

Copyright

by

Yvette Marie Barr

2011

The Report committee for Yvette Marie Barr

Certifies that this is the approved version of the following report:

The Future Relationship of Print and E-Readers

APPROVED BY

SUPERVISING COMMITTEE:

Supervisor:

Gary B. Wilcox

David E. Garlock

The Future Relationship of Print and E-Readers

by

Yvette Marie Barr, B.A.

Report

Presented to the Faculty of the Graduate School

of the University of Texas at Austin

in Partial Fulfillment

of the Requirements

for the Degree of

Master of Arts

The University of Texas at Austin

August 2011

The Future Relationship of Print and E-Readers

by

Yvette Marie Barr, M.A.

The University of Texas at Austin, 2011

SUPERVISOR: Gary B. Wilcox

Abstract

The Future Relationship of Print and E-Readers was based on reviewing print formats as they have been, are becoming and could be in the future. This research focused on people's experience with e-readers, tablets, smartphones and laptops. Examining print includes how advertising is processed in different formats. The primary research for this study was done through an electronic survey, after obtaining IRB approval. The results are displayed through different charts and graphs, showcasing the different statistics. There was some cross tabulation as well. In the future, it appears that both mediums could prove themselves valid if they are willing to present themselves as two unique formats that are also able to provide unity to an overall product brand image as well as internal advertising. In the future, the public will be more aware of the different uses of these formats while increasingly using them. Advertising will parallel this trend by increasing as companies grow in utilizing this format to communicate with the public.

Table of Contents

Abstract	iv
Chapter 1. Introduction	1
Chapter 2. Literature Review	3
Chapter 3. Methods	17
Chapter 4. Results	22
Chapter 5. Discussion	50
Appendixes	
A	54
B	63
References	66
VITA	68

Chapter 1. Introduction

The Future Relationship of Print and E-Readers

A content analysis of reading in print and electronic formats.

The public is increasingly relying on electronic platforms for information dissemination and integration. This shift is a movement from traditional media to e-readers, tablets, smartphones and laptops. These new methods provide new opportunities for companies to communicate information through journalism, literature, entertainment and advertising as well as for people to communicate with the companies and possibly with other consumers. With these new formats come varying levels of involvement and elaboration in addition to various uses and gratifications from the new technology adoptions. Understanding where print has come and is going today can better predict where it will go tomorrow.

The research that follows is a compilation of preliminary research in the form of a literature review, the methods used to further research this area, the results presented and a discussion on what was found, what is recommended for the future and limitations to be considered for future research. The research was gathered in an exploratory context based on the limited existing knowledge of this shift from print to electronic formats. Some comparisons have been made comparing other similar changes, some new existing data has been gathered and new information for what current users of e-readers feel has been analyzed.

Chapter 2, “Literature Review,” focuses on magazines first in print in entirety and then focuses on the component of advertising, including how this advertising is processed

in print format. Electronic formats of typical print publications have also been reviewed in a similar layout looking at magazines and their advertising. Additionally, the formats of e-readers and tablets have been reviewed. Chapter 2 ends on looking at the outlook for these two formats with the consideration of advertising.

Chapter 3, “Methods,” reviews the purpose of the study overall, the sample used in the study and the instrument used. This chapter gives a better look into how the primary research was conducted, with consideration of the initial IRB approval from The University of Texas at Austin. The sources of the survey questions were discussed as well under “Instrument.”

Chapter 4, “Results” reviews each individual survey question analyzed through charts and cross tabulation. This was further reviewed in Chapter 5, “Discussion,” where everything was reviewed collectively to derive conclusions. Recommendations and limitations lend this research to future applications and present data that may be useful as this industry continues to grow and shift in future years. Appendix A includes screen shots of the survey that was administered online. Appendix B contains the IRB approval information that was obtained to administer the survey.

Chapter 2. Literature Review

Chapter 2, “Literature Review,” looks at print and electronic forms of the same material. Each presents information on different ways it is individually processed as well as how the advertising works in that particular format. Different formats for these new e-reader platforms have also been mentioned to give an idea of the expansiveness of e-readers and tablets in a global market.

A Review of Print Formats

Magazines have existed for centuries. With new technology, they are adapting to make the change effectively. As more people turn to electronic outlets for information and entertainment, it is increasingly important to have a way to reach consumers through these outlets.

Magazines.

Magazines have provided a way to present information to the general public for a few centuries. As Johnson and Prijatel (2007) outlined it, magazines have a deeper scope in presenting information, than that of newspapers. Magazines also are catered to specific groups. These niches can include specific areas, such as local magazines versus international ones, and they can also adhere to the interests of certain subgroups. Magazines are published at various times, such as biweekly or quarterly, depending on the publication. Magazine genres can range from trade to consumer to organization, which can also help in targeting specific groups with appropriate information (Johnson & Prijatel, 2007).

In February 1731, *The Gentleman's Magazine* was the first publication to call itself a magazine after Edward Cave produced it in England (Johnson & Prijatel, 2007). Campbell, Martin and Fabos (2006) note that in 1741, colonial magazines appeared with content from their predecessors of fifty years before, newspapers. Since then magazines have increasingly learned how to further their longevity and find more audiences to which they can appeal. As technology changes over time, some factors still hold true for magazines. These were noted in *The Magazine from Cover to Cover* by Johnson and Prijatel (2007) as, “(1) literacy and education, (2) content, (3) appearance, (4) transportation and delivery, and (5) production and technology” (p. 57). These factors are important to note when looking over trends and predicting the direction where magazines should go.

The 1850s brought imagery of photography and more detailed pictures in magazines, according to Campbell, Martin and Fabos (2006). The timeline presented by these authors also noted in *Media & Culture* that the Postal Act of 1879 allowed magazines to succeed due to both rail transportation rates and postal rates dropping. In 1903, *Ladies' Home Journal* reached one million in circulation. By 1971 to 1972, *Life* and *Look* stopped because television posed too much competition. Oprah Winfrey's *O: The Oprah Magazine* showed that magazines were still successful in the digital age when it appeared in 2000 (Campbell, Martin & Fabos, 2006).

According to the MPA Magazine Media Factbook 2011-2012, magazines are one of the three main sources of profits for checkouts (24.8 percent of checkout dollar sales as well as checkout total profits). Retail sales for magazines are present in many different

outlets. The top five accounts for 75% of the retail sales for magazines include supermarkets (33%), supercenters (14%), drugstores (11%), bookstores (11%) and bookstores (11%). The MPA noted as well that public place readership is at 80% of adults in the month sampled, which resulted in 19 readers per copy. It was also noted that 73% of respondents say that they love being able to read their magazines wherever they go, while 90% read them in their own home and 69% outside of their home. As of 2010, there was a verified and paid circulation of over 10,000,000 for magazines. The MPA Magazine Media Factbook 2011-2012 notes, “Magazines connect with consumers on many levels through a diverse curation of content broader than any other medium” (MPA, 2011).

Today print magazines are increasingly considering having print as well as electronic versions. Some magazines have entirely moved to electronic formats. Some also have electronic components but not the full version online.

Print Advertising

The client, medium and the target audience have all influenced the direction of print advertising over time, which has adjusted as trends have come and gone. Magazines in the United States have used advertising since they first began, in 1741, according to Johnson and Prijatel (2007). This was at one time a discreet form of communication, with ads at the back of publications or under 25% of the publication being advertising. Today over half of a publication is often advertising in magazines, though this is clearly not the only medium where this is present, as many commercials are present throughout television shows on cable.

Advertising is a very important component of magazines, as it is where magazines often get a large portion of their budget, if not all. Companies often choose to advertise in magazines because of how well magazines target audiences, the credibility of the format and the fact that magazines are not a necessity for people to purchase, which reflects that these people are willing to purchase something they do not need (Johnson & Prijatel, 2007).

Messages in print advertising can be focused in different directions for specific audiences based on understanding of The Elaboration Likelihood Model. Understanding how different audiences process the information centrally or peripherally presented based on the content, platform and previous levels can influence how advertising decides to communicate with audiences. When one is engaged in the message, person or issue, the central route is used, Perloff (2010) notes. It is important to incorporate this route as it involves a highly cognitive nature and results in a longer memory time frame (Cacioppo & Petty, 1986). Lower cognitive involvement is useful for peripheral persuasion (Perloff, 2010). Cues such as elaboration levels, different cognitive levels, motivation and personal relevance all factor into how consumers respond to advertising and interact with various mediums.

According to the MPA Magazine Media Factbook 2011-2012, 49% of respondents over 18 saw magazine ads as providing useful information about the service or product. This was equal with newspapers but slightly lower than television with 57%. Internet and radio were lower with 36% and 37%, respectively. Overall these numbers

slightly decreased for respondents 18 to 24 except in the category of the Internet, which was slightly higher with 41% (MPA, 2011).

Processing of print ads.

Brand change and attitude formation are important parts of advertising effectiveness. Advertising message involvement (AMI) is useful when considering these two factors, according to Laczniak and Muehling (1993). Involvement in the overall advertising message may affect these shifts.

