

UNIVERSITY OF TWENTE.

Why do people read books?

An explanatory analysis of book reading behaviour

Bachelor thesis

C & M

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Date: 31 of August 2011

Summary

Despite the internet-boom, the average population places a high value on reading books. The majority of people find book reading an enjoyable activity. But what are the underlying motivational factors for book reading behaviour? This study examines the question why people do read books from the viewpoint of the expectancy-value judgements model of uses and gratifications.

Guided by the expectancy-value judgements model of uses and gratifications this study used regression analysis to identify the underlying motivational factors for peoples' reading behaviour. Based on the model, a reading behaviour survey based on literature review was created and distributed to as many persons as possible. This survey was intended to measure the factors attitude, subjective norm, intention and the expectancy-value variable which were expected to have a significant positive influence on peoples' reading behaviour.

The results show partially evidence for the prediction of intention and reading behaviour from the viewpoint of the expectancy-value judgements model of uses and gratifications. Intention and expectancy-value are found to be significant predictors for reading behaviour. It was also found that the expectancy-value variable had significant positive influence on attitude. Contrary to expectations, subjective norm did not have a significant positive influence on intention. The expectancy-value variable was a weak predictor of intention, too. However, attitude was found to be a strong predictor of intention.

Samenvatting

Ondanks de internet-boom hecht de gemiddelde populatie waarde aan het lezen van boeken. De meerderheid van de mensen vinden het lezen van boeken een plezierige activiteit. Maar wat zijn de onderliggende motiverende factoren voor het lezen van boeken? Deze studie onderzoekt de vraag waarom mensen boeken lezen vanuit het standpunt van het expectancy-value judgements model of uses and gratifications.

Geleid door het expectancy-value model of uses and gratifications maakte deze studie gebruik van regressie-analyse om de onderliggende motiverende factoren voor het leesgedrag te identificeren. Op basis van het model werd een vragenlijst, gebaseerd op literatuuronderzoek, gecreëerd en aan zo veel mogelijk mensen verspreid. Deze enquête was bedoeld om de factoren attitude, subjectieve norm, intentie en de expectancy-value variabele te meten. De verwachting was dat deze variabelen een positieve significante invloed zouden hebben op het leesgedrag.

De resultaten tonen gedeeltelijk bewijs voor de voorspelling van intentie en leesgedrag vanuit het gezichtspunt van de expectancy-value judgements model of uses and gratifications. Intentie en de expectancy-value variabele blijken significante voorspellers te zijn van het leesgedrag. Er werd ook vastgesteld dat expectancy-value een positieve significante invloed heeft op attitude. In tegenstelling tot de verwachtingen vertoonde de subjectieve norm geen significante positieve invloed op intentie. De expectancy-value variabele was evenzeer een zwakke voorspeller van intentie. Echter, attitude bleek een sterke voorspeller te zijn van intentie.

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1. Introduction

Book reading is a popular leisure activity among the inhabitants of the Netherlands, as it is in the rest of the world (Kraaykamp & Dijkstra, 1999). A survey of primary and secondary schools in England found that the majority of pupils read every day or once/twice a week (Clark & Foster, 2005). According to Engel & Ridder (2010) book reading remains stable over the past 10 years and lies meanwhile nearly level with the usage of daily newspaper with 22 minutes per day. Despite the internet-boom, the average population as well as the youth places a high value on reading books (Engel & Ridder, 2010). The majority of teenagers actually do find reading an enjoyable activity and have surprisingly enthusiastic and positive attitudes towards reading (Nestle Family Monitor, 2003; Clark et al., 2005). But why do people read books? What are the underlying motivational factors for reading books?

Various studies have suggested that socio-demographic variables can explain differences in reading behaviour (Stokmans, 1999). In these studies book reading is linked to social class (Stokmans, 1999). Kraaykamp et al. (1999) for example assumed that readers are inclined to read books that fit their social status. However, there are theories which indicate that the relationship between social class and cultural behaviour, such as reading, is indirect (Stokmans, 1999).

Not only socio-demographic variables are investigated in relation to book reading. There are studies which focused on social psychological determinants of behaviour. Peters, (2007) examined social psychological determinants of mobile communication technology use and adaptation while leaving out influences such as the socio-demographic variables on people's behaviour. Stokman, (1999) showed by regression analyses that when socio-demographic variables are controlled for, reading attitude positively affects reading behaviour. Thus, even if the socio-demographic variables and the amount of spare time are factored out, attitude toward reading had a significant positive effect on reading behaviour (Stokmans, 1999). In general the importance of attitude toward reading is widely recognized (McKenna & Kear, 1990). According to McKenna et al. (1990), a central factor which affects reading performance is the student's attitude toward reading. Attitude can be defined as the degree to which a person has a favourable or unfavourable appraisal of behaviour (Schepers, & Wetzels, 2006).

