Reading DER SPIEGEL.

The explaining factors of the reading time of DER SPIEGEL tested on social cognitive theory

BACHELOR THESIS

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Summary

Newspapers have existed in one form or another since 100 BCE, and their content is linked to their historical development. The first copy of "DER SPIEGEL" was published on 4th January, 1947, but there was never any study about the explaining factors of the reading time of the magazine DER SPIEGEL, which this study is about. To structure the research, a model of Bandura's social cognitive theory was used. It consists of three factors which influence and interact. After a literature study social cognitive theory was expanded. Data collection made use of an online questionnaire. Results show that the highest predictor of the variance of reading time is the variable "Surveillance needs" and the lowest predictor is the variable "Self-efficacy".

Samenvatting

Kranten bestaan in een of andere vorm sinds 100 v. Chr, en hun inhoud is gekoppeld aan hun historische ontwikkeling. Het eerste exemplaar van "DER SPIEGEL" werd gepubliceerd op 04 januari 1947. Er was nog geen studie over de verklarende factoren van de leestijd op het weekblad DER SPIEGEL. Dat gaat deze studie onderzoeken. Om de studie te structureren, was een model van de sociaal cognitieve theorie van Bandura gebruikt. Het model bestaat uit drie factoren die van invloed zijn en op elkaar inwerken. Na een literatuurstudie werd de sociaal cognitieve theorie uitgebreid. Bij het verzamelen van de gegevens werd gebruik gemaakt van een online vragenlijst. De resultaten tonen aan dat de meeste vaiantie wordt verklaard door de variabele "Surveillance needs" en de laagste voorspeller is de self-effectiviteit.

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Reading DER SPIEGEL. The explaining factors of the reading time of DER SPIEGEL tested on social cognitive theory

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ABSTRACT:

This study used social cognitive theory to analyze which determinants influence the reading time of the weekly magazine DER SPIEGEL. Wolswinkel's model was adapted by excluding news consumption pattern, use of public transportation, habit and facilitating conditions. 67 readers of DER SPIEGEL completed an online questionnaire. The data was analyzed using multiple regression analyses. Results indicate that the highest predictor of the variance of reading time is the variable "Surveillance needs" and the lowest predictor is the variable "Self-efficacy". Unexpected findings are discussed.

Keywords: Social cognitive theory, weekly magazine, reading time

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1. Introduction:

The Media have various important functions for their audience. "By providing political knowledge, models of behavior and social values, the mass media become a central authority" (Schulz, 2011). Research shows that printed newspapers improve their reader's knowledge of what is going on around them (Schulz, 2003). They give information, improve political engagement, control the extent of news or its direction, and criticize. Summarized, one can say that newspapers widen the "perceived public agenda" (De Waal and Schoenbach, 2008). In regard to online and print newspapers, the results of De Waal & Schoenbach (2008) show that the printed form is more effective than the online form in increasing the "overall number of perceived topics and number of political topics". This means that the readers of printed newspapers "can be lured into looking at stories that they would not select for reading if they only saw the topic of the story" (Schoenbach, 1995). In general, newspapers in western developed countries also have an online edition (Peng et al. 1999), mostly preferred by young people (e.g. Morris and Ogan, 1996; Peng et al., 1999; Pairmans, cited in Jankowski and van Selm, 2006). This is probably one reason for the slow but steady decline of the printed newspaper (Schoenbach et al., 2005). Newspaper reading in general has often been subject to research. But, what are the personal individual reasons to still read printed weekly newspapers? According to Schwalbe, (2008), weekly newspapers' "diverse subject matter, thoughtful analysis, depth of coverage, breadth of information and engaging presentation" are causes that make them more complex than daily newspapers. Further, printed newspapers are harder to throw away. In today's rapidly changing media world, these enduring qualities will help secure weekly newspapers' survival. Readers of news weeklies prefer insight and information, while readers of consumer magazines seek diversion (Schwalbe, C. B., 2008).

The aim of this study is to investigate by means of an online survey, the explaining factors of the reading time of a weekly magazine, DER SPIEGEL. Thereby, the paper tries to find out which factors have influence on the reading time to assess which factor attracts readers of DER SPIEGEL mostly. The magazine, DER SPIEGEL, is one of the most important German weekly printed news magazines[1] and is famous for its distinctive reputation for revealing political misconduct and scandals[2]. It describes itself on the website http://www.spiegel-qc.de as follows:

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[1] Via: www.spiegelgruppe.de/spiegelgruppe/home.nsf/Navigation/00725D93EF0ABA5BC1256FD600330072? OpenDocument (Accessed at 19 May, 2011)
[2] Via: www.spiegelqc.de/deutsch/media/dokumente/partner/argumentationen/sp_broschure_kaufaktive_2011.pdf (Accessed at 19 May, 2011)

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"*DER SPIEGEL is characterized by good information, good research and reliable quality. The main focus of reporting is on political and social events*" (date: 09-07-2011).

The weekly newspaper is read 3,3 times a week with a reading time of 141 minutes on average[3]. DER SPIEGEL reaches 6,53 million readers every week, which is 9% of the total population. More men (67%) than women read the magazine.

In the market shares of classical media DER SPIEGEL is included into the magazines ("Publikumszeitschriften") with 14% of the classical media[4] (see figure 1).
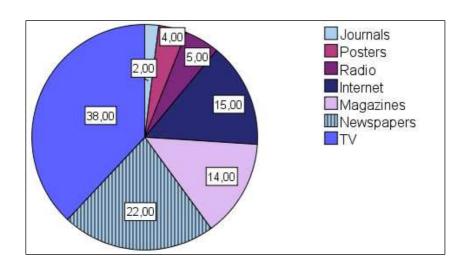

Fig. 1: Market shares of the classical media (2009)

1.1. Theoretical framework

According to social cognitive theory (Bandura, 1986), people's behavior can be explained through psychosocial functioning in terms of a "triadic reciprocal causation". Here, personal determinants, which include cognitive and affective factors, behavior and the environment, interact and influence each other (Bandura, 1986). "People are neither driven by inner forces nor automatically shaped and controlled by the environment", but they "function as contributors to their own motivation, behavior, and development within a network of reciprocally interacting influences (Bandura, 1989, p.8).

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[3] Via:www.spiegelgruppe.de/spiegelgruppe/home.nsf/Navigation/00725D93EF0ABA5BC1256FD600330072? OpenDocument (Accessed at 19 May, 2011)
[4] Via: www.vdz.de/uploads/media/Branchendaten_2010.pdf (Accessed at 19 May, 2011)

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The model of the present study was inspired by the general framework of Bandura (1986) and an expanded model of Wolswinkel (2008). There are no studies on the explanation of reading time on DER SPIEGEL, so Wolswinkel's research on general newspaper reading for young adults was expanded.

