

The Future of Printed Books

YSS

Thesis BSc. Management and Consumer Studies
YSS – 82312

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Chair group: Marketing and Consumer Behaviour
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Date: 22nd January, 2020

Abstract

The book industry is going through a tumultuous change as a result of the widespread use of the Internet and mobile devices. E-books have increased in popularity and across the industry publishers have been rapidly trying to adopt digital content. It raises the important question of how the use of new digital channels will impact sales in established channels in the future. The reasons whether or not to purchase printed books are largely unknown. To answer this question, ten interviews were held to gather information used for making the questionnaire that was later conducted. In the questionnaire, among other things, the reading and purchasing habits were asked for as well as the values they preferred when reading and the opinion towards e-books and printed books. The most distinct outcome was that printed books were perceived in a positive light whereas the opinion on e-books varied. The research showed that experiential values had a positive correlation with the attitude towards printed books. The respondents who valued experiential values more than utilitarian values also had a more positive attitude towards printed books. Lastly, the correlation between perceived usefulness and the attitude of the books was only significant for the e-books. It can be concluded that the reason people read printed books mostly have to do with experiential values, while for e-books it has to do with perceived usefulness and a bit with utilitarian values. While experiential values are hard to incorporate into different formats printed books will stay relevant, at least for now.

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1. Introduction

As stated in Thompson's *Merchants of Culture* (2012), the book industry is going through a tumultuous change as a result of the widespread use of the Internet and mobile devices.

According to popular opinion the printed book industry is declining because of new technological developments (Chen, Hu, and Smith, 2019; Gilbert, 2015; Thompson, 2012; van Bergen, 2018). In May 2011, Amazon has been selling printed books for 15 years and e-books for less than 4 years. In this short period of time, e-books have already surpassed hardcover sales by five per cent (Miller and Bosman, 2011). E-books have increased in popularity and across the industry publishers have been rapidly trying to adopt digital content.

Large publishing houses have been scrambling to stay ahead of a technological revolution that seems inevitable (Thompson, 2012). Initially, publishing houses were optimistic about the e-book's potential. In the 1990's it was widely expected that the e-books would take over in the years to come. However, the study of Thompson (2012) showed that devices that were specifically used for reading were not good enough, e-books were still expensive, and the available content that was available was not nearly enough for the reading consumer. This is different from, for example, the music industry, which embraced the technological revolution early on. Printed books showed to have different quality attributes that cannot easily be replaced by a digital version. Printed books are user friendly as the only thing you have to do is open it and turn the page. They do not need batteries and if you drop them they will not break. They can be collected and displayed, but most importantly, printed books offer a social experience. Printed books can be shared and borrowed. Importantly, they become a visible part of a reader's identity.

The introduction of digital versions of books poses many new questions for the creative industries. This includes the important question of how the use of new digital channels will impact sales in established channels in the future. The reasons whether or not to purchase printed books are largely unknown. This insight is relevant to the printed industry to act upon this. In the publishing industry there are two main book categories: trade and non-trade books (Gilbert, 2015). This research concentrated on the former, which include adult and juvenile fiction, nonfiction, and religious titles. Trade books are mainly used by consumers for entertainment. Non-trade books include educational materials, as well as professional and scholarly books (Gilbert, 2015), but fall outside the scope of this research.

While printed books have been around for a long time, the book industry is struggling to cope with the impact of a technological revolution (Thompson, 2012). As part of this technological revolution, e-books emerged. An e-book, or 'electronic book', is a digital version of a book that can be read by using different devices, for example through an e-reader. According to Chen et al. (2019) there was a huge influence on print sales by the time Amazon's Kindle e-reader was invented in 2007. In 2010, about nine per cent of the whole book sales were e-books, and from 2013 to 2015 this increased to twenty per cent (Chen et al., 2019). In 2011 Amazon even reported that their e-book sales were higher than their printed book sale (Chen et al., 2019). In the Netherlands, the e-reader came out in 2009 and the e-book sales were around 500 books, while in 2010 the sales went up to 60.000 books (Ereaders.nl, 2015). Since 1955 there has been an increase in reading material, but a decrease in time spent on reading books as the main form of entertainment. The Dutch started to spend more time reading articles on the internet. The time

spent by Dutch readers on physical books started to decline, from 2.5 hours a week in 1955 to 0.8 hours a week in 2016 (van Bergen, 2018).

According to Chen et al. (2019), the book market is under researched. Therefore, they investigated whether the publication of e-books had a negative influence on the sales of printed books in the United States (Chen et al., 2019). Their results show that a later publication date of e-books did not influence the printed books, but it negatively influenced the sales of e-books itself. A different study (Zhang and Kudva, 2013) shows that both printed books and e-books have unique attributes and serve distinct functions in meeting people's reading needs, which may vary by individual, demographic, contextual, and situational factors. Also, Carreiro (2010) says that it will likely take several generations before consumers stop depending on the paper book medium, embrace a new way of reading, and fully take advantage of these technologies. Therefore, there is no need for publishers to make a choice between print or digital just yet. Both physical and digital books are likely to live alongside each other for a while. Similarly, Liu (2005) argues that reading physical books in a digital age will continue, because paper books allow for annotations and highlights. This is quite obsolete, while in 2007 the first Kindle e-reader was invented (Chen et al., 2019) and this has shown to be an easier tool for annotating and highlighting. Zhang and Kudva (2013) researched the user preferences towards both printed books and e-books. They found that printed books were preferred when reading to a child, and sharing books with other people. E-books, on the other hand, are preferred when needing to get a book quickly, and reading while on the move. Accessibility and an increased selection of e-books are other reasons why many people tend to prefer newer media. All this is to say, both e-books and printed books each provide unique functions in different reading situations.

Previous research focusing on the technological changes in the book market has shown that there are many sides to the topic (Chen et al., 2019; Zhang and Kudva, 2013; Sehn and Frago, 2015). In a study done by Zambarbieri and Carniglia (2012) many advantages and disadvantages to reading e-books were mentioned. A disadvantage to reading an e-book was that when reading from a computer screen the "fixation duration" was longer, which is a period of time where the eye is kept aligned with the target for a certain duration. However, the fixation duration was not different when reading from an e-reader or tablet. An advantage found to reading an e-book is that the font size can be changed, which makes it a more pleasant read. In conclusion, the study shows that it is reasonable to assume that reading an e-book through an e-reading tool is not more difficult or uncomfortable than reading a printed book (Zambarbieri and Carniglia, 2012).

According to Zhang and Kudva (2014), the process of e-book diffusion and adoption is still on the rise and has not yet peaked. The majority of Americans continues to exclusively read printed books, 57.3 per cent among the respondents in a study by Zhang and Kudva (2014). Those who only read e-books are 1.9 per cent of the total sample. These numbers are a preliminary indication that e-books have not replaced printed books just yet. The results of this study indicates that demographic and lifestyle factors contribute significantly to the choice between e-books and printed books, as well as the situational context. A study done in Japan by Kurata, Ishita, Miyata, and Minami (2016), shows that respondents spend 70 per cent of total reading time doing digital reading and it can be observed that digital media is already predominant. Reading any text on a display screen is considered digital reading. However, there was an overall clear tendency to indicate a preference for print media. According to van Bergen (2018), during

the last couple of years there were around 40 million new physical books sold per year in the Netherlands, however this number is declining since the entry of e-books.

The problem is clear. With the rise of technological inventions within publishing, printed books suffer. It is unknown how much and in what way the printed book industry is influenced, which is why the research objective of this thesis is to gather information about the behavioural intention towards printed books versus e-books. This information can then be used to outline recommendations for the printed book industry, which will help libraries, publishers, information system developers, and information providers to adapt to a new generation of readers. It will also be an addition to the existing literature about the book industry. The results are specific to Dutch readers and focus on the relation between printed books and e-books. Following from this, the main research question is formulated as follows: *Will printed books still be used in an ever-evolving technological world?*

To answer the main research questions, information is gathered about why people would want to adapt to e-books instead of printed books and which factors influence the behavioural intention of e-book adoption. Therefore, the first sub question is: *What is the purchase intention of Dutch consumers towards e-books?* A second sub question then arises about why people still read printed books. Therefore I ask: *What is the purchase intention of Dutch consumers towards printed books?*

The perception of Dutch consumers will be investigated by performing qualitative interviews and by conducting surveys. The interviewees are asked to answer questions about why they would read an e-book or why they would read a printed book. These answers will be taken into account when making a survey, which focuses on a larger group of people and answers questions about the purchase intention of printed books versus e-books.

The perception of Dutch consumers will be studied by doing a literature study, by performing qualitative interviews and by conducting surveys. The interviewees will be answering questions about why they would read an e-book or why they would read a printed book. These answers will be taken into account when making the survey, which will be focussing on a larger group of people, and will answer questions about the purchase intention of printed books versus e-books.

2. Theoretical framework

This theoretical framework provides more insights about the literature on e-book and printed book readers, and what theories could be useful in describing the consumer perception and preferences. Before knowing how the printed book industry can adapt to a new generation of readers, it is useful to find out why people choose printed books in the first place. The information about the different factors influencing the consumers is used to prepare the interview topic guide later on.

