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TÜRK ÖĞRETİM ÜYELERİNİN ELEKTRONİK KİTAP KULLANIM DURUM VE TERCİHLERİ

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Özet

Bu anket çalışmasının amacı Türk öğretim üyelerinin elektronik kitap kullanma durum ve tercihlerini belirlemektir. Veri toplama aracı olarak Neiman Library tarafından hazırlanan anket formu kullanılmıştır. Geçerlik ve güvenirlik çalışmaları yapılarak Türkçe'ye uyarlanan anket formu Türkiye'nin farklı üniversitelerinde görev yapan öğretim üyelerine e-posta yoluyla gönderilmiştir. Verilerin analiz edilmesi ile genellenebilir sonuçlara ulaşılmıştır. E-kitaplar öğretim üyelerinin kullandığı elektronik kaynaklar içinde %74,8 oranıyla üçüncü sırada yer almaktadır. E-kitaplara erişimde en çok tercih edilen yol Google vb. arama motorlarıdır. Öğretim üyelerinin çoğunluğu kendilerine seçme şansı verilmesi halinde bir kitabı basılı formda okumayı tercih edeceği yönünde görüş bildirmiştir. E-kitap okuma tercihi içinde en öne çıkan ise hem ekrandan hem de basılı olarak okumak şeklindedir.

Anahtar Kelimeler: elektronik kitap, e-kitap, e-kitap kullanımı, Türk öğretim üyeleri

ELECTRONIC BOOK USE AND PREFERENCES AMONG TURKISH LECTURERS

Abstract

The purpose of this survey study is to determine the electronic book usage and preferences of Turkish lecturers. A questionnaire prepared by Neiman Library was used as a data collection instrument. The questionnaire, which was adapted into Turkish by making validity and reliability studies, was sent by e-mail to lecturers working in different universities in Turkey. Generalizable results were gained after analyzing the data obtained from valid responses. E-books are ranked third (74.8%) among electronic resources used by lecturers use and they are mostly used for research purposes. The preferred method of accessing e-books is via search-engines such as Google. Most of the lecturers stated that they would prefer reading a book in printed form, if given the option. What comes to the forefront in e-book reading preference is that lecturers read materials both from a monitor and in printed form (a combination of both media).

Keywords: electronic book, e-book, e-book usage, Turkish lecturers

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Uzun Özet

Ortaya çıktığı ilk günden bu yana, e-kitapların basılı kitapların yerini alıp alamayacağı tartışılmakta, kimileri kâğıda basılmış bir kitaba dokunmanın ve onunla yakın dostluk kurmanın yerini hiçbir şeyin tutmayacağını savunurken, kimileri e-kitapların göz ardı edilemeyecek pek çok getirisi olduğunu savunmaktadır. Okuyucular arasındaki bu fikir ayrılıklarını ve bunların sebeplerini konu edinen çok sayıda çalışma bulunmaktadır. Walton (2007), e-kitaplarla ilgili yapılan bu çalışmaları 1990'ların sonu-2000'lerin başı, 2000'lerin ortası ve son yıllarda yapılanlar şeklinde üç grup altında toplamaktadır. E-kitap kullanımının yaygınlaşmadığı yıllara denk gelen ilk gruptaki çalışmalar, e-kitapların pedagojik yönü ve teknolojik konular üzerine yoğunlaşmıştır. Bu dönem araştırmalarının sonuçları, e-kitapların çok fazla kabul görmediği ve bunun en büyük gerekçesinin teknolojik sorunlar olduğu yönündedir. İkinci gruptaki çalışmalarda, e-kitapların en çok hangi amaçlarla kullanıldığı inceleme altına alınmıştır. Elde edilen sonuçlar, e-kitapların en çok bir kavramı veya metni aramak ve bulunanları kopyalamak için kullandıklarını ortaya çıkarmaktadır. Üçüncü grup ise e-kitaplarla ilgili çok sayıda ve çeşitte araştırmanın yapıldığı dönem olarak gösterilmektedir. Bilgisayar ve internet teknolojinin geçmişe kıyasla daha fazla gelişmiş ve yaygınlaşmış olduğu yıllara denk gelen bu araştırmalar, e-kitapları gerek teknik gerekse pedagojik anlamda inceleme altına alan yüzlerce çalışmayı kapsamaktadır.

E-kitap teknolojisi ve onun kullanımıyla ilgili araştırmalar incelendiğinde bunların çoğunlukla Amerika'da yoğunlaştığı görülmektedir. Türkiye'de bu teknolojisinin yeterince yaygınlaşmamasının bir sonucu olarak, e-kitaplarla ilgili bilimsel çalışma sayısı yok denecek kadar azdır. Her alanda olduğu gibi e-kitap sektöründe de Türkiye için gelişim ve değişimin kaçınılmaz olduğu düşünülmektedir. Ağır adımlarla dahi olsa gerek eğitim hayatında gerekse günlük hayatta e-kitap teknolojisinin gün geçtikçe varlığını daha çok hissettireceği kesindir. Bu noktada, Türkiye'de e-kitap teknolojisinin tanınması, kullanılması, kullanılmasının önündeki sorunların belirlenmesi konularında bilimsel çalışmalar yapılması bir gereklilik olarak ortaya çıkmaktadır. Toplumun aydın kesimi olarak nitelendirilen öğretim üyelerinin e-kitap teknolojisini tanıma ve kullanma durumlarının belirlenmesinin, geleceğe yönelik öngörülerde bulunulması açısından önemli olduğu düşünülmektedir. Bu anlayıştan yola çıkarak yapılandırılan bu çalışmada, Türk öğretim üyelerinin e-kitap kullanım durum ve tercihlerine yönelik genellenebilir sonuçlar elde etmek amaçlanmaktadır. Bu doğrultuda çalışmanın doğasına en uygun yöntem olan anket yöntemi kullanılmış, mümkün olduğunca fazla sayıda öğretim üyesine ulaşmaya gayret edilmiştir. Veri toplama aracı olarak Fen ve Mühendislik alanında görev yapan öğretim üyelerinin e-kitap kullanım durumunu belirlemek amacıyla Neiman Library tarafından 2010 yılında uygulanan anket formu kullanılmıştır (URL-3, 2010). Bu anketin seçilme sebebi, araştırmanın alt problemlerine cevap oluşturacak nitelikte soru maddeleri içeriyor olmasıdır. Geçerlik ve güvenirlik çalışmaları yapılarak Türkçe'ye uyarlanan anket formu e-posta iletisi içinden bir bağlantı verilerek online cevaplandırılabilir hale getirilmiştir. Türkiye'nin 7 farklı coğrafi bölgesinin her birinden en az 4 tane olmak üzere toplam 30 üniversiteden 5297 öğretim üyesine gönderilen formlardan 458 tanesi geri gelmiş, eksiksiz doldurulan 412 tanesi geçerli sayılmıştır. Bu haliyle anketin geri gelme oranı %8,6'dır. Geçerli anket formlarına verilen cevaplar SPSS 16.0 paket programı yardımıyla analiz edilmiştir.