First, personal factors, which are the most factors, for newspaper reading are divided. "Socio-demographics are individual, as well as one's interest in news subjects is" (p.11, Bandura, 1986). Added to these items were if readers of DER SPIEGEL subscribe to DER SPIEGEL and if they subscribe to a daily newspaper. Further, self-efficacy, surveillance needs, willingness to pay, and news format were divided into personal factors. They, too, depend on personal cognitive, affective and biological aspects. Second, DER SPIEGEL reading time and surveillance needs were divided into behavioral determinants. Third, environmental factors make part of the environmental determinants of Bandura's model. Here, social environment is included and reflects, for instance, family members, peers, neighbors and people in institutions with whom one interacts (Bartholomew et al., 2006). The social environment is "dynamic and changes over time as the result of both internal and external forces" (Barnett & Casper, 2001). The determinants news consumption pattern, use of public transportation, habit and facilitating conditions of Wolswinkel's model were left out. In this context it was not important to get an estimation of how often respondents use different types of news media (news consumption pattern). Moreover, it was not significant to know if participants read DER SPIEGEL while using public transportation, or whether respondents experience reading DER SPIEGEL as a habit. Besides, it did not make sense to indicate the environmental aspects, as money, time and access factors (facilitating conditions), of readers of DER SPIEGEL, because the target group consisted of people who know the magazine.

It is expected that the personal, behavioral and environmental determinants interact and influence each other (see figure 2). By means of the model it is tested, if the various factors of the model influence the reading time on DER SPIEGEL.
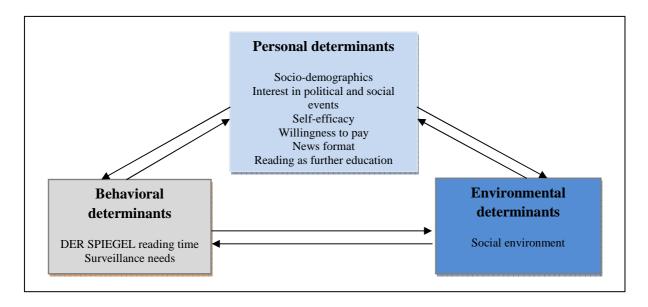
Fig.2: Theoretical framework containing the expected reading variables

1.2. Research question:

To give insight into the explaining factors of reading time on DER SPIEGEL, the variables of the theoretical framework and above mentioned literature are subject to research. Therefore, the research question of this study is:

Which variables are the best predictors of the reading time of DER SPIEGEL?

2. Method

2.1. Sample and procedure

Snowball sampling was chosen to get quickly as much participants as possible for a web based questionnaire system. The method relies on referrals from initial subjects to generate additional subjects (Goodman, 1961).

The research has its focus on people, who know the magazine DER SPIEGEL. Important to us was that people participate, who subscribe to DER SPIEGEL and people, who only read the magazine once or twice a month or at least a few times a year, for example in the doctor's waiting room. The reason for this was to reach a broad range of DER SPIEGEL readers. As one can see in Figure 3, in this sample 38 (55,2%) people read DER SPIEGEL a few times a year, 19 (28,4%) people read it weekly and 10 (or 16,4%) people read it once or twice a year (SD = 0,88).
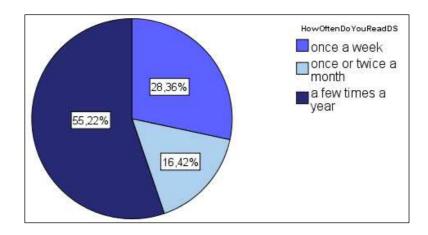

Fig. 3: How often people read DER SPIEGEL

Participants were recruited via a German website for students, namely 'www.studivz.net', and email. The self-administered questionnaire was sent to 80 people in July 2011. In each message participants were asked to fill in the questionnaire and to forward the link to other suitable people, who at least sometimes read the magazine to enhance randomization. Further, the company itself, DER SPIEGEL, was contacted, but was not very helpful at all. After 15 days the survey closed with 76 responses. Unfortunately, three datasets were incomplete. In the other six cases the participants wrongly understood the word "subscribe" and entered a "yes", but only read DER SPIEGEL "a few times a year". This will probably be not the case,

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because a subscription of DER SPIEGEL costs 197,60 €[5] a year. Consequently, their responses were excluded from analysis, bringing the total number of usable datasets to 67.

There were more male respondents (37, or 55%), than female (SD = 0,50) (male participants: year 25 or under: 18 (or 48,6%), year 26-40: 11 (or 29,7%), year 41-55: 4 (or 10,8%) and year 56 or older: 4 (or 10,8%); female participants: year 25 or under: 21 (or 70%), year 26-40: 5 (or 16,7%), year 41-55: 2 (or 6,7%), year 56 or older: 2 (or 6,7%)). The age distribution across the participants is visible in Table 1.

Table 1: *Age distribution of DER SPIEGEL readers*

Age	Frequency	Percentage
25 or under	39	58,2
26-40	16	23,9
41-55	6	9,0
56 or older	6	9,0

As one can see in Table 1, most participants were spread across the age "25 or under", while older participants were underrepresented, especially ages above 41 (18%). In contrast to a study about the socio-demographics of DER SPIEGEL readers[6] in 2011 round 19,6% are of age 29 or under, 34,8% are of age 33-49, 33,2% are of age 50-64 and 12,4% are 65 or older. The participant's level of education can be seen in Table 2.

Table 2: *Participant's level of education*

Level of Education	Frequency	Percentage
Grammar school	1	1,5
Certificate of secondary school	1	1,5
O-level	9	13,4
High school	25	37,3
Bachelor/ Master/ Diplom/ Magister	27	40,3
Doctor's degree or higher	4	6,0

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[5]www.abo.spiegel.de/go/place?from=adwords&et_cid=7&et_lid=5870&et_sub=adwords&tduid=e875bd9c94b2 eff5a42e73df89d0e12f (Accessed at 19 May, 2011)
[6] www.spiegel-qc.de/deutsch/media/dokumente/partner/sozio/sp_soziodemografie.pdf (Accessed at 22 August, 2011)

As one can see in Table 2, most participants have high school level (83,6%) or higher (SD = 0,94). Participants with lower levels of education (as grammar school or certificate of secondary school) were underrepresented. A study about the socio-demographics of DER SPIEGEL readers, conducted by DER SPIEGEL[7], shows that 2,1% of DER SPIEGEL readers have the level of grammar school, 20,3% have the certificate of secondary school, 23,5% have O-level and 54,1% have high school level or higher.

From the 20 participants subscribing to DER SPIEGEL, 40% also subscribe to a daily newspaper and from the whole sample 23 (or 32,9%) people subscribe to a daily newspaper. Regarding the subscription of DER SPIEGEL and the level of education two people (10 %) have O-level, seven (or 35%) have high school level ("Gymnasium" or "Fachabitur"), nine (or 45 %) have an academic degree and two people have a doctor's degree or higher.

2.2. Dependent variable

In this study the dependent variable is the reading time on one edition of DER SPIEGEL. The variable was accessed using a 3-point- Likert scale by asking "How long do you read on one edition of DER SPIEGEL?". Hereby, participants had the options to choose: every week, once or twice a month or a few times a year.

