Examining the Relationship Between Computer-Use Self-Efficacy and Etextbook Use Among Higher Education Students

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ABSTRACT

Some higher education students actively seek out etextbooks while others prefer physical hard copies. To understand the degree of willingness to use etextbooks, the relationship between computer-use self-efficacy and etextbook use was examined through quantitative research design. A convenience sample of higher education students were invited to answer an online survey. Data were analyzed through frequency, descriptive, and correlational analyses to determine if relationships existed between computer-use self-efficacy and etextbook use. Some combinations of variables were statistically significant. All correlations fell within the moderate strength range and both positive and negative correlations emerged. Ultimately, students have more positive experiences and a general willingness to use an etextbook if they are comfortable using a computer or feel they have adequate skills to access an etextbook. Potential implications may include faculty crafting course design more strategically and software developers can help support publishing companies by examining user experiences.

Keywords: etextbook, self-efficacy, higher education, quantitative

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INTRODUCTION

Anecdotally, the use of etextbooks seems to be a polarizing concept among higher education students. Considering that etextbooks have been around for a while in a technological age that is evolving at an exponential rate, some students still seem to be truly attached to using a physical hardcopy textbook (Ditmyer et al., 2011). However, other students seem to enjoy using a textbook that is available on some sort of personal device. According to Stone and Baker-Eveleth (2013), the application of technology on a physical hardcopy textbook is the definition of an etextbook. In a study that examined etextbook use among dental students, many students were already willing to use etextbooks because many of their classes were already online and students could use their personal devices in class and to complete course work (Ditmyer et al., 2011). However, surveying dental students is quite niche within a highly specialized academic program that not many people would pursue (Ditmyer et al., 2011). Moreover, in Stone and Baker-Eveleth's (2013) study, an entire university listserv was sent an email to participate in a survey related to the willingness to purchase an etextbook. Interestingly, the response rate was quite low and only a fraction of the student population had familiarity with using etextbooks. Ultimately, Stone and Baker-Eveleth's (2013) posited that students were more willing to purchase an etextbook if the etextbook was easy to use and students possessed previous computer knowledge.

Considering the apparent degrees of willingness to use an etextbook exhibited by the two apparent camps of students and the widely different sample groups described in the aforementioned studies, a different research approach was selected to examine

etextbook use. Specifically, a relationship could exist between etextbook use and computer-use self-efficacy within a smaller convenience sample that have direct experience using etextbooks with no restrictions on academic program or sociodemographics. Stone and Baker-Eveleth (2013) define self-efficacy as the general belief that one possesses the correct skills needed to complete a task. Thus, research hypotheses are as follows:

- Null hypothesis: a relationship between computer-use self-efficacy and etextbook use does not exist.
- Alternative hypothesis: a relationship between computer-use self-efficacy and etextbook use does exist.

In addition to frequency and descriptive statistical analysis, variables specific to computer-use self-efficacy and etextbook use will be subject to inferential analysis to determine whether correlations (relationships) exist. If correlations (relationships) do, in fact, exist then the strength (weak, moderate, and strong) and direction (negative or positive) will also be investigated.

Potential outcomes of examining the relationship between computer-use self-efficacy and etextbook use in higher education could provide post-secondary institutions and faculty members invaluable insight into course planning, instruction, and assessment. Designing appropriate, relevant, and accessible coursework for all students in a post-secondary environment may be a priority for some institutions. Additionally, software developers and publishing companies may also find outcomes important to business operations. Specifically, software developers and publishing companies may be able to

maximize user satisfaction and increase the probability of someone using additional etextbooks in future coursework.

METHOD

To examine whether a relationship exists between computer-use self-efficacy and the willingness to use an etextbook among higher education students, a quantitative research design was selected. Creswell and Creswell (2023) argue that a quantitative research design ought to be selected to examine relationships among different variables or to make comparisons between groups. As well, quantitative studies ultimately aim to establish generalizability among the greater population based on the responses from the sample gathered (O'Leary, 2021; Creswell & Creswell, 2023). The research approach included a carefully crafted online survey instrument that posed questions specific to both computer-use self-efficacy and etextbook use in a higher education setting. The survey instrument collected pertinent quantitative data as well as sociodemographic information from the participants (O'Leary, 2021; Creswell & Creswell, 2023). Once the data were collected, both descriptive and inferential statistical analyses were completed to understand the perspectives of the respondents as well as to ultimately gauge whether relationships exist between the different types of variables (Creswell & Creswell, 2023).