Ankete en çok katılım %26,9 oranıyla eğitim bilimleri alanında çalışan öğretim üyelerince olmuştur. Bunu %19,2 ile Mühendislik / Mimarlık ve %16,7 ile Temel Bilimler

takip etmektedir. Anketi dolduranların %60,4'ü erkek, %39,6'sı kadındır. Unvanlara göre dağılımda ilk sırayı %37,9'luk oranla araştırma görevlileri almaktadır. İkinci sırada %26,2 ile yardımcı doçent doktorlar, üçüncü sırada ise %13,1 oranıyla profesör doktorlar gelmektedir.

Anketten elde edilen bulgulara göre, şu sonuçlara ulaşılmıştır: E-kitap kullanımının en yaygın olduğu alan Temel Bilimler'dir. Bunu Mühendislik / Mimarlık ve Sosyal Bilimler takip etmektedir. En az kullananlar ise Sağlık Bilimleri alanında çalışanlardır. Kadın ve erkek öğretim üyelerinin e-kitap kullanma oranları birbirine çok yakındır. Öğretim üyelerinin en çok kullandıkları ilk üç elektronik kaynak sırasıyla elektronik dergiler, çevrimiçi veritabanları ve e-kitaplardır. Her ne kadar üçüncü sırada olsa da e-kitap kullanım oranı oldukça yüksektir (%74,8). E-kitabı en çok kullanan katılımcı grubu 18-25 yaş arasındaki öğretim üyeleridir. 36-45 yaş aralığından sonra e-kitap okuma oranının giderek azaldığı görülmektedir. Anketin doldurulduğu tarihten önceki eğitim-öğretim döneminde okunan e-kitap sayıları incelendiğinde, katılımcıların yarısına yakınının (%46,6), önceki dönemde hiç e-kitap okumadığı veya en fazla 4 e-kitap okuduğu anlaşılmaktadır. Bu durum, öğretim üyelerinin e-kitap teknolojisinden haberdar olduğunu ancak çok sık e-kitap okumadığını göstermektedir. En çok tercih edilen e-kitap erişim şekli %71,1 oranıyla Goggle vb. arama motorlarıdır. Öğretim üyeleri e-kitapları en çok araştırma yapmak amacıyla (%76,5) kullanmaktadır. Öğretim üyelerinin büyük bir bölümü kendilerine seçme şansı verilmesi halinde bir kitabı basılı formda okumayı tercih edeceği yönünde görüş bildirmiştir. En az tercih edilen yol elektronik formattır. Basılı ve elektronik ortam tercihi erkekler lehine artış gösterirken, bir kitabın basılı veya elektronik olma durumunun okuma tercihini etkilemeyeceği görüşü kadınlarda daha yaygındır. Öğretim üyeleri üniversitelerine ait kütüphaneye çok sık gitmemekte ve kütüphanede daha fazla e-kitap olması düşüncesine sıcak bakmaktadır. Açık uçlu soruya verilen cevaplardan elde edilen bulgulara göre, e-kitapların olumlu bulunan özellikleri içinde en öne çıkanlar taşınabilmeleri, metin içi aramaya imkân vermeleri ve doğa dostu olmalarıdır. Gözleri yorması ve basılı kitap okurken yaşanan duyguları veremiyor olması ise öğretim üyeleri tarafından e-kitap teknolojisinin olumsuzlukları olarak gösterilmektedir.

Introduction

After computer and internet technologies started to be used in the publishing field, e-books started to expand in the USA in the 1990s and passed to Europe at the beginning of the 2000s (Rukancı & Anameriç, 2003; Gregory, 2008). E-books, consisting of software, hardware, standard and protocol components, and can be sources prepared in plain text format; however they can also be in a structure which includes audio, image, video and interactive elements (Gürcan, 2005). Consequently, there are divergent opinions about what an e-book is and there are different definitions of an e-book in the literature (Shiratuddin et al., 2003; Vassiliou & Rowley, 2008; Önder, 2010). In the most general way, an e-book can be defined as "books which provide the opportunity for readers to access content of a book in electronic form" (Hawkins, 2000). The Oxford English Dictionary defines an e-book follows: "*An electronic version of a printed book that can be read on a computer or handheld device designed specifically for this purpose"* (Oxford Dictionaries, 2011).

Modern e-books started to become more than the transformation of printed books to electronic form. In these e-books, interaction is at the forefront and they may include audio, video, visualizing and even virtual reality applications. In addition, e-books are made convenient to search both inside the book and on the internet. E-books developed in different formats can be read via devices such as mobile phones, pocket computer and iPod (Vassiliou & Rowley, 2008). These innovations, which put the personal preferences of the reader at the forefront, are factors in the increasing acceptability of e-book technology. Previous research shows that e-book usage becomes increasingly common every day (Abram, 2004; Brewer & Milam, 2006).

Readers can read e-books in two ways: either online, via the internet, or offline, using a computer or e-book reading device. In online access, the user reads an e-book, which was accessed or purchased online, via a monitor. In offline access, e-books downloaded through the internet can be read via devices such as a computer, e-book reader or mobile phone on which there is appropriate software (e.g., from Microsoft or Adobe) (Anuradha & Usha, 2006; Hernon et al., 2006).

The literature includes many studies explaining the positive and negative characteristics of e-books, as in every technology (Ardito, 2000; Anuradha & Usha, 2006; Mahajan & Chakravarty, 2007; Jung & Lim, 2009; Foote & Rupp-Serrano, 2010). E-books can be shared easily via portable devices and e-mail, there are no problems of stock availability, the publishing process is short and inexpensive, it is environment friendly and it attracts the attention of readers through additional visual and audio elements, which are some superior aspects of e-books than printed books. However, the fact that it puts so much work burden on the reader during promotion and marketing, there may be various security problems on the internet, users may experience headache and eye fatigue when read for a long time, can be cited as negative characteristics of e-books.

Since their introduction, there has been debate about whether or not e-books can replace printed books. Some argue that nothing can replace touching and establishing a friendship with a printed book, while others argue that e-books have many advantages that cannot be ignored. There are many studies about these divergent opinions among readers

and their reasons. In addition, there are statistical studies of e-book usage. Walton (2007) makes 3 categories of these studies as: the end of the 1990s, the beginning of the 2000s and the middle of the 2000s. Studies in the first group, which correspond to years when e-books were not common, focus on pedagogical aspects of e-books and technological subjects. The results of studies from this period show that e-books were not commonly accepted, with the biggest reason being technological problems. The second group of studies examined the reasons why e-books are mostly used. The results indicate that e-books are used mostly for searching for a text or a concept and for copying what is found. The third category covers a period when many studies were conducted of e-books. This category covers a period when computer and internet technologies were more developed, and includes hundreds of studies that examined e-books both technically and pedagogically.

