HUMAN SCIENCES RESEARCH COUNCIL OF SOUTH AFRICA


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

Maccoby (1951), McDonagh et al. (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

[^0]the comprehensive investigation undertaken in provincial schools of the four provinces of the RSA. A sample of 7108 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.

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): $A_{1}$

## Control group

(prior to introduction of televi= sion): $\mathrm{B}_{1}$

Introduction of television
Experimental group
(after introduction of televi=
sion): $A_{2}$

## Experimental group

(after introduction of televi= sion): $\mathrm{A}_{2}$

## Control group

(after introduction of television) $\mathrm{B}_{2}$

A series of comparisons was drawn in respect of the answers to each ques= tion between the groups indicated in Figure 1. Since the answers are only available in the form of frequencies, the chi-square statistical test ( $\chi^{2}$ )

* 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 $\quad A_{1}$ with $B_{1}$ (by means of $x^{2}$ )

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 $\mathrm{B}_{1}$ to $B_{2}$. 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 $\quad A_{1}$ with adjusted $A_{2}$ (by means of $\chi^{2}$ )

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 $\mathrm{A}_{1}$. 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 $\chi^{2}$ values which are significant at the 0,001 level are indicated by three asterisks ( $* * *$ ) in the tables, those significant at 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?"

| Prior to introduc= | Experimental group |  | Control group |  |
| :---: | :---: | :---: | :---: | :---: |
|  | $\mathrm{A}_{1}$ |  | $\mathrm{B}_{1}$ |  |
|  | Yes | 400 | Yes | 435 |
| tion of television |  | 100 | No | 115 |
|  | TOTAL | 500 | TOTAL | 550 |

## Introduction of television

| After introduction of television | $\mathrm{A}_{2}$ |  | $\mathrm{B}_{2}$ |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Yes | 351 | Yes | 460 |
|  |  | 149 | No | 90 |
|  | TOTAL | 500 | total | 550 |

(a) $A_{1}$ with $B_{1}$.

$$
x^{2}=0,083 d f=1
$$

Further comparisons can thus be done in this case.
(b) $\quad B_{1}$ with $\mathrm{B}_{2}$ ("Yes"answer)
$B_{2}$ (yes) $-B_{1}$ (yes) $=460-435=25$
The difference of the latter in relation to the total: $\frac{25}{550}$
Adjustment that must be made to $\mathrm{A}_{2}$
$\frac{25}{550} \times 500=23$
(c) $A_{1}$ with adjusted $A_{2}$

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

| $A_{1}$ |  | $A_{2}$ (adjusted) |
| :--- | ---: | ---: |
| Yes | 400 | $(351-23)=328$ |
| No | 100 | $(149+23)=172$ |
| TOTAL | 500 | 500 |

$\cdot \chi^{2}$ value: $25,458 * * * \quad d f=1$

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?"

| Prior to introduc= | Experimental group: |  | Control group |  |
| :---: | :---: | :---: | :---: | :---: |
|  | $\mathrm{A}_{1}$ |  | $\mathrm{B}_{1}$ |  |
|  | Yes | 50 | Yes | 31 |
| tion of television | No | 94 | No | 71 |
|  | TOTAL | 144 | TOTAL | 102 |

Introduction of television


| After introduction of television | Experimental group: |  | Control group |  |
| :---: | :---: | :---: | :---: | :---: |
|  | $\mathrm{A}_{2}$ |  | B:2 |  |
|  | Yes | 61 | Yes | 57 |
|  | No | 83 | No | 45 |
|  | TOTAL | 144 | TOTAL | 102 |

(a) $A_{1}$ with $B_{1}$
$\chi^{2}=0,33 \quad \mathrm{df}=1$
Further comparisons can be done in this case.
(b) $\mathrm{B}_{\mathrm{i}_{1} \text { with } \mathrm{B}_{2} \text { ("yes" answer) }}$
$B_{2}$ (yes) - $B_{1}$ (Yes) $=57-31=26$
The difference of the latter in relation to the total: $\frac{26}{102}$
Adjustment that must be made to $\mathrm{A}_{2}$
$\frac{26}{102} \times 144=37$
(c) $\mathrm{A}_{1}$ with adjusted $\mathrm{A}_{2}$

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

| $A_{1}$ |  | $A_{12}$ (adjusted) |
| :--- | :---: | :---: |
| Yes | 50 | $(61-37)=24$ |
| No | 94 | $(83+37)=120$ |
| TOTAL | 144 | 144 |

$$
\chi^{2} \text {-value: } 11,3665 * * * \quad d f=1
$$

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.

