ARE PRINT BOOKS REALLY DEAD?

Exploring the relationship between technology acceptance and the use of e-books at a large research university

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Introduction

92 Percent of College Students Prefer Reading Print Books to E-Readers

Print books are far from dead. But they're definitely on the decline.

Are printed books (finally) dead?
Introduction

• If users prefer print books over e-books (Baron, 2013) and 94 to 97 percent of libraries subscribe to e-books (Walters, 2013), how do libraries ensure they are providing e-books that will be used and used the most?

• A handful of studies looked at variations of the Technology Acceptance Model (TAM), libraries and e-books.

• If we knew what factors matter more to students’ use of e-books, could we
  • Make better purchasing decisions?
  • Communicate what users want and need with vendors and librarians?
  • Provide better training for library staff and students?

• How do libraries ensure that e-books will be used, and which factors ensure greater use?
Libraries and E-books

- Many articles in the library literature are about describing perceptions of e-books and how they are used (Carroll, Corlett-Rivera, Hackman, & Zou, 2016, Gregory, 2008, Hoseth & McClure, 2012, McClure & Hoseth, 2012, Shelburne, 2009, Walton, 2008,) but lack theoretical underpinnings and statistics to show significance, relationships, etc.

- Shrimplin, Revelle, Hurst, and Messner (2011) used Q methodology to determine attitudes and opinions about e-books among faculty, graduate students, and undergraduates.
Technology Acceptance: TAM and UTAUT

• The Technology Acceptance Model (TAM) has at its core two constructs: perceived usefulness and perceived ease of use.

• Perceived usefulness refers to the belief that using the system will improve job performance. Perceived ease of use refers to the belief that using the system will be easy (Davis, 1989; Davis, Bagozzi & Warshaw, 1989).

• Widely used to research the adoption of various technologies, "TAM has arguably become the most influential theory" (Marangunic & Granic, 2015, p. 87).

• The Unified Theory of Acceptance and Use of Technology (UTAUT) forwarded individual acceptance research by bringing together common theoretical perspectives and integrating four moderators of dynamic influences (Venkatesh, Morris, Davis & Davis, 2003).
Technology Acceptance and E-books

- Two recent studies published in the library literature looked at technology acceptance and e-books. Both studies used the original TAM. Letchumanan and Muniandy (2013) looked at undergraduates and Nasser (2014) at faculty. Both found perceived ease of use was a factor in various aspects of acceptance.

- Many others have looked at e-book adoption and technology acceptance models. Lee (2013) found perceived usefulness and ease of use impact intention to use.

- Maduka (2015) used the UTAUT model to study undergraduates intention to use e-books finding performance expectancy, social influence and facilitating conditions were significant.
Model redacted
Hypotheses

• There are specific factors related to undergraduates’ intent to use e-books.
• There are specific factors related to undergraduates’ actual use of e-books.
Methodology

• Population: undergraduate students at the University of North Texas

• Initial sample: undergraduate students in two large lecture sections of the core required political science course

• Survey includes
  • Demographics
  • Reading preferences and habits
  • Modified questions from the UTAUT model
Analysis

- Descriptive Statistics
- SEM
- Logistic Regression
- Investigate the differences between groups of students (i.e. low e-book users versus high e-book users)
- Explore partial or full aggregation items (Bagozzi & Edwards, 1998) as suggested by Venkatesh (2003).
Future Research

• Exploring the possible correlation between the UTAUT model and usability (see for example Lin, 2013)
• Exploring the increase in technology acceptance that occurs after doing usability tasks.
• Investigate model for factors that influence user to intend to continue to read e-books (Chen, 2015).
References


