

PODCAST USE MOTIVATIONS AND PATTERNS AMONG COLLEGE STUDENTS

by

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Abstract

Despite its increasing use and potential benefits for college education, podcasts have been little studied in the literature of the use and gratifications theory. To explore podcasts use among college students, this study investigated their motivations to use and their use behavior/attitude with respect to the medium. Based on a survey sample of 636 college students at a Midwestern university, this study found that students may have six motivations for podcasts: 1) Voyeurism/Social interaction/Companionship, 2) Entertainment/Relaxation/Arousal, 3) Education/Information, 4) Pastime/Escape, 5) Habit, and 6) Convenience. Of the six identified motivations, Education/Information clearly showed that podcasts have become widely used among students as an appealing medium for their school work. Moreover, as similar as the cellular phone study, this study identified a Fashion motivation for podcasts use. Lastly, this study found and discussed noticeable differences and similarities between podcasts and television regarding users' motivations, the interrelationships among motivations, and the predictive relationships between motivations and use behavior/attitude.

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CHAPTER 1 - Introduction

The word “podcast,” made by combining iPod and broadcast (Notess, 2005), was named the word of the year by the New Oxford American Dictionary in 2005. The podcast is a medium that services a collection of audio or video files that people freely subscribe to via the Internet. If users set up a podcast client program in their computer, the program will automatically receive the newest podcast files. The podcast client programs can be downloaded in every computer operating system for regular subscription. Therefore, audiences who have a podcast client program in their personal devices have to subscribe podcasts on their computers through the Internet first. In addition, the audiences can access the podcast files anywhere because they store podcast files in portable devices.

One advantage to the podcast is that audiences need not concern themselves with the conventional broadcasting schedule (Laing, Wootton, & Irons, 2006). Audiences can listen to or watch the newest version of podcast content whenever they download the podcast file. The Internet has more than 30,000 podcast tracks, and podcast audiences can choose their favorite podcast content from those channels (Puente, 2007). iTunes, a podcast client program, has 16 categories in an online podcast directory: Arts, Business, Comedy, Education, Game & Hobbies, Government & Organizations, Health, Kids & Family, Music, News & Politics, Religion & Spirituality, Science & Medicine, Society & Culture, Sports & Recreation, Technology, and TV & Film.

Because of the convenience and variety of content, podcasts are becoming more and more popular. In 2005, the number of podcast users topped 10 million, and market analysis companies have projected that the total user number will reach 45 to 75 million by 2010 (Klassen & Taylor, 2006). Research shows that 75% of podcast users are male and that 7% of the United

States population regularly accesses podcasts (Palmer, 2006). Thirty percent have said that they listen to less radio since they began accessing podcasts (Hart, 2006). Because of its popularity and increasing user volume, the podcast has begun to appeal to advertisers. National Public Radio is a top podcast provider, selling 10 to 30 second commercials for its podcast programs. Market researchers estimate that advertisers will spend \$300 million on podcast commercials by 2010 (Bruno, 2006; Hampp, 2008).

Educators have also become interested in the potential of podcasting. Some professors at Boston University and Massachusetts Institute of Technology have created podcast files of their lectures because their universities use podcasts to support some courses (Silva, 2006). Purdue, Drexel, Stanford, and Duke universities have begun using the podcast for the educational purpose as well (Tyre, 2005). Students can download podcast files that contain additional lectures or course orientations, a useful technique when they have missed a class, need to catch up in a course, or prepare for tests (Chick, 2007). These examples show that the podcast has potential as educational medium. Because of university efforts and Internet accessibility, university students may be the main user group of the podcast. Most of them use the Internet and get information about podcasting easily; thus, research on podcast users is just as much required as research in other media. Although podcast use is increasing radically, few academic studies have focused on using motivations and patterns (behaviors and attitudes) of podcast users. Most previous approaches have explored technological perspectives of podcasts and examined the media market situation. Even though educators want to use the podcast as an educational medium, finding research measuring the podcast use motivations and patterns for college students is difficult; thus, research is needed to discover (a) what makes college students use the podcast and (b) what is the relationship between podcast using motivations and its effects on

podcast user attitudes and consuming behaviors. The uses and gratifications theory is broadly used to explain people's motivations in selecting media, and the behavioral and attitudinal outcomes of that choice (Severin & Tankard, 1988).

The goal of this study is to explore the relationships between podcast use motivations and user behaviors and attitudes among college students by applying the uses and gratifications theory. This study used the survey method to examine podcast use motivations and patterns among college students at a Midwestern university. As a contribution to the field, this study expects to provide information about college student podcast use to podcast content providers such as university educators. This paper will begin by introducing the uses and gratifications theory in general, then present a review of the literature on the relationships between motivations and patterns for media or content, and finally pose research questions to explore the podcast use of college students.

CHAPTER 2 - Literature Review

Uses and Gratifications Theory

The uses and gratifications theory is based on activity and personal awareness among individuals in relation to media (Katz, Blumler, & Gurevitch, 1974). Researchers have found that audiences choose various media to satisfy their social and psychological needs and to earn more gratification/satisfaction. Each medium has its own function as it relates to audience needs (Katz, Blumler, & Gurevitch, 1974; Rubin, 1983). In the research, studies assume that audiences select their medium and content motivated by their beliefs and feelings about how well the medium satisfies their needs (Palmgreen & Rayburn, 1979; Rayburn, Palmgreen, & Acker, 1984). People have many different needs: information, entertainment, interaction with others, and gaining personal identity, among others (Ang, 1995).

At one time, when people chose their media and programs, other situations and group characters were important in the uses and gratifications research because the uses and gratifications theory focused on explaining the relationship between the audiences' lives and their media consumption (Dimmick, Ramirez, Wang, & Lin, 2007). Reagan (1996) claimed that audience use of a particular medium can operate as a communication tool to others. Galloway and Meek (1981) measured the effect of the gratification expectation on exposure to media. In their research, when gratification was expected to be high due to interaction with the medium, the audience paid more attention to the medium.