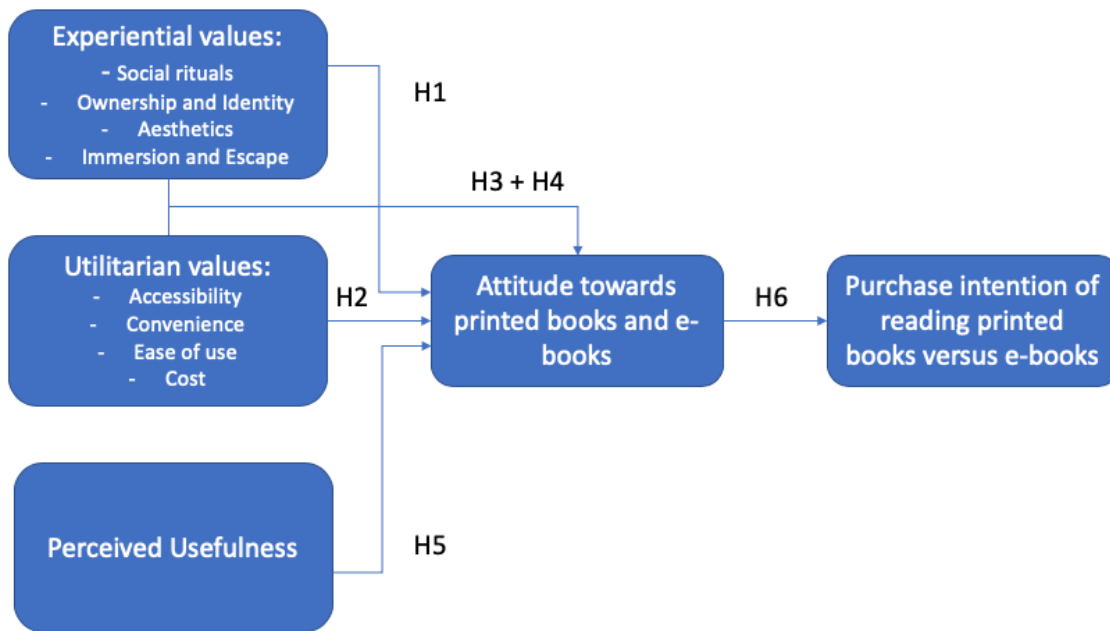


Figure 1: Conceptual model of influences on behavioural intention between reading printed books versus reading e-books.

2.1 Experiential and Utilitarian Values

According to Chen and Granitz (2012) there are four experiential and four utilitarian values that structure book reading. Experiential values include: social rituals, ownership and identity, aesthetics, and immersion and escape. The social rituals included sharing books, going to a book club, or meeting at a bookstore. Ownership and identity is explained as having the book as a possession and reading it in public to show who you are and show some class. Aesthetics are about being able to hold the book, look at the book, and smell the pages. And immersion and escape entails the connection the reader has with the world and the characters of the book. Because of this, printed books are often preferred when readers value experiential values over utilitarian values (Chen and Granitz, 2012).

Utilitarian values include: accessibility, convenience, ease of use, and cost. Having access to the book anytime and anywhere was seen as an important value. In addition, convenience, being able to carry all the books you want with you and saving space, was seen as important. Ease of use entails being able to change fonts, search for words, and being able to read in a different position.

Lastly, cost included the expenses of acquiring an e-reader, which might break or get stolen, and the expenses of acquiring e-books or physical books. E-books are often preferred when readers value the utilitarian aspect of e-books over experiential values, although for most consumers the purchase of an e-reader is a small hurdle (Chen and Granitz, 2012). These experiential and utilitarian values of book reading can lead to the adoption, rejection, or convergence of e-books. If experiential values are more salient to readers, they often reject a tech-enabled change in form and keep reading printed books. When the utilitarian values are more salient to readers, they are more likely to adopt tech-enabled changes in form and therefore choose to read e-books. When respondents are unable to reconcile utilitarian and/or experiential functions the outcome is “convergence”: readers finding a balance between reading printed books and e-books.

With the older media unable to offer utilitarian benefits of accessibility and convenience, and newer media not able to provide experiential benefits, such as sensory and aesthetic benefits, the publishing industry must supply both formats to meet the needs of all consumers (Chen and Granitz, 2012). Because most experiential values are found in older media, such as printed books, when these values are deemed to be more important consumers will prefer printed books over e-books. While most utilitarian values are found in newer media, such as e-books, when these values are deemed to be more important consumers will prefer e-books over printed books.

***H1:** The higher a reader’s experiential values, the more positive the attitude towards printed books.*

***H2:** The higher a reader’s utilitarian values, the more positive the attitude towards e-books.*

***H3:** If the experiential values are valued more than the utilitarian values, the attitude towards printed books is better than towards e-books.*

***H4:** If the utilitarian values are valued more than the experiential values, the attitude towards e-books is better than towards printed books.*

2.2 Technology Acceptance Model

Davis (1989) aimed to develop and validate new measurement scales for predicting user acceptance of computers. This can be helpful to see when people would adapt to using an e-reader or other technology to read a book and when people would rather keep using the format they are already using. To develop a new measurement scale two variables were used, namely “perceived usefulness” and “ease of use”. Perceived usefulness is the degree to which a person believes that using a particular system would enhance his or her job performance, and ease of use is the degree to which a person believes that using a particular system would be free from effort (Davis, 1989). These variables were used to determine the attitude toward technology usage, which in turn determined the behavioural intention to use. This model has become known as the Technology Acceptance Model.

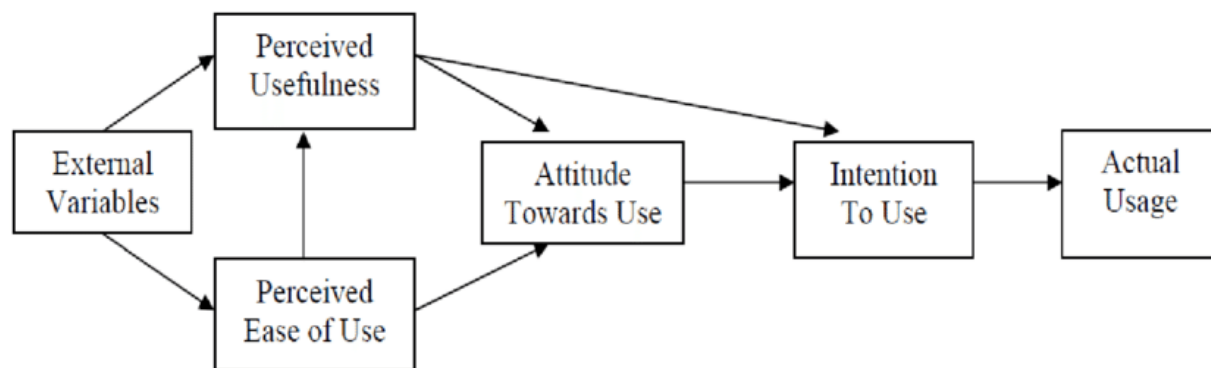


Figure 2: Technology Acceptance Model of F.D. Davis (1989)

Perceived usefulness can be explained as a reinforcement of good performance. For example, people get promotions, raises, or bonuses when they do a good job. A system high in perceived usefulness is one for which a user believes in the existence of a positive use-performance relationship (Davis, 1989).

An application that is perceived as easier to use than other applications, for example when it costs less effort to use, is more likely to be accepted by users.

The results of the study (Davis, 1989) showed that usefulness has stronger link with usage than ease of use. For users, the most important issue when adopting an application is primarily an application’s functions and secondly how easy or hard it is to get the system to perform those functions. For instance, users would be more willing to deal with a system that has some difficulty to use when it provides important functions. It does not help when a system has some difficulty to use, but no amount of ease of use can compensate for a system which is unnecessary or serves unimportant functions (Davis, 1989).

In the technology acceptance model, perceived usefulness has a strong positive relation with user acceptance. Ease of use is not its own cause of a positive attitude toward using, but can be a cause for perceived usefulness. However, consumer reactions to adapting to new technologies are way more complex than just ease of use or usefulness. Therefore, ease of use can be put with the utilitarian values of Chen and Granitz (2012). Perceived usefulness may however be a little more important and can influence the attitude towards printed books on its own.

***H5:** A higher perceived usefulness towards printed books results in a more positive attitude towards printed books, whereas a higher perceived usefulness towards e-books results in a more positive attitude towards e-books.*

***H6:** A more positive attitude towards printed books over e-books is positively related to the purchase intention of printed books over e-books.*

3. Methodology

In this part the research method, the participants, the location, the procedure, and the data analysis are described. This research is a mixed method design, with both qualitative and quantitative components. For the qualitative study interviews were conducted. For the quantitative study a questionnaire was made and distributed. The interview answers were used as a guide to formulate questions for a questionnaire. The interviews and the questionnaire provide relevant information about the reading habits of readers in the Netherlands.

3.1 Qualitative study: Interviews

3.1.1. Research Method

The qualitative method consists of semi-structured interviews. This type of interviewing gives the interviewee space to elaborate on their opinions. It also gives the interviewer space to ask more questions to get different answers. By doing this, the unexpected input of the interviewees is incorporated (Boeijs, 2010). The interviewer has to work directly with the participant, so there can be follow-up questions on which the participant can elaborate his or her opinion.

The choice for interviews was made, because in the literature there were reasons named for the reading habits of consumers (Chen and Granitz, 2012, but these have not been researched further and have also not been researched specifically for Dutch consumers. The interviews about reading habits of consumers are conducted in order to provide Dutch readers a platform for their reasons why they would read printed books or e-books. These reasons are then studied further through a survey.

3.1.2. Participants and Location

While there was limited time and the information needed was not very complex, ten interviews were held. After the tenth interview, no new useful information was given by the respondents, which means that the saturation point was reached (Feijt, 2017).

The interviews all included Dutch subjects who read at least one book a year and were aged 18-66. The reason not to include children is that they often get their reading material from parents, grandparents, or school. Adults can make their own deliberate choices. The reason to only include people who read at least one book a year is because they are consumers of printed books and e-books. If they would read less than one book a year, the questions of the interviews would be irrelevant and hard to answer.

For the interviews different socio-demographic groups are questioned, including people of different ages, and an equal number of each gender. There were five males interviewed, and five females. People of different ages were interviewed, because they may adapt differently to new technologies.

It was also important to have a range of different reading preferences present in the interviews. Because of this, people were recruited with different preferences in the amount of reading and a different preference in reading format. The interviewees read from a range of 1-50 books a year, and there were people who only read physical books or only read e-books or a mix of both.

