DOCUMENT RESUME

ED 450 339 CS 013 958

AUTHOR Smith, M. Cecil; Stahl, Norman A.
TITLE Adults' Reading Practices and Activities: Age, Educational and Occupational Effects.
PUB DATE 1999-00-00
NOTE 32p.
AVAILABLE FROM Full text at http://coe.cedu.niu.edu/~smith/papers/contextual.htm. Tables and figures, which are not included in the online version, may not reproduce well.
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adults; *Age Differences; Educational Attainment; Reading Attitudes; *Reading Habits; Reading Research; Social Influences
IDENTIFIERS *Reading Behavior

ABSTRACT

Interest in adults' everyday reading practices has a lengthy history in the study of the psychology of reading. Several studies have examined the extent of, and variability in, adults' reading activities. Different social contexts have been shown to influence the type of reading performed. The present study examined the reading patterns and practices of a wide age range of adults with diverse educational backgrounds, and who were employed in a variety of occupations. The purpose was to examine differences in adults' reading activities across different social contexts. Reading behavior data were obtained using the Reading Activity Method (RAM). Subjects carried RAM diaries and recorded their reading activity for 10 days. Age group differences were found in regards to the reading purposes and total reading time. Younger adults read for school, while older adults read for work. While older adults read more volume than the younger adults, the younger adults spent more time reading than did their older counterparts. Adults having the most education read for work and leisure, while those with less education read for school, leisure, and work. Professionals read more for work, while nonprofessionals read more for leisure. Subjects averaged more daily reading time (4.14 hours) than has been reported in previous studies. The findings illustrate the effects of setting and situation upon adults' reading practices. Implications for using the Reading Activity Method in studying connections between reading behaviors and cognitive development are discussed. Contains 10 references, and 3 tables and 9 figures of data. (Author/RS)

ADULTS' READING PRACTICES AND ACTIVITIES:

AGE, EDUCATIONAL AND OCCUPATIONAL EFFECTS

M Cecil Smith

and

Norman A. Stahl

Northern Illinois University
DeKalb, IL 60115

Abstract

Interest in adults' everyday reading practices has a lengthy history in the study of the psychology of reading. Several studies have examined the extent of, and variability in, adults' reading activities. Different social contexts have been shown to influence the type of reading performed. The present study examined the reading patterns and practices of a wide age range of adults with diverse educational backgrounds, and who were employed in a variety of occupations. The purpose was to examine differences in adults' reading activities across different social contexts. Reading behavior data were obtained using the Reading Activity Method (RAM). Subjects carried RAM diaries and recorded their reading activity for 10 days. Age group differences were found in regards to the reading purposes and total reading time. Younger adults were read for school, while older adults readfor work. While older adults read more volume than the younger adults, the younger adults spent more time reading than did their older counterparts. Adults having the most education read for work and leisure, while those with less education read for school, leisure, and work. Professionals read more for work, while nonprofessionals read more for leisure. Subjects averaged more daily reading time (4.14 hours) than has been reported in previous studies. The findings illustrate the effects of setting and situation upon adults' reading practices. Implications for using the Reading Activity Method in studying connections between reading behaviors and cognitive development are discussed.

ADULTS' READING PRACTICES AND ACTIVITIES: AGE, EDUCATIONAL AND OCCUPATIONAL EFFECTS

Interest in the everyday reading activities and practices of literate adults has a lengthy history in the study of the psychology of reading (Gray & Monroe 1929; Guthrie & Greaney, 1991). This interest has manifested itself in studies which examine how adults use their literacy skills in order to accomplish a variety of tasks that involve reading, such as acquiring knowledge, relaxing with leisure activities, accomplishing work-related tasks, and becoming informed and participating citizens. Other studies have examined the extent of, and variability in, adults' everyday reading activities. Sharon (1973-74), for example, surveyed the reading habits of 5,067 individuals age 16 and older to determine "what is being read--by whom, for how long, and for what reason, and to determine how reading fits into people's daily lives" (p.150). Subjects were interviewed concerning their reading behaviors for different activities. Among the findings were that the average adult spends one hour and 46 minutes reading daily with the newspaper being the most common source of reading material. Gender and socioeconomic (SES) differences were also found with men and higher-SES persons reading more materials and spending more time reading than women and lower-SES individuals. One-third of individuals read, for one reason or another, at work. Finally, different social contexts (e.g., at work or school, recreation, social events) were shown to influence the type of reading performed.

Mikulecky, Shanklin, and Caverly (1979) conducted telephone interviews of 284 adults in one Indiana community. Among their findings were that education and occupation influenced reading behaviors, perceptions about one's reading skills, and motivations for reading. Type of reading activities performed were dependent upon interactions among occupation, education, and sex. Average daily time spent reading was 158 minutes--more than two and one-half hours.

Guthrie and his colleagues have also examined the effects of education, occupation, and context on the reading practices of adults in community and work settings (Guthrie, Seifert, & Kirsch, 1986; Kirsch & Guthrie,1984). Kirsch and Guthrie (1984) determined occupational and educational differences affecting the reading practices of 99 employees of a large electronics firm. The average amount of daily reading time was 127 minutes. Clerical workers spent more time reading than technicians, skilled and semiskilled workers, managers and professionals. The findings from the Guthrie et al. and Mikulecky et al. studies are consistent with those of Sharon.

One of the significant limitations common to each of the above studies is that the reading behavior data were obtained through interviews, surveys, and brief questionnaires which required respondents to recall their reading activities. These data are likely to be biased because respondents may be unable to recall all of their reading activities, the amount of time spent reading, for what specific purposes, and their motivations for and enjoyment of the reading performed. None of the studies have obtained reading behavior data which is "on-line," that is, self-reported as the reading activity occurs.

The present study examined the everyday reading patterns and activities of a wide age range of adults (18-70 years) with diverse educational backgrounds who were employed in a variety of occupations. The purpose of the study was to examine differences in adults' reading activities based on age, educational and occupational background variables. This work is consistent with previous studies suggesting that the social context in which reading occurs leads to qualitatively distinct reading activities (Guthrie et al., 1986). The distinguishing feature of the current study is that it utilizes a data collection method which avoids retrospective sampling of adults' reading activities. We refer to this as the Reading Activity Method (RAM), and it employs structured diaries to gather information on adults' reading behaviors.

Diaries were used in one previous study (Rice, 1983) to examine relationships between adults' reading practices and their cognitive skills (e.g., memory for text). Rather than asking participants to recall their reading activities after the fact, the use of RAM diaries in the current study provided a method of obtaining reading behavior data as the behavior occurred. Subjects carried their RAM diaries with them and recorded what they were reading during, or immediately upon completion of, the reading activity. Although the use of diaries creates some methodological problems (Carp & Carp, 1981), several steps were taken to obtain reliable, valid data, including the provision of explicit instructions on how, when, and why to record reading activities, and several periodic reminders to keep RAM diaries up-to-date.

METHOD

Subjects

Subjects were 91 adults recruited from a variety of situations and settings. One group consisted of 25 undergraduate preservice teacher education students and 25 graduate students who were inservice teachers. These Ss were recruited from reading methods classes taught by the second author. A second group consisted of 26 community-dwelling adults who had previously participated in research conducted by the first author, and 15 staff employees of a large midwestern university. The ages of Ss ranged from 18-70 years, with a mean age of 36.27 (s.d.=9.55). A variety of occupations were represented including teachers, college admissions officers, nurses, food service workers, machinists, secretaries, homemakers, and full- and part-time students. The median educational level was 14.8 years of schooling.

