HUMAN SCIENCES RESEARCH COUNCIL OF SOUTH AFRICA

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THE SHORT-TERM EFFECT OF TELEVISION ON THE READING PATTERNS OF AFRIKAANS SPEAKING DAY SCHOLARS IN STANDARD FIVE

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INTRODUCTION

The data presented in this report on research findings, form a subsection of a comprehensive project being undertaken by the Institute for Communi= cation Research for the purpose of determining the effect of television on school-going young people. The comprehensive investigation arose from the recommendations of the Commission of Investigation into Matters concerning Television and those of the Technical Advisory Committee to the SABC. These recommendations were that research be done on the socio-cultural structure of South African Society and the influence that television could have on it.

The project extends over a period of eight years, i.e. from 1974 to 1981, and is being carried out in respect of pupils from Standards Three to Ten. Some of the Standard Three and Standard Six pupils who took part in the first survey (1974) are followed up each year until they reach Standard Ten. Moreover, for control purposes, a number of the pupils who were in Stan= dards Three to Ten in 1974, 1975 and 1977 are also involved in the inves= tigation.

The data are collected by means of questionnaires and standardized tests and a variety of aspects are studied, such as personality, relationships (personal, social, home and formal), study habits and attitudes, social behaviour, value orientations and utilization of time. A great amount of data has been gathered in respect of each of these aspects, but for the purposes of this report, only those pertaining to the reading patterns (time utilization) of Afrikaans-speaking day-scholars in Standard Five, have been concentrated upon.

Researchers abroad (Furu, 1962; Himmelweit, Oppenheim and Vince, 1958 and Schramm, Lyle and Parker, 1961) found inter alia that television did have a short-term effect on the reading of certain types of reading matter.

1

-1-

Maccoby (1951), McDonagh <u>et al.</u> (1950) and Witty and Kinsela(1959), also found that on the whole, less reading went on shortly after the introduction of television.

However, these findings cannot simply be applied to South African con= ditions without further investigation. South Africa not only differs culturally from foreign countries, but its television service is also unique in character. When television was introduced in South Africa during January 1976, it became possible to investigate these aspects locally.

2 AIM

- 2.1 The aim of this investigation is to investigate the possible short-term effect^{*} of television on the following aspects of the reading patterns of Afrikaansspeaking day-scholars in Standard Five:
- 2.1.1 The extent to which certain types of reading matter are read.
- 2.1.2 The time generally spent on reading
- 2.1.3 The extent to which reading on certain subjects takes place.
- 2.2 Attention will also be paid to the short-term effect of television on the same pupils' library membership outside the school context.

3 METHOD OF INVESTIGATION

3.1 SAMPLE

The data used here were gathered in the course of 1974 and 1976 during *In this research report, short-term influence refers to the influence of television during the first year of broadcasting.

-2-

the comprehensive investigation undertaken in provincial schools of the four provinces of the RSA. A sample of 7 108 Standard Three pupils, stratified according to the following variables, was drawn in 1974, i.e. prior to the introduction of television: Sex, medium of instruction, urban and rural location of the schools attended by the pupils, as well as the province in which the schools are situated. A large number of these children were involved in a follow-up investigation in 1976, i.e. after the introduction of television. A selection of all Afrikaans-speaking (home language and medium of instruction) day-scholars was made from this broad sample for the purposes of this study. (The time utilization patterns of boarding-school pupils apparently differ from those of day-scho= lars.) These pupils were subdivided into a group who had watched television. at that stage (1976) (the experimental group) and one which had not yet watched television (the control group). The experimental and control groups were then further subdivided according to sex. The reason for the abovementioned selection and subdivision, is to place the experimental and control groups on an equal footing in respect of variables which could pos= sibly play a role in reading patterns. (Researchers have found that the following variables inter alia have a bearing on the reading patterns of children and young people: Sex (Stone, 1953; Roberts, 1955; Landman, 1972) and home language (Pieterse, 1967).)

The experimental group included only those pupils who had television sets at home and watched television during the week and at weekends. Respondents who did not have television sets at home, but who watched elsewhere, were not included in either the experimental or the control group. To eliminate the "novelty effect", only the respondents who indicated in the Television Questionnaire that they had a television set at home for three months and longer were included. The control group thus consists of respondents who did not have a television set at home and did not watch television elsewhere either. The experimental and control groups consist of 563 and 259 boys and 607 and 271 girls respectively.

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The information used in this research finding was obtained from the data gathered during the surveys already mentioned by means of the time utilization, biographical and television questionnaire. Only those ques= tions pertaining to reading patterns were taken into account.

3.3 THE EXPERIMENTAL DESIGN^{*}

As is apparent from the foregoing description, this investigation employs a test-retest design with one control group. This is schematically depicted in Figure 1.

FIGURE 1 EXPERIMENTAL DESIGN: TEST-RETEST WITH CONTROL

Experimental group (prior to introduction of tele= vision): A₁ Control group (prior to introduction of televi= sion): B₁

Introduction of television

Experimental group (after introduction of televi= sion): A₂ Control group (after introduction of television) B2

A series of comparisons was drawn in respect of the answers to each question between the groups indicated in Figure 1. Since the answers are only available in the form of frequencies, the chi-square statistical test (χ^2)

^{*} Prof. D.J. Stoker of the Institute for Statistical Research was initially consulted in the planning stages of the project and his hints in connection with statistical methods were incorporated in this design.