The participants were recruited by conducting convenience sampling, which means that participants were selected on the basis that they were available to participate (Boeije, 2010), while taking the criteria of reading more than one book a year, gender distribution and age distribution into account. The interviewees were people in the network of the interviewer.

The location of the interviews differed per participant, the participant could make the decision on where the interviews were held. This resulted in the participants choosing the most convenient time and place. The reason for this is that it makes the participants feel comfortable.

3.1.3. Procedure

The appendix lists the interview guide (attachment 1) and the interview questions (attachment 2). The guide shows how the interviews have been constructed, and which questions were used.

The interview questions were divided into seven parts:

1. An introduction about the interview's context, its purpose and the interviewer was given. Informed consent was included and permission to record the interview.
2. General questions about demographic specifics of the consumer were asked. This was to make sure that there is some diversity in the participant group.
3. Next were some questions about the general reading habits of the participants.
4. The respondent was now asked questions about their perception of printed books, and if the goal of the respondent would be reached by reading printed books.
5. After that reasons for reading printed books were questioned.
6. Next to the perception of reading physical books, the perception of e-books was questioned.
7. Lastly, the questions about the reasons for reading e-books were asked.

The parts of the interview questions have been captured in a flow chart (Figure 3). It illustrates how the interview was structured from the perspective of the participants. The interview was semi-structured, which means that participants had the space to give their own input. This allowed for follow-up questions. The flow chart in Figure 3 represents the general structure of the interview.

With this sometimes follow-up questions were asked. Because of this, the flow chart is an indication of how the interview went, but is not a precise duplicate of all the interviews.

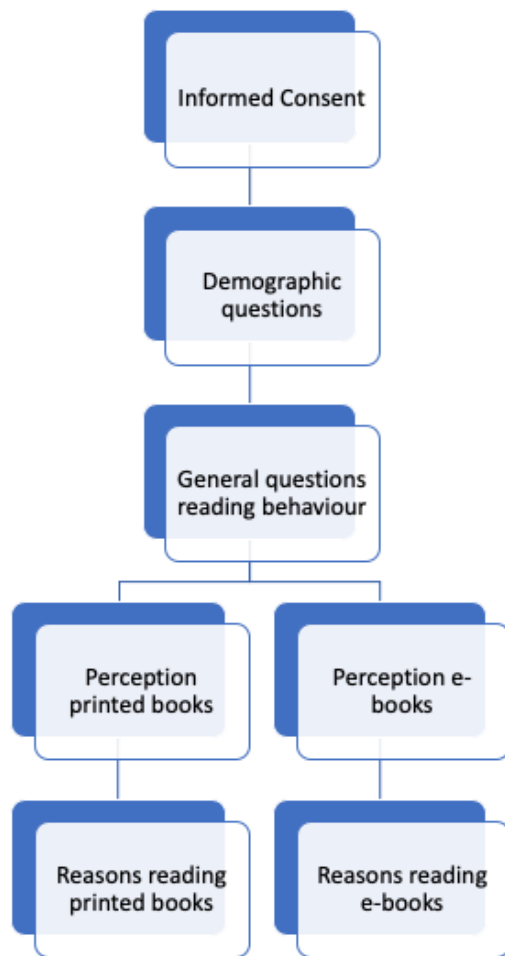


Figure 3: Flow chart

3.1.4. Data Analysis

The first part of the data analysis included creating summaries of the interviews (attachment 3). They are created by listening to the records of the interview, and writing down the answers to the questions, without writing the interview down word for word.

After this, two tables were made to give an overview of the answers that the participants provided. One table with the reading habits of the participants and the experiential and utilitarian values. The other table with the reasons for reading printed books and e-books and the perception towards physical books and e-books. These tables can be found in the results section of the qualitative study.

3.2 Quantitative study: Survey

3.2.1. Research Method

The quantitative method consisted of a survey, focused on acquiring knowledge about the purchase intention of e-books and printed books for Dutch consumers. This would give the opportunity to gather information from a larger group of people to quantify their attitudes towards e-books and printed books, test the hypotheses, and answer the corresponding main- and sub questions. The survey consisted of 14 questions of which some also had sub questions. Before the questions started, informed consent was sought to ensure the safety and privacy of the respondents. After the respondent agreed to participate, a selection question was asked. This was to make sure that the respondents did purchase at least one book per year. Then, the questions about their reading habits, preferences, and opinions were asked, ending with some demographical questions about the respondent.

3.2.2. Participants

The study consisted of 95 Dutch respondents, of which 20 were men (21.05%), 74 were women (77.90%), and one person considered themselves other (1.05%), aged between 16 and 82. The survey was distributed to Dutch respondents of the age of 16 and older. The reason for the minimum age of 16, is that under the age of 16 parent consent is needed. Respondents who did not purchase at least one book per year were filtered out as well. Besides those criteria, there were no restricting factors that excluded respondents from participating. The participants were found using snowball sampling, by spreading the survey on social media (Instagram, Facebook, and WhatsApp).

3.2.3. Procedure and measures

In the appendix the survey questions can be found (attachment 4). First, a selection question was asked. This was done to make sure that the people who filled in the survey, did actually purchase a book sometime. To make this more specific for the respondents, it was chosen to ask if the respondent had purchased one book a year or more. People who did not purchase one book a year or more, were then redirected to the end of the survey.

After that behavioural questions were asked, about the reading habits and the purchasing of books, of the respondents. Next, the impact of experiential values was questioned using 7 items. It was not mentioned that these values were experiential to make sure that the answers of the respondents were not influenced. The scale that was used, ranged from 'Totally not' to 'Totally'. The 7 items were gathered from the answers people gave in the interviews and the paper from Chen and Granitz (2012). After the experiential values were questioned, the impact of the utilitarian values was questioned using 7 items. These items were once again gathered from the interviews and the paper from Chen and Granitz (2012).

To collect information on when people choose for a certain format of books, the preferences for an e-book or printed books in different situations were asked. Situations included buying presents, using books for school or work, using books for recipes, and as a travel guide. There was an option 'Neither', in case people have never encountered these specific situations or preferred a different format.

To measure the perceived usefulness of the respondents towards e-books and printed books, respondents were asked to what extent they would reach their goal of reading. Two separate questions were asked, one for printed books and one for e-books. Again with a scale from 'Totally not' to 'Totally'. To get the general attitude towards e-books and printed books, respondents expressed their opinion about e-books as well as printed books using a 5-point scale ranging from 'Negative' to 'Positive'. Purchase intention for e-books and printed books were measured with the question: how likely will you purchase an e-book or printed book, with a scale ranging from 'Totally not' to 'Totally'. Lastly, two demographic questions were asked, to know if the distribution of the survey was normal. This was done by asking the gender of the respondent, and by asking the age of the respondent.

3.2.4. Data Analysis

The data was collected with Qualtrics and analysed in SPSS. The data was checked for age range, whether the respondents had finished the survey, and if they had purchased one or more books a year. If the data did not meet the requirements it was counted as missing data and deleted from the data set. All the questions were marked as 'required to answer' in Qualtrics, so there would not be any other missing data. After filtering, 95 respondents were left. After this, new variables were made for the average of the experiential values and the utilitarian values. A Cronbach's alpha was used to see if the reliability of the scale of the experiential values was good. The Cronbach's alpha was 0.671, which is questionable. If the item, closed off from the outside world, was removed, the highest the Cronbach's alpha could be was 0.680. For the utilitarian values the Cronbach's alpha was 0.465, which is very low. It could only go up to 0.620 when four of the items were removed.

Once the dataset had been prepared, the analysis started. Descriptive tests have been run on gender, age, and general reading and purchasing behaviour. This was done to obtain frequency tables and distribution tables. Most of the hypotheses were tested with a correlation test, to see if there were correlations to be found. For two hypotheses an independent samples t-test was used to compare the two groups. These two groups being: respondents whose average of experiential values was higher than the average of the utilitarian values, and respondents whose average of utilitarian values was higher than the average of the experiential values.

4. Results

To create a clear overview, the results have been divided in the qualitative results of the interviews and the quantitative results of the survey. The results of the interviews have been put into tables to create a summary of the answers that were given in the interviews. The results of the survey are analysed with SPSS, put into tables, and described.

4.1 Qualitative results

4.1.1 Overview interviews

The interviews were held with ten respondents in total, of which five were men and five were women. The youngest interviewee was 18 years old and the oldest was 66 years old. All of the respondents fell into the target group, because they all read books (at least one a year). To keep the respondents apart, they were given numbers as well as their gender. This was purely done to keep an overview and has no further meaning. The rest of the table consists of the reading habits of the respondents, the experiential values that were mentioned, and the utilitarian values. The experiential and utilitarian values were found by asking the respondents for the important things when reading or purchasing a book. After the summaries of the interviews, the experiential values and the utilitarian values were assigned according to the explanation of the values in the paper of Chen and Granitz (2012).