Study Population and Sampling

To understand the potential relationship between computer-use self-efficacy and etextbook use, students currently enrolled in Canadian and American higher education programs comprised the core study sample. Students invited to participate were from Canadian and American higher education programs which included online, hybrid, and in-person instruction. Due to time constraints, limited access to large databases of post-secondary students, as well as the sheer size of both Canada and the United States,

convenience sampling was selected to recruit individuals to participate. Specifically, individuals known to the researcher were personally invited via email, social media messenger, text messages, and phone calls. As well, the researcher encouraged others to pass along the survey link to other students in higher education programs to gather a larger sample. Ultimately, 37 respondents successfully participated.

Study Instrument and Data Analysis

The survey instrument used to examine the potential relationship between computer-use self-efficacy and etextbook use was provided by Dr. Chang Huh of Niagara University in the College of Business. Upon reviewing the papers of Ditmyer et al (2011) and Stone and Baker-Eveleth (2013), the survey instrument seemed to be built upon pertinent core concepts, relevant literature, and statistical confirmation factors. In Stone and Baker-Eveleth's (2013) study, the statistical model used to gather and interpret the data indicate an acceptable goodness of fit. As well, both studies had medium-sized sample sizes (Ditmyer et al., 2011; Stone & Baker-Eveleth, 2013; O'Leary, 2021). The survey instrument itself included three major sections and began initially as a *Microsoft Word* document. The first section included 19 questions related to perceived computer skills on a six-point Likert scale (strongly agree, agree, neutral, disagree, strongly agree, and not sure). The second section included 14 questions regarding the use of etextbooks in higher education using a six-point Likert scale (strongly agree, agree, neutral, disagree, strongly agree, and not sure). The final section collected sociodemographic information including gender, age, level of education, ethnicity, and annual household income. Once the survey instrument was finalized, the survey was reconstructed and distributed via

Qualtrics. The survey was sent digitally to willing participants on November 4 and the survey was closed on November 10, 2024. Thirty-seven usable responses were collected and exported to *IBM SPSS version 28* for further statistical analysis. However, before further statistical analysis could take place, the survey had to be coded properly in *IBM SPSS* so that mathematical calculations could occur, and appropriate variable names needed to be assigned to each question. For example, Likert-scale responses received the following numerical codes: 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5 (strongly agree), and 6 (not sure). Thus, if an individual selected "disagree" for a particular question, then "2" would be assigned as the response rather than "disagree."

Frequency analysis was conducted on the sociodemographic information of the respondents. These data were then exported to *Microsoft Excel* to create usable tables and charts to illustrate the diversity of the respondents. With respect to the questions that collected information about computer-use self-efficacy and etextbook use, descriptive analysis was conducted to examine the mean and standard deviations of each Likert-scale question.

In terms of inferential analysis, data were treated with correlational analysis calculations to examine the potential relationships that may exist between computer-use self-efficacy variables and etextbook use variables. *IBM SPSS* produced a correlational matrix that calculated the potential relationship between each of the computer-use self-efficacy and etextbook use variables. Specifically, r and p values were reviewed to determine statistical significance, strength of relationship, and direction of relationship; the r value is also referred to as the Pearson coefficient (Field, 2024). *IBM SPSS* calculated statistical significance for both 95% and 99% confidence intervals. If *IBM*

SPSS detected statistical significance between two variables, then an *r* value was also detected. The *r* value had to be some number between -1 and +1. The closer the r value was to -1 or +1, the stronger the potential relationship between the two variables. As well, if the *r* value was positive, then the two variables were positively correlated meaning that as one variable increases the other variable does as well. Conversely, if the *r* value was negative, then the two variables were negatively correlated meaning that as one decreases the other increases (Field, 2024).