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 photostories which appear in newspapers? (Boys and girls.)
+ In how many magazines did you read something last week? (Girls.)
$+\quad$ 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 <br> 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 INCTLUDE SCHOOL BOOKS, MAGAZINES, COMICS OR PHOTO-STORIES) (BOYS)

| Number of books | Number of boys |  |  |  |  |  |  |  |  |  | Chi-square ( $\mathrm{X}^{2}$ ) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Control group |  |  |  | Experimental group |  |  |  |  |  | Experimen= tal group 1974 compa= red to control group 1974$(d f=1)$ | Experimental group 1976 (adjusted) com= pared to experi= mental group$\begin{aligned} & 1974 \\ & (d f=1) \end{aligned}$ |
|  | 1974 |  | 1976 |  | . 1974 |  | 1976 |  | $\begin{aligned} & 1976 \\ & \text { (adjusted) } \end{aligned}$ |  |  |  |
|  | $N$ | \% | $N$ | \% | $N$ | \% | $N$ | \% | N | \% |  |  |
| None to one book Two or more books | $\begin{aligned} & 130 \\ & 126 \end{aligned}$ | 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 |  |  |

TABLE 2
HOW MANY BOOKS DID YOU READ LAST WEEK? (DO NOT INCLUDE SCHOOL BOOKS; MA'GAZINES, COMICS AND PHOTOSTORIES) (GIRLS)

| Number of books | Number of girls |  |  |  |  |  |  |  |  |  | Chi-square ( $\mathrm{X}^{2}$ ) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Control group |  |  |  | Experimental group |  |  |  |  |  | Experimental group 1974 compared to control group 1974$(d f=1)$ | Experimental group 1976 (adjusted) compared to experimental group 1974 ( $d f=1$ ) |
|  | 1974 |  | 1976 |  | 1974 |  | 1976 |  | $\begin{aligned} & 1976 . \\ & \text { (adjusted) } \end{aligned}$ |  |  |  |
|  | N | \% | N | \% | $N$ | \% | N | \% | N | \% |  |  |
| 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 |  |  |

TABLE 3
IN HOW MANY MAGAZINES DID YOU READ SOMETHING LAST WEEK? (DO NOT INCLUDE COMICS AND PHOTO-STORIES)(BOYS)

| Number of magazines | Number of boys |  |  |  |  |  |  |  |  |  | Chi-square ( $\mathrm{X}^{2}$ ) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Control group |  |  |  | Experimental group |  |  |  |  |  | Experimental group 1974 compared to control group 1974 (df = 1) | Experimental group 1976 (ad= justed)compared to experimental group 1974 (df = 1) |
|  | 1974 |  | 1976 |  | 1974 |  | 1976 |  | $\begin{aligned} & 1976 \\ & \text { (adjusted) } \end{aligned}$ |  |  |  |
|  | $N$ | \% | $N$ | \% | $N$ | \% | N | \% | N | \% |  |  |
| None to two magazines | 162 | 63 | 160 | 62 | 336 | 60 | 341 | 61 | 347 | 62 |  |  |
| 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 |  |  |

Fewer boys in the experimental group in 1976 (adjusted) than in $1974 \mathrm{in}=$ 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.

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

| Number of comics and photo-stories read | Number of boys |  |  |  |  |  |  |  |  |  | Chi-square ( $\mathrm{X}^{2}$ ) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Control group |  |  |  | Experimental group |  |  |  |  |  | Experimental group 1974 compared to control group 1974 ( $d f=1$ ) | Experimental group 1976 (ad= justed) compared to experimental group 1974 (df = 1) |
|  | 1974 |  | 1976 |  | 1974 |  | 1976 |  | $\begin{aligned} & 1976 \\ & \text { (adjusted) } \end{aligned}$ |  |  |  |
|  | $N$ | \% | $N$ | \% | $N$ | \% | N | \% | N | \% |  |  |
| None to one | 123 | 48 | 127 | 49 | 251 | 45 | 283 | 50 | 274 | 49 |  |  |
| Two or more | 135 | 52 | 131 | 51 | 312 | 55 | 280 | 50 | 289 | 51 | 0,563 | 1,727 |
| TOTAL | 258 | 100 | 258 | 100 | 563 | 100 | 563 | 100 | 563 | 100 |  |  |