<i>Important values when reading</i>	<i>Reading Habits</i>	<i>Experiential Values</i>	<i>Utilitarian Values</i>
<i>Male 1</i>	4 books per year only physical	Aesthetics	Cost
<i>Male 2</i>	1-2 books per year only physical	Aesthetics, Immersion + Escape, Ownership + Identity	Ease of use
<i>Male 3</i>	3 books per year only physical	Immersion + Escape, Aesthetics	Ease of use, Cost
<i>Male 4</i>	15 books per year 1-2 physical, the rest e-books	Aesthetics	Convenience, Accessibility, Cost, Ease of use
<i>Male 5</i>	5 books a year only physical	Aesthetics	Cost
<i>Female 1</i>	50 books a year 20 physical, 30 e-books	Aesthetics, Social rituals, Ownership + Identity	Ease of use, Cost, Accessibility, Convenience
<i>Female 2</i>	25-30 books a year 8 physical, the rest e-books	Aesthetics, Immersion + Escape	Ease of use, Convenience, Cost
<i>Female 3</i>	20 books a year 8 physical, 12 e-books	Aesthetics, Ownership + Identity	Cost, Convenience, Accessibility
<i>Female 4</i>	20 books a year 1 physical, 19 e-books	Aesthetics, Ownership + Identity	Cost, Ease of use, Convenience
<i>Female 5</i>	4 books a year 2 physical, 2 audiobooks	Aesthetics, Ownership + Identity	Ease of use

Fig. 4: Important values when reading or purchasing books table

There was a large range of answers when it came to the number of books read per respondent, per year. There were five respondents who read five books a year or less, and four respondents who read around twenty books a year. Lastly, there is one clear outlier, *female 1* reads around fifty books a year. All respondents read physical books, some read e-books as well. The five people who read the least almost all only read physical books. With one exception, *female 5* also listens to audiobooks. The five people who read more than five books per year, all read more e-books than physical books. Every single one of the respondents named reasons that could be classified as aesthetics under experiential values. Ease of use and cost were the most named reasons classified under utilitarian values, which were respectively named seven and eight times. Of the experiential values, social rituals was named the least: it was only mentioned once. From the utilitarian values, accessibility was named the least, only three times. Another noticeable

thing is that the people who read more physical books name more or the same amount of experiential values as utilitarian values. Furthermore, the people who read more e-books name more or the same amount of utilitarian values as experiential values.

4.1.2. Perception and reasons reading printed books versus e-books

As seen in the table below, for each individual, the perceptions of e-books and printed books were listed, as well as the reasons for reading e-books and printed books. An interesting result is that every single one of the respondents had a positive perception of printed books, or sometimes even a very positive one. However, the perception of e-books was very diverse. Some people were negative, some were very positive, there was even someone who felt indifferent, but there was no one very negative. The people who only read physical books were also the ones being indifferent or negative about e-books.

Eight out of the ten respondents said that one reason for reading printed books was that it felt better to hold. Some of the respondents specifically preferred flipping pages when reading a book. Seven respondents said that one of the reasons to read printed books was that printed books look beautiful, and some of them mentioned that they look beautiful in a bookcase as well. Different forms of relaxation were also mentioned, respondents said that printed books help to relax, give them a treat yourself moment, feels like a holiday, and that it gives you peace. People mentioned that they would rather give printed books as presents than e-books. Quite some people said that printed books could get them into a different world easier, that it was easier to get into the story, and that it was easier to get an emotional connection to the story and characters. Three people even mentioned that they liked the smell of printed books. All these reasons for reading a printed book are examples of experiential values.

Six of the respondents said that an important reason for reading e-books was that e-books are easy to bring with you, you can lots of books with you, and easy to bring when travelling. Five out of the ten respondents said that a reason to reading e-books was that it costs less. The respondents gave other reasons for reading e-books as well, such as being able to read without needing lights, being able to search in the text, being easy to obtain, and does not get damaged like a printed book does. Four of the respondents did not give any reasons for reading e-books, because they have never read e-books. *Male 2*, does not read e-books for pleasure, but sometimes reads them for school, he therefore was able to answer the question but he might have a different point of view.

<i>Printed books versus e-books</i>		<i>Reasons reading printed books</i>	<i>Perception printed books</i>	<i>Reasons reading e-books</i>	<i>Perception e-books</i>
<i>Male 1</i>	Feels good when holding, looks beautiful (in bookcase)	Positive	-	Indifferent	
<i>Male 2</i>	Feels good when holding (flipping pages), closed off from the outside world, peace, feels better for eyes, people see you reading a book, treat yourself moment, looks beautiful (in bookcase), nostalgic, helps relax	Very positive	Easier to take with you, easier to search in text, easier to read without lights on	Negative when reading for entertainment, positive when reading for work/school	
<i>Male 3</i>	Brings you to a different world, helps you relax, feels better when holding, better for your eyes, really holding something	Very positive	-	Negative	
<i>Male 4</i>	Overview, better for eyes, peace, easy to bring (short trips, not travelling), no battery needed, see number of pages, see how it is structured	Positive	Highlighting, easier to search in text, easier to read without lights, easier to bring when travelling, costs less, easier to obtain, can always have it with you	Positive	
<i>Male 5</i>	Feels good when holding, smells good, peace, feels like a holiday, closed off from the outside world, looks beautiful	Very positive	-	Negative	
<i>Female 1</i>	Looks beautiful, feels good when holding, better when giving presents	Positive	Doesn't get damage easily, read in the bath, easy to hold, costs less, easy to take with you on holiday, easy to read without lights	Positive	
<i>Female 2</i>	Easier to get into the story, feels good when holding, smells good, more emotional connection to the story, no battery needed	Positive	Easier to hold, easier to take a lot of books with you, costs less, easier to bring when travelling	Positive	
<i>Female 3</i>	Feels good when holding, looks beautiful (in bookcase), treat yourself moment, relaxing, buying as a present	Very positive	Costs less, easier to bring with you, easier to take a lot with you (holiday)	Positive	
<i>Female 4</i>	Feels good when holding, smells good, you see it more quickly (start reading faster), looks more beautiful (in bookcase)	Positive	Easier to read without lights, easier to get into the story, costs less, easier to take with you, easier to take a lot of books with you	Very positive	
<i>Female 5</i>	Looks beautiful, easy to get into reading, overview, peace, reading aloud	Positive	-	Negative	

Fig. 5: Printed books versus e-books table

4.2 Quantitative results

In total, 141 responses were recorded. Of those, 23 were not fully completed. Some of the responses did not purchase at least one book per year, namely, 22. One person did not fit in the age range of 16 to 100. These were taken out of the data set, which resulted in 95 usable responses.

4.2.1. Overall descriptives

To get a clear overview of all the responses, descriptive tests were done. The basic features of the data in the study were collected and put into tables. This was divided into three parts: sample description, book purchases, and values and attitudes related to books.

4.2.1.1. Sample description

Of the sample of responses taken with the study, the gender and the age was described. These were only used to show the distribution of the characteristics of the respondents.

Table 1: Demographics

	N	%
Gender		
Men	20	21.1
Women	74	77.9
Other	1	1.1
Age		
16-18	9	9.4
19-24	53	55.8
25-40	11	11.6
41-65	20	21.1
>65	2	2.1

Table 2: Age distribution

	N	Minimum	Maximum	Mean	Median	Std. Deviation
Age	95	16.00	82.00	29.3579	21.0000	15.29630

Table 1 shows the age and gender distribution of the respondents. As can be seen, the distribution is skewed towards the left for the age distribution. This means that the mean age is lower than the average of the Dutch population (CBS, 2019). Table 2 shows the skewed

distribution of age as well. The gender distribution of the respondents is also not equally distributed (table 1). The respondents of the survey are predominantly female (77.9%).

4.2.1.2. Book purchases

In this part, the descriptives of the book purchases and preferences of the respondents are shown. These descriptives were used to give insight on the book purchasing and reading habits.

Table 3: Frequencies books bought and total books read per year (N=95)

	Min.	Max.	Mean	Median	Std. Deviation
Purchase e-books	.00	50.00	2.4526	0.0000	6.91709
Purchase printed books	.00	30.00	7.0105	5.0000	6.22366
Read total	1.00	80.00	14.0526	10.0000	13.97442

Table 3 shows that the average books bought per year by these respondents is higher for printed books than for e-books (p=...).

Table 4: Distribution of preference for books given as presents, used for school and/or work, cookbooks, and travel guides (N=95)

	E-books	Printed books	Neither
Presents	0	96.8	3.2
School/work	21.1	76.8	2.1
Cookbooks	18.9	70.5	10.5
Travel	14.7	71.6	13.7

The preferences across different uses of books is shown in table 4. It shows that for giving a book as a present respondents predominantly prefer a printed book. With using a book for school and/or work, there were more people who prefer a printed book over an e-book. For cookbooks and travel this preference for a printed book was quite similar, although they were the lowest preference for printed books across the different situations, printed books were still preferred.

4.2.1.3. Values and attitudes related to books

Here, the different values and attitudes that are related to books are shown. These distributions give perspective on the reasons, preferences, and intentions for reading or purchasing books.

Table 5: Distribution of perceived usefulness, attitudes, and purchase intention of printed books and e-books

	Mean	Median	Std. Deviation

Perceived usefulness			
Printed books	4.41	4.00	0.627
E-books	3.36	4.00	0.112
Attitudes			
Printed books	4.86	5.00	0.452
E-books	3.40	4.00	1.233
Purchase intention			
Printed books	4.60	5.00	0.675
E-books	2.82	3.00	1.271

First, the distribution of perceived usefulness towards printed books and e-books are shown in table 5. The mean of perceived usefulness towards printed books is 4.41 (SD=0.627) out of 5. The mean of perceived usefulness towards e-books was lower, specifically 3.36 (SD=0.112). Secondly, the distribution of the different attitudes towards e-books and printed books are given (table 5). The mean of the attitudes towards printed books is 4.86 (SD=0.452) out of 5, which is quite high. The mean of the attitudes towards e-books was lower, namely 3.40 (SD=1.233). Lastly, the purchase intention of printed books and e-books displayed in table 5. The mean of the purchase intention of printed books is 4.60 (SD=0.675) out of 5. The mean of the purchase intention of e-books was 2.82 (SD=1.271), which was very low compared to the perceived usefulness and the attitudes.