Not only attitude toward reading is found to be affecting reading behaviour. Schepers et al. (2006) found that subjective norm has a significant influence on behavioural intention to use. Van Schooten et al. (2004) also referred to subjective norm next to cognitions, affect and intentions as the best predictor of reading behaviour. They further found a substantial

relationship between the subjective norm and the intentions. Subjective norm is referred to the person's perceptions of social pressure to perform or not to perform the behaviour (Armitage & Conner, 2001). Notably both attitude and subjective norm are components of the theory of reasoned action from Ajzen and Fishbein. According to Bagozzi, (1992) the theory of reasoned action has been applied successfully to contexts such as consumer, health, voting, recreational, and organizational behaviours. The theory postulates that behaviour is a function of beliefs relevant to the behaviour (Ajzen, & Madden, 1986). Two kinds of beliefs are distinguished, behavioural beliefs and normative beliefs. According to the theory, the antecedent of any behaviour is the intention to perform the behaviour in question (Ajzen & Madden, 1986). While the theory of reasoned action has been applied successfully to many contexts, there do exist other factors which can add significantly to the prediction of intentions such as perceived behavioural control (Ajzen & Madden, 1986).

However, in this study perceived behavioural control is left out of consideration. Rather, the expectancy-value model of uses and gratifications was used to find out people's motivational factors for reading books. The model was formed by adding expectancy-value judgements to the theory of reasoned action as a determinant of intention and usage (Peters, 2007). According to Peters (2007), expectancy-value judgements are defined as the belief that exposure to a media object will result in a certain consequence, and the evaluation of that consequence. The theory assumes relatively active people, which consciously select media to satisfy certain needs or desires. Expectancy-value models of motivation have been widely applied to understand individuals' behaviour (Chiang et al., 2011). Leenheer (2008) stated that the expectancy-value judgements model of uses and gratifications is capable to explain mobile phone behaviour to a high degree in terms of usage. The uses and gratifications approach has also been applied to television viewing needs and motives among children and adolescents (Vincent & Basil, 1997). Based on Hu & Leung (2003), the expectancy-value perspective has been a valuable theoretical approach in studying the adaptation, usage and consumption of mass media.

While there were several attempts to explain other mass media usage, there has been little done in the recent past to evaluate the factors that influence book reading from the viewpoint of the expectancy-value theory of uses and gratifications. To fill this gap this study attempts to explore why people do read books by making use of the expectancy-value model of uses and gratifications. In doing so reading behaviour is not predicted, but explanatory factors are provided. Because of the objective to discover the underlying motivational factors for individuals' reading behaviour, the expectancy-value judgements model of uses and

gratifications was used. Thus, the motivational factors are in the focus of this study which is concerned with answering why questions. Cox & Guthrie (2001) for example found that motivation was the strongest predictor of the amount of reading for enjoyment. Furthermore, researchers so far were more interested in children's motivation to read. Adult's reading motivation was rather left out of consideration. This study is intended to fill these gaps.

The following hypotheses were formulated:

- H1:** Behavioural intention to read books will have a significant positive influence on reading books.
- H2:** Expectancy-value judgements of reading books are expected to have a significant positive influence on reading books.
- H3:** Expectancy-value judgements are significant predictors of behavioural intention to read books.
- H4:** Attitude is a significant predictor of the intention to read.
- H5:** Subjective norm is a significant predictor of the intention to read books.
- H6:** Expectancy-value judgements are significant predictors of attitude toward reading books.

The main purpose of this study was to investigate why people do read books by revealing the motivational factors based on the expectancy-value theory of uses and gratifications.