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

| Number of photo-stories and comics read | Number of girls |  |  |  |  |  |  |  |  |  | Chi-square ( $\mathrm{X}^{2}$ ) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Control group |  |  |  | Experimental group |  |  |  |  |  | Experimental group 1974 compared to control group 1974$(d f=1)$ | Experimental group 1976 (adjusted) compared to experimental group 1974 ( $\mathrm{df}=1$ ) |
|  | 1974 |  | 1976 |  | 1974 |  | 1976 |  | $\begin{aligned} & 1976 \\ & \text { (adjusted) } \end{aligned}$ |  |  |  |
|  | N | \% | N | \% | N | \% | $N$ | \% | $N$ | \% |  |  |
| None to one | 123 | 45 | 139 | 52 | 240 | 40 | 337 | 56 | 299 | 49 |  |  |
| Two or more | 148 | 55 | 130 | 48 | 362 | 60 | 270 | 44 | 308 | 51 | 2,123 | 10,413** |
| TOTAL | 271 | 100 | 269 | 100 | 602 | 100 | 607 | 100 | 607 | 100 |  |  |

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

| Responses | Number of girls |  |  |  |  |  |  |  |  |  | Chi-square ( $\mathrm{X}^{2}$ ) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Control group |  |  |  | Experimental group |  |  |  |  |  | Experimental group 1974 compared to control group 1974$(d f=1)$ | Experimental group 1976 (adjusted) com= pared to experi= mental group 1974 ( $d f=1$ ) |
|  | 1974 |  | 1976 |  | 1974 |  | 1976 |  | $1976$ <br> (adjusted) |  |  |  |
|  | $N$ | \% | $N$ | \% | N | \% | $N$ | \% | $N$ | \% |  |  |
| Yes | 179 | 66 | 177 | 65 | 400 | 66 | 440 | 72 | 444 | 73 |  |  |
| No | 92 | 34 | 94 | 35 | 207 | 34 | 167 | 28 | 163 | 27 | 0,001 | 7,188 ${ }^{* *}$ |
| TOTAL | 271 | 100 | 271 | 100 | 607 | 100 | 607 | 100 | 607 | 100 |  | - |

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.

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 | Number of boys |  |  |  |  |  |  |  |  |  | Chi-square ( $x^{2}$ ) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Control group |  |  |  | Experimental group |  |  |  |  |  | Experimental group 1974 compared to control group 1974$(d f=1)$ | Experimental group 1976 (adjusted) com= pared to experi= mental group 1974 ( $d f=1$ ) |
|  | 1974 |  | 1976 |  | 1974 |  | 1976 |  | $\begin{aligned} & 1976 \\ & \text { (adjusted) } \end{aligned}$ |  |  |  |
|  | $N$ | \% | $N$ | \% | N | \% | N | \% | N | \% |  |  |
| 0-1 hour 1 hour or more | $\begin{array}{r} 91 \\ 167 \end{array}$ | $\begin{aligned} & 35 \\ & 65 \end{aligned}$ | $\begin{array}{r} 58 \\ 200 \\ \hline \end{array}$ | $\begin{aligned} & 22 \\ & 78 \\ & \hline \end{aligned}$ | $\begin{array}{r} 171 \\ 392 \\ \hline \end{array}$ | $\begin{aligned} & 30 \\ & 70 \\ & \hline \end{aligned}$ | $\begin{array}{r} 175 \\ 388 \\ \hline \end{array}$ | 31 69 | $\begin{aligned} & 247 \\ & 316 \\ & \hline \end{aligned}$ | $\begin{aligned} & 44 \\ & 56 \\ & \hline \end{aligned}$ | 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 |  |  |
| 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 |  |  |

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

| Number of hours | Number of girls |  |  |  |  |  |  |  |  |  | Chi-square ( $\mathrm{X}^{2}$ ) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Control group |  |  |  | Experimental group |  |  |  |  |  | Experimental group 1974 compared to control group 1974$(d f=1)$ | ```Experimental group 1976 (adjusted) com= pared to experi= mental group 1974 (df = 1)``` |
|  | 1974 |  | 1976 |  | 1974 |  | 1976 |  | $\begin{aligned} & 1976 \\ & \text { (adjusted) } \end{aligned}$ |  |  |  |
|  | $N$ | \% | $N$ | \% | $N$ | \% | $N$ | \% | N | \% |  |  |
| 0-1 hour <br> 1 hour or more | 88 183 | 32 68 | 79 192 | 29 71 | 206 401 | 34 66 | 135 472 | 22 78 | $\begin{aligned} & 155 \\ & 452 \end{aligned}$ | 26 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 | 95 | 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 |  |  |

