

## **A STUDY OF ADOPTION OF ELECTRONIC TEXTBOOKS IN MARKETING CLASSES**

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### **ABSTRACT**

#### **INTRODUCTION**

For a long time, classroom instruction in higher education has been complemented by additional tools, such as textbooks, handouts, and recently, by electronic media content. Of all the alternatives, electronic textbooks represent an attractive compromise between the resources to be spent to access textbook content and the usefulness of that content. However, a substantial replacement of traditional paper textbooks with e-textbooks is less likely to happen unless users generate a mass adoption of e-textbooks. Using Davis' Technology Acceptance Model (TAM) as a theoretical foundation, this study addresses the question of e-textbook adoption in marketing classes.

#### **REVIEW OF LITERATURE**

As information technology developed, many publishers attempted to offer reading content in digital format. Users' adoption of digital reading content has been examined in several studies, which showed that usage has increased over time as user interfaces improved, and that, generally, business, economics, and computer science content areas were the most popular.

Electronic textbooks offer flexibility in accessing textbook content, visual appeal, potential to include supporting content, cheaper cost, and environmental friendliness. However, they are also characterized by several drawbacks, such as the need for the user to own or access a computer, skimming behaviors of users while reading, searching for specific keywords, and in general, interacting differently with a e-textbook than with a traditional paper textbook.

#### **METHODOLOGY**

In this study, an extension was made to the original TAM, which is normally based on perceived usefulness, ease of use, attitudes, and intentions, by adding the construct of perceived innovativeness toward information technology. Data was collected in September 2010, mostly from currently enrolled students at a small, private university from the Southwestern U.S. A total of 185 completed responses were retained for analysis (response rate = 31%).

#### **RESULTS AND CONCLUSIONS**

First, a confirmatory factor analysis (CFA) was conducted to validate the psychometric properties of the instrument. The measurement model had adequate fit, with a  $\chi^2(125)$  of 275.81 ( $p < .001$ ) and  $\chi^2/d.f. = 2.21$ . Then, structural equation modeling was employed, and the structural model resulted in good fit ( $\chi^2(130) = 313.34$  ( $p < 0.001$ ),  $\chi^2/d.f. = 2.41$ , GFI = .80, AGFI = .85, TLI = .93, CFI = .94, and RMSEA = .08).

All the proposed hypotheses have been supported, indicating that students with positive attitudes toward e-textbooks (as a result of their perceptions of usefulness, ease of use, and innovativeness) also develop high intentions to use e-textbooks. Thus, this study presents a major contribution, that it, it provides a theoretical framework that facilitates the examination of technology adoption in academic instruction.

**References available on request**