

Analysis of Articles Related to Electronic Books: A Descriptive Content Analysis Study in Turkey Context

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Abstract

The present study aimed to review the articles published in Turkey on electronic books. In the study, descriptive content analysis method was employed. In the study, national databases such as Ulakbim-UVT, Asos Index, Turkish Education Index (TEI) and international databases such as ERIC, DOAJ, EBSCO, Google Scholar and past issues of educational and social sciences journals in Web of Science (WOS) as of 2017 were searched with “e-book, electronic book, z-book, digital book” keywords both in English and Turkish. Forty-three articles that were accessed in the search were analyzed using the article classification form. The data were analyzed using frequencies and percentages. In the present study research, it was determined that the majority of the articles on e-books were on the "determination of perception, attitude and views" in e-books, the highest number of publications was published in 2013 and 2014, and the studies were mostly authored by a single scientist. Furthermore, it was determined that the authors preferred the “literature review” method, most articles lacked a “research question” in most studies where a sample was set, the data were collected from “undergraduate” students and “random sampling” was preferred. It was also determined that the "frequency" and "percentage" techniques were the most used techniques in data analysis.

Keywords: E-Book, Digital Book, Reading Habit, Digital Publishing, Content Analysis.

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Introduction

Reading can be defined as acquiring information by assigning meanings to written or printed symbols. It is a necessity today to understand various texts and visuals displayed on computers, mobile phones, televisions and other digital devices. Every development and change in social life affect reading skills as well as the readers. The rapid advances in computer and internet technologies enable individuals to fulfill reading habits and to perform cultural activities easily on these devices. "In the past, the information shared in printed products such as books, magazines, and newspapers now disseminated through instruments such as computers, television, radio, and video. In particular, instruments such as computers and the Internet facilitate the production, dissemination and use of information" (Duran & Alevli, 2014, p.1). Nobody could have imagined years ago that letters and telegraphs would be replaced with e-mail, or even invitations or condolences would be communicated on this medium. Today, letters - even if they could not completely replace letters on paper - are sent via electronic mail with new functions and features. Similarly, newspapers, magazines, and even books are produced so that they could be read on the screen, not on paper. Therefore, people now need skills in reading electronic texts.

Literature Review

In today's world, which is blended with technology, individuals tend to use computer screens and internet to get the news, research, have fun, learn, improve themselves, and to maintain life-long learning. This results in the need to transfer printed sources, primarily the books, and newspapers and magazines to electronic media. In order to improve the reading habit, which is indispensable for cultural development and social progress, it is absolutely necessary to utilize the electronic media, essential in this age and time, and to transfer the reading materials to the electronic medium, in other words, to digitize these resources. Today, therefore, several classical literary works, current newspapers or art magazines could be accessed online or on other electronic sources and could be read in electronic format.

Books could be read at any time and place by transferring the content into an electronic medium. An electronic copy of a book or the version written in electronic medium is called an e-book. The fact that not every electronic text read on a computer could be defined as an e-book is a natural consequence of the above definition. To consider a text as an e-book, it should include software generated functions that facilitate reading (voiceover, ability to change the font, and the font size, etc.) and rich text properties (in-text search, references supported by hyperlinks, taking notes, bookmarks, etc.). It should also be accessible, viewable and usable not only with computers but also with other reading instruments (e-book readers, mobile phones, and multifunction tablet computers such as iPad and Android devices, etc.)" (Onder, 2011, p.99). E-books created by digitizing or producing one or more books electronically perform their functions on the same medium. In short, e-books are

publications designed for electronic media. E-books provide various advantages for the author, publisher and the reader when compared to printed books. In electronic media, "topics could be supported with visual and auditory elements such as sound, music and images besides the text. It is possible to take notes on different sections or mark a section and access the different parts of the e-book that would require to read for hours with a printed book by conducting a search." (Soydan, 2012, p.391). E-books, provide writers, publishers and readers savings in cost, time and space, and accessibility. So to say, e-books are not an alternative to printed books, but strengthen reading habits by providing facilities to implement printed book reading habits such as taking notes, marking and underlining more easily.

Individuals increasingly read on screens; and thus, the demand for e-books has continuously increased, and reading act acquired a technological dimension. "Today, screen reading spreads rapidly among children and young adults. In a study conducted by the Book Industry Study Group in the US, it was found that 47% of young readers used computer screens, 32% used Amazon Kindle (e-book), 21% used the iPhone and iPod Touch, and 9% used phone screens to read" (Gunes, 2016, p.6). The increasing use of electronic devices for reading and other purposes is also of interest to the publishing industry. The fact that the main theme of the Frankfurt Book Fair, which is the oldest global book and publishing show and organized with the participation of about 7500 publishers from 111 countries between October 2010 & October 2010, was "digital publishing and electronic book" (Onder, 2011) provides clues for the future of e-publishing.