Table 6: Experiential and utilitarian values for book reading/purchasing

	Mean	Median	Std. Deviation
Experiential values for reading/purchasing books			
Others see you read	1.94	2.00	0.987
See what you read	2.04	2.00	0.999
Decoration	2.84	3.00	1.401
Smell	2.91	3.00	1.186
Feel	3.64	4.00	1.100
Closed off from the outside world	3.67	4.00	1.066
Look of cover	4.03	4.00	0.881

Utilitarian values for reading/purchasing books			
Highlighting text	2.16	2.00	1.095
Search in text	2.61	3.00	1.024
Overview	3.45	4.00	0.987
Easy to access	3.56	4.00	0.931
Easy/many to bring	3.85	4.00	0.952
Price	3.87	4.00	0.761
Feel good for eyes	4.05	4.00	0.735

In table 6 all the different experiential and utilitarian values are listed, as well as the distribution of the values. For experiential values ‘Look of cover’ had the highest mean, followed by ‘Closed off from the outside world’ and ‘Feel’. For utilitarian values ‘Feel good for eyes’ had the highest mean, followed by ‘Price’ and ‘Easy/many to bring’.

4.2.2. Main analysis of hypothesis

Here, the analyses that were done to test the hypotheses are described. If the hypotheses are accepted or not is shown as well.

Table 7: Correlation between the average experiential values and the attitude of printed books

		Attitude towards printed books
Average experiential values	Pearson Correlation	0.295
	Sig. (2-tailed)	0.004

To answer the first hypothesis: the higher the experiential values, the higher the attitude towards printed books, a pearson correlation test was conducted. This is done to measure the association between the experiential values and the attitude towards printed books.

As can be seen, the correlation between the attitude of printed books and the average of the experiential values was 0.295 (table 8), which is a medium correlation. This correlation is however significant (Sig.<0.05). The first hypothesis has thus been accepted, with a medium correlation.

Table 8: Correlation between the average utilitarian values and the attitude of e-books

		Attitude e-books
Average utilitarian values	Pearson Correlation	0.260
	Sig. (2-tailed)	0.011

To answer the second hypothesis: the higher the utilitarian values, the higher the attitude towards e-books, a Pearson correlation test was conducted as well. The same thing is tested in the first hypothesis, but here the relation between utilitarian values and e-books was tested. As shown in table 8, the correlation between the attitude towards e-books and the average of the utilitarian values was 0.260, which is a small correlation. It is significant (Sig.<0.05). Thus, the second hypothesis has been accepted.

Table 9: Distribution of the different groups (group 1 indicates higher experiential values than for the utilitarian values while group 2 indicates ...)

	Group	N	Mean	Std. Deviation	Std. Error Mean
Attitude printed books	1.00	33	4.97	0.174	0.030
	2.00	62	4.81	0.538	0.066
Attitude e-books	1.00	33	3.24	1.226	0.213
	2.00	62	3.48	1.238	0.157

Table 10: Independent samples t-test between group 1 and group 2

		Levene's test Sig.	T-test Sig. (2-tailed)	Mean Difference
Attitude printed books	Equal variances assumed	0.001	0.094	0.163
	Equal variances not assumed		0.032	0.163
Attitude e-books	Equal variances assumed	0.980	0.366	-0.241
	Equal variances not assumed		0.366	-0.241

The third hypothesis was if the experiential values are valued more than the utilitarian values, the attitude towards printed books is better than towards e-books. To be able to measure this, two groups were made (table 9). The first group being all the people that had a higher mean for the experiential values than for the utilitarian values. Thus, they valued the experiential values more than the utilitarian values. The second group had a higher mean for the utilitarian values than for the experiential values. An independent samples t-test was conducted to see if the differences, relative to the attitude towards printed books and e-books, between the two groups were significant. Levene's test of significance shows that with the attitude of printed books the equal variances should not be assumed (table 10). This shows a significance of under 0.05, which makes it significant. Thus, the third hypothesis has been accepted.

The fourth hypothesis was if the utilitarian values are valued more than the experiential values, the attitude towards e-books is better than towards printed books. For this the independent samples t-test was used as well. The Levene's test significance (table 10) shows that the equal variances should be assumed. The significance is higher than 0.05, which means that it is not significant. Thus, the fourth hypothesis has been rejected.

Table 11: Correlation between the perceived usefulness of printed books and the attitude of printed books

		Attitude printed books
P.U. printed books	Pearson correlation	0.200
	Sig. (2-tailed)	0.052

Table 12: Correlation between the perceived usefulness of e-books and the attitude of e-books

		Attitude e-books
P.U. e-book	Pearson correlation	0.651
	Sig. (2-tailed)	0.001

The fifth hypothesis was that a higher perceived usefulness towards printed books will result in a more positive attitude towards printed books, while a higher perceived usefulness towards e-books will result in a more positive attitude towards e-books. This was tested by using the pearson correlation test. As can be seen, the correlation between the perceived usefulness of printed books and the attitude towards printed books was 0.200 (table 11), which is a small correlation. The correlation is not significant (Sig.>0.05). The first part of the fifth hypothesis is thus rejected.

The correlation between the perceived usefulness of e-books and the attitude towards e-books was 0.651 (table 12), which is a strong correlation. The correlation is significant (Sig.<0.05), so the second part of the fifth hypothesis is accepted.

Table 13: Correlation between the purchase intention of printed books and the attitude of printed books

		Attitude printed books
P.I. printed books	Pearson correlation	0.655
	Sig. (2-tailed)	0.001

Table 14: Correlation between the purchase intention of e-books and the attitude of e-books

		Attitude e-books
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P.I. e-books	Pearson correlation	0.745
	Sig. (2-tailed)	0.001

To answer the sixth hypothesis: a more positive attitude towards printed books than e-books causes the behavioural intention of purchasing printed books more than purchasing e-books, a Pearson correlation test was conducted. The correlation between the attitude towards printed books and the purchase intention of printed books was 0.655 (table 13), which is a strong correlation. The correlation is significant (Sig.<0.05). The correlation between the attitude towards e-books and the purchase intention of e-books was 0.745 (table 14), which is a strong correlation. This has a significant correlation as well (Sig.<0.05). Hence, the last hypothesis has been accepted.

5. Discussion

The purpose of this study is to examine the perception of Dutch consumers with regard to printed books and e-books.

5.1 Findings

According to Chen and Granitz (2012), the differences between physical and e-books breaks down into two values: experiential and utilitarian. These two groups are of importance when the reasons for reading books need to be described. If experiential values are more salient to readers, they often reject a tech-enabled change in form, in other words, consumers will keep reading printed books. When the utilitarian values are more salient to readers, they are more likely to adopt a tech-enabled change in form, or in other words, consumers will then switch to e-books instead of printed books. In this research, the experiential values have shown to have a medium correlation with a positive attitude towards printed books: a higher experiential value results in a more positive attitude towards printed books linked to a preference for printed books. The utilitarian values, however, seemed to have a small correlation with the attitude towards e-books: a higher utilitarian value results in a more positive attitude towards e-books linked to a preference for e-books. Compared to the study done by Chen and Granitz (2012), it deviates a little since they found a stronger correlation between the different values and the preference for the format of a book. A possible explanation for this could be the rather low Cronbach's alpha for the utilitarian values, resulting in a less reliable measure.

Another way to test if people who value the experiential values more than the utilitarian values would prefer reading printed, was to compare the two values for all respondents and see if they would then have a more positive attitude towards printed books than e-books. This has been proven with an independent samples t-test. This corresponds with the findings of Chen and Granitz (2012). However, when the utilitarian values were valued more than experiential values, it did not prove that the attitude towards e-books was more positive than the attitude towards printed books. This deviates from the study on experiential and utilitarian values somewhat as well (Chen and Granitz, 2012). A possible explanation can once again be that the reliability of the utilitarian values were lacking. It can also be because people still have a positive attitude towards printed books as well. This may have multiple reasons, for example, habituation or tradition.

According to the Technology Acceptance Model (TAM) of Davis (1989), perceived usefulness and ease of use are indicators for people to accept the use of technology. In this study the focus was on perceived usefulness, while ease of use was part of the utilitarian values as well. Perceived usefulness is the degree to which a person believes that using a particular system would enhance his or her job performance. In this study, it was found that perceived usefulness was correlated with a positive attitude towards e-books. However, there was no correlation found between the perceived usefulness of printed books and the attitude towards printed books. This corresponds with the TAM (Davis, 1989), because perceived usefulness would be an indicator of people accepting the use of technology.

5.2 Limitations

The survey has been conducted with a sample which is not representative for the Dutch population. This shows that there is not a very good external validity, which should be a focus

point for next researches. For the interviews, however, data saturation was reached. It was therefore not considered necessary to conduct more interviews.

The survey lacks an equal male/female distribution as there were more female respondents than male respondents. The age distribution was not representative for the Dutch population, the ages around 20 years old were overrepresented, while older ages were missing.

Something that could be improved as well, is that the values should be looked upon individually. While, in this research it was assumed to be part of either experiential or utilitarian values. This might not be the case for all of them.

If different questions for the same attribute were included, the reliability of the research could have been improved. Doing so, would make the different individual attributes more reliable. Adding different questions would be less optimal as this would make the survey longer and would cause people to quit the survey before finishing.

6. Conclusion

In this research an answer was sought to the question ‘Will printed books still be used in an ever-evolving technological world?’, which was substantiated by various sub-questions.

The sub-questions that were formulated from the main question were: ‘*What is the purchase intention of Dutch consumers towards e-books?*’ and ‘*What is the purchase intention of Dutch consumers towards printed books?*’. The purchase intention of e-books was a lot lower than the purchase intention of printed books.

First of all, there are not a lot of studies done on the book industry, especially not on the Dutch book industry. To gain knowledge on the book industry, a consumer research was conducted. Overall, the respondents named both experiential and utilitarian values in their interviews. Printed books were perceived in a positive light whereas the opinions on e-books varied. This was elaborated on in the survey. There, the overall attitude towards printed books was very positive whereas the opinion towards e-books less so. The experiential values were shown to have a medium correlation with the attitude towards printed books, while the utilitarian values were shown to have a small correlation with the attitude towards e-books. For the respondents who valued experiential values more than utilitarian values it has been proven that they have a more positive attitude towards printed books. However, for the respondents who valued utilitarian values more it has not been proven that they have a more positive attitude towards e-books. There was no significance for the correlation between perceived usefulness of printed books and the attitude towards printed books, while there was a significant result for the correlation between perceived usefulness of e-books and the attitude towards e-books. Lastly, it has been proven that a positive attitude towards printed books correlates with a positive purchase intention of printed books. This also goes for e-books.