(cf. Siegel, 1956) was one of those used for these comparisons.

Only those differences or associations with a probability of 0,05 or less, were regarded as significant. The following comparisons were drawn:

3.3.1 A₁ with B₁ (by means of χ^2)

If the answers of A_1 to a specific question differed significantly from those of B_1 , no further processing was done, since prior to the introduction of television the two groups were not comparable in respect of that aspect of reading patterns.

3.3.2 B_1 with B_2 (by means of direct comparison of frequencies)

As two years elapsed between the 1974 and 1976 surveys, it is necessary to make provision for changes in the answers of the pupils in the experimen= tal group that can be ascribed to factors other than the influence of televi= sion (for example the effect of maturation). This was done by examining the control group to discover how the number of pupils who marked one of the two answering categories for each question, had changed from B₁ to B₂. Each difference was then expressed as a fraction of the total number of respondents in the control group. A proportional adjustment was then made in the number of pupils in the experimental group who had marked that answering possibility.

3.3.3 A₁ with adjusted A₂ (by means of χ^2)

After the above-mentioned adjustment was made in respect of the number of pupils who marked both possible answers in A_2 in Figure 1, a comparison was drawn between this adjusted number and that in A_1 . A significant difference indicates a possible effect of television . Steps 3.3.1 to 3.3.3 are illustrated by the two examples in Figures 2 and 3. (The χ^2 values which are significant at the 0,001 level are indicated by three asterisks (*******) in the tables, those significant **a**t the 0,01 level by two asterisks (******) and those significant at the 0,05 level by one asterisk (*****).)

FIGURE 2

FIRST EXAMPLE TO ILLUSTRATE DESIGN: RESPONSES TO THE QUES= TION: "DO YOU ENJOY MOUNTAIN-CLIMBING?"

	Experiment	tal group	Control group			
	A1		Bı			
Prior to introduc=	Yes	400	Yes	435		
tion of television	No	100	No	<u>115</u>		
	TOTAL	500	TOTAL	550		

Introduction of television

	A	2	B ₂		
After introduction	Yes	351	Yes	460	
of television	No	<u>149</u>	No	_90	
	TOTAL	500	TOTAL	550	

(a) A_1 with B_1

 χ^2 = 0,083 df = 1

Further comparisons can thus be done in this case.

 \dot{B}_2 (yes) - B_1 (yes) = 460-435 = 25 25 The difference of the latter in relation to the total: 550 Adjustment that must be made to'A2

25 500 = 23х 550

 A_1 with adjusted A_2 (c)

		A ₁	A ₂ (adjusted)
	Yes No	400 100	(351-23) = 328 (149+23) = 172
	TOTAL	500	500
: 25.	458 ***	df =	1

A chi-square is calculated in respect of the following table:

x² value: 25,458 ***

In this case television possibly had a deleterious effect on the respondents' enthusiasm for mountain-climbing.

FIGURE 3

SECOND EXAMPLE TO ILLUSTRATE DESIGN: RESPONSES TO THE QUESTION: "DO YOU ENJOY CYCLING?"

	Experimen	tal group:	Control group			
	Ai		B ₁			
Prior to introduc=	Yes	50	Yes	31		
tion of television	No	_94	No	<u>_71</u>		
	TOTAL	144	TOTAL	102		

Introduction of television

	Experimen	tal group:	Control g	roup	
. •	A ₂		B ₂		
After introduction	Yes	61	Yes	57	
of television	No	_83	No	45	
	TOTAL	144	TOTAL	102	

(a) A_1 with B_1

 $\chi^2 = 0,33$ df = 1

Further comparisons can be done in this case.

 B_2 (yes) - B_1 (Yes) = 57 - 31 = 26 The difference of the latter in relation to the total: 102 Adjustment that must be made to A_2 26

$$\frac{20}{102}$$
 × 144 = 37

(c) A_1 with adjusted A_2

A ₁		A.2 (adjusted)					
Yes	50	(61-37) = 24					
No	94	(83+37) = 120					
TOTAL	144	144					

A chi-square is calculated in respect of the following table:

 χ^2 -value: 11,3665 ******* df = 1

As in the previous example, television in this instance also apparently had an inhibiting effect on preferences for the activity concerned. In the latter case the effect of television is more difficult to interpret, however, since it appears from the unadjusted figures in Figure 3 that there was an increase (namely 11) in the experimental group's affir= mative answers. However, the inhibiting effect of television can be interpreted in this case to mean that a still greater increase in the affirmative answers could have been exp ected in the absence of tele= vision, but that this increase was partly restrained or countered by television. There were only two answering possibilities for each question in both of the foregoing examples. In cases where there are three or more possible answers, these are combined in two categories for the purpose of this study, so that the same processing procedures can be applied to them as in the examples. The distribution of the answers of the control group of 1976 was taken as the premise in this combining of answers. A dichotomous distribution is carried out with the point of intersection as the dividing line between two neighbouring categories in each table. This dividing line is the one nearest the median and in most cases forms the boundary between the two categories with the highest frequencies. If the effect of television is pointed out in this way, it has bearing on changes in the vicinity of the median and not on extreme cases.