There is no consensus in the literature on whether e-books are beneficial or detrimental. Walton (2007) stated that he could answer the question on whether e-books are better or worse than printed books by both yes and no. E-books are better because they are digitized, portable, searchable and scalable. They are worse because they strain the eyes, difficult to read, and are dependent on the computer screen" (cited by Ongoz, 2011, p.1). Based on the literature, the advantages and disadvantages of e-books could be summarized as follows: The advantages of e-books over printed books are updatability, portability, ease of printing, distribution, access and archiving and textual operations and multimedia support provided by the software used to read e-books (Isık, 2013, p. 398). In addition, "they are eco-friendly, make it easier for authors to promote their work, and could be read in darkness without bothering others on laptops and e-readers that are self-illuminated. On the other hand, there is no internationally accepted standard for publishing e-books, thus, several different incompatible publications could be created." (Ardito, 2000, Mahajan & Chakravarty, 2007, Jung & Lim, 2009; Onder, 2010 cited by Ongoz, 2001, p. 1). According to Isık (2013, p. 399), "certain individual reading habits, reading difficulties, lack of sufficient number of e-books on different topics, lack of individual skills in using technological tools and software, and inadequate e-books" limit the use of e-books.

Significant findings were obtained in the literature on whether the readers preferred printed or electronic books and their attitudes towards reading e-books: According to a study by Goodwyn (2014), "although teachers do not have a positive attitude towards e-books, students find them "cool". In a study on e-books conducted by Huang, Liang and Chiu (2013), it was determined that students had a positive attitude towards reading e-books. The fact that e-books were welcomed by students could provide a response to the question as to what should be done to improve children's reading habits. In a study conducted by Suell et al. (2013), it was found that e-book readers were more competitive when compared to print book readers. Furthermore, in a study by Hamer and McGrath (2010), it was found that students were more focused on the text on the screen than the paper manuscripts" (cited by Celik, 2015, p. 275). Similarly, according to the findings reported in a study by Grimshaw et al. (2007), "students who read e-books read longer than the printed book readers. It was considered that this finding was due to the increase in motivation when reading e-books due to their unique features. It was also observed that students who use e-books are more likely to refer to dictionaries. Scientific studies demonstrated that the e-books had positive effects on learning, providing advantages such as flexibility, accessibility and ease of distribution in the learning-teaching process" (Johnson et al., 2010; Lim & Hew, 2014 cited by Yildirim, 2014, p.16). On the other hand, several studies argued that readers prefer printed books in daily life and education. Abdullah and Gibb (2008, p. 603) stated that this was based on the habit of reading on paper, and e-books become attractive when they offer facilities such as ability to search in the text. According to Woody et al. (2010, p. 947), students still preferred to read printed books, even if they have access to technology at all times and anywhere. It was also discussed that whether the level of comprehension was higher on paper when compared to electronic media (Bastug & Keskin, 2012, Dundar & Akcayir, 2012, Gunes, 2016, Keskin, Bastug & Atmaca, 2016). Despite all the facts mentioned above, studies in the literature estimate that e-books will be a part of everyday life and educational environments in the future (Grant, 2004, 2011, Eryaman, 2007; Moody, 2010, Onkoz, 2011, Roskos et al., 2011; Segers, 2009; Ozturk & Can, 2013; Yamac & Ozturk, 2019). The most important reason for this is the capacity of the new generation to easily and intensively use the devices and internet access that are necessary to read e-books. Considering that the use of e-books would increase in the future, it is undoubtedly important to improve e-book technology, to solve design and content problems in educational material and to design e-books in international standards as information resources and an instrument of reading culture.

The e-book is a prevalent phenomenon that attracts attention and widely contemplated since the technology shapes daily life and educational, scientific and cultural activities. Similar to everywhere else on the world, e-books are also published in Turkey on various topics. E-books that have been used in various fields after the e-book (z-book) versions of textbooks in the field of education, and the publication of e-book versions of scientific resources became a systematically

monitored phenomenon after digitalization of the library archives and presentation of these archives in the e-book format. Articles, theses, and reports that include research results on e-books are available in the literature and their numbers are increasing. Electronic resource use and e-reading skills are becoming increasingly important. On the other hand, there are very few content analyses studies that compile the studies related to electronic sources and books and reveal the status of the literature on this subject. Thus, it was observed that there is only one content analysis on the trends and other characteristics of studies conducted on e-book phenomenon in Turkey. Except the study by Alpkiray and Samur (2017) that was a content analysis about e-books there are no other studies in the literature. In this study, it was determined that 33 different theses about e-books were prepared by 2016. It was also observed that the theses aimed to determine the effect of reading comprehension, achievement and attitude especially on e-books. Since there is only 1 research on the subject of e-book studies, content analysis of e-book related articles is required. The content analysis to be carried out is valuable as it will reveal the situation regarding the quality and quantity of the studies on the subject.

In this study aimed to review the articles published in Turkey on electronic books. In this direction, following research questions were determined:

1. How the articles published in Turkey on e-books are distributed based on their subjects?
2. How the articles published in Turkey on e-books are distributed based on the year of publication?
3. How the articles published in Turkey on e-books are distributed based on the number of authors and institutions / universities?
4. How the articles published in Turkey on e-books are distributed based on research questions?
5. How the articles published in Turkey on e-books are distributed based on research methods and designs?
6. How the articles published in Turkey on e-books are distributed based on sampling properties?
7. How the articles published in Turkey on e-books are distributed based on data collection instruments and analysis methods?