Instruments

The Reading Activity Method (RAM) was employed to obtain data on adults' everyday reading behaviors. A structured diary was developed to allow Ss to record their reading activities on a daily, hour-by-hour basis. The diary contained data forms which were

color-coded to correspond to four six-hour periods during a single day; for example, 6:01 am to 12:00 pm (pink form), 12:01 pm to 6:00 pm (green), 6:01 pm to 12:00 am (blue), and 12:01 am to 6:00 am (white). The data forms consisted of clearly marked rows (individual hours of the day, 6:01 am-7:00 am) and columns in which Ss recorded the following information for each reading act:
(1) source of material read (e.g., correspondence, magazine, book, recipe);
(2) reading time (i.e., number of minutes spent reading each source);
(3) reading volume (i.e., number of pages read for each source);
(4) purpose for reading each source (e.g., for work, school, leisure; personal, and miscellaneous).

The students (n=50) also completed a reading attitude measure, the Adult Survey of Reading Attitudes (Smith, 1990) in order to examine the relationship of Ss' affective states regarding reading with their reading activities. It was expected that Ss with more positive feelings about reading would be more likely to spend more time reading and to read more text materials than those Ss with negative attitudes.

Procedures

Undergraduate and graduate Ss were given both oral and written instructions for completing the RAM diaries and asked to keep their RAM diaries for 10 consecutive days. University staff and community-dwelling Ss were mailed RAM diaries and written instructions and also asked to keep their RAM diaries for 10 consecutive days. All Ss were informed that, in the event that they could not record in their RAM diaries for 10 consecutive days, they should record for any 10 days over the following two weeks. Subjects were given periodic reminders (e.g., weekly in-class prompts or mailed postcards) to keep their RAM diaries up to date.

Coding of RAM diary data. Ten complete days of RAM diary data were provided by 77 of the 91 Ss (85%). The remaining subjects provided at least five full or partial days of data. Two graduate students in educational psychology coded the information contained in each RAM diary for later analyses. The codings were pertinent only to the reading sources data. Ten categories of reading sources were created to account for all of the different types of reading materials which Ss reported reading. The sources were: correspondence, functional reading (e.g., instructions, recipes), periodicals (e.g., weekly newsmagazines, newspapers, journals), school textbooks, general reading books (e.g., novels), leisure reading materials, religious, children's books, teaching materials, and miscellaneous. The two coders worked independently and achieved an intercoder agreement level of 90%. Disagreements on codings were resolved by discussion. The original 10 categories were then collapsed into only 6 categories for data analysis purposes. The six categories were: correspondence, functional, periodicals, textbooks (including teaching materials), general books (including religious materials and children's books), and leisure materials. The purpose for reading was also taken into account when coding the reading source. For example, a student might indicate reading a novel for an English literature assignment (textbook) or might read a novel for leisure.

RESULTS

Data Analyses

Three sets of analyses were conducted. We examined age, educational, and occupational group differences in their use of reading sources and in reading purposes on two dependent variables: total amount of reading time and total volume of reading. Two-way ANOVAs were conducted for all analyses to determine significant main effects and interactions. When significant interactions were obtained, Tukey method q-statistics were computed to determine the sources of the significant interactions. When only main effects were obtained, post-hoc Scheffe tests were performed to determine the source of differences.

Age Groups

The sample was divided into two age groups using a median split. There were 35 younger adults (ages 18-38) and 40 older adults (39-70 years). The remaining 16 Ss did not provide their ages, so their data were excluded from these analyses. A test of group differences on total reading volume by source revealed a significant main effect only for source [$F= 5.63$ $(5, 393)$, $p < .001$], but the interaction was nonsignificant. Subjects read significantly more periodicals, textbooks, general books, and leisure source materials than correspondence. Means and standard deviations for reading sources, by group, are shown in Table 1and for reading purposes, by group, in Table 2. A test of group differences on total reading time by source revealed a significant interaction [$F=5.64$ $(5, 382)$, $p < .01$]. The interaction pattern is shown in Figure 1.

Younger Ss read significantly more textbook materials than did older Ss [$q=8.04$, $p < .001$]. Within age groups, younger Ss read significantly more textbook materials [$q=11.61$, $p < .001$] and leisure materials [$q=5.34$, $p < .01$] than correspondence, significantly more textbooks than functional materials [$q=7.99$, $p < .001$], periodicals [$q=8.63$, $p < .001$], general books [$q=8.27$, $p < .001$], and leisure materials [$q= 5.87$, $p < .01$]. Older Ss read significantly more leisure than correspondence [$q=4.96$, $p < .05$]. A test of group differences on total volume by reading purpose (e.g., work, school, leisure) determined a significant interaction [$F=2.85$ $(4, 281)$, $p < .05$]. The interaction pattern is shown in Figure 2. Younger Ss read more pages of text for school-related purposes than did older Ss, while the older Ss read more text for work and leisure than did the younger Ss, although these differences were not significant.

A test of group differences on total reading time for different purposes revealed a significant interaction [$F=7.35$ $(4, 272)$, $p < .001$]. The interaction pattern is shown in Figure 3. Younger Ss spent significantly more time reading for school purposes than did older Ss [$q=7.90$, $p < .001$]. Younger Ss spent somewhat less time reading for work, leisure, and personal purposes than did older Ss, although these differences were not significant. Generally, then, some age group differences were apparent as younger adults--primarily undergraduate students--were found to read more school-related materials and to spend

more time reading these materials than were older adults. The predominant purpose for reading for the younger adults was for school, while the older adults read primarily for work and, to some extent, for leisure.

Educational Groups

There were two educational groups: college degree or less education (e.g., 16 or less years of schooling, n = 35), and post-graduate experience or degree (e.g., more than 16 years of schooling, n = 46). We refer to the former as the college group and the latter as the graduate group. A test of group differences on total volume of reading by source determined a significant main effect for source [$F=6.45$ (5, 431), $p < .001$], but the interaction was nonsignificant. Subjects read significantly more periodicals, textbooks, general books, and leisure materials than correspondence.

A test of group differences on reading time by source revealed a significant group by source interaction [$F=4.48$ (5, 431), $p < .001$]. The interaction pattern is shown in Figure 4. The graduate group spent significantly more time reading leisure than did the college group [$q=4.88$, $p < .05$]. The college group spent more time reading textbooks than did the graduate group, but this difference was nonsignificant. Within groups, the college Ss read significantly more textbook materials than correspondence [$q=10.86$, $p < .001$], functional materials [$q=6.93$, $p < .001$], periodicals [$q=7.92$, $p < .001$], general books [$q=7.11$, $p < .001$], and leisure reading [$q= 6.78$, $p < .001$]. The graduate Ss read more textbook materials than correspondence [$q=5.71$, $p < .01$], and more leisure materials than functional reading [$q=5.33$, $p < .05$], correspondence [$q=8.44$, $p < .001$], or periodicals [$q=5.04$, $p < .05$].

A test of group differences on total reading volume by reading purposes determined a significant main effect for purpose [$F=10.06$ (4, 312), $p < .001$], but the interaction was nonsignificant. Subjects read significantly more volume for work, school, and leisure than for miscellaneous purposes, and significantly more volume for work and leisure than for personal purposes. A test of group differences on total reading time by reading purposes determined a significant interaction [$F=6.01$ (4, 312), $p < .001$]. The interaction pattern is shown in Figure 5. The college group spent significantly more time reading for school purposes than did the graduate group [$q=5.46$, $p < .01$]; and, the graduate group read somewhat more for work puposes, although not significantly so, than did the college group.