2.3. Variables and measurement

An online-survey, which included items to measure the eight variables (*demographics factors, reading as further education, surveillance needs, interest in politics and economy, news format, self-efficacy, willingness to pay and social environment*) was conducted. 46 items were assessed using 5-point Likert scales. The available options then were: strongly disagree, disagree, do not disagree/ agree, agree and strongly agree. Five questions/ statements were reverse-coded ("Reading DER SPIEGEL costs me a lot of energy.", "How long do you read on one edition of DER SPIEGEL?", "The news format of DER SPIEGEL is not handy.", "Most times the news in DER SPIEGEL is too complicated to read." and "It is useless to pay for news of DER SPIEGEL"*)* to exclude response tendencies. The nine variables were as follows:

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[7] www.spiegel-qc.de/deutsch/media/dokumente/partner/sozio/sp_soziodemografie.pdf (Accessed at 22 August, 2011)

- *Socio-demographics:* It was asked for the participant's age, gender, and level of education estimated through strictly formulated questions. Further, one should answer if one subscribes to DER SPIEGEL and/ or to a daily newspaper.

- *Reading as further education:* Six statements were given to estimate the level of reading DER SPIEGEL as further education.

- *Surveillance needs:* It was asked for the general motivation to monitor news at six statements.

- *Interest in social and political events:* To indicate the interest in political and social events five yes-or-no questions had to be evaluated.

- *News format:* The preference of the news format of DER SPIEGEL was asked via five statements.

- *Self-efficacy:* Here, self-efficacy is defined whether the respondent considers himself as capable to read DER SPIEGEL. Self-efficacy was accessed through six statements.

- *Willingness to pay:* Four items estimated whether the respondent sees paid DER SPIEGEL news as suitable.

- *Social environment:* To measure this variable we have chosen six items, such as 'In the family I grew up, DER SPIEGEL has an important meaning'.

The final questionnaire with its introduction is added in Appendix A.

2.4. Statistical analysis

All general data analysis was done using SPSS 18 for Windows. After preparation of the data set, actual data analysis began. First, the internal consistency reliabilities of the items underlying the theoretical constructs of the hypothesized framework were tested with Cronbach's alpha coefficient (α), which is recommended to be at least > 0.7 (Nunnally & Bernstein, 1994). Next, seven linear regression analyses with the constructs' mean values were conducted to assess how well (and if) each construct predicts the dependent variable reading time. Finally, step by step multiple regression analyses were used to assess how well (and if) each item predicts the dependent variable reading time.

3. Results

The reading time on one edition of DER SPIEGEL can be seen in Figure 4. In this sample the overall reading time is 87,76 minutes (SD = 1,69) and is obviously below average (141 minutes, see introduction) of DER SPIEGEL readers. When only considering people subscribing to DER SPIEGEL the average reading time is higher with 130,5 minutes (SD=1,53). Nevertheless, no distribution was done between the participants and all responses with the overall reading time were used in this study.
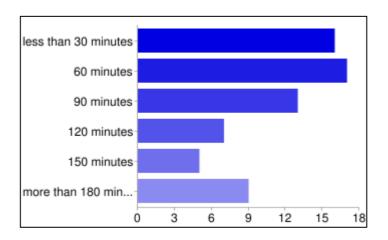

Fig. 4: Participants' reading time on one edition of DER SPIEGEL

3.1 Scale reliability

To explain DER SPIEGEL reading behavior, this study tested seven variables under the target group. The variable socio-demographic was not submitted into the scale reliability analysis.

Scale reliability results show that the highest value of Cronbach's alpha was found in the variable "Reading as further education" (α = 0,87) with six items. The lowest value of Cronbach's alpha (α = 0,77) was found in the variables "News format", which has five items, and "Willingness to pay", which has four items. The scale reliability of the other five variables (Surveillance needs, Interest in political and social events, News format, Self-efficacy and Social environment) was all above aspiration level (α > .70), as can be seen in Table 3. With regard to these alpha values all higher than 0,75 there was no reason to adjust scales by removing items.

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Table 3: *Scale Reliability*

Variable (number of items)	Cronbach's alpha (α)
Reading as further education (6)	0,87
Surveillance needs (6)	0,81
Interest in political and social events (5)	0,84
News format (5)	0,77
Self-efficacy (6)	0,78
Willingness to pay (4)	0,77
Social environment (6)	0,78

3.2 Linear regression analyses with mean scores of the constructs

Because of the high scale reliability of the constructs, the mean scores of the items per construct were determined. Seven linear regression analyses then were conducted to show the impact of the predictors. Thereby, the seven mean scores were filled in one after the other as the independent variable predicting the reading time. First, the variable "Reading as further education" gives an extremely significant result ($R = 0,542$, $R^2 = 0,294$, Adj. $R^2 = 0,283$, $F(1,65) = 27,094$, $p < 0,001$). R^2 shows the proportion of the variance in the values of the dependent variable explained by the independent variables. In this example 29,4% of the variance of reading time can be explained by this variable. Secondly, the results of the variable "Surveillance needs" also show a highly significant result ($R = 0,614$, $R^2 = 0,377$, Adj. $R^2 = 0,367$, $F(1,65) = 39,303$, $p < 0,001$). The variable "Surveillance needs" explains 37,7% of the variance of the reading time. Next, the variable "Interest in political and social events" explains 23,6% of the variance of the variable reading time ($R = 0,486$, $R^2 = 0,236$, Adj. $R^2 = 0,224$, $F(1,65) = 20,052$, $p < 0,001$). The results of the variable "News format" show that it explains 17,3% of the variance of the dependent variable ($R = 0,415$, $R^2 = 0,173$, Adj. $R^2 = 0,160$, $F(1,65) = 13,557$, $p < 0,001$). Next, the variable "Self- efficacy" gives a highly significant result ($R = 0,353$, $R^2 = 0,124$, Adj. $R^2 = 0,111$, $F(1,65) = 9,225$, $p < 0,01$). This result shows that the variable "Self-efficacy" explains approximately 12,4% of the variance of reading time. After entering the variable "Willingness to pay" into a linear regression analysis we found an extremely significant result ($R = 0,510$, $R^2 = 0,260$, Adj. $R^2 = 0,249$, $F(1,65) = 22,838$, $p < 0,001$). In this example 26% of the variance of reading time can be explained by the variable "Willingness to pay". Finally, the results of the last linear

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regression analysis show again a highly significant result (R = 0,448, R² = 0,201, Adj. R² = 0,189, F(1,65) = 16,359, p < 0,001) and we found that the variable "Social environment" explained 20,1% of the variance of reading time.

3.3 Multiple regression analyses with all items predicting reading time

Next, the impact of the items of the social cognitive model on the dependent variable, reading time of DER SPIEGEL, was tested. Therefore, the items of each construct were filled into multiple regression analyses. The results of the item's standardized beta values and its level of significance can be seen in Table 4. We chose a significance level of α = .05.

