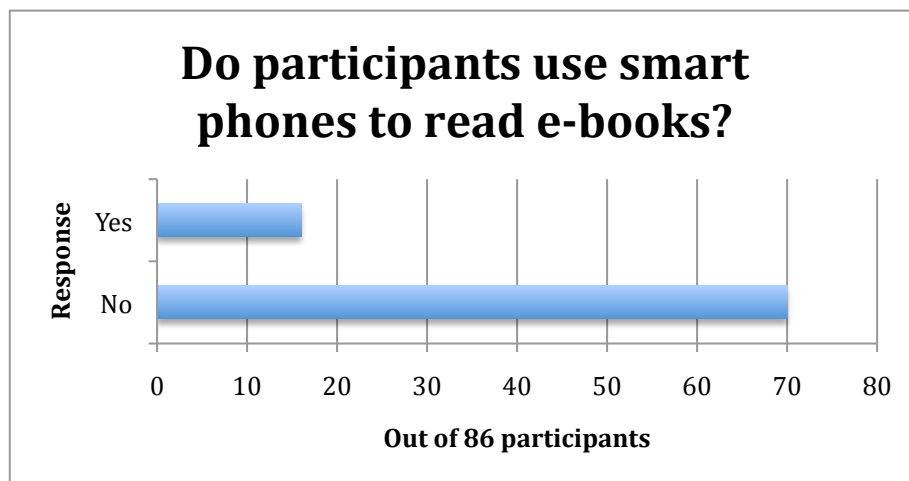
The above statistics were responses from the general pool of participants in the study. In the remainder of this section the specific details for various demographic groups will be discussed to understand the breakdown of participants' electronic reading habits

better. The first demographic will be specifically devoted to the 29 male readers who chose

to participate in this study.

When asked which e-reading devices they owned, three men (10.34%) replied they

owned a Kindle, one man (3.45%) replied he had a Nook, and four men (13.79%) replied

they owned an iPad. Another three men (10.34%) replied they owned other devices to read

from, and the remaining 18 men (62.07%) replied they did not own any devices for

electronic reading. When asked about their computer usage, 27 men replied. Of the 27 men,

two (7.41%) chose to download e-books to their computer, nine (33.33%) replied they

read e-books online, and 16 (59.26%) replied they did not read e-books on a computer.

In the final e-reading option, smart phones, twenty-one men (77.78%) replied they did not

read e-books on a phone, and six men (22.22%) replied that they read on phones and

specified devices such as the iPhone and Android.

Do men use computers to read e-books?

Out of 27 male participants

## Do men use smart phones to read e-books?

Out of 27 male participants

Females also responded to the survey. When asked which e-readers they owned, nine women (15.25%) replied they owned a Kindle, two women (3.39%) replied they owned a Nook, four women (6.78%) owned an iPad, and 37 women (62.71%) replied they did not own an e-reading device. There were also seven women (62.71%) who replied they owned other reading devices, such as a Pandigital, ipod Touch, Android phones, laptops, a Kobo, and an HTC phone.

Which reading devices do women own?
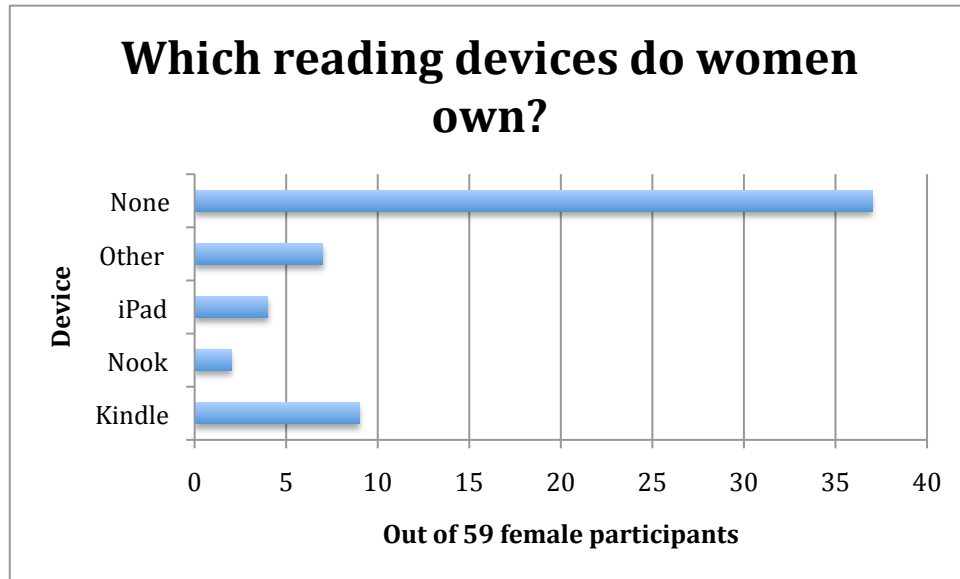
The women were also asked if they used a computer to read e-books. Five women (8.62%) replied they downloaded e-books to their computer, fourteen women (24.14%) replied they read e-books online, and 39 women (67.27%) replied they did not use a computer to read e-books. Ten women (17.24%) used their smart phones to read e-books, though 48 women (82.76%) replied they did not use their phones for e-books.
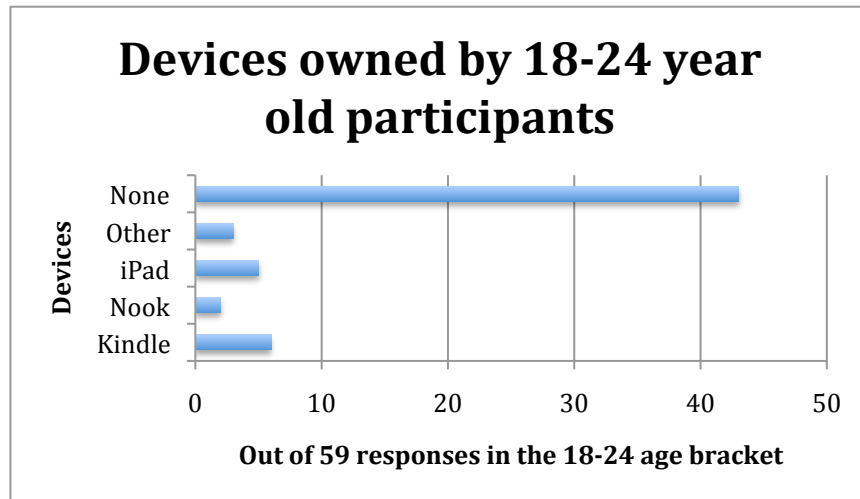
Do women use computers to read e-books?

Do women use smart phones to read e-books?

Out of 58 female participants
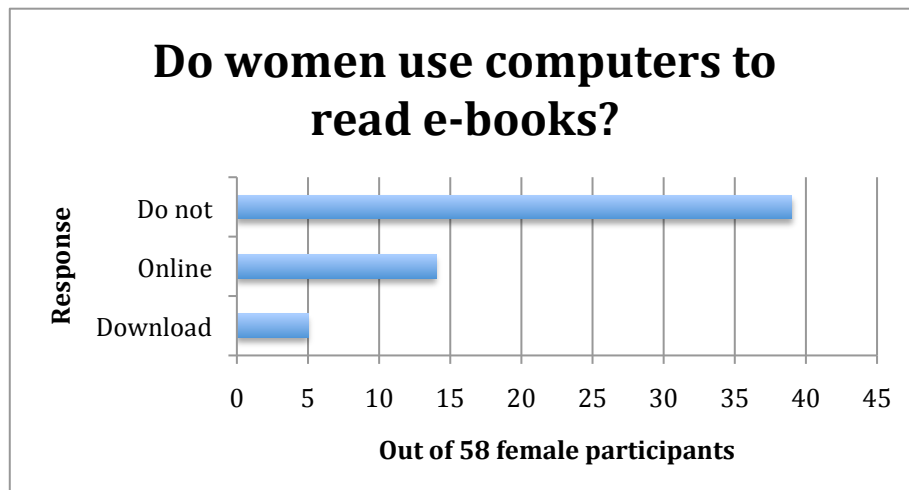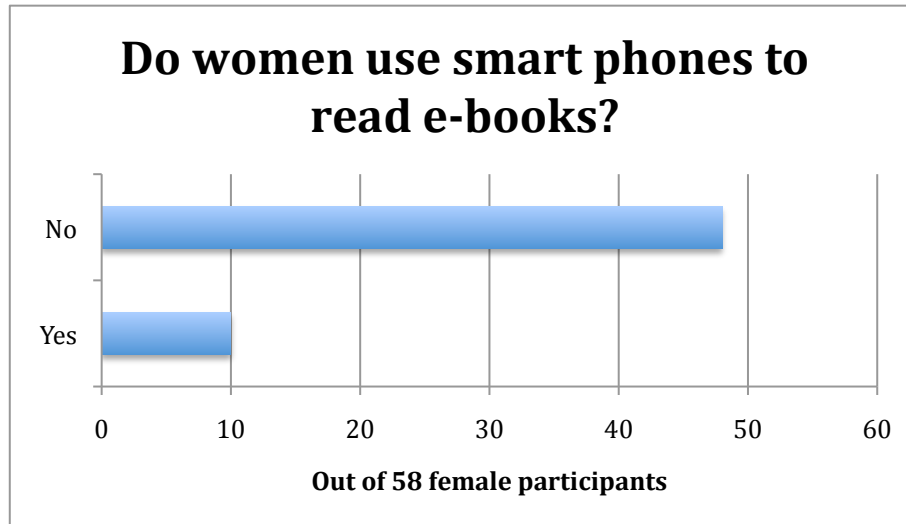
Now that the results for research question one have been discussed in regards to gender, the study will continue by looking at the different age groups in the survey to see which age groups are using e-books. The youngest group was children five to 13 who took the children's survey. Only four children took the survey, and two did not specify their age, so the results are only based on two children ages ten to 13. Both children said they never used a reading device. Due to the lack of participants in the five to 13 age group, no further results will be shared from the children's survey. The next age group was from 14 to 17.
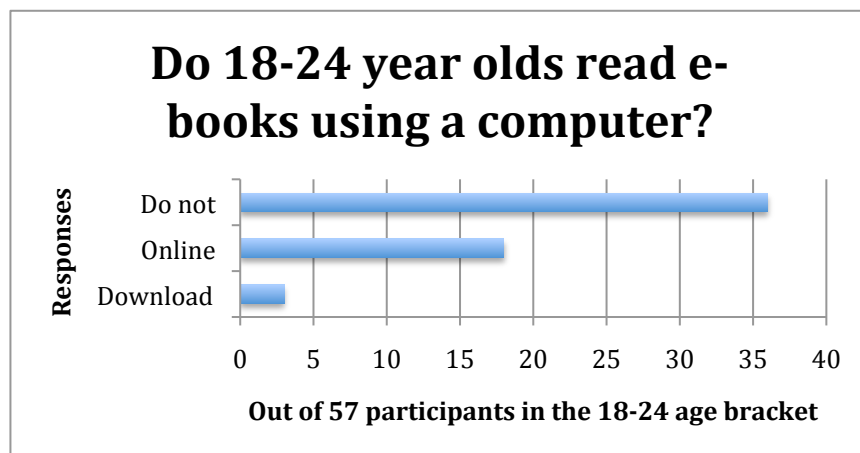
Only one person, a female, replied in this age bracket. This high school student from Norway did not own any reading devices, nor did she use her computer or phone for the purposes of e-book reading.
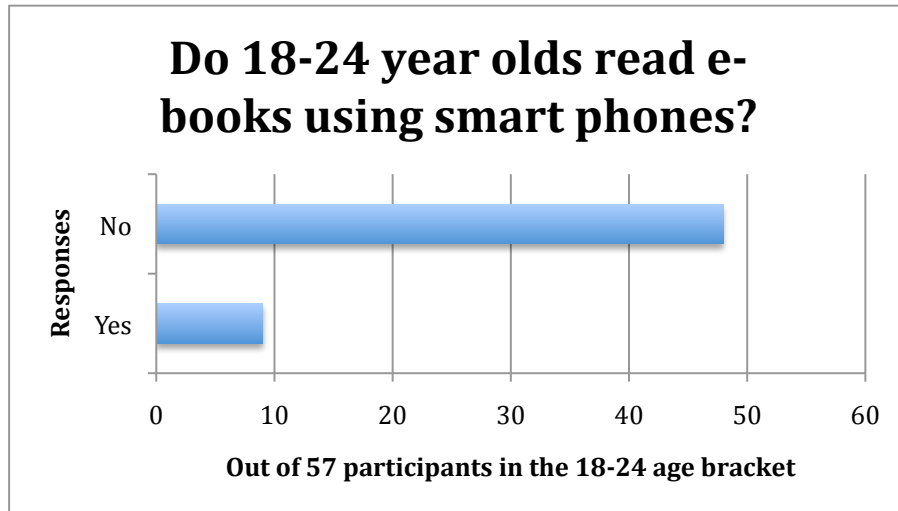
The next age group, 18-24, was comprised of 62 participants. When asked about the reading devices they used, six participants (10.17%) replied they owned a Kindle, two participants (3.39%) replied they owned a Nook, five participants (8.47%) replied they owned an iPad, and 43 participants (72.88%) replied they did not own an e-reader, and

three participants (5.08%) replied they owned other e-readers, including an iPhone, iPod

touch, and Android phone.

Devices owned by 18-24 year old participants

(Bar chart showing responses out of 59 in the 18-24 age bracket)

Device	Responses
None	~43
Other	~3
iPad	~5
Nook	~2
Kindle	~6

Out of 59 responses in the 18-24 age bracket

When asked about their computer habits in regards to e-reading three participants

(5.26%) replied they downloaded books to their computers, 18 participants (31.58%)

replied they read e-books online, and 36 participants (63.16%) replied they did not read e-

books using a computer. Finally, when asked if they used their phones to read e-books 48

participants (84.21%) in the 18-24 age bracket replied they did not use their phones to

read e-books, the other nine participants (15.79%) did use their phones for e-books. The

phone types included iphones, Androids, and other generic smart phones.

Do 18-24 year olds read e-books using a computer?

(Bar chart showing responses out of 57 participants in the 18-24 age bracket)

Response	Count
Do not	~36
Online	~18
Download	~3

Out of 57 participants in the 18-24 age bracket

Do 18-24 year olds read e-books using smart phones?

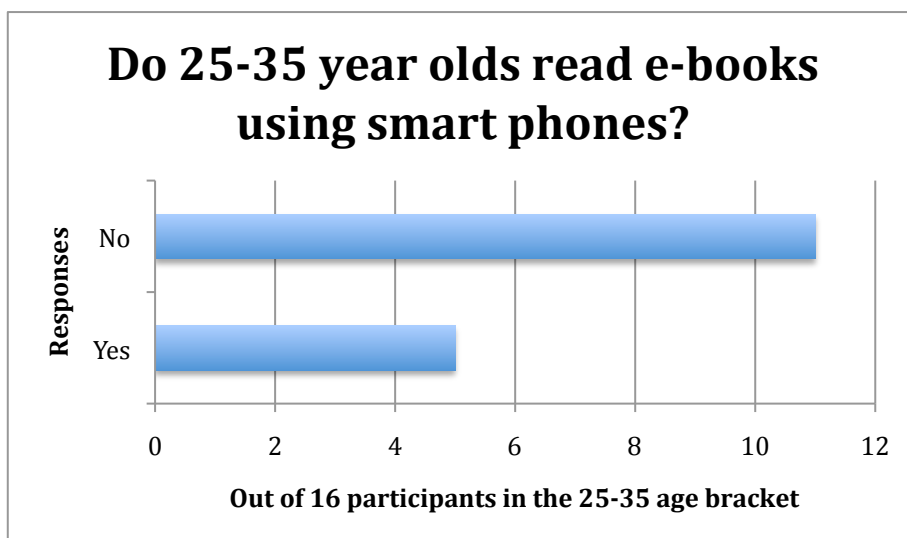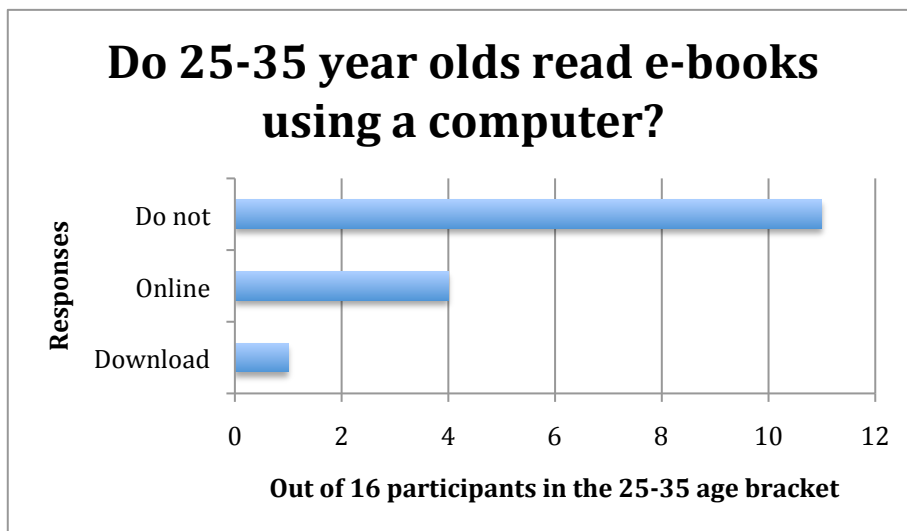Out of 57 participants in the 18-24 age bracket

The next age group included 16 participants between the ages of 25 and 35. Of these participants two (11.76%) replied they used a Kindle, one participant (5.88%) replied he or she owned an iPad, one participant (5.88%) replied he or she owned a Nook, and nine participants (52.94%) replied they did not use any reading devices. The other four participants (23.52%) replied they used another device, including an iPad touch, a Kobo, and an HTC phone.

What devices do 25-35 year old participants use?

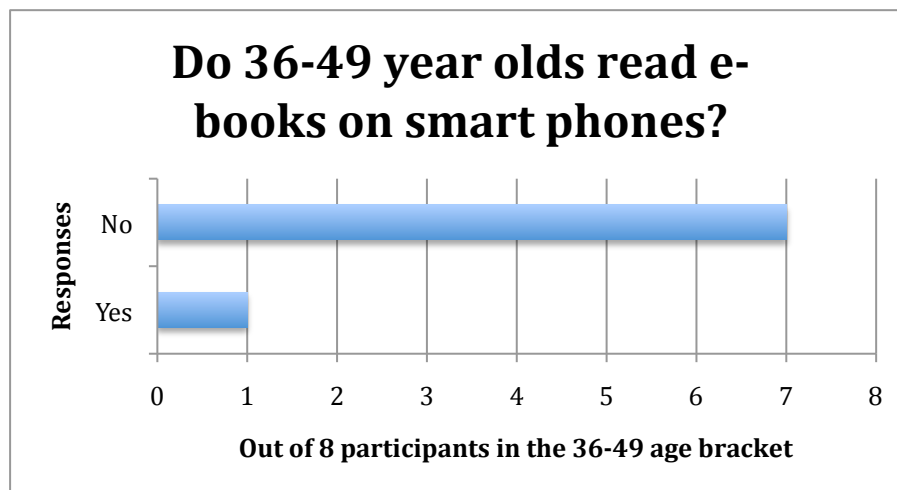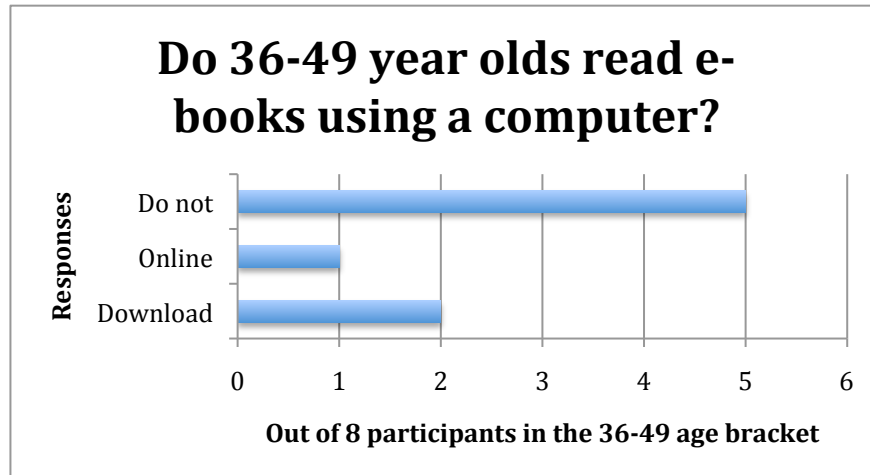Out of 16 participants between in the 25-35 age bracket
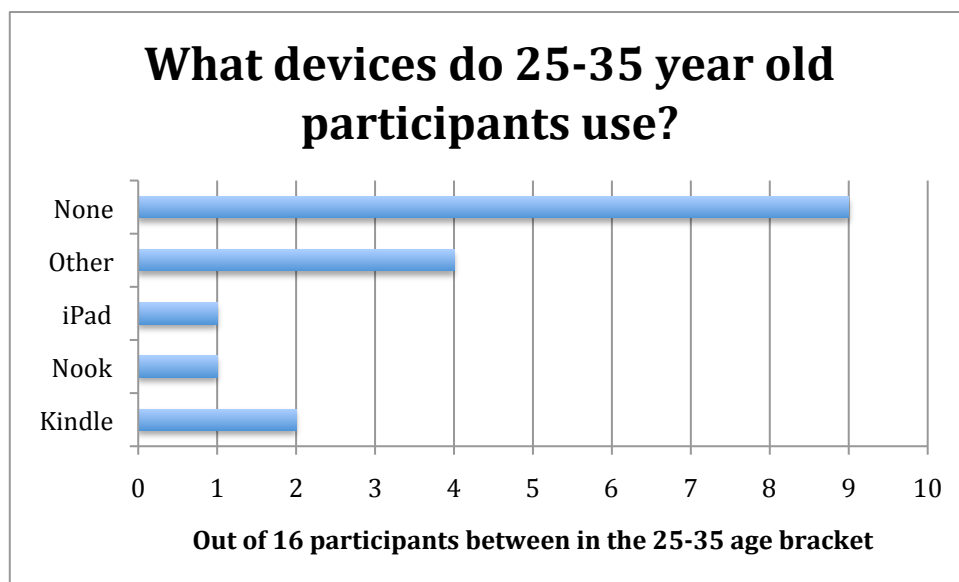
When asked if they used a computer to read e-books, one participant (6.25%) replied he or she downloaded e-books to his or her computer, four participants (25.00%) replied they read e-books online, and 11 participants (68.75%) replied they did not read e-books on their computer. When asked if they used their phones, 11 participants (68.75%) replied they did not. Another five participants (31.25%) replied they did read e-books on their phone and specified the types of phones they used as a Samsung Galaxy, Androids, HTC Evo, and the iPhone.

Do 25-35 year olds read e-books using a computer?

Responses

- Do not
- Online
- Download

0   2   4   6   8   10   12

Out of 16 participants in the 25-35 age bracket

Do 25-35 year olds read e-books using smart phones?

Responses

- No
- Yes

0   2   4   6   8   10   12
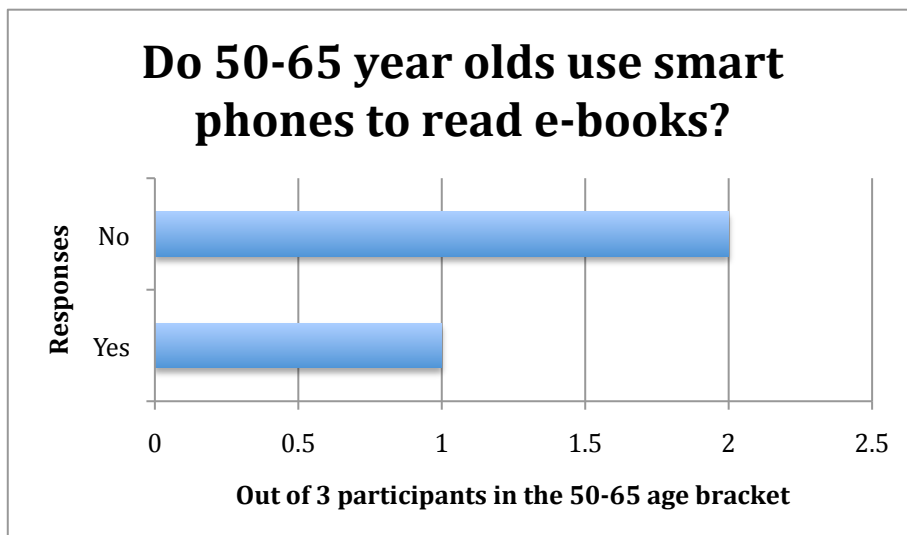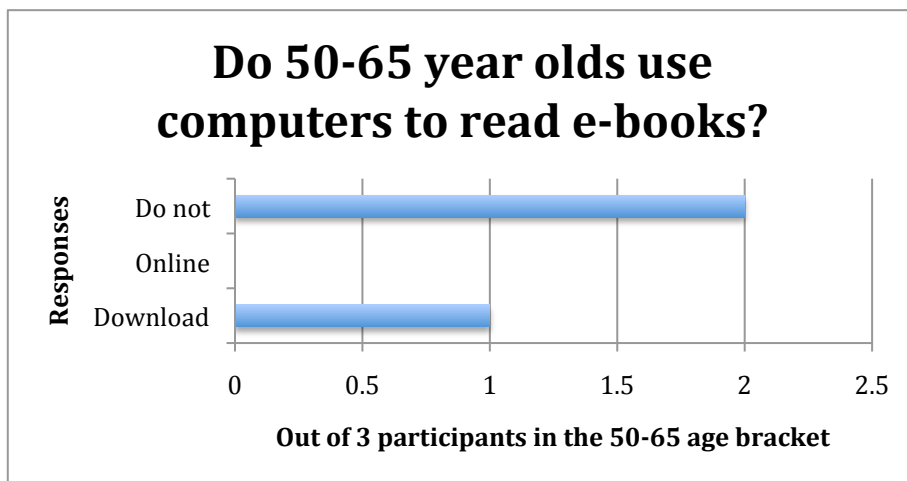
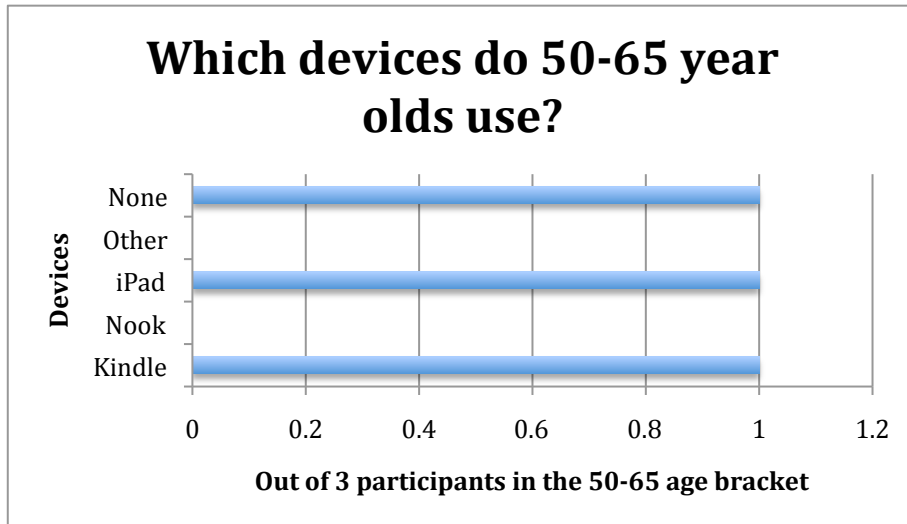**Out of 16 participants in the 25-35 age bracket**

The next age group consisted of nine participants between the ages of 36 and 49.

Out of the eight participants three (37.50%) owned a Kindle, no one owned a Nook, and

one participant (12.50%) owned an iPad. One participant (12.50%) replied he or she did

not own any e-reading devices, and three participants (37.50%) replied they used other

devices, such as a Pandigital, ipod touch, and a computer.
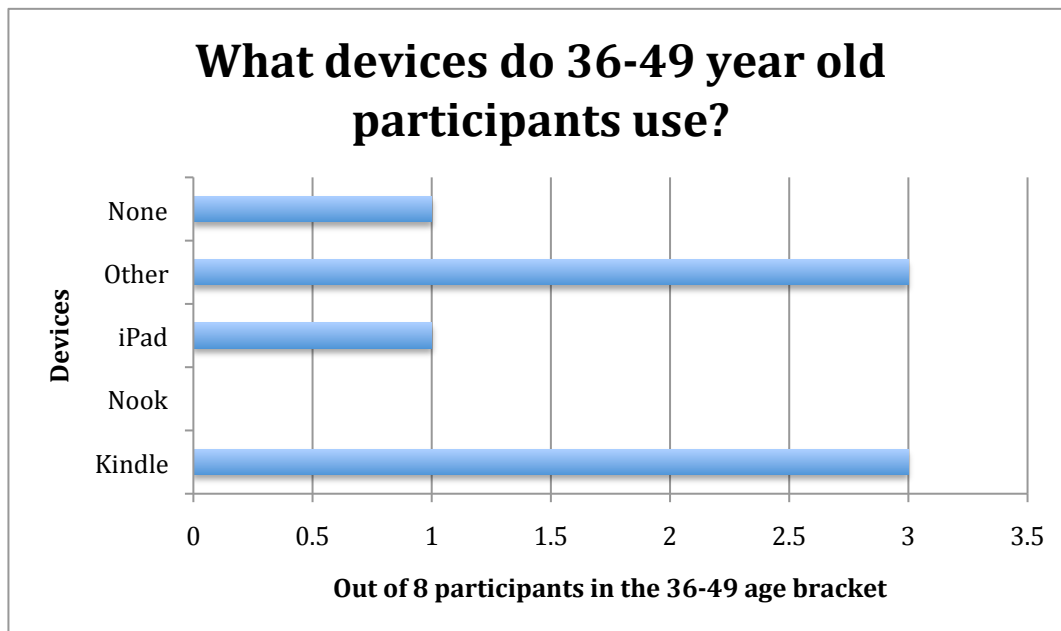
When asked if they used a computer to read e-books two participants (25.00%)

replied they downloaded e-books to their computer, one participant (12.50%) replied he or

she read e-books online, and five participants (62.50%) replied they did not read e-books

on the computer. When asked if they read e-books on a phone, seven participants (87.50%)

replied they did not and one participant (12.50%) replied he or she used an Android.

Do 36-49 year olds read e-books using a computer?

Out of 8 participants in the 36-49 age bracket

Do 36-49 year olds read e-books on smart phones?

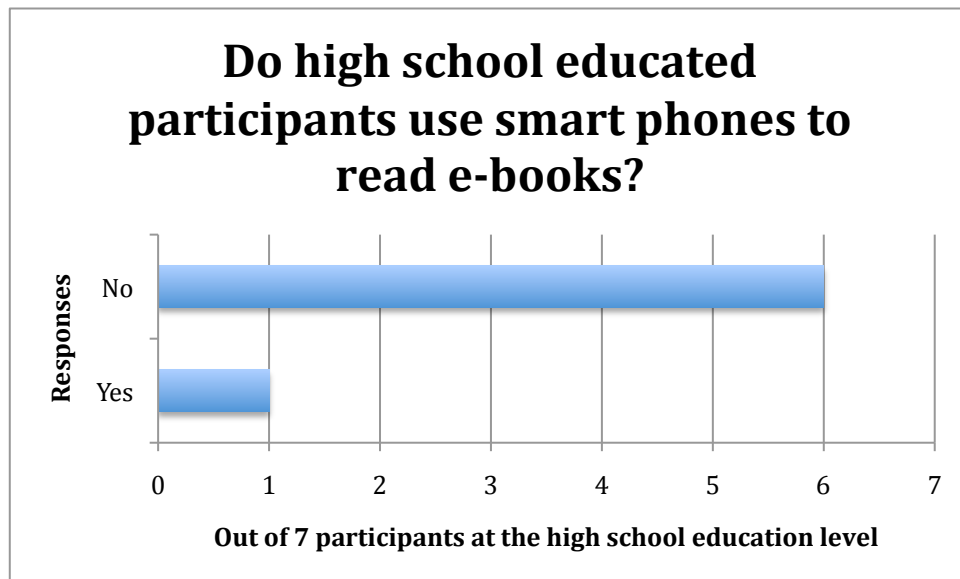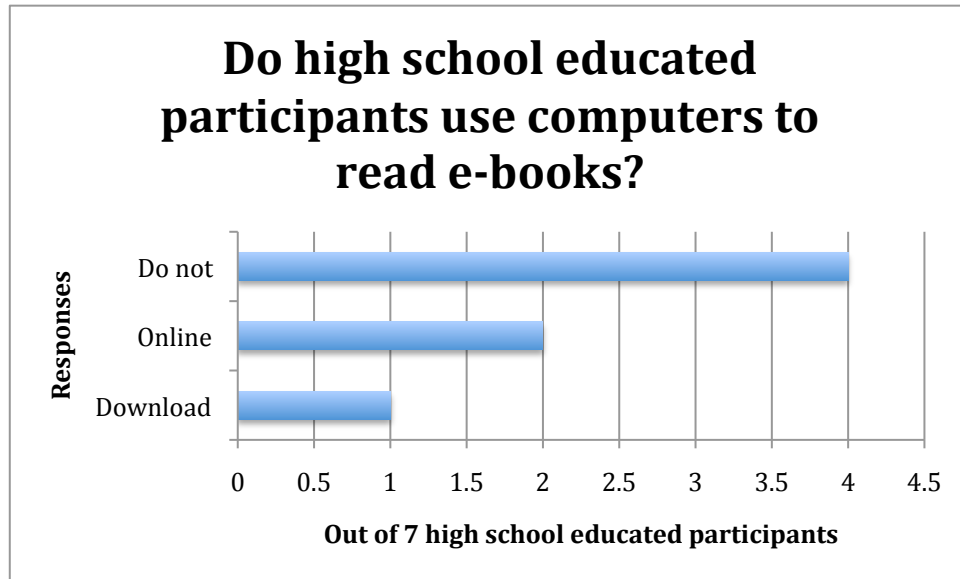Out of 8 participants in the 36-49 age bracket

The next age bracket included seven participants between the ages of 50 and 65. Only three participants replied when asked if they owned a reading device. One participant (33.33%) said he or she owned a Kindle, one (33.33%) said he or she owned an iPad, and one (33.33%) said he or she did not own any device. When asked about using a computer to read e-books one participant (33.33%) replied he or she downloaded e-books to his or her computer, no one read them online, and two participants (66.67%) replied they did not read e-books on their computers. One participant (33.33%) replied he or she used a phone to read e-books, and the other two participants (66.67%) replied they did not use a phone to read e-books. No one over the age of 65 replied to the survey.

Which devices do 50-65 year olds use?

Devices

None	
Other	
iPad	
Nook	
Kindle	

0   0.2   0.4   0.6   0.8   1   1.2

Out of 3 participants in the 50-65 age bracket

Do 50-65 year olds use computers to read e-books?

Responses

Do not	
Online	
Download	

0   0.5   1   1.5   2   2.5

Out of 3 participants in the 50-65 age bracket

Do 50-65 year olds use smart phones to read e-books?

Responses

No	
Yes	

0   0.5   1   1.5   2   2.5

Out of 3 participants in the 50-65 age bracket

Now that the results in regards to gender and age have been presented, the next determination of who uses e-books will be broken down by education level. There were seven participants in the survey who were in or had completed high school. Three of the participants (37.50%) said they owned a Kindle, no one owned a Nook, and one participant (12.50%) owned an iPad. Of the four remaining participants two participants (25.00%) replied they did not own any e-readers and two participants (25.00%) replied they owned other e-readers, which included a Pandigital and iPod Touch.

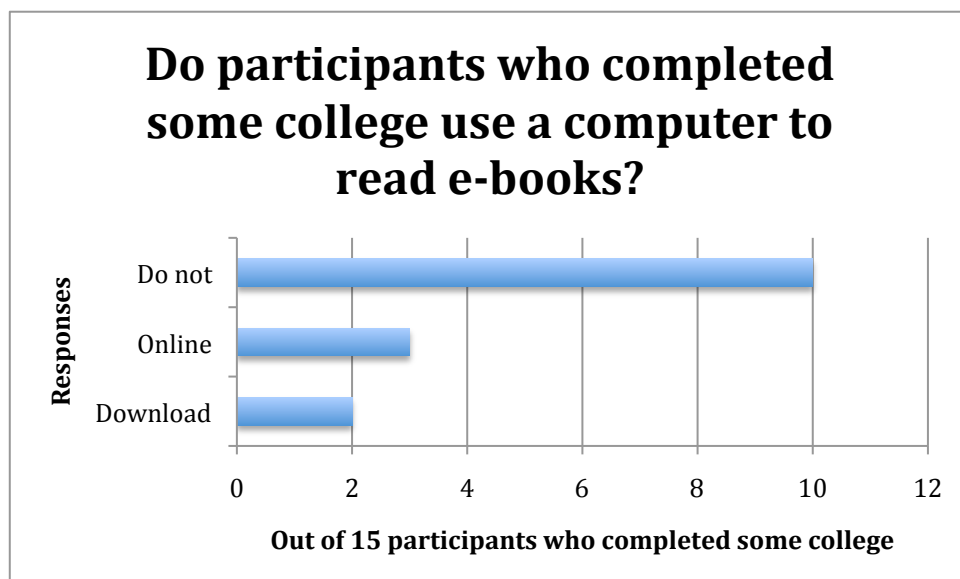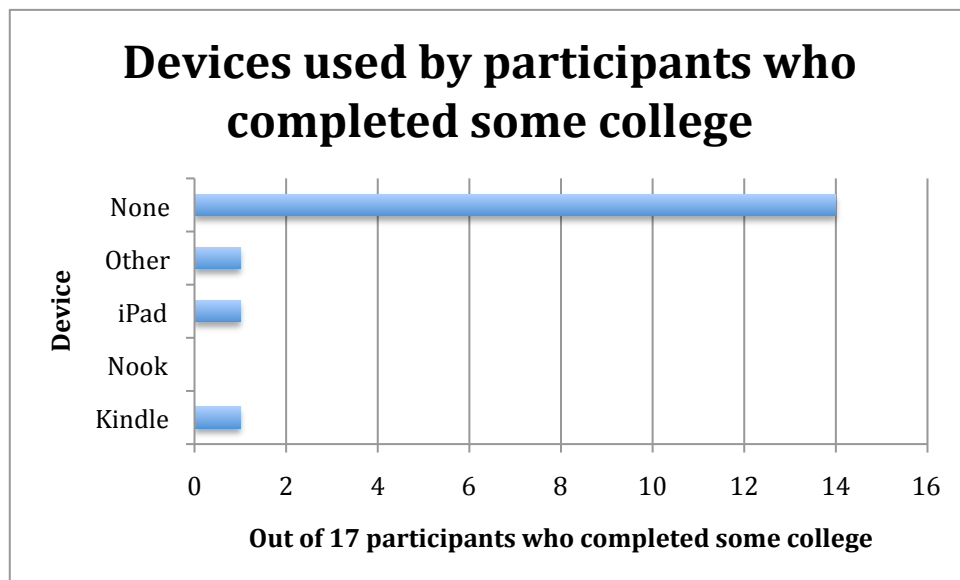**Which devices do high school educated participants use?**
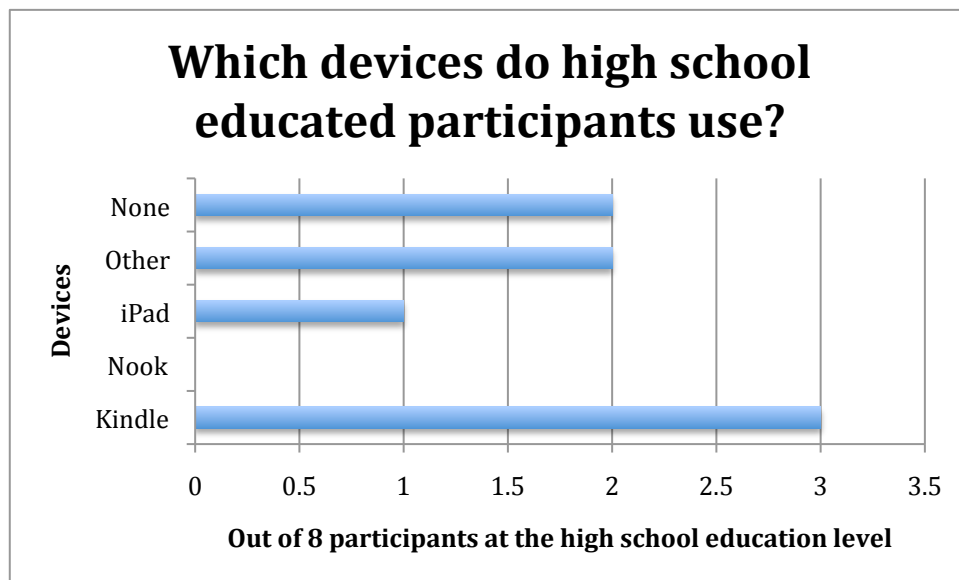
High School educated participants were also asked if they used a computer to read e-books. One participant (14.29%) replied he or she downloaded e-books to his or her computer, two participants (28.57%) replied they read e-books online, and four participants (57.14%) replied they did not use a computer for e-books. Six participants (85.71%) replied they did not use phones to read e-books, and one participant (14.29%) owned an iphone and used it to read e-books.