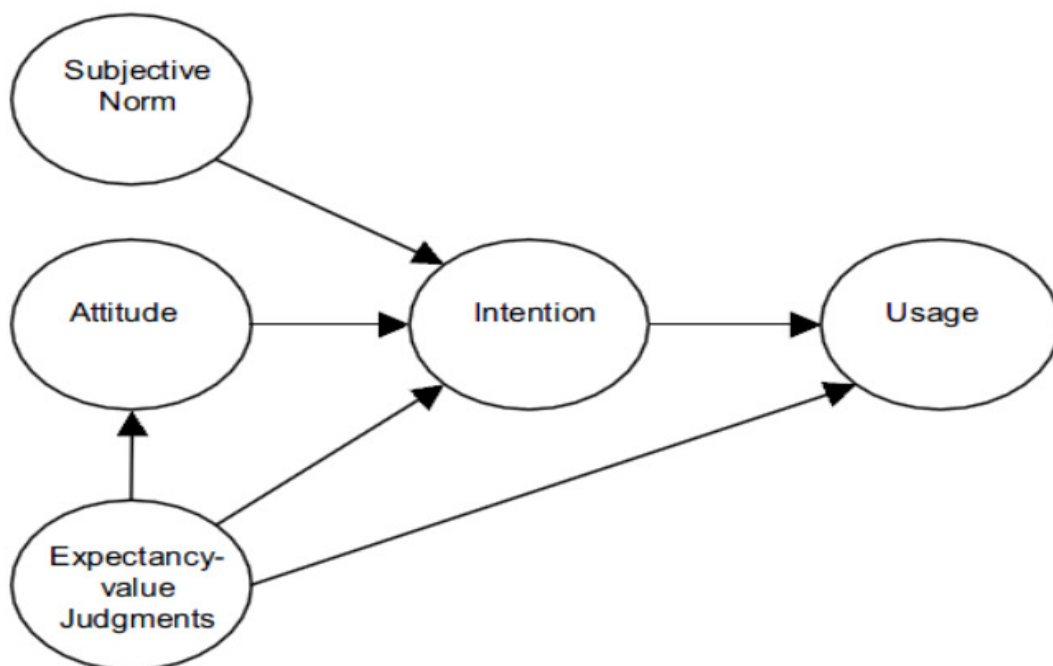


Figure 1. Expectancy-value judgements model of uses and gratification (Peters, 2007).

2. Method

This study examined the motivational factors for reading books. It is an explanatory study and did not try to predict future book reading behaviour.

2.1. Participants

The 92 participants were German and Dutch people. They were between 18 and 67 years (mean = 27 years; standard deviation of age (9.390); 31 (33.7%) were males and 61 (66.3%) were females). All of them were not under the age eighteen. The participants were contacted by email or the social network studiVZ, and were asked to redirect the link to people they know. It was thus made use of the snowball-sampling method because of the difficulty to find people willing to participate. The sample was not restricted so that everyone was allowed to participate regardless of which gender, educational level or employment status. The only assumption was that the participants read any books.

2.2. Materials

2.2.1. Reading behaviour survey

A survey based on the expectancy-value theory of uses and gratifications was used. It was designed to elicit information about why people do read books. The survey consisted of 25 items, which were intended to measure the motivational factors for reading books from the viewpoint of the expectancy-value judgements model of uses and gratifications. Eleven questions measured attitude, five subjective norm and three intention. The measure of the expectancy-value variable included six items. The multiple-item scales ranged from agree a lot to disagree a lot on a 4-point Likert scale. Exceptional items were: *People who read a lot are, I think reading books is, and My friends think reading is*. Here the scales ranged from very interesting to boring, from a great way to spend time to a boring way to spend time, and from really fun to no fun at all on a 4-point Likert scale. Reading book behaviour, the dependent variable, was measured with a single item by asking the participants to estimate the length of time they read a book in an average month. Four response alternatives were given to choose from, which ranged from 0-2 to 10 and more hours reading time in an average month. By using the multiple-items scales, the construct of interest (reading time) which is not directly measurable can be quantified. By using a 4-point Likert scale, neutral responses were avoided. This was suggested by a review of literature (Pitcher et al., 2007).

The 25 items were statements where the level of agreement had to be estimated. The survey assessed the factors of the expectancy-value theory of uses and gratifications which

were said to explain behaviour. Thus, the survey provided information about the attitude toward reading books, behavioural intention toward reading books, expectancy-value judgements of reading books and subjective norm toward book reading. Intention and the expectancy-value variable were intended to predict an individual's reading behaviour, and attitude, subjective norm and expectancy-value were intended to predict intention.

Additionally, age, sex, educational level and the current employment status were assessed as sample characteristics.

2.2.2. How was the survey developed?

Item selection for the survey was based on a review of research and theories which are related to motivation toward reading and other behaviour. To develop the survey items, a number of instruments, designed to assess behavioural intention (Ajzen, 2002; Pavlou & Fygenon, 2006; Peters, 2007), expectancy-value judgements (Clark & Rumbold, 2006; Hu & Leung 2003; Leenheer, 2008), attitude (Clark & Foster, 2005; Gambrell et al., 1996; Pitcher et al., 2007; Stokmans, 1999) and subjective norm (Ajzen, 2002; Gambrell, 1996; Pitcher et al., 2007) were examined. It was made use of Google docs to create the survey. The items were entered into the program and the link was distributed to the participants subsequently.

2.3. Procedure

A German and an English version of the questionnaire were distributed to people aged 18 and older. All the participants were contacted by email or the social network studiVZ, and were asked to send up the link to persons they know. Finally, 92 persons completed the survey. The responses were analysed by SPSS 16.0, the computer program for statistical analyses.