The above-mentioned design will be used throughout this study to inves= tigate the possible effect of television on each of the variables concerned.

FINDINGS

4

4.1 INTRODUCTION

As was mentioned in Paragraph 3.3, no deductions or calculations can be made concerning the influence of television in cases where statisti= cally significant differences between the responses of the experimental and control groups already existed prior to the introduction of television. In the case of the following questions on reading patterns, either differen= ces of this nature existed, or the numbers in the cells were too small to justify further statistical calculations.

+ On how many of the seven days last week did you read the newspa= per? (Boys and girls.)

- + Did you read a Sunday newspaper last week? (Boys.)
- + How often last week did you read comics and photo-
- stories which appear in newspapers? (Boys and girls.)
- + In how many magazines did you read something last week? (Girls.)
- Indicate to what extent you read each of the following types of reading matter: Detective stories; murder stories and Westerns (boys), reading matter on sport (boys), school stories and boarding-school stories (girls).

The above-mentioned variables are not reproduced in the tables which follow. Further statistical calculations could be done in respect of all the other questions, however, and the results are shown in Tables 1-14.

4.2 THE EXTENT TO WHICH CERTAIN TYPES OF READING MATTER ARE READ

The responses of the girls and boys to questions on the reading of books, magazines, comics, photo-stories and Sunday newspapers are analyzed in Tables 1 to 6.

4.2.1 The number of books read the previous week

The responses of the boys and girls to the following item are examined in Tables 1 and 2: "How many books did you read last week?" The answers are converted into two categories, namely "None to one book" and "Two or more books".

After provision had been made proportionately in the experimental groups for the normal changes that appeared in the control groups, it was only in the case of the boys that a statistically significant difference appeared. TABLE 1 HOW MANY BOOKS DID YOU READ LAST WEEK? (DO NOT INCLUDE SCHOOL BOOKS, MAGAZINES, COMICS OR PHOTO-STORIES) (BOYS)

Number of books	Number of boys										Chi-square (X ²)	
	Contr	Control group					group		Experimen=	Experimental		
	1974		1976		1974		1976		1976 (adjusted)		tal group 1974 compa= red to control	group 1976 (adjusted) com= pared to experi=
	N	%	N	%	Ν	%	N	%	N	%	group 1974 (df = 1)	mental group 1974 (df = 1)
None to one book Two or more books	130 126	51 49	147 112	57 43	264 296	47 53	373 190	66 34	339 224	60 40	0,791	18,768 ^{***}
TOTAL	256	100	259	100	560	100	563	100	563	100	<u></u>	<u>, ,, , , , , , , , , , , , , , , , , ,</u>

TABLE 2 HOW MANY BOOKS DID YOU READ LAST WEEK? (DO NOT INCLUDE SCHOOL BOOKS, MAGAZINES, COMICS AND PHOTO-STORIES) (GIRLS)

Number of books	Numb	er of gir	Chi-square (X ²)									
	Control group					imental	group	Experimental	Experimental			
· .	1974 19		1976	1976 1974		1974 1976		76 1976 (adjusted)		group 1974 compared to control	group 1976 (adjusted) compared to	
	N	%	Ν	%	N	%	N	%	N	%	group 1974 (df = 1)	group 1974 (df = 1)
None to one book	114	42.	151	56	266	44	328	54	246	41	· · · · · · · · · · · · · · · · · · ·	
Two or more books	156	、 58	120	44	338	56	276	46	358	59	0,182	1,224
TOTAL	270	100	271	100	604	100	604	100	604	100		

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Number of magazines	Numb	er of bo	ys								Chi-square (X ²)		
	Contro	ol group		<u></u>	Exper	rimental	group				Experimental	Experimental	
	1974 1976			1974			1976		1976 (adjusted)		compared to	justed)compared to experimental	
	N	%	N	%	N	%	N	%	N	%	group 1974 (df = 1)	group 1974 (df = 1)	
	162	63	160	62	336	60	341	61	347	62		<u> </u>	
Three or more magazines	96	37	99 [°]	38	223	40	220	39	214	38	0,427	0,289	
TOTAL	258	100	259	100	559	100	561	100	561	100			

IN HOW MANY MAGAZINES DID YOU READ SOMETHING LAST WEEK? (DO NOT INCLUDE COMICS AND PHOTO-STORIES)(BOYS)

TABLE 3

-13-

Fewer boys in the experimental group in 1976 (adjusted) than in 1974 in= dicated that they had read two or more books. This decrease can possibly be ascribed to the influence of television.

This finding corresponds to a certain extent to the findings of Himmelweit, Oppenheim and Vince, 1958, who determined that in England, television resulted in a general decrease in the number of books read by boys.

4.2.2 How many magazines were read ?

The boys' responses to the question: "How many magazines did you read last week?", is reproduced in Table 3. The answers are divided into two categories, namely "None to two magazines" and "Three or more magazines."