Do high school educated participants use computers to read e-books?

Responses

Do not

Online

Download

0   0.5   1   1.5   2   2.5   3   3.5   4   4.5

Out of 7 high school educated participants

Do high school educated participants use smart phones to read e-books?

Responses

No

Yes

0   1   2   3   4   5   6   7

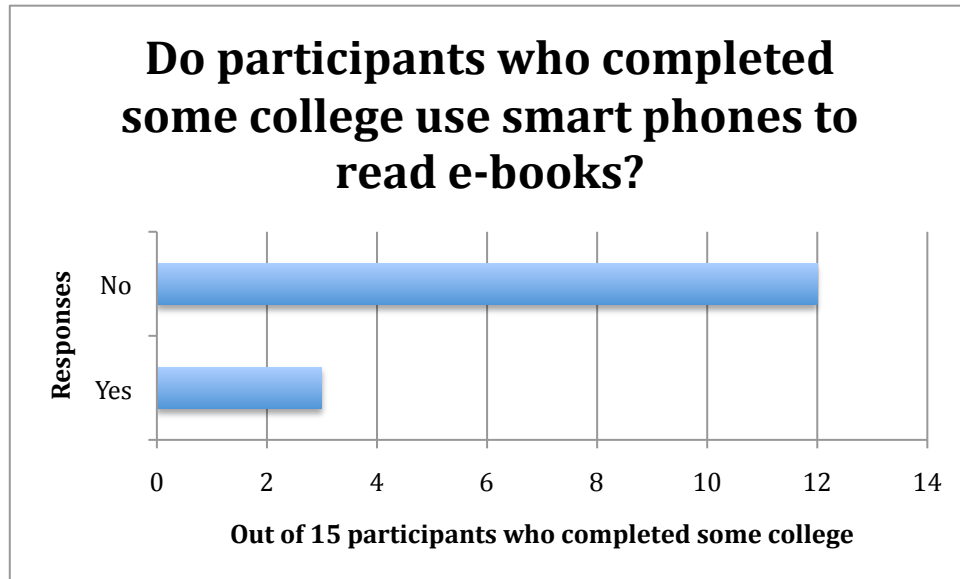**Out of 7 participants at the high school education level**

The next education level was trade school, which included two participants. Only one participant replied to the questions, and that participant did not use a e-reader, computer, or phone to read e-books.
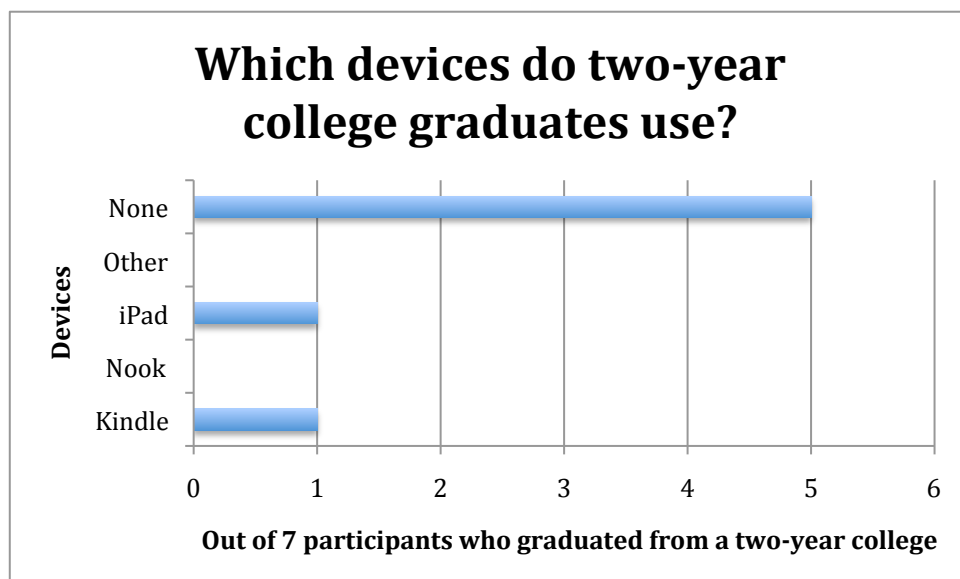
The next education level included 19 participants who had completed some college. Out of the 19 participants one (5.88%) owned a Kindle, no one owned a Nook, and one participant (5.88%) owned an iPad. Fourteen participants (82.35%) said they did not own
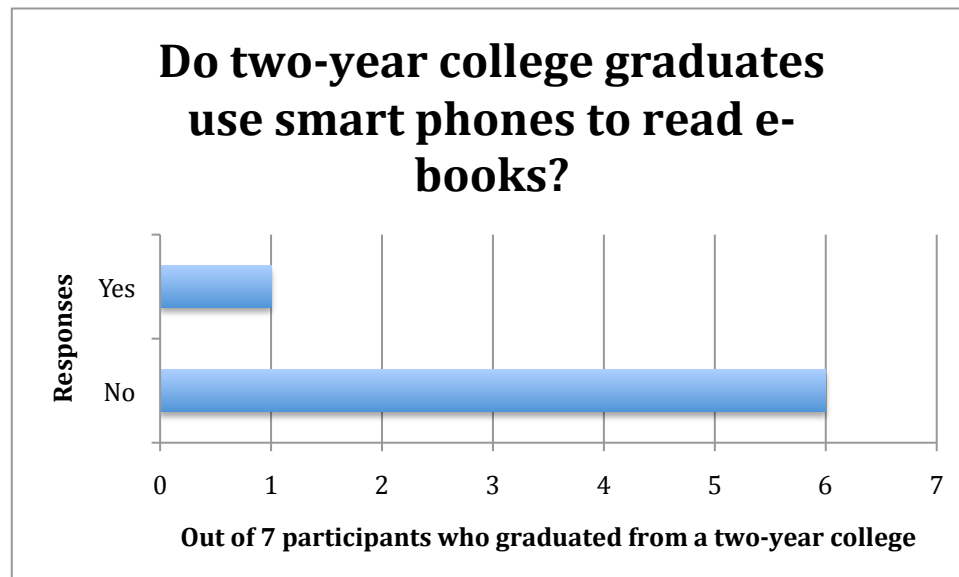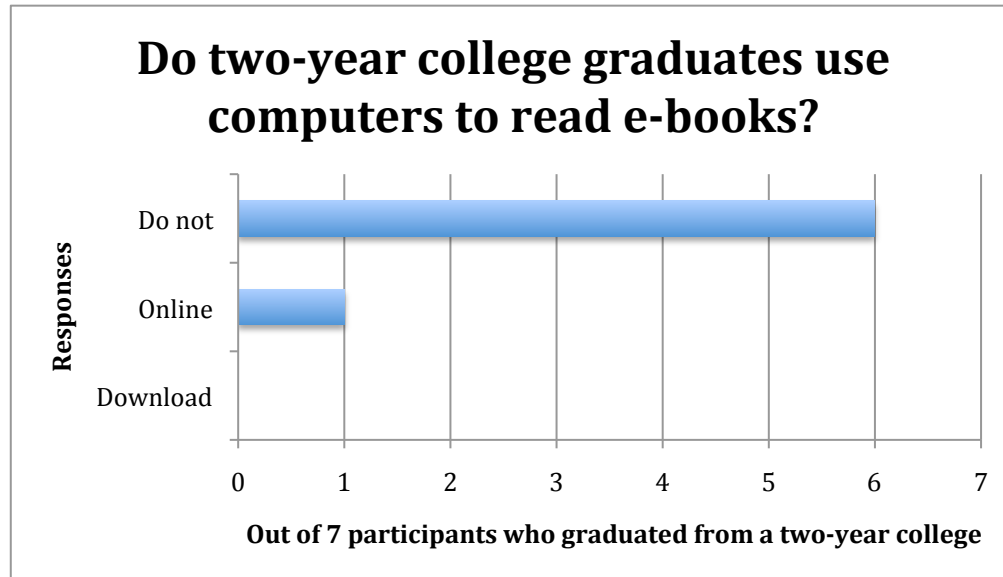
an e-reader, and one participant (5.88%) replied that he or she owned another e-reading

device, in this case an iPhone. When asked if they used a computer to read e-books, two

participants (13.33%) downloaded e-books to their computer, three participants (20.00%)

replied they read e-books online and 10 participants (66.67%) replied they did not use a

computer for e-books. When asked if they used their phones for e-books, 12 participants

(80.00%) replied they did not, three participants (20.00%) replied they did, and mentioned

using an iPhone and Android.

Do participants who completed some college use smart phones to read e-books?
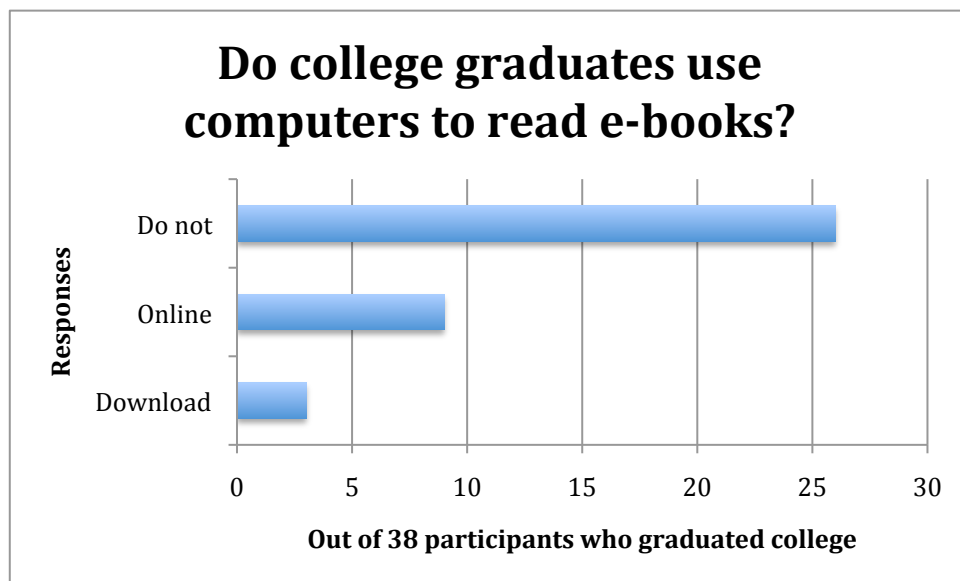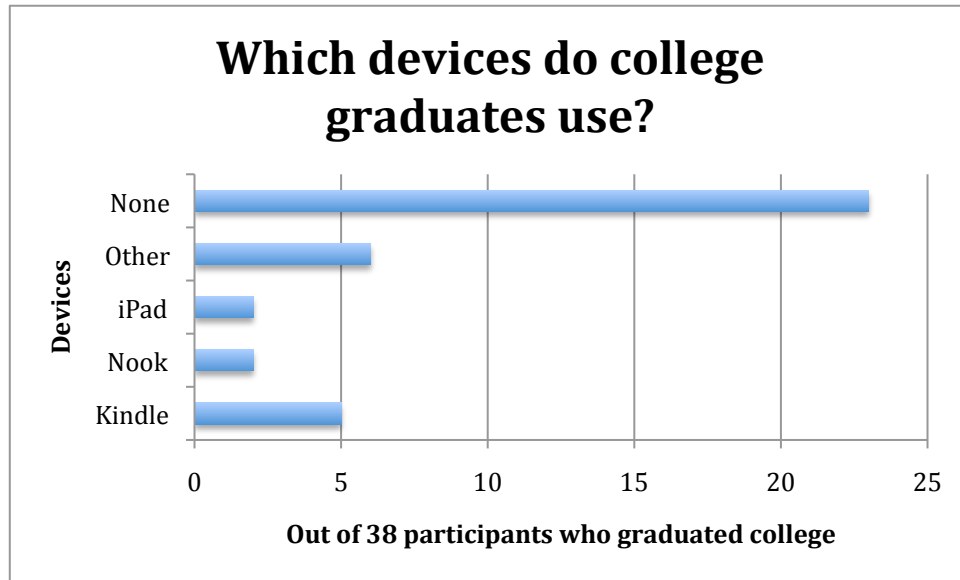

Out of 15 participants who completed some college

The next education level consisted of nine participants who had completed a two-year college. One participant (14.29%) owned a Kindle, no one owned a Nook, one participant (14.29%) owned a iPad, and five participants (71.43%) did not own any e-reading devices. One participant (14.29%) read e-books online, no one downloaded e-books to their computer, and 85.71% of participants (6) replied they did not use a computer to read e-books. Six participants (85.71%) said they did not use phones to read e-books, and one participant (14.29%) said he or she read e-books on his or Android.

Which devices do two-year college graduates use?

Out of 7 participants who graduated from a two-year college

Do two-year college graduates use computers to read e-books?

Out of 7 participants who graduated from a two-year college

Do two-year college graduates use smart phones to read e-books?

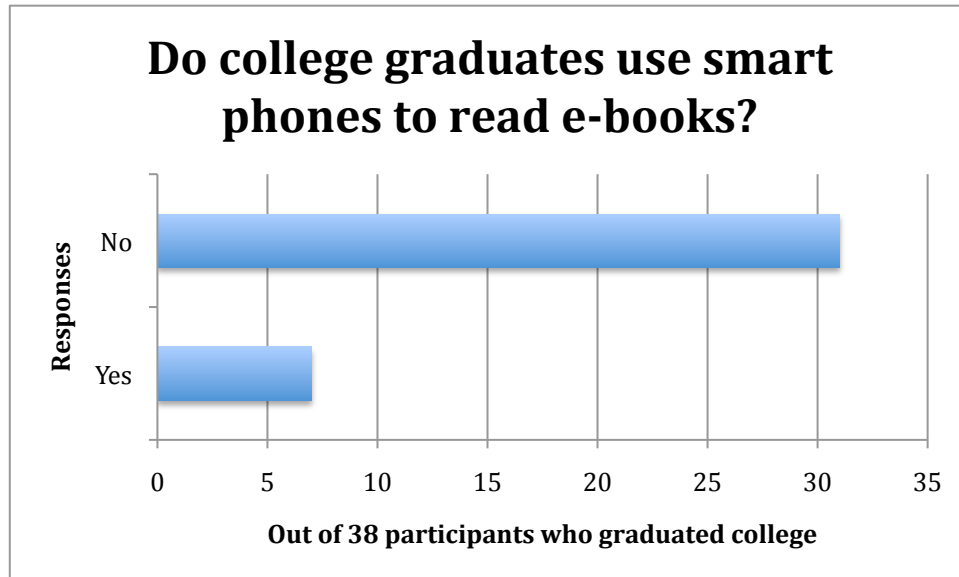
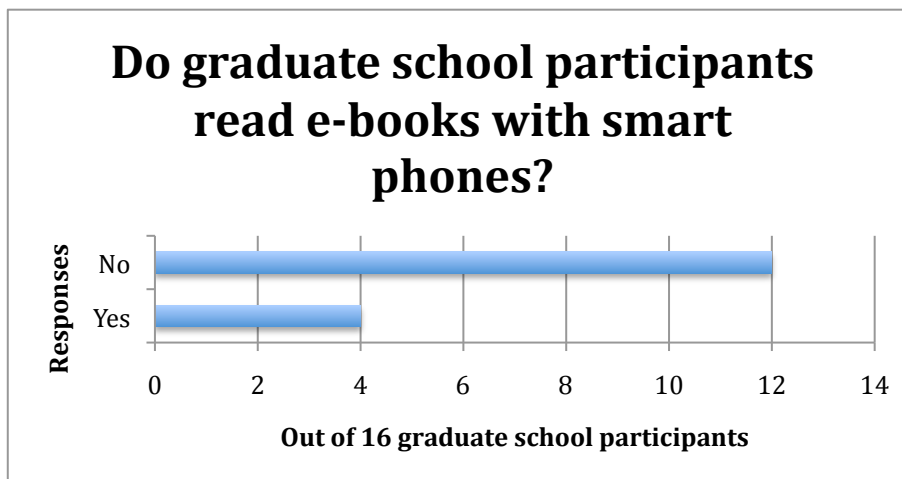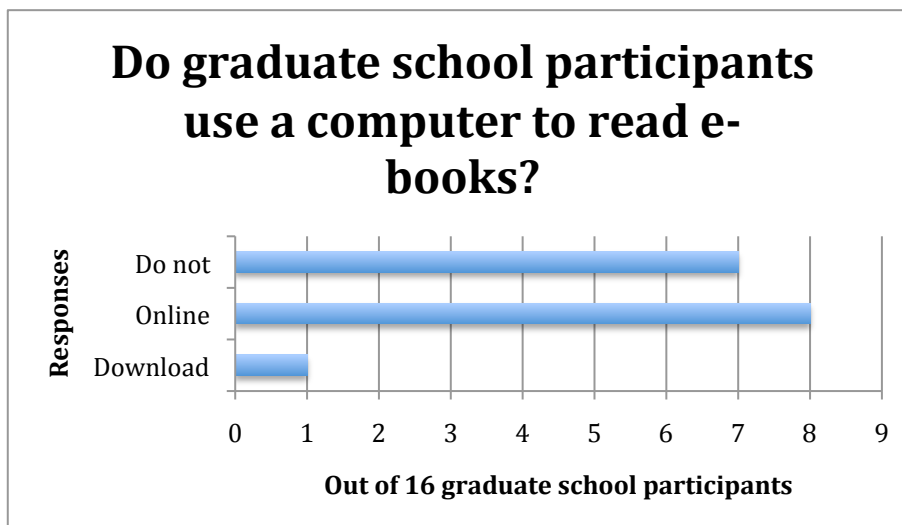**Out of 7 participants who graduated from a two-year college**

The next education level consisted of 41 participants who completed a four-year college degree. Five of those participants (13.16%) owned a Kindle, two participants (5.26%) owned a Nook, two participants (5.26%) owned an iPad, and 23 participants (60.53%) did not own any e-reader. Six participants (15.79%) said they owned another reader, three specified an iPod touch, one used a computer, one used a Kobo, and one used an HTC phone. Three participants (7.89%) used a computer to download books to their computer, nine participants (23.68%) read e-books online, and 26 participants (68.42%)

did not use a computer to read e-books. Thirty-one participants (81.58%) said they did not

use a phone to read e-books, seven participants (18.42%) said they used a phone to read e-

books, including iPhones, Androids, HTC Evo, and other generic smart phones.

Which devices do college graduates use?

Devices (y-axis): None, Other, iPad, Nook, Kindle

Out of 38 participants who graduated college (x-axis): 0, 5, 10, 15, 20, 25

- None: ~23
- Other: ~6
- iPad: ~2
- Nook: ~2
- Kindle: ~5

Do college graduates use computers to read e-books?

Responses (y-axis): Do not, Online, Download

Out of 38 participants who graduated college (x-axis): 0, 5, 10, 15, 20, 25, 30

- Do not: ~26
- Online: ~9
- Download: ~3

Do college graduates use smart phones to read e-books?

Out of 38 participants who graduated college

The next education level consisted of 16 participants who had completed graduate school. One participant (6.25%) said he or she owned a Kindle, one participant (6.25%) replied he or she owned a Nook, three participants (18.75%) said they owned iPads. Ten participants (62.50%) did not own any e-reading device, and one participant (6.25%) owned another device (Android). One participant (6.25%) downloaded books to his or her computer, eight participants (50.00%) read e-books online, and seven participants (43.75%) did not read e-books on a computer. Twelve participants (75.00%) did not read e-books on a phone, and four participants (25.00%) did read e-books on a phone, specific phones included a Samsung Galaxy, Droid, and iPhone.

Which devices do graduate school participants use?

Devices | Out of 16 graduate school participants

- None
- Other
- iPads
- Nook
- Kindle

Do graduate school participants use a computer to read e-books?

Responses | Out of 16 graduate school participants

- Do not
- Online
- Download

Do graduate school participants read e-books with smart phones?

Responses | Out of 16 graduate school participants

- No
- Yes

The final education level consisted of one participant who completed postgraduate work. She owns a Kindle but does not use a computer or phone to read e-books.

Research Question 2A: Why do People Choose to Use E-books?

In order to determine why people choose to use e-books, there were two specific types of questions asked on the survey. The first was based on Maattaa's (2010) reasons for reading discussed in the literature review. The survey asked each participant how often they read for educational, religious, information, recreational, and professional purposes in both print and electronic format. For the purposes of answering this research question, just the responses to the electronic version of each question will be presented, the print correspondent to each question will be discussed later. After discussing the five questions mentioned above, the responses to three open ended questions asking participants to discuss why they chose their particular reading device (if applicable), what e-book features they found positive, and why they chose to read electronically will be shared.

First, the general results from all 104 participants will be discussed. In the category of reading from electronic format for educational purposes three participants (2.88%) replied more than once per day, four participants (3.85%) replied daily, 10 participants (9.62%) replied one to two times per week, 14 participants (13.46%) replied weekly, 14 participants (13.46%) replied one to two times per month, 24 participants (23.08%) replied less than once per month and 35 participants (33.65%) replied never.

In the category of reading from electronic format for religious or devotional purposes one participant (.96%) replied more than once per day, 14 participants (13.46%) replied daily, 13 participants (12.50%) replied one to two times per week, 12 participants

(11.54%) replied weekly, 21 participants (20.19%) replied one to two times per month, 15

participants (14.42%) replied less than once per month, and 28 participants (26.92%)
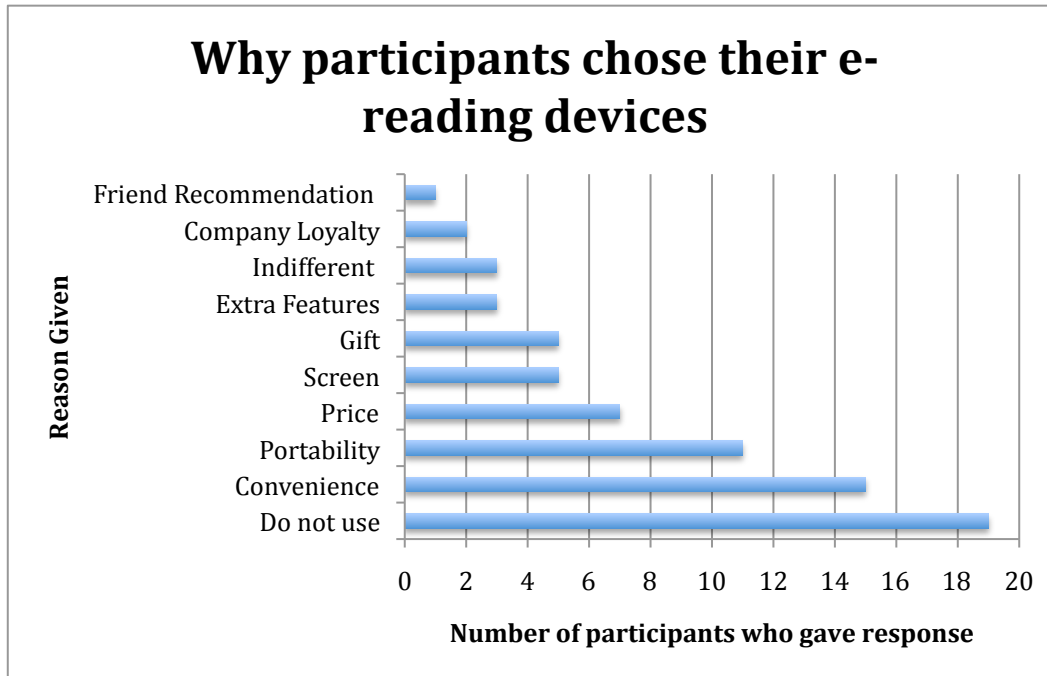
replied never.

In the category of reading from electronic format for informational purposes 11

participants (10.58%) replied more than once per day, 14 participants (13.46%) replied

daily, 12 participants (11.54%) replied one to two times per week, 13 participants

(12.50%) replied weekly, 14 participants (13.46%) replied one to two times per month, 19

participants (18.27%) replied less than once per month, and 21 participants (20.19%)

replied never.

In the category for reading from electronic format for recreational purposes, nine

participants (8.65%) replied more than once per day, 13 participants (12.50%) replied

daily, five participants (4.81%) replied one to two times per week, six participants (5.77%)

replied weekly, 13 participants (12.50%) replied one to two times per month, 23

participants (22.12%) replied less than once per month, and 35 participants (33.65%)
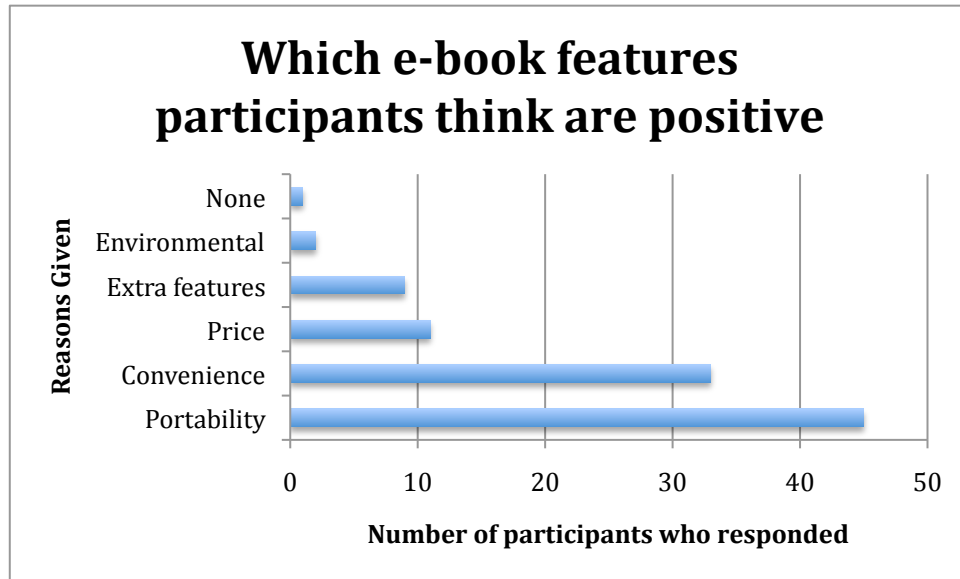
replied never.

In the category of reading from electronic format for professional purposes eight

participants (7.77%) replied more than once per day, nine participants (8.74%) replied

daily, 13 participants (12.62%) replied one to two times per week, three participants

(2.91%) replied weekly, nine participants (8.74%) replied one to two times per month, 22

participants (21.36%) replied less than once per month, and 39 participants (37.86%)
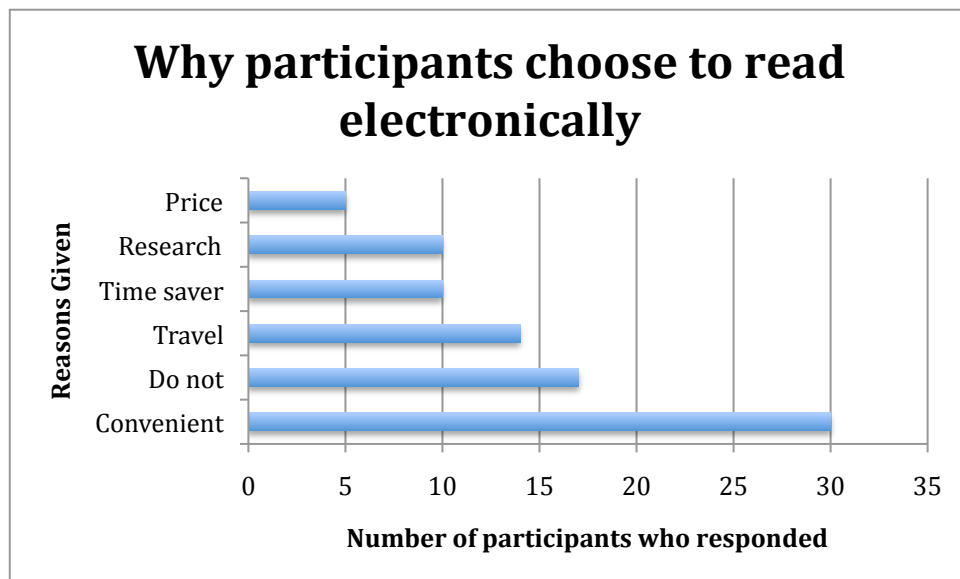
replied never.
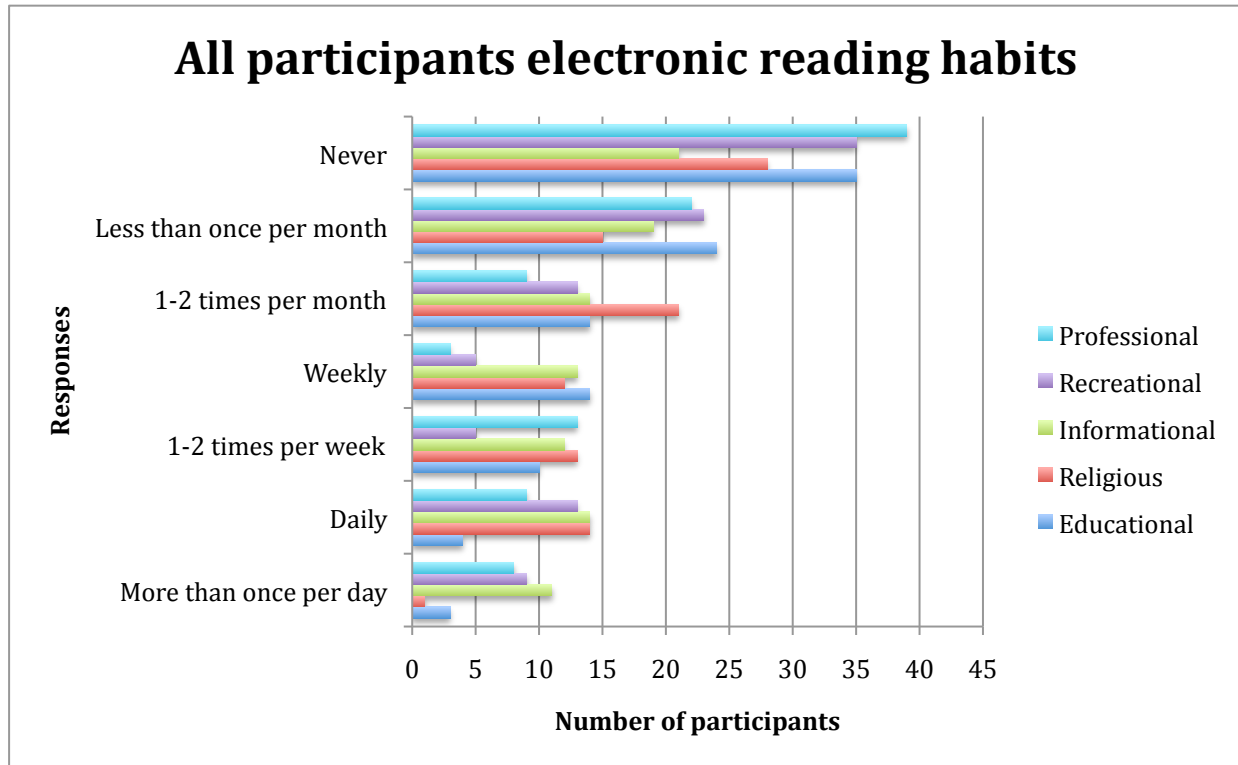
Participants were asked to answer an open-ended question about why they chose the reading device they used. Sixty-four participants replied to the question and gave 71 total responses to the question. The 71 responses fit into 10 noticeable categories: do not use, convenience, portability, price, screen, gift, extra features, indifference, company loyalty, and friend recommendation. The do not use category was the largest with 19 responses (26.76%). The convenience category consisted of 15 responses (21.13%). The portability category consisted of 11 responses (15.49%). The price category consisted of seven responses (9.86%). The screen category consisted of two responses (7.04%). The gift category consisted of two responses (7.04%). The extra features category consisted of three responses (4.23%). The indifference category consisted of three responses (4.23%). The company loyalty category consisted of two responses (2.82%). The final category, friend recommendation consisted of one response (1.41%).

Why participants chose their e-reading devices

Reason Given

Friend Recommendation
Company Loyalty
Indifferent
Extra Features
Gift
Screen
Price
Portability
Convenience
Do not use

0 2 4 6 8 10 12 14 16 18 20

Number of participants who gave response

The next open-ended question asked participants which features of e-readers they thought were positive. Seventy-five participants answered the question with a total of 101 responses. The responses fit into six noticeable categories: portability, convenience, price, extra features, environmental, and none. The portability category consisted of 45 participants (44.55%). The convenience category consisted of 33 participants (32.67%). The price category consisted of 11 participants (10.89%). The extra features category consisted of nine participants (8.91%). The environmental category consisted of two participants (1.98%), and the none category consisted of one participant (0.99%) who did not believe there were any positive features to e-books.

Which e-book features participants think are positive

A horizontal bar chart. Vertical axis labeled "Reasons Given" with categories: None, Environmental, Extra features, Price, Convenience, Portability. Horizontal axis labeled "Number of participants who responded" ranging from 0 to 50.

The final open-ended question asked participants, "Why do you choose to read electronically?" A total of 77 participants answered this question with 86 responses. The responses fit into a total of six noticeable categories: convenience, do not, travel, time saver, research, and price. The convenience category consisted of 30 participants (34.88%). The do not category consisted of 17 participants (19.77%). The travel category consisted of 14 participants (16.28%). The next two categories, time saver and research, consisted of 10 participants (11.63%) each. The final category, price, consisted of five participants (5.81%).

Why participants choose to read electronically

A horizontal bar chart. Vertical axis labeled "Reasons Given" with categories: Price, Research, Time saver, Travel, Do not, Convenient. Horizontal axis labeled "Number of participants who responded" ranging from 0 to 35.

Now that the general results from all the participants have been presented, the responses from only the 29 male participants will be discussed. In the category of electronic reading for educational purposes, one participant (3.45%) said he read an electronic book multiple times per day, no men replied that they read daily, seven men (24.14%) read one to two times per week, two men (6.9%) read weekly, three men (10.34%) replied they read one to two times per month, four men (13.79%) said they read less than once per month, and 12 men (41.38%) replied they never read electronically for educational purposes.

In the religious/devotional category in electronic format, one man (3.45%) read for religious/devotional purposes more than once per day, three men (10.34%) read daily, four men (13.79%) read one to two times per week, three men (10.34%) read weekly, six men (20.69%) read one to two times per month, three men (10.34%) read less than once per month, and nine men (31.03%) read electronically for religious/devotional purposes never.

In the electronic informational purposes category three men (10.34%) responded more than once per day, three men (10.34%) responded daily, four men (13.79%) responded one to two times per week, five men (17.24%) responded weekly, three men (10.34%) responded one to two times per month, three men (10.34%) responded less than once per month, and eight men (27.59%) responded never.

In the recreational purposes category three (10.34%) men replied more than once per day, three men (10.34%) replied daily, no men responded with one to two times per week, five men (17.24%) replied weekly, three men (10.34%) replied one to two times per

month, six men (20.69%) replied less than once per month, and nine (31.03%) men replied

they never read a book in electronic format for recreational purposes.