2.4. Measure

Cronbach's alpha was applied to evaluate the internal consistency of the attitude items, subjective norm items, expectancy-value items and intention items. The reliability of the attitude items was 0.827 after removing three items intended to measure attitude. Through the removing of the items '*Reading books is hard; In my opinion book reading is useless; You don't learn anything by reading books*', Cronbach's alpha of the attitude scale increased from 0.793 to 0.827. The item '*It is expected of me to read books*' was also removed from the subjective norm scale. This resulted in an increase in Cronbach's alpha from 0.749 to 0.777 for the subjective norm scale. Cronbach's alpha of the expectancy-value items was 0.783 and of the intention items 0.959.

Multiple regression analyses were performed on the scores of reading behaviour, intention, attitude, subjective norm and the expectancy-value variable, with intention, attitude and behaviour as the dependent variables. First, attitude, subjective norm and the expectancy-value variable were entered simultaneously into a multiple regression analysis to evaluate their contribution in predicting intention. Thereafter, a linear regression analysis was performed with the expectancy-value variable as the independent and attitude as the dependent variable. Finally, expectancy-value and intention were entered simultaneously into a multiple regression analysis to find out to which extent they can explain reading behaviour.

3. Results

Analytical methods used in this study were descriptive statistics (Mean, SD), reliability analysis and multiple regression analysis. To assess the reliability of the attitude items, subjective norm items, expectancy-value items and intention items, Cronbach's alpha was applied. As can be seen in **Table 1**, the reliability of the attitude items was 0.827, of the subjective norm items 0.777, of the expectancy-value items 0.783 and of the intention items 0.959 (Cronbach's alpha). Because the removing of the items '*Reading books is hard; In my opinion book reading is useless; You don't learn anything by reading books*' resulted in an increase in Cronbach's alpha of the attitude scale and the removing of the item '*It is expected of me to read books*' resulted in an increase in Cronbach's alpha of the subjective norm scale, the four mentioned items were deleted. This means that the present attitude scale consisted of eight instead of the original eleven items, and the subjective norm scale of four instead of the original five items. By removing these items, Cronbach's alpha of the attitude scale increased from 0.793 to 0.827, and from 0.749 to 0.777 for the subjective norm scale. Besides, the 'corrected item total correlations' for these items were relatively low (0.243, 0.193 and 0.081 for the attitude items and 0.379 for the subjective norm item) and indicated a weak correlation between the scores on these items and the combined scores on the other items which were intended to measure attitude and subjective norm. The increase in Cronbach's alpha and the low 'corrected item total correlations' indicate that these items were not internally consistent with the other items intended to measure attitude and subjective norm. Thus, the attitude scale and the subjective norm scale were improved by removing items in order to increase Cronbach's alpha. Summarized, the items intended to measure intention had an excellent internal reliability; the items which were intended to measure attitude were very closely related; and subjective norm items as well as expectancy-value items showed an

Table 1

Descriptive statistics for the variables included in the expectancy-value judgements model of uses and gratifications and their Cronbach's alpha.

Variables	M	SD	Cronbach's alpha
Attitude	1.8533	0.53020	0.827
Subjective norm	1.9266	0.56517	0.777
Expectancy-value	2.2572	0.56905	0.783
Intention	1.7500	0.89991	0.959

Note: A low mean value indicates attitude, subjective norm, expectancy-value and intention in favour of reading books a longer length of time in an average month.

acceptable internal reliability.

As can be seen in **Table 1**, the mean value of attitude towards reading books was relatively high ($M = 1.85$). The mean values of subjective norm ($M = 1.93$), intention ($M = 1.75$) and the expectancy-value variable ($M = 2.26$) were as well rather high. It can be said that the participants in general had positive attitudes towards reading books, relatively high perceptions of social pressure to read books and rather positive expectancy-value judgements about reading books. The standard deviation of attitude was 0.53, of subjective norm 0.57, of the expectancy-value variable 0.57 and of intention 0.90. The standard deviations are estimations of the degree to which the numbers in the variables deviate from the mean. It can be inferred that about 68% of all participants scored between 1.32 and 2.38 on the attitude scale, between 1.36 and 2.49 on the subjective norm scale, between 1.69 and 2.83 on the expectancy-value scale and between 0.85 and 2.65 on the intention scale.