Method

In the present study, content analysis method, which is commonly used in social sciences and qualitative research, was used. Content analysis is a systematic, reproducible technique where certain words in a text are summarized with smaller content categories using codes according to certain rules" (Buyukozturk et al., 2013, p.250). "The basic process in content analysis is to group similar data under

certain concepts and themes and to interpret them in a comprehensible manner" (Yildirim & Simsek, 2011, p. 227). In other words, content analysis assists the researcher to examine and evaluate the literature in a certain scientific field. Calik and Sozbilir discussed content analysis under three topics: meta-analysis, meta-synthesis (thematic content analysis) and descriptive content analysis. The present study contained a process suitable for descriptive content analysis since it aimed to provide information about trends related to research on e-books. "Descriptive content analysis is a systematic study that examines the studies conducted on a specific subject and evaluates the trends and the results of these studies in a descriptive dimension" (Calik & Sozbilir, 2014, p.34).

Data Collection Process

The data source of the present study included articles on e-books published in Turkish journals that are indexed until July 2017 in national and international databases. The e-book concept has been in demand due to the increasing use of internet-enabled mobile technologies in social life and in educational environment (FATIH project, etc.). Therefore, in the research, has tried to determine e-book related articles published until July 2017 in Turkey based on data sources and keywords. Related articles were scanned using Turkish and English keywords (electronic books, e-books, z-books, digital books) that were determined with expert opinion (in the fields of Turkish Language and Communications) in national databases such as Ulakbim-UVT, Asos Index, Turkish Education Index (TEI) and international databases such as ERIC, DOAJ, EBSCO, Google Scholar and search engines, as well as the past issues of Turkish education and social sciences journals indexed in WOS* and the electronic copies of the related articles were downloaded. The scanning process on the specified databases was carried out between 20 June and 10 July 2017. As a result of the screening, the article was found mostly with the keywords "e-book and electronic book", the other keywords were seen in a limited number of publications. During the screening, 27 electronic or digital reading (level, reading comprehension, attitude) articles were also found. These publications were not included in the analysis process because they were not directly related to e-book material. An article pool was constructed with the obtained articles on e-books. The articles by foreign authors that were published in Turkish journals were also included in the article pool. Furthermore, when considering the translated articles in the analysis of translator/author institution/university, the original authors of the article were considered. The search conducted with the keywords that were determined based on the study objective yielded 43 articles.

* Based on the number of citations and publications in ULAKBIM, WOS Scientific Journals with Turkish addresses list (October 2016).

Data Collection Tool

In the present study, an article classification form was used. The form developed by Sozibilir and Kutu (2008) was rearranged based on the objective and content of the study by the researcher and the Articles on E-Books Classification Form was designed. Views of Turkish language education, communications and measurement-evaluation specialists were obtained to determine the validity of the form. Some items in the form were amended in line with the views on the draft form. A pilot scheme was run with five randomly selected articles using the draft form. To test the reliability of the form following the pilot study, the agreement (agreement + disagreement) among the evaluators (n = 3) was examined. Evaluation forms were compared to determine the disagreements between evaluators and the missing and weak points in the classifications were identified. The problems that arose due to the classification of the forms and the data were corrected based on the expert views and the form was finalized. In the article classification form; "What is the subject of the article? What is the number of authors and in which institution does the author work? Is there a research question in the article? How was the method and design of the article?, How determined the sampling of the article?, What are the data collection tools and data analysis methods of the article?" there are 7 essay questions. The articles were coded by the researcher through this form.

Data Analysis

In the present study, articles on e-books published in Turkey were classified and analyzed under nine categories. The data were assessed based on the steps determined by the content analysis method. Content analysis is a process that progresses through coding, classification-description and description-classification of collected data based on the research objectives (Glesne, 2012). In content analysis, "the basic process is to group similar data within the framework of certain concepts and themes and to interpret them by organizing them in a comprehensive manner" (Yildirim & Simsek, 2008, p.27).

Thus, in the analysis process, each data source (article) was classified by the author based on the article subject, year of publication, number of authors, universities of the authors, research questions, research methods and designs, sampling, data collection instruments and data analysis methods. The data was coded with SPSS 16.0 software. Initially, data on the properties of the data source (title, author(s), year of publication, journal of publication, volume and issue nos., the institute of employment of the author(s), number of research questions / hypotheses, etc.) were entered and then the subject, method and design, sample properties, data collection instruments and data analysis methods were identified. In these steps, it was observed that in certain articles there were no descriptive information on research questions, methodology, sampling, data collection instruments and analysis methods. Field experts were consulted about the data coded by the researcher. After the consensus was reached, the analysis was performed. Thus, the validity of the data was tried to be

ensured. Data coded with SPSS were interpreted with descriptive analysis techniques using frequencies and percentages. Findings were presented in tables.