In the professional/occupational category for electronic format two men (7.14%)

replied that they read more than once per day, one man (3.75%) responded daily, seven

men (25%) replied one to two times per week, one man (3.57%) replied weekly, one man

(3.57%) replied one to two times per month, five men (17.86%) replied less than once per

month, and eleven men (39.29%) replied that they never read in electronic format for

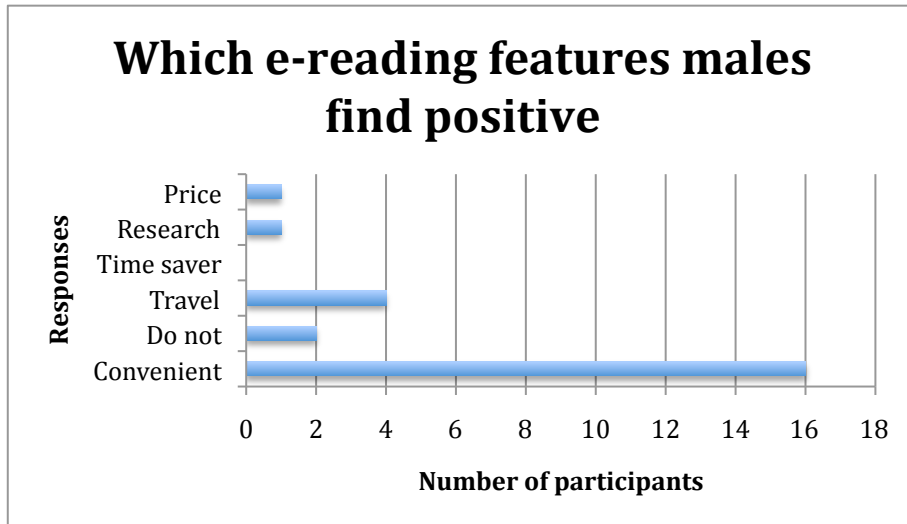professional/occupational purposes.
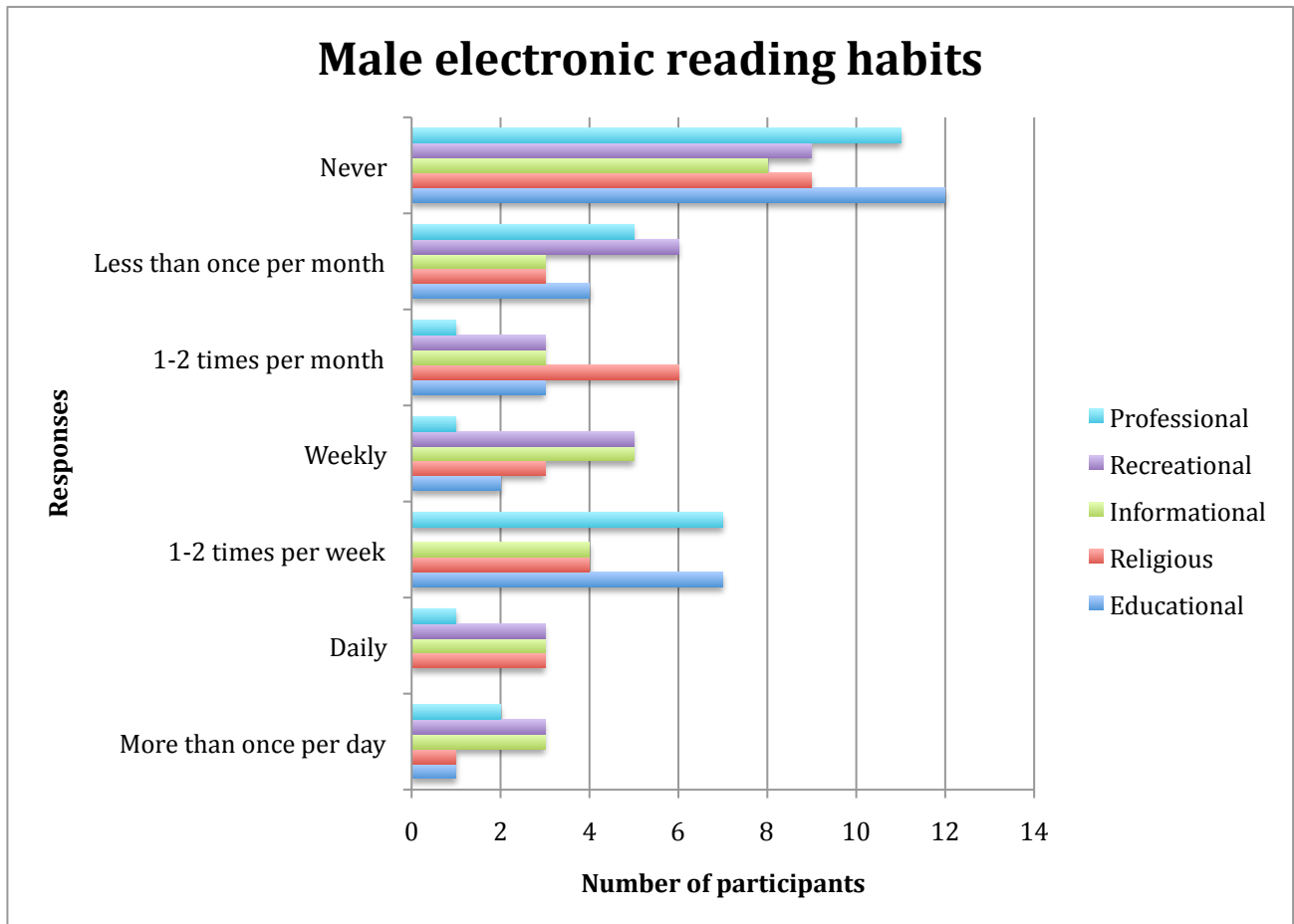
For the first open-ended question men were asked why they chose the reading

device they owned. Nineteen men responded with a total of 20 reasons in nine different
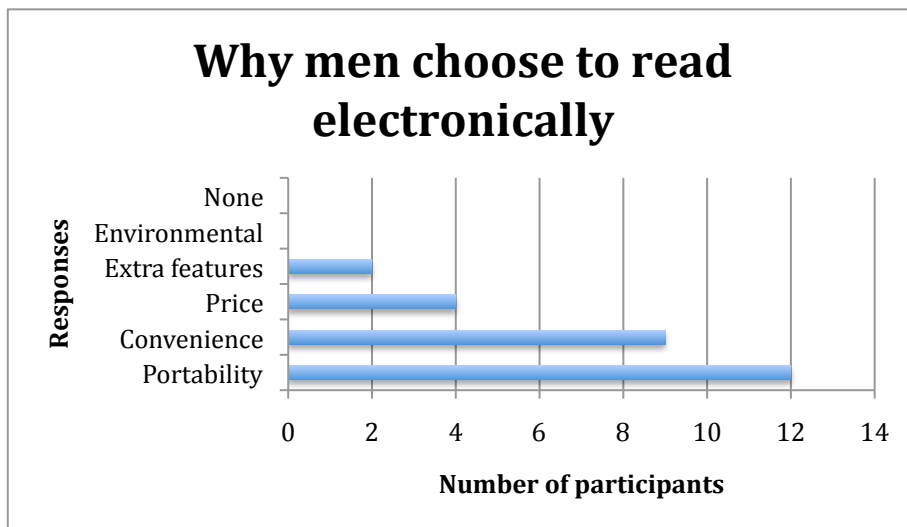
categories. In the convenience category six men (30.00%) responded. The do not category

consisted of four men (20.00%). The screen category consisted of three men (10.00%). The

extra features category consisted of two men (10.00%). The price, friend recommendation,

gift, and indifference categories each had one male participant (05.00%) reply.
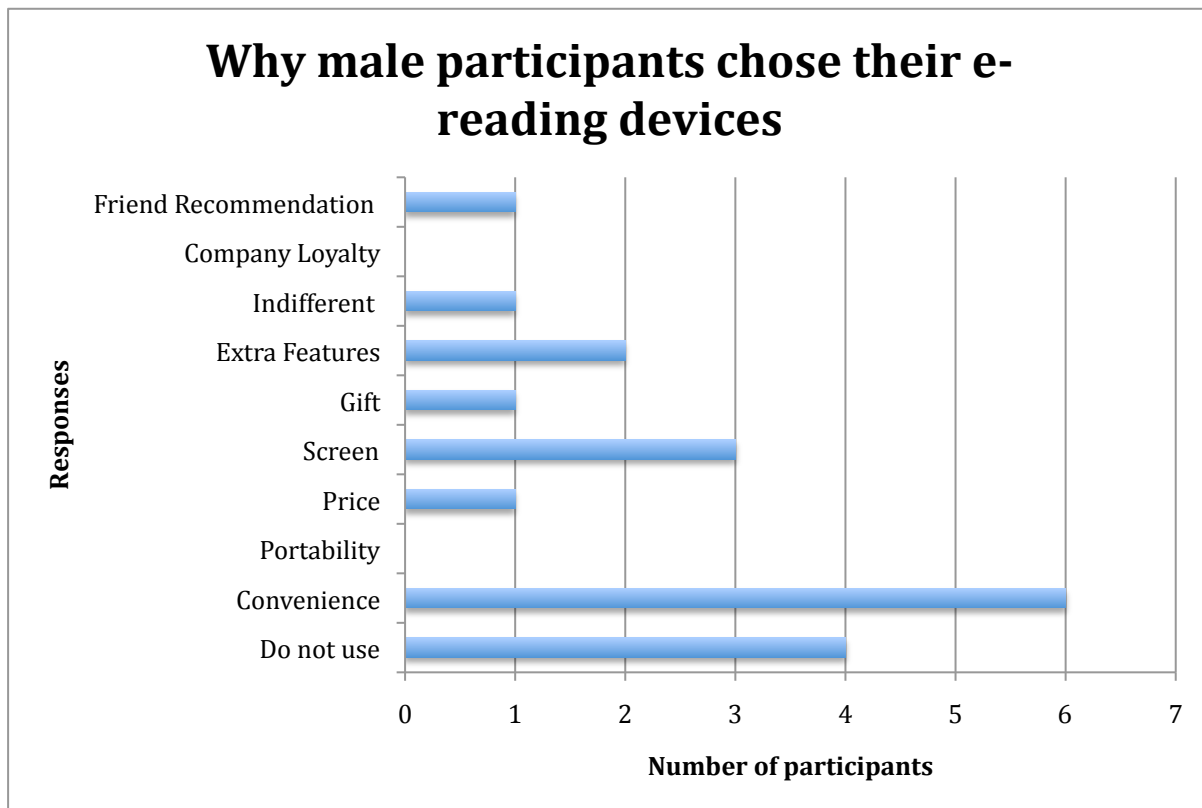
The next open-ended question asked participants which features of e-book readers

they felt were positive and why. Twenty-one men replied to the question and gave a total of

27 responses in four different categories. The portability category consisted of 12 men. The

convenience category consisted of nine men. The price category consisted of four men. The

last category, extra features, consisted of two men.

Which e-reading features males find positive

Price
Research
Time saver
Travel
Do not
Convenient

Responses

Number of participants

0   2   4   6   8   10   12   14   16   18

The final open-ended question for this research question asked participants why they chose to read electronically. Twenty-two men responded to the question with a total of 27 responses in five different categories. The convenience category consisted of 16 men. The portability category consisted of four men. The do not category consisted of two men, and the final two categories, research and price, consisted of one participant each.

Why men choose to read electronically

None
Environmental
Extra features
Price
Convenience
Portability

Responses

Number of participants

0   2   4   6   8   10   12   14

Now that the results from the male survey participants have been presented, the results from the 66 women who participated in the survey will be discussed for each of the

questions mentioned above in regards to the second research question. First, the women were asked how often they read in electronic format for educational reasons. Two women (3.03%) said they read more than once per day, four women (6.06%) said they read daily, three women (4.55%) read one to two times per week, eleven women (16.67%) said they read weekly, seven women (10.61%) said they read one to two times per month, 19 women (28.79%) said they read less than once per month, and 20 women (30.30%) said they never read a book in electronic format for educational purposes.

In the religious/devotional category of electronic reading, no women said they read more than once per day, nine women (13.64%) said they read daily, seven women (10.61%) said they read one to two times per week, seven women (10.61%) read weekly, 14 women (21.21%) said they read one to two times per month, 11 women (16.67%) said less than once per month, and 18 women (27.27%) said they never read in electronic format for religious/devotional purposes.

In the informational category of electronic reading six women (9.09%) said they read more than once per day, nine women (13.64%) said they read daily, eight women, 12.12% said they read one to two times per month, eight women (12.12%) said they read weekly, nine women (13.64%) said they read one to two times per month, 15 women (22.73%) said they read less than once per month, and 11 women (16.67%) said they never read a book in electronic format for informational purposes.

In the recreational category of electronic reading four women (6.06%) said they read more than once per day, nine women (13.64%) said they read daily, four women (6.06%) said they read one to two times per week, one women (1.52%) said she read weekly, nine women (13.64%) said they read one to two times per month, 16 women
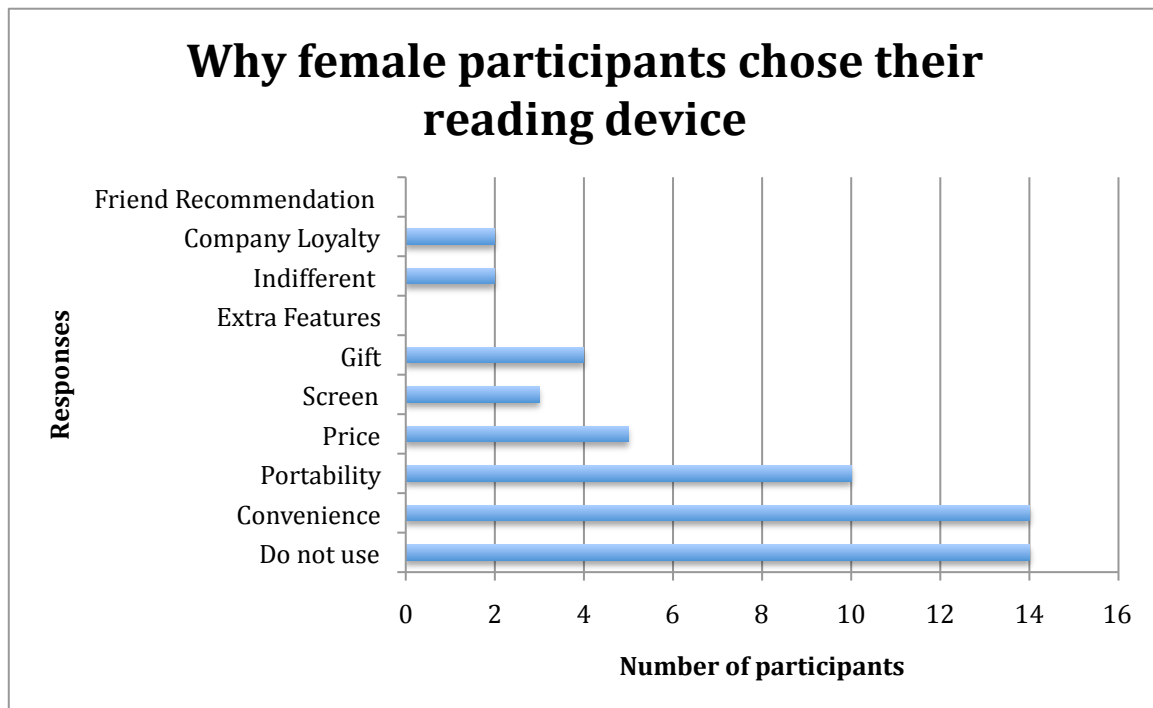
(24.24%) said they read less than once per month, and 23 women (34.85%) said they never read a book in electronic format for recreational purposes.

In the professional/occupational category of electronic reading, five women (7.58%) said they read more than once per day, five women (7.58%) said they read daily, six women (9.09%) said they read one to two times per week, two women (3.03%) said they read weekly, eight women (12.12%) said they read one to two times per month, 15 women (22.73%) said they read less than once per month, and 25 women (37.88%) said they never read a book in electronic format for professional/occupational purposes.
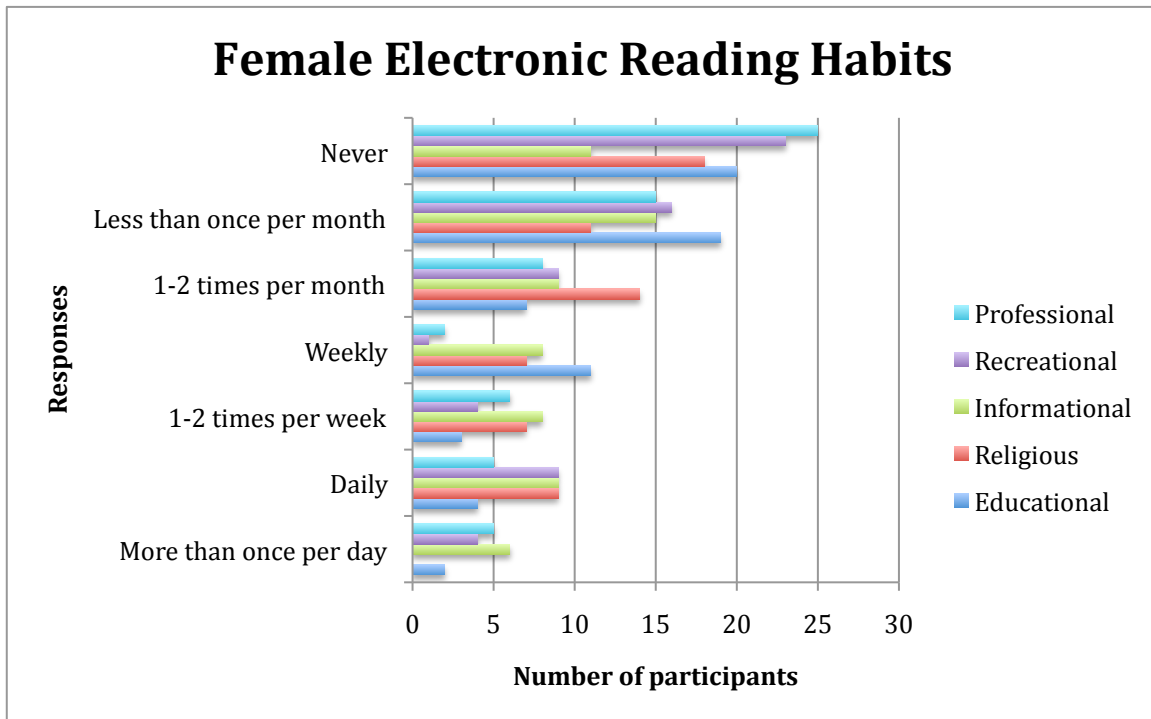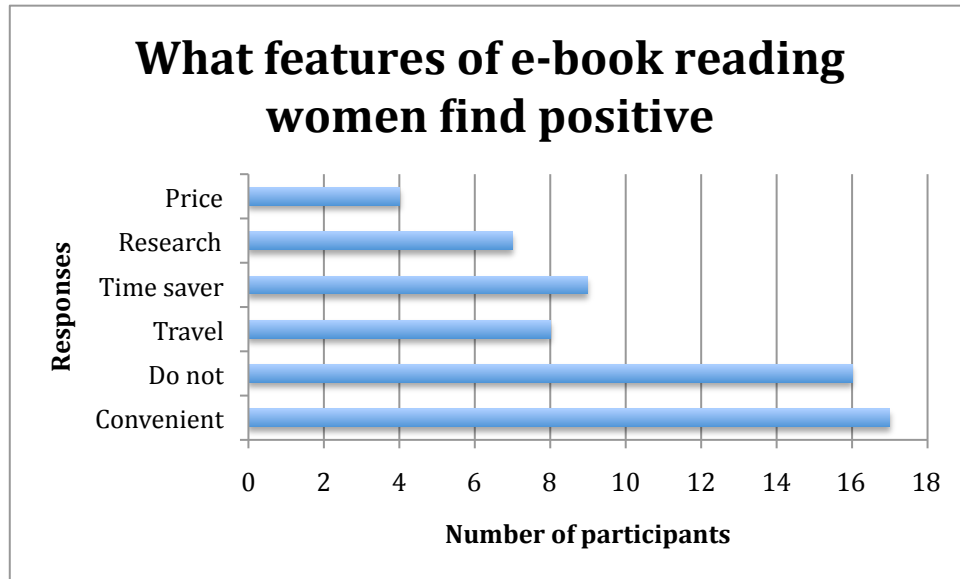

In the open-ended section for the first question, "Why do you choose the reading device you use?" 44 women responded with 54 different reasons that fit into eight categories. In the convenience category 14 women replied. In the do not category of 14 women replied. In the portability category 10 women replied. In the price category five women replied. In the gift category four women replied. In the screen category three
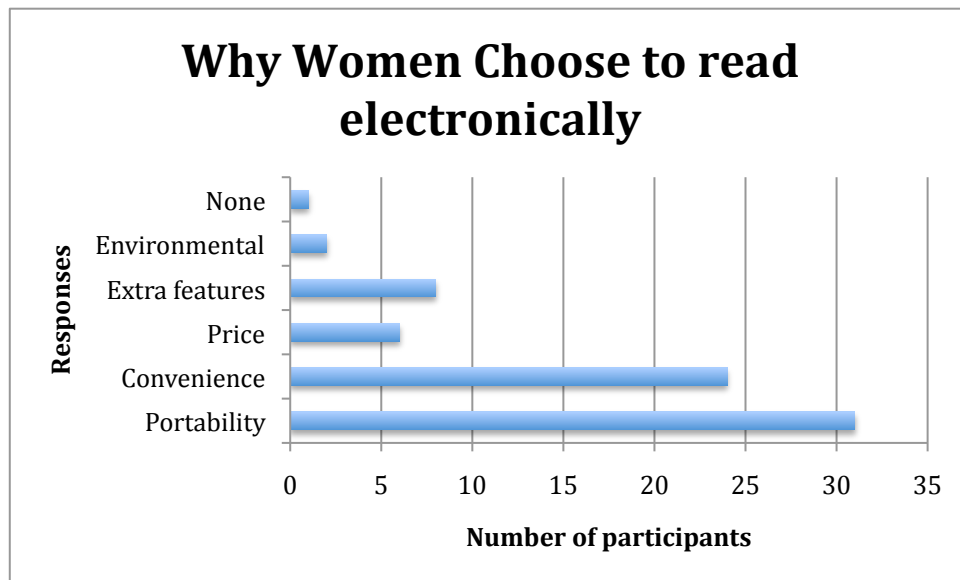
women replied. In the last two categories, company loyalty and indifference, two women

replied to each.

Why female participants chose their reading device

A horizontal bar chart titled "Why female participants chose their reading device" with the y-axis labeled "Responses" and x-axis labeled "Number of participants" ranging from 0 to 16. The categories and their approximate values are:

- Friend Recommendation: 0
- Company Loyalty: 2
- Indifferent: 2
- Extra Features: 0
- Gift: 4
- Screen: 3
- Price: 5
- Portability: 10
- Convenience: 14
- Do not use: 14

The next open-ended question asked participants what the positive features of e-

book devices were and why. Fifty-three women responded to this question with 72

different responses that fit into six different categories. In the portability category thirty-

one women replied. In the convenience category twenty-four women replied. In the extra

features category eight women replied. In the price category six women replied. In the

environmental category two women replied, and in the do not category one woman replied.

What features of e-book reading women find positive

Chart showing "Responses" (y-axis) vs "Number of participants" (x-axis, 0 to 18):
- Price: ~4
- Research: ~7
- Time saver: ~9
- Travel: ~8
- Do not: ~16
- Convenient: ~17

The last open-ended question participants were asked in this section was why they chose to read electronically. Fifty-four women responded to this question with 61 different responses that fit into six categories. The convenience category consisted of 17 women. The do not category consisted of sixteen women. The time saver category consisted of nine women, and the portability category consisted of eight women. The research category consisted of seven women. The price category consisted of four women.

Why Women Choose to read electronically

Chart showing "Responses" (y-axis) vs "Number of participants" (x-axis, 0 to 35):
- None: ~1
- Environmental: ~2
- Extra features: ~8
- Price: ~6
- Convenience: ~24
- Portability: ~31

Now that the general results and gender specific results have been presented, each age group represented in the main survey will be shared, beginning with the 14-17 year old age bracket. The one participant in this age group read in electronic format for educational purposes daily, one to two times per month for religious/devotional purposes, for informational purposes she reads electronically weekly, for recreational purposes she reads less than once per month in electronic format. In the open ended questions she only said she prefers print books.

Next the results from the 18-24 year old age bracket. In the educational electronic category three participants (4.84%) said they read more than once per day, three participants (4.84%) said they read daily, eight participants (12.90%) said they read one to two times per week, 11 participants (17.74%) said they read weekly, eight participants (12.90%) said they read one to two times per month, 11 participants (17.74%) said they read less than once per month, and 18 participants (29.03%) said they never read a book in electronic format for educational purposes.

In the Religious/Devotional electronic category one participant (1.61%) read more than once per day, eight participants (12.90%) said they read daily, eight participants (12.90%) read one to two times per week, seven participants (11.29%) read weekly, 14 participants (22.58%) said they read one to two times per month, eight participants (12.90%) said they read less than once per month and 16 participants (25.81%) said they never read in electronic format for religious/devotional purposes.

In the informational electronic category eight participants (12.90%) replied more than once per day, nine participants (14.52%) replied daily, eight participants (12.90%) replied one to two times per week, nine participants (14.52%) replied weekly, nine

participants (14.52%) replied one to two times per month, 11 participants (17.74%) replied less than once per month, and eight participants (12.90%) replied that they never read a book in electronic format for informational purposes.

In the recreational electronic category five participants replied (8.06%) more than once per day, seven participants (11.29%) replied daily, two participants (3.23%) replied one to two times per week, four participants (6.45%) replied weekly, 10 participants (16.13%) replied one to two times per week, 14 participants (22.58%) replied less than once per month, and 20 participants (32.26%) replied that they never read in electronic format for recreational purposes.
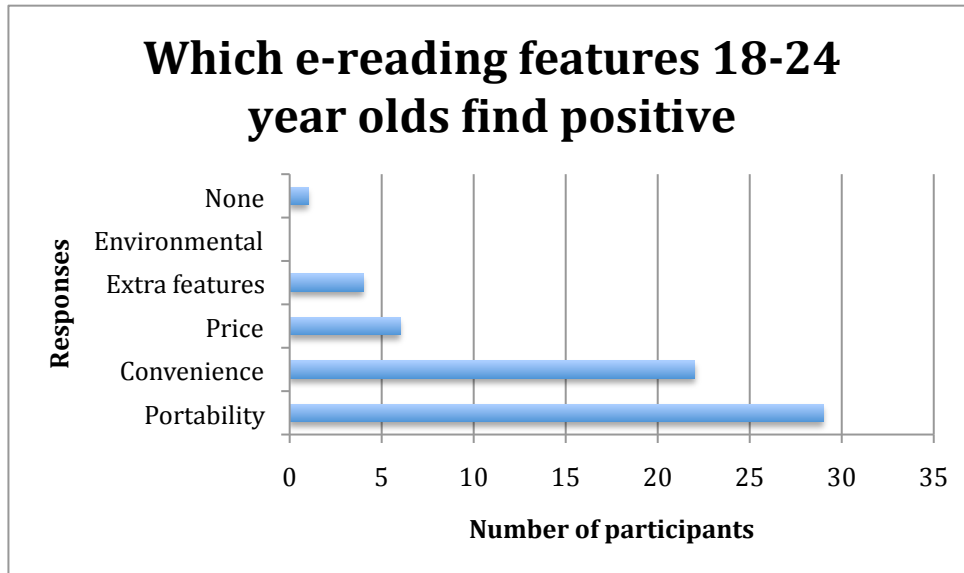
Finally, in the electronic professional category five participants (8.06%) replied more than once per day, six participants (9.68%) replied daily, 10 participants (16.13%) replied one to two times per week, three participants (4.84%) replied weekly, 13 participants (20.87%) replied one to two times per month, 14 participants (22.58%) replied less than once per month, and 11 participants (17.74%) replied they never read in printed format for professional/occupational purposes.

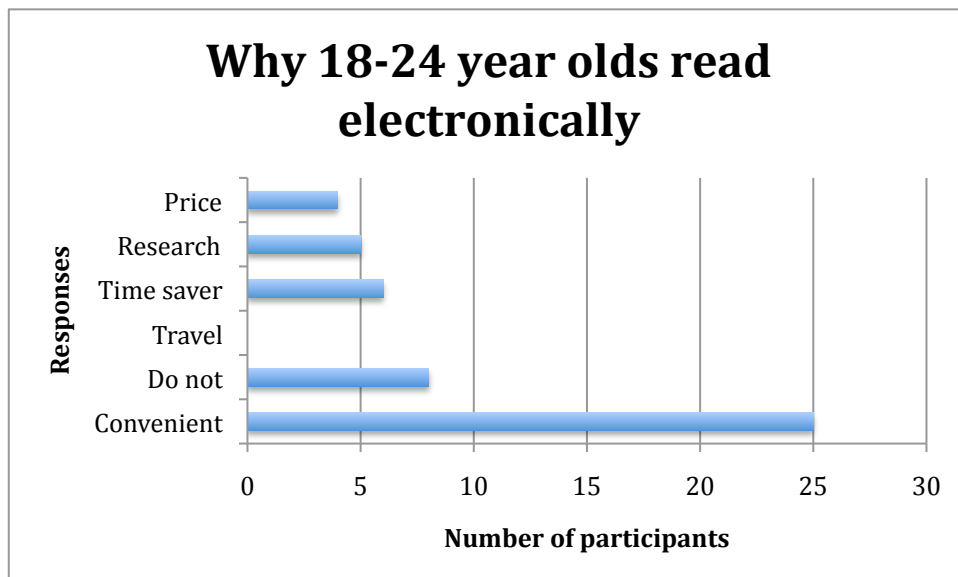**18-24 year old e-reading habits**
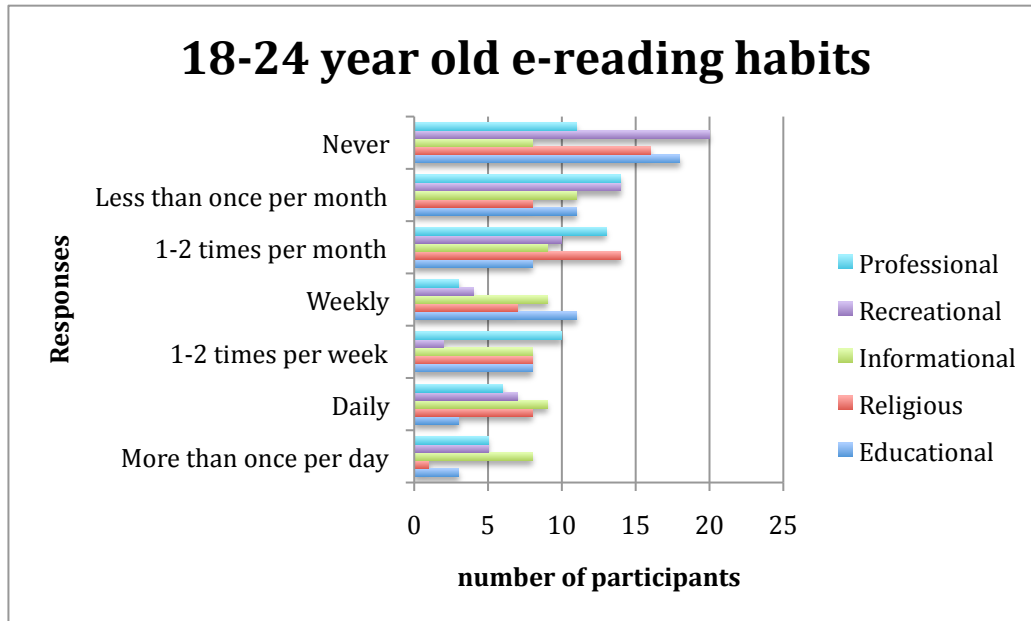
The first open-ended question asked participants why they chose the device they used (if they used one). A total of 41 participants between the ages of 18 and 24 responded to the question and gave a total of 45 reasons they chose their device in nine different categories. The convenience category consisted of 17 participants. The do not category consisted of 10 participants. The portability category consisted of five participants. The screen category consisted of four participants. The next two categories, price and extra features each had three participants. And the last three categories, gift, company loyalty, and indifference, consisted of one participant each.

Why 18-24 year old choose their e-reading device

Number of participants
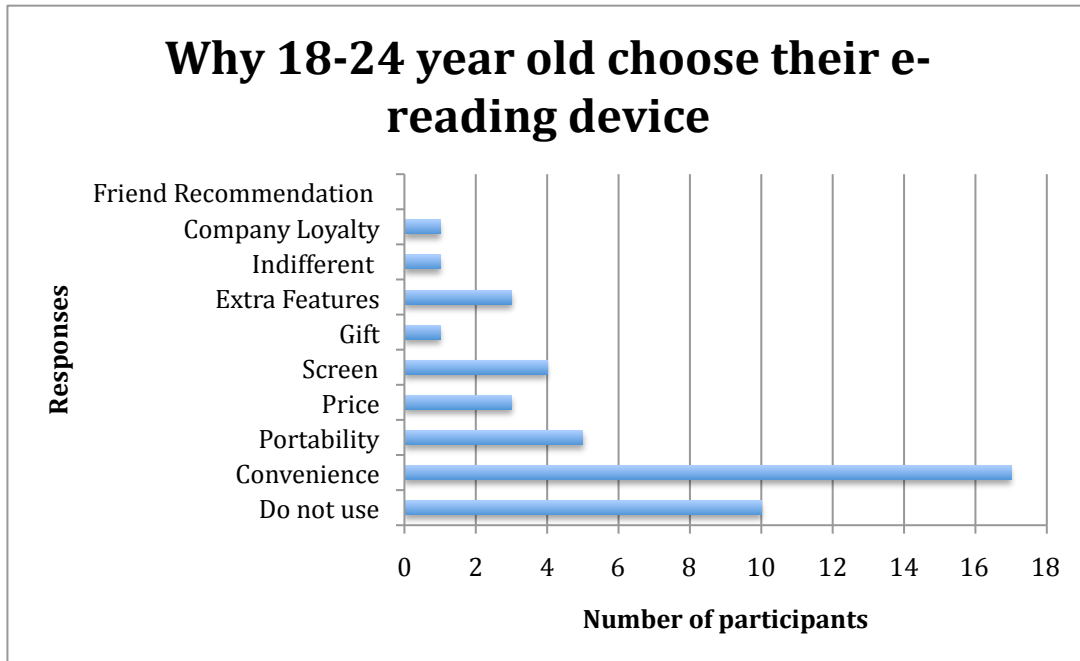
The next open-ended question asked readers which features of e-book readers they considered positive and why. Fifty-one participants responded to the question with a total of 62 reasons in five distinct categories. The portability category included 29 participants. The convenience category consisted of 22 participants. The price category consisted of six participants; the extra features category consisted of four participants. And the final category consisted of one participant who did not believe there were any positive aspects of e-books.

Which e-reading features 18-24 year olds find positive

Responses (y-axis): None, Environmental, Extra features, Price, Convenience, Portability

Number of participants (x-axis): 0, 5, 10, 15, 20, 25, 30, 35

The final open-ended question in this category asked participants why they chose to read electronically. A total of 50 participants replied to the question with a total of 55 responses in six categories. The convenience category consisted of 25 participants. The do not category consisted of eight participants. The time saver category consisted of six participants. The research category consisted of five participants. The last category, price, consisted of four participants.

Why 18-24 year olds read electronically

Responses (y-axis): Price, Research, Time saver, Travel, Do not, Convenient

Number of participants (x-axis): 0, 5, 10, 15, 20, 25, 30

In the 25-35 year old age bracket in the educational reading in electronic format category, no one replied more than once per day, one participant (6.25%) replied daily, no one replied one to two times per week, one participant (6.25%) replied weekly, one participant (6.25%) replied one to two times per month, six participants (37.50%) replied less than once per month, and seven participants (43.74%) replied they never read in electronic format for educational purposes.

In the electronic religious category no one replied more than once per day, one participant (6.25%) replied daily, one participant (6.25%) replied one to two times per week, one participant (6.25%) replied weekly, two participants (12.50%) replied one to two times per month, five participants (31.25%) replied less than once per month, and six participants (37.50%) replied they never read in electronic format for religious/devotional purposes.

In the electronic informational category one participant (6.25%) replied he or she read more than once per day, three participants (18.74%) replied daily, one participant (6.25%) replied one to two times per week, one participant (6.25%) replied weekly, one participant (6.25%) replied one to two times per month, five participants (31.25%) replied less than once per month and four participants (25%) replied they never read in electronic format for informational purposes.
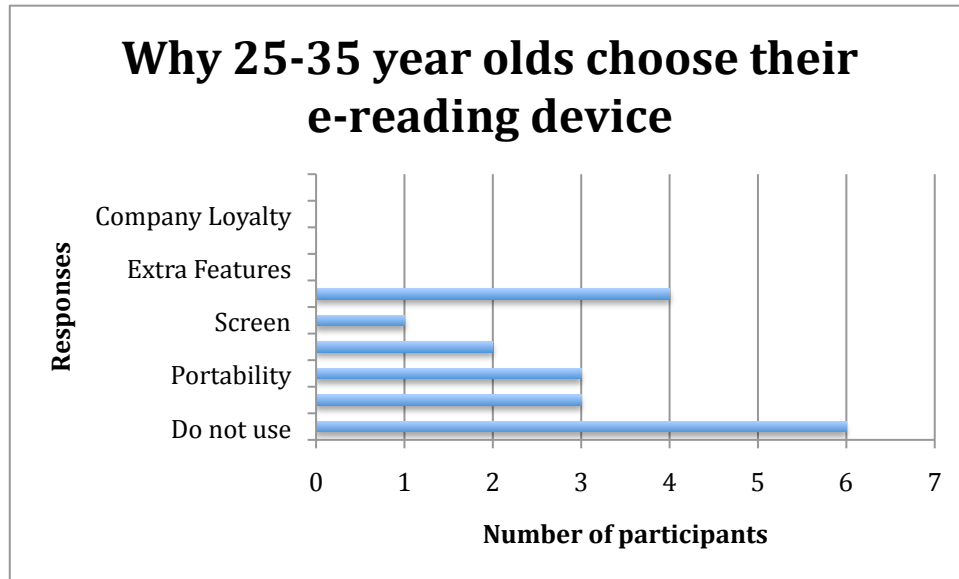
In the electronic recreational category one participant (6.25%) replied he or she read more than once per day, two participants (12.50%) replied they read daily, no one replied one to two times per week, one participant (6.25%) replied weekly, one participant (6.25%) replied one to two times per month, four participants (25%) replied less than once

per month, and seven participants (43.75%) replied they never read in electronic format
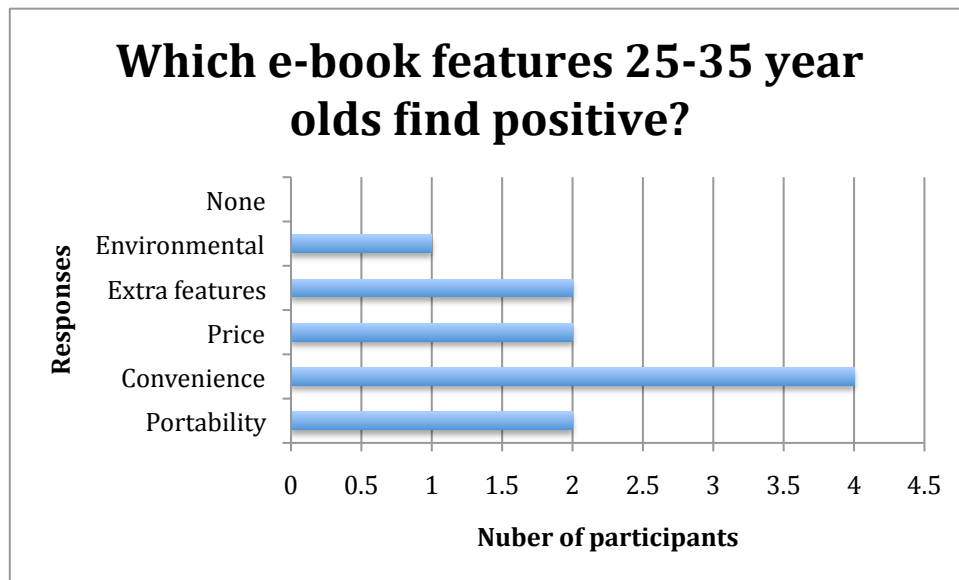
for recreational purposes.

In the electronic professional category two participants (12.50%) replied more than

once per day, two participants (12.50%) replied daily, one participant (6.25%) replied one

to two times per week, no one replied weekly, one participant (6.25%) replied one to two

times per month, four participants (25%) replied less than once per month, and six

participants (37.50%) replied never.
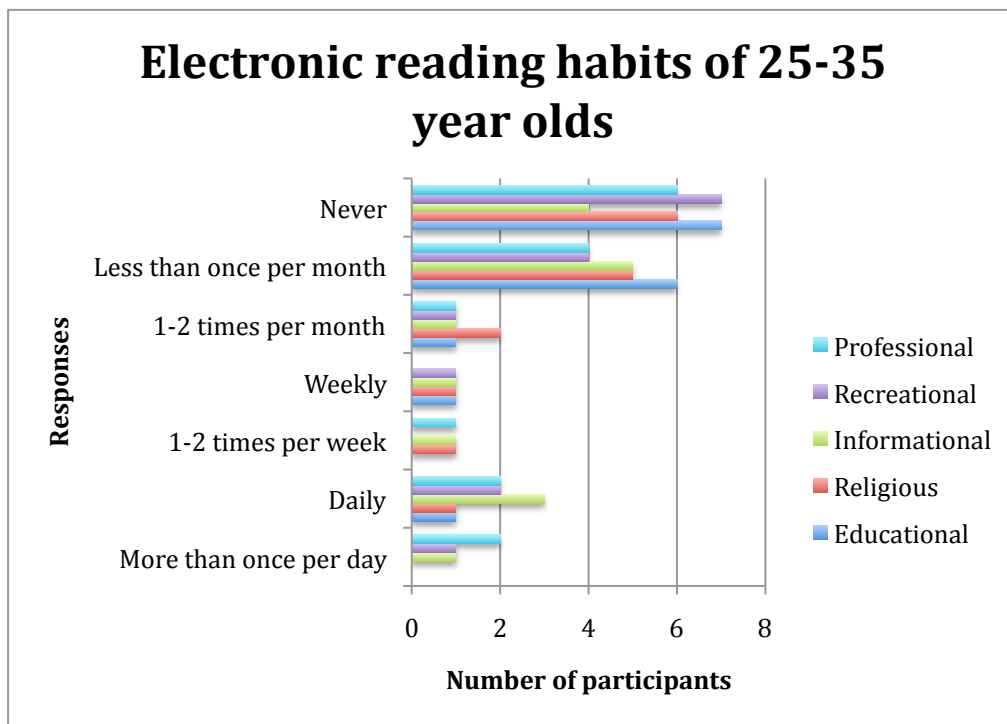
The first open-ended question asked participants why they chose the particular

reading device they use. In the 25-35 age bracket 14 participants replied to this question

giving a total of 19 responses in six different categories. The do not category consisted of

six participants. The gift category consisted of four participants. The convenience and

portability categories each consisted of three participants. The price category consisted of

two participants, and the screen category consisted of one participant.

Why 25-35 year olds choose their e-reading device

A horizontal bar chart titled "Why 25-35 year olds choose their e-reading device" with the y-axis labeled "Responses" and x-axis labeled "Number of participants":
- Company Loyalty: 0
- Extra Features: 4
- Screen: 1
- Portability: 2
- (unlabeled): 3
- Do not use: 3
- (bottom bar): 6

The next open-ended question asked participants which e-book features they found positive. Fifteen participants in this age bracket replied with a total of 20 responses in five different categories. The convenience category consisted of four participants. The portability category consisted of two participants. The price category consisted of two participants. The extra features category also consisted of two participants. The final category, environmental, consisted of one participant.

Which e-book features 25-35 year olds find positive?

A horizontal bar chart titled "Which e-book features 25-35 year olds find positive?" with the y-axis labeled "Responses" and x-axis labeled "Nuber of participants":
- None: 0
- Environmental: 1
- Extra features: 2
- Price: 2
- Convenience: 4
- Portability: 2

The final open-ended question asked participants why they read electronically. Fifteen participants responded to the question with 16 different answers fitting into five different categories. The do not category consisted of six participants. The convenience category consisted of three participants. The portability category consisted of three participants, and the research category also consisted of three participants. The final category, price, consisted of one participant.