RESULTS

Frequency Analysis and Descriptive Analysis

Frequency analyses were completed on basic sociodemographic information collected from the respondents as depicted in Table 1. Out of all 37 respondents, 78.4% were female, 18.9% were male, and 2.7% identified as gender neutral. In terms of ages, 45.9% fell within the 31-45 age range and 37.8% were between the ages of 19 and 30. When asked about the highest level of education obtained, 51.4% of respondents possessed a bachelor's degree and 24.3% had earned a master's degree. Interestingly, 4% of individuals indicated "other" and listed college diplomas as their highest level of education earned. Respondents were asked about annual household income and 36.1% indicated they earned between $100,000.00 and $149,999.00. Interestingly, 19.4% of individuals reported having a household income of $200,000 and over. Finally, with respect to ethnicity, 81.1% identified as white/Caucasian.

Descriptive analyses were completed to determine the central tendency and variability of the Likert-scale questions. As previously mentioned, the survey instrument included two major sections that asked respondents questions about their computer-use self-efficacy and etextbook use, respectively. Thus, each question indicated a potential variable to statistically examine. Table 2 shows the descriptive analysis for the computer-use self-efficacy variables. Interestingly, many of the respondents appear to be confident in their computer skills (mean = 1.76 and standard deviation = 0.597). As well, many individuals disagree that computers are far too complicated to use (mean = 4.57 and standard deviation = 0.502). Moreover, many individuals believe that they have the skills to overcome difficulties when using computers (mean = 1.65 and standard deviation = 0.538). Similarly, Table 3 indicates the descriptive analysis for the etextbook use

variables. Many individuals agree that using an etextbook is more convenient than carrying around a physical book (mean = 1.97 and standard deviation = 1.067). Cost is another key finding since many people agree that they will save money by purchasing an etextbook (mean = 2.16 and standard deviation = 0.968). Overall, many individuals agree that they are comfortable reading material online (mean = 2.30 and standard deviation = 0.939).

Inferential Statistical Analysis

The alternative hypothesis being tested states that a relationship exists between computer-use self-efficacy and etextbook use. To examine whether the alternative hypothesis ought to be seriously considered, a correlation matrix was constructed using *IBM SPSS* to mathematically examine different combinations of computer-use self-efficacy and etextbook use variables. Some combinations of variables were not statistically significant, but others were. Table 4 illustrates the different combinations of variables that were statistically significant within a 95% confidence interval ($p < 0.05$). Additionally, Table 5 shows the different combinations of variables that were statistically significant within a 99% confidence interval ($p < 0.01$). Both tables also indicate the calculated Pearson correlation (r value) which indicate the strength and direction of the correlation.

When examining both tables, positive and negative correlations emerged from the data. For example, getting distracted online and always enjoying working with computers had a negative correlation as indicated in Table 4 ($r = -0.415$; $p = 0.011$). Thus, a possible explanation could be that as someone gets more distracted online, enjoying the use of an etextbook will decrease since etextbooks are computer-based resources. Another example

of negative correlation in Table 4 includes having access to a physical textbook all the time and a willingness to deal with computer issues (r=-0.334; p=0.034). Specifically, as the willingness to deal with computer issues diminishes, the desire to have a physical copy of a textbook increases. Conversely, in Table 5, someone's frustration level with computers and the level of difficulty associated with grasping concepts online are positively correlated (r=0.606; p<0.001). In other words, as someone's level of frustration with using a computer, the difficulty of grasping concepts online will also increase. Another example of positive correlation from Table 5 is between not having to carry a physical textbook and the confidence computer abilities (r=0.426; p=0.009). Someone who has higher confidence in their abilities to use a computer may also feel that the desire to not carry a physical textbook also increases.

Moreover, in Tables 5 and 6, all the Pearson correlation values are within the moderate strength range. In fact, Huh (2024) suggests that r values less than ±0.29 are weak, values between ±0.30 and ±0.69 are moderate, and values higher than ±0.70 are strong. Ultimately, since there are several combinations of variables that are statistically significant at both the 95% and 99% confidence intervals and all the Pearson correlation values are within the moderate strength range, the null hypothesis can be rejected.