Although much research supports the uses and gratifications theory, some researchers have criticized the theory's weaknesses. They have argued that this theory assumed a media consuming situation that was too functional (Bogart, 1965; Lichtenstein & Rosenfeld, 1983). The needs of audiences are not simple; as with eating, drinking, or sleeping, there are many possible

obstacles to media consumption: busy work conditions, channel accessibility, or the effects of other family members on channel choice. Several researchers have pointed out the difficulties of empirical measurement of user gratification because the concepts and operations of gratification are too various (Katz, Blumler, & Gurevitch, 1974). McGuire (1974) also pointed out that people's preferences and persistence for media were hard to measure.

To strengthen the theory, some researchers have used functional alternatives for gratification (Cazeneuve, 1974; Rosengren, 1974). Although there is no fundamental explanation of the reasons audiences choose a particular medium for their gratification, researchers were concerned that an individual medium had its own functional concept. Elliot and Quattlebaum's research (1979) supported this idea and measured the perceptions of ten gratification items for eight media. Moreover, most uses and gratifications research has ignored individual extension, and researchers have noted that the effect of personal gratification sought would be commensurately diminished (Philip, Palmgreen, & Rayburn, 1979).

Motivations in Uses and Gratifications

Most researchers with concerns about the uses and gratifications theory have tried to find the main motivations for specific media. In a case study that examined the gratifications of watching television among British children, Greenberg (1974) asked respondents to write their motivations for watching television and organized their findings into seven motivation clusters: to pass time, to forget, to learn, for arousal, for relaxation, for companionship, and as a habit. After clustering the main motivations, Greenberg claimed that certain media provided more gratification than other media, and that audience motivations were most accessible for particular gratifications.

Rubin (1983) separated motivation, behaviors, and attitudes toward television watching based on two audience types. The first group used television for entertainment and to kill time, and the other group used television to seek information. Rubin defined the motives for watching television as relaxation, companionship, habit, passing time, entertainment, social interaction, arousal, and escape. Each isolated variable could help explain motives for watching television and the uses and gratifications of watching television. Likewise, several researchers have categorized the motivation of the audiences who use various media such as television, radio, newspapers, books, films, and magazines for their gratification with varying results: diversion, personal relationship, personal identity, surveillance, habit, relaxation, learning, arousal, escape, entertainment, and killing time (Greenberg, 1974; McQuail, Blumler, & Brown, 1972; Palmgreen & Rayburn, 1979).

In the communication technology area, researchers have tried to examine different levels of gratification from different media such as the telephone (Dimmick, Patterson, & Sikand, 1996), e-mail (Dimmick, Kline, & Stafford, 2000), cellular phone (Leung & Wei, 2000), and instant messenger programs (Dimmick, Ramirez, Wang, & Lin, 2007; Leung, 2001) based on the uses and gratifications theory. Most communication technology and uses and gratifications related research has attempted to answer broad questions, presenting empirical data on using motivation for specific media (Leung & Wei, 2000). For example, Leung (2001) focused on how college student Internet messenger program chatting behaviors relate to motivations in their new media environment and found that relaxation, entertainment, and fashion are instrumental motives for college student Internet messenger program use. Dobos (1992) investigated effects of communication technologies in the working place with the uses and gratifications and found

that gratification was related to the different communication forms of technology in the working place.

Other research on Internet use found similar motivations for Internet and for television. These studies showed that even though the Internet creates motivations such as information seeking, convenience, and interpersonal utility, the Internet also creates motivations similar to those for watching television: to satisfy entertainment, escape, pass time, and social interaction needs (Ferguson & Perse, 2000; Papacharissi & Rubin, 2000). The uses and gratifications theory has helped researchers find various media use motivations in traditional media and new media; however, the motivations for using podcasts have not yet been studied. Thus, like former studies searching for motivations for using traditional mass media, new media, and communication technologies, this study poses a research question for the podcast use motivation:

RQ1-1: What are salient motivations for podcast use?

RQ1-2: How is each motivation related?

RQ1-3: What additional motivations are there for podcast use?

Behaviors in Uses and Gratifications

In the uses and gratifications theory, motivation from the media affects media consuming behavior (Palmgreen, 1984). This behavior can be measured by the gratification level of the specific medium and by the number of media consuming hours (Lichtenstein & Rosenfeld, 1983; Rubin, 1981; Rubin et al., 1986). Several researchers have measured the gratification level of various media. For example, Elliott and Quattlenbaum (1979) measured ten gratification items for university students in their use of eight media. In this research, each media user showed different gratification levels for the tested medium.

As media technology developed, researchers who focused on the uses and gratifications theory studied various media areas such as television, radio, movie, newspaper, magazine, telephone, and the Internet (Dobos, 1992; Finn, 1997; Greenberg, 1974; Papacharissi & Rubin, 2000; Payne, Severn, & Dozier, 1988). They have found that gratification can motivate people to use different media, and thus, this gratification could measure the gratification level of a specific medium. When people are motivated to use the medium, they are gratified by the consumption. Several researchers measured the relationship between the motivation and the gratification of media consumption, testing the gratification levels of public television, soap operas, and different network news programs. They claimed that the motivations for using various media and content influenced the gratification (Palmgreen & Rayburn, 1979; Palmgreen, Wenner, & Rayburn, 1980; Palmgreen, Wenner, & Rayburn, 1981). Lichtennstein and Rosenfeld (1983) measured media usage and the gratification levels for eight media. In their research, the media projected different images based on their different functions. These functions showed a gap between audience needs and their choice of gratification level.

In researching British children's television viewing motivations and gratifications, Greenberg (1974) found relationships between television viewing motivations and behaviors. Children who were motivated by relaxation and habit were more avid audiences of both violent and nonviolent television programs. However, children who were perceived as being realistic about television's entertainment content were more oriented to violent programs. Also, children who had arousal motivation showed preference to watch violent programs.

According to Rubin's (1983) study of the relationship between television viewing motivations and television viewing levels, viewing levels had positive relationships with entertainment, pastime and habit, companionship, and information motivation; however,

television viewing levels showed a negative relationship with escape motivation. Therefore, the result of Rubin's study (1983) showed that people who were motivated to use media for entertainment, pastime and habit, companionship, and information might watch television more, but escape motivated people to view television less. In line with the first research question, the second research question developed:

RQ2: What is the relationship between podcast use motivation and podcast user behavior: consequent hours of consumption and gratification level?