State of Problem

As in the entire world, the first electronic media publications in Turkey were in the form of internet versions of newspapers and magazines. The first electronic magazine was published on the 19th of July 1995 and the first electronic newspaper was published on the 19th of May 1996. The first Turkish e-book is a poem book published in 1997. The first publishing house that published a free e-book in electronic media was founded in 2000 (Erol, 2009). An e-book contest was organized by a publishing house in 2001. In Turkey, there are currently websites which enable access to free and paid e-books, and which are mostly prepared unprofessionally. Some leading universities in Turkey also enable access to e-books in their catalogues. The Turkish Ministry of Education conducts studies about expanding e-books. The Turkish Publishers Association established a digital publishing commission whose mission is to follow developments in publishing and to announce them to its members. Despite these developments, it is not possible to say that electronic publishing and the sub-branch of e-book usage are at the desired level when compared to the USA and European countries. Computer and internet usage is not widespread enough in Turkey and there is no doubt that this has an effect on this situation. While e-book sales on Amazon.com in the USA currently surpass those of printed books, internet shopping represents only 5% of consumer purchases in Turkey (NTVMSNBC, 2012). Additionally, the general view in Turkey about e-book technology is that it is only a digital text document. As they are expensive, the use of e-books in Turkey is limited to formats which can be accessed via the internet and displayed and read only by using a computer, rather than mobile devices. Users consider pirate books, which are copied and shared by violating copyright law, as an e-book (Önder, 2010).

When studies about e-book technology and usage are examined, it is seen that these technologies are most common in the USA. As these technologies are not so common in Turkey, there are relatively few scientific studies about e-books. It is thought that development and transformation in the e-book sector is inevitable, as with all other sectors in Turkey. It is certain that e-book technology will make its presence felt much more in both educational life and daily life in Turkey, irrespective of how slowly the sector develops. At this point, it is a necessity to conduct studies in many fields such as awareness and use of e-book technologies and determining the reasons for non-adoption of such technologies. It is thought that determination of e-book usage among university lecturers, who are the intelligentsia of society, is especially important in making predictions for the future. The aim of this study is therefore to determine the current state of e-book usage and the

preferences among lecturers in Turkey. Within the basic question "What is the current state of e-book usage and preferences among lecturers in Turkey?", the following sub-problems are examined:

- What are materials that lecturers use most? Where do e-books rank among these resources?
- What are the academic disciplines where e-book usage is the most common?
- How many e-books did lecturers read during the previous semester?
- Which methods do lecturers use most in order to access e-books?
- What is the preferred method of reading e-books among lecturers (printed/electronic/both)?
- What is the main aim of lecturers in using e-books?
- Do lecturers find reading e-book easy or difficult?
- Do lecturers prefer reading a book in printed format or electronic format when they are given the choice?
- Would lecturers want university libraries to have more e-books?
- What are the positive and negative aspects of e-books?

Method

This study aimed to obtain generalizable results for the current usage and preferences for e-books among lecturers in Turkey. A questionnaire survey was developed to examine these issues in a way that would reach as many lecturers as possible. In addition, a series of open-ended questions at the end of the questionnaire provided lecturers an opportunity to express their opinions about e-books**.**

Data Collection Instrument

A questionnaire implemented in 2010 by Neiman Library was used as a data collection instrument in order to determine the state of e-book usage among lecturers working in science and mathematics fields (Neiman Library of Exact Sciences & Engineering eBooks Survey*,* 2010). The reason for choosing this questionnaire is that it contains questions that can address the research questions of the present study This situation abolished the necessity of developing another data collecting tool.

The questionnaire was translated from English into Turkish and then from Turkish to English by two translators who were experts in their fields; one single questionnaire was agreed upon by comparing the two translations. Two experts in Turkish Language Education and English Language Education were consulted for the Turkish questionnaire. The faculty and program data in the section inquiring socio-demographic information were updated according to the structure of Turkish universities. Ten academics in the field of education technologies were shown the questionnaire to determine content validity and their opinions were taken through an expert assessment questionnaire. There was more than 90% agreement that 13 of the questions were valid. Two questions with 80% and 70% validity were reformulated and a questionnaire with 15 questions was finalized. The first 5 questions in the questionnaire assess socio-demographic characteristics of participants. The remaining 10 questions examine lecturers' e-book experiments, aims of e-book usage, their

opinions about e-books and their preferences between printed and electronic materials. The questionnaire also includes an open-ended question in case participants have opinions that they want to state separately. Pre-application of the questionnaire was made with 40 lecturers working in different universities of Turkey. The responses were examined and the questionnaire was finalized.

Sampling

The questionnaire was e-mailed to 5297 lecturers from 30 universities. At least 4 universities from each geographical region of Turkey were chosen. The questionnaire could be completed online, using a link contained within the e-mail. A total of 458 responses were received, of which 412 were fully completed and were considered valid. The questionnaire return rate is 8.6%. This is comparable with a previous study of e-book usage at University College London by Rowlands et al., (2007), where the return rate was 6.7%. A questionnaire study of e-book usage among teachers and students at the Indian Institute of Science (Anuradha & Usha, 2006) had a very low return rate of 2.94%. Büyüköztürk (2003) also states that the return rate of postal questionnaires is low.

Findings

Questionnaire responses were analyzed using SPSS (version 16.0) and tables and graphs showing frequencies and percentage values were prepared. Table 1 shows the frequency and percentage distribution of the 412 lecturers who participated in the survey according to their faculty, gender and title.

Table 1: Distribution of Participants According to Faculty, Gender and Title

Faculty		Gender		Title						TOTAL
		Female	Male	Prof. Dr	Assoc. Prof.	Assist. Prof. Dr.	Dr.	Res. Ass.	Other	
Basic Sciences	f	29	40	11	14	10	8	26	0	69
	%	42.0	58.0	15.9	20.3	14.5	11.6	37.7	0	16.7
Education Sciences	f	65	46	4	5	42	5	55	0	111
	%	58.6	41.4	3.6	4.5	37.8	4.5	49.5	0	26.9
Social Sciences	f	13	22	4	4	6	4	16	1	35
	%	37.1	62.9	11.4	11.4	17.1	11.4	45.7	2.9	8.5
Science	f	16	46	10	9	11	6	25	1	62
	%	25.8	74.2	16.1	14.5	17.7	9.7	40.3	1.6	15.0
Engineering/ Architecture	f	25	54	9	7	26	8	28	1	79
	%	31.6	68.4	11.4	8.9	32.9	10.1	35.4	1.3	19.2
Health Sciences	f	13	39	16	14	11	7	4	0	52
	%	25.0	75.0	30.8	26.9	21.2	13.5	7.7	0.0	12.6
Other	f	2	2	0	0	2	0	2	0	4
	%	50.0	50.0	0	0	50.0	0	50.0	0	1.0
Total	f	163	249	54	53	108	38	156	3	412
	%	39.6	60.4	13.1	12.9	26.2	9.2	37.9	0.7	100.0

When Table 1 is examined, it is seen that participants are grouped under 6 titles below according to the faculties where they work: Basic Sciences (Science, Literature and

Science - Literature faculties), Education sciences (Education faculties), Social Sciences (Language History Geography, Law, Communication and Political Sciences faculties), Science (Faculty of Economics and Administrative Sciences and faculty of agriculture and forestry), Engineering/Architecture (Engineering, Architecture and Engineering Architecture faculties), Health Sciences (Dentistry, Pharmacy, Medicine and Veterinary faculties).