Results

The findings obtained with the analysis of 43 articles on electronic books published in Turkish in scientific journals that are indexed national and international databases and search engines were examined under nine subtopics. The analysis results were as follows:

Subject Areas

When the articles authored on the e-books were classified based on subject areas, it was observed that the majority of the articles were on "perception, attitude and views" [11 (25.6%)]. These were followed by articles on "use and preference status" [7 (16.3%)], "instructional material status" [5 (11.6%)], "publishing" [6 (13.9%)], "conversion of literary works to e-books" [4 (9.3%)], "preparation, design and technology" [3 (6.9%)]I "as a source of information" [3 (6.9%)] and "effect and cost analysis "[2 (4.6%)]. Furthermore, it was determined that there was only 1 (2.3) article on e-book reading devices and post-graduate studies.

Table 1. Distribution of articles on e-books based on their subjects

Subject	f	%
<i>Perception, attitude and view on e-book use</i> (Dagtas, 2013; Duran & Ertugrul, 2012; Gunes & Kırmızı Susar, 2014; Ozturk & Can, 2013; Varol et al. 2014; Yalman, 2014; Yalman, 2015 etc.)	11	25.6
<i>Use and preference of e-books</i> (Cumaoglu et al., 2013; Kocak et al., 2016; Ongoz & Baki, 2010; Tosun, 2014 etc.)	7	16.3
<i>E-books as education material</i> (Isik, 2013; Kara & Kes, 2016; Zor & Kiriscan, 2016 etc.)	5	11.6
<i>E-book publishing</i> (Bozkurt & Bozkaya, 2013; Onder, 2011; Zivkovic, 2008 etc.)	6	13.9
<i>Conversion of literary works to e-books</i> (Aydogan, 2014; Gasouka et al., 2014; Gönen & Uyanık Balat, 2002 etc.)	4	9.3
<i>E-book preparation, design and technology</i> (Anameric, 2014; Bayter, 2009; Rukanci & Anameriç, 2003)	3	6.9
<i>E-books as a source of information</i> (Agaoglu, 2013; Kilickaya & Krajka, 2015; Ongoz, 2013).	3	6.9
<i>Effect and cost analysis on reading e-books</i> (Altinpulluk et al., 2016; Dundar & Akcayir, 2012)	2	4.6
<i>Theses on e-books</i> (Alpkiray & Samur, 2017)	1	2.3
<i>E-book reader devices</i> (Ozen & Orcanli, 2013)	1	2.3
Total	43	100

Years of Publication

When the articles authored on e-books were examined based on the year of publication, it was observed that the first publication dated back to the year 2000. Assessment of the articles based on the

year of publication demonstrated that the maximum number of articles was published in 2013 [8 (18.6%)] and 2014 [7 (16.3%)]. In the following years, the same increase was partially sustained, and it was found that 7 (16.3%) articles were published in 2016 and 6 (13.9%) articles were published in 2015. Furthermore, articles on e-books were observed more frequently between 2009 and 2016 in the literature.

Table 2. Distribution of articles on e-books based on the year of publication

Year of Publication	<i>f</i>	%
2000	1	2.3
2002	1	2.3
2003	1	2.3
2008	1	2.3
2009	3	6.9
2010	1	2.3
2011	2	5.1
2012	3	6.9
2013	8	18.6
2014	7	16.3
2015	6	13.9
2016	7	16.3
2017	2	2.3
Total	43	100

Number of Authors

It was determined that the articles reviewed in the present study were mostly written by a single [21 (48.8%)] or two authors [15 (34.9%)]. There were not articles authored by several authors except those written by three (9.3%) and four et al. (6.9%) authors and it was observed that mostly one or two scientists authored the articles on e-books.

Table 3. Distribution of articles on e-books based on the number of authors

Number of authors	<i>f</i>	%
One	21	48.8
Two	15	34.9
Three	4	9.3
Four et al.	3	6.9
Total	43	100

Authors' University / Institution of Employment

When the articles reviewed in the study were classified based on the authors' university and other institution of employment, the fact that certain articles were written by several authors was noted. When the articles were examined based on the institutions / universities of employment of the authors, it was determined that researchers from 27 domestic and 3 foreign universities, 1 Ministry of Culture and Tourism personnel, 2 Ministry of Education, 1 member of the Turkish Armed Forces and 1 bibliographer authored articles on e-books.

When the articles were assessed based on the universities, it was determined that the highest number of articles on e-books were published by Atatürk and Anadolu University ($f = 4$). It was followed by Ankara and Erzincan University ($f = 3$) and 8 universities that included Bartın, Dicle, Gazi and Hacettepe universities with two articles each and 15 universities with a single article.

Table 4. Distribution of articles on e-books based on universities

Universities	<i>f</i>
Anadolu	4
Atatürk	4
Ankara	3
Erzincan	3
Bartın	2
Dicle	2
Gazi	2
Hacettepe	2
Fırat	2
Karadeniz Teknik	2
Pamukkale	2
Trakya	2
Akdeniz	1
Bahçeşehir	1
Batman	1
Çankırı Karatekin	1
Dokuz Eylül	1
Giresun	1
İstanbul Kültür	1
Kırıkkale	1
Marmara	1
Mehmet Akif Ersoy	1
Sakarya	1
Süleyman Demirel	1
Uşak	1
Yeditepe	1
Niğde	1

It has been determined that 3 articles reviewed in the study were written by foreign authors employed by universities abroad. It was observed that these articles were written by authors who were employed by universities in Poland, Greece and Croatia.