Attitudes Toward the Podcast

Attitudes are the predispositions to act or feel toward something or someone (Kerby, 1975). In earlier research, Greenberg (1974) demonstrated that their television usage affected how British children perceived the reality of television content and their affinity toward television. To measure correlations with seven television use motivation factors: learning, habit, relaxation, to forget, arousal, companionship, and pastime. Greenberg used four dimensions of attitudes toward television consumption. First, how did the perceived reality of television relate to learning motivation? Second, was the intensity of the child's attachment to television related to habit, forgetting, arousal, or pastime motivations? Third, how frequently did the child report talking with friends and parents about things seen on television? A child with these television viewing motivations wants to talk about television with others, and the child who frequently talks about television may have these motivations. Fourth, how did the child's use of television advertising attitudes relate to learning, habit, relaxation, arousal, and companionship motivations?

Adopting Greenberg's (1974) two attitude variables, Rubin (1979) also noted significant positive correlations between most television viewing motivations and affinity to the television

medium, and perceived content reality both in children and adolescents of a Midwestern public school. In his research, some television use motivation factors (learning, pastime and habit, companionship, forgetting, arousal, and relaxation) showed a significant positive correlation with the affinity level of television and perceived reality level of its content.

In connection with his earlier studies, Rubin (1983) found a relationship between television watching motivation and the attitude for adult audiences. He divided adult audience television attitudes into affinity and realism, as did Greenberg (1974) in his study on British youth, and found support for the conclusion that television use motivation has a relationship with adult audience attitude as well. According to the research, watching television as pastime, habit, or for information, entertainment, or companionship showed a significant relationship with television affinity. Also, two television watching motivations (information and entertainment) showed a significant relationship with television realism. This study will check the relationship between podcast use motivation and podcast user attitudes.

RQ3: What is the relationship between podcast use motivation and podcast user attitudes: affinity and realism?

Therefore, this research will search for salient podcast use motivations and then check the relationship between podcast use motivations and college student podcast use behaviors and attitudes.

CHAPTER 3 - Method

Survey procedure and Sample

For this study, a convenience sample was used. College students at a mid-size Midwestern university during spring semester of 2008 were asked to participate in an online survey, which was conducted from April 21 to 24, 2008. Emails were sent to 13,000 students to solicit participation in the survey. To encourage participation, four iPod shuffles (\$50 value) were announced as prizes in a drawing. Initially, 845 respondents completed the survey, of which responses from 209 participants were discarded because they had no experience with using podcasts. As a result, a total of 636 responses comprised the sample of this study.

All participants signed an informed consent form before participating in an online survey for this study. The average age of the participants was 23. Females composed 42.9% of the sample population and males composed 57.1%. For ethnicity, Caucasians composed 79.6% of the participants, Asian/Pacific Islanders 10.9%, Hispanics 3.0%, African Americans 2.4%, leaving 4.1% other.

For the students' year in school, freshmen composed 13.1% of the total, sophomores 17.7%, juniors 17.7%, seniors 27.1%, graduate students 23.5%, leaving .9% others. For participants' majors, arts and science composed 32.4% of the total, engineering 19.5%, business 12.6%, agriculture 10.7%, human ecology 9.1%, education 8.0%, architecture 5.0%, veterinary medicine 1.3%, aviation .5%, leaving .9% other.

Instrumentation

Use motivations. In the survey, question items for a total of 12 motivations for media use were used, of which 11 motivations were measured using instruments from earlier studies with a slight

wording modification (Greenberg, 1974; Rubin, 1979; Rubin, 1981; Rubin, 1983; Papacharissi & Rubin, 2000; Perse & Rubin, 1988) for television, and the Internet. The 11 motivations were 1) relaxation, 2) companionship, 3) habit, 4) pastime, 5) entertainment, 6) social interaction, 7) information, 8) arousal, 9) escape, 10) convenience, and 11) voyeurism. Earlier studies reported that all of the instruments showed acceptable reliabilities above the conventional Cronbach's Alpha cutoff ($\alpha = .70$).

Additionally, items were added to measure another motivation for podcasts, 12) Education, because college students are most likely to use the medium for their school work. The following three items were used to measure Education motivation: 1) I would use podcasts because it is helpful for my class work, 2) I would use podcasts because I can listen to the lecture when I miss the class, and 3) I would use podcasts because I can use it to prepare tests.

The 12 motivation factors had 3 statements for each, and survey respondents were asked to respond to 36 statements of reasons for using podcasts (see Appendix 1). The statements used a 5-point, Likert-type scale that ranged from "strongly agree" to "strongly disagree." Responses were coded "5" to reflect a salient motivation, and "1" to reflect a non-salient motivation.

In addition, an open-ended question explored additional motivations for college student podcast use other than these 12 motivations: "Please write down any reason you use or would use podcast. You may briefly write answer in words or phrases."

Podcast use behavior and attitude. First, this study measured podcast use behavior, using the average hours of use between the previous weekday and a normal weekday because it is hard for respondents to exactly recall how many hours they spend using podcast. Using a mean value from two kinds of use hours should provide more accurate data (Rubin, 1979). Second, following Lichtenstein and Rosenfeld's (1983) research, gratification level was measured by a manipulated

question: “Do you consider yourself to be a podcast fan?” Respondents chose a level on a 5-point, Lickert-type scale.

Both affinity and realism were measured based on an instrument with a 5-point, Lickert-type scale from Rubin’s (1983) study, in which two indexes including five items each showed acceptable reliabilities (i.e., $\alpha > .70$). For example, this study included two affinity items: “I would rather enjoy podcast than do anything else” and “I could easily do without podcast for several days.” Also, two realism items were included: “Podcast presents things as they really are in life” and “If I heard or watch something on podcast, I can’t be sure it really is that way.” The affinity and realism items were coded so that a “5” shows an extremely positive attitude, while a “1” reflects an extremely negative attitude, and “3” denotes a neutral attitude.

Data analysis technique and procedure

For the research questions 1-1 and 1-2, principal factor analysis was conducted to explore salient podcast motivations and their interrelationships. This analysis identifies audience motivations for media consumption for various purposes such as information, entertainment, social utility, and personal identity (Katz, Blumler, & Gurevitch, 1974). Principal factor analysis is preferred over common factor analysis when the research question summarizes most of the original information (variance) in a minimum number of factors for prediction (Hair, Anderson, Tatham, & Black, 1998).