It appears from this table that television apparently had no effect on the number of magazines in which boys had read. No statistical calculations could be made in respect of the girls.

4.2.3 The number of comics and photo-stories read

The pupils' (boys and girls) responses to the question concerning the number of comics and photo-stories read, were divided into the categories "None to one" as opposed to "Two or more."

Fewer girls in the experimental group in 1976 (adjusted) than in 1974 in= dicated that they had read two or more photo-stories and comics (cf. Table 5).

In the case of Table 4 it would seem that television had no influence on the number of photo-stories and comics the boys read.

Himmelweit, Oppenheim and Vince, 1958 (England) and Schramm, Lyle and Parker 1961 (USA) found that television led to a short-term decline in the reading of comics by both girls and boys.

4.2.4 The reading of Sunday newspapers

Table 6 provides an analysis of the girls' responses to the following question: "Did you read a Sunday newspaper last week?" The respondents' choice of answers to this question was limited to "yes" or "no".

The deduction that can be made from Table 6 is that the effect of tele= vision was apparently that more girls read Sunday newspapers.

No statistical calculations could be carried out in respect of the boys.

4.3 THE NUMBER OF HOURS SPENT ON READING EACH WEEK

Tables 7 and 8 indicate the time boys and girls spend on reading each week. In order to obtain a more complete picture of the effect of television on reading, the answering categories for both boys and girls have not merely been grouped together in one way, but in five different ways.

In the case of the boys (see table 7) statistically significant differences were found in the following four groupings: "0 - 1 hour" as opposed to "1 hour or more"; "0 - 3 hours" as opposed to "3 or more hours"; "0 - 4 hours" as opposed to "4 or more hours" and "0 - 5 hours" as opposed to "5 or more hours". In the case of the girls (see table 8), statistically significant differences were found in three groupings namely: "0 - 1 hour" as opposed to "1 hour or more"; "0 - 2 hours" as opposed to "2 or more hours"; "0 - 3 hours" as opposed to "3 or more hours". These differences indicate that television apparently had an inhibiting effect on the time weekly devoted to reading by the boys.

Number of comics and photo-stories read None to one Two or more	Numt	per of bo	ys	Chi-square (X ²)								
	Contr	ol group)		Expe	rimental	group				Experimental	Experimental
	1974		1976	1976 197			4 1976			usted)	group 1974 compared to control group	justed) compared to experimental
	N	%	N	%	N	%	N	%	N	%	(df = 1)	(df = 1)
	123 135	48 52	127 131	49 51	251 312	45 55	283 280	50 50	274 289	49 51	0,563	1,727
	258	100	258	100	563	100	563	100	563	100	<u> </u>	<u></u>

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TABLE 4 HOW MANY COMIC BOOKS AND PHOTO-STORY BOOKS DID YOU READ LAST WEEK? (BOYS)

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Number of photo-stories and comics read	Numb	er of gir	ls	Chi-square (X ²)								
	Contr	ol group			Expe	imental	group				Experimental	Experimental
	1974		1976	1976		1974		1976		usted)	compared to control group	(adjusted) compared to
	Ν	%	Ν	%	Ν	%	Ν	%	N	%	(df = 1)	group 1974 (df = 1)
None to one	123	45	139	52	240	40	337	56	299	49	0 100	10 412 **
TOTAL	 271	 100	269	 100	602	100	607	100	607	100	2, 123	10,413

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	TABLE 5	
HOW I	MANY COMIC BOOKS AND PHOTO-STORY BOOKS DID YOU READ LAST WEEK? (GIRLS)	·

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Responses	Numb	er of gir	Chi-square (X ²)									
	Contro	ol group			Expe	rimental	group				Experimental	Experimental
	1974	1974 1976				1976			1976 (adju	isted)	compared to control group	(adjusted) com= pared to experi=
	N	%	Ν	%	Ν	%	N	%	N	%	(df = 1)	1974 (df = 1)
Yes No	179 92	79 66 17 ⁻ 92 34 9 [,]	177 94	65 35	400 207	66 34	440 167	72 28	444 163	73 [,] 27	0,001	7,188 ^{**}
TOTAL	271	100	271	100	607	100	607	100	607	100		-

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TABLE 6	
DID YOU READ A SUNDAY NEWSPAPER LAST WEEK?	(GIRLS)

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The girls, on the other hand, spent more time on reading.

This finding on the short-term effect of television on girls, differs with the results of Himmelweit, Oppenheim and Vince, 1958 (England); Maccoby, 1951 (USA); and Witty and Kinsela, 1959 (USA), who found that there was a decrease in the amount of time pupils devoted to reading, regardless of sex.

4.4 THE EXTENT TO WHICH READING IS DONE ON SPECIFIC SUBJECTS

The dichotomous distribution of the answering possibilities (cf. Paragraph 3.3) resulted in the pupils' answers being divided between the categories "Read it often" as opposed to "Read it now and then/never" (Tables 9 and 11) in respect of some subjects, whereas the answers concerning the rest of the subjects were divided between the categories. "Read it often/ now and then" as opposed to "Never read it" (Tables 10 and 12). The latter distribution was particularly noticeable in respect of subjects on which pupils spent less time reading.