Why 25-35 year olds read electronically
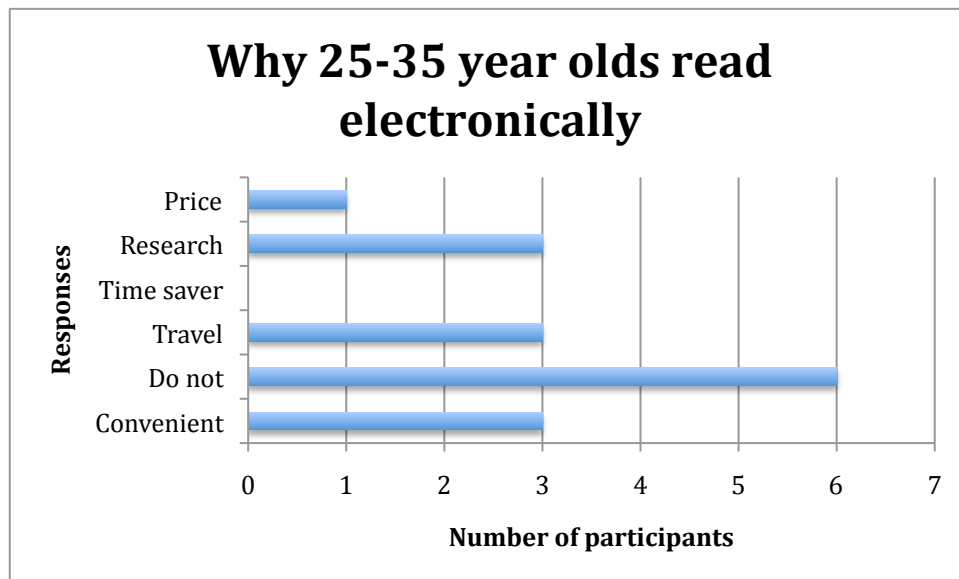
The next demographic is the 36-49 age bracket. In electronic format for educational purposes category, no one replied more than once per day, daily, or weekly, one participant (11.11%) replied one to two times per week, one participant (11.11%) replied one to two times per month three participants (33.33%) replied less than once per month, and four participants (44.44%) replied never.
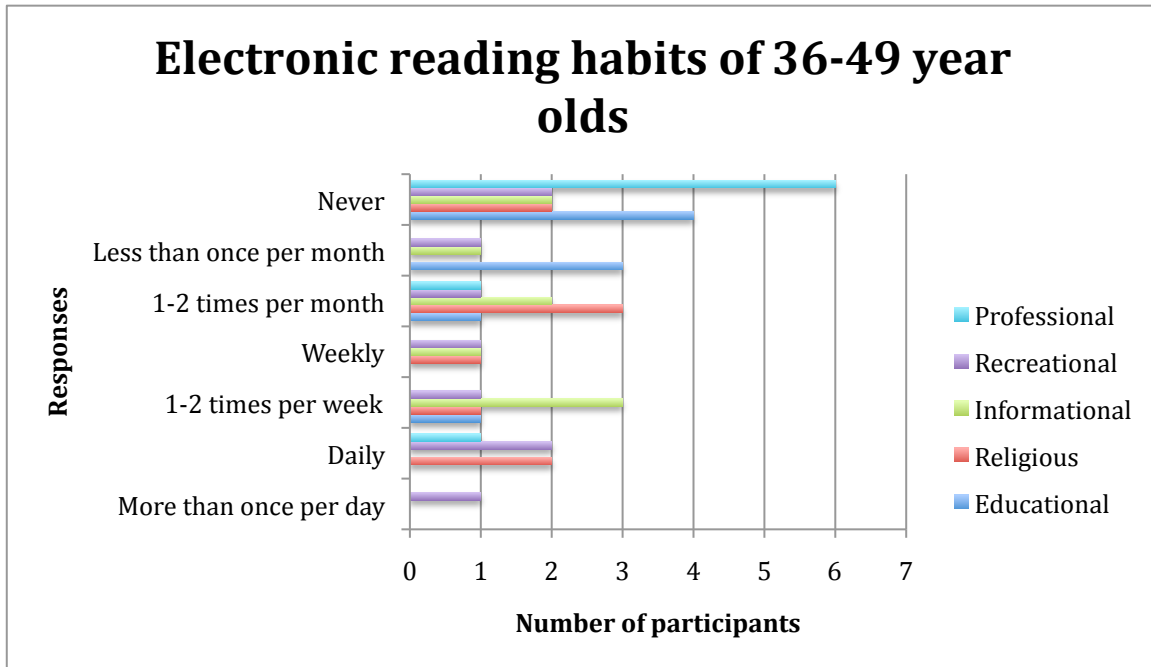
In the electronic religious category no one replied more than once per day, two participants (22.22%) replied daily, one participant (11.11%) replied one to two times per week, One participant (11.11%) replied weekly, three participants (33.33%) replied one to

two times per month, no one replied less than once per month and two participants
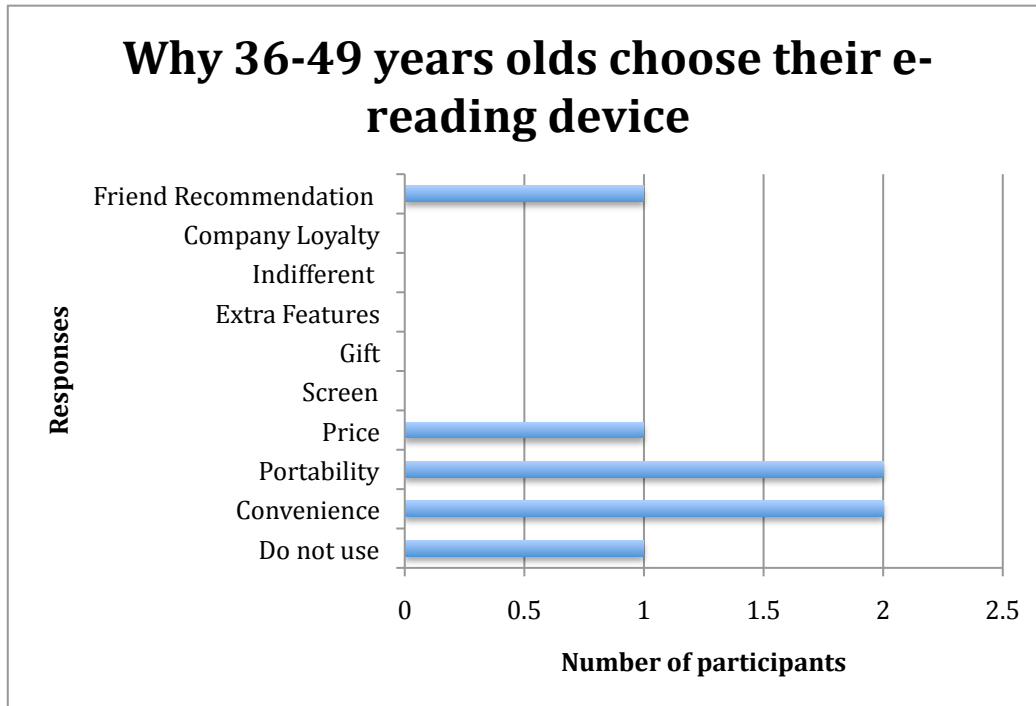
(22.22%) replied never.

In the informational electronic category no one read more than once per day or

daily, three participants (33.33%) replied one to two times per week, one participant

(11.11%) replied weekly, two participants 22.22%) replied one to two times per month,

one participant (11.11%) replied less than once per month, and two participants (22.22%)

replied they never read in electronic format for informational purposes.

In the electronic recreational category one participant (11.11%) replied more than

once per day, two participants (22.22%) replied daily, one participant replied one to two

times per week, one participant replied weekly, one participant replied one to two times

per month, one participant replied less than once per month, and two participants
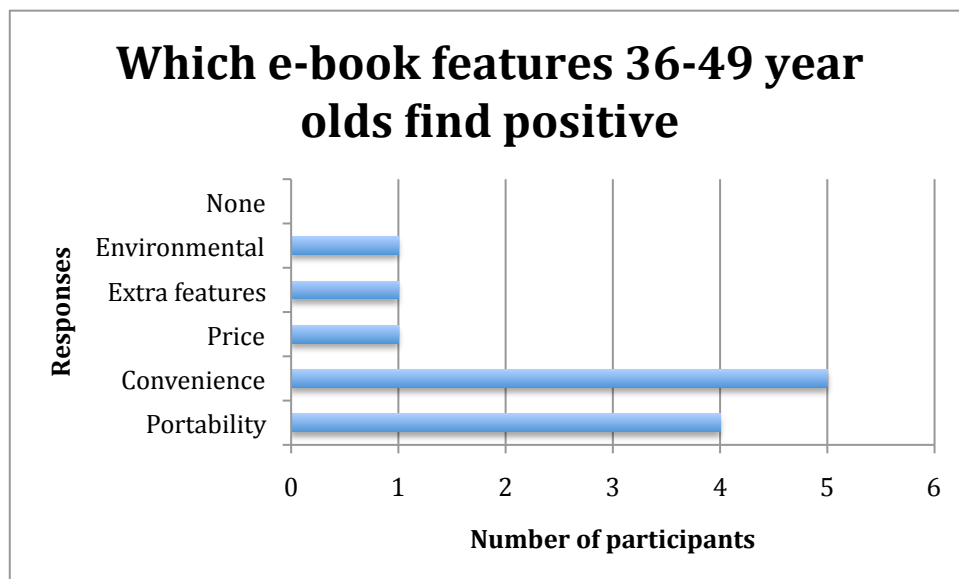
(22.22%) replied never.

Finally, in the electronic professional category there were only eight participants.

No one replied more than once per day, one to two times per week, weekly, or less than

once per month, one participant (12.5%) replied daily, one replied one to two times per

month and six (75%) replied never.

Electronic reading habits of 36-49 year olds

Chart showing "Responses" (y-axis) vs "Number of participants" (x-axis, 0 to 7), with categories: Professional, Recreational, Informational, Religious, Educational.

- Never
- Less than once per month
- 1-2 times per month
- Weekly
- 1-2 times per week
- Daily
- More than once per day

The first open-ended question asked participants why they chose the reading device they used. In the 36-49 age bracket six participants replied to the question with seven different responses in five different categories. The convenience category consisted of two participants. The portability category consisted of two participants. The price category consisted of one participant. The do not category consisted of one participant, and the last category, friend recommendation, consisted of one participant.

Why 36-49 years olds choose their e-reading device

(Responses)

- Friend Recommendation
- Company Loyalty
- Indifferent
- Extra Features
- Gift
- Screen
- Price
- Portability
- Convenience
- Do not use

Number of participants (0, 0.5, 1, 1.5, 2, 2.5)

The next open-ended question asked participants which features of e-readers they thought were positive. A total of seven participants replied to the question with 12 responses in five categories. The convenience category consisted of five participants. The portability category consisted of four participants. The last three categories, price, environmental, and extra features, each consisted of one participant.

Which e-book features 36-49 year olds find positive

(Responses)

- None
- Environmental
- Extra features
- Price
- Convenience
- Portability

Number of participants (0, 1, 2, 3, 4, 5, 6)

The last open-ended question asked participants why they chose to read electronically. Eight participants replied to the question with eight reasons in three categories. The portability category consisted of four participants, the convenience category consisted of three, and the do not category consisted of one participant.

Why 36-49 year olds read electronically
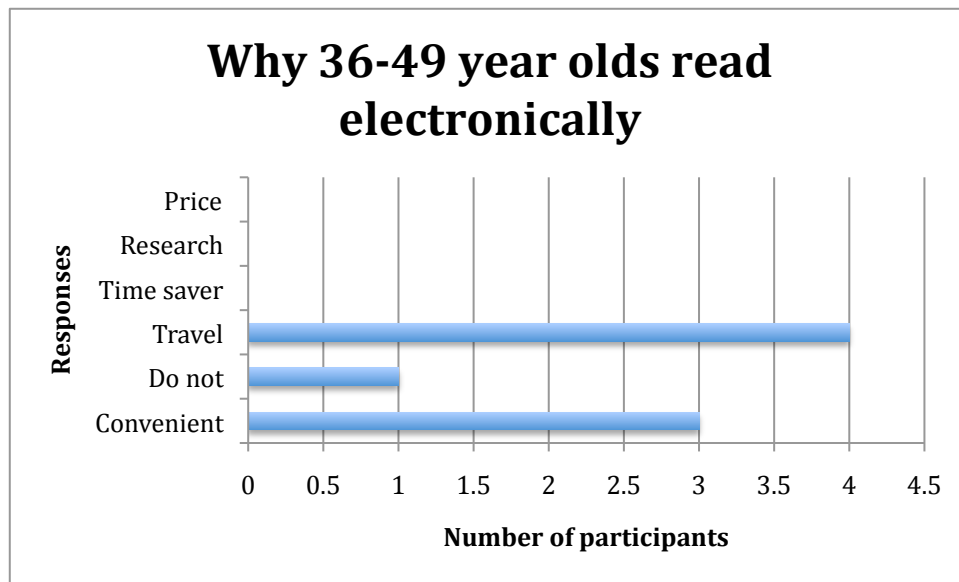
In the final age category, 50-65, in the electronic education category no one replied more than once per day, daily, weekly, or one to two times per month, one participant (14.29%) replied one to two times per week, three participants (42.86%) replied less than once per month and three participants (42.86%) replied never.

In the religious electronic category no one replied more than once per day or one to two times per month, one participant (14.29%) replied to each daily, one to two times per week, weekly, and less than once per month, and three participants (42.86%) replied they never read in electronic format for religious devotional purposes.

In the informational electronic category no one replied more than once per day, daily, one to two times per week or one to two times per month. One participant (14.29%) replied weekly, one participant (14.29%) replied less than once per month, and five

participants (71.43%) replied they never read in electronic format for informational
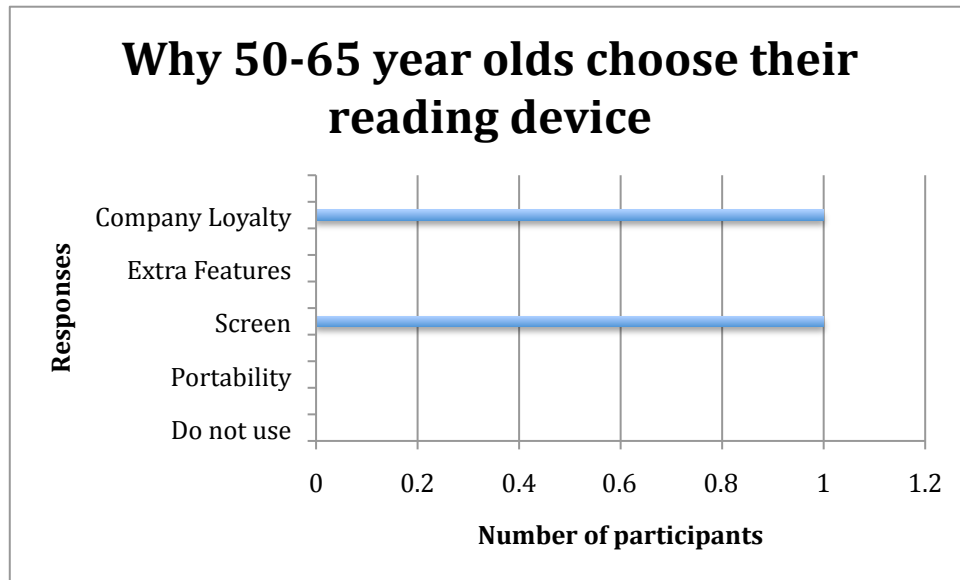
purposes.

In the electronic recreational category no one replied more than once per day,

weekly, or one to two times per month. One participant (14.29%) replied each to daily, and

one to two times per week, two participants (28.57%) replied less than once per month,

and three participants (42.86%) replied never.

In the electronic professional category no one replied more than once per day, daily,

one to two times per week or one to two times per month, one participant (14.29%)

replied weekly and less than once per month, and five participants (71.43%) replied they

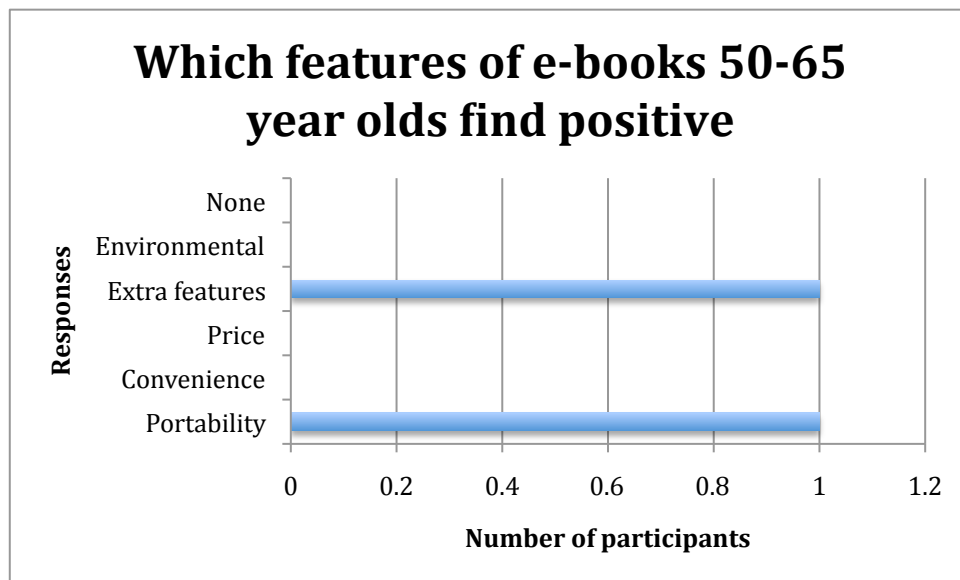never read in electronic format for professional purposes.
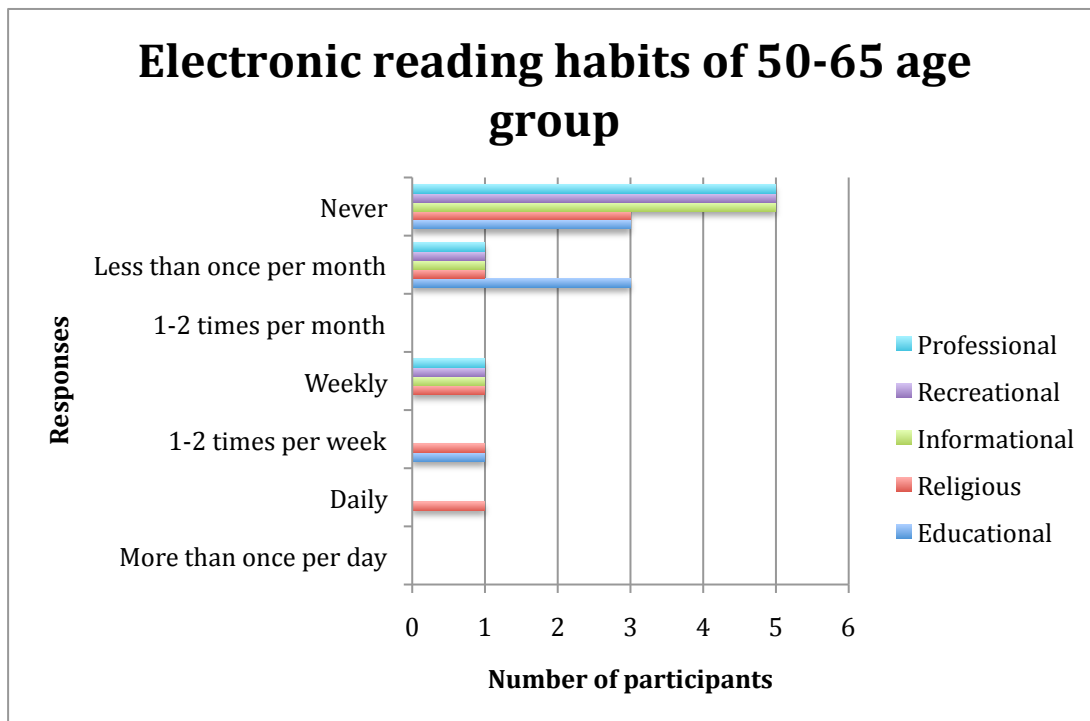
In the open-ended section of the survey participants were first asked why they

chose the device they use. Two participants replied with two different reasons in two

categories. The company loyalty category consisted of one participant, and the screen

category consisted of one participant.

Why 50-65 year olds choose their reading device

A horizontal bar chart titled "Why 50-65 year olds choose their reading device." The y-axis is labeled "Responses" with categories: Company Loyalty, Extra Features, Screen, Portability, Do not use. The x-axis is labeled "Number of participants" ranging from 0 to 1.2. Company Loyalty and Screen each show a value of 1.

The next question asked participants what features of e-books they consisted

positive. One participant responded to the question in two categories: portability and extra

features.

Which features of e-books 50-65 year olds find positive

A horizontal bar chart titled "Which features of e-books 50-65 year olds find positive." The y-axis is labeled "Responses" with categories: None, Environmental, Extra features, Price, Convenience, Portability. The x-axis is labeled "Number of participants" ranging from 0 to 1.2. Extra features and Portability each show a value of 1.

The last question asked participants why they read electronically. Three participants replied, with three reasons in three categories: the do not category, the portability, and the time saver category.

Why 50-65 year olds read electronically
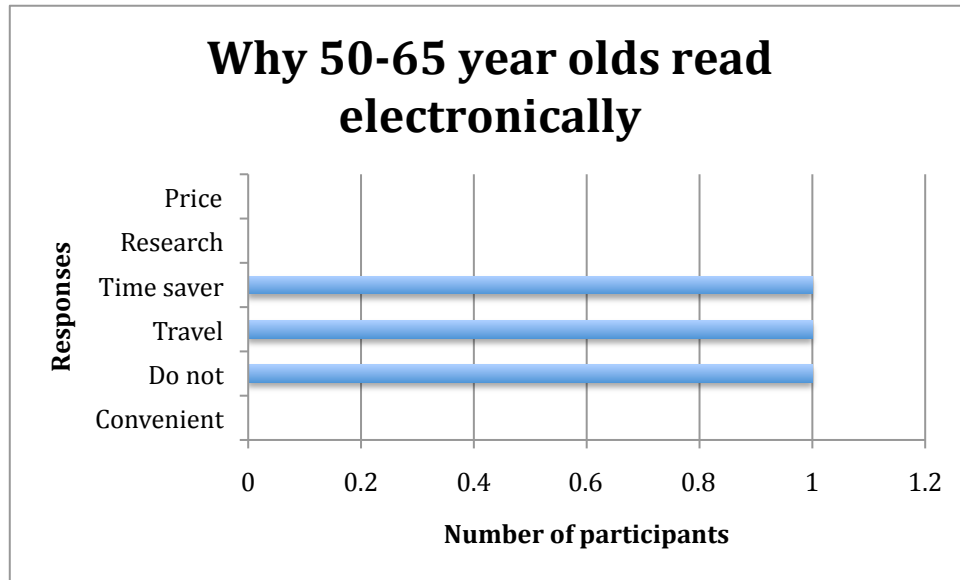
Now that gender and age have been discussed, the results will be presented according to education level, beginning with High School results. In the electronic education category one participant (14.29%) replied more than once per day, three participants (42.86%) replied daily, one participant (14.29%) replied one to two times per week, no one replied weekly, or one to two times per month, one participant (14.29%) replied less than once per month, and one person (14.29%) replied never.

In the electronic religious category one participant (14.29%) replied more than once per day, no one replied daily, one to two times per week or less than once per month, one person (14.29%) replied weekly, two participants (28.57%) replied one to two times per month and three participants (42.86%) replied never.

In the electronic information category two participants (28.57%) replied more than once per day, two participants (28.57%) replied daily, one participant (14.29%) replied

one to two times per week, one participant (14.29%) replied weekly, no one replied one to

two times per month or less than once per month, and one participant (14.29%) replied
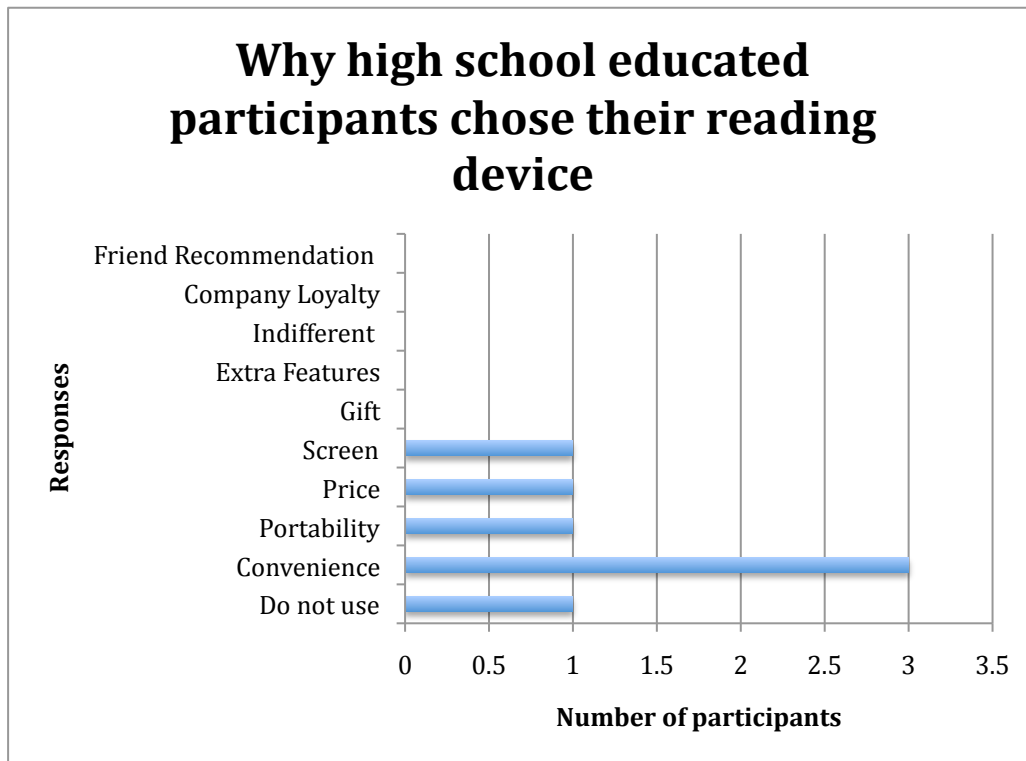
never.

In the electronic recreation category two participants (28.57%) replied more than

once per day, two participants (28.57%) replied daily, one participant (14.29%) replied

one to two times per week, one participant (14.29%) replied weekly, no one replied one to

two times per month or less than once per month, and one participant (14.29%) replied

never.

In the electronic professional category no one replied more than once per day, daily

or weekly, one participant (14.29%) replied one to two times per week, three participants

(42.86%) replied one to two times per month, one participant (14.29%) replied less than

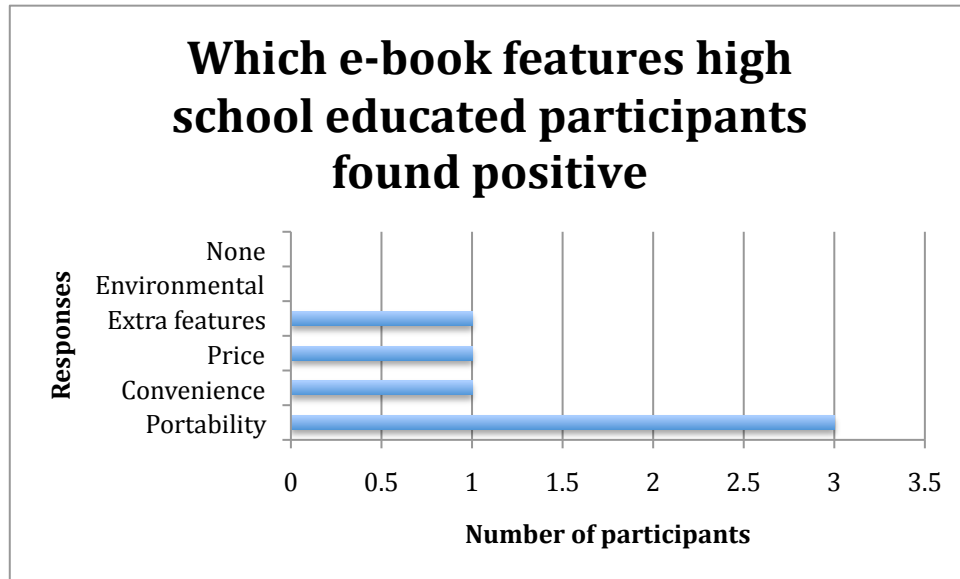once per month, and two participants (28.57%) replied never.
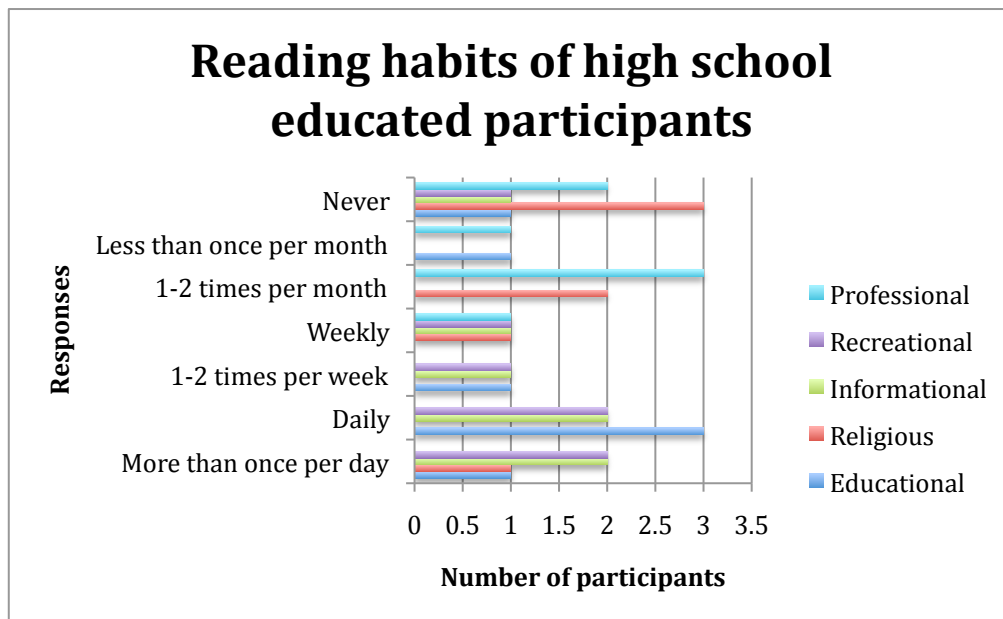
For the first open-ended question participants were asked why they chose the

device they used. A total of six participants replied to the question with eight different
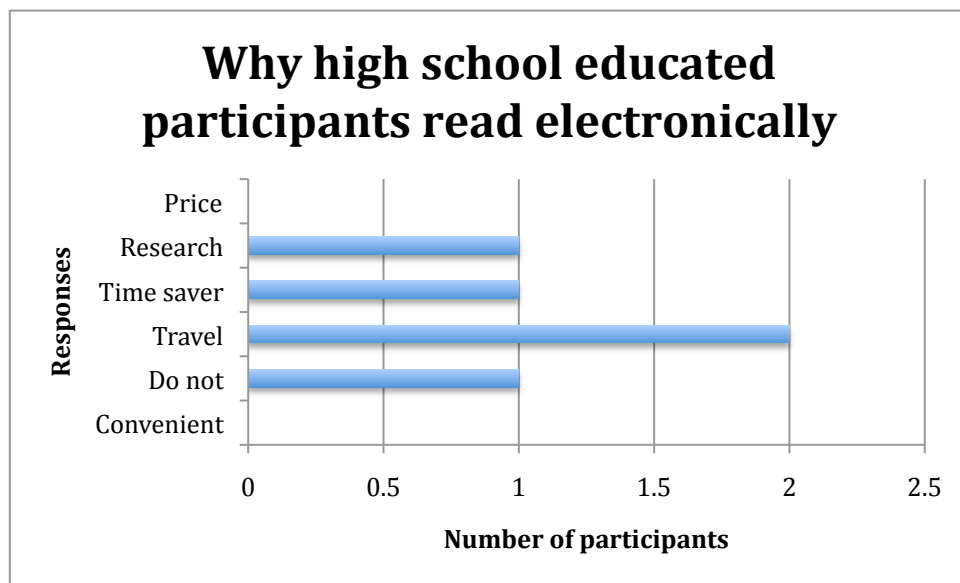
reasons in six different categories. The convenience category consisted of three

participants. The remaining categories, price, portability, screen, friend recommendation,

and do not use each had one response.

Why high school educated participants chose their reading device

Friend Recommendation
Company Loyalty
Indifferent
Extra Features
Gift
Screen
Price
Portability
Convenience
Do not use

Responses

0   0.5   1   1.5   2   2.5   3   3.5

Number of participants

The second question asked participants which features of e-books they found

positive. Five participants replied to the question with five different reasons. The

portability category consisted of three participants. The price category consisted of one

participant. The extra features category consisted of one participant, and the convenience

category consisted of one participant.

Which e-book features high school educated participants found positive

A horizontal bar chart showing Responses on the y-axis and Number of participants on the x-axis (0 to 3.5). Portability: 3; Convenience: 1; Price: 1; Extra features: 1; Environmental: 0; None: 0.

The final open-ended question asked participants why they read electronically. Five participants replied with four different reasons: research, time saver, and did not read electronically. The portability category consisted of two participants.

Why high school educated participants read electronically

A horizontal bar chart showing Responses on the y-axis and Number of participants on the x-axis (0 to 2.5). Convenient: 0; Do not: 1; Travel: 2; Time saver: 1; Research: 1; Price: 0.

The next education level was trade school. In the educational electronic category both participants replied never. In the electronic religious category both participants

replied never. In the electronic information category both participants replied never, in the

electronic recreation category both participants replied never, and in the electronic

professional category both participants replied never. The participants who responded to

the questions in the trade school category did not reply to any of open-ended questions.

The next section of results was for participants who had completed some college. In

the electronic education format one participant (5.26%) replied more than once per day.

No one replied daily, five participants (26.32%) replied one to two times per week, three

participants (15.79%) replied weekly, four participants (21.05%) replied one to two times

per month, two participants (10.53%) replied less than once per month, and four

participants (21.05%) replied never.

In the electronic religious category no one replied more than once per day. Three

participants (15.79%) replied daily, two participants (10.53%) replied one to two times

per week, two participants (10.53%) replied weekly, six participants (31.58%) replied one

to two times per month, three participants (15.79%) replied less than once per month, and

three participants (15.79%) replied never.

In the electronic informational category two participants (10.53%) replied more

than once per day, one participant (5.26%) replied daily, three participants (15.79%)

replied one to two times per week, and five participants (26.32%) replied weekly. Two

participants (10.53%) replied one to two times per month, two participants (10.53%)

replied less than once per month, and four participants (21.05%) replied never.

In the recreational electronic category one participant (5.26%) replied more than

once per day, two participants (10.53%) replied daily, no one replied one to two times per

week, two participants (10.53%) replied weekly. Two participants (10.53%) replied one to

two times per month, five participants (26.32%) replied less than once per month, and
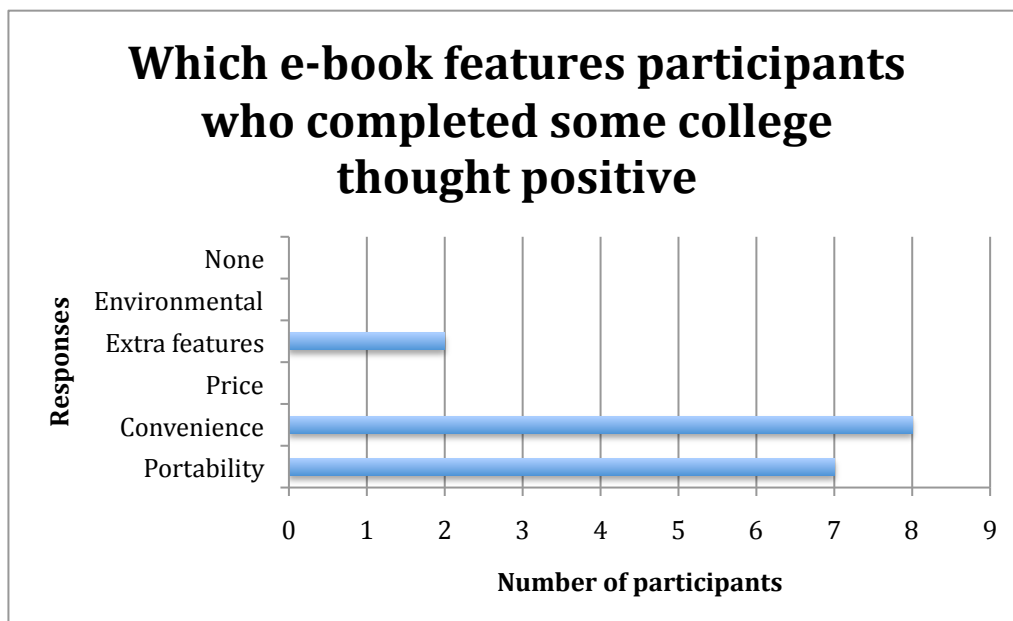
seven participants (36.84%) replied never.

Finally, in the electronic professional category, one participant (5.26%) replied

more than once per day, no one replied daily, three participants (15.79%) replied one to

two times per week, no one replied weekly. Two participants (10.53%) replied one to two

times per month, three participants (15.79%) replied less than once per month, and 10

participants (52.63%) replied never.
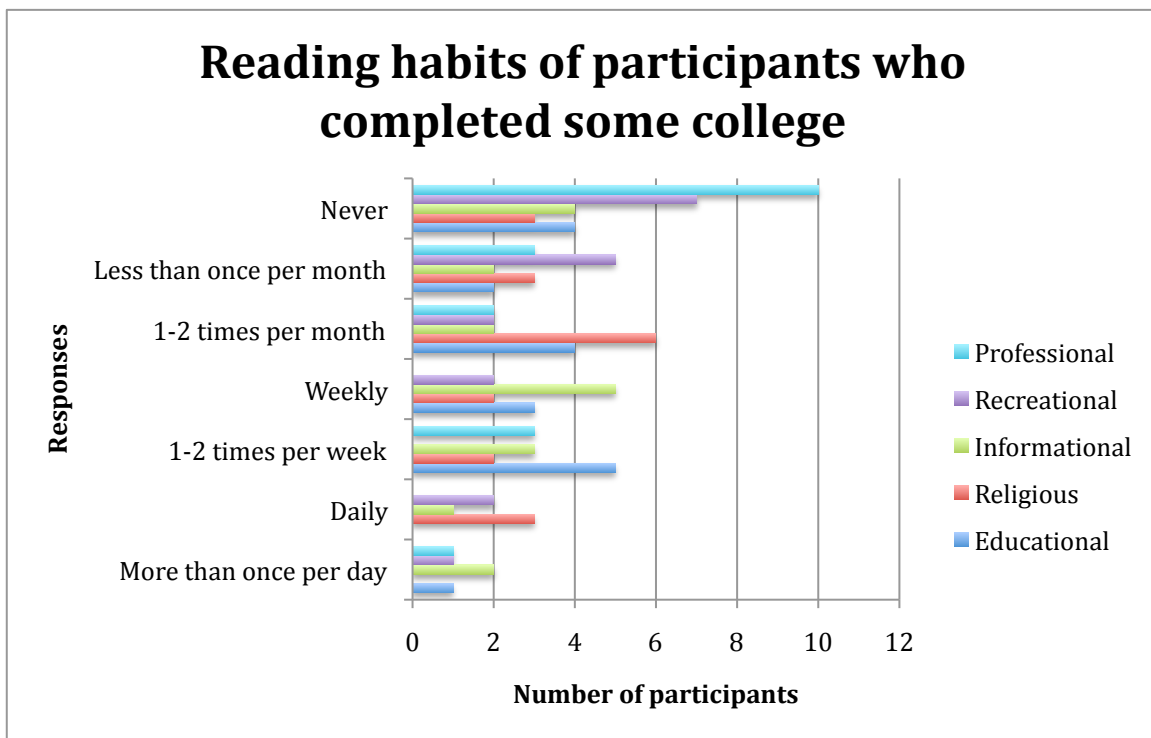
In the open-ended section those who had completed some college replied to the first

question in regards to why they chose the readers they used. Nine participants replied with

11 reasons in six different categories. The do not category consisted of four participants.