Meyers-Levy and Malaviya (1999) reviewed the context of different theories with persuasive advertising. This persuasion lies in trying to have people adopt a service, idea or product when bombarded with a multitude of messages a day. Persuasion effectiveness is reliant on the level of engagement from a recipient. Varying levels of engagement can be influenced by characteristics of the receiver, the context of the message and the ad message itself. Being noticeable amongst all other advertising is an important factor for some, in looking to have effective communication. Black-and-white ads or ones with color highlights are effective for systematic or central processing, whereas full-color advertising appeals to heuristic or peripheral processing. Ease of use of the medium is another important factor when considering persuasion effectiveness (Meyers-Levy & Malaviya, 1999).

Moorman, Neijens and Smit (2002) noted that magazines were considered an immobile medium while television allowed movement through audio-visual elements. Televisions go at a set rate while magazines allow control over the pace of message

processing. The processing of information can be affected by attention given based on the medium itself (Moorman, Neijens, & Smit, 2002).

Coulter and Punj (2004) observed, “The five types of responses most often studied in the ad effects literature are (1) affective responses to the ad, (2) ad cognitions, (3) attitude toward the ad, (4) brand cognitions, and (5) purchase intention” (p. 53). High elaboration from central processing results in ad- and brand-related thoughts. What is needed and available to process the advertising can influence it (Coulter & Punj, 2004).

Electronic Advances in Print

E-readers and tablets are changing the way print communicates internally and externally. While there have been magazines and books on CD-ROM, PDF versions online and sales of print books available online, nothing is quite like what is available now. The purposes of magazines in digital and print formats vary. Consumers may perceive advertising one way in a print publication and another way in a digital publication. The shifts in technology increasingly change the learning curve as societies adapt to new ways of processing information.

One theory to consider when looking at shifts from print to digital formats is the uses and gratifications perspective. The five categories of the uses and gratifications perspective can all be applied to this new format. It includes cognitive needs, affective needs, social integrative needs, personal integrative needs and escape and tension-release needs. As tablets allow people to find information for their needs for gathering information, enjoy leisure reading on them, connect to friends, have a gadget that may be

considered a status object and use it to relax with games, all fulfill the uses and gratifications perspective (Rosenberry & Vicker, 2009).

Another important part of mass communication to consider with the utilization of digital technology is the diffusion research for the “Diffusion of Innovation Curve.” This moves from when people become aware of the innovation, early adopters try the innovation, opinion leaders learn from the early adopters and try to learn the innovation, the opinion leaders like the innovation and maybe encourage others to use it and after most people have adopted the innovation, the laggards also adopt the process (Rosenberry & Vicker, 2009). For the purpose of e-readers and tablets, many who are currently using them would be considered innovators or opinion leaders. The shift is already happening with others starting to use them based on recommendations from others.

Magazines.

Campbell, Martin and Fabos (2006) mentioned how websites allow readers to see a few stories online and even subscribe. It is also another way to promote newsstand sales. Campbell, Martin and Fabos (2006) noted:

The World Wide Web also offers a solution to some of the distribution problems associated with magazines. With production costs much lower than those of glossy print publications, and with the potential for a graphic-rich (albeit computer monitor-based) appearance and widespread distribution, the Web provides an alternate route to maintaining our culture’s connection to words, analysis and ideas. (p.333)

Johnson and Prijatel (2007) also noted, “Competition from television was probably the best thing that happened to the American magazine in the second half of the 20th century; it forced magazines to define themselves and to act on their strengths” (p. 23). Rather than remaining in its traditional format, the magazine industry did what it has done best from the beginning: it found a way to be successfully competitive. Magazines increasingly have started and strengthened their own websites and some have created digital copies.

The MPA Magazine Media Factbook 2011-2012 noted that from 2006 to 2009 new business subscriptions online have nearly doubled (from 13% to 24%). Overall this means that one in four subscriptions come from online purchasing. Fifty-three percent renewed their subscription with a digital version. Eighty-seven percent reading a magazine on a digital device still wanted a printed copy. Seventy-five percent felt that digital content complimented print, while 25% saw print being replaced by the digital format. As of 2011, websites for magazines have also increased since 2006, but slightly decreased since 2009. Within the next three years 54% of U.S. consumers expect to buy a tablet or e-reader. Of the 34 million iPads sold worldwide in 2011, from 13.3 million in 2010, 19.4 million were in the U.S. as of 2011, and 8.5 million in 2010 (MPA, 2011).

Formats.

According to the MPA (2011) website, iPad rivals include the Samsung Galaxy Tab, Motorola Xoom, Blackberry Playbook, G-Slate, Archos Arnova 8, ASUS Eee Pad Transformer, Acer Iconia, HP TouchPad and Dell Streak, coming in 2011 (MPA, 2011). Some too consider their iPhone and iPod as a type of tablet and way to read material. In

addition to these tablets, there are also e-readers, which may be going in the direction of the tablet. These include the Amazon Kindle, Barnes & Noble Nook and Sony Reader.

According to “Could Amazon be Android’s Best Hope?” Amazon could create a less expensive tablet which could significantly rival Apple. As many as 79% in the collected study said that they would buy an Android tablet that was similar to an iPad (\$499) if it was under \$250. Forty-eight percent would consider it if it was less than \$300. Amazon was a top-ranked company that people would consider for purchase of a tablet. Of the respondents, 50% said they planned to buy an iPad this year, 21% planned to buy an Android tablet, 19% answered “yes” to more than one choice and 10% wanted to buy a different type of tablet. Low price was ranked as the most important feature (48%), with high-resolution display second (28%) and better input features ranked third (20%) (Could amazon be android’s best hope?, 2011).

An article in *The Wall Street Journal* (April 2011) looked at how more magazines are trying the iPad since its introduction in 2010 (Adams, 2011). Adams (2011) also noted in another article in May 2011, how Time Inc. has been negotiating with Apple over how consumers will get their magazines on the iPad. Currently it has been allowed that current print subscribers for some of these brands can have a complimentary electronic component. Despite this, individual issues are still bought at a price close to that of the newsstand (Adams, 2011).

Electronic Advertising

Advertising in digital and print publications result in many different opinions in different categories. As the digital uses increase as well as technology improves,

advertising will shift with it. The way people perceive these ads vary based on many different factors, including some grounded theories in mass communication.

Processing of electronic ads.

Memory was an especially important factor for advertising effectiveness before the widespread use of computers and the Internet, Keller (1987) noted. Factors about the person and material along with the context still play a role in how well one remembers advertising. Keller (1987) observed, “A person exposed to a print ad may spend as much time as desired examining any aspect of it, including the name of the advertised brand, but viewers of television ads do not have such selectivity and may have more difficulty forming brand name links to any stored ad effects” (Keller, p. 331).

Gaur and Sadarangani (2004) looked at the Internet as a communication model to see how effective it is now that it has grown to a billion users, as of 2010. In 1995, the World Wide Web (www) was beginning and has since grown exponentially. The categories for the Internet in this study were observed as interstitial, text, pop-ups, rich-media, banner, opt-in mailing, hybrid and websites, all as different categories. This study saw the Internet and websites comparatively as the closest mediums. Gaur and Sadarangani (2004) saw information processing for the Internet and print as the following:

The printed page, according to Rothenberg, is ‘still the best place for well-informed and clearly articulated ideas’. However, in the same breath he adds that he sees great value in the way the Internet exposes people to

‘ideas in motion’, as people can get in touch with authors, watch and participate in debate, and benefit from on-line exchanges. (p. 37)

Heightened awareness and interest with websites contribute to quick purchases after wanting a product. Less convincing with argument is needed with print elaboration, but this low elaboration needs manipulation such as appealing imagery or a celebrity endorsing a product. The involvement with the decision to purchase, the product or the advertisements all affect the elaboration levels (Gaur & Sadarangani, 2004).

Tsai, Warden and Wu (2006) looked at online shopping based on peripheral and central cues. Website design influenced attitude toward the website in general. Depending on the content of the website, low or high elaboration could be used in the design. When access to information and need to have confidence in security systems is important, central processing was used. Protecting personal information, usability and comparing prices were all factors considered for peripheral processing. People once trusted catalogues for reliability when shopping, and the same process can be used online by providing descriptions along with relevant pictures (Tsai, Warden, & Wu, 2006).

Bhattacharjee and Sanford (2006) noted that when considering the ELM, central and peripheral processing play an important part in information technology (IT) acceptance. The media, peers, friends and family all contribute to how people perceive new technology and grow to accept it. Association can lead to a social norm of this behavior. While there are late adopters being influenced by early adopters, it is important to note that the end result can be reached through central or peripheral means (Bhattacharjee & Sanford, 2006).

Chen and Lee (2008) looked at online shopping in regards to personality traits and persuasion. It involved the ELM and defended the idea that searching for information online depended on involvement, while environment was oriented by heuristics. The hedonic values of the website worked with the peripheral route while the utilitarian value perceived by the website involved the central route (Chen & Lee, 2008).