Within groups, the college Ss spent more time reading for school than for work-related purposes [$q=6.04$, $p < .001$], for leisure [$q=7.45$, $p < .001$], for personal [$q=9.74$, $p < .001$], or for miscellaneous [$q=9.13$, $p < .001$]. These Ss also spent more time reading for work-related purposes than for miscellaneous purposes [$q=4.60$, $p < .001$]. The graduate Ss spent significantly more time reading for work than for leisure [$q=5.78$, $p < .01$], for personal purposes [$q=7.47$, $p < .001$], and for miscellaneous purposes [$q=7.99$, $p < .001$], and significantly more time for school than for miscellaneous purposes [$q=4.88$, $p < .05$].

Generally, then, differences in reading practices between the two educational groups reflected differences in the groups' primary activities. Several of the college Ss were, in fact,

college students and they were reading to fulfill academic requirements. Therefore, most of their reading was for school purposes and their reading time was devoted to school-related materials, such as textbooks. The graduate group, on the other hand (many of whom were in the workforce and not in school) were reading to fulfill workplace requirements. These adults also spent considerable time reading for pleasure.

Occupational Groups

There were three occupational groups: professionals (n=47; e.g., teachers, nurses); nonprofessionals (n=20; e.g., secretaries, skilled labor); and student/other (n=20). Four Ss did not provide occupational information and were dropped from these analyses. A test of group differences on total volume of reading by source determined a significant interaction [$F=2.16$ (10, 447), $p < .01$]. Examination of the interaction pattern in Figure 6 shows that, while non-professionals read more functional materials and general books than the other groups, students read more textbooks than the other groups, and professionals read more leisure than the other groups. These differences were not, however, significant .

A test of group differences on reading time by source revealed a significant interaction [$F=9.93$ (10, 447), $p < .001$]. The interaction pattern is shown in Figure 7. Students spent significantly more time reading textbooks than did professionals [$q=11.44$, $p < .001$] and nonprofessionals [$q=10.34$, $p < .001$]. Professionals spent significantly more time reading leisure materials than did nonprofessionals [$q=5.33$, $p < .05$]. Within groups, professionals spent significantly more time reading leisure materials than correspondence [$q=10.28$, $p < .001$], periodicals [$q=6.05$, $p < .01$], general books [$q=5.44$, $p < .05$], and functional materials [$q=5.55$, $p < .05$]. Students spent significantly more time reading textbooks than correspondence [$q=13.86$, $p < .001$], functional materials [$q=11.41$, $p < .05$], periodicals [$q=11.92$, $p < .001$], general books [$q=11.11$, $p < .001$], and leisure materials [$q=10.77$, $p < .001$].

A test of group differences on total volume of reading by reading purpose determined a significant interaction [$F=3.37$ (8, 323), $p < .001$]. The interaction pattern is shown in Figure 8. Professionals read more pages of text for work purposes than did non-professionals and students. The students read somewhat more text for school than did professionals and non-professionals, but these differences were not significant. Within groups, professionals read more for work [$q=6.94$, $p < .001$], and leisure purposes [$q=5.25$, $p < .05$], than for miscellaneous. Students read more for school than for work [$q=5.08$, $p < .05$].

A test of group differences on total reading time by purpose revealed a significant interaction [$F=10.09$, $p < .001$]. The interaction pattern is shown in Figure 9. Students spent significantly more time reading for school purposes than did nonprofessionals [$q=9.71$, $p < .001$], and professionals [$q=9.96$, $p < .001$]. Within groups, professionals spent more time reading for work than for leisure [$q=6.40$, $p < .001$], personal [$q=8.93$, $p < .001$], miscellaneous purposes [$q=9.83$, $p < .001$], and more for school than for miscellaneous purposes [$q=5.56$, $p < .01$]. Students spent more time reading for school than for work [$q=9.94$, $p < .001$], leisure [$q=10.12$, $p < .001$], personal [$q=11.75$, $p < .001$], or

miscellaneous purposes [$q=9.21$, $p < .001$].

In summary, occupationally-determined differences in reading behavior were apparent. Professionals read more pages of work-related materials, but also more leisure, than the other two groups. Nonprofessionals, however, read more functional and general reading materials. Students, of course, were reading textbooks and other school-related materials. Generally then, reading behaviors reflected the primary activities of the occupational groups.

Reading attitudes. We divided the students into three groups based upon the distribution of scores on the reading attitude survey (ASRA): good, fair, and poor attitude. We then compared the good (n=16) and poor (n=21) attitude groups using ANOVA to determine if there were differences on reading volume and time. No differences were found. Previous research on the ASRA has shown a modest, positive relationship between reading attitude and reading volume (Smith, 1990). In the current study, no such relationship was apparent ($r = .10$). The reasons for this outcome are likely due to both the small sample size and the great variability in reading volume reported in the diaries (see standard deviations for reading volume in Table 2 and Table 3).

DISCUSSION

The purpose of the current study was to document adults' daily reading activities through the use of Reading Activity Method (RAM) diaries in which subjects recorded what, how much, and for what purpose they read. We further explored the effects of context (e.g., education, occupation) and age on adults' reading activities. We used several strategies to overcome the limitations which have been previously reported in diary research (Carp & Carp, 1981; Rice, 1983), including a lengthy data gathering period, group instruction for the majority of Ss in regards to how to complete RAM diaries, and a simple RAM diary format. Generally, these strategies helped us obtain more robust data. Several RAM diaries, however, contained large blocks of time where no reading activity was recorded, even though it is likely that subjects did engage in some reading during those time periods (e.g., while in school).

The types of reading materials used were much the same for younger and older adults, but there were age-related differences in the purposes for reading and the extent to which reading was done. These results are likely due to the fact that 50 of the 91 adults were undergraduate and graduate students, and included many teachers. Much of teachers' reading activity is devoted to classroom materials, student workbooks and papers, and the like. Generally speaking, the younger adults were reading for school, while the older adults were reading for work. Also, the older adults did more reading than the younger adults. On the other hand, younger Ss spent more time reading than did older Ss. This disparity indicates that the kinds of materials read by the older adults tended to be brief (e.g., work-related memos), while the younger adults' reading consisted of lengthy textbook chapters, writing assignments, and other schoolwork requiring more time to complete.

Adults in the current study spent much more time reading than has been reported in previous

studies. Our subjects averaged 4.14 hours of reading daily; Sharon (1973-74) reported an average of one hour and 47 minutes of reading for the adults in his survey, while Mikulecky et al.'s (1979) subjects averaged two hours, and Guthrie et al. (1986) reported that their subjects averaged two hours and seven minutes of reading daily. We speculate that the difference lies in the somewhat higher average educational attainment of our sample as compared to the other samples, and the presence of both full and parttime undergraduate and graduate students in the sample. Differences in educational attainment resulted in somewhat different reading practices. Those persons with the most education were reading for work and leisure, while those with less education--most of whom were college students--were reading for equal parts school, leisure, and work activities. Differences in occupational activities resulted in somewhat different reading practices. Professionals read more for work, while nonprofessionals read for leisure purposes. Nonetheless, the non-professionals actually spent less time reading leisure materials than did the professionals.