The following are the findings regarding the extent to which reading was done on certain subjects:

- 4.4.1 In the case of boys television apparently caused a decline in preferences for the following subjects (cf. Tables 9 and 10): Bible stories, science fiction, stories about children, reading matter on school subjects, bio= graphies, travel accounts and plays.
- 4.4.2 In the case of girls (cf. Tables 11 and 12) television apparently had a sti= mulative effect on preferences for the following subjects: stories about children and detective, murder mysteries/Westerns. Preferences for Bible stories, reading matter on hobbies and travel accounts declined. Television probably had a hampering effect on the reading of the Bible.

In their study on the reading patterns of pupils in the age groups 10-11 and 13-14, Himmelweit, Oppenheim and Vince, 1958 (England) found, amongst other things, that television had a stimulative effect on the reading of non-fiction. This conclusion differs to some extent from the finding above. However, the aforementioned researchers confirm that their pupils showed a greater interest in "cowboys in particular, and to a lesser extent horror, serials, crime and ordinary families." (p. 328).

4.5 LIBRARY MEMBERSHIP OUTSIDE THE SCHOOL

Tables 13 and 14 provide an analysis of the girls and boys' responses to the question: "Do you belong to a library?" The respondents could only,answer "yes" or "no" to this question.

It appears from the results that television had an inhibiting effect on both the girls' and boys' library membership outside the school context.

5 SUMMARY

The aim of this investigation was to determine the possible short-term effect of television on the reading patterns of Afrikaans-speaking, Stan= dard 5 day-scholars (boys and girls). The total sample was divided into an experimental (television viewers) and a control (non-viewers) group. People who did not have television sets at home, but who watched elsewhere, were not involved in the investigation. It was found that television probably had an effect on the following aspects of the pupils' reading patterns.

5.1 THE EXTENT TO WHICH BOYS READ CERTAIN TYPES OF READING MATTER

Television had an inhibiting effect on the number of books read. The boys'

TABLE 7

HOW MANY HOURS PER WEEK DO YOU USUALLY DEVOTE TO READING? (EXCLUDING YOUR SCHOOL WORK) (BOYS)

Number of hours	Numb	er of bo	ys								Chi-square (x ²)		
	Contr	ol group			Exper	imental	group				Experimental	Experimental	
	1974		1976		1974		1976		1976 (adju	sted)	compared to control group	(adjusted) com= pared to experi= mental group	
	N	%	N	%	N	%	N	%	Ν	%	(df = 1)	1974 (df = 1)	
0 - 1 hour	91	35	58	22	171	30	175	31	247	44			
1 hour or more	167	65	200	78	392	70	388	69	316	56	1,735	21,402	
TOTAL	258	100	258	100	563	100	563	100	563	100			
0 - 2 hours	146	57	124	48	317	56	284	50	332	59		,	
2 or more hours	112	43	134	52	246	44	279	50	231	41	0,000	0,713	
TOTAL	258	100	258	100	563	100	563	100	563	100			
0 - 3 hours	187	72	167	65	398	71	385	68	429	76		· · · ·	
3 or more hours	71	28	91	35	165	29	178	32	134	24	0,196	4,098	
TOTAL	258	100	258	100	563	100	563	100	563	100	· · · · · · · · · · · · · · · · · · ·		
0 - 4 hours	214	83	198	77	455	81	448	80	483	86		¥	
4 or more hours	44	17	60	23	108	19	115	20	80	14	0,4	4,655	
TOTAL	258	100	258	100	563	100	563	100	563	100			
0 - 5 hours	232	90	217	84	497	88	486	86	519	92		w	
5 or more hours	26	10	41	16	66	12	77	14	44	8	0,33	4,443	
TOTAL	258	100	258	100	563	100	563	100	563	100	<u></u>		

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TABLE 8	
HOW MANY HOURS PER WEEK DO YOU USUALLY DEVOTE TO READING? (EXCLUDING YOUR SCHOOL WO	RK) (GIRLS)

Number of hours	Numi	per of gi	ris			-	•				Chi-square (X ²)		
	Contr	ol group)		Expe	rimental	group			Experimental	Experimental		
	1974 1976		1974			1976	1976		sted)	- group 1974 compared to control group - 1974	group 1976 (adjusted) com pared to experi- mental group		
	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	(df = 1)	1974 (df = 1)	
0 – 1 hour	88	32	79	29	206	34	135	22	155	26.			
1 hour or more	183	68	192	71	401	66	472	78	452	74	0,121	9,856**	
TOTAL	271	100	271	100	607	100	607	100	607	100			
0 - 2 hours	156	58	144	53	357	59	282	46	309	51			
2 or more hours	115	42	127	47	250	41	325	54	298	49	0,074	7,348	
TOTAL	271	100	271	100	607	100	607	100	607	100			
0 - 3 hours	186	67	176	65	426	70	367	60	389	64			
3 or more hours	85	33	<u>.95</u>	35	181	30	240	40	218	36	0,145	4,838	
TOTAL	271	100	271	100	607	100	607	100	607	100	·		
0 - 4 hours	216	80	199	73	492	81	439	72	477	79			
4 or more hours	55	20	72	27	115	19	168	28	130	21	0,141	1,002	
TOTAL	271	100	271	100	607	100	607	100	607	100			
0 - 5 hours	239	88	223	82	526	87	500	82	536	88	, , , , , ,		
5 or more hours	32	12	48 ·	18	81	13	107	18	71	12	0,269	0,609	
TOTAL	271	100	271	100	607	100	607	100	607	100			