TABLE 9
INDIC ATE THE EXTENT TO WHICH YOU READ EACH OF THE FOLLOWING TYPES OF READING MATTER (EXCLUDING YOUR OR= DINARY SCHOOL BOOKS) (BOYS)

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

TABLE 10
INDICATE THE EXTENT TO WHICH YOU READ EACH OF THE FOLLOWING TYPES OF READING MATTER (EXCLUDING YOUR OR= DINARY SCHOOL BOOKS) (BOYS)

| Type of reading matter and responses | Number of boys |  |  |  |  |  |  |  |  |  | Chi-square ( $\mathrm{X}^{2}$ ) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Control group |  |  |  | Experimental group |  |  |  |  |  | Experimental group 1974 compared to control group 1974$(d f=1)$ | ```Experimental group 1976 (adjusted) com= pared to experi= mental group 1974 (df = 1)``` |
|  | 1974 |  | 1976 |  | 1974 |  | 1976 |  | $\begin{aligned} & 1976 \\ & \text { (adjusted) } \end{aligned}$ |  |  |  |
|  | N | \% | $N$ | \% | $N$ | \% | N | \% | N | \% |  |  |
| LOVE STORIES |  |  |  |  |  |  |  |  |  |  |  |  |
| Read them often/now and then | 84 | 33 | 79 | 31 | 171 | 31 | 137 | 25 | 147 | 26 |  |  |
| Never read them | 173 | 67 | 177 | 69 | 388 | 69 | 422 | 75 | 412 | 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 | 220 | 86 | 198 | 77 | 480 | 86 | 401 | 71 | 447 | 80 |  |  |
| Never read them | 37 | 14 | 58 | 23 | 79 | 14 | 160 | 29 | 114 | 20 | 0,000 | 7,091 ${ }^{\text {\% }}$ * |
| TOTA L | 257 | 100 | 256 | 100 | 559 | 100 | 561 | 100 | 561 | 100 |  |  |
| POEMS |  |  |  |  |  |  |  |  |  |  |  |  |
| Read them often/now and then | 175 | 69 | 110 | 43 | 373 | 66 | 200 | 36 | 347 | 62 |  |  |
| Nevier read them | 79 | 31 | 148 | 57 | 188 | 34 | 358 | 64 | 211 | 38 | 0,358 | 2,073 |
| TOTAL | 254 | 100 | 258 | 100 | 561 | 100 | 558 | 100 | 558 | 100 |  |  |
| ON HOBBIES |  |  |  |  |  |  |  |  |  |  |  |  |
| Read them often/now and then | 155 | 61 | 134 | 52 | 376 | 67 | 318 | 57 | 368 | 66 |  |  |
| Never read them | 99 | 39 | 123 | 48 | 185 | 33 | 243 | 43 | 193 | 34 | 2,514 | 0,196 |
| TOTAL | 254 | 100 | 257 | 100 | 561 | 100 | 561 | 100 | 561 | 100 |  |  |
| ON SCHOOL SUBJECTS (NOT YOUR ORDINARY SCHOOL BOOKS) |  |  |  |  |  |  |  |  |  |  |  |  |
| Read it often/now and then | 183 | 71 | 146 | 57 | 431 | 77 | 280 | 50 | 362 | 65 |  |  |
| Never read it | 74 | 29 | 112 | 43 | 130 | 23 | 281 | 50 | 199 | 35 | 2,682 | 19,886 ${ }^{\text {W0xK }}$ |
| TOTAL | 257 | 100 | 258 | 100 | 561 | 100 | 561 | 100 | 561 | 100 |  |  |
| BIOGRAPHIES |  |  |  |  |  |  |  |  |  |  |  |  |
| Read them often/now and then | 159 | 63 | 129 | 51 | 348 | 62 | 246 | 44 | 315 | 56 |  |  |
| Never read them | 94 | 37 | 126 | 49 | 209 | 38 | 314 | 56 | 245 | 44 | 0,001 | 4,235 ${ }^{\text {W }}$ |
| TOTAL | 253 | 100 | 255 | 100 | 557 | 100 | 560 | 100 | 560 | 100 |  |  |
| TRAVEL ACCOUNTS |  |  |  |  |  |  |  |  |  |  |  |  |
| Read them often/now and then | 171 | 67 | 152 | 59 | 397 | 71 | 303 | 54 | 345 | 62 |  |  |
| Never read them | 85 | 33 | 104 | 41 | 165 | 29 | 257 | 46 | 215 | 38 | 1,05 | 9,82** |
| TOTAL | 256 | 100 | 256 | 100 | 562 | 100 | 560 | 100 | 560 | 100 |  |  |
| PLAYS |  |  |  |  |  |  |  |  |  |  |  |  |
| Read them often/now and then | 132 | 52 | 96 | 38 | 311 | 56 | 175 | 31 | 254 | 45 |  |  |
| Never read them | 123 | 48 | 159 | 62 | 249 | 44 | 384 | 69 | 305 | 55 | 0,858 | 11,01**** |
| TOTAL | 255 | 100 | 255 | 100 | 560 | 100 | 559 | 100 | 559 | 100 |  |  |