The traditional Latent root criterion was used, and factors with more than one eigenvalue were retained. To arrive at a final factor solution that would allow clear interpretation, the oblique rotation method was used in accordance with the interrelated nature among media use motivations (Comrey & Lee, 1992; Rubin, 1983). In addition, the final factor solution was derived so that each of the items loads highly on only one factor; a cutoff size of factor loading

was set to .55, which shows more practical significance of the loading in interpreting the factor matrix than the conventional minimum size (.3) of loading (Hair, Anderson, Tatham, & Black, 1998).

For research question 1-3, the 12 motivations in this study were used as a coding scheme to explore additional motivations in podcast use. Answers from the open-ended question were first categorized into their corresponding motivations to find any additional motivation in responses that did not fit into the 12 motivations.

In addition, multiple regression analysis (simultaneous enter) was conducted for research question 2 to explore the predictive relationships between motivations and use behavior and research question 3 to explore the predictive relationships between motivations and attitudes. In doing so, summated scales were constructed for identified motivation factors, based on items with factor loadings higher than .55 and close to the cutoff (e.g., .53; see Table 2). Similarly, summated indexes were devised for the two attitude constructs: affinity and realism. Reliability of summated indexes for identified motivations and attitudes was assessed using Cronbach's Alpha and are reported in Table 2 and in the discussion of results. Finally, the statistical program SPSS 13 version was used to conduct all of the statistical analyses in this study.

CHAPTER 4 - Results

Descriptive statistics

Table 1 shows the mean and standard deviation values on 36 items for the 12 motivations, 1 item for gratification level, and 10 items for the two attitudes, affinity and realism. Convenience statements had the highest group mean (4.03), and among the three items, Convenience (2), “I use podcasts because it’s free,” recorded the highest mean (4.20) among all of the items. On the other hand, Voyeurism item statements showed the lowest group mean (2.21), and Voyeurism item (3) had the lowest mean (1.80) of all of the items. In addition, analysis of the average hours spent on podcast for use behavior showed that 50.5% of the participants use podcast less than 1 hour per day, 33.7% of the participants use podcasts between 1 hour and 2 hours, 10.1% use podcast between 2 hours and 3 hours, 4.9% use podcast between 3 hours and 4 hours, and .8% use podcast more than 4 hours.

Podcast use motivations and their interrelationships

Research question 1-1 explores salient motivations in podcast use. Using the oblique rotation method, the initial factor solution was produced, with six factors having eigenvalues higher than one. However, the initial solution was plagued by cross-loadings where the following six items loaded highly (i.e., above the cutoff value of .55) on two factors simultaneously: Relaxation (3), Entertainment (3), Companionship (2) and (3), Convenience (2), and Voyeurism (1). With these six items deleted from analysis, the final factor solution was obtained, with no cross-loadings, allowing a clearer interpretation. This final factor solution produced six factors with eigenvalues higher than one, and these factors combined explained 57.98% of the total variance (see Table 2).

Factor 1 (Voyeurism/Social interaction/Companionship) showed an eigenvalue of 7.22 and explained 24.08% of the common variance. Two voyeurism and social interaction items and each escape and companionship item were related. Factor 2 (Entertainment/Relaxation/Arousal) showed an eigenvalue of 3.19 and accounted for 10.64% of the common variance. Two entertainment and relaxation items and three arousal items were highly loaded on this factor. Factor 3 (Education/Information) showed an eigenvalue of 2.71 and accounted for 9.05% of the common variance. Three Education and Information items combined on this factor. Factor 4 (Pastime/Escape) showed an eigenvalue of 1.91 and accounted for 6.38% of the common variance. Three pastime and two escape items were associated with this factor. Factor 5 (Habit) showed an eigenvalue of 1.27 and accounted for 4.23% of the common variance. Three habit items combined on this factor. Factor 6 (Convenience) showed an eigenvalue of 1.08 and accounted for 3.67% of the common variance. Two convenience items combined on this factor.

At a glance, Factor 1 (Voyeurism/Social interaction/Companionship) looked perplexing because it seemed to be an amalgam of three distinct motivations. A possible characterization of Factor 1 was that it is a combination of motivations related to interactions with other people through podcast. On the other hand, the other factors could be interpreted to be individual and personal without respect to interactions with others. Except for Factor 1 (Voyeurism/Social interaction/Companionship), theoretically related motivations were grouped in three other factors: Factor 2 (Entertainment/Relaxation/Arousal), Factor 3 (Education/Information), and Factor 4 (Pastime/Escape). In addition, Factor 5 (Habit) and Factor 6 (Convenience) stood out clearly.

Research question 1-2 explores the interrelationships among motivations for podcast use. Table 3 shows the results of bivariate correlation analyses of the six motivations. According to

the results, Voyeurism/Social interaction/Companionship motivation was moderately associated with Pastime/Escape ($r = .47, p < .001$), Entertainment/Relaxation/Arousal ($r = .30, p < .001$), and Habit ($r = .34, p < .001$). However, the same motivation was weakly associated with Education/Information ($r = .22, p < .001$), and it had a negligible association with Convenience ($r = .10, p < .05$).

Entertainment/Relaxation/Arousal motivation had moderate sizes of correlations ranging from $r = .41, p < .001$ to $r = .43, p < .001$ with three motivations, Pastime/Escape, Habit, and Convenience, but a negligible correlation less than .10 with Education/Information.

Education/Information motivation was negligibly associated with Pastime/Escape and weakly related with Habit and Convenience. Also, Pastime/Escape motivation factor was moderately associated with Habit and Convenience. Finally, Habit motivation was moderately associated with Convenience as well.

Overall, the findings suggested that the six motivations in podcast use are interrelated, although a lack of strong correlations (i.e., $r > .70$) among them indicated the distinct nature of each motivation.