These findings clearly illustrate the effects of setting and situation upon adults' reading practices. Working adults engage in different types of reading practices, with different types of texts, than do those adults whose reading occurs primarily in the classroom or library for academic purposes. Previous research has documented that reading practices contribute to the acquisition of particular skills and knowledge domains, such as occupational expertise (Guthrie et al., 1986). Although the study reported here did not examine this implied link between reading practice and knowledge acquisition, the data collection methodology that was used in this study offers promise for investigations of this kind. West, Stanovich, and Mitchell (1993) note that little empirical evidence exists to demonstrate a causal link between reading behavior and cognitive development. The Reading Activity Method is a useful tool for examining potential linkages between individuals' reading practices and cognitive development. We are beginning to investigate such links among selected groups of adults using a revision of RAM which provides more extensive information about adults' reading practices.

References

Carp, F.M., & Carp, A. (1981). The validity, reliability, and generalizeability of diary data. Experimental Aging Research, 7, 281-296.

Gray, W.S., & Monroe, R. (1929). The reading interests and habits of adults. New York: Macmillan.

Guthrie, J., & Greaney, V. (1991). Literacy acts. In R. Barr, M. Kamil, P. Mosenthal, & P.D. Pearson (Eds.), Handbook of reading, Vol. 2 (pp. 68-96). New York: Longman.

Guthrie, J.T., Seifert, M., & Kirsch, I.S. (1986). Effects of education, occupation, and setting on reading practices. American Educational Research Journal, 23, 151-160.

Kirsch, I.S., & Guthrie, J. T. (1984). Adult reading practices for work and leisure. Adult Education Quarterly, 34, 213-232.

Mikulecky, L., Shanklin, N.L., & Caverly, D.C. (1979). Adult reading habits, attitudes, and motivations: A cross-sectional study. Monographs in teaching and learning, No. 2. Bloomington: Indiana University Press.

Rice, G.E. (1983). The everyday activities of adults: Implications for prose recall--Part I. Educational Gerontology, 12, 173-186.

Sharon, A.T. (1973-74). What do adults read? Reading Research Quarterly, 9, 148-169.

Smith, M.C. (1990). The development and use of an instrument for assessing adults' attitudes toward reading. Journal of Research and Development in Education, 23, 156-161.

West, R.F., Stanovich, K.E., & Mitchell, H.R. (1993). Reading in the real world and its correlates. Reading Research Quarterly, 28, 34-50.

For a copy of the Tables and Figures, please contact M Cecil Smith (mcsmith@niu.edu)

Table 1: Design of Study

Group	Independent Variable	Dependent Variable
Age: Younger vs. Older		
	Reading source	Total volume (# pages)
	Reading source	Total time
	Reading purpose	Total volume
	Reading purpose	Total time
Education: College vs. Graduate		
	Reading source	Total volume (# pages)
	Reading source	Total time
	Reading purpose	Total volume
	Reading purpose	Total time
Occupation: Professional vs. Nonprofessional vs. Student/Other		
	Reading source	Total volume (# pages)
	Reading source	Total time
	Reading purpose	Total volume
	Reading purpose	Total time

Table 2

Means and Standard Deviations for Reading Sources by Group

SOURCE			AGE		EDUCATION		OCCUPATION		
			Young	Old	College	Grad	Prof	NonProf	Student
Corr	Vol	M	26.43	69.66	52.85	43.88	38.96	102.88	18.69
		(sd)	(28.11)	(93.74)	(85.36)	(53.99)	(42.45)	(124.61)	(23.38)
	Time	M	79.13	118.61	91.74	105.76	84.22	171.06	60.44
		(sd)	(93.01)	(133.03)	(116.70)	(113.75)	(80.03)	(177.94)	(78.69)
Func	Vol	M	167.91	279.38	264.10	142.71	193.35	375.56	106.31
		(sd)	(217.50)	(376.82)	(360.28)	(161.33)	(246.84)	(467.46)	(129.51)
	Time	M	402.88	402.36	417.71	369.89	405.28	426.17	318.50
		(sd)	(432.70)	(383.42)	(460.79)	(319.21)	(320.50)	(520.27)	(437.66)
Peri	Vol	M	277.60	292.69	304.06	246.31	256.13	354.55	244.84
		(sd)	(246.85)	(249.88)	(246.09)	(265.10)	(252.26)	(246.26)	(256.85)
	Time	M	364.43	355.21	355.77	393.77	373.91	411.30	321.74
		(sd)	(287.65)	(264.11)	(250.16)	(298.04)	(280.70)	(223.79)	(304.01)
Text	Vol	M	392.56	304.73	382.61	310.44	283.16	34.29	527.30
		(sd)	(391.17)	(721.23)	(433.04)	(571.97)	(537.20)	(21.65)	(422.34)
	Time	M	1082.44	325.36	974.36	589.09	524.11	94.86	1521.95
		(sd)	(1093.94)	(317.85)	(1137.33)	(462.51)	(463.23)	(62.80)	(1166.76)
Genl	Vol	M	383.13	390.70	398.30	384.91	361.81	527.71	350.94
		(sd)	(750.08)	(646.03)	(697.38)	(642.30)	(570.59)	(1097.57)	(366.71)
	Time	M	373.45	380.91	389.19	399.16	404.57	407.14	350.81
		(sd)	(447.72)	(305.40)	(428.58)	(316.53)	(294.35)	(655.40)	(192.94)
Leis	Vol	M	178.26	295.00	193.79	393.67	409.57	134.42	92.07
		(sd)	(207.17)	(405.38)	(349.33)	(421.96)	(452.35)	(223.88)	(147.25)
	Time	M	560.81	519.64	404.53	814.30	777.43	229.17	365.87
		(sd)	(586.80)	(642.55)	(574.76)	(606.84)	(662.90)	(309.78)	(493.03)