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 and responses | Number of girls |  |  |  |  |  |  |  |  |  | Chi-square ( $\mathrm{X}^{2}$ ) |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Control group |  |  |  | Experimental group |  |  |  |  |  | Experimental group 1974 compared to control group 1974$(d f=1)$ | Experimental group 1976 (adjusted) com= pared to experi= mental group 1974 |  |
|  | 1974 |  |  |  |  |  | 19 |  | $\begin{aligned} & 1976 \\ & \text { (adjusted) } \end{aligned}$ |  |  |  |  |
|  | $N$ | \% | N | \% | $N$ | \% | $N$ | \% | $N$ | \% |  |  |  |

## FUNNY STORIES

| Read them often | 150 | 56 | 125 | 46 | 316 | 52 | 259 | 43 | 316 | 52 |  | 0,001 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Read them now and then/never | 120 | 44 | 146 | 54 | 289 | 48 | 347 | 57 | 290 | 48 | 0,701 |  |
| TOTAL | 270 | 100 | 271 | 100 | 605 | 100 | 606 | 100 | 606 | 100 |  |  |

WAR STORIES

| Read them often | $\begin{array}{r}59 \\ \hline 10\end{array}$ | 22 | 73 198 |  |  | 25 | 171 433 |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Read them now and then/never | 210 | 78 | 193 | 73 | 450 | 75 | 433 | 72 | 463 | 77 | 0,940 | 0,496 |
| TOTAL | 269 | 100 | 271 | 100 | 602 | 100 | 604 | 100 | 604 | 100 |  |  |
| LOVE STORIES |  |  |  |  |  |  |  |  |  |  |  |  |
| Read them often | 59 | 22 | 105 | 39 | 131 | 22 | 226 | 37 | 125 | 21 |  |  |
| Read them now and then/never | 209 | 78 | 166 | 61 | 471 | 78 | 378 | 63 | 479 | 79 | 0,000 | 0,146 |
| TOTAL | 268 | 100 | 271 | 100 | 602 | 100 | 604 | 100 | 604 | 100 |  |  |
| STORIES ON CHILDREN |  |  |  |  |  |  |  |  |  |  |  |  |
| Read them often | 174 | 65 35 | 112 158 | 41 59 |  | 59 |  |  |  | 67 33 |  |  |
| Read them now and then/never | 93 | 35 | 158 | 59 |  | 41 |  | 56 | 197 | 33 | 2,760 | 9,13 |
| TOTAL | 267 | 100 | 270 | 100 | 599 | 100 | 606 | 100 | 606 | 100 |  |  |
| ANIMAL STORIES |  |  |  |  |  |  |  |  |  |  |  |  |
| Read them often | 170 | 63 | 112 | 42 | 385 | 64 | 274 | 45 | 405 | 67 |  |  |
| Read them now and then/never | 99 | 37 | 157 | 58 | 216 | 36 | 332 | 55 | 201 | 33 | 0,028 | 0,906 |
| TOTAL | 269 | 100 | 269 | 100 | 601 | 100 | 606 | 100 | 606 | 100 |  |  |