Research question 1-3 explores additional motivations that college students may have for using podcast. The 636 participants provided a total of 815 answers to the open-ended question. Of the total answers, 99% were categorized and tabulated into the 12 motivation coding scheme. Specifically, 27.4% of the total answers fit into Entertainment motivation, such as “To listen to music,” and “Mainly for entertainment.” About 25.1% were categorized into Convenience motivation, such as “Fast and easy to use,” and “Portability and time efficiency.” Additionally, 22.1% fit into Education motivation, such as “Listen to the recorded lectures,” “Have used podcasts for courses,” and “To review before a test.” Information motivation such as “To keep

up with the news and events of the day,” and “Great place to find niche information,” fit another 19.0% of the total answers, followed by Social interaction motivation like “Communication with friends,” and “To communicate with my German friend” (2.1%) and Pastime motivation such as “To pass the time away,” and “When bored” (1.1%). Lastly, 2.2% of the total answers were categorized into other motivations. However, one new motivation was found in 1% of the total answers that did not fit into any of the 12 motivations. The additional motivation was labeled Fashion. Answers such as “using podcast as a fashion and to look cool,” were categorized into Fashion motivation.

Podcast use motivations as predictors of podcast use behaviors

Research question 2 explores the predictive relationships between podcast use motivations and podcast use behaviors. Two multiple regression analyses were conducted, using the six motivations as predictors and hours of use as criterion variable for one and gratification level as criterion variable for the other. In preparation for data analysis, a summated scale was constructed for each of the six motivation factors. For each scale, items with factor loadings higher than the cutoff point (.55) or close to it (e.g., .53) were selected and averaged (see Table 2). Of the six summated scales for the motivation factors, four showed high and acceptable reliabilities based on Cronbach’s Alpha: Voyeurism/Social interaction/Companionship ($\alpha = .85$), Entertainment/Relaxation/Arousal ($\alpha = .84$), Education/Information ($\alpha = .76$), and Pastime/Escape ($\alpha = .82$). In addition, the other two scales showed reliabilities slightly below the minimal cutoff point of .70: Habit ($\alpha = .66$) and Convenience ($\alpha = .62$).

Table 4 displays the results of regression analysis between the six motivations and hours of use. Entertainment/Relaxation/Arousal motivation had the strongest regression coefficient (β

= .29, $p < .001$) for use hours, although the size was still moderate, followed by Voyeurism/Social interaction/Companionship ($\beta = .24, p < .001$). This result shows that these two motivations are salient predictors for increasing the hours of podcast use. However, the other four motivations registered insignificant and negligible coefficients (i.e., practically zero). In addition, these six motivations combined explained about one-fifth of variance in hours of use: *Adjusted R*² = .19, $p < .001$.

The results of the regression analysis between the six motivations and podcast gratification level are presented in Table 4. Entertainment/Relaxation/Arousal motivation showed the strongest regression coefficient ($\beta = .34, p < .001$) with podcast gratification level, although it was still moderate, followed by Education/Information ($\beta = .18, p < .001$) and Convenience ($\beta = .12, p < .01$) motivations with small regression coefficients with podcast gratification level. Thus, Entertainment/Relaxation/Arousal motivation was the most salient predictor. Except for these motivations, the other three motivations were negligible with insignificant coefficients. These six motivations combined explained about one-fifth of variance in podcast gratification level: *Adjusted R*² = .22, $p < .001$.

In sum, the results suggest that most college students have two motivations: Voyeurism/Social interaction/Companionship and Entertainment/Relaxation/Arousal as they use podcast more. Also, as college students demonstrate more of three motivations, Entertainment/Relaxation/Arousal, Education/Information, and Convenience, they show more satisfaction from their use of podcast.

Podcast use motivations as predictors of attitudes

Research question 3 explores the predictive relationships between podcast use motivations and podcast use attitudes. Two multiple regression analyses were conducted, using the six motivations as predictors and affinity as the criterion variable for one and realism as the criterion variable for the other. In preparation for data analysis, a summated scale was constructed for each of the two attitudes, which were measured by five items. The scale for affinity had a highly acceptable level of reliability ($\alpha = .81$). However, the scale for realism with five items initially produced .53 for Cronbach's Alpha, far below the minimum cutoff. After examining the degrees of improvement in Cronbach's Alpha when items are deleted, the item of Realism (2) was removed from the realism index. A new scale with four items for realism resulted in an improved reliability coefficient ($\alpha = .60$) and was used in regression analysis.

Table 5 shows the results of regression analysis between the six motivations and affinity. Voyeurism/Social interaction/Companionship motivation had the strongest, although still moderate-sized, regression coefficient ($\beta = .48, p < .001$) with podcast affinity, followed by Entertainment/Relaxation/Arousal ($\beta = .21, p < .001$) and Education/Information ($\beta = .08, p < .05$). Thus, two motivations, Voyeurism/Social interaction/Companionship and Entertainment/Relaxation/Arousal, were salient predictors of increasing college students' affinity for podcasts. However, the other three motivations had insignificant and negligible coefficients. The combination of all six motivations explained about one-third of variance in podcast affinity: *Adjusted R*² = .34, $p < .001$.

Table 5 also presents the result of regression analysis between the six motivations and realism. Education/Information motivation had the strongest, while still moderate, regression coefficient ($\beta = .25, p < .001$) with podcast realism. Also, Voyeurism/Social

interaction/Companionship ($\beta = .16, p < .001$), Entertainment/Relaxation/Arousal ($\beta = .15, p < .01$), and Convenience ($\beta = .11, p < .01$) had small coefficients with podcast realism. This result indicates that Education/Information is a salient predictor for increasing college students' perceived reality about podcasts. The other two motivations showed insignificant and negligible coefficients. In addition, all six motivations combined explained about one-fifth of variance in podcast realism: *Adjusted R*² = .17, $p < .001$.

In sum, college student may feel more affinity to the podcast when they use podcasts for Voyeurism/Social interaction/Companionship, Entertainment/Relaxation/Arousal, and Education/Information. Also, their perceived reality level for the podcast may increase when they use podcast with Education/Information, Voyeurism/Social interaction/Companionship, Entertainment/Relaxation/Arousal, and Convenience motivations.

CHAPTER 5 - Discussion

Using the use and gratification theory, this study explored podcast use among college students, focusing on their motivations, use behaviors, and attitudes. Among other things, this study found that college students may have six motivations for using podcasts. Of the six motivations, Education motivation clearly suggested that college students use podcasts for their school work to prepare for tests and catch up with class. Moreover, this study, using an open-ended question, identified a new motivation for podcast use, Fashion motivation. This motivation suggests that college students also use podcasts to seem “cool” to their peers like one of the motivations of cellular phone use (Leung & Wei, 2000).