It can be concluded that perceived usefulness does not have an influence on the positive attitude towards printed books, experiential values, however, do. This positive attitude has an influence on purchase intention. So, from the possible influences of purchase intention of printed books, experiential values were the most prominent. While these values are hard to incorporate into different formats, it can be concluded that printed books will stay relevant, at least for now.

The results of this research provide insight how Dutch consumers perceive printed books and e-books. Management of the book industry needs to convey to retailers that experiential values are important when predicting the purchase intention of printed books for Dutch consumers, and that printed books will stay relevant in the ever-evolving technological world. With the outcomes of this study, the book industry can determine how to create the most effective market for printed books and e-books in the Netherlands. It can be applied for different marketing strategies and interventions.

6.1 Recommendations

Recommended for further research would be to use a larger group of people for the survey and a more representative sample. This would give more generalizable results for the Dutch population. More male respondents might give a different view on the topic as well. It would also be relevant to include another format of books, namely, audiobooks. Considering the different preferences of all the different consumers of books.

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Appendix

Attachment 1: Interview Guide

Introductie

- Jezelf introduceren (naam, leeftijd, opleiding)
- Danken voor het meewerken aan het interview en onderzoek
- Vertellen hoe lang het onderzoek ongeveer gaat duren
- Aangeven dat vragen die niet over de inhoud gaan na het interview gesteld mogen worden
- Aangeven dat vragen die wel over de inhoud gaan direct gevraagd kunnen worden

Doel van het onderzoek

- Het doel van het onderzoek is om meer inzicht te krijgen in het aankoopgedrag van de Nederlandse consument wat betreft fysieke boeken en e-books.

Opbouw

- Algemene vragen deelnemer
- Algemene vragen over leesgewoontes (hoe vaak, tijdstip, plek)
- Vragen perceptie over fysieke boeken
- Reden lezen van fysieke boeken
- Vragen perceptie over e-boeken
- Reden lezen van e-boeken
- Afsluiten

Anonimiteit en Vertrouwelijkheid

- Vertellen dat het interview volledig anoniem is en dat dit inhoudt dat hun persoonlijke gegevens niet gebruikt of weergegeven worden. Alle informatie wordt alleen in dit onderzoek gebruikt.
- Duidelijk maken dat het interview op elk mogelijk moment gestopt kan worden door de geïnterviewde.
- Vraag of het onderzoek opgenomen mag worden.

Attachment 2: Interview Questions

Algemene vragen deelnemer

- Wat is uw geslacht?
- Wat is uw leeftijd?
- Wat is uw hoogst genoten opleiding?

Algemene vragen leesgewoontes

- Hoeveel boeken leest u per jaar (niet voor school of werk)?
- Hoeveel van die boeken zijn dan fysieke boeken en hoeveel e-boeken (luisterboek)?
- Op welke momenten van het jaar leest u het meest (vakantie, weekend, winter)?
- Op welke momenten van de dag leest u het meest (voor t slapen, midden op de dag)?
- Op welke plekken leest u het vaakst (in het ov, in bed, bad, bank)?
- Welke soort boeken leest u (romans/hulpboeken → reisgidsen, kookboeken)?

Perceptie fysieke boeken

- Hoe fijn vindt u het om een fysiek boek te lezen? En waarom?
- Hoe belangrijk vindt u het om een fysiek boek te lezen? En waarom?
- Heeft u het gevoel dat met fysieke boeken u uw doel van lezen het best kan bereiken? (Perceived Usefulness)

Reden lezen van fysieke boeken

- Wat zijn de redenen voor u om (g)een fysiek boek te lezen? → Doorvragen (Utilitarian/Experiential)
- Waarvoor gebruikt u fysieke boeken (voorlezen, boekclubs, decoratie huis etc)?

Perceptie e-boeken

- Hoe fijn vindt u het om een e-boek te lezen? En waarom
- Hoe belangrijk vindt u het om een e-boek te lezen? En waarom
- Heeft u het gevoel dat met e-boeken u uw doel van lezen het best kan bereiken? (Perceived Usefulness)

Reden lezen van e-boeken

- Wat zijn de redenen voor u om (g)een e-boek te lezen? → Doorvragen (Utilitarian/Experiential)
- Waarvoor gebruikt u e-boeken (voorlezen, boekclubs, decoratie huis)?

Attachment 3: Summaries Interviews

Male 1: Man, 20 jaar, wo bachelor

- Leest ongeveer 4 boeken per jaar. Alleen maar fysieke boeken. Leest het meeste in de zomer, omdat je dan buiten kan zitten. Binnen sneller afgeleid. Leest overdag het meest. Leest buiten op een stoel of binnen in bed. Leest voornamelijk non-fictie.
- Fysieke boeken zijn fijn, ligt lekker in de hand en zien er mooier uit. Vind het belangrijk om fysieke boeken te lezen, want die zijn veel fijner. Bereikt wel goed t doel van lezen. Redenen om een fysiek boek te lezen: fijn vasthouden, ziet er mooier uit, mooi in de boekenkast. Boeken wel meer voor het lezen niet voor in de boekenkast, maar het ziet er wel leuk uit.
- Niet fijn om een e-boek te lezen. Een e-boek lezen is ook niet heel belangrijk. Als je niet veel leest bespaar je hiermee niet op de kosten. Redenen om een e-boek te lezen: alleen als je veel leest goedkoper (met 4 boeken daarom niet).

Male 2: Man, 20 jaar, wo bachelor

- Leest ongeveer 1 à 2 boeken per jaar. Alleen maar fysieke boeken. Leest het meest in de zomervakantie. Leest in de vakantie het meest overdag, de hele dag door. Leest dan vaak buiten het meest en anders op de bank binnen. Voornamelijk fantasy/mythologie → fictie.
- Heel fijn om een fysiek boek te lezen. Voelt fijn, fijn om te hebben, en fijn om paginas om te slaan. Heel belangrijk om een fysiek boek te lezen, want het voelt beter dan e-boeken. Is alleen fijn voor school, omdat je dan kan zoeken. Dan is het wel praktischer, maar om het te lezen voor je plezier is een gewoon boek zonder knopjes veel fijner. Het doel kan het best bereikt worden met een fysiek boek, want je kan je beter afsluiten van de buitenwereld, anders word je snel afgeleid door berichtjes van je telefoon of computer. Dus een boek moet ook rust geven en ontspannend werken. Redenen voor het lezen van fysieke boeken: je kan je beter afsluiten van de wereld, geeft rust, uitstraling naar andere mensen toe ‘van ik lees een boek’, fijner voor je ogen ook. Alleen ‘s avonds is het lastiger met licht, maar dan leest hij minder vaak. Ook leuk om een boek te kopen, een cadeautje voor jezelf, helemaal naar een boekenwinkel. Een treat yourself moment. Fysieke boeken ook gebruikt voor decoratie in huis, mooi in de boekenkast. En nostalgie om er soms even naar terug te kijken en opnieuw te lezen.
- E-boek is onprettiger om te lezen, alleen handig om dingen op te zoeken. Dit is alleen nodig voor school en dus niet voor plezier lezen. Het is ook wel makkelijker meenemen en vrij praktisch, maar leest te weinig om echt zoveel boeken mee te moeten nemen. Niet echt belangrijk om een e-boek te lezen. Geeft het ook niet echt een kans. Niet echt het gevoel dat met e-boeken het doel van het lezen bereikt wordt. De redenen om e-boeken te lezen: zou fijner zijn ‘s avonds maar leest dan niet echt. En de e-boeken worden echt alleen maar gebruikt voor lezen.

Male 3: Man, 20 jaar, wo bachelor

- Leest ongeveer 3 boeken per jaar. Alleen maar fysieke boeken. Leest het meeste in de zomervakanties, vakanties überhaupt. ‘s Avonds voor het slapen gaan leest hij het meest. En dus voornamelijk in bed, anders wel eens op een ander chill plekje. Leest het meest gewoon fictie, en heeft de voorkeur voor literatuur. Heel af en toe lectuur.

- Vind het super fijn om een fysiek boek te lezen, want het brengt je in een andere wereld. Hierdoor ben je niet met de dagelijkse dingen bezig. Je kan je ook beter verplaatsen in andere mensen en werelden als je een fysiek boek leest. Het is wel belangrijk om een fysiek boek te lezen, omdat je dan beter kan ontspannen. Een beeldscherm ontspant niet. Het doel van het lezen kan het best bereikt worden met fysieke boeken, want je kan er echt door ontspannen en het is beter voor je ogen. Redenen om een fysiek boek te lezen: is fijner met liggen in een bed, fijner voor je ogen, en het gevoel dat je echt iets vast hebt. Fysieke boeken worden alleen gebruikt voor lezen niet voor iets anders.
- E-boeken niet zo fijn als een fysiek boek. Hij zal nooit uit zichzelf een e-boek gaan lezen. Het is niet echt belangrijk om een e-boek te lezen. En het helpt niet om het doel te bereiken van het lezen, want je kan door e-boeken niet echt ontspannen. De redenen om niet voor een e-boek te kiezen: omdat het minder ontspannend leest vanwege de berichtjes die je kan krijgen en je kijkt toch naar een scherm met licht, en is duurder omdat er een ipad of ereader voor aangeschaft moet worden.