Table 4: *Multiple regression analysis with all items predicting reading time*

Items of Socio-demographics	Standardized Beta	Level of significance (p)
Age	-0,017	0,879
Gender	0,050	0,638
Level of education	0,214	**0,047****
Subscription of DER SPIEGEL	-0,524	**0,000*****
Subscription of weekly newspaper	-0,083	0,433
* = 0.05 level, ** = 0.01 level, *** = 0.001 level R = 0,598, R² = 0,357, Adj. R²= 0,305, F(5,61) = 6,787, p < 0,001		
Items of Reading as Further Education	Standardized Beta	Level of significance (p)
Lifelong learning	0,110	0,452
Reading DER SPIEGEL means to learn	-0,214	0,150
Improve general knowledge	-0,078	0,590
DER SPIEGEL readers know more	0,140	0,295
Learn about society	0,444	**0,001****
Learn a lot	0,286	0,087
* = 0.05 level, ** = 0.01 level, *** = 0.001 level R= 0,641, R² = 0,412, Adj. R² = 0,353, F(6,60) = 6,993, p < 0,001		
Items of Surveillance needs	Standardized Beta	Level of significance (p)
Know what's going on	0,221	0,138
I better understand the world	0,316	**0,047***
Informs me about daily life	0,064	0,625
Want to keep up with politics	0,225	0,108
Informed about international news	-0,079	0,659
Understand more about financial and economic developments	0,024	0,859

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Items of Interest in political and social events	Standardized Beta	Level of significance (p)
Satisfy your political interest	0,093	0,485
Satisfy your social interest in social events	0,142	0,287
Awakes political engagement	0,365	**0,008****
Distinctive reputation for revealing political misconduct	0,280	0,143
Distinctive reputation for revealing scandals	-0,229	0,249

Items of News format	Standardized Beta	Level of significance (p)
News format articles are comfortable	-0,115	0,389
Indepth articles	0,261	**0,038***
Quick overview of news	0,073	0,595
Prefer indepth articles	0,271	**0,028***
Not handy format	0,260	**0,046***

Items of Self-efficacy	Standardized Beta	Level of significance (p)
Costs a lot of energy	-0,157	0,192
Too complicated to read	0,169	0,242
So interesting	0,214	0,096
A lot of information in a short period of time	-0,259	0,099
Condensed articles quickly up to date	0,259	0,078
Good readability	0,342	**0,014***

Items of Willingness to pay	Standardized Beta	Level of significance (p)
Useless to pay	0,169	0,117
Willing to pay	0,468	**0,002****
Qualitatively gives what it promises	-0,043	0,716
Absolutely willing to pay means well informed	0,174	0,222

Items of Social Environment	Standardized Beta	Level of significance (p)
See people around me reading DER	-0,065	0,599

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SPIEGEL		
In my family DER SPIEGEL has important meaning	0,259	**0,045***
What I get out of DER SPIEGEL I can use in small talks	0,360	**0,006****
People I respect advise reading DER SPIEGEL	-0,223	0,127
Know more about world affairs	0,225	0,089
Good information about other cultures	0,166	0,216
* = 0.05 level, ** = 0.01 level, *** = 0.001 level R = 0,593, R² = 0,351, Adj. R² = 0,287, F(6,60) = 5,417, p< 0,001		

First, the items of the variable "Socio-demographics" (age, gender, level of education, subscription of DER SPIEGEL and subscription of a daily newspaper) were entered into a multiple regression analysis as predictor variables. We found an extremely significant result (R = 0,598, R² = 0,357, Adj. R²= 0,305, F(5,61) = 6,787, p < 0,001). In this example 35,7% of the variance of reading time can be explained by the items of the variable "Socio-demographics". The items "Level of education" and "Subscription of DER SPIEGEL" significantly contribute to the amount of explained variance (p = 0,047 and p = 0,000). Secondly, the items of the variable "Reading as further education" were entered as predictors and results show that there are extremely significant results (R = 0,641, R² = 0,412, Adj. R² = 0,353, F(6,60) = 6,993, p < 0,001). 41,2% of the variance of the variable reading time can be explained by the items of the variable "Reading as further education". The item "By reading DER SPIEGEL I want to learn about society" significantly contributes to the amount of explained variance (p = 0,001). Next, the results of the variable "Surveillance needs" show that it explains approximately 42,4% of the variance of reading time. This amount of variation is also extremely significant (R = 0,651, R² = 0,424, Adj. R²= 0,366, F(6,60) = 7,355, p < 0,001). Here, the item "I better understand the world" significantly contributes to the amount of explained variance (p = 0,047). Fourthly, the items of the variable "Interest in political and social events" were entered into a multiple regression analysis. This amount of variation is extremely significant, too (R = 0,547, R² = 0, 299, Adj. R² = 0,242, F(5,61) = 5,203, p < 0,001). Here, the item "awakes political engagement" significantly contributes to the amount of explained variance (p = 0,008). Fifthly, the results of the items of the variable "News format" explain 34,1% of the variance of the variable reading time (R = 0,584, R² = 0,341, Adj. R² = 0,287, F(5,61) = 6,324, p < 0,001). This amount of variation is again extremely significant. The items "I would say that DER SPIEGEL has in-depth articles", "I prefer DER SPIEGEL articles in-depth to short articles in daily newspapers" and "The news format of

DER SPIEGEL is not handy" significantly contribute to the amount of explained variance ($p = 0,038$, $p = 0,028$ and $p = 0,046$). Then, the items of the variable "Self-efficacy" were filled in as predictors. The results indicate that approximately 31,2% of the variance of the variable reading time can be explained by the items of the variable "Self-efficacy" ($R = 0,558$, $R^2 = 0,312$, Adj. $R^2 = 0,243$, $F(6,60) = 4,526$, $p < 0,01$). Here, the item "The readability of DER SPIEGEL is good: I read the paper easily" significantly contributes to the amount of explained variance ($p = 0,014$). Seventy, the items of the variable "Willingness to pay" were filled in as predictors and the results show that they are extremely significant ($R = 0,661$, $R^2 = 0,437$, Adj. $R^2 = 0,401$, $F(4,62) = 12,051$, $p < 0,001$). One can say that the items of the variable "Willingness to pay" explain 43,7% of the variance of the variable reading time. Here, the item "I am willing to pay for news of DER SPIEGEL" significantly contributes to the amount of explained variance ($p = 0,002$). Finally, the items of the variable "Social environment" were filled in. The results indicate that 35,1% of the variance of reading time can be explained by the items of the variable "Social environment". This amount of variation is again extremely significant ($R = 0,593$, $R^2 = 0,351$, Adj. $R^2 = 0,287$, $F(6,60) = 5,417$, $p < 0,001$). Here, the items "In the family I grew up, DER SPIEGEL has an important meaning" and "What I get out of the news in DER SPIEGEL do I use in small talks" significantly contribute to the amount of explained variance ($p = 0,045$ and $p = 0,006$).

When considering the standardized beta values (see Table 4), it is noticeably that the higher the value of beta, the higher is the level of significance. Further, it is obvious that all adjusted R^2 values were lower than R^2 values. This is normal because adjusted R^2 is a modification of R^2 that corrects the number of variables included in the prediction model. Adjusted R^2 will not be discussed in more detail.

4. Discussion

4.1 Conclusion:

This bachelor thesis focused on a model of social cognitive theory to specify the explaining factors of the reading time of the German magazine DER SPIEGEL. The questionnaire's assessment of the scale reliability shows that all values of Cronbach's alpha were high enough for a reliable measurement, so there was no reason to adjust scales by removing items. The results only show a small variability between the items. This indicates that the questionnaire in this study was a good instrument.