The results show that the largest group of participants (26.9%) works within education sciences. Engineering/Architecture and Basic Sciences follow, with 19.2% and 16.7% representation, respectively. In terms of gender, 60.4% of respondents are male and 39.6% are female. The largest group of participants are research assistants (37.9%), followed by assist professors (26.2%) and professor doctors (13.1%). The frequency and percentage distribution of participants according to their age and seniority are presented in Table 2.

Table 2: Distribution of Participants According to Age and Seniority

Age group		Seniority (Number of years as a faculty member)							TOTAL
		Less than 1	1-5	6-10	11-15	16-20	21-25	More than 25	
18-25	f	9	28	0	0	0	0	0	37
	%	24.3	75.7	0	0	0	0	0	9.0
26-35	f	14	97	58	14	0	0	0	183
	%	7.7	53.0	31.7	7.7	0	0	0	44.4
36-45	f	10	20	16	40	26	8	0	120
	%	8.3	16.7	13.3	33.3	21.7	6.7	0	29.1
46-55	f	1	4	6	3	15	14	10	53
	%	1.9	7.5	11.3	5.7	28.3	26.4	18.9	12.9
56-64	f	0	0	0	1	2	3	6	12
	%	0	0	0	8.3	16.7	25.0	50.0	2.9
65 +	f	0	1	0	2	1	0	3	7
	%	0	14.3	0	28.6	14.3	0	42.9	1.7
TOTAL	f	34	150	80	60	44	25	19	412
	%	8.3	36.4	19.4	14.6	10.7	6.1	4.6	100.0

Table 2 shows that the largest group of respondents (44.4%) was aged between 26-35 years, followed by the 36-45 age range (29.1%). In terms of seniority, 36.4% of respondents have worked for 5 years as a lecturer, 19.4% for 10 years, 14.6% for 11 years and 10.7% for 16-20 years. Figure 1 shows the frequency and percentage distribution for usage of various electronic resources among respondents.

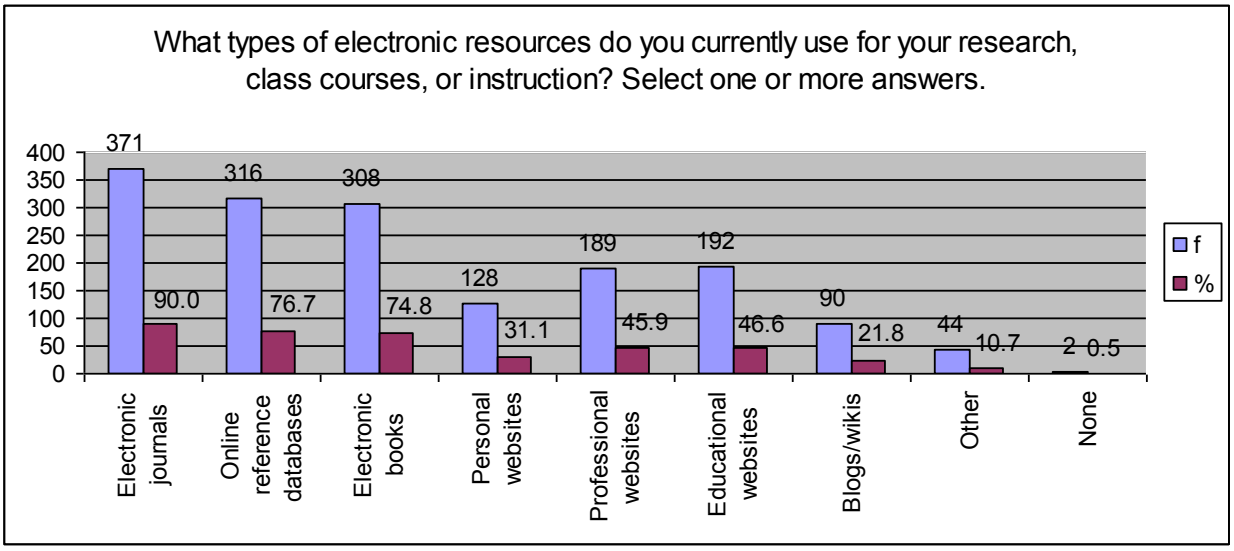

Figure 1: Use of Electronic Resources among Lecturers

According to Figure 1, the electronic resource most used by lecturers (90.0%) is electronic journals, followed by online databases (76.7%) and electronic books (74.8%).

Table 3: E-book Usage According to Socio-Demographic Characteristics

Socio-demographic characteristics	E-book usage %
Faculty	Basic Sciences 84.1% Education Sciences 73.0% Social Sciences 74.3% Science 64.5% Engineering/Architecture 83.5% Health Sciences 65.4%
Title	Prof. Dr. 63.0% Ass. Prof. 71.7% Ass. Prof. Dr. 75.0% Res.Ass.Dr. 78.9% Res.Ass. 78.2%
Gender	Female 74.8% Male 74.7%
Age	18-25 year old 81.1% 26-35 year old 76.0% 36-45 year old 76.7% 46-55 year old 67.9% 56-64 year old 58.3% 65 year old and older 57.1%
Seniority	Less than 1 year 64.7% 1-5 years 77.3% 6-10 years 76.2% 11-15 years 80.0% 16-20 years 77.3% 21-25 years 60.0% 25 years and more 63.2%

The use of e-books is most widespread in Basic Sciences faculties (84.1%), followed by Engineering/Architecture (83.5%) and Social Sciences (74.3%). According to job title, the largest group of e-book readers (78.9%) is research assistant doctors, followed closely by research assistants (78.2%). E-book usage is very similar among male (74.7%) and female (74.8%) lecturers. Those who read e-book most are aged between 18-25 years (81.1%), while those who read e-book least are aged 65 years older (57.1%). When seniority is taken into consideration. In terms of seniority, the most common e-book usage is among lecturers with 11-15 years experience (80.0%).

Table 4 presents a cross-tabulation, showing how often participants visit university libraries and the number of e-books that they read.

Table 4: Frequency of Library Visits and Number of E-books Read

How often do you physically visit the library? Select the option which most closely resembles your activity during this semester.		How many electronic books have you used in the previous semester?						
		None	1-2 titles	3-4 titles	5-6 titles	7-9 titles	More than 9	TOTAL
Daily	f	0	0	1	0	0	3	4
	%	0	0	25.0	0	0	75.0	1.0
1-3 times a week	f	2	9	8	6	2	16	43
	%	4.7	20.9	18.6	14.0	4.7	37.2	10.4
1-3 times a month	f	13	19	21	18	6	46	123
	%	10.6	15.4	17.1	14.6	4.9	37.4	29.9
Less than one a month	f	12	38	36	14	10	59	169
	%	7.1	22.5	21.3	8.3	5.9	34.9	41.0
Never	f	10	12	11	7	4	29	73
	%	13.7	16.4	15.1	9.6	5.5	39.7	17.7
TOTAL	f	37	78	77	45	22	153	412
	%	9.0	18.9	18.7	10.9	5.3	37.1	100.0

When Table 4 is examined, it can be seen that 41.0% of lecturers visit university libraries less than once per month and 29.9% visit 1-3 times a month. Overall, 37.1% of respondents had read more than 9 e-books during the previous semester, while 9.0% had not read any e-books. Figure 2 shows frequencies and percentages of the methods used to access e-books.