Male 4: Man, 38 jaar, wo master

- Leest ongeveer 15 boeken per jaar. Ongeveer 1 of 2 fysieke boeken, en de rest allemaal e-boeken. Leest het hele jaar door ongeveer evenveel, en veel op vakantie. Leest meestal einde van de middag en in de avond. Leest het meest in bed en op de bank. Leest het meeste non-fictie.
- Fysieke boeken zijn het fijnst, als het zou kunnen zou hij alleen fysieke boeken lezen, alleen omdat hij veel verhuisd voor werk is dat niet handig. Met e-boeken kan je altijd alle boeken bij je houden ook als je veel moet reizen. Het is echt een cadeautje als je een fysiek boek mag lezen. Fysieke boeken zijn fijn dat je weet waar je bent, het leest veel rustiger en is fijner voor je ogen. Een papieren boek voelt toch altijd superieur als ervaring met het lezen. Het is niet belangrijk genoeg om een fysiek boek te lezen, anders zou dat wel gebeuren of zou er wel bij een bibliotheek geleend worden. Wat wel fijn is is dat de Kindle app alles synced. Dan kan je je highlights meenemen, dat is wel ideaal en je kan het ook exporteren. Het doel van het lezen kan het best bereikt worden met fysieke boeken, voor plezier is een papieren boek fijner, want kan je makkelijk meenemen en is altijd opgeladen. Heeft geen batterij. Je weet ook hoe ver je bent in een fysiek boek. Het is alleen fijner om een e-boek te hebben om erin te kunnen zoeken, maar voor plezier is dat eigenlijk niet nodig. Wat je mist bij een e-boek is overzicht, je kan niet de opbouw niet zien en niet hoeveel bladzijden die je nog hebt. Redenen om een fysiek boek te lezen: meer overzicht, handiger voor onderweg in de buurt niet met reizen, handig om cadeau te doen.
- E-boeken zijn fijner als je 's avonds leest, want je kan een e-boek dimmen qua licht. Zo kan je dus in het donker lezen. Je kan er makkelijk mee zoeken. Het is goedkoper en makkelijker om te verkrijgen. Binnen een minuut kun je een boek op je apparaat hebben. En je kan het altijd bij je hebben. Niet persé belangrijk om een e-boek te lezen voor je plezier. Het doel van het lezen kan goed bereikt worden met e-boeken lezen, want zonder de e-boeken zou er niet zoveel gelezen kunnen worden als nu.

Male 5: Man, 66 jaar, mbo

- Leest ongeveer 5 boeken per jaar. Allemaal fysieke boeken. Leest het meeste in de vakanties. Leest vooral overdag, alle tijden van de dag. Leest meestal in de stoel of in bed voor het slapen gaan. Leest vooral autobiografieën, waargebeurde verhalen, non-fictie.
- Heel fijn om een fysiek boek te lezen. Bij een e-boek krijgt hij last van zijn ogen. En een boek is fijn vasthouden en ruikt lekker. Heel belangrijk om een fysiek boek te lezen, want geeft een goed gevoel, het is een feestje om een fysiek boek te lezen. Sommige boeken zijn veel leuker dan de televisieserie of een verfilming. Als je een boek leest krijg je je eigen beeld en wanneer je het dan op televisie ziet, dan raak je in de war en dan is het heel anders dan dat je voorgesteld had. Het doel van het lezen wordt het best bereikt met een fysiek boek. Redenen om een fysiek boek te lezen: kennis vergaren, associeert het lezen van een fysiek boek echt met vakantie en met rust. Als ik wil lezen moet het wel rustig zijn, dus dan moeten er niet te veel gebeuren om me heen. E-boeken lezen spreekt hem niet aan. Fysiek boek moet wel een beetje mooi zijn om hem te kopen en te lezen, je hoeft het niet te kopen voor in de boekenkast, en je kan je beter concentreren op een fysiek boek dus beter in het verhaal. E-boeken associeer je toch snel met televisie kijken.
- Niet fijn om een e-boek te lezen. Spreekt hem niet aan, wel de krant lezen online of magazines, maar geen e-boeken. Niet belangrijk om e-boeken te lezen. Redenen om een e-boek te lezen: omdat het goedkoper is en omdat het beschikbaar is.

Female 1: Vrouw, 18 jaar, hbo

- Leest ongeveer 50 boeken per jaar. Ongeveer 20 fysiek, 30 e-boeken. Leest in de winter en herfst het meest, vanwege de regen en het slechte weer. Leest het meest 's avonds voor het slapen gaan. In bed ook wel eens in bad. Leest het meest fantasy → fictie.
- Heel fijn om een fysiek boek te lezen. Is mooi en ligt lekker in de hand. Het is wel belangrijk om fysiek te lezen want daarmee kan je boekenwinkels onderhouden. Het gaat bij boeken wel om de inhoud en die blijft hetzelfde, dus doel van het lezen even goed bereikt met een fysiek boek als een e-boek lezen. Leest vooral fysieke boeken wanneer ze een boek cadeau gekregen heeft en als een boek nog niet als e-boek is verschenen of op de e-reader staat dan een boek lenen bij de bibliotheek. Maakt niet heel veel uit of ze fysiek leest of een e-boek, maar een fysiek boek is wel mooi om te hebben. Het staat mooi in je kamer, maar is niet echt belangrijk. Fysieke boeken worden ook gebruikt voor voorlezen.
- Een e-book kan je niet kreukelen en kan mee in bad. Makkelijk vasthouden wanneer je in bed ligt bijvoorbeeld. Niet perse belangrijk of niet belangrijk, gewoon even veel als een fysiek boek. Alleen als je moet kiezen is een fysiek boek wel beter om de boekhandels te supporten. Het doel van het lezen kan even goed bereikt worden met het lezen van e-boeken. Redenen om e-boeken te lezen: vooral geld, want leest genoeg dat het voordelig is, en makkelijk meenemen voor onderweg en op vakantie, makkelijk lezen zonder licht want e-boek geeft zelf licht.

Female 2: Vrouw, 21 jaar, wo bachelor

- Leest ongeveer 25 tot 30 boeken per jaar. Maximaal 8 fysiek, en de rest e-boeken. Dus ongeveer tussen de 17 en 23 e-boeken per jaar. Dus het grootste gedeelte e-boeken. Leest vooral in de zomervakantie, aan het zwembad en op het strand. Maar ook op wintersportvakantie wel veel, 's avonds. Leest dus vooral veel in de vakanties, maar het meest in de zomervakantie. Alleen in de zomervakantie leest ze de hele dag en 's avonds

ook. In de rest van de vakanties, en de rest van het jaar, eigenlijk alleen 's avonds. Leest meestal in bed en heel soms op de bank. Alleen in de vakanties dan op strandbedje ofzo. Leest het meeste thriller en misdaad → fictie, bijna geen non-fictie.

- Wel fijn om een fysiek boek te lezen, komt beter in het verhaal. Maar het ligt wel aan het moment. Want een fysiek boek is wel echt een ervaring, het vasthouden, de geur dat vindt ze wel heel prettig. Maar het heeft wel met het moment te maken. Krijgt wel meer mee van een fysiek boek, dus het is wel belangrijk om fysieke boeken te lezen. Door e-boeken ga je gewoon veel sneller doorheen. Maar het is wel gewoon praktisch soms om een e-boek te lezen. Voor praktische factoren is het lezen van een fysiek boek gewoon niet super belangrijk, maar de ervaring die erbij hoort daarvoor is het wel belangrijk. Dat je gewoon wat meer in het verhaal zit. Bij non-fictie boeken wil ze wel graag een fysiek boek lezen, want dan heb je het gevoel dat je beter in het verhaal komt en dat er meer emotie bij komt kijken. Als dat het doel is is het dus wel belangrijk om een fysiek boek te lezen. Maar als het doel is gewoon een boek lezen op het strand, dan is een fysiek boek niet heel belangrijk. Redenen om een fysiek boek te lezen: dan zit je beter in het verhaal, de ervaring van het boek vasthouden papier bladzijden geur, en het wekt meer emoties op. Boeken staan wel leuk voor in de kast, maar worden daar niet specifiek voor gekocht.
- E-boeken zijn fijn, want liggen beter in de hand en is makkelijk als je op je zij ligt om dan vast te houden. Als je ligt met een fysiek boek dan is dat moeilijk vast houden. Dus het is vooral heel praktisch en dat is dan weer heel fijn. Een e-boek is ook niet zwaar. Alleen de batterij is onhandig. Het is niet zo belangrijk om een e-boek te lezen, het is alleen een stuk praktischer. Als je op vakantie gaat kan je gewoon heel veel boeken meenemen met een e-reader. Op zomervakantie is het doel van het lezen vooral gewoon ontspannend lezen, dus dan is het lezen van een e-boek wel goed om je doel te bereiken. Je kan lekker veel boeken meenemen. Maar als het doel is om beter in het verhaal te zitten dan is een fysiek boek beter. Dus met het doel dat t goed binnen komt een fysiek boek beter. Redenen voor lezen e-boeken: praktisch mee te nemen, de prijs zeker als je veel leest, praktisch vasthouden.

Female 3: Vrouw, 21 jaar, wo bachelor

- Leest ongeveer 20 boeken per jaar. Ongeveer 8 fysieke boeken en 12 e-boeken. Leest het meeste in de vakanties, zomervakantie en kerstvakantie. Wanneer er geen schoolwerk is. Leest meestal in de avond, maar in de vakantie de hele dag door. Leest het vaakst in bed of op de bank. Leest het meeste fictie, heel af en toe iets anders tussendoor.
- Super fijn om een fysiek boek te lezen. Is echt een echt boek, voelt zich slecht wanneer ze geen fysieke boeken leest, maar een e-boek. Een fysiek boek is tastbaar en heeft echt een ervaring. Een e-boek kan je niet op dezelfde manier vasthouden en staat niet mooi in de boekenkast, je kan er niet zo'n mooie verzameling van maken als bij fysieke boeken. Wel belangrijk om een fysiek boek te lezen, zal altijd een fysiek boek boven een e-boek kiezen als je de prijs niet mee zou tellen. Je moet gewoon blijven lezen in een echt boek, want er is zoveel technologie tegenwoordig. Het zou zonde zijn als je later kinderen krijgt die niet weten wat een geprint boek is. Het doel van het lezen kan het best bereikt worden met een fysiek boek. Is veel meer relaxen. Andere mensen accepteren het ook meer als je de hele dag met een boek voor je neus zit dan als je de hele dag op je telefoon kijkt, maar leest meestal wel alleen dus dan maakt het niet uit. Redenen voor het lezen van een fysiek

boek: treat yourself, echt even ontspannen, ook fijn om soms een cadeautje voor jezelf te kopen, mooi in de boekenkast, en mooie kaften. Gebruikt boeken ook nog voor decoratie, mooie boeken worden laten zien.