Table 5. Distribution of foreign articles on e-books based on the university of origin

Foreign Universities	<i>f</i>
Marie Curie-Skłodowska University, Poland	1
Aegean University Rhodes, Greece	1
Zagreb University, Croatia	1

It was determined that 5 authors who wrote articles on e-books were employed by institutions other than universities or retired.

Table 6. Distribution of articles on e-books based on institutions

Institutions	<i>f</i>
Ministry of Culture and Tourism	1
Ministry of Education	2
Turkish Armed Forces	1
Retired Bibliographer	1

Research Questions

It was determined that a significant number of articles [35 (81.4%)] did not contain any research questions when the questions that reflected the research problem(s) in the articles on e-books were analyzed. Among the articles that included research questions, it was determined that 1 article included 5 research questions, 2 articles included 4, 2 articles included 3, 2 articles included 2 and 1 article included 1 research question.

Table 7. Distribution of articles on e-books based on number of research questions

Number of questions	None	1	2	3	4	5	Total
<i>f</i>	35	1	2	2	2	1	43
%	81.4	2.3	4.6	4.6	4.6	2.3	100

Research Method and Design

When the articles written on e-books were examined based on the applied methods and designs, it was determined that authors utilized literature review method the most [23 (53.5%)]. This was followed by descriptive survey (16.3%) and phenomenological (16.3%) methodologies. Furthermore, it was observed that quantitative studies (23.2%) were preferred more than qualitative studies (11.2%). Descriptive survey (16.3%) was the most used design in quantitative research, whereas the most used design in qualitative research was phenomenology (16.3%). Two articles were authored with a design that contained both quantitative and qualitative methods.

Table 8. Distribution of articles on e-books based on research methods and designs

Research Method	Design	<i>f</i>	%	
Quantitative	Empirical	Quasi-Experimental	2	4.6
	Non-empirical	Descriptive Survey	7	16.3
		Scale Development	1	2.3
		Subtotal	10	23.2
Qualitative	Phenomenological	7	16.3	
	Document Review	1	2.3	
	Subtotal	5	11.2	
Literature Review	Literature	23	53.5	
Qualitative + Quantitative	Mixed	2	4.6	
Total		43	100	

Sample Properties

The sample properties of the articles written on e-books were analyzed and the findings obtained based on the sample level, size and determination method are presented below. However, due to the fact that a significant number of the articles on e-books were literature reviews, the sample properties were not disclosed in the respective studies. The sample properties of such articles are given within the other / unspecified category. Examination of the sample properties revealed that mostly undergraduate students were preferred as subjects.

Table 9. Distribution of articles on e-books based on sampling level

Level	Middle School (5-8)	Secondary Education/High School	Undergraduate	Graduate	Teacher	Faculty Members	Other/Undefined	Total
<i>f</i>	2	2	8	2	3	2	24	43
%	4.6	4.6	18.6	4.6	6.9	4.6	55.8	100

In the articles that included information about the sample size, the studies with a sample size 101 and 200 (11.2%) were the majority, followed by the articles with a sample size between 201-500 (9.3%), 1 and 20, and 501 and over (6.9%). Two articles had a sample size of 21-50 and another two articles had a sample size of 51-100.

Table 10. Distribution of articles on e-books based on sample size

Sample size	<i>f</i>	%
1-20	3	6.9
21-50	2	4.6
51-100	2	4.6
101-200	5	11.2
201-500	4	9.3
501 or higher	3	6.9
Other/Unidentified	24	55.8
Total	43	100

When the reviewed articles were examined by the sampling method utilized in the study, it was determined that mostly random sampling (20.9%) was preferred in articles where the sampling method was identified, followed by purposive sampling (6.9%) and convenience sampling (6.9%). However, a significant number of examined articles ($f = 28$) did not identify the sampling method used.

Table 11. Distribution of articles on e-books based on sampling method

Sampling Method	<i>f</i>	%
Random	9	20.9
Convenience	3	6.9
Purposive	3	6.9
Other / Unidentified	28	65.1
Total	43	100

Data Collection Instruments

The most utilized data collection instruments in articles on e-books were documents (51.1%), followed by questionnaires (18.6%), interview forms (18.6%), attitude and style scales (9.3%). It was observed that the achievement tests (2.3%) were used the least based on the number of empirical studies. Two articles used other scales that included fill in the blank questions and rubrics.

Table 12. Distribution of articles on e-books based on data collection instruments

Data Collection Instruments	Attitude and Style Scale	Achievement Test	Survey	Interview Form	Document
<i>f</i>	4	1	8	8	22
%	9.3	2.3	18.6	18.6	51.1

Data Analysis Methods

When the distribution of the articles on e-books was examined based on the utilized data analysis methods, it was determined that the quantitative methods of frequency and percentage analysis (16.3%) were implemented the most in the studies that identified the analysis method used. This method was followed by qualitative content analysis (18.6%), quantitative mean and standard deviation (9.3%) and non-parametric tests (6.9%). Furthermore, it was determined that quantitative methods of factor analysis, t-test and one-way analysis of variance (ANOVA) and qualitative methods of descriptive and metaphor analysis were also used. Most of the examined articles (53.5%) did not contain any information on data analysis method. Another important issue in data analysis methods utilized in published articles on e-books was the fact that mostly quantitative methods (41.8%) were preferred.