The convenience category consisted of three participants. The portability category

consisted of one participant; the screen category consisted of one participant. The extra

features category consisted of one participant.

Why participants who completed some college chose thier device

Number of participants
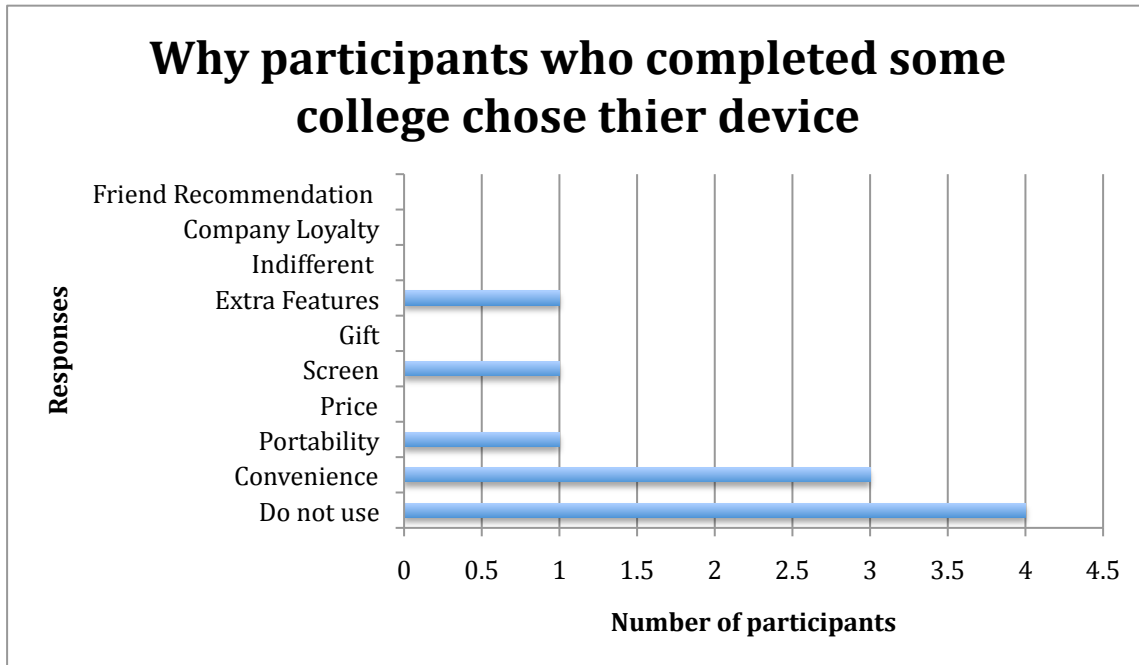
The next question asked participants which features of e-books they thought were positive. Fifteen participants replied to the question with 17 responses in three categories. The convenience category consisted of eight participants. The portability category consisted of seven participants, and the extra features category consisted of two participants.

Which e-book features participants who completed some college thought positive

Number of participants

The final open-ended question asked participants why they read electronically. A total of 15 participants replied with 15 responses in six different categories. The convenience category consisted of seven participants. The do not category consisted of three participants. The portability category consisted of two participants. The final three categories; time saving, price, and research, each consisted of one participant.
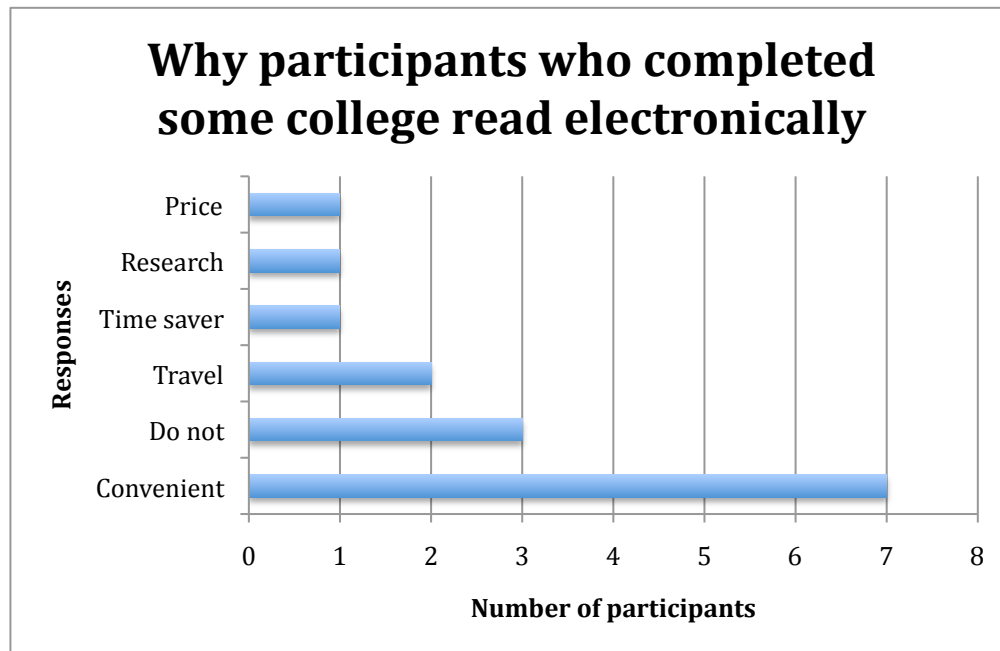
In the two-year college section under the electronic education category, no one replied more than once per day, daily or one to two times per week, one participant (11.11%) replied weekly, one participant (11.11%) replied one to two times per month, four participants (44.44%) replied less than once per month, and three participants (33.33%) replied never.

In the electronic religious section no one replied more than once per day, two participants (22.22%) replied daily, one participant (11.11%) replied one to two times per week, one participant (11.11%) replied weekly, two participants (22.22%) replied one to

two times per month, two participants (22.22%) replied less than once per month, and one

participant (11.11%) replied never.

In the electronic information section no one replied more than once a day, daily or

one to two times per week. Two participants (22.22%) replied to each weekly, one to two

times per month and less than once per month, and three participants (33.33%) replied

never.

In the electronic recreational section no one replied more than once per day, daily,

or one to two times per month. Two participants (22.22%) replied one to two times per

week, one participant (11.11%) replied weekly, one participant (11.11%) replied less than

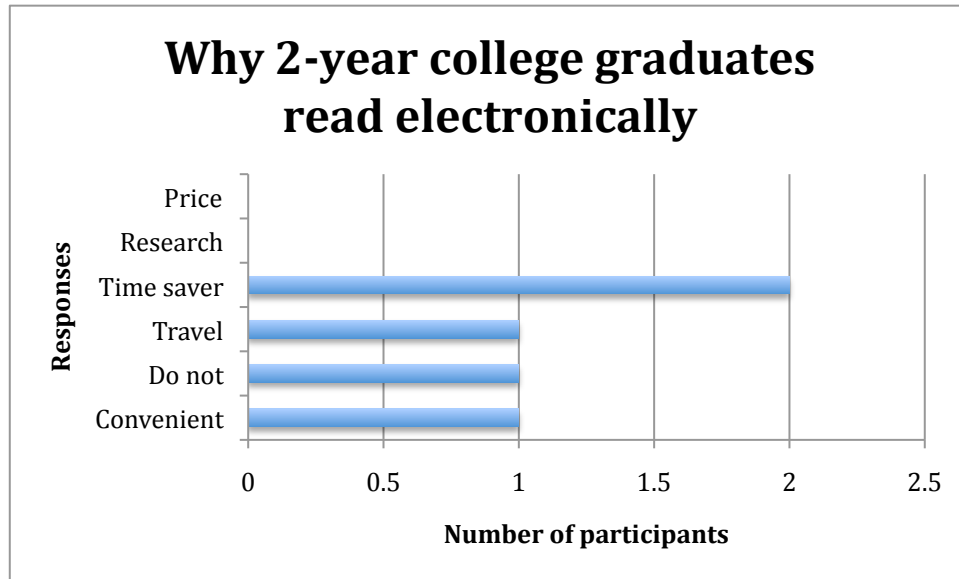once per month, and five participants (55.56%) replied never.

In the electronic professional category no one replied more than once per day, daily,

one to two times per week, one to two times per month, or less than once per month. One

participant (12.50%) replied weekly, and seven participants (87.5%) replied never.
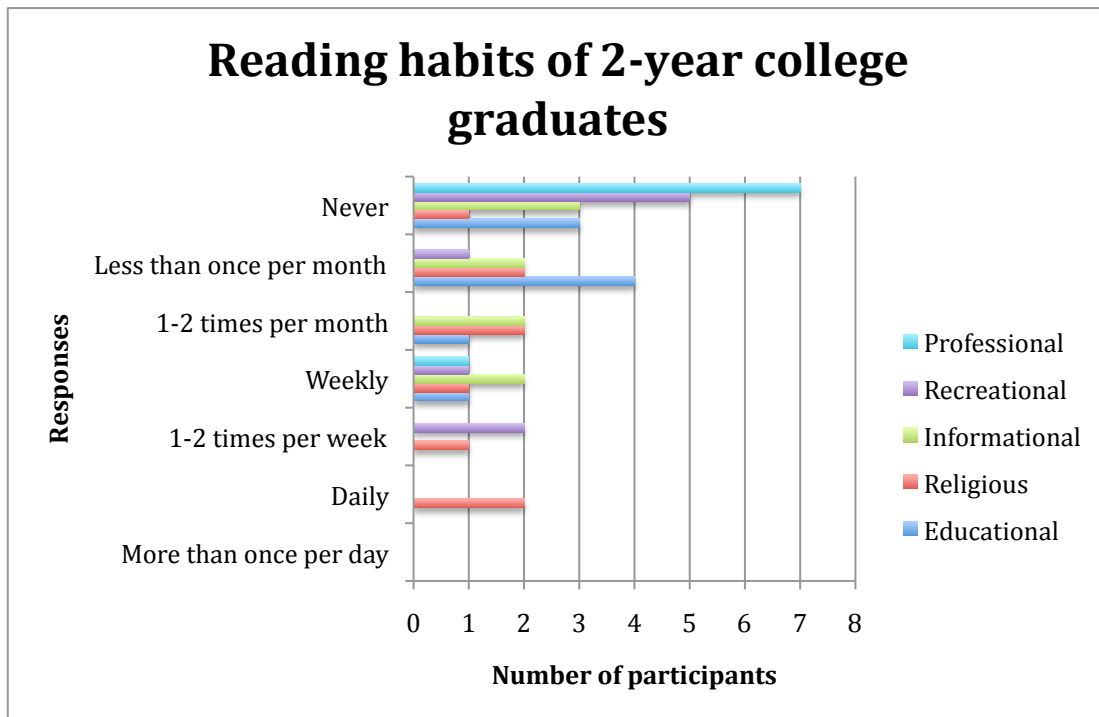
In the open-ended section of the results for the two-year college filter one

participant gave one reason in response to the first question, "Why do you choose the

reading device you use?" The participant said he or she used e-books for the size and

portability of the device. The next question asked participants which features of e-books

they found positive. Three participants responded with six different reasons in three

different categories. The convenience category consisted of two participants. The

portability category consisted of two participants. The price category consisted of one

participant.

Why 2-year college graduates chose their reading device
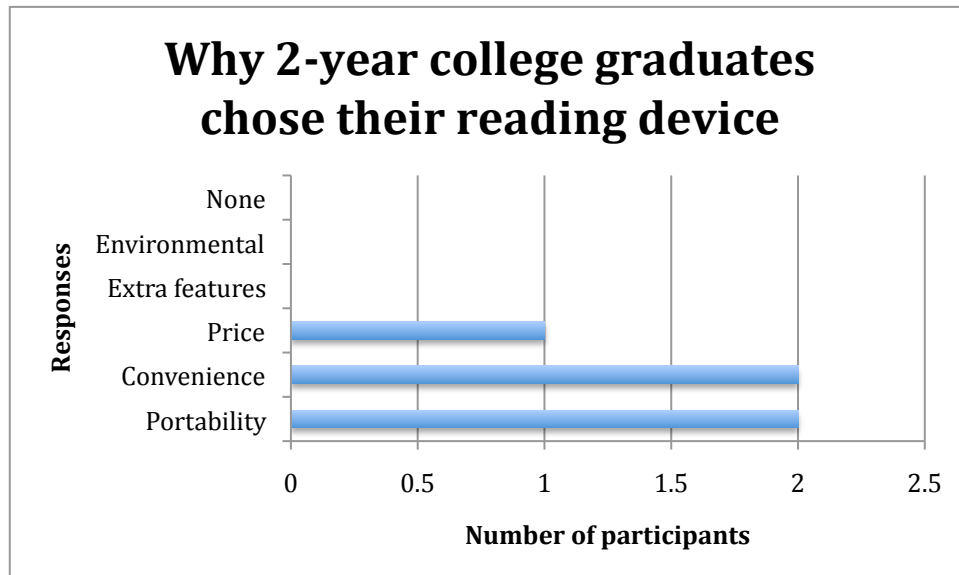
The final open-ended question asked participants why they chose to read

electronically. Five participants replied with five reasons in four different categories. The

time saver category consisted of two participants; the convenience category consisted of

one participant. The portability category consisted of one participant. The do not category

consisted of one participant.

Why 2-year college graduates read electronically

Responses (vertical axis)

| Price |
| Research |
| Time saver |
| Travel |
| Do not |
| Convenient |

**Number of participants** (horizontal axis: 0, 0.5, 1, 1.5, 2, 2.5)

In the four-year college category for electronic educational reading two participants (4.88%) replied more than once per day, two participants (4.88%) replied daily, two participants (4.88%) replied one to two times per week, four participants (9.76%) replied weekly, four participants (9.76%) replied one to two times per month, nine participants (21.95%) replied less than once per month, and 18 participants (43.9%) replied never.

In electronic religious no one replied more than once per day, five participants (12.20%) replied daily, four participants (9.76%) replied one to two times per week, five participants (12.20%) replied weekly, seven participants (17.07%) replied one to two times per month, seven participants (17.07%) replied less than once per month, and 13 participants (31.71%) replied they never read in electronic form for religious purposes.

In the electronic informational category four participants (9.76%) replied more than once per day, seven participants (17.07%) replied daily, four participants (9.76%) replied one to two times per week, three participants (7.32%) replied weekly, six participants (14.63%) replied one to two times per month, eight participants (19.51%) replied less than once per month, and nine participants (21.95%) replied never.

In electronic recreational four participants (9.76%) replied more than once per day, three participants (7.32%) replied daily, one participant (2.44%) replied one to two times per week, three participants (7.32%) replied weekly, eight participants (19.51%) replied one to two times per month, eight participants (19.51%) replied less than once per month, and 14 participants (34.15%) replied never.

In electronic professional five participants (12.20%) replied more than once per day, one participant (2.44%) replied daily, six participants (14.63%) replied one to two times per week, two participants (4.88%) replied weekly, three participants (7.32%) replied one to two times per month, 10 participants (24.39%) replied less than once per month, and 14 participants (34.15%) replied never.
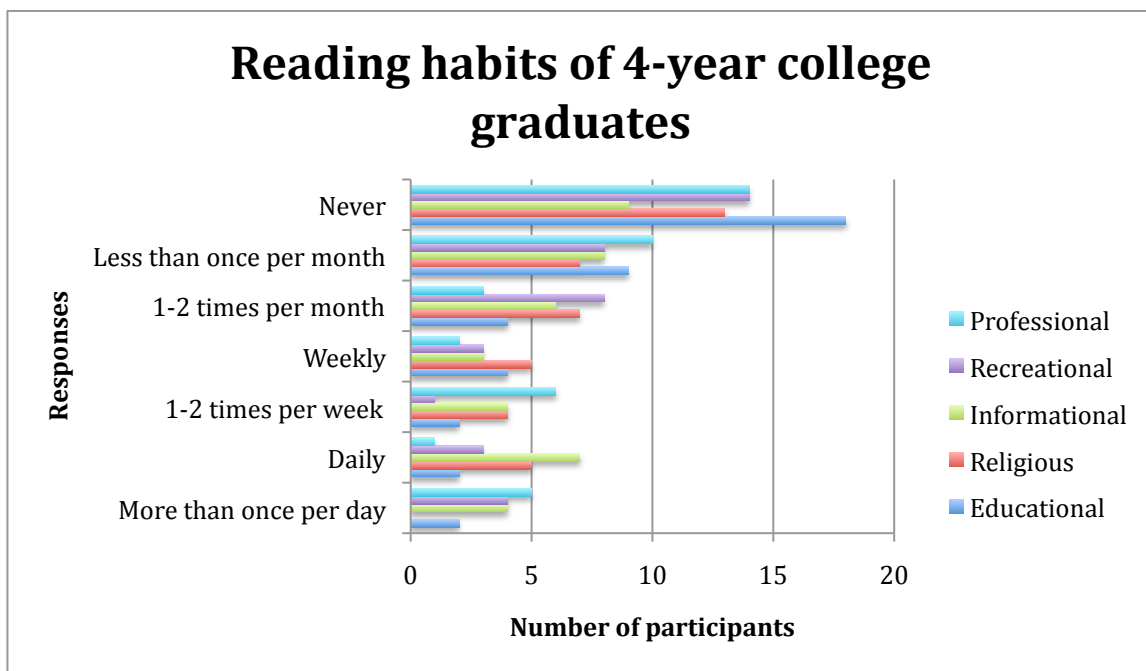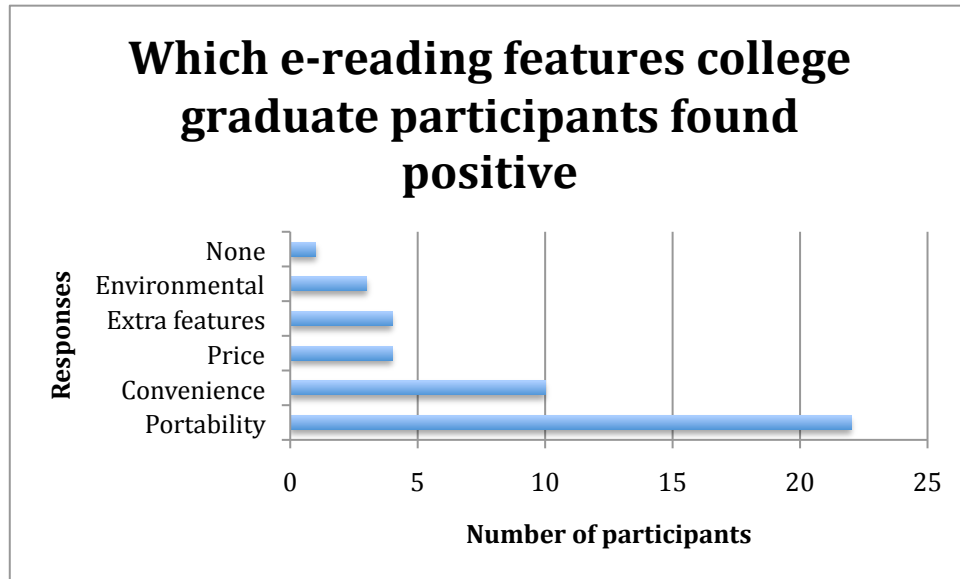

The first open-ended question asked participants why they chose the device they did. A total of 32 participants replied to the question with 39 different responses in eight categories. The do not category consisted of 11 participants. The convenience category consisted of nine participants. The portability category consisted of five participants. The
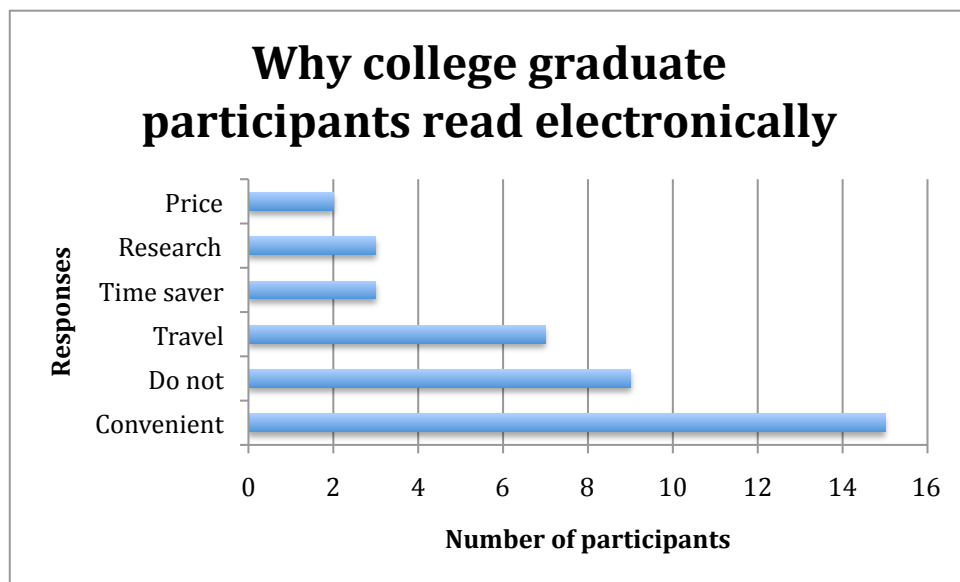
following three categories; price, screen, and gift, each consisted of eight participants. The

final two categories; extra features and indifference, each consisted of one participant.

Why college graduate participants chose their reading devices
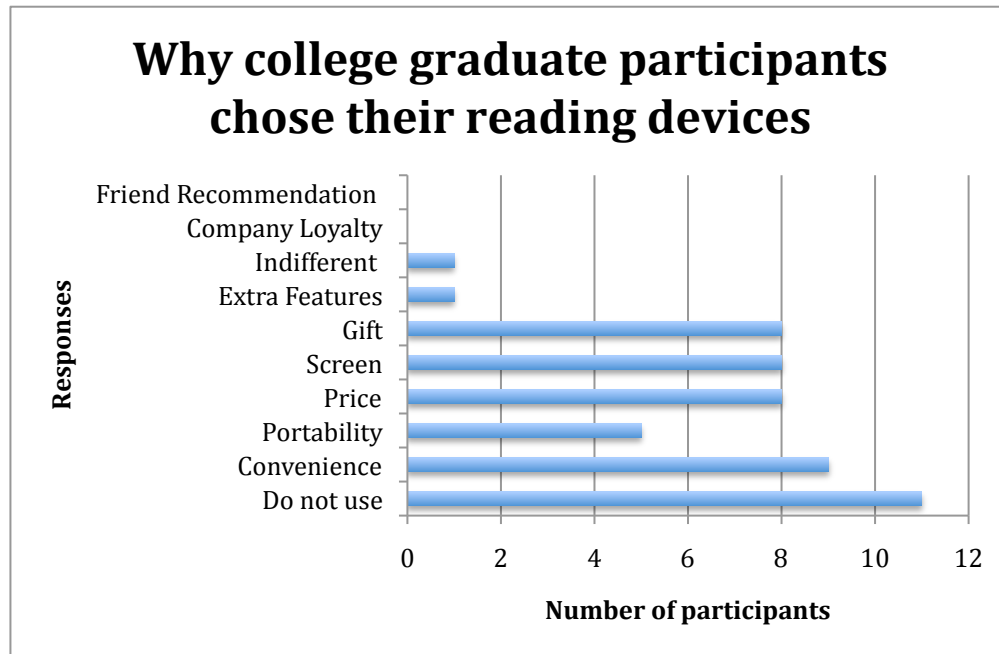
The next open-ended question asked participants what features of e-readers they

found positive. A total of 36 participants replied to the question with 44 reasons in six

different categories. The portability category consisted of 22 participants. The convenience

category consisted of 10 participants. The next two categories, price and extra features,

each had four participants. The environmental category consisted of three participants, and

the last category, do not use, consisted of one participant.

Which e-reading features college graduate participants found positive

Responses — Number of participants

- None: ~1
- Environmental: ~3
- Extra features: ~4
- Price: ~4
- Convenience: ~10
- Portability: ~22

The last question asked participants why they read electronically. A total of 35 participants replied to the question with 39 responses in six different categories. The convenience category consisted of 15 participants. The do not category consisted of nine participants. The portability category consisted of seven participants. The time saver category consisted of three participants. The research category consisted of three participants, and the price category consisted of two participants.

Why college graduate participants read electronically

Responses — Number of participants

- Price: ~2
- Research: ~3
- Time saver: ~3
- Travel: ~7
- Do not: ~9
- Convenient: ~15

The next level of education was graduate school. In the electronic education category no one replied more than once per day or one to two times per month, two participants (12.50%) replied each daily, one to two times per week, and weekly. Six participants (37.50%) replied less than once per month, and four participants (24%) replied never.
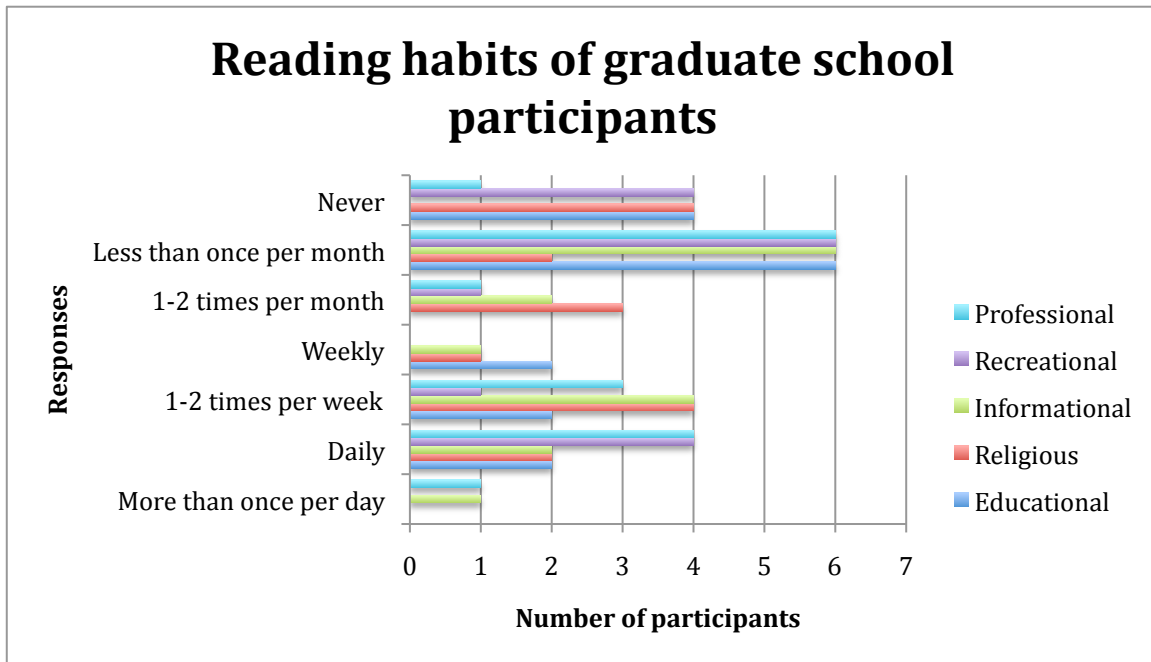
In the electronic religious/devotional category no one replied more than once per day, two participants (12.50%) replied daily, four participants (25%) replied one to two times per week, one participant (6.25%) replied weekly, three participants (18.75%) replied one to two times per month, two participants (12.50%) replied less than once per month, and four participants (25%) replied never.

In the electronic information category one participant (6.25%) replied more than once per day, two participants (12.50%) replied daily, four participants (25%) replied one to two times per week, one participant (6.25%) replied weekly, two participants (12.50%) replied one to two times per month, six participants (37.50%) replied less than once per month, and no one replied never.

In the electronic recreation category no one replied more than once per day or weekly. Four participants (25%) replied daily, one participant (6.25%) replied one to two times per week. One participant (6.25%) replied one to two times per month, six participants (37.50%) replied less than once per month, and four participants (25%) replied never.

In the electronic professional category one participant (6.25%) replied more than once per day, four participants (25%) replied daily, three participants (18.75%) replied one to two times per week, no one replied weekly, one participant (6.25%) replied one to

two times per month, six participants (37.50%) replied less than once per month, and one

participant (6.25%) replied never.

The first open-ended question asked participants why they chose the device the

read with. Fourteen participants replied to the question with 16 responses in six different

categories. The convenience category consisted of five participants. The do not category

consisted of three participants. The extra features category consisted of three participants.

The company loyalty category consisted of two participants. The portability category

consisted of two participants, and the price category consisted of one participant.

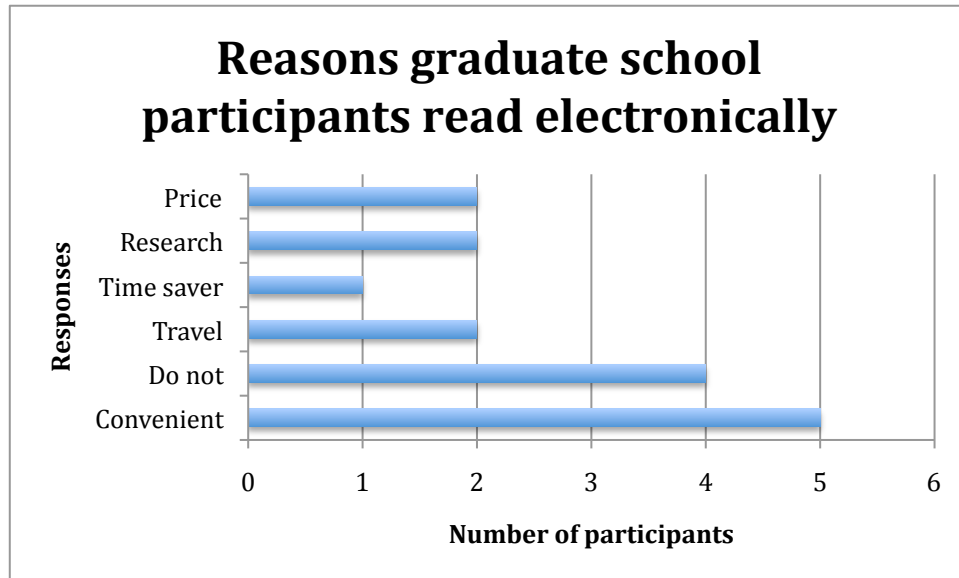**Reasons graduate school participants chose their reading device**
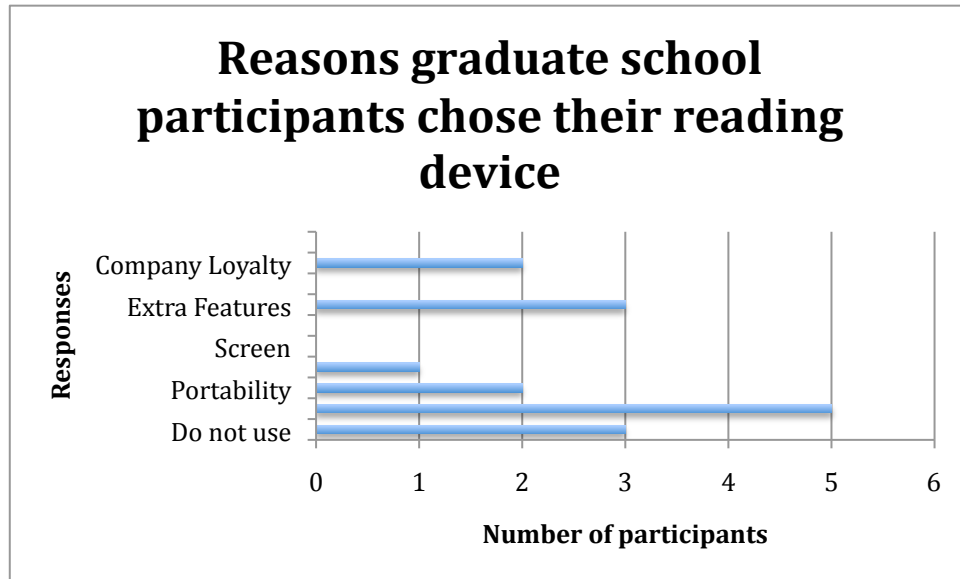
The next question asked participants what the positive features of e-books were. Fourteen participants replied to the question with 20 responses in four different categories. The portability category consisted of eight participants. The convenience category consisted of eight participants. The price category consisted of three participants. The extra features category consisted of one participant.

Features Graduate School Participants find e-readers positive
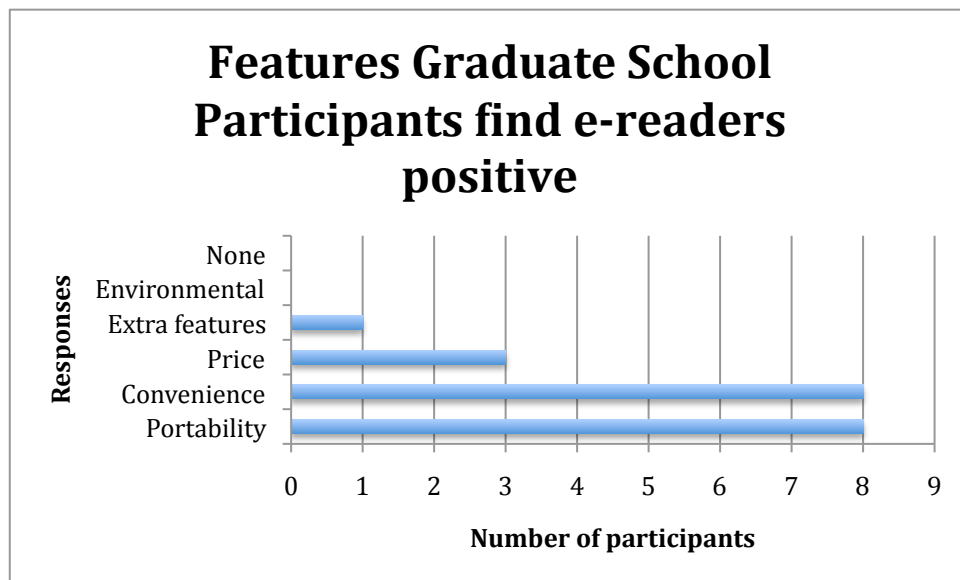
The final open-ended question asked participants why they read electronically. A total of 15 participants replied with 16 responses in six categories. The convenience

category consisted of five participants. The do not category consisted of four participants. The next three categories; price, portability, and research, each consisted of two participants. The last category, time saver, consisted of one participant.

The postgraduate school participant read in electronic format for educational purposes one to two times per month; she never read in electronic format for religious purposes. She read in electronic format for informational purposes weekly, recreational format daily, and in electronic format for professional purposes daily. She chose her reading device for its portability and convenience, and finds the portability a positive aspect of electronic reading. She chooses to read electronically to save space in her home.

Research Question 2B: Why Do People Choose Not to Use E-books?

On the opposite side of the same question, and of equal importance to understanding uses and gratifications theory as it applies to e-books is why people do not use e-books. In this section, the results will focus on participants' responses to questions in regards to the five areas of reading in print format. This section will also look at responses

to the open-ended questions, "What are the negative features of e-books?" and "Why do

participants choose to read in print format?" Though these questions do not specifically ask

participants why they do not read e-books, print reading is the opposite of electronic

reading, and it will help show what people's reading habits are outside of electronic form.

First, the general results, which include every participant in the survey. In the print

education category 12 participants (11.54%) replied more than once per day, 22

participants (21.15%) replied daily, 17 participants (16.35%), 11 participants (10.58%)

replied weekly, nine participants (8.65%) replied one to two times per month, 17

participants (16.35%) replied less than once per month, and 16 participants (15.38%)

replied never.

In the print religious category 11 participants (10.58%) replied more than once per

day, 39 participants (37.50%) replied daily, 22 participants (21.15%) replied one to two

times per week, 12 participants (11.54%) replied weekly, three participants (2.88%)

replied one to two times per month, six participants (5.77%) replied less than once per

month, and 11 participants (10.58%) replied never.

In the print information category two participants (1.92%) replied more than once

per day, 14 participants (13.46%) replied daily, 17 participants (16.35%) replied one to

two times per week, 21 participants (20.19%) replied weekly, 19 participants (18.27%)

replied one to two times per month, 25 participants (24.04%) replied less than once per

month, and six participants (5.77%) replied never.

In the print recreation category six participants (5.77%) replied more than once per

day, 15 participants (14.42%) replied daily, 32 participants (30.77%) replied one to two

times per week, seven participants (6.73%) replied weekly, 15 participants (14.42%)
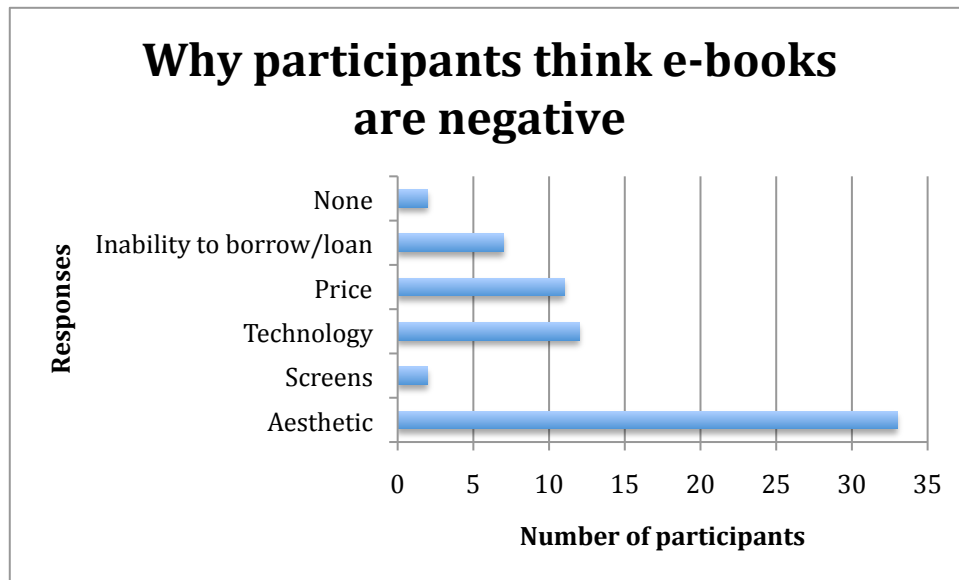
replied one to two times per month, 23 participants (22.12%) replied less than once per

month, and six participants (5.77%) replied never.

In the print professional category five participants (4.81%) replied more than once

per day, 11 participants (10.58%) replied daily, 13 participants (12.50%) replied one to

two times per week, five participants (4.81%) replied weekly, 22 participants (21.15%)

replied one to two times per month, 25 participants (24.04%) replied less than once per

month, and 23 participants (22.12%) replied never.
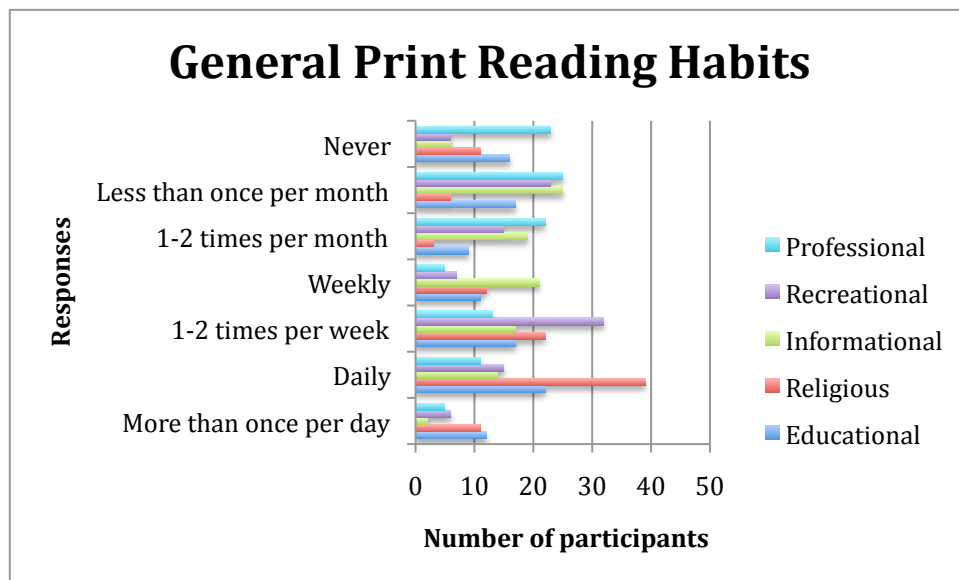
Participants were asked to answer two open-ended questions in response to the

research question of why they choose not to use e-books. The first question asked

participants which features of e-books they considered negative and why. Seventy-four

participants replied to the question with a total of 85 responses. There were six noticeable

categories for the responses. The aesthetic quality category consisted of 33 participants

(38.82%). The screen category consisted of two participants (23.53%); many participants

complained that the screens cause eyestrain.