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TABLE 9

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INDICATE THE EXTENT TO WHICH YOU READ EACH OF THE FOLLOWING TYPES OF READING MATTER (EXCLUDING YOUR OR= DINARY SCHOOL BOOKS) (BOYS)

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Type of reading matter	Numb	er of b	oys		Chi-square (X ²)							
and responses	Contr	ol grou	p		Exper	rimenta	l group	>			Experimental	Experimental
	1974		1976		1974		1976		1976 (adju:	sted)	pared to control group 1974	(adjusted) com= pared to experi=
	N	%	N	%	N	%	N	%	N	%	(df = 1)	1974 (df = 1)
FUNNY STORIES								_				
Read them often Read them now and then/never	147 111	57 _43	120 138	47 53	309 254	55 45	250 311	45 55	309 252	55 45	0,235	0,000
TOTAL	258	100	258	100	563	100	561	100	561	100		
WAR AND ADVENTURE STORIES	•											
Read them often Read them now and then/never	152 105	59 41	166 92	64 36	352 211	63 37	364 199	65 35	335 228	60 40	0,714	0,956
TOTAL	257	100	258	100	563	100	563	100	563	100		
ANIMAL STORIES					-						·	
Read them often Read them now and then/never	163 91	64 36	127 130	49 51	349 211	62 38	235 325	42 58	318 242	57 43	0,184	3,336
TOTAL	254	100	257	100	560	100	560	100	560	100		
BIBLE STORIES												
Read them often Read them now and then/neve	190 r 66	74 26	142 116	55 45	400 161	71 29	231 330	41 59	339 222	60 40	0,607	14,271***
TOTAL	256	100	258	100	561	100	561	100	561	100		
THE BIBLE												
Read it often Read it now and then/never	217 40	84 16	207 49	81 19	462 97	83 17	443 115	79 21	463 95	83 17	0,285	0,004
TOTAL	257	100	256	100	559	100	558	100	558	100		
SCHOOL AND BOARDING- SCHOOL STORIES												
Read them often Read them now and then/neve	79 r 176	31 69	76 181	30 70	202 360	36 64	212 349	38 62	220 341	39 61	1,701	1,146
TOTAL	255	100	257	100	562	100	561	100	561	100		ι
HISTORICAL STORIES												
Read them often Read them now and then/neve	132 er 124	52 48	71 186	28 72	274 288	49 51	116 445	21 79	250 311	45 55	0,448	1,817
TOTAL	256	100	257	100	562	100	561	100	561	100		
SCIENCE FICTION								-			-	
Read it often Read it now and then/never	94 160	37 63	84 173	33 67	219 342	39 61	147 416	26 · 74	171 392	30 70	0,225	8,932 ^{##}
TOTAL	254	100	257	100	561	100	563	100	563	100		

TABLE 10

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INDICATE THE EXTENT TO WHICH YOU READ EACH OF THE FOLLOWING TYPES OF READING MATTER	(EXCLUDING YO	
DINARY SCHOOL BOOKS) (BOYS)		

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Type of reading matter and responses	Num	ber of	boys								Chi-square (X ²)		
	Cont	trol gro	up		Exp	eriment	tal grou	ıp.			Experimental	Experimental	
	1974	ţ	1976	;	1974	ļ	1976	5	1976 (adji	usted)	group 1974 compared to control group	group 1976 (adjusted) com= pared to experi=	
	N	%	Ν	%	N	%	N	%	N	%	(df = 1)	mental group 1974 (df = 1)	
LOVE STORIES													
Read them often/now and then Never read them	84 173	33 67	79 177	31 69	171 388	31 69	137 422	25 75	147 412	26 74	0,269	2,325	
TOTAL	257	[.] 100	256	100	559	100	559	100	559	100			
STORIES ON CHILDREN													
Read them often/now and then Never read them	220 37	86 14	198 58	77 23	480 79	86 14	401 160	71 29	447 114	80 20	0,000	7,091 ^{***}	
TOTAL	257	100	256	100	559	100	561	100	561	100			
POEMS									· ·				
Read them often/now and then Never read them	175 79	69 31	110 148	43 57	373 188	66 34	200 358	36 64	347 211	62 38	0,358	2,073	
TOTAL	254	100	258	100	561	100	558	100	558	100			
ON HOBBIES											e		
Read them often/now and then Never read them	155 99	61 39	134 123	52 48	376 185	67 33	318 243	57 43	368 193	66 34	2,514	0,196	
TOTAL	254	100	257	100	561	100	561	100	561	100			
ON SCHOOL SUBJECTS (NOT YOUR ORDINARY SCHOOL BOOKS)	Τ												
Read it often/now and then Never read it	183 74	71 29	146 112	57 43	431 130	77 23	280 281	50 50	362 199	65 35	2,682	19,886 ^{****}	
TOTAL	257	100	258	100	561	100	561	100	561	100			
BIOGRAPHIES													
Read them often/now and then Never read them	159 94	63 37	129 126	51 49	348 209	62 38	246 314	44 56	315 245	56 44	0,001	4,235 [*]	
TOTAL	253	100	255	100	557	100	560	100	560	100			
TRAVEL ACCOUNTS	-							·	•				
Read them often/now and then Never read them	171 85	67 33	152 104	59 41	397 165	71 29	303 257	54 46	345 215	62 38	1,05	9,82 ^{***}	
TOTAL	256	100	256	100	562	100	560	100	560	100	· · · · · · · · · · · · · · · · · · ·		
PLAYS											· · · · · · · · · · · · · · · · · · ·		
Read them often/now and then Never read them	132 123	52 48	96 159	38 62	311 249	56 44	175 384	31 69	254 305	45 55	0,858	11,01 ^{***}	
TOTAL	255	100	255	100	560	100	559	100	559	100			
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TABLE 11 INDICATE THE EXTENT TO WHICH YOU READ EACH OF THE FOLLOWING TYPES OF READING MATTER (EXCLUDING YOUR OR= DINARY SCHOOL BOOKS)(GIRLS)