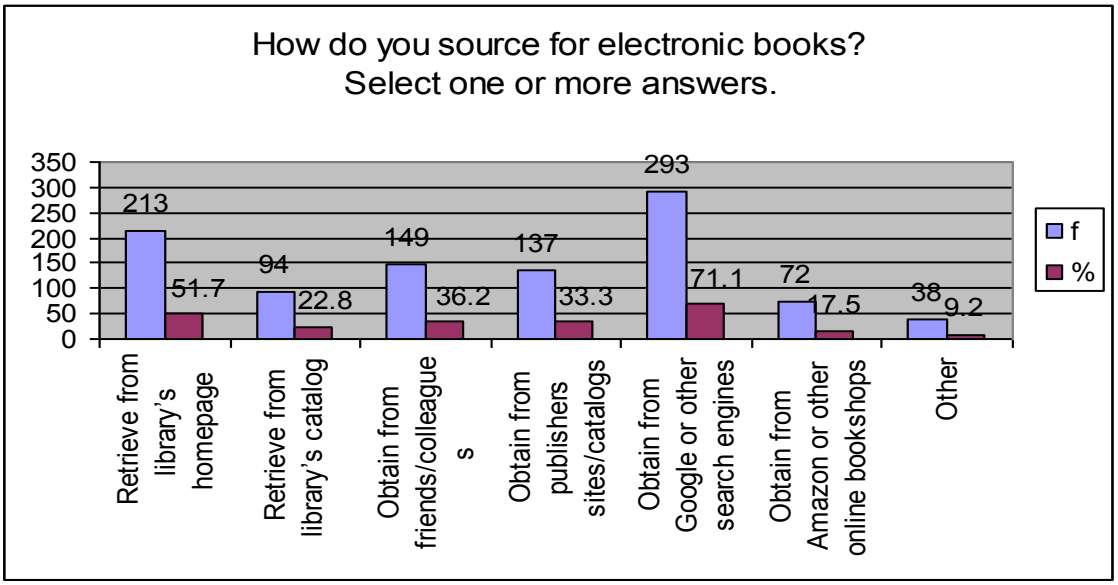

Figure 2: Methods that Lecturers Use to Access E-books

According to Figure 2, the most common method of accessing e-books is through search engines such as Google, followed by the university library website (51.7%) and friends/colleagues (36.2%). Findings related to e-book reading preferences of lecturers are presented in Figure 3.

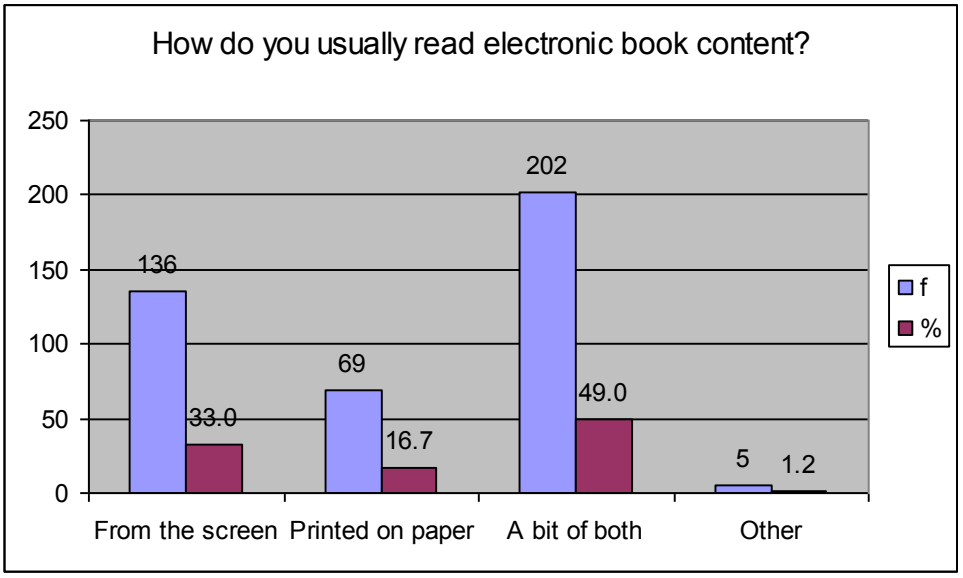

Figure 3: E-book Reading Preferences of Lecturers

When Figure 3 is examined, it can be seen that nearly half of the participants (49.0%) prefer reading books both electronically and in printed form. The second preference is reading on a monitor (33.0%), while 16.7% of lecturers want to read printed versions of e-books. When the preferences are examined according to gender, 37.3% of males prefer reading electronic books via electronic media, 17.3% prefer printed form and 45.0% use both electronic and printed media. Among females, 26.4% prefer electronic media, 16.0%

prefer printed form and 55.2% use both electronic and printed forms. Figure 4 presents findings related to the purposes of using e-books.

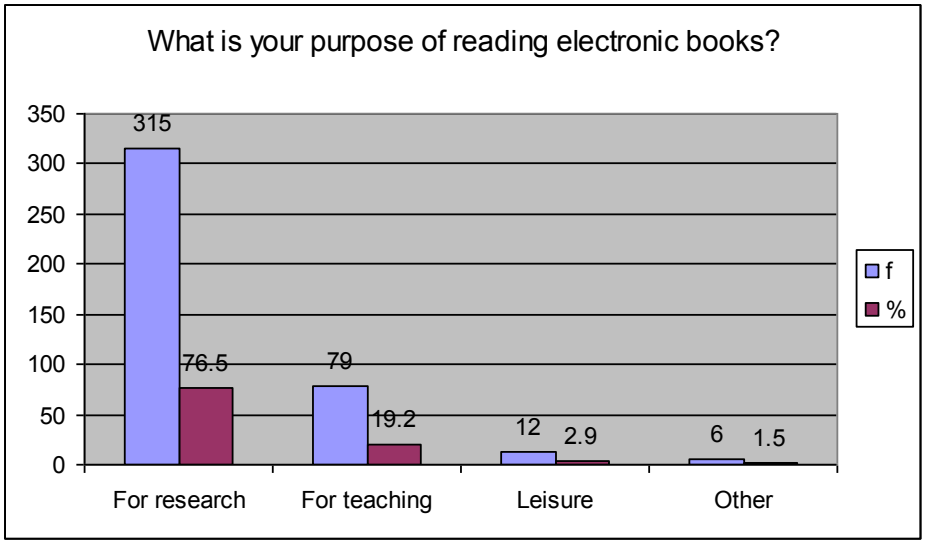

Figure 4: Purposes of Using E-books among Lecturers

As shown in Figure 4, a large proportion of lecturers (76.5%) use e-books primarily for research, while 19.2% use e-books for teaching purposes. Figure 5 presents findings on whether lecturers find e-books easy or difficult to use.