Before starting with the regression analysis, some of the scores were recoded such that a lower score always indicated a more positive stance towards the intention to read a book and a longer reading time in an average month. The items where the scores had to be recoded were *'Reading books is boring; Reading books is hard; In my opinion book reading is useless; You don't learn anything by reading books'*. Because the reliability analysis of the attitude scale showed that the removing of the items *'Reading books is hard; In my opinion book reading is useless; You don't learn anything by reading books'* resulted in an increase in Cronbach's alpha, the only item which had to be recoded was *'Reading books is boring'*. Compared to the rest of the items, this item was initially formulated negatively. The scores of the dependent variable *'Please estimate the length of time you read a book in an average month'* had to be recoded because the lower score indicated a shorter length of reading time in an average month in place of a longer length of reading time. After recoding the mentioned items, the items measuring the same variable were connected. Attitude was a summation of eight items (*Reading books is important; Reading books is boring; Reading books is something I like to do; People who read a lot are; I think reading books is; When I'm bored, I read a book; I often read books when I've nothing else to do; I read books to find out more about matters that interest me*) divided by eight, the number of items. Four items (*My friends think reading is; Most people who are important to me think that I should read books; The people in my life whose opinions I value do read books; Most people who are important to me do read books*) were summated to form the variable subjective norm and divided by the number of items (four), respectively. The item *'It is expected of me to read books'* was excluded from the summation because the removing of this item resulted in an increase in

Cronbach's alpha of the subjective norm scale. The expectancy-value variable was formed by summing six items (*Reading books adds something new; I read books to have it as a status symbol; I read books to distinguish myself from others; I read books to have fun; I read books to relax; Reading books is very helpful for me to participate in discussion*) which were intended to measure the variable and were divided by six, the number of items. Intention was formed in an analogous manner. First, the three items which were intended to measure the variable were summated and subsequently divided by the number of items (three). Through the summation of the items, which were intended to measure one variable and the division by the number of items in SPSS 16.0, the variables attitude, subjective norm, expectancy-value and intention were formed.

3.1. Explaining intention to read books

Hypothesis 3 stated that expectancy-value judgements of reading books are expected to have a significant positive influence on the intention to read books. **Hypothesis 4** expected attitude to have a significant positive influence on the intention to read a book. **Hypothesis 5** hypothesized that subjective norm is a significant predictor of the intention to read a book. Attitude, subjective norm and the expectancy-value variable were entered simultaneously into a multiple regression analysis to evaluate their unique contribution in predicting intention. The overall model was significant and accounted for 59.6% of the variance in intention; $R^2 = 0.596$; $F = 43.241$, $p < 0.001$ (**Table 2**). As **Table 2** shows, attitude was a strong predictor ($\beta = 0.641$, $t = 6.039$; $p < 0.001$). Conversely, the expectancy-value variable ($\beta = 0.201$, $t = 1.875$; $p > 0.05$) and subjective norm ($\beta = -0.090$, $t = -1.2$; $p < 0.5$) wielded no predictive effect on intention. The results even show a negative but not significant relationship between subjective norm and intention, while controlling for attitude and expectancy-value. Therefore, a positive attitude toward reading books was significantly linked to the intention to read

Table 2

Multiple regression analysis: variables explaining intention to read books (unstandardized and standardized coefficients).

Predictor	B	β	Sig	R	R^2	F
Sub-Norm	-0.143	-0.090	0.233			
Exp-Value	0.317	0.201	0.064			
Attitude	1.088	0.641	0.000	0.772	0.596	43.241*

Note: dependent variable = intention/

* $p < 0.001$, two tailed.

books, but the expectancy-value variable and subjective norm were not. To summarize, **hypothesis 4**, but not **hypothesis 3** and **5**, found empirical support in this investigation.

3.2. Explaining attitude toward reading books

Hypothesis 6 stated that the expectancy-value variable would have a significant positive influence on attitude. This hypothesis was supported. The expectancy-value variable was found to be a significant predictor of attitude ($\beta = 0.765$, $t = 11.256$; $p < 0.001$), accounting for 58.5% of variance in attitude; $R^2 = 0.585$; $F = 126.693$, $p < 0.001$ (**Table 3**).

3.3. Explaining reading behaviour

Hypothesis 1 predicted that a positive behavioural intention towards reading books would be positively related to reading behaviour. **Hypothesis 2** stated that the expectancy-value variable is a significant predictor of the reading behaviour. To test these hypotheses, intention and the expectancy-value variable were entered simultaneously into a multiple regression analysis in SPSS 16.0. The overall model was significant and accounted for 49.6% of the variance in reading behaviour; $R^2 = 0.496$; $F = 43.840$, $p < 0.001$. Reading behaviour was predicted by both variables, the expectancy-value variable and intention. Intention was the stronger predictor of reading behaviour, followed by the expectancy-value variable (**Table 4**).

Table 3

Regression analysis: the variable predicting attitude (unstandardized and standardized coefficients).

Predictor	B	β	Sig	R	R^2	F
Exp-Value	0.712	0.765	0.000	0.765	0.585	126.693*

Note: dependent variable = attitude

* $p < 0.001$, two tailed.