Implications

The findings of this study on podcasting have several implications for the use and gratification theory. First of all, the findings shed light on noticeable differences and similarities between podcast and other media, specifically television in the interrelationships among motivations. Rubin’s (1983) study on television motivations and the findings of this study on podcast motivations show some similarities in the results. In Rubin’s television study, the strongest, but still moderate, correlation was found between Pastime/Habit and Companionship. Similarly, in this study, the strongest, but still moderate, correlation appeared between Pastime/Escape and Voyeurism/Social interaction/Companionship. In addition, the Pastime/Habit motivation and Information motivation were negligibly associated with each other in Rubin’s study. In the same manner, Pastime/Escape motivation was negligibly associated with Education/Information motivation in this podcast study.

However, some noticeable differences were found as well. In Rubin’s (1983) study, Entertainment motivation was moderately correlated with Information motivation; however, the

association between Entertainment/Relaxation/Arousal motivation and Education/Information motivation was negligible in the podcast study.

In the interrelationships among motivations, the findings of this study also showed noticeable differences and similarities between podcast and television use for the predictive relationships between motivations and use behavior/attitude. Rubin (1983) found that the Entertainment, Pastime/Habit, Companionship, and Information motivations increased the level of television viewing, and the Escape motivation decreased the level of television viewing. Similarly, in this study, the level of podcast use increased with Voyeurism/Social interaction/Companionship and Entertainment/Relaxation/Arousal motivations.

In addition, both studies (Rubin's and this study) found that Entertainment and Companionship were common elements that increase hours of using of the media, and Pastime/Habit was one of the salient motivations to increase the level of television use.

However, unlike Rubin's (1983) study, the present study found that Pastime/Escape and Habit motivations had a very small relationship with the level of podcast use. Thus, college students may not use podcasts to just kill time. They may use podcast for specific purposes.

For the findings on gratification level, Lichtenstein and Rosenfeld (1983) found that Entertainment, Information, and Pastime motivations had moderate-sized regression coefficients with the television gratification level. Similarly, Entertainment/Relaxation/Arousal and Education/Information motivation increased the gratification level of podcasts in this study. Moreover, this study found that Convenience motivation increases the podcast gratification level.

With the findings on affinity, television affinity was found to increase with Entertainment, Pastime/Habit, Companionship, and Information motivations (Rubin, 1983). This study on podcast use also found that Voyeurism/Social interaction/Companionship,

Entertainment/Relaxation/Arousal, and Education/Information motivations increased the level of podcast affinity. However, unlike Rubin's study, this study did not find a moderate regression coefficient between Pastime/Escape motivation and affinity toward podcast.

For realism, Rubin (1983) found that television realism increased with Information and Entertainment motivations. Likewise, in this study, Education/Information and Entertainment/Relaxation/Arousal motivations were salient predictors for podcast realism. In addition, this present study found that Voyeurism/Social interaction/Companionship and Convenience motivations have predictive relationships with the podcast realism.

Limitations

The first weakness of this study is the sampling method for collecting data. This study used a convenience sampling method with the researcher simply asking all college students to participate and finding volunteers who used podcasts. Even though convenience sampling is the most frequent type of the sampling methods, this sampling method cannot guarantee that the selected people represent the whole population (Goodwin, 2002). It does mean that the sample used this study may differ from an ideal sample of all college students who use podcasts. The second limitation of this study is that the values of Cronbach's Alpha for three summated scales were below the cutoff level ($\alpha = .70$). Two motivations, Habit ($\alpha = .66$) and Convenience ($\alpha = .62$), and the realism index ($\alpha = .60$) did not meet the minimum cutoff level.

Future study

One of the frequent criticisms of the uses and gratifications theory is the restricted media consuming situation of the audience. This situational restriction also can be applied to the podcast use situations among universities. Depending on the situation, college students may or may not have been asked by their lecturers to use the podcast for class. Thus, for more accurate

research, further investigation may be required. Also, the different circumstances and policies of podcast use among universities may influence consuming podcasts as an educational medium by college students. Some universities have used podcasts for classes; however, other universities do not. Therefore, college student podcast use motivation, behavior, and attitude may differ depending on their situations. In addition, college students' personal situations such as economic condition, working hours, and class credits may affect their podcasts use.

Future research may also be required to explore the relationship between the consumption of podcast and other media. People can watch and listen to the same programs broadcast on television and radio through podcasts. Some college students participating in this study answered that they did not use traditional mass media any more. They only used the Internet and podcasts. Therefore, it is possible that new media such as podcasts affect audiences' consumption of other media. In addition, Fashion, the additional podcast use motivation of college students, may be related to the style of the podcast device, and research may help us understand the influence of fashion on college student podcast use.

College students have used podcasts for entertainment and school work. They also use podcasts to seek information. Podcast consumption has some similarities to other media such as television; however, because of their convenience and advantages, podcasts can possibly become an educational medium in school. Additional empirical studies should be implemented to explain how various new media can be used in the educational setting.

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Table 1. Podcast use motivation sets

Podcast use motivation categories and statements ("I use podcasts...")	<i>M</i>	<i>SD</i>
Entertainment		
1) because it's enjoyable.	4.00	.72
2) because it entertains me.	4.12	.70
3) because it amuses me.	3.41	.92
Arousal		
1) because it's thrilling.	2.92	.81
2) because it peps me up.	3.14	.90
3) because it's exciting.	3.03	.87
Relaxation		
1) because it's pleasant.	3.77	.69
2) because it relaxes me.	3.42	.89
3) it allows me to unwind.	3.12	.96
Information		
1) so I can learn about what could happen to me.	2.93	.97
2) so I can learn how to do thing that I haven't done before.	3.20	1.05
3) because it helps me learn things about myself and others.	3.09	1.00
Voyeurism		
1) because it has someone's personal content.	2.93	1.04
2) because it shows someone's secret activities.	1.90	.86
3) because it tells someone's secret.	1.80	.80
Education		
1) because it is helpful for my classwork.	3.44	1.12
2) because I can listen to the lecture again when I miss the class.	3.83	1.06
3) because I can use it to prepare tests.	3.41	1.13
Convenience		
1) because I can use it anywhere.	4.03	.86
2) because it's free.	4.20	.83