- Fijn om een e-boek te lezen, omdat ze goedkoper zijn dan fysieke boeken en ze wegen niks dus je kan ze overal mee naartoe nemen. Voor onderweg en als ze gaat reizen, dus veel op vakantie meenemen. Het is niet heel belangrijk om een e-boek te lezen, het is meer een plan b zegmaar. Zou nooit als eerste keus denken ja ik ga een e-boek lezen. Het doel van het lezen kan je niet het best bereiken met e-boeken. Je staart toch naar een schermje en dat is dan toch minder ontspannend. Je gaat er ook veel sneller doorheen en dan wordt het een normaal ding, terwijl een fysiek boek kijk je echt naar uit. Redenen om een e-boek te lezen: is goedkoper, en makkelijker voor als je onderweg bent. Ook voor cadeaus geven, je geeft niet snel een e-boek cadeau. Is ook leuker want het is iets tastbaars en kan je leuk uitzoeken en heeft een mooie kافت en je kan de bladzijden omslaan. Als een boek een mooie kافت heeft is ze wel snel overgehaald, en bij een e-boek maakt dat niet uit.

Female 4: Vrouw, 21 jaar, wo master

- Leest ongeveer 20 boeken per jaar. Ongeveer 1 fysiek boek per jaar en de rest allemaal e-boeken. Leest het meest in de zomer, vanwege het goede weer en het in de tuin kunnen zitten. Leest het meest 's avonds voor het slapen gaan en 's ochtends bij het ontbijt. Leest het meeste op bed of buiten in de tuin. Leest het meeste fantasy en adult boeken.
- Wel heel fijn om een fysiek boek te lezen, zit lekker in je handen. Het is wel belangrijk om fysieke boeken te lezen, het is wel goed. Je ziet vaak een fysiek boek sneller liggen dus krijg je meer zin om te lezen en het ruikt lekker. Het doel van het lezen wordt goed bereikt met een fysiek boek, je kan het gewoon goed lezen. Redenen voor lezen fysiek boek: van de bibliotheek halen of lenen, zo lees je andere soort boeken, je kiest dan voornamelijk op kافت en dikte niet op beschrijving. Een fysiek boek moet wel een mooie kافت hebben om het te kiezen, ze moeten ook gewoon een goede dikte hebben en lekker ruiken. Bij een fysiek boek moet je er wel even inkomen. Je kan dan niet zoals bij een e-boek gelijk verder bij waar je gebleven was. Maar als je er eenmaal in zit gaat het lezen wel makkelijker vanuit een fysiek boek. Alleen de lievelingsboeken allemaal op papier, om iets fysieks te hebben en te laten zien van wat je favoriete boeken zijn.
- Heel fijn om een e-boek te lezen, omdat ze een fijne e-reader heeft en die simpel is opgezet. Hij heeft ook een lampje. Het is even belangrijk om te lezen als een fysiek boek. Zolang je maar leest. Het doel van het lezen wordt even goed bereikt met e-boeken, want je kan het gewoon lezen. Redenen voor het lezen van e-boeken: het is goedkoop, het heeft een lampje, je bent direct op de pagina waar je bent gebleven, je kan het meenemen in de trein of op vakantie.

Female 5: Vrouw, 53 jaar, wo master

- Leest ongeveer 4 boeken per jaar. Ongeveer 2 boeken fysiek en ongeveer 2 luisterboeken. Leest het meeste op vakantie, in de zomervakantie het meest. Leest het meest gewoon overdag. Leest veel in de auto (luisterboeken), of buiten op vakantie in een stoel. Leest het meeste gewoon fictie, romans. Bladert ook wel eens door een reisgids, maar niet veel.

- Vindt het fijn om een fysiek boek te lezen, want je voelt je niet heel asociaal als je een boek leest, maar daardoor kan je wel gewoon even ongestoord zijn. Het lezen van een fysiek boek niet meer of minder belangrijk dan een luisterboek of e-boek. Als iets wordt voorgelezen is het wel een hele andere beleving, maar daardoor kan je niet meer echt zelf je tempo bepalen. Het doel van het lezen wordt goed bereikt met een fysiek boek, maar niet perse beter dan met een luisterboek. Redenen om een fysiek boek te lezen: een mooie omslag, het gemak dat je even een stukje leest. Een fysiek boek niet fijn om vast te houden als je ligt. Vroeger gebruikte ze ook nog fysieke boeken voor voorlezen, dat is wel fijn want dan kan je het goed laten zien en is mooier voor de illustraties. Nu gebruikt ze het deels voor decoratie, maar eigenlijk amper. En voor overzicht, wat heb je gelezen en wat niet. Dat kan niet echt bij een luisterboek. Een boekenkast geeft wel rust en overzicht in wat je nog wil lezen.
- Heeft nog nooit een e-boek gelezen dus geen idee hoe fijn het is om een e-boek te lezen. Het lijkt niet fijn, daarom nog nooit geprobeerd. Ook niet belangrijk genoeg om te proberen. Redenen om een e-boek te lezen als je het zou proberen: meer boeken meenemen, weegt niet heel zwaar, je kunt korte stukjes lezen.

Attachment 4: Questions Survey

Hallo, ik ben een studente aan de universiteit Wageningen. Met deze vragenlijst wil ik informatie verzamelen over het aankoopgedrag en de voorkeuren bij het kopen van fysieke boeken en e-boeken. U bent als respondent volledig anoniem en uw antwoorden zullen vertrouwelijk worden behandeld. Om mee te doen aan de vragenlijst moet u **minimaal 16 jaar** oud zijn!

Alle vragen die volgen gaan over boeken die u **voor uw plezier** leest, dus niet boeken voor school of voor werk.

Ik wil u alvast hartelijk bedanken voor het invullen van de vragenlijst!

Anne Nieborg

1. Koopt u minstens 1 (fysiek of e-)boek per jaar?
 - a. Ja
 - b. Nee
 - Indien Nee > screen out
 - Indien Ja > door met questionnaire

2. Hoeveel boeken koopt u per jaar?
 - ___ e-boeken
 - ___ fysieke boeken

3. Hoeveel boeken leest u per jaar (ongeveer)?

Open vraag

4. De volgende vragen gaan over boeken in het algemeen, dus niet specifiek over e-boeken of fysieke boeken. Op schaal van 1 tot 5, in hoeverre vindt u de volgende eigenschappen belangrijk in een boek? 1 = helemaal niet, 2 = niet, 3 = neutraal, 4 = wel, 5 = helemaal wel
 - De geur
 - Hoe het aanvoelt
 - Uiterlijk van de kaft
 - Te gebruiken als decoratie (bijv. In de boekenkast)
 - Afsluiten van de buitenwereld
 - Dat anderen kunnen zien dat je een boek leest
 - Dat anderen zien welk boek je leest

5. De volgende vragen gaan over boeken in het algemeen, dus niet specifiek over e-boeken of fysieke boeken. Op schaal van 1 tot 5, in hoeverre vindt u de volgende eigenschappen belangrijk in een boek? 1 = helemaal niet, 2 = niet, 3 = neutraal, 4 = wel, 5 = helemaal wel
 - Makkelijk/veel mee kunnen nemen
 - Prijs
 - Makkelijk te verkrijgen
 - Stukken tekst terugzoeken
 - Fijner voor je ogen
 - Highlighten van belangrijke stukken tekst
 - Overzicht van hoe ver je bent in een boek

6. Duid voor elk van deze situaties aan of u een e-boek of een fysiek boek zou kiezen.

	E-boek	Fysiek boek	Geen van beide
Om cadeau te geven			
Gebruiken voor school/werk			
Als kookhulp (recepten)			
Reisgids			

7. Op schaal van 1 tot 5, in hoeverre kunt u uw doel van het lezen bereiken met **fysieke boeken**? (met uw doel van het lezen wordt hier bedoeld wat je met het lezen wil bereiken) 1 = helemaal niet, 2 = niet, 3 = neutraal, 4 = wel, 5 = helemaal wel
8. Op schaal van 1 tot 5, in hoeverre kunt u uw doel van het lezen bereiken met **e-boeken**? (met uw doel van het lezen wordt hier bedoeld wat je met het lezen wil bereiken) 1 = helemaal niet, 2 = niet, 3 = neutraal, 4 = wel, 5 = helemaal wel
9. Op schaal van 1 tot 5, wat is uw mening tegenover **fysieke boeken**?
1 = negatief, 2 = een beetje negatief, 3 = neutraal, 4 = een beetje positief, 5 = positief
10. Op schaal van 1 tot 5, wat is uw mening tegenover **e-boeken**?
1 = negatief, 2 = een beetje negatief, 3 = neutraal, 4 = een beetje positief, 5 = positief
11. Op schaal van 1 tot 5, zou u overwegen een **fysiek boek** kopen?
1 = helemaal niet, 2 = niet, 3 = neutraal, 4 = wel, 5 = helemaal wel
12. Op schaal van 1 tot 5, zou u overwegen een **e-boek** kopen?
1 = helemaal niet, 2 = niet, 3 = neutraal, 4 = wel, 5 = helemaal wel
13. Wat is uw geslacht?
- Man
 - Vrouw
 - Anders
14. Wat is uw leeftijd? __ jaar