In reaction to the research question seven linear regression analyses were conducted, to look which variables explain the reading time. Because of the high scale reliability of the constructs, the mean scores of the items per construct were determined. The results demonstrate that the highest predictor of the variance of reading time is the variable "Surveillance needs". This shows that this sample is mostly attracted by the variable "Surveillance needs". The second highest predictor is the variable "Reading as further education". A possible reason for the first two ranks might be the high level of education in this sample (83,6% have high school level or higher). Next, follow the variables "Willingness to pay", and "Interest in political and social events". We were surprised about the results of the variable "Interest in political and social events", because this variable was only on rank four. This was unexpected, because DER SPIEGEL describes itself as a magazine, which has a main focus on political and social events (see introduction). On rank five and six are the variables "Social Environment" and "News format". Surprisingly, the variable "News format" is on rank 6, because the news format of DER SPIEGEL is an advantage in comparison to daily newspapers. We would have guessed that this variable would have been a stronger predictor. The lowest predictor of the variance of the reading time is the variable "Self-efficacy", which measured if one sees oneself as capable to read DER SPIEGEL.

The results of the eight multiple regression analyses with the items filled in showed that all variables predict the dependent variable, reading time. Thereby, the most significant items are participant's level of education, if one subscribes to DER SPIEGEL, if one learns about society, if one better understands the world, if one's political engagement is awoken, if one thinks that there are indepth articles, if one prefers indepth articles, if it is not a handy format, if it has a good readability, if one is willing to pay, if the magazine has an important role in one's family and what one gets out of DER SPIEGEL one can use in small talks.

The explaining factors of the reading time of DER SPIEGEL tested on social cognitive theory

Nearly all variables are extremely significant. Only the variable self-efficacy indicates a highly significant result.

4.2 Limitations of the present study:

Of course, some limitations of this study should be acknowledged.

In our view they are twofold. First, snowball sampling unfortunately introduces bias, because the technique itself reduces the likelihood that the sample will represent a good cross section from the population. Here, only people with internet access, the ability to surf in the internet and volunteer bias participated (for more disadvantages of web questionnaires, see Wright, 2005). Furthermore, when comparing the socio-demographics of this sample with a study conducted by DER SPIEGEL, following results of the age distribution are of importance: In our sample much more participants were "25 or under", while in the study conducted by DER SPIEGEL this age group was much lower (29 or under: 21,3%). As already mentioned, in this sample older people are underrepresented. When looking at the level of education it is noticeably that in our sample, as in the study conducted by DER SPIEGEL, there are more educated people than less educated people. But people, who have the certificate of secondary school, are in this sample underrepresented. Therefore, conclusions have to be made with reservation. Second, criticism can also be presented when looking at the summarized reading time. In this sample the reading time on one edition of DER SPIEGEL (88 minutes) lies beyond average (141 minutes). Probably, this is the case because subscribers and non-subscribers of DER SPIEGEL could participate.

4.3 Suggestions for further research:

The primary focus of this research concerned the explaining factors of reading time of DER SPIEGEL. The results obtained allow much further research:

In further research in this field it might be very insightful to compare responses of subscribers of DER SPIEGEL with responses of non-subscribers. Further, one also should let people participate, who don't have internet access. Future research with a representative respondent group could avert this problem. Another suggestion is that more questions about the content of DER SPIEGEL are needed. Then, of course, further investigations are needed before we can know with any certainty what exactly attracts readers to read DER SPIEGEL and what information they retain. A last remark for further research is that complementary, it

would be very useful to do qualitative research to investigate a broader focus. The explaining factors of DER SPIEGEL cannot be entirely understood or evaluated only via a web based questionnaire. There is a subjective, qualitative side of reading DER SPIEGEL that must be considered as well. Consequently, one would receive deeper answers and could test more specific influencing factors.

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Appendix A: Introduction to the study and final questionnaire

Hi! I am Sarah Niedermeier, studying psychology at the Universiteit Twente in Enschede. I ask you to take part in this survey for my bachelor thesis. The purpose of this study is to find the explaining factors of reading the magazine DER SPIEGEL. Please, only take part in this study if you have read DER SPIEGEL at least a few times!

The questionnaire is divided into three parts. First, I ask a few personal questions about you and your reading behavior regarding DER SPIEGEL. In part two, a few statements are given. Please, specify your level of agreement or disagreement. In the last part, there are again a few statements. Here you are asked to specify your interest. The completion of this session will take approximately 15 minutes. Your responses will be anonymous.

In the end of the questionnaire you have got the option to fill in your email-address to receive more information about the study when it is finished.

Please answer the questions as honest as possible.

Thank you very much for your participation! Have fun!

Final Questionnaire:

Socio-demographic factors:
What is your age?
What is your gender?
What is the highest level of education you have completed?
Do you subscribe to DER SPIEGEL?
Do you subscribe to a daily newspaper?

DER SPIEGEL reading time:
How often do you read DER SPIEGEL?

Reading as further education:
For me reading DER SPIEGEL means lifelong learning.
I think reading DER SPIEGEL means to learn.
I read DER SPIEGEL to improve my general knowledge.
Readers of DER SPIEGEL know more.
By reading DER SPIEGEL I want to learn about society.
I learn a lot by reading DER SPIEGEL.

Surveillance needs:
By reading DER SPIEGEL I want know what's going on in the world.
By reading DER SPIEGEL I better understand the world.
The news in DER SPIEGEL informs me about daily life.

By reading DER SPIEGEL I want to keep up with politics.
By reading DER SPIEGEL I want to be informed about international news.
Reading DER SPIEGEL helps me to understand more about financial and economic developments.

Interest in political and social events:
Does reading DER SPIEGEL satisfy your political interest?
Does reading DER SPIEGEL satisfy your social interest in social events?
Would you say that DER SPIEGEL awakes your political engagement?
Would you say that DER SPIEGEL has a distinctive reputation for revealing political misconduct?
Would you say that DER SPIEGEL has a distinctive reputation for revealing scandals?

News format:
Regarding the news format of DER SPIEGEL the articles are comfortable to read.
I would say that DER SPIEGEL has in-depth articles.
DER SPIEGEL gives a quick overview of the news.
I prefer DER SPIEGEL articles in-depth to short articles in daily newspapers.
The news format of DER SPIEGEL is not handy.

Self-efficacy:
Reading DER SPIEGEL costs me a lot of energy.
It is so interesting to read DER SPIEGEL.
By reading DER SPIEGEL I can get a lot of information in a short period of time.
The topics in DER SPIEGEL are so condensed that it's easy for me to be quickly up-to-date.
The readability of DER SPIEGEL is good: I read the paper easily.
Most times the news in DER SPIEGEL is too complicated to read.

Willingness to pay:
It is useless to pay for news of DER SPIEGEL.
I am willing to pay for news of DER SPIEGEL.
Qualitatively, DER SPIEGEL gives what it promises.
I am absolutely willing to pay for DER SPIEGEL, because I am well informed in a short time.