3) because I can use it anytime.	3.87	.85
Habit		
1) because I just like to use podcast.	3.42	.90
2) because it's habit, just something to do.	2.73	.96
3) because it's there.	3.28	.97
Companionship		
1) so I won't have to be alone.	2.07	.98
2) when there's no one else to talk to or be with.	2.63	1.07
3) because it makes me feel less lonely.	2.00	.94
Social interaction		
1) so I can be with other members of the family or friends who are also using podcasts.	2.37	1.01
2) so I can talk with other people about what's on.	2.72	1.05
3) because it's something to do when friends come over.	2.10	.93
Pastime		
1) because it passes time, particularly when I'm bored.	3.34	1.08
2) when I have nothing better to do.	3.07	1.06
3) because it gives me something to do to occupy my time.	3.23	1.01
Escape		
1) so I can get away from the rest of the family or others.	1.95	.88
2) so I can forget about school or other things.	2.43	1.09
3) so I can get away from what I'm doing.	2.73	.98
Gratification level		
1) I think that I'm a "Podcast fan."	3.03	.99

Podcast affinity		
1) I would rather enjoy podcast than do anything else.	1.87	.83
2) I could easily do without podcast for several days. (Reversed)	1.83	.93
3) I would feel lost without podcast to use.	1.72	.85
4) If the podcast wasn't working, I would not miss it. (Reversed)	2.58	1.05
5) Enjoying podcast is one of the most important things I do each day.	1.92	.92
Podcast realism		
1) Podcast presents things as they really are in life.	2.96	.79
2) If I hear or watch something on podcast, I can't be sure it really is that way. (Reversed)	2.92	.86
3) Podcast lets me really see how other people live.	2.86	.86
4) Podcast does not show life as it really is. (Reversed)	3.01	.72
5) Podcast lets me see what happens in other places as if I were really there	3.15	.78

Table 2. Oblique rotated factor matrix of podcast use motivations

	Factor					
	1	2	3	4	5	6
Voyeurism (3)	.84	-.06	.15	.16	-.12	.05
Voyeurism (2)	.80	-.05	.15	.17	-.13	.04
Escape (1)	.77	-.12	.09	.32	-.08	.08
Social (3)	.75	-.22	.14	.16	-.28	.06
Companionship (1)	.60	-.18	.05	.28	-.36	.18
Social (1)	.60	-.21	.29	.09	-.44	.20
Social (2)	.49	-.27	.32	.20	-.32	.28
Entertainment (1)	-.03	-.77	.05	.18	-.19	.30
Relaxation (1)	.06	-.77	.08	.22	-.22	.26
Relaxation (2)	.20	-.73	-.06	.26	-.17	.28
Arousal (2)	.35	-.69	-.02	.08	-.20	.44
Arousal (3)	.47	-.64	.09	.17	-.31	.37
Arousal (1)	.39	-.63	.08	.01	-.26	.32
Entertainment (2)	-.09	-.62	.05	.39	-.11	.25
Education (3)	.06	.06	.79	.11	-.07	.12
Education (2)	-.08	.09	.76	.05	-.07	.17
Education (1)	.03	.05	.73	-.03	-.09	.09
Information (2)	.19	-.10	.65	-.02	-.18	.09
Information (3)	.30	-.26	.57	.01	-.01	.12
Information (1)	.26	-.14	.53	-.06	-.20	.00
Pastime (1)	.18	-.26	.02	.81	-.34	.25
Pastime (2)	.21	-.14	-.01	.80	-.38	.20
Pastime (3)	.32	-.34	.11	.73	-.29	.31
Escape (3)	.39	-.34	.09	.68	-.10	.17
Escape (2)	.53	-.27	.04	.57	.00	.16

Habit (2)	.35	-.24	.06	.30	-.79	}	.21
Habit (3)	.14	-.13	.17	.27	-.73		.16
Habit (1)	.10	-.47	.14	.09	-.60		.27
Convenience (1)	.06	-.35	.07	.07	-.12	}	.84
Convenience (3)	.04	-.18	.18	.24	-.17		.82
Eigenvalue	7.22	3.19	2.71	1.91	1.27		1.08
% of variance	24.08	10.64	9.05	6.38	4.23		3.61
Cronbach's Alpha of the related items	.85	.84	.76	.82	.66		.62

Table 3. Podcast use motivation correlation matrix

	Voyeurism / Social interaction / Companionship	Entertainment / Relaxation / Arousal	Education / Information	Pastime / Escape	Habit	Convenience
Voyeurism / Social interaction / Companionship	–					
Entertainment / Relaxation / Arousal	.30***	–				
Education / Information	.22***	.07	–			
Pastime / Escape	.47***	.43***	.09*	–		
Habit	.34***	.41***	.17***	.42***	–	
Convenience	.10*	.41***	.17***	.26***	.26***	–
<p>*$p < .05$ **$p < .01$ ***$p < .001$ (2-tailed)</p>						

Table 4. Multiple regression for podcast use motivations as using and gratification levels

Using motivations	Using level		Gratification level	
	Beta	t	Beta	t
Voyeurism / Social interaction / Companionship	.24***	5.58	.04	.95
Entertainment / Relaxation / Arousal	.29***	6.67	.34***	7.86
Education / Information	.03	.71	.18***	4.93
Pastime / Escape	.02	.37	-.06	-1.42
Habit	-.05	-1.06	.06	1.39
Convenience	.06	1.49	.12**	2.93
	<i>F</i> = 25.94*** <i>df</i> = 6/629 <i>Adjusted R</i> ² = .19		<i>F</i> = 30.29*** <i>df</i> = 6/629 <i>Adjusted R</i> ² = .22	
<p>*<i>p</i> < .05 **<i>p</i> < .01 ***<i>p</i> < .001</p>				

Table 5. Multiple regression for podcast use motivations as podcast affinity and realism

Using motivations	Podcast affinity		Podcast realism	
	Beta	t	Beta	t
Voyeurism / Social interaction / Companionship	.48***	12.60	.16***	3.68
Entertainment / Relaxation / Arousal	.21***	5.35	.15**	3.41
Education / Information	.08*	2.21	.25***	6.47
Pastime / Escape	-.08	-1.91	-.05	-1.17
Habit	.01	.16	.03	.75
Convenience	.06	1.63	.11**	2.60
	<i>F</i> = 54.47*** <i>df</i> = 6/629 <i>Adjusted R</i> ² = .34		<i>F</i> = 30.29*** <i>df</i> = 6/629 <i>Adjusted R</i> ² = .17	
<p>*<i>p</i> < .05 **<i>p</i> < .01 ***<i>p</i> < .001</p>				

Appendix 1: Survey questions

Consent form

Title of Research Study: Podcast use motivations and patterns among college students

Principal Investigators: Seong-Hun Yun, Assistant professor of journalism and mass communication department at KSU

Purpose: In this study, researcher will ask university students, who use podcast in their life, about their using patterns and motivation

Procedures: This survey will be asked to the university student who uses the podcast. This survey will take 3 to 7 minutes to complete. Participants will complete this survey about their podcast use situation.