The MPA Magazine Media Factbook 2011-2012 notes that 63% of respondents felt that advertising in digital magazines was interesting or helpful, with only 17% finding it to have a negative impact. The positive response was higher than all other mediums listed, including television, radio, e-mail inbox, e-mail newsletter, website banner, website pop-up and mobile phone. The negative response was also lower than the others. For digital magazines, respondents felt that they were significantly less intrusive (71%) than websites (29%). Eighty percent felt that digital magazine advertising was easier to read than that of websites (20%). Eighty percent also felt that digital magazine advertising invites involvement versus website advertising (20%). Eighty-two percent also found digital magazine advertising to be more fun than website advertising (18%). Digital magazines advertising was seen as more authoritative (78%), more credible (79%), more trustworthy (79%) and having more useful information (81%) than that of website advertising. Respondents who were “dedicated e-reader users” or “tablet users” ranked very closely in being willing to offer personal information for relevant ads (61% and 66%, respectively) and wanting to be able to purchase magazines directly from the magazine company (75% and 78%, respectively). Readers of magazines have a lot of market impact and also are involved highly in social networking.

From 2006 to 2010, respondents seem to now have increased recall of magazine advertising and act more on the advertising seen (MPA, 2011).

Outlook for Print and Electronic Formats

Right now there are many shifts as new companies create their own e-readers and tablets. People are varied on how they perceive the different format benefits and how they process them. As magazines become more like television in the ways of mobility, certain tactics will have to be continually updated to compliment how a reader is interacting with the new format. Bhattacharjee and Sanford (2006) felt that others influenced the adoption of new technology. As changes are made, advertising should be adapted based on where it is being showcased.

Advertising.

Print and electronic versions of the same publication can vary in advertising because there are so many different factors in processing. If there is more of a high-involvement situation, brand attitudes are more important. How persuasive the advertising is can be based on how easy the medium is to use. Elaboration can vary depending on how mobile the medium is. Print is seen as a way to be informative of ideas, and the Internet allows interaction. These two concepts can be combined for digital formats. Design of the website and memory of the ads are also important factors. Why someone is using the medium also may influence the perception of ads. Overall, some ad techniques can remain the same while others will need to effectively transition based on what is already understood about digital media.

Overview

Collectively this information presents an idea of the historical importance of print even today while comparing the new advances and results from electronic counterparts.

It is clear that while similar information may be presented in two different formats, the information, including advertising, is processed differently. To better understand the two different formats beyond what is available, a survey was administered and then analyzed.

Chapter 3. Methods

In this study, research was gathered to develop ideas for moving print to electronic formats effectively. The information is focused on understanding how people feel about e-readers who currently have them. This feedback was generated through an anonymous online survey (Appendix A). The data collected in addition to the background literature collected helps to support predictions for the future in the industry. The survey received IRB approval from The University of Texas at Austin before it was administered electronically. It was study number 2011-06-0057 (Appendix B).

Purpose of This Study

This study was created to generate research in an exploratory context. The nature of this study was one that allowed people to answer opinion-based questions on their experience with e-reader technology. As there is limited literature on this transition between print and electronic formats for magazines, books and newspapers, this research was gathered to provide insight into where this industry is going and present ideas on where it should go.

This research provides insights that will be applicable not only to e-readers in the United States but globally. The ideas presented can be adjusted based on the different print medium and what the specific publication is presenting within its own genre. Within the different publications, the ways that they present advertising or other content can also be adjusted accordingly. Beyond advertising and other communication efforts internally, marketing overall externally and communication between e-reader or tablet users is also a possible application of this research.

Sample

All people surveyed were kept anonymous for the survey. Basic demographic information was not collected. All respondents were kept in the general grouping of e-reader users. As tablet technology is a fast-changing and new format to everyone, demographic information for the purpose of this study would not help in supporting ideas. No identifying information was asked of participants except for the industry with which they were affiliated. Specific companies were not asked of participants in the study.

Contacts were initially used from different electronic sources such as LinkedIn contacts, Facebook contacts and email contacts. Some other email addresses were gathered from print publications. There was also the possibility that people could forward the survey to other people they felt could answer it based on their experience with e-readers. This forwarding of surveys is considered a snowball survey sample. Approximately 65 people partially answered the survey, though only 53 were fully completed with 80 surveys initially started. Many people were not able to complete the survey based on the fact that they did not realize they needed to have experience with an e-reader to complete the survey.

The original sample for this research came from over 700 personal contacts in LinkedIn, an online networking website. This included people in a wide span of industries including Marketing and Advertising; Public Relations and Communications; Higher Education; Nonprofit Organization Management; Entertainment; Graphic Design; Publishing; Computer Software; Writing and Editing; Online Media; Accounting;

Broadcast Media; Telecommunications; Motion Pictures and Film; Newspapers; Market Research; Photography; E-Learning; and Media Production. While some industries were not directly related to communications, some people within other fields did communications related work.

Respondents were also gathered via Facebook. These included peers in the field of advertising as well as other backgrounds. The survey was sent through a Facebook event entitled “E-Reader Festivities” to over 100 people. The message was catered to a Facebook format and was presented in a more casual context, with an event photo found from Google used to represent the event. Respondents could say they were “Attending,” “Maybe Attending,” “Not Attending” or not respond at all as their status, which adds to the anonymity of the survey because they may have taken the survey or they may not have. Respondents were encouraged to forward the survey to others.

Another grouping of respondents was gathered from email contacts. These ranged from industry contacts gathered through jobs, industries, universities and friends. People received a similar message to the LinkedIn message, which was more detailed and professional than that of the Facebook message. Forwarding the email to colleagues was encouraged, as was encouraged in the other forms of communication.

Instrument

The online survey was presented as a questionnaire that allowed respondents to answer questions based on multiple-choice options as well as sometimes the ability to type in an answer that did not fit the choices provided. The survey system Qualtrics was used with the university license. When creating the questions, questions that were

considered similar were grouped together while other questions appeared on their own page in the online survey. The beginning of the survey had a letter that explained the survey and the IRB approval. There was a note after the initial letter that informed people taking the survey that they needed to only continue the survey if they used an e-reader for work or leisure. At the end of the survey there was the opportunity for respondents to provide any other comments that they wanted to contribute but did not feel were answered in the survey. The survey was promoted as available between eight and ten days due to the short period of the summer after the IRB approval in addition to wanting limited time to pass from when people were aware of the survey and were prompted to act.

Questions came from a variety of sources and some were original. Question 6 (“How important are the following?”) was largely adapted from *The Shifting Landscape of E-Books* (Soules, 2009). Questions 7 (“How many years have you had an e-reader?”), Question 8 (“Did you need a tutorial when first learning how to use your e-reader?”), Question 9 (“What part of your e-reader did you use the most frequently?”), Question 10 (“Is your e-reader where you gather most of your news information?”), Question 11 (“Is your e-reader where you mostly read your books for leisure reading?”), Question 12 (“Is your e-reader where you read your magazines?”), Question 13 (“Is your e-reader where you read business related material?”), Question 14 (“Do you use your e-reader to communicate with your coworkers?”), Question 15 (“Do you use your e-reader to communicate with friends?”), Question 16 (“Do you find your e-reader useful for your work?”) and Question 17 (“Did you ever have major technical problems with your e-

reader?") were all adapted from *WebCT as an E-Learning Tool: A Study of Technology Students' Perceptions* (Burgess, 2003). Parts of Question 18 ("Easy to navigate and use," "Wide range of resources available" and "Practical assistance to work environment") were adapted from *Library Services to Support E-Learning: User Surveys At the Victoria University of Technology* (Maquignaz, Miller & Parker, 2005). Other parts of Question 18 ("I prefer printed material," "I feel that I have more eye fatigue reading an electronic publication" and "I am more likely to read on a gadget made only to be an e-reader") came from *The Evolution of E-Books: Technology and Related Issues* (Chrystal, 2010). The remaining questions in the survey were original.

The IRB approval (Appendix B) was obtained by contacting the Office of Research Support at The University of Texas at Austin. Steps were followed to submit the necessary forms online through the university's IRBaccess electronic page. Forms included the survey questions to be administered including how they were going to be administered and a preface message for the survey itself. There was also the message for contacting people to participate in the survey. Interview questions were also included, as this was initially considered for gathering research, though it was not actually used in the final primary research gathering. Other documents included an overview of the purpose of the study as well as a document including other details for the study, such as that flyers were not going to be used and that people would be interviewed at coffee shops. It took approximately three weeks to have everything approved.

Chapter 4. Results

The results presented look at each question of the survey, the significance of it and some cross tabulation. Questions were analyzed in a largely qualitative way with some quantitative analysis to draw conclusions. The data for this study was largely analyzed based on the information provided per question by Qualtrics. Any identifying information such as the IP addresses was removed from the analyzed survey data and was not noted for this study. Some data was analyzed using SPSS to combine responses to develop new ideas. As there were some responses at the end for thoughts on e-readers not covered in the survey, these were analyzed differently but kept in context with the questions overall. For the purposes of this study and based on the surveys completed, it was computed through DSS Research (2010) that for this survey there is a +/- 12.3% sampling error, with a 95% confidence level.