Social environment:
I see people around me reading DER SPIEGEL frequently.
In the family I grew up, DER SPIEGEL has an important meaning.
What I get out of the news in DER SPIEGEL do I use in small talks.
People I respect advise me to read DER SPIEGEL.
Each time after reading another edition of DER SPIEGEL I know more about world affairs.
DER SPIEGEL gives good information about other cultures.

Appendix B: Sample results of Cronbach's alpha

Reading as further education (6)

Reliabilitätsstatistiken

Cronbachs Alpha	Anzahl der Items
,872	6

Surveillance needs (6)

Reliabilitätsstatistiken

Cronbachs Alpha	Anzahl der Items
,880	6

Interest in political and social events (5)

Reliabilitätsstatistiken

Cronbachs Alpha	Anzahl der Items
,838	5

News format (5)

Reliabilitätsstatistiken

Cronbachs Alpha	Anzahl der Items
,773	5

```
[RECODE NotHandyDSformat (1=5) (2=4) (3=3) (4=2) (5=1)]
```

Self-efficacy (6)

Reliabilitätsstatistiken

Cronbachs Alpha	Anzahl der Items
,783	6

```
[RECODE CostsAlotOfEnergy TooComplicatedToRead (1=5) (2=4) (3=3) (4=2)
(5=1)]
```

Willingness to pay (4)

Reliabilitätsstatistiken

Cronbachs Alpha	Anzahl der Items
,765	4

```
[RECODE UselessToPay (1=5) (2=4) (3=3) (4=2) (5=1)]
```

Social environment (6)

Reliabilitätsstatistiken

Cronbachs Alpha	Anzahl der Items
,781	6

Appendix C: Sample results of linear regression analyses

Dependent variable: Reading time
Independent variable: Mean score of reading as further education

Modellzusammenfassung

Modell	R	R-Quadrat	Korrigiertes R-Quadrat	Standardfehler des Schätzers
1	,542[a]	,294	,283	1,43115

a. Einflußvariablen : (Konstante), ReadingAsFurtherEducation

ANOVA[b]

Modell		Quadratsumme	df	Mittel der Quadrate	F	Sig.
1	Regression	55,495	1	55,495	27,094	,000[a]
	Nicht standardisierte Residuen	133,132	65	2,048		
	Gesamt	188,627	66			

a. Einflußvariablen : (Konstante), ReadingAsFurtherEducation

b. Abhängige Variable: ReadingTime

Dependent variable: Reading time
Independent variable: Mean score of surveillance needs

Modellzusammenfassung

Modell	R	R-Quadrat	Korrigiertes R-Quadrat	Standardfehler des Schätzers
1	,614[a]	,377	,367	1,34479

a. Einflußvariablen : (Konstante), SurveillanceNeeds

ANOVA[b]

Modell		Quadratsumme	df	Mittel der Quadrate	F	Sig.
1	Regression	71,077	1	71,077	39,303	,000[a]
	Nicht standardisierte Residuen	117,550	65	1,808		
	Gesamt	188,627	66			

a. Einflußvariablen : (Konstante), SurveillanceNeeds

b. Abhängige Variable: ReadingTime

The explaining factors of the reading time of DER SPIEGEL tested on social cognitive theory

Dependent variable: Reading time
Independent variable: Mean score of interest in political and social events

Modellzusammenfassung

Modell	R	R-Quadrat	Korrigiertes R-Quadrat	Standardfehler des Schätzers
1	,486[a]	,236	,224	1,48923

a. Einflußvariablen : (Konstante), InterestinPoliticalandSocialEvents

ANOVA[b]

Modell		Quadratsumme	df	Mittel der Quadrate	F	Sig.
1	Regression	44,470	1	44,470	20,052	,000[a]
	Nicht standardisierte Residuen	144,157	65	2,218		
	Gesamt	188,627	66			

a. Einflußvariablen : (Konstante), InterestinPoliticalandSocialEvents

b. Abhängige Variable: ReadingTime

Dependent variable: Reading time
Independent variable: Mean score of news format

Modellzusammenfassung

Modell	R	R-Quadrat	Korrigiertes R-Quadrat	Standardfehler des Schätzers
1	,415[a]	,173	,160	1,54956

a. Einflußvariablen : (Konstante), NewsFormat

ANOVA[b]

Modell		Quadratsumme	df	Mittel der Quadrate	F	Sig.
1	Regression	32,552	1	32,552	13,557	,000[a]
	Nicht standardisierte Residuen	156,075	65	2,401		
	Gesamt	188,627	66			

a. Einflußvariablen : (Konstante), NewsFormat

b. Abhängige Variable: ReadingTime

The explaining factors of the reading time of DER SPIEGEL tested on social cognitive theory

Dependent variable: Reading time
Independent variable: Mean score of self-efficacy

Modellzusammenfassung

Modell	R	R-Quadrat	Korrigiertes R-Quadrat	Standardfehler des Schätzers
1	,353[a]	,124	,111	1,59414

a. Einflußvariablen : (Konstante), Selfefficacy

ANOVA[b]

Modell		Quadratsumme	df	Mittel der Quadrate	F	Sig.
1	Regression	23,443	1	23,443	9,225	,003[a]
	Nicht standardisierte Residuen	165,184	65	2,541		
	Gesamt	188,627	66			

a. Einflußvariablen : (Konstante), Selfefficacy

b. Abhängige Variable: ReadingTime

Dependent variable: Reading time
Independent variable: Mean score of willingness to pay

Modellzusammenfassung

Modell	R	R-Quadrat	Korrigiertes R-Quadrat	Standardfehler des Schätzers
1	,510[a]	,260	,249	1,46542

a. Einflußvariablen : (Konstante), WillingnessToPay

ANOVA[b]

Modell		Quadratsumme	df	Mittel der Quadrate	F	Sig.
1	Regression	49,043	1	49,043	22,838	,000[a]
	Nicht standardisierte Residuen	139,584	65	2,147		
	Gesamt	188,627	66			

a. Einflußvariablen : (Konstante), WillingnessToPay

b. Abhängige Variable: ReadingTime

The explaining factors of the reading time of DER SPIEGEL tested on social cognitive theory

Dependent variable: Reading time
Independent variable: Mean score of social environment

Modellzusammenfassung

Modell	R	R-Quadrat	Korrigiertes R-Quadrat	Standardfehler des Schätzers
1	,448[a]	,201	,189	1,52264

a. Einflußvariablen : (Konstante), SocialEnvironment

ANOVA[b]

Modell		Quadratsumme	df	Mittel der Quadrate	F	Sig.
1	Regression	37,928	1	37,928	16,359	,000[a]
	Nicht standardisierte Residuen	150,699	65	2,318		
	Gesamt	188,627	66			

a. Einflußvariablen : (Konstante), SocialEnvironment

b. Abhängige Variable: ReadingTime

The explaining factors of the reading time of DER SPIEGEL tested on social cognitive theory

Appendix D: Sample results of multiple linear regression analyses

Dependent variable: Reading time
Independent variable: Socio-demographics

Modellzusammenfassung

Modell	R	R-Quadrat	Korrigiertes R-Quadrat	Standardfehler des Schätzers
1	,598[a]	,357	,305	1,40957

a. Einflußvariablen : (Konstante), SubscriptionWeeklyNewspaper, Gender, LevelEducation, SubscriptionSpiegel, Age