Table 13. Distribution of articles on e-books based on data analysis methods

Data Analysis Methods		<i>f</i>	%
Descriptive	Frequency/Percentage	7	16.3
	Mean/Standard Deviation	4	9.3
Quantitative	Non-parametric tests	3	6.9
	Factor Analysis	1	2.3
	Predictive		
	t test	2	4.6
	ANOVA	1	2.3
Subtotal		18	41.8
Qualitative	Qualitative		
	Content Analysis	8	18.6
	Descriptive Analysis	1	2.3
	Metaphor Analysis	1	2.3
Subtotal		7	16.3
Unidentified	-	23	53.5

Discussion, Conclusion and Recommendations

The fact that the number of articles reviewed in the present study was limited to 43 could be explained by the fact that Turkey was not acquainted with e-books and the problems in the subject still prevail. However, it could be anticipated based on current developments that an increasing number of e-books would be published and new scientific studies on e-books would be conducted.

When the articles on e-books were classified based on their subjects, it was observed that "perception, attitude and views" was the most prominent topic. It would be appropriate to prioritize the determination of the approach to e-book technology that would provide a new dimension to our habits of reading and acquiring knowledge. "Development of positive attitudes towards reading among students allows them to read continuously and support reading habits" (Gunes & Kirmizi, 2014,

p.201). Furthermore, findings that the reading material is effective on reading attitudes support the determination of the attitudes and views about e-books. In a study by Alpkiray and Samur (2017, p.16) on graduate theses, it was determined that the prominent topic among the theses conducted on e-books was the effectiveness of e-books (on achievement and attitudes). In a study conducted by Anwarul (2013) on the effect of digital media on reading attitudes and habits, it was demonstrated that reading attitudes and habits varied based on the reading material and on-screen reading had a positive effect on reading attitudes. It is also known that the features of the book read were influential on reading interests, attitudes and habits (Argan et al., 2008).

The second most prevalent subject in articles related to e-books was the "use and preference" of e-books. Opportunities to select the text to read could be provided to improve the interest in and motivation about reading (Pecjak & Kosir, 2008; Verhoeven & Snow, 2001). Thus, it is important to know the reading preferences and create reading opportunities accordingly (Nolen, 2007 cited by Karadag, 2014, p.3). Knowing readers' reading preferences would enable more qualified use of e-books in determination of the needs in using e-books. Hence, studies on e-book publishing and on-screen reading should consider studies on e-book utilization preferences. In a study by Alpkiray and Samur (2017), it was determined that "e-book use" was among the most preferred subjects in theses on e-books.

The next preferred subject was the quality of e-books as "instructional material". Textbooks, which are the most important material in instructional process, were converted into e-books in accordance with the requirements and opportunities of the digital age. "The use of e-book materials for educational purposes based on the concept of electronic learning, became an indispensable element of education systems today" (Kara & Kes, 2016, p.193). Other topics preferred in the articles on e-books were "publishing", "conversion of literary works to e-books", "preparation, design and technology", "e-books as a source of information", "effect and cost analysis", "e-book reading tools" and "postgraduate theses". When the distribution of the topics of the reviewed articles is examined, it could be observed that the problems such as e-book publishing, reading technologies, reading comprehension and habits were not adequately scrutinized yet, and therefore it could be deduced further multidimensional studies are needed to investigate e-book technologies and material.

The distribution of the articles on e-books based on the year of publication demonstrated that the first publication was published in 2000 and the highest number of articles were published in 2013 and 2014. The abovementioned FATIH project, which is one of the most fundamental and comprehensive educational movements in Turkish educational history was effective on the increase observed in the number of published articles in 2013. Because electronic manuscripts and books began to be used in educational environment and the publishing sector started to provide services in this field. Furthermore, education supported by interactive media (such as EITN, Vitamin, etc.) and the

services provided by state institutions on electronic media (such as e-School, e-Government and e-Pulse) could be considered as the reasons for the increase in on-screen reading and interest in e-books during this period. Furthermore, increasing popularity of Internet-enabled and computer-enabled smartphones was another factor that supported the trend for prevalent e-book use. The analysis conducted by Kincal and Korkmaz (2015, p. 80) on articles on media literacy demonstrated that the high number of articles published in the abovementioned period proved that the conditions of the said period were suitable. In the following years, the same impetus was partially sustained, and it was found that 7 articles were published in 2016 and 6 articles were published in 2015. Furthermore, articles on e-books were observed more frequently between 2009 and 2016 in the literature. Similarly, the number of post-graduate theses on e-books also increased after 2013 (Alpkiray & Samur, 2017, p.15). It was determined that the majority of the articles authored on e-book were written by a single author, and a significant number of these articles were written by two authors. It was determined that there were not several publications written by several authors except for articles authored by three and five authors and it could be argued that mostly one or two authors wrote articles on e-books.