Tables and Figures

Table 1. Frequency Analysis of Sociodemographic Profiles of Respondents

Variable	Number of Respondents[a]	Percentage of Respondents
Gender		
Female	29	78.4%
Male	7	18.9%
Gender Neutral	1	2.7%
Total	37	100.0%
Age		
19-30	14	37.8%
31-45	17	45.9%
46-60	5	13.5%
Over 61 years old	1	2.7%
Total	37	100%
Education		
High school	2	5.4%
Bachelor's degree	19	51.4%
Master's degree	9	24.3%
Doctoral degree	3	8.1%
Other	4	10.8%
Total	37	100%
Annual Household Income		
Below $50,000	2	5.6%
$50,000 - $74,999	4	11.1%
$75,000 - $99,999	4	11.1%
$100,000 - $149,999	13	36.1%
$150,000 - $199,999	6	16.7%
$200,000 over	7	19.4%
Total	36	100.0%
Ethnicity		
White/Caucasian	30	81.1%
Black/African American	1	2.7%
Hispanic/Spanish American	1	2.7%
Asian/Pacific Islander	2	5.4%
Multiethnic	3	8.1%
Total	37	100%

[a] The number of respondents varies due to missing answers.

Table 2. Descriptive Analysis of Computer-Use Self-Efficacy Variables

Variable	Mean	Standard Deviation
I can usually deal with most of the difficulties I encounter when using computers.	1.65	0.538
I find working with computers very easy.	1.97	0.645
I am very unsure of my abilities to use computers.	4.30	0.74
I enjoy working with computers.	2.11	0.843
Computers make me much more productive.	2.08	1.01
Computers are far too complicated for me.	4.57	0.502
Using computers is something I usually enjoy.	2.11	0.875
Sometimes when using a computer, things seem to happen, and I don't know why.	3.54	1.12
As far as computers goes, I consider myself to be pretty competent.	1.70	0.463
Computers help to save me a lot of time.	1.76	0.683
I find working with computers very frustrating.	3.97	0.866
I always seem to have problems when trying to use computers.	4.22	0.534
When using computers, I worry that I might press the wrong button and damage it.	4.51	0.804
I am very confident in my abilities to use computers.	1.76	0.597
I find it difficult to get computers to do what I want them to.	4.30	0.618
I would rather that we didn't have to learn how to use computers.	4.35	1.033
I usually find it easy to learn how to use a new software package.	2.32	0.915
I seem to waste a lot of time with computers.	3.84	1.167
I consider myself a skilled computer user.	2.05	0.743

Note. Respondents' computer self-efficacy were measured by a 6-point Likert-type scale of 1 (strongly agree), 2 (agree), 3 (neutral), 4 (disagree), 5 (strongly disagree), and 6 (not sure).

Table 3. Descriptive Analysis of Etextbook Use Variables

Variable	Mean	Standard Deviation
Reading an electronic textbook will cause my eyes to become tired much more quickly than a paper text.	2.51	1.121
The best thing about electronic textbooks is saving the money I would have spent on a regular textbook.	2.16	0.986
I will be uncomfortable with not being able to highlight material I believe is important when using an electronic textbook.	3.03	1.166
I believe reading an electronic textbook will be an enjoyable experience.	3.14	1.004
I will print material to read rather than reading directly from the computer screen.	2.89	1.37
I like the fact that I don't have to carry a textbook with me.	1.97	1.067
I would rather have a textbook available so that I can read it whenever I have the opportunity.	3.11	1.173
I am concerned that I will be unable to access the text at various times throughout the semester.	3.30	1.102
It will be very inconvenient to print the material for this textbook if I desire to do so.	2.68	1.082
In general, I am comfortable reading material online.	2.30	0.939
In my experience, the font size for online material is not large enough to read easily.	3.68	0.747
I will be distracted by other computer-based activities when trying to read a textbook.	2.65	1.399
When reading online I believe it will be difficult to grasp the key concepts being presented.	3.16	1.068
I believe there will be more material to cover in an electronic textbook than in a paper text.	3.84	0.688

Note. Respondents' computer self-efficacy were measured by a 6-point Likert-type scale of 1 (strongly agree), 2 (agree), 3 (neutral), 4 (disagree), 5 (strongly disagree), and 6 (not sure).