Question 1

1. 1. What is your field of work?

#	Answer	Bar	Response	%
1	Advertising/PR		40	62%
2	Magazines		2	3%
3	Newspapers		0	0%
4	Nonprofits		2	3%
6	Other (Please type)		7	11%
5	Student		14	22%
	Total		65	

Other (Please type)	
Accounting	
Marketing	
Small business	
photography	
University Lecturer	
web-based media	
US Congress	

Statistic	Value
Min Value	1
Max Value	6
Mean	2.52
Variance	4.19
Standard Deviation	2.05
Total Responses	65

From this initial question, we can see that out of the respondents who started the survey, 40 (62%) were in the field of advertising or public relations. Two (3%) worked with magazines, two (3%) with nonprofits, seven (11%) were in other fields (including accounting, marketing, small business, photography, university lecturer, web-based media and the U.S. Congress) and 14 (22%) were students. This is important to consider when looking at how the questions were answered in the survey as different fields can influence how and why one would use an e-reader.

Question 2

2. 2. What type of e-reader do you have (Kindle, iPad, etc.)? Please mark all that apply and add any in the box provided.

#	Answer	Bar	Response	%
1	Amazon Kindle		25	39%
2	Barnes & Noble Nook		8	13%
3	Sony Reader		0	0%
4	iPad		25	39%
5	iPhone		22	34%

Statistic	Value
Min Value	1
Max Value	5
Total Responses	64

Respondents were nearly equally spread over use of the Amazon Kindle (25 respondents; 39%), iPad (25 respondents; 39%) and iPhone (22 respondents; 34%). Eight respondents said they use the Barnes & Noble Nook (13%). Some of these statistics overlap, as respondents could select more than one e-reader format and the percentages are over 100% in sum.

Question 3

3. 3. Do you use this for work, leisure or both?

#	Answer	Bar	Response	%
1	Work		0	0%
2	Leisure		37	57%
3	Both		28	43%
	Total		65	

Statistic	Value
Min Value	2
Max Value	3
Mean	2.43
Variance	0.25
Standard Deviation	0.50
Total Responses	65

From the responses it appears that no one used their e-reader only for work. There were 37 respondents (57%) who said they leisurely use their e-reader. Twenty-eight respondents (43%) use both an e-reader for work and leisure.

Question 4

4. 3. How important are the following? (Rank from "Most important feature" [1] to "Not important at all" [13].) Click and drag features to order them.

#	Answer	1	2	3	4	5	6	7	8	9	10	11	12	13	Responses
1	Environmentally friendly	7	5	6	9	8	1	0	4	3	4	2	2	7	58
2	Anytime, anywhere access	44	8	4	1	0	0	0	1	0	0	0	0	0	58
3	Easy to search and find information	2	24	10	9	8	1	1	3	0	0	0	0	0	58
4	Easy to share	1	3	4	7	10	7	5	7	3	5	2	3	1	58
5	Easy to store	2	8	7	10	13	5	5	3	1	2	2	0	0	58
6	Ability for more than one person to use an e-book at the same time	0	2	2	1	1	9	6	4	6	6	4	6	11	58
7	Downloading to laptop	0	2	2	1	1	9	13	6	6	8	4	2	4	58
8	Copying and pasting	0	1	0	3	2	9	8	9	10	6	7	2	1	58
9	Printing	0	0	0	0	0	2	2	4	8	6	13	14	9	58
10	Zoom and scale	0	3	8	6	4	4	5	2	7	8	6	3	2	58
11	Highlighting	1	1	1	4	6	3	4	4	6	7	8	9	4	58
12	Ability to e-mail text	0	1	7	2	1	3	3	2	5	5	7	12	10	58
13	Multimedia	1	0	7	5	4	5	6	9	3	1	3	5	9	58
	Total	58	58	58	58	58	58	58	58	58	58	58	58	58	-

Statistic	Environmentally friendly	Anytime, anywhere access	Easy to search and find information	Easy to share	Easy to store	Ability for more than one person to use an e-book at the same time	Downloading to laptop	Copying and pasting	Printing	Zoom and scale	Highlighting	Ability to e-mail text	Multimedia
Min Value	1	1	1	1	1	2	2	2	6	2	1	2	1
Max Value	13	8	8	13	11	13	13	13	13	13	13	13	13
Mean	6.09	1.45	3.33	6.52	4.90	8.97	8.03	8.10	10.66	7.24	8.66	9.26	7.81
Variance	16.22	1.23	2.93	8.39	5.81	10.03	7.05	5.25	3.49	10.85	9.98	12.37	12.33
Standard Deviation	4.03	1.11	1.71	2.90	2.41	3.17	2.66	2.29	1.87	3.29	3.16	3.52	3.51
Total Responses	58	58	58	58	58	58	58	58	58	58	58	58	58

Question 4 looked at how important respondents felt certain features were. Responses varied over the different choices, as people could rank them based on what features they preferred from an e-reader. Based on what the majority (44 respondents) said, the most important feature was “Anytime, anywhere access.” Most (24 respondents) felt the second most important feature would be “Easy to search and find information.” The third most popular choice was “Easy to store” (mean of 4.90). Based

on the mean, the rest were “Environmentally friendly” (mean of 6.09), “Easy to share” (mean of 6.52), “Zoom and scale” (mean of 7.24), “Multimedia” (mean of 7.81), “Downloading to laptop” (mean of 8.03), “Copying and pasting” (mean of 8.10), “Ability for more than one person to use an e-book at the same time” (8.97), “Ability to e-mail text” (mean of 9.26) and “Printing” (mean of 10.66).

Question 5

5. 3. How many years have you had an e-reader?

#	Answer	Bar	Response	%
1	0 to 6 months		14	25%
2	6 months to 1 year		24	42%
3	1 to 2 years		11	19%
4	2+ years		8	14%
	Total		57	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.23
Variance	0.96
Standard Deviation	0.98
Total Responses	57

The majority of respondents (24 respondents; 42%) have owned an e-reader between six months and a year. Fourteen respondents (25%) have had one less than six months. Eleven respondents (19%) have owned one between one and two years. Eight respondents (14%) have owned one more than two years. As e-readers have significantly changed, especially with the promotion of the iPad tablet, significantly in the last couple of years, there is reason to believe that some people have not updated their original purchase and are working with significantly different technology, which was not controlled for the purposes of this study.

Question 6

6. 4. Did you need to use a tutorial when first learning how to use your e-reader?

#	Answer	Bar	Response	%
1	Yes		11	19%
2	No		46	81%
	Total		57	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.81
Variance	0.16
Standard Deviation	0.40
Total Responses	57

Eighty-one percent of respondents said they did not need a tutorial when first learning how to use their e-reader. A remaining 19% said that they did use a tutorial. The type of tutorial was not specified. There is reason to believe that some people may have learned how to use these in a work environment. There is also the possibility that newer e-readers or different brands may be easier to use.

Question 7

7. 5. What part of your e-reader did you use the most frequently?

#	Answer	Bar	Response	%
1	Book reading		35	61%
2	Magazine reading		2	4%
3	Newspaper reading		0	0%
4	Internet browsing		19	33%
5	Other applications (please list here)		1	2%
	Total		57	

Other applications (please list here)

Blog reading

Statistic	Value
Min Value	1
Max Value	5
Mean	2.11
Variance	2.13
Standard Deviation	1.46
Total Responses	57

Thirty-five respondents (61%) used their e-readers for book reading most frequently. Internet browsing was the second most used by 19 respondents (33%). From those surveyed, two used it primarily for magazines, one for blog reading and none primarily for reading newspapers. The low number of people saying they primarily use e-readers for reading magazines and newspapers could possibly be attributed to the many changes magazines and newspapers are making for e-readers. Many are currently new to or are in the process of being new to this format.

Question 8

8. 6. Is your e-reader where you gather most of your news information (newspapers, YouTube, browsing, etc.)?

#	Answer	Bar	Response	%
1	Yes: If so, how many hours a week (type here)		21	37%
2	Rarely		15	26%
3	No: not at all		21	37%
Total			57	

Yes: If so, how many hours a week (type here)
10
6
10-12
4
4
10
3
6
3
20
4
1-2
8
1whicheader
4
15
40
15
4
8
8

Statistic	Value
Min Value	1
Max Value	3
Mean	2.00
Variance	0.75
Standard Deviation	0.87
Total Responses	57

Question 8 looked at where people get most of their news information. Twenty-one respondents (37%) said they primarily get their news from e-readers. Of these, the hours per week ranged from one hour to forty hours. Fifteen (26%) rarely used it primarily for news, while 21 respondents (37%) did not use this at all as the primary source for news.

Question 9

9. 7. Is your e-reader where you mostly read your books for leisure reading?