Table 4

Multiple regression analysis: variables explaining reading behaviour (unstandardized and standardized coefficients).

Predictor	B	β	Sig	R	R^2	F
Exp-Val	0.693	0.353	0.001			
Intention	0.523	0.421	0.000	0.704	0.496	43.840*

Note: dependent variable = length of reading time in an average month

* $p < 0.001$, two tailed.

4. Discussion

The main aim of the present study was to find the factors, which have significant positive influence on reading behaviour. Understanding the motivational factors for book reading behaviour (the length of time reading a book in an average month) from the viewpoint of the expectancy-value judgements model of uses and gratifications is a rather unexplored theme within the literature. In examining the factors relating to the expectancy-value judgements model of uses and gratifications, it was expected to find empirical support for the hypotheses formed on the basis of the model.

The study shows partially evidence for the explanation of intention and reading behaviour from the viewpoint of the expectancy-value model of uses and gratifications. While there is found a strong relationship between the expectancy-value variable and attitude, between intention, expectancy-value and reading behaviour, and between attitude and intention, the factors subjective norm and expectancy-value were not adequate predictors of intention.

4.1. Conclusions

The results supported the expectation that attitude would be a significant predictor of the intention to read books. Contrary to expectations, the expectancy-value variable and subjective norm were not significantly linked to the intention to read books. While holding the other factors constant, the expectancy-value variable and in particular subjective norm did not obtain significant positive beta coefficients. Subjective norm even had a negative beta coefficient, which indicates a negative relationship between the normative beliefs and intention. The results suggest that individuals' intention to read books is influenced by their own attitudes towards book reading, not by the beliefs of others or the belief that book reading will result in a certain consequence, and the evaluation of that consequence. As hypothesized, the expectancy-value variable and intention were positively related to reading behaviour (length of time reading a book in an average month). Both variables had significant beta coefficients and accounted for 49.6% of the variance in reading behaviour. Furthermore, the findings provide support for the thesis that the expectancy-value variable has a significant positive influence on attitude. In summary, it was found empirical support for the hypotheses 1, 2, 4 and 6, but not for the hypotheses 3 and 5.

The result that the variable subjective norm had no significant positive effect on intention is inconsistent with past results. A possible explanation is that intention toward reading books is more controlled by the attitudinal than the normative pathway. It may thus be

that the reading behaviour of the participants is influenced by their attitudes but not by their normative beliefs. It may also be that the participants are not confident that their normative beliefs or perceptions are correct. In this case there would be no reason for them to base their intentions to read books on the normative perceptions. A further possible explanation for the absence of a relationship between subjective norm and intention could be the participants' low motivations to comply. It is not known how much the participants wish to behave consistently with the prescription of important others.

The result that the expectancy-value variable had a significant positive influence on reading time but not on intention suggests a direct relationship between the expectancy-value variable and reading time. Intention did not seem to be a mediator of expectancy-value and reading time in this investigation. One possible explanation is that the reading behaviour is controlled by the expected outcomes and the evaluation of these outcomes, and the participants may read books out of habit and do not have conscious intentions toward reading books.

All in all, the present study adds to existing investigations by providing factors which have influence on reading behaviour. These factors can be useful by prompting peoples' reading behaviour.

4.2. Limitations and suggestions for further research

The present study has some fundamental problems. One such problem of the study is the rather poor response rate. Because the survey was anonymous, it was not possible to follow up on differences between responders and non-responders. Therefore, it may be that the responders were not representative. Thus, further research is needed into the population of non-responders.

Another substantial limitation is the use of the snowball-sampling method in the present study. Because the most participants contacted by email were psychology students and most of those contacted by the social network studiVZ were scholars or students, students were overrepresented in this study. Thus, the results of the present study cannot be generalized to the entire population except to people with approximately the same educational level (high school graduation). It is needed further research with a random sample.

Not only students were overrepresented, but also females (66.3%). It may be that the sample was not representative because of differences in motivational level of males and females.

A further limitation is the transition from verbal responses to actual behaviour. In the present study behaviour was measured by a self-reported scale because of the difficulty to measure the actual reading behaviour by observation. The problem is that people often have the tendency to reply in a manner that is viewed as favourable by others. This is known as the social desirability bias. In this case it may be that the participants over reported the length of time spending with book reading because being conscious about the favourable view of others relating to reading books. Furthermore, the social desirability bias could have played a role by answering items like 'I read books to have it as a status symbol' and 'I read books to distinguish myself from others'. It may be that people do not want to agree with these statements. One explanation could be that if they would agree, it would mean that they read books only for social purposes and not to enjoy.