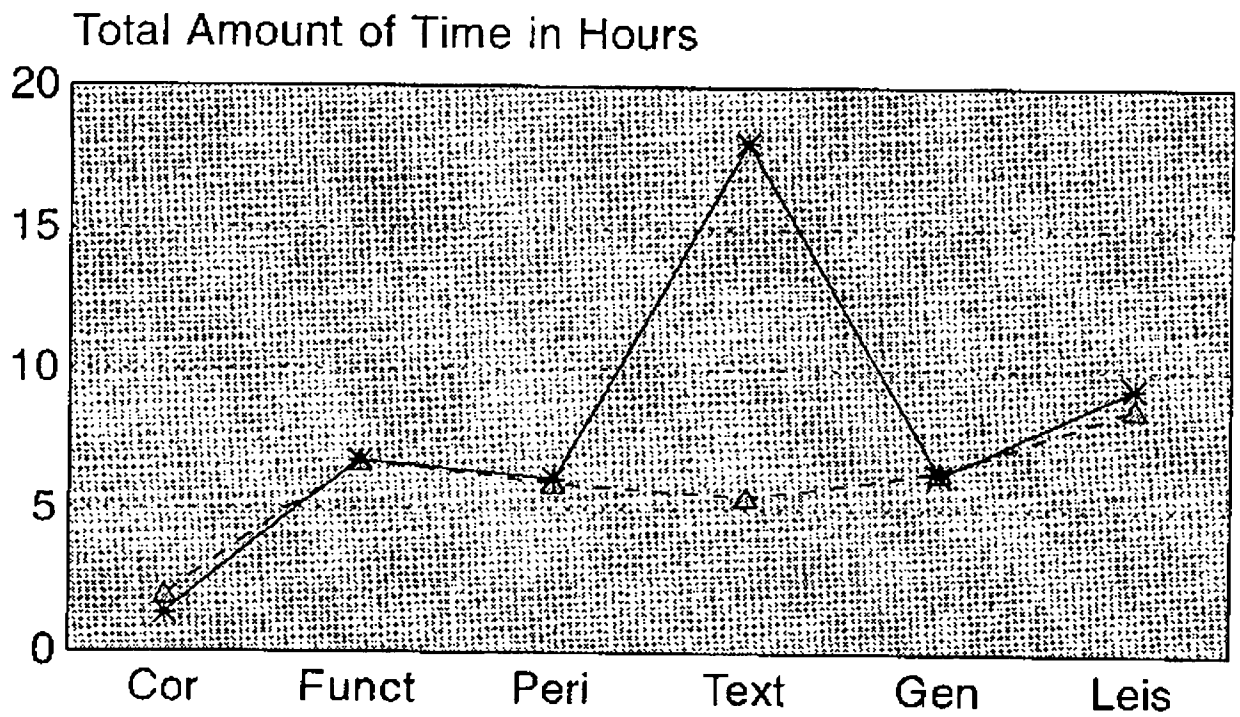
Key: Corr = Correspondence
Func = Functional reading
Peri = Periodicals, journals, newspapers for school and work
Text = Textbooks, classroom teaching, and study materials
Genl = Books, novels, fiction for school and work
Leis = Books, magazines for leisure

Table 3

Means and Standard Deviations for Reading Purposes by Group

PURPOSE			AGE		EDUCATION		OCCUPATION		
			Young	Old	College	Grad	Prof	NonProf	Student
Work	Vol	M	281.11	578.27	419.14	564.97	595.86	465.53	100.77
		(sd)	(284.07)	(543.69)	(512.70)	(487.39)	(546.54)	(405.76)	(88.88)
	Time	M	762.48	864.54	663.76	1086.03	1062.80	659.00	384.46
		(sd)	(682.50)	(650.58)	(624.94)	(620.42)	(650.89)	(560.71)	(458.79)
School	Vol	M	506.53	260.67	519.93	335.39	317.97	26.71	656.75
		(sd)	(474.67)	(445.65)	(521.59)	(368.94)	(364.01)	(24.34)	(509.19)
	Time	M	1323.50	375.05	1296.54	1357.62	662.42	105.14	1751.40
		(sd)	(1266.93)	(421.84)	(701.45)	(566.67)	(570.60)	(117.20)	(1356.45)
Leisure	Vol	M	370.27	558.43	447.96	448.15	460.34	531.80	394.33
		(sd)	(364.22)	(802.88)	(395.69)	(816.48)	(735.23)	(439.23)	(438.38)
	Time	M	478.91	559.88	546.16	499.88	536.34	600.40	482.67
		(sd)	(397.42)	(439.34)	(400.78)	(401.05)	(396.12)	(425.54)	(449.86)
Personal	Vol	M	147.97	194.81	187.98	132.50	170.77	175.40	148.53
		(sd)	(204.93)	(218.51)	(251.41)	(139.99)	(181.03)	(243.51)	(245.28)
	Time	M	275.90	325.54	287.36	328.21	327.75	255.67	255.29
		(sd)	(284.15)	(335.64)	(314.08)	(313.61)	(306.24)	(291.20)	(305.05)
Miscellaneous	Vol	M	49.42	36.87	36.93	33.38	39.23	45.00	19.83
		(sd)	(102.76)	(42.76)	(43.22)	(90.90)	(83.07)	(10.52)	(20.03)
	Time	M	122.67	50.00	75.07	72.94	72.32	38.00	97.00
		(sd)	(188.80)	(48.24)	(75.15)	(163.75)	(143.05)	(15.47)	(94.13)

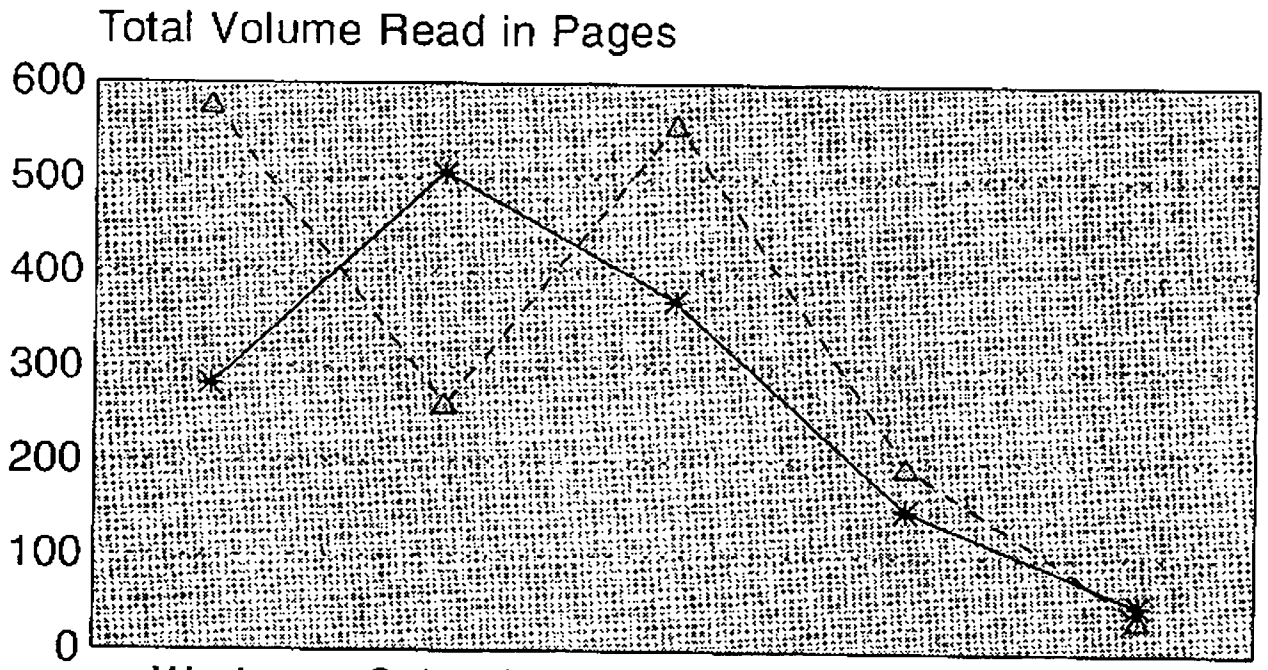
Figure 1: Total Time Reading by Source by Age Group Interaction Effects



20-38 yrs ✳	1.32	6.71	6.07	18.04	6.22	9.35
39-70 yrs △	1.98	6.71	5.92	5.42	6.35	8.66