The technology category consisted of 12 participants (14.12%) who felt that the

unpredictability and fragile nature of technology was a negative feature of e-books. The

price category consisted of 11 participants (31.43%). The inability to borrow/loan

category consisted of seven participants (20.00%). The no negatives category consisted of

two participants (2.35%).

Why participants think e-books are negative

A horizontal bar chart. Y-axis labeled "Responses" with categories: None, Inability to borrow/loan, Price, Technology, Screens, Aesthetic. X-axis labeled "Number of participants" ranging from 0 to 35. Bar values: None ≈ 2, Inability to borrow/loan ≈ 7, Price ≈ 11, Technology ≈ 12, Screens ≈ 2, Aesthetic ≈ 33.

The next open-ended question asked participants why they chose to read in print

format. Ninety participants replied to the question with a total of 94 responses. The

responses were broken up into seven noticeable categories. The aesthetic quality category

consisted of fifty-nine participants (62.77%). The convenience category consisted of 14

participants (14.89%). The screen/eye strain category consisted of 10 participants

(10.64%). The inability to borrow/loan category consisted of four participants (4.26%).

The only read in print category consisted of three participants (3.19%). The final two

categories, status and technology, each had two participants (2.13%).
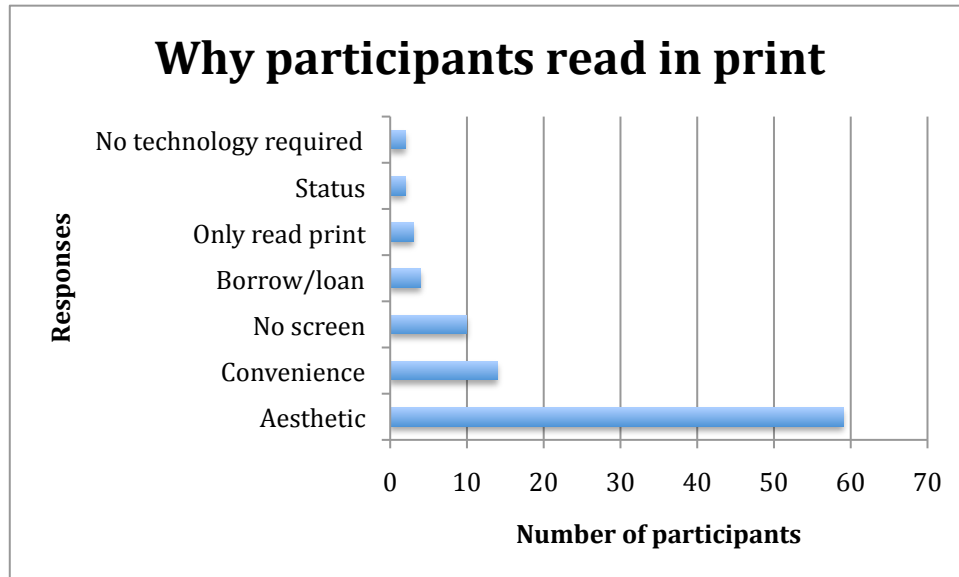
The results for the male participants of the survey are as follows. In the print

education category two men (6.9%) said they read more than once per day, five men

(17.24%) replied they read daily, seven men (24.14%) said they read one to two times per

week, three men (10.34%) said they read weekly, two men (6.9%) said they read one to

two times per month, six participants (20.69%) said they read less than once per month,

and four participants (13.79%) replied they never read a book in print format for

educational purposes.

In the print religious category, four men (13.79%) said they read more than once

per day, nine men (31.03%) read daily, six men (20.69%) said they read one to two times

per week, three men (10.34%) said they read weekly, one man (3.45%) read one to two

times per month, two men (6.90%) read less than once per month and four men (13.79%)

never read in print format for religious purposes.

In the print category for informational purposes no one replied more than once per

day, five men (17.24%) replied daily, six men (20.69%) replied one to two times per week,

eight men (27.69%) replied weekly, three men (10.34%) replied one to two times per

month, five men (17.24%) replied less than once per month, and two men (6.90%) replied
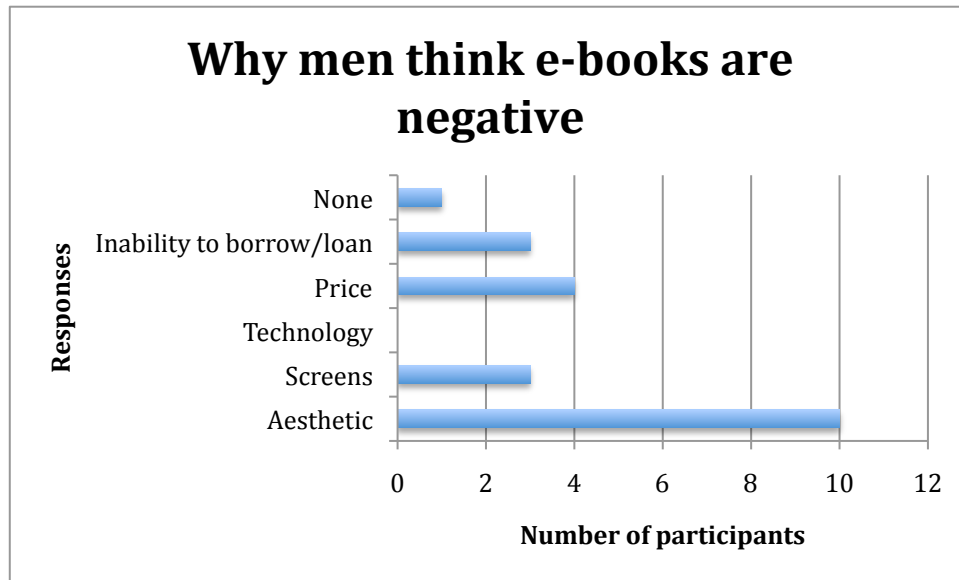
never.

In the print recreational category two men (6.9%) replied more than once per day,

four men (13.79%) replied daily, nine men (31.03%) replied one to two times per week,

one man (3.45%) replied weekly, five men (17.24%) replied one to two times per month,

six men (20.69%) replied less than once per month, and two men (6.90%) replied never.

In the print professional category one man (3.45%) replied more than once per day,

six men (20.69%) replied daily, four men (13.79%) said one to two times per week, three

men (10.34%) said weekly, four men (13.79%) said one to two times per month, seven

men (24.14%) replied less than once per month, and four participants (13.79%) replied

they never read for professional purposes in print format.
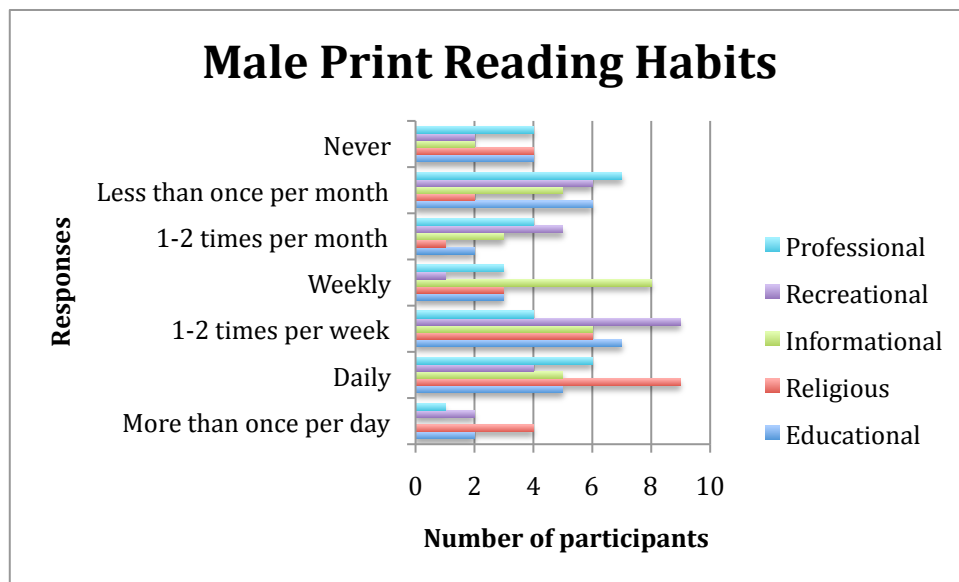
Participants were asked two open-ended questions. The first question asked

participants which features of e-books they considered negative and why. Twenty-one men

answered the question with 23 reasons in six categories. The aesthetic quality category

consisted of 10 men. The price category consisted of four participants. The screen category

consisted of three participants. The inability to borrow/loan category consisted of three

participants, and the no negatives category consisted of one participant.

Why men think e-books are negative

Responses	Number of participants

The chart shows the following approximate values:
- None: 1
- Inability to borrow/loan: 3
- Price: 4
- Technology: 0
- Screens: 3
- Aesthetic: 10

The next question asked participants why they read in print format. Twenty-six

males responded to the question with a total of 33 reasons they read in print format that fit

into seven different categories. The aesthetic quality category consisted of 17 participants.

The convenience category consisted of five participants. The screen category consisted of

four participants. The status category consisted of two participants who read in print

format because they felt it gave them a sense of status. The technology category consisted

of two participants. The inability to borrow/loan category consisted of two participants,

and the final category consisted of one participant who did not read in print format.

Why Men Read in Print

Number of participants
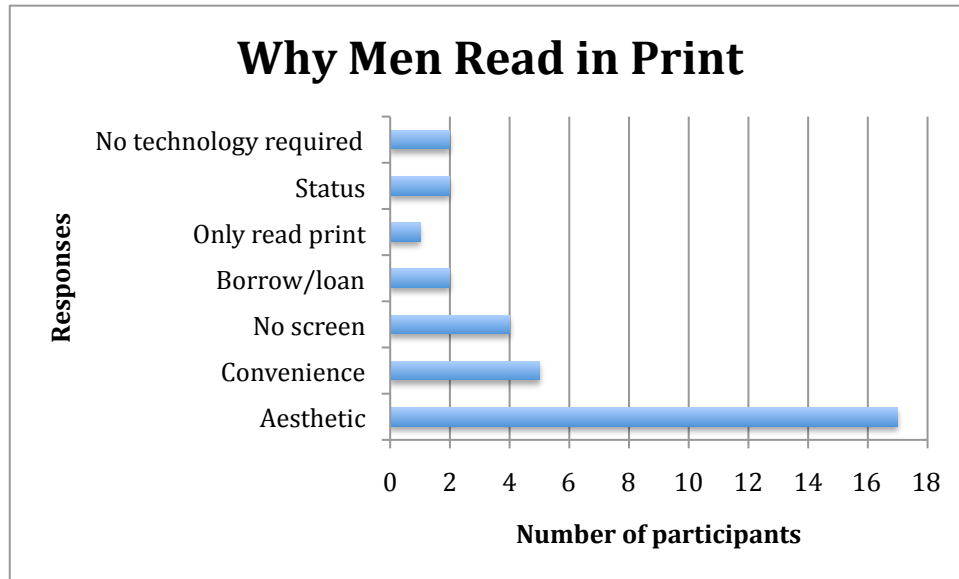
Now that the male responses have been discussed, the female responses will be presented. In the print education category, of the 66 women who participated in the survey, 10 women (15.15%) said they read in printed format more than once a day, 14 women (21.21%) said they read daily, 10 women (15.15%) said they read one to two times per week, seven women (10.61%) said they read weekly, six women (9.09%) said they read one to two times per month, nine women (13.64%) said less than once per month, and 10 women (15.15%) said they never read in printed format for educational purposes.

In the print religious/devotional category seven women (10.61%) said they read more than once per day, 27 women (40.91%) said they read daily, 14 women (21.21%) read one to two times per week, six women (9.09%) said they read weekly, two women (3.03%) said they read one to two times per month, four women (6.06%) read less than once per month, and six women (9.09%) never read in printed format for religious/devotional purposes.

In the print informational category two women (3.03%) read more than once per day, eight women (12.12%) said they read daily, nine women (13.64%) said they read one

to two times per week, 13 women (19.70%) said they read weekly, 14 women (21.21%)

said they read one to two times per month, 16 women (24.24%) said they read less than

once per month, and four women (6.06%) said they never read a book in printed format for

informational purposes.

In the print recreational category four women (6.06%) said they read more than

once per day, nine women (13.64%) said they read daily, 22 women (33.33%) said they

read one to two times per week, five women (7.58%) said they read weekly, nine women

(13.64%) said they read one to two times per month, 15 women (22.73%) said they read

less than once per month, and two women (3.03%) said they never read a book in printed

format for recreational purposes.

In the print professional category four women (6.06%) said they read more than

once per day, four women (6.06%) said they read daily, eight women (12.12%) said one to

two times per week, two women (3.03%) said they read weekly, 18 women (27.27%) said

they read one to two times per month, 15 women (22.73%) said they read less than once

per month, and 15 women (22.73%) said they never read in printed format for
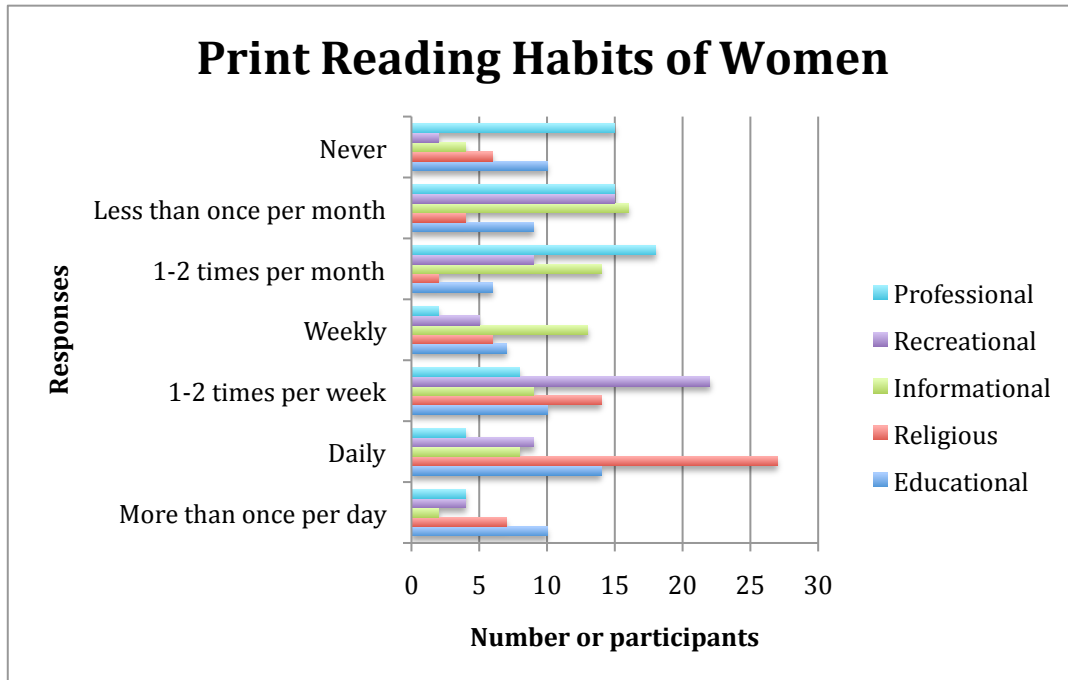
professional/occupational purposes.

Print Reading Habits of Women

The first open-ended question asked participants which features of e-books they considered negative and why. Fifty-two women responded to the question with 62 reasons that fit into six categories. The aesthetic quality category consisted of 23 participants. The screen category consisted of 15 participants. The technology category consisted of 11 participants who felt the dependency on electricity and technology was a negative aspect. The price category consisted of nine participants. The inability to loan/borrow category consisted of three participants, and the no negatives category consisted of one participant.

Why Women Think E-books are Negative
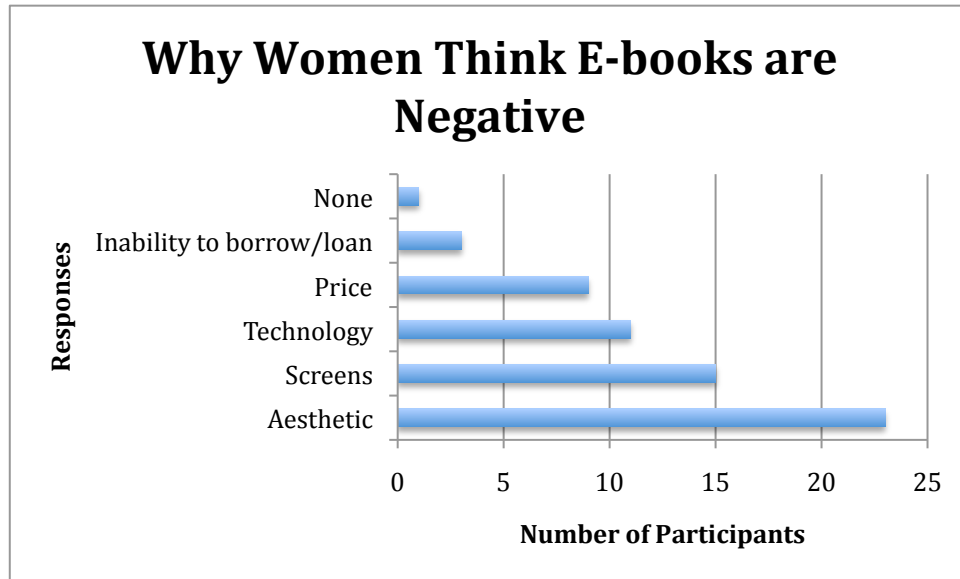
The next question asked participants why they read in print format. A total of 63 women responded to the question with a total of 72 responses in seven categories. The aesthetic quality category consisted of 46. The convenience category consisted of 10 participants. The screen category consisted of seven participants. The price category consisted of five participants who read in print format because it was cheaper, especially at libraries. The technology category consisted of two participants, and the final category consisted of two participants who did not read in print format.

Why Women Read in Print
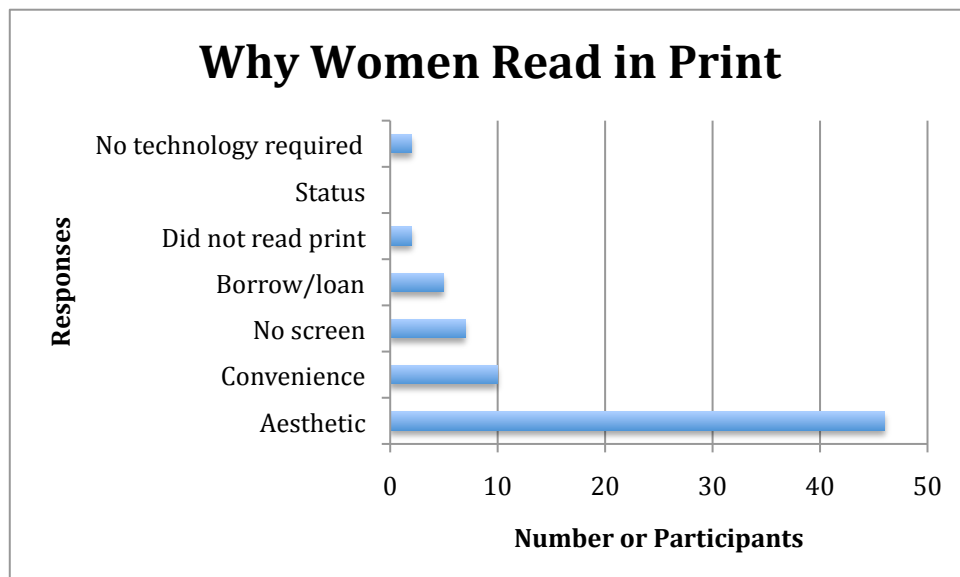
Now that the gender responses have been presented, the results will be presented based on an age breakdown. In the 14-17 year old category the one participant said she read in print format for educational purposes more than once per day, for religious purposes one to two times per month, for informational purposes more than once per day, in the recreational category less than once per month, and less than once per month for professional purposes.

The participant in the 14-17 year old category replied to both open-ended questions with a response that fit into the same category. She said she thought the lack of aesthetic quality was a negative aspect of e-books, and she said she read in print format for aesthetic reasons.
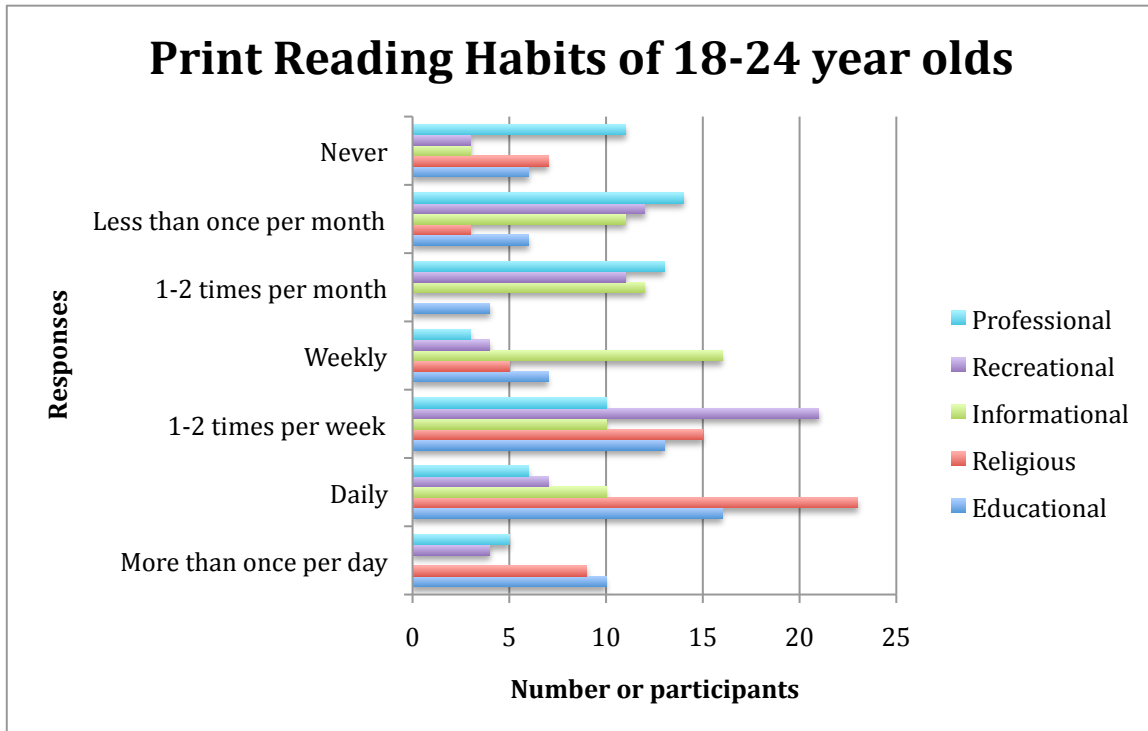
In the 18 to 24 year old age bracket in the educational print format 10 (16.13%) participants said they read more than once per day, 16 participants (25.81%) said they read daily, 13 participants (20.97%) said they read one to two times per week, seven (11.29%) participants said they read weekly, four participants (6.45%) said they read one to two times per month, six (9.68%) participants said they read less than once per month, and six participants (9.68%) said they never read a book in printed format for educational purposes.

In the religious print category nine participants (14.52%) said they read more than once per day, 23 participants (37.10%) said they read daily, 15 participants (24.19%) said they read one to two times per week, five participants (8.06%) said they read weekly, three participants (4.84%) said they read less than once per month, and seven participants (11.29%) said they never read in printed format for religious devotional purposes. No one responded in the one to two times per month category.
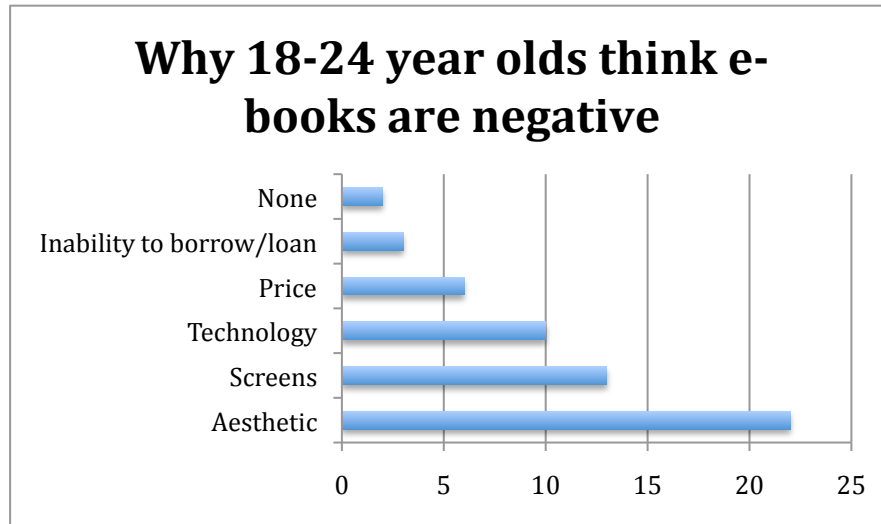
In the informational print category no participants replied that they read more than once per day, 10 participants (16.13%) replied daily, 10 participants (16.13%) replied one to two times per week, 16 participants (25.81%) replied weekly, 12 participants (19.35%) replied one to two times per month, 11 participants replied less than once per month, and three participants (4.84%) replied that they never read books in printed format for informational purposes.

In the recreational print category four participants (6.45%) replied they read more than once per day, seven participants (11.29%) replied daily, 21 participants (33.87%) replied one to two times per week, four participants (6.45%) replied weekly, 11 participants (17.74%) replied one to two times per month, 12 participants (19.35%) replied less than once per month, and three participants (4.84%) replied that they never read in printed format for recreational purposes.

In the print professional category five participants (8.06%) replied more than once per day, six participants (9.68%) replied daily, 10 participants (16.13%) replied one to two times per week, three participants (4.84%) replied weekly, 13 participants (20.97%) replied one to two times per month, 14 participants (22.58%) replied less than once per month, and 11 participants (17.74%) replied they never read in printed format for professional occupational purposes.
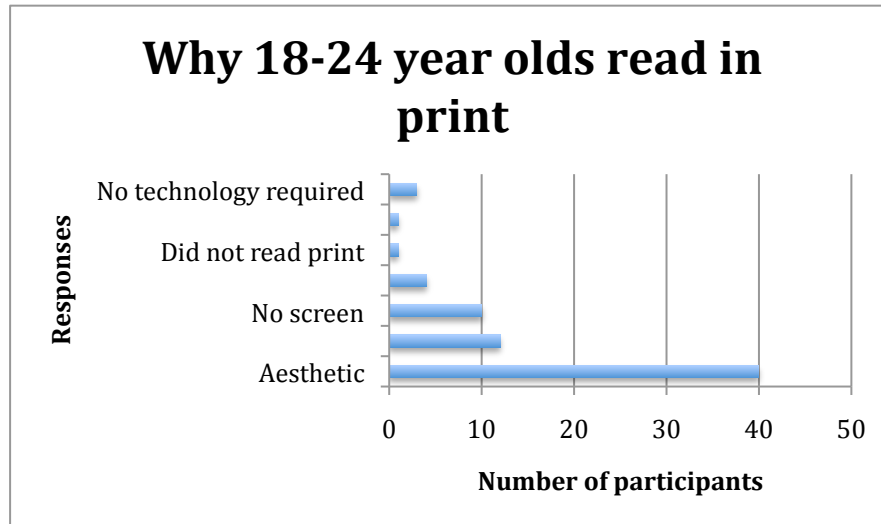
Print Reading Habits of 18-24 year olds

Responses / Number or participants

- Professional
- Recreational
- Informational
- Religious
- Educational

Categories (top to bottom): Never, Less than once per month, 1-2 times per month, Weekly, 1-2 times per week, Daily, More than once per day

The first open-ended question asked participants what they thought negative aspects of e-books were. Fifty participants between the ages of 18-24 replied to the question with a total of 56 reasons that fit into six categories. The aesthetic quality category consisted of 22 participants. The screen category consisted of 13 participants. The technology category consisted of 10 participants. The price category consisted of six participants. The inability to loan/borrow category consisted of three participants, and the final category consisted of two participants who said there were no negative aspects of e-books.

Why 18-24 year olds think e-books are negative

Category	Value
None	2
Inability to borrow/loan	3
Price	6
Technology	10
Screens	13
Aesthetic	22

The next question asked participants why they read in print format. Fifty-seven participants replied to the question with 71 reasons that fit into seven categories. The aesthetic quality category consisted of 40 participants. The convenience category consisted of 12 participants. The screen category consisted of 10 participants. The inability to loan/borrow category consisted of four participants. The technology category consisted of three participants who read in print format because they did not need to rely on electricity. The status category consisted of one participant who read in print format because it gave him or her a sense of status. And the final category consisted of one participant who did not read in print format.

Why 18-24 year olds read in print

Chart showing responses with number of participants:
- No technology required: ~3
- (unlabeled): ~1
- Did not read print: ~1
- (unlabeled): ~4
- No screen: ~10
- (unlabeled): ~12
- Aesthetic: ~40

Y-axis: Responses
X-axis: Number of participants (0, 10, 20, 30, 40, 50)

Moving on to the 25-35 print responses in the print educational section, no one responded more than once per day or daily, four (25%) replied one to two times per week, one (6.25%) participant replied weekly, two (12.50%) replied one to two times per month, five (31.25%) replied less than once per month, and four (25.00%) participants replied they never read in print format for educational purposes.

In the print religious category two participants (12.50%) replied more than once per day, four participants (25%) replied daily, three participants (18.75%) replied one to two times per week, two participants (12.50%) replied weekly, one participant (6.25%) replied he or she read one to two times per month, three participants (18.75%) replied less than once per month, and one participant (6.25%) replied he or she never read a book in print format for religious purposes.

In the print informational category one participant (6.25%) replied more than once per day, one participant (6.25%) replied daily, four participants (25%) replied one to two times per week, three participants (18.75%) replied weekly, two participants (12.50%) replied one to two times per month, and five participants (31.25%) replied less than once

per month, and no one replied they never read a book in printed format for informational

purposes.

In the print recreational category one participant (6.25%) replied he or she read

more than once per day, three participants (18.75%) replied daily, eight participants

(50.00%) replied one to two times per week, one participant (6.25%) replied one to two

times per month, three women replied (18.75%) they read less than once per month, and

no one replied that they read in printed format for recreational purposes weekly or never.
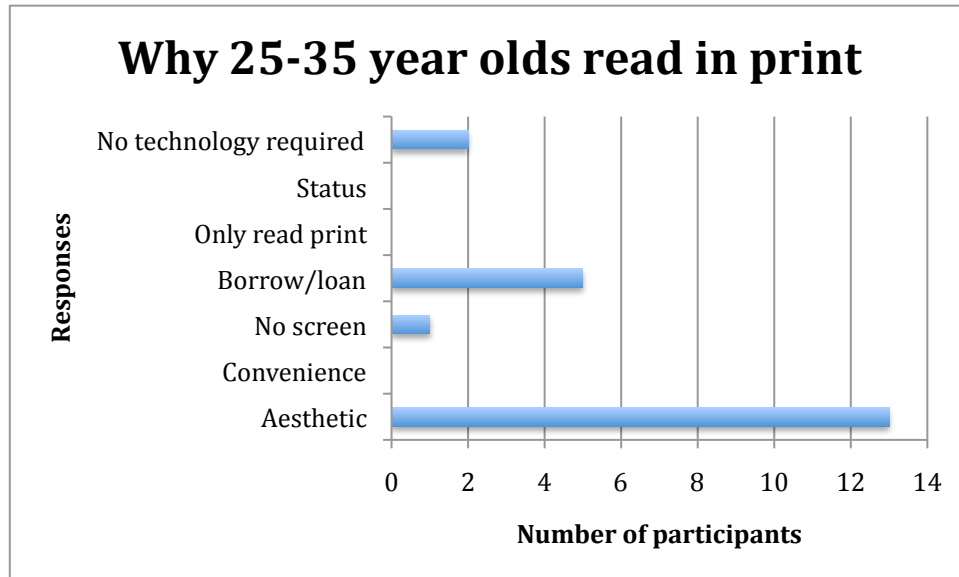
In the print professional category no participants read more than once per day, two

participants (12.50%) replied daily, one participant (6.25%) replied one to two times per

week, one participant (6.25%) replied weekly, six participants (37.50%) replied one to two

times per month, four participants (25%) replied less than once per month, and two

participants (12.50%) replied they never read in print format for professional purposes.
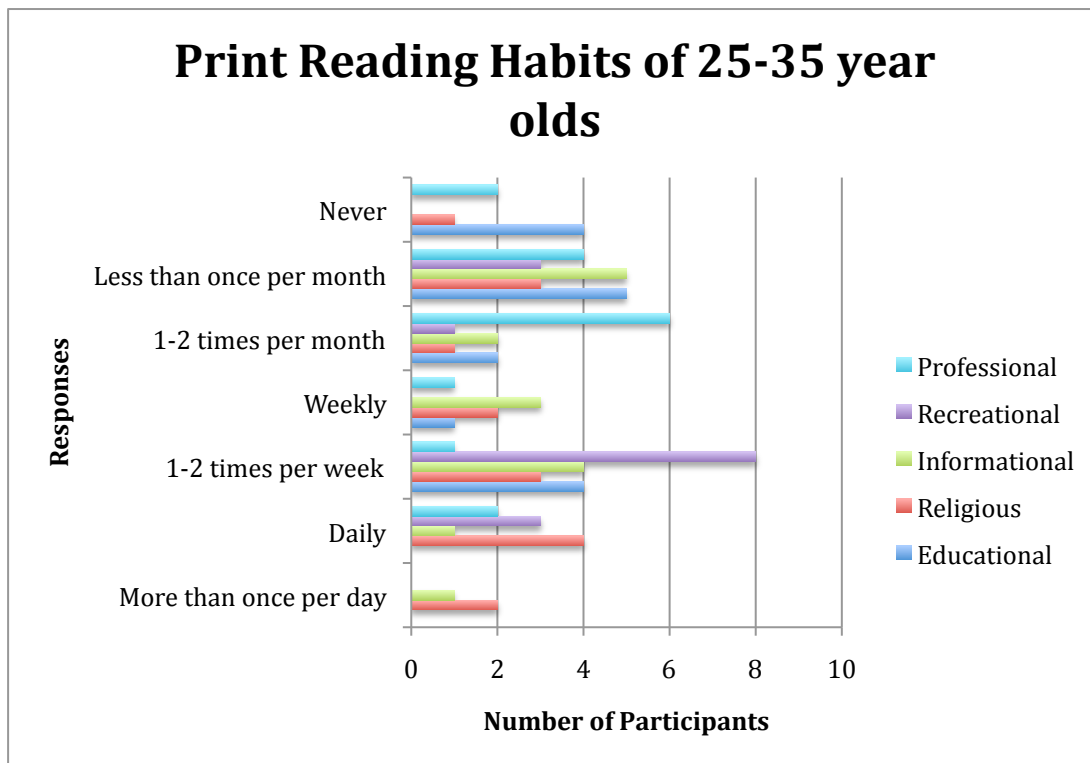
A total of 15 participants replied to the first open-ended question with 20 reasons why they thought e-books were negative. The responses fit into five categories. The aesthetic quality category consisted of seven participants. The price category consisted of six participants. The screen category consisted of four participants. The inability to loan/borrow category consisted of two participants. The final category consisted of one participant who said relying on technology was a negative feature of e-books.
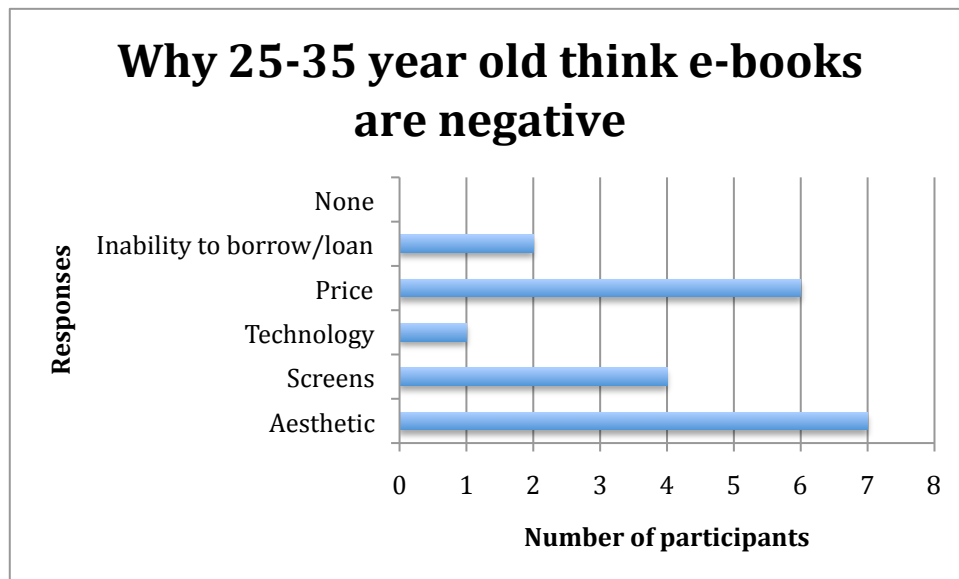
Sixteen participants responded to the second open-ended question with a total of 21 reasons why they read in print format, which fit in four categories. The aesthetic quality category consisted of 13 participants. The inability to borrow/laon category consisted of five participants. The technology category consisted of two participants who read in print format because they did not need to rely on electricity or technology to read. The screen category consisted of one participant who read in print format because it was better for his or her eyes.

Why 25-35 year olds read in print

Responses

- No technology required
- Status
- Only read print
- Borrow/loan
- No screen
- Convenience
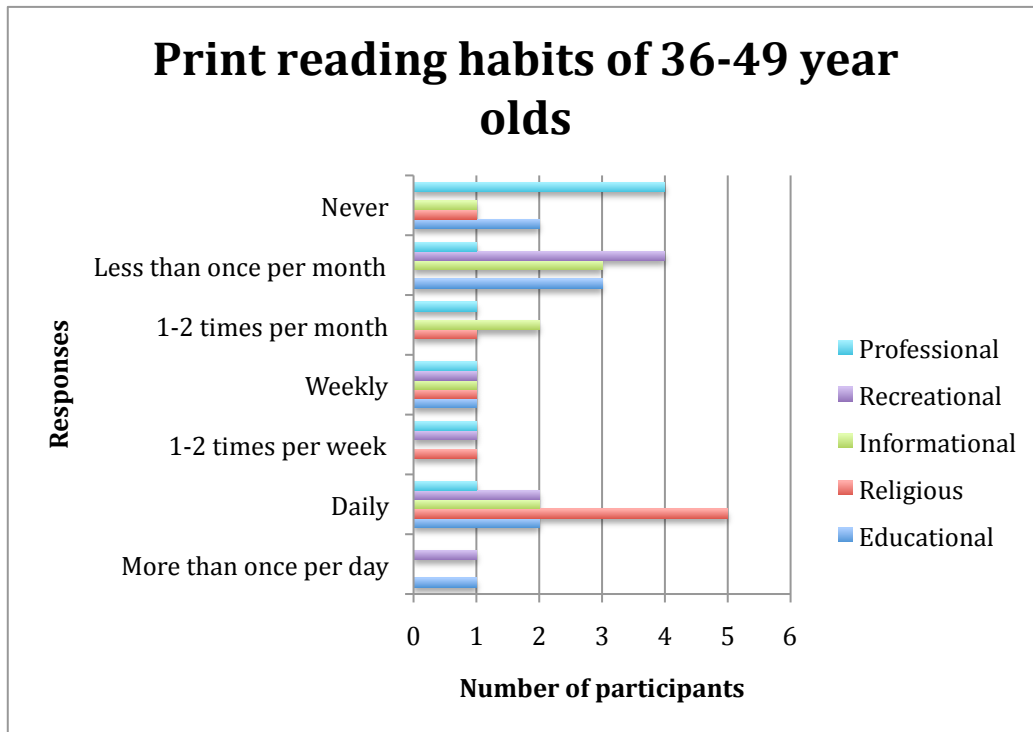- Aesthetic

Number of participants

Moving on to the 36-49 year old participants in the print educational category, one participant (11.11%) replied more than once per day, two participants (22.22%) replied daily, one participant (11.11%) replied weekly, three participants (33.33%) replied less than once a month, and two participants (22.22%) replied never, no one responded in the one to two times per week or one to two times per month category.

In the print religious category no one replied more than once per day, five participants (55.56%) replied daily, one participant (11.11%) replied one to two times per week, one participant (11.11%) replied weekly, one participant (11.11%) replied one to two times per month, no one replied less than once per month, and one participant (11.11%) replied never.

In the informational print category no one replied more than once per day, two participants (22.22%) replied daily, no one replied one to two times per week, one participant (11.11%) replied weekly, two participants (22.22%) replied one to two times per month, three participants (33.33%) replied less than once per month, and one participant (11.11%) replied never.
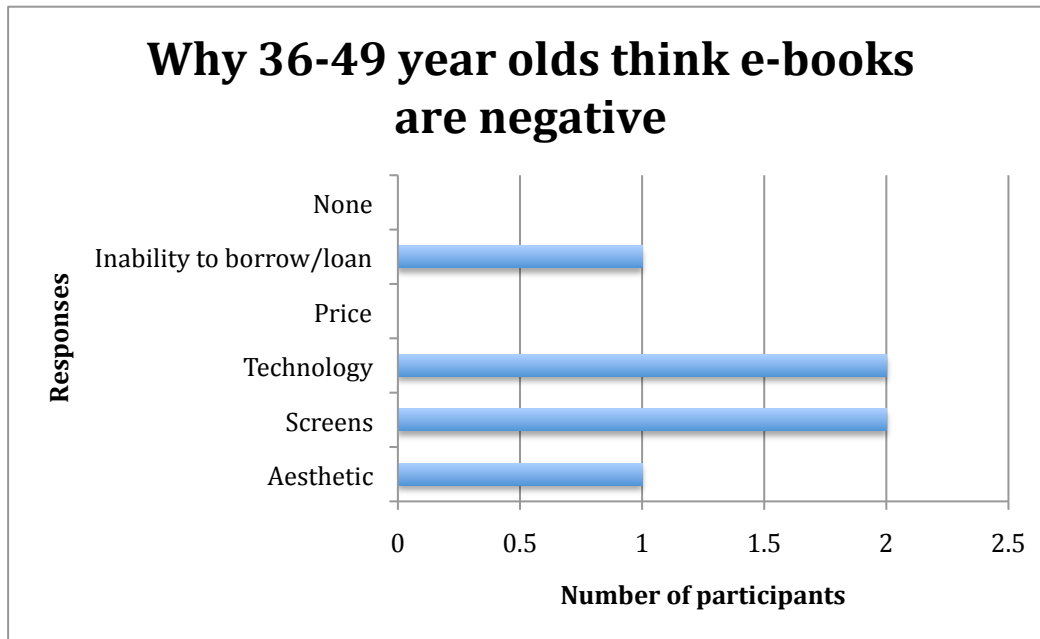
In the print recreational category one participant (11.11%) replied more than once per day, two participants (22.22%) replied daily, one participant (11.11%) replied one to two times per week, one participant (11.11%) replied weekly, and four participants (44.44%) replied less than once per month. No one replied one to two times per month or never.

In the print professional category no one replied more than once per day, one participant replied daily, one to two times per week, weekly, one to two times per month, and less than once per month. Four participants replied never.

Print reading habits of 36-49 year olds

Responses: Never, Less than once per month, 1-2 times per month, Weekly, 1-2 times per week, Daily, More than once per day

Legend:
- Professional
- Recreational
- Informational
- Religious
- Educational

Number of participants

In the open-ended section six participants gave six reasons they felt e-books were negative. The reasons fit into four categories. The screen category consisted of two participants, and the technology category consisted of two participants felt it was bad to rely on technology and electricity to read. The aesthetic quality category consisted of one participant who said e-books lacked the aesthetic appeal of regular books, and the final

participant said e-books were bad because they cannot be borrowed or loaned, such as is

the case with library books.

Why 36-49 year olds think e-books are negative

A horizontal bar chart titled "Why 36-49 year olds think e-books are negative." The vertical axis is labeled "Responses" and the horizontal axis is labeled "Number of participants." The categories and their values are: None (0), Inability to borrow/loan (1), Price (0), Technology (2), Screens (2), Aesthetic (1).

To the next question nine participants replied with nine reasons they read in print.

The reasons fit into five categories. The aesthetic quality category consisted of three

participants. The convenience category consisted of two participants. The third category

consisted of two participants who did not read in print format. The inability to

borrow/loan category consisted of one participant. The last participant said he or she read

in print format because it was better for his or her eyes.
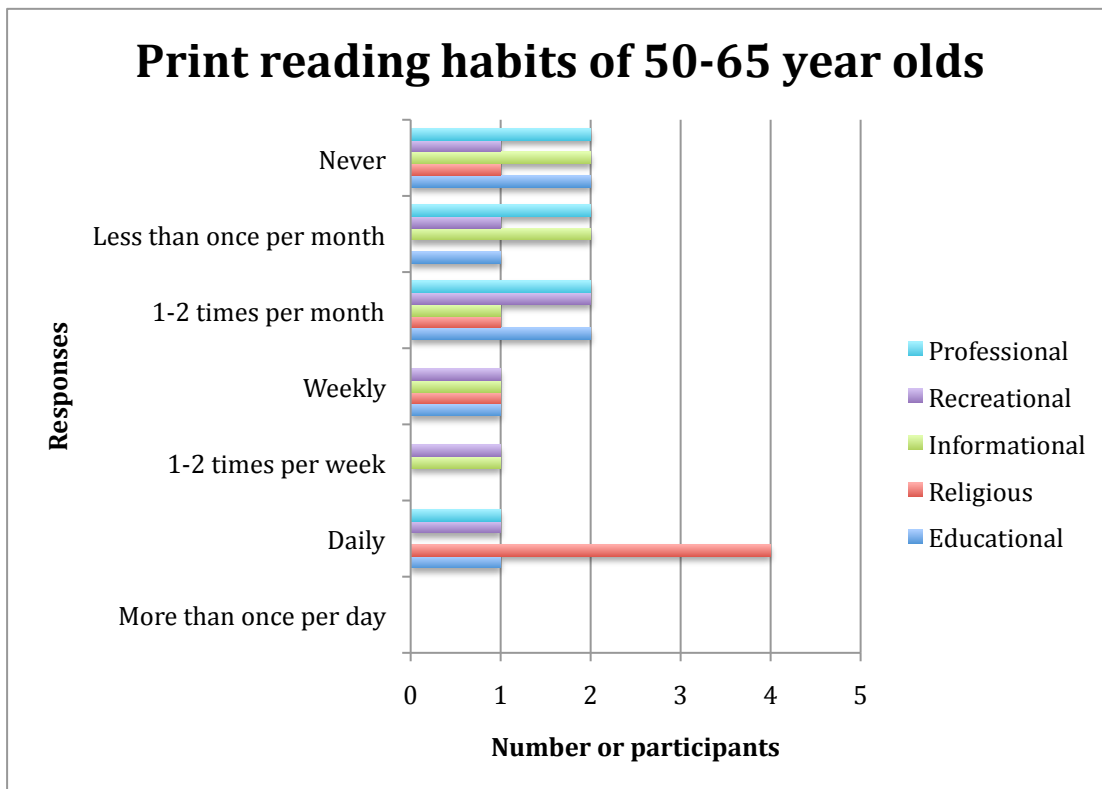
Why 36-49 year olds read in print
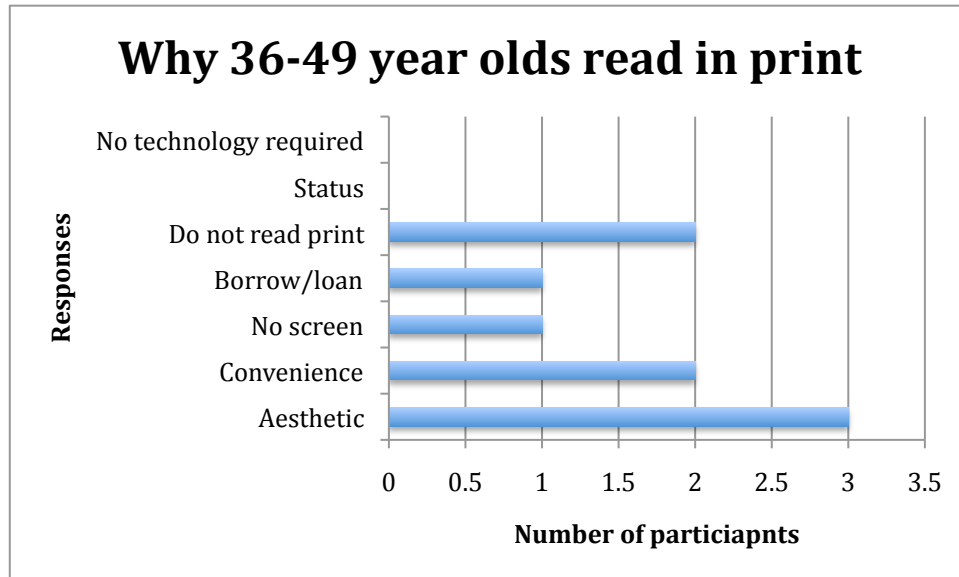
Moving on to the 50-65 age bracket in the print education category, no one read more than once per day, one participant (14.29%) read daily, no one read one to two times per week, one participant (14.29%) read weekly, two participants (28.57%) replied one to two times per month, one participant (14.29%) replied less than once per month, and two participants (28.57%) replied they never read in print format for educational purposes.

In the print religious category no one replied more than once per day, one to two times per week or less than once per month. Four participants (57.14%) replied daily, one participant (14.29%) replied one to two times per month, one participant (14.29%) replied weekly, and one participant (14.29%) replied never.

In the print information category no one replied more than once a day or daily, one person (14.29%) replied to each one to two times per week, weekly, and one to two times per month, and two participants (28,57%) replied to each less than once per month and never.
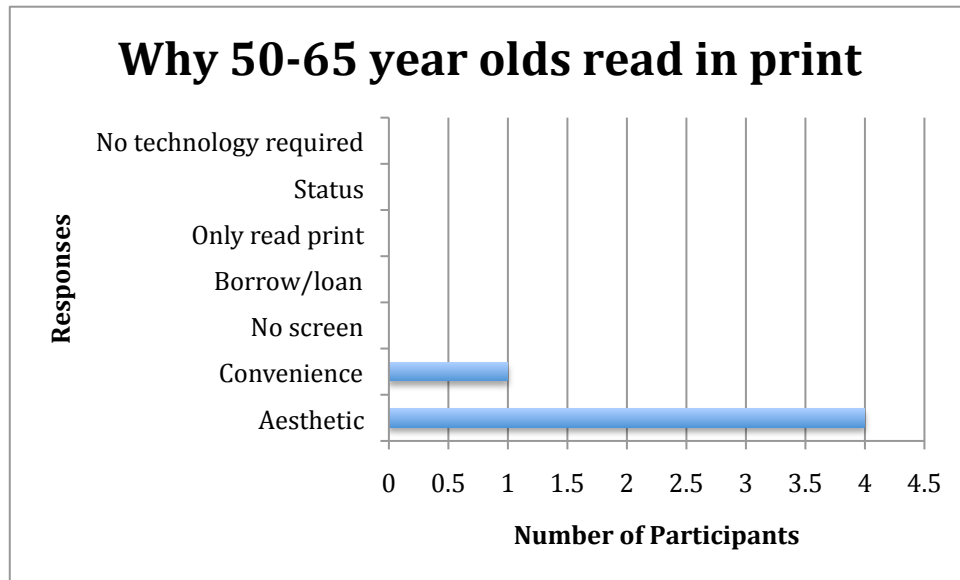
In the print recreational category no one replied more than once per day, one participant each replied (14.29%) daily, one to two times per week, weekly, less than once per month and never, and two participants (28.57%) replied one to two times per month.

In the print professional category no one replied more than once per day, one to two times per week or weekly. One participant replied daily (14.29%), and two participants (28.57%) each replied to one to two times per month, less than once per month, and never.

Print reading habits of 50-65 year olds

Legend:
- Professional
- Recreational
- Informational
- Religious
- Educational

X-axis: Number or participants (0, 1, 2, 3, 4, 5)
Y-axis: Responses (More than once per day, Daily, 1-2 times per week, Weekly, 1-2 times per month, Less than once per month, Never)

In the 50-65 age category only one participant answered the first open ended question, asking him or her what he or she felt was a negative aspect of e-books. The participant replied he or she thought it was negative because they cannot be borrowed, loaned, or sold like traditional print books. Six participants replied to the second question, which asked why they read in print format. The six participants gave six answers that fit into two categories. Four participants said they read in print format for aesthetic reasons.

The second category consisted of two participants who said they read in print format

because the books were easily accessible.

Why 50-65 year olds read in print

Chart: bar graph showing responses by Number of Participants (x-axis 0 to 4.5). Responses (y-axis) from top: No technology required, Status, Only read print, Borrow/loan, No screen, Convenience (value ~1), Aesthetic (value ~4).

Now that both gender and age have been discussed the results based on education

level will be discussed. First, the results from the high school education level. In the print

education category one participant (14.29%) replied more than once per day, three

participants (42.86%) replied daily, one participant (14.29%) replied one to two times per

week, and no one replied weekly or one to two times per month. One person (4.29%)

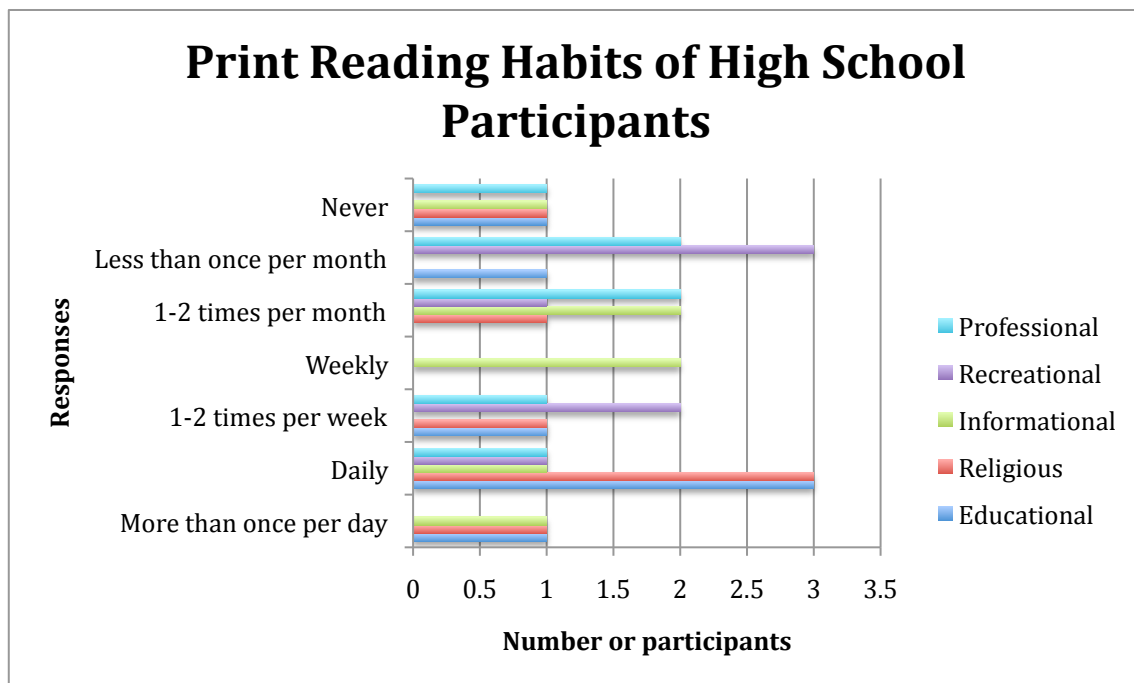replied less than once per month, and one person (14.29%) replied never.

In the print religious category one participant (14.29%) replied more than once per

day, three participants (42.86%) replied daily, one participant (14.29%) replied one to two

times per week, no one replied weekly, one participant (14.29%) replied one to two times

per month, no one replied less than once per month, and one person (14.29%) replied

never.

In the print information category one participant (14.29%) replied more than once

per day, one participant (14.29%) replied daily, no one replied one to two times per week

or less than once per month, two participants (28.57%) each replied daily and one to two times per month, and one participant (14.29%) replied never.

In the print recreation category no one replied more than once per day, one participant (14.29%) replied daily, two participants (28.57%) replied one to two times per week, no one replied weekly. One participant (14.29%) replied one to two times per month, three participants (42.86%) replied less than once per month, and no one replied never.

In the print professional category no one replied more than once per day or weekly. One participant (14.29%) replied daily, one participant (14.29%) replied one to two times per week. Two participants (28.57%) replied one to two times per month, two participants (28.57%) replied less than once per month, and one participant (14.29%) replied never.


Six participants replied to the first open-ended question and gave seven reasons that fit into three categories about why they thought e-books were negative. The aesthetic

quality category consisted of three participants. The technology category consisted of two

participants. The last two categories, inability to borrow/loan and price, each had one

participant.
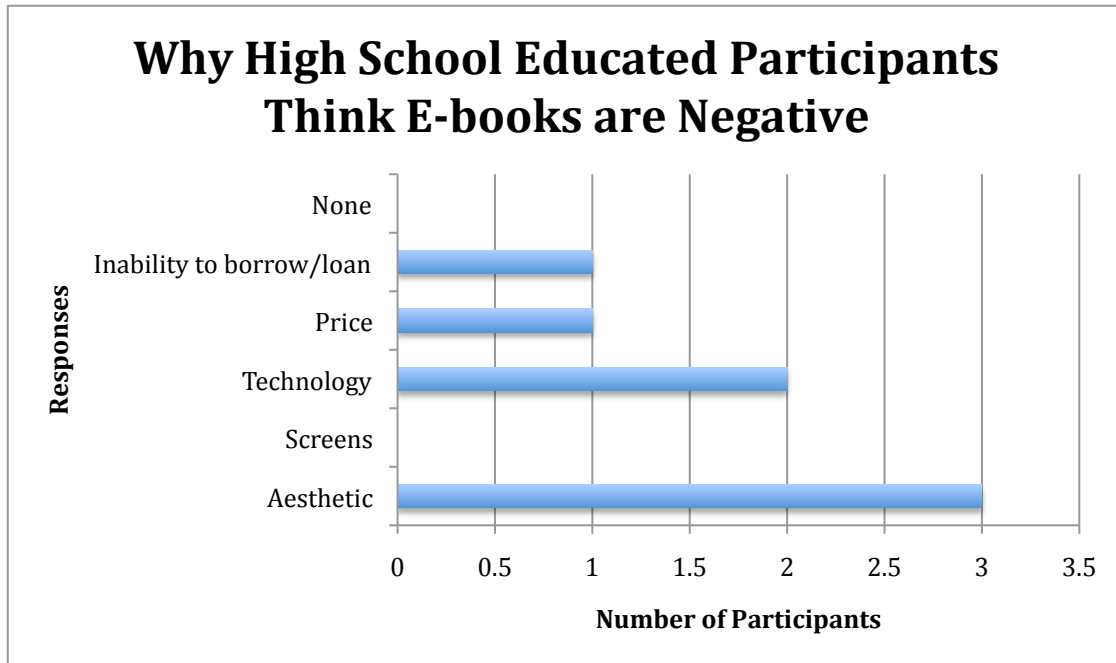
The second open-ended question received six responses from six participants. The

responses fit into two categories explaining why participants read in print format. The

aesthetic quality category consisted of four participants. The convenience category

consisted of two participants who read in print format because the books were readily

available.

Why High School Educated Participants Read in Print
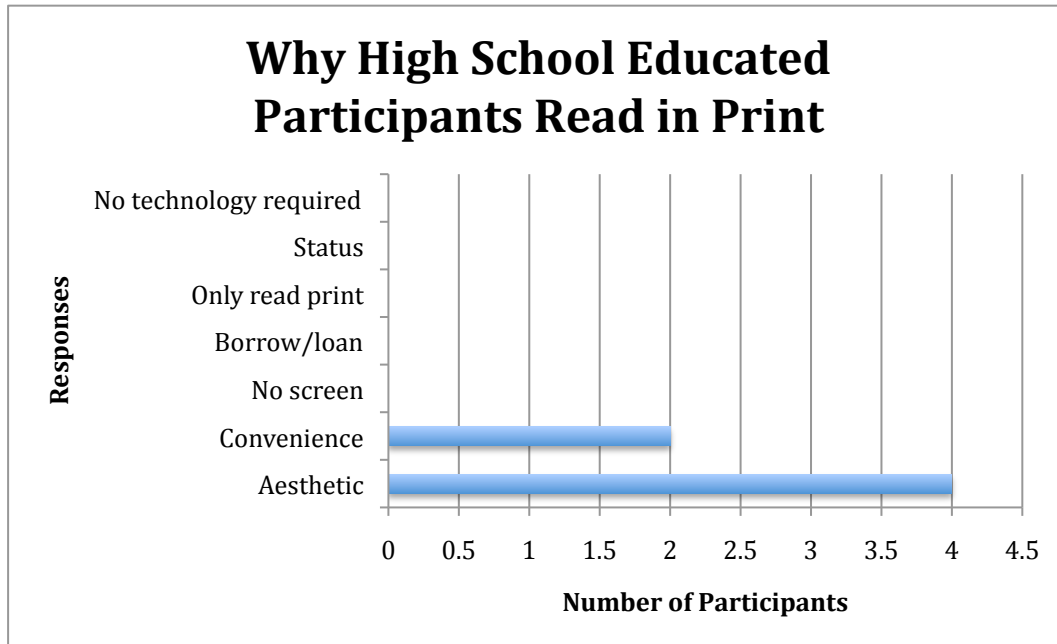
In the trade school bracket in the print professional category, both participants replied never. In the print religious category one participant (50%) replied daily, and one participant (50%) replied weekly. In the print information category one participant (50%) replied less than once per month, and one participant (50%) replied never. In the print recreation category one participant (50%) replied one to two times per month, and one participant (50%) replied less than once per month. In the print professional category both participants replied never.

No one in the trade school category replied to the first open-ended question in regards to the negative aspects of reading from an e-reader. Two participants replied to the second question which asked why they chose to read in print format. One participant said he or she read in print for aesthetic reasons, and the other participant said he or she read in print because they did not read enough to buy a reading device.

Next is the some college category. In the print education category three participants (15.79%) replied more than once per day, four participants (21.05%) replied daily, six

participants (31.58%) replied one to two times per week, four participants (21.05%) replied weekly, one participant (5.26%) replied one to two times per month, and one participant (5.26%). No one replied never.

In the print religious category three participants (15.79%) replied more than once per day, nine participants (47.37%) replied daily, three participants (15.79%) replied one to two times per week, two participants (10.53%) replied weekly. No one replied one to two times per month, one participant (5.26%) replied less than once per month, and one participant (5.26%) replied never.

In the print information category no one replied more than once per day, two participants (10.53%) replied daily, two participants (10.53%) replied one to two times per week, four participants (21.05%) replied weekly. Four participants (21.05%) replied one to two times per month, six participants (31.58%) replied less than once per month, and one participant (5.26%) replied never.

In the print recreation category one person (5.26%) replied more than once per day, two participants (10.53%) replied daily, two participants (10.53%) replied one to two times per week, no one replied weekly, four participants (21.05%) replied one to two times per month, eight participants replied less than once per month (42.11%), and two participants (10.53%) replied never.
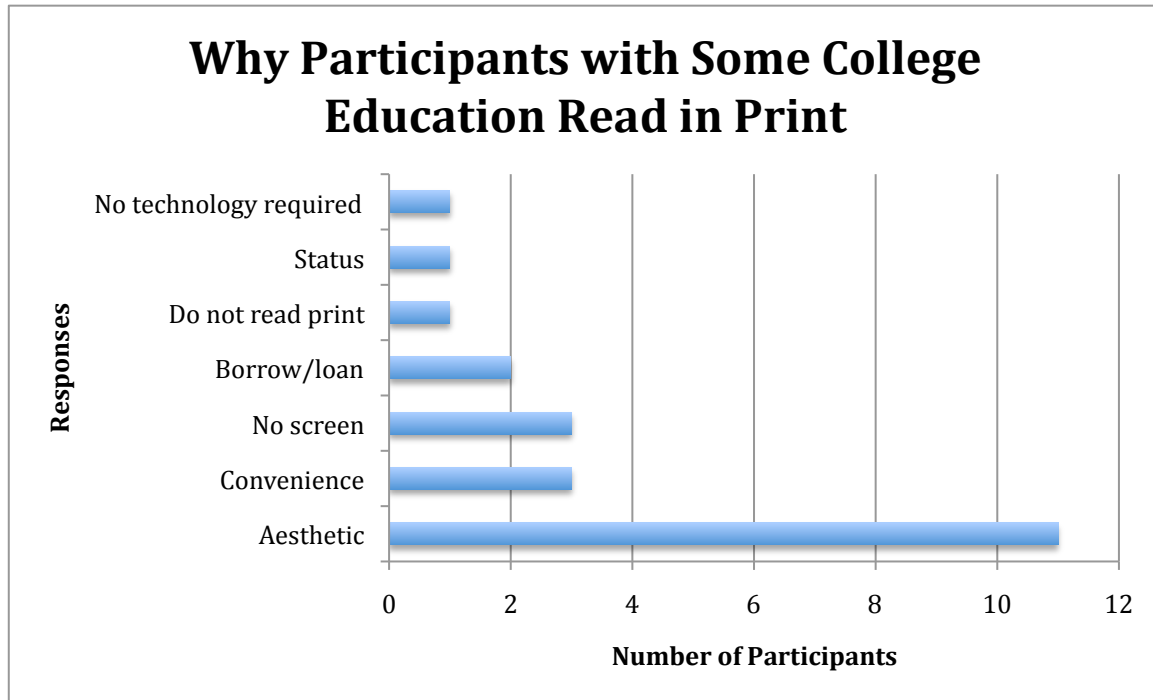
In the print professional category two participants (10.53%) replied more than once per day, no one replied daily, one participant (5.26%) replied one to two times per week, one participant (5.26%) replied weekly, three participants (15.79%) replied one to two times per month, four participants (21.05%) replied less than once per month, and eight participants (42.11%) replied never.

Print Reading Habits of Participants with Some College Education
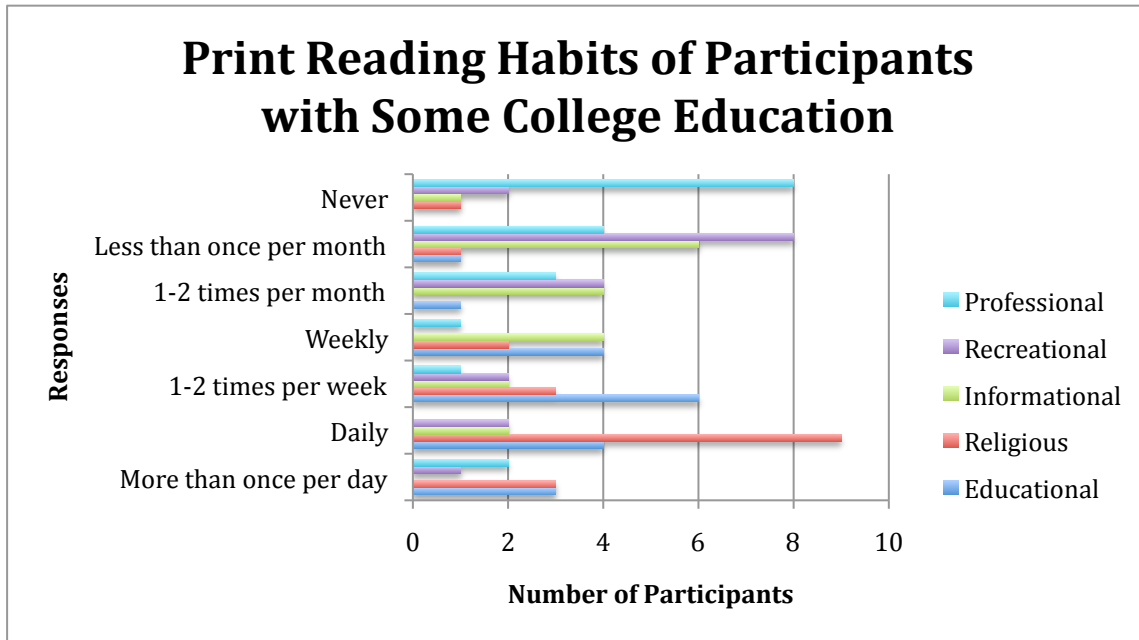
The first open-ended question asked participants what they believed to be negative features of e-books. A total of 16 participants replied with 20 different reasons in five different categories. The aesthetic quality category consisted of eight participants. The technology category consisted of five participants. The screen category consisted of three participants. The price category consisted of two participants. The inability to borrow/loan category consisted of two participants.

Why Participants with Some College Education Think E-books are Negative
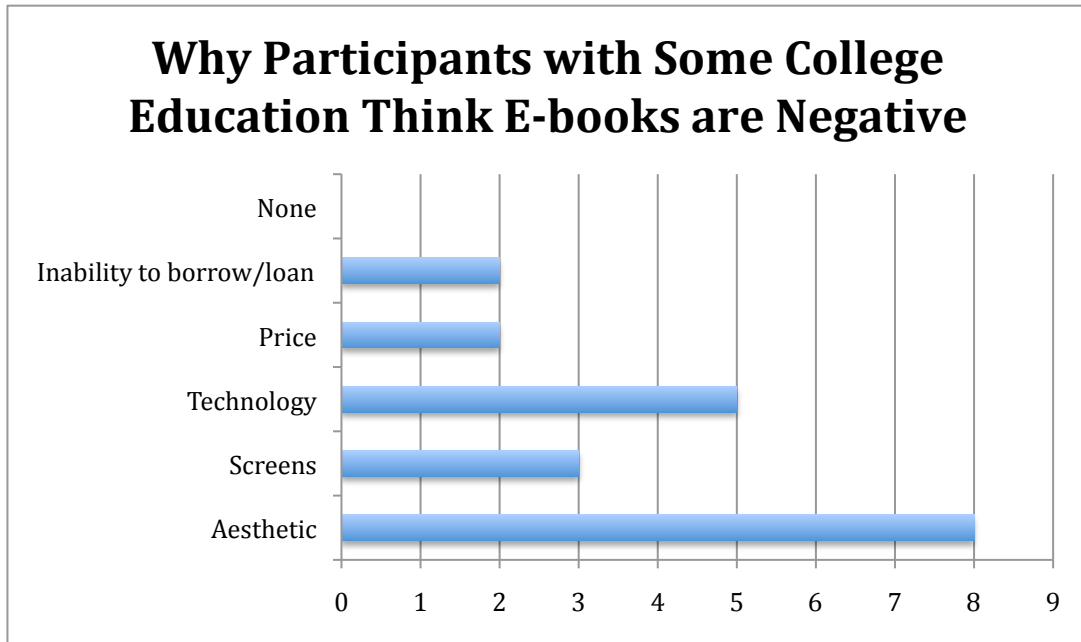
The next question asked participants why they read in print format. A total of 17 participants replied with 22 responses that fit into seven categories. The aesthetic quality category consisted of 11 participants. The convenience category consisted of three participants who read in print because the books were readily available. The screen category consisted of three participants. The inability to loan/borrow category consisted of two participants who read in print because of the price and ability to get free books from a library. The next three categories; status, technology, and do not read in print, each had one participant.

Why Participants with Some College Education Read in Print

A horizontal bar chart titled "Why Participants with Some College Education Read in Print." The vertical axis is labeled "Responses" and the horizontal axis is labeled "Number of Participants," ranging from 0 to 12.

- No technology required: 1
- Status: 1
- Do not read print: 1
- Borrow/loan: 2
- No screen: 3
- Convenience: 3
- Aesthetic: 11

In the two-year college print education category, one participant (11.11%) replied more than once per day, one participant (11.11%) replied daily, two participants (22.2%) replied one to two times per week, one participant (11.1%) replied weekly, one participant (11.11%) replied one to two times per month, two participants (22.22%) replied less than once per month, and one participant (11.11%) replied never.

In the religious print category no one replied more than once per day, five participants (55.56%) replied daily, two participants (22.22%) replied one to two times per week, one participant (11.11%) replied weekly, one participant (11.11%) replied one to two times per month, and no one replied less than once per month or never.

In the print information category no one replied more than once per day, one participant (11.11%) replied daily, two participants (22.22%) replied one to two times per week, three participants (33.33%) replied weekly, one participant (11.11%) replied one to

two times per month, one participant (11.11%) replied less than once per month, and one

participant (11.11%) replied never.

In the print recreation category no one replied more than once a day, daily, or never,

four participants (44.44%) replied one to two times per week, one participant (11.11%)

replied weekly, three participants (33.33%) replied one to two times per month, and one

participant (11.11%) replied less than once per month.

In the print professional category no one replied more than once per day or weekly,

one participant (11.11%) replied to each daily, one to two times per week, and one to two

times per month. Three participants (33.33%) replied to each less than once per month

and never.
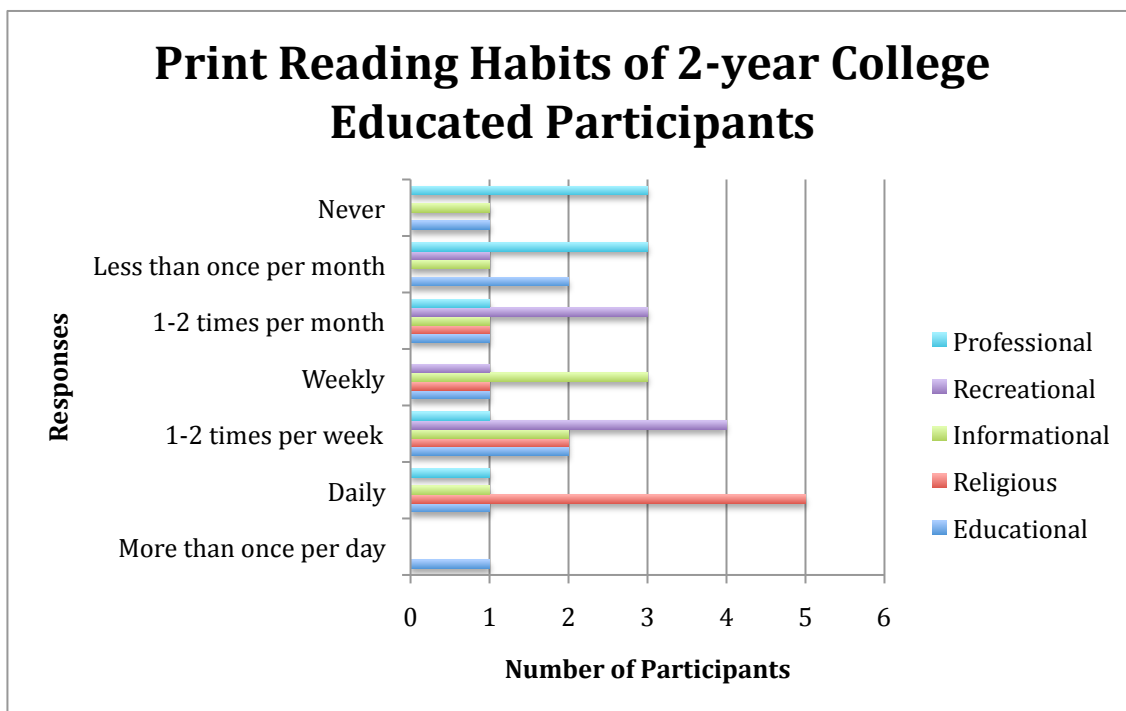
A total of two participants provided four negative aspects of e-books that fit into

three categories. The screen category consisted of two participants. The aesthetic quality

category consisted of one participant, and the price category consisted of one participant.

Why participants with some college education think e-books are negative

Number of Participants
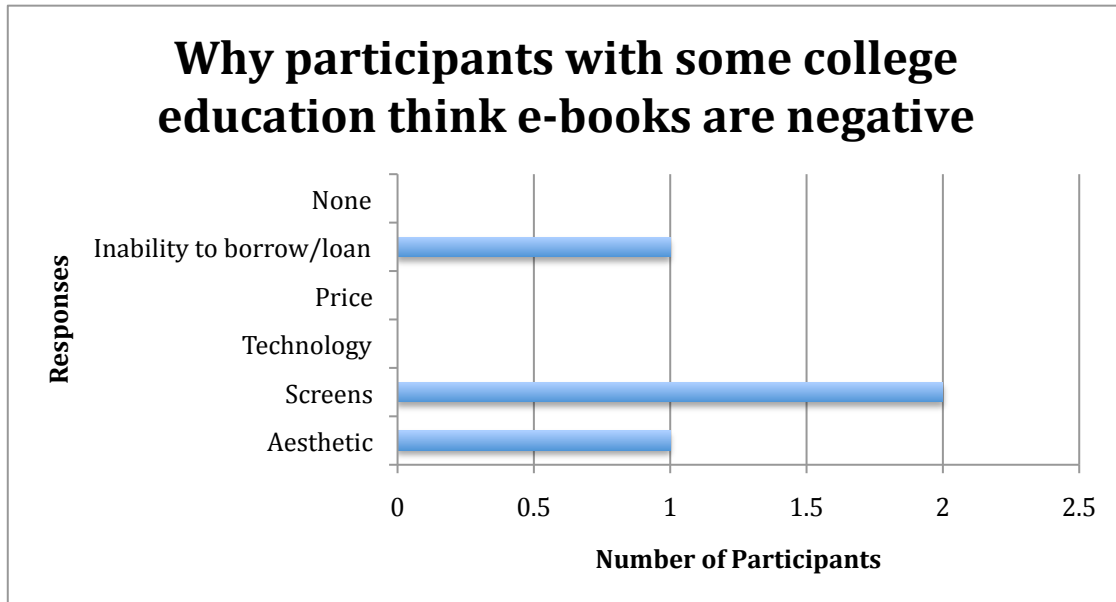
A total of nine participants gave 11 reasons why they read in print format. The reasons fit into five categories. The first category consisted of five participants who read in print format for aesthetic reasons. The next category consisted of two participants who read in print format because books were readily available. The next category consisted of two participants who read in print because it was better for their eyes than reading from a screen. The next category consisted of one participant who read in print so he or she could use a library and borrow books, and the final participant did not read in print format.

Why participants with some college education read in print
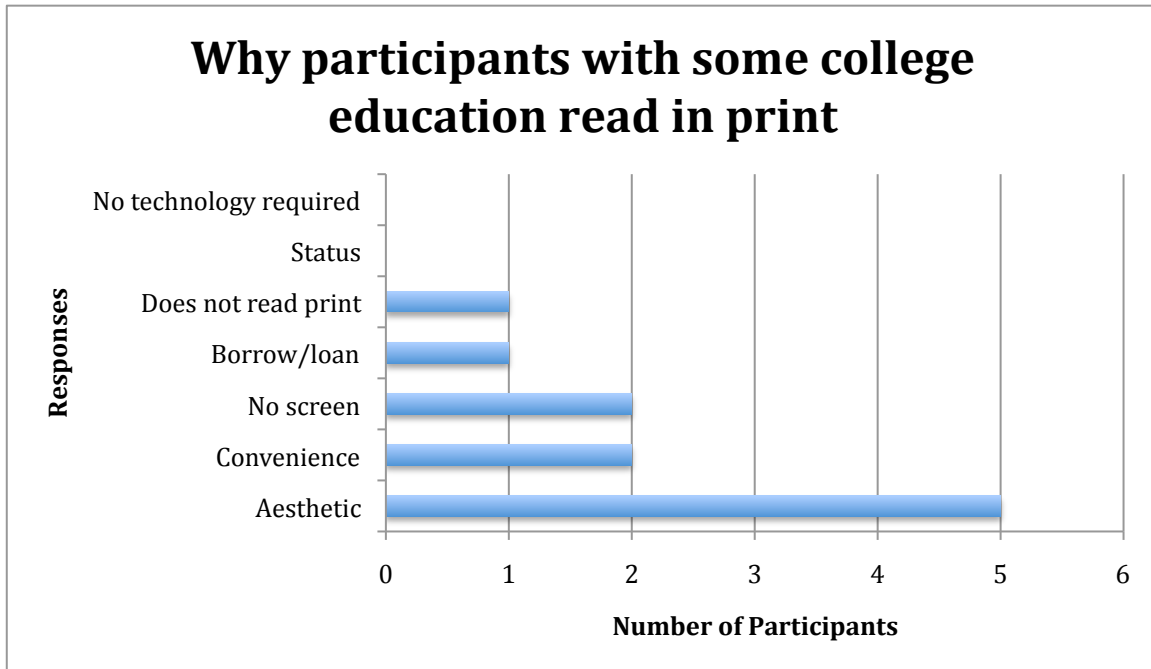
In the four-year college print education category five participants (12.20%) replied more than once per day, four participants (9.76%) replied daily, six participants (14.63%) replied one to two times per week, four participants (9.76%) replied weekly, four participants (9.76%) replied one to two times per month, eight participants (19.51%) replied less than once per month, and ten participants (24.39%) replied never.

In the print religious category four participants (9.76%) replied more than once per day, 14 participants (34.15%) replied daily, nine participants (21.95%) replied one to two times per week, three participants (7.32%) replied weekly, no one replied one to two times per month, five participants (12.20%) replied less than once per month, and six participants (14.63%) replied never.

In the print information category one participant (2.44%) replied more than once per day, six participants (14.63%) replied daily, eight participants (19.51%) replied one to two times per week, eight participants (19.51%) replied weekly, nine participants

(21.95%) replied one to two times per month, eight participants (19.51%) replied less than once per month, and one participant (2.44%) replied never.

In the print recreation category three participants (7.32%) replied more than once per day, seven participants (17.07%) replied daily, seventeen participants (41.46%) replied one to two times per week, three participants (7.32%) replied weekly, three participants (7.32%) replied one to two times per month, seven participants (17.07%) replied less than once per month, and one participant (2.44%) replied they never read in printed format for recreational purposes.

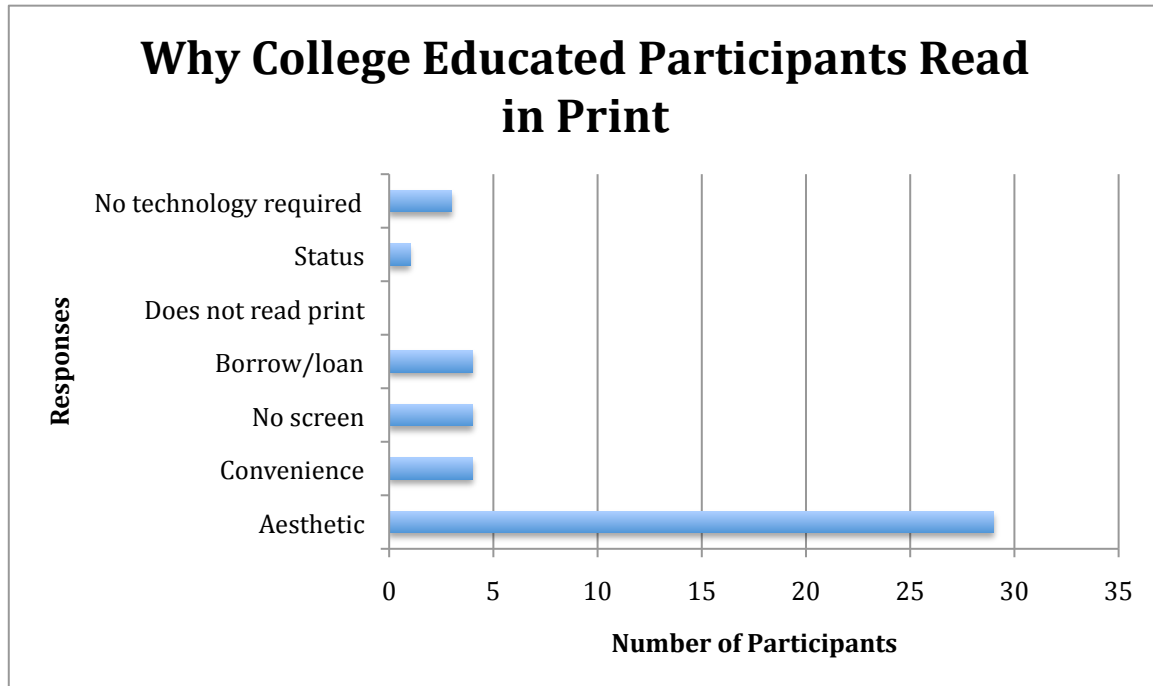In the print professional category two participants (4.88%) replied more than once per day, five participants (12.20%) replied daily, six participants (14.63%) replied one to two times per week, two participants (4.88%) replied weekly, twelve participants (29.27%) replied one to two times per month, nine participants (21.95%) replied less than once per month, and five participants (12.20%) replied never.

Print Reading Habits of College Educated Participants
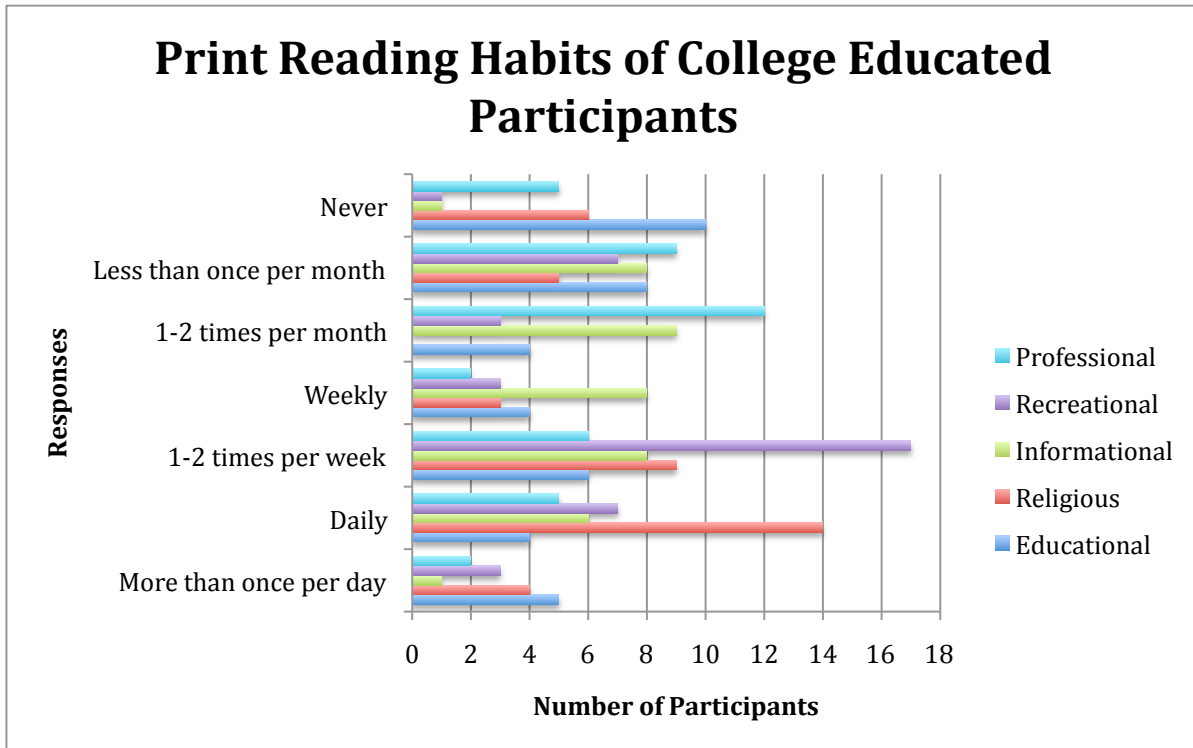
A total of 34 participants replied to the first open-ended question with 38

responses, which fit into six categories. The aesthetic appeal category consisted of fourteen

participants. The screen category consisted of ten participants. The price category

consisted of six participants who said e-books cost too much. The last three categories;

technology, inability to borrow/loan, and no negatives, each contained two participants.

Why College Educated Participants Think E-books are Negative
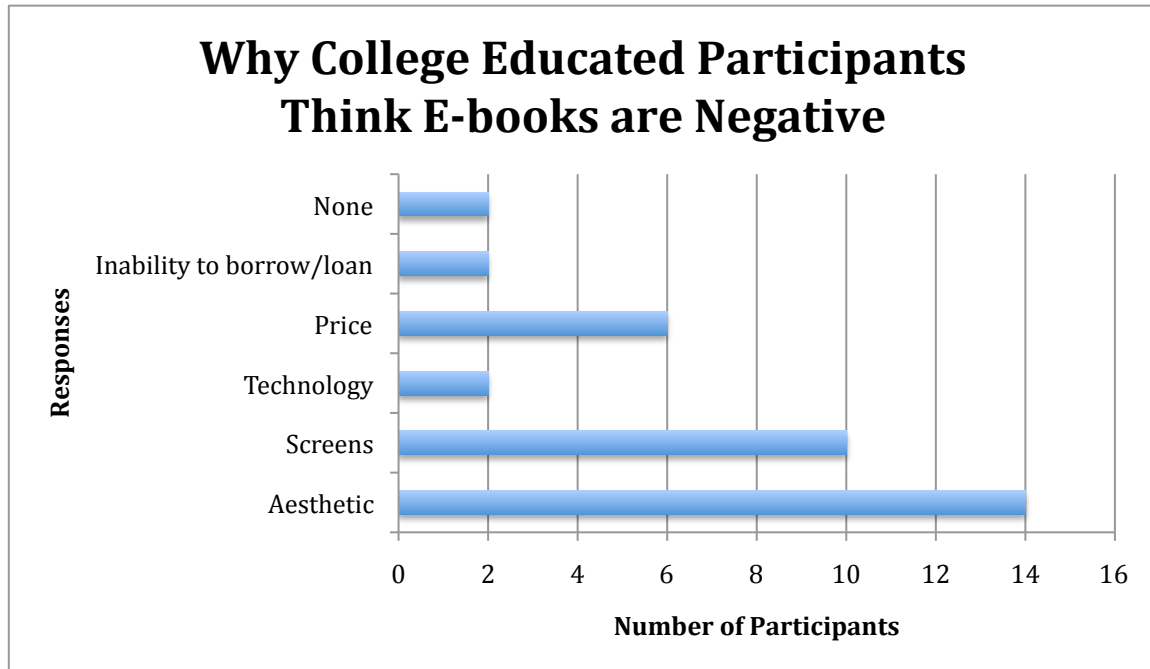
The second open-ended question asked participants why they read in print format. A total of 39 participants replied to the question with 45 reasons, which fit into six categories. The aesthetic quality category consisted of 29 participants who read in print format for aesthetic reasons. The convenience category consisted of four participants. The screen category consisted of four participants. The inability to borrow/loan category consisted of four participants. The technology category consisted of three participants who read in print format because they did not have to rely on technology to read, and the status category consisted of one participant.

Why College Educated Participants Read in Print

Responses

- No technology required
- Status
- Does not read print
- Borrow/loan
- No screen
- Convenience
- Aesthetic

0   5   10   15   20   25   30   35

Number of Participants

In the graduate school print education category, two participants (12.50%) replied more than once per day, six participants (3.50%) replied daily, two participants (12.50%) replied one to two times per week, one participant (6.25%) replied weekly, two participants (12.50%) replied one to two times per month, no one replied never.
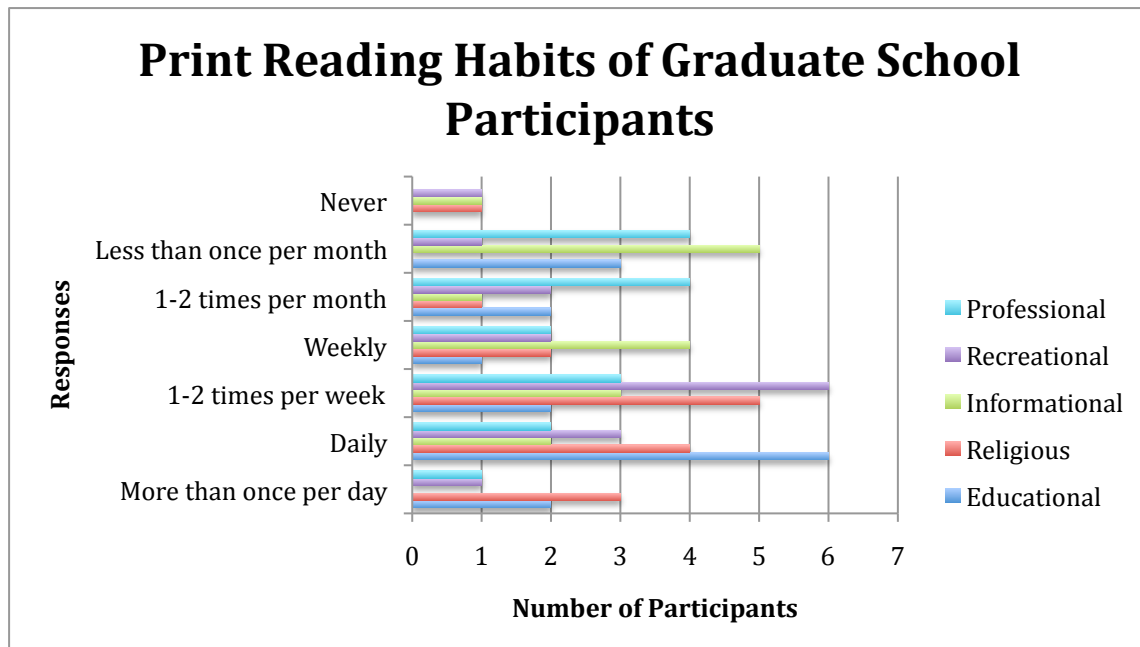
In the print religious category three participants (18.75%) replied more than once per day, four participants (24%) replied daily, five participants (31.25%) replied one to two times per week, two participants (12.50%) replied weekly, one participant (6.25%) replied one to two times per month, no one replied less than once per month, and one participant (6.25%) replied never.

In the print information category no one replied more than once per day, two participants (12.50%) replied daily, three participants (18.75%) replied one to two times per week, four participants (24%) replied weekly, one participant (6.25%) replied one to
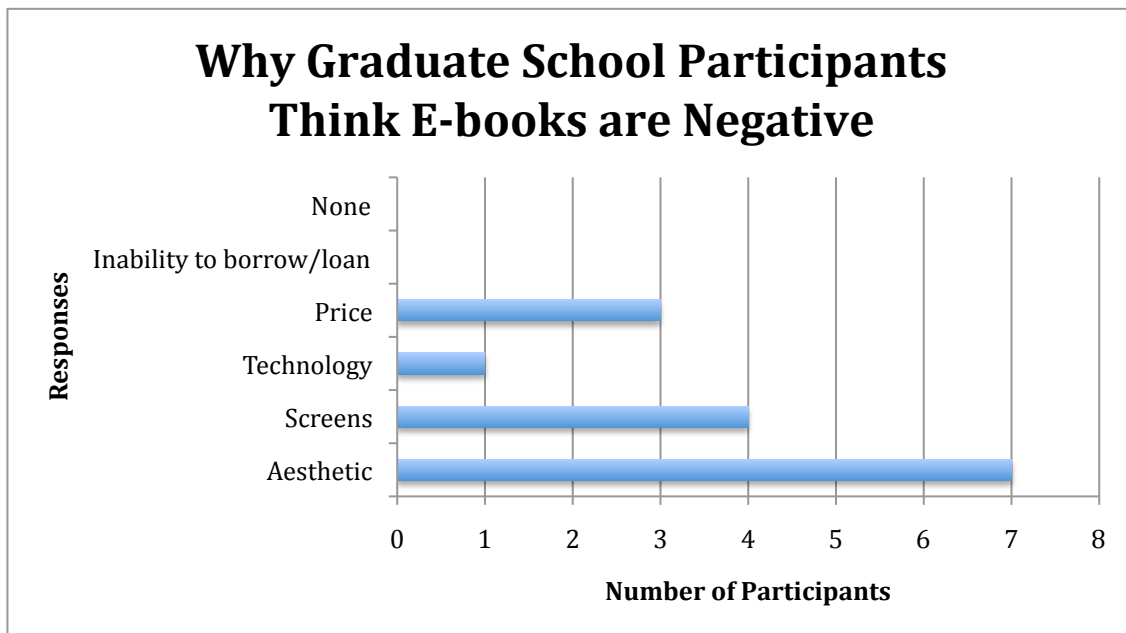
two times per month, five participants (31.25%) replied less than once per month, and one

participant (6.25%) replied never.

In the print recreation category one participant (6.25%) replied more than once per

day, three participants (18.75%) replied daily, six participants (37.50%) replied one to two

times per week, two participants (12.50%) replied weekly, two participants (12.50%)

replied one to two times per month, one participant (6.25%) replied less than once per

month, one participant (6.25%) replied less than once per month, and one participant

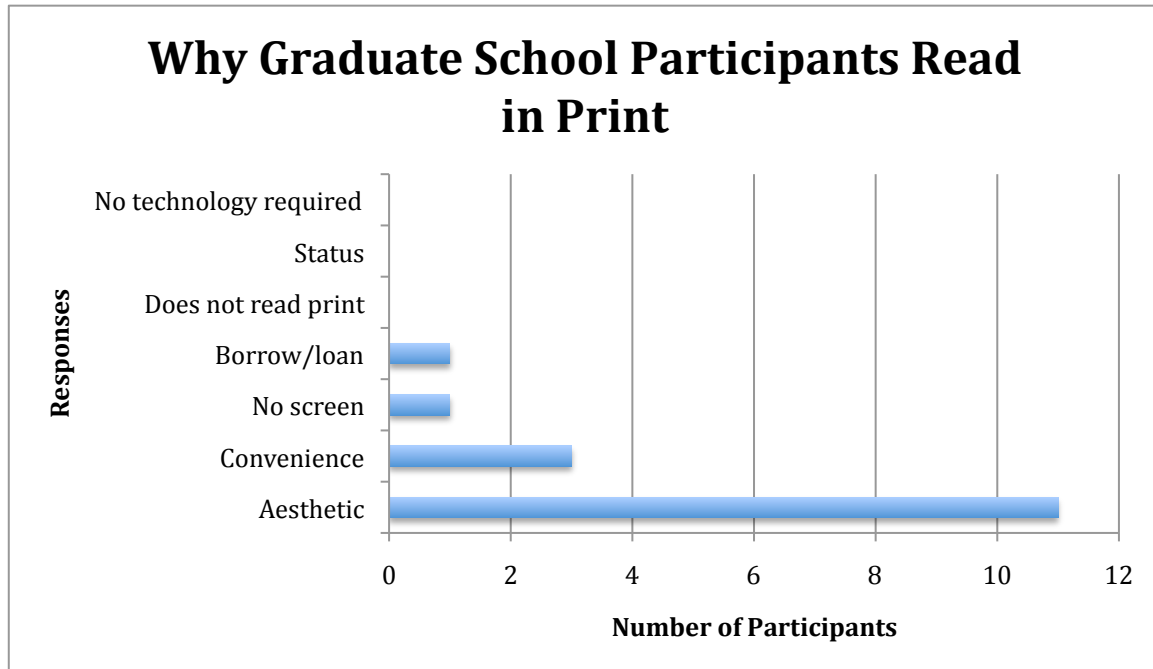(6.25%) replied never.

In the print professional category one participant (6.25%) replied more than once

per day, two participants (12.50%) replied daily, three participants (18.75%) replied one

to two times per week, two participants (12.50%) replied weekly, four participants (25%)

replied one to two times per month, four participants (25%) replied less than once per

month, and no one replied never.

The first open-ended question asked participants which features of e-books they considered negative and why. A total of fourteen participants replied with fifteen responses in four categories. The aesthetic quality category consisted of seven participants. The screen category consisted of four participants. The price category consisted of three participants. The technology category consisted of one participant who said it was negative to rely on technology to read books.

Why Graduate School Participants Think E-books are Negative

Responses	Number of Participants
None	0
Inability to borrow/loan	0
Price	3
Technology	1
Screens	4
Aesthetic	7

The next open-ended question asked participants why they read in print format. A total of fifteen participants replied to the question with 16 responses in four categories. The aesthetic quality category consisted of eleven participants. The convenience category consisted of three participants. The screen category consisted of one participant who read in print because it was better for his or her eyes, and the inability to borrow/loan category consisted of one participant who read in print because it was cheaper and he or she could borrow books.

Why Graduate School Participants Read in Print

Responses (y-axis categories, top to bottom):
- No technology required
- Status
- Does not read print
- Borrow/loan
- No screen
- Convenience
- Aesthetic

Number of Participants (x-axis: 0 to 12)

The last education level, postgraduate school education in the print educational category the participant read in print for educational purposes daily. She never read in religious reasons, and she read in print for informational purposes daily. For recreational purposes she read in print once per day, as well as in print professional format.

In regards to the open ended questions the participant believes the negative aspect of e-books is that book availability is limited to provider, and she reads in print because the books are readily available.

Research Question 3: How do the sales of e-books compare to those of print books?

As stated in the methodology, the information for this research question, as well as the fourth research question were to be obtained by contacting representatives from each of the three main e-book companies and asking for specific information that would answer each research question. The researcher called and e-mailed all three companies. In response, Apple told her that company policy was not to participate in any research, even

for students. Amazon.com never replied to any requests, and Barnes and Noble was unable to answer any of the specific questions the researcher asked.

In order to answer RQ3 the researcher did obtain easily accessible documents and press releases from the Internet, which will now be presented in the best attempt to look at how the sales of print books and e-books compare.

The first article dates back to April 14, 2011, from the Association of American Publishers. The article discusses the February report by the trade association of the U.S. book publishing industry. The report indicated e-books increased 202.3% in comparison to February 2010. The report does mention the increase is largely due to after-holiday loading of new devices (Sporkin, 2011).

A May 19, 2011 *PC World* article cited Amazon saying it now sells 105 electronic books for every 100 print books sold, though Amazon will not release the actual number of e-books it sold, or e-readers it has sold (Ionescu, 2011).

Amazon.com released a press release on May 19, 2011, stating that "By July 2010, Kindle book sales had surpassed hardcover book sales, and six month later, Kindle books overtook paperback books to become the most popular format on Amazon.com" (Amazon Media Room, 2011). The press release also reiterated the statement in the previously mentioned PC World article. The press release also mentioned that "Amazon sold more than 3x as many Kindle books so far in 2011 as it did during the same period in 2010" (Amazon Media Room, 2011).

Publishers Weekly released a May 19, 2011, article reporting "e-book sales easily outdistanced mass market paperback sales in the first quarter with mass market sales

falling to $123.3 million compared to e-books' $233.1 million in sales" (*Publishers Weekly*, May 19, 2011).

Later in the year a Nielsen press release stated that major e-book retailers would begin contributing to their BookScan project, which "gathers point-of-sale book data from about 12,000 locations across the U.S., representing about 75% of the nation's book sales" (Monti, 2011).

In December 2011 *Publishers Weekly* reported that according to Nielsen BookScan, print book sales were rising since the Thanksgiving holiday, but were still down 14% from sales in 2010 (*Publishers Weekly*, December 22, 2011). Another article by Publishers Weekly from December 23, 2011 stated that "e-book sales rose 81.2% in October, to $72.8 million, at the 20 publishers who supply e-book figures to the Association of American Publishers monthly sales report. The 81% increase was the first time this year that e-book sales did not double over the same month in 2010"(*Publishers Weekly*, December 23, 2011).

The AAP sales report was presented in a December 30, 2011 article by *Publishers Weekly*. The report showed the percent change in sales in October, and the year from January to October. Most categories dropped in sales, however audio downloads, electronic books, and religious books all increased in the YTD sales (*Publishers Weekly*, December 30, 2011). Finally, a December 30, 2011 article in *Publishers Weekly* discussed the year-end book sales based on Nielsen BookScan results. The results showed a drop in print sales that was twice as large as the previous year's drop in sales (Milliot, 2011).

Research Question 4: Are certain types of e-book reading devices used more by people who prefer different genres of books?

In order to answer the final research question the five types of reading will be analyzed by responses in the electronic reading category using filters that look at only responses from the three main e-book users and those who own them. First, the results from the eight participants who used iPads. In the education category one participant (12.50%) replied more than once per day, no one replied daily, one participant (12.50%) replied one to two times per week, no one replied weekly, one participant (12.50%) replied one to two times per month, three participants (37.50%) replied less than once per month, and two participants (25%) replied never.

In the religious category no one replied more than once per day, one person (12.50%) replied daily, three participants (37.50%) replied one to two times per week, no one replied weekly, one participant (12.50%) replied one to two times per month, no one replied less than once per month and three participants (37.50%) replied never.

In the information category no one replied more than once per day, three participants (37.50%) replied daily, one participant (12.50%) replied one to two times per week, no one replied weekly, one participant (12.50%) replied one to two times per month, three participants (37.50%) replied less than once per month, and no one replied never.

In the recreation category two participants (25%) replied more than once per day, no one replied daily and one to two times per week, one participant (12.50%) replied weekly, two participants (25%) replied one to two times per month, two participants (25%) replied less than once per month, and one participant (12.50%) replied never.

In the professional category no one replied more than once per day, one to two

times per week or never, one participant (12.50%) replied daily, one participant (12.50%)

replied weekly, two participants (25%) replied one to two times per month, four

participants (50%) replied less than once per month.
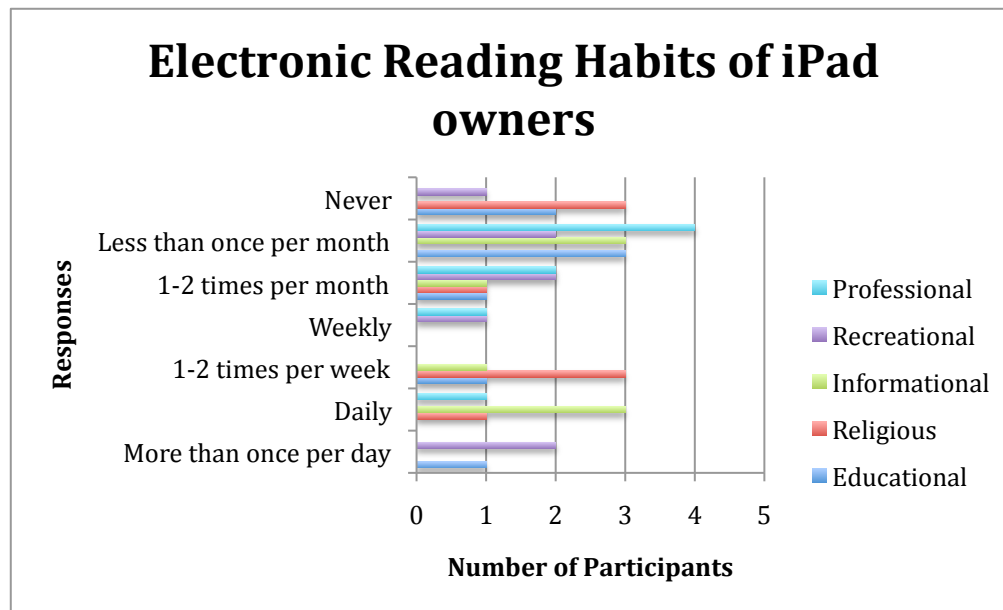
Two participants replied to the open-ended questions. Both participants chose the

iPad for its extra features; one chose the device because of company loyalty, one because it

once a gift, one for convenience, and one for portability.

Participants were also asked if they read more, less, or the same amount from

before they used e-books. Two participants said they read more (28.57%); five participants

read about the same (71.43%) amount as before.

Next, the results from the three participants who owned a Nook. In the education

category one participant (33.33%) replied daily, and two participants (66.67%) replied

less than once per month. In the religious category one each (33.33%) replied daily, less

than once per month and never.

In the informational category two participants (66.67%) replied more than once per day and one participant (33.33%) replied weekly. In recreation category two participants (66.67%) replied more than once per day, and one participant (33.33%) replied daily. Finally, in the professional category one participant each (33.33%) replied more than once per day, less than once per month, and never.
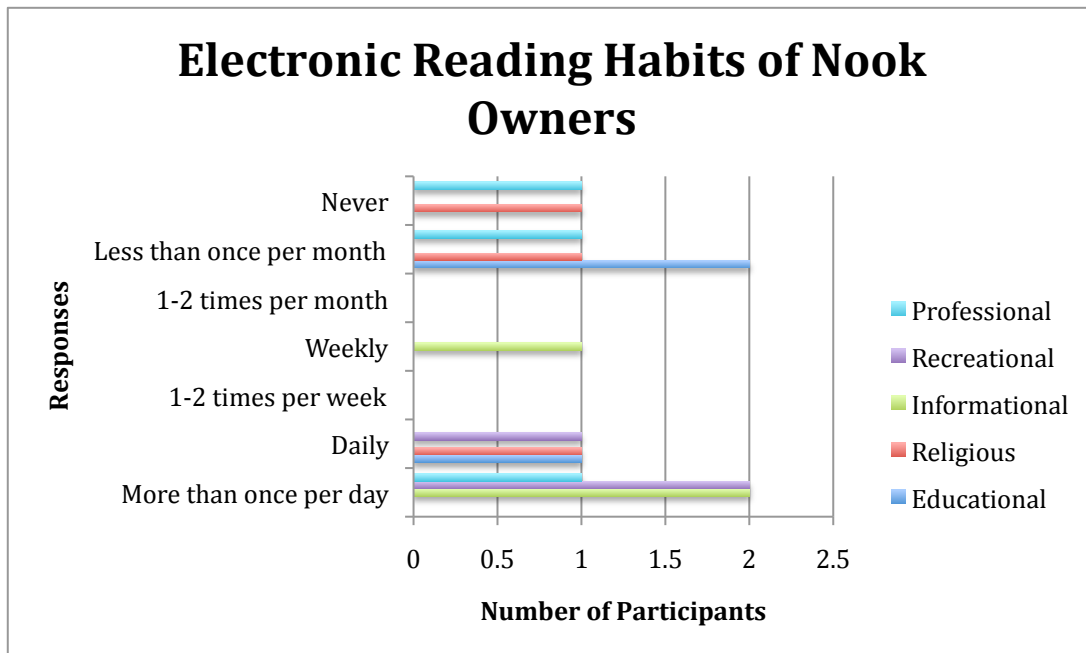

When asked why they chose the Nook one participant chose the Nook out of company loyalty, one for its portability, one because it was compatible with his or her local library, and two chose it for its touch screen. When asked how their reading habits had changed, one participant (33.33%) read more than before using the Nook, and two participants (66.67%) read the same amount.

Finally, the results from the twelve Kindle users. In the education category no one replied more than once per day, one participant (8.33%) each replied daily, one to two times per week, weekly, and one to two times per month, three participants (25%) replied less than once per month, and five participants (41.67%) replied never.

In the religious category one participant (8.33%) replied more than once per day, no one replied daily, three participants (25%) replied one to two times per week, no one replied weekly, two participants (16.67%) replied one to two times per month, no one replied less than once per month, and six participants (50%) replied never.

In the information category two participants (16.67%) replied to each, more than once per day, daily, weekly, one to two times per month, less than once per month, and never. No one replied to one to two times per week. In the recreation category two participants (16.67%) replied more than once per day, seven participants (58.33%) replied daily, one participant (8.33%) replied one to two times per week, no one replied weekly, less than once per month, or never, and two participants replied one to two times per month (16.67%).
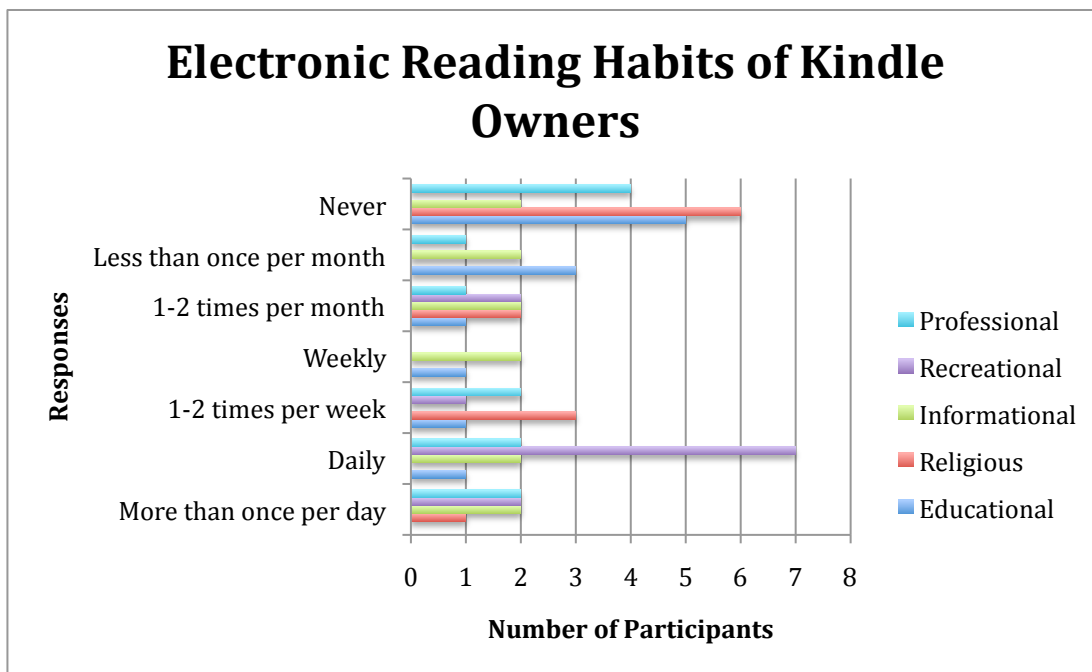
In the professional category two participants (16.67%) replied each to more than once per day, daily, and one to two times per week. One participant each replied one to two times per month and less than once per month (8.33%) and four participants (33.33%)

replied never. Three participants chose the Kindle because of its no-glare screen. Two

participants chose the Kindle because they received it as a gift, two chose it for its

portability, one chose it for its price, and one chose it based on a friend's recommendation.

One more participant replied he or she did not like his or her Kindle.

Discussion

Research Question 1: Who Uses E-books?

This question has no definite conclusion. From the survey and research it is clear that many people are using e-books now, but traditional books are still more popular. When analyzing the general results, as well as each of the demographic breakdowns of the survey questions regarding Maataa's (2010) five types of reading in the electronic format, it is clear that there is very little difference between the general results and any one demographic. Overall, people do read electronically and use various e-reading devices to do so; however, the scales are still tipped toward print reading. In every section when asked about reading habits a large majority of participants responded they read monthly, less than once per month, or never in every category.

Conversely, in the print categories of each of the same questions the scales were mostly even between all responses, sometimes with a slight preference toward reading less, especially in the professional category.

Ultimately this does not seem so much a question of uses and gratifications but diffusion of innovation theory. The technology is so new that people are still only just beginning to adapt to the technology, and until it reaches complete saturation of all possible users it remains to be seen how this question will actually be answered.

Research Question 2A: Why do people choose to use e-books?

The two greatest reasons people chose to use e-books were for convenience and portability, which basically go hand-in-hand. Several participants said that positive features of e-books were something like this, "You are able to carry more than one book without the

additional weight," or "(It is) more compact, (and) easier to travel with. It's also nice that I

have multiple options and the ability to upload audio books too."

When asked, more generically, why they choose to read electronically participants

also replied with reasons of convenience and portability. One participant said, "If I read

electronically it is … due to the instant access and availability." Another participant said, "If

I need something portable to read, or I don't have time to go to the library, I will read

electronically." Still another student said "(Electronic books are) more easily accessible

than paper format. I can download a book in about 30 (seconds), whereas going to the

library or buying a book online takes a lot longer."

Research Question 2B: Why do people choose not to use e-books?

While convenience definitely plays a factor in why people read electronically, the

converse of that, inconvenience is not the main reason people choose not to use e-books. In

fact, the biggest reason people choose to read in print format is for a variety of aesthetic or

traditional reasons. Several participants mentioned the satisfaction that comes from

reading print books. One participant said there was "satisfaction of turning pages and

seeing progress…" Another participant said, "When I read, I like to have the book in my

hand, so that I can follow along with the story and see my progress with the feeling that I

accomplished something by finishing the book." Along the same lines, another participant

said the following, "It is more convenient, especially in a school setting because you can

highlight and write in the book. Completing the reading for a printed copy also makes you

feel much more accomplished because you can physically see how far you've come in terms

of reading."

Other people cited more traditional reasons for reading in print. One participant said, "I choose to read non-electronic books because I'm trying to hold on to the past and I just really like books. They smell good and they make it easier to study. I like turning and marking pages." Another participant said, "Because it is the traditional way. I like having the physical copy. I'm really not sure why, I just find I can focus better this way." And another participant said, "I have old books that are my favorites that aren't offered as ebooks. I still like the feel of a true book over a(n) e-reader, even if it may be less convenient to get your hands on a book that you don't own." Some people simply love books, "I love the feel and smell of a new book...or an old book. I guess I'm conditioned to loving it. Also, used books are fun to hunt for and can be cheap to buy."

Many people simply said they loved the smell, feel, or look of a book, or they loved to touch the pages. In other words, the reason people choose not to use e-books is because they do not appeal to three of the five senses. E-books allow people to read words on a screen or simulated page. Print books have a scent; pages have a feel and a certain visual appeal that is lacking in electronic format. Perhaps the greatest "feel" people experience from books is the emotional connection they experience with the tradition and even as some mentioned the "comfort" of reading in the same way people have for 600 years.

Research Questions 3: How do the sales of e-book compare to those of print books?

This question is hard to answer accurately. Sales of e-books, as noted in the results, are greater than print books, but as also mentioned the sales only take into account retail stores that are part of the various publishing industries that keep track of the records. These sales do not include smaller shops, used book sales, or retailers not included in the studies. Results are also skewed based on greater sales during and after holiday seasons.

However, it is still fairly accurate to say that e-book sales are growing and overtaking print books sales at a rapid pace.

Research Question 4: Are certain types of e-book reading devices used more by people who prefer different genres of books?

This question was the hardest to answer since the e-book retailers were unable to respond to the interview questions needed to accurately answer this question for the study. The best results were pulled from the survey based on the few participants who owned devices and how those readers used their device and what they read based on Maatta's five types of reading. Ipad readers were most likely to read for informational or recreational reasons. Nook readers were more likely to read for recreational purposes, and Kindle owners were most likely to read for recreational purposes. These results, of course, do not narrow the results down by genres seen in a traditional bookstore, but maybe in a few years, as the e-book market begins to grow, numbers will be available in a genre breakdown, allowing this question to be answered.

Weaknesses of the study and Recommendations for future research:

The researcher is aware of a variety of weaknesses in the study. First, some of the survey questions were worded in a way that different people understood the question in different ways and answered according to what they thought the question was asking, and not what the researcher was actually asking. The researcher also should have set up the survey so that every participant had to answer every question. Some participants skipped questions, which skews the total results when 104 people answer one question and 70 answer the next.

The next weakness was in the method used to gather participants. Using social media and e-mail, the researcher was able to get 104 responses; however, they were largely people connected to the researcher and to the people the researcher knew, but did not make it any further than that. This kept the results concentrated in two central locations, and largely within the east coast of the United States. It also kept the results largely in the 18-35 age levels, as social media and e-mail do not reach as many people in the younger and older age levels.

This study could springboard into a variety of other studies in the future. First, would be doing a similar study in five to ten years when e-book usage has penetrated their entire possible market and see how the results have changed. Also, a researcher could look at the same technology using diffusion of innovation theory. It could also be interesting to look at e-books and each of the types of reading more in-depth. For example, in the education field to see how they can be implemented in education, or if they even should be.

What the researcher found most fascinating was the very prevalent trend in participants to desire print books for aesthetic and traditional purposes. This could turn into another study to see if readers retain information better in print or electronic format. This study was only a beginning to what could become a large quantity of research in the area of electronic reading and e-books.

Conclusion

Radio began a trend in communication research that studied the changes in how and why people use new technology, or why they still cling to the old. Radio began the slow fade of the traditional newspaper, which still exists to this day, though only a shadow of its former glory. Radio met its match when moving pictures moved into local theaters and into the general population's living rooms. Radio has since transitioned into the digital age where it survives in online streaming. Books have a much longer tradition in human history than newspapers, radio, television, or any other form of media technology. The stories contained within their pages have made readers laugh, cry, feel, and live for centuries.

E-books, in basic idea, are no different than the traditional book. All a book really is, is written words that tell a story. The only difference is that e-books are not printed on paper, but words on a screen that tell the same story. It seems people still do not know for certain what to do with e-books. The idea is still new, and while many people are using the technology, they still have a long way to go before they erase the traditional print book the world has come to know and love. People have shown in this survey that while they are open to e-books they still love the look, smell, feel, comfort, and tradition of print books. As far as the theory of uses and gratifications is concerned I would consider e-books used, but not yet gratifying.

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