Another problem is that the removing of the items '*Reading books is hard; In my opinion book reading is useless; You don't learn anything by reading books*' resulted in an increase in Cronbach's alpha of the attitude scale and the removing of the item '*It is expected of me to read books*' in an increase in Cronbach's alpha of the subjective norm scale. This suggests that these items were not so closely related to the rest of the items which were intended to measure the variables attitude and subjective norm. If these items were not removed, the reliability of the two scales would still be acceptable. Yet, the removing of the mentioned items from the attitude scale resulted in an increase in Cronbach's alpha from acceptable to good. Further research is needed to develop items which measure the constructs. It could also be valuable to perform an 'elicitation study' to determine relevant important others for the participants.

To improve the explanation of reading time, future research should take account of other motivational variables which can add significantly to the prediction of the behaviour. Furthermore, it could be useful to examine the influence of the motivational factors on reading time by subdividing the books in genres.

Finally, it may be useful to investigate whether it is possible to increase attitude, expectancy-value judgements and intention toward reading in order to promote longer reading times.

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Appendix 1: Reading behaviour survey

Personal questions

How old are you? *

Gender *

- male
- female

What is the highest level of education you have completed? *

- Primary education
- Lower secondary education
- Upper secondary education
- High school graduation
- Bachelor's degree
- Master's degree

What is your current employment status? *

- scholar
- student
- apprentice
- housewife/house husband
- worker
- employee
- self-employed
- unemployed
- retired

Please rate the level of agreement

Reading books is important. *

- agree a lot
- somewhat agree
- somewhat disagree
- disagree a lot

Reading books is boring. *

- agree a lot
- somewhat agree

- somewhat disagree
- disagree a lot

Reading books is hard. *

- agree a lot
- somewhat agree
- somewhat disagree
- disagree a lot

Reading books is something I like to do. *

- agree a lot
- somewhat agree
- somewhat disagree
- disagree a lot

People who read a lot are... *

- very interesting
- interesting
- not very interesting
- boring

I think reading books is... *

- a great way to spend time
- an interesting way to spend time
- an OK way to spend time
- a boring way to spend time

In my opinion book reading is useless. *

- agree a lot
- somewhat agree
- somewhat disagree
- disagree a lot

When I'm bored, I read a book. *

- agree a lot
- somewhat agree
- somewhat disagree
- disagree a lot

I often read books when I've nothing else to do. *

- agree a lot

- somewhat agree
- somewhat disagree
- disagree a lot

You don't learn anything by reading books. *

- agree a lot
- somewhat agree
- somewhat disagree
- disagree a lot

I read books to find out more about matters that interest me. *

- agree a lot
- somewhat agree
- somewhat disagree
- disagree a lot

My friends think reading is... *

- really fun
- OK to do
- no really fun
- no fun at all

Most people who are important to me think that I should read books *

- agree a lot
- somewhat agree
- somewhat disagree
- disagree a lot

It is expected of me to read books. *

- agree a lot
- somewhat agree
- somewhat disagree
- disagree a lot

The people in my life whose opinions I value do read books. *

- agree a lot
- somewhat agree
- somewhat disagree
- disagree a lot

Most people who are important to me do read books. *

- agree a lot
- somewhat agree
- somewhat disagree
- disagree a lot

I intend to read a book in the next month. *

- agree a lot
- somewhat agree
- somewhat disagree
- disagree a lot

I plan to read a book in the next month. *

- agree a lot
- somewhat agree
- somewhat disagree
- disagree a lot

I predict to read a book in the next month. *

- agree a lot
- somewhat agree
- somewhat disagree
- disagree a lot

Reading books adds something new. *

- agree a lot
- somewhat agree
- somewhat disagree
- disagree a lot

I read books to have it as a status symbol. *

- agree a lot
- somewhat agree
- somewhat disagree
- disagree a lot

I read books to distinguish myself from others. *

- agree a lot
- somewhat agree
- somewhat disagree
- disagree a lot

I read books to have fun. *

- agree a lot
- somewhat agree
- somewhat disagree
- disagree a lot

I read books to have relax. *

- agree a lot
- somewhat agree
- somewhat disagree
- disagree a lot

Reading books is very helpful for me to participate in discussion. *

- agree a lot
- somewhat agree
- somewhat disagree
- disagree a lot

Please estimate the length of time you read a book in an average month. *

- 0-2 hours
- 3-5 hours
- 6-9 hours
- 10 or more hours

Appendix 2: Reliability analyses

Reliability analysis for attitude:

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,793	,780	11

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Reading books is important	17,83	19,530	,507	,776
Reading books is boring.	17,50	16,978	,707	,747
Reading books is hard.	17,33	20,068	,243	,797
Reading books is something I like to do.	17,41	16,003	,787	,734
People who read a lot are...	17,29	20,188	,333	,788
I think reading books is...	17,14	17,222	,592	,760
In my opinion book reading is useless.	17,91	20,784	,193	,798
When I'm bored, I read a book.	16,82	17,031	,527	,768
I often read books when I've nothing else to do.	16,77	16,178	,635	,753
You don't learn anything by reading books.	17,83	21,156	,081	,809
I read books to find out more about matters that interest me.	17,37	19,378	,300	,793

After removing the items 'Reading books is hard; I think reading books is useless; and You don't learn anything by reading books.'