#	Answer	Bar	Response	%
1	Yes: If so, how many hours a week (type here)		39	68%
2	Rarely		8	14%
3	No: not at all		10	18%
Total			57	

Yes: If so, how many hours a week (type here)	
6	
5	
10	
10	
8	
10-12	
12	
3	
2	
12	
2	
10	
2	
5	
2	
2	
10	
2 or 3	
2	
1	
30	
5	
4	
3 to 4	
10-15	
3	
2	
5	
3	
5	
2	
12-14 hrs	
8	
2	
3	
10	
7	
15	
8	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.49
Variance	0.61
Standard Deviation	0.78

Question 9 looked at whether or not an e-reader was where people primarily read leisurely. Thirty-nine respondents (68%) said e-readers were their primary source for this, ranging from one to 30 hours a week of reading for this. Eight (14%) rarely use e-readers primarily for leisure reading, and ten (18%) do not use it at all for leisure reading.

Question 10

10. 8. Is your e-reader where you read your magazines?

#	Answer	Bar	Response	%
1	Yes: If so, how many hours a week (type here)		8	14%
2	Rarely		19	33%
3	No: not at all		30	53%
Total			57	

Yes: If so, how many hours a week (type here)

1
2
2
2
2
1 hour
1
2

Statistic	Value
Min Value	1
Max Value	3
Mean	2.39
Variance	0.53
Standard Deviation	0.73
Total Responses	57

Question 10 looked at whether or not e-readers were primarily where people read their magazines. Eight respondents (14%) said it was the primary place they read magazines, in a range of one to two hours a week. Nineteen (33%) sometimes read it there, while 30 (53%) never read their magazines primarily from e-readers.

Question 11

11. 9. Is your e-reader where you read business related material?

#	Answer	Bar	Response	%
1	Yes: If so, how many hours a week (type here)		13	23%
2	Rarely		17	30%
3	No: not at all		26	46%
Total			56	

Yes: If so, how many hours a week (type here)	
5	
2	
3	
5	
30	
10	
4	
3	
2	
25	
5	
2	
10	

Statistic	Value
Min Value	1
Max Value	3
Mean	2.23
Variance	0.65
Standard Deviation	0.81
Total Responses	56

Question 11 asked whether or not respondents typically read business material on their e-readers. Thirteen respondents (23%) did, anywhere from two to 30 hours a week. Seventeen (30%) rarely did, and 26 (46%) never did.

Question 12

12. 10. Do you use your e-reader to communicate with your coworkers?

#	Answer	Bar	Response	%
1	Yes: If so, how? (type here)		15	27%
2	No: not at all		41	73%
Total			56	

Yes: If so, how? (type here)	
email on my iPad	
email	
text & IM	
email	
email, Facebook, and internal communications systems	
e-mail; shared bookmarks	
It's an iPhone, so it can also send text messages and email.	
email	
email	
iPhone, email	
emails or calls	
E-mail	
yammer	
15	
email, text	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.73
Variance	0.20
Standard Deviation	0.45
Total Responses	56

Fifteen respondents (27%) for Question 12 said they use their e-reader to communicate with coworkers. They do this through email, text messaging, IM, Facebook, internal communication systems, shared bookmarks, calls and Yammer. While these did, there were 41 (73%) who did not, though not all respondents were employees but students.

Question 13

13. 11. Do you use your e-reader to communicate with friends?

#	Answer	Bar	Response	%
1	Yes: if so, how? (type here)		24	44%
2	No: not at all		31	56%
Total			55	

Yes: if so, how? (type here)
Facebook on my iPad
text, email
email, twitter, facebook
text & IM
email, facebook
email, Facebook, Twitter, Reddit, Words With Friends, blogosphere (commenting on friends' blogs)
e-mail, chat, social media
It's an iPhone, so it can also send text messages and connect to Facebook.
Facebook, twitter, email
face time
Facebook, Twitter
facebook
email
Phone, email, social networking
emails, calls, or texting
facebook
E-mail
twitter and facebook
text and e-mails
email
text, email
twitter, facebook

Statistic	Value
Min Value	1
Max Value	2
Mean	1.56
Variance	0.25
Standard Deviation	0.50
Total Responses	55

Question 13 looked at whether or not people used their e-readers to communicate with friends. Twenty-four (44%) said they do, through Facebook, text messaging, e-mail, IM, Twitter, Reddit, Words with Friends, blogosphere (commenting on friend's blogs), FaceTime and calls. There were 31 (56%) who did not use this to communicate with friends, though some of these e-readers are not made for this type of communication.

Question 14

14. 12. Do you find your e-reader useful for your work?

#	Answer	Bar	Response	%
1	Yes: If so, how? (type here)		26	46%
2	No: not at all		30	54%
	Total		56	

Yes: If so, how? (type here)
access anywhere
do 1-1 client presentations
It's also my phone
to read industry related books
mobile office
email, facebook, content creation
always have access to email and internal communications and reporting tools
reading work-related materials, taking notes, calendar, copy editing
It's an iPhone, so it's basically a small portable computer.
for research or use in meetings
accessibility to my email
When I go into the conference room and don't want to unplug my laptop from my desk.
finding work-related materials
email
current events
Easy access to materials
information is with me at all times
Easy to bring to meetings, share information, stay in touch with office while on the road, etc.
just for reading emails and articles
constantly connected
use apps for writing and research
email

Statistic	Value
Min Value	1
Max Value	2
Mean	1.54
Variance	0.25
Standard Deviation	0.50
Total Responses	56

Question 14 reviewed whether or not people find their e-readers useful for work. Twenty-six respondents (46%) said, “Yes,” while 30 (54%) said, “No.” People who used it for work liked the “anytime, anywhere access,” one-on-one client presentations, ability to read industry related books, the mobile office, its calendar, ability to take notes, ability

to copy edit, ability to research, ability to communicate (calls, e-mail), access to current events and the apps for writing.

Question 15

15. 13. Do you ever have major technical problems with your e-reader?

#	Answer	Bar	Response	%
1	Yes: If so, please explain. (type here)		5	9%
2	No: not at all		51	91%
Total			56	

Yes: If so, please explain. (type here)
Screen Freezes, occasionally
I had a faulty screen that required me to order a replacement multiple times.
the screen stopped working but it was easily replaced
slow connection and hard to read in light
only when I don't upgrade the software

Statistic	Value
Min Value	1
Max Value	2
Mean	1.91
Variance	0.08
Standard Deviation	0.29
Total Responses	56

There were five respondents (9%) who felt that they had previously had a major technical problem with their e-reader. Problems included the screen freezing, faulty screens that needed to be replaced, slow connection, difficult to read in the light and problems when an upgrade was not made for the software. The other 91% (51 respondents) had never had a problem.

Question 16

16. Answer the following from "Strongly Agree" to "Strongly Disagree" about your experiences with your e-reader.

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Responses	Mean
1	14. Easy to navigate and use	42	14	0	0	0	56	1.25
2	15. Wide range of resources available	29	21	4	2	0	56	1.63
3	16. Practical assistance to work environment	10	19	25	2	0	56	2.34
4	17. I prefer printed material.	1	11	27	15	2	56	3.11
5	18. I feel that I have more eye fatigue reading an electronic publication.	6	8	15	21	6	56	3.23
6	19. I am more likely to read on a gadget made only to be an e-reader (specifically for reading).	10	9	15	13	9	56	3.04

Statistic	14. Easy to navigate and use	15. Wide range of resources available	16. Practical assistance to work environment	17. I prefer printed material.	18. I feel that I have more eye fatigue reading an electronic publication.	19. I am more likely to read on a gadget made only to be an e-reader (specifically for reading).
Min Value	1	1	1	1	1	1
Max Value	2	4	4	5	5	5
Mean	1.25	1.63	2.34	3.11	3.23	3.04
Variance	0.19	0.60	0.66	0.68	1.35	1.78
Standard Deviation	0.44	0.78	0.82	0.82	1.16	1.33
Total Responses	56	56	56	56	56	56

Question 16 looked at how strongly one agreed with certain statements. Later in SPSS, "Strongly Agree" was coded as "1," "Agree" was "2," "Neither Agree nor Disagree" was "3," "Disagree" was "4" and "Strongly Disagree" was "5." Number 5 in this question was recoded to be worth the reverse of values, as the question asked opinions on a negative statement rather than a positive one. Overall people generally had a positive experience with their e-reader.

Question 17

17. 20. How likely are you to buy an electronic version and print version of the same issue or material?

#	Answer	Bar	Response	%
1	Very Likely		1	2%
2	Likely		3	5%
3	Somewhat Likely		7	13%
4	Undecided		4	7%
5	Somewhat Unlikely		12	22%
6	Unlikely		15	27%
7	Very Unlikely		13	24%
Total			55	

Statistic	Value
Min Value	1
Max Value	7
Mean	5.18
Variance	2.60
Standard Deviation	1.61
Total Responses	55

Question 17 asked whether or not respondents would be very likely to buy both an electronic version and print version of the same issue or material. Only one was very likely, three were likely, seven were somewhat likely and four were undecided. The majority of people were less favoring of this with 12 somewhat likely, 15 unlikely and 13 very unlikely. This is important to note when considering where the print industry is going as far as production.

Question 18

18. 21. Do you think that advertising is better in a print newspaper or an electronic one?