In a content analysis conducted by Saban et al. (2010, p.130) on studies conducted with qualitative research method, it was determined that studies were mostly written by single and two authors and studies written by several authors were very few. The content analysis conducted by Akaydin and Cecen (2015, p.193) on articles that scrutinized reading skills, it was determined that papers were mostly written by a single author and by two authors. Similarly, in a content analysis conducted by Bicer (2017, p.240), it was identified that the articles were mainly authored by a single or two writers and Varisoglu, Sahin and Goktas determined that they were mainly written by one or two authors. This finding could be due to the fact that most researchers were concerned about the criteria of producing single-authored studies to be appointed as an assistant professor or a faculty member and the field of research requires scrutiny with the field-specific approaches of different scholars in the fields of educational sciences, communications, language and literature. On the other hand, it could be argued that researchers preferred to work with graduate students for the studies with two authors, and it is widely accepted that such publications should not be considered as papers with multiple authors.

The analysis conducted on the institutions and universities where the authors of the reviewed articles were employed demonstrated that these institutions included 30 different universities, the Ministry of Culture, Ministry of Education and the Turkish Armed. Furthermore, the fact that a retired bibliographer also authored an article on this issue indicated that the e-book phenomenon influenced individuals of all ages and was an interest for all layers of the society. When the articles were examined based on the university of publication, it was observed that the highest number of papers on e-books were published by Atatürk and Anadolu University. This finding could be explained by the fact that Anadolu University has the largest open and distance learning faculty (Open Education

Faculty) in Turkey. The e-learning applications that started with the delivery of the pdf versions of the textbooks to the students on the Internet by Open Education Faculty after 2000 are still in use today in a versatile manner. It is possible to follow in the literature the projects that include open access e-book services and production of interactive material to increase the quality of learning in Anadolu University (Erdogdu, 2016; Erolta & Kayabas, 2015; Mutlu, Korkut ve Yılmaz, 2006). Atatürk and Anadolu University was followed by Ankara, Erzincan and 8 universities including Bartın, Dicle, Gazi and Hacettepe universities with two articles each and 15 other universities with single article. Furthermore, researchers from three different universities abroad published articles on e-books in Turkey. It was observed that these articles were written by authors that were employed in universities in Poland, Greece and Croatia.

When the research questions of the articles were examined, it was determined that a significant number of the articles did not contain any research questions. This could be explained by the fact that majority of the papers were literature and document reviews. However, even in the case of literature reviews, it is widely accepted that the question, hypothesis or problem statement should be determined in every research to enforce the research method and to interpret the findings accurately, since "the research problem should be written in the form of a question. The problem statement should be clear, the topic should be completely specified, it should be adequate, and should be able to limit the topic. The problem statement does not only aim to demonstrate the topic, but sheds light on the methodology and the stages of the research" (Kaptan, 1973, p. 112).

In the articles that included research questions, 1 had 5, 2 had 4, 2 had 3, 2 had 2 and 1 had 1 research questions. In an analysis conducted by Akaydin and Cecen (2015), it was determined that mostly 1 research question was utilized and in another similar study conducted by Goktas et al. (2012), the number of articles with a single research question/hypothesis outnumbered other articles. Yagmur Sahin et al. (2013) determined that most studies included a single research question in their study.

When the articles were evaluated based on the methodology, it was determined that the researchers conducted their studies mostly with the literature review method. In a content analysis conducted by Donmez and Gundogdu (2016) on theses, it was found that a significant majority of the studies were conducted with the literature review method. In a study by Erdem (2011), the articles published in Turkey between 2005 and 2006 were analyzed and it was found that 21% of the articles were literature reviews. The literature review method was followed by descriptive survey and phenomenological studies. It was also observed that quantitative studies were preferred more than qualitative studies. According to the findings in the literature, qualitative studies were more preferred than qualitative researches since the latter takes more time to complete (Arik & Turkmen, 2009), and require to be in the field and research the topic in depth (Ekiz, 2009). Furthermore, faster data

collection and easy interpretation could be seen as another reason for higher number of quantitative studies.

Descriptive surveys were the most used design in quantitative research, while the most used design was phenomenology in qualitative research. In the studies conducted by Varisoglu, et al. (2013) and Karadag (2010), it was determined that surveys were the preferred design in quantitative studies. Similarly, Yalcin et al. (2009) observed that the survey design was utilized the most when they examined the articles published in an educational sciences journal. Two articles on e-books were conducted with a design that included both quantitative and qualitative methods. It is noteworthy that only a few studies were conducted with the mixed method. There is widespread agreement that the quality of research would increase with the use of mixed methods and the level of validity and reliability of the results would increase (Sozbilir & Kutu, 2008).

Since a significant number of articles on e-books were literature reviews, the sampling details were not disclosed in the studies. When the sampling levels of the studies excluding the literature reviews were examined, it was observed that mostly graduate students were preferred. Thus, it could be argued that the researchers preferred the students that they could access easily. Similarly, in the studies conducted by Alper and Gulbahar (2009), Ozan and Kose (2014) and Goktas et al. (2012), it was determined that mostly undergraduate students were preferred as subjects in the papers. In the present study, it was also determined that 2 articles were conducted with junior high and high school students, teachers and faculty members. The fact that the rate of sampling excluding the undergraduate students was lower could be attributed to the fact that the process of obtaining an approval for scientific research is long and difficult and the high workload of the faculty members.