Table 4. Measured Correlations Between Computer-Use Self-Efficacy and Etextbook Use Variables ($p < 0.05$)

Paired Variables	Pearson Correlation	Significance (*p-value*)
Tired eyes - Always enjoy working with computers	-0.413	0.011
Tired eyes - Usually enjoy working with computers	-0.317	0.024
Saving money - Feeling productive	0.377	0.022
Enjoyable experience - Always enjoy working with computers	0.343	0.038
Enjoyable experience - Feeling productive	0.399	0.014
Enjoyable experience - Usually enjoy working with computers	0.331	0.046
Enjoyable experience - Time saver	0.373	0.023
Enjoyable experience - Wasting time using computers	-0.336	0.042
Printing material - Unsure of computer abilities	0.361	0.023
Printing material - Frustration with computers	0.349	0.034
Printing material - High frequency of computer issues	0.374	0.022
Not carrying a textbook - Always enjoy working with computers	0.405	0.013
Have a textbook anytime - Dealing with computer issues	-0.334	0.043
Unable to access the textbook anytime - Dealing with computer issues	-0.381	0.020
Inconvenient to print - Usually enjoy working with computers	-0.343	0.037
Inconvenient to print - Frustration with computers	0.376	0.022
Comfortable reading online - Working with computers is easy	0.335	0.043
Comfortable reading online - Always enjoy working with computers	0.344	0.037
Comfortable reading online - Competent using computers	0.400	0.014
Font size not large enough online - Frustration with computers	0.373	0.023
Font size not large enough online - Worry about pressing wrong button	0.378	0.021
Getting distracted while online - Always enjoy working with computers	-0.415	0.011
Getting distracted while online - Wasting time using computers	0.373	0.023
More material to cover online - Difficult to control computers	0.378	0.021
More material to cover online - Waste time using computers	0.382	0.020

Note. Respondents' computer self-efficacy were measured by a 6-point Likert-type scale of 1 (strongly agree), 2 (agree), 3 (neutral), 4 (disagree), 5 (strongly disagree), and 6 (not sure).

Table 5. Measured Correlations Between Computer-Use Self-Efficacy and Etextbook Use Variables ($p < 0.01$)

Paired Variables	Pearson Correlation	Significance (*p-value*)
Tired eyes - Wasting time using computers	0.490	0.002
Printing material - Always enjoy working with computers	-0.471	0.003
Not carrying a textbook - Time saver	0.486	0.002
Not carrying a textbook - Confidence in computer abilities	0.426	0.009
Unable to access the textbook anytime - Always enjoy working with computers	-0.484	0.002
Inconvenient to print - Wasting time using computers	0.463	0.004
Comfortable reading online - Time saver	0.462	0.004
Font size not large enough online - Wasting time using computers	0.448	0.005
Difficult to grasp concepts online - Always enjoy working with computers	-0.452	0.005
Difficult to grasp concepts online - Usually enjoy working with computers	-0.436	0.007
Difficult to grasp concepts online - Frustration with computers	0.606	< 0.001
Difficult to grasp concepts online - Would rather not learn how to use computers	0.501	0.002
Difficult to grasp concepts online - Waste time using computers	0.579	< 0.001
More material to cover online - Worry about pressing wrong button	0.456	0.005

Note. Respondents' computer self-efficacy were measured by a 6-point Likert-type scale of 1 (strongly agree), 2 (agree), 3 (neutral), 4 (disagree), 5 (strongly disagree), and 6 (not sure).