Sources of Reading Material

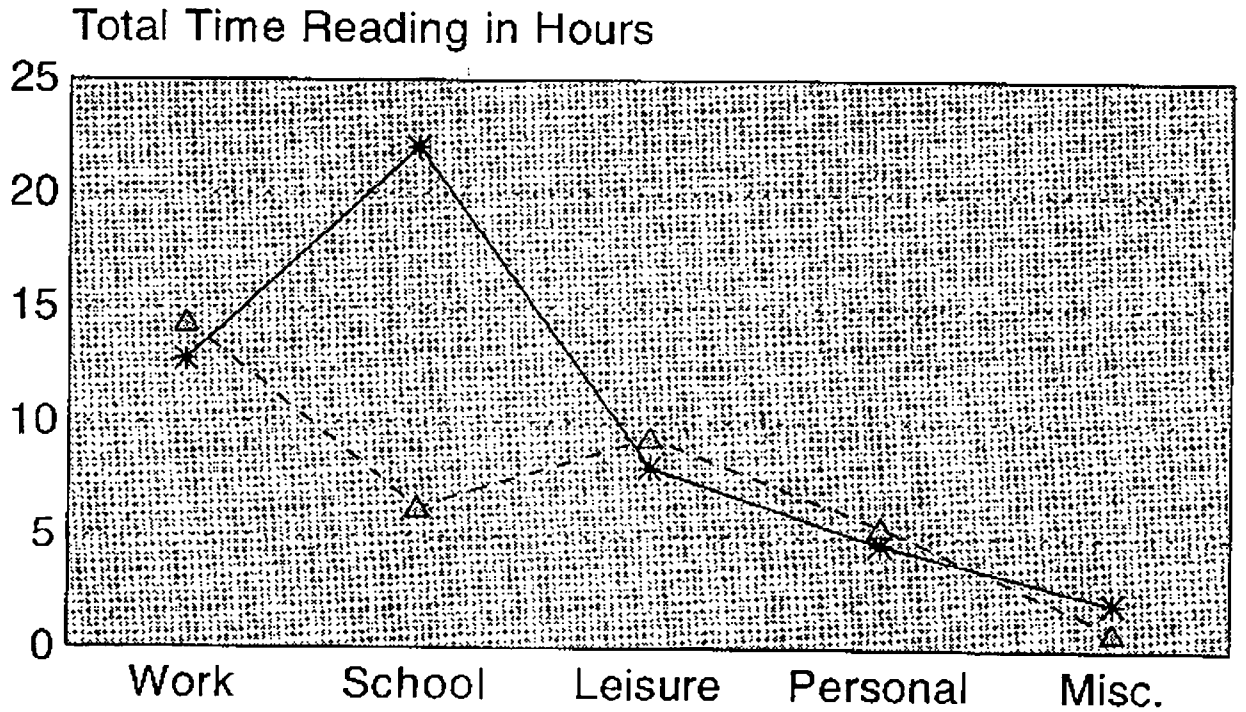
Figure 2: Total Volume Read by Purpose by Age Group: Interaction Effects



	Work	School	Leisure	Personal	Misc.
20-38 yrs ✳	281.11	506.53	370.27	147.97	49.42
39-70 yrs △	578.27	260.67	558.42	194.81	36.87

Purpose for Reading

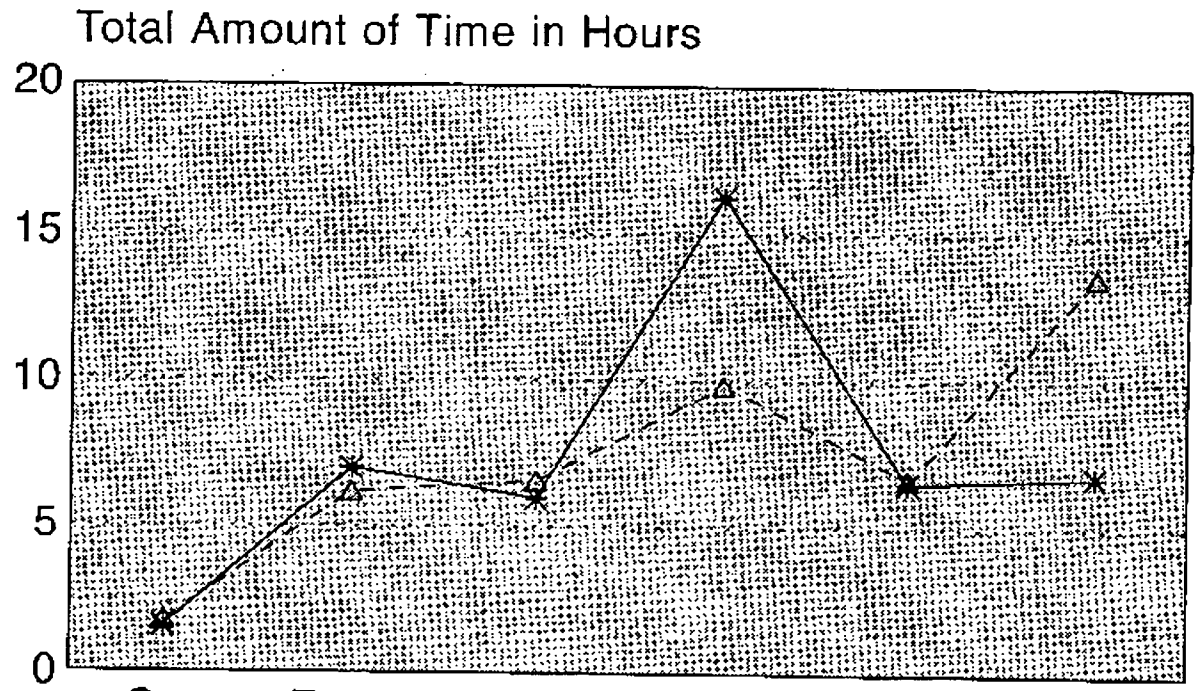
Figure 3: Total Time Reading by Purpose by Age Group: Interaction Effects



	Work	School	Leisure	Personal	Misc.
20-38 yrs ✳	12.71	22.06	7.98	4.6	2.04
39-70 yrs △	14.41	6.25	9.33	5.43	0.83

Purpose for Reading

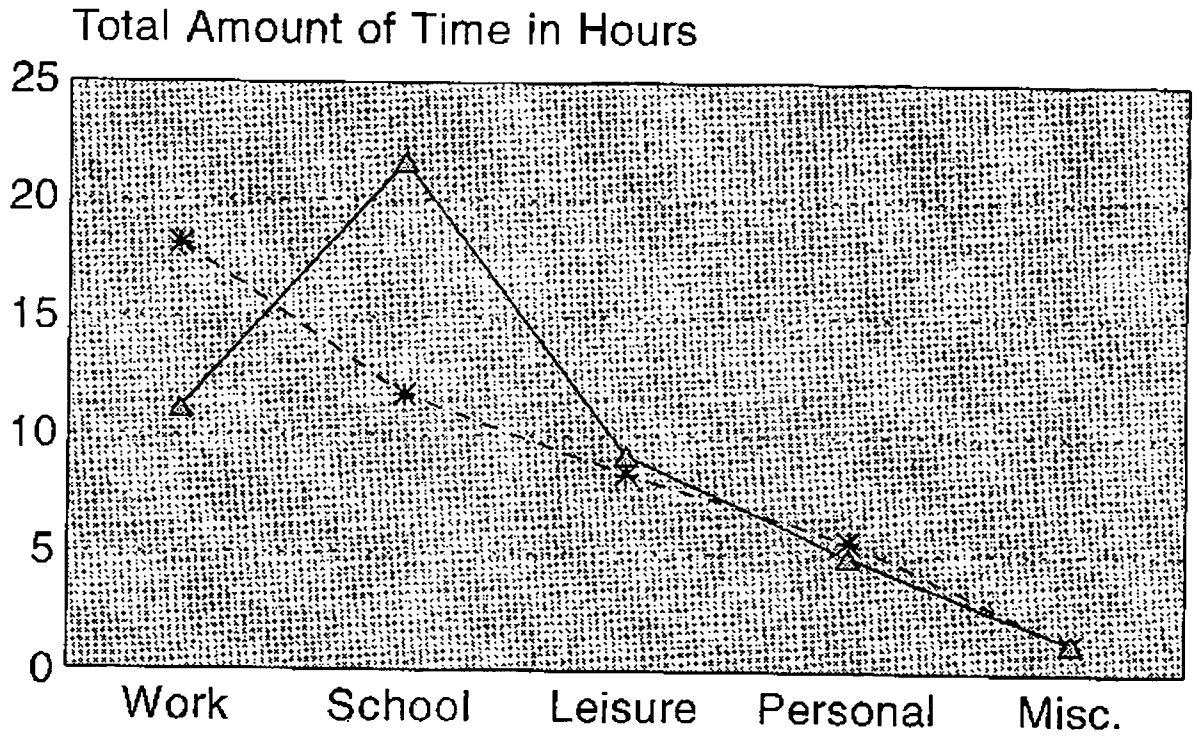
Figure 4: Total Time Reading by Source by Educational Group: Interaction Effects