ANOVA[b]

Modell		Quadratsumme	df	Mittel der Quadrate	F	Sig.
1	Regression	67,426	5	13,485	6,787	,000[a]
	Nicht standardisierte Residuen	121,201	61	1,987		
	Gesamt	188,627	66			

a. Einflußvariablen : (Konstante), SubscriptionWeeklyNewspaper, Gender, LevelEducation, SubscriptionSpiegel, Age

b. Abhängige Variable: ReadingTime

Koeffizienten[a]

Modell		Nicht standardisierte Koeffizienten		Standardisierte Koeffizienten	T	Sig.
		RegressionskoeffizientB	Standardfehler	Beta		
1	(Konstante)	4,834	1,452		3,330	,001
	Age	-,030	,198	-,017	-,153	,879
	Gender	,168	,354	,050	,473	,638
	LevelEducation	,385	,189	,214	2,031	,047
	SubscriptionSpiegel	-1,923	,405	-,524	-4,742	,000
	SubscriptionWeeklyNewspaper	-,295	,374	-,083	-,789	,433

a. Abhängige Variable: ReadingTime

The explaining factors of the reading time of DER SPIEGEL tested on social cognitive theory

Dependent variable: Reading time
Independent variable: Reading as further education

Modellzusammenfassung

Modell	R	R-Quadrat	Korrigiertes R-Quadrat	Standardfehler des Schätzers
— 1	,641[a]	,412	,353	1,36017

a. Einflußvariablen : (Konstante), ILearnAlot, LearnAboutSociety, DSReaderKnowMore, LifelongLearning, ImproveGeneralKnowledge, ReadingDSmeansToLearn

ANOVA[b]

Modell		Quadratsumme	df	Mittel der Quadrate	F	Sig.
1	Regression	77,623	6	12,937	6,993	,000[a]
	Nicht standardisierte Residuen	111,004	60	1,850		
	Gesamt	188,627	66			

a. Einflußvariablen : (Konstante), ILearnAlot, LearnAboutSociety, DSReaderKnowMore, LifelongLearning, ImproveGeneralKnowledge, ReadingDSmeansToLearn
b. Abhängige Variable: ReadingTime

Koeffizienten[a]

Modell		Nicht standardisierte Koeffizienten		Standardisierte Koeffizienten		
		RegressionskoeffizientB	Standardfehler	Beta	T	Sig.
1	(Konstante)	-,452	,711		-,636	,527
	LifelongLearning	,164	,217	,110	,757	,452
	ReadingDSmeansToLearn	-,340	,233	-,214	-1,457	,150
	ImproveGeneralKnowledge	-,112	,207	-,078	-,542	,590
	DSReaderKnowMore	,206	,195	,140	1,056	,295
	LearnAboutSociety	,597	,177	,444	3,364	,001
	ILearnAlot	,475	,272	,286	1,742	,087

a. Abhängige Variable: ReadingTime

The explaining factors of the reading time of DER SPIEGEL tested on social cognitive theory

Dependent variable: Reading time
Independent variable: Surveillance needs

Modellzusammenfassung

Modell	R	R-Quadrat	Korrigiertes R-Quadrat	Standardfehler des Schätzers
1	,651[a]	,424	,366	1,34589

a. Einflußvariablen : (Konstante), UnderstandMoreAboutFinancialAndEconomicDevelopments, InformsMeAboutDailyLife, knowWhatsGoingOn, WantToKeepUpWithPolitics, IbetterUnderstandTheWorld, InformedAboutInternationalNews

ANOVA[b]

Modell		Quadratsumme	df	Mittel der Quadrate	F	Sig.
1	Regression	79,941	6	13,324	7,355	,000[a]
	Nicht standardisierte Residuen	108,686	60	1,811		
	Gesamt	188,627	66			

a. Einflußvariablen : (Konstante), UnderstandMoreAboutFinancialAndEconomicDevelopments, InformsMeAboutDailyLife, knowWhatsGoingOn, WantToKeepUpWithPolitics, IbetterUnderstandTheWorld, InformedAboutInternationalNews
b. Abhängige Variable: ReadingTime

Koeffizienten[a]

Modell		Nicht standardisierte Koeffizienten		Standardisierte Koeffizienten		
		RegressionskoeffizientB	Standardfehler	Beta	T	Sig.
1	(Konstante)	-1,468	,850		-1,727	,089
	knowWhatsGoingOn	,406	,270	,221	1,505	,138
	IbetterUnderstandTheWorld	,489	,242	,316	2,024	,047
	InformsMeAboutDailyLife	,100	,203	,064	,491	,625
	WantToKeepUpWithPolitics	,317	,194	,225	1,630	,108
	InformedAboutInternationalNews	-,136	,307	-,079	-,444	,659
	UnderstandMoreAboutFinancialAndEconomicDevelopments	,042	,233	,024	,178	,859

a. Abhängige Variable: ReadingTime

The explaining factors of the reading time of DER SPIEGEL tested on social cognitive theory

Dependent variable: Reading time
Independent variable: Interest in political and social events

Modellzusammenfassung

Modell	R	R-Quadrat	Korrigiertes R-Quadrat	Standardfehler des Schätzers
1	,547[a]	,299	,242	1,47233

a. Einflußvariablen : (Konstante), DistinctiveReputationForRevealingScandals,
SatisfySocialInterestinSocialEvents, SatisfyYourPoliticalInterest, AwakesPoliticalEngagement,
DistinctiveReputationForRevealingPoliticalMisconduct

ANOVA[b]

Modell		Quadratsumme	df	Mittel der Quadrate	F	Sig.
1	Regression	56,393	5	11,279	5,203	,000[a]
	Nicht standardisierte Residuen	132,234	61	2,168		
	Gesamt	188,627	66			

a. Einflußvariablen : (Konstante), DistinctiveReputationForRevealingScandals,
SatisfySocialInterestinSocialEvents, SatisfyYourPoliticalInterest, AwakesPoliticalEngagement,
DistinctiveReputationForRevealingPoliticalMisconduct
b. Abhängige Variable: ReadingTime

Koeffizienten[a]

Modell		Nicht standardisierte Koeffizienten		Standardisierte Koeffizienten	T	Sig.
		RegressionskoeffizientB	Standardfehler	Beta		
1	(Konstante)	-,302	,875		-,345	,731
	SatisfyYourPoliticalInterest	,172	,245	,093	,702	,485
	SatisfySocialInterestinSocialEvents	,266	,247	,142	1,075	,287
	AwakesPoliticalEngagement	,498	,181	,365	2,751	,008
	DistinctiveReputationForRevealingPoliticalMisconduct	,468	,316	,280	1,482	,143
	DistinctiveReputationForRevealingScandals	-,360	,310	-,229	-1,164	,249

a. Abhängige Variable: ReadingTime

The explaining factors of the reading time of DER SPIEGEL tested on social cognitive theory