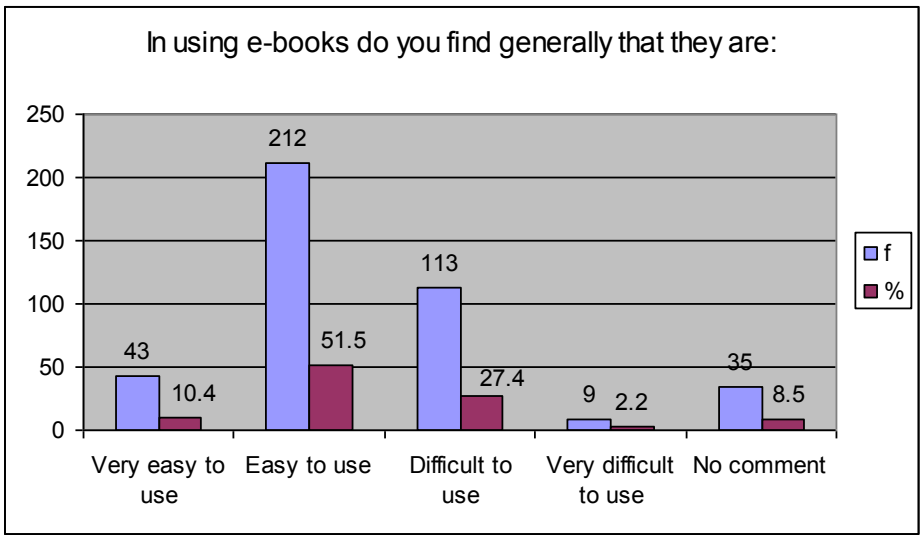

Figure 5: Lecturers' Opinions on the Ease of Using E-books

Figure 5 shows that 61.9% of lecturers find e-books easy or very easy to use, while 27.4% think that reading e-book is difficult. Figure 6 shows lecturers' preferences for reading books in electronic or printed forms, given the choice.

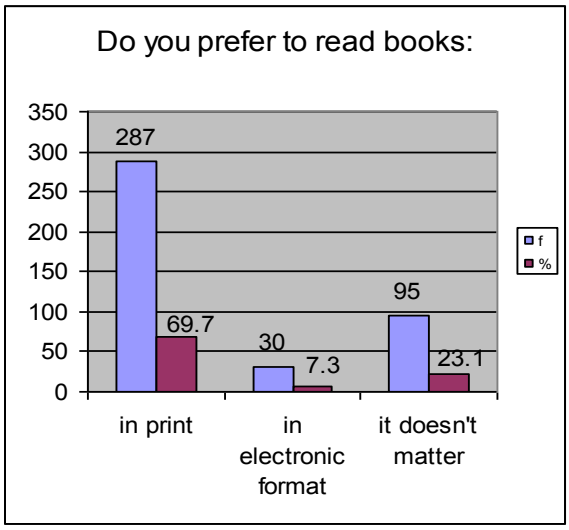

Figure 6: Lecturers' Preferences for Reading the Content of a Book

As shown in Figure 6, 69.7% of lecturers prefer reading books in printed form, while only 7.3% prefer electronic formats. It was found that 23.1% of respondents stated that the availability of books in printed or electronic formats would not affect their reading preferences. When book-reading preferences are examined according to gender, it is seen that 71.5% of male lecturers prefer reading printed books while 8.4% prefers electronic books. Among female academics, 66.9% prefer to read book contents in printed form while 5.5% want to read in electronic form. The percentages who think that the format is not important is 27.6% among female lecturers 20.1% among males. Participants were asked whether they want to have more e-books in their university libraries (Figure 7).

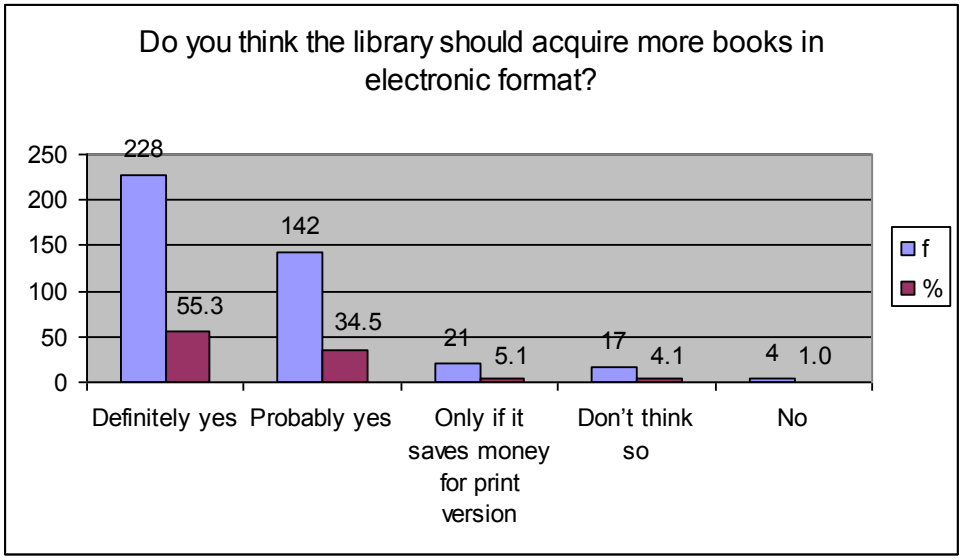

Figure 7: Lecturers' Demand for Increasing E-books in University Libraries

When Figure 7 is examined, it can be seen that 89.8% of lecturers responded "definitely yes" or "probably yes" to increasing the number of e-books in university libraries.

Respondents were asked to state their level of satisfaction with printed books currently available in their field (Figure 8).