	Cor	Funct	Peri	Text	Gen	Leis
13-16 yrs	1.53	6.96	5.93	16.24	6.49	6.74
17 or more	1.76	6.16	6.56	9.82	6.65	13.57

Sources of Reading Material

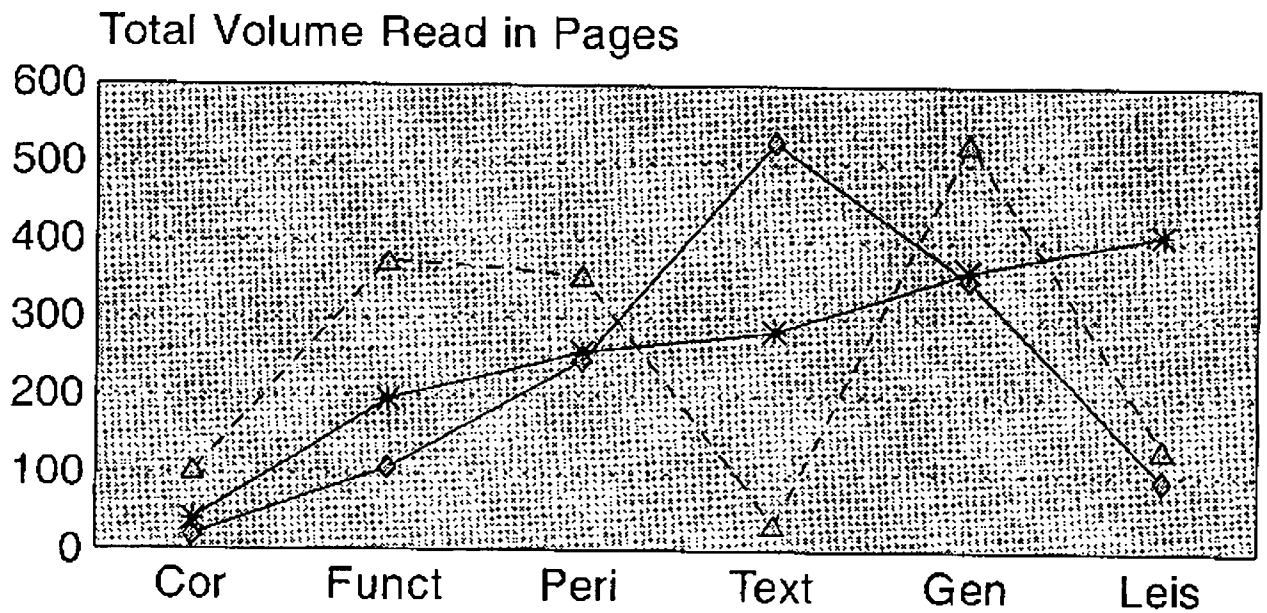
Figure 5: Total Time Reading by Purpose by Educational Group: Interaction Effects



13-16 yrs △	11.06	21.61	9.1	4.794	1.25
17 or more ✳	18.1	11.69	8.33	5.47	1.22

Reason for Reading

Figure 6: Total Volume Read by Source by Occupation Group: Interaction Effects

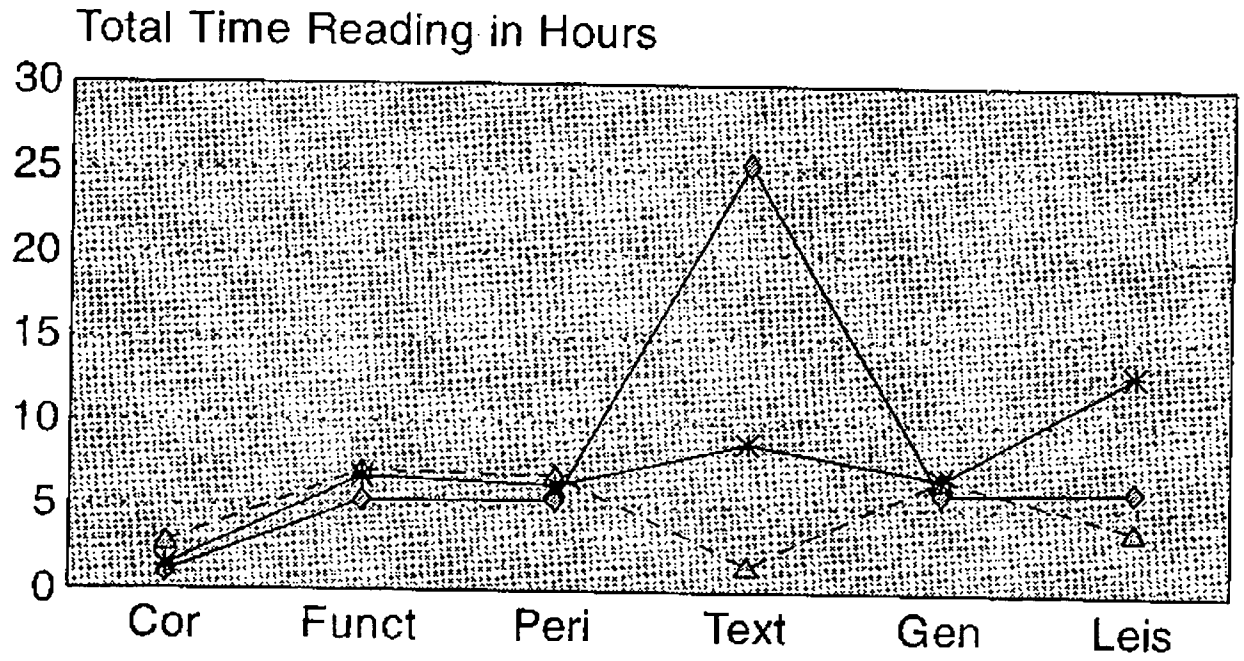


	Cor	Funct	Peri	Text	Gen	Leis
Prof	38.96	193.35	256.13	283.16	361.81	409.57
Non-Prof	102.88	373.56	354.55	34.29	527.71	134.42
Student	18.69	106.31	244.84	527.3	350.94	92.07