Dependent variable: Reading time
Independent variable: News format

Modellzusammenfassung

Modell	R	R-Quadrat	Korrigiertes R-Quadrat	Standardfehler des Schätzers
— 1	,584[a]	,341	,287	1,42709

a. Einflußvariablen : (Konstante), NotHandyDSformat, PreferIndepthsArticles, IndepthsArticles,

NewsFormatArticlesAreComfortable, QuickOverviewOfNews

ANOVA[b]

Modell		Quadratsumme	df	Mittel der Quadrate	F	Sig.
1	Regression	64,395	5	12,879	6,324	,000[a]
	Nicht standardisierte Residuen	124,232	61	2,037		
	Gesamt	188,627	66			

a. Einflußvariablen : (Konstante), NotHandyDSformat, PreferIndepthsArticles, IndepthsArticles,

NewsFormatArticlesAreComfortable, QuickOverviewOfNews

b. Abhängige Variable: ReadingTime

Koeffizienten[a]

Modell		Nicht standardisierte Koeffizienten		Standardisierte Koeffizienten	T	Sig.
		RegressionskoeffizientB	Standardfehler	Beta		
1	(Konstante)	-1,234	,936		-1,319	,192
	NewsFormatArticlesAreComfortable	-,205	,237	-,115	-,867	,389
	IndepthsArticles	,502	,236	,261	2,126	,038
	QuickOverviewOfNews	,095	,179	,073	,534	,595
	PreferIndepthsArticles	,377	,168	,271	2,247	,028
	NotHandyDSformat	,399	,196	,260	2,039	,046

a. Abhängige Variable: ReadingTime

The explaining factors of the reading time of DER SPIEGEL tested on social cognitive theory

Dependent variable: Reading time
Independent variable: Self-efficacy

Modellzusammenfassung

Modell	R	R-Quadrat	Korrigiertes R-Quadrat	Standardfehler des Schätzers
1	,558[a]	,312	,243	1,47114

a. Einflußvariablen : (Konstante), GoodReadability, CostsAlotOfEnergy, SoInteresting,

condensedArticlesQuicklyUpToDate, TooComplicatedToRead, AlotOfInformationInShortPeriodOfTime

ANOVA[b]

Modell		Quadratsumme	df	Mittel der Quadrate	F	Sig.
1	Regression	58,772	6	9,795	4,526	,001[a]
	Nicht standardisierte Residuen	129,855	60	2,164		
	Gesamt	188,627	66			

a. Einflußvariablen : (Konstante), TooComplicatedToRead, condensedArticlesQuicklyUpToDate,

CostsAlotOfEnergy, SoInteresting, GoodReadability, AlotOfInformationInShortPeriodOfTime

b. Abhängige Variable: ReadingTime

Koeffizienten[a]

Modell		Nicht standardisierte Koeffizienten		Standardisierte Koeffizienten	T	Sig.
		RegressionskoeffizientB	Standardfehler	Beta		
1	(Konstante)	-1,614	1,113		-1,451	,152
	CostsAlotOfEnergy	-,264	,200	-,157	-1,320	,192
	SoInteresting	,392	,232	,214	1,692	,096
	AlotOfInformationInShortPeriodOfTime	-,363	,216	-,259	-1,677	,099
	condensedArticlesQuicklyUpToDate	,401	,223	,259	1,795	,078
	GoodReadability	,695	,275	,342	2,525	,014
	TooComplicatedToRead	,317	,269	,169	1,180	,242

a. Abhängige Variable: ReadingTime

The explaining factors of the reading time of DER SPIEGEL tested on social cognitive theory

Dependent variable: Reading time
Independent variable: Willingness to pay

Modellzusammenfassung

Modell	R	R-Quadrat	Korrigiertes R-Quadrat	Standardfehler des Schätzers
1	,661[a]	,437	,401	1,30830

a. Einflußvariablen : (Konstante), AbsolutelyWillingToPayMeansWellInformed, UselessToPay,

QualitativelyDSgivesWhatItPromises, WillingToPay

ANOVA[b]

Modell		Quadratsumme	df	Mittel der Quadrate	F	Sig.
1	Regression	82,505	4	20,626	12,051	,000[a]
	Nicht standardisierte Residuen	106,122	62	1,712		
	Gesamt	188,627	66			

a. Einflußvariablen : (Konstante), AbsolutelyWillingToPayMeansWellInformed, UselessToPay,

QualitativelyDSgivesWhatItPromises, WillingToPay

b. Abhängige Variable: ReadingTime

Koeffizienten[a]

Modell		Nicht standardisierte Koeffizienten		Standardisierte Koeffizienten	T	Sig.
		RegressionskoeffizientB	Standardfehler	Beta		
1	(Konstante)	-,297	,784		-,378	,707
	UselessToPay	,241	,151	,169	1,590	,117
	WillingToPay	,650	,198	,468	3,276	,002
	QualitativelyDSgivesWhatItPromises	-,084	,230	-,043	-,365	,716
	AbsolutelyWillingToPayMeansWellInformed	,220	,179	,174	1,232	,222

a. Abhängige Variable: ReadingTime

The explaining factors of the reading time of DER SPIEGEL tested on social cognitive theory

Dependent variable: Reading time
Independent variable: Social environment

Modellzusammenfassung

Modell	R	R-Quadrat	Korrigiertes R-Quadrat	Standardfehler des Schätzers
1	,593[a]	,351	,287	1,42799

a. Einflußvariablen : (Konstante), GoodInformationAboutOtherCultures, SeePeopleAroundMeReadingDS,

WhatIgetOutofDSIcanUseInSmallTalks, InMyFamilyDShasImportantMeaning, KnowMoreAboutWorldAffairs,

PeopleIrespectadvizeReadingDS

ANOVA[b]

Modell		Quadratsumme	df	Mittel der Quadrate	F	Sig.
1	Regression	66,277	6	11,046	5,417	,000[a]
	Nicht standardisierte Residuen	122,350	60	2,039		
	Gesamt	188,627	66			

a. Einflußvariablen : (Konstante), GoodInformationAboutOtherCultures, SeePeopleAroundMeReadingDS,

WhatIgetOutofDSIcanUseInSmallTalks, InMyFamilyDShasImportantMeaning, KnowMoreAboutWorldAffairs,

PeopleIrespectadvizeReadingDS

b. Abhängige Variable: ReadingTime

Koeffizienten[a]

Modell		Nicht standardisierte Koeffizienten		Standardisierte Koeffizienten	T	Sig.
		RegressionskoeffizientB	Standardfehler	Beta		
1	(Konstante)	-1,176	,955		-1,232	,223
	SeePeopleAroundMeReadingDS	-,096	,182	-,065	-,529	,599
	InMyFamilyDShasImportantMeaning	,318	,155	,259	2,048	,045
	WhatIgetOutofDSIcanUseInSmallTalks	,520	,183	,360	2,839	,006
	PeopleIrespectadvizeReadingDS	-,273	,177	-,223	-1,547	,127
	KnowMoreAboutWorldAffairs	,469	,272	,225	1,727	,089
	GoodInformationAboutOtherCultures	,266	,213	,166	1,251	,216

a. Abhängige Variable: ReadingTime