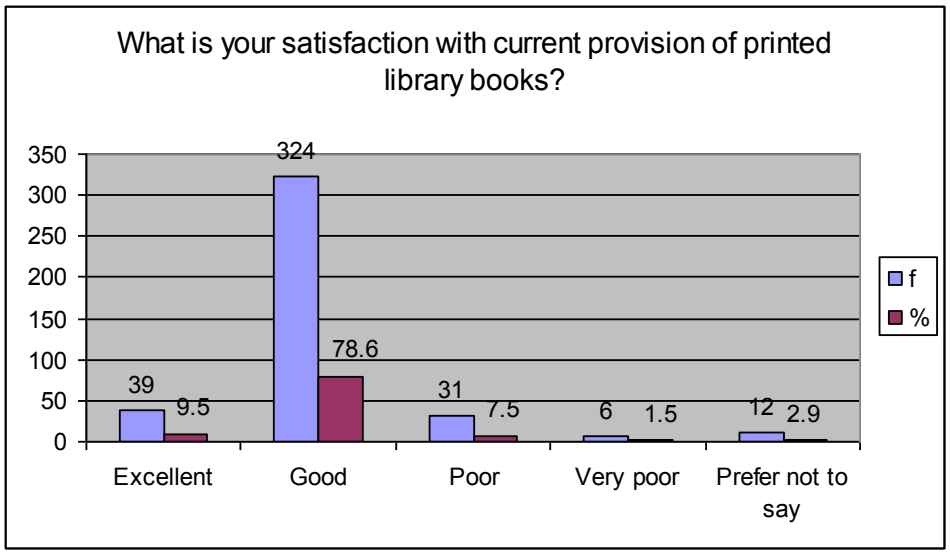

Figure 8: Lecturers' Degree of Satisfaction with Current Printed Books

It was found that 9.1% of lecturers thought that current printed books were excellent, while 76.8% stated their level of satisfaction as good.

When the answers to open-ended questions were examined, it was found that respondents often compared the positive and negative aspects of e-books. Examples of these responses are presented in Table 5.

Table 5: Example Answers Given to Open-Ended Question

Socio-demographic characteristics (Faculty/Title/Gender/Age/Seniority	**Expression**
Economics Res.Ass./Male/26-35/1,5 years	"It makes eyes seriously very tired after a few minutes and challenges person. It decreases productivity and focusing time to always look at monitor which is a light source."
Medicine Ass.Prof.Dr./Male/26-45/Less than 1 year	"E-books do not give me reading joy. I cannot enjoy as I do not feel the paper. I feel printed books more familiar and more belonging to me. I can underline wherever I want and I can take notes around them. I find them more inherent and natural."
Education Ass.Prof.Dr./Male/46-35/ 6-10 years	"E-book is highly practical and as close as a computer to you. You can zoom in or zoom out writings if you wish. You can save it on your computer, IPod or mobile phone and read wherever you want no matter the place or environment. E-book is very practical for also researchers and it is easy to access"
Science Literature Prof.Dr./Male/+65/+ 25 years	"Printed books make me less tired. Reading directly on monitor is neither practical nor good for eye health."
Education Res.Ass/Female/26-35/1,5 years	"Being able to easily carry e-books in my USB stick when I go out of university is an important reason for my preference. For instance, if I go abroad for 1 year, I cannot bring my printed books with me however I can bring as many books as I want in my USB stick."
Enginering Ass.Prof./Male/46-55/21-25 years	"I prefer generally printed books as e-books make me tired. Besides, as printed books are controlled by authors or editors, I think that they contain more correct information."
Law Res.Ass./Female/26-35/11-15 years	"E-book may be useful in daily use (novel, poem, story etc). It may provide easy access to thesis/articles and books in foreign languages that cannot be printed. However, I think that e-books are highly difficult resources to work on."
Engineering Prof.Dr./Male/46-55/21-25 years	"There is nothing better that an original well-printed book. However you can carry hundreds of e-books with you in a memory or on your mobile phone. Professionally, e-books in PDF format are good to consult rapidly. I prefer Audio books in MP3 format for research, novel and similar books instead of e-books in PDF format. It is nice to listen to them in my free time."
Health Sciences Ass. Prof.Dr./Female/18-25/1,5 years	"The best facility that e-book has for me compared to printed book is to find the subject that interests me by using search function in a book with many pages. It may be necessary to read the whole book to find it in a printed book. The second facility is that it is easy to carry. I can hardly carry 3 books with nearly 500 pages; however I have the freedom to carry as many books as memory can receive.".
Literature Ass.Prof.Dr.Male/26-45/16-20 years	"Protecting nature is the most ideal way to access to more readers rapidly. University libraries are really inadequate and this may be compensated with digital resources. In my opinion, e-book is the method for future and it is important to develop it and encourage its usage in our country."
Communication Res.Ass./Male/26-35/1,5 years	"I believe that publishing sector will tend towards electronic publishing more in next years. Moreover, fewer trees will be cut and environment friendly character of e-books is also important for me. Thus, it is also important for academicians to be more interested in this field."

Table 5 presents some of the opinions about e-books. Concerning these opinions collectively, it can be concluded that lecturers are aware of the advantages and disadvantages of the e-book technology. The most frequently mentioned advantages were; comprehensibility of e-books, word search options across the text and their being environmentally friendly. The main disadvantage mentioned was that e-books tire eyes. In addition some of the lecturers noted that it is hard to abandon printed books because of the past habits and they discoursed that feeling the pages while reading make them happy.

Discussion

The study results show that e-book usage is highest among lecturers aged 18-25 years and that, after the 36-45 age range, e-book usage decreases This case can be interpreted as using e-books is more common among young Turkish teaching staff. Similarly, in a study at University College London, Rowlands et al., (2007), reported that e-books are used mostly by participants aged between 17-21 years and that e-book reading rate gradually decreases among participants aged between 36-45 years. In the present study, the rates of e-book usage are very similar between males and females. Nicholas et al., (2008) conducted a large-scale survey of 20,000 participants in England and reported that e-book usage rates were similar in males and females. In contrast, Rowlands et al.,(2007), reported that e-book usage tendencies show differences according to gender.

According to the results, the most commonly used electronic materials among Turkish lecturers are e-journals and online databases. Although the use of e-books is ranked third, they are still used by a high proportion (74.8%) of academics. The results support the opinion of Önder (2010) that "The academic environment in Turkey is aware of using e-books". The questionnaire study conducted by Neiman Library, including Exact Sciences and Engineering faculties, showed that, among electronic resources, lecturers make most use of e-journals. This was followed by online databases and professional web sites, with e-books ranked fifth (Neiman Library of Exact Sciences & Engineering eBooks Survey, 2010).

The e-book reading rate among Turkish lecturers is highest in Basic Sciences, followed by Engineering/Architecture and Social Sciences. Studies conducted by Fernandez (2003), Christianson & Aucoin (2005) and Bailey (2006) reveal that the e-book reading rate is higher in the Computer Science field compared to other fields. In contrast, a study by Bierman et al., (2010) at the University of Oklahoma examined e-book usage and e-book usage potentials among lecturers in Pure and Applied Sciences, and reported that field of study was not an effective factor for e-book usage. Anuradha & Usha (2006) also reported that participants' discipline was not a factor affecting e-book usage.

Nearly half of the Turkish lecturers (46.6%) did not read any e-books in the previous semester or they read at most 4 e-books. This shows that, although lecturers are informed about e-book technology, they do not use it very often. Similar findings were also reported by other researchers (Levine-Clark, 2006; Nicholas et al., 2008; Camacho & Spackman, 2011).

The findings of the present study indicate that lecturers' preferred method of accessing e-books is via search engines such as Google. The study conducted by Neiman Library also reported that lecturers make most use of search engines such as Google

(Neiman Library of Exact Sciences & Engineering eBooks Survey, 2010). A study by Camacho & Spackman (2011) ranked online book selling website Amazon first, followed second by Google. In another study, it was revealed that half of the English lecturers in the study used university libraries in order to access to e-books (Nicholas et al., 2008).