Sources of Reading Material

VOL7.CH3

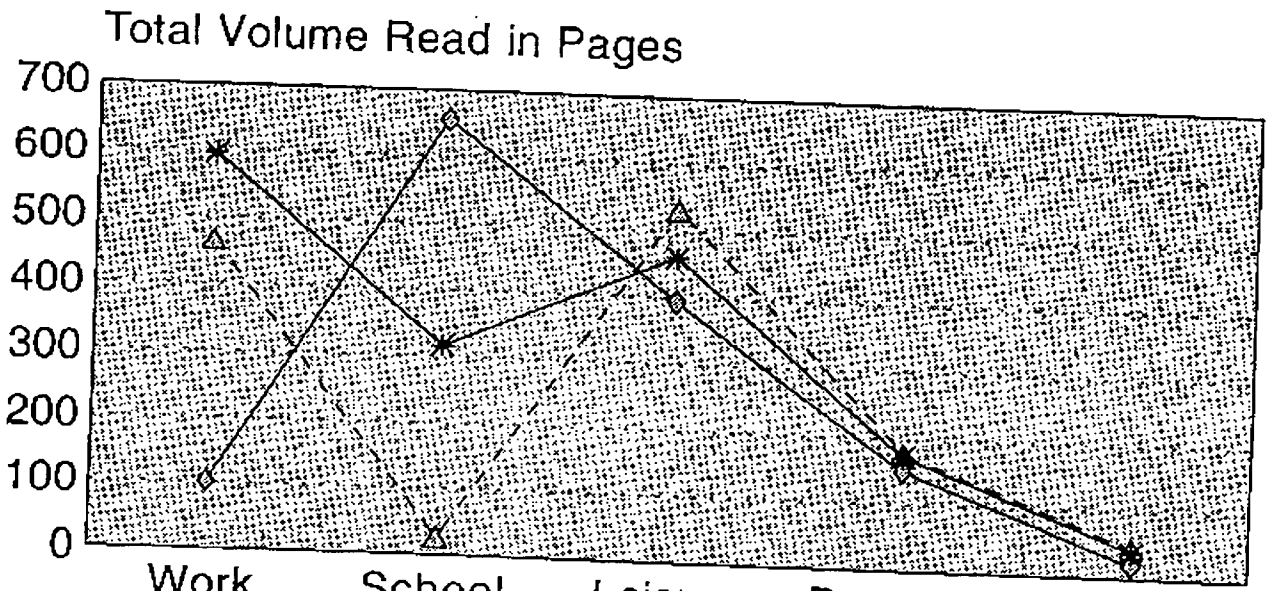
Figure 7: Total Time Reading by Source by Occupation Group: Interaction Effects



	Cor	Funct	Peri	Text	Gen	Leis
Prof	1.4	6.75	6.23	8.74	6.74	12.96
Non-Prof	2.85	7.1	6.86	1.58	6.79	3.82
Student	1.01	5.31	5.36	25.37	5.85	6.1

Sources of Reading Material

Figure 8: Total Volume Read by Purpose by Occupation Group: Interaction Effects

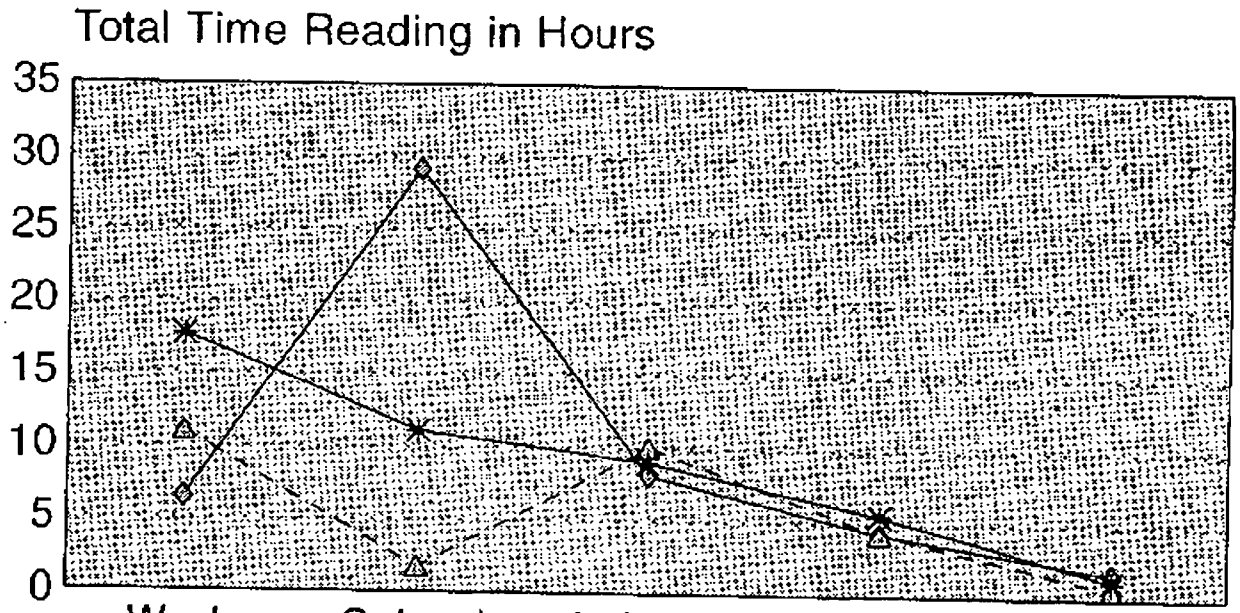


	Work	School	Leisure	Personal	Misc.
Prof	595.86	317.97	460.34	170.77	39.23
Non-Prof	465.53	26.71	531.8	175.4	45
Student	100.77	656.75	394.33	148.53	19.83

Purpose for Reading

VOL8.CH3

Figure 9: Total Time Reading by Purpose by Occupation Group: Interaction Effects



	Work	School	Leisure	Personal	Misc.
Prof	17.71	11.04	8.94	5.46	1.21
Non-Prof	10.98	1.75	10.01	4.26	0.63
Student	6.41	29.19	8.04	4.25	1.62

Purpose for Reading

U.S. Department of Education
Office of Educational Research and Improvement (OERI)

National Library of Education (NLE)
Educational Resources Information Center (ERIC)

CS 013 958

Reproduction Release

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Adult's Reading Practices and Activities: Age, Educational and Occupational Effects	
Author(s): Smith, M. Cecil and Stahl, Norman A.	
Corporate Source: Northern Illinois University	Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign in the indicated space following.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY SAMPLE TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY SAMPLE TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED SAMPLE TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
Level 1	**Level 2A**	**Level 2B**
↑ ☐	↑ ☐	↑ ☐
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g. electronic) *and* paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche c

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche, or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: M Eric Smith	Printed Name/Position/Title: ASSOC. PROFESSOR
Organization/Address: NO. ILLINOIS UNIVERSITY	Telephone: (815)753-8448 Fax: (815)753-8750
	E-mail Address: mcsmith@niu.edu Date: 6/6/00

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC/REC Clearinghouse
2805 E 10th St Suite 140
Bloomington, IN 47408-2698
Telephone: 812-855-5847
Toll Free: 800-759-4723
FAX: 812-856-5512
e-mail: ericcs@indiana.edu
WWW: http://www.indiana.edu/~eric_rec/

EFF-088 (Rev. 9/97)