Risks: There is no risky question in the survey. If participants uncomfortable during the survey, they can quit the process anytime.

Benefit: According to this survey, researchers and participants can understand the podcast use patterns and motivations. Participant can ask the survey result after the research finished, and can apply for gifts.

Data Collection & Storage: All information provided will be kept confidential. All research materials will be assigned a confidential number for coding purposes. Completed surveys and Consent Forms will be kept separate and in locked locations accessible only to the principal investigator. Results will not be released or reported in any way that might allow for identification of individual participants. All information will be kept confidential, unless otherwise required by law.

Contact Information: For other questions about the study, you should call the Principal Investigator, Seong-Hun Yun, at 532-3938 or through email at shyun@ksu.edu.

Consent Statement: I have read or had read to me the preceding information describing this study. All my questions have been answered to my satisfaction. I am 18 years of age or older and freely consent to participate. I understand that I am free to withdraw from the study at any time. I have received a copy of this consent form.

Accept

I do not accept

Thank you for volunteering to participate in this survey on the podcast use patterns. Please answer the following questions.

1. Do you have podcast use experience?

- Yes No

2. What device do you usually use for the podcast?

- Apple's iPod
Microsoft's Zune
Other MP3 players
Computer
Other devices

3. Please, write down any reason you use or would use podcast (You may briefly write answer in words or phrases).

Please indicate the degree to which you agree or disagree with each of the following statements by CIRCLING A NUMBER.

I use podcasts ...

4. because it's enjoyable.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

5. because it's thrilling.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

6. because it's pleasant.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

7. so I can learn about what could happen to me.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

8. because it entertains me.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

9. because it has someone's personal content.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

10. because it is helpful for my class work.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

11. because it relaxes me.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

12. because I can use it anywhere.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

13. because it peps me up.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

14. because it's free.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

15. because I just like to use podcast.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

16. because it's a habit, just something to do.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

17. just because it's there.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

18. so I won't have to be alone.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

19. so I can learn how to do things that I haven't done before.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

20. so I can be with other members of the family or friends who are also using podcasts.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

21. because it passes time, particularly when I'm bored.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

22. when I have nothing better to do.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

23. when there's no one else to talk to or be with.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

24. so I can talk with other people about what's on.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

25. because it shows someone's secret activities.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

26. because it's something to do when friends come over.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

27. because it tells someone's secrets.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

28. so I can get away from the rest of the family or others.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

29. because it makes me feel less lonely.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

30. so I can forget about school or other things.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

31. because I can use it anytime.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

32. because I can listen to the lecture again when I miss the class.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

33. because it gives me something to do to occupy my time.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

34. because it amuses me.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

35. because it's exciting.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

36. because I can use it to prepare tests.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

37. because it helps me learn things about myself and others.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

38. so I can get away from what I'm doing.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

39. because it allows me to unwind.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

40. How often do you use podcasts?

1	2	3	4	5
very often	fairly often	occasionally	almost never	never

41. How many hours do you spend on the podcast previous day?

1	2	3	4	5
less 1hr	less 2hr	less 3hr	less 4hr	more 4hr

42. How many hours do you spend on the podcast on a usual weekday?

1	2	3	4	5
less 1hr	less 2hr	less 3hr	less 4hr	more 4hr

43. Please CHECK THREE of your favorite podcast categories.

<input type="checkbox"/> Arts	<input type="checkbox"/> Health	<input type="checkbox"/> Society & Culture
<input type="checkbox"/> Business	<input type="checkbox"/> Kids & Family	<input type="checkbox"/> Sports & Recreation
<input type="checkbox"/> Comedy	<input type="checkbox"/> Music	<input type="checkbox"/> Technology
<input type="checkbox"/> Education	<input type="checkbox"/> News & Politics	<input type="checkbox"/> TV & Film.
<input type="checkbox"/> Game & Hobbies	<input type="checkbox"/> Religion & Spirituality	<input type="checkbox"/> Others
<input type="checkbox"/> Government & Organizations	<input type="checkbox"/> Science & Medicine	

Please indicate the degree to which you agree or disagree with each of the following statements by CIRCLING A NUMBER.

44. I would rather enjoy podcast than do anything else.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

45. I could easily do without podcast for several days.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

46. I would feel lost without podcast to use.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

47. If the podcast wasn't working, I would not miss it.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

48. Enjoying podcast is one of the most important things I do each day.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

49. Podcast presents things as they really are in life.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

50. If I hear or watch something on podcast, I can't be sure it really is that way.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

51. Podcast lets me really see how other people live.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

52. Podcast does not show life as it really is.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

53. Podcast lets me see what happens in other places as if I were really there.

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

54. Do you consider yourself to be a “podcast fan”?

1	2	3	4	5
strongly disagree	disagree	neutral	agree	strongly agree

55. What is the year of your birth? (YYYY) _____

56. What is your gender? Male Female

57. What is your race or ethnic group?

Caucasian

African American

Asian / Pacific Islander

Other (please specify _____)

58. What is your year in school?

Freshmen Sophomore Junior Senior Graduate Other

59. Do you want to know this survey result? (If yes, the survey result will be sent to your e-mail address)

Yes No

60. Could you write your e-mail address for applying the drawing or receiving the survey result?

Thank you for your participation. If you have any questions or comments about this survey, please contact the researcher at shyun@ksu.edu or the University Research Compliance Office, 203 Fairchild Hall, KSU, Manhattan, KS 66506, (785) 532-3224.