#	Answer	Bar	Response	%
1	Print newspaper		11	20%
2	Electronic newspaper		16	29%
3	Either one is fine.		25	45%
4	I don't like either format of advertising.		3	5%
Total			55	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.36
Variance	0.75
Standard Deviation	0.87
Total Responses	55

Question 18 looked at how respondents felt about print newspapers versus electronic ones. Eleven respondents (20%) prefer advertising in a print newspaper while 16 (29%) said they would prefer an electronic newspaper's advertising. Twenty-five (45%) were indifferent, while three (5%) did not like either form of advertising.

Question 19

19. 22. Do you think that advertising is better in a magazine in print or an electronic version?

#	Answer	Bar	Response	%
1	Print magazine		22	40%
2	Electronic magazine		9	16%
3	Either one is fine.		22	40%
4	I don't like either format of advertising.		2	4%
Total			55	

Statistic	Value
Min Value	1
Max Value	4
Mean	2.07
Variance	0.96
Standard Deviation	0.98
Total Responses	55

Question 19 significantly differed in responses from Question 18. For print and electronic advertising for magazines, 22 respondents (40%) preferred advertising in a print magazine. Nine respondents (16%) preferred advertising in electronic magazines. Twenty-two respondents (40%) were indifferent, while two (4%) did not like either format.

Question 20

20. 23. Do you think that e-readers will replace printed material completely in the future?

#	Answer	Bar	Response	%
1	Yes, absolutely		7	13%
2	Possibly		35	65%
3	Never		12	22%
	Total		54	

Statistic	Value
Min Value	1
Max Value	3
Mean	2.09
Variance	0.35
Standard Deviation	0.59
Total Responses	54

Question 20 asked how people felt about printed material being completely replaced by e-readers one day. Seven respondents (13%) felt that print definitely will be completely replaced. Thirty-five respondents (65%) feel that it possibly will, and 12 (22%) do not think it will ever be fully replaced.

Question 21

21. 24. If you answered, "Yes," to number 23, how many years do you think it will be until print is completely replaced?

Text Response	
10-15	
6	
5-10	
10 to 15	
5	
5 to 10 years	
10	
n/a	
5-10	
5	
5-10 years	
30-50	
25	
10	
10-15	
100	
8	
50 years	
Statistic	Value
Total Responses	18

Question 21 continued Question 20 by seeing how long it would be until they thought print was completely replaced by e-readers. The range was anywhere from five to 100 years. Most responses were on the lower end of five to 30 years, but there were some who felt it would be closer to 50 to 100 years.

Question 22

22. 25. Do you have any other statement about e-readers that has not been covered in these questions that you can discuss with the public?

Text Response	
I think they're great!	
should be able to opt out of game options if you're not interested in gaming. So many apps on gaming crowd the reader	
I wouldn't call an iPad an e-reader... kind of dumbs it down a lot.	
e-readers and iPad/iPhone (more general devices) will likely become one product category in the future. I don't feel that the Kindle, Nook, or other e-reader only devices stand a chance against similarly priced, more functional gadgets. E-readers will soon go the way of the PDA and be combined with more fully-functioning devices.	
They are lightweight, fun, easy to use, and easy to read with the font size selection on the Kindle.	
no	
My personal issues with the e-reader format is the inability to share books. Mainly, because my friends don't have e-readers. I learned that industry related books I would like to share with others I need the printed version, but personal books I enjoy.	
No.	
I love the portability of my e-reader and the fact that I can switch between books and news sources easily. However I don't think I'll ever stop buying books completely.	
Dealing with 3-4 screens will soon be a thing of the past - I hope.	
E-readers satisfy the immediacy in accessing a particular publication that is not available in any other methodology. That is the primary reason for its use in my own personal life style.	
With the iPhone (I can't speak for other e-readers as I've never used anything else), you can download books directly from either the iBook store or from the Kindle store if you have the Kindle app. It eliminates the need to drive out to a bookstore saving you a lot of time. E-readers allow for impulse purchasing, something I've been prey to. The only downfall is that not every book is available electronically as of yet.	
Kindle is not grandma friendly	
no	
Statistic	Value
Total Responses	14

Question 22 let respondents make any other comments that were not covered in the survey. One person did not like gaming options being offered, as the apps felt crowded on the e-reader. One person noted how an iPad was more than an e-reader because of all that it can offer as a tablet. One person did not see how other e-readers besides the iPad and iPhone could succeed. The Kindle was noted for allowing font size selection. Someone said they would like to be able to share books with friends but cannot because their friends do not have e-readers. E-readers also are beneficial for obtaining material not available in other places. One respondent mentioned how the iPhone allows for impulse purchases.

Owning an E-Reader: Cross Tabulation

		2. What type of e-reader do you have (Kindle, iPad, etc.?) Please mark all that apply and add any ...						Total
		Amazon Kindle	Barnes & Noble Nook	Sony Reader	iPad	iPhone	Total	
3. How many years have you had an e-reader?	0 to 6 months	4	2	0	5	3	14	
	6 months to 1 year	11	2	0	11	5	23	
	1 to 2 years	5	1	0	3	6	11	
	2+ years	3	0	0	3	6	8	
	Total	23	5	0	22	20	56	
20. How likely are you to buy an electronic version and print version of the same issue or material? ...	Very Likely	0	1	0	0	0	1	
	Likely	1	1	0	1	1	3	
	Somewhat Likely	2	0	0	4	3	7	
	Undecided	4	0	0	0	0	4	
	Somewhat Unlikely	7	0	0	7	6	11	
	Unlikely	2	2	0	6	6	15	
Total	6	1	0	4	3	13		
21. Do you think that advertising is better in a print newspaper or an electronic one?	Total	22	5	0	22	19	54	
	Print newspaper	5	2	0	3	3	11	
	Electronic newspaper	5	1	0	10	5	16	
	Either one is fine.	10	2	0	8	11	24	
	I don't like either format of advertising.	2	0	0	1	0	3	
Total	22	5	0	22	19	54		
22. Do you think that advertising is better in a magazine in print or an electronic version?	Print magazine	8	2	0	8	7	22	
	Electronic magazine	2	2	0	6	3	9	
	Either one is fine.	10	1	0	8	9	21	
	I don't like either format of advertising.	2	0	0	0	0	2	
	Total	22	5	0	22	19	54	

In Qualtrics, cross tabulation was done to see how different users of e-readers answered questions differently. There was range of years for the Amazon Kindle, with most (11) having had it 6 months to one year. Most people were newer to the Barnes & Noble Nook. No one from this survey had used a Sony Reader. Most iPad users had the iPad six months to one year. Most respondents had owned the iPhone longer than the last six months. These responses are not exclusive, as someone surveyed may own more than one medium.

For buying the same issue or material in a print and electronic version, people were largely less likely who had an Amazon Kindle. People were nearly split in what they would do for the Barnes & Noble Nook. People were much less likely to buy both for the iPad as well as the iPhone.

Respondents were equally split between their views of print and electronic newspaper advertising, with just as many indifferent, who used the Amazon Kindle. For the Barnes & Noble Nook, two respondents felt that print was better by only by one response, while just as many were indifferent. For the iPad, 10 respondents preferred electronic newspaper advertising, while 8 were indifferent. Five respondents who used the iPhone preferred electronic newspaper advertising, with 11 indifferent.

Amazon Kindle users largely differed between magazine and newspaper advertising perception. Eight preferred print advertising, with 10 indifferent and two preferring electronic advertising. Two for the Amazon Kindle did not like either newspaper or magazine advertising. Barnes & Noble Nook users were split 50/50 on

their preference, with one being indifferent to either format. Eight respondents preferred print advertising in magazines, with a close response of six preferring electronic format and eight being indifferent. Seven respondents preferred print advertising in magazines for the iPhone, with nine being indifferent and three preferring electronic versions.

Chapter 5. Discussion

Findings for this study include a look at a myriad of different variables. Implications were drawn and recommendations made from this to make predictions for the future of e-readers versus print. Limitations were also noted so that future research can take this information and expound upon it for further research and purposes.

Findings and Implications

Overall the findings present a positive outlook for digital publications. According to the survey, people spend varied amount of hours per week between electronic newspapers, magazines and books. The purpose of their e-readers and tablets also allowed them to have many other uses including communication with others, information gathering from other sources and presentation of information. They also have differing views of advertising on these electronic formats versus the print counterpart. Perceptions of advertising for digital magazines and newspapers may vary as people start to use them more and companies make changes to appeal to the public. While people were not as likely to buy an electronic and print issue of the same issue or material, this could be a positive thing for companies if they are providing one version free. This may mean that people are willing to have an electronic version versus a print one, which may ultimately save publishers time and money, while consumers save space and have increased accessibility.

One of the most important aspects of this research is that it shows that print is not “dead” as so many people have rumored. Print is obviously thriving by adapting to a new electronic outlet that goes beyond a CD-ROM or PDF on a website. This new technology

is making communication between companies and consumers better than ever. Not only can a consumer directly purchase from a company on their tablet but advertisers can also reach them in a new way and perhaps even twice, if they are viewing two different sources for the same content. Now the gap between purchase intention and actual purchase has decreased more than ever, as advertising in digital publications on tablets allows consumers to directly go to the website of the company. Rather than typing in a URL, many magazine ads are allowing an interactive component that allow consumers to touch the screen of the tablet and be brought to special page made for that ad, which also allows consumers to possibly make impulse buying decisions.