Type of reading matter	Num	per of g	pirls		Chi-square (X ²)								
and responses	Contr	rol grou	ıp		Expe	rimenta	al group	0		Experimental	Experimental		
	1974		1976		1974	1974		1976		isted)	compared to control group 1974	(adjusted) com= pared to experi= mental group	
	N	%	N	%	N	%	N	%	N	%	(df = 1)	1974 (df = 1)	
FUNNY STORIES													
Read them often Read them now and then/never	150 120	56 44	125 146	46 54	316 289	52 48	259 347	43 57	316 290	52 48	0,701	0,001	
TOTAL	270	100	271	100	605	100	606	100	606	100			
WAR STORIES													
Read them often Read them now and then/never	59 210	22 78	73 193	27 73	152 450	25 75	171 433	28 72	141 463	23 77	0,940	0,496	
TOTAL	269	100	271	100	602	100	604	100	604	100			
LOVE STORIES											· · · ·		
Read them often Read them now and then/never	59 209	22 78	105 166	39 61	131 471	22 78	226 378	37 63	125 479	21 79	0,000	0,146	
TOTAL	268	100	271	100	602	100	604	100	604	100			
STORIES ON CHILDREN													
Read them often Read them now and then/never	174 93	65 35	112 158	41 59	353 246	59 41	265 341	44 56	409 197	67 33	2,760	9,13 ^{%#}	
TOTAL	267	100	270	100	599	100	606	100	606	100			
ANIMAL STORIES					•								
Read them often Read them now and then/never	170 99	63 37	112 157	42 58	385 216	64 36	274 332	45 55	405 201	67 33	0,028	0,906	
TOTAL	269	100	269	100	601	100	606	100	606	100			
DETECTIVE, MURDER MYSTI AND WESTERNS	ERIES	6											
Read them often Read them now and then/never	62 207	23 77	92 178	34 66	176 427	29 [°] 71	313 292	52 48	246 359	41 59	3,23	16,99 ^{×××}	
TOTAL	269	100	270	100	603	100	605	100	605	100			
BIBLE STORIES						-							
Read them often Read them now and then/never	233 - 36	87 13	184 87	68 32	494 110	82 18	332 273	55 45	445 160	74 26	2,779	11,345 ^{***}	
TOTAL	269	100	271	100	604	100	605	100	605	100			
THE BIBLE													
Read it often Read it now and then/never	233 35	87 13	244 25	91 9	537 65	89 11	534 68	,89 11	511 91	85 15	0,724	4,603 [#]	
TOTAL	268	100	269	100	602	100	602	100	602	100	<u></u>		
PLAYS						-							
Read them often Read them now and then/never	115 154	43 57	80 191	30 70	229 374	38 62	145 461	24 76	225 381	37 63	1,581	0,06	
TOTAL	269	100	271	100	603	100	606	100	606	100			

TABLE 12 INDICATE THE EXTENT TO WHICH YOU READ EACH OF THE FOLLOWING TYPES OF READING MATTER (EXCLUDING YOUR OR= DINARY SCHOOL BOOKS) (GIRLS)