CONCLUSION AND IMPLICATIONS

Using a smaller convenience sample with no limits on academic program or sociodemographic information, the potential relationship between computer-use self-efficacy and etextbook use was explored using frequency, descriptive, and inferential statistical analysis. Specifically, correlational analysis between computer-use self-efficacy and etextbook use variables was completed and several different combinations of variables were statistically significant ($p < 0.05$ and $p < 0.01$) within the moderate strength range. Thus, the null hypothesis was rejected meaning that a moderate relationship exists between computer-use self-efficacy and etextbook use.

There were several different combinations of statistically significant variables that emerged from the data analysis. However, a particularly salient theme illustrated through the correlational analysis is a student may have a positive experience reading an etextbook when they are comfortable working with a computer or feel that they have the adequate skills necessary to access to an etextbook. As well, students who enjoy working on computers do not mind not having a physical textbook to carry around with them. Interestingly, the difficulty of absorbing material presented in the form of an etextbook will increase as frustration levels associated with computer-use increases. Moreover, a student is less likely to use an etextbook if they do not wish to learn how to use a computer. Given the themes from the data analysis, post-secondary institutions, software developers and publishers ought to pay attention to these outcomes. Etextbooks ought to be easy to use as to meet the needs of both novice and advanced computer users. Faculty should experiment with different etextbooks as well as the featured embedded within the etextbooks to ensure that course material is delivered in a way that provides students with

the bests opportunity to learn. While faculty may find it difficult to triage and gauge the level of technological knowledge of all the students they will ultimately teach, faculty should attempt a walk-through of necessary software for their courses. Software developers ought to re-examine user interfaces, accessibility, and the general nature of how etextbooks are presented to the user which would ultimately support the ways in which publishing companies can market future material to higher education students.

Findings ought to be considered within the limits of the project. The number of individuals selected for the study does limit the generalizability of the findings. As well, since the sample was gathered through convenience sampling, some bias may have been introduced as respondents may have felt an added pressure to participate despite being reminded that they could opt-out at any point without consequence. Additionally, the bulk of respondents were from a younger generation (ages between 19 and 30) and many already possessed a bachelor's degree. Thus, the sample may have been more willing and naturally acclimated to using new technology such as etextbooks. Despite limitations, future research could hone and enhance the findings presented. In designing future studies, perhaps collaboration among faculty, students, software developers and publishers could offer more robust and specific questions. As well, a more randomized but targeted sample would likely provide increased validity and reliability.

As mentioned in the introduction, the technological era is evolving human society at an exponential rate and the innovation of digitized materials seems to be inevitable. Therefore, examining relationships between computer skills and new technology seems prudent, relevant, and timely.

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APPENDIX

Consent Form

This study explores the relationship between students' use of electronic textbooks and their computer self-efficacy in higher education. The survey will take approximately 5-7 minutes to complete. The survey will ask about 1) the perceptions of your computer skills; 2) electronic textbook usages; 3) socio-demographic information.

Your participation is completely voluntary. You may refuse to answer any questions, may stop at any time, or may ask any questions. **Your privacy will be protected to the maximum extent in law. All your responses will be kept strictly confidential and will not be linked to your identity in any way**.

If you have any questions or concerns regarding the ethics of this class research project or your rights and responsibilities as participants, you are welcome to direct to Dr. Chang Huh, Professor at Holzschuh College of Business Administration, Niagara University, at (716) 286-8223 or at chuh@niagara.edu; or Mr. Mitch Keene, at (306) 960-3841 and keene@niagara.edu.

Sincerely,

Mitch Keene

Mitch Keene, Ph.D. student

Please check out the box before moving to the next page.

☐ I read the consent form and will participate in the survey.

☐ I don't want to participate in the survey.