detective, murder mysteries
AND WESTERNS

| Read them often <br> Read them now and then/never |  | 23 | 92 178 | 34 66 | $\begin{aligned} & 176 \\ & 427 \end{aligned}$ | $\begin{aligned} & 29 \\ & 71 \end{aligned}$ | $\begin{aligned} & 313 \\ & 292 \end{aligned}$ | 52 48 | $\begin{aligned} & 246 \\ & 359 \end{aligned}$ | 41 59 | 3,23 | 16,99*** |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| TOTAL | 269 | 100 | 270 | 100 | 603 | 100 | 605 | 100 | 605 | 100 |  |  |
| bible Stories |  |  |  |  |  |  |  |  |  |  |  |  |
| Read them often | 233 36 | 87 13 | 184 87 | 68 32 |  |  |  |  |  |  | 2,779 | 11,345 ${ }^{\mathbf{W M W}}$ |
| Read them now and then/never |  |  |  | 32 |  |  |  |  |  |  | 2,779 |  |
| TOTAL | 269 | 100 | 271 | 100 | 604 | 100 | 605 | 100 | 605 | 100 |  |  |
| THE BIble |  |  |  |  |  |  |  |  |  |  |  |  |
| Read it often | $\begin{array}{r} 233 \\ 35 \end{array}$ | $\begin{aligned} & 87 \\ & 13 \end{aligned}$ | $\begin{array}{r} 244 \\ 25 \end{array}$ | 91 9 | $\begin{array}{r} 537 \\ 65 \end{array}$ | $\begin{aligned} & 89 \\ & 11 \end{aligned}$ | $\begin{array}{r} 534 \\ 68 \end{array}$ | $\begin{array}{r} 89 \\ 11 \end{array}$ |  | $\begin{aligned} & 85 \\ & 15 \end{aligned}$ | 0,724 | 4,603 ${ }^{\text {\% }}$ |
| TOTAL | 268 | 100 | 269 | 100 | 602 | 100 | 602 | 100 | 602 | 700 |  |  |
| PLAYS |  |  |  |  |  |  |  |  |  |  |  |  |
| Read them often | 115 | 43 | 80 | 30 | 229 | 38 | 145 | 24 | 225 | 37 |  |  |
| Read them now and then/never | 154 | 57 | 191 | 70 | 374 | 62 | 461 | 76 | 381 | 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)