Recommendations

Recommendations for the movement of print to electronic formats is to continually give people a reason to keep interacting with either medium. Based on the findings and research, it does not appear e-readers will completely replace print. While some people think that electronic formats could completely replace print in the next few years to a century from now, it does not appear this will happen if both establish themselves with unique benefits, while having some overlap to provide unity for the products and brands.

There will always be purposes for a print format, though having the alternate version makes it more valuable. For print to stay valuable, it will continually need to adapt to the needs of the public. When someone goes to buy a print version, perhaps there could be a way that they would immediately have access to an electronic version. It should not be something that would be available to someone with a smartphone in a

grocery store seeing a magazine on a newsstand. Perhaps a magazine could have a QR code that is activated after purchase at a newsstand.

Tablets and e-readers need to be something that people feel that they can talk to their friends about, so that more people become opinion leaders leading the rest to the ultimate decision to use this technology for this purpose. *The New Yorker* currently allows people reading on an iPad to send stories directly to Twitter, Facebook or e-mail. *Glamour* allows people to click on videos that are not available in the print counterpart. With this said, magazines should continually find ways to make it so that people are communicating with the company, the advertisers and their peers continuously through using their tablets and e-readers, as they advance. There should be ways that people can share the stories or books in an electronic format with friends, perhaps for an increased fee, that would allow people to experience things together, which creates a new sort of atmosphere for digital reading. Allowing people to feel a part of something special when they read the publication on their e-reader and tablets makes people feel that they should continue using the medium. As people increasingly use these mediums with new applications, advertising on them will increase to utilize the accessibility in communicating with the public.

Limitations and Future Research

In future studies, demographic information can be compiled to better understand who is using what technology and how they are using it. It may also help when trying to see how to focus advertising efforts as well as communication efforts externally. Limitations included having a smaller sample than would be necessary to truly

understand where this technology is going nationwide and perhaps worldwide. Future research could include a larger sample with focus on one print medium, such as magazines. Future research could also focus on one type of e-reader or tablet. This is also at the beginning of some significant changes with this type of technology. Because of this, future studies could include more established viewpoints rather than predictions for the future based on a very new marketplace.

Appendix A

Survey Questions

 qualtrics.com

Consent to Participate in Research

Identification of Investigator and Purpose of Study

You are invited to participate in a research study, entitled "The Future Relationship of Print and E-Readers." The study is being conducted by Yvette M. Barr in the Department of Advertising of The University of Texas at Austin, The University of Texas at Austin Advertising Department 1 University Station A1200 Austin, TX 78712 Phone: 512-471-1101, Email: Yvette.Barr@gmail.com.

The purpose of this research study is to examine **electronic readers in comparison to print formats**. Your participation in the study will contribute to a better understanding the **future of print and e-reader formats of advertising and reading material**. Please answer the survey **if you use an e-reader for work or leisure**. Please answer these questions to the best of your ability and only offer information that would be available to the public. You are free to contact the investigator at the above address and phone number to discuss the study. You must be at least 18 years old to participate.

If you agree to participate:

- The survey will take approximately 15 minutes of your time.
- You will complete an activity about e-readers and print material.
- You will not be compensated.

Risks/Benefits/Confidentiality of Data

There are **no known risks to your participation**. There will be no costs for participating, nor will you benefit from participating. Your name and email address **will not be kept during the data collection phase**. A limited number of research team members will have access to the data during data collection.

Participation or Withdrawal

Your participation in this study is voluntary. You may decline to answer any question and you have the right to withdraw from participation at any time. Withdrawal will not affect your relationship with The University of Texas in anyway. If you do not want to participate either simply stop participating or close the browser window.

If you would like to be contacted for an interview prior to July 26, 2011, please contact Yvette Barr at Yvette.Barr@gmail.com.

If you do not want to receive any more reminders, you may email Yvette.Barr@gmail.com.

Contacts

If you have any questions about the study or need to update your email address contact the researcher Yvette Barr at 512-590-1265 or send an email to Yvette.Barr@gmail.com. This study has been reviewed by The University of Texas at Austin Institutional Review Board and the study number is 2011-06-0057.

Questions about your rights as a research participant.

If you have questions about your rights or are dissatisfied at any time with any part of this study, you can contact, anonymously if you wish, the Institutional Review Board by phone at (512) 471-8871 or email at orsc@uts.cc.utexas.edu.

If you agree to participate, continue with this survey.

Thank you,

- Yvette B.

--
Yvette M. Barr

The University of Texas at Austin
Advertising & PR Internship Coordinator
Email: Yvette.Barr@gmail.com or Yvette.Barr@mail.utexas.edu

Website: www.wix.com/yvettebarr/advertising

The University of Texas at Austin



Please continue this survey only if you currently use an e-reader for work or leisure. Please answer these questions to the best of your ability and only offer information that would be available to the public. These answers are to remain anonymous.

>>

Survey Powered By [Qualtrics](#)



1. What is your field of work?

- Advertising/PR
- Magazines
- Newspapers
- Nonprofits
- Student
- Other (Please type)

2. What type of e-reader do you have (Kindle, iPad, etc.)? Please mark all that apply and add any in the box provided.

- Amazon Kindle
- Barnes & Noble Nook
- Sony Reader
- iPad
- iPhone
- Other

3. Do you use this for work, leisure or both?

- Work
- Leisure
- Both

>>

Survey Powered By [Qualtrics](#)

3. How important are the following? (Rank from "Most important feature" [1] to "Not important at all" [13].) *Click and drag features to order them.*

Environmentally friendly

Anytime, anywhere access

Easy to search and find information

Easy to share

Easy to store

Ability for more than one person to use an e-book at the same time

Downloading to laptop

Copying and pasting

Printing

Zoom and scale

Highlighting

Ability to e-mail text

Multimedia

>>

3. How many years have you had an e-reader?

- 0 to 6 months
- 6 months to 1 year
- 1 to 2 years
- 2+ years

4. Did you need to use a tutorial when first learning how to use your e-reader?

- Yes
- No

5. What part of your e-reader did you use the most frequently?

- Book reading
- Magazine reading
- Newspaper reading
- Internet browsing
- Other applications (please list here)

>>

6. Is your e-reader where you gather most of your news information (newspapers, YouTube, browsing, etc.)?

Yes: If so, how many hours a week (type here)

Rarely

No: not at all

7. Is your e-reader where you mostly read your books for leisure reading?

Yes: If so, how many hours a week (type here)

Rarely

No: not at all

8. Is your e-reader where you read your magazines?

Yes: If so, how many hours a week (type here)

Rarely

No: not at all

9. Is your e-reader where you read business related material?

Yes: If so, how many hours a week (type here)

Rarely

No: not at all

>>

Yes: If so, how? (type here)

10. Do you use your e-reader to communicate with your coworkers?

Yes: If so, how? (type here)

No: not at all

11. Do you use your e-reader to communicate with friends?

Yes: If so, how? (type here)

No: not at all

12. Do you find your e-reader useful for your work?

Yes: If so, how? (type here)

No: not at all

13. Do you ever have major technical problems with your e-reader?

Yes: If so, please explain. (type here)

No: not at all

>>

Answer the following from "Strongly Agree" to "Strongly Disagree" about your experience with your e-reader.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
14. Easy to navigate and use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Wide range of resources available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Practical assistance to work environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I prefer printed material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I feel that I have more eye fatigue reading an electronic publication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I am more likely to read on a gadget made only to be an e-reader (specifically for reading).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

>>

20. How likely are you to buy an electronic version and print version of the same issue or material?

- Very Likely
- Likely
- Somewhat Likely
- Undecided
- Somewhat Unlikely
- Unlikely
- Very Unlikely

21. Do you think that advertising is better in a print newspaper or an electronic one?

- Print newspaper
- Electronic newspaper
- Either one is fine.
- I don't like either format of advertising.

22. Do you think that advertising is better in a magazine in print or an electronic version?

- Print magazine
- Electronic magazine
- Either one is fine.
- I don't like either format of advertising.

23. Do you think that e-readers will replace printed material completely in the future?

- Yes, absolutely
- Possibly
- Never

24. If you answered, "Yes," to number 23, how many years do you think it will be until print is completely replaced?

25. Do you have any other statement about e-readers that has not been covered in these questions that you can discuss with the public?

>>



Thank you for participating in this anonymous survey. As was mentioned in the consent form, if you would like to be contacted for an interview prior to July 26, 2011, please contact Yvette Barr at Yvette.Barr@gmail.com.



Survey Powered By [Qualtrics](#)®

Appendix B

Statement of Research with Human Participants

This form and copies of required approval letters must be submitted to the Graduate School on or before final submission of your thesis or dissertation. However, all research projects with human participants conducted by students associated with The University of Texas at Austin must receive approval before the research begins.