The results of this study reveal that the most prominent e-book reading preference among Turkish lecturers is reading both on a monitor and in printed form (a combination of both media). Reading from a monitor is ranked second, while reading in print is ranked last. Similar results were reported by Littman & Connaway (2004) in terms of e-book reading preference. In that study, 39% preferred to read e-books both in electronic and printed form; 34% preferred only electronic form and 27% preferred reading only printed form. Nicholas et al., (2008) examined the e-book reading preferences of English lecturers and found that reading on a monitor was the first preference (57.8%), followed by reading both on monitor and in print (a combination of both). A study by Neiman Library reported that reading on a monitor was the first preference (49%) for lecturers when reading e-books, followed by combination of both screen and print media (43%). In that study, only 4% of lecturers prefer to read in print (Neiman Library of Exact Sciences & Engineering eBooks Survey, 2010). In the study conducted by Camacho & Spackman (2011), reading on a monitor was also ranked first, at 62%.

This study found that 76.5% of Turkish lecturers use e-books mostly for research. Concerning that and that e-books are mostly used for research purposes and the most frequently used e-resources are online journals and databases, it can be clearly understood that Turkish academicians choose electronic resources with regard to academic research purpose. In the study by Neiman Library, 87% of participants used e-books for research purposes, too (Neiman Library of Exact Sciences & Engineering eBooks Survey, 2010). A study by Anuradha & Usha (2006) of lecturers and students at the Indian Institute of Science showed that participants use e-books mostly for academic purposes (58.3%) and that the most read types of e-books are reference materials (83.3%).

According to the present study, most of the Turkish lecturers (61.9%) do not think that e-book reading is a difficult task. However, most of them (69.7%) again state that they would prefer a book in printed rather than electronic form, if they were given the choice. The literature includes many studies of reader preferences between electronic and printed formats. An significant proportion of them reveal, as in this study, that readers prefer printed texts (Ray & Day, 1998; Thurstun, 2000; Guthrie, 2002; Hartley, 2002; Armatas, Holt & Rice, 2003; McKnight & Dearnley, 2003; Buzzetto-More et al., 2007; Levine-Clark, 2007; Neiman Library of Exact Sciences & Engineering eBooks Survey, 2010, Woody, 2010; Camacho & Spackman, 2011). Some studies also found that electronic media is preferred (Rogers, 2001; Monopoli et al., 2002; Rao, 2003). In a study conducted by Smith (2008), readers wanted to use both electronic and printed forms of texts. Abdullah & Gibb (2008), who emphasize the quantity of studies that reveal that printed books are preferred to electronic books, state that this results from the habit of reading on paper, and that e-books become interesting due to their additional functionality, such as text-searching. Armstrong & Lonsdale (2010) state that an e-book increases its preferability with increased interactivity. In addition, Rogers (2001) and Soules (2008) reveal the user demand for e-books to be interactive and convenient for personal use. Text weighted e-books in PDF or HTML format attract no more attention. E-books where searching alternatives are

presented, which have a user-interface that can be personalized and which include interactive elements, are preferred.

The questionnaire findings show that a large proportion of lecturers (89.8%) want their university libraries to have more e-books. Also, in the study conducted by Neiman Library, 76% of participant lecturers stated that they wanted the number of e-books to increase (Neiman Library of Exact Sciences & Engineering eBooks Survey, 2010).This can be interpreted as lecturers supporting the necessity of e-book technology and its widespread adoption. Soules (2008) examined the development process of e-books, and stated that e-books which present interactive media enriched with picture, audio and video items are not common for the moment; however these instruments have a highly important potential for future education environments. Letts (2001) also emphasizes the potential of e-books in education processes and states that e-book usage by both students and lecturers will increase in time, as with other computer assisted instruments.

When answers given to open-ended questions are examined, it is seen that, firstly, such practical characteristics of e-books as mobility and search function are emphasized. However, it is also emphasized that the technology has negative characteristics, as it makes eyes tired after long periods of reading, and it lacks the feeling of touch. Other studies in the literature also reveal the opinions of users about e-books. Camacho & Spackman (2011) found that e-books are most liked for enabling 24/7 access (69%), enabling search function (65%) and providing additional functionality (annotations, links, highlighting) (50%). The most disliked characteristic of e-books is that they are difficult to read and download (40%), and printed books are preferred with the same rate. According to Jamali et al., (2009), e-books are most liked for enabling access anywhere at any time, followed by the ability to search texts. The most disliked characteristic is that they are difficult to read on a monitor. Perkins & Johanson (2009) stated that technical problems were not the primary reason for not using e-books; Kropman et al., (2004) also reported similar findings. Chu (2003) reported that the difficulty of reading and scanning e-books is one of the reasons for not using them. According to the study conducted by Anuradha & Usha (2006), e-books are most liked for their search function. Mobility and instant access to content are other reasons for preferring this format.

Analyzing the obtained results, it can be said that using e-books is common among Turkish lecturers. This usage is mainly for academic research purposes. Although there are negative opinions about e-books, the lecturers are aware of the advantages that e-books pose and they seek ways to utilize them. On the present stage where number of both daily and educational applications of e-books has increased, there are almost no studies in this field in Turkey. Thus, the results of this study will pave way to prospective studies about e-book usage in Turkey.

Results

A total of 412 lecturers from 30 universities in Turkey participated in the questionnaire survey. The largest participant group (26.9%) was involved in the Basic Sciences field. The respondent group consisted of 60.4% males and 39.6% females. The findings related to the research sub-problems are as follows:

- The first three electronic resources that lecturers use most are electronic journals, online databases and electronic books. E-book usage is very high despite being ranked last.
- The field where e-book usage is the most common is Basic Sciences, followed by Engineering/Architecture and Social Sciences. Lecturers who work in Health Sciences make least use of e-books. E-book reading rates among males and females are very similar.
- A large proportion of lecturers read at least 1 e-book in previous semester preceding the study.
- Lecturers mostly access e-books using search engines such as Google. The second most common form of access is via their university library, followed by friends/colleagues.
- What comes to the forefront among lecturers' e-book preferences is the preference for reading both on monitor and in print. Reading on a monitor is the second preference, while the rate of lecturers who want to read in print is lower.
- Lecturers use e-books mostly for research.
- Most lecturers find reading e-book easy or very easy.
- A large proportion of lecturers stated that they would prefer reading a book in printed form if they were given the choice. The way of reading which is preferred least is reading in electronic format. While printed and electronic media preferences are more common among male academicians, the idea that printed or electronic does not affect reading preference is more common among females.
- A large proportion of lecturers were in favor of increasing the provision of e-books in their university libraries.
- The principal e-book characteristics that lecturers find positive are increased mobility, search function and being environment friendly. The fact that the technology can cause tired eyes and does not provide the tactile experience of a printed book are negative aspects that were frequently expressed.

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