| Type of reading matter | Number of girls |  |  |  |  |  |  |  |  |  | Chi-square ( $\mathrm{X}^{2}$ ) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Control group |  |  |  | Experimental group |  |  |  |  |  | Experimental group 1974 compared to control group 1974$(d f=1)$ | Experimental group 1976 (adjusted) com= pared to experi= mental group 1974 ( $\mathrm{df}=1$ ) |
|  | 1974 |  | 1976 |  |  |  | 1976 |  | $\begin{aligned} & 1976 \\ & \text { (adjuste d) } \end{aligned}$ |  |  |  |
|  | N | \% | N | \% | $N$ | \% | $N$ | \% | $N$ | \% |  |  |
| POEMS |  |  |  |  |  |  |  |  |  |  |  |  |
| Read them often/now and then | 238 | 89 | 179 | 67 | 524 | 87 | 369 | 61 | 504 | 83 |  |  |
| Never read them | 30 | 11 | 90 | 33 | 70 | 13 | 237 | 39 | 102 | 17 | 0,38 | 3,277 |
| TOTAL | 268 | 100 | 269 | 100 | 602 | 100 | 606 | 100 | 606 | 100 |  |  |
| ON HOBEIES |  |  |  |  |  |  |  |  |  |  |  |  |
| Read them often/now and then | 190 | 71 | 153 | 56 | 456 | 76 | 308 | 51 | 397 | 66 |  |  |
| Never read them | 77 | 29 | 118 | 44 | 146 | 24 | 298 | 49 | 209 | 34 | 1,806 | 14,759 ${ }^{\text {MW0 }}$ |
| TOTAL | 267 | 100 | 271 | 100 | 602 | 100 | 606 | 100 | 606 | 100 |  |  |
| ON SPORT |  |  |  |  |  |  |  |  |  |  |  |  |
| Read them often/now and then | 220 | 82 | 195 | 72 | 500 | 83 | 433 | 72 | 490 | 82 |  |  |
| Never read them | 49 | 18 | 75 | 28 | 101 | 17 | 167 | 28 | 110 | 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 | 224 | 83 | 168 | 62 | 499 | 83 | 367 | 61 | 495 | 82 |  |  |
| Never read them | 45 | 17 | 102 | 38 | 102 | 17 | 239 | 39 | 111 | 18 | 0,000 | 0,289 |
| TOTAL | 269 | 100 | 270 | 100 | 601 | 100 | 606 | 100 | 606 | 100 |  |  |
| BIOGRAPHIES |  |  |  |  |  |  |  |  |  |  |  |  |
| Read them often/now and then | 177 | 66 | 145 | 54 | 412 | 69 | 318 | 53 | 390 | 65 |  |  |
| Never read them | 91 | 34 | 123 | 46 | 183 | 31 | 283 | 47 | 211 | 35 | 0,731 | 2,37 |
| TOTAL | 268 | 100 | 268 | 100 | 595 | 100 | 601 | 100 | 601 | 100 |  |  |
| HISTORICAL STORIES |  |  |  |  |  |  |  |  |  |  |  |  |
| Read them often/now and then | 230 | 86 | 191 | 70 | 526 | 87 | 425 | 70 | 518 | 85 |  |  |
| Never read them | 38 | 14 | 80 | 30 | 76 | 13 | 181 | 30 | 88 | 15 | 0,269 | 0,772 |
| TOTAL | 268 | 100 | 271 | 100 | 602 | 100 | 606 | 100 | 606 | 100 |  |  |
| TRAVEL Accounts |  |  |  |  |  |  |  |  |  |  |  |  |
| Read them often/now and then | 187 | 70 | 172 | 64 | 432 | 72 | 351 | 58 | 389 | 64 |  |  |
| Never read them | 80 | 30 | 98 | 36 | 168 | 28 | 253 | 42 | 215 | 36 | 0,259 | 7,66 ${ }^{\text {xx }}$ |
| TOTAL | 267 | 100 | 270 | 100 | 600 | 100 | 604 | 100 | 604 | 100 |  |  |
| SCIENCE FICTION |  |  |  |  |  |  |  |  |  |  |  |  |
| Read it often/now and then | 157 | 59 | 137 | 51 | 341 | 57 | 285 | 47 | 334 | 55 |  |  |
| Never read it | 111 | 41 | 134 | 49 | 260 | 43 | 321 | 53 | 272 | 45 | 0,188 | 0,26 |
| TOTAL | 268 | 100 | 271. | 100 | 601 | 100 | 606 | 100 | 606 | 100 |  |  |

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

| Responses | Number of boys |  |  |  |  |  |  |  |  |  | Chi-square |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Control group |  |  |  | Experimental group |  |  |  |  |  | Experimental group 1974 compared to control group 1974 ( $d f=1$ ) | ```Experimental group 1976 (adjusted) com= pared to experi= mental group 1974 (df = 1)``` |
|  | 1974 |  | 1976 |  | 1974 |  | 1976 |  | $\begin{aligned} & 1976 \\ & \text { (adjı } \end{aligned}$ |  |  |  |
|  | $N$ | \% | N | \% | N | \% | N | \% | N | \% |  |  |
| 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 |  |  |

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

| Responses | Number of girls |  |  |  |  |  |  |  |  |  | Chi-square |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Control group |  |  |  | Experimental group |  |  |  |  |  | Experimental group 1974 compared to control group 19.74$(d f=1)$ | Experimental group 1976 (adjusted) com= pared to experi= mental group$\begin{aligned} & 1974 \\ & (d f=1) \end{aligned}$ |
|  | 1974 |  | 1976 |  | 1974 |  | 1976 |  | $\begin{aligned} & 1976 \\ & \text { (adjusted) } \end{aligned}$ |  |  |  |
|  | $N$ | \% | $N$ | \% | $N$ | \% | $N$ | \% | $N$ | \% |  |  |
| 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 ${ }^{\text {\%* }}$ |
| TOTAL | 271 | 100 | 270 | 100 | 607 | 100 | 606 | 100 | 606 | 100 |  |  |

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 occur red with regard to the reading of the Bible. Television had a stimulative effect
on the extent to which girls read stories about children, and detective; mur̃der stories/Westerns.

### 5.5 LIBRARY MEMBERSHIP

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

9 SIEGEL, S. Nonparametric statistics for the behavioral sciences. New York, McGraw-Hill, 1956.

Master no. 4947
Dow no, 4952


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[^0]:    *In this research report, short-term influence refers to the influence of television during the first year of broadcasting.