Section 1 – Perceived Computer Skills

Use the list of statements below to evaluate your own computer skills. Indicate using the check boxes whether you "strongly agree," "agree," "neutral," "disagree," "strongly disagree," or "not sure" for each statement.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
I can usually deal with most of the difficulties I encounter when using computers.	☐	☐	☐	☐	☐	☐
I find working with computers very easy.	☐	☐	☐	☐	☐	☐
I am very unsure of my abilities to use computers.	☐	☐	☐	☐	☐	☐
I enjoy working with computers.	☐	☐	☐	☐	☐	☐
Computers make me much more productive.	☐	☐	☐	☐	☐	☐
Computers are far too complicated for me.	☐	☐	☐	☐	☐	☐
Using computers is something I usually enjoy.	☐	☐	☐	☐	☐	☐
Sometimes when using a computer, things seem to happen, and I don't know why.	☐	☐	☐	☐	☐	☐
As far as computers goes, I consider myself to be pretty competent.	☐	☐	☐	☐	☐	☐
Computers help to save me a lot of time.	☐	☐	☐	☐	☐	☐
I find working with computers very frustrating.	☐	☐	☐	☐	☐	☐
I always seem to have problems when trying to use computers.	☐	☐	☐	☐	☐	☐
When using computers, I worry that I might press the wrong button and damage it.	☐	☐	☐	☐	☐	☐
I am very confident in my abilities to use computers.	☐	☐	☐	☐	☐	☐
I find it difficult to get computers to do what I want them to.	☐	☐	☐	☐	☐	☐
I would rather that we didn't have to learn how to use computers.	☐	☐	☐	☐	☐	☐
I usually find it easy to learn how to use a new software package.	☐	☐	☐	☐	☐	☐
I seem to waste a lot of time with computers.	☐	☐	☐	☐	☐	☐

I consider myself a skilled computer user.	☐	☐	☐	☐	☐	☐

Section 2 – Perceptions of Electronic Textbooks

Use the list of statements below to evaluate your perception of electronic textbooks. Indicate using the check boxes whether you "strongly agree," "agree," "neutral," "disagree," "strongly disagree," or "not sure" for each statement.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Sure
Reading an electronic textbook will cause my eyes to become tired much more quickly than a paper text.	☐	☐	☐	☐	☐	☐
The best thing about electronic textbooks is saving the money I would have spent on a regular textbook.	☐	☐	☐	☐	☐	☐
I will be uncomfortable with not being able to highlight material I believe is important when using an electronic textbook.	☐	☐	☐	☐	☐	☐
I believe reading an electronic textbook will be an enjoyable experience.	☐	☐	☐	☐	☐	☐
I will print material to read rather than reading directly from the computer screen.	☐	☐	☐	☐	☐	☐
I like the fact that I don't have to carry a textbook with me.	☐	☐	☐	☐	☐	☐
I would rather have a textbook available so that I can read it whenever I have the opportunity.	☐	☐	☐	☐	☐	☐
I am concerned that I will be unable to access the text at various times throughout the semester.	☐	☐	☐	☐	☐	☐
It will be very inconvenient to print the material for this textbook if I desire to do so.	☐	☐	☐	☐	☐	☐
In general, I am comfortable reading material online.	☐	☐	☐	☐	☐	☐
In my experience, the font size for online material is not large enough to read easily.	☐	☐	☐	☐	☐	☐
I will be distracted by other computer-based activities when trying to read a textbook.	☐	☐	☐	☐	☐	☐
When reading online I believe it will be difficult to grasp the key concepts being presented.	☐	☐	☐	☐	☐	☐

I believe there will be more material to cover in an electronic textbook than in a paper text.	☐	☐	☐	☐	☐	☐

Section 3 – Socio-demographics

I am: ☐ Female ☐ Male ☐ Other ☐ Gender neutral

Which age group do you belong to?

☐ Under 18 years ☐ 19-30 years
☐ 31-45 years ☐ 46-60 years
☐ Over 61 years

What is your highest achieved level of education?

☐ High school ☐ Bachelor's degree ☐ Master's degree
☐ Doctoral degree ☐ Other: _____

What is your ethnicity?

☐ White/Caucasian ☐ Black/African American ☐ Other (specify below):
☐ Hispanic ☐ Asian/Pacific Islander _____
☐ Multiethnic ☐ Indigenous _____

What is your annual household income? *(Check one)*

□ Below $50,000 □ $50,000 - $74,999 □ $75,000 - $99,999
□ $100,000 - $149,999 □ $150,000- $199,999 □ $200,000 - above

Thank you for participating!