Reliability Statistics

Cronbach's Alpha	N of Items
,827	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Reading books is important	13,53	15,680	,516	,815
Reading books is boring.	13,21	13,309	,730	,782
Reading books is something I like to do.	13,12	12,524	,794	,770
People who read a lot are...	13,00	16,462	,293	,834
I think reading books is...	12,85	13,493	,616	,797
When I'm bored, I read a book.	12,52	13,219	,563	,807
I often read books when I've nothing else to do.	12,48	12,648	,642	,794
I read books to find out more about matters that interest me.	13,08	15,588	,292	,840

Reliability analysis for subjective norm:

Reliability Statistics

Cronbach's Alpha	N of Items
,749	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My friends think reading is...	8,43	5,875	,462	,723
Most people who are important to me think that I should read books.	8,18	5,405	,517	,704
It is expected of me to read books.	7,71	5,111	,379	,777
The people in my life whose opinions I value do read books.	8,49	5,330	,645	,664
Most people who are important to me do read books.	8,32	4,987	,652	,653

Reliability analysis for subjective norm after removing the item 'It is expected of me to read books.':

Reliability Statistics

Cronbach's Alpha	N of Items
,777	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My friends think reading is...	5,86	3,485	,460	,781
Most people who are important to me think that I should read books.	5,61	3,208	,474	,781
The people in my life whose opinions I value do read books.	5,91	2,937	,721	,653
Most people who are important to me do read books.	5,74	2,722	,696	,658

Reliability analysis for the expectancy-value variable:

Reliability Statistics

Cronbach's Alpha	N of Items
,783	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
My friends think reading is...	8,43	5,875	,462	,723
Most people who are important to me think that I should read books.	8,18	5,405	,517	,704
It is expected of me to read books.	7,71	5,111	,379	,777

The people in my life whose opinions I value do read books.	8,49	5,330	,645	,664
Most people who are important to me do read books.	8,32	4,987	,652	,653

Reliability analysis of intention:

Reliability Statistics

Cronbach's Alpha	N of Items
,959	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I intend to read in the next month.	3,57	3,479	,911	,943
I plan to read a book in the next month.	3,46	3,240	,895	,955
I predict to read a book in the next month.	3,48	3,197	,938	,921

Appendix 3: Regression analyses

Entering attitude, subjective norm and expectancy-value in multiple regression analysis to predict intention:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,772 ^a	,596	,582	,58179	,596	43,241	3	88	,000

a. Predictors: (Constant), ExpectancyValue, SubjectiveNorm, attitude

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43,908	3	14,636	43,241	,000 ^a
	Residual	29,786	88	,338		
	Total	73,694	91			

a. Predictors: (Constant), ExpectancyValue, SubjectiveNorm, attitude

b. Dependent Variable: Intention

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-,706	,278		-2,540	,013
	attitude	1,088	,180	,641	6,039	,000
	SubjectiveNorm	-,143	,119	-,090	-1,200	,233
	ExpectancyValue	,317	,169	,201	1,875	,064

a. Dependent Variable: Intention

Regression analysis with the expectancy-value variable as independent and attitude as dependent variable:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,765 ^a	,585	,580	,34359	,585	126,693	1	90	,000

a. Predictors: (Constant), ExpectancyValue

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14,957	1	14,957	126,693	,000 ^a
	Residual	10,625	90	,118		
	Total	25,582	91			

a. Predictors: (Constant), ExpectancyValue

b. Dependent Variable: attitude

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
		1	(Constant)	,245		
	ExpectancyValue	,712	,063	,765	11,256	,000

a. Dependent Variable: attitude

Entering the expectancy-value variable and intention into multiple regression analysis to predict reading behaviour:

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	56,402	2	28,201	43,840	,000 ^a
	Residual	57,251	89	,643		
	Total	113,652	91			

a. Predictors: (Constant), Intention, ExpectancyValue

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	56,402	2	28,201	43,840	,000 ^a
	Residual	57,251	89	,643		
	Total	113,652	91			

b. Dependent Variable: Please estimate the length of time you read a book in an average month.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,262	,351		14,977	,000
	ExpectancyValue	-,693	,195	-,353	-3,547	,001
	Intention	-,523	,123	-,421	-4,237	,000

a. Dependent Variable: Please estimate the length of time you read a book in an average month.