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Type of reading matter	Numi	ber of g	girls		Chi-square (X ²)							
	Cont	rol grou	qu		Expe	eriment	al group	5		Experimental	Experimental	
	1974		1976		1974	1974		1976		uste d)	group 1974 compared to control group	group 1976 (adjusted) com= pared to expe <u>r</u> i=
	N .	%	N	%	N	%	N	%	N	%	1974 (df = 1)	mental group 1974 (df = 1)
POEMS												
Read them often/now and then Never read them	238 30	89 11	179 90	67 33	524 78	87 13	369 237	61 39	504 102	83 17	0,38	3,277
TOTAL	268	100	269	100	602	100	606	100	606	100		
ON HOBBIES												
Read them often/now and then Never read them	190 77	71 29	153 118	56 44	456 146	76 24	308 298	51 49	397 209	66 34	1,806	14,759 ^{×××}
TOTAL	267	100	271	100	602	100	606	100	606	100		
ON SPORT												
Read them often/now and then Never read them	220 49	82 18	195 75	72 28	500 101	83 17	433 167	72 28	490 110	82 18	0,17	0,384
TOTAL	269	100	270	100	601	100	600	100	600	100		
ON SCHOOL SUBJECTS							·····				·	······
Read them often/now and then Never read them	224 45	83 17	168 102	62 38	499 102	83 17	367 239	61 39	495 111	82 18	0,000	0,289
TOTAL	269	100	270	100	601	100	606	100	606	100		
BIOGRAPHIES				•							_ · · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·
Read them often/now and then Never read them	177 91	66 34	145 123	54 46	412 183	69 31	318 283	53 47	390 211	65 35	0,731	2,37
TOTAL	268	100	268	100	595	100	601	100	601	100		· · · · · · · · · · · · · · · · · · ·
HISTORICAL STORIES												
Read them often/now and then Never read them	230 38	86 14	191 80	70 30	526 76	87 13	425 181	70 30	518 88	85 15	0,269	0,772
TOTAL	268	100	271	100	602	100	606	100	606	100		· · · · · · · · · · · · · · · · · · ·
TRAVEL ACCOUNTS												
Read them often/now and then Never read them	187 80	70 30	172 98	64 36	432 168	72 28	351 253	58 42	389 215	64 36	0,259	7,66 ^{**}
TOTAL	267	100	270	100	600	100	604	100	604	100		
SCIENCE FICTION												
Read it often/now and then Never read it	157 111	59 41	137 134	51 49	341 260	57 43	285 321	47 53	334 272	55 45	0,188	0,26
TOTAL	268	100	271 [.]	100	601	100	606	100	606	100		

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Responses	Numb	er of boy	ys		Chi-square								
	Contro	ol group			Exper	imental	group		Experimental	Experimental			
	1974		1976		1974		1976		1976 (adjusted)		compared to control group	(adjusted) com= pared to experi= mental group	
	N	%	N	%	N	%	N	%	N	%	(df =1)	1974 (df = 1)	
Yes	130	50	162	63	312	56	331	59	263	47			
No	128	50	97	37	250	44	232	41	300	53	1,671	8,372 ^{***}	
TOTAL	258	100	259	100	562	100	563	.100	563	100	<u>`</u>		

TABLE 13 DO YOU BELONG TO A LIBRARY? (NOT YOUR SCHOOL LIBRARY) (BOYS)

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Responses	Numb	er of gi	ris		Chi-square								
	Contr	ol group)		Expe	rimental	group			Experimental	Experimental		
	1974		1976		1974		1976		1976 (adjusted)		 group 1974 compared to control group 1074 	(adjusted) com= pared to experi=	
	N	%	Ν	%	Ν	%	Ν	%	Ν	%	(df = 1)	1974 (df = 1)	
Yes	141	52	173	64	359	59	379	63	306	50			
No	130	48	97	36	248	41	227	37	300	50	3,583	8,812 ^{***}	
TOTAL	271	100	270	100	607	100	606	100	606	100	<u> </u>		

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TABLE 14		
DO YOU BELONG TO A LIBRARY? (NOT YOUR SCHOOL LIBRARY) (GIRLS)	•	

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reading of magazines, comics and photo-stories (the number of comics and photo-stories read as well as the number of magazines read) was clearly not affected. No calculations could be done concerning the reading of newspapers since differences between viewers and non-viewers of television already existed prior to the introduction of television.

5.2 THE EXTENT TO WHICH GIRLS READ CERTAIN TYPES OF READING MATTER

More girls indicated that they read Sunday newspapers, whereas fewer of them read comics and photo-stories. The number of books read by girls was apparently not affected. As regards the reading of magazines, comicstrips and photo-stories in newspapers and the number of days per week that newspapers were read, it seems that there were already differences between the television viewers and non-viewers in 1974 with the result that no further statistical calculations could be made in this case.

5.3 THE NUMBER OF HOURS THE GIRLS AND BOYS DEVOTED TO READING DURING THE WEEK

The effect of television on this variable was investigated with the aid of seven comparisons. It was found that in four comparisons television had an inhibiting effect on the time the boys spent on reading. The opposite tendency was found in three comparisons concerning the girls. Television clearly stimulated them to spend more time on reading.

5.4 THE EXTENT TO WHICH BOYS AND GIRLS READ LITERATURE ON SPE= CIFIC SUBJECTS

Boys read fewer Bible stories, less science fiction, fewer stories on children, reading-matter on school subjects, biographies, travel accounts and plays. Girls' preferences for Bible stories, literature on hobbies, and travel accounts also declined, while a probable hampering effect occurred with regard to the reading of the Bible. Television had a stimulative effect

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on the extent to which girls read stories about children, and detective, murder stories/Westerns.

5.5 LIBRARY MEMBERSHIP

Television had a hampering effect on both the boys' and the girls' library membership outside the school context .

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RAAD VIR GEESTESWETENSKAPLIKE NAVOR-HUMAN SCIENCES RESEARCH COUNCIL

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