When the articles that provided information on the sample size were examined, it was observed that studies with a maximum sample size of 101-200 were followed by studies with a sample size of 201-500, 501 and above and 1-20. Akaydin and Cecen (2015) found that the maximum sample size was between 101 and 300 in the studies they scrutinized. When determining the sample size, it is commonly accepted that "sample sizes smaller than 500 and larger than 30 were adequate for most studies at the 5% significance level" (Altunisik et al., 2012, p. 125). In the present study, two articles had a sample size of 21-50 and another two articles had a sample size of 51-100. A similar finding was observed in a study by Varisoglu et al. (2013) that the sample sizes were mostly in the range of 31-100 in articles.

In the present study, it was determined that the authors preferred random sampling in articles where the sampling method was identified, and this was followed by purposive sampling and convenience sampling methods. In studies by Selcuk et al. (2014) and Akaydin and Cecen (2016), it was demonstrated that mostly random sampling was preferred in the studies they reviewed. Extreme use of random sampling was indicative of its simplicity in determining the sample that could represent

the population. On the other hand, in several studies, it was observed that convenience sampling was the most utilized sampling method (Arik & Turkmen, 2009; Simsek et al., 2008, Varisoglu et al., 2013). Furthermore, a significant number of the reviewed articles did not include information about the utilized sampling method. In a study conducted by Ercan (2014), it was observed that several reviewed studies did not mention the sampling method.

It was determined that mostly documents were used as data collection instruments in articles on e-books. There are several studies in the literature with consistent findings (Bicer, 2017, Donmez & Gundogdu, 2016, Varisoglu et al., 2013). Documents as data collection instruments were followed by surveys, interview forms and attitude and style scales. There are also studies in the literature, which determined that surveys and scales were used in the studies (Goktaş et al., 2012, Erdogan et al., 2009, Ozan & Kose, 2014). This finding that the surveys were preferred in the articles published in Turkey could be explained by the fact that the survey applications are inexpensive, easy and fast (Bas, 2005). It was observed that achievement tests were used the least based on the number of empirical studies. It was found that two articles utilized other scales that featured fill in the blanks and rubric type questions.

When the data analysis methods implemented in the articles were examined, in the articles that declared the utilized analysis method, it was determined that mostly the quantitative methods, frequency and percentage analysis were applied. The findings of the studies conducted by Akaydin and Cecen (2015), Simsek et al. (2009) support this result. In the present study, this method was followed by the qualitative method of content analysis, and quantitative methods of mean and standard deviation and non-parametric tests. Ozan and Kose (2014, p. 128) concluded that the qualitative analysis technique of content analysis was mostly used in papers they reviewed. Furthermore, quantitative methods of factor analysis, t-test and one-way analysis of variance (ANOVA) and qualitative methods of descriptive and metaphoric analysis were also used. Data analysis method findings of the present study were supported by the findings of studies by Selcuk et al. (2014), Arik and Turkmen (2009) and Hsu (2005). It could be argued that in the selection of the analysis method in the articles that declared an analysis method, attention was paid on the number of variables and the magnitude of the tested properties between the variables, the ease in constructing the research and in interpreting the results. The majority of the analyzed articles did not state a data analysis method.

It was observed that there are insufficient number of studies on e-book phenomenon and technology, and its relationship with reading skills have. However, another important point in data analysis methods of published articles on e-books is the preference of quantitative methods in a higher number of articles. Thus, the low number of papers that utilized qualitative research methods was significant. It is clear that research that focus on the topics that were not studied extensively, utilize qualitative data collection techniques, and multidisciplinary research that correlates different fields are

required to build theoretical knowledge on the phenomenon and the related field on firm ground (Akaydin & Cecen, 2015, p.195).

In conclusion, it was determined that the majority of the articles on e-books mostly aimed to determine the "perceptions, attitudes and views" towards e-books, the highest number of publications were published in 2013 and 2014, the studies were mostly authored by a single writer the publications were mostly conducted in Atatürk and Anadolu University. Furthermore, it was determined that literature review methodology was preferred in the majority of the articles, a significant number of articles did not state a research question, data were collected from undergraduate students in studies that declared a sampling method and random sampling was utilized. As a data analysis method, it was found that frequency and percentage analysis technique was the most frequently used method in the reviewed studies. Thus, several recommendations could be made for similar and related future studies as follows:

- The effects of using e-books as instructional material can be investigated. It may also be useful to use textbooks and other teaching resources as e-books.
- Efforts to explore e-books or digital book technologies that would scrutinize those with relation to reading skills, habits, attitudes and achievements should be increased.
- The reading requirements of children, young adults and adults (length, multimedia elements, audiovisual properties, etc.) should be determined and adequate e-books should be developed.
- While e-books are being designed, the digitalization of classical literary and cultural publications in addition to popular and educational resources should be emphasized.
- Seminars, infomercials and promotional events should be organized to ensure readers of all ages that electronic resources are not an alternative to printed material and that both are significant.

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