Please check one box:

- My research does not involve human participants. (No other forms are required.)
- My research does involve human participants and attached is the IRB approval letter.

Name: Yvette M. Barr

Signature: 

UTEID: ymb89

Date: 8/02/2011

For information on research with human subjects for university students and researchers visit:
Office of Research Support at <http://www.utexas.edu/research/rsc/humansubjects/>
512-471-8871

Graduate School, The University of Texas at Austin, Main Building 101, Austin, TX 78712

IRB PROTOCOL #: 2011-06-0057

Title: The Future Relationship of Print and E-Readers
Conducted: Yvette M. Barr of The University of Texas at Austin: *Department of Advertising*. Telephone: 512-590-1265.
E-mail: YVETTE.BARR@MAIL.UTEXAS.EDU

You are being asked to participate in a research study. This form provides you with information about the study. The person in charge of this research will also describe this study to you and answer all of your questions. Please read the information below and ask any questions you might have before deciding whether or not to take part. Your participation is entirely voluntary. You can refuse to participate or stop participating at any time without penalty or loss of benefits to which you are otherwise entitled. You can stop your participation at any time and your refusal will not impact current or future relationships with UT Austin. To do so simply tell the researcher you wish to stop participation. The researcher will provide you with a copy of this consent for your records.

The purpose of this study is to determine how the print advertising is moving toward an electronic format. It is important to see where print is going as to make adjustments for publications and advertising. Overall, the study looks to support the fact that print should not be completely replaced but that it should be enhanced by the availability of an electronic format.

If you agree to be in this study, we will ask you to do the following things:

- To participate in an interview to discuss your thoughts regarding print and electronic advertising, and what direction you think they are going.
- Complete an online survey discussing the same topics.

Total estimated time to participate in study is 30 minutes.

Risks of being in the study are no greater than everyday life.

Benefits of being in the study: There is no direct benefit to you for participating in the study; however, as researchers may have a better understanding of what direct print advertising is going.

Compensation: You will not be compensated for participating in this study.

Confidentiality and Privacy Protections:

The records of this study will be stored securely and kept confidential. Authorized persons from The University of Texas at Austin, members of the Institutional Review Board, and (study sponsors, if any) have the legal right to review your research records and will protect the confidentiality of those records to the extent permitted by law. All publications will exclude any information that will make it possible to identify you as a subject. Throughout the study, the researchers will notify you of new information that may become available and that might affect your decision to remain in the study.



OFFICE OF RESEARCH SUPPORT

THE UNIVERSITY OF TEXAS AT AUSTIN

P.O. Box 7426, Austin, Texas 78713 (512) 471-8871 -FAX (512 471-8873)
North Office Building A, Suite 5.200 (Mail code A3200)

FWA # 00002030

Date: 07/13/11

PI(s): Gary B Wilcox
Yvette M Barr

Department & Mail Code: Advertising
ADVERTISING DEPT

Title: **The Future Relationship of Print and eReaders**

IRB EXEMPT DETERMINATION: IRB Protocol # 2011-06-0057

Dear: Gary B Wilcox Yvette M Barr

Recognition of Exempt status based on 45CFR 46.101(b).

Qualifying Period: 07/13/2011 - 07/12/2014 Expires 12 a.m. [midnight] of this date.
A continuing review report must be submitted in three years if the research is ongoing.

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
(i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Responsibilities of the Principal Investigator:

Research that is determined to be Exempt from Institutional Review Board (IRB) review is not exempt from ensuring protection of human subjects. The following criteria to protect human subjects must be met. The Principal Investigator (PI):

1. Assures that all investigators and co-principal investigators are trained in the ethical principles, relevant Federal Regulations and institutional policies governing human subject research.
2. Will provide subjects with pertinent information (e.g. risks and benefits, contact information for investigators and IRB Chair) and assures that human subjects will voluntarily consent to participate in the research when appropriate (e.g. surveys, interviews).
3. Assures the subjects will be selected equitably, so that the risks and benefits of the research are justly distributed.
4. Assures that the IRB will be immediately informed of any information or unanticipated problems that may increase the risk to the subjects and cause the category of review to be reclassified to Expedited or Full Board Review.

References

- Adams, R. (April 2011). More magazines try iPad. *The Wall Street Journal*, B4.
- Adams, R. (May 2011). Time inc. in ipad deal with apple. *The Wall Street Journal*, B4.
- Bhattacharjee, A., & Sanford, C. (2006). Influence processes for information technology acceptance: An elaboration likelihood model. *MIS Quarterly*, 30(4), 805-825. Retrieved from EBSCOhost.
- Burgess, L. (2003). *Webct as an e-learning tool: A study of technology students' perceptions*. Journal of Technology Education. Vol. 15 (1), 6-15
- Cacioppo, J.T., & Petty, R.E. (1986). The elaboration likelihood model of persuasion. *Advances in Experimental Social Psychology*, 19, 123-192.
- Campbell, R., Martin, C., & Fabos, B. (2006). *Media & culture: An introduction to mass communication*. Boston: Bedford/St. Martin's.
- Chen, S., & Lee, K. (2008). The role of personality traits and perceived values in persuasion: An elaboration likelihood model perspective on online shopping. *Social Behavior & Personality: An International Journal*, 36(10), 1379-1400. Retrieved from EBSCOhost.
- Chrystal, R. (2010). The evolution of e-books: Technology and related issues. *Digital Libraries (INFO 653: Professor Xia Lin)*.
- Could amazon be android's best hope? (2011). *Retrevo*. Retrieved from <http://www.retrevo.com/content/blog/2011/07/could-amazon-be-androids-best-hope>
- Coulter, K., & Punj, G. (Winter 2004). The effects of cognitive resource requirements, availability, and argument quality on brand attitudes: A melding of elaboration likelihood and cognitive resource matching theories. *Journal of Advertising*. 33 (4). Retrieved from <http://mesharpe.metapress.com.ezproxy.lib.utexas.edu/openurl.asp?genre=article&issn=0091-3367&volume=33&issue=4&spage=53>
- DSS Research (2010). Decision Support Systems, LP.
- Gaur, S. S., & Sadarangani, P., (2004). Being more effective on the world wide web: A communication model. *IIMB Management Review (Indian Institute of Management Bangalore)*, 16(2), 36-47. Retrieved from EBSCOhost.

- Johnson, S., Prijatel, P. (2007). *The magazine from cover to cover*. New York: Oxford University Press.
- Keller, K. (1987). Memory factors in advertising: The effect of advertising retrieval cues on brand evaluations. *The Journal of Consumer Research*, 14 (3). Retrieved from <http://www.jstor.org/stable/2489494>
- Laczniak, R., & Muehling, D. (Sept. 1993). The relationship between experimental manipulations and tests of theory in an advertising message involvement context. *Journal of Advertising*, 22 (3). Retrieved from <http://www.jstor.org/stable/4188890>
- Maquignaz, L., Miller, J., & Parker, D. (2005). Library services to support e-learning: User surveys at the victoria university of technology. *The Victoria University of Technology*. Retrieved from http://eprints.vu.edu.au/196/1/IATUL_2001_Presentation_Paper.pdf
- Meyers-Levy, J., & Malaviya, P. (1999). Consumers' processing of persuasive advertisements: An integrative framework of persuasion theories. *The Journal of Marketing*. 63. Retrieved from <http://www.jstor.org/stable/1252100>
- Moorman, M., Neijens, P., & Smit, E. (Winter 2002). The effects of magazine-induced psychological responses and thematic congruence on memory and attitude toward the ad in a real-life setting. *Journal of Advertising*. 31 (4). Retrieved from <http://www.jstor.org/stable/4189235>
- MPA: The Association of Magazine Media (2011). Retrieved from <http://www.magazine.org/>
- Perloff, Richard M. (2010). *The dynamics of persuasion: Communication and attitudes in the 21st century* (4th Ed.). New York: Routledge.
- Rosenberry, J., & Vicker, L. (2009). *Applied mass communication theory: A guide for media practitioners*. Boston: Pearson.
- Soules, Aline (2009). *The shifting landscape of e-books*. New Library World, Vol. 110 (1/2), 7–21.
- Tsai, D., Warden, C. A., & Wu, W. (2006). Online shopping interface components: Relative importance as peripheral and central cues. *CyberPsychology & Behavior*, 9(3), 285-296. Retrieved from EBSCOhost.

VITA

Yvette Marie Barr was born in Harrisburg, Pennsylvania and raised in Mississippi. In 2006, she graduated from Gautier High School as the class salutatorian. After this she attended The University of Southern Mississippi, where she graduated summa cum laude in May 2010. During her time there she studied abroad in England and France.

Immediately after her graduation, she began her graduate studies in advertising (M.A.) from The University of Texas at Austin. From the beginning, June 2010, until her graduation in August 2011, she was the assistant for the internship classes under Isabella Cunningham, Ph.D., in the Department of Advertising. Following her graduation in August 2011, she will begin working at an advertising agency on the Mississippi Gulf Coast.

Permanent Address: 1808 Granhurst Drive

Gautier, MS 39553

Email: Yvette